



**VANCOUVER COMMUNITY COLLEGE**

# VCC Institutional Accountability Plan and Report

**2019/2020 REPORTING CYCLE**

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September 15, 2020

Honourable Melanie Mark  
Ministry of Advanced Education, Skills and Training  
P.O. Box 9870 STN PROV GOVT  
Victoria, BC V8W 9T5

Dear Minister Mark,

We are pleased to submit Vancouver Community College's (VCC) Institutional Accountability Plan and Report for the 2019/2020 reporting cycle. This report proudly highlights the achievements of VCC over the past year and renews our ongoing commitment to offering quality, accessible education in British Columbia.

The plan included here also gives valuable direction as we continue to strive to meet the needs of British Columbians, not only as a major post-secondary institution, but also as an integral component of B.C.'s labour market and a key contributor to our province's COVID-19 response and recovery efforts.

In this regard, we present a summary of the ways in which VCC supports the government's key commitments to British Columbians:

### TO MAKE LIFE MORE AFFORDABLE

- VCC is one of B.C.'s largest providers of tuition-free Adult Basic Education and English as an Additional Language (EAL) programming.
- VCC's University Transfer programming offers an accessible and affordable alternative to direct university admission.
- The VCC Foundation raises and distributes over \$700,000 annually in scholarships and bursaries to deserving students in need.
- VCC instructors regularly author and contribute to open education resources (OER) (free, online textbooks) via BCcampus.
- VCC regularly partners with local First Nations, WorkBC, and community service providers to offer tuition-free and low-cost programming to Indigenous students and at-risk youth.
- As part of their training, VCC students and faculty offer low-cost, on-campus services to the public, including food services, hairstyling, esthetics, graphic design, auto repair, and dental care.
- VCC has committed to the government's Tuition Limit Policy, setting a two per cent cap on tuition and mandatory fee increases.



## **TO DELIVER THE SERVICES THAT PEOPLE COUNT ON**

- VCC's numerous Youth Train in Trades programs allow high school students to gain streamlined entry into in-demand trades careers while earning Industry Training Authority (ITA) certifications.
- VCC is the only institution in B.C. to offer Adult Basic Education (ABE) at fundamental levels (from beginner to Grade 8), which is essential to the success of many newcomer women, refugees, and other British Columbians with interrupted education.
- VCC's Aboriginal Services Plan (2018-2021) continues to increase enrolment and success for Aboriginal learners while incorporating Indigenous ways and knowledge throughout the college.
- VCC is a key provider of education and career training for British Columbians living with cognitive disabilities, as well as the visually impaired and Deaf and hard of hearing communities.
- VCC's unique, community-oriented addiction counselling programs provide hands-on training to those entering the fight against the opioid crisis.
- VCC's health sciences students and instructors coordinate the largest and most realistic annual earthquake simulation in B.C.
- VCC is the sole provider of the Provincial Instructor Diploma Program (PIDP), which certifies adult educators via courses offered across the province.
- VCC is a primary trainer of early childhood educators (ECE), infant toddler educators (ITE), and special needs educators (SNE) certified by the B.C. Ministry of Children and Family Development.
- VCC's award-winning innovations to English as an Additional Language (EAL) programming have transformed and enhanced the newcomer experience in B.C.

## **TO BUILD A STRONG, SUSTAINABLE, INNOVATIVE ECONOMY THAT WORKS FOR EVERYONE**

- VCC's Campus Master Plan will ensure the college makes significant, positive social and architectural contributions to the developing False Creek Flats and Downtown Dunsmuir St. neighbourhoods – with the added potential of retail and housing density.
- VCC's Institutional Learning Outcomes ensure that human ("soft") skills like critical thinking, intercultural awareness, professionalism, and others are woven into every college program.
- Over the past year, VCC has rapidly expanded its Information Technology (IT) programs in networking, security, cloud computing, and virtual and augmented reality (VR/AR).
- VCC's transportation trades programs are committed to keeping curriculums up to date with the latest hybrid and electric vehicle technologies.
- VCC engages over 35 program advisory committees (PACs) made up of alumni, employers, and industry experts to advise on programming and ensure students are job-ready.
- VCC is committed to maintaining a sustainable balance of both domestic and international students, ensuring that all are well prepared to fill British Columbia's most in-demand jobs.



## TO PROTECT BRITISH COLUMBIANS FROM THE SPREAD OF COVID-19

- At the request of the Ministry of Advanced Education, Skills and Training, VCC remained open as an essential service throughout the COVID-19 pandemic, ensuring that learning continued and student services remained available.
- Thousands of VCC-trained nurses, health care assistants, medical lab assistants, and others have been bravely working in hospitals, care facilities, and in the community since the start of the COVID-19 pandemic.
- Multiple VCC departments pooled resources to donate over 60,000 pieces of personal protective equipment (PPE) to local health care providers.
- VCC set up its Downtown campus kitchens as a hub where VCC chefs and other contributors ran a food prep and delivery program serving 6,000 meals per week, ensuring food security for the Downtown Eastside community during the COVID-19 lockdown.
- VCC and Vancouver Coastal Health (VCH) partnered to set up a public COVID-19 testing site at the VCC Broadway campus parking lot.

Each year, this report gives us the opportunity to revisit our purpose and direction as a major B.C. post-secondary institution, as well as re-commit to the values and goals we share. Such a task has taken on extra meaning during this challenging time. The COVID-19 pandemic has made us all re-evaluate our priorities, and we at VCC have discovered that our community connections run deeper than ever. We also thank and commend the Government of B.C. for its ongoing leadership and vigilance as we all work together to keep our communities safe, strong, and sustainable.

Sincerely,

A handwritten signature in black ink that reads "J Hartman".

Jocelyn Hartman  
Chair  
VCC Board of Governors

A handwritten signature in black ink that reads "A Patel".

Ajay Patel  
President and CEO  
Vancouver Community College



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## THE VCC RESPONSE TO COVID-19

Ever since the SARS-CoV-2 coronavirus reached our shores and the first case of COVID-19 disease was confirmed in B.C. in January 2020, nearly every part of our lives has been disrupted in one way or another.

The week of March 17, the B.C. Ministry of Advanced Education, Skills and Training (AEST), under the direction of the Provincial Health Officer (PHO) Dr. Bonnie Henry ordered the immediate suspension in-person program delivery. From this point onward, VCC faculty, staff, and administrators have gone to incredible lengths and made countless innovations to allow students and employees to continue studying and working remotely.

VCC's Emergency Operations Centre (EOC) oversaw this entire transition with safety and security front of mind, and this team deserves the highest recognition for their tireless work.

In addition to the large-scale transition to online and alternative learning, over the course of the past few months, leaders, employees, students, and volunteers from VCC have truly stepped up to make major contributions to the safety and resilience of our community.

### **VCC partners with VCH to host public COVID-19 testing site**

At the request of Vancouver Coastal Health (VCH), VCC has offered its north parking lot outside of building B at the Broadway to host a COVID-19 testing location. This site, which opened in mid-August 2020, offers safe, public access to COVID-19 testing without the need to enter a public building.

### **VCC Downtown kitchens host community meal prep**

At the request of the City of Vancouver, in April 2020, VCC offered its culinary arts training kitchens as a meal-prep and distribution hub for Vancouver residents with barriers to food security during the COVID-19 pandemic. As a result, VCC chefs, along with the City of Vancouver, food suppliers, and social service agencies were able to orchestrate a food program that involved the creation and delivery of 6,000 meals per week.

## THE VCC RESPONSE TO COVID-19 (CONTINUED)

### VCC donates 60,000 pieces of PPE to health workers

In March 2020, VCC collected 55,000 gloves and 5,000 other items including masks, sanitizers, gowns, viral swabs, and cleaning supplies from its dental, esthetics, makeup, hairstyling, health, science, jewellery, auto collision, security, and facilities departments, and all items were donated to Vancouver Coastal Health.

### VCC distributes emergency funds to students in need

In April 2020, 312 students from 40 VCC programs received support via VCC's COVID-19 Emergency Bursary Fund, which distributed \$195,000 in funding made possible through the provincial government, VCC, its various student and employee unions, and the VCC Foundation. Following a second fundraising campaign, VCC was able to distribute an additional \$50,000 to students in need in June 2020. Much of this funding was thanks to industry supporters The Craftsman Group, Deeley Group, and VCC Foundation's Giving Tuesday Now donation matching campaign. Today, emergency fundraising continues through additional campaigns and events such as Connected by Design, a popular online social event for industry hosted by VCC's Graphic Design department.

### VCC alumni contributing to the fight against COVID-19

- Many VCC Nursing and Health Sciences graduates are working on the front lines during the COVID-19 pandemic and making our community very proud. These include VCC Health Care Assistants, Health Unit Coordinators, Medical Lab Assistants, Pharmacy Technicians, Occupational/Physical Therapist Assistants, and others.
- Early in the pandemic, six participants of VCC's Make It! entrepreneurship program for immigrant women have turned their business skills to volunteerism by donating the time and material to sew cloth face masks. Working with the Intercultural Women's Maker Society (IWMS), the group has sent multiple donations of thousands of masks to community development agencies coordinating the distribution of masks to people in Vancouver's Downtown Eastside.
- VCC international student Mariana Carneiro saw people struggling to meet their basic needs due to COVID-19, so she decided to donate 10 per cent of sales from her online jewellery shop, Kaju, to the food bank. Additionally, Mariana gave numerous pairs of earrings as tokens of thanks to health care workers, and began promoting donations to Canadian Blood Services on her popular Instagram account.
- Recent VCC American Sign Language and Deaf Studies grad and early childhood educator Jordyn Mitchell maximized her special combination of skills throughout the COVID-19 pandemic by providing interpretive services and Kindergarten programming to the Deaf child of a local health care worker.

### COVID-19 impact on International students

International student enrolment at VCC has not been adversely affected by COVID-19. Our enrolment for spring 2020 was above forecast, and our enrolment for fall 2020 was 5% below forecast. Below is a brief summary of the timeline over the past 8 months of VCC's response regarding the International Education's department for students.

# THE VCC RESPONSE TO COVID-19 (CONTINUED)

## March

At the outset of COVID-19 in March, VCC's International students, like domestic students, transitioned to online delivery in their various program areas. The International Education department supported students and their program areas to ensure student's success as they transitioned to a new, remote learning environment. All COVID-19 policies and procedures as identified by VCC and the Public Health Office were followed.

## Classes beginning spring 2020

International students beginning their programs in spring 2020 began their studies online. Although the majority of students were already living in Vancouver, there were some students who participated online from their home country, (as per IRCC guidelines). All students were provided with additional support from the International Education department through our Individual Case Management program that ensure all student's questions and concerns are addressed, and that they felt safe and included.

## July 2020

In July 2020, VCC laid out our readiness to host international students at the college in response to the Deputy Minister of Advanced Education, Skills and Training (AEST). Included was VCC's COVID-19 operational plans and protocols that meet the expectations of the B.C. Post-Secondary COVID-19 Go-Forward Guidelines, as well as our detailed plan to ensure student safety by managing all arriving international students' compliance with the federal guidance document to implement the 14-day quarantine requirement under the Quarantine Act. Additionally, we shared VCC's contingency plan with safety protocols if an outbreak is detected.

## August 2020

In August 2020, VCC responded to the request from AEST to update our plans to manage arriving international students' compliance with the federal and provincial's 14-day quarantine/self-isolation requirements and included measures for:

- pre-arrival planning and communication with students/co-arriving family members on legal requirements to quarantine or self-isolate for 14 days upon arrival;
- transportation upon arrival to quarantine location (including avoidance of public transit); quarantine supports (e.g. location options; resources for food/medical care);
- social/mental health supports); regular and robust monitoring during 14-day period for COVID-19 symptoms, well-being and compliance; the process for care should a student develop COVID-19 symptoms; and,
- contingency for additional supports if a student should become ill during quarantine.

Additionally, we submit weekly reports to the Ministry of Advanced Education, Skills and Training regarding data on enrolment, self-isolation, and COVID-19 cases.

## Classes beginning in fall 2020

The majority of International students beginning their programs in fall 2020 were not in Canada and have begun their studies online. We continue to provide customized support to these students, including providing support letters for their travel, accommodating their requests for deferrals or refunds, and delivering virtual advising sessions to answer their questions and address their concerns.





## INSTITUTIONAL OVERVIEW

### Our vision statement

**VCC – the first choice for innovative, experiential learning for life.**

Vancouver Community College (VCC) is proud to inspire a new generation of students to discover their passions, gain essential skills, and learn what it takes to succeed in a competitive workforce. With more than 15,000 registered students, (including a growing number of Aboriginal and International learners), 1,100 employees, and an annual budget of \$105 million, VCC is a key player in the post-secondary landscape in B.C. Our connections to industry ensure that our students have direct access to employers while our model of access and our partnerships across the post-secondary sector assist students to reach their goals at any stage of their educational journey.

