



Vancouver Community College Board of Governors

Special Public Meeting Agenda

August 11, 2021 at 12:00 p.m.

Zoom Video:

<https://vcc.zoom.us/j/64397010942?pwd=YWFYcWNGNXFITm5qdFBRSGRZRmVOdz09>

Zoom Phone: +1 778 907 2071

Meeting ID: 643 9701 0942

Password: 037455

ATTENDANCE

Board Members

Joey Hartman (Chair, Board/HRC)
 Libby Davies (Vice Chair)
 Seung Oh (Chair, FAC)
 Mahin Rashid (Chair, Governance) **REGRETS**
 Jeffrey Yu
 Karen Brooke
 Ladan Sahraei
 Nadia Belokopitov
 Paul Yeung **REGRETS**
 Rene-John Nicolas
 Sahil Arora
 Shobha Rajagopalan
 Sue Hammell

Staff Resources

David Wells VP, Academic & Applied Research
 Ian Humphreys VP, Admin & International Development
 Kate Dickerson VP, People Services
 Jane Shin VP, Students & Community Development (Interim)
 Elmer Wansink AVP, IT & CIO
 Clayton Munro AVP, Student & Enrolment Services (Interim) **REGRETS**
 Tannis Morgan AVP, Academic Innovation **REGRETS**
 Jamie Choi Executive Director, Finance & CFO
 Karen Wilson Executive Director, Marketing & Communications
 Patris Aghakian Associate Director, Institutional Research
 Deborah Lucas Executive Assistant, Board of Governors
 TBC Interpreters

Ex-Officio

Ajay Patel President & CEO
 Elle Ting Chair, Education Council

We acknowledge that VCC is located on the traditional and unceded territories of the xʷməθkʷəy̓əm (Musqueam), Skwx̱wú7mesh (Squamish), and səliłw̱ ətaʔt (Tsleil-Waututh) peoples, who have been stewards of this land from time immemorial and where we live, learn and work.

Item	Topic	Action	Speaker	Time	Attach	Page
1.	CALL TO ORDER, LAND ACKNOWLEDGEMENT & OPENING REMARKS		J. Hartman/ A. Patel	5 min		
2.	APPROVAL OF AGENDA		J. Hartman	1 min	✓	1
3.	2020-21 INSTITUTIONAL ACCOUNTABILITY PLAN & REPORT (IAPR)	Decision	A. Patel/ P. Aghakian	20min	✓	2
4.	5-YEAR CAPITAL PLAN (2022/23 to 2026/27)	Decision	I. Humphreys	15 min	✓	71
5.	NEXT MEETING & ADJOURNMENT	Info	J. Hartman	1 min		

Next regular public board meeting: Sept 29, 2021



DECISION NOTE

PREPARED FOR: Board of Governors Special Public Meeting

DATE: August 11, 2021

ISSUE: **RECOMMENDATION FOR APPROVAL:**
VCC Institutional Accountability Plan and Report 2020/21 Reporting Cycle

BACKGROUND:

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

DISCUSSION:

The Accountability Plan and Report has been prepared in accordance with the [Accountability Framework Standard Manual and Guidelines](#), published in March 2021. The Accountability Framework is a set of planning and reporting processes for British Columbia's public post-secondary education system. The purpose of the Framework is two-fold:

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

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

RECOMMENDATION:

THAT the Board of Governors approve the VCC Institutional Accountability Plan and Report - 2020/21 Reporting Cycle, as presented at the August 11, 2021 Special Public Board Meeting.

ATTACHMENTS: APPENDIX A - VCC Accountability Plan and Report 2020/21 Reporting Cycle

PREPARED BY: Patris Aghakian, Associate Director, Institutional Research

DATE: July 15, 2021



VANCOUVER COMMUNITY COLLEGE

VCC Institutional Accountability Plan and Report

2020/2021 REPORTING CYCLE



Submitted to:
Ministry of Advanced Education and Skills Training



July 15, 2021

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 2020/2021 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 also gives valuable direction as we continue to strive to meet the needs of British Columbians, not only as a major post-secondary institution, but also as an integral component of B.C.'s labour market and a key contributor to our province's COVID-19 response and recovery efforts.

With these goals in mind, over the past six months, we have refreshed VCC's Strategic Innovation Plan to better align our institutional priorities and goals to the province's COVID-19 recovery efforts and other important community needs. VCC's Board of Governors approved the new plan on June 29, 2021, and it will be included in next year's IAPR.

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



TO MAKE LIFE MORE AFFORDABLE

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

TO DELIVER THE SERVICES THAT PEOPLE COUNT ON

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



TO BUILD A STRONG, SUSTAINABLE, INNOVATIVE ECONOMY THAT WORKS FOR EVERYONE

- VCC’s Campus Master Plan will ensure the college makes significant, positive social and architectural contributions to the developing False Creek Flats and Downtown Dunsmuir St. neighbourhoods – with the added potential of childcare, retail and housing density.
- VCC was recognized as one of B.C.’s Top Employers in 2020, offering reliable and rewarding employment to over 1,200 people in Metro Vancouver.
- 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.
- In recent years, VCC has rapidly expanded its Information Technology (IT) programs in networking, security, cloud computing, and virtual and augmented reality (VR/AR).
- VCC’s transportation trades programs are committed to keeping curriculums up to date with the latest hybrid and electric vehicle technologies.
- VCC engages over 35 program advisory committees (PACs) made up of alumni, employers, and industry experts to advise on cutting edge programming and ensure students are job-ready.
- VCC is committed to maintaining a sustainable balance of both domestic and international students, ensuring that all are well prepared to fill British Columbia’s most in-demand jobs.
- VCC graduates report a higher than average employment outcome across the province, contributing to a stable and robust economy.
- 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 is a proud partner of the Feed BC initiative, supporting a shift to more B.C. food on campus.
- 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.



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.
- Multiple VCC departments pooled resources to donate over 60,000 pieces of personal protective equipment (PPE) to local health care providers.
- VCC set up its Downtown campus kitchens as a hub where VCC chefs and other contributors ran a food prep and delivery program serving 6,000 meals per week, ensuring food security for the Downtown Eastside community during the initial COVID-19 lockdown.
- VCC and Vancouver Coastal Health (VCH) partnered to set up a public COVID-19 testing site and subsequent large-scale vaccination clinic the VCC Broadway campus parking lot.

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

Sincerely,

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

Jocelyn 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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THE VCC RESPONSE TO COVID-19

Throughout 2020 and 2021 thus far, 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.

Zero interruption in classes and services

Throughout the pandemic, VCC has continued to conduct classes and training in both virtual and safely designed face-to-face environments. 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 has offered its north parking lot outside of building B 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. Since opening, VCC's continues to serve 1,500 to 2,000 community members per day with COVID-19 testing or vaccinations. In June 2021, VCC opened its campus doors during Vancouver's unprecedented heat wave for a couple of days to provide a cooler vaccination site to the VCH and public.

VCC Downtown kitchens host community meal prep

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

THE VCC RESPONSE TO COVID-19 (CONTINUED)

VCC donates 60,000 pieces of PPE to health workers

In March 2020, VCC collected over 60,000 pieces of PPE including gloves, masks, sanitizers, gowns, viral swabs, and cleaning supplies from its dental, esthetics, makeup, hairstyling, health, science, jewellery, auto collision, security, and facilities departments, and all items were donated to Vancouver Coastal Health.

VCC distributes emergency funds to students in need

In April 2020, 312 students from 40 VCC programs received support via VCC's COVID-19 Emergency Bursary Fund, which distributed \$195,000 in funding made possible through the provincial government, VCC, its various student and employee unions, and the VCC Foundation. Following a second fundraising campaign, VCC was able to distribute an additional \$50,000 to students in need in June 2020. Much of this funding was thanks to industry supporters The Craftsman Group, Deeley Group, and VCC Foundation's Giving Tuesday Now donation matching campaign.

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 Bachelor of Science in Nursing student Kayla Plett has provided valuable leadership, person-centred care, and endless encouragement during the COVID-19 pandemic to elderly residents in a not-for-profit long-term care home in Richmond B.C.
- Medical device reprocessing technicians like Brandon Jhong have taken on many new responsibilities during COVID-19 as health centers' "first line of defence" against infection.
- 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.
- Upper-year VCC culinary arts apprentice Katherine Aguilar has directed her exceptional talents towards cooking for the elderly in long-term care as an extension of her family values and commitment to community building.
- VCC addictions counseling instructors like Andrew Stone have been working steadily to raise awareness about dangerous substance use during COVID-19 and educate the next generation of lifesavers.
- VCC-trained cooks and chefs like Asian Culinary Arts students Kevin Soo and Sally Wu have helped us all continue to enjoy special holidays as well as everyday meals by serving takeout meals from restaurant kitchens across B.C.
- VCC fashion students sewed stylish and reusable masks for at-risk youth as part of their annual holiday sewing factory.

THE VCC RESPONSE TO COVID-19 (CONTINUED)

COVID-19 impact on International students

The move of many VCC programs to online learning has allowed our existing international students to continue their studies during COVID-19, and given new students the opportunity to begin VCC programs safely in their home countries. Policy modifications by Immigration, Refugee and Citizenship Canada (IRCC) have also helped make online studying a viable option for international students, even though it may not be the Canadian educational experience they expected.

During the pandemic, we increased our student service support and offered virtual advising sessions, orientations, and social opportunities for students. We also increased our communication with both current and prospective students to share pertinent information regarding admissions, program status, travel, online studies, and to answer many questions that arose due to the pandemic.

This fiscal year, hundreds of students have also deferred their studies until they can travel to Canada safely, or until their program can be delivered in person. We look forward to welcoming back international students in September to either begin or resume their programs face-to-face.

Mental health and support

Things like visa processing delays, unpredictable travel restrictions, limited work opportunities, and the continued threat of COVID-19 here and in their home countries have affected many students' plans as well as their mental health. While online study has had major benefits for VCC's international students, the transition has also created challenges.

To assist, VCC International Education created a case management model with its team of International Student Advisors, who now work individually with students to support their online learning needs. Additionally, this case management system allowed us to identify various mental health and wellness struggles that our students were facing, and enabled us to provide resources and supports to ensure that students felt safe and supported.

Safety planning and readiness

In July 2020, VCC responded to the request by the Deputy Minister of Advanced Education, Skills and Training (AEST) to lay out our readiness to welcome international students again. Included was VCC's COVID-19 operational plans and protocols that met the expectations of the B.C. Post-Secondary COVID-19 Go-Forward Guidelines, as well as our detailed plan to ensure student safety.

Since August 2020, VCC International Education has been supporting students to travel to Canada. Adhering to our safety plans, this involves comprehensive communication with all admitted students regarding their travel, and monitoring their compliance with the federally mandated 14-day quarantine. Since we began requesting students' travel plans, nearly 400 international students have arrived in Vancouver with our support and guidance.

VCC International Education continues to provide customized support to all students, including providing support letters for their travel, accommodating their requests for deferrals or refunds, and delivering virtual advising sessions to answer their questions and address their concerns.

Additionally, VCC submits weekly reports to AEST regarding data on international student arrivals, self-isolation, and any COVID-19 cases that develop while incoming students are in quarantine.



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 nearly 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

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

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

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

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

Our 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 ultimate goal is to make sure our graduates are equipped with the skills and knowledge they need to succeed.

With our main 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.

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 students. As a key source of post-secondary education and supplier of skilled workers throughout British Columbia, VCC continues to create opportunities and enhance the overall productivity of the economy.

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

In today's rapidly changing environment, we will continue to expand the reach and impact of post-secondary education through advancing equity in all that we do. Students are pursuing blended and online learning opportunities to fit their lifestyles. As we continue to be committed to ensure student diversity, to implement policies around Indigenization, and to work towards increasing domestic enrolment, we also explore ways to enhance our courses and programs to enable working adults to continually upgrade their skills. We will also continue to focus on creative partnerships that help students gain real world experiences and build back a more just and equitable society.

Over the next twenty years, VCC anticipates the need for significant improvement to infrastructure to support new programs and partnerships. Our Campus Master Plan (CMP) identifies, clarifies, and shapes the long-term vision for VCC's Broadway and Downtown campuses. With this outlook, the CMP opens doors to the future through investigation into emerging opportunities with technology, retail integrations, and employer partnerships, while remaining committed to our unique identity and history.

