



Vancouver Community College Board of Governors Public Meeting Agenda

April 10, 2019

5:30 p.m. VCC Downtown Campus, Room 420

Board Members

Joey Hartman (Chair/Chair, Human Resources)
 Libby Davies (Vice Chair)
 Mike Tourigny (Chair, Finance & Audit)
 Garth Manning (Chair, Governance)
 Chloe Lau
 Erin Klis
 Mahin Rashid
 Nadia Belokopitov
 Shobha Rajagopalan
 Jennifer Chen
 Rene-John Nicolas
 Seung Oh
 Sukhmanjot Singh (REGRETS)

Board Secretary

Deborah Lucas

Ex-Officio

Dr. Peter Nunoda President & CEO
 Elle Ting Chair, Education Council

Staff Resources

Dr. Kathryn McNaughton VP, Academic, Students & Research
 Karen Wilson Executive Director, Marketing & Communications
 Clodine Sartori Acting, VP, People & Culture
 Jamie Choi Interim, VP, Finance & CFO

Guests

VCC Faculty Association (VCCFA) Taryn Thomson or alternate
 CUPE Local 4627 Chris Joyce or alternate
 Student Union of VCC (SUVCC) Valerie Skalicky or alternate

Item	Topic	Action	Speaker	Time	Attachment	Page
1.	CALL TO ORDER & OPENING REMARKS		J. Hartman P. Nunoda	5 min		
2.	APPROVAL OF AGENDA/CONSENT AGENDA	Decision	J. Hartman	2 min	✓	1
	Recommended Resolution: <i>"THAT the VCC Board of Governors approve the agenda and approve/ acknowledge receipt of the following items on the consent agenda."</i>					
	2.1 Minutes – Feb 13, 2019 Board Meeting				✓	3
	2.2 VCC News & Events				✓	9
3.	ACTION TRACKER – ITEMS FROM FEB 13, 2019	Info	J. Hartman	2 min	✓	11
4.	NEW BOARD MEMBER INTRODUCTIONS & OATH OF OFFICE	Info	J. Hartman	5 min		
5.	CONSTITUENCY GROUP REPORTS					
	5.1 CUPE Local 4627	Info	Constituency	5 min		
	5.2 VCCFA		Reps	each	✓	12
	5.3 SUVCC					

Item	Topic	Action	Speaker	Time	Attachment	Page
6.	BOARD COMMITTEE REPORTS					
6.1	Governance Committee	Info	G. Manning	5 min		
6.2	Human Resources Committee	Info	J. Hartman	each		
6.3	Finance and Audit Committee	Info	M. Tourigny			
7.	FINANCE					
7.1	Financial Performance - Management, Discussion & Analysis (MD&A) – Period End Feb 28, 2019	Info	M. Tourigny	5 min	✓	14
7.2	2019/20 Capital Budget	Decision	M. Tourigny	5 min	✓	25
7.3	2019/20 Operating Budget	Decision	M. Tourigny	5 min	✓	28
8.	PROGRAMS, TUITIONS AND FEES					
8.1	New Program: Transportation Trades Sampler Certificate:			10 min		
8.1.1.	Credential	Decision	E. Ting		✓	31
8.1.2.	Tuition	Decision	M. Tourigny		✓	37
9.	EDUCATION COUNCIL					
9.1	EdCo Chair Report	Info	E. Ting	5 min	✓	41
9.2	2019/20 Enrolment Plan	Decision	E. Ting	5 min	✓	64
9.3	2019/20 Academic Plan	Decision	E. Ting	5 min	✓	78
10.	STRATEGIC INNOVATION PLAN					
10.1	Building Campuses of the Future: Building Ideas - Campus Master Plan consultation	Info	M. Rashid/ K. Wilson	10 min	✓	123
10.2	Building the Brand	Info	K. Wilson	10 min		
11.	OTHER BUSINESS					
11.1	Board of Governors Correspondence	Info	J. Hartman	5 min		
12.	NEXT MEETING & ADJOURNMENT					
	Next meeting: May 29, 2019	Info	J. Hartman	1 min		



VANCOUVER COMMUNITY COLLEGE BOARD OF GOVERNORS
DRAFT PUBLIC MEETING MINUTES

February 13, 2019

5:30 p.m. VCC Downtown Campus, Room 420

ATTENDANCE

Board Members

Joey Hartman (Chair/Chair, Human Resources)
 Libby Davies (Vice Chair)
 Mike Tourigny (Chair, Finance & Audit)
 Garth Manning (Chair, Governance)
 Chloe Lau
 Erin Klis
 Rene-John Nicolas
 Mahin Rashid
 Nadia Belokopitov
 Shobha Rajagopalan
 Armor Valor Corrales

Board Secretary

Deborah Lucas

Ex-Officio

Dr. Peter Nunoda President & CEO
 Elle Ting Chair, Education Council

Staff Resources

Dr. Kathryn McNaughton	VP, Academic, Students & Research
Karen Wilson	ED, Marketing & Communications
Clodine Sartori	Acting, VP, People & Culture
Jamie Choi	Interim, VP, Finance & CFO
Nancy Nesbitt	Director, VCC Foundation
Elmer Wansink	Chief Information Officer

Guests

VCC Faculty Association (VCCFA)	Taryn Thomson
CUPE Local 4627	Deanne Bates
Student Union of VCC (SUVCC)	Valerie Skalicky

1. CALL TO ORDER & OPENING REMARKS

- The Chair called the meeting to order at 5:41 p.m.

CHAIR'S REMARKS:

- On Nov 20, 2018, Board members A. Corrales, S. Rajagopalan and M. Rashid attended the Fall Awards. The Awards are organized by the VCC Foundation to celebrate the outstanding achievements of students in their studies and in the community. They appreciated the opportunity to engage with students and award recipients enjoyed connecting with award donors
- On Jan 18, 2019, the Board met with Campus Master Plan consultants DIALOG. There will continue to be opportunities for input from the VCC community throughout the process. The Board are also receiving updates through presentations on the development of the Strategic Innovation Plan, which has been presented to VCC staff and students through a series of roadshows by the President.

PRESIDENT'S REMARKS

- The News and Events report highlights two events that P. Nunoda acknowledged:
 - The Jan 30, 2019 Bell "Let's Talk" mental health campaign hosted by the SUVCC and Counselling. There was amazing response from VCC students and employees who posted messages of strength, resilience and hope to the VCC community, throughout the downtown campus atrium.

- In Jan 2019, supported by funds awarded from the VCC Day Dragon’s Den challenge, the VCC Music department held its first-ever Music Alumni Week. The event, catered by VCC culinary students, was huge success. A set of concerts and activities were undertaken that show the range of musical worlds that can be encountered at VCC.

2. APPROVAL OF AGENDA AND CONSENT AGENDA

MOTION: THAT the VCC Board of Governors approve the agenda and approve/acknowledge receipt of the following items on the consent agenda:

2.1 Minutes – November 28, 2018 Public Meeting

2.2 VCC News & Events

Moved, Seconded & CARRIED (Unanimously)

3. NEW BOARD MEMBER INTRODUCTION & OATH OF OFFICE

For the purpose of the minutes, the following items were addressed in the Chair’s opening remarks. They include additional changes to the board:

- B. Aynsley’s term ended on Dec 31, 2019. Brenda has been a valuable member of the Board and HR Committee since 2015.
- T. Rowlett ended his final term as Education Council (EdCo) Chair on Dec 31, 2019. Todd has been an exemplary board member since Jan 2015 and has provided strong leadership to Education Council.
- VCC will be holding a by-election for SUVCC and VCCFA to elect representatives to EdCo and the Board. The nomination period is Feb 11-22, 2019 and voting opens at 4 p.m. on Fri, Mar 1, 2019 and will run until 4 p.m. on Wed, Mar 6, 2019.
- The Ministry have announced the reappointment of board members R. Nicolas, M. Tourigny and C. Lau. Their new terms end Jul 31, 2020.
- J. Hartman welcomed newly elected Education Council Chair, Elle Ting, to the Board, for a term ending Dec 31, 2019. The Oath of Office was sworn.

4. CONSTITUENCY GROUP UPDATES

4.1 CUPE Local 4627

- D. Bates, Chief Shop Steward, presented the report.
- Ten \$1000 bursaries were presented to CUPE members and their dependents. They helped fund the education for future artists, doctors, counselors, a librarian and a welder.
- CUPE supports the Feb 27, 2019 Pink Shirt Day anti-bullying campaign. The Board were presented campaign buttons and board student rep., A. Corrales, received a campaign t-shirt signed by Travis Price, who was one of the individuals that initiated the Pink Shirt Day anti-bullying campaign.

4.2 Vancouver Community College Faculty Association (VCCFA)

- T. Thomson, new VCCFA President, introduced herself and presented the report.
- Preparation of the Bargaining package is in progress and scheduled for ratification by members at the end of Feb 2019.
- VCCFA is part of the Federation of Post-secondary Educators (FPSE) proposal for a Social Sciences and Humanities Research Council (SSHRC) grant. If approved, the grant will fund research initiatives that will inform a union-based approach to decolonization, reconciliation and Indigenization. VCCFA is looking at studying graduation transition for indigenous students and will research this through local Outreach programs. The Board is looking forward to receiving updates on this proposal.

- J. Hartman acknowledged the work of K. Shortt who led the VCCFA as president up to Dec 31, 2018.

4.3 Student Union of Vancouver Community College (SUVCC)

- V. Skalicky, SUVCC Executive Director, presented the report.
- The Annual General Meeting (AGM) was held on Jan 31, 2019. It was well attended.
- A delegation of 7 SUVCC members recently attended a meeting organized by the BC Federation of Students. Participants include student unions from 13 post-secondary institutions. Skills boot camp sessions were held, including a panel on working with Senior Administrators that President P. Nunoda participated in.
- Recent events include: Stress busters, held through exam period. Bell “Let’s Talk”, Lunar New Year celebration and during the winter break an event where food and clothing was donated to various organisations in the downtown Eastside. Future events: Feb 27 Pink Shirt Day.
- Current campaigns include: Open Text Books, Don’t Tax my Loans, Funding No Fees, Reconciliation Through Education and Let’s Get Consensual.
- Responding to board members questions, V. Skalicky commented that the SUVCC are working with VCC’s Indigenous Education & Engagement department on the province-wide campaign “Reconciliation Through Education”. They are at the beginning stage of creating awareness and conversation and informing the government that this matter is important to students.
- SUVCC would like to create opportunities to involve other members of the VCC community to engage with students, including the Board, EdCo and Management. New faces at events can create new interest. The Board recognize it is challenging to find that point of engagement and sustain it. Connecting with members of the local community was recommended.

5. BOARD COMMITTEE REPORTS

5.1 Governance Committee (Gov Com)

- The Governance Committee will meet on Mar 6, 2019.
- In response to Bill 36, that repeals Section 59(8) of the College & Institute Act, the Governance Committee will be reviewing VCC’s policies and by laws and recommending amendments where required. This section restricted the election of union executive to Boards. The change is intended to broaden options for board representation and support diverse and inclusive governance.

5.2 Human Resources Committee (HRC)

- The HRC have completed the President’s evaluation for period ending Dec 31, 2018. J. Hartman and L. Davies will conduct a more in-depth evaluation, commencing Apr 2019, that will include interviews of several internal and external stakeholders.

5.3 Finance & Audit Committee (FAC)

- The Finance and Audit Committee met on Jan 30, 2019.
- FAC reviewed the Financial Performance (Management, Discussion & Analysis) Report for the period end Dec 31, 2018. Full report under 6.1.
- The first draft of the 2019/20 budget was presented for review. The final draft will be presented for board approval on Apr 10, 2019.
- The next FAC meeting is scheduled for Mar 26, 2018.

6. FINANCIAL REPORTING

6.1 Financial Performance - Management, Discussion & Analysis (MD&A) – Period End Dec 30, 2018

- Revenue for the period was \$83.3M compared to budget of \$80.8M (\$2.5M above plan.)
- Domestic revenue is down for the period by \$784K compared to budget and has been offset by higher international revenue of \$1.0M. For risk management purposes, this is a trend that is being carefully monitored by Management and FAC.
- The 2018/19 forecast show that VCC is projecting a net surplus of \$266K. Revenue is forecasted to be \$1.5M above budget. One of the main reasons being an increase in contract training revenue.
- Expenses are forecasted to be \$1.3M higher than budget. This is partly due to additional hires needed to deliver new programs and an increase in agency fees due to higher international student enrolment.
- Under procurement activity, a number of contracts have been awarded for a variety of renovation projects. The Royal Bank of Canada were the successful proponent in the contract for VCC banking services and took this over from TD Bank on Jan 19. EMC (Dell) have been awarded the contract for a new data storage solution.
- Under risk management, the Banner 9 project has been moved to a low risk, as it's at the final stage of Phase 1. An update on this project will be presented by Chief Information Officer, Elmer Wansink at the board meeting.

7. EDUCATION COUNCIL REPORT

- The Education Council Report was provided in the meeting materials. New EdCo Chair, E. Ting highlighted the results of the Dec 2018 EdCo elections and thanked outgoing members.

Education Council Election Results – Dec 11, 2018		
Education Council Executive	E. Ting Denise Beerwald Paul Yeung Natasha Mandryk	Chair Vice Chair
Appeals Oversight Committee	Andrew Candela	Chair
Program Review and Renewal Committee	Todd Rowlatt	Chair
Curriculum Committee	Todd Rowlatt	Chair
Education Policy Committee	John Demeulemeester	Chair

8. PROGRAMS, TUITIONS & FEES

8.1 Suspension – Interior Design Certificate

- The provincial regulatory body for interior design practitioners, the Interior Designers Institute of British Columbia (IDIBC), has made a decision to limit the professional designation of Registered Interior Designer (RID) to graduates of four-year degree programs; this modification of IDIBC professional standards corresponds with the discontinuation of the internationally recognized Council for Interior Design Accreditation (CIDA) for programs culminating in anything less than a bachelor's degree.
- VCC's facility cannot currently support the experiential learning that would be ideal for a longer program. As per policy C.3.3, during the two years following the date of suspension, the decision can be revisited. A needs assessment will be conducted to assist EdCo with the decision to permanently discontinue the program.

MOTION: THAT, on the advice of Education Council, the Board of Governors suspend the Interior Design Certificate program.

Moved, Seconded & CARRIED

Abstained: E. Klis

9. POLICIES

9.1 C.1.6 Registration

- Policy C.1.6 Registration governs the institutional practices for program.
- Minor changes are being presented that remove redundant language and resolve unclear definitions.
- The Board requested that redlined versions of amended policies be provided in the future to make the review and approval process more efficient.

MOTION: THAT, on the advice of Education Council, the Board of Governors approve the indicated changes to C.1.6 Registration Policy and Procedures.

Moved, Seconded & CARRIED (Unanimously)

10. PRESENTATION

VCC Foundation and Alumni Relations

- As part of a series of portfolio presentations by Deans and Directors, Nancy Nesbitt presented the work of the Foundation and Alumni Relations to the Board.
- The presentation was well received and in response to questions, N. Nesbitt provided further information on alumni relations and the Outstanding Alumni Awards which celebrate significant contributions by alumni to their industries and communities. There isn't a separate category for indigenous alumni. The department are open to receiving suggestions on award categories. There is a new category this year titled "Changemaker".
- Alumni receive regular communications about events and recently, through a series of dinners titled "Chef's Table", a selection of VCC's successful culinary alumni have each told their journey through food.
- Through the generosity of donations the Foundation establish scholarships, awards and bursaries. The Foundation has seen an increase in online donations and a catalogue of gifts is available for those who wish to make a donation to purchase an item(s) needed to support student learning.
- The last capital campaign contributed to the development of Broadway Campus, Building B.
- The Board are encouraged to share VCC Foundation events and alumni success stories on social network.

ACTION: D. Lucas to send the link to the VCC Foundation and Alumni on VCC.ca.

11. OTHER BUSINESS

11.1 Banner 9 Project Update

- The Banner 9 project has reached the final stage of Phase 1. The system is running concurrently with Banner 8 during the transition. Phase 2 will begin in Q1 2019/20 and will introduce new functionality.
- Next steps are more training and network upgrades to ensure stability.

11.2 Action Tracker – Items brought forward from Nov 28, 2018

ACTION	WHO	COMMENT
1. Create a framework for international student experience evaluations and advise the Board.	Management	No update from Nov 28, 2018 meeting.

11.3 Board of Governors Correspondence

- The Ministry Request for Appointment (RFA) package has been received. Members with terms ending on July 31, L. Davies, M. Rashid and S. Rajagopalan, expressed interest in being reappointed for a second term. For succession planning purposes, the Board will be seeking an additional member who has a financial designation, as FAC member C. Lau has reached her final term.

12. NEXT MEETING & ADJOURNMENT

- The next Board of Governors Public Board meeting will be held on Apr 10, 2019.
- There being no further business, the meeting adjourned at 7:00 p.m.

APPROVED AT THE APRIL 10, 2019 PUBLIC BOARD MEETING

Joey Hartman
Chair, VCC Board of Governors



VCC NEWS AND EVENTS

March/April 2019

- On Wednesday, Feb. 27, VCC welcomed over 300 local high school students to the Broadway campus for Try-a-Trade, a fun, interactive event for lower mainland high school students to learn more about VCC programs and to try some hands-on activities from a variety of trades.
- As part of the “Building Ideas” consultation process on the Campus Master Plan (CMP), consultants DIALOG, led events at the Broadway and Downtown Campuses. Participants included members of the local community, industry and post-secondary partners, who shared their thoughts, ideas and vision for VCC. Representatives of the board and senior leadership attended both events.
- VCC Foundation hosted the Flourish Gala, on Mar. 13 at the Broadway campus. Guests enjoyed a memorable evening displaying the work of VCC’s highest-achieving students, faculty members and alumni. In addition to tasting creations by Vancouver’s leading culinary minds and wines from Naramata, guests experienced the best of VCC’s fashion arts, and live music. Net proceeds support VCC student scholarships and bursaries.
- VCC held its annual Outstanding Alumni Awards on Mar. 13, before the Flourish Gala. The 2019 recipients are the latest in a long line of VCC alumni that have made significant contributions to their industries and communities. Each winner has distinguished themselves with unique stories of success, inspiration, and dedication. This year’s winners are:
 - Curtis Krahn, Founder/Principal, Synthesis Design Inc. – Community Contribution
 - Jeremy Inglett, Co-director, The Food – Changemaker Gays
 - Alan Matheson, Musician, VCC music instructor – Career Success
 - Kyoung Yong Lee, Clinical Informatics, Vancouver Coastal Health – One to Watch
- VCC Foundation secured \$100,000 over two years in support of VCC’s CACE program.
- After months of practice that put all their pastry training to the test, on Mar. 13, six VCC baking and pastry arts students competed in the Nespresso Café Gourmand semi-final, held this year for the first time in Western Canada.
- The new Vice President, Enterprise and International Development was announced on Mar. 30. Ajay Patel will be joining VCC to provide strategic leadership to International Education, the Partnership Development Office, and Continuing Studies. He will be responsible for seeking and responding to entrepreneurial opportunities such as strategic partnerships with industry, community organizations, and government. Ajay brings more than 15 years of experience in post-secondary education from Langara College, where he rose through the ranks from instructor to division chair to the dean of International Education and then VP, External Development.
- Two new Associate Vice Presidents were announced: Elmer Wansink, Associate Vice President, IT and CIO and Jane Shin, Associate Vice President, Student Success. These new positions will assist with VCC’s new Strategic Innovation Plan and provide guidance to the Senior Executive team with an emphasis on innovation, technology and students.

- VCC and DIALOG hosted two open houses on the Campus Master Plan on April 2, 3 at both campuses to hear feedback on the vision and objectives that have come out of a number of community consultation activities, allowing stakeholders, such as faculty, support staff and students, to provide valuable input on the current and future use of the facilities.
- The VCC Board of Governors announced the addition of government-appointed Seung Oh and the recently elected student representatives Jennifer Chen and Sukmanjot Singh. The Board would like to thank departing member Armor Valor Corrales for his service and wish him well as he continues his culinary journey.

VCC Government Relations

- Vancouver Community College received a one-time grant of \$200,000 from Ministry of Advanced Education, Skills and Training (AEST) to support delivery of a total of 12 FTEs in a one-time Health Care Assistant program in Vancouver.
- VCC received from AEST a one-time grant of \$97,000 to be used for eligible expenditures related to Indigenous Emergency Assistance Funding and to support the delivery of the Native Education College's Northwest Jewellery Arts program in Skidegate.
- VCC with a one-time grant of \$100,000 to be used for eligible expenditures related to additional student and work placement supports for Adult Special Education.

VCC in the News, highlights

- [Meet the Chef: Andrew Hounslow is keeping it local at Havana](#) – (Vancouver Sun, Feb. 16) Executive chef Andrew Hounslow has taken over the helm at Havana ... beginning his career in 2002 at Earls Kitchen + Bar then obtaining his professional credentials at Vancouver Community College.
- [David Hawksworth named NAIT's 2019 Hokanson Chef in Residence](#) – (Tech Life Today, Feb. 25) David Hawksworth says he'll emphasize to students the value of a culinary education. Hawksworth did go to Vancouver Community College for a brief cooking apprenticeship at the urging of one of his early bosses.
- [20th Annual Healthy Chef BC Competition: Recap](#) – (Foodology, Mar. 22) The 20th Annual BCPMA Healthy Chef Competition happened on March 20th at the Hyatt Regency in Downtown Vancouver co-hosted by BC Produce Marketing Association and BC Chefs' Association (BCCA). Vancouver Community College: Braised Pork Cheek, Rhubarb bar (Winner: Best Dessert Award)

Upcoming Events:

- Experience VCC, April 24
- High School Counsellors' Day, May 14
- Student Awards, May 31

PREPARED BY: Karen Wilson, Executive Director, Marketing & Communications

DATE: April 2, 2019



Board of Governors Public Meeting
 April 10, 2019

ACTION TRACKER

ACTION - Brought forward items from Feb 13, 2019		WHO	COMMENT
1.	Create a framework for international student experience evaluations and advise the Board.	Management	No update from Nov 28, 2018 meeting.
2.	Send the Board the link to the VCC Foundation and Alumni on VCC.ca.	D. Lucas	COMPLETED



**VCCFA Report to the College Board
submitted April 2, 2019 for the meeting on April 10, 2019**

Evaluation of the President

We are pleased to be included in the evaluation of the president this year as we have not been asked to be part of this process since Kathy Kinloch was president of VCC. We look forward to gathering and providing you with feedback from the faculty.

Deep Engagement?

The faculty association is deeply committed to our work, to our students, and to things that effect our work. As such, we are passionate about being involved in any planning and decisions that affect the work of our members. I want to highlight two recent situations where we were not consulted. First, is the campus master plan. Dialog, the company hired to create the plan, recently completed the “deep engagement” part of its process and has posted its report on the website. The faculty association was not consulted as part of this deep engagement. Secondly, the President recently appointed two new associate VP’s (positions that have never existed before) without what would be in our view, due process. Normally for administration hires there is a posting and then a committee with faculty representation is struck. This did not happen. We believe best practice would be to ensure that the faculty association is “deeply engaged,” to use Dialog’s great term, in both these situations.

Bargaining

We ratified our list of demands with our membership at the end of February, and we look forward to our initial meetings with the College later this month.

VCCFA Community Action

The VCCFA Community Action Committee is pleased to announce the following donations:

- 1. Ray-Cam Cooperative Centre, \$800: \$500 towards a spring break outing to Squamish for parents and children and \$300 for snacks and food for family and youth programs.**

Ray-Cam provides access to recreational, educational, social, cultural and economic programs which advance opportunities and abilities for community members, especially children and youth, and enables them to make successful and fulfilling life choices.

2. 411 Seniors Centre Society, \$500 towards food and small tokens of appreciation for the Volunteer Appreciation event in May 2019

411 Seniors Centre Society is a volunteer- run organization that provides programs and services to seniors in Vancouver. Programs include social, educational and recreational activities designed to decrease isolation and improve the overall health and wellbeing of participants. The centre also offers a free Income Tax Clinic. The society has approximately 120 volunteers.

