VCC Institutional Accountability Plan and Report

2018/19 REPORTING CYCLE

July 15th, 2019

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

Dear Minister,

We are pleased to submit Vancouver Community College's (VCC) Institutional Accountability Plan and Report for the 2018/19 reporting cycle. This document has been reviewed and approved by the VCC Board of Governors and we are accountable for achieving the objectives in the outlined plan.

This plan will help us to effectively respond to B.C.'s labour market challenges by increasing our contribution in fulfilling the province's goals of making life more affordable, delivering the services people count on, and building a strong and sustainable economy that supports jobs.

We look forward to working with the Ministry over the coming year to achieve our common goals.

Sincerely,

Jocelyn Hartman   **Dr. Peter Nunoda**
Chair   **President and CEO**
VCC Board of Governors   **Vancouver Community College**

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ACCOUNTABILITY PLAN AND REPORT OVERVIEW

In November 2003, the B.C. Government adopted the *BC Reporting Principles* to guide government reporting. These principles provide a guide for developing the Institutional Accountability Plan and Report.

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

Mandate Letter 2018-19 Required for Report	Mandate Letter 2019/20 Required for Planning/Implementation

1. Actively participate in an engagement process with the Ministry and Indigenous partners to develop a comprehensive post-secondary strategy that responds to the TRC Calls to Action and UN Declaration on the Rights of Indigenous Peoples.
2. Work closely and in collaboration with government to support the implementation of priority initiatives, including those outlined in the Minister's mandate letter. Specific actions include, but are not limited to:
   a) Continue to implement tuition-free Adult Basic Education and English Language Learning programs to domestic students, and collaborate with partner organizations to effectively deliver these programs to meet the needs of adult learners.
   b) Continue to improve the education success of former youth in care who pursue post-secondary education, including implementation of the tuition waiver program and other supports at your institution.
   c) Expand technology-related programming and other programs that align with the growing knowledge-based economy.
3. Improve student mental health, safety and overall well-being, including creating greater awareness of available supports.
4. Align your institutional processes with the K-12 curriculum changes to ensure the seamless transition of students entering post-secondary education.
5. Work closely with the Ministry to develop a balanced approach to international education.
6. Comply with government's two per cent cap on tuition and mandatory fee increases.
	1. Implement the education-related TRC Calls to Action relevant to your institution and actively participate in an engagement process with the Ministry and local, regional, and other Indigenous partners to develop and implement a comprehensive strategy that increases student success and responds to the TRC Calls to Action and UN Declaration on the Rights of Indigenous Peoples.
	2. Work closely with government to support implementation of priority initiatives, including those outlined in the Minister's mandate letter. Specific actions include, but are not limited to:
	   a) Improving access to post-secondary education with a focus on vulnerable and under-represented students.
	   b) Expanding programming aligned with high demand occupations and priority sectors (such as trades, technology, and health).
	   c) Expanding co-op and work-integrated learning opportunities for all students.
	3. Improve student safety and overall well-being in the areas of mental health and the prevention of sexual violence and misconduct, including creating greater awareness of available supports.
	4. Ensure that students are able to seamlessly transition into post-secondary education with the implementation of the new B.C. Graduation Program.
	5. Continue to actively participate in the implementation of the EducationPlannerBC common application system for all undergraduate applicants.
	6. Work closely with the Ministry to develop a balanced approach to international education, participating in the development and implementation of a provincial framework for international education.
	7. Meet or exceed the financial targets identified in the Ministry's three-year Service Plan tabled under Budget 2018, including maintaining balanced or surplus financial results.
	8. Comply with the Tuition Limit Policy, which sets a two per cent cap on tuition and mandatory fee increases for domestic students to ensure courses and programs are affordable.

VCC Responses to Mandate Letter (response to #1 is contained within Strategic Objective #1

Mandate Letter 2018-19 Required for Report	Mandate Letter 2019/20 Required for Planning/Implementation
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2a. VCC continued to deliver Adult Basic Education and English Language Learning program on a tuition free basis for domestic students. Partnerships were obtained and maintained with Vancouver Coastal Health and Ray-Cam Community Centre for the delivery of ABE off-site. 2b. The waiver program is in place and there is a system in place to ensure adjudication of requests for former youth in care applicants to have funding granted. We have approximately 25 students under the former youth in care program. The program seems to be working well from our point of view with established process and overall awareness. Former youth in care studying at VCC have access to a suite of student support services on campus from program advising and tutoring to counselling and peer help. While there is no specialized service specific to former youth in care at this time, this will be explored by representatives from the 25 public postsecondary institutions in the coming CSSAL (BC Council of Senior Student Affairs Leaders) meetings. 2c.VCC has developed and launched a new diploma program in Computer Systems Technology. This two-year technology program is intended to help meet the growing demand in the knowledge-based economy by providing training for in-demand jobs. Some of the potential career pathways	2a. In addition to the efforts of Indigenous Education and Community Engagement, the College is delivering additional intakes of Career Awareness Program in CACE for adults with cognitive learning differences. VCC is the largest provider of Adult Special Education, and has projected for increased registration in English as an Additional Language education. 2b. In addition to the new Computer Systems Technology program the College is currently developing a diploma in partnership with Vancouver Film School to train students in the development of augmented reality (AR) and virtual reality (VR) applications and experiences. VCC has also developed a new electronics technology repair diploma program which will launch in September 2020, and provide graduates with the skills to diagnose and repair a broad range of modern consumer electronics. Additional technology programs include two new diploma programs in Building Information Modelling (BIM), both which include capstone projects where students render final designs in 3D and VR. 2c. Experiential learning is one of five priorities for existing and future programming within the Academic Master Plan that has been started.

following the completion of this program include programming, software design, mobile application programming, data communications, security and web design.

In existing program areas such as trades, health, and applied skills, we have a rigorous quality assurance process to ensure curriculum is updated to reflect current industry standards and use of technology. Curriculum development funding and capital funding are applied annually to support alignment work of program curriculum to industry practices.

3. Improve student mental health, safety and overall well-being, including creating greater awareness of available supports.	3. Improve student safety and overall well-being in the areas of mental health and the prevention of sexual violence and misconduct, including creating greater awareness of available supports.
3. Counselling Services, Peer Helpers and Security Office at VCC offer student wellness, mental health and safety programs in collaboration with the Students' Union that include orientations, workshops, awareness campaigns, outreach events and speaker series. In addition, Indigenous Initiatives and International Education departments provide specialized support for indigenous and international students at VCC.	3. Faculty & staff led committees advance dialogue and action plans for Healthy Minds & Healthy Campus, Gendered Violence Prevention, Positive Space and Diversity, Equity & Inclusion initiatives. The college is currently exploring complementary services through community and business partnerships, and pursuing pan-institutional approach to wellness strategy development.
4. Align your institutional processes with the K – 12 curriculum changes to ensure the seamless transition of students entering post-secondary education.	4. Ensure that students are able to seamlessly transition into post-secondary education with the implementation of the new B.C. Graduation Program.
4. We have published information for potential students on our website concerning the transition of K-12 curriculum changes and what the new corresponding courses are related to previous admission/course requirements. This information is here. https://www.vcc.ca/applying/registration-services/admissions-and-records/	4. There will be further efforts to build equivalencies into Banner so that students will be able to meet individual course pre-requisites through automated processes but this is a project that will likely commence later this fall.
5. Work closely with the Ministry to develop a balanced approach to international education.	5. Continue to actively participate in the implementation of the EducationPlannerBC common application system for all undergraduate applicants.
5. VCC works closely with British Columbia Council for International Education (BCCIE) and ensures communication with the Ministry to sustain a balanced approach to international education.	5. We are continuing to actively participate in the EducationPlannerBC common application system and are also looking at implementation and deployment of the XML transcript exchange later this fiscal year.
6. Comply with government's two percent cap on tuition and mandatory fee increases.	6. Work closely with the Ministry to develop a balanced approach to international education, participating in the development and implementation of a provincial framework for international education.
6. This has been achieved.	6. VCC works closely with British Columbia Council for International Education (BCCIE) and ensures communication with the Ministry to sustain a balanced approach to international education.

	7. Meet or exceed the financial targets identified in the Ministry's three-year Service Plan tabled under Budget 2018, including maintaining balanced or surplus financial results.
	7. This has been budgeted.
	8. Comply with the Tuition Limit Policy, which sets a two percent cap on tuition and mandatory fee increases for domestic students to ensure courses and programs are affordable.
	8. This has been planned.

The Institutional Accountability Plan and Report is a public document and provides the public an opportunity to become familiar with VCC and the Ministry with assistance in system-wide planning. The potential audience for this report includes students, parents, educators, post-secondary institutions, educational organizations, Ministry staff, members of the Legislative Assembly, and media. Once approved, all final reports are posted on the Ministry and institution websites. VCC's Institutional Accountability Plan and Report conveys a logical alignment of planning elements and outlines the institutions' goals, objectives, and outcomes with the Ministry.

EXECUTIVE SUMMARY

While shifting demographics, advances in technology, and increasing automation are redefining the "future of work," VCC's mission is to provide high-quality learning experiences for a highly diverse student body, and remain agile and resilient while adapting to this new employment landscape. VCC must chart its future, not only in the short- and medium-term, but also with longer timeframes in mind. Through the 2018/19 year, VCC is developing a Strategic Innovation Plan which will identify key goals and initiatives that will position the college for a sustainable future in a rapidly changing post-secondary environment.

The British Columbia Labour Market Outlook: 2018 Edition outlines six key factors influencing the future of work:

- high-demand occupations,
- automation,
- demand for skills and competencies,
- the meaning of work,
- regional differences, and
- the evolving workplace.

VCC will meet these challenges and focus on providing students with skills that are adaptable and can be continuously modified as needed over their entire careers. A strong foundation of skills and workforce competencies are required to assist people to adapt to changes and opportunities that will come from increased technological changes. The outlook forecasts that 166,000 job openings over the next 10 years will likely be affected by automation.[1] VCC is focusing on these needs by moving away from training for specific jobs and shifting to recognize the value and importance of learning skills for a career.

In preparing for the new reality of work, VCC has developed six Institutional Learning Outcomes (ILO). These are the types of attributes that VCC graduates will need to be successful in the new workplace. These include:

- communicate effectively,
- have a sense of direction,
- be socially responsible,
- demonstrate professionalism,
- think critically and creatively, and
- have developed an intra-/international awareness.