### Our values

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**Student success:** We create an accessible environment where students build the skills, develop the attributes and gain the experience in the classroom, industry and community needed for success now and in the future.

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**Excellence:** We are committed to the highest educational quality, student support, and college operations that are responsive, innovative and relevant.

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**Diversity:** We acknowledge and respect differences in each other and are committed to maintaining an accessible environment that is inclusive of all.

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**Stewardship:** We are responsible for overseeing the resources that are entrusted to us and are focused on working in the best interests of the college community as a whole.

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## Our Values (continued)



Our commitment to diversity, accessibility, quality, and relevance makes VCC a unique and exciting place to study. We believe that VCC students have unlimited potential, and it is our mandate to make sure our graduates are equipped with the skills and knowledge they need to succeed.

Located in the heart of Vancouver, VCC offers academic, cultural, and social environments that inspire relevant, real-world training. Our on-campus facilities – including gourmet and casual restaurants, an auto shop, and salon and spa – allow students to hone their skills while providing high-quality lower-cost services to the Downtown and East Vancouver communities. The college attracts students from all over the region as well as the world, and is positioned for growth with a focus on providing valuable knowledge and skills for both domestic and international students. As a key source of post-secondary education and supplier of trained workers throughout British Columbia, VCC continues to create opportunities and enhance the overall productivity of the economy.

The steady flow of accomplished, trained VCC grads to the workforce is a testament to the quality education and training that we provide. It is estimated that one out of every 53 jobs in Greater Vancouver is supported by the activities of VCC and its students.<sup>1</sup> Today, thousands of VCC alumni are receiving higher earnings and increasing the productivity of businesses in the region. As a result of their education and training at VCC, the average diploma graduate will see an increase of \$9,200 in annual earnings compared to a high school graduate in B.C. In fiscal year 2018-19, \$525.3 million in additional income was generated by VCC alumni in the region.

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<sup>1</sup> Emsi. The Economic Value of Vancouver Community College. Mar. 2020, p. 98.

## VCC'S STRATEGIC INNOVATION PLAN

VCC's Strategic Innovation Plan outlines our commitment to becoming an innovative center of learning within the next 10 years. The plan brings our vision statement to life, and commits us to deliver bold new initiatives, build infrastructure, and explore new technologies for the benefit our students, employees, and wider community. It also presents new ways of doing things, changing business models, and evolving educational needs to ensure that we create optimal, accessible environments for learning success now and in the future.

### The Strategic Innovation Plan consists of five key priorities:

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#### 1. Building campuses of the future

Thoughtfully designing spaces with cutting-edge technology

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#### 2. Building programs of the future

Effective, affordable programs that support lifelong learning and a multiple-career culture

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#### 3. Building a culture of engagement and innovation

Long-term, mutually beneficial relationships with industry and the community

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#### 4. Building a sustainable business model

Strategic, student-centred advancement with lasting positive impacts

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#### 5. Building the brand

A distinct and progressive identity that reflects the new VCC

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### Our commitments:

- We will use our collective knowledge and expertise to ensure that VCC pursues these priorities and provides relevant skills for employment and career development that are essential for the B.C. workforce of today and tomorrow.
- We will continue to build partnerships with both corporate and not-for-profit organizations, and will develop credentials to meet demands of current and emerging markets.
- We will strive to ensure student diversity, implement policies around Indigenization, and to work towards increasing domestic enrolment.
- We will continue to explore the benefits of blended and online learning to fit students' lifestyles while continually exploring ways to enhance our courses and programs to enable working adults to upgrade their skills.

## CAMPUS MASTER PLAN



In order to succeed and advance in the new Canadian and global realities, VCC must plan and position itself for a sustainable future. Over the next 20 years, VCC anticipates the need for significant improvement to infrastructure to support current and new programs, and partnerships. Our Campus Master Plan (CMP), approved by the VCC Board of Governors in November 2019, identifies, clarifies, and shapes this long-term vision for VCC's Broadway and Downtown campuses.

With the theme "Three campuses, one VCC," this plan will help guide VCC's future decision making in areas of land use, built form, open spaces, natural areas, transportation, and parking over the next 15-20 years. It will also investigate and predict emerging opportunities with technology, retail integrations, and employer partnerships, while remaining committed to our unique identity and history.

### **A time for renewal**

Over the past 55 years, VCC's campuses have become a cornerstone of life for many Downtown and East Vancouver residents, as well as the thousands of students and employees who commute in from across the Lower Mainland every day. As a hands-on institution, many VCC programs also demand highly technical equipment and modern spaces for optimal learning.

Due to the age and heavy use of many VCC buildings – the majority of which were constructed between 1948 and 1983 – architectural research conducted during the CMP process revealed the need for significant renewal. Thanks to extensive consultation and visioning, our CMP provides not only expert recommendations for upgrading our buildings, but also exciting opportunities to greatly improve our learning environments, community spaces, the natural landscape, and the city around us.

This plan was the result of an 18-month process of discovery, consultation, engagement, and development, with many thanks to design firm DIALOG as well as Partnerships BC and the B.C. Ministry of Advanced Education, Skills and Training.

## OUR STUDENTS AND THE LABOUR MARKET

Employment is an important aspect of support for youth moving to independence. This is especially true for vulnerable youth in the population.<sup>2</sup> It is increasingly evident that post-secondary education not only significantly increases employability, but also increases rates of re-employment for individuals who are unemployed.

While VCC remains a foundation for many traditional students transitioning from high schools, the college also supports a wide range of “non-traditional” students: new immigrants to Canada, adult learners with dependents, and students transferring between post-secondary institutions.

With regard to B.C. public schools, the ratio of students entering VCC from high schools to students transferring from other post-secondary institutions is 2:5. It is a known association that unemployment in the labour market influences the decision of workers to return to school and complete their unfinished studies or obtain additional training, and VCC provides the perfect venue for this. In 2019, VCC also supported students in achieving their higher education goals by preparing 1,025 students for continued education at universities and other post-secondary institutions.

Newcomers to Canada encounter numerous challenges. Language barriers and securing proper employment or relevant Canadian experience are primary concerns for many who are new to the country. The difficulty in obtaining recognition for foreign credentials adds to the complexity that newcomers need to navigate. Research suggests that guidance during the initial phase of acclimatization such as VCC provides is the most critical, as this is the period when newcomers require assistance to find employment and develop social networks.<sup>3</sup> Our annual survey showed that there was no difference between English language speakers and non-English language speakers in the level of confidence in achieving their educational goals at VCC.

	English First Language	Non-English First Language
Confidence in achieving educational goals	95%	94%
During the past two years, worked at a job related to current program	46%	33%

Source: VCC Annual Student Survey 2019

<sup>2</sup> Alessandrini, Diana. 'Is Post-Secondary Education a Safe Port and for Whom? Evidence from Canadian Data'. *Economics of Education Review*, vol. 67, Dec. 2018, pp. 1–13.

<sup>3</sup> Zuberi, Daniyal, et al. 'Lagging behind in Suburbia: Suburban versus Urban Newcomers' Employment Settlement Service Outcomes in Metro Vancouver, Canada'. *The Social Science Journal*, vol. 55, no. 4, Dec. 2018, pp. 443–54.

## OUR STUDENTS AND THE LABOUR MARKET (continued)

Comparing VCC students who completed their education outside of Canada with students who completed their education within Canada, there is a difference in the highest level of education achieved. Students at VCC have diverse educational backgrounds. Regardless of where students complete their prior education, VCC helps prepare them to be productive members in the community.

### PERCENTAGE OF VCC STUDENTS WITH A BACHELOR'S DEGREE OR HIGHER (E.G. BACHELOR, MASTER, DOCTORATE)



Source: VCC Annual Student Survey 2019

The dynamic landscape of occupational demands influence the pursuit of various post-secondary credentials. The added responsibility of raising a family and caring for dependents will impact individual choice to pursue education, work, or upgrade skills.<sup>4</sup> VCC provides students with or without dependents the opportunity to pursue education and upgrade skills.

### VCC STUDENTS WITH DEPENDENTS



Source: VCC Annual Student Survey 2019

<sup>4</sup> Smith, Michael R., et al. 'Gender Differences in the Earnings Produced by a Middle Range Education: The Case of Canadian "Colleges"'. *Social Science Research*, vol. 66, Aug. 2017, pp. 140-53.

## STUDENT FEEDBACK

Student feedback is an integral part of VCCs planning and operations. Our students continuously share their experience and satisfaction through provincial-level and internal surveys. A high degree of satisfaction with learning at VCC is consistently reflected in surveys measuring student success and student outcomes.

To grasp the complexity of the learning experience, it is important to understand the factors that contribute to student satisfaction. In our Annual Student Survey, we asked our current VCC students a variety of questions to guide VCC's initiative in creating inclusive and effective learning communities. The survey had a response rate of 32 per cent, consisting of 2,325 respondents. Respondents indicated significant, high levels of satisfaction in several areas:

- VCC is a first choice in selection of post-secondary institutions
- The choice to study at VCC was made because of the programs offered
- High levels of confidence in achieving academic goals at VCC
- "Excellent" or "Good" ratings of VCC's services
- A valuable awareness of employment opportunities related to current programs

VCC scored equally well with Aboriginal students, international students, domestic students, and students with disabilities on levels of educational satisfaction and the services that VCC provides.

	Aboriginal	Students w. disabilities	International	Domestic
VCC is their first choice in post-secondary education	81%	74%	71%	77%
High level of confidence in achieving academic goals at VCC	91%	89%	95%	94%
"Excellent" or "Good" ratings of VCC's services <sup>1</sup>	68%	65%	75%	71%
"Aware" or "Fully Aware" of employment opportunities related to current VCC program <sup>2</sup>	55%	53%	57%	57%

Source: VCC Annual Student Survey 2019

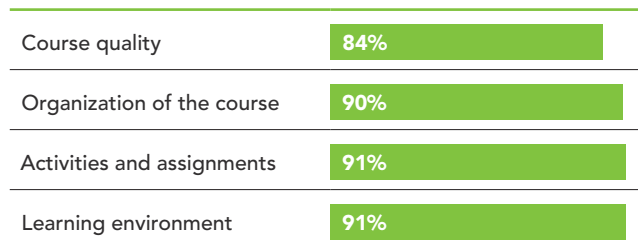
1 "Excellent", "Good", "Fair", "Poor", or "Don't know" for each of VCC's services

2 I am "fully aware", "aware", "somewhat aware", or "not at all aware" of job/employment opportunities related to my current VCC program/course

## STUDENT FEEDBACK (continued)



In 2019-20, VCC successfully implemented institution-wide course evaluations. VCC students rated all of the evaluation themes very positively: course quality, organization of the course, activities and assignments, and learning environment.



Source: VCC Annual Student Survey 2019



STUDENT DEMOGRAPHICS

# VCC

2019 / 2020

## 15,460

STUDENTS REGISTERED

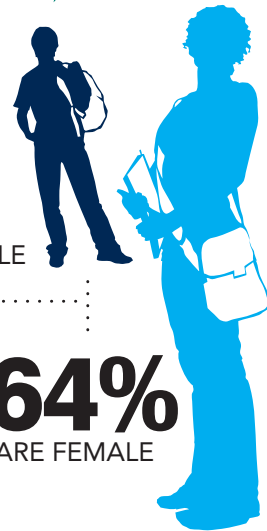
\*Source: CDW Oct 2019, Institution Demographics, FY 2018/19



FROM ALMOST **150** COUNTRIES



**36%** ARE MALE



**35** AVERAGE AGE OF DOMESTIC STUDENT

**64%** ARE FEMALE

**25** AVERAGE AGE OF INTERNATIONAL STUDENT

**91** CERTIFICATES  
**2** POST DIPLOMAS  
**2** ADVANCED CERTIFICATES  
**2** UT ASSOCIATE DEGREES

**3** BACHELORS DEGREES  
**31** DIPLOMAS  
**14** APPRENTICESHIPS  
**3** SHORT CERTIFICATES

SCHOOLS & DIVISIONS



**95%** OF STUDENTS SATISFIED WITH QUALITY OF INSTRUCTION\*

\*Source: 2019 BC Student Outcomes Survey of Diploma, Associate Degree, and Certificate Students, (Trades not included) data prepared by BC Stats

## HR EMPLOYEE INFORMATION



### Employee Engagement and Pulse Check survey results

VCC's last Pulse Check employee engagement survey was conducted in November 2018 and revealed that employee overall engagement rose 11 per cent since 2016 and continues to be significantly above the benchmark. The four key drivers of engagement at VCC all showed percentage point increases over the initial 2016 results: innovation (+4), professional growth (+10), senior leadership (+19) and organizational vision (+24).

