Vancouver Community College

Board of Governors
Public Meeting Agenda

September 24, 2025, at **6:00 p.m**.

VCC Broadway Campus, Building A, Room 5025

GUESTS: [Join w/ MS Teams](#)
ID: 237 543 879 052 1 **Passcode:** Jx7t9QZ7

Board Members	Senior Team & Staff Resources	
Mahin Rashid (Chair, Board/HRC)	David Wells	VP, Academic & Applied Research
Jeffrey Yu (Vice Chair/Chair, FAC)	Ian Humphreys	VP, Admin & International Development
Carol Ye	Kate Dickerson	VP, People Services
Chi Lo	Jane Shin	VP, Students & Community Development
Christie Sparklingeyes	Elmer Wansink	AVP, IT & CIO
Colin Zuo	Clayton Munro	AVP, Student & Enrolment Services
Dilraj Sandhu	Tannis Morgan	AVP, Academic Innovation
Dr. Paul Yeung	Jamie Choi	ED, Finance & CFO
Dr. Steve Cardwell	Surinder Aulakh	ED, Safety, Security & Risk Management
Harleen Kaur	Charnelle McClure	ED, Marketing & Communications
Jennifer Cummins	Deborah Lucas	EA, Board of Governors
Michele Guerin	Shaun Wong	Snr. Research Analyst, Institutional Research
Simon Cheng		
Synthia Kloot		

Ex-Officio	Guests	
Ajay Patel President & CEO	Frank Cosco	President, VCCFA
Louise Dannhauer Chair, Education Council	Deanne Bates	Chief Shop Steward, CUPE Local 4627
	Melissa Chirino	Organizer - Advocacy and Governance, SUVCC

We acknowledge that Vancouver Community College (VCC) is located on the traditional and unceded territories of the xʷməθkʷəy̓əm (Musqueam), Sḵwx̱wú7mesh (Squamish), and səlilwətaɬ (Tsleil-Waututh) peoples who have been stewards of this land from time immemorial.

	Topic	Action	Speaker	Time	Attach	Page
1.	**CALL TO ORDER/LAND ACKNOWLEDGEMENT/ OPENING REMARKS**		M. Rashid / H. Kaur / A. Patel	6:00		
	Board Member Transitions: Incoming and Outgoing Members					
2.	**APPROVAL OF AGENDA/CONSENT AGENDA**	Decision	M. Rashid	6:15		
	2.1 Minutes: June 25, 2025, Public Meeting				✓	3
	2.2 EdCo Chair Report to BoG				✓	9
	2.3 Course Deactivations				✓	11
	2.4 Academic Advising - Education Service Renewal				✓	12
	2.5 Sign Language Interpretation Degree				✓	27
	2.6 Board Correspondence & Activity				✓	28
	2.7 News and Events				✓	29
	2.8 VCCFA Report				✓	33
3.	**INDIGENIZATION AT VCC**					
	Cedar Brushing Ceremony	Info	M. Rashid	6:18	--	--

	Topic	Action	Speaker	Time	Attach	Page
4.	**CONSTITUENCY GROUP REPORTS**	Info	Constituency Reps	6:25		
	4.1 CUPE Local 4627				--	--
	4.2 SUVCC			5 min each	--	--
	4.3 VCCFA				✓	33
5.	**EDUCATION COUNCIL REPORT**		L. Dannhauer	6:40		
	5.1 Affiliation Agreement w/Greystone College	Decision			✓	34
	5.2 REVISED: Dental Hygiene Diploma	Decision			✓	40
	5.3 NEW: Virtual Environment & Simulation Diploma	Decision			✓	50
	5.4 NAME CHANGE: Culinary Arts Diploma	Decision			✓	57
6.	**FINANCE AND AUDIT COMMITTEE REPORT**		J. Yu	6:55		
	6.1 2025/26 Forecast to Budget	Info			✓	66
	6.2 TUITION: Domestic Tuition & Mandatory Fees	Decision			✓	71
	6.3 TUITION: International Tuition and Mandatory Fees	Decision			✓	72
	6.4 TUITION: Dental Hygiene Diploma	Decision			✓	73
	6.5 TUITION: Certified Dental Assisting Courses x 3	Decision			✓	78
	6.6 TUITION: Virtual Environment & Simulation Diploma	Decision			✓	83
	6.7 TUITION: Construction Electrician Foundation Program	Decision			✓	85
7.	**GOVERNANCE COMMITTEE REPORT**					
	7.1 REVISED: Academic Year (402) Policy & Procedures	Info	P. Yeung	7:15	✓	88
8.	**HUMAN RESOURCES COMMITTEE REPORT**					
	8.1 Chair's Report	Info	M. Rashid	7:25	--	--
9.	**VCC FOUNDATION**					
		Info	J. Yu	7:30	✓	95
10.	**NEW BUSINESS**					
	10.1 2024-25 Institutional Accountability Plan & Report	Decision	A. Patel/ S. Wong	7:35	✓	97
11.	**NEXT MEETING & ADJOURNMENT**					
	Next meeting: November, 2025 at 5:30 p.m.	Info	M. Rashid	7:55	--	--

Vancouver Community College

<div align="right">

**Board of Governors
Public Meeting
DRAFT MINUTES**
June 25, 2025, at 5:30 p.m.
MS Teams

</div>

ATTENDANCE

Board Members	Senior Team & Staff Resources	
Mahin Rashid (Chair, Board/HRC)	David Wells	VP, Academic & Applied Research
Jeffrey Yu (Vice Chair/Chair, FAC)	Ian Humphreys	VP, Admin & International Development
Chi Lo	Kate Dickerson	VP, People Services
Christie Sparklingeyes	Jane Shin	VP, Students & Community Development
Dilraj Sandhu	Elmer Wansink	AVP, IT & CIO
Harleen Kaur	Clayton Munro	AVP, Student & Enrolment Services
Jennifer Cummins	Tannis Morgan	AVP, Academic Innovation
Joey Hartman	Jamie Choi	ED, Finance & CFO
Libby Davies	Surinder Aulakh	ED, Safety, Security & Risk Management
Michele Guerin	Charnelle McClure	ED, Marketing & Communications
Paul Yeung	Deborah Lucas	EA, Board of Governors
Seung Oh	Moira Gookstetter	ED, VCC Foundation

			Guests	
Ajay Patel	President & CEO		Frank Cosco	President, VCCFA
Natasha Mandryk	Chair, Education Council/GC		Deanne Bates	Chief Shop Steward, CUPE Local 4627
			Melissa Chirino	Organizer - Advocacy and Governance, SUVCC

<div align="center">

We acknowledge that Vancouver Community College (VCC) is located on the traditional and unceded territories of the xʷməθkʷəy̓əm (Musqueam), Sḵwx̱wú7mesh (Squamish), and səlilwətaɬ (Tsleil-Waututh) peoples who have been stewards of this land from time immemorial.

</div>

1. **CALL TO ORDER, LAND ACKNOWLEDGEMENT & OPENING REMARKS**

   M. Rashid called the meeting to order at 5:32 p.m. with regrets from C. Sparklingeyes

   J. Hartman presented the land acknowledgement and reflected on her time as a board member and the shared accomplishments, as an outgoing member, especially the work of the board on Indigenization, decolonization and reconciliation.

   Chair and President's Opening Remarks:
   M. Rashid opened by highlighting National Indigenous Peoples Day on June 21 and noted that Jessie Williams would speak about Indigenization at VCC later in the meeting. She thanked Board members P. Yeung and N. Mandryk for attending the Jun 6 Student Awards ceremony and gave special thanks to H. Kaur and M. Guerin for delivering greetings on behalf of the Board. She emphasized the important role of donor-supported awards in student success.

   Looking ahead, Convocation will be held on Jul 3, 2025, with a record number of graduates expected. M. Rashid and J. Yu will be attending.

   The Government Mandate Letter has been received and will be discussed later in the meeting. M. Rashid acknowledged ongoing sector challenges and shared that Board Chairs across B.C. are working

collaboratively on advocacy to address funding and policy issues. She reaffirmed the Board's commitment to supporting sustainable solutions.

A. Patel updated the Board on a recent meeting with Immigration, Refugees and Citizenship Canada (IRCC) in June, focusing on three key issues affecting international education: rising visa refusal rates, new requirements aligning programs of study with labour market needs via CIP codes, and ongoing federal and provincial policy developments. Institutions across B.C. continue collaborative advocacy efforts to address these challenges.

At the provincial level, the government is reviewing responses to federal caps on international student numbers, with advocacy focused on improving pathways for international students through programs like the Provincial Nominee Program.

The President also reflected on recent events showcasing VCC's strong programs and community partnerships. Minister Anne Kang visited the Broadway Campus to see the progress of the new Centre for Clean Energy and Automotive Innovation, reaffirming provincial support. The Jewellery Art & Design Student Exhibition highlighted exceptional student work and industry engagement. VCC co-hosted the Fair in the Square with the Central City Foundation, celebrating local community connections. Culinary Arts and Food Service Management students held a Community Partner Brunch to thank hospitality partners. VCC is preparing to celebrate 50 years of Asian Culinary this fall. The Downtown campus hosted the Tooth Trolley event, where Dental students provided approximately $35,000 in services to local children in an educational and supportive setting.

He closed his remarks by thanking and recognizing the entire college community for coming together and supporting one another during these challenging times.

2. APPROVAL OF AGENDA & CONSENT AGENDA

MOTION: THAT the VCC Board of Governors approve the June 25, 2025, public meeting agenda; and approve/acknowledge receipt of the following items on the consent agenda:

2.1   Minutes: May 28, 2025, Public Meeting
2.2   EdCo Chair Report to BoG
2.3   Course Deactivations
2.4   Concept Paper - Refrigeration and Air Conditioning Mechanic Foundation Program
2.5   2026 Board Meeting Schedule
2.6   Board Correspondence & Activity
2.7   News and Events
2.8   VCCFA Report

Moved, Seconded & CARRIED (Unanimously)

3. CONSTITUENCY REPORTS

3.1 CUPE Local 4627

No report.

3.2 Student Union of Vancouver Community College (SUVCC) – Presented by M. Chirino, SUVCC Organizer - Advocacy and Governance

M. Chirino provided an update to the Board on recent advocacy efforts of the Student Union of Vancouver Community College (SUVCC). She shared that the SUVCC had made a submission to the provincial Select Standing Committee on Finance and Government Services, in alignment with other student associations across B.C., two key priorities were highlighted; the need for a more accessible, needs-based financial aid system, and a recommendation for the provincial government to fund at least 75% of institutional operating budgets.

3.3 Vancouver Community College Faculty Association (VCCFA) – Presented by F. Cosco, President

F. Cosco presented the Vancouver Community College Faculty Association (VCCFA) report, expressing appreciation for the Board's leadership during the ongoing sector-wide financial crisis, also, thanking outgoing members for their service. He acknowledged the College's advocacy efforts, both locally and

nationally, and commended President Patel and VCCFA Vice-President Taryn Thompson for their representation during recent meetings in Ottawa.

4.   EDUCATION COUNCIL (EDCO) REPORT – Presented by N. Mandryk, EdCo Chair

4.1   Affiliation Agreements x 4: Canadian College/ Cornerstone International Community College of Canada/ ILAC Education Group (ILAC International College & Tamwood College)/VanWest College

For approval, EdCo presented four new educational affiliation agreements with Canadian College, Cornerstone International Community College of Canada, ILAC Education Group (ILAC International College & Tamwood College), and VanWest College. These agreements enable block transfer into VCC's Bachelor of Hospitality Management program, supporting student pathways and program sustainability. The agreements were unanimously approved by EdCo and presented to the Board for joint approval.

In response to Board questions, it was confirmed that agreements follow a standard renewal cycle of 5–7 years, with termination clauses in place. VCC maintains over 100 such agreements, primarily with B.C.-based institutions, though some international partnerships exist. These agreements are designed to align with VCC's academic standards and support long-term program viability.

> **MOTION**: THAT the Board of Governors approve:
> 1. Affiliation Agreement between VCC and Canadian College.
> 2. Affiliation Agreement between VCC and Cornerstone International Community College of Canada (CICCC).
> 3. Affiliation Agreement between VCC and ILAC Education Group (ILAC International College and Tamwood College).
> 4. Affiliation Agreement between VCC and VanWest College.
> **Moved, Seconded & CARRIED (Unanimously)**

4.2   REVISED: Computer Systems Technology (CST) Program

EdCo recommended joint approval of significant revisions to the Computer Systems Technology (CST) Diploma to better align with industry trends. The revised program reduces credits from 76 to 60 over four terms, with a focus on web and mobile application development. Fourteen new courses were developed, and PLAR (Prior Learning Assessment and Recognition) options were added to support entry for experienced professionals.

EdCo approved an exception to standard procedure to allow implementation to proceed in time for the fall intake, while the affiliated agreement with the Canadian College of Technology and Business (CCTB) is being updated to reflect the revised curriculum.

> **MOTION**: THAT, on the advice of Education Council, the Board of Governors approve the change in credits for the Computer Systems Technology Diploma program to 60 credits, and the creation of 14 new courses as identified in the program content guide.
> **Moved, Seconded & CARRIED (Unanimously)**

4.3   NEW: Construction Electrician Foundation Certificate

The Construction Electrician Foundation Certificate is a new program developed in response to high labour market demand and long provincial waitlists. It prepares students for entry into the electrical trade with a focus on construction, following SkilledTradesBC curriculum and offering a pathway to first-year apprenticeship. The program is set to launch in January 2026.

Board members inquired about student interest, industry support, and tuition. Administration confirmed strong demand, including over 200 expressions of interest, and noted that tuition would be brought forward separately.

> **MOTION**: THAT, on the advice of Education Council, the Board of Governors approve the new Construction Electrician Foundation Certificate credential, creation of ten courses as named in the program content guide, and program implementation.

Moved, Seconded & CARRIED (Unanimously)

5. FINANCE AND AUDIT COMMITTEE (FAC) REPORT - Presented by J. Yu, FAC Chair

5.1 Chair's Report

The Finance and Audit Committee (FAC) met on Jun 12, 2025, and approved contract awards for fire alarm system replacements at both campuses, a priority roof replacement at the Downtown campus, and the implementation of the Identity Governance and Administration (IGA) project. The Committee also approved contract value increases for the Banner system and AWS Cloud Data Centre services.

The Committee received a cyber security update, with data indicating that targeted training may be having a positive impact, as more users are successfully identifying phishing attempts.

5.2 TUITION: ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) – 2 COURSES

FAC recommended tuition fees for two new English as an Additional Language (EAL) courses, focused on health career readiness. Although these 40-hour, zero-credit courses will be tuition-free for students per Ministry guidelines, a tuition value is required for planning and reporting purposes.

Funded by a Ministry initiative, the courses support EAL students pursuing high-demand health programs. Ministry funding will cover instructor salaries for eight sections offered between Fall 2025 and Summer 2026. After this funding ends, the courses will be integrated into the regular developmental education plan and continue to be tuition-free, replacing other EAL courses without adding new costs.

> **MOTION:** THAT, on the recommendation of the Finance and Audit Committee, for the English as an Additional Language Health Careers courses, ELSK 0580 and ELSK 0780, the Board of Governors approve tuition of $381.48 per course, effective September 1, 2025.
> **Moved, Seconded & Carried (Unanimously)**

5.3 TUITION: Computer Systems Technology Diploma

FAC recommended tuition fees for the Computer Systems Technology Diploma program, which has been updated to meet current demands in both domestic and international markets. The program has been shortened from 79 to 60 credits to improve student retention and reduce program length. While the per-credit tuition rate remains unchanged, the total program tuition has decreased to reflect the reduced credit load.

This adjustment aligns with Ministry requirements and maintains the program's financial sustainability. A board member inquired whether the revised credit count makes the program more comparable to similar offerings at other institutions, which was confirmed.

> **MOTION:** THAT, on the recommendation of the Finance and Audit Committee, the Board of Governors approve the following tuition for the Computer Systems Technology Diploma, effective September 2026:
>
> Domestic tuition: $168.08 per credit for 60 credits = $10,084.80 total
> International tuition: $620.10 per credit for 60 credits = $37,206.00 total
> **Moved, Seconded & Carried (Unanimously)**

6. GOVERNANCE COMMITTEE (GC) REPORT - Presented by N. Mandryk, GC Chair

6.1 Chair's Report

The Governance Committee (GC) met on Jun 4, 2025. The committee discussed the implementation of recommendations out of the annual board self-evaluation. In addition, they commenced the review of Board Governance Bylaw G.2.0 and the committee's Terms of Reference. These discussions will continue at their meeting in the fall.

7. HUMAN RESOURCES COMMITTEE (HRC) REPORT - Presented by M. Rashid, HRC Chair

7.1 Chair's Report

The Human Resources Committee (HRC) met on May 30, 2025, and approved the annual Executive Compensation Disclosure Statement, for submission to government. The statement discloses all compensation accrued and paid to the President & CEO and the next 4 highest ranking/paid executives with an annualized base salary of $125k or greater during the fiscal year. Each institution's disclosure statement is publicly available on the Public Sector Employers' Council's website by Sept 30, 2025.

8. INDIGENIZATION AT VCC

J. Williams presented an update on VCC's continued commitment to Indigenization, emphasizing it as an ongoing journey rooted in relationship-building, respect, and Indigenous worldviews—not a series of one-time events.

The college fosters shared spaces of belonging where Indigenous and non-Indigenous communities learn together. Indigenization is embedded into curriculum, leadership, and community practices through the inclusion of Indigenous voices, teachings, art, and ceremonies.

Over the past year, VCC hosted numerous events, including cultural performances, hands-on learning (e.g., drum making, cedar weaving), and knowledge-sharing led by Elders and Knowledge Keepers. Highlights included the June 19 National Indigenous Peoples Day celebration and the Indigenous Partners Appreciation Luncheon.

The Lunch and Learn speaker series featured respected Indigenous leaders such as Dr. Gwendolyn Point and Carleen Thomas. These initiatives support identity, belonging, and wellness for Indigenous students and staff, while encouraging reflection and cultural humility among non-Indigenous participants.

Looking ahead, the college remains committed to embedding Indigenous values into daily practices, leadership, and learning across the institution.

9. VCC FOUNDATION – Presented by J. Yu, Board Representative, VCC Foundation Board of Directors

The Foundation is preparing for the public launch of its capital campaign, expected in early Spring 2026. Significant donor commitments are already in place. J. Yu and M. Rashid reminded the board of the goal for 100% participation in the campaign. Further opportunities for involvement will be discussed at upcoming meetings.

He highlighted the recent Alumni Recognition Award event, which celebrated distinguished VCC alumni and supported alumni engagement efforts.

10. NEW BUSINESS

10.1 2025/26 Government Mandate Letter

The board reviewed and discussed the 2025/26 Government Mandate Letter ("letter"), which was received later than in previous years. Although the letter had been formally acknowledged through a consent resolution prior to the meeting, the board chose to delay its return to the Ministry to allow time for thoughtful discussion and reflection.

Members considered how the priorities outlined in the letter align with VCC's strategic direction and operational planning. Key areas of focus and discussion emerged.

Financial sustainability was a central focus. The board noted the letter's emphasis on working efficiently within existing funding frameworks and discussed the recurring expectation to "do more with less." Members acknowledged the importance of fiscal responsibility while also recognizing the challenges of meeting priorities within constrained resources. VCC's ongoing efforts in program review and financial planning were noted as important strategies that support both sustainability and responsiveness.

The letter's broad, system-wide focus prompted discussion on how institutions can best meet provincial goals while also addressing the specific needs of their local communities. The board emphasized the value of open communication and coordination between institutions and the Ministry to ensure shared understanding and effective implementation.

Members noted that the letter does not explicitly reference GBA+ analysis, gender equity, or international student support. These terms and specific areas had been more prominently featured in previous mandate letters. While the omission was noted, the board reaffirmed VCC's continued commitment to inclusive practices and emphasized the importance of maintaining a strong focus on these areas across institutional planning, reporting, and engagement.

The board recognized alignment between the mandate letter and VCC's work in advancing Indigenous partnerships and reconciliation, particularly in relation to the Declaration on the Rights of Indigenous Peoples Act (DRIPA). Established institutional frameworks are already in place to guide this work, and the board confirmed its ongoing support for these efforts.

There was also discussion of the letter's reference to entrepreneurial approaches and innovation. Members acknowledged the potential for institutions to explore new opportunities, such as social enterprise and revenue diversification, within the boundaries of current regulations and oversight.

In closing, the board reflected on its role in guiding the institution through evolving priorities while maintaining a focus on quality, inclusion, and long-term sustainability. Members expressed support for continued collaborative advocacy through the BC Board Chairs network, particularly in advancing dialogue on funding models, institutional flexibility, and shared sector priorities.

The letter would be returned to the Ministry following the meeting, along with a summary of the board's reflections and key discussion points.

10.1 Recognition of Outgoing Board Members

The Board recognized outgoing members Joey Hartman, Libby Davies, and Seung Oh for their exemplary leadership and service. Their commitment to values-based governance was evident through their active participation in board meetings and events, and in their advocacy for the College's mission.

These members played a significant role in advancing the Strategic Innovation Plan and supporting the development of the new building under the Campus Plan. In recognition of their contributions, the Board announced the creation of the VCC Board Leadership Award, a student award to be presented in fall and spring of the 2025/26 academic year. The VCC Foundation will serve as the steward of the award, supporting its administration and alignment with the values it represents. The award will recognize students who demonstrate the leadership and dedication exemplified by these board members.

Personal tributes and tokens of appreciation were shared, with gratitude expressed for their lasting impact on the College and its community.

11. NEXT MEETING & ADJOURNMENT

M. Rashid thanked everyone for their participation.

The next regular public board meeting is scheduled for Sept 24, 2025.

The meeting adjourned at 7:22 p.m.

VCC

INFORMATION NOTE

PREPARED FOR: Board of Governors

DATE: September 24, 2025

ISSUE: Education Council Chair Report to Board of Governors

EDUCATION COUNCIL CHAIR ELECTIONS

Natasha Mandryk has accepted a new position at VCC as Associate Director, Academic Planning, Policy, and Analysis, and resigned from the EdCo Chair position and her elected faculty seat on EdCo. Natasha served as Education Council Chair for almost four years, and contributed in various other roles during her eight years on EdCo, including as EdCo Vice-Chair and Chair of Education Policy Committee and Appeals Oversight Committees.

An election was held at the September 9, 2025 EdCo meeting, and Louise Dannhauer was elected new interim Education Council Chair (to December 2025), with Emily Logan serving as interim Vice-Chair. Emily Logan and Andy Sellwood will be chairing the Education Policy and Education Quality Committees, respectively, previously chaired by Louise Dannhauer.

We thank Natasha, for her steady leadership, thoughtful guidance, and all the hard work she has given over the years, and welcome our new chairs.

MEMBERSHIP CHANGES & EDCO ELECTIONS

EdCo welcomes Jessie Williams, Dean of Indigenous Initiatives, and Mandy Hayre, Interim Dean, School of Health Sciences, who were appointed to administrator seats on EdCo in the interim, following the departures of David Kirk, Dean of Curriculum & Pedagogy, and Dennis Innes, Dean of Hospitality, Food Studies and Business.

Elections and by-elections for faculty, staff and student seats are taking place this fall in tandem with elections to the Board of Governors. Election dates were posted on September 15.

We thank all departing members who have contributed their voices and ideas over the years and look forward to welcoming our new members.

NEW COURSE APPROVALS

VCC's curriculum and program approval framework affirms that authority to approve the creation or deactivation of courses ultimately rests with the Board. The Board has delegated authority (via Policy 409 Program Development & Approval) to EdCo to approve creation of new courses in cases where:

- The new course is a required part of a program or credential, and is not likely to affect the cost of program delivery.

  Accordingly, at its September 9 and 17 meetings, EdCo approved new courses for the following programs:

  - Computer Aided Draft (CAD) and Building Information Modelling (BIM) Technician Diploma and Architectural Technician Certificate (2 new courses)
  - Health Care Assistant Diploma (International Cohort) (7 new courses)
  - Heavy Mechanical Trades Certificate (11 new courses)
  - Renamed Culinary Arts Diploma and Professional Cook 2 Advanced Certificate (2 courses)

  These new courses are required for their respective programs, but reflect program revisions that are not anticipated to affect the cost of program delivery.

- The new course is not a required part of a program or credential.

  Education Council approved the curriculum for the following new apprentice courses:

  - CULP 1101 Cook Apprentice Level 1
  - CULP 2101 Cook Apprentice Level 2
  - CULP 3101 Cook Apprentice Level 3
  - ELCO 1001 Construction Electrician Apprenticeship Level 1
  - ELCO 2001 Construction Electrician Apprenticeship Level 2
  - ELCO 3001 Construction Electrician Apprenticeship Level 3
  - ELCO 4001 Construction Electrician Apprenticeship Level 4

PREPARED BY: Louise Dannhauer, Chair, Education Council

VCC

DECISION NOTE

PREPARED FOR: **Board of Governors**

DATE: **September 24, 2025**

ISSUE: **RECOMMENDATION FOR APPROVAL:**

Course Deactivations

BACKGROUND:

The Music department is renewing the Bachelor of Applied Music program and is taking this opportunity to clean up courses that are no longer offered. The proposal is to deactivate the following courses:

- MUSC 2163 Class Jazz Piano
- MUSC 4500 Intro to Orff Teacher Training
- MUSC 4501 Orff Teacher Training Level 1
- MUSC 4502 Orff Teacher Training Level 2
- MUSC 4503 Orff Teacher Training Level 3

DISCUSSION:

In 2020, Education Council delegated authority to approve course and program deactivations to Curriculum Committee, except for those programs and courses that are within the process of suspension or discontinuance as governed by the Suspension and/or Discontinuance of Programs policy (414).

Revisions to the Curriculum Development and Approval policy (410) and creation of the Program Development and Approval policy (409), approved on December 17, 2024, return approval authority for course deactivations to the Board of Governors. There is an exception in policy procedures that delegates power to Education Council to approve course deactivations if the decision is requested by the VP, Academic and Research due to being considered either urgent or minor in impact.

Generally, recommendations about course deactivations will be brought to the Board with advice from Education Council.

RECOMMENDATION:

THAT, on the advice of Education Council, the Board of Governors approves the deactivation of MUSC 2163, 4500, 4501, 4502 and 4503.

PREPARED BY: Louise Dannhauer, Chair, Education Council

VCC

INFORMATION NOTE

PREPARED FOR: Board of Governors

DATE: September 24, 2025

ISSUE: Education Service Renewal Report: Academic Advising

BACKGROUND:

Policy 405 Education Services Renewal supports the ongoing renewal of VCC's educational services to ensure the College is providing high quality and effective services that contribute to student success. The renewal process includes both internal reflection and external review, resulting in creation of a renewal report with recommendations for the area, which informs planning processes both within the area and the broader institution. The appropriate Vice President provides an institutional response to the renewal report and recommendations.

Reports and institutional responses are reviewed by the Education Quality Committee and shared with both Education Council and the Board of Governors for information.

DISCUSSION:

The Academic Advising Education Service Renewal Report and the Institutional Response provided by Clayton Munro, Associate Vice President, Student and Enrolment Services, were reviewed by Education Quality Committee and Education Council in June and September 2025, respectively.

It was confirmed that an external review was conducted as part of the renewal. This review included site visits by VCC employees to academic advising services at Douglas College, KPU and Langara College, and a site visit at VCC by academic advising managers from KPU.

The report and institutional response are attached for information.

PREPARED BY: Louise Dannhauer, Chair, Education Council

ATTACHMENT: APPENDIX A – Academic Advising Education Service Renewal Report

APPENDIX B – Institutional Response

Advising Services

Education Service Renewal

Reba Noel, Associate Director of Student Recruitment and Learning Engagement

Kseniia Osipova, Acting Supervisor

Domingo Salviejo, Self-Study Team Member

Chifumi Ishiguro, Self-Study Team Member

Justin Lim, Self-Study Team Member

Table of Contents

Mission

At VCC Academic Advising Services, we believe every student deserves access to the tools, support, and encouragement necessary to make informed decisions about their educational journey. Our mission is to guide students through over 140 programs and 3,000 courses, helping them create comprehensive study plans and enhancing their overall experience at VCC. We are committed to addressing the unique needs of each student, focusing on their success, aspirations, and individual educational paths. By fostering an environment that champions academic achievement, we empower students to align their educational and career goals with tangible success.

Through personalized, accessible advising and a holistic approach, we ensure that students receive the guidance they need to thrive academically and professionally. Our multicultural team, with proficiency in multiple languages, ensures that all students feel understood and supported. By continuously growing and adapting our practices, we strive to offer the highest quality advising that empowers students to confidently navigate their academic journeys and achieve their goals at VCC and beyond.

Executive Summary

Purpose and Key Services:

Vancouver Community College (VCC) Academic Advising Services is a cornerstone of the student experience, dedicated to providing essential guidance and support to students in achieving their academic and professional goals. The department offers personalized, holistic advising tailored to each student's unique needs and aspirations. Our services include one-on-one consultations for course selection, program requirements, academic adjustments, and overcoming challenges like meeting GPA requirements for competitive programs. We also support students in navigating personal, academic, and career concerns by connecting them with vital campus resources, such as counseling, financial aid, tutoring, and career services.

Methodology/Data Used:

In alignment with the Policy D1.1 – Procedures document, **Academic Advising Services** embarked on its self-study by developing key indicators to effectively measure the department's success. These indicators were organized into four main categories:

- ✓ **Trends in Demand**
- ✓ **Service Quality**
- ✓ **Operational Efficiency and Effectiveness**
- ✓ **Ingenuity and Best Practices**

The indicators were developed by the permanent staff of Academic Advising Services.

The following methods were used to assess the performance of Academic Advising Services in each area:

1. The **Acting Supervisor of Academic Advising** and two **Academic Advisors** conducted site visits at three post-secondary institutions to explore opportunities for enhancing our academic advising services. The findings from these trips, detailed in **Appendices A, B, and C**, provide insights into the academic advising models, structures, availability, and scope of student support at **Langara College**, **Douglas College**, and **Kwantlen Polytechnic University (KPU)**. Each institution provides essential academic guidance but operates under different models tailored to the needs of their respective student populations.

2. Students and Employees' Survey. With support from Institutional Research, two surveys—one for students and one for employees—provided valuable insights into the effectiveness of our academic advising services, highlighting both strengths and areas for improvement. The findings offer a deeper understanding of student experiences, employees' perspectives, and key opportunities to enhance our services. The findings can be found in Appendix D.

3. Advising Services collected data from the following sources:
   a. Banner.
   b. Email Communications (advising@vcc.ca).
   c. Advising Services annual reports.
   d. WEB Q&A (discontinued): The utilization of a third-party service, CustomFAQs online customer service, came to an end on July 25, 2023.

Trends in Demand

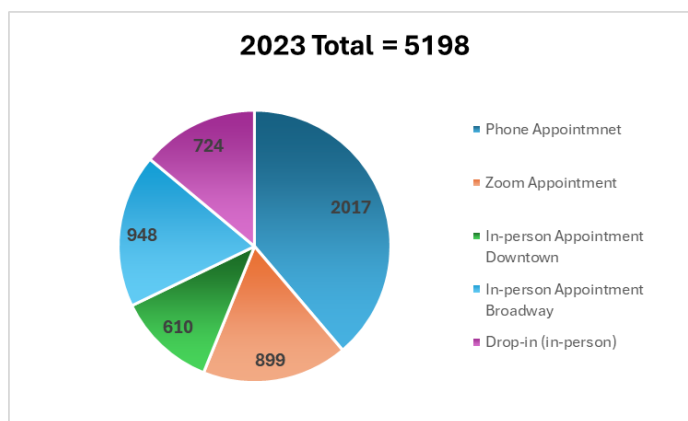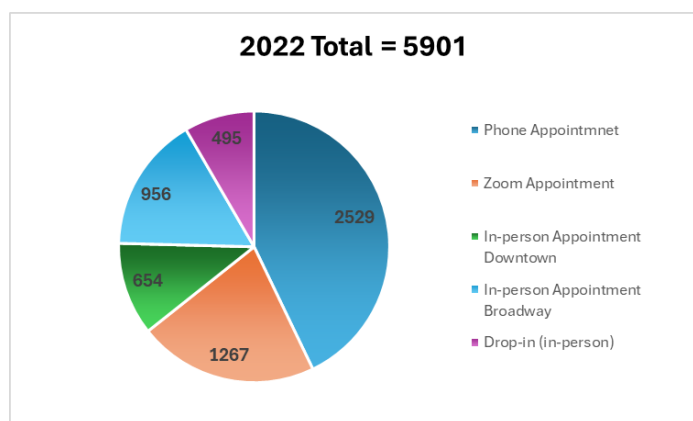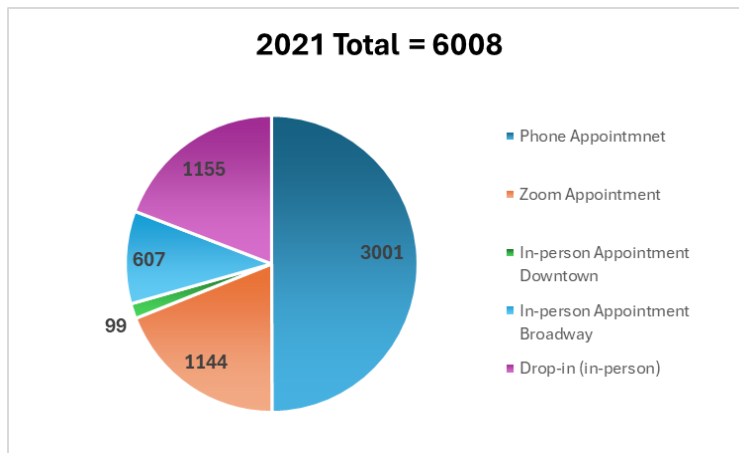In assessing the demand for Academic Advising services at VCC, the department considered the following indicators:
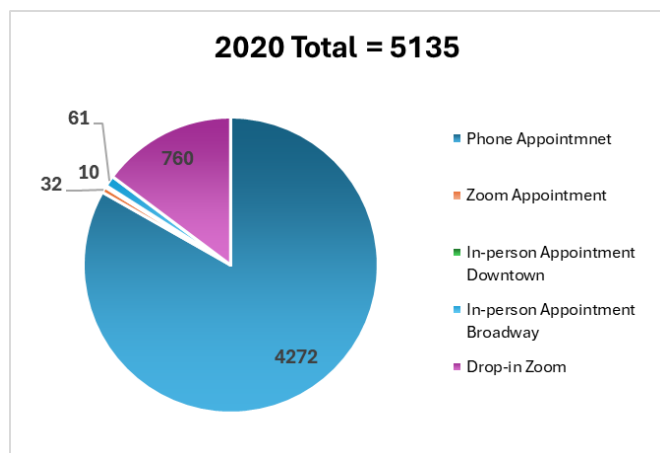
1. Types and number of appointments
2. Services offered
3. Current offerings
4. Staffing

Findings

1. Types and number of appointments

The Academic Advising team on average conducted 5,560 appointments per year during April 1, 2020 – December 31st, 2023. During this period of time, academic advising appointment methods evolved significantly. In 2020, phone appointments dominated at **83%**, with minimal in-person (**1.4%**) and Zoom (**0.6%**) sessions, while **15%** opted for Drop-in Zoom appointments, indicating a shift toward remote services. In 2021, phone appointments remained the largest share at **50%**, and **Zoom** appointments grew to **19%**, signaling a strong preference for virtual advising, while in-person sessions remained limited at **11.8%**. By 2022, phone appointments still led at **42.9%**, but in-person sessions rose notably to **27.3%**, reflecting a return to campus-based advising, though **Zoom** remained popular at **21.5%**. In 2023, phone appointments continued to be the most common (**38.8%**), and in-person sessions increased to **30%**, while **Zoom** accounted for **17.3%** and Drop-in

sessions for **13.9%**. This data shows a continued preference for phone and virtual advising, with a gradual return to in-person services, suggesting that while **remote advising** grew, **in-person appointments** are regaining importance post-pandemic.

2020 Total = 5135

- Phone Appointmnet: 4272
- Zoom Appointment: 32
- In-person Appointment Downtown: 10
- In-person Appointment Broadway: 61
- Drop-in Zoom: 760

2021 Total = 6008

- Phone Appointmnet: 3001
- Zoom Appointment: 1144
- In-person Appointment Downtown: 99
- In-person Appointment Broadway: 607
- Drop-in (in-person): 1155

2022 Total = 5901

- Phone Appointmnet: 2529
- Zoom Appointment: 1267
- In-person Appointment Downtown: 654
- In-person Appointment Broadway: 956
- Drop-in (in-person): 495

2023 Total = 5198

- Phone Appointmnet: 2017
- Zoom Appointment: 899
- In-person Appointment Downtown: 610
- In-person Appointment Broadway: 948
- Drop-in (in-person): 724

2. Services Offered

As academic advisors, we guide students through the over 140 programs and 3,000 courses at VCC, helping them create comprehensive study plans and enhancing their overall experience at VCC. Our department offers comprehensive academic guidance to students through various services, including **course selection**, where we help align students' choices with their academic and career goals, such as recommending core and elective courses in programs like the Adult Graduation Diploma (AGD). We also assist with **academic planning** by creating personalized degree plans to ensure students meet program requirements and graduate on time, particularly for programs like University Transfer Engineering. In **academic goal setting**, we mentor students in defining short- and long-term goals, including GPA targets or career paths. Additionally, we provide **resource referrals**, connecting students with vital campus services like career counseling, mental health support, and financial aid. We emphasize **continuous support**, offering guidance and encouraging students to return for further assistance, sometimes with family or friends. The **Program Liaison** role enhances communication between academic advising, program departments, and admissions, ensuring students receive accurate program information, and providing feedback on programs based on direct student input. Overall, our department supports students with

tailored academic guidance, ongoing mentorship, and seamless communication, ensuring a successful academic journey.

3. Current Offerings

- **Regular Advising Appointment:**
  - 30-minute sessions on Monday, Tuesday, and Thursday (in-person, phone, or Zoom).
- **Drop-In Advising:**
  - Same-day, 30-minute sessions on Wednesdays and Fridays (in-person or virtual).
- **Evening Appointments:**
  - Available Wednesdays from 11 am to 7 pm on the Broadway campus for students with daytime commitments.
- **International Student Advising for University Transfer (UT):**
  - Focused advising for international students in University Transfer programs, excluding visa-related issues.
- **Advising Email:**
  - Centralized email platform (advising@vcc.ca) for general student inquiries, with prompt responses and organized communication.
- **WEB Q&A (discontinued):**
  - Former service for FAQs, discontinued in favor of a more efficient email system.
- **Recruitment Assistance and Community Outreach:**
  - Advisors assist in recruitment, promote VCC programs, and collaborate with agencies like SUCCESS to guide prospective students, including internationally trained professionals.

4. Staffing

The Academic Advising Department consists of five Academic Advisors (FTE permanent CUPE 4627), each overseen by a Supervisor (FTE permanent CUPE 4627) and guided by the Associate Director of Student Recruitment and Learning Engagement. The department operates across two campuses—Broadway and Downtown.

Quality

1. Approachability and Responsiveness
2. Accuracy and Clarity
3. Collaboration and Communication with Other Departments
4. Professional development

Findings

1. Approachability and Responsiveness

Students highly value advisors who are approachable and responsive. The surveys show that students appreciate advisors who are easy to engage with, creating a welcoming environment that encourages students to seek help when needed. However, despite the positive feedback, there is still room for improvement in terms of responsiveness, with some students expressing dissatisfaction over long wait times for appointments and delays in email responses.

Challenges:

- Students may feel reluctant to seek advice if they perceive advisors as too busy or difficult to reach, resulting in missed opportunities for guidance and support.
- Delays in responses or long wait times can increase student frustration and hinder timely academic decision-making.

2. Accuracy and Clarity

The accuracy and clarity of advising information is a recurring concern. While many students expressed confidence in the guidance they received, some reported receiving conflicting or unclear information, which can result in confusion about academic policies, course requirements, and graduation timelines. This lack of consistency diminishes trust in the advising process and negatively impacts students' academic decisions.

Challenges:

- Inconsistent or unclear advising can lead to errors in course selection, delays in graduation, or misunderstandings about program requirements.
- A lack of clear communication regarding academic policies, deadlines, and other important information may hinder students from making well-informed academic choices.

3. Collaboration and Communication with Other Departments

While the advising department plays a critical role in supporting students, collaboration and communication with other departments are areas where improvement is needed. Advisors often rely on information from faculty and other departments, but inconsistent or delayed communication can create bottlenecks in delivering comprehensive and timely support to students.

Challenges:

- Lack of coordination between advising and other departments (e.g., faculty, student services, and admissions) can lead to gaps in the support students receive, especially when they are navigating complex academic or administrative issues.
- Delays in sharing critical information, such as course availability or changes in academic requirements, can lead to missed opportunities and confusion for students.

4. Professional development

All academic advisors, including the supervisor, are active members of the National Academic Advising Association (NACADA), the global community of academic advising professionals. We value continuous learning and improvement to ensure that we remain at the forefront of advising practices, offering the highest quality support to our students.

Operational Efficiency and Effectiveness

1. Referral Practices
2. Accessibility and Communication
3. Availability and Effectives of Technology and Software
4. Operational Recommendations

1. Referral Practices

The survey revealed varied referral practices among employees. Some staff members referred students to advising services regularly, especially during peak periods, while others did so selectively, usually when specific challenges or concerns arose. This inconsistency in referral patterns can lead to delays in students accessing necessary academic guidance and support.

Challenges:

- The lack of a standardized, streamlined referral system means students may face confusion or delays in getting the help they need.
- Inconsistent referrals might cause some students to miss out on valuable advising sessions, potentially impacting their academic decision-making and success.

2. Accessibility and Communication

While advisors are generally accessible, with a rating of 3.79/5, students still face challenges with long wait times and limited availability for timely appointments. Furthermore, 11% of students expressed dissatisfaction with the time it takes to receive email responses. Communication clarity was rated 3.61/5, highlighting a need for more consistent and transparent information.

Challenges:

- The long wait times and delays in response time reduce the overall accessibility of advising services. Students who are unable to get timely support might experience increased stress and confusion regarding academic decisions.
- Lack of clarity in communication can lead to misunderstandings about academic requirements and advising processes, making it harder for students to make informed decisions about their courses and academic paths.