These areas represent a synthesis of knowledge, skills, and attitudes that will enable VCC graduates to enter a world of work characterized by flexible hours and schedules, with employees seeking more opportunities for autonomy, more input on decisions, and more challenging tasks that yield a sense of accomplishment and pride. Further, our graduates will be prepared to be part of a society that recognizes the need to be more inclusive and respectful of diversity. In the coming year, as these attributes continue to be defined through the ILO process, VCC will integrate them into its programs and training. Further, the five-year Academic Plan reflects goals and initiatives that will ensure VCC programs and courses continue to be in demand, relevant, and reflect the needs of the workplace.

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[1] *British Columbia Labour Market Outlook: 2018 Edition https://www.workbc.ca/Labour-Market-Industry/Labour-Market-Outlook.aspx*

VCC has positioned itself for growth by focusing on both international and domestic enrolment, as well as building partnerships with both corporate and not-for-profit organizations. VCC will continue to develop credentials to meet the demands of our markets and focus some of our recruiting efforts on emerging markets to ensure student diversity. We are working towards increasing our domestic enrolment through focusing on student recruitment, developing new program offerings, and improving our customer service.

Indigenous youth is a growing demographic in Canada and British Columbia, and these youth will play a vital role in filling the jobs of tomorrow. With this in mind, VCC is increasing efforts to build intra-departmental capacity, increase institutional awareness, and continue developing and implementing policies around Indigenization.

VCC has the ability to create and deliver new programs quickly due to a well-developed academic governance model. However, to meet the challenges of rapidly changing workplaces, we will need to be more flexible in program delivery. Students are seeking more blended and online learning opportunities to fit their lifestyles. There is also a large gap in training needed in assisting working-age adults during their most productive years to capture new occupational opportunities. These adults will be the most affected by advances in technology and the new future of work. This is why VCC will explore ways to enhance our courses and programs to enable working adults to continually upgrade their skills.

Over the next five, 10, 15 and 20 years, VCC anticipates even more pressure placed on campus infrastructure. Our campuses require significant improvement to accommodate the new programs and partnerships that will lead to sustained growth and prosperity. A Campus Master Plan (CMP) will identify, clarify, and shape the long-term vision for the VCC's Broadway and Downtown campuses. With a 20-year lens, the CMP will open doors to the future through investigations into emerging opportunities with technology, retail integrations, and employer linkages, while staying true to our unique identity and history.

VCC's vision speaks to innovation, and being innovative applies to everything we do. To quote Canada's Innovation and Skills Plan, "Innovative products, ideas or services only become real because of the creativity, work ethic and skill of the people who create them."[3] As how we do our work changes, students will also demand agility and flexibility in program design and delivery. Meeting this demand will offer students the new skills they will need to be successful in jobs that do not even exist today. By furthering applied research, building relationships, and forging innovative partnerships, VCC can be a catalyst for positive and forward-looking change.

We are required to use our collective knowledge and expertise and to be innovative in order to succeed in the new Canadian and global realities. We must plan for a longer timeframe to ensure that VCC is positioned for a sustainable future. VCC plans to be at the forefront of post-secondary education, ensuring that we provide relevant skills for employment and career development that are essential for the workplaces of tomorrow.

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[3] Government of Canada. Canada's Innovation and Skills Plan: https://www.budget.gc.ca/2017/docs/themes/innovation-en.html

STRATEGIC DIRECTION AND CONTEXT

VCC – The first choice for innovative, experiential learning for life.

"**First Choice**" – for students in the fields of learning we offer; in addition to being a "first choice" employer.

"**Innovation**" – is reflected in everything we do including planning, administration, programming, proprietary training with industry partners and relationship building.

"**Experiential learning**" – hands-on, real world-training. No other post-secondary institution in the lower mainland provides the kind of on the job training that we do from working in restaurants, hotels, hair salons and spas, automotive trades to practicums in dental clinics and hospitals. **Experiential learning** is also relevant for employees, through the learning they gain from their experiences at VCC.

"**For life**" - refers not only to life-long learning, second careers, professional upgrading, and continued studies, but also to soft skills like critical thinking, teamwork and interpersonal communication that complement our technical training, to provide our students with seamless transition to work. For employees, it refers to the technical skills they bring and enhance while at VCC as well as how they relate and interact with colleagues, students and others. These skills are transferable to all aspects of their lives.

Student Success

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

Excellence

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

Diversity

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

Stewardship

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

VCC's Strategic Innovation Plan

Technological, social, and economic changes are undoubtedly occurring in post-secondary education. The word "disruption" is being used more than ever, but what does it really mean to disrupt a system that has built thousands of careers and enriched countless lives? VCC is launching a 10-year Strategic Innovation Plan meant to anticipate the changes in post-secondary education and lead its progress..

As technology opens classrooms and challenges traditional learning, VCC will embrace it. As our populations shift, VCC will welcome them. As employers demand new skills, VCC will rise to the occasion.

Five Key Priorities:

1. **Building campuses of the future**
   Thoughtfully designing spaces with cutting-edge technology

2. **Building programs of the future**
   Effective, affordable programs that support lifelong learning and a multiple-career culture

3. **Building a culture of engagement and innovation**
   Long-term, mutually beneficial relationships with industry and the community

4. **Building a sustainable business model**
   Strategic, student-centred advancement with lasting positive impacts

5. **Building the brand**
   A distinct and progressive identity that reflects the new VCC

Academic Programming

VCC's Academic Plan reflects all aspects teaching and learning, including those who do this important work:

- each of the schools,
- Continuing Studies,
- Indigenous Education and Community Engagement,
- Institutional Research,
- International Education,

- Library, Teaching and Learning Services,
- Registrar's Office,
- Student Success, and
- the Office of the Vice-President Academic & Applied Research.

Through the planning process, four major drivers were identified, which align with the existing key performance indicators as articulated in the Academic Plan.

These drivers are:

- **Diversity** – Respond to a more complex environment characterized by internationalization, Indigenization, and intercultural communication.

- **Changing delivery models** – Develop an online learning strategy with more focus on blended learning and using digital resources. (Universal Design for Learning principles are the focus of a working group tasked to explore how these can inform curriculum development and program delivery.)

- **Partnership development** – Broaden and accelerate partnerships with a greater variety of organizations, and involve all VCC schools and divisions.

- **Streamlined processes** – Recognition that processes for a number of academically oriented outcomes (quality assurance, governance) can be made more accessible and allow for greater flexibility.

The Process

Academic planning at VCC is an iterative process beginning at the department level, where department leaders and faculty members identify their goals and priorities. This is done in a number of ways, including at faculty meetings and in small group conversations. Individual plans are developed by each school.

This detailed work informs the Academic Plan that is approved by Education Council and the Board of Governors. Academic deans and directors meet to discuss priorities and explore opportunities for synergies across schools and departments, including things like better referral processes, implications of new policy development on practice, and stronger emphasis on communication.

Principles

As VCC develops short-, medium- and long-term plans, numerous concepts influence the planning process:

- o **Relevance** – That the programs will prepare students for the current and future world of work.

- o **Innovation** – That VCC's programs should be distinct from other universities and private institutions in some way and offer differentiated value.

- o **Accessibility** – That VCC's programs will focus on serving the educational needs of Lower Mainland students and be accessible to other Canadians and International learners.

- o **Financial Sustainability** – That VCC's business model will be cost-effective and sustainable.

- o **Public Interest** – That VCC, its business model, constituency programs, courses, and educational offerings will serve the public interest.

- o **Affordability** – That programs will be affordable for British Columbia students and competitively priced for International learners.

Internal and External Factors

Institutional Learning Outcomes

From May 2017 to November 2018, more than 700 members of the VCC community were consulted regarding the development of Institutional Learning Outcomes (ILO). This resulted in the following outcomes:

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

Further information about the intent of these statements and examples of how they might be reflected in classroom practice, visit VCC.ca. In addition, ongoing conversations are being facilitated through the Centre for Teaching, Learning and Research (CTLR).

Quality Assurance Process Audit (QAPA)

An important external factor that influenced the Academic Plan was the provincially mandated Quality Assurance Process Audit (QAPA). This in-depth process involved all schools and divisions and consisted of a two-day site visit resulting in panel recommendations, followed by an opportunity for VCC to respond. The Quality Assurance Committee, a standing committee of Education Council, will monitor the action plan that resulted from the QAPA exercise.

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

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

- o   the social and economic implications of an aging population,
- o   the need for a culture of learning and development in order to meet the challenge of a fast-paced global knowledge economy, and
- o   the need for innovative programs which meet the demand of a varied and complex labour market.[4]

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

Measuring Success

Measures of success are used to ensure that students are being supported to achieve their goals academically, personally, and in the development of skills, knowledge, and employment-ready dispositions.

- o Qualitative and quantitative measures are used to track enrolment, retention, progression, use of services and financial sustainability.
- o Decisions are informed by data that are as accurate and timely as possible.
- o Monitoring activities regularly ensures that changes are responded to effectively. (At times, metrics may need to be reviewed and perhaps different measures chosen in order to accurately reflect a situation.)
- o The ability to describe success across a number of measures enables VCC's reporting to be more accurate and nuanced. Knowing our levels of achievement and areas of strength makes it easier to respond to requests from the Ministry of Advanced Education and Skills Training (AEST), adapt to changes in the regional and provincial post-secondary environment, and respond effectively to new internal and external opportunities.

Education and Training Needs

Education and training will play an increasingly important role in the labour market over the next 10 years. In an ever-changing world experiencing innovations and disruptions in technology and industry, there is a shift in the value of career skills. In this context, a broader base of knowledge and the ability to adapt to a changing work environment opens up more opportunities for students and workers alike.

A majority (77 per cent) of the job openings expected in the next 10 years will require some level of post-secondary education or training. Forty-one per cent will be in occupations requiring a diploma, certificate, or apprenticeship training and 36 per cent will be in positions requiring a bachelor's, graduate, or first professional degree. In contrast, only three per cent of job openings will be available for those with less than a high school education. Fortunately, young British Columbians understand the opportunities that education opens up for them, and overall, only a moderate increase in young people earning post-secondary credentials will be needed to meet the projected labour market demands.

