



AGENDA

VCC Board of Governors Special Public Meeting

September 9, 2020 at 5:30 p.m.

Zoom Video Conference:

<https://vcc.zoom.us/j/64397010942?pwd=YWFYcWNGNXFITm5qdFBRSGRZRMVodz09>

Zoom Telephone: +1 778 907 2071
+1 647 558 0588

Meeting ID: 643 9701 0942
Password: 037455

ATTENDANCE

Board Members

Joey Hartman (Chair - Board/Human Resources)
Libby Davies (Vice Chair) **REGRETS**
Mike Tourigny (Chair, Finance & Audit)
Garth Manning (Chair, Governance)
Erin Klis
Mahin Rashid
Nadia Belokopitov
Navreet Kaur Thind
Rene-John Nicolas
Seung Oh
Shobha Rajagopalan
Sue Hammell

Ex-Officio

Ajay Patel President & CEO
Elle Ting Chair, Education Council

Board Secretary

Deborah Lucas

Staff Resources

Clodine Sartori	VP, People & Culture (Acting)
David Wells	VP, Academic & Applied Research
Ian Humphreys	VP, Administration & International Development
Jane Shin	VP, Students & Community Development (Interim)
Elmer Wansink	AVP, IT & CIO
Clayton Munro	AVP, Student & Enrolment Services (Interim)
Karen Wilson	ED, Marketing & Communications
Jamie Choi	ED, Finance & CFO
Patris Aghakian	Associate Director, Institutional Research
Janet Latter	Manager, Institutional Research

**VCC recognizes and acknowledges the Musqueam, Squamish and Tsleil-Waututh people,
on whose traditional and unceded territories we live, learn and work.**

Item	Topic	Action	Speaker	Time	Attach	Page
1.	CALL TO ORDER , LAND ACKNOWLEDGEMENT & OPENING REMARKS		J. Hartman	2 min	--	--
2.	APPROVAL OF AGENDA	Decision	J. Hartman	1 min	--	1
3.	INSTITUTIONAL ACCOUNTABILITY PLAN & REPORT 2019-20	Decision	A. Patel	30 min	✓	2
4.	FIVE YEAR CAPITAL PLAN – 2021/22 to 2025/26	Decision	A. Patel	30 min	✓	52
5.	NEXT MEETING & ADJOURNMENT					
	Next regular public meeting is Sept 30, 2020	Info	J. Hartman	1 min	--	--



DECISION NOTE

PREPARED FOR: Board of Governors Special Public Meeting

DATE: September 9, 2020

ISSUE: **RECOMMENDATION FOR APPROVAL:**
VCC Institutional Accountability Plan and Report 2019/20 Reporting Cycle

BACKGROUND:

The Institutional Accountability Plan and Report is a public document. It provides the general public an opportunity to become familiar with the college, and the ministry with assistance in system-wide planning. Potential readers include students, parents, educators, post-secondary institutions, educational organizations, ministry staff, members of the legislative assembly, and media. The final report will be posted on the Ministry of Advanced Education, Skills and Training, and VCC websites.

DISCUSSION:

The Accountability Plan and Report has been prepared in accordance with the [Accountability Framework Standard Manual and Guidelines](#), published in March 2020. The Accountability Framework is a set of planning and reporting processes for British Columbia's public post-secondary education system. The purpose of the Framework is two-fold:

- To ensure individual public post-secondary institutions are accountable to government, their boards and students, and the public for their performance related to ensuring students receive quality educational opportunities relevant to their needs and the needs of the labour market; and
- To ensure the Ministry is accountable to the public for the performance of the public post-secondary education system in BC, with the aim that it should benefit all residents of the province by ensuring the system's ongoing contribution to social and economic development.

The Institutional Accountability Plan and Report fulfills the requirement of public sector organizations to operate under the Taxpayer Accountability Principles.

RECOMMENDATION:

THAT the VCC Board of Governors approve the VCC Accountability Plan and Report 2019/20 Reporting Cycle, as presented at the September 9, 2020 meeting.

ATTACHMENTS: APPENDIX A - VCC Accountability Plan and Report 2019/20 Reporting Cycle

PREPARED BY: Patris Aghakian, Associate Director, Institutional Research

DATE: August 26, 2020



VCC Institutional Accountability Plan and Report

2019/2020 REPORTING CYCLE

DRAFT





September 9, 2020

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

Dear Minister Mark,

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

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

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

To make life more affordable

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

To deliver the services that people count on

- VCC's numerous Youth Train in Trades programs allow high school students to gain streamlined entry into in-demand trades careers while earning Industry Training Authority (ITA) certifications.

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

To build a strong, sustainable, innovative economy that works for everyone

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

To protect British Columbians from the spread of COVID-19

- At the request of the Ministry of Advanced Education, Skills and Training, VCC remained open as an essential service throughout the COVID-19 pandemic, ensuring that learning continued and student services remained available.
- Thousands of VCC-trained nurses, health care assistants, medical lab assistants, and others have been bravely working in hospitals, care facilities, and in the community since the start of the COVID-19 pandemic.
- Multiple VCC departments pooled resources to donate over 60,000 pieces of personal protective equipment (PPE) to local health care providers.

- VCC set up its Downtown campus kitchens as a hub where VCC chefs and other contributors ran a food prep and delivery program serving 6,000 meals per week, ensuring food security for the Downtown Eastside community during the COVID-19 lockdown.
- VCC and Vancouver Coastal Health (VCH) partnered to set up a public COVID-19 testing site at the VCC Broadway campus parking lot.

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

Sincerely,

Joey Hartman
Chair
Vancouver Community College
Board of Governors

Ajay Patel
President and CEO
Vancouver Community College

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The VCC response to COVID-19

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

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

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

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

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

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

VCC Downtown kitchens host community meal prep

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

VCC donates 60,000 pieces of PPE to health workers

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

VCC distributes emergency funds to students in need

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

VCC alumni contributing to the fight against COVID-19

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

Institutional Overview

Our vision statement

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

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

Our values

- **Student success:** We create an accessible environment where students build the skills, develop the attributes and gain the experience in the classroom, industry and community needed for success now and in the future.
- **Excellence:** We are committed to the highest educational quality, student support, and college operations that are responsive, innovative and relevant.
- **Diversity:** We acknowledge and respect differences in each other and are committed to maintaining an accessible environment that is inclusive of all.
- **Stewardship:** We are responsible for overseeing the resources that are entrusted to us and are focused on working in the best interests of the college community as a whole.

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

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

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

¹ Emsi. The Economic Value of Vancouver Community College. Mar. 2020, p. 98.

VCC's Strategic Innovation Plan

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

The Strategic Innovation Plan consists of five key priorities:

- ***Building campuses of the future***
Thoughtfully designing spaces with cutting-edge technology
- ***Building programs of the future***
Effective, affordable programs that support lifelong learning and a multiple-career culture
- ***Building a culture of engagement and innovation***
Long-term, mutually beneficial relationships with industry and the community
- ***Building a sustainable business model***
Strategic, student-centred advancement with lasting positive impacts
- ***Building the brand***
A distinct and progressive identity that reflects the new VCC

Our commitments:

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

Campus Master Plan

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

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

A time for renewal

Over the past 55 years, VCC's campuses have become a cornerstone of life for many Downtown and East Vancouver residents, as well as the thousands of students and employees who commute in from across the Lower Mainland every day.

As a hands-on institution, many VCC programs also demand highly technical equipment and modern spaces for optimal learning.

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

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



BUILDING
IDEAS

VCC

Campus Master Plan

November 27, 2019

ONE VCC. THREE CAMPUSES

Our Students and the Labour Market

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

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

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

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

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

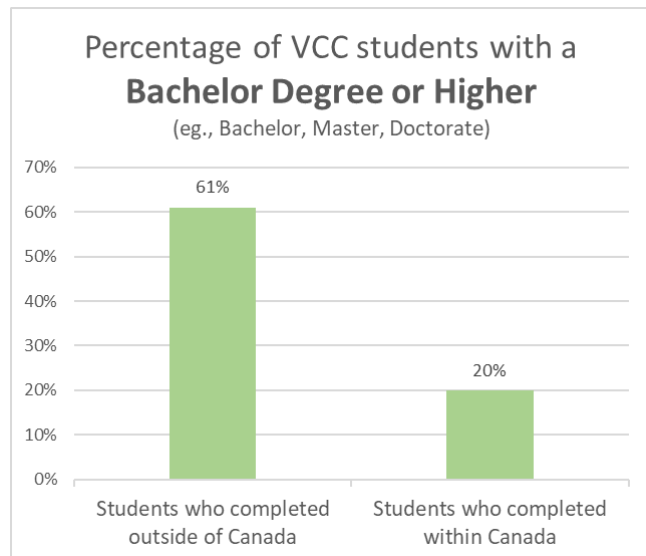
Source: VCC Annual Student Survey 2019

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

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

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

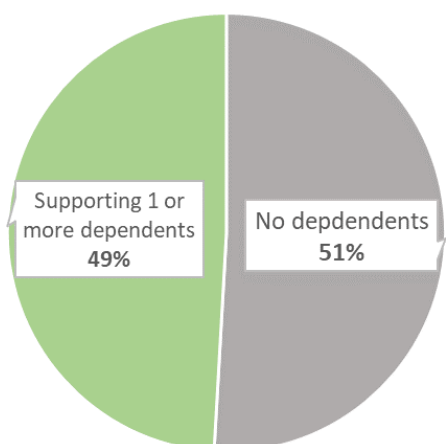
Percentage of VCC students with a bachelor's degree or higher
(e.g. bachelor's master's, doctorate)



Source: VCC Annual Student Survey 2019

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

VCC students with dependents



Source: VCC Annual Student Survey 2019

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

Student Feedback

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

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

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

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

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

Source: VCC Annual Student Survey 2019

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

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

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

Course quality	84%
Organization of the course	90%
Activities and assignments	91%
Learning environment	91%

Source: VCC Course Evaluations 2019

Student Demographics

VCC

2019 / 2020

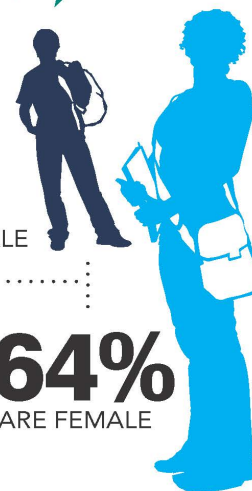
15,460

STUDENTS REGISTERED



687
ABORIGINAL
STUDENTS ENROLLED –
SELF-DECLARED*

OVER
50
LANGUAGES SPOKEN



FROM
ALMOST
150
COUNTRIES



36%
ARE MALE

35
AVERAGE AGE OF
DOMESTIC STUDENT

64%
ARE FEMALE

25
AVERAGE AGE OF
INTERNATIONAL
STUDENT

91 CERTIFICATES
2 POST DIPLOMAS
2 ADVANCED CERTIFICATES
2 UT ASSOCIATE DEGREES
3 BACHELORS DEGREES
14 APPRENTICESHIPS
3 SHORT CERTIFICATES
31 DIPLOMAS

SCHOOLS & DIVISIONS



95%
OF STUDENTS
SATISFIED WITH
QUALITY OF
INSTRUCTION!

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

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HR Employee Information

Employee Engagement and Pulse Check survey results

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

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

Leadership Development

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

Chair Academy

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

Learning for Life Workshops

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

Occupational Health and Safety

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

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

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

Mental Health Week (May 6 - 10, 2019)

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

Step-tember Challenge (September – October 2019)

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

Implementation of Ellucian™ Time Entry

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

Implementation of Ellucian™ Employee Self-service and Employee Profile

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

Improved Human Resources security

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

Participate in college-wide Data Standards Group

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

Employee Demographics

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

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

Age Range	<25	25-34	35-44	45-54	55-64	65 or >	Grand Total	Gender %
ADMINISTRATORS		10	25	39	14	3	91	8%
Female		7	18	24	8	2	59	65%
Male		3	7	15	6	1	32	35%
CONTINUING STUDIES		21	46	66	54	32	219	20%
Female		13	29	44	39	20	145	66%
Male		8	17	22	15	12	74	34%
FACULTY		19	108	152	150	39	468	43%
Female		13	68	105	87	21	294	63%
Male		6	40	47	63	18	174	37%
SUPPORT STAFF	5	52	72	99	77	14	319	29%
Female	2	42	50	66	52	7	219	69%
Male	3	10	22	33	25	7	100	31%
GRAND TOTAL	5	102	251	356	295	88	1097	
Age %	0%	9%	23%	32%	27%	8%		

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

Note: The data contained in the table reflects active employees not on leave as of April 24, 2020, excluding casual, auxiliary and student workers. Employees who hold multiple positions in two or more of the included employment groups are only counted once.

