



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

Wednesday, June 8, 2016 at 5:30 p.m. – Room 240, Downtown Campus

Board of Governors: Pam Ryan (Chair), Claire Marshall, Sumit Ahuja, Mike Tourigny, Dee Dhaliwal, Steve Kukucha, Erin Klis, Garth Manning, Shaima Jaff, Kay Vandervalk
Ex-Officio: Peter Nunoda, Todd Rowlett
Recording Secretary: Deborah Lucas
Staff Resources: Kathryn McNaughton, Karen Wilson, Marlene Kowalski, Shannon Railton
Regrets: Chloe Choi, Brenda Aynsley

Item	Topic	Time	Speaker	Pre-reading materials	Action	Page
1	Call Meeting to Order	--	Chair	Verbal	--	--
2	<p>APPROVAL OF AGENDA/CONSENT AGENDA Recommended Resolution: <i>“THAT the VCC Board of Governors approve the agenda and approve/acknowledge receipt of the following items on the consent agenda”</i></p> <p>2.1 Draft Minutes – April 6, 2016 Public Board Meeting & May 11, 2016 Special Board Meeting</p> <p>2.2 Info Note: News and Events</p> <p>2.3 Report: Financial Performance – Period End March 31, 2016</p> <p>2.4 Report: VCCFA</p>	5 min	Chair	<p>DRAFT Minutes: Feb 24, 2016 Public Board Mtg May 11, 2016, Special Board Meeting</p> <p>IN – News and Events</p> <p>REPORT: Financial Performance (MD & A) Period End Mar 31, 2016</p> <p>REPORT: VCCFA</p>	Decision	<p>3 31 34 36 41</p>
3	Chair’s Remarks	5 min	Chair	Verbal	Information	--
4	President’s Remarks	5 min	P. Nunoda	Verbal	Information	--
5	<p>FINANCE & ADMINISTRATION</p> <p>5.1 Finance & Audit Committee Chair Report</p> <p>5.2 2015/16 Audited Financial Statements</p>	45 min	M. Tourigny M. Kowalski	<p>Verbal</p> <p>DN – Approval of 2015/16 Audited Financial Statements</p>	Information Decision	-- 45

6	EDUCATION COUNCIL 6.1 EdCo Chair Report 6.2 Academic Schedule 2017/18 6.3 New CAD & BIM Program Credential 6.4 New Denturist Program 6.5 Copyright Policy 6.6 Use of Library Resources Policy	5 min	T. Rowlett	Verbal DN - Academic Schedule 2017/18 DN - CAD & BIM Certificate & Citation IN - New Denturist Program DN - Copyright Policy DN - Use of Library Resources Policy	Information Decision Decision Information Decision Decision	-- 73 81 102 104 109
7	TUITION & FEES 7.1 Introduction to Criminology and Canadian Legal System 7.2 CAD and BIM programs	20 min	M. Tourigny M. Tourigny	DN - Tuition for Intro to Criminology and Canadian Legal System DN – Tuition for Architectural Technician Certificate, Steel Detailing Technician Certificate and Civil/Structural Technician Certificate	Decision Decision	116 120
8	Board of Governors Correspondence	1 min	Chair	Verbal	Information	--
9	CONSTITUENCY GROUP UPDATES <ul style="list-style-type: none"> • SUVCC • CUPE • VCCFA 	5 min each	Zachary Crispin Chris Joyce Karen Shortt	-- -- REPORT: VCCFA	Information	-- -- 41
10	Next meeting date: June 29, 2016	--	--	--	--	--
11	Termination	Meeting duration: Approximately 1 hr 45 min				

DRAFT

**MINUTES OF THE PUBLIC MEETING OF THE BOARD OF GOVERNORS
OF VANCOUVER COMMUNITY COLLEGE
HELD ON APRIL 6, 2016 AT THE DOWNTOWN CAMPUS**

Board Members:	Pam Ryan (Chair), Chloe Choi, Brenda Aynsley, Mike Tourigny, Erin Klis, Garth Manning, Dee Dhaliwal, Kay Vandervalk, Shaima Jaff
Ex-Officio:	Peter Nunoda, Todd Rowlett
Board Secretary:	Deborah Lucas
Staff Resources:	Marlene Kowalski, Kathryn McNaughton, Karen Wilson, Craig McGuigan
Guests:	Karen Shortt (VCCFA), Zachary Crispin (SUVCC), Lindsay Bourne (CUPE Local 4627)
Regrets:	Claire Marshall, Sumit Ahuja

1.0 CALL TO ORDER

The meeting was called to order at 5:37 p.m. by P.Ryan. D. Lucas acted as Secretary of the meeting. P. Ryan declared the meeting to be properly called and constituted.

2.0 APPROVAL OF CONSENT AGENDA

The consent agenda was presented.

UPON MOTION duly made, seconded and carried, the following resolution was approved and adopted:

RESOLVED THAT the consent agenda of the April 6, 2016 Board of Governors Public meeting was approved, including the following items:

- Approval of Apr 6, 2016 meeting agenda, deferring the approval of items 5.2, 5.3, 5.4 to after item 6.3
- Approval of minutes of the Feb 24, 2016 VCC Board of Governors Public meeting.
- Info Note: News and Events
- Report: Financial Performance (MD & A) Period End Feb 29, 2016
- Report: VCCFA

3.0 CHAIRS REMARK'S

P. Ryan welcomed new board member Stephen Kukucha and thanked the SUVCC for their warm welcome at the SUVCC Town Hall budget presentation. The VCC Foundation was commended for hosting the Donor Recognition event on Mar 10, 2016 and D. Dhaliwal and C. Marshall were thanked for their participation.

4.0 PRESIDENT'S REMARKS

P. Nunoda welcomed Stephen Kukucha to the Board. The News and Events Info Note in the meeting materials was referenced and the 50th Anniversary event for staff and the Outstanding Alumni Awards, both taking place on April 8, were highlighted.

P. Nunoda spoke to the completion of first VCC Integrated College Plan, paying credit to K. McNaughton, VP, Academic and M. Kowalski, CFO. There is no other institution in the province that has a plan that incorporates business, academic and strategic objectives.

5.1 FINANCE & AUDIT COMMITTEE (FAC) CHAIR REPORT

FAC Chair, M. Tourigny, provided a verbal report of matters arising since the Feb 24, 2016 Board meeting. FAC met on Mar 23, 2016. The financial performance for the period ended Feb 29, 2016 was presented by M. Kowalski. Due to softer enrolments in a number of program areas compared to budget, the deficit of \$1.3 million for the eleven months ending Feb 29, 2016. Compared to prior years, with the exception of the School of Access, forecasted enrolments are expected to trend close to historical numbers. The School of Access is \$1.3M below budget due to the change in funding model to tuition based programming. The forecasted deficit is \$5M and includes one-time; Voluntary Departure Incentives (VDIs) for faculty, Early Retirement Incentive Plans (ERIPs) for CUPE staff, and severance costs associated with the extension of the one-year Learning Instruction for Newcomers to Canada (LINC) program. Funding for the extended LINC contract has been reduced by 8.5% for 2016/17.

The following items were reviewed and approved for recommendation to the Board:

- Integrated College Plan
- Implementation of Student Activity Fee
- Tuition fees for Fashion Design & Production Diploma and Renal Dialysis Citation

5.2, 5.3 & 5.4 2016/17 OPERATING BUDGET & INTEGRATED COLLEGE PLAN

M. Kowalski presented the 2016/17 Operating Budget and Integrated College Plan (ICP) as provided in the meeting materials.

The implementation of the ICP is at the board approval stage and the next step is communication. The post-secondary landscape is changing and the Key Success Drivers (KSD) in the ICP will help VCC meet the challenges and trends in education including; workforce deficits, a decline in youth demographics, pressure on revenues, incorporating work-integrated learning.

The 2016/17 budget was been developed in conjunction with the integrated planning process. The main driver for the budget was the enrolment forecast which was built on the previous year's historical data and a review of current academic programming to determine future relevance and demand.

The enrolment forecast is conservative, but attainable. AVED capped the deficit at \$5M and VCC were required to present a balanced budget. The planning process was consultative with extensive input from VCC community.

The 2016/17 budget is \$106M. The detailed budget was provided in the meeting materials. M. Kowalski summarised the budget assumptions. \$2M has been budgeted for capital investment and new opportunities such as a technology refresh leasing program are being considered as an alternative to purchasing out of date IT equipment.

Senior Executive responded to the Board and EdCo's questions on meeting enrolment targets, commenting that with improved program marketing and the forecasted growth in international programs, they are optimistic that the targets can be reached and hopefully, exceeded. Enrolment will be monitored carefully and reported to the board on a quarterly basis.

K. McNaughton presented the 3 year Academic Plan. The key aspects underpinning VCC's Academic Plan for 2016-2019 are capacity, competition, market, innovation and flexibility.

The Academic Plan incorporates priorities from the elements of teaching, student services, registrar, library and teaching/learning services and applied research. Measures of success will be used to ensure that students are supported academically, personally and in the development of skills that will allow them to be successful. Accessing accurate and timely data, monitoring activities and being able identify VCC's levels of achievement and areas of strengths are what support the plan. As a component of the ICP the Academic Plan is designed to create a foundation for success over the next three years.

G. Manning commented that the plan was robust and the KSD's are clear, but would like it to include a teaching and learning framework as a guide for faculty. K. McNaughton clarified that the plan is the starting point. It's a living document and will be enhanced to reflect concerns on teaching and learning. The plan represents the collaboration of academic leaders at VCC.

Senior Executive clarified that some of the initiatives identified in the deliverables are already in progress and they were dovetailed into the plan.

The decision to approve the Integrated College Plan, 2016/17 Budget and 3 Year Academic Plan was deferred to after item 6.3 at the meeting, so that discussion around tuition fees can take place prior. For the purpose of the minutes, the decisions are below:

2016/17 OPERATING BUDGET

UPON MOTION duly made, seconded and carried, the following resolution was approved and adopted:

THAT, on the recommendation of the Finance and Audit Committee, the Board of Governors approve the 2016/17 Operating Budget as presented at the April 6, 2016 Board meeting.

2016-19 ACADEMIC PLAN & 2016/17 ENROLMENT PLAN

UPON MOTION duly made, seconded and carried, the following resolution was approved and adopted:

THAT, on the advice of Education Council, the Board of Governors approves the 3-Year Academic Plan 2016-2019 as presented at the April 6, 2016 Board meeting.

THAT, on the advice of Education Council, the Board of Governors approves the 2016/2017 Enrolment Plan as presented at the April 6, 2016 Board meeting.

2016/17 INTEGRATED COLLEGE PLAN

UPON MOTION duly made, seconded and carried, the following resolution was approved and adopted:

THAT, on the recommendation of the President, the Board of Governors approves the 2016/17 Integrated College Plan as presented at the April 6, 2016 Board meeting.

6.1 2% INCREASE IN MANDATORY DOMESTIC TUITION

K. Vandervalk commented that the reduction in government funding should be considered when making decisions to increase tuition fees. Students are already facing considerable debt.

UPON MOTION duly made, seconded and carried, the following resolution was approved and adopted:

THAT, on the recommendation of the Finance and Audit Committee, the VCC Board of Governors approves the implementation of a 2% increase in domestic tuition and mandatory fees - Effective August 1, 2016.

6.2 2% INCREASE IN MANDATORY INTERNATIONAL TUITION FEES & NEW INTERNATIONAL CAMPUS RESOURCE FEE

The board requested further information on the Campus Resource Fee. M. Kowalski confirmed that it was implemented for domestic students in September 2015 and its purpose is to cover campus resources provided to students such as classroom technology, teaching equipment and learning resources. The fee collected, since its implementation last year, has yet to be allocated.

UPON MOTION duly made, seconded and carried, the following resolution was approved and adopted:

THAT, on the recommendation of the Finance and Audit Committee, the VCC Board of Governors approves the implementation of the following:

1. 2% increase in international tuition and mandatory fees - Effective August 1, 2016
2. New international Campus Resource Fee (1% of international tuition) for all international programs - Effective August 1, 2016

6.3 NEW STUDENT ACTIVITY FEE

A motion to approve the implementation of a Student Activity Fee was presented to the Board by FAC. FAC's concerns were about the process for allocating funds and selecting activities. These were addressed and they were assured that the process would be collaborative with SUVCC.

K. Vandervalk stated that the student body unanimously voted against the fee at a meeting on Jan 28, 2016 and that the request from students for more on-campus activities is based on old data. Director, Student Services, C. McGuigan spoke to Board about the benefits of implementing a student activity fee and commented that Student Services had consulted with SUVCC.

Benefits:

- Student activities lend to the vibrancy of the institution.
- Be more competitive. Other institutions fund their student activities through this type of fee.
- Establish social and cultural events and activities that draw in VCC's student demographic, including high school and international students.

Concerns:

- Fee may not be relevant for students in short term programs and those not based at the Broadway and Downtown campuses.
- Implementing a new Student Activity fee at the same time as tuition increases is a lot for students to pay.
- A more robust process for implementation is required.
- There is conflict in the opinion that students want more activities.
- SUVCC already arrange on-campus events and activities for students.

FAC made their recommendation based on the information that students expressed the desire for a more vibrant student life and more activities at VCC.

To allow for further discussion on this matter, P. Nunoda withdrew the motion to implement a Student Activity fee.

7.0 GOVERNANCE COMMITTEE (GOV COM) CHAIR REPORT

In the absence of the Governance Committee Chair, D. Dhaliwal provided a Governance Committee update.

Governance Committee met on March 23, 2016 to review Policies:

- A.3.2 Policy Development and Maintenance Policy & Procedures
- A.1.1 Board Meetings
- A.1.2 Student Appeals to College Board

The committee directed the President to undertake the review of the A.3.2. Policy Development and Maintenance Policy with the Senior Executive. The EA to the Board will undertake the review of policy A.1.1 Board Meetings and after A.3.2. has been revised policy A.1.2 Student Appeals will be updated. Gov Com's concern with A.1.2. is the impact on the student if the timeline for the process is too long.

8.0 EDUCATION COUNCIL CHAIR REPORT

EdCo Chair, T. Rowlatt reiterated EdCo's recommendation to approve the 2016-19 Academic and 2016/17 Enrolment Plan and thanked the board for holding a special meeting in May to approve the implementation of two programs, Fashion Design and Production and Renal Dialysis Technician.

9.0 BOARD OF GOVERNORS CORRESPONDENCE

Received letter from AVED on Mar 22, 2016 confirming approval of the deficit.

10.0 CONSTITUENCY GROUP UPDATES

Student Union of Vancouver Community College (SUVCC)

SUVCC Executive Director, Zachary Crispin, highlighted that the union hopes VCC will continue to provide high quality programs for students without increasing fees.

The Student Union's Board of Directors will be working with Marketing on determining upcoming activities for students.

Students were happy to have consultation on the budget.

CUPE Local 4627

CUPE Local 4627 representative L. Bourne presented an update to the board.

Documents were provided to the Board at the meeting (enclosed in the meeting minutes) and a response is expected. There has been no response to the questions CUPE presented at the Feb 24, 2016 board meeting.

L. Bourne provided an update on bargaining. The employer has applied for mediation to assist with the bargaining process.

New Board member, S. Kukucha was welcomed.

P. Ryan clarified that the delay in responding to correspondence was due to her absence.

Vancouver Community College Faculty Association (VCCFA) or (FA)

VCCFA President, K. Shortt welcomed S. Kukucha to the Board.

The Administration was commended for their work on the operating budget. It is conservative and their concern is no contingency, but they met with the President and discussed the proposed budget and presented their questions.

K. Shortt expressed concern for Learning Instruction for Newcomers to Canada (LINC) and Adult Basic Education (ABE) program areas. The Federal Government have reduced the funds for the LINC contract by 8.5% which contradicts the message that there is need for English instruction for newcomers to Canada. In addition, it has been brought to the attention of the VCCFA that students are required to pay income tax on the grants they receive. The VCCFA are asking the Board to advocate for these programs.

P. Nunoda commented that Senior Executive is looking at ways to support ABE students who are above the income threshold set by government. On behalf of Management, P. Nunoda thanked the VCCFA for their campaign and agreed that income tax should not be charged on bursaries.

P. Ryan thanked the constituency group representatives for their comments.

11.0 NEXT MEETING

The next Board of Governors Public Board meeting will be held on June 8, 2016.

12.0 TERMINATION

There being no further business, the meeting adjourned at 7.33 p.m.

Pam Ryan
Chair
VCC Board of Governors

BUDGET REVIEW

VANCOUVER COMMUNITY COLLEGE 2016/17

Prepared by:

CUPE Local 4627

April 6, 2016

VCC 2016/17 Budget Gaps Observation

It is vital for the VCC Board of Governors to ensure that the **2016/17** budget under consideration for approval is realistic and consistent with known plans and other conditions that must be taken into account during the budget period.

CUPE's Questions for VCC Administration and the Board:

1. Has the proposed **2016/17** budget been reconciled to the **2016/17** enrolment plan that was approved by Education Council and recommended for Board approval?
2. Assuming that the budget is based on the enrolment plan as presented to Education Council, what utilization factors have been applied to compute projected enrolment vs. class capacity (i.e. unfilled seats)?
3. Is the budgeted instructional cost based on theoretical capacity or a realistic estimate of actual enrolment?
4. We were advised on myvcc of the creation of another Vice-President position. That makes 4 Vice-Presidents. There hasn't been 4 Vice-Presidents at VCC since we were still with Langara in 1994. Was the Board advised of the creation of this new position? How is Administration increasing at a time when students and employee numbers are decreasing?
5. There has been little consultation on the 2016/17 budget. We received the 2016/17 budget on April 1, 2016. We will provide the Board with previous examples of budget consultation and the involvement of the College community that resulted in cost saving measures.

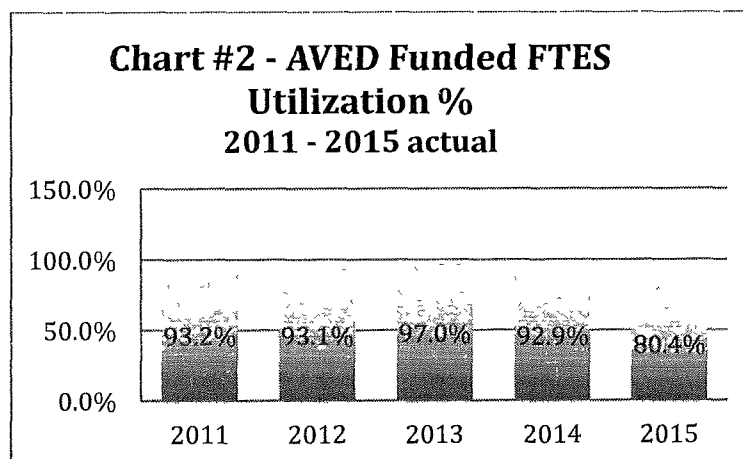
Comments

The enrolment plan, which details program by program information, determines how many instructors are required, what supplies will need to be purchased, how many classrooms and labs will be needed, and what student support will be required. It also projects the number of students that will be served, signals internal marketing and enrolment management priorities, and determines how much tuition revenue can be expected.

VCC Enrolment Observation

The Board of Governors must be made fully aware of and understand what other factors have impacted enrolment in recent years and how specifically those factors have been addressed in the proposed budget.

Chart #2, below, shows the AVED utilization percentages for the prior 5 years as reported in the audited FTE Enrolment reports.



Historically, there has been no direct impact on AVED grant funding if an institution failed to meet its AVED targets. However, failure to meet targets could be a major risk to VCC.

CUPE's Questions for VCC Administration and the Board:

1. According to the 2014/15 audited enrolment report, the College achieved just over 80.4% of its AVED enrolment target. How has the College verified that **2016/17** enrolment plans are realistic?
2. Does the **2016/17** budget take into account a reasonable attrition/under-fill ratio when calculating tuition revenue?
3. Are instructional expenses based directly on the 2016/17 Enrolment Plan or have they been adjusted to allow for expected under-utilization?
4. **If enrolment is lower than planned, will sections be run partially full or will classes be cancelled and consolidated where possible? If classes are cancelled and consolidated, will there be severance payable by the College due to the layoff provisions of the collective agreements?**

Comments

This is all about planning realistically. Every effort should be made to ensure that under-enrolment is factored in to both the hiring plan for the up-coming academic year as well as determining realistic expectations of student tuition and related revenue sources.

VCC Enrolment Plan vs. Performance

CUPE's Questions for VCC Administration and the Board:

1. The results from 2015/16 indicate a negative variance for all schools with the exception of the Centre for International education and Continuing Studies. How have these recent actual results been taken into account in the development of the **2016/17** enrolment plan and budget?
2. What resources have been allocated in the budget towards the development of new programs or the revitalization of existing programs (i.e. program review)? What process and what principles will be used to set priorities for those expenditures?

Comments

Often enrolment plans and their corresponding budgets are just a rollover of the prior year plan without much critical re-evaluation, and do not take into account evolving student and industry demands.

Budget History Year over Year Observation

In approving the budget, the Finance Committee and the Board of Governors must determine whether VCC management has been accurate in its budgeting in the past. **Problems with the prior year budgets: \$5 million deficit in 2015/16, \$5.4 million deficit in 2014/15.**

CUPE's Questions for VCC Administration and the Board:

1. Last year, the College failed to meet its revenue budget in several areas. Please explain exactly how the **2016/17** budget has been developed to ensure that the potential for major variances in **2016/17** will be effectively managed?
2. Please explain how the instruction and instructional support section of the budget has been developed to ensure that significant spending variances do not re-occur in **2016/17**?

Comments

The purpose of this analysis is to evaluate whether the College administration has a strong recent history of budget accuracy.

Again, a Value for Money¹ audit is one method of evaluating whether an institution is effective in achieving good value relative to the resources it utilizes. In order to be successful in doing so, an institution must have effective processes for budgeting and for allocating resources. A Value for Money audit is different from a traditional financial audit in that it focuses on how successful the organization has been in obtaining the best value for the taxpayer. This is different than a traditional financial audit that is predominately focused on the integrity of financial reporting and on financial checks and balances.

VCC Tuition Revenue Estimates Observation

CUPE's Questions for VCC Administration and the Board:

1. Please provide a breakdown of the tuition and fee revenue by source (i.e. domestic vs. international, continuing studies, tuition vs. fees, etc.) and include your rationale indicating that revenue increase per student FTE is reasonable and achievable?

Comments

Not all student FTEs generate an equivalent amount of revenue for the College. The Tuition per FTE comparison provides an overall indicator year-over-year but a detailed analysis is needed for the Board of Governors to fully understand the mix of students, and how specifically the overall student body profile will impact the tuition and fee revenue that is received by the College.

¹ The Federal government has published guidance for conducting a Value for money Audit at the following link. <http://publications.gc.ca/collections/Collection/FA3-30-2000E.pdf>



December 7, 2015

CUPE Local 4627

RE: CUPE 4627 Report - VCC 2015/16 Budget Review & Analysis

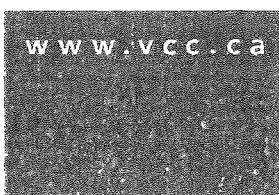
I am writing to you on behalf of the Board of Governors to address your concerns related to the 2015/16 budget development process. I can assure you that the budget was in fact built upon the enrolment plan. The Finance and Audit Committee (FAC) reviewed both the 2015/16 Enrolment Plan and the draft 2015/16 Budget at the May 2015 FAC meeting before management submitted them to the Board for approval.

Both the President and the Acting VP Academic reviewed the first draft of the enrolment plan and compared it to the past 4 years Headcount and FTE data. The President then met with each Dean and discussed variances between projected 2015/16 FTE and 2014/15 actual FTE's delivered. The President directed each Dean to be sure that their projections were realistic based upon current market conditions.

As a result of these meetings, the projected 2015/16 FTE was reduced and brought in line with past 4 years numbers, current trends and attrition. The projected FTE was reduced to 6,928 FTE with some growth expected from new programs i.e. Hospitality Degree, Hospitality Executive Cohort, UT Engineering & Computer Science. Based upon the information available at that time, the Board felt comfortable that the 2015/16 Enrolment plan was realistic. Unfortunately we have since learned that the transition from tuition free Adult Basic Education to tuition based programming, despite the availability of substantial Adult Upgrading Grant funding, has impacted enrolment more significantly than we had anticipated.

VCC's FTE utilization was quite low in the 2014/15 fiscal year because the Ministry of Advanced Education did not adjust VCC's FTE target to reflect the expected decline in ESL FTE's delivered due to the loss of ESL block grant funding. The Ministry of Advanced Education (AVED) has maintained the previous FTE target in the 2015/16 budget letter and we are working with them to adjust the target. It will be impossible for VCC to deliver 6521 FTE's given reduced block grant and grants in lieu of tuition funding by a total of \$11 million. The \$11 million had made it possible for VCC to deliver 1200 FTE's of tuition free ESL programming.

Where enrolment is lower than planned, we expect administration to reduce expenditures wherever possible including the cancellation or consolidation of sections. As has now been confirmed, there is continuing uncertainty with ESL and ABE enrolment as we make the adjustment from tuition free to tuition based courses. Accordingly, we have issued advance lay-off notices to faculty in these 2 hiring areas to take effect on December 18 2015. We continue to seek out ways to increase enrolment in these



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Ltr to CUPE Local 4627

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areas and there are some positive indications that enrolment is gradually increasing based upon increasing numbers of financial aid applications.