Respectfully submitted,

Taryn Thomson, President, VCCFA



FINANCIAL PERFORMANCE

Management Discussion & Analysis

For the Eleven Months Ended February 28, 2019

PERFORMANCE HIGHLIGHTS

2018/19 OPERATING OVERVIEW

Revenue for the period was \$104.2 million compared to budget of \$101.4 million (\$2.8 million above plan) and prior year of \$97.9 million (\$6.3 million above prior year) (**Table 4**). Domestic revenue is down for the period by \$1.46 million compared to budget and has been offset by higher international revenue of \$1.42 million (**Table 1, 2 and 3**). In areas where domestic enrolment was softer, additional seats were made available to international students.

The School of Hospitality, Food Studies and Applied Business domestic revenue was \$312.5K lower than budget. However, international revenue was up by \$632.7K. School of Health & Science domestic revenue was \$344.4K lower than budget. School of Arts and Science was \$372K lower than the domestic revenue budget but the Adult Basic Education & English as an Additional Language Tuition Free grant was higher by \$358K..

The School of Trades, Technology and Design domestic revenue was lower than budget by \$669.2K, offset by an increase in international revenue of \$555.7K. Combined Skin & Body Therapy and Hair Design had lower domestic revenue of \$219.1K, although there was a \$258.1K increase in international revenue. Automotive programs domestic revenue was \$158.8K lower but this was offset by \$139.8K increase in international revenues. Graphic Media Design domestic revenue was \$138.7K lower than plan, but this was offset by \$108K increase in international revenues. Contract training revenue was \$2.05 million above budget

Total expenses for the period were \$101.6 million compared to budget of \$99.1 million (\$2.5 million above budget) and prior year of \$94.7 million (\$6.9 million above prior year).

The surplus for the period was \$2.6 million compared to a budget surplus of \$2.3 million (\$323K more favorable than budget) and prior year surplus of \$3.1 million (\$500K unfavorable than prior year).

Summary - Revenue by School

Table 1:
Domestic Tuition Revenue by School – Actual Compared to Budget and Prior Year

	2018/19 Actuals (Apr 2018 - Feb 2019)	2018/19 Budget (Apr 2018 - Feb 2019)	Variance Favourable / (Unfavorable)	2017/18 Actuals (Apr 2017 - Feb 2018)	Variance Favourable / (Unfavorable)
CENTRE FOR CONTINUING STUDIES	3,176,611	2,899,159	277,452	2,896,222	280,389
SCHOOL OF ARTS AND SCIENCES	1,262,848	1,635,186	(372,338)	1,507,233	(244,385)
SCHOOL OF HEALTH	3,555,035	3,899,445	(344,410)	3,415,148	139,887
SCHOOL OF HOSP, FOOD & BUSINESS	1,771,982	2,084,536	(312,554)	1,838,456	(66,474)
DIVISION OF LIBRARY, TEACH & LEARN	751,838	794,233	(42,395)	741,165	10,673
SCHOOL OF TRADES, TECH & DESIGN	1,801,204	2,470,430	(669,226)	1,741,157	60,047
	12,319,518	13,782,989	(1,463,471)	12,139,381	180,137

Table 2:
International Tuition Revenue by School – Actual Compared to Budget and Prior Year

	2018/19 Actuals (Apr 2018 - Feb 2019)	2018/19 Budget (Apr 2018 - Feb 2019)	Variance Favourable / (Unfavorable)	2017/18 Actuals (Apr 2017 - Feb 2018)	Variance Favourable / (Unfavorable)
CENTRE FOR CONTINUING STUDIES	78,945	0	78,945	101,091	(22,146)
SCHOOL OF ARTS AND SCIENCES	524,609	387,511	137,098	450,064	74,545
SCHOOL OF HEALTH	96,928	90,332	6,596	120,640	(23,712)
SCHOOL OF HOSP, FOOD & BUSINESS	9,291,277	8,658,504	632,773	5,915,876	3,375,401
DIVISION OF LIBRARY, TEACH & LEARN	4,459	258	4,201	4,716	(257)
SCHOOL OF TRADES, TECH & DESIGN	5,195,519	4,639,794	555,725	3,781,016	1,414,503
	15,191,737	13,776,399	1,415,338	10,373,403	4,818,334

Table 3:
Combined Domestic and International Revenue by School

	2018/19 Actuals (Apr 2018 - Feb 2019)	2018/19 Budget (Apr 2018 - Feb 2019)	Variance Favourable / (Unfavorable)	2017/18 Actuals (Apr 2017 - Feb 2018)	Variance Favourable / (Unfavorable)
CENTRE FOR CONTINUING STUDIES	3,255,556	2,899,159	356,397	2,997,313	258,243
SCHOOL OF ARTS AND SCIENCES	1,787,457	2,022,697	(235,240)	886,917	900,540
SCHOOL OF HEALTH	3,651,963	3,989,777	(337,814)	3,535,788	116,175
SCHOOL OF HOSP, FOOD & BUSINESS	11,063,259	10,743,040	320,219	7,754,332	3,308,927
DIVISION OF LIBRARY, TEACH & LEARN	756,297	794,491	(38,194)	745,881	10,416
SCHOOL OF TRADES, TECH & DESIGN	6,996,723	7,110,224	(113,501)	5,522,173	1,474,550
	27,511,255	27,559,388	(48,133)	21,442,404	6,068,851

Statement of Operations – Comparison to Budget and Prior Year

For the Eleven Months Ended February 28, 2019

Table 4:

2018/19 Actuals vs Budget and Prior Year

(In \$ Thousands)	2018/19 Actuals (Apr 2018 - Feb 2019)	2018/19 Budget (Apr 2018 - Feb 2019)	Variance favourable /(unfavourable)	Comments	2017/18 Actuals (Apr 2017 - Feb 2018)	Variance favourable /(unfavourable)
Province of B.C. Grants	50,752	50,635	116		50,237	515
Adult Upgrading Grant	393		393		1,057	-663
Sales of goods and services	5,639	5,672	-33		5,483	156
				Domestic tuition - School of Hospitality & Food tuition revenue lower by \$312K, School of Trades tuition revenue lower by \$669k, School of Health tuition revenue lower by \$344K, Continuing Studies increased by \$277K.		
				International tuition - School of Hospitality & Food tuition revenue increased by \$632K, School of Trades tuition revenue increased by \$555K.		
Tuition and student fees	29,880	29,902	-22		25,800	4,080
ABE/EAL Tuition Free Grant	4,288	3,930	358	Mostly EAL program	1,795	2,492
				ASP \$173K, Building Service Worker \$92K, CACE Pilot \$22K, ECCE \$187K, EWH \$96K, OAT \$150K, Intro Skills to Culinary \$107K, LINC \$437K, BC Hydro \$55K, IRCC projects \$172K, Leadership program \$57K, Dental Access \$62K		
Other grants, fees & contract services	5,973	3,919	2,054	Movie rental increased by \$12K, Parking revenue increased by \$55K, Electronic Books increased by \$60K	5,284	689
Miscellaneous income	1,600	1,377	224		2,646	-1,046
Donation income (Foundation Related)	706	470	236		509	196
Amortization of deferred capital contribution	4,565	5,336	-771	Restricted capital project not started and true up the restricted capital	4,839	-273
Investment income	403	183	220		231	172
REVENUES	104,199	101,423	2,776		97,881	6,318
				\$456K MSP expenses not spent but \$200K employer health tax added; \$330K Faculty Vacation accrual, \$200K Faculty sick replacement, \$550K added to deliver additional contracts		
SALARY AND BENEFIT EXPENSES	73,505	72,778	-727		68,306	5,199
				Supplies increased by \$360K. Travel increased by \$115K.		
Supplies and general expenses	6,544	5,838	-707	Library materials increased by \$85K	5,770	774
ABE Financial Aid	393		-393		1,057	-663
Bursary/Scholarship (donation related)	706	470	-236		509	196
				Agency fee YTD increased by \$578K. Professional fees to execute contract increased by \$682K		
Professional fees	3,350	2,146	-1,204	Increased cleaning & security expenses. Overaccrued cleaning expenses \$190K will be reversed out in March	2,231	1,119
Building and telecom	6,203	5,842	-361		5,814	389
Cost of Goods Sold	3,298	3,436	138	Related to restricted capital and copier lease expense moved from operating to depreciation exp	3,411	-114
Depreciation Expense	7,559	8,596	1,037		7,608	-49
OPERATING EXPENSES	28,052	26,326	1,726		26,400	1,652
TOTAL EXPENSES	101,557	99,104	2,453		94,706	6,851
NET SURPLUS (DEFICIT)	2,642	2,319	323		3,175	-533

*ABE: Adult Basic Education

*EAL: English as an Additional Language

*ASP: Aboriginal Service Plan

*CACE: College & Career Access

*ECCE: Early Childhood Certificate

*EST: Essential Skills to Training

*EHW: Entry to Hospitality for Women

*IRCC: Immigration, Refugees & Citizenship Canada

*LINC: Language Instruction for Newcomers to Canada

*OAT: Office Assistance Training

2018/19 YEAR END FORECAST

2018/19 Forecast to Budget Overview

The 2018/19 Forecast (11 months actual + 1 months forecast) in **Table 5** shows that VCC is projecting a net surplus of \$446K. Revenue is forecasted to be \$114.4 million compared to budget of \$111.8 million (\$2.6 million above budget) and prior year of \$107.4 million (\$7 million higher than prior year). One of the main reasons for the increase is that contract revenue is projected to be \$2.0 million higher than budget.

Expenses are forecasted to be \$113.9 million compared to budget of \$111.8 million (\$2.1 million higher than budget) and prior year of \$106.6 million (\$7.3 million higher than prior year). The main increase in projected expenses is due to higher salaries of \$1.4 million (additional hires needed to deliver contracts and faculty vacation and sick time increased), increase in supplies and general expenses of \$500K and an increase in agency fees due to higher international student enrolment of \$500K.

**Statement of Operations – Comparison to Budget and Prior Year
2018/19 Forecast with Eleven Months Actual (Ended February 28, 2019) and One Month Forecast**

Table 5:

2018/19 Forecast vs Budget and Prior Year

(In \$ Thousands)	2018/19 Current Forecast (11 + 1)	2018/19 Budget	Variance favourable /(unfavourable)	Comments	2017/18 Actuals	Variance favourable /(unfavourable) - 1819 current fcst vs 1718 actuals
Province of B.C. Grants	55,273	55,242	31	Reduced ITA funding by \$300K due to lower enrolment in Culinary Programs; operating grant increased by \$300K	54,415	858
ABE Grant	393		393		1,057	-664
Sales of goods and services	6,235	6,308	-73		5,910	325
Tuition and student fees	33,469	33,521	-52	Domestic tuition - School of Hospitality & Food tuition revenue lower by \$351K, School of Trades tuition revenue lower by \$765k, School of Health tuition revenue lower by \$399K, Continuing Studies increased by \$277K. International tuition - School of Hospitality & Food tuition revenue increased by \$702K, School of Trades tuition revenue increased by \$650K.	27,876	5,592
ABE/EAL Tuition Free Grant	4,822	4,395	427	Mostly for EAL program	3,140	1,682
Other grants, fees & contract services	6,312	4,280	2,032	ASP \$173K, Building Service Worker \$92K, CACE Pilot \$22K, ECCE \$187K, EWH \$96K, OAT \$150K, Intro Skills to Culinary \$107K, LINC \$476K, BC Hydro \$55K, IRCC projects \$172K, Leadership program \$57K, Dental Access \$62K	6,405	-93
Miscellaneous income	1,737	1,507	230	Movie rental increased by \$13K, Parking revenue increased by \$55K, Electronic Books increased by \$63K	2,312	-575
Donation income (Foundation Related)	756	520	236		598	158
Amortization of deferred capital contribution	4,979	5,820	-841	Restricted capital project not started and true up the restricted restricted capital	5,498	-518
Investment income	420	200	220		261	159
REVENUES	114,396	111,792	2,604		107,472	6,924
SALARY AND BENEFIT EXPENSES	81,647	80,211	-1,437	Faculty/Staff expenses increased by \$1M to accommodate increase in contracts that will start in September. A few positions added to forecast/actual. Faculty vacation/sick replacement expenses \$500K added.	76,670	4,978
Supplies and general expenses	8,002	7,810	-192	Software increased by \$80K, Supplies increased by \$120K, Other expenses increased to accommodate additional contracts by \$236K. \$300K contingency reduced.	7,186	816
ABE Financial Aid	393		-393		1,057	-664
Bursary/Scholarship	756	520	-236		598	158
Professional fees	4,178	3,037	-1,141	Agency fee increased by \$600K, professional fee for contract training increased by \$686K	2,372	1,806
Building and telecom	6,800	6,685	-115	Increased cleaning & security expenses.	6,563	237
Cost of Goods Sold	3,734	3,897	163		3,732	3
Depreciation Expense	8,439	9,632	1,193	Related to restricted capital and copier lease expense moved from operating to depreciation exp	8,390	49
OPERATING EXPENSES	32,303	31,581	-722		29,897	2,406
TOTAL EXPENSES	113,950	111,792	2,158		106,567	7,383
NET SURPLUS (DEFICIT)	446		446		905	-461

* ABE: Adult Basic Education
* EAL : English as an Additional Language
* ASP: Aboriginal Service Plan
* CACE: College & Career Access
* ECCE: Early Childhood Certificate

* EHW: Entry to Hospitality for Women
* IRCC: Immigration, Refugees & Citizenship Canada
* LINC: Language Instruction for Newcomers to Canada
* OAT: Office Assistance Training

MAJOR PROCUREMENT ACTIVITY OVER \$200K

The following table provides a status update on procurement activity over \$200K. **Changes and new activity are highlighted in yellow.**

Procurement Status Update

Table 6:

Vendor	Commodity	Contract Start Date	Contract End Date	Cumulative Contract Commitment	Status	FAC Approval Required?
Recurrent Needs						
Citrix	IT Software Licenses	19-Sep-15	27-Oct-19	\$303,000	Projected spend for 5yrs over \$200k. Contract extended for one year.	No, for information only
Prism Engineering Ltd	Energy Management Services. BC Hydro supports this work with a \$50k annual rebate	1-Mar-13	31-Mar-19	\$600,000	Award stage	No, projected 5 year spend is over \$200k but less than \$500K/year. For FAC information purposes only
Revolution Resource Recovery Inc.	Waste and recycling removal and handling services	1-Aug-15	15-Jul-19	>\$500k	BCNET Source planning to carry out a sectorwide procurement for waste management services	No, projected 5 year spend is over \$200k but less than \$500K/year. For FAC information purposes only
Imperial Parking Canada Corp	Parking Management	7-Feb-14	31-May-19	Revenue Contract	Solicitation stage	No, for information purposes only

Vendor	Commodity	Contract Start Date	Contract End Date	Cumulative Contract Commitment	Status	FAC Approval Required?
Known New Opportunities						
Fire Sprinkler Project - Phase I				\$200,000	Planning Stage	No, for information only
Fire Sprinkler Project - Phase II				\$800,000	Planning Stage	Yes
Washroom Renovation Phase III				\$300,000	Contract awarded to KDS Construction for \$220,000. Work ongoing.	No, projected spend is over \$200k but less than \$500k. For FAC information purposes only
Downtown 1st Floor Renovation (International Educ and Student Dev)				\$800,000	Contract awarded to Holaco Construction for \$560,000. Work has commenced.	Yes, Decision Note sent to FAC Sept 19
Automotive Classroom Enlargement				\$600,000	Contract awarded to Holaco Construction for \$765,000.	Yes, Decision Note sent to FAC Sept 19
Wireless Infrastructure Upgrade	Phase I (FY 18/19) Downtown Campus - \$700k Phase II (FY 19/20) Broadway Campus - Approx. \$1M			\$1,700,000	Contract awarded to Longview. Phase 1 equipment purchased.	Yes, Decision Note sent to FAC Nov 19
Broadway Lighting Project				\$200,000	Contract awarded to Energy Network Services for \$227k. Work ongoing.	No, projected spend is over \$200k but less than \$500k. For FAC information purposes only
Classroom Renewal (Salon and Spa classrooms)				\$350,000	Solicitation stage	No, for FAC information purposes only
DTN Ground Floor Classroom Renovation (Computer Tech Program)				\$500,000	Solicitation stage	No, for FAC information purposes only
DTN Bookstore Relocation				\$250,000	Planning Stage	No, for FAC information purposes only
BCNET Common Needs Projects:						
Uniglobe Travel	Travel Management Company	TBD		>\$200,000	VCC to transition to the BCNETSource Vision Travel (formerly Uniglobe) agreement March 26.	No, for information purposes only

2018/19 RISK ASSESSMENT UPDATE

The 2018/19 Integrated College Plan recognizes that there is risk associated with achieving these plans as well as opportunity. The high level risks and opportunities are identified in the following Risk Register (**Table 7**):

Risk Rating

L	Low
M	Medium
H	High

Risk Register

Table 7:

Risk associated with achieving the 2018/19 Integrated College Plan and budget

Rating	Risk	Mitigation
L	Government budget constraints	<ul style="list-style-type: none"> • Increase revenue from other sources such as continuing studies, contract training, international students and strategic partnerships
L	Below-target enrolment compared to plan	<ul style="list-style-type: none"> • On-going monitoring of enrolments by deans, department heads and leadership • Address soft enrolment by target marketing and increase in student recruitment efforts • On-going monitoring of global events and domestic policy to inform decisions that would minimize the impact on International enrolment
L	Decrease in ITA funding	<ul style="list-style-type: none"> • On-going monitoring of enrolments • Maintain proactive relationship with ITA to ensure any changes in funding formula is known in advance • Ensure program curriculum meets ITA expectations
L	2018/19 financial targets not realized	<ul style="list-style-type: none"> • Strong emphasis on budgeting process and establishing realistic budgets • Monthly financial review and forecasting • Comprehensive monthly cost analysis • Reduce manual processes by streamlining, automating and continuous improvement to create efficiencies

Rating	Risk	Mitigation
L	Faculty Association and CUPE labour relations	<ul style="list-style-type: none"> • Foster favourable relations with bargaining units
L	Program delivery meeting changing students' expectations	<ul style="list-style-type: none"> • Monitor engagement of Program Advisor Committees (PACs) • Monitor enrolment reports • Student surveys • Develop an education technology strategy, expand online program delivery, international programming and build flexibility in programs • Keep in regular contact with the Student Union (SUVCC) executive
L	Reputation management	<ul style="list-style-type: none"> • Develop an internal and external communication strategy
L	IT – Banner 9 Software upgrade – project nearing completion – on time and on budget	<ul style="list-style-type: none"> • Steering committee and working group in place • Continually monitor the project milestones
M	Board succession	<ul style="list-style-type: none"> • Develop a succession plan to address Board skill requirements prior to individual term expiry or resignations and continue to work with the government to find suitable candidates
M	Management succession	<ul style="list-style-type: none"> • Develop a succession plan for key positions within the college • Continue to provide career development training opportunities and mentoring
M	Government relations	<ul style="list-style-type: none"> • Significant and sustained outreach to government representatives, in AEST and other Ministries • Ensure there is government awareness of the VCC mandate and priorities
M	IT – Security assessment	<ul style="list-style-type: none"> • Develop a cyber security plan to address vulnerabilities identified in the security assessment
M	IT – Disaster recovery	<ul style="list-style-type: none"> • Develop a comprehensive disaster recovery plan • Migrate more IT functionality to cloud based solutions

Rating	Risk	Mitigation
M	Emergency response plan - roles and responsibilities clearly defined and communicated	<ul style="list-style-type: none"> • Update emergency preparedness and response plan and clearly identify roles and responsibilities • Conduct training workshops on emergency response
M	Aging capital infrastructure	<ul style="list-style-type: none"> • Develop a comprehensive space utilization plan • Develop a long-term plan and strategy to address infrastructure upgrades needed to meet the academic and enrolment plan



DECISION NOTE

DATE: April 10, 2019

PREPARED FOR: Board of Governors

ISSUE: **RECOMMENDATION FOR APPROVAL:**
2019/20 Capital Budget

DISCUSSION:

An integral part of the annual budget cycle includes developing a capital plan that will be funded through VCC internal capital. Capital requests are submitted by various departments and from there priorities are established. In 2019/20, VCC is requesting the \$3.0 million be allocated for facilities improvements, library, furniture and equipment, classroom enlargement and for IT projects that are not covered under the tech refresh leasing program.

VCC capital budget for 2019/20 is being presented to Finance and Audit Committee for review and recommendation for approval by Board of Governors.

The supporting documents include the Statement of Financial Position and Statement of Cash Flow.

RECOMMENDATION:

THAT, on the recommendation of the Finance and Audit Committee, the Board of Governors approve the \$3.0 million 2019/20 Capital Budget, as presented at the April 10, 2019 meeting.

ATTACHMENT: APPENDIX A – Statement of Financial Position
APPENDIX B – Statement of Cash Flow

PREPARED BY: Jamie Choi, Interim VP, Finance & CFO

DATE: April 3, 2019

APPENDIX A

STATEMENT OF FINANCIAL POSITION

Based on the 2018/19 forecast and 2019/20 budget, the statement of financial position and cash flow are highlighted in the table below.

AS AT MARCH 31	Budget 2019/20	Forecast 2018/19	Actual 2017/18
Cash and cash equivalent	23,453	22,752	21,488
Due from Province of BC	1,653	1,653	1,104
Accounts receivable	2,318	2,318	1,867
Inventories for resale	970	970	970
Investments	238	238	238
TOTAL	28,632	27,931	25,667
Accounts payable	14,310	14,310	15,905
Due to Province of BC	168	168	168
Employee future benefits	2,173	2,173	2,173
Deferred tuition	7,757	7,757	6,252
Deferred revenue	4,335	4,335	3,333
Deferred capital contribution	73,340	73,500	75,735
Capital Lease	10,358	9,834	8,654
TOTAL	112,441	112,077	112,220
NET DEBT	(83,809)	(84,146)	(86,553)
Tangible capital assets	102,763	103,100	104,974
Inventories held for use	121	121	121
Prepaid expenses	404	404	404
TOTAL	103,288	103,625	105,499
ACCUMULATED SURPLUS	19,479	19,479	18,946

APPENDIX B

STATEMENT OF CASH FLOW

AS AT MARCH 31	Budget	Forecast	Actual
CASH PROVIDED BY (USED IN):	2019/20	2018/19	2017/18
OPERATIONS:			
Cash and cash equivalents, beginning of year	22,751	21,488	16,137
Annual Surplus (Deficit)	-	445	905
Items not involving cash:			
Amortization of tangible capital assets	8,538	8,762	8,390
Revenue recognizaed from deferred capital contribution	(5,360)	(4,979)	(5,498)
Change in employee future benefits			474
Change in non-cash operating working capital			
(Increase) decrease inventories for resale			(161)
(Increase) decrease accounts receivable		(500)	243
(Decrease) increase accounts payable			3,215
(Decrease) increase deferred tuition		500	691
(Decrease) increase deferred revenue			509
(Increase) decrease non-cash operating working capital			(148)
CAPITAL ACTIVITIES:			
(Acquisition) of tangible capital assets	(8,200)	(6,889)	(5,439)
FINANCING ACTIVITIES:			
(Decrease) increase in capital lease	524	1,180	(437)
Deferred capital contributions received	5,200	2,745	2,607
CASH AND CASH EQUIVALENTS, END OF YEAR	23,453	22,752	21,488

ASSUMPTIONS

- \$8.2 M in capital additions are projected for 2019/20, and are funded as follows:
 - \$5.2M AEST funding for major routine capital
 - \$3.0M VCC internal capital funding
- Deferred tuition and deferred revenue has increased due to higher enrolment and restricted funding.



DECISION NOTE

DATE: April 10, 2019

PREPARED FOR: Board of Governors

ISSUE: **RECOMMENDATION FOR APPROVAL:**
2019/20 Operating Budget

DISCUSSION:

The Vancouver Community College operating budget for 2019/20 is being presented to the Finance & Audit Committee for review and recommendation for approval by Board of Governors. The 2019/20 operating budget draft was developed with various assumptions made by the management.