VCC's Employee Engagement Strategy Committee (EESC) has been working on initiatives related to these four engagement drivers, with particular focus on supporting professional growth and innovation at VCC. Professional growth opportunities were made available through 14 course offerings at VCC Day 2019, and we have also enhanced our mentorship program and expanded our Learning for Life employee course offerings. In addition, LinkedIn Learning course access was successfully rolled out to all employees in Fall 2019. LinkedIn Learning was promoted via in-person training sessions and testimonials, and a follow-up LinkedIn Learning for Life promotional contest was held in January 2020.

### Leadership Development

The second intake of VCC's Stretch Your Success Mentorship program involved ten mentor-mentee partnerships who participated from November 2019 to April 2020. All mentees took part in a Myers-Briggs personality assessment workshop or one-on-one coaching session to help support their personal development and leadership journeys.

### Chair Academy

VCC continues to collaborate with the Chair Academy, a respected provider of leadership development programs for college and university leaders. Six employees are scheduled to begin the academy's advanced program in November 2020.

## **HR EMPLOYEE INFORMATION (continued)**

### **Learning for Life Workshops**

A wide variety of well-attended Learning for Life Workshops was held in Fall 2019 and Spring 2020, and included Question, Respond, Refer (QPR) suicide prevention training, Dealing with Difficult People coaching sessions, LinkedIn Learning orientation, Introduction to ASL and Deaf Culture, and Excel and Word Training. Additional workshops including coaching skills, Mental Health First Aid training, and OneNote training are set to resume after physical distancing measures are relaxed.

### **Occupational Health and Safety**

VCC is committed to provide a healthy and safe workplace to all employees, contractors, and students. HR has implemented a comprehensive safety program to ensure VCC's safe work practices align with B.C.'s Workers Compensation Act and the Occupational Health and Safety Regulation.

VCC has won four North American Occupational Safety and Health (NAOSH) Awards since 2015 and was the overall winner of the Education category in 2018. These awards were issued by WorkSafeBC to recognize VCC as a proactive employer that protects employees from injuries and occupational diseases, and demonstrated VCC's effort to prioritize and maintain a safe work environment. VCC is currently working towards another strong NAOSH entry for 2020 with initiatives including safety training, safety contests, and safety promotions.

VCC has managed to reduce the WorkSafeBC claims cost by 86 per cent since 2016 by increasing the frequency of inspections, raising safety awareness, and initiating organization-wide safety training on various OHS topics. VCC's experience ratings have also been successfully reduced in the past five years, resulting in annual savings on our WorkSafeBC premiums.

## HR EMPLOYEE INFORMATION (continued)



### **Mental Health Week (May 6-10, 2019)**

The Canadian Mental Health Association introduced Mental Health Week in 1951, and today it is a week focused on promoting awareness and education surrounding mental health. VCC Mental Health and Wellness Day took place on May 9, 2019 and featured presentations from the Canadian Mental Health Association and Anxiety Canada, as well as complimentary chair yoga sessions, crystal bowl sound healing sessions, mindfulness sessions, tai chi sessions, and therapy dogs from the St. John Ambulance Therapy Dog Program. The event featured booths with representatives from Morneau Shepell, Pacific Blue Cross, VCC Counselling Services, and VCC Indigenous Education and Community Engagement, among others. A student band performed and the SUVCC served cake while students from the VCC Salon and Spa offered professional massages. This event was a tremendous success and brought the VCC community together.

### **Step-tember Challenge (September – October 2019)**

During the months of September and October, employees participated in a nine-week, college-wide step challenge. Employees reported their step totals each week to enter in a weekly draw for prizes. Due to the overwhelming response, the goal of 15,000,000 steps was easily surpassed!

## **HR EMPLOYEE INFORMATION (continued)**

### **Implementation of Ellucian™ Time Entry**

VCC continues to work towards an increased ability to utilize metrics and trend analysis. The implementation of the Ellucian™ Time Entry system will enable streamlining and improvements to the process of capturing time and attendance information. Time submissions and approvals will be electronic and will enable the capture of detailed daily attendance. Human Resources, Finance, and Information Technology have completed team training and configured the test site. A pilot is planned in May 2020 with Human Resources, Finance, and IT Administrators. The goal is to have all administrators on the new system by the end of 2020 with the transition of other employee groups soon thereafter.

### **Implementation of Ellucian™ Employee Self-service and Employee Profile**

Human Resources, Finance, and Information Technology configured, tested, and successfully implemented the Employee Self Service and Employee Profile Version 9 in the fall of 2019. The implementation will improve operational excellence through the use of more current technology and best practices and also more fully utilize the VCC's existing Ellucian technology.

### **Improved Human Resources security**

VCC Human Resources in partnership with Information Technology Services (HRIS) implemented the first phase of a multiphase project to improve the security of Human Resources information. Phase I was launched in January 2019 and included the masking of personal information.

### **Participate in college-wide Data Standards Group**

The HRIS team participated in determining priority areas to ensure the VCC has clear data standards. The team prioritized areas where data is shared amongst several functional areas such as Student, Finance, and Human Resources.

## EMPLOYEE DEMOGRAPHICS

VCC has a diverse employee population that reflects B.C.'s cultural diversity, with employees from a broad spectrum of backgrounds, cultures, and countries. VCC employees are divided into four groups based on their primary function/role: Faculty, Support Staff, Continuing Studies (instructors), and Administrators. In the table below, the number of employees is presented for each group by gender and age range.

This data identifies that VCC has a high proportion of females to males with an overall ratio of 65 per cent female to 34 per cent male. The age range data identifies that VCC has a very few employees less than 25 years of age and the ranges of 45-54, 55-64, and >65 combined make up 70 per cent of the total employees.

Age Range	<25	25-34	35-44	45-54	55-64	65 or >	Grand Total	Gender %
<b>ADMINISTRATORS</b>		10	25	39	14	3	91	8%
Female		7	18	24	8	2	59	65%
Male		3	7	15	6	1	32	35%
<b>CONTINUING STUDIES</b>		21	46	66	54	32	219	20%
Female		13	29	44	39	20	145	66%
Male		8	17	22	15	12	74	34%
<b>FACULTY</b>		19	108	152	150	39	468	43%
Female		13	68	105	87	21	294	63%
Male		6	40	47	63	18	174	37%
<b>SUPPORT STAFF</b>	5	52	72	99	77	14	319	29%
Female	2	42	50	66	52	7	219	69%
Male	3	10	22	33	25	7	100	31%
<b>GRAND TOTAL</b>	5	102	251	356	295	88	1,097	
<b>Age %</b>	0%	9%	23%	32%	27%	8%		

Source: VCC Human Resources data as of April 24, 2020

Note: The data contained in the table reflects active employees not on leave as of April 24, 2020, excluding casual, auxiliary and student workers.

Employees who hold multiple positions in two or more of the included employment groups are only counted once.

Female to Male Ratios	
College	1.6897:1
Administrators	1.8438:1
CS Instructors	1.9595:1
CUPE	2.1900:1
Faculty	1.6897:1

Source: VCC Human Resources data as of April 24, 2020

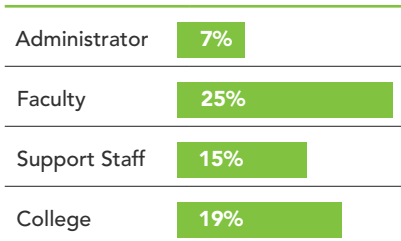
## EMPLOYEE DEMOGRAPHICS (continued)

### AVERAGE AGE

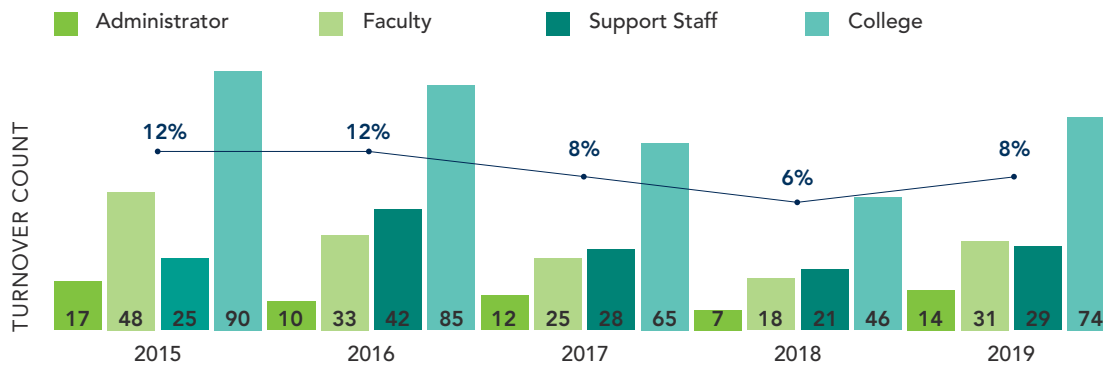
2019	Average Age	Average Years of Service	Average Age of Retirement
Administrator	47	7	64
Faculty	51	12	64
Support Staff	46	12	60
College	49	11	62



### EMPLOYEES WITHIN 5 YEARS OF THE AVERAGE AGE OF RETIREMENT (62)



### TURNOVER – 5 YEAR TREND



As of December 31, 2019



## PROGRAM OFFERINGS

VCC delivers nearly 150 programs to a diverse and multicultural student population. What makes VCC unique is the experiential learning that students receive through hands-on and real-world training. Student outcomes for VCC graduates are among the highest in the college sector, with 94 per cent of diploma and certificate graduates in the labour force. Our grads are finding gainful employment in restaurants, hotels, hair salons, spas, and automotive trades as well as practicum experiences in dental clinics, hospitals, and more. This is a testament to the on-the-job training VCC delivers.

## CAMPUS LOCATIONS

The locations of VCC's campuses are in close proximity to many local businesses that are integral members of VCC's educational community, with many serving as practicum hosts, mentors, training partners, and employers of VCC students.

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### Downtown Campus

VCC's Downtown campus plays an important role in the local community through services and programs offered including dental, hospitality management, culinary arts, baking and pastry arts, hair design, skin and body therapy, fashion arts, jewellery arts and design, technology, applied business, and Continuing Studies programs.

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### Broadway Campus

VCC's Broadway campus is home to many programs health sciences, transportation trades, academic upgrading, university transfer (arts and science), culinary arts, instructor and teacher training, English as an additional language (EAL), adult upgrading, Deaf and hard of hearing, visually impaired, and music.

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### Annacis Island Campus

VCC's Annacis Island Campus is home to the Motive Power Centre of Excellence, where VCC's heavy-duty transportation programs offer state-of-the-art training equipment and resources for students entering this essential industry.

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## SCHOOL OF ARTS AND SCIENCES

VCC's School of Arts and Sciences has approximately 2,000 full-time equivalent (FTE) students per year and more than 200 faculty and staff across program areas including the Centre for Academic Foundations, Centre for Inclusion, Centre for Language Studies, and Centre for Performing Arts. The School of Arts and Sciences offers one bachelor's degree, two associate degrees, four diplomas, 22 certificates, and a large number of individual courses in diverse areas of focus.

The School of Arts and Sciences is distinct for the flexible nature of its offerings, designed to bridge gaps and create pathways to other programs or institutions. For example, Adult Upgrading and English as an Additional Language programs are designed to prepare students for further training in career programs or further academic education. The School also offers University Transfer programs that are designed to provide students with the first one to two years of university-level credits. The School also has some of the most comprehensive Adult Special Education training in the province, such as Food Service Careers for students with cognitive disabilities and Job Readiness for Deaf and Hard of Hearing. Finally, the Centre for Performing Arts delivers robust music diploma and degree programs as well as an innovative dance diploma in partnership with Arts Umbrella.

### 2019/20 Major Accomplishments

- New VR/AR Design and Development Diploma joint program with Vancouver Film School
- Renewal of Deaf and Hard of Hearing program and four American Sign Language (ASL) programs
- Renewal of Music degree program
- Renewal of Teaching English to Speakers of Other Languages (TESOL) program and realignment under School of Instructor Education
- Sector-leading growth of English as an Additional Language (EAL) Pathways program and successful transition to blended learning



## SCHOOL OF HEALTH SCIENCES

VCC's School of Health Sciences delivers health programming to approximately 1,000 students per year. The School consists of three areas – Allied Health, Dental, and Nursing – and offers nine certificate programs, five diploma programs, and one degree program.

VCC's Broadway campus provides an environment to support experiential learning through simulation. These learning spaces include labs, classrooms, and a nursing station that support students in various programs: Bachelor of Science in Nursing (BScN), Practical Nursing (PN), Health Care Assistant (HCA), Pharmacy Technician, Occupational/Physical Therapist Assistant (OPTA), Medical Lab Assistant (MLA), and Health Unit Coordinator (HUC).

