



**VANCOUVER COMMUNITY COLLEGE
BOARD OF GOVERNORS PUBLIC MEETING AGENDA**

Wednesday, November 16, 2016 at 5:30 p.m. – Room 420, Downtown Campus

- Board of Governors:** Pam Ryan (Chair), Claire Marshall, Sumit Ahuja, Chloe Choi, Brenda Aynsley, Mike Tourigny, Dee Dhaliwal, Steve Kukucha, Erin Klis, Garth Manning, Janet Crawford, Danica Kong
- Ex-Officio:** Peter Nunoda (President & CEO), Todd Rowlatt (Chair, EdCo)
- Board EA:** Deborah Lucas
- Staff Resources:** Kathryn McNaughton, Karen Wilson, Marlene Kowalski, Shannon Railton (Senior Executive Team)
Jennifer Gossen, Fred MacDonald
- Guests:** Constituency group representatives

Item	Topic	Time	Speaker	Pre-reading materials	Action	Page
1.	Call to Order	--	P. Ryan	Verbal	--	--
2.	<p>APPROVAL OF AGENDA/CONSENT AGENDA 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></p> <p>2.1 Minutes – Sept 28, 2016 Public Board Meeting 2.2 Management Discussion & Analysis (MD&A) – Period Ended Sept 30, 2016 2.3 VCCFA Report</p>			<p>DRAFT Minutes – Sept 28, 2016 Public Board Mtg Management Discussion & Analysis (MD&A) – Period End Sep 30, 2016 VCCFA Report</p>	Decision	<p>3 9 19</p>
3.	Chair’s Remarks	2 min	P. Ryan	Verbal	Information	--
4.	President’s Remarks	2 min	P. Nunoda	IN – News & Events	Information	24
5.	<p>FINANCIAL REPORTING</p> <p>5.1 Finance & Audit Committee Report 5.2 AVED 5 Yr Capital Plan (period 2017/18 to 2021/22) 5.3 Q2 Goals & Objectives Update</p>	20 min	M. Tourigny M. Kowalski	<p>DN - Capital AVED 5 Yr Capital Plan period 2017/18 to 2021/22 Executive Summary – Goals & Objectives Period End Oct 31, 2016</p>	<p>Information Decision</p> <p>Information</p>	<p>-- 26 49</p>
6.	<p>POLICIES</p> <p>6.1 Credential Policy</p>	5 min	T. Rowlatt	DN – Credential Policy	Decision	79

Item	Topic	Time	Speaker	Pre-reading materials	Action	Page
7.	NEW PROGRAMS AND TUITION	20 min	T. Rowlatt M. Kowalski	EdCo DN – Implementation of CBMPPD IN – International tuition	Decision Information	86 104
	7.1 Canadian Business Management Post-Degree Diploma					
	7.2 ABE Graduation Certificate and ABE Intermediate Certificate					
8.	Governance Committee Report	5 min	S. Ahuja	Verbal	Information	--
9.	Education Council Chair Report	5 min	T. Rowlatt	IN – EdCo Report: Development of CAD & BIM Diploma, Associate Degree of Arts, Associate Degree of Science)	Information	109
10.	Board of Governors Correspondence <ul style="list-style-type: none"> ▪ 2017/18 Mandate Letter for review ▪ New Board Members/Reappointment 	2 min	P. Ryan	Verbal	Information	--
11.	CONSTITUENCY GROUP UPDATES	10 min 5 min 5min	Constituency Reps		Information	-- -- --
	11.1 SUVCC Presentation					
	11.2 CUPE 4627					
	11.3 VCCFA					
12.	Next meeting date: February 8, 2016	--	--	--		
13.	Meeting Adjourns				Meeting duration: Approximately 1.5 hrs	

DRAFT

**MINUTES OF THE PUBLIC MEETING OF THE BOARD OF GOVERNORS
OF VANCOUVER COMMUNITY COLLEGE
HELD ON SEPTEMBER 28, 2016 AT THE DOWNTOWN CAMPUS**

Board Members: Pam Ryan (Chair) Claire Marshall, Dee Dhaliwal, Stephen Kukucha, Mike Tourigny, Brenda Aynsley, Garth Manning, Erin Klis, Shaima Jaff
Ex-Officio: Peter Nunoda, Todd Rowlatt
Board Secretary: Deborah Lucas
Staff Resources: Marlene Kowalski, Kathryn McNaughton, Dennis Innes, Debbie Sargent
Guests: Karen Shortt (VCCFA), Chris Joyce (CUPE Local 4627)
Regrets: Sumit Ahuja

1. CALL TO ORDER

The meeting was called to order at 5:38 p.m. by P.Ryan. D. Lucas acted as Secretary of the meeting. P. Ryan declared the meeting to be properly called and constituted.

2. APPROVAL OF CONSENT AGENDA

UPON MOTION duly moved, seconded and resolved:

THAT the Consent Agenda of the September 28, 2016 VCC Board of Governors Public meeting was approved, including the following items:

- Agenda - Sept 28, 2016 VCC Board of Governors Public meeting
- Minutes - June 29, 2016 VCC Board of Governors Public meeting
- MD&A Report – Period Ended Jul 31, 2016
- SUVCC Info Note – Sept 21, 2016
- VCCFA Report – September 2016

3. CHAIRS REMARK'S

P. Ryan welcomed the board and members of the public to the first Board meeting of the new school year.

4. PRESIDENT'S REMARKS

- Introduction of employee and student mass notification system "VCC Alerts".
- The "*Chef's Table*" pop up restaurant is open for reservations until Oct 14.
- The 2016 FIAT Mode Fashion Show was held on Sept 21 and it was a big success.
- Welcome Days for new students were held at both campuses on Sept 13 & 15. It was a fun carnival themed event and a great way to kick off the school year.
- New Leadership positions: Dean, School of Trades & Technology and Design – Brett Griffiths
Director, International Education – Jennifer Gossen, Director, Indigenous Education & Community Outreach – Tami Pierce
- VCC received confirmation that the Federal Government has approved the first stage of the LINC contract renewal, next stage is contract negotiations.
- Asst. Deputy Minister – Jeff Vassey enjoyed his tour of VCC campuses and recommended that our student's stories are shared.

5. FINANCIAL REPORTING

5.1 FINANCE AND AUDIT COMMITTEE (FAC) REPORT

The Committee met on September 14, 2016. C.Choi, was Interim Committee Chair for this meeting and provided highlights to the Board.

- The Management, Discussion & Analysis (MD&A) Report for period end July 31, 2016 was presented. VCC is trending above budget. VCC's net deficit for this period is \$494K compared to a budget deficit of \$813K. There was 823K variance off from tuition due to a program timing difference. This is offset by a positive variance in salary and benefits, partly due to unfilled Administrator positions. Mgmt still breakeven forecast for the year.
- FAC were happy to see the bottom line reigned in and revenue generating opportunities with the upcoming availability of kitchen space at the downtown campus in evenings and weekends.
- FAC discussed and approved three items for recommendation to the Board. Decision Notes were provided in the meeting materials:
 - 1) Statement of Financial Information (SOFI) 2015/16
 - 2) Tuition & fees: Dental Technology Sciences Diploma
 - 3) Tuition & fees: Professional Cook 1 & 2 (PC1 & PC2)

5.2 2015/16 STATEMENT OF FINANCIAL INFORMATION (SOFI)

The Statement of Financial Information is a Ministry of Finance statutory requirement under the Financial Information Act. The Report is due to the Ministry of Advanced Education on or before September 30, 2016. It was presented to the Board in the meeting materials for review and approval. There were no questions.

UPON MOTION duly moved, seconded and resolved:

THAT, on the recommendation of the Finance and Audit Committee, the Board of Governors approves the Statement of Financial Information (SOFI) for the year ended March 31, 2016.

6. Q1 GOALS AND OBJECTIVES UPDATE

The Q1 report on the status of 2016/17 Goals and Objectives was provided in the meeting materials. M. Kowalski responded to the Board's questions on the format of the data. The Board recommended the following:

- Standardize language and highlight null reports.
- Identify ways of qualifying updates. Provide an Executive summary.
- M. Kowalski to confirm if Q2 updates will be presented at the October or November Board meeting.

7. NEW PROGRAMS AND TUITION

7.1 Dental Technology Sciences Diploma (formerly Dental Technology) – Implementation/tuition & fees

Background on the development of the program and tuition and fees options were presented by EdCo and VP, Finance in the form of Decision Notes in the meeting materials. The Board agreed with the implementation of program. EdCo advised that AVED have asked that the program be renamed to Dental Technology Sciences Diploma and this will come to EdCo for approval in October. The last cohort graduated in June 2016.

UPON MOTION duly moved, seconded and resolved:

THAT, on the advice of Education Council, the Board of Governors approves the implementation of the new Dental Technology Diploma program.

FAC presented their recommendation for tuition and fees.

THAT, on the recommendation of the Finance and Audit Committee, the Board of Governors approves the implementation of the following tuition and fees for the new Dental Technology Sciences Diploma, effective January 1, 2017, subject to AVED's approval and minimum of 12 students:

- 1) Tuition: \$19,200 + Lab and Equipment Fee \$5,800 (approximately)
- 2) Tuition Waiver: \$2,000 (\$1,000/year) for students in the first intake

It was moved, seconded and opened for discussion. The Board raised the following questions:

- What is current expression of interest?
9 domestic and 3 international students. International tuition has not been set at this point.
- What happens if the minimum number of students does not enroll? What is the cut-off for notifying students?
If the minimum number of students does not enroll, the program could be deferred. The cut-off date to give notice to students would have to be end of November.
- Would the Board consider removing the enrolment restriction, as the risk of not running the program could have a negative effect on VCC's reputation and serious impact on the students planning to move to Vancouver to study?
VCC are encouraging students to apply ASAP and not wait to see if the program is delayed, to avoid being turned away if it's full. The PAC would be disappointed if the program start is delayed
- What is delaying AVED's approval of the tuition? Has this happened before? What if it isn't approved?
AVED requested additional info, which has been provided. There's no explanation for the delay. In some circumstances when enrolment is low, the program is deferred.
- Have faculty been hired?
3 instructors have been hired (1 full time and 2 term). VCC would continue to hire term faculty for the first 1-2 terms and determine requirements for September depending on enrolments. The program will run every year.

S. Kukucha agreed with T. Rowatt's recommendation to remove the restrictive language around enrolment minimums and presented a new motion removing restrictions:

THAT, on the recommendation of the Finance and Audit Committee, the Board of Governors approves the implementation of the following tuition and fees for the new Dental Technology Sciences Diploma, effective January 1, 2017, subject to AVED's approval:

- 1) Tuition: \$19,200 + Lab and Equipment Fee \$5,800 (approximately)
- 2) Tuition Waiver: \$2,000 (\$1,000/year) for students in the first intake

The motion was moved, seconded and opened for discussion:

Understanding risks to reputation, M. Tourigny and C. Choi reiterated concerns on removing financial threshold. FAC's concern was primarily due to the short time to market the program and wanted to ensure it does not run program a big loss. However, even with 12 students there is a loss, as the numbers do not include the bursary and are based on 16 students. FAC approved it understanding that

the PAC wanted it to go ahead and understanding risks to reputation. P. Nunoda commented that the Ministry was also concerned about the number of students enrolled in the program. G. Manning clarified that if the restriction is removed Management can still postpone the program if minimum number is not met.

The motion was put to vote and was not carried. 5 Opposed

D.Dhaliwal proposed quantifying enrolment by setting it at a minimum of 10 students. A new motion was moved, seconded and opened for discussion:

THAT, on the recommendation of the Finance and Audit Committee, the Board of Governors approves the implementation of the following tuition and fees for the new Dental Technology Sciences Diploma, effective January 1, 2017, subject to AVED's approval and minimum of 10 students:

- 1) Tuition: \$19,200 + Lab and Equipment Fee \$5,800 (approximately)
- 2) Tuition Waiver: \$2,000 (\$1,000/year) for students in the first intake

Board members proposed amending D. Dhaliwal's motion to include a minimum enrolment of 10 domestic students or equivalent tuition as international tuition rates are a lot higher. The amended motion was put to vote and resolved unanimously.

THAT, on the recommendation of the Finance and Audit Committee, the Board of Governors approves the implementation of the following tuition and fees for the new Dental Technology Sciences Diploma, effective January 1, 2017, subject to AVED's approval and enrolment at a minimum of 10 students or equivalent tuition for the first intake:

- 1) Tuition: \$19,200 + Lab and Equipment Fee \$5,800 (approximately)
- 2) Tuition Waiver: \$2,000 (\$1,000/year) for students in the first intake

7.2 Professional Cook 1 & 2 Certificates (PC1 & PC2) – Implementation/Tuition & Fees

Decision Notes were provided in the meeting materials. T. Rowlatt provided background on the extensive renewal of the culinary arts program, separating it into two Certificate programs. EdCo approved the programs at the September 14, 2016 meeting, subject to minor revisions. EdCo agreed that the new programs meet the students and industry stakeholders needs by offering a four day week for PC1, allowing them to accumulate workplace hours. EdCo's concern is if the new programs can be run effectively with the existing infrastructure. C. Choi commented that FAC's recommendation for tuition was based on pricing VCC competitively. M. Kowalski and D. Innes responded to the Board's questions on transitioning students, the effect on Food Services, definition of lab fees and funding:

- There will be a gradual transition so it will not affect current students. New program is the same number of contract hours and does not affect faculty FTE.
- Lab Fees will cover the cost of food for demonstrations in class.
- Food services will continue, but at a reduced offering.
- AVED funds will pay for additional equipment and capital funding has been secured for renovations. A staggered start means that not all kitchens need to be ready for January. Renovations to JJ's would need to be completed in time for the start of PC2 in September 2017.

UPON MOTION duly moved, seconded and resolved:

THAT, on the advice of Education Council, the Board of Governors approves the implementation of the new Professional Cook 1 Certificate and the Professional Cook 2 Advanced Certificate programs.

THAT, on the recommendation of the Finance and Audit Committee, the Board of Governors approves the implementation of the following tuition and fees for the new Professional Cook 1 & 2 Programs:

- 1) PC1 : Tuition - \$3,022.80 + Lab Fee - \$300.00
- 2) PC2 : Tuition - \$1,512.50 + Lab Fee - \$150.00

The resolution was not unanimous. S. Jaff abstained.

8. POLICIES

8.1 C.3.14 Curriculum Development & Approval Procedures

- This policy has been revised to simply the process and clearly defines the Board's involvement at each stage of the process.
- Dept. Leader & Dean present new program to the Senior Exec. for approval to proceed.
- Upon approval, it's presented to EdCo who take it to the Board in the format of an Info Note only, providing them opportunity to ask questions and raise concerns.
- The Board no longer provide prior approval of the credential. It is approved at the same time EdCo presents the recommendation for implementation.
- With the introduction of the Integrated College Plan, program renewals can be identified in advance.
- It was approved by Education Council on September 13, 2016 and is being presented to the Board for approval.

UPON MOTION duly moved, seconded and resolved:

THAT, on the advice of Education Council, the Board of Governors approve, in the form presented at this meeting, the revised C.3.14 Curriculum Development & Approval Procedures.

8.2 C.3.15 Academic Timetable & Room Booking & D.2.3 Student Financial Aid

K. McNaughton presented policies C.3.15 and D.2.3. for information in the meeting materials.

- C.3.15. – Provides a framework for scheduling learning activities in a way that optimizes VCC's human and physical resources. A working group composed of individuals representing various stakeholder groups has been formed for the implementation of this policy. It will coincide with the full implementation of the Event Management System (EMS) that works with Banner to assign rooms.
- D.2.3. – This policy articulates the Financial Aid office responsibilities and authority related to financial aid matter and provides an operational framework.

9. GOVERNANCE COMMITTEE REPORT

- The Governance Committee met on September 7, 2016.
- Policy **A.3.2 Policy Development and Maintenance Policy & Procedures** are under revision. Senior Executive will present their recommendations to Governance Committee at the next meeting on November 2, 2016.

- The Board Manual is under revision by the Governance Committee. The committees of Board will present revisions to their sections of the manual to the Governance Committee. The recommended changes will be presented to the Board for final approval.

10. BOARD OF GOVERNORS CORRESPONDENCE

P. Ryan advised the Board that term renewals have been submitted for C. Choi, xxx . C. Marshall will be resigning from her position on the Board at the end of her term on December 31, 2016.

11. CONSTITUENCY GROUP UPDATES

11.1 Student Union of Vancouver Community College (SUVCC)

The SUVCC provided an Information Note for the Board in the meeting material. There was no SUVCC representative present at the meeting.

11.2 CUPE 4627

CUPE President, C. Joyce, confirmed a null report from CUPE Local 4627.

11.3 Vancouver Community College Faculty Association (VCCFA or FA)

VCCFA President, K. Shortt, welcomed to the new school year and referred to the report provided in the meeting materials.

- The FA is excited to hear that LINC negotiations will commence and that a 3 year contract is being offered.
- Congratulated the SUVCC on their work in getting the City of Vancouver to proclaim September 12, 2016 as “Adult Basic Education Day”.
- Congratulated VCC for being awarded *Best Professional Culinary School* by the readers of The Georgia Straight.
- ABE students are still in crisis. VCCFA is speaking in Kelowna on XXX about the economic benefits of having English language training.

12. NEXT MEETING

The next Board of Governors Public Board meeting will be held on 16 November, 2016.

13. TERMINATION

There being no further business, the meeting adjourned at 6:28 p.m.

APPROVED AT THE NOVEMBER 16, 2016 PUBLIC MEETING:

Pam Ryan
Chair
VCC Board of Governors



FINANCIAL PERFORMANCE

Management Discussion & Analysis

for the Six Months Ended September 30, 2016

PERFORMANCE HIGHLIGHTS

2016/17 Six Month Operating Overview

VCC continues to trend above budget for the six months ending September 30th. Although enrolments and tuition revenues are down from budget, this has been offset by increased revenue in other areas and lower expenses for the period. The college continues to closely monitor enrolments, revenues and expenses to ensure budget targets that were established in the 2016/17 Integrated College Plan are being met.

Revenue for the period is \$50.8 million compared to budget of \$50.7 million (\$96K above plan) and prior year of \$48.2 million (\$2.6 million above prior year) (Table 2). The School of Hospitality Food Studies and Applied Business revenue is \$600K lower than budget in international programs and \$190K lower in domestic programs. Professional Cook 1 & 2 programs have experienced softer enrolments and one of the reasons for the redesign of the Culinary Arts program. In addition, School of Arts and Science revenue is down by \$194K and Continuing Studies is down by \$250K from budget. The \$1.2 million below budget for tuition has been offset by higher revenues from other areas.

Expenses for the period are \$51.2 million compared to budget of \$51.9 million (\$720K below budget) and prior year of \$50.6 million (\$617K above the prior year). The main cost saving of \$614K is in salaries and benefits and is due to recruitment lag and timing of program delivery.

The net deficit for the six months ended September 30th is \$521K compared to a budget deficit of \$1.4 million (\$909K lower than budget) and prior year of \$2.6 million (\$2.1 million lower than prior year).

Table 1:
Summary Enrolment Full-Time-Equivalent (FTEs)

Q2 FTE Report - April - September 2016 By School

Total Student FTE by School		Q2 Year to Date		
		FTE Budget	FTE Actual	FTE Variance
CCS	Centre for Continuing Studies	345.50	332.17	-13.33
CIN	Centre for International Education	289.31	290.01	0.70
SAS	School of Arts & Sciences	1,170.21	1,148.80	-21.41
SHS	School of Health Sciences	588.49	495.09	-93.40
SHP	School of Hospitality ,Food Studies & Applied Business	488.57	482.60	-5.97
SIE	School of Instructor Education	130.74	123.93	-6.81
CTT	School of Trades, Technology & Design	489.58	442.56	-47.02
Total		3,502.40	3,315.16	-140.21

YTD Forecast FTE Report - With April - September 2016 Actual

Total Student FTE by School		ACTUAL FTE by School by Year					2016-17 Forecast and Budget	
		2011-12	2012-13	2013-14	2014-15	2015-16	Forecast Total FTE 2016-17	Budget Total FTE 2016-17
CCS	Centre for Continuing Studies	859.09	926.57	727.23	624.97	641.30	592.15	605.48
CIN	Centre for International Education	253.54	257.20	304.23	378.20	507.12	606.17	605.47
SAS	School of Arts & Sciences	3,438.61	3,555.40	3,520.54	2,880.70	2,091.57	2,006.14	2,027.55
SHS	School of Health Sciences	858.00	792.15	852.18	844.38	813.43	796.84	890.24
SHP	School of Hospitality, Food Studies & Applied Business	1,249.93	1,231.85	1,167.61	1,008.66	1,000.55	1,171.73	1,177.70
SIE	School of Instructor Education	287.46	288.50	305.45	279.68	266.51	266.56	273.37
CTT	School of Trades, Technology & Design	926.45	861.94	966.16	951.08	919.42	916.98	964.00
Total		6,946.64	7,913.62	7,843.41	6,967.68	6,239.90	6,356.58	6,543.82

Statement of Operations – Comparison to Budget and Prior Year For the Six Months Ended September 30, 2016

Table 2:
2016/17 Actuals vs Budget and Prior Year

(In \$ Thousands)	2016/17 Actuals (April - Sept 2016)	2016/17 Budget (April - Sept 2016)	Variance favourable /(unfavourable)	Comments	2015/16 Actuals (April - Sept 2015)	Variance favourable /(unfavourable)
Province of B.C. Grants	26,974	26,784	190		26,673	301
ABE Grant	1,987	1,500	487		1,594	393
Sales of goods and services	3,424	3,295	130		3,325	100
				School of Hospitality Food & Business international revenue lower by \$600K & domestic revenue lower by \$190K. Cook 1 & 2 programs experienced soft enrolment. School of Arts, Science revenue lower by \$194K. Continuing Studies revenue lower by \$250K		
Tuition and student fees	11,421	12,669	-1,248		10,427	994
Other grants, fees & contract services	3,250	3,058	192		2,514	736
Miscellaneous income	849	459	390		719	130
Donation income (Foundation Related)	175	190	-15		318	-142
Amortization of deferred capital contribution	2,664	2,687	-23		2,528	136
Investment income	68	74	-6		74	-6
REVENUES	50,812	50,716	96		48,170	2,642
				Administrators unfilled position salary reductions \$250K; overall faculty salaries reduced \$265K; Benefits expenses reduced accordingly.		
SALARY AND BENEFIT EXPENSES	35,291	35,905	614		34,793	498
				Overall Supplies expenses not spent. Re-forecasted in Q3/Q4		
Supplies and general expenses	2,815	3,220	406		3,018	-204
ABE Financial Aid	1,987	1,500	-487		1,594	393
Bursary/Scholarship (donation related)	175	190	15		318	-142
Professional fees	1,197	1,347	149		1,114	83
Building and telecom	3,200	3,108	-92		3,171	29
Cost of Goods Sold	2,227	2,189	-38		2,206	21
Depreciation Expense	4,284	4,438	154		4,346	-61
OPERATING EXPENSES	15,886	15,992	-106		15,766	120
TOTAL EXPENSES	51,177	51,896	-720		50,559	617
NET SURPLUS (DEFICIT) BEFORE ONE TIME COSTS	-364	-1,180	816		-2,389	2,025
Other severance	156	250	94		187	-31
Total One Time Costs	156	250	94		187	-31
NET SURPLUS (DEFICIT)	-521	-1,430	909		-2,576	2,055

2016/17 YEAR END FORECAST

2016/17 Forecast to Budget Overview

The 2016/17 Forecast (6 months actual + 6 months forecast) in **Table 3** shows that VCC is projecting breakeven, in line with the balanced budget presented in the Integrated College Plan. Revenue is forecasted to be \$106.7 million compared with budget of \$106.5 (\$284K higher than budget) and prior year of \$103.0 million (\$3.8 million higher than prior year).