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

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

Employee Demographics*

Average Age

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

Oldest Employee

75

Youngest Employee

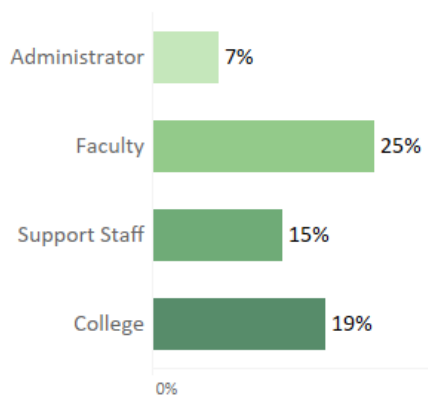
20

Longest Serving Employee

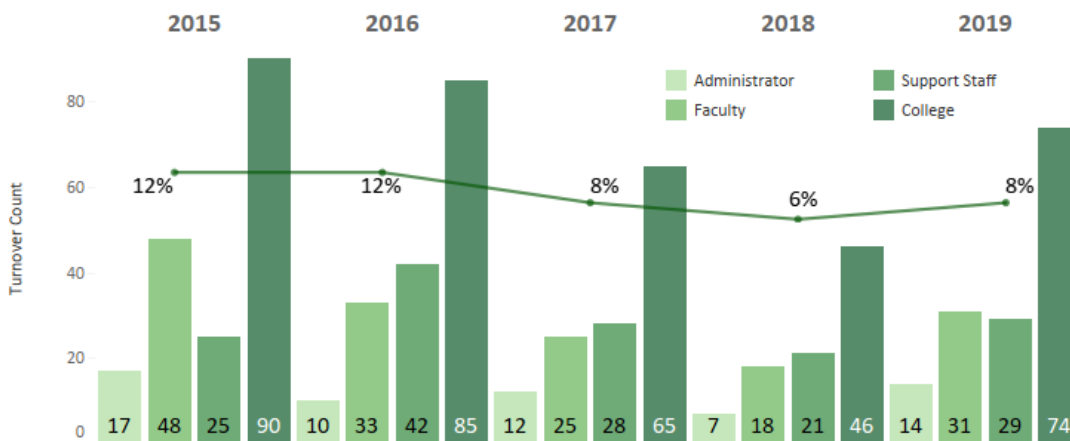
44

years of service

Employees Within 5 Years of the Average Age of Retirement (62)



Turnover - 5 Year Trend



*as of December 31, 2019

Program Offerings

VCC delivers nearly 150 programs to a diverse and multicultural student population. What makes VCC unique is the experiential learning that students receive through hands-on and real-world training. Student outcomes for VCC graduates are among the highest in the college sector, with 94 per cent of diploma and certificate graduates in the labour force.⁶ Our grads are finding gainful employment in restaurants, hotels, hair salons, spas, and automotive trades as well as practicum experiences in dental clinics, hospitals, and more. This is a testament to the on-the-job training VCC delivers.

Campus Locations

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

Downtown Campus

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

Broadway Campus

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

Annacis Island Campus

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

School of Arts and Sciences

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

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

⁶ BC Student Outcomes Survey of Diploma, Associate Degree, and Certificate Students, data prepared by BC Stats, 2019 Survey year.

2019/20 Major Accomplishments

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

School of Health Sciences

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

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

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



2019/20 Major Accomplishments

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

School of Hospitality, Food Studies and Applied Business

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



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

2019/20 Major Accomplishments

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

School of Trades, Technology and Design

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

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

- Jewellery Art and Design

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

2019/20 Major Accomplishments

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

Centre for Continuing Studies

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

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

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

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

2019/20 Major Accomplishments

- Processed 8,950 registrations in 726 course sections
- Launched 21 new non-credit courses
- Processed 131 fee waivers for employees (\$34K in value)
- Produced engaging content for 75,000 program catalogues
- Voted Best School for Continuing Studies in The Georgia Straight Readers' Choice 2019 survey

- Received Fashion Program Employee Excellence Award in Community Engagement
- Implemented 10 per cent alumni discount to honor our graduates and foster lifelong learning
- Launched Foundational Counselling Skills program
- Implemented curriculum revisions in Fashion Merchandising and Makeup Artistry programs
- Renewed Leadership Suite of programs with redesign set for 2021 launch
- Renewed Building Manager program

Library and Teaching and Learning Services

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

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

2019/20 Major Accomplishments

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

International Education

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

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

2019/20 Major Accomplishments

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

Indigenous Education

VCC continues to pursue a deeper connection to the land and a strengthening of relationships with the xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish), and səliłwətaɁ (Tseil-Waututh) peoples on whose unceded territory the college is located. It is with this journey in mind that ongoing efforts are being taken to create and formalize a highly engaged and respected Indigenous Education Advisory Council so as to be more firmly rooted and take meaningful steps forwards in relation to the Truth and Reconciliation Calls to Action and the United Nations Declaration on the Rights of Indigenous Peoples. As such, VCC underwent a significant re-organization this year when it became the province's first college to hire a Dean of Indigenous Initiatives – a position that aims to raise the pan-institutional capacity, profile, and authority for VCC's indigenization and community engagement work.



2019/20 Major Accomplishments

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

Partnership Development Office

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

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

The PDO also oversees CareerLAB, a three-year pilot project to inventory and support Work Integrated Learning (WIL) across VCC. In the 2019-2020 fiscal year, the PDO secured additional funding through AEST for two institution-wide projects that would coordinate a sustainable outreach strategy to recruit new employers, develop guidelines and standards to improve

diversity and inclusivity in work-integrated learning programs, develop a new work-integrated learning stream focused on entrepreneurship, and purchase a new work-integrated learning management software. The goal of these projects is to increase WIL opportunities and enhance career guidance activities particularly for under-represented student groups, including students with disabilities, Indigenous students, and newcomers.

2019/20 Major Accomplishments

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

Student Success

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

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

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

2019/20 Major Accomplishments

- New, 18-computer lab and online RegisterBlast exam booking system at the Assessment Centre
- New, private exam space for students with disabilities at the Downtown campus
- Launch of Supporting Students with Disabilities online course for faculty and staff
- Built in-house TypeWell transcribing capacity
- Completion of online training module for Tribunal and Appeals process and adjudication
- Launch of remote student services at the Annacis Island campus

- Regularization of annual mental health and wellness events
- Restructure of Reception Services to Student Service Centre with the switchboard and visitor information functions
- Completion of service renewal for Interpreting Services and Counselling Services
- Student Complaints, Educational and Non-educational Conduct, and Students with Disabilities policies under renewal

Mandate Letter – 2019/2020 – Priorities

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

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

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

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

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

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

2. Work closely with government to support implementation of priority initiatives, including those outlined in the Minister's mandate letter. Specific actions include, but are not limited to:

- a. **Improving access to post-secondary education with a focus on vulnerable and under-represented students**
- b. **Expanding programming aligned with high-demand occupations and priority sectors (such as trades, technology, and health)**
- c. **Expanding co-op and work-integrated learning opportunities for all students**

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

VCC's Transportation Trades Departments partnered with the Industry Training Authority (ITA) and RayCam Community Centre to provide a Transportation Trades sampler program for at-risk youth. The program spans 12

weeks and provided introductory training in Automotive Collision and Refinishing, Automotive Service Technician, and Heavy Mechanical Trades. The program has been supported by grant funding by the Royal Bank of Canada and Vancouver Foundation, which enabled VCC to offer the program tuition-free.

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

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

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

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

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

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

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

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

The GBVEP Committee has hosted numerous workshops and presentations to support the prevention of incidents of sexual violence and misconduct, and educate employees on how to respond to disclosures and reports. Topics

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

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

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

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

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

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

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

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

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

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

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

including pathways, articulations, and MOU agreements.

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

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

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

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

Mandate Letter – 2020/2021 – Requirements for Planning/Implementation

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

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

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

- Enhancing VCC's relationship and community engagement with local Indigenous communities, especially the x^wməθk^wəyəm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish), and səliłwətaʔt (Tseilil-Waututh) Nations
- Providing opportunities for employees to establish deeper self-awareness and knowledge for the importance of indigenization and decolonization
- Increasing pan-institutional capacity to enhance access, supports, and services for Indigenous learners
- Further indigenizing and decolonizing VCC's existing systems of practice that influence policies, processes, governance, and planning
- Developing, reviewing, and renewing partnerships with the broader external community

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

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

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

Maintaining a safe environment for students and employees is the main priority for VCC. The institution is working towards 2020 being another strong year with initiatives including safety training, safety contests, and safety promotions.

VCC is will continue to engage with EducationPlannerBC and work on the implementation of the XML framework for both secondary and post-secondary transcripts. We will continue to meet all EducationPlannerBC and other digital learning milestones as this project has been identified as a priority for full implementation within the year.

To ensure programming that meets local, regional, and provincial economic needs, VCC Continuing Studies will

provide flexible training options in several high-demand occupation categories, including:

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

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

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

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

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

VCC Continuing Studies will launch micro-credentials, providing the short, skills-based training that is highly valuable in industry. This type of training meets employers' specific needs and labour market demand while supporting lifelong learning pathways.

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

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

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

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

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

VCC's Partnership Development Office (PDO), will continue working to improve diversity and inclusivity in work-

integrated learning (WIL) programs. Actions to this effect include developing a new WIL stream focused on entrepreneurship and purchasing a new WIL management software. These efforts are aimed at increasing WIL opportunities, particularly for under-represented student groups including students with disabilities, Indigenous students, and newcomers, while also enhancing career guidance activities and managing relationships with employers.

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

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

Performance Plan

VCC's Strategic Innovation Plan (see page 7) guides the college's operational and integrated college plan which is built on our five key success drivers. It is reviewed and updated annually, with input from the College Board and VCC community, to ensure that the plan remains dynamic, flexible, and true to our vision and the needs of our community

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

Financial Information

In accordance with targets in the Ministry's three-year service plan, VCC maintained a balanced budget in 2019/20. VCC's audited financial statements can be viewed at <https://www.vcc.ca/about/college-information/reports-and-publications/>.

Appendix A – Performance Measure Results

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

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

Student Spaces

Ministry system objective – Capacity

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

	2018/19 Actual	2019/20 Target	2019/20 Actual	Assessment	2020/21 Target	2021/22 Target
Total Student Spaces (FTE)	4145	6,541	3,956	Not achieved	6,541	6,573
Nursing and other Allied Health Programs	906	841	863	Achieved	TBD	TBD
Developmental	1,664 (includes 463 FTE associated with LINC delivery)	1,245	1,048	Not Achieved	TBD	TBD

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

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

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

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

Credentials Awarded

Ministry system objective – Capacity

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

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

Aboriginal Student Spaces

Ministry system objective – Access

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

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

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

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

Student Satisfaction with Education

Ministry system objective – Quality

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

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

Source: BC Student Outcomes Survey 2019

Student assessment of the Quality of Instruction

Ministry system objective – Quality

Percentage of former students and graduates surveyed who rated the quality of instruction as 'Very Good', 'Good', or 'Adequate'.

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

Source: BC Student Outcomes Survey 2019

Student assessment of Skill Development

Ministry system objective – Quality

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

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

Source: BC Student Outcomes Survey 2019

Student assessment of the Usefulness of Knowledge and Skills in Performing Job

Ministry system objective – Relevance

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

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

Source: BC Student Outcomes Survey 2019

Unemployment Rate

Ministry system objective – Relevance

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

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

Source: BC Student Outcomes Survey 2019

Legend

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

Ministry Targets

Performance measure	2019/20	2020/21	2021/22
Student spaces			
Total student spaces	6,541	6,541	6,573
Nursing and other allied health programs	841	TBD	TBD
Developmental programs	1,245	TBD	TBD
Credentials awarded			
Number	2,201	TBD	TBD
Student satisfaction with education			
Former apprenticeship students	≥ 90%		
Former diploma, associate degree and certificate students			
Baccalaureate graduates			
Students' assessment of skill development (average %)			
Former apprenticeship students	≥ 85%		
Former diploma, associate degree and certificate students			
Baccalaureate graduates			
Student assessment of the quality of instruction			
Former apprenticeship students	≥ 90%		
Former diploma, associate degree and certificate students			
Baccalaureate graduates			
Unemployment rate			
Former apprenticeship students	7.3% ≤ unemployment rate for individuals with high school credentials or less		
Former diploma, associate degree and certificate students			
Baccalaureate graduates			
Student assessment of usefulness of knowledge and skills in performing job			
Former apprenticeship students	≥ 90%		
Former diploma, associate degree and certificate students			
Baccalaureate graduates			

Appendix B – Mandate Priority #1 Progress Report

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

TRC Call to Action and UN Declaration on the Rights of Indigenous Peoples Article	Progress (N/A, In Progress, Implemented)	New Initiatives and Partnerships	Continuing Initiatives and Partnerships
<p>1: SOCIAL WORK We call upon the federal, provincial, territorial, and Aboriginal governments to commit to reducing the number of Aboriginal children in care by ... Ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the history and impacts of residential schools. ... Ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the potential for Aboriginal communities and families to provide more appropriate solutions to family healing.</p>	N/A	N/A	
<p>12: EARLY CHILDHOOD EDUCATION We call upon the federal, provincial, territorial, and Aboriginal governments to develop culturally appropriate early childhood education programs for Aboriginal families.</p>	In-Progress and/or Implemented	<p>Early Childhood Education at VCC continues to strengthen its cultural capacity and deliver respectful, relevant, and responsive training both in community and on-campus.</p> <p>Highlights of this work include:</p> <ul style="list-style-type: none"> • The completion of 'Cultural Competency Training' for all VCC 	