VCC's Downtown campus provides an onsite dental clinic that provides services to the public. The dental programs include Dental Hygiene, Certified Dental Assisting, Dental Reception Coordinator (DRC), and Dental Technology Sciences. All of VCC's Health Sciences students engage in real-life experiences through practicum placements in a variety of health settings including acute care, long term care, clinics, and community. These high-quality practice education experiences prepare graduates well for employment.

### 2019/20 Major Accomplishments

- Accreditation and Program Recognition
  - Health Care Assistant (HCA)
  - Occupational and Physical Therapist Assistant (OPTA)
  - Pharmacy Technician
- Health Unit Coordinator (HUC) program renewal completed in 2019
- Dental Reception Coordinator (DRC) program renewal in process
- Ten students from the Aboriginal Community Career Employment Services Society (ACCESS) contract successfully completed the DRC program in July 2019
- Health Care Assistant (HCA) program restructured to align with the Registrar's Student Experience initiative and will be implemented in September 2020
- A one-time funding by the Ministry of Advanced Education, Skills and Training enabled 12 students to complete the Health Care Assistant program in June 2019
- A subsequent one-time funding from Ministry of Advanced Education, Skills and Training will be used for the delivery of a blended, part-time HCA program



## SCHOOL OF HOSPITALITY, FOOD STUDIES AND APPLIED BUSINESS

VCC's School of Hospitality, Food Studies and Applied Business offers a range of options from a bachelor's degree in Hospitality Management to Red Seal certifications in Culinary Arts and Baking and Pastry Arts, to entry-level certificates in Administrative Professional, Medical Office Assistant, Medical Transcriptionist, and Legal Administrative Assistant programs. In September 2019, VCC launched a new post-degree diploma in Business and Project Management for the international student market. Diplomas in accounting and marketing technology are being developed for delivery in 2021. The School has also seen considerable growth in its Hospitality Management degree through articulation agreement with private institutes.

The majority of VCC's Hospitality, Food Studies and Applied Business students have a Work Integrated Learning (WIL) component through external practicums with one of our many industry partners or in one of our six campus-based commercial outlets (Seiffert Market, JJ's Restaurant, The Chefs' Table, our two cafeterias, and The Bistro). The School has very strong industry connections and has hosted events for B.C. Ministries as well as a number of international consulates and delegations.

### 2019/20 Major Accomplishments

- Launched new post-degree diploma in Business and Project Management for international students
- Developing two new diplomas in Accounting and Marketing Technology. The Accounting diploma will be aligned with CPA outcomes
- Hosted events in collaboration with the Italian, Korean, Indonesian, Irish, and Philippine consulates and a government delegation from Emilia Romagna, Italy
- Completed a two-year pilot in researching how to best support our international students in our Hospitality Management diploma
- Voted top professional culinary school in Vancouver for three of the past four years
- VCC Baking and Culinary students represented Canada and the WorldSkills Competition in Russia. Two Asian Culinary students represented VCC and the World Master Chefs Competition for Cantonese Cuisine (WMCCCC) in Macau.
- Signed MOU's with Irish Institutes for Red Seal chefs to complete bachelor's degrees
- Rave reviews for our Chef's Table pop-up dinner series



## SCHOOL OF TRADES, TECHNOLOGY AND DESIGN

VCC's School of Trades, Technology and Design houses 10 different departments distributed over three campuses and employs over 140 faculty and staff. These departments include:

- Automotive Collision and Refinishing
- Automotive Service Technician
- Computer Aided Drafting and Building Information Modelling (CAD and BIM)
- Computer Systems Technology
- Digital Media Design
- Electronics Service Technology
- Hairstyling and Esthetics
- Heavy Mechanical Trades
- Trades Success Centre
- Jewellery Art and Design

Within these departments, there are 11 apprenticeship programs, eight certificate programs, and seven diploma programs serving approximately 2,000 students per year. Several departments offer publicly available services such as automotive mechanical and collision repair, salon and spa services, and graphic design services. These publicly available services provide students with real-world experiential learning that results in work-ready graduates.

### 2019/20 Major Accomplishments

- New Computer Systems Technology (CST) two-year diploma launched in September 2019
- New Heavy Mechanical Trades diploma program for international students in launched in April 2019
- New Electronics Repair Technology diploma developed in partnership with Best Buy with first intake in September 2020
- Automotive Service Technician department pursuing Automotive Service Excellence (ASE) accreditation
- CAD and BIM department pursuing accreditation with Technology Accreditation Canada (TAC)

## CENTRE FOR CONTINUING STUDIES

VCC's School of Continuing Studies (CS) delivers relevant, industry-responsive programming through a variety of credit and non-credit courses that are designed to meet the training and development needs of community members, early and mid-career professionals, and emerging leaders across numerous sectors. Current programming spans a variety of program areas, including:

- Health
- Technology and Trades
- Human and Family Services
- Business, Leadership and Legal
- Fashion and Makeup Artistry
- Languages and Writing
- Jewellery and Gemmology
- Baking and Hospitality

Credits for many CS courses can be applied towards one of 27 credentials, including three diplomas, 22 certificates, and two short certificates. VCC Continuing Studies employs 10 staff members, 13 administrators, and 232 non-union instructors, who are current practitioners in their fields and bring up-to-date industry knowledge into the classroom for a high-quality educational experience.

VCC Continuing Studies enrolls approximately 3,900 students annually, comprising about 25 per cent of all VCC students. Looking forward, VCC Continuing Studies plans include a focus on re-skilling and up-skilling current workers in a rapidly changing environment, structuring programs in a modular fashion for maximum flexibility, developing micro-credentials for just-in-time learning, and re-envisioning the student registration experience to better suit the expectations of modern consumers.

### 2019/20 Major Accomplishments

- Processed 8,950 registrations in 726 course sections
- Launched 21 new non-credit courses
- Processed 131 fee waivers for employees (\$34K in value)
- Produced engaging content for 75,000 program catalogues
- Voted Best School for Continuing Studies in The Georgia Straight Readers' Choice 2019 survey
- Received Fashion Program Employee Excellence Award in Community Engagement
- Implemented 10 per cent alumni discount to honor our graduates and foster lifelong learning
- Launched Foundational Counselling Skills program
- Implemented curriculum revisions in Fashion Merchandising and Makeup Artistry programs
- Renewed Leadership Suite of programs with redesign set for 2021 launch
- Renewed Building Manager program



## **LIBRARY AND TEACHING AND LEARNING SERVICES**

VCC's Library and Teaching and Learning Services division is comprised of four units: VCC Library, VCC Learning Centre, Centre for Teaching, Learning and Research (CTLR), and the School of Instructor Education (SIE). These four units support and advance teaching and learning at the college in different, connected ways.

The VCC Library provides learning support to students by providing gathering space for study, access to resources and research help, and computer labs and laptop lending. The VCC Learning Centre offers professional tutoring in math, sciences, English, business, and economics as well as workshops in study skills, cover letters and resumes, and English pronunciation and conversation. CTLR leads and supports the college in innovative, high-quality teaching and curriculum design and in the effective use of educational technology. SIE offers programs that prepare instructors to provide adult education such as the Provincial Instructor Diploma Program (PIDP) and the Certificate in Online eLearning Instruction.

### **2019/20 Major Accomplishments**

- Renewal of PIDP and Online e-Learning Instruction certificate
- New Trades Training Short Certificate program
- Partnership agreement with three other post-secondary libraries to join SITKA Evergreen shared integrated library system
- VCC Learning Centre successful transition to online booking and online tutoring services
- Implemented second phase of Online Learning Strategy, emphasizing platform stability and media functionality and robust training support
- Held inaugural VCC Teaching and Learning Symposium
- Consultations and draft of Teaching and Learning Framework for the college
- Employee-led reading and discussion group around Pulling Together: Indigenization for Front-Line Service Staff resource from BCcampus



## INTERNATIONAL EDUCATION

VCC International Education currently welcomes students from more than 50 countries in more than 50 programs. The most popular programs for international students are post-degree diplomas in Canadian Business Management and Business and Project Management. Additionally, our Hospitality Management diploma, Cosmetology diploma, Culinary Arts diploma, and Transportation Trades diplomas remain popular choices for students seeking hands-on training that leads to employment.

International students choose VCC for high-quality programming, award-winning instructors, and post-graduation employment opportunities. In response to labour market needs and projected growth of international student enrolment, VCC will continue to create programs that support the needs and goals of international students.

### 2019/20 Major Accomplishments

- Exceeded international FTE and revenue forecasts
- Increased strategic partnership opportunities including pathways, articulations, and MOU agreements
- Increased capacity within VCC International Education to streamline processes and enhance operations



## INDIGENOUS EDUCATION

VCC continues to pursue a deeper connection to the land and a strengthening of relationships with the x<sup>w</sup>məθk<sup>w</sup>əyəm (Musqueam), S<sup>k</sup>wx<sup>w</sup>ú7mesh Úxwumixw (Squamish), and səliiwətaʔt (Tsleil-Waututh) peoples on whose unceded territory the college is located. It is with this journey in mind that ongoing efforts are being taken to create and formalize a highly engaged and respected Indigenous Education Advisory Council so as to be more firmly rooted and take meaningful steps forwards in relation to the Truth and Reconciliation Calls to Action and the United Nations Declaration on the Rights of Indigenous Peoples. As such, VCC underwent a significant re-organization this year when it became the province's first college to hire a Dean of Indigenous Initiatives – a position that aims to raise the pan-institutional capacity, profile, and authority for VCC's indigenization and community engagement work.



### 2019/20 Major Accomplishments

- Hired VCC's first Dean of Indigenous Initiatives
- Expansion of the Elder in Residence Program with the addition of three Elders and the availability of new cultural activities and events
- Supporting new employee awareness and development opportunities including the piloting of the 'Indigenization Professional Series' for front-line workers
- Increased engagement of Indigenous Educational Advisory Council with steps to formalize a 'Terms of Reference' underway
- Conducted the 'Photovoice' research project in collaboration with Britannia Secondary Outreach to highlight educational challenges and barriers and identify key supports



## **PARTNERSHIP DEVELOPMENT OFFICE**

VCC's Partnership Development Office (PDO) builds partnerships between VCC and external organizations to generate growth, innovation, and financial benefits for the college. Partners include government ministries (provincial and federal), corporations, community organizations, and other post-secondary institutions. Our key provincial partnerships are with the Ministries of Advanced Education, Skills and Training (AEST), and Social Development and Poverty Reduction, where we deliver training through several streams: Aboriginal Community-Based Partnership Training, Project-Based Labour Market Training, Employment Support and Skills Training, the Industry Training Authority (ITA), and others.

These partnerships enable access to post-secondary programming for vulnerable and under-represented students including Indigenous learners. The PDO also provides contract training for a variety of organizations including Emily Carr University of Art and Design, Musqueam Indian Band, Metis Nation BC, ACCESS Aboriginal Connections to Employment, and Sources Community Resources.

The PDO also oversees CareerLAB, a three-year pilot project to inventory and support Work Integrated Learning (WIL) across VCC. In the 2019-2020 fiscal year, the PDO secured additional funding through AEST for two institution-wide projects that would coordinate a sustainable outreach strategy to recruit new employers, develop guidelines and standards to improve diversity and inclusivity in work-integrated learning programs, develop a new work-integrated learning stream focused on entrepreneurship, and purchase a new work-integrated learning management software. The goal of these projects is to increase WIL opportunities and enhance career guidance activities particularly for under-represented student groups, including students with disabilities, Indigenous students, and newcomers.

### **2019/20 Major Accomplishments**

- Delivered on-site and off-site contract training through provincial government funding for over 200 students in several programs (including Early Childhood Care and Education, Medical Office Assistant, Building Service Worker, Introduction to Culinary Skills Training, etc.)
- Completed second year of three-year CareerLAB initiative to inventory and support WIL activities across VCC
- Secured additional funding from the AEST to coordinate a sustainable outreach strategy to:
  - Recruit new employers
  - Develop guidelines and standards to improve diversity and inclusivity in WIL programs
  - Develop a new WIL stream focused on entrepreneurship
  - Purchase a new WIL management software program
- Partnered with Immigration, Refugees and Citizenship Canada (IRCC) on two projects to provide innovative, settlement-oriented learning opportunities for newcomers: entrepreneurship training for women, and learning English through mobile phones



## STUDENT SUCCESS

Student Success at VCC provides integrated, value-added services, programs, and initiatives that serve over 15,000 students across three campuses. Our team of more than 120 regular and auxiliary professionals serve VCC in nine departments including:

- Student Service Centre
- Indigenous Education and Community Engagement
- Academic Advising and Assessment
- Counselling
- Disability Services
- Interpreting
- Student Issues Arbitration
- Student Conduct and Judicial Affairs

These departments take a college-wide, comprehensive approach to student development, retention, and wellness and work in close collaboration with academic and corporate departments. Quality, relevance, accessibility, and sustainability of services are reviewed and reimagined to support students to become intentional in their learning, engaged in their college experience, and successful in their chosen programs.