Job Openings by Education Requirements, B.C., 2018-2028

30,200 – 3%
Less than High School

176,300 – 20%
High School and/or Occupation Specific Training

325,100 – 36%
Bachelor's, Graduate or First Professional Degree

371,300 – 41%
Diploma, Certificate or Apprenticeship Training

903,000
JOB OPENINGS EXPECTED IN B.C. TO 2028
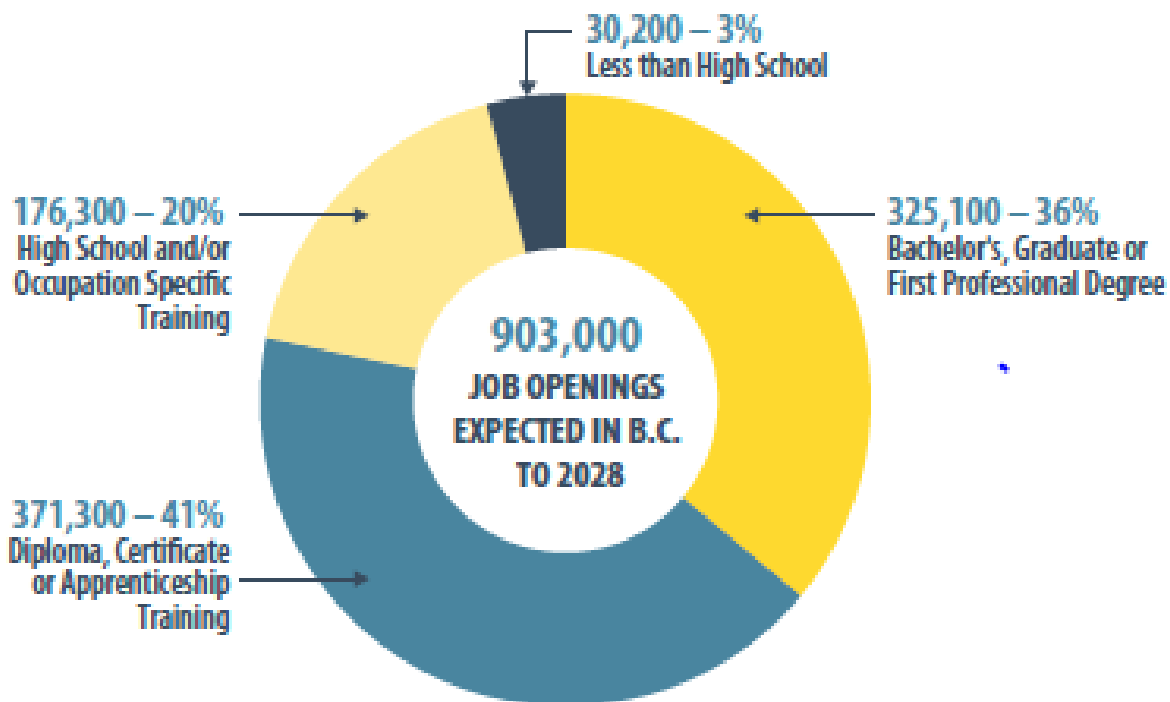
Industry Outlook

In British Columbia, five industries alone will account for about half the total projected job openings between 2018 and 2028:

INDUSTRY[5]	NO. OF JOB OPENINGS	% OF TOTAL JOB OPENINGS
Health Care and Social Assistance	148,400	16.4
Professional, Scientific and Technical Services	106,200	11.8
Retail Trade	82,300	9.1
Accommodation and Food Services	61,000	6.8
Finance, Insurance and Real Estate	59,700	6.6

Health Care and Social Assistance

As B.C.'s population continues to age, the fields of health care and social assistance will see the largest increase in job openings in the next 10 years. Fifty-four per cent of these will come from the need to replace retiring workers, while 46 per cent will result from expansion of the health care system.

Professional, Scientific and Technical Services

The professional, scientific and technical services industry has already proven fast-growing and this trend will continue into the next decade. It is expected that economic growth will generate 48 per cent of the job openings in this industry, compared to 32 per cent of openings for all industries.

Economic growth

Future job openings come from the wide range of opportunities that will open up due to the growth in B.C.'s economy. Several industries will see more job openings because of economic growth and industry expansion. These include:

- o Accommodation and Food Services – 51 per cent of job openings due to economic growth
- o Professional, Scientific and Technical Services – 48 per cent of job openings are due to economic growth
- o Information, Culture and Recreation – 46 per cent of job openings are due to economic growth
- o Health Care and Social Assistance – 46 per cent of job openings are due to economic growth

Retiring workers

Many future job opportunities will also be created due to retiring workers. The requirement to replace retiring workers will create more than half of the job openings for almost every major B.C. industry over the next 10 years.

A more detailed forecast of employment and job openings for each of B.C.'s 18 major industry categories are also available at WorkBC.ca/industry.

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[5] *British Columbia Labour Market Outlook: 2018 Edition https://www.workbc.ca/Labour-Market-Industry/Labour-Market-Outlook.aspx*

VCC
2018 / 2019

15,480
STUDENTS REGISTERED

فارسی
Tagalog 中文
English
Español 日本語
한국말

375
ABORIGINAL
STUDENTS ENROLLED –
SELF-DECLARED 18/19

OVER **50** LANGUAGES SPOKEN

FROM MORE THAN **150** COUNTRIES

36%
ARE MALE
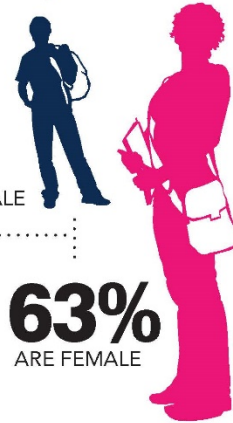
35
AVERAGE AGE OF
DOMESTIC STUDENT

24
AVERAGE AGE OF
INTERNATIONAL
STUDENT

63%
ARE FEMALE

DEGREES **3**
33 CERTIFICATES
DIPLOMAS
93

2 SHORT
CERTIFICATES
2 ASSOCIATE
DEGREES **15**
APPRENTICESHIPS

SCHOOLS & DIVISONS

HOSPITALITY, FOOD STUDIES & APPLIED BUSINESS
ARTS & SCIENCE
HEALTH SCIENCES
INDIGENOUS EDUCATION AND COMMUNITY ENGAGEMENT
PARTNERSHIP DEVELOPMENT OFFICE
TRADES TECHNOLOGY & DESIGN
CONTINUING STUDIES
LIBRARY TEACHING AND LEARNING SERVICES
INTERNATIONAL EDUCATION

94%
OF STUDENTS
SATISFIED WITH
QUALITY OF
INSTRUCTION*

*Source: 2018 BC Student Outcomes Survey of Diploma, Associate Degree, and Certificate Students, data prepared by BC Stats

Employee Demographics

VCC's employee population is a reflection of B.C.'s cultural diversity, including people from a broad spectrum of backgrounds, cultures, and countries. VCC employees are divided into four groups which is based on their primary functions/roles: faculty, support staff, Continuing Studies (instructors), and Administration. In the table below, VCC employees are presented by group, gender, and age range.

These data identify that VCC has a high proportion of females to males (65% female to 35% male). The age range data identify that VCC has a very limited number of employees under 25 years of age, and the combined ranges of 55-64 and 65 or > represent 34 per cent of total employees.

Age Range	<25	25-34	35-44	45-54	55-64	65 or >	Grand Total	Gender %
ADMINISTRATORS	0	9	24	42	14	2	91	**8%**
Female	0	5	17	26	7	2	57	63%
Male	0	4	7	16	7	0	34	37%
CS INSTRUCTORS	0	27	50	69	54	32	232	**21%**
Female	0	16	36	39	37	21	149	64%
Male	0	11	14	30	17	11	83	36%
FACULTY	0	25	112	152	160	25	474	**43%**
Female	0	16	74	104	96	13	303	64%
Male	0	9	38	48	64	12	171	36%
Support Staff	3	47	68	94	82	11	305	**28%**
Female	2	36	49	64	54	5	210	69%
Male	1	11	19	30	28	6	95	31%
Grand Total	3	108	254	357	310	70	1102	
Age %	**0%**	**10%**	**23%**	**32%**	**28%**	**6%**		

Source: VCC Human Resources. The data contained in table reflect active employees in Banner as of May 14, 2018, excluding casual, auxiliary, and student workers. Employees who hold multiple positions in two or more of the included employment groups are only counted once.

Female to Male Ratios

College	1.8772:1
Administrators	1.6765:1
CS Instructors	1.7952:1
Faculty	1.7719:1
Support Staff	2.2105:1

Employee Engagement Survey

As a follow-up to the VCC's college-wide VCC Speaks employee engagement survey in 2016, a "Pulse Check" survey was conducted in the late fall of 2018. This survey was a shortened version of the original survey and revisited the four dimensions that had been established as VCC's strongest engagement drivers. Employees were invited to comment on each workplace dimension.

Engagement Drivers and Results

Through relative weight analysis, the Pulse Check survey canvased the areas, or "engagement drivers," most relevant to VCC employees as established in 2016. The top four engagement drivers are:
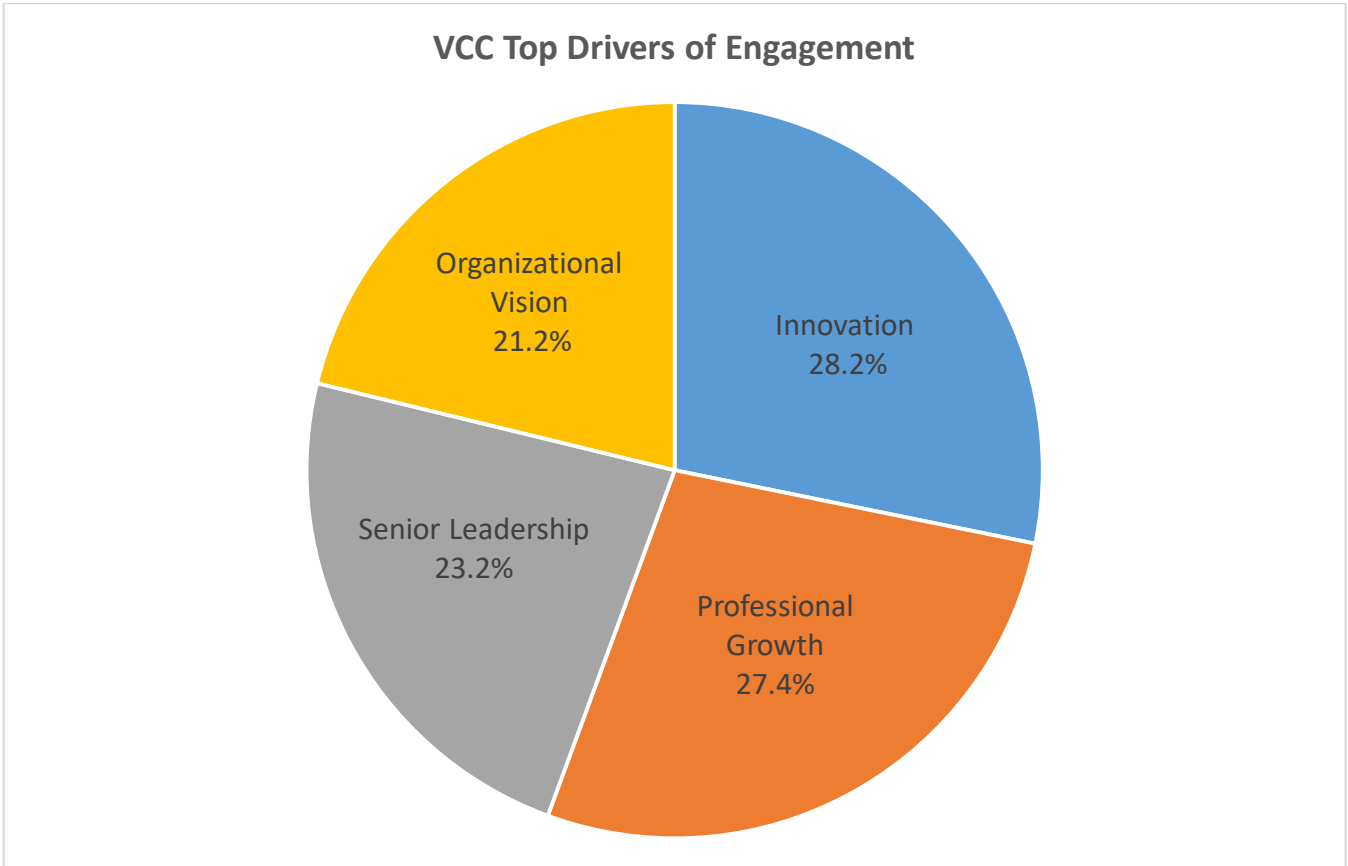
1. Innovation,
2. Professional Growth,
3. Senior Leadership, and
4. Organizational Vision.