RECOMMENDATION:

THAT, on the recommendation of the Finance and Audit Committee, the Board of Governors approve the 2019/20 Operating Budget, as presented at the April 10, 2019 meeting.

ATTACHMENT: APPENDIX A – Statement of Operations

PREPARED BY: Jamie Choi, Interim VP, Finance & CFO

DATE: April 3, 2019

APPENDIX A

STATEMENT OF OPERATIONS

2019/20 Budget Compared to 2018/19 Forecast and 2017/18 Actual

2019/20 Budget vs 2018/19 Forecast (11+1) and Prior Year

(In \$ Thousands)	2019/20 Budget	2018/19 Forecast (11 + 1)	Variance favourable /(unfavourable)	2017/18 Actuals
Province of B.C. Grants	55,647	55,273	374	54,415
Adult Upgrading Grant (AUG)	399	394	6	1,057
Sales of goods and services	6,215	6,235	(20)	5,910
Tuition and student fees	39,283	33,469	5,814	27,876
ABE/EAL Tuition Free Grant	5,573	4,822	751	3,140
Other grants, fees & contract services	5,677	6,312	(635)	6,405
Miscellaneous income	1,834	1,737	97	2,312
Donation income (Foundation Related)	700	756	(56)	598
Amortization of deferred capital contribution	5,360	4,979	381	5,498
Investment income	400	420	(20)	261
REVENUES	121,089	114,396	6,693	107,472
SALARY AND BENEFIT EXPENSES	87,752	81,647	(6,104)	76,670
Supplies and general expenses	8,863	8,002	(861)	7,186
Adult Upgrading Grant (AUG) Financial Aid	399	393	(7)	1,057
Bursary/Scholarship	700	756	56	598
Professional fees	4,586	4,178	(408)	2,372
Building and telecom	6,540	6,800	260	6,563
Cost of Goods Sold	3,711	3,734	23	3,732
Depreciation Expense	8,538	8,439	(99)	8,390
OPERATING EXPENSES	33,338	32,303	1,035	29,897
TOTAL EXPENSES	121,089	113,950	7,139	106,567
NET SURPLUS (DEFICIT)		446	(446)	905

2019/20 BUDGET ASSUMPTIONS

- **\$44.6M** Government block funding.
- **\$5.5M** Adult Basic Education (ABE) & English as an Addition Language (EAL) tuition free grant
- **\$6.0M** Industry Training Authority (ITA) funding.
- **\$768K** Incremental funding included in the Provincial Government Grant for the Sustainable Services Negotiating Mandate (formerly Economic Stability Mandate) for VCCFA and CUPE Collective Agreements.
- **\$320K** Salary step increases not covered under the Sustainable Services Negotiating Mandate.
- **1.5%** Salary increases forecasted for Faculty & CUPE Staff as per Collective Agreements.
- **\$308K** Routine capital maintenance funding will be constant.
- **\$5.2M** Major capital funding.
- **\$1.2M** Additional revenue to be generated from increased domestic student enrolment.
- **\$4.43M** Additional revenue to be generated from increased international student enrolment.
- **2%** Increase in domestic and international tuition and mandatory fees.
- **\$1.2M** Contingency funds.
- **\$1.0M** Technology refresh capital lease.
- Language Instruction for Newcomers to Canada (LINC) contract will continue.
- Only current contracts revenues are budgeted in 2019/20
- Vacant and new positions have different start dates throughout the fiscal year.



DECISION NOTE

PREPARED FOR: Board of Governors

DATE: April 10, 2019

ISSUE: **RECOMMENDATION FOR APPROVAL:**
New Program: Transportation Trades Sampler Short Certificate

BACKGROUND:

The Transportation Trades Sampler Short Certificate program is an Industry Training Authority (ITA)-funded program designed to offer high school students (Grades 11 and 12) the opportunity to experience a variety of transportation trades, including Auto Service Technician, Heavy Duty Equipment Technician, Automotive Painter, and Refinishing Prep Technician. As its name suggests, this 300-hour program is expose learners to various aspects of transportation trades; they will also receive training in the safe operation of the equipment relevant to these trades.

The Transportation Trades Sampler Short Certificate program is structured as a set of ten (10) courses at one (1) credit apiece: students must successfully complete a minimum of eight (8) courses to attain the short certificate. The program focuses on experiential learning, with 25% of instructional time allotted to the classroom (lectures, demonstrations, etc.) and the remaining 75% assigned to practical activities in an active shop setting: in addition to reinforcing the theoretical concepts taught in the classroom, practical workshop activities support the development of hand skills and build familiarity with repair procedures and standard safety protocols.

Upon successful completion of the program, students will be able to meet the following learning outcomes:

- *Demonstrate safe working practices, including compliance with WorkSafe BC and WHMIS regulations*
- *Demonstrate forklift operation in accordance with IVES Training Group standards*
- *Demonstrate general automotive maintenance service, including lubrication and fluids, belts and hoses, external lamps, tires, and wheels in accordance with Industry Training Authority (ITA) Provincial competencies for Automotive Service*
- *Demonstrate welding procedures and welding safety in accordance with Industry Training Authority (ITA) Provincial competencies for Automotive Service*
- *Demonstrate basic equipment operational procedures in accordance with Industry Training Authority (ITA) Provincial competencies for Heavy Duty/Commercial Transport*
- *Demonstrate basic automotive repair finishing practices in accordance with Industry Training Authority (ITA) Provincial competencies for Automotive Refinishing*

This program was piloted in Continuing Studies in 2017/2018 to capture student information for each course, test how well the proposed program might work, and glean information about how to improve the design of the proposed program. It was during the pilot, for instance, that the lack of a driver's license (required for forklift training) was identified as a potential obstacle for some students.

Applicants to this program do not apply directly to VCC; instead, interested students, teachers, or counsellors would connect to this program through a school district career program coordinator or administrator; alternatively, they may contact an ITA Youth Initiatives Administrator for advice.

DISCUSSION:

The curriculum has been reviewed by Education Council and Curriculum Committee. Members of both Curriculum Committee and Education Council inquired further about the availability of student support services during the course of the program (summer), a point that had been brought up during initial consultations: the concern was that if students in this program sought counselling services through VCC, the college's counsellors would not be able to communicate with the school boards' counsellors because of the latter's summer unavailability. Most of the students in the pilot program came from the Vancouver School Board (VSB), which offers counselling services over the summer months; however, other school boards close over the summer, making it necessary to plan alternatives for students coming from these districts. One recommendation that came out of this conversation was for VCC's Counselling to reach out to school boards' counsellors in advance to discuss how best to ensure consistent availability of counselling services for students in this program.

RECOMMENDATION:

THAT, on the advice of Education Council, the Board of Governors approve the implementation of the Transportation Trades Sampler Short Certificate credential.

ATTACHMENTS: APPENDIX A – Program Content Guide (PCG)

PREPARED BY: Elle Ting, Chair, Education Council

DATE: April 1, 2019

APPENDIX A



Transportation Trades Sampler Short Certificate

Program Content Guide

Effective Date: June 2019

Goal

The Transportation Trades Sampler program is a 300-hour program providing students with an opportunity to experience Automotive Service Technician, Motor Vehicle Body Repairer, Heavy Duty Equipment Technician, Automotive Painter and Automotive Refinishing Prep Technician trades. In addition to the opportunity to sample various aspects of these trades, participants will learn the safe operation of heavy equipment and obtain IVES counterbalance forklift operation certification.

Graduates will have acquired basic knowledge, skills, and attitudes necessary to carry out their duties in a safe, ethical, and professional manner.

Admission Requirements

Applicants do not apply to VCC directly. Interested BC secondary school students, teachers and counselors are directed to contact the Career Program Coordinator or Administrator for their school district. See the ITA Youth Train in Trades Program website for details (<http://youth.itabc.ca/programs/train/>).

Note: Students will be required to provide safety boots.

Prior Learning Assessment & Recognition (PLAR)

PLAR is not available in this program. Maximum time for completion is two years.

Program Duration

This program is 300 hours.

Program Learning Outcomes

Upon completion of this program graduates will be able to:

1. Demonstrate safe working practices including compliance with Worksafe BC and WHMIS regulations.
2. Demonstrate forklift operation in accordance with IVES Training Group standards.
3. Demonstrate general automotive maintenance services including lubrication and fluids, belts and hoses, exterior lamps, tires and wheels in accordance with Industry Training Authority (ITA) Provincial competencies for Automotive Service.
4. Demonstrate welding procedures and welding safety in accordance with ITA Provincial competencies for Automotive Service.
5. Demonstrate basic equipment operational procedures in accordance with ITA Provincial competencies for Heavy Duty/Commercial Transport.
6. Demonstrate basic automotive repair refinishing practices in accordance with ITA Provincial competencies for Automotive Refinishing.

Instructional Activities, Design and Delivery Mode

The Transportation Trades Sampler short certificate provides a wide range of opportunities for student Instructional time is (approximately) 25% classroom and 75% practical activity. Classroom activities are lectures, demonstrations, audio-visual presentations and exercises. Practical experience takes place in an active shop setting. The extensive workshop experience provides reinforcement of theoretical concepts, develops hand skills, and familiarity with repair procedures,

electronic equipment standard safety procedures. All modules are designed to enable the student to work independently and in groups.

Evaluation of Student Learning

Grades are provided for written exam questions on theoretical topics. Practical work is continuously evaluated for quality repair, clean work habits, participation, teamwork, and the ability to follow instructions. Students must complete a minimum of eight (8) credits to be granted a Transportation Trades Sampler Short Certificate.

Recommended Characteristics of Students

- Basic Computer Skills
- Good general health and respiratory condition
- Physical strength and stamina compatible with the handling of heavy parts and equipment as required by the program
- Ability to tolerate noise and vibration
- Mechanical aptitude and interest
- Good manual dexterity
- Good hand-eye co-ordination
- Good eyesight and normal colour vision
- Good line, form and depth perception
- Possession of valid BC driver's license

Courses

Course #	Course Name	Credits
TTSP 0100	Workplace Safety	1.0
TTSP 0101	Basic Welding Procedures	1.0
TTSP 0102	Basic Sheet Metal Repair	1.0
TTSP 0103	Automotive Refinishing	1.0
TTSP 0104	Project Car	2.0
TTSP 0105	Heavy Equipment Operation	1.0
TTSP 0106	Forklift Operation	1.0
TTSP 0107	Automotive Engines	1.0
TTSP 0108	Automotive Maintenance	1.0
TTSP 0109	Introduction to Apprenticeship	0.0

Total Program Credits: 10.0

Transcript of Achievement

The evaluation of learning outcomes for each student is prepared by the instructor and reported to the Student Records Department at the completion of semesters.

The transcript typically shows a letter grade for each course. The grade point equivalent for a course is obtained from letter grades as follows:

Grading Standard

Grade	Percentage	Description	Grade Point Equivalency
A+	96-100		4.33
A	91-95		4.00
A-	86-90		3.67
B+	81-85		3.33
B	76-80		3.00
B-	70-75	Minimum Pass	2.67
C+			2.33
C			2.00
C-			1.67
D			1.00
F	0-69	Failing Grade - unable to proceed to next Term	0.00
S	70 or greater	Satisfactory – student has met and mastered a clearly defined body of skills and performances to required standards	N/A
U		Unsatisfactory – student has not met and mastered a clearly defined body of skills and performances to required standards	N/A
I		Incomplete	N/A
IP		Course in Progress	N/A
W		Withdrawal	N/A
Course Standings			
R		Audit. No Credit	N/A
EX		Exempt. Credit granted	N/A
TC		Transfer Credit	N/A

Grade Point Average (GPA)

1. The course grade points shall be calculated as the product of the course credit value and the grade value.
2. The GPA shall be calculated by dividing the total number of achieved course grade points by the total number of assigned course credit values. This cumulative GPA shall be determined and stated on the Transcript at the end of each Program level or semester.
3. Grades shall be assigned to repeated courses in the same manner as courses taken only once. For the purpose of GPA calculation of grades for repeated courses, they will be included in the calculation of the cumulative GPA.

VCC Education and Education Support Policies

There are a number of **Education** and **Education Support** policies that govern your educational experience at VCC, please familiarize yourself with them. The policies are located on the VCC website at: <http://www.vcc.ca/about/governance--policies/policies/>



DECISION NOTE

PREPARED FOR: Board of Governors

DATE: April 10, 2019

ISSUE: **RECOMMENDATION FOR APPROVAL:**
Tuition Fees for New Transportation Trades Sampler Program

BACKGROUND:

The Automotive Service Technician, Automotive Collision and Refinishing, Heavy Duty and Commercial Transport departments have for many years delivered introductory courses to enable students sample aspects of each specialized foundation program. In 2017, the Industry Training Authority (ITA) began to provide funding for “Trades Sampler” programs to support these types of program. As of June 2017, the ITA provided curriculum approval for the Transportation Trades Sampler Short Certificate in its current form and the program has been run through VCC’s Continuing Studies department with great success over the past two years.

The Transportation Trades Sampler program is a 10-week, program providing students with an opportunity to experience Automotive Service Technician, Motor Vehicle Body Repairer, Heavy Duty Equipment Technician, Automotive Painter and Automotive Refinishing Prep Technician trades. In addition to the opportunity to sample various aspects of these trades, participants will learn the safe operation of heavy equipment and obtain IVES counterbalance forklift operation certification.

This program will improve student access and success, and ensure the VCC brand is well known in the local community. As there is a consistent demand for up-to-date technicians, in these trades those who choose to continue on with training in a foundation program will experience high employability rates. Additionally, students that successfully complete the forklift training course can find immediate employability in a number of jobs including warehousing and parts distribution.

Discussion:

The transportation trades certificate, diploma and apprenticeship programs delivered at VCC have an excellent reputation in the Lower Mainland, and graduates typically have good job prospects at relatively high rates of pay.

The creation of this program creates an opportunity to add additional pathways for students to transition into foundation entry level programs at VCC, which in the long term will provide more funding to the College. In recommending a new tuition for this program we have reviewed pricing of other programs of this type.

Institution	Program	Tuition
BCIT	Trades Discovery (14 weeks)	\$2048
BCIT	Trades Discovery for Women (14 weeks)	\$2048
CMC	Intro to Trades (6 weeks)	\$1000
NLC	Youth Explore Trades Sampler (12 weeks)	\$1123

The new program fee should be similar to other post-secondary institutional offerings but be high enough to recover supply costs and provide a minor contribution to overhead.

OPTIONS:

Option 1: \$1041 for the ten-week Short Certificate (\$104/credit 10 credits)

Implications: This would result in a net 0% contribution. This pricing is lower than other similar programs and would likely not be viable in the long term. The lower tuition pricing would however ensure that the school districts are able to fill the program due to lower overall costs.

Option 2: \$1349 for the ten-week Short Certificate (\$134/credit 10 credits)

Implications: This would result in a net 10% contribution. This pricing is slightly higher than similar programs of longer duration. This amount could be too high considering school districts enrolling students in this program are quite price sensitive. However, this tuition amount would ensure that the program is able to maintain viability over several years.

RECOMMENDATION:

Option 2: \$1349 for the ten-week Short Certificate (\$134/credit 10 credits)

RECOMMENDED MOTION:

THAT, on the recommendation of the Finance & Audit Committee, the Board of Governors approve tuition of \$1349 for the Transportation Trades Sampler Certificate, effective June 1, 2019.

ATTACHMENTS: APPENDIX A – Financial Analysis

PREPARED BY: Brett Griffiths, Dean, School of Trades, Technology and Design

DATE: April 3, 2019

Vancouver Community College

APPENDIX A

School of Trades, Technology & Design
Transportation Trades Sampler

Org Code: 4304/4306/4303

ACR, AST, HD/CT

Scenarios	Option 1: Break Even	Option 2: 10% Contribution
Tuition per credit	\$ 104	\$ 134
Tuition per student	\$ 1,041	\$ 1,349
No. of Intakes	1	1
No. of students per intake - Domestic	16	16
No. of students per intake - International	0	0
Total students (with X FTE attrition) - Domestic	16	16
Total students (with X FTE attrition) - International	0	0
Student FTE	16	16
Duration - instructor months	3	3
Duration - days	52	52
Other days	0	0
Department head release days	0	0
Duty days per year	180	180
Instructor FTE required per intake	0.29	0.29
Number of credits	10	10
Tuition Fee per Credit -Domestic	\$ 104	\$ 135
Rate ITA (per week per student)	\$ 170	\$ 170
Support Staff FTE	0.15	0.15
Operational costs	\$ 2,000	\$ 2,000
Revenue per credit per student	\$ 308	\$ 339
Cost per credit per student	\$ 308	\$ 308
Revenue per student	\$ 3,081	\$ 3,389
Cost (breakeven tuition fee) per student	\$ 3,081	\$ 3,081
Breakeven tuition fee per credit per student	\$ 104	\$ 104
Tuition fees per student - Domestic	\$ 1,041	\$ 1,349
Block fund per student	\$ 0	\$ 0

Revenue

Tuition revenue -Domestic	\$16,654	\$21,584
ITA funding	\$32,640	\$32,640
Total revenue	\$49,294	\$54,224

Instructor

Salary (step 1)	\$26,288	\$26,288
Benefits (23.75%)	\$ 6,243	\$6,243
Total instructor costs	\$32,532	\$32,532

Support Staff

Salary	\$936	\$936
Benefits (28.0%)	\$253	\$253
Total support staff costs	\$1,189	\$1,189
Total labour cost	\$33,721	\$33,721

Operational costs		
Operational Expenses	\$2,000	\$2,000
Total operational costs	\$2,000	\$2,000
Indirect student support		
Indirect student support	\$13,574	\$13,574
Total indirect student support	\$13,574	\$13,574
Total expenditures	\$49,294	\$49,294
Net contribution to VCC overhead /	\$ --	\$4,929
(Deficit)		
(Deficit) Net contribution to VCC overhead /	0.0 %	10 %

Gross Margin Income Statement

Revenue from tuition and block fund allocation	\$49,294	\$54,224
Direct instructors cost	\$32,532	\$32,532
Direct non-labour cost	\$2,000	\$2,000
Direct support staff cost	\$1,189	\$1,189
Gross margin	\$13,574	\$18,503
Indirect IRA cost	\$ -	\$ -
Indirect support staff cost	\$ -	\$ -
Total indirect expenditures	\$ -	\$ -
Surplus / (Deficit) (prior VCC overhead)	\$13,574	\$18,503
VCC Institutional support (Overhead 38%)	\$13,574	\$13,574
Net Surplus / (Deficit)	\$ -	\$4,929

<i>Gross margin breakeven tuition per student</i>	<i>\$ 2,233</i>	<i>\$ 2,233</i>
<i>Minimum number of students to cover gross margin</i>	<i>12</i>	<i>11</i>
<i>Minimum number of students to cover direct + indirect</i>	<i>12</i>	<i>11</i>
<i>Minimum number of students to cover all costs</i>	<i>16</i>	<i>15</i>



INFORMATION NOTE

PREPARED FOR: Board of Governors

DATE: April 10, 2019

ISSUE: Education Council Chair Report to Board of Governors

QUALITY ASSURANCE PROCESS AUDIT (QAPA): ASSESSORS' REPORT AND VCC'S RESPONSE

The Quality Assurance Process Audit (QAPA) is a process that was commissioned by the Ministry of Advanced Education, Skills & Training (AEST) and developed by the Degree Quality Assurance Board (DQAB); intended to evaluate institutional capacity to support "rigorous, ongoing program and institutional quality assessment" ([QAPA webpage](#)), QAPA was launched in Fall 2016.

All public postsecondary institutions in BC must participate in the year-long QAPA process once every seven (7) years, and typically three (3) institutions complete QAPA in a given year; VCC underwent QAPA in 2018-2019.

On November 21-22, 2018, VCC hosted a panel of three (3) assessors who completed a 1.5-day site visit as part of the external review phase of the QAPA process. The QAPA assessment team was chaired by Dr. Robin Fisher of the Degree Quality Assessment Board (DQAB) and included Mr. John Boraas (Vice President-Education, Camosun College) and Ms. Kathy Siedlaczek (Associate Dean, Academic Planning and Quality Assurance, BCIT). During this site visit, the assessors met with representatives from the three (3) sample programs (Bachelor of Science in Nursing, Jewellery, and School of Instructor Education), as well as a cross-sectional group that included those involved with quality assurance work at VCC.

The site visit and subsequent review culminated in the assessors' report, which was received by VCC on December 10, 2018. The report was extremely positive: the assessors praised VCC's "well thought out and developed policy structure around quality assurance" and its committed, collaborative approach to quality improvement. It also noted affirmations (areas in which VCC was working to improve) and recommendations: the key recommendation put forth in the report was for the college to reexamine the frequency of annual program reviews; it was suggested that annual cycles may be too frequent, and that the resources attached to these might be put to better use towards program renewals.

As per the QAPA Framework Timeline, VCC had ninety (90) days to respond to the report and created a response in the form of an action plan, which was approved by Education Council on March 12, 2019 and submitted to the QAPA assessment team on March 25, 2019.

Both the assessors' report and VCC's response have been attached to this report for the Board's review. These documents help to illustrate, post-QAPA, why VCC should be proud of its internal quality assurance framework.

EDUCATION COUNCIL BY-ELECTION RESULTS

Following a by-election in March, Education Council welcomed its two (2) newest members. The new student representative (Downtown) is Gurpreet Kaur; Ms. Kaur replaces Dharuv Puri, who had to vacate his EdCo seat in order to run for a student seat on the Board of Governors. The new College-at-Large faculty representative is Shawna Broekhuizen, the Assistant Department Head of Hospitality Management; Ms. Broekhuizen replaces Taryn Thomson, a longtime EdCo faculty member who is now VCCFA President.

Education Council thanks its outgoing members for their service and extends a warm welcome again to its new members.

ATTACHMENTS: APPENDIX A - QAPA Assessors' Report Workbook; VCC's Response to QAPA Assessors' Final Report

PREPARED BY: Elle Ting, Chair, Education Council

DATE: April 3, 2019

APPENDIX A

QUALITY ASSURANCE PROCESS AUDIT

ASSESSORS' REPORT WORKBOOK

INSTITUTION NAME: Vancouver Community College

SITE VISIT DATES: 21 and 22 November 2018

SUBMISSION DATE:

OVERALL ASSESSMENT

The panel is requested to keep in mind the objectives and the guiding principles when undertaking the QAPA assessment.

Objectives

The main objectives of the quality assurance process audit (QAPA) are to ascertain that the institution:

- a) Continues to meet the program review policy requirements outlined in the DQAB's Exempt Status Criteria and Guidelines and the Degree Program Review Criteria and Guidelines, as applicable to the institution;
- b) Has and continues to meet appropriate program review processes and policies for all credential programs; and
- c) Applies its quality assurance process in relation to those requirements and responds to review findings appropriately.

Guiding Principles

- 1) Transparent and credible evidence of robust quality assurance criteria and processes are vital to BC public post-secondary institutions, the Degree Quality Assessment Board and the Ministry; demonstrate accountability; and contribute to the national and international reputation of the BC public post-secondary system.
- 2) Credible quality assurance should be rigorous and have peer evaluation as an essential feature.
- 3) QAPA standards will recognize the diversity and different mandates of BC public post secondary institutions.
- 4) Primary responsibility and accountability for educational program quality assurance rests with post-secondary institutions themselves.
- 5) QAPA will be carried out so as to maximize the opportunity to:
 - a. affirm, and add value to, the internal quality assurance processes at each institution; and
 - b. share best practices from other BC institutions and elsewhere.
- 6) QAPA will promote a collaborative and supportive process that benefits BC public post- secondary system.