3. Availability and effectives of technology and software

Technology plays a significant role in streamlining advising services, but employees have indicated that its current use could be optimized. While some staff members reported varying levels of comfort and usage with technology tools, there is an opportunity to leverage more efficient systems for managing appointments, communication, and resources.

Operational Recommendations Based on Indicators:

- **Expand Advising Hours:** Increase flexibility and reduce wait times to better serve students, especially during peak periods.
- **Streamline Referral and Communication Processes**: standardizing the referral process and improving communication consistency across departments would help students receive more timely and accurate guidance. This could also involve more seamless handoffs between advisors and other departments when specialized support is needed.
- **Leverage Technology:** Use technology to streamline scheduling, communication, and resource access, improving overall efficiency and service delivery.
- **Strengthen Collaboration:** Enhance collaboration between advising, faculty, and other student support services to provide more comprehensive and coordinated support for students. Regular meetings, joint training, and shared resources can improve information sharing and create a more holistic advising approach.

Implementation Plan
Objectives:

- **Enhance service efficiency and accessibility**: Streamlining advising processes to ensure students can access timely, personalized support, and reduce wait times.
- **Address key concerns and recommendations**: Responding to insights gathered from surveys and feedback from post-secondary institution visits to tackle current challenges.
- **Integrate technology for improved service delivery**: Implementing modern tools and systems that will improve the quality of advising, such as optimized scheduling and communication platforms.
- **Ensure sustainable and scalable service improvements**: Designing a system that is adaptable to future growth and aligns with the institution's long-term strategic goals.

1. **Service Enhancement and Customization**:
   a. **Phase 1 (April – August 2025)**: Assess current services and develop tailored plans based on survey insights. Explore new advising modes to meet student needs and reduce wait times.
   b. **Phase 2 (September – December 2025)**: Roll out expanded advising modes, including proactive strategies like regular check-ins with students. Foster collaboration between advising and other departments (Registrar's Office, etc.).
   c. **Phase 3 (January – March 2026)**: Evaluate the effectiveness of new service models and continue customizing based on student feedback.
   d. **Phase 4 (April – May 2026)**: Refine the service models, ensuring they are sustainable and aligned with institutional goals.

2. **Technology Integration**:
   a. **Phase 1 (April – June 2025)**: Review current tools (email, MS Teams, phone systems) and assess needs for technology improvements. Identify new tools like CRM systems or chatbots to enhance advising efficiency.
   b. **Phase 2 (July – September 2025)**: Implement an upgraded appointment scheduling system to reduce wait times. Update advising websites and digital platforms with clearer information.
   c. **Phase 3 (October – December 2025)**: Monitor system performance to ensure the new tools are functioning effectively, and gather feedback to improve user experience.
   d. **Phase 4 (January – March 2026)**: Evaluate the impact of these tools on student engagement and advisor productivity, and make adjustments based on collected data.

3. **Training and Capacity Building**:
   a. **Phase 1 (April – July 2025)**: Develop a comprehensive training program for advisors, focusing on consistency, best practices, and effective advising techniques.
   b. **Phase 2 (August – October 2025)**: Offer specialized workshops on topics like cultural competency and strategies for supporting diverse student needs. Establish a knowledge-sharing network among advisors.
   c. **Phase 3 (November 2025 – January 2026)**: Assess the effectiveness of training and identify additional areas for growth.
   d. **Phase 4 (February – April 2026)**: Provide ongoing professional development to ensure advisors remain up-to-date with new practices, technologies, and student needs.

4. **Feedback Mechanism and Continuous Improvement**:
   a. **Phase 1 (May – July 2025)**: Develop a structured feedback system to regularly assess advising services and identify areas for improvement.
   b. **Phase 2 (August – October 2025)**: Implement standardized communication protocols and provide cultural competency training to improve inclusivity and reduce biases in advising.
   c. **Phase 3 (November 2025 – January 2026)**: Analyze feedback and identify patterns to improve the advising experience.

d. **Phase 4 (February – April 2026)**: Use feedback data to refine the advising services and develop a long-term strategy for continuous improvement.

Areas for Improvement:

I. **Expand Academic Advising Capacity**:
   a. The high volume of students seeking advising, coupled with increasingly complex cases, means there's a clear need to hire additional advisors. This will reduce wait times, improve service quality, and better manage complex student cases.
   b. Benefits include reduced wait times, improved service quality, better management of complex cases, and enhanced student retention and success.

II. **Enhance Virtual Advising Services**:
   a. To support students who cannot attend in-person appointments, the plan prioritizes strengthening virtual advising services, particularly using video platforms like MS Teams, which allow for richer, more interactive discussions.
   b. Benefits of virtual advising include improved communication and clarity, greater accessibility for remote learners or students with scheduling challenges, and better documentation through digital platforms.

III. **Improve Communication Channels**:
   a. The plan emphasizes improving the communication between advisors and students through standardized messaging, multi-channel communication (e.g., emails, MS Teams, text messages), and better response times.
   b. Enhancing communication ensures that students receive clear, timely, and consistent guidance, reducing confusion and improving engagement.

IV. **Foster Inclusive Advising Practices**:
   a. To ensure all students feel valued and respected, the plan includes strategies for cultural sensitivity training and promoting inclusive advising practices that meet the needs of students from diverse backgrounds.
   b. Key strategies include participating in intercultural workshops, using respectful language, and expanding case management expertise to provide tailored support to marginalized students.

V. **Encourage Student Engagement**:
   a. The plan encourages greater student involvement in advising by promoting the use of MS Teams and in-person appointments, which allow for deeper, personalized discussions and clearer academic guidance.

VI. **Introduce Remote Work**:
   a. Offering flexible work options for advisors is a critical strategy to maintain their well-being and reduce burnout, ensuring that advisors can provide high-quality support without compromising their health or work-life balance.

VII. **Reduce Student-to-Advisor Ratio**:
   a. The goal is to reduce the student-to-advisor ratio to 6:1 or 8:1, allowing advisors to provide more individualized and thorough support, leading to better student outcomes and satisfaction.

VIII. **Professional Development Shift**:
   a. Transitioning from NACADA to CACUSS membership aligns the advising team with a network that better serves the Canadian higher education system. This will provide access to more relevant professional development opportunities, resources, and networks that reflect the unique needs of Canadian students.

IX. **Expand Drop-in Availability**:
   a. Increasing drop-in advising hours will provide more flexible, no-appointment-required options for students, improving accessibility and addressing urgent advising needs.

Metrics for Success:

To track the effectiveness of the implemented strategies, several key metrics will be used:

- **Student Enrollment Data**: Monitor the engagement of new and returning students to assess the impact of advising on student outcomes.
- **Conversion Rates**: Measure the percentage of students attending advising sessions who subsequently apply or enroll in academic programs.
- **Student Satisfaction Surveys**: Collect feedback from students on their advising experience to continuously refine and improve the service quality.

Conclusion

The VCC Academic Advising Services department plays a vital role in guiding students toward academic success and beyond their career journey. Through a comprehensive review of our services, surveys from students and employees, and insights gained from post-secondary institution visits, we have identified key strengths and areas for improvement.

Our implementation plan focuses on enhancing service delivery, integrating technology, expanding training programs, and fostering a more inclusive and accessible advising environment. By refining communication channels, strengthening virtual advising services, adding drop-in days, and increasing advising team capacity, we aim to provide students with timely, accurate, and personalized academic guidance.

The phased approach outlined in the implementation plan ensures that improvements are implemented strategically, maximizing efficiency while addressing the evolving needs of students. By continuously monitoring key metrics such as student satisfaction, appointment availability, and advising outcomes, we will refine our services to maintain a high standard of excellence.

Ultimately, our commitment is to empower students by providing them with the resources, support, and guidance necessary to navigate their academic journeys with confidence. Through these improvements, Academic Advising Services will continue to serve as a cornerstone of student success, aligning with VCC's mission to create a supportive, student-centered learning environment.

Associate Vice President, Student and Enrollment Services – Response to Advising Services' Final Report and Action Plan for Education Services Renewal (May 2025)

I would like to extend my heartfelt gratitude to everyone involved in the development and execution of the Academic Advising Services review and renewal work. It provides a comprehensive review that not only highlights our strengths but also identifies key areas for improvement. I appreciate how the provides an assessment with valuable insights into our current practices and sets a clear direction for future enhancements. By addressing the evolving needs of our students and integrating innovative solutions, we are committed to fostering an environment that champions academic achievement and empowers students to navigate their educational journeys with confidence. I note the following key themes identified in the report:

Capacity

The report highlights the need to build capacity within Academic Advising Services to better manage the volume of students seeking guidance. While I recognize how valuable it would be to increase in staffing in advising, I also note the efforts made in parallel with this review to align more of our current staffing towards direct contact time with students (e.g. eliminate labour intensive a FAQ system, realignment with Assessment Centre). I also appreciate other priorities noted below that will serve to improve service and have a positive impact on the department's overall capacity.

Quality

Service quality is a key theme in the report, emphasizing the importance of approachability, responsiveness, accuracy, and clarity in advising information. Students highly value advisors who create a welcoming environment and are easy to engage with. I commend the department for emphasizing the importance of accuracy and clarity in advising information and avoid confusion about academic policies, course requirements, and graduation timelines. I fully support plans to address these issues by improving communication channels, maximizing technology and searchability of information, using standardizing messaging, and enhancing advisor training to ensure consistent and accurate guidance in addition to the important work to strengthen cultural competencies and gain greater knowledge and strategies in supporting diverse students and their needs.

Delivery

The report indicates a significant shift in the mode(s) of service, with a growing preference for virtual advising methods such as phone and Zoom sessions. While in-person appointments are gradually regaining importance post-pandemic, remote advising remains a crucial component. I agree and support the departments plans to strengthen its use of technology in ways that will allow for richer, responsive and more interactive service (e.g. increased use of video platforms like MS Teams for virtual advising) and maximize the relational time spent advising students. I also note that the department strives to monitor the volume / demand that each of the modes service delivery so as to continue to adapt and be responsive

Connectivity

The report underscores the importance of collaboration and communication with other departments to provide comprehensive and timely support to students. Advisors often rely on information from other departments, and therefore improved access to accurate information can help avoid inconsistent or delayed. To improve connectivity, the department plans to enhance collaboration between advising, faculty, and other student support services through regular meetings, joint training, and shared resources. This approach aims to create a more holistic advising experience and ensure that students receive accurate and coordinated guidance. In parallel with this work, the advances in our website as well as any improved search / findable functions online will also be of assistance to this work.

Conclusion

The comprehensive review and renewal of Academic Advising has provided valuable insights into our current practices and highlighted key areas for improvement. By addressing the evolving needs of our students and integrating innovative solutions, this review and the subsequent implementation plan will help VCC foster an environment that champions academic achievement and empowers students to navigate their educational journeys with confidence.

I extend my heartfelt gratitude to everyone involved in this important work and look forward to the positive impact these changes will bring to our department and the students we serve.

Clayton Munro
Associate Vice President, Student and Enrolment Services

VCC

INFORMATION NOTE

PREPARED FOR: Board of Governors

DATE: September 24, 2025

ISSUE: Sign Language Interpretation Stage 1 Application to DQAB

BACKGROUND:

VCC has historically offered a one-year Certificate in American Sign Language (ASL) and Deaf Studies; graduates of the certificate program who were interested in continuing their studies to become Sign Language Interpreters would then apply to the two-year Sign Language Interpretation (SLI) diploma at Douglas College. The SLI program moved to VCC in 2023-24, allowing students to more seamlessly complete their studies. The current proposal is to expand the existing three years of study into a four-year Applied Degree in ASL-English Interpretation so that graduates are better prepared to enter the workforce.

Proposals for new degrees are assessed by the Degree Quality Assessment Board, which reports to the Minister of Post-Secondary Education and Future Skills. As of September 2024, the process for new degrees includes a Stage 1 proposal that is reviewed to determine whether the proposed degree program benefits students, addresses a need within the BC post-secondary system, provides social and economic benefits to BC, and is proposed by an institution with resources to sustain the program. Following DQAB approval of the Stage 1 proposal, the department will submit a more in-depth Stage 2 proposal for ministerial review. Additional information about the process is available in the [Quality Assessment Process and Criteria Handbook](#).

The Stage 1 proposal includes letters of support from employers, potential graduate programs and the provincial professional association; the Douglas College program renewal from 2018; the provincial review of ASL/DS and interpreter education in BC from 2009, and a letter from the Minister regarding the transition of the SLI program from Douglas College to VCC.

This Information Note provides the Board with the status of the proposal, which was presented to Education Council for information on September 9, 2025.

PREPARED BY: Jennifer Kelly, Associate Director, School of Arts and Sciences

DATE: September 17, 2025

Board of Governors Public Meeting

September 24, 2025

BOARD OF GOVERNORS CORRESPONDENCE

DATE	TO	FROM	DETAIL
Jul 14, 2025	Board Chair	Trevor Hughes, Deputy Minister, Ministry of Post-Secondary Education and Future Skills	Notification of 5 VCC Board Member Appointments: Dr. Steve Cardwell; Carol Ye; Synthia Kloot; Colin Zuo; Simon Cheng

BOARD OF GOVERNORS ACTIVITY

DATE	EVENT
Sept 18, 2025	VCC Foundation - Annual recognition event for donors, Program Advisory Committee (PACs), and supporters/partners of the college. Attended by: Mahin Rashid, Jeffrey Yu, Christie Sparklingeyes, Colin Zuo, Simon Cheng, Synthia Kloot, Dr. Steve Cardwell

VCC's News & Events Round-Up

July – September 2025

Prepared for: VCC Board

Prepared by: VCC Marketing & Communications

Submission date: Wednesday, September 24

VCC EVENTS

<u>July</u>

VCC's Spring Convocation – July 3

At this year's VCC's Spring Convocation, held at the Queen Elizabeth Theatre, we celebrated more than 1,500 students who have completed their hands-on learning journeys. The event featured a speech from this year's valedictorian, Virginia Rodriguez Verdin Galeazzi, as well as powerful performances from Coastal Wolfpack Drummers and Spakwus Slolem, who opened the ceremonies. We look forward to the impact these graduates will make in their careers, communities and beyond.

Student exchange partnership with ALMA – July 30

Vancouver Community College was proud to partner with ALMA, a renowned culinary school in Italy, to create new learning pathways for our students.

Through this collaboration, VCC students staged at Michelin-starred kitchens such as Le Calandre, led by the talented Chef Alajmo. For many, working in a kitchen of this calibre is both a challenge and a valuable learning experience. The partnership provides hands-on experience that builds confidence and prepares students for careers in the global culinary industry.

Alice and Karen, the VCC Culinary Arts students who visited ALMA, were selected after winning the **Rio Mare** Culinary Competition. This earned them the two-week training experience in Italy. Their accomplishments illustrate how VCC prepares students to excel in real-world kitchens, wherever their paths may lead.

VCC's News & Events Round-Up

July – September 2025

August

Drumming, Singing and Storytelling Event – August 14

The VCC Broadway Campus courtyard came alive with the beat of drumming as Saplek AKA Bob Baker (a Skwxwú7mesh Elder) shared stories of origins and reminded us: "When we're together, we're stronger as a family."

The event was supported by Big City Bannock, who provided delicious traditional bread. It was organized by Jessie Williams (Dean of Indigenous Initiatives) to help the VCC community learn from and honour Indigenous traditions. We look forward to more moments of connection and storytelling throughout the year so we can learn and grow together in ways that inspire change.

September

Everything Electric VANCOUVER – September 5

Vancouver Community College attended the Everything Electric exhibition at the Vancouver Convention Centre, where our automotive experts highlighted how to convert a 2006 GMC Canyon truck into a more sustainable electric vehicle. The event helped raise VCC's profile among the automotive community and helped generate buzz for our programs and our focus on sustainability.

VCC's News & Events Round-Up

July – September 2025

Flats Fest – September 6

On September 6, VCC supported Flats Fest, an annual community festival in the Great Northern Way area. VCC highlighted hands-on examples of what our programs offer; attendees enjoyed free chocolate truffles from our Baking and Pastry Arts students, hand massages and nail care from Esthetics and Spa Therapy students and tried our EV Battery VR Simulation in collaboration with the Centre for Digital Media. Our fully electric Freightliner truck was also on display.

Welcome Week – Week of September 8

Hosted at both our Downtown and Broadway campuses by VCC's student union (SUVCC), VCC used Welcome Week to celebrate the new school year and welcome new and existing students to help students start the fall semester feeling informed and engaged.

VCC IN THE NEWS (HIGHLIGHTS)

Innovation

- **BCBusiness – How VCC president Ajay Patel turned a pandemic pivot into a community lifeline:** Highlights how VCC President Ajay Patel guided the college through the pandemic with innovation and community-focused leadership.
- **Careers That Matter podcast – Shaping the future generations of college students:** Hosted by Stuart McNish, the podcast features Ajay Patel discussing his career and how leading the oldest community college in BC inspires him to influence future generations of students.
- **Digital Journal – Vancouver Community College Forms Strategic Partnership with PebblePad:** Features a strategic partnership between VCC and Pebble Pad, adopting the ePortfolio platform to support personalized, competency-based learning (with early use in Trades and Health Sciences) that emphasizes flexibility, reflection, and equitable access, especially for students in rural or remote areas.
- **Education News Canada – VCC President, Ajay Patel inducted into Canada Games Hall of Honour:** Highlights that Ajay Patel, President and CEO of VCC, was inducted into the Canada Games Hall of Honour as a 'Builder' in recognition of his leadership in sport and community, dating from his time as Team BC's Mission Staff and CEO of Gymnastics BC.
- **ICONS Magazine – Ajay Patel : Mastering Leadership:** Spotlights Ajay Patel's journey from his childhood in Fiji as part of a Gujarati immigrant family to becoming President & CEO of Vancouver Community College, highlighting the values, mentors, and pivotal life moments that shaped his leadership style. It is marked by resilience, inclusivity, and a commitment to transforming education in a diverse and changing world.
- **Vancouver Sun – Conversations That Matter: Skills and trades in an AI world:** In conversation with Stuart McNish, Ajay Patel emphasizes community colleges' critical role in equipping students with indispensable human skills and embracing AI education for future-proof careers.

Student & alumni success

- **BC Colleges – VCC Culinary Students Embark on Transformative Training Experience in Italy:** Spotlights VCC's partnership with ALMA in Italy, in which two Culinary Arts students won a classroom competition and got to experience a culinary experience abroad.

VCC's News & Events Round-Up

July – September 2025

- **Canadian International Student Magazine – [See how an American student enjoys his studies in CANADA VCC's Hospitality Management Diploma Program](#):** Features an interview with an international American student, who describes how VCC's hands-on Hospitality Management Diploma is advancing his global career goals through giving him real-world experience and industry connections now he has moved to Vancouver.
- **Collision Quarterly – [Vancouver Community College Students Rebuild Donated Van for Pacific Association of First Nations Women](#):** Highlights how VCC Transportation Trades students rebuilt and donated a van to the Pacific Association of First Nations Women, supporting Indigenous women's access to essential services while displaying the hands-on, real-world training VCC provides
- **Daily Hive – [Family-owned Korean pastry shop and cafe opens new downtown Vancouver location](#):** Posts about a Korean donut shop, Unni Pastries, which is operated by VCC Bakery and Pastry Arts graduates who are opening their second location in Yaletown.

Other

- **Canada International Student Magazine – [VCC Staff Member Recognized as Rising Star by BC Council for International Education](#):** Spotlights Emily Chen of VCC for receiving the BCCIE Rising Star Award, celebrating her standout role in international student engagement. The news was also reported by **.**

UPCOMING EVENTS

- **September 23 and 25 – Orange Shirt Day:** On September 23, 12-1 p.m., at the Atrium on VCC's Downtown campus, and on September 25, 11:30 am-1 pm at the event space on VCC's Broadway campus, we will be honouring Orange Shirt Day and National Day for Truth and Reconciliation. We gather to honour Survivors of residential schools, their families, and the enduring strength of Indigenous communities. The event will include speakers, cultural teachings, and opportunities to engage with the deeper history and meaning of Orange Shirt Day and the National Day for Truth and Reconciliation.
- **September 27 – FEAST! VCC's Asian Culinary Program Fundraiser:** On Saturday, 11:30 a.m.-2 p.m. at JJ's Restaurant at VCC's Downtown campus, the VCC Foundation is hosting aa five-course Asian luncheon to fundraise for VCC's Asian Culinary Arts program and celebrate its 50th year. Proceeds from the event will support two areas: the 2025 VCC Asian Culinary Team's attendance at the International Chinese Chef Master Competition on November 26-27 in Macao, and the Asian Culinary Arts Program Fund.
- **October 30 – VCC Day:** On Thursday from 9 a.m.-5 p.m., the college will be closed during the day for a professional development day for VCC faculty, staff, and leadership.

Please visit the [events page](#) for more details on upcoming events.

PREPARED BY:	VCC Marketing & Communications
DATE:	September 24, 2025 (Last report issued June 18, 2025)

VCCFA

**VANCOUVER COMMUNITY COLLEGE
FACULTY ASSOCIATION**

September- 2025

A New Year

Welcome to new Board Members. This is the month when we usually say "Happy New Year" as program starts are often centred around Labour Day.

It's not a "happy" year. The VCCFA is dealing with its third round of major (+30) cuts this year. We're told a 4th round awaits in the actual new year.   Probably close to a thousand students or more have lost access to the programs they wanted. You may have noticed a round of media spots we were able to do the week of Labour Day.

We tried to speak beyond the damage of the current cuts to what's behind this.   In our view, media didn't pick up that, they went for the easier story.   It's distressing how few in any sector of society do pick up on it.

An independent study of post-secondary funding, with recommendations

The VCCFA has been advocating for such a study, not done by the government itself.   The BC "system" needs it more than ever.

A Canada-wide Study

Coincidentally, a major study, the 2025, 8th edition of **The State of Postsecondary Education** by Higher Education Strategy Associates came out the first week of this month.

It largely confirms what we tried to get across in our media hits. We recommend it to you, search the title.

Some excerpts:

The path to a better Canada does not lie in becoming better hewers of wood and drawers of water. It lies in developing new industries based on cutting-edge knowledge and science.... the absence of spending on postsecondary education certainly guarantees that (new industries) will not (come into existence.)

.... BC institutions are more reliant on international students than the national average....

Frank Cosco
VCC

vccfa.ca
#401 - 402 West Pender Street,
Vancouver, BC V6B 1T6
Phone: 604-688-6210
Fax: 604-688-6219
Email: info@vccfa.ca

DECISION NOTE

PREPARED FOR: Board of Governors

DATE: September 24, 2025

ISSUE: **RECOMMENDATION FOR APPROVAL:**

Affiliation Agreement with Greystone College related to VCC's
Bachelor of Hospitality Management Program

BACKGROUND:

An affiliation agreement is proposed between VCC and Greystone College to establish an
educational pathway for international students who would like to pursue a degree in
Hospitality Management at VCC.

Greystone College is a recognized private training institution that aims to prepare students
for careers in the hotel and tourism industry. The proposed agreement provides a pathway
for graduates from Greystone College's Diploma in International Business Management to
enter the third year of VCC's Bachelor of Hospitality Management program.

Development of this agreement involved a strong focus on risk management and
evaluation of the partner school's program quality. VCC and the partner institution plan to
continue to monitor student performance and outcomes to ensure the pathway remains
effective and aligned with academic standards.

The documents were reviewed by the sending institution in communication with VCC's
International Education department. David Wells reviewed the enclosed documents and
approved of the agreements. They were also reviewed by Caralee Maloney, VCC's
Associate Director, Risk Management and Privacy, and the Risk Management Branch of the
BC government.

The agreement must be jointly approved by Education Council and the Board of Governors,
as set out in VCC's Educational Affiliations Policy (407) and section 25(1) of the BC College
and Institute Act.

Similar agreements between VCC and four other post-secondary institutions were approved by Education Council and the Board of Governors in June 2025.

DISCUSSION:

The affiliation agreement was presented by Willy Aroca Aguirre, Interim Dean, School of Hospitality, Food Studies & Business, at the September 9, 2025 Education Council meeting.

VCC has seen strong outcomes from students transferring from Greystone College into the Bachelor of Hospitality Management program from 2021–2023, before the expiry of the previous affiliation agreement.

Education Council inquired about alignment of Greystone College's and VCC's programs. There is less focus on the food and beverage components at Greystone College, and students will be required to take courses on food production and restaurant operations at VCC. VCC's campuses are equipped with the required facilities to support practical learning in these areas.

Education Council unanimously voted to approve the agreement and present it to the Board of Governors for joint approval.

RECOMMENDATION:

THAT the Board of Governors approve the Affiliation Agreement between VCC and Greystone College.

PREPARED BY: Louise Dannhauer, Chair, Education Council

ATTACHMENT: APPENDIX A – Affiliation Agreement between VCC and Greystone College

AFFILIATION AGREEMENT

between Vancouver Community College (VCC)
Vancouver, BC
and
Greystone College
Vancouver, BC
(each a "Party" and collectively, the "Parties")

Objective of the Agreement

This agreement supports the articulation pathway for students from Greystone College into VCC's Bachelor of Hospitality Management.

Applicants from the following eligible programs from Greystone College who meet the requirements outlined below will be eligible to apply for admission for VCC's Bachelor of Hospitality Management, provided the program admission requirements are met and space remains available in the program. VCC retains the right to limit the number of students admitted under this agreement.

    i.   Successful completion from one of the eligible programs listed below
    ii.   Minimum GPA of "C" (2.0 / 4.33)

Eligible Program	Program Duration
Diploma in International Business Management	2 years

Responsibilities of the Agreement

As a party to this agreement, Greystone College agrees:

- to provide information about the VCC Bachelor of Hospitality Management program and articulation agreement available to students.
- to provide opportunity for representatives of VCC to visit appropriate forums Greystone College to disseminate information about the VCC Bachelor of Hospitality Management program.
- to notify VCC with a minimum of 30 days of any curriculum changes to the eligible programs outlined above.

As a party to the agreement, VCC agrees:

- to provide students of eligible programs from Greystone College acceptance into the third year of VCC's Bachelor of Hospitality Management as per the conditions indicated herein, provided that space remains available in the program, on a first-qualified, first-admitted basis
- to notify Greystone College with a minimum of 30 days of any curriculum changes to the Bachelor of Hospitality Management, anticipated or approved.

Liaison

Implementation of this agreement will be through the Registrar's Office at each institution, in consultation with the appropriate authorities in the respective programs.

Promotion and Marketing

- Greystone College will be responsible at its own risk and expense for the promotion and marketing of Greystone College programs using Courses/Curriculum offered and conducted by Greystone College) at their facilities.
- Greystone College shall NOT use any trademark, trade name, nor logo of VCC without the express prior written consent of VCC's Marketing Department and for the sole purpose of promotion as it pertains explicitly to this agreement.

Indemnification & Insurance

a) Except to the extent caused or contributed to by the negligence of VCC, Greystone College shall indemnify and save harmless VCC from and against all claims, demands, losses, damages, judgments, costs, liability, expenses (including reasonable legal fees and expenses), actions or other proceedings made, incurred, sustained, brought, prosecuted or threatened to be brought or prosecuted that are based upon, occasioned by, or arising out of any act or omission, error, deed or other matter on the part of Greystone College arising out of this Agreement.

b) Except to the extent caused or contributed to by the negligence of Greystone College, VCC shall indemnify and save Greystone College harmless from and against all claims, demands, losses,

damages, judgements, costs, liability, expenses, actions and other proceedings made, incurred, sustained, brought, prosecuted or threatened to be brought or prosecuted that are based upon, occasioned by or arising out of any act or omission, error, deed or other matter on the part of VCC arising out of this Agreement.

c) Both VCC and Greystone College shall maintain Commercial General Liability insurance in the minimum amount of $5,000,000 per occurrence throughout the term of this Agreement, with coverage including a cross liability clause, the other Party added as an additional interest, and evidence of coverage provided upon request. VCC is covered for general liability under the provisions of the Province of British Columbia's *University, College and Institute Protection Program* ("UCIPP"), and throughout the term of the Agreement, VCC will maintain its UCIPP coverage.

Termination & Renewal

1. Termination

    a.   Subject to the provisions for early termination hereinafter appearing, the term of this Agreement (the "Term") shall be five (5) years commencing on the date of signing indicated on this Agreement.

    b.   Either Party may terminate this Agreement with at least 8 months written notice to the other Party.

Dispute Resolution

- Both parties will make good faith efforts to resolve any dispute related to this Agreement by amicable negotiations. All claims, disputes, or issues in dispute between the Parties that are not resolved by negotiation will, with the agreement of the Parties, be decided by mediation or arbitration, or failing agreement, in a Court of competent jurisdiction within the province of British Columbia.

2. Renewal

    a.   If either Party wishes to negotiate a renewal of this Agreement, it must give written notice to the other Party at least 4 months prior to the expiration of the Term of this Agreement indicating the desire to enter into renewal negotiations. Any renewal arrangement that the Parties may agree to will be in writing on terms to be negotiated and will be subject to any applicable Orders of the Minister of Education, as may be amended from time to time.

    b.   Both Parties agree to convene prior to the end of the third (3rd) calendar year of this agreement to review terms and implementation of the agreement.

    c.   Final approval of the agreement will remain with Education Council and Board of Governors at VCC.

On behalf of **Greystone College**

_____

                                                              Date

Ali Noori

National Director, Language & Pathways

On behalf of Vancouver Community College:

_____

 [David Wells]   **Date**

 [Vice President, Academic & Applied Research]

with approval of Education Council and Board of Governors

VCC

DECISION NOTE

PREPARED FOR: Board of Governors

DATE: September 24, 2025

ISSUE: **RECOMMENDATION FOR APPROVAL:**

Revised Program: Dental Hygiene Diploma

BACKGROUND:

The School of Health Sciences is proposing significant revisions to the Dental Hygiene Diploma. These changes incorporate the revised Entry-to-Practice Canadian Competencies for Dental Hygienists and align VCC's program with similar programs in terms of length, hours and credits. Prior to this revision, the program had over 120 credits (typical diplomas have between 60-75 credits). The changes will both prepare students for success within the Canadian framework for Dental Hygienists and reduce the hour and credit requirements they previously had to meet.

Dental Hygiene Diploma graduates will be able to meet the following program learning outcomes:

- Demonstrate commitment to the health of the public and the profession by integrating high ethical standards, best practices and legislative requirements in their provision of care (Professionalism).

- Apply critical thinking, problem-solving, and evidence informed decision-making in the delivery of oral health care (Evidence-informed practice).

- Apply communication principles to provide culturally safe and relevant care (Communication).

- Collaborate as a member of an interdisciplinary health care team to provide safe, effective, and ethical person-, family-, and community-centred care (Collaboration).

- Implement national and provincial practice standards and policies in a variety of community and clinical practice environments (Practice Management).

- Promote health and wellness using an inclusive and intercultural approach by applying the ADPIE framework (Prevention, Education, and Health Promotion).

- Provide preventative, therapeutic and supportive dental hygiene care to deliver safe and comprehensive person-centred care for diverse people across the lifespan

using the Assess Diagnose Plan Implement Evaluate (ADPIE) framework (Clinical Therapy).

The revised curriculum, including 24 new course outlines, was approved by Education Council in September 2023. However, due to delays related to tuition review at the Ministry level, the revised program did not move forward for final approval by VCC's Board of Governors until now.

DISCUSSION:

The Dental Hygiene department presented some additional edits to the previously approved curriculum to Curriculum Committee on August 19, 2025. The hours for all four clinical courses were reduced. Overall course content and credits remain the same, and the department is confident the outcomes can be taught in the reduced clinical time. No changes were proposed to the other 20 previously approved course outlines, and only minor adjustments were made to the program content guide.

Education Council reviewed the updated curriculum at its September 9, 2025 meeting and inquired about the program hours. VCC's program consists of 810 hours, well within the range of comparable accredited Dental Hygiene programs at other BC institutions (between 642 and 843 program hours).

Education Council unanimously voted in favour of the revised curriculum proposal.

RECOMMENDATION:

THAT, on the advice of Education Council, the Board of Governors approve the implementation of the revised Dental Hygiene Diploma program and creation of 24 new courses as named in the program content guide.

PREPARED BY: Louise Dannhauer, Chair, Education Council

ATTACHMENT: APPENDIX A – Program Content Guide (PCG) for the Dental Hygiene Diploma

Dental Hygiene Diploma

Program Content Guide

Effective Date: <u>September 2026</u>

Purpose

The Dental Hygiene Diploma Program is designed to provide learners with the knowledge, skills, judgement and attitudes to perform the full range of competencies as identified in the Entry-to-Practice Canadian Competencies for Dental Hygienists (EPCCoDH) and the British Columbia College of Oral Health Professionals (BCCOHP) Practice Standards. The program provides a learning experience that is integrated, professional, collaborative, and culturally sensitive with an aim to prepare graduates to care for individuals and communities across the life-span, in a variety of practice settings, and in partnership with other health care professionals.

Upon successful completion of the VCC Dental Hygiene Diploma Program, learners will possess the competencies to complete the National Dental Hygiene Certification Examination (NDHCE) and to apply for licensure as a Registered Dental Hygienist with BCCOHP. Licensing is required before being able to practice as a dental hygienist in BC.

Admission Requirements

Admission to the Dental Hygiene Program is through a competitive selection process. Successful applicants are identified through a combined evaluation of grade point average (GPA) based on program pre-requisites, and an online, open-response, situational judgement test (Casper).

Application advice:

- The Dental Hygiene Diploma is an annual selection-based program. You must meet all your education requirements by the date posted on the website.
- If you do not meet the educational requirements on time, your application will be cancelled.
- If you meet the requirements but do not receive an offer of admissions, you must reapply and resubmit academic information if you want to apply for another intake.
- Under specific circumstances, an applicant who receives an offer of admission may request a one year deferral. Please review the defer request form for details.

Admission Requirements:

- Applicants must have successfully completed at least 30 credits in first-year university level courses, or equivalents, with an overall GPA of 3.0 ('B'). Where the academic standing of applicants who have completed 2nd, 3rd or 4th year courses in the required subject(s) is higher than that of the 1st year courses, the higher grade will be considered.
- 6 credits in English * an academic writing course is strongly recommended.
- 6 credits in Human Anatomy & Physiology (must include labs)
- 6 credits in Chemistry (must include labs)
- 6 credits in Psychology
- 3 credits in Statistics
- 3 credits in Electives
- Submission of a Casper score. Casper Test scores are only valid for one admission cycle.

If your educational documents are not from a Canadian or American institution, you must submit an evaluation of foreign credentials. A comprehensive evaluation report, from the International Credential Evaluation Service (ICES) located at the British Columbia Institute of Technology (BCIT) including an ICES VCC Dental Hygiene Supplemental Report

is required.

Upon Acceptance:

- Valid Basic Life Support (BLS) certification. Annual re-certification is required during the program.
- Criminal Records Check (CRC): Students in this program are required to complete a CRC. The CRC must be completed according to VCC's Criminal Record Check instructions. Students whose CRC results indicate they pose a risk to vulnerable populations will not be able to complete the requirements of the program (e.g. practicums) or graduate.
- Students must submit a negative tuberculosis (TB) skin test or chest X-ray dated a maximum of six months prior to the program start date. An additional TB test is required after each potential exposure to TB and/or travel to areas with a known prevalence of TB.
- Immunization Record: A School of Health Sciences Student Immunization Record must be completed. Students may be declined placement in a clinical or practicum site if a completed immunization record is not provided.
- N95 mask fit testing will be required prior to clinical rotations to health authority locations during the final year of the program. Information, fee payment, and scheduling related to mask fit testing will be provided during the program. Mask fit testing is valid for 1 year and should only be completed when directed during the dental hygiene program.
- Students will be required to submit proof to the department of a dental examination from a licensed British Columbia dentist within 6 months of the program start date. It is preferred that your dental and dental hygiene healthcare be complete and current.

Prior Learning Assessment & Recognition (PLAR)

Students may request formal recognition of prior learning attained through informal education, work, or other life experience, including Indigenous ways of knowing. Credits may be granted to students who are able to sufficiently demonstrate the learning outcomes of specific courses.

PLAR is available for the following courses:

- DHYG 2120
- DHYG 2135
- DHYG 2145
- DHYG 2255
- DHYG 2260

See individual course outlines regarding additional details of PLAR.
Tuition and fees apply to PLAR candidates. Please contact the department for details.
See Prior Learning Assessment and Recognition policy for more information.

Program Duration & Maximum Time for Completion

The dental hygiene program is two years full-time. Students have a maximum of 3 years to complete all program requirements.
Under exceptional circumstances and at the approval of the Department Head and the Registrar's Office, a student may be granted an extension.

Program Learning Outcomes

- Demonstrate commitment to the health of the public and the profession by integrating high ethical standards, best practices and legislative requirements in their provision of care (Professionalism).
- Apply critical thinking, problem-solving, and evidence informed decision-making in the delivery of oral health care (Evidence-informed practice).
- Apply communication principles to provide culturally safe and relevant care (Communication).
- Collaborate as a member of an interdisciplinary health care team to provide safe, effective, and ethical person-, family-, and community-centred care (Collaboration).
- Implement national and provincial practice standards and policies in a variety of community and clinical practice environments (Practice Management).
- Promote health and wellness using an inclusive and intercultural approach by applying the ADPIE framework (Prevention, Education, and Health Promotion).
- Provide preventative, therapeutic and supportive dental hygiene care to deliver safe and comprehensive person-centred care for diverse people across the lifespan using the Assess Diagnose Plan Implement Evaluate (ADPIE) framework (Clinical Therapy).

A graduate has met the goals of the VCC Dental Hygiene Diploma program based on the Entry-to-Practice Canadian Competencies for Dental Hygienists* by reliably demonstrating knowledge, skills, and attitudes in the following domains:

Professionalism: Graduates demonstrate a commitment to the health of the public and the profession by integrating high ethical standards, best practices, and legislative requirements. Competent dental hygienists exhibit professional behaviour, demonstrate a commitment to serving society, integrate professional responsibilities into practice, and demonstrate a commitment to lifelong learning.

Evidence Informed Practice: Graduates demonstrate a commitment to excellence in practice through critical thinking continuous learning, and application of evidence-informed decision-making. Competent dental hygienists demonstrate critical thinking, problem-solving, and reasoning skills; apply an evidence-informed approach to decision-making; and use various methods of inquiry.

Communication: Graduates demonstrate the ability to form relationships with individuals, families, groups, and communities to facilitate the gathering and sharing of essential information for culturally safe and relevant care. Competent dental hygienists demonstrate effective oral and non-verbal communication, and use written communication effectively.

Collaboration: Graduates demonstrate the ability to work as integral members of the healthcare team, working in partnership with others to provide safe, effective and ethical person-, family-, and community-centred approaches to care. Competent dental hygienists collaborate with people accessing dental hygiene services, oral health professionals, and others.

Practice Management: Graduates demonstrate the ability to manage a professional practice environment, utilizing organization, administration, and decision-making skills that facilitate high-quality care, efficient use of time and personnel, and enhanced professional and personal satisfaction. Competent dental hygienists fulfill administrative responsibilities, integrate legislative and professional responsibilities within organizational policies, and engage in entrepreneurial activities.

Prevention, Education, and Health Promotion: Graduates demonstrate an inclusive and intercultural approach to health and wellness. Using health promotion, education, and disease and injury prevention activities, dental hygienists help support other's ability to achieve and maintain optimal oral health. Competent dental hygienists lead the development of health literacy and oral self-care abilities; engage in prevention, education, and health promotion activities; and engage in advocacy to address oral health inequities.

Clinical Therapy: Graduates demonstrate the ability to provide preventive, therapeutic, and supportive dental hygiene care. Using the ADPIE framework to support safe and comprehensive person-centred care for diverse people across the lifespan. Competent dental hygienists assess oral and general health status, formulate a dental hygiene diagnosis, create a dental hygiene care plan, implement the dental hygiene care plan, and evaluate the effectiveness of dental hygiene care.

*Federation of Dental Hygiene Regulators of Canada (FDHRC). Entry-to-Practice Canadian Competencies for Dental Hygienists. Ottawa, ON: FDHRC, 2021. Available from: https://www.fdhrc.ca/sites/files/EPCCoDH_FDHRC_November_2021.pdf

Instructional Strategies, Design, and Delivery Mode

Learning is fostered through a variety of classroom and online (blended) settings, including active learning lab activities, clinical practice sessions, group work, independent study, case-based learning, community outreach, and clinical rotations.

Course work focuses on the development of evidence-informed decision-making skills, communication skills and intra- and interprofessional teamwork strategies; as well as proficiency in self and peer evaluation. Other important curriculum threads are development of evidence-informed inquiry skills, critical thinking and problem-solving abilities. This focus is designed to foster the development of professionalism, a commitment to lifelong learning, and dedication to an autonomous, helping profession.

Students have opportunities to apply knowledge and practice various abilities while working with the public in the VCC Dental Clinic. In addition, rotations to a wide variety of health care and community facilities are organized for students to learn and apply abilities and knowledge in context.

Evaluation of Student Learning

Evaluation of learning includes written examinations, case-based learning, laboratory and didactic assignments, self-directed learning contracts, demonstration of clinical abilities, analytical papers, in-class and community projects and presentations. Evaluation methods are selected based on the nature of the learning outcome. See individual course outlines for details. Professional conduct forms an integral part of the evaluation process.

Students must receive a minimum program grade point average of 'C' (2.0) to successfully

graduate, and a minimum grade point average of 'C' (2.0) in each theory course and a grade of 'S' in each clinical course to advance into subsequent courses/terms in the program.

Students who are required to withdraw from the program for not meeting program progression requirements and/or students who have taken a break from their studies may seek program re-entry. Eligibility to re-enter after withdrawing is determined by the department leader or designate. Requests for re-entry into the Dental Hygiene Diploma program will be considered only if there is space in the program. Students who are re-entering the program are required to retake any *unsuccessfully* completed courses. Students re-entering into a partially completed term will also be required to retake the Dental Hygiene Clinical Practice course for the term they are registering in, whether or not the course was initially successfully completed, to ensure clinical skills are up-to-date.

Student re-entering into a partially completed term will retake one of the following courses:

- DHYG 2110 Dental Hygiene Clinical Practice 1
- DHYG 2210 Dental Hygiene Clinical Practice 2
- DHYG 3110 Dental Hygiene Clinical Practice 3
- DHYG 3210 Dental Hygiene Clinical Practice 4

All evaluations are consistent with the VCC grading standard described in the Grading, Progression and Withdrawal Policy and Procedures (411).