VCC achieved an impressive 66 per cent participation rate on the Pulse Check survey, well above the benchmark of 63 per cent. Even more impressive were the survey results. By 2018, VCC's overall engagement had increased by an astonishing 11 per cent, including an increase of 20 per cent in optimism about the future of VCC. Of our four engagement drivers, we saw an exceptionally high increase of 24 per cent in organizational vision and 19 per cent in senior leadership. It is believed that these significant increases are direct result of the initiatives taken to create and present a clear vision to the college, including many departmental visits made by senior leadership, in which they personally engaged with employees.

These excellent engagement scores are a reflection of VCC employees' pride in their work, their feeling of personal accomplishment, and the extent to which they feel inspired and see their own connection to the college's long-term goals and objectives.

Employee Engagement Strategy Committee (EESC)

The Employee Engagement Strategy Committee (EESC), which formed in June 2016, has been vital to the college's engagement strategy, assisting with communications, promotion, delivery, survey administration, and action planning. The EESC was formed with a two-year commitment by its membership to ensure relevance and validity of the survey process, and to maintain an intentional focus on engagement. In June 2018, new members joined the committee, infusing new perspectives and engagement ideas and leading dynamic, new engagement opportunities in response to the latest Pulse Check data.

VCC Top Drivers of Engagement

Innovation
28.2%

Professional
Growth
27.4%

Senior Leadership
23.2%

Organizational
Vision
21.2%

Program Offerings

2 YEARS

Most VCC *Programs can be completed in* less than 24 months.

VCC's mission is to provide high-quality learning experiences to a highly diverse student body. The academic departments , international education, Indigenous education, Continuing Studies, student development and library, and teaching and learning services of the college, are organized to create cohesiveness and continued collaboration between and across program areas.

VCC delivers nearly 150 programs to a diverse and multicultural student population. What makes VCC unique is the experiential learning students receive through hands-on and real-world training. Student outcomes for VCC graduates are one of the highest in the sector, with 95% of diploma and certificate graduate respondents surveyed in the labour force. This is a testament to the on-the-job training VCC delivers. From working in restaurants, hotels, hair salons, spas, and automotive trades to practicum experiences in dental clinics, hospitals, and more.

Number of Credentials Offered

CREDENTIAL	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Citation	0	0	0	3	3	0
Apprenticeship	10	13	13	14	14	15
Certificate	88	88	88	91	91	91
Diploma	28	28	28	31	31	31
Bachelor's Degree	3	3	3	3	3	3
Short Certificates	0	0	0	0	0	2
Advanced Certificates	0	0	0	0	0	2
Post-Diploma	0	0	0	0	0	2
Associate Degree	0	0	0	0	0	2

School of Arts and Sciences

The School of Arts and Sciences includes 15 departments organized within the Centre for Academic Foundations, Centre for Inclusion, Centre for Language Studies and Centre for Performing Arts. With approximately 2,000 full-time equivalent (FTE) students and more than 200 faculty and staff, Arts and Sciences has multiple areas of focus. This school is distinct in that the majority of its programs are transitional in nature. Developmental programming in adult upgrading and English as an additional language, designed to prepare students for enrolment in post-secondary career and academic programming, and University Transfer programming, designed to provide the first one to two years of academic post-secondary. The ASL/Deaf Studies Certificate Program leads directly into the Interpreting Diploma offered at Douglas College. The School also has one of the most comprehensive Adult Special Education training platforms in the province, offering programs such as Food Service Careers designed for success as an

entry-level worker. Finally, the Centre for Performing Arts delivers the Music Diploma and Degree programs as well as the innovative Dance Diploma in partnership with Arts Umbrella.

School of Health Sciences

The School of Health Sciences delivers high-quality health programming to approximately 900 students each year. The School has nine certificate programs, five diploma programs, and one degree program in three areas: Allied Health, Dental, and Nursing. Most Health Sciences programs have achieved an accredited status by external accrediting bodies. Those without an accrediting body have been reviewed through the VCC's program renewal process to ensure currency and relevancy. The Broadway campus provides an environment to support experiential learning through simulation. These learning spaces include labs, classrooms and a nursing station that support students in the various programs: Bachelor of Science in Nursing, Practical Nursing, Health Care Assistant, Pharmacy Technician, Occupational/ Physical Therapist Assistant, Medical Lab Assistant, and Health Unit Coordinator. The Downtown Campus provides an onsite dental clinic that provides services to the public. Dental programs are currently expanding, and the need for new dental spaces including labs, offices, and a new dental clinic is a high priority. The dental programs include Dental Hygiene, Certified Dental Assisting, Dental Reception Coordinator, and Dental Technology Sciences. VCC's Health Sciences students engage in real-life experiences through practicum placements in a variety of health settings.

School of Hospitality, Food Studies and Applied Business

Programming in this school ranges from entry-level certificates in Administrative Assistant, Medical Office Assistant, Medical Transcriptionist, and Legal Administrative Assistant to Red Seal certification in Culinary Arts and Baking and Pastry Arts, to a bachelor's degree in Hospitality Management. In September 2019, VCC will launch its second post-degree diploma, Business and Project Management, for the international student market.

Students obtain real-world experience in one of our five commercial outlets: Seiffert Market, JJ's Restaurant, the cafeterias at our Downtown and Broadway campuses, and The Bistro. All program areas have strong connections with employers and offer students opportunity for practical experience. Hospitality students are required obtain 500 hours of industry work experience. Our Canadian Business Management students have a one-term workplace practicum as part of their program, and all the certificate programs in Applied Business have practicums.

School of Trades, Technology and Design

The School of Trades, Technology and Design houses eight different departments distributed over three campuses and employs over 100 faculty and staff. These eight departments include: Automotive Collision and Refinishing, Automotive Service Technician, Computer Aided Drafting/Building Information Modelling (CAD BIM), Computer Systems Technology, Digital Media Design, Hairstyling and Esthetics, Heavy Mechanical Trades, and Jewellery Art and Design. Within these departments there are 11 apprenticeship programs, eight certificate programs, and six diploma programs serving approximately 1,700 students per year. Several departments offer publicly available services such as automotive mechanical and collision repair, salon and spa, and graphic design services. These publicly available services provide students with 'real world' experiential learning that results in work-ready graduates.

Centre for Continuing Studies

8,900

Job openings are expected for Early Childhood Educators

SOURCE: BC Labour Market Outlook 2018

The Centre for Continuing Studies (CS) offers both credit and non-credit programs in a wide array of program areas to serve all members of our community perusing professional and personal goals. CS students can take advantage of flexible schedules and study on a part-time basis, mostly in the evening, allowing them to balance their busy work lives while learning new skills. CS offers a wide range of programs. On the credit side, CS offers programs in Early Childhood Care and Education, Fashion Design and Production, Fashion Merchandising, Counselling Skills, Business Leadership, Office Administration, Paralegal, Technical Writing, Medical Device Reprocessing, Networking Technology, Makeup Artistry, and Wedding and Event Planning. Every semester, CS offers new programs and courses to the public to meet local demand and appeal to both newcomers entering a field of work and experienced people looking to move up in their careers.

Library and Teaching and Learning Services

There are four units that comprise this division: VCC Library, VCC Learning Centre, the Centre for Teaching, Learning & Research (CTLR), and the School of Instructor Education (SIE). These four units support and advance teaching and learning at the college in different, connected ways. The Library and Learning Centre provide learning support to students by providing gathering space for study, access to resources and research help, computer access, study skill workshops, and professional tutoring at no cost. The Learning Centre also offers career support. CTLR supports instructors by facilitating innovation in teaching, educational technology, curriculum design, as well as supporting research at the college. SIE offers programs that prepare instructors to provide adult education such as the Provincial Instructor Diploma Program and Certificate in Online eLearning Instruction.

International Education

VCC currently welcomes international students from over 50 countries in more than 50 programs. The most popular programs for international students are: post-degree diplomas in Canadian Business Management and Business and Project Management. Additionally, our Hospitality Management diploma, Cosmetology diploma, Culinary Arts diploma, and Transportation Trades diplomas remain popular choices for students seeking hands-on training that leads to employment. International students choose VCC for high-quality programming, award-winning instructors, and post-graduation employment opportunities. With the projected increase in international students, VCC will continue to create programs that support the needs and goals of international students.

Indigenous Education

We continue our efforts to better serve Indigenous communities through partnerships and building a truly community-driven program development framework. The Indigenous Education Advisory Committee, representing urban and rural Indigenous communities, aims to provide guidance and advice around initiatives that fulfill our commitment to the Indigenous Education Protocol and the TRC's Calls to Action. Initiatives that aim to increase access, retention, and success of Indigenous learners across campus grew significantly this year. In partnership with the Indigenous Education and Community Engagement team, in addition to ongoing projects and initiatives, working groups are collaborating on a variety of new initiatives including indigenizing curriculum, policies and procedures review and community engagement with urban indigenous service providers. Our Aboriginal Services Plan (ASP) programs and activities aim to create alignment with VCC's Strategic Innovation Plan and enhance the efforts of the institution toward a more community-based approach to Indigenization.