Summary:

We see evidence of these principles being applied at all stages of the QAPA review. Vancouver Community College (VCC) is on a path of program review and renewal, and they have developed significant policy structures, and are actively building toward this long-term goal. They have indicated a strong understanding that this is a work in progress and that they realize the work ahead of them is complex. It's important that they implement a process to evaluate and consider these processes over time. Overall, the committee would provide commendation to the college for its vision, the development of a collaborative and relational institution. Our offerings of suggestions

is in the context of VCC's support and care for what is clearly a principled and substantial body of work.

Commendations

Provide clear statements that articulate areas where the institution has shown exemplary practice in the field of program quality assurance and improvement.

The review team was impressed throughout the visit by the very collegial culture at VCC and the way that it was carrying the institution through the challenges of developing a strong quality assurance environment. We saw this as fundamental to the good work being done on improving programs.

We were also impressed by:

- The well thought out and developed policy structure around quality assurance and that, while many these policies are relatively recent, VCC has instituted a much more robust set of review processes that include program development and two kinds of reviews – annual reviews for all programs and periodic program renewal reviews when appropriate.
- We saw a great deal of enthusiasm for this work at all levels of the institution and uniformly among faculty in the three programs that met with us. There is clear momentum on this work with widespread involvement at all levels.
- As well as having learning outcomes at the course and program level, VCC has recently taken the major step of establishing a set of Institutional Learning Outcomes.
- There is support for quality improvement through the Centre for Teaching, Learning and Research and the Faculty Associate model is helpful and provides “horsepower” necessary to move forward projects. Templates are being developed to assist the faculty in programs to carry out reviews and this work encourages faculty involvement.
- Lastly, and most importantly, there is evidence that all of this work is leading to improved program quality, a better educational experience and higher levels of student satisfaction and success.

Affirmations

Provide clear statements in the areas where the institution has identified a weakness and has articulated how it intends to correct it. In effect, this is affirming the institution's judgment and findings in its Institution Report.

- VCC was clear that the implementation of the new policies is a work in progress as, indeed, quality assurance work always is. They are committed to continuing this work and understand the benefits that it brings to their programs.
- Having established a set of Institutional Learning Outcomes they understand that they now have to be integrated with the course and program learning outcomes and then assessment methods need to be established. This too is a

work in progress and the institution understands that. VCC is in the process of developing a program of internal communication and engagement on Institutional Learning Outcomes which is an important first step along the path of implementation.

- VCC is moving to encouraging the development of scholarship within a College environment. The Nursing program appears to be a leader in this development and it is being encouraged and resourced at initial levels by the College leadership.
- The College is also providing some resources of time and money to the program review process and the implementation of recommendations.
- The institution is undertaking a gap analysis between accreditation reviews and their own program review/renewal process. We commend this analysis because accreditation and program reviews are different processes with somewhat different outcomes. Accreditation is about defending and explaining against accreditation standards while program review can be about a more appreciative model to explore areas of weakness or concern. At the same time we understand the reluctance in programs like Nursing about doing two full blown reviews and so suggest that if there is a need for an internal review that it be done through an existing process like the annual review. Internal program review can also be used to encourage curriculum program changes, gather evidence, and request funding which are purposes different from accreditation.
- VCC is developing strong policies and processes around new program development and this work is going on hand-in-hand with the work on quality improvement.
- VCC is working on a program of professional development for program leaders and the review team saw this as an important new initiative to train leaders, among other things, in program quality assurance.
- We recommend that the institution give some thought to program review in the trades programs. They are aware of this need and indicated that it was on the agenda for future work

Recommendations

Provide clear statements in areas needing improvement. Recommendations may also be made in relation to areas of concern identified by the institution for which no plan of action has been articulated by the institution.

These recommendations are offered by a review team that is impressed with the work that has been done in a short time and wishes to make suggestions that we believe will help the work of the future.

- We are concerned that there are not adequate resources of time and money to conduct annual reviews and also complete enough program renewals to cover all programs in a reasonable period of time. We therefore wonder if the annual reviews for each program could be reduced to once every two or three years or could the process be streamlined to make it less of a draw on resources. The frequency of annual reviews could otherwise be a drain on forward momentum.

- Related to the first point, the frequency of 2-5 program renewal reviews per year suggest that it will require 40-50 years to complete renewals across the system, so could resources be diverted from the annual program review process to increase the frequency of program renewal?
- VCC should develop a clearer set of expectations for external program review panels.
- Some process for establishing whether the recommendations that come out of program reviews/renewals are achievable and that what is not possible is clearly acknowledged and those that are possible are then prioritized.
- As noted, VCC is developing a well-considered program development policy and process and we have a few suggestions about that development. We think that evaluation could be built into program development more strongly. We noted that a lot of work goes into the early stages before the first approval of the concept document and wonder if some form of “notional” approval could come earlier. We did hear from the institution that there is a good deal of informal discussion before the concept stage.
- The Provincial Instructor Diploma has been confirmed as a diploma even though it does not fit the current definition of a diploma and this decision could lead to confusion in the future. At the very least VCC needs to be very clear with students about the unique nature of this program.
- More, and more public, communication of the processes and results of program reviews would be beneficial by, for example, enhancing the website devoted to this information, or establishing other mechanisms to build capacity and share learning across the College

Signed:

Chair of the QAPA Team:

(Signature)

(Date)

(Printed Name)

QAPA Assessors:

(Signature)

(Date)

(Printed Name)

(Signature)

(Date)

(Printed Name)

4.1. Overall Process

A. Does the process reflect the institution's mandate, mission, and values?	
CRITERIA:	COMMENTS / RECOMMENDATIONS:
(i) The institution should be able to demonstrate that it has an established institutional and program review planning cycle and process to assess the effectiveness of its educational programs and services, their responsiveness to student, labour market, and social needs.	<ul style="list-style-type: none"> • Absolutely. The process is multi-layered and thorough. It includes program review, annual program review, periodic program renewal, and it connects into the Integrated College Plan. There are pathways from the recommendations to capital resources as well as other resource planning committees. Processes continue to be implemented to follow up on recommendations. • The connection is being made to connect program review with workforce needs, industry as well as student needs.
(ii) The process should contribute to the continuous improvement of the institution.	<ul style="list-style-type: none"> • The panel commends VCC for the development of a cycle of review that has inspired confidence among faculty that the process can lead to a better student experience. We see evidence that college leadership has moved a really significant policy structure regarding review forward. Faculty seem to be highly engaged and supportive. • The QAPA Panel asks VCC to consider the amount of time and energy that goes into the annual program review cycle against the need for greater resourcing for Program Renewal. The outside view is that this could occupy a lot of the institution's time and perhaps a two or three year cycle for program review might be a better use of time and energy. Conversely, if this is critically important, perhaps the annual cycle can be modified to reduce the workload pressure on the faculty involved ie. the annual program review process could be streamlined.

B. Is the scope of the process appropriate?

CRITERIA:	COMMENTS / RECOMMENDATIONS:
<p>(i) There should be evidence of a formal, institutionally approved policy and procedure for the periodic review of programs against published standards that includes the following characteristics:</p> <ul style="list-style-type: none"> • A self-study undertaken by faculty members and administrators of the program based on evidence relating to program performance, including strengths and weaknesses, desired improvements, and future directions. A self-study takes into account: • the continuing appropriateness of the program's structure, admissions requirements, method of delivery and curriculum for the program's educational goals and standards; • the adequacy and effective use of resources (physical, technological, financial and human); • faculty performance including the quality of teaching and supervision and demonstrable currency in the field of specialization; • that the learning outcomes achieved by students/graduates meet the program's stated goals, the credential level standard, and where appropriate, the standards of any related regulatory, accrediting or professional association; • the continuing adequacy of the methods used for evaluating student progress and achievement to ensure that the program's stated goals have been achieved; • the graduate satisfaction level, student satisfaction level, and graduation rate; and • where appropriate, the graduate employment rates, employer satisfaction level, and advisory board 	<ul style="list-style-type: none"> • There are institutionally approved policies and process to examine program review, renewal and self-study. We see evidence that the institution has endorsed the true notion of "self study" by faculty assessing their own program effectiveness. • The review includes references to program planning and administration, physical space and environment, curriculum and instruction, instructors and staff, student outcomes and student support services. The college's policy structure addresses each of these categories. • We see evidence of attention to instructional mix to meet program needs as well as an attention to the changing needs of industry/community in hiring processes. • The committee is very impressed by the effort to align scarce resources to meet the recommendations of program review and renewal. Both policy and process are being created and fine tuned to ensure this connection, thus encouraging faculty "buy in" into the review process. Faculty morale would suggest that this is being successful. • Graduation rates are identified as being reasonable, and conversations about changing student and industry needs make clear that success is occurring. • All student outcomes reports indicate satisfaction at a reasonable level with program quality. • Collective agreement language identifies the timing and process for faculty performance review. In each of four years, 25% of faculty are appraised. • Process for review includes the

<p>satisfaction level.</p> <ul style="list-style-type: none"> ➤ An assessment conducted by a panel that includes independent experts external to the institution. The assessment should normally include a site visit, a written report that assesses program quality and may recommend quality improvements; and an institution response to the report; ➤ A summary of the conclusions of the evaluation that is made appropriately available. 	<p>opportunity for faculty development and professional development.</p> <ul style="list-style-type: none"> • The panel saw evidence of both program and course learning outcomes. The panel identifies that there may be opportunity to more formally identify how program, course, or institutional learning outcomes have been successfully met. The assessment of learning outcomes could receive attention as VCC continues this path toward improved learning experiences. • In each of the programs presented, the conversation was clearly directed toward a concern for student learning, industry and community demands and graduation rates. • The institution has provided a clear role for external assessment of program renewal, and also for the role of Program Advisory Committees in the regular operation of the college. Policies are clear and programs understand the role and responsibilities to include external perspective. It is suggested that there be greater clarity of expectation of the external assessors. We saw some evidence of confusion about the role of the external assessors. • We also see some dissonance between policy – Program Review and Renewal – that identifies that the steering committee for the program review will be selected by the Steering Committee, but in our review we heard that the External Assessors were invited by the Vice President, Academic, Students and Research. This reflects what we believe is the ongoing need for ensuring parallelism between policy and process and is not a critique of the efforts being made here to create a meaningful and instructive program review/renewal process. We believe there would be benefit in continuing to tweak and refine policies, process, supports within the review process. In a process change this
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	<p>large, it's inevitable that these kinds of refinements will be necessary.</p> <ul style="list-style-type: none"> • We see evidence that the summary of the review are available transparently within the organization. This may already be in place, but the committee wants to identify the value of a website that allows easy and transparent access to all program review materials and reports within VCC.
<p>(ii) The institution can demonstrate that it has a policy and process for new program approval that includes peer / external review by appropriate experts.</p>	<ul style="list-style-type: none"> • Process exists for program development and approval. It is a well thought out, thorough, robust process, but we would like VCC to consider if the process can be streamlined, if notional approval could be provided before major work occurs, and that the annual review process can be streamlined. Policy is exceptionally strong and aspirational. • The QAPA team examined policies process related to existing programs, and all programs had external voice either through Program Advisory Committees or External Assessors. The Curriculum Development and Approval process (C.3.14) procedure indicates that external voice is brought into program development "where applicable". • The Curriculum Development and Approval policy and procedure provide clear guidelines on how to develop and revise programs. Special situations such as the Provincial Instructor Diploma program and its misalignment with VCC's credential requirements need to be carefully considered to ensure continued recognition of the program.

C. Are the guidelines differentiated and adaptable to respond to the needs and contexts of different units, e.g. faculties or departments or credential level?

CRITERIA:	COMMENTS / RECOMMENDATIONS:
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<p>(i) Are the guidelines adaptable to the range of programs and offerings within the institution?</p>	<ul style="list-style-type: none"> • The institution believes that they are, and we believe the institution is committed with great energy and passion to making the program review and renewal process work. We would suggest that the need for flexibility for smaller programs or where challenges are specific, a less intense review process could be useful. • We further believe that the institution's questions regarding the gap analysis between Accreditation process and Program Renewal are accurate. We affirm the institution's view that the gap analysis is important, as it relates to program improvement, and for the renewal to focus on the student. We also believe an internal process allows for an open and honest exchange of information that benefits any program. • We encourage the gap analysis to occur as part of the annual program review and not to develop a new process. The panel continues to believe that streamlining and simplification could be in the institution's best long term interests.
<p>(ii) Do the guidelines provide measurable, consistent means and direction to undertake diversified program review?</p>	<ul style="list-style-type: none"> • The panel identifies an interest in the institution to consider the need to make explicit the potential to address the priorities identified for program renewal, through the examination of different volumes of data sets, etc. Our concern is that very small programs be given a pathway for review/renewal that is sustainable.
<p>(iii) Are the guidelines consistent with institutional Mandate, mission, vision and associated strategic goals?</p>	<ul style="list-style-type: none"> • Yes. The linkages between goals and vision align very clearly with the academic plan and with the associated planning structures. Overall the panel is impressed with VCC's visionary and strategic strength in meeting this criteria.

<i>D. Does the process promote quality improvement?</i>	
CRITERIA:	COMMENTS / RECOMMENDATIONS:
(i) The institution should be able to demonstrate that it has appropriate accountability mechanisms functioning for vocational, professional and academic programs.	<ul style="list-style-type: none"> We agree that there is a need to consider the means to review Trades programs that currently fall outside of the regular review process. We understand the challenges that exist within the ITA training area. The panel considers that this may start with VCC credentialed trade or technology programs.
(ii) The institution should be able to demonstrate how faculty scholarship and professional development inform teaching (including graduate teaching) and continue to be a foundation for ensuring that programming is up to date.	<ul style="list-style-type: none"> VCC is in a developmental process regarding academic scholarship. The institution has allocated some resources to encourage scholarship related to teaching and learning. The institution has announced its new Office of Research, and the Centre for Teaching, Learning and Research has been given prominence within the organization. We commend the institution for this leadership. We encourage VCC to have the internal conversation about the potential lack of continuity with the instructional associates returning to regular faculty assignments. While we acknowledge the importance of maintaining the connection to practice (ie. teaching) we wonder what mechanisms exist to capture and maintain the knowledge gained by instructional associates,
(iii) The institution should be able to demonstrate how learning outcomes are being achieved and how student progress is assessed and measured.	<ul style="list-style-type: none"> Significant conversations about learning outcomes in programs, courses, and the new Institutional Learning Outcomes were held during the QAPA process. The panel considers this is a “work in progress” and that the institution is reflecting on this question. Great attention is being applied to the creation of learning outcomes and the institution recognizes the next steps are to articulate assessment, progress clearly against the outcomes. The panel

	is confident that the process is rolling out in a reasonable and effective manner.
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4.2. Review findings

A. Were the responses to the sample program review findings adequate?	
CRITERIA:	COMMENTS / RECOMMENDATIONS:
The institution has a follow up process for internal program reviews and acts in accordance with it.	<ul style="list-style-type: none"> Yes, very clear and visionary. They're working on all of the structures and related processes. There may be interest in the institution acting to develop the ability to discriminate on what recommendations can be achieved and which ones clearly do not need to be implemented. The desired outcome would be for all recommendations to receive a response, either clearly indicating the recommendation will not be acted upon, or how it will be acted upon.

B. Does the process inform future decision making?	
CRITERIA:	COMMENTS / RECOMMENDATIONS:
The program review ensures that the program remains consistent with the institution's current mission, goals and long-range plan.	<ul style="list-style-type: none"> We see evidence of connection between the mission, mandate, institutional plan and policy and structural processes. Fully accomplished.

C. Are the review findings appropriately disseminated?	
CRITERIA:	COMMENTS / RECOMMENDATIONS:
The institution has a well-defined system to disseminate the review findings to the appropriate entities.	<ul style="list-style-type: none"> We heard that the organization has a clear system, but we ask if there can be changes to improve the website allowing

	access to the various documents, reports, and policies and guidelines related to review findings.
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March 13, 2019

Dr. Nicholas Rubidge, Chair
 Degree Quality Assessment Board
 Ministry of Advanced Education, Skills & Training
 P.O. Box 9177 Stn Prov Govt
 Victoria, BC V8W 9H8

Dear Dr. Rubidge:

Re: VCC's Response to the Quality Assurance Process Audit Recommendations

Attached please find Vancouver Community College's Action Plan in response to the Quality Assurance Process Audit Assessors' Report, which we received on December 10, 2018.

On behalf of Vancouver Community College (VCC), I am writing to thank AEST's Degree Quality Assessment Board and the Quality Assurance Audit Committee for the thought and planning that went into creating this initiative. We found the process to be engaging, rigorous and very helpful to our internal quality process improvement plans.

VCC has worked hard in recent years to create a framework of policies and procedures that supports and maintains high quality programs. Both academic departments and educational service units participate in regular reviews, with cyclical renewal processes in place. The participation of external panels has provided even more credibility to what we are doing to ensure that all aspects of students' learning is addressed from a quality perspective. The conversations and preparation that were part of our involvement with the Quality Assurance Process Audit contributed to a deeper College-wide understanding of the importance of quality assurance.

The audit was an extremely positive experience. We appreciate the assessors' feedback, and have addressed each of the recommendations in the attached Action Plan.

A handwritten signature in black ink that reads "Kathryn McNaughton".

Kathryn McNaughton, PhD
 Vice-President, Academic, Students & Research

Attachment (1)

c: Dorothy Rogers, Director, Quality Assurance, Government and Quality Assurance Branch, AEST
 Jo-Ellen Zakoor, Dean, School of Health Sciences, VCC
 Pervin Fahim, Operations Manager, School of Health Sciences, VCC
 Todd Rowlett, Chair – Program Review and Renewal Committee, VCC



**VCC RESPONSE TO QUALITY ASSURANCE PROCESS AUDIT
ASSESSORS' REPORT, RECEIVED DECEMBER 10TH, 2018**

**ACTION PLAN
MARCH 13TH, 2019**

This Action Plan has been approved by the Vice President, Academic, Students & Research, the Program Review & Renewal Committee, and Education Council.

1.	<p>PROGRAM REVIEW FREQUENCY AND SUPPORT</p> <p><i>"We are concerned that there are not adequate resources of time and money to conduct annual reviews and also complete enough program renewals to cover all programs in a reasonable period of time. We therefore wonder if the annual reviews for each program could be reduced to once every two or three years or could the process be streamlined to make it less of a drain on resources. The frequency of annual reviews could otherwise be a drain on forward momentum."</i></p> <p><i>"The panel continues to believe that streamlining and simplification could be in the institution's best long term interests."</i></p>	
	Response/ Action	<ul style="list-style-type: none"> • Adequate resourcing for annual reviews and program renewals has been a growing concern, however, the new policy and procedures have just been initiated. The new processes will be observed carefully over the next three years, when the policy is due for a review. • The Program Review and Renewal Committee (PRRC) is already discussing methods to simplify and streamline the annual program review process, particularly around improving templates and reports, with the plan of focusing on five-six key questions. The Committee will be exploring the option of using an interactive dashboard to present Annual Program Review data. • Providing additional training and mentorship at the monthly Leaders Forum meetings, as well as with the Instructional Associates, will be done throughout the year to support program review and program renewal processes.
2.	<p>PROGRAM RENEWAL SUPPORT AND PROCESS</p> <p><i>"The frequency of 2-5 program renewal reviews per year suggest that it will require 40-50 years to complete renewals across the system, so could resources be diverted from the annual program review process to increase the frequency of program renewal?"</i></p>	



**VCC RESPONSE TO QUALITY ASSURANCE PROCESS AUDIT
ASSESSORS' REPORT, RECEIVED DECEMBER 10TH, 2018**

	<i>"Our concern is that very small programs be given a pathway for review/renewal that is sustainable."</i>	
	Response/ Action	<ul style="list-style-type: none"> • Although VCC has 120 programs, many are interrelated and would be reviewed in conjunction with one another, such as the Hospitality Degree and Diploma programs. This would lead to around 55 renewals needed. In a typical year, two accreditations and four renewals are scheduled, leading to a renewal cycle of nine years. The goal is to simplify the process and secure resources to increase the number of renewals to six per year, enabling us to complete the process in seven years. • Recently, the Program Review and Renewal Committee revised the Curriculum Development funds criteria, and reserved \$5,000 for each program scheduled and approved for Program Renewal in each fiscal year. • The Instructional Associates are working on improved and simplified templates. In particular, this will help ensure it is a doable process for small programs.
3.	ACTION PLAN PRIORITIZATION	
	<i>"Some process for establishing whether the recommendations that come out of program reviews/renewals are achievable and that what is not possible is clearly acknowledged and those that are possible are then prioritized."</i>	
	Response/ Action	<ul style="list-style-type: none"> • Recommendations and action plan reports coming out of renewals are reviewed and approved by the Dean, followed by the Vice President Academic, Students and Research and will now be forwarded to Program Review and Renewal Committee and Education Council. Realistic goal-setting is a theme throughout the review. We feel that this is a strong process, and are actively working on improving the communication around the submission to Program Review and Renewal Committee and Education Council. • Departments currently provide updates on the previous year's action plan on a yearly basis, and identify reasons if some initiatives could not proceed or were deferred in the five-year plan. These updates are reviewed by PRRC on an annual basis.



**VCC RESPONSE TO QUALITY ASSURANCE PROCESS AUDIT
ASSESSORS' REPORT, RECEIVED DECEMBER 10TH, 2018**

4.	<p>EXTERNAL PROGRAM RENEWAL PANELS</p> <p><i>“VCC should develop a clearer set of expectations for external program review panels.”</i></p> <p><i>“We also see some dissonance between policy – Program Review and Renewal – that identifies that the external committee for the program review will be selected by the Steering Committee, but in our review we heard the External Assessors were invited by the Vice President.”</i></p>	
	Response/ Action	<ul style="list-style-type: none"> • The Instructional Associates are developing templates and guidelines for external panels. Our goal is to establish a consistent approach to ensure we identify what we would like to learn and focus on. • C.3.2 Program Review and Renewal will be updated to reflect the Vice President Academic, Students and Research appointing external assessors, based on recommendations from the Steering Committee.
5.	<p>EVALUATION OF PROGRAMS</p> <p><i>“We think that evaluation could be built into program development more strongly. We noted that a lot of work goes into the early stages before the first approval of the concept document and wonder if some form of ‘notional’ approval could come earlier. We did hear from the institution that there is a good deal of informal discussion before the concept stage.”</i></p>	
	Response/ Action	<ul style="list-style-type: none"> • Policy C.3.14 Curriculum Development and Approval was revised to include the development of evaluation plans at the beginning of program development. These revisions were approved November 2018. • There are several notional approval steps present in the Concept Paper stage: the Vice Presidents sign off on the concept paper, and then it is brought to Education Council and the Board for information. Concerns could be expressed at any point during this process; however, we are hesitant to add too many barriers to new ideas. • A year-long pilot project by Institutional Research began in January 2019 with course and program student and faculty feedback. A cross-section of programs from across the College are currently involved. An institutional rollout plan will be developed based on the pilot’s findings.



**VCC RESPONSE TO QUALITY ASSURANCE PROCESS AUDIT
ASSESSORS' REPORT, RECEIVED DECEMBER 10TH, 2018**

6.	<p>PROVINCIAL INSTRUCTOR DIPLOMA</p> <p><i>"The Provincial Instructor Diploma has been confirmed as a diploma even though it does not fit the current definition of a diploma and this decision could lead to confusion in the future. At the very least VCC needs to be very clear with students about the unique nature of this program."</i></p>	
	Response/ Action	<ul style="list-style-type: none"> The structure of the Provincial Instructor Diploma has been discussed throughout its renewal and movement through the governance process. We feel confident that the structure of this program will maintain the quality for students. The department will ensure students understand the nature of the program prior to registration.
7.	<p>COMMUNICATION</p> <p><i>"Communication of the processes and results of program reviews would be beneficial by, for example, enhancing the website devoted to this information, or establishing other mechanisms to build capacity and share learning across the College."</i></p> <p><i>"We ask if there can be changes to improve the website allowing access to various documents, reports, and policies and guidelines related to review findings."</i></p>	
	Response/ Action	<ul style="list-style-type: none"> An internal webpage on MyVCC will be created to house information and reports around annual program reviews and program renewals, with the goal of creating a dashboard-type page where departments or any College member can access information on an ongoing basis. This dashboard will also be a central part of improving the annual program review process. We will continue to improve how information flows to the Program Review and Renewal Committee and to Education Council, as well as the wider College community. We are establishing formal processes for reports to be sent to the PRRC, and for panel discussions at our Leaders Forum meetings to encourage mentorship of department heads entering a renewal for the first time by more experienced leaders.