Expenses are forecasted to be \$106.2 million compared to budget of \$105.9 million (\$284K higher than budget) and prior year of \$104.0 million (\$2.2 million higher than prior year).

Statement of Operations – Comparison to Budget and Prior Year
2015/16 Forecast with Six Months Actual (Ended September 30, 2016) and Six Months Forecast

Table 3:
2016/17 Forecast vs Budget and Prior Year

(In \$ Thousands)	2016/17 Forecast (6 + 6)	2016/17 Budget	Variance favourable / (unfavourable)	Comments	2015/16 Actuals	Variance favourable / (unfavourable)
Province of B.C. Grants	53,757	53,568	189		53,411	346
ABE Grant	3,277	3,000	277		2,744	533
Sales of goods and services	6,339	6,321	18		6,386	-47
Tuition and student fees	29,500	30,770	-1,270	School of Arts & Science \$230K less than budget, CS \$400K less than budget, domestic Hospitality Program \$235K less than budget; overall international tuition revenue \$400K less than budget	26,278	3,223
Other grants, fees & contract services	6,776	5,908	868	There were some added contracts after the fiscal year started	6,483	293
Miscellaneous income	1,102	980	123		1,668	-566
Donation income (Foundation Related)	388	380	8		619	-231
Amortization of deferred capital contribution	5,453	5,374	80		5,224	229
Investment income	144	152	-9		166	-23
REVENUES	106,736	106,452	284		102,979	3,758
SALARY AND BENEFIT EXPENSES	72,101	72,512	411	Expense reduction for unfilled positions and future reductions for some positions are reflected.	71,656	445
Supplies and general expenses	6,996	6,766	-230	Operating lease \$120K , expenses added to accommodate new contracts	6,357	638
ABE Financial Aid	3,277	3,000	-277		2,744	533
Bursary/Scholarship	388	380	-8		619	-231
Professional fees	3,339	3,172	-168	Expenses added to accommodate new contracts	2,809	530
Building and telecom	6,653	6,706	52		6,377	276
Cost of Goods Sold	4,376	4,290	-85		4,539	-163
Depreciation expense	9,106	9,127	20		8,942	165
OPERATING EXPENSES	34,135	33,440	695		32,387	1,748
TOTAL EXPENSES	106,237	105,952	284		104,043	2,193
NET SURPLUS (DEFICIT) BEFORE ONE TIME COSTS	500	500	-		-1,065	1,564
ESL Severance						
Year End VDI/ERIP/1415 recall list true up					2,474	-2,474
ACCESS & other Severance	500	500			588	-88
Total One Time Costs	500	500			3,062	-2,562
NET SURPLUS (DEFICIT)	-	-	-		-4,126	4,126

Major Procurement Activity over \$200K

The following table provides a status update on procurement activity over the \$200K threshold.

**Table 4:
Procurement Status Update**

Vendor	Commodity	Contract Start Date	Contract End Date	Cumulative Contract Commitment	Status
Recurrent Needs					
Spicers	Fine Paper	19-Mar-13	31-Dec-16	\$175,000	Planning stage-Working with EDCO and BCNETSource to determine which supply arrangement to join.
Citrix	IT Software Licenses	19-Sep-15	19-Sep-17	\$180,000	Projected spend for 5yrs over \$200k. Contract extended for one year.
PJS Systems	Audio Visual Equipment, Support and Installation Services	10-Apr-12	31-Mar-17	\$1,200,000	Planning stage. Projected 5 year spend.
White & Peters	Automotive Supplies	1-Jul-15	Month to month	\$100,000	Solicitation stage

Vendor	Commodity	Contract Start Date	Contract End Date	Cumulative Contract Commitment	Status
Known New Opportunities					
Partial Roof Replacement - BWY				>\$200,000	Planning stage. Currently procuring for a roofing consultant
Culinary Renovation - DTN				>\$200,000	Planning stage
Automotive Renovation				>\$200,000	Planning stage
Physics Lab Renovation				>\$200,000	Director of Facilities informed Purchasing that project is on hold
ASDT Common Needs Projects:					
Trade Equipment	Trade Equipment			>\$200,000	Solicitation stage
Uniglobe Travel	Travel Management Company	TBD		>\$200,000	ASDT Agreement executed. Option to opt in available to all Post Secondary Institutions. VCC to study feasibility of agreement in relation to the unique needs of the college

2016/17 Risk Assessment Update

The 2016/17 Integrated College Plan identified a number of risks with ratings associated with achieving the plan as well as potential opportunities. The Risk Register (Table 5) has been updated to reflect any changes. The main change to the register is that the Labour relations rating has moved from a medium (M) to low (L) with the conclusion of collective bargaining.

Risk Rating

L	Low
M	Medium
H	High

**Table 5:
Risk Register**

Risk associated with achieving the 2016/17 Integrated College Plan and budget

Rating	Risk	Mitigation
L	Reduced overall government funding as a result of continued government budget constraints	<ul style="list-style-type: none"> • Create a deficit mitigation plan that would include cuts in programming, costs and organizational restructure (right sizing) • 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
L	Decrease in ITA funding – is dependent on the performance of all post-secondary institutions in BC	<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
M	Uncertainty around future Language Instruction for Newcomers to Canada (LINC) program (after 2016/17 extension expires)	<ul style="list-style-type: none"> • Reduce contract liability by offering voluntary departure incentives to faculty • Cross train faculty to transition to pathways programs

L	2016/17 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
L	Labour relations with Faculty Association and CUPE	<ul style="list-style-type: none"> • Foster favourable relations with bargaining units
L	Government relations become fragmented	<ul style="list-style-type: none"> • Significant and sustained outreach to government representatives, particularly in AVED • Ensure there is government awareness of the VCC mandate and priorities
L	Program delivery not meeting changing students expectations	<ul style="list-style-type: none"> • Revive or establish Program Advisor Committees (PACs) • Monitor enrolment reports • Student surveys • Develop an education technology strategy, expand online program delivery, and build flexibility in programs
L	Reputation damage	<ul style="list-style-type: none"> • Develop internal and external communication strategy
M	Emergency response plan roles and responsibilities not clearly defined or communicated	<ul style="list-style-type: none"> • Update emergency preparedness and response plan • Conduct training workshops on emergency response
M	Aging capital infrastructure including seismic upgrading, layout, and physical attractiveness	<ul style="list-style-type: none"> • Develop a comprehensive space utilization plan • Develop a long-term plan and strategy on how to address the infrastructure

Opportunities associated with the 2016/17 Integrated College Plan

	Opportunities	Strategy
M	Capitalize on non-government revenue generating opportunities	<ul style="list-style-type: none"> • Identify strategic partnerships that could result in contract training opportunities • Signed MOA with Samsung to create the Samsung Tech Institution
M	Leverage VCC Foundation fundraising to support college initiatives	<ul style="list-style-type: none"> • In collaboration with VCC Foundation establish fundraising campaign initiatives and set targets • Reinvigorate alumni relations and turn more alumni into donors



VCCFA Report to the College Board

Submitted November 8, 2016 for the Board meeting on November 16, 2016

“People with higher levels of literacy generally earn more and are more likely to be employed. Literacy and essential skills in the workforce are also vital to British Columbia’s continued economic growth and global competitiveness.”

From the BC Liberal Government’s 2007 Adult Opportunities Action Plan

Balancing the VCC Budget and Paying it Forward

We understand the College is on target to deliver a balanced budget this year and so we want to congratulate all those who worked to make this happen.

You may recall back in December of 2014, the Liberal Government shocked the post-secondary sector by changing its 2007 Action Plan to allow colleges and universities to charge tuition for Adult Basic Education and English as a Second Language Programs. The maximum tuition mandated by the Province of \$1,600 per semester was implemented by VCC in April of 2015.

The very poorest of our students were, for the most part, able to access government funding to cover the tuition through the Adult Upgrading Grant (“AUG”). However, the working poor, those making a little over \$24,000 per year were caught in a very hard spot – barely making enough to survive in this expensive city but making too much to qualify for AUG assistance. The Province responded by providing one-time bridge funding in the amount of \$670,000. This was known as the VCC Grant and made it possible for well over 500 students to continue their education. That fund is now exhausted and the Province refuses to remove the barriers caused by charging tuition for ABE and ESL Programs.

So now to the ‘paying it forward’ part – this seems like an opportune time for the College to provide fee waivers for those students not eligible for AUG but who previously qualified for the VCC Grant. It’s also a win-win situation because many of those students are on track to stay at the College and move into our career and university transfer programs. With a balanced budget, we believe that the College is now in a position grant fee waivers for those students who do not qualify for AUG funding and were previously able to continue at their program by accessing the VCC Grant.

Advocacy - Federally and Provincially

We continue to advocate at both levels of Government to make post-secondary education accessible for everyone. On October 3rd, I spoke before the Federal Standing Committee on Finance in Kelowna. There are currently well over 900 students on the VCC waitlist for LINC classes (Language Instruction for Newcomers to Canada). My Briefing Note and remarks from Hansard are attached.

In addition to an increase in the amount of the Federal LINC contract, we are also hopeful for the signing of a three-year agreement so that the faculty can enjoy some sense of job security over the next few years.

Our 'Open the Doors' provincial campaign continues and will gear up into phase 2 after Christmas and as we approach the provincial election in May of 2017.

Season's Greetings

As this is the last meeting of the Board before the Christmas break, we'd like to wish all of the Board members a very Happy Holiday Season.

Respectfully submitted,
Karen Shortt, President
Vancouver Community College Faculty Association



**Briefing Note prepared for the House of Commons
Standing Committee on Finance
October 3, 2016 – Kelowna, BC**

- The Language Instruction for Newcomers to Canada Program (LINC) is a federally funded Program and has been offered at Vancouver Community College (VCC) for over 50 years. VCC has since its inception in 1965 been the largest provider of English Language training in Western Canada.
- There are currently 858 LINC students attending VCC with another 921 immigrants and refugees on the waitlist.
- The amount of the 2015/2016 LINC contract was \$4.557M.
- The amount of the 2016/2017 LINC contract is \$4.17M; an 8.5% reduction from the previous year.
- Approximately 220 existing LINC students were not able to return to VCC for the April 2016 semester. This equates to a reduction of 7 full-time and 2 part-time LINC classes. (14 to 22 students per class based on the level)
- Critical counselling support services to LINC students have been reduced.
- The 8.5% LINC federal funding cut was based on immigrant landing data but does not take into account inter-provincial migration which may be one factor in the current lengthy waitlist for LINC classes.
- LINC is currently the only government-funded English language program available to immigrants. Previously, the BC government used approximately \$10M from federal transfer payments to offer additional and more comprehensive English language programs. In April 2015, the federal government terminated the Canada-BC Immigration Agreement and the corresponding funding. The BC government has chosen to not fill the void left by this funding reduction.
- VCC offers a variety of combined skills programs that provide ESL courses in combination with Baking, Culinary Arts, Auto Services and Health programs which helps to fast-track people into jobs.
- VCC is well-positioned to offer any number of ESL classes immediately and at any level of Canada Language Benchmarks. VCC has proven, effective curriculum, classroom space, support services, and experienced faculty ready to provide this essential service to immigrants and refugees.



HOUSE OF COMMONS
CHAMBRE DES COMMUNES
CANADA

Standing Committee on Finance

Comité permanent des finances

**EVIDENCE NUMBER 39,
TÉMOIGNAGES DU COMITÉ NUMÉRO 39**

UNEDITED COPY - COPIE NON ÉDITÉE

Kelowna, British Columbia

Monday, October 3, 2016 - Le lundi 3 octobre 2016

* * *

⊕ (0900)

[English]

The Chair (Hon. Wayne Easter (Malpeque, Lib.)): Could we come to order, please.

We're on our hearings on the road, I guess you could call it, for pre-budget consultations for the 2017 budget. I think the people who are here as witnesses understand, as well, that one of the areas we're looking into is how to achieve better economic growth within the country.

There are devices for interpretation, as well, if people need them.

Ms. Karen Shortt (President, Vancouver Community College Faculty Association):

Thank you, Mr. Chair, and good morning.

My name is Karen Shortt. I'm the President of the Faculty Association at Vancouver Community College, and I represent the 650 plus faculty who teach at the college.

I'm here today to request adequate funding for English language training. At this moment, there are 921 students on our English language waitlist. That's 921 students who are stalled and not able to proceed with their economic and social ability to integrate into Canadian life. That number of 921 will likely increase to well over a thousand by Christmas time. Forty-five of the 921 students on our waitlist have priority status which indicates that they are refugees and many are from Syria.

Mr. Chair, the invitation letter I received to speak to this committee stated that you would welcome views on what federal measures would help the country's economic growth for both Canadians generally and for Canadian businesses. As an educator for over thirty years, I cannot imagine anything more fundamental to the success and inclusion of new Canadians than the ability to communicate. The need for ESL funding is tremendous as evidenced by our long waitlist.

Vancouver Community College has the resources in place to meet this need. VCC has proven curriculum and can offer classes from basic literacy to the highest levels of Canadian language benchmarks. We can offer classes in the morning, the afternoon, the evening and on weekends. We can meet any need.

We have experienced faculty who have a deep understanding of immigrant's needs. We have empty classrooms and campuses that are centrally located on the Skytrain routes.

We can provide occupation-specific language training, credential recognition and Canadian work experience. We have in the past offered combined skills programs such as ESL for engineers, English for health-sciences and communications for accountants. But we lack the funding to offer enough of these programs to meet the need.

Cuts to the LINC program which stands for Language Instructions for Newcomers to Canada in the 2016-17 budget resulted in 220 students not being able to return to class in April. So those 220 students are still sitting on the waitlist. They can't get on with their lives and many can't work up to their level.

Minister McCallum has stated that there's very little in terms of welcoming newcomers that is more important than language. I ask that this committee recommend that funding for English language programs be increased to meet the need so that we can help immigrants become fluent so they can contribute to this country's economic growth.

Thank you.

① (1130)



VCC NEWS AND EVENTS

October 2016

- VCC Day was held on Nov. 3 at the Playhouse Theatre and Downtown Campus for all VCC employees. This is a long-standing tradition at VCC where once a year the college's staff, faculty and administration come together to celebrate our successes and plan for our future. The morning at the Playhouse included; Employee Recognition Award winners, department interviews, keynote speaker, Matt Corker and a showcase of VCC's music and dance. In the afternoon, departments got together to discuss their plans for the next 1-3 years. These are then brought together to make up the basis of VCC's Integrated College Plan.
- Vancouver Community College (VCC) and BMW Group Canada signed a Memorandum of Understanding in October. The collaboration will assist in the development of high-level automotive collision and refinishing technicians. This is a two-year agreement in which BMW Group Canada will share their online curriculum with VCC students and staff.
- Experience VCC (formerly known as Info Night), VCC's largest recruitment event, was held on Oct. 26. The college provided an interactive and experiential evening which included free workshops, demos, and entertainment. Attendees tried their hand at making a copper ring, exploring rhythm, painting hot rod flames, decorating cupcakes, and much more. Representatives from all 120 programs were on site to answer questions, offer career advice, and give visitors the opportunity to really Experience VCC.
- The annual ShakeOut B.C. earthquake drill took place at VCC on Oct. 20. But this year for the health care students, it was more intense. Student-volunteers were given realistic makeup wounds and were strewn about the building's third and fourth floors. The actors do their best impressions of suffering earthquake victims and groups of nursing, dental hygiene and health-unit coordinator students are led from victim to victim to access their condition.
- Several **employee positions and other changes** were announced recently:
 - Ariel Liu will be joining the **VCC Foundation team** as Senior Development Officer.
 - Norman Chang will be joining the **Information Technology team** as Associate Director, IT.
 - **New Partnership Development Office** who's team members are Tanis Sawkins, Associate Director, Partnership Development, Michael Yue, Senior Program Coordinator, Pam Khinda, Program Coordinator, Lina Sehgal, Program Advisor and Alena Worster, Program Assistant. The Partnership Development Office will report directly to Marlene Kowalski, VP Administration & CFO.

GOVERNMENT RELATIONS

- On Nov. 1, VCC welcomed Shirley Bond, **Minister of Jobs, Tourism, Skills Training and Minister Responsible for Labour** and MLA Greg Kylo to celebrate Apprenticeship Recognition Week and announce funding of \$16,400 for a pilot that will improve training outcomes and employability for apprentices in level 1 auto glass technician program. The goal is to reduce apprentices' time away from work from two weeks to two days, which had previously been preventing many apprentices from attending training.
- Jane Shin, MLA, Burnaby-Lougheed met with Dr. Peter Nunoda in October to discuss VCC's future priorities. She is a VCC faculty member on political leave.
- In October, the national headquarters of **Immigration, Refugees and Citizenship Canada (IRCC)** notified Vancouver Community College of their interest in initiating the negotiations for a Settlement Language program. This is an important first step towards a signed agreement.

VCC IN THE NEWS

- **Vancouver Community College takes quake drill to next level** – CBC News, (Oct. 20) The alarm sounds and Vancouver Community College's Broadway campus empties. Students and staff gather in a field across the road. It's the annual ShakeOut B.C. earthquake drill. But for the health-care students, the real drill has just begun.
- **B.C. groups seek hundreds of millions in 2017 federal budget** – Vancouver Sun (Oct 24) B.C. groups are trying to paint an inspirational vision of the province's future as they stretch their open hands toward the nation's capital in anticipation of the 2017 federal budget. The Vancouver Community College Faculty Association is asking for an unspecified amount to deal with the 921 students on the English-language wait list.
- **VCC's student-designed fashion label Colure lands at Bird on a Wire Creations** – The Georgia Straight (Oct 24) Though it's no surprise that the designers behind Bird on a Wire Creation's latest stock hail from Vancouver. In fact, the two recently introduced tote bags are the products of six continuing-studies students currently enrolled in Vancouver Community College's new fashion-design and production diploma program.
- **Side dishes: Chefs for recovery** – Vancouver Sun (Oct. 4) David Hawksworth (Hawksworth, Nightingale), Nico Shuermans (Chambar), David Robertson (The Dirty Apron), **Hamid Salimian (Vancouver Community College culinary program instructor)**, and pastry wizard Thomas Haas will be cooking at a Dirty Apron

PREPARED BY: Karen Wilson, Director, Marketing & Communications

DATE: Nov. 7, 2016



DECISION NOTE

PREPARED FOR: VCC Board of Governors

DATE: November 16 2016

ISSUE: **RECOMMENDATION FOR BOARD APPROVAL:**
Ministry of Advanced Education - Five Year Capital Plan Submission 2017/18 to 2021/22

BACKGROUND:

Each year the Ministry of Advanced Education (AVED) requests Five-Year Capital plan submissions from all public post-secondary institutions. The submissions are for the period 2017/18 to 2021/22 and identify the institution's project priorities and capital requirements. This will enable AVED to develop capital priorities for future consideration should funding become available.

As in previous years, the plans are submitted in a standardized format using the set of requirements and templates provided by AVED. The requirements are intended to help structure the plans and ensure alignment with the institution's needs, government priorities and strategic goals.

There are three categories that have been identified by AVED:

- Category 1 (New Priority)
- Category 2 (Whole Assets Replacement and Renewal)
- Category 3 (Student Housing – which is new this year).