In order to succeed and advance in the new Canadian and global realities, we must plan for a longer timeframe to ensure that VCC is positioned for a sustainable future. We will use our collective knowledge and expertise to ensure that VCC provides relevant skills for employment and career development that are essential for the workplaces of today and tomorrow.

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

VCC'S STRATEGIC INNOVATION PLAN

VCC's Strategic Innovation Plan (SIP) outlines our commitment to becoming one of B.C.'s most innovative and forward-looking centres of learning within the next 10 years. The SIP brings our vision statement to life by presenting new ways of thinking and doing, challenging traditional business models, and addressing evolving educational needs to ensure that VCC creates optimal, accessible environments for learning success now and in the future. These advancements will enable us to deliver bold new initiatives, build infrastructure, and explore new technologies for the benefit our students, employees, and the wider community.

The Strategic Innovation Plan consists of five key priorities:

1. Building campuses of the future

Thoughtfully designing spaces with cutting-edge technology

2. Building programs of the future

Effective, affordable programs that support lifelong learning and a multiple-career culture

3. Building a culture of engagement and innovation

Long-term, mutually beneficial relationships with industry and the community

4. Building a sustainable business model

Strategic, student-centred advancement with lasting positive impacts

5. Building the brand

A distinct and progressive identity that reflects the new VCC

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 increasing domestic enrolment.
- We will continue to explore the benefits of blended and online learning to fit students' lifestyles while continually exploring ways to enhance our courses and programs to enable working adults to upgrade their skills.

CAMPUS MASTER PLAN



In order to succeed and advance in the new Canadian and global realities, VCC must plan and position itself for a sustainable future. Over the next 20 years, VCC anticipates the need for significant improvement to infrastructure to support current and new programs and partnerships.

Our Campus Master Plan (CMP) 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. The plan was approved by the VCC Board of Governors in November 2019 and identifies, clarifies, and shapes this long-term vision for VCC's Broadway and Downtown campuses.

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

A time for renewal

Over the past 55 years, VCC's campuses have become a cornerstone of life for many Downtown and East Vancouver residents, as well as the thousands of students and employees who commute in from across 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 CMP process revealed the need for significant renewal. Thanks to extensive consultation and visioning, our CMP provides not only expert recommendations for upgrading our buildings, but also exciting opportunities to greatly improve our learning environments, community spaces, the natural landscape, and the city around us.

VCC STUDENTS AND THE LABOUR MARKET



Education for employment

While Vancouver Community College remains a foundation for many traditional students transitioning from high schools, the college also supports a wide range of “non-traditional” students looking for workforce training opportunities: many work while enrolled, are parents, from minority racial and ethnic groups, and/or new immigrants to Canada, among other under-served and under-represented groups. One of VCC’s strengths is being able to serve such a diverse student population and offer a wide variety of affordable credential and degree offerings.

Education significantly increases employability, and is an important aspect of support for youth moving to independence. This is especially true for vulnerable youth in the population.² It is also increasingly evident that education increases rates of re-employment for individuals who are unemployed.

VCC addresses the known association that unemployment in the labour market influences the decision of workers to return to school and complete their unfinished studies or obtain additional training. Historically, community colleges have been essential providers of affordable education options for students looking for reskilling opportunities, especially during economic downturns.

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

VCC STUDENTS AND THE LABOUR MARKET (continued)

Skills for the future

Recent economic, social, and environmental changes have reinforced the need to enable all students to gain essential skills, competencies, and adaptability for a successful career. In the next ten years, 41 per cent of job openings in B.C. are expected to require a diploma, certificate, or apprenticeship training. VCC is well positioned to fulfill these needs in some of B.C.'s fastest growing industries, including health care and social assistance, accommodation and food services, and educational services.³

For newcomers to Canada, language barriers and securing suitable 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 phase of acclimatization is the most critical in order to successfully develop social networks and find employment.⁴

Thanks to our diversity and depth of experience at VCC, we are highly attuned to the needs of newcomers to Canada, and our annual survey showed that there was an extremely high level of confidence for those aiming to achieve their educational goals here.

Developmental and access programming

VCC also plays an essential role in providing developmental and access programming to British Columbians, including Academic Upgrading, English as an Additional Language (EAL), Language Instruction for Newcomers to Canada (LINC), 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 per cent), look for a job with an agency or with support (19 per cent), or engage in volunteer work (15 per cent).⁵

As the number individuals living with special needs continue to rise, special education students are transitioning from the K-12 school system into our VCC programs at a province-leading rate.⁶ At VCC, we strive as a community to ensure that these students receive adequate resources and high-quality support in order to flourish, develop, and contribute.

	English First Language	Non-English First Language	School work affected by a disability	School work not affected by a disability
Confidence in achieving educational goals at VCC	93%	93%	89%	94%
During the past two years, worked at a job related to current program	51%	40%	33%	44%

Source: VCC Annual Student Survey 2021

3 British Columbia Labour Market Outlook: 2019-2029

4 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.

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

6 ASE Student Transitions Project

STUDENT DEMOGRAPHICS

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, international students especially are bringing a wealth of educational diversity and experience.

PERCENTAGE OF VCC STUDENTS WITH A BACHELOR'S DEGREE OR HIGHER (E.G. BACHELOR, MASTER, DOCTORATE)



Source: VCC Annual Student Survey 2021

The responsibilities of raising a family and caring for dependents often impact individual choices to pursue education, work, or upgrade skills.⁷ At VCC, over half of our current student population are able to attend school while also supporting others.

VCC STUDENTS WITH DEPENDENTS



Source: VCC Annual Student Survey 2021

⁷ 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 DEMOGRAPHICS



2020-21

12,694

STUDENTS REGISTERED

*Source: CDW, Oct 2020. Institutional Demographics, FY 2019-20



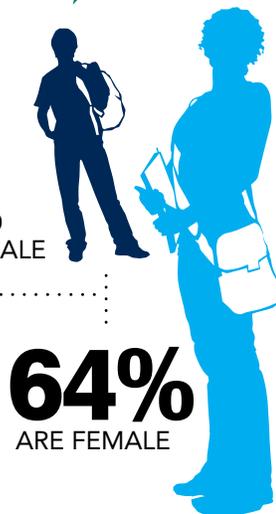
672
ABORIGINAL
STUDENTS ENROLLED -
SELF-DECLARED*

OVER
50
LANGUAGES SPOKEN



FROM
ALMOST
150
COUNTRIES

35%
ARE MALE



34
AVERAGE AGE OF
DOMESTIC STUDENT

64%
ARE FEMALE

25
AVERAGE AGE OF
INTERNATIONAL
STUDENT

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

SCHOOLS & DIVISIONS



96%
OF STUDENTS
SATISFIED WITH
QUALITY OF
INSTRUCTION†

†Source: 2020 BC Student Outcomes Survey of former Diploma, Associate Degree and Certificate Students, including Trades related programs, data prepared by BC SI

STUDENT FEEDBACK

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-level and internal surveys. These surveys show a regularly high degree of satisfaction with learning, which is also consistently reflected in student success and positive student outcomes.

To grasp the complexity of the learning experience, it is important to understand the factors that contribute to student satisfaction. In our Annual Student Survey, we asked our current VCC students a variety of questions to guide VCC's efforts to create inclusive and effective learning communities. The 2021 survey had a response rate of 24.3%, consisting of 2,122 respondents. Respondents indicated significantly high levels of satisfaction in several aspects:

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

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

	Aboriginal	Students w. disabilities	International	Domestic
VCC is their first choice in post-secondary education	83%	74%	72%	78%
High level of confidence in achieving academic goals at VCC	95%	89%	95%	93%
"Excellent" or "Good" ratings of VCC's services ⁸	87%	79%	87%	85%
"Aware" or "Fully Aware" of employment opportunities related to current VCC program ⁹	60%	56%	55%	60%

Source: VCC Annual Student Survey 2021

⁸ "Excellent", "Good", "Fair", "Poor", or "Don't know" for each of VCC's services

⁹ 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)



In 2019-20, VCC successfully implemented institution-wide course evaluations. In 2020, with the large-scale move to online learning, an additional question was added. VCC students rated all of the evaluation themes very positively:

Course quality	86%
Organization of the course	87%
Activities and assignments	88%
Learning environment	88%
Online environment	86%

PERCENTAGE OF
STUDENTS RATING
"AGREE OR
STRONGLY
AGREE"

Source: VCC Course Evaluations 2020

PEOPLE SERVICES INFORMATION

Temporary Remote Working Agreement

On March 18, 2020 VCC's Emergency Operations Centre (EOC) rolled out the Temporary Remote Working Agreement, as created by People Services, to the VCC community. Over the following weeks, People Services crafted a Health & Safety Self Assessment to ensure the College was meeting WorkSafeBC Guidelines with remote work locations. On April 9, 2020 VCC People Services rolled out the updated Temporary Remote Working package to the VCC community, which included the agreement and the self assessment. VCC continues to monitor the COVID situation, and in coordination with Senior Team and the EOC, extends the Temporary Remote Working Agreements further as updates are provided by the PHO. The current term of the Temporary Remote Work Agreement is in effect until January 31, 2021.

Employee Pre-screen Health Questionnaire

To further protect VCC's faculty, staff, students and visitors, People Services created a weekly Pre-Screen Health Questionnaire for employees. This online questionnaire is sent to all faculty and staff for the week and asks anyone who is planning on physically attending any of the College campuses to complete the online questionnaire. All employees are required to complete the questionnaire each week, before accessing any VCC campus. It has been imperative that we follow all PHO directives and rolling out plans that meet recommended health and safety measures to ensure the safety and health of our community.

Return to Campus Planning

People Services Department has been proactively reaching out to the departments regarding planning for their return to campus in September 2021. The goal is to provide information of the College's safety measures and develop specific departmental safe work procedures to ensure employees are feeling safe returning to the offices. In person campus tours and walk-through were conducted to assess the risks to each area. Employees' concerns were addressed in the tours and safety strategies were discussed between the management and employees. It was a collaborative effort to create a safe work environment and the feedback from the employees were very positive. People Services encouraged all departments to bring their safety related questions to the OH&S Coordinator and the OH&S Coordinator will conduct a risk assessment and will support the departments to come up with a suitable solution.

ORGANIZATIONAL DEVELOPMENT



VCC Day 2020

On October 27, VCC held its first ever virtual VCC Day. The theme was “Stronger Together” and over 600 employees participated in the morning program that featured a keynote speaker on change leadership, an employee appreciation photo contest, live alumnae interviews, music from the VCC Day Band and wellness breaks facilitated by VCC instructors and counsellors. In addition, teams that demonstrated innovation, service excellence, teaching excellence, and community engagement were recognized through the presentation of VCC’s Employee Excellence Awards. In the afternoon, employees participated in a variety of workshops on resilience and collaboration, fostering anti-racism and systemic inclusion, change leadership, virtual reality, fostering mental wellness through healthy minds – healthy campuses, indigenization, facilitation of on-line workshops, and gamification.

COVID Employee Engagement Survey

A COVID Employee Engagement survey was conducted between October 29 and November 10, 2020. 520 employees responded (51% response rate). On the positive, employees indicated that they were proud of VCC’s community response efforts, that they are able to connect virtually with their colleges and manager/supervisor, and that they are confident that they continue to make a positive impact at work. The survey also revealed, however, that employees are facing several challenges due to COVID. In particular, inadequate technology or equipment to make a smooth transition to online modalities, additional support is needed for faculty and general mental health and COVID safety protocol concerns topped the list of challenges.

The results of the survey were presented to the Leadership Team in November and will be shared with the college at large in the near future. A committee was formed to work on how to address the challenges and opportunities uncovered by the survey.

ORGANIZATIONAL DEVELOPMENT (continued)



Learning For Life Workshops

A wide variety of Learning for Life Workshops were held in 2020, including: mental health awareness, coaching skills, QPR suicide prevention training, mindfulness and intercultural communication, and Excel and Word training. San'yas intercultural safety training will be offered in 2021.

Stretch Your Success Mentorship Program

Twenty employees successfully completed the 2019-2020 Stretch Your Success Mentorship Program, which included expanded training resources and Myers Briggs personality assessments. There are currently 34 employees enrolled in the 2020-2021 intake.