		<p>faculty through of the BC Childcare Aboriginal Society (April 2019).</p> <ul style="list-style-type: none"> • Partnering with the Musqueam Nation to deliver a 44-week Early Childhood Education Certificate Program whereby all graduates qualify to apply for the BC Early Childhood Educator Certification to Practice. • Partnering with the Squamish Nation to deliver an 8-week “Guiding and Caring” course whereby all completing students can apply for the ECCE Assistant Certification to Practice 	
<p>16: INDIGENOUS LANGUAGE DEGREE AND DIPLOMA PROGRAMS We call upon post-secondary institutions to create university and college degree and diploma programs in Aboriginal Languages.</p>	N/A	N/A	
<p>23: HEALTH-CARE PROFESSIONALS We call upon all levels of government to increase the number of Aboriginal professionals working in the health-care field, ensure the retention of Aboriginal health-care providers in Aboriginal communities, and provide cultural competency training for all healthcare professionals.</p>	In-Progress and/or Implemented	<p>Health-Care programs at VCC (including Practical Nursing, Bachelor of Science in Nursing (BScN), Dental Reception Coordinator, Dental Reception Coordinator, Dental Hygiene, Certified Dental Assistant, Dental Technology Sciences, Health Unit Coordinator, Pharmacy Technician, Occupational Physical Therapy Assistant, and Health Care Assistant) have been actively working to build greater numbers of Aboriginal graduates while understanding the necessity of going beyond inclusion and towards efforts of genuine Indigenization and decolonization.</p> <p>This year’s highlights include:</p>	<p>Health sciences programs at VCC continue to provide priority seating for Aboriginal students.</p> <p>Continuing work also includes:</p> <ul style="list-style-type: none"> • Making available Indigenous Competency Training (San’yas) from the BC Health Authority to faculty within the Dental Reception Coordinator program. The faculty within the Health Unit Coordinator program is also engaging with San’yas training and the BScN has developed a preliminary

		<ul style="list-style-type: none"> • Occupational Physical Therapy Assistant program making preliminary plans to deliver the Kairos Blanket Exercise to each student cohort. • Collaboration between the Practical Nursing program and the Indigenous Education and Community Engagement department to enhance the 'Ready Set Go' orientation. • Enhancing Indigenous student recruitment by connecting the BScN program with the 'Our Place Vancouver's Reconciliation in Action' tri-monthly events. • Working with Aboriginal Life in Vancouver Enhancement Society to enrich the Clinical Community Health/Health Promotion practicum in the BScN. • Taking steps in the Practical Nursing program to help ensure students and employees recognize the traditional unceded territory of the Musqueam, Squamish, and Tsleil-Waututh Nations through official signage. • With Indigenous students in mind, a part-time Health Care Assistant program was designed with the goal of being more flexible and barrier-reduced. • The Occupational Physical Therapy Assistant program is taking steps to further indigenize curriculum by reinforcing the Canadian Association of Occupational Therapists (CAOT) 	<p>plan to increase this training.</p> <ul style="list-style-type: none"> • Participation by BScN students and faculty in cultural events and activities such as the Kairos Blanket Exercise. • Partnering with the Aboriginal Community Career Employment Services Society (ACCESS) in the delivery of the Dental Reception Coordinator Program (currently on hold due to COVID-19). • Continue to review the Colleges and Institutes Canada's (CICan) Indigenous Education Protocol, the Truth and Reconciliation Commission of Canada (TRC) Calls to Action and the United Nations Declaration on the Rights of Indigenous Peoples for applicability to nursing programs and make further necessary revisions to the BScN strategic plan.
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		<p>Position Statement on Occupational Therapy and Indigenous peoples (2018) and the Canadian Physiotherapy Association (CPA) Position Statement on the role of physiotherapy in Aboriginal health care (2014). The program also ensures the use of the Truth and Reconciliation report in curriculum and has increased the number of case studies that focus on Indigenous health issues.</p>	
<p>24: MEDICAL AND NURSING SCHOOLS We call upon medical and nursing schools in Canada to require all students to take a course dealing with Aboriginal health issues, including the history and legacy of residential schools, the United Nations Declaration (UN Declaration) on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, and Indigenous teachings and practices. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.</p>	<p>In-Progress and/or Implemented</p>	<p>The nursing programs at VCC, which includes Practical Nursing and the Bachelor of Science in Nursing (BScN) continue to take action to indigenize curriculum.</p> <p>Most notably, BScN has been engaging Indigenous guest speakers (e.g. Elders, health professionals) within the BScN program to provide an overview of the over-representation of Indigenous children in child welfare systems and opportunities for advocacy.</p>	<p>The nursing programs at VCC continue to take action to indigenize curriculum.</p> <p>Continuing work includes:</p> <ul style="list-style-type: none"> • Efforts to weave Indigenous perspectives throughout the BScN program including clinical situations that engage students to explore the socio-historical context of Indigenous health. • Participation by BScN students in cultural events and activities such as the Kairos Blanket Exercise

<p>28: LAW SCHOOLS We call upon law schools in Canada to require all law students to take a course in Aboriginal people and the law, which includes the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and antiracism.</p>	N/A	N/A	N/A
<p>57: PUBLIC SERVANTS We call upon federal, provincial, territorial, and municipal governments to provide education to public servants on the history of Aboriginal peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.</p>	N/A	N/A	N/A

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

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

PREPARED FOR: Board of Governors Special Public Meeting

DATE: September 9, 2020

ISSUE: **RECOMMENDATION FOR APPROVAL:**
Ministry of Advanced Education, Skills & Training:
Five-Year Capital Plan - 2021/22 to 2025/26

BACKGROUND:

In accordance with the Ministry of Advanced Education, Skills and Training (AEST) [Capital Asset Management Framework \(CAMF\)](#) and [Capital Asset Reference Guide \(CARG\)](#), annually, post-secondary institutions submit a Five-Year Capital Plan (the “Plan”).

The plans are structured in a standardized format provided by AEST and are designed to ensure alignment with the institution’s needs, government priorities and strategic goals. The plans enable AEST to develop capital priorities for future consideration, should funding become available.

The development of VCC’s Five-Year Capital Plan was guided principally by the campus Master Plan, approved by the board in December 2019, and was further informed by strategic plans including the Academic Plan, 10-Year Strategic Innovation Plan, Indigenous Education and Community Engagement Plan, Environmental Sustainability Plan, and the Institutional Accountability Plan and Report. The plan also conforms to the stated objectives contained in the [Government’s mandate letter](#) for VCC dated February 26, 2020.

This year’s submission is for the period 2021/22 to 2025/26 and VCC has three priorities:

PRIORITY #1	PRIORITY #2	PRIORITY #3
BROADWAY CAMPUS “EXPANSION”	DOWNTOWN CAMPUS “RENEWAL & REVITALIZATION”	BROADWAY CAMPUS
Category 1: New Priority Projects	Category 2: Whole Asset Replacement and Renewal Projects	Category 2: Whole Asset Replacement and Renewal Projects
Centre for Clean Energy and Automotive Innovation	Centre of Excellence for Culinary Arts	Dental Program Co-location with Health
VCC Capital: \$10M AEST Capital: \$212.4M	VCC Capital: \$0 AEST Capital: \$21.8M	VCC Capital: \$0 AEST Capital: \$19.6M

These priorities have been presented in prior years, however, the scope of each project has changed as the underpinning strategic plans have been developed.

Construction cost estimates in the 2021/22 – 2025/26 Capital Plan were produced by professional quantity surveyors, in June 2020. They include an escalation factor to the projected mid-point of construction. Depending on the time of project approval, appropriate adjustments to account for changes in scope and escalation may be required.

NEXT STEPS

VCC submitted a draft plan to AEST on July 17, 2020. The final plan will be presented following Board approval.

RECOMMENDED MOTION:

THAT, the Board of Governors approve the Five-Year Capital Plan for the period 2021/22 to 2025/26 for submission to the Ministry of Advanced Education, Skills and Training.

ATTACHMENT: APPENDIX A – Five-Year Capital Plan for the period 2021/22 to 2025/26

PREPARED BY: Ian Humphreys, VP, Administration & International Development

DATE: August 25, 2020



VANCOUVER COMMUNITY COLLEGE

2021/22 – 2025/26 Five Year Capital Plan



**BUILDING
IDEAS**

July 17, 2020

Submitted to:
Ministry of Advanced Education Skills and Training

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Vancouver Community College Master Plan	E



INTRODUCTION

SINCE 1965, VANCOUVER COMMUNITY COLLEGE (VCC) HAS TRAINED ALMOST ONE MILLION BRITISH COLUMBIANS. WITH OVER 15,000 STUDENTS, INCLUDING A GROWING NUMBER OF ABORIGINAL AND INTERNATIONAL LEARNERS, VCC CONTINUES TO HAVE A KEY ROLE IN THE CONTINUUM OF POST-SECONDARY EDUCATION IN B.C.



INTRODUCTION

VCC trains students for success in health, hospitality, business, design, trades, and technology.

Our nearly 150 programs, hands-on, real-world training, strong partnerships, and connections to industry prepare learners for ongoing education, direct entry into employment, career advancement and greater participation in the community. It is estimated that one out of every 53 jobs in Greater Vancouver is supported by the activities of VCC and its students¹.

After all these years we are unwavering in our vision to be the **first choice for innovative, experiential learning for life** and we continue to be guided by our values which include:

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

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

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

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

¹ Emsi. The Economic Value of Vancouver Community College. Mar. 2020, p. 98.

INTRODUCTION (CONTINUED)



We believe that VCC students have unlimited potential and are committed to ensuring VCC is a unique yet affordable, relevant and exciting place where they can discover their passions, gain essential skills, and learn what it takes to succeed in an increasingly competitive global marketplace.

In accordance with the Ministry of Advanced Education, Skills and Training (AEST) Capital Asset Management Framework (CAMF) and Capital Asset Reference Guide (CARG), this document presents VCC's Five-Year Capital Plan for the facility and infrastructure needs necessary to support the realization of our vision and to continue to uphold our values.

Guiding our plan development are a number of underlying strategic plans including VCC's Academic Plan, 10-Year Strategic Innovation Plan, Indigenous Education and Community Engagement Plan, Environmental Sustainability Plan, Institutional Accountability Plan and Report, and, our Campus Master Plan approved by the Board of Governors in December 2019. Accordingly, VCC has prioritized two Category 1 - New and Priority Projects for the 2021/22 – 2025/26 Capital Plan submission.

VCC believes our future has never looked brighter or our direction clearer. We look forward to working with AEST to achieve our shared mandate of providing the highest quality teaching to all British Columbians and ensuring graduates are equipped with the skills and knowledge they need to succeed.

VCC

2019 / 2020

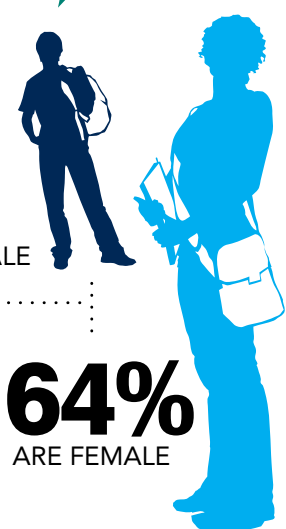
15,460

STUDENTS REGISTERED



356
ABORIGINAL
STUDENTS ENROLLED -
SELF-DECLARED

OVER
50
LANGUAGES SPOKEN



36%
ARE MALE

64%
ARE FEMALE



35
AVERAGE AGE OF
DOMESTIC STUDENT

25
AVERAGE AGE OF
INTERNATIONAL
STUDENT

91 BACHELORS DEGREES
3 DIPLOMAS
2 ADVANCED CERTIFICATES
2 UT ASSOCIATE DEGREES
31 DIPLOMAS
14 APPRENTICESHIPS
3 SHORT CERTIFICATES

SCHOOLS & DIVISIONS



95%
OF STUDENTS
SATISFIED WITH
QUALITY OF
INSTRUCTION*



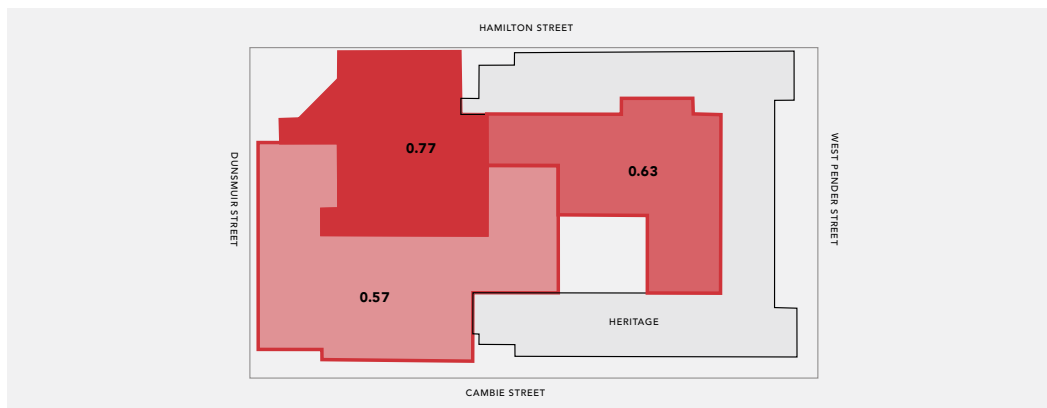
STRATEGIC INITIATIVES AND CAPITAL PROJECT OVERVIEW

As the oldest government accredited public post-secondary college in the province, Vancouver Community College (VCC) is extremely proud of our roots, history, and achievements over the last 50+ years.

Our reach and appeal are broad. The college attracts students from all over the Lower Mainland and international students resulting in a diverse multicultural student population. Over the years we have developed strong ties and a rich history within our community. Many VCC programs provide services directly to the local community. For example, our Tooth Trolley program, funded/supported by corporate sponsorship, provides oral hygiene instruction, polishing, fluoride, and fissure sealants, to children from low-income families.

