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Institutional Accountability
Plan & Report

2014/15 Reporting Cycle





November 23, 2015

The Honourable Andrew Wilkinson, Minister
Ministry of Advanced Education
PO Box 9870
STN PROV GOVT
Victoria, BC V8W 9T5

Dear Minister:

We are pleased to submit Vancouver Community College's Institutional Accountability Plan and Report for the period 2014/15 Reporting Cycle. This document has been reviewed and approved by the Vancouver Community College (VCC) Board of Governors, and we are accountable for achieving the objectives in the outlined plan.

This plan will help us to effectively respond to BC's labour market challenges, and increase our contribution in fulfilling the province's goal of "re-engineering education and training so that BC Students and workers have the skills to be first in line for jobs in a growing economy."

We look forward to working with the Ministry over the coming years to achieve our common goals.

Yours sincerely,



Pam Ryan
Chair, VCC Board of Governors



Dr. Peter Nunoda
President & CEO

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EXECUTIVE SUMMARY

For the past 50 years Vancouver Community College (VCC), a vibrant urban college, continues to serve a diverse multi-cultural student population, delivering a broad spectrum of programming from Adult Basic Education and University Transfer to Bachelor's degrees in Nursing, Music and Hospitality Management.

VCC's Institutional Accountability Plan and Report highlights our journey and results over the 2014-2015 year. There have been a number of significant changes that transpired in the post-secondary arena that created a number of challenges for VCC and its administrative team, the most significant due to funding reductions resulting from the cancellation of the Canada-BC Immigration Agreement. The report includes our future direction through the continued development and implementation of VCC's strategic direction and focuses on the most important issues and challenges that we face. From this process has emerged 5 new Strategic Pillars and a revised Education Plan which are more organic in nature and are set to change and evolve with the changing needs, demands and requirements of our stakeholders groups.

We are very proud of what we have accomplished and remain committed to supporting the growth of a strong economy which aligns with the objectives of the BC Jobs Plan and incorporates the BC Reporting Principles and the Taxpayer Accountability Principles and focuses on the need to be responsive to current labour market demands. VCC also understands the importance of addressing the overall socio-economic needs of the province, including meeting the needs of Aboriginal learners and attracting and retaining international students.

VCC's success is largely a result of the implementation of our Strategic Plan, including the development and implementation of key initiatives i.e. the development of VCC's Education Plan. In addition to the new plans, in 2013 VCC partnered with 10 post-secondary public sector colleges and participated Economic Impact Study.

As we move forward with our renewed agenda we will continue to actively identify and act on opportunities to collaborate with other post-secondary educational institutions on several fronts, including the shared services models for selected functions. We will also maintain our focus on increasing available options for student pathways from the K-12 system to VCC, and will align with the demands and needs of our strategic partners to ensure we deliver high quality, applied and developmental learning experiences.

Our performance on the Ministry of Advanced Education (AVED) performance measures range between "Substantially Achieved" and "Exceeded" and this has increased overall from the 2012/13 results. In particular, we perform very well in our employability rates and our student spaces in our Health and Developmental programs. The VCC Business Plan identifies specific goals or targets to continually grow and increase the utilization of our student Full Time Equivalent (FTEs) which include domestic, international and Aboriginal student populations in accordance with the performance targets of AVED.

VCC is well positioned to reach the goals and measures set by AVED and the VCC Board of Governors.

Strategic Direction and Context

Strategic Plan

The current VCC's Strategic Plan expired at the end of 2014 and rather than enter into the strategic planning process, it was decided to build on the initial research and data collected in the development of the initial plan which provides the College with a strong future direction and clear goals. The Vision and Values of the College remain unchanged however 5 new strategic pillars have been developed.

