



**VANCOUVER COMMUNITY COLLEGE**

# VCC Institutional Accountability Plan and Report

**2021/2022 REPORTING CYCLE**



Submitted to:  
Ministry of Advanced Education and Skills Training





## LAND ACKNOWLEDGEMENT

We respectfully acknowledge that Vancouver Community College is located on the traditional and unceded territories of the x<sup>w</sup>məθk<sup>w</sup>əyəm (Musqueam), S<sub>k</sub>wx<sub>w</sub>ú7mesh Úxwumixw (Squamish), and səlilw'ətaʔt (Tsleil-Waututh) Nations.



July 15, 2022

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

Dear Minister Kang,

We are pleased to submit Vancouver Community College's (VCC) Institutional Accountability Plan and Report (IAPR) for the 2021/2022 reporting cycle. This report proudly highlights the achievements of VCC over the past year and renews our ongoing commitment to offering high quality, accessible education in British Columbia.

The plan included here 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, recovery efforts, and other important community needs.

We have also included VCC's newly implemented Strategic Innovation Plan (approved June 29, 2021). This plan supports those in our community who have been particularly impacted by COVID-19, including members of vulnerable and underrepresented groups, to participate fully in growing career opportunities.

With these goals in mind, we have continued to create programming that supports a future-ready workforce through increased access to education and skills training.

As a community-focused post-secondary institution in the heart of our province's largest city, we continually strive to support the current government's efforts to improve the lives of British Columbians:



## PUTTING PEOPLE FIRST

- VCC is one of B.C.'s largest providers of tuition-free Adult Basic Education (ABE) and English as an Additional Language (EAL) programming.
- 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 unique, community-oriented counselling programs provide hands-on training to those entering the fight against mental illness, isolation, and the opioid crisis.
- 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's University Transfer programming offers an accessible and affordable alternative to direct university admission.
- VCC instructors regularly author and contribute to open education resources (OER) (free, online textbooks) via BCcampus.
- VCC's award-winning innovations to English as an Additional Language (EAL) programming have transformed and enhanced the newcomer experience 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's health sciences students and instructors coordinate the largest and most realistic annual earthquake simulation in B.C.
- VCC's Institutional Learning Outcomes ensure that human ("soft") skills such as critical thinking, intercultural awareness, professionalism, and others are woven into every college program.
- VCC recently partnered with the Open Door Group (ODG) to create customized, accessible training courses for people with disabilities and those facing barriers to education.
- VCC is a proud partner of the Feed BC initiative, supporting a shift to more B.C. food on campus.
- The VCC Foundation raises and distributes over \$500,000 annually in scholarships and bursaries to students, including the creation of a COVID-19 Emergency Bursary Fund in 2020.
- The VCC Foundation supports college projects, classroom supports, and equipment with over \$1 million in raised funds annually.
- Honouring our Okanagan Charter commitments and working with the Canadian Mental Health Association, VCC has unveiled a Mental Health and Well-Being Framework that will guide the college's efforts in promoting mental health for the next five years.

## EQUITY, ANTI-RACISM, AND LASTING AND MEANINGFUL RECONCILIATION

- 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 is the only institution in B.C. to offer Adult Basic Education (ABE) at fundamental levels (beginner to Grade 8) which is essential to the success of many newcomers, refugees, and other British Columbians with interrupted education.
- 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.
- VCC exceeds the Government of Canada's 50/30 Challenge, with diverse representation in leadership across key portfolios.





- VCC has made San'yas Indigenous Cultural Safety Training is available for all board, leadership, staff, and faculty, who, in turn, pass these values on to students.
- VCC has partnered with the Students' Union of VCC to combat 'period poverty' by making free menstrual products available at all on-campus universal washrooms.
- VCC's actively supports the 2SLGBTQIA+ community through its "we care for all bodies" nursing pin initiative and upcoming Vancouver Pride wall art installation.
- VCC regularly hosts robust, public celebrations for National Indigenous Peoples Day as well as unique and meaningful ceremonies for Indigenous grads.

### **A BETTER FUTURE THROUGH FIGHTING CLIMATE CHANGE**

- As part of the Campus Plan, VCC is currently developing schematics for a new Centre for Clean Energy and Automotive Innovation (CCEAI) at our Broadway campus.
- VCC recently acquired one of Toyota's first fuel cell electric vehicles (FCEV) made for the Canadian market, allowing us to add this new, clean transportation technology to our automotive training programs.
- VCC is a top performer in the BC Hydro and FortisBC's Energy Wise Network program, having exceeded \$3 million in total energy cost avoidance since 2010.

### **A STRONG, SUSTAINABLE ECONOMY THAT WORKS FOR EVERYONE**

- VCC's Campus 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 childcare, retail, and housing density.
- VCC has committed to the government's Tuition Limit Policy, setting a 2% cap on tuition and mandatory fee increases.
- VCC's creative and innovative partnerships with local industry, non-profits, and Indigenous peoples to help ensure that students gain practical and real-world experiences, contribute to the economy, and achieve successful employment outcomes.
- VCC graduates report a higher-than-average employment outcome across the province, contributing to a stable and robust economy.
- 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.
- VCC engages over 35 program advisory committees (PACs) made up of alumni, employers, and industry experts to advise on cutting edge programming and ensure students are job-ready.
- 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 was recognized as one of B.C.'s Top Employers in 2021 and 2022, offering reliable and rewarding employment to over 1,200 people in Metro Vancouver.
- In recent years, VCC has rapidly expanded its Information Technology (IT) programs in networking, security, cloud computing, and virtual and augmented reality (VR/AR), contributing greatly to B.C.'s growing tech industry.



## TO PROTECT BRITISH COLUMBIANS FROM THE SPREAD OF COVID-19

- At the request of the Ministry of Advanced Education and Skills Training, VCC remained open as an essential service throughout the COVID-19 pandemic, ensuring that learning continued and student services remained available, both in person and remotely.
- 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.
- VCC continues to be a major training provider for Metro Vancouver's building service workers, now including courses in antiviral cleaning and disinfection.
- VCC played a significant role in facilitating the shift to online teaching and learning for instructors across the province through new courses from the School of Instructor Education.
- VCC and Vancouver Coastal Health (VCH) partnered to set up a public COVID-19, large-scale vaccination clinic 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. 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.

This document has been reviewed and approved by the VCC College Board of Governors, and with this letter, we hereby affirm our accountability for the Vancouver Community College Accountability Plan and Report 2021/22.

Sincerely,

A handwritten signature in black ink that reads "Joey Hartman".

Joey Hartman  
Chair  
VCC Board of Governors

A handwritten signature in black ink that reads "Ajay Patel".

Ajay Patel  
President and CEO  
Vancouver Community College





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## VCC'S RESPONSE TO COVID-19

Throughout 2021 and into 2022, VCC has continued to work in collaboration with the Ministry of Advanced Education and Skills Training (AEST) to maintain full on-campus learning and services for students, faculty, and staff. The direction and guidance of the Provincial Health Officer and B.C.'s COVID-19 Go-Forward Guidelines have been instrumental in our college's safe and successful return to full on-campus operations.

VCC has sought to play a defining role in maintaining the health and safety of not only our college community but also the wider city and province. These efforts have been led by VCC's Emergency Operations Centre, which is comprised of a diverse group of safety, security, medical, communications, and academic professionals.

### During the pandemic

#### **Zero interruption in classes and services**

VCC continued to conduct classes and training in both virtual and safely designed face-to-face environments throughout the pandemic. At no time did VCC stop academic operations or suspend services required by our college community. Today, VCC continues to have one of the highest on-campus activity levels of any post-secondary institution in B.C.

#### **VCC hosts COVID-19 testing site and vaccination clinic**

At the request of Vancouver Coastal Health (VCH), VCC offered its north parking lot at the Broadway campus to host a COVID-19 testing location. This site opened in mid-August 2020 to offer safe, public access to COVID-19 testing without the need to enter a public building. The success of this site then led the VCH to expand it into the largest COVID-19 vaccination clinic in Metro Vancouver. VCC's COVID-19 testing/vaccination site served 1,500 to 2,000 community members per day.



## VCC'S RESPONSE TO COVID-19 (CONTINUED)

In June 2021, VCC opened its doors during Vancouver's unprecedented heat wave to provide a cooler site where VCH could continue to vaccinate the public. This summer, VCC will be working with VCH to potentially re-open a vaccine site in our north parking lot to support the increased need for booster shots as the province heads into the fall.

### VCC alumni contributing to the fight against COVID-19

- Since the start of the pandemic, hundreds of VCC-trained nurses and other health workers have placed themselves on the front lines, caring for the critically ill and working at COVID-19 testing sites and vaccination clinics across the province.
- VCC-trained building service workers have been reliably going to work throughout the pandemic and contributing their essential skills to keep B.C.'s offices, stores, and other facilities clean and safe.
- VCC fashion students sewed stylish and reusable masks for at-risk youth as part of their annual holiday sewing factory.

### Beyond the pandemic

#### VCC transitions to lesser restrictions

In addition to maintaining clear and frequent messaging to employees and students through direct email and our COVID-19 webpage ([vcc.ca/covid-19](http://vcc.ca/covid-19)), VCC also adopted a wrap-around approach to ensuring the college community's health and wellbeing as operations, programs, and activities transitioned back on campus.

- Aligning with the direction and guidance of the Provincial Health Officer and BC's COVID-19 Go-Forward Guidelines, VCC created messaging that was centred around safety, scientific data, and empathy to alleviate many concerns from employees and students about returning to campus.
- In February 2022, VCC updated its COVID-19 Exposure Control Plan. The purpose of the plan is to outline the infection control practices implemented at VCC during the COVID-19 pandemic, and provides a framework for identifying low, medium, and high-risk areas of exposure and makes recommendations for adjustments to the workspace to minimize those risks.
- VCC's EOC supported the delivery of Rapid Antigen Tests (RAT) to all employees (faculty and staff). Department heads were given enough kits to distribute 10 tests (two boxes) to every employee. As well, all students had safe and easy access to RAT kits through VCC's Student Union.
- VCC's Communicable Disease Plan was shared and made available to all employees and students. VCC also released a shorter Communicable Disease Plan Quick Guide to support better understanding of the plan.

## VCC'S RESPONSE TO COVID-19 (CONTINUED)



- Two community town halls (September 2021 and February 2022) were held for VCC employees with Dr. Mark Lysyshyn MD, MPH, FRCPC, Deputy Chief Medical Health Officer, Vancouver Coastal Health (Public Health and Preventive Medicine, Internal Medicine), as a keynote speaker. Employees were able to ask Dr. Lysyshyn questions and get immediate information, which was then shared with the full VCC community.
- In March 2021, VCC partnered with Lifeworks to provide training for 80 leaders at all levels in the college to help enable them to better support employees who may be struggling with mental health issues exacerbated or triggered by COVID-19.
- VCC created and implemented numerous comprehensive safety documents, procedures, and return-to-work plans throughout the COVID-19 pandemic:
  - COVID-19 Return-to-Campus Guidelines (updated March 22, 2022)
  - Campus Plan for Confirmed COVID-19 Cases
  - Communicable Disease Plan Quick Guide
  - Return to Campus Handbook for Employees
  - Return to Campus Safety Plan
  - Supplemental Template – Risk Assessment
  - Supplemental Template – Operational Space Checklist
  - Student Non-Compliance with COVID-19 Safety Protocols
  - VCC COVID-19 Exposure Control Plan
- People Services and an EOC sub-working group organized an Operational Review to explore options for continuation of a Remote Work Program.
- VCC achieved zero on-site COVID-19 transmissions between employees at any campus, and zero employees have claimed COVID-19 as an occupational disease through WorkSafe BC.





## INSTITUTIONAL OVERVIEW

### Our vision statement

**VCC – the first choice for innovative, experiential learning for life.**

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 over 13,000 registered students, (including a growing number of Aboriginal and international learners), 1,100 employees, and an annual budget of \$125 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

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**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.

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

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**Reconciliation and Diversity:** We respect and celebrate our differences, and are committed to the work of decolonization, accessibility, and inclusivity for all.

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**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.

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## Our values (continued)

Our commitment to student success, excellence, reconciliation, diversity, and stewardship makes VCC a unique and exciting place to study. We believe that VCC students have unlimited potential, and our goal is to make sure our graduates are equipped with the skills and knowledge they need to succeed in an ever-changing world.

With two campuses located in the heart of Vancouver, VCC offers academic, cultural, and social environments that inspire relevant, real-world learning. Our on-campus facilities – including gourmet and casual restaurants, an auto shop, a graphic design boutique, and salon and spa – allow students to hone their skills while providing high-quality lower-cost services to the Downtown and East Vancouver communities.

Just as our students adapt to an evolving workforce, VCC also aims to continue expanding the reach and impact of post-secondary education through innovation. In doing so, we will continue to build partnerships with both corporate and not-for-profit organizations and develop credentials that meet demands of our current and emerging markets. In turn, these creative partnerships will help students gain real-world experiences.