Wellness Initiatives

VCC's Wellness Team initiated many wellness initiatives in 2020 including:

- Join-uary wellness contest
- A-Mayzing Nature & Awe-gust – focussing on the mental health benefits of being in nature
- Oppor-Junity inspirational employee photo collage
- Step-tember Walking Challenge where employees collectively took 6.5M steps over 5 weeks
- Destresss-tember reminders

Other Mental Health Initiatives

- QPR – Question, Persuade, Refer: Suicide Prevention Training (Mar & Sept)
- Taking Care of Your Mental Health resources (April)
- Building Resilience in Uncertain Times Webinar hosted by Morneau Shepell (May)
- Mindfulness & Intercultural Communication workshop (Oct)
- Mental Health Awareness workshop (Nov)
- Lift Session & Morneau Shepell Counsellors (year long)

JOINT HEALTH & SAFETY COMMITTEE



The College is legally obligated to have a Joint Health & Safety Committee and we have approximately 17 members in the group. The committee consists of members from CUPE, Faculty and Administrators. The committee meets once a month to discuss current safety issues at the campus and develop recommendations to address the identified concerns. It plays a crucial role in the success of promoting a safety culture and educating departments on safe work procedures.

The committee has actively assisted the College in reviewing the COVID Safety Return to Work Plans from each department to ensure the plans meet the WorkSafeBC's COVID guidelines. Their contribution and dedication were recognized by the College and the committee was awarded as the winner of the Excellence Service Award in 2020 on the VCC Day.

The College implemented the roles and responsibilities training and the Supervisor Safety Training to the committee in 2019. The members were trained on Mental Health First Aid in 2020/2021. The OHS Coordinator also picks a current topic such as claim management, COVID Safety Practices and How to Choose a Mask as a Safety Moment for discussion in the beginning of each meeting.

IMPLEMENTATION OF POWER BI REPORTING TOOL

Human Resources with the assistance of Information Technology have embarked on updating our current reporting software and transitioning to the Power BI Reporting Tool. The new technology will improve operational excellence by allowing People Services to create more advanced reports which can then be accessed by VCC employees. The project is aiming to complete the initial reporting framework setup by Fall 2021.

EMPLOYEE DEMOGRAPHICS

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

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

Age Range	<25	25-34	35-44	45-54	55-64	65 or >	Grand Total	Gender %
ADMINISTRATORS		10	25	42	14	2	93	9%
Female		7	18	25	9	1	60	65%
Male		3	7	17	5	1	33	35%
CONTINUING STUDIES		19	51	60	62	31	223	21%
Female		14	34	38	45	21	152	68%
Male		5	17	22	17	10	71	32%
FACULTY		11	85	146	144	33	419	40%
Female		8	53	98	91	11	261	62%
Male		3	32	48	53	22	158	38%
SUPPORT STAFF	3	47	76	103	81	14	324	31%
Female	1	40	56	69	53	8	227	70%
Male	2	7	20	34	28	6	97	30%
GRAND TOTAL	3	87	237	351	301	80	1,059	
Age %	0%	8%	22%	28%	28%	8%		

Source: VCC Human Resources data as of April 27, 2021

Note: The data contained in the table reflects active employees not on leave as of April 27, 2021, excluding casual, auxiliary and student workers.

Employees who hold multiple positions in two or more of the included employment groups are only counted once.

Female to Male Ratios

College	1.9498:1
Administrators	1.8181:1
CS Instructors	2.1408:1
CUPE	2.34020:1
Faculty	1.65189:1

Source: VCC Human Resources data as of April 27, 2021

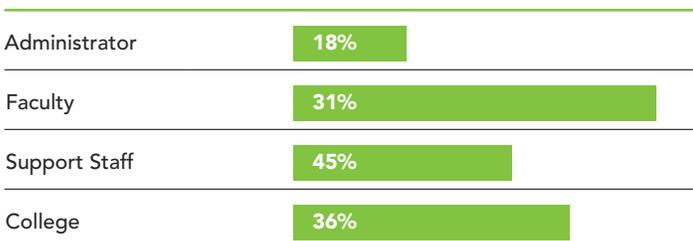
EMPLOYEE DEMOGRAPHICS (continued)

AVERAGE AGE

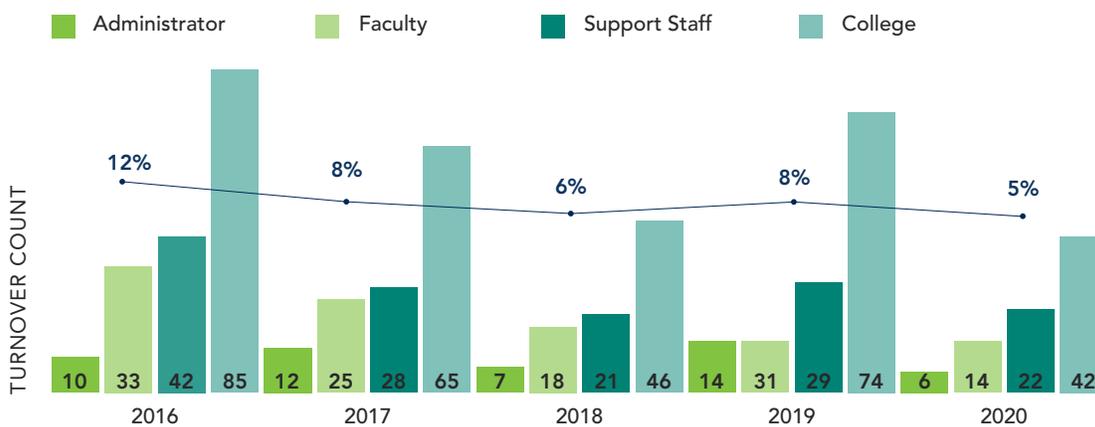
2019	Average Age	Average Years of Service	Average Age of Retirement
Administrator	47	7	N/A
Faculty	52	14	65
Support Staff	47	13	66
College	50	13	65



EMPLOYEES WITHIN 10 YEARS OF THE AVERAGE AGE OF RETIREMENT (65)



TURNOVER – 5 YEAR TREND



Source: VCC Human Resources data as of April 27, 2021



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 95 per cent of diploma and certificate graduates in the labour force.¹⁰ Our grads are finding gainful employment in restaurants, hotels, hair salons, spas, and automotive trades as well as practicum experiences in dental clinics, hospitals, and more. This is a testament to the on-the-job training VCC delivers.

CAMPUS LOCATIONS

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

Downtown Campus

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

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, and visually impaired programs.

Annacis Island Campus

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

¹⁰ 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 1,000 full-time equivalent (FTE) students per year and more than 200 faculty and staff across program areas including the Centre for Academic Foundations, Centre for Inclusion, Centre for Language Studies, and Centre for Performing Arts. The School of Arts and Sciences offers one bachelor's degree, two associate degrees, four diplomas, 22 certificates, and a large number of individual courses in diverse areas of focus.

The School of Arts and Sciences is distinct for the flexible nature of its offerings, designed to bridge gaps and create pathways to other programs or institutions. For example, Adult Upgrading and English as an Additional Language programs prepare students for further training in career programs or further academic education. The School also offers University Transfer programs to provide students with the first one to two years of university-level credits with some programs also offering preferred admission status at the University of British Columbia or Simon Fraser University.

The School also has some of the most comprehensive Adult Special Education training in the province, such as computer courses for students with visual impairments, food and hospitality training for students with cognitive disabilities, and communication courses for adults experiencing hearing loss.

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.

2020/21 Major Accomplishments

- Continuity of programs throughout the COVID-19 pandemic via engagement with students and online teaching
- New innovations to safely deliver in-person labs, ensuring and enhancing individualized learning during COVID-19
- New Associate of Science Degree with a Computing Science specialization
- Creation of suite of courses: Living Successfully with Hearing Loss
- Development of EAL support in Hair Design and Esthetics programs
- Updated curriculum to align with common first-year Engineering pathway
- Awarded BC campus grant to develop Introduction to University Writing course for the Open Online Courses project



SCHOOL OF HEALTH SCIENCES

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

VCC's Health Care Assistant (HCA) program provides opportunities for dual credit with the local School Board, and our Access to Practical Nursing and the Bachelor of Science in Nursing (BScN) Advanced Entry programs provide learning pathways for working HCA's and Practical Nurses (PN).

VCC's Broadway campus provides ideal environments to support experiential learning through simulation. Our learning spaces include simulated hospital settings like HiFi labs, medical labs, a pharmacy, and nursing station that support students in BScN, PN, HCA, Acute Care for Health Care Assistants, Pharmacy Technician, Occupational/Physical Therapist Assistant (OPTA), Medical Laboratory Assistant (MLA), and Health Unit Coordinator (HUC) programs.

In addition to labs and classrooms, VCC's Downtown campus is home to an onsite dental clinic that provides services to the public. Our dental programs include Dental Hygiene, Certified Dental Assisting (Distance and Onsite), Dental Reception Coordinator (DRC), and Dental Technology Sciences.

All of VCC's Health Sciences students engage in real-life experiences through practicum placements in a variety of health settings including acute care, long-term care, clinics, and community. These high-quality practice education experiences thoroughly prepare VCC graduates for employment.

SCHOOL OF HEALTH SCIENCES (continued)



2020/21 Major Accomplishments

- All health sciences programs pivoted to online delivery at the start of COVID-19, and students safely 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 were early adopters in the new Health Care Assistant Partnership Pathway (HCA-PP) with the first cohort implemented in January 2021. This partnership with the Ministry, post-secondary institutions, and health authorities was implemented to address the increased need for HCA's due to COVID-19.
- Utilized one-time funding from AEST for an additional cohort of Advanced Entry to BScN for Licenced Practical Nurses.
- Utilized one-time funding from AEST for a blended part-time HCA program in September 2020.
- Added a second DRC cohort for the Aboriginal Community Career Employment Services Society (ACCESS) completed in March 2021
- Began development on a Health Care Assistant international diploma
- Accreditation and Program Recognition:
 - BScN – completed June 2020
 - PN – Canadian Association of Schools of Nursing (CASN) pilot June 2021
- Program revisions:
 - Pharmacy Technician
 - Health Unit Coordinator
 - Dental Technology Sciences
- Significant upgrades to the nursing simulation labs with the purchase of high-fidelity manikins and audio-visual recording system



SCHOOL HOSPITALITY, FOOD STUDIES AND APPLIED BUSINESS

VCC's School of Hospitality, Food Studies and Applied Business serves 1,900 FTE students per year with over 130 faculty and staff. This school offers certificate, diploma, degree, Red Seal certification, and post-degree diploma programming in the following areas:

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

The majority of our students experience a Work Integrated Learning (WIL) component through external practicums with our many industry partners or in one of our six on-campus commercial outlets (Seiffert Market, JJ's Restaurant, The Chef's Table, The Bistro, and two cafeterias). At the end of their programs, our students have the required knowledge and applied skills to be successful in their chosen careers.

SCHOOL HOSPITALITY, FOOD STUDIES AND APPLIED BUSINESS (continued)



2020/21 Major Accomplishments

- Pivoted to fully online delivery in March 2020 with no suspension of programs, including culinary and baking
- Partnered with the City of Vancouver to deliver meals to vulnerable populations in the Downtown Eastside
- Collaborated with the Industry Training Authority (ITA) and Musqueam First Nation to deliver a Professional Cook 1 with Indigenous Content program
- 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
- Added a Professional Cook 1 (PC1) program at Elphinstone Secondary School in Gibsons. (The Culinary Arts department now teaches PC1 in five B.C. high schools and offers a bridging program in an additional four high schools.)
- Collaborated with Carson Graham Secondary to launch a PC1 program in their training kitchen
- Completed the development of two diplomas in Accounting and Marketing Technology. (The Accounting diploma is aligned with CPA outcomes.)
- Developed extra communication supports for international students in Hospitality and Business programming
- Updated learning technology in training kitchens and baking labs
- Created an open education resource (OER) for Business Communications courses
- Investigating the use of virtual reality (VR) and augmented reality (AR) technology in professional cook training
- Hosted the virtual baking competition with Skills Canada BC



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 over three campuses. These departments include:

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

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

2020/21 Major Accomplishments

- Transitioned annual training plan to blended and fully online modes of delivery for all programs and courses
- Completed curriculum updates for new harmonized Automotive and Collision programs
- Launched new Electronics Repair Technology diploma in January 2021
- Initiated Automotive Service Excellence accreditation for Automotive Service Technician department; site visit happening this year
- Initiated accreditation with Technology Accreditation Canada for CAD and BIM department; site visit happening this year
- Procured new plug-in hybrid electric vehicle and hydrogen fuel cell vehicles and have 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



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, including:

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

Credits for many Continuing Studies (CS) courses can be applied towards one of 28 credentials, including four diplomas, 22 certificates, and two short certificates. VCC Continuing Studies employs 10 staff members, 9 administrators, and 232 non-union instructors, who are current practitioners in their fields and bring up-to-date industry knowledge into the classroom.

