



Board of Governors Public Meeting Agenda

September 28, 2026, at 5:30 p.m.

VCC Broadway Campus, Building A, Room 5025

Microsoft Teams meeting

Join: <https://teams.microsoft.com/meet/261673680971903?p=HEZblz7XniiQJX93PF>

Meeting ID: 261 673 680 971 903

Passcode: U4au6kD2

Board Members

Jeffrey Yu (Chair, Board)
Synthia Kloot (Vice Chair, Board/Chair, HRC)
Carol Ye (Chair, FAC)
Chi Lo
Christie Sparklingeyes
Francesco Barillaro
Malou Morales
Matt Smith
Michele Guerin
Dr. Paul Yeung
Robin Matthews-Kanhai
Simon Cheng
Tanmay Chugh

Senior Team & Staff Resources

David Wells	VP, Academic & Applied Research
Ian Humphreys	VP, Admin & International Development
Kate Dickerson	VP, People Services
Elmer Wansink	AVP, IT & CIO
Clayton Munro	AVP, Student & Enrolment Services
Tannis Morgan	AVP, Academic Innovation
Jamie Choi	ED, Finance & CFO
Surinder Aulakh	ED, Safety, Security & Risk Management
Charnelle McClure	ED, Marketing & Communications
Jessie Williams	Dean, Indigenous Initiatives
Lucia Zabrieszch	EC, VP Academic Office

Ex-Officio

Ajay Patel	President & CEO
Emily Logan	Vice-Chair, Education Council

Guests

Frank Cosco	President, VCCFA
Daniel Rohloff	President, CUPE Local 4627
Brynn Joyce	Executive Director, SUVCC

We acknowledge that Vancouver Community College (VCC) is located on the traditional and unceded territories of the xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh (Squamish), and səliłwətał (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		J. Yu/A. Patel	10 min		
1.1	Oath of Office					
2.	APPROVAL OF AGENDA/CONSENT AGENDA		J. Yu	5 min		
2.1	Minutes: June 24, 2026, Public Meeting				✓	3
2.2	EdCo Chair Report to BoG				✓	9
2.3	Program Discontinuance				✓	11
2.4	Course Deactivations				✓	13
2.5	Program Suspensions				✓	15
2.6	Board Correspondence & Activity					
2.7	News and Events				✓	21
3.	ACTION TRACKER		J. Yu	1 min		
	No Items				--	--

4. INDIGENIZATION AT VCC						
	Truth & Reconciliation Day	Info	J. Williams	10 min	--	--
5. CONSTITUENCY GROUP REPORTS						
		Info	Constituency Reps			
	5.1 CUPE Local 4627			5 min		
	5.2 SUVCC			5 min		
	5.3 VCCFA			5 min	✓	26
6. PROGRAMS, TUITION & FEES						
			E. Logan/ J. Yu	20 min		
6.1	Domestic Tuition & Mandatory Fees	Decision			✓	27
6.2	International Tuition & Mandatory Fees	Decision			✓	28
6.3	REVISED: 2D & 3D Character Animation Diploma Program	Info			✓	29
6.3.1	Tuition: 2D Character Animation Diploma Program	Decision			✓	41
6.3.2	Tuition: 3D Character Animation Diploma Program	Decision			✓	44
6.4	Tuition: Refrigeration & Air Conditioning Mechanic Apprenticeship	Decision			✓	47
6.5	NEW: Construction Engineering Technician Diploma	Info			✓	50
6.5.1	Tuition: Construction Engineering Technician Diploma	Decision			✓	60
6.5	Tuition: Heavy Mechanical Trades Apprenticeship	Decision			✓	63
6.6	REVISED: Bachelor of Applied Music	Info			✓	66
6.6.1	Tuition: Bachelor of Applied Music	Decision			✓	76
6.7	Mandatory Student Security Smart Card Fee	Decision			✓	80
7. FINANCE AND AUDIT COMMITTEE REPORT						
7.1	Chair's Report	Info	J. Yu	5 min		
7.2	2026/27 Forecast to Budget Update	Info	J. Yu	5 min	✓	82
7.3	Five Year Capital Plan	Decision	J. Yu	10 min	✓	87
8. GOVERNANCE COMMITTEE REPORT						
			A. Patel	5 min		
8.1	Chair's Report	Info				
9. HUMAN RESOURCES COMMITTEE REPORT						
			S. Kloot	5 min		
9.1	Chair's Report	Info			--	--
10. VCC FOUNDATION						
			M. Gookstetter	10 min		
10.1	Foundation Update	Info			✓	102
11. NEW BUSINESS						
	<i>(Matters approved under item 2)</i>					
11.1	Institutional Accountability Report	Info	A. Patel/S. Wong	20 min	✓	126
12. NEXT MEETING & ADJOURNMENT						
		Info	J. Yu	1 min		
	Next meeting: Wednesday December 2, 2026 at 5:30 p.m.				--	--



Board of Governors Public Meeting Minutes June 24, 2026, at 5:30 p.m. Room 5025, Broadway Campus

ATTENDANCE

Board Members		Senior Team & Staff Resources	
Mahin Rashid (Chair, Board)		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 (Regrets)		Elmer Wansink	AVP, It & CIO
Colin Zuo (Regrets)		Clayton Munro	AVP, Student & Enrolment Services
Francesco Barillaro		Tannis Morgan	AVP, Academic Innovation
Malou Morales		Jamie Choi	ED, Finance & CFO
Michele Guerin (Regrets)		Surinder Aulakh	ED Safety, Security & Risk Management
Dr. Paul Yeung		Charnelle McClure	ED, Marketing & Communications
Simon Cheng		Moira Gookstetter	ED, VCC Foundation
Dr. Steve Cardwell		Jessie Williams	Dean, Indigenous Initiatives
Synthia Kloot (Chair, HRC)		Amanda Wiseman	EC, President's Office
Tanmay Chugh		Lucia Zabrieszach	EC, VPA's Office
Ex-Officio		Guests	
Ajay Patel	President & CEO	Frank Cosco	President, VCCFA
Louise Dannhauer	Chair, Education Council/GC	James Stansfield	Director, SUVCC

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1. CALL TO ORDER, LAND ACKNOWLEDGEMENT & OPENING REMARKS

The meeting was called to order at 5:35 p.m.

The Chair acknowledged that Vancouver Community College operates on the traditional and unceded territories of the Musqueam, Squamish, and Tsleil-Waututh peoples.

The Chair welcomed members and reflected on recent College events, including Convocation, student award ceremonies, and community celebrations. Appreciation was extended to Board members and employees for their continued engagement as the academic year concluded.

The President and CEO provided institutional updates, including progress on campus planning activities, the Centre for Clean Energy initiative, and ongoing provincial discussions arising from the post-secondary system review. The Board was advised that the review is proceeding through government processes and is expected to generate further sector discussion in the coming months.

The President highlighted several recent accomplishments and events, including:

- The 20th anniversary of the Tooth Trolley initiative, which continues to provide preventative dental care to elementary school children while creating practicum opportunities for VCC learners.

- The Outstanding Alumni Awards celebration.
- Strong student performance at the Skills Canada National Competition, where five VCC students earned national medals.
- The Three Sisters Garden Planting Ceremony.
- Spring Convocation, recognizing more than 1,500 graduates.

Special recognition was extended to the Registrar's Office, volunteers, and organizing committee members whose efforts contributed to a successful Convocation ceremony. Particular appreciation was expressed for the significant contributions of staff involved throughout the day.

2. APPROVAL OF AGENDA AND CONSENT AGENDA

MOTION: THAT the VCC Board of Governors approve the June 24, 2026 public meeting agenda, as amended, to include an addendum item circulated prior to the meeting, including items on the consent agenda.

2.1 Minutes: May 27, 2026 Public Meeting

2.2 EdCo Chair Report and 2025 Annual Report

2.3 Academic Year

2.4 Sexual Violence and Misconduct Annual Report

2.6 Board Correspondence & Activity

2.7 News and Events

Moved, Seconded & CARRIED (Unanimously)

3. ACTION TRACKER

There were no items on the Action Tracker.

4. INDIGENIZATION AT VCC

National Indigenous Peoples Day

J. Williams delivered a presentation recognizing National Indigenous Peoples Day and Indigenous History Month.

The presentation emphasized the importance of celebrating Indigenous brilliance, leadership, innovation, and contributions alongside the continued acknowledgment of historical and ongoing impacts of colonization. Board members were encouraged to recognize Indigenous peoples not only through narratives of resilience and survival but also through their achievements as educators, innovators, community builders, leaders, artists, and knowledge keepers.

Examples of Indigenous leadership and community impact across British Columbia and Canada were highlighted, along with the role of Indigenous organizations in advancing education, technology, governance, and community well-being.

Board members were invited to reflect upon Indigenous individuals who had influenced or inspired them and to continue sharing stories that recognize Indigenous contributions and excellence.

5. CONSTITUENCY REPORTS

5.1 CUPE Local 4627

No report was received.

5.2 Student Union of Vancouver Community College (SUVCC)

J. Stansfield reported on recent advocacy undertaken by the Student Union as part of the Province's budget consultation process.

The Student Union's recommendations focused on restoring public funding levels for post-secondary institutions and maintaining the provincial tuition cap. Concerns were raised regarding the impact of continued underfunding on program accessibility, affordability, and student success. Students expressed concern that increased tuition and fees may result in additional debt, delayed graduation, or withdrawal from studies.

A student-produced video was presented that highlighted the importance of maintaining educational opportunities and funding support for students attending VCC. The Board acknowledged and thanked the Student Union for its continued advocacy efforts.

5.3 Vancouver Community College Faculty Association (VCCFA)

F. Cosco provided an update on Faculty Association activities and advocacy initiatives.

The Faculty Association highlighted the contributions faculty make to the numerous achievements reported throughout the Board package. Concern was expressed regarding the ongoing impact of financial pressures on post-secondary education, including workforce reductions and program access. It was noted that VCC was entering a fifth round of faculty layoffs.

The Board was informed of advocacy efforts undertaken through the BC Centre for Policy Alternatives report on rebuilding post-secondary education as public infrastructure. Faculty representatives discussed presentations made to the Select Standing Committee on Finance and Government Services and encouraged Board members to share the report within their networks and with government contacts where appropriate.

6. PROGRAMS, TUITION & FEES

6.1 NEW: 2D & 3D Animation Diploma

The Board considered proposals for new 2D Animation and 3D Animation diploma programs intended primarily to support teach-out opportunities for students whose studies began at another institution. The programs were reviewed by Curriculum Committee and Education Council, with emphasis placed on ensuring continuity for learners and preserving alignment with the curriculum under which students were originally admitted.

MOTION: THAT, on the advice of Education Council, the Board of Governors approve the 2D Animation Diploma and 3D Animation Diploma credentials, creation of 28 courses as identified in the program content guides, and program implementation.
Moved, Seconded & CARRIED (Unanimously)

6.1.1 Tuition: 2D Animation Diploma

MOTION: THAT, on the recommendation of the Finance and Audit Committee, the Board of Governors approve domestic tuition of \$26,915.19 (\$381.78 per credit) and international tuition of \$51,558.75 (\$731.33 per credit) for the new 2D Animation Diploma program, effective September 2026.
Moved, Seconded & CARRIED (Unanimously)

6.1.2 Tuition: 3D Animation Diploma

MOTION: THAT, on the recommendation of the Finance and Audit Committee, the Board of Governors approve domestic tuition of \$27,106.08 (\$381.78 per credit) and international tuition of \$51,942.42 (\$731.33 per credit) for the new 3D Animation Diploma program, effective September 2026.

Moved, Seconded & CARRIED (Unanimously)

6.2 NEW: ASL English Interpretation Degree (addendum circulated prior to the meeting)

The Board considered approval of a new Bachelor of Applied ASL-English Interpretation credential. The degree builds on VCC's existing ASL and Deaf Studies certificate and Sign Language Interpretation diploma pathways and responds to feedback from employers and the Deaf community regarding the need for enhanced language fluency and interpretation skill development.

Discussion included the Degree Quality Assessment Board approval process and anticipated timelines, noting that implementation would likely require several years before final provincial approval is granted. The degree includes multiple entry and exit points and creates opportunities for both new learners and existing practitioners seeking degree completion.

MOTION: THAT, on the recommendation of the President, and on the advice of Education Council, the Board of Governors approves the Bachelor of Applied ASL-English Interpretation Degree Program.

Moved, Seconded & CARRIED (Unanimously)

6.3 Tuition: Medical Laboratory Assistant Certificate Program

MOTION: THAT, on the recommendation of the Finance and Audit Committee, the Board of Governors approve the proposed international tuition of \$731.33/credit (\$28,887.53 total) effective January 2027, for the substantially revised Medical Laboratory Assistant program.

Moved, Seconded & CARRIED (Unanimously)

6.4 Tuition: Pharmacy Technician Diploma Program

MOTION: THAT, on the recommendation of the Finance and Audit Committee, the Board of Governors approve the proposed international tuition of \$731.33/credit (\$44,976.78 total) effective January 2027, for the new Pharmacy Technician Diploma program.

Moved, Seconded & CARRIED (Unanimously)

7. FINANCE AND AUDIT COMMITTEE (FAC) REPORT

7.1 Chair's Report

J. Yu summarized discussions from the June 11 Finance and Audit Committee meeting. Key areas of focus included:

- Program continuity and student support;
- Procurement and contract management;
- Infrastructure stewardship and campus maintenance;
- Automation initiatives and process improvements through BCNet; and
- Flexibility and responsiveness in a rapidly changing operating environment.

The Committee emphasized the need to continue making timely decisions that protect core institutional assets while supporting students and maintaining operational effectiveness.

8. GOVERNANCE COMMITTEE (GC) REPORT

8.1 Chair's Report

L. Dannhauer reported that the Governance Committee approved minor revisions to the Board evaluation survey, with distribution planned before the end of July to capture feedback from both incoming and outgoing Board members.

8.2 Enrolment Plan Management (408) and Program Suspension/Discontinuance (414)

Discussion focused on governance oversight, consultation requirements, and development of supporting appendices for Policy 408.

Administration advised that the policy appendix remains under development and will be shared with the Board once finalized. Additional consultation will occur with operational units and student representatives before implementation in January 2027.

MOTION: THAT, on the recommendation of Governance Committee, with advice from Education Council the Board of Governors approve, in the form presented at this meeting, the Enrolment Plan Management (408) policy and procedures effective January 1, 2027; and the Suspension and/or Discontinuance of Programs (414) policy and procedures effective June 24, 2026.
Moved, Seconded & CARRIED (Unanimously)

8.3 Investment Policy (119)

The Board approved a minor revision clarifying diversification requirements relating to securities investments.

MOTION: THAT, on the recommendation of Governance Committee, the Board of Governors approve, in the form presented at this meeting, the Investment (119) policy and procedures.
Moved, Seconded & CARRIED (Unanimously)

8.4 Use of Library Resources (512)

The Board approved minor revisions strengthening privacy language and clarifying interlibrary loan procedures.

MOTION: THAT, on the recommendation of Governance Committee, with advice from Education Council the Board of Governors approve, in the form presented at this meeting, the Use of Library Resources (512) policy and procedures.
Moved, Seconded & CARRIED (Unanimously)

9. HUMAN RESOURCES COMMITTEE REPORT

9.1 Chair's Report

S. Kloot reported on discussions relating to demographic data, workforce trends, absence rates, and governance compliance requirements.

The Committee reviewed indications of increased employee absences and possible burnout across the sector while acknowledging the significant organizational changes occurring across the institution.

10. VCC FOUNDATION UPDATE

M. Gookstetter reported that the Foundation has completed the second year of its campaign and remains on track toward campaign objectives.

Highlights included:

- A \$1.75 million gift supporting the Institute for Applied Climate Solutions;
- More than \$700,000 raised for healthcare initiatives;
- Two RBC campaign gifts totaling \$450,000;
- Record Giving Tuesday and Flourish fundraising results; and
- A staff and leadership giving participation rate exceeding 72%.

The Foundation is preparing for a public phase of the campaign and recruiting up to three new Foundation Board members with expertise in finance and investment management. Applications are sought by July 24, 2026.

11. NEW BUSINESS

11.1 Board Elections

The Chair announced the results of Board elections conducted during the closed session.

Effective July 1, 2026:

Jeffrey Yu was elected Chair.

Synthia Kloot was elected Vice-Chair.

The Board formally recognized outgoing Chair Mahin Rashid for her leadership, commitment, and service to Vancouver Community College. Board members and institutional leadership acknowledged her contributions to governance, collaboration, student-centered decision making, and organizational advancement over her seven years of service. Gifts and a commemorative presentation were provided in recognition of her contributions.

12. NEXT MEETING & ADJOURNMENT

The next regular public board meeting is scheduled for Tuesday, September 29, 2026, at 5:30 p.m.

The meeting adjourned at 6:55 p.m.



INFORMATION NOTE

PREPARED FOR: Board of Governors

DATE: September 28, 2026

ISSUE: Education Council Chair Report to Board of Governors

EDUCATION COUNCIL CHAIR TRANSITION

Louise Dannhauer has accepted a new temporary position at VCC as Dual Credit & Partnerships Manager and resigned from the EdCo Chair position and her elected faculty seat. Louise served as Education Council Chair for one year, and contributed in various other roles during her close to five years on EdCo, including as EdCo Vice-Chair and Chair of the Education Policy and Education Quality Committees.

Vice-Chair Emily Logan will serve as interim EdCo chair until the by-election at the October EdCo meeting.

We thank Louise for her thoughtful, collaborative leadership and for building strong relationships across the College during her time as EdCo Chair. We wish her the best in her new role.

EDUCATION COUNCIL ELECTIONS

EdCo Elections and by-elections for faculty and student seats are taking place this fall in tandem with elections to the Board of Governors. Due to the School reorganization, the Hospitality, Food Studies & Applied Business faculty seat moved to the School of Trades, Technology & Design. Election dates were posted on September 15.

PROGRAM NAME CHANGE

The names of the Certified Dental Assisting Certificate and Certified Dental Assisting Certificate (Online) programs were changed, removing the term “Certified.” The background is a legislative change to the professional designation from certified to licensed dental assistant. The Chair of the Board of Governors agreed to delegate authority to approve this name change to Education Council; the proposal was approved on September 15, 2026.

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 not a required part of a program or credential.

Education Council approved the curriculum for the following courses at its September 15, 2026 meeting:

- o MATH 0763 Workplace Math 10 Part 1
- o MATH 0773 Workplace Math 10 Part 2
- o HSPT 1000 Introduction to Nutrition
- o HSPT 1005 Professional Communication in Healthcare
- o HSPT 1010 Client Service Management in Healthcare

PREPARED BY: Emily Logan, Interim Chair, Education Council

DATE: September 21, 2026



DECISION NOTE

PREPARED FOR: Board of Governors

DATE: September 28, 2026

ISSUE: **RECOMMENDATION FOR APPROVAL:**
Discontinuance of Legal Administrative Assistant Certificate (Part Time) program

BACKGROUND:

The School of Health Sciences and Applied Business programs is proposing discontinuance of the Legal Administrative Assistant Certificate (Part Time) program.

The online part-time Legal Administrative Assistant (“LAA”) program was offered by a group of roughly 10 colleges (the number changed over time) and universities in British Columbia and the Yukon. It was hosted by BCcampus, along with the online Applied Business Technology (“ABT”) program. In June 2018, BCcampus stopped hosting the two programs and VCC stopped offering the program. The ABT program at VCC has been discontinued, but the online part-time LAA program is still listed as active.

DISCUSSION:

While the Applied Business Department hopes to offer an online part-time LAA program in the future, there are no plans at present to develop such a program.

The Applied Business Department is in agreement with the proposal to discontinue the online part-time LAA program. (The separate full-time Legal Administrative Assistant Certificate program continues to be offered.)

Mandy Hayre, Interim Dean, School of Health Sciences and Applied Business programs, presented the proposal for program discontinuance at the September 15, 2026 Education Council meeting. Education Council unanimously supported the proposal.

Note on process:

Under VCC’s Suspension and/or Discontinuance of Programs Policy (414), updated in June 2026, programs may be proposed for discontinuance without a prior suspension period with agreement by the department, which is the case for the current proposal.

RECOMMENDATION:

THAT, on the advice of Education Council, the Board of Governors approve the discontinuance of the Legal Administrative Assistant Certificate (Part Time) program effective October 1, 2026.

PREPARED BY: Emily Logan, Interim Chair, Education Council

DATE: September 21, 2026



DECISION NOTE

Prepared for: Board of Governors

DATE: September 28, 2026

ISSUE: **RECOMMENDATION FOR APPROVAL:**
Course Deactivations

BACKGROUND:

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.

The current proposal is to deactivate the following course that are no longer taught:

- CSTP 1004 Computer Systems Primer
- CSTP 1006 Website Development Primer
- CSTP 1103 Data and Document Management Fundamentals
- CSTP 1203 Introduction to Server Administration
- CSTP 1207 Technical Communication
- CSTP 1301 IT Project Management
- CSTP 2101 Database Management and Storage
- CSTP 2102 Enterprise Systems Support
- CSTP 2201 Linux Operating System and Networking
- CSTP 2202 Network Server Administration
- CSTP 2302 Advanced Server Administration
- CSTP 2303 Computer System Security Threats and Solutions
- CULI 1120 Safety, Sanitation & Equipment
- CULI 1121 Basic Kitchen Skills
- CULI 1122 Hot and Cold Sandwiches

- CULI 1124 Hot & Cold Breakfast Cooking
- CULI 1125 Kitchen Management & Health Care
- CULI 1126 Stock, Soup & Sauce Cooking
- CULI 1127 Cold Kitchen
- CULI 1130 Vegetable and Starch Cooking
- CULI 1131 Meat and Poultry Cooking
- CULI 1132 Seafood Cooking
- CULI 1133 Vegetarian Entrees, Pasta & Soup
- CULI 1135 Meat, Poultry, Seafood Cutting
- CULI 1136 Meat, Poultry, Seafood Cooking
- CULI 1137 Vegetable, Egg, Starch, Pasta
- CULI 1140 Baking and Desserts 1
- ENGL 0751 English 10

RECOMMENDATION:

THAT, on the advice of Education Council, the Board of Governors approve the deactivation of 28 courses that are no longer taught.

PREPARED BY: Emily Logan, Interim Chair, Education Council

DATE: September 21, 2026



DECISION NOTE

PREPARED FOR: Board of Governors

DATE: September 28, 2026

ISSUE: **RECOMMENDATION FOR APPROVAL:**
Suspension of Business Management and Project Management Post-Degree Diploma programs

BACKGROUND:

The School of Arts and Sciences is proposing suspension of two programs: the Business Management Post-Degree Diploma and the Project Management Post-Degree Diploma.

The Business Management Post-Degree Diploma Program launched in 2017 (as the Canadian Business Management Post-Degree Diploma) and grew from an initial cohort of 50 students in 2017-18 to 350 new students in 2023-24. The Project Management Post-Degree Diploma Program began in 2019-20 (as the Business and Project Management Post-Degree Diploma) with about 80 students and also grew to 350 new students in 2023-24. Both programs demonstrated strong enrolments, high completion rates, and financial sustainability driven by international tuition.

However, changes to federal immigration policy beginning in late 2024 have substantially reduced the demand for Post-Degree Diploma (PDD) programs, and the last intake for both programs was in January 2025.

DISCUSSION:

As per Policy 414 Suspension and/or Discontinuance of Programs, Education Council's Education Quality Committee formed a Program Feasibility Working Group in April 2026 to review both programs. The working group determined that continuing to offer either program in its current form is not viable due to low enrolments, heightened competition with other institutions and master's programs, and reduced attractiveness to international students due to changes in post-graduate work permit eligibility. The working group also emphasized the need to shift toward more flexible programming that aligns with domestic demand and evolving labour market needs, such as microcredentials and targeted upskilling opportunities.

One current initiative in this program area is the launch of the fully online Supply Chain and Logistics Short Certificate in January 2027.

Shirley Lew, Dean of Arts & Sciences, and Jennifer Kelly, Associate Director, presented the proposal for program suspension at the September 15, 2026 Education Council meeting. Education Council unanimously supported the proposal.

RECOMMENDATION:

THAT, on the advice of Education Council, the Board of Governors approve the suspension of the Business Management Post-Degree Diploma and the Project Management Post-Degree Diploma programs effective October 1, 2026.

PREPARED BY: Emily Logan, Interim Chair, Education Council

DATE: September 21, 2026



DECISION NOTE

PREPARED FOR: Board of Governors

DATE: September 28, 2026

ISSUE: **RECOMMENDATION FOR APPROVAL:**
Suspension of Executive Assistant Certificate program

BACKGROUND:

The School of Health Sciences and Applied Business programs is proposing suspension of the Executive Assistant Certificate program.

This part-time, six-course program has been offered at VCC since the mid-1990s. Enrolment has declined in the past decade, and the last offering (2021–2023) averaged 9 students per course. No courses in this program have been offered since early 2023.

The program has not gone through renewal in the last 20 years, though curriculum was updated in 2016. The program in its current form (9 credits) does not comply with VCC's Granting of Credentials Policy (416). While student satisfaction and employment outcomes have been strong, low enrolment challenges resulted in the program running at a loss.

In response, Willy Aroca Aguirre, Interim Dean, School of Hospitality, Food Studies, and Applied Business and the department requested a feasibility review under Policy 414 Suspension and/or Discontinuance of Programs to assess the sustainability and relevance of the program.

DISCUSSION:

As per Policy 414, Education Council's Education Quality Committee formed a Program Feasibility Working Group, which submitted its final report in March 2025.

The report concluded that the current version of the Executive Assistant Certificate program is not viable for continuation. Enrolment levels are insufficient to support regular course offerings (making credential completion an issue), and the program's structure is inconsistent with VCC's credential policy.

Although labour market demand for executive assistants remains strong, there is significant competition from programs at other institutions, particularly diploma-level or stacked credential models.

The Applied Business department was consulted in May 2026 and agreed to proceed with the program suspension.

Mandy Hayre, Interim Dean, School of Health Sciences and Applied Business programs, presented the proposal for program suspension at the September 15, 2026 Education Council meeting. Education Council unanimously supported the proposal.

RECOMMENDATION:

THAT, on the advice of Education Council, the Board of Governors approve the suspension of the Executive Assistant Certificate program effective October 1, 2026.

PREPARED BY: Emily Logan, Interim Chair, Education Council

DATE: September 21, 2026



DECISION NOTE

PREPARED FOR: Board of Governors

DATE: September 28, 2026

ISSUE: **RECOMMENDATION FOR APPROVAL:**
Suspension of Medical Transcriptionist Certificate program

BACKGROUND:

The School of Health Sciences and Applied Business programs is proposing suspension of the Medical Transcriptionist Certificate program.

The Medical Transcriptionist Certificate is a full-time, 32-week program with a long history at VCC and a strong reputation among industry partners. Despite high educational quality and positive graduate outcomes, enrolment has been in long-term decline, with no cohorts running in 2023 or 2024. The program completed a comprehensive renewal in 2022, including curriculum updates to reflect technological change; however, concerns related to tuition and costing arose after the curriculum was approved. As a result, the revised program has yet to receive Board approval. The renewed curriculum has not been implemented, and the program remains inactive.

Willy Aroca Aguirre, Interim Dean, School of Hospitality, Food Studies, and Applied Business and the department requested a feasibility review under Policy 414 Suspension and/or Discontinuance of Programs to assess the sustainability and relevance of the program.

DISCUSSION:

As per Policy 414, Education Council's Education Quality Committee formed a Program Feasibility Working Group, which submitted its final report in March 2025.

The feasibility review found that the Medical Transcriptionist Certificate program is not financially viable under current or projected enrolment scenarios. Historical data indicate significant annual deficits. Tuition levels required to approach cost recovery would represent a major increase for students, an unappetizing prospect for a moderate-wage occupation. Enrolment challenges are compounded by rapid technological change in the field and declining visibility of the profession, despite continued employer interest in skilled professional preparation and editing of patient records.

The Applied Business department was consulted in May 2026 and agree to proceed with the program suspension.

Mandy Hayre, Interim Dean, School of Health Sciences and Applied Business programs, presented the proposal for program suspension at the September 15, 2026 Education Council meeting. Education Council unanimously supported the proposal.

RECOMMENDATION:

THAT, on the advice of Education Council, the Board of Governors approve the suspension of the Medical Transcriptionist Certificate program effective October 1, 2026.

PREPARED BY: Emily Logan, Interim Chair, Education Council

DATE: September 21, 2026



VCC's News & Events Round-Up

July – September 2026

Prepared for: VCC Board

Prepared by: VCC Marketing & Communications

Submission date: Monday, September 21

VCC EVENTS

June

Spring Convocation – June 17

VCC celebrated Spring 2026 graduating class at the Queen Elizabeth Theatre. It was inspiring to see our graduates take the stage surrounded by their family, friends, and supporters.



July

Pride flag raised – July 31

VCC is proud to celebrate Vancouver Pride and stand with our 2SLGBTQIA+ community. We raised the Pride flag on campus as a symbol of support, recognition, and belonging for our students, employees, and community members.





VCC's News & Events Round-Up

July – September 2026

September

Skilled-trades training seats announcement – September 3

VCC welcomed the Province of B.C. for an important announcement expanding access to skilled-trades training. Through the Province's Look West strategy, VCC received 224 new skilled-trades training seats for 2026-27, bringing the total number of trades training seats at VCC to more than 1,770 this year.



Welcome week – September 15 & 17

VCC welcomed students for the new semester at both Broadway and Downtown campuses. Welcome Days brought together helpful information and activities to help new and returning students get connected and prepared for the term ahead.





VCC's News & Events Round-Up

July – September 2026

VCC Foundation's Annual Recognition Event – September 15

The VCC Foundation's Annual Recognition Event brought together over 100 donors, volunteers, Program Advisory Committee members, and community partners who support access to education for VCC students. Together, we celebrated that the VCC Foundation distributed a record-breaking \$1.1 million to 1,103 students last year in awards, scholarships, and bursaries, and \$788,000 more to special equipment, programs, and projects.



VCC IN THE NEWS (HIGHLIGHTS)

Innovation

- **Education News Canada – [VCC launches new Construction Electrician training programs to meet growing workforce demand](#):** notes VCC has launched new Construction Electrician training programs to help meet the growing demand for skilled electrical workers across British Columbia. Includes information on MAP, noting that it is a first for B.C.'s post-secondary system and will provide a new training model that offers a streamlined pathway through technical training.
- **CBC BC Today – [Future of B.C. forest industry | EV mechanics in need](#):** CBC's Amy Bell interviews Brett Griffiths about the need for EV mechanics, VCC's new automotive training programs, the CCEAI, and the future of EVs. The interview was aired on TV and CBC's podcast channels, and including a phone-in segment from interested members of the public.
- **Education News Canada - [British Columbia - Expanding skilled-trades training seats in the Lower Mainland](#):** reports that VCC will receive 224 new skilled trades training seats, helping reduce waitlist and increase training capacity in high-demand occupations.
- **Sing Tao Daily – [The provincial government is expanding skilled trades training programs; Vancouver Community College is adding 224 places](#):** notes VCC will add 224 skilled trades training places to help create 5,000 new skilled trades training places across the province in 2026-27.
- **CBC News – [As more EVs hit the road, will we have the mechanics to keep them running?](#):** covers VCC's new automotive clean energy programs and how VCC is supporting B.C.'s evolving EV sector, including the development of the CCEAI building, following an interview with Mike Coard and Ian Humphreys.
- **Vancouver Sun – [Opinion: Who will service tomorrow's vehicles in B.C.?](#):** reports that "one of B.C.'s greatest automotive challenges isn't building the next generation of vehicles — it's building the workforce capable of maintaining them." Notes VCC has reported registrations exceeding planned capacity and that there is demand for qualified technician training.



VCC's News & Events Round-Up

July – September 2026

- **Techcouver – [Province Aims to a Build Bigger, Faster, and More Reliable EV Charging Network](#)**: reports that B.C. intends to deploy nearly 3,000 more public charging ports by 2035 as the government pushes electric vehicles via its Zero-Emission Vehicles Act. Notes that VCC is “proactively creating programs that train students for future careers in clean energy”, launching new automotive programs designed in partnership with industry that teach skills needed to work with clean energy technologies, including how to work with high-voltage battery systems, repair EV traction motors, and more.
- **Clean Energy – [Industry-Backed Programs Target Upskilling for Auto Sector's Clean Energy Transition](#)**: notes VCC is launching a series of programs aimed at supporting Canada's shift toward cleaner energy sources and more sustainable technologies. Includes a quote from Brett Griffiths. Also mentions that VCC is expanding its Broadway Campus with the new CCEAI building.
- **Education News Canada – [VCC launches automotive training programs to provide future industry workers with in-demand clean energy skills](#)**: announces VCC is launching a series of new automotive programs to prepare B.C.'s automotive sector for the shift towards clean energy and sustainable technologies. Designed in partnership with industry, the new programs will ensure graduates enter the workforce with the skills needed to meet the growing demand for automotive technicians trained to work on hybrid and electric vehicles. Includes a quote from Brett Griffiths.
- **Vancouver Guardian – [VCC Launches New Automotive Training Programs to Help Address B.C.'s EV Technician Shortage](#)**: reports on VCC's new automotive programs. Includes a quote from Brett Griffiths and details of some of the ways VCC has partnered with industry organisations to develop these programs.

Student & alumni success

- **Vancouver Film School – [DigiBC & Netflix partner to offer 3 VFS animation scholarships](#)**: announces the winners of scholarships offered by DigiBC and Netflix. This newly established program began with a partnership with Vancouver Film School (VFS) and Vancouver Community College (VCC).
- **Daily Hive – ['You will be missed': Vancouver post-secondary institution closes after 30 years](#)**: notes that from this fall, VCC will offer VanArts' 2D Character Animation and 3D Character Animation programs through its Continuing Studies department.

Other

- **Education News Canada – [VCC Announces New Board Chair and Vice-Chair, Honours Outgoing Leadership](#)**: reports that VCC has announced leadership changes to its Board of Directors, with Jeffrey Yu stepping into the role of Chair and Synthia Kloot appointed as Vice-Chair. Notes the new appointments will help the college advance its mission and priorities.
- **Vancouver Sun – [Conversations That Matter: B.C. lacks enough skilled tradespeople](#)**: Ajay Patel takes part in a podcast discussion with host Stuart McNish about the importance of skilled trades training for B.C.'s economy and how it can help plug the province's labour gap.



VCC's News & Events Round-Up

July – September 2026

- **Destination BC – [Destination BC Welcomes Three New Board Members - Destination BC - Destination BC](#):** announces Ajay Patel as one of the three new Board of Director members. It includes a short bio about Ajay and his notable career achievements.

UPCOMING EVENTS

- **September 22 – Orange Shirt Day:** Hosted at the Downtown Campus Atrium by VCC's Indigenous Education and Community Engagement department, this event will enhance our college community's understanding and awareness of the history of residential schools. This will be a day to honour and remember the Survivors and Intergenerational Survivors of the Indian Residential School System, and its significant impact on Indigenous peoples of Canada.
- **September 23 – 17th annual Chinese Restaurant Awards:** An opportunity to witness the unveiling of North America's most anticipated Chinese dining honours—and meet the award-winning chefs and restaurateurs who are shaping today's Chinese dining scene. All tickets proceeds will be donated to VCC's Asian Culinary Arts program, helping nurture the next generation of culinary talent.
- **September 29 – Flag raising ceremony:** The gathering will offer space for reflection and recognition of the lasting impacts of residential schools and the strength of Indigenous Survivors, families, and communities. The ceremony will be held at the Broadway campus main entrance.
- **October 26-30 – Info week:** An opportunity for prospective students to explore VCC's programs through our online and in-person info sessions.
- **November 17 – Student Awards:** Hosted at the Broadway campus, the event will celebrate student success at VCC.
- **December 3 – Fall Convocation:** Hosted at the Queen Elizabeth Theatre.

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

PREPARED BY: VCC Marketing & Communications
 DATE: September 21, 2026 (Last report issued June 24, 2026)

September 2026

Welcome to New Board Members

September is traditionally a time to restart and of optimism in post-secondary education.

New classes, new students and new engagements with learning, Unfortunately, at VCC and other places, there's a bit of survivor shock going around.

Most every department has lost its cohort of term faculty. These people were to be the future. Most were not new to the college but have typically been around a number of years. At VCC, more than most places, they have felt themselves part of their departments and learning communities. But, it's hard to survive five rounds of double-digit cuts when your department has lost a lot of capacity.

Now the newest regular faculty have also been laid off and become the "new contingents." They wait for bits of work and try to piece together enough sequential work to get recalled to fully regular status.

And in that work, important contributions from our colleagues in CUPE have also been lost as they too suffer from layoffs. These new gaps affect the work of all employees.

BC Policy Solutions Webinar, September 18th

As you will have heard from us, BC's post-secondary "system" has never had a worse crisis in terms of funding and prospects for positive change. The VCCFA commissioned Policy Solutions to prepare its recent report and recommendations for the system . They also hosted a webinar on the topic. Both are available at their homepage, bcpolicy.ca

A Change in the Offing? ~Doubtful

With all that is going on, so many distractions, it is hard to imagine that sustainable restructuring to recreate an accessible, affordable system will become a priority or even a talking point. It should be. It would be effective. It would be easier and cheaper to do than the infrastructure programs we are hearing about. Actually, imagine a human-centred infrastructure project? Supporting those who want to contribute to society at a higher level should be an obvious, simple priority.

The government's attempted deflection of the issue, the hamstrung Avison Report, has been punted what? Now three times? With now a provincial election in the offing, all bets are off, but a negative one would still be wiser than a positive one.

Frank Cosco

VCCFA



DECISION NOTE

PREPARED FOR: Board of Governors

DATE: September 28, 2026

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 2027/28 programs, which result in better service for our students.

The Government of British Columbia Tuition Fee Policy can be found at:

<https://www2.gov.bc.ca/gov/content/education-training/post-secondary-education/institution-resources-administration/tuition-limit-policy>

Annual operating costs have consistently increased by more than 2% in recent years. To support VCC's ongoing financial sustainability, a 2% increase to domestic tuition and mandatory fees is proposed for the 2027/28 academic year. While the increase will not fully offset rising costs and inflationary pressures, it will help mitigate the impact of increased operating expenses.

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, the Board of Governors approve the implementation of a 2% increase in domestic tuition and mandatory fees, effective August 1, 2027.

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

DATE: September 17, 2026



DECISION NOTE

PREPARED FOR: Board of Governors

DATE: September 28, 2026

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

BACKGROUND:

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

VCC has continued to take a measured approach to international tuition increases. For the 2027/28 academic year, a 2% increase in international tuition and mandatory fees is recommended for all programs. While this increase may not fully offset rising costs and inflationary pressures, it will help mitigate increased operating costs.

In addition, an increase of up to 5% is recommended for the 2028/29 academic year to align with the Provincial Government's international tuition fee transparency guidelines. As many international students at VCC are enrolled in two-year programs, providing this information in advance will support students in understanding the total tuition fees for the duration of their program. The Ministry has confirmed that providing a range of potential increases is acceptable.

DISCUSSION:

The proposed changes are as follows:

- Increase international tuition by 2% for the 2027/28 academic year
- Increase mandatory fees by 2% for the 2027/28 academic year
- Increase international tuition by up to 5% for the 2028/29 academic year
- Increase mandatory fees by up to 5% for the 2028/29 academic year

RECOMMENDED MOTION:

THAT, on the recommendation of the Finance and Audit Committee, the Board of Governors approval of a 2% increase in international tuition and mandatory fees, effective August 1, 2027, and an increase of up to 5% in international tuition and mandatory fees, effective August 1, 2028.

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

DATE: September 17, 2026



DECISION NOTE

PREPARED FOR: Board of Governors

DATE: September 28, 2026

ISSUE: **RECOMMENDATION FOR APPROVAL:**
Revised Programs: 2D Animation Diploma and 3D Animation Diploma

BACKGROUND:

The Centre for Continuing Studies is proposing revisions to the 2D Animation Diploma and 3D Animation Diploma programs. The programs were transferred to VCC from another institution and approved by the Board of Governors in June 2026 at 70.5 and 71 credits respectively, with an anticipated start date of September 2026.