VCC 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 learners. VCC's commitment to equity and diversity motivates us to constantly improve by advancing policies around Indigenization and enhancing our courses and programs to enable working adults to continually upgrade their skills. With 44% of VCC's student body indicating "hybrid learning" as the preferred way to access programming, we also understand that students are pursuing learning pathways that complement their lifestyles, and we are well-equipped to accommodate them.<sup>1</sup>

As a key source of post-secondary education and supplier of skilled workers across the province, VCC continues to create opportunities for British Columbians and enhance the overall productivity of B.C.'s economy. The steady flow of highly trained VCC grads into the workforce is a testament to the quality of education that we provide. After 57 years of operation, VCC has produced thousands of alumni who are receiving higher earnings and increasing the productivity of B.C. businesses. Of the 53% of our student body that indicated they were working prior to their education at VCC, 99% of them chose to study at VCC because of a specific program.<sup>2</sup> It is also estimated that one out of every 53 jobs in Greater Vancouver is supported by the activities of VCC and its students.<sup>3</sup>

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1 VCC Annual Student Survey, May 2022

2 VCC Annual Student Survey, May 2022

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

# VCC'S STRATEGIC INNOVATION PLAN

Over the coming decade, technological, economic, and social changes will arise faster than ever before. At VCC, we will be ready. Our Strategic Innovation Plan 2022-25 is serving as a blueprint and guide as we embrace the opportunity to re-shape our campuses, programs, business models, and partnerships to best meet the evolving needs of B.C. students and industry.

The five priorities in our Strategic Innovation Plan represent VCC's ambitions as a leading post-secondary institution in B.C. while also establishing tangible, shared goals for program evolution, campus development, fiscal sustainability, and social responsibility.

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## Academic Innovation

Deliver sustainable programming accessible and responsive to the diverse and changing learner, community, and employer needs

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## Operational Excellence

Advance system integration, risk management, and fiscal responsibility through capacity building and digital transformation

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## Engaged Communities

Foster meaningful relationships and strategic partnerships that expand opportunities, community impact, and industry recognition

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## Empowered People and Inclusive Culture

Cultivate innovative and accessible people services committed to inclusion, wellness, and development for all employees

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## Campuses of the Future

Design spaces and infrastructures optimized for all learner and employee success and well-being

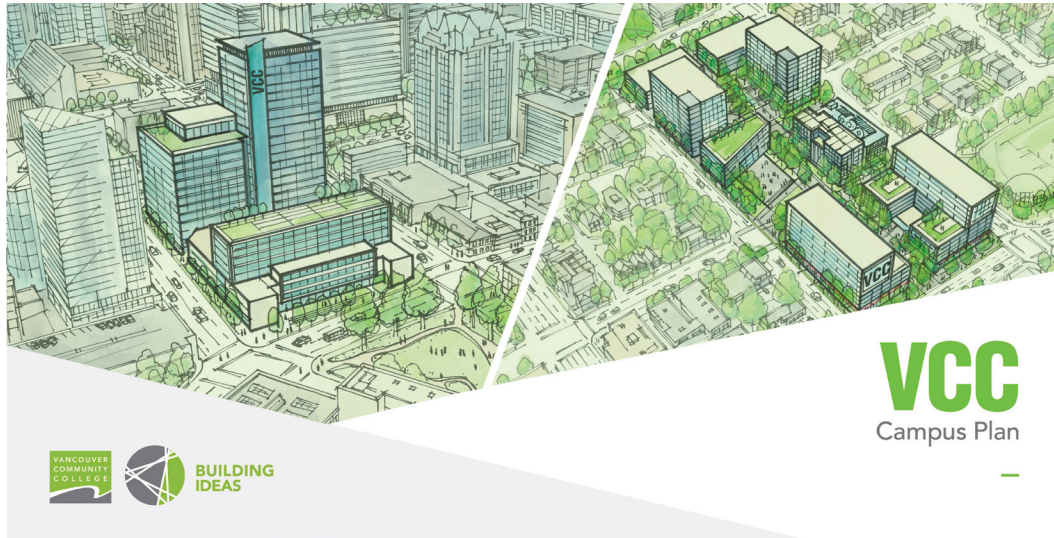
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## Our commitments:

- 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 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 creating a safe and inclusive place and to increase 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 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 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 and Skills Training (AEST). The plan, which was 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.

The Campus 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 many decades, VCC's campuses have become a cornerstone of life for Downtown and East Vancouver residents, as well as the thousands of students and employees who commute in from across Metro Vancouver 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 Campus Plan process revealed the need for significant renewal. Thanks to extensive consultation and visioning, our Campus Plan 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.

## **CAMPUS PLAN (continued)**

### **Phase One: Centre for Clean Energy and Automotive Innovation**

Currently, VCC is moving forward with planning for Phase One of the Campus Plan: the development of a new Centre for Clean Energy and Automotive Innovation (CCEAI). This planning work is focused on producing a schematic design for the building. This will result in the development of a Class 'C' cost estimate for the business case to be submitted to the Treasury Board.

In support of this work, VCC has awarded contracts as follows:

- Project Management – Colliers Project Leaders
- Prime Architect – Stantec
- Quantity Surveyors and Cost Consultants – BTY Group
- Geotechnical Consultant – GeoPacific Engineering
- Topographical Survey – Underhill Geomatics Ltd.
- Environmental Assessment – Pinchin Ltd.
- Traffic Consultant – Watt Consulting

With guidance from VCC's Integrated Project Team and oversight from the Project Steering Committee, these consultants are working toward submission of schematic design by August 2022 and delivery to AEST of the final business case by early September 2022.

### **Indigenous consultation and inclusion**

The project planning approach has placed significant emphasis on Host Nation engagement and addressing Indigenization, decolonization, and reconciliation. This work was initiated with a workshop including Knowledge Keepers, Chief Ian Campbell of the Squamish nation, and Councilor Charlene Aleck of the Tsleil-waututh nation, and will continue until completion of the project.

VCC has engaged two Indigenous cultural advisors, Ginger Gosnell-Myers and Cory Douglas, to work with the project team to offer guidance in the consultation and design process. Additionally, the negotiated request for proposal for Prime Architect required that an Indigenous professional be included as part of the consultant's team. This approach has ensured a thorough consultative process will be undertaken with representatives of the Host Nations (Musqueam, Squamish and Tsleil-waututh) and that important elements of First Nations heritage and culture are included in design concepts.

## VCC STUDENTS AND LABOUR MARKET



### Education for employment

Like many B.C. post-secondaries, VCC remains a foundation for traditional students transitioning from high school. In addition, our college supports a wide range of “non-traditional” students looking for workforce training opportunities. Many are parents, vulnerable youth, mature students, people with disabilities, members of minority or racialized groups, and new immigrants to Canada. One of VCC’s major strengths is the ability to serve such a diverse student population with affordable credentials and job training.

Historically, community colleges have been essential providers of affordable education options for students looking for reskilling opportunities, especially during economic downturns. As B.C.’s economy continues to recover following the COVID-19 pandemic, VCC remains a leading destination for B.C.’s workers who wish to complete unfinished studies or obtain new credentials or additional training.

### Skills for the future

Increasingly rapid economic, social, and environmental changes have reinforced the need to enable all British Columbians to gain essential skills, competencies, and adaptability for a successful career. The 2021 BC Labour Market Outlook forecasts that 413,000 (41%) of the over 1 million predicted job openings over the next 10 years will require a diploma, certificate, or apprenticeship training (while 359,900 (36%) will require a university degree).<sup>4</sup>

By contrast, the today’s AEST data indicate that only 27.6% of students are pursuing college or apprentice training. If this ratio continues over the next ten years, B.C. will be lacking approximately 136,000 skilled workers in critical professions. Fortunately, VCC is well positioned to fulfill such needs in some of B.C.’s most critical industries such as health care, social services, hospitality, food services, and early childhood care and education.

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<sup>4</sup> BC Labour Market Outlook 2021 Edition



## VCC STUDENTS AND THE LABOUR MARKET (continued)

### Empowering newcomers

For newcomers to Canada, overcoming language barriers and securing employment are among their major concerns. Obtaining recognition for foreign credentials adds to the complexity that newcomers must navigate. Research suggests that guidance during the initial phases of acclimatization is the most critical for newcomers to successfully develop social networks and find employment.<sup>5</sup> Thanks to VCC's award-winning English as an Additional Language (EAL), Language Instruction for Newcomers to Canada (LINC) programs as well as our deep familiarity with the newcomer experience, we are highly attuned to the needs of this important demographic. As proof, our annual survey showed that there was an extremely high level of confidence for those aiming to achieve their educational goals at VCC.

#### CONFIDENCE LEVEL OF VCC STUDENTS BY FIRST LANGUAGE

	English First Language	Non-English First Language
Confidence in achieving educational goals at VCC	96%	94%

Source: VCC Annual Survey May 2022

### Developmental and access programming

Across Metro Vancouver, VCC is a leader in providing developmental and access programming including Academic Upgrading, Adult Special Education, and employment-oriented programs for Deaf, hard of hearing, and visually impaired adults. Upon finishing these programs, many students continue to advance in their skills as they prepare for future study or work (22%), look for a job with an agency or with support (19%), or engage in volunteer work (15%).<sup>6</sup>

As British Columbians with cognitive and other disabilities increasingly seek opportunities and rewarding employment, special education students are transitioning from the K-12 system into VCC programs at a province-leading rate.<sup>7</sup> At VCC, we strive as a community to ensure that these students receive the resources and high-quality support to flourish, develop, and contribute.

#### CONFIDENCE LEVEL AND EMPLOYMENT HISTORY OF VCC STUDENTS BY DISABILITY INFLUENCE

	School work affected by a disability	School work not affected by a disability
Confidence in achieving educational goals at VCC	89%	94%
During the past two years, worked at a job related to current program	33%	44%

Source: VCC Annual Survey May 2022

5 Zuberi, 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.

6 ASE LMAPD 3 Month Cycle Report. (Internal VCC Study)

7 ASE Student Transitions Project

VCC STUDENT DEMOGRAPHICS

# VCC

**13,130**

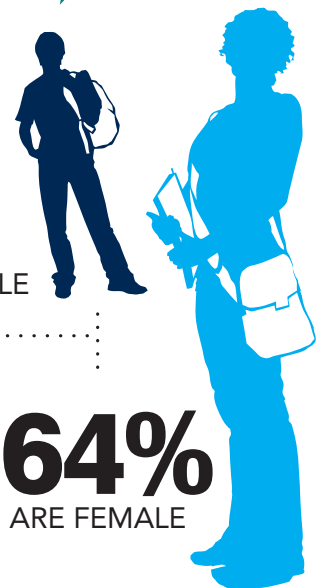
2021-22

STUDENTS REGISTERED



**489**  
INDIGENOUS  
STUDENTS ENROLLED –  
SELF-DECLARED\*

OVER  
**50**  
LANGUAGES SPOKEN



**35%**  
ARE MALE

**64%**  
ARE FEMALE

\*CDW Oct 2021, Institution Demographics, FY 2020-21

FROM  
**134**  
COUNTRIES



**34**  
AVERAGE AGE OF  
DOMESTIC STUDENT

**27**  
AVERAGE AGE OF  
INTERNATIONAL  
STUDENT



**29%**  
VCC STUDENTS ARE  
NEW CANADIANS

**3** BACHELORS  
DEGREES

**16** APPRENTICESHIPS

**2** ADVANCED  
CERTIFICATES

**2** POST  
DIPLOMAS

**4** SHORT  
CERTIFICATES

**2** UT ASSOCIATE  
DEGREES

**93** CERTIFICATES  
**31** DIPLOMAS



**6-9%**  
STUDENTS WHO ACCESS  
ACCOMMODATIONS



**97%**  
OF STUDENTS  
SATISFIED WITH  
QUALITY OF  
INSTRUCTION†

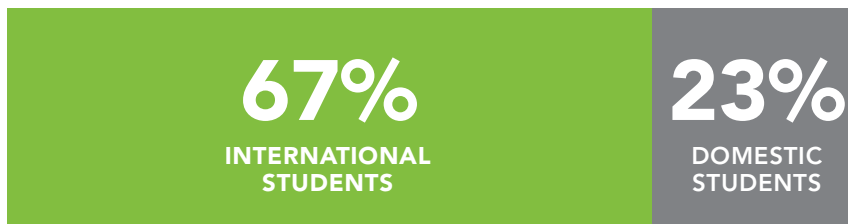
†2021 BC Student Outcomes Survey of former Diploma, Associate Degree and Certificate Students, data prepared by BC Stats

## VCC STUDENT DEMOGRAPHICS (continued)

### Education level

Many students come to VCC already possessing a post-secondary credential and seeking further, employment-related education and training. According to our latest student survey, 23% of domestic VCC students already possess an undergraduate degree or higher, compared to 67% of international students.

**VCC STUDENTS WITH AN UNDERGRADUATE DEGREE OR HIGHER**  
(E.G. BACHELOR'S, MASTER'S, DOCTORATE)



Source: VCC Student Survey May 2022

### VCC students with dependents

The responsibilities of raising a family and caring for dependents often impact individual choices to pursue education, work, or upgrade skills.<sup>8</sup> At VCC, over half of our current student population attends school while also supporting others.

**VCC STUDENTS SUPPORTING DEPENDENTS**



Source VCC Student Survey May 2022

<sup>8</sup> 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

### Overall student satisfaction

Student feedback is an integral part of VCC’s planning and operations. Our students continuously rate their satisfaction and share about their experiences through provincial and internal surveys. These surveys show a regularly high degree of satisfaction with learning, which is also consistently reflected in positive student outcomes.