VCC has submitted four project proposals for consideration all in Category 2 (and are the same projects that were identified for the Federal Strategic Investment Fund (SIF) submissions with the exception of the Building Envelope Renewal BWYA which is an addition). The submissions are as follows:

<u>PROJECT IN PRIORITY ORDER</u>	<u>TOTAL PROJECT COST</u>
1. Culinary Arts Training Space Renewal	\$10.5M
2. Automotive Trades Training Space Expansion	\$10.6M
3. Laboratory and Training Space Renewal	\$5.1M
4. Building Envelope Renewal – BWYA	\$14.0M

AVED will fund 95% of the project cost with the institutions funding the remaining 5%.

DISCUSSION:

With the implementation of the SIF program AVED was delayed in sending out the request for the Five-Year Plan until August 17, 2016 with a deadline for submissions due by September 30, 2016. Due to this timeline VCC was not able to submit the Plan for Board approval prior to the deadline of September 30th. Therefore, as per the AVED guidelines, VCC submitted a draft Five-Year Plan in order to meet the due date and now requires Board of Governors approval by way of a resolution.

The Five-Year Capital Plan for the period 2017/18 to 2021/22 is being presented to the Finance and Audit Committee for recommendation for approval by the Board of Governors.

RECOMMENDED MOTION:

THAT, on the recommendation of the Finance and Audit Committee, the Board of Governors approves in principle the Five-Year Capital Plan for the period 2017/18 to 2021/22.

ATTACHMENTS: Appendix A – AVED 5 Year Plan Prioritized List of Proposed Cat 1 and 2 Projects
Appendix B – AVED 5 Year Plan Culinary Arts-Baking
Appendix C – AVED 5 Year Plan Automotive Trades Training Space Expansion
Appendix D – AVED 5 Year Plan Lab and Training Space
Appendix E – AVED 5 Year Plan Building Envelope Renewal

PREPARED BY: Marlene Kowalski, VP Admin & CFO

DATE: November 9, 2016

5 Year Capital Plan (2017/18 – 2021/22)

Attachment 2:

Vancouver Community College	Downtown Campus	Project Title Culinary Arts Training Space Renewal	Project Category 2	Project Priority 1 of 4
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1.0 Current Situation

The Culinary Arts and Baking & Pastry programs at VCC are the largest in the province and support the hospitality and tourism industries. VCC culinary and baking programs lead to Professional Cook and Baker Red Seal certifications. The programs offered are in huge demand and the professions are listed in the top 25 jobs requiring college or apprenticeship training in the BC 2024 Labour Market Outlook. Currently, Baking and Pastry Arts is on the provincial critical seat list, with an 18 month waitlist at VCC.

VCC recently commissioned a study by Hanover Research to review the market demand for hospitality programming in BC and Canada. It indicated that there would be a total of 9,800 openings in occupations related to food and beverage service and 11,000 job openings related to managers in food service and accommodation.

These programs are currently housed in the Pender wing of VCC's Downtown campus which was originally constructed in 1948. The facility is owned by VCC and has an FCI of 0.57. The spaces associated with these programs largely have not been upgraded since 1980's and do not meet the scale or design of facilities for the specialized training required to meet contemporary industry needs.

The following programs make use of the space identified in this project:

Program	Student FTE 2015-16	Current Number of Cohorts
Baking & Pastry Arts -	88.12	4
Baking- International 5 Month program	17.20	1
Baking & Pastry Arts - ESL	21.47	1
Baking Apprenticeship	18.00	3
Baking & Pastry-Artisan Int'l	42.80	2
Subtotal Baking Courses	187.59	
Asian Culinary Arts	32.85	2
Subtotal Asian Culinary Arts	32.85	

Program	Student FTE 2015-16	Current Number of Cohorts
Culinary Arts – Professional Cook 1	201.52	12
Culinary Arts – Culinary Arts ESL	12.55	1
Culinary Arts – Professional Cook 2	88.94	12
Culinary Arts – Culinary Arts Satellite Prg	52.00	4
Culinary Arts – Culinary Arts Apprenticeship	224.00	12
Culinary Arts – Diploma	60.29	2
Subtotal Culinary Cook Courses	639.30	
Total	859.74	

Although many pieces of equipment have been replaced under the Blueprint for Skills Training programs, the kitchen and lab spaces and infrastructure associated with these programs have not been upgraded to match. Equipment layouts are based on traditional food service concepts which no longer reflect new programming and curriculum outcomes. Floor finishes are functionally deficient; exhaust, ventilation, lighting and plumbing infrastructure must be adapted to suit current and emerging trends in the food service industries. This project would update program areas for Culinary department, including the student run server areas, and the Baking and Pastry Arts labs.

2.0 Project Description

The project includes the renewal of selected areas of the 1st, 2nd and 3rd levels of VCC's Downtown campus as a phased development, as follows:

Space Type	Area (nsm)	Scope of renewal
Culinary Kitchens	1080	Revise layouts, plumbing, electrical, and ventilation infrastructure to reflect new curriculum. Refinish floors and ceilings. Some renovations to walls. Replacement of built in freezers/coolers.
Student-Run Restaurants and Servery	467	Alter layouts and infrastructure to optimize student learning opportunities and outcomes to reflect current food industry standards

Baking & Pastry Labs	570	Revise layouts, plumbing, electrical, and ventilation infrastructure to reflect new curriculum. Refinish floors and ceilings. Some renovations to walls. Replacement of built in freezers/coolers.
Butchery	153	Revise layouts, plumbing, electrical, and ventilation infrastructure to reflect new curriculum. Refinish floors and ceilings. Some renovations to walls. Replacement of built in freezers/coolers.

Total	2270
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445 square metres (nsm) of associated space will also need to be renovated as part of this project to support new curriculum.

In order to meet industry standards and the outcomes prescribed by ITA, the Culinary Arts programs have gone through a comprehensive review. The last significant program update was in 1991. As a result, VCC will be incorporating more experiential learning tasks, instructor demonstrations, student practice projects, portfolio based assessments and practical exams.

3.0 Project Objectives

Project objectives include:

- Provide Culinary and Baking & Pastry Arts training facilities that align with the new curriculum developed to meet the needs of contemporary industry
- Maintain and enhance VCC's market share in hospitality and food and beverage service training programs.
- Provide students and the public with improved food service environments to assist in cost recovery initiatives;
- Reduce crowding to ensure the health and safety of students and instructors using teaching kitchens and equipment;
- Support efficient cleaning and maintenance of teaching kitchens;

4.0 Options considered

The following options have been considered for alternate program delivery and facility solutions:

Option	Advantages	Disadvantages
Status Quo	<ul style="list-style-type: none"> • Least capital cost 	<ul style="list-style-type: none"> • Teaching space is not aligned with new curriculum or industry needs. • Facilities and equipment are not attractive to students taking programs • Decline in revenue from program related food services
Build New Facilities on same site	<ul style="list-style-type: none"> • Ability to redesign and reconfigure space and food concepts for greater success 	<ul style="list-style-type: none"> • Most costly alternative • Other programs are disrupted • Implementation is difficult due to need to locate alternate facilities through the demolition and construction period
Lease Facilities in nearby buildings	<ul style="list-style-type: none"> • Ability to modify leased facilities without disrupting existing cohorts 	<ul style="list-style-type: none"> • Greater cost to reconfigure space as teaching kitchens • Ongoing cost of leasing space for programs that are VCC core programs • Loss of department coherency • Inefficiencies moving cooking supplies to various locations • Loss of identity with VCC for both students and public • Reduction in revenue from program related food services
Renovate Existing Space in a Phased Development Preferred option	<ul style="list-style-type: none"> • Makes use of the existing facility's core and support services • Supports focused approach to update key spaces within limited area • Maintains familiar location ensuring VCC program branding continues 	<ul style="list-style-type: none"> • Requires an implementation plan to renovate while programs are operating • Does not showcase programs as much as may otherwise be possible in a whole asset replacement

5.0 Project Outcomes

The project will result in the following outcomes

Factor	Project Outcome
Infrastructure Improvements	Renewal of plumbing, electrical and ventilation and finishes that are beyond service life expectations
Cost Effectiveness	<ul style="list-style-type: none"> • Increased offerings in Culinary and Baking & Pastry programs. • Ability to increase Continuing Studies program offerings • Anticipated reduction in food production costs • Anticipated reduction in maintenance and cleaning costs
Strategic Alignment	<p><u>Ministry Priorities</u></p> <p><i>1.1 Align post-secondary education training and programs with labour market demand to achieve a highly skilled workforce:</i> The project is aligned with labour market demands for beverage and food services workers as well as managers of food and beverage services</p> <p><i>1.3 Increase participation and successful completion of all students:</i> The project will be more attractive to students and support increased completion rates</p> <p><i>2.1 Develop a highly internationalized education system:</i> The project is expected to appeal to and attract additional cohorts of international students</p> <p><i>2.2 Build on our strengths to enhance the quality of our post secondary education:</i> The project builds on the strengths of the current VCC program and facilities to deliver programs with greater quality</p>
Quality Education	Quality education is supported by providing training facilities aligned with new curriculum reflecting current job market demands
Energy & Emission Reduction	Energy and emissions would be reduced by aligning infrastructure with new equipment provided by BC Skills for Jobs Blueprint program

6.0 Project Cost/Funding

The following table identifies anticipated renovation costs associated with the project, and includes assumptions for equipment.

Cost Element	Amount	Comment/Assumption
Predesign	\$100,000	Includes programming
Planning & Design	\$1,300,000	Allows for phasing
Renovations	\$8,450,000	Includes escalation
Contingency	\$650,000	10% of construction cost
Total	\$10,500,000	Excludes Taxes

The majority of project costs are anticipated to be funded by the Ministry.

Operating costs are not expected to increase once the capital project is complete, because:

- Equipment maintenance, housekeeping and building maintenance costs are expected to decrease due to alignment of infrastructure with new equipment
- Any additional academic programming is expected to be cost-recovery, such as International, Continuing Ed, or ITA programming

7.0 Key Risks

Key risks of the project are identified in the following table along with proposed mitigation strategies.

Key Risk	Mitigation Strategy
Demand for Culinary and Baking programs does not allow freeing up teaching kitchen(s) for incremental renovation	One or two teaching kitchens could be located in leased space near the campus for the duration of the project
Maintaining operation of existing programs during renovations	Schedule disruptive renovations to align with shifting program intakes

8.0 Project Schedule

Project Phase	2017/18	2018/19	2019/20	2020/21	2021/22
Programming	■				
Design		■			
Construction					
Support / Temp Swing space		■			
Culinary Facilities		■	■		
Baking and Pastry Facilities				■	■

5 Year Capital Plan (2017/18-2021/22)

Attachment 2:

Institution	Campus/City	Project Title	Project Category (1 or 2)	Project Priority
Vancouver Community College	Broadway Campus/Vancouver	VCC Automotives Trades Training Space Expansion	2	2 of 4

1.0 Current Situation

The Automotive Trades training programs at VCC are some of the largest and most diverse suites of programs offered in Western Canada and, for 2 years in a row, VCC has been recognized by the Consumer Choice Awards as the best trades school in Vancouver. VCC offers the full slate of automotive training – from foundation to Red Seal certified apprenticeships – and is the only institution that provides Red Seal levels in all the automotive trades.

The automotive programs at VCC train automotive technicians, auto collision and auto refinishing specialists ...all of which are considered in demand trades in BC and are among the 25 jobs requiring college or apprenticeship training in BC's 2024 Labour Market Outlook. These trades are also on the critical seat list that was created by the Ministry of Advanced Education (AVED) in response to industry demands.

Current enrollment at VCC is at capacity for the shop space available, creating waitlists for all programs. Based on a 2016 Functional Programming study by RPG, using AVED area calculation standards, VCC requires 30% more space to properly accommodate its current programs and 80% more space to accommodate current and anticipated programs (assuming they could be delivered evenly throughout the year).

All programs are located in the Broadway 'A' building at VCC's Broadway campus in the City of Vancouver. Broadway 'A' was constructed in 1982, is owned by VCC and, has an FCI rating of 0.56. The Broadway 'A' campus is directly linked to the Broadway 'B' campus built in 2008.

The following programs make use of the space identified in this project:

Program	Student FTEs (2016-17) (Projected)	Number of Cohorts
Auto Service Technician (AST)	68.23	5
Auto Tech Apprenticeship	182	13
Apprenticeship – On Line	16	2
AST Diploma International	66.13	4

Auto Collision Repair	46.06	4
Auto Prep Apprenticeship	14	1
Auto Paint Apprenticeship	14	1
Auto Glass Apprenticeship	14	1
Auto Collision Apprenticeship	56	4
ACR Diploma International	22.4	3

Total	498.82
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The following table identifies space that the Automotives Trades training programs currently use at the Broadway Campus, and the AVED calculated area for these programs. Included are instructional shop space, office, and shop support space on Levels B, 1, and 2 of the Broadway 'A' building. It also includes classrooms on Level 2 of the Broadway 'A' building. It does **not** include allocations for food services, student support, library and other student resources that may be required to support the program offerings.

Program	Floor	Current Area (net sq m)	AVED Calc Area (sq m)
Auto Technician	B/2	3143	4238
Auto Collision + Auto Refinishing	B/1	1522	1981
Shared Support	B	195	
Total		4860	6219

2.0 Project Description

The Automotives Trades training space redevelopment project includes the redevelopment all shop and classroom space at the Broadway campus, including approximately space vacated by the relocation of the Heavy Duty/Commercial Transport programs to the facility shared with BCIT at Annacis Island.

3.0 Project Objectives

The project objectives include:

- Alleviate current overcrowded conditions
- Accommodate growth in program enrollment
- Increase student safety
- Increase overall operational effectiveness of the Auto Trades programs;

To accommodate growth in demand, VCC needs to redistribute and reconfigure existing space to meet the evolving and specialized needs of the automotive trades. Renewed facilities will also allow VCC to participate in applied research and expand programming to maintain alignment with industry needs

4.0 Options considered

The following table provides a summary of options considered for delivering and accommodating growth in the Automotive Trades programs.

Option	Advantages	Disadvantages
Status Quo	Maintains VCC's programs. Least capital cost	Overcrowded and potentially unsafe facilities Operational inefficiencies
Build New Auto Trades Facility at Broadway Campus	Alleviates space constraints Increase capacity of VCC programs Easy to implement	High cost Long time frame for project delivery
Renovate existing space Preferred option	Relatively inexpensive Short time frame for project delivery Makes best use of space support facilities on campus	Not as functionally ideal as new facility Yard still highly constrained

5.0 Project Outcomes

The proposed project will have the following outcomes:

Factor	Project Outcome
Infrastructure Improvements	Expand and modernize the Auto Trades training space to align with industry developments. Reduces health, safety and occupational risks at Broadway Campus by alleviating current crowded conditions Provides opportunity for infrastructure improvements and efficiencies during renovation process
Cost Effectiveness	Makes use of existing support facilities
Strategic Alignment	Increased capacity to work with industry in upgrading training for their apprentices and red

seal technicians.

The project aligns with labour market demand for skilled auto service technicians and auto collision technicians

Quality Education

The project will align training facility layout and operations with curriculum and with job market demands

6.0 Project Cost/Funding

The following table identifies anticipated costs associated with the project, and includes assumptions for the costs.

Cost Element	Amount	Comment/Assumption
Planning & Predesign	\$40,000	
Design	\$1,200,000	Phased
Renovations to Broadway	\$8,700,000	Includes escalation
Contingency	\$700,000	10% of Construction Cost
Total	\$10,640,000	Excluding taxes







The majority of project costs are anticipated to be funded by the Ministry.

7.0 Key Risks

Key risks of the project are identified in the following table along with proposed mitigation strategies.

Key Risk	Mitigation Strategy
Maintaining operation of existing programs during extensive renovations	Schedule disruptive renovations to align with shifting program intakes.
Demand for Auto Trades programs does not allow freeing up shop and training space for incremental renovations	Shop space could be leased near the campus for the duration of the project
Difficult to make space functionally suitable due to long narrow configuration	Test multiple program organization scenarios to identify the most functional scenario balanced against the scope of renovations

8.0 Project Schedule

Project Phase	2017/18	2018/19	2019/20	2020/21	2021/22
Programming					
Planning -Design					
Renovations					
Temporary Instructional & shop support					
Shared support space					
Auto Service Tech labs					
Auto Collision and Refinishing labs					

5 Year Capital Plan (2017/18-2021/22)

Attachment 2:

Institution	Campus/City	Project Title	Project Category (1 or 2)	Project Priority
Vancouver Community College	Broadway Campus/Vancouver	Laboratory and Training Space Renewal	2	3 of 4

1.0 Current Situation

Vancouver Community College has been experiencing increasing enrollment in University Transfer /College Foundation (UT/CF) Programming particularly in relation to Lab and Computer Sciences. Between 2011/12 and 2015/16 there was a 30% increase in the number of courses in this area. Within the UT programming in the STEM fields, (Science, Technology, Engineering and Math) the growth is even more pronounced, with enrolment increasing 65% over the same period of time. VCC must upgrade and enlarge laboratories and related training spaces to meet this demand.

First year University Transfer Engineering and Computer Science certificates require students to complete science courses at VCC through a combination of instruction in classrooms and laboratories. Upon successful completion of the program, students will gain transfer credits to enter the second year of the SFU Engineering and Computer Science degree programs.

VCC's Broadway A campus is owned by VCC and has an FCI rating of 0.56. It has 4 labs that have water, electrical, and ventilation infrastructure but, there has not been significant upgrades in these labs since the campus was constructed in 1982.

The following table identifies space that the UT/CF programs currently use at the Broadway Campus. Included are laboratory space, classroom space, office, and support space on Level 3 of the Broadway 'A' building. It does **not** include allocations for food services, student support, library and other student resources that may be required to support the program offerings.

Program	Current Area (sq m)
UT/CF Physics	125
UT/CF Biology	230
UT/CF Chemistry	275
UT/CF Computer Science	1000
Support Space (office)	230
Total	1,860

2.0 Project Description

Addition of two new large science lab training spaces, along with operational renovation of three other science lab training spaces.

A further three computer laboratory training spaces would be created to accommodate Engineering and Computer Science transfer programs

Eight new experiential learning / training spaces would be created and shared between all labs.

3.0 Project Objectives

The project objectives include:

- Increase overall operational effectiveness of the UT programs
- Accommodate growth in program enrollment
- Alleviate current overcrowded conditions
- Increase student safety

Upgrades to Science labs and related training spaces would support more than 500 FTE students to achieve the UT/CF prerequisites required to gain entry into a wide variety of in demand university and professional programs such as Engineering, Computing and Environment Science.

Strong lab science and computer lab training space capacities will also enable the College to undertake applied research opportunities in the STEM educational area.

4.0 Options considered

The following table provides a summary of options considered for delivering and accommodating the UT Lab programs.

Option	Advantages	Disadvantages
Status Quo	Least capital cost	Overcrowded facilities Operational inefficiencies. Loss in market share.
Build New Science Lab Facility at Broadway Campus	Alleviates space constraints. Ensures state of the art facilities and equipment Easy to implement	High cost Long time frame for project delivery

Option	Advantages	Disadvantages
Renovate and expand Science Lab space at Broadway Campus Preferred option	Relatively inexpensive Short time frame for project delivery Makes best use of space support facilities on campus	Not as functionally ideal as new facility

5.0 Project Outcomes

The proposed project will have the following outcomes:

Factor	Project Outcome
Infrastructure Improvements	Renewal of ventilation, electrical and plumbing services to meet needs of University level Science and Technology programs. Reduced health, safety and occupational risks by alleviating current crowded conditions
Cost Effectiveness	Ability to deliver larger sections in the Lab Science and Computer Science classes, consistent with pedagogical class size targets. Makes use of support facilities that are already available
Strategic Alignment	The project aligns with labour market demand for engineering and computer software professions
Quality Education	The project will align training facility quality, layout, and operations with curriculum demands.

6.0 Project Cost/Funding

The following table identifies anticipated costs associated with the project, and includes assumptions for the costs.

Cost Element	Amount	Comment/Assumption
Pre-designPlanning	\$ 20,000	
Planning & Design	\$ 750,000	Phased
Renovations to Broadway	\$4,000,000	Includes escalation
Contingency	\$ 330,000	10% of Construction Cost
Total	\$5,100,000	

The majority of project costs are anticipated to be funded by the Ministry.

7.0 Key Risks

Key risks of the project are identified in the following table along with proposed mitigation strategies.

Key Risk	Mitigation Strategy
Maintaining operation of existing programs during extensive renovations	Work on labs and training support spaces will be undertaken on a staggered schedule such that no more than 1-2 labs are unavailable within a given semester. Schedule disruptive renovations to align with shifting program intakes.
Difficult to make space functionally suitable due to existing structural bay sizes	Test multiple layout and organization scenarios to identify the most functional scenario balanced against the scope of renovations

8.0 Project Schedule

	2017/18	2018/19	2019/20	2020/21	2021/2022
Programming	■				
Planning-Design		■			
Tender-Construction					
UT - Physics		■			
UT - Biology			■		
UT - Chemistry				■	
Multi Use Learning Labs		■	■	■	■

5 Year Capital Plan (2017/18-2021/22)

Attachment 2:

Institution	Campus/City	Project Title	Project Category (1 or 2)	Project Priority
Vancouver Community College	Broadway Campus/Vancouver	Building Envelope Renewal (BWYA)	2	4 of 4

1.0 Current Situation

Vancouver Community College's Broadway A campus consists of multi-level reinforced concrete structure buildings with steel stud exterior wall assemblies. The exterior walls are face sealed stucco with single pane glazing in aluminum frames. The complex was constructed in 1982, is owned by VCC and, has an FCI of .56.

2.0 Project Description

After 35 years, the building envelope is well beyond its expected service life and is showing signs of deterioration. Both RJC Envelope Consultants and VFA engineering reports recommend replacement of these building systems.