### 2019/20 Major Accomplishments

- New, 18-computer lab and online RegisterBlast exam booking system at the Assessment Centre
- New, private exam space for students with disabilities at the Downtown campus
- Launch of Supporting Students with Disabilities online course for faculty and staff
- Built in-house TypeWell transcribing capacity
- Completion of online training module for Tribunal and Appeals process and adjudication
- Launch of remote student services at the Annacis Island campus
- Regularization of annual mental health and wellness events
- Restructure of Reception Services to Student Service Centre with the switchboard and visitor information functions
- Completion of service renewal for Interpreting Services and Counselling Services
- Student Complaints, Educational and Non-educational Conduct, and Students with Disabilities policies under renewal



# MANDATE LETTER – 2019/2020 – PRIORITIES

## MANDATE LETTER – 2019/2020 – PRIORITIES

The annual Mandate Letter received by VCC provides strategic priorities and key performance expectations for the fiscal year. This provides the framework for the report. The Mandate Letter contains multiple priorities as listed below.

- 1. Implement the education-related TRC Calls to Action relevant to your institution and actively participate in an engagement process with the Ministry and local, regional, and other Indigenous partners to develop and implement a comprehensive strategy that increases student success and responds to the TRC Calls to Action and UN Declaration on the Rights of Indigenous Peoples.**

This year, VCC was pleased to deliver a number of collaborative training initiatives with local First Nations communities. These training programs included a 44-week full certificate in Early Childhood Care Education Training in partnership with the Musqueam Nation, as well as an eight-week Child Care Assistant Training initiative in partnership with the Squamish Nation. VCC was also pleased to deliver a 12-week pre-trades program in the Culinary Arts in collaboration with the Sto:lo Nation as part of the Sto:lo Aboriginal Skills and Employment Training (SASET) initiative.

Significant strides were also made as part of this year's Aboriginal Service Plan (ASP). More specifically, VCC's Elder in Residence program was expanded to include three additional Elders and create improved access and supports for Indigenous learners at both the Broadway and Downtown campuses. This expansion has allowed for increased Elder engagement with campus-wide indigenization activities (e.g. Pulling Together Professional Series for Front Line Workers) and events (e.g. Indigenous Arts Symposium led by VCC Music) that are foundational to transforming our academy, space, people, and culture.

These ASP initiatives were further highlighted by a community-based collaborative research project conducted with Britannia Secondary's Outreach Alternative program using a creative process called 'Photovoice'. Through this process, Indigenous students between Grades 10 and 12 shared powerful photos and personal narratives illustrating challenges and barriers to and within education, as well as key supports. These findings formed the basis for impactful learnings for secondary schools and post-secondary institutions moving forward.

VCC remains committed to continue the implementation of the TRC Calls to Action and the UN Declaration on the Rights of Indigenous Peoples. Additional activities and engagement with the Ministry on the mandate letter requirements are found in the appendix.

## MANDATE LETTER – 2019/2020 – PRIORITIES (continued)

2. Work closely with government to support implementation of priority initiatives, including those outlined in the Minister’s mandate letter. Specific actions include, but are not limited to:
  - a. Improving access to post-secondary education with a focus on vulnerable and under-represented students
  - b. Expanding programming aligned with high-demand occupations and priority sectors (such as trades, technology, and health)
  - c. Expanding co-op and work-integrated learning opportunities for all students

Through key provincial partnerships with the Ministries of Advanced Education, Skills and Training (AEST) and Social Development and Poverty Reduction, VCC delivers training through several streams, including Aboriginal Community Based Partnership Training, Project-Based Labour Market Training, Employment Support and Skills Training, the Industry Training Authority, and others. Many of these training streams allow vulnerable and under-represented students, including Indigenous learners, to access post-secondary programming.

Almost 3,000 students were able to access adult upgrading and English as an additional language programming at VCC, tuition-free, because of the removal of tuition from adult upgrading and English as an additional language programming in BC. There has been an increase in students enrolling in tuition-free EAL programming over the past few years.

VCC’s Transportation Trades Departments partnered with the Industry Training Authority (ITA) and RayCam Community Centre to provide a Transportation Trades sampler program for at-risk youth. The program spans 12 weeks and provided introductory training in Automotive Collision and Refinishing, Automotive Service Technician, and Heavy Mechanical Trades. The program has been supported by grant funding by the Royal Bank of Canada and Vancouver Foundation, which enabled VCC to offer the program tuition-free.

VCC has recently expanded to programming aligned with high-demand occupations and priority sectors by creating and launching a new Computer Systems Technology program. Additionally, VCC has recently increased the number of seats available for this program in the new fiscal year. In the Automotive Service Technician and Automotive Collision and Refinishing programs, the number of blended online apprenticeship seats has been doubled, and VCC has also recently created a new Electronics Repair Technology diploma program, due to launch in September 2020.

VCC Continuing Studies launched the Foundational Counselling Skills program in September 2019 and will be launching the Addictions Counselling Advanced Certificate in January 2020. In addition, the Networking Technology Certificate has gone through the program renewal process, with the redesigned program to be launched September 2021. Continuing Studies has also increased seats in Early Childhood Education over the past year, implementing a full-time cohort program in January 2020.

VCC’s Automotive Service Technician program and Automotive Collision and Repair programs have expanded work-integrated learning opportunities through partnerships with the Dilawri Automotive Group, Regency Automotive Group, Open Road Automotive Group, and BMW Canada.

### 3. Improve student safety and overall well-being in the areas of mental health and the prevention of violence and misconduct, including creating greater awareness of available supports.

In 2017, the BC Provincial Government passed the Sexual Violence and Misconduct Policy Act which requires all post-secondary institutions in British Columbia to develop a Sexual Violence and Misconduct Policy and review it every three years.

VCC is in the process of reviewing and updating its Sexual Violence and Misconduct Policy and Procedures. Feedback on the current policy has emphasized that the language in the current policy is inaccessible and could lead to a decreased rate in reporting incidents of sexual violence or misconduct. Other critiques suggested that the practical steps for disclosing or reporting an incident are not clearly stated, and that students have struggled to find clear instructions on how to report an incident or find information about the impacts it could have on their education and ability to progress through their programs.

The current review of the policy will prioritize the above critiques. The review process has been informed by theories in gender studies, criminology, and psychology, and is aiming to take a trauma-informed and intersectional approach to supporting survivors of sexual violence and misconduct. The policy will aim to be as accessible and as clear as possible to ensure students and employees of VCC are able to understand their roles and responsibilities in preventing sexual violence and misconduct, the process for making a disclosure or report, and how to best support survivors.

VCC's Gender-Based Violence Education and Prevention Committee (GBVEP) is reviewing the policy and procedures. This interdepartmental committee has employee representatives from the academic, operational, and administrative groups at VCC, along with the Student Success team and the Students' Union of VCC (SUVCC). The policy has been approved by the Administrative Policy Committee (APC) and recently completed the community feedback phase.

The GBVEP Committee has hosted numerous workshops and presentations to support the prevention of incidents of sexual violence and misconduct, and educate employees on how to respond to disclosures and reports. Topics covered have included consent, gender equality, and transgender issues. The committee was also able to provide bystander intervention training from the Ending Violence Association at the Leaders' Forum and in some classes. The GBVEP Committee has also been present at Welcome Days to provide educational materials on sexual violence and misconduct to students, and to make them aware of VCC's procedures for reporting incidents.

VCC's Safety, Security, and Risk Management department has developed a presentation as part of student and employee orientation that educates the audience on the definitions of sexual violence and misconduct and the concept of consent, and outlines the responsibilities of students and employees to prevent and respond to such incidents.

## MANDATE LETTER – 2019/2020 – PRIORITIES (continued)

The GBVEP Committee has a four-year Operational Plan that will expand on this year's accomplishments, increase the amount of workshops and presentations, and ensure sexual violence and misconduct prevention and response remains a top priority of the broader college community.

VCC has participated in Canadian Campus Wellbeing Survey (CCWS) for post secondary students. The CCWS is an ongoing project, with the intention that institutions will participate on a two- to three-year cycle in order to monitor changes to student mental health and well-being over time, and in light of changes made to official policies and practices. The results from this survey will be distributed to various stakeholders within the institution to inform policy and procedure enhancements.

### **4. Ensure that students are able to seamlessly transition into post-secondary education with the implementation of the new B.C. Graduation Program.**

VCC has updated admission requirements to align with the new K-12 curriculum. We will continue to monitor these changes to ensure that we continue to develop more seamless pathways for students. We have created new information pages for potential students to provide information on the transition and make it easier for students to understand how these changes will impact them. VCC is also continuing to work at refining and improving partnerships, both formal and informal, with neighbouring secondary schools to facilitate improved transition for students to the post-secondary environment.

### **5. Continue to actively participate in the implementation of the EducationPlannerBC common application system for all undergraduate applicants.**

VCC is actively engaged with EducationPlannerBC to work on the implementation of the XML framework for both secondary and post-secondary transcripts. Additionally, as a Banner institution, VCC is actively engaged with the full implementation of upgraded middleware to support the latest Master Institution List functionality. We have continued to meet all EducationPlannerBC milestones, and this project has been identified as a priority for full implementation.

## 6. Work closely with the Ministry to develop a balanced approach to international education, participating in the development and implementation of a provincial framework for international education.

VCC is committed to a balanced approach to international education, and we worked closely with the British Columbia Council for International Education (BCCIE) and key Ministry stakeholders in the development of a provincial framework for international students. We supported the internationalization initiatives of the Ministry with a focus on capacity-building in both indigenization and interculturalization competencies, as well as relationship-building locally, nationally and internationally.

VCC also strives for diversity in our international education operations by balancing enrolment with labour market trends and employability for students. Additionally, in 2019-2020 we increased strategic partnership opportunities including pathways, articulations, and MOU agreements.

VCC's strategic approach to international education includes diversification, growth, new programming, and strengthening supports for international students. We recognize the importance of a diverse international student population, so are increasing our marketing and recruiting efforts in emerging markets. As we build new programs that meet local, regional or provincial labour market and economic needs, we create capacity for more international students to study, work, and live in Vancouver.

VCC understands that the majority of our international students wish to immigrate to Canada, so the college provides relevant and practical programs that lead to employment. The college recognizes the needs of our international learners, and provides student-centered supports such as, program advising, labour market indicators, and admissions support. Once students are admitted to VCC, we provide ongoing guidance and support as they plan their educational journey in Vancouver. Additionally, we provide pre-arrival and orientation workshops for students in order to ensure they understand social, cultural, medical and environmental aspects of coming to study in Vancouver. We also provide information on safety, equity, diversity and inclusion and students are supported on an ongoing basis by our team of International Student Advisors to assist student while they adjust to life in Vancouver and at VCC.

During the current pandemic, all of these elements of the student-centered framework are being delivered virtually. We have received positive feedback from students on our clear and consistent communication, and our commitment to their success.



## MANDATE LETTER – 2019/2020 – PRIORITIES (continued)

### 7. Meet or exceed the financial targets identified in the Ministry's three-year Service Plan tabled under Budget 2018, including maintaining balanced or surplus financial results.

VCC has exceeded the financial targets identified in the Ministry's three-year Service Plan tabled under Budget 2018 by delivering surplus results since 2017. VCC is completing the costing analyses for all programs to ensure financial targets are met or exceeded in the future.

### 8. Comply with the Tuition Limit Policy, which sets a two per cent cap on tuition and mandatory fee increases for domestic students to ensure courses and programs are affordable.

VCC has continued to comply with the Tuition Limit Policy, setting a two per cent cap on tuition and mandatory fee increases to continue to ensure courses and programs are affordable.

**MANDATE LETTER –  
2020/2021 –  
REQUIREMENTS  
FOR PLANNING/  
IMPLEMENTATION**

# MANDATE LETTER – 2020/2021 – REQUIREMENTS FOR PLANNING/ IMPLEMENTATION

The annual Mandate Letter received by VCC provides strategic priorities and key performance expectations for the fiscal year. The Mandate Letter contains multiple requirements for planning and implementation as listed below.

## 1. Support lasting reconciliation with Indigenous peoples through initiatives that increase the participation and success of Indigenous learners and implementation of the education-related Calls to Action of the Truth and Reconciliation Commission.