Many complex factors contribute to student satisfaction. In our most recent student survey, we asked VCC students a variety of questions to guide the creation of inclusive and effective learning communities. The survey had a response rate of 20% (1,630 respondents) who indicated high levels of satisfaction in several aspects. Responses were equally positive among Indigenous students, international students, domestic students, and students with disabilities.

#### VCC STUDENT SURVEY: SATISFACTION

	Indigenous Students	Students w. disabilities	International Students	Domestic Students
VCC is their first choice in post-secondary education	93%	72%	72%	77%
High level of confidence in achieving academic goals at VCC	95%	89%	95%	94%
Main educational goal is to complete a specific VCC program, have a job right after the program, or for self-improvement and enjoyment	78%	63%	78%	62%
“Excellent” or “Good” ratings of VCC’s services*	81%	79%	87%	79%
“Aware” or “Fully Aware” of employment opportunities related to current VCC program**	49%	51%	53%	57%

Source: VCC Student Survey May 2022

Student satisfaction is also positively associated with program completion rates and level of achievement. Students who report a high level of satisfaction in their learning also tend to have higher grades and are more likely to complete their programs compared to students who are less satisfied. At VCC, there is also a positive association between student satisfaction and student outcomes after graduation.

\* “Excellent”, “Good”, “Fair”, “Poor”, or “Don’t know” for each of VCC’s services

\*\* I am “fully aware”, “aware”, “somewhat aware”, or “not at all aware” of job/employment opportunities related to my current VCC program/course

## STUDENT FEEDBACK (continued)



### Student satisfaction with online/blended learning

In 2022, VCC continued to conduct institution-wide course evaluations and collect feedback to accommodate the transition to online and blended (mixed online and in-person) learning. Survey results show that VCC students rated the quality of blended learning and their experience accessing required educational supports very favourably.

#### VCC STUDENT SURVEY: ONLINE/BLENDED LEARNING

	Indigenous Students	Students w. disabilities	International Students	Domestic Students
Has adequate access to technology required to do blended courses	81%	81%	76%	81%
Felt adequately prepared to take a course where part of it is online	79%	81%	72%	76%
"Excellent" or "Good" quality of blended course experience	71%	75%	80%	76%

Source: VCC Student Survey May 2022

## **VCC PEOPLE SERVICES**

### **COVID-19 response and return-to-campus planning**

In late 2020, VCC's People Services department, in partnership with VCC's Emergency Operations Centre and the Return-to-Campus Working Group, conducted an employee survey to better understand the employee experience both during the COVID-19 pandemic as well as concerns and needs regarding the return to campus activities. Over 600 employees participated in the survey and the feedback was shared and used to develop return-to-campus plans. In addition, a return-to-campus handbook was created in July 2021 to provide clarity and to make it easier for VCC employees to be able to access resources and support.

### **Operational review and remote-work program**

During Fall 2021, VCC conducted an operational review to understand the benefits, opportunities, and best practices for remote work in a post-pandemic environment. During COVID-19, pandemic restrictions introduced real technical and logistical benefits for departments and employees, many of which we wanted to retain. This review was prompted by increased employee interest in working from home as well as CUPE telework requests.

The aim of the operational review was to align our organizational needs and operational standards in relation to employees' experiences and preferences for working remotely. Over a period of three months, we engaged with parties across our organization to determine how best to officially incorporate remote work into VCC's future. Throughout this process, our goal was to find a path that responds to employee preferences while continuing to collaborate effectively and protect our high standard of experiential learning and quality services VCC students expect.

Instead of a generic approach (e.g. allowing all employees to work remotely half-time or one day per week), we developed remote work guidelines that allow us to consider specific elements of individual jobs at VCC. This allowed the institution and each employee to look at which specific parts of a position could easily be done remotely and which parts needed to be done on campus or that required careful planning to deliver in a remote or hybrid context. VCC's new remote work program was launched in November of 2021 and has been well utilized. A review of the program is planned for Fall 2022.

### **Web Time Entry / Power BI Reporting Tool**

In partnership with VCC's finance and information technology departments, the VCC People Services continues to improve operational excellence by implementing the Web Time Entry system. Currently, all faculty and administrators are on the new time capture system with a goal of having the rest of the college on the new system by the end of the year. This system will be paired with the Power BI reporting tool which will allow leaders to access information more readily and make key decisions based on data and metrics.



## VCC PEOPLE SERVICES (continued)

### VCC Day 2021

On Wednesday, Nov. 3, VCC held its annual employee appreciation and education event once again via Zoom. Under the theme *Thriving Together*, over 600 employees participated in the morning program that featured a keynote address entitled *Two-Spirit Diversity: Fostering Inclusion and Belonging*, live performances by our Indigenous Vocal Ensemble and the VCC Day band, student interviews, a wellness meditation break. The program also introduced employees to VCC's new Mental Health and Well-being Framework and the CHMA's *Not Myself Today* employee mental wellness program.

A key highlight of the morning program was when Surinder Aulakh, Director of Safety, Security and Risk Management, was presented with an honorary key to the college for his exemplary work in leading our Emergency Operations Centre team and keeping our college community safe during the COVID-19 pandemic.

In the afternoon, employees participated in a variety of workshops focusing on universal design for learning (UDL), student mental health, Medicine Wheel teachings, anti-racism response training, resiliency, compassion in clinical teaching, and expanding on VCC's new Mental Health and Well-being Framework.

### VCC Employee Excellence Awards 2021

VCC's annual Employee Excellence Awards recipients were also announced at VCC Day. Overall, employees nominated 13 teams who demonstrated outstanding service, engagement, innovation, and teaching excellence during the year. The five award winners for 2021 are:

#### **Service Excellence**

Information Technology Team

#### **Innovation Excellence**

Registrar's Office

#### **Community Engagement Excellence**

Wellness Team

#### **Teaching/Program Excellence (tie)**

Certified Dental Assisting / Dental Reception Coordinator  
Early Childhood Care and Education

## VCC PEOPLE SERVICES (continued)



### VCC named one of BC's Top Employers

For the second consecutive year, VCC was recognized as one of BC's Top Employers. The organizers of the 17th annual competition announced the list on Feb. 8, 2022, which included employers such as BCIT, BC Hydro, and the City of Vancouver. VCC was selected based on multiple criteria, including compensation and benefits, work and social atmosphere, quality of the physical workplace, training and upward mobility, and community involvement – all of which were pushed forward by a healthy level of competition between public- and private-sector employers. This honour reflects the tremendous work our employees bring to VCC every day.

### Learning For Life Workshops

A wide variety of free Learning for Life workshops and training sessions were held for VCC employees in 2021, including:

- Anti-Racism Response training
- San'yas Indigenous Cultural Safety
- Supporting Students with Disabilities
- Building Intercultural Competence
- QPR Suicide Prevention
- Mental Health First Aid
- Gender Based Analysis+
- Feeling Safe and Engaged: Returning to the Workplace
- Work that Reconnects
- Land Acknowledgement
- Making Sense of Grief

## VCC PEOPLE SERVICES (continued)

### Leadership development

#### Stretch Your Success Mentorship Program

VCC's 2020-2021 Stretch Your Success Mentorship Program was successfully completed by 30 employees, and another 19 participated in our 2021-2022 program. The program included an orientation session, one-on-one mentorship opportunities, support materials, and Myers Briggs personality assessments.

#### Chair Academy

In 2021-2022, 20 employees successfully completed the Chair Academy's Foundation Academy Leadership Program. The Foundation Academy provides a solid basis of leadership theory, tips, tools, and practical skills all intended to facilitate the success of emerging-to-mid level leaders in higher education. Foundation Academy participants engaged in opportunities to gaining useful knowledge, perspectives, and understandings about themselves and their leadership environment.

### Wellness Initiatives

#### Skillfully Responding to Distress

Since January 2022, 60 employees have attended one of our monthly Skillfully Responding to Distress workshops put on by Crisis Centre BC. These workshops have helped employees understand the challenges that are faced when colleagues are in distress and what to do and what not to do in a crisis.

#### Well-being Icon and Resources for Employees and Students

A well-being at VCC icon and accompanying resource page were created in March 2022 for students and employees to give them easy access to all VCC's mental health and well-being resources.



#### Mental Health for Leaders

On March 28, 2021, VCC partnered with Lifeworks to provide training for 80 leaders at all levels in the college to help enable them to better support employees who may be struggling with mental health issues exacerbated or triggered by COVID-19.

## VCC PEOPLE SERVICES (continued)



### VCC's Wellness Team

The VCC Wellness Team was the recipient of the Community Engagement award for their efforts to promote wellness at VCC. They put on many initiatives including:

- Meditation Mondays
- "Join-uary" encouragement to join a fitness club or take up a new activity challenge
- "Aware-pril" articles highlighting stress reduction and brain health
- "A-May-zing" happiness hacks
- "Oppor-June-ity" inspirational photo contest
- "Step-tember" employee walking challenge
- "Walk-tober" team walking group challenge
- "Movember" contest to bring awareness to men's cancers and suicide prevention
- "De-stress-ember" stress reduction tips

### Zero on-site COVID-19 transmission between employees

VCC has created and implemented comprehensive safe work procedures and return-to-campus safety plans to ensure the safety of the employees during the COVID-19 pandemic. As a result, VCC has documented zero on-site COVID-19 transmissions between employees at our campuses. Zero employees have claimed COVID-19 as an occupational disease through WorkSafe BC. Additionally, WorkSafe BC has inspected VCC campuses numerous times and determined the college is in full compliance with the province's Occupational Health and Safety Regulations to prevent the spread of COVID-19.



## VCC PEOPLE SERVICES (continued)

### WorksafeBC claim cost reduction

The 2022 net rate of VCC's WorkSafe BC claim cost has dramatically dropped from 0.43% per \$100 payroll in 2016 to 0.19% in 2021-22. As a result, our premium rate was reduced from a 27.7% surcharge to a 19.2% discount, placing VCC ahead of other B.C. universities and colleges in terms of injury prevention.

#### VCC WORKSAFE BC PREMIUM RATE

Year	2022	2021	2020	2019	2018	2017	2016
Net rate	.19%	.19%	.19%	.38%	.39%	.39%	.43%

VCC's excellent numbers are the result of proper management of WorkSafe BC claims in the past years. People Services focuses on preventing injuries by conducting regular inspections and proactively addressing safety concerns.

#### VCC WORKSAFE BC CLAIMS

Year	Number of claims	Cost of claims	Days lost
2019	6	\$18,342	29
2020	5	\$23,757	113
2021	2	\$3,911	13
2022 up to May 24	1	\$2,327	8

## EMPLOYEE DEMOGRAPHICS

### VCC EMPLOYEES: AGE AND JOB CATEGORY

Age Range	<25	25-34	35-44	45-54	55-64	=/> 65	Grand Total	% of Total
<b>FACULTY</b>	1	43	28	132	165	145	514	47%
Female		15	24	84	113	88	324	63%
Male	1	28	4	48	52	57	190	37%
<b>ADMINISTRATORS</b>	1	4	11	26	40	25	107	10%
Female		2	5	21	27	13	68	64%
Male	1	2	6	5	13	12	39	36%
<b>CONTINUING STUDIES</b>		13	15	44	39	54	183	17%
Female		22	8	31	30	37	128	70%
Male		9	7	13	9	17	55	30%
<b>SUPPORT STAFF</b>	3	19	41	71	89	78	301	27%
Female	3	10	31	55	61	52	212	70%
Male		9	10	16	28	26	89	30%
<b>GRAND TOTAL</b>	5	97	95	273	333	302	1,105	
Age %	0%	9%	9%	25%	30%	27%		

### VCC EMPLOYEES: FEMALE TO MALE RATIOS

	Female	Male	Ratio
College	732	373	1.962466
Administrators	68	39	1.74359
CS Instructors	128	55	2.327273
Support Staff	212	89	2.382022
Faculty	324	190	1.705263

### VCC EMPLOYEES: AGE AND YEARS OF SERVICE

	Average age	Average years of service	Average age at retirement
Administrators	47	6	n/a
Support Staff	48	13	65
Faculty	52	14	62
College	50	13	64

## EMPLOYEE DEMOGRAPHICS (continued)



### VCC EMPLOYEES: NEARING RETIREMENT

	Employees within 10 years of avg age of retirement (65) as of April 1, 2021	Per cent of total Headcount
Administrators	30	27%
Faculty	109	26%
Support staff	192	60%
College	331	39%

### VCC EMPLOYEES: TURNOVER

	2017	2018	2019	2020	2021
Administrators	12	7	14	6	16
Faculty	25	18	31	22	25
Support Staff	28	21	29	14	27
College	65	46	74	42	68
College trend	9%	6%	9%	5%	8%

Source: VCC Human Resources data as of April 1, 2022

Note: The data contained in the table reflect active employees not on leave as of April 1, 2022, excluding casual, auxiliary and student workers. Employees who hold multiple positions in two or more of the included employment groups are only counted once.



## 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 93% of diploma and certificate graduates in the labour force.<sup>9</sup> 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

VCC's campuses are located in central, accessible areas in Vancouver's Downtown and East Vancouver neighbourhoods. The surrounding local businesses are also integral members of VCC's educational community, with many serving as practicum hosts, mentors, training partners, and employers of VCC students.