Administration has allocated \$400,000 for curriculum development in base programs. These funds are allocated towards the development of new programs and the renewal of existing programs to ensure they remain relevant to students. We have also allocated funds towards the renewal of existing Continuing Studies programs as well as new CS programs. The Board understands the importance of keeping our program offerings current and providing new programs that are attractive to students by providing them with the skills in demand with employers. To that end, the Board will be asking administration to ensure there has been a market study and preliminary business case developed to ensure any new programs not only align with the BC Jobs Plan but also recover all direct costs and have the potential to contribute to VCC's indirect costs.

VCC has had a robust and collaborative budget process in place for many years and 2015/16 was no exception. In developing the 2015-16 fiscal year budget the Administration very carefully reviewed the enrolment plan and ensured it was aligned with budget. Tuition revenue projections were also analyzed and compared to prior year's actual tuition as well as trends from the previous 5 years. Downward adjustments were made whenever tuition revenues were deemed to be unrealistic. VCC reinstated a \$1 million contingency in the 2015/16 budget to reflect the uncertainty of tuition revenue forecasting particularly in this transition year for two major programs (ABE and ESL) where there is no recent tuition revenue history.

As the College continues to become more and more self-reliant internally generated revenue and less dependent upon government funding, it will necessarily be assuming more risk and volatility in revenues. It will therefore be important for the College to develop new mechanisms and processes to ensure our revenue targets and forecasts are as accurate as possible. Under the leadership of the Vice President of Strategic Partnerships and Business Development, VCC will be creating new sources of revenue to support the College's mission and vision.

We hope that we can count on all of our stakeholders to assist us in developing those processes to ensure that VCC continues to provide high quality educational programming for our students in a manner that is financially sustainable.

Best regards,



Pam Ryan
Board Chair

cc. Dr. Peter Nunoda, President, VCC



www.cupe4627.com

To Vancouver Community College Board of Governors:

Please find attached our 2015/16 Budget Analysis memo, which raises critical questions that must be answered by the VCC college administration in order for the Board of Governors to be able to be fully informed in approving the budget as presented.

You may recall that four months ago, in February, we wrote a memo to you in which we outlined a number of very specific concerns about the budget development process. Given that we had no formal response to that memo from either you the Board of Governors nor from the VCC college administration, we want to reiterate our objection to the lack of transparency in that process. Some of the flaws in the documents that have been submitted to you for approval could have been avoided had appropriate process been followed.

After such a flawed process, the final documents are a disappointment. The 2015/16 budget documents have a shockingly limited level of detail. We note the absence of budget values and principles. We note a lack of analysis, including risk analysis. Our attached memo outlines our concerns about the substantive gaps.

Finally, we cannot recall a time during the past 34 years when the operating budget has been approved so late in the fiscal year. Neither the VCC administration nor the Board of Governors has provided an explanation to the union, other college stakeholders, or the public about why the current VCC administration has been allowed to spend public resources for fully one quarter of the fiscal year without proper oversight. We encourage and look forward to improved governance.

To support our shared goals of transparency and accountability, this letter and our 2015/16 Budget Analysis memo will be made public.

BUDGET REVIEW AND ANALYSIS

Vancouver Community College 2015/16

6/28/2015

Prepared by:

CUPE Local 4627

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VCC 2015/16 Budget Gaps

Observation

The budget that was presented to the Board Finance Committee for decision makes no reference to the college enrolment plan for the 2015/16 fiscal year¹. Student FTEs, as embodied in the enrolment plan, represent the output of the College. The enrolment plan is the primary driver of instructional expense of the College and is integral to the budgeting process.

Among other things, it is the responsibility of the VCC Board that, “at the request of the Minister, prepare and submit budgets, financial statements, reports and other information that the Minister considers necessary to carry out the Minister's responsibilities in relation to institutions.”²

For College Management to request the approval of an operating budget without setting out what VCC plans to deliver does not provide the Finance Committee and the VCC Board of Governors with sufficient information to evaluate whether the budget is reasonable and realistic.

According to Section 31 (1.1) of the Colleges and Institutes Act, “An institution must not incur a liability or make an expenditure in a fiscal year beyond the amount unexpended of the grant made to the institution by the government and the estimated revenue of the institution from other sources up to the end of, and including, that fiscal year, unless an estimate of the liability or expenditure has first been approved by the Minister of Finance and the Minister.”³ It is vital, therefore, for the VCC Board of Governors to ensure that the 2015/16 budget under consideration for approval is realistic and consistent with known plans and other conditions that must be taken into account during the budget period.

CUPE's Questions for VCC Administration and the Board:

1. Why was a summary of the enrolment plan not included as part of the budget?
2. Has the proposed 2015/16 budget been reconciled to the 2015/16 enrolment plan that was approved by Education Council and recommended for Board approval?
3. Assuming that the budget is based on the enrolment plan as presented to Education Council, what utilization factors have been applied to compute projected enrolment vs. class capacity (i.e. unfilled seats)?
4. Is the budgeted instructional cost based on theoretical capacity or a realistic estimate of actual enrolment?

Comments

The enrolment plan, which details program by program information, determines how many instructors are required, what supplies will need to be purchased, how many classrooms and

¹ This reference is to the Decision Note, “2015/16 Operating Budget”, and dated June 17, 2015, that was prepared for the Finance & Audit Committee.

² Section 5 (a) of the British Columbia Colleges and Institutes Act, retrieved June 27, 2015, from http://www.bclaws.ca/civix/document/id/complete/statreg/96052_01#section59

³ Section 31 (1.1) of the British Columbia Colleges and Institutes Act, retrieved June 27, 2015, from http://www.bclaws.ca/civix/document/id/complete/statreg/96052_01#section59

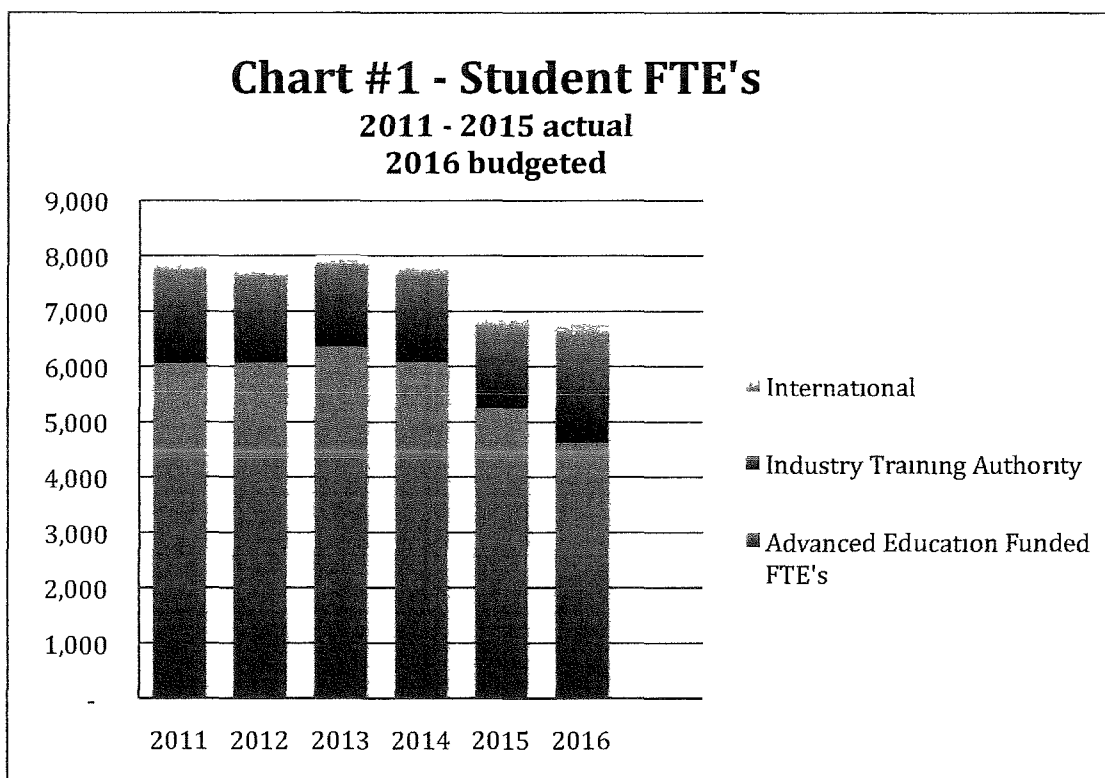
labs will be needed, and what student support will be required. It also projects the number of students that will be served, signals internal marketing and enrolment management priorities, and determines how much tuition revenue can be expected.

VCC Enrolment

Observation

Assuming that the budget does, in fact, correspond with the enrolment plan as presented to Education Council, one must then evaluate whether the enrolment plan presents a realistic picture of enrolment expectations for the coming year.

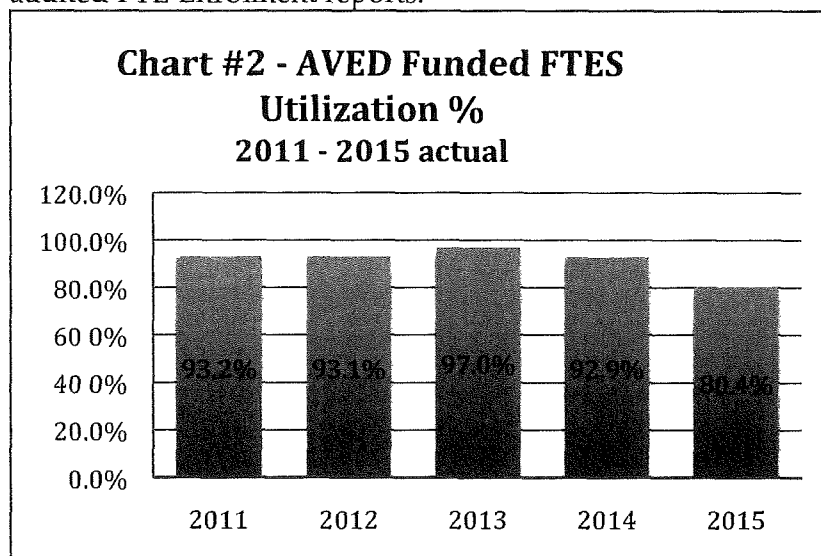
Chart #1, below, compares the planned enrolment for the 2015/16 fiscal year with the actual FTE's reported for the five prior years.



As evident in Chart 1, actual enrolment at Vancouver Community College has declined significantly since 2014. A significant portion of this decline is explainable due to the recent change in funding and delivery of the ELSA contract.

The Board of Governors must be made fully aware of and understand what other factors have impacted enrolment in recent years and how specifically those factors have been addressed in the proposed budget.

Chart #2, below, shows the AVED utilization percentages for the prior 5 years as reported in the audited FTE Enrolment reports.



Historically, there has been no direct impact on AVED grant funding if an institution failed to meet its AVED targets. However, failure to meet targets could be a major risk to VCC.

CUPE's Questions for VCC Administration and the Board:

- 1 According to the 2014/15 audited enrolment report, the College achieved just over 80.4% of its AVED enrolment target. How has the College verified that 2015/16 enrolment plans are realistic?
2. Does the 2015/16 budget take into account a reasonable attrition/under-fill ratio when calculating tuition revenue?
3. Are instructional expenses based directly on the 2015/16 Enrolment Plan or have they been adjusted to allow for expected under-utilization?
- 4 If enrolment is lower than planned, will sections be run partially full or will classes be cancelled and consolidated where possible? If classes are cancelled and consolidated, will there be severance payable by the College due to the layoff provisions of the collective agreements?

Comments

This is all about planning realistically. Every effort should be made to ensure that under-enrolment is factored in to both the hiring plan for the up-coming academic year as well as determining realistic expectations of student tuition and related revenue sources

The consequences of education over-planning

An institution that consistently over-plans its enrolment plan is in effect "holding" resources in the budget in excess of what it can realistically use. Unfilled classrooms and labs are not an effective use of fixed assets and hamper the growth of programs that could otherwise expand.

Over-planning also causes unrealistic instructional labour costs to essentially become fixed costs. Instructors become regularized and layoff notice periods become factors that impair the ability of the institution to avoid instructional expense if enrolment is below target, and also impairs the institution to easily redirect those resources to areas of demonstrated need

The consequences of education under-planning

Under-planning can mean that students may be turned away, go elsewhere, or perhaps be forced to take a class in a time-frame that would not be their preferred choice. It is also critically important to meet government stakeholders' expectations of service delivery. Obviously there is an impact on tuition revenue for those students who do not attend. As a rule of thumb though, tuition revenue only covers approximately 20-25% of the program cost⁴ so cost avoidance will be a net cost benefit to the institution that can be reallocated elsewhere (in developing and funding new programs for example).

A strategy for realistic planning

VCC can develop a very realistic plan for on-going programs through a careful analysis of its enrolment history. If classes are consistently under-filled, year-over-year, then an enrolment plan should be developed and approved that recognizes that reality. Approval of a right-sized enrolment plan may trigger layoffs but that is the consequence of getting to the correct program size. On-going cost savings that result from a right-sized enrolment plan can be used to fund new initiatives.

VCC Enrolment Plan vs. Performance

Observation

Table #1 compares the actual FTEs for 2014/15 with the budgeted enrolment for the same period. It is important to note the variances on a school-by-school basis as well as the overall negative variance of 16%. This means that there was 16% less instructional delivery (as calculated on an FTE basis) than was planned for the period.

Student FTE by School	Budget	Actual	Variance \$ Fav	
			(Unfav)	Variance %
Centre for Continuing Studies	699.48	626.53	(72.95)	-10%
Centre for International education	298.84	381.80	82.96	28%
School of Trades	1,061.79	714.51	(347.28)	-33%
School of Access	3,196.69	2,759.22	(437.47)	-14%
School of Hospitality/Business	1,304.72	1,012.87	(291.85)	-22%
School of Health Sciences	909.39	844.13	(65.26)	-7%
Centre for Instructional Design	296.42	277.94	(18.48)	-6%
School of Music, Dance & Design	476.51	338.58	(137.93)	-29%
	8,243.84	6,955.58	(1,288.26)	-16%

Source, Enrolment plan by school - 2015-16
Note that the audited enrolment report shows a total of 6,965 including international

Consistent negative variances can be an indicator of unrealistic or over-planning. As described in the previous section over-planning consumes resources that may be better utilized by meeting unfilled student demand in other program areas or by allocating resources toward developing new programs or revitalizing existing programs.

CUPE's Questions for VCC Administration and the Board:

1. The results from last year indicate a negative variance for all schools with the exception of the Centre for International education. How have these recent actual results been taken into account in the development of the 2015/16 enrolment plan and budget?
2. What resources have been allocated in the budget towards the development of new programs or the revitalization of existing programs (i.e. program review)? What process and what principles will be used to set priorities for those expenditures?

Comments

Often enrolment plans and their corresponding budgets are just a rollover of the prior year plan without much critical re-evaluation, and do not take into account evolving student and industry demands.

Budget History Year over Year

Observation

In approving the budget, the Finance Committee and the Board of Governors must determine whether VCC management has been accurate in its budgeting in the past. Table #2, below, compares Actual results for the most recent fiscal year with the approved budget for the year. It is important to note that "Tuition & student fees", which made up approximately 23% of the budgeted revenue for the College, fell short of budget by 16% in 2014/15. The tuition revenue shortfall appears to correlate with the 20% shortfall in AVED funded FTEs (Refer to Chart#2 in the previous section).

\$000	Budget	Actual	Variance \$ Fav (Unfav)	Variance %
Revenue				
Province of British Columbia	61,731	63,970	2,239	4%
Federal government	4,911	4,971	60	1%
Tuition & student fees	23,397	19,563	(3,834)	-16%
Sales of goods & services	6,289	6,435	146	2%
Other grants & contracts	1,239	403	(836)	-67%
Miscellaneous income	1,205	1,537	332	28%
Investment income	375	230	(145)	-39%
Deferred capital contributions	4,855	4,786	(69)	-1%
	104,002	101,895	(2,107)	
Expenses				
Instruction & instructional support	99,375	102,079	(2,704)	-3%
Ancillary operations	3,946	4,174	(228)	-6%
Special purpose funds	680	1,054	(374)	-55%
	104,001	107,307	(3,306)	
Annual deficit	-	(5,412)	(5,412)	

Source, Financial Statements for the year ended March 31, 2015

Problems with the prior year budget

Revenue

As noted above, "Tuition & student fees" revenue was over-estimated in the 2014/15 budget by a significant \$3.5 million (16%). Other major variances include "Other grants & contracts", that fell short of budget by \$836,000 (67%).

Expenses:

Instruction and instructional support was over budget by \$2.7 million. This variance may relate to severances paid as a result of ELSA restructuring. The Board should insist upon a review the timeline for the closure of ELSA to ensure that severance notices were issued in a

timely manner, given the significant financial risks and consequences of management decisions in that process.

CUPE's Questions for VCC Administration and the Board:

1. Last year, the College failed to meet its revenue budget in several areas. Please explain exactly how the 2015/16 budget has been developed to ensure that the potential for major variances in 2015/16 will be effectively managed?
2. Please explain how the instruction and instructional support section of the budget has been developed to ensure that significant spending variances do not re-occur in 2015/16?

Comments

The purpose of this analysis is to evaluate whether the College administration has a strong recent history of budget accuracy.

A Value for Money⁵ audit is one method of evaluating whether an institution is effective in achieving good value relative to the resources it utilizes. In order to be successful in doing so, an institution must have effective processes for budgeting and for allocating resources. A Value for Money audit is different from a traditional financial audit in that it focuses on how successful the organization has been in obtaining the best value for the taxpayer. This is different than a traditional financial audit that is predominately focused on the integrity of financial reporting and on financial checks and balances.

⁵ The Federal government has published guidance for conducting a Value for money Audit at the following link: <http://publications.gc.ca/collections/Collection/FA3-30-2000E.pdf>

VCC Tuition Revenue Estimates

Observation

Tuition revenue per student FTE has increased substantially in the 2015/16 budget. Table #3 provides a year-over-year comparison of the 2015/16 budget with the prior 4 years. Tuition revenue accounts for approximately 20 to 25% of the Colleges revenue source for the year.

Domestic student tuition is regulated by the Province of B.C. and is limited to increases no greater than inflation. In prior years, tuition regulation limits included limits on the imposition or increase of mandatory fees as well as tuition.

International student tuition is primarily market driven. Table #3 includes tuition and fee revenue from all students and programs.

	2012 Actual	2013 Actual	2014 Actual	2015 Actual	2016 Budgeted
Tuition revenue per FTE	\$ 2,698	\$ 2,343	\$ 2,488	\$ 2,809	\$ 4,220
% Change from prior year		(13%)	6%	13%	50%

Source Audited Financial statements and Audited Enrolment Reports for Vancouver Community College

The expectation of a 50% increase in tuition and fee revenue per student FTE is excessive and risky. This is partially explained in the budget memorandum by the imposition of new mandatory fees and, in the enrolment plan by the increased reliance on international students as a percentage of the overall student population.

Tuition and fee increases are the subject of significant lobbying by student unions and the imposition of additional mandatory fees may be called into question, and pose a regulatory risk to the College.

CUPE's Questions for VCC Administration and the Board:

1. Please provide a breakdown of the tuition and fee revenue by source (i.e. domestic vs. international, continuing studies, tuition vs. fees, etc.) and include your rationale indicating that revenue increase of 50% per student FTE is reasonable and achievable?

Comments

Not all student FTEs generate an equivalent amount of revenue for the College. The Tuition per FTE comparison provides an overall indicator year-over-year but a detailed analysis is needed for the Board of Governors to fully understand the mix of students, and how specifically the

overall student body profile will impact the tuition and fee revenue that is received by the College.

VCC's Increasing reliance on International Students

Observation

Table #4 below shows the % of international students served (based on student FTEs).

Table #4 – International Student FTE at % of total FTE						
	2011	2012	2013	2014	2015	2016
% of International students	3%	3%	3%	4%	5%	7%

Source. Audited Financial statements and Audited Enrolment Reports for Vancouver Community College

As is evident from Table 4, international students have traditionally made up about 3% of the total student body on an FTE basis. In 2014 and 2015, the total number of international students that were served increased by 1% year over year. The 2015/16 budget is based on a further 2% increase in international student FTE bringing the total number of international students up to 7% of the total student population.

While increasing the number of international students can benefit the institution financially, it also increasingly exposes the College's finances to international risk factors. In the past 20 years, these have included geo-political risks (changes to permits, changing international competition, migration trends, safety concerns), economic risks (changes to various national economies and spending preferences), educational risks (changes in English language levels in various countries, preferences for study abroad), competition risks (changes in Canada's internal competitive landscape, barriers for accessing Canada such as VISA bottlenecks or policy issues, marketing issues), and unpredictable transnational issues, such as health risks (SARS). For example, the economic problems in Asia in the early 2000's suddenly reduced VCC's international revenue by \$1,000,000 per year - revenue which the College was relying upon to balance the operating budget.

A further consideration is the reduction of educational opportunities for domestic students. The College utilization rate for AVED funded programs dropped to 80% last year (Refer to Chart#2 in the prior section) indicating that opportunities for domestic students have declined. College policy is such that certain sections are offered only for international students and that no comparable equivalent may be available for a domestic student. Since the College depends heavily on taxpayer funding, one could question the strategy of increasing international enrolment at the expense of removing opportunities for domestic students.

CUPE's Questions for VCC Administration and the Board:

1. What steps have been taken to evaluate and mitigate the impact of global events on international enrolment?
2. What processes are in place to ensure that domestic student opportunities are not negatively impacted when international enrolment targets are increased?

Comments

Since public institutions are primarily taxpayer funded, the College needs to ensure that international student tuition revenue supplements, rather than supersedes, domestic student educational opportunities.

Other Comments on VCC's Budget Briefing Note

"Internal Pressures"

The budget brief includes the following note: CS investment \$400k for new programs.

The board should be aware that CS programs take time to develop and market before they generate revenue. It is unclear if additional CS revenue has been included in the 2015/16 budget.

CUPE's Questions for VCC Administration and the Board:

1. What market research has been done to evaluate demand for these new CS programs?
2. Has any revenue from the newly developed CS programs been incorporated into the 2015/16 budget?
3. What programs exactly? How are these expenditures going to generate student enrolment in the current fiscal year given that it is already the end of June? How will program proposals be adjudicated?

"New Revenue Opportunities"

The budget brief includes the following notes under the section "New Revenue Opportunities": ESL Pathways and ABE Program tuition, along with the following risk assessment caution (from Page 6 of 6):

"The budget development process included a review of the high level risks associated with the uncertainty related to the tuition charged ABE and ESL pathway programs. If the ESL Pathway program is not as successful as forecast and VCC cancels the program, a severance cost of \$660K would have to be expensed in 15/16."

CUPE's Questions for VCC Administration and the Board:

1. What market research has been done to determine whether ABE and ESL pathway programs are marketable under the new fee structure?
2. If these programs are not marketable with the new fees, isn't the College just deferring (and effectively increasing) the inevitable financial impact of lay-offs that must be done in any case?

References

Vancouver Community College website and selected documents

- Decision Note, “2015/16 Operating Budget”, Prepared for the Vancouver Community College Finance & Audit Committee, June 17, 2015.
- VCC Enrolment Plan 2015/16 – from Vancouver Community College Education Council Meeting Agenda of June 17, 2015
- Audited Financial Statements of Vancouver Community College for the year ended March 31, 2015.
- Audited FTE Enrolment Statement of Vancouver Community College for the year ended March 31, 2015.

British Columbia Government website and selected documents

- Province of British Columbia Colleges and Institutes Act, retrieved from http://www.bclaws.ca/civix/document/id/complete/statreg/96052_01

BRITISH COLUMBIA REGIONAL OFFICE

 4940 Canada Way, Suite 500, Burnaby, BC V5G 4T3 Tel (604) 291-1940 Fax (604) 291-1194 / cupe.ca / scfp.ca

March 23, 2016

Via Email

Neil Patton
Chief Negotiator
Vancouver Community College

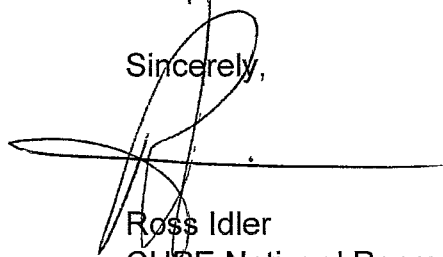
Dear Neil,

RE: We write with respect to collective bargaining.

On March 11, 2016, you abruptly ended our bargaining session early, after receiving the Union's counter offer of settlement to the Employer's time-limited wage offer expiring on March 31, 2016. You then cancelled the bargaining session scheduled for the following day, during which the parties would have, amongst other things, set more dates for bargaining. In addition, you refused to schedule any further bargaining dates.

In our view, your bargaining tactics to date have fallen well short of your obligation to make every reasonable effort to conclude a collective agreement. Further failure to meet your statutory obligation to bargain in good faith may force us to proceed with a complaint to the Labour Relations Board.

Sincerely,



Ross Idler
CUPE National Representative
Chief Negotiator, CUPE 4627

cc. Amanda Rogers, Legal Counsel
Chris Joyce, President, CUPE 4627
Jo Hansen, Chief Shop Steward, CUPE 4627

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DRAFT

**MINUTES OF THE SPECIAL MEETING OF THE BOARD OF GOVERNORS
OF VANCOUVER COMMUNITY COLLEGE
HELD ON MAY 11, 2016 AT THE DOWNTOWN CAMPUS**

Board Members: Pam Ryan (Chair), Chloe Choi, Brenda Aynsley, Mike Tourigny, Erin Klis, Dee Dhaliwal, Sumit Ahuja, Stephen Kukucha
Ex-Officio: Peter Nunoda, Todd Rowlatt
Board Secretary: Deborah Lucas
Staff Resources: Marlene Kowalski, Kathryn McNaughton, Gordon McIvor, Claire Sauve, Andrea Korens
Regrets: Brenda Aynsley, Kay Vandervalk, Shaima Jaff, Garth Manning

1.0 CALL MEETING TO ORDER

The meeting was called to order at 4:32pm by P.Ryan. D. Lucas acted as Secretary of the meeting. P. Ryan declared the meeting to be properly called and constituted.