Students receive a VCC diploma upon successful completion of the program.

Program Considerations

- Program tasks require precise hand-eye coordination and dexterity. Activities may include instrument handling and small-scale technical work requiring steady hand movements.
- Program tasks involve repetitive hand, wrist, and shoulder movements.
- Program tasks require extended periods in fixed positions while performing detailed work.
- Program environment may involve contact with latex-containing materials.
- Travel to different locations is required for community rotation requirements.

Courses

Term	Course #	Course Name	Credits
One	DHYG 2100	Foundations of Dental Hygiene 1	4.0
	DHYG 2110	Dental Hygiene Clinical Practice 1	4.0
	DHYG 2120	Radiography 1	1.5
	DHYG 2135	Head and Neck Anatomy	3.0
	DHYG 2145	Dental Anatomy	3.0
	DHYG 2150	Dental Hygiene Professional Practice 1	3.0
		Total Credits per Term:	18.5
Two	DHYG 2200	Foundations of Dental Hygiene 2	4.0
	DHYG 2210	Dental Hygiene Clinical Practice 2	6.0
	DHYG 2220	Radiography 2	1.5
	DHYG 2250	Dental Hygiene Professional Practice 2	3.0
	DHYG 2260	Pathology 1: Periodontology	2.0
	DHYG 2255	Nutrition for Oral Health	2.0
	DHYG 2270	Pharmacology in Dental Hygiene 1	3.0
		Total Credits per Term:	21.5
Three	DHYG 3100	Foundations of Dental Hygiene 3	5.0
	DHYG 3110	Dental Hygiene Clinical Practice 3	6.0
	DHYG 3160	Pathology 2: Oral Pathology	2.0
	DHYG 3170	Pharmacology in Dental Hygiene 2	2.0
	DHYG 3180	Dental Hygiene in Community 1	3.0
		Total Credits per Term:	18.0
Four	DHYG 3200	Foundations of Dental Hygiene 4	3.0
	DHYG 3210	Dental Hygiene Clinical Practice 4	6.0
	DHYG 3250	Dental Hygiene Professional Practice 3	3.0
	DHYG 3265	Dental Biomaterials	3.0
	DHYG 3275	Transition to Practice	3.0
	DHYG 3280	Dental Hygiene in Community 2	3.0
		Total Credits per Term:	21.0

Total Program Credits: **79.0**

Transcript of Achievement

The evaluation of learning outcomes for each student is prepared by the instructor and reported to the Student Records Department at the completion of semesters.

The transcript typically shows a letter grade for each course. The grade point equivalent for a course is obtained from letter grades as follows:

Grading Standard

Grade	Percentage	Description	Grade Point Equivalency
A+	96-100		4.33
A	91-95		4.00
A-	86-90		3.67
B+	81-85		3.33
B	76-80		3.00
B-	71-75		2.67
C+	66-70		2.33
C	61-65	Minimum Progression	2.00
C-	56-60		1.67
D	50-55		1.00
F	0-49	Failing Grade	0.00
S	70 or greater	Satisfactory – student has met and mastered a clearly defined body of skills and performances to required standards	N/A
U		Unsatisfactory – student has not met and mastered a clearly defined body of skills and performances to required standards	N/A
I		Incomplete	N/A
IP		Course in Progress	N/A
W		Withdrawal	N/A
Course Standings			
R		Audit. No Credit	N/A
EX		Exempt. Credit granted	N/A
TC		Transfer Credit	N/A

Grade Point Average (GPA)

1. The course grade points shall be calculated as the product of the course credit value and the grade value.

2. The GPA shall be calculated by dividing the total number of achieved course grade points by the total number of assigned course credit values. This cumulative GPA shall be determined and stated on the Transcript at the end of each Program level or semester.

3. Grades shall be assigned to repeated courses in the same manner as courses taken only once. For the purpose of GPA calculation of grades for repeated courses, they will be included in the calculation of the cumulative GPA.

VCC Education and Education Support Policies
There are a number of **Education** and **Education Support** policies that govern your educational experience at VCC, please familiarize yourself with them. The policies are located on the VCC website at:
http://www.vcc.ca/about/governance--policies/policies/

DECISION NOTE

PREPARED FOR:	Board of Governors
DATE:	September 24, 2025
ISSUE:	**RECOMMENDATION FOR APPROVAL:**
	New program: Virtual Environment and Simulation Design Diploma

BACKGROUND:

The School of Trades, Technology and Design is proposing a new program: the Virtual Environment and Simulation Design Diploma.

The program combines graphic design, 3D modelling, and programming. It will provide students with the skills to develop virtual reality, extended reality, and other types of simulation programs for education, healthcare, and other fields. The program will prepare graduates to create content for virtual environments, simulations, extended reality (XR) and other interactive digital experiences. These skills can be taken into a variety of industries, including healthcare, education, architecture and gaming.

The diploma was developed as part of the suite of programs created for the new Centre for Clean Energy and Automotive Innovation (CCEAI). The curriculum was adapted from the Mississippi Community College district. The School consulted with the Centre for Digital Media (CDM) during the initial development of the curriculum; discussions are in progress to explore laddering opportunities into the CDM's Master of Digital Media program.

The program consists of 18 courses designed to be taught over 16 months, targeted to both domestic and international students. The program meets the field of study requirement for international students to receive a post-graduation work permit (*CIP Code 11.0804: Modeling, virtual environments and simulation*).

Virtual Environment and Simulation Design Diploma graduates will be able to meet the following program learning outcomes:

- Create professional-quality 3D assets and environments using industry-standard tools and workflows
- Design and develop interactive Extended Reality (XR) experiences that meet specific business or creative requirements
- Apply principles of user experience design to virtual environments and simulations

- Implement real-time rendering and optimization techniques for various platforms
- Manage projects using industry-standard practices and documentation
- Create a professional portfolio demonstrating advanced technical and creative skills
- Collaborate effectively in multidisciplinary teams
- Evaluate ethical considerations in simulation design while analyzing how virtual environments and interactive media influence society, considering diverse cultural perspectives and ensuring inclusive representation in digital content creation

DISCUSSION:

The concept paper was presented for information to Education Council in February 2025 and to the Board of Governors in March 2025.

Curriculum Committee reviewed the program curriculum in April 2025. The program proposal initially included three work experience courses. At this stage, however, there are operational challenges to ensuring work placements for students. After the committee meeting, these three courses were re-structured as career development courses.

Other changes requested by the committee included removing Grade 12 graduation from the admission requirements to increase access to the program, highlighting the types of roles graduates will be prepared for, and including a learning outcome around ethics and cultural impact/representation. These changes were completed.

Education Council unanimously recommended approval of the program, including creation of 18 new courses, at its May 13, 2025, meeting.

RECOMMENDATION:

THAT, on the advice of Education Council, the Board of Governors approve the new Virtual Environment and Simulation Design Diploma credential, creation of 18 courses as named in the program content guide, and implementation of the new program.

PREPARED BY: Louise Dannhauer, Chair, Education Council

ATTACHMENT: APPENDIX A – Program Content Guide (PCG) for the Virtual Environment and Simulation Design Diploma

VCC

Virtual Environment and Simulation Design Diploma

Program Content Guide

Effective Date: September 2026

Purpose

The Diploma in Virtual Environment and Simulation Design prepares graduates to create content for virtual environments, simulations, extended reality (XR), and interactive digital experiences. Through hands-on training and industry-aligned projects, students develop skills in 3D modeling, real-time rendering, interactive design, and XR development. The program emphasizes professional practices and portfolio development to prepare graduates for entry-level roles as UX/UI designers, 3D modellers, developers, and other positions in industries including healthcare, education, engineering, architecture, gaming, and filmmaking.

Admission Requirements

- Composition 12 with a minimum 'C-' grade or equivalent
- Workplace Math 10 with a minimum 'C-' grade or equivalent

Prior Learning Assessment & Recognition (PLAR)

Students may request formal recognition of prior learning attained through informal education, work, or other life experience, including Indigenous ways of knowing. Credits may be granted to students who are able to sufficiently demonstrate the learning outcomes of specific courses. PLAR is available for all courses. Students may complete up to 50% of the total credits of the program through PLAR and/or transfer credit. Please see individual course outlines for PLAR details. Tuition and fees apply to PLAR. Methods for assessing prior learning may include exams, portfolios, interviews, and other evaluations. If PLAR is successful, transcripts will reflect an 'S' grade (satisfactorily completed), which is not included in grade point average (GPA) calculations. International Students should contact VCC International Education Advising to learn how PLAR can impact immigration status, prior to proceeding with the PLAR request.

See Prior Learning Assessment and Recognition policy for more information.

Program Duration & Maximum Time for Completion

This full-time program is 16 months in length (4 terms). The maximum time for completion is 5 years.

Program Learning Outcomes

Upon successful completion of this program, graduates will be able to:

- Create professional-quality 3D assets and environments using industry-standard tools and workflows
- Design and develop interactive Extended Reality (XR) experiences that meet specific business or creative requirements
- Apply principles of user experience design to virtual environments and simulations
- Implement real-time rendering and optimization techniques for various platforms
- Manage projects using industry-standard practices and documentation
- Create a professional portfolio demonstrating advanced technical and creative skills
- Collaborate effectively in multidisciplinary teams
- Evaluate ethical considerations in simulation design while analyzing how virtual environments and interactive media influence society, considering diverse cultural perspectives and ensuring inclusive representation in digital content creation

Instructional Strategies, Design, and Delivery Mode

The program uses a combination of instructional strategies including:

- Interactive lectures
- Demonstrations
- Hands-on labs
- Production simulations
- Problem solving exercises
- Client projects
- Field trips
- Guest speakers
- Online learning activities
- Self-directed projects
- Collaborative team projects
- Reflective discussions

Evaluation of Student Learning

Students are evaluated through:

- Practical assignments and projects
- Portfolio development
- Client project work
- Presentations
- Written assignments
- Lab work
- Class participation
- Professional conduct

Students must receive a minimum grade of 'C' (2.00) or S in each course, and a minimum cumulative grade point average (CGPA) of 2.00 to advance into subsequent courses/terms in the program. Students must receive a minimum program grade point average of 2.00 to successfully graduate.

Program Considerations

Students should consider the following:

- Program requires extended periods of computer use (6-8 hours per day) with sustained visual focus on digital displays, including Virtual Reality headsets.
- Tasks involve precise hand-eye coordination and frequent keyboard and mouse use.

Courses

This full-time program can be completed over four (4) terms by successfully completing the following: 15 credits (term 1), 15 credits (term 2), 15 credits (term 3), 15 credits (term 4).

Year	Course #	Course Name	Credits
One	VESD 1100	Introduction to Animation and Simulation Design	3.0
	VESD 1105	Vector Illustration	3.0
	VESD 1110	Graphic Editing for Simulation	3.0
	VESD 1115	Game Theory and Mechanics	3.0
	VESD 1120	Introduction to 3-D Modelling	3.0
	VESD 1200	Intermediate 3-D Modelling	3.0
	VESD 1205	3D Game Engine	3.0
	VESD 1210	Video Game Programming	3.0
	VESD 1215	Animation and Design Portfolio	3.0
	VESD 1220	Virtual Environment and Simulation Design Career Development 1	3.0
		Total Credits per Year:	30.0
Two	VESD 2100	Advanced 3D Modelling	3.0
	VESD 2105	Business and Marketing for Simulation Design	3.0
	VESD 2110	Integrated 3D Production Pipeline	3.0
	VESD 2115	Virtual Environment and Simulation Design Career Development 2	6.0
	VESD 2200	Extended Reality (XR) Content Production	3.0
	VESD 2205	Extended Reality (XR) Environment Production	3.0
	VESD 2210	Audio Design and Production for Animation and Simulation	3.0
	VESD 2215	Virtual Environment and Simulation Design Career Development 3	6.0
		Total Credits per Year:	30.0

Total Program Credits: 60.0

Transcript of Achievement

The evaluation of learning outcomes for each student is prepared by the instructor and reported to the Student Records Department at the completion of semesters.

The transcript typically shows a letter grade for each course. The grade point equivalent for a course is obtained from letter grades as follows:

Grading Standard

Grade	Percentage	Description	Grade Point Equivalency
A+	96-100		4.33
A	91-95		4.00
A-	86-90		3.67
B+	81-85		3.33
B	76-80		3.00
B-	71-75		2.67
C+	66-70		2.33
C	61-65	Minimum Progression Grade	2.00
C-	56-60		1.67
D	50-55		1.00
F	0-49	Failing Grade	0.00
S	61 or greater	Satisfactory – student has met and mastered a clearly defined body of skills and performances to required standards	N/A
U		Unsatisfactory – student has not met and mastered a clearly defined body of skills and performances to required standards	N/A
I		Incomplete	N/A
IP		Course in Progress	N/A
W		Withdrawal	N/A
Course Standings			
R		Audit. No Credit	N/A
EX		Exempt. Credit granted	N/A
TC		Transfer Credit	N/A

Grade Point Average (GPA)

1. The course grade points shall be calculated as the product of the course credit value and the grade value.

2. The GPA shall be calculated by dividing the total number of achieved course grade points by the total number of assigned course credit values. This cumulative GPA shall be determined and stated on the Transcript at the end of each Program level or semester.

3. Grades shall be assigned to repeated courses in the same manner as courses taken only once. For the purpose of GPA calculation of grades for repeated courses, they will be included in the calculation of the cumulative GPA.

VCC Education and Education Support Policies
There are a number of **Education** and **Education Support** policies that govern your educational experience at VCC, please familiarize yourself with them. The policies are located on the VCC website at:
http://www.vcc.ca/about/governance--policies/policies/

VCC

DECISION NOTE

PREPARED FOR: Board of Governors

DATE: September 24, 2025

ISSUE: **RECOMMENDATION FOR APPROVAL:**
Culinary Arts & Food Services Management Diploma Name and CIP Change

BACKGROUND:
Immigration, Refugee and Citizenship Canada (IRCC) changed its policy on which programs would be post-graduate work permit (PGWP) eligible in 2024. The Culinary Arts department changed the Culinary Arts Diploma (CUDP) to Culinary Arts and Food Service Management Diploma (FSMG) in November 2024 due to CIP alignment concerns for PGWP eligibility. The CIP code assigned to the FSMG program was 19.0505 Foodservice Systems Administration/Management, which falls under the 'Health and Social Services' Field of Study category. The name change was approved by the Board of Governors on November 27, 2024.

On July 4, 2025, IRCC announced updated eligible CIP codes, which include CIP code 12.0500 Cooking and Related Culinary Arts, General under the "Trades" Field of Study CIP category. The diploma aligns closely with CIP code 12.0500, which emphasizes training in culinary trades and prepares graduates for a variety of food service careers. With the July 2025 changes, this CIP code is once again PGWP-eligible and recognized withing the express entry category.

DISCUSSION:
Major stakeholders (academic department, School, Registrar's Office, International Education, and Institutional Research) were consulted, and there is unanimous support for the proposal to revert to the previous program name – Culinary Arts Diploma – and update the CIP code to reflect the trades/culinary focus of the credential. Although curriculum adjustments were made in 2024 to reflect health and social services applications, the program remains fundamentally rooted in the culinary trades.

International Education, the Registrar's Office and the department would like to enroll students in Fall 2026 under the original diploma name with the trades-associated CIP. There is broad institutional support for this change.

The proposal was presented at a special Education Council meeting on September 17, 2025 by Ysabel Sukic, Department Head of Culinary Arts, and Willy Aroca Aguirre, Interim Dean of Hospitality, Food Studies & Business.

It was clarified that the adjustments made in 2024 to broaden the scope of the program will remain, and there is more focus on students exploring career opportunities beyond the traditional hotel and restaurant sectors in health care and other settings.

The rationale for reverting to the original name and trades-aligned CIP is to better reflect the trades/culinary focus of the program, the expertise of VCC's Culinary Arts department, and to strengthen the program's positioning for both domestic and international students.

Members inquired about plans in case of potential future IRCC policy changes. The department is confident that the program is well set up for the future as it encompasses a broad range of outcomes, including around nutrition, food service management, and meat cutting/butchery.

Education Council unanimously voted in favour of the proposal.

RECOMMENDATION:
THAT Education Council recommends the Board of Governors approve changing the program name of the Culinary Arts and Food Service Management Diploma back to Culinary Arts Diploma.

PREPARED BY: Louise Dannhauer, Education Council Chair

ATTACHMENT: Appendix A – Culinary Arts Diploma Program Content Guide

DATE: September 17, 2025

Culinary Arts
Diploma

Program Content Guide

Effective Date: <u>September 2026</u>

Purpose

The Culinary Arts Diploma is designed to prepare learners for employment in the food industry by providing an authentic learning experience in various food preparation labs, butcher shops, industry kitchens, and service outlets to develop their culinary knowledge, skills, and professionalism.

The program is designed to meet the training needs of the culinary, hospitality, and food service industries.

International students have the option to register as apprentices with SkilledTradesBC (STBC) and pursue a BC Cook Trade Red Seal certification. VCC would then be your work-based training sponsor.

Admission Requirements

- English 10, or equivalent, or department approval
- Workplace Math 10, or equivalent

Upon acceptance:

The following must be provided to the Culinary Arts Department before the end of CULI 1501 Kitchen Orientation (the first course of the program):

- Valid Food Safe Level 1 Certificate (certification must remain valid throughout the program)
- Valid Serving It Right Certificate (certification must remain valid throughout the program)

Students who cannot produce the above certifications, will not proceed to CULI 1502.

- Applicants may be given credit for CULI 1504 and 2507 provided:
  - They have successfully completed a VCC Baking Program, or
  - They submit evidence of Baker Red Seal Certification

- Applicants may be given credit for CULI 1505 provided:
  - They submit a BC Meat Cutter Certificate of Qualification, or CCMIC (Canadian Certified Industrial Meat Cutter), or CCMP (Canadian Certified Meat Professional)

Students must have a valid co-op work permit by the end of CULI 2513 for practicum course placement.

Note: Based on industry and STBC standards, students are expected to physically handle: all seafood including but not limited to fish & shellfish, beef, lamb, pork, all types of poultry, all types of game, all dairy products, and all associated by-products required to meet the program outcomes. For safety reasons, any known food allergies must be disclosed. Please contact VCC Disability Services to arrange any necessary accommodations.

Students who require an accommodation for the STBC theory examination, must have an active file with VCC Disability Services. Accommodations for the STBC cooking practical exam are not available.

Prior Learning Assessment & Recognition (PLAR)

Prior learning assessment and recognition is not available for this program.

Program Duration & Maximum Time for Completion

The program is 17 months. Students have a maximum of four years to complete the diploma.

Program Learning Outcomes

- Apply cookery skills and theoretical knowledge to the preparation, presentation, and service of a range of dishes and beverages for the culinary, hospitality, and food service industries.
- Evaluate products, including raw and prepared products, for consistency and accuracy in yield, flavor, texture, and overall appearance according to product specifications and standards.
- Apply principles of human nutrition to develop balanced and nutritious menus and adapt menus and products to specific dietary needs.
- Apply the principles of efficient food service systems tailored to the needs of various food service settings.
- Adhere to industry health, safety, sanitation, and employment standards in the preparation, handling, and storage of food and equipment.
- Adapt the knowledge, skills and attitudes necessary for success and sustainable professional practice in the food service industry.
- Reflect on performance and practice to identify and develop advanced professional skills needed to further advance in the culinary, hospitality, and food service industries.

Instructional Strategies, Design, and Delivery Mode

The Culinary Arts Diploma focuses on practical skill development and is delivered primarily in VCC kitchens and food service outlets. Students spend a minimum of one month in each of the teaching kitchens and service outlets where instructional activities include demonstration, hands-on practice, and group discussion. Theory is taught in a classroom setting and uses a combination of lectures, class discussions, and independent study to promote the development of professional practice in the food industry.

The program is delivered in fully operational industrial kitchens, food service outlets, and classroom settings. Classroom instruction is designed for students to develop theoretical knowledge and the technical skills required for success in the food service industry.

The program design is based on a learning-centered learning-centred and experiential approach whereby students learn through experience in authentic work settings. Active student learning and participation are emphasized to promote the development of knowledge, skills, and attitudes required for success in the food service industry. Professional skills, such as teamwork, critical thinking, self-reflection, self-reflection, and communication, are also emphasized throughout the program.

Theoretical assignments, and project submissions occur on Moodle, the online learning management system. Students are expected to have access to a computer and the internet for assignments, quizzes, online activities, and project submissions.

Evaluation of Student Learning

Evaluation of student learning includes both summative and formative assessments. Summative evaluations of students' theoretical, practical and professional skills are conducted through exams, practical assessments, course assignments and portfolios. Formative assessments allow instructors to provide students with feedback on their progress and learning needs. At the same time, students are given an opportunity to self/peer assess and demonstrate and reflect on their learning through portfolios.

Students must achieve a minimum **70%** in each course to receive the VCC Culinary Arts Management Diploma.

Attendance of classes is mandatory. Students earn hours through the program that can be used to meet the requirements for Workplace Training Hours of SkilledTradesBC's certification. Details on meeting attendance requirements are available in the Student Handbook.

Students who do not achieve a Satisfactory grade on attendance **and** safety/ sanitation (if required) **and** the 70% minimum required in a course will receive an 'F' grade for the course, and may not progress in the program based on individual course requirements and/or course pre-requisites and/or co-requisites.

Students who have opted to register as STBC apprentices, and pass all courses between CULI 1501-1510 and CULI 2500-2513, automatically receive work-based training hour credits towards Cook 1 and Cook 2 Trade Qualifications and are eligible to take STBC's theoretical and practical exams required for the SkilledTradesBC Certificate of Qualification.

Program Considerations

- Program activities require:
    - extended periods (5+ hours) of standing/walking on concrete floors/hard surfaces and involve continuous, repetitive hand, wrist, and arm movements.
    - precise hand-eye coordination and dexterity for handling kitchen tools and appliances, heat, steam and flames.
    - frequent lifting and moving of heavy equipment and products.

- Program environment involves regular exposure to:
    - loud hoods and cooling fans, cooking appliances, tools, and equipment vibrations, and everyday kitchen noises.
    - high temperatures from stoves, ovens, grills, and other commercial cooking equipment.
    - common food allergens, including but not limited to wheat, dairy, eggs, nuts, shellfish, and their by-products. Industry hygiene standards require handling and processing of these ingredients in shared kitchen environments.
    - sharp objects, open flames and chemicals including gas, oils, propane, and cleaning agents.

- Program tasks may involve high-pressure situations requiring quick decision-making, rapid processing of information, time-sensitive task completion, emergency response situations, and sustained focus.

- Travel to different locations may be required during the catering course.

Program Content Guide *4*

Courses

Term	Course #	Course Name	Credits
One	CULI 1501	Kitchen Orientation	5.0
	CULI 1502	Culinary Techniques	4.0
	CULI 1503	Garde Manger & Breakfast	4.0
	CULI 1504	Baking Techniques	4.0
		Total Credits per Term:	17.0
Two	CULI 1505	Butchery and Meat Cutting	4.0
	CULI 1506	Production Kitchen	4.0
	CULI 1510	Short Order and Cafe Service	5.0
		Total Credits per Term:	13.0
Three	CULI 1509	Catering	4.0
	CULI 1515	Global Cuisine Production Kitchen	4.0
	CULI 1528	Short Order Cafe 2	4.0
		Total Credits per Term:	12.0
Four	CULI 2500	Kitchen Management and Cost Controls	3.0
	CULI 2503	Restaurant Customer Service	2.0
	CULI 2505	Advanced Cookery	2.0
	CULI 2522	Nutrition and Dietary Alternatives	3.0
	CULI 2507	Advanced Baking	5.0
	CULI 2513	Restaurant Kitchen	4.5
		Total Credits per Term:	19.5
Five	CULI 2514	Molecular Cuisine	4.5
	CULI 2515	Chefs Table Gastronomy	4.0
	CULI 2512	Food Service Industry Experience	3.0
		Total Credits per Term:	11.5

Total Program Credits: 73.0

The following equivalencies will be applied for students who began the program prior to September 2022:

- CULI 1506 Production Kitchen is equivalent to CULI 1506 Cook Chill Production Kitchen
- CULI 1510 Short Order and Cafe Service is equivalent to CULI 1507 Flavour Principles & Menus + CULI 1508 Short Order Café
- CULI 2500 Kitchen Management & Cost Controls is equivalent to CULI 2501 Kitchen Management + CULI 2502 Purchasing & Receiving
- CULI 2513 Restaurant Kitchen is equivalent to CULI 2508 Restaurant Line Cooking + CULI 2509 Appetizers & Platters + CULI 2510 Advanced Butchery-Charcuterie

The following equivalencies will be applied for students who began the program prior to September 2025:

- CULI 2511 Modern Cuisine is equivalent to CULI 2514 Molecular Cuisine + CULI 2515 Chef's Table Gastronomy
- CULI 2521 Global Cuisine, Nutrition, and Dietary Alternatives is equivalent to CULI 2504 Nutritional Menu Development and CULI 2506 Global & Vegetarian Cuisine

The following equivalencies will be applied for students who began the program prior to September 2026:

- CULI 1515 Global Cuisine Production kitchen is equivalent to CULI 1526 Cook Chill Production Kitchen 2
- CULI 2522 Nutrition and Dietary Alternatives is equivalent to CULI 2521 Global Cuisine, Nutrition, and Dietary Alternatives.

This guide is intended as a general guideline only. The college reserves the right to make changes as appropriate.

Transcript of Achievement

The evaluation of learning outcomes for each student is prepared by the instructor and reported to the Student Records Department at the completion of semesters.

The transcript typically shows a letter grade for each course. The grade point equivalent for a course is obtained from letter grades as follows:

Grading Standard

Grade	Percentage	Description	Grade Point Equivalency
A+	96-100		4.33
A	91-95		4.00
A-	86-90		3.67
B+	81-85		3.33
B	76-80		3.00
B-	70-75	Minimum Pass	2.67
F	0-69	Failing Grade	0.00
S	70 or greater	Satisfactory – student has met and mastered a clearly defined body of skills and performances to required standards	N/A
U		Unsatisfactory – student has not met and mastered a clearly defined body of skills and performances to required standards	N/A
I		Incomplete	N/A
IP		Course in Progress	N/A
W		Withdrawal	N/A
Course Standings			
R		Audit. No Credit	N/A
EX		Exempt. Credit granted	N/A
TC		Transfer Credit	N/A

Grade Point Average (GPA)

1. The course grade points shall be calculated as the product of the course credit value and the grade value.

2. The GPA shall be calculated by dividing the total number of achieved course grade points by the total number of assigned course credit values. This cumulative GPA shall be determined and stated on the Transcript at the end of each Program level or semester.

3. Grades shall be assigned to repeated courses in the same manner as courses taken only once. For the purpose of GPA calculation of grades for repeated courses, they will be included in the calculation of the cumulative GPA.

VCC Education and Education Support Policies
There are a number of **Education** and **Education Support** policies that govern your educational experience at VCC, please familiarize yourself with them. The policies are located on the VCC website at:
http://www.vcc.ca/about/governance--policies/policies/

![VCC logo]

INFORMATION NOTE

PREPARED FOR: Board of Governors

DATE: September 24, 2025

ISSUE: **2025/26 Forecast to Budget**

2025/26 August Forecast to Budget Overview

As shown in **Table 4**, Vancouver Community College (VCC) is projecting a deficit of approximately $3.4 million for the 2025/26 fiscal year, based on four months of actual results and eight months of forecast.   Total revenue is forecasted at $172.3 million, which is $841K above budget ($171.4 million) but $14.1 million lower than the prior year ($186.4 million).   Within this, domestic tuition revenue is projected to exceed the original budget by $37,735, and international revenue is projected to exceed budget by $342K. **(Table 1, 2 and 3)**.

The School of Hospitality, Food Studies and Applied Business domestic tuition revenue is projected at $28,601 above budget; international tuition revenue is $19,987 above budget. While Project Management and Hospitality programs are expected to contribute $1.2 million in additional international tuition revenue, this increase is offset by reduction of $1.2 million in Accounting, Marketing, Culinary, and Business Management programs

The School of Trades, Technology and Design domestic tuition revenue is forecasted to be $6,995 below budget, with international tuition revenue projected at $197K below budget – largely attributable to a $161K reduction in Auto Collison and Auto Technician programs.

The School of Health and Science domestic tuition revenue is expected to be $226K below budge, primarily in Healthcare Assistant, Practical Nursing and Dental Tech programs. International tuition revenue is forecasted at $93K below budget, mostly from Dental Tech program.   The School of Arts and Sciences domestic tuition is forecasted at $24,539 below budget, while international tuition revenue is $380K above budget.   ECCE program domestic tuition is expected to be $68K below budget, but ECCE international tuition is $88K above budget, University Transfer (UT) programs are contributing $283K above budget.

Continuing Studies domestic tuition revenue is forecasted at $139K above budget from MDRT, Renal Dialysis programs, and international tuition revenue is $232K above budget from Cyber Security and IT Network programs. Centre for Education Excellence domestic tuition is projected to exceed $128K from Instructor Diploma program.

Total Expenses are forecasted to be $175.7 million, which is $4.3 million above budget ($171.4 million), and $10.4 million lower than the prior year ($186.2 million). The variance above budget is primarily attributable to higher salary and benefit expenses. These costs arise from the College's contractual obligations to provide continued compensation for employees during and following delayed workforce adjustments resulting from reduced international enrolment, as well as increased faculty sick leave and vacation accruals

The College is currently awaiting confirmation of September enrolments, which will provide better forecast on tuition revenue trends. Once finalized, the 2025/26 operating forecast will be updated and presented at the November Finance and Audit Committee meeting.

ATTACHMENTS: **APPENDIX A -** Table 1, 2 and 3: Summary – Forecast Revenue by School (Apr 2025 – Mar 2026)
Table 4 – Statement of Operations: 2025/26 Forecast with Four Months Actual (Ended July 31, 2025) and Eight Months Forecast

PREPARED BY: Jamie Choi, Executive Director FS & CFO

Summary – Forecast Revenue by School

Table 1:
Domestic Tuition Revenue by School – Forecast Compared to Budget and Prior Year

	Current Year 2025/26 Forecast (Apr 2025 - Mar 2026)	Current Year 2025/26 Budget (Apr 2025 - Mar 2026)	Variance (Forecast vs Budget)	Prior Year 2024/25 Actuals (Apr 2024 - Mar 2025)	Variance (Current Year Forecast vs Prior Year Actuals)
CENTRE FOR CONTINUING STUDIES	2,291,262	2,152,078	139,184	2,536,944	(245,682)
SCHOOL OF ARTS AND SCIENCES	2,082,801	2,107,340	(24,539)	1,839,715	243,086
SCHOOL OF HEALTH	4,799,615	5,026,235	(226,620)	4,519,218	280,397
SCHOOL OF HOSP, FOOD & BUSINESS	1,928,877	1,900,276	28,601	1,716,490	212,388
CENTER FOR EDUCATION EXCELLENCE	775,838	647,734	128,104	1,000,271	(224,432)
SCHOOL OF TRADES, TECH & DESIGN	3,067,665	3,074,660	(6,995)	3,085,450	(17,786)
	14,946,058	**14,908,323**	**37,735**	**14,698,088**	**247,971**

Table 2:
International Tuition Revenue by School – Forecast Compared to Budget and Prior Year

	Current Year 2025/26 Forecast (Apr 2025 - Mar 2026)	Current Year 2025/26 Budget (Apr 2025 - Mar 2026)	Variance (Forecast vs Budget)	Prior Year 2024/25 Actuals (Apr 2024 - Mar 2025)	Variance (Current Year Forecast vs Prior Year Actuals)
CENTRE FOR CONTINUING STUDIES	3,715,081	3,482,406	232,675	8,075,403	(4,360,323)
SCHOOL OF ARTS AND SCIENCES	4,543,929	4,163,663	380,266	3,840,483	703,445
SCHOOL OF HEALTH	2,691,518	2,784,881	(93,363)	2,333,317	358,201
SCHOOL OF HOSP, FOOD & BUSINESS	29,095,090	29,075,103	19,987	51,736,460	(22,641,370)
CENTER FOR EDUCATION EXCELLENCE	0	0	0	5,714	(5,714)
SCHOOL OF TRADES, TECH & DESIGN	10,898,478	11,095,984	(197,506)	12,873,848	(1,975,370)
	50,944,095	**50,602,037**	**342,058**	**78,865,226**	**(27,921,130)**

Table 3:

Combined Domestic and International Tuition Revenue by School - Forecast

	Current Year 2025/26 Forecast (Apr 2025 - Mar 2026)	Current Year 2025/26 Budget (Apr 2025 - Mar 2026)	Variance (Forecast vs Budget)	Prior Year 2024/25 Actuals (Apr 2024 - Mar 2025)	Variance (Current Year Forecast vs Prior Year Actuals)
CENTRE FOR CONTINUING STUDIES	6,006,342	5,634,484	371,858	10,612,347	(4,606,005)
SCHOOL OF ARTS AND SCIENCES	6,626,730	6,271,003	355,727	5,680,198	946,532
SCHOOL OF HEALTH	7,491,133	7,811,116	(319,983)	6,852,535	638,597
SCHOOL OF HOSP, FOOD & BUSINESS	31,023,967	30,975,379	48,588	53,452,950	(22,428,982)
CENTER FOR EDUCATION EXCELLENCE	775,838	647,734	128,104	1,005,984	(230,146)
SCHOOL OF TRADES, TECH & DESIGN	13,966,142	14,170,644	(204,502)	15,959,298	(1,993,155)
	65,890,154	**65,510,360**	**379,794**	**93,563,313**	**(27,673,159)**

2

Statement of Operations – Comparison to Budget and Prior Year
2025/26 Forecast with Four Months Actual (Ended July 31, 2025) and Eight Months Forecast
Table 4:

(In $ Thousands)	Current Year 2025/26 Forecast (4 + 8)	Current Year 2025/26 Budget	Forecast vs Budget	Comments	Prior Year 2024/25 Actuals	Current Year Forecast vs Prior Year Actuals
Province of B.C. Grants & Contributions	81,008	80,723	284	Includes BC Gov't Grants & Contributions. Additional Tech Funding $274K received	58,742	22,266
Tuition and student fees	69,683	69,451	232	Table 1, 2 & 3	98,424	(28,741)
Other Grants & Contract Services	696	626	70		7,047	(6,352)
Sales of goods and services	5,481	5,501	(20)		5,954	(474)
Miscellaneous income	3,113	3,177	(64)		3,347	(234)
Donation income (Foundation Related)	980	800	180		962	18
Amortization of deferred capital contribution	7,690	7,339	351	Increased due to addition of restricted capital	7,405	285
Interest income	3,656	3,848	(191)	Decreased due to reduced cash balance	4,594	(937)
REVENUES	**172,306**	**171,464**	**841**		**186,474**	**(14,169)**
SALARY AND BENEFIT EXPENSES	**126,682**	**122,431**	**(4,251)**	Salary and benefit costs increased due to the college's contractual obligations to provide continued compensation for employees during /following delayed workforce adjustments $2.8 M; faculty sick leave and associated benefit costs increased $380K; Vacation accrual increase $718K.	**134,416**	**7,734**
Supplies and general expenses	14,183	14,139	(43)		14,903	720
Bursary/Scholarship	980	800	(180)		962	(18)
Professional fees	12,388	12,335	(52)		14,570	2,183
Building and telecom	7,971	8,053	82		8,118	148
Cost of Goods Sold	3,474	3,601	127		3,630	156
Depreciation Expense	10,119	10,104	(15)		9,683	(435)
OPERATING EXPENSES	**49,114**	**49,033**	**(82)**		**51,866**	**2,752**
TOTAL EXPENSES	**175,796**	**171,464**	**(4,333)**		**186,283**	**10,486**
NET SURPLUS (DEFICIT)	**(3,491)**		**(3,491)**		**192**	**(3,683)**

3

DECISION NOTE

PREPARED FOR: Board of Governors

DATE: September 24, 2025

ISSUE: **RECOMMENDATION FOR APPROVAL:**
2% increase in domestic tuition and mandatory fees

BACKGROUND:

The Ministry of Post-Secondary Education and Future Skills (PSFS) has placed the 2% limit on domestic tuition and mandatory fee increases for existing programs and services and the increases are on an ongoing basis. Upon Board Approval, this will now enable VCC to open registration for 2026/27 programs, which result in better service for our students.

The Government of British Columbia's Tuition Limit Policy applies to all domestic programs and courses.

The annual operating cost has consistently risen by over 2% in recent years. In order to address financial challenges and ensure ongoing financial stability, VCC proposes a 2% domestic tuition and mandatory fee increase for the 2026/27 academic year.   While this 2% increase may not fully cover all the rising costs and inflation, it will help mitigate increased cost of operations.

DISCUSSION:

Domestic Tuition and Mandatory Fees

- Increasing domestic tuition by 2%
- Increasing the mandatory fees by 2%

RECOMMENDED MOTION:

THAT, on the recommendation of the Finance and Audit Committee, the Board of Governors approve the implementation of a 2% increase in domestic tuition and mandatory fees, effective August 1, 2026.

PREPARED BY: Jamie Choi, Executive Director, FS & CFO

ADDITIONAL RESOURCES: VCC Policy (310) Tuition & Fees
B.C. Government: Tuition Limit Policy

VCC

DECISION NOTE

PREPARED FOR: Board of Governors

DATE: September 24, 2025

ISSUE: **RECOMMENDATION FOR APPROVAL:**
2-5% increase in international tuition and mandatory fees

BACKGROUND:

The Government of British Columbia's Tuition Limit Policy does not apply to international programs and courses.

VCC's annual operating costs have consistently increased by more than 2% in recent years. To support the institution's financial stability and sustainability, while providing international students with consistency and predictability in tuition, VCC implemented a 2% increase in international tuition fees last year.

VCC has consistently aimed for reasonable tuition increases in the international tuition category. Therefore, we propose a 2% increase in international tuition and mandatory fees for all programs for the 2026/27 academic year. While this 2% increase may not fully cover all the rising costs and inflation, it will help mitigate increased cost operations.

Additionally, we recommend up to 5% increase for the 2027/28 fiscal year to adhere to the Provincial Government's international tuition fee transparency guidelines. Most international students at VCC are enrolled in two-year programs, so this will enable students to determine the total tuition fee for the entire duration of their program. The Ministry has confirmed that providing a range of increase is acceptable.

International Tuition and Mandatory Fees

- Increasing international tuition by 2% for the 2026/27 academic year
- Increasing the mandatory fees by 2% for the 2026/27 academic year
- Increasing international tuition up to 5% for the 2027/28 academic year
- Increasing the mandatory fees up to 5% for the 2027/28 academic year

RECOMMENDED MOTION:

THAT, on the recommendation of the Finance and Audit Committee, the Board of Governors approve the implementation of a 2% increase, effective August 1, 2026 and up to 5% increase in international tuition and mandatory fees, effective August 1, 2027.

PREPARED BY: Jamie Choi, Executive Director, FS & CFO

ADDITIONAL RESOURCES: VCC Policy (310) Tuition & Fees
B.C. Government Tuition Limit Policy
B.C. Government Public Post-Secondary International Student Enrolment Guidelines

DECISION NOTE

PREPARED FOR: Board of Governors

DATE: September 24, 2025

ISSUE: **RECOMMENDATON FOR APPROVAL:**
                       TUITION: REVISED Dental Hygiene Diploma

BACKGROUND:

VCC submitted a Health Education Program Review (CIP 51) to Ministry of Post-Secondary and Future Skill (PSFS) in April 2024 for the Dental Hygiene Diploma program. On September 17, 2024, the Ministry confirmed that the program had been substantially revised and that VCC may establish a new level of tuition and mandatory fees as outlined in the submission.

As part of VCC's internal governance process, a decision note was presented to the Senior Team ahead of the Board of Governors' Finance and Audit Committee. At that time, the Senior Team did not approve the proposal due to the projected operating deficit.

Following this decision, the Department undertook a review of the curriculum. The program content was maintained, but clinic hours were reduced to better align with other post-secondary institutions (PSIs) across British Columbia. This adjustment lowered faculty full-time equivalent (FTE) requirements and, as a result, significantly reduced the projected deficit.

Dental Hygiene is one of VCC's highest-cost programs to deliver, primarily due to the small student-to-faculty ratios in clinical courses necessary to meet health and safety requirements and accreditation standards.

Comparative Clinic Hours Across BC PSIs:

	VCC – proposed in Sep 2024	VCC – NEW proposed for Sep 2026	Camosun College	Vancouver Island University	College of New Caledonia
Clinic Hours	1,006	809	843	780	642

Summary of program changes:

	Current	Proposed Sept 2026	Notes
Program Credits	124 credits (billed at 80 credits)	79 credits	Reduction of 45 credits (billed at 79 credits) in line with other BC PSIs
Program Hours	2,586 hours	1,665 hours	Reduction of 921 instructional hours
Program Length	2 years (20 months)	2 years (16 months)	Reduction of 16 weeks of instruction consistent with other BC PSIs

VCC Dental Hygiene tuition and other fees:

	Current (2025/26)	Proposed for Sept 2026
Domestic Tuition	$20,870	$25,740 (based on 2025/26 tuition band)
International Tuition	N/A	$56,642 (based on 2025/26 tuition band)
Other Fees:		
Student Union Fees	$283	$283
College Initiative Fee	$236	$236
Material Fee	$280	$500
Campus Resource Fee	$418	$418
Laundry Fee	$722	$722
Tools (deposit)	$30	$30
Uniform (deposit)	$30	$30
Application Fee	$36	$36
Medical & Dental	$570	$570
U-Pass	$893	$893
Graduation Fee	$45	$45
Total Domestic Tuition & Fees	**$24,413**	**$29,503**
Additional: Student kits, textbooks	~$12,000	~$12,000

Tuition Comparison of Dental Hygiene programs across BC PSIs as of April 2025:

	Camosun College	CNC	VCC – Current	UBC	VIU
Accreditation	Accredited to 2026	Accredited to 2029	Accredited to 2029	Accredited	Accredited
Duration	32 weeks per year x 2 year	32 weeks per year x 2	42 weeks/year x 2	30 weeks/year x 4	30 weeks/year x 2
Tuition: Domestic International	Dom: $18,643 Int: $62,040	Dom: $24,234 Int: $45,450	Dom: $20,860 Int: N/A	Dom: $20,085 Int: N/A	Dom: 19,501 Int: 62,406

DISCUSSION:

The demand for dental hygienists has grown significantly in recent years, with VCC receiving over 300 applications in 2025 for only 22 available seats. This demand is expected to rise further with the Federal Government's Canada Dental Care Plan, which aims to reduce financial barriers to oral health care for eligible Canadians. VCC graduates are highly sought after in the industry. According to the BC Student Outcomes survey (2018–2022): 99% of respondents were active in the labour force; 70% were employed full time; and 97% held permanent positions.