VCC Vision

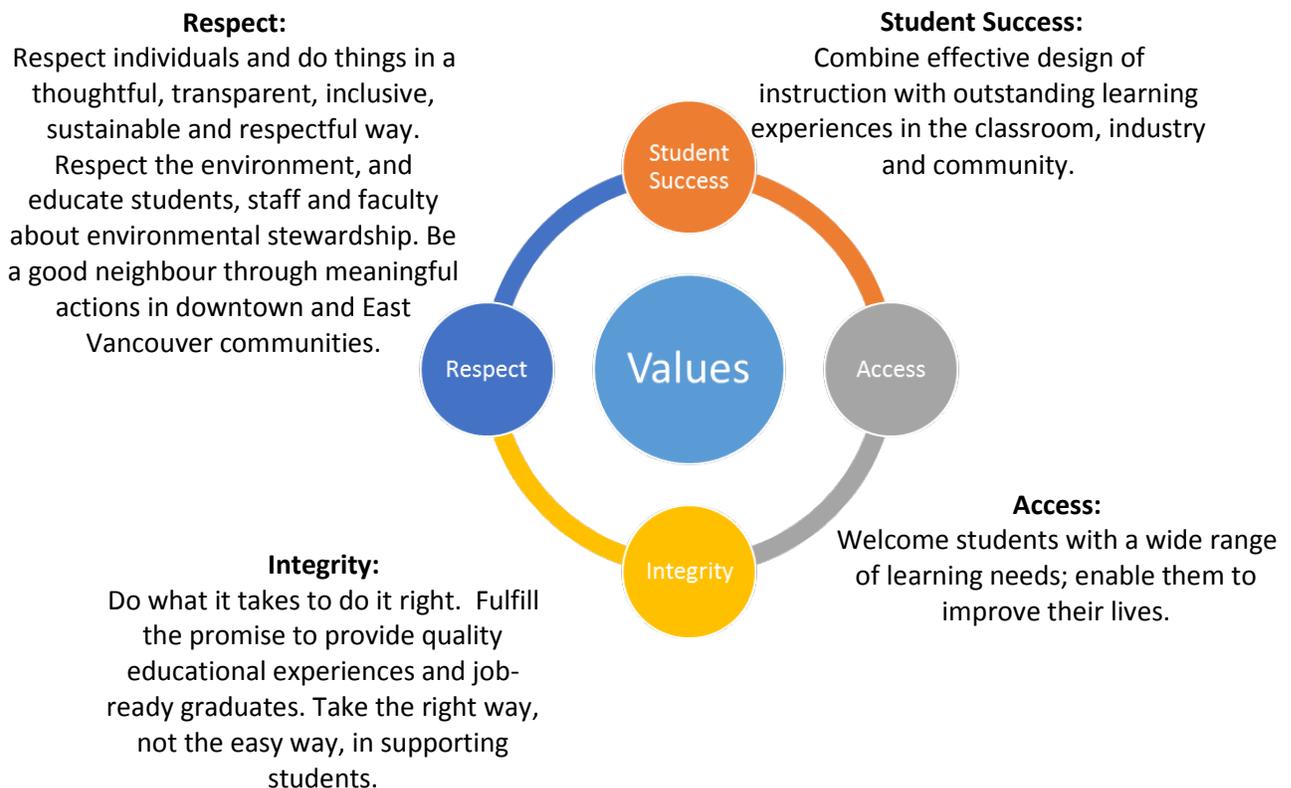
Vancouver Community College (VCC) is an accessible urban college that engages with many diverse communities within the Vancouver area to provide learning opportunities that change lives.

Building on its strengths in student access and success. Responding to the changing needs of learners, changing demographics and an evolving economy. To function and operate more effectively and transparently as an organization and be acknowledged for its areas of excellence.

VCC Values

VCC is a college with heart, where instructors demonstrate their enthusiasm for teaching and where students are treated with respect. VCC respects the environment and seeks to reduce its environmental impact. VCC actively supports its communities through a variety of programs and events.

The VCC community identified the Student Success, Access, Integrity and Respect as the values presented in the daily life of the college.



5 Strategic “Pillars”

The VCC Leadership produced a Departmental To-Do Checklist to highlight the scope of activities and priorities to roll up into a single plan for the College which included: dependencies between the department, how many dependencies, and to raise the awareness of these dependencies between the department projects and/or initiatives.

A master, system-wide document is currently being incorporating the input from all areas by grouping like projects/resources together. The next stage in this process is to categorize these departmental initiatives/activities to sit under the 5 Strategic Pillars:

Educational Quality

A commitment to learning-centered programming that is relevant, flexible, and career-oriented.

Operational Excellence

A philosophy of the workplace where problem-solving, teamwork, and leadership results in the ongoing improvement in an organization. The process involves focusing on the customers' needs, keeping the employees positive and empowered, and continually improving the current activities in the workplace.

Financial Stability and Sustainability

Sustainability is managing the triple bottom line - a process by which the College manages our financial, social and environmental risks, obligations and opportunities. To achieve financial sustainability we will require longer term financial and strategic planning, income diversification, sound administration and finance and the capability to generate our own income.

Reputation Management

A holistic approach to building trust by creating a strong brand identity and engaging stakeholders in the VCC experience. The most valuable asset we possess as an organization is our reputation. Like any valuable asset, it needs to be carefully monitored and managed. A strong reputation is the most potent marketing tool we have at our disposal.

Business Development

Business development is comprised of a number of tasks and processes aimed at developing and implementing growth opportunities. It is the creation of long-term value for the College from customers, markets and relationships.

The 5 Strategic Pillars are to highlight those items achievable within the next 12 months. It has also been identified that most projects and/or initiatives may apply to more than one pillar.

Education Plan

VCC's Education Plan has been re-developed and implemented for our diverse set of programs and courses and their related support services to learners who require the skills, competencies, and credentials to gain admission to post-secondary programs or alternatively to help those seeking to further their personal educational and workplace goals. We serve learners according to their abilities and capabilities and support educational excellence to prepare students for the occupations and opportunities of the 21st century. The programs will explore and design innovative transitions from secondary to post-secondary education; embrace open textbook and other learning environments; and embed measurable sustainability practices across the institution. The Education Plan provides a blueprint to position VCC as a progressive agent focused on narrowing the looming skill shortages, enhancing immigrant integration, offering multiple pathways to success, offering access to special needs learners, and advancing a socially responsible entrepreneurial education agenda.

