



Vancouver Community College Education Council Meeting Agenda

May 11, 2021

3:30–5:30 p.m. Videoconference

Meeting Link:

<https://vcc.zoom.us/j/67598460705>

Item	Topic	Action	Speaker	Time	Attachment	Page
1.	CALL TO ORDER		E. Ting	1 min		
2.	ACKNOWLEDGEMENT		E. Ting	1 min		
3.	ADOPT AGENDA	Approval	E. Ting	1 min	✓	1-2
4.	APPROVE PAST MINUTES	Approval	E. Ting	1 min	✓	3-8
5.	ENQUIRIES & CORRESPONDENCE	Info	E. Ting	1 min		
6.	BUSINESS ARISING					
	a. Duolingo Update	Info	D. McMullen	10 min	✓	9
	b. Annacis Island Update/ Feasibility Report Committee	Info	D. Wells, T. Rowlatt	10 min		
	c. Academic Year	Approval	D. McMullen	10 min	✓	10-13
	d. Planning for the New Normal in Teaching – Return to Campus & Governance Implications	Discussion	E. Ting	5 min		
	e. Contract Training Update	Info	M. Yue	5 min	✓	14
	f. Affiliation Agreement with Native Education College (NEC)	Info	D. Wells	5 min	<i>distributed via email</i>	
	g. Affiliation Agreement with Stenberg College	Discussion	A. Lipsett	15 min	<i>distributed via email</i>	
	h. Education Service Renewal Report: Arbiter of Student Issues	Info	J. Shin	10 min	✓	15-44
7.	COMMITTEE REPORTS					
	a. Curriculum Committee					
	i. New Courses: MATH 0611, 0621, 0631, 0641, 0651, 0661	Approval	S. Ivits	5 min	✓	45-69
	b. Policy Committee					
	i. D.1.5 Use of Library Resources	Decision	N. Mandryk	5 min	✓	70-76
	c. Appeals Oversight Committee	Info	L. Griffith	5 min		
	d. Education Quality Committee					

	i. Gap Analysis Working Group Recommendations	Approval	T. Rowlatt	10 min	✓	77-92
8.	RESEARCH REPORT	Info	E. Ting	2 min		
9.	CHAIR REPORT	Info	E. Ting	2 min		
10.	STUDENT REPORT	Info	P. Patigdas	2 min		
11.	NEXT MEETING & ADJOURNMENT	Info	E. Ting	1 min		

Strategic Innovation Plan (SIP)

Presentation to EdCo:

May 19, 3:00-3:45 p.m.

EdCo Planning Day:

June 3, 9:15-12:15

Next regular meeting:

June 8, 2021, 3:30–5:30 p.m.

**ATTENDANCE****Education Council Members**

Elle Ting (Chair)
 Natasha Mandryk (Vice-Chair)
 Ali Oliver
 Brett Griffiths
 Dave McMullen
 David Wells
 Jo-Ellen Zakoor
 Julie Gilbert
 Lucy Griffith
 Marcus Ng
 Natasha (Student Representative)
 Sarah Kay
 Shantel Ivits
 Todd Rowlatt

Guests

Adrian Lipsett
 Andy Sellwood
 Dave Stevenson
 Dennis Innes
 Fred MacDonald
 Jennifer Gossen
 Ken Izumi
 KJ Hills
 Nicole Degagne
 Pervin Fahim
 Phoebe Patigdas
 Sara Yuen
 Shirley Lew
 Taryn Thomson
 Yulia Gracheva

Regrets

Blair McLean
 Heidi Parisotto
 John Demeulemeester
 Julia Skye Summers
 Shane McGowan

Recording Secretary

Darija Rabadzija

1. CALL TO ORDER

- The meeting was called to order at 3:31 p.m.

2. ACKNOWLEDGEMENT

- E. Ting acknowledged that the College is located on the traditional unceded territory of the Sk̓wx̓wú7mesh Úxwumixw (Squamish), x̣ẉməθḳẉəʔəm (Musqueam) and Tsleil-Waututh peoples.

3. ADOPT AGENDA

MOTION: THAT Education Council adopt the April 13, 2021 agenda as presented.

Moved by D. Wells, Seconded & CARRIED (Unanimously)

4. APPROVE PAST MINUTES

MOTION: THAT Education Council approve the March 9 and March 17, 2021 minutes as presented.

Moved by A. Oliver, Seconded & CARRIED (Unanimously)

5. ENQUIRIES & CORRESPONDENCE

- There were none.