Upon receiving delivery schedules in July and consulting with program instructors, discrepancies were identified between the course outlines on record and actual course hours as delivered in practice. As a result, course hours and credits were revised, reducing total program credits to 60 for both programs. Course learning outcomes remain unchanged as the course hours as initially submitted were erroneous.

DISCUSSION:

The programs remain full-time diplomas delivered over sequential terms. The revisions ensure that scheduling and delivery accurately reflect practice at the source institution. These changes have costing implications, which were presented to the Finance & Audit Committee for recommendation to the Board of Governors.

Due to the expedited nature of this implementation, the curriculum changes were presented directly to Education Council rather than to Curriculum Committee, with agreement of the Curriculum Committee and EdCo Chairs. Courses are currently scheduled per actual delivery schedules and started on September 8, 2026.

Education Council reviewed the proposed changes at its September 15, 2026 meeting and unanimously approved the proposal.

RECOMMENDATION:

THAT, on the advice of Education Council, the Board of Governors approve the implementation of the revised 2D Animation Diploma and 3D Animation Diploma programs and 21 revised courses, including changes to course hours and credits, as identified in the program content guides.

PREPARED BY: Emily Logan, Interim Chair, Education Council

ATTACHMENT: APPENDIX A – Program Content Guide (PCG) for the 2D Animation Diploma

APPENDIX B – Program Content Guide (PCG) for the 3D Animation Diploma

DATE: September 21, 2026



2D Animation Diploma

Program Content Guide

Effective Date: January 2027

Purpose

The 2D Animation Diploma prepares students to become highly skilled character animators for careers in feature films, television, and commercials. Graduates will be prepared for entry-level roles such as Character Animator, Storyboard Artist, Character Designer, Build Artist, and Harmony Layout Artist.

With a strong emphasis on believable character movement and performance, this program builds the well-rounded foundation that professional animation studios expect. During the program, students begin with foundational studies in life drawing, visual language, and animation history before progressing to advanced character animation and storyboarding using industry-standard software, including Toon Boom Harmony. The program culminates in the creation of an animated short film or a series of exercises — giving graduates an industry-ready body of work as they enter the field.

Admission Requirements

- Admission to this program is through a selection process. Admission requirements include:
 - o Grade 12 graduation or equivalent
 - o English 11 or equivalent
 - o Letter of intent (a one-page personal statement detailing educational/work background, career goals, passions, and reasons for choosing this program)
 - o Portfolio consisting of 12 examples of best artwork (minimum 5 pieces of life drawing)

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 in the program. 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 will still apply. 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 program can be completed in 4 full terms. The maximum time to complete the program is 5 years.

Program Learning Outcomes

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

- Showcase marketable skills as an entry-level animator for jobs in the feature film, television, and video game industries.
- Showcase marketable skills as an entry-level storyboard artist for jobs in the feature film, television, and video game industries.
- Create a 2D animated short film or series of exercises showcasing skills mastered in the program.
- Explore visual concept options for communicating and delivering ideas, characters and stories.
- Create strong cinematic imagery in support of story, through composition and editing.
- Create engaging stories.
- Use project management techniques to accurately plan, track, and complete complex projects on time.

Instructional Strategies, Design, and Delivery Mode

Students gain hands-on experience in a classroom environment that replicates a professional animation studio, working within authentic production schedules and creative review processes. Instructional and learning activities include, but are not limited to, interactive lectures, demonstrations, hands-on labs, production simulations, problem solving exercises, and client projects. Students also engage in self-directed and collaborative team projects, field trips, guest speaker sessions, online learning activities, and reflective discussions. Technical animation training is complemented by supporting studies in life drawing, visual language, storytelling, and animation history, emphasizing the integration of artistic fundamentals with digital production skills.

Evaluation of Student Learning

Students are evaluated through a combination of practical assignments and projects, portfolio development, client project work, presentations, written assignments and lab work. Class participation and professional conduct are assessed throughout the program as a reflection of professional studio environments and industry standards. 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:

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

If you have a disability or diagnosis and think you might face challenges with any of the listed program considerations, please contact disabilityservices@vcc.ca or 604.871.7500 to explore possible accommodations/supports.

Courses

Course #	Course Name	Credits
TDAN 1101	Story - Visual Language 1	1.5
TDAN 1102	Life Drawing 1	1.5
TDAN 1103	Harmony Workshops (Toon Boom)	2.0
TDAN 1104	Animation 1	8.5
TDAN 1105	Animation History 1	2.0
TRDN 1106	Photoshop Workshop	0.0
TDAN 1201	Story - Visual Language 2	2.0
TDAN 1206	Premiere Workshop	0.0
TDAN 1202	Life Drawing 2	1.5
TDAN 1203	Harmony 1	2.0
TDAN 1204	Animation 2	8.5
TDAN 1205	Animation History 2	2.0
TDAN 2102	Life Drawing 3	1.5
TDAN 2101	Story - Visual Language 3	2.0
TDAN 2103	Harmony 2	2.0
TDAN 2104	Animation 3	8.5
TDAN 2106	Audio Workshop	0.0
TDAN 2201	Story - Visual Language 4	2.0
TDAN 2202	Life Drawing 4	1.5
TDAN 2204	Animation 4	11
TDAN 2206	Demo Reel	0.0

Total Program Credits: 60.0

Revised Courses

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	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/>



3D Animation Diploma

Program Content Guide

Effective Date: January 2027

Purpose

Character animation is an art form, a craft, a discipline of precision and exploration. It is a form of communication, an integral component of visual story telling. This art form can be realistic or stylized and interpretive. When an artist understands the source of an image the interpretation of it can be created with the skill of visual communication and creative expression.

The 3D Animation Diploma prepares highly skilled character animators for careers in feature films, television, and commercials. Graduates will be prepared for entry-level roles such as Character Animator, Storyboard Artist, and Character Designer and Build Artist.

With a strong emphasis on believable character movement and performance, this program builds the well-rounded foundation that professional animation studios expect. During the program, students begin with foundational studies in life drawing, visual language, and animation history before progressing to advanced character animation and storyboarding. The program culminates in the creation of an animated short film or a series of exercises — giving graduates an industry-ready body of work as they enter the field.

Admission Requirements

- Admission to this program is through a selection process. Admission requirements include:
 - o Grade 12 graduation or equivalent
 - o English 11 or equivalent
 - o Letter of intent (a one-page personal statement detailing educational/work background, career goals, passions, and reasons for choosing this program)
 - o Portfolio consisting of 12 examples of best artwork (minimum 5 pieces of life drawing)

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 program can be completed in 4 full terms. The maximum time to complete the program is 5 years.

Program Learning Outcomes

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

- Demonstrate industry-ready skills as an entry-level 3D animator for careers in the feature film, television, and video game industries.
- Demonstrate industry-ready skills as an entry-level storyboard artist for the feature film, television and video game industries.
- Create a 3D animated short film or series of exercises that showcase mastery of the technical and creative skills developed throughout the program.
- Develop and explore visual concept options to effectively communicate and deliver ideas, characters and narratives.
- Create compelling cinematic visuals that support storytelling through effective use of composition, lighting, and editing.
- Develop and present engaging and cohesive stories through animation.
- Apply project management strategies to plan, track, and successfully complete complex animation projects within deadlines.

Instructional Strategies, Design, and Delivery Mode

Students gain hands-on experience in a classroom environment that replicates a professional animation studio, working within authentic production schedules and creative review processes. Instructional and learning activities include, but are not limited to, interactive lectures, demonstrations, hands-on labs, production simulations, problem solving exercises, and client projects. Students also engage in self-directed and collaborative team projects, field trips, guest speaker sessions, online learning activities, and reflective discussions. Technical animation training is complemented by supporting studies in life drawing, visual language, storytelling, and animation history, emphasizing the integration of artistic fundamentals with digital production skills.

Evaluation of Student Learning

Students are evaluated through a combination of practical assignments and projects, portfolio development, client project work, presentations, written assignments and lab work. Class participation and professional conduct are assessed throughout the program as a reflection of professional studio environments and industry standards.

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:

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

If you have a disability or diagnosis and think you might face challenges with any of the listed program considerations, please contact disabilityservices@vcc.ca or 604.871.7500 to explore possible accommodations/supports.

Courses

Course #	Course Name	Credits
TDAN 1101	Story - Visual Language 1	1.5
TRDN 1106	Photoshop Workshop	0.0
TRDN 1103	Maya for Animation 1	2.0
TRDN 1102	Life Drawing 1 - 3D	1.5
TDAN 1104	Animation 1	8.5
TDAN 1105	Animation History 1	2.0
TDAN 1201	Story - Visual Language 2	2.0
TDAN 1206	Premiere Workshop	0.0
TRDN 1203	Maya for Animation 2	2.0
TRDN 1202	Life Drawing 2 - 3D	1.5
TDAN 1204	Animation 2	8.5
TDAN 1205	Animation History 2	2.0
TDAN 2101	Story - Visual Language 3	2.0
TRDN 2103	Maya for Animation 3	2.0
TRDN 2102	Life Drawing 3 - 3D	1.5
TDAN 2106	Audio Workshop	0
TDAN 2104	Animation 3	8.5
TDAN 2201	Story - Visual Language 4	2.0
TRDN 2202	Life Drawing 4 - 3D	1.5
TDAN 2206	Demo Reel	0.0
TDAN 2204	Animation 4	11

Total Program Credits: 60.0

Revised Courses

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
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C+	66-70		2.33
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I		Incomplete	N/A
IP		Course in Progress	N/A
W		Withdrawal	N/A
Course Standings			
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DECISION NOTE

PREPARED FOR: Board of Governors

DATE: September 28, 2026

ISSUE: **RECOMMENDATION FOR APPROVAL**
Revised Tuition: New 2D Character Animation Diploma program

BACKGROUND:

The 2D Character Animation Diploma is a new program within Continuing Studies, with an anticipated start date of September 2026, approved by the Board of Governors in June 2026 at 70.5-credit, with a domestic tuition of \$26,915 and international tuition of \$51,558.

Upon receiving delivery schedules in July and consulting with program instructors, a number of course hour discrepancies were identified between the course outlines on record and the actual course hours as delivered in practice. As a result, the course hours and credits have been revised, reducing the total program credits from 71 to 60. The updated costing (retaining the approved per credit cost) reflects these changes and is included below.

DISCUSSION:

The program remains a full-time, one-year diploma delivered over sequential terms. Animation programs exist in the Lower Mainland at public and private institutions, including diploma and degree offerings with varying focus and length. VCC's proposal is positioned competitively in terms of total tuition cost and offers graduates an accelerated entry to the workforce.

Program	Institution	Length	Est. Tuition (Domestic)	Est. Tuition (International)
Classical Animation Diploma	Vancouver Film School	12 months	\$25,950	\$31,000
2D Animation Diploma (proposed revision)	VCC	12 months	\$22,907	\$43,880
Bachelor of Media Arts Degree in 2D + Experimental Animation	Emily Carr University of Art + Design	4 years	\$28,274*	\$114,529*
2D/3D Character Animation Diploma*	VanArts	12 months	\$28,750	\$36,750

2D Animation & Visual Development Diploma	Capilano University	2 years	\$29,704	\$66,985
Advanced 2D Digital Animation Production Diploma	KPU	18 months	\$39,366	\$71,131

* no longer accepting applications

** includes mandatory student fees

Funding for the program will be derived primarily from domestic student tuition.

The course hour and credit revisions ensure that program scheduling and delivery will accurately reflect what had been current practice at the previous institution, while also reducing costs to the student. As the program will make use of existing facilities and equipment and the operational costs are generally proportional to the duration, these revisions do not negatively impact the program's sustainability.

RECOMMENDATION: THAT, for the new 2D Animation Diploma program, on the recommendation of the Finance & Audit Committee, the Board of Governors approve domestic tuition of \$22,906.55 (\$381.78 per credit) and international tuition of \$43,897.79 (\$733.31 per credit), effective September 2026.

PREPARED BY: Adrian Lipsett, Dean of Continuing Studies
Erin Lenz, Associate Director, Business Development, CS
Chelsea Hunter, Operations Manager, Continuing Studies

ATTACHMENT: APPENDIX A – Revised Program Costing

DATE: September 17, 2026

Program Name 2D Character Animation Diploma
Program Start Date Fall 2026

Proposal 2	
Scenarios	UPDATED
Tuition per credit per student - International	\$731.33
Tuition per student - International	\$43,879.79
Tuition per credit per student - Domestic	\$381.78
Tuition per student - Domestic	\$22,906.55
No. of Intakes	1
No. of students per intake - Domestic (projected)	16
No. of students per intake - International (proj)	0
Total students (with X FTE attrition) - Domestic	14
Total students (with X FTE attrition) - International	0
Program Duration (months)	12
Instructor Paid hours per intake	1530
Number of credits	60.0
Support Staff FTE (CUPE)	0.25
Administrator Staff FTE	0.25
Operational costs	9,000

Revenue	
Projected Tuition revenue -Domestic	\$ 366,505
Projected Tuition revenue - International	\$ -
Projected Tuition revenue -Other Fees	\$ 10,987
Total revenue (projected)	\$ 377,492
CS Instructor	
Salary	\$ 122,400
Benefits (16%)	\$ 18,360
Total CS instructor costs	\$ 140,760
Support Staff	
Salary (Step 5)	\$ 16,131
Benefits (31.5%)	\$ 5,081
Total support staff costs (CUPE)	\$ 21,212
Administrator Staff	
Salary	\$ 26,167
Benefits (28%)	\$ 7,327
Total administrator staff costs	\$ 33,493
Total labour cost	\$ 195,465
Operational costs	
Operational Expenses	\$ 9,000
Licensing Fees	\$ -
Capital/Technology/Equipment	\$ -
Curriculum Renewal	\$ 33,600
Intl Student Agency Fees	\$ -
Total operational costs	\$ 42,600
Indirect student support	
Indirect student support	\$ 90,465
Total indirect student support	\$ 90,465
Total expenditures	\$ 328,530
Net contribution to VCC overhead / (Deficit)	\$ 48,962



DECISION NOTE

PREPARED FOR: Board of Governors

DATE: September 28, 2026

ISSUE: **RECOMMENDATION FOR APPROVAL**
Revised Tuition: New 3D Character Animation Diploma program

BACKGROUND:

The 3D Character Animation Diploma is a new 12-month within Continuing Studies, with an anticipated start date of September 2026, approved by the Board of Governors in June 2026 at 71 credits, with a domestic tuition of \$27,106 and international tuition of \$51,924.

Upon receiving delivery schedules in July and consulting with program instructors, a number of course hour discrepancies were identified between the course outlines on record and the actual course hours as delivered in practice. As a result, the course hours and credits have been revised, reducing the total program credits from 71 to 60. The updated costing (retaining the approved per credit cost) reflects these changes and is included below.

DISCUSSION:

The program remains a full-time, one-year diploma delivered over sequential terms. Related 3D animation programs are offered at other public and private institutions in the Lower Mainland, with variations in duration, focus, and cost as summarized in the table below.

VCC's proposal is positioned competitively in terms of total tuition cost and offers graduates an accelerated entry to the workforce.

Program	Institution	Length	Est. Tuition (Domestic)	Est. Tuition (International)
3D Modeling, Art and Animation Diploma	BCIT	18 months	\$26,563	\$48,692
3D Character Animation Diploma (proposed revision)	VCC	12 months	\$22,907	\$43,880
2D/3D Character Animation Diploma*	VanArts	12 months	\$28,750	\$36,750
Bachelor of Media Arts Degree in 3D Computer Animation	Emily Carr University of Art + Design	4 years	\$28,274**	\$114,529**

3D Animation for Film & Games Diploma*	Capilano University	2 years	\$35,889	\$69,917
3D Animation, Modeling & Effects for Film & Games Diploma	Capilano University	2 years	TBD	TBD
3D Animation & Visual Effects	Vancouver Film School	12 months	\$35,950	\$54,000
Advanced 3D Animation & 3D Modeling Diploma	KPU	18 months	\$39,366	\$71,131

* no longer accepting applications

** includes mandatory student fees

Funding for the program will be derived primarily from domestic student tuition.

The course hour and credit revisions ensure that program scheduling and delivery will accurately reflect what had been current practice at the previous institution, while also reducing costs to the student. As the program will make use of existing facilities and equipment and the operational costs are generally proportional to the duration, these revisions do not negatively impact the program's sustainability.

RECOMMENDATION:

THAT, for the new 3D Animation program, on the recommendation of the Finance & Audit Committee the Board of Governors approve a revised domestic tuition of \$22,906.55 (\$381.78 per credit) and international tuition of \$43,879.79 (\$731.34 per credit), effective September 2026.

PREPARED BY: Adrian Lipsett, Dean of Continuing Studies
Erin Lenz, Associate Director, Business Development, CS
Chelsea Hunter, Operations Manager, Continuing Studies

ATTACHMENT: APPENDIX A – Program Costing

DATE: September 17, 2026

Program Name 3D Character Animation Diploma
Program Start Date Sept 2026

Proposal 2	
Scenarios	UPDATED
Tuition per credit per student - International	\$731.33
Tuition per student - International	\$43,879.79
Tuition per credit per student - Domestic	\$381.78
Tuition per student - Domestic	\$22,906.55
No. of Intakes	1
No. of students per intake - Domestic (projected)	16
No. of students per intake - International (proj)	0
Total students (with X FTE attrition) - Domestic	14
Total students (with X FTE attrition) - International	0
Program Duration (months)	0
Instructor Paid hours per intake	1530
Number of credits	60.0
Support Staff FTE (CUPE)	0.25
Administrator Staff FTE	0.25
Operational costs	5,500

Revenue	
Projected Tuition revenue -Domestic	\$ 344,744
Projected Tuition revenue - International	\$ -
Projected Tuition revenue -Other Fees	\$ 10,552
Total revenue (projected)	\$ 355,296
CS Instructor	
Salary	\$ 122,400
Benefits (16%)	\$ 18,360
Total CS instructor costs	\$ 140,760
Support Staff	
Salary (Step 5)	\$ 16,131
Benefits (31.5%)	\$ 5,081
Total support staff costs (CUPE)	\$ 21,212
Administrator Staff	
Salary	\$ 26,167
Benefits (28%)	\$ 7,327
Total administrator staff costs	\$ 33,493
Total labour cost	\$ 195,465
Operational costs	
Operational Expenses	\$ 5,500
Licensing Fees	\$ -
Direct Student Supports (i.e. interpreting)	\$ -
Facility Leasing Costs	\$ -
Capital/Technology/Equipment	\$ -
Curriculum Renewal	\$ 33,600
Intl Student Agency Fees	\$ -
Total operational costs	\$ 39,100
Indirect student support	
Indirect student support	\$ 89,135
Total indirect student support	\$ 89,135
Total expenditures	\$ 323,700
Net contribution to VCC overhead / (Deficit)	\$ 31,595



DECISION NOTE

PREPARED FOR: Board of Governors

Date: September 28, 2026

ISSUE: **RECOMMENDATION FOR APPROVAL:**

TUITION: New Refrigeration and Air Conditioning Mechanic Apprenticeship Courses

Background:

The School of Trades, Technology and Design has developed Refrigeration and Air Conditioning Mechanic (RACM) apprenticeship technical training to serve registered apprentices working in British Columbia's mechanical, HVAC-R, building services and food-retail sectors. Demand for refrigeration and air conditioning mechanics continues to grow with commercial cooling loads, heat-pump conversions and building electrification, and Lower Mainland employers consistently report difficulty securing technical training seats for the apprentices they sponsor.

RACM is a harmonized, Red Seal trade governed by SkilledTradesBC. It is also a compulsory trade: Refrigeration and Air Conditioning Mechanic is a Skilled Trades Certification trade in British Columbia, meaning that to work in the trade a person must be a registered apprentice, a certified journeyperson, or have applied as a Trade Qualifier or Uncertified Experienced Worker. Mandatory certification materially increases and secures demand for training seats.

The apprenticeship consists of four progressive levels of technical training totalling 990 hours, plus 6,210 hours of work-based training. Each level takes from six to ten weeks (180–300 hours) to complete. Offering all four levels allows VCC to serve apprentices from first-year technical training through to certification and supports the College's mandate to deliver accessible job training closely connected to industry need.

The proposal covers four courses, each with a single projected intake of 24 domestic students commencing January 2027, with tuition effective January 1, 2027:

Course	Program / Course Title	Credits	Technical Training Hours	Tuition
RACM 1001	Refrigeration & AC Mechanic Apprentice Level 1	9.5	180 (6 weeks)	\$3,626.87 (\$381.78/credit)
RACM 2001	Refrigeration & AC Mechanic Apprentice Level 2	12	210 (7 weeks)	\$4,581.31 (\$381.78/credit)
RACM 3001	Refrigeration & AC Mechanic Apprentice Level 3	17	300 (10 weeks)	\$6,490.19 (\$381.78/credit)
RACM 4001	Refrigeration & AC Mechanic Apprentice Level 4	17	300 (10 weeks)	\$6,490.19 (\$381.78/credit)

The costing assumes capital of \$10,000 in equipment per level (\$40,000 total), amortized over five years, and \$5,000 in operational expenses per level.

Discussion:

In recommending tuition for these courses, a competitive analysis was conducted of BC public post-secondary institutions delivering the same SkilledTradesBC RACM technical training. This comparison is direct: the program outline, contact hours, assessment and credential are all set provincially, so the training delivered at each institution is substantively identical, and apprentices and their employer sponsors may register at whichever institution they choose. Price and seat availability are therefore the principal points of differentiation.

The following table summarizes the most recent published domestic rates per level:

Institution	Level 1	Level 2	Level 3	Level 4
BCIT (Burnaby)	\$979.66	\$1,142.52	\$1,631.10	\$1,631.10
Okanagan College (Kelowna / Penticton)	\$938.50	\$1,080.18	\$1,493.22	\$1,493.22
Thompson Rivers University (Kamloops)	\$867.29	\$1,011.35	\$1,513.37	\$1,513.37
Camosun College (Victoria)	\$694.50	\$810.25	\$1,157.50	\$1,157.50

Note: Figures are the most recent publicly available domestic rates and, except where noted, include mandatory ancillary and student fees. They exclude textbooks, tools and personal protective equipment.

RECOMMENDATION:

THAT, for the new Refrigeration and Air Conditioning Mechanic Apprenticeship courses (Levels 1–4), on the recommendation of the Finance and Audit Committee, the Board of Governors domestic tuition of \$3,626.87, \$381.78/credit (Level 1), \$4,581.31, \$381.78/credit (Level 2), \$6,490.19, \$381.78/credit (Level 3) and \$6,490.19, \$381.78/credit (Level 4), effective January 1, 2027.

ATTACHMENTS: 2026-27 Program Costing – RACM APP LV1-4 – FINAL

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

DATE: September 17, 2026

Program Name RACM APPRENTICESHIP

Program Start Date September 2026

	Proposal 1	Proposal 2	Proposal 3	Proposal 4
Scenarios	RACM APPRENTICESHIP L1	RACM APPRENTICESHIP L2	RACM APPRENTICESHIP L3	RACM APPRENTICESHIP L4
Tuition per credit per student - International	\$0.00	\$0.00	\$0.00	\$0.00
Tuition per student - International	\$0.00	\$0.00	\$0.00	\$0.00
Tuition per credit per student - Domestic	\$381.78	\$381.78	\$381.78	\$381.78
Tuition per student - Domestic	\$3,626.87	\$4,581.31	\$6,490.19	\$6,490.19
No. of Intakes	1	1	1	1
No. of students per intake - Domestic (projected)	24	24	24	24
No. of students per intake - International (proj)	0	0	0	0
Total students (with X FTE attrition) - Domestic	22	22	22	22
Total students (with X FTE attrition) - International	0	0	0	0
Duration - instructor months	2	2	3	3
Program Duration (months)	2	2	3	3
Duration - instructional programming days	30	35	50	50
Other days	0	0	0	0
Department head release days	10	10	10	10
Duty days per year	180	180	180	180
Instructor FTE required per intake	0.22	0.25	0.33	0.33
Number of credits	10	12	17	17
Support Staff FTE	0.10	0.10	0.10	0.10
Operational costs	5,000	5,000	5,000	5,000

Revenue

Projected Tuition revenue -Domestic	\$ 87,045	\$ 109,951	\$ 155,765	\$ 155,765
Projected Tuition revenue - International	\$ -	\$ -	\$ -	\$ -
Projected Tuition revenue -Other Fees	\$ 4,145	\$ 4,769	\$ 6,016	\$ 6,016
Block/Other funding	\$ -	\$ -	\$ -	\$ -
Total revenue (projected)	\$ 91,190	\$ 114,720	\$ 161,781	\$ 161,781

Instructor

Salary (step 1)	\$ 26,352	\$ 29,646	\$ 39,528	\$ 39,528
Benefits (28%)	\$ 7,379	\$ 8,301	\$ 11,068	\$ 11,068
Total instructor costs	\$ 33,730	\$ 37,947	\$ 50,596	\$ 50,596

Support Staff

Salary (Step 5)	\$ 7,114	\$ 7,114	\$ 7,114	\$ 7,114
Benefits (30.5%)	\$ 2,170	\$ 2,170	\$ 2,170	\$ 2,170
Total support staff costs	\$ 9,284	\$ 9,284	\$ 9,284	\$ 9,284

Total labour cost

\$ 43,014	\$ 47,230	\$ 59,879	\$ 59,879
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Operational costs

Operational Expenses	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000
Capital/Technology/Equipment	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000
Curriculum Renewal	\$ 5,320	\$ 6,720	\$ 9,520	\$ 9,520
Intl Student Agency Fees	\$ -	\$ -	\$ -	\$ -
Total operational costs	\$ 12,320	\$ 13,720	\$ 16,520	\$ 16,520

Indirect student support

Indirect student support	\$ 32,000	\$ 35,370	\$ 44,639	\$ 44,639
Total indirect student support	\$ 32,000	\$ 35,370	\$ 44,639	\$ 44,639

Total expenditures

\$ 87,334	\$ 96,320	\$ 121,039	\$ 121,039
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Net contribution to VCC overhead / (Deficit)

\$ 3,856	\$ 18,400	\$ 40,742	\$ 40,742
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DECISION NOTE

PREPARED FOR: Board of Governors

DATE: September 28, 2026

ISSUE: **RECOMMENDATION FOR APPROVAL:**
New Program: Construction Engineering Technician Diploma

BACKGROUND:

The School of Trades, Technology & Design is proposing a new program: the Construction Engineering Technician Diploma. This program will replace the existing Computer Aided Draft (CAD) and Building Information Modelling (BIM) Technician Diploma.

The total program credits remain unchanged at 70, with 40 credits in Year 1 and 30 credits in Year 2. The Year 1 curriculum will remain the same, with existing specialization options. Year 2 will change significantly and shift towards applied construction engineering technology.

The curriculum was developed with industry and instructor input and aligns with current industry standards. New topics include AI-enhanced BIM workflows, construction estimating, project information management, digital site technologies, reality capture, safety and inspection, and energy-efficient practices. The program includes project-based and blended learning with extensive hands-on lab work and applied industry projects.

The new diploma aligns with a CIP code that is eligible for post-graduation work permits, making this program more attractive to international students; previously, PGWP-eligibility was limited to the Civil/Structural specialization.

DISCUSSION:

The proposal was reviewed by Curriculum Committee on May 19 and by Education Council on June 9, 2026, and unanimously supported.

Historically, students have had the option to exit with a certificate (40 credits) and return to complete the diploma (30 credits), within specified timelines. However, according to VCC's Granting of Credentials (412) policy, students must complete at least 50% new credits to be granted the higher credential.

As there are no changes to the diploma credit structure, Education Council agreed to continue with the exemption in place for the predecessor program, since Year 2 includes 30 new credits, half of the minimum 60 credits required for a diploma.

EdCo members requested only minor adjustments, which were completed after the meeting. Regarding AI tools used in the program, it was recommended to conduct (or confirm) a Privacy Impact Assessment (PIA).

RECOMMENDATION:

THAT, on the advice of Education Council, the Board of Governors approve the Construction Engineering Technician Diploma credential, creation of six courses as identified in the program content guide, and program implementation.

PREPARED BY: Emily Logan, Interim Chair, Education Council

ATTACHMENT: APPENDIX A – Program Content Guide (PCG) for the Construction Engineering Technician Diploma

DATE: September 21, 2026



Construction Engineering Technician Diploma

Program Content Guide

Effective Date: September 2027

Purpose

Graduates of the Construction Engineering Technician Diploma Program gain in-demand skills in Computer Aided Drafting (CAD) and Building Information Modeling (BIM), preparing them for careers in architecture, engineering, and construction. During their first year, students develop skills in either Architectural, Civil/Structural, Mechanical, or Steel Construction Modelling with Steel Detailing, building strong foundations in digital drafting, 3D modelling, and technical documentation. In the second year, they take their skills further with advanced BIM applications, construction project management, and digital site technologies like 3D scanning, drones, and mixed/augmented reality. They also learn about building codes, the BC Energy Step Code, and Canada's net-zero targets, gaining experience with sustainable design and real-world construction workflows.

Graduates will leave the program with practical, hands-on skills, a strong professional portfolio, and the versatility to work in multiple areas of the architecture, engineering, and construction industries, examples of which are:

- Architectural and structural drafting for residential, commercial, and institutional projects.
- Civil and infrastructure, including highways, subdivisions, bridges, and urban development projects.
- Steel detailing and concrete structure modeling for high-rise, industrial, and commercial buildings.
- Mechanical systems modeling for buildings, energy infrastructure, industrial plants, and mining facilities.
- Construction coordination and project support, using BIM workflows to integrate design, site data, and sustainability requirements.
- Digital design and visualization, including 3D modeling, real-time rendering, XR (AR/VR) simulations, and immersive environments.
- Sustainable design, applying the BC Energy Step Code, Canada's net-zero targets, and building code requirements.

Admission Requirements

- Grade 12 graduation or equivalent
- English Studies 12 with a minimum 'C-' grade, or equivalent
- Workplace Mathematics 11 or equivalent

Notes:

Applicants may be eligible for advanced standing into Year 2 of the program provided they have:

1. Successfully completed VCC's Architectural, Civil/Structural, Mechanical or Steel Construction Modelling Technician Certificate within the last 3 years, *or*
2. Successfully completed a Drafting Technician Certificate (any discipline) at another institution with Department review and approval.

VCC CAD Technician Short Certificate graduates (granted within the last 3 years) may be eligible to receive credit for: DRFT 1010, DRFT 1011, DRFT 1012, DRFT 1013.

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. Applicants who successfully

completed Drafting 11 and 12 or equivalent may also apply for PLAR. 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:

- DRFT 1010 CAD Drafting Fundamentals
- DRFT 1011 CAD Drafting Applied
- DRFT 1012 Office and Construction Site Safety
- DRFT 1013 Construction Mathematics

Students may complete up to 20% of program credits through PLAR. Tuition and fees may still apply to PLAR candidates.

Methods of PLAR vary by course, and may include exams, portfolios, interviews, and other evaluations.

See Prior Learning Assessment and Recognition policy for more information.

*Note for international students requesting PLAR: Prior to proceeding with the PLAR request, please contact VCC International Education Advising to learn how PLAR can impact immigration status.

Program Duration & Maximum Time for Completion

The program is 2 years of full-time study. The Diploma is seventy (70) credits: Forty (40) credits of the first year Certificate, and thirty (30) credits of second year courses to complete the Diploma. Candidates have up to 5 years to complete the Diploma from the start of year one.

Upon successful completion all courses and Architectural specialty courses (70 credits), graduates will receive a Construction Engineering Technician Diploma in Architecture.

Upon successful completion all courses and Civil/Structural specialty courses (70 credits), graduates will receive a Construction Engineering Technician Diploma in Civil/Structural.

Upon successful completion all courses and Mechanical specialty courses (70 credits), graduates will receive a Construction Engineering Technician Diploma in Mechanical.

Upon successful completion all courses and Steel Construction Modelling specialty courses (70 credits), graduates will receive a Construction Engineering Technician Diploma in Steel Construction Modelling.

Upon successful completion of the first year of study and the successful completion of forty (40) credits, students may choose to exit the program and receive a Certificate credential in the specialty they completed in the first year: either (i) Architectural Technician Certificate, (ii) Civil/Structural Technician Certificate, (iii) Steel Construction Modelling Technician Certificate, or (iv) Mechanical Drafting Technician Certificate.

Program Learning Outcomes

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

- Use drawing techniques to complete projects in orthographic projection, sectioning, and dimensioning, auxiliary view and machine detailing.
- Describe concepts in orthographic projection, sectioning, and dimensioning, auxiliary view and machine detailing.
- Employ Computer Aided Drafting (CAD) and 3D Building Information Modelling (BIM) systems to produce drawings from data, designs and/or specifications that meet drafting and 3D modelling standards and conventions.

- Apply CAD and AI-enhanced BIM workflows to develop, coordinate, and manage digital models, construction documentation, and project communications to support multidisciplinary project delivery.
- Apply building codes and regulatory requirements, including the BC Energy Step Code and Canada's net-zero targets.
- Demonstrate knowledge of construction processes, site safety practices, and site review procedures.
- Collect and interpret digital site data using reality capture technologies.
- Analyze how model data supports construction sequencing, timelines, resource planning, quantity take-offs, estimating, and budgeting.
- Apply basic BIM and project management workflows to support construction planning and communication in support of multidisciplinary construction project delivery.
- Develop construction estimates by performing quantity take-offs and cost calculations to support project budgeting and planning.
- Utilize critical thinking, team building and interpersonal communication skills.
- Prepare a comprehensive professional portfolio.
- Prepare a résumé and letters of application and perform other related job search skills.

Upon successful completion of **year one** of this program, students will also be able to meet one (1) set of outcomes from their chosen specialty:

Architectural Specialty:

- Use concepts of building construction and technology to plan and detail residential and commercial buildings in accordance with local by-laws and the BC Building Code.
- Prepare Architectural drawings of residential and commercial structures, which incorporate concrete, steel and wood.

Civil/Structural Specialty:

- Apply principles of civil engineering technology and planning to design and produce technical drawings and three-dimensional models for civil site development, with a focus on highways, municipal systems, and land development projects.
- Use structural engineering theories and BIM practices to prepare engineering drawings for three dimensional models of structures, which incorporate reinforced concrete and structural steel.

Steel Construction Modelling Specialty:

- Utilize data from current building codes and fabrication standards to develop practical connections between components that are code-compliant and practical to fabricate and install on site.
- Use structural engineering drawings and specifications to prepare three dimensional models of structures that utilise structural steel.
- Employ current Computer Aided Drafting (CAD) and three dimensional modelling systems as a tool to produce structural steel fabrication and arrangement drawings from data, designs and/or specifications.

Mechanical Specialty:

- Apply concepts of building construction and technology to plan and detail mechanical systems for commercial and industrial facilities in accordance with local by-laws and the *BC Building Code*.
- Utilize concepts of mechanical and process technology and planning to produce drawings and 3D models of industrial facilities.

- Employ mechanical engineering theories and BIM practices to prepare engineering drawings from 3D model that incorporate mechanical, electrical, and plumbing (MEP) systems in building structures.

Instructional Strategies, Design, and Delivery Mode

This program uses project-based learning strategies with in-class instructional presentations, blended online delivery, and laboratory work using Autodesk, Trimble, and other BIM software. Students are required to do assignments at home and lab work outside class time on both theory and individual projects. The program may be offered in face-to-face and blended (combination of face-to-face and online) formats.

Evaluation of Student Learning

Students are evaluated through practical projects, exams, drawings, and presentations.

Student Program Progression

In order to be granted a Certificate or Diploma credential upon completion of the program, a student must:

1. Receive an overall minimum program grade point average of 'C' (2.0); *and*
2. Receive a minimum grade point average of 'C-' (1.67) in *each* course.

Students who receive an F grade in a course may not be allowed to progress.

See individual Course Outlines for course prerequisite details.

Attendance

Attendance plays a major role in student success. This is an intensive program, which makes attendance vital. Students are encouraged to speak to their instructor or Department Leader should they need to miss classes as frequent absences will impact performance and skills development.

Program Considerations

- Program tasks involve extended periods in fixed positions while performing detailed work.
- Program activities involve continuous, repetitive hand, wrist, and arm movements, such as keyboarding
- Learning environment requires extended periods of computer use (6-8 hours per day) with sustained visual focus on digital displays.
- Program tasks require sustained detailed visual focus for extended periods, such as distinguishing fine details, reading digital screens, data analysis or technical drawing.
- Program tasks require access to a modern laptop capable of running Microsoft Windows with full privileges [cad-bim-computer-minimum-requirements.pdf](#)
- Online courses require audio/video hardware including webcam, speakers and microphone.
- Program safety requires steel toed boots.

Courses

Course #	Course Name	Credits
Year One		40.0
Core Courses		
DRFT 1010	CAD Drafting Fundamentals	
DRFT 1011	CAD Drafting Applied	
DRFT 1012	Office & Construct Site Safety	
DRFT 1013	Construction Mathematics	
SELECT YOUR SPECIALIZATION		
ARCHITECTURAL		
DRFT 1111	Principles of Architecture	
DRFT 1105	Single Family Residential 1	
DRFT 1200	Single Family Residential 2	
DRFT 1201	Residential Multi-Family	
DRFT 1202	Commercial Retail Buildings 1	
DRFT 1225	Professional Communication	
DRFT 1302	Commercial Retail Buildings 2	
DRFT 1374	Introduction to 3D and BIM	
DRFT 1375	Commercial Office Layouts	
CIVIL/STRUCTURAL		
DRFT 1120	Civil Site Layout	
DRFT 1125	Introduction to Civil 3D	
DRFT 1213	Introduction to Steel Structures	
DRFT 1214	Reinforced Concrete and Foundations	
DRFT 1215	Advanced Civil 3D	
DRFT 1216	Introduction to 3D CAD	
DRFT 1225	Professional Communication	
DRFT 1286	Engineering Statics	
DRFT 1316	Introduction to Revit Structures	
DRFT 1379	Concrete Floor Systems and Secondary Structures	
DRFT 1385	Reinforced Concrete Structural Components	
STEEL CONSTRUCTION MODELLING		
DRFT 1130	Steel Detailing Fundamentals	
DRFT 1135	Professional Communications for Steel Detailing	
DRFT 1293	Industrial and Commercial Basic Framing	
DRFT 1295	Detail of Inclined Components	
DRFT 1296	Miscellaneous Metals Detailing	
DRFT 1380	CAD 3D and Assemblies	

DRFT 1391	Introduction to BIM Software	
DRFT 1392	Working with BIM Software	
DRFT 1393	Heavy Structural Steel Framing	
DRFT 1352	Steel Trusses	
MECHANICAL		
DRFT 1140	Electrical and Plumbing Systems	
DRFT 1145	HVAC and Fire Suppression System	
DRFT 1217	Process Flow, Piping, and Instrumentation Diagrams	
DRFT 1218	Equipment Detail and Plant Layout	
DRFT 1219	Process Piping and Pipe Fabrication	
DRFT 1220	3D Modeling Fundamentals	
DRFT 1221	Mechanical Equipment Modelling and Layout	
DRFT 1225	Professional Communication	
DRFT 1324	3D Piping Systems Modelling	
DRFT 1344	BIM for Mechanical, Electrical, Plumbing Projects	
DRFT 1364	Mechanical, Electrical, Plumbing for Pipe Fabrication	
Year 2		30.0
DRFT 2101	Smart BIM: AI-Driven Project Design	
DRFT 2102	Construction Quantity Takeoffs & Cost Estimating	
DRFT 2103	Safe & Smart Sites: Construction Safety and Inspections	
DRFT 2204	Project Information Management	
DRFT 2205	Reality Capture & Digital Site Modeling	
DRFT 2206	Building Codes, Energy, and Net-Zero Construction	

Total Program Credits: 70.0

New Courses

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

Date: September 28, 2026

PREPARED FOR: Board of Governors

ISSUE: **RECOMMENDATION FOR APPROVAL:**

TUITION: Revised CAD & BIM Diploma Program – Construction Management Program

Background:

The School of Trades, Technology & Design has revised the existing CAD & BIM Diploma program, with implementation planned for September 2027. The revised two-year diploma strengthens the program's digital design focus by integrating practical, on-site construction knowledge. Students will complete one of four foundational Year 1 specialty certificate options—Architectural, Mechanical, Civil/Structural, or Steel Construction Modelling—before advancing to a new Year 2 curriculum focused on applied construction engineering, site inspection, surveying, estimating, and project management.