Our on-campus facilities including gourmet restaurants, an auto shop, and salon and spa allow students to hone their skills and training while providing high-quality lower-cost services to the Downtown and East Vancouver communities. In the days after COVID-19 restricted access to VCC campuses, City of Vancouver staff reached out to VCC requesting urgent assistance with support to supply and distribute food to the residents of Single Room Occupancy units during the COVID-19 crisis. In response, VCC orchestrated a huge meal and food delivery program that currently requires the creation of 2,000 healthy and nutritious meals, three times per week (1,000 lunches and 1,000 dinners). To-date, VCC has provided 72,000 meals.

THREE CAMPUSES, ONE VCC



VCC has three campuses: Broadway, Downtown, and Annacis Island. Each campus offers specialized programs and has its own unique drivers for capital investment. For Downtown, the impetus for change is “renewal and revitalization” of aged facilities. For Broadway, “expansion” is necessary to provide technology driven, innovative programming to maximize industry partnerships.

DOWNTOWN “RENEWAL AND REVITALIZATION”

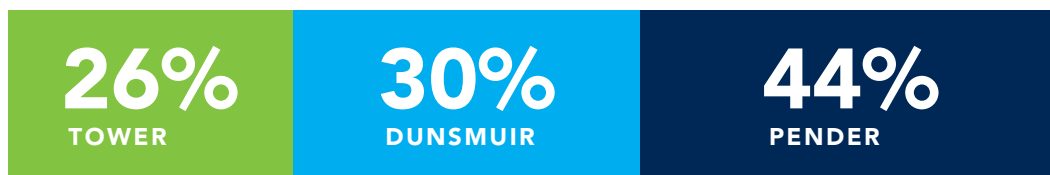
The Downtown campus accommodates the Centre for Continuing Studies, the Centre for International Education, the School of Hospitality, Food Studies and Applied Business, and the School of Instructor Education. The campus occupies one city block, bordered by Pender, Dunsmuir, Hamilton, and Cordova, and consists of three interconnected structures:

Pender Building - The three-storey U-shaped building on the north end of the campus built in 1948, is one of the first examples of International Style built within the downtown core and is listed on the Vancouver Heritage Registry as a Class A building. In 1970 an addition infilled a previously public interior courtyard, adding much-needed classrooms but removing open social space from within the campus boundary.

Dunsmuir Building - The southeast corner of the campus built in 1961 respects the patterns of the original structure with the addition of a five-storey, linear bar building and one-storey building with a sawtooth roof, allowing natural daylight into what is currently the library and atrium.

Tower Building - In 1981, a nine-storey tower was added to the southwest corner. This tower is entirely encased with reflective glass, departing from the architectural form and character of the previous buildings. The reflective glass now extends as part of the Dunsmuir bar building’s southern façade, creating a sense of continuity among the two attached structures.

DOWNTOWN “RENEWAL AND REVITALIZATION” (CONTINUED)



VCC DOWNTOWN CAMPUS (319,754 FT²)

Together, the Downtown campus facilities are comprised of 319,754 of built useable square feet. The interior of the Downtown campus does not clearly delineate the changes of era reflected by the exterior. The uniform use of materials allows for a continuous character without representing the various eras of the campus’ design. However, being constructed over several decades, the Downtown campus is in much need of renewal and revitalization. Functional and operational concerns range from right sizing classrooms, improving technology and providing informal learning spaces to provide a 21st century learning environment, to aligning with industry standards and best practices, and addressing issues of safety, accessibility, sustainability and operating and maintenance efficiencies.

The most recent VFA Facilities Condition Index (FCI) assessment for the Downtown campus was completed in May 2015 and categorized the buildings as follows:

Pender Building + Addition – FCI 0.63

The Pender Street building has an FCI of 0.63. Although this is categorized as “Divest”, the building’s structural elements are in relatively good condition. There are several building elements that are contributing to a large portion of the renewal requirement costs, including the building’s traction geared passenger elevators, main electrical service, normal power distribution equipment, panelboards, and feeders.

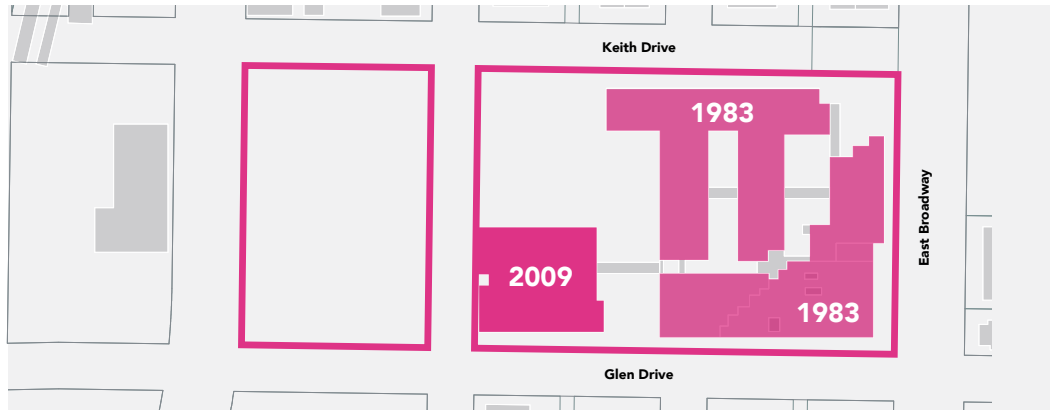
Dunsmuir Building – FCI 0.57

The Dunsmuir Street building has an FCI of 0.57. Although this is categorized as “Divest”, the building’s structural elements are in relatively good condition. The concrete column footings have a remaining service life of 42 years and although the foundation wall and footings and structural slab on grade each were determined to have eight years of service life remaining, their renewal action costs were relatively low (less than \$40,000 each).

Tower Building – FCI 0.77

The Dunsmuir Tower has an FCI of 0.77. Although many of the building’s structural elements are in good condition with 42 years of service life remaining, the tower’s north and west curtain walls will require substantial renewal. The modeled cost for these two renewal actions is equivalent to 45.94 per cent of the building’s current replacement value (2015).

BROADWAY “EXPANSION”



The Broadway Campus accommodates the School of Arts and Sciences, the School of Health Sciences, and the School of Trades, Technology and Design. The campus occupies two city blocks with a north/south sloped topography. Bordered by East Broadway, Glen Drive, Keith Drive, and Great Northern Way it consists of three structures.

Building A

Built in 1983, Building A is VCC’s original building on the Broadway campus and has a distinct east and west section.

The eastern section is a three-storey structure that fronts Keith Drive. It is connected by two east-west arms that frame inner courtyards central to the campus. This portion of Building A includes classrooms, automotive shops, computer labs, and Samsung’s Tech Institute.

The western section is a four-storey structure. The first three levels are located below the grade of East Broadway, giving the appearance of a two-storey building frontage. The library and auditorium are located on Level 2 and are both difficult to access from outside the campus and have very limited natural daylight. The top two floors include a staggered building articulation along the northern façade, creating a visually distinct built form. The building steps down along Glen Drive including an at-grade entrance to the campus cafeteria.

Building B

Built in 2009, Building B is a six-storey structure with an outward facing stance to the neighbourhood. The atrium at the north side of the building offers a clear view to the vertical circulation of the building and provides natural light to communal areas for students, staff, and visitors to gather. This building contains health sciences programs, classrooms, and administrative offices.

BROADWAY “EXPANSION”



VCC BROADWAY CAMPUS (374,457 FT²)

At 374,457 square feet, the Broadway Campus has the largest amount of built useable square feet of its two urban campuses. Another difference is that the campus is not built out and has development potential for much needed expansion.

The most recent VFA Facilities Condition Index (FCI) assessment for the Downtown Campus was completed in May 2015 and categorized the buildings as follows:

Building A – FCI 0.62

Many of the components of Building A were evaluated with a service life of less than three years, indicating a recommended renewal in 2018. The most critical and costly elements to be addressed include the buried membranes of both the Broadway and Level 2 plazas, exterior wall construction, aluminum windows, built-up roofing ballast of the eastern portion of Building A, domestic water distribution, power distribution equipment, and concrete planters of the Level 2 courtyard.

Building B - FCI 0.17

Most of Building B's significant components have many years of service life remaining (20+). Building B does have some interior elements that will require renewal, including restroom accessories, signage, painting finish, carpeting, telephone systems, clock systems, fire alarm systems, card access systems, and security systems.

ANNACIS ISLAND – “BUSINESS AS USUAL”

The Annacis Island Campus is a 142,000 square foot facility opened in September 2014 through a strategic partnership with the British Columbia Institute of Technology. It is home to VCC's heavy-duty transportation program and offers state-of-the-art training equipment and resources for students entering this industry. No capital investments are foreseen for the 2021/22 – 2025/26 planning time frame. It is “business as usual”.

2020 CAMPUS MASTER PLAN



Over the last decade, VCC has not undertaken any major capital projects. Limited funding has been expended renovating student spaces, such as a few classrooms and lab spaces, the libraries, the bookstores, and the cafeterias at the Downtown and Broadway campuses. VCC has also made safety improvements and upgrades to the roof and sprinkler systems at the Broadway campus.

Another key challenge VCC has faced over the years has been the lack of a comprehensive, prioritized plan to utilize and leverage prevailing land and building assets in the most effective and advantageous way in alignment with the needs of changing demographics, curriculum, pedagogy, program growth, technology, industry best practices, and its mandate and strategic priorities. However, with the completion of the Campus Master Plan approved by the Board of Governors in December 2019, VCC is now ready to forge ahead. Driven by its vision statement:

**VCC – THE FIRST CHOICE FOR INNOVATION,
EXPERIENTIAL LEARNING FOR LIFE,**

the Campus Master Plan is the foundational tool that will guide the College in the best use of its real estate portfolio to support redevelopment of the College’s physical infrastructure over the next 20-25 years and to provide ongoing revenue in support of academic program delivery.

STRATEGIC PLANS

In addition to the Campus Master Plan, VCC is guided in the development of its 2021/22 – 2025/26 Capital Plan by a number of underlying strategic plans including VCC’s Strategic Innovation Plan, Indigenous Education and Community Engagement Plan, Environmental Sustainability Plan.

STRATEGIC INNOVATION PLAN

A key input into the Master Plan is VCC’s Strategic Innovation Plan, a 10-year outlook on changes in post-secondary education and what actions VCC must take to continue to be a leader and evidence leadership. As technology opens classrooms and challenges traditional learning, VCC will embrace it. As populations shift, VCC will welcome them. As employers demand new skills, VCC will rise to the occasion. Accordingly, VCC’s 10-year Strategic Innovation Plan sets out five key priorities:

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

 2. **Building campuses of the future.**
Thoughtfully designed spaces with cutting-edge technology.

 3. **Building a culture of engagement and innovation.**
Long-term, mutually beneficial relationships with the internal and external communities.

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

 5. **Building a sustainable business model.**
Strategic, student-centered advancements with lasting, positive impacts.

STRATEGIC PLANS



ABORIGINAL SERVICES PLAN

VCC supports the Declaration on the Rights of Indigenous Peoples Act, the Truth and Reconciliation Commission Calls to Action and the BC Declaration on the Rights of Indigenous Peoples Act and is committed to the success of Indigenous learners, policies, and process(es) to ensure the respectful use of Traditional Knowledge and/or Indigenous Intellectual Property, and proposed programs and activities. Key initiatives of the Aboriginal Services Plan include an Elders Program, Indigenizing Curriculum Workshops, and Gateway to Careers Programs.

VCC are a signatory of the College and Institutes Canada (CICan) Indigenous Education Protocol that agrees to commit to making Indigenous education a priority. We are also a proud member of the Coastal Corridor Consortium, a partnership that works to improve levels of participation and success for Aboriginal learners in post-secondary education and training in the Coastal Corridor region.

ENVIRONMENT SUSTAINABILITY PLAN

VCC's Environmental Sustainability Strategy has established goals and metrics relating to energy consumption, waste minimization, water conservation, food systems and education, and engagement while also framing an overall vision and accountability strategy for sustainability at VCC towards longer term ambitions of achieving net-zero operations.

Since 2012, VCC has partnered with BC Hydro in an Energy Manager Program and has implemented a Strategic Energy Management Plan to support the College's commitment to energy efficiency and sustainability by providing a framework for reducing energy consumption.



PLANNING ASSUMPTIONS

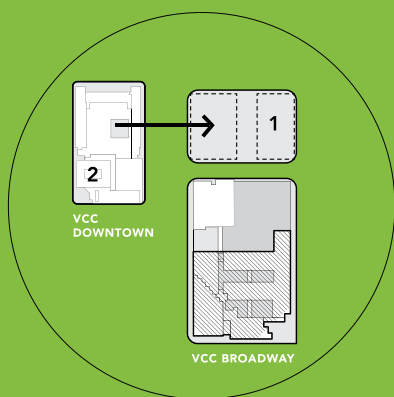
Construction cost estimates in the 2021/22 – 2025/26 Capital Plan are based on Class D (+/- 25%) order of magnitude cost estimates produced by professional quantity surveyors, BTY Group, in June 2020. They include an escalation factor to the projected mid-point of construction. Depending on the time of project approval, appropriate adjustments to account for changes in scope and escalation may be required.