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### Downtown Campus

VCC's Downtown campus is located in the heart of Downtown Vancouver and plays an important role in the city through its post-secondary programs, many of which also offer low-cost services to the surrounding community. Downtown-based programs include dental, hospitality management, culinary arts, baking and pastry arts, hair design, esthetics, fashion, jewellery arts and design, technology, applied business, and Continuing Studies.

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### Broadway Campus

VCC's Broadway campus is located in a highly accessible location in East Vancouver along major bus and SkyTrain lines. This campus is home to many facilities including a health sciences centre, automotive shops, and a music auditorium. It is also home to VCC's academic upgrading, university transfer (arts and science), international culinary arts, instructor and teacher training, English as an additional language (EAL), adult upgrading, Deaf and hard of hearing, visually impaired, and music programs.

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### Annacis Island Campus

Since 2015, VCC's heavy mechanical trades programs were delivered at the Annacis Island campus (Motive Power Centre of Excellence). At the end of April 2022, VCC vacated the Annacis Island campus, relocating a portion of the heavy mechanical trades programming to VCC's Broadway campus.

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<sup>9</sup> Source: BC Student Outcomes Survey of Diploma, Associate Degree, and Certificate Students, data prepared by BC Stats, % of graduates.





## SCHOOL OF ARTS AND SCIENCES

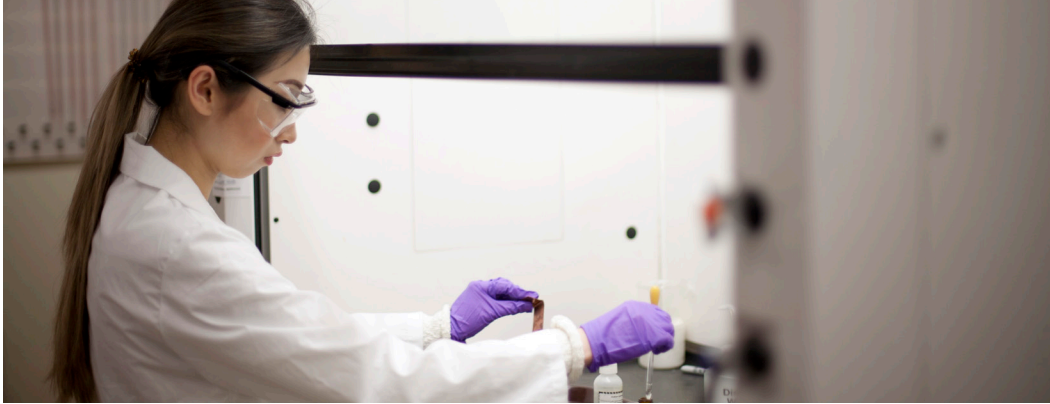
VCC's School of Arts and Sciences has approximately 1,500 full-time equivalent (FTE) students per year and more than 200 faculty and staff across program areas including the Centre for Academic Foundations, Centre for Inclusion, Centre for Language Studies, and Centre for Performing Arts. The School of Arts and Sciences offers one bachelor's degree, two associate degrees, three diplomas, 30 certificates, and over 120 standalone courses in diverse areas of focus and levels of study.

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, Adult Basic Education (ABE), and English as an Additional Language (EAL) programs prepare students to enter career programs or continue their academic education. The school also offers University Transfer (UT) programs that provide students with first- and second-year university-level credits. Several UT programs offer preferred admission status at the University of British Columbia or Simon Fraser University in areas such as engineering and computer science.

Also under the School of Arts and Sciences, VCC offers some of the most comprehensive training in the province for people with disabilities, including technology courses for students with visual impairments and language and job readiness courses for adults who are Deaf or hard of hearing. VCC's Adult Special Education programs for students with cognitive disabilities focus on career preparation and training in retail, hospitality, and food service, which often lead to gainful employment.

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.

## SCHOOL OF ARTS AND SCIENCES (continued)



### Major accomplishments 2021/22

- Successfully piloted Hyflex delivery models in three programs, providing students with flexibility in online or in-person learning. HyFlex uses technology to allow remote students to see, hear, and engage with the instructor, other students, and activities taking place in the classroom. Offering Hyflex enhances access to education and student flexibility. It is also useful for accommodation needs, particularly those related to COVID-19. This option benefited students transitioning back to education while managing health, family, and employment responsibilities.
- Maintained continuity of career training and practicum placements in retail, hospitality, and food service programs for students with cognitive disabilities resulting in a high level of employment.
- Re-engaged with students with greatest barriers to continue their studies by providing additional flexibility in terms of delivery format, scheduling, and class or individualized learning.
- Comprehensively renewed EAL Pathways program, updating the curriculum to prepare new Canadians with practical English-language skills for greater participation in society and employment opportunities.
- In partnership with BC Campus, implemented WeBWork, an open-source online homework system. Initial use will be in ABE and UT math and science courses.
- Partnered with RayCam Cooperative Centre to develop a program for knowledge exchange between local Elders, knowledge keepers, and students at the centre.



## SCHOOL OF HEALTH SCIENCES

VCC's School of Health Sciences delivers health programming to approximately 1,000 students per year in three program areas: Allied Health, Dental, and Nursing. The school offers nine certificate programs, five diploma programs, and one degree program, the Bachelor of Science in Nursing (BScN).

The school is proud to offer two unique and innovative entry pathways for experienced health care workers who wish to train as nurses. VCC's Access to Practical Nursing program recognizes previous training of health care assistants (HCA) or resident care attendants (RCA), while the Bachelor of Science in Nursing (BScN) Advanced Entry programs allows trained practical nurses to enter the degree program at an advanced level. Additionally, VCC encourages HCA training by offering opportunities for dual credit with local school boards.

VCC's Broadway campus provides an highly advanced environment to support experiential learning through simulation. These learning spaces include labs, classrooms and a nursing station that support students in the various programs: Bachelor of Science in Nursing, Practical Nursing, Health Care Assistant, Acute Care for Health Care Assistants, Pharmacy Technician, Occupational/Physical Therapist Assistant, Medical Laboratory Assistant, and Health Unit Coordinator.

VCC's Downtown campus, in addition to labs and classrooms, provides an onsite dental clinic that provides services to the public. This clinic serves as a learning space for programs including Dental Hygiene, Certified Dental Assisting (distance and onsite), Dental Reception Coordinator, and Dental Technology Sciences.

VCC's Health Sciences students also 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 the graduates for employment.

## SCHOOL OF HEALTH SCIENCES (continued)



### Major accomplishments 2021/22

- All of VCC's Health Sciences programs pivoted to online delivery at the start of COVID-19. Students returned to campus for essential hands-on experiential learning beginning in May 2020. Students were able to continue with practicum placements and clinic experiences and complete their programs.
- VCC was an early adopter of the Health Care Assistant Partnership Pathway (HCA-PP) with the first cohort implemented in January 2021. This partnership between the Ministry, post-secondary institutions, and health authorities was implemented to address the increased need for HCAs due to COVID-19.
- Utilized one-time funding from AEST for an additional cohort of our Bachelor of Science in Nursing (BScN) Advanced Entry program.
- Utilized one-time funding by the Ministry of Advanced Education and Skills Training for a blended, part-time HCA program in September 2020.
- Successfully graduated a second Dental Reception Coordinator (DRC) cohort for the Aboriginal Community Career Employment Services Society (ACCESS) in March 2021.
- Made significant upgrades to nursing simulation labs with the purchase of high-fidelity manikins and an audio-visual recording system.
- Continuing to develop a new Health Care Assistant international diploma.
- Other accreditation and program recognition:
  - Bachelor of Science in Nursing (BScN) – completed June 2020
  - Practical Nursing – Canadian Association of Schools of Nursing (CASN) pilot June 2021
- Program revisions:
  - Pharmacy Technician
  - Health Unit Coordinator
  - Dental Technology Sciences





## SCHOOL OF HOSPITALITY, FOOD STUDIES AND APPLIED BUSINESS

VCC's School of Hospitality, Food Studies and Applied Business serves 1,100 full-time equivalent (FTE) students per year with over 130 faculty and staff. This school offers certificate, diploma, degree, Red Seal certification, and post-degree diploma programming:

Accounting	Diploma
Administrative Professional	Certificate
Asian Culinary Arts	Certificate
Baking and Pastry Arts	Red Seal, apprenticeship, and Youth Train in Trades
Business and Project Management	Post-degree diploma
Canadian Business Management	Post-degree diploma
Culinary Arts	Red Seal, apprenticeship, and Youth Train in Trades
Executive Assistant	Certificate
Hospitality Management	Diploma and degree
Legal Administrative Assistant	Certificate
Marketing Technology	Diploma
Medical Office Assistant	Certificate
Medical Transcriptionist	Certificate

## **SCHOOL OF HOSPITALITY, FOOD STUDIES AND APPLIED BUSINESS (continued)**

Most School of Hospitality, Food Studies and Applied Business students participate in a Work Integrated Learning (WIL) component through external practicums with one of our many industry partners or in one of our six on-campus commercial outlets (Seiffert's Market + Bakeshop, JJ's Restaurant, Chefs' Table, our two cafeterias, and The Bistro). At the end of their programs, VCC students have the required knowledge and applied skills to be successful in their chosen careers.

To address B.C.'s hospitality labour shortage, VCC's Hospitality Management department has increased the number of cohorts in its diploma program and developed a new post-degree diploma. The department is also developing a micro-credential to prepare people to enter the hospitality industry and is adding a co-op course to its diploma program.

Both VCC's Accounting and Marketing Technology diplomas were designed with input from industry partners to give our students the skills they need to be successful in the workplace. These graduates will help fill labour shortages in these industries. In addition to training the region's top cooks and chefs at a post-secondary level, VCC delivers Youth Train in Trades Professional Cook 1 and Baking and Pastry Arts programs to high school students to inspire trades training in youth.

To advance Indigenization and decolonization in B.C.'s hospitality industry, VCC is collaborating with the Heiltsuk Nation, the Lil'wat Nation, and the Musqueam Nation to deliver culinary training. The department is also developing VR and AR experiences for culinary students.

### **Major accomplishments 2021/22**

- COVID-19 safety and recovery
  - Maintained quality and student satisfaction during the pandemic
  - Maintained students' safety in returning to campus
- Applied Business
  - Launched two new diplomas: Accounting and Marketing Technology
  - Redesigned our Project Management post-degree diploma to provide students with stronger employability skills
  - Created a new Indigenous Business in Canada course
  - Continued the renewal process for Medical Transcriptionist, Medical Office Assistant, and Legal Administrative Assistant programs
  - Increased articulation with private institutes

## SCHOOL OF HOSPITALITY, FOOD STUDIES AND APPLIED BUSINESS (continued)



- Hospitality Management
  - Developed a co-op program for the Hospitality Management diploma
  - Continued to develop micro-credential in hospitality to orient students to career pathways in the hospitality industry
  - Added extra cohorts in our Hospitality Management diploma to meet labour shortages
  - Developed a post-degree diploma in Hospitality Management to address labour shortages
  - Continued the renewal process for Hospitality Management diploma and degree programs
- Food Studies
  - Began construction on the new Seiffert Market + Bakeshop to showcase our baking students' skills
  - Hosted Skills Canada provincial competitions in cooking and baking categories
  - Contracted by the BC Construction Foundation to deliver culinary training in Bella Bella for the Heiltsuk Nation
  - Continued the renewal process for the Asian Culinary Arts program
  - Collaborated with the Industry Training Authority (ITA) and Musqueam First Nations to deliver a Professional Cook 1 with Indigenous Content at VCC
  - Collaborated with the Lil'wat Nation, the Whistler Learning Centre and BCIT to create a professional cook training kitchen in the Lil'wat7ul Culture Centre



## SCHOOL OF TRADES, TECHNOLOGY AND DESIGN

VCC's School of Trades, Technology and Design employs over 140 faculty and staff and houses 10 different departments distributed throughout both campuses. In 2022, VCC vacated the Annacis Island campus, relocating a portion of the heavy mechanical trades programming to VCC's Broadway campus. The departments under VCC's School of Trades, Technology and Design 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 Repair Technology
- Hairstyling and Esthetics
- Heavy Mechanical Trades
- Trades Success Centre
- Jewellery Art and Design

Within these departments, there are 10 apprenticeship programs, nine certificate programs, and eight 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.