The new Commitments and strategies are:

Commitment: An innovative college for higher and further education, offering a wide range of quality, relevant career and applied/academic programming.

- Strategy 1 - Promote innovation in curricula, instructional delivery and evaluation
- Strategy 2 - Develop new and relevant programs for international students
- Strategy 3 - Develop a community of teaching and learning informed by a culture of applied research and instructional development

Commitment: A student-centred college, engaging our learners and providing multiple, flexible pathways to advancement.

- Strategy 1 - Develop a concept and implementation plan for a VCC Learning Commons
- Strategy 2 - Create a focus on student health and well-being to support student learning and engagement
- Strategy 3 - Establish an assessment and career planning centre that ensures student credentials, experience, and personal aspirations are integrated into customized learning and career plans
- Strategy 4 - Acquire an understanding of Aboriginal people and issues
- Strategy 5 - Set standards, benchmarks and metrics for quality education services

Each strategy has a number of key objectives and goals and include success indicators to ensure that we are striving to achieve these results.

VCC is focused on the student experience. We are committed to working with the students and the Student's Union of VCC to design and implement many elements that will ensure we remain the college of choice for our learners. VCC will help ensure the learning experience is dynamic, relevant, rigorous, diverse and innovative, including improved personal and online services, with seamless registration procedures and mobile/hybrid learning, career and workplace entry, encourage further education and promote healthy lifestyles in a welcoming and vibrant campus environment.

Strategic Context

Student Profile:

Founded in 1965, Vancouver Community College (VCC) is one of the largest and oldest community colleges in British Columbia. With a diverse student body of more than 19,000 learners and revenues exceeding \$100 million, the college plays a vital role in training and skills development for the Vancouver area and the province of British Columbia. VCC serves a diverse urban community from two main campuses in the heart of the city.

For more than 40 years VCC has been training students for success in health, hospitality, business, English as a Second Language (ESL), adult basic education (ABE), career, design, trades and technology.

VCC has three campuses, Broadway, Downtown and the new Annacis Island campus with a number of satellite and community outreach and learning centers.

The Downtown campus plays an important role in the local community through the services and programs offered including Hospitality Management, Culinary, Baking and Esthetics programs which drive student-run facilities such as JJ's Dining Room, Four Corners restaurant and the VCC Salon and Spa. It represents 46% of the total student population.

The Broadway campus is home to many programs including health sciences, transportation trades, language studies, university transfer (arts and science) and music and represents approximately 54% of the total student population

The Annacis Island campus is a joint facility with BCIT for our Heavy Mechanical Trades programs.

We are committed to providing an educational experience that prepares learners for ongoing education, direct entry into employment, career advancement and greater participation in the community. By ensuring our programs are accessible, relevant and transferable, we are helping students reach their personal, educational and professional goals.

VCC provide a stable platform that aligns with the needs of our students, the expectations of our funders, and emerging post-secondary trends and labour market demands.

Our student composition reflects the ethnic mix of Vancouver with over 40 different countries represented within our student body, speaking more than 30 different languages, with the highest proportion being from China, Korea, Japan and India. The student population is comprised of 94% domestic students, 3% Aboriginal students and 3% international students. VCC is focused on increasing student numbers in all three categories in accordance with the AVED targets and performance measures.

VCC offers more than 110 certificate, diploma and bachelor's degree credentials. Our programs are structured to meet the social and economic needs of a dynamic, urban community with hands-on, industry-relevant education and training through small classes and intensive practical learning.

In addition, we work in cooperation with other educational institutions, licensing and accrediting bodies, employers, community groups and governments to offer flexible, responsive and innovative instruction.

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2014 / 2015

22,000

STUDENTS REGISTERED ANNUALLY



OVER **30** LANGUAGES SPOKEN



FROM MORE THAN **40** COUNTRIES

830
ABORIGINAL STUDENTS ENROLLED
including Ministry data 2012/13



33%
ARE MALE

67%
ARE FEMALE



34
AVERAGE AGE OF DOMESTIC STUDENT

26
AVERAGE AGE OF INTERNATIONAL STUDENT

PROGRAM AREAS



28 DIPLOMAS
88 CERTIFICATES
3 DEGREES
10 APPRENTICESHIPS



93%
OF GRADUATES ARE EMPLOYED



97%
OF STUDENTS SATISFIED WITH QUALITY OF INSTRUCTION

Planning and Operational Context

To sustain and build on VCC's considerable strengths we recognize that we must adapt to the changing needs of our students; ensuring the provision of high-quality education that prepares students to enter the increasingly competitive global marketplace.

The population growth of British Columbia is expected to grow by 17 percent by 2020, particularly significant in the Vancouver region. This growth will influence the planning for the future development of program offerings within a labour driven market (over one million new job openings predicted). The majority of population growth in Vancouver is expected to be the result of migration rather than a natural increase, which will ensure a more culturally diverse population. Diversity is not new to VCC with 37 percent of VCC students being non-Canadian citizens, significantly more than comparable Lower Mainland institutions. The VCC student profile also differs from most other institutions in the BC post-secondary system as we are the largest provider of English as a Second Language (ESL) programs with more than twice the number of developmental students. We serve approximately 18 percent of all developmental students in public BC post-secondary institutions.