In addition to compliance with CAMF and CARG, project scope, schedule and budget allowances reflect the following:

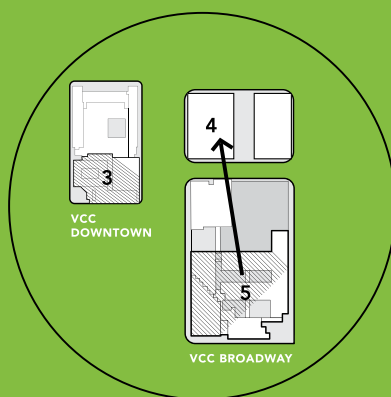
- ✓ projects will be executed in accordance with the Campus Master Plan planning principles, VCC design standards, industry best practices, and AEST space guidelines
- ✓ environmental leadership by identifying and adopting best practices in the areas of environmental responsibility, sustainability, and energy efficiency, beyond those legislated, ie. Step Code 4
- ✓ government priorities including achieving LEED Gold, or equivalent, for new construction and LEED Silver for major renovation and renewal projects
- ✓ utilization of mass timber and Wood First elements
- ✓ ensure facilities are culturally welcoming and meaningfully express Indigeneity through architecture such as by maximizing natural light and maintaining connection to the land, and, through the choice of building materials and selection of finishes and colour selections
- ✓ flexibly, multi-purpose and shared spaces to foster innovation, promote collaboration, partnership, and interdisciplinary approaches.

PROJECT OVERVIEWS

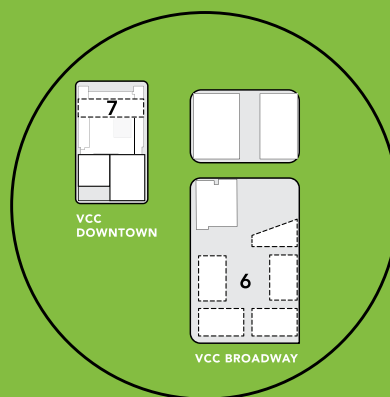
FOR THE 2021/22 – 2025/26 FIVE YEAR CAPITAL PLAN, VCC HAVE PRIORITIZED THREE CAPITAL PROJECTS:



**PRIORITY #1
BROADWAY CAMPUS
"EXPANSION"**



**PRIORITY #2
DOWNTOWN CAMPUS
"RENEWAL AND
REVITALIZATION"**



**PRIORITY #3
BROADWAY CAMPUS**



PRIORITY #1- BROADWAY CAMPUS “EXPANSION”

Category 1: New Priority Projects - Centre for Clean Energy and Automotive Innovation

The Automotive Trades training programs at VCC are some of the largest and most diverse suites of programs offered in Western Canada which attracts students from across the province. Over the past several years VCC was twice recognized by the Consumer Choice Awards as the best trades school in Vancouver. Students work in small teams that simulate the workplace, servicing 60-80 customer vehicles each month. VCC offers the full suite of automotive training – from entry level trades training (Foundation) to Red Seal certified apprenticeships – and is one of only two institutions in the lower mainland that provides Red Seal levels in all the automotive trades.

Thanks to nearly 70 years working with the local automotive industry, VCC attracts the region’s top instructors. Accordingly, VCC supports many industry partners by providing shop space for them to train their employees. However, the industry is shifting gears. While the combustion engine isn’t disappearing tomorrow, new technology, sustainability, and regulatory policies, changing consumer preferences are increasing demand for electric vehicles (EV), plug-in hybrid electric vehicles (PHEV) and autonomous driving vehicles, and in turn, industry requires trades with new, advanced and highly technical skill sets.

In order to ensure that VCC is fulfilling its leadership role in meeting the increasing demand for automotive trade technicians and collision repair specialists, VCC must invest in improving training environments. An expanded, state-of-the art training environment and diagnostic equipment is necessary to enable apprentices to develop high levels of skills in the use of computer-related technologies. As the automotive sector continues to evolve, emphasis on the use of technology increases. With updated shop space, VCC would be able to increase capacity and be in a strategic position to support industry innovation province-wide and secure more partnership opportunities which ultimately benefits students across the province and all British Columbians.



PRIORITY #2 – DOWNTOWN CAMPUS “RENEWAL AND REVITALIZATION”

Category 2: Whole Asset Replacement and Renewal Projects - Centre of Excellence for Culinary Arts

The Culinary Arts and Baking and Pastry Arts training programs at VCC are the largest and most diverse suite of culinary programs offered in Western Canada, and the only public training programs available in the BC Lower Mainland. VCC has traditionally enjoyed a provincial, national and international leadership position in the culinary field and programs have been well subscribed with healthy waitlists. VCC’s culinary programs are in-demand programs in BC and train students for “high opportunity occupations”.

VCC is an integral part of the culinary and baking landscapes of British Columbia. Food is an incredible gateway for building community. VCC has hosted several events to provide food to the DTES community, including the current work with the City of Vancouver. VCC has partnered with several consulates and industry organizations to host large public events at our downtown campus catered by our students. These events are used to promote their regional food and culture. VCC has brought in celebrity chefs and bakers to meet with its students and the general public. VCC recently partnered with Go2HR on a study of the needs of BC’s globally diverse food service industry and with the Immigrant Employment Council of BC (IECBC) on a project to fast track internationally educated food service professionals. VCC recently partnered with the Korean Food Promotion Institute to create and deliver a Korean culinary training course. There is increasing demand for butchery programming.

An important experience for many chefs and bakers is competition. Over the years VCC has sponsored both the Senior and Junior Culinary Canada team to compete at the World Culinary Olympics. VCC is a big supporter of Skills competitions, provincially, nationally and globally and has sent students to the Canadian Skills competitions every year. In 2019, both the culinary and pastry student representing Canada at the World Skills in Russia were VCC students. Hawksworth, the Chaine des Rotisseurs and the Bocuse D’Or have hosted competitions at our downtown campus. The Asian Culinary department has sent students to the last two World Chinese Master Chef competition in Hong Kong. VCC is also proud to host the BC culinary apprentice of the year competition with support of the Industry Training Authority (ITA) and AEST.

PRIORITY #2 – DOWNTOWN CAMPUS “RENEWAL AND REVITALIZATION”



Culinary and Baking programs at VCC lead to Profession Cook and Baker Red Seal certification. In order to continue to be an industry leader, VCC must meet industry standards and the outcomes prescribed by the ITA, the VCC School of Hospitality, Food Studies and Applied Business recently underwent a comprehensive program review. The last significant program update was in 1991. As a result, the programs have incorporated more experiential learning tasks, reflective practice, entrepreneurship, portfolio-based assessment and educational technology. Our outdated facilities, however, limit the scale of change that can be implemented.

Industry needs are changing. There is a demand for more globally diverse culinary training, for chefs to be experts in farm to table, reduction of food waste, food security, sustainability, nutrition, allergies and food preferences. VCC is on the leading edge of molecular gastronomy demonstrated in its Chef Table and has partnered with BCIT on an NSERC research project on gluten in bread. The next logical step is creating diplomas in both culinary and baking in order to prepare students for this new complex work environment.



PRIORITY #3 – BROADWAY CAMPUS

Category 2: Whole Asset Replacement and Renewal Projects – Dental Program Co-location with Health

The Downtown Campus provides an onsite dental clinic that provides much needed services to the general public. In addition to hands-on in class learning, students engage in real-life experiences through practicum placements in a variety of health settings including acute care, long term care, clinics and community. These practice education experiences ensure graduates ease of transition to the workforce.

However, VCC's current teaching facilities, infrastructure and equipment are verging on obsolescence, impacting the student experience and outcomes. An investment in major renovations is necessary to comply with licensing and accreditation requirements.

CENTRE FOR CLEAN ENERGY AND AUTOMOTIVE INNOVATION

Institution	VCC
Campus/City	Broadway
Project Title	Centre for Clean Energy and Automotive Innovation
Project Category	1
Project Priority	1 of 3

1.0 CURRENT SITUATION

Describe the building(s) affected including building name and size, FCI, deferred maintenance, lease/owned, and programs offered.

- VCC's Automotive Service, Collision and Refinishing programs, part of the School of Trades, Technology and Design, are currently located in the eastern section of the VCC owned Building A which was built in 1983 and has a FCI 0.62. The programs occupy 52,300 square feet, or 30%, of the 172,736 square feet of available dedicated and bookable instruction space on campus.
- Building and program infrastructure is original. Since its construction, there have been no significant upgrades to the facilities.
- Deferred maintenance is such that course instruction is often interrupted by electrical outages, drainage issues, water leaks and floods are another common occurrence and asbestos issues impede pipe repairs. Sink holes have appeared over the years because of Building A's foundation being atop aged wood piles.
- From HVAC systems (ventilation, filtration) to bays and hoists, much building infrastructure is beyond useful life, not aligned with current industry standards, or conform with best practices. Several air over hydraulic lifts are no longer serviceable and should be removed and replaced but first require an environmental impact assessment be completed due to hazardous material contamination concerns.
- The number of handwash stations is inadequate. Washroom, locker/change/shower areas are lacking and do not support a diverse student population.
- Using AEST standards, functional programming calculations indicate that VCC is 30% undersized for delivery of current programs.
- The exterior work yard is size constrained. Vehicle turning radius is too tight. There is insufficient space to park and protect program training aids including costly state-of-the-art electric vehicles, plug-in hybrid electric vehicles and Consulab equipment. Lack of parking also contributes to confusion for members of the public who bring their vehicles in for servicing on which the program is dependent.
- Interrelated Technology Programs (computers and software, Computer Aided Design (AutoCAD) and Building Information Modeling (BIM) are currently at the Downtown Campus which means additional travel for students.

1.0 CURRENT SITUATION (continued)

Include the number of Full-Time Equivalentents (FTEs) that are currently accommodated/program.

- In the 2019/20 academic year, program enrolment was 950 FTE.
- Accommodating these numbers has resulted in shop spaces being at overcapacity. VCC already schedules programs throughout the year and further, has had to stagger class starts and shop space activities to mitigate overcrowding and potential safety issues.
- Students "hands-on" experience is compromised. It is common to have up to 150 students in the shop area at any one time. Instead of two students per hoist, which is preferred, there are routinely four or more.

Also indicate what the final outcome of these buildings will be, e.g. demolished or repurposed, etc.

- VCC intend for combustion engine training to remain in Building A.
- Vacated space will be repurposed to meet shortfalls in student study, collaboration space, washrooms and change facilities.

2.0 PROJECT DESCRIPTION

Provide a brief description of project scope including area (m²), campus location, also an estimated breakdown of the area that applies to renewal/replacement, and/or expansion.

- In accordance with the Master Plan, the new Centre for Clean Energy and Automotive Innovation is envisioned as a 21,550 (231,960 square feet) LEED Gold, state-of-the-art, Step Code energy efficient facility with two levels of underground parking, constructed on what is currently a paved parking lot on the northern portion of VCC's Broadway Campus adjacent to Great Northern Way.
- The new facility will be an interdisciplinary "hub" for the School of Trades, Technology and Design to better serve academic goals, opportunities for applied research, social exchange, and the student experience to meet workforce needs.
- 6,600 square meters will be dedicated to Trades automotive programs – shop space for collision refinishing, electric vehicles (EV), plug-in hybrid electric vehicles (PHEV) EV and PHEV only, compressed natural gas (CNG) and liquid natural gas (LNG)
- 14,950 square meters will be allocated to classrooms, labs and "makerspace" for Technology and Design

Provide a description of the program(s) and FTEs that will be supported, including the amount and type of space required.

- The new Centre for Clean Energy and Automotive Innovation will support 950 existing FTEs plus 350 additional FTES for a total of 1,300 FTEs. The new facility will respond to program waitlists due to capacity issues of program delivery in Building A.
- In addition, the new facility will house approximately student 2,500 FTEs engaged in other technology training programs currently located in the Downtown Camus Dunsmuir Tower.
- Focused on innovation, technology, training and research, the new Centre for Clean Energy and Automotive Innovation will include classrooms, shop space, shop support space, collaboration space, computer labs, universal washroom/locker/showers (to support diversity and inclusion), faculty and staff offices.
- Building will also be designed to current industry standards for chemical, battery and cylinder storage and disposal, exhaust, air ventilation and filtration, welding and painting, etc.
- Classrooms will be designed support current pedagogy, experiential, problem-based and collaborative learning models, and be easily reconfigurable and adaptable to new technology. VCC wishes to create a learn anywhere/anytime campus via formal and informal study spaces taking steps towards smart campus systems.

3.0 PROJECT OBJECTIVES

Describe the problem, opportunity or need that this project is intended to address, including labour market demand.