At VCC, upcoming work will be focused on enhancing the academic, cultural, and social environments that support and empower Indigenous learners to thrive in experiential learning for life. Specific initiatives will be guided by the community with a multi-year emphasis on establishing a strong foundation in the following areas:

- Enhancing VCC's relationship and community engagement with local Indigenous communities, especially the xʷməθkʷəy̓əm (Musqueam), Sḵwx̱wú7mesh Úxwumixw (Squamish), and səliilwətaʔɬ (Tseil-Waututh) Nations
- Providing opportunities for employees to establish deeper self-awareness and knowledge for the importance of indigenization and decolonization
- Increasing pan-institutional capacity to enhance access, supports, and services for Indigenous learners
- Further indigenizing and decolonizing VCC's existing systems of practice that influence policies, processes, governance, and planning
- Developing, reviewing, and renewing partnerships with the broader external community

## 2. Contribute to an accessible and relevant post-secondary system by:

- Implementing initiatives to increase participation and success of students, including vulnerable and underrepresented groups, and promoting gender parity;
- Ensuring student safety and inclusion;
- Enhancing system innovation through participating in a post-secondary digital system strategy, including delivery of Education Planner and other digital learning activities and initiatives;
- Providing programming that meets local, regional, or provincial labour market and economic needs; and
- Working with the Ministry to implement a student-centred international education framework that supports the success of domestic and international students.

## MANDATE LETTER – 2020/2021 – REQUIREMENTS FOR PLANNING/ IMPLEMENTATION (continued)

Policies and procedures are currently being reviewed by VCC's Gender-Based Violence, Education and Prevention Committee (GBVEP). This interdepartmental committee has employee representatives from the academic, operational, and administrative groups at VCC, along with the Student Success team and the Students' Union of VCC (SUVCC). The policy updates will aim to increase participation and success of students, including vulnerable and underrepresented groups, and promote gender parity.

Maintaining a safe environment for students and employees is the main priority for VCC. The institution is working towards 2020 being another strong year with initiatives including safety training, safety contests, and safety promotions, and will participate in the Sexual Violence and Misconduct Student Climate Survey.

VCC has seen an increase in the overall numbers of Former Youth in Care (YIC) students accessing the tuition waiver program with a cumulative total of 52 students being supported since program inception in September 2017. The College welcomes collaboration with other institutions in terms of best practices to assist former YIC students, but at this time currently provides direct supports by way of the existing services rather than the 'Campus Navigator' approach.

To ensure programming that meets local, regional, and provincial economic needs, VCC Continuing Studies will provide flexible training options in several high-demand occupation categories, including:

- Social and community worker (Foundational Counselling Skills)
- Accounting technician and bookkeepers (Office Administration Skills)
- Computer network technicians (Networking Technology)
- Other assisting occupations in support health services (Medical Device Reprocessing Technician),
- User support technicians (IT Operations Professional)
- Retail and wholesale buyers (Fashion Merchandising)

VCC is committed to a balanced approach to international education, and we have and will continue to work closely with the British Columbia Council for International Education (BCCIE) and key Ministry stakeholders in the development of a student-centered provincial framework for international students.

## MANDATE LETTER – 2020/2021 – REQUIREMENTS FOR PLANNING/ IMPLEMENTATION (continued)

### 3. Develop and recognize flexible learning pathways for students to access post-secondary education and skills training, including:

- Actively engaging with local school districts to expand dual credit opportunities for students;
- Supporting lifelong learning pathways across the public post-secondary system; and
- Advancing and supporting open learning resources.

VCC will continue to expand dual-credit opportunities for students, such as Computer Aided Drafting opportunities for secondary students created through new agreements with the Vancouver School District, as well as a new agreement between Riverside School District and VCC's Esthetics program.

VCC Continuing Studies will launch micro-credentials, providing the short, skills-based training that is highly valuable in industry. This type of training meets employers' specific needs and labour market demand while supporting lifelong learning pathways. In partnership with Technical Safety BC, compressed natural gas (CNG) certification for automotive and heavy duty technicians delivered by faculty in the heavy duty and commercial transport department at the Broadway Campus, will be expanded to off-site facilities.

Short programming, such as micro-credentials, will be developed for many of the health and trades areas at VCC, enabling grads and alumni to continue developing their knowledge, skills, and competencies in a range of emerging areas within their respective professions. The increase in programming options through the School of Instructional Education will also provide additional life-long learning opportunities for alumni who wish to return to VCC or other post-secondary institutions in an instructional capacity.

The Computer Aided Drafting and Building Information Modelling department (CAD and BIM) has created VCC's first zero-cost credential – the CAD Technician Short Certificate – by incorporating the use of the CAD Guys textbook. VCC procured this textbook through a grant from BCcampus and has converted the textbook into an online education resource (OER). The department will provide ongoing updates to support the use of this book in the long term.

The OER Working Group charged with promoting and raising awareness of OER as well as supporting instructors to adopt OER into their curriculum. Led by librarians along with faculty from other areas, the group has ensured the province's open textbook collection is searchable and updated through the library's catalogue. The group has also established a "OER Champion" campaign and offers regular presentations to departments about the use of OER in curriculum. In partnership with BCcampus, the college recently purchased the rights to a core AutoCAD textbook which is now part of the Open Textbook collection and is used as a core text in the college's CAD & BIM Technologies program. The college is also looking into different funding sources and models to support faculty adopting OER to their courses. Adoption of OER and open textbooks is part of the Service Innovation & Enhancement Fund agreement with our faculty association.

## MANDATE LETTER – 2020/2021 – REQUIREMENTS FOR PLANNING/ IMPLEMENTATION (continued)

### 4. Strengthen workforce connections for student and worker transitions by:

- Aligning programming with high-opportunity and priority occupations (such as trades, technology, early childhood educators, and health);
- Increasing co-op and work-integrated learning opportunities;
- Responding to the reskilling needs of British Columbians to support employment and career transitions; and
- Supporting students' awareness of career planning resources (such as the Labour Market Outlook).

VCC has strong program advisory committees in trades and technology programs that continue to provide a direct link to high-priority occupations. As a result, VCC's Centre for Continuing Studies is confident in developing and implementing a suite of networking technology programs, including post-degree diploma in network security. Diploma programs are also being developed for in-demand occupations such as accounting, marketing, and early childhood care and education.

We have seen an increase in demand in ECCE and have subsequently increased offerings. We are currently running two cohorts of ECCE Basic and one of ECCE Post-Basic (Infant/Toddler and Special Needs). In January 2021, we will launch our first fulltime daytime cohorts.

We have seen an increase in demand for Medical Device Reprocessing Technicians and have increased our cohort size and frequency to meet employer demand. The increased demand is largely due to the BC Surgical Renewal Plan as the regional health authorities work to catch up on elective surgeries that were cancelled earlier in the year due to COVID-19.

To support employment and career transitions and increase enrolment in trades and technology programs, VCC's School of Trades, Technology and Design is preparing an increased number of flexible learning options. These include blended online and face-to-face delivery along with evening and weekend options to support learners who are employed during normal working hours.

VCC's Partnership Development Office (PDO), will continue working to improve diversity and inclusivity in work-integrated learning (WIL) programs. Actions to this effect include developing a new WIL stream focused on entrepreneurship and purchasing a new WIL management software. These efforts are aimed at increasing WIL opportunities, particularly for under-represented student groups including students with disabilities, Indigenous students, and newcomers, while also enhancing career guidance activities and managing relationships with employers.

VCC Continuing Studies will continue to run flexible, skills-based courses to support reskilling of British Columbians. The student demographic in many of these courses consists of mid- or late-career individuals seeking who are reskilling for continuity of work in areas such as office administration, computer skills, building service worker, and building manager.

## MANDATE LETTER – 2020/2021 – REQUIREMENTS FOR PLANNING/ IMPLEMENTATION (continued)

VCC has recently acquired licenses for a Labour Market Analytics tool. By using labour market data, we can further understand our economy: industries, occupations, demographics, businesses, and skills. With these insights, we can align our programs with labor market demand and give our students the education they need to become valuable contributors in a competitive job market. To support students' awareness of career planning resources, this tool is available to departments that are in direct contact with students, and will also enhance the labour market information currently available to students on our website.

The decentralized, organic VCC model for career planning skill development is delivered in a unique three-tiered system, with core career readiness curriculum embedded directly within regular programming. VCC has also instituted CareerLAB, an internal initiative that develops and pilots career planning activities that ensure students graduating from post-secondary have the career planning skills required to face a rapidly shifting labour market.

**Tier 1: Program instructors** – Career planning skills are taught by program instructors as embedded components within regular programming. Program-level career planning includes basic job search skills (resumes & interviews) as well as work-integrated learning opportunities (i.e. work experiences) with real-world employers. VCC applied programming instructors are often also employed within their respective industries and facilitate both formal (i.e. work experiences) and informal (i.e. referrals) workforce connections. 75% of applied VCC programming includes an experiential learning component that involves learning and/or working in a real-world environment outside the classroom.

**Tier 2: College service areas** – Career planning support is provided by service areas within the institution, such as the library, the learning centre and counselling. Services complement and supplement career planning instruction received within regular programming and includes individual tutoring for resume development, 1-1 interview practice, group and individual job search methods (library searches) and individual career counselling.

**Tier 3: VCC CareerLAB** – Activities piloted by CareerLAB utilize contemporary career development theory and practice, such as chaos theory & design thinking, and are developed collaboratively with the core, intersecting stakeholder groups, including:

- VCC faculty & staff – Community of Practice activities (creation of a resource hub and professional development for instructors and staff who provide formal and informal career guidance to students)
- Employers & community organizations – Employer partnership activities (streamlined job posting process and developing easier ways to access skilled student trainees through work-integrated learning partnerships)
- VCC students – Innovations for students (specialized career planning workshops for international students, career readiness competency digital badges, and optional classroom guest workshops on labour market research skills and skills transferability)

In addition, CareerLAB activities support the institution as a whole through system development activities such as an institutional environmental scan on the current state of VCC's work-integrated learning opportunities for students. CareerLAB also coordinates two BC Ministry of Advanced Education and Skills Training funded WIL projects which aim to develop systems that support the strategic enhancement of work-integrated learning and career readiness programming across VCC. To date, CareerLAB activities have intersected with over 23 VCC departments, covering developmental and applied programs, Continuing Studies, and 7 service units.

# PERFORMANCE PLAN



## PERFORMANCE PLAN

VCC's Strategic Innovation Plan (see page 11) guides the college's operational and integrated college plan which is built on our five key success drivers. It is reviewed and updated annually, with input from the College Board and VCC community, to ensure that the plan remains dynamic, flexible, and true to our vision and the needs of our community

VCC KEY SUCCESS DRIVERS	AEST STRATEGIC OBJECTIVES				
	Capacity	Access	Quality	Relevance	Efficiency
<b>Education Quality</b>	<ul style="list-style-type: none"> <li>Aiding students in accessing appropriate funding support</li> </ul>	<ul style="list-style-type: none"> <li>Accessibility for diverse learning needs</li> <li>Removing barriers of entry for Indigenous students</li> </ul>	<ul style="list-style-type: none"> <li>Delivering high-quality learning experiences</li> </ul>	<ul style="list-style-type: none"> <li>Effective curriculum</li> <li>Responding to changing needs</li> <li>External engagement</li> <li>New/relevant programs</li> </ul>	<ul style="list-style-type: none"> <li>Streamlining student registration processes</li> <li>Operating efficiently and directing resources towards students and learning</li> </ul>
<b>Operational Excellence</b>	<ul style="list-style-type: none"> <li>Maximize utilization of campus resources</li> <li>Streamline and simplify internal business processes</li> </ul>	<ul style="list-style-type: none"> <li>Provide improved access to our learners through redesigned registration processes</li> </ul>	<ul style="list-style-type: none"> <li>Increase focus on teaching and learning excellence and quality assessment</li> <li>Develop a comprehensive recruitment, and retention plan</li> </ul>	<ul style="list-style-type: none"> <li>Develop program design and development processes that responsive to changing demands of learners and external environments</li> </ul>	<ul style="list-style-type: none"> <li>Building a culture of evidence-based decision making</li> <li>Strengthening leadership and accountability</li> <li>Renew the College environmental sustainability plan</li> </ul>
<b>Financial Stability and Sustainability</b>	<ul style="list-style-type: none"> <li>Meet domestic and international enrolment targets</li> <li>Monthly and quarterly enrolment reporting</li> </ul>	<ul style="list-style-type: none"> <li>Increased enrolment of international students</li> <li>Increased opportunities for Indigenous students</li> </ul>	<ul style="list-style-type: none"> <li>Enhance Integrated Planning by implementing program costing and sustainability budgeting model</li> </ul>	<ul style="list-style-type: none"> <li>Grow the commercial services area</li> <li>Continue to focus on investment opportunities</li> </ul>	<ul style="list-style-type: none"> <li>Implement a financial strategy to provide a stable and sustainable working environment</li> </ul>
<b>Business Development</b>	<ul style="list-style-type: none"> <li>Increasing program capacity through strategic partnerships with public and private sector partners.</li> </ul>	<ul style="list-style-type: none"> <li>Streamline student pathways in/out of VCC</li> <li>Create partnership opportunities between employers/ students/VCC</li> </ul>	<ul style="list-style-type: none"> <li>Strengthen ties with business and industry through enhanced Program Advisory Committees (PAC)</li> <li>Advancing the quality of learning</li> </ul>	<ul style="list-style-type: none"> <li>Building relevant strategic partnerships</li> <li>Improve communication with industry and our community</li> <li>Refreshing Program Advisory Committees (PAC)</li> </ul>	<ul style="list-style-type: none"> <li>Taking a deliberate and goal-oriented approach to partnerships</li> </ul>
<b>Reputation Management</b>	<ul style="list-style-type: none"> <li>Telling the "VCC story" more widely</li> <li>Increasing awareness of VCC and our programs</li> </ul>	<ul style="list-style-type: none"> <li>Helping our target markets be aware of VCC</li> </ul>	<ul style="list-style-type: none"> <li>Highlighting VCC's quality of instruction in our branding</li> </ul>	<ul style="list-style-type: none"> <li>Clarifying our brand strategy and identity</li> <li>Increasing awareness of VCC in the community</li> </ul>	<ul style="list-style-type: none"> <li>Targeting our marketing efforts to maximize our outcomes relative to investment</li> </ul>