In addition to our large developmental and applied student populations, VCC has more than 7,000 students in Continuing Studies education programs. This number is expected to rise as the need for greater skills in the workplace environment continues to grow, and VCC further develops the delivery of our contract training model and refines our program offerings to meet the changing requirements of our students and industry partners.

BC is emerging as a knowledge-based society and economy. Over the next decade, 77 percent of all jobs will require some post-secondary education, as highlighted in a recent report from Statistics Canada that identifies the growth of 9 percent in occupations that require a college or university education. BC employers expect graduates to be job-ready, and VCC graduates are well prepared with some of the most highly desired skills. As we move forward, it is essential that our programs continue to reflect the changes in society and industry, as they are likely to result in greater competition for students in the post-secondary education sector.

VCC is well positioned and prepared to face the challenges and opportunities inherent in ensuring the college meets the objectives within the recently released BC's Skills for Jobs Blueprint. VCC will strengthen its partnerships with high schools within our area to provide a head-start to hands-on learning, increasing ACE-IT capacity and further developing and strengthening partnerships with industry.

VCC has developed a series of Key Performance Indicators (KPI's) to measure our success. These include: student satisfaction with Education; student satisfaction with quality of education; student assessment of usefulness of skill development; student assessment of usefulness of knowledge in performing job; Full Time Equivalent (FTE) utilization rate; Aboriginal utilization rate; International Student utilization rate ; and fiscal accountability.

Monitoring these KPI's will ensure that we achieve our targets and commitments on an annual basis. The college KPI's are being developed on the comparison of the college results compared to the Post-secondary Institutional (PSI) sector average for each measure, with our success factor set above the sector average.

VCC has a strong history of supporting the unique needs of Aboriginal students. We continue to focus on

reducing the barriers to accessing and completing our programs for Aboriginal learners, providing seamless pathways from K-12 to VCC and developing new pathways through the Aboriginal Coastal Corridor Consortium (C3) that brings together three post-secondary institutions and seven Aboriginal organizations. An important compliment of this project is the recently established VCC and Vancouver School Board (VSB) Memorandum of Understanding that will facilitate student transitions and improve accessibility for Aboriginal learners.

Recognized as a leader in supporting learners with disabilities through course and program planning assistance, VCC provides an orientation to the college and its instructors, and on-going learning assistance. In the future, VCC will place an even stronger emphasis on providing access for under-represented groups, and providing culturally responsive programs tailored to meet specific needs of the community.

As the provincial and federal governments focus on immigration increases and international students continue to express interest in learning in BC, VCC is well positioned to build on our long history of international and intercultural education. With a significant number of VCC students being newcomers to Canada, VCC excels in supporting their integration into education and employment.

VCC's graduates are able to immediately and effectively integrate into the workplace. By aligning and strengthening industry and government partnerships, we will ensure that all programs continue to provide students with job-ready skills and credentials, and that we offer programming that better prepares students for success in an increasingly competitive global marketplace.

VCC supports the BC Government's commitment to put families first, create jobs and build a strong economy through the *Canada Starts Here: The BC Jobs Plan*. Specifically, we are focusing on working to increase partnerships with Aboriginal communities to implement the Aboriginal Post-secondary Education and Training Policy Framework and Action Plan therefore increasing Aboriginal learner success. Secondly, VCC is committed to advancing the International Education Strategy by promoting greater internationalization of education by attracting and retaining international students and increasing opportunities for Canadian students and educators to study and work abroad.

VCC will identify opportunities to leverage technology opportunities to enhance educational programs and services to benefit BC citizens. In collaboration with AVED, VCC is committed to achieving our mandate and performance expectations in accordance with the Accountability Framework Standards and the Government Letter of Expectations by establishing and implementing strategies, policies and programs, plans and financial outcomes with the principles of integrity, efficiency, effectiveness and service.

Over the next ten years, British Columbia will see rising shortages of skilled workers. We need to make sure that British Columbians have the skills needed to fill these jobs, and that our training system is flexible enough to meet the changing needs of BC's evolving labour market.

References:

BC Statistics People 35 Population Projections

BC Statistics People 35 Population Projections (FHA and VCHA)

BC Post-Secondary Central Data Warehouse (2009/10)

Statistics Canada <http://www.statcan.gc.ca/daily-quotidien/130404/dq130404a-eng.htm>

BC Student Outcomes Reporting System (2009)

Performance Plan Goals and Objectives

Aligning AVED and VCC Objectives

This matrix identifies the five AVED objectives, Capacity, Access, Quality, Relevance and Efficiency and the four objectives of VCC's Strategic Plan; Student Access and Success; Operational Effectiveness; Partnerships and Collaborations; and Building our Brand and this matrix indicates the activities to achieve these objectives.