Labour market pressures are also evident in compensation trends, with recent postings across the Lower Mainland showing wage rates of $55–$65 per hour, reflecting both the competitiveness of the sector and the current shortage of dental hygienists.

The program itself holds a unique place in BC's educational landscape: it was the first Dental Hygiene program in the province, originally offered at UBC before transferring to VCC around 1987, when UBC discontinued certificates and diplomas.

At present, VCC's Dental Hygiene program operates with an annual net deficit of approximately $1.7 Million. The substantially revised curriculum, proposed for implementation in September 2026, is projected to reduce this deficit by $645K to $1 Million. The revisions improve financial sustainability, bring instructional hours and tuition into closer alignment with sector comparators, and preserve program integrity in terms of content, credits, and accreditation requirements.

OPTIONS:

OPTION 1: Status Quo.
Implications: Maintain the current Dental Hygiene program without changes. While this preserves program quality and accreditation standards, it continues to run at a $1.7 Million annual deficit, creating significant financial pressure on VCC.

OPTION 2: Implement revised curriculum with tuition increased to $25,740 and material fees of $500
Implications: Implement the revised program for September 2026, reducing clinic hours and faculty FTE. This lowers the deficit to $1 Million (from $1.7 Million), keeps tuition competitive, aligns with sector comparators, and maintains program integrity while improving financial sustainability.

Senior Team has approved Option 2 increase domestic tuition to $25,740 and international tuition $56,642 and material fees of $500 for recommendation to the Finance and Audit Committee.

RECOMMENDATION:

THAT, on the recommendation of the Finance and Audit Committee, for the revised Dental Hygiene Diploma, the Board of Governors approve the following tuition, effective September 1, 2026:

        Domestic: $25,740 ($325.81/credit based on 2025/26 tuition band)
        International: $56,642 ($716.99/credit based on 2025/26 tuition band)
        Material fee: $500

ATTACHMENTS: Appendix A: Program costing Dental Hygiene Diploma

PREPARED BY: Mandy Hayre, Interim Dean School of Health Sciences

Vancouver Community College

Program Name: Dental Hygiene Diploma

Effective Date Sep 2026	Current	Proposal 1
Scenarios	Current curriculum with 22 students	New curriculum
Tuition per credit per student - International	$563.55	$716.99
Tuition per student - International	$45,084.00	$56,642.21
Tuition per credit per student - Domestic	$260.87	$325.81
Tuition per student - Domestic	$20,869.60	$25,738.99
No. of Intakes	1	1
No. of students per intake - Domestic (projected)	22	20
No. of students per intake - International (proj)	0	0
Total students (with X FTE attrition) - Domestic	20	18
Total students (with X FTE attrition) - International	0	0
Duration - instructor months	76	49
Program Duration (months)	20	16
Duration - instructional programming days	1512	988
Other days	0	13
Department head release days	90	90
Duty days per year	180	160
Instructor FTE required per intake	8.90	6.82
Number of credits	124.0	79.0
Billing hours	80.0	
Support Staff FTE	3.30	2.00
Operational costs	101,500	101,500
Block fund per student FTE	$13,353	$13,353

Revenue

Projected Tuition revenue -Domestic	$ 438,262	$ 489,367
Projected Tuition revenue - International	$ -	$ -
Projected Tuition revenue -Other Fees	$ 42,571	$ 40,314
Block/Other funding	$ 534,120	$ 480,708
Total revenue (projected)	**$ 1,014,953**	**$ 1,010,389**

Instructor

Salary (step 1)	$ 1,034,698	$ 792,582
Benefits (28%)	$ 289,715	$ 221,923
Total instructor costs	**$ 1,324,413**	**$ 1,014,505**

Support Staff

Salary (Step 5)	$ 223,102	$ 145,132
Benefits (30.5%)	$ 68,046	$ 44,265
Total support staff costs	**$ 291,148**	**$ 189,398**
Total labour cost	**$ 1,615,561**	**$ 1,203,903**

Operational costs

Operational Expenses	$ 101,500	$ 101,500
Curriculum Renewal	$ -	$ -
Intl Student Agency Fees	$ -	$ -
Total operational costs	**$ 101,500**	**$ 101,500**

Indirect student support

Indirect student support	$ 1,030,237	$ 783,242
Total indirect student support	**$ 1,030,237**	**$ 783,242**
Total expenditures	**$ 2,747,298**	**$ 2,088,645**
Net contribution to VCC overhead / (Deficit)	**$ (1,732,345)**	**$ (1,078,256)**

Gross margin breakeven tuition per student	*85854*	*72523*
Minimum number of students (intl) to cover gross margin	*-16*	*-5*
Minimum number of students (intl) to cover direct + indirect (no Dom)	*38*	*23*
Minimum number of students (intl) to cover all costs (no Dom)	*61*	*37*

DECISION NOTE

PREPARED FOR: Board of Governors

DATE: September 24, 2025

ISSUE: **RECOMMENDATON FOR APPROVAL:**
TUITION: Revised Certified Dental Assisting (CDA) 3 courses: Directed Studies ; CDA Refresher; Radiography

BACKGROUND:

The Certified Dental Assisting (CDA) Department has historically offered three courses:

1. The Directed Studies course (established in 2006) typically taken by international graduates who are unsuccessful on one or more skills on the national clinical board exam. This course allows them to learn and practice the clinical aspect of the skill(s) needed.

2. The CDA Refresher course (established in 2011) that is taken by previously licenced Certified Dental Assistants who have let their license lapse and want to be relicensed by the regulator (College of Oral Health Professionals of BC).

3. The Radiography course, which transitioned from Continuing Studies to the CDA Department in 2014. This course allows dental receptionists or other unlicensed individuals to take radiographs (x-rays) on patients upon completion of this course. These courses were originally designed to meet industry needs on a cost-recovery basis. Tuition rates, however, have not been reviewed in several years.

DISCUSSION:

In July 2025, a comprehensive review of the full cost of delivering these courses was completed. Following this review, the Department was advised to pause new intakes until program costing was finalized, and tuition adjustments were made to ensure financial sustainability.

Demand for these courses remains strong, particularly for the Radiography and CDA Refresher courses, which are most often employer-funded (by dentists). Given the current shortage of Certified Dental Assistants, employers are willing to cover these relatively modest costs to secure qualified staff. The Directed Studies course, meanwhile, primarily serves international applicants who were unsuccessful in passing the clinical board exam. Importantly, no other comparable programs are available in the Greater Vancouver Area, and the proposed tuition structure will allow the Department to generate modest revenue. Moving forward, tuition will be reviewed annually and adjusted as required.

Proposed tuition effective October 1, 2025:

Courses	Current Tuition	Proposed Tuition
Directed Studies course: • Domestic • International	$558 $1,532	$1,500 $2,500
CDA Refresher: • Domestic	$3,242	$7,500
Radiography course: • Domestic • International	$2,231 -	$6,000 $8,000

Currently, all three courses are offered as zero-credit. Plans are underway to transition the Radiography course into a 4-credit course, enabling students to apply transfer credits toward the base-funded Certified Dental Assisting program. To support this, David Wells, VP Academic, has confirmed the introduction of an additional tuition band set at $1,500 per credit.

On September 2, 2025, the Senior Team approved the proposed tuition fees for the Directed Studies course; CDA Refresher course; Radiography course, for recommendation to the Finance and Audit Committee.

RECOMMENDATION:

THAT, on the recommendation of the Finance and Audit Committee, the Board of Governors the approval of the following tuition, effective October 1, 2025.

Directed Studies course:
Domestic $1,500
International $2,500

CDA Refresher:
Domestic $7,500
International   N/A

Radiography course:
Domestic $6,000
International $8,000

ATTACHMENTS: Appendix A: Program costing Directed Studies course
                        Appendix B: Program costing CDA Refresher course
                        Appendix C: Program costing Radiography course

PREPARED BY: Mandy Hayre, Interim Dean School of Health Sciences

Vancouver Community College

Program Name Directed Studies DAST 1600

Effective Date October 1, 2025	Current	Proposal 1
Scenarios	**Status quo**	**Increased tuition**
Tuition per billing hours per student - International	**$1,532.02**	**$2,500.00**
Tuition per student - International	**$1,532.02**	**$2,500.00**
Tuition per billing hours per student - Domestic	**$558.08**	**$1,500.00**
Tuition per student - Domestic	**$558.08**	**$1,500.00**
No. of Intakes	10	10
No. of students per intake - Domestic (projected)	8	8
No. of students per intake - International (proj)	2	2
Total students (with X FTE attrition) - Domestic	80	80
Total students (with X FTE attrition) - International	20	20
Duration - instructor months	5	5
Program Duration (months)	0	0
Duration - instructional programming days	92	92
Other days	0	0
Department head release days	0	0
Duty days per year	180	180
Instructor FTE required per intake	0.51	0.51
Number of billing hours	1	1
Support Staff FTE	0.10	0.10
Operational costs	8,000	8,000

Revenue

Projected Tuition revenue -Domestic	$ 44,646	$ 120,000
Projected Tuition revenue - International	$ 30,640	$ 50,000
Projected Tuition revenue -Other Fees	$ 11,753	$ 13,454
Total revenue (projected)	**$ 87,040**	**$ 183,454**

Instructor

Salary (step 1)	$ 59,489	$ 59,489
Benefits (28%)	$ 16,657	$ 16,657
Total instructor costs	**$ 76,146**	**$ 76,146**

Support Staff

Salary (Step 5)	$ 7,257	$ 7,257
Benefits (30.5%)	$ 2,213	$ 2,213
Total support staff costs	**$ 9,470**	**$ 9,470**
Total labour cost	**$ 85,616**	**$ 85,616**

Operational costs

Operational Expenses	$ 8,000	$ 8,000
Capital/Technology/Equipment	$ -	$ -
Curriculum Renewal	$ -	$ -
Intl Student Agency Fees	$ 4,596	$ 7,500
Total operational costs	**$ 12,596**	**$ 15,500**

Indirect student support

Indirect student support	$ 58,927	$ 60,669
Total indirect student support	**$ 58,927**	**$ 60,669**
Total expenditures	**$ 157,139**	**$ 161,785**

Gross margin breakeven tuition per student	983.00	1012
Minimum number of students (intl) to cover gross margin	7.29	33
Minimum number of students (intl) to cover direct + indirect (no Dom)	64.11	40
Minimum number of students (intl) to cover all costs (no Dom)	102.57	65

Vancouver Community College

Program Name CDA Refresher course (DENT 1500)

	Current	Proposal 1
Effective Date October 1, 2025		
Scenarios	**Status quo**	**Increase tuition**
Tuition per billing hours per student - Domestic	**$3,242.00**	**$7,500.00**
Tuition per student - Domestic	**$3,242.00**	**$7,500.00**
No. of Intakes	1	1
No. of students per intake - Domestic (projected)	8	8
No. of students per intake - International (proj)	0	0
Total students (with X FTE attrition) - Domestic	8	8
Total students (with X FTE attrition) - International	0	0
Duration - instructor months	1	1
Program Duration (months)	0	0
Duration - instructional programming days	22	22
Other days	2	2
Department head release days	0	0
Duty days per year	180	180
Instructor FTE required per intake	0.13	0.13
Number of billing hours	1	1
Support Staff FTE	0.03	0.03
Operational costs	6,000	6,000

Revenue

Projected Tuition revenue -Domestic	$	25,936	$	60,000
Projected Tuition revenue - International	$	-	$	-
Projected Tuition revenue -Other Fees	$	1,188	$	1,869
Total revenue (projected)	**$**	**27,124**	**$**	**61,869**

Instructor

Salary (step 1)	$	15,297	$	15,297
Benefits (28%)	$	4,283	$	4,283
Total instructor costs	**$**	**19,580**	**$**	**19,580**

Support Staff

Salary (Step 5)	$	2,177	$	2,177
Benefits (30.5%)	$	664	$	664
Total support staff costs	**$**	**2,841**	**$**	**2,841**
Total labour cost	**$**	**22,421**	**$**	**22,421**

Operational costs

Operational Expenses	$	6,000	$	6,000
Capital/Technology/Equipment	$	-	$	-
Curriculum Renewal	$	-	$	-
Intl Student Agency Fees	$	-	$	-
Total operational costs	**$**	**6,000**	**$**	**6,000**

Indirect student support

Indirect student support	$	17,053	$	17,053
Total indirect student support	**$**	**17,053**	**$**	**17,053**
Total expenditures	**$**	**45,474**	**$**	**45,474**

Gross margin breakeven tuition per student	*3,553.00*	*3553*
Minimum number of students (intl) to cover gross margin	*#DIV/0!*	*#DIV/0!*
Minimum number of students (intl) to cover direct + indirect (no Dom)	*#DIV/0!*	*#DIV/0!*
Minimum number of students (intl) to cover all costs (no Dom)	*#DIV/0!*	*#DIV/0!*

Vancouver Community College

Program Name Radiography Module

Effective Date October 1, 2025

	Current	Proposal 1
Scenarios	**Status quo**	**Increased tuition**
Tuition per credit per student - International	**$0.00**	**$8,000.00**
Tuition per student - International	**$0.00**	**$8,000.00**
Tuition per billing hours per student - Domestic	**$2,231.00**	**$6,000.00**
Tuition per student - Domestic	**$2,231.00**	**$6,000.00**
No. of Intakes	3	3
No. of students per intake - Domestic (projected)	12	12
No. of students per intake - International (proj)	0	0
Total students (with X FTE attrition) - Domestic	36	36
Total students (with X FTE attrition) - International	0	0
Duration - instructor months	5	5
Program Duration (months)	3	3
Duration - instructional programming days	106	106
Other days	0	0
Department head release days	0	0
Duty days per year	180	180
Instructor FTE required per intake	0.59	0.59
Billing hours	1	1
Support Staff FTE	0.10	0.10
Operational costs	8,000	8,000

Revenue

Projected Tuition revenue -Domestic	$	80,316	$	216,000
Projected Tuition revenue - International	$	-	$	-
Projected Tuition revenue -Other Fees	$	4,618	$	7,331
Total revenue (projected)	**$**	**84,934**	**$**	**223,331**

Instructor

Salary (step 1)	$	68,327	$	68,327
Benefits (28%)	$	19,132	$	19,132
Total instructor costs	**$**	**87,459**	**$**	**87,459**

Support Staff

Salary (Step 5)	$	7,257	$	7,257
Benefits (30.5%)	$	2,213	$	2,213
Total support staff costs	**$**	**9,470**	**$**	**9,470**
Total labour cost	**$**	**96,929**	**$**	**96,929**

Operational costs

Operational Expenses	$	8,000	$	8,000
Capital/Technology/Equipment	$	-	$	-
Curriculum Renewal	$	-	$	-
Intl Student Agency Fees	$	-	$	-
Total operational costs	**$**	**8,000**	**$**	**8,000**

Indirect student support

Indirect student support	$	62,957	$	62,957
Total indirect student support	**$**	**62,957**	**$**	**62,957**
Total expenditures	**$**	**167,886**	**$**	**167,886**
Net contribution to VCC overhead / (Deficit)	**$**	**(82,952)**	**$**	**55,446**

	Status quo	Proposal 1
Gross margin breakeven tuition per student	*2,915.00*	*2915*
Minimum number of students (intl) to cover gross margin	*#DIV/0!*	*15*
Minimum number of students (intl) to cover direct + indirect (no Dom)	*#DIV/0!*	*13*
Minimum number of students (intl) to cover all costs (no Dom)	*#DIV/0!*	*21*

DECISION NOTE

PREPARED FOR: Board of Governors

DATE: September 24, 2025

ISSUE:

RECOMMENDATION FOR APPROVAL: TUITION: Virtual Environment and Simulation Design Diploma - Domestic and International

BACKGROUND:

Vancouver Community College proposes to deliver a new Virtual Environment and Simulation Design Diploma. This 16-month (4 term) program prepares graduates to create content for virtual environments, simulations, extended reality (XR), and interactive digital experiences. The program will be housed in the School of Trades, Technology and Design, addressing significant labour market demand in the technology sector. According to the 2023 BC Labour Market Outlook, 116,900 job openings are projected in Science, Technology, Engineering and Mathematics (STEM) occupations, with strong growth in the technology sector at 2.5% annual employment growth.

DISCUSSION:

The proposed program requires Composition 12 with a minimum 'C-' grade and Workplace Math 10 with a minimum 'C-' grade or equivalent for admission. The program aligns with CIP code 11.0804, which is on the PWGP eligible list. Graduates will be prepared for careers such as Virtual Environment Designer, 3D Asset Creator, XR Developer, Simulation Designer, Interactive Experience Developer, Technical Artist, and Virtual Production Specialist.

The majority of the software utilized in this program is licenced for free to full time students, once exception to this is the Adobe Creative Suite. For this reason, it is responsible to include a mandatory $250 technology fee for the program duration. Students benefit from this pricing, as VCC leverages its ability to obtain the software at a competitive rate while Adobe's retail pricing per student online is $45.99/month

VCC plans to launch the program in September 2026 with one annual intake of 24 students per cohort.

RECOMMENDATION:

THAT, on the recommendation of the Finance and Audit Committee, for the new Virtual Environment and Simulation Design Diploma program, the Board of Governors approve the following tuition, effective September 1, 2026:

$17,209.80	Domestic
$43,019.40	International
$250	Mandatory technology fee

PREPARED BY: Brett Griffiths, Dean, School of Trades, Technology and Design

ATTACHMENT: Appendix A - Program Costing

APPENDIX A

Vancouver Community College

Program Name Virtual Environment and Simulation Design

Effective Date Sept 1 2026	Proposal 1
	Proposed
Scenarios	
Tuition per credit per student - International	$716.99
Tuition per student - International	$43,019.40
Tuition per credit per student - Domestic	$286.83
Tuition per student - Domestic	$17,209.80
No. of Intakes	1
No. of students per intake - Domestic (projected)	4
No. of students per intake - International (proj)	20
Total students (with X FTE attrition) - Domestic	2
Total students (with X FTE attrition) - International	18
Duration - instructor months	7
Program Duration (months)	16
Duration - instructional programming days	134
Other days	0
Department head release days	90
Duty days per year	160
Instructor FTE required per intake	1.40
Number of credits	60
Support Staff FTE	1.00
Operational costs	10,000

Revenue

Projected Tuition revenue -Domestic	$	51,629
Projected Tuition revenue - International	$	817,369
Projected Tuition revenue -Other Fees	$	16,490
Total revenue (projected)	**$**	**885,488**

Instructor

Salary (step 1)	$	163,052
Benefits (28%)	$	45,655
Total instructor costs	**$**	**208,707**

Support Staff

Salary (Step 5)	$	72,566
Benefits (30.5%)	$	22,133
Total support staff costs	**$**	**94,699**
Total labour cost	**$**	**303,405**

Operational costs

Operational Expenses	$	10,000
Intl Student Agency Fees	$	122,605
Total operational costs	**$**	**132,605**

Indirect student support

Indirect student support	$	261,606
Total indirect student support	**$**	**261,606**
Total expenditures	**$**	**697,617**
Net contribution to VCC overhead / (Deficit)	**$**	**187,870**

Gross margin breakeven tuition per student	*21801*
Minimum number of students (intl) to cover gross margin	*10*
Minimum number of students (intl) to cover direct + indirect (no Dom)	*10*
Minimum number of students (intl) to cover all costs (no Dom)	*16*

DECISION NOTE

Date: September 24, 2025

PREPARED FOR: Board of Governors

ISSUE: **RECOMMENDATION FOR APPROVAL:**

TUITION: New Construction Electrician Foundation Program - Domestic

Background:

The School of Trades, Technology and Design has developed a 720 hour Construction Electrician Foundation program to meet the evolving needs of the province's construction and energy sectors. There is a consistent demand for skilled electricians in British Columbia, driven by new construction projects, infrastructure upgrades, and the growing green energy sector. Projections indicate a need for thousands of new electricians in Canada over the next decade.

This program is designed to provide students with the foundational knowledge and practical skills required for entry-level employment in the electrical trade. By offering a direct pathway into the industry, the Construction Electrician Foundation program will enhance student access and success, aligning with VCC's mandate to provide accessible job training that is well-connected with industry needs.

Discussion:

In recommending a new tuition for this program, a competitive analysis was conducted to review the pricing of similar foundation-level electrician programs at other public post-secondary institutions in British Columbia. The proposed VCC tuition rates are competitive within the marketplace, ensuring the program is an attractive option for prospective students.

The following table summarizes the findings:

Institution	Program	Program Hours	Estimated Tuition & Fees
British Columbia Institute of Technology (BCIT)	Electrical Foundation (2023-2024)	720	$4,287.43
Okanagan College	Electrical Pre-Apprenticeship (2025-2026)	720	$4,035.00
Kwantlen Polytechnic University (KPU)	Electrical Foundation (Pre-Apprenticeship)	720	$3,839.02
Camosun College	Electrical Foundation Certificate	720	$2,724.00
EJTC (private) Vancouver	Electrical Foundation	720	$6,982.50

Note: Costs are based on the most recent publicly available data and include mandatory ancillary/student fees for domestic students. They do not include additional expenses like books or tools unless specified.

The proposed tuition of $9242.63 delivers stronger financial outcomes for the College, ensuring the program remains sustainable over the long term while addressing equipment requirements.

RECOMMENDATION:

THAT, on the recommendation of the Finance and Audit Committee, for the new Construction Electrician Foundation program, the Board of Governors approve the following tuition, effective January 1, 2026:

$9242.63 Domestic

ATTACHMENTS: Appendix A: Program Costing

PREPARED   BY: Brett Griffiths, Dean, School of Trades, Tech & Design

APPENDIX A

Vancouver Community College

Program Name Construction Electrician Foundation

Effective Date Jan 2026	Proposal 1
	W/O STBC
Scenarios	
Tuition per credit per student - International	**$0.00**
Tuition per student - International	**$0.00**
Tuition per credit per student - Domestic	**$246.47**
Tuition per student - Domestic	**$9,242.63**
No. of Intakes	2
No. of students per intake - Domestic (projected)	24
Total students (with X FTE attrition) - Domestic	48
Duration - instructor months	12
Program Duration (months)	5
Duration - instructional programming days	240
Duty days per year	180
Instructor FTE required per intake	1.58
Number of credits	38
Support Staff FTE	0.00
Operational costs	2,000

Revenue

Projected Tuition revenue -Domestic	$	443,646
Projected Tuition revenue -Other Fees	$	18,057
Block/Other funding	$	-
Total revenue (projected)	**$**	**461,703**

Instructor

Salary (step 1)	$	184,075
Benefits (28%)	$	51,541
Total instructor costs	**$**	**235,617**

Support Staff

Salary (Step 5)	$	-
Benefits (30.5%)	$	-
Total support staff costs	**$**	**-**
Total labour cost	**$**	**235,617**

Operational costs

Operational Expenses	$	2,000
Capital/Technology/Equipment	$	-
Curriculum Renewal	$	18,000
Intl Student Agency Fees	$	-
Total operational costs	**$**	**20,000**

Indirect student support

Indirect student support	$	153,370
Total indirect student support	**$**	**153,370**
Total expenditures	**$**	**408,986**
Net contribution to VCC overhead / (Deficit)	**$**	**52,716**

Gross margin breakeven tuition per student	*4951*

VCC

DECISION NOTE

PREPARED FOR: Board of Governors

DATE: September 24, 2025

ISSUE: **RECOMMENDATION FOR APPROVAL:**
REVISED: Academic Year (402) Policy and Procedures

BACKGROUND:
The policy was last reviewed in 2020. The Academic Year identifies the key dates for academic programming at VCC, including public holidays and College closures, term dates, and grade submission deadlines. A separate policy, Academic Schedule (401), outlines the process for creating specific course schedules.

The Registrar's Office is proposing smaller updates to the Academic Year policy focused on clarifying language and ensuring alignment with current practices. Edits were made to clarify that the policy applies to academic programming/delivery, not to overall College operations.

In addition, changes were made to provide flexibility around final exam periods, since they may not apply to all courses. The summer term start was changed from "first business day in May" to "first Monday in May."

DISCUSSION:
Les Apouchtine, Deputy Registrar, presented drafts to Education Policy Committee at its June 4, 2025 meeting. It was confirmed that the policy and procedures apply to all programming at the College, including Continuing Studies.

The policy was posted for College feedback from June 5 to July 11, 2025. Only one comment was received, suggesting an editorial update of Industry Training Authority to SkilledTradesBC.

Education Policy Committee reviewed the policy and procedures again at its September 3, 2025 meeting and unanimously recommended them for approval.

Registrar Dave McMullen clarified that while the policy provides a framework, exceptions can be made in consultation with the Registrar's Office. Individual program or course start dates may be adjusted based on unique department and delivery needs.

Academic year dates are posted on the VCC website.

Education Council unanimously recommended the revised policy and procedures for approval at its meeting on September 9, 2025, and subsequently presented them to the Governance Committee, which approved them on September 15, 2025.

RECOMMENDATION:
THAT, on the recommendation of Governance Committee, the Board of Governors approve the revised Academic Year (402) policy and procedures.

PREPARED BY: Louise Dannhauer, Chair, Education Policy Committee

Academic Year

CLEAN DRAFT

Policy Type
Academic

Policy Name
Academic Year

Policy Number
402

Effective Date - Policy
TBD

Effective Date - Procedures
TBD

Last Full Review Date
February 25, 2015

Next Scheduled Review Date
November 2025

Approval Body
Board of Governors with Education Council Advice

Policy Sponsor
Vice President Academic & Applied Research

Review Body
Education Policy Committee

Responsible Authority
Registrar's Office

Policy

Context and Purpose

The purpose of this policy is the establishment of the Academic Year. The Academic Year identifies the key dates for Vancouver Community College's (VCC; the College) academic programming.

The Academic Year is published well in advance to ensure students have predictability in their academic lives so they can plan ahead and take advantage of educational opportunities. This also enables College operations to schedule in advance to improve overall service to students.

Scope and Limits

This policy applies to all programs, and courses offered at VCC.

Policy Principles

1. The Academic Year is based on standard practice in post-secondary education, along with input from the Students' Union of VCC, operational units, and Deans. Other factors include, but are not limited to:
   a. Impact on students
   b. Transfer arrangements, if any
   c. Sufficient notice time
   d. Facility impact
   e. Student FTE impact
   f. Grade submission impact
   g. External constraint implications (such as SkilledTradesBC requirements, external examination dates, availability of practicum placements and external funding requirements)
2. The College operates on a September to August, 12-month academic year.
3. Important dates are provided to students with as much advance notice as possible, so they are able to plan their lives around their education at VCC.
4. The start and end dates for all programs and courses will be established in advance of the student registration process.
5. Dates relating to the Academic Year will be communicated via the College website.

Procedures

All Procedures

1. The Registrar's Office is responsible for preparing Academic Year information.
2. The Registrar's Office is responsible for setting the first and last date of the Academic Year, as well as the first and last date of each term.
3. The Academic Year has three (3) terms:
   a. The Fall Term normally starts on the first business day following the Labour Day weekend.
   b. The Winter Term normally starts on the first business day of the first full week after New Year's Day.
   c. The Spring/Summer Term normally starts on the first Monday in May.
4. Each term is 16 weeks long, inclusive of any exam period, as applicable based on the course.
5. The Academic Year includes, among others, all dates with regard to:
   a. Program and course start and end dates
   b. Final examination dates, if applicable

    c. Known College closure dates, as well as any breaks unique to a program or course

    d. Grade Submission Deadline

6. Dates for programs and courses approved after the Academic Year has been set are approved by the Registrar's Office as part of the implementation process for programs and courses.

APPROVAL OF THE ACADEMIC YEAR

7. Academic Year information must be published at least three (3) years before the beginning of that Academic Year, in order to facilitate institutional planning, coordination, procedures and student awareness.
8. The Registrar's Office presents the draft Academic Year to Education Council. Education Council provides a recommendation regarding approval to the Board of Governors.
9. The Board of Governors is responsible for approving the Academic Year.
10. The Academic Year is posted to the College website after it is approved by the Board of Governors.
11. Once the Academic Year has been approved by the Board, no changes will be made except in extraordinary circumstances. The Registrar's Office serves as the point of contact for any such requests prior to a recommendation being made to the Education Council and in turn to the Board of Governors.

References and Resources

Definitions

Related VCC Policies

VCC Policies	Policy Number
Academic Schedule	401
Admissions	301
Tuition and Fees	310
Tuition and Fee Refund	311
Tuition Fee Waiver for Employees	312
Unscheduled Campus Closures	143

Related Resources

- College and Institute Act, RSBC 1996, c 52

Academic Year

Policy Type
Academic

Policy Name
Academic Year

Policy Number
402

Effective Date - Policy
TBD

Effective Date - Procedures
TBD

Last Full Review Date
February 25, 2015

Next Scheduled Review Date
November 2025

Approval Body
Board of Governors with Education Council Advice

Policy Sponsor
Vice President Academic & Applied Research

Review Body
Education Policy Committee

Responsible Authority
Registrar's Office

Policy

Context and Purpose

The purpose of this policy is the establishment of the Academic Year. The Academic Year identifies the key dates for Vancouver Community College's (VCC; the College) academic programming ~~and institutional operations~~.

The Academic Year is published well in advance to ensure students have predictability in their academic lives so they can plan ahead and take advantage of educational opportunities. This also enables College operations to schedule in advance to improve overall service to students.

Scope and Limits

This policy applies to all programs, and courses ~~and College employees~~offered at VCC.

Policy Principles

1. The Academic Year is based on standard practice in post-secondary education, along with input from the Students' Union of VCC, operational units, and Deans. Other factors include, but are not limited to:
   a. Impact on students
   b. Transfer arrangements, if any
   c. Sufficient notice time
   d. Facility impact
   e. Student FTE impact
   f. Grade submission impact
   g. External constraint implications (such as ~~Industry Training Authority~~SkilledTradesBC requirements, external examination dates, availability of practicum placements and external funding requirements)
2. The College operates on a September to August, 12-month academic year.
3. Important dates are provided to students with as much advance notice as possible, so they are able to plan their lives around their education at VCC.
4. The start and end dates for all programs and courses will be established in advance of the student registration process.
5. Dates relating to the Academic Year will be communicated via the College website.

Procedures

All Procedures

1. The Registrar's Office is responsible for preparing Academic Year information.
2. The Registrar's Office is responsible for setting the first and last date of the Academic Year, as well as the first and last date of each term.
3. The Academic Year has three (3) terms:
   a. The Fall Term normally starts on the first business day following the Labour Day weekend.
   b. The Winter Term normally starts on the first business day of the first full week after New Year's Day.
   c. The Spring/Summer Term normally starts on the first ~~business day~~Monday in May.
4. Each term is 16 weeks long ~~and includes a one-week~~, inclusive of any exam period, as ~~part of~~applicable based on the ~~16 weeks~~course.
5. The Academic Year includes, among others, all dates with regard to:
   a. Program and course start and end dates

    b.   Final examination dates, if applicable

    c.   Known College closure dates, as well as any breaks unique to a program or course

    d.   Grade Submission Deadline

6. Dates for programs and courses approved after the Academic Year has been set are approved by the Registrar's Office as part of the implementation process for programs and courses.

APPROVAL OF THE ACADEMIC YEAR

7. Academic Year information must be published at least three (3) years before the beginning of that Academic Year, in order to facilitate institutional planning, coordination, procedures and student awareness.
8. The Registrar's Office presents the draft Academic Year to Education Council. Education Council provides a recommendation regarding approval to the Board of Governors.
9. The Board of Governors is responsible for approving the Academic Year.
10. The Academic Year is posted to the College website after it is approved by the Board of Governors.
11. Once the Academic Year has been approved by the Board, no changes will be made except in extraordinary circumstances. The Registrar's Office serves as the point of contact for any such requests prior to a recommendation being made to the Education Council and in turn to the Board of Governors.

References and Resources

Definitions
Related VCC Policies

VCC Policies	Policy Number
Academic Schedule	401
Admissions	301
Tuition and Fees	310
Tuition and Fee Refund	311
Tuition Fee Waiver for Employees	312
Unscheduled Campus Closures	143

Related Resources

- College and Institute Act, RSBC 1996, c 52

Governance Updates

The Annual General Meeting was held on August 26th. The Foundation Annual Report is now available and is attached for your review. It highlights many of the Foundation's successes over the last year.

KPMG also provided their audit report, which confirmed the Foundation's healthy financial position.

As an update, our investment firm Jarislowsky Fraser, which holds the Foundation's endowment funds, will be rebranding in early 2026 as Scotia Jarislowsky Fraser. They were acquired by Scotiabank back in 2018.

Finally, we said goodbye and thank you to two long-standing Directors: Barb Steele (10 years) and Geoff Bowman (7 years). They are replaced by lawyer Brett Maerz and former VCC Board of Governor, Libby Davies.

Events
The Foundation has been busy with events including:

Red Seal Recognition

Held every second year, the Foundation hosts a special recognition event in partnership with SkillsTradesBC, for VCC graduates, who have since completed their Red Seal Trade certification. A strong turn out of alumni was recognized on September 9th . Attached is a link to the wrap video featuring highlights from the event.

Recognition Event

On September 18th the Foundation hosted a celebration to recognize donors, sponsors, industry partners, Program Advisory members, and volunteers, offering the opportunity to thank the diverse group for their support of VCC programs and students. Over 132 individuals attended.

FEAST - Asian Culinary

Celebrating the Asian Culinary Arts 50th year of operation, a special fundraising event is being hosted at VCC's JJ's Restaurant on September 27th. The sold-out event has a group of new and returning sponsors including Scotiawealth, RBC, T&T Market and Lee Kum Kee. A special external committee comprised of Carol Lee (Vancouver Chinatown Foundation), Rebecca Pang (RBC Regional Vice President), Fred Lee (Charity host) and Rae Kung (Chinese Restaurant Association) led ticketing

sales to a sold-out event. The goal for the event is to raise $50K for 50 years. Funds from this year's event will support two initiatives: our Asian Culinary team to participate at the International Chinese Chef Master Competition, November 26-27 in Macao; and the Asian Culinary program.

Flourish

The date for Flourish has been set for Thursday March 5th, 2026. To date over $125K has been secured (and still growing) in cash and in-kind value for next year's event, from 12 returning sponsors. The fundraising goal is being set at $300K to support the new CCEAI building.

Campaign Update

Prospecting

Meaningful conversations with a growing number of prospective partners across the health, financial, auto, energy, and tech sectors have taken place, with an increasing number of proposals out for consideration. The changing political climate and economic shifts, particularly for the auto sector, have required our auto task force to do extra duty to keep campaign progress moving forward.

Campaign Timing

With the number of asks and the timelines for decisions still out for consideration, the anticipated Fall 2025 launch of the public phase of the campaign will be deferred until the Spring 2026 at the earliest. Notable changes include:

- Adjusting and lengthening the fundraising time horizons for the Healthcare project and the expanded timelines for the decision making for Financial sector's asks
- Adjusting the launch of public phase of the campaign to March 2026 at the earliest
- Adjusting the communications strategy to reflect the new launch timeline
- Family campaign (employees giving) is on hold and will be reviewed again later in 2026.

New Alumni Kit for VCC grads

A new celebration and "Welcome to Alumni" kit has been created and is being deployed to each VCC graduate by mail with their credential.

Upcoming Events and Dates

Asian Culinary 50th Fundraising Event	September 27th – SOLD OUT
Fall Awards	November 28, 2025
Convocation	December 5, 2025
Flourish	March 5, 2026

DECISION NOTE

PREPARED FOR:	Board of Governors Public Meeting
DATE:	September 24, 2025
ISSUE:	**RECOMMENDATION FOR APPROVAL:** VCC Institutional Accountability Plan and Report – 2024/25 Reporting Cycle

BACKGROUND:

The Institutional Accountability Plan and Report (IAPR) 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 Post-Secondary Education and Future Skills, and VCC websites.

An Institutional Accountability Plan and Report conveys a logical alignment of planning elements in a comprehensive and transparent way while avoiding duplication as much as possible. It outlines the institution's strategic planning and outcomes, including progress towards Mandate and Minister Letter priorities. The IAPR reports on progress achieved in the previous year and presents a plan for the upcoming year.

The IAPR has been prepared in accordance with the Accountability Framework Standard Manual and Guidelines. 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.

RECOMMENDATION:

That the Board of Governors approve the VCC Institutional Accountability Plan and Report – 2024-25 Reporting Cycle.

ATTACHMENTS: APPENDIX A - VCC IAPR Key Updates

APPENDIX B - VCC Accountability Plan and Report 2024-25 Reporting Cycle

LINKS TO ADDITIONAL RESOURCES: 2023-24 IAPRs - BC Post-Secondary Institutions

Truth & Reconciliation Commission Calls to Action

PREPARED BY: Shaun Wong, Senior Research Analyst, Institutional Research

Patris Aghakian, Associate Director, Institutional Research

VCC Institutional Accountability Plan and Report (IAPR) 2024–25

Board Briefing Package

This briefing highlights the major updates in the 2024–25 IAPR version. It is designed to provide the Board with a concise overview of key initiatives, new priorities, and strategic developments across VCC.

Key Updates for 2024–25

Centre for Clean Energy & Automotive Innovation (CCEAI): Transitioned from planning to development stage, with expanded programming in electric vehicles, hydrogen fuel systems, and sustainable design. Linked directly to CleanBC priorities and industry demand.

Housing & Campus Plan: Moves from vision to concrete planning of student and workforce housing as part of the Broadway Plan. Aligns with provincial housing priorities.

Mental Health & Well-Being: Shift from framework creation to implementation. Platforms such as Togetherall and Not Myself Today launched. Accessibility Committee and Associate Director of Student Accessibility added.

Digital Transformation: Expanded beyond blended learning to include AI integration, EducationPlannerBC v3.0, improved student services, and seamless digital pathways.

Equity, Diversity & Inclusion (EDI): Institutionalization of EDI with HR policies, equity audits, and leadership training. Exceeds Government of Canada's 50/30 Challenge targets.

Indigenization & Reconciliation: New pan-institutional Indigenization Committee established. Expanded supports for Indigenous learners and integration of land-based learning initiatives.

Labour Market Alignment & Future Skills: Expanded Future Skills Grant programming, international accreditation through the Scottish Qualifications Authority (SQA), and rapid deployment workforce projects. CareerLAB and PDO further scaled.

Sustainability & Climate Justice: Sustainability reframed as climate justice, embedding equity. Net-zero goals integrated into planning. CCEAI and Toyota FCEV provide hands-on clean tech training.

Community Engagement & Partnerships: Expanded alumni engagement, industry partnerships in health care, clean tech, and digital trades, and stronger international collaborations.

Financial Stewardship & Risk Management: Emphasis on risk management for capital and digital projects. Budget literacy and diversified revenue strategies strengthened.
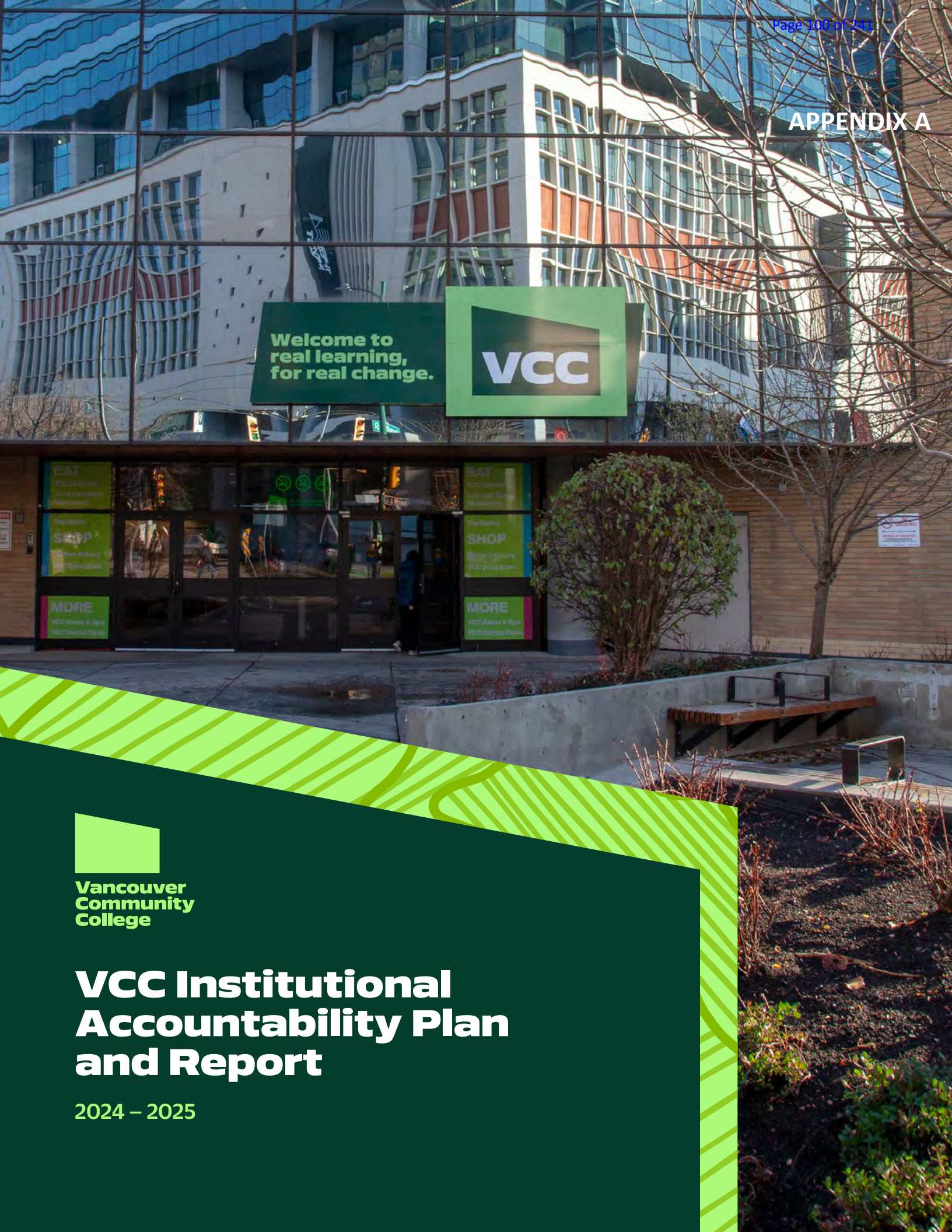
Vancouver Community College

VCC Institutional Accountability Plan and Report

2024 – 2025

Land acknowledgement

We acknowledge that Vancouver Community College (VCC) is located on the traditional unceded territories of the xʷməθkʷəy̓əm (Musqueam), Sḵwx̱wú7mesh Úxwumixw (Squamish), and səlilwətaɬ (Tsleil-Waututh) peoples who have been stewards of this land from time immemorial.