**VCC RESPONSE TO QUALITY ASSURANCE PROCESS AUDIT
ASSESSORS' REPORT, RECEIVED DECEMBER 10TH, 2018**

8.	<p>INSTITUTIONAL LEARNING OUTCOMES</p> <p><i>“Having established a set of Institutional Learning Outcomes they understand that they now have to be integrated with the course and program learning outcomes and then assessment methods need to be established. This too is a work in progress and the institution understands that. VCC is in the process of developing a program of internal communication and engagement on Institutional Learning Outcomes which is an important first step along the path of implementation.”</i></p>	
	Response/ Action	<ul style="list-style-type: none"> • The Institutional Learning Outcomes (ILO) Communication Plan is in its early stages, with facilitated panel sessions currently being run at monthly Leaders Forum meetings and a newsletter to provide training opportunities for faculty to improve skills towards supporting each of the ILOs. Facilitated department sessions will also be available. • Options will be explored around a pre- and post- faculty engagement survey to measure impact of program renewal on student learning outcomes. • The VP-Academic’s Office and CTLR are developing a Teaching & Learning Framework, with a goal to finalize it within the next two years. This should support the integration of the ILOs across the College.
9.	<p>GAP ANALYSIS OF ACCREDITATION & TRADES PROGRAMS WITH VCC’S PROGRAM RENEWAL</p> <p><i>“The institution is undertaking a gap analysis between accreditation reviews and their own program review/renewal process. We commend this analysis because accreditation and program reviews are different processes with somewhat different outcomes.”</i></p> <p><i>“We recommend that the institution give some thought to program review in the trades programs. They are aware of this need and indicated that it was on the agenda for future work.”</i></p>	
	Response/ Action	<ul style="list-style-type: none"> • An upcoming Program Review and Renewal meeting will explore the process for a Gap Analysis between program renewals and accreditation. This discussion will include strategies for improved communication of accreditation results to Program Review and Renewal Committee in order to prepare the Committee for the gap analysis. • Currently, all programs including Trades undertake the Annual Program Review exercise. The Automotive Service Technician (AST) and Automotive Collision and Refinishing (ACR) programs are



**VCC RESPONSE TO QUALITY ASSURANCE PROCESS AUDIT
ASSESSORS' REPORT, RECEIVED DECEMBER 10TH, 2018**

		pursuing accreditation status. Further discussion is required with the Dean and Program Review and Renewal Committee.
10.	TRAINING AND PROFESSIONAL DEVELOPMENT	
	<i>"VCC is working on a program of professional development for program leaders and the review team saw this as an important new initiative to train leaders, among other things, in program quality assurance."</i>	
	Response/ Action	<ul style="list-style-type: none"> • Ongoing training and development sessions are provided at monthly Leaders' Forum meetings and Learning Conversations, in addition to department meetings and other faculty professional development initiatives. • In addition, we will be looking to increase opportunities for faculty participation in institution-wide initiatives such as Strategic Enrolment Management and Student Success and Retention. • We will build on institution capacity and knowledge of the Program Renewal process by holding a panel discussion with past Department Leaders' to share their experience and best practices from the process. If it is successful and useful, this can be an annual panel prior to the start of the year's renewals.
11.	ACADEMIC SCHOLARSHIP	
	Response/ Action	<ul style="list-style-type: none"> • Several research activities are currently underway at the College including the President's Research Fund, a Research Ethics Board, and a Scholarship Committee in Bachelor of Science in Nursing program. • A Research Advisory Committee that will guide policy development and support best practices has been recently formed, and we are in the planning stages of a new Office for Research.



DECISION NOTE

PREPARED FOR: Board of Governors

DATE: April 10, 2019

ISSUE: **RECOMMENDATION FOR APPROVAL:**
Vancouver Community College Enrolment Plan 2019-20

BACKGROUND:

Brian Beacham, Director of Institutional Research, presented drafts of the 2019-20 Enrolment Plan to Education Council at the January 2019 meeting and again at a specially scheduled April 2, 2019 meeting. Mr. Beacham explained that the report reflected budgeted registrations projected by Finance, which in turn represent prospective enrolment and form the basis of FTE (full-time equivalent) calculations; he noted that the total FTE for 2019-20, while below the ministry target, exceeds expectations.

DISCUSSION:

The reporting of international students proved to be a muddy point for several members of Education Council, and there was much discussion of how and where international students are represented in the Enrolment Plan. A separate field in Banner [student registration/information system], "Centre for International Education" (CIN), captures the number of international students *in cohort programs*, but other international students (i.e. those enrolled in program alongside their domestic peers) are simply integrated into the schools' counts: the overall numbers of international FTE are shown by school in the later pages of the enrolment plan.

Other items in the report were clarified at the second meeting:

- *Technical Training Access*, listed under CIN (organizational code 4305), is a program in Heavy Duty Mechanical Trades.
- The increase in FTE (+33.0) for *Dental Assisting* is accounted for by the positioning of stable enrolment dates for sections that occur between March and April of a given year: depending on which side of March 31 the date lands on, the FTE for these sections could be kept within a fiscal cycle or pushed into the next. In this case, the stable enrolment dates keep the FTE within the 19/20 fiscal; this is different from the prior year when the start date was at the end of March and the stable enrolment date was in April, pushing the FTE forward.
- The numbers for *LINC (Language Instruction for Newcomers to Canada)* are not included by Finance in the budget: these are calculated at the end of the year as per the contract.
- *Culinary Arts (Blended)* listed under CIN (organizational code 5410) has no FTE attached because it was only recently created when three (3) programs were consolidated under a single code; this change happened too late for Institutional Research to complete the necessary recalculations for this report.

Education Council recommends that the Board of Governors approve the 2019-2020 Enrolment Plan.

RECOMMENDATION:

THAT, on the advice of Education Council, the Board of Governors approve, in the form presented at this meeting, the 2019-2020 Enrolment Plan.

ATTACHMENTS: APPENDIX A - 2019-2020 Enrolment Plan

PREPARED BY: Elle Ting, Chair, Education Council

DATE: April 3, 2019



VCC 2019-20 Enrolment Plan

Institutional Research has prepared the 2019-20 Budgeted Registration and FTE report, presented in two (2) parts.

Part 1. VCC Enrolment Plan 2019-20 by School

This includes:

- 4 years of Actual FTE, 2014-15, 2015-16, 2016-17, 2017-18
- 2018-19 Forecast FTE
- 2019-20 Budgeted FTE

Part 2. VCC Enrolment Plan by School by Program (ORG Code)

The following detailed reports are included for each of the following Schools:

- a) CCS - Centre for Continuing Studies
- b) CIN - Centre for International Education
- c) SAS - School of Arts and Science
- d) SHS - School of Health Sciences
- e) SHP - School of Hospitality, Food Studies and Applied Business
- f) SIE - School of Instructor Education
- g) CTT – Centre of Trades, Technology & Design

This includes:

- 2018-19 Forecast FTE
- 2019-20 Budgeted FTE

PART 1.

VCC Enrolment Plan 2019-20 by School

Including: Previous 4 year Actual FTE
Current year 2018-19 Budget and Forecast FTE

2019-20 Enrolment Plan FTE by School by ORG - Draft 2

Total Student FTE by School		ACTUAL FTE by School by Year**				2018-19 Forecast and Budget*		2019-20 Budget FTE***	2019-20 Budget Registrations***
		2014-15	2015-16	2016-17	2017-18	Forecast Total FTE 2018-19*	Budget Total FTE 2018-19		
CCS	Centre for Continuing Studies	635.25	655.81	628.54	668.64	668.25	627.98	668.25	11,198
CIN	Center for International Education	342.50	480.16	602.53	792.84	572.85	525.80	774.34	8,821
SAS	School of Arts & Sciences	2,887.22	2,094.26	1,941.20	1,954.87	2,064.08	1,690.12	1,804.54	15,077
SHS	School of Health Sciences	844.98	813.28	816.23	757.67	870.38	884.99	948.60	11,044
SHP	School of Hospitality ,Food Studies & Applied Business	1,007.83	1,027.47	917.44	781.70	1,050.35	805.87	1,008.33	11,815
SIE	School of Instructor Education	281.89	267.80	292.88	276.05	255.93	236.50	230.17	1,900
CTT	School of Trades, Technology & Design	951.54	917.70	955.13	927.41	1,109.36	951.53	1,215.47	10,682
Total		6,951.20	6,256.46	6,153.94	6,159.18	6,331.49	5,722.79	6,649.70	70,537

* as at March 2019

** FTE data provided from the VCC Central Data Warehouse (CDW)

*** as per Draft 2; 2019-20 Budget for Centre of Continuing Studies is based on the 2018-19 Forecast (Actuals)

****NOTE: effective 2019-20, CIN includes International Cohorts only with inserts attributed to the home school.

Part 2.

VCC Enrolment Plan by School by Program (ORG Code)

NOTE:

- ✚ 1. Budgeted Registrations - projected totals from Finance, representing potential enrolments.
- ✚ 2. Budgeted FTE calculated using projected totals.
- ✚ 3. Projected totals for each School will include International FTE's where sections (CRN's) include inserts. CIN School includes International cohorts only.
- ✚ ORG is assigned to the course or CRN by the Registrar's Office

Sections included in the FTE calculations have census/freeze dates that fall within the specified date selection based on the data provided by Finance. Not all enrolment totals are included in the budgeting process.

a) Centre for Continuing Studies

The Centre of Continuing Studies does not provide "projected" seats per class to Enrolment Planning. However, the Total FTE for 2019-20 is an estimate based on the actual registrations and FTE in 2018-19.

School Code	ORG Code	ORG Code Description	2018-19 Forecast*				2019-20 Budget***			
			Registrations		FTE		Registrations		FTE	
			Domestic	International	Domestic	International	Domestic	International	Domestic	International
CCS	4301	Automotive Collision Repair	121	0	0.00	0.00	121	0	0.00	0.00
CCS	6022	Fashion Design	191	54	31.42	16.18	191	54	31.42	16.18
CCS	6023	Jewellery	84	2	3.38	0.08	84	2	3.38	0.08
CCS	6024	Gemmology	23	0	4.34	0.00	23	0	4.34	0.00
CCS	6034	Cr Writng-now New Init Art&Des	147	6	2.81	0.10	147	6	2.81	0.10
CCS	6038	Bldg Mgr Residential	169	0	16.65	0.00	169	0	16.65	0.00
CCS	6046	Computers - City Centre	734	17	19.93	0.50	734	17	19.93	0.50
CCS	6052	Early Childhood Education	998	0	73.00	0.00	998	0	73.00	0.00
CCS	6060	Management Skills Supervisors	154	1	6.25	0.04	154	1	6.25	0.04
CCS	6064	Office & Admin CertificateProg	1495	20	45.20	0.55	1495	20	45.20	0.55

CCS	6065	Leadership Skills Certificate	551	5	9.18	0.05	551	5	9.18	0.05
CCS	6067	Paralegal Program	1330	0	139.13	0.00	1330	0	139.13	0.00
CCS	6068	Small Business	616	11	4.13	0.16	616	11	4.13	0.16
CCS	6075	Foodsafe	215	23	2.87	0.30	215	23	2.87	0.30
CCS	6076	Allied Health	307	3	15.40	0.04	307	3	15.40	0.04
CCS	6082	Sterile Supply Room Aide	152	0	64.87	0.00	152	0	64.87	0.00
CCS	6087	CPR	12	0	0.28	0.00	12	0	0.28	0.00
CCS	6093	Counselling Skills	791	1	50.73	0.04	791	1	50.73	0.04
CCS	6104	Community Interpreting	17	1	0.55	0.03	17	1	0.55	0.03
CCS	6108	Mandarin & Languages	329	11	11.32	0.38	329	11	11.32	0.38
CCS	6115	Interior Design Technology	131		7.20	0.00	131		7.20	0.00
CCS	6192	Tea Sommelier	4	1	0.96	0.24	4	1	0.96	0.24
CCS	6197	Fashion Merchandising	57	0	3.42	0.00	57	0	3.42	0.00
CCS	6198	Makeup Artistry	128	0	6.68	0.00	128	0	6.68	0.00
CCS	6199	Wedding & Event Management	48	0	2.44	0.00	48	0	2.44	0.00
CCS	6200	Wine Sommelier	27	0	0.54	0.00	27	0	0.54	0.00
CCS	6221	Essential Skills Training	87	0	6.96	0.00	87	0	6.96	0.00
CCS	6222	Fashion Non-credit Courses	89	1	4.07	0.06	89	1	4.07	0.06
CCS	6224	Compressed Natural Gas (CNG)	15	0	0.63	0.00	15	0	0.63	0.00
CCS	6225	Technical and Creative Writing	200	4	5.19	0.11	200	4	5.19	0.11
CCS	6226	ECCE - Special Need	3	0	0.26	0.00	3	0	0.26	0.00
CCS	6227	ECCE - Infant Toddler	116	0	8.91	0.00	116	0	8.91	0.00
CCS	6228	ECCE - Extra	128	0	8.44	0.00	128	0	8.44	0.00
CCS	6229	Sport & Recreation Management	26	0	1.91	0.00	26	0	1.91	0.00
CCS	A179	LINC	3	0	0.47	0.00	3	0	0.47	0.00
CCS	A223	Building Services Worker Train	119	0	9.85	0.00	119	0	9.85	0.00
CCS	A224	Entry Hospitality Career Women	79	0	4.02	0.00	79	0	4.02	0.00
CCS	A225	Office Assistant Training	302	0	12.39	0.00	302	0	12.39	0.00
CCS	A226	Intro to Culinary Skills	259	0	10.04	0.00	259	0	10.04	0.00
CCS	A232	EDUAD_VCC Creative Art Pathway	0	19	0.00	3.80	0	19	0.00	3.80
CCS	A244	ECCE Training Project	230	0	15.18	0.00	230	0	15.18	0.00
CCS	A246	Sources Building Service Wkrer	75	0	4.58	0.00	75	0	4.58	0.00
CCS	A248	1819 CACE Pilot Program	7	0	2.33	0.00	7	0	2.33	0.00
CCS	A251	PIRS Child Care Training	110	0	8.97	0.00	110	0	8.97	0.00
CCS	A252	MIB - Medical Office Skills	185	0	7.67	0.00	185	0	7.67	0.00

CCS	A256	1819 DENT ACCESS	25	0	3.80	0.00	25	0	3.80	0.00
CCS	A257	1819 IRCC Make It	27	0	3.48	0.00	27	0	3.48	0.00
CCS	A264	Metis Nation BC - BOST	102	0	3.76	0.00	102	0	3.76	0.00
Total			11,018	180	645.59	22.66	11,018	180	645.59	22.66
Overall Total			11,198		668.25		11,198		668.25	

b) CIN - Centre for International Education

Effective 2019-20, budgeted data for CIN School includes International Cohorts only, with inserts attributed to the home school.

School Code****	ORG Code	ORG Code Description	2018-19 Forecast*				2019-20 Budget***			
			Registrations		FTE		Registrations		FTE	
			Domestic	International	Domestic	International	Domestic	International	Domestic	International
CIN	4305	Technical Training Access						496	0.00	16.00
CIN	4306	Auto Collision Refinishing Dip	0	1061	0.00	84.75	0	1358	0.00	96.63
CIN	4328	Auto Serv Tech Diploma Intl	0	601	0.00	86.10	0	809	0.00	101.63
CIN	4801	Canadian Business Mgmt. Diplom	0	1631	0.00	166.97	0	2544	0.00	260.03
CIN	4811	Business Project Mgmt PD Diploma						680	0.00	60.00
CIN	5217	Hair Design Non ITA	0	90	0.00	4.50				
CIN	5302	Baking Intn'l 5 month program	1	170	0.07	10.64	0	266	0.00	14.70
CIN	5306	Baking & Pastry-Artisan Int'l	1	504	0.07	32.87	0	576	0.00	35.20
CIN	5410	Culinary Arts (Blended)					0	110	0.00	0.00
CIN	5712	Diploma Culinary Arts Intl	1	1541	0.37	186.51	0	1982	0.00	190.15
		Totals	3	5,598	0.51	572.34	0	8821	0.00	774.34
		Overall Total	5,601		572.85		8821		774.34	

c) School of Arts & Sciences

School Code	ORG Code	ORG Code Description	2018-19 Forecast*				2019-20 Budget***			
			Registrations		FTE		Registrations		FTE	
			Domestic	International	Domestic	International	Domestic	International	Domestic	International
SAS	1901	Visually Impaired	87		11.75	0.00	97	0	12.56	0.00
SAS	1902	Deaf & Hard of Hearing	185	16	16.55	1.24	208	0	14.56	0.00
SAS	1903	Community & Career Education	337	0	34.04	0.00	350	0	33.89	0.00
SAS	1907	In office Admin for Vis Impair	2	0	0.16	0.00				
SAS	1909	Community & Career Ed P/T	37	0	11.64	0.00	33	0	10.39	0.00
SAS	1951	Sign Language Studies	285	0	21.70	0.00	432	0	34.80	0.00
SAS	1952	ASL & Deaf Studies Part Time	110	0	29.34	0.00	126	0	33.60	0.00
SAS	2001	Employ & Ed Acc for Women	87	0	7.87	0.00	160	0	9.58	0.00
SAS	2003	ABE Intermediate Youth	216	2	26.61	0.24	165	0	20.61	0.00
SAS	2004	College & Career Access	1454	3	182.22	0.36	1506	0	188.97	0.00
SAS	2005	Basic Education	477	0	92.78	0.00	478	0	92.45	0.00
SAS	2006	CF - Humanities	354	0	43.13	0.00	418	0	50.88	0.00
SAS	2007	CF - Mathematics	652	2	82.74	0.26	768	0	99.53	0.00
SAS	2008	CF - Science	1123	4	142.24	0.53	1380	0	176.55	0.00
SAS	2016	UT Humanities	754	66	75.40	6.60	1083	0	108.30	0.00
SAS	2017	UT Math	385	32	38.50	3.20	453	0	45.30	0.00
SAS	2018	UT Sciences	754	29	95.83	3.85	1068	0	136.40	0.00
SAS	2019	ABE Lab	117	0	14.60	0.00	119	0	14.87	0.00
SAS	2022	UT Engineering	163	28	16.30	2.80	265	0	29.27	0.00
SAS	2023	UT Computing Science&Software	22	5	2.20	0.50	108	0	10.80	0.00
SAS	2410	TESOL	6	10	0.68	1.14				
SAS	3115	UT - CPE	122	46	12.20	4.60				
SAS	3350	ELSA/SETL/LINC	2249	0	463.19	0.00				
SAS	3366	ESL Pathways	3735	32	501.59	5.05	4414	0	586.87	0.00
SAS	4204	Music	958	58	57.49	4.08	1107	0	66.60	0.00
SAS	4206	Music Degree	290	0	24.02	0.00	286	0	24.23	0.00
SAS	4208	Dancing Diploma	29	33	1.45	1.77	53	0	3.53	0.00

SAS	4209	Dancing Diploma - Arts Umbrell	143	164	7.61	8.41				
SAS	6221	Essential Skills Training	5	0	0.42	0.00				
SAS	A242	1819 BC ORFF Society	17	0	2.27	0.00				
SAS	A262	2018-2020 Gateway to PS	10	0	2.93	0.00				
Totals			15,165	530	2,019.45	44.63	15077	0	1,804.54	0.00
Overall Total			15,695		2,064.08		15077		1,804.54	

d) School of Health Sciences

School Code	ORG Code	ORG Code Description	2018-19 Forecast*				2019-20 Budget***			
			Registrations		FTE		Registrations		FTE	
			Domestic	International	Domestic	International	Domestic	International	Domestic	International
SHS	4610	Health Unit Coordinator	340	0	23.47	0.00	339	0	26.16	0.00
SHS	5002	Resident Care Attendant ESL	341	0	36.95	0.00	396	0	40.07	0.00
SHS	5004	Practical Nursing	2276	0	142.12	0.00	2293	0	161.98	0.00
SHS	5005	Pharmacy Technician	332	0	21.62	0.00	437	0	31.47	0.00
SHS	5017	Access to Practical Nursing	261	0	19.67	0.00	564	0	28.17	0.00
SHS	5019	Success in Practical Nursing	8	0	0.38	0.00				
SHS	5031	Baccalaureate Nursing	1302	0	122.54	0.00	1493	0	125.69	0.00
SHS	5076	Occup/Physical Therapist Asst	492	26	43.09	2.28	504	10	49.76	1.16
SHS	5078	LPN Bridging to BSN	98	0	19.66	0.00	96	0	19.36	0.00
SHS	5101	Dental Hygiene	352	0	43.30	0.00	378	0	41.33	0.00
SHS	5102	Dental Assisting	1060	14	97.89	1.31	1606	5	129.02	0.39
SHS	5103	Dental Tech	136	18	19.26	3.24	201	0	21.00	0.00
SHS	5104	Dental Reception Coordinator	226	0	42.80	0.00	275	0	39.87	0.00
SHS	5106	Dental Radiography	20	0	2.23	0.00	16	0	1.79	0.00
SHS	5115	Distance Dental Assisting	304	0	16.51	0.00	331	0	19.39	0.00
SHS	5116	Health Care Assistant	1057	0	125.44	0.00	1260	0	136.88	0.00
SHS	5117	Medical Lab Assistant	376	0	46.97	0.00	432	0	48.00	0.00
SHS	5118	CCAH Part Time Programs	94	0	7.88	0.00	128	0	10.67	0.00
SHS	5120	CDA Directed Studies DAST 1600	65	10	0.57	0.10	48	0	0.44	0.00
SHS	5123	Pre-Health Sciences					232	0	16.00	0.00
SHS	A239	Health Care Asst Aboriginal	109	0	12.73	0.00				
SHS	A240	Health Care Asst LPN PERIOP	130	0	14.15	0.00				
SHS	A256	1819 DENT ACCESS	39	0	4.22	0.00				
Totals			9,418	68	863.45	6.93	11029	15	947.05	1.55
Overall Total			9,486		870.38		11044		948.60	

e) SHP - School of Hospitality, Food Studies and Applied Business

School Code	ORG Code	ORG Code Description	2018-19 Forecast*				2019-20 Budget***			
			Registrations		FTE		Registrations		FTE	
			Domestic	International	Domestic	International	Domestic	International	Domestic	International
SHP	4601	Legal Administrative Assistant	268	8	29.35	0.88	270	0	26.25	0.00
SHP	4602	Medical Office Assistant 15/16	474	0	29.75	0.00	572	0	33.00	0.00
SHP	4604	BC Campus - Office & Legal Adm	3	0	0.12	0.00				
SHP	4607	Executive Assistant	49	0	4.90	0.00	48	0	4.80	0.00
SHP	4612	Administrative Assistant	1040	168	64.82	10.67	1336	142	78.59	8.44
SHP	4615	Medical Transcriptionist 15/16	202	15	12.68	0.91	254	0	14.94	0.00
SHP	5301	Baking & Pastry Arts	1107	85	67.80	5.38	1314	24	74.95	1.42
SHP	5303	Baking & Pastry Arts ESL	77	115	5.09	7.65	172	112	10.50	6.90
SHP	5305	Baking Apprenticeship	42	1	42.00	1.00	36	0	36.00	0.00
SHP	5404	Culinary Arts ESL	216	0	12.23	0.00	256	0	13.40	0.00
SHP	5406	Culinary Arts - Satellite Prg	315	8	38.30	0.97	452	0	50.00	0.00
SHP	5408	Professional Cook 1	958	1	120.35	0.13	632	0	72.77	0.00
SHP	5409	Professional Cook 2 Advanced	710	5	57.32	0.45	660	0	48.75	0.00
SHP	5410	Culinary Arts (Blended)					495	506		
SHP	5501	Asian Culinary Arts	143	174	11.97	14.40	276	46	20.50	3.42
SHP	5701	Hospitality Management	698	2766	66.50	265.60	674	2930	58.90	254.80
SHP	5702	Hospitality Management App Deg	239	143	23.90	14.30	376	88	38.00	8.00
SHP	5708	Culinary Arts Apprenticeship	137	0	137.00	0.00	144	0	144.00	0.00
SHP	5712	Diploma Culinary Arts Intl	0	21	0.00	3.18				
SHP	A255	Korean Cuisine	5	1	0.62	0.13				
SHP	Z153	BC Campus Tuition non VCC	8	0	0.00	0.00				
Totals			6,691	3,511	724.70	325.65	7967	3848	725.35	282.98
Overall Total			10,202		1,050.35		11815		1,008.33	