2.0 APPROVAL OF AGENDA

P. Ryan asked if there were any proposed amendments to the agenda for the meeting, a copy of which was provided with the meeting materials. As no amendments were suggested, the agenda, as set out in the meeting materials, was adopted.

3.0 CHAIR'S REMARKS

As attendance is primarily by conference call, P. Ryan clarified the process for questions and answers and voting on issues.

4.0 PRESIDENT'S REMARKS

There is tentative settlement for the renewal of the CUPE 4627 Collective Agreement (Term: Oct 1, 2014 to Sep 30, 2019). It was ratified by members at their General Meeting on May 10, 2016. It requires ratification by the HR Committee on behalf of the Board and Post-Secondary Education Association (PSEA). P. Nunoda commended both bargaining teams for reaching an agreement.

VCC has signed a Partnership Agreement with Samsung Electronics to establish the first Samsung Tech Institute in Western Canada for the training of appliance repair technicians. The announcement will be forwarded to the Board.

5.1 NEW PROGRAM – RENAL DIALYSIS TECHNICIAN CITATION

T. Rowlatt referred to the Decision Note in the meeting materials. EdCo has no concerns regarding program quality and approved the program curriculum at their April 2016 meeting.

C. Choi commented that the Finance & Audit Committee discussed the program at length. This is the only program of its kind in Canada, so there is no direct competition. Clarification on the implementation plan costs was sought by D. Dhaliwal and responded to satisfactorily.

UPON MOTION duly made, seconded and carried, the following resolution was approved and adopted:

THAT, on the advice of Education Council, the Board of Governors approve the credential and program for the Renal Dialysis Technician Citation.

5.2 TUITION FEES – RENAL DIALYSIS TECHNICIAN CITATION

Finance & Audit Committee (FAC) Chair, M. Tourigny, stated that this program operates in partnership with 3 major Health Authorities – Vancouver Coast Health, Providence Health and Fraser Health. FAC was satisfied with how the program costing was presented and it was decided that a fee of \$5,500 would be recommended for approval by the Board. This fee would cover all direct and indirect costs of running the program and allows for the cost of delivering the program in other locations, which is being considered.

The Board requested clarification on how enrolment has been projected and whether prospective students have been surveyed on the proposed tuition fees. C. Sauve confirmed that the demand is based on the hiring needs, which is determined in collaboration with the 3 health authorities. A stakeholder survey was conducted and alumni were approached, but not prospective students. There are approximately 80 students on the interest list. As it is only a 2 month program, students are not eligible for a loan, however, with a starting wage of \$23 an hour it was felt that tuition could be recouped quickly. In addition, Management were encouraged by the success of the Medical Device Reprocessing Technician program, which was substantially revised in 2015. It's a longer program and was implemented with an increase in tuition.

UPON MOTION duly made, seconded and carried, the following resolution was approved and adopted:

THAT, on the recommendation of the Finance and Audit Committee, the Board of Governors approve the tuition fee of \$5,500 per student, effective August 1, 2016, for the new Renal Dialysis Technician Citation program.

6.1 NEW PROGRAM – FASHION DESIGN & PRODUCTION DIPLOMA & CERTIFICATE

T. Rowlatt referred to the Decision Note in the meeting materials. The Fashion Design & Production Diploma is a re-development of an existing program VCC has offered for the past 30 years. The re-development has updated the program structure, learning outcomes, and delivery methods to better equip graduates for a rapidly changing industry, and provide a part-time option (unavailable elsewhere in BC). It is planned as a 2 year full-time program, or 3 years part-time with an option for a Certificate exit.

EdCo were very impressed with the creative program design, particularly with the “fashion cycle” courses. The curriculum was approved at their April 2016 meeting. Students would only be admitted into the Diploma program, therefore, only one tuition fee being proposed, but two credentials requiring approval.

UPON MOTION duly made, seconded and carried, the following resolution was approved and adopted:

THAT, on the advice of Education Council, the Board of Governors approve the credentials and programs for the new Fashion Design and Production Diploma and the Fashion Design and Production Certificate.

6.2 TUITION FEES – FASHION DESIGN & PRODUCTION DIPLOMA

C. Sauve responded to questions on the costs, as presented in the Implementation Plan. The Ongoing Operating Expenses (\$1,251,600 over three years) are slightly higher than the Tuition Revenue (\$1,225,230 over three years). The ongoing Operating Expenses takes into account the departmental and CS expenses for the whole Fashion Diploma program – including teaching out the old program. However, the Tuition Revenue included is only for the new program – not the teach-out.

In response to a question about market receptiveness, C. Sauve commented that from the results of stakeholder surveys it was identified that tuition of \$20,990 is considered reasonable tuition. It prices VCC quite competitively in this sector. KPU is in the process of revising their program and will likely increase their tuition.

The sole source of funding for this program is the tuition fees. FAC are confident that the tuition is acceptable for the market and taking into consideration the 2% cap on annual fee increases, it was comparable to other programs.

UPON MOTION duly made, seconded and carried, the following resolution was approved and adopted:

THAT, on the recommendation of the Finance and Audit Committee, the Board of Governors approve the implementation of the following tuition fees for the new Fashion Design and Production Diploma, effective August 1, 2016:

- Domestic tuition fee: \$20,990 per student
- International tuition fee: \$30,070 per student

NEXT MEETING

The next Board of Governors Public Board meeting will be held on June 29, 2016.

TERMINATION

There being no further business, the meeting was terminated at 5:07 p.m.

Pam Ryan
Chair
VCC Board of Governors



VCC NEWS AND EVENTS May 2016

- On June 2, PSEA, Vancouver Community College and the Vancouver Community College CUPE Local 4627 ratified the tentative agreement reached on April 29, 2016 under the Province's Economic Stability Mandate. The agreement covers more than 650 members at the college.
- VCC's 2016 Spring Awards on June 1 honoured students who have made outstanding achievements in their studies and in the community. VCC Student Awards ceremonies receptions are held for award winners, their families, donors and VCC dignitaries in the building B event space at VCC's Broadway campus.
- VCC's leadership attended this year's Colleges and Institutes Canada (CiCan) conference in Quebec City from May 29 – 31. Dr. Peter Nunoda presented on VCC's Integrated College Plan; Tanis Sawkins, Associate Director, Languages presented on VCC's Centre for Immigration; and Tami Pierce, Director, Indigenous Education & Community Engagement presented on rethinking how to access the Academy: Technology, Partnerships & Community.
- Hosted by Central City Foundation in partnership with Vancouver Community College, Fair in the Square celebrated it's 10th anniversary at Victory Square Park on May 29. The neighbourhood event features live music, community groups, arts and crafts, kids activities and a free BBQ lunch.
- The Tooth Trolley this year marked a decade of partnering with Chevron to bring free dental care and education to Metro Vancouver children between May 24-26. The annual program makes seeing the dentist fun for kids; often their first experience at the dentist, by picking them up in colourful, old-fashioned trolley buses to bring them to VCC's Downtown campus dental clinic. As well as assessments and basic services, the families receive instruction in self oral care and a goody bag from the Tooth Fairy.
- The VCC digital graphic design grads presented Dream Builders at the Goldcorp Stage at the BMO Theatre Centre on June 1. The graduates invited visitors to view their portfolios.
- The jewellery art & design annual student exhibition showcases grads latest works at the downtown campus from May 19 to June 10.
- VCC hosted the Disability Resource Network of BC Conference on May 17 & 18. The conference brought together community members, educators, and service providers from across the province to share knowledge, latest research, new ideas and common experiences.

- Vancouver Community College teamed up with Vancouver magazine on May 16 to present the first in a three-part speaker series on today's hottest food industry topics. Part 1 was titled A Commitment to Conscious Sourcing and included VCC chef instructors along with Chef Ryan Stone of the Earls Chef Collective and Dave (the “meat guy”) Bursey, Earls’ Protein Purchasing Specialist, for a lively conversation.
- The 2nd Annual Education Technology Showcase was held on May 16 at the downtown campus for all students and employees. This year’s theme was “Innovation in Education Technology” and included a panel discussion on e-textbooks and Open Education Resources.
- VCC’s recruiters hosted 50 lower mainland high school counselors at the Broadway campus on May 10. The counselors toured the campus, met faculty and staff, and attended sessions and enjoyed a Gala Luncheon prepared by our International Culinary Arts students.
- VCC held its annual Retiree Celebration Lunch on May 4 for 60 retirees and VCC staff to reminisce.

VCC in the News

- **Starting at college a smart move for B.C. students, Mar. 2016**
Sara Osman, 19, was able to get in at the last minute to the VCC engineering program, which will launch her straight into second-year engineering at Simon Fraser University next year. She grew up in Lebanon and wasn’t in Canada in time to apply directly to university. But when she arrived last September she found out there was a space at VCC and jumped right in. Even though she was two weeks late starting the program, she has maintained a 3.7 grade point average. “The instructors really helped me and they gave me a chance to catch up,” Osman said. “I think (VCC) is a really good choice.”
<http://vancouversun.com/news/local-news/starting-at-college-a-smart-move-for-b-c-students>

Upcoming Events:

- Convocation on June 16
- VCC celebrates National Aboriginal day June 17
- VCC Fireworks Night at Nat Bailey Stadium June 25

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

DATE: May 31, 2016



FINANCIAL PERFORMANCE

Management Discussion & Analysis

For the Year Ended March 31, 2016

PERFORMANCE HIGHLIGHTS

2015/16 Year End Operating Overview

VCC under-took a comprehensive review of its organizational structure, academic programming and operational costs through an intense integrated planning and budgeting process with the lens of realigning its cost structure. This will position VCC for the future and achieve financial stability while still delivering quality academic programming that is relevant, flexible and meets the provincial mandate outlined in the BC Skills for Jobs Blueprint.

The change in funding model from government grants to tuition based programming for Adult Basic Education (ABE) in 2014/15, impacted the enrolment numbers in 2015/16. Total full-time-equivalent student enrolment for the year was 6,241 compared to the prior year of 6,965 (Table 1). The decline is mainly attributed to Adult Basic Education (ABE) programs in the School of Arts and Science and the change in funding model. The enrolment in other schools trended close to historical numbers.

Revenue for the year was \$102.9 million compared to prior year of \$101.9 million (Table 2). Province of BC grants declined by \$7.1 million and tuition increased by \$6.7 million reflecting the change in funding model for ABE. The province increased the Adult Upgrading Grant (AUG) in 2015/16 to assist eligible students enrolled in ABE programs with tuition costs. VCC received and distributed \$2.7 million in AUG funding compared to the prior year when the amount was \$600K. There was a decrease in other grants, fees and contracts of \$1.7 million from prior year; the provincial government Employment Skills Access contract for \$954K and the Labour Market Agreement contract for \$500K were completed and not renewed.

Salary reductions resulting from the cancellation of a number of sections for ABE programming and Hospitality Programs, not filling vacant positions and recruitment lag is \$3.5 million lower than prior year. Total salaries and benefits expense was \$71.6 million compared to 2014/15 of \$75.1 million.

The restructuring that occurred in 2015/16 resulted in one-time costs of \$3.1 million and contributed to a total deficit for the year of \$4.1 million. The one-time costs included severance, early retirement incentives and voluntary departure incentives paid to eligible faculty, CUPE employees and college administrators. The Ministry of Advanced Education approved VCC to run a deficit of up to \$5.0 million for 2015/16.

Table 1:
Summary Enrolment Full-Time-Equivalent (FTEs) Prior Years and 2015/16 Budget Compared to Actual

		Actual FTE's Previous 4 Years				2015/16		
		2011/12	2012/13	2013/14	2014/15	Total Budgeted FTE's	Total Actual FTE's	Variance
Total FTE All Schools								
CCS	Centre for Continuing Studies	859.1	926.6	727.2	624.97	592.73	641.30	48.57
CIN	Centre for International Education	253.5	257.2	304.2	378.20	479.58	507.12	27.54
SAS	School of Arts and Science	3,380.4	3,555.4	3,520.5	2,877.70	2,133.42	2,092.65	-40.77
SHS	School of Health Sciences	858.0	792.2	852.2	844.38	895.93	813.43	-82.50
SHP	School of Hospitality, Food Studies and Applied Business	1,249.9	1,231.9	1,167.6	1,008.66	1,373.88	1,000.55	-373.33
SIE	School of Instructor Education	287.5	288.5	305.5	279.68	295.54	266.51	-29.03
CTT	School of Trades, Technology and Design	927.8	861.9	966.2	951.08	1,157.14	919.42	-237.72
Total		7,816.21	7,913.61	7,843.49	6,964.67	6,928.22	6,240.98	-687.24

**Statement of Operations – Comparison to Budget and Prior Year
For the Year Ended March 31, 2016**

Table 2:

2015/16 Actuals vs Budget and Prior Year						
(In \$ Thousands)	2015/16 Actuals	2015/16 Budget	Variance favourable / (unfavourable)	Comments	2014/15 Actuals	Variance favourable / (unfavourable)
Province of B.C. Grants	53,411	53,877	-466		60,582	-7,171
Adult upgrading grant (AUG)	2,744	115	2,629	Adult Upgrade Funding (AUG) for Adult Basic Education (ABE) programs: College now charges tuition fees for ABE and English as a Additional Language (EAL) Pathways. This funding for the ABE programs is offset by the ABE financial aid disbursement.	600	2,144
Sales of goods and services	6,386	6,383	3		6,435	-49
Tuition and student fees	26,278	28,538	-2,261	School of Access (\$1.3M), School of Trades (\$539K) and School of Music, Dance & Design (\$560K) have experienced softer domestic enrolments resulting in lower domestic tuition and fees. International tuition was increased by \$899K	19,563	6,715
Other grants, fees & contract services	6,483	6,868	-384		8,162	-1,679
Miscellaneous income	1,668	957	711		1,089	579
Donation income (foundation related)	619	384	235		447	172
Amortization of deferred capital contribution	5,224	5,048	176		4,786	438
Investment income	166	300	-134		231	-65
REVENUES	102,979	102,470	509		101,895	1,084
SALARY AND BENEFIT EXPENSES	71,656	72,373	717		75,172	-3,516
Supplies and general expenses	6,357	7,540	1,183	Budget included a \$1.1M contingency that was not used in this expense classification	6,215	142
Adult upgrading Grant (AUG) Financial Aid	2,744	115	-2,629	Adult Upgrade Funding for ABE programs: College now charges tuition fees for Adult Basic Education and ESL Pathways. This funding for the ABE programs is offset by the	600	2,144
Bursary/scholarship	619	280	-339		283	336
Professional fees	2,809	2,395	-415		3,410	-601
Building and telecom	6,377	6,517	140		7,169	-792
Cost of goods sold	4,539	4,014	-525		4,492	47
Depreciation expense	8,942	8,737	-205		8,844	98
OPERATING EXPENSES	32,387	29,598	2,790		31,013	1,374
TOTAL EXPENSES	104,043	101,970	2,073		106,185	-2,142
NET SURPLUS (DEFICIT) BEFORE ONE-TIME COSTS	-1,065	500	-1,564		-4,290	3,225
ESL severance					1,122	-1,122
Year end voluntary departure incentive (VDI)/early retirement incentive plan (ERIP)	2,474		-2,474	VDI and ERIP due to restructuring and realignment		2,474
ACCESS & other Severance	588	500	-88	VDI costs associated with lower enrolments in the ABE programs and severance		588
Total One-Time Costs	3,062	500	-2,562		1,122	1,940
NET SURPLUS (DEFICIT)	-4,126	-	-4,126		-5,412	1,286

Major Procurement Activity over \$200K

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

**Table 3:
Procurement Status Update**

Vendor	Commodity	Contract Start Date	Contract End Date	Cumulative Contract Commitment	Status
Recurrent Needs					
Spicers	Fine Paper	19-Mar-13	31-Dec-16	\$175,000	Planning stage-Working with EDCO to define and aggregate need for group purchasing. Contract extended for final one year option.
Mitel Networks	Telephone System Support		31-Mar-17		Solicitation stage. RFP closes on May 17.
Citrix	IT Software Licenses	19-Sep-15	19-Sep-16	\$180,000	Projected spend for 5yrs over \$200k.
White & Peters	Automotive Supplies	1-Jul-15	30-Jun-16	\$100,000	Planning stage-working with the end user to define number of opportunities and method of solicitation
Known New Opportunities					
Physics Lab Renovation				>\$200,000	Director of Facilities informed Purchasing that project is on hold
Automotive Renovation				>\$200,000	Planning stage
ASDT Common Needs Projects:					
Uniglobe Travel	Travel Management Company	TBD		>\$200,000	ASDT Agreement executed. Option to opt in available to all Post Secondary Institutions. VCC to study feasibility of agreement in relation to the unique needs of the college



VCCFA Report to the College Board

Submitted June 1, 2016 for the Board Meeting on June 8, 2016

Strategic Direction

We are very concerned about the College's lack of commitment to replace Irene Young, the VP of Strategic Initiatives. We believe this role is critical in securing much needed partnerships and funding. We do wish Irene the best and will miss her open, consultative approach as previous Chair of Operations Council and of the Tuition & Fees Committee.

We also note the rather low-key approach in changing the name of the School of Access back to the previous title 'School of Arts & Sciences'. As a School of Access, we stood out amongst the Lower Mainland colleges as the 'go-to' place to restart a career or get the needed courses to gain access to other post-secondary institutions. It was part of our niche and a fundamental element of the 2011 – 2014 Strategic Plan.

Parliamentary Standing Committee on Citizenship and Immigration

I was pleased to be able to continue our advocacy for increased Federal government funding for English Language Programs by speaking before the Parliamentary Committee on Citizenship and Immigration in Ottawa on June 2nd. My Briefing Note submitted to the Committee prior to the hearing is attached.

The number of students on our waitlist for Language Instruction for Newcomers to Canada (LINC) classes was approximately 800 in April of 2016. The recent 25.5% cut in class offerings will cause the waitlist to grow substantially for the next term. As well, there has been a reduction in critical counseling services available to refugees and immigrants.

Adult Basic Education Provincial Funding Issues

ABE Department Heads Taryn Thomson and Lynn Horvat and I, met with the Deputy Minister of Advanced Education in Victoria on May 11th to continue our dialogue regarding the barriers facing adult learners due to the implementation of tuition and the Adult Upgrading Grant. We strongly advocated for additional interim funding in order to keep the students who are financially disadvantaged by the maximum income threshold from dropping out of school when the current bridge financing runs out. Our Briefing Note for this meeting is attached.

Resolutions from the Annual General Meeting & Convention of the Federation of Post-Secondary Educators held May 16 – 19, 2016

The theme of our 36th AGM was 'Open the Doors – Educators Organizing for Change'. Our campaign is intended to increase awareness amongst voters and taxpayers on the value of post-secondary education and the need for the provincial government to fund it properly. FPSE has committed more than \$2M to bring this message to the public as we approach the 2017 election year.

50th Anniversary Alumni Awards

This was a very proud evening for so many of our faculty – past and present – to be honoured for their work with the College over many years.

Respectfully submitted,

Karen Shortt, President
Vancouver Community College Faculty Association



**Briefing Note prepared for the
Standing Committee on Citizenship and Immigration
Appearance on June 2, 2016**

- The Language Instruction for Newcomers to Canada Program (LINC) is a federally funded Program and has been offered at Vancouver Community College (VCC) for over 40 years. VCC is the largest provider of English Language training in Western Canada.
- There are currently over 800 LINC students attending VCC with another 800 plus immigrants and refugees on the waitlist.
- The amount of the 2015/2016 LINC contract was \$4.557M.
- The amount of the 2016/2017 LINC contract is \$4.17M; an 8.5% reduction from the previous year.
- The BC government requires that a portion of the LINC funding (estimated by the College at 17%) be applied to the College's overhead costs.
- Taking into account both the 8.5% LINC funding cut and the contribution to the College's overhead required by the BC government, the LINC program has had to cut class offerings by a total of 25.5%.
- Approximately 220 existing LINC students were not able to return to VCC for the April 2016 semester. This equates to a reduction of 7 full-time and 2 part-time LINC classes. (14 to 22 students per class based on level)
- Critical counselling support services to LINC students have been reduced.
- The 8.5% LINC federal funding cut was based on immigrant landing data but does not take into account inter-provincial migration which may be one factor in the current lengthy waitlist for LINC classes.
- LINC is currently the only government-funded English language program available to immigrants. Previously, the BC government used approximately \$10M from federal transfer payments to offer additional and more comprehensive English language programs. In April 2015, the federal government terminated the Canada-BC Immigration Agreement and the corresponding funding. The BC government has chosen to not fill the void left by this funding reduction.
- VCC is well-positioned to offer any number of ESL classes immediately and at any level of Canada Language Benchmarks. VCC has proven, effective curriculum, classroom space, support services, and experienced faculty ready to provide this essential service to immigrants and refugees.



Briefing Note

To: Sandra Carroll, Deputy Minister, Advanced Education; and
Nicola Lemmer, Assistant Deputy Minister

From: Taryn Thomson, Lynn Horvat, and Karen Shortt
Vancouver Community College Faculty Association

Date: May 11th, 2016

Re: Adult Upgrading Grant (AUG)

Background:

This is our 4th meeting with Ministry officials since implementation of the AUG in January, 2015. In addition, Assistant Deputy Minister Fazil Mihlar visited two Adult Basic Education classrooms at VCC on February 3rd, 2016. Attached are the Briefing Notes presented at each meeting.

Continuing items for discussion:

1. Raising the income threshold to a living wage for the Lower Mainland area (urban classification);
2. Differentiating Canada Student Loan criteria from the Adult Upgrading Grant;
3. Reducing paperwork and increasing efficiencies;
4. Re-instating bulk book purchases.



DECISION NOTE

PREPARED FOR: Board of Governors

DATE: June 8, 2016

ISSUE: Approval of the VCC 2015/16 Audited Financial Statements and the 2015/16 Audited FTE Enrolment Statement

BACKGROUND:

Section 55 of the *College and Institute Act* requires that post-secondary institutions conduct an audit of their accounts and transactions once per year. The 2015/16 audited financial statements presented satisfy this audit requirement under the Act.

The Ministry of Advanced Education eliminated the requirement for institutions to audit their enrolment data in 2009 however VCC has chosen to continue the audit of its FTE enrolment statement.

The Office of the Auditor General (OAG) of British Columbia was appointed in accordance with the Auditor General Act as the auditor of VCC. 2015/16 was the first year, of a five year commitment, that the OAG has conducted the audit for VCC.

DISCUSSION:

Financial Statements

This package includes:

- 2015/16 Audited Financial Statements

FTE Enrolment Statement

This package includes:

- 2015/16 Audited FTE Enrolment Statement

DRAFT

Financial Statements of

VANCOUVER COMMUNITY COLLEGE

Year ended March 31, 2016

VANCOUVER COMMUNITY COLLEGE

Statement of Management Responsibility

The financial statements have been prepared by management in accordance with Section 23.1 of the *Budget Transparency and Accountability Act* of the Province of British Columbia. The integrity and objectivity of these statements are management's responsibility. Management is also responsible for all of the notes of the financial statements and schedules, and for ensuring that this information is consistent, where appropriate, with the information contained in the financial statements. A summary of the significant accounting policies are described in Note 2 to the financial statements. The preparation of financial statements necessarily involves the use of estimates based on management's judgment, particularly when transactions affecting the current accounting period cannot be finalized with certainty until future periods.

Management is also responsible for implementing and maintaining a system of internal controls to provide reasonable assurance that reliable financial information is produced. The internal controls are designed to provide reasonable assurance that assets are safeguarded, transactions are properly authorized and recorded in compliance with legislative and regulatory requirements, and reliable financial information is available on a timely basis for preparation of the financial statements.

The Vancouver Community College Board of Governors is responsible for ensuring that management fulfills its responsibilities for financial reporting and internal control, and exercises these responsibilities through the Audit and Finance Committee. The Audit and Finance Committee reviews the internal financial statements on a quarterly basis and external audited financial statements yearly. The Audit and Finance Committee also discuss any significant financial reporting or internal control matters prior to their approval of the financial statements.

The external auditors, the Office of the Auditor General of British Columbia conducts an independent examination, in accordance with Canadian auditing standards, and express their opinion on the financial statements. The external auditors have full and free access to financial management of Vancouver Community College and meet when required. The accompanying Auditor's Report outlines their responsibilities, the scope of their examination and their opinion on the financial statements.

On behalf of Vancouver Community College

Dr. Peter Nunoda
President

Marlene Kowalski
VP, Administration & CFO

INDEPENDENT AUDITOR'S REPORT

*To the Board of Governors of Vancouver Community College, and
To the Minister of Advanced Education, Province of British Columbia*

I have audited the accompanying financial statements of Vancouver Community College (“the entity”), which comprise the statement of financial position as at March 31, 2016, and the statements of operations, changes in net debt and cash flows for the year then ended, and a summary of significant accounting policies and other explanatory information.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation of these financial statements in accordance with Canadian Public Sector Accounting Standards, and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

My responsibility is to express an opinion on these financial statements based on my audit. I conducted my audit in accordance with Canadian generally accepted auditing standards. Those standards require that I comply with ethical requirements and plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

In my view, the audit evidence I have obtained is sufficient and appropriate to provide a basis for my qualified audit opinion.