Exterior Wall and Window/Skylight Assemblies

Replacement of existing face seal stucco on steel stud wall assembly with new exterior insulated rainscreen wall assembly including all integration details and an allowance for the repair of corroded steel studs.

Replacement of the existing windows and skylight with new thermally broken aluminum framed with insulated glass sealed units and new pressure plate system aluminum framed skylights.

3.0 Project Objectives

The project objectives include:

- Restore integrity of building envelope components,
- Prevent water ingress into the building
- Improve occupant comfort and air quality in the building
- Reduce operational energy costs for the College.
- Reduce GHG emissions
- Prevent potential failure of envelope and membrane assemblies and corresponding high cost of emergency repairs

4.0 Options considered

The following table provides a summary of options considered for delivering the project.

Option	Advantages	Disadvantages
Status quo	Least capital cost	<p>Potential failure of building envelope systems. Health and Safety risks related to indoor air quality</p> <p>Operational energy inefficiencies and increased risk of future emergency repairs</p> <p>Continued high GHG emissions</p> <p>Reduced ability to attract and retain students and staff</p>
Whole asset replacement	Ability to incorporate current envelope and energy conservation assemblies	Highest capital costs.
Phased building envelope renewal project (Preferred option)	<p>Maintain current and ongoing education programs.</p> <p>Makes best use of existing facilities core and support services.</p> <p>Reduce operationing and energy costs</p>	<p>Requires implementation plan to minimize disruption during construction.</p> <p>Extended time frame for project delivery</p>

5.0 Project Outcomes

The proposed project will have the following outcomes:

Factor	Project Outcome
Infrastructure Improvements	Renewal of building envelope assemblies that are beyond their service life. Reduce health, safety and occupational risks by reducing chances of negative air quality issues.

Financial Stability and Sustainability	Avoid higher cost of unpredictable emergency repairs in the future.
Quality Education	Support the delivery of a superior student educational experience by providing a healthy and attractive learning facility
Energy and Emission Reduction	Significantly reduce energy costs and GHG emissions.

6.0 Project Cost/Funding

Cost Element	Amount	Comment/Assumption
Exterior wall and window replacement	\$12,500,000	Phased
Contingency	\$ 1,500,000	
Total	\$14,000,000	



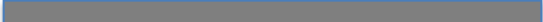
The majority of project costs are anticipated to be funded by the Ministry.

7.0 Key Risks

Key risks of the project are identified in the following table along with proposed mitigation strategies.

Key Risk	Mitigation Strategy
Failure of building envelope systems requiring expensive, emergency repairs and increased future maintenance costs	Controlled, phased approach to envelope replacement based on priorities identified in building envelope condition assessment.
Failure of building envelope systems leading to indoor air quality issues, and related health and safety concerns.	Controlled, phased approach to envelope replacement to prevent water ingress issues that can cause mould/air quality issues and potential safety hazards

8.0 Project Schedule

	2017/18	2018/19	2019/20	2020/21	2021/2022
Design + permits					
Contract Documents + Tender					
Construction					
Exterior walls and windows					



2016/17 Consolidated Goals, Objectives and Initiatives

Update

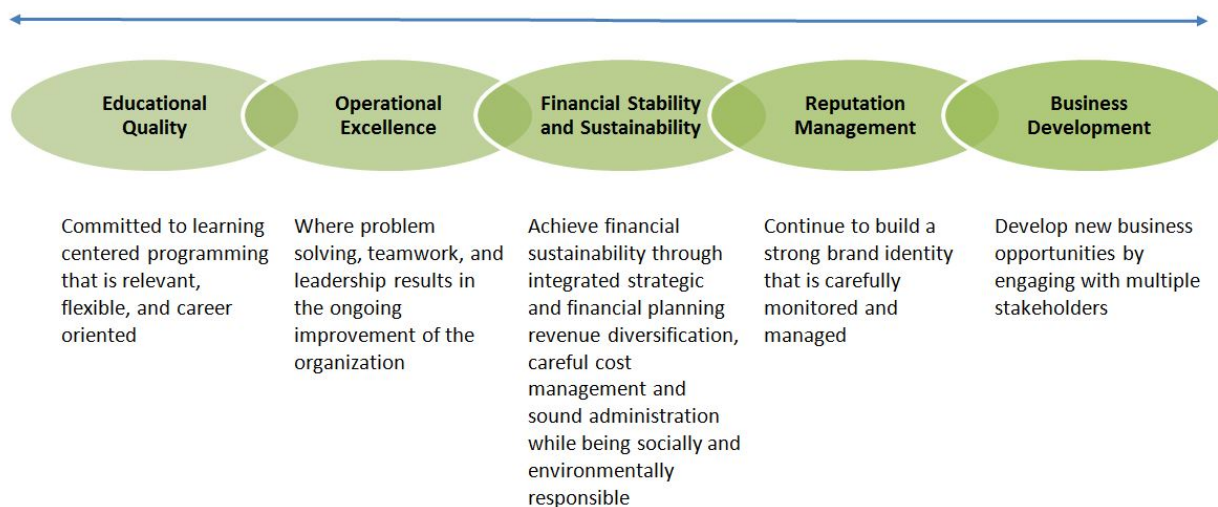
for the Period Ended October 31, 2016

CONSOLIDATED GOALS, OBJECTIVES AND INITIATIVES SUMMARY

VCC's Five Key Success Drivers

Key success drivers (KSDs) are factors that have a major impact on the performance and continued success of the college. KSDs provide focus when identifying goals, objectives and initiatives to ensure the short term and long term direction of the institution is realized. The five VCC success drivers are:

- 1 – Educational Quality
- 2 – Operational Excellence
- 3 – Financial Stability and Sustainability
- 4 – Reputation Management
- 5 – Business Development



VCC consolidated goals, objectives and initiations are closely monitored and updated regularly. The following is a summary of the updated goals, objectives and initiatives for the period.

KSD #1 – Educational Quality

- First year Environmental Studies university transfer certificates (School of Arts & Sciences) – pilot courses launched in September 2016 (and another pilot set for January 2017) with the full launch slated for September 2017.
- Practical Nursing funding received from Ministry of Advanced Education for program development and delivery (School of Health Sciences) - development in progress with the launch scheduled for October 2017.
- New Dental Technology Science Program (School of Health Sciences) approved by Ministry of Advanced Education – approved by the Board in September 2016 with the first intake scheduled for January 2017.
- Successful BScN accreditation (School of Health Sciences) - received accreditation from the Canadian Association of Schools of Nurses (CASN) in June 2016 for both the BSN and Advanced BSN.
- Renewal of Culinary Arts program (School of Hospitality, Food Studies & Applied Business) – curriculum has been completed and taken through governance and was approved by the Board in September 2016. First cohort of PC1 to start in January 2017 and PC2 in September 2017.
- Aboriginal Baking and Pastry Art (School of Hospitality, Food Studies & Applied Business) – funding has been secured and program delivery started in October 2016.
- Fashion Arts renewal (Continuing Studies) – Board approved and program launched in September 2016.
- Renewal of Computer-aided design (CAD) & Building Information Modeling (BIM) (School of Trades, Technology & Design) – Board approved in June 2016 with certificates launched in September 2016 and citations scheduled to launch in spring 2017.
- Renewal of Digital Graphics Design certificate (School of Trades, Technology & Design) – program was renamed to Visual Communications Design and approved by the Board in June 2016. Program start scheduled for January 2017.
- New Canadian Business Management Post Degree Diploma (International Education) – an international program that has gone through the governance process and slated for implementation in September 2017.
- Established an EDCO Program Review & Renewal Committee – several short and long term goals for the committee have been identified.
- Research Ethics Board has been reconstituted – first step in the development of an infrastructure to support applied research at the college.
- Program advisory committees (PACs) have been established, renewed or reconstituted in many of the schools including Continuing Studies.

KSD #2 – Operational Excellence

- Implement Curriculum management software that will house all course outlines, program guides and approvals – Course Leaf software implementation is in progress with a go live date scheduled for February 2017.
- Implemented a Technology Leasing Refresh program – identified CSI Leasing as the vendor for leasing equipment and launched the new program in the summer of 2016. The IT Refresh program will assist with utilizing current technology; conserving cash and redistributing capital funds for other priorities; facilitating budgeting; and mitigating risk of IT obsolescence.
- Emergency Mass Notification System – successfully implemented and fully operational as of September 2016 for staff and students.
- Conduct college-wide employee engagement survey – employee engagement strategy committee established and TalentMap Survey retained to deliver the survey. The survey is to be distributed November 14th and completed by November 25th.
- Event Management Software (EMS) room booking software - room inventory and data cleanup is in progress. Facilities staff have received training and process changes have been made.
- Space utilization – inventory has been completed for the downtown campus, Broadway A & B. Discussion in progress with Deans on space requirements based on programs.
- E-text books – a number of pilots either successfully completed or in development.

KSD #3 – Financial Stability and Sustainability

- Enrolment and Financial reporting – monthly and quarterly reports are prepared and distributed to the leadership team for review. Carefully monitoring actual to budget results to ensure targets that were set in the 2016/17 Budget are being achieved.
- Monitoring of Integrated College Plan goals and objectives – quarterly updates.
- Started the Integrated College Planning cycle for 2017/18.

KSD #4 – Reputation Management

- Refresh of VCC Digest
- Preparation for the launch of the new marketing campaign

KSD #5 – Business Development

- Samsung Tech Institute at VCC – launched first cohort of the Professional Appliance Repair pathway in October 2016.
- Gold Trial Partnership (Early Childhood Education) – launched in September through Continuing Studies.
- Partnership Development Office – created in October 2016.

Appendix A

2016/17 Detailed Consolidated Goals, Objectives and Initiatives

Status Updates for VCC Key Success Drivers (KSDs) and 2016/17 Detailed Consolidated Goals, Objectives and Initiatives

KSD #1 – Educational Quality

2016/17 Objectives	Initiatives	Responsibility	Timeline	1 st Qtr Status Update – June 2016	2 nd Qtr Status Update - October 2016
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	<ul style="list-style-type: none"> Associate of Arts Degree – develop business case for a two-year program intended to provide a pathway to a degree, or to stand alone 	VP Academic/ Dean , School of Arts & Science	<ul style="list-style-type: none"> Business case Sept 2016 Potential course launch Sept 2016 	<ul style="list-style-type: none"> Two new UT courses going to BoG for final approval June 8, 2016 	<ul style="list-style-type: none"> Board approved UT courses: Criminology and Canadian Legal System – June 8, 2016 & Environmental Studies Certificate – June 29, 2016
	<ul style="list-style-type: none"> Associate of Science Degree – develop business case for increased course offerings at the first and second level sufficient to enable a University Transfer (UT) student to complete an Associate of Science Credential 	VP Academic/ Dean , School of Arts & Science	<ul style="list-style-type: none"> Course launch – 1st Year Jan 2017 Course launch – 2nd Year 2018/19 		<ul style="list-style-type: none"> Full launch in September 2017
	<ul style="list-style-type: none"> Transfer Certificates in Environmental Resource Management, Global Environmental Systems, and Environmental Science – develop business case to increase course offerings that enable a student to access a preferred pathway into the SFU Faculty of Science 	VP Academic/ Dean , School of Arts & Science	<ul style="list-style-type: none"> Fee structure developed by Mar 2016 Letter of Understanding (LOU) by Jun 2016 Launch Sept 2016 	<ul style="list-style-type: none"> Fee structures for new courses approved by Finance & Audit Committee May 2016 LOU approved by SFU Faculty of Environment April 2016 	<ul style="list-style-type: none"> Board approved – June 29, 2016

Consolidated Status update: November 8, 2016 (last revision)

	<ul style="list-style-type: none"> Develop business case for a base range of Adult Basic Education (ABE) Pathways, Pre-Science, Technology, Engineering & Mathematics (STEM), Pre-Trades 	VP Academic/ Dean , School of Arts & Science	<ul style="list-style-type: none"> Business case Mar 31 2016 	<ul style="list-style-type: none"> Business Concept Paper, PCG and Outlines brought to Curriculum Committee in May on advice of EdCo Chair. Sent back to Department for additional work 	<ul style="list-style-type: none"> No further updates at this time
	<ul style="list-style-type: none"> Pre-Health Sciences – complete governance assessment and business case 	VP Academic/ Dean , School of Health Sciences	<ul style="list-style-type: none"> Sept 2017 	<ul style="list-style-type: none"> New program approved at EdCo. Needs to go to the Ministry and Tuition needs to be established before going to the Board 	<ul style="list-style-type: none"> Tuition proposal being prepared
	<ul style="list-style-type: none"> Practical Nurse Refresher Program – develop business case 	VP Academic/ Dean , School of Health Sciences	<ul style="list-style-type: none"> Jun 2017 	<ul style="list-style-type: none"> Proposal submitted for one-time funding to AVED 	<ul style="list-style-type: none"> Did not receive funding for this so project will be deferred until another funding opportunity arises
	<ul style="list-style-type: none"> Licensed Practical Nurse (LPN) to Bachelor of Science in Nursing (BSN) Bridging – develop proposal 	VP Academic/ Dean, School of Health Sciences	<ul style="list-style-type: none"> Jun 2016 Implement Sept 2017 	<ul style="list-style-type: none"> Proposal submitted to AVED for development and delivery – 2 teleconferences – awaiting AVED’s response 	<ul style="list-style-type: none"> Received funding for development and delivery of one cohort in October 2017. Development is in process
	<ul style="list-style-type: none"> Bachelor of Applied Science Dental Hygiene Degree – develop curriculum 	VP Academic/ Dean, School of Health Sciences	<ul style="list-style-type: none"> 2016/17 Potential launch 2018 		<ul style="list-style-type: none"> Concept paper approved at EdCo. Development is in process
	<ul style="list-style-type: none"> Business/Entrepreneurship – complete needs assessment 	VP Academic/ Dean , School of Hospitality, Food Studies & Applied Business	<ul style="list-style-type: none"> Dec 2016 		<ul style="list-style-type: none"> At the discussion stage within the School
	<ul style="list-style-type: none"> Aboriginal Baking and Pastry Arts – develop an implementation plan for a new Aboriginal focused program that allows students to enroll in a community based foundation course that better prepares them to ladder 	VP Academic/ Dean, School of Hospitality, Food Studies & Applied Business	<ul style="list-style-type: none"> May 2016 	<ul style="list-style-type: none"> Funding has been secured for an on-site Baking and Pastry Arts program 	<ul style="list-style-type: none"> Program delivery has started: In community (Musqueam) on October 10 and On-Campus on October 31

Consolidated Status update: November 8, 2016 (last revision)

	into a Baking & Pastry Arts program				
	<ul style="list-style-type: none"> Journeyman upgrading and Aboriginal transportation course – develop business case 	VP Academic/ Dean, School of Trades, Technology & Design	<ul style="list-style-type: none"> April 2016 	<ul style="list-style-type: none"> Discussions with three transportation trades are ongoing 	<ul style="list-style-type: none"> No further updates at this time
	<ul style="list-style-type: none"> Develop a business case - Gladue Report Writing for Professionals 12 week stand-alone program with the intention of providing a pathway into Paralegal certificate/diploma 	VP Academic/ Director, Indigenous Education	<ul style="list-style-type: none"> Business case Sept 2016 Potential launch – Dec 2017 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> Ongoing business case development. Will not ladder into paralegal program
	<ul style="list-style-type: none"> Seek to develop partnerships with Indigenous Adult and Higher Learning Association (IAHLA) institutions 	VP Academic/ Director, Indigenous Education	<ul style="list-style-type: none"> Assessment Sept 2016 		<ul style="list-style-type: none"> Ongoing discussions taking place
1.1.2 Renew programs that have not gone through renewal in the past 5 years	<ul style="list-style-type: none"> Denturist Program – develop business case 	VP Academic/ Dean, School of Health Sciences	<ul style="list-style-type: none"> Potential launch Sept 2017 	<ul style="list-style-type: none"> Concept paper has been approved by EdCo Curriculum is being developed 	<ul style="list-style-type: none"> Development continues
	<ul style="list-style-type: none"> Fashion Arts – currently under review 	VP Academic/ Dean, Continuing Studies	<ul style="list-style-type: none"> Develop business case May 2016 Potential launch Jan 2016 	<ul style="list-style-type: none"> Renewed and approved 	<ul style="list-style-type: none"> Board approved –New program successfully launched in September 2016
1.1.3 Implement programs that have gone through program renewal and/or have had minor or major changes approved through Education Council and the Board Finance and Audit Committee, and meet VCC requirements for program continuation	<ul style="list-style-type: none"> Culinary Arts – develop implementation plan for a new unified Culinary Arts Certificate that will allow students to enroll with the expectation that they will be able to complete Professional Cook 1 (PC1), Professional Cook 2 (PC2) and all work-based training hours in a single admission 	VP Academic/ Dean, School of Hospitality, Food Studies & Applied Business	<ul style="list-style-type: none"> Project manager retained to develop plan – kickoff meeting schedule for Feb 2016 Implementation plan Feb 2016 Program launch – Sept 2016 	<ul style="list-style-type: none"> Curriculum Development is on-going with a planned start date of January 2017. If funds from SIF are secured, the implementation date may change (Note that in July we were informed SIF funding was not approved) 	<ul style="list-style-type: none"> Curriculum has been completed and approved by BOG on Sept 27, 2016. First cohort of PC1 to start in January 2017 and PC in September 2017

Consolidated Status update: November 8, 2016 (last revision)

	<ul style="list-style-type: none"> Computer-aided design (CAD) & Building Information Modeling (BIM) renewal – develop implementation plan 	VP Academic/ Dean, School of Trades, Technology & Design	<ul style="list-style-type: none"> Complete business case Mar 2016 Launch new certificates Sept 2016 Launch new citation spring 2017 Launch new diploma Sept 2017 	<ul style="list-style-type: none"> 3 CAD and BIM certificates and 1 Citation are being presented to the Board on June 8th. Certificates will be launched Sept 2016 and Citation in the spring of 2017 Proposal for the Diploma is in process 	<ul style="list-style-type: none"> Board approved June 8, 2016 Certificates launched Sept 2016 and Diploma will be presented at Curriculum Committee in November. Launch expected to be Sept 2017
	<ul style="list-style-type: none"> Digital Graphics Design - Renewal of Certificate and creation of a new Diploma program 	VP Academic/ Dean, School of Trades, Technology & Design	<ul style="list-style-type: none"> Complete business case Mar 2016 Launch new diploma Jan 2017 Launch new certificate Sept 2017 	<ul style="list-style-type: none"> Program has been re-named to Visual Communications Design Will be presented to the Board June 8th with new tuition 	<ul style="list-style-type: none"> Board approved June 29, 2016 Launch is expected Jan 2017
1.1.4 Identify, promote, support articulation and transferability of courses/programs	<ul style="list-style-type: none"> Develop repository of all articulation agreements (centralized housing – in Registrar’s Office with copies in Academic) – develop plan 	VP Academic/ Registrar	<ul style="list-style-type: none"> Plan – Sept 2016 Implementation - 2017 	<ul style="list-style-type: none"> Gathering articulation agreements has begun (Dave) Planning session to be scheduled for July 2016 (Dave) VP Academic Office is in the process of consolidating all education agreements from partnerships to articulation (VP Academic) 	<ul style="list-style-type: none"> Education agreements have been updated and the list provided to Education Council and posted to myVCC. Electronic copies of the agreements are stored in the VP Academic Office.