The revised program responds to key provincial workforce priorities across B.C.'s construction, engineering, and municipal sectors. WorkBC projects more than 87,000 job openings in the construction sector through 2035, along with sustained demand for drafting technologists, site inspectors, and field technicians equipped to work in technology-driven, BIM-enabled environments.

The revised program will introduce a single annual Year 2 intake beginning in September 2027, with a target cohort of 18 students: 12 domestic and six international. The proposed tuition rates would take effect in January 2027.

Discussion:

A competitive analysis was conducted across public and private Post-Secondary institutions offering of comparable civil, drafting, and construction technology programs offered by public and private Post-Secondary institutions in the Lower Mainland and Western Canada.

The following table summarizes published 2025/26 and 2026/27 domestic and international tuition rates and mandatory fees for the full program, as applicable:

Institution	Program Name	Credential/Length	Credits	Domestic tuition	International tuition
Kwantlen Polytechnic University	Diploma in Computer Aided Design and Drafting	2- Year Diploma	62	\$11604.00	\$49,461.68

SAIT	Civil Engineering Technology	2-Year diploma	61	\$16,136.50	\$43,873
BCIT	Civil Engineering Tech Diploma	2- Year Diploma	132	\$15030	\$47825
Brighton College	Civil Infrastructure Design Technology	Certificate	35 weeks 20 hrs per week	\$16750	\$21775

Note: Figures reflect the most recent publicly available rates and, except where noted, include mandatory ancillary and student fees. They exclude textbooks, tools, and personal protective equipment.

RECOMMENDATION:

THAT, for the revised Construction Engineering Technician Diploma program (formerly the CAD & BIM Diploma program), on the recommendation of the Finance and Audit Committee, the Board of Governors approve domestic tuition of \$18,810.74 (\$381.78 per credit) and international tuition of \$45,099.84 (\$644.28 per credit), effective January 2027, subject to Ministry review and acceptance.

ATTACHMENTS: 2026–27 Program Costing – Construction Engineering Diploma Program (previously CAD & BIM Diploma Program)

PREPARED BY: Lucy Griffith, Dean, School of Trades, Technology and Design

DATE: September 17, 2026

Program Name Construction Engineering Technician Diploma

Program Start Date Sep 2027

Program Start Date Sep 2027	Current	Proposal 1	
Scenarios	2 Year diploma (1+1 option)	Renewal for Year 2 curriculum with DOM and INT rate update	
	Tuition per credit per student - International	\$632.50	\$644.28
	Tuition per student - International	\$44,275.00	\$45,099.81
	Tuition per credit per student - Domestic	\$0.00	\$0.00
	Tuition per student - Domestic	\$14,077.20	\$18,810.74
No. of Intakes	1	1	
No. of students per intake - Domestic (projected)	30	30	
No. of students per intake - International (proj)	6	6	
Total students (with X FTE attrition) - Domestic	10	10	
Total students (with X FTE attrition) - International	5	5	
Duration - instructor months	30	30	
Program Duration (months)	17	18	
Duration - instructional programming days	600	600	
Other days	0	0	
Department head release days	90	90	
Duty days per year	180	180	
Instructor FTE required per intake	3.83	3.83	
Number of credits	70	70	
Support Staff FTE	1.00	1.00	
Operational costs	8,000	10,500	
Block fund per student FTE	\$ 6,166	\$ 6,166	

Revenue

Projected Tuition revenue -Domestic	\$	285,036	\$	335,257
Projected Tuition revenue - International	\$	246,675	\$	251,270
Projected Tuition revenue -Other Fees	\$	13,137	\$	14,188
Block/Other funding	\$	246,638	\$	246,638
Total revenue (projected)	\$	791,487	\$	847,353

Instructor

Salary (step 1)	\$	459,026	\$	459,026
Benefits (29%)	\$	133,118	\$	133,118
Total instructor costs	\$	592,143	\$	592,143

Support Staff

Salary (Step 5)	\$	64,524	\$	64,524
Benefits (31.5%)	\$	20,325	\$	20,325
Total support staff costs	\$	84,849	\$	84,849

Total labour cost

\$	676,992	\$	676,992
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Operational costs

Operational Expenses	\$	8,000	\$	10,500
Capital/Technology/Equipment	\$	-	\$	-
Curriculum Renewal	\$	39,200	\$	39,200
Intl Student Agency Fees	\$	37,001	\$	37,691
Total operational costs	\$	84,201	\$	87,391

Indirect student support

Indirect student support	\$	456,716	\$	458,630
Total indirect student support	\$	456,716	\$	458,630

Total expenditures

\$	1,217,910	\$	1,223,013
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Net contribution to VCC overhead / (Deficit)

\$	(426,423)	\$	(375,659)
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Notes/Assumptions:

2627 tuition rate for Year 1 domestic is 180.33 for domestic and \$632.50 for international. Year 2 students will come from 3 different certificates with a different rate from Year 1, which is \$228.80 for domestic. International students's year 2 rate is the same as year 1. Currently all certificates have same tution rates. Courses in the year 2 in proposal 1 are all new.



DECISION NOTE

PREPARED FOR: Board of Governors

Date: September 28, 2026

ISSUE: **RECOMMENDATION FOR APPROVAL:**
TUITION: New Heavy Mechanical Trades Apprenticeship Technical Training

BACKGROUND:

The School of Trades, Technology and Design has developed Heavy Mechanical Trades (HMT) apprenticeship technical training to serve registered apprentices working in British Columbia's heavy equipment, commercial transport, resource and construction sectors. Heavy duty equipment technicians and truck and transport mechanics remain in sustained demand across the province, and employers in the Lower Mainland consistently report difficulty securing technical training seats for the apprentices they sponsor.

HMT is a harmonized pathway governed by SkilledTradesBC. Levels 1, 2 and 3 are common core across four trades, Heavy Duty Equipment Technician (HDET), Truck and Transport Mechanic (TTM), Diesel Engine Mechanic and Transport Trailer Technician, after which apprentices branch into a trade-specific Level 4 leading to the Interprovincial Red Seal endorsement. Offering the full pathway allows VCC to serve apprentices from the first year of technical training through to certification and supports the College's mandate to deliver accessible job training closely connected to industry need.

The proposal covers five courses, each with a single projected intake of 16 domestic students commencing September 2027 with tuition effective January 2027:

Course	Program / Course Title	Credits	Technical Training Hours	Tuition
1001	Heavy Mechanical Trades Apprentice Level 1	16	300 (10 weeks)	\$10,523.79 (\$657.74 per credit)
2001	Heavy Mechanical Trades Apprentice Level 2	12	240 (8 weeks)	\$7,892.84 (\$657.74 per credit)
3001	Heavy Mechanical Trades Apprentice Level 3	9	180 (6 weeks)	\$5,919.63 (\$657.74 per credit)
4001	Heavy Mechanical Trades Apprentice Level 4 (Heavy Duty Equipment Technician)	8	150 (5 weeks)	\$5,261.89 (\$657.74 per credit)
4020	Truck and Transport Mechanic Apprentice Level 4	8	150 (5 weeks)	\$5,261.89 (\$657.74 per credit)

DISCUSSION:

In recommending tuition for these courses, a competitive analysis was conducted of BC public post-secondary institutions delivering the same SkilledTradesBC heavy mechanical trades technical training. This comparison is direct: the course outline, contact hours, assessment and credential are all set provincially, so the training delivered at each institution is substantively identical, and apprentices and their employer sponsors may register at whichever institution they choose. Price and seat availability are therefore the principal points of differentiation.

The following table summarizes 2025/26–2026/27 domestic tuition and mandatory fees per level, as published by each institution:

Institution	Level 1	Level 2	Level 3	Level 4 (HDET)	Level 4 (TTM)
BCIT (Annacis Island)	\$1,479.30	\$1183.44	\$887.58	\$739.65	\$739.65
Camosun College (Victoria)	\$1,452.50	\$1,162.00	\$871.50	\$726.25	\$726.25
College of New Caledonia (Prince George)	\$1,188.57	\$982.06	\$802.84	\$802.84	\$917.63
College of the Rockies (Cranbrook)	\$1167.60	\$934.08	\$700.56	\$583.80	\$583.80

Note: Figures are the most recent publicly available domestic rates and, except where noted, include mandatory ancillary and student fees. They exclude textbooks, tools and personal protective equipment.

RECOMMENDATION:

THAT, for the new Heavy Mechanical Trades Apprenticeship Technical Training courses (Level 1-4), on the recommendation of the Finance and Audit Committee, the Board of Governors domestic tuition of \$10,523.79, \$ 657.74 per credit (Level 1), \$7,892.84, \$657.74 per credit (Level 2), \$5,919.63, \$657.74 per credit (Level 3) and \$5,261.89, \$657.74 per credit for each Level 4 stream, effective January 2027.

ATTACHMENTS: 2026-27 Program Costing – HMT APP LV1-4 – FINAL

PREPARED BY: Lucy Griffith, Dean, School of Trades, Technology and Design

DATE: September 17, 2026

Program Name Heavy Mechanical Trades

Program Start Date September 2026

	Proposal 1	Proposal 2	Proposal 3	Proposal 4	Proposal 5
Scenarios	HMT APPRENTICESHIP L1 1001	HMT APPPRENTICESHIP L2 2001	HMT APPRENTICESHIP L3 3001	HMT APPRENTICESHIP L4 4001	HMT APPRENTICESHIP L4 4020
Tuition per credit per student - International	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Tuition per student - International	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Tuition per credit per student - Domestic	\$657.74	\$657.74	\$657.74	\$657.74	\$657.74
Tuition per student - Domestic	\$10,523.79	\$7,892.84	\$5,919.63	\$5,261.89	\$5,261.89
No. of Intakes	1	1	1	1	1
No. of students per intake - Domestic (projected)	16	16	16	16	16
No. of students per intake - International (proj)	0	0	0	0	0
Total students (with X FTE attrition) - Domestic	15	15	15	15	15
Total students (with X FTE attrition) - International	0	0	0	0	0
Duration - instructor months	3	2	2	2	2
Program Duration (months)	3	2	2	2	2
Duration - instructional programming days	60	48	36	30	30
Other days	0	0	0	0	0
Department head release days	10	8	6	5	5
Duty days per year	180	180	180	180	180
Instructor FTE required per intake	0.39	0.31	0.23	0.19	0.19
Number of credits	16	12	9	8	8
Support Staff FTE	0.10	0.10	0.10	0.10	0.10
Operational costs	5,000	5,000	5,000	5,000	5,000

Revenue

Projected Tuition revenue -Domestic	\$	168,381	\$	126,285	\$	94,714	\$	84,190	\$	84,190
Projected Tuition revenue - International	\$	-	\$	-	\$	-	\$	-	\$	-
Projected Tuition revenue -Other Fees	\$	12,950	\$	11,928	\$	11,161	\$	10,905	\$	10,905
Block/Other funding	\$	-	\$	-	\$	-	\$	-	\$	-
Total revenue (projected)	\$	181,331	\$	138,213	\$	105,875	\$	95,096	\$	95,096

Instructor

Salary (step 1)	\$	46,116	\$	36,893	\$	27,669	\$	23,058	\$	23,058
Benefits (29%)	\$	13,374	\$	10,699	\$	8,024	\$	6,687	\$	6,687
Total instructor costs	\$	59,489	\$	47,591	\$	35,694	\$	29,745	\$	29,745

Support Staff

Salary (Step 5)	\$	7,114	\$	7,114	\$	7,114	\$	7,114	\$	7,114
Benefits (31.5%)	\$	2,241	\$	2,241	\$	2,241	\$	2,241	\$	2,241
Total support staff costs	\$	9,355	\$	9,355	\$	9,355	\$	9,355	\$	9,355

Total labour cost

\$	68,844	\$	56,946	\$	45,048	\$	39,099	\$	39,099
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Operational costs

Operational Expenses	\$	5,000	\$	5,000	\$	5,000	\$	5,000	\$	5,000
Capital/Technology/Equipment	\$	2,160	\$	44,214	\$	5,452	\$	19,032	\$	19,032
Curriculum Renewal	\$	8,960	\$	6,720	\$	5,040	\$	4,480	\$	4,480
Intl Student Agency Fees	\$	-	\$	-	\$	-	\$	-	\$	-
Total operational costs	\$	16,120	\$	55,934	\$	15,492	\$	28,512	\$	28,512

Indirect student support

Indirect student support	\$	50,978	\$	67,728	\$	36,324	\$	40,567	\$	40,567
Total indirect student support	\$	50,978	\$	67,728	\$	36,324	\$	40,567	\$	40,567

Total expenditures

\$	135,942	\$	180,609	\$	96,864	\$	108,177	\$	108,177
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Net contribution to VCC overhead / (Deficit)

\$	45,388	\$	(42,395)	\$	9,011	\$	(13,082)	\$	(13,082)
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DECISION NOTE

PREPARED FOR: Board of Governors

DATE: September 28, 2026

ISSUE: **RECOMMENDATION FOR APPROVAL:**
Revised Program: Bachelor of Applied Music

BACKGROUND:

The School of Arts & Sciences is proposing significant revisions to the Bachelor of Applied Music. VCC has been teaching a two-year Music Diploma program and a two-year Bachelor of Applied Music, consisting of third- and fourth-year courses. This programming is being restructured into one 4-year bachelor's degree with a diploma exit option after two years. This change aligns with programming at other institutions and industry norms, and provides a more modular structure, rather than requiring students to take courses in a specific sequence.

The de-sequenced and modular approach also allows for greater flexibility to reduce yearly offerings, allowing instead for the offering of elective courses on a two- or three-year rotation. This structure supports student progression and improves financial sustainability.

The program renewal showed that the program is on strong academic footing, with graduates gaining employment in music or continuing on to graduate-level studies. The change from the 2 + 2 model provides more clarity for industry. The new design dissolves the walls between genres, creating only two pathways in one program content guide: Performance Concentration (for all performers and composers) and Academic, with new courses at the third and fourth-year levels for academic-focused students.

DISCUSSION:

The proposal was reviewed by Curriculum Committee on August 25, 2025 and by Education Council on September 9, 2025, and unanimously supported.

Once the curriculum changes were approved, a Determination of New Degree was sent for review by DQAB (Degree Quality Assessment Board) as required by provincial guidelines for bachelor's degrees. DQAB waived a Stage 1 application and requested a submission of a Stage 2 application. The Stage 2 report was completed in February of 2026, but DQAB has requested that the revised 4-year degree go forward for Board approval before public review.

RECOMMENDATION:

THAT, on the advice of Education Council, the Board of Governors approve the implementation of the revised Bachelor of Applied Music program, including creation of 43 new courses as identified in the program content guide.

PREPARED BY: Emily Logan, Interim Chair, Education Council

ATTACHMENT: APPENDIX A – Program Content Guide (PCG) for the Bachelor of Applied Music

DATE: September 21, 2026



Bachelor of Applied Music

Program Content Guide

Effective Date: September 2027

Purpose

The Bachelor of Applied Music degree program enables students to specialize in classical, jazz, contemporary, or other musical traditions while developing an education that exposes them to a diverse range of styles and genres.

There is an emphasis on developing performance skills as well as career skills. This emphasis on career skills helps students transition more easily into professional roles in music and related fields. Students also receive performance training and have several opportunities to participate in live performances. In addition to core requirements, students can expand their knowledge by taking classes in electronic music, pedagogy, chamber music, improvisation, conducting, and more.

Students participate in large ensembles, including some expanding beyond the Western tradition of music. Graduates of the program will be equipped to work in the music industry, the non-profit arts sector, or be self-employed entrepreneurs as artists, teachers, producers and arts administrators.

Admission Requirements

Standard Admission requirements - Year 1

- Grade 12 graduation, or equivalent
- English Studies 12 with a minimum 'C' grade, [or equivalent](#)
- [Music Supplemental Application](#)
- Successful completion of the VCC Theory Entrance Assessment
- Successful audition with the Department Head and two members of the Audition Committee. [Audition requirements](#) vary by instrument.

Advanced Entry Requirements - Year 3

- Grade 12 graduation, or equivalent
- English Studies 12 with a minimum 'C' grade, [or equivalent](#)
- [Music Supplemental Application](#)
- Completion of a music diploma or 64 credits from a Bachelor of Music program from a recognized institution equivalent to a music diploma, as determined by the department.
- Successful audition with the Department Head and two members of the Audition Committee. [Audition requirements](#) vary by instrument.

Note: Students wishing to follow the Academic Music stream rather than the Performance Concentration stream beginning in Year 3 must complete the following:

- Notify the music office at least 4 months in advance of beginning Year 3.
- Submit a 3000-word academic paper.
- Complete an interview with 2-3 members of the Music Academic faculty.

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 in the program, except:

- MUSC 3209, MUSC 4209, MUSC 4309
- MUSC 3202, MUSC 4102, MUSC 4202
- MUSC 4108
- MUSC 4204, MUSC 4304
- MUSC 4115

Students may complete up to 65% of program credits through PLAR and/or transfer credit. Tuition and fees will still apply.

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 program is four (4) years of full-time study. The maximum time to complete the Bachelor of Applied Music is eight (8) years.

Upon successful completion of the first two years of the program (64 credits), students may choose to exit the program and receive a Music Diploma. The maximum time to complete the Music Diploma is five (5) years.

Program Learning Outcomes

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

- Demonstrate successful mastery of vocal, instrumental and/or compositional performance techniques.
- Demonstrate proficiency in the areas of: aural listening, theoretical analysis, and performance.
- Create musical performances and/or compositions as solo and ensemble artists in their specialty.
- Describe music in the context of current trends and historical themes, and traditions.
- Analyze the impact of colonization on musical traditions and practices, both historical and contemporary.
- Develop critical reflective skills to analyze and evaluate musical scores and performances.
- Utilize career and digital technology skills to self-promote as an artist.
- Apply basic stage management and recording skills to live performance settings.
- Communicate and collaborate with other professionals in the music and arts industries.
- Demonstrate fluency in diverse musical expressions and contextualize music within its broader social, cultural, and historical settings.
- Evaluate their own work through self-reflective practices and tools, with the goal of continued growth after graduation.

Instructional Strategies, Design, and Delivery Mode

Students will learn in a variety of settings, including through one-on-one instruction, small group discussion, classroom teaching, and rehearsals.

Most instruction takes place face-to-face, while a small portion of the learning may take place through synchronous or asynchronous online instruction.

Evaluation of Student Learning

Students must receive a minimum grade of 'C-' (1.67) to successfully complete each course, and a minimum program term grade point average of 2.00 (C) to advance into subsequent terms in the program, and a minimum program cumulative grade point average of 2.00 upon completion of all program courses to successfully graduate.

All students are required to graduate with a piano proficiency level equal to the learning outcomes of Class Piano 1255.

Program Considerations

- Program activities in performance can involve continuous, repetitive hand, wrist, arm, or leg movements. In the case of singing, there may be repetitive jaw and mouth movements.
- Program tasks require hand-eye coordination.
- Program environment includes regular exposure to sound at a sustained volume for a prolonged period of time.
- Program tasks involve regular live performances with audience interaction.

Courses

Year	Course #	Course Name	Credits
One	MUSC 1301	Musicianship 1	3.0
	MUSC 1303	Theory and Practice of Music 1	3.0
	MUSC 1304	Indigenous Music in Canada	3.0
	MUSC 1310	Individual Instruction 1	2.0
	MUSC 1104	Performance Techniques 1	1.0
	MUSC 1318	Music and Technology	3.0
	MUSC 1305	Music in Context 1	3.0
	MUSC 1401	Musicianship 2	3.0
	MUSC 1414	Theory and Practice of Music - Jazz and Popular Music Harmony	3.0
	MUSC 1410	Individual Instruction 2	2.0
	MUSC 1204	Performance Techniques 2	1.0
	ENGL 1100	Academic Writing	3.0
	2 credits of Performance Ensemble - Lower Level ¹		2.0
	Total Credits per Year:		32.0
Two	MUSC 1405	Music in Context 2	3.0
	MUSC 2301	Musicianship 3	3.0
	MUSC 2314	Theory and Practice of Music - Diatonic Harmony	3.0
	MUSC 2310	Individual Instruction 3	2.0
	MUSC 2104	Performance Techniques 3	1.0
	MUSC 2401	Musicianship 4	3.0
	MUSC 2414	Theory and Practice of Music - Chromatic Harmony	3.0
	MUSC 2410	Individual Instruction 4	2.0
	MUSC 2204	Performance Techniques 4	1.0
	MUSC 2408	Career Skills	3.0
	2 credits of Performance Ensemble - Lower Level ¹		2.0
	6 credits of Music Electives ³		6.0
	Total Credits per Year:		32.0
Three	MUSC 3101	Music and Culture 1	3.0
	MUSC 3109 or MUSC 3102	Performance Concentration 5 or Academic Music 5	3.0
	MUSC 3104	Performance Techniques 5	2.0
	MUSC 3108	Materials of Music	3.0
	MUSC 3209 or MUSC 3202	Performance Concentration 6 or Academic Music 6	3.0
	MUSC 3204	Performance Techniques 6	2.0
	MUSC 3101	Music and Culture 1	3.0
	2 credits of Performance Ensemble - Upper Years ¹		2.0
	6 credits of Music Electives ³		6.0
	6 credits of Non-Music Electives ²		6.0
	Total Credits per Year:		30.0

Year	Course #	Course Name	Credits
Four	MUSC 3201	Music and Culture 2	3.0
	MUSC 4209 or MUSC 4102	Performance Concentration 7 or Academic Music 7	3.0
	MUSC 4204	Performance Techniques 7	2.0
	MUSC 4309 or MUSC 4202	Performance Concentration 8 or Academic Music 8	3.0
	MUSC 4304	Performance Techniques 8	2.0
	MUSC 4108	Music Capstone Project	3.0
	2 credits of Performance Ensemble - Upper Years ¹		2.0
	9 credits of Music Electives ³		9.0
	3 credits of Non-Music Electives ²		3.0
Total Credits per Year:			30.0

Total Program Credits: 124.0

Piano Proficiency - All students are required to graduate with a piano proficiency level equal to the learning outcomes of Class Piano 1255. A suite of four Class Piano courses is offered for students who do not meet the piano proficiency requirements. Students who are accepted with a major in Classical Piano or Jazz/Contemporary piano will receive an exemption from Class Piano 1255. Students who do not receive an automatic exemption and who feel that they meet the learning outcomes of Class Piano 1255 may apply for PLAR. Class Piano 1155 and 1255 can be used as music elective credits.

Academic Music 5, 6, 7, and 8 form a suite of 4 courses of study offered as an alternative to the performance or composition-focused Performance Concentration classes in years 3 and 4. Students must submit a 3000-word academic paper and complete an interview to switch to Academic Music in Year 3. It is expected that students complete either 4 terms of Performance Concentration or 4 terms of Academic Music in years 3 and 4.

¹ **Performance Ensemble** – Lower Level and Upper Years: Each ensemble course is repeatable for credit. Students are required to complete 4 terms (4 credits) of one or a collection of Lower Level, and 4 terms (4 credits) of one or a collection of Upper Years Performance Ensemble courses to graduate.

Course #	Course Name	Credits
MUSC 1080	Special Topics Ensemble - Lower	1.0
MUSC 1081	VCC Concert Choir - Lower	1.0
MUSC 1082	Indigenous Vocal Ensemble - Lower	1.0
MUSC 1083	Gamelan Ensemble - Lower	1.0
MUSC 1084	Jazz Repertory Ensemble - Lower	1.0
MUSC 1085	Bigger Band - Lower	1.0
MUSC 1086	Mount Pleasant Brass Ensemble - Lower	1.0
MUSC 1087	Great Northern Way Ensemble - Lower	1.0
MUSC 1088	New Music Ensemble - Lower	1.0

MUSC 3080	Special Topics Ensemble - Upper	1.0
MUSC 3081	VCC Concert Choir - Upper	1.0
MUSC 3082	Indigenous Vocal Ensemble - Upper	1.0
MUSC 3083	Gamelan Ensemble - Upper	1.0
MUSC 3084	Jazz Repertory Ensemble - Upper	1.0
MUSC 3085	Bigger Band - Upper	1.0
MUSC 3086	Mount Pleasant Brass Ensemble - Upper	1.0
MUSC 3087	Great Northern Way Ensemble - Upper	1.0
MUSC 3088	New Music Ensemble - Upper	1.0

² **Non-Music Electives** - First and Second Year College and University courses are acceptable non-music electives. Non-music elective courses must be courses from business, technology, social sciences, humanities, languages, mathematics, or sciences.

³ **Music Electives** can be chosen from the following list. Other courses can be considered for music electives but require departmental approval. Music Electives cannot include preparatory-level courses (a course with the code MUSC 10XX) or any required music courses. A maximum of 3 credits from MUSC 1399, 1499, and 2399 combined can be used for Music Elective credits.

Course #	Course Name	Credits
MUSC 2305	Musicology 1	3.0
MUSC 2405	Musicology 2	3.0
MUSC 2308	Electronic Music 1 - Commercial Music	3.0
MUSC 2406	Electronic Music - Composition	3.0
MUSC 2317	Improvisation 1	3.0
MUSC 2417	Improvisation 2	3.0
MUSC 2399	Chamber Music	2.0
MUSC 3107	Career Opportunities 2	3.0
MUSC 3113	Conducting 1	3.0
MUSC 3213	Conducting 2	3.0
MUSC 3114	Creative Music Improv	3.0
MUSC 3118	Performance Health for Musicians	3.0
MUSC 3218	Studio Teaching for Musicians	3.0
MUSC 3207	Advanced Rhythm Studies	3.0
MUSC 4103	Special Topics in Music - Academic	3.0
MUSC 4104	Special Topics in Music - Skills	3.0
MUSC 4115	Directed Studies in Music	1.0
MUSC 1399	Minor Individual Instruction 1	1.0
MUSC 1499	Minor Individual Instruction 2	1.0
MUSC 1155	Class Piano 1	1.0
MUSC 1255	Class Piano 2	1.0

New Courses

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+	90-100		4.33
A	85-89		4.00
A-	80-84		3.67
B+	76-79		3.33
B	72-75		3.00
B-	68-71		2.67
C+	64-67		2.33
C	60-63		2.00
C-	55-59	Minimum Progression	1.67
D	50-54	Failing Grade	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 28, 2026

ISSUE: **RECOMMENDATION FOR APPROVAL:**
TUITION: Revised program—Bachelor of Applied Music

BACKGROUND:

The Music Department is proposing a change to their degree structure to a four-year degree with an optional diploma exit after Year 2. The current (“2 + 2”) model has students complete the 2-year diploma before applying to the 2-year degree completion program. This restructuring and the associated curriculum changes are designed to improve student retention and completion rates and allow the department to schedule more efficiently and responsively.

The Degree Quality Assessment Board (DQAB) reviewed proposed revisions to the Bachelor of Applied Music Degree in December 2025 and found that the changes constitute a new degree requiring Ministry approval. Prior to approval, DQAB requires a degree proposal submission package, including governance approvals of new tuition and fees.

TUITION:

Table 1. 2026-27 tuition for current VCC Music programs

	Per-credit tuition	Total tuition	Total tuition and fees*
Domestic students			
Music Diploma (Years 1-2)	\$104.69	\$7,223.81	\$12,933.08
Bachelor of Applied Music (Years 3-4)	\$104.69	\$7,328.84	\$9,495.59
Total for 4 years		\$14,552.65	\$22,428.67
International students			
Music Diploma (Years 1-2)	\$547.97	\$32,878.20	\$39,003.63
Bachelor of Applied Music (Years 3-4)	\$547.97	\$37,261.96	\$39,771.08
Total for 4 years		\$70,140.16	\$78,774.71

*In addition to standard VCC student fees, Music students pay supplemental fees for individual instruction. Domestic students pay \$3,459.44 for each two-year credential, or \$6,918.88 for four years; international students pay \$3,560.44 for each two-year credential, or \$7,120.88 for four years.

DISCUSSION:

Total tuition is presented as a range because the program includes existing non-music electives at different tuition rates. Fees for individual instruction will be charged in addition to tuition and standard student fees – currently \$6,918.88 for domestic students and \$7,120.88 for international students.

Domestic

Using the 2027-28 tuition band of \$298.42 per credit, tuition for the four-year degree would range from **\$34,679.09 to \$36,516.53** for domestic students, depending on the non-music electives chosen. Including individual instruction fees, cost of the four-year degree would range from \$41,597.97 to \$43,435.41.

International

For international students, the 2027-28 tuition band of \$657.17 per credit results in a tuition range from **\$81,334.25 to \$83,171.69** for the program, depending on the non-music electives chosen. Including individual instruction fees, the total cost of the four-year degree would range from \$88,445.13 to \$90,292.57.

IMPLICATIONS:

Using a projected enrolment of 26 domestic and 2 international students, the current program has a net cost (deficit) of \$1,536,037 per cohort. For the revised program, with domestic tuition of \$298.42 per credit and international tuition of \$657.17 per credit, the net cost is \$900,685 per cohort.

COMPARABLES:

Table 2. Domestic tuition for Music programs in the Lower Mainland

Institution	Program	Program duration (years)	Total tuition	Total tuition and fees
Douglas College	Diploma	2	\$15,380	\$20,940
Capilano University	Bachelor (Jazz)	4	\$47,799	\$55,287
Capilano University	Diploma (Classical)*	2	\$13,776	\$17,520
Selkirk College	Diploma	2	\$10,100	\$12,812
UBC Vancouver	Bachelor	4	\$28,108	~\$35,000
University of Victoria	Bachelor	4	\$26,176	~\$32,000
Camosun College	Diploma	2	\$18,630	\$20,430
Vancouver Academy of Music & TRU	Bachelor	4	**\$27,400	
VCC (Current)	<i>Bachelor</i>	4	\$14,523	\$22,429
VCC (Proposed)	<i>Bachelor</i>	4	\$34,679	\$41,598

* Program suspended

**Tuition does not include 21 credits of non-music electives taken through Thompson River University

FEES:

In addition to the mandatory individual instruction in their major, music students have the option to take additional individual or small-group lessons for elective credits.

MUSC 1399 and 1499 are existing courses – Minor Individual Instruction – that carry a supplemental flat fee of \$453.04 for domestic students and \$466.25 for international students. Increasing the fee to match that of major individual instruction (\$864.86 for domestic students and \$890.11 for international students) would make it financially sustainable to continue to offer these additional individual lessons.

Chamber Music (MUSC 2399) is a new offering for groups of 3 to 6 students; a supplemental flat fee of \$300 per student would make this new elective financially sustainable.

RECOMMENDATION:

THAT, on the recommendation of the Finance and Audit Committee, the Board of Governors approve tuition and fees for the revised Bachelor of Music degree program effective September 2027, contingent upon Ministry review and acceptance, as follows:

- Domestic tuition of **\$34,023.74** (\$292.57 per credit) and supplemental fees of \$864.86 per course for major and minor individual instruction, and \$300 per course for Chamber Music (MUSC 2399), and
- International tuition of **\$79,981.06** (\$644.28 per credit) for international students, and supplemental fees of \$890.11 per course for major and minor individual instruction, and \$300 per course for Chamber Music (MUSC 2399).

ATTACHMENTS: APPENDIX A - Costing Form

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

DATE: September 17, 2026

Program Name Bachelor of Applied Music

Program Start Date September 2027

	Current	Proposal 1
Scenarios	Current (Diploma & Degree)	4-year program
Tuition per credit per student - International	\$558.93	\$657.17
Tuition per student - International	\$73,941.08	\$81,334.25
Tuition per credit per student - Domestic	\$106.78	\$298.42
Tuition per student - Domestic	\$14,792.90	\$34,679.09
No. of Intakes	1	1
No. of students per intake - Domestic (projected)	24	24
No. of students per intake - International (proj)	2	2
Total students (with X FTE attrition) - Domestic	9	9
Total students (with X FTE attrition) - International	1	1
Duration - instructor months	58	47
Program Duration (months)	44	44
Duration - instructional programming days	1154	947
Other days	20	20
Department head release days	120	120
Duty days per year	160	160
Instructor FTE required per intake	8.09	6.80
Number of credits	130	124
Support Staff FTE	2.00	2.00
Operational costs	20,000	20,000

Revenue

Projected Tuition revenue -Domestic	\$	212,584	\$	509,661
Projected Tuition revenue - International	\$	90,709	\$	102,325
Projected Tuition revenue -Other Fees	\$	83,623	\$	88,583
Block/Other funding	\$	539,138	\$	539,138
Total revenue (projected)	\$	926,055	\$	1,239,707

Instructor

Salary (step 1)	\$	968,420	\$	813,811
Benefits (29%)	\$	280,842	\$	236,005
Total instructor costs	\$	1,249,261	\$	1,049,816

Support Staff

Salary (Step 5)	\$	139,270	\$	139,270
Benefits (31.5%)	\$	43,870	\$	43,870
Total support staff costs	\$	183,140	\$	183,140

Total labour cost	\$	1,432,401	\$	1,232,956
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Operational costs

Operational Expenses	\$	20,000	\$	20,000
Capital/Technology/Equipment	\$	-	\$	-
Curriculum Renewal	\$	72,800	\$	69,440
Intl Student Agency Fees	\$	13,606	\$	15,349
Total operational costs	\$	106,406	\$	104,789

Indirect student support

Indirect student support	\$	923,284	\$	802,647
Total indirect student support	\$	923,284	\$	802,647

Total expenditures	\$	2,462,092	\$	2,140,392
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Net contribution to VCC overhead / (Deficit)	\$	(1,536,037)	\$	(900,685)
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DECISION NOTE

Prepared for: Board of Governors

Date: September 28, 2026

Issue: **RECOMMENDATION FOR APPROVAL**
New: Mandatory Student Security Smart Card Fee

BACKGROUND:

Vancouver Community College (VCC) is introducing a student smart card service as a standardized College credential for students. The smart card will support student identification, controlled access to designated College facilities and instructional spaces, and access to designated student services, including print services.

The initiative is intended to provide students with a consistent and convenient multi-purpose card while supporting campus safety, security, and service delivery. It also provides the College with a more standardized approach to administering student credentials across applicable services and spaces.

Because the smart card service is new and would be supported through a mandatory student fee, the proposal has been developed with consideration of the Ministry's Tuition Limit Policy requirements for establishing new mandatory fees. In particular, the proposal addresses the Ministry criteria relating to a new service, a clear benefit to students, and student consultation.

DISCUSSION:

The proposed Student Security Smart Card Fee (fee) would support implementation of a new student smart card service that provides students with a standardized College credential for identification, access, and designated services.

The proposed fee is \$15.00 per student and includes costs associated with producing, issuing, and administering the student smart card service, including card production, issuance materials, coordination, and related service support. The fee is not intended to generate general operating revenue for the College. Replacement cards for lost or damaged cards would be subject to the approved replacement fee.

MINISTRY POLICY CONSIDERATIONS:

The proposal aligns with the Ministry criteria for establishing a new mandatory fee:

1) New Service

The fee is directly associated with the introduction of a new student smart card service providing:

- student identification;
- controlled access to designated College facilities;
- access to designated student services, including print services; and
- administration of the student smart card credential.

2) Clear Benefit to Students

The service is intended to support both the student experience and the College's ability to manage access to spaces and services in a consistent and secure manner. Specific student benefits include:

- enhanced safety and security through a standardized student credential;
- controlled access to designated instructional and student service spaces;
- a consistent College-issued identification card to confirm student status when accessing applicable services;
- access to designated student services, including print services;
- a single, multi-purpose card that supports a more consistent experience across applicable campuses, spaces, and services.

3) Student Consultation

Student consultation was an important part of the development of the proposal, particularly given that the fee would apply to students as a mandatory fee.

The College consulted with student representatives, including SUVCC. SUVCC was provided an opportunity to review the initiative, ask questions and provide feedback. During consultation, SUVCC raised concerns regarding affordability and asked that the College explore options to minimize the cost to students.

The College responded to this feedback by reviewing available costing information and reducing the proposed amount to \$15. The revised fee reflects an effort to minimize the financial impact on students while supporting delivery and administration of the smart card service.

RECOMMENDATION:

THAT, on the recommendation of the Finance and Audit Committee, the Board of Governors approve the implementation of a new mandatory Student Security Smart Card Fee of \$15.00 per student, effective January 2027.

PREPARED BY: Surinder Aulakh, Exec. Director, Safety/Security, Risk and Privacy

DATE: September 17, 2026



INFORMATION NOTE

PREPARED FOR: Board of Governors

DATE: September 28, 2026

ISSUE: 2026/27 Forecast to Budget

2026/27 August Forecast to Budget Overview

As shown in **Table 4**, Vancouver Community College (VCC) anticipates a deficit of approximately \$3.6 million for the 2026/27 fiscal year, based on four months of actual results and estimates for the remaining eight months. Total revenue is estimated at \$152.3 million, \$538K above the budget of \$151.7 million. Domestic tuition revenue is \$128,775 above budget, while international tuition revenue is \$293K above budget (**Tables 1, 2 and 3**).

The School of Trades, Technology and Design's domestic tuition revenue is \$11,054 above budget. Revenue from the Construction Electrician Foundation and Culinary programs is \$85K above budget, partially offset by a \$31K shortfall in the Auto Collision program. International tuition revenue is \$190K above budget, largely reflecting a \$265K increase in Culinary and Hospitality programs, partially offset by a \$40K decrease in the Auto Tech program.

The School of Health and Sciences' domestic tuition revenue is \$11,460 below budget. Revenue from Dental Assisting, Continuing Care and Applied Business programs is \$305K below budget, partially offset by a combined \$293K increase in the Bachelor of Nursing, Practical Nursing and Medical Laboratory Assistant programs. International tuition revenue is \$93K below budget, primarily due to the Health Care Assistant program.

The School of Arts and Sciences' domestic tuition revenue is \$29,218 above budget, and international tuition revenue is \$19,799 above budget. Early Childhood Care and Education (ECCE) domestic tuition revenue is \$17K below budget, while ECCE international tuition revenue is \$113K below budget. These variances are offset by University Transfer program revenue of \$117K above budget.

Continuing Studies domestic tuition revenue is \$60K above budget, driven by the Health and Medical Device Reprocessing Technician programs, while international tuition revenue is \$9,869 below budget, primarily due to the Cyber Security program. The Centre for Education Excellence's domestic tuition revenue is \$39K above budget, mainly reflecting the unbudgeted Antiracist Facilitation program.

Total expenses are estimated at \$155.9 million, \$1.0 million above the budget of \$154.9 million. The variance is primarily attributable to higher salary and benefit costs arising from the College's collective agreement obligations to provide continued compensation during and following

workforce adjustments related to reduced international enrolment. These costs are partially offset by lower salary and benefit expenses resulting from position reductions.

The College is awaiting confirmation of September enrolment, which will provide a stronger basis for assessing tuition revenue trends. The 2026/27 operating outlook will then be updated and presented at the November Finance and Audit Committee meeting.