f) School of Instructor Education

School Code	ORG Code	ORG Code Description	2018-19 Forecast*				2019-20 Budget***			
			Registrations		FTE		Registrations		FTE	
			Domestic	International	Domestic	International	Domestic	International	Domestic	International
SIE	1500	Provincial Instructor Diploma	1887	1	228.70	0.13	1828	0	221.17	0.00
SIE	1510	Diploma in Adult Education								
SIE	1535	Online/eLearning Instruction	68	1	8.57	0.13	72	0	9.00	0.00
SIE	A237	Squamish Nation	33		3.51	0.00				
SIE	A238	BC Ferries SIE Sep1'17-Mar31'18								
SIE	A241	BC Hydro - SIE Jan-Apr'18	34		4.25	0.00				
SIE	A243	1819 BCMEA	33		4.13	0.00				
SIE	A253	1819 BC Ferries PIDP	37		4.63	0.00				
SIE	A254	BC Hyrdo NOV 1819	15		1.88	0.00				
		Totals	2,107	2	255.67	0.26	1900	0	230.17	0.00
		Overall Total	2,109		255.93		1900		230.17	

g) CTT – School of Trades, Technology & Design

School Code	ORG Code	ORG Code Description	2018-19 Forecast*				2019-20 Budget***			
			Registrations		FTE		Registrations		FTE	
			Domestic	International	Domestic	International	Domestic	International	Domestic	International
CTT	4202	Jewellery Art & Design	252	43	24.43	3.81	351	39	29.17	3.15
CTT	4203	Drafting	877	244	47.68	13.70	1136	189	56.45	10.04
CTT	4301	Automotive Collision Repair	942	0	50.74	0.00	1030	0	56.28	0.00
CTT	4303	Automotive Service Technician	540	0	48.34	0.00	840	0	70.00	0.00
CTT	4304	Heavy Duty/Commercial Transport	2628	0	73.06	0.00	2810	0	76.00	0.00
CTT	4314	Auto Collision Apprenticeship	66	0	66.00	0.00	84	0	84.00	0.00
CTT	4315	Diesel Apprenticeship	205	0	205.00	0.00	238	0	238.00	0.00
CTT	4316	Automotive Tech Apprenticeship	187	3	187.00	3.00	182	0	182.00	0.00
CTT	4321	Automotive Refinish Prep - Voc	141	0	8.39	0.00	210	0	11.37	0.00
CTT	4322	Auto Paint - Apprenticeship	10	0	10.00	0.00	14	0	14.00	0.00
CTT	4323	Auto Prep - Apprenticeship	16	0	16.00	0.00	14	0	14.00	0.00
CTT	4324	Auto Glass - Apprenticeship	13	0	13.00	0.00	14	0	14.00	0.00
CTT	4325	Auto Refinishing Highschool	160	0	10.31	0.00	212	0	11.58	0.00
CTT	4326	AST Apprenticeship - Online	25	0	25.00	0.00	16	0	16.00	0.00
CTT	4430	Visual Comm Design Diploma	604	273	37.05	15.94	735	295	42.21	17.06
CTT	4702	Computer Systems Technology Diploma					240	60	13.71	3.43
CTT	5202	Hairstyling	115	295	15.82	38.51	132	317	33.25	80.78
CTT	5215	Hair Design - Satellite Prgms	82	0	12.88	0.00	64	0	16.40	0.00
CTT	5217	Hair Design Non ITA	234	859	20.28	64.05	20	53	5.40	13.65
CTT	5219	Hair Apprenticeship	2	0	2.00	0.00	5	0	5.00	0.00
CTT	5221	Esth-Skin & Body Non-ITA	161	972	12.63	74.74	196	1186	13.97	84.57
CTT	A259	Sept30'18-Mar31'19 AST Lvl 1 ITA	8	2	8.00	2.00				
Totals			7,268	2,691	893.61	215.75	8,543	2,139	1,002.79	212.68
Overall Total			9,959		1,109.36		10682		1,215.47	



DECISION NOTE

PREPARED FOR: Board of Governors

DATE: April 10, 2019

ISSUE: **RECOMMENDATION FOR APPROVAL:**
Vancouver Community College Five-Year Academic Plan 2019-2024

BACKGROUND:

Dr. Kathryn McNaughton, Vice President, Academics, Students, and Research, presented the draft 2019-2024 Academic Plan to Education Council at a specially scheduled April 2, 2019 meeting. As the culmination of extensive and focused ground-up strategizing, the plan neatly aligns with the key initiatives and achievements reported by the academic deans and directors on behalf of their respective schools at the Education Council meetings held February and March 2019. Dr. McNaughton explained that the format of the five-year academic plan has changed slightly to highlight four major drivers of institutional change: diversity, changing delivery models, partnership development, and streamlined processes. Dr. McNaughton also acknowledged that this plan will be her last as she will be retiring in December: she thanked all those involved in the development of the 2019-2024 Academic Plan and recommended that its “rolling plan” model be continued to allow the flexibility required for reflection and improvement.

DISCUSSION:

An inquiry was made regarding the development of the plan put forth by the School of Arts and Sciences: specifically, the Dean of Arts and Sciences, David Wells, was asked to clarify the origins of the initiatives attached to the prospective redesign of ABE (Adult Basic Education). Mr. Wells explained that the initiatives had emerged primarily from departmental plans; in addition to departmental input, these items were informed by an ABE literature review completed this year. Mr. Wells added that these initiatives were presented in the context of a proposal for innovation funding from the Ministry; as such, it has been shared with governmental funding bodies. Dr. McNaughton accepted the recommendation to include more specific language around collaboration and department-wide consultation regarding the ABE 2020-2021 initiatives.

Education Council recommends that the Board of Governors approve the 2019-24 Academic Plan.

RECOMMENDATION:

THAT, on the advice of Education Council, the Board of Governors approve, in the form presented at this meeting, the 2019-2024 Academic Plan.

ATTACHMENTS: APPENDIX A - 2019-24 Academic Plan

PREPARED BY: Elle Ting, Chair, Education Council

DATE: April 3, 2019



2019-20 Academic Plan

Introduction

The 2019-24 academic plan reflects all aspects of VCC whose work involves the teaching and learning mission: each of the schools; Continuing Studies; Indigenous Education and Community Engagement; Institutional Research; International Education; Library, Teaching and Learning Services; the Registrar's Office, Student Development and the office of the Vice-President Academic, Students and Research.

Through the planning process, four major drivers were identified which mesh well with the existing key performance indicators which are the categories within which the academic plan is articulated. These drivers are:

- Diversity
 - Responding to a more complex environment characterized by internationalization, Indigenization, and intercultural communication needs
- Changing delivery models
 - With the development of an online learning strategy, there will be more focus on blended learning and using digital resources
 - Universal Design for Learning principles are the focus of a working group which has been tasked to explore how these can inform curriculum development and program delivery
- Partnership development
 - Broadened and accelerated with a greater variety of partners
 - All schools and divisions are involved
- Streamlined processes
 - A recognition that processes for a number of academically oriented outcomes (quality assurance, governance) can be made more accessible and allow for greater flexibility

Internal and External Factors

From May 2017 to November 2018, a process of consultation involving more than 700 members of the VCC community occurred around the development of institutional learning outcomes. The result of this process was the identification of the following statements:

- Communicate effectively
- Identify a sense of direction
- Be socially responsible
- Demonstrate professionalism
- Think critically and creatively
- Develop inter/intracultural awareness

A website provides more information about the intent of these statements, with examples of how they might be reflected in classroom practice. In addition, ongoing conversations are being facilitated through the Centre for Teaching, Learning & Research (CTLR) members.

An important external factor, which influenced the academic plan, was the provincially-mandated Quality Assurance Process Audit (QAPA). In this activity, an institutional self-study was undertaken, with all schools and divisions involved. This in-depth process culminated in a two-day site visit, followed by an opportunity for VCC to respond to the panel's recommendations.

Both of these processes have an impact on ensuring that VCC continues to create high quality learning opportunities that prepare graduates to participate effectively in a rapidly changing environment. They will also continue to inform the academic planning process.

The academic plan that follows recognizes the insights of Graham Lowe and Frank Graves (2017), who point out that critical role that post-secondary institutions can play in responding to three key challenges:

- The social and economic implications of an aging population
- The need for a culture of learning and development in order to meet the challenge of a fast-paced global knowledge economy
- The need for innovative programs which meet the varied and complex labour market

Lowe, G. & Graves, F. (2017). *Redesigning Work*. Toronto, ON: University of Toronto Press, p. 203.

VANCOUVER COMMUNITY COLLEGE

2019-2024 ACADEMIC PLAN

OBJECTIVES	SCHOOL	2019/20 INITIATIVES	2020/21 INITIATIVES	2021/22 INITIATIVES	2022/23 INITIATIVES	2023/2024 INITIATIVES
Goal 1.1 – Deliver a superior student educational experience						
1.1.1 Conduct needs assessment and determine viability and potential of NEW programs that meet community need, provide pathways, take into consideration the labour market skills gap, and are relevant	Health Sciences	<ul style="list-style-type: none"> Explore Post-Degree Diploma options in Health 	<ul style="list-style-type: none"> Begin to develop one Post-Degree Diploma 			
	Hospitality, Food Services & Applied Business	<p>Culinary Arts:</p> <ul style="list-style-type: none"> Apprenticeship upgrade Offer Molecular Gastronomy course to industry professionals Offer CCC certification Investigate summer camps and continuing studies offerings <p>Hospitality Management:</p> <ul style="list-style-type: none"> Investigate tourism diploma <p>Asian Culinary Arts:</p> <ul style="list-style-type: none"> Expand Curriculum <p>Post Degree Diplomas:</p> <ul style="list-style-type: none"> Determine focus on next post-degree diploma <p>Applied Business:</p> <ul style="list-style-type: none"> Finalize development new Administrative Assistant program and begin development of Legal Administrative Assistant programs 	<ul style="list-style-type: none"> Investigate a 12 month culinary arts foundational program Monitoring programming upgrades and curriculum outcomes from renewals 			
	Trades, Technology & Design	<p>Auto Collision Refinishing:</p> <ul style="list-style-type: none"> Create Journeyperson upgrading courses <p>Heavy Mechanical Trades:</p>	<p>Auto Collision Refinishing:</p> <ul style="list-style-type: none"> Develop Industry/Manufacturer courses. <p>Heavy Mechanical Trades:</p>	<p>Heavy Mechanical Trades:</p> <ul style="list-style-type: none"> Run 2 international diploma cohort (HMT) <p>CAD/BIM:</p>	Continue to explore and develop new programs	Continue to explore and develop new programs

VANCOUVER COMMUNITY COLLEGE

2019-2024 ACADEMIC PLAN

OBJECTIVES	SCHOOL	2019/20 INITIATIVES	2020/21 INITIATIVES	2021/22 INITIATIVES	2022/23 INITIATIVES	2023/2024 INITIATIVES
		<ul style="list-style-type: none"> ■ Run one international diploma cohort Hair Design & Skin & Body Therapy: ■ Launch Hairstylist Level 1 apprenticeship course Computer Systems Technology: ■ Launch new program 	<ul style="list-style-type: none"> ■ Run CVIP courses Hair Design & Skin & Body Therapy: ■ Develop Red Seal Program for Skin & Body Therapy Computer Systems Technology: ■ Run two cohorts. Auto Services ■ Complete NATEF Accreditation CAD/BIM: ■ Develop new curriculum for Mechanical CAD/BIM certificate program Visual Communications Design: ■ Design new pathways or modules for new diploma program Electronic Technician ■ Develop new diploma program 	<ul style="list-style-type: none"> ■ Run Mechanical CAD/BIM certificate program ■ Civil Structural Technician Certificate revision Electronic Technician ■ Run first cohort of the new diploma 	<ul style="list-style-type: none"> ■ Run second cohort of the new diploma 	
	Arts & Sciences	<p>Music:</p> <ul style="list-style-type: none"> ■ Develop Associate of Arts pathway for Music to ladder into other PSE <p>CF:</p>	<p>Music:</p> <ul style="list-style-type: none"> ■ Offer enhanced Music Degree flowing from Program Renewal recommendations 	<p>Music:</p> <ul style="list-style-type: none"> ■ Implement post-baccalaureate program ■ Explore development of another post- 		

VANCOUVER COMMUNITY COLLEGE

2019-2024 ACADEMIC PLAN

OBJECTIVES	SCHOOL	2019/20 INITIATIVES	2020/21 INITIATIVES	2021/22 INITIATIVES	2022/23 INITIATIVES	2023/2024 INITIATIVES
		<ul style="list-style-type: none"> ■ Take Associate of Science and Associate of Arts through DQAB ■ Develop Associate of Science – Computer Science EAL: <ul style="list-style-type: none"> ■ Revised TESOL Certificate/Diploma based on Renewal recommendations ASL/Deaf Studies: <ul style="list-style-type: none"> ■ Explore potential of ASL/Deaf studies certificate as part of an Interpreting Degree CACE <ul style="list-style-type: none"> ■ Develop Indigenous CAP Program 		baccalaureate program/ module		
	School of Instructor Education	<ul style="list-style-type: none"> ■ Complete development of Trades Instructor Short Certificate ■ Continue development of Educational Leadership Certificate 				
	Continuing Studies	<ul style="list-style-type: none"> ■ Update renewal matrix, based on market needs and changing priorities ■ CS formally reviews programs as follows: Year 1, Launch Program Renewal; Year 2, Ongoing 	<ul style="list-style-type: none"> ■ Update renewal matrix, based on market needs and changing priorities ■ <u>Specific Program Activities:</u> 	<ul style="list-style-type: none"> ■ Update renewal matrix, based on market needs and changing priorities ■ <u>Specific Program Activities:</u> 	<ul style="list-style-type: none"> ■ Update renewal matrix, based on market needs and changing priorities ■ <u>Specific Program Activities:</u> 	<ul style="list-style-type: none"> ■ Update renewal matrix, based on market needs and changing priorities ■ <u>Specific Program Activities:</u>

VANCOUVER COMMUNITY COLLEGE

2019-2024 ACADEMIC PLAN

OBJECTIVES	SCHOOL	2019/20 INITIATIVES	2020/21 INITIATIVES	2021/22 INITIATIVES	2022/23 INITIATIVES	2023/2024 INITIATIVES
		<ul style="list-style-type: none"> renewal/ Redesign; Year 3, Launch of New Program ■ CS to initiate a “curriculum review and revision” for minor program changes and non-credit courses, as needed ■ <u>Specific Program Activities:</u> ■ Ongoing renewal/redesign of Business Leadership suite of programs ■ Ongoing renewal/ redesign of Network Technology (NETT) program ■ Launch Program Renewal of Building Manager Certificate program ■ Needs Assessment and Review for (suspended) Interior Design program ■ Review and refresh of Office Administration curriculum 	<ul style="list-style-type: none"> ■ Launch Program Renewal of Fashion Merchandising Certificate ■ Ongoing Renewal/Redesign of Building Manager Certificate ■ Launch Program Renewal of Business and Technical Writing Certificate ■ Launch of Program Renewal in Make Up Artistry ■ Design and develop Counselling Diploma 	<ul style="list-style-type: none"> ■ Ongoing renewal/redesign of Fashion Merchandising Certificate ■ Ongoing renewal/redesign of Makeup Artistry certificate ■ Ongoing renewal/ redesign of Business and Technical Writing Certificate ■ Launch of renewal of Office Administration certificates 	<ul style="list-style-type: none"> ■ Ongoing renewal/redesign of Office Administration certificates ■ Launch Program Renewal of Paralegal programs 	<ul style="list-style-type: none"> ■ Launch Program Renewal of MDRT ■ Launch Program Renewal of Fashion Design and Production Diploma ■ Ongoing renewal / redesign of Paralegal programs
	Indigenous Education & Community Engagement	<ul style="list-style-type: none"> ■ Conduct needs assessment with local Indigenous communities and organizations to identify 	<ul style="list-style-type: none"> ■ Develop and implement training opportunities and student support services 	<ul style="list-style-type: none"> ■ Review and assess programs and services delivered as a result of needs assessment 	<ul style="list-style-type: none"> ■ Conduct needs assessment with local Indigenous communities and 	<ul style="list-style-type: none"> Develop and implement training opportunities and student support

VANCOUVER COMMUNITY COLLEGE

2019-2024 ACADEMIC PLAN

OBJECTIVES	SCHOOL	2019/20 INITIATIVES	2020/21 INITIATIVES	2021/22 INITIATIVES	2022/23 INITIATIVES	2023/2024 INITIATIVES
		needs of urban Indigenous peoples	arising from needs assessment		organizations to identify needs of urban Indigenous peoples	services arising from needs assessment
1.1.2 Renew programs that have not gone through renewal in the past 5 years	Hospitality, Food Services & Applied Business	<ul style="list-style-type: none"> ■ Develop revised curriculum arising from program renewals in Baking & Pastry Arts and Applied Business ■ Review Canadian Business Program based on student / industry / faculty feedback 	<ul style="list-style-type: none"> ■ Implement revised curriculum arising from program renewals in Baking & Pastry Arts and Applied Business ■ Begin Program renewal in Hospitality Management and Legal Admin Assistant 	<ul style="list-style-type: none"> ■ Develop curriculum arising from program renewal recommendations ■ Review Business & Project Management based on student / industry / faculty feedback 	<ul style="list-style-type: none"> ■ Implement new curriculum arising from program renewal 	
	Health Sciences	Program Renewals: <ul style="list-style-type: none"> ■ Health Unit Coordinator ■ Dental Reception Coordinator Accreditation: <ul style="list-style-type: none"> ■ Pharmacy Technician program ■ Health Care Assistant ■ Occupational and Physical Therapist Assistant ■ Bachelor of Science in Nursing (BScN) interim report to Canadian Association of Schools of Nursing (CASN) ■ BScN preparation for BC College of Nursing 	Program Renewals: <ul style="list-style-type: none"> ■ Medical Laboratory Assistant Accreditation: <ul style="list-style-type: none"> ■ Certified Dental Assisting ■ Dental Hygiene report preparation ■ Bachelor of Science in Nursing (BCCNP site visit) ■ Practical Nursing (CASN site visit) 	Accreditation: <ul style="list-style-type: none"> ■ Dental Technology Sciences ■ Dental Hygiene (site visit) 		

VANCOUVER COMMUNITY COLLEGE

2019-2024 ACADEMIC PLAN

OBJECTIVES	SCHOOL	2019/20 INITIATIVES	2020/21 INITIATIVES	2021/22 INITIATIVES	2022/23 INITIATIVES	2023/2024 INITIATIVES
		Professionals (BCCNP) accreditation <ul style="list-style-type: none"> ■ Prepare for CASN accreditation for Practical Nursing (PN) ■ Work with the Program Review and Renewal Committee to develop a gap analysis process to ensure all aspects of program renewal are carried out in the accreditation process. 				
	Trades, Technology & Design	<ul style="list-style-type: none"> ■ Implement new technology, create new 3D software program 	<ul style="list-style-type: none"> ■ Renew the Jewellery Program ■ Update curriculum for Jewelry diploma program based upon renewal 	<ul style="list-style-type: none"> ■ Program renew for the foundation HMT program ■ Review the CST program after the graduation of 1st cohort 	<ul style="list-style-type: none"> ■ Work with ITA to update level exams to align with industry needs 	Identify the programs that need to be renewed.
	Arts & Sciences	<ul style="list-style-type: none"> ■ Implement revised curriculum arising from program renewal of TESOL program ■ Implement revised curriculum arising from DHH Renewal ■ Implement revised curriculum arising from Music Degree Renewal 	<ul style="list-style-type: none"> ■ Implement revised curriculum arising from DHH Renewal ■ Implement revised curriculum arising from CACE Retail and Hospitality Careers program renewal ■ Program renewal of Visually Impaired Program 	<ul style="list-style-type: none"> ■ Implement revised curriculum arising from DHH Renewal 	<ul style="list-style-type: none"> ■ Implement revised curriculum arising from DHH Renewal 	

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OBJECTIVES	SCHOOL	2019/20 INITIATIVES	2020/21 INITIATIVES	2021/22 INITIATIVES	2022/23 INITIATIVES	2023/2024 INITIATIVES
		<ul style="list-style-type: none"> ■ Program renewal of CACE Retail & Hospitality Careers ■ Conclusion of DHH Program Renewal 				
	Library, Teaching & Learning Services	<ul style="list-style-type: none"> ■ Prepare for Library's Educational Services Renewal for 2020 ■ CTLR: Review and revise program renewal templates and other resources/processes used for renewals in partnership with IR etc. 				