6. BUSINESS ARISING

a) Duolingo Update

- D. McMullen presented data on the Duolingo English Test, which was adopted as an alternative English Language Proficiency (ELP) assessment at the beginning of the pandemic in March 2020. It was emphasized that this data is preliminary; the amount of information is limited at this point, since international students take the test a year in advance, and progression data for these students is not yet available.
- Some additional data collected to compare test scores and student success rates between Duolingo and previous assessments appears to indicate some differences; however, this data still needs to be fully analyzed, and the small sample size was noted. The plan is to reevaluate and recalibrate Duolingo test score levels; there have been some discussions with C. Munro and EAL Department Head K. McMorris, and faculty will be involved in this process.
- There were questions about the presented data, including the relationship between number of tests taken and students admitted/denied or withdrawing, as well as the selection of programs listed in the document. It was noted that some withdrawals occurred early in the pandemic and were attributable to programs being rescheduled, entire intakes cancelled (e.g. in HMT), or students deciding to remain overseas and postpone their education. Data was provided on programs with the highest numbers of students.
- Education Council originally approved the use of Duolingo as a pilot for one year; in view of uncertainty around the pandemic and rising case numbers, D. McMullen recommended continuing to accept Duolingo test results to enable continued student admissions. The next step is recalibration, which will include consultation with the assessment centre. A questions was raised about the impact on faculty positions in the assessment centre.
- D. McMullen will provide an update at the next EdCo meeting.

b) Annacis Island Update/Feasibility Report Committee

- D. Well reported that the College has retained F. MacDonald to assist with project coordination; he was the locum dean for the school before the move of Heavy Mechanical Trades programs to Annacis Island. The VPAs of VCC and BCIT will meet with the ministry in May.
- T. Rowlatt reported that a working group was established to create a feasibility report as per policy C.3.3 Suspension and/or Discontinuance of Programs. Members include T. Rowlatt as Chair, Instructional Associate L. Griffith, Department Head B. Frith, HMT faculty A. Kelly, as well as representatives outside the department: K. Mew, Department Head for Auto Collision Programs; K. McGibney, Toolroom Equipment Specialist and member of the CUPE Executive; D. Innes, Dean of Hospitality, Food Studies, and Applied Business; and J. Yeung, SUVCC's Director of Internal Affairs. The group held its first meeting and discussed its goals: outline the current situation in a transparent manner; identify financial and non-financial aspects of suspending the program; and explore alternatives to program transfer or suspension. The report will be presented to EdCo; the final decision on program suspensions rests with the Board of Governors.

c) Planning for the New Normal in Teaching – Return to Campus

- E. Ting opened the conversation, acknowledging the continuously changing context of the pandemic since the ministry's announcement in March of a return to campus in September. D. Wells noted that the College expects to receive return-to-campus guidelines by the end of April.
- Implications for EdCo and governance processes will need to be discussed; currently, departments are authorized to make certain adjustments to programs in response to the pandemic without governance approval. The question was raised what the governance process should look like for departments looking to incorporate changes post pandemic, based on their experiences during COVID-19, particularly moving towards more blended delivery.

d) Online Learning Agreement Update

- S. Lew and A. Sellwood presented an amendment to the online learning agreement to address situations in the online environment in which a student appears to be in distress. Language was developed in consultation with Director of Safety, Security and Risk Management, S. Aulakh, and Student Conduct & Judicial Affairs Officer D. Stevenson to reflect the College's duty of care. Students will be asked to provide their address and emergency contact information to the instructor at the beginning of the course, allowing instructors to notify an appropriate first responder, should a student appear in distress. The cover letter for instructors with guidance on this agreement will be updated accordingly.
- There was a longer discussion about the logistics of data collection and potential privacy concerns by students. It was clarified that instructors would ask students for their information at the beginning of a course, not in every class; it is ultimately the student's decision whether to provide this data.
- A major concern was raised about the impact of "wellness checks" on BIPOC students; clear guidance would need to be provided to instructors on when to alert first responders. There was a longer discussion about training for faculty, staff, and students; it was noted that legal expectations would be significantly higher for individuals trained as first responders. It was recommended to consult with students at the beginning of a course to determine what responses would be acceptable and appropriate for them in situations of distress. S. Lew and A. Sellwood will take back this feedback and review the issues raised.

e) Affiliation Agreements Update

- D. Wells presented the list of affiliation agreements; some agreements have expired and will be removed from the list. Agreements that will be reviewed in depth are those related to research and dual credit agreements with the K-12 sector. The NEC affiliation agreement was recently renewed; this is unique agreement crucial for NEC's funding. There were questions regarding the process for establishing agreements in general, and specific to the NEC agreement, which was not reviewed by EdCo, as outlined in recently revised policy C.3.10 Educational Affiliations. D. Wells responded that the renewed agreement with NEC has essentially remained the same, and may be better classified as an ongoing agreement. The NEC agreement will be presented at the next EdCo meeting.
- Agreements with local school districts related to VCC's Heavy Mechanical Trades program will be part of the overall discussions about the future of this program.