ATTACHMENTS: Table 1, 2 and 3: Summary – Forecast Revenue by School (Apr 2026 – Mar 2027)
Table 4 – Statement of Operations: 2026/27 Forecast with Four Months Actual (Ended July 31, 2026) and Eight Months Forecast

PREPARED BY: Jamie Choi, Executive Director FS & CFO

DATE: September 17, 2026

Summary – Forecast Revenue by School

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

	Current Year 2026/27 Forecast (Apr 2026 - Mar 2027)	Current Year 2026/27 Budget (Apr 2026 - Mar 2027)	Variance (Forecast vs Budget)	Prior Year 2025/26 Actuals (Apr 2025 - Mar 2026)	Variance (Current Year Forecast vs Prior Year Actuals)
CENTRE FOR CONTINUING STUDIES	2,223,864	2,163,065	60,799	2,388,337	(164,473)
SCHOOL OF ARTS AND SCIENCES	2,190,859	2,161,641	29,218	2,168,819	22,040
SCHOOL OF HEALTH	5,255,446	5,266,906	(11,460)	5,373,947	(118,501)
CENTER FOR EDUCATION EXCELLENCE	883,463	844,298	39,165	838,292	45,170
SCHOOL OF TRADES, TECH & DESIGN	5,636,025	5,624,971	11,054	4,979,263	656,761
FUTURE SKILLS GRANT	20,475	0	20,475	376,366	(355,891)
	16,210,131	16,060,881	149,250	16,125,025	85,106

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

	Current Year 2026/27 Forecast (Apr 2026 - Mar 2027)	Current Year 2026/27 Budget (Apr 2026 - Mar 2027)	Variance (Forecast vs Budget)	Prior Year 2025/26 Actuals (Apr 2025 - Mar 2026)	Variance (Current Year Forecast vs Prior Year Actuals)
CENTRE FOR CONTINUING STUDIES	1,156,395	1,166,264	(9,869)	3,758,019	(2,601,623)
SCHOOL OF ARTS AND SCIENCES	6,924,555	6,904,756	19,799	18,410,313	(11,485,758)
SCHOOL OF HEALTH	2,635,108	2,542,278	92,830	2,766,181	(131,073)
CENTER FOR EDUCATION EXCELLENCE	0	0	0	0	0
SCHOOL OF TRADES, TECH & DESIGN	16,609,756	16,419,057	190,699	27,687,628	(11,077,872)
	27,325,814	27,032,355	293,459	52,622,140	(25,296,326)

Table 3:
Combined Domestic and International Tuition Revenue by School – Forecast

	Current Year 2026/27 Forecast (Apr 2026 - Mar 2027)	Current Year 2026/27 Budget (Apr 2026 - Mar 2027)	Variance (Forecast vs Budget)	Prior Year 2025/26 Actuals (Apr 2025 - Mar 2026)	Variance (Current Year Forecast vs Prior Year Actuals)
CENTRE FOR CONTINUING STUDIES	3,380,260	3,329,329	50,931	6,146,356	(2,766,096)
SCHOOL OF ARTS AND SCIENCES	9,115,414	9,066,397	49,017	20,579,132	(11,463,718)
SCHOOL OF HEALTH	7,890,554	7,809,184	81,370	8,140,128	(249,574)
CENTER FOR EDUCATION EXCELLENCE	883,463	844,298	39,165	838,292	45,170
SCHOOL OF TRADES, TECH & DESIGN	22,245,780	22,044,028	201,752	32,666,891	(10,421,111)
FUTURE SKILLS GRANT	20,475	0	20,475	376,366	(355,891)
	43,535,946	43,093,236	442,710	68,747,165	(25,211,220)

Statement of Operations – Comparison to Budget and Prior Year
2026/27 Forecast with Four Months Actual (Ended July 31, 2026) and Eight Months Forecast

Table 4:

(In \$ Thousands)	Current Year 2026/27 Forecast (4 + 8)	Current Year 2026/27 Budget	Forecast vs Budget	Comments
Province of B.C. Grants & Contributions	84,147	84,059	88	
Future Skills Grant	20		20	
Tuition and student fees	46,397	45,904	493	Table 1, 2 & 3
Contract Services	1,279	1,243	35	
Sales of goods and services	5,022	5,061	(40)	
Miscellaneous income	3,047	3,112	(64)	
Donation income (Foundation Related)	1,068	1,000	68	
Amortization of deferred capital contribution	8,719	8,800	(81)	
Interest income	2,618	2,600	18	
REVENUES	152,317	151,779	538	
SALARY AND BENEFIT EXPENSES	112,153	111,123	(1,031)	The net increase in salary and benefit costs, including vacation payouts, reflects the College's collective agreement obligations to provide continued compensation during and following workforce adjustments, partially offset by reduced salary and benefit costs resulting from position reductions.
Supplies and general expenses	13,191	13,176	(15)	
Bursary/Scholarship	1,068	1,000	(68)	
Professional fees	8,140	8,145	5	
Building and telecom	7,956	7,902	(54)	
Cost of Goods Sold	3,079	3,120	41	
Depreciation Expense	10,346	10,452	106	
OPERATING EXPENSES	43,780	43,795	14	
TOTAL EXPENSES	155,934	154,918	(1,017)	
NET SURPLUS (DEFICIT)	(3,617)	(3,138)	(478)	



DECISION NOTE

PREPARED FOR: Board of Governors

DATE: September 28, 2026

ISSUE: **RECOMMENDATION FOR APPROVAL:**
Ministry of Infrastructure: Five-Year Capital Plan - 2026/27 to 2030/31

BACKGROUND:

In accordance with the Ministry of Infrastructure (the Ministry) [Capital Asset Management Framework \(CAMF\)](#) and [Capital Asset Reference Guide \(CARG\)](#), post-secondary institutions are required to submit annually a Five-Year Capital Plan (the “Plan”).

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

As with the previous iterations of the Five-Year Capital Plan the current plan was aligned with the goals of the VCC Campus Plan, approved by the board in December 2019, and further informed by strategic plans including the Strategic Innovation Plan, Academic Plan, Indigenous Education and Community Engagement Plan, Environmental Sustainability Plan, and the Institutional Accountability Plan and Report. The plan also conforms to the stated objectives contained in the Government’s mandate letter for VCC dated June 10, 2025.

This year’s submission is for the period 2026/27 to 2030/31 and VCC has three priorities:

PRIORITY #1	PRIORITY #2	PRIORITY #3
DOWNTOWN CAMPUS “RENOVATION”	BROADWAY CAMPUS “RENEWAL & REVITALIZATION”	BROADWAY CAMPUS “RENEWAL & REVITALIZATION”
Category Priority Investments & Student Housing	Category Routine Capital	Category Routine Capital
Centre of Excellence for Culinary Arts – Phase III: Advanced Culinary Practice, Hospitality Leadership and Community Engagement	VCC Broadway Campus Roof Replacement	Broadway Campus Podium Waterproofing Renewal Project
VCC Capital: \$0M PSFS Capital: \$1.46M Partner Contribution: \$6M	VCC Capital: \$100,000 PSFS Capital: \$1.9M	VCC Capital: \$668,000 PSFST Capital: \$12.692M

For the current year, the Ministry has advised post-secondary institutions that the current Five-Year Capital Plan submissions will also be used to identify projects that may be suitable for

consideration under the Government of Canada's Investing in Canada Infrastructure Program. In response to this direction, Vancouver Community College has included as **Priority 1** a project that differs from the more traditional capital renewal projects normally included within our Five-Year Capital Plan.

The proposed project, Phase III of the Centre of Excellence for Culinary Arts, has been identified as our first priority because it represents a unique opportunity to leverage federal infrastructure funding to expand an active provincial capital project that is already under implementation. The project is not intended to replace or supersede the College's ongoing provincial capital priorities. Rather, it reflects the opportunity identified by the Ministry to advance projects that align with the objectives of the federal infrastructure program.

The second and third priorities have been presented in prior years; however, the scope of each project has changed as the underpinning strategic plans have been developed and as escalation costs have been accounted for.

A class B cost estimates for Priority Project 1 was prepared by Hanscomb Quantity Surveyors Ltd., dated July 2026 (revised July 14, 2026). Further cost estimates in the 2026/27 – 2030/31 Capital Plan were produced by professional quantity surveyors. Costs for priority projects 2 and 3 have been updated to include an escalation factor to the projected mid-point of construction. The escalation factor of 10% was provided by BTY Group, accredited members of the Canadian Institute of Quantity Surveyors. Depending on the time of project approval, appropriate adjustments to account for changes in scope and escalation may be required.

NEXT STEPS

As in previous years, the Ministry requires a draft submission by its deadline of July 16, 2026 with formal Board approval to be sought at the first Board of Governors meeting of the new academic year.

RECOMMENDED MOTION:

THAT, on the recommendation of the Finance and Audit Committee, the Board of Governors approve the Five-Year Capital Plan for the period 2026/27 to 2030/31 for submission to the Ministry of Advanced Education and Skills Training.

ATTACHMENT: APPENDIX A - Five-Year Capital Plan Submission

PREPARED BY: Ian Humphreys, VP, Administration

DATE: September 17, 2026

Attachment 2a: Project Overview – Priority Investments & Student Housing Five-Year Capital Plan (2027/28 – 2031/32)

Project Overview				
Institution	Campus	Category	Priority in Category	Program Type
VCC	Downtown – Pender Street location	Priority Investments	1 of 3	Trades
Project Title				
Centre of Excellence for Culinary Arts – Phase III: Advanced Culinary Practice, Hospitality Leadership and Community Engagement				
Brief Project Description				
Expansion of the approved Centre of Excellence for Culinary Arts through relocation of JJ's Restaurant to a purpose-built facility overlooking Victory Square, creating the capstone experiential learning environment for advanced culinary education, hospitality leadership, industry engagement and community programming while leveraging the Province's existing \$36.9 million investment.				
Project Definition				
Project Scope				
The proposed project represents the next phase in development of the Centre of Excellence for Culinary Arts approved by the Province of British Columbia in late 2024 and currently in the early development phase. The already approved project modernizes instructional kitchens, baking laboratories and culinary teaching facilities within the historic Pender Building. The proposed enhancement completes this original vision by relocating JJ's Restaurant to a purpose-built location overlooking Victory Square, creating the Centre's capstone experiential learning environment. The project will support students enrolled in Culinary Arts, Culinary Apprenticeship, Baking and Pastry Arts, Hospitality Management and Continuing Studies programs. The facility will provide advanced experiential learning opportunities where students integrate technical culinary skills with executive-level restaurant operations, hospitality leadership, customer service, event management and entrepreneurship. The project scope includes construction of a contemporary public-facing restaurant, advanced production kitchen, demonstration and event space, industry collaboration areas, student learning environments, support spaces, accessibility improvements, building systems upgrades, information technology infrastructure and furniture, fixtures and equipment. The relocation has been contemplated throughout development of the Centre of Excellence project and can now be incorporated into the active Construction Management at Risk (CMAR) implementation process. The project aligns with the objectives of the Investing in Canada Infrastructure Program by expanding educational infrastructure that supports workforce development, sustainability, community engagement and long-term economic resilience. Federal investment will complete the original vision for the Centre of Excellence for Culinary Arts by creating its capstone experiential learning environment while leveraging an existing provincial investment to deliver enhanced public benefits. The recent announcement of the Investing in Canada Infrastructure Program presents a rare opportunity to complete the original vision for the Centre of Excellence for Culinary Arts by leveraging the Province's existing \$36.9 million investment. Federal participation would enable Vancouver Community College to integrate the relocation of JJ's Restaurant into the active Construction Management at Risk (CMAR) project, creating the capstone experiential learning environment originally envisioned while maximizing implementation efficiencies, reducing project risk and delivering significantly greater educational, workforce development and community benefits than could be achieved through a future stand-alone investment. The project will repurpose 473 m² of space currently used for cafeteria dining and student and staff lounges.				

Project Objectives

The Province has already committed \$36.9 million to create the Centre of Excellence for Culinary Arts at Vancouver Community College. During planning and functional programming, relocation of JJ's Restaurant was identified as an essential component of the Centre because it provides the advanced experiential learning environment required to complete the educational continuum from foundational culinary instruction to executive-level professional practice. Budget limitations prevented inclusion of this component within the approved project.

The recent announcement of the Investing in Canada Infrastructure Program provides a unique opportunity to complete the original vision while leveraging the Province's existing investment.

The project also responds directly to sustained labour market demand for chefs, bakers and hospitality professionals. Provincial labour market forecasts project more than 11,000 employment opportunities across chef, baker and cook occupations over the coming decade. Employers increasingly require graduates with advanced operational, leadership and hospitality competencies in addition to technical culinary skills.

Project Objectives

- Complete the original vision for the Centre of Excellence for Culinary Arts.
- Create the capstone experiential learning environment for advanced culinary education.
- Support executive chef, hospitality leadership and restaurant management training.
- Strengthen workforce development in support of British Columbia's hospitality and tourism sectors.
- Expand opportunities for industry collaboration, applied learning and innovation.
- Advance reconciliation through Indigenous culinary programming and community partnerships.
- Enhance community engagement and contribute to downtown revitalization.
- Maximize the return on the Province's existing \$36 million investment through federal infrastructure funding.

Key Risks

Project Risk(s)	Proposed Mitigation Strategy
Federal funding timing	CMAR methodology permits progressive design development and integration as funding approvals are confirmed.
Scope integration	Relocation was contemplated during original functional programming and can be incorporated through the existing design process.
Cost escalation	Existing Class B estimate, continuous cost estimating and value optimization through CMAR.
Construction coordination	Integration with the active Centre of Excellence construction schedule under an experienced Construction Manager.
Operational disruption	Phased implementation coordinated with academic programming and broader renovation activities.

Options Considered

Option 1 – Status Quo

Proceed with the approved Centre of Excellence project without relocating JJ's Restaurant.

Advantages:

- No additional capital investment.

Disadvantages:

- Original vision remains incomplete.
- Limited advanced experiential learning.
- Reduced public and community benefits.

Option 2 – Renovate Existing Restaurant

Modernize the existing facility in its current location.

Advantages:

- Moderate capital cost.

Disadvantages:

- Existing operational limitations remain.
- Does not create a signature public-facing facility.
- Limited enhancement of educational outcomes.

Option 3 – Future Stand-Alone Project

Relocate JJ's Restaurant as an independent future capital project.

Advantages:

- Achieves educational objectives.

Disadvantages:

- Higher future costs.
- Separate procurement and governance.
- Loss of implementation efficiencies.

Option 4 – Integrate Relocation into Active Centre of Excellence Project (Preferred Option)

Complete the Centre of Excellence by integrating relocation of JJ's Restaurant into the existing CMAR project.

Advantages:

- Completes the original Centre of Excellence vision.
- Leverages the Province's existing investment.
- Maximizes educational, workforce and community benefits.
- Lowest implementation risk.
- Greatest value for public investment.

Current Situation

The Centre of Excellence for Culinary Arts is currently under implementation following approval by the Province of British Columbia in late 2024. The approved project represents a significant investment in renewing and modernizing culinary education within Vancouver Community College's historic Pender Building, originally constructed in **1947**. For nearly eight decades, the building has served generations of students and has established itself as one of British Columbia's most important public facilities for culinary and hospitality education.

Despite its long history of success, the building has reached a stage where substantial reinvestment is required to ensure it continues to support contemporary educational programming. The current Facility Condition Index (FCI) of 0.46 reflects the significant renewal needs associated with a building of this age and reinforces the Province's decision to invest in the Centre of Excellence for Culinary Arts. The current renovation project addresses many of the building's aging infrastructure deficiencies while modernizing instructional facilities to meet the expectations of today's students, faculty and industry partners.

The Downtown Campus currently accommodates approximately 800 full-time equivalent students enrolled in Culinary Arts, Culinary Apprenticeship, Baking and Pastry Arts, Hospitality Management and related continuing education programming. These programs constitute one of the largest and most comprehensive public culinary training centres in British Columbia and play a critical role in supplying highly skilled graduates to the Province's hospitality, tourism and food service sectors.

An integral part of this educational ecosystem is JJ's Restaurant, widely recognized as one of British Columbia's premier public teaching restaurants. For decades, JJ's has provided students with an authentic experiential learning environment in which they apply the technical knowledge and practical skills acquired in the College's culinary and hospitality programs while serving members of the public. The restaurant has become an important showcase for Vancouver Community College's educational excellence and has earned a strong reputation within the culinary community for preparing graduates who successfully transition into professional kitchens, executive culinary positions and hospitality leadership roles throughout British Columbia.

As part of the approved Centre of Excellence project, instructional kitchens, laboratories and supporting educational spaces are being modernized to better reflect contemporary industry standards. However, budget limitations prevented implementation of one of the key elements identified during the original functional programming process—the relocation of JJ's Restaurant to a purpose-built location overlooking Victory Square. Throughout project planning, this relocation was consistently viewed as the capstone experiential learning component that would complete the Centre of Excellence by providing students with exposure to the full scope of contemporary fine dining and executive-level restaurant operations.

While JJ's Restaurant continues to provide exceptional educational value, the existing facility no longer reflects the operational standards expected of a premier teaching restaurant or the aspirations of the Centre of Excellence for Culinary Arts. The restaurant is dated in both its physical character and operational functionality, limiting its ability to provide students with exposure to modern restaurant design, contemporary guest experiences and the operational sophistication associated with today's leading hospitality establishments.

The current location also presents significant operational challenges. The existing kitchen is poorly situated in relation to essential support functions, including food storage, receiving, production areas and the dishwashing facilities that support restaurant operations. These functional shortcomings require unnecessary movement of staff, students, food products and equipment throughout the building, reducing operational efficiency and limiting opportunities to model the integrated workflows expected within modern commercial kitchens. These inefficiencies diminish both the educational experience and the operational effectiveness of what should be a showcase environment for advanced culinary training.

The proposed relocation addresses these limitations by establishing JJ's Restaurant in a purpose-built location that integrates seamlessly with the newly renovated culinary facilities while taking advantage of a prominent location overlooking Victory Square. The new facility will improve relationships between production kitchens, food storage, receiving, dishwashing and restaurant operations, creating a more efficient operational environment while significantly enhancing the student learning experience. Equally important, the relocation will transform JJ's into the capstone experiential learning environment envisioned through the Centre of Excellence project, providing students with authentic exposure to executive chef practices, advanced hospitality management, fine dining service and contemporary restaurant operations within one integrated facility.

Failure to secure federal funding will not prevent completion of the approved Centre of Excellence for Culinary Arts project; however, it will leave an important component of the original vision unrealized. Vancouver Community College would continue to operate one of British Columbia's premier teaching restaurants in a dated facility that is constrained by its location, operational inefficiencies and inability to fully support the advanced experiential learning outcomes envisioned during planning. Pursuing the relocation as a future stand-alone project would almost certainly result in substantially higher capital costs, increased disruption to academic operations and the loss of the significant implementation efficiencies currently available through integration with the active Construction Management at Risk (CMAR) delivery model. Conversely, federal participation through the Investing in Canada Infrastructure Program would allow the Province's existing investment to realize its full potential by completing the Centre of Excellence for Culinary Arts as originally envisioned, creating a nationally significant facility for culinary excellence, hospitality leadership and workforce development.

Strategic Alignment

Institution Priorities

Vancouver Community College's mission is founded on providing high-quality vocational, trades and applied education that prepares learners with the knowledge, skills and practical experience required to succeed in the workforce. For nearly sixty years, the College has played a critical role in British Columbia's workforce development system by educating graduates who contribute to the Province's economic prosperity across a broad range of skilled occupations. Culinary Arts, Baking and Pastry Arts, Hospitality Management and apprenticeship programs are among the College's signature offerings and have established VCC as one of British Columbia's leading providers of culinary and hospitality education.

The Centre of Excellence for Culinary Arts represents a strategic investment in this mission by modernizing the educational infrastructure required to prepare graduates for careers within one of British Columbia's largest and most dynamic employment sectors. The proposed relocation of JJ's Restaurant completes the original vision for the Centre by creating the advanced experiential learning environment where students transition from developing technical culinary competencies to mastering the leadership, operational and customer service skills expected of executive chefs, restaurateurs and hospitality professionals.

Maintaining industry relevance is fundamental to the College's educational mandate. The culinary profession continues to evolve in response to changing technologies, sustainability expectations, labour market demands and consumer preferences. Commercial kitchens are increasingly adopting induction cooking technologies, electrified equipment, energy-efficient ventilation systems, digital production management tools and sustainable food preparation practices. Employers expect graduates to be proficient in these technologies and capable of working within modern commercial kitchen environments. Educational facilities must therefore evolve alongside the industry they serve if graduates are to remain competitive and workforce-ready.

The proposed project will provide students with direct experience using contemporary commercial kitchen equipment and operational practices while exposing them to the complete workflow of a modern fine dining establishment. The integration of advanced production kitchens, efficient support services, modern restaurant operations and public-facing experiential learning will ensure that graduates develop the technical, managerial and professional competencies required by today's hospitality employers.

The project also advances the College's Strategic Innovation Plan by strengthening experiential learning, expanding opportunities for applied education, fostering collaboration with industry partners and enhancing community engagement. As the capstone component of the Centre of Excellence for Culinary Arts, the relocated JJ's Restaurant will serve as a showcase for educational excellence, innovation and workforce development while reinforcing Vancouver Community College's position as British Columbia's premier institution for applied culinary and hospitality education.

Finally, the project demonstrates the College's commitment to responsible stewardship of public assets. By leveraging the Province's existing \$36.9 million investment and integrating the relocation into the active Construction Management at Risk (CMAR) project, Vancouver Community College will maximize the long-term educational, operational and community benefits derived from public infrastructure investment while avoiding the additional costs and disruption associated with a future stand-alone capital project.

Government Priorities: Post-Secondary & Skills Training

StrongerBC: Future Ready Action Plan

The project directly supports the objectives of StrongerBC: Future Ready Action Plan, which calls for a more responsive post-secondary system that addresses labour shortages, expands experiential learning and strengthens collaboration between education and industry. Completion of the Centre of Excellence for Culinary Arts will enhance VCC's capacity to prepare highly skilled graduates for careers in British Columbia's hospitality and tourism sectors through advanced applied learning and industry engagement.

Workforce Development

Workforce development is a key provincial priority, with labour market forecasts projecting sustained demand for chefs, bakers and cooks across British Columbia. The project strengthens VCC's ability to address these shortages by providing students with contemporary facilities that support advanced culinary practice, executive chef development and hospitality leadership, ensuring graduates are workforce-ready and responsive to evolving industry needs.

CleanBC

The project supports CleanBC by incorporating electrified commercial kitchen technologies, induction cooking equipment, energy-efficient ventilation systems and modern building controls that reduce energy consumption and greenhouse gas emissions. Equally important, the Centre of Excellence will prepare the future hospitality workforce to operate and lead within an increasingly low-carbon industry while serving as a demonstration facility for sustainable commercial kitchen design.

Reconciliation

Consistent with the Province's commitments under the Declaration on the Rights of Indigenous Peoples Act (DRIPA), the project expands opportunities for Indigenous education, cultural programming and community partnership. The relocated JJ's Restaurant will provide a visible platform for Indigenous culinary traditions, guest chef residencies, entrepreneurship and community engagement while strengthening relationships with the Musqueam, Squamish and Tsleil-Waututh Nations.

Public Infrastructure Stewardship

The project demonstrates responsible stewardship of public infrastructure by leveraging the Province's existing \$36.9 million investment in the Centre of Excellence for Culinary Arts. Integration of the relocation into the active Construction Management at Risk (CMAR) project maximizes value for money, minimizes implementation risk and avoids the additional costs associated with a future stand-alone capital project.

Investing in Canada Infrastructure Program

The project aligns with the objectives of the Investing in Canada Infrastructure Program by expanding educational infrastructure that supports workforce development, sustainability, community engagement and long-term economic resilience. Federal investment will complete the original vision for the Centre of Excellence for Culinary Arts by creating its capstone experiential learning environment while leveraging an existing provincial investment to deliver enhanced public benefits.

Environmental, Social, Governance Framework for Capital (ESGFC)

Briefly identify in point form any alignments with key ESGFC components listed below. Use N/A (not applicable) where not proposed in project or TBD (to be determined) when not yet known.

- **CleanBC:**
 - Supports the objectives of CleanBC by incorporating low-carbon, energy-efficient infrastructure within the Centre of Excellence for Culinary Arts.
 - Advances the transition from conventional gas-fired commercial cooking equipment to high-efficiency induction and electrified commercial kitchen technologies, reducing greenhouse gas emissions while improving energy performance, workplace safety and operational efficiency.
 - Incorporates modern demand-controlled kitchen ventilation systems that automatically adjust exhaust and make-up air based on cooking activity, reducing energy consumption while improving indoor air quality and occupant comfort. Integrates upgraded mechanical, electrical and building automation systems that optimize energy performance, improve system reliability and reduce long-term operating costs.
 - Provides students with hands-on experience using the technologies and operational practices that are increasingly becoming the industry standard, including induction cooking, electrified commercial kitchens, energy-efficient ventilation systems and sustainable food preparation methods.
 - Supports workforce development by preparing graduates to implement low-carbon technologies and sustainable operational practices throughout British Columbia's hospitality, tourism and institutional food service sectors.
 - Establishes the relocated JJ's Restaurant as one of British Columbia's premier public teaching restaurants and a demonstration facility for sustainable commercial kitchen design, showcasing innovative building systems and next-generation culinary technologies.
 - Creates opportunities for industry partners, architects, engineers, equipment manufacturers and hospitality operators to observe and evaluate leading-edge commercial kitchen technologies in an operational teaching environment.
 - Reinforces Vancouver Community College's role as a leader in vocational education by ensuring graduates are trained on the equipment, technologies and operational practices that will define the future of the hospitality industry.
 - Supports the long-term decarbonization of British Columbia's hospitality sector by combining sustainable infrastructure investment with workforce development, applied learning and knowledge transfer.
- **Childcare:** N/A
- **Mass Timber:** N/A
- **Electric Vehicle Infrastructure:** N/A
- **Accessibility:** Universal accessibility integrated throughout the project.

Indigenous Reconciliation (*Declaration Act*)

Consistent with the Province's commitments under the Declaration on the Rights of Indigenous Peoples Act (DRIPA), Vancouver Community College has adopted an approach that integrates Indigenous perspectives into the planning, design and long-term operation of major capital projects, rather than treating Indigenous engagement as a discrete consultation activity.

This approach has been demonstrated through the design of the Centre for Clean Energy and Automotive Innovation (CCEAI) and the ongoing Broadway Campus Plan, where collaboration with the Musqueam, Squamish and Tsleil-Waututh Nations has informed project planning, cultural expression, placemaking and the relationship between the campus and the broader community. These initiatives

have established a framework for meaningful engagement that extends beyond the design process to support long-term partnerships and opportunities for Indigenous participation.

The proposed enhancement to the Centre of Excellence for Culinary Arts will build upon this proven approach. The relocated JJ's Restaurant will create opportunities for Indigenous culinary education, traditional and contemporary food programming, food sovereignty initiatives, guest chef residencies, entrepreneurship and community partnerships. Through continued engagement with the Host Nations and Indigenous partners, the project will ensure that Indigenous knowledge, traditions and perspectives are meaningfully reflected in both the facility and its educational programming, contributing to reconciliation while enriching the learning experience for all students.

Project Budget (\$ millions)

Total Project Cost	Provincial Funding	Institution/Partner Contribution
\$ 7.46	\$ 1.46	\$ 6

Cost Estimate: The total project cost of \$7.46 million is supported by an independent Class B Cost Estimate prepared by Hanscomb Quantity Surveyors Ltd., dated July 2026 (revised July 14, 2026). The estimate was prepared in accordance with generally accepted quantity surveying practices and reflects probable construction costs in the Vancouver market based on competitive bidding assumptions. The estimate includes construction contingency, escalation to mid-construction, and food service equipment. Hanscomb identifies the expected accuracy of a Class B estimate as $\pm 10\%$ to $\pm 15\%$, with projects in the current market trending toward the upper end of that range.

Capital Funding Assumptions: The project assumes that the majority of capital funding will be secured through the Government of Canada's Investing in Canada Infrastructure Program, with the Province of British Columbia providing the balance of funding required under the applicable cost-sharing framework. The project has been intentionally structured as an enhancement to the approved Centre of Excellence for Culinary Arts in order to leverage the Province's existing \$36.9 million investment and maximize the return on public infrastructure spending. Integration into the active Construction Management at Risk (CMAR) project minimizes procurement costs, reduces implementation risk and avoids the significantly higher costs associated with delivering the relocation as a future stand-alone project.

Operating Funding Assumptions: The project is a renovation of an existing instructional and restaurant operation and will not result in any incremental operating costs. Ongoing staffing, programming, maintenance and operating expenses are already incorporated within the College's existing operating budget, and no additional operating funding is forecast or requested upon completion of the project.

Institution/Partner Contribution: The Institution/Partner contribution is expected to be funded primarily through the Government of Canada's Investing in Canada Infrastructure Program (ICIP). By integrating this enhancement with the Province's approved Centre of Excellence for Culinary Arts project, the College is seeking to leverage federal infrastructure funding to maximize public investment and reduce the incremental provincial funding requirement.

Project Schedule

Target Business Plan Approval Date	Target Construction Start Date	Target Occupancy Date
April 2027	April 2028	March 2029

Key Timing Assumptions: Because the Centre of Excellence is being delivered through a Construction Management at Risk procurement model, the project team can continue detailed design and cost refinement while federal and provincial funding approvals are finalized. This flexibility allows the relocation of JJ's Restaurant to be integrated into the broader construction program without disrupting implementation of the approved project, reducing schedule risk and maximizing construction efficiencies.

Attachment 2b Project Overview – Routine Capital, Carbon Neutral, & IM/IT Five-Year Capital Plan (2027/28 – 2031/32)

Project Overview				
Institution	Campus	Category	Priority in Category	Program Type
VCC	Broadway	Routine Capital	2 of 3	Facility Asset Renewal
Project Title				
VCC Broadway Campus Roof Replacement				
Brief Project Description				
Replace the aging roofing systems at the Broadway Campus to address deteriorated roof assemblies, prevent water infiltration, and extend the service life of campus buildings. The project will improve building resilience, reduce maintenance requirements, and protect critical teaching and support spaces.				
Project Definition				
Project Scope				
The project includes the replacement of aging roof assemblies across the Broadway Campus where roofs have reached or exceeded their expected service life. Work will include removal of existing roofing systems, replacement of damaged roof substrates where required, installation of new roofing membranes, insulation upgrades, improved drainage, flashings, and waterproofing components. The project will also address localized deficiencies identified through roof condition assessments to improve weather resistance and reduce the risk of leaks and unplanned failures. Construction will be planned to minimize disruption to campus operations while ensuring the long-term protection of college facilities and infrastructure.				
Project Objectives				
Problem/Opportunity: Several roofs at the Broadway Campus have reached the end of their useful life and continue to deteriorate. Recent inspections have identified deficiencies including membrane deterioration, water infiltration, and localized failures that increase maintenance costs and the risk of damage to building systems and instructional spaces. Delaying replacement will result in accelerated deterioration, higher repair costs, and an increased likelihood of service disruptions. Project Objectives: The project will: • Replace roofing systems that have reached the end of their service life. • Eliminate ongoing water infiltration and reduce emergency repairs. • Protect building assets and critical campus operations. • Extend the useful life of the campus buildings. • Improve energy performance through upgraded roof insulation where practical. • Reduce long-term lifecycle maintenance costs.				

Key Risks	
Project Risk(s)	Proposed Mitigation Strategy
Disruption to campus activities	Schedule work during summer months, academic breaks, and off-peak periods.
Unforeseen roof conditions	Complete detailed investigations before construction and maintain appropriate contingencies.
Adverse weather	Sequence construction to minimize exposed roof areas and use temporary weather protection.
Options Considered	
Option 1 – Complete Roof Replacement in a Single Phase (Preferred) The preferred option is to replace all identified Broadway Campus roofs as a single coordinated project. Completing the work in one phase provides the greatest value by reducing overall procurement, design, mobilization, and project management costs while minimizing the total construction duration. A single-phase approach ensures consistency in roofing materials and installation standards across campus, simplifies warranty administration, and reduces the risk of ongoing water infiltration in roof sections awaiting future replacement. It also minimizes disruption to campus operations by consolidating construction activities into one coordinated project rather than recurring disruptions over multiple years. Option 2 – Status Quo (Do Nothing) Maintaining the existing roofs through reactive repairs is not a viable long-term solution. As the roofing systems continue to deteriorate, the frequency of leaks, emergency maintenance, and operational disruptions will increase. Deferring replacement also increases the likelihood of damage to building interiors, building systems, and educational spaces, resulting in higher lifecycle costs and greater risk to college operations.	
Current Situation	
Recent roof condition assessments have identified significant deterioration across several roof sections at the Broadway Campus. Many of the existing roofing systems have reached or exceeded their expected service life and are exhibiting signs of deterioration, localized water infiltration, failed flashings, and aging insulation systems. Although routine maintenance and localized repairs have been undertaken to maintain building operations, these measures are becoming increasingly frequent, costly, and ineffective. The continued deterioration of the roofing systems increases the risk of water intrusion, which can damage building interiors, mechanical and electrical systems, and disrupt teaching, research, and administrative activities. Deferred replacement also exposes the College to higher lifecycle costs, emergency repairs, and potential health and safety concerns associated with moisture intrusion. The Broadway Campus is a critical instructional facility supporting a wide range of educational programs and student services. Protecting these buildings through timely roof replacement is essential to maintaining reliable campus operations and preserving the College's infrastructure assets. A comprehensive roof replacement project is required to address these deficiencies, extend the service life of the buildings, improve building performance, and reduce long-term maintenance costs. Subject to funding approval, the project will proceed through detailed design, procurement, and construction as a single coordinated project to maximize efficiency and minimize overall disruption to campus operations.	
Strategic Alignment	
Institution Priorities	Government Priorities
This project supports Vancouver Community College's commitment to maintaining safe, reliable, and sustainable campus infrastructure while protecting instructional spaces and reducing deferred maintenance liabilities.	The project aligns with the Province's objectives of preserving public infrastructure, extending asset life, improving building performance, and supporting responsible stewardship of public investments. Roof insulation upgrades will also contribute to improved energy efficiency and reduced greenhouse gas emissions where applicable.

Project Budget (\$ millions)		
Total Project Cost	Provincial Funding	Institution/Partner Contribution
\$2,000,000	\$1,900,000	\$100,000
Cost Estimate: Identify if the total project cost is notional or if it is supported by a cost estimate prepared by a qualified industry professional (e.g., quantity surveyor, construction manager, etc.). Identify the date of the estimate (month/year). For construction projects, identify the class of estimate and/or range of accuracy. Capital Funding Assumptions: State any key assumptions, if applicable. Operating Funding Assumptions: Indicate operating funding assumptions for associated educational programming, if applicable (e.g., reallocation of existing resources, new funding sought from government, etc.) Institution/Partner Contribution: Indicate contribution source (e.g. cash, internal loan, partner contribution) and any assumptions. *Note: Provide a detailed project cashflow forecast in Attachment 3: Prioritized Proposed Projects		
Project Schedule		
Target Approval Date	Target Start Date	Target Completion Date
April 2027	May 2027	Sep 2027
Key Timing Assumptions: Describe project timing assumptions, including key milestones such as targeted approvals, anticipated start/end dates, phasing, etc.		

Attachment 2b Project Overview – Routine Capital, Carbon Neutral, & IM/IT Five-Year Capital Plan (2027/28 – 2031/32)

Project Overview				
Institution	Campus	Category	Priority in Category	Program Type
VCC	Broadway	Routine Capital	3 of 3	Facility Asset Renewal
Project Title				
Broadway Campus Podium Waterproofing Renewal Project				
Brief Project Description				
The Broadway Campus Podium Waterproofing Renewal Project will replace the deteriorated waterproofing system and associated podium assemblies at Levels 2 and 4. The project will eliminate water ingress, protect the building structure, extend the asset's service life, and improve the long-term resilience and reliability of critical campus infrastructure.				
Project Definition				
Project Scope				
The project will undertake the complete renewal of the deteriorated podium waterproofing systems at Levels 2 and 4 of Vancouver Community College's Broadway Campus. Construction activities will involve the removal and replacement of the existing waterproofing membrane, insulation, drainage systems, concrete topping, landscape and hardscape finishes, expansion joints, and associated podium components. Any deteriorated concrete or reinforcing steel identified during construction will be repaired as required to restore the structural integrity of the podium. Existing planters will be removed and replaced or redesigned to improve drainage performance and ensure continuity of the waterproofing system. The project will also include restoration of pedestrian walkways, landscaped areas, site furnishings, and other features disturbed during construction. Hazardous materials assessment and abatement, where required, will be incorporated into the project. Construction will be carefully planned and phased, if necessary, to maintain campus operations and minimize disruption to students, faculty, staff, and visitors. Upon completion, the project will provide a modern, durable waterproofing system that eliminates ongoing water infiltration, protects the building structure from further deterioration, and extends the service life of this critical campus asset.				
Project Objectives				
Problem/Opportunity: Recent investigations completed by RJC Engineers confirmed that the waterproofing membrane has deteriorated significantly, with evidence of brittle and cracked membranes, trapped moisture, membrane debonding, and active failures. Ongoing water ingress has resulted in leaks into occupied campus spaces, including the automotive repair area, and has contributed to efflorescence, corrosion of metal components, moisture staining, and deterioration of building materials. Continued moisture infiltration poses an increasing risk to the structural integrity of the reinforced concrete podium slab and may result in more extensive and costly repairs if left unaddressed. Without intervention, the condition of the asset will continue to deteriorate, increasing deferred maintenance liabilities, operational disruptions, and long-term costs to the institution. Project Objectives: The primary objective of the project is to eliminate ongoing water ingress and protect the long-term integrity of the Broadway Campus podium structure through the complete replacement of the existing waterproofing assemblies at Levels 2 and 4. The project will preserve a critical institutional asset by preventing further deterioration of concrete and reinforcing steel, reducing deferred maintenance liabilities, and extending the service life of the building by several decades. In addition, the project will improve the reliability and functionality of campus facilities by protecting instructional, administrative, and support spaces from moisture-related damage and disruption. The project will reduce reactive maintenance requirements, improve operational efficiency, and provide a safer and more resilient environment for students, faculty, staff, and visitors.				

The project also supports VCC's sustainability objectives by implementing modern waterproofing and drainage systems that improve resilience to changing climate conditions and reduce the environmental and financial impacts associated with recurring repairs and premature asset deterioration.

Key Risks

Project Risk(s)	Proposed Mitigation Strategy
Hidden structural deterioration discovered during construction	Include restoration contingency and detailed investigations
Campus operational disruptions	Phase work, schedule activities during low occupancy periods
Escalating construction costs	Advance project promptly and include escalation contingencies
Hazardous materials discovery	Complete hazardous materials surveys during design
Weather-related construction impacts	Schedule work during favorable construction seasons

Options Considered

Option 1 – Phased Podium Waterproofing Renewal (Preferred Option)

A phased replacement of the podium waterproofing system over three years is the preferred approach. Under this option, the north portion of Level 2 would be renewed first, followed by the south portion of Level 2, and finally Level 4. Phasing the work allows construction to be coordinated with the academic calendar, reducing impacts on teaching, learning, and campus operations while maintaining safe access throughout the project. Although the phased approach results in higher overall project costs due to multiple mobilizations, design packages, and construction phases, it provides the most practical solution for completing this complex renewal project while minimizing operational disruption to the College.

Option 2 – Continue with Maintenance and Localized Repairs

Continuing with routine maintenance and undertaking localized waterproofing repairs at areas of active leakage was considered. While this option would require the lowest initial capital investment, it would not address the widespread deterioration of the existing waterproofing membrane. Investigative testing confirmed that the membrane has exceeded its service life and is experiencing failures across multiple areas of the podium. Localized repairs would provide only temporary relief, allowing continued water infiltration, increasing maintenance costs, and placing the underlying concrete structure at risk of further deterioration. This option is not recommended.

Option 3 – Complete Podium Waterproofing Renewal in a Single Phase

Completing the entire podium waterproofing renewal as a single construction project was also considered. While this approach offers the lowest overall lifecycle cost and eliminates the need for multiple mobilizations, it would require extensive construction activities across the entire podium simultaneously. Given that the podium serves as a primary circulation area for students, faculty, staff, and visitors, a single-phase implementation would significantly impact campus operations, require extensive temporary access measures, and potentially disrupt instructional activities and building access for an extended period. For these operational reasons, a single-phase implementation is not considered practical and is therefore not recommended.

Current Situation

Recent investigations completed by RJC Engineers identified significant deterioration of the waterproofing system, including brittle and cracked membranes, moisture trapped beneath membrane layers, membrane debonding, wrinkling, and active failures. Exploratory test pits confirmed failed waterproofing conditions in several locations.

Ongoing water ingress has been reported into occupied spaces below the podium, including the automotive repair area. Evidence of moisture infiltration includes efflorescence, corrosion of metal components, moisture staining, blocked drainage systems, organic growth, and deterioration of building finishes.

Active leakage has been documented since at least 2011, indicating that moisture has likely been penetrating the structure for more than fifteen years. Continued exposure to moisture increases the risk of reinforcing steel corrosion, concrete deterioration, escalating maintenance costs, and future structural repairs.

Without intervention, the condition of the podium structure will continue to deteriorate, resulting in increased lifecycle costs, operational disruptions, health and safety concerns, and potential impacts to instructional spaces and campus operations.