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OBJECTIVES	SCHOOL	2019/20 INITIATIVES	2020/21 INITIATIVES	2021/22 INITIATIVES	2022/23 INITIATIVES	2023/2024 INITIATIVES
	Continuing Studies	<ul style="list-style-type: none"> ■ Update renewal matrix depending on market needs and changing priorities ■ Launch of Business Leadership Suite of programs ■ Launch of Network Technology (NETT) Certificate ■ Launch Renewal of: <ul style="list-style-type: none"> ➢ Wedding and Event Management Certificate ➢ Paralegal programs ➢ Interior Design Certificate 	<ul style="list-style-type: none"> ■ Launch of Makeup Artistry Certificate ■ Launch of Office Administration suite of programs ■ Launch renewal of: <ul style="list-style-type: none"> ➢ Fashion Merchandising Associate Certificate ➢ Building Manager Certificate 	<ul style="list-style-type: none"> ■ Launch of Wedding and Event Management Certificate ■ Launch of Paralegal programs 		
	Indigenous Education & Community Engagement	<ul style="list-style-type: none"> ■ Develop and implement processes to support service review 	<ul style="list-style-type: none"> ■ Complete IECE service review 	<ul style="list-style-type: none"> ■ Implement recommendations received through service review 		
	Student Development	<ul style="list-style-type: none"> ■ Service renewal for Interpreting Services - Submitted to VP-ASR ■ Service renewal for Counselling Services - Self 	<ul style="list-style-type: none"> ■ Service renewal for Disability Services 	<ul style="list-style-type: none"> ■ Service renewal for Academic Advising & Assessment Services 	<ul style="list-style-type: none"> ■ Service renewal for Student Service Centre (formerly Reception Services) 	<ul style="list-style-type: none"> ■ Service renewal for Arbiter of Student Issues ■ Service renewal for Office of Student

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OBJECTIVES	SCHOOL	2019/20 INITIATIVES	2020/21 INITIATIVES	2021/22 INITIATIVES	2022/23 INITIATIVES	2023/2024 INITIATIVES
		study complete, External Review in progress				Conduct & Judicial Affairs
1.1.3 Implement programs that have gone through program renewal and/or have had minor or major changes	Health Sciences	<ul style="list-style-type: none"> ■ Bachelor of Allied Science in Dental Hygiene degree – achieve DQAB and Board approval ■ Denturist Sciences Program – achieve Ministry and Board approval ■ Pre-Health Sciences – implement/revise program 	<ul style="list-style-type: none"> ■ Implement new Bachelor Allied Science in Dental Hygiene degree Year 1 ■ Implement revised Denturist Sciences Program Year 1 ■ Implement changes from Health Unit Coordinator and Dental Reception Coordinator program renewals ■ Implement Pre-Health Sciences 	<ul style="list-style-type: none"> ■ Bachelor Allied Science in Dental Hygiene degree Year 2 ■ Denturist Sciences Program Year 2 		
	Library, Teaching & Learning Services	<ul style="list-style-type: none"> ■ SIE: Launch renewed PIDP program in April 2020 ■ CTRL: implement Action Plan from renewal 				
	Student Development	<ul style="list-style-type: none"> ■ Reception restructure to Student Service Centre ■ Continued modernization of Assessment Services ■ Business case for assessment only credentials with PDO 	<ul style="list-style-type: none"> ■ Disability Services and Interpreting Services reorganization to Disability Services and Accessibility Services 			

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OBJECTIVES	SCHOOL	2019/20 INITIATIVES	2020/21 INITIATIVES	2021/22 INITIATIVES	2022/23 INITIATIVES	2023/2024 INITIATIVES
	Continuing Studies	<ul style="list-style-type: none"> ■ Launch Gladue Report Writing Program in classroom format at VCC and via contract training offsite ■ Implement and launch Counselling Skills Foundations Certificate ■ Launch of revised Fashion Merchandising Associate Certificate program ■ Launch of revised Make Up Artistry certificate program 	<ul style="list-style-type: none"> ■ Implement and Launch NETT program ■ Implement and launch of Counselling Skills Advanced Certificate in Addictions ■ Launch daytime ECCE program ■ Implement and launch Business Leadership suite of programs ■ Open ECCE Post-Basic Diploma to International students 	<ul style="list-style-type: none"> ■ Implement and launch Counselling Diploma ■ Implement and launch Building Manager certificate 	<ul style="list-style-type: none"> ■ Implement and launch Fashion Merchandising certificate ■ Implement and launch Business and Technical Writing Certificate 	<ul style="list-style-type: none"> ■ Ongoing/redesign of Paralegal programs ■ Implement and launch of renewed Office Administration certificates
	Hospitality, Food Services & Applied Business		<ul style="list-style-type: none"> ■ Implement changes in Baking and Admin Assistant 		<ul style="list-style-type: none"> ■ Implement changes in Hospitality Management 	
1.1.4 Identify, promote, support articulation and transferability of courses/programs	Registrar's Office	<ul style="list-style-type: none"> ■ Codify and catalogue all previous transfer credit rulings that have been made and start to build these into Banner. ■ Assess VCC articulation information in BCCAT. Focus on areas of need which should be addressed and commence articulating courses from other 				

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OBJECTIVES	SCHOOL	2019/20 INITIATIVES	2020/21 INITIATIVES	2021/22 INITIATIVES	2022/23 INITIATIVES	2023/2024 INITIATIVES
		institutions to position VCC as a receiving institution. <ul style="list-style-type: none"> Roll out of transfer articulation portion of Banner by building out information from the five most popular receiving institutions. 				
	School of Hospitality, Food Studies and Applied Business	<ul style="list-style-type: none"> Develop articulation with international partners to promote students exchange 	<ul style="list-style-type: none"> Develop articulation with international partners to promote students exchange Launch or partner with other institutes for Field School opportunities 			
	Arts & Sciences	<ul style="list-style-type: none"> Secure articulation agreements for ASL/Deaf Studies Certificate with Nova Scotia Community College, Lakeland College, George Brown College and University of Manitoba Develop additional Transfer Certificates with SFU in relation to Environmental Science 				
1.1.5 Seek accreditation and/or external program approval status and implement strategies to	Health Sciences	<ul style="list-style-type: none"> Make recommended curriculum revisions to address national/ provincial standards and findings from accreditation reports 				

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fulfill accreditation requirements		<ul style="list-style-type: none"> Achieve highest levels of accreditation/ program approval possible 				
	Trades, Technology & Design	<ul style="list-style-type: none"> ASE certification started 	Auto Collision Repair: <ul style="list-style-type: none"> Instructor ASE certification Certified Collision Care certification Heavy Mechanical Trades: <ul style="list-style-type: none"> Instructor ASE certification 	Auto Collision Repair: <ul style="list-style-type: none"> NATEF Accreditation Heavy Mechanical Trades: <ul style="list-style-type: none"> Instructor ASE certification 	<ul style="list-style-type: none"> CST program accreditation CST pathway with universities across Canada 	Explore transfer and laddering opportunities
	Arts & Sciences	<ul style="list-style-type: none"> Develop Communications for Accounting course in collaboration with CPA body 				
	School of Hospitality, Food Studies and Applied Business	<ul style="list-style-type: none"> Investigate certifications that could be used to build our brand 	Project Management: <ul style="list-style-type: none"> Explore CAPM certification 			
1.1.6 Develop a Scholarship and Research Initiatives Plan	Library, Teaching & Learning Services/ Vice President Academic	<ul style="list-style-type: none"> Creation of Office for Applied Research Development Continue to develop partnerships with other post-secondary institutions 	<ul style="list-style-type: none"> Review policies related to Applied Research 	<ul style="list-style-type: none"> Review of Library resources to ensure support for faculty and student research needs 		
	Health Sciences	<ul style="list-style-type: none"> Review and establish processes and principles for allocation of faculty scholarship release in the 	<ul style="list-style-type: none"> Explore research opportunities across Health programs and 			

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OBJECTIVES	SCHOOL	2019/20 INITIATIVES	2020/21 INITIATIVES	2021/22 INITIATIVES	2022/23 INITIATIVES	2023/2024 INITIATIVES
		Bachelor of Science in Nursing Program	disseminate research findings			
	Arts & Sciences	<ul style="list-style-type: none"> Source fund for research & evaluation related to province-wide ABE redesign initiatives and develop proposed ABE model (following along from recommendations out of ABE Literature Review and in consultation with ABE areas and partnering Institutions) 	<ul style="list-style-type: none"> Pilot alternative ABE model in collaboration with ABE Departments and partnering Institutions and collect and review performance data alongside performance data from baseline programming 	<ul style="list-style-type: none"> Report (qualitative and quantitative) on effectiveness and efficiency of piloted ABE redesign initiatives 		
	School of Hospitality, Food Studies and Applied Business	<ul style="list-style-type: none"> Work with Mission Food Hub to develop research partnerships 	<ul style="list-style-type: none"> Work with Mission Food Hub to develop research partnerships 	Apply for TAC accreditation for Food Studies		
	Vice President Academic	<ul style="list-style-type: none"> Host annual President's Research Symposium Grow President's Research Fund through external resources, and seek collaborations with other OSIs and industry Create Research Advisory Committee 	<ul style="list-style-type: none"> Continued support for the President's Research Fund 			
1.1.7 Develop new programs and build capacity in existing programs for international students	International Education	<ul style="list-style-type: none"> Launch Post Degree Diploma in Business and Project Management Launch Heavy Mechanical Technology Diploma 	<ul style="list-style-type: none"> Build capacity in UT courses (Associate Degrees) Plan for new Post Degree Diploma 	<ul style="list-style-type: none"> Build capacity in UT courses (Associate Degrees) Engage with VP Enterprise and 	<ul style="list-style-type: none"> Engage with VP Enterprise and International Development and Deans to find 	<ul style="list-style-type: none"> Engage with VP Enterprise and International Development and Deans to find

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OBJECTIVES	SCHOOL	2019/20 INITIATIVES	2020/21 INITIATIVES	2021/22 INITIATIVES	2022/23 INITIATIVES	2023/2024 INITIATIVES
		<ul style="list-style-type: none"> ■ Build capacity in UT courses ■ Investigate Health Sciences international programming ■ Plan for ECCE international cohort ■ Move to monthly intake for International Culinary Arts Diploma ■ Launch additional Post Degree Diploma cohorts ■ Engage with VP Enterprise and International Development and Deans to find opportunities for developing new programs and building capacity in existing programs 	<ul style="list-style-type: none"> ■ Launch Health Sciences international programming ■ Launch ECCE international cohort ■ Engage with VP Enterprise and International Development and Deans to find opportunities for developing new programs and building capacity in existing programs 	International Development and Deans to find opportunities for developing new programs and building capacity in existing programs	opportunities for developing new programs and building capacity in existing programs	opportunities for developing new programs and building capacity in existing programs
	School of Hospitality, Food Studies and Applied Business	<ul style="list-style-type: none"> ■ Develop diploma in international culinary arts ■ Investigate the delivery of a Tourism Management diploma 	<ul style="list-style-type: none"> ■ Complete diploma in Business Administration ■ Launch next post-degree diploma ■ Continue to develop Tourism Management possibilities 	<ul style="list-style-type: none"> ■ Complete diploma in Business Administration 		
	Arts & Sciences	<ul style="list-style-type: none"> ■ Associate of Science (Computer Science) program to be developed ■ Associate of Arts program to be developed 				

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	Continuing Studies	<ul style="list-style-type: none"> Implement changes to ECCE Post-Basic Diploma program to accommodate international students 	<ul style="list-style-type: none"> Implement and receive international students in full-time ECCE programs 			
	School of Instructor Education		<ul style="list-style-type: none"> Continue to explore PIDP for international. 			
1.1.8 Ensure programs have active program advisory committees and effective partnerships with industry/community	All Schools/ Vice President Academic	<ul style="list-style-type: none"> Host college wide Program Advisor Committee (PAC) event 	<ul style="list-style-type: none"> Host college wide Program Advisor Committee (PAC) event 	<ul style="list-style-type: none"> Host college wide Program Advisor Committee (PAC) event 	<ul style="list-style-type: none"> Host college wide Program Advisor Committee (PAC) event 	<ul style="list-style-type: none"> Host college wide Program Advisor Committee (PAC) event
	School of Instructor Education	<ul style="list-style-type: none"> Continue to engage with renewed PAC during rollout of new PIDP Continue to engage ITA with development of Trades Instructor Short Certificate 	<ul style="list-style-type: none"> Re-establish relationships with provincial institutions 			
	Arts & Science	<ul style="list-style-type: none"> Continue PAC structure for Music (initiated for Program Renewal Process) 				
1.1.9 Develop supportive partnerships within the academy and student service departments to ensure a positive	Health Sciences	<ul style="list-style-type: none"> Implement strategies to support Indigenous students 	<ul style="list-style-type: none"> Explore providing faculty Indigenous Cultural Competency Online Training Program through Provincial Health Services Authority 			

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experience for Indigenous students	Indigenous Education & Community Engagement	<ul style="list-style-type: none"> Develop and launch an Indigenization Strategy in consultation with VCC Indigenization Committee and IEAC 	<ul style="list-style-type: none"> Assess indigenization strategy through college-wide surveys, developed in collaboration with Institutional Research, that aim to address gaps, challenges or barriers 	<ul style="list-style-type: none"> Address and implement any changes identified through assessment to ensure ongoing college wide support of the Indigenization strategy 	<ul style="list-style-type: none"> Assess indigenization strategy through college-wide surveys, developed in collaboration with Institutional Research, that aim to address gaps, challenges or barriers 	<ul style="list-style-type: none"> Address and implement any changes identified through assessment to ensure ongoing college wide support of the Indigenization strategy
	Student Development	<ul style="list-style-type: none"> Regularize communication, strengthen working relationship and realize synergy in overlapping service scope Explore Indigenous counselling and advising services 				
	Library, Teaching & Learning Services	<ul style="list-style-type: none"> Work with Indigenous Education developing teaching and learning resources 				
	Arts & Science	<ul style="list-style-type: none"> Develop Joint Associate of Arts with NEC Native Education College Develop an Indigenous CAP intake for CACE 				
	School of Hospitality, Food Studies and Applied Business	<ul style="list-style-type: none"> Monitor the pilot of Indigenous Professional Cook 1 program offered at Okanagan College 	<ul style="list-style-type: none"> Offer the Indigenous PC1 certificate 			

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OBJECTIVES	SCHOOL	2019/20 INITIATIVES	2020/21 INITIATIVES	2021/22 INITIATIVES	2022/23 INITIATIVES	2023/2024 INITIATIVES
Goal 1.2 – Enhanced instruction, instructional strategy and educational technology						
1.2.1 Develop an online educational technology strategy	School of Hospitality, Food Studies and Applied Business	Hospitality Management: <ul style="list-style-type: none"> Develop consistent look and feel of Moodle Shells Entire School <ul style="list-style-type: none"> Work with CTRL to develop educational technology strategy 	<ul style="list-style-type: none"> Increase OER use 			
	Arts & Sciences	<ul style="list-style-type: none"> Convert continuous intake courses in CCA into a flipped blended/online format Expand blended learning options for LINC programming 				
	Library, Teaching & Learning Services	<ul style="list-style-type: none"> CTRL: implement Online Learning Strategy: policies, training plan, departmental plans. CTRL: develop governance and training for Kaltura CTRL: integrate ZOOM with Moodle and Kaltura CTRL: Work with IT to find stable Moodle hosting & services Library: develop and implement OER strategy 	<ul style="list-style-type: none"> Implement online learning training plan Roll out OER strategy to all schools 			

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	Health Sciences	<ul style="list-style-type: none"> Monitor and evaluate competency-based clinical assessment in Certified Dental Assisting Transition to blended delivery model for Dental Hygiene Pilot student and faculty course feedback in selected Health programs undergoing Program Renewal (Health Unit Coordinator, Dental Reception Coordinator) 	<ul style="list-style-type: none"> Pilot competency-based assessment in Certified Dental Assisting 			
	Continuing Studies	<ul style="list-style-type: none"> Develop online courses for Gladue Report Writing program 	<ul style="list-style-type: none"> Launch Gladue Report Writing Program in a hybrid format 			
	Trades, Technology & Design	<p>Automotive Service Technician:</p> <ul style="list-style-type: none"> Increase OER use by 10% <p>Heavy Mechanical Trades:</p> <ul style="list-style-type: none"> Develop Moodle courses apprenticeship level 3 	<p>Automotive Service Technician:</p> <ul style="list-style-type: none"> Increase OER use by 10% <p>Heavy Mechanical Trades:</p> <ul style="list-style-type: none"> Develop Moodle courses apprenticeship level 4 	<p>Automotive Service Technician:</p> <ul style="list-style-type: none"> Increase OER use by 10% <p>Heavy Mechanical Trades:</p> <ul style="list-style-type: none"> Develop Moodle courses international diploma 	The school of Trades, Technology and Design will continue to expand online/blended courses in all programs.	The school of Trades, Technology and Design will continue to expand online/blended courses in all programs
	VP Academic	<ul style="list-style-type: none"> Host annual Education Technology Showcase Promote Institutional Learning Outcomes (ILO) 	<ul style="list-style-type: none"> Educational Technology Showcase is supported as an annual event 			

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		across College through the website, newsletter, conversations and workshops	<ul style="list-style-type: none"> ILOs continue to be supported at the school and department level with a variety of activities 			
1.2.2 Identify new educational technologies and software that could be supported and resourced	Health Sciences	<ul style="list-style-type: none"> Explore the hardware and software needs of the Nursing Simulation labs to replace Sim mannequins and upgrade technology Follow through on short-term and long-term needs to expand Dental Space to address program growth , including creating a new dental clinic for the Denturist Sciences Technology program Fill new Simulation Lab Coordinator position Explore options for a Dental Sim Lab Increase the number and quality of Interprofessional Education (IPE) activities across the School of Health Sciences Explore options to incorporate virtual reality/ augmented reality into the curriculum 				

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	Trades, Technology & Design	<ul style="list-style-type: none"> Searching for new technologies. 	<ul style="list-style-type: none"> Electude for AST Pivot Lab for Skin and Body VR for CAD &BIM 	<ul style="list-style-type: none"> VR for HMT Searching for new learning technologies for the Jewellery program 	3D Parts printer for HMT	Continue to explore identify new educational technologies and software that support learning (VR).
	School of Hospitality, Food Studies and Applied Business	<ul style="list-style-type: none"> Identify new software for HM Diploma /Degree and for Project Management 	<ul style="list-style-type: none"> Investigate use of AR and VR in Hospitality and Food studies 			
	Library, Teaching & Learning Services	<ul style="list-style-type: none"> With VP, Academic and Dean, Trades: continue work to acquire Blackboard Ally Leverage ZOOM for video captioning functionality 				
	Student Development	<ul style="list-style-type: none"> Inform and support IT/RO in VCC Student Mobile App soft launch and implementation Inform and support IT with Campus Digital Kiosks and Connect Hubs VR wellness program Explore virtual proctoring 				
	Arts & Sciences	<ul style="list-style-type: none"> Develop Virtual Reality and Augmented Reality programming resources for University Transfer and College Foundations courses 				

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		<ul style="list-style-type: none"> Replacement of Audio Lab with new Computer Lab format of Audio learning support in EAL/LINC 				
Goal 1.3 –Deliver superior student services						
1.3.1 Review and develop support services which contribute to student success and retention	Health Sciences	<ul style="list-style-type: none"> Advocate for longitudinal research studies to review success based on admission requirements Explore “Early Alert” system to support student success and retention across School Establish standardized exam guidelines Establish Health Sciences/ Disability Services working group to examine student accommodation 	Implement student success and retention identified	Implement student success and retention identified	Implement student success and retention identified	Implement student success and retention identified
	Vice President Academic	<ul style="list-style-type: none"> Conduct review for targeted programs and bring forward changes through governance Raise student awareness of student development services through the Strategic Enrolment Management (SEM) working group Increase coordination of SEM initiatives 				

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		<ul style="list-style-type: none"> Provide training and development opportunities on cultural awareness amongst VCC employees and students Facilitate development of Universal Design for Learning working group to explore how principles can be implemented 				
	Student Development	<ul style="list-style-type: none"> Create student experience program Update Student Conduct training In conjunction with SUVCC, evaluate student life initiatives and create recommendations Renew policies (student with disabilities, education and non-education conduct, and grievance) Establish procedures on clinical accommodations and audio-recording 	<ul style="list-style-type: none"> Expand First year experience programming Review and update records management for all departments 			
	Arts & Sciences	<ul style="list-style-type: none"> Develop contextualized education model based on I-Best and EAL Support Teams for ABE students 	<ul style="list-style-type: none"> Pilot/Implement contextualized education option for ABE students in 1-2 			

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		<ul style="list-style-type: none"> ■ Work with Assessment Centre to develop PLAR competencies to work in concert with revised student assessment ■ Facilitating access to Provincial level ABE courses required for Graduation for ABE Youth ■ Develop a course to assist students to successfully learn via blended format 	post-secondary program areas			
	Hospitality, Food Services & Applied Business	<ul style="list-style-type: none"> ■ Implement recommendations from EAL Support Pilot ■ Begin similar work in Culinary Arts 				
	Library, Teaching & Learning Services	<ul style="list-style-type: none"> ■ Learning Centre: out of renewal, explore service models to reach more students ■ VP Academic/CTLR: develop Teaching & Learning Framework 				
	Continuing Studies	<ul style="list-style-type: none"> ■ Evaluate changes made to CS online registration; make further improvements ■ Undergo CS Education Service Renewal (Policy D.1.1) 				

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	Indigenous Education & Community Engagement	<ul style="list-style-type: none"> Develop departmental policy related to respectful use of Gathering Places Develop Indigenous student feedback processes 	<ul style="list-style-type: none"> Assess student response to Gathering Place policy and address additional changes if necessary Evaluate student feedback processes and implement any changes, if required 			
	Registrar's Office	<ul style="list-style-type: none"> Additional revision to admissions processes including the elimination of wait lists as necessitated by revision to Education Planner common application service. 				
	International Education	<ul style="list-style-type: none"> Investigate and plan internationalization strategy Advocate for designated faculty member to coordinate and support initiatives related to interculturalization and internationalization 	<ul style="list-style-type: none"> Build internationalization strategy that will contribute to student success and retention 	<ul style="list-style-type: none"> Implement internationalization strategy that will contribute to student success and retention 	<ul style="list-style-type: none"> Monitor internationalization strategy to ensure that it is contributing to student success and retention 	<ul style="list-style-type: none"> Monitor internationalization strategy to ensure that it is contributing to student success and retention
1.3.2 Provide timely and relevant international student support	International Education	<ul style="list-style-type: none"> Continue to engage with Deans and Dept. Heads to ensure sociocultural and English language support for international students Create effective and efficient strategies to 	<ul style="list-style-type: none"> Evaluate processes and implement strategies to increase efficiencies in international student support in relation to admissions and advising 	<ul style="list-style-type: none"> Evaluate processes and implement strategies to increase efficiencies in international student support in relation to 	<ul style="list-style-type: none"> Evaluate processes and implement strategies to increase efficiencies in international student support in relation to 	<ul style="list-style-type: none"> Evaluate processes and implement strategies to increase efficiencies in international student support in relation to

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OBJECTIVES	SCHOOL	2019/20 INITIATIVES	2020/21 INITIATIVES	2021/22 INITIATIVES	2022/23 INITIATIVES	2023/2024 INITIATIVES
		provide immigration-related advice and guidance to international students	<ul style="list-style-type: none"> Identify and operationalize projects to enhance the academic and personal success of international students 	admissions and advising <ul style="list-style-type: none"> Identify and operationalize projects to enhance the academic and personal success of international students 	admissions and advising <ul style="list-style-type: none"> Identify and operationalize projects to enhance the academic and personal success of international students 	admissions and advising <ul style="list-style-type: none"> Identify and operationalize projects to enhance the academic and personal success of international students
	Student Development	<ul style="list-style-type: none"> Peer Helper reorganization Funding and business case for Adler Community Health Clinic and Morneau Shepell SSP Annacis Island Campus servicing 				<ul style="list-style-type: none">

OBJECTIVES	SCHOOL	2019/20 INITIATIVES	2020/21 INITIATIVES	2021/22 INITIATIVES	2022/23 INITIATIVES	2023/24 INITIATIVES
KSD #2 – Operational Excellence						
Goal 2.1 – Develop efficient systems and collaborative communication						
2.1.1 Evaluate current functions/processes in order to streamline, reduce manual input and duplication	Health Sciences	<ul style="list-style-type: none"> Develop guidelines to streamline and support operational efficiencies across the School of Health Sciences 	Implement and assess identified guidelines			
	Registrar’s Office	<ul style="list-style-type: none"> Course clean up within Banner to better support 	<ul style="list-style-type: none"> Implementation of End of Term processing. 			