Vancouver Community College

Hon. Anne Kang
Minister of Post-Secondary Education and Future Skills
Parliament Buildings
Victoria, B.C.
V8V 1X4

Dear Minister Kang,

On behalf of Vancouver Community College, we are pleased to submit our Institutional Accountability Report 2024-2025, which reflects our deep commitment to supporting the goals of British Columbia's post-secondary system.

VCC continues to make significant advancements in its Strategic Innovation Plan, focusing on its key priorities: Academic Innovation, Campuses of the Future, Empowered People and Inclusive Culture, Engaged Communities, and Operational Excellence. This report highlights our efforts to expand access to education, strengthen student supports, and deliver hands-on training that responds directly to the evolving needs of B.C.'s workforce. We remain focused on advancing equity, inclusion, and reconciliation, while also ensuring that our programs contribute meaningfully to local communities and the provincial economy. As always, we are guided by a strong sense of accountability and our responsibility to deliver high-quality, future-focused education for all learners.

This past year, we have taken important steps to expand new program development and program re-design to align with in-demand labour market outcomes as identified by provincial and national labour market analyses. We continue to deliver practical, job-ready training by focusing on high-demand programming in areas such as transportation trades, health sciences, and early childhood education helping students transition quickly into meaningful careers. Our student-led services—such as our public dental clinic, spa and salon, and food services—provide critical hands-on experience while serving the broader community. We are also deepening our

partnerships with Indigenous communities and local employers to ensure our programs are inclusive, relevant, and responsive. These initiatives reflect our commitment to supporting student success, strengthening B.C.'s workforce, and advancing the priorities you have championed across the sector.

We are deeply committed to reducing barriers to education and advancing Indigenization across our institution. This includes expanding financial supports, increasing access to flexible learning formats, and delivering wraparound services that meet students where they are—academically, socially, and emotionally. We continue to build respectful, reciprocal relationships with Indigenous communities, and we are working to embed Indigenous knowledge, perspectives, and ways of learning throughout our programs and services. By prioritizing equity, inclusion, and reconciliation, we are striving to create a more accessible, culturally safe, and empowering learning environment for all students.

Putting people first

- VCC is one of B.C.'s largest providers of tuition-free Adult Basic Education (ABE) and English as an Additional Language (EAL) programming.

- VCC is a primary trainer of early childhood educators (ECE), infant toddler educators (ITE), and special needs educators (SNE) certified by the B.C. Ministry of Children and Family Development.

- VCC's unique, community-oriented counselling programs provide hands-on training to those entering the fight against mental illness, isolation, and the opioid crisis.

- VCC's award-winning innovations to English as an Additional Language (EAL) programming have transformed and enhanced the newcomer experience in B.C.

- VCC is the sole provider of the Provincial Instructor Diploma Program (PIDP), which certifies adult educators via courses offered across the province. This program will provide an additional option for a digital literacy microcredential to support the provincial digital learning strategy.

- VCC is a member of the Accessible Employers community—publicly committing to becoming more inclusive in employment practices and hiring of individuals with disabilities.

- VCC developed and launched Virtual Reality (VR) and Augmented Reality (AR) training modules for Culinary Arts, supporting student learning in simulated professional environment.

- VCC students consistently achieve top placements at the Skills Canada BC provincial competition, earning over 27 medals across diverse categories including automotive repair, hairstyling, graphic design, and baking in 2025.

Equity, anti-racism, and lasting and meaningful reconciliation

- VCC is a key provider of education and career training for British Columbians living with cognitive disabilities, as well as the visually impaired and Deaf and hard of hearing communities.

- VCC is the only institution in the Lower Mainland to offer classroom instruction in Adult Basic Education Fundamental English Levels 1 and 2 (beginner to Grade 3) which is essential to the success of many newcomers, refugees, and other British Columbians with interrupted education.

- VCC has partnered with the Students' Union of VCC and the VCC Foundation to pilot new food security supports that increased access and availability of grocery and lunch cards, as well the introduction of 'Snack Shack' pantries offered in select instructional departments.

- VCC exceeds the Government of Canada's 50/30 Challenge, with diverse representation in leadership across key portfolios.

- VCC developed a thorough consultative process with representatives of the Host Nations xʷməθkʷəy̓əm (Musqueam), Sḵwx̱wú7mesh (Squamish), and səlilwətaɬ (Tsleil-Waututh) to ensure that important elements of First Nations heritage were included in the construction of the new CCEAI.

- To advance Indigenization and decolonization in B.C.'s hospitality industry, VCC is supporting the Heiltsuk Nation, the Gwich'in Tribal Council and the Inuvialuit Regional Corporation with culinary training with on-site training in Bella Bella and Inuvik.

A better future through fighting climate change

- VCC's Centre for Clean Energy and Automotive Innovation (CCEAI) – currently in the excavation and shoring stage – is designed to meet LEED Gold certified standards.

- VCC further expanded its the Three Sisters and Indigenous Medicine Garden inviting faculty and students to learn about Coast Salish indigenous plants and their uses, further decolonize and Indigenize curriculum, as well as combat student food insecurity issues.

A strong, sustainable economy that works for everyone

- VCC's Campus Plan will ensure the college makes significant, positive, social, and architectural contributions to the developing False Creek Flats and Downtown Dunsmuir Street neighbourhoods – with the added potential of childcare, retail, and housing density. VCC has committed to the government's Tuition Limit Policy, setting a 2% cap on domestic tuition and mandatory fee increases.

- VCC's creative and innovative partnerships with local industry, non-profits, and Indigenous peoples help ensure that students gain practical and real-world experiences, contribute to the economy, and achieve successful employment outcomes.

- VCC graduates report a higher-than-average employment outcome across the province, contributing to a stable and inclusive economy.

- VCC is committed to maintaining a sustainable balance of both domestic and international students, ensuring that all are well prepared to fill British Columbia's most in-demand jobs.

- VCC engages over 35 program advisory committees (PACs) made up of alumni, employers, and industry experts to advise on cutting edge programming and ensure students are job-ready.

- VCC's numerous Youth Train in Trades programs allow high school students to gain streamlined entry into in-demand trades careers while earning Skilled Trades BC certifications.

- In recent years, VCC has rapidly expanded its Information Technology (IT) programs in networking, security, cloud computing, and virtual and augmented reality (VR/AR), contributing greatly to B.C.'s growing tech industry.

Each year, this report gives us the opportunity to revisit our purpose and direction as a major B.C. post-secondary institution, as well as re-commit to the values and goals we share. We also thank and commend the Government of B.C. for its on-going leadership and support as we all work together to keep our communities safe, strong, and sustainable.

This document has been reviewed and approved by the VCC Board of Governors, and with this letter, we hereby affirm our accountability for the Vancouver Community College Accountability Plan and Report 2024/25.
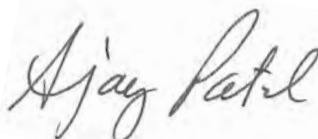
Sincerely,

Mahin Rashid
Chair
VCC Board of Governors

Ajay Patel
President and CEO
Vancouver Community College

Contents

Institutional overview

Our vision statement

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

VCC is proud to inspire a new generation of students to discover their passions, gain essential skills, and learn what it takes to succeed in a competitive workforce. With over 15,000 registered students, (including a growing number of Indigenous and international learners), 1,200 employees, and an annual budget of $140 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 in reaching their goals at any stage of their educational journey.

Institutional overview (cont'd)

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

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

Institutional overview (cont'd)

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

VCC attracts students from all over the world and within the region, and is positioned for growth focused on providing valuable knowledge and skills for both domestic and international learners. VCC's commitment to equity, diversity, and inclusion motivates us to constantly improve by advancing policies around Indigenization and enhancing our courses and programs to enable working adults to continually upgrade their skills. With 63% of VCC's student body indicating "hybrid learning" as the preferred way to access programming, we also understand that students are pursing learning pathways that complement their lifestyles, and we are well-equipped to accommodate them.[1]

As a key source of post-secondary education and supplier of skilled workers across the province, VCC continues to create opportunities for British Columbians and enhance the overall productivity of B.C.'s economy. The steady flow of highly trained VCC grads into the workforce is a testament to the quality of education that we provide. After 58 years of operation, VCC has produced thousands of alumni who are receiving higher earnings and increasing the productivity of B.C. businesses. Of the 46% of the student body that indicated that they chose VCC because of the specific program they wanted, 92% of them are confident that they will achieve their educational goals at VCC. 86% of students who indicated that their goal is to have a job right after their VCC program is completed noted that they are aware of the employment opportunities related to their current VCC program.[2] It is also estimated that one out of every 53 jobs in Greater Vancouver is supported by the activities of VCC and its students.[3]

---

1   VCC Annual Student Survey, March 2025
2   VCC Annual Student Survey, March 2025
3   Emsi. The Economic Value of Vancouver Community College. Mar. 2020, p.98

Institutional overview (cont'd)

VCC's Strategic Innovation Plan

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

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

Academic innovation

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

Operational excellence

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

Engaged communities

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

Empowered people and inclusive culture

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

Campuses of the future

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

Institutional overview (cont'd)

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 the demands of current and emerging markets.

- We will strive for student diversity, implement policies around Indigenization, and work towards creating a safe and inclusive place and increase domestic enrolment.

- We will continue to explore the benefits of blended and online learning to fit students' lifestyles, while continuing to enhance our courses and programs to enable working adults to upgrade their skills.

Institutional overview (cont'd)

Campus Plan

VCC is continuing its work on the renewal of its Campus Plan. Throughout the course of 2024, the college worked with a team of consultants including Urban Strategies, Avison Young and Francl Architecture to develop an urban plan for the Broadway campus and to test the financial feasibility of the proposed approach.

Institutional overview (cont'd)

The project had three components:

1. **A Conceptual Design Study** for a second academic building to be built adjacent to the Centre for Clean Energy and Automotive Innovation (CCEAI) on the eastern side of the parking lot on Great Northern Way.

2. **Update to the Campus Plan** for the Broadway campus that aligned with the Vancouver Plan and reflected development potential for affordable housing as envisioned by the Broadway Plan with specific application to VCC as designated by the City of Vancouver as a "large and unique site".

3. **Capital Planning** to incorporate the results of work in phases one and two of the project to develop a series of financial analyses to test the project financial viability and to evaluate whether land value capture was sufficient to pay for the development costs of the second academic building.

The consultancy work was completed in December of 2024 and a final report submitted to the college. The report indicated land value potential is sufficient to build a second academic building in conjunction with approximately 2,000 residential rental units. The college is now planning to move forward with required policy statement work with the City of Vancouver and subsequently to submit an application for rezoning of the Broadway campus site.

The Policy Statement is undertaken by the City of Vancouver (CoV) for large development sites. This process establishes high-level principles and guidelines to shape future development and to ensure that developments are aligned with citywide goals. The CoV conducts extensive public consultation to gather input from residents, businesses, and community groups. Based on community input and technical analysis, the CoV develops key policy directions related to land use and density, urban design, transportation and connectivity, public benefits and amenities and sustainability and climate resilience.

After policy statement approval by the CoV, the college will submit a rezoning application based on the approved policy framework. The rezoning application will require significant work in preparation that will include, at a minimum, the following elements:

Institutional overview (cont'd)

1. **Architectural & Urban Design Plans**
   - Site Plan – showing existing and proposed site layout
   - Building Elevations & Sections – demonstrating height, massing, and design
   - Floor Plans – detailing unit layouts and use of space
   - 3D Renderings & Shadow Studies – illustrating the proposed design in context
   - Landscape Plans – indicating public spaces, greenery, and open areas

2. **Planning Rationale & Policy Compliance**
   - Planning Rationale Report – explaining how the proposal aligns with CoV policies
   - Urban Design Analysis – assessing how the development fits into the Neighbourhood
   - Community Benefits Strategy – outlining how the project contributes to public amenities (e.g., affordable housing, childcare, parks)

3. **Transportation & Infrastructure Studies**
   - Transportation Impact Assessment (TIA) – evaluating traffic, transit, cycling, and pedestrian impacts
   - Parking & Loading Plan – specifying vehicle and bicycle parking provisions
   - Utilities & Servicing Plan – showing water, sewer, and drainage capacity

4. **Environmental & Sustainability Considerations**
   - Green Building Strategy – demonstrating compliance with Vancouver's Green Building requirements (e.g., Passive House, Low Carbon Energy Systems)
   - Climate Resilience & Sustainability Report – detailing energy efficiency, emissions reduction, and climate adaptation measures
   - Tree Retention & Environmental Impact Assessment (if applicable)

5. **Housing & Affordability Analysis**
   - Housing Mix Strategy – ensuring a mix of unit sizes and tenures (family-oriented units, rental, etc.)
   - Affordable Housing Proposal – where applicable, projects must meet inclusionary housing requirements

6. **Public Consultation & Community Benefits**
   - Public Engagement Summary – documenting outreach efforts and feedback received
   - Public Benefits Offering – outlining proposed contributions to community amenities (e.g., parks, libraries, cultural spaces)

Institutional overview (cont'd)

Centre for Clean Energy and Automotive Innovation

Work on the construction of the Centre for Clean Energy and Automotive Innovation (CCEAI) is well under way. Excavation and shoring work is nearing completion with formworks, foundation and slab work to follow shortly after. All scopes of work for subsequent construction packages have been procured with fixed price contracts to be in place by the end of the fiscal year. Contract values are closely aligned with the Class A construction estimate.

Management of the construction project is overseen by a project steering committee with representation from VCC senior leadership and the Ministry of Infrastructure. Architectural and engineering consulting services are provided by Stantec, construction management services are provided by Bird Construction Ltd, and support for project management is provided by Colliers.

The project planning approach has placed significant emphasis on Host Nation engagement and addressing Indigenization, decolonization, and reconciliation. This work has been on-going throughout the project with guidance from First Nations cultural advisors. The architectural design of the building resulted from a series of Knowledge Keeper workshops conducted with the project design team that included an Indigenous architect. The unique design of the building, incorporating elements representative of land, water and the canoe, speaks to the rich cultural and historic significance of the building's location. This work has continued with interior and landscape design elements that further reinforce the importance of the building's China Creek location.

The design of the Centre for Clean Energy and Automotive Innovation was a catalyst in the creation of the Great Northern Way "Cultural Ribbon", an initiative that will transform the architecture, landscape and public realm of construction planned along Great Northern Way. This work will have Vancouver Community College as an anchor to the east and will extend beyond Emily Carr University of Art and Design to the west. The cultural ribbon will recognize the Musqueam, Squamish and Tsleil Waututh Nations in the urban planning and architectural design of buildings along Great Northern Way. The cultural ribbon has been adopted by the City of Vancouver and incorporated into the city's Broadway Plan.

Institutional overview (cont'd)

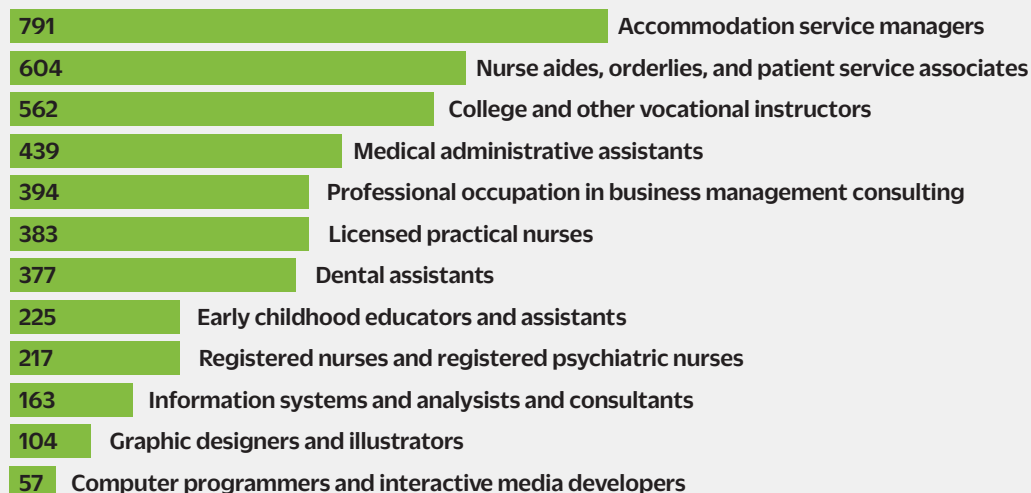## VCC and the economic outlook for British Columbia

Vancouver Community College plays a significant role in contributing to the labour market in British Columbia. VCC's commitment to providing practical, innovative, and hands-on education make it a crucial institution for individuals seeking to acquire the skills and training needed to succeed in today's dynamic economy. With over 1.1 million job openings projected in the province over the next decade, and the continued rollout of the StrongerBC: Future Ready Action Plan, VCC is positioned to play a pivotal role in shaping the future workforce.

The province of British Columbia has projected 1,120,000 job openings between 2024 and 2034, creating a significant demand for skilled workers. VCC recognizes this need and actively fills the skills gap through its diverse range of programs and courses. VCC offers training in fields such as healthcare, automotive and clean technology, early childhood education, hairstyling, culinary, and hospitality. These programs are specifically designed to equip students with the skills necessary to meet the evolving demands of the labour market.

The continuation of the Future Skills Grant (FSG) by the Province of British Columbia further emphasizes VCC's importance in contributing to the labour market. VCC has actively aligned its courses and programs with the FSG, allowing individuals to access funding that covers a lifetime maximum of $3,500 towards eligible training costs. This initiative significantly enhances the accessibility of education and training, empowering individuals from all backgrounds to continuously upskill and adapt.

Institutional overview (cont'd)

Top opportunities forecast (2022-2032) by NOC and VCC credentials issued in the last 5 years

Count	Occupation
791	Accommodation service managers
604	Nurse aides, orderlies, and patient service associates
562	College and other vocational instructors
439	Medical administrative assistants
394	Professional occupation in business management consulting
383	Licensed practical nurses
377	Dental assistants
225	Early childhood educators and assistants
217	Registered nurses and registered psychiatric nurses
163	Information systems and analysts and consultants
104	Graphic designers and illustrators
57	Computer programmers and interactive media developers

The college's participation in the StrongerBC: Future Ready Action Plan and its alignment with the Future Skills Grant exemplify its dedication to ensuring individuals have access to the education and training they need to thrive in the changing economy. With VCC's diverse range of programs, industry connections, and emphasis on practical skills, VCC equips graduates with the tools and skills they need to succeed and make a positive impact.

Education for employment

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

Historically, community colleges have been essential providers of affordable education options for students looking for reskilling opportunities, especially during economic downturns. VCC remains a leading destination for B.C.'s workers who wish to complete unfinished studies or obtain new credentials or additional training.

Institutional overview (cont'd)

Skills for the future

Increasingly rapid economic, social, and environmental changes have reinforced the need to enable all British Columbians to gain essential skills, competencies, and adaptability for a successful career. The 2024 BC Labour Market Outlook forecasts that 75% (840,000) of the over 1.1 million predicted total job openings over the next 10 years will require some level of post-secondary education or training.[4]

This highlights the critical importance of post-secondary education in equipping individuals with the advanced skills and knowledge needed to meet the demands of today's and tomorrow's job market. Fortunately, VCC is well positioned to fulfill such needs in some of B.C.'s most critical industries such as health care, social services, early childhood education, business administration, trades and technologies, and food and hospitality services.

Empowering newcomers

For newcomers to Canada, overcoming language barriers and securing employment are among their major concerns. Obtaining recognition for foreign credentials adds to the complexity that newcomers must navigate. Research suggests that guidance during the initial phases of acclimatization is the most critical for newcomers to successfully develop social networks and find employment.[5] Thanks to VCC's award-winning English as an Additional Language (EAL), Language Instruction for Newcomers to Canada (LINC) programs, as well as our deep familiarity with the newcomer experience, we are highly attuned to the needs of this important demographic. As evidence, 92% of students whose first language is not English reported feeling confident in achieving their educational goals in 2025, according to the VCC Annual Student Survey.

Confidence level of VCC students by first language:

	English First Language	Non-English First Language
Confidence in achieving educational goals at VCC	97%	92%

Source: VCC Annual Survey March 2025

---

4   BC Labour Market Outlook 2021 Edition

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

Institutional overview (cont'd)

Developmental and access programming

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

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

Confidence level and employment history of VCC students by disability influence:

	School work affected by a disability	School work not affected by a disability
Confidence in achieving educational goals at VCC	81%	90%
During the past two years, worked at a job related to current program	42%	41%

Source: VCC Annual Survey March 2025

---

6   ASE LMAPD 3 Month Cycle Report. (Internal VCC Study)
7   ASE Student Transitions Project

2024-25
Student Demographics

VCC

15k+
students registered

Number of credentials

- **0** Citations
- **9** Apprenticeships
- **54** Certificates
- **27** Diplomas
- **3** Bachelor degrees
- **6** Short certificates
- **3** Advanced certificates
- **5** Post diplomas
- **1** UT associate degree
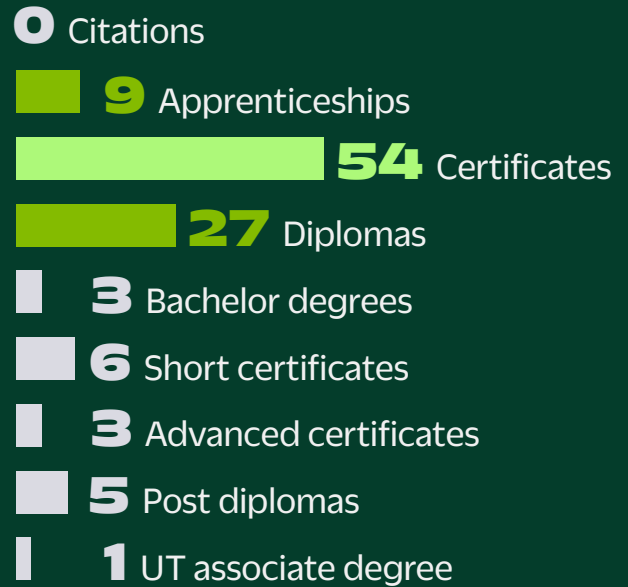
60% women **37%** men

1.85% prefer not to answer **0.62%** non-binary

147 countries represented

411 Indigenous students enrolled*

over **50** languages spoken

35 Domestic student average age

28 International student average age
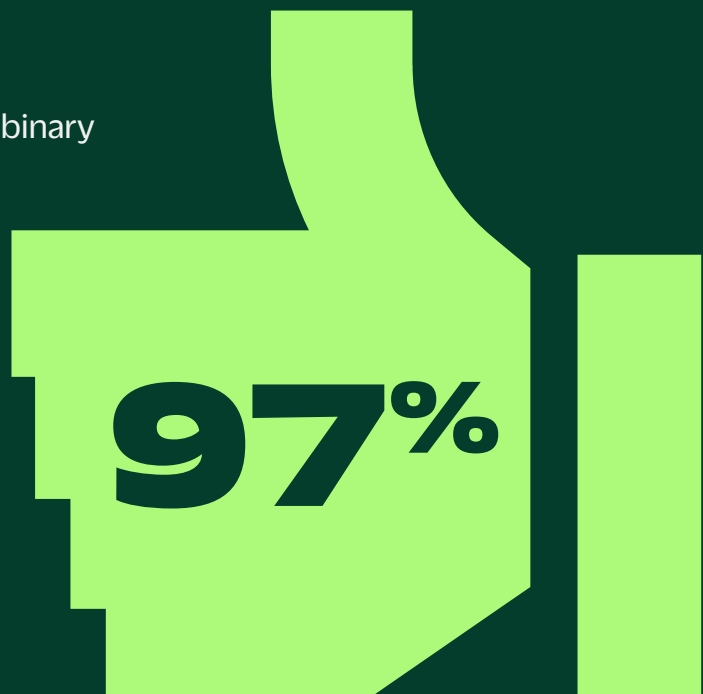
97%
satisfied with quality of instruction†

* Student Transitions Project (STP) Fall 2024 submission
† 2024 BC Student Outcomes Survey of former Diploma, Associate Degree and Certificate Students; data prepared by BC Stats

Institutional overview (cont'd)

Education level

Many students come to VCC already possessing a post-secondary credential and seeking further, employment-related education and training. According to our latest student survey, 85% of students who reported already having a bachelor's degree or higher completed their education outside of Canada, while 15% studied within Canada. VCC continues to serve as a vital bridge for internationally educated professionals seeking to enter the Canadian workforce.

VCC students with an undergraduate degree or higher
(e.g. Bachelor's, Master's, Doctorate)

85%	15%
Students who completed their education outside Canada	**Students who completed their education within Canada**

Source: VCC Student Survey March 2025

VCC students with dependents

The responsibilities of raising a family and caring for dependents often impact individual choices to pursue education, work, or upgrade their skills.[8] At VCC, 68% of respondents to the 2025 Annual Student Survey reported supporting one or more dependents – up from 65% in the previous year – highlighting the need for flexible, supportive, and accessible programming.

VCC students supporting dependents

68%	32%
Supporting 1 or more dependents	**No dependents**

Source: VCC Student Survey March 2025

---

8 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.

Institutional overview (cont'd)

Student feedback

Overall student satisfaction

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

Many complex factors contribute to student satisfaction. In our most recent student survey, we asked VCC students a variety of questions to guide the creation of inclusive and effective learning communities. The survey indicated high levels of satisfaction in several aspects.

Responses were equally positive among Indigenous students, international students, domestic students, and students with disabilities.

Institutional overview (cont'd)

VCC student survey: Satisfaction

	Indigenous Students	Students with Disabilities	International Students	Domestic Students
VCC is their first choice in post- secondary education	83%	84%	69%	78%
High level of confidence in achieving academic goals at VCC	100%	81%	87%	91%
Main educational goal is to complete a specific VCC program, have a job right after the program, or for self-improvement and enjoyment	66%	54%	75%	60%
"Excellent" or "Good" ratings of VCC's services *	91%	79%	85%	77%
"Aware" or "Fully Aware" of employment opportunities related to current VCC program **	63%	61%	56%	57%

Source: VCC Student Survey March 2025
* "Excellent", "Good", "Fair", "Poor", or "Don't know" for each of VCC's services
** I am "fully aware", "aware", "somewhat aware", or "not at all aware" of job/employment opportunities related to my current VCC program/course

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

Institutional overview (cont'd)

Student satisfaction with online/blended learning

In 2024, VCC continued to conduct institution-wide course evaluations and collect feedback to accommodate the transition to online and blended (mixed online and in-person) learning.

Survey results show that VCC students rated the quality of blended learning and their experience accessing required educational supports very favourably.

	Indigenous Students	Students with Disabilities	International Students	Domestic Students
Has adequate access to technology required to do blended courses *	100%	96%	99%	99%

Source: VCC Student Survey March 2025
* Responded "Strongly agree" or "Agree" out of "Strongly agree", "Agree", "Neutral", "Disagree", "Strongly Disagree", or "N/A or Don't know"

Institutional overview (cont'd)

Mental health and well-being at VCC

Challenges with mental health have been experienced individually, among families and communities, and in schools and workplaces. Challenges to mental health and well-being may be further exacerbated with the economic uncertainty we find ourselves in. As the pandemic gave us a shared experience, so too does our recovery journey. The journey to heal requires a collective approach, mobilizing leaders at all levels to support those around them and support their journey to improved mental health and well-being.

At Vancouver Community College, we understand that mental health and well-being are essential components of overall health and can significantly impact a person's ability to thrive:

Institutional overview (cont'd)

Academic performance and well-being

Students who are mentally healthy and have a positive outlook are more likely to concentrate, retain information, and perform better in their studies. On the other hand, mental health difficulties can lead to poor academic performance, absenteeism, and eventually dropping out of school.[9]

Career readiness and well-being

In a competitive and continuously changing job market, individuals with excellent mental health and well-being are more likely to be successful and achieve their career goals.[10] Developing strong mental health and well-being habits can help individuals build resilience and coping skills necessary for the labour market.

Socialization and well-being

Although post-secondary education provides an opportunity to socialize and form new friends, individuals experiencing mental health challenges may find it difficult to engage with others. Social connectedness and belonging are important aspects of well-being.

Reduced stigma and well-being

Promoting mental health and well-being in post-secondary education can reduce the stigma associated with mental health challenges. As a result, this can increase help-seeking behaviours among students, reduce barriers, and lead to earlier intervention and treatment.[11]

---

9   American College Health Association. (2021). American College Health Association-National College Health Assessment III: Reference Group Executive Summary Spring 2021. Hanover, MD: American College Health Association. Available at: https://www.acha.org/documents/ncha/NCHA-III_Spring_2021_Reference_Group_Executive_Summary.pdf

10 Hesketh, B., & Cooper, C. L. (2016). Well-being and stress in employment. In Handbook of Stress in the Occupations (pp. 209-224). Edward Elgar Publishing

11 Eisenberg, D., Downs, M. F., Golberstein, E., & Zivin, K. (2009). Stigma and help seeking for mental health among college students. Medical Care Research and Review, 66(5), 522-541.

Institutional overview (cont'd)

Well-being surveys

It is important to consider several factors when evaluating mental health and well-being at post-secondary institutions: availability of services, staffing and resources, and outreach and education efforts. In March, we conducted a college-wide survey to evaluate the landscape of mental health and well-being.

The survey results revealed positive indicators of campus climate. When asked about belonging and inclusion, 84% of student respondents reported feeling respected. Additionally, 75% of students strongly agreed or agreed that VCC's culture encourages free and open discussion about mental health and emotional well-being. Similarly, 77% of students felt that instructors effectively model mental health and emotional well-being practices.

Student's perceptions of diversity and inclusion were particularly encouraging among various demographic groups. The following table shows responses to the statement "VCC values diversity and inclusion":

"VCC values diversity and inclusion"

Student Demographic	% Strongly Agree or Agree *
All student responses	83%
Students who indicated that they have a disability	73%
Students who identify as Gay, Lesbian, Bisexual, Pansexual, Asexual, Queer, or Two-Spirit	61%
Students who identify as Black, East Asian, Indigenous, Latin American, Middle Eastern, South Asian, or Southeast Asian	82%

* Percent that indicated "Strongly Agree" or "Agree" out of "Strongly Agree, Agree, Somewhat Agree, Somewhat Disagree, Disagree, or Strongly Disagree" when asked the Campus Experience Statement "VCC Values Diversity and Inclusion" in the VCC Well-Being Survey (2025)

Institutional overview (cont'd)

Accessing support

Understanding how students access support services and their perceptions of available resources provides crucial insight into the effectiveness of our support systems:

	% of students that reached out for support in the past year	% Strongly Agree or Agree that "There is a good support system at VCC for students going through difficult times" **
All student responses	21%	63%
Students who indicated that they have a disability	34%	49%
Students who identify as Gay, Lesbian, Bisexual, Pansexual, Asexual, Queer, or Two-Spirit	46%	42%
Students who identify as Black, East Asian, Indigenous, Latin American, Middle Eastern, South Asian, or Southeast Asian	22%	66%

** Percent that indicated "Strongly Agree" or "Agree" out of "Strongly Agree, Agree, Somewhat Agree, Somewhat Disagree, Disagree, or Strongly Disagree" when asked about Accessing Support: "There is a good support system at VCC for students going through difficult times" in the VCC Well-Being Survey (2025)

VCC remains committed to maintaining a coordinated approach to student, faculty, and staff well-being. These regular assessments of well-being and services help us identify gaps and opportunities for continuous improvement. Moving forward, we will continue developing and implementing evidence-based programs and interventions to further enhance the mental health and well-being of our entire campus community.

Institutional overview (cont'd)

VCC People Services

VCC strives to build a safe, inclusive, healthy workplace where employees can continue to learn, grow and serve together. VCC's Strategic Plan includes a commitment to cultivate innovative people services committed to inclusion, wellness, and development for all employees. The following initiatives and accomplishments support this commitment.

Employee engagement

VCC Day 2024

Over 550 employees participated in VCC's annual employee appreciation and engagement day, which encapsulated the theme of sharing "Our VCC Story". Employees had the opportunity to share and celebrate stories from across the college community – reaching from the past and into the future we are building together.

There were also many opportunities to connect through learning and activities, including co-creating a VCC story wall, participating in drum circles, and listening to music from VCC Day's band – The Great Northern Way Ensemble. Workshops included Indigenous Place-Based Knowledge Sharing, Relaxation Techniques, Framing Deaf: Do's and Don'ts, Giving Hope to Those Facing Homelessness, Healthy Aging: The Role of Hearing and Communication, AI - Everything, Everywhere, All at Once, and participating in a Conversation Carousel Q&A with senior leaders.

Winter socials

In December 2024, employees were invited to winter social drop-in events at both campuses with an opportunity to connect in person with senior leaders and with colleagues from other departments.

New employee orientation

New employees are invited to online orientation events held three times a year. In 2024, 68 new employees participated in half-day sessions of learning covering VCC's values, priorities, history, campuses, programs, and services. These sessions provide an opportunity for new employees to hear from leaders about key initiatives and service areas, as well as connect with other new employees and meet union representatives.

Institutional overview (cont'd)

VCC Digest

A weekly newsletter is emailed to all employees highlighting opportunities to get involved, celebrate achievements, and participate in upcoming college and employee events. These and other news items are hosted on an intranet for employees.

Employee recognition

The following recognition awards and events were celebrated this year at VCC.

Employee Excellence awards

People Services re-envisioned its Employee Excellence awards program to align the award categories with our Strategic Innovation Plan's five priorities. The nomination process was streamlined, and employees also had the opportunity to put forward video submissions for consideration.

VCC's annual Employee Excellence awards recipients were selected from 15 nominations made by leaders and colleagues. The following award winners for 2024 were celebrated at VCC Day:

- **Academic Innovation:** College Foundations Science (ABE & UT)
- **Campuses of the Future:** Library Services
- **Empowered People & Inclusive Culture:** Mental Health & Well-being Day Event Team
- **Engaged Communities:** Student Recruitment Team
- **Operational Excellence:** Records Scheduling Team

Institutional overview (cont'd)

Milestone awards

Milestone Awards were given to those reaching a significant anniversary in their VCC career journey, starting at 5 years and including every 5-year increment up to 40 years! Awards were announced college-wide and celebrated at the department/team level.

Professional development

VCC provides on-going learning and growth opportunities to support individual employees, teams, and the organization meet our strategic priorities. This past year, learning resources and opportunities focused on themes such as Equity, Diversity & Inclusion, Indigenization & Decolonization, Mental Health and Well-being, Communication Skills, and Accessibility.

Learning 4 Life

This program provides resources and events for all employee groups. The new Learning for Life SharePoint site continues to make it easy for employees to find relevant learning, build learning pathways, and register for events. Offerings included:

- **Fairness in practice:** BC Ombudsperson's first workshop specifically for Higher Education

- **Mental health:** Telus Health Orientation for Managers to familiarize themselves with resources for their team and Question, Persuade, Refer and Safetalk suicide prevention trainings

- **Inclusion for neurodiversity:** Working to make VCC's learning and working spaces welcoming to neurodiversity

- **Accessibility in post-secondary:** A BC Perspective, and Accessibility Bites: Alternate Format Creation & Accessible PDF Documents

- **Indigenization & decolonization:** Orange Shirt Society Keynote Stewart Gonzales

- **Communication skills:** Building Bridges - Collaboration at Work, and SharePoint for Optimizing Team Communications

- **Conflict resolution:** Dealing with Difficult Personalities, How we Disagree, and Conflict Resolution in the Workplace

Institutional overview (cont'd)

LinkedIn Learning

VCC makes LinkedIn Learning available for employees and students. This platform provides high quality, on-demand, skills-based training in topics such as leadership & management, communication, time management, and equity and diversity. LinkedIn courses providing training in technology and project management are particularly popular for VCC employees.

Professional development funding

Professional Development funds for individual learning goals and plans continue to be available to CUPE, Faculty, and Administration employees. Additionally, tuition fees are waived for employee taking VCC courses.

Institutional overview (cont'd)

Leadership development

Lead-In leadership development program

In spring of 2024, 14 leaders graduated from the inaugural cohort of Lead-In – VCC's leadership development program. Based on the success of the first year of this program, an additional 16 leaders were selected to participate in a second cohort of VCC's in-house leadership development initiative. The program runs 12 months and includes topics such leadership fundamentals, governance in post-secondary, decolonizing leadership, change management, and strategic thinking. Participants also participate in peer circles, a professional development project, and VCC's mentorship program.

Stretch Your Success mentorship program

VCC's 2024 -2025 Stretch Your Success mentorship program had 20 mentees and 15 mentors. The program includes an orientation session, one-on-one mentorship opportunities, a participant handbook, and Myers Briggs personality assessments.

Institutional overview (cont'd)

Wellness initiatives

Mental Health and Well-being Survey

VCC's Mental Health and Well-being Framework (2022 to 2026), created in partnership with Canadian Mental Health Association – BC and Healthy Minds, Healthy Campuses, continues to guide the college's efforts to promote student and employee well-being. This work is guided by VCC's Mental Health and Well-being steering committee.

The college's annual Mental Health and Well-being survey was completed by 288 employees in early 2024. Some highlights from survey results include:

- 94% of employees feel that VCC values diversity and inclusion
- 84% of employees believe that emotional health and well-being are a priority at the College
- 82% of employees indicated that they believe well-being is embedded in college policies and procedures
- 81% of employees know where to access campus mental health supports
- 70% of employees were aware of Not Myself Today – CMHA's workplace mental health program

Workplace mental health awareness program

VCC is using the Canadian Mental Health Association's Not Myself Today program for workplace mental health to promote awareness of mental health and foster healthy and supportive workplaces. The program provides on-going access to mental health awareness tools and resources through an online dashboard, which is introduced to new employees.

VCC's wellness team

VCC's Wellness Team continues to promote wellness at VCC, with weekly articles and monthly initiatives encouraging a focus on wellness and inviting individuals and teams to participate in wellness challenges.

Mental health and awareness event

In conjunction with Student Services, People Services helped organize the college's annual Mental health and wellbeing event - Connecting through music, movement, and laughter. The event provided opportunities for students and employees to experience wellness practices – such as sound bathing, therapy dogs, ecstatic dance, and tai chi, as well as explore resources and services available to support mental health.

Institutional overview (cont'd)

Equity, diversity and inclusion

Equity, diversity, inclusion and Indigenization and decolonization goals are embedded in each priority of the Strategic Plan. In support of these goals, in 2024:

- VCC became a member of the Accessible Employers community—publicly committing to becoming more inclusive in employment practices and hiring individuals with disabilities.

- VCC also participated in the Accessible Employers 2024 Pledge to Measure – a Canada-wide initiative to track and report the number of employees and leaders with disabilities in workplaces.

- The diversity of VCC's employees, leadership, and board continues to exceed the goals set out by the Government of Canada's 50-30 diversity challenge.

- Opportunities for employees to participate in EDI learning and experiences were emphasized in VCC Day, Learning for Life programming, and events on campus such as Lunar New Yea Eid al-Fitr, and Diwali festivities.

- The Equity, Diversity, and Inclusion Committee brought together committed employees from all areas of the college to collaborate on projects supporting EDI awareness and skill-building.

- The EDI Committee provided micro-grants to individuals and teams needing financial support for initiatives and projects supporting EDI goals in their departments.

WorkSafe BC claim cost reduction

The 2023 net rate of VCC's WorkSafe BC claim cost has dramatically dropped from 0.43% per $100 payroll in 2016 to 0.16% in 2024 due to proper management of the claims. As a result, our premium rate was reduced from a 27.7% surcharge to a 39.8% discount in 2024, placing VCC ahead of other B.C. universities and colleges in terms of injury prevention.