Strategic Alignment		
Institution Priorities	Government Priorities	
The project directly supports Vancouver Community College's commitment to providing safe, reliable, and high-quality learning environments for students, faculty, and staff. By addressing a critical building envelope deficiency, the project will protect teaching, learning, and support spaces from water-related damage and operational disruptions, ensuring that campus facilities remain functional and accessible. The project also aligns with VCC's commitment to responsible stewardship of public assets. By renewing a critical building system before significant structural deterioration occurs, the College will protect its existing infrastructure investment, reduce deferred maintenance liabilities, and optimize the lifecycle performance of the facility. Furthermore, the project supports operational excellence by reducing the need for reactive maintenance and emergency repairs while improving the overall reliability and resilience of campus infrastructure. The renewal of the podium waterproofing system will contribute to a more sustainable and resilient campus capable of supporting future educational needs.	The project aligns with the Province of British Columbia's objectives for preserving and renewing public infrastructure through proactive investment in aging assets. By addressing a critical building envelope deficiency before significant structural damage occurs, the project represents a cost-effective approach to protecting public investments and reducing future capital pressures. The project also supports provincial priorities related to climate adaptation and infrastructure resilience. The installation of modern waterproofing and drainage systems will improve the building's ability to withstand increasingly severe weather events and changing precipitation patterns associated with climate change. In addition, the project contributes to the Province's commitment to supporting post-secondary education by ensuring that students, faculty, and staff have access to safe, functional, and reliable learning environments. Through the preservation of essential campus infrastructure, the project helps maintain the long-term viability and effectiveness of British Columbia's post-secondary education system.	
Project Budget (\$ millions)		
Total Project Cost	Provincial Funding	Institution/Partner Contribution
\$13,360,000	\$12,692,000	\$668,000
Cost Estimate: Identify if the total project cost is notional or if it is supported by a cost estimate prepared by a qualified industry professional (e.g., quantity surveyor, construction manager, etc). Identify the date of the estimate (month/year). For construction projects, identify the class of estimate and/or range of accuracy. Capital Funding Assumptions: State any key assumptions, if applicable. Operating Funding Assumptions: Indicate operating funding assumptions for associated educational programming, if applicable (e.g., reallocation of existing resources, new funding sought from government, etc.) Institution/Partner Contribution: Indicate contribution source (e.g. cash, internal loan, partner contribution) and any assumptions. *Note: Provide a detailed project cashflow forecast in Attachment 3: Prioritized Proposed Projects		
Project Schedule		
Target Approval Date	Target Start Date	Target Completion Date
April 2027	May 2027	Sep 2029
Key Timing Assumptions: Describe project timing assumptions, including key milestones such as targeted approvals, anticipated start/end dates, phasing, etc.		



Foundation

Annual Report

For the year ended March 31, 2026

2025 - 2026 VCC Foundation Annual Report

2025 by the Numbers	3
Letter from Ken Cretney	4
Letter from Moira Gookstetter	5
RBC Boosts Culinary Arts Virtual Reality Programs	6
Anatophage Table Offers a New Look into the Human Body	7
Donor Spotlight: Roxanne Vandale	8
CCEAI Takes Shape	9
Learning Beyond the Classroom	10
Donor Spotlight: Lee Kum Kee	14
2025 Outstanding Alumni Awards	15
Flourish 2026	16
Student Spotlight: Megan Lockwood	18
TD Insurance Expanding Partnerships	19
The Community that Keeps on Giving	20
Giving Tuesday 2025	21
Recognizing Red Seal Trades	22
Donor Spotlight: The Chan-Kent Foundation	23
Board Of Directors	24

We acknowledge that Vancouver Community College (VCC) is located on the traditional unceded territories of the xʷməθkʷəyəm (Musqueam), Skwxwú7mesh (Squamish), and səliłwətał (Tsleil-Waututh) peoples who have been stewards of this land from time immemorial.

2025 - 2026 VCC Foundation Annual Report

2025 by the Numbers

Last year, the VCC Foundation distributed

\$1,118,430

in bursaries, scholarships, and awards to VCC students last year. These funds ease rising living costs and improve access to higher education, allowing students to spend more time focusing on their studies and plans for the future.

Endowment Balance

\$13,208,919

Endowment Donations

\$153,179

Annual & Other Donations

\$2,307,351

Number Of Donors

407

Total Raised

\$2,460,817

With the support of donors like you, we:

Distributed awards and bursaries to

1,103 Students

Distributed

\$1,118,430

in scholarships and bursaries

Distributed

212 Entrance Awards

122 more than last year

Created

25 New Awards

for students

A heartfelt thank you to the donors who created the following new awards this year:

123 Dentist Award
2025/26 VCC Board Leadership Award
Alma VanDusen Bursary
BC Paralegal Association Bursary
Belyea Collins Ingledow Bursary
Bill Hatswell Memorial Award
Bud & Eileen Zakoor Nursing Award
Chelsea Mae Simpson Memorial Award
Counselling Skills Program Award
DMD Family Dental & Ortho Award
Dr. Jane Jae-Kyung Shin VKCSF Award
Dr. Jane Jae-Kyung Shin Family Award
Eco Grant Leadership Award

First Nations Student Award
Forever Grateful Award
Gian Singh Memorial Scholarship
Murray Smith Bursary
Pediatric Dental Group Award
Snow Cap Enterprises Entrance Award
Strathcona Cunningham Bursary
Susan Wells Memorial Award
VCC Accessibility Project Fund
VCC Board Leadership Award
VCC Special Initiatives Fund
VLSA Legacy Award

2025 - 2026 VCC Foundation Annual Report

Letter from Ken Cretney

As Vancouver continues to grow and evolve on the global stage, it is important to recognize the people who keep our communities thriving — the skilled workers, caregivers, hospitality professionals, tradespeople, and innovators whose talents support our economy and enrich daily life. Many of these individuals began their journeys as students at Vancouver Community College.

At VCC, education is more than gaining technical skills; it is about opening doors, building confidence, and creating pathways to meaningful futures. Every day, students arrive with ambition and potential. Through hands-on learning experiences, students gain the knowledge and practical training needed to succeed in rapidly changing industries and communities.

This year, donor support helped to expand transformative learning opportunities for students across the College. From advanced healthcare simulation technology, and virtual reality culinary training, to new clean energy and automotive equipment, students are gaining experience with the tools, technologies, and innovations shaping the workforce of tomorrow.

As Chair of the VCC Foundation Board of Directors, I am extremely grateful for the generosity and commitment demonstrated by our donor community. Your support is helping reduce barriers to education, strengthen access to high-quality training, and empower students to pursue careers that will have lasting impact throughout British Columbia and beyond.

The progress highlighted throughout this report reflects what is possible when a community comes together in support of education. Together, we are helping students build brighter futures while strengthening the industries and communities we all rely on.

Thank you for believing in VCC students and for investing in hands-on, life-changing education.

With gratitude,

Ken Cretney

Board Chair, VCC Foundation



2025 - 2026 VCC Foundation Annual Report

Letter from Moira Gookstetter

In a world that can feel somewhat unpredictable, one thing that we can always rely on is the value of higher education. Part of what makes Vancouver Community College (VCC) so special is that we focus on lowering barriers and increasing access to education so that no one is excluded from learning.

The VCC Foundation plays an integral role in supporting students from all walks of life – from single parents to high school graduates to international students to people who face learning challenges. Our generous community of donors funds student scholarships, as well as a Computer Lending Library, free psychoeducational assessments, and improved access to food programs. We have seen countless students take these opportunities and soar.

Like the VCC student body, the VCC Foundation community of donors is unique and inspiring. Many of you have a personal connection to the school; others simply see the intrinsic value of low-barrier, high-quality education. VCC's next chapter is going to catapult its standing from "diamond in the rough" to a leader in post-secondary education. The new Centre for Clean Energy and Automotive Innovation (CCEAI) will provide students with cutting-edge education in clean energy and other trailblazing programs. We are so excited to support them.

Whatever your inspiration for becoming a donor, thank you for your dedication. We can never know exactly how far your impact will reach, but we know our world is better for it.

With sincere appreciation,

Moira Gookstetter, MA CFRE

Executive Director, VCC Foundation



RBC Boosts Culinary Arts Virtual Reality Programs

RBC is a long-time partner of VCC, investing in advanced teaching tools and trades education. Last year, the VCC Foundation was thrilled to receive a \$100,000 gift from the RBC Foundation towards VCC's Culinary Arts Department's Virtual Reality Butchery program.

The project funding allows VCC to design and implement a suite of VR Butchery teaching modules, offering students a comprehensive curriculum in beef, poultry, lamb, and fish butchery. These modules provide students with new learning opportunities, while saving on materials, ingredients, and time.

"This innovative program is redefining culinary education and preparing students with cutting-edge skills that we know employers are actively seeking," said Rebecca Pang, RBC Regional Vice President of Commercial Financial Services. "By supporting VCC in their efforts to nurture talent and provide the tools necessary for success, we're building a foundation that strengthens our communities and workforce."



VCC Culinary Arts student using a Virtual Reality headset.

2025 - 2026 VCC Foundation Annual Report

Anatomage Table Offers a New Look into the Human Body

VCC continues to revolutionize healthcare education by embracing innovative technologies that improve student preparedness for their future careers.

With the support of the VCC Foundation and a contribution from a private family foundation, VCC recently acquired an Anatomage Table. This cutting-edge tool offers immersive, interactive 3D visualizations that allow students to explore detailed anatomy and the inner workings of the human body. Students can perform virtual dissections, learn about intricate internal systems, and explore hundreds of real 3D patient cases, from the convenience of a VCC classroom.

"When I first came to VCC, I thought it would be a traditional learning environment – learning from textbooks or videos. But it was completely different," said Stephen, a Nursing student.

"Improving healthcare education is one of the most effective ways to enhance patient care," says Jo-Ellen Zakoor, Dean of Health Sciences, VCC & lead of B.C.'s Health Student Practice Education Simulation Strategy. "At VCC, health science programs are taught by our expert instructors using a combination of classroom theory, laboratory skills, health simulation, and clinical experiences."

VCC is the first community college outside of Ontario to offer this teaching tool to students with courses in anatomy and physiology.



VCC's Maria Pineda, Denso Uy, Dinesh Krishnan, and Dustin Chan demonstrating the new Anatomage Table.

A Record-Breaking Year for VCC Student Awards

Every donor or organization that creates an award for VCC students has a story to share. From former students to industry leaders to family members honouring a loved one—each pays the gift of education forward.



Donor Spotlight: Roxanne Vandale

At 56 years old, Roxanne Vandale embarked on a new chapter to pursue a Certificate in Office Administration from VCC. Early in her journey at the College, Roxanne became involved in the VCC Indigenous Gathering Space and began supporting fellow students in the role of Indigenous Cousin. Now as an advisor, she helps organize workshops and events to share culture, decolonize education, and reclaim spaces to see, hear, and value Indigenous voices and experiences.

Roxanne also started the Chelsea Mae Simpson Memorial Award to honour her late daughter and Indigenous students who demonstrate resilience and commitment to learning. In this way, she has come full circle from 2023 when she won an award from VCC, while being cheered on by the Indigenous Education and Community Engagement department.



Roxanne Vandale, student recipient Jason Wilson, and VCC President & CEO, Ajay Patel.

Centre for Clean Energy and Automotive Innovation Takes Shape

The Centre for Clean Energy and Automotive Innovation (CCEAI) is the exciting catalyst project for VCC's Campus Plan. Currently under construction at the Broadway Campus, the new building will help evolve VCC's long-term vision and help transform the Great Northern Way corridor for the surrounding communities.

Students at the CCEAI will prepare for careers in high-demand clean energy fields, as well as creative programs like Jewellery, Fashion & Design, CAD and BIM, and Graphic Design. From inspiring new classrooms and labs, the CCEAI will support BC's strategic workforce development toward training, labour market, and environmental goals for a clean and sustainable future for generations to come.

With a tentative opening date for classes in spring 2028, the VCC Foundation has been building partnerships with lead donors to support the building, technology, and students long-term.

The CCEAI's design is inspired by Knowledge Keeper sessions with representation from Musqueam, Squamish, and Tsleil-Waututh Nations. The building incorporates elements of the land, water, and the canoe, and honours the spiritual significance of the area.



Learning Beyond the Classroom

At VCC, some of the most exciting learning takes place outside of the classroom, in factories, street markets, and historic regions that inspire students to dream big. Last year, the VCC Foundation was proud to support several field trips both near and far.

Baking & Pastry Students Taste Sweet Opportunities

With support from the VCC Foundation, students from VCC's Baking and Pastry Arts visited the iconic [Rogers Sugar](#) building in East Vancouver.

The students were treated to a factory tour and conversations with industry professionals who helped deepen their understanding of the baking process. The party next visited [Rise Baking Lab](#), a Chilliwack institution that specializes in bakery consulting and classes. Students met successful bakers in the industry and were inspired to see new and exciting career pathways available after completing their VCC education.

"Beyond the learning experience, we had a great time engaging in lively and meaningful discussions about bread and baking overall," said June Lee, RSE, Program Assistant, Baking & Pastry.



VCC Baking & Pastry students in front of a wall of sugar at Rogers Sugar.

È Così Delizioso!

VCC partners with ALMA, the School of Italian Culinary Arts based in Colorno, Italy, to promote cultural exchange and enhanced learning opportunities for students. And last year, two VCC Culinary Arts students, Alice and Karen, won the classroom “Rio Mare” cooking competition. They earned a spot in a “Like an Italian” course at ALMA, as well as a Barrett Family Foundation scholarship that supported their trip.

“Our instructors showed us how geography, ingredients, and tradition define Italian cuisine. From risotto to regional cheeses, every dish told a story—and made me reflect on my own roots. As a new immigrant to Canada, the experience inspired me to honour Cantonese food traditions while exploring how to combine them with B.C.’s incredible local ingredients, like spot prawns and Dungeness crab.”

Karen

“I gained an appreciation for the deep respect and pride Italians hold for their culinary traditions. I learned firsthand that great cooking isn’t just about technique—it’s about understanding the history, culture, and details behind every dish, starting with the careful selection of ingredients.”

Alice



VCC Culinary Arts students Karen and Alice in Italy.

From Textbooks to Textiles on the Silk Road

The best way to understand fabrics is to experience them in person, and that's exactly what two VCC Fashion students got to do on a field trip through the Silk Road in Vietnam. Oceana Sam and Sonja Ledoux received \$1,000 scholarships to participate in an international experience collaborating with local businesses on upcycling, traditional textiles, and ethical design.

"Having the opportunity to see another country's textile industry is invaluable knowledge that will strengthen the students' perspective and employability. Bringing back stories and pictures to share with their classmates allowed everyone to gain from their experience overseas."

Sarah Murray, VCC Program Coordinator, Fashion and Creative courses



From left to right: VCC Fashion students Sonja Ledoux and Oceana Sam with new friends in Vietnam.

Golden Opportunity in Macau

In September last year, the VCC Foundation hosted the second annual FEAST!, VCC's Asian Culinary Arts program fundraiser presented by Scotiabank. The event welcomed nearly 100 esteemed guests to VCC's JJ's Restaurant, where diners and sponsors raised \$58,580 over a five-course meal, all while celebrating 50 years of Asian Culinary Arts at VCC.

The event supported VCC Asian Culinary Arts alumni Junhao Li and Shaoyi Sun at the International Chinese Chef Master Competition in Macau to represent Canada on the world stage. Their innovative dishes, technical skill, and teamwork earned them a gold medal, reflecting the high-quality training provided by VCC's Asian Culinary Arts program.



VCC Asian Culinary Arts alum Junhao Li and Shaoyi Sun assemble their gold medal-winning dishes.

Donor Spotlight: Lee Kum Kee

Lee Kum Kee was established in 1888 when its founder Mr. Lee Kum Sheung invented oyster sauce in Nanshui, Zhuhai, Guangdong Province of China. The company has since become an international household name, and the VCC Foundation is grateful for their growing commitment to students in VCC's Asian Culinary Arts program.

With exciting advancements coming to VCC's Baking and Culinary programs and infrastructure, we look forward to an exciting partnership, educating the next generation of chefs.



The Lee Kum Kee table at 2026 Flourish.

2025 Outstanding Alumni Awards

Each VCC alum achieves something exceptional as they earn their credentials and go on to make a difference in their lives and communities. Their inspiring stories, dedication, and community impact carry forward VCC's proud legacy.

Congratulations to the 2025 Outstanding Alumni Award recipients!

Cathy Larson | *Career Success*

Elder Dee George | *Honorary Alumna*

Mike Steele and Ernesto M. Reyes | *Community Contribution*

Andrew George | *Lifetime Achievement Award*

Camille Francisco | *One to Watch*



Outstanding alumni left to right: Ernesto M. Reyes, Andrew George, Elder Dee George, Cathy Larson, Mike Steele and Camille Francisco.

2025 - 2026 VCC Foundation Annual Report

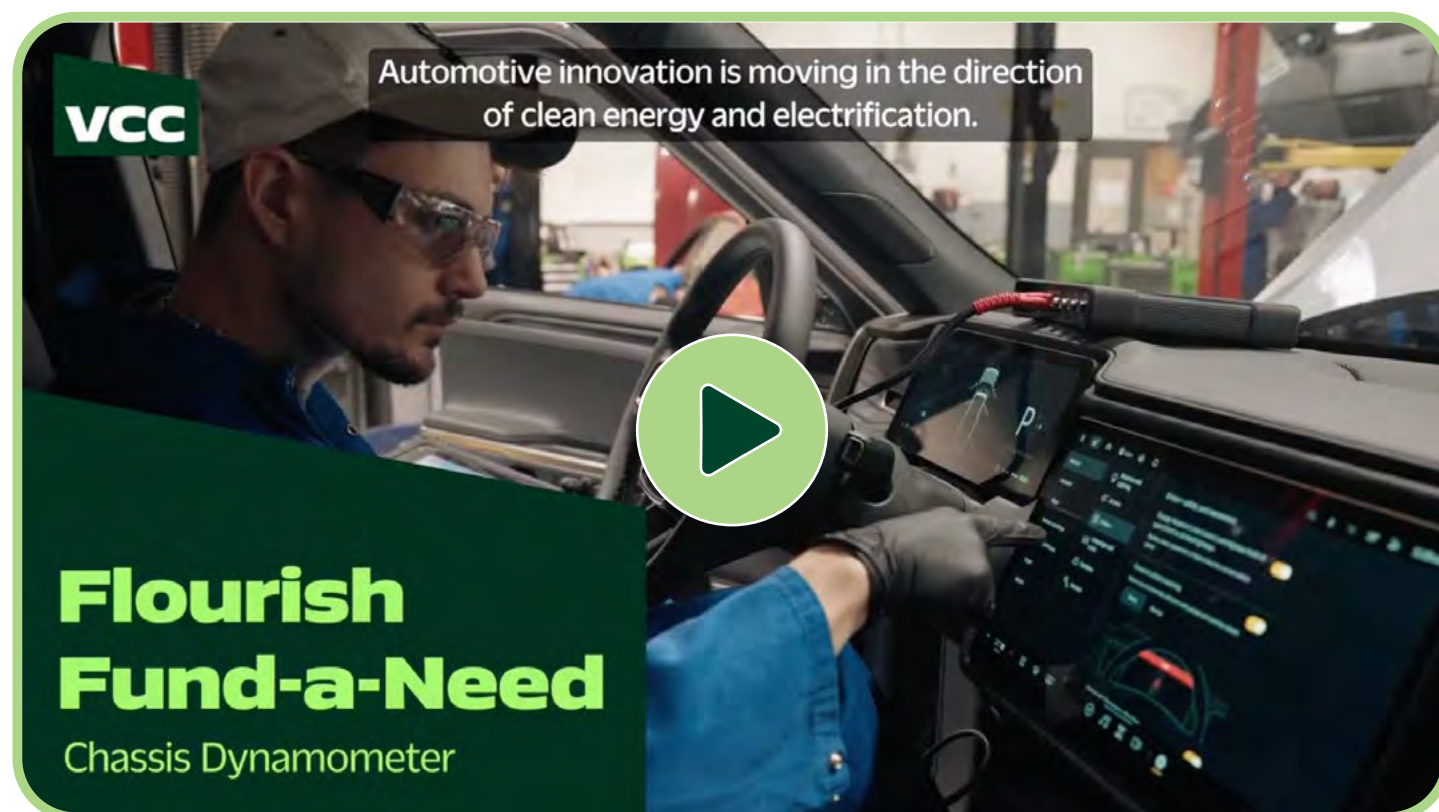
Flourish 2026

2026 Flourish brought the VCC community together for an unforgettable evening, raising an incredible, record-breaking \$267,000 in support of VCC students.

Guests enjoyed exceptional culinary creations and explored stations from programs across the college, including Automotive, Health Sciences, Esthetics, Baking & Pastry, Science, Jewellery, Fashion, and Design. The night highlighted the creativity, skill, and hands-on learning that define the VCC experience.

This year's proceeds will support the purchase of a Chassis Dynamometer for VCC's automotive area, strengthening hands-on training as the college prepares to open its Centre for Clean Energy and Automotive Innovation in 2027. The new equipment will give students experience with industry standard tools, including those compatible with electric vehicles, while also supporting applied research opportunities for local businesses.

Watch the VCC Fund a Need 2026 Video



2025 - 2026 VCC Foundation Annual Report

Flourish 2026



Student Spotlight: Megan Lockwood, VCC Automotive Technician Student

“As a woman in the trades, I just have to say—it’s exciting. Trades have traditionally been male-dominated spaces, but that’s changing. Being part of that shift feels empowering. Every time I walk into the shop, I know I’m not just building a career—I’m also helping show that there is space for everyone in the trades.”

What I love most about attending VCC is how this education opens doors. This course isn’t just about becoming a technician—although that’s definitely the goal—it’s about creating opportunities. There are so many pathways in the automotive industry: advanced diagnostics, specialty certifications, leadership roles, and even owning a business one day. VCC doesn’t just prepare us for a job; it prepares us for a future.”

Megan Lockwood, VCC Automotive Technician Student



Megan Lockwood, VCC Automotive Technician Student, sharing her story at 2026 Flourish.

2025 - 2026 VCC Foundation Annual Report

TD Insurance Expanding Partnerships

The VCC Foundation's community partnerships succeed because of a shared interest in supporting students and alumni, and every partnership brings something special to the VCC experience.

TD Insurance has long been an Affinity Partner for VCC graduates, helping alumni access preferred insurance rates on car, home, condo, and tenant coverage; they also sponsor the VCC Outstanding Alumni Awards. In 2026, TD Insurance became a key Flourish sponsor, providing an opportunity for TD Insurance to introduce its small business insurance products to the VCC community—an offering that aligns well with many of VCC's entrepreneurial alumni and graduates entering the workforce.

Support generated through the partnership with TD Insurance is reinvested directly into programs, awards, and initiatives that help students thrive during their studies and build successful careers after graduation.

The VCC Foundation's impact is made possible through the generosity and commitment of partners like TD Insurance and the many organizations that share our belief in the power of education. Together, we are creating brighter futures for VCC students and the communities they will serve.



TD Insurance AVP of Relationship Management, Max Stiles, VCC Foundation Executive Director, Moira Gookstetter, TD Insurance Western Canada Market Lead, Amy Desender, TD Insurance National Sales Support Manager, TaeHee Kim, and VCC President & CEO, Ajay Patel.

The Community that Keeps on Giving

The 2025 VCC Foundation Annual Recognition Event brought the donor community together to shine a spotlight on the generosity, dedication, and vision that make a difference for VCC students every single day.

It was inspiring to gather at the Broadway Campus with so many leaders, donors, and supporters – each playing a part in empowering students and building a stronger future.

Guests shared stories, ideas, and a look into the exciting plans for VCC. The VCC Foundation extends sincere thanks to everyone who continues to champion education, opportunities for students, and progress in our communities.



Attendees at the 2025 VCC Foundation Annual Recognition Event.

2025 - 2026 VCC Foundation Annual Report

Giving Tuesday 2025

VCC's food programs are designed to improve food security for students with low-barrier access to food and snacks. Snack Shacks are currently installed in five VCC departments: Design & Esthetics, Health Care, Jewelry Design, Culinary Arts, and Adult Basic Education Upgrading. Vouchers are also available for students to use at VCC food outlets like the cafeterias and Siefferts Market.

Thanks to this community's generous support and a matching fund, this year's Giving Tuesday campaign raised over \$45,000 to expand VCC's food programs.

"At VCC, real learning for real change means responding to the real challenges students face. Rising living costs have made food insecurity a growing barrier to success, and no student should have to choose between eating and learning. Through this campaign, we're nourishing learning by ensuring every student has the support they need to thrive—in class and in life."

Reba Noel, Associate Director, Student Recruitment & Learner Engagement

Watch the VCC Giving Tuesday 2025 Video



Recognizing Red Seal Trades

Last year, the VCC Foundation celebrated the achievements of VCC's trades alumni at the Red Seal Recognition event. This bi-annual event honours students who earned Canada's prestigious Red Seal certification, a national standard of excellence in skilled trades. VCC offers Red Seal certification in culinary arts, baking and pastry arts, hair design, auto collision, auto service, and heavy mechanical trades.

The event was held at the VCC Broadway Campus and featured inspiring remarks from Minister of Post-Secondary Education and Future Skills, Hon. Jessie K Sunner, MLA Joan Phillip, Vancouver city councillors Sean Orr and Sarah Kirby-Yung, and VCC alum and Red Seal chef Andrew George. Our sincere gratitude to SkilledTradesBC for supporting accessible pathways to certification, and to TD Insurance for sponsoring the celebration.

Watch the VCC Red Seal Recognition 2025 Video



Donor Spotlight: The Chan-Kent Foundation

The Chan-Kent Foundation supports students in fashion, textiles, and design across B.C., promoting innovation, sustainability, and craftsmanship through bursaries. The Foundation was established in 1964 to honour Charles and Toy Chan-Kent and their commitment to education. Charles was the founder of Aero Garment Ltd., one of Western Canada's largest garment manufacturers.

The VCC Foundation is grateful for our ongoing relationship with the Chan-Kent Foundation and for the generous support they offer students. We look forward to future collaborations that help foster Vancouver's thriving fashion and design industries.



Bob Chan-Kent, Marissa Chan-Kent, and VCC President & CEO Ajay Patel

VCC Foundation Mission

Together with Vancouver Community College, alumni, and an engaged donor community, the VCC Foundation enhances access to practical, progressive, and impactful education.

VCC Foundation is a registered charity and works together with individual donors and industry partners to build rewarding relationships.

Board Of Directors

Ken Cretney , <i>Chair</i>	Brett Maerz
Peter Van Dyke , <i>Treasurer</i>	Pehlaj Malhotra
Mark Andrew , <i>Secretary</i>	Alister R. Mathieson
Libby Davies	Kay Wong-Alafriz
Zoran Kovacevic	Joyce Yip

VCC Representatives

Moira Gookstetter, *Executive Director, VCC Foundation*

Ajay Patel, *President & CEO*

Colin Zou, *VCC Board of Governors*

"Thank you for believing in students like me. Thank you for investing in education and in the trades. And thank you for helping us build not just careers, but confident and capable futures."

Megan Lockwood,
VCC Automotive
Technician student



Vancouver Community College Foundation
1155 East Broadway, Vancouver, B.C. V5T 4V5
give@vcc.ca | 604.871.7067

Charitable Tax Number: 119282846 RR0001

This document was visually designed by Yvonne Olivotto, VCC graduate of the Graphic Design program.



DECISION NOTE

PREPARED FOR: Board of Governors Public Meeting

DATE: September 28, 2026

ISSUE: **RECOMMENDATION FOR APPROVAL:**
VCC Institutional Accountability Plan and Report,
2025/26 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.

DISCUSSION:

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, 2025-26 Reporting Cycle.

ATTACHMENTS:

APPENDIX A - VCC Accountability Plan and Report 2025-26 Key Updates

APPENDIX B - VCC Accountability Plan and Report 2025-26 Reporting Cycle

PREPARED BY:

Shaun Wong, Senior Research Analyst, Institutional Research

DATE:

September 28, 2026

ADDITIONAL RESOURCES:

[2024-25 IAPRs - BC Post-Secondary Institutions](#)
[Truth & Reconciliation Commission Calls to Action](#)



**Vancouver
Community
College**

VCC Institutional Accountability Plan and Report

2025 – 2026

Land acknowledgement

We acknowledge that Vancouver Community College (VCC) is located on the traditional unceded territories of the x^wməθk^wəyəm̓ (Musqueam), Sk̓wx̓wú7mesh Úxwumixw (Squamish), and səlilwətał (Tsleil-Waututh) peoples who have been stewards of this land from time immemorial.



Hon. Jessie Sunner
Minister of Post-Secondary Education and Future Skills

Parliament Buildings
Victoria, B.C.
V8V 1X4

Dear Minister Sunner,

On behalf of Vancouver Community College, we are pleased to submit our 2025-2026 Institutional Accountability Report, which reflects our deep commitment to supporting the goals of British Columbia's post-secondary system.

Since 1880, Vancouver Community College has played a central role in British Columbia's public post-secondary education system. That legacy of adaptation continues to guide us as we navigate current financial challenges and work toward a sustainable future while providing programming aligned with the Government's mandate. Our approach is anchored in resilience and flexibility, with a clear commitment to remaining responsive to workforce and economic needs. Financial sustainability is not a standalone objective at VCC; it is embedded in how we design programs, deploy technology, steward our campuses, and support learners.

VCC continues to advance its Strategic Innovation Plan with a focus on our key priorities: Academic Innovation, Campuses of the Future, Empowered People and Inclusive Culture, Engaged Communities, and Operational Excellence. This report highlights our efforts to strengthen pathways to education and employment, support student well-being and success, respond to labour market needs, and foster inclusive learning environments. We remain committed to reconciliation, equity, accessibility, and community engagement while preparing students with the skills needed to contribute to British Columbia's social and economic prosperity.

This past year, we continued to enhance and renew programs to align with emerging workforce demands across health care, education, hospitality, business, and the skilled trades. We expanded dual-credit opportunities for high school students, strengthened simulation-based learning in health sciences, launched new pathways for adult learners and English language learners, and advanced



curriculum renewal across numerous programs. Our students continue to benefit from hands-on learning opportunities through clinical placements, practicums, industry partnerships, and public-facing services that support communities while providing real-world experience. These initiatives reflect our focus on student success and building a skilled, adaptable workforce for British Columbia.

We are dedicated to reducing barriers to education and advancing Indigenization throughout the college. This includes embedding Indigenous perspectives across curriculum, developing culturally safe learning environments, and strengthening partnerships with Indigenous communities and organizations. We continue to invest in mental health and well-being initiatives that support students and employees alike, recognizing that belonging, inclusion, and wellness are essential to success in education and employment.

Putting people first

- VCC serves more than 13,000 students annually and continues to provide accessible pathways to education for learners from diverse backgrounds and life experiences.
- VCC students reported high levels of confidence in achieving their academic goals, with strong satisfaction rates across domestic, international, Indigenous, and disability-identified student groups.
- VCC's Upgrading Hub supported more than 200 learners pursuing Adult Basic Education and English language pathways, achieving a 76 per cent enrolment success rate.
- VCC's annual mental health and well-being survey found that 84 per cent of employees know where to access mental health supports and 79 per cent believe emotional health and well-being are a priority at the college.
- In spring of 2025, 16 leaders graduated from the second cohort of Lead-In – VCC's leadership development program. The program runs for 12 months and includes topics such leadership fundamentals, governance in post-secondary, decolonizing leadership, change management, and strategic thinking.
- VCC continues to invest in employee development through mentorship opportunities, professional learning initiatives, and wellness programming that foster engagement, inclusion, and growth.

Equity, anti-racism, and lasting and meaningful reconciliation

- VCC remains one of British Columbia's leading providers of education and employment training for students with disabilities, including programs supporting learners who are visually impaired, Deaf and hard of hearing, and those with cognitive disabilities.

- VCC received grant funding for a Community Adult Literacy Program to deliver literacy programming for Indigenous learners in partnership with the Vancouver Aboriginal Friendship Centre Society.
- VCC introduced a Cultural Safety and Indigenous Holistic Health Equity course across all Health Sciences programs to support culturally responsive care and advance the Truth and Reconciliation Commission's (TRC) Calls to Action.
- VCC established the Broadway Campus Story Booth as a dedicated space for Indigenous storytelling, supporting the sharing of oral histories, reflections, and creative expression, and reinforcing Indigenous traditions of knowledge transmission through voice and story in a contemporary format.
- VCC continues to embed Indigenous perspectives, decolonizing practices, and land-based learning opportunities throughout employee development and curriculum renewal initiatives.
- VCC was recognized by Open Door Group as a leading large organization for workplace accessibility and inclusion, with 35 per cent of employees self-identifying as having a disability.
- VCC's annual well-being survey found that 83 per cent of students agree that VCC values diversity and inclusion.

A better future through fighting climate change

- VCC continues to advance planning and development for the Centre for Clean Energy and Automotive Innovation, now in Phase 2, which will support training for the low-carbon economy and future workforce needs.
- VCC is incorporating sustainability principles into program renewal activities, including responsible sourcing, waste reduction, and environmentally responsible practices in hospitality and culinary education.
- VCC continues to expand opportunities for students to engage in community-based learning initiatives that support sustainable practices and local food systems.

A strong, sustainable economy that works for everyone

- VCC delivers nearly 150 programs designed to address workforce needs across British Columbia and continues to achieve strong graduate outcomes, with 97 per cent of diploma and certificate graduates participating in the labour force.
- VCC expanded dual-credit opportunities in Health Care Assistant and Medical Laboratory Assistant programming, creating earlier pathways into high-demand health careers.

- VCC strengthened simulation-based learning across Health Sciences programs, including the addition of a dedicated Simulation Educator and expanded use of virtual reality learning experiences.
- VCC's Practical Nursing, Health Care Assistant, Occupational Physical Therapist Assistant, and Bachelor of Science in Nursing programs maintained or achieved important accreditation and recognition milestones, supporting the province's health workforce priorities.
- VCC completed significant curriculum renewal initiatives across health sciences, hospitality, business, language studies, and accessibility programming to ensure graduates are prepared for evolving labour market demands.
- VCC continues to work closely with employers, industry partners, health authorities, Indigenous organizations, school districts, and community agencies to ensure programs remain relevant, responsive, and aligned with provincial priorities.
- Two Asian Culinary Arts students won gold at the 2025 Macau International Master Chefs Competition.
- Team VCC won seven medals at the 2025 Skills Canada competition.
- VCC students and graduates contribute to key sectors of British Columbia's economy, including health care, early childhood education, hospitality, skilled trades, business, technology, and community services.

This report highlights the progress we have made over the past year and reinforces our commitment to providing accessible, high-quality education that serves the needs of learners, communities, and employers across the province. We thank the Government of British Columbia for its ongoing leadership and collaboration as we continue working together to build a stronger, more inclusive, and prosperous future for all British Columbians.

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 2025/26.

Sincerely,



Jeffrey Yu
Chair
VCC Board of Governors



Ajay Patel
President and CEO
Vancouver Community College

Contents

Land acknowledgment	2
Letter to the Minister	3
Institutional overview	8
Program offerings	38
Mandate letter	94
Financial information	117
Appendix A - Performance measure results	118
Appendix B - Report: Lasting and meaningful reconciliation	129



Institutional overview

Our vision statement

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

VCC is proud to inspire a new generation of students to discover their passions, gain essential skills, and learn what it takes to succeed in a competitive workforce. With over 13,000 registered students, 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 a 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 locally, and from all over the world, 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 54% of VCC's student body indicating "hybrid learning" as the preferred way to access programming, we also understand that students are pursuing learning pathways that complement their lifestyles, and we are well-equipped to accommodate them.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 56% of the student body that indicated that they chose VCC because of the specific program they wanted, 96% of them are confident that they will achieve their educational goals at VCC. 90% 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 2026

² VCC Annual Student Survey, March 2026

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.'s current and future workforce.

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 to increase domestic enrolment, student diversity, implement policies around Indigenization, and work towards creating a safe and inclusive environment for our students.

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

During 2025/26, Vancouver Community College advanced the next phase of planning for renewal of its Broadway campus through the City of Vancouver's policy statement process. This work builds on the conceptual planning, feasibility analysis, and campus development work completed in 2024, which confirmed the potential to support long-term academic renewal through a combination of new institutional space and complementary mixed-use development.

Institutional overview (cont'd)

In 2025/26, the college worked with its consultant team and City staff to develop a more detailed site-specific policy framework that will guide future rezoning and phased redevelopment of the campus.

The work undertaken during the year focused on refining guiding principles and an emerging framework for land use, mobility, public realm, and built form. This included consideration of how future redevelopment can support renewal of VCC's institutional facilities, preserve opportunities for future academic expansion, improve campus accessibility and connectivity, and introduce complementary uses, including housing, in a manner aligned with the Broadway Plan, Vancouver Plan, and transit-oriented development objectives. The policy context for the site recognizes the Broadway campus as a large and unique site within the Creative District and supports its continued evolution as a hub for learning, innovation, and community activity serving both students and the broader community.

A key feature of the planning approach in 2025/26 was VCC's commitment to Indigenous engagement and reconciliation. Outcomes from engagement with Host Nations were identified as a direct input into this phase of work, alongside VCC's campus vision, sustainability goals, and input from faculty, staff, students, and other interest holders. The emerging guiding principles include advancing reconciliation with xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh (Squamish), and səliłwətał (Tsleil-Waututh) Nations, as well as urban Indigenous peoples. Planning materials also emphasized the cultural and historical significance of the site, including its connection to Skwachàys, China Creek, and the False Creek watershed, and identified opportunities for Indigenous placemaking, storytelling, and public realm design that honour land, water, memory, and place.

In March 2026, the college participated in two working sessions with the City of Vancouver to help advance the policy statement process. The March 11 session focused on mobility and public realm considerations, including campus connectivity, pedestrian circulation, transit access, open space opportunities, public realm quality, and opportunities to strengthen links to adjacent parks and the broader public realm network. The materials also explored how future redevelopment could advance the Cultural Ribbon and incorporate blue-green infrastructure and urban forest considerations. The March 12 session focused on land use and built form, reviewing the site's policy context and exploring how future redevelopment could balance academic renewal, housing opportunity, urban design, and long-term financial sustainability. Together, these sessions helped refine the emerging framework that will shape future policy directions for land use, density, urban design, transportation connections, public space, and community benefit.

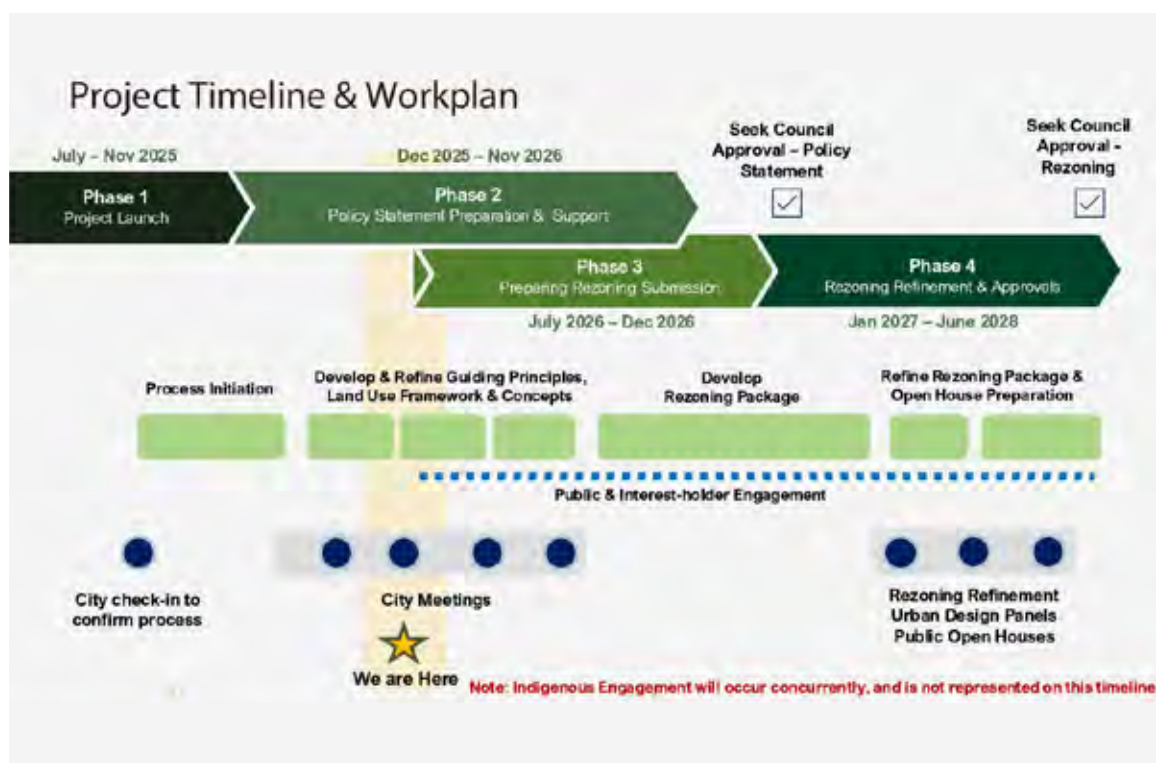
Institutional overview (cont'd)

The policy statement process is expected to continue through 2026 and, once completed, will provide the basis for a future rezoning application and phased implementation of the Broadway campus redevelopment plan.