VCC Continuing Studies enrolls approximately 3,900 students annually, which comprises 20-25 per cent of all VCC students. Looking forward, we will focus on increasing the number of full-time diploma program offerings, and re-skilling and up-skilling current workers in a rapidly changing environment. 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 experience.

CENTRE FOR CONTINUING STUDIES (continued)



2020/21 Major Accomplishments

- Processed 6,750 registrations in 726 course sections
- Successfully transitioned a team of 24 staff and 230 instructors from fully in-person to fully online services and course delivery within a two-week period at the outset of the COVID-19 pandemic
- Supporting more than 1,500 students in making the transition to fully online learning
- Created and launched 69 new courses, including 46 new non-credit courses
- Expanded the employee fee waiver program in response to COVID-19, providing 131 fee waivers to VCC employees (\$34K in value)
- Produced engaging content for 150,000 program catalogues
- Voted Best School for Continuing Studies (second year in a row) in The Georgia Straight Readers' Choice 2020 survey
- Concluded RFP process for a new online registration system (Destiny One) and began system implementation
- Completed program renewal for the LEAD Business and Business and Tech Writing programs
- Successfully launched Gladue Report Writing program
- Adjusted CS team structure and portfolio distribution to better reflect programming supports and priorities
- Completed development for three inter-related IT credentials: Information Technology Operations Professional Certificate, Network Security Advanced Certificate, and Network Administration and Security Post-Degree Diploma
- Contributed to B.C.'s Surgical Renewal Plan by training 125 Medical Device Reprocessing Technicians (increase of 58 over previous year)
- Participated in the AEST micro-credential pilot in collaboration with four other colleges. Project contributions included skills development for building support workers (BSW) – a standardized BSW blended program including a standalone COVID-19 module for enhanced specialized cleaning techniques and best practices during COVID-19 and other pandemics



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.

2020/21 Major Accomplishments

- CTLR supported the college through the sudden shift to remote and online delivery in early 2020
- SIE rapidly developed the Facilitating Online Learning course to support faculty across the sector
- VCC Library established an Institutional Repository to house and make accessible the college's digital assets
- Completed the college's Teaching and Learning Framework
- Awarded a BCCampus research grant to explore alternative assessment practices by faculty



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.

2020/21 Major Accomplishments

- Exceeded international enrolment and revenue projections despite COVID-19 pandemic
- Provided essential support and services to international students including the following:
 - Online learning support
 - Travel support
 - Quarantine support
 - Financial support
 - Mental health and wellness support
- Became host of University Mobility in Asia Pacific (UMAP) International Secretariat for five-year term
- Increased number of strategic partnerships with national and international partners
- Adapted processes and practices to accommodate remote working while creating efficiencies and reducing application processing times



INDIGENOUS EDUCATION

VCC strives to be the institution of choice for Indigenous learners through the intentional and strategic design of culturally reflective, wraparound supports and programming that are grounded in meaningful relationships with local Indigenous Nations, urban Indigenous groups, and community organizations.

We acknowledge that we work on the unceded territories of the Coast Salish peoples, in particular the xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish), and səilwətaʔ (Tsleil-Waututh) peoples who have been stewards of this land since time immemorial.

This journey of reconciliation and decolonization is being led by the recently received Indigenization Framework Plan. This plan is the culmination of extensive internal and external community consultations for a VCC-specific approach to Indigenization and decolonization.

To further reflect the importance of this work, VCC has taken steps to include reconciliation in its Institutional Values, as well as weave reconciliation and decolonization into each of the five priority pillars of the College's recently refreshed Strategic Innovation Plan. This is meant to ensure we are accountable for achieving measurable outcomes that move us closer to our goal of being the institution of choice for Indigenous learners.

INDIGENOUS EDUCATION (continued)



2020/21 Major Accomplishments

- Quickly mobilized VCC Foundation bursaries and Ministry's Indigenous Emergency Assistance Funding to Indigenous students in response to the COVID-19 pandemic related financial challenges.
- Initiated a college-wide community consultation process for the development of a VCC-specific Indigenization planning framework
- Expanded of the Indigenous Education and Community Engagement team by hiring a second Indigenous Engagement Advisor
- Transitioned our Elder in Residence Program to provide culturally appropriate support to students and college departments using telephone, video, or online tools
- Added laptops, dedicated to Indigenous learners, to the College's laptop lending program to enhance Indigenous student access to technology
- Collaborated with the VCC's Human Resources department to provide 100+ employees with the opportunity to complete the San'yas Cultural Safety Training to advance the awareness of Indigenous history and the impacts of colonization
- Activated a pan-institutional Equity, Diversity and Inclusion Advisory Committee and associated working group
- Initiated a comprehensive college review and readiness assessment for Equity, Diversity and Inclusion



PARTNERSHIP DEVELOPMENT OFFICE

The Partnership Development Office (PDO) is VCC's key entrepreneurial focal point for diverse, innovative, and customized education and training projects. These projects provide timely responses to emerging labour market needs and opportunities, and extend the reach of VCC to community members who are often vulnerable and under-represented in the post secondary education system.

Our projects are mostly funded by government agencies such as AEST, Social Development and Poverty Reduction, and the B.C. Industry Training Authority (ITA). We work with community and corporate partners to ensure that the project participants are diversely represented, and acquire skills and workplace experiences that are relevant to their success in the labour market and Canadian society.

The PDO oversees the CareerLAB, a VCC internal initiative to enhance our career guidance and work integrated learning (WIL) capacity. The CareerLAB aims to establish institutional standards and guidelines for WIL practices, introduce proven career development tools and resources to teaching faculty, and improve our strategies of employer recruitment. The ultimate goal is to increase WIL opportunities and enhance career guidance activities particularly for underrepresented student groups, including students with disabilities, Indigenous students, newcomers, and international students.

2020/21 Major Accomplishments

- Partnered with the Mount Pleasant Neighborhood House and successfully applied for Community Adult Literacy Program (CALP) funding from AEST to implement the Family Literacy Outreach Program for new immigrants (five consecutive years since 2016). This program reaches close to 100 families each year to provide primarily women (and their children) with literacy learning opportunities. It is an important support to low-income immigrants who cannot attend institution-based literacy programs.

PARTNERSHIP DEVELOPMENT OFFICE (continued)



- Partnered with Progressive Intercultural Community Services (PICS) to implement two Access to Trades programs for immigrants with special funding support from the ITA. The programs introduced over 30 immigrant women and men to trades in cooking, baking, hairstyling, auto body repair, auto mechanics, and heavy duty vehicle servicing. Following the access training, some continued to enter the labour market, and some chose to further their education in trades.
- Participated in the development of a pan-Canadian workforce training project with Mohawk College (Hamilton), Red River College (Winnipeg), and Nova Scotia Community College (Halifax), with funding from the Future Skills Centre and Employment and Social Development Canada. The project focuses on training individuals with employment barriers to enter the supply chain sector as material handlers. The training model (developed by Mohawk College) will be tested in four different Canadian regions to assess its validity and explore future scaling possibilities.
- The CareerLAB partnered with VCC's Canadian Business Management and Hospitality Management programs to provide customized career guidance and WIL placement support to international students. Special online workshops were offered to international students during the pandemic to enhance their job search skills for a challenging labour market, and a practicum placement pilot project was implemented to expand the employer base and enhance the WIL experience of international students.
- The CareerLAB developed a new set of assessment tools for Career Readiness Competencies (based on a skill framework from the US-based National Association of Colleges and Employers) that could be consistently used in all VCC programs.



STUDENT SUCCESS

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

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

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

STUDENT SUCCESS (continued)



2020/21 Major Accomplishments

- Transitioned to remote service delivery in response to the COVID-19 pandemic
- Transitioned to online and remote delivery of the English Language Assessments (preadmission) while exploring longer-term solutions and improvements
- Rapidly mobilized \$632,072 in Foundation bursaries and Ministry's emergency assistance funding to 962 students in response to financial challenges caused by the COVID-19 pandemic
- Opened computer labs on both campuses and doubled the laptop and tablet lending program with devices dedicated to Indigenous learners and students with disabilities.
- Received national recognition of Interpreting Services through the 'Innovation Award' from the Canadian Association of College and University Student Services (CACUSS)
- Renewed Educational (Academic Integrity) and Non-educational Conduct policies
- Developed and launched the bimonthly 'VCC Connect' student e-newsletter
- Created the 'Popup! Wellness Lounge'
- Added outdoor furniture to campus patio spaces
- Partnered with the Canadian Mental Health Association – BC to initiate the development of a college-wide Mental Health and Well-being framework
- Partnered with the Justice Institute of BC to update and improve the Supporting Students with Disabilities course and resource websites
- Advanced relationships with Vancouver Coastal and Fraser Health Authorities to explore accommodation improvements for Health Sciences students with disabilities while in clinical placements
- Completed a structural alignment and integration of the Registrar's Office to the Student and Enrolment Services Division
- Enabled an XML electronic transcript exchange functionality
- Improved the Student Information System with faculty self-service system tools that enhance student experience

MANDATE LETTER – 2020/2021 – PRIORITIES

MANDATE LETTER – 2020/2021 – 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. Support lasting reconciliation with Indigenous peoples through initiatives that increase the participation and success of Indigenous learners and implementation of the education-related Calls to Action of the Truth and Reconciliation Commission.

At VCC, upcoming work will be focused on enhancing the academic, operational, and socio-cultural environments that support and empower Indigenous learners to access and succeed in experiential learning for life. Our Multi-Year Planning Framework for Indigenization will guide specific initiatives with emphasis on:

- Developing a comprehensive plan for deepening VCC's relationship and engagement with local Indigenous communities, especially the xʷməθkʷəy̓əm (Musqueam), Sḵwxwú7mesh Úxwumixw (Squamish), and səilwətaʔ (Tsleil-Waututh) First Nations. This strategy will focus on learning and honouring the specific protocols and interests of each distinct Nation
- Developing and delivering multi-faceted and scaffolded learning opportunities for VCC employees that focus on the history and impact of colonization, contemporary Indigenous contexts, and allyship
- Developing and implementing robust and holistic wraparound support services for Indigenous students to assist with access and transition into an educational institution as well as resilience building
- Advancing an Indigenous learning specialist program to inform and guide curriculum development, delivery, and renewal
- Developing partnerships with governments, external organizations, businesses and communities
- Within Continuing Studies, offering a Gladue Report Writing program as a means to positively contribute to matters of Indigenous justice in B.C. To date, the program appears to be generating sufficient interest to consistently support one intake per year.
- Supporting graduates from VCC's Early Childhood Care and Education certificate program at the Musqueam Community Center to continue to post-basic training at VCC and work towards diploma completion.

MANDATE LETTER – 2020/2021 – PRIORITIES (continued)

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

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

Former Youth in Care

Former Youth in Care student participation remains fairly strong at VCC. Our most current data indicates that we have 20 students currently attending who qualify under the Tuition Waiver Program. In spite of the pandemic, demand has remained fairly strong. VCC welcomes collaboration with other institutions concerning best practices to assist former Youth in Care students. At this time, VCC provides direct supports through our existing services rather than utilizing the 'Campus Navigator' approach.