7. COMMITTEE REPORTS

a) Curriculum Committee

i) Program Update: Pharmacy Technician Certificate & New Course: PHAR 1397

MOTION: THAT Education Council approve, in the form presented at this meeting, the Pharmacy Technician Certificate program content guide and the new course PHAR 1397.

Moved by T. Rowlatt, Seconded & CARRIED (Unanimously)

- T. Rowlatt presented the proposal. Major revisions to the Pharmacy Technician program to align with new accreditation standards were presented at the last Curriculum Committee meeting; this proposal is currently under review by the ministry in relation to tuition. As it is unclear when the ministry will provide a response, Dean J.-E. Zakoore is proposing a smaller interim change. The current proposal is to increase practicum hours (and credits) for the September intake, aligning with accreditation requirements and providing students with additional experiential learning opportunities. The proposal for this interim change has not gone through Curriculum Committee, but an increase in practicum hours was part of the original larger proposal. For this reason, and due to the short timeline until the September intake, T. Rowlatt concurred with the dean's request to bring this proposal directly to EdCo.

ii) Program Update: Dental Technology Sciences Diploma

MOTION: THAT Education Council approve, in the form presented at this meeting, the program content guide, 16 revised and 5 new course outlines for the Dental Technology Sciences Diploma program.

Moved by T. Rowlatt, Seconded & CARRIED (Unanimously)

- K. Izumi presented proposed major revisions to align the program with the new National Essential Competencies for Dental Technology Practice (adopted in December 2019), as well as technological changes in the field, and the expanded scope of practice. Changes included aligning evaluations and adding required digital components. New courses were created, mostly on digital technology and laboratory patient care; the total number of credits remained unchanged. The proposal was reviewed at two Curriculum Committee meetings, and recommended changes were completed. Committee commended K. Izumi and J. Gilbert for their work.

b) Policy Committee

i) D.4.3 Student Non-Academic Conduct

MOTION: THAT Education Council recommends the Board of Governors approve, in the form presented at this meeting, D.4.3 Student Non-Academic Conduct policy and procedures.

Moved by N. Mandryk, Seconded & CARRIED (Unanimously)

- N. Mandryk presented the policy and procedures, which were posted for a second round of community feedback, in tandem with policy D.4.5 (item 7bii). One comment was received, suggesting defining “Indigenous” to clarify whether the policy refers to the Indigenous peoples of Canada (Aboriginal, First Nations, Métis, and Inuit) or to all Indigenous peoples. Committee felt this was not within its purview, but a definition developed as part of the College’s work towards Indigenization could be added at a later time. IECE suggested language around acknowledging Indigenous and diverse ways of being, which was incorporated in the context and purpose section.

ii) D.4.5 Academic Integrity

MOTION: THAT Education Council approve, with changes approved at this meeting, D.4.5 Academic Integrity policy and procedures.

Moved by N. Mandryk, Seconded & CARRIED (Unanimously)

- N. Mandryk presented the revised policy. Community feedback was received, revolving around tracking of academic misconduct. After a longer discussion, committee recommended edits to clearly differentiate between informal resolution (agreed between instructor and student) and formal resolution, with involvement by the instructor and department head for minor first or second offences, and involvement by the dean for repeat or significant offences. Committee originally moved to send the policy for a second round of community feedback, but agreed (via email vote) to recommend the policy for approval instead, since the actual edits were relatively minor.
- There was a longer discussion at Education Council, including about the lower (recorded) number of academic misconduct issues at VCC compared to other institutions. Members agreed to the following changes to the policy and procedures:
 - References to department head: add “or designate” to give departments flexibility to manage their workload.
 - Include explicit statement about informing the student that an allegation of academic misconduct is being pursued (referring to procedures #4-6).
 - Expand possible courses of action under procedures #11 and #19 b – add: “another action that may be appropriate to the situation”; members acknowledged the tension between creating consistency and recognizing diverse ways of being.
 - Minor offence: add back the option to assign a grade of “0”; otherwise, assigning a “0” to even a minor assignment would require involvement of the dean. Committee had originally removed this

option in the context of informal resolutions, as these are not appealable; however, there is now a clear distinction between informal resolution and formal resolution of a minor offence (which is appealable).