Policy statement and rezoning application work is being led by Urban Strategies Inc. with support from Francl Architects and Avison Young together with a team of consultants providing required inputs in areas ranging from transportation to environmental assessment. Consulting companies currently engaged include:

Aplin & Martin	Civil engineering
Underhill	Surveyors
Diamond Head	Arborist
LDR Engineering	Building envelope consulting services
Metro Testing	Geo Tech Assessment
Stantec	Transportation consulting services
PFS	Landscape consultant

Further procurements are underway for mechanical, electrical and structural engineering services. The anticipated project timeline is shown below.



Institutional overview (cont'd)



VCC and the economic outlook for British Columbia

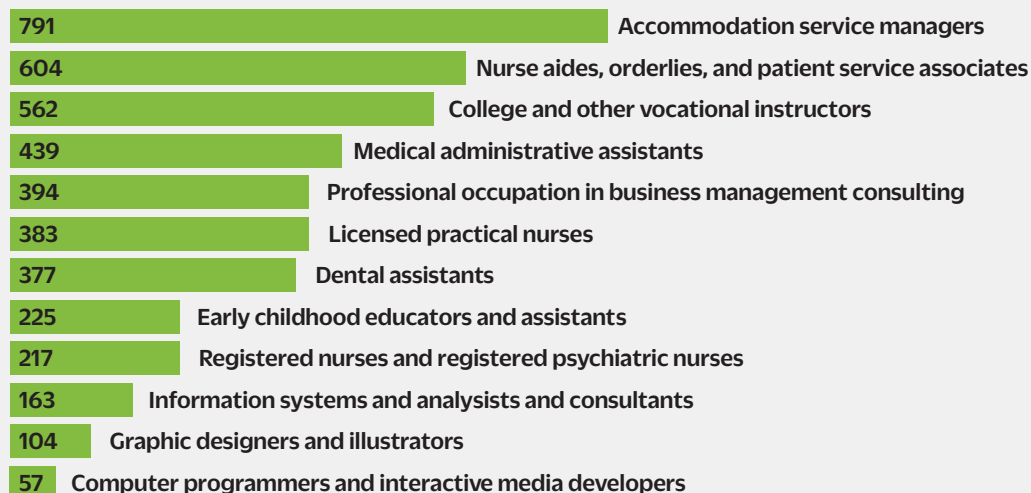
Vancouver Community College plays a significant role in contributing to the labour market in British Columbia. VCC's commitment to providing practical, innovative, and hands-on education make it a crucial institution for individuals seeking to acquire the skills and training needed to succeed in today's 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



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.

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%).⁵

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.⁵ 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 of VCC students by first language:

	School work affected by a disability	School work not affected by a disability
Confidence in achieving educational goals at VCC	83%	94%
During the past two years, worked at a job related to current program	35%	48%

Source: VCC Annual Survey March 2026

⁴ BC Labour Market Outlook 2024 Edition

⁵ ASE Student Transitions Project

2025-26

Student Demographics

VCC


60% female **37%** male
2.3% prefer not to answer **1%** non-binary

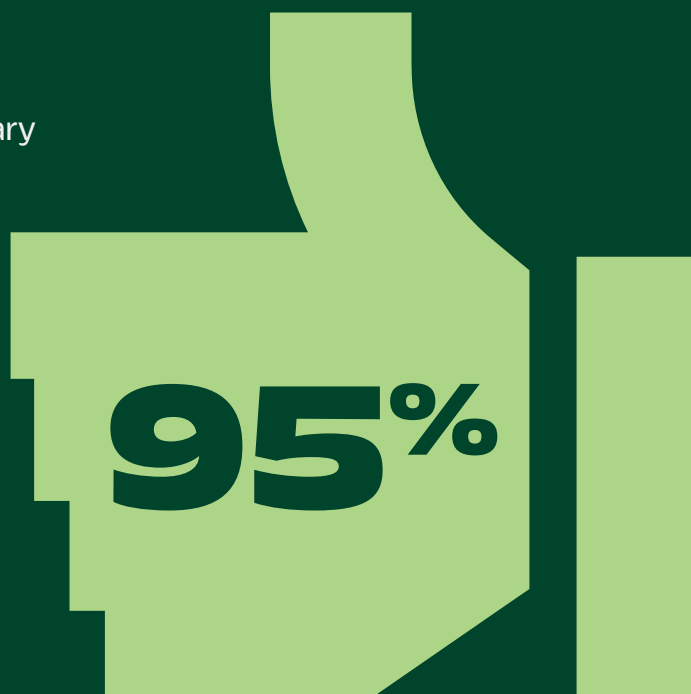
141 countries represented

412 Indigenous students enrolled*

A over **50** languages spoken



31 Domestic student average age
26 International student average age



satisfied with quality of instruction†

* Student Transitions Project (STP) Fall 2025 submission

† 2025 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, students who reported already having a bachelor's degree or higher, 66% completed their education outside of Canada, while 34% 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)

66%

Students who completed their education outside Canada

34%

Students who completed their education within Canada

Source: VCC Student Survey March 2026

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, 60% of respondents to the 2026 Annual Student Survey reported supporting one or more dependents – highlighting the need for flexible, supportive, and accessible programming.

VCC students supporting dependents

60%

Supporting 1 or more dependents

40%

No dependents

Source: VCC Student Survey March 2026

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 designed 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	58%	61%	74%	77%
High level of confidence in achieving academic goals at VCC	94%	83%	91%	94%
Main educational goal is to complete a specific VCC program, have a job right after the program, or for self-improvement and enjoyment	71%	52%	66%	61%
"Excellent" or "Good" ratings of VCC's services *	71%	73%	88%	81%
"Aware" or "Fully Aware" of employment opportunities related to current VCC program **	69%	46%	57%	57%

Source: VCC Student Survey March 2026

* "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 2026, VCC continues 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 *	92%	92%	97%	97%

Source: VCC Student Survey March 2026

* 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, 81% 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.

Students' 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	82%
Students who indicated that they have a disability	78%
Students who identify as Gay, Lesbian, Bisexual, Pansexual, Asexual, Queer, or Two-Spirit	74%
Students who identify as Black, East Asian, Indigenous, Latin American, Middle Eastern, South Asian, or Southeast Asian	84%

* 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 (2026)

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	38%	62%
Students who indicated that they have a disability	50%	52%
Students who identify as Gay, Lesbian, Bisexual, Pansexual, Asexual, Queer, or Two-Spirit	60%	28%
Students who identify as Black, East Asian, Indigenous, Latin American, Middle Eastern, South Asian, or Southeast Asian	31%	68%

** 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 (2026)

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 2025

Over 550 employees participated in VCC's annual employee appreciation and engagement day on October 30th, 2025. The theme for this year's event was "Care, Connection, Community." To help VCC move forward with compassion, commitment and purpose, we honoured the essence of VCC's vitality – the moments of care, meaningful connection, and the shared sense of community that allow VCC to thrive. Through laughter, heartfelt conversations and inspiring stories, participants were reminded of VCC's collective compassion, commitment, and purpose.

There were many opportunities to connect through learning and activities throughout the day. Workshops included Indigenous Vocalizing, Online Safety: Practical Everyday Habits to Protect your Data, Money Mindfulness, Retirement Planning, Deferred Savings Plan for Support Staff, Mission Possible, Together We Can: Addiction Recovery, Ergonomics 101: Optimizing Wellness in the Hybrid Workplace, Language Contextuality, Cooking, Tai Chi, and Chair Yoga.

Winter socials

In December 2025, 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 2025, 44 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 bi-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.

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 ongoing 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 Indigenization & decolonization, mental health and well-being, communication skills, accessibility, and equity, diversity & inclusion.

Institutional overview (cont'd)

Learning 4 Life

This program provides resources and events for all employee groups. The 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:

Accessibility Bites: PDF Documents
Post-Secondary Fairness in Practice
Students' Career Readiness: It Takes a Village
Empowering Marginalized Higher Education Students
Engaging with Different Viewpoints and Beliefs
Mind the Gap: Understanding Gender
Building Resilience in Uncertain Times
Introduction to Territorial Acknowledgements
De-Escalation Training
BC's Digital Learning Strategy Forum
Building Inclusive Educational Spaces
Talking Trees Tour: An Indigenous Land-Based Learning Opportunity

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 2025, 16 leaders graduated from the second cohort of Lead-In – VCC’s leadership development program. The program runs 12 months and includes topics such as 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 2025 - 2026 Stretch Your Success Mentorship Program had 16 participants (8 mentees and 8 mentors). The program includes an orientation session, one-on-one mentorship opportunities, a participant handbook, and Myers Briggs personality assessments.

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.

Institutional overview (cont'd)

The college's annual Mental Health and Well-being survey was completed by a record 339 employees in early 2025. Some highlights from survey results include:

- 93% of employees feel that VCC values diversity and inclusion
- 90% of employees feel that VCC strives to create an accessible learning and work environment
- 84% of employees know where to access campus mental health supports
- 79% of employees believe that emotional health and well-being are a priority at the college
- 79% of employees feel that the culture at VCC encourages free and open discussion about mental health and emotional well-being
- 77% of employees indicated that they believe well-being is embedded in college policies and procedures
- 65% 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 ongoing 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 tips 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 well-being event – Fall into Wellness: Rest and Recharge. The event provided opportunities for students and employees to experience wellness practices – such as chair yoga, laughter yoga, hand massage, and conscious movement practice, as well as explore resources and services available to support mental health.

Equity, diversity and inclusion

In recognition of the many inclusive and accessibility initiatives at the college, VCC was honoured at Open Door Group's recent Untapped Awards ceremony. VCC was recognized as the *leading large organization* with the highest percentage of employees (35%) who self-identify as having a disability as highlighted in our 2025 Pledge to Measure results.

Institutional overview (cont'd)



VCC was also selected as a finalist for a 2025 Untapped Workplace Inclusion Award: *Diverse and Inclusive Champion – Public Sector*. Nigel Scott, Associate Director Student Accessibility, received the awards on behalf of the College.

The event included engaging presentations on mental health, inclusivity, and accessibility, from Dr. Matthew Chow, Chief Mental Health Officer at TELUS Health, other inclusive employers, and Canada's Chief Accessibility Officer, Stephanie Cadieux.

WorkSafe BC claim cost reduction

The 2025 net rate of VCC's WorkSafe BC claim cost has dramatically dropped from 0.39% per \$100 payroll in 2018 to 0.20% in 2025 due to proper management of the claims. As a result, VCC received a discount of 24.6% on our premium rate in 2025.

VCC WorkSafe BC premium rate

Year	2025	2024	2023	2022	2021	2020	2019	2018
Net Rate	.20%	.16%	.17%	.19%	.19%	.19%	.38%	.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.

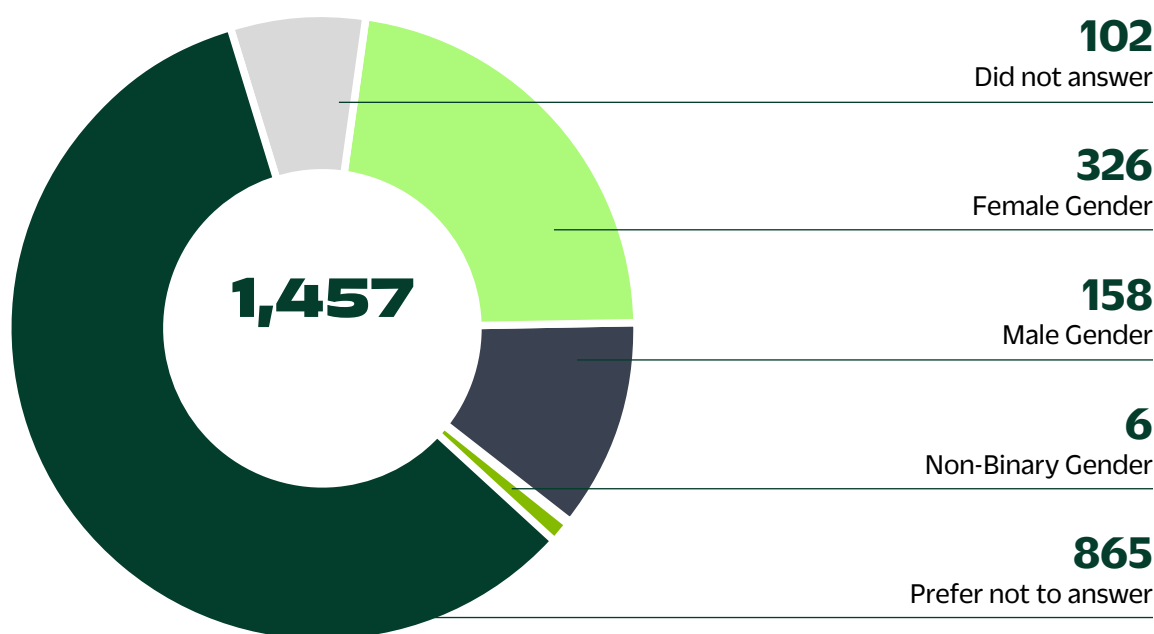
Institutional overview (cont'd)

VCC WorkSafe BC claims

	Number of claims	Cost of claims	Days lost
2023	11	\$64,799	210
2024	9	\$81,749	439
2025	27	\$254,763	365

Employee demographics

VCC employees: Gender to headcount ratio



VCC employees: F to M gender ratio

	Female	Male	Ratio
College	326	158	2.06
Administrators	59	30	1.97
CUPE	128	55	2.33
Faculty	139	73	1.90

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

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	16	50	49	40	8	163	11%
Female Gender	0	4	20	18	16	1	59	36%
Male Gender	0	1	8	11	8	2	30	18%
Prefer not to answer	0	7	17	14	13	4	55	34%
Unreported	0	4	5	6	3	1	19	12%
CUPE	6	94	110	114	97	37	458	31%
Female Gender	2	24	31	37	25	9	128	28%
Male Gender	0	12	12	13	14	4	55	12%
Non-Binary Gender	0	2	2	1	0	0	5	1%
Prefer not to answer	2	37	58	61	54	24	236	52%
Unreported	2	19	7	2	4	0	34	7%
Faculty	0	52	249	258	191	86	836	57%
Female Gender	0	9	47	39	37	7	139	17%
Male Gender	0	3	18	24	19	9	73	9%
Non-Binary Gender	0	0	1	0	0	0	1	0.12%
Prefer not to answer	0	30	165	181	130	68	574	69
Unreported	0	10	18	14	5	2	49	6%
Grand Total	6	162	409	421	328	131	1,457	

Institutional overview (cont'd)

VCC employees: Age and years of service

	Average age	Average years of service	Average age at retirement
Administrators	48	7	62
CUPE	46	11	66
Faculty	50	10	66
College	48	10	65

	Employees within 10 years of avg age of retirement (65) as of December 31, 2025	Per cent of total Headcount
Administrators	40	3%
Faculty	191	13%
Support staff	97	7%
College	328	23%

VCC employees: Turnover

	2023	2024	2025
Administrators	9	7	16
Faculty	18	32	45
CUPE	26	13	33
College	53	52	94
College trend	4%	4%	6%

Source: VCC People Services data for 2025. Note: The data contained in the tables reflect active employees for 2025. 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.

American Sign Language and Deaf Studies	Certificate
Associate of Science (Computer Science)	Degree
Bachelor of Applied Music	Degree
Career Awareness	Certificate
Dance	Diploma
Deaf and Hard of Hearing	Employment Skills (Advantage) Short Certificate
Deaf and Hard of Hearing	Essential Employment Skills Certificate
Early Childhood Care and Education	Certificate
Early Childhood Care and Education	Diploma
ESL Pathways Advanced	Certificate
ESL Pathways	Certificate
Food Service Careers	Certificate
Music	Diploma
Preparatory Music	Certificate
Retail and Hospitality Careers	Certificate
Sign Language Interpretation	Diploma
University Transfer	Arts Certificate
University Transfer	Engineering Certificate
University Transfer	Environmental Studies Certificate
University Transfer	Pathway to Health Sciences Certificate
University Transfer	Science Certificate
University Transfer	Software Systems (SFU) Certificate

The School of Arts and Sciences (SAS) offers one bachelor's degree, one associate degree, 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

Program offerings (cont'd)

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 leads to 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.

Major accomplishments for 2025/26

- The Employment Access and Skills Development (EASD) department has completed a renewal of the Food Service Careers and Career Awareness Programs.
- Following the renewal from last year the Music department redesigned the 4-year Bachelor of Applied Music Degree.
- The new American Sign Language and Deaf Studies Certificate is launching September 2026 along with new bridging courses to transfer into the Sign Language Interpretation Diploma.
- The new Sign Language Interpretation Degree is under development and ministry review.
- The ABE-ELL Pathways was granted \$600,000 to develop and deliver three programs: the Upgrading Hub, Fundamental Transitions and EAL for High Demand Careers.
- The Upgrading Hub has been able to assist over 200 students with 76% enrolment success
- ABE Fundamentals received Community Adult Literacy Program Partnership (CALP) funding to provide literacy programs to Indigenous learners and adults recovering from significant mental health challenges. Programs were offered in partnership with the Vancouver Public Library (VPL), the Aboriginal Friendship Centre, and the Coast Clubhouse Learning Lab.
- Early Childhood Care & Education (ECCE) is redesigning their practicum and field study courses to align with feedback from their Program Advisory Committee.
- EAL Pathways has strong student demand and regularly exceeds 95% capacity in the program with domestic students.

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)

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 on-site), Dental Reception, and Dental Technology Sciences.

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

Major accomplishments for 2025/26

- The School of Health Sciences has developed and implemented a new *Cultural Safety and Indigenous Holistic Health Equity* course across all Health Sciences programs. This initiative aligns with the Truth and Reconciliation Commission's Calls to Action and supports the preparation of graduates to provide culturally competent care to Indigenous peoples.
- Dual credit offerings have been expanded to high school students in the Richmond and North Vancouver School Districts for the Health Care Assistant and Medical Laboratory Assistant programs, increasing early access to health career pathways.
- Simulation-based learning has been strengthened across all Health Sciences programs. A new Simulation Educator role was established and filled in November 2025 to support the development and delivery of simulation activities, particularly within the Nursing programs.
- The Practical Nursing program successfully achieved program recognition from the British Columbia College of Nurses and Midwives (BCCNM).
- The Bachelor of Science in Nursing (BScN) program successfully completed its seven-year program recognition with BCCNM, with renewal scheduled for 2027, and also achieved accreditation recognition from the Canadian Association of Schools of Nursing (CASN). To enhance student and faculty support in evolving clinical environments, the program established a Clinical Coordinator role and expanded leadership capacity with the addition of an Assistant Department Leader. The BScN program has strengthened interprofessional education (IPE) through collaboration with other Health Sciences programs, including Health Care Assistant and Practical Nursing, and has introduced virtual reality simulations across multiple lab courses.
- The Health Care Assistant program successfully renewed its recognition with the BC Care Aide & Community Health Worker Registry. The program continues to deliver Health Care

Program offerings (cont'd)

Assistant Partnership Pathway (HCA-PP) cohorts to address workforce needs in long-term care, home support, and assisted living. The Health Care Assistant International Diploma program maintains two cohorts annually.

- A substantially revised Medical Laboratory Assistant program is scheduled for implementation in 2027. The department continues to integrate interprofessional education activities in collaboration with other Health Sciences programs.
- The Health Unit Coordinator program continues to enhance the student experience through a focus on mental health initiatives and interprofessional education opportunities with the Pharmacy Technician and Medical Laboratory Assistant programs.
- The Pharmacy Technician program completed a comprehensive curriculum renewal to meet updated accreditation and industry standards and transitioned its credential from a certificate to a diploma.
- The Occupational Physical Therapist Assistant (OPTA) program continues to expand its annual intra-professional education workshop, now engaging more than 120 students from the UBC Master of Occupational Therapy and Capilano University Therapy Assistant programs. The OPTA program has received national accreditation for a six-year term through November 2031.
- The Dental Hygiene program advanced curriculum development to align with new national and industry standards. Clinical assessment was enhanced through the implementation of a cumulative daily grading system to support student success and academic excellence.
- The Certified Dental Assisting Online program transitioned from a continuous intake model to a cohort-based delivery model, with approximately 50 students completing the continuous delivery format.
- The Certified Dental Assisting Onsite program implemented a new curriculum in September 2025. The department also hosted a successful “Tooth Trolley” event in June 2025, providing free preventive dental care to elementary school children across Vancouver and Burnaby.
- The Dental Technology program continues to experience strong demand from both domestic and international students and is evolving to incorporate advanced digital technologies that enhance learning and professional practice.
- The school also launched an annual Dental Connections event, bringing together industry partners and graduating students from the Certified Dental Assistant, Dental Hygiene, and Dental Reception programs. With over 100 student participants, the event supports networking, career readiness, and successful transition to employment.
- The Certified Dental Assisting and Dental Hygiene programs received funds from Health Canada’s Oral Health Access Fund to launch an Oral Health Simulation Lab (OHSL). The new OHSL is designed to better prepare future oral health professionals to provide inclusive, culturally safe, and trauma informed care to children and youth.

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, Red Seal, apprenticeship, Youth Train in Trades and Diploma
Project Management	Post-degree diploma
Business Management	Post-degree diploma, 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)

Applied Business Programs Summary

- The Administrative Professional, Medical Office Administrative, and Legal Administrative programs reside within VCC's Department of Applied Business, currently part of the School of Hospitality, Food Studies, and Applied Business.
- Each program offers 2–3 intakes per year.
- All students complete a Work Integrated Learning (WIL) component through external practicums with community industry partners.
- Graduates leave with the knowledge and applied skills needed to succeed in their chosen career paths.

Responding to B.C.'s Labour Shortage

- Increased number of industry partners, practicum placements, scholarships, and awards to expand student access.
- Full curriculum review and renewal completed to ensure alignment with current and emerging industry needs.
- Strong ties with hosts and industry partners, supplemented by ongoing faculty and student feedback.
- Continuous input from partners strengthens student's learning and skill acquisition, preparing them for real-time job market success.
- Graduates support labour needs in health care, business, and legal sectors.

Major accomplishments for 2025/2026

- Ongoing curriculum development that integrates:
 - Universal Design for Learning (UDL) principles.
 - Indigenous learning across all curriculum components and delivery.
 - Culturally sensitive and inclusive learning environments across all terms.
- Continued collaboration with legal, healthcare, and business networks, with emphasis on strengthening Program Advisory Committee functions.
- Exploration of dual credit offerings with the Administrative Professional program in two GVRD school districts for high school students.
- Curriculum renewal status:
 - Legal Administrative program – completed
 - Medical Office Administrative program – completed
 - Administrative Professional program – in progress, currently entering curriculum development.

Program offerings (cont'd)

Asian Culinary Arts Department Summary

Asian Cuisine Training Partnership

- Collaboration between Mount Pleasant Neighbourhood House, PDO, and VCC's Asian Culinary Arts department.
- Provides Asian cuisine training for chefs and cooks working at Neighbourhood Houses.
- Article: [Bringing Asian culinary education to the heart of community – Vancouver Community College](#).

Asian Culinary Arts 50th Anniversary & 2025 Macau International Master Chefs Competition Fundraising Luncheon

- Successful fundraising event bringing together industry partners, sponsors, and the community.
- Supports Asian Culinary Arts students in competing internationally.
- Article: [FEAST! VCC's Asian Culinary Program Fundraiser – Vancouver Community College](#).

2025 Macau International Master Chefs Competition – Gold Winners

- Two Asian Culinary Arts students won gold at the international competition.
- Article: [VCC Asian Culinary team shines gold again on world stage – Vancouver Community College](#).

Thai Cooking Competition & Demonstration

- Partnership with the Royal Thai Consulate-General and Thai Trade Centre Vancouver.
- Hosted at VCC Downtown campus.
- Featured 8 VCC student participants.
- Royal Thai Consulate-General later invited participants to a Thai Cooking Class at Food by Fanta (Langley).
- Promoted Thai culture and expanded students' understanding of Thai cuisine.
- Links:
 - [Royal Thai Consulate-General Vancouver Facebook post](#)
 - [Thai cooking demonstration Facebook content](#)

Collaboration with EASD (formerly CASE)

- Partnership to support student pathways into the Asian Culinary Arts program.
- Program accepted 2 EASD students in 2025.

Program offerings (cont'd)

Baking & Pastry Arts Program Summary

- The program is entering a transformative renewal phase, aligning curriculum and industry engagement with modern educational and workforce needs.
- Opportunities identified for a student-centered, industry-aligned program emphasizing:
 - Technical skill
 - Experiential learning
 - Sustainability
- Curriculum renewal will integrate:
 - Foundational baking techniques
 - Specialized pathways, including:
 - Artisan bread
 - Pastry innovation
 - Chocolate and confectionery
 - Plant-based baking
 - Gluten-free and special diet baking
- Sustainability and community engagement are core principles, reflected in:
 - Responsible sourcing
 - Waste reduction
 - Plant-based innovations
 - Community-based initiatives
 - Preparation for environmentally responsible industry practices

Student & Staff Well-being / Institutional Commitments

- Rising student and staff mental health needs highlight the importance of:
 - Trauma-informed practices
 - Wellness initiatives
 - Flexible learning supports
- Strong institutional focus on:
 - Indigenization
 - Equity, Diversity, and Inclusion (EDI)
 - Integration of Indigenous perspectives into curriculum
 - Strengthening community partnerships
 - Continuing work in relationship-building and resourcing

Program Recruitment, Retention & Workforce Considerations

- Challenges in enrolment, recruitment, and retention point to the need for:
 - Innovative program offerings
 - Flexible delivery models
 - Data-informed recruitment strategies

Program offerings (cont'd)

- Employee recruitment pressures require:
 - Professional development
 - Succession planning
 - Effective workload management
 - Strategies to maintain morale and engagement

Student Achievement & Community Engagement

- The program actively supports college and industry events to showcase student skills and creativity.
- Recent contributions include:
 - A tasting station and chocolate display at the Flourish event
 - Demonstrations of practical, presentation, and collaborative skills
 - Engagement with community and industry partners
- Student achievements include:
 - Gold and silver medals at provincial Skills competitions
 - Silver medal at the national level
 - Affirmation of the program's high technical standards and excellence\

Summary

- The reimaged program is positioned for long-term success, supported by institutional commitments to well-being and EDI.
- Key strengths include:
 - Curriculum innovation
 - Strong industry partnerships
 - Student-centered supports
 - Sustainability-focused practices
 - Demonstrated student excellence through competitions and events
- Graduates will be well prepared to meet evolving workforce demands while contributing to community, industry, and institutional priorities.

Culinary Arts IAPR – Program Offerings & Activities Summary

- Participated in Skills Canada National competitions in cooking and baking.
 - VCC baking students won gold medals at both post-secondary and secondary levels.
- Collaborated with the BC Chef's Table Society to host the Top BC Culinary Apprentice competition at VCC's downtown campus.
- Hosted the B.C. Cooks Articulation Committee for a two day conference.

Program offerings (cont'd)

- Participated in a Culinary Arts design sprint with industry partners to support enhancement of current and future curriculum offerings.
- Consulted and participated on the construction team for the kitchen redesigns at the downtown campus.
- Hosted the Thai Consul General, staff, and chefs to teach Thai culinary techniques to students in the Asian Culinary program.
- Continued development of Virtual Reality (VR) and Augmented Reality (AR) training modules for Culinary Arts, with a focus on meat and fish butchery.
- Supported VCC student and team chef participation in the Cooks for Books competition in Toronto.
- Hosted Canada Pork for a hands on workshop with students and faculty.
- Collaborated with the Government of Mexico for a tequila course, involving culinary, baking, and hospitality students.
- Partnered with the Sharing Farm Society for the Richmond Garlic Festival, hosting a food station led by a chef instructor and culinary students.
- Hosted an International Wine Festival luncheon in JJ's Dining Room with instructional assistants and Culinary Arts students.
- Hosted the Canadian Armed Forces to deliver an educational workshop showcasing a day in the life of a Navy cook.

Global Supply Chain Management (GSCM) – Post-Degree Diploma Summary

- Two cohorts are currently midway through the program.
- First cohort scheduled to graduate in December 2026.
- Applications now open for the next cohort starting January 2027.
- A fully online Supply Chain & Logistics short certificate (3 GSCM PDD courses) is under development.
 - Pending ministry funding, the launch is planned for January 2027.
 - Target audiences include:
 - Individuals already working in supply chain seeking additional training.
 - Individuals in different fields wanting to transition into supply chain.
 - International learners seeking a Canadian credential in supply chain management.
- Majority of GSCM courses are being upgraded to 3rd- and 4th-year level courses to align with similar programs at other institutions.

Program offerings (cont'd)

IT Project Management Summary

- First cohort began January 2026.
- Year 1 courses are fully developed.
- Year 2 courses have received curriculum development funding and development will start May 2026.

Digital Marketing Technology Summary

- Two cohorts are currently midway through the program.
- Uncertainty remains regarding launching a new cohort in January 2027.

Accounting Diploma Summary

- The program requires redesign to better match domestic demand.
- One cohort currently midway and expected to finish December 2026.
- A one-year Advanced Certificate in Project & Production Accounting Systems has been proposed.
 - Integrates: project management, supply chain operations, applied accounting, financial technology.
 - Designed to address labour market gaps in project-based industries such as:
 - Construction & infrastructure
 - Film & television production
 - Video game development
 - Port-based logistics
 - Focuses on project-based financial skills including:
 - Job costing
 - Work-in-progress tracking
 - Contract billing
 - Procurement cost control
 - ERP-enabled financial reporting
- Target students include those seeking applied employment-ready roles rather than CPA pathways:
 - Career switchers
 - Mid-career professionals moving into cost control, ERP systems, or financial operations
- Initial design work, needs analysis, and industry consultation to begin in May 2026.

Program offerings (cont'd)

Project Management PDD Summary

- No longer accepting applications.
- Final cohort scheduled to finish August 2026.

Business Management PDD Summary

- No longer accepting applications.
- Final cohort scheduled to finish August 2026.

Hospitality Management Department Summary

Degree Program

- Degree program modifications approved by the Degree Quality Assessment Board, confirming changes were not significant enough to require a new program application.
- Transitioned to a more accessible delivery model:
 - One in person day per week covering three courses.
 - Two additional online courses.
 - Increased student interest and improved flexibility for working learners.
- Faculty completed major curriculum development during Assigned Duty (AD) Month.
- Secured SIEF funding to update Moodle course shells using Universal Design for Learning (UDL) principles for inclusive delivery.

Diploma Program

- Updated curriculum in response to IRCC CIP code revisions.
- Rebranded diploma as Hospitality and Food Service Systems Management, expanding focus beyond hotel operations.
- Successfully implemented VCC Works for the Annual Interview Week.
 - 2026 cycle required fewer after hours resources.
 - Provided a more efficient experience for employers, faculty, and students.

Assigned Duty (AD) Month Activities

- Faculty collaboratively reviewed and refined curriculum based on:
 - CIP code requirements
 - Student feedback
 - Industry partner input
 - Employer insights from the renewed co-op model

Program offerings (cont'd)

- Continued development of a new co-op model through consultation with:
 - Partnership Development Office (Rachel Warick)
 - International Education (Celine Huang)
- A smaller subgroup finalized a co-op model supporting domestic and international students while meeting industry standards.

Hospitality in Healthcare – New Diploma

- Developed a new Diploma in Food Service Systems Management and Hospitality in Healthcare in partnership with Fraser Health.
- Designed for:
 - Current healthcare food service workers
 - Individuals seeking entry into the healthcare food service sector
- Addresses rising demand due to BC's aging population and growth in hospitals and long-term care facilities.
- Strengthens practicum and employment pathways through Fraser Health partnership.

International Relations

- Participated in Collaborative Online International Learning (COIL) with Mexico.
- Connected tourism and marketing courses with the University of Colima (UCol).
- Conducted a Global Affairs Canada–funded faculty exchange:
 - Bobbi Mand delivered workshops on organizational behaviour, EDI, ethics, and sustainability.
- Signed a Memorandum of Understanding (MOU) between VCC and UCol.
- Student exchange established for Fall 2026:
 - Two VCC students to study at UCol and complete:
 - HOSP 2102 – Catering, Meetings and Event Management
 - HOSP 2620 – Tourism and Hospitality Marketing
 - HOSP 2240 – Hospitality & Food Service Systems (Work Experience Co-op)
- Increasing interest from UCol students to study at VCC.

Events & Industry Engagement

- Hosted major department events, including:
 - Annual Interview Week
 - One Day Hiring Event
- Successfully implemented Hospitality Ambassadors, a team of trained student volunteers supporting event operations.

Program offerings (cont'd)

- New Catering, Meeting and Event Management course:
 - Students planned and executed one major event each term.
 - Generated strong attendance and high ticket sales.
- Supported college-wide and industry events with student volunteers, including:
 - VCC Food Resiliency Fair
 - Flourish
 - Asian Culinary 50th Anniversary
 - AME Roundup Conference
 - TIABC Conference
 - BC Hotel Association Summit

Student Achievements

- Maira Oliveira:
 - Received the Lieutenant Governor's Silver Medal for Inclusion, Democracy and Reconciliation.
 - Recognized for her leadership in the student-led EDI committee and role as Lead Ambassador.
 - Presented at the TIABC Conference.
 - Recruited into Marriott International's Voyage Leadership Program.
- Seth Berman Hershko:
 - Featured in the Canadian International Students Magazine.
 - Praised the program as "engaging, supportive and empowering."
 - Expressed commitment to represent VCC throughout his career.

Program offerings (cont'd)

- Faculty Highlights
 - Faculty members served as strong ambassadors for VCC and the industry.
 - Tim Ellison (alum and former Vancouver Club GM) co taught a WSET Level 1 certification course with Statera Academy.
 - Tim and instructor Sandrine Ramoisy provided training on food display and presentation.
- Bistro & Community Engagement
 - Increased demand for private bookings and special events in the Bistro.
 - Faculty supported other departments with food preparation for internal events.
 - Bistro hosted the Muslim Mindanao Halal Gastronomy Lecture, supported by Chef Helen Orimaco.
 - Chef Orimaco also contributed significantly to Flourish.

Summary

- The department experienced substantial academic, industry, community, and international growth.
- Strengthened VCC's presence in Vancouver through:
 - Innovative programming
 - Strong industry partnerships
 - High-profile student and faculty accomplishments
 - Expanded event-based learning opportunities
- Overall, 2025 marked a period of exceptional progress and impact.

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 12 departments at both Broadway and Downtown campuses. These departments include:

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

These departments collectively offer 12 apprenticeship programs, eleven certificate programs, and nine diploma programs, serving approximately 2,500 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)

The School of Trades, Technology & Design (TTD) continues to play a central role in supporting Vancouver Community College's mandate to deliver responsive, high-quality, and workforce-aligned education and training. In 2025–26, the School advanced key priorities aligned with the StrongerBC Future Ready Action Plan, focusing on expanding access to in-demand programming, strengthening industry partnerships, and enhancing learner outcomes across trades and technology sectors.

Major accomplishments for 2025/26

Trades

- Continued growth and full integration of the Automotive Parts & Service Management Department, strengthening pathways between technical training and service operations.
- Further expanded dual-credit programming with regional school districts, increasing early access to trades training and strengthening secondary-to-post-secondary transitions. The number of Youth in Trades Training students increased by 16% from 2024-25.
- Advanced curriculum and training aligned with CleanBC and zero-emission vehicle (ZEV) targets, including expanded delivery in EV battery diagnostics, heat pump systems, and low-GWP refrigerant handling.
- Strengthened clean technology training through continued partnerships with leading industry organizations, including expanded use of Freightliner eCascadia and other low-emission platforms in applied learning.
- Expanded implementation of e-pprentice and hybrid apprenticeship delivery models, in collaboration with industry partners such as Applewood, improving flexibility and access for apprentices.
- Enhanced applied training capacity through the expanded use of the Advanced Driver Assistance Systems (ADAS) diagnostic lab, supporting evolving industry safety and technology standards.
- Maintained ASE accreditation and further strengthened hands-on learning through additional electric and hydrogen vehicle training platforms.
- Continued to strengthen partnerships with community and employment organizations to deliver targeted supports for learners facing barriers to employment.
- Designed and repairing to launch the Clean Energy Technology Diploma (January 2027), supporting workforce development in sustainable and low-carbon sectors.
- Launched the Construction Electrician Foundation Certificate (January 2026), expanding capacity in high-demand construction trades.

Program offerings (cont'd)

Technology and Design

- In Digital Media Design, aligned with provincial priorities for digital skills and technology sector growth.
- CAD/BIM, Digital Media Design, and Computer Systems Technology students continued strong participation in Skills Canada provincial and national competitions, supported by increased industry mentorship and employment outcomes.
- Further enhanced curriculum across CAD/BIM and Architectural Technician programs, with expanded focus on energy-efficient design, sustainability, and integrated digital project delivery.
- Continued expansion of career fairs and industry engagement models across departments, increasing employer participation, student recruitment opportunities, and bursary support.
- Sustained delivery and enrolment growth in the Electronics Repair Diploma Program, supporting ongoing demand in the technology and repair sector.
- Continued progress toward Technology Accreditation Canada (TAC) accreditation, reinforcing program quality, national recognition, and alignment with industry standards.
- Continued development and implementation planning for the Virtual Environment and Simulation Design Diploma, with program launch scheduled for September 2026.

Equity, Partnerships and Growth

- Supported provincial priorities through delivery of Future Skills Grant programming and short-duration, stackable credentials, enabling upskilling and reskilling across multiple sectors.
- Continued partner with Qualifications Scotland (QS) (previously Scottish Qualifications Auth) training centre, strengthening international recognition and program alignment.
- Advanced initiatives aligned with the BC Government's 2026 Mandate Letter priorities, including:
 - Strengthening workforce development in clean energy, transportation, and emerging technologies;
 - Supporting affordability and access through flexible, industry-responsive programming;
 - Advancing reconciliation through Indigenous partnerships, culturally responsive curriculum, and improved access to training.
- Expanded use of virtual reality (VR) training tools, including collaboration between the Automotive Service Technician (AST) department and the Centre for Digital Media to deliver immersive EV training experiences.
- Continued collaboration with Unilia and industry partners on hydrogen fuel cell technology and training development.
- Initiated implementation of a multi-year federally funded Electric Vehicle training initiative (~\$500K) to expand curriculum, equipment, and delivery capacity in the AST program.

Program offerings (cont'd)

Workforce-Aligned Programming & Access

The School maintained strong enrolment and delivery across trades, transportation, and technology programs, responding directly to labour market demand in British Columbia. Programs in Heavy Mechanical Trades, Automotive Service Technician, Collision and Refinishing, Electronics, and CAD/BIM continued to operate at or above capacity, with several areas exceeding 100% utilization.

To address growing demand, the School expanded delivery in apprenticeship training, adding additional cohorts across multiple programs. As a result, in-class apprenticeship training achieved 100% utilization, with waitlists continuing across several levels, particularly in Heavy Mechanical Trades and Automotive programs.

Technology programming continues to demonstrate strong outcomes, with approximately 86% of graduates from Graphic Design and CAD/BIM securing employment within six months of graduation, reflecting strong alignment with industry needs.

Industry Partnerships & Experiential Learning

Industry engagement remains a defining strength of the School, ensuring programming remains current, relevant, and responsive. The School continues to collaborate with over 80+ industry partners across trades and technology programs, including:

- Best Buy Geek Squad Service Centre, supporting Electronics Repair training and graduate employment pathways
- NAPA Auto Parts, providing in-kind support, equipment, and ongoing advisory input
- Coast Mountain Bus Company (CMBC) – apprenticeship collaboration, training alignment, potential MAP pilot opportunities
- ICBC – industry engagement, labour market insights, potential collaboration on apprenticeship costing models
- Local automotive dealerships & independent shops (via PACs and placements)
- Skills Canada BC / Skills Canada – competitions, benchmarking, student exposure to national standards
- A network of Program Advisory Committees (PACs) that inform curriculum, equipment, and workforce trends

These partnerships provide students with hands-on, real-world training opportunities, supporting seamless transitions into employment and strengthening employer confidence in VCC graduates.