VCC WorkSafe BC premium rate

Year	2024	2023	2022	2021	2020	2019	2018	2017
Net Rate	.16%	.17%	.19%	.19%	.19%	.38%	.39%	.39%

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

Institutional overview (cont'd)

VCC WorkSafe BC claims

	Number of claims	Cost of claims	Days lost
2020	5	$23,757	113
2021	2	$3,911	13
2022	1	$2,327	8
2023	11	$64,799	210
2024	9	$81,749	439

Employee demographics

VCC employees: Age and job category

1,521

52
Did not answer

283
Women Gender

115
Men Gender

4
Non-Binary Gender

1,067
Prefer not to answer
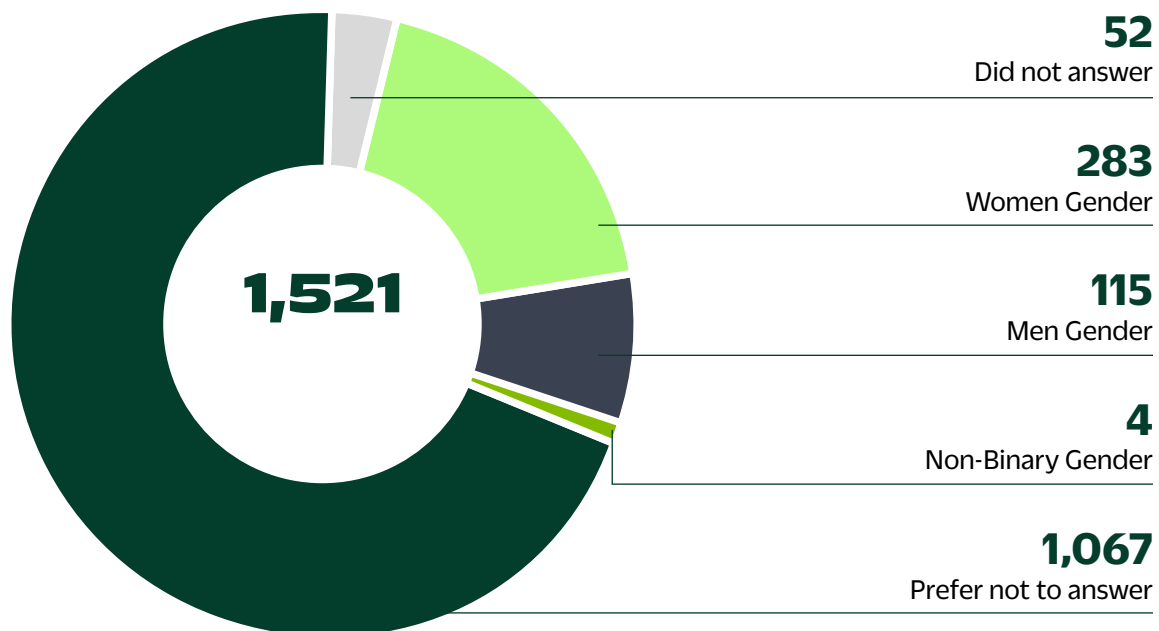
Institutional overview (cont'd)

VCC employees: Age and job category

Age Group	<25	25-34	35-44	45-54	55-64	>= 65	Grand Total	% of Total
Admin.	**0**	**13**	**47**	**50**	**39**	**6**	**155**	**10%**
Did not answer	0	0	2	2	2	1	7	5%
Women	0	4	21	19	12	1	57	37%
Men	0	1	7	12	7	1	28	18%
Prefer not to answer	0	8	17	17	18	3	63	41%
CUPE	**6**	**113**	**119**	**121**	**100**	**31**	**490**	**32%**
Did not answer	1	13	6	2	3	0	25	5%
Women	0	28	28	31	24	4	115	23%
Men	1	6	11	12	11	4	45	9%
Non-Binary	0	3	1	0	0	0	4	1%
Prefer not to answer	4	63	73	76	62	23	301	61%
Faculty	**0**	**52**	**272**	**273**	**198**	**81**	**876**	**58%**
Did not answer	0	0	7	5	7	1	20	2%
Women	0	7	44	33	17	10	111	13%
Men	0	3	14	12	8	5	42	5%
Prefer not to answer	0	42	207	223	166	65	703	80%
Grand Total	**6**	**118**	**178**	**438**	**444**	**337**	**1521**	

Institutional overview (cont'd)

VCC employees: Women to men ratios

Note that this information is based on the Gender data we have collected from the employees and only represents those who have answered

	Women	Men	Ratio
College	283	115	2.46
Administrators	57	28	2.04
CUPE	115	45	2.56
Faculty	111	42	2.64

VCC employees: Age and years of service

	Average age	Average years of service	Average age at retirement
Administrators	48	8	70
CUPE	47	11	51
Faculty	50	10	50
College	**49**	**10**	**52**

Institutional overview (cont'd)

	Employees within 10 years of avg age of retirement (65) as of December 31, 2024	Per cent of total Headcount
Administrators	37	27%
Faculty	192	24%
Support staff	98	22%
College	327	24%

VCC employees: Turnover

	2020	2021	2022	2023	2024
Administrators	6	16	16	9	7
Faculty	22	25	26	18	32
CUPE	14	27	31	26	13
College	42	68	73	53	52
College trend	5%	8%	7%	4%	4%

Source: VCC People Services data for 2024

Note: The data contained in the tables reflect active employees for 2024. Employees who hold multiple positions in two or more of the included employment groups are only counted once.

Program offerings

VCC delivers nearly **150 programs** to a diverse and multicultural student population. What makes VCC unique is the experiential learning that students receive through hands-on and real-world training. Student outcomes for VCC graduates are among the highest in the college sector, with 97% of diploma and certificate graduates in the labour force.[12] 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.

---

12   Source: BC Student Outcomes Survey of Diploma, Associate Degree, and Certificate Students, data prepared by BC Stats, % of graduates.

Campus locations

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

Downtown campus

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

Broadway campus

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

Program offerings (cont'd)

School of Arts and Sciences

VCC's School of Arts and Sciences has approximately 2,150 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, 31 certificates, and over 120 standalone courses in diverse areas of focus and levels of study.

SAS is distinct for the flexible nature of its offerings, designed to bridge gaps, and create pathways to other programs or institutions. For example, Adult Upgrading, Adult Basic Education (ABE), and English as an Additional Language (EAL) programs prepare students to enter career programs or continue their education. The school also offers University Transfer (UT) programs that provide students with first- and second-year university-level credits. Several UT programs offer preferred admission status at the University of British Columbia or Simon Fraser University in areas such as engineering and computer science.

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

The Centre for Performing Arts delivers robust music diploma and applied degree programs that lead to careers in the music sector. The Centre also has an innovative dance diploma in partnership with Arts Umbrella. The most recent addition to the school is Early Childhood Care and Education program, which offers certificate and diploma credentials that lead directly to employment in a high demand and priority area.

Program offerings (cont'd)

Major accomplishments for 2024/25

- Renewal of Music diploma and applied degree programs. Program redesign will emphasize career readiness, student progression and retention, and operational efficiency.

- Following the transition of the Sign Language Interpreting program to VCC, the redesign of a joint ASL & Deaf Studies certificate and Sign Language Interpreting Diploma is complete. Based on extensive consultation process, a proposal for a four-year Applied Bachelor's degree in Sign Language Interpreting with a certificate exit is being developed.

- Community and Career Education (CACE) department has been renamed to Employment Access and Skills Development (EASD), reflecting the emphasis on access and job readiness for students with cognitive disabilities. Their Retail and Hospitality Careers program was renewed and redesigned into the new Retail and Service Careers program, with a broader range of work placements and job opportunities to align with changing market demands.

- Following a comprehensive program renewal, Visually Impaired has redesigned their curriculum to respond to changing technology and student demand.

- EAL Pathways has seen increasing student demand and regularly exceeds 95% capacity in the program with domestic students.

- ABE Fundamentals (formerly Basic Education) received over $60,000 in Community Adult Literacy Program Partnerships grant funding this fiscal as part of a two-year grant to support low-barrier adult literacy outreach programming. Programs are running successfully in community, supporting Indigenous learners and adults in recovery from significant mental health challenges.

- Math and Science departments secured over $360,000 to develop and deliver a program to support ABE students through their transition to future-ready careers. One cohort is focused on preparation for health programs; the other is designed to support Indigenous learners preparing for careers in trades, technology and health.

- Early Childhood Care and Education program has successfully transitioned from Continuing Studies to the School of Arts and Sciences in September 2024, and is preparing to renew and update its curriculum in the coming year.

- Three new pathways for Associate degree students were developed: Associate of Science pathways in Data Science and Environmental Science, and an Associate of Arts pathway in Psychology. Associate Degrees are recognized as the first two years of degree programs at UBC, SFU or other universities. These are intended to attract international students as well as provide new university transfer pathways for domestic learners.

Program offerings (cont'd)

School of Health Sciences

VCC's School of Health Sciences delivers health programming to approximately 1,000 students each year in three program areas: Allied Health, Dental, and Nursing.

Bachelor of Science in Nursing	Degree
Bachelor of Science in Nursing - Advanced Entry	Degree
Practical Nursing	Diploma
Access to Practical Nursing	Diploma
Health Care Assistant	Certificate
Health Care Assistant - International Cohort	Diploma
Medical Laboratory Assistant	Certificate
Occupational/Physical Therapist Assistant (Rehab Assistant)	Diploma
Pharmacy Technician	Certificate
Health Unit Coordinator	Certificate
Dental Assisting Certificate - Onsite	Certificate
Dental Assisting Certificate - Online	Certificate
Dental Hygiene	Diploma
Dental Reception	Certificate
Dental Technology Sciences	Diploma

Program offerings (cont'd)

The school is proud to offer two pathways for experienced health care workers who wish to train as nurses. VCC's Access to Practical Nursing (PN) program recognizes previous training of health care assistants (HCA), while the Bachelor of Science in Nursing (BScN) Advanced Entry programs allows licensed practical nurses to enter the degree program at an advanced level.

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

VCC's Downtown campus, in addition to labs and classrooms, provides an onsite dental clinic that provides services to the public. These serve as learning spaces for programs including Dental Hygiene, Certified Dental Assisting (online and onsite), Dental Reception, and Dental Technology Sciences.

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

Major accomplishments for 2024/25

- Implementation of VCC's Health Science Simulation Center strategic and operational plan with the recruitment of a Manager, Simulation & Experiential Learning, and a Simulation Technologist. This initiative enhances student readiness for practicums and employment through simulated learning experiences.

- Increased Inter-Professional Education (IPE) activities across all Health Sciences programs to foster collaboration among health professionals. Expanded use of Standardized Patients or Simulated Patients across programs to enhance experiential learning.

- On-going curriculum development within the school's health sciences programs continues to integrate Universal Design for Learning (UDL) principles alongside Indigenous learning across all curriculum components, fostering culturally sensitive and inclusive learning environments.

- On-going collaboration with health authorities, long-term care facilities, community, labs, dental offices and Program Advisory Committee representatives to expand practicum opportunities for health sciences students.

- The Ministry of Post Secondary Education and Future Skills has made Student Recruitment and Retention bursaries available for students in the Medical Laboratory Assistant and Occupational Physical Therapist Assistant programs. In addition, the ministry provides Nursing Student Tuition Grants for students in the Practical Nursing and Bachelor of Science in Nursing programs.

Program offerings (cont'd)

- Dual credit offerings have been expanded to high school students in the Richmond School District for the Health Care Assistant and Medical Laboratory Assistant programs.

- The Practical Nursing program successfully completed program recognition with British Columbia College of Nurses and Midwives (BCCNM).

- The Bachelor of Science in Nursing program has established the Clinical Coordinator role to provide support for faculty and students to respond to the changing landscape of health care settings. The department is working towards expanding simulation activities across all terms.

- VCC continues to deliver Health Care Assistant Partnership Pathway (HCA-PP) cohorts to address the need for additional health care assistants in long-term care, home support and assisted living services. The department established an Assistant Department Leader to support the additional international and HCA-PP cohorts.

- The Health Care Assistant International Diploma program continues to offer two cohorts a year.

- The substantially revised Medical Laboratory Assistant program is scheduled to be implemented in 2026. The department continues to incorporate IPE activities in collaboration with other health sciences programs.

- The Health Unit Coordinator (HUC) program has woven in student mental health awareness and support through all terms.

- The Pharmacy Technician program was awarded accreditation for five years with the Canadian Council for Accreditation of Pharmacy Programs. The Pharmacy Technician received funding from the Ministry of Post Secondary Education and Future Skills to deliver additional student seats in the January 2025 and September 2025 cohorts.

- The Occupational Physical Therapist Assistant (OPTA) program was revised to include curriculum updated and alignment with VCC's academic semester.

- The Dental Hygiene program secured multiple student awards and implemented CASPer as an additional admissions requirement. CASPer is an online assessment evaluating personal and professional skills.

- The Certified Dental Assisting Online program implemented the cohort delivery model in September 2024 and is transitioning out of a continuous intake model.

- The Certified Dental Assisting Onsite program will implement a new curriculum in September 2025. The department also delivered a successful "Tooth Trolley" event, providing free preventive dental care to elementary school children across Vancouver and Burnaby.

- The Dental Technology program is seeing significant interest from both domestic and international students. Continuously evolving, the program integrates cutting-edge digital technology to enhance learning and professional practice.

- The School of Health Sciences has developed Indigenous learning modules to align with the Truth and Reconciliation Commission's Calls to Action, ensuring graduates provide culturally competent care to Indigenous peoples.

Program offerings (cont'd)

School of Hospitality, Food Studies and Applied Business

VCC's School of Hospitality, Food Studies and Applied Business serves 1,300 full-time equivalent (FTE) students per year with over 150 faculty and staff. This school offers certificate, diploma, degree, Red Seal certification, and post-degree diploma programming:

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

Program offerings (cont'd)

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

To address B.C.'s hospitality labour shortage, VCC's Hospitality Management department has increased the number of cohorts in its diploma program and launched a new post-degree diploma in hospitality management. The department has also developed a micro-credential to prepare people to enter the hospitality industry. Every February, the department hosts a job fair where 30 hotel properties come to the downtown campus to interview our students for work placement.

Both VCC's Accounting and Marketing Technology diplomas were designed with input from industry partners to give our students the skills they need to be successful in the workplace. Since their programs were launched, the department has updated the courses factoring in industry, faculty, and student feedback. These graduates will help fill labour shortages in these industries.

In addition to training the region's top cooks and chefs at a post-secondary level, VCC delivers Youth Train in Trades Professional Cook 1 and Baking and Pastry Arts programs to high school students to inspire trades training in youth. The Youth in Trades programs have been growing, and offerings have been expanded. VCC offers Professional Cook 1 training in 7 different high schools and a Baking Foundation program at our downtown campus.

To advance Indigenization and decolonization in B.C.'s hospitality industry, VCC is supporting the Heiltsuk Nation, the Gwich'in Tribal Council and the Inuvialuit Regional Corporation with culinary training. VCC has delivered on-site culinary skills training and restaurant operations training in Bella Bella and Inuvik. Our Marketing Technology program offers an Indigenous Business in Canada course.

The Culinary Arts Department developed a Virtual Reality training platform. We have created a VR kitchen based on the VCC kitchens and five recipes from the Professional Cook 1 and 2 programs. One of these recipes has been converted to be used with Haptic Gloves. Our students have told us that they like to have the option of practicing the recipes on their own time as often as they want. They have also commented that this practice reduces the possibility of food waste. VCC is looking to expand the number of recipes and license this technology to other culinary schools.

Over the past year, VCC faculty and students have visited with the University of Colima in Mexico and the Universality of Piura in Lima, Peru as part of the Faculty Mobility for Partnership Building Program. The department leader in Culinary Arts accompanied three culinary arts students to the University of Colima to demonstrate our virtual reality training. The department leader of Business Management spent time with the Hospitality Department at the University of Piura.

Program offerings (cont'd)

Major accomplishments for 2024/25

Business

- Completing development and governance process to launch Global Supply Chain Management in May 2025. Upon completion of this program our graduates can complete several different certifications offered through the Association for Supply Chain Management (ASCM).

- Successfully delivering the Indigenous Business in Canada course.

- Developed new IT Project Management Post-Degree Diploma to be launched in January 2026.

- Active engagement with Industry through practicum placements is on-going.

- Faculty participation in the Faculty Mobility for Partnership Building Program in Peru

- Have articulated our Accounting and Digital Marketing Technology programs to several BC colleges and universities.

- Hosted an industry hiring fair for our business students.

Hospitality Management

- Developed a cooperation agreement with the Sustainable Hospitality Alliance to support students/faculty learning as well as support our institutional sustainability plans.

- Offered two Hospitality Management diploma courses to high school students in Squamish. The students earned six credits towards our diploma.

- Added extra cohorts in our Hospitality Management diploma to meet labour shortages.

- Completing renewal process for Hospitality Management diploma and degree programs.

- Hosted 30 hotel properties who gave 450 student interviews to our hospitality students for part-time and full-time employment.

Food Studies

- Participated in Skills Canada National competitions in cooking and baking categories. VCC baking students won gold medals at the posts-secondary and secondary competitions.

- Successfully completed a second contract with the BC Construction Foundation to deliver culinary training and restaurant operations training in Bella Bella for the Heiltsuk Nation.

- Completed basic culinary skills training with the Gwich'in Tribal Council and Inuvialuit Regional Corporation to enhance food security and to support culinary activates for the tourism sector.

- Collaborated with the BC Chef's Table Society to host the Top BC Culinary Apprentice on the VCC downtown campus.

Program offerings (cont'd)

- Hosted the Thai Consul General, staff, and chefs in teaching Thai culinary to students in our Asian Culinary program.

- Working with Italian Food Producer Rio Mare and the Italian Chamber of Commerce, we awarded two VCC culinary students with a $10,000 scholarship to attend a 1-month program at ALMA and then have a 1-month stage.

- Sponsored four Asian Culinary Arts alumni to compete in an international competition in Taipei, Taiwan. The team won silver medals.

- Developed and launched Virtual Reality (VR) and Augmented Reality (AR) training modules for Culinary Arts. Showcased this technology at the University of Colima in Mexico.

- Added an additional satellite Youth in Trades Professional Cook 1 program with the Chilliwack School district in addition to our current offerings in Gibsons, Squamish, Langley, Maple Ridge and Mission and Richmond.

- Had a VCC student attend the collaborative program with George Brown College and ALMA, a culinary school in Italy, spending one term at George Brown, one term in Italy and one term at VCC.

- Participated with Destination Vancouver in the Michelin announcement events.

Program offerings (cont'd)
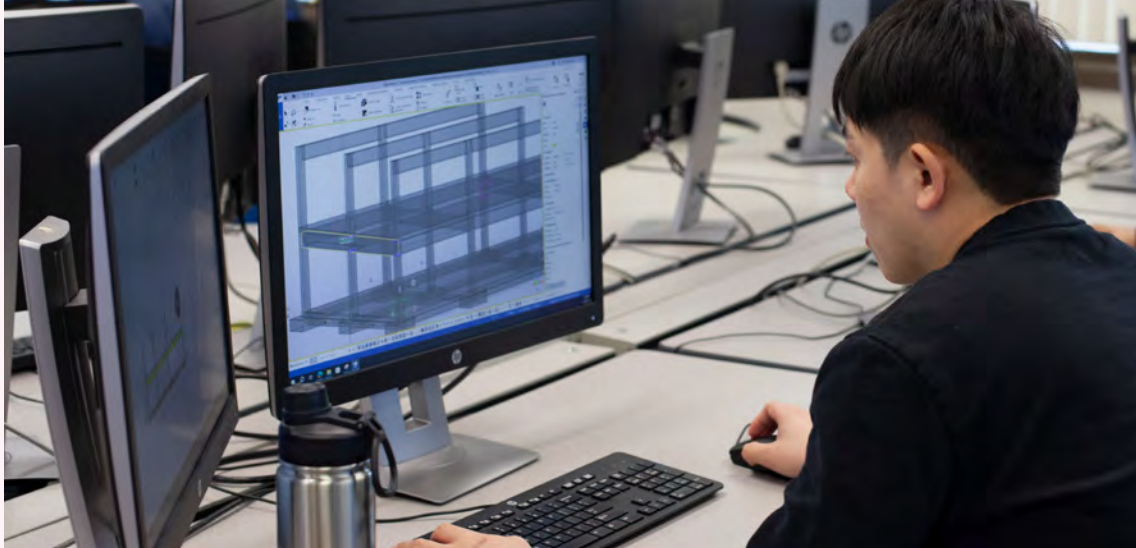
School of Trades, Technology and Design

Vancouver Community College's School of Trades, Technology and Design continues to play a pivotal role in British Columbia's post-secondary landscape, employing more than 150 faculty and staff across 11 departments at both Broadway and Downtown campuses. These departments include:

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

These departments collectively offer 10 apprenticeship programs, nine certificate programs, and nine diploma programs, serving approximately 2,000 students each year. Students benefit from publicly accessible, industry-facing labs, shops, and studios which provide valuable experiential learning and produce highly employable graduates.

Program offerings (cont'd)

Major accomplishments for 2024/25

Trades

- Launched the new Automotive Parts & Service Management Department

- Expanded partnerships and training pathways through the delivery of additional dual-credit programs in partnership with regional school districts.

- Launched new learning modules and curriculum enhancements to reflect Zero Emission Vehicle technologies and CleanBC goals, including heat pump technology, EV battery diagnostics, and low-GWP refrigerant handling.

- Partnered with leading industry organizations to enhance clean-tech training, including further integration of Freightliner eCascadia in student instruction.

- Continued collaboration with GAIN Auto Group and other industry partners on e-pprentice to support hybrid apprenticeship models.

- Introduced a new Advanced Driver Assistance Systems (ADAS) diagnostic lab in alignment with industry trends and workplace safety standards.

- Maintained ASE accreditation and expanded hands-on learning by securing additional electric and hydrogen vehicle training platforms.

- Strengthened relationships community employment partners to deliver targeted supports for learners facing employment barriers.

- Development and approval of Clean Energy Technology diploma, program begins January 2026

- Development and approval of Construction Electrician Foundation certificate program begins January 2026

Technology and Design

- Redesigned UI/UX Diploma Program in Digital Media Design, approved by Education Council and supported by the provincial seat expansion strategy.

- CAD/BIM, Digital Media Design, and Computer Systems Technology students participated in provincial and national competitions through Skills Canada, with increased industry mentorship and job placement outcomes.

- Enhanced third-year curriculum for CAD/BIM Technician and Architectural Technician programs to incorporate energy-efficient design and digital project workflows.

- Expanded the Career Fair model across departments, attracting industry partners who supported bursaries and recruitment initiatives.

Program offerings (cont'd)

- Received renewed funding for the Electronics Repair Diploma Program to meet continued student demand and technology sector growth.
- Continued progress toward national accreditation through Technology Accreditation Canada (TAC), ensuring program quality and industry relevance.
- Development of Virtual Environment and Simulation Design diploma curriculum approved, and program scheduled to begin September 2026

Equity, Partnerships and Growth

- Expanded ACCESS to Salon and Spa programming for Indigenous learners through partnership with Aboriginal Community Career Employment Services Society (ACCESS).
- Supported the Future Skills Grant and StrongerBC Action Plan through delivery of short-duration and stackable credential offerings across multiple departments.
- Continued work as an approved Scottish Qualifications Authority (SQA) training centre, enhancing international recognition of VCC programs.
- Advanced initiatives aligned with the BC Government's 2025 Mandate Letter priorities, including:
  - Strengthening employment pathways through targeted training in clean energy and emerging sectors;
  - Contributing to affordability and sustainability through public service delivery and innovation.
  - Supporting reconciliation with Indigenous communities through program access, curriculum development, and advisory engagement.
- AST department worked with the Centre for Digital Media to create a Virtual Reality application for student training on Electric Vehicle (EV) high voltage battery removal and installation.
- On-going collaboration with AST department and Unilia on hydrogen fuel cell technology and training.
- ~$500k federal funding joint application approved for the development and delivery of Electric Vehicle training over the next 3 years in the AST department.

The School of Trades, Technology and Design remains committed to providing accessible, future-ready, and industry-informed education that supports learners across British Columbia. Through collaboration, innovation, and alignment with provincial priorities, the School continues to serve as a leader in clean energy, applied technology, and workforce development in B.C.

Program offerings (cont'd)

Centre for Continuing Studies

With an aim to empower lives through innovative learning opportunities that align with industry and community needs, VCC's School of Continuing Studies continues to deliver relevant, industry-responsive programming through a variety of credit and non-credit courses, in both short and full-time programming, 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 range of program areas:

Building and Resource Management	Health and Social Services
Business and Leadership	Languages and Writing
Computing and Information Technology	Legal and Office Administration
Fashion and Design	New Instructor Training
Food and Hospitality	Construction Training

Credits for many Continuing Studies (CS) courses can be applied towards one of 34 credentials, including two post-degree diplomas, three diplomas, 15 certificates, eight micro-credentials, and four short certificates. In addition, we have begun supporting the creation and roll-out of eight digital badges across the college to date.

Program offerings (cont'd)

VCC Continuing Studies employs over 198 Instructors and staff. All instructors are current practitioners in their fields who imbue their classrooms with up-to-date industry knowledge. VCC Continuing Studies enrolls approximately 2,793 students annually, representing roughly 19% of all VCC students.

Looking forward, CS will continue to focus on developing specialized and focused micro-credentials to support re-skilling and up-skilling objectives in alignment with industry needs, as well as increasing the number of full-time diploma program offerings in alignment with our mandate. To this end, we ensure our development process takes into account several key considerations at the outset, including alignment with labour market needs, a special consideration of delivery modality to provide students with maximum flexibility, and a costing structure that keeps our offerings competitive within the local market. In addition to this, we focus much of our efforts as a team to identify and improve service provision and process efficiency across all areas of service and program delivery.

Major accomplishments for 2024/25

- Continued to lead micro-credential development at VCC:
  - With the aid of provincial funding, developed two new micro-credentials (Inclusive Leadership in Construction and Trades and Addiction Counselling) as well as the five-module Teaching Essentials for Adult Learners workshop to support industry experts across B.C. who have recently begun instructing in a PSE context.
  - Continued to contribute input and feedback on micro-credential conversations across the province and internationally.
  - In the process of including two VCC micro-credentials in the TRU-led micro-credential credit bank initiative
- Enacted year two of the Collaboration Framework pilot project, with funding from PSFS
  - Implemented the Collaboration Framework and common licensing agreement to foster the sharing of curriculum across public PSIs in B.C.
  - Piloted implementation with Camosun and Okanagan College, making four VCC micro-credentials available to their institutions for delivery
  - Added two more institutions to the Framework (Northern Lights College, North Island College) and actively engaged in conversations with six more institutions during the remainder of the pilot phase.
  - Submitted our project as a SERT case study with BCcampus

Program offerings (cont'd)

- Expanded programming in our area to support our community's training and professional needs, in alignment with the BC Economic Plan:

  - Finalized and launched our Cybersecurity Governance Risk and Compliance post-degree diploma – the first of its kind in western Canada

  - Launched the renewed Counselling Skills Foundations: Mental Health & Addictions Certificate program to better meet labour market and community needs. The program has been approved by the Canadian Addiction Counsellors Certification Federation (CACCF) and has taken strides to consider systemic and historic oppression, trauma informed practice, and to recognize Indigenous health models and resiliency across the curriculum.

  - Explored niche construction-related training opportunities in alignment with local construction associations' stated needs (e.g., VRCA, ICBA).

  - Created a Loan Monitoring micro-credential (VCC's first that is related to Quantity Surveying), in association with local industry and leveraging internal development funds.

  - Launched our Fashion and Film micro-credential in partnership with VFS and with funding support from the Future Skills Grant.

  - Completed the Paralegal diploma program renewal with input from members of the BC Paralegal Association, and a planned launch of Fall 2025.

  - Partnered with DigiBC to develop and deliver customized work placement training to support B.C.'s creative tech sector's onboarding and retention activities.

- Continued to explore and refine the model for Modern Apprenticeship as an improved approach to practical and labour-market aligned training for the province.

- Successfully planned and launched the inaugural CredX symposium as a means to bring together thought leaders from higher education, industry, and government to address labour market and industry needs by exploring the potential that lies at the intersection of recognition, badging, and micro-credentials in B.C.

- Served our community by expanding partnerships and opportunities for relevant programming that address specific community and labour market needs:

  - Continued to play a central leadership role within the Continuing Education Training Association of BC (CETABC) by hosting meetings, sharing insights from experience with Destiny One, the development of micro-credentials and the Collaboration Framework pilot, as well as taking the lead on various ad hoc initiatives to support training across the province.

Program offerings (cont'd)

- Efforts in Support of Truth and Reconciliation

  - Revised the Counselling Skills Foundations: Mental Health & Addictions Certificate program to ensure it recognized Indigenous health models and resiliency, as well as traditional and contemporary practices, within the curriculum. The program's design also took steps to highlight and recognize how people are treated and shaped by historic and systemic oppression, as well as inclusion and social justice. Among its core values, embedded throughout the program's content and delivery, this program seeks to foster among our students an acknowledgment and appreciation of our positions on unceded lands.

  - Began work with ACCESS and the Vancouver Aboriginal Friendship Centre to provide customized training with our Building Manager programming. Work is underway to begin delivery in the Spring 2025 term.

  - Conducted a series of exploratory talks with Squamish Nation to design and deliver training for those interested in pursuing opportunities to serve as board members within their communities. The program was broadly outlined, and we are currently investigating funding opportunities to support the development work required.

  - Continuing to schedule workshops aimed at integrating Indigenous ways of knowing into our instructors' teaching practice (both through our annual CS Instructor Days and by highlighting similar workshops and opportunities across VCC and within the community).

Program offerings (cont'd)

Library and Teaching and Learning Services

As the Elders have shared over the years, the most important aspect of our journey is how we connect and interact with people. This interaction and connection must be mutual and respectful. Each of us brings different skill sets to our work, and it is these qualities and relationship-building efforts that our team strives for. The following accomplishments were achieved in collaboration with various departments across VCC campuses, including the Indigenous Education and Community Engagement (IECE) department.

Cultural Safety and Indigenous Holistic Health Equity

In response to the TRC Calls to Action in Health, we designed a course introducing Indigenous perspectives, knowledge, and practices within the context of healthcare education. Through online modules, students explore the historical context and contemporary impact of colonization on Indigenous peoples of Canada, focusing on the local host nations of Vancouver: xʷməθkʷəy̓əm (Musqueam), Sḵwx̱wú7mesh (Squamish), and səlilwətaɬ (Tsleil-Waututh) Nations. Students develop a personal action plan reflecting on systemic and personal stereotypes and biases, integrating Cultural Humility and Safety practices, and committing to reducing inequities and disparities experienced by Indigenous peoples.

Program offerings (cont'd)

Dean Curriculum & Pedagogy

- Representation: The Dean serves on the Education Council as a voting member, ensuring Indigenous perspectives and voices are included. The Dean also participates in the Education Policy, Curriculum, and Board of Governors meetings.

Needs assessments

- Collaboration: We collaborate with relevant campus departments, including Indigenous faculty and staff, to identify needs and priorities related to Indigenization and decolonization within the college.

Relationship building

- Engagement: We attend regular meetings with key areas to establish rapport, understand perspectives, and build partnerships with the Indigenous Education and Community Engagement department for student services.

Curriculum review

- Integration: We work closely with coordinators, faculty, and department heads to review existing curricula, identify areas for Indigenization, and provide guidance on incorporating Indigenous content and perspectives.

- The Digital Learning for Innovative Teaching (DLIT) builds the skills required to support digital innovation in adult teaching and learning in a variety of settings, including post-secondary education, business, industry and trades. No similar credential in digital learning exists in the province. It has been designed in such a way that students in the Provincial Instructor Diploma program (PIPD) can take the courses as electives, which should ensure a steady number of registrations. Students may also enroll in courses individually. Each course in the Short Certificate will be awarded a Badge in MyCreds, an official credit wallet used across Canada.

- Anti-racism facilitation training courses with BC Aboriginal Friendship Centres ran our second cohort.

- Two-day online Teaching and Learning symposium with 100 faculty registered with Keynote speakers, workshops, and student presentations

Program offerings (cont'd)

Indigenization training

- Faculty Development: We provide Indigenization training (Paddling Together: Indigenize Your Course) for faculty to help them understand Indigenization and decolonization within their specific roles and disciplines. Various Indigenous workshops are also conducted with different departments.

Project collaboration

- Interdisciplinary Initiatives: We encourage interdisciplinary collaboration among faculty members to develop projects or initiatives that promote Indigenous knowledge, research, and collaboration.

Policy review

- Inclusion: We collaborate with relevant stakeholders to review existing policies and implement new policies that support the inclusion and representation of Indigenous perspectives, such as land acknowledgements, proper use of Indigenous symbols, and respectful language usage.

Strategic planning

- Long-term Goals: We work with college leadership to develop a long-term strategic plan for Indigenization and Decolonization.

Supporting Indigenous learners

Pathways Program:

- We are creating new pathways programs in collaboration with other VCC departments for Indigenous students entering nursing and health programs.

Student success

- We are committed to ensuring faculty have the resources and support to Indigenize curricula through an Indigenous lens and pedagogy. Indigenous worldview supports all people through holistic, land-based experiential learning.

- We attend IECE events to ensure presence and support.

- The learning center provides tutors in the Gathering Place throughout the week to support students. All tutors attended a cedar weaving workshop to gain insight into Indigenous teachings and build better relationships with Indigenous learners.

- The Dean sponsors an Indigenous student bursary each term.

Program offerings (cont'd)

Community engagement

Partnerships:

- We establish partnerships with local First Nations communities and Indigenous organizations such as ACCESS to create programs that meet their needs, such as Pathways, Indigenous Culinary, and Building Management programs.

Activities:

- We plan and facilitate community engagement activities such as cultural events, workshops, guest lectures, and foster connections between the college and local Indigenous communities. We continue to build and strengthen long-term relationships with the urban Indigenous community as well.

These accomplishments reflect our on-going commitment to Indigenization and Decolonization, ensuring that Indigenous perspectives and voices are integrated into all aspects of our work.

Major accomplishments for 2024/25 for the Library

- Improved efficiency of the college's Records Management process. Significant clean-up of the college's long term storage of its records.

- Developed Digital Management Plan (DMP), a requirement of research funding agencies, including Canadian Tri-Agencies (CIHR, NSERC, SSHRC). Implementation of Borealis research data repository system to support the DMP.

- Introduction of VR/AR headsets for circulation to all students.

- Events to mark Open Education Week and Open Access Week. Re-establishment of OER Adoptions tracking system across the college. Introduction of OER Newsletter.

Program offerings (cont'd)

International Education

VCC International Education welcomes international students from over 70 countries in over 60 programs ranging from certificates, diplomas, degrees and post-degree diplomas. Recent and continuous Immigration, Refugee and Citizenship Canada (IRCC) policy changes have impacted new enrolment in many programs, but VCC has developed new programs and aligned existing programs to ensure post-graduate work-permit eligibility. VCC programs provide hands-on learning and practical experiences that provide the necessary skills for our international graduates to get hired. International students value opportunities to get Canadian work experience throughout their programs, and seek VCC programs for our high graduate employment rates. Popular programs include Early Childhood Care and Education, Health Care Assistant, Network Technology Administration and Security, Hospitality Management, and Culinary Arts. Additionally, our Transportation Trades diplomas remain popular choices for students seeking hands-on training that leads to employment. International students at VCC have an average GPA of 3.37.

VCC is committed to the ministry's measures on international education and aligns with the following measures that protect international students by setting higher standards and more rigorous requirements for institutions enrolling international students:

- New EQA Code of Practice effective January 2025

- Changes to the EQA policy to increase operational expectations

- New enrollment guidelines for public post-secondary institutions

- Guidelines for strategic plans that identify the goals, objectives, priorities, and student supports of the institution's international education program.

Program offerings (cont'd)

Throughout the tumultuousness of the past year, the International Education department has increased our services to international students. Our enhanced services also show our commitment to the ministry's measures on international education that strengthen supports to ensure the highest quality education for international students. Examples include:

- Advocating for and supporting international students and their families who were impacted by IRCC policy changes that had immediate impact on their admissions decisions and studies.

- Ensuring that international students understood immigration regulations by providing one-on-one advising, hosting workshops, conducting class visits (both in-person and online), and creating instructional guides and presentations reflecting the latest immigration changes.

- Tailoring and editing content for VCC's International Immigration and Visas website, ensuring accessibility, clarity, and alignment with the latest IRCC regulations to ensure up-to-date immigration information for students and staff.

- Developing International Student Success modules that recognize international students' unique challenges and provide practical and essential information to support students throughout their time at VCC.

- Strengthening collaboration with internal and external partners to enhance settlement services:
  - Coordinating with in-country representatives to deliver pre-departure sessions, helping incoming students prepare for their studies abroad.
  - Partnering with SUCCESS to offer additional support, including PR Pathway sessions.
  - Working with Service Canada and CRA to provide essential settlement services for international students.
  - Collaborating with housing providers like GEC Living to address accommodation challenges and ensure a smooth transition for students.

- Increasing student engagement by organizing and facilitating various student engagement events designed for international students, including Welcome Days, International Student Orientation, International Student Welcome event, Halloween celebrations, and VCC's Convocation. These events helped foster community, support student integration, and enhance the overall student experience at VCC.

Program offerings (cont'd)

In late 2023, VCC developed a five-year International Education Strategic Plan with the following objectives and priority actions:

Indigenous perspectives

Integrate practices of decolonization and reconciliation in VCC's internationalization initiatives and actions to provide opportunities for the college community to learn about, celebrate and honour Indigenous knowledge, cultures and ways of being and in keeping with United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) and the Truth and Reconciliation Commission Calls to Action.

Actions:

- Collaborate with Dean of Indigenous Initiatives, Dean of Curriculum and Pedagogy, Elders, Knowledge Keepers and Indigenous Faculty Initiatives Advisor to seek input, advice, and participation in the development and implementation of internationalization initiatives.
- Ensure international partnerships and collaborations align with principles of decolonization and reconciliation.
- Prioritize relationships with institutions that share a commitment to diversity, equity and respect for Indigenous rights.

Equity, diversity, inclusion, and access

Integrate practices of equity, diversity, inclusion, and access in all areas of internationalization to promote a positive and inclusive college community.

Actions:

- Ensure that internationalization efforts and operations align with VCC's equity, diversity, inclusion, and access priorities.
- Support access to VCC programs and ensure regional, economic and demographic student diversity in alignment with provincial and federal priorities and frameworks.
- Support the on-going development of teaching, learning and assessment strategies that are inclusive of diverse ways of knowing and being.
- Coordinate intercultural competency training for students, staff and faculty to enhance understanding of diverse cultures, backgrounds and perspectives.

Program offerings (cont'd)

Student success

Support the well-being of students and enhance their experiences in successfully reaching their personal and professional goals.

Actions:

- Enhance student supports and services with a focus on mental health, career and settlement, and safe and secure living conditions, to help students overcome challenges and achieve their academic goals.

- Support program development that aligns with in-demand labour market outcomes as identified by provincial and national labour market analyses.

- Ensure opportunities for students to gain employment in careers related to their field of study and maintain high graduate employment rates and successful graduate outcomes.

- Prioritize students' best interests and hold VCC and its partners, including education agents, accountable to ethical business practices that comply with provincial and federal standards.

Global experiences and partnerships

Develop and enhance opportunities for the VCC community to participate in and benefit from global engagement through strategic partnerships and internationalization at home.

Actions:

- Develop a framework, establish partnerships and create consistent processes for global engagement, mobility and exchange (both virtual and in-person) to increase student, staff and faculty access to global experiences.

- Establish strategies for embedding internationalization at home into college initiatives.

- Provide financial support for internationalization and global engagement initiatives.

- Leverage positive outcomes from global experiences and partnerships to support students, staff and faculty to navigate complex global challenges.

Sustainability

Integrate and align relevant United Nations Sustainable Development Goals (SDGs) and environmental best practices into VCC's internationalization efforts and operations.

Actions:

- Strengthen our capabilities to design and implement strategies that minimize the negative impacts of social, economic and environmental crises and emerging challenges in alignment with the UN SDGs.

Program offerings (cont'd)

- Integrate environmental stewardship and best practices for sustainability into internationalization efforts and operations.
- Make operational decisions that support climate-conscious activities and align with provincial and federal frameworks and VCC's Environmental Sustainability Strategy.

Major accomplishments for 2024/25

- Responded quickly to IRCC policy changes to the international education student program and proactively worked to ensure minimal impact to budgeted enrolment.
- Leveraged technologies, data and strategic enrolment management strategies to respond to the changing landscape of international students in Canada with a sustained commitment to diversity.
- Supported new program development and program re-design to align with in-demand labour market outcomes as identified by provincial and national labour market analysis.
- Leveraged technologies to improve the admissions and registration processes for international students.
- Collaborated with other public BC and Metro Vancouver institutions to host recruitment partner sessions to promote study-in-BC and study-in-Vancouver to international partners in key markets
- Updated agent agreements and modified agent assessment processes to be in compliance with BC's EQA requirements
- Prioritized a student-centered approach and worked closely with program and student services departments to address and support the unique needs of international students, ensuring they received timely and accurate assistance.
- Increased International Peer Mentor Community to bring together mentors and mentees while fostering a sense of belonging, enhancing student retention, and promoting peer mentorship.
- Developed global experiences and partnerships such as:
  - Being selected as a recipient of the prestigious 2025 Canadian Queen Elizabeth II Diamond Jubilee Scholarships Program for the project: Addressing Climate Change in Asia and the Pacific – Leveraging University Mobility in Asia and the Pacific (UMAP) for Action.
  - Being awarded Faculty Mobility and Partnership Building Scholarship Program funded by Global Affairs Canada for two scholarships for two faculty members to spend 21 days in Mexico and Chile to explore and develop partnerships, do research and contribute to teaching local students.
  - Sending VCC Culinary and Jewellery faculty to Voi, Kenya as part of Young Africa Works in Kenya TVET 25 project funded by Colleges and Institutes Canada and MasterCard Foundation

Program offerings (cont'd)

Indigenous education and community engagement

Vancouver Community College (VCC) is located on the traditional and unceded territories of the xʷməθkʷəy̓əm (Musqueam), Sḵwx̱wú7mesh (Squamish), and səlilwətaɬ (Tsleil-Waututh) peoples who have been stewards of this land from time immemorial.

The Indigenous Education and Community Engagement (IECE) department is dedicated to fostering a safe, supportive, and empowering environment for First Nations, Inuit, and Métis learners. At VCC, we honour the rich cultural diversity and perspectives of our students and remain committed to an inclusive learning environment that respects, values, and celebrates Indigenous knowledge, traditions, and ways of knowing, being, and learning.

Collaboration is at the core of this work. Through strong partnerships across VCC schools and departments, as well as with Indigenous communities and stakeholders—including VCC's Indigenous Advisory Group, Elders-in-Residence, Indigenous Student Advisory Group, Host Nation communities, and urban Indigenous organizations—IECE advances VCC's commitments to Indigenization, decolonization, and reconciliation. This is achieved through programs, services, institution-wide initiatives/projects, and partnership development that respectfully integrates Indigenous knowledge, fostering both academic success and cultural awareness.

VCC's strategic direction is grounded in Indigenous wisdom, informed by VCC's Strategic Innovation Plan (SIP), Indigenous Institutional Readiness report, and future development of an Indigenization Framework, ensuring Indigenization is woven into every institutional priority. By embracing Indigenous knowledge and perspectives, VCC fosters a transformative and inclusive learning environment.

Program offerings (cont'd)

VCC creates a welcoming environment where Indigenous learners feel a strong sense of belonging and are empowered to succeed. By weaving Indigenous perspectives into our institutional vision, curriculum, and campus life, we enrich the educational experience for all. This inclusive approach supports students in thriving both academically and culturally.

Together, we are transforming learning.