		AVED Strategic Objectives				
		Capacity	Access	Quality	Relevance	Efficiency
Vancouver Community College	Student Access and Success	<ul style="list-style-type: none"> ➤ Aiding students in accessing appropriate funding support ➤ Enrolment Services Redesign 	<ul style="list-style-type: none"> ➤ Sustainable accessibility for diverse learning needs ➤ Focus on Aboriginal access ➤ Revitalized International Studies 	<ul style="list-style-type: none"> ➤ Delivering high quality learning experiences ➤ Developing skills in our learners that are in demand 	<ul style="list-style-type: none"> ➤ Effective curriculum ➤ Responding to changing needs ➤ External engagement ➤ New/relevant programs ➤ Strategic Education Plan 	<ul style="list-style-type: none"> ➤ Streamlining student registration processes ➤ Operating efficiently and directing resources towards learning
	Operational Effectiveness	<ul style="list-style-type: none"> ➤ Making the most out of our campuses and resources 	<ul style="list-style-type: none"> ➤ Improving how we provide appropriate access to our learners ➤ Improving registration processes 	<ul style="list-style-type: none"> ➤ Teaching excellence ➤ Recruitment, development and retention 	<ul style="list-style-type: none"> ➤ Nimbly responding to changing demands of learners 	<ul style="list-style-type: none"> ➤ Building a culture of evidence ➤ Strengthening leadership and accountability ➤ Environmental sustainability
	Partnerships and Collaboration	<ul style="list-style-type: none"> ➤ Seeking opportunities to create more learning experiences outside our walls 	<ul style="list-style-type: none"> ➤ Streamlining student pathways into and from VCC 	<ul style="list-style-type: none"> ➤ Strengthening PACs ➤ Advancing the quality of learning 	<ul style="list-style-type: none"> ➤ Building partnerships that make sense ➤ Maintaining dialogue with industry and community ➤ Refreshing Program Advisory Committees 	<ul style="list-style-type: none"> ➤ Taking a deliberate and goal-oriented approach to partnerships
	Building Our Brand	<ul style="list-style-type: none"> ➤ Telling "the VCC story" more widely ➤ Increasing awareness of VCC 	<ul style="list-style-type: none"> ➤ Helping our target markets be aware of what VCC can do for them 	<ul style="list-style-type: none"> ➤ Highlighting our quality of instruction in our branding 	<ul style="list-style-type: none"> ➤ Clarifying our brand identity ➤ Increasing Awareness of VCC in the Community, Industry and Government 	<ul style="list-style-type: none"> ➤ Targeting our marketing efforts to maximize our outcomes relative to investment

Objectives and Performance Management

This section provides the logic model for the Accountability Framework, highlighting the performance measures that have been specified by the Ministry of Advanced Education (AVED) for VCC. These tables are provided by AVED.

Strategic Objective	Definition	Performance Measure
Capacity	The BC public post-secondary system has sufficient capacity to meet the evolving needs of the province.	Student spaces (total, health, developmental, medical) Credentials awarded Sponsored research funding University admissions GPA
Access	The BC public post-secondary system provides equitable and affordable access for residents.	Number and percent of students who are Aboriginal Transition rate of high school students to public post-secondary education Loan repayment as a percent of income Participation rate
Quality	The BC 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
Relevance	The BC public post-secondary system is relevant, having the 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 BC public post-secondary system is efficient, providing multiple and flexible student pathways with clear returns on public and individual investment.	Bachelor degree completion rate Student satisfaction with transfer

This table identifies the scale for target assessments which is applied to each of the results of the performance target outlined by AVED

Assessment	Percentage
Exceeded	110% or more of the target
Achieved	100% - 109% of the target
Substantively Achieved	90% - 99% of the target
Not Achieved	Less than 90% of the target
Not Assessed	Survey results with less than 20 respondents or a margin of error greater than 10%

The following sections describe VCC's performance to these targets, as defined and calculated by AVED. The assessment of whether the performance target was achieved is as according to AVED performance criteria.

AVED Strategic Objective 1: CAPACITY

The AVED strategic objective of Capacity is designed to ensure the post-secondary system is of sufficient size to meet the needs of the province. The performance measures outlined in the Accountability Framework that VCC are required to report are:

- **Student spaces (total, health, developmental, medical)**
- **Credentials Awarded**
- *Sponsored research funding (not applicable to VCC)*
- *University admissions GPA (not applicable to VCC)*

Student Spaces:

Number of Full-Time Equivalent (FTE) student enrolments delivered overall and in designated program areas. Over the last three years, the number of student enrolments throughout VCC has consistently increased. However in 2014/15 our student spaces significantly decreased over 2014/15, bringing the total to 5,196 student spaces. There were a number of contributing factors to the drop in student spaces including the changing senior leadership team, loss of ESL funding and a downturn in demand for VCC programs. While this target was not achieved, our real success story is in high priority program areas and growing the student spaces in nursing and allied health programs where we significantly exceeded our targets by 159 FTE. VCC's developmental student spaces decreased due to reduction of ESL programs and courses.