c) Appeals Oversight Committee

- L. Griffith reported that the work of the subcommittees on appeals tracking and protocol was discussed at the last meeting. N. Mandryk and N. Degagne joined the meeting to review policy A.2.1 Appeal to Education Council on Academic Matters, and members were invited to provide feedback. Committee also debriefed its two sessions with R. Daum and L. Heller, consultants on the Indigenization Planning Framework Process. The next meeting was moved forward to May 6.

d) Education Quality Committee

i) Update to Education Quality Committee Terms of Reference

MOTION: THAT Education Council approve, in the form presented at this meeting, the revised Terms of Reference for the Education Quality Committee.

Moved by T. Rowlatt, Seconded & CARRIED (Unanimously)

- T. Rowlatt presented the revised Terms of Reference; some position titles were updated, and two new representatives added: the Dean of Indigenous Initiatives (or designate), to support conversations around Indigenization (R. Noel agreed to join the committee if appointed); and an Operations Manager (P. Fahim, Operations Manager in Health Sciences, has been an annually appointed member, and this membership is now formalized).

ii) CD Fund Allocation 2021/22

- \$400,000 were allocated for curriculum development projects; the list of approved projects was included in the meeting package.

iii) Program and Education Services Renewal Schedules

- T. Rowlatt presented the schedules, with were updated in consultation with D. Wells, deans, and J. Shin and C. Munro. There were questions about the scheduled joint renewal of CACE and CCA computer courses; this would be the first instance of a joint renewal. S. Lew explained that conversations about refreshing these two offerings coincided; as they do not constitute formal programs, these areas would usually not undergo renewal, so the joint approach opened up the opportunity for a full renewal supported by \$5,000 in automatic Curriculum Development (CD) funding. There are no plans to discontinue basic computer courses; rather, opportunities will be explored to offer options to upgrade computer skills more broadly across the College. The lack of timely communication with affected department heads was acknowledged; this was due to the short timeframe to meet the CD Fund deadline.
- There was a discussion about the role of departments in renewals. As per policy, the renewal schedule is created by the VP Academic; while there is no formal requirement in policy to consult on the schedule, departments can request a renewal opportunity. Education Quality Committee was supportive of combining smaller offerings into one renewal, with the opportunity for CD funding.

iv) Program Renewal Report: Dental Reception Coordinator Certificate

- The program renewal report was included in the meeting package for information.

8. RESEARCH REPORT

- E. Ting reported that the Research Ethics Board has had a quiet month; work is underway to explore supporting action research.
- A. Copp from the Library is developing a page on myVCC for research-related information for faculty and students, in tandem with Marketing's revamp of the public-facing research page.

9. CHAIR REPORT

- E. Ting reported that the Board of Governors approved the Enrolment Plan 2021/22, Academic Plan 2021-24, and the new Nail Technician and Mechanical Engineering Technician Certificates at its March 31 meeting. EdCo Planning Day is scheduled for June 3.

10. STUDENT REPORT

- P. Patigdas reported on SUVCC's recent activities, including online events for students; participation in a national survey on students' housing situations; and advocacy for international students. By-elections for the SUVCC Board of Directors are coming up, with voting taking place from April 26-30.
- E. Ting added that an EdCo by-election is taking place for one vacant student seat (Downtown campus). Nominations close on April 16.

11. NEXT MEETING AND ADJOURNMENT

- The next Education Council meeting will be held on May 11, 2021, 3:30–5:30 p.m.