VCC has gathering spaces, Indigenous advisors, and Elders to help support students throughout their educational journey

Partnership Development Office

The Partnership Development Office (PDO) builds partnerships between VCC and external organizations that generate growth and financial benefits for the college. Partners include government ministries, corporations, community organizations, and other post-secondary institutions. Our key provincial partnership is with the Ministries of Advanced Education, Skills & Training, and Social Development & Poverty Reduction where we bid for and secure funding through several streams: Aboriginal Community Based Partnership Training, Project-Based Labour Market Training, Employment Support and Skills Training, the Industry Training Authority, and others. The Partnership Development Office also provides contract training for a variety of organizations including contracts with Emily Carr University of Art and Design, Pacific Immigrant Resources Society, Musqueam Indian Band, Metis Nation BC, ACCESS Aboriginal Connections to Employment, and Sources Community Resources. Internally, the PDO functions as a partnership incubator and supports departments to network, conceptualize projects, write proposals, and manage projects. The CareerLAB, a 3-year pilot project to inventory and support Work Integrated Learning (WIL) across VCC, is another initiative of the PDO.

Student Success

Student Success at VCC provides integrated, value-added services, programs, and initiatives that serve 14,000 students across three campuses. A team of more than 120 regular and auxiliary professionals in eight departments including the Student Service Centre, Indigenous Education and Community Engagement, Academic Advising and Assessment, Counselling, Disability Services, Interpreting, Student Issues Arbitration, and Student Conduct and Judicial Affairs, take a college-wide, comprehensive approach to student development, retention, and wellness and work in close collaboration with the academic departments. Quality, relevance, accessibility, and sustainability of services are reviewed and reimagined to help students become intentional in their learning, engaged in their college experience, and successful in their chosen programs.

Campus Locations

VCC delivers programming across three campuses: Broadway, Downtown and Annacis Island. The two main campuses, Broadway and Downtown, are centrally located and are well serviced by public transit. The Broadway and Downtown campus locations are each near Sky Train stations (or the SeaBus) and on bus routes.

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

The following table shows the percentage breakdown of total students by campus:

CAMPUS	2015-16	2016-17	2017-18	2018-19
Annacis Island	2%	2%	2%	3%
Downtown	49%	50%	43%	41%
Broadway	49%	48%	55%	56%

THE DOWNTOWN CAMPUS plays an important role in the local community through services and programs offered including dental, hospitality management, culinary arts, baking and pastry arts, hair design, skin and body therapy, fashion arts, jewellery arts and design, technology, applied business, and continuing studies programs.

THE BROADWAY CAMPUS is home to many programs including health sciences, transportation trades, academic upgrading, university transfer (arts and science), culinary arts, instructor and teacher training, English as an additional language (EAL), adult upgrading, deaf and hard of hearing, visually impaired and performing arts (music and dance).

THE ANNACIS ISLAND CAMPUS is home to VCC's heavy-duty transportation programs, offering state-of-the-art training equipment and resources for students entering this industry.

School of Health Sciences	- Pre-Health Sciences program in development - New Dental Hygiene degree in development - Revised Denturist program in development - Program review: Occupational/Physical Therapist Assistant(OTPA); Practical Nursing and Access to Practical Nursing - New grid created for Academic English and English proficiency requirements - Accreditation site visit preparation in progress for OPTA and Pharmacy Tech
School of Trades, Technology & Design	- New Computer Systems Technology (CST) 2 year diploma curriculum purchased; domestic program launch scheduled for September 2019; government base funding approved for domestic students - New Heavy Mechanical trades program for International students in development - Visual Communications Design certificate and diploma; curriculum updates completed - New Hairstylist apprenticeship Level 1 and 2 courses through governance and ready for launch in spring 2018 - CAD/BIM pursuing accreditation with Technology Accreditation Canada (TAC)
School of Hospitality, Food Studies & Applied Business	- Professional Cook 1 & 2 program curriculum renewal implemented; catering module received governance approval - scheduled for launch in summer 2018 - Baking and Pastry Arts curriculum renewal in progress; in the concept paper governance phase - Administrative Assistant renewal review commenced - New post degree diploma in Canadian Business Management for international students launched with additional cohorts being added due to market demand
School of Arts & Sciences	- Deaf and Hard of Hearing program review commenced - Associate of Arts and Associate of Science degrees – work ongoing towards completion of Program Content Guide (PCG) - Career Literacy Foundations curriculum development completed and in governance - Music Degree program review in early planning stages - ASL and Deaf Studies full-time UT program development in progress - Piloting EAL instructor support in Hospitality and Canadian Business Management international cohorts - EAL Pathways blended delivery option being delivered and well subscribed

Centre for Continuing Studies	■ Renewal of Early Childhood Care Education (ECCE) post-basic program through governance with launch set for fall 2018 ■ Counselling Skills program redesign underway ■ Partnership established with the Rick Hansen Foundation (RHF) to deliver their Accessibility Assessor training program ■ Fashion Merchandising online course in development
Library, Teaching & Learning Services	■ Learning Commons survey completed ■ President's Research Symposium held in October 2017; new $10,000 research fund established ■ Learning Management Systems (LMS) - in the process of developing a strategic framework ■ E-Textbook and Open Resource textbook pilots in progress ■ Institutional Learning Outcomes (ILO) consultation underway
Student Development	■ Case management software review in progress ■ Current provisions and practices on duty to accommodate assessment in progress ■ Developing a mental health and wellness strategy ■ Sexual Violence Policy completed, approved and in compliance with Ministry expectations
International Education	■ Recruitment of students for Canadian Business Management (CBM) Post-Degree Diploma has resulted in additional cohorts being added due to high market demand ■ Development of a new Post-Degree Diploma in Project Management underway ■ MOUs updated with language partner schools for UT articulation ■ Additional cohorts added in Trades, Culinary Arts and Hospitality
Partnership Development Office (PDO)	■ Delivered on-site contract training through provincial government funding for 450 students in several programs (e.g. Medical Office Assistant, Building Service Worker, Entry to Hospitality Careers for Women, etc.) ■ Completed first year of three year CareerLAB initiative to inventory and support Work Integrated Learning (WIL) activities across VCC ■ Determined feasibility of using B.C. Employer Training Grant to deliver customized training in consultation with employers in long-term residential care homes ■ Delivered 13-week basic office skills training program onsite in Cloverdale, B.C. for Metis Nation of B.C. ■ Partnered with Open Door Group and Progressive Intercultural Services Society to host job two fairs at the VCC Downtown campus
Indigenous Education and Community Engagement	■ Gladue report writing program curriculum development and pilot being delivered by the PDO ■ Implementation of Indigenization Advisory Council/Committee underway ■ Facilitating workshops that address the principles of Indigenous Education Protocol

Human Resources	▪ Identifying recommendations to the policy/procedure for changes to the Bullying, Harassment and Discrimination Policy ▪ Developing best practices for an employee training program ▪ Creating draft terms of reference for a VCC Wellness Committee ▪ Pilot program to enhance employee orientation launched in spring 2018 ▪ Employee Engagement Committee has finalized a top 5 list of engagement initiatives
Information Technology	▪ Banner 9 upgrade project and implementation plan for phase I (payroll and HR module upgrades) has been developed ▪ Curriculum management software implementation (Course Leaf) training in progress with go live scheduled for spring 2018 ▪ College wide printer replacement plan in progress – current Ricoh lease expires in June 2018 ▪ IT security assessment underway with final report to be delivered in spring 2018 ▪ Web time entry working group developing a survey to capture current procedures ▪ Assessing different software vendors for online registration systems for Continuing Studies and Contact Relation Management (CRM) software
Commercial Services	▪ Space design completed for relocation of duplication department at Broadway ▪ Food Services operational changes made based on the new Culinary Arts curriculum re-design
Safety, Security & Risk Management	▪ Emergency Response Management (ERM) Committee struck to and revise the current ERM manual and communication plan ▪ Emergency management training plan created and multi sessions conducted ▪ Renovations of downtown security kiosk completed ▪ Development of risk management and privacy procedures in progress ▪ Roll out of sexual violence and sexual misconduct policy and procedures underway
Procurement	▪ Phase II underway for streamlining procurement processes and procedures ▪ New solicitation contract templates developed
Facilities	▪ Event Management Software (EMS) configuration and implementation nearing completion ▪ Space analysis assessment completed for Broadway levels 1 and 2; Downtown campus space analysis in progress; separate analysis being conducted for Culinary and Baking, Pastry Arts downtown ▪ Working with Partnerships BC to develop a RFP for a Campus Master Plan
Marketing	▪ Continuation of "Make your Mark" campaign ▪ Development of a digital marketing strategy – revised approach to sustained Google advertising ▪ Digital metrics and reporting to be rolled out in summer 2018 ▪ Brand standards guide rollout underway

Fundraising	- Flourish Gala fundraising event - Student awards

PERFORMANCE PLAN:
GOALS, OBJECTIVES, PERFORMANCE MEASURES AND TARGETS

Ministry of Advanced Education, Skills and Training Objectives and Performance Management

This section provides the logic model for the Accountability Framework, highlighting the performance measures specified by the Ministry of Advanced Education, Skills and Training (AEST) for VCC.

STRATEGIC OBJECTIVE	DEFINITION	PERFORMANCE MEASURE
Capacity	The B.C. public post-secondary system has sufficient capacity to meet the evolving needs of the province.	• Student spaces (total, health, developmental, medical) • Credentials awarded • Sponsored research funding • Credentials awarded to Aboriginal students
Access	The B.C .public post-secondary system provides equitable and affordable access for residents.	• Transition rate of high school students to public post-secondary education • Participation Rate • Loan repayment as a per cent of income • Aboriginal student spaces
Quality	The B.C. public post-secondary system provides quality through enriched educational experiences that meet the learning objectives of students.	• Student satisfaction with education • Student assessment of the quality of instruction • Student assessment of skill development
Relevance	The B.C. public post-secondary system is relevant, having the breadth and depth of programming to meet the evolving economic needs of the province.	• Student assessment of the usefulness of knowledge and skills in performing job • Unemployment rate
Efficiency	The B.C. public post-secondary system is efficient, providing multiple and flexible student pathways with clear returns on public and individual investment.	• First Year retention rate • Time to completion

This table identifies the scale for target assessments that apply to each of the results of the performance target outlined by the Ministry of Advanced Education, Skills and Training.