Total Student Spaces						
Performance			Assessment	Targets		
2013/14 Actual	2014/15 Target	2014/15 Actual		2015/16 Target	2016/17 Target	2017/18 Target
6,112	6,521	5,196	Not Achieved	6,521	6,521	N/A

Nursing and other Allied Health programs						
Performance			Assessment	Targets		
2013/14 Actual	2014/15 Target	2014/15 Actual		2015/16 Target	2016/17 Target	2017/18 Target
1,079	841	1,000	Exceeded	841	841	N/A

Number of Students Spaces in Developmental programs						
Performance			Assessment	Targets		
2013/14 Actual	2014/15 Target	2014/15 Actual		2015/16 Target	2016/17 Target	2017/18 Target
3,065	2,518	2,368	Substantially Achieved	2,518	2,518	N/A

The primary focus for VCC is to maximize and stabilize our utilization of funded domestic student FTEs. This will be achieved through continuing to focus on the 5 Strategic Pillars with the implementation of the Education Plan aligning with the BC Job Plan and provide students with sustainable and affordable access to post-secondary education.

Credentials Awarded

Performance			Assessment	Targets		
2013/14 Actual	2014/15 Target	2014/15 Actual		2015/16 Target	2016/17 Target	2017/18 Target
2,935	2,934	2,968	Achieved	2,968	N/A	N/A

Credentials Awarded: The average number of developmental credentials, certificates, diplomas, associate degrees, bachelor degrees awarded by public post-secondary institutions in the most recent three years.

Reference:

Refer to http://www.AVED.gov.bc.ca/framework/docs/standards_manual.pdf for the assessment guidelines

AVED Strategic Objective 2: ACCESS

The AVED strategic objective of Access is designed to ensure that all citizens have equitable and affordable access to public post-secondary education. The performance measures are not assessed in the 2013/14 Accountability Framework. However VCC is committed to providing quality education opportunities to students within the province at an affordable price.

Number and percent of students who are Aboriginal:

Unique headcount of Aboriginal students and percent of domestic students who are Aboriginal.

Aboriginal Student Spaces					
Performance measure	Reporting year				
	2011/12	2012/13	2013/14	2014/15	2014/15 Assessment
Total Aboriginal Spaces	345	285	335	324	Not Assessed
Ministry (AVED)	253	190	237	228	
Industry Training Authority (ITA)	92	95	98	96	

Our long history of providing access to education for all groups remains at the core of our values, and was emphasized throughout the internal consultation of our Strategic Planning process. Moving forward, we will determine the resources needed to provide exceptional access to learning.

As we improve our ability to provide sustainable access we will ensure that Aboriginal learners are in the best position to participate and succeed by removing the barriers to entry to post-secondary education. Our programs will be relevant, responsive and receptive to Aboriginal learners, and we will further enhance our partnerships with Aboriginal organizations, individuals and communities. The team in VCC's Aboriginal Education and Services department are dedicated to fulfilling our mandate.

AVED Strategic Objective 3: QUALITY

The AVED Strategic Objective of Quality is designed to ensure the public post-secondary system is of satisfactory quality to meet the needs of students, employers, and citizens. The performance measures outlined in the Accountability Framework are outlined in the following table. VCC graduates are surveyed once they have completed their credential and depending on the type of credential. The three (3) measures used in this objective are:

- Student satisfaction with education
- Student assessment of the quality of instruction
- Student assessment of skill development

The student research survey instruments used to gather this information are as follows:

- Diploma, Associate degree and Certificate student outcomes survey (DACSO)
- Apprenticeship student outcomes survey (APPSO)
- Baccalaureate Graduate Survey (BGS)

VCC is dedicated to providing education of the quality required to meet the needs of students and employers. BC is emerging as a knowledge-based society and economy. We need to ensure we are providing students with the skills and experience needed by today's employers to meet the changing labour market demands and fulfill the provincial mandate outlined in the BC Job Plan. The performance measures highlight that our students are satisfied with the quality of education and instruction they are receiving, and are being taught the skills they need to be job-ready.

We continue to make further improvements to the quality of the learning experiences we are improving the ability VCC students to have the skills and experiences they need to succeed, by targeting appropriate skill sets for each type of educational program. We will ensure the most effective and appropriate learning experiences are incorporated into each program, through mentorship, co-operative program, internship or a community service project.

There are a number of new baccalaureate degree programs in nursing, hospitality and music. For these programs, our performance against the AVED performance measures has not been assessed due to our current low numbers of graduates.