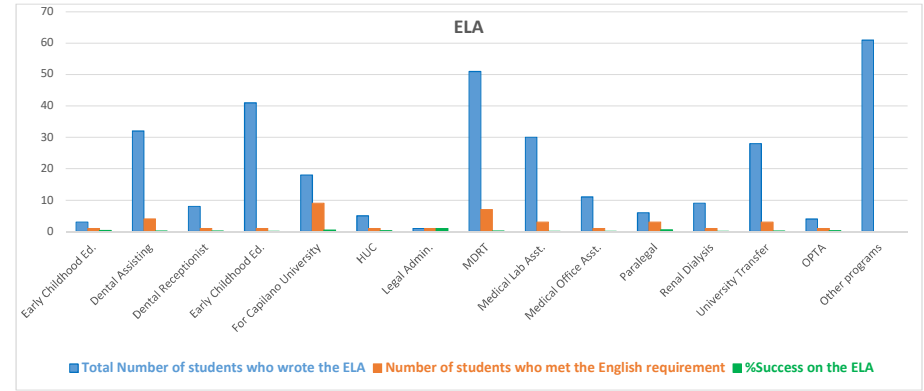
MOTION: THAT Education Council adjourn the April 13, 2021 meeting.

Moved by L. Griffith, Seconded & CARRIED (Unanimously)

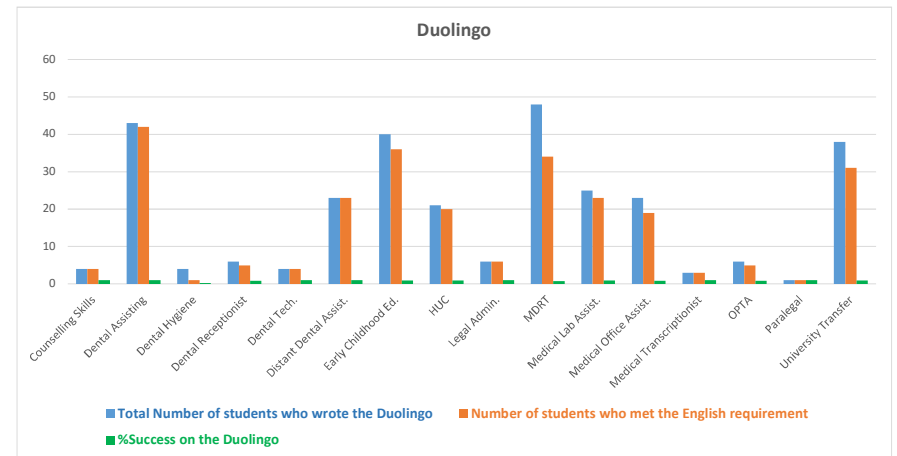
- The meeting was adjourned at 5:37 p.m.

Elle Ting
Chair, VCC Education Council

ELA			
Program	Total Number of students who wrote the ELA	Number of students who met the English requirement	%Success on the ELA
Early Childhood Ed.	3	1	33%
Dental Assisting	32	4	13%
Dental Receptionist	8	1	13%
Early Childhood Ed.	41	1	2%
For Capilano University	18	9	44%
HUC	5	1	20%
Legal Admin.	1	1	100%
MDRT	51	7	16%
Medical Lab Asst.	30	3	10%
Medical Office Asst.	11	1	9%
Paralegal	6	3	50%
Renal Dialysis	9	1	11%
University Transfer	28	3	14%
OPTA	4	1	25%
Other programs	61	0	0%
Total # of students	308	37	



Duolingo			
Program	Total Number of students who wrote the Duolingo	Number of students who met the English requirement	%Success on the Duolingo
Counselling Skills	4	4	100%
Dental Assisting	43	42	98%
Dental Hygiene	4	1	25%
Dental Receptionist	6	5	83%
Dental Tech.	4	4	100%
Distant Dental Assist.	23	23	100%
Early Childhood Ed.	40	36	90%
HUC	21	20	95%
Legal Admin.	6	6	100%
MDRT	48	34	71%
Medical Lab Assist.	25	23	92%
Medical Office Assist.	23	19	83%
Medical Transcriptionist	3	3	100%
OPTA	6	5	83%
Paralegal	1	1	100%
University Transfer	38	31	89%
Total # of students	295	257	



Academic Year Information

Note: Some vocational and/or trades programs may start or end on dates that do not coincide with the semester-based dates below. Please contact the appropriate instructional department for additional information.