Consolidated Status update: November 8, 2016 (last revision)

	<ul style="list-style-type: none"> Determine courses and programs that would enable VCC to become a “receiving” institution and have these added to the BC Council Admissions & Transfer (BCCAT) guide 	VP Academic	<ul style="list-style-type: none"> Develop plan Mar 2017 	<ul style="list-style-type: none"> Several new courses and new programs under development Strategic Enrolment Management Committee (SEM) discussing high attrition courses, action plan to be developed thereafter 	<ul style="list-style-type: none"> Ongoing program development at Department level.
1.1.5 Create an integrated college plan for development of flexible learning	<ul style="list-style-type: none"> Explore expanding afternoon/evening/weekend delivery – integrate into business cases for program renewal and new programs – develop plan 	VP Academic/ Deans/ Directors/ Facilities/ Finance	<ul style="list-style-type: none"> Jun 2016 	<ul style="list-style-type: none"> Ongoing discussions at ASR and D2 forums New partnership under discussion with Royal Roads University Several initiatives underway with School Districts 	<ul style="list-style-type: none"> Ongoing conversations with ASR and D2 teams. New partnerships have been added in several areas. The establishment of the Partnership Development office will further strengthen this goal Gold Trail – ECCE dual credit program successfully launched in East Kootenays
1.1.6 Seek accreditation and/or external program approval status and implement strategies to fulfill accreditation requirements	<ul style="list-style-type: none"> Canadian Association of Schools of Nurses (CASN) BScN Accreditation site visit Feb 22 – 26, 2016 – findings report and recommendations will be issued after the visit Certified Dental Assisting – implement recommendations Follow through with Pharmacy Technician admission requirement changes as per accreditation recommendations OPTA Program – site visit 2018 	Dean, School of Health Sciences	<ul style="list-style-type: none"> Follow up on recommendations 2016/17 	<ul style="list-style-type: none"> Expecting to hear the outcome of CASN accreditation in June 2016 CDA is implementing recommendations spring 2016 and fall 2016 Pharmacy Tech English Language Proficiency requirements are being implemented for January 2016 	<ul style="list-style-type: none"> Received accreditation from CASN for our BSN and Advanced BSN programs in June 2016 Curriculum changes are being made to the OPTA program in preparation for accreditation

Consolidated Status update: November 8, 2016 (last revision)

1.1.7 Review non-performing programs and develop plan for suspension and/or cancellation	<ul style="list-style-type: none"> • Programs will be identified through the 3-year rolling academic review • HCA Upgrade • Access to Dental Hygiene for CDAs. 	VP Academic	<ul style="list-style-type: none"> • Throughout 2016/17 	<ul style="list-style-type: none"> • Deans have identified program renewals in the 3 year Academic Plan • The EDCO Program Review and Renewal committee has been established and will be following up with the Deans on their Action Plans 	<ul style="list-style-type: none"> • EDCO Program Review and Renewal Committee has identified several short and long term goals. Immediate focus will be on allocation of Curriculum Development funds, review and track action plans arising from annual program reviews and research a process for program renewal • Revisions underway to Program Suspension and Cancellation policy
1.1.8 Develop a Scholarship and Research Initiatives Plan	<ul style="list-style-type: none"> • Create an infrastructure to support scholarship and research initiatives – develop a plan 	VP Academic	<ul style="list-style-type: none"> • Develop plan by Mar 2017 • Implementation 2018/19 	<ul style="list-style-type: none"> • The Research Ethics Board has been reconstituted • Faculty professional development in research underway 	<ul style="list-style-type: none"> • Planning under way for a Research Day sponsored in part by the President's Office.
1.1.9 Develop new relevant programs for international students	<ul style="list-style-type: none"> • Develop and launch two existing Post Graduate Diplomas – develop business case 	President's Office/ VP Academic/ Director, International Education	<ul style="list-style-type: none"> • Launch Jan 2017 	<ul style="list-style-type: none"> • The concept paper for a new Post Graduate Diploma in Canadian Business Management has been submitted for Governance review 	<ul style="list-style-type: none"> • New Canadian Business Management Post Degree Diploma approved by Education Council and recommended for approval to Board of Governors (meets Nov 16) • Tuition & fees will be brought for information to the Board • Slated for implementation Sep 2017

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<p>1.1.10 Ensure programs have active program advisory committees and effective partnerships with industry/community</p>	<ul style="list-style-type: none"> Implement a revised program advisory committee (PAC) policy and ensure adequate representation – develop revised process. 	<p>Deans & Department Heads</p>	<ul style="list-style-type: none"> Inventory of advisory groups and frequency of meetings by May 2016 Initiate or restructure PACs where required - 2016/17 	<ul style="list-style-type: none"> PAC establishment process initiated for ECCE, Interior Design, future Int'l Business Diploma. School of Trades have begun refreshing out PACs to ensure there is a wide range of industry involvement PAC policy and procedures revised (VP Academic) 	<ul style="list-style-type: none"> Strategic Enrolment Management (SEM) Committee has discussed ways to engage and acknowledge PAC participation PAC inventory close to finalization, waiting on information on new groups PAC meetings will be scheduled this fall for all program areas in the School of Hospitality, Food Studies and Applied Business In CS, several PAC meetings have been held for ECCE, Building Management, Business, Interior Design MDRT, Counselling Skills in August to September
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2016/17 Objectives	Initiatives	Responsibility	Timeline	1 st Qtr Status Update – June 2016	2 nd Qtr Status Update - October 2016
Goal 1.2 – Enhanced instruction, instructional strategy and educational technology					
<p>1.2.1 Develop an online educational technology strategy</p>	<ul style="list-style-type: none"> Expand course design using the Moodle platform - develop a strategy for increasing program delivery on Moodle (priority of courses, content, instructional design and consistent look and feel of courses) including training 	<p>VP Academic/ Deans/Centre for Instructional Development/IT</p>	<ul style="list-style-type: none"> Online strategy working group has been formed Strategy in place by Dec 2016 	<ul style="list-style-type: none"> IT is a supporting department for this project and as such we joined the appropriate committees, etc., but at this time there is no action for IT to take, or 	<ul style="list-style-type: none"> CID Supporting Culinary faculty for roll out of Moodle courses for January 2017 term Dean, CS attended an information session with an LMS provider

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	<ul style="list-style-type: none"> • Create a framework around online course development for faculty 			<p>deliverable that this project waits for (IT)</p> <ul style="list-style-type: none"> • CID developing Moodle shell for Culinary faculty to support revised curriculum (Shirley) • Terms of Reference established for Online Strategy Advisory Group (VP Academic) • Inventory of online courses compiled (VP Academic) 	
	<ul style="list-style-type: none"> • Open Education resources and e-text books – develop a strategy and plan 	<p>Deans/Centre for Instructional Development/IT</p>	<ul style="list-style-type: none"> • Pilot starting Jan 2016 • Plan developed by Sept 2016 	<ul style="list-style-type: none"> • Open Textbooks from BC Campus loaded into Library catalogue and are searchable (Shirley) • VCC is partner developing Digital Learning Resource Network (DLRN) initiative for the province. S. Lew will be presenting at Festival of Learning with Steering Committee members (Shirley) • Successful pilot with Hospitality Management program (VP Academic) • Discussions underway with Pearson Canada to finalize arrangement (VP Academic) • College wide awareness generated at the 	<ul style="list-style-type: none"> • DLRN initiative in-progress to document e-textbook pilots at other institutions and develop a Business Plan • Culinary Arts transitioning to e-textbook for core textbook as of Jan 2017 term on Texidium platform. License negotiations, payment model, integration with Moodle work in-progress

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				Education Technology Showcase (VP Academic)	
1.2.2 Identify new educational technologies and software that could be supported and resourced	<ul style="list-style-type: none"> Identify types of technology that should be supported in the classroom Ensure program curriculum is modified to support new software that is current and relevant – develop a rollout plan Develop and implement strategies around simulation and inter-professional education (IPE) in Health 	Deans/Centre for Instructional Development/IT	<ul style="list-style-type: none"> Inventory current technology in classrooms both hardware and software – Dec 2016 Develop plan – Mar 2017 Implement simulation and IPE strategies – Sept 2016 	<ul style="list-style-type: none"> Inventory compiled Plans to be developed 	<ul style="list-style-type: none"> CS will create a business case to support the purchase of a Banner module that will facilitate online registrations E-Portfolio software identified as need across various programs. CID/Library leading a needs analysis and survey of solutions to raise with STECG
1.2.3 Continue to develop the Learning Commons concept	<ul style="list-style-type: none"> Work with advisory committee to confirm long-term objectives, timeline, capital plan at the downtown and Broadway campuses 	VP Academic/Division of Library/Centre for Instructional Development/IT	<ul style="list-style-type: none"> Planning session to be scheduled by Mar 2016 Plan developed by Jun 2016 	<ul style="list-style-type: none"> Integrated service pilots underway or completed: GET HIRED workshops and Career resources Web page. Pilots will continue in the Fall (Shirley) Learning Commons committee has developed short term and long term plans (VP Academic) Sub-committees working on tasks (VP Academic) 	<ul style="list-style-type: none"> Consultation planning underway to survey students & employees

KSD #2 – Operational Excellence

2016/17 Objectives	Initiatives	Responsibility	Timeline	1 st Qtr Status Update – June 2016	2 nd Qtr Status Update - October 2016
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	<ul style="list-style-type: none"> Resource and complete Data Integrity project for position control and Web time entry system Phase I Develop implementation plan for Phase II of Web time entry system 	VP Admin & CFO/ Payroll/HR	<ul style="list-style-type: none"> Plan in place by April 2016 Plan by Sept/Oct 2016 	<ul style="list-style-type: none"> Plan is moving forward and a majority of position control cleanup project is done Delay in hiring a temp clerk – this will be likely pushed to Sept/Oct 2016 Need to put together working group (Marlene) 	<ul style="list-style-type: none"> Data integrity project is done Web Time entry project working group established and meeting regularly Payroll manager has started meeting with time keepers in each dept.
	<ul style="list-style-type: none"> Develop plan and implement an Electronic Document Management system 	IT	<ul style="list-style-type: none"> Plan in place by Jun 2016 	<ul style="list-style-type: none"> Plan will be in place by August 2016 	<ul style="list-style-type: none"> Plan in place by January, 2017
	<ul style="list-style-type: none"> Develop plan for implementing electronic signature system/process 	IT/Procurement	<ul style="list-style-type: none"> Plan in place by Jun 2016 	<ul style="list-style-type: none"> Procedures document for use of digitized signatures on contracts created and presented to Ops Co. Pilot for the use of digitized signatures on contracts commenced 16th May 	<ul style="list-style-type: none"> Pilot ongoing
	<ul style="list-style-type: none"> Develop implementation plan to improve Help Desk software functionality 	IT	<ul style="list-style-type: none"> Plan in place by Jun 2016 		<ul style="list-style-type: none"> Phase 1 completed: Help Desk software now in use and maximized efficiency to the level of training received. More training plus additional module needed to bring it to the next level.
	<ul style="list-style-type: none"> Develop project plan to improve 	Registrar/Working Group	<ul style="list-style-type: none"> Delayed to June 	<ul style="list-style-type: none"> While finalizing the hiring 	<ul style="list-style-type: none"> No further updates at this

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	Banner data quality, expand statistical reporting and implementation of new functionality		2016, related to hiring Associate Registrar <ul style="list-style-type: none"> • Full implementation - Sept 2018 	of the Associate Registrar position, we have looked at revision to Timetabling policy and practices in an effort to streamline and enhance the student experience. <ul style="list-style-type: none"> • Working towards November 2016 implementation. 	time
	<ul style="list-style-type: none"> • Develop plan and implement curriculum management software that will house all course outlines, program content guides and approvals 	VP Academic/ VP Admin & CFO/ IT	<ul style="list-style-type: none"> • Planning kick-off Feb 2016 • Implementation planned for Sept 2016 	<ul style="list-style-type: none"> • Implementation (phase 1) by August 2016 (Peter G) • Agreement signed with CourseLeaf Academic Catalog Management Software (VP Academic) • Project on time (VP Academic) 	<ul style="list-style-type: none"> • Due to delays in migrating information from Banner and identifying a realistic workflow plan, the implementation date has been delayed to Feb 2017.
	<ul style="list-style-type: none"> • Develop plan to consolidate and streamline admission and registration processes 	Registrar/Working Group	<ul style="list-style-type: none"> • Mar 2017 • Full implementation Sept 2018 		<ul style="list-style-type: none"> • No further update at this time
	<ul style="list-style-type: none"> • Evaluate and streamline Bookstore processes 	VP Admin & CFO	<ul style="list-style-type: none"> • Apr 2016 		<ul style="list-style-type: none"> • Bookstore working group was formed in Oct 2016 to identify and review the bookstore operational requirements and processes to support the consolidation of the two bookstores into one location • Develop a transition plan to ensure that students are not impacted by the consolidation. This will include expanding online

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					services and popup bookstores during peak periods
	<ul style="list-style-type: none"> Review and develop project plan to streamline process for procurement, receipt of goods and reporting 	VP Admin & CFO/ Procurement/ Finance	<ul style="list-style-type: none"> Sept 2016 	<ul style="list-style-type: none"> Created a Process Improvement Register to track progress Purchasing about to implement first round of improvements that will have an impact on various areas of work, including planning, solicitation, and contract administration 	<ul style="list-style-type: none"> First round of improvements have been implemented. Reduced contract administration and faster turnaround of certain Department requests are some of the benefits we are seeing
2.1.2 Evaluate technology refresh/leasing options	<ul style="list-style-type: none"> Evaluate leasing option from such providers as Macquarie Equipment Finance Ltd. to ensure on-going IT technology refresh 	VP Admin & CFO/ IT	<ul style="list-style-type: none"> Apr 2016 	<ul style="list-style-type: none"> Decision note from IT perspective done 	<ul style="list-style-type: none"> Board approved the move to a tech refresh leasing program Program and vendor are now in place and processes have been developed
2.1.3 Identify, evaluate, recommend and implement software applications to increase efficiencies	<ul style="list-style-type: none"> Fully implement Event Management Software (EMS) – develop plan 	IT/Facilities/ Registrar	<ul style="list-style-type: none"> Project manager retained – kick-off meeting Jan 2016 Implementation by Nov 2016 (Dave) 	<ul style="list-style-type: none"> Waiting for DEA to send us a report after their on-site visit. As of May 24, 2016, promised delivery is end of the week. (IT) Phase 1 Assessment completed in Apr 2016 Phase 2 Implementation pending Statement of work from vendor (Jerry) We have looked at revision to Timetabling policy & practices in an effort to streamline and 	<ul style="list-style-type: none"> Waiting response from vendor (DEA) to determine scope of Phase 2 of the implementation

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				enhance the student experience. Working towards Nov 2016 implementation (Dave)	
	<ul style="list-style-type: none"> Assess financial report writer and analyzer tools options – make recommendations and develop implementation and training plan for the utilization of the software & modules 	VP Admin & CFO/ IT/Finance	<ul style="list-style-type: none"> Mar 2017 	<ul style="list-style-type: none"> In progress, currently evaluating options (IT) A Decision note sent to CFO for review (Jamie) 	<ul style="list-style-type: none"> FAST budget and forecasting module is being set up and being tested in the development site. Implementation in progress

2016/17 Objectives	Initiatives	Responsibility	Timeline	1 st Qtr Status Update – June 2016	2 nd Qtr Status Update - October 2016
Goal 2.2 – Ensure a safe student and working environment					
2.2.1 Ensure compliance with WorkSafe BC and other safety regulations	<ul style="list-style-type: none"> Implement changes as required under new legislation for chemical substances (e.g. used in chemistry classes) 	Occupational Health & Safety/HR	<ul style="list-style-type: none"> As per regulations timeline 		<ul style="list-style-type: none"> MSDS library system now in place
2.2.2 Update emergency management	<ul style="list-style-type: none"> Ensure faculty and staff have appropriate training to enable them to respond effectively in emergency situations – develop a training plan 	Director, Security	<ul style="list-style-type: none"> Sept 2016 	<ul style="list-style-type: none"> Created a training plan Notices will go out Link on VCC Website 	<ul style="list-style-type: none"> Plan has been updated and now with the VP/CFO for review 2016/10/03
	<ul style="list-style-type: none"> Develop plan and implement emergency mass notification system 	Director, Security/ Director, Facilities/ IT	<ul style="list-style-type: none"> Plan by Feb 2016 Implementation by May 2016 	<ul style="list-style-type: none"> IT provided support by reviewing it for IT needs during implementation IT also reviewed and provided feedback for user documentation (Peter G) SOW Signed Feb 2016 (Surinder) Training Mar/Apr (Surinder) Beta testing May 	<ul style="list-style-type: none"> Notification system is fully operational as of Sept 19/16 600+ emails sent out with 43 bounce back Notification system is operational and successful used in the BC shake-out event on October 20/2016

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				<ul style="list-style-type: none"> Implementation by Sept 2016 (Surinder) 	
	<ul style="list-style-type: none"> Host provincial ERM conference 	Director, Security	<ul style="list-style-type: none"> Oct 2016 	<ul style="list-style-type: none"> Working group created Rooms confirmed Web page set up completed (waiting for final content from RMB) 	<ul style="list-style-type: none"> Conference date Oct, 6-7, 2016 have 87 tickets sold Minister to give opening speech
2.2.3 Start procurement process for new Physical Security Services contract	<ul style="list-style-type: none"> Complete procurement RFP for security contract – current contract expires June 2016 	Procurement/ Director, Security	<ul style="list-style-type: none"> Proponent selection by Apr 2016 	<ul style="list-style-type: none"> Procurement complete Board approved New contract executed and services commenced Jun 1 Unsuccessful proponents have been debriefed 	<ul style="list-style-type: none"> Complete No further action required
2.2.4 Upgrade security infrastructure	<ul style="list-style-type: none"> Upgrading key security infrastructure (i.e. key scan, CCT, access control) 	Director, Security/ Facilities	<ul style="list-style-type: none"> Apr 2016 	<ul style="list-style-type: none"> Upgraded all labs on campus to card access as well as dental clinic Installation communicated out Operationalized all cameras on campus Installed cameras in receiving area of Bldg A Upgraded client management software client control and CCTV 	<ul style="list-style-type: none"> Stage two roll out starting Security provider asked to give quotes for capital project as well as offer suggestions for further enhancements New installation areas: <ul style="list-style-type: none"> Advising/disability services Indigenous students area Public hallways both campuses
	<ul style="list-style-type: none"> Consolidate all privacy functions under one umbrella, reporting to VP Admin, CFO Create privacy policies and have them reviewed, passed and 	Director, Security	<ul style="list-style-type: none"> Sept 2016 Dec 2016 	<ul style="list-style-type: none"> In process 	<ul style="list-style-type: none"> Privacy Impact Assessment (PIA) has been completed In consultation around policy and process

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	implemented				<ul style="list-style-type: none"> • Timeline needs to be extended •
	<ul style="list-style-type: none"> • Review Emergency Risk Management as outlined in the Integrated College Plan and report back to CFO for reporting to Board 	Director, Security	<ul style="list-style-type: none"> • Quarterly (starting June 2016) 	<ul style="list-style-type: none"> • Ongoing 	<ul style="list-style-type: none"> • Ongoing
	<ul style="list-style-type: none"> • Assume Operational lead for Insurance coverage for Institution 	Director, Security	<ul style="list-style-type: none"> • Ongoing 	<ul style="list-style-type: none"> • Insurance responsibilities transferred to Safety & Security 	<ul style="list-style-type: none"> • All responsibilities have been transferred and now reside in Safety and Security
	<ul style="list-style-type: none"> • Draft Sexual Assault Policy 	Director, Security	<ul style="list-style-type: none"> • Immediate 	<ul style="list-style-type: none"> • Working Group formed • Draft in process 	<ul style="list-style-type: none"> • Committee has been struck and meetings have been scheduled • Other post sec policy has been reviewed and committee is condensing information to formulate VCC policy

2016/17 Objectives	Initiatives	Responsibility	Timeline	1 st Qtr Status Update – June 2016	2 nd Qtr Status Update - October 2016
Goal 2.3 – Deliver superior student services					
2.3.1 Review, update and implement the 2016/17 phase of the Student Services Strategic Plan	<ul style="list-style-type: none"> • Identify and successfully implement the 2016/17 component of the Student Services Strategic Plan 	VP Academic/ Director, Student Services	<ul style="list-style-type: none"> • Mar 2017 		<ul style="list-style-type: none"> • No update at this time
2.3.2 Increase Student Services office visibility	<ul style="list-style-type: none"> • Increase profile within the college community for all students 	VP Academic/ Director, Student Services	<ul style="list-style-type: none"> • Mar 2017 		<ul style="list-style-type: none"> • No update at this time

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2016/17 Objectives	Initiatives	Responsibility	Timeline	1 st Qtr Status Update – June 2016	2 nd Qtr Status Update - October 2016
Goal 2.4 – Maximize our campus facilities and resources					
2.4.1 Assess space requirements and utilization	<ul style="list-style-type: none"> Conduct needs assessment based on enrolment forecast and develop space utilization plan for all campuses 	VP Admin/VP Academic/Deans/Directors/Facilities	<ul style="list-style-type: none"> Mar 2017 	<ul style="list-style-type: none"> Pending implementation of EMS software (Campus Planning Module) (Jerry) Space Utilization Committee formed (VP Academic) Terms of Reference developed (VP Academic) 	<ul style="list-style-type: none"> SOW for implementation of Campus Planning Module has been received Initial meeting of Space Utilization Committee has taken place
	<ul style="list-style-type: none"> Review space utilization of Automotive Trades areas at BWY campus 	Dean, School of Trades, Technology & Design/Director Facilities	<ul style="list-style-type: none"> Mar 2016 	<ul style="list-style-type: none"> Functional program issued May 2016 	<ul style="list-style-type: none"> Preliminary planning with Architects started
2.4.2 Develop fitness facility plan – change focus to promoting Health and Wellness	<ul style="list-style-type: none"> Reassess fitness facilities project and make recommendations Develop a health and wellness plan 	Director, Facilities Director, Student Services /VP People and Culture	<ul style="list-style-type: none"> Mar 2017 	<ul style="list-style-type: none"> On hold pending funding Change focus to health and wellness for students and staff 	<ul style="list-style-type: none"> On hold

2016/17 Objectives	Initiatives	Responsibility	Timeline	1 st Qtr Status Update – June 2016	2 nd Qtr Status Update - October 2016
Goal 2.5 – Develop a high-performing college team					
2.5.1 Implement an enhanced performance management system	<ul style="list-style-type: none"> Review performance appraisal and evaluation processes for all employee groups and develop an enhanced performance management system – develop plan 	HR	<ul style="list-style-type: none"> Develop monitoring and training plan timeline Sept 2016 		<ul style="list-style-type: none"> No update at this time
2.5.2 Enhance staff orientation process	<ul style="list-style-type: none"> Develop a robust staff orientation process – develop a plan/process 	HR	<ul style="list-style-type: none"> Mar 2017 		<ul style="list-style-type: none"> No update at this time
	<ul style="list-style-type: none"> Develop an Indigenous Advisor Handbook and Department Handbook 	Indigenous Education	<ul style="list-style-type: none"> Mar 2017 		<ul style="list-style-type: none"> No update at this time

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2.5.3 Increase overall level of employee engagement	<ul style="list-style-type: none"> Conduct a college-wide employee engagement survey Develop a comprehensive plan for addressing employee engagement based on survey results 	President's Office/VP People and Culture	<ul style="list-style-type: none"> Fall 2016 Mar 2017 	<ul style="list-style-type: none"> Put together advisory group 	<ul style="list-style-type: none"> Employee engagement survey will be rolled out on Nov 14th. Employee responses required by Nov 25th
2.5.4 Review organizational structure and assess human resource requirements	<ul style="list-style-type: none"> Review and update job descriptions and department requirements to ensure staffing levels are adequate and meet budgetary targets Optimize position/role effectiveness and efficiency 	HR/All Departments	<ul style="list-style-type: none"> Mar 2017 		<ul style="list-style-type: none"> Reviews have taken place in some departments
2.5.5 Assess employee needs and develop a training plan	<ul style="list-style-type: none"> Provide customer service excellence training for front line, finance, registrar and student services staff Coordinate the development of a formal training program with key departments 	HR/Departments	<ul style="list-style-type: none"> Mar 2017 		<ul style="list-style-type: none"> No update at this time