Mental health and well-being framework

VCC is in the early stages of developing a college-wide mental health and well-being strategic framework. In doing so, we have formalized a partnership with the Canadian Mental Health Association (CMHA) BC Division's 'Healthy Minds, Healthy Campuses' initiative to facilitate and guide the development process. Supporting this work will be a newly established, multidisciplinary steering committee consisting of students, faculty, union representation, support staff, student services employees, and senior leadership. The steering committee is co-chaired by leadership representation from both Student and Enrolment Services and People Services, and is in the process of laying the foundation for the upcoming engagement of students and employees (staff, faculty, administration) across all campuses. This engagement is meant to help envision and develop a comprehensive and holistic strategic framework that will thematically identify strategic priorities for the next five years.

During 2020/2021 VCC completed its review and update of the Sexual Violence and Misconduct Policy and Procedures. Consultations were held with the Gender-Based Violence Education and Prevention Committee (GBVEP), the Student Union of VCC, and other stakeholders ahead of the review. During the review, the policy and procedures were updated to implement plain language recommendations, incorporate survivor-centered and trauma-informed concepts, and make clear the investigative process.

MANDATE LETTER – 2020/2021 – PRIORITIES (continued)

The Department of Safety, Security, and Risk Management and the GBVEP are leading several projects to sustain VCC's efforts to prevent and respond to Sexual Violence and Misconduct on campus. A website with VCC and community resources is under development and will be active by the end of 2021. We are also developing training for students and employees on Consent and Sexual Violence, Supporting Survivors, and Active Bystander Intervention. We are continuing our previous work of introducing students to concepts of consent, sexual violence prevention, and VCC policies and procedures during their orientation. Sexual Violence and Misconduct education and prevention continues to be a priority at VCC and all initiatives have received support and encouragement from VCC's senior leadership team.

Digital innovation

VCC has continued to be actively engaged with EducationPlannerBC (EPBC). This year, we completed full implementation of the XML high school transcripts within EPBC deadlines. We are currently finalizing XML post-secondary transcript processing with the goal of having that in our production environment by May 2021. In addition, we have participated in the full implementation of the EPBC Master Institution List. This was completed in a timely fashion to support EPBC initiatives.

Needs-based programming

VCC is committed to providing program opportunities that specifically address local, regional, and provincial economic needs. One such example is in the school of Continuing Studies where our offerings continue to explore and provide flexible training options for key occupations across the region and province, including:

- Educational, and Social/community worker (Early Childhood Education; Foundational Counselling Skills; Addictions Counselling Skills)
- Building maintenance and cleaning (Building Service Worker)
- Accounting technician and bookkeepers (Office Administration Skills; Paralegal)
- Computer network and User Support technicians (Networking Technology; IT Operations Professional)
- Other assisting occupations in support health services (Medical Device Reprocessing Technician)
- Retail and wholesale buyers (Fashion Merchandising), etc.

Throughout the pandemic, VCC Continuing Studies also increased the number of fee waivers available for VCC employees to access. This was done in response to an emerging need to provide timely, accessible, and relevant professional development opportunities for colleagues across the organization.

MANDATE LETTER – 2020/2021 – PRIORITIES (continued)

International student framework

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

During the past year, we have increased our services and supports for international students who have been unable to travel to Canada to begin their studies. This student-centered approach focuses on mental health and wellbeing as well as academic success. We have also welcomed hundreds of students to Vancouver to begin their studies online, and have extended our services and supports to ensure engagement, settlement, and wellbeing.

In January 2021, VCC began a five-year term as host of the University Mobility in Asia Pacific (UMAP) International Secretariat. This role as host will enhance opportunities for VCC students (both domestic and international) to study abroad either physically or virtually. Along with the National Secretariat (BCCIE), the International Secretariat creates and facilitates various mobility options for students and ensures that BC students will have many opportunities to engage in study abroad activities. International Education at VCC works closely with the UMAP International Secretariat to facilitate learning activities that will benefit all BC PSE institutions

MANDATE LETTER – 2020/2021 – PRIORITIES (continued)

3. Develop and recognize flexible learning pathways for students to access postsecondary education and skills training including:

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

Expand dual credit opportunities

VCC's School of Trades, Technology and Design has increased 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. The CAD and BIM department offers advanced placement and curriculums to grade 11 and 12 Drafting students learning VCC's curriculum.

Support lifelong learning pathways

After thorough internal consultation, VCC Continuing Studies is aiming to pilot key micro-credential offerings this year with the aim to expand the scope and number of such offerings to better meet the specific needs of employers and the community. Access to both the traditional and micro-credential offerings within CS will be improved by the recent acquisition and forthcoming deployment of an improved online registration system. VCC Continuing Studies is also actively collaborating with other CS units from across the province by offering shared content to broader regions in the province, such as the recent Building Service Worker micro-credential in partnership with Vancouver Island University, Camosun College, and North Island College.

Advance and support open learning resources

VCC has also worked on creating reusable and shareable H5P activities for the Automotive Service Technician trade, and the CAD and BIM department launched its first Zero Textbook Credential (ZTC) through the creation of a OER textbook purchase and update with the support of BCcampus.

MANDATE LETTER – 2020/2021 – PRIORITIES (continued)

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

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

High-priority occupational training

VCC has strong program advisory committees in trades and technology programs that continue to provide a direct link to high-priority occupations.

- VCC's Centre for Continuing Studies is developing and implementing a suite of networking technology programs, including post-degree diploma in network security. Diploma programs are also being developed for in-demand occupations such as accounting, marketing, and early childhood care and education (ECCE).
- In response to the increased demand for ECCE professionals, VCC has increased program offerings. We are currently running two cohorts of ECCE Basic and one of ECCE Post-Basic (Infant/Toddler and Special Needs). In January 2021, we launched our first full-time daytime cohorts.
- An increase in demand for Medical Device Reprocessing Technicians was also noted and in response, we have increased our cohort size and frequency. The increased demand is largely due to the BC Surgical Renewal Plan as the regional health authorities work to catch up on elective surgeries that were cancelled earlier in the year due to COVID-19.
- The School of Trades, Technology and Design has also aligned programming directly with in-demand trades and current technology. To address waitlists and increased demand for Automotive Service Technician and Automotive Collision and Repair apprenticeship training, additional cohorts were added as needed. With respect to Heavy Mechanical Trades, we were unable to increase capacity to address any additional demand due to facilities restraints. For Hairstylist, we have also added additional intakes to accommodate increased demand. There are no domestic waitlists for backing programs, and we are building capacity for more international students.
- VCC's Centre for Continuing Studies recently developed a suite of networking technology programs, one of which is a post-degree diploma in network security. Demand is strong for this type of programming and our aim is to support additional cohort intakes through scheduling and delivery innovations.
- Continuing Studies has responded by an increase in demand in ECCE by increasing offerings for both the ECCE Basic and one of ECCE Post-Basic (Infant/Toddler and Special Needs) certifications. In May 2021, the first fulltime daytime cohorts as well as a first international cohort will be launched.
- The Medical Device Reprocessing Technicians program continues to experience strong demand, and is an integral component of BC's Surgical Renewal Plan, which has included several students funded through the Ministry of Health.

MANDATE LETTER – 2020/2021 – PRIORITIES (continued)

Work-integrated learning

VCC's Automotive Collision, Automotive Refinishing, Automotive Service, Hairstyling and Heavy Mechanical Trades programs all have increased WIL opportunities through partnerships with local businesses.

VCC's Partnership Development Office (PDO) will continue improving diversity and inclusivity in work-integrated learning (WIL) programs. These efforts are aimed at increasing WIL opportunities, particularly for under-represented student groups including students with disabilities, Indigenous students, and newcomers, while also enhancing career guidance activities and managing relationships with employers. Specific projects include:

- Developing a new WIL stream focused on entrepreneurship and new WIL management software that was installed and piloted as "VCC Works." This new platform invites teaching departments to manage their WIL activities and employer contacts, generating important outcome data for students and the college.
- Partnering with Progressive Intercultural Community Services (PICS) to implement two Access to Trades programs for immigrants with special funding from AEST. These programs introduced over 30 immigrant women and men to trades in cooking, baking, hairstyling, auto body repair, auto mechanics, and heavy duty vehicle servicing. Some continued to enter the labour market, and some chose to further their education in trades.
- Participating in the development of a pan-Canadian workforce training project with Mohawk College (Hamilton), Red River College (Winnipeg), and Nova Scotia Community College (Halifax), with funding from the Future Skills Centre and Employment and Social Development Canada. The project focuses on training individuals with employment barriers to enter the supply-chain sector as material handlers. The training model (developed by Mohawk College) will be tested in 4 different Canadian regions to assess its validity and explore future scaling possibilities.
- Establishing a partnership between VCC's CareerLAB and Canadian Business Management and Hospitality Management programs to provide customized career guidance and WIL placement support to international students. Special online workshops were offered to international students during the pandemic to enhance their job search skills for a challenging labour market, and a practicum placement pilot project was implemented to expand the employer base and enhance the WIL experience of international students.

MANDATE LETTER – 2020/2021 – PRIORITIES (continued)

Re-skilling British Columbians

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

VCC Continuing Studies is also focused intently on developing new diploma programs to support both students and industry by producing groups of domestic and international graduates who are ready to put their skills to use in industry.

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

To support new immigrants, women, and other underrepresented groups, VCC has partnered with the Mount Pleasant Neighborhood House and successfully applied for Community Adult Literacy Program (CALP) funding from AEST to implement the Family Literacy Outreach Program (FLO) (running five consecutive years since 2016). This program reaches approximately 100 new immigrant families each year to provide primarily women (and their children) with literacy learning opportunities. It is an important project in supporting B.C.'s low-income immigrants who cannot attend institution-based literacy programs.

Promoting career-planning tools and resources

VCC has developed a new set of assessment tools for Career Readiness Competencies (based on a skill framework from the US-based National Association of Colleges and Employers) that could be consistently used in all VCC programs.

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

PERFORMANCE PLAN

PERFORMANCE PLAN

VCC's Strategic Innovation Plan (see page #12) guides the college's operational and integrated college plan, which is built on our five key success drivers. It is reviewed and updated annually, with input from the College Board and VCC community, to ensure that the plan remains dynamic, flexible, and true to our vision and the needs of our community.

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

FINANCIAL INFORMATION

THE MINISTERS OF FINANCE AND ADVANCED EDUCATION AND SKILLS TRAINING HAVE APPROVED VCC'S DEFICIT IN 2020/21. VCC'S AUDITED FINANCIAL STATEMENTS CAN BE VIEWED AT [VCC.CA/ABOUT/ COLLEGE-INFORMATION/ REPORTS-AND-PUBLICATIONS](https://vcc.ca/about/college-information/reports-and-publications).

APPENDIX A

**PERFORMANCE
MEASURE RESULTS**

APPENDIX A – PERFORMANCE MEASURE RESULTS

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

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

STUDENT SPACES

MINISTRY SYSTEM OBJECTIVE – CAPACITY

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

	2019/20 Actual	2020/21 Target	2020/21 Actual	Assessment	2020/21 Target
Total Student Spaces (FTE)	3,956	6,597	3,385	Not achieved	6,621
Nursing and other Allied Health Programs	863	877	863	Substantially achieved	901
Developmental	1,048	1,245	894	Not achieved	921

Note: Total of AEST FTEs delivered, Industry Training Authority (ITA) FTEs not included; actual ITA FTE for 2020-21 were 1,121. LINC FTE student enrolments are no longer eligible to be included in the developmental totals. Actual LINC FTE for 2020-21 were 331.

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

While the overall developmental target was "not achieved," VCC is committed to ensuring the enrollment planning process continues to provide opportunities for growth of domestic spaces; noting 2020-21 was particularly challenging for delivering developmental programs. In addition, VCC has continued to see renewed interest and enrolment in our core University Transfer courses with enrolments increasing 6% from 2019-20. This is another planned area of growth for VCC, highlighted by the introduction of Associate Degree programs. Also noteworthy is that the number of student spaces in Nursing and Allied Health programs continued to exceed our targeted FTE.

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

APPENDIX A – PERFORMANCE MEASURE RESULTS (continued)

CREDENTIALS AWARDED

MINISTRY SYSTEM OBJECTIVE – CAPACITY

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

	2019/20 Actual	2020/21 Target	2020/21 Actual	Assessment	2021/22 Target	2022/23 Target
VCC credentials awarded	2,086	2,072	1,988	Substantially achieved	1,796	TBD

ABORIGINAL STUDENT SPACES

MINISTRY SYSTEM OBJECTIVE – ACCESS

Full-Time Equivalent (FTE) of self-identified Aboriginal students at VCC delivered in all program areas. Totals are for reporting period 2019-20.