*Refer to http://www.AVED.gov.bc.ca/framework/docs/standards_manual.pdf for the assessment guidelines
Diploma, Associate degree and Certificate student outcomes survey (DACSO)
Apprenticeship student outcomes survey (APPSO)
Baccalaureate Graduate Survey (BGS)*

Student satisfaction with education					
Performance measure	Reporting year				
	2011/12	2012/13	2013/14	2014/15	2014/15 Assessment ¹
Former diploma, associate degree and certificate students	93.9%	94.9%	93.9%	93.0%	Achieved
	Target: ≥ 90%				
Apprenticeship graduates	89.3%	97.4%	97.1%	95.7%	Achieved
	Target: ≥ 90%				
Baccalaureate graduates	100%	92.9%	100%	94.2%	Exceeded
	Target: ≥ 90%				
Student assessment of the quality of instruction					
	2011/12	2012/13	2013/14	2014/15	2014/15 Assessment ²
Former diploma, associate degree and certificate students	95.9%	97.2%	95.8%	95.0%	Achieved
	Target: ≥ 90%				
Apprenticeship graduates	95.6%	98.1%	98.3%	97.6%	Exceeded
	Target: ≥ 90%				
Baccalaureate graduates	92.6%	96.4%	100%	92.3%	Achieved
	Target: ≥ 90%				
Student assessment of skill development					
	2011/12	2012/13	2013/14	2014/15	2014/15 Assessment ²
Former diploma, associate degree and certificate students	78.1%	80.3%	79.8%	77.6%	Substantively Achieved
	Target: ≥ 85%				
Apprenticeship graduates	N/A	82.3%	80.2%	77.4%	Substantively Achieved
	Target: ≥ 85%				
Baccalaureate graduates	76.8%	83.5%	87.1%	90.3%	Exceeded
	Target: ≥ 85%				

¹ Refer to http://www.AVED.gov.bc.ca/framework/docs/standards_manual.pdf for the assessment guidelines

AVED Strategic Objective 4: RELEVANCE

The AVED strategic objective of Relevance is designed to ensure the public post-secondary system is relevant and responsive to the needs of the province by providing the appropriate scope and breadth of post-secondary education. The performance measures outlined in the Accountability Framework that VCC are required to report are:

- Student assessment of the usefulness of knowledge and skills in performing job
- Unemployment rate

Student assessment of the usefulness of knowledge and skills in performing job

Programs offered at VCC are relevant and responsive to the needs of the province and specifically align with the BC Job Plan. The results for 2014/15 indicate that 87.9 percent of diploma, associate degree and certificate graduates, 94.5 percent of apprenticeship graduates and 87.0 percent of baccalaureate assessed the usefulness of knowledge and skills in performing job as 'very useful' or 'somewhat useful'. While there is an increase in the diploma, associate degree and certificate graduates still remain under the target of 90%. However the baccalaureate graduates decreased below the target.

As we move forward, the VCC Strategic direction we will further improve in the relevance performance measure. Our primary focus is to ensure our programs and curriculum respond to changing needs for learners and graduates, and developing new programs that align with the new and developing market trends will fulfilling the labour market targets of the provincial government.

Student assessment of the usefulness of knowledge and skills in performing job					
Performance measure	Reporting year				2014/15 Assessment
	2011/12	2012/13	2013/14	2014/15	
Diploma, associate degree and certificate graduates	84.8%	86.4%	87.7%	87.9%	Substantively Achieved
	Target: ≥ 90%				
Apprenticeship graduates	93.6%	96.6%	91.5%	94.5%	Achieved
	Target: ≥ 90%				
Baccalaureate graduates	92.3%	96.2%	95.7%	87.0%	Achieved
	Target: ≥ 90%				

Refer to http://www.AVED.gov.bc.ca/framework/docs/standards_manual.pdf for the assessment guidelines
 Diploma, Associate degree and Certificate student outcomes survey (DACSO)
 Apprenticeship student outcomes survey (APPSO)

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.

The relevance of our programs is further supported by the fact that we exceeded our targets for unemployment rates across all three assessed groups.

Unemployment rate					
Performance measure	Reporting year				
	2010/11	2011/12	2013/14	2014/15	2014/15 Assessment
Diploma, associate degree and certificate graduates ²	9.7%	7.3%	9.0%	8.4%	Exceeded
	Target: ≤ 12.5%				
Apprenticeship graduates	7.7%	8.6 %	7.0%	1.5%	Exceeded
	Target: ≤ 12.5%				
Baccalaureate graduates	0.00%	3.7%	0.0%	2.1%	Exceeded
	Target: ≤ 12.5%				

Within Diploma, Associate Degree and Certificate Student Outcomes Survey in Applied Programs there are a number of other indicators that provide valuable information and comparison to the sector average. These include students that are in the labour force with VCC being at 92 percent compared to the sector average of 87.5 percent.

² Diploma, Associate degree and Certificate student outcomes survey (DACSO)

Within Diploma, Associate Degree and Certificate Student Outcomes Survey in Applied Programs there are a number of other indicators that provide valuable information and comparison to the sector average. These include students that are in the labour force with VCC being at 93.6% compared to the sector average of 89%. Additionally, 82% of VCC student indicated that they are employed in a training-related job, compared to the sector average of 76%.