2016/17 Objectives	Initiatives	Responsibility	Timeline	1 st Qtr Status Update – June 2016	2 nd Qtr Status Update - October 2016
Goal 2.6 – Review, develop, update and communicate policies					
2.6.1 Review, develop, update, implement and communicate policies	<ul style="list-style-type: none"> Review, develop, update and communicate policies in all areas 	VP Admin & CFO/ VP Academic	<ul style="list-style-type: none"> Mar 2017 	<ul style="list-style-type: none"> New and updates to several administrative and educational policies underway 	<ul style="list-style-type: none"> Good progress with review and revision of education policies

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KSD #3 – Financial Stability and Sustainability

2016/17 Objectives	Initiatives	Responsibility	Timeline	1 st Qtr Status Update – June 2016	2 nd Qtr Status Update - October 2016
Goal 3.1 – Implement our financial strategy					
3.1.1 Meet our domestic and international enrolment targets	<ul style="list-style-type: none"> Provide monthly/quarterly enrolment reports for departments to monitor progress 	Registrar/ Director IR	<ul style="list-style-type: none"> Apr 2016 	<ul style="list-style-type: none"> Monitoring enrolments on a monthly bases and communicated to the leadership team Reports prepared by IR 	<ul style="list-style-type: none"> Reports are completed on a monthly and Quarterly basis, prepared and distributed by IR to the Deans, Finance and Senior Leadership Team
3.1.2 Meet our financial budget targets	<ul style="list-style-type: none"> Provide monthly/quarterly financial reports for departments to monitor progress 	VP Admin & CFO/ Director Finance	<ul style="list-style-type: none"> Apr 2016 	<ul style="list-style-type: none"> Up to date and ongoing Monthly reports provided to departments by finance Monthly financial information presented to leadership team 	<ul style="list-style-type: none"> Continue to carefully monitor monthly financial results Present monthly financial information to leadership
	<ul style="list-style-type: none"> Develop three year procurement strategy for recurring needs to increase value/saving for the college 	Procurement	<ul style="list-style-type: none"> Dec 2016 	<ul style="list-style-type: none"> Making process improvements so that buyers can be more proactive by meeting with departments to understand future needs 	<ul style="list-style-type: none"> No further update at this time

2016/17 Objectives	Initiatives	Responsibility	Timeline	1 st Qtr Status Update – June 2016	2 nd Qtr Status Update - October 2016
Goal 3.2 – Achieve our long term growth strategy					
3.2.1 Execute the integrated planning cycle and process	<ul style="list-style-type: none"> Complete and implement 2016/17 Integrated College Plan 	VP Admin & CFO	<ul style="list-style-type: none"> Mar 2017 	<ul style="list-style-type: none"> In progress and ongoing 	<ul style="list-style-type: none"> Started the 2017/18 integrated college planning cycle 2017/18 integrated college survey distributed

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					<ul style="list-style-type: none"> and completed • half day goals and objectives planning for VCC Day
	<ul style="list-style-type: none"> • Ongoing tracking and reporting out on 2016/17 goals and objectives progress 	VP Admin & CFO	<ul style="list-style-type: none"> • Mar 2017 	<ul style="list-style-type: none"> • In progress and ongoing 	<ul style="list-style-type: none"> • 2016/17 goals and objectives updated quarterly • Update reports distributed to leadership and posted to MyVCC
	<ul style="list-style-type: none"> • Review VCC vision and values and revise to be more relevant –develop plan and timeline 	VP Admin & CFO	<ul style="list-style-type: none"> • Dec 2016 	<ul style="list-style-type: none"> • In progress 	<ul style="list-style-type: none"> • Visioning, values exercised completed by senior leadership • Will be part of department planning sessions at VCC Day On Nov 3, 2016
3.2.2 Develop Facilities Master Plan	<ul style="list-style-type: none"> • Develop plan (including timeline) to create a campus/facilities master plan 	President’s Office/VP Admin & CFO/ Director, Facilities	<ul style="list-style-type: none"> • Mar 2017 	<ul style="list-style-type: none"> • Submitted three SIF proposals that will have an impact on the campus plan. Will wait to hear if the proposals will be approved before the planning will start (mid-July timeframe for hearing about approvals) • Space utilization committee formed 	<ul style="list-style-type: none"> • Unsuccessful in receiving SIF funding • Current space usage inventory completed for Broadway A & B and Downtown campus • Regular Space utilization committee meetings being held • Space Utilization has developed Terms of Reference and is looking at campus inventory.

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2016/17 Objectives	Initiatives	Responsibility	Timeline	1 st Qtr Status Update – June 2016	2 nd Qtr Status Update - October 2016
Goal 3.3 – Grow our commercial services revenue					
3.3.1 Identify additional sources of revenue generation	<ul style="list-style-type: none"> Explore commercial services revenue generation options 	VP Admin & CFO	<ul style="list-style-type: none"> Mar 2017 	<ul style="list-style-type: none"> In progress – working with movie company to increase filming revenue 	<ul style="list-style-type: none"> Movie filming revenue continues to grow

2016/17 Objectives	Initiatives	Responsibility	Timeline	1 st Qtr Status Update – June 2016	2 nd Qtr Status Update - October 2016
Goal 3.4 – Foster environmental leadership					
3.4.1 Implement VCC's Environmental Sustainability Strategy	<ul style="list-style-type: none"> Implement the Strategic Energy Management Plan and reduce energy consumption by 20% from 2010-2017 	Facilities	<ul style="list-style-type: none"> Mar 2017 	<ul style="list-style-type: none"> In progress. Energy consumption reduced by 32% from 2010 to 2015 	<ul style="list-style-type: none"> No further update at this time
	<ul style="list-style-type: none"> Implement the Waste Management Plan and increase waste diversion to 90% by 2017 	Facilities	<ul style="list-style-type: none"> Dec 2016 	<ul style="list-style-type: none"> Waste Diversion currently at 79% 	<ul style="list-style-type: none"> No further update at this time

KSD #4 – Reputation Management

2016/17 Objectives	Initiatives	Responsibility	Timeline	1 st Qtr Status Update – June 2016	2 nd Qtr Status Update - October 2016
Goal 4.1 Increase Brand awareness of VCC					
4.1.1 Improve signage/wayfinding	<ul style="list-style-type: none"> Install signage on building B at Broadway Change campus logo signage (fix) 	Director, Marketing/ Facilities	<ul style="list-style-type: none"> Jan 2017 Sept 2017 	<ul style="list-style-type: none"> Tender documents prepared. Tender release pending funding confirmation (Facilities) 	<ul style="list-style-type: none"> Tender documents prepared. Tender release pending funding confirmation (Facilities)
4.1.2 Develop branding strategy	<ul style="list-style-type: none"> Complete 50th campaign Ad plan Photo project 	Director, Marketing	<ul style="list-style-type: none"> Aug 2016 Oct 2016 Ongoing 	<ul style="list-style-type: none"> 50th plan is complete and working on moving We Built this City Website to vcc.ca 	<ul style="list-style-type: none"> 50th will be complete by end-Dec 2016 18-month media plan will be completed by end-Dec 2016

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					<ul style="list-style-type: none"> • Photo project is in planning & evaluation stage
4.1.3 Increase public engagement	<ul style="list-style-type: none"> • Implement social media plan • Canadian’s Day at Nat Bailey Stadium 	Marketing/Facilities	<ul style="list-style-type: none"> • Oct 2016 	<ul style="list-style-type: none"> • Social media plan is complete • Preparing for Canadians 	<ul style="list-style-type: none"> • Complete • Complete
	<ul style="list-style-type: none"> • Set fundraising priorities 	Director, Foundation	<ul style="list-style-type: none"> • Jan. 2017 	<ul style="list-style-type: none"> • 2016-17 overall plan drafted • AIC collaborative campaign with BCIT • ABE Fundraising – would like a case for support from VCC • Seats4Smiles – inventory and priorities to be signed off by Dean 	<ul style="list-style-type: none"> • 2015-16 audit delivered & financials approved by Foundation Board. • \$500K raised in last fiscal • 2016-17 fundraising plan in progress – • first-ever “Class of” employee, student & alumni campaign; assist at least 4 external fundraisers during fiscal; increase last year’s event profits by 100% by hosting Mar 9 2017; write 23 grant requests (17% success rate) • AIC collaboration – no cash donors so far. Only offers to configure past and future GIKs to create enough of a gift to name a bay. • Re ABE – VCCF completed

Consolidated Status update: November 8, 2016 (last revision)

					<p>a promotional video with Marketing</p> <ul style="list-style-type: none"> • Seven proposals to funders: secured two donations: \$2,500 - Hamber Foundation & \$5,000 - Coast Capital Savings (dedicated to ABE Youth's emergency fund) • Seats4Smiles stalled until employee replacement (after Nov. 1) • *Capital request to assist with DTN culinary etc. approved in principle by VCCF Board. Requested feasibility study, case for support, business case, etc.
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2016/17 Objectives	Initiatives	Responsibility	Timeline	1 st Qtr Status Update – June 2016	2 nd Qtr Status Update - October 2016
Goal 4.2 Improve internal and external communications					
4.2.1 Internal Communication	<ul style="list-style-type: none"> • Create communication tool kit <ul style="list-style-type: none"> ○ Digest refresh ○ IT to enable auto login for MyVCC 	<p>Karen/Kristy</p> <p>IT/Marketing</p>	<ul style="list-style-type: none"> • Sept 2016 • Sept 2016 	<ul style="list-style-type: none"> • Digest focus groups conducted 	<ul style="list-style-type: none"> • Complete • Complete • IT is working on this
4.2.2 Develop external communications strategy	<ul style="list-style-type: none"> • Develop a stakeholders' relations plan <ul style="list-style-type: none"> ○ Government ○ Community agencies ○ Donors/Alumni ○ Indigenous organization 	<p>President's Office/Director, Marketing/ VCC Foundation/ Indigenous Education</p>	<ul style="list-style-type: none"> • Nov 2016 	<ul style="list-style-type: none"> • Karen attended GR event in Ottawa to learn about liberal government • Not begun 	<ul style="list-style-type: none"> • Karen attended GR event in Ottawa to learn about liberal government • Not begun

Consolidated Status update: November 8, 2016 (last revision)

	<ul style="list-style-type: none"> Develop Continuing Studies and Contract Training promotional materials 	Marketing/ Continuing Studies	<ul style="list-style-type: none"> Dec 2016 	<ul style="list-style-type: none"> Met with Dept and identified needs Created a BC trustee brochure 	<ul style="list-style-type: none"> Met with Dept. and identified needs Created a BC trustee brochure Redesigning CS flyer for Sept 2017 Met with designer and distributors to find ways to achieve better outcomes (CS)
	<ul style="list-style-type: none"> Update crisis communication plan 	Karen/Kristy, Marketing	<ul style="list-style-type: none"> Oct 2016 	<ul style="list-style-type: none"> In progress, new emergency communication plan complete 	<ul style="list-style-type: none"> In progress, VCC Alerts system launched early Oct 2016
	<ul style="list-style-type: none"> Samsung appliance technician program promotion 	Marketing	<ul style="list-style-type: none"> Oct 2016 	<ul style="list-style-type: none"> Working with Samsung, waiting for fees, curriculum. Met with Dennis and recruiter 	<ul style="list-style-type: none"> Complete, PR launch postponed until early 2017
	<ul style="list-style-type: none"> Increased media presence 	Marketing/Web team	<ul style="list-style-type: none"> Summer 2016 	<ul style="list-style-type: none"> Ongoing, received CBC for Tooth Trolley 	<ul style="list-style-type: none"> Media pitches on Oct 20 Shake-Out BC

2016/17 Objectives	Initiatives	Responsibility	Timeline	1 st Qtr Status Update – June 2016	2 nd Qtr Status Update - October 2016
Goal 4.3 Improve student recruitment and retention processes					
4.3.1 Develop student recruitment strategic plan	<ul style="list-style-type: none"> Increase VCC's presence through recruitment activities for programs, course-based and apprenticeship registrations Improve operational effectiveness of the team Build a sales presentation that engages people and promotes VCC's 	Director, Marketing	<ul style="list-style-type: none"> Sept 2016 	<ul style="list-style-type: none"> Plan is complete, all deliverables have been assigned and are in progress 	<ul style="list-style-type: none"> Plan is complete, all deliverables have been assigned and are in progress

Consolidated Status update: November 8, 2016 (last revision)

	benefits					
4.3.2	Develop new recruitment campaign	<ul style="list-style-type: none"> Design and produce campaign <ul style="list-style-type: none"> Develop new program guide 	Director, Marketing	<ul style="list-style-type: none"> Mar 2017 	<ul style="list-style-type: none"> Preliminary mock ups have been developed 	<ul style="list-style-type: none"> In production and in-market end-Dec 2016 In creative development and will be complete end-Jan 2017

KSD #5 – Business Development

2016/17 Objectives	Initiatives	Responsibility	Timeline	1 st Qtr Status Update – June 2016	2 nd Qtr Status Update - October 2016
Goal 5.1 Develop new partnerships and collaboration					
5.1.1 Strategy for improving processes in Continuing Studies	<ul style="list-style-type: none"> Streamline process and procedures in Continuing Studies 	Moved to Dean, CS & CT in May 2016 from VP Strategic Partnerships	<ul style="list-style-type: none"> Mar 2017 	<ul style="list-style-type: none"> New Associate Registrar, CS hired on May 24, 2016, allowing us to begin process of bridging two CS offices and streamlining processes within CS and between CS and the Registrar’s Office 	<ul style="list-style-type: none"> Admin team meets regularly to discuss work flows Organizational restructuring planned for 2017 Discussion with Registrar to develop a new online registration system to improve customer service
5.1.2 Expand dual credit programming options by partnering with more school boards in the lower mainland	<ul style="list-style-type: none"> Consider new dual credit programming options – e.g. Hair Design, Health Care Assistant (HCA), Pre Health Sciences 	Moved to Dean, CS & CT in May 2016 from VP Strategic Partnerships	<ul style="list-style-type: none"> Mar 2017 	<ul style="list-style-type: none"> Agreement with VSB for 2 Health Care Assistant students finishing in June 2016 & 2 new students entering in Fall 2016 	<ul style="list-style-type: none"> Two Vancouver School Board students have been registered in the HCA program as of Sept 2016 Gold Trail Program

Consolidated Status update: November 8, 2016 (last revision)

				<ul style="list-style-type: none"> • 2 VSB Hair Design students will come in fall 2016 along with the Maple Ridge cohort • Discussions taking place around a Hair Design program at Chilliwack HS 	<ul style="list-style-type: none"> • launched • ECCE program in East Kootenays
5.1.3 Expand Continuing Studies programming	<ul style="list-style-type: none"> • Implement 3-Year program review and renewal plan 	Moved to Dean, CS & CT in May 2016 from VP Strategic Partnerships	<ul style="list-style-type: none"> • Mar 2017 	<ul style="list-style-type: none"> • Renewals planned for Counselling Skills, ECCE, and Fashion Merchandising programs 	<ul style="list-style-type: none"> • Samsung courses launched in October • Plans for new courses related to culinary and other areas in which VCC already offers courses • Counselling Skills renewal process has begun • ECCE restructuring has been launched
5.1.4 Implement a New Contract Training strategy	<ul style="list-style-type: none"> • Set strategic focus – develop plan 	Moved to Partnership Development Office in Oct 2016	<ul style="list-style-type: none"> • Sept 2016 	<ul style="list-style-type: none"> • VCC Contract Strategy Report prepared and delivered by Consultant in April 2016 • Implementation plan to be established by CT Team 	<ul style="list-style-type: none"> • Contract training and other contract areas consolidated into the Partnership Development Office now reporting to the VP Admin & CFO (Oct 1, 2016)
5.1.5 Develop new private sector partnerships	<ul style="list-style-type: none"> • Establish Samsung Tech Institute 	President's Office/ VP Admin & CFO/VP Academic/Director, Marketing	<ul style="list-style-type: none"> • Sept 2016 	<ul style="list-style-type: none"> • MOA signed with Samsung • Implementation Team established and project plan in place 	<ul style="list-style-type: none"> • Samsung professional pathways program underway as of Oct 11 2016 • Samsung entry stream launch aimed for February 2017



DECISION NOTE

PREPARED FOR: Board of Governors

DATE: November 16, 2016

ISSUE: **RECOMMENDATION FOR APPROVAL:**
Revisions to C.1.3 Granting of Credentials Policy procedures

BACKGROUND:

A major revision to the C.1.3 policy and procedures were approved by the Board of Governors in May 2014. This policy governs what credentials the College offers, and defines the requirements for achieving each type of credential.

DISCUSSION:

The revision to the policy procedures is minor in nature. It adds “post-degree diploma” as an approved credential. The College is proposing a post-degree diploma in Canadian Business Management that is also coming for Board approval at this meeting. The Credential policy needs to list that as an option.

Education Council reviewed the changes at its November 2016 meeting, and recommend the Board approve the revisions.

RECOMMENDATION:

THAT, on the advice of Education Council, the Board of Governors approve, in the form presented at this meeting, the revised C.1.3 Granting of Credentials Procedures.

ATTACHMENTS: C.1.3 Granting of Credentials Policy & Procedures

PREPARED BY: Todd Rowlatt, Chair, Education Council

DATE: November 9, 2016

POLICY

Policy No.	C.1.3
Title	Granting of Credentials
Approving Jurisdiction	Board of Governors
Policy Sponsor	Vice President, Academic, Students & Research
Last Revised/Replaces	April 29, 2004 / March 27, 2008 / May 28, 2014
Effective Date	
Signed by	

CONTEXT AND PURPOSE

The purpose of this policy is to inform current and prospective students, as well as the College community, of the requirements for the awarding of official credentials.

The term “credential” refers to the confirmation by Vancouver Community College (VCC; the College) of the completion by a student of a defined program of required and elective courses that has been approved by the Education Council.

This Policy and related Procedures identifies the types of credentials issued by VCC and outlines the responsibilities of various bodies within the College for the issuance of credentials.

SCOPE AND LIMITS

This Policy and related Procedures applies to the issuance of all credentials by the College.

This Policy does not apply to Statements of Completion, VCC Awards of Achievement and non-credit courses/programs.

STATEMENT OF POLICY PRINCIPLES

1. The development and approval of all credentials is guided by needs as expressed by the communities served by VCC.
2. In order to maximize student mobility and success, credentials are also guided by Provincial Ministry guidelines, professional and industry association requirements, accreditation bodies and credentialing policies at other postsecondary institutions with which the College may wish to articulate.
3. All credentials are documented and issued through the Registrar’s Office.

4. The College identifies the minimum credit requirements for a student to be eligible for each type of VCC credential.
5. The College identifies the minimum requirement (courses to be taken through the College) in order for a student to be eligible for a VCC credential.
6. The College identifies the minimum grades required for graduation.
7. The College will identify a maximum duration a student may work on a credential. Any duration limit will be specified in the Program Content Guide. Normally, duration limits will be: three years for a certificate; five years for a diploma; and seven years for a degree. Extenuating circumstances may warrant an extension. Students must apply to the Registrar's Office or the Continuing Studies Office (for students in Continuing Studies) for an extension. The granting of the extension must be approved by the Dean responsible for the program.
8. The Registrar or delegate has the authority, on a case by case basis and in consultation with the responsible Dean/Department Leader or the Director of Student Services, to make exceptions to the minimum requirements.
9. Programs with approved credentials that do not meet the requirements laid out in this policy will transition to the new policy requirements when the program goes through a formal program renewal process, or at the initiative of the department.

DEFINITIONS

Refer to the related Procedures document for definitions which will enhance the reader's interpretation of this Policy.

RELATED POLICIES & LEGISLATION

LEGISLATION

College and Institute Act, (RSBC 1996) Chapter 52

POLICIES

- C.1.1 Grading, Progression and Withdrawal
- C.1.4 Assignment of Credits to Courses
- C.3.9 Degree Standards
- D.3.5 Prior Learning Assessment and Recognition
- D.4.1 Students with Disabilities
- C.3.14 Curriculum Development and Approval Process

RELATED PROCEDURES

Refer to C.1.3 Granting of Credentials Procedures.

PROCEDURES



Policy No.	C.1.3
Title	Granting of Credentials
Approving Jurisdiction	Board of Governors
Policy Sponsor	Vice President, Academic, Students & Research
Last Revised/Replaces	April 29, 2004 / March 27, 2008 / May 28, 2014
Effective Date	
Signed by	

DEFINITIONS

Credential: A defined program of required and elective courses that has been approved by the Education Council as leading to a particular credential.

Credential Type: The following credentials are recognized by the College and are approved by the Education Council and Board of Governors, unless otherwise dictated by external approval agencies:

Citation: A defined program of study usually involving less than one year of study and consisting of 6-19 credits.

Certificate: A defined program of study usually involving one year of study and consisting of 20-59 credits.

Diploma: A defined program of study usually involving two years of study and consisting of 60-119 credits.

Associate Degree: A defined program of study involving two years of university-level study with an Arts or Science focus and consisting of 60 credits. It is equivalent to the first two years of a four-year baccalaureate degree. Please see the *BC Transfer Guide* for specific requirements.