- **Clean Energy.** The auto industry is shifting gears. While the combustion engine isn't disappearing tomorrow, new technology, sustainability, and regulatory policies, changing consumer preferences are increasing demand for electric vehicles (EV), plug-in hybrid electric vehicles (PHEV) and autonomous driving vehicles, and in turn, industry requires trades with new, advanced and highly technical skill sets.
- **Expand training opportunities.** The Automotive Trades training programs at VCC are some of the largest and most diverse suite of programs offered in Western Canada. The Automotive Service Technician (AST) and Automotive Collision Refinishing (ACR) programs have been running for 60 years and are continuously evolving to meet industry needs. For two years in a row, VCC has been recognized by the Consumer Choice Awards as the best trades school in Vancouver. VCC offers the full slate of automotive training – from foundation to Red Seal certified apprenticeship – and is one of only two post-secondary institutions in the Lower Mainland that provides Red Seal levels in all the automotive trades. The apprenticeship programs are administrated through the Industry Training Authority (ITA) and VCC programs meet the requirements of this trades governing body.
- **Boost local economy.** WorkBC.ca identifies ASTs as a “high opportunity occupation”. Similarly, the ITA includes ASTs and ACRs in their list of “top in-demand trades”. VCC’s “hands-on” experiential program delivery model ensures students are “job ready” when they complete their training.
- **Advance the profession.** To continue to ensure the availability of workforce ready, Red Seal credentialed graduates, VCC’s facilities must be state-of-the-art, aligned with WorkSafeBC, industry standards and best practices, flexible and adaptable to change, foster collaboration and innovation, and spur research and industry partnerships.
- **Student outcomes.** Relocating Technology programs achieves program synergies, promotes interdisciplinary exchange and alleviates unnecessary travel between campuses for students.
- **Advance Master Plan.** The project will also allow VCC to establish a new gateway to the campus for the numerous students who arrive via the “VCC-Clark” Skytrain Station. It will also establish a significant presence along the Great North Way (GNW) innovation corridor (GNW Trust partnership between UBC, SFU, ECU and BCIT) and the urban renewal changes with the construction of the new St. Paul’s Hospital and related infrastructure.

4.0 OPTIONS CONSIDERED

Describe alternative options for program delivery and facility solutions, including advantages/ disadvantages, e.g. status quo, lease, phased approach, build new, distance learning, use/rental of vacant or underutilized public assets, sublease of existing facilities, partnership with industry.

- **Status Quo:** This option does not address current space allocation and configuration deficiencies, building mechanical/electrical/structural shortcomings, provide expansion/growth space, or accommodate new and clean technology in alignment with industry and the emergent technology and material changes in the automotive industry. These environments are critical for the success of initiatives that require the embedding of industry, faculty, and students. Additionally, this option does not address the backlog of deferred maintenance associated with Building A.
- **Phased Approach:** This would cause significant disruption to program delivery which already runs year-round to meeting demand
- **Lease/Partnership with Industry:** VCC is very interested in partnering with other PSIs and industry. In fact, the Annacis Island Campus, where VCC's Heavy Mechanical Trades program is offered, is a partnership with BCIT. However, specialized facilities are not generally available in the marketplace and those that might be are not typically designed to meet building code requirements for assembly use as required for college teaching functions.
- **Build New:** New state-of-the-art facilities advances the Campus Master Plan, helps VCC to remain an industry leader and institution of choice for automotive trades training, as well as to secure industry partnerships to advance research and innovation. **This is VCC's preferred option.**

5.0 PROJECT OUTCOMES

Infrastructure Improvements: Describe how, and to what extent, it will improve the FCI and/or reduce life safety and occupational health risks, and/or improve space utilization.

- A new Centre for Clean Energy and Automotive Innovation and state-of-the-art facilities will alleviate concerns re exhaust, fumes and storage of hazardous materials; and resolve safety issues arising from densely populated shop spaces with both students and equipment.
- Space utilization will be improved by developing larger, open lab spaces that can support larger cohorts, increased use of AV technology, access to tool cribs, shared support space, and provide students and industry partners access to collaboration space for working on research and innovation projects.
- Flexible “plug and play” infrastructure will maximize space utilization and readily adapt to introduction of new equipment and technology.
- This capital project represents a first and necessary step in realizing the outcomes of the Campus Master Plan and the subsequent leveraging of real estate assets in the support of institutional objectives.

Cost Effectiveness: Describe cost benefits throughout lifecycle and/or funding partnerships.

- The project will result in a new LEED Gold, Step Code 4, Net Zero facility. Cost savings will be achieved through modern and efficient building systems.
- Colocation of AST and ACR students offers economies of scale in specialized infrastructure, operational efficiencies in equipment and space sharing, and establish a “hub” of excellence to increase industry partnership and sponsorship opportunities.
- Building A space can be repurposed to address other campus space demands.

Innovation: Describe how, and to what extent, it demonstrates innovative solutions to program delivery, e.g. simulation, facility solutions and/or collaboration.

The new building will:

- Establish a research, test, and training facility that will stimulate innovation in compressed natural gas, battery electric vehicle power technologies, fuel cells, lidar, and lightweighting;
- Create a test site for smart vehicles, in collaboration with industry partners;

5.0 PROJECT OUTCOMES (continued)

- Enable design prototyping of augmented and virtual reality platforms and software for trades training, and deliver programming through new educational tools, materials, and methodologies, e.g., virtual reality, augmented reality where industry, students, and faculty interact in a multi-disciplinary innovation centre; and,
- Support further development of training courses for Clean Technology including servicing and repair of EVs and PHEVs.
- Strengthen and maintain existing partnerships with automotive dealer groups, as well as attract new strategic partners . Current partnerships include some of the largest local and national automotive dealer groups including Dilawri Automotive Group, Regency Group and Open Road Automotive Group.

Strategic Alignment: Describe how the project aligns with government priorities, e.g. Ministry Service Plan; institutional priorities, e.g. mission statement, master planning, etc.; specific labour market and employer needs, e.g. inter-professional education.

- The project is aligned with the Ministry of Advanced Education, Skills and Training current Service Plan (2019/20 - 2021/22), Aboriginal Service Plan and Accountability Framework, is relevant to and responds to the needs of students, campus community, local community, society and economy.
- The project is aligned with and supports the Ministry of Jobs, Trade and Technology current Service Plan (2019-20 – 2021/22) by delivering programs that promote innovation, adoption of new technologies and build capacity and increase participation in emerging economic sectors such as clean technology.
- The project is aligned with the Ministry of Energy, Mines and Petroleum Resources current Service Plan (202/21- 2022/23) by supporting the CleanBC Plan, automaker shift in production and consumer demand for clean/zero-emission vehicles.
- The project supports industry and employer needs by increasing the number of training spaces to graduate highly skilled, in demand, workforce ready graduates.
- The project aligns with and propels VCC's vision, mission and values to be "the first choice for innovative, experiential learning for life". It directly supports VCC's Strategic Innovation Plan, Indigenous Education and Community Engagement Plan, Environmental Sustainability Plan and Campus Master Plan.

5.0 PROJECT OUTCOMES (continued)

Quality Education: Describe how student access, persistence, completion and educational needs, would be supported by the project.

- The project aligns with and supports the Declaration on the Rights of Indigenous Peoples Act, the Truth and Reconciliation Commission Calls to Action and the BC Declaration on the Rights of Indigenous Peoples Act. In the 2019/20 academic year, approximately 5%, 54 students out of 1,106 enrolled in the School of Trades and Technology, self-declared as Aboriginal.
- The College is committed to advancing Truth and Reconciliation and deepening relations with Indigenous Peoples from across Canada. In the design of a new building, VCC would embrace the opportunity to collaborate with and strengthen partnerships with First Nations to meaningfully express Indigeneity through architecture, the choice of building materials and selection of finishes to ultimately support retention, completion and successful transition to the workplace of Indigenous learners.
- In addition to annual student throughput, VCC provides instruction to an additional 180 students such as apprentice-level upgrading and the Aboriginal ACCESS program. New, right-sized space will permit an increase in Foundation and Apprenticeship offerings as well as to Accelerated Credit Enrolment in Industry Training (ACE-IT) spaces to offer more journeyman upgrading training.
- A new Centre for Clean Energy and Automotive Innovation with state-of-the-art facilities and equipment would enhance the overall learning environment and expand the scope of course activities that could be pursued. Program emphasis on hands-on practice would enhance student engagement, learning experience and outcomes.
- The new building will allow for larger shop space, improving course capacity and student access. It will incorporate informal learning and collaboration spaces. There is also the opportunity to provide "maker" spaces to support research and development and innovation in partnership with industry.
- 21st century classrooms will support current pedagogy, experiential, problem-based and collaborative learning models, and be easily reconfigurable and adaptable to new technology.

Energy and Emission Reduction: Describe how the project reduces energy and greenhouse gas emissions; Compare current energy usage (in GJ/year and \$ value/year) and greenhouse gas emission numbers (in tons CO₂/year) with the projected numbers. For new facilities, compare with an equivalent existing building on campus or other similar types of institutional buildings in North America.

- The project will target LEED Gold, Step Code 4, Net Zero carbon emissions and contribute towards improved Broadway campus operations. Fiscal 2019/20 data is noted in the below table.

Campus	Electricity Use (kWh)	Fuel Use (GJ)	Total Energy (GJ)	Energy Cost (\$)	GHG Emissions (tCO ₂ e)
Broadway	3,370,000	13,700	25,840	422,000	720

6.0 PROJECT COST/FUNDING

-
- ✓ Provide an estimate of total capital cost, identifying expected Provincial debt impact and other financial sources.
-
- ✓ Provide an estimate of the annual operating costs and impacts for infrastructure and program. Indicate operating funding assumptions for associated education programming, if applicable, e.g. reallocation of existing resources, new funding sought from government, etc.
-
- ✓ Identify the project capital cashflow on the Prioritized List of Proposed Projects spreadsheet (Attachment 3).
-
- Based on a June 2020 Class D cost estimate prepared by BTY Group, the estimated construction costs for the new 21,550 square meter facility are \$160M. The estimate of soft costs, contingencies, AV and FF&E is \$62.4M for a total project cost of \$222.4M.
 - VCC has limited capital reserves but expects to contribute \$10M to the capital costs, the balance of \$212.4M would be direct capital funding from AEST.
 - Annual operating and maintenance costs are estimated at \$85/square meter for an increase of \$1.8M.
 - To accommodate the increase of 350 student FTE, an increase of \$1.1M in salary costs is anticipated.

7.0 KEY RISKS

Identify 2-4 key risks and proposed mitigation strategies.

At this stage in the project lifecycle, key risks and mitigation strategies include:

- **Scope Changes** – Stakeholders will participate in the development of a Functional Program so emergent pedagogical practices can be aligned with industry standards and best practices.
- **Accuracy of Costing** – Through the CARG capital project approval processes, unknown site conditions, project assumptions, emergent information and Stakeholder engagement will be quantified in a final Business Plan Report to AEST.
- **Schedule Certainty** – A detailed schedule will be developed to reflect final project parameters, construction delivery methodology including options for fast-tracking, sequential tendering, and phased building permits.
- **City Approvals** – VCC intends to engage the City as a partner at the outset of the project and will consider leveraging Certified Professional process to help expedite reviews and approvals.

8.0 PROJECT SCHEDULE

Preliminary project schedule as per below Gantt chart.

Centre for Clean Energy and Automotive Innovation Project Phase	2020				2021				2022			
	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4		
Business Plan Report		█	█									
AEST Approval			█	█								
Design Development				█	█	█	█	█	█	█		
Construction									█	█	█	
Occupancy												
FF&E Fit-Up												

Centre for Clean Energy and Automotive Innovation Project Phase	2023				2024			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Business Plan Report								
AEST Approval								
Design Development								
Construction	█	█	█	█	█	█	█	█
Occupancy								█
FF&E Fit-Up								█

Centre for Clean Energy and Automotive Innovation Project Phase	2025			
	Q1	Q2	Q3	Q4
Business Plan Report				
AEST Approval				
Design Development				
Construction				
Occupancy				
FF&E Fit-Up	█			

CENTRE OF EXCELLENCE FOR CULINARY ARTS

Institution	VCC
Campus/City	Downtown
Project Title	Centre of Excellence for Culinary Arts
Project Category	2
Project Priority	2 of 3

1.0 CURRENT SITUATION

Describe the building(s) affected including building name and size, FCI, deferred maintenance, lease/owned, and programs offered.

- VCC's Culinary Arts, Baking and Pastry Training programs, part of the School of Hospitality, Food Studies and Applied Business, are currently located in the VCC owned Pender Building. Built in 1948, the space is 72 years old and has a FCI of 0.63 (May 2015 Report). Program area is approximately, 4,045 square meters (43,540 square feet) across the building's four floors:
Level 1 – Butchery, Baking Classrooms
Level 2 – Bakery and Pastry Labs
Level 3 – Culinary Kitchens, Equipment Stores, Dishwashing, Bistro and Restaurant
Level 4 – Classrooms (shared)
- Although many pieces of teaching equipment have been replaced over the years, kitchen and lab layouts, associated support space and base building infrastructure have not been upgraded to match.
- Fixed equipment and functional layouts afford zero flexibility and are based on an outmoded production food service concept which no longer reflects programming and curriculum outcomes. There are not enough handwashing sinks. There is no central stores space which hampers equipment sharing and inventory control. Conversely, central dishwashing space only results in dirty equipment stacking up in corridors contributing to smell, health and safety, sanitation issues.
- Floor and wall finishes are functionally deficient; exhaust, ventilation, lighting and plumbing infrastructure is end of life, inefficient to operate and maintain. Antiquated grease traps are ineffective. Current infrastructure is not conducive to proper food waste management and recycling and impedes sanitation efforts contributing to pest control issues. Audio-visual aids are makeshift.
- Current space is not universally accessible.

Include the number of Full-Time Equivalents (FTEs) that are currently accommodated/program.

- In the 2019/20 academic year, program enrolment was 1,162 FTE.
- Program enrolment has been steady over the last five years and is forecasted to remain so.