Major accomplishments for 2024/25

Indigenization and Decolonization

- To support VCC's new brand identity, which features a logo inspired by the Coast Salish Longhouse, a community-driven art initiative is underway to incorporate Coast Salish artistry from the Musqueam, Squamish, and Tsleil-Waututh communities. Complementary graphic elements will seamlessly integrate the stories and symbols of our Host Nations, enriching VCC's visual identity. This design will help share our story with the world, deepen our commitment to community engagement, and foster meaningful relationships while strengthening our understanding of the land-based knowledge of the territory VCC is located on. By honoring the teachings, stories, and traditions of the Host Nations, we enhance the student experience and reaffirm VCC's role as a leader in inclusive, culturally rich education.

- VCC continues to exceed the Government of Canada's 50/30 Challenge, with diverse Indigenous representation in key leadership portfolios.

- VCC offered employees diverse opportunities for shared learning through cultural training by Indigenous leaders and knowledge holders that brought together Indigenous and non-Indigenous leaders, faculty, staff, students, and partners including: Cultural Safety training, Indigenous lunch and learn speaker series, various cultural workshops, Indigenous Student Appreciation luncheon, Indigenous Partners Appreciation Luncheon, Land Based Learning sessions, Land Acknowledgement workshops, VCC Day celebration, Mental Health Day, National Indigenous Day celebrations, and the National Day for Truth and Reconciliation. These workshops and events are a powerful symbol of VCC's commitment to nurture a greater understanding and appreciation of Indigenous culture. By engaging in this knowledge, participants forged a deeper connection to the land, and Indigenous ways of knowing. Of note:

    - An Elder Honouring Feast was held to acknowledge VCC's esteemed Elders In-Residence individuals. Community partners joined us in paying tribute to the wisdom, knowledge and contributions made by the Elders. It was a heartwarming occasion that lifted their spirit and reinforced their importance within our institution.

Program offerings (cont'd)

- Further expansion of the Three Sisters and Indigenous Medicine Garden inviting faculty and students to learn about Coast Salish Indigenous plants and their uses, further decolonize and Indigenize curriculum, as well as combat student food insecurity issues. VCC's Culinary Arts Program integrated Indigenous gardening practices into their curriculum. As part of their lesson plan, students created a food using these harvested ingredients (corn beans, and squash). This hands-on learning experience not only taught students and staff about Indigenous knowledge connected to sustainable gardening but also showcased the rich culinary history of Indigenous culture and knowledge.

- IECE has played a key role in advancing institution-wide decolonization and Indigenization initiatives by providing expertise in curriculum, policies, procedures, programs, and services. Through collaboration with various educational and student support departments, IECE contributed to these efforts by actively participating in committees and working groups such as Administrative Policy, Alumni Awards, Student Support, Indigenization/decolonization Community of Practice, Environmental Sustainability Advisory Group, Curriculum Quality Committee, Equity Diversity, and Inclusion, Pulling Together workshop series, and Operations, among others.

▪ Building on the success of VCC Indigenization/Decolonization Community of Practice group, led by IECE, a sub working of dedicated volunteers to logistically advance VCC's Indigenization, decolonization, and cultural revitalization within our institution. The volunteer group houses passionate individuals to contribute their skills and expertise to help drive meaningful activities and initiatives, foster respectful dialogue, and promote cultural humility. The volunteer working group helps create transformative experiences that honour Indigenous cultures and cultivate a deeper sense of respect and understanding.

▪ VCC held a ground blessing event on April 12, 2024, for the Centre for Clean Energy and Automotive Invitation. This momentous occasion brought together representatives and leaders from Musqueam, Squamish, and Tsleil-Waututh, VCC, and the broad community. The event was the culmination of a collaborative process involving the three Host Nations adhering to protocol, reciprocity, and ensuring a respectful and inclusive process. The ground blessing ceremony featured traditional drumming and singing, fostering a sense of unity among participants—working together to ensure protocol was followed. Elders from the Host nations and VCC's In-residence Elders played a significant role in the ceremony. The event celebrated Indigenous culture, language, and tradition, promoting cross-cultural understanding and respect. The ground blessing event marked a significant milestone in the development of the new building. The collaborative effort and institutional commitment to protocol and reciprocity ensured a meaningful and memorable experience for all involved.

Program offerings (cont'd)

- IECE is provide advice on the newly formed Indigenizing the Collective Agreement committee, providing guidance to both Vancouver Community College and the Faculty Association (VCCFA). This collaboration aims to develop recommendations for collective agreement amendments to be considered in the next round of negotiations.

- VCC is undergoing a comprehensive curriculum review process, collaborating with coordinators, faculty, and department heads to integrate Indigenous perspectives and content. This initiative spans various departments, including ASL, ABE, Hospitality, Continuing Studies, and the CASE program. VCC's new Automotive Body and Repair program, to be offered in Indigenous communities (in development), is currently undergoing consultation to incorporate Indigenous perspectives.

- Oversee and provide Indigenization training. For example, (Paddling Together: Indigenize Your Course) for faculty to help develop their understanding of Indigenization and decolonization within their specific roles and disciplines.

Supporting Indigenous Learners

- IECE oversees the on-going operation and maintenance of the Indigenous Gathering Spaces at both the Downtown and Broadway campuses. These spaces serve as culturally safe and welcoming environments for Indigenous learners.

- The Indigenous Student Aide Program ("Cousins") is a valuable resource in supporting Indigenous students on their post-secondary journey at VCC. "Cousins" provide peer-to-peer support in the Downtown and Broadway Indigenous Gathering Spaces, creating a welcoming and inclusive environment. They offer a student perspective to help ensure Indigenous learners feel supported, connected, and empowered to succeed in their education.

- The newly created Indigenous Community Mentor position provides valuable support to students at both Indigenous Gathering Space locations. The mentor offers culturally relevant support to Indigenous students and helps facilitate community connections, access to resources, services, and opportunities that help promote student success.

- The Indigenous Resident Elders at both the Downtown and Broadway Indigenous Gathering Spaces play a vital role in supporting Indigenous students by offering guidance, cultural teachings, and mentorship. Their presence creates a welcoming and culturally safe space where students can seek emotional, spiritual, and academic support throughout their educational journey.

Program offerings (cont'd)

- By regularizing VCC Learning Centre tutoring and academic success workshops in the Indigenous Gathering Spaces at both the Downtown and Broadway campuses, Indigenous students gain greater access to tailored academic support in a culturally safe and familiar environment. These sessions provide students with direct assistance in areas such as writing, math, and study strategies while also reinforcing a sense of belonging. Embedding these resources within the Gathering Spaces helps reduce barriers to seeking academic support, fosters confidence, and enhances student success by integrating culturally responsive learning approaches.

- IECE has established a regular schedule of Indigenous cultural workshops and learning opportunities, ensuring that Indigenous students, faculty, staff, and the broader VCC community have access to meaningful, hands-on cultural experiences. These workshops help foster a deeper understanding and appreciation of Indigenous traditions, strengthening cultural connections and creating a more inclusive campus environment. Examples of these initiatives include:

  - Cedar Weaving Workshops – Teaching the cultural significance and traditional techniques of weaving with cedar, a sacred material in many Indigenous cultures.

  - Indigenous Knowledge Storytelling – Featuring Elders and Knowledge Keepers sharing Oral Traditions, histories, and teachings, reinforcing the importance of storytelling in Indigenous ways of knowing.

  - Indigenous Student Luncheons – Providing a welcoming space for students to gather, share experiences, build community, and receive support.

  - Drum-Making workshops – Engaging students in the traditional process of crafting hand drums, learning about their significance in Ceremonies, music, and cultural expression.

  - Indigenous History Month Activities and Initiatives – Hosting events that celebrate and honour Indigenous history, resilience, and achievements through speakers, performances, and interactive learning experiences.

By offering these culturally enriching experiences on a regular basis, VCC continues to foster a campus environment that respects, values, and integrates Indigenous ways of knowing, being, and learning while providing opportunities for the broader community to engage in reconciliation and cultural understanding.

  - IECE proudly hosted a student appreciation lunch and proudly celebrated our graduates with a small honouring ceremony. This meaningful event brought together family, friends, and community members to recognize the hard work, perseverance, and dedication of our Indigenous learners.

  - Provide department workshops that help staff gain insight to Indigenous teachings and better understanding/relationship building with Indigenous learners.

  - Newly developed course—Clean Energy Technology Diploma—Understanding Indigenous Connection to the land in Canada.

Program offerings (cont'd)

Indigenous Community Engagement

▪ The VCC Indigenous Advisory Committee met three times last year, providing guidance on Indigenization, decolonization, and reconciliation efforts. Comprising of Indigenous community/organization leaders, Indigenous K-12 and post-secondary educational experts, Indigenous not-for-profit organizations in the areas of employment and training and capacity development, and an Indigenous alum.

▪ Host Nations engagement meetings met three times last year. Representatives from the xʷməθkʷəy̓ əm (Musqueam), Sḵwx̱ wú7mesh (Squamish), and səlilwətaɬ (Tsleil-Waututh) Nations meet with IECE to receive updates on institutional initiatives and provide valuable feedback. These collaborative sessions foster open communication, ensure cultural sensitivity, and promote mutual understanding between VCC and the Host Nation's land in which VCC resides.

▪ VCC is committed to reconciliation, Indigenization, and decolonization. The VCC community is supportive of IECE hosting and facilitating various social justice initiatives and activities that engage small groups, the entire campus, and external communities. Our efforts not only foster meaningful dialogue and participation, but these initiatives also advance Indigenous perspectives, ultimately enriching the VCC community and beyond. For example, in May 2024, VCC held a poignant vigil to honour the memories of missing and murdered Indigenous women and girls. The campus community came together for a powerful ceremony, paying tribute to the lives lost and advancing awareness, justice, and reconciliation.

▪ IECE representatives attending various Indigenous higher education conferences and events which is a key form of community engagement, allowing VCC to build relationships, exchange knowledge, amplify Indigenous voices, and strengthen partnerships. These gatherings inform institutional practices, enhance support for Indigenous learners, and demonstrate VCC's commitment to Indigenization, decolonization, and reconciliation in post-secondary education. For example:

  – Delivered a panel discussion at the Indigenous Partnership Success Conference titled "Towards a New Era of Urban Land Development: The Cultural Ribbon" alongside PCI Developments and Low Tide Properties', focusing on the nation-leading approach to Indigenous engagement that's informing PCI Developments (PCI) and Low Tide Properties' (Low Tide) South Flats' and Vancouver Community College (VCC) developments on Great Northern Way.

  – Attended the CICAN National Indigenous Education Symposium, S'TEṈISTOLW̱ Indigenous Adult and Post-Secondary Education Conference, First Nations Education Steering Committee Education Conference, CICAN Connection Conference, Vancouver Board of Trade Reconciliation in Action Event, BC Achievement Indigenous Business Awards.

Program offerings (cont'd)

- VCC and IECE continue to work closely with various Indigenous communities and organizations to deliver Needs Based programs, such as ACCESS and MNBC, to provide low-barrier access to VCC programming and courses. This collaborative approach empowers Indigenous community individuals to participate in "trade sampler camps", initiatives, and other opportunities that fosters skills, development, and economic stability. By partnering with community organizations, VCC ensures that its programming is responsive to Indigenous needs and priorities, promoting greater accessibility and inclusivity.

- Indigenous Student Entrance Awards—VCC awards six individual entrance awards valued at $2500 each. Students receive $1,250 in the first semester, and the remaining $1,250 if they continue to the next semester.

- The Adult Basic Education (ABE) Fundamentals adult literacy outreach class at Ray Cam (Spring and Fall 2024) had 12 regular and many more occasional participants. Demographics have shifted, with fewer First Nations and Métis members accessing the cooperative. Since the program aims to support Indigenous parents in the DTES with academic upgrading, we plan to assess which partnerships will be best suited to this goal for the next funding cycle.

- Established partnerships with the local First Nation Communities and Indigenous industry experts such ACCESS to create programs that meet individual needs such as Pathways to education, UMBC Indigenous Culinary, building management program.

- VCC's Recruitment and Learner Engagement team actively participated in various Indigenous community recruitment initiatives, fostering connections and promoting VCC educational opportunities within Indigenous organizations and community. For example:

  - Indigenous Day of Excellence, Wednesday, March 5, 2025
    Surrey Schools Learning resource centre

  - SD14 & Indigenous Education, Thursday, February 6, 2025
    Bonsor Recreation Complex

  - Vancouver Aboriginal Friendship Centre Society Career and Education Fair

Program offerings (cont'd)

Partnership Development Office

VCC's Partnership Development Office (PDO) is a key social entrepreneurial hub for expansion of educational collaboration with community, industry, and government partners. The PDO's Access+ projects and initiatives enhance and diversify VCC's community engagement by growing partnerships, incubating programming ideas, developing pedagogical resources and tools, and by offering **tuition free rapid training and workforce development solutions** to address community's skill shortage and emerging labour market needs.

PDO's wide ranging workforce development projects provide accessible, inclusive and barrier-free employability and vocational skills training to marginalized and underserved members of the community. This is in alignment with BC's StrongerBC Plan of supporting people and families by expanding opportunities in education and training. Through these projects, the PDO has developed local, regional, and national partnerships that speak to our commitment of building community capacity through meaningful collaborations.

VCC's CareerLAB — an internal college initiative that the PDO oversees — is dedicated to enhancing VCC's career guidance, work integrated learning (WIL), and employer engagement capacity. Our collective initiatives continue to play a vital role in assisting underrepresented groups (new immigrants, persons of color, women, youth, Indigenous learners, students with disabilities, international students, protected refugees) develop strong career management skills to find, sustain, and progress in their chosen careers in today's ever-evolving labour market.

Program offerings (cont'd)

Major accomplishments for 2024/25

1. Community Training and Development

- **Supportive Care Assistant Micro-credential**
Using the BC Future Skills Grants, eligible students received Supportive Care Assistant training to gain entry-level skills to work in non-medical support roles in senior care facilities and home care services. The program allowed the students to study in an online program independently and flexibly according to their own schedules, while having access to a facilitator and group-based tutoring sessions. The program also provided practicum for the students to gain on-the-job skills and consolidate their understanding of employer expectations and workplace cultures.

- **Kitchen Basics Micro-credential**
The PDO partnered with the Metis Nation BC to provide training to their citizens on basic kitchen techniques. The VCC micro-credential was part of an MNBC career exploration program that supported the participants to understand culinary career and employment opportunities. Working collaboratively with the MNBC program team and VCC's Indigenous Education and Community Engagement department, the PDO was able to embed Indigenous cultural elements in the program (taught by a VCC culinary instructor) by engaging with two Elders and a Metis chef.

- **Customized Medical Office Assistant Certificate Training**
The PDO collaborated with the Sources Community Resource Centres to deliver Medical Office Assistant training to community members looking for upskilling and reskilling to improve their employment opportunities, with funding from the Community Workforce Response Grant, Ministry of Post-Secondary Education and Future Skills. While providing the MOA program as a full certificate, the program also included Skills for Success training and work experience that were designed to enhance the employability of the students. Training was delivered by a joint team of experienced instructors, student advisor, and employment specialist from both VCC and Sources.

- **ECE Assistant Training Project (Year Two)**
We continued with the project in 2024-25 (Year Two of a 2-year contract). In 2023-24, the PDO received funding from the Ministry of Post-Secondary Education and Future Skills to deliver an Early Childhood Education Assistant project that aimed to train immigrant and refugee women and assist them to enter the ECE field. We partnered with the Pacific Immigrant Resources Society because of their experience in supporting immigrant and refugee women, and their expertise in trauma-informed childcare.

Program offerings (cont'd)

- **Community Adult Literacy Program (CALP) partnership (Year Two)**
We continued with the partnership in 2024-25 (Year Two of the 2023-25 funding cycle). VCC had a long-time partnership with Mount Pleasant Neighborhood House (MPNH) whereby the Family Literacy Outreach program was delivered through Community Adult Literacy Program funding (Ministry of Post-Secondary Education and Future Skills) every year. The FLO program provided home-based English learning opportunities to immigrant women (and their children) who could not attend an institution-based program due to family situations. MPNH recruited and trained tutors who were matched with the women to not only support their own learning but also help them assist their children to learn.

2. Community and Employer Relations

In 2024-25, the PDO engaged in various strategic collaboration activities to strengthen VCC's relationship with community and employer partners.

- **The Salvation Army (Belkin Communities of Hope)**
  - The PDO took the lead in building a collaborative relationship with 4 connected housing programs at The Salvation Army – Belkin House, Grace Mansion, Richmond House, and Illuminate – known collectively as the Belkin Communities of Hope.
  - Our relationship progressed significantly in the last year. We started first with an info session for housing case workers and managers to learn about VCC programs and services (at the VCC downtown campus). We then invited program leaders to present at the 2024 VCC Day to increase awareness of homelessness among VCC employees. Our student advisors now met directly with clients from the Belkin House to assist them with educational planning.
- **MOSAIC**
  - The PDO's Director and Manager presented at the 2024 MOSAIC Immigrant Professionals Conference on the topic of "Soft Skills in the Age of AI" and facilitated a VCC sponsorship for the event (including an info booth by VCC Student Recruitment).
  - These activities favorably advanced the relationship between VCC and MOSAIC, being a key stakeholder in the settlement sector and a crucial student referral source of VCC.
- **Burnaby Board of Trade**
  - The PDO obtained BBOT membership for VCC and started collaboration to enhance VCC's connections with their business members.
  - VCC students were going to attend BBOT's Access Program, a career development and networking program designed to link postsecondary students with business leaders.

Program offerings (cont'd)

- **Presidents Group / Accessible Employment**
  - The PDO introduced VCC People Services to the Presidents Group, resulting in VCC becoming a member of the community of <u>accessible employers</u> to further our goal in inclusive and accessible hiring.

- **WIL project on employer engagement and enhancement of WIL activities**
  - Thanks to the WIL funding from the Ministry of Postsecondary Education and Future Skills, the PDO collaborated with VCC's business departments (Business Management, Project Management, Accounting, Marketing Tech) to enhance their employer engagement activities.
  - Two key employer events were conducted in 2024-25:
    - VCC Business Career Fair (Nov 15, 2024): 18 employers participated in the career fair and engaged with 200+ students. The employers came from sectors such as banking, finance, recruitment service, energy, marketing, hospitality, supply chain, health care, and construction.
    - Marketing Technology Employer Engagement Event (Oct 9, 2024): 15 employers participated in the event (including Small Business BC, Burnaby Board of Trade, nonprofit organization, senior care centre, online marketing company, and swim gear distribution company) and networked with VCC faculty and staff in the Marketing Technology Department to explore opportunities of collaboration.

3. Enhancement of Career Guidance and Work Integrated Learning at VCC: CareerLAB

The CareerLAB is a capacity building initiative that supports the enhancement of career guidance and work integrated learning at VCC. It engages faculty, staff and students in a variety of projects and activities. In 2024-25, its key activities included the following:

- The PDO administered VCC Works, the institutional online platform incorporating job board, career guidance, WIL and many other features to support the career and employment needs of students and their engagement with employers.

New employer accounts added	296
New jobs posted	611
Student log ins	2000+

- Delivered five professional development sessions and engaged over 100 VCC faculty and staff.

- Delivered two series of employment readiness workshops to 50 international students.

- The CareerLAB partnered with VCC's LINC and EAL departments to facilitate their students' access of the ASCEND program (an online workplace communication skills program offered to newcomers by the Immigrant Employment Council of BC). Thirty-eight students registered for ASCEND over three academic terms.

Program offerings (cont'd)

Student success

VCC provides integrated, value-added services, programs, and initiatives that serve over 13,000 students across two campuses. Our team of more than 120 regular and auxiliary professionals serve VCC in 11 departments:

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

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

Program offerings (cont'd)

Major accomplishments for 2024/25

- Completed a full review and renewal of the Accommodation for Students with Disabilities policy and procedures currency with evolving legislation and best practices.

- Initiated a pilot partnership with Adler University to increase student access to psychoeducational assessments.

- Worked collaboratively with EdCo to explore removing the Recommended Characteristics section from curriculum to be replaced by a more inclusive and informative section.

- Advanced the functionality of the colleges' Disability Services software (Clockwork) in ways that increased its security as well as operational efficiencies by reducing manual processes that are required to support students with disability accommodations.

- Extended student access to an online mental health peer support community and resource platform known as 'Togetherall' following a successful two-year pilot.

- Piloted new food security supports that increased access and availability of grocery and lunch cards, as well the introduction of 'Snack Shack' pantries offered in select instructional departments.

- In collaboration with the Student Union hosted a 'Food Resiliency Fair' on World Food Day with the goal of normalizing conversations about food insecurity, offering nutritious food samples, workshops on sustainable food practices, and offering updated resources on managing food needs.

- Expanded use of the language assessment tool (Accuplacer) in the college's Assessment Centre to include Adult Basic Education.

- Created cross-functional working groups aimed at supporting targeted academic programs with enhanced and coordinated advertising, recruitment and/or admission efforts.

- Re-examination of application and follow up processing within the Registrar's Office to better support potential students throughout the admission process and to improve actionable intelligence across the college. Initiated a detailed assessment of academic scheduling and room booking through consultations and process mapping to gain a better understanding of existing challenges, and begin crafting optimization options, including leveraging software, that could improve speed, efficiency, and best use of high demand instructional space.

- Created one-time Early Admission Entrance Awards to bolster recruitment efforts target at specific programs with low domestic enrolment.

- Added an additional student recruiter enabling an increase in the number secondary school visits, community events and on-campus engagements.

- Increased loaner laptops to support student access to the needed technology.

- Completed a full review and refresh of the Education Service Renewal Policy and Procedures incorporating feedback and lessons learned over the years to improve the ease of use and meaningfulness of the process.

Program offerings (cont'd)

Youth In Care

In 2024/25, VCC had 68 former Youth in Care benefit from the B.C. Government's tuition waiver program, with a total of $339,810 distributed. This represents an increase of 38.8% in students and 84% increase in funding over the last year.

VCC is actively engaged in ensuring the message gets out to former Youth in Care individuals. Through promotion and building awareness of the program, to ensuring that the campus community is aware of this benefit, early identification of individuals is supported through easy and accessible approaches. This includes actively promoting this benefit to potential students who are first in contact with VCC. From the recruitment stage through to attendance, we ensure a consistency of message to support students on their journey. This also has included additional supports and services as required and has also included emergency bursaries where there is an identified need.

VCC maintains strong communication with other institutions and is always looking for innovative methods to assist former Youth in Care throughout their educational journey. While some institutions have experimented with the 'Navigator' model, VCC consistently offers highly responsive support through its student and enrolment services departments. This is in addition to close collaboration with teaching areas throughout the college as needed. To enhance the comprehensive support available to former Youth in Care, as well as vulnerable and underrepresented students at VCC, both on and off campus, a representative from VCC is involved in the Campus Navigator Community of Practice.

Mandate letter

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.

Mandate letter (cont'd)

Mandate Priority #1

Delivering educational and training programming as described in the StrongerBC Future Ready Action Plan to equip British Columbians to capitalize on new opportunities and remain resilient in the face of unprecedented change, including the continued expansion of access to affordable, accessible and relevant training, such as through micro-credentials and expanded health seats.

Priority indicators

VCC continues to deliver a significant proportion of its programming in the Health Care and Trades sector, including expansions of delivery in the Care Economy and Technology spaces over the past year.

VCC has been engaged in Tech Seat expansion over the past several years, adding additional seats in the Electronics Repair Technician Program, Cybersecurity – Governance, Risk, and Compliance program, and has increased the number of seats delivered in the Early Childhood Education program to address the demand for more professionals in the care economy.

VCC has developed several micro-credentials, including a suite of credentials in collaboration with DigiBC.

Amongst the most popular micro-credentials was Production for Animation and VFX, Production Management for Video Games, Leadership Skills, and Small Business Administration.

Continued to support significant Health Care Assistant enrolments through the HCAP program. Increases in enrolment to Access to Practical Nursing program.

▪ The Health Care Assistant program enrolled a total of 139 Health Care Assistant Partnership Pathway (HCA-PP) students for the fiscal year 2024/25 in base and one-time funded cohorts.

  - The International Health Care Assistant Diploma program added a second cohort of 24 students in May 2024 and continues to offer two intakes of 24 students each year (May and September).

  - The Access to Practical Nursing, Generic Practical Nursing, BScN Generic and Advanced Entry BScN programs continue to run at full capacity. Students in these programs receive the Nursing tuition bursary.

  - The Medical Laboratory Assistant program received one-time funding to deliver an additional 12 seats in September 2025.

Mandate letter (cont'd)

- The Pharmacy Technician program delivered an additional 5 seats for a total of 25 seats in the January 2025 cohort and an additional 5 seats will be delivered in September 2025. The additional seats were funded by the Ministry.

- Students in the Medical Laboratory Assistant and Occupational Physical Therapy Assistant programs have received the Priority Health Program Student Recruitment and Retention bursary. These bursaries are available from April 2024 to October 2025.

- Expanded dual credit program delivery with the addition of high school students from the Vancouver and Richmond School Districts in the Health Care Assistant and Medical Laboratory Assistant programs.

- A mini–Health Career Sampler was offered to 50 (Grade 6) students from the North Vancouver School District, providing them with interactive, hands-on activities to explore a range of healthcare careers.

- The Dental Technology Sciences program saw increased enrolment in 24/25 with an intake of 19 domestic and international students.

- Students in the Certified Dental Assisting program provided complimentary dental services to 200 elementary school children in June 2025 through the Tooth Trolley initiative, highlighting the urgent need for accessible dental care in underserved communities.

- A Manager of Simulation and Experiential Learning for the Health Sciences Simulation Centre was appointed to lead the continued integration of simulation-based pedagogies. This role is critical in enhancing student learning experiences and improving preparedness for clinical placements.

- One time funding received to support preliminary implementation of Action #70 – "Student Practice Education Capacity Building" as identified in the BC Health Human Resources Strategy to support the development of a provincial Student Practice Education Simulation Strategy, in partnership with the Ministry of Post-Secondary Education and Future Skills and the Ministry of Health. The aim of the Health Student Practice Education (SPE) Simulation Strategy is to enhance and advance the consistent, standards-based use of high-quality health simulation experiences across post-secondary institutions (PSIs) in B.C.

  - The Ministry of Post-Secondary Education and Future Skills provided VCC with one-time funding to integrate high-demand specialty nursing education pathways into Bachelor of Science in Nursing programs.

    The graduation rate in tech programs remains at 95% for Diploma programs.

Mandate letter (cont'd)

Approximately 86% of graduates from the Graphic Design Diploma program and Building Information Modeling (BIM) and Computer-Aided Design (CAD) find employment within six months of graduation.

Number of collaborations with tech companies for internships, co-op programs, and job placements.

Electronics Repair has a primary partnership with Best Buy, which has hired 9 VCC graduates to date. Notably, two of these graduates have transitioned to roles at Bosch, demonstrating advancement opportunities within our network. Additionally, we are in discussions with Trail Appliances regarding potential opportunities for our students.

DMD: 23 industry partnerships CAD/BIM: 65 industry partnerships.

Micro-credentials:

Number of micro-credentials offered: 11 spread across 6 distinct program areas, with 3 additional developments slated for launch in FY2526 (Addiction Counselling Skills (Fall 2025), Digital Learning for Innovative Teaching (Fall 2025), Construction Finance Monitoring (Fall 2025). With the aid of provincial funding, we have been able to develop 4 new micro-credentials which leverage hybrid and online delivery modes to increase the breadth of access to this training. Our team has continued to contribute to micro-credential conversations across B.C., through both the furtherance of the Collaboration Framework (designed to foster content sharing among public PSIs) and the creation of BC's inaugural symposium on micro-credentials, digital badges, and recognition practices - CredX, hosted at VCC in February 2025 (designed to connect practitioners within the province with international expertise to inform and inspire improved practice within our sector).

Mandate letter (cont'd)

Mandate Priority #2

Working with SkilledTradesBC, Indigenous leadership, and partners to ensure Indigenous voices are reflected in trades training decision-making that impacts Indigenous workers, businesses, and communities.

Priority indicators

VCC was engaged with First Nations communities, including Heiltsuk Nation, in the co-creation of culinary programming that reflects the culinary knowledge and practice of the nation, and is in support of culinary professionals for the Nation. This practice of curricular co-creation is being expanded to other First Nations communities.

Trades continue to perform well, with utilization rates between 70 and 80% for Baking and Culinary Apprenticeship programs to over 100% for many of our automotive programs to a high of 319% for our Auto Service Technician Online Apprenticeship program. Non-Apprenticeship trades programs had utilization rates between 80% and 120%.

- Facilitated Indigenous-focused community engagement through quarterly gatherings with:
  - The VCC Indigenous Advisory Committee, which brings together education leaders and experts from K-12 and post-secondary sectors, as well as representatives from Indigenous non-profit organizations focused on capacity building within First Nations communities.
  - Host Nations Engagement Sessions, designed to respectfully listen to and understand the higher education goals, aspirations, and priorities of Host Nations, ensuring VCC's work remains aligned with community-driven objectives.

- Proactively engaged and consulted with Indigenous communities and organizations to deepen understanding of their evolving needs, goals, and priorities. The IECE department actively supports these efforts through the delivery of targeted community contracts and initiatives that help advance community-led objectives and capacity building.

- **Collaboration and feedback:** VCC collaborates with SkilledTradesBC to align our trades programs with industry standards and best practices. Through these partnerships, VCC gathers feedback on curriculum development, training methods, and support services to better serve Indigenous learners. Based on feedback, VCC has made adjustments to our trades programs.

Mandate letter (cont'd)

- **Community engagement:** VCC engages with Indigenous communities to understand their unique needs and challenges. This includes meetings with partners and organizations supporting Indigenous students, taking part in workshops and discussions where community members can provide input on the trades programs. VCC works with local industry partners to create apprenticeship and employment opportunities for Indigenous students. These partnerships help ensure that the skills taught in the programs are directly applicable to the job market. An example of this is with Aboriginal Community Career Employment Services Society (ACCESS) for the ACCESS to Salon and Spa program.

- **Cultural competency training:** To better support Indigenous learners, VCC Heavy Mechanical Trades faculty/staff and other faculty throughout the college were provided cultural competency training for instructors and staff. An example of this is the SAN'YAS ANTI-RACISM INDIGENOUS CULTURAL SAFETY TRAINING PROGRAM. This training helped create a more inclusive and supportive learning environment.

- **Educational collaborations:** VCC collaborates with other educational institutions to share best practices and resources for supporting Indigenous learners in trades programs.

Mandate letter (cont'd)

Mandate Priority #3

Continuing to provide culturally sensitive and safe learning environments for Indigenous learners to maximize their participation and success in post-secondary education.

Priority indicators

VCC Delivered workshop-based and institution-wide events featuring Indigenous Elders, Knowledge Keepers, and educators, which fosters culturally sensitive and safe learning environments that support Indigenous learners. These sessions provide staff and students with shared learning of essential knowledge on the impacts of colonization, residential schools, and intergenerational trauma, helping to build understanding, empathy, and allyship. Additionally, by incorporating Indigenous ways of knowing and being, we create inclusive spaces that validate Indigenous perspectives, enhance cultural safety, and empower Indigenous students to fully participate and succeed in their post-secondary education.

VCC delivered the Paddling Together: Indigenizing Your Course – Decolonizing and Indigenizing Curriculum Workshop Series. This 8-week workshop series was designed to support faculty in their journey of Decolonizing and Indigenizing their courses. Each session carefully explored key topics to enhance understanding and implementation of Indigenous perspectives in the curriculum. Workshop topics included:

- Understanding the Importance of Indigenization and Self-Reflection

- Exploring Indigenous Teaching Resources and Pedagogies

- Reviewing Curriculum Through an Indigenous Lens

- Collaborative Approaches to Enhancing Existing Curriculum

- Integrating Diverse Knowledge Sources and Utilizing Institutional Supports

- Promoting Cultural Safety and Addressing Microaggressions

- Advancing Systemic Change Within the Institution

- Reflection, Celebration, and Closing

This series created a supportive environment where faculty and staff engaged deeply with these topics, ultimately contributing to meaningful and lasting change across campus.

Mandate letter (cont'd)

Mandate Priority #4

Developing and implementing protections for international students that support their fair treatment.

Priority indicators

VCC takes the following actions to develop and implement protections for international students that support their fair treatment:

1. Publicize clear policies and procedures that outline rights and responsibilities of VCC and of students including protections again discrimination, harassment, and unfair treatment.

2. Provide robust orientation program to all new international students to familiarize them with polices, resources and student services.

3. Offer dedicated international support services including academic and immigration advising, counselling, peer mentorship and tutoring to address their unique needs and challenges.

4. Provide cultural sensitivity training to faculty, staff and students to promote understanding and respect for diverse cultures and backgrounds.

5. Provide accessible grievance mechanisms with support from our ombudsperson to report incidents of unfair treatment and seek resolution.

6. Conduct regular surveys and feedback sessions with international students to share current services and identify areas for improvement.

7. Encourage collaboration with VCC student union to advocate for international student rights and ensure their voices are heard.

8. Partner with community services such as SUCCESS to provide additional supports and resources for international students facing challenges.

9. Promote equity, diversion, and inclusion through events, workshops, and activities that celebrate different cultures and perspectives.

VCC has an active International Education Strategic Plan (IESP) that has been approved by both Education Council and the VCC Board of Governors.

The 2024-2029 IESP includes the following objectives and action items:

Mandate letter (cont'd)

Indigenous perspectives

Integrate practices of decolonization and reconciliation in VCC's internationalization initiatives and actions to provide opportunities for the College Community to learn about, celebrate, and honour Indigenous knowledge, cultures, and ways of being and in keeping with United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) and the Truth and Reconciliation Commission Calls to Action.

Actions:

- Collaborate with Dean of Indigenous Initiatives, Dean of Curriculum and Pedagogy, Elders, Knowledge Keepers, and Indigenous Faculty Initiatives Advisor to seek input, advice, and participation in the development and implementation of internationalization initiatives.

- Ensure international partnerships and collaborations align with principles of decolonization and reconciliation.

- Prioritize relationships with institutions that share a commitment to diversity, equity, and respect for Indigenous rights.

Equity, diversity, inclusion and access

Integrate practices of equity, diversity, inclusion, and access in all areas of internationalization to promote a positive and inclusive college community.

Actions:

- Ensure that internationalization efforts and operations align with VCC's equity, diversity, inclusion, and access priorities.

- Support access to VCC programs and ensure regional, economic, and demographic student diversity in alignment with provincial and federal priorities and frameworks.

- Support the on-going development of teaching, learning, and assessment strategies that are inclusive of diverse ways of knowing and being.

- Coordinate intercultural competency training for students, staff and faculty to enhance understanding of diverse cultures, backgrounds, and perspectives.

Student success

Support the well-being of students and enhance their experiences in successfully reaching their personal and professional goals.

Mandate letter (cont'd)

Actions:

- Enhance student supports and services with a focus on mental health, career and settlement, and safe and secure living conditions, to help students overcome challenges and achieve their academic goals.

- Support program development that aligns with in-demand labour market outcomes as identified by provincial and national labour market analyses.

- Ensure opportunities for students to gain employment in careers related to their field of study and maintain high graduate employment rates and successful graduate outcomes.

- Prioritize students' best interests and hold VCC and its partners, including education agents, accountable to ethical business practices that comply with provincial and federal standards.

Global experiences and partnerships

Develop and enhance opportunities for the VCC community to participate in and benefit from global engagement through strategic partnerships and internationalization at home.

Actions:

- Develop a framework, establish partnerships, and create consistent processes for global engagement, mobility and exchange (both virtual and in-person) to increase student, staff and faculty access to global experiences.

- Establish strategies for embedding internationalization at home into college initiatives.

- Provide financial support for internationalization and global engagement initiatives.

- Leverage positive outcomes from global experiences and partnerships to support students, staff, and faculty to navigate complex global challenges.

Sustainability

Integrate and align relevant United Nations Sustainable Development Goals (SDGs) and environmental best practices into VCC's internationalization efforts and operations.

Actions:

- Strengthen our capabilities to design and implement strategies that minimize the negative impacts of social, economic, and environmental crises and emerging challenges in alignment with the UN SDGs.

- Integrate environmental stewardship and best practices for sustainability into internationalization efforts and operations.

- Make operational decisions that support climate-conscious activities and align with provincial and federal frameworks and VCC's Environmental Sustainability Strategy.

Mandate letter (cont'd)

Mandate Priority #5

Meeting or exceeding the financial targets identified in the Ministry's Service Plan tabled under Budget 2023.

Priority indicators

VCC has met the targets by producing a surplus of $191,815 for Fiscal 24/25 and a balanced budget for Fiscal 25/26.

Mandate letter (cont'd)

Mandate Priority #6

Complying with the Tuition Limit Policy, which sets a two percent cap on tuition and mandatory fee increases for domestic students to ensure programs are affordable.

Priority indicators

VCC is in compliance with the Tuition Limit Policy by applying the 2% maximum increase for Tuition and Mandatory fees.

VCC annually submits the Tuition and mandatory fees Report to The Ministry.

Mandate letter (cont'd)

Safety, Security, Risk and Privacy

Over the past year, the Department of Safety, Security, Risk and Privacy (SSRP) has made significant progress in advancing the college's Risk Management and Privacy portfolios.

In the area of Risk Management, the department successfully implemented an enterprise risk management software. This new tool provides the college with improved capabilities to manage and mitigate institutional risks, develop key risk indicators, and track loss events associated with identified risks. By leveraging this software, the college can now better calculate the overall cost of risk, which is essential for making informed financial and operational decisions.

In addition, the department continued its commitment to conducting annual risk reviews with departments that were already part of the existing risk register. These reviews ensured that new risks were identified, assessed, monitored, and managed effectively. To further strengthen risk oversight, the department expanded the number of departments represented in the risk register, ensuring a more comprehensive understanding of risk exposure across the college. Moreover, each identified risk was assigned to a Strategic Innovation Plan (SIP) Priority, helping leadership align key projects with strategic goals, while identifying which priorities faced the highest risk exposures.

SSRP also took important steps to bolster the college's Privacy Management Program (PMP). The department established a Privacy Office to centralize critical functions such as responding to Freedom of Information (FOI) requests, conducting Privacy Impact Assessments (PIAs), providing privacy training, and developing web resources. A Privacy Coordinator was hired to lead these efforts, ensuring dedicated oversight and strategic direction for privacy-related initiatives.

In its commitment to enhancing the college's PMP, the department undertook a thorough review of existing privacy practices and introduced improvements to strengthen the program. A new Privacy Impact Assessment template was also created to ensure compliance with the Freedom of Information and Protection of Privacy Act (FIPPA) while encouraging departments to complete PIAs more consistently. To further assist staff, the department developed a dedicated privacy website on the intranet portal, myVCC, which offers a range of resources, including templates, guides, and FAQs to support departments in meeting their privacy obligations.

Through these initiatives, the department has significantly contributed to the college's risk management and privacy frameworks. These efforts demonstrate a continued commitment to institutional accountability, security, and the effective protection of personal information.

Mandate letter (cont'd)

Sexual Violence and Misconduct

In 2024, Vancouver Community College (VCC) continued to advance its commitment to preventing sexual violence and supporting survivors through consistent education, awareness-building, and policy engagement. Building on the significant updates implemented in 2023, this year's focus was on continuing outreach, reinforcing access to reporting options, and preparing for the next stage of policy review.

Throughout the year, VCC delivered regular orientation sessions for new students and employees, ensuring that community members were aware of the Sexual Violence and Misconduct Policy, reporting procedures, and available supports. These sessions remain a cornerstone of our education efforts and are integral in building a culture of safety and respect from the outset of each individual's time at VCC. The Department of Safety, Security, Risk and Privacy in partnership with People Services has also developed mandatory training for faculty on responding to disclosures of sexual violence or misconduct and anticipates roll-out by the end of summer 2025.

The REES platform continues to serve as a key reporting tool, offering students and employees the option to report incidents anonymously or by name. In 2024, VCC expanded awareness of REES by integrating it into permanent digital information screens across both campuses, helping to keep the platform visible and accessible year-round. This step reinforces the college's commitment to removing barriers to reporting and ensuring survivors know where and how to seek support.

VCC also participated in the Ministry's Student Perceptions of Sexualized Violence survey aimed at assessing post-secondary students' knowledge of consent, sexual violence, and campus-based resources. The data gathered through this initiative will directly inform the college's next policy review, ensuring that future updates are responsive to current gaps in awareness and reflect the lived experiences and needs of our student body.

In addition, VCC demonstrated its commitment to transparency by posting the annual Sexual Violence and Misconduct Policy Report publicly on our website, becoming the first college in BC to do so and aligning with best practices and provincial sector-wide guidelines.

As we look ahead, VCC remains committed to continually improving its approach to sexual violence prevention and response, with a focus on transparency, accountability, and survivor-centered practices.

Mandate letter (cont'd)

Performance plan

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

Academic innovation

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

INDIGENIZATION BY DECOLONIZATION & RECONCILIATION
Reflect and respect Indigenous knowledge, culture and history in academic planning and delivery.

JUSTICE, EQUITY, DIVERSITY & INCLUSION
Review and renew curricula and teaching practices for greater inclusion of diverse ways of knowing and being.

STUDENT EXPERIENCE
Develop, optimize, and embed workflows to transform student experience by meeting learners where they are in a student-centred approach.

EDUCATIONAL DELIVERY
Build a diverse educational delivery model that supports lifelong learning and responds to evolving student, community, and employer needs.

FISCAL SUSTAINABILITY
Deliver sustainable programming and student services that align with our institutional values, community, and labour market demands.

VCC has made significant strides in enhancing the academic experience for our students. Our efforts have focused on creating accessible resources, developing innovative programs, and fostering an inclusive learning environment.

Mandate letter (cont'd)

Micro-credentials offer a fast, flexible, and affordable way to gain in-demand skills. To support quality and industry alignment, VCC has launched 14 micro-credentials. Highlights include Production for Animation & VFX and Project Management for Video Games, in partnership with DigiBC, as well as Supportive Care Assistant and ECommerce, attracting students from Malaysia and South America. These initiatives have positioned VCC as a provincial leader in micro-credentials.

The Marketing Technology program introduced "Indigenous Business in Canada," addressing contemporary concerns and issues faced by Indigenous businesses in Canada, fostering a deeper understanding of Indigenous business practices, and supporting economic development within Indigenous communities.

We conducted audits of existing programs to determine levels of compliance with critical risk and program sustainability, establishing requirements and priorities for mitigation of critical risks. These audits are crucial for ensuring that our programs meet the highest standards of quality.