Assessment	Percentage
Exceeded	110% or more of the target
Achieved	100% - 109% of the target
Substantively Achieved	90% - 99% of the target
Not Achieved	Less than 90% of the target
Not Assessed	Survey results with less than 20 respondents or a margin of error greater than 10%

Aligning Ministry of Advanced Education, Skills and Training, and Vancouver Community College Objectives

		AEST Strategic Objectives				
		Capacity	**Access**	**Quality**	**Relevance**	**Efficiency**
Vancouver Community College Key Success Drivers	**Education Quality**	▪ Aiding students in accessing appropriate funding support ▪ High level of satisfaction with Enrolment Services	▪ Accessibility for diverse learning needs ▪ Removing barriers of entry for Indigenous students	▪ Delivering high-quality learning experiences ▪ Developing high-demand skills in our learners	▪ Effective curriculum ▪ Responding to changing needs ▪ External engagement ▪ New/relevant programs	▪ Streamlining student registration processes ▪ Operating efficiently and directing resources towards students and learning
	Operational Excellence	▪ Maximizing campuses and resources ▪ Streamline and simplify internal processes	▪ Provide appropriate access to our learners ▪ Improving registration processes	▪ Teaching and learning excellence ▪ Recruitment, development, and retention	▪ Nimbly responding to changing demands of learners and external environments	▪ Building a culture of evidence-based decision making ▪ Strengthening leadership and accountability ▪ Environmental sustainability
	Financial Stability and Sustainability	▪ Meet the domestic and International enrolment targets ▪ Monthly and Quarterly enrolment reporting	▪ Increased enrolment of International students ▪ Increased opportunities for Indigenous students	▪ Implement Integrated Planning Cycle	▪ Grow the commercial services area ▪ Continue to focus on investment opportunities	▪ Implement a financial strategy to provide a stable and sustainable working environment
	Business Development	▪ Increasing opportunities to create more learning experiences outside VCC	▪ Streamlining student pathways in/out of VCC ▪ Create partnership opportunities between employers/students/VCC	▪ Strengthening Program Advisory Committees (PAC) ▪ Advancing the quality of learning	▪ Building partnerships that make sense ▪ Maintaining dialogue with industry and community ▪ Refreshing Program Advisory Committees (PAC's)	▪ Taking a deliberate and goal-oriented approach to partnerships
	Reputation Management	▪ Telling the "VCC story" more widely ▪ Increasing awareness of VCC and our programs	▪ Helping our target markets be aware of VCC	▪ Highlighting VCC's quality of instruction in our branding	▪ Clarifying our brand identity ▪ Increasing awareness of VCC in the community	▪ Targeting our marketing efforts to maximize our outcomes relative to investment

This matrix identifies the five AEST objectives, (Capacity, Access, Quality, Relevance and Efficiency) and the five Key Success Drivers of VCC's Integrated Plan, (Education Quality, Operational Excellence, Financial Stability and Sustainability, Business Development and Reputation Management) and indicates the activities to achieve these objectives.

Strategic Objective 1: CAPACITY

The strategic objective for Capacity is to ensure the post-secondary system is of sufficient size to meet the needs of the province. The performance measures outlined in the Accountability Framework that VCC are required to report are:

- Student spaces (total, health, developmental, medical)
- Credentials Awarded
- *Sponsored research funding (not applicable to VCC)*
- *University admissions GPA (not applicable to VCC)*

Student Spaces:

Student spaces is the number of Full-Time Equivalent (FTE) student enrolments delivered overall and in designated program areas. Over the past three years, the number of student enrolments throughout VCC declined, however in 2018/19, our enrolments increased due in part to opportunities in English as an Additional Language (EAL) program offerings. While this overall target was "not achieved", VCC is committed to ensuring the enrolment planning process continues to provide opportunities for growth of domestic spaces. The number of student spaces in nursing and allied health programs continued to achieve our targeted FTE's to 104 per cent. In addition, VCC has seen a renewed interest and enrolment in University Transfer courses and this will be another area of significant growth for VCC.

Total Student Spaces						
Performance				**Targets**		
2017/18 Actual	**2018/19 Target**	**2018/19 Actual**	**Assessment**	2019/20 Target	2020/21 Target	2021/22 Target
4,006	**6,549**	**4,145**	**Not Achieved**	6,541	6,541	6573

Nursing and other Allied Health programs						
Performance				**Targets**		
2017/18 Actual	**2018/19 Target**	**2018/19 Actual**	**Assessment**	2019/20 Target	2020/21 Target	2021/22 Target
888	**869**	**906**	**Achieved**	841	TBD	TBD

Number of Student Spaces in Developmental programs						
Performance				**Targets**		
2017/18 Actual	**2018/19 Target**	**2018/19 Actual**	**Assessment**	2019/20 Target	2020/21 Target	2021/22 Target
1,457	**2,518**	**1,664**	**Not Achieved**	1,245	TBD	TBD

VCC's utilization of funded domestic student FTE's through the Ministry of Advanced Education, Skills and Training (AEST) will continue to focus on the planning strategies, the Strategic Innovation Plan, and the Academic Plan,

which are aligned with AEST's core objectives and provide students with sustainable and affordable access to post-secondary education.

Credentials Awarded:

Annual performance is measured using a rolling three-year average of the most recent fiscal years, e.g., the results for the 2018/19 reporting year are a three-year average of the 2015/16, 2016/17, and 2017/18 fiscal years.

Credentials Awarded						
Performance				**Targets**		
2017/18 Actual	**2018/19 Target**	**2018/19 Actual**	**Assessment**	2019/20 Target	2020/21 Target	2021/22 Target
2,314	**2,211**	**2,203**	**Substantially Achieved**	2,201	TBD	TBD

Strategic Objective 2: ACCESS

This objective aims to ensure that all residents have equitable and affordable access to public post-secondary education. This performance measure is set by each institution. VCC is committed to providing high-quality and cost-effective educational opportunities to students and to provide a supportive platform for learning and academic growth from enrolment to graduation.

Number of Aboriginal students:

Full-Time Equivalent (FTE) of Aboriginal students at VCC

Aboriginal Student Spaces (FTE)					
	Reporting year				
	2015/16	2016/17	2017/18	**2018/19**	**2018/19 Assessment**
Total Indigenous Spaces	309	311	276	**287**	**Achieved**
Ministry (AEST)	230	217	194	**200**	
Industry Training Authority (ITA)	79	94	82	**87**	
Target	**Greater than prior year**				

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

While continuously improving our ability to provide equitable and sustainable access to all, VCC also continues to ensure that Indigenous learners are well-positioned for a successful post-secondary experience. The Truth and Reconciliation Commission (TRC) of Canada's Calls to Action are central to discussions during institutional planning and student engagement efforts and activities.

We will continue efforts to better serve Indigenous communities through the reach of our partnerships and to build a truly community-driven program development framework. The Indigenous Education Advisory Committee, representing urban and rural Indigenous communities, provide guidance and advice around initiatives that fulfill our commitment to Indigenous education. New initiatives that aim to increase access, retention, and success of Indigenous learners have increased this year, and existing initiatives and activities have demonstrated sustainability as result of ongoing collaboration between our internal and external stakeholders.

In accordance with the Accountability Framework 2018/19 Reporting Cycle Standards and Guidelines Manual, the following table identifies VCC's responses to the Truth and Reconciliation Commission's Call to Action:

TRC CALL TO ACTION and UN DECLARATION on the RIGHTS OF INDIGENOUS PEOPLES ARTICLE	PROGRESS (N/A, In Progress, Implemented)	INITIATIVE AND PARTNERSHIP DETAILS
1: SOCIAL WORK	N/A	
We call upon the federal, provincial, territorial, and Aboriginal governments to commit to reducing the number of Aboriginal children in care by … Ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the history and impacts of residential schools. … Ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the potential for Aboriginal communities and families to provide more appropriate solutions to family healing.		
12: EARLY CHILDHOOD EDUCATION	In progress	ECE delivery in partnership with the Musqueam First Nation is currently underway. The instructors had training in the format of two workshops: Vancouver Island University and the Aboriginal Childcare Society, focused on the basic understanding of colonization and decolonization, reconciliation and the ways we can integrate the indigenous components in our classes. The orientation session at the Musqueam Community Centre organized by the Musqueam team and delivered by two Elders. The curriculum that has been approved by the Ministry integrates additional resources, guest speakers and activities to refer to Indigenous issues. The same has been done with our outreach ECCE Program in Gold Trail, where we have an Elder sitting in class all the time and works with the instructors on addressing specific questions, components or questions from the students.
We call upon the federal, provincial, territorial, and Aboriginal governments to develop culturally appropriate early childhood education programs for Aboriginal families.		

TRC CALL TO ACTION and UN DECLARATION on the RIGHTS OF INDIGENOUS PEOPLES ARTICLE	PROGRESS (N/A, In Progress, Implemented)	INITIATIVE AND PARTNERSHIP DETAILS
16: INDIGENOUS LANGUAGE DEGREE AND DIPLOMA PROGRAMS	N/A	
We call upon post-secondary institutions to create university and college degree and diploma programs in Aboriginal Languages.		
23: HEALTH-CARE PROFESSIONALS	See below	
We call upon all levels of government to increase the number of Aboriginal professionals working in the health-care field, ensure the retention of Aboriginal health-care providers in Aboriginal communities, and provide cultural competency training for all healthcare professionals.		
Practical Nursing	In Progress	Recruitment and support of indigenous LPN students through priority seat availability, change from two seats to unlimited. Recently met with and toured a group of Indigenous High School students through our nursing labs for recruitment. Looking for more opportunities like this through our Indigenous Education and Community Engagement department.
Continuing Care	Implemented	The Continuing Care Department, in collaboration with ACCESS – Aboriginal Connections to Employment, offered an additional cohort of the Health Care Assistant (HCA) program for Aboriginal students. The cohort ended in December 2018. Six Aboriginal students graduated from this cohort. A seventh student withdrew and reinserted into a later cohort and is projected to graduate in June 2019.

TRC CALL TO ACTION and UN DECLARATION on the RIGHTS OF INDIGENOUS PEOPLES ARTICLE	PROGRESS (N/A, In Progress, Implemented)	INITIATIVE AND PARTNERSHIP DETAILS
Dental Reception Coordinator	In Progress	VCC is currently in partnership with ACCESS offering our Dental Reception Coordinator program to an indigenous cohort. We will be meeting with ACCESS again to explore the possibility of taking in another cohort in 2020. A few of our faculty members have completed the San'yas Indigenous Cultural Training course to widen their perspective around Indigenous issues in health care.
Bachelor of Science in Nursing	Implemented	VCC implemented priority Indigenous enrolment in Baccalaureate Nursing and Health Unit Coordinator programs. Priority is given to all Indigenous students and is not limited to any particular number of seats. We attended most Reconciliation in Action events put on by the Aboriginal Life in Vancouver Enhancement Society to promote health programs at VCC. We provide some cultural competency training for our nursing students. Most nursing faculty have taken the San'yas Indigenous Cultural Safety core health course.