FINANCIAL INFORMATION

IN ACCORDANCE WITH TARGETS IN THE MINISTRY'S THREE-YEAR SERVICE PLAN, VCC MAINTAINED A BALANCED BUDGET IN 2019/20. VCC'S AUDITED FINANCIAL STATEMENTS CAN BE VIEWED AT [VCC.CA/ABOUT/COLLEGE-  
INFORMATION/REPORTS-  
AND-PUBLICATIONS](https://vcc.ca/about/college-information/reports-and-publications).

**APPENDIX A**

# **PERFORMANCE MEASURE RESULTS**

## APPENDIX A – PERFORMANCE MEASURE RESULTS

Performance measures are the indicators of outcomes that institutions track in order to determine success in achieving their goals and objectives as set by the Ministry of Advanced Education, Skills and Training (AEST).

As with all public, post-secondary institutions, VCC is accountable to AEST and the public, and is required to report performance measures that track institutionally specific goals and objectives, and show how they align with Ministry objectives. All institutions are required to report on a standard set of performance measures developed and reviewed annually by the Performance Measures Working Group in collaboration with the public post-secondary institutions.

### STUDENT SPACES

#### MINISTRY SYSTEM OBJECTIVE – CAPACITY

Student spaces is the number of Full-Time Equivalent (FTE) student enrolments delivered overall and in designated program areas.

	2018/19 Actual	2019/20 Target	2019/20 Actual	Assessment	2020/21 Target	2021/22 Target
<b>Total Student Spaces (FTE)</b>	4,145	6,541	3,956	Not achieved	6,585	6,561
<b>Nursing and other Allied Health Programs</b>	906	841	863	Achieved	865	TBD
<b>Developmental</b>	1,664	1,245	1,048	Not achieved	1,245	TBD

Note: Total of AEST FTEs delivered, Industry Training Authority (ITA) FTEs not included; actual ITA FTE for 2019-20 were 1,378. As of 2019-20, LINC FTE student enrolments are no longer eligible to be included in the developmental totals. 2018/19 Developmental total includes 463 FTE associated with LINC delivery.

Access to education for all groups remains at the core of VCC’s institutional values and is demonstrated by way of continued internal consultation and an integrated planning process. Moving forward, we will continue to assess and evaluate our success in relation to these values, and coordinate our efforts with institutional staff, local community, government, and industry to support and facilitate access to post-secondary education.

Over the past three years, the number of student enrolments throughout VCC declined, however in 2019/2020, our registrations increased due in part to new opportunities in English as an Additional Language (EAL) program offerings (an 11 per cent increase). While the overall developmental target was “not achieved,” VCC is committed to ensuring the enrolment planning process continues to provide opportunities for growth of domestic spaces. In addition, VCC has seen renewed interest and enrolment in University Transfer courses. This is another planned area of growth for VCC, highlighted by the introduction of Associate Degree programs. Also noteworthy is that the number of student spaces in Nursing and Allied Health programs continued to exceed our targeted FTE.

VCC’s utilization of funded domestic student FTE’s will continue to focus on planning strategies, our Strategic Innovation Plan, and our Academic Plan, which are aligned with AEST’s core objectives of providing students with sustainable and affordable access to post-secondary education.

## APPENDIX A – PERFORMANCE MEASURE RESULTS (continued)

### CREDENTIALS AWARDED

#### MINISTRY SYSTEM OBJECTIVE – CAPACITY

The average number of credentials awarded to domestic students by public post-secondary institutions in the most recent three years.

	2018/19 Actual	2019/20 Target	2019/20 Actual	Assessment	2020/21 Target	2021/22 Target
VCC credentials awarded	2,203	2,201	2,086	Substantially achieved	2,083	TBD

### ABORIGINAL STUDENT SPACES

#### MINISTRY SYSTEM OBJECTIVE – ACCESS

Full-Time Equivalent (FTE) of Aboriginal students at VCC delivered in all program areas.

	2018/19 Actual	2019/20 Target	2019/20 Actual	Assessment	2020/21 Target	2021/22 Target
VCC Aboriginal Student Spaces (FTE)	287	Maintain or increase	294	Achieved	Maintain or increase	Maintain or increase
Ministry (AEST) programs	200	Maintain or increase	221	Achieved	Maintain or increase	Maintain or increase
Industry Training Authority (ITA) programs	87	Maintain or increase	73	Not achieved	Increase	Maintain or increase

VCC continues to work towards ensuring that Indigenous learners are well-positioned for a successful post-secondary experience. The Truth and Reconciliation Commission's (TRC) Calls to Action are central to VCC's institutional planning and Indigenous student engagement efforts and activities.

At VCC, we will continue in our efforts to better serve Indigenous communities through the reach of our many partnerships as we strive to build a truly community-driven program development framework. Our existing initiatives and activities have demonstrated sustainability as a result of ongoing collaboration between our internal and external stakeholders. Specifically, our Indigenous Education Advisory Committee, representing urban and rural Indigenous communities, provides guidance and advice around initiatives that fulfill our commitment to Indigenous education. While our total Aboriginal Spaces was achieved this year, the lack of demand for ITA-funded programs will be addressed through new initiatives that aim to increase access, retention, and success of Indigenous trades students.

## APPENDIX A – PERFORMANCE MEASURE RESULTS (continued)

### STUDENT SATISFACTION WITH EDUCATION

#### MINISTRY SYSTEM OBJECTIVE – QUALITY

Percentage of former students and graduates surveyed who were very satisfied or satisfied with the education they received.

	2018/19 Actual		2019/20 Target	2019/20 Actual		Assessment	2020/21 Target
	%	+/-	%	%	+/-		%
Former diploma, associate degree, and certificate students	92.7%	1.1%	≥ 90%	92.4%	1.1%	Achieved	≥ 90%
Former apprenticeship students	91.2%	4.0%		95.0%	3.3%	Achieved	
Trades foundation and trades-related vocational graduates	91.6%	2.2%		93.2%	1.8%	Achieved	
Bachelor's degree graduates	100.0%	0.0%		90.6%	5.8%	Achieved	

Source: BC Student Outcomes Survey 2019

### STUDENT ASSESSMENT OF THE QUALITY OF INSTRUCTION

#### MINISTRY SYSTEM OBJECTIVE – QUALITY

	2018/19 Actual		2019/20 Target	2019/20 Actual		Assessment	2020/21 Target
	%	+/-	%	%	+/-		%
Former diploma, associate degree, and certificate students	93.9%	1.0%	≥ 90%	94.7%	0.9%	Achieved	≥ 90%
Former apprenticeship students	96.8%	2.4%		97.5%	2.3%	Achieved	
Trades foundation and trades-related vocational graduates	94.2%	1.9%		96.6%	1.3%	Achieved	
Bachelor's degree graduates	92.3%	4.8%		88.7%	6.3%	Achieved	

Source: BC Student Outcomes Survey 2019

## APPENDIX A – PERFORMANCE MEASURE RESULTS (continued)

### STUDENT ASSESSMENT OF SKILL DEVELOPMENT

#### MINISTRY SYSTEM OBJECTIVE – QUALITY

Percentage of former students and graduates surveyed who indicated the institution was 'Very Helpful' or 'Helpful' in developing various skills.

	2018/19 Actual		2019/20 Target	2019/20 Actual		Assessment	2020/21 Target
	%	+/-	%	%	+/-		%
Former diploma, associate degree, and certificate students	87.6%	1.4%	≥ 85%	89.0%	1.4%	Achieved	≥ 85%
Former apprenticeship students	87.0%	4.8%		91.1%	3.1%	Achieved	
Trades foundation and trades-related vocational graduates	89.1%	2.3%		90.0%	1.8%	Achieved	
Bachelor's degree graduates	90.5%	6.0%		92.8%	4.0%	Achieved	

Source: BC Student Outcomes Survey 2019

### STUDENT ASSESSMENT OF THE USEFULNESS OF KNOWLEDGE AND SKILLS IN PERFORMING JOB

#### MINISTRY SYSTEM OBJECTIVE – RELEVANCE

Percentage of former students and graduates surveyed who indicated the knowledge and skills acquired were 'Very Useful' or 'Somewhat Useful' in performing their main jobs.

	2018/19 Actual		2019/20 Target	2019/20 Actual		Assessment	2020/21 Target
	%	+/-	%	%	+/-		%
Former diploma, associate degree, and certificate students	91.0%	1.4%	≥ 90%	90.3%	1.5%	Achieved	≥ 90%
Former apprenticeship students	88.5%	4.7%		97.5%	2.4%	Achieved	
Trades foundation and trades-related vocational graduates	85.0%	3.4%		91.8%	2.2%	Achieved	
Bachelor's degree graduates	100.0%	0.0%		96.0%	4.1%	Achieved	

Source: BC Student Outcomes Survey 2019

## APPENDIX A – PERFORMANCE MEASURE RESULTS (continued)

### UNEMPLOYMENT RATE

#### MINISTRY SYSTEM OBJECTIVE – RELEVANCE

Percentage of graduates who were unemployed at the time of the survey, compared with the percentage of unemployed individuals with high school credentials or less.

	2018/19 Actual		2019/20 Target	2019/20 Actual		Assessment	2020/21 Target
	%	+/-	%	%	+/-		%
Former diploma, associate degree, and certificate students	4.6%	0.9%	≤ 7.3%	6.3%	1.1%	Achieved	≤ unemployment rate of individuals with high school credentials or less
Former apprenticeship students	2.2%	2.1%		0.0%	0.0%	Achieved	
Trades foundation and trades-related vocational graduates	5.7%	2.1%		3.4%	1.4%	Achieved	
Bachelor's degree graduates	0.0%	0.0%		2.0%	2.9%	Achieved	

Source: BC Student Outcomes Survey 2019

### LEGEND

Assessment	Percentage
Achieved	100% or more of the target
Substantively Achieved	90% - 99% of the target
Not Achieved	Less than 90% of the target
Not Assessed	Survey results with less than 20 respondents or a margin of error of 10% or greater, descriptive measures, and measures without targets



## APPENDIX A – PERFORMANCE MEASURE RESULTS (continued)

### MINISTRY TARGETS

Performance Measure	2019/20	2020/21	2021/22
<b>STUDENT SPACES</b>			
Total student spaces	6,541	6,585	6,561
Nursing and other allied health programs	841	865	TBD
Developmental programs	1,245	1,245	TBD
<b>CREDENTIALS AWARDED</b>			
Number	2,201	2,083	TBD
<b>STUDENT SATISFACTION WITH EDUCATION</b>			
Former apprenticeship students	≥ 90%		
Former diploma, associate degree and certificate students			
Baccalaureate graduates			
<b>STUDENTS' ASSESSMENT OF SKILL DEVELOPMENT (AVERAGE %)</b>			
Former apprenticeship students	≥ 85%		
Former diploma, associate degree and certificate students			
Baccalaureate graduates			
<b>STUDENT ASSESSMENT OF THE QUALITY OF INSTRUCTION</b>			
Former apprenticeship students	≥ 90%		
Former diploma, associate degree and certificate students			
Baccalaureate graduates			
<b>UNEMPLOYMENT RATE</b>			
Former apprenticeship students	7.3%		≤ unemployment rate for individuals with high school credentials or less
Former diploma, associate degree and certificate students			
Baccalaureate graduates			
<b>STUDENT ASSESSMENT OF USEFULNESS OF KNOWLEDGE AND SKILLS IN PERFORMING JOB</b>			
Former apprenticeship students	≥ 90%		
Former diploma, associate degree and certificate students			
Baccalaureate graduates			