Also indicate what the final outcome of these buildings will be, e.g. demolished or repurposed, etc.

- VCC intends to renew and revitalize the existing program space in the Pender Building.
- Renovations will reflect current pedagogy and align with industry standards and best practices.
- The project would significantly reduce current FCI, address life safety and accessibility issues and extend the life of this heritage building.

2.0 PROJECT DESCRIPTION

Provide a brief description of project scope including area (m²), campus location, also an estimated breakdown of the area that applies to renewal/replacement, and/or expansion.

- The project scope involves a multi-phased renovation of the suite of Culinary Arts, Baking and Pastry Training program space in the Pender Building - Levels 1, 2, 3 and 4 – approximately 4,045 square meters (43,540 square feet) of existing space.
- All renovation work would be completed without interruption to course delivery.
- Building renewal to allow the Culinary Arts, Baking and Pastry Training programs to remain at the Downtown Campus must occur to maintain existing synergies with community and sectoral partners. In accordance with the Master Plan, Tourism and Hospitality are to be the Downtown campus “anchor” tenants.

Provide a description of the program(s) and FTEs that will be supported, including the amount and type of space required.

- In order to meet industry standards and the outcomes prescribed by the Industry Training Authority (ITA) BC, the School of Hospitality, Food Studies and Applied Business recently underwent a comprehensive program review that led to substantial revisions in the Culinary Arts and Baking and Pastry Arts programs. The last significant program update was in 1991. As a result, the entire complement of program space requires renewal and revitalization. Renovations to kitchens, baking and pastry labs, bar lab, butchery space, and shared classrooms are necessary to deliver current and emergent curriculum.
- Modernization improvements would include new demonstration theatres, open kitchens and food service stations, energy efficient equipment (coolers, freezers), energy efficient HVAC and exhaust systems, plumbing upgrades, audio-visual teaching aids, centralized stores, and decentralized cleaning.
- Major renovations would allow VCC to change from gas ranges to more energy efficient induction cooktops mirroring the shift happening in industry.
- Classrooms would be modernized and co-located adjacent to kitchens to support experiential, problem-based and collaborative learning models and be easily reconfigurable and adaptable to new technology.
- Immediate benefits would be realized by the 1,162 FTE enrolled in the program, as well as other Downtown campus student FTE who may utilize the shared classroom space.

3.0 PROJECT OBJECTIVES

Describe the problem, opportunity or need that this project is intended to address, including labour market demand.

- **Accreditation.** Beyond the fact that space is 72 years old with the majority of building infrastructure at end of life, existing space was designed based on a traditional production food service concept which constrains changes to curriculum and delivery necessary to maintain accreditation. Current industry standards and Industry Training Authority (ITA) requirements necessitate program space and infrastructure that enables active student participation, incorporation of more experiential learning tasks, instructor demonstrations, student practice, portfolio-based assessment and practical exams.
- **Student experience.** Providing students with state-of-the-art kitchens, a demonstration theatre, and other experiential settings will enhance the student learning and training experience, improve outcomes and bolster “job readiness”.
- **Advance the profession.** New skills and proficiencies are being demanded by students and industry requiring curriculum to evolve past just teaching skills in the kitchen to include emphasis on food science, nutrition, technology, social media, management skills and entrepreneurship training to support student success in entering what is now a more interdisciplinary profession with local, regional and global focus.
- **Expand training opportunities.** Updated facilities will provide the space for VCC to convert to diploma level programming in both Culinary and Baking and Pastry Arts. More flexible spaces would permit more diverse program offerings providing students with greater choice of electives and control over how they build their program. It will also allow VCC to move to a semester system and ultimately accommodate higher student intake and throughput.
- **Green energy.** Upgrading would give VCC the opportunity to partner with BC Hydro and the City of Vancouver to increase use of induction culinary techniques that help meet lower carbon emissions compared to natural gas.
- **Industry partnerships.** VCC is the largest training provider for culinary and baking students in western Canada and offers both a foundational pathway and workplace pathway for students. The Asian Culinary Arts program is the only one of its kind in Canada. Partnership opportunities cannot be maximized without space/infrastructure improvements including flexibility and adaptability.
- **Boost local economy.** Food and beverage workers are among the most in-demand in the province. WorkBC.ca projects 12,162 job openings for cooks between 2019-2029. The majority of VCC students are working part time during their studies and have full time employment immediately upon graduation as they work across a broad spectrum of the economy including hospitality, tourism, healthcare and education amongst others.

4.0 OPTIONS CONSIDERED

Describe alternative options for program delivery and facility solutions, including advantages/ disadvantages, e.g. status quo, lease, phased approach, build new, distance learning, use/rental of vacant or underutilized public assets, sublease of existing facilities, partnership with industry.

- **Status Quo:** This option does not address current space constraints/deficiencies, building mechanical/electrical shortcomings or provide space aligned with new curriculum and industry needs and accreditation requirements. Additionally, this option does not address the backlog of deferred maintenance associated with the Pender Building.
- **Lease/Partnership with Industry:** VCC is very interested in partnering with other PSIs and industry. However, specialized facilities are not generally available in the marketplace and those that might be are not typically design to meet building code requirements for assembly use as required for college teaching functions. There is also risk to loss of department coherency and brand identity. Ongoing cost of lease rent and operating costs.
- **Build New:** This is the costliest and most disruptive option from both a culinary program delivery and ongoing campus operations standpoint. Further it does not align with the Master Plan. As a designated Class A heritage building, the Pender Building is a legacy structure which will anchor future campus redevelopment.
- **Phased Approach:** This option renews and revitalizes a heritage building extending its life and takes a first step towards making an investment for future site and campus development. It also maintains the program in a familiar location with established industry and community connections. A phased implementation would be developed to allow renovations to occur while mitigating disruption to course delivery. Post-renovations VCC will be able to properly showcase and raise the visibility and profile of this core program. **This is VCC's preferred option.**

5.0 PROJECT OUTCOMES

Infrastructure Improvements: Describe how, and to what extent, it will improve the FCI and/or reduce life safety and occupational health risks, and/or improve space utilization.

- Replacement of end of life building infrastructure, realignment of space, and modernization improvements would significantly help reduce the current FCI and resolve life-safety and building code deficiencies.
- Workspace re-designed with adequate, open, and organized workspace for maximum efficiency will alleviate congestion issues, improve operational flow and support delivery of modern curriculum in accordance with accreditation requirements and industry best practices.
- From grease traps to waste management, energy efficient equipment and building infrastructure, existing space shortcomings would be systematically addressed so that post-renovated space would decrease operating and maintenance costs; support VCC sustainability goals and objectives; and, support municipal, provincial and industry climate, carbon and emissions reduction targets and action plans.

Cost Effectiveness: Describe cost benefits throughout lifecycle and/or funding partnerships.

- The project will resolve significant deferred maintenance requirements.
- Cost savings will be accrued through more modern and efficient building systems; reduced maintenance and cleaning costs; and, an anticipated reduction in food production costs.
- Re-use of the existing structure will be more cost effective than demolition and rebuilding.
- The renovations will target minimum LEED Silver and incorporate current best practices in the areas of environmental responsibility, sustainability and energy efficiency.

Innovation: Describe how, and to what extent, it demonstrates innovative solutions to program delivery, e.g. simulation, facility solutions and/or collaboration.

The renewal and revitalization project will:

- Incorporate technology such as overhead cameras that record demos while projecting onto high definition screens; large overhead viewing mirrors mounted above each kitchen so demonstrations by teachers and students can be viewed without obstruction will improve student experience and increase inclusivity.

5.0 PROJECT OUTCOMES (continued)

- Create flexible and adaptable kitchens/labs that can accommodate demonstrations, hands-on prep/cooking by students individually and at shared cooking stations in combination with “smart” classrooms that permit content sharing from the kitchens to optimize student theory and practice.
- Renewed facilities will enable VCC to convert to a semester system and offer more electives ultimately giving students greater options and control in how they build their program. This will also allow VCC to break free of the rigid 12-month cyclical nature of how the program is currently delivered. Further, it will allow VCC to convert from a Certificate program to Diploma credential.
- VCC will be able to expand collaboration opportunities. VCC created and delivered Access to Baking and Pastry Arts programming on the Musqueam site, and culinary in-community programming with the Stó:lō Nation and is keen to pursue additional community engagements including working with Aboriginal chefs. Recently, VCC has begun partnering with consulates to support student and faculty exchange and to promote the food and culture from their countries. VCC also worked with go2HR to produce the “Analysis of Training Needs for BC’s Globally Diverse Foodservice Industry” report and worked with the Immigrant Employment Council of BC on developing a pathway to the workplace for new Canadians with a culinary background: Facilitating Access to Skilled Talent (FAST) program.
- VCC would create spaces for expanded delivery of molecular gastronomy classes, competition space with room for an audience, celebrity chef presentations and classes. There is also the potential to partner with local professional chef organization to create a chef’s library and meeting space.

Strategic Alignment: Describe how the project aligns with government priorities, e.g. Ministry Service Plan; institutional priorities, e.g. mission statement, master planning, etc.; specific labour market and employer needs, e.g. inter-professional education.

- The project is aligned with the Ministry of Advanced Education, Skills and Training current Service Plan (2019/20 - 2021/22), Aboriginal Service Plan and Accountability Framework, is relevant to and responds to the needs of students, local community, society and economy.
- The project is aligned with and supports the Ministry of Jobs, Trade and Technology current Service Plan (2019-20 – 2021/22) by delivering programs that promote innovation, adoption of new technologies and build capacity and increase participation in in-demand economic sectors such as hospitality and tourism.
- The project supports industry and employer needs by delivering relevant and innovative programming, preparing chefs and bakers for ever more complex work environments, and it would permit VCC to increase the number of training spaces to graduate Red Seal, highly skilled, in demand, workforce ready graduates.
- The project aligns with and propels VCC’s vision, mission and values to be “the first choice for innovative, experiential learning for life”. It directly supports VCC’s Strategic Innovation Plan, Indigenous Education and Community Engagement Plan, Environmental Sustainability Plan and Campus Master Plan.

5.0 PROJECT OUTCOMES (continued)

Quality Education: Describe how student access, persistence, completion and educational needs, would be supported by the project, e.g. aboriginal learners.

- The project aligns with and supports the Declaration on the Rights of Indigenous Peoples Act, the Truth and Reconciliation Commission Calls to Action and the BC Declaration on the Rights of Indigenous Peoples Act. In the 2019/20 academic year, approximately 5%, 40 out of 879 domestic students enrolled in the School of Hospitality, Food Studies and Applied Business, self-declared as Aboriginal. Re-design of existing space would create an opportunity to collaborate and strengthen partnerships with First Nations to meaningfully express Indigeneity through architecture, the choice of building materials and selection of finishes to ultimately support retention, completion and successful transition to the workplace of Indigenous learners.
- Providing students with state-of-the-art kitchens, a demonstration theatre, and other experiential settings will enhance the student learning and training experience, improve outcomes and bolster “job readiness”. Expanding curriculum to have a more interdisciplinary focus such as courses in technology, social media, management skills and entrepreneurship training will support students to enter an increasingly complex and competitive workplace.
- 21st century classrooms will support current pedagogy, experiential, problem-based and collaborative learning models, and be easily reconfigurable and adaptable to new technology.
- Redesign of space will ensure universal access. For example, one of VCC’s partnerships with the BC School for the Deaf.

Energy and Emission Reduction: Describe how the project reduces energy and greenhouse gas emissions; Compare current energy usage (in GJ/year and \$ value/year) and greenhouse gas emission numbers (in tons CO₂/year) with the projected numbers. For new facilities, compare with an equivalent existing building on campus or other similar types of institutional buildings in North America.

- The project will target minimum LEED Silver, Step Code energy efficiency and Net Zero carbon emissions and contribute towards improved Downtown campus operations. Fiscal 2019/20 data is noted in the below table.

Campus	Electricity Use (kWh)	Fuel Use (GJ)	Total Energy (GJ)	Energy Cost (\$)	GHG Emissions (tCO ₂ e)
Downtown	4,763,000	8,300	25,440	561,000	528

6.0 PROJECT COST/FUNDING

-
- ✓ Provide an estimate of total capital cost, identifying expected Provincial debt impact and other financial sources.
-
- ✓ Provide an estimate of the annual operating costs and impacts for infrastructure and program. Indicate operating funding assumptions for associated education programming, if applicable, e.g. reallocation of existing resources, new funding sought from government, etc.
-
- ✓ Identify the project capital cashflow on the Prioritized List of Proposed Projects spreadsheet (Attachment 3).
-
- Based on a June 2020 Class D cost estimate prepared by BTY Group, the estimated construction costs for the renovation of the Pender Building - Levels 1, 2, 3 and 4 – 4,045 square meters (43,540 square feet) of existing space are \$15.0M. The estimate of soft costs, contingencies, AV and FF&E is \$6.8M for a total project cost of \$21.8M.
 - VCC has limited capital reserves to contribute towards the realization of this necessary project. Project dollars would be a request for direct capital funding from AEST.
 - There is little expected cost impact on operating or program costs.

7.0 KEY RISKS

Identify 2-4 key risks and proposed mitigation strategies.