We enhanced the student experience with an official online academic calendar, providing easy access to essential information and support services. Additionally, we are implementing a syllabus module for CourseLeaf, automating Moodle shell creation, and developing a Moodle chatbot, reflecting our commitment to digital transformation and optimizing the student experience.

Our International Education department is rapidly building mobility and exchange programs for faculty and students, resulting in unique educational delivery and expanded community engagement. In 2024, faculty participated in research in Mexico, Peru, and China, and students participated in programs in Brunei and Japan, enhancing our global partnerships and educational offerings.

VCC continues to advance Indigenization and justice, equity, diversity, and inclusion (JEDI) initiatives with dedicated support in the Centre for Teaching, Learning, and Research. By enhancing resources and support systems, we are better equipped to integrate Indigenous knowledge, culture, and history into our academic planning and delivery.

Mandate letter (cont'd)

Campuses of the Future

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

INDIGENIZATION BY DECOLONIZATION & RECONCILIATION

Foster belonging and well-being by integrating the context and priorities of Indigenous communities in campus design and planning.

JUSTICE, EQUITY, DIVERSITY & INCLUSION

Demonstrate universal and intercultural principles for equitable access to spaces and diverse experiences in learning and working.

CAMPUS PLANS

Advance the Campus Plan and develop a strategic campus stewardship plan for our current facilities.

ENVIRONMENT

Commit to environmental sustainability by expanding existing and introducing new initiatives for climate justice and emergency management.

TECHNOLOGY

Develop a technology infrastructure that supports education and service delivery on campus and in virtual spaces.

Mandate letter (cont'd)

Building on our commitment to accessibility and sustainability, we continue to create spaces that empower employees and learners to thrive—now and in the future.

VCC commenced Phase 2 of the college's new Centre for Clean Energy and Automotive Innovation (CCEAI). This included finalizing the design, completing building permit approvals through the City of Vancouver, and awarding the initial construction tender packages for excavation, foundation, and the building envelope. The college also received an investment of $36.9 million from the Ministry of Infrastructure to modernize and enhance the energy efficiency of the culinary spaces at our Downtown campus.

Information Technology (IT) developed a technology infrastructure that supports education and service delivery on-campus and in virtual spaces. This means students and staff can access VCC remote workspaces in a secure and easy manner using any device on- or off-campus.

Led by Facilities, the college successfully reduced greenhouse gas emissions (GHG) by 5% annually at the college's campuses, contributing to the province's goal of 40% reduced GHG emissions by 2030. Furthermore, we strategically installed height-adjustable desks in newly renovated computer labs and a project was undertaken to install a strobe light emergency warning system to support Deaf and hard of hearing students.

We are committed to adopting key actions to support resilient and sustainable food systems. Take-out eating utensils from VCC cafeterias are now made of recyclable bamboo and wood, including chopsticks from the Asian Kitchen. In collaboration with the Mental Health & Well-being Committee, Students' Union of VCC (SUVCC) and VCC Foundation, a food resiliency project was launched to support students' access to healthy food choices and essential resources. On-campus amenities include water refill stations and microwaves throughout Downtown and Broadway campuses; well-being supports through VCC Counselling Services; and grocery cards, lunch cards, and bursaries available for students through Financial Aid.

Mandate letter (cont'd)

Operational Excellence

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

INDIGENIZATION BY DECOLONIZATION & RECONCILIATION
Review college policies and procedures through the lens of decolonization and reconciliation.

JUSTICE, EQUITY, DIVERSITY & INCLUSION
Renew operational practices and languages for greater access, equity, and inclusion.

RISK REGISTER
Identify formalized strategies and processes to mitigate institutional risk.

SYSTEM INNOVATION
Advance system integration, access, and user experience through digital transformation across the institution.

FINANCIAL STEWARDSHIP
Develop financial stewardship initiatives and diverse revenue strategies that promote budgetary literacy and fiscal health.

Mandate letter (cont'd)

VCC demonstrates its dedication to operational excellence by optimizing systems, processes, and resources to support educational and operational objectives. These efforts enable VCC to continue delivering high-quality education and services to the community.

One key operational achievement this year was the Finance department's implementation of the Chrome River software. This software transforms the accounts payable processes, including expense reporting, invoicing, and corporate card management, from a manual process to an automated workflow, enhancing operational efficiency and accuracy.

The IT department completed Phase 2 of the Enterprise Resource Planning Data Cleanup project. By implementing Phase 1 recommendations, it improved data accuracy and reliability to support better informed decision making and efficient operations. IT also transitioned loaner laptops and computer labs to the Linux-based LEAF operating system providing a safer operating system, more specialized software for students, and a reduced workload and overhead for repairing the fleet of computers.

Additionally, VCC implemented an online time entry system for all college employees. This streamlines time and attendance tracking and information is readily available via reports and an Employee Dashboard, improving operational efficiency and transparency across the college.

The Registrar's Office conducted a comprehensive review of student-facing operations to capture current user experience and develop actionable recommendations for improvement. This involved creating a Registrar's Office task team, reviewing and delivering a report on the current delivery of enrolment services, and developing an implementation plan to optimize service delivery, including increasing self-service transactional options.

The Safety & Security team presented the Enterprise Risk Management (ERM) policy and procedures to the Board of Governors for approval. As part of VCC's risk management strategy, this policy provides formalizedstrategies and processes to mitigate institutional risk and safeguard the college's long-term sustainability.

Mandate letter (cont'd)

Empower People and Inclusive Culture

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

INDIGENIZATION BY DECOLONIZATION & RECONCILIATION
Review and reimagine People Services through the lens of decolonization and reconciliation.

JUSTICE, EQUITY, DIVERSITY & INCLUSION
Create a culturally aware and inclusive workplace that provides equitable opportunities for Indigenous and diverse representation, participation, and success.

RIGHTS & RESPONSIBILITIES
Build a respectful and safe work environment that is free from harassment and discrimination for all employees.

MENTAL HEALTH & WELL-BEING
Promote employee well-being by embedding all aspects of health into work culture.

PEOPLE DEVELOPMENT
Foster a robust talent-base by supporting career and professional development, advancement opportunities, and succession planning.

Mandate letter (cont'd)

By strengthening our talent pipeline and fostering growth and development, we are building an inclusive and accessible workplace where all employees can thrive.

Led by People Services, we created a pilot leadership development program for administrators, equipping them with the skills and knowledge to advance in their careers. A framework was developed based on consultation and research and the viability of internal leadership programs, focusing on a core set of skills and creating a manager "essentials" program to ensure competency in basic managerial duties and how to grow teams. KPIs were tracked including conversion rate of internal employees moving to new roles within the college as a measure of retention and growth.

People Services introduced a web-based term hiring process that increased efficiencies, and implemented a pay transparency approach to meet government standards and be proactive in equity, diversity, and inclusion standards and gender-equity in pay. In 2024, VCC joined the Accessible Employers community, pledging to enhance inclusive hiring. It also participated in the Accessible Employers 2024 Pledge to Measure, tracking workplace disability representation nationwide.

The Environmental Sustainability Advisory Group championed initiatives that supported Indigenous perspectives, including the Three Sisters Garden, an Indigenous medicine garden that highlights traditional plant knowledge and sustainable practices.

Departments across the college collaborated to leverage diverse perspectives and expertise. VCC's Hospitality Management program initiated a student-led equity, diversity, and inclusion committee to plan events and host guest speakers focusing on diversity and inclusion in the workforce. Automotive Trades, CAD/BIM, and Salon and Spa collaborated to develop more inclusive language and communications for their public-facing operations. Finally, Marketing and Communications initiated an accessible design working group to ensure users who visit the website or receive communications from the college can easily navigate and access information.

Mandate letter (cont'd)

Engaged Communities

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

INDIGENIZATION BY DECOLONIZATION & RECONCILIATION
Deepen our relationships with Indigenous communities that are reciprocal and respectful of their perspectives and priorities.

JUSTICE, EQUITY, DIVERSITY & INCLUSION
Engage equity-deserving groups and local cultural diaspora in meaningful collaborations that contribute to our diverse communities.

BRAND
Build a strong college presence through a strategic brand and communications plan that engages new opportunities.

FOUNDATION & ALUMNI
Leverage our alumni and donor relations to expand educational opportunities and support major capital projects through strategic fundraising.

PARTNERSHIPS
Grow external partnerships and associations that increase our community impact and industry recognition.

Mandate letter (cont'd)

This year, we expanded our reach through strategic initiatives, while continuing to strengthen awareness and engagement with community and industry partners. VCC's new brand truly reflects our community and our values. We engaged with partners across the college including students, employees, Indigenous Education Advisory, Equity, Diversity, and Inclusion Committee, and others—to ensure an inclusive brand identity. As part of the college's decolonization efforts, Indigenous Education and Community Engagement developed and published a formal territorial acknowledgement on correspondence, publications, and websites.

Student Services evaluated the college's recruitment strategies by conducting an environmental scan of post-secondary institution recruitment campaigns, producing a gap analysis and recommendations report to strengthen our appeal to prospective students.

The VCC Foundation updated key areas to enhance visibility within the community. It conducted a comprehensive policy review and restructured its department to enhance capacity and performance. It expanded the board to include two new directors, improving governance, oversight, and strategic direction. Business automation progressed with a database upgrade to Raiser's Edge NXT, optimizing operations and data management. Recurring events, including the annual signature fundraising event Flourish and student awards, were streamlined for greater impact and sustainability. Alumni was rebranded to boost engagement and visibility in line with VCC's new brand.

The Partnership Development Office advanced initiatives benefitting students, employers, and partners. It facilitated Early Childhood Education Assistant training to immigrant and refugee women with Pacific Immigrant Resources Society, provided employer outreach support to the Canadian Hard of Hearing Association's national training and employment project, hosted a Business Career Fair, and administered VCC Works, an online platform supporting student career development through job postings, career guidance, and work-integrated learning. Our programs worked closely with community partners; Auto Collision and Refinishing program repaired a vehicle for the Burnaby Neighborhood House's Meals on Wheels program and the Hospitality and Project Management programs hosted networking events for industry partners and students.

Mandate letter (cont'd)

Projects in progress (As of December 2024)

Academic innovation

- Online learning strategy part 1: Develop plan to recreate the online digital learning strategy and expand digital learning technologies

- Develop an Indigenization and decolonization planning framework for the academic planning process

- Develop a program change framework that identifies and orders the process for all program change and creation at the college, including obligations for enrolment risk, financial sustainability, and educational quality

- Create a program development framework and program audit that simplifies and standardizes the registration process and credit structures

- Develop program audit tools and rubric necessary for assessing critical risk and sustainability with existing and proposed programs

- Implement the program development framework to simplify and standardize term-based delivery, the registration process and credit structures

- Improve data quality for applicant pool to make more data driven decisions and outputs for recruitment and student communications

- Reorganize Centre for Educational Excellence

- Develop and approve a case management approach for non-culpable student conduct

- Centralize Syllabi into CourseLeaf or other system

Campuses of the Future

- Research and obtain consultation on best practices for incorporating Indigenous ways of knowing and universal design into the Campus Plan

- Build a business plan for financial support of phases two to six of the Campus Plan

- Establish a comprehensive space standards program that outlines criteria for the management of existing resources

- Optimize space management on campuses for both academic and non-academic room bookings

- Introduce a college-wide education program focused on waste minimization and energy conservation

- Develop a comprehensive framework to reduce energy consumption and minimize environmental impact VCC Strategic Innovation Plan 2024 Accomplishments 21

Mandate letter (cont'd)

Operational Excellence

- Establish an active Enterprise Risk Management (ERM) Risk registry for the institution including all departments and schools with accountabilities

- Create and deliver to multiple community stakeholders an Enterprise Risk Management (ERM) training program

- Create risk catalogues for individual schools and departments

- For eligible programs, implement additional self-service functionality for students within the enterprise resource planning (ERP) system

- Implement and integrate the Accounts Payable automation workflow with VCC's ERP system to enhance operational efficiency and streamline processes

Empowered People and Inclusive Culture

- Develop and implement an inclusive hiring strategy

- Create a disability and accommodation management Program

Engaged Communities

- Determine an engagement approach to building meaningful relationships with the local Host Nations for protocol and reciprocative initiatives

- Replace website content management system and implement the new brand design

- Update the foundation's stewardship strategy to reflect our decolonizing practices for the donor recognition program

- Develop an internal government relations approach

- Publish VCC's institutional commitments on community development to the public website

- Create a curation of VCC stories that showcase VCC values, programs, and people to advance brand

- Develop a comprehensive capital campaign plan, including a cohesive brand identity, communication strategy, and public relations framework

- Establish a structured reporting mechanism to track progress, enhance donor engagement, and ensure strategic alignment with institutional fundraising goals

- Refine the structure of all restricted funds for sustainability, alignment with institutional priorities, and enhanced donor impact through data-driven strategies that optimize their utilization, transparency, and long-term growth

Financial information

VCC's audited financial statements can be viewed here.

Appendix A: Performance measure results

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

PSFS system strategic objectives	Standard performance measures
Capacity The B.C. public post-secondary system has sufficient capacity to meet the evolving needs of the province.	• Student spaces • Credentials awarded • Sponsored reasearch funding • Credentials awarded to Indigenous students
Access The B.C. public post-secondary system provides equitable and affordable access for residents.	• Indigenous student spaces • Transition rate of high school students to public post-secondary education • Participation rate • Loan repayment as a percent of income • Undergraduate tuition and fees as a percent of median household income
Quality The B.C. public post-secondary system provides quality through enriched educational experiences that meet the learning objectives of students.	• Student satisfaction with education • Student assessment of the quality of instruction • Student assessment of skill development

Appendix A (cont'd)

Relevance
The B.C. public post-secondary system is relevant, having breadth and depth of programming to meet the evolving economic needs of the province.

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

Efficiency
The B.C. public post-secondary system is efficient, providing multiple and flexible student pathways with clear returns on public and individual investments.

- First year retention rate
- Time to completion

System objective: Capacity

Student spaces

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

VCC FTEs	2022/23 Actual	2023/24 Actual	2024/25 Actual	2024/25 Target	Assessment
Total Student Spaces (FTE)	3,620	3,735	3,994	≥6,688	Not achieved
Nursing and other Allied Health Programs	983	916	915	≥894	Achieved
Developmental Programs	905	1,022	1,100	≥990	Achieved

Appendix A (cont'd)

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

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

Credentials awarded

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

	Actual			Target	Assessment
	2022/23	2023/24	2024/25	2024/25	2024/25
VCC total credentials awarded	1,810	1,778	1,747		Not Assessed
Bachelor		85	53	≥ 71	Not Achieved
Certificate		1,234	1,131	≥ 1,248	Substantially Achieved
Developmental		47	74	≥ 51	Achieved
Diploma		357	399	≥ 397	Achieved
Short Certificate		54	90	≥ 54	Achieved

Appendix A (cont'd)

System objective: Access

Indigenous student spaces

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

	Actual			Target	Assessment
	2022/23	**2023/24**	**2024/25**	**2024/25**	**2024/25**
Total Indigenous Student Spaces	199	209	182	Maintain or Increase	Not Achieved
Ministry (PSFS)	119	141	128	Maintain or Increase	Not Achieved
SkilledTradesBC	79	68	55	Maintain or Increase	Not Achieved

Results for Indigenous Student Spaces are reported for the previous fiscal year. Results from the 2024/25 reporting year are based on data from the 2023/24 fiscal year. Both Ministry and SkilledTradesBC are included. Institutions provide their own target assessment for Indigenous Student Spaces.

Appendix A (cont'd)

System objective: Quality

Student satisfaction with education

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

	Actual			Target	Assessment
	2022/23	2023/24	2024/25	2024/25	2024/25
Former diploma, associate degree, and certificate students	93.3% +/-1.2%	92.8% +/-1.4%	94.8% +/-1.3%	≥90%	Achieved
Trades foundation and trades-related vocational graduates	89.1% +/-2.4%	91.3% +/-2.5%	95.5% +/-1.8%	≥90%	Achieved
Former apprenticeship students	89.5% +/-4.8%	97.8% +/-3.5%	96.9% +/-4.9%	≥90%	Achieved
Bachelor's degree graduates	94.1% +/-5.9%	93.5% +/-6.2%	96.4% +/-6.0%	≥90%	Achieved

Source: BC Student Outcomes Survey 2024

Appendix A (cont'd)

Student assessment of the quality of instruction

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

	Actual			Target	Assessment
	2022/23	2023/24	2024/25	2024/25	2024/25
Former diploma, associate degree, and certificate students	95.8% +/-0.9%	95.8% +/-1.1%	96.7% +/-1.0%	≥90%	Achieved
Trades foundation and trades-related vocational graduates	96.3% +/-1.4%	95.1% +/-1.9%	97.9% +/-1.2%	≥90%	Achieved
Former apprenticeship students	94.8% +/-3.4%	95.7% +/-4.9%	100% +/-0.0%	≥90%	Achieved
Bachelor's degree graduates	94.1% +/-5.9%	96.9% +/-4.3%	96.4% +/-6.0%	≥90%	Achieved

Source: BC Student Outcomes Survey 2024

Appendix A (cont'd)

Student assessment of skill development

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

	Actual			Target	Assessment
	2022/23	2023/24	2024/25	2024/25	2024/25
Former diploma, associate degree, and certificate students	88.2% +/-1.5%	89.6% +/-1.6%	90.6% +/-1.5%	≥85%	Achieved
Trades foundation and trades-related vocational graduates	88.6% +/-2.1%	89.6% +/-2.4%	93.0% +/-1.9%	≥85%	Achieved
Former apprenticeship students	87.1% +/-3.8%	93.4% +/-4.1%	95.1% +/-4.2%	≥85%	Achieved
Bachelor's degree graduates	93.5% +/-6.6%	90.3% +/-7.5%	92.9% +/-7.8%	≥85%	Achieved

Source: BC Student Outcomes Survey 2024

Appendix A (cont'd)

System objective: Relevance

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

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

	Actual			Target	Assessment
	2022/23	2023/24	2024/25	2024/25	2024/25
Former diploma, associate degree, and certificate students	90.0% +/-1.6%	92.8% +/-1.6%	92.6% +/-1.7%	≥90%	Achieved
Trades foundation and trades-related vocational graduates	89.0% +/-2.8%	88.0% +/-3.4%	89.7% +/-3.2%	≥90%	Achieved
Former apprenticeship students	89.2% +/-4.9%	97.7% +/-3.8%	96.7% +/-5.3%	≥90%	Achieved
Bachelor's degree graduates	96.8% +/-4.8%	88.5% +/-9.5%	96.0% +/-6.8%	≥90%	Achieved

Source: BC Student Outcomes Survey 2024

Appendix A (cont'd)

Unemployment rate

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

	Actual			Target	Assessment
	2022/23	**2023/24**	**2024/25**	**2024/25**	**2024/25**
Former diploma, associate degree, and certificate students	5.3% +/-1.1%	5.8% +/-1.4%	5.6% +/-1.4%	≤ 12.7%	Achieved
Trades foundation and trades-related vocational graduates	7.1% +/-2.2%	9.6% +/-2.8%	12.9% +/-3.2%		Achieved
Former apprenticeship students	1.1% +/-1.6%	2.3% +/-3.7%	3.2% +/-5.1%		Achieved
Bachelor's degree graduates	3.0% +/-4.4%	7.1% +/-7.2%	0.0% +/-0.0%		Achieved

Source: BC Student Outcomes Survey 2024

Appendix A (cont'd)

Legend

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

Ministry targets

Student spaces

Performance Measure	2025/26	2026/27	2027/28
Total student spaces	6,663	6,658	6,658
Nursing and other allied health programs	846		
Developmental programs – Tuition Compensation Eligible	990		

Credentials awarded

Performance Measure	2025/26	2026/27	2027/28
Total student spaces	6,663	6,658	6,658

Appendix A (cont'd)

Student outcomes

Performance Measure	2023/24	2024/25	2025/26
Student satisfaction with education	≥90%		
Student assessment of the quality of instruction	≥ 90%		
Student assessment of usefulness of knowledge and skills in performing job	≥90%		
Students' assessment of skill development (average %)	≥ 85%		
Unemployment rate	≤ unemployment rate of the population aged 18-29 with high school credentials or less		

Appendix B: Report – Lasting and meaningful reconciliation

The following identifies VCC's actions relating to implementation of Truth and Reconciliation Commission's (TRC) Calls to Action, articles of the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP), and the In Plain Sight: Addressing Indigenous-specific Racism and Discrimination in B.C. Health Care report relating to post-secondary education.

Truth and reconciliation commission's (TRC) calls to action

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 potential for Aboriginal communities and families to provide more appropriate solutions to family healing.

Progress	New and/or continuing initiatives and partnerships
N/A	

Appendix B (cont'd)

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
In Development	Continuing Studies—Investigating the creation of a new instructional role for the department to lead the Indigenization of curriculum in ECE programs and courses.
On-going	International student focus—Indigenous consultant expert in ECE, who provides instructional delivery, delivery lead of one course, and provides Indigenization approaches and guest speaking to five courses.
On-going	International student focus—Have an on-going connection with an Indigenous organization, BC Aboriginal Childcare Society, who provides guest lecturer expertise sharing Indigenous lens in various courses.

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	New and/or continuing initiatives and partnerships
N/A	

23: Health care professionals

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

Appendix B (cont'd)

Progress	New and/or continuing initiatives and partnerships
New	VCC revised the Counselling Skills Foundations: Mental Health & Addictions Certificate program to ensure it recognized Indigenous health models and resiliency, as well as traditional and contemporary practices, within the curriculum. The program's design also took steps to highlight and recognize how people are treated and shaped by historic and systemic oppression, as well as inclusion and social justice. Among its core values, embedded throughout the program's content and delivery, this program seeks to foster among our students an acknowledgment and appreciation of our positions on unceded lands.
On-going	VCC's Health Sciences programs* ensure students and employees recognize the traditional unceded territory of the xʷməθkʷəyəm̓ (Musqueam), Sḵwx̱wú7mesh (Squamish), and səlilwətaɬ (Tsleil-Waututh) Nations through official signage and land acknowledgment. All internal and external meetings start with a land acknowledgment.
On-going	Health Sciences programs at VCC are actively working to build greater numbers of Indigenous graduates while understanding the necessity of going beyond inclusion and towards efforts of genuine Indigenization and decolonization of curriculum.
On-going	Health Sciences programs at VCC continue to provide priority seating for Indigenous students.
On-going	Program renewals and curriculum revisions incorporate inter- cultural competencies in health care.
On-going	On-going collaboration between all Health Sciences programs and the Indigenous Education and Community Engagement department to support indigeneity through workshops and sharing of resources.
Planned	Establish a School of Health Sciences committee to promote Indigenous student success from a holistic lens.
In-progress	Continuing to work towards indigenizing the curriculum across all health programs. School of Health Sciences working group is developing modules for all health students that addresses Indigenous health issues and history across Health Sciences programs.

Appendix B (cont'd)

Progress	New and/or continuing initiatives and partnerships
In-progress	A research project in the Health Unit Coordinator program is underway to evaluate the students' knowledge of Indigenous peoples and their historical experiences at the beginning of the program through to the end. The project is still in progress.
On-going	Faculty and staff continue to take San'yas training for providing Indigenous Competency Training.
On-going	The "Impacts of Colonization on the Health and Wellbeing of Indigenous People" course continues to be delivered in the International Health Care Assistant diploma.
New	Pharmacy Technician program has received funding to Indigenize the curriculum to develop students' competencies in cultural awareness, humility, and safety.
New	Occupational and Physical Therapist Assistant (OPTA) Program is working to enhance Indigenous cultural competencies and integrating Indigenous ways of learning into course outcomes. The department is also mapping Indigenous competencies to national accreditation standards as part of their accreditation review. An OPTA faculty member is contributing to the development of an Indigenous course for the School of Health Sciences.
In progress	Developing a research project in the HUC program to assess how students are meeting one of the programs learning outcomes: "Integrate knowledge of cultural sensitivity and diversity into practice" in the program and to evaluate the programs Indigenous curriculum content
In progress	Increasing capacity for providing Indigenous Competency Training (San'yas) to faculty and staff. A significant number of faculty and staff in the School of Health Sciences have completed the San'yas training with on-going registrations for new faculty
In progress	New course being developed for International HCA diploma "Impacts of Colonization on the Health and Wellbeing of Indigenous People" to be delivered in January 2023 and content will be used in future for other health programs

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

Appendix B (cont'd)

24: Medical and nursing schools

We call upon medical and nursing schools in Canada to require all students to take a course dealing with Aboriginal health issues, including the history and legacy of residential schools, the United Nations Declaration (UN Declaration) on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, and Indigenous teachings and practices. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.

Progress	New and/or continuing initiatives and partnerships
On-going	There are numerous courses that weave Indigenous perspectives throughout the Bachelor of Science in Nursing (BScN) program including clinical situations which engage students to explore the socio-historical context of Indigenous health. The program also engages Indigenous guest speakers and community partners (e.g., Elders, health professionals).
In Progress	Creation of Indigenous Course. A School of Health Sciences committee has been formed and tasked with creating a course which all students at VCC will take. The BScN Program at VCC continues to integrate Indigenous content and curriculum.
On-going	On-going collaboration between the Practical Nursing program and the Indigenous Education and Community Engagement department for the 'Ready Set Go' orientation and for HCA foundations week.
On-going	Both PN and BScN programs have incorporated new BCCNM practice standard "Indigenous cultural safety, cultural humility, and anti-racism" into the curriculum
New	Discussions underway with Practical Nursing Department Leader and the Dean of Indigenous initiatives, on recruitment strategies for Indigenous students, such as a 'youth camp' to showcase elementary Indigenous students on the opportunities the Practical Nursing program can offer them for career development.
New	Practical Nursing department has received funding for applying UDL principles into courses, including Indigenous Health course content.

Appendix B (cont'd)

28: Law schools

We call upon law schools in Canada to require all law students to take a course in Aboriginal people and the law, which includes the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and antiracism.

Progress	New and/or continuing initiatives and partnerships
N/A	

57: Public servants

We call upon federal, provincial, territorial, and municipal governments to provide education to public servants on the history of Aboriginal peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.

Progress	New and/or continuing initiatives and partnerships
New	Continuing Studies began work with ACCESS and the Vancouver Aboriginal Friendship Centre to provide customized training with our Building Manager programming. Work is underway to begin delivery in the Spring 2025 term.
In Development	Continuing studies is developed a stackable micro credential course Pathways to Indigenous Allyship - Truth & Reconciliation in Action. This program will deepen the understanding of and participation in Indigenous allyship initiatives, through an exploration of the impacts of colonization and their present- day relevance, anchored in the teachings of local host nations xʷməθkʷəyəm̓ (Musqueam), Sḵwx̱wú7mesh (Squamish), and səlilwətaɫ (Tsleil-Waututh) and broader Indigenous representation.
	The micro-credential is geared towards a broad audience, including but not limited to: current students at VCC or other post-secondary institutions, prospective VCC students, VCC staff, faculty and administrators, corporate or contract clients, including public post-secondary institutions, municipalities, and non-profit organizations. Awaiting Funding Application approval.

Appendix B (cont'd)

62: Teacher education

We call upon the federal, provincial, and territorial governments, in consultation and collaboration with Survivors, Aboriginal peoples, and educators, to:

▪ Provide the necessary funding to post-secondary institutions to educate teachers on how to integrate Indigenous knowledge and teaching methods into classrooms.

Progress	New and/or continuing initiatives and partnerships
New	Adult Basic Education (ABE)—The Story Loom. The Story Loom was presented at the ABE Association of BC Conference (Spring 2024), gathering province-wide feedback. The project will culminate in an open textbook with videos and activities, with 17 short videos and corresponding curriculum developed so far.
New	Indigenous Fundamentals focus groups are scheduled for Spring 2025.
On-going	VCC schedules workshops aimed at integrating Indigenous ways of knowing into our instructors' teaching practice (both through our annual CS Instructor Days and by highlighting similar workshops and opportunities across VCC and within the community).
Implemented	Anti-racist Facilitation Training Program: Addressing Anti-Indigenous Racism in Adult Learning Environments. Upon completion, student will receive an Award of Achievement for empowering individuals with the knowledge, self awareness, and skills to address Indigenous-specific racism in adult learning environments.

Appendix B (cont'd)

86: Journalism and media schools

We call upon Canadian journalism programs and media schools to require education for all students on the history of Aboriginal peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations.

Progress	New and/or continuing initiatives and partnerships
N/A	

92: Business schools

We call upon the corporate sector in Canada to:

- Provide education for management and staff on the history of Aboriginal peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.

Progress	New and/or continuing initiatives and partnerships
New	VCC's School of Business and Applied Business is engaging in meaningful consultation with partners and with the support of our Program Advisory Committee (PAC) to include equitable access to jobs, training, and education. At the same time, the program offered our partners the opportunity to provide education for management and staff on Indigenous history and rights. There are companies that have responded by revising their Indigenous Peoples Policy to reflect UNDRIP principles, emphasizing long-term relationships, and economic inclusion.
Implemented, On-going	• Launched 'Indigenous Business in Canada' course in term four of our Marketing Technology diploma.
In Development	• Developing partnership with Indigenous Works, that will provide resources to support indigenization of Business curriculum.

Appendix B (cont'd)

United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP)

UNDRIP articles

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

Article 14

1. Indigenous peoples have the right to establish and control their educational systems and institutions providing education in their own languages, in a manner appropriate to their cultural methods of teaching and learning.

2. Indigenous individuals, particularly children, have the right to all levels and forms of education

Article 15

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

Article 21

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

Appendix B (cont'd)

Progress	New and/or continuing initiatives and partnerships
Implemented	ABE's Summer 2024 marketing campaign expanded outreach to more Indigenous organizations, leading to a noticeable increase in Indigenous student enrollment—20% of our students identify as First Nations or Métis.
Implemented and On-going	ABE—Academic Foundations for Indigenous Students. The first cohort of the Academic Foundations for Indigenous Students is completing their program in April 2025 and will be ready for further studies; the second cohort is scheduled to begin in the May 2025 term.
Implemented	ABE—Indigenous-focused Accelerated Pathway for Fundamental Students program Developed and received funding approval to deliver an Indigenous-focused Accelerated Pathway for Fundamental Students program to help students move from the Fundamental level (up to Grade 9) towards a high school diploma and high-priority career pathways.
In Progress	Conducted a series of exploratory talks with Squamish Nation to design and deliver training for those interested in pursuing opportunities to serve as board members within their communities. The program was broadly outlined, and we are currently investigating funding opportunities to support the development work required.
On-going	VCC continues to offer community responsive culinary training to the Heiltsuk Nation– building towards offering Apprentice Level 1 Cook certification.
New	VCC partnered with the Gwich'in Tribal Council and the Inuvialuit Regional Corporation to provide community responsive training which took place in Bella Bella and Inuvik. VCC is currently working on the next steps.

Appendix B (cont'd)

In Plain Sight report recommendations reporting for post-Secondary institutions

In Plain Sight recommendation #8

Please list all health programs offered by your institution and any accreditation standards that relate to cultural safety and humility training. If an accredited program does not have a related standard, indicate N/A for the program.

Program Name	Accreditation Standard Details *(If none exist, N/A)*

Bachelor of Science in Nursing
 	
Practical Nursing
	• CASN Accreditation Standard:
	
	  – **Standard 4: Program Framework and Curriculum: Key Element 14:**
	
	  – *For Canadian Schools of Nursing*: The curriculum implements Action 24 of the Truth and Reconciliation Commission's call to programs of nursing to integrate the United Nations Declaration on the Rights of Indigenous Peoples, human rights, the history of Indigenous peoples in Canada, Indigenous teachings and practice, intercultural competency, and anti-racism.
	
	• BCCNM Standard of Practice: Indigenous Cultural Safety, Cultural Humility, and Anti-Racism
	
	  – This standard applies to LPNs, NPs, RMs, RNs, and RPNs.
	
	  – Practice standards set out requirements related to specific aspects of nurses' and midwives' practice. They link with other standards, policies, and bylaws of the BC College of Nurses and Midwives, and all legislation relevant to nursing and midwifery practice.
	
	• In Plain Sight: Addressing Indigenous-specific Racism and Discrimination in B.C. Health Care provides evidence of Indigenous-specific racism in the B.C. health care system. Indigenous-specific racism and discrimination negatively affects Indigenous clients' access to health care and health outcomes. These impacts include lower life expectancy, higher infant mortality, and the increased presence of chronic health conditions.

Appendix B (cont'd)

Health Care Assistant	Implementation of updates from the 2023 HCA Provincial Curriculum into course outlines, student guides, lesson plans and evaluations.

Health Care Assistant

Implementation of updates from the 2023 HCA Provincial Curriculum into course outlines, student guides, lesson plans and evaluations.

- Concepts for Practice Course Learning Outcome 3.9: Describe how to provide culturally safe and sensitive care, including how to consider Indigenous history, cultural practices, traditional healing practices and medicines, and different community norms and protocols.

- Concepts for Practice Topic Expansion: Diversity. This now includes:
  - Relationship between diversity and person-centered care.
  - Impact of diversity on aging, and health and healing.
  - Diverse practices in health and healing, including the role of traditional medicines, healing practices, and alternative forms of healing.
  - Prejudice and discrimination.
  - Impact of inequity and discrimination on the quality of care.
  - Cultural safety and cultural humility.
  - Culturally safe and sensitive care.

Medical Laboratory Assistant

N/A

Pharmacy Technician

- Criterion 3.4: The curriculum addresses Indigenous health and cultural safety, Indigenous rights to self-determination, anti-Indigenous racism, decolonization, and Indigenization. Exposure to accessing and using information from Non-Insured Health Benefits for First Nations and Inuit (NIHB) must be included.

- Criterion 3.5: The curriculum provides instruction on how students can identify and mitigate against racism and oppression and work toward provision of cultural safety and health equity.

Appendix B (cont'd)

| Occupational/ Physical Therapist Assistant | Occupational Therapy Assistant and Physiotherapy Assistant Education - Standard 6.6.2: |

Occupational Therapy Assistant and Physiotherapy Assistant Education - Standard 6.6.2:

- Demonstrate an understanding of the impact of diversity on function and performance.

- Demonstrate an understanding of the client's cultural beliefs and values.

- Competencies for Occupational Therapy Assistants, created by the Canadian Association of Occupational Therapists:

  - C1. Promote equity in practice

  - C1.1 Identify the on-going effects of colonization and settlement on occupational opportunities and services for Indigenous Peoples.

  - C1.2 Analyze the effects of systemic and historical factors on people, groups, and their occupational possibilities.

  - C1.3 Challenge biases and social structures that privilege or marginalize people and communities.

  - C1.4 Respond to the social, structural, political, and ecological determinants of health, wellbeing, and occupational opportunities.

  - C1.5 Work to reduce the effects of the unequal distribution of power and resources on the delivery of occupational therapy services.

  - C1.6 Support the factors that promote health, wellbeing, and occupations.

  - C2. Promote anti-oppressive behaviour and culturally safer, inclusive relationships

  - C2.1 Contribute to a practice environment that is culturally safer, anti-racist, anti-ableist, and inclusive.

  - C2.2 Practice self-awareness to minimize personal bias and inequitable behaviour based on social position and power.

  - C2.3 Demonstrate respect and humility when engaging with clients and integrate their understanding of health, wellbeing, healing, and occupation into the service plan.

  - C2.4 Seek out resources to help develop culturally safer and inclusive approaches.

Appendix B (cont'd)

Occupational/ Physical Therapist Assistant (cont.)	– C2.5 Collaborate with local partners, such as interpreters and leaders. – C3. Contribute to equitable access to occupational participation and occupational therapy – C3.1 Raise clients' awareness of the role of and the right to occupation. – C3.2 Facilitate clients' participation in occupations supporting health and wellbeing. – C3.3 Assist with access to support networks and resources. – C3.4 Navigate systemic barriers to support clients and self. – C3.5 Engage in critical dialogue with other interested parties on social injustices and inequitable opportunities for occupations. – C3.6 Advocate for environments and policies that support sustainable occupational participation. – C3.7 Raise awareness of limitations and bias in data, information, and systems.
Health Unit Coordinator	N/A
ABE—ACCESS/VCC— Pathway to Practical Nursing program (in development)	▪ Developing a program for joint delivery with ACCESS for Indigenous students interested in the Practical Nursing program; the goal is to help students complete their pre-requisites for the program in an accelerated format, as well as to develop a sense of belonging and community at the College.

Appendix B (cont'd)

Dental Reception

- DREC 1112 Dental Practice Communication and Professionalism course
- Unit 5: Cultural Safety and Humility
    - 5.1 Describe culture
    - 5.2 Explain cultural safety.
    - 5.3 Explain cultural awareness.
    - 5.4 Explain cultural sensitivity.
    - 5.5 Explain cultural competency.
    - 5.6 Describe the principles of cultural humility in the provision of dental care.
- Unit 6: Equity, Diversity, and Inclusion
    - 6.1 Describe ethnicity.
    - 6.2. Describe race.
    - 6.3 Explain racism
    - 6.4 Describe stereotyping.
    - 6.5 Describe discrimination.
    - 6.6 Describe racial bias.
    - 6.7 Explain equity, diversity, and inclusion.
- Unit 7: Impacts of Colonialism on the Health and Well-Being of Indigenous Peoples of Canada
    - 7.1 Explain the role of history and society and past traumatic experiences, and the impacts in shaping health, wellness, and dental care on Indigenous Peoples of Canada.
    - 7.2 Discuss safety within the health care system and during interactions with dental care professionals.

Appendix B (cont'd)

In Plain Sight recommendation #14

The B.C. government, PHSA, the five regional health authorities, B.C. colleges and universities with health programs, health regulators, and all health service organizations, providers and facilities recruit Indigenous individuals to senior positions to oversee and promote system change.

Progress	Actions
N/A	

In Plain Sight recommendation #18

The B.C. government requires all university and college degree and diploma programs for health professionals in B.C. to implement mandatory strategies and targets to identify, recruit and encourage Indigenous enrolment and graduation, including increasing the safety of the learning environment for Indigenous students.

Strategies	Targets by program area	Outcomes
Indigenous student enrolment	VCC Policy 304 requires all VCC programs and courses designate two (2) seats for Indigenous learners.	The Indigenous Student Enrollment Policy successfully increased Indigenous student access to programs and courses promoting greater diversity and inclusivity at VCC.
Indigenous Student Recruitment Bursary aims to support Indigenous student enrollment and retention in priority health programs	Program eligible for the bursary: ▪ Practical Nursing	One Practical Nursing Indigenous student has received bursary funds since Sep 2023.
Nursing Student Tuition Grant aims to increase Indigenous student enrollment and retention in nursing programs across BC.	Program eligible for the bursary: ▪ Bachelor of Science in Nursing	Three Indigenous students in the BScN program have received bursary funds since Sep 2023.

Appendix B (cont'd)

In Plain Sight recommendation #21

All B.C. university and college degree and diploma programs for health practitioners include mandatory components to ensure all students receive accurate and detailed knowledge of Indigenous-specific racism, colonialism, trauma-informed practice, Indigenous health and wellness, and the requirement of providing service to meet the minimum standards in the UN Declaration.

Program	Progress	Actions
All VCC Health Sciences programs	On-going	▪ Program renewals and curriculum revisions incorporate inter-cultural competencies in health care including conflict resolution. ▪ On-going collaboration between all Health Sciences programs and the Indigenous Education and Community Engagement department to support indigeneity through workshops and sharing of resources. ▪ Increasing capacity for providing Indigenous Competency Training (San'yas) to faculty and staff. Most faculty and staff in the School of Health Sciences have completed the San'yas training with on-going registrations for new faculty.
Cultural Safety and Indigenous Holistic Health Equity	**New**	▪ This course is designed in response to the TRC Calls to Action in Health with an introduction to Indigenous perspectives, knowledge, and practices within the context of health care education. Through online modules, students will explore the historical context and contemporary impact of colonization on Indigenous peoples of Canada, with a focus on the local host nations of Vancouver: xʷməθkʷəy̓əm (Musqueam), Sḵwx̱wú7mesh (Squamish), and səlilwətaɬ (Tsleil-Waututh) Nations. Students will develop a personal action plan that demonstrates reflection on systemic and personal stereotypes and biases, integration of Cultural Humility and Safety practices, and a commitment to reducing inequities and disparities experienced by Indigenous peoples.

Appendix B (cont'd)

Program	Progress	Actions
Pharmacy Technician	On-going	• Curriculum incorporates content on Indigenous cultural safety and humility at several points throughout the program. Curriculum development fund proposal submitted which will add additional content on Indigenous perspectives, knowledge, and practices within the context of healthcare and pharmacy practice.
Health Care Assistant	On-going	• Continuation of a course in the HCA International cohort entitled: The Impact of Colonization on the Health and Wellness of Indigenous People
Occupational/ Physical Therapist Assistant	On-going	• Occupational and Physical Therapist Assistant (OPTA) Program is working to enhance Indigenous cultural competencies and integrating Indigenous ways of learning into course outcomes. The department is also mapping Indigenous competencies to national accreditation standards as part of accreditation review.
Bachelor of Science in Nursing	On-going	• Occupational and Physical Therapist Assistant (OPTA) Program is working to enhance Indigenous cultural competencies and integrating Indigenous ways of learning into course outcomes. The department is also mapping Indigenous competencies to national accreditation standards as part of accreditation review.
Bachelor of Science in Nursing Practical Nursing	**New**	• Both PN and BScN programs have incorporated new BCCNM practice standard "Indigenous cultural safety, cultural humility, and anti-racism" into the curriculum.

Appendix B (cont'd)

Program	Progress	Actions
Practical Nursing	**New**	▪ Discussions underway with Practical Nursing Department Leader and the Dean of Indigenous Initiatives, on recruitment strategies for Indigenous students, such as a 'youth camp' to showcase elementary Indigenous students on the opportunities the Practical Nursing program can offer them for career development. The PN provincial curriculum have numerous courses with learning outcomes that outline Indigenous history, content and perspectives which include clinical practice experiences that engage students to explore the socio-historical context of Indigenous health, course/class topics and assignments. The program also engages Indigenous guest speakers and community partners (e.g., Elders, health professionals).
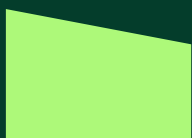
Vancouver Community College

Broadway campus
1155 East Broadway
Vancouver, B.C., V5T 4V5

Downtown campus
250 West Pender St.
Vancouver, B.C., V6B 1S9