	2019/20 Actual	2020/21 Target	2020/21 Actual	Assessment	2021/22 Target	2022/23 Target
VCC Aboriginal Student Spaces (FTE)	294	Maintain or increase	256	Not Achieved	Maintain or increase	Maintain or increase
Ministry (AEST) programs	221	Maintain or increase	174	Not Achieved	Maintain or increase	Maintain or increase
Industry Training Authority (ITA) programs	73	Maintain or increase	82	Achieved	Increase	Maintain or increase

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

At VCC, we will continue in our efforts to better serve Indigenous communities through the reach of our many partnerships as we strive to build a truly community-driven program development framework. Our existing initiatives and activities have demonstrated sustainability as a result of ongoing collaboration between our internal and external stakeholders. Specifically, our Indigenous Education Advisory Committee, representing urban and rural Indigenous communities, provides guidance and advice around initiatives that fulfill our commitment to Indigenous education.

While our total Aboriginal Spaces was not achieved this year, the new initiatives aimed at increasing access, retention, and success of Indigenous trades students allowed us to meet our ITA programs target. In addition, notable increases to Early Childhood Education FTE was predominantly due to special initiatives in the ECE Certificate program, offered in partnership with the Musqueam Indian Band. Health FTE's for Aboriginal students increased slightly from the ACCESS cohort for Dental Reception Coordinator.

APPENDIX A – PERFORMANCE MEASURE RESULTS (continued)

STUDENT SATISFACTION WITH EDUCATION

MINISTRY SYSTEM OBJECTIVE – QUALITY

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

	2019/20 Actual		2020/21 Target	2020/21 Actual		2020/21 Assessment	2020/21 Target
	%	+/-	%	%	+/-		%
Former diploma, associate degree, and certificate students	92.4%	1.1%	≥ 90%	94.8%	1.0%	Achieved	≥ 90%
Former apprenticeship students	95.0%	3.3%		96.3%	2.0%	Achieved	
Trades foundation and trades-related vocational graduates	93.2%	1.8%		93.2%	1.8%	Achieved	
Bachelor's degree graduates	90.6%	5.8%		84.6%	7.7%	Achieved	

Source: BC Student Outcomes Survey 2020

STUDENT ASSESSMENT OF THE QUALITY OF INSTRUCTION

MINISTRY SYSTEM OBJECTIVE – QUALITY

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

	2019/20 Actual		2020/21 Target	2020/21 Actual		2020/21 Assessment	2020/21 Target
	%	+/-	%	%	+/-		%
Former diploma, associate degree, and certificate students	94.7%	0.9%	≥ 90%	96.1%	0.9%	Achieved	≥ 90%
Former apprenticeship students	97.5%	2.3%		95.7%	2.1%	Achieved	
Trades foundation and trades-related vocational graduates	96.6%	1.3%		96.0%	1.4%	Achieved	
Bachelor's degree graduates	88.7%	6.3%		82.1%	8.1%	Achieved	

Source: BC Student Outcomes Survey 2020

APPENDIX A – PERFORMANCE MEASURE RESULTS (continued)

STUDENT ASSESSMENT OF SKILL DEVELOPMENT

MINISTRY SYSTEM OBJECTIVE – QUALITY

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

	2019/20 Actual		2020/21 Target	2020/21 Actual		2020/21 Assessment	2020/21 Target
	%	+/-	%	%	+/-		%
Former diploma, associate degree, and certificate students	89.0%	1.4%	≥ 85%	90.0%	1.3%	Achieved	≥ 85%
Former apprenticeship students	91.1%	3.1%		92.2%	2.8%	Achieved	
Trades foundation and trades-related vocational graduates	90.0%	1.8%		91.0%	1.7%	Achieved	
Bachelor's degree graduates	92.8%	4.0%		83.9%	8.8%	Achieved	

Source: BC Student Outcomes Survey 2020

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

MINISTRY SYSTEM OBJECTIVE – RELEVANCE

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

	2019/20 Actual		2020/21 Target	2020/21 Actual		2020/21 Assessment	2020/21 Target
	%	+/-	%	%	+/-		%
Former diploma, associate degree, and certificate students	90.3%	1.5%	≥ 90%	94.9%	1.2%	Achieved	≥ 90%
Former apprenticeship students	97.5%	2.4%		94.6%	2.6%	Achieved	
Trades foundation and trades-related vocational graduates	91.8%	2.2%		93.5%	2.2%	Achieved	
Bachelor's degree graduates	96.0%	4.1%		91.7%	6.4%	Achieved	

Source: BC Student Outcomes Survey 2020

APPENDIX A – PERFORMANCE MEASURE RESULTS (continued)

UNEMPLOYMENT RATE

MINISTRY SYSTEM OBJECTIVE – RELEVANCE

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

	2019/20 Actual		2020/21 Target	2020/21 Actual		2020/21 Assessment	2020/21 Target
	%	+/-	%	%	+/-		%
Former diploma, associate degree, and certificate students	6.3%	1.1%	≤ 18.9%	6.5%	1.2%	Achieved	≤ 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
Former apprenticeship students	0.0%	0.0%		3.9	2.1%	Achieved	
Trades foundation and trades-related vocational graduates	3.4%	1.4%		9.3%	2.4%	Achieved	
Bachelor's degree graduates	2.0%	2.9%		0.0%	0.0%	Achieved	

Source: BC Student Outcomes Survey 2020

LEGEND

Assessment	Percentage
Achieved	100% or more of the target
Substantively Achieved	90% - < 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**

Performance Measure	2020/21	2021/22	2022/23
STUDENT SPACES			
Total student spaces	6,597	6,621	6,561
Nursing and other allied health programs	877	901	TBD
Developmental programs – Tuition Compensation Eligible	1,245	921	TBD
CREDENTIALS AWARDED			
Number	2,086	1,796	TBD
STUDENT SATISFACTION WITH EDUCATION			
Former apprenticeship students	≥ 90%		
Former diploma, associate degree and certificate students			
Baccalaureate graduates			
STUDENTS' ASSESSMENT OF SKILL DEVELOPMENT (AVERAGE %)			
Former apprenticeship students	≥ 85%		
Former diploma, associate degree and certificate students			
Baccalaureate graduates			
STUDENT ASSESSMENT OF THE QUALITY OF INSTRUCTION			
Former apprenticeship students	≥ 90%		
Former diploma, associate degree and certificate students			
Baccalaureate graduates			
UNEMPLOYMENT RATE			
Former apprenticeship students	≤ 18.9%		≤ unemployment rate of the population aged 18-29 with high school credentials or less
Former diploma, associate degree and certificate students			
Baccalaureate graduates			
STUDENT ASSESSMENT OF USEFULNESS OF KNOWLEDGE AND SKILLS IN PERFORMING JOB			
Former apprenticeship students	≥ 90%		
Former diploma, associate degree and certificate students			
Baccalaureate graduates			

APPENDIX B

**MANDATE PRIORITY #1
PROGRESS REPORT**

APPENDIX B – MANDATE PRIORITY #1 PROGRESS REPORT

In accordance with the Accountability Framework 2020/2021 Reporting Cycle Standards and Guidelines Manual, the following table identifies VCC's responses to the Truth and Reconciliation Commission's Calls to Action and UN Declaration on the Rights of Indigenous Peoples (UNDRIP).

TRC CALL TO ACTION¹¹ and UN DECLARATION on the RIGHTS OF INDIGENOUS PEOPLES ARTICLE

PROGRESS	INITIATIVES AND PARTNERSHIPS
Identify whether the initiative is: <ul style="list-style-type: none"> • New¹² • Planned • In Progress • Implemented • Ongoing (If there is no relevant program, show as N/A.)	Provide key details of initiatives relating to each Call to Action and UN Declaration on the Rights of Indigenous Peoples article and how your institution's relations and collaborative partnerships with local First Nations and Métis communities are contributing to implementation. Include links where relevant. Add rows to report on additional initiatives as required.

1: SOCIAL WORK

We call upon the federal, provincial, territorial, and Aboriginal governments to commit to reducing the number of Aboriginal children in care by ... Ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the history and impacts of residential schools. ...

Ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the potential for Aboriginal communities and families to provide more appropriate solutions to family healing.

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

12: EARLY CHILDHOOD EDUCATION

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

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
<ul style="list-style-type: none"> • Implemented 	The Early Childhood Education Department at VCC successfully worked with and within our First Nations communities on the following training: <ul style="list-style-type: none"> • Partnership with the Musqueam Nation to deliver a 44-week Early Childhood Education Certificate Program whereby all graduates qualify to apply for the BC Early Childhood Educator Certification to Practice. Three graduates have continued with our post-basic program and are currently in our diploma program. • Partnership with the Squamish Nation to deliver an 8-week "Guiding and Caring" course whereby all completing students can apply for the ECCE Assistant Certification to Practice. Ten students enrolled in the course and all successfully completed.

¹¹ "... " represents omitted text not related to post-secondary education from the original Call to Action

¹² New initiatives start in the current reporting year and have not been previously reported on.

APPENDIX B – MANDATE PRIORITY #1 PROGRESS REPORT (continued)

16: INDIGENOUS LANGUAGE DEGREE AND DIPLOMA PROGRAMS

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

PROGRESS

N/A

NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS

23: HEALTH CARE PROFESSIONALS

We call upon all levels of government to increase the number of Aboriginal professionals working in the health care field to ensure the retention of Aboriginal health-care providers in Aboriginal communities, and provide cultural competency training for all healthcare professionals.

PROGRESS

- New
- Planned
- In progress
- Implemented
- Ongoing

NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS

Health care programs at VCC have been actively working to build greater numbers of Aboriginal graduates while understanding the necessity of going beyond inclusion and towards efforts of genuine Indigenization and decolonization.

These programs include Practical Nursing, Bachelor of Science in Nursing (BScN), Dental Reception Coordinator, Dental Hygiene, Certified Dental Assistant, Dental Technology Sciences, Health Unit Coordinator, Pharmacy Technician, Occupational/Physical Therapy Assistant, and Health Care Assistant.

Highlights of this work for 2020 /2021 include:

- Offering priority seating for Aboriginal students in Health Sciences programs at VCC
- Recognizing of the traditional unceded territory of the Musqueam, Squamish, and Tsleil-Waututh Nations through official signage and land acknowledgment by faculty and students in Health Sciences programs
- Advancing curriculum Indigenization and Indigenous student success across all Health Science programs by establishing a School of Health Sciences committee.
- Partnering with the Aboriginal Community Career Employment Services Society (ACCESS) to complete a second cohort of the Dental Reception Coordinator program
- Developing a new partnership with ACCESS to deliver a Health Unit Coordinator program
- Funding curriculum development to Indigenize the Health Unit Coordinator program curriculum in partnership with VCC Indigenous Education and Community Engagement
- Increasing capacity for providing Indigenous Competency (San'yas) Training to faculty and staff
- Renewing programs and revising curriculum to incorporate inter-cultural competencies in health care, including conflict resolution
- Exploring an educational module for all health students on Aboriginal health issues and history
- Contributing to adapting the Canadian Association of Occupational Therapists (CAOT) Position Statement on Occupational Therapy and Indigenous peoples (2018)
- Contributing to adapting the Canadian Physiotherapy Association (CPA) Position Statement on the role of physiotherapy in Aboriginal health care (2014)
- Ensuring the use of the Truth and Reconciliation report in curriculum and increasing the number of case studies that focus on Indigenous health issues.
- Conducting in-person activities such as the Kairos Blanket exercise (suspended due to COVID-19)

APPENDIX B – MANDATE PRIORITY #1 PROGRESS REPORT (continued)v

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

- Planned
- Ongoing

NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS

The Nursing programs at VCC, which includes Practical Nursing, and the Bachelor of Science in Nursing continue to take action to indigenize curriculum through the following:

- Continuing to adapt 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.
- Engaging with 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.
- Collaborating with VCC's Indigenous Education & Community Engagement to address the recommendations arising from the In Plain Sight report addressing Indigenous-specific racism and discrimination in B.C. health care.
- Developing a decolonization/Indigenization working group in the BScN program to address the British Columbia College of Nurses and Midwives (BCCNM) Updated Entry Level Competencies calling on all nurses to be educated about the Truth and Reconciliation Commission recommendations.
- Initiating a new partnership with the Pacific Association of First Nations Women for Term 7 population health promotion projects.
- Continuing collaboration between the Practical Nursing program and the Indigenous Education and Community Engagement department for the 'Ready Set Go' orientation.