TRC CALL TO ACTION and UN DECLARATION on the RIGHTS OF INDIGENOUS PEOPLES ARTICLE	PROGRESS (N/A, In Progress, Implemented)	INITIATIVE AND PARTNERSHIP DETAILS
Dental	1. In progress 2. Implemented 3. Implemented 4. Planned	1. All faculty have been encouraged, both through the department and regulatory college, to complete cultural competence training; many have already completed the San'yas Core Health Course. Information regarding free MOOC's – Massive Open Online Courses, has also been shared. A KAIROS blanket exercise is being considered for faculty. 2. Third-year students participate in the KAIROS blanket exercise prior to participation in community outreach. 3. Two seats are held for Indigenous students. 4. Develop recruitment strategies to increase the utilization of the priority seats.
24: MEDICAL AND NURSING SCHOOLS We call upon medical and nursing schools in Canada to require all students to take a course dealing with Aboriginal health issues, including the history and legacy of residential schools, the United Nations Declaration (UN Declaration) on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, and Indigenous teachings and practices. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.	See below	

TRC CALL TO ACTION and UN DECLARATION on the RIGHTS OF INDIGENOUS PEOPLES ARTICLE	PROGRESS (N/A, In Progress, Implemented)	INITIATIVE AND PARTNERSHIP DETAILS
Practical Nursing	In Progress	Expanding from the BC Practical Nursing Provincial Curriculum (PNPPC) that was revised in 2017 and published in 2018, VCC's Practical Nursing program will be launching the revised curriculum in September 2019. Revision process included: "Learning outcomes were reviewed and the language was modified to ensure alignment with patient and family-centered care, and to include Truth and Reconciliation Commission (TRC) Calls to Action, cultural humility and safety..." (BC PNPPC, 2017). Program and course learning outcomes and resources reflect cultural humility and safety. PNPPC Guide Supplement includes relevant "Indigenous Teaching Learning Resources" and the Curriculum Competency Map includes the ANA-CASN-CNA Cultural Competency and Safety guidelines; Truth and Reconciliation Calls to Action; BC FNHA Cultural Safety and Humility guidelines.
Continuing Care	In Progress	The Continuing Care department oversees the training of Health Care Assistants in Continuing Care and Acute Care. HCA's are a part of the health care team, but are not a part of the nursing profession or the school of nursing. Continuing Care is engaging in discussion regarding the incorporation of Aboriginal health issues into the program.

TRC CALL TO ACTION and UN DECLARATION on the RIGHTS OF INDIGENOUS PEOPLES ARTICLE	PROGRESS (N/A, In Progress, Implemented)	INITIATIVE AND PARTNERSHIP DETAILS
Bachelor of Science in Nursing	Implemented	Course content in nursing includes Aboriginal health issues. We are continually updating our curriculum to include more relevant additions. We have partnered with the VCC Indigenous Education and Community Engagement office to offer the KAIROS Blanket exercise to every new nursing cohort. All faculty members have also been offered this experience.
Dental	1. Planned 2. Implemented 3. Implemented 4. Planned	1. The proposed degree program includes the requirement for students to complete the San'yas Core Health Course. 2. Participation in Orange Shirt Day 3. Orientation week includes a presentation from the Indigenous Education and Community Engagement team. 4. Include a land acknowledgement at the beginning of each term.
28: LAW SCHOOLS We call upon law schools in Canada to require all law students to take a course in Aboriginal people and the law, which includes the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and antiracism.	N/A	
57: PUBLIC SERVANTS	N/A	

TRC CALL TO ACTION and UN DECLARATION on the RIGHTS OF INDIGENOUS PEOPLES ARTICLE	PROGRESS (N/A, In Progress, Implemented)	INITIATIVE AND PARTNERSHIP DETAILS
We call upon federal, provincial, territorial, and municipal governments to provide education to public servants on the history of Aboriginal peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.		
62: TEACHER EDUCATION	See below	
We call upon the federal, provincial, and territorial governments, in consultation and collaboration with Survivors, Aboriginal peoples, and educators, to: … Provide the necessary funding to post-secondary institutions to educate teachers on how to integrate Indigenous knowledge and teaching methods into classrooms.		

TRC CALL TO ACTION and UN DECLARATION on the RIGHTS OF INDIGENOUS PEOPLES ARTICLE	PROGRESS (N/A, In Progress, Implemented)	INITIATIVE AND PARTNERSHIP DETAILS
Practical Nursing	In Progress	Ongoing funded education of VCC PN Faculty. Samples include: KAIROS Blanket Exercise of which all permanent and some contract faculty participated. Session on Indigenizing the Curriculum by a representative from First Nations Health Authority, Janine Stevenson Professional Development support for faculty to complete Indigenous education such as the "San'yas Indigenous Cultural Training" offered by the Provincial Health Services Authority in BC (PHSA BC). Developing relationship with local Indigenous community groups, resources for faculty, and student education, and resources for teaching. Funded opportunities for Indigenous guest speakers, including local Elders and residential school survivors, to educate faculty, students and others in the VCC Community.
Continuing Care	In Progress	Faculty within the Continuing Care departments are engaging in educational opportunities regarding Aboriginal health issues, history, knowledge, and teaching method, as part of their Professional Development activities.
Bachelor of Science in Nursing	Implemented	Nursing secured VCC funding to provide the San'yas Indigenous Cultural Safety health course to almost all faculty in our department and secured VCC funding to host a series of three Indigenous scholars to present to nursing faculty.

TRC CALL TO ACTION and UN DECLARATION on the RIGHTS OF INDIGENOUS PEOPLES ARTICLE	PROGRESS (N/A, In Progress, Implemented)	INITIATIVE AND PARTNERSHIP DETAILS
86: JOURNALISM AND MEDIA SCHOOLS	N/A	
We call upon Canadian journalism programs and media schools to require education for all students on the history of Aboriginal peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations.		
92: BUSINESS SCHOOLS	In progress	Intercultural competency content is being incorporated into delivery and supports related to Hospitality Management and Post-degree Diploma in Business Management.
We call upon the corporate sector in Canada to … Provide education for management and staff on the history of Aboriginal peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills based training in intercultural competency, conflict resolution, human rights, and anti-racism.		
UNITED NATIONS DECLARATION ON THE RIGHTS OF INDIGENOUS PEOPLES IMPLEMENTATION		
How is your institution working with Indigenous peoples and communities to implement the United Nations Declaration on the Rights of Indigenous Peoples, and in particular the articles related to education, which include the following:		
Article 14		
1. Indigenous peoples have the right to establish and control their educational systems and institutions providing education in their own lan-guages, in a manner appropriate to their cultural methods of teaching and learning.	**In progress**	VCC is a signatory to the Indigenous Education Protocol. An Indigenous Education Advisory Board has been established providing advice to the President and Senior Executive.
2. Indigenous individuals, particularly children, have the right to all levels and forms of education.	**In progress**	VCC has prioritized a number of seats in each post-secondary program for Indigenous students.

TRC CALL TO ACTION and UN DECLARATION on the RIGHTS OF INDIGENOUS PEOPLES ARTICLE	PROGRESS (N/A, In Progress, Implemented)	INITIATIVE AND PARTNERSHIP DETAILS
Article 15		
1. Indigenous peoples have the right to the dignity and diversity of their cultures, traditions, histories and aspirations which shall be appropriately reflected in education and public infor-mation.	**In progress**	The Indigenous Education and Community Engagement department continues to develop partnership and engage students, staff and faculty in programming, services and supports at the College.
Article 21		
1. Indigenous peoples have the right, without discrimination, to the improvement of their economic and social conditions, including, inter alia, in the areas of education, employment, vocational training and retraining, housing, sanitation, health and social security.	**In progress**	VCC has prioritized a number of seats in each post-secondary program for Indigenous students. VCC is currently recruiting to strengthen its capacity in Indigenous leadership and scholarship.

Strategic Objective 3: QUALITY

The AEST strategic objective of Quality is to ensure the public post-secondary system is of satisfactory quality to meet the needs of students, employers, and residents. The performance measures outlined in the Accountability Framework are provided in the following table. VCC graduates are surveyed once they have completed their credential with the survey instrument depending on the type of credential.

The performance measures used in this objective are:

- **Student satisfaction with education**
- **Student assessment of the quality of instruction**
- **Student assessment of skill development**

The student research survey instruments used are:

- **Diploma, Associate degree and Certificate student outcomes survey (DACSO)**
- **Apprenticeship student outcomes survey (APPSO)**
- **Baccalaureate Graduate Survey (BGS)**

VCC is dedicated to providing the highest education quality to meet the needs of a diverse student group and a changing labour market. B.C. is emerging as a knowledge-based society and economy and VCC will continue to provide students with the skills and experience to meet the needs of the labour market. VCC and its industry partners are responding to this ever-changing labour market and fulfilling the provincial mandate.

The performance measures indicate that VCC's graduates are "satisfied" with the "quality of education and instruction" which provided them with the skills and experience to be job-ready in the labour market.

VCC graduates continue to be successful in a competitive and changing labour market environment, as they have developed the appropriate skill sets to meet the needs of a particular career. VCC will continue to ensure the most effective and appropriate teaching and learning resources and experiences are incorporated into each program and course.

In addition to the 91 certificates, 31 diploma and 15 apprenticeship programs currently being offered at VCC, there are three baccalaureate degree programs: Bachelor of Science (Nursing), Bachelor of Hospitality Management, and Bachelor of Music. For these programs, our performance against the AEST performance measures has been assessed as Achieved or Exceeded.