Student assessment of skill development: Former diploma, associate degree and certificate students						
Performance measure	Reporting year					
	2011/12	2012/13	2013/14	2014/15	2014/15 Assessment	
Skill development (avg. %)	78.1%	80.3%	79.8%	77.6%	Substantively Achieved	
	Target: ≥ 85%					
Written communication	72.3%	75.3%	73.4%	73.6%		
Oral communication	75.8%	76.0%	77.3%	75.2%		
Group collaboration	84.1%	85.3%	84.1%	83.5%		
Critical analysis	79.6%	82.6%	81.7%	79.6%		
Problem resolution	74.6%	77.2%	78.0%	73.2%		
Learn on your own	79.4%	82.4%	81.0%	76.9%		
Reading and comprehension	81.0%	83.5%	83.0%	81.4%		
Student assessment of skill development: Apprenticeship graduates						
	2011/12	2012/13	2013/14	2014/15		2014/15 Assessment
Skill development (avg. %)	N/A	82.3%	80.2%	77.4%	Substantively Achieved	
	Target: ≥ 85%					
Written communication	N/A	77.0%	70.6%	71.3%		
Oral communication	N/A	77.4%	77.4%	68.5%		
Group collaboration	N/A	90.2%	87.2%	84.1%		
Critical analysis	N/A	82.5%	82.8%	82.6%		
Problem resolution	N/A	80.1%	77.0%	75.4%		
Learn on your own	N/A	84.1%	83.2%	77.4%		
Reading and comprehension	N/A	85.0%	83.1%	82.2%		

Student assessment of skill development: Baccalaureate graduates					
Performance measure	Reporting year				
	2011/12	2012/13	2013/14	2014/15	2014/15 Assessment
Skill development (avg. %)	93.8%	76.8%	87.1%	90.3%	Exceeded
	Target: ≥ 85%				
Written communication	62.5%	70.4%	90.9%	91.3%	
Oral communication	76.9%	85.7%	82.6%	90.2%	
Group collaboration	92.6%	89.3%	91.7%	98.1%	
Critical analysis	77.8%	85.7%	95.8%	84.3%	
Problem resolution	68.0%	82.1%	83.3%	86.3%	
Learn on your own	80.8%	85.7%	79.2%	91.8%	
Reading and comprehension	76.9%	85.2%	86.4%	89.8%	

AVED Strategic Objective 5: EFFICIENCY

The AVED strategic objective of Efficiency is designed to ensure the public post-secondary system is able to deliver education programs to students in a timely and cost effective manner.

Although there are currently no specific metrics to measure our performance on this AVED strategic objective, we recognize the importance of becoming more efficient as an organization. In light of this, the VCC Strategic direction is focused on relevance and efficiency. In particular, it is addressed in the 5 Strategic Pillars under Operational Excellence where VCC aims to be “a place where things work like they should.” This includes initiatives such as fostering leadership and accountability; improving our environmental sustainability; and increasing the effective use of key performance measures. We are also keen to pursue other opportunities that may allow us to reinvest cost efficiencies towards the quality of education that we provide.

AVED Accountability Framework Performance Targets:

The Performance Targets listed for the next three years have been provided by AVED.

Performance measure	2015/16	2016/17	2017/18
Student spaces			
Total student spaces	6,521	6,521	TBD
Nursing and other allied health programs	841	841	TBD
Developmental programs	2,518	2,518	TBD
Credentials awarded			
Number	≥2934	2,962	TBD
Student satisfaction with education			
Apprenticeship graduates	≥ 90%		
Former diploma, associate degree and certificate students			
Baccalaureate graduates			
Students' assessment of skill development (average %)			
Apprenticeship graduates	≥ 85%		
Former diploma, associate degree and certificate students			
Baccalaureate graduates			
Student assessment of the quality of instruction			
Apprenticeship graduates	≥ 90%		
Former diploma, associate degree and certificate students			
Baccalaureate graduates			
Unemployment rate			
Apprenticeship graduates	≤ unemployment rate for individuals with high school credentials or less		
Diploma, associate degree and certificate graduates			
Baccalaureate graduates			
Student assessment of usefulness of knowledge and skills in performing job			
Apprenticeship graduates	≥ 90%		
Diploma, associate degree and certificate graduates			
Baccalaureate graduates			

FINANCIAL INFORMATION

The following summarizes the consolidated Financial Report for VCC:

[Link to Vancouver Community College Audited Financial Statements 2014](#)

Financial forecast	2015/16 Forecast	2016/17 Forecast	2017/18 Forecast
Revenues			
Grants from the Province of BC	55,956	54,050	54,050
Tuition Fees and Cost Recoveries	29,238	29,887	30,567
Goods and Services	6,383	6,511	6,641
Other grants, fees, and contract services	4,905	5,558	1,000
Miscellaneous income and contributions	1,640	1,668	1,695
Amortization of deferred capital contributions	5,048	4,908	4,399
Total Revenues	103,170	102,582	98,352
Expenditures			
Salaries and benefits	73,073	73,573	71,398
Other Expenditures	21,160	20,252	18,941
Amortization of capital assets	8,937	8,757	8,013
Total expenditures	103,170	102,582	98,352
Net Results			
Revenues – expenditures	-	-	-
Net Assets end of year	89,045	83,288	78,275

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