**APPENDIX B**

# **MANDATE PRIORITY #1 PROGRESS REPORT**

## APPENDIX B – MANDATE PRIORITY #1 PROGRESS REPORT

In accordance with the Accountability Framework 2019/2020 Reporting Cycle Standards and Guidelines Manual, the following table identifies VCC's responses to the Truth and Reconciliation Commission's Call to Action:

TRC Call to Action and UN Declaration on the Rights of Indigenous Peoples Article	Progress (N/A, In Progress, Implemented)	New Initiatives and Partnerships	Continuing Initiatives and Partnerships
<p><b>1: SOCIAL WORK</b></p> <p>We call upon the federal, provincial, territorial, and Aboriginal governments to commit to reducing the number of Aboriginal children in care by ... Ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the history and impacts of residential schools. ...</p> <p>Ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the potential for Aboriginal communities and families to provide more appropriate solutions to family healing.</p>	N/A	N/A	
<p><b>12: EARLY CHILDHOOD EDUCATION</b></p> <p>We call upon the federal, provincial, territorial, and Aboriginal governments to develop culturally appropriate early childhood education programs for Aboriginal families.</p>	In-Progress and/or Implemented	<p>Early Childhood Education at VCC continues to strengthen its cultural capacity and deliver respectful, relevant, and responsive training both in community and on-campus.</p> <p>Highlights of this work include:</p> <ul style="list-style-type: none"> <li>• The completion of 'Cultural Competency Training' for all VCC faculty through of the BC Childcare Aboriginal Society (April 2019).</li> <li>• Partnering with the Musqueam Nation to deliver a 44-week Early Childhood Education Certificate Program whereby all graduates qualify to apply for the BC Early Childhood Educator Certification to Practice.</li> <li>• Partnering with the Squamish Nation to deliver an 8-week "Guiding and Caring" course whereby all completing students can apply for the ECCE Assistant Certification to Practice</li> </ul>	

## APPENDIX B – MANDATE PRIORITY #1 PROGRESS REPORT (continued)

TRC Call to Action and UN Declaration on the Rights of Indigenous Peoples Article	Progress (N/A, In Progress, Implemented)	New Initiatives and Partnerships	Continuing Initiatives and Partnerships
<p><b>16: INDIGENOUS LANGUAGE DEGREE AND DIPLOMA PROGRAMS</b> We call upon post-secondary institutions to create university and college degree and diploma programs in Aboriginal Languages.</p>	N/A	N/A	
<p><b>23: HEALTH-CARE PROFESSIONALS</b> We call upon all levels of government to increase the number of Aboriginal professionals working in the health-care field, ensure the retention of Aboriginal health-care providers in Aboriginal communities, and provide cultural competency training for all healthcare professionals.</p>	In-Progress and/or Implemented	<p>Health-Care programs at VCC (including Practical Nursing, Bachelor of Science in Nursing (BScN), Dental Reception Coordinator, Dental Reception Coordinator, Dental Hygiene, Certified Dental Assistant, Dental Technology Sciences, Health Unit Coordinator, Pharmacy Technician, Occupational Physical Therapy Assistant, and Health Care Assistant) have been actively working to build greater numbers of Aboriginal graduates while understanding the necessity of going beyond inclusion and towards efforts of genuine Indigenization and decolonization.</p> <p>This year's highlights include:</p> <ul style="list-style-type: none"> <li>• Occupational Physical Therapy Assistant program making preliminary plans to deliver the Kairos Blanket Exercise to each student cohort.</li> <li>• Collaboration between the Practical Nursing program and the Indigenous Education and Community Engagement department to enhance the 'Ready Set Go' orientation.</li> <li>• Enhancing Indigenous student recruitment by connecting the BScN program with the 'Our Place Vancouver's Reconciliation in Action' tri-monthly events.</li> <li>• Working with Aboriginal Life in Vancouver Enhancement Society to enrich the Clinical Community Health/ Health Promotion practicum in the BScN.</li> </ul> <p>(Continued on following page)</p>	<p>Health sciences programs at VCC continue to provide priority seating for Aboriginal students.</p> <p>Continuing work also includes:</p> <ul style="list-style-type: none"> <li>• Making available Indigenous Competency Training (San'yas) from the BC Health Authority to faculty within the Dental Reception Coordinator program. The faculty within the Health Unit Coordinator program is also engaging with San'yas training and the BScN has developed a preliminary plan to increase this training.</li> <li>• Participation by BScN students and faculty in cultural events and activities such as the Kairos Blanket Exercise.</li> <li>• Partnering with the Aboriginal Community Career Employment Services Society (ACCESS) in the delivery of the Dental Reception Coordinator Program (currently on hold due to COVID-19).</li> <li>• Continue to review the Colleges and Institutes Canada's (CICan) Indigenous Education Protocol, the Truth and Reconciliation Commission of Canada (TRC) Calls to Action and the United Nations Declaration on the Rights of Indigenous Peoples for applicability to nursing programs and make further necessary revisions to the BScN strategic plan.</li> </ul>

## APPENDIX B – MANDATE PRIORITY #1 PROGRESS REPORT (continued)

TRC Call to Action and UN Declaration on the Rights of Indigenous Peoples Article	Progress (N/A, In Progress, Implemented)	New Initiatives and Partnerships	Continuing Initiatives and Partnerships
<p><b>23: HEALTH-CARE PROFESSIONALS (Continued)</b></p>	<p>In-Progress and/or Implemented</p>	<ul style="list-style-type: none"> <li>• Taking steps in the Practical Nursing program to help ensure students and employees recognize the traditional unceded territory of the Musqueam, Squamish, and Tsleil-Waututh Nations through official signage.</li> <li>• With Indigenous students in mind, a part-time Health Care Assistant program was designed with the goal of being more flexible and barrier-reduced.</li> <li>• The Occupational Physical Therapy Assistant program is taking steps to further indigenize curriculum by reinforcing the Canadian Association of Occupational Therapists (CAOT) Position Statement on Occupational Therapy and Indigenous peoples (2018) and the Canadian Physiotherapy Association (CPA) Position Statement on the role of physiotherapy in Aboriginal health care (2014). The program also ensures the use of the Truth and Reconciliation report in curriculum and has increased the number of case studies that focus on Indigenous health issues.</li> </ul>	
<p><b>24: MEDICAL AND NURSING SCHOOLS</b></p> <p>We call upon medical and nursing schools in Canada to require all students to take a course dealing with Aboriginal health issues, including the history and legacy of residential schools, the United Nations Declaration (UN Declaration) on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, and Indigenous teachings and practices. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.</p>	<p>In-Progress and/or Implemented</p>	<p>The nursing programs at VCC, which includes Practical Nursing and the Bachelor of Science in Nursing (BScN) continue to take action to indigenize curriculum.</p> <p>Most notably, BScN has been engaging Indigenous guest speakers (e.g. Elders, health professionals) within the BScN program to provide an overview of the over-representation of Indigenous children in child welfare systems and opportunities for advocacy.</p>	<p>The nursing programs at VCC continue to take action to indigenize curriculum.</p> <p>Continuing work includes:</p> <ul style="list-style-type: none"> <li>• Efforts to weave Indigenous perspectives throughout the BScN program including clinical situations that engage students to explore the socio-historical context of Indigenous health.</li> <li>• Participation by BScN students in cultural events and activities such as the Kairos Blanket Exercise</li> </ul>

## APPENDIX B – MANDATE PRIORITY #1 PROGRESS REPORT (continued)

TRC Call to Action and UN Declaration on the Rights of Indigenous Peoples Article	Progress (N/A, In Progress, Implemented)	New Initiatives and Partnerships	Continuing Initiatives and Partnerships
<p><b>28: LAW SCHOOLS</b></p> <p>We call upon law schools in Canada to require all law students to take a course in Aboriginal people and the law, which includes the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.</p>	N/A	N/A	N/A
<p><b>57: PUBLIC SERVANTS</b></p> <p>We call upon federal, provincial, territorial, and municipal governments to provide education to public servants on the history of Aboriginal peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.</p>	In-Progress and/or Implemented	Supporting employee Indigenous cultural competency through the piloting of the 'Indigenization Professional Series' as developed and offered through BCcampus.	<p>VCC has begun exploring the sustainability of providing, on a pan-institutional level, the San'yas Indigenous Cultural training as offered by BC Health Authority.</p> <p>Supporting new employee awareness and development opportunities including the piloting of the 'Indigenization Professional Series' for front-line workers</p>

## APPENDIX B – MANDATE PRIORITY #1 PROGRESS REPORT (continued)

TRC Call to Action and UN Declaration on the Rights of Indigenous Peoples Article	Progress (N/A, In Progress, Implemented)	New Initiatives and Partnerships	Continuing Initiatives and Partnerships
<p><b>62: TEACHER EDUCATION</b> We call upon the federal, provincial, and territorial governments, in consultation and collaboration with Survivors, Aboriginal peoples, and educators, to: ... Provide the necessary funding to post- secondary institutions to educate teachers on how to integrate Indigenous knowledge and teaching methods into classrooms.</p>	N/A	N/A	N/A
<p><b>86: JOURNALISM AND MEDIA SCHOOLS</b> We call upon Canadian journalism programs and media schools to require education for all students on the history of Aboriginal peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations.</p>	N/A	N/A	N/A
<p><b>92: BUSINESS SCHOOLS</b> We call upon the corporate sector in Canada to ... Provide education for management and staff on the history of Aboriginal peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills based training in intercultural competency, conflict resolution, human rights, and anti-racism.</p>	N/A	N/A	N/A

## APPENDIX B – MANDATE PRIORITY #1 PROGRESS REPORT (continued)

TRC Call to Action and UN Declaration on the Rights of Indigenous Peoples Article	Progress (N/A, In Progress, Implemented)	New Initiatives and Partnerships	Continuing Initiatives and Partnerships
<p><b>UNITED NATIONS DECLARATION ON THE RIGHTS OF INDIGENOUS PEOPLES – IMPLEMENTATION</b></p> <p>How is your institution working with Indigenous peoples and communities to implement the United Nations Declaration on the Rights of Indigenous Peoples, and in particular the articles related to education, which include the following:</p> <p><b>ARTICLE 14</b> 1. Indigenous peoples have the right to establish and control their educational systems and institutions providing education in their own languages, in a manner appropriate to their cultural methods of teaching and learning.</p> <p>2. Indigenous individuals, particularly children, have the right to all levels and forms of education.</p> <p><b>ARTICLE 15</b> 1. Indigenous peoples have the right to the dignity and diversity of their cultures, traditions, histories and aspirations which shall be appropriately reflected in education and public information.</p> <p><b>ARTICLE 21</b> 1. Indigenous peoples have the right, without discrimination, to the improvement of their economic and social conditions, including, inter alia, in the areas of education, employment, vocational training and retraining, housing, sanitation, health and social security.</p>	<p>In-Progress and/or Implemented</p>	<p>VCC has made evident its commitment to the United Nations Declaration on the Rights of Indigenous Peoples through the following actions:</p> <ul style="list-style-type: none"> <li>• Hiring a Dean of Indigenous Initiatives in order to raise the institutional profile and pan-institutional capacity within VCC</li> <li>• Expanding the Elder in Residence program to include three additional Elders</li> <li>• Launching VCC’s first Indigenous Arts Symposium, an event that brought together Indigenous scholars and artists from VCC and beyond to showcase Indigenous arts and discuss their role in indigenizing academic institutions</li> <li>• Collaborating with Britannia Secondary’s Outreach Alternative program to conduct community-based research to powerfully identify and creatively illustrate key supports, challenges, and barriers to and within education</li> <li>• Delivering in-community programming in collaboration with the Musqueam Nation (Early Childhood and Care Education), Squamish Nation (Child Care Assistant), and Sto:lo Nation (Culinary Arts)</li> </ul>	<p>VCC maintains its commitment to the United Nations Declaration on the Rights of Indigenous Peoples through the following ongoing initiatives:</p> <ul style="list-style-type: none"> <li>• Continued development of the Gladue Report Writing Program, which was piloted in 2018 and launched in 2020. Two of the courses, Impacts of Colonization Past and Present, and Indigenous People and the Canadian Judicial System, are fully online and available more widely through open enrolment</li> <li>• Continued partnership with Native Education College (NEC) and the Musqueam Nation to facilitate Learner Support Services in community as part of the Ministry supported Aboriginal Service Plan (ASP)</li> <li>• Continued community engagement by an Urban Learning Facilitator to provide Learner Support Services in community as part of the Ministry-supported ASP.</li> </ul>