Basis for Qualified Opinion

As described in Note 2a to the financial statements, the entity's accounting treatment for contributions received from governments and for externally restricted contributions received from non-government sources is to initially record them as deferred revenue (a liability) and then recognize revenue in the statement of operations either on the same basis as the related expenditures occur or, in the case of funds for the purchase or construction of capital assets, to

recognize revenue on the same basis as the related assets are amortized. The entity was required to adopt this accounting policy as prescribed by Treasury Board Regulation 198/2011.

Under Canadian Public Sector Accounting Standards, the entity's method of accounting for contributions is only appropriate in circumstances where the funding meets the definition of a liability. Otherwise, the appropriate accounting treatment is to record contributions as revenue when they are received or receivable. In our opinion certain contributions of the entity do not meet the definition of a liability, and as such the entity's method of accounting for those contributions represents a departure from Canadian Public Sector Accounting Standards.

This departure has existed since the inception of the standard, which applies to periods beginning on or after April 1, 2012. When the cumulative effects of this departure to date are adjusted through opening accumulated surplus, the entity's records indicate that the effects of this departure on the current year financial statements is an overstatement of the liability for deferred revenue of \$98,461 and deferred capital contributions of \$81,364,838, an understatement of opening accumulated surplus of \$84,030,319, and a current year overstatement of revenue of \$2,567,020. Accordingly, the current year deficit is understated by \$2,567,020 and net debt is overstated by \$81,463,299.

Qualified Opinion

In my opinion, except for the effects of the matter described in the Basis for Qualified Opinion paragraph, the financial statements present fairly, in all material respects, the financial position of the entity as at March 31, 2016, and the results of its operations, changes in its net debt, and its cash flows for the year then ended in accordance with Canadian Public Sector Accounting Standards.

Other Matters

Without modifying my opinion, I advise the reader that I was not engaged to audit the comparative financial statements of Vancouver Community College as at March 31, 2015, for their fair presentation in accordance with Canadian Public Sector Accounting Standards. The financial statements of Vancouver Community College as at March 31, 2015 were audited by a professional accounting firm who previously reported on their compliance with Section 23.1 of the *Budget Transparency and Accountability Act* including Treasury Board Regulation 198/2011 prescribing the accounting policy for contributions. However, because that audit reported against a different framework than that of the current year, I must advise you that the comparative information in the financial statements and related disclosures were not audited in accordance with the Canadian Public Sector Accounting Standards framework adopted in the current year, but rather compliance with Section 23.1 of the *Budget Transparency and Accountability Act*.

Victoria, British Columbia
[date]

Russ Jones, FCPA, FCA
Deputy Auditor General



VANCOUVER COMMUNITY COLLEGE

Statement of Financial Position

March 31, 2016, with comparative information for 2015

	2016	2015
Financial assets		
Cash and cash equivalents	\$ 15,841,972	\$ 13,921,147
Investments (note 4)	237,500	239,345
Accounts receivable	1,556,316	1,844,599
Due from government and other government organizations (note 5)	1,506,330	2,071,264
Inventories for resale	804,024	1,023,802
	19,946,142	19,100,157
Liabilities		
Accounts payable and accrued liabilities (note 6)	14,214,480	10,601,472
Due to government and other government organizations (note 5)	210,372	187,360
Employee future benefits (note 7)	1,694,939	1,730,898
Deferred tuition fees (note 8)	5,169,658	5,327,598
Deferred revenue (note 9)	3,969,118	3,594,762
Deferred capital contributions (note 10)	81,622,906	84,322,739
Capital lease obligation (note 11)	7,269,957	7,318,803
	114,151,430	113,083,632
Net debt	(94,205,288)	(93,983,475)
Non-financial assets		
Tangible capital assets (note 12)	111,100,193	114,979,239
Inventories held for use	90,743	119,073
Prepaid expenses	170,580	167,423
	111,361,516	115,265,735
Accumulated surplus (note 13)	\$ 17,156,228	\$ 21,282,260

Contractual obligations (note 15)

Contingencies (note 16)

See accompanying notes to financial statements.

Approved on behalf of the Board:

President

Chair of the Board

VANCOUVER COMMUNITY COLLEGE

Statement of Operations

Year ended March 31, 2016, with comparative information for 2015

	Budget (note 2 j)	2016	2015
Revenue			
Province of British Columbia grants	\$ 53,992,008	\$ 56,226,936	\$ 61,182,207
Province of British Columbia contracts	-	1,224,940	2,787,689
Federal Government grants and contracts	4,557,688	4,661,193	4,971,201
Tuition and student fees	28,538,245	26,277,597	19,562,855
Sales of goods and services	6,383,101	6,385,777	6,435,176
Other grants and contracts	2,309,996	594,500	402,644
Miscellaneous income	1,340,955	2,217,640	1,536,610
Investment income	300,000	166,204	230,463
Revenue recognized from deferred capital contributions	5,048,268	5,224,000	4,786,019
	102,470,261	102,978,787	101,894,864
Expenses (note 17)			
Instruction and instructional support	94,953,935	95,649,865	98,888,944
Ancillary operations	7,021,338	7,573,353	7,364,607
Special purpose funds	494,988	3,881,601	1,053,668
	102,470,261	107,104,819	107,307,219
Annual deficit	\$ -	\$ (4,126,032)	\$ (5,412,355)
Accumulated surplus, beginning of year	21,282,260	21,282,260	26,694,615
Accumulated surplus, end of year	\$ 21,282,260	\$ 17,156,228	\$ 21,282,260

See accompanying notes to financial statements.

VANCOUVER COMMUNITY COLLEGE

Statement of Change in Net Debt

Year ended March 31, 2016, with comparative information for 2015

	Budget	2016	2015
	(note 2 j)		
Annual deficit	\$ -	\$ (4,126,032)	\$ (5,412,355)
(Acquisition) of tangible capital assets	(1,700,000)	(5,062,467)	(8,979,612)
Amortization of tangible capital assets	8,736,828	8,941,513	8,844,010
Capital lease obligation	-	-	(7,350,333)
	7,036,828	3,879,046	(7,485,935)
(Acquisition) of inventories	-	(90,743)	(119,073)
(Acquisition) of prepaid expenses	-	(170,580)	(167,423)
Use of inventories	-	119,073	125,764
Use of prepaid expenses	-	167,423	557,627
	-	25,173	396,895
Decrease (increase) in net debt	7,036,828	(221,813)	(12,501,395)
Net debt, beginning of year	(93,983,475)	(93,983,475)	(81,482,080)
Net debt, end of year	\$ (86,946,647)	\$ (94,205,288)	\$ (93,983,475)

See accompanying notes to financial statements.

VANCOUVER COMMUNITY COLLEGE

Statement of Cash Flows

Year ended March 31, 2016, with comparative information for 2015

	2016	2015
Cash provided by (used in):		
Operations:		
Annual deficit	\$ (4,126,032)	\$ (5,412,355)
Items not involving cash:		
Amortization of tangible capital assets	8,941,513	8,844,010
Revenue recognized from deferred capital contributions	(5,224,000)	(4,786,019)
Change in employee future benefits	(35,959)	(1,963,432)
Change in non-cash operating working capital:		
Decrease in accounts receivable	288,283	525,691
Decrease in inventories for resale	219,778	83,247
Decrease (increase) in due from govt and other govt orgs	564,934	(1,059,325)
(Increase) decrease in prepaid expenses	(3,157)	390,204
Decrease in inventories held for use	28,330	6,691
Increase in accounts payable and accrued liabilities	3,613,009	685,068
Increase in due to Province of BC and other government organizations	23,012	187,360
(Decrease) increase in deferred tuition fees	(157,940)	1,067,966
Increase (decrease) in deferred revenues	374,356	(6,832,371)
Net change in cash from operating activities	4,506,127	(8,263,265)
Capital activities:		
(Acquisition) of tangible capital assets	(5,062,467)	(8,979,612)
Net change in cash from capital activities	(5,062,467)	(8,979,612)
Financing activities:		
Principle reduction capital lease obligation	(48,847)	(31,530)
Deferred capital contributions received	2,524,167	5,819,134
Net change in cash from financing activities	2,475,320	5,787,604
Investing activities:		
Redemption of investments	1,845	3,687,285
	1,845	3,687,285
Net increase (decrease) in cash and cash equivalents	1,920,825	(7,767,988)
Cash and cash equivalents, beginning of year	13,921,147	21,689,135
Cash and cash equivalents, end of year	\$ 15,841,972	\$ 13,921,147

See accompanying notes to financial statements.

Interest received during the year was \$166,203 (2015 - \$230,463). Interest paid during the year was \$305,724 (2015:\$204,936)

VANCOUVER COMMUNITY COLLEGE

Notes to Financial Statements

Year ended March 31, 2016

1. Authority and Purpose:

Vancouver Community College (the "College") is a post-secondary educational institution funded in part by the Province of British Columbia and incorporated under the College and Institute Act on November 28, 1978. The College is a not-for-profit entity governed by a Board of Governors, the majority of which are appointed by the provincial government of British Columbia. The College is exempt from income taxes under Section 149 of the Income Tax Act.

The College serves a diverse urban community by providing excellent programs and services that prepare learners for ongoing education, direct entry into employment, career advancement and greater participation in the community.

2. Summary of significant accounting policies:

The financial statements of Vancouver Community College are prepared by management in accordance with the basis of accounting described below. Significant accounting policies are as follows:

(a) Basis of accounting:

The financial statements have been prepared in accordance with Section 23.1 of the Budget Transparency and Accountability Act of the Province of British Columbia supplemented by Regulations 257/2010 and 198/2011 issued by the Province of British Columbia Treasury Board.

The Budget Transparency and Accountability Act requires that the financial statements be prepared in accordance with the set of standards and guidelines that comprise generally accepted accounting principles for senior governments in Canada, or if the Treasury Board makes a regulation, the set of standards and guidelines that comprise generally accepted accounting principles for senior governments in Canada as modified by the alternate standard or guideline or part thereof adopted in the regulation.

Regulation 257/2010 requires all tax-payer supported organizations in the Schools, Universities, Colleges and Hospitals sectors to adopt Canadian public sector accounting standards without any PS4200 elections effective their first fiscal year commencing after January 1, 2012.

Regulation 198/2011 requires that restricted contributions received or receivable are to be reported as revenue depending on the nature of the restrictions on the use of the funds by the contributors. Contributions for the purpose of acquiring or developing a depreciable tangible capital asset or contributions in the form of a depreciable tangible capital asset are recorded and referred to as deferred capital contributions and recognized in revenue at the same rate that amortization of the related tangible capital asset is recorded. The reduction of the deferred capital contributions and the recognition of the revenue are accounted for in the fiscal period during which the tangible capital asset is used to provide services. Contributions restricted for specific purposes other than those for the acquisition or development of a depreciable tangible capital asset are recorded as deferred contributions and recognized in revenue in the year in which the stipulation or restriction on the contributions have been met. For British Columbia tax-payer supported organizations, these contributions include government transfers and externally restricted contributions.

2. Summary of significant accounting policies (continued):

(a) Basis of accounting (continued):

The accounting policy requirements under Regulation 198/2011 are significantly different from the requirements of Canadian public sector accounting standards which requires government transfers, which do not contain a stipulation that creates a liability, be recognized as revenue by the recipient when approved by the transferor and the eligibility criteria have been met in accordance with public sector accounting standard PS3410. As a result, revenue recognized in the statement of operations and certain related deferred capital contributions would be recorded differently under Canadian Public Sector Accounting Standards.

(b) Cash and cash equivalents:

Cash and cash equivalents include highly liquid investments with a term to maturity of three months or less at the date of purchase.

(c) Financial instruments:

Financial instruments are classified into two categories: fair value or cost.

(i) Fair value category: Portfolio investments in equity instruments that are quoted in an active market and derivative instruments are reflected at fair value as at the reporting date. Sales and purchases of investments are recorded on the trade date. Transaction costs related to the acquisition of investments is recorded as an expense. Unrealized gains and losses on financial assets are recognized in the Statement of Remeasurement Gains and Losses until such time that the financial asset is derecognized due to disposal or impairment. At the time of derecognition, the related realized gains and losses are recognized in the Statement of and related balances reversed from the Statement of Remeasurement Gains and Losses.

(ii) Cost category: Gains and losses are recognized in the Statement of Operations when the financial asset is derecognized due to disposal or impairment. Sales and purchases of investments are recorded on the trade date. Transaction costs related to the acquisition of investments is included in the cost of the related investments.

(iii) The College does not have any financial instruments that are recorded at fair value.

(iv) The following items are included in the cost category and measured as follows:

(A) Accounts receivable are measured at amortized cost using the effective interest method.

(B) Investments are comprised of term deposits, bearer deposit notes, and bankers' acceptances that are capable of prompt liquidation. The investments are cashable on demand and are recorded at amortized cost based on the transaction price on the trade date. All interest income, gains and losses are recognized in the statement of operations in the period in which they arise.

(C) Accounts payable and accrued liabilities are measured at amortized cost using the effective interest method.

2. Summary of significant accounting policies (continued):

(d) Inventories for resale and assets held for sale:

Inventories held for resale, including books and school supplies, and assets held for resale are recorded at the lower of cost or net realizable value. Cost includes the original purchase cost, plus shipping and applicable duties. Net realizable value is the estimated selling price less any costs to sell.

(e) Non-financial assets:

Non-financial assets are not available to discharge existing liabilities and are held for use in the provision of services. They have useful lives extending beyond the current year and are not intended for sale in the ordinary course of operations.

(i) Tangible capital assets:

Tangible capital assets are recorded at cost, which includes amounts that are directly attributable to acquisition, construction, development or betterment of the asset. Interest during construction is capitalized whenever external debt is issued finance the construction of tangible capital assets. The cost, less residual value, of the tangible capital assets, excluding land, are amortized on a straight line basis over their estimated useful lives shown below. Land is not amortized as it is deemed to have a permanent value.

Asset	Basis
Buildings	30 - 50 years
Building improvements	15 years
Building under capital lease	30 years
Furniture and equipment	5 years
Leasehold improvements	30 years
Computer hardware and software	4 years

Assets under construction are not amortized until the asset is available for productive use.

Tangible capital assets are written down when conditions indicate that they no longer contribute to the College's ability to provide goods and services.

Leases of tangible capital assets which transfer substantially all the benefits and risks of ownership are accounted for as leased tangible capital assets. Capital lease obligations are recorded at the present value of the minimum lease payments excluding executor costs. The discount rate used to determine the present value of the lease payments was based on the current government borrowing rates of 30 year term debts at that time. Note 11 provides a schedule of repayments and amount of interest on the leases.

(ii) Inventories held for use:

Inventories held for use are recorded at the lower of cost and replacement cost.

Cost includes the original purchase cost, plus shipping and applicable duties. Replacement cost is the estimated current cost to replace the items.

2. Summary of significant accounting policies (continued):

(iii) Prepaid expenses:

Prepaid expenses are recorded at cost and amortized over the period where the service benefits are received.

(f) Employee future benefits:

- (i) The College and its employees make contributions to the College Pension and Municipal Pension Plans which are multi-employer joint trustee plans. These plans are defined benefit plans, providing a pension on retirement based on the member's age at retirement, length of service and highest earnings. Defined contribution plan accounting is applied because sufficient information is not available to apply defined benefit accounting. Contributions are expensed as they become payable.
- (ii) Sick leave benefits are also available to the College's employees. The costs of these benefits are actuarially determined based on length of service and best estimates of benefit usage, retirement ages and expected future salary and wage increases. The obligation under these benefit plans are accrued based on projected benefits as the employees render services necessary to earn the future benefits. Actuarial gains and losses are amortized over the expected employee average remaining service life. The accrued benefit obligation and the net periodic benefit cost were estimated by an actuarial valuation completed in March 31, 2015 and projected to March 31, 2016.
- (iii) The College provides long-service and gratuity benefits to the employees. The costs of these benefits are actuarially determined based on length of service and best estimates of benefit usage, retirement ages and expected future salary and wage increases. The obligation under these benefit plans are accrued based on projected benefits as the employees render services necessary to earn the future benefits. Actuarial gains and losses are amortized over the expected employee average remaining service life. The most recent valuation of the College's future employee benefits was completed March 31, 2015 and projected to March 31, 2016.
- (iv) Employees who are members of the Faculty Association who are retiring at age 55 or over and who receive pension under the provisions of the Pension Act, receive a benefit where the College pays for Group Life Insurance premiums equivalent to the lesser of \$10,000 or the coverage in effect immediately preceding retirement for five years. These benefits are recognized based on the net present value of the expected obligations.

(g) Revenue recognition:

(i) Fees for services:

Tuition fees are collected in advance and recognized as revenue at the time services are provided.

Student fees and sales of goods and services are reported as revenue at the time the services are provided or the products are delivered, and collection is reasonably assured.

2. Summary of significant accounting policies (continued):

(ii) Contributions:

Unrestricted donations and grants are recorded as revenue when receivable if the amounts can be estimated and collection is reasonably assured.

Contributions for the purpose of acquiring or developing a depreciable tangible capital asset or contributions in the form of a depreciable tangible capital asset are recorded in accordance with Regulation 198/2011 which requires that they be recorded and referred to as deferred capital contributions and recognized in revenue at the same rate that amortization of the related tangible capital asset is recorded. The reduction of the deferred capital contributions and the recognition of the revenue are accounted for in the fiscal period during which the tangible capital asset is used to provide services.

Contributions restricted for specific purposes other than those for the acquisition or development of a depreciable tangible capital asset are recorded as deferred contributions and recognized in revenue in the year in which the stipulation or restriction on the contributions have been met.

(iii) Investment income:

Investment income includes interest recorded on an effective interest method, dividends recorded as declared, realized gains and losses on the sale of investments, and write-downs on investments where the loss in value is determined to be other-than-temporary.

(h) Asset retirement obligations:

The College recognizes asset retirement obligations in the period in which it incurs a legal obligation associated with the retirement of a tangible long-lived asset, including leased premises resulting from the acquisition, construction, development, and/or normal use of the asset. The fair value of the asset retirement cost is capitalized as part of the carrying value of the related long-lived asset and is amortized over the life of the asset. The liability may be changed to reflect the passage of time and changes in the fair value assessment of the retirement obligation.

The College has determined that there were no significant asset retirement obligations to be recognized.

(i) Foreign currency translation:

The College's functional currency is the Canadian dollar. Transactions in foreign currencies are translated into Canadian dollars at the exchange rate in effect on the transaction date. Monetary assets and liabilities denominated in foreign currencies and non-monetary assets and liabilities which were designated in the fair value category under the financial instrument standard are reflected in the financial statements in equivalent Canadian dollars at the exchange rate in effect on the statement of financial position date. Any gain or loss resulting from a change in rates between the transaction date and the settlement date or statement of financial position date is recognized in the Statement of Operations.

2. Summary of significant accounting policies (continued):

(j) Budget figures:

The budget figures have been derived from the 2015/16 Budget approved by the Board of Governors of the College on June 29, 2015. The budget is reflected in the Statement of Operations and the Statement of Changes in Net Financial Assets.

(k) Measurement uncertainty:

The preparation of the financial statements in accordance with Canadian public sector accounting standards requires management to make estimates and assumptions. These estimates and assumptions affect the reported amounts of assets, liabilities, and related disclosures. Key areas where management has made estimates and assumptions include those related to the net realizable value of inventories for resale, useful lives of tangible capital assets, the present value of employee future benefits, provisions for contingencies and commitments. Where actual results differ from these estimates and assumptions, the impact will be recorded in future periods when the difference becomes known.

3. Impact of accounting for government transfers in accordance with Section 23.1 of the Budget Transparency and Accountability Act:

As noted in the significant accounting policies, Section 23.1 of the Budget Transparency and Accountability Act and its related regulations require the College to recognize all government transfers provided to purchase capital assets into revenue on the same basis as the related amortization expense. In addition, all government transfers related to restricted contributions for purposes other than purchasing capital assets are to be deferred by the College and included in revenue in the period when the transfer restriction has been met.

Canadian public sector accounting standards would require these grants to be fully recognized into revenue when received by the College unless they contain a stipulation that meets the definition of a liability. The impact of this difference on the financial statements of the College is as follows:

- (a) Year-ended March 31, 2016 – decrease in annual deficit by \$2,567,020 (March 31, 2015 – decrease in annual deficit by \$1,010,279).
- (b) March 31, 2016 – increase in beginning balance of accumulated surplus by \$84,030,319 and increase in deferred operating contributions by \$98,461 and deferred capital contributions by \$81,364,838 (March 31, 2015 – increase in beginning balance of accumulated surplus by \$83,020,039 and increase in deferred operating contributions by \$83,653 and deferred capital contributions by \$83,946,665).

4. Investments:

Short-term investments consist of a term deposit, due November 1, 2016 that bears interest of 0.05%.

5. Due from (to) the government and other government organizations:

	2016	2015
Due from the Province of BC	\$ 299,434	\$ 821,269
Due from the Federal government	1,206,896	1,249,995
	\$ 1,506,330	\$ 2,071,264
Due to BCIT	210,372	187,360
	\$ 210,372	\$ 187,360

The amounts are due on demand and are non-interest bearing.

6. Accounts payable and accrued liabilities:

	2016	2015
Accounts payables and accrued liabilities	\$ 3,526,382	\$ 2,709,381
Salaries and benefits payable	6,594,203	3,974,071
Accrued vacation pay and earned time off	1,942,374	1,994,470
Student deposits	2,151,521	1,923,550
	\$ 14,214,480	\$ 10,601,472

7. Employee future benefits:

(i) Pension plan

The College and its employees contribute to the College Pension Plan and Municipal Pension Plan (jointly trustee pension plans). The boards of trustees for these plans, representing plan members and employers, are responsible for administering the pension plans, including investing assets and administering benefits. The plans are multi-employer defined benefit pension plans. Basic pension benefits provided are based on a formula. As at August 31, 2015, the College Pension Plan has about 14,000 active members, and approximately 6,500 retired members. As at December 31, 2014, the Municipal Pension Plan has about 185,000 active members, including approximately 5,800 from colleges.

7. Employee future benefits (continued):

The most recent actuarial valuation for the College Pension Plan as at August 31, 2012, indicated a \$105 million funding deficit for basic pension benefits. The next valuation will be August 31, 2015, with results available in 2016. The most recent actuarial valuation for the Municipal Pension Plan as at December 31, 2012, indicated a \$1,370 million funding deficit for basic pension benefits. The next valuation will be December 31, 2015, with results available in 2016.

Employers participating in the plans record their pension expense as the amount of employer contributions made during the fiscal year (defined contribution pension plan accounting). This is because the plans record accrued liabilities and accrued assets for the plans in aggregate, resulting in no consistent and reliable basis for allocating the obligation, assets and cost to individual employers participating in the plans.

The College paid \$5,371,825 (2015 - \$5,626,783) for employer contributions to the plan in fiscal 2016.

(ii) Employee future benefits

	Sick leave		Long-service and gratuity		2016 Total
Balance March 31, 2015	\$	1,113,000	\$	617,898	\$ 1,730,898
Current service cost		495,000		20,041	515,041
Interest cost		43,000		20,000	63,000
Benefits paid		(534,000)		(80,000)	(614,000)
Balance March 31, 2016	\$	1,117,000	\$	577,939	\$ 1,694,939

	Sick leave		Long-service and gratuity		2015 Total
Balance March 31, 2014	\$	890,000	\$	741,923	\$ 1,631,923
Current service cost		482,000		32,975	514,975
Interest cost		35,000		25,000	60,000
Benefits paid		(461,000)		(79,000)	(540,000)
Net actuarial loss (gain)		167,000		(103,000)	64,000
Balance March 31, 2015	\$	1,113,000	\$	617,898	\$ 1,730,898

The significant actuarial assumptions adopted in measuring the College's accrued benefit obligation are as follows:

7. Employee future benefits (continued):

	2016	2015
Discount rates	3.0%	3.0%
Expected future inflation rates	2.0%	2.0%
Expected wage and salary increases	2.75%	2.75%

8. Deferred tuition fees:

Deferred tuition includes tuition received in advance of the related activity performed.

	Opening balance	Receipts during year	Transferred to revenue	2016 Total
Deferred tuition	\$ 5,327,598	\$ 26,119,657	\$ (26,277,597)	\$ 5,169,658

9. Deferred revenue:

Deferred revenue includes grants, contract fees and miscellaneous income received in advance of the related activity performed.

	Opening balance	Receipts during year	Transferred to revenue	2016 Total
Deferred Contract	\$ 331,053	\$ 7,123,400	\$ (6,404,008)	\$ 1,050,445
Deferred Contribution	3,263,709	10,893,073	(11,238,109)	2,918,673
Deferred revenue	\$ 3,594,762	\$ 18,016,473	\$ (17,642,117)	\$ 3,969,118

10. Deferred capital contributions:

Deferred capital contributions represent the unamortized amount of externally restricted grants and other funding received for the purchase of capital assets. Amortization of deferred capital contributions is recorded as revenue in the statement of operations over the useful life of the related asset.

	2016	2015
Balance at beginning of the year	\$ 84,322,739	\$ 83,289,624
Contributions received	2,524,167	5,819,134
Less amortization to revenue	(5,224,000)	(4,786,019)
	\$ 81,622,906	\$ 84,322,739

10. Deferred capital contributions (continued):

Deferred capital contributions are comprised of the following:

	2016	2015
Unamortized capital contributions	\$ 80,913,879	\$ 83,593,084
Unspent contributions	709,027	729,655
	\$ 81,622,906	\$ 84,322,739

11. Obligations under capital lease

During 2014/15, Vancouver community College and BCIT entered into a Memorandum of Understanding to share a facility space on Annacis Island in Delta, British Columbia. As part of this arrangement, Vancouver Community College and BCIT entered into a joint lease for agreement for a building with a third party. The term of the lease is 30 years and commenced August 1, 2014.