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

N/A

NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS

APPENDIX B – MANDATE PRIORITY #1 PROGRESS REPORT (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
- Planned
- In progress
- Implemented
- Ongoing

NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS

VCC is strategic and intentional in the planning and provision of educational opportunities that increase employees' knowledge and understanding of Aboriginal peoples in Canada, the legacy of residential schools, the United Nation Declaration on the Rights of Indigenous Peoples and the Calls to Action from the work of the Truth and Reconciliation Commission.

Projects supporting the provision of these educational opportunities include:

- Completing a college-wide employee cohort of the professional learning series, 'Pulling Together: A Guide for Indigenization of Post-Secondary Institutions', developed and offered through BCcampus.
- Completing a 19-employee pilot of the San'yas Indigenous Cultural Safety training, developed and offered through the Provincial Health Services Authority of BC to determine its suitability for Indigenous competency training for VCC employees. The program was adopted as the recommended foundational course for this competency.
- Continuing registration and completion of the San'yas Indigenous Cultural Safety training across all levels of the college, including the Board of Governors with 100+ completions to date.
- Using curriculum from the Gladue Report Writing Program, developing two professional development courses for employees on the impacts of colonization and allyship.
- VCC will be in possession of a draft document titled 'Vancouver Community College Indigenization Readiness Assessment & Planning Framework' at the beginning of July 2021 with a finalized document ready for the College community by August 2021. The findings and outcomes within this document will guide our planning and actions towards decolonization and Indigenization. This will start with striking a pan-Institutional Indigenization Planning Framework Committee in the Fall of 2021.

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

N/A

NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS

APPENDIX B – MANDATE PRIORITY #1 PROGRESS REPORT (continued)

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

N/A

NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS

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

Implemented

NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS

Developing a diploma program in Marketing Technology which includes a three-credit course entitled Indigenous Business in Canada (MKTG 1012), developed in consultation with Indigenous business professionals. This course is scheduled to launch in September 2021.

UNITED NATIONS DECLARATION ON THE RIGHTS OF INDIGENOUS PEOPLES IMPLEMENTATION

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

Article 14

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

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 – MANDATE PRIORITY #1 PROGRESS REPORT (continued)

PROGRESS

VCC has made evident its commitment to the United Nations Declaration on the Rights of Indigenous Peoples through the following:

NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS

VCC's Jewellery Art and Design department is continuing to strengthen its cultural capacity through:

- Onboarding an Indigenous Instructor
- Adding the following program outcome: 'Recognize the contributions of Indigenous peoples in the fields of art, craft and design'
- Adding the following course outcome for the History and Culture of Jewellery course: 'Identify characteristics of Northwest Coast Indigenous Design'

VCC's Culinary Arts program, in collaboration with the Industry Training Authority and the Musqueam First Nation are planning to:

- Offer Professional Cook 1 with Indigenous Content for members of the Musqueam First Nation
- Incorporate traditional knowledge keepers, traditional culinary ingredients, and techniques into the curriculum
- Offer a 10-week work placement while granting Cook Level 1 apprentice designation (Targeted implementation date for Spring 2022)

VCC delivers programs in collaboration with First Nations or Aboriginal community groups, such as:

- Offering an in-community program at Musqueam Nation for Early Childhood and Care Education
- Offering an in-community program at Squamish Nation for Child Care Assistant
- Partnering with the Aboriginal Community Career Employment Services Society (ACCESS) for the completion of an Indigenous cohort of the Dental Reception Coordinator program

VCC is increasing institutional capacity in the Indigenous Education and Community Engagement department by:

- Hiring a second Indigenous Engagement advisor to increase support for Indigenous students and Community members
- Appointment of the Dean, Indigenous Initiatives as the Advisor to the President on Indigenous Issues

Engaging in an extensive internal and external consultation process for the development of a VCC-specific planning framework for Indigenization that will guide future efforts in decolonization and reconciliation.

Weaving measurable outcomes that reflect decolonization and reconciliation throughout the recently refreshed College Strategic Innovation Plan.

Establishing a '3 Sisters Garden' to highlight traditional Indigenous knowledge on companion gardening and provide fresh produce for students.

Partnering with the Aboriginal Community Career Employment Services Society (ACCESS) to explore the delivery of an Indigenous cohort of the Health Unit Coordinator program.

Continually supporting the Gladue Report Writing Program, which was launched in May 2020. (78 per cent of the students are completing the final capstone this summer and the program is positioned for another intake in September 2021).

Offering continued access to four elders through the Elder-in-Residence program.

Continuing our 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).

Continuing community engagement by an Urban Learning Facilitator to provide Learner Support Services in community as part of the Ministry-supported ASP.

Regular activation of the Indigenous Education Advisory Committee for external review and input on major college projects such as the development of a VCC-specific planning framework for Indigenization and VCC's recently refreshed Strategic Innovation Plan.



DECISION NOTE

PREPARED FOR: Board of Governors Special Public Meeting

DATE: August 11, 2021

ISSUE: **RECOMMENDATION FOR APPROVAL:**
Ministry of Advanced Education, Skills & Training:
Five-Year Capital Plan - 2022/23 to 2026/27

BACKGROUND:

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

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

As with the previous iteration (2021/22 to 2025/26) the current Five-Year Capital Plan was aligned with the goals of the Campus Master Plan, approved by the Board of Governors in December 2019, and further informed by strategic plans including the Academic Plan, 3-Year Strategic Innovation Plan, Indigenous Education and Community Engagement Plan, Environmental Sustainability Plan, and the Institutional Accountability Plan and Report. The plan also conforms to the stated objectives contained in the Government’s mandate letter for VCC dated June 1, 2021.

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

PRIORITY #1	PRIORITY #2	PRIORITY #3
BROADWAY CAMPUS “EXPANSION”	DOWNTOWN CAMPUS “RENEWAL & REVITALIZATION”	BROADWAY CAMPUS
Category 2: Whole Asset Replacement and Renewal Projects	Category 2: Whole Asset Replacement and Renewal Projects	Category 2: Whole Asset Replacement and Renewal Projects
Building Envelope Renewal (Broadway A)	Centre of Excellence for Culinary Arts	Dental Program Co-location with Health
VCC Capital: \$0M AEST Capital: \$24.928M	VCC Capital: \$0 AEST Capital: \$22.564M	VCC Capital: \$0 AEST Capital: \$20.286M

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

Construction cost estimates in the 2022/23 – 2026/27 Capital Plan were produced by professional quantity surveyors, in July 2021. They include an escalation factor to the projected mid-point of construction. Depending on the time of project approval, appropriate adjustments to account for changes in scope and escalation may be required.

Of note is the removal of the Centre for Clean Energy and Automotive Innovation (Category 1: New Priority Project) from the current submission. This is in accordance with direction from AEST as the College continues work on the development of the business case for this project for submission to Treasury Board.

NEXT STEPS

VCC submitted a draft plan to AEST on July 15, 2021. The final plan will be presented following Board approval.

RECOMMENDED MOTION:

THAT, the Board of Governors approve the Five-Year Capital Plan for the period 2022/23 to 2026/27 for submission to the Ministry of Advanced Education and Skills Training.

ATTACHMENT: APPENDIX A - Priority 1 Project Overview
 APPENDIX B - Priority 2 Project Overview
 APPENDIX C - Priority 3 Project Overview

PREPARED BY: Ian Humphreys, VP, Administration

DATE: August 2021

APPENDIX A

Five-Year Capital Plan (2022/23 - 2026/27)

Priority 1 - Project Overview

Institution VCC	Campus/City Broadway	Project Title Building Envelope Renewal (BWYA)	Project Category 2	Project Priority 1 of 3
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1.0 Funding Breakdown

Total Project Cost \$24,928M	Total Provincial Funding Request \$ 24,928M
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2.0 Current Situation

Vancouver Community College's Broadway campus Building A is a 271,000 SF building consisting of a multi-level reinforced concrete structure with steel stud exterior wall assemblies. The building is clad with rock dash finish stucco and the windows are commercial single pane glazing in aluminum frames with the exception of levels 4 and 5 which are double glazed. The complex was constructed in 1981 and has an FCI of 0.61.

After 40 years, the building envelope is well beyond its expected service life and is showing significant signs of deterioration. Both RJC Building Envelope Condition Assessment (2008) and VFA report recommend replacement of exterior wall and window systems.

Water Egress was prevalent in many test locations performed by RJC. The interior surface of the exterior cladding was observed to have organic growth and sheathing texture was soft with a moisture content of 0.5 to 1.2%

Some test locations had been found to have delamination between stucco layers. Where moisture readings were above 1% the texture indicated that the structural strength of the material has been compromised.

The condition of the stucco, including cracking and deteriorated detailing around windows are considered to be contributing factors in the amount of moisture infiltrating behind the cladding. At several locations the sealant joints around window head flashings were installed without provisions to divert water away from the wall assembly. Due to installation deficiencies, ½" gaps, below window sills are most likely causing energy and heating losses.

Membrane replacement above the suspended slab (level 2 plaza slab) was recommended due to the age of the building. Membrane service life is typically 20 to 30 years old. The building is now 40 years old. Some remediation work was undertaken to repair parts of the membrane in planters, but a complete membrane renewal has not been undertaken and is still required

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

- In the 2020/21 academic year, program enrolment in Building A was 2670.73FTE.

Indicate what the final outcome of these buildings will be:

- This project will renew the building envelope and will significantly reduce current FCI, extending the life of the building
- It is important that this building be maintained to realize the full campus renewal contemplated in the VCC Campus Masterplan, approved by the VCC Board of Governors in November, 2019.

3.0 Project Description

This project will renew the building A envelope by:

- Replacing window/skylight assemblies with new thermally broken aluminum framed insulated sealed glass units and new pressure plate system aluminum framed skylights.
- Replacing existing face seal stucco on steel stud wall assembly with new exterior insulated rainscreen wall assembly including all integration details and an allowance for the repair of corroded steel studs.
- Replacing the level 2 plaza membrane which is beyond it's service life.

Building A is home to numerous classrooms, Auto Technician, Auto Collision and Repair, Music, Basic Education, Disability Services, LINK, Visual and Hearing Impaired programs and University transfer courses. As well, it houses the Administration offices, Student Services, Cafeteria, Library, and key facilities functions.

4.0 Project Objectives

- Restore integrity of the building envelope and lowering FCI
- Reduce energy costs
- Prevent further failure of building envelope assemblies and eliminating risk associated with more serious issues
- Maintain the building infrastructure to ensure that the building can full fill its duty as an important piece in realizing the full vision of the Campus Master Plan.

5.0 Options considered

- **Status Quo** is not an option – Potential failure of building envelope systems, health and safety risks related to indoor air quality, operational energy inefficiencies and increased risk of future emergency repairs as well as a reduced ability to attract and retain students and staff
- **Whole Asset Replacement** - is very costly and does not align with the long term vision of the masterplan. As well, the building would have to be decanted into space we do not have.
- **Building Renewal Project**- this is the most cost effective approach. By engaging in a phased envelope renewal project will allow for the least disruption to instruction and staff, as well as reduce energy and operating costs. **This is the preferred option**

6.0 Project Outcomes

Strategic Alignment:

- The Project directly aligns and supports VCC's Environmental Sustainability Plan and the Campus Master Plan.
- The project aligns with Clean BC commitments

Cost Effectiveness:

- Cost savings will be accrued through more modern and efficient building systems; reduced energy and maintenance costs
- The envelope renewal project will solve significant deferred maintenance requirements.
- Re-use of the existing structure will be more cost effective than demolition and rebuilding.

N/A

Infrastructure:

- Replacement and renewal of end- of- life building envelope infrastructure, would significantly help reduce the current FCI and resolve life-safety and building code deficiencies.