Degree: A defined program of study in a specific program area usually involving four years of study and consisting of a Diploma equivalent plus an additional 60 credits, or a minimum of 120 credits.

Advanced Certificate: A defined program of study designed to provide students with specialized knowledge that builds on a previous credential, usually involving less than one year of study and consisting of 15-39 credits. A certificate, diploma or Bachelor's degree is required as a pre-requisite.

Advanced Diploma: A defined program of study designed to provide students with specialized knowledge that builds on a previous credential, usually involving one year or more of study and consisting of 40-119 credits. A diploma or Bachelor's degree is required as a pre-requisite.

Post-Degree Diploma: A defined program of study designed to provide students with specialized knowledge that builds on a previous credential, usually requiring two years of study and consisting of 30-60 credits. A Bachelor's degree is required as a pre-requisite.

Cumulative, Program Grade Point Average: A weighted average of grades earned in courses designated as eligible for inclusion in the requirements for a credential.

Insert Student: A student who has previously completed a portion of a VCC program and is returning to complete remaining courses in a program.

Parchment: The physical and legal document awarded to the recipient of a credential.

Prior Learning Assessment & Recognition (PLAR): is assessment by valid and reliable means and by a qualified specialist, of what an individual has learned outside of courses and programs at VCC. Assessment will normally result in credit (assigned or unassigned) being granted to satisfy the graduation requirements of a program offered by the College. Refer to D.3.5 Prior Learning Assessment & Recognition policy.

Statement of Completion: A document awarded for the successful completion of a course or group of courses that do not lead to a credential.

VCC Award of Achievement: A document awarded for the successful completion of a course or group of courses that do not lead to a credential. The course or group of courses will include a minimum of 15 hours of instruction, and successful completion will be based on assessment criteria provided in the course outline(s), including but not limited to, participation or other subject-specific criteria as determined by the program area.

Transfer Credit: refers to the granting of credit for a course successfully completed at another formally recognized educational institution and/or through a professional organization or other agency and/or by recognized foreign credential assessment and/or by formal recognition of course equivalency in a VCC approved course outside the program area. Credit for such learning will be formally acknowledged and noted on a student's formal transcript. Refer to Transfer Credit policy.

PROCEDURES

The Procedures related to the awarding of credentials is organized under the following headings: Determination of form and content of credential; Determination and approval of credentials; Determination of credential requirements; Process to determine eligibility for credential; Multiple credentials; Awarding of credential.

DETERMINATION OF FORM AND CONTENT OF CREDENTIAL

1. The Registrar's Office will determine the parchment to be awarded including the following: Type of paper and presentation format; Content; Signatures; Seal.
2. All credentials will have an official title that is descriptive of the discipline or general area of study, for example: Bachelor of _____; Diploma in _____; Certificate in _____
3. The Registrar will maintain a record of the official names of each credential and will post this information on the College website.

DETERMINATION AND APPROVAL OF CREDENTIALS

4. The process of developing programs and courses leading to credentials is documented in the policy C.3.14 Curriculum Development and Approval Process. Consistent with the College and Institute Act, credentials are approved by the Board, on the advice of Education Council.
5. The Registrar's Office will maintain the master list of credentials offered by the College, including the requirements for successfully completing a credential.

DETERMINATION OF CREDENTIAL REQUIREMENTS

6. All College programs will have the following criteria for determining eligibility for the credential:
 - a. Twenty-five per cent (25%) of the prescribed program credits must be completed at VCC. All of these credits must be obtained within the last half of a program. Credits obtained through PLAR or Transfer Credit may not be counted towards the twenty-five percent.
 - b. A minimum cumulative, program grade point average of 2.0.
 - c. Successful completion of all program requirements as stated in the Program Content Guide at the point of the student's entry to the program.
 - d. All program requirements must be completed within a time period if a time period is specified in the Program Content Guide.
7. Exceptions to these minimum requirements may be considered by Education Council. These exceptions will be specified in the Program Content Guide.
8. Individual programs may be approved for criteria that are above the minimum established by the College. These criteria will be specified in the Program Content Guide.

PROCESS TO DETERMINE ELIGIBILITY FOR CREDENTIAL

9. The Registrar's Office will determine a student's eligibility for a College credential automatically, except for degree programs, insert students and Continuing Studies. The Department Leader of the program will be consulted as required.
 - a. Degree students and insert students must apply for their credential by submitting a Credential Request Form to the Registrar's Office.
 - b. Continuing Studies students must apply for their credential by submitting an Application for Graduation Certificate or Diploma to the Continuing Studies office. Upon receipt of this application, the student's eligibility for a credential will be determined by the department, and a request to issue the relevant credential will be made to the Registrar's Office.
10. The Department Leader may recommend the waiver of certain requirements for graduation. The Registrar has final approval over such waivers.

MULTIPLE CREDENTIALS

11. Credits earned for one credential may be used to meet some of the requirements of a second credential of the same type (e.g. two certificates), provided students complete 50% new course work.
12. In the case of an awarded credential being used to enter a more advanced credential (such as a diploma being used as the first two years towards a degree), credits from that credential cannot be applied as credit in the last two years. Credits can only be applied once within a credential.

AWARDING OF CREDENTIAL

13. All credentials are confirmed at one of the College's convocation ceremonies.

RELATED POLICY

Refer to C.1.3 Granting of Credentials Policy.



INFORMATION NOTE

PREPARED FOR: Board of Governors

DATE: November 16, 2016

ISSUE: **RECOMMENDATION FOR APPROVAL:**
New Credential: Post-Degree Diploma in Canadian Business Management

BACKGROUND:

The Post-Degree Diploma in Canadian Business Management program has been designed for international students who already hold a bachelor's degree in any discipline and are interested in business studies in a Canadian context. It will provide students with a solid foundation in business management and prepares them for employment in Canada. Students will be prepared to seek employment in the areas of business, finance and administration.

According to the BC 2024 Labour Market Outlook, during the 10 year period from 2014 to 2024, approximately 300,000 business, finance administration and management jobs will be open in BC. The majority of these openings will be in the lower mainland region and nearly one-third of these jobs will be filled by new arrivals to the province. These statistics support the need for additional business training in the region.

There are currently no public colleges offering a post-degree business diploma in the Downtown core of Vancouver. Downtown is served by private colleges and universities. Douglas College, Langara College, Capilano University, and the private Ascenda School of Management do offer post-degree diplomas in general management in the Lower Mainland. These schools all seem to be aimed at international students, with tuitions ranging from \$23,730 to \$37,245 (which includes a co-op). All schools are charging at least \$500 per credit hour in tuition. A number of them offer specializations in accounting, finance, or marketing, and some offer co-ops or work placement opportunities.

This project is being led by Fred MacDonald, a Program Developer in Continuing Studies (CS), and will be taught through CS working closely with International Education. The VCC program will focus on general business training rather than any specific specialization. Students will have a two-month practicum as part of the program. The program will be taught over a two year period, the minimum amount of time needed for international students to apply for a post-graduation work permit. Initial recruitment of students will likely focus on India.

A Business Program Advisory Committee (PAC) has been formed to advise the program. The inaugural meeting of the committee was held on May 5, 2016. Members of the committee have agreed to provide input on the design and structure of the program and to support the practicum placement of students.

VCC teaches a number of existing business courses and programs in CS and in Hospitality. The development of this credential will create opportunities for collaboration across all schools on campus. Courses could also be used as electives in a new Associate Degree currently in the planning stages or other programs looking to increase the breadth of student knowledge.

The program's anticipated start date is September 2017.

DISCUSSION:

Education Council reviewed the program proposal at its June 2016 meeting. Members had questions related to student outcomes, industry-goals, English requirements, and overall admissions requirement. Mr. MacDonald attended to speak to these questions. Education Council has no significant concerns.

This proposal was delayed before coming to the Board due to the need to update the C.1.3 Granting of Credentials policy to include a "post-degree diploma" credential. The revision to the policy is being brought to the Board at the November 16, 2016 meeting.

Education Council recommends that the Board approve the credential and implementation of the program.

RECOMMENDATION:

THAT, on the advice of Education Council, the Board of Governors approve the new Canadian Business Management Post-Degree Diploma credential.

ATTACHMENTS: Proposal for New Program: Canadian Business Management Post-Degree Diploma

PREPARED BY: Todd Rowlett, Chair, Education Council

DATE: November 9, 2016



Post-Degree Diploma in Canadian Business Management



September 1, 2017

**VANCOUVER COMMUNITY COLLEGE
PROPOSAL FOR NEW PROGRAM**

PART 1: CONCEPT PAPER

Department Leader:

Curriculum Developer / Faculty: Fred MacDonald

Dean: Gordon McIver

Proposal Date: _____

If this is a joint educational offering, name of other institution (refer to Affiliation Agreement Policy C.3.10):

A. Purpose and Context

Describe in detail the program's objectives and a description of the program outcomes, including a list of the occupations or roles that graduates will be prepared for.

This program is being designed for international students who already hold a bachelor's degree in any discipline and are interested in business studies in a Canadian context. The Post-Degree Diploma in Canadian Business Management provides students with a solid foundation in business management and prepares them for employment in Canada. Students will be prepared to seek employment in the areas of business, finance and administration.

This program will provide students with the knowledge, skills and experience necessary to manage the human, physical and financial resources and complex strategic and practical management issues that are present in today's business environment. This diploma will be delivered in four terms of study over two academic years.

Graduates of the Post-Degree Diploma in Canadian Business Management will be able to:

- Communicate effectively and respectfully as business professionals
- Work with others to solve problems and manage projects
- Apply core leadership competencies in the business sector
- Evaluate financial information and financial implications related to business decisions to support the goals of a business enterprise
- Improve business procedures by applying up to date principles of operations management
- Apply critical thinking and problem solving techniques to make sound management decisions and recommendations
- Manage cross culturally with adaptability, flexibility, openness and confidence
- Manage basic human relations issues in a business setting
- Evaluate the impact of various economic, legal, cultural, political and geopolitical systems on business and leadership
- Act in an ethical and socially responsible manner within the legal framework of the Canadian business sector
- Employ sustainable decision-making and practices in their work as business professionals

**VANCOUVER COMMUNITY COLLEGE
PROPOSAL FOR NEW PROGRAM**

Explain how this program adheres to principles and priorities as indicated in the College's strategic, educational or ministerial planning documents.

Identify how the program supports VCC's mission, core values, and strategic objectives?

This program is being designed to support the continued success of the college by addressing VCC's Key Success Drivers during the development of the program.

Educational Quality: This program will provide a learning experience that is built on programming relevant to today's business world and will assist students with a direct transition into the workplace.

Operational Excellence: This program will help to substantially increase the business programming available at VCC. This will help move the college into a position where more new programs can be developed and offered to the community.

Financial Stability and Sustainability: This program is being prepared with a carefully planned budget forecast. The projected returns from international tuition will help to contribute to the institution's financial stability.

Reputation Management: By working with International Education staff from the outset, this program development process has received input to ensure that the diploma offered will be a welcome addition to VCC's portfolio of international programs. The program will help boost VCC's reputation as an institution that delivers quality international programming.

Business Development: This program is being developed with input from faculty and managers across the institution. They share a common desire to create relevant and sustainable business programming for VCC.

How does this program relate to and/or support other programs at VCC?

VCC has a suite of existing business program in Continuing Studies that offer a certificate credential. The Hospitality department has a significant number of business courses that are delivered as part of both the Hospitality diploma and degree. The School of Arts and Sciences is interested in using existing business courses and developing new courses that can be included as options for students pursuing an Associate of Arts degree at VCC.

The development of the Post-Degree Diploma in Canadian Business Management will open up new opportunities for greater collaboration across all schools on campus and help create larger critical mass of business teaching expertise at VCC. New courses are being developed that can be used as electives in an Associate Degree or to help build a business diploma for domestic students.

B. Program Need

What educational gap, if any, is this program intended to fill

There are no public colleges offering a Post-Degree Business Diploma in the downtown core of Vancouver. The business training market in downtown Vancouver is primarily served by private colleges and universities that appear to be thriving.

**VANCOUVER COMMUNITY COLLEGE
PROPOSAL FOR NEW PROGRAM**

What evidence is there of student demand for the program?

The International Education Department at VCC has solid connections with international recruiters who can supply full cohorts of students for this program. Through the **BC Jobs Plan**, and **BC's International Education Strategy**, the province is committed to promoting BC as a high-quality education destination and increasing international student enrolment.

The Metro Vancouver regional district reports that 30,000 people arrive in Metro Vancouver from other countries every year. Statistics Canada reports that sixty-five percent of Metro's population was born outside the city and they predict that this number will grow with increased immigration. VCC is very well positioned to serve this growing number of newcomers to the city. (Vancouver Sun, April 30, 2016)

What evidence is there of labour market, professional or community demand for graduates?

During the 10 year period from 2014 to 2024, approximately 300,000 business, finance administration and management jobs will be open in BC. The majority of these openings will be in the lower mainland region and nearly one-third of these jobs will be filled by new arrivals to the province. (**BC 2024 Labour Market Outlook**) These statistics support the need for additional business training in the region.

C. Competitive Analysis

Which related programs are available in the lower Mainland and/or on-line: how do they compare in terms of focus, intended outcomes, length, costs and size?

A number of post-degree business programs are being delivered in the lower mainland by public institutions including Douglas College, Langara College and Capilano University. In the private college sector, the Ascenda School of Management offers a post-degree diploma in general management. (see Table below)

These schools all appear to be competing for the same international students in the lower mainland. The programs vary in focus. Some offer a specialization such as accounting, finance or marketing. Several programs offer students the opportunity to engage with students in co-op placements or work practicums. The average length of programs offered is two years and all schools are charging at least \$500 per credit hour in tuition.

One of Langara's programs is the least expensive overall at \$23,730. This lower rate appears possible because the program offers only 42 credit hours of instruction and places students in the workplace for final term of the two-year program. Capilano offers the shortest overall time frame by compressing the program, including a work term, into 16 months.

The new VCC program is designed to provide general business training rather than focusing on a specialization area. Students will have the opportunity to engage with industry during a two-month practicum that is being designed for the final term of the program.

**VANCOUVER COMMUNITY COLLEGE
PROPOSAL FOR NEW PROGRAM**

A review of the 2015 BC Business Chairs' Articulation and Transfer minutes provides some interesting insights into how the individual schools are doing in the international market. These are notes from the meeting's roundtable discussion:

Langara College – Have successfully launched two post-degree diplomas. 72 international students. Running two cohorts in Business Management. Hopefully welcoming 3 cohorts on the fall

Capilano University – International program increased to two intakes.

Selkirk College – 100% increase in international business students. First grads of new Post Degree in Business. Post-Degree Diploma in Accounting is picking up with international students.

BCIT – Very large focus on international students

Ascenda School of Management – Have seen growth in the last few years.....95% of students are international.

**VANCOUVER COMMUNITY COLLEGE
PROPOSAL FOR NEW PROGRAM**

SIMILAR POST-DEGREE BUSINESS PROGRAMS IN THE LOWER MAINLAND

Institution	Credential	Program name	Credits	Length	Tuition
Douglas College	Post-Degree Diploma	Accounting Studies, Finance	60	2 years	\$520 per credit \$31,200
Langara College	Post-Degree Diploma	Accounting,	60	2 years	\$565 per credit \$33,950
Langara College	Post-Degree Diploma	Accounting + Co-op	66	2 years + Co-op	\$565 per credit \$37,245
Langara College	Post-Degree Diploma	Business Administration, Marketing Management	42	2 years (3 terms plus 1 work term)	\$565 per credit \$23,730
Capilano University	Post-Baccalaureate Diploma	North American Business Management Applied	45	16 months on an accelerated schedule	\$550 per credit plus surcharges \$28,075
Ascenda School of Management	Post-Graduate Diploma	General Management	60	2 years	\$500 per credit \$30,000

Is there an existing articulation committee for this program? Is this committee recognized by the British Columbia Council on Admissions & Transfer (BCCAT)?

Curricular matters related to BC post-secondary business diplomas are shared and discussed at BCCAT's Business and Commerce Articulation Committee

Is this concept supportable and sustainable with existing and/or available resources?

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VCC has the space and equipment required to start this program. New curriculum resources must be developed to support the program. Once established, this program will be sustainable and make a positive budget contribution to VCC

Is this a cohort, selective entry, or open access program? How will the program be rolled out if you are not using a cohort model?

The program will be delivered in a cohort model.

D. What is the expected length of program (in months/years)? What is the maximum allowable time for completion?

The program will normally be completed in two academic years. (four terms)

How many students would you expect to enroll in each year of the program?

E. Student Profile

Who are your target students (age, gender, educational background, work experience)? Where do they come from (recent high school graduates, mature students, transfers from other institutions)? How do you plan to recruit or attract these students? Are there other characteristics applicants should have that you identify as important?

This program is being designed to attract international students who are graduates of recognized undergraduate degree programs. These students will be recruited by the VCC Office of International Education with the assistance of overseas recruitment agents. We are recommending that students have a strong foundation in mathematics to help them cope with the demands of the program.

How will the program address the needs of under-prepared students? How will you get these students into appropriate upgrading courses or programs? What options are available?

Students who do not meet the program requirements will be encouraged to enroll in ESL or academic upgrading classes available at VCC.

How will the program address equity by decreasing systemic barriers? Is this type of program traditionally or historically underrepresented in specific cohort groups (e.g., gender and/or age imbalance, First Nations)? How will the program address these issues?

This program is intended specifically for international students, should it become available to domestic students the program will hold two seats for First Nations applicants. Those with disabilities and/or other underrepresented groups are welcome in this program and will be referred to the appropriate VCC support service area to identify the needed services to support student success. Faculty and administration will respond to perceived inequalities if they arise.

F. Quality

How will the program ensure educational effectiveness (e.g., retention, progression, completion)?

Students will be carefully screened for admission by the International Education Department. This new program will be assigned a Continuing Studies Program Coordinator who will work closely with program faculty and the International Department

**VANCOUVER COMMUNITY COLLEGE
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to monitor student progress and resolve issue that may affect student progress, retention or completion. The program and faculty will be evaluated on an ongoing basis to ensure that program competencies are being delivered and that quality is being maintained in the program.

Describe how the program incorporates work experience, practicum, clinical practice, etc. (if applicable).

The program has a two-month work practicum in the final term where students will be placed with local businesses.

List all accreditations, affiliations or articulations for this program.

Is there an existing PAC/CEG for this program? What are your plans for engaging in discussion with industry?

A Business Program Advisory Committee has been formed to advise the program. The inaugural meeting of the committee was held on May 5, 2016. Members of the committee have agreed to provide input on the design and structure of the program and to support the practicum placement of students.

Explain how current faculty are qualified to deliver the program. If they are not qualified, how will this issue be addressed?

There are already some faculty members available in the college who have the education and experience required to teach in the program. An appropriate Master's degree and relevant industry experience will be the hiring requirements for new faculty who are engaged to teach in the program.

G. Admission and Delivery

Provide admission requirements, including language proficiency levels and assessment scores.

The admission requirement is an undergraduate degree from an accredited university. If the degree was not granted by a university in an English speaking country, applicants will be required to have an IELTS score of 6.5 (6.0 band), or TOEFL 80 (20 minimum)

Identify pathways that assist in meeting these requirements.

Applicants who do not meet the language requirements will be encouraged to enroll in ESL classes at VCC.

Identify potential courses, if any, which could be developed to assist in meeting these requirements.

Will the structure of the program allow for full-time, part-time, evening, weekend, on-line, mixed-mode delivery methods, or a combination of any of these? (Identify each as appropriate).

This program will be delivered full-time during the day. Some courses may be designed as a mixed-mode of delivery to allow some flexibility for students but since this is an overseas cohort, the full-time day model will allow students the opportunity to bond together as a unit. In a number of the courses students will be required to work together in teams on class assignments and the full-time model will facilitate this.

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Will the structure of the program allow for multiple entry and exit points? If there are multiple entry points, please specify requirements for each.

The program is being designed to follow a traditional academic year with a September start date. With a cohort model, it is not anticipated that the program will have additional entry points during the year.

Does this program include Prior Learning Assessment and Recognition (PLAR) as per policy D.3.5 Prior Learning Assessment & Recognition or Flexible Admissions as per policy ???

No, due to the difficulty involved with assessing overseas coursework, PLAR will not be available to students enrolled in this diploma.

Provide an outline of course sequence, demonstrating any leveling from lower to advanced courses. This is particularly important for diploma and degree programs.

Year 1

Fall Semester

- MGMT 1001 – Business Mathematics (45 hours; 3 credits)
- MGMT 1002 – The Canadian Economy (45 hours; 3 credits)
- MGMT 1003 - Principles of Management (45 hours; 3 credits)
- MGMT 1004 – Intro to Workplace Communications (45 hours; 3 credits)
- MGMT 1005 – Organizational Behaviour (45 hours; 3 credits)

Winter Semester

- MGMT 1006 – Fundamentals of Marketing (45 hours; 3 credits)
- MGMT 1007 – Financial Accounting (45 hours; 3 credits)
- MGMT 1008 – Organizational Communications (45 hours; 3 credits)
- MGMT 1009 – Business Systems Analysis and Design (45 hours; 3 credits)
- MGMT 1010 – Business Sustainability and the Environment (45 hours; 3 credits)

Year 2

Fall Semester

- MGMT 2011 – Managerial Accounting (45 hours; 3 credits)
- MGMT 2012 – Human Resources Management (45 hours; 3 credits)
- MGMT 2013 – Management Skills for Supervisors (45 hours; 3 credits)
- MGMT 2014 – Principles of Corporate Finance (45 hours; 3 credits)
- MGMT 2015 – Entrepreneurship (45 hours; 3 credits)

Winter Semester

- MGMT 2016 – Strategic Management (45 hours; 3 credits)

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MGMT 2017 – Canadian Business Law (45 hours; 3 credits)

MGMT 2018 – Business Ethics (30 hours; 2 credits)

MGMT 2019 – Preparation for the Canadian Workplace (15 hours, 1 credit)

MGMT 2020 – Workplace Practicum (eight weeks, 6 credits)

H. Consultation (refer to Appendix A, Consultations)

With whom have you consulted internally regarding this proposal? What were the results of these consultations? Provide names, dates, and summary of feedback

I. Phase In/Phase Out Plan

For existing programs that are being substantially changed (and are therefore treated as 'new programs' in development), describe in detail the phase in/phase out of new/old versions of the program (teach outs):

**VANCOUVER COMMUNITY COLLEGE
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PART 2: IMPLEMENTATION PLAN

This document outlines associated resources required to adequately implement the proposed curriculum.