### Major accomplishments 2021/22

- COVID-19 safety and recovery
  - Developed an annual training plan demonstrating blended and fully online modes of delivery for all programs and courses
- Trades
  - Approved and completed a Nail Technology certificate program
  - Obtained accreditation under B.C.'s new Skilled Trades Certification for Automotive Service Technician, Automotive Collision and Refinishing Technician, and Heavy Mechanical Trades



## SCHOOL OF TRADES, TECHNOLOGY AND DESIGN (continued)



- Completed curriculum updates for new harmonized Automotive and Collision programs
- Neared finalization of Automotive Service Excellence accreditation for Automotive Service Technician
- Procured new plug-in hybrid electric and hydrogen fuel cell vehicles, and started development of curriculum related to CleanBC goals
- Procured advanced driver-assist systems vehicles and equipment to develop curriculum for the diagnosis and repair of this advanced technology
- Continued to assess opportunities within regard to a Zero Emission Vehicle course to support AEST's 2,900 tech-relevant seat expansion
- Technology
  - Approved Computer Systems Primer and Website Development Primer under Computer Systems Technology
  - Saw continued success with the Computer Systems Technology diploma program, which aligns with AEST's expansion of 2,900 tech spaces to fill the large number of job openings predicted for this sector
  - Continued to assess opportunities within regard to a Computer Systems Technology program and Electronics Repair program to support AEST's upcoming 2,900 tech-relevant seat expansion
- Design
  - Completed curriculum updates for the Computer Aided Draft (CAD) and Building Modelling (BIM) Technician diploma and Architectural Technician certificate programs
  - Aligned accreditation with Technology Accreditation Canada for CAD and BIM department
  - Completed curriculum updates to the Jewellery Art and Design diploma to include a new course: History and Culture of Jewellery
  - Approved revised and new Digital Media Design courses
  - Continued to assess opportunities within regard to a UI/UX diploma to support AEST's upcoming 2,900 tech-relevant seat expansion



## CENTRE FOR CONTINUING STUDIES

VCC's School of Continuing Studies 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:

- Building and Resource Management
- Business and Leadership
- Computing and Information Technology
- Early Childhood Care and Education (ECCE)
- Fashion and Design
- Health and Social Services
- Languages and Writing
- Legal and Office Administration

Credits for many Continuing Studies (CS) courses can be applied towards one of 23 credentials, including one post-degree diploma, four diplomas, two advanced certificates, 13 certificates, and two short certificates.

VCC Continuing Studies employs over 160 Instructors and staff. All instructors are current practitioners in their fields who imbue their classrooms with up-to-date industry knowledge. VCC Continuing Studies enrolls approximately 2,600 students annually, representing roughly 21% of all VCC students.

Looking forward, CS will focus on increasing the number of full-time diploma program offerings, as well as re-skilling and up-skilling current workers in a rapidly changing labour market. To this end, we aim to ensure CS programs provide students with maximum flexibility on delivery time and format, develop more micro credentials for just-in-time learning, and enhance the student registration and learning experience.

## CENTRE FOR CONTINUING STUDIES (continued)

### Major accomplishments 2021/22

- Launched a new Destiny One student management and online registration system
  - Launched the Destiny One system within seven months of the project start
  - Collaborated broadly with representatives from each user group and stakeholders across the college
  - Completed a full redesign of the CS website
- Took a lead role in the development of micro-credentials at VCC
  - Completed delivery of Building Service Worker Foundations in partnership with other BC institutions
  - Developed and refined systems and tools to support micro-credentials across the college, leaning on the province's draft framework
  - Initiated and pursuing provincial funding for a micro-credential project focusing on production for Animation and VFX
  - Supported the development work for a new funded micro-credential project with a focus on the hospitality sector
- Increased strategic enrollments
  - Reduced cancellation rate from 20% (pre-pandemic) to 7% in 2021/22
  - Saw a positive enrolment trend, with a notable 13% increase in registrations over the previous year
  - Diversified the demographic spread across our programs
- Launched new programs and continued to deliver quality relevant programming
  - Introduced a suite of technical program credentials (Information Technology Operations Professional certificate, Networking Security advanced certificate, and Network Technology Administration & Security post-degree Diploma.)
  - Increased ECCE cohorts from three in 2020/21 to nine in 2021/22
  - Maintained several online offerings post-COVID-19 in response to positive student response
  - Maintained consistently strong graduate placement for our Medical Device Reprocessing Technician and Paralegal programs
  - Graduated first cohort of Gladue Report Writing certificate program; working towards a system that ensures stronger administrative support moving forward
- Initiated program development for new credentials:
  - Optician diploma
  - Applied Business Leadership certificate
  - E-commerce micro-credential
- Served our community through expanding partnerships and opportunities for relevant programming that address specific community and labour market needs
  - Received the Georgia Straight Reader's Choice 2021: Best School for Continuing Studies three years in a row
  - Played a central leadership role within the Continuing Education Association of BC (CETABC)





## **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 spaces for study, access to resources and research help, 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.

### **Major accomplishments 2021/22**

- VCC Library and Learning Centre
  - Created an updated Indigenous Pedagogy Guide, expanded the Indigenous collection
  - Added the special topics of Residential Schools, Sixties Scoop, Millennium Scoop, Missing and Murdered Indigenous Women, Indigenous Authors, Indigenous Languages, Business, and Health and Well-Being to our Indigenous and First Nations Studies research guide

## LIBRARY AND TEACHING AND LEARNING SERVICES (continued)



- Centre for Teaching, Learning, and Research (CLR)
  - Co-facilitated (with VCC's Indigenous Education and Community Engagement department) a Pulling Together series for instructors
  - Provided \$30,000 towards VCC open education resource grants
  - Co-organized a two-day Indigenous Teaching, Learning, and Research Symposium, open to the sector
  - Expanded training and support for universal design for learning (UDL) and blended learning
  - Established an anti-racism response training and user group
  - Launched a quarterly newsletter for Indigenous students with relevant information about library staff, collections, and services
- School of Instructor Education (SIE)
  - Updated and added articulation agreements to the Provincial Instructors Diploma Program (PIDP)





## INTERNATIONAL EDUCATION

VCC International Education welcomes international students from more than 50 countries in over 50 programs. Popular programs include post-degree diplomas in Canadian Business Management, Business and Project Management, and Network Technology Administration and Security. Additionally, our Hospitality Management diploma and degree, Early Childhood Care and Education 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.

### Major accomplishments 2021/22

- Exceeded international enrolment and revenue projections despite COVID-19 pandemic
- Provided essential support and services to international students, including:
  - Online learning support
  - Travel support
  - Immigration-related support
  - Financial support
  - Mental health and wellness support
- Began TVET-25 Young Africa Works in Kenya project with Canadian and Kenyan partners
- Enhanced international student support and engagement by creating and hiring new positions to support these initiatives
- Increased strategic partnerships with national and international partners
- Adapted processes and practices to accommodate hybrid working while creating efficiencies and reducing application processing times



## INDIGENOUS EDUCATION

We acknowledge that we work on the unceded territories of the Coast Salish peoples, in particular the x<sup>w</sup>məθk<sup>w</sup>əyəm̓ (Musqueam), Sk̓wx̓wú7mesh Úxwumixw (Squamish), and səliłwətaʔ4 (Tsleil-Waututh) peoples who have been stewards of this land for millennia.

VCC strives to be the institution of choice for Indigenous learners starting their educational journey. Expert supports are available to students in areas from upgrading and upskilling on to program admission, completion, and graduation.

Using the wisdom and guidance from our Elders in Residence, our local First Nations, and urban Indigenous groups, we deliver culturally appropriate services with particular emphasis on increased supports during the most demanding times of a student's learning journey. These culturally relevant, 'just-in-time' supports provide an additional layer to the 'blanket' of supports currently provided by VCC's Indigenous Education and Community Engagement department.

Guided by the recently presented Indigenization Planning Framework report and a refreshed Strategic Innovation Plan that has reconciliation and decolonization woven through every priority, VCC is well-positioned to build upon the good work that has been done during its reconciliation and decolonization journey.

The creation of a pan-institutional Indigenization committee that works collaboratively across the college and in tandem with the external Indigenous Advisory Committee is the next milestone on the VCC's journey towards an Indigenization Framework. This Framework must be specific to a VCC community that is on the traditional and unceded territories of three host Nations and surrounded by thousands of urban Indigenous peoples. It also must acknowledge this pivotal time in history when the cries for justice, reconciliation, and truth for the Indigenous peoples of Canada are louder than ever.

## INDIGENOUS EDUCATION (continued)

### Major accomplishments 2021/22

- Indigenization and decolonization
  - Indigenization Readiness Report presented to VCC's president and accepted by the Board of Governors
  - VCC exceeds Government of Canada's 50/30 Challenge, with diverse Indigenous representation in leadership across key portfolios.
  - In collaboration with People Services, continued to provide employees with the opportunity to complete the San'yas Cultural Safety Training with dedicated funding for a cohort from our Bachelor of Science in Nursing program
  - Developed and offered professional development workshops on why and how to do a territorial acknowledgement
- Supporting Indigenous learners
  - Provided prospective and current Indigenous learners with a choice of online, phone, or in-person delivery for our culturally relevant supports
  - Secured new grants and resources via the VCC Foundation that support student bursaries, scholarships, and professional development focusing on reconciliation and addressing issues such as food insecurity. This, along with the Ministry's Indigenous Emergency Assistance Funding, supported learners struggling with the financial impacts of transitioning to in-person learning and the increasing costs associated with living in Metro Vancouver
  - Opened a Gathering Space Pantry at our two campuses to provide nutritious and portable breakfast and lunch items for Indigenous learners to freely access during their time on campus
  - Launched the Gathering Space Pantry fund supporting food insecurity for Indigenous learners
  - In the absence of in-person feasts, provided Holiday and Spring feast hampers so that learners could celebrate these seasons with their loved ones
  - Provided learners with wellness kits that included traditional Indigenous medicines and food items, as well as a few non-Indigenous wellness items
  - Supplemented VCC's laptop lending program with additional computers dedicated to Indigenous learners
- Community engagement
  - Planted a Three Sisters Garden that demonstrates traditional Indigenous wisdom about companion planting. Students and employees were invited to harvest the corn, beans, and squash for personal use
  - Attended four in-person outdoor pow wows, providing educational planning support for prospective Indigenous learners





## **PARTNERSHIP DEVELOPMENT OFFICE**

VCC's Partnership Development Office (PDO) is a key entrepreneurial hub for expansion of educational collaboration with community, industry, and government partners. PDO's projects and initiatives enhance and diversify VCC's community engagement by growing partnerships, incubating programming ideas, and developing pedagogical resources and tools.

The PDO's diverse projects provide timely responses to emerging labour market needs and extend the reach of VCC to community members who are often vulnerable and under-represented in the post-secondary education system. We work collaboratively with a wide range of community, corporate, and government partners to ensure that project participants are diversely represented and acquire skills and workplace experiences that are relevant to their ongoing success in the labour market and throughout Canadian society.

The PDO oversees CareerLAB, an internal VCC initiative meant to enhance our career guidance and work-integrated learning (WIL) capacity. CareerLAB aims to further institutional standards surrounding WIL, introduce proven career development tools, and expand the institution's strategies for employer engagement. The goal of CareerLab is to increase WIL opportunities and enhance career guidance activities, particularly to assist underrepresented groups (students with disabilities, Indigenous students, newcomers, international students) to find success in a complex and demanding labour market.

### **Major accomplishments 2020/22**

- Completed a Medical Office Assistant training project to help 16 unemployed or underemployed, EI-eligible individuals return to the labour market. This project was made possible by the Project-Based Labour Marketing Training (PBLMT) funding from the Ministry of Social Development and Poverty Reduction, and collaboration with VCC's Applied Business department. Due to COVID-19 restrictions, students were taught online, and the completion rate was at an amazing 100%! Graduates received the Medical Office Assistant Certificate.

## PARTNERSHIP DEVELOPMENT OFFICE (continued)

- Completed a Building Service Worker training project to help over 45 unemployed or underemployed individuals (in three cohorts) return to the labour market. This project was made possible by the Skills Training for Employment (STE) funding from AEST, and collaboration with VCC's School of Continuing Studies Building Service Worker Program. Graduates received the Building Service Worker Statement of Completion and several industry-recognized certificates (including Pool Operator, SuperHost, and WHMIS). Both public and private sector employers provided work experience placement and post-training hiring opportunities.
- Developed a partnership with the Open Door Group (ODG), a non-profit organization with the mission of supporting sustainable employment for people of all abilities, to provide two training courses (Basic Counselling Skills and Kitchen Basics) to their clients. The project was made possible by the Opportunities Fund for Persons with Disabilities (administered by the ODG), and collaboration with VCC's School of Continuing Studies (Counselling Skills program) and Asian Culinary department. The participants were well supported in a wraparound approach by having ODG case workers on campus.
- Joined a national Supportive Care Assistant (SCA) training project led by Colleges and Institutes Canada (CICan), with 19 other colleges across the country. The project is funded by Employment and Social Development Canada (ESDC), as part of the Building Capacity in Long-term Care initiative to address the acute labour shortages in the long-term care sector exacerbated by the COVID-19 pandemic. The new SCA micro-certificate includes skills training, paid work placement (with wage subsidy support for employer partners), and a stipend for graduates to ladder into further education. VCC is committed to the delivery of three cohorts in the 2022-23 fiscal year to train up to 60 unemployed or underemployed individuals.
- VCC's CareerLAB received Work-Integrated Learning (WIL) funding from AEST to implement an Employment Engagement Project. This project was designed to enhance VCC's overall ability to reach out to new employers, particularly small and medium businesses and not-for-profit organizations. These new connections are intended to replace WIL placement positions lost due to COVID-19 and to improve the WIL opportunities for a wider range of students, including newcomers to Canada, students with disabilities, and Indigenous students.
- VCC's CareerLAB received funding from Co-op Education and Working Integrated Learning (CEWIL) Canada to provide instruction on Canadian employability skills, such as teamwork and adaptability, as well as "entrepreneurial and community service-learning placements" to students from VCC's LINC (Language instruction for New Canadians) and English as Additional Language (EAL) departments. Participants were immigrants who wanted to gain or enhance their Canadian work experience while they were improving their English language skills. The placements were offered by DIVERSEcity Community Resources Society, where the participants combined their existing career and professional skills with newly gained Canadian employability skills to support entrepreneurs in developing business start-ups.