Quality Education:

- Support the delivery of a superior student experience by providing a healthy and attractive learning facility.

Energy and Emissions:

- A renewed and improved building envelope will reduce energy costs and contribute towards improved campus operations.

6.0 Project Cost/Funding

- Based on revised cost estimates prepared by RJC (July 2021) of their 2008 report, the estimated construction costs for the renewal work of the building envelope is \$24,928,000 including soft costs and contingency.
- VCC has limited capital reserves to contribute towards the realization of this necessary project. Project dollars would be a request for direct capital funding from AEST.
- A new energy efficient building exterior should reduce energy costs.

7.0 Key Risks

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

- **Scope Changes** – an updated building envelope assessment prior to AEST business case to better inform the scope of the project and identify any changes since the last report.
- **Accuracy of Costing** – Through the CARG capital project approval processes, as-built conditions, unknown site conditions, project assumptions, will be quantified in a final Business Plan Report to AEST. An updated envelope assessment will be done to better inform the costing.
- **Schedule Certainty** – A detailed schedule will be developed to reflect final project parameters, construction delivery methodology including options for fast-tracking, sequential tendering, and phasing of work.

8.0 Project Schedule

KEC Bldg B Envelope Renewal	2022				2023				2024				2025				2026			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
AEST approval/Business Case																				
Construction documentation																				
Tendering/permits																				
Construction																				

DRAFT

APPENDIX B

Five-Year Capital Plan (2022/23 - 2026/27)

Priority 2 - Project Overview

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

Total Project Cost	Total Provincial Funding Request
\$22,564M	\$22,564M

2.0 Current Situation

<ul style="list-style-type: none"> ▪ VCC's Culinary Arts, Baking and Pastry Training programs, part of the School of Hospitality, Food Studies and Applied Business, are currently located in the VCC owned Pender Building. Built in 1948, the space is 72 years old and has a FCI of 0.63 (May 2015 Report). Program area is approximately, 4,045 square meters (43,540 square feet) across the building's four floors: Level 1 – Butchery, Baking Classrooms Level 2 – Bakery and Pastry Labs Level 3 – Culinary Kitchens, Equipment Stores, Dishwashing, Bistro and Restaurant Level 4 – Classrooms (shared) ▪ Although many pieces of teaching equipment have been replaced over the years, kitchen and lab layouts, associated support space and base building infrastructure have not been upgraded to match. ▪ Fixed equipment and functional layouts afford zero flexibility and are based on out-of-date production food service concept which no longer reflects programming and curriculum outcomes. There are not enough handwashing sinks. There is no central stores space which hampers equipment sharing and inventory control. Conversely, central dishwashing space only results in dirty equipment stacking up in corridors contributing to smell, health and safety, sanitation issues. ▪ Floor and wall finishes are functionally deficient; exhaust, ventilation, lighting and plumbing infrastructure is end of life, inefficient to operate and maintain. Antiquated grease traps are ineffective. Current infrastructure is not conducive to proper food waste management and recycling and impedes sanitation efforts contributing to pest control issues. Audio-visual aids are makeshift. ▪ Current space is not universally accessible.
<p>Include the number of Full-Time Equivalent (FTEs) that are currently accommodated/program.</p> <ul style="list-style-type: none"> ▪ In the 2019/20 academic year, program enrolment was 1,162 FTE. ▪ Due to the pandemic 2020/21 numbers are lower, 783.91 FTE, but previous program enrolment has been steady over the last 5 years and is forecast to remain so.

Indicate what the final outcome of these buildings will be:

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

3.0 Project Description

- The project scope involves a multi-phased renovation of the suite of Culinary Arts, Baking and Pastry Training program space in the Pender Building - Levels 1, 2, 3 and 4 – approximately 4,045 square meters (43,540 square feet) of existing space.
- All renovation work would be completed without interruption to course delivery.
- Building renewal to allow the Culinary Arts, Baking and Pastry Training programs to remain at the Downtown Campus must occur to maintain existing synergies with community and sectoral partners. In accordance with the Master Plan, Tourism and Hospitality are to be the Downtown campus “anchor” tenants.
- In order to meet industry standards and the outcomes prescribed by the Industry Training Authority (ITA) BC, the School of Hospitality, Food Studies and Applied Business recently underwent a comprehensive program review that led to substantial revisions in the Culinary Arts and Baking and Pastry Arts programs. The last significant program update was in 1991. As a result, the entire complement of program space requires renewal and revitalization. Renovations to kitchens, baking and pastry labs, bar lab, butchery space and shared classrooms are necessary to deliver current and emergent curriculum.
- Modernization improvements would include new demonstration theatres, open kitchens and food service stations, energy efficient equipment (coolers, freezers), energy efficient HVAC and exhaust systems, plumbing upgrades, audio-visual teaching aids, centralized stores, and decentralized cleaning.
- Major renovations would allow VCC to change from gas ranges to more energy efficient induction cooktops mirroring the shift happening in industry.
- Classrooms would be modernized and co-located adjacent to kitchens to support experiential, problem-based and collaborative learning models and be easily reconfigurable and adaptable to new technology.
- Immediate benefits would be realized by the 783.91FTE enrolled in the program, as well as other Downtown campus student FTE who may utilize the shared classroom space.

4.0 Project Objectives

- **Accreditation.** Beyond the fact that the space is 73 years old with the majority of building infrastructure at end of life, existing space was designed based on a traditional production food service concept which constrains changes to curriculum and delivery necessary to maintain accreditation. Current industry standards and Industry Training Authority (ITA) requirements necessitate program space and infrastructure that enables active student participation,

incorporation of more experiential learning tasks, instructor demonstrations, student practice, portfolio-based assessment and practical exams.

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

5.0 Options considered

- **Status Quo:** This option does not address current space constraints/deficiencies, building mechanical/electrical shortcomings or provide space aligned with new curriculum and industry needs and accreditation requirements. Additionally, this option does not address the backlog of deferred maintenance associated with the Pender Building.

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

6.0 Project Outcomes

Strategic Alignment:

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

Cost Effectiveness:

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

- The project will resolve significant deferred maintenance requirements

Innovation:

- Incorporate technology such as overhead cameras that record demos while projecting onto high-definition screens; large overhead viewing mirrors mounted above each kitchen so demonstrations by teachers and students can be viewed without obstruction will improve student experience and increase inclusivity.
- Create flexible and adaptable kitchens/labs that can accommodate demonstrations, hands-on prep/cooking by students individually and at shared cooking stations in combination with “smart” classrooms that permit content sharing from the kitchens to optimize student theory and practice.
- Renewed facilities will enable VCC to convert to a semester system and offer more electives ultimately giving students greater options and control in how they build their program. This will also allow VCC to break free of the rigid 12-month cyclical nature of how the program is currently delivered. Further, it will allow VCC to convert from a Certificate program to Diploma credential.
- VCC will be able to expand collaboration opportunities. VCC created and delivered Access to Baking and Pastry Arts programming on the Musqueam site, and culinary in-community programming with the Sto:lo Nation and is keen to pursue additional community engagements including working with Aboriginal chefs. Recently, VCC has begun partnering with consulates to support student and faculty exchange and to promote the food and culture from their countries. VCC also worked with go2HR to produce the “Analysis of Training Needs for BC’s Globally Diverse Foodservice Industry” report and worked with the Immigrant Employment Council of BC on developing a pathway to the workplace for new Canadians with a culinary background: Facilitating Access to Skilled Talent (FAST) program.
- VCC would create spaces for expanded delivery of molecular gastronomy classes, competition space with room for an audience, celebrity chef presentations and classes. There is also the potential to partner with local professional chef organization to create a chef’s library and meeting space.

Infrastructure:

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

Quality Education:

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

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

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

6.0 Project Cost/Funding

Five-Year Capital Plan (2022/23 - 2026/27)

Priority 3 - Project Overview

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

Total Project Cost \$20,286M	Total Provincial Funding Request \$20,286M
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2.0 Current Situation

<p>Describe the building(s) affected including building name and size, FCI, deferred maintenance, lease/owned, and programs offered:</p> <ul style="list-style-type: none"> ▪ Campus Master Plan calls for the Dunsmuir Tower building to be demolished and land redeveloped. ▪ VCC's Dental Programs, part of the School of Health Sciences, are currently located in the Dunsmuir Tower building and occupy an area of approximately 1,787 square meters (19,230 square feet). ▪ Built in 1981, the building has a FCI of 0.77. A key driver of this index is that the north and west curtain walls of the building require substantial renewal, with modeled costs amounting to 46% of the building's replacement value. Other deferred maintenance items are end of life building systems including HVAC, electrical and plumbing.
<p>Include the number of Full-Time Equivalent (FTEs) that are currently accommodated/program:</p> <ul style="list-style-type: none"> ▪ In 2020/21, during the pandemic, there were 164.36 FTE in the programs five courses: Dental Technology Sciences, Dental Hygiene, Certified Dental Assisting, and Dental Reception Coordinator. ▪ Enrollment in these programs is strong, growth is inhibited due to space constraints. ▪ The program also runs an active Dental Clinic providing the following services to the public: <ul style="list-style-type: none"> - Comprehensive oral health assessments and dental hygiene treatment, limited dental treatment, and referrals to additional community services to meet patients' needs. - Tooth Trolley program, funded/supported by corporate sponsorship, provides oral hygiene instruction, polishing, fluoride, fissure sealants, minor extractions and restorative procedures to children from low-income families. - The Ministry of Social Development and Poverty Reduction provides denturist fee coverage for those living in poverty.

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

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

3.0 Project Description

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

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

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

And type of space required:

- The new Dental Programs space will support 180 student FTE's effective day one but will allow for program growth of up to 300 FTE (including resumption of Denturist program and launch of Dental Hygiene degree).
- New modern/expanded space would allow VCC to respond to industry demand with the launch of a Dental Hygiene program and would support VCC's Degree program proposal which is currently in review by AEST.
- The project scope will include incorporation of modern chairs, instruments and auxiliary equipment (including monitors) to improve dental treatment space layout increasing safety, patient and student egress, ergonomics, ambidextrous use. It will also include upgrades to sterilization equipment.
- Re-planning of space will allow VCC to ensure proper separation and sizing of dental operator; create a proper public reception and waiting area; establish proper separation between functions such as clean/dirty items and the denturist space

4.0 Project Objectives

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

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

5.0 Options considered

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

6.0 Project Outcomes

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

- The project is aligned with the Ministry of Advanced Education, Skills and Training current Service Plan (2019/20 - 2021/22), Aboriginal Service Plan and Accountability Framework, is relevant to and responds to the needs of students, local community, society and economy.
- The project is aligned with and supports the Ministry of Jobs, Trade and Technology current Service Plan (2019-20 – 2021/22) by delivering programs that promote innovation, adoption of new

technologies and build capacity and increase participation in in-demand economic sectors such as health and health assisting professions.

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

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

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

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

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

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

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

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

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

- Co-location with other health science students will create a “hub” for health sciences to foster interdisciplinary exchange, enhance student engagement and social connections.
- The project will target LEED Silver, Step Code energy and Net Zero carbon emissions. Relocating to the Broadway campus and into Building B, a relatively new facility, will take offline aged/ inefficient space to contribute towards improved Downtown campus operations. Fiscal 2019/20 data is noted in the below table.

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

6.0 Project Cost/Funding

- Preliminary construction costs associated with the renovation are estimated at \$13.9M (prepared by BTY Group) The estimate of soft costs, contingencies, AV and FF&E is \$5.7M for a total project cost of \$19.6M.
- This year’s submission has factored in a 3.5% inflation rate for a total project cost of \$20,286M**
- VCC has limited capital reserves to contribute towards the realization of this necessary project. Project dollars would be a request for direct capital funding from AEST.
- There is little expected cost impact on operating or program costs.

7.0 Key Risks

Identify 2-4 key risks and proposed mitigation strategies.

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

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

8.0 Project Schedule

Preliminary project schedule as per Gannt chart below

Dental Program Co-location with Health Sciences Project Phase	Year 1				Year 2				Year 3			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Business Plan Report	█											
AEST Aproval		█										
Design Development			█	█	█	█	█	█				
Construction						█	█	█	█	█		
Occupancy											█	
FF&E Fit-Up												█

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