2017	\$	354,663
2018		354,663
2019		354,663
2020		378,434
2021		390,318
Therafter		11,263,810
Total minimum lease payments		13,096,551
Less amounts representing interest (at 4.19% per annum)		(5,826,723)
Present value of net minimum capital lease payments	\$	7,269,957
Total interest of the capital lease for the year	\$	305,724

Total interest on leases for the year was \$305,724 (2015: \$204,936).

12. Tangible capital assets:

2016	Land	Buildings	Building improvements	Building under capital lease	Furniture and equipment	Leasehold improvements	Computer hardware and software	2016 Total
Cost								
Opening balance	\$ 7,744,768	\$ 144,414,647	\$ 4,597,705	\$ 7,350,333	\$ 71,102,402	\$ 4,202,525	\$ 23,722,357	\$ 263,134,737
Additions	-	-	2,153,580	-	1,619,067	-	1,289,820	5,062,467
Ending	7,744,768	144,414,647	6,751,285	7,350,333	72,721,469	4,202,525	25,012,177	268,197,204
Accumulated amortization								
Opening balance	-	64,042,346	690,002	163,341	62,861,024	84,714	20,314,071	148,155,498
Amortization	-	3,609,895	378,300	245,011	2,853,188	140,084	1,715,035	8,941,513
Closing balance	-	67,652,241	1,068,302	408,352	65,714,212	224,798	22,029,106	157,097,011
Net book value	\$ 7,744,768	\$ 76,762,406	\$ 5,682,983	\$ 6,941,981	\$ 7,007,257	\$ 3,977,727	\$ 2,983,071	\$ 111,100,193

2015	Land	Buildings	Building improvements	Building under capital lease	Furniture and equipment	Leasehold improvements	Computer hardware and software	2015 Total
Cost								
Opening balance	\$ 7,744,768	\$ 144,414,647	\$ 3,725,662	\$ -	\$ 68,122,589	\$ -	\$ 22,797,126	\$ 246,804,792
Additions	-	-	872,043	7,350,333	2,979,813	4,202,525	925,231	16,329,945
Ending	7,744,768	144,414,647	4,597,705	7,350,333	71,102,402	4,202,525	23,722,357	263,134,737
Accumulated amortization								
Opening balance	-	60,432,486	267,333	-	60,087,566	-	18,524,103	139,311,488
Amortization	-	3,609,860	422,669	163,341	2,773,458	84,714	1,789,968	8,844,010
Closing balance	-	64,042,346	690,002	163,341	62,861,024	84,714	20,314,071	148,155,498
Net book value	\$ 7,744,768	\$ 80,372,301	\$ 3,907,703	\$ 7,186,992	\$ 8,241,378	\$ 4,117,811	\$ 3,408,286	\$ 114,979,239

13. Accumulated surplus:

	2016	2015
Accumulated surplus is comprised of:		
Invested in tangible capital assets	\$ 20,398,681	\$ 24,067,352
Unrestricted	(3,242,453)	(2,785,092)
	\$ 17,156,228	\$ 21,282,260

14. Related organization:

The Vancouver Community College Foundation (“the Foundation”) is a separate society formed to raise funds to further the interests of the College and to provide scholarships and bursaries for students of the College. The College does not control the Foundation; therefore, the Foundation’s assets, liabilities, revenues and expenses are not included in these financial statements.

The College had the following transactions with the Foundation:

	2016	2015
Foundation contributed awards and bursaries to Students	\$ 575,876	\$ 350,107
Foundation provided project funding and equipment to the College	125,396	68,529
Foundation reimbursed the College for salaries expenses	290,211	88,281
College contributed grants to the Foundation for operating expenses	250,000	85,151

As of March 31, 2016, the College had accounts receivable from the Foundation of \$3,092 (2014 - \$Nil) for expenses that were paid for by the College on behalf of the Foundation as well as capital campaign donations. At March 31, 2016, the Foundation had net assets of \$12.86 million (2015 - \$12 million).

For the year ended March 31, 2016, gift in kind donations from the Foundation to the College were \$64,830 (2015 - \$63,185) of which \$0 (2015 - \$0) was recorded as capital assets.

15. Contractual obligations:**(a) Building construction contracts:**

During the year ended March 31, 2009, the College completed construction of a new campus building. At year end, the College has an outstanding letter of credit with the City of Vancouver, secured by a short-term GIC for \$237,500. This letter of credit will be held until Phase II of the campus redevelopment has been completed.

(b) Operating lease land

In 2014/15, VCC entered into a partnership with BCIT to share a joint facility. As part of this lease, land has been segregated as an operating lease. The term is 30 years commencing August 1, 2015.

15. Contractual obligations (continued):

Payments required under this lease are as follows:

2017	\$	115,799
2018		115,799
2019		115,799
2020		123,558
2021		127,438
Thereafter		3,677,246
Total minimum lease payments		\$ 4,275,639

(c) Service contracts:

The College entered into a number of long term service contracts for equipment rentals and service contracts with expected payments as follows:

2017	\$	2,111,140
2018		1,983,542
2019		747,168
2020		153,767
2021		16,000
		\$ 5,011,617

16. Contingent liabilities:

The College is currently engaged in or party to certain pending matters. A reasonable estimate of these future liabilities has been made where possible and is recorded in the financial statements as a liability. Where the outcomes of amounts or losses are uncertain, no amounts have been recorded.

17. Expenses by object:

The following is a summary of expenses by object:

	2016	2015
Salaries and benefits	\$ 74,717,547	\$ 76,294,051
Supplies and services	12,529,326	10,505,631
Building and telecom	6,377,500	7,168,808
Cost of goods sold	4,538,933	4,494,719
Amortization	8,941,513	8,844,010
	\$ 107,104,819	\$ 107,307,219

17. Expenses by object (continued):

Salaries and benefits include one-time restructuring costs, early retirement incentives, and voluntary departure incentives paid to its eligible faculty, CUPE employees and college administration. These costs were incurred due to lower enrolment in a number of programs resulting from a change in funding structure from government grants to tuition based programming. These one-time costs amount to \$3,061,507.

18. Financial risk management:

The College has exposure to the following risks from its use of financial instruments: credit risk, market risk and liquidity risk.

The Board of Governors ensures that the College has identified its major risks and ensures that management monitors and controls them.

(a) Credit risk:

Credit risk is the risk of financial loss to the College if a customer or counterparty to a financial instrument fails to meet its contractual obligations. Such risks arise principally from certain financial assets held by the College consisting of investments and accounts receivable. The College assesses these financial assets, on a continuous basis for any amounts that are not collectible or realizable.

(b) Market risk:

Market risk is the risk that changes in market prices, such as interest rates, will affect the College's income. The objective of market risk management is to control market risk exposures within acceptable parameters while optimizing the return on risk.

Interest rate risk is the risk that the fair value of future cash flows of a financial instrument will fluctuate because of changes in the market interest rates.

It is management's opinion that the College is not exposed to significant market or interest rate risk arising from its financial instruments.

(c) Liquidity risk:

Liquidity risk is the risk that the College will not be able to meet its financial obligations as they become due.

The College manages liquidity risk by continually monitoring actual and forecasted cash flows from operations and anticipated investing and financing activities to ensure, as far as possible, that it will always have sufficient liquidity to meet its liabilities when due, under both normal and stressed conditions, without incurring unacceptable losses or risking damage to the College's reputation.

19. Comparative figures:

Certain comparative figures have been restated to conform to current year's presentation.

DRAFT

FTE Enrolment Report of

Vancouver Community College

Year Ended March 31, 2016



Statement of Management Responsibility

The FTE Enrolment Statement Year Ended March 31, 2016, has been prepared by management in accordance with the requirements of the Ministry of Advanced Education as set out in its Student FTE Reporting Manual. The integrity and objectivity of this FTE Enrolment Statement are management's responsibility. Management is also responsible for the notes to the FTE Enrolment Statement, and for ensuring that this information is consistent, where appropriate, with the information contained in the FTE Enrolment Statement.

Management is also responsible for implementing and maintaining systems of internal controls. The internal controls are designed to provide reasonable assurance enrolments are properly recorded, and reliable enrolment information is available on a timely basis for preparation of the FTE Enrolment Statement.

The Vancouver Community College Board of Governors is responsible for ensuring that management fulfils its responsibilities for enrolment reporting and internal controls and exercises these responsibilities through the Audit and Finance Committee. The Audit and Finance Committee reviews internal enrolment reports on a quarterly basis and external audited enrolment reports annually.

The Auditor General of British Columbia conducts an independent examination, in accordance with Canadian auditing standards, and expresses his opinion on the FTE Enrolment Statement. The external auditor has full and free access to the management body of Vancouver Community College and to meet when required. The accompanying Auditors Report outlines his responsibilities, and his opinion on the FTE Enrolment Statement.

On behalf of Vancouver Community College

Dr. Peter Nunoda
President

Marlene Kowalski
Vice President Administration and CFO

VANCOUVER COMMUNITY COLLEGE

FTE Enrolment Statement

Year Ended: March 31, 2016

	2016	2015
Advanced Education		
Post-Secondary	2,671	2,843
Developmental	968	1,665
Advanced Education Funded FTEs	3,639	4,508
Federal Government - Language Instruction for Newcomers to Canada (LINC)	663	735
Total Ministry of Advanced Education FTE's	4,302	5,243
Total Advanced Education FTEs Target	6,521	6,521
Industry Training Authority	1,432	1,340
International	507	382
Total FTEs	6,241	6,965

See accompanying notes to FTE Enrolment Statement.

Approved on behalf of the Vancouver Community College Board of Governors.

 President
 Dr. Peter Nunoda

 Chair of the Board
 Pam Ryan

VANCOUVER COMMUNITY COLLEGE

Notes to FTE Enrolment Statement

Year ended: March 31, 2016

1. Basis of actual Student Full Time Equivalent (FTE) calculation:

The Student FTE Enrolment Reporting Manual (the "Manual"), which was issued in April 2005 by the Ministry of Advanced Education (the "Ministry") and updated in June 2014, was used to calculate student FTE enrolment for all programs. Under the methodology prescribed by the Manual, students' course registrations are first assigned to a program, and FTEs are calculated based on a program divisor.

2. Report presentation:

This enrolment statement reports all student enrolments funded by the Ministry, the Federal Government, under the Language Instruction for Newcomers to Canada (LINC) program, and the Industry Training Authority (ITA) as defined in the Student FTE Enrolment Reporting Manual. This statement also reports on international student enrolments and are shown separately as they are not counted towards meeting Ministry enrolment targets.

3. Post-Secondary and Developmental FTEs:

Post-secondary and Developmental FTE actuals include 13.59 FTEs for students who registered directly through the BCcampus on-line registration system.

4. Contract:

The language and settlement training contract is funded by the Federal Government under the Language Instruction for Newcomers to Canada (LINC) program.

5. Target FTEs:

The Ministry of Advanced Education sets annual FTE targets for provincial and federally funded seats. The Ministry targets were 6,521 FTEs for 2015/2016.

The ITA has a separate accountability framework for enrolment that is not FTE-based. Therefore, the ITA component of the FTE targets is not included.



DECISION NOTE

PREPARED FOR: Board of Governors

DATE: June 8, 2016

ISSUE: Approval of the 2017-2018 Academic Schedule

BACKGROUND:

The 2017-2018 Academic Schedule is prepared in accordance with Policy C.3.13 Academic Schedule. The Academic Schedule is designed to identify important dates in our students' academic lives. The Academic Schedule includes the start and end dates of programs as well as courses not part of a program, statutory holidays, known VCC closures, registration and exam dates. ITA programs and non-credentialed courses/programs in Continuing Studies are exempt from this process. The Academic Schedule was created in consultation with the Dean of each school.

As required by the College and Institute Act, the Board, with the advice of Education Council, must approve the Academic Schedule for each year.

Normally, once the Academic Schedule has been approved by the Board of Governors no changes will be made except in extraordinary circumstances. The Academic Schedule Ad Hoc Committee will serve as the adjudicating body for any such changes prior to a recommendation being made to the Education Council and in turn to the Board of Governors.

DISCUSSION:

Education Council reviewed the Academic Schedule at its May 2016 meeting. Several minor changes were requested, such as adding a note saying that the actual start date will vary by programs and renaming the "Christmas closure" as "Holiday Closure." All changes were made.

RECOMMENDATION:

THAT, on the advice of Education Council, the Board of Governors approve, in the form presented at the meeting, the 2017-2018 Academic Schedule.

ATTACHMENTS: APPENDIX A - Academic Schedule, 2017-2018

PREPARED BY: Todd Rowlatt, Chair of Education Council

DATE: May 19, 2016

Academic Schedule 2017-18

Terms and Breaks	
Fall Term 2017	5th September 2017 to 21st December 2017
Winter Term 2018	2nd January 2018 to 30th April 2018
Spring/Summer Term 2018	1st May 2018 to 30th August 2018

Holiday Closure	22nd December 2017 to January 1st 2018
VCC Day	1st November, 2017 (1st Wednesday in November)

Statutory Holidays	
Labour Day	Monday September 4th 2017
Thanksgiving	Monday October 9th 2017
Remembrance Day	Monday November 13th 2017
Family Day	Monday February 12th 2018
Good Friday	Friday March 30th 2018
Easter Monday	Monday April 2nd 2018
Victoria Day	Monday May 21st 2018
Canada Day	Saturday July 2nd 2018
BC Day	Monday August 6th 2018

2017																												2018													
September							October							November							December							January							February						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
					1	2	1	2	3	4	5	6	7				1	2	3	4						1	2		1	2	3	4	5	6					1	2	3
3	4	5	6	7	8	9	8	9	10	11	12	13	14	5	6	7	8	9	10	11	3	4	5	6	7	8	9	7	8	9	10	11	12	13	4	5	6	7	8	9	10
10	11	12	13	14	15	16	15	16	17	18	19	20	21	12	13	14	15	16	17	18	10	11	12	13	14	15	16	14	15	16	17	18	19	20	11	12	13	14	15	16	17
17	18	19	20	21	22	23	22	23	24	25	26	27	28	19	20	21	22	23	24	25	17	18	19	20	21	22	23	21	22	23	24	25	26	27	18	19	20	21	22	23	24
24	25	26	27	28	29	30	29	30	31					26	27	28	29	30			24	25	26	27	28	29	30	28	29	30	31				25	26	27	28			
																					31																				

2018																																									
March							April							May							June							July							August						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
				1	2	3	1	2	3	4	5	6	7			1	2	3	4	5						1	2	1	2	3	4	5	6	7				1	2	3	4
4	5	6	7	8	9	10	8	9	10	11	12	13	14	6	7	8	9	10	11	12	3	4	5	6	7	8	9	8	9	10	11	12	13	14	5	6	7	8	9	10	11
11	12	13	14	15	16	17	15	16	17	18	19	20	21	13	14	15	16	17	18	19	10	11	12	13	14	15	16	15	16	17	18	19	20	21	12	13	14	15	16	17	18
18	19	20	21	22	23	24	22	23	24	25	26	27	28	20	21	22	23	24	25	26	17	18	19	20	21	22	23	22	23	24	25	26	27	28	19	20	21	22	23	24	25
25	26	27	28	29	30	31	29	30					27	28	29	30	31			24	25	26	27	28	29	30	29	30	31					26	27	28	29	30	31		

For more information about Academic Scheduling please refer to: [Policy 3.13 Academic Schedule](#) and [Procedures](#)

Academic Schedule/Calendar Program/Course Delivery 2017/18

School of Arts and Science		Terms when programs start			
Program	Notes:	Fall 2017	Winter 2018	Spring 2018	Summer 2018
ABE Lab - Purple Door - Computer Studies	Self paced	☑	☑	☑	
ABE Youth Program	Self-paced, Continuous intake	☑	☑	☑	
Access to Career Education - Career Programming	class-based and self-paced	☑	☑	☑	
ASL & Deaf Studies - ASL Level 1	Part-Time	☑	☑		☑
ASL & Deaf Studies - ASL Level 2	Part-Time	☑			
ASL & Deaf Studies - ASL Level 3	Part-Time		☑		
ASL & Deaf Studies - Certificate	Full-Time	☑			
Basic Education - Computers	Self-paced, Continuous intake	☑	☑	☑	
Basic Education - English	Class based, Self-paced, Continuous intake	☑	☑	☑	☑
Basic Education - Math	Class-based, Self-paced, Continuous intake	☑	☑	☑	☑
Basic Education - Outreach	Self-paced, Continuous intake	☑	☑	☑	
College and Career Access - English & Social Sciences	(CCA) - Self-paced, Continuous intake	☑	☑	☑	☑
College and Career Access - English Skills and Prep	(CCA) - Class-based	☑	☑	☑	
College and Career Access - Math & Sciences	(CCA) - Self-paced, Continuous intake	☑	☑	☑	☑
College Foundation - Biology	Class based	☑	☑	☑	☑
College Foundation - Chemistry	Class based	☑	☑	☑	☑
College Foundation - English	Class based	☑	☑	☑	
College Foundation - Law	Class based	☑	☑		
College Foundation - Math	Class based	☑	☑	☑	☑
College Foundation - Physics	Class based	☑	☑	☑	
College Foundation - Psychology	Class based	☑	☑		
Community & Career Education - Career Awareness	(CCED) Full - Time	☑			
Community & Career Education - Computer Applications	(CCED) Part-Time	☑			
Community & Career Education - Food Services Careers	(FSCR) Full-Time	☑			
Community & Career Education - Managing Your Money	(CCED) Part-Time	☑			
Community & Career Education - Reading & Writing Level 3	(CCED) Part-Time	☑			
Community & Career Education - Reading & Writing Level 4	(CCED) Part-Time	☑			
Community & Career Education - Retail & Hospitality Careers	(REHC) Full-Time	☑			
Dance - Diploma	Cohort, Class based	☑			
Deaf & Hard of Hearing - ASL and Literacy	Grouped classes	☑		☑	
Deaf & Hard of Hearing - Job Readiness		☑			
Deaf & Hard of Hearing - Speechreading		☑	☑	☑	
English as Another Language - CELBAN Prep	Class based	☑	☑	☑	

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Term based courses: Classes are generally held over a 3-4 month period. The exact dates vary from year to year depending on national, provincial and civic holidays but typically are held in the September-December period, the January-April period, and the May-August period.

For actual program and course start dates, as not all programs start at the beginning of each term, please contact the Registrar's Office or visit www.vcc.ca/Programs/Courses.

Centre of Continuing Studies		Terms when programs start			
Program	Notes:	Fall 2017	Winter 2018	Spring 2018	Summer 2018
Building Manager Certificate		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Building Service Worker		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Business and Technical Writing Certificate		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Business Leadership and Management Certificate		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Canadian Gemmological Association Diploma	Accelerated			<input checked="" type="checkbox"/>	
Canadian Gemmological Association Diploma	Part-Time	<input checked="" type="checkbox"/>			
Counselling Skills Certificates	(Addictions & Community Counselling Programs)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Creative Writing		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Early Childhood Education		<input checked="" type="checkbox"/>			
Fashion Design & Production Diploma		<input checked="" type="checkbox"/>			
Fashion Merchandising		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Interior Design		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Jewellery - Non-credit		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Languages		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Leadership Certificate		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Makeup Artistry Certificate		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Management Skills for Supervisors Certificate		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Master/Valuer Appraisal Certificate of Completion		<input checked="" type="checkbox"/>			
Medical Device Reprocessing Technician		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
NETT (Networking Technology) Program		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Paralegal		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Small Business		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Sport and Recreation Management Certificate		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Tea Sommelier		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Volunteer Management		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Wedding and Event Management Certificate		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Wine Sommelier		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

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Term based courses: Classes are generally held over a 3-4 month period. The exact dates vary from year to year depending on national, provincial and civic holidays but typically are held in the September-December period, the January-April period, and the May-August period.

For actual program and course start dates, as not all programs start at the beginning of each term, please contact the Registrar's Office or visit www.vcc.ca/Programs/Courses.

School of Health Sciences		Terms when programs start			
Program	Notes:	Fall 2017	Winter 2018	Spring 2018	Summer 2018
Access to Practical Nursing		<input checked="" type="checkbox"/>			
Acute Care Skills for Health Care Assistants	Non-term based	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	
Bachelor of Science (Nursing)	Year 1 Entry	<input checked="" type="checkbox"/>			
Bachelor of Science (Nursing)	Advanced Entry		<input checked="" type="checkbox"/>		
Certified Dental Assisting - Distance Delivery	Non-term based - monthly intakes	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Certified Dental Assisting (on-site)	Non-term based	<input checked="" type="checkbox"/>			
Dental Hygiene	Non-term based	<input checked="" type="checkbox"/>			
Dental Reception Coordinator	Non-term based	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
Dental Technology		<input checked="" type="checkbox"/>			
Denturist		<input checked="" type="checkbox"/>			
Health Care Assistant	Non-term based	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Health Care Assistant - ESL		<input checked="" type="checkbox"/>			
Health Unit Coordinator	Non-term based	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	
Medical Lab Assistant	Non-term based	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	
Occupational/ Physical Therapist Assistant	Non-term based - Year 1	<input checked="" type="checkbox"/>			
Pharmacy Technician	Non-term based	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	
Practical Nursing		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
Pre-Health Sciences		<input checked="" type="checkbox"/>			

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For actual program and course start dates, as not all programs start at the beginning of each term, please contact the Registrar's Office or visit www.vcc.ca/Programs/Courses.

School of Hospitality, Food and Business		Terms when programs start			
		Fall 2017	Winter 2018	Spring 2018	Summer 2018
Program	Notes:				
Administrative Assistant		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Applied Business Technology		<input checked="" type="checkbox"/>			
Asian Culinary Arts		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
Baking & Pastry Arts - ACE-IT Foundation					<input checked="" type="checkbox"/>
Baking & Pastry Arts - Apprentice Level 1			<input checked="" type="checkbox"/>		
Baking & Pastry Arts - Apprentice Level 2			<input checked="" type="checkbox"/>		
Baking & Pastry Arts - Apprentice Level 3			<input checked="" type="checkbox"/>		
Baking & Pastry Arts - Artisan Baking		<input checked="" type="checkbox"/>			
Baking & Pastry Arts - Artisan Baking International		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
Baking & Pastry Arts - Pastry			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Baking & Pastry Arts - Pastry - (ESL)		<input checked="" type="checkbox"/>			
Baking & Pastry Arts - Pastry (International 5 months)		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
Cook Apprentice (monthly intake)		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Culinary Arts High School		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
Executive Assistant		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Hospitality Management - Degree		<input checked="" type="checkbox"/>			
Hospitality Management - Degree (Executive Chort)		<input checked="" type="checkbox"/>			
Hospitality Management - Diploma		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
Legal Administrative Assistant		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
Medical Office Assistant		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
Medical Transcriptionist		<input checked="" type="checkbox"/>			
Professional Cook 1		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Professional Cook 1 ESL		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
Professional Cook 2		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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For actual program and course start dates, as not all programs start at the beginning of each term, please contact the Registrar's Office or visit www.vcc.ca Programs/Courses.

School of Instructor Education		Terms when programs start			
Program	Notes:	Fall 2017	Winter 2018	Spring 2018	Summer 2018
Certificate in Online/eLearning		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Provincial Instructor Diploma		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

This Academic Schedule is subject to change

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Term based courses: Classes are generally held over a 3-4 month period. The exact dates vary from year to year depending on national, provincial and civic holidays but typically are held in the September-December period, the January-April period, and the May-August period.

For actual program and course start dates, as not all programs start at the beginning of each term, please contact the Registrar's Office or visit www.vcc.ca/Programs/Courses.