## STUDENT SUCCESS

VCC provides integrated, value-added services, programs, and initiatives that serve over 13,000 students across two campuses. Our team of more than 120 regular and auxiliary professionals serve VCC in 10 departments:

- Student Service Centre
- Academic Advising
- Assessment Services
- Arbiter of Student Issues
- Counselling Services
- Disability Services
- Financial Aid
- Interpreting Services
- Registrar's Office
- Student Conduct and Judicial Affairs

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

## STUDENT SUCCESS (continued)

### Major accomplishments 2021/22

- COVID-19 safety and recovery
  - Transitioned back to on-campus service delivery while maintaining many virtual supports
- Supporting applicants and new students
  - Fully implemented both XML secondary school and post-secondary transcript capabilities while continuing to test with other institutions across the system
  - Established a new student employment opportunity for 'Student Ambassadors' (also known as the 'Cousins' in the Indigenous Gathering Space) to further increase access to leadership and mentorship experiences. These roles offer student perspectives and experiences as a means of supporting a diverse range of prospective and/or current students in navigating their educational experience
  - Updated key enrolment policies regarding admissions as well as tuition and fees
  - Conducted a comprehensive review of our approach to pre-admission/ placement English language assessments with the intention of adopting a modern software tool
  - Engaged in the planning stages of moving international applications to the EducationPlannerBC system with hopes of implementing in coming year
- Supporting current students
  - Continued expansion of the laptop and tablet loan program to increase learner access to technology
  - In partnership with the Canadian Mental Health Association BC, embarked on a highly comprehensive and collaborative process aimed at developing a college-wide Mental Health and Well-being Framework
  - Increased opportunities for mental health training for employees, including specific training to improve the college's capacity to respond to students in distress (Capacity to Connect)
  - Completed an assessment/environmental scan related to clinical education and access to inform our efforts to build greater internal capacity and strengthen our approach to creating accessible clinical placements for students with disabilities in health sciences programs
  - Launched the 'Period Promise Project' in collaboration with the Student Union of VCC to pilot free access to menstrual products in all universal washrooms at both campuses



# MANDATE LETTER – 2021/2022 – PRIORITIES

# MANDATE LETTER – 2021/2022 – PRIORITIES

The annual Mandate Letter received by VCC provides strategic priorities and key performance expectations for the fiscal year and provides the framework for this Institutional Accountability Plan and Report. The Mandate Letter contains multiple priorities.

1. **Work with the Ministry to resume full on-campus learning and services for students, faculty, and staff by fall 2021, following the direction and guidance of the Provincial Health Officer and the COVID-19 Go-Forward Guidelines for B.C.'s Post-Secondary Sector, and support your academic communities throughout 2021/22 as you respond to COVID-19 impacts and recovery**

## **Resuming on-campus learning and services**

Following government direction, VCC made careful plans to return to campus in September 2021. Work was focused on getting our in-person classes, research, and labs back to full capacity, while continuing to prioritize the safety of students, faculty, and staff. VCC developed the following guiding principles to enable cohesive planning across the campus while continuing reflecting our values and reflecting the latest knowledge about COVID-19.

These guiding principles are of equal value and are listed in no particular order.

- Academic planning and campus operations will protect the health, safety, and well-being, both physical and emotional, of our students, faculty, and staff.
- VCC will operate within its fiscal parameters.
- VCC will prioritize opportunities for flexibility in academic planning and course delivery modes, including in-person where optimal.
- VCC will incorporate lessons learned from this period of flexible learning in working towards best practices.
- VCC will work to ensure that student services and campus operations are accessible to all students, both in person and online.
- VCC considers issues of accessibility, equity, diversity, and inclusion, and prioritizes decisions that enhance inclusion.
- VCC will provide clear, consistent, and timely communication to the community.

In-person and on-campus activities included within this framework are:

- Exams/assessments
- Trades shops/Trades practical
- Laboratories (skills, academic)
- Clinics
- Spa and salon labs
- Public spaces
- Restricted areas
- Public facing counters

## MANDATE LETTER – 2021/2022 – PRIORITIES (continued)

- Offices
- Practicums/placements/preceptorships
- Research
- Food Outlets

Risk assessments and safe work procedures must be completed to ensure compliance with provincial and federal recommendations and must include considerations for safe travel to the site. Relative to most other post-secondary institutions, a significant amount of VCC's programming remained on campus throughout the first year of the COVID-19 pandemic. This is due to the highly applied nature of many VCC programs.

Regarding the programs that did shift to remote learning, VCC worked throughout the summer to determine safe and effective means of returning both learning and services to campus for the start of the Fall 2021 term. This involved rescheduling on-campus courses and ensuring programs adhered to the current health and safety protocol. VCC updated public messaging for both web and print while ensuring communications were clear regarding any courses that were to remain online. As a result, VCC has documented zero on-site COVID-19 transmissions between employees at our campuses. Zero employees have claimed COVID-19 as an occupational disease through WorkSafe BC. Additionally, WorkSafe BC has inspected VCC campuses numerous times and determined the college is in full compliance with the province's Occupational Health and Safety Regulations to prevent the spread of COVID-19.

### Supporting student and employee recovery

#### Mental Health and Well-being Framework

In support of student and employee well-being, VCC has taken significant steps forward in developing its first college-wide Mental Health and Well-being Framework. Launched in May 2022, this framework is intended to inspire and guide our integrated and pan-institutional efforts for years to come. Our journey in charting this vision was strengthened through formal partnership with the Canadian Mental Health Association (CHMA) BC Division, and more specifically 'Health Minds, Healthy Campuses' as well as creation of a multidisciplinary steering committee consisting of students, faculty, union representation, support staff, student services employees and senior leadership.

Co-chaired by members of Student and Enrolment Services and People Services, VCC's Mental Health and Well-being Framework Steering Committee guided a robust information-gathering process that consisted of a review of literature as well as a full environmental scan of current and best practices. To gather broad input from students and employees, this initiative featured 25 focus groups, 4 community dialogues, and received over 1,500 survey responses. Through out this engaging and consultative process, deliberate actions were taken to raise awareness, further destigmatize mental health, increase training opportunities and begin to seed new programs and initiatives that will ultimately enhance our internal capacity to support well-being at VCC.



## MANDATE LETTER – 2021/2022 – PRIORITIES (continued)

### **Addressing sexual violence and misconduct**

VCC places the highest priority on addressing actions which are covered under college policy A.3.10 Sexual Violence & Misconduct. To support our community and do our due diligence, VCC has reviewed and updated the existing policy first crafted in 2018. This full review involved community engagement, feedback, and legal review, and culminated in a reworked policy and procedures, which, in turn, streamlined the college's reporting and response process.

VCC has also started to develop and implement an anonymous reporting platform for the entire college community to use in assisting us to capture the full extent of sexual violence and sexual misconduct activities on campus. We recognize that this will not gather all incidents. It will, however, provide another tool for survivors to access to have their stories told and be recognized in the safe context of an anonymous platform.

VCC continues to work with our internal partners and AEST to raise community and campus awareness through regular media campaigns, non-educational activities, and teaching events. These opportunities are facilitated through VCC's Marketing and Communications team and supported by the Safety/Security and Risk Management team.

### **Anti-racism response training**

In March and November 2021, VCC People Services ran the four-part Anti-Racism Response Training (ART) for employees. Approximately 40 VCC employees attended these sessions. Two ART sessions were also held during the college's annual VCC Day, which allowed more 30 employees to complete the training. In addition to college-led sessions, VCC faculty members began independently hosting ART sessions in 2021 for an estimated 60-80 employees.

From the group of employees who completed these ART sessions, an informal community of practice has been formed, called the VCC Anti-racism Bystander Practice Group. This group meets monthly to respond to a variety of scenarios where racist words or actions are framed. Group members pair up to review the scenarios and discuss personal responses to the victim, the offender, co-witnesses and others at the scene using the anti-discrimination response training models for active witnessing. Members will also discuss real-life experiences and seek input on how to handle such situations in the future. This group currently has 81 members.

2. Work with the Ministry and your communities, employers, and industry to implement post-secondary education and skills training for British Columbians, particularly those impacted by COVID-19 and vulnerable and underrepresented groups, to participate fully in economic recovery and growing career opportunities

### Skilled Trades Certification

In June 2021, the BC Government announced a new Skilled Trades Certification system to support higher-paying, more stable work for tradespeople and to help build the foundation for a strong economic recovery. Once implemented, workers in 10 trades will be required to either be a certified journeyman or a registered apprentice to work in B.C.

Heavy Mechanical Trades, Automotive Service Technician, and Automotive Collision Repair were the VCC programs included in the new trades certification system.

VCC will support this mandate by implementing more courses, micro-credentials, and refresher courses to address waiting lists for priority trades programs so that more trades workers can get access to training or upgrading to become successful with their respective fields. Moving forward, VCC will continue to align programming and technology with B.C.'s in-demand trades .

In anticipation of B.C. workers who will seek upskilling and certification, new cohorts were added to VCC's Automotive Service Technician and Automotive Collision Repair apprenticeship programs. Heavy Mechanical Trades were did not increase capacity due to facilities restraints and its transfer from Annacis Island to the Broadway campus.

### Post-pandemic recovery

As British Columbians continue to recover economically and professionally from the COVID-19 pandemic, VCC is working to anticipate an increased demand for career training and upskilling.

- Additional intakes were added for Hairstylist certificate and Esthetics & Spa Therapy certificate and are looking to increase partnerships with high schools and private sector.
- VCC's Automotive Collision, Automotive Refinishing, Automotive Service, Hairstyling, Esthetics & Spa Therapy, Heavy Mechanical Trades, Computer Systems Technology, and CAD/BIM programs all have increased work-integrated learning opportunities through partnerships with industry.
- VCC's Hospitality Management department has increased the number of cohorts in its diploma program and developed a post-degree diploma to address the current labour shortage. This department is also developing a micro-credential to prepare people to enter the hospitality industry and is adding a co-op course to its diploma program.
- Both VCC's Accounting and Marketing Technology diplomas were newly designed with input from industry partners to give our students the skills they need to be successful in the workplace. These graduates will help meet labour shortages in these areas.

### **Vulnerable and underrepresented groups**

Recognizing that vulnerable and underrepresented groups were hardest-hit by the COVID-19 pandemic, VCC intends to fully leverage its talent and experience in supporting a wide variety of people.

- VCC’s Food Studies program area continues to deliver Professional Cook 1 and Baking and Pastry Arts programs to high school students to increase awareness of trades training among youth.
- VCC’s Culinary Arts department is collaborating with the Heiltsuk Nation, the Lil’wat Nation, and the Musqueam Nation to deliver in-demand culinary training to Indigenous communities. The department is also developing VR and AR experiences to enable remote learning among culinary students.
- VCC Student Success established a new student employment opportunity for ‘Student Ambassadors’ (also known as the ‘Cousins’ in the Indigenous Gathering Space) to further increase access to leadership and mentorship experiences. These roles offer student perspectives and experiences as a means of supporting a diverse range of prospective and/or current students in navigating their educational experience.
- VCC continues to be actively engaged in ensuring that former Youth in Care can access the tuition waiver program.
  - In 2021/2022, 58 former Youth in Care benefited from the program, with a total of \$171,434 distributed. This represented an increase of 20% over the previous year.
  - VCC remains open to engaging with other institutions concerning best practices to support former Youth in Care during post-secondary studies. Given VCC longstanding emphasis on serving vulnerable populations, we have found that supporting former Youth in Care is best accomplished through our existing services rather than utilizing a ‘Campus Navigator’ approach.

3. Fully engage with government in implementing mandate commitments to support a future-ready workforce and post-secondary system, increasing access to post-secondary education and skills training and high opportunity jobs for British Columbians. This includes cross-government, community, sector, and stakeholder collaboration to support mandate commitments where education, innovation and equity play a role, and that builds upon government’s CleanBC strategy and supports a clean economic future.

### **Increasing access to post-secondary**

#### **Training technology**

VCC’s School of Trades, Technology and Design has started the process of 3D scanning all training aids and processing them into an online catalog for student and faculty use. This technology will give trades programs at VCC the opportunity to create an immersive curriculum design utilizing augmented reality and virtual reality (AR/VR) and propel teaching strategy and accessibility for all students.

This work has the potential to achieve ITA program outcomes in an immersive, student-centered, UDL-supported hybrid learning environment where all students can fully participate and succeed.

VCC continues to look at other ways to partner and innovate to utilize AR/VR to support business interactions and skill-based training, some of which include:

- Welding and car painting using AR/VR
- Augmented reality in consultation techniques and interview simulations

#### **Flexible and dual-credit programs**

VCC continues to adapt to the economic needs of our local and provincial communities. The launch of new hybrid programs and increasing the flexibility of current programs supports the evolving communities we serve. Some new innovations include:

- Nail technology diploma
- Continuing to grow our e-pprentice and hybrid delivery programs
- Delivery program in a ‘HyFlex’ capacity

VCC continues to increase the number of dual credit options available to students by providing more reserved seats in ITA Foundation programs and expanding our number of secondary school partners.