Student satisfaction with education

Credential	Reporting year					2018/19 Assessment
	2015/16	2016/17	2017/18	2018/19	% (+/-)	
Former diploma, associate degree and certificate students	92.5%	92.5%	92.6%	**92.4%**	1.0%	**Achieved**
	Target: ≥ 90%					
Apprenticeship students	97.3%	98.0%	96.2%	**91.2%**	4.0%	**Achieved**
	Target: ≥ 90%					
Baccalaureate graduates	94.5%	95.1%	93.1%	**100.0%**	0.0%	**Exceeded**
	Target: ≥ 90%					

Student assessment of the quality of instruction

Credential	Reporting year					2018/19 Assessment
	2015/16	2016/17	2017/18	2018/19	% (+/-)	
Former diploma, associate degree and certificate students	93.9%	94.5%	93.7%	**93.9%**	0.9%	**Achieved**
	Target: ≥ 90%					
Apprenticeship students	98.7%	99.0%	97.2%	**96.8%**	2.4%	**Exceeded**
	Target: ≥ 90%					
Baccalaureate graduates	94.6%	95.1%	96.7%	**92.3%**	4.8%	**Achieved**
	Target: ≥ 90%					

Student assessment of skill development

Credential	Reporting year					2018/19 Assessment
	2015/16	2016/17	2017/18	2018/19	% (+/-)	
Former diploma, associate degree and certificate students	88.1%	88.6%	89.2%	**88.0%**	1.2%	**Achieved**
	Target: ≥ 85%					
Apprenticeship students	88.7%	90.8%	89.6%	**87.0%**	4.8%	**Achieved**
	Target: ≥ 85%					
Baccalaureate graduates	89.0%	93.7%	87.1%	**90.5%**	6.0%	**Exceeded**
	Target: ≥ 85%					

Student assessment of skill development: Former diploma, associate degree and certificate students

	Reporting year					2018/19 Assessment
	2015/16	2016/17	2017/18	2018/19	% (+/-)	
Skill development (avg. %)	88.1%	88.6%	89.2%	**88.0%**	1.2%	**Achieved**
	Target: ≥ 85%					
Written communication	84.2%	85.3%	84.8%	**82.3%**	**1.6%**	
Oral communication	86.6%	85.7%	87.6%	**84.8%**	**1.5%**	
Group collaboration	90.6%	91.5%	91.8%	**90.3%**	**1.1%**	
Critical analysis	88.3%	90.5%	90.5%	**89.5%**	**1.2%**	
Problem resolution	88.2%	85.7%	87.0%	**87.2%**	**1.3%**	
Learn on your own	88.0%	89.5%	89.2%	**89.9%**	**1.2%**	
Reading and comprehension	90.8%	91.1%	92.9%	**90.6%**	**1.1%**	

Student assessment of skill development: Apprenticeship students

	Reporting year					2018/19 Assessment
	2015/16	2016/17	2017/18	2018/19	% (+/-)	
Skill development (avg. %)	88.7%	90.8%	89.6%	**87.0%**	**4.8%**	**Achieved**
	Target: ≥ 85%					
Written communication	82.4%	76.1%	73.6%	**82.6%**	**6.9%**	
Oral communication	87.0%	82.4%	82.9%	**83.6%**	**6.4%**	
Group collaboration	89.3%	91.8%	94.1%	**89.0%**	**4.4%**	
Critical analysis	89.5%	95.9%	96.1%	**90.0%**	**4.2%**	
Problem resolution	85.8%	95.9%	93.4%	**89.9%**	**4.3%**	
Learn on your own	92.6%	96.8%	88.5%	**88.8%**	**4.5%**	
Reading and comprehension	94.3%	90.4%	91.1%	**86.7%**	**4.8%**	

Student assessment of skill development: Baccalaureate graduates

	Reporting year					2018/19 Assessment
	2015/16	2016/17	2017/18	2018/19	% (+/-)	
Skill development (avg. %)	89.0%	93.7%	87.1%	**90.5%**	**6.0%**	**Exceeded**
	Target: ≥ 85%					
Written communication	85.7%	84.4%	**N/A**	**84.6%**	**6.5%**	
Oral communication	90.4%	89.7%	86.2%	**92.3%**	**4.8%**	
Group collaboration	89.0%	97.5%	86.2%	**92.3%**	**4.8%**	
Critical analysis	87.5%	97.5%	89.7%	**97.4%**	**2.9%**	
Problem resolution	86.1%	87.5%	89.3%	**86.8%**	**6.4%**	
Learn on your own	95.8%	100.0%	90.0%	**97.4%**	**2.9%**	
Reading and comprehension	88.7%	97.4%	85.7%	**81.6%**	**7.3%**	

Strategic Objective 4: RELEVANCE

The AEST strategic objective of Relevance is designed to ensure the public post-secondary system is relevant and responsive to the needs of the province, by providing the appropriate scope and breadth of post-secondary education. The performance measures outlined in the Accountability Framework that VCC are required to report are:

- **Student assessment of the usefulness of knowledge and skills in performing job**
- **Unemployment rate**

Student assessment of the usefulness of knowledge and skills in performing job:

Programs offered at VCC are relevant and responsive to the needs of the province and specifically align with the B.C. Job's Plan. The results for 2018/19 indicate that 89.6 per cent of diploma, associate degree and certificate graduates, 88.5 per cent of apprenticeship graduates and 100 per cent of baccalaureate assessed the usefulness of knowledge and skills in performing job as 'very useful' or 'somewhat useful'.

As we move forward, we are striving to improve in the relevance performance measure. Our primary focus is to ensure that our programs and curriculum respond to changing needs for learners and graduates, and to develop new programs that align with the new and emerging market trends while fulfilling the labour market targets of the provincial government.

Student assessment of the usefulness of knowledge and skills in performing job						
	Reporting year					
	2015/16	2016/17	2017/18	2018/19	% (+/-)	2018/19 Assessment
Diploma, associate degree and certificate students	87.9%	88.2%	89.3%	**89.6%**	**1.3%**	**Achieved**
	Target: ≥ 90%					
Apprenticeship students	94.9%	98.0%	94.3%	**88.5%**	**4.7%**	**Achieved**
	Target: ≥ 90%					
Baccalaureate graduates	94.2%	100.0%	96.4%	**100.0%**	**0.0%**	**Exceeded**
	Target: ≥ 90%					

Results from the 2017/18 reporting year are based on 2017 survey data; results from the 2018/19 reporting year are based on 2018 survey data. For all survey results, if the result plus or minus the margin of error includes the target, the measure is assessed as achieved. In all cases, the survey result and the margin of error are used to determine the target assessment. Survey results are not assessed if the number of respondents is less than 20 or the margin of error is greater than 10%.

Unemployment rate:

For the purposes of this report, this is defined as the percentage of graduates who were unemployed at the time of the survey, compared with the percentage of unemployed individuals with high school credentials or less.

The relevance of our programs is further supported by the fact that we exceeded our targets for unemployment rates across all three assessed groups.

Unemployment rate

	Reporting year					
	2015/16	**2016/17**	**2017/18**	**2018/19**	**% (+/-)**	**2018/19 Assessment**
Diploma, associate degree and certificate students	8.7%	7.9%	6.4%	**4.9%**	**0.9%**	**Exceeded**
	Target: ≤ 10.4%	Target: ≤ 10.8%	Target: ≤ 9.4%	**Target: ≤ 6.6%**		
Apprenticeship students	7.0%	0.0%	0.0%	**2.2%**	**2.1%**	**Exceeded**
	Target: ≤ 10.4%	Target: ≤ 10.8%	Target: ≤ 9.4%	**Target: ≤ 6.6%**		
Baccalaureate graduates	1.4%	5.1%	3.4%	**0.0%**	**0.0%**	**Exceeded**
	Target: ≤ 10.4%	Target: ≤ 10.8%	Target: ≤ 9.4%	**Target: ≤ 6.6%**		

Results from the 2017/18 reporting year are based on 2017 survey data; results from the 2018/19 reporting year are based on 2018 survey data. For all survey results, if the result plus or minus the margin of error includes the target, the measure is assessed as achieved. In all cases, the survey result and the margin of error are used to determine the target assessment. Survey results are not assessed if the number of respondents is less than 20 or the margin of error is greater than 10%.

Strategic Objective 5: EFFICIENCY

The AEST strategic objective of Efficiency is to ensure the public post-secondary system is able to deliver education programs to students in a timely and cost-effective manner.

Although there are currently no specific metrics to measure our performance for this AEST strategic objective, we recognize the importance of becoming efficient and effective as an organization. In light of this, the VCC Integrated College Plan focused on relevance and efficiency. Initiatives such as fostering leadership and accountability, improving our environmental sustainability, using technology to increase efficiencies, and increasing the effective use of key success drivers. We continue to explore other investment opportunities that may allow us to reinvest cost efficiencies towards the quality of education that we provide.

EST Accountability Framework Performance Targets

Performance measure	2019/20	2020/21	2021/22
Student spaces			
Total student spaces	6,541	6,541	6,573
Nursing and other allied health programs	841	TBD	TBD
Developmental programs	1,245	TBD	TBD
Credentials awarded			
Number	≥2,201	TBD	TBD
Student satisfaction with education			
Former apprenticeship students	≥ 90%		
Former diploma, associate degree and certificate students			
Baccalaureate graduates			
Students' assessment of skill development (average %)			
Former apprenticeship students	≥ 85%		
Former diploma, associate degree and certificate students			
Baccalaureate graduates			
Student assessment of the quality of instruction			
Former apprenticeship students	≥ 90%		
Former diploma, associate degree and certificate students			
Baccalaureate graduates			
Unemployment rate			
Former apprenticeship students	7.5%	≤ unemployment rate for individuals with high school credentials or less	
Former diploma, associate degree and certificate students			
Baccalaureate graduates			
Student assessment of usefulness of knowledge and skills in performing job			
Former apprenticeship students	≥ 90%		
Former diploma, associate degree and certificate students			
Baccalaureate graduates			

FINANCIAL INFORMATION

The following summarizes the consolidated Financial Report for VCC:

2018-19 Audited Financial Statements

(In $ Thousands)	2019-20	2020-21	2020-21
Province of B.C. grants	55,647	56,653	56,653
Adult Upgrading Grant (AUG)	399	403	407
Sales of goods and services	6,215	6,339	6,466
Tuition and student fees	39,283	42,869	46,526
ABE/EAL Tuition-Free grant	5,573	5,684	5,798
Other grants, fees and contract services	5,677	6,018	6,379
Miscellaneous income	1,835	1,852	1,871
Donation income (Foundation related)	700	707	714
Amortization of deferred capital contribution	5,360	5,414	5,468
Investment income	400	404	408
REVENUES	**121,089**	**126,343**	**130,690**
SALARY AND BENEFIT EXPENSES	**87,752**	**92,448**	**96,505**
Supplies and general expenses	8,863	8,951	9,040
Adult Upgrading Grant (AUG) Financial Aid	399	403	407
Bursary/scholarship	700	707	714.07
Professional fees	4,586	4,632	4,678
Building and telecom	6,540	6,605	6,671
Cost of goods sold	3,711	3,748	3,786
Depreciation expense	8,538	8,623	8,710
OPERATING EXPENSES	**33,337**	**33,669**	**34,006**
TOTAL EXPENSES	**121,089**	**126,117**	**130,511**
NET SURPLUS (DEFICIT)	**0**	**226**	**179**