Academic Schedule/Calendar Program/Course Delivery 2017/18

School of Trades, Technology and Design		Terms when programs start			
Program	Notes:	Fall 2017	Winter 2018	Spring 2018	Summer 2018
Automotive Collision - Apprentice Level 1		<input checked="" type="checkbox"/>			
Automotive Collision - Apprentice Level 2		<input checked="" type="checkbox"/>			
Automotive Collision - Apprentice Level 3		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
Automotive Collision and Refinishing - High School		<input checked="" type="checkbox"/>			
Automotive Collision and Refinishing - RayCam			<input checked="" type="checkbox"/>		
Automotive Collision and Refinishing Diploma		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
Automotive Collision and Refinishing Technician - Foundation		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
Automotive Collision Glass Technician Apprentice		<input checked="" type="checkbox"/>			
Automotive Paint and Refinishing Prep Apprentice		<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>
Automotive Refinishing - Prep Foundation		<input checked="" type="checkbox"/>			
Automotive Refinishing Prep Apprentice			<input checked="" type="checkbox"/>		
Automotive Refinishing Prep High School			<input checked="" type="checkbox"/>		
Automotive Service Technician - E-pprentice		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	
Automotive Service Technician - Foundation		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Automotive Service Technician Apprentice - ACE-IT	Britannia	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	
Automotive Service Technician Apprentice Level 1				<input checked="" type="checkbox"/>	
Automotive Service Technician Apprentice Level 2		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Automotive Service Technician Apprentice Level 3		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Automotive Service Technician Apprentice Level 4		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
Automotive Service Technology Diploma	2 year program	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	
CAD and BIM - Architectural	(Previously Drafting)	<input checked="" type="checkbox"/>			
CAD and BIM - Architectural, Civil, Structural	(Previously Drafting)	<input checked="" type="checkbox"/>			
CAD and BIM - Citation (4 months)	(Previously Drafting)			<input checked="" type="checkbox"/>	
CAD and BIM - Diploma streams	(Previously Drafting)	<input checked="" type="checkbox"/>			
CAD and BIM - Steel Detailing	(Previously Drafting)	<input checked="" type="checkbox"/>			
Hair Design		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Hair Design High School		<input checked="" type="checkbox"/>			
Heavy Mechanical - Foundation		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Heavy Mechanical Trades Apprentice Level 1		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Heavy Mechanical Trades Apprentice Level 2		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Heavy Mechanical Trades Apprentice Level 3		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Heavy Mechanical Trades Apprentice Level 4 - CT			<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
Heavy Mechanical Trades Apprentice Level 4 - HD		<input checked="" type="checkbox"/>			
Jewellery Art and Design		<input checked="" type="checkbox"/>			
Skin and Body Therapy		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Visual Communication Design	(previously Digital Graphic Design)	<input checked="" type="checkbox"/>			

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DECISION NOTE

PREPARED FOR: Board of Governors

DATE: June 8, 2016

ISSUE: Approval of one new credential and three redeveloped credentials in CAD & BIM

BACKGROUND:

The Drafting programs at VCC have been delivered successfully for over 50 years. This proposal is a significant restructuring of our current programs, to focus both of Computer Aided Drafting (CAD) and Building Information Modeling (BIM). The department has also renamed into “CAD & BIM” to better reflect the currency of their programs and industry. The three specialties remain: Architectural, Civil-Structural, and Steel Detailing.

The changes are from the existing certificates are extensive and include reorganized course content, new courses, and an increase to 40 credits for each certificate, up from 27 credits.

The changes to the certificates will substantially satisfy the accreditation standards of the Applied Science Technologists and Technicians of BC (ASTTBC). ASTTBC and the Program Advisory Committee have been asking VCC to develop an accredited program for some time. A CAD BIM Technician diploma is in development, and will satisfy the remaining accreditation requirements. Any student who successful completes any of the three certificates will be able to directly ladder into this diploma program. The Program Advisory Committee was consulted extensively on the proposed changes and is supportive.

The short Citation program will provide students will the skills in CAD to allow them to gain employment sooner, but allows the graduate to return later to broaden their skills, as the citation program ladders directly into Level 2 of any of the certificates.

The only additional cost to the program is program assistant support.

DISCUSSION:

Education Council reviewed this proposal at our January 2016 meeting, and approved the curriculum for the certificates and the citation.

The curriculum of the CAD BIM Technician diploma program still requires some work to satisfy credential requirements, but the model proposed creative and cutting edge.

RECOMMENDATION:

THAT, on the advice of Education Council, the Board of Governors approve the implementation of the redesigned Architectural Technician Certificate, the Civil-Structural Technician Certificate, and the Steel Detailing Technician Certificate.

THAT, on the advice of Education Council, the Board of Governors approve the implementation of the new credential CAD Technician Citation program.

ATTACHMENTS: APPENDIX A - Proposal for New Program - Architectural Technician Certificate
Civil-Structural Technician Certificate, and Steel Detailing Technician Certificate

APPENDIX B - Proposal for New Program – CAD Technician Citation

PREPARED BY: Todd Rowlett, Chair, Education Council

DATE: May 20, 2016



Proposal for New Program

Name of Proposed Programs: Architectural Technician Certificate
 Civil/Structural Technician Certificate
 Steel Detailing Technician Certificate

A. *Concept*

Department Leader: Bruce McGarvie
 Faculty: School of Music, Dance and Design
 Dean: Debbie Sargent (Interim)
 Proposal Date: September 2016

Purpose and Context

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

These programs replace current Drafting Certificates. Graduates will have developed the Computer Aided Drafting (CAD) and Building Information Modeling (BIM) skills which will enable them to enter the workforce in many areas as team members in: structural steel fabrication companies, miscellaneous metals fabrication companies, and steel detailing offices; consulting engineering firms, architectural firms, municipal, provincial or federal offices, as well as in private industry for developers and construction companies. Graduates will work on a wide variety of commercial and industrial structures, energy infrastructure, highway construction and development work.

These certificates will substantially satisfy the criteria for program accreditation by the Applied Science Technologists and Technicians of BC (ASTTBC), with completion of the criteria obtained with the second year Diploma program.

The successful graduates can also ladder directly into the 24-week CAD & BIM Technician Diploma program. These programs expand the level of current technical processes, with a greater focus on BIM. The program outcomes are:

- Describe concepts, and use drawing techniques to complete projects in orthographic projection, sectioning, and dimensioning, auxiliary view and machine detailing.
- Employ current Computer Aided Drafting (CAD) and three dimensional modelling systems as a tool to produce drawings from data, designs and/or specifications.
- Apply terminology and conventions used in drafting and 3D modeling.
- Develop drafting, 3D Building Information Modeling (BIM) and related trade skills and knowledge.
- Demonstrate and utilize critical thinking, team building and interpersonal communication skills.
- Utilize data from current building codes and fabrication standards to develop practical connections between components that are code-compliant and practical to fabricate and install on site.
- Use concepts of residential building construction and technology to plan and detail a residential building in accordance with local by-laws and the BC Building Code.
- Apply concepts of civil technology and planning to produce drawings and three dimensional models for the development of an industrial site.

Proposal for New Program

- Use structural engineering drawings and specifications to prepare three dimensional models of structures, which utilise structural steel.
- Use structural engineering theories to prepare engineering drawings and BIM practices for three dimensional models of structures, which incorporate reinforced concrete and structural steel.
- Employ current Computer Aided Drafting (CAD) and three dimensional modelling systems as a tool to produce structural steel fabrication and arrangement drawings from data, designs and/or specifications.
- Prepare a comprehensive professional portfolio.
- Prepare résumé, letters of application and perform other related job search skills.

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

The design of this new program supports the College's Strategic Initiatives and Education Plan, as demonstrated by the following:

- The program is designed to support the BC Government's "Labour Market 2020" forecast for increased demand in the technical and trades segment for the energy industry infrastructure, LNG and major hydro projects.
- The new program aligns with the learning outcomes outlined in the accreditation standard for Applied Science Technologists and Technicians of BC (ASTTBC) and the Technology Accreditations Canada (TAC). The goal is to have the Certificate program satisfying most of the objectives required for accreditation, to be completed with the CAD & BIM Technician Diploma.
- These programs address the special needs of newcomers to Canada as well as international students looking to gain knowledge in the local industry.
- These programs are well suited for students with certain physical disabilities provided the computer work station can be adapted for their use. This reduces barriers for those in wheelchairs or with walking difficulties.
- These programs are designed and updated to include a higher level of technical knowledge and an increased ability in BIM. As such, it is more relevant to industry needs.
- The focus of these new programs is to provide relevant high-quality curriculum that leads to student success, and to maintain a positive reputation in the community.

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

This new program will provide the most current training required by the building and design industry today. The certificate will also provide access to those wishing to pursue a CAD & BIM Technician Diploma, and thus achieve ASTTBC accreditation.

VCC has many supports for students to facilitate success. The CAD & BIM Technologies Department refers students to these services in support of student success. Several strategies are built into the program to help students gain success.

The CAD & BIM Technologies Department has many partnerships and collaborations. Numerous informal affiliation agreements exist in support of student placement. Many steel fabrication, miscellaneous metals and steel detailing companies, engineering firms, architectural firms and contracting/development companies in the greater Vancouver area seek our graduates for placement.

The regulatory body ASTTBC and our Program Advisory Committee have been asking VCC to develop an accredited program for some time now. We value the positive partnership we have with these stakeholders. The Drafting program graduates have historically achieved high standards. As such, the program has a positive reputation in the design and building community. This new design and technological upgrade to the program will continue this tradition in the years to come.

Proposal for New Program

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

These programs can be a gateway for students who become interested in a higher level of engineering. Students could enter the first year engineering program if they meet the entrance requirements. Conversely, for those students who enter first year engineering and want a program that is more technically focused, these programs would be a good option. International students and newcomers to Canada who have completed the ESL program, and local students who have completed the ABE program, can also enter these programs.

Program Need

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

There is a consistent demand for Steel Detailing, CAD and BIM technicians in British Columbia. The drafting program at VCC has been providing skilled drafters for the engineering and construction industries for over five decades. With this new program, the department will be well suited to continue to provide highly skilled technicians ready for today's market place.

6. What evidence is there of student demand for the program?

The Drafting programs at VCC have been successfully delivered each and every year for over half a century, producing the drafters that have assisted in building this city and this province over that time. Many of the local companies delivering drafting and CAD services are either owned by former grads, or have former grads in senior management positions. From a purely statistical standpoint, our programs over the past five years have attracted students as shown in the table below:

YEAR	Architectural		Civil/Structural		Steel Detailing	
	Credential		Credential		Credential	
	Certificate	Diploma	Certificate	Diploma	Certificate	Diploma
2015	20	4	20	4	19	6
2014	18	1	18	1	7	8
2013	20	9	20	9	14	3
2012	19	5	19	5	18	1
2011	18	6	18	6	17	1
Average/year	19	5	19	5	15	4

Source: VCC Registrar's Office

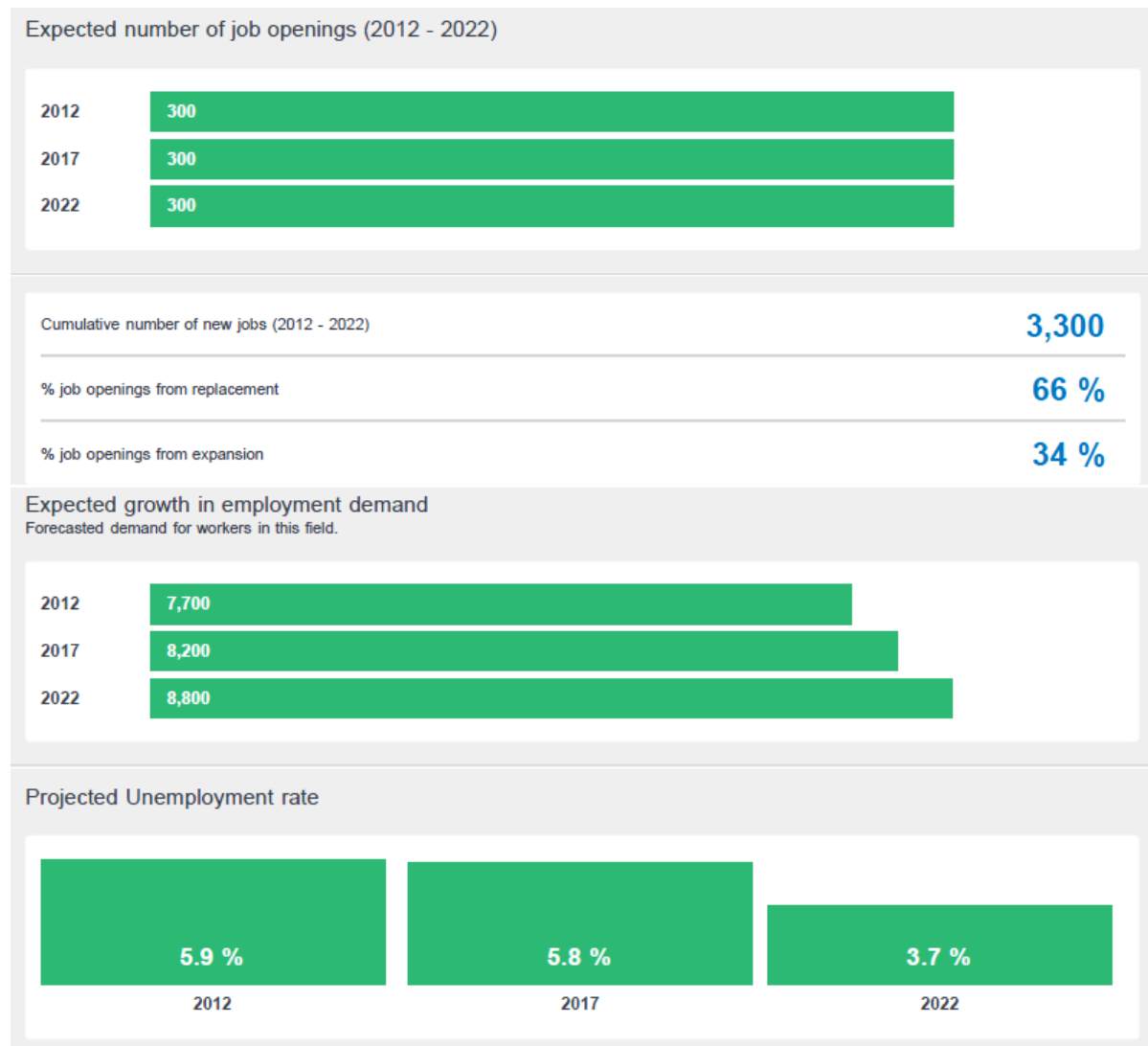
Proposal for New Program

7. What evidence is there of labour market, professional or community demand for the graduates (report results)?

From Employment and Social Development Canada projection (COPS) Sept 2015:

“Over the 2013-2022 period, an occupation will be in excess demand (a shortage of workers) if the projected number of job openings is significantly greater than the projected number of job seekers. An occupation will be in excess supply (a surplus of workers) if the projected number of job openings is smaller than the projected number of job seekers. For **Technical Occupations In Architecture, Drafting, Surveying And Mapping**, over the 2013-2022 period, **job openings** (arising from expansion demand and replacement demand) **are expected to total 16,340 and 10,998 job seekers** (arising from school leavers, immigration and mobility) are expected to be available to fill the job openings.”

From BC government’s Work BC labour market outlook Sept. 2015:



Proposal for New Program



From Applied Science Technologists and Technicians of BC (ASTTBC) 2013 report “A Strategic Direction for Technology Education and Skills in British Columbia” (see Appendix 1):

“While BC’s technology sector is growing and technology jobs are becoming strategically critical to our knowledge-based economy, other industrialized nations are also in the hunt for such workers. In the Manpower Group’s most recent Talent Shortage Survey (2012), they asked employers throughout the world about which jobs they are having the most difficulty filling. The bottom line is that there is extremely strong competition for technical talent, with “top ten” lists dominated by jobs in Science, Technology, Engineering and Mathematics, including skilled trades.

Occupation	Projected Unfilled Positions by 2022
Geological and mineral technologists	375
Drafting technologists and technicians	315
Heavy equipment operators (except crane)	305
Mapping and related technologists and technicians	280
Geological engineers	245

8. Anticipated start date of program:
September 2016

Competitive Analysis

9. Which related programs are available in the lower Mainland and/or on-line: how do they compare in terms of focus, intended outcomes, length, costs and size?
There are 5 related programs in the Lower Mainland, offered by Kwantlen Polytechnic University (KPU) and British Columbia Institute of Technology (BCIT) and Brighton College:

Institution	Credential	Credits	Cost	Duration	Pass marks
KPU	ARCHITECTURAL CERTIFICATE	32	\$4487.52*	2 SEMESTERS	50% per course 65% GPA
KPU	STRUCTURAL CERTIFICATE	32**	\$4487.52*	2 SEMESTERS	50% per course 65% GPA
BCIT	ARCHITECTURAL CADD & GRAPHICS TECHNICIAN	80***	\$6248.80*	40 WEEKS	50% per course 65% GPA

Proposal for New Program

	CERTIFICATE				
BCIT	STRUCTURAL CADD & GRAPHICS TECHNICIAN CERTIFICATE	80	\$6248.80*	40 WEEKS	50% per course 65% GPA
Brighton College	ARCHITECTURAL DRAFTING AND DESIGN SPECIALIST	Not Available	\$14550.00	34 WEEKS	Not Available

* Includes Student Association fee

** CADS 1210, CADS 1250 and CADS 1251 (4 credits each) contain course content relating to steel detailing.

*** ASCT 1120 and ASCT 1140 (8 credits each) are the steel design detailing and construction courses within these programs.

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

There will be no change to the program costs other than to include Program Assistant support. There is currently no support staff working in the Department. Efforts will be made to obtain a tuition lift and have a higher tuition than the current programs have.

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

Yes, this will be a cohort based program.

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

The expected length remains unchanged at 10 months, with 2 years allowed for completion.

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

We would expect 18-20 students in the Steel Detailing Technician Certificate program.

Admission and Delivery

14. Provide a detailed list of admission requirements, including language proficiency levels and assessment scores.

- Grade 12 graduation or equivalent
- Apprenticeship and Workplace Math 11 or Pre-Calculus Math 11 or take the Request for Transfer Credit PDF form. Requests for diploma eligibility received after the program has started will not be approved.
- Applicants whose first language is other than English, who have not completed English 098/099 and are presenting foreign documents equivalent to Grade 12, must successfully complete an English language assessment that includes a Canadian Language Benchmark of Listening 8, Speaking 7, Reading 8 and Writing 7 or better.
- Applicants who have met all the above requirements and have completed Drafting 11 and 12 in high school can apply for direct entry into Level 2 of the program.
- VCC CAD Citation graduates may insert into level 2 of the program.

Proposal for New Program

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

The program structure will allow for full time, days and/or evenings Monday to Friday. If enrollments demand more classes, both a day class and an evening class can run concurrently.

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

The intended program allows for a student to exit after Level 1 of the Steel Detailing Technician Certificate program and enter the Citation program at Level 2.

Conversely, intended program allows for a Citation student to enter the Level 2 of the Steel Detailing Technician Certificate program after completing Level 1 of the Citation program.

Student Profile

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

We have three (3) primary target populations of students.

1. Recent high school graduates or 1st year university/college students looking for a career in the technology design professions.
2. Those in their mid to late twenties who are looking for post-secondary training to obtain a better career.
3. Those trades people who have been hurt or laid-off and are looking for retraining through Work Safe or EI.

Recruitment activities will include:

- a targeted social media and online campaign
- visiting the area secondary school and meeting with drafting teachers and counselors
- having teachers visit the college and tour our department
- trade shows
- VCC Info nights
- CAD & BIM Technologies Department information sessions
- hosting high school students on Pro-D days and Spring Break

Other important characteristics that applicants should have would include:

- Excellent English communication skills.
- Working knowledge of Windows OS is strongly recommended.
- Good mathematical and mechanical comprehension.
- Ability to work in imperial and metric units of measurement.
- General good health, good hand-eye coordination and manual dexterity.
- Successful work habits and an ability to work well with others.
- Logical reasoning and an ability to visualize objects.
- Interest in all aspects of architecture, engineering, general construction and related fields.

Proposal for New Program

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

Students not meeting the program pre-requisites will be able to meet with someone from the Advising Department to determine which courses will help them to best meet the prerequisites.

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

Although the engineering and fabrication industry traditionally admits a larger percentage of male applicants than female applicants, females are strongly encouraged to apply. Marketing strategies are being developed to attain more gender balance. The program may be suited for those applicants with physical barriers (wheelchairs, crutches, walkers, etc.) that meet the program requirements. We are encouraging First Nations students to apply by working closely with the Aboriginal Services Department.

Quality

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

VCC has been a leader in training drafters for more than 50 years. Our well-respected and longstanding Program is widely recognized by many of the industry leaders with a great number of Department managers and company partners as former graduates of the program.

Historically there has been some attrition within Level 1 of the program. Based on these past attrition rates in first level, we plan to 'overfill' our first year to 20 students. We expect there will be a large interest in the Diploma program due to our anticipated accreditation from ASTTBC. This will motivate students and increase retention.

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

Learning is fostered through seminars, lectures, labs, problem based learning. Students have opportunities to apply knowledge and practice various abilities while entering various design competitions, for example Skills Canada and the BC AutoCAD competition. In addition, there are frequent practicum positions that are offered to the department by our PAC members firms and industry relationships. The number and frequency varies from year to year as industry conditions vary. The program is designed to foster the development of professionalism, a commitment to lifelong learning, and dedication to an ethical profession through classroom group activities and team projects.

22. Does the program create opportunities for students to transfer credit and/or ladder from/to other programs?

Yes, students completing courses at other institutions can be awarded transfer credits provided they meet the transferability requirements established by the British Columbia Drafting Technologies Articulation Committee of BCCAT.

Certificate graduates will have the opportunity to ladder to the CAD and BIM Diploma program. In addition, graduates may ladder into the Science or Engineering programs here at VCC or into other degree and diploma programs such as BCIT's Civil engineering degree or Technologist Programs, provided they meet the entrance requirements. The student needing some higher level math or science prerequisite courses could upgrade here at VCC as part of their academic pursuit.

Proposal for New Program

23. Will this program allow students to continue with further study? Describe laddering, bridging, or post-credential continuation of education.

As above...

24. Does this program include Prior Learning Assessment and Recognition (PLAR) as per *Policy ##* ?

PLAR is included for two courses in Level 1, CAD Drafting – Fundamentals DRFT 1010 and CAD Drafting – Applied DRFT 1011. PLAR for either of these courses is determined by a portfolio of drawings meeting the project requirements of this course as well as a successful interview with the Drafting Department Head or one of the full-time Drafting faculty.

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

As per the VCC *Qualifications for Faculty Members* policy and procedures, all current faculty members meet the area hiring criteria and have the appropriate balance of employment experience, academic and/or professional/industry credentials, with a commitment to teaching excellence.

Consultation Overview

26. With whom have you consulted *internally* regarding this proposal? What were the results of these consultations?

So far to date we have consulted with:

- Dean of Design, Graham Webber, many times in the last year. Graham has indicated his support and stated that the VCC PAC has been advocating for this for some time now.
- Dean of Health Sciences, Debbie Sargent on Sept. 1st and 21st, 2015. Debbie has indicated her support as well.
- Dean for Centre for Instructional Development, Susie Findlay (several meeting in the last year). Susie has indicated the support of her area to provide assistance required for program development.
- Instructional Associate for Centre for Instructional Development, Garth Manning (numerous meetings and continual consulting). Garth has indicated the support of his area to provide assistance required for program development.
- Marketing & Communication Officer, Kristy Neville (several meetings in the last year). Kristy has indicated her support and is working on new initiatives to support the new programs.
- Student Recruitment Specialist, Niki Scarfo on Sept. 8th, 2015). Niki has indicated her support and is working on new initiatives to support the new programs.
- Interim Director, Marketing and Communications, Karen Wilson (Oct 2nd, 2015). Karen has indicated her support for moving forward with these programs.
- Interim Registrar and Director Institutional Research, Brian Beacham (Oct 6th, 2015) Brian has indicated the support of his areas and to provide assistance required for proposals.
- Associate Registrar Records, Raymond Kaan (Oct 2th, 2015) Raymond has indicated the support of his areas and provides new course names and numbers for proposals.
- Dean, International & Immigrant Education, Tina Chow (Oct 6th, 2015) Tina has indicated her support for moving forward with these programs.
- Director, Aboriginal Services, Kory Wilson (Nov 17th, 2015) Kory has indicated his support for moving forward with these programs.

Proposal for New Program

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

The VCC Program Advisory Committee (PAC) was consulted in November 2014 and February 2015 to present this new program for feedback. The PAC encouraged the department to proceed. A follow up meeting to discuss the results of the curriculum development work was held Oct 8th, 2015. The PAC is in full support of the new programs, and feels the new technology additions and program redesign will make the program stronger, more competitive, especially due to the potential for the accreditation from ASTTBC.

Geoff Sale of the ASTTBC visited the college in January 2015 and is also in full support and has encouraged the department to apply for accreditation having determined the proposed new program is aligned with the criteria. Charles Joyner, Registrar of ASTTBC, has forwarded their letter of support which is included with this proposal (see letter of support attached to this submission).

October 14, 2015

Ms. Debbie Sargent, Interim Dean
School of Music, Dance and Design
250 West Pender St.,
Vancouver BC V6B 1S9

Subject: Letter of Support for the VCC CAD and 3D Modeling programs

Dear Ms. Sargent:

This letter is a strong expression of support from ASTTBC for the development of Technician Diploma and Certificate programs in CAD and 3D Modeling at Vancouver Community College (VCC).

ASTTBC support includes any assistance we may be able to provide during the program's application for national accreditation by TAC, [Technology Accreditation Canada](http://www.technologyaccreditation.ca) (TAC). If achieved, this independent accreditation would ensure that graduates from the VCC CAD and 3D Modeling program would have the educational qualifications for ASTTBC registration and membership as Certified Technicians (CTech). Students enrolled in the accredited program are eligible for ASTTBC student membership at no cost. Upon graduation, their status changes to Graduate Technician (Grad Tech). With two years relevant work experience the Grad Techs are eligible to reclassify to full CTech membership.

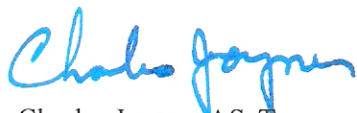
ASTTBC membership provides mobility through professional credentials recognized across Canada thus enhancing employment options and achievement of their long-term career goals.

The TAC accreditation process comprises several phases and components, including:

- Assessment of the program learning outcomes and curriculum with Canadian Technology Accreditation Criteria;
- Verification of faculty and staff qualifications and experience relevant to the Design Drafting program;
- Assurance that program graduates will be satisfied with the quality of the curriculum, teaching, instructional materials, and facilities such as laboratories, workshop equipment and facilities
- Confirmation that the program receives input from a regularly convened Program Advisory Committee or equivalent to align learning outcomes with industry expectations.
- Further information on the TAC accreditation including fees for the five-year validity period please go to: <http://www.technologyaccreditation.ca/National-Accreditation/Fees>

ASTTBC looks forward to working with you and the CAD and BIM Technologies Department faculty and staff to assist preparing for the accreditation process.