- Both VCC’s Heavy Mechanical Trades and Automotive Service Technician programs have expanded secondary school (Youth Train in Trades) offerings.
- VCC’s CAD and BIM department offers advanced placement to Grades 11 and 12 drafting students learning VCC’s curriculum.

## MANDATE LETTER – 2021/2022 – PRIORITIES (continued)

### Filling high-demand occupations

As a means of increasing trained candidates to fill high-demand occupations, VCC Continuing Studies expanded the number of intakes in our Early Childhood Care and Education training to now support a full-time domestic cohort as well as multiple international cohorts each year.

VCC's School of Health Sciences completed an assessment/environmental scan related to clinical education and access. This scan informed our efforts to build greater internal capacity and strengthen our approach to creating accessible clinical placements for students with disabilities in health sciences programs.

VCC's School of Trades, Technology and Design is collaborating with VCC Continuing Studies to explore micro-credentials and short course offerings to support tech and trend changes within industry.

### Cross-sector innovations

VCC has continued to be actively engaged with EducationPlannerBC and will meet reporting target dates.

- Both XML high school and post-secondary transcripts are now fully implemented.
- Testing with other institutions continues as we move towards full capabilities across the system.
- We are actively preparing to deploy EBPC 3.0 soon.
- We are planning for implementation of the new gender capabilities.
- We plan to transfer international applications to the EPBC system later this year.

Since that date, VCC regularly participates in information-sharing calls and is working on enhancing cybersecurity measures to align with the provincial Office of the Chief Information Officer (OCIO) recommendations, resulting in:

- Significant improvements to vulnerability patching cadence
- Implementation of multi-factor authentication (MFA) for staff and faculty on all cloud applications,
- Performance of regular security awareness exercises





## PERFORMANCE PLAN

**The five priorities in VCC's Strategic Innovation Plan (SIP) represent tangible, shared goals for program innovation, campus development, fiscal sustainability, and social responsibility. The following table displays these priorities in relation to AEST's Public Post-Secondary System Strategic Objectives.**

## PERFORMANCE PLAN

VCC SIP PRIORITIES vcc.ca/strategic-plan	AEST POST-SECONDARY STRATEGIC OBJECTIVES				
	Capacity	Access	Quality	Relevance	Efficiency
<b>Academic Innovation</b>	Deliver sustainable programming and student services that align with our institutional values, community, and labour market demands.	Review and renew curricula and teaching practices for greater inclusion of diverse ways of knowing and being.  Reflect and respect Indigenous knowledge, culture and history in academic planning and delivery.	Develop, optimize, and embed workflows to transform student experience by meeting learners where they are in a student-centred approach	Build a diverse educational delivery model that supports lifelong learning and responds to evolving student, community, and employer needs.	Build a diverse educational delivery model that supports lifelong learning and responds to evolving student, community, and employer needs.
<b>Campuses of the Future</b>	Develop a technology infrastructure that supports education and service delivery on-campus and in virtual spaces.  Advance the Campus Plan and develop a strategic campus stewardship plan for our current facilities.	Foster belonging and well-being by integrating the context and priorities of Indigenous communities in campus design and planning.  Demonstrate universal and intercultural principles for equitable access to spaces and diverse experiences in learning and working.	Advance the Campus Plan and develop a strategic campus stewardship plan for our current facilities.	Commit to environmental sustainability by expanding existing and introducing new initiatives for climate justice and emergency management.	Develop a technology infrastructure that supports education and service delivery on-campus and in virtual spaces.
<b>Operational Excellence</b>	Develop financial stewardship initiatives and diverse revenue strategies that promote budgetary literacy and fiscal health.	Review College policies and procedures through the lens of decolonization and reconciliation.  Renew operational practices and languages for greater access, equity, and inclusion.	Identify formalized strategies and processes to mitigate institutional risk.  Advance system integration, access, and user experience through digital transformation across the institution.	Advance system integration, access, and user experience through digital transformation across the institution.	Identify formalized strategies and processes to mitigate institutional risk.
<b>Empowered People and Inclusive Culture</b>	Create a culturally aware and inclusive workplace that provides equitable opportunities for Indigenous and diverse representation, participation, and success.  Promote employee well-being by embedding all aspects of health into work culture.	Review and reimagine People Services through the lens of decolonization and reconciliation.  Build a respectful and safe work environment that is free from harassment and discrimination for all employees.	Foster a robust talent-base by supporting career and professional development, advancement opportunities, and succession planning.	Create a culturally aware and inclusive workplace that provides equitable opportunities for Indigenous and diverse representation, participation, and success.	Build a respectful and safe work environment that is free from harassment and discrimination for all employees.
<b>Engaged Communities</b>	Build a strong college presence through a strategic brand and communications plan that engages new opportunities.  Leverage our alumni and donor relations to expand educational opportunities and support major capital projects through strategic fundraising.	Engage equity-deserving groups and local cultural diaspora in meaningful collaborations that contribute to our diverse communities.	Grow external partnerships and associations that increase our community impact and industry recognition.	Deepen our relationships with Indigenous communities that are reciprocal and respectful of their perspectives and priorities.  Grow external partnerships and associations that increase our community impact and industry recognition.	Leverage our alumni and donor relations to expand educational opportunities and support major capital projects through strategic fundraising.





**FINANCIAL INFORMATION**

**The Ministers of Finance and Advanced Education and Skills Training have approved VCC's deficit in 2021/22.**

**VCC's audited financial statements can be viewed at:**  
**[www.vcc.ca/about/college-information/reports-and-publications](http://www.vcc.ca/about/college-information/reports-and-publications)**

**APPENDIX A**

# **PERFORMANCE MEASURE RESULTS**

## APPENDIX A – PERFORMANCE MEASURE RESULTS

The following reports on VCC’s performance relating to AEST’s six public post-secondary system strategic objectives and 16 performance measures as laid out by the Performance Measures Working Group.

AEST System Strategic Objectives	Standard Performance Measures
<p><b>CAPACITY</b> The B.C. public post-secondary system has sufficient capacity to meet the evolving needs of the province.</p>	<ul style="list-style-type: none"> <li>• <b>Student Spaces</b></li> <li>• <b>Credentials Awarded</b></li> <li>• Sponsored Research Funding</li> <li>• Credentials Awarded to Aboriginal Students</li> </ul>
<p><b>ACCESS</b> The B.C. public post-secondary system provides equitable and affordable access for residents.</p>	<ul style="list-style-type: none"> <li>• <b>Indigenous Student Spaces</b></li> <li>• Transition Rate of High School Students to Public Post-Secondary Education</li> <li>• Participation Rate</li> <li>• Loan Repayment as a Percent of Income</li> <li>• Undergraduate Tuition and Fees as a Percent of Median Household Income</li> </ul>
<p><b>QUALITY</b> The B.C. public post-secondary system provides quality through enriched educational experiences that meet the learning objectives of students.</p>	<ul style="list-style-type: none"> <li>• <b>Student Satisfaction with Education</b></li> <li>• <b>Student Assessment of the Quality of Instruction</b></li> <li>• <b>Student Assessment of Skill Development</b></li> </ul>
<p><b>RELEVANCE</b> The B.C. public post-secondary system is relevant, having the breadth and depth of programming to meet the evolving economic needs of the province.</p>	<ul style="list-style-type: none"> <li>• <b>Student Assessment of the Usefulness of Knowledge and Skills in Performing Job</b></li> <li>• <b>Unemployment Rate</b></li> </ul>
<p><b>EFFICIENCY</b> The B.C. public post-secondary system is efficient, providing multiple and flexible student pathways with clear returns on public and individual investments.</p>	<ul style="list-style-type: none"> <li>• First Year Retention Rate</li> <li>• Time to Completion</li> </ul>

Source: Ministry of Advanced Education and Skills Training 2020/21 Accountability Framework



## APPENDIX A – PERFORMANCE MEASURE RESULTS (continued)

### SYSTEM OBJECTIVE: CAPACITY

#### STUDENT SPACES

Student spaces is the number of Full-Time Equivalent (FTE) student enrolments delivered overall and in designated program areas. Institutional totals include all AEST FTEs; ITA FTEs are not included in the calculation. Developmental programs total does not include Language Instruction for Newcomers to Canada (LINC) or Adult Special Education.

VCC FTEs	2020/21 Actual	2021/22 Actual	2021/22 Target	Assessment	2022/23 Target
Total Student Spaces (FTE)	3,385	3,508	≥6,657	Not achieved	6,609
Nursing and other Allied Health Programs	863	1,065	≥937	Achieved	889
Developmental Programs	894	748	≥921	Not achieved	990

Note: Total of AEST FTEs delivered. Industry Training Authority (ITA) FTEs not included. Actual ITA FTE for 2021-22 were 1,156. LINC FTE student enrolments are no longer eligible to be included in the developmental totals. Actual LINC FTE for 2021-22 were 282.

Access to education for all groups remains at the core of VCC’s institutional values. Our commitment to developmental programs is demonstrated by a robust integrated planning process and continued internal consultation. In 2021/22, our developmental target was “not achieved” compared to pre-pandemic years. During 2021/22, VCC’s English as an Additional Language (EAL) programming and Adult Basic Education (ABE) programming, the two largest areas of developmental programming at VCC, continued to decline in terms of enrolment. This trend was similar across the province. 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.

Regarding VCC’s FTE targets overall, however, VCC’s position is that these targets are not adequately articulated in relation to our current Ministry grant allocation. VCC’s FTE target has been relatively consistent for the past 20 years and continues to reflect \$11 million in funding from a Labour Market Development Agreement (LMDA) that is no longer in effect. The loss of this LMDA funding represents a 20% reduction in grant funding which is approximately 1,500 FTE in domestic enrolment. Despite this, our overall FTE target has never been adjusted accordingly.

VCC continues to evaluate and pursue equity in these areas and more. A major component of this work is our active engagement in the government’s current funding review for post-secondary institutions in B.C.

#### CREDENTIALS AWARDED

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

	ACTUAL			TARGET	ASSESSMENT
	2019/20	2020/21	2021/22	2021/22	2021/22
VCC credentials awarded	2,086	1,988	1,824	≥ 1,796	Achieved

## APPENDIX A – PERFORMANCE MEASURE RESULTS (continued)

### SYSTEM OBJECTIVE: ACCESS

#### INDIGENOUS STUDENT SPACES

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

	ACTUAL			TARGET	ASSESSMENT
	2019/20	2020/21	2021/22	2021/22	2021/22
Total Indigenous Student Spaces	294	256	195	Maintain or Increase	Not achieved
Ministry (AEST)	221	174	120	Maintain or Increase	Not achieved
Industry Training Authority (ITA)	73	82	76	Maintain or Increase	Not achieved

Results for Aboriginal Student Spaces are reported for the previous fiscal year. Results from the 2021/22 reporting year are based on data from the 2020/21 fiscal year. Both Ministry and ITA FTEs are included. Institutions provide their own target assessment for Aboriginal Student Spaces.

Note: there are a few specific absences in 2021-22 that likely impacted Indigenous student numbers.

- There was no specific ACCESS contract for delivery in 2021-22. VCC's Indigenous Dental Reception Coordinator program finished at the end of the 2020-21 fiscal year and the next ACCESS delivery was to commence in the current fiscal. Depending on how seats are counted, this could have a significant impact on numbers.
- VCC's Adult Basic Education and ABE-Youth programs have a higher proportion of Indigenous students who were greatly impacted by COVID-19. Our program delivery at Ray-Cam Cooperative Centre is returning but was not in place for much of the last fiscal year. Likewise, enrolment at the Broadway Youth Centre has remained very low during this past fiscal.
- 2020-21 captured the last of the ECE program delivered at Musqueam.

### SYSTEM OBJECTIVE: QUALITY

#### STUDENT SATISFACTION WITH EDUCATION

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

	ACTUAL			TARGET	ASSESSMENT
	2019/20	2020/21	2021/22	2021/22	2021/22
Former diploma, associate degree, and certificate students	92.4% +/-1.1%	94.8% +/-1.0%	96.0% +/-0.9%	≥90%	Achieved
Trades foundation and trades-related vocational graduates	93.2% +/-1.8%	93.2% +/-1.8%	92.2% +/-2.1%	≥90%	Achieved
Former apprenticeship students	95.0% +/-3.3%	96.3% +/-2.0%	96.0% +/-2.4%	≥90%	Achieved
Bachelor's degree graduates	90.6% +/-5.8%	84.6% +/-7.7%	94.6% +/-5.2%	≥90%	Achieved

Source: BC Student Outcomes Survey 2021

## APPENDIX A – PERFORMANCE MEASURE RESULTS (continued)

### STUDENT ASSESSMENT OF THE QUALITY OF INSTRUCTION

Percentage of students who rated the quality of instruction in their program positively.