VANCOUVER COMMUNITY COLLEGE

2019-2024 ACADEMIC PLAN

OBJECTIVES	SCHOOL	2019/20 INITIATIVES	2020/21 INITIATIVES	2021/22 INITIATIVES	2022/23 INITIATIVES	2023/24 INITIATIVES
KSD #2 – Operational Excellence						
		timetabling processing and EMS implementation. <ul style="list-style-type: none"> ■ CAPP implementation commences. ■ Support for Banner 9 upgrade and retraining Banner Student users. ■ Development of standardized documentation related to Banner processes. ■ Full EMS implementation. ■ Pre-requisite checking clean up within Banner ■ Priority registration configuration and implementation. ■ Ongoing development of standardization of processes with information available online. ■ Work with Finance and Human Resources to finalize and implement new Banner security class structure. 	<ul style="list-style-type: none"> ■ Assessment Test Result clean up within Banner. ■ Education Planner Transcript Exchange implementation. ■ Academic Calendar full implementation along with calendar publication practices and associated policy. 			
	Vice President Academic	<ul style="list-style-type: none"> ■ Support SEM working groups’ goals in student recruitment, student retention, data management and teaching/learning space needs 	Implement QAPA action plan in concert with Program Review and Renewal Committee, and other internal stakeholders			

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OBJECTIVES	SCHOOL	2019/20 INITIATIVES	2020/21 INITIATIVES	2021/22 INITIATIVES	2022/23 INITIATIVES	2023/24 INITIATIVES
KSD #2 – Operational Excellence						
		<ul style="list-style-type: none"> ■ Respond to Ministry’s recommendation from Quality Assurance Process Audit (QAPA) Review by designing and implementing an action plan as part of the response ■ Implement Program Renewal process ■ Implement CourseLeaf calendar 				
	Indigenous Education & Community Engagement	<ul style="list-style-type: none"> ■ Collaborate with Communications & Marketing to increase method and frequency of IECE information to external groups ■ Develop ToR’s for all IECE working groups and committees that include communication with college community ■ Update content on IECE webpages to ensure information is relevant to Indigenous education/students 	<ul style="list-style-type: none"> ■ Assess feedback and/or response to IECE communication and identify needs, changes or challenges ■ Evaluate communication process for reporting back on IECE working groups and committees and make changes as required 	<ul style="list-style-type: none"> ■ Evaluate methods of IECE information dissemination and change or increase as necessary 		
	Student Development	<ul style="list-style-type: none"> ■ Establish intake, triage and refer process for the new Student Service Centre 				

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OBJECTIVES	SCHOOL	2019/20 INITIATIVES	2020/21 INITIATIVES	2021/22 INITIATIVES	2022/23 INITIATIVES	2023/24 INITIATIVES
KSD #2 – Operational Excellence						
		<ul style="list-style-type: none"> Full launch of RegisterBlast exam booking for assessments Case management program for Arbitrator and Conduct offices 				
	Continuing Studies	<ul style="list-style-type: none"> Seek approval to implement a new online “shopping cart” registration system Implement new course evaluation processes across CS Improve online registration experience 				
2.1.2 Identify, evaluate, recommend and implement software applications to increase efficiencies	International Education	<ul style="list-style-type: none"> Examine processes and initiate strategies that will increase efficiencies through technology and automation and make upgrades as required throughout the life of the academic plan 				
	Information Technology/VP Academic	<ul style="list-style-type: none"> Implement curriculum management software 				
	Library, Teaching & Learning Services	<ul style="list-style-type: none"> Library: implement Library Technology Plan (Evergreen ILS) 	<ul style="list-style-type: none"> Library: implement Library Technology Plan (Arca Institutional Repository) 			
Goal 2.2 – Ensure a safe student and working environment						

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OBJECTIVES	SCHOOL	2019/20 INITIATIVES	2020/21 INITIATIVES	2021/22 INITIATIVES	2022/23 INITIATIVES	2023/24 INITIATIVES
KSD #2 – Operational Excellence						
2.2.1 Ensure compliance with WorkSafe BC and other safety regulations	School of Hospitality, Food Studies and Applied Business	<ul style="list-style-type: none"> Upgrade Food Safe Certification for Culinary Arts and Baking & Pastry Arts 				
	Student Development	<ul style="list-style-type: none"> Regularize annual staff/faculty review of campus safety and emergency protocols, employer’s due diligence, and privacy and record management 				
	Trades, Technology & Design	<ul style="list-style-type: none"> Updating safety procedures and policies across the three campuses in align with the WorkSafe BC regulations 	<ul style="list-style-type: none"> Continue to improve safety in AST, ACR and HMT shops. Annual WorkSafe BC visit to shops. 	<ul style="list-style-type: none"> Continue to improve safety in AST, ACR and HMT shops. Annual WorkSafe BC visit to shops 	<ul style="list-style-type: none"> Continue to improve safety in AST, ACR and HMT shops. 	<ul style="list-style-type: none"> Continue to improve safety in AST, ACR and HMT shops.
	Vice President Academic	<ul style="list-style-type: none"> Working with Director of Security and Risk Management, facilitate business continuity planning across all academic areas 	<ul style="list-style-type: none"> Monitor business continuity planning 	<ul style="list-style-type: none"> Initiate cycle of regular updates to business continuity plan 		
2.2.2 Focus on promoting Health and Wellness	School of Hospitality, Food Studies and Applied Business	<ul style="list-style-type: none"> Expand on Pink Shirt Day initiative 				
	Health Sciences	<ul style="list-style-type: none"> Support Health and Wellness initiatives for students and staff for the duration of the academic plan 				
	Library, Teaching & Learning Services	<ul style="list-style-type: none"> Learning Centre: following renewal, look at ways to avoid burnout among tutors. 				

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OBJECTIVES	SCHOOL	2019/20 INITIATIVES	2020/21 INITIATIVES	2021/22 INITIATIVES	2022/23 INITIATIVES	2023/24 INITIATIVES
KSD #2 – Operational Excellence						
		<ul style="list-style-type: none"> ■ CTRLR: Offer workshops on classroom (face to face and online) management 				
	Student Development	<ul style="list-style-type: none"> ■ Inform and support VPA committee on healthy campus development 				
	Vice President Academic	<ul style="list-style-type: none"> ■ Implement initiatives from Health & Wellness Plan and incorporate Health & Wellness into Equity and Inclusion initiatives ■ Advocate the importance of mental health at provincial forums and events such as the Festival of Learning 				
Goal 2.3 – Maximize our campus facilities and resources						
2.3.1 Assess space requirements and utilization	Health Sciences	<ul style="list-style-type: none"> ■ Work with consultant and Facilities to advise on renovations to the Dental spaces to accommodate new Denturist Sciences program including an additional Dental clinic ■ Begin renovations to Dental Technology Sciences and Denturist physical space (labs and clinic) to be able to accommodate annual intakes of students 	<ul style="list-style-type: none"> ■ Enhance physical space for Dental Technology Sciences, Denturist and other dental programs for the duration of the academic plan ■ Increase number of computers/ desks and chairs in computer labs to accommodate large section sizes ■ (Dental Technology Sciences) 			

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OBJECTIVES	SCHOOL	2019/20 INITIATIVES	2020/21 INITIATIVES	2021/22 INITIATIVES	2022/23 INITIATIVES	2023/24 INITIATIVES
KSD #2 – Operational Excellence						
	Hospitality, Food Studies & Applied Business	<ul style="list-style-type: none"> Continue work with RPG on Culinary and Baking teaching space Continue work on developing new space for Seifferts 	<ul style="list-style-type: none"> Create kitchen/lab suitable for CS offerings in Culinary and Baking 			
	Trades, Technology & Design	<ul style="list-style-type: none"> Classrooms renovation for AST, AST and SKBT. Renovation additional Bay at AIC to accommodate HMT international Diploma Complete Lab 1 for CST program 	<ul style="list-style-type: none"> Introduce more evening courses in Graphic Design Introduce evening courses in the CST program Complete Lab 2 for CST program 	<ul style="list-style-type: none"> Introduce evening courses in CAD&BIM. 	<ul style="list-style-type: none"> Increase the space utilization across all programs by expanding hours of operations. 	<ul style="list-style-type: none"> Increase the space utilization across all program by expanding hours of operations
	Arts & Sciences	<ul style="list-style-type: none"> Analysis of alternate options to Auditorium for Music programming (i.e. room 420) 				
	Library, Teaching & Learning Services	<ul style="list-style-type: none"> CTLR: following renewal, advocate to upgrade space at both campuses to accommodate growth and to facilitate drop-in, collaboration, consultation. Library & Learning Centre: continue to find ways to improve facilities at BWY and student learning spaces at both campuses. 				
	Student Development	<ul style="list-style-type: none"> BWY Campus Disabilities Services Private Exam space review Explore relocation of Arbitrator and Conduct offices 				

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OBJECTIVES	SCHOOL	2019/20 INITIATIVES	2020/21 INITIATIVES	2021/22 INITIATIVES	2022/23 INITIATIVES	2023/24 INITIATIVES
KSD #2 – Operational Excellence						
		<ul style="list-style-type: none"> Update DTN and BWY campus signage in student service areas 				
	Continuing Studies	<ul style="list-style-type: none"> Optimize CS space for customer service and advising 	<ul style="list-style-type: none"> Continued optimization of CS space for customer service and advising 			
Goal 2.4 – Develop a high-performing college team						
2.4.1 Implement an enhanced performance management system	Vice President Academic	<ul style="list-style-type: none"> Explore alternative approaches to providing feedback in performance reviews 				
2.4.2 Assess employee needs and develop a training plan	Vice President Academic	<ul style="list-style-type: none"> Implement employee Training Plan with Department Leaders and Leadership Team 	Work with HR to use online resources to expand employee development opportunities			
2.4.3 Assess employee needs, develop a training plan, and coordinate schedule	Continuing Studies	<ul style="list-style-type: none"> Finalize and implement an SOP manual for all business practices 				
	Health Sciences	<ul style="list-style-type: none"> Identify and implement training needs for Department Leaders, faculty and support staff in areas of budget management, procurement, safety, new faculty and staff orientation, student conduct management, communication in the workplace. 	<ul style="list-style-type: none"> Address ongoing training needs 			
Goal 2.5 – Review, develop, update and communicate policies						

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OBJECTIVES	SCHOOL	2019/20 INITIATIVES	2020/21 INITIATIVES	2021/22 INITIATIVES	2022/23 INITIATIVES	2023/24 INITIATIVES
KSD #2 – Operational Excellence						
2.5.1 Review, develop, update, implement and communicate policies	Vice President Academic	<ul style="list-style-type: none"> ■ Roll out employee and student workshops on gender violence policy ■ Build in training at Leader’s Forum to introduce new policies and procedures 				

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OBJECTIVES	SCHOOL	2019/20 INITIATIVES	2020/21 INITIATIVES	2021/22 INITIATIVES	2022/23 INITIATIVES	2023/24 INITIATIVES
KSD #3 – Financial Stability and Sustainability						
Goal 3.1 – Implement our financial strategy						
3.1.1 Meet our domestic and international enrolment targets	International Education	<ul style="list-style-type: none"> ■ Support agents and maintain agent relationships ■ Participate in agent and education fairs/events ■ Travel to maintenance and emerging markets for international student recruitment ■ Examine trends and work with Deans to create international enrolment targets ■ Ensure internal resources, processes and operations are conducive to meeting enrolment targets 	<ul style="list-style-type: none"> ■ Support agents and maintain agent relationships ■ Participate in agent and education fairs/events ■ Travel to maintenance and emerging markets for international student recruitment ■ Examine trends and work with Deans to create international enrolment targets ■ Ensure internal resources, processes and operations are conducive to meeting enrolment targets 	<ul style="list-style-type: none"> ■ Support agents and maintain agent relationships ■ Participate in agent and education fairs/events ■ Travel to maintenance and emerging markets for international student recruitment ■ Examine trends and work with Deans to create international enrolment targets ■ Ensure internal resources, processes and operations are conducive to meeting enrolment targets 	<ul style="list-style-type: none"> ■ Support agents and maintain agent relationships ■ Participate in agent and education fairs/events ■ Travel to maintenance and emerging markets for international student recruitment ■ Examine trends and work with Deans to create international enrolment targets ■ Ensure internal resources, processes and operations are conducive to meeting enrolment targets 	<ul style="list-style-type: none"> ■ Support agents and maintain agent relationships ■ Participate in agent and education fairs/events ■ Travel to maintenance and emerging markets for international student recruitment ■ Examine trends and work with Deans to create international enrolment targets ■ Ensure internal resources, processes and operations are conducive to meeting enrolment targets
3.1.2 Meet our financial budget targets	Vice President Academic	<ul style="list-style-type: none"> ■ Focus on pursuing external funding opportunities 				
	Health Sciences	<ul style="list-style-type: none"> ■ Explore new programming opportunities to attract international students ■ Explore program delivery options to serve Indigenous students 				

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OBJECTIVES	SCHOOL	2019/20 INITIATIVES	2020/21 INITIATIVES	2021/22 INITIATIVES	2022/23 INITIATIVES	2023/24 INITIATIVES
KSD #3 – Financial Stability and Sustainability						
	Student Development	<ul style="list-style-type: none"> Complete service utilization rate, profile and costing for improved budget accuracy and funding with external contracts 				
Goal 3.2 – Achieve our long term growth strategy						
3.2.2 Develop Facilities Master Plan	All areas					
Goal 3.3 – Grow our commercial services revenue						
3.3.1 Identify additional sources of revenue generation	Student Development					

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OBJECTIVES	SCHOOL	2019/20 INITIATIVES	2020/21 INITIATIVES	2021/22 INITIATIVES	2022/23 INITIATIVES	2023/24 INITIATIVES
KSD #4 – Reputation Management						
Goal 4.2 Improve internal and external communications						
4.2.1 Internal Communication	Vice President Academic	<ul style="list-style-type: none"> ■ Enhance the effectiveness and relevance of Leader’s Forum by structuring in engagement, mentorship and trauma-informed approaches ■ Expand lunch hour workshops through the Learning Conversation series ■ Continue to meet twice a year with all Schools/ Departments on planning ■ Establish working groups for mid-level managers to foster leadership skills ■ Establish a structure for Deans Assistants, Department Assistants and Program Assistants to network and support each other ■ Expand use of Leaders’ Forum to engage academic and student services departments ■ Expand resources available on myVCC 				

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	Student Development	<ul style="list-style-type: none"> ■ Complete Duty to Accommodate workshop by Arbiter Office ■ Adapt and launch Supporting Students with Disabilities workshop for faculty /staff in partnership with JIBC ■ Develop referral process in new Student Service Centre with programs and service area 				
4.2.2 Internal Communication	Continuing Studies	<ul style="list-style-type: none"> ■ Integrate CS Mission statement into internal and external communication strategies 				
Goal 4.3 Improve student recruitment and retention processes						
4.3.1 Develop student recruitment strategic plan	Vice President Academic, Marketing	<ul style="list-style-type: none"> ■ Establish the Student Recruitment working group of Strategic Enrolment Management (SEM) ■ Develop and communicate short and long-term goals of the SEM Student Recruitment group ■ Implement student recruitment plan ■ Review Integrated Admissions Plan (Culinary pilot program) and recommend next steps ■ Improve online acquisition process ■ CASL audit and refresh 				

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		<ul style="list-style-type: none"> ■ Support CRM implementation in partnership with IT 				
	Arts & Sciences	<ul style="list-style-type: none"> ■ Contextualized ABE Pilot (I-Team) ■ EAL Support Team expansion 				
4.3.2 Develop student recruitment strategy for emerging International markets and new VCC programs	International Education	<ul style="list-style-type: none"> ■ Investigate new agent and business partnerships in emerging markets ■ Connect with and support agents and business partners to promote new VCC programs ■ Visit overseas agents to enhance relationships and capacity for marketing and recruiting ■ Build and maintain relationships with Education Marketing Managers, Visa Managers and Trade Commission Service in emerging markets ■ Expand diversification pilot project ■ Hire in-country representatives to support agents and marketing/recruiting activities in emerging markets ■ Strengthen alumni network to support recruitment in emerging markets 	<ul style="list-style-type: none"> ■ Investigate new agent and business partnerships in emerging markets ■ Monitor trends in student mobility to find new markets 	<ul style="list-style-type: none"> ■ Investigate new agent and business partnerships in emerging markets ■ Monitor trends in student mobility to find new markets 	<ul style="list-style-type: none"> ■ Investigate new agent and business partnerships in emerging markets ■ Monitor trends in student mobility to find new markets 	<ul style="list-style-type: none"> ■ Investigate new agent and business partnerships in emerging markets ■ Monitor trends in student mobility to find new markets

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	Indigenous Education & Community Engagement	<ul style="list-style-type: none"> ■ Add standing item to Indigenous Education Advisory Committee agenda to include program updates, enrolment dates, policy updates specific to Indigenous priority seating 	<ul style="list-style-type: none"> ■ Assess process to determine if this meets the needs of Indigenous Education Advisory member communities 			
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OBJECTIVES	SCHOOL	2019/20 INITIATIVES	2020/21 INITIATIVES	2021/22 INITIATIVES	2022/23 INITIATIVES	2023/2024 INITIATIVES
KSD #5 – Business Development						
Goal 5.1 Develop new partnerships and collaboration						
5.1.1 Expand dual credit programming options by partnering with more schools boards in the Lower Mainland	Health Sciences	<ul style="list-style-type: none"> ■ Explore dual credit option for high school students entering the Pre-Health Sciences program ■ Continue with Dual Credit programming in the Health Care Assistant program 				
5.1.2 Develop and expand partnerships	Health Sciences	<ul style="list-style-type: none"> ■ Determine ongoing need of Acute Care Skills for Health Care Assistants ■ Ensure Program Advisory Committees include appropriate representatives ■ Continue and explore other Health Sciences program opportunity with the 	Implement and expand on partnership opportunities through the life of the academic plan			

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OBJECTIVES	SCHOOL	2019/20 INITIATIVES	2020/21 INITIATIVES	2021/22 INITIATIVES	2022/23 INITIATIVES	2023/2024 INITIATIVES
KSD #5 – Business Development						
		Aboriginal Community Career Services Society (ACCESS) <ul style="list-style-type: none"> ■ Continue to explore opportunities with Health organizations (i.e. BC Nurses Union) and other post-secondary institutions ■ Continue with external rentals of Dental spaces (Dental Tech, Denturist, Certified Dental Assisting and Dental Hygiene programs) 				
	Arts & Sciences	<ul style="list-style-type: none"> ■ Visually Impaired program to expand partnerships with CNIB, Blind Beginnings, Alliance for Equality of Blind Canadians and Canadian Council for the Blind 				
	Trades, Technology & Design	<ul style="list-style-type: none"> ■ AST, ACR: continue to develop partnership with industry. ■ ACR develop Flex learning with CMC ■ SKBT partnership with Riverside College ■ Exploring potential partnerships with Corrections Canada 	<ul style="list-style-type: none"> ■ CAD& BIM reaching out to high school to develop dual credits. ■ AST, ACR to develop more partnership with high schools in the lower mainland. 	<ul style="list-style-type: none"> ■ CST program to partnership with high tech companies in the lower mainland ■ CST program to develop partnership with other colleges and universities. ■ Continue to explore new partnerships opportunities with 	Continue to explore new partnerships opportunities with industries and other colleges and universities across all programs.	Continue to explore new partnerships opportunities with industries and other colleges and universities across all programs.

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OBJECTIVES	SCHOOL	2019/20 INITIATIVES	2020/21 INITIATIVES	2021/22 INITIATIVES	2022/23 INITIATIVES	2023/2024 INITIATIVES
KSD #5 – Business Development						
				industries and other colleges and universities across all programs.		
	Hospitality, Food Studies & Applied Research	<ul style="list-style-type: none"> ■ Continue work with Mission Food Hub ■ Expand partnerships in Italy, Ireland, China and Korea ■ Continue work with Go2HR / AEST / BCRFA ■ Continue work with World Master Chefs for Cantonese Cuisine 				
	Student Development	<ul style="list-style-type: none"> ■ Adler Community Health Clinic Partnership ■ JIBC Supporting Students with Disabilities Partnership ■ Open Door Group cross referral collaboration ■ Diplomat/Consulate offices collaboration 				
	Continuing Studies	<ul style="list-style-type: none"> ■ Refine process related to internal and external partnerships 				
5.1.3 Develop new international business partnerships to support international enrolment	International Education	<ul style="list-style-type: none"> ■ Explore and implement mutually beneficial business partnerships with key external stakeholders who will support international enrolment 	<ul style="list-style-type: none"> ■ Explore and implement mutually beneficial business partnerships with key external stakeholders who will support international enrolment 	<ul style="list-style-type: none"> ■ Explore and implement mutually beneficial business partnerships with key external stakeholders who will support 	<ul style="list-style-type: none"> ■ Explore and implement mutually beneficial business partnerships with key external stakeholders who will support 	<ul style="list-style-type: none"> ■ Explore and implement mutually beneficial business partnerships with key external stakeholders who will support

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OBJECTIVES	SCHOOL	2019/20 INITIATIVES	2020/21 INITIATIVES	2021/22 INITIATIVES	2022/23 INITIATIVES	2023/2024 INITIATIVES
KSD #5 – Business Development						
		<ul style="list-style-type: none"> ■ Investigate student and faculty exchange and study abroad initiatives as related to internationalization strategy 	<ul style="list-style-type: none"> ■ Build capacity for student and faculty exchange and study abroad initiatives as related to internationalization strategy 	international enrolment <ul style="list-style-type: none"> ■ Build capacity for student and faculty exchange and study abroad initiatives as related to internationalization strategy 	international enrolment <ul style="list-style-type: none"> ■ Build capacity for student and faculty exchange and study abroad initiatives as related to internationalization strategy 	international enrolment <ul style="list-style-type: none"> ■ Build capacity for student and faculty exchange and study abroad initiatives as related to internationalization strategy



INFORMATION NOTE

PREPARED FOR: VCC Board of Governors Public Meeting

DATE: April 10, 2019

ISSUE: VCC Campus Master Plan “Building Ideas” event with external stakeholders
- Feb 28 & Mar 1, 2019

BACKGROUND:

As part of the “Building Ideas” consultation process on the Campus Master Plan (CMP), meetings at both the Broadway and Downtown Campuses were organised for external stakeholders. Participants included members of the local community, provincial and municipal governments, industry and post-secondary partners.

DIALOG presented the CMP at each meeting. Participants broke into groups which discussed questions around what VCC means to them, including:

- How does each VCC campus fit into the community, meeting the needs of local residents and industries?
- How can VCC reach its potential, based on plans by the City of Vancouver?

A City of Vancouver (CoV) senior planner was present at each meeting to provide information on the city’s plans and respond to questions. Board member representatives, Mahin Rashid, Elle Ting and Shobha Rajagopalan attended the meetings and provided the following summary:

PRIORITIES:

1. Accessibility
2. Optimal Use (measuring how much space gets used and when it is used)
3. Welcoming (make the space feel more welcoming)

URGENCY:

- If we don’t do this right, we will be paying for it for the next 25 years

4 PHASES OF A CAMPUS MASTER PLAN:



EMERGING THEMES:

- VCC is a focal point in the community through the provision of services that tie back to the educational programs
- VCC welcomes learners of all abilities and backgrounds
- VCC is highly adaptive and flexible in response to changing technology, job markets, and programming
- VCC embodies leadership in environmental, economic and social sustainability

DIALOG ENGAGEMENT ACTIVITIES:

- Ideas Fairs: 100+ people, 40+ ideas [sticky notes]; themes = Indigenous culture, health/wellness, accessibility, transportation, technology, vitality/activity
- Thought Exchange: over four months, 71 people, 63 thoughts, 1268 ratings; themes = similar to Ideas Fairs + green space, Great Northern Way neighbours
- Workshops: 50+ people; emergent themes = public gather spaces, “sense of arrival,” wayfinding/orientation
- Mobile booths: 100+ people; emergent themes = moving all health programming to BWY, “sense of arrival” (again)

INTEGRATION TO BROADWAY PLAN:

- City of Vancouver planners joined in the discussion to see how they can work with VCC as they develop the plans of the new Broadway Skytrain station. This two-year project is scheduled for completion in December 2020.
- CoV priorities:
 - Job space
 - Affordable housing
 - Mixed use space

IDEAS OUT OF THE GROUP WORK QUESTIONS:

1. Factors affecting VCC-Broadway Campus (1) over the next five years and (2) to 2040?
 2. Factors affecting VCC as a whole (1) over the next five years and (2) to 2040?
 3. How can VCC better support your organization?
- Integration with hospital move and Skytrain
 - Affordable student housing
 - The problem of programming/space mismatch was talked about at length: the problem is, unsurprisingly, that there are times when the space at Broadway is oversubscribed and “dead zones” in the schedule (particularly at night and on the weekends—the campuses are shut down completely on Sundays) where no one is using the space. Some points that were raised around this issue include the following:
 - Faculty preferences are driving the scheduling of classes
 - Low enrolment at certain times result in the cancellation of classes

- Students' increasing need for flexibility in scheduling due to other commitments e.g. work, family.
- Students and faculty commuting to VCC campuses from further away due to prohibitively high cost of housing. Continuing to provide affordable parking for students commuting in private vehicles.
- Ensuring space meets needs for new program offering
- Ensuring we know our future students so we are building for the future
- Aligning programs to the businesses that are around the campus (expanding job placement opportunities). Especially as businesses move outside of downtown and Northern Gateway might become another head office hub (like Virtual Way)
- Rick Hansen Foundation certification
- Flexible use of space.
- Rental of existing space at VCC
- Create more spaces that invite neighbours e.g. pub, gym
- What is happening in the evening and weekends? Can spaces be opened up for private or community use?

NEXT STEPS:

- DIALOG will be presenting options for the public space in March/April 2019.

PREPARED BY: Board members: Mahin Rashid, Elle Ting and Shobha Rajagopalan

DATE: April 4, 2019