At this stage in the project lifecycle, key risks and mitigation strategies include:

- **Scope Changes** – Stakeholders will participate in the development of a Functional Program so emergent pedagogical practices can be aligned with industry standards and best practices.
- **Accuracy of Costing** – Through the CARG capital project approval processes, asbuilt conditions, unknown site conditions, project assumptions, emergent information and Stakeholder engagement will be quantified in a final Business Plan Report to AEST.
- **Schedule Certainty** – A detailed schedule will be developed to reflect final project parameters, construction delivery methodology including options for fast-tracking, sequential tendering, and phased building permits.
- **City Approvals** – VCC intends to engage the City as a partner at the outset of the project and will consider leveraging Certified Professional process to help expedite reviews and approvals.

8.0 PROJECT SCHEDULE

Preliminary project schedule as per below Gantt chart.

Centre for Excellence for Culinary Arts Project Phase	2020				2021				2022			
	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4		
Business Plan Report		█	█									
AEST Approval			█									
Design Development				█	█	█	█	█				
Phased Construction (four phrases)								█	█	█	█	

Centre for Excellence for Culinary Arts Project Phase	2023				2024			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Business Plan Report								
AEST Approval								
Design Development								
Phased Construction (four phrases)	█	█	█	█				

DENTAL PROGRAM -- HEALTH SCIENCES "HUB"

Institution	VCC
Campus/City	Broadway
Project Title	Dental Program Co-location with Health Sciences
Project Category	2
Project Priority	3 of 3

1.0 CURRENT SITUATION

Describe the building(s) affected including building name and size, FCI, deferred maintenance, lease/owned, and programs offered.

- VCC's Dental Programs, part of the School of Health Sciences, are currently located in the VCC-owned Dunsmuir Tower building and occupy an area of approximately 1,787 square meters (19,230 square feet).
- Built in 1981, the building has a FCI of 0.77. A key driver of this index is that the north and west curtain walls of the building require substantial renewal, with modeled costs amounting to 46% of the building's replacement value. Other deferred maintenance items are end of life building systems including HVAC, electrical and plumbing.

Include the number of Full-Time Equivalentents (FTEs) that are currently accommodated/program.

- There are 180 FTE in the programs five courses: Dental Technology Sciences, Dental Hygiene, Certified Dental Assisting, and Dental Reception Coordinator.
- Enrollment in these programs is strong, growth is inhibited due to space constraints.
- The program also runs an active Dental Clinic providing the following services to the public:
 - Comprehensive oral health assessments and dental hygiene treatment, limited dental treatment, and referrals to additional community services to meet patients' needs.
 - Funded/supported by corporate sponsorship events such as Tooth Trolley, provides oral hygiene instruction, polishing, fluoride, and fissure sealants to children from low-income families.

Also indicate what the final outcome of these buildings will be, e.g. demolished or repurposed, etc.

- The Campus Master Plan calls for the Dunsmuir Tower building to be demolished and land redeveloped.
- Programs currently housed in the Dunsmuir Tower will be relocated to the Broadway Campus, either to the new Centre for Clean Energy and Automotive Innovation or Building B (Health Sciences).
- This project is contingent upon building of the new Centre for Clean Energy and Automotive Innovation.

2.0 PROJECT DESCRIPTION

Provide a brief description of project scope including area (m²), campus location, also an estimated breakdown of the area that applies to renewal/replacement, and/or expansion.

- Relocation of the Dental Program from VCC's Downtown campus to the Broadway campus will unite the School of Health Sciences to foster inter-professional exchange and activities, student and staff collaboration, and streamline administrative support for all programs.
- Approximately, 1,787 square meters (19,230 square feet) of space in Building B (Health Sciences) will require renovations to provide the latest developments in dental education, research and patient care.
- Renovations will also take into consideration radiography requirements, lighting, acoustics, HVAC and plumbing. Built in 2009, with a FCI of 0.17, Building B's base infrastructure can readily accommodate the Dental Programs' requirements.
- It is important to note, however, that relocation of Dental is contingent upon the construction of the new Centre for Clean Energy and Automotive Innovation building. Additional classroom space is necessary to permit the decant of students from Building B prior to space conversion.

Provide a description of the program(s) and FTEs that will be supported, including the amount and type of space required.

- The new Dental Programs space will support 180 student FTE's effective day one but will allow for program growth of up to 300 FTE (including resumption of Denturist program and launch of Dental Hygiene degree).
- New modern/expanded space would allow VCC to respond to industry demand with the launch of a Bachelor of Science in Dental Hygiene and Denturist Diploma..
- The project scope will include incorporation of modern chairs, instruments and auxiliary equipment (including monitors) to improve dental treatment space layout increasing safety, patient and student egress, ergonomics, ambidextrous use. It will also include upgrades to sterilization equipment To reduce the pressure on the dental clinic, a 30-station Dental Simulation Lab will provide students access to innovative technology.
- Re-planning of space will allow VCC to ensure proper separation and sizing of dental operatory; create a proper public reception and waiting area; establish proper separation between functions such as clean/dirty items and the denturist space.

3.0 PROJECT OBJECTIVES

Describe the problem, opportunity or need that this project is intended to address, including labour market demand.

- To continue to meet VCC's educational needs and maintain competitiveness, VCC must accommodate dental technologies and patient care practices aligned with industry standards and best practices. Rather than renovate space in a low FCI building, it is proposed to move the dental programs to renovated space in Building B (Health Sciences Building) on the Broadway campus.
- Program infrastructure is aged and nearing end of life. No improvements have occurred in the past 45+ years. Changes to the functional layout are necessary to accommodate modern chairs, new technology and equipment, address safety concerns, ergonomics, etc.
- For Certified Dental Assisting, there are 86 students but only 12 chairs available per day. This has resulted in limited clinic time per student. Clinic time available to students needs to be increased to comply with licensing and accreditation requirements. The remaining chairs are used by students in Dental Hygiene program which has two cohorts of 22 students in each cohort operating September to June.
- Accommodate projected growth of 2% annually in program enrollment

4.0 OPTIONS CONSIDERED

Describe alternative options for program delivery and facility solutions, including advantages/ disadvantages, e.g. status quo, lease, phased approach, build new, distance learning, use/rental of vacant or underutilized public assets, sublease of existing facilities, partnership with industry.

- **Status Quo:** This option does not address poor functionality, shortage of clinical space in aging infrastructure and with lack of access to current dental technology. Status quo would increase risk of accreditation issues.
- **Build New Downtown:** This option provides an opportunity to purpose build space to meet program needs. However, this is the costliest option and the most disruptive to ongoing program delivery.
- **Renovate Existing Space Broadway:** This option relocates the dental programs to house them with all other VCC healthcare programs in Building B, Broadway campus. This allows for maximum synergy within healthcare program offerings at the College. This option will require consultation with DTES community stakeholders to ensure continued access to affordable care to residents of the DTES. Due to existing space constraints at the Broadway campus, this option cannot be actioned until occupancy of the Clean Energy and Automotive Innovation building. **This is VCC's preferred option.**

5.0 PROJECT OUTCOMES

Infrastructure Improvements: Describe how, and to what extent, it will improve the FCI and/or reduce life safety and occupational health risks, and/or improve space utilization.

- Infrastructure improvements to Building B as part of the renovations to accommodate the Dental Program will help maintain the relatively low FCI index of 0.17.
- Re-planned space will allow VCC to have proper separation and sizing of dental operator; create a proper public reception and waiting area; establish proper separation between functions such as clean/dirty items and the denturist space.
- Dental operatories designed with attention to ergonomics, adequate sizing of and proper separation between them will have a significant impact on safety and the experience for both students and patients.

Cost Effectiveness: Describe cost benefits throughout lifecycle and/or funding partnerships.

- Co-location of Dental programs with Nursing programs will optimize use of existing support facilities on the Broadway campus.
- VCC anticipates a reduction in maintenance cost with location into a modern building with modern systems.

Innovation: Describe how, and to what extent, it demonstrates innovative solutions to program delivery, e.g. simulation, facility solutions and/or collaboration.

- Co-location of Dental programs with Nursing will establish an interdisciplinary “hub” for the School of Health Sciences to better serve academic goals, opportunities for applied research, social exchange, and the student experience to meet workforce needs.

Strategic Alignment: Describe how the project aligns with: government priorities, e.g. Ministry Service Plan; institutional priorities, e.g. mission statement, master planning, etc.; specific labour market and employer needs, e.g. inter-professional education.

- The project is aligned with the Ministry of Advanced Education, Skills and Training current Service Plan (2019/20 - 2021/22), Aboriginal Service Plan and Accountability Framework, is relevant to and responds to the needs of students, local community, society and economy.
- The project is aligned with and supports the Ministry of Jobs, Trade and Technology current Service Plan (2019-20 – 2021/22) by delivering programs that promote innovation, adoption of new technologies and build capacity and increase participation in in-demand economic sectors such as health and health assisting professions.

5.0 PROJECT OUTCOMES (continued)

- The project aligns post-secondary education training and programs with labour market demand to achieve a highly skilled workforce: According to British Columbia 2024 Labour Market Outlook, Dental Hygiene and Dental Assisting are both listed as high opportunity health occupations in BC.

Quality Education: Describe how student access, persistence, completion and educational needs, would be supported by the project, e.g. aboriginal learners.

- The project aligns with and supports the Declaration on the Rights of Indigenous Peoples Act, the Truth and Reconciliation Commission Calls to Action and the BC Declaration on the Rights of Indigenous Peoples Act. In the 2019/20 academic year, approximately 7%, 12 out of 180 domestic students enrolled in the Dental Program, self-declared as Aboriginal. Re-design of existing space would create an opportunity to collaborate and strengthen partnerships with First Nations to meaningfully express Indigeneity through architecture, the choice of building materials and selection of finishes to ultimately support retention, completion and successful transition to the workplace of Indigenous learners.
- Providing students with state-of-the-art dental operatories will enhance the student learning and training experience, improve outcomes and ensure “job readiness”.
- Co-location with other health science students will create a “hub” for health sciences to foster interdisciplinary exchange, enhance student engagement and social connections.

Energy and Emission Reduction: Describe how the project reduces energy and greenhouse gas emissions; Compare current energy usage (in GJ/year and \$ value/year) and greenhouse gas emission numbers (in tons CO₂/year) with the projected numbers. For new facilities, compare with an equivalent existing building on campus or other similar types of institutional buildings in North America.

- The project will target LEED Silver, Step Code energy and Net Zero carbon emissions. Relocating to the Broadway campus and into Building B, a relatively new facility, will take offline aged/ inefficient space to contribute towards improved Downtown campus operations. Fiscal 2019/20 data is noted in the below table.

Campus	Electricity Use (kWh)	Fuel Use (GJ)	Total Energy (GJ)	Energy Cost (\$)	GHG Emissions (tCO ₂ e)
Downtown	4,763,000	8,300	25,440	561,000	528

6.0 PROJECT COST/FUNDING

-
- ✓ Provide an estimate of total capital cost, identifying expected Provincial debt impact and other financial sources.
-
- ✓ Provide an estimate of the annual operating costs and impacts for infrastructure and program. Indicate operating funding assumptions for associated education programming, if applicable, e.g. reallocation of existing resources, new funding sought from government, etc.
-
- ✓ Identify the project capital cashflow on the Prioritized List of Proposed Projects spreadsheet (Attachment 3).
-
- Preliminary construction costs associated with the renovation are estimated at \$13.9M. The estimate of soft costs, contingencies, AV and FF&E is \$5.7M for a total project cost of \$19.6M.
 - VCC has limited capital reserves to contribute towards the realization of this necessary project. Project dollars would be a request for direct capital funding from AEST.
 - There is little expected cost impact on operating or program costs.

7.0 KEY RISKS

Identify 2-4 key risks and proposed mitigation strategies.

At this stage in the project lifecycle, key risks and mitigation strategies include:

- **Scope Changes** – Stakeholders will participate in the development of a Functional Program so emergent pedagogical practices can be aligned with industry standards and best practices. The process will include testing of multiple program organization scenarios to identify the most functional layout against the program’s space requirements and asbuilt conditions.
- **Accuracy of Costing** – Through the CARG capital project approval processes, asbuilt conditions, project assumptions, emergent information and Stakeholder engagement will be quantified in a final Business Plan Report to AEST.
- **Schedule Certainty** – A detailed schedule will be developed to reflect final project parameters, construction delivery methodology including options for fast-tracking, sequential tendering, and phased building permits.

8.0 PROJECT SCHEDULE

Preliminary project schedule as per below Gantt chart.

Dental Program Co-location with Health Sciences Project Phase	YEAR 1				YEAR 2			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Business Plan Report	█	█	█					
AEST Approval		█						
Design Development			█	█	█	█		
Construction							█	█
Occupancy								
FF&E Fit-Up								

Dental Program Co-location with Health Sciences Project Phase	YEAR 3			
	Q1	Q2	Q3	Q4
Business Plan Report				
AEST Approval				
Design Development				
Construction	█	█		
Occupancy		█		
FF&E Fit-Up			█	█

ATTACHMENTS

1 Priority #1

Attachment 2 - Project Overview
Centre for Clean Energy and Automotive Innovation

2 Priority #2

Attachment 2 - Project Overview
Centre for Excellence for Culinary Arts

3 Priority #3

Attachment 2 - Project Overview
Dental Program Co-location with Health Sciences

4 Attachment 3

Prioritized List of Proposed Projects

Note: For the 2021/22 – 2025/26 capital planning cycle, VCC have no major ongoing planned self-funded projects (Attachment 4) or existing student housing projects (Attachment 5) to report on. Accordingly, Attachments 4 and 5 are not included as Attachments.