	ACTUAL			TARGET	ASSESSMENT
	2019/20	2020/21	2021/22	2021/22	2021/22
Former diploma, associate degree, and certificate students	94.7% +/-0.9%	96.1% +/-0.9%	96.9% +/-0.8%	≥90%	Achieved
Trades foundation and trades-related vocational graduates	96.6% +/-1.3%	96.0% +/-1.4%	97.8% +/-1.2%	≥90%	Achieved
Former apprenticeship students	97.5% +/-2.3%	95.7% +/-2.1%	99.2% +/-1.1%	≥90%	Achieved
Bachelor's degree graduates	88.7% +/-6.3%	82.1% +/-8.1%	94.6% +/-5.2%	≥90%	Achieved

Source: BC Student Outcomes Survey 2021

### STUDENT ASSESSMENT OF SKILL DEVELOPMENT

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

	ACTUAL			TARGET	ASSESSMENT
	2019/20	2020/21	2021/22	2021/22	2021/22
Former diploma, associate degree, and certificate students	89.0% +/-1.4%	90.0% +/-1.3%	90.0% +/-1.4%	≥85%	Achieved
Trades foundation and trades-related vocational graduates	90.0% +/-1.8%	91.0% +/-1.7%	91.4% +/-1.8%	≥85%	Achieved
Former apprenticeship students	91.1% +/-3.1%	92.2% +/-2.8%	91.1% +/-3.6%	≥85%	Achieved
Bachelor's degree graduates	92.8% +/-4.0%	83.9% +/-8.8%	89.2% +/-7.8%	≥85%	Achieved

Source: BC Student Outcomes Survey 2021

## APPENDIX A – PERFORMANCE MEASURE RESULTS (continued)

### SYSTEM OBJECTIVE: RELEVANCE

#### STUDENT ASSESSMENT OF THE USEFULNESS OF KNOWLEDGE AND SKILLS IN PERFORMING JOB

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.

	ACTUAL			TARGET	ASSESSMENT
	2019/20	2020/21	2021/22	2021/22	2021/22
Former diploma, associate degree, and certificate students	90.3% +/-1.5%	94.9% +/-1.2%	93.0% +/-1.5%	≥90%	Achieved
Trades foundation and trades-related vocational graduates	91.8% +/-2.2%	93.5% +/-2.2%	89.5% +/-3.1%	≥90%	Achieved
Former apprenticeship students	97.5% +/-2.4%	94.6% +/-2.6%	94.9% +/-2.8%	≥90%	Achieved
Bachelor's degree graduates	96.0% +/-4.1%	91.7% +/-6.4%	100% +/-0.0%	≥90%	Achieved

Source: BC Student Outcomes Survey 2021

#### UNEMPLOYMENT RATE

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.

	ACTUAL		TARGET	ASSESSMENT
	2020/21	2021/22	2021/22	2021/22
Former diploma, associate degree, and certificate students	6.5% +/-1.2%	7.3% +/-1.4%	≤ 12.0% 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	Achieved
Trades foundation and trades-related vocational graduates	3.9% +/-2.1%	3.2% +/-2.2%		Achieved
Former apprenticeship students	9.3% +/-2.4%	13.9% +/-3.1%		Achieved
Bachelor's degree graduates	0.0% +/-0.0%	0.0% +/-0.0%		Achieved

Source: BC Student Outcomes Survey 2021

#### Legend

Assessment	Percentage
Achieved	100% or more of the target
Substantively Achieved	90% to < 100% 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 or measures without targets

## APPENDIX A – PERFORMANCE MEASURE RESULTS (continued)

### MINISTRY TARGETS

#### STUDENT SPACES

Performance Measure	2021/22	2022/23	2023/24
Total student spaces	6,657	6,609	6,561
Nursing and other allied health programs	937	889	
Developmental programs – Tuition Compensation Eligible	921	990	

#### CREDENTIALS AWARDED

Performance Measure	2021/22	2022/23	2023/24
Number	1,796	TBD	TBD

#### STUDENT OUTCOMES

Performance Measure	2021/22	2022/23	2023/24
Student satisfaction with education	≥ 90%		
Student assessment of the quality of instruction			
Student assessment of usefulness of knowledge and skills in performing job			
Students' assessment of skill development (average %)	≥ 85%		
Unemployment rate	≤ unemployment rate of the population aged 18-29 with high school credentials or less		



**APPENDIX B**

**REPORT: LASTING  
AND MEANINGFUL  
RECONCILIATION**

## APPENDIX B – REPORT: LASTING AND MEANINGFUL RECONCILIATION

The following identifies VCC’s actions relating to implementation of Truth and Reconciliation Commission’s (TRC) Calls to Action and articles of the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) relating to post-secondary education.

### Truth and reconciliation commission’s (TRC) calls to action

#### 1: SOCIAL WORK

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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.

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
N/A	

#### 12: EARLY CHILDHOOD EDUCATION

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We call upon the federal, provincial, territorial, and Aboriginal governments to develop culturally appropriate early childhood education programs for Aboriginal families.

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
Ongoing	There is no updated content to provide

#### 16: INDIGENOUS LANGUAGE DEGREE AND DIPLOMA PROGRAMS

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We call upon post-secondary institutions to create university and college degree and diploma programs in Aboriginal Languages.

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
N/A	

## APPENDIX B – REPORT: LASTING AND MEANINGFUL RECONCILIATION (continued)

### 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.

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
Ongoing	VCC's Health Sciences programs* are taking steps to ensure students and employees recognize the traditional unceded territory of the Musqueam, Squamish, and Tsleil-Waututh Nations through official signage and land acknowledgment
Ongoing	Health Sciences programs at VCC are actively working to build greater numbers of Indigenous graduates while understanding the necessity of going beyond inclusion and towards efforts of genuine Indigenization and decolonization
Ongoing	Health Sciences programs at VCC continue to provide priority seating for Indigenous students
Ongoing	Continuing to work towards indigenizing the curriculum across all health programs
Ongoing	The Health Unit Coordinator program received curriculum development funds to indigenize the curriculum. This is in partnership with VCC's Indigenous Education & Community Engagement
Ongoing	Program renewals and curriculum revisions incorporate inter-cultural competencies in health care including conflict resolution
Ongoing	Ongoing collaboration between the HUC program and the Indigenous Education and Community Engagement department to indigenize curriculum
Planned	Establish a School of Health Sciences committee to promote Indigenous student success from a holistic lens
Planned	In partnership with the Aboriginal Community Career Employment Services Society (ACCESS), a Health Unit Coordinator program indigenous cohort delivery is planned for March 2023
Planned	Explore developing a module for all health students that addresses indigenous health issues and history
Planned	Engaging Indigenous guest speakers (e.g., Elders, Health professionals) to provide an overview of the over-representation of Indigenous children in child welfare systems and opportunities for advocacy
In progress	Developing a research project in the HUC program to assess how students are meeting one of the programs learning outcomes: "Integrate knowledge of cultural sensitivity and diversity into practice" in the program and to evaluate the programs indigenous curriculum content
In progress	Increasing capacity for providing Indigenous Competency Training (San'yas) to faculty and staff. A significant number of faculty and staff in the School of Health Sciences have completed the San'yas training with ongoing registrations for new faculty
In progress	New course being developed for International HCA diploma "Impacts of Colonization on the Health and Wellbeing of Indigenous People" to be delivered in January 2023 and content will be used in future for other health programs

\*Practical Nursing, Bachelor of Science in Nursing (BScN), Dental Reception Coordinator, Dental Hygiene, Certified Dental Assistant, Dental Technology Sciences, Health Unit Coordinator, Pharmacy Technician, Medical Laboratory Assistant, Occupational/ Physical Therapy Assistant, Health Care Assistant

## APPENDIX B – REPORT: LASTING AND MEANINGFUL RECONCILIATION (continued)

### 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.

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
Ongoing	Continuing efforts to weave Indigenous perspectives throughout the Bachelor of Science in Nursing (BScN) program including clinical situations which engage students to explore the socio-historical context of Indigenous health
Ongoing	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
Ongoing	Continue to work with VCC's Indigenous Education and Community Engagement department to address the recommendations arising from Dr. M.E. Turpel-Lafond's <i>In Plain Sight</i> report addressing Indigenous-specific racism and discrimination in B.C. health care
Ongoing	Developing a decolonization/Indigenization working group in the BScN program to address the BCCNM Updated Entry Level Competencies calling on all nurses to be educated about the Truth and Reconciliation Commission recommendations
Ongoing	Initiated a new partnership with the Pacific Association of First Nations Women for Term 7 population health promotion projects
In progress	Ongoing collaboration between the Practical Nursing program and the Indigenous Education and Community Engagement department for the 'Ready Set Go' orientation.
In progress	Both PN and BScN programs to incorporate new BCCNM practice standard "Indigenous cultural safety, cultural humility, and anti-racism" for September 2022 into the curriculum

### 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.

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
N/A	

## APPENDIX B – REPORT: LASTING AND MEANINGFUL RECONCILIATION (continued)

### 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.

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
Implemented	Completion of a teacher and instructor-specific series from the learning series <i>Pulling Together: A Guide for Indigenization of Post-Secondary Institutions</i> developed and offered through BCcampus.
Ongoing	Ongoing registration and completion of the San'yas Indigenous Cultural Safety training across all levels of the College. For this past year, we had designated spaces for Health Sciences faculty, in response to Dr. M.E. Turpel-Lafond's <i>In Plain Sight</i> report addressing Indigenous-specific racism and discrimination in B.C. health care
Ongoing	New and ongoing registration of our trades faculty in a Trades instructor-specific series from the learning series <i>Pulling Together: A Guide for Indigenization of Post-Secondary Institutions</i> , developed and offered through BCcampus.

### 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.

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
N/A	

### 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.

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
N/A	



## APPENDIX B – REPORT: LASTING AND MEANINGFUL RECONCILIATION (continued)

### 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.

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
In progress	Launching 'Indigenous Business in Canada' course in term four of our Marketing Technology diploma. VCC is in the process of recruiting an Indigenous faculty member to provide instruction.

## United Nations Declaration On The Rights Of Indigenous Peoples (Undrip)

### UNDRIP ARTICLES

How is your institution working with Indigenous peoples and communities to implement the United Nations Declaration on the Rights of Indigenous Peoples, and in particular the articles related to education, which include the following:

#### Article 14

1. Indigenous peoples have the right to establish and control their educational systems and institutions providing education in their own 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

#### Article 15

1. Indigenous peoples have the right to the dignity and diversity of their cultures, traditions, histories and aspirations which shall be appropriately reflected in education and public information.

#### Article 21

1. Indigenous peoples have the right, without discrimination, to the improvement of their economic and social conditions, including, inter alia, in the areas of education, employment, vocational training and retraining, housing, sanitation, health and social security.

## APPENDIX B – REPORT: LASTING AND MEANINGFUL RECONCILIATION (continued)

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
<b>Delivering programming in collaboration with Indigenous community groups</b>	
Planned	Partnership with the Aboriginal Community Career Employment Services Society (ACCESS) for the provision of an Indigenous cohort of the Health Unit Coordinator program for March 2023.
Ongoing	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).
Ongoing	Continued engagement of the urban Indigenous community by an Urban Learning Facilitator to provide Learner Support Services in community as part of the Ministry-supported ASP.
<b>VCC Culinary Arts</b>	
Implemented	Culinary Arts training with the Bella Bella Nation at their newly purchased Shear Water Resort
Ongoing	Documentation of the traditional food gathering techniques and recipes to build a foundation for delivering a Professional Cook Level 1 training using local Indigenous ingredients and culinary techniques.
Ongoing	Planning for the provision of an Institutional Professional Cook 1 with Indigenous content at VCC.
Ongoing	Support for the development of a culinary training kitchen at the T'szil Learning Center in Mount Currie.
Ongoing	Collaboration with the Association of Professional Italian Chefs and Theresa Contois, well-known Indigenous chef, to offer workshops on Indigenous culinary traditions.
<b>VCC Adult Basic Education</b>	
Ongoing	Partnership with RayCam Cooperative Centre to provide community-based adult literacy and numeracy classes tailored to the needs of Indigenous parents and includes wrap-around supports such as warm meals and childminding.
Planned	Planning a 'What and whose knowledge is fundamental?' project that involves an Indigenous Adult Educator working with RayCam Cooperative Centre students to consider what is fundamental to their ABE studies, identify gaps, and determine who best to work with, such as instructors, elders, traditional knowledge keepers.
Implemented	Revised hiring criteria to include the requirement, 'experience cultivating a learning environment that is welcoming and relevant to Indigenous adult learners and that helps prepare non-Indigenous students to better understand, live alongside of, and work with Indigenous peoples.'
<b>College-wide</b>	
Implemented	Presented our internal community, Elders, and Indigenous Advisory Committee with the finalized report and recommendations from the extensive internal and external consultation process for the development of a VCC-specific planning framework for Indigenousization. Received unanimous support from the Board of Governors to use this report to guide VCC's journey towards decolonization and reconciliation.
Ongoing	Expansion of the '3 Sisters Garden' to include traditional Indigenous medicines, as well as food for our Indigenous students and on-campus community.
Ongoing	Supporting the Gladue Report Writing Program, which was launched in May 2020. Continued exploration of funding sources to better support program sustainability.
Ongoing	Providing in-person, telephone, or online access to four elders through the Elder-in-Residence program.
Ongoing	Activation of the Indigenous Education Advisory Committee for external review and input on major projects such as the development of VCC's Mental Health and Well-Being Framework.
Ongoing	Consistent consultation with VCC's Indigenous Education and Community Engagement department around language use and the Indigenousization of curriculum.
Implemented	Collaborated across the VCC community to present a theme of Indigenousization and Decolonization at the annual VCC Teaching, Learning, and Research symposium in March 2022 attended by post-secondary professionals from across Canada and the USA.