It is submitted to Education Council to provide advice to the Board of Governors on the implementation of the program, and to the Finance and Audit Committee to provide advice to the Board of Governors on a fee structure.

NON-RECURRING COSTS (provide accurate estimates)

Academic non-recurring start-up costs

Item	Yr 1	Yr 2	Yr 3	Yr 4	Total
Program development	30,000	20,000			50,000
Faculty development	2,000	2,000			4,000
Staff development					
Sub-total	32,000	22,000			

Capital Costs (Equipment, Renovations, Facilities, Library, Technology)

Item	Yr 1	Yr 2	Yr 3	Yr 4	Total
Software purchase	8,000	5,000			
library	3,000	3,000			
Sub-total	11,000	8,000			

Totals

Item	Yr 1	Yr 2	Yr 3	Yr 4	Total
Academic Non-Recurring	32,000	22,000			
Capital Costs	11,000	8,000			

**VANCOUVER COMMUNITY COLLEGE
PROPOSAL FOR NEW PROGRAM**

Sub-total	43,000	30,000			
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ONGOING OPERATING COSTS (provide accurate estimates)

See attached documents from VCC Finance

Item	Yr 1	Yr 2	Yr 3	Yr 4	Total
Faculty					
Required service courses					
Administrative Support					
Student Services					
Marketing					
IT Support					
Library					
Lab operating costs - Salary					
Other (Marketing, Facilities)					
Sub-total					
Grand Totals					

**VANCOUVER COMMUNITY COLLEGE
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PART 3: BUSINESS CASE

This document outlines the sources of revenue for the program.

It is submitted to the Fees Advisory Committee and the Board Finance and Audit Committee to provide advice to the Board of Governors on a fee structure. This document is then submitted to the Board of Governors, to be reviewed alongside the Implementation Plan and approved curriculum, to make a final decision on the fees and implementation of the program.

REVENUE

What is the source of funding for this program?

International tuition.

TUITION AND FEES

Item	Number of Courses	Yr 1	Yr 2	Yr 3	Yr 4	Total
Tuition						

SIGN OFF

Dean/Director: _____

VP Academic: _____

VP Finance: _____

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I. Appendix A. Consultation

Cathy Snyder Lowe, International Student Admissions and Services Manager and Angela Liang, International Marketing and Recruitment Manager, International Education Department. March 31, and April 19, 2016.

Discussions related to student demand, immigration requirements and study permits for international students, English language requirements, program length, cohort size, tuition pricing and support for students experiencing challenges during the program. Cathy and Angela stressed that sufficient lead time will be required to ensure that international students enrolling in the program are able to meet all their requirements for entry into Canada.

Brett Griffiths and Elle Ting, Instructional Associates, Centre for Instructional Development. April 5 and 12, 2016.

Brett and Elle provided advice and guidance regarding the design and development of learning outcomes, assessments, content and learning activities. They also provided guidance on the curriculum mapping process that will be required to further develop the program curriculum.

Irene Young, Former Vice President, Business Development.

Provided overall direction for the development of the program during weekly meetings throughout the development process until May, 2016.

Gordon McIver, Dean, Continuing Studies.

Provided ongoing support and resources to assist with the development of this program and the formation of the Business Program Advisory Committee. Provided input for a review of the program's proposed outcomes and course sequencing.

Jennifer Gossen, Program Coordinator, Continuing Studies.

Jennifer provided a review of all current Continuing Studies Business programming at the college. She shared her curriculum resources and the experience gained during the development of previous post-degree diplomas and assisted with the development of the Business Program Advisory Committee.

Claire Sauve, Program Coordinator, Continuing Studies.

Claire provided advice on the development of learning outcomes and provided input on faculty operating costs.

Michael Tittel, Department Head, Hospitality Management. April 7, 2016

Michael shared the Hospitality Management Department's experience with the delivery of a diploma and degree program to international students. He offered to share department resources to support the new diploma and suggested that term instructors in Hospitality might be available to teach in the new program. He continued to offer support and guidance throughout the development process.

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David Wells, Dean School of Arts and Sciences. April 5, 2016

David reviewed the curriculum development work that had been done by his school on accounting courses and suggested that this material might be shared with the new diploma program.

Stefan Valchev, Manager, Financial Projects, Finance Department. April 25 and May 4, 2016.

Stefan reviewed projected start-up and capital cost projections and provided an analysis of the ongoing operating budget for the program.

Susan Boras, VCC Hospitality Instructor and Human Resources Consultant. May 4, 2016

Susan reviewed and critiqued the proposed program's outcomes and made suggestions regarding the proposed content of the Human Resources and Organizational Behaviour courses.

Sonia Gawlick, VCC Continuing Studies Instructor, May 5, 2016

Sonia has reviewed and critiqued the proposed program outcomes and joined the Business Program Advisory Committee.

Al Petrone, VCC Hospitality Instructor and former CEO of Bristol Group.

Al has reviewed and critiqued the proposed program outcomes and joined the Business Program Advisory Committee.

Sally Gibson, Hospitality Program Instructor and former Chair, Hospitality Department, May 17, 2016

Sally reviewed the concept paper, suggested edits for the text, and provided advice and guidance on the curriculum approval process, and program implementation.

Brian Rohl, Hospitality Program instructor and General Manager of Coast Coal Harbour Hotel, May 18, 2016

Brian reviewed the concept paper and provided feedback on the overall direction of the program.

Hassan Kayambashi, Hospitality Program Instructor, May 20, 2016

Hassan reviewed and critiqued the concept paper. He provided detailed written suggestions for the content and sequencing of the Accounting, Finance, and Management courses.

Laurie Barnes, Hospitality Instructor and Sales and Marketing Director, May 25, 2016

Laurie reviewed the concept paper and provided suggestions on how to structure the recruitment and orientation of new students. She also suggested that competencies related to business ethics be embedded in all courses.

Mari Paz Vera, Coordinator, Library Services, May 11, 2016

Mari Paz has reviewed the proposed course matrix for the new program. She will prepare an analysis of existing library resources and identify new database or print resources that will be required to support the new program. She advised that a budgetary contribution will be

**VANCOUVER COMMUNITY COLLEGE
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required from the program to support the initial startup costs and ongoing acquisition needs for new library resources.

Jerry Guspie, Director of Facilities, May 12, 2016

The program will require one classroom with a capacity for twenty students in the first year of operation. Two classrooms will be required on an ongoing basis when the second year of the program becomes operational. Jerry advised that space to run the program would be available at the downtown campus.

Surinder Aulakh, Director of Security, May 13, 2016

Surinder advised that the proposed program will not place additional demands on security personnel as long as it is scheduled to run during normal college operating hours.

Craig McGuigan, Director of Student Services, May 13, 2016

Based on VCC's current experience with an international student population, Craig believes that the addition of forty new international students will not place significant new demands on Student Services' staff.

Kate Gates, Acting Department Head and Maija Wiik, Counselling Department, May 26, 2016

Kate and Maija reviewed the concept paper and provided suggestions to assist with the orientation and integration of these new international students. They stressed the importance of having the Counselling Department involved in an overall student orientation as soon as the students begin their classes.

Peter Gregorowicz, Interim Chief Information officer, May 17, 2016

Peter reviewed his department's procedures that have been established to consider the information technology needs of new programs. As soon as the curriculum is ready for this program, IT staff will review it to determine if any new software or hardware will be required to support the new diploma.

Brian Beacham, Director, Institutional Research, June 1, 2016

Brian provided detailed feedback on the concept paper and offered to provide additional research related to the labour market for business graduates.

With whom have you consulted externally regarding this proposal? What were the results of these consultations? Provide names, dates, and summary of discussions.

Northern Lights College

Northern Lights College shared curriculum materials from their Post- Degree Diploma in Business Management to assist VCC in this program development process.



INFORMATION NOTE

PREPARED FOR: VCC Board of Governors
DATE: November 16, 2016
ISSUE: International tuition for Canadian Business Management Post-Degree Diploma

BACKGROUND:

VCC has recently amended *Policy No. C.1.3, Granting of Credentials*, allowing the College to grant a Post-Degree Diploma as a credential. With this important policy change, VCC is now in a position to develop new advanced programs for both the domestic and international student markets.

The Canadian Business Management Post-Degree Diploma provides students with a solid foundation in business management and prepares them for employment in Canada. Students gain the knowledge, skills and experience necessary to manage the human, physical and financial resources and complex strategic and practical management issues that are present in today's business environment. Students will have the opportunity to engage with industry during a two-month supervised practicum in the final term of the program.

After completing the coursework and practicum, students will be prepared to seek employment in the areas of business, finance and administration. The new VCC program will provide general business training rather than a specialization

This diploma will be delivered in four terms of study over two academic years or in an accelerated format of four semesters in sixteen months. Education Council approved the curriculum for this new program on September 13, 2016 and it was posted to AVED's PSIPS (Post-Secondary Institution Proposal System) website for provincial review. No formal AVED approval is required for VCC to offer this Post-Degree Diploma.

At this time the program is set to run its first International cohort in September 2017. Students for this new program will be recruited by the VCC Office of International Education with the assistance of overseas recruitment agents.

DISCUSSION:

A number of post-degree business programs are being delivered in the Lower Mainland by public institutions including Douglas College, Langara College and Capilano University. In the private college sector, the Ascenda School of Management offers a post-degree diploma in general management (see Appendix A).

The programs vary in focus. Some offer a specialization such as accounting, finance or marketing. Several programs offer students the opportunity to engage with students in co-op placements or work practicums and the average length of programs offered is two years.

These schools appear to be competing for the same international students, who are being charged at least \$500 per credit hour.

Langara offers one of the least expensive international programs with a total cost of \$23,730. The lower cost seems possible because the program offers 42 credits in total and a workplace placement in the final term of the two-year program. Langara does not offer the program to domestic students. Capilano University offers a compressed 16 month program to international and domestic students. VCC will be able to offer a similar accelerated program.

The tuition for Post-Degree Business programs in the greater Vancouver area appears to be highly competitive. It was important for VCC to find a tuition price point that is competitive in the present market for international students. As per Policy D.3.7, College Administration approved the following international tuition:

- International tuition: \$550 per credit for a total of \$33,000

VCC's international tuition is in the higher range of prices currently charged in the local market, but other schools will have a chance to raise their tuition at least once before VCC's Post-Degree Diploma begins operation in September 2017. At this price point, VCC will deliver a high quality program that covers all direct and indirect costs and provides a return to the institution.

It was presented to the Finance & Audit Committee on October 26, 2016 and is being presented to the Board of Governors for information.

ATTACHMENTS: **APPENDIX A:** Comparative Data – Post-Degree Business Programs in the Lower Mainland

PREPARED BY: Fred MacDonald, Program Developer, Continuing Studies

DATE: November 7, 2016

APPENDIX A

SIMILAR POST-DEGREE BUSINESS PROGRAMS IN THE LOWER MAINLAND

INSTITUTION	CREDENTIAL	PROGRAM NAME	CREDITS	LENGTH	INTERNATIONAL TUITION
Douglas College	Post-Degree Diploma	Accounting Studies, Finance	60	2 years	\$31,800 \$530 per credit
Langara College	Post-Degree Diploma	Accounting	60	2 years	\$33,950 \$565 per credit
Langara College	Post-Degree Diploma	Accounting + Co-op	66	2 years + Co-op	\$37,245 \$565 per credit
Langara College	Post-Degree Diploma	Business Administration Marketing Management	42	2 years (3 terms + 1 work term)	\$23,730 \$565 per credit
Capilano University	Post-Baccalaureate Diploma	North American Business Management Applied	45	16 months (accelerated schedule)	\$28,075 \$550 per credit + surcharges
Ascenda School of Management	Post-Graduate Diploma	General Management	60	2 years	\$30,000 \$500 per credit



DECISION NOTE

PREPARED FOR: Board of Governors

DATE: November 16, 2016

ISSUE: **RECOMMENDATION FOR APPROVAL:**
New credentials: ABE Graduation Program Certificate and ABE Intermediate Program Certificate

BACKGROUND:

The College & Career Access (CCA) department, in partnership with the College Foundations (CF) department, has developed two new certificates to attach to their existing array of courses. CCA and CF both teach Adult Basic Education (ABE) from the Grade 9 to Grade 12 levels. The certificates are designed to recognize the achievements of students and to provide clear pathways to students taking ABE, which has not had credentials attached to its courses prior to this. The certificate programs will transition students from ABE to graduation and career programs while providing them the benefit of achieving a credential and getting early placement onto waitlists. This process will bridge students to VCC career programs successfully and efficiently while hopefully increasing student registrations throughout the college.

The language used in naming these certificates matches the provincially articulated language. In ABE, Grade 12 level courses are called Graduation-level, Grade 11 courses are called Advanced-level, and Grade 10 courses are called Intermediate-level. The program is only proposing two certificates at this time. Students who complete the requirements of the Graduation Program Certificate would also have achieved all the requirements to receive their provincial Adult Dogwood certificate of high school completion.

According to the most recent Labour Market Outlook Report, three quarters of the job openings projected to 2024 will require some post-secondary education and training. The largest share, 42 percent, will likely be in occupations requiring college education or apprenticeship training (National Occupational Classification Skill Level B). VCC offers post-secondary programs that are in line with the projections of the labour market report. These ABE certificates will give students the direction and support they need to access the VCC post-secondary programs that will give them the appropriate education and career training to assist them in gaining access to the labour market.

There are no additional budget requirements as almost all of the courses are currently taught at VCC. As tuition rates have already been set for courses in ABE, this program did not go to the Finance and Audit Committee.

The program's anticipated start date is January 2017.

DISCUSSION:

This program went to EDCO's Curriculum Committee both in June 2016 and again in October 2016. There were some significant problems with the design of the program related to credits and requirements to complete, along with a variety of other edits. The curriculum met with the approval of Curriculum Committee at its October meeting, and EDCO approved the curriculum at its November meeting. EDCO recommends the Board approve the credentials.

A program proposal was developed for these credentials in May but there were significant changes to the program design (reducing from 3 certificates to 2 certificates), and the program proposal wasn't updated. In order to avoid confusion, I decided not to present it to the Board at this time. I summarized the key points above, and can respond to additional questions as needed.

RECOMMENDATION:

THAT, on the advice of Education Council, the Board of Governors approve the new credentials:

- ABE Graduation Program Certificate
- ABE Intermediate Program Certificate

ATTACHMENTS:

PREPARED BY: Todd Rowlett, Chair, Education Council

DATE: November 9, 2016



INFORMATION NOTE

PREPARED FOR: Board of Governors

DATE: November 16, 2016

ISSUE: Education Council Chair Report to Board of Governors

NEW PROGRAM DEVELOPMENT: CAD & BIM DIPLOMA

The Drafting department is doing a significant re-development of their diploma program, and is the next step after they re-designed their certificate level programs (approved by the Board in June 2016). VCC has been teaching drafting successfully for over five decades. The program has an active Program Advisory Committee (PAC), and many connections with local businesses. The PAC supports the new design of the diploma.

Graduates of this new program will have further developed and built upon the Computer Aided Drafting (CAD) & Building Information Modeling (BIM) skills gained in the certificate programs, will have learned to analyze and apply the current practices of a 3D Integrated Design Process (IDP) team, and will be able to contribute to the state of the art design/build team utilizing Integrated Project Delivery (IPD) methods. This program will be the only one offered in the Lower Mainland with a concentration on BIM and IPD. Graduates will have greater options to enter the workforce in a variety of settings and positions.

The Diploma program is aimed to comply with the accreditation criteria from the Applied Science Technologists and Technicians of BC (ASTTBC). It is designed to support the BC Government's "Labour Market 2020" forecast for increased demand in the technical and trades segment.

This program was identified as an initiative in the Academic Plan. Continued development has been approved by the Senior Executive Team, and was presented to Education Council (EDCO) at its October meeting. The anticipated start date is September 2017.

NEW PROGRAM DEVELOPMENT: ASSOCIATE DEGREE OF ARTS & ASSOCIATE DEGREE OF SCIENCE

The School of Arts & Sciences is developing two associate degrees. This credential is widely recognized by many post-secondary institutions in BC. The credential recognizes that a student has successfully completed the first two years of undergraduate university level study, and enables them to move into upper-level courses at other institutions like UBC or SFU.

The associate degrees at VCC will have a narrower range of available options than some other institutions. Second year courses will be developed in Psychology, Sociology/Criminology, and Geography on the Arts side, and Biology, Chemistry, Physics and Math on the Science side. VCC currently

teaches a number of first year university level courses, and is developing additional courses at both the first and second year levels.

These programs are intended to fill an emerging gap in the area of University Transfer (UT). The teaching/regional universities in BC are increasingly focused on the delivery of four year Degree programs, and the research universities have become more focused on graduate programs and upper level course offerings. They are not as well equipped to support lower-level undergraduate students and have experienced increased levels of attrition. BCCAT (BC Council on Admissions and Transfer) research has also shown that less prepared students have somewhat lower retention rates at a university than at two-year transfer colleges.

A survey of UT students in March 2016 indicated that more than 50 percent of students were interested in taking additional UT courses at VCC. In addition, with more than 4000 registrants annually, VCC has the largest number of students in academic upgrading (pre-university level) of any PSE institution in BC, and a large percentage of those students end up elsewhere for their post-secondary level education. With greater offerings, David Wells, the Dean of Arts & Sciences, believes more of those students will also stay at VCC.

These programs were identified as an initiative in the Academic Plan. Continued development has been approved by the Senior Executive Team, and was presented to EDCO at its October meeting. The anticipated start date is September 2017.

NEW PROGRAM DEVELOPMENT: ADVANCED CERTIFICATE IN EARLY CHILDHOOD CARE & EDUCATION POST BASIC

VCC has offered training in Early Childhood Education since 1964 when the first program was established, one of the first in British Columbia. Historically, programming has included the ECCE Basic Certificate, a two-year foundational program, and two separate post-basic certificates for ECCE professionals wanting to work in inclusive settings (Special Needs and/or Infant Toddler).

In 2015, the post-basic certificates were renewed and relaunched as diplomas. The renewal resulted in a significant increase in tuition, from \$2303 to \$7000 for each credential. This increase put VCC's tuition well above similar programs at Capilano, Douglas and Langara. The Board agreed to a tuition waiver in 2015 and 2016 to help students complete the program they had started, but students were upset, many leaving for other institutions. Industry partners were very concerned with the cost to students, and the likely reduced number of trained employees. The program is in a precarious situation, and has negatively impacted VCC's reputation in this area.

A new program coordinator, Katarina Jovanovic, and a new Dean of Continuing Studies, Gordon McIvor, joined the College after these changes to the program. After analyzing the situation, they concluded that the program had been badly designed. VCC established 2 diplomas (one for Infant/Toddler and one for Special Needs), along with the basic ECCE foundational certificate. At the other BC institutions, all three parts were grouped together for one diploma. Students at VCC were paying \$7000 in tuition for each diploma where students at other institutions were paying around \$700 for all three parts. As a result, VCC students were paying well over twice as much for a similar educational experience. The program also does not meet the requirements to be diplomas under the Granting of Credentials policy, a fact that was missed at the time of renewal.

The immediate solution is to create one Advanced Certificate that will provide graduates with the skills needs to work in both specialties (Infant/Toddler and Special Needs). Along with the Basic certificate, this will provide them with the credential and skills needed to secure employment. The program will explore creating one diploma that combines the basic certificate and the new advanced certificate at a later date. The PAC has been consulted and is supportive, as is the Ministry of Children & Family Services.

Continued development has been approved by the Senior Executive team, and was presented to EDCO at its November meeting. The anticipated start date is Fall 2017.

EDCO PLANNING DAY

Education Council is having a planning day on November 30, 2016. In the morning sessions, EDCO members will discuss the College's integrated planning activities, informed by the Board's planning day the week before. In the afternoon, members of EDCO's four standing committees will attend training or business meetings, after a delicious lunch to thank them for their service to the College.

ELECTION OF NEW REPRESENTATIVES TO EDCO

New representatives were elected in October for the term November 1, 2016 – October 31, 2017:

Student representatives:

- Jonard Bernardo (Downtown campus)
- Olivia Bridge (Downtown campus)
- Steven Botel (Broadway campus)
- Shaima Jaff (Broadway campus)

Faculty representatives:

- Andrew Candela (School of Arts & Sciences)
- David Branter (College at Large)
- Jan Theny (Arts & Sciences)
- Mike Tunnah (Hospitality, Food Studies, & Applied Business)
- Nona Coles (Student Services)

No support staff representatives were up for election.

The election of the Chair, Vice Chair, and Standing Committee Chairs for the 2017 year will take place at the December meeting.

PREPARED BY: Todd Rowlatt, Chair, Education Council

DATE: November 9, 2016