Yours truly,



Charles Joyner, ASCT
Registrar

cc: Sam DiGiandomenico, Executive Director, TAC
Geoff Sale, ASCT



Proposal for New Program

Name of Proposed Program: CAD Technician Citation

Additional material may also be included as appendices. For information about submitting the completed Proposal for New Program, please contact the Centre for Instructional Development.

Curriculum development is a consultative process. Therefore, it is understood that this is a living document which will be refined as it moves through the development process.

A. *Concept*

Department Leader:	Bruce McGarvie
Faculty:	School of Music, Dance and Design
Dean:	Debbie Sargent
Proposal Date:	September 2016

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

Purpose and Context

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

Graduates of this new program will have developed the Computer Aided Drafting (CAD) skills which will enable them to enter the workforce in many areas as team members in building and developer firms, architectural firms, municipal, provincial or federal offices, as well as in private industry. Graduates will be able to work on a wide variety of new home design and construction projects, home renovations, and development work.

The successful graduate can also ladder directly into Level 2 of any of the three (3) CAD and BIM Technician Certificate programs to build on the skills learned in this program.

This new program will address the need for a shorter program giving the graduate marketable skills to gain employment sooner but allow the graduate to return later to broaden their skills.

Upon successful completion of the program, the student will be able to:

- Use drawing techniques to complete projects in orthographic projection, sectioning, and dimensioning, auxiliary view and machine detailing.
- Describe concepts in orthographic projection, sectioning, and dimensioning, auxiliary view and machine detailing.
- Employ Computer Aided Drafting (CAD) skills to produce drawings from data, designs and/or specifications.
- Develop drafting and related trade knowledge.
- Demonstrate an understanding of drafting skills and conventions.
- Prepare a comprehensive professional portfolio.
- Use concepts of residential building construction and technology to plan and detail a residential building in accordance with local by-laws and the BC Building Code.

Proposal for New Program

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

The design of this new program supports the College's Strategic Initiatives and Education Plan, as demonstrated by the following:

- The program is designed to support the BC Government's "Labour Market 2020" forecast for increased demand in the technical and trades segment for the energy industry infrastructure, LNG and major hydro projects.
- The program aligns with the learning outcomes outlined in the accreditation criteria for Applied Science Technologists and Technicians of BC (ASTTBC) and the Technology Accreditations Canada (TAC). The Citation program graduate can ladder directly into the other Certificate and Diploma programs that lead to accreditation.
- This program addresses the special needs of newcomers to Canada as well as international students looking to gain knowledge in the local industry.
- This program is well suited for students with certain physical disabilities provided the computer work station can be adapted for their use. This reduces barriers for those in wheelchairs or with walking difficulties.
- This program includes a significant level of technical knowledge allowing our graduates to be more conversant with the ever evolving innovations of residential drafting and construction. The graduate can join many other fields such as manufacturing, fabrication or entry level mechanical with the training in the foundation of CAD they receive.
- The focus of this new program is to provide relevant high-quality curriculum that leads to student success, while maintaining a positive reputation in the community.

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

This new program will provide the most current training required by the building and design industry today. The Citation will also provide access to those wishing to pursue a Technician Certificate and a CAD & BIM Technician Diploma.

This program is designed to serve a diverse group of students, and provides accessible and job training for direct entry into the work force.

The CAD & BIM Technologies Department has many partnerships and collaborations. Numerous industry relationships exist in support of student placement. Many engineering firms, architectural firms and contracting/development companies in the greater Vancouver area seek our graduates for placement.

Our Program Advisory Committee has approved and encourages the department's initiative to develop a shorter program for the industry.

The creation of this program will improve student access and success, and ensure the VCC brand is well known in the local design and construction community.

The Drafting program has historically achieved the highest standards of graduates. As such, it is known in the design and building community for its positive reputation. This new program will continue this tradition in the years to come.

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

This program can be a gateway for students who become interested in a higher level of engineering. Students could enter the first year engineering program if they meet the entrance requirements. Conversely, for those students who enter first year engineering and want a program that is more technically focused, the CAD Technician Citation program would be a good option. International students and newcomers to Canada who have completed the ESL program, and local students who have completed the ABE program, can also enter this program.

Proposal for New Program

Program Need

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

There is a consistent demand for CAD technicians in British Columbia. The drafting program at VCC has been providing skilled drafters for the engineering and construction industries for over five decades. With this new program, the department will be well suited to continue to provide highly skilled technicians ready for today’s market place. Many design/build firms and fabrication companies need hires trained with fundamental drafting skills and CAD knowledge.

6. What evidence is there of student demand for the program?

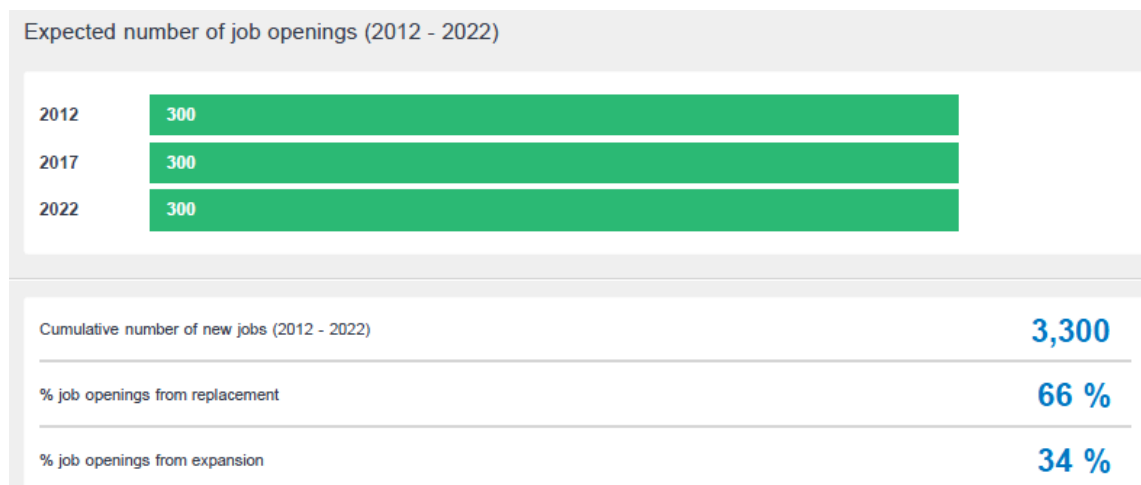
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7. What evidence is there of labour market, professional or community demand for the graduates (report results)?

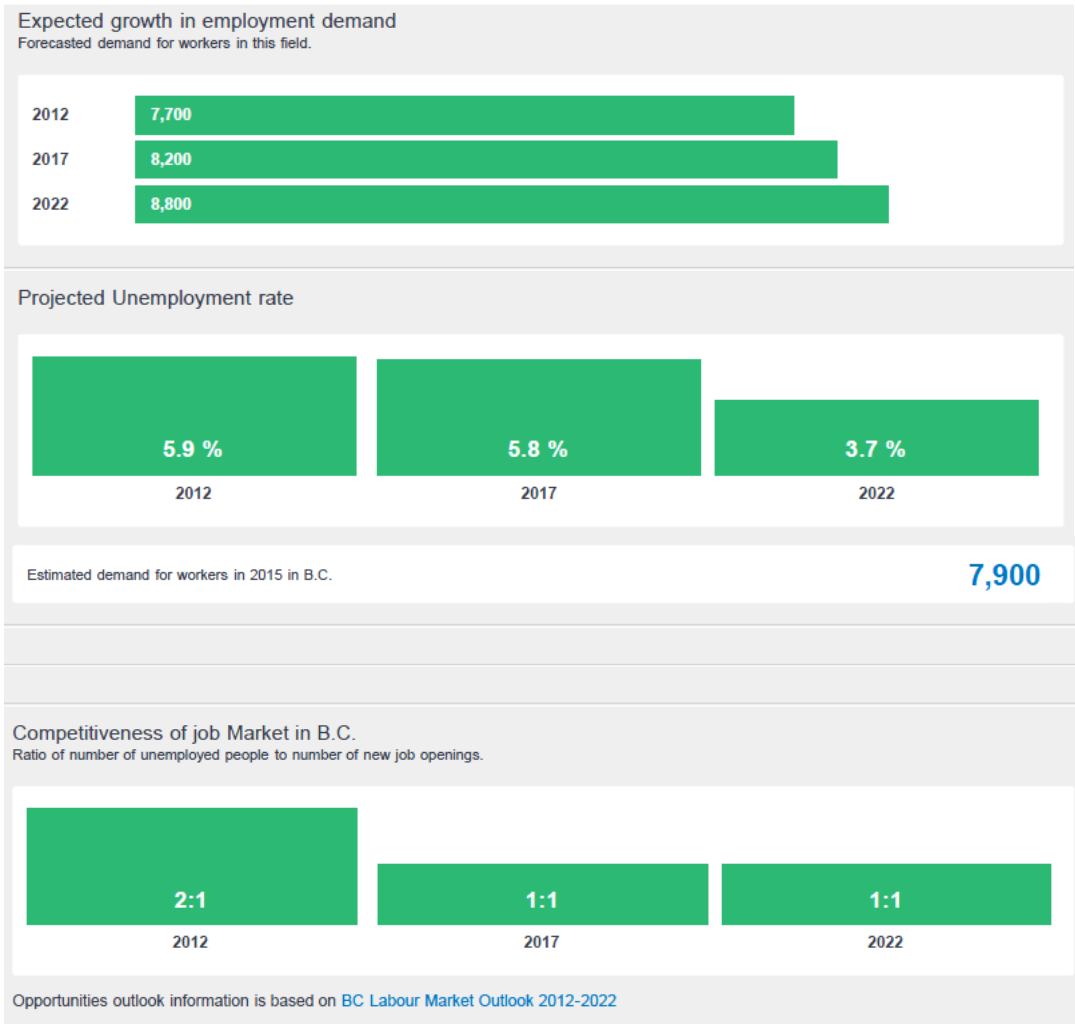
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Proposal for New Program



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While BC’s technology sector is growing and technology jobs are becoming strategically critical to our knowledge-based economy, other industrialized nations are also in the hunt for such workers. In the Manpower Group’s most recent Talent Shortage Survey (2012), they asked employers throughout the world about which jobs they are having the most difficulty filling. The bottom line is that there is extremely strong competition for technical talent, with “top ten” lists dominated by jobs in Science, Technology, Engineering and Mathematics, including skilled trades.

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Geological and mineral technologists	375
Drafting technologists and technicians	315
Heavy equipment operators (except crane)	305
Mapping and related technologists and technicians	280
Geological engineers	245

8. Anticipated start date of program (refer to Appendix XX): September 2016

Proposal for New Program

Competitive Analysis

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

There are 2 related programs in the lower Mainland, offered by Kwantlen Polytechnic University (KPU), and Brighton College:

Institution	Credential	Credits	Cost*	Duration	Pass marks
KPU	CADD CITATION	16	\$2243.52	1 SEMESTER	50% pre course 65% GPA
Brighton College	COMPUTER AIDED DESIGN WITH AUTOCAD	Not Available	\$7700.00	15 WEEKS	Not Available

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

Yes. The current instructors, equipment and support will not need to change.

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

Yes, this will be a cohort based program.

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

The expected length is 14 weeks, with 2 years allowed for completion.

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

We would expect 2 classes 18-20 (or 36-40 students per year) in the CAD Technician Citation program each year.

Admission and Delivery

14. Provide a detailed list of admission requirements, including language proficiency levels and assessment scores.

Seats are offered to applicants who have met all admission requirements on a first-qualified, first-served basis.

- Grade 12 graduation or equivalent is Apprenticeship and Workplace Math 11.
- Applicants whose first language is other than English, who have not completed English 098/099 and are presenting foreign documents equivalent to Grade 12, must successfully complete an English language assessment which includes a Canadian Language Benchmark of Listening 8, Speaking 7, Reading 8 and Writing 7 or better.

VCC CAD & BIM Technologies Department Technician Certificate student who have successfully completed Level 1 may insert into level 2 of the Citation program
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15. Will the structure of the program allow for full-time, part-time, evening, weekend, on-line, mixed-mode delivery methods, or a combination of any of these? (Identify each as appropriate).

Proposal for New Program

The program structure will allow for full time, days and/or evenings, Monday to Friday.
If enrollments demand more classes, both a day class and an evening class can run concurrently.

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

The intended program allows for a student to exit after the Level 1 of the program and enter any of the Technician Certificate programs in the CAD & BIM Technologies Department at Level 2.

Student Profile

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

We have three (3) primary target populations of students.

1. Recent high school graduates or 1st year university/college students looking for a career in the technology design professions.
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- visiting the area secondary school and meeting with drafting teachers and counselors
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Other important characteristics that applicants should have would include:

- excellent English communication skills
- good mathematical and mechanical comprehension
- ability to work in imperial and metric units of measurement
- general good health
- good hand-eye coordination
- manual dexterity
- successful work habits
- an ability to work well with others
- logical reasoning
- spatial ability
- Interest in all aspects of architecture, engineering, and general construction and related fields.

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Proposal for New Program

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Quality

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

VCC has been a leader in training drafters for more than 50 years. Our well-respected and longstanding program is widely recognized by many of the industry leaders with a great number of Department managers and company partners as former graduates of the program.

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Learning is fostered through seminars, lectures, labs, and problem based learning. Students have opportunities to apply knowledge and practice various abilities while entering various design competitions, for example Skills Canada BC AutoCAD competition.

Although the program does not have a formal practicum component as the industry does not lend itself to a consistent placement model, there are frequent practicum positions that are offered to the department by our PAC members firms and industry relationships. The number and frequency varies from year to year as industry conditions vary.

The program is designed to foster the development of professionalism, a commitment to lifelong learning, and dedication to an ethical profession.

22. Does the program create opportunities for students to transfer credit and/or ladder from/to other programs?

Yes, students completing transfer courses at other institutions can be awarded transfer credits provided they meet the transferability requirements established by the British Columbia Drafting Technologies Articulation Committee of BCCAT.

Citation graduates will have the opportunity to transfer to any of the CAD & BIM Technologies Department's Technician Certificate programs.

In addition, graduates may ladder into the Science or Engineering programs here at VCC or into other degree and diploma programs such as BCIT's Civil engineering degree or Technologist Programs, provided they meet the entrance requirements. The student needing some higher level math or science prerequisite courses could upgrade here at VCC as part of their academic pursuit.

23. Will this program allow students to continue with further study? Describe laddering, bridging, or post-credential continuation of education.

As above...

24. Does this program include Prior Learning Assessment and Recognition (PLAR) as per *Policy ##* ?

Proposal for New Program

PLAR is included for two courses in Level 1, CAD Drafting – Fundamentals DRFT 1010 and CAD Drafting – Applied DRFT 1011. PLAR for either of these courses is determined by a portfolio of drawings meeting the project requirements of this course as well as a successful interview with the Drafting Department Head or one of the full-time Drafting faculty.

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

As per the VCC *Qualifications for Faculty Members* policy and procedures, all current faculty members meet the area hiring criteria and have the appropriate balance of employment experience, academic and/or professional/industry credentials, with a commitment to teaching excellence.

Consultation Overview

26. With whom have you consulted *internally* regarding this proposal? What were the results of these consultations? Please provide names, dates, and summary of feedback (refer to Appendix XX:

We have consulted with:

- Dean of Design, Graham Webber, many times in the last year. Graham has indicated his support and stated that the VCC PAC has been advocating for this for some time now.
- Dean of Health Sciences, Debbie Sargent on Sept. 1st and 21st, 2015. Debbie has indicated her support as well.
- Dean for Centre for Instructional Development, Susie Findlay (several meeting in the last year). Susie has indicated the support of her area to provide assistance required for program development.
- Instructional Associate for Centre for Instructional Development, Garth Manning (numerous meetings and continual consulting). Garth has indicated the support of his area to provide assistance required for program development.
- Marketing & Communication Officer, Kristy Neville (several meetings in the last year). Kristy has indicated her support and is working on new initiatives to support the new programs.
- Student Recruitment Specialist, Niki Scarfo on Sept. 8th, 2015). Niki has indicated her support and is working on new initiatives to support the new programs.
- Interim Director, Marketing and Communications, Karen Wilson (Oct 2nd, 2015). Karen has indicated her support for moving forward with these programs.
- Interim Registrar and Director Institutional Research, Brian Beacham (Oct 6th, 2015) Brian has indicated the support of his areas and to provide assistance required for proposals.
- Associate Registrar Records, Raymond Kaan (Oct 2th, 2015) Raymond has indicated the support of his areas and provides new course names and numbers for proposals.
- Dean, International & Immigrant Education, Tina Chow (Oct 6th, 2015) Tina has indicated her support for moving forward with these programs.
- Director, Aboriginal Services, Kory Wilson (Nov 17th, 2015) Kory has indicated his support for moving forward with these programs.

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

The VCC Program Advisory Committee (PAC) was consulted in November 2014 and February 2015 to present this new program for feedback. The PAC encouraged the department to proceed.

A follow up meeting to discuss the results was held Oct 8th, 2015. The PAC is in full support of the new Citation program, and feels the graduates will fill a broad range of in demand positions for basic drafters in the fabrication industries and design/build firms.



INFORMATION NOTE

PREPARED FOR: Board of Governors

DATE: June 8, 2016

ISSUE: Redevelopment of the Denturist Diploma program

BACKGROUND:

The Denturist Diploma program was suspended in June 2015 (discussed at the June 29, 2015, Board meeting). Education Council did not support the suspension of the program at that time. The plan presented by Debbie Sargent, Dean of Health Sciences, was to renew the program and re-start the program within the next 1-2 years. There were numerous letters of support of professional and industry bodies (including the Denturist Association of Canada) supporting the continuation and renewal of the program, as did the Ministry of Advanced Education.

DISCUSSION:

The first draft of the concept paper for a redeveloped Denturist Diploma program was presented to Education Council at our April 2016 meeting.

The design of the program is still in development, but it will expand from a two year diploma to a three year diploma. Such a significant change to the length and design of the program allows for a review of program costs and tuition. That the length of program matches the other two accredited Denturist programs in Canada, taught at NAIT in Alberta and George Brown College in Ontario. The VCC program was previously the only accredited program in BC. A private college in Surrey teaches an unaccredited program.

A Steering Committee was struck in October 2016 to recommend the structure for a new Denturist Program that would prepare graduates to meet the National Competencies and improve graduate success on the licensing exams required by the College of Denturists of BC: theory examination; complete Denture examination; and the Objectively Structured Clinical examination. Previous graduates of VCC's Denturist program had difficulties with the clinical examinations required by the licensing process. The Steering Committee includes members from industry, the Denturists Association of BC, and the College of Denturists of BC, reflective of wide professional support for the redevelopment of the program.

At the Annual Denturist Association of Canada Annual General Meeting in Banff, September, 2015, it was mentioned that the average age of Denturists in Canada was 56-58 years. Denturists spoke of not being able to find young, qualified Denturists to take over their practices upon their retirement. This same concern has been mentioned by the members of the VCC Denturist Steering Committee members, and the Registrar of the College of Denturists of British Columbia.

In a letter dated March 24, 2016, Daniel Robichaud, President, Denturist Association of Canada, states that: "VCC previously was the only Denturist Program in British Columbia and as such for years British Columbians relied on VCC as their main educational facility for future Denturists. We hold steadfast in our opinion that there is a vast need for Accredited Denturist Programs graduating well diverse, educated and enthusiastic Denturists into the well respected and established profession of Denturism. The Profession and the Public needs VCC to reinstate the Denturist Program, as soon as possible."

Education Council supports the continued development of this program as the proposal will improve student success

RECOMMENDATION:

No motion is required, as the Denturist diploma credential has been previously approved. This is presented to the Board for information.

PREPARED BY: Todd Rowlett, Chair, Education Council

DATE: May 20, 2016



DECISION NOTE

PREPARED FOR: Board of Governors

DATE: June 8, 2016

ISSUE: Approval of revisions to D.1.3 Copyright Policy and Procedures

BACKGROUND:

The *Copyright Act of Canada* was updated in 2012, and, along with a series of Supreme Court decisions, provide an educational exemption under the *Fair Dealing* clause. The legislation requires that the College provide reasonable safeguards to ensure the fair and ethical use of copyrighted materials at the College. At that time, the College adopted the procedures for *fair dealing* used by Colleges and Institutes Canada, which is widely used across Canada. The VCC copyright policy has been updated to reflect this new context.

The College and Institute Act, Section 23(1) states “an education council must advise the board and the board must seek advice from the education council, on the development of educational policy for the following matters ... (g) policies concerning library and resource centres.”

This policy was discussed at the April 2016 Education Council after review by the Education Policy Committee and going out for community feedback.

DISCUSSION:

Education Council has no significant concerns. The Education Policy Committee commended the main policy writer, Virginia Adams, the College’s copyright librarian, for the clear and straightforward language of the policy.

RECOMMENDATION:

THAT, on the advice of Education Council, the Board of Governors approve, in the form presented at the meeting, the D.1.3 Copyright Policy and Procedures.

ATTACHMENTS: D.1.3 Copyright Policy
D.1.3 Copyright Procedures

PREPARED BY: Todd Rowlatt, Chair, Education Council

DATE: May 3, 2016

APPENDIX A



POLICY

Policy No.	D.1.3
Title	Copyright
Approving Jurisdiction	Board of Governors
Policy Sponsor	Vice President Academic, Students & Research
Last Revised/Replaces	January 2010
Effective Date	
Signed by	

CONTEXT AND PURPOSE

Vancouver Community College (VCC; the College) is in compliance with the provisions of the *Copyright Act of Canada* and is committed to the fair and ethical use of copyrighted materials at the College.

SCOPE AND LIMITS

This policy applies to all employees and students at VCC.

This policy is subject to all applicable federal and international laws and to licensing agreements.

STATEMENT OF POLICY PRINCIPLES

1. All College employees and students are responsible for using copyright protected works in accordance with the *Copyright Act* and within the terms of negotiated license agreements.
2. It is the responsibility of each individual to be familiar with the College *Copyright Policy*, *Copyright Act* and *Fair Dealing Guidelines*.
3. The College maintains a Copyright Coordinator position in the Library and appropriate resources to provide copyright information through the Library website and to support the College in copyright compliance.
4. College employees and students may reproduce and use copyright protected works for educational purposes where the *Copyright Act*, *Fair Dealing Guidelines* and/or license agreements permit such use.
5. When reproduction or use of materials for instructional purposes is not permitted under the above, permission must be sought through the Copyright Coordinator.

DEFINITIONS

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

RELATED POLICIES & LEGISLATION

Legislation:

Copyright Act, RSC 1985, c C-42 <http://laws-lois.justice.gc.ca/eng/acts/c-42/>

Policies:

D.1.4 Curriculum/Instructional Materials Created within the College

RELATED PROCEDURES

Refer to D.1.3 Copyright Procedures.

APPENDIX B



PROCEDURES

Policy No.	D.1.3
Title	Copyright
Approving Jurisdiction	Board of Governors
Policy Sponsor	Vice President, Academic, Students & Research
Last Revised/Replaces	January 2010
Effective Date	
Signed by	

DEFINITIONS

Copyright: The sole right of the copyright owner of a work to produce, copy, perform, publish, adapt, translate or telecommunicate that work and to authorize others to do the same.

Copyright Act of Canada: The Federal legislation that governs all matters related to copyright.

Copyright Cooperative: An organization that represents creators and licenses the use of their work.

Copyright Coordinator: A librarian at the College with expertise on copyright matters, who maintains copyright information, obtains copyright permissions where required, and who provides copyright information, guidance, and workshops.

Fair Dealing: The provision in the Copyright Act that allows limited copying and communicating of a work for the purposes of research, private study, education, criticism, review, news reporting, satire, and parody.

License agreement: A contract which outlines how licensed materials may be used.

PROCEDURES

1. Information regarding the use of copyrighted materials for education purposes is available in the Copyright Guide located on the Library website.
2. It is the responsibility of each individual to be familiar with the College *Copyright Policy*, *Copyright Act* and *Fair Dealing Guidelines*. Employees and students are responsible for consulting the Copyright Guide prior to copying, using and distributing copyrighted materials in face-to-face or online courses.

3. Questions regarding the Copyright Guide should be directed to the Copyright Coordinator or another librarian.
4. College and departmental copyright workshops are offered several times a year by the Copyright Coordinator and individual consultations are offered on a continual basis.
5. When the Copyright Act, fair dealing guidelines and/or licensing agreements do not allow for the instructional use of copyrighted materials, employees should contact the Copyright Coordinator to initiate a copyright permission request with the copyright owner or copyright cooperative.
6. Records for all copyright clearances, permissions and licenses are retained by the Copyright Coordinator.

RELATED POLICY

Refer to Copyright Policy D.1.3.



DECISION NOTE

PREPARED FOR: Board of Governors

DATE: June 8, 2016

ISSUE: Approval of revisions to D.1.5 Use of Library Resources Policy and Procedures

BACKGROUND:

Policy D.1.5 Use of Library Resources was last revised in 2009. It governs the use of services and resources provided by VCC Library, including access to information resources (print and online), technology, individual and group study space, computers and printing, and other equipment.

The College and Institute Act, Section 23(1) states “an education council must advise the board and the board must seek advice from the education council, on the development of educational policy for the following matters ... (g) policies concerning library and resource centres.”

This policy was discussed at the April 2016 Education Council after review by the Education Policy Committee and going out for community feedback.