Program offerings (cont'd)

Apprenticeship Innovation & Flexible Delivery

In alignment with provincial priorities to improve access and efficiency in training, the School has begun advancing flexible and innovative delivery models, including exploration of Modernized Apprenticeship Pathways (MAP) and hybrid delivery approaches.

These models aim to:

- Increase accessibility for working learners
- Strengthen employer engagement
- Reduce time-to-completion while maintaining high-quality training

The School also continues to expand online and blended apprenticeship delivery, including high-demand programs such as Automotive Service Technician, which continues to exceed enrolment targets.

Indigenous Engagement & Culturally Responsive Programming

The School remains committed to advancing Indigenization, reconciliation, and culturally safe learning environments across all programs.

In 2025–26, the School:

- Continued collaboration with ACCESS (Aboriginal Community Career Employment Services Society) to support Indigenous learners in Salon and Spa programming
- Integrated culturally relevant content and teaching approaches within trades and applied programs
- Participated in Indigenous cultural competency training, including the SAN'YAS Indigenous Cultural Safety Training Program
- Engaged with Indigenous partners and communities to inform program delivery and identify opportunities for community-based training and workforce development

These efforts support improved access, retention, and success for Indigenous learners and align with the Province's commitment to lasting and meaningful reconciliation.

Program offerings (cont'd)

Supporting a Sustainable and Future-Focused Economy

The School continues to contribute to the development of a skilled workforce that supports British Columbia's economic growth and transition to a sustainable economy.

Key areas of focus include:

- Expansion of programming aligned with clean energy, automotive innovation, and emerging technologies
- Integration of new technologies into curriculum, including advanced diagnostics, digital design tools, and applied simulation
- Active alignment with the development of the Centre for Clean Energy and Automotive Innovation (CCEAI), which will serve as a future hub for training in sustainable transportation and clean technologies

Student Success & Outcomes

The School continues to demonstrate strong outcomes in:

- Graduate employment rates
- Program completion
- Industry satisfaction with graduates

Through applied, hands-on learning and strong industry integration, students graduate with the skills, experience, and competencies required to enter the workforce quickly and successfully.

Looking Ahead

As the School prepares for continued growth and the integration of additional program areas, priorities for the coming year include:

- Expanding capacity in high-demand trades and technology programs
- Advancing apprenticeship modernization and flexible delivery models
- Strengthening Indigenous partnerships and community-based training
- Enhancing alignment with major capital initiatives, including the CCEAI
- Continuing to respond to evolving labour market needs through program development and redesign

Program offerings (cont'd)



Centre for Continuing Studies

The School of Continuing Studies at VCC centres its efforts and focus on the aim to empower lives through innovative learning opportunities that align with industry and community needs. This responsive and evolving work takes effect through the development and delivery of relevant, industry-responsive programming through a variety of credit and non-credit courses, in both short and full-time programming. With the intent to meet the training and development needs of community members, early and mid-career professionals, and emerging leaders across numerous sectors, our current programming spans a range of program areas:

Building and Resource Management	Health and Social Services
Business and Leadership	Writing and Communications
Computing and Information Technology	Legal and Office Administration
Fashion and Design	New Instructor Training
Food and Hospitality	Trades and Apprenticeship Training

Credits for many Continuing Studies (CS) courses can be applied towards one of 36 credentials, including two post-degree diploma, three diplomas, 15 certificates, 12 micro-credentials, and four short certificates. In addition, we have continued to support the creation and roll-out of several digital badges across the college.

Program offerings (cont'd)

VCC Continuing Studies employs over 130 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 2,441 students annually, representing roughly 16% of all VCC students. In comparison to previous years, these numbers have understandably decreased as we have experienced the acute impacts of the federal government's reductions to international student study permits. In response, Continuing Studies (CS) has had to reduce the number of sections which have, over the past few years, been primarily geared toward international student cohorts.

Looking forward, CS will be emphasizing recruitment and development efforts for domestic audiences, leveraging our program offerings that are more geared toward flexible, on-demand delivery. In addition, CS will continue to focus on identifying and responding in a timely manner to known and emerging industry needs both here in the Lower Mainland and beyond. As we have done for several years, our development process will continue to take into account several key considerations at the outset to ensure the training we deliver is meeting the needs of the community and local employers: timely alignment with validated labour market needs, selection of delivery modality to provide target student demographic(s) 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 2025/26

- In support of greater efficiency, service optimization, and generating revenues:
 - Completed service renewal, identifying areas needing improvement and prioritized action plans to address areas of need (e.g., applications, external communications, graduation requests, and course waitlists).
 - Expanded customized training opportunities by investing more of our team's focus and efforts on identifying and responding to local industry training needs by leveraging existing content from across our program areas.
 - Signed on as a delivery partner with the Canadian Colleges for a Resilient Recovery initiative (C2R2) to leverage their funding as a means of making 'green' courses in our *Building Manager* program far more affordable for the community.
 - Partnered with construction electrician organizations to develop and deliver Electrician Project Supervision training for their workforce.
 - Implemented strategic enrolment management workflows across multiple program areas to better support and respond to student inquiries.

Program offerings (cont'd)

- In support of programming that is relevant and accessible and in support of a prosperous, diverse, and growing economy:
 - Completed Phase 2 of the Collaboration Framework, an incentivized curriculum sharing system designed to improve access to quality training and reduce costs to institutions across the province, signing on a total of 8 public post-secondary institutions to the initiative (representing roughly 30% of the sector).
 - Developed an external facing website, complete with secure repository to store all shared content from across the sector.
 - Secured support from BCcampus, BC Colleges, and others to pursue a third and final year of the pilot project (proposing a start in summer 2026).
 - Building on the success of our inaugural CredX symposium, a gathering of industry, government, and post-secondary practitioners focusing on the intersections of micro-credentials, digital badges, and recognition practices, we are gearing up for CredX 2026 taking place in April at VCC's Downtown campus.
 - This year's symposium is already sold out at time of writing (for in-person attendees) and includes local, national, and global participants.
 - With a focus on some national and international efforts to evolve workforce training and community development, we have drawn internationally recognized speakers as well as funding from multiple sponsors including Future Skills Centre, Magnet, MyCreds, BCcampus, and Edalex / SkillsAware.
 - Contributed to the development of B.C.'s first Modernized Apprenticeship Pathways (MAP) approach for application in VCC's new Construction Electrician programming, running out of the School of Trades and Technology.
 - Designed MAP to work for trades programming as well as non-trades vocational programming.
 - Worked closely with BC construction associations and BC Infrastructure Benefit to shape MAP in alignment with industry needs.
 - Actively exploring conversations with industry associations on the application of MAP into new (non-trade) program areas for CS and the college as a whole.

Program offerings (cont'd)

- Continued to lead micro-credential development at VCC:
 - Continued to contribute input and feedback on micro-credential conversations across the province and internationally.
 - Continued support of and involvement in the TRU-led micro-credential credit bank initiative.
 - Continued to play a central leadership role within the Continuing Education Training Association of BC (CETABC) by hosting meetings, sharing insights from our business practices, the development of micro-credentials and the Collaboration Framework pilot, as well as taking the lead on various initiatives to support training across the province.
- Expanded programming in our area to support our community's training and professional needs, in alignment with the BC Economic Plan:
 - Launched the renewed Paralegal diploma program with input and support from members of the BC Paralegal Association, to include professional development micro-credentials in specialized practice areas.
 - Partnered with DigiBC to deliver customized work placement training to support B.C.'s creative tech sector's onboarding and retention activities.
 - Successfully completed the revamped Information Systems and Security Administration post-degree diploma in alignment with industry need and feedback.
- In support of Truth and Reconciliation pursuits within our programming and processes:
 - CS worked closely with ACCESS and VAFCS to deliver a customized version of our Building Manager program in the Spring 2025 semester. The entire cohort of participants were successful in completing the program requirements and were subsequently employed in the field. Based on the success of this experience, we have committed to running another cohort in the Spring 2026 semester - again in partnership with ACCESS and VAFCS.
 - Work is currently underway in our Fashion Design and Production diploma to weave Indigenous content into appropriate courses across the program, in addition to work focused on decolonizing the selection process in our fashion cycle classes.
 - Our Paralegal program area incorporated elements of Indigenization, decolonization, and reconciliation into the program revisions that were finalized this year. The program leadership continues efforts in providing professional development opportunities related to decolonization and reconciliation to the instructional team.

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), Skwxwú7mesh (Squamish), and səlilwətał (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 in 2025/26 for the Library

- Completed update to Research Data Management (RDM) Strategy and procedures
- Marked Open Education Week with a panel discussion and other events
- Improved access to class textbooks for ABE and upgrading students
- Developed a course for the college's Digital Literacy for Instruction micro-credential program
- Established an Art Inventory process and procedures for the college
- Updated and refreshed a number of library policies to improve service, operational effectiveness and safety procedures
- Leading the college in digital records retention policy and procedures

Program offerings (cont'd)



International Education

VCC International Education welcomes international students from 70+ countries into 60+ credentialed programs, including certificates, diplomas, bachelor's degrees, and post-degree diplomas. As a public post-secondary institution holding Education Quality Assurance (EQA) designation, VCC remains fully authorized to enroll international students and is listed as a Designated Learning Institution (DLI) with IRCC.

Program Alignment with IRCC and Labour Market Needs

Recent and ongoing IRCC reforms to the International Student Program (2024–2025) including federal enrolment caps, Provincial Attestation Letters (PALs), new language thresholds, and field-of-study requirements for the Post Graduation Work Permit (PGWP) have significantly affected enrolment patterns at Canadian colleges. In response, VCC has reviewed and realigned existing programs and launched new offerings to ensure continued PGWP eligibility, particularly for non-degree credentials introduced after November 1, 2024.

VCC's PGWP-eligible programming aligns with IRCC's 2025–2026 eligible Classification of Instructional Programs (CIP) list, which prioritizes sectors experiencing long-term labour shortages, including health care, early childhood education, skilled trades, construction, hospitality, supply chain, and information technology.

Program offerings (cont'd)

Early Childhood Care and Education	Hospitality and Food Services Systems Management
Health Care Assistant	Culinary Arts
Network Technology Administration and Security / Computer Systems Technology	Transportation and Skilled Trades (including automotive and heavy mechanical technologies)

These programs emphasize hands-on, applied learning, embedded practicums, and industry-relevant training that supports strong graduate employment outcomes and access to Canadian work experience during and after study.

International students at VCC continue to demonstrate strong academic performance, with an average GPA of 3.4 and consistently cite employment outcomes, practical training, and work-integrated learning as primary reasons for choosing VCC.

Alignment with Provincial International Education Measures

VCC fully supports and complies with the Ministry of Post-Secondary Education and Future Skills' international education framework, introduced in phases throughout 2024–2025 to strengthen quality, transparency, and student protection across the sector.

VCC aligns with the following provincial measures:

- New EQA Code of Practice, implemented January 2025 and updated April 2025, with annual institutional verification against strengthened standards.
- Revised EQA Policy increasing operational, reporting, and student-support expectations for institutions enrolling international students.
- Public Post-secondary Enrolment Guidelines, including enrolment planning and capacity alignment.
- International Education Strategic Plan Guidelines, requiring institutions to clearly articulate goals, student supports, and risk mitigation strategies.

Program offerings (cont'd)

Alignment with Ministry of Post-Secondary Education and Future Skills Mandate Priorities (2025–2026)

1. Supporting Efficiency, Service Optimization, and Long-Term Financial Sustainability

Ministry Priority:

Work with the Ministry to explore and implement strategies that support efficiency and service optimization, reduce expenses, generate revenues, and help ensure long-term financial sustainability of the sector while enhancing access to high-quality learning opportunities.

VCC Alignment:

- **Strategic International Program Realignment**

VCC has strategically reviewed and realigned international program offerings in response to IRCC policy changes, ensuring that programs remain PGWP eligible, labour market aligned, and attractive to students seeking strong employment outcomes. This protects enrolment stability and revenue while maintaining quality.

- **Optimized Service Delivery and Graduation Support**

The International Education department has optimized service delivery models, integrating hybrid advising, instructional guides, and scalable student success modules to meet increased demand without proportional cost escalation. In addition, the department provides extensive graduation support to students through targeted class visits, step-by-step application workshops, and hybrid appointments available to both prospective and current students. The department also collaborates with community organizations including those with established MOUs, to offer free workshops that support the employment and graduation success of international students and graduates.

- **Study Permit Approval Monitoring and Strategic Analysis**

The International Education Department implemented a systematic and ongoing monitoring framework to track study permit application outcomes, including approval and rejection rates analyzed by country of origin, program of study, and intake period. This initiative provided institutional leadership with actionable intelligence to identify trends and patterns in refusal decisions, enabling targeted and evidence-based adjustments to applicant advising practices, documentation support processes, and enrolment planning strategy. The data gathered through this process has directly informed recruitment priorities and intake decisions, with the overarching objective of strengthening study permit approval outcomes and supporting the sustainable growth of international student enrolment at the institution.

Program offerings (cont'd)

- **Strategic Enhancements to Study Permit Support and Offer Conversion**

VCC has enhanced our study permit support to strengthen conversion rates by introducing clearer, student friendly checklists that outline program specific and country specific requirements, informed by insights from our study permit refusal tracking. In addition, we have updated our enrolment funnel communications strategy to better balance automated reminders with personalized outreach, ensuring timely, human centered engagement that improves the conversion of offers to accepted offers.

- **PAL Dashboard — Data Visualization in Support of Enrolment Planning**

The International Education Department developed and deployed a Power BI-based PAL Dashboard that transforms raw enrolment data into dynamic, visual reports. The dashboard supports timely monitoring, planning, and identification of emerging patterns, enabling informed alignment with institutional enrolment targets.

- **Automated Lead Management and Communication Campaign Integration**

Leveraging technology expertise, the International Education department designed and implemented an automated workflow that captures prospective student leads and integrates them into structured, targeted communication campaigns. This process eliminated manual data transfer between systems, ensuring timely, consistent, and personalized outreach to prospective international students at key stages of their decision-making journey. The automation reflects the department's strategic commitment to adopting technology-driven operational solutions that enhance recruitment efficiency, improve responsiveness to prospective student inquiries, and support a more robust and coordinated approach to international student recruitment and lead conversion.

- **Integrated Intake and Capacity Coordination**

We developed a shared intake and capacity chart in collaboration with the Domestic Enrolment Services team to establish a single source of truth for all program intakes, term offerings, and domestic and international seat capacities. This centralized tool incorporates a structured, coordinated approval process for any changes, significantly reducing confusion and back and forth between Domestic, International, and academic departments. The improved transparency and streamlined decision making have strengthened internal alignment and made the overall enrolment management process more efficient and consistent across all units.

- **Labour Market–Aligned Enrolment Focus**

Targeted enrolment in high demand, applied programs (health care, early childhood education, skilled trades, IT, hospitality, and transportation trades) directly support labour market needs while maximizing student employability and institutional sustainability.

- **Strengthened Institutional and Community Coordination**

Strengthened coordination with internal departments and external partners reduces duplication of services, improves settlement outcomes, and enhances student retention, which supports efficient use of institutional resources.

Program offerings (cont'd)

2. Ensuring Post-Secondary Education Remains Relevant, Accessible, and Economically Aligned

Ministry Priority:

Ensure post-secondary education and training in British Columbia remains relevant and accessible to support a prosperous, diverse, and growing economy.

VCC Alignment:

- VCC programs emphasize hands-on, applied learning, practicum placements, and work integrated experiences, ensuring graduates are job ready and responsive to B.C.'s workforce needs.
- Program alignment with IRCC's eligible fields of study supports international students' access to Canadian work experience and contributes to provincial and national labour force development.
- VCC supports regional, economic, and demographic diversity in international recruitment, ensuring access for students from a wide range of backgrounds while aligning with provincial and federal priorities.
- Academic success indicators—including a strong international student GPA average of 3.4 demonstrate that access is paired with academic quality and relevance.

3. Ensuring Safety, Protection, and Fair Treatment on Campus

Ministry Priority:

Develop and implement strategies that ensure safety, protection, and fair treatment for all students, staff, and faculty.

VCC Alignment:

- VCC is fully compliant with the EQA Code of Practice (January 2025) and its strengthened standards related to marketing accuracy, tuition transparency, student well being, housing assistance, and complaint resolution.
- The International Education department has expanded immigration advising, regulatory education, and one-on-one student support to ensure students understand and comply with complex IRCC requirements.
- Enhanced student orientation, workshops, and instructional materials promote informed decision making, risk mitigation, and student protection.
- Collaboration with Service Canada, CRA, housing providers, and settlement agencies ensures students are supported in legal, financial, health, and housing matters, reducing vulnerability.

Program offerings (cont'd)

International Education – Major Accomplishments (2025/26)

1. Recruitment, Marketing, and Enrolment Growth

- Implemented an AI-powered chatbot delivering instant student support, improving student satisfaction, collecting actionable data to inform microsite enhancements, and generating qualified prospective student leads.
- Established articulation agreements with key Vancouver partner institutions as feeder schools to VCC's Bachelor of Hospitality Management, leveraging partner marketing reach to increase program visibility and drive enrolment.
- Strengthened recruitment presence through regular visits to partner schools and education agents, offering personalized campus tours, sample classes, and coordinated outreach activities with key partners and other B.C. post-secondary institutions.
- Maintained stable international enrolment during a period of federal policy change through proactive planning and adaptive recruitment strategies.

2. Strategic Enrolment Management and Program Alignment

- Implemented data-informed strategic enrolment management practices, using market intelligence to guide recruitment decisions, protect program diversity, and support enrolment in priority and high-demand programs.
- Advanced alignment of international recruitment with labour-market-responsive programs, including health care, early childhood education, skilled trades, hospitality, IT, clean energy, and applied business.
- Operationalized program eligibility clarity by continuously updating internal advising tools and the VCC International website with current PGWP and immigration-related program information.

3. Student Transition, Success, and Retention

- Introduced a comprehensive "Toolkit" course designed to support new international students in their transition to VCC. This structured resource provides guidance on academic expectations, immigration responsibilities, and available support services, contributing to improved student preparedness and early-stage success.
- Delivered targeted academic success interventions for students experiencing difficulty, including proactive advising, classroom engagement, and customized academic support for students on probation or with failed courses.
- Expanded and embedded the International Peer Mentor Community (IPMC) as a core student success initiative, increasing student participation, leadership development, sense of belonging, and peer support.

Program offerings (cont'd)

- Provided career readiness and community integration support through the Ready 2 Work program and strengthened referral pathways to employers, non-profits, settlement agencies, and community partners.

4. Immigration Advising, Compliance, and Student Protection

- Delivered PGWP workshops and Study Permit Information Sessions, equipping students with accurate, timely immigration information.
- Implemented automated study permit and co-op work permit expiry reminder systems, reducing the risk of lapses in status.
- Embedded evolving IRCC requirements (including PALs, PGWP field-of-study criteria, language thresholds, and in-person study rules) across admissions, advising, and communications.
- Provided individualized case management for students in complex or high-risk situations, ensuring early intervention, coordinated referrals, and access to specialized services.
- Fully implemented updated education agent management practices aligned with the January 2025 BC EQA Code of Practice, including revised agreements, enhanced oversight, and documented assessment processes

5. Operational Excellence and Service Innovation

- Enhanced international admissions, registration, and advising processes through technology-enabled improvements, increasing efficiency, consistency, and service quality from application to graduation.
- Strengthened cross-departmental collaboration between International Education, academic programs, and student services to provide timely, coordinated, and accurate support.
- Used data and student feedback gathered through digital tools to continuously improve service delivery and student communications.

6. Sector Leadership, Partnerships, and Knowledge Sharing

- Demonstrated sector leadership through continued collaboration with public post-secondary institutions across B.C. and Metro Vancouver to promote Study in BC and Study in Vancouver globally.
- Contributed to system-wide learning through a BCCIE Symposium presentation, "Arrival to Belonging: The VCC Onboarding Story."
- Strengthened domestic education pathways through the Partners in Education initiative with high school counsellors.

Program offerings (cont'd)

7. Global Engagement and International Initiatives

- Demonstrated sector leadership through continued collaboration with public post-secondary institutions across B.C. and Metro Vancouver to promote Study in BC and Study in Vancouver globally.

Indigenous education and community engagement

VCC is located on the traditional and unceded territories of the xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh (Squamish), and səliłwətaʔ (Tsleil-Waututh) peoples, who have cared for these lands since time immemorial.

The Indigenous Education and Community Engagement (IECE) department carries this work across the institution through Indigenous student services, institution-wide initiatives, and the Indigenization of teaching and learning, Indigenous community engagement, and partnership development. With the shared purpose of creating accessible, meaningful educational pathways for Indigenous learners, we support a strong sense of belonging, connection, and self-determined futures. Guided by Indigenous ways of knowing, being, and doing, while remaining committed to creating spaces that are culturally grounded, relational, and reflective of the diverse identities and strengths of Indigenous learners.

This work is rooted in relationships and carried collectively across the institution. IECE works alongside colleagues across VCC's schools, departments, and service areas, as well as with Indigenous partners including Host Nations, urban Indigenous organizations, the Indigenous Advisory Committee, and our or the Elders and Knowledge Keepers. Together, these relationships help guide our shared responsibilities in advancing Indigenization, decolonization, and reconciliation across programs, services, and institutional practices.

VCC's path forward continues to be guided by Indigenous wisdom and perspectives and is informed by the Strategic Innovation Plan (SIP), the Indigenous Institutional Readiness Report, and the ongoing development of departmental strategic planning and an Indigenization Framework. Together, these guideposts support the intentional weaving of Indigenization across institutional priorities, decision-making, and practice.

Through this work, VCC continues to nurture a learning environment where Indigenous learners feel a strong sense of belonging, connection, and support in their educational journeys. By embedding Indigenous perspectives throughout our vision, curriculum, and campus life, we not only strengthen outcomes for Indigenous students, but also enrich the learning experience for all. This fosters a more inclusive, responsive, and transformative college community.

The following highlights offer an overview of selected key projects, initiatives, and events from the past year. Organized across four core areas, they reflect the collective efforts of IECE and VCC staff, faculty, schools, and departments across the institution, demonstrating a shared commitment to moving this work forward in a good way.

Program offerings (cont'd)

Major accomplishments for 2025/26

Indigenous Student Services

- Provided holistic, relationship-based supports that centers Indigenous student success through culturally grounded spaces, services, and community connections, fostering a strong sense of belonging, identity, and wellbeing throughout students' educational journeys.
- Issued a welcoming letter to current and returning students twice annually, in the Fall and January, outlining department services and supports.
- Maintained and cared for Indigenous Gathering Spaces at both Downtown and Broadway campuses as welcoming, culturally safe environments where students can gather, access supports, connect with peers, and feel a sense of home within the institution. These spaces serve as a central hub for student engagement, cultural connection, and community building.
- Delivered peer-to-peer support through the Indigenous Student Aide Program ("Cousins"), offering approachable, student-led guidance that helps Indigenous learners navigate their post-secondary experience, build confidence, and strengthen connections within the VCC community.
- Supported student wellbeing, cultural identity, and resilience through the presence of Elders, Jr. Elders, and Knowledge Keepers from Host Nations and urban Indigenous communities, who provide mentorship, cultural teachings, and emotional support through both drop-in and scheduled opportunities.
- Increased access to academic success supports by embedding Learning Centre tutoring and workshops directly within Gathering Spaces, assisting in writing, math, and study skills in a familiar and culturally responsive environment that reduces barriers and encourages help-seeking.
- Created consistent opportunities for connection and community through Indigenous student-focused gatherings, workshops, shared meals, supporting relationship-building, peer connection, and a sense of collective care amongst Indigenous learners.
- Provided Indigenous Student entrance awards to support Indigenous student access, including refreshed award structures that strengthen connections to Host Nations through dedicated awards for Musqueam, Squamish, and Tsleil-Waututh students.
- Partnered with the VCC Foundation to provide targeted supports that reduce barriers and enhance the Indigenous student experience, including grocery cards to address food security, funding for culturally grounded student activities such as cedar weaving, dream catcher, and mini button blanket workshops. Including the addition of small appliances in the Gathering Spaces to create a more welcoming, home-like environment for students across both campuses.

Program offerings (cont'd)

Institution Wide Initiatives

• Campus Plan Redevelopment

- Advanced the policy statement process for the Broadway campus redevelopment, with Indigenous engagement and reconciliation identified as a key component of this phase of work.
- Incorporated outcomes from engagement with Host Nations as a direct input into planning, alongside VCC's campus vision, sustainability goals, and input from faculty, staff, students, and other interest holders.
- Included emerging guiding principles that advance reconciliation with xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh (Squamish), and səliłwətaʔ (Tsleil-Waututh) Nations, as well as urban Indigenous peoples.
- Recognized and emphasized the cultural and historical significance of the site, including connections to Skwachàys, China Creek, and the False Creek watershed.
- Identified opportunities for Indigenous placemaking, storytelling, and public realm design that honour land, water, memory, and place.
- Continue collaboration with the City of Vancouver and consultant team to advance a site-specific policy framework, refining planning directions to support future rezoning and phased redevelopment of the Broadway campus.

• Centre for Clean Energy and Automotive Innovation (CCEAI)

- Continued construction of CCEAI, with completion anticipated in 2027, engaged Cultural advisors in the development of wayfinding signage to ensure alignment with cultural narratives and the Cultural Ribbon across the building and site.
- Advanced the Cultural Ribbon through the inclusion of an Indigenous public art feature, with a Host Nation artist to design an engraved aluminum art wall along Glen Drive to enhance cultural expression and the pedestrian experience.
- Continued to align broader campus planning efforts with Indigenous values and perspectives as part of the overall project development.

Program offerings (cont'd)

• Marketing and Communications – Indigenous-Informed Brand Identity Initiative

- Launched a community-driven initiative to integrate Coast Salish artistry into VCC's brand and visual identity, inspired by the longhouse-based design. Through a collaborative and consultative process, engaged xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh (Squamish), and sə́lilwətaʔ (Tsleil-Waututh) communities in co-design, commissioning artists from each Nation to contribute to a shared visual identity that reflects their stories, teachings, and connection to land.
- This work strengthened relationships, supported community-informed decision-making, and enriched VCC's institutional identity while enhancing the student experience and reinforcing commitments to meaningful Indigenous engagement and inclusive education. Indigenous Cultural Learning, Engagement, and Institutional Practices
- Delivered diverse, institution-wide cultural learning opportunities led by Indigenous leaders and Knowledge Holders, bringing together Indigenous and non-Indigenous faculty, staff, students, and partners through initiatives such as Indigenous Allyship training, Lunch and Learn speaker series, cultural workshops, land-based learning sessions, Land Acknowledgement workshops, and key events including National Indigenous Peoples Day, National Day for Truth and Reconciliation, Mental Health Day, and VCC Day.
- Hosted Indigenous partner appreciation events, including an Elder and partner honouring at the Annual Partner Appreciation Lunch, recognizing the contributions of Elders, Jr. Elders, Knowledge Keepers, Host Nations, and Indigenous Advisory Committee members, and strengthening relationships through shared recognition and community connection.
- Supported land-based learning and curriculum connections through the Three Sisters and Indigenous Medicine Garden, providing opportunities for students and faculty to engage with Coast Salish plant knowledge, sustainable practices, and food systems, including integration into Culinary Arts programming.
- Established the Broadway Campus Story Booth as a dedicated space for Indigenous storytelling, supporting the sharing of oral histories, reflections, and creative expression, and reinforcing Indigenous traditions of knowledge transmission through voice and story in a contemporary format.
- Advanced institution-wide Indigenization and decolonization efforts through IECE's leadership and participation in cross-college committees and working groups, contributing Indigenous perspectives to curriculum, policy, programs, and services across areas such as governance, student support, sustainability, equity, and academic quality.
- Continued to provide land-based and culturally grounded learning experiences that support connection to land, Indigenous ways of knowing, and relationship-building across the VCC community.

Program offerings (cont'd)

• Indigenization and Decolonization Community of Practice

- Revitalized the VCC Indigenization/Decolonization Community of Practice, led by Indigenous Education and Community Engagement, by re-engaging a cross-institutional group committed to advancing decolonization and cultural revitalization. This group brings together staff and departments to share knowledge, foster respectful dialogue, and support strength-based approaches to Indigenous education through collaborative and transformative learning experiences.

• IECE Education Service Renewal, Strategic Planning, Indigenizing Framework Process

- IECE has initiated planning for a three-phase Indigenization Framework development process. This initiative includes Education Service Renewal, IECE Strategic Planning, and the development of an Indigenization Framework.
- This process is designed to assess departmental effectiveness, accessibility, cultural responsiveness, and strategic alignment, while generating evidence-based recommendations to inform future directions. It will guide our collective efforts to advance Indigenization, decolonization, and reconciliation across the institution.
- The outcome will be a defensible, evidence-based evaluation that identifies opportunities for service improvement, prioritizes key actions, strengthens relationships, and provides a clear roadmap aligned with reconciliation commitments, while enhancing clarity on Indigenous student success.

• Indigenous Knowledge Sharing and Governance:

- We advanced institutional accountability through Indigenous knowledge sharing with the Board of Governors. This included grounding leadership in the importance of ceremony within Indigenous ways of knowing. These include a Cedar Brushing ceremony led by Host Nation Knowledge Holders, and a workshop on Indigenous matriarchal teachings for educational leadership. These initiatives strengthened understanding of current progress and helped inform future directions aligned with commitments toward Indigenization, decolonization, and reconciliation.

• Library Services and Learning Centre Indigenous Initiatives:

- Advanced access to Indigenous knowledge and storytelling through the creation of an Indigenous Initiatives Coordinator (Library Public Services), student engagement activities such as an Indigenous medicinal plants contest, and cross-department collaboration to launch the Indigenous Story Booth at the Broadway Library. Additional efforts included updating Indigenous subject headings in partnership with a provincial cataloguing partner, revising over 400 records, and securing internal funding to improve accessibility of Indigenous scholarship within the library's collection.

Program offerings (cont'd)

Indigenizing Teaching and Learning

• School of Arts & Social Sciences

- Sign Language Interpreting: Advanced Indigenization through integration of Indigenous perspectives across curriculum, including examination of colonization and systemic oppression at the intersection of Deaf and Indigenous identities, and incorporation of Indigenous texts, narratives, and learning resources across courses. Faculty engaged in ongoing learning through VCC workshops and Indigenous pedagogy resources. Strengthened relationships through involvement of Indigenous graduates in mentoring and panels, regular consultation with IECE, and initial outreach to Host Nation education directors and Deaf Indigenous community members to inform a new four-year applied degree pathway and build long-term, reciprocal relationships.
- ASL & Deaf Studies: Embedded Indigenous perspectives within program and curriculum development in partnership with IECE, including integration of UNDRIP and Truth and Reconciliation Commission (TRC) content and participation in National TRC Day and related campus events. Faculty completed training in Indigenous pedagogy and are applying this learning to curriculum review and revision. Continued to build relationships with Deaf Indigenous communities through initiatives such as the Walking Together Group, while exploring partnerships with Indigenous and Deaf-serving organizations to support outreach, resource development, and future community-based programming.
- Indigenization and Decolonization (Teaching and Learning Practices): Implemented relational and culturally grounded classroom practices, including territorial acknowledgements, opening orientations in a good way with Elders, use of talking circles, and daily grounding practices that support respectful, connected, and inclusive learning environments. Faculty also contributed to institutional initiatives such as Lunch and Unlearn sessions, and TRC and Murdered Missing Indigenous Women & Girls (MMIWG's) commemorative activities.
- Supporting Indigenous Learners: Strengthened student supports through relationship-first approaches to teaching and learning, integrating Indigenous services into orientations and ongoing student engagement, and providing access to cultural supports such as smudging kits to create safe and inclusive classroom environments.
- Indigenous Community Engagement: Demonstrated ongoing commitment to community connection through participation in local cultural events and ceremonies, including sweat lodges and community gatherings, as well as volunteer contributions that support Indigenous-led initiatives and relationship-building beyond the institution.

Program offerings (cont'd)

• Centre for Teaching, Learning and Research (CTLR)

- Culturally Responsive Learning Environments: IECE hosted a five-session shared learning series focused on culturally responsive learning environments, supporting faculty in decolonizing teaching practices and creating more inclusive and responsive classrooms.
- Open Learning Opportunities and Resources: Highlighted and promoted Indigenous-focused professional learning opportunities, including National Day for Truth and Reconciliation workshops, UBC Centre for Teaching Learning and Technology Indigenous initiatives, and BCCampus FLO micro-courses such as the First Peoples Principles of Learning, extending access to learning across VCC and the broader BC post-secondary community.
- Collaborative Learning Initiatives: Co-planned an Indigenous book club series in collaboration with IECE and the VCC Library Indigenous Initiatives Coordinator to support ongoing faculty learning, reflection, and dialogue.
- Decolonizing and Indigenizing Curriculum Series: IECE and CTLR co-hosted a three-part faculty series addressing (1) Truth, Protocol, and Traditional Education; (2) relationship-building and Indigenous pedagogy; and (3) reconciliation in action through Indigenized learning outcomes.
- Curriculum Development and Adaptation: Collaborated with Natasha Faye Parrish to explore adapting the Camosun “Indigenize Your Course” workshop series for VCC. This included participation in BCCampus sessions, exporting course content from D2L to Moodle, and initial review of materials by instructional assistants in consultation with IECE to assess alignment with VCC context.
- Relationship Building and Professional Learning: Strengthened relationships and capacity through participation in the Constellations Community of Practice for Education Developers in Indigenization and professional development workshops, including UBC Indigenous Initiatives sessions exploring Indigenous and Two-Spirit perspectives.
- CSH 1010 – Cultural Safety and Indigenous Holistic Health Equity: In response to the TRC Calls to Action, supported the development and launch of a foundational 15-hour online course for Health Sciences students, delivered in collaboration with CTLR, IECE, and the School of Health Sciences. The course explores Indigenous perspectives in healthcare, the impacts of colonization, and local Host Nation contexts (Musqueam, Squamish, Tsleil-Waututh), with students receiving a digital badge upon completion.
- CSH 1015 – Continued Learning in Development: Advanced development of a second course to deepen learning in cultural safety, humility, and Indigenous health equity, supporting students in reflecting on systemic barriers, biases, and their role in addressing inequities experienced by Indigenous peoples, with planned launch in 2026.

Program offerings (cont'd)

Indigenous Community Engagement

- Indigenous Advisory Committee (IAC): Convened quarterly meetings with a diverse group of Indigenous community and organizational leaders, Host Nation, K–12/post-secondary education representatives, Indigenous non-profit partners, and a VCC student representative to provide guidance on Indigenization, decolonization, and reconciliation efforts.
- Host Nation Education Partnerships: Held regular quarterly meetings with education representatives from xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh (Squamish), and səliłwətał (Tseil-Waututh) Nations to share institutional updates, receive feedback, and strengthen relationships grounded in respect, communication, and cultural understanding.
- Community-Engaged Social Justice Initiatives: Hosted and facilitated initiatives that brought together campus and community, including a campus-wide vigil to honour Missing and Murdered Indigenous Women and Girls, fostering awareness, reflection, and collective responsibility toward justice and reconciliation.
- Indigenous Community Partnerships and Program Development: Collaborated with Indigenous organizations such as ACCESS and the Native Education College (NEC) to deliver needs-based, low-barrier programming, including trade sampler camps and skills development initiatives that support access to education, training, and economic opportunities.
- Industry and Community Collaboration: Strengthened partnerships with Indigenous communities and industry experts, including Gathering of Voices and ACCESS, to co-develop responsive programs such as Pathways to Education, Indigenous Culinary, and Building Management. Further, facilitating workshops, events, and guest lectures that deepen engagement and relationships across the urban Indigenous community.
- External Engagement and Knowledge Exchange: Participated in Indigenous higher education conferences and events to build relationships, share knowledge, and bring forward Indigenous perspectives, informing institutional practices and strengthening partnerships across the post-secondary sector.

Program offerings (cont'd)



Partnership Development Office

The Partnership Development Office (PDO) is a key social entrepreneurial hub for the expansion of VCC's educational collaboration with community, industry, and government partners. PDO projects and initiatives enhance and diversify VCC's community engagement by growing partnerships, incubating programming ideas, developing pedagogical resources and tools, and 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 (including new immigrants, persons of color, women, youth, Indigenous learners, students with disabilities, international students, protected refugees). This is in alignment with B.C.'s StrongerBC Plan of supporting people and families by expanding opportunities in education and training. Through these projects, PDO has developed meaningful local, regional, and national partnerships that speak to our commitment of building community capacity through meaningful collaborations.

Program offerings (cont'd)

Key 2025/26 Accomplishments

1. Community Training and Development

- **ECE Assistant Training Project (Year Three)**

The ECEA project continued in 2025-26 (Year Three of a 3-year contract). The funding was from the Ministry of Post-Secondary Education and Future Skills for VCC 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 practice. We successfully trained 36 students.

- **Supportive Care Assistant Micro-credential**

This was the second year that the SCA program was approved for the BC Future Skills Grant. Participants gained entry-level skills to work in non-medical support roles in senior care facilities and home care services. The program allowed students to complete coursework online at their own pace while still having access to a facilitator and group based tutoring sessions. In addition, the program included a practicum that enabled students to gain on-the-job skills and consolidate their understanding of employer expectations and workplace cultures. A total of 20 students benefited from the training program.

- **Administrative Accounting and Bookkeeping Training Project**

VCC (via the Partnership Development Office) received funding from the Ministry of Social Development and Poverty Reduction to deliver a project-based labour market training project (PBLMT) for students to gain skills for entry-level accounting jobs. The Administrative Accounting and Bookkeeping Program was a micro-credential designed with input from employers and WorkBC employment centres to ensure that the training would lead to employment opportunities. The one-year contract funded the training of 32 participants.

- **Building Service Worker Training Project**

In partnership with MOSAIC, the Partnership Development Office provided building service worker training to two cohorts of Spanish-speaking students, thanks to funding from the Ministry of Social Development and Poverty Reduction. This partnership showcased how the expertise from a community-based organization and a college could come together to benefit eligible participants needing short-term training to return to the labour market. A total of 29 students were enrolled in the program and obtained the necessary skills through classroom training (by VCC) as well as work experience and employment assistance support (by MOSAIC).

Program offerings (cont'd)

- **Office Administration – Medical Office Skills Certificate Training Project**

In partnership with Latincouver, the Partnership Development Office provided medical office skills training to eligible individuals who faced challenges in the labour market. The funding came from the Ministry of Social Development and Poverty Reduction, and this partnership again showcased how a community-based organization and a college could work collaboratively to support unemployed individuals to regain sustainable employment. The project trained 17 students.

- **Office Administration Essentials Training for Youth**

The Partnership Development Office provided a customized course on office administration essentials to the youth clients at the YMCA BC. This customized training course helped the youth gain valuable skills (including MS Office, office procedures, and basic bookkeeping) to enter/re-enter the labour market through short-term training. 15 students were enrolled in the training.

2. Community and Employer Relations

The PDO engaged in various strategic collaboration activities to strengthen VCC's relationship with community and employer partners.

- **MOSAIC**

- The PDO has been strengthening relationship with MOSAIC over the years. These efforts resulted in a contract in 2025-26 to deliver building service worker training for Spanish-speaking new immigrants and an invitation to our president Ajay Patel to be the keynote speaker at the 2025 MOSAIC Immigrant Professionals Conference.
- The PDO director and manager attended MOSAIC's 50th anniversary kickoff on behalf of VCC.

- **YWCA BC and YMCA BC**

- The PDO has strategically focused on the development of relationships with the YWCA BC and YMCA BC to explore partnership opportunities regarding youth training. This year, we have worked with the YMCA to deliver a short-term training course to their youth clients. We are also working with the YWCA BC to seek funding for a customized training project for youth that involves 3 micro-credentials.

- **Drug Treatment service organizations**

- The PDO participated in a special meeting about drug treatment and employment & educational support, which resulted in the opportunity to develop relationships with several key stakeholders in the recovery service community.
- The PDO convened a Recovery and Employment working group with Pacifica Treatment Centre, Together We Can, Union Gospel Mission, Harbour Light (of Salvation Army), and Mission Possible to further explore collaboration and ways of improving employment and educational outcomes of drug treatment clients.

Program offerings (cont'd)

- The PDO organized a special meeting with the working group to introduce VCC programs and services to their management staff. Colleagues from VCC Advising and the Adult Upgrading Hub delivered presentations about what VCC could offer.
- **Vancouver Local Immigration Partnership (VLIP)**
 - The PDO director represents VCC on the VLIP Council to give a voice to the role that colleges play in newcomer integration.
 - Local Immigration Partnerships (LIPs) are funded by Immigration, Refugees and Citizenship Canada (IRCC) to facilitate cross-sectoral collaboration that influences systemic change and results for the impactful integration and well-being of immigrants, refugees, and those new to Canada. The Vancouver LIP is led by South Vancouver Neighbourhood House and is composed of a council (member organizations), immigrant advisory table (newcomers), strategic priority working groups (selected council members), gender network, and community of practice.
 - As a council member, the PDO director attended VLIP events to support the initiative, including the annual VLIP Forum where VCC was present in the form of an exhibitor table (represented by a VCC student advisor).
- **WIL employer hosts**
 - In 2025-26, the PDO worked with 60+ employers to facilitate work integrated learning (WIL) placements, some of which led to employment opportunities after the students have completed training. Due to the diverse nature of our training projects, the employer hosts for WIL represent different industries and sectors, such as Anna Lee & Associates (accounting), ATL Senior Living, BCAA, BC Children's Hospital, Developmental Disabilities Association, Family Services of Greater Vancouver, Glotman Simpson Group of Companies (engineering), London Drugs, McElhanney (engineering), Vancouver School Board, etc.
- **Burnaby Board of Trade**
 - VCC is a member of the Burnaby Board of Trade via the PDO. This year, VCC participated in the BBOT'S Clean Energy Summit as an event sponsor, shared information about our new clean energy programs, and contributed to the rich conversations at the summit.
- **Big Way Hot Pot**
 - The PDO started a relationship with a major Chinese restaurant chain, Big Way Hot Pot, through the introduction by a WorkBC employment service centre.
 - The PDO coordinated two Big Way info sessions, resulting in the hiring of VCC students for part-time employment at Big Way's newly launched restaurants in Vancouver..

Program offerings (cont'd)

3. Enhancement of Career Guidance and Work Integrated Learning by VCC's CareerLAB

The CareerLAB – administered by the PDO – is an internally focused capacity-building initiative that supports the enhancement of career guidance and work integrated learning at VCC. It engages faculty, staff, students, and employers in a variety of projects and activities. In 2025-26, its key activities included the following:

- Using WIL funding from the province, the CareerLAB collaborated with several VCC program areas to enhance WIL best practice and employer engagement efforts.
 - Hospitality Management Diploma WIL Consultation: Extensive consultation services was provided to review and revise the Hospitality Management WIL component (Industry Co-op Work Experience).
 - Counselling Skills Foundations: Mental Health & Addictions Certificate WIL Employer Consultation Event (June 12, 2025): 11 employers joined the event to share their experiences with hosting WIL placements, a requirement of the program.
 - WIL Prep Curriculum Development Employer Engagement Event (Nov 26, 2025): 7 employers joined the curriculum development team responsible for creating an online WIL readiness course for VCC. The course can be embedded into existing WIL readiness programming, across VCC applied skills program.
- The CareerLAB administered VCC Works, the institutional online platform incorporating job board, career guidance, WIL and other features to support the career and employment needs of students and their engagement with employers. For 2025-26:

New employer accounts added	334
New jobs posted	828
Student log ins	1,631

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

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 2025/26

- Extended partnership agreement with Adler University that increases student access to psychoeducational assessments following a successful year long pilot.
- Secured funding and begun work on developing sustainable, scalable supports for neurodiverse students, with a particular emphasis on students on the autism spectrum.
- Enhanced software functionality to more effectively and efficiently support students with disabilities by offering online intakes, automated accessibility letters to faculty and the availability of online appointment bookings.
- Updated curriculum template to increase accessibility for people with Disabilities by removing recommended characteristics.
- Completed a full reviews and renewals of the departments of Academic Advising and Student Conduct and Judicial Affairs.
- Renewed entrance awards offerings to bolster recruitment efforts target at specific programs with low domestic enrolment.
- Enhanced support for strategic enrolment management through development of new reporting metrics.
- Proudly hosted the Junior Achievement BC TechWorks where nearly 200 high school students attended a day of hands-on tech career exploration.
- Launched 'Virtual Assistant' for the Registrar's Office to improve the searchability and reliability of information to students.
- Conducted successful trials using scheduling optimization software and initiate its broader use across the college and into existing college workflows.
- Initiated planning for more integrated and efficient front counter experience for students between the Student Services Centre and the Registrar's Office.
- Implemented changes that reduce the barriers related to income verification for Adult Upgrading eligible students.
- Building on a successful pilot phase, food security supports were expanded to further increase access and availability of grocery and lunch cards, as well additional 'Snack Shack' pantries offered in a growing number of instructional departments.

Program offerings (cont'd)



Youth In Care

In 2025/26, VCC had 70 former Youth in Care benefit from the B.C. Government's tuition waiver program, with a total of \$265,270 distributed. This represents an increase of 3% in students and 3.2% increase in funding over the last year.

VCC continues to take a proactive and coordinated approach to ensuring former Youth in Care are aware of and able to access this support. Awareness of the tuition waiver is embedded across multiple points of contact, beginning at recruitment and extending through registration and ongoing enrolment. Front line teams are supported to identify eligible individuals early and to communicate the availability of the waiver in a clear and consistent manner. Where needed, students are also connected to additional financial and non financial supports, including emergency bursaries, to help address barriers that may affect persistence and completion.

In parallel, VCC works closely with sector partners and peer institutions to strengthen system wide support for former Youth in Care. Rather than relying on a single service model, the college emphasizes timely, individualized assistance delivered through Student and Enrolment Services, with collaboration from instructional areas as circumstances require. VCC also contributes to broader sector learning by participating in the Campus Navigator Community of Practice, supporting the ongoing enhancement of services for former Youth in Care and other vulnerable and underrepresented learners both on campus and in the wider community.





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

Work with the Ministry to explore and implement strategies that support efficiency and service optimization, reduce expenses, generate revenues and help ensure long-term financial sustainability of the sector while enhancing access to high quality learning opportunities

Priority indicators

- **Operational Excellence:** VCC continued to optimize systems, processes, and resources to support educational and operational objectives and deliver high-quality education and services to the community.
- **Financial Operations:** The Finance department implemented Chrome River, transforming accounts payable processes—including expense reporting, invoicing, and corporate card management—from manual processes to automated workflows, improving operational efficiency and accuracy.
- **Enterprise Resource Planning:** IT completed Phase 2 of the Enterprise Resource Planning Data Cleanup project, implementing Phase 1 recommendations to improve data accuracy and reliability, support informed decision making, and enable more efficient operations.
- **Technology and IT Infrastructure:** IT transitioned loaner laptops and computer labs to the Linux-based LEAF operating system, providing a safer operating environment, more specialized software for students, and reducing the workload and overhead associated with computer fleet repairs.
- **Time and Attendance:** VCC implemented an online time entry system for all college employees, streamlining time and attendance tracking and improving operational efficiency and transparency through readily available reports and an Employee Dashboard.
- **Student Services and Enrolment:** The Registrar's Office conducted a comprehensive review of student-facing operations to assess the current user experience and identify opportunities for improvement. A Registrar's Office task team was established, a report on the current delivery of enrolment services was completed, and an implementation plan was developed to optimize service delivery, including increasing self-service transactional options.
- **Enterprise Risk Management:** The Safety & Security team presented the Enterprise Risk Management (ERM) policy and procedures to the Board of Governors for approval, formalizing strategies and processes to mitigate institutional risk and safeguard VCC's long-term sustainability.

Mandate letter (cont'd)

Sustainability

Objective

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.

Global Experiences and Partnerships

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

Mandate letter (cont'd)

Mandate Priority #2

The post-secondary education system is critical to supporting a prosperous, diverse and growing economy and a strong, secure British Columbia. I expect that your institution's policies and programs ensure that post-secondary education and training in British Columbia remains relevant and accessible

Priority indicators

- The Digital Learning for Innovative Teaching microcredential was launched in September 2025. It aligns with the provincial digital literacy framework and digital strategy and is offered as a flexible, part time and online offering to widen access for busy professionals. The micro-credential is competency based and includes a skills recognition component to allow for more rapid upskilling and workforce development.
- VCC is piloting an AI-assisted skills recognition platform that will allow prospective learners to have their skills verified and validated, potentially reducing the time to completion of in demand micro-credentials.
- 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%.
- The Health Care Assistant program enrolled a total of 86 students in the Health Care Assistant Partnership Pathway (HCA-PP) during the 2025/26 fiscal year, supported through both base and one-time funded cohorts. The program also enrolled eight Vancouver School Board dual-credit students in 2025/26 and anticipates enrolling approximately 10 high school students from the Vancouver, North Vancouver, and Richmond School Districts in the upcoming fiscal year.
- VCC received funding in partnership with the Vancouver School Board to develop a dual credit consortium on the coastal corridor, with a view to increase capacity to expand dual credit seats with pathways to trades and non-trade programs.
- The Bachelor of Science in Nursing (BScN) program continues to offer two streams: a generic stream and an Advanced Entry stream, each with an annual intake of 24 students. Both streams have maintained full enrolment since 2024.

Mandate letter (cont'd)

- 2026 Fall intake of BSN is paused with the intention to return to annual intakes in 2027.
- In 2026, the BScN program will introduce an additional Advanced Entry cohort of 24 students, effectively increasing Advanced Entry intake capacity by 100%.
- Enrolment in the Access to Practical Nursing program has increased, with the Access to Practical Nursing, Generic Practical Nursing, BScN Generic, and Advanced Entry BScN programs all operating at full capacity. Students in these programs continue to benefit from the Ministry Nursing Tuition grants.
- The Medical Laboratory Assistant program received one-time funding to support an additional 12 seats in September 2025.
- The Pharmacy Technician program added five ministry-funded seats in September 2025, and the 2026 intake remains at full capacity.
- Students in the Medical Laboratory Assistant and Occupational Physical Therapist Assistant (OPTA) programs benefited from the Priority Health Program Student Recruitment and Retention bursary, available from April 2024 to October 2025.
- The Health Unit Coordinator program continues to enhance student learning through hands-on experience in simulated nursing station environments and practical training opportunities.
- Students in the Certified Dental Assisting program provided complimentary dental services to approximately 200 elementary school children in June 2025 through the Tooth Trolley initiative, highlighting the ongoing need for accessible dental care in underserved communities.
- The Dental Hygiene program continues to support enrolment through active participation in program information sessions and promotes student success through experiential learning opportunities that enhance both community access to oral healthcare and graduate readiness.

Mandate letter (cont'd)

VCC program / initiative	Status	Look West pillar	Specific Look West commitment	Alignment statement
Construction Electrician — Foundation Certificate and Apprenticeship	Foundation launched January 2026	1. Strengthening Our Workforce; 2. Delivering Major Projects Faster	STBC Doubling trades training investment to \$214M annually by 2028-29; ~100,000 skilled trades openings over the next decade, with electricians named first among priority occupations; 21,800 funded apprentice seats	VCC launched the Construction Electrician Foundation Certificate in January 2026 and continues apprenticeship delivery, expanding capacity in the occupation identified in Look West as a leading source of skilled trades demand over the coming decade and directly supporting the province's major project build-out.
Refrigeration and Air Conditioning Mechanic — Foundation and Apprenticeship	Ongoing	1. Strengthening Our Workforce; 2. Agriculture & Food Processing; 3. Trade & Logistics Infrastructure	Growing agriculture and food exports by 25% and non-U.S. market exports by 25%; increased greenhouse production; doubling trade corridor throughput by 2035	VCC's Refrigeration and Air Conditioning Mechanic Foundation and Apprenticeship programming supplies the mechanical trades workforce underpinning B.C.'s cold-chain and controlled-environment infrastructure, supporting the Look West targets for agriculture and food export growth, greenhouse expansion, and increased goods movement through provincial trade corridors. Curriculum includes heat pump systems and low-GWP refrigerant handling in line with CleanBC.

Mandate letter (cont'd)

VCC program / initiative	Status	Look West pillar	Specific Look West commitment	Alignment statement
Wind Turbine Technician Certificate	New	1. Delivering Major Projects Faster (Energy)	Eight new renewable energy projects operational by 2032; 10 renewable projects under BC Hydro's 2024 Call for Power with Electricity Purchase Agreements in place; nine wind projects designated under the Renewable Energy Projects (Streamlined Permitting) Act; North Coast Transmission Line delivering 2,200 MW	VCC's Wind Turbine Technician Certificate is the province's direct training response to the renewable energy build-out set out in Look West, preparing technicians for the wind projects advancing through BC Hydro's Calls for Power and streamlined permitting, including operations across northern and interior B.C.
Heavy Mechanical Trades — Foundation and Apprenticeship	Ongoing; operating at or above capacity with active waitlists	1. Delivering Major Projects Faster (Critical Minerals); 2. Trade & Logistics Infrastructure	Four new mines or expansions in operation by 2032; northwest critical minerals corridor representing \$29.5B in capital investment, 8,910 construction jobs and 6,024 permanent jobs; heavy duty equipment technicians and heavy equipment and crane operators named among priority occupations; 156,000 jobs in transportation and warehousing	VCC's Heavy Mechanical Trades Foundation and Apprenticeship programs train the heavy duty equipment technicians identified in Look West as essential to critical minerals development, major project construction, and goods movement. The School added apprenticeship cohorts in 2025-26 in response to sustained demand, achieving 100% in-class utilization.

Mandate letter (cont'd)

VCC program / initiative	Status	Look West pillar	Specific Look West commitment	Alignment statement
Clean Energy Technology Diploma	Launching January 2027	1. Strengthening Our Workforce (highly qualified professionals); 2. Delivering Major Projects Faster (Energy)	\$36B clean electricity investment creating 10,000 jobs; 98% renewable energy delivered to the northwest via the NCTL; BC Hydro Calls for Power 2024 and 2025 each adding 8% to supply; goal of developing specialized professionals for strategic sectors	VCC's Clean Energy Technology Diploma, launching January 2027, responds to the Look West goal of building the specialized technical workforce required for B.C.'s clean energy expansion, including transmission, generation, and distributed energy systems supporting the province's electrification and major project commitments.
Automotive Service Technician — TRDE 3001: Zero Emissions Vehicle Service and Technology (Continuing Studies)	Available	1. Strengthening Our Workforce (upskilling and micro-credentials)	Increasing Red Seal professionals through specialized short-term training via Achiev	VCC delivers TRDE 3001: Zero Emissions Vehicle Service and Technology as a short-duration, stackable Continuing Studies offering that upskills working automotive technicians in EV and ZEV systems. The model matches the Look West commitment to expand specialized short-term training for experienced trades professionals and reflects VCC's broader ZEV curriculum investment, including a multi-year federally funded EV training initiative.

Mandate letter (cont'd)

Student Success

Objective

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.

Mandate letter (cont'd)

Mandate Priority #3

I expect your institution to develop and implement strategies that ensure safety, protection, and fair treatment on campuses for students, staff, and faculty

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 against discrimination, harassment, and unfair treatment.
2. Provide robust orientation program to all new international students to familiarize them with policies, 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, diversity, and inclusion through events, workshops, and activities that celebrate different cultures and perspectives.

Mandate letter (cont'd)

- The International Health Care Assistant Diploma program will launch its seventh cohort of 24 students in May 2026 and continues to offer two intakes annually (May and September), each with 24 students.
- The OPTA program continues to enroll international students in each cohort while maintaining full capacity for domestic students. The program is exploring increased flexibility in delivery, including options for remote learners and future cohorts.
- VCC has an active International Education Strategic Plan (IESP) that has been approved by both Education Council and the VCC Board of Governors.

The International Education Strategic Plan (IESP) has been reviewed to ensure alignment with provincial and federal policy changes as well as the Mandate Priority #3 as follows:

- **Student protection and well-being measures** with a focus on mental health, settlement supports, safe and secure living conditions, and culturally responsive services for international students. These measures build on the Student Success objective and reinforce VCC's commitment to supporting students throughout their learning journey.
- **Oversight and accountability for international recruitment and partnerships**, including monitoring of education agents and recruitment practices to ensure transparency, ethical conduct, and compliance with provincial and federal requirements. This supports the existing commitment to prioritize students' best interests and hold partners accountable to ethical standards.
- **Equity, diversity, inclusion, and access (EDIA) initiatives**, including intercultural competency, anti-racism, and inclusive practice development for students, faculty, and staff. These initiatives support a respectful, welcoming, and equitable campus environment for all members of the VCC community.
- **Housing and settlement supports**, recognizing safe and stable living conditions as an important contributor to student success, well-being, and retention. This aligns with the IESP's commitment to safe and secure living conditions and responsive student services.
- **Ongoing policy review and regulatory responsiveness**, ensuring that international education practices remain aligned with evolving provincial and federal expectations and that implementation plans are updated as required.

The IESP explicitly demonstrates VCC's commitment to creating a safe, inclusive, and supportive learning and working environment, while ensuring internationalization activities continue to reflect best practices in student protection, ethical recruitment, accessibility, equity, and accountability.

Mandate letter (cont'd)

Equity, Diversity, Inclusion, and Access

Objective

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 ongoing 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.

Mandate letter (cont'd)

Mandate Priority #4

Underlying our work is a continued commitment to lasting and meaningful Reconciliation with Indigenous partners by supporting opportunities for self-determination in the post-secondary sector leading to greater access to relevant programs for Indigenous learners

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.
- 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.
- 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.

Actions related to priority #4 are reported in Appendix B

Mandate letter (cont'd)

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.

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 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.

Mandate letter (cont'd)

Safety, Security, Risk and Privacy

Privacy

The Privacy Office continued to expand its institutional presence by supporting departments in meeting their obligations under the *Freedom of Information and Protection of Privacy Act (FIPPA)* while further building a robust Privacy Management Program. Progress included completing an increased number of Privacy Impact Assessments (PIAs) across a broader range of program areas, responding to formal FOI requests, and supporting departments in identifying and implementing mitigation strategies following privacy breaches. The Privacy Office also engaged directly with the Office of the Information and Privacy Commissioner (OIPC) to support compliance in higher risk or complex initiatives.

Tailored FIPPA training was delivered to six departments and leadership groups, including Senior Team and Leadership sessions in 2025, through both in person and online formats. In collaboration with People Services, the Privacy Office ensured that employees' mandatory FIPPA training remained current following the introduction of new online training in 2025.

The Privacy Office also supported the College's responsible adoption of artificial intelligence by contributing to updates to the *Guidelines for Generative AI* in Teaching and Learning and engaging with institutional groups on AI and FIPPA considerations, including at the Deans' Retreat and Research Ethics Board. Ongoing collaboration with Records Management advanced compliance supporting record keeping practices, including work on Personal Information Banks, the Records Retention Schedule, and the Personal Information Directory. In addition, the Safety and Security Camera Systems Policy was completed, aligning with OIPC best practices to balance campus safety with individual privacy rights.

Risk Management

Significant progress was made in strengthening enterprise risk oversight. An institutional Risk Appetite Statement was developed and implemented, formally defining the level and types of risk the institution is prepared to accept in pursuit of its strategic objectives. This statement establishes clear guardrails for decision making, reflects institutional values and regulatory obligations, and strengthens alignment between strategy, operations, and enterprise risk management.

Top five emerging institutional risks were documented and shared with VCC's Finance and Audit Committee to support proactive planning for the upcoming year. Six new departments were added to the institutional risk register, and twelve existing departmental risk profiles were updated, increasing both coverage and maturity of risk identification across the organization.

In support of operational and compliance risk mitigation, a Contract Administration Policy and program were implemented, including standardized contract templates, defined processes, and clarified signing authority for non procurement contracts. Additional policy development included the creation of the Enterprise Risk Management Policy and the Minors on Campus Policy, strengthening institutional controls and accountability.

Mandate letter (cont'd)

Sexual Violence and Misconduct

Advancements in Sexual Violence Support Services focused on capacity building, survivor centred practice, investigative accountability, and legislative readiness. The Sexual Violence Support Services continued to receive and investigate student reports of sexual violence and misconduct in accordance with policy and procedural requirements, ensuring timely, fair, and trauma informed processes that prioritize student safety and institutional accountability.

An online training course was developed for faculty to support effective and compassionate responses to student disclosures. In addition, ongoing consultation was provided to faculty members and student facing support staff to assist them in navigating disclosures, understanding reporting obligations, and connecting students with appropriate internal and external supports. This consultative approach has strengthened confidence and consistency across the institution in responding to sensitive and complex situations.

The service model is transitioning from an online reporting focused approach to an “office hours” style support system, designed to encourage personal connection with survivors while also addressing financial sustainability. Preparatory work is underway to incorporate upcoming legislative changes to the Sexual Violence and Misconduct Policy Act, including relaunching the Gender Based Violence Education and Prevention Committee, increasing training opportunities, strengthening community partnerships, and reviewing institutional policy to ensure alignment with new requirements

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.

Mandate letter (cont'd)

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.

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 formalized strategies 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.





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 research 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	2023/24 Actual	2024/25 Actual	2025/26 Actual	2025/26 Target	Assessment
Total Student Spaces (FTE)	3,735	3,994	3,496	≥6,723	Not achieved
Nursing and other Allied Health Programs	916	915	963	≥906	Achieved
Developmental Programs	1,022	1,100	1,131	≥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
	2023/24	2024/25	2025/26	2025/26	2025/26
VCC total credentials awarded	1,778	1,747	1,776		Not Assessed
Bachelor	85	53	59	≥ 63	Substantially Achieved
Certificate	1,234	1,131	1,121	≥ 1,250	Not Achieved
Developmental	47	74	112	≥ 55	Achieved
Diploma	357	399	375	≥ 388	Substantially Achieved
Short Certificate	54	90	109	≥ 65	Achieved

The decline in certificate credentials awarded reflects program and enrolment shifts rather than a reduction in student success. Several programs, particularly within Health Care, have transitioned from certificate-level to diploma-level credentials, resulting in students earning diplomas instead of certificates. Additionally, some domestic-focused trades certificate programs experienced reduced participation as capacity was increasingly utilized by co-listed international diploma programs. Recent trends indicate a gradual return of demand for domestic certificate-level programming. As these factors remain consistent and actual results have been unchanged over the past two years, this explanation continues to apply to the current reporting period.

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
	2023/24	2024/25	2025/26	2025/26	2025/26
Total Indigenous Student Spaces	209	182	220	Maintain or Increase	Achieved
Ministry (PSFS)	141	128	141	Maintain or Increase	Achieved
SkilledTradesBC	68	55	79	Maintain or Increase	Achieved

Results for Indigenous Student Spaces are reported for the previous fiscal year. Results from the 2025/26 reporting year are based on data from the 2024/25 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
	2023/24	2024/25	2025/26	2025/26	2025/26
Former diploma, associate degree, and certificate students	92.8% +/-1.4%	94.8% +/-1.3%	91.1% +/-1.7%	≥90%	Achieved
Trades foundation and trades-related vocational graduates	91.3% +/-2.5%	95.5% +/-1.8%	94.0% +/-2.0%	≥90%	Achieved
Former apprenticeship students	97.8% +/-3.5%	96.9% +/-4.9%	N/A N/A	N/A	Not Assessed
Bachelor's degree graduates	93.5% +/-6.2%	96.4% +/-6.0%	N/A N/A	N/A	Not Assessed

Source: BC Student Outcomes Survey 2025

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
	2023/24	2024/25	2025/26	2025/26	2025/26
Former diploma, associate degree, and certificate students	95.8% +/-1.1%	96.7% +/-1.0%	94.6% +/-1.4%	≥90%	Achieved
Trades foundation and trades-related vocational graduates	95.1% +/-1.9%	97.9% +/-1.2%	97.9% +/-1.2%	≥90%	Achieved
Former apprenticeship students	95.7% +/-4.9%	100% +/-0.0%	N/A N/A	N/A	Not Assessed
Bachelor's degree graduates	96.9% +/-4.3%	96.4% +/-6.0%	N/A N/A	N/A	Not Assessed

Source: BC Student Outcomes Survey 2025

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
	2023/24	2024/25	2025/26	2025/26	2025/26
Former diploma, associate degree, and certificate students	89.6% +/-1.6%	90.6% +/-1.5%	87.9% +/- 1.8%	≥85%	Achieved
Trades foundation and trades-related vocational graduates	89.6% +/-2.4%	93.0% +/-1.9%	92.3% +/- 1.9%	≥85%	Achieved
Former apprenticeship students	93.4% +/-4.1%	95.1% +/-4.2%	N/A N/A	N/A	Not Assessed
Bachelor's degree graduates	90.3% +/-7.5%	92.9% +/-7.8%	N/A N/A	N/A	Not Assessed

Source: BC Student Outcomes Survey 2025

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
	2023/24	2024/25	2025/26	2025/26	2025/26
Former diploma, associate degree, and certificate students	92.8% +/-1.6%	92.3% +/-1.7%	89.1% +/- 2.1%	≥90%	Achieved
Trades foundation and trades-related vocational graduates	88.0% +/-3.4%	89.7% +/-3.2%	90.5% +/- 3.1%	≥90%	Achieved
Former apprenticeship students	97.7% +/-3.8%	96.7% +/-5.3%	N/A N/A	N/A	Not Assessed
Bachelor's degree graduates	88.5% +/-9.5%	96.0% +/-6.8%	N/A N/A	N/A	Not Assessed

Source: BC Student Outcomes Survey 2025

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
	2023/24	2024/25	2025/26	2025/26	2025/26
Former diploma, associate degree, and certificate students	5.8% +/-1.4%	5.6% +/-1.4%	7.2% +/- 1.6%	≤ 14.2%	Achieved
Trades foundation and trades-related vocational graduates	9.6% +/-2.8%	12.9% +/-3.2%	11.9% +/- 3.1%	≤ 14.2%	Achieved
Former apprenticeship students	2.3% +/-3.7%	3.2% +/-5.1%	N/A N/A	N/A	Not Assessed
Bachelor's degree graduates	7.1% +/-7.2%	0.0% +/-0.0%	N/A N/A	N/A	Not Assessed

Source: BC Student Outcomes Survey 2025

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	6,747	6,682	6,682
Nursing and other allied health programs	906		
Developmental programs – Tuition Compensation Eligible	990		

Credentials awarded

Performance Measure	2025/26	2026/27	2027/28
Total student spaces	6,747	6,682	6,682

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

Progress on Implementation of Truth and Reconciliation Commission's (TRC) Calls to Action, articles of the United Nations Declaration (UN Declaration) on the Rights of Indigenous Peoples, and In Plain Sight: Addressing Indigenous-specific Racism and Discrimination in B.C. Health Care Report Recommendations for Public Post-Secondary Institutions in B.C.

The provincial government is committed to implementing the UN Declaration on the Rights of Indigenous Peoples, the TRC Calls to Action, and In Plain Sight Report Recommendations. Institutions will have addressed relevant TRC Calls to Action and articles of the UN Declaration on the Rights of Indigenous Peoples, and In Plain Sight Report recommendations to varying degrees. Please complete the following table to provide an at-a-glance summary of your institution's progress. If there is no relevant program/initiative show as N/A.

Appendix B (cont'd)

TRC call to action¹ and UN Declaration on the Rights of Indigenous Peoples Article

Progress

Initiatives and partnerships

Provide key details on initiatives relating to each Call to Action and UN Declaration on the Rights of Indigenous Peoples article and how your institution's relations and collaborative partnerships with local First Nations and Métis communities are contributing to implementation. Include links where relevant. Add rows to report on additional initiatives as required.

In-Progress

School of Arts & Sciences – Sign Language Interpreting

- Initial contact has been made with the education directors of the three host Nations—Musqueam, Tsleil-Waututh, and Squamish—to begin building long-term relationships. Goals include increasing awareness of ASL, Deaf Studies, and the Sign Language Interpreting program as viable career pathways for Indigenous students, as well as creating opportunities for cultural exchange between Deaf and hearing Indigenous youth and young adults.

In-Progress

School of Arts & Sciences – Adult Basic Education (Abe) Fundamentals

- The ABE Fundamentals department partners with the Vancouver Aboriginal Friendship Centre Society to deliver a Community Adult Literacy Program through grant-funding. This low-barrier program creates a welcoming space for Indigenous adults in greater Vancouver to strengthen their reading, writing, math, and digital skills. In a culturally safe, community rooted setting, learners build confidence, reconnect with their strengths, and gained tools to support their families, pursue opportunities, and move forward on their own terms.

In-Progress

Culinary training with ShearWater Resort in Bella Bella

- VCC provides training and developing for the community members engaged at the resort. The training included “back-of-the-house and front-of-the-house” hospitality training as part of our contracted agreement with the Construction Foundation. Involvement included working with the community elders on community engagement.

¹ “...” represents omitted text not related to post-secondary education from the original Call to Action.

Appendix B (cont'd)

1: Social work

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

Progress	New and/or continuing initiatives and partnerships
N/A	N/A

12: Early Childhood Education

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

Progress	New and/or continuing initiatives and partnerships
Planned/In Progress	Early Childhood Care and Education (ECCE) The ECCE Program has embedded curriculum content addressing: ▪ Reconciliation & decolonization of ECCE program planning with children. ▪ Supporting Indigenous families ▪ The residential school system and its lasting impacts on ECE ▪ Jordan's principal ECCE is currently in the process of updating our practicums & field studies. While we are doing this, we are considering how we can have decolonized learning outcomes as part of practicum.

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	N/A

Appendix B (cont'd)

23: Health care professionals

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

Progress	New and/or continuing initiatives and partnerships
Ongoing	- All Health Sciences programs at VCC reserves 2 additional seats for indigenous students per intake. - Indigenous Student Recruitment bursary aimed to support Indigenous student enrolment and retention was offered for student in the Practical Nursing and Bachelor of Science in Nursing programs.

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
New / On-going	The Bachelor of Science in Nursing (BScN) curriculum, while not provincially mandated or formally articulated, is thoughtfully designed to align with the Entry-Level Competencies for Registered Nurses as established by the British Columbia College of Nurses and Midwives (BCCNM). The program is further guided by BCCNM's Professional Standards for Registered Nurses, including those related to cultural safety and humility (https://www.bccnm.ca/RN/PracticeStandards/Pages/CulturalSafetyHumility.aspx). In keeping with our broader social and professional responsibilities, the curriculum also responds to the Truth and Reconciliation Commission's Calls to Action. As part of this commitment, we have undertaken a deliberate and ongoing process of indigenizing the curriculum, meaningfully embedding Indigenous perspectives, knowledge systems, and approaches to care throughout the program.

Appendix B (cont'd)

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- New / On-going**
- The Bachelor of Science in Nursing (BScN) program also piloted the new VCC School of Health Sciences Indigenous Health Equity Course (CIHS) micro credential course. The CIHS course curriculum was incorporated and embedded into a Term 1 course for Generic cohorts in Fall 2026, and the Bridging Term for Advanced Entry cohorts in Winter 2026. In addition, cultural safety and competency learning activities and lesson plans are intentionally embedded throughout other courses within the BScN curriculum.
 - Practical Nursing curriculum is Provincially articulated and mandated, as our regulatory body, BCCNM adheres to call to action & TRC mandates. We have professional standards specifically: <https://www.bccnm.ca/LPN/PracticeStandards/Pages/CulturalSafetyHumility.aspx>
 - Practical Nursing also piloted the CIHS courses as a part of Professional Practice courses in 3 levels beginning in January 2026. Cultural safety and competency activities and lesson plans are also embedded in other courses within our practical nursing curriculum.
 - Health Care Assistant curriculum is Provincially articulated and mandated and incorporates language and learning outcomes for Indigenous content and cultural safety.
 - Health Care Assistant incorporated the Cultural Safety for Indigenous Health course into the Introduction to Practice course in the domestic program. Cultural safety and competency activities and lesson plans are also embedded in other courses within the program.
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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
New	VCC's paralegal program area incorporated elements of Indigenization, decolonization, and reconciliation into the program revisions that were finalized this year. The program leadership continues efforts in providing professional development opportunities related to decolonization and reconciliation to the instructional team.

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
In-Progress	Continuing Studies worked closely with ACCESS and VAFCS to deliver a customized version of our Building Manager program in the Spring semester. The entire cohort of participants were successful in completing the program requirements and were subsequently employed in the field. Based on the success of this experience, we have committed to running another cohort in the Spring 2026 semester - again in partnership with ACCESS and VAFCS.

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
N/A	N/A

86: Journalism and media schools

We call upon Canadian journalism programs and media schools to require education for all students on the history of Aboriginal peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations.

Progress	New and/or continuing initiatives and partnerships
N/A	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
In-Progress	Curriculum development within the Applied Business programs continues to integrate Universal Design for Learning (UDL) principles alongside Indigenous learning across all curriculum components and delivery, to reflect culturally sensitive and inclusive learning environments throughout all terms.

Appendix B (cont'd)

United Nations Declaration on the Rights of Indigenous Peoples Implementation

How is your institution working with Indigenous peoples and communities to implement the United Nations Declaration on the Rights of Indigenous Peoples, and particularly 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
In Progress	Humanities (School of Arts and Sciences) Article 15 ▪ English classes participated in the Kairos Blanket Exercise as part of their learning. This experiential activity supported students in developing a deeper understanding of the historical and ongoing impacts of colonization on Indigenous peoples in Canada, including issues related to land, treaties, and systemic inequities. Participation in the Blanket Exercise encouraged reflection, dialogue, and greater awareness of Indigenous perspectives and histories.
In Progress	Adult Basic Education (ABE) Fundamentals (School of Arts and Sciences) Article 15 ▪ The ABE Fundamentals department partners with the Vancouver Aboriginal Friendship Centre Society to deliver a Community Adult Literacy Program through grant-funding. This low-barrier program creates a welcoming space for Indigenous adults in greater Vancouver to strengthen their reading, writing, math, and digital skills. In a culturally safe, community rooted setting, learners build confidence, reconnect with their strengths, and gained tools to support their families, pursue opportunities, and move forward on their own terms. ▪ The ABE Fundamentals department has purchased many books and resources written or created by Indigenous writers and knowledge keepers for use within our reading and writing courses.

Appendix B (cont'd)

In Progress

English as an Additional Language (EAL) Pathways (School of Arts and Sciences)

Article 15

- The department curated a library collection of works by Indigenous authors for instructor use.
- Faculty professional development includes activities such as cultural learning experiences with Indigenous-owned organizations, including a Tsleil-Waututh owned company Takaya Tours.
- Regular Lunch & Learn information sessions are offered for EAL students in partnership with IECE.
- Curriculum has been remapped to integrate Indigenous perspectives, knowledge, and worldviews.

New

Fashion Design and Production diploma (School of Continuing Studies)

Article 15

- Work is currently underway in our Fashion Design and Production diploma to weave Indigenous content into appropriate courses across the program, in addition to work focused on decolonizing the selection process in our fashion cycle classes.

New

School of Trades, Tech, Design – Hair Design and Spa & Body Therapy Department

Article 15

- Partnerships with Indigenous Communities: The department aims to collaborate with Indigenous band(s) to offer programs on their lands, which directly relates to UNDRIP Article 15/Call to Action 63. This call emphasizes the need for funding to build Indigenous cultural resources and share successful practices that foster empathy and respect among students. By partnering with Indigenous communities, the department seeks to develop an educational framework that is respectful and aligned with Indigenous teachings.

Appendix B (cont'd)

New

School of Trades, Tech, Design – Hair Design and Spa & Body Therapy Department

Article 21

- The aspiration to establish Indigenous cohorts at VCC or partial Indigenous cohorts underscores the department's commitment to addressing educational gaps (UNDRIP Article 21/Call to Action 10). This initiative supports the development of peer support systems that can enhance the educational experience for Indigenous students, fostering a learning environment that acknowledges and respects their unique backgrounds and contexts.
-

New

School of Trades, Tech, Design – Jewellery Art and Design Program

Articles 14, 15, 21

- Collaborated with Indigenous Educators and Knowledge keepers to enhance learning experiences and embed Indigenous perspectives and practices into the curriculum as an ongoing component. Hosted Indigenous-led presentations and day workshop to support student learning and engagement with Indigenous knowledge and practices. Consulted with Indigenous Education and Community Engagement and Indigenous experts to strengthen integration of Indigenous perspectives in program delivery, including, departmental professional development opportunities, student portfolio review/interview process, admissions process, and curriculum development.

Articles 15

- Integrate community-based experiential learning through regular visits to Indigenous cultural art institutions. These visits bridge classroom instruction and community engagement while deepening understanding of Indigenous artistic practices and cultural context.

Articles 14, 15

- Fosters an inclusive culturally relevant learning environment by supporting Indigenous learners and encouraging engagement with VCC Indigenous Student Gathering Space and support services.
-

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 <i>(If none exist, N/A)</i>
Bachelor of Science in 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.
Practical Nursing	
Bachelor of Science in Nursing	▪ 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.
Practical Nursing	
	▪ 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. ▪ 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: ▪ 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. • C2.5 Collaborate with local partners, such as interpreters and leaders.
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Appendix B (cont'd)

Occupational/ Physical Therapist Assistant (cont.)	▪ 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 (NEW)	▪ 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.
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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.

For all health programs offered at your institution, please identify what new, ongoing, or completed actions have supported the recruitment of Indigenous individuals to senior positions to oversee and promote system change, and the quantitative impact of these actions.

Program	Progress	Actions
Pharmacy Technician Program	N/A	N/A
Health Care Assistant Program	New/ongoing completed	▪ Engage with indigenous subject matter experts to develop course materials related to learning outcomes in HCAI CHC course series. ▪ One Indigenous faculty member who teaches impacts of Colonization course in HCAI program.
Medical Laboratory Assistant	N/A	N/A

In Plain Sight recommendation #18

The B.C. government require 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.

Please identify any existing strategies your institution has, targets that have been identified by program area, and outcomes related to the identification, recruitment, and graduation of Indigenous students. Note – the B.C. government has not yet set mandatory strategies and targets related to recommendation #18. Information collected in the first year of In Plain Sight Reporting will be used to identify promising policies and practices that have already been implemented by post-secondary institutions.

Appendix B (cont'd)

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.	Student Enrolment 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 enrolment 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 enrolment 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.

For all health programs offered at your institution, please identify whether mandatory cultural safety and humility training components are new this year, ongoing, or fully implemented. Under actions, please list and describe the mandatory training components. If there are none, please indicate N/A for that program.

Program	Progress	Actions
Pharmacy Technician Program	Ongoing	Curriculum includes one lesson focused Indigenous-specific racism. Courses reference back to the concepts in this lesson throughout the program. We will be adopting the CSIH course in the new diploma program in January 2027.
Practical Nursing	On-going	- Practical Nursing curriculum is Provincially articulated and mandated, as our regulatory body, BCCNM adheres to call to action & TRC mandates. We have professional standards specifically: https://www.bccnm.ca/LPN/PracticeStandards/Pages/CulturalSafetyHumility.aspx - Practical Nursing also piloted the CIHS courses as a part of Professional Practice courses in 3 levels beginning in January 2026. Cultural safety and competency activities and lesson plans are also embedded in other courses within our practical nursing curriculum.

Appendix B (cont'd)

Health Care Assistant	On-going	▪ Including Cultural Safety for Indigenous Health (online) course in Introduction to Practice course with our domestic program. 2nd course for the CSIH series to be added. ▪ In-person Impacts of Colonization course for students in HCA International program, taught by Indigenous faculty member.
Dental Hygiene	Ongoing and New	▪ Ongoing: Indigenous Cultural Safety is interwoven throughout the program. ▪ In the BCCOHP Professional Standards, Standard 3.4 states “You must provide culturally safe care for Indigenous Peoples” https://oralhealthbc.ca/wp-content/uploads/2026/03/Standards-for-the-Oral-Health-Team.pdf ▪ The second-year students have a class on Culturally Safe Dental Hygiene Care and it is built upon in the third year. ▪ New: we will be adopting the CSIH 1010 course in Dental Hygiene Professional Practice 1 course for September 2026 intake.



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