DISCUSSION:

Education Council had no significant concerns. The policy has been updated to the new College policy/procedures template. Policy Committee discussed access for alumni and community borrowers, suspension of library privileges, and borrower awareness of their rights and responsibilities under this policy.

RECOMMENDATION:

THAT, on the advice of Education Council, the Board of Governors approve, in the form presented at the meeting, the D.1.5 Use of Library Resources Policy and Procedures.

ATTACHMENTS: D.1.5 Use of Library Resources Policy
D.1.5 Use of Library Resources Procedures

PREPARED BY: Todd Rowlett, Chair, Education Council

DATE: May 3, 2016



POLICY

Policy No.	D.1.5
Title	Use of Library Resources
Approving Jurisdiction	Board of Governors
Policy Sponsor	Vice-President Academic, Students and Research
Last Revised/Replaces	November 26, 2009
Effective Date	
Signed by	

CONTEXT AND PURPOSE

This policy and related procedures govern the use of services and materials provided by the Library at Vancouver Community College (VCC; the College). In support of the education, research and activities of students and employees at the College, VCC Library provides access to: information resources and technology; study, group and research space; computers and printing; and A/V equipment.

The College and Institute Act, Section 23(1) states “an education council must advise the board and the board must seek advice from the education council, on the development of educational policy for the following matters ... (g) policies concerning library and resource centres.”

SCOPE AND LIMITS

Applies to all current students and employees, and any community member entering the Library or using its resources.

STATEMENT OF POLICY PRINCIPLES

1. The primary goal of VCC Library is to support education and research at the College, as well as College operations. The Library strives to maximize access to information and services for current students and employees.
2. VCC Library provides a welcoming learning environment that is safe and accessible for all.
3. Any person may use the print materials within the Library, and may consult with Library staff for assistance in using this material.
4. Library card holders are responsible for the Library material they borrow and may be subject to penalties and sanctions if material is overdue, damaged or not returned.
5. VCC Library complies with all legal requirements and licensing agreements when providing access to Library resources.
6. The Library will establish agreements (such as interlibrary loan or reciprocal borrowing agreements) with other libraries when possible in order to expand access to resources available to our current students and employees.
7. To protect the privacy of library users and their right to access information without prejudice, the Library does not release information about Library users or materials used to any other person, institution, agency or association except for reporting fines regarding Library materials to the Registrar’s Office, or when required to do so by a court of law.

DEFINITIONS

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

RELATED POLICIES & LEGISLATION

Legislation:

BC College and Institute Act, Section 23(1)(g)

Canadian Copyright Act

BC Freedom of Information and Protection of Privacy Act

Policies:

A.3.1 Prevention of Harassment, Discrimination and Bullying

A.3.6 Standards of Employee Conduct and Conflict of Interest

B.5.2 Appropriate and Responsible Use of Education and Information Technology

D.1.2 Selection of Instructional and Library Materials

D.1.3 Copyright

D.4.3 Student Code of Conduct (Non-Educational Matters)

D.4.5 Student Educational Conduct

D.6.1 Off Campus College Related Use of College Equipment

RELATED PROCEDURES

Refer to Policy D.1.5 Use of Library Resources Procedures.

APPENDIX B



PROCEDURES

Policy No.	D.1.5
Title	Use of Library Resources
Approving Jurisdiction	Board of Governors
Policy Sponsor	Vice-President Academic, Students and Research
Last Revised/Replaces	November 26, 2009
Effective Date	
Signed by	

DEFINITIONS

Alumni: Former students who qualify for alumni status.

Community Borrowers: Members of the public may purchase a library card for a yearly fee. Retired VCC employees and other categories of special borrowers may receive a free community borrower card.

Interlibrary Loan (ILL): The cooperative exchange of items among libraries, in response to specific user requests.

Library Resources: All Library material that can be borrowed by a Library user (including books, journals, DVDs or technology), online resources (such as databases, e-books and streaming video), computers, listening and viewing equipment, services, group study rooms and facilities.

Library Privileges: The rights and responsibilities of Library users, including how many items can be borrowed, loan periods, fine rates and use of all services. These will differ by category of user (e.g. students and employees have different loan periods for a book).

PROCEDURES

1. Any person may enter the Library to use the print materials within the Library (such as the books, magazines and newspapers) and may consult with Library staff for assistance in filling an information need.
2. Limits on the use of some Library resources by the general public may be imposed due to licensing agreements or availability, and are outlined on the Library website.
3. There are four (4) categories of people who can borrow material from VCC Library:
 - a. Current students of VCC;
 - b. Current employees of VCC;
 - c. Current students and employees at other publicly funded BC post-secondary institutions, or any other institution where there is a reciprocal borrowing agreement; and
 - d. Alumni and community borrowers.

4. Reciprocal borrowing agreements between academic institutions allow students and employees to borrow material from other academic institutions. VCC has reciprocal borrowing agreements with most BC post-secondary institutions.
5. A valid VCC library card must be presented each time resources or equipment is borrowed. The VCC ID card is the library card for current students and employees. Cards are provided for other BC post-secondary students/employees, alumni and community borrowers.

USING LIBRARY RESOURCES

6. The Library privileges for the different categories of borrowers are outlined on the Library website. This includes the following:
 - a. Maximum number of items that can be checked out to a borrower at any given time;
 - b. Length of loan periods for different types of resources;
 - c. Number of renewals per item;
 - d. Number of requests allowed;
 - e. Overdue fine rate and maximum fine per item;
 - f. Booking of equipment, audio-visual material or study rooms;
 - g. Access to Library computers and any material subject to a license agreement;
 - h. Access to interlibrary loan services; and
 - i. Any additional restrictions to borrowing materials or use of Library resources.
7. Borrowing privileges of students begin when they pay the fees to the College for their program and/or course.
8. Borrowing privileges for students expire one (1) month after the end date of their course or program.
9. Borrowers must return or renew materials by the due date. If materials are damaged, lost or returned late, borrowers must pay overdue, replacement or damage fees.
10. For lost or damaged items, borrowers are charged:
 - a. The cost of replacing the item;
 - b. Any overdue fines; and
 - c. A service fee.
11. Current employees are not charged overdue fines but must pay to replace any item damaged or not returned within six (6) months.

SUSPENSION OF LIBRARY PRIVILEGES

12. Library privileges may be suspended if a user violates the College's policies concerning conduct and respectful behavior.
13. Library privileges are blocked if a borrower owes \$10 or more in fines. This will prevent borrowing of additional material until the amount of fines owed is under \$10.
14. If a student owes \$20 or more in fines, blocks are placed on the student accounts in the Registrar's Office. Final grades and transcripts will not be issued to students until billed materials have been returned or paid for; students will not be able to register for other courses. The block is removed when the amount owed is under \$20.

COMMUNICATION WITH USERS

15. Library notices and communications are sent by email.
16. The Library proactively notifies the user of fines or other penalties on their record. Non-receipt of such notices does not relieve the user from responsibility for fines or penalties.

USE OF COMPUTERS

17. Library computers are available for current students and employees at all Library locations.
18. Computers may be made available to other users based on availability and criteria listed on the Library website.
19. All users who access and use the Library computers are required to use them appropriately and responsibly as defined in Policy B.5.2 Appropriate and Responsible Use of Educational and Information Technology.

USE OF LIBRARY FACILITIES

20. The Library will maintain guidelines on its website regarding the appropriate use of Library facilities and equipment to ensure the use of shared space is fair, equitable and respectful for all users.
21. Recognizing that the Library is used for quiet study as well as collaborative work, the Library will identify acceptable noise levels for different areas of the Library.
22. Children may not be left alone or unsupervised in the Library. Library staff cannot be responsible for the safety of unattended children.

PRIVACY

23. The Library does not release information about Library users or material used to any other person, institution, agency or association except for reporting charges regarding Library materials to the Registrar's Office, or as required by law.
24. VCC will inform the user if a court order has been served and that it intends to comply.

SAFETY

25. In cooperation with appropriate College departments, the Library seeks to provide a safe and secure environment for everyone.
26. Personal items left unattended in the Library are taken to the Security Office and may be claimed there.
27. Library users are encouraged to alert Library staff if they feel uncomfortable or unsafe in the Library.

INTERLIBRARY LOAN

28. Through interlibrary loans, the Library will endeavor to borrow Library material not owned by VCC in support of VCC coursework, research or College operations, and to lend material to other institutions.
 - a. High demand items may not be eligible for ILL (e.g. Reserves).
 - b. Licensing agreements may also limit what is eligible for ILL (e.g. Articles from certain databases).
 - c. VCC only interlends ILL material from Canadian libraries.
29. ILL is only available to current students and employees with valid Library privileges.
30. Material borrowed through ILL is subject to the loan policies and fees set by the lending library, which may differ from those of VCC Library.
31. ILL material may be renewed, depending on the policy of the lending library and is subject to recall by the lending library.
32. VCC Library will not attempt to borrow through ILL the following types of material:
 - a. Material already held at VCC Library;
 - b. Articles available in VCC Library's online databases or e-journals; and
 - c. Materials limited by copyright or licensing agreements.

33. Due to budgetary limitations, the number of interlibrary loan requests processed for any one user may be restricted. The user will be informed by email.

RELATED POLICY

Refer to D.1.5 Use of Library Resources Policy.



DECISION NOTE

PREPARED FOR: VCC Board of Governors Public Meeting

DATE: June 8, 2016

ISSUE: Approval of the new University Transfer Courses, Introduction to Criminology and Canadian Legal System State tuition fees.

BACKGROUND:

VCC provides a range of University Transfer courses in Sciences, Math and Humanities. Historically, these courses came about to fill the need for pre-requisites, breadth requirements and electives for the various Academic post-secondary programs at VCC. A smaller but increasing portion of enrolment is comprised of students looking to complete undergraduate transfer credits that can be transferred into other public post-secondary institutions in BC.

There is an opportunity to prepare students for transfer into academic degree granting institutions as more public institutions are focusing their efforts on degree offerings. These institutions are experiencing high levels of attrition over the first two years of their degree programs and are looking for transfer students to ensure stable enrolment in years two through four. The recently launched Transfer Certificates into the Engineering and Computer Science Faculties at SFU is our first effort to address this identified need. The first cohorts are completing their transfer Certificates at VCC and there has been strong initial interest in this option from both existing VCC students as well as recent high school graduates, the latter of which has not typically accessed University Transfer options at VCC. The new Engineering and Computer Science courses for the SFU option have sustained tuition levels significantly above the standard UT course offerings. The Faculty of the Environment at SFU has expressed a similar interest for a guaranteed transfer pathway.

We are proposing the addition of two three-credit courses that will satisfy elective options for a range of internal and transfer programs. These courses were part of a group of three courses that were licensed from NEC Native Education College. The other course, INDG 1100 (Introduction to First Nations and Indigenous Studies) will be included within an upcoming decision note relating to the Transfer Certificates. The additional courses are CRIM 1150 – Introduction to Criminology and CRIM 1160 – Canadian Legal Systems. Both courses were constructed for the Aboriginal Justice Studies Certificate program at NEC and would provide strong additional Indigenous content.

The British Columbia 2022 Labour Market Outlook projects a steadily increasing labour market over the next 7 years, especially concentrated in the lower mainland. The list of the top 60 occupations includes police officers. The Truth and Reconciliation Commission also identified

justice and public safety as a priority moving forward. The course curriculum has been approved by Curriculum Committee and subsequently approved by Education Council on May 10, 2016.

Discussion:

In 2015-16 there were 2350 registrations in University Transfer courses, representing a 13% increase over previous enrolment. Surveys were conducted in March of this year with students enrolled in University Transfer courses. There were more than 450 responses gathered to this survey and more than 50% indicated interest in taking additional Science and Humanities courses at VCC, should they be made available. With more than 4000 registrants annually, VCC has the largest number of students in Academic upgrading of any public post-secondary. Approximately two-thirds of those students are going elsewhere for their post-secondary programming. Likewise, high school graduates in the Vancouver areas closest to VCC are going to other post-secondary institutions to obtain their University Transfer credits. Only 98 graduates from four local high schools and VSB adult upgrading came to VCC, while 862 went to other more remote Colleges. These sequential students represent a significant missed opportunity

Approximately 4% of VCC's student headcount are Aboriginal. This representation should be between 8% and 10%. VCC has a significant infrastructure dedicated to Indigenous program and services, and these courses, along with the Introduction to First Nations and Indigenous Studies course provide valuable indigenous content within our Academic offerings. This will also facilitate efforts in establishing transfer streams into other program areas.

The Transfer Certificates have been designed to ensure that a minimum of new courses will be created in order to support a maximum number of new credentials. VCC's courses will be strategically scheduled to ensure new course offerings are supported by several coordinated program streams. These courses will also satisfy enrolment demand for electives from existing and impending Degree offerings at VCC in the Health Sciences area. Finally, one of the top planning priorities is the development of first and second year programming that can enable students to complete the Associate of Arts and Associate of Science credential. Within this credential is the opportunity to deliver greater Indigenous programming like that envisioned in a future Aboriginal Justice Citation, bringing together a number of courses that can feed into justice and policing program areas for Aboriginal students.

Comparable programs in BC charge the following fees:

INSTITUTION	JUSTICE TRANSFER CLUSTER (INDIGENOUS DELIVERY FOCUS)
VCC (proposed)	\$ 450
SFU (public)	\$ 532
KPU (public)	\$ 401
Douglas College (public)	\$ 299
Langara College (public)	\$ 281
JIBC (public)	\$ 474

Options:

All options are estimated at class enrolment levels of 22 students

Option 1: New course tuition fee per credit approximate to KPU – total fees per student of \$399

- Tuition per credit - \$ 133

Implications: This option will fully recover all VCC costs and generates 32.1% net contribution to VCC overhead. It gives The College the most flexibility to react to any changes in the enrolment level. Tuition rates for new courses exceed all but research Universities.

Option 2: New course tuition fee per credit that approximates tuition of upgrading courses at VCC – total fees per student of \$ 450

- Tuition per credit - \$ 150

Implications: This option will fully recover all VCC costs and generates 35.0% net contribution to VCC overhead. It gives The College modest flexibility to react to any changes in the enrolment level. Achieve replacement cost for reduced upgrading classes.

Option 3: New course tuition fee per credit approximate to SFU – total fees per student of \$540

- Tuition per credit - \$ 180

Implications: This option will fully recover all VCC costs and generate 39.5% net contribution to VCC overhead. It gives VCC modest flexibility to react to any changes in the enrolment level. Discrete course offerings priced in range with other institutions.

RECOMMENDATION:

Option 2 – New course tuition fee per credit of \$150, which approximates tuition of upgrading courses at VCC. This option provides financial stability by generating 35.0% net contribution to VCC overhead, while ensuring standalone tuition is not prohibitive for non-cohort student enrolment. This fee will be applied to the new University Transfer Courses, Introduction to Criminology and Canadian Legal System, effective September 1, 2016.

The VCC Finance and Audit Committee approved this recommendation on May 16, 2016.

RECOMMENDED MOTION:

THAT, on the recommendation of the Finance and Audit Committee, the Board of Governors approves a tuition fee of \$450 (\$150 per credit) per student, for the new University Transfer (UT) courses Introduction to Criminology and Canadian Legal System State.

ATTACHMENTS: APPENDIX A - Financial Statement

PREPARED BY: *David Wells, Dean, School of Arts & Sciences*
Marlene Kowalski, VP Administration and CFO

DATE: May 30, 2016

Options	Option 1	Option 2	Option 3
Tuition fee per student - Domestic	\$ 399	\$ 450	\$ 540
Revenue			
Tuition revenue - Domestic	\$ 8,778	\$ 9,900	\$ 11,880
Block fund allocation	\$ 16,500	\$ 16,500	\$ 16,500
Total revenue	\$ 25,278	\$ 26,400	\$ 28,380
Instructor			
Salary (step 1)	\$ 9,758	\$ 9,758	\$ 9,758
Benefits (23.75%)	\$ 2,318	\$ 2,318	\$ 2,318
Total instructor costs	\$ 12,076	\$ 12,076	\$ 12,076
Support Staff			
Salary	\$ -	\$ -	\$ -
Benefits (27.0%)	\$ -	\$ -	\$ -
Total support staff costs	\$ -	\$ -	\$ -
Operational costs			
Operational Expenses	\$ 362	\$ 362	\$ 362
Total operational costs	\$ 362	\$ 362	\$ 362
Indirect student support			
Indirect student support	\$ 4,726	\$ 4,726	\$ 4,726
Total indirect student support	\$ 4,726	\$ 4,726	\$ 4,726
Total expenditures	\$ 17,164	\$ 17,164	\$ 17,164
Net contribution to VCC overhead / (Deficit)	\$ 8,114	\$ 9,236	\$ 11,216
Net contribution to VCC overhead / (Deficit)	32.1 %	35.0 %	39.5 %



DECISION NOTE

PREPARED FOR: VCC Board of Governors Public Meeting

DATE: June 8, 2016

ISSUE: Approval of Three New CAD and BIM Certificate Programs

BACKGROUND:

The three Drafting programs at VCC (Architectural, Steel Detailing and Civil/Structural) have been successfully delivered for over half a century, producing drafters that have assisted in building this city (Vancouver) and the province of BC over that time. Many of the local companies delivering drafting services are either owned by former grads, or have former grads in senior management or other positions.

The new Computer Assisted Drafting (CAD) and Building Information Modelling (BIM) certificate programs will replace the current Drafting Technician Certificate programs. A redesign of the programs was made at the request of the Program Advisory Committee (PAC) and was done in consultation with industry. Graduates of these new programs will have developed the CAD and (BIM) skills that will enable them to enter the workforce with skills currently in demand by architectural firms, municipal, provincial or federal offices, as well as in private industry for developers and construction companies.

The technical occupations in Architecture, Steel Detailing and Civil Structural have been identified as some of the largest and fastest-growing sectors of the BC economy, with the BC government's Work BC predicting a demand that outnumbers the supply of graduates.

DISCUSSION:

The VCC Drafting Programs have an excellent reputation in the Lower Mainland within the Architectural, Engineering and Steel Fabrication industries, and graduates typically have good job prospects at relatively high rates of pay. Recent DASCO surveys have shown that 89% of graduates are employed within 4 months of graduation.

The program redesign creates an opportunity to increase tuition fees to sustainable levels. The PAC agrees that tuition should be set at a rate that reflects our quality program and our long history of serving their hiring and innovation needs.

Many local consulting firms rely on VCC for quality Drafting Technicians and these new programs will ensure our graduates are trained for the new technologies in today's workplace and design industries.

In recommending a new tuition for these programs, VCC has reviewed the tuition of competitive programs in the province. Comparable programs charge the following fees:

INSTITUTION	CREDENTIAL	TOTAL
Kwantlen Polytechnic University	CERTIFICATE 2 SEMESTERS (8 MONTHS)	\$4487
British Columbia Institute of Technology	CERTIFICATE 40 WEEKS	\$6249

All three certificate programs have a similar program structure with the same number of credits and hours. As such, the tuition for all three programs should be the same.

OPTIONS:

Option 1: Approve the three new CAD and BIM programs with the current year's tuition fees; Tuition per credit - \$85.89, equals tuition of \$3,436 per student

Implications: The tuition fee is significantly lower than the other institutions offering similar programs and does not recover the current VCC indirect costs.

Option 2: Approve the three new CAD and BIM programs with the tuition per credit of \$134.00, which equals tuition of \$5,360 per student

Implications: This option will fully recover all direct and indirect costs but will not generate any net contribution to VCC overhead. It gives VCC limited flexibility to react to any changes in industry demands.

Option 3: Approve the three new CAD and BIM programs with the tuition per credit of \$141.00, which equals tuition of \$5,640 per student

Implications: This option will fully recover all direct and indirect costs and generate 2% net contribution to VCC overhead. It gives VCC some flexibility to react to any changes in industry demands. This is still lower than BCIT's tuition.

Option 4: Approve the three new CAD and BIM programs with the tuition per credit of \$147.92, which equals tuition of \$5,917 per student

Implications: This option will fully recover all direct and indirect costs and generate 4% net profit to VCC after recovering institutional overhead. It gives VCC greater flexibility to react to any changes in industry demands.

RECOMMENDATION:

Option 4: Tuition per credit - \$147.92, equals tuition of \$5,917 per student

RECOMMENDED MOTION:

THAT, on the recommendation of the Finance and Audit Committee, the Board of Governors approves a tuition fee of \$5,917 (\$147.92 per credit) per student, effective September 1, 2016 for the following new CAD and BIM certificate programs:

- Architectural Technician Certificate
- Steel Detailing Technician Certificate
- Civil/Structural Technician Certificate

ATTACHMENT: APPENDIX A – Financial Analysis
PREPARED BY: Debbie Sargent, Interim Dean, School of Music, Dance & Design
Marlene Kowalski, VP Administration and CFO
DATE: May 25, 2016

Scenarios with number of students	0% Net Contribution	2% Net Contribution	3% Net Contribution	4% Net Contribution	5% Net Contribution
Tuition fee per student	\$ 5,360	\$ 5,633	\$ 5,773	\$ 5,917	\$ 6,845
No. of Intakes	1	1	1	1	1
No. of students per intake - Domestic	18	18	18	18	18
Total students (with X FTE attrition) - Domestic	16	16	16	16	16
Students	16	16	16	16	16
Duration - instructor months	9	9	9	9	9
Duration - days	194	194	194	194	194
Other days	0	0	0	0	0
Department head release days	30	30	30	30	30
Duty days per year	180	180	180	180	180
Instructor FTE required per intake	1.24	1.24	1.24	1.24	1.24
Number of credit hours	40	40	40	40	40
Existing tuition fee per credit - Domestic	\$ 86	\$ 86	\$ 86	\$ 86	\$ 86
New tuition fee per credit - Domestic	\$134	\$141	\$144	\$148	\$152
Support staff FTE	0.15	0.15	0.15	0.15	0.15
Operational costs	3 %	3 %	3 %	3 %	3 %
Revenue per student	\$ 13,360	\$ 13,633	\$ 13,773	\$ 13,917	\$ 14,845
Cost (breakeven tuition fee) per student	\$ 13,360	\$ 13,360	\$ 13,360	\$ 13,360	\$ 13,360
Breakeven tuition fee per student	\$ 13,360	\$ 13,360	\$ 13,360	\$ 13,360	\$ 13,360
Block fund per student	\$ 8,000	\$ 8,000	\$ 8,000	\$ 8,000	\$ 8,000

Revenue					
Tuition revenue - Domestic	\$ 85,762	\$ 90,125	\$ 92,373	\$ 94,669	\$ 109,513
Block fund allocation	\$ 128,000	\$ 128,000	\$ 128,000	\$ 128,000	\$ 128,000
Total revenue	\$ 213,762	\$ 218,125	\$ 220,373	\$ 222,669	\$ 237,513
Instructor					
Salary (step 1)	\$ 113,117	\$ 113,117	\$ 113,117	\$ 113,117	\$ 113,117
Benefits (23.75%)	\$ 26,865	\$ 26,865	\$ 26,865	\$ 26,865	\$ 26,865
Total instructor costs	\$ 139,982	\$ 139,982	\$ 139,982	\$ 139,982	\$ 139,982
Support Staff					
Salary (Grade 25, Step 5)	\$ 8,725	\$ 8,725	\$ 8,725	\$ 8,725	\$ 8,725
Benefits (27.0%)	\$ 2,356	\$ 2,356	\$ 2,356	\$ 2,356	\$ 2,356
Total support staff costs	\$ 11,081	\$ 11,081	\$ 11,081	\$ 11,081	\$ 11,081
Operational costs					
Operational expenses	\$ 3,837	\$ 3,837	\$ 3,837	\$ 3,837	\$ 3,837
Total operational costs	\$ 3,837	\$ 3,837	\$ 3,837	\$ 3,837	\$ 3,837
Indirect student support					
Indirect student support	\$ 58,862	\$ 58,862	\$ 58,862	\$ 58,862	\$ 58,862
Total indirect student support	\$ 58,862	\$ 58,862	\$ 58,862	\$ 58,862	\$ 58,862
Total expenditures	\$ 213,762	\$ 213,762	\$ 213,762	\$ 213,762	\$ 213,762
Net contribution to VCC overhead / (Deficit)	\$ -	\$ 4,362	\$ 6,611	\$ 8,907	\$ 23,751
Net contribution to VCC overhead / (Deficit)	0%	2%	3%	4%	10%

Simple Income Statement

Revenue from contract	\$ 213,762	\$ 218,125	\$ 220,373	\$ 222,669	\$ 237,513
Direct instructors cost	\$ 139,982	\$ 139,982	\$ 139,982	\$ 139,982	\$ 139,982
Direct non-labour cost	\$ 3,837	\$ 3,837	\$ 3,837	\$ 3,837	\$ 3,837
Gross margin	\$ 69,943	\$ 74,305	\$ 76,554	\$ 78,849	\$ 93,694
Indirect IRA cost	\$ -	\$ -	\$ -	\$ -	\$ -
Indirect support staff cost	\$ 11,081	\$ 11,081	\$ 11,081	\$ 11,081	\$ 11,081
Total indirect expenditures	\$ 11,081	\$ 11,081	\$ 11,081	\$ 11,081	\$ 11,081
Surplus / (Deficit) (prior VCC overhead)	\$ 58,862	\$ 63,225	\$ 65,473	\$ 67,769	\$ 82,613
VCC Institutional support (Overhead 38%)	\$ 58,862	\$ 58,862	\$ 58,862	\$ 58,862	\$ 58,862
Net Surplus / (Deficit)	\$ -	\$ 4,362	\$ 6,611	\$ 8,907	\$ 23,751