Public Holidays and Closures (2021/2022)	
Event	Date
Labour Day	Mon, Sep 06, 2021
Thanksgiving	Mon, Oct 11, 2021
VCC Day	Wed, Nov 03, 2021
Remembrance Day	Thu, Nov 11, 2021
Holiday Closure (TBD)	Thu, Dec 24, 2021 – Mon, Jan 03, 2022
Family Day	Mon, Feb 21, 2022
Good Friday	Fri, Apr 15, 2022
Easter Monday	Mon, Apr 18, 2022
Victoria Day	Mon, May 23, 2022
Canada Day	Fri, Jul 01, 2022
BC Day	Mon, Aug 01, 2022

Term Dates (2021/2022) (For courses running the entire term)			
Term	Fall	Winter	Spring/Summer
First Day of Class	Tue, Sep 07, 2021	Wed, Jan 05, 2022	Mon, May 9, 2022
Last Day of Class	Fri, Dec 10, 2021	Fri, Apr 09, 2022	Fri, Aug 12, 2022
Exam Period	Mon, Dec 13 – Fri, Dec 17, 2021	Mon, Apr 11 – Wed, Apr 20, 2022	Mon Aug 15 – Fri, Aug 19, 2022
Grade Submission Deadline	Wed, Dec 22, 2021	Tue, Apr 26, 2022	Thu, Aug 25, 2022

Public Holidays and Closures (2022/2023)	
Event	Date
Labour Day	Mon, Sep 05, 2022
Thanksgiving	Mon, Oct 10, 2022
VCC Day	TBD
Remembrance Day	Fri, Nov 11, 2022
Holiday Closure (TBD)	Sat, Dec 24, 2022 – Mon, Jan 02, 2023
Family Day	Mon, Feb 20, 2023
Good Friday	Fri, Apr 07, 2023
Easter Monday	Mon, Apr 10, 2023
Victoria Day	Mon, May 22, 2023
Canada Day	Mon, Jul 03, 2023 (Observed)
BC Day	Mon, Aug 07, 2023

Term Dates (2022/2023) (For courses running the entire term)			
Term	Fall	Winter	Spring/Summer
First Day of Class	Tue, Sep 06, 2022	Mon, Jan 09, 2023	Mon, May 8, 2023
Last Day of Class	Fri, Dec 9, 2022	Fri, Apr 14, 2023	Thu, Aug 10, 2023
Exam Period	Mon, Dec 12 – Fri, Dec 16, 2022	Mon, Apr 17 – Fri, Apr 21, 2023	Mon Aug 14 – Fri, Aug 18, 2023
Grade Submission Deadline	Thu, Dec 22, 2022	Wed, Apr 26, 2023	Thu, Aug 24, 2023

Public Holidays and Closures (2023/2024)	
Event	Date
Labour Day	Mon, Sep 04, 2023
Thanksgiving	Mon, Oct 09, 2023
VCC Day	TBD
Remembrance Day	Mon, Nov 13, 2023 (Observed)
Holiday Closure (TBD)	Sun, Dec 24, 2023 – Tue, Jan 02, 2024
Family Day	Mon, Feb 19, 2024
Good Friday	Fri, Mar 29, 2024
Easter Monday	Mon, Apr 01, 2024
Victoria Day	Mon, May 20, 2024
Canada Day	Mon, Jul 01, 2024
BC Day	Mon, Aug 05, 2024

Term Dates (2023/2024) (For courses running the entire term)			
Term	Fall	Winter	Spring/Summer
First Day of Class	Tue, Sep 05, 2023	Thu, Jan 04, 2024	Mon, May 6, 2024
Last Day of Class	Thu, Dec 7, 2023	Tue, Apr 09, 2024	Fri, Aug 9, 2024
Exam Period	Mon, Dec 11 – Sat, Dec 16, 2023	Thu, Apr 11 – Thu, Apr 18, 2024	Mon Aug 12 – Fri, Aug 16, 2024
Grade Submission Deadline	Wed, Dec 20, 2023	Wed, Apr 24, 2024	Thu, Aug 22, 2024

2020-21 Fiscal Year - New Contracts (exported from VCC Contract Repository)

Name	Start Date	End Date	Description	School	Lead Department	Client/Funder	Delivery Partner
A. Contracts without Student FTEs							
Z298 - 2021 BSN Research Grant	2021-01-20	2022-03-31	Second research study related to Resiliency with BScN students	Health Sciences	Nursing	WorkSafe BC / JIBC	
Z297 - 2021 CMHA Mental Health	2021-02-01	2022-03-31	Campus Suicide Prevention Grant	Student and Enrolment Services	Counselling Service	Ministry of Mental Health and Addictions	CMHA BC
Z296 - 2021 UMAPIS	2021-01-01	2025-12-31	This contract aims to increase higher education students' mobility, in Asia and the Pacific hosting the University Mobility in Asia and the Pacific International Secretariat (UMAP IS) from January 1, 2021 to December 31, 2025 and providing scholarships for short-term student exchanges. (5-year contract: 2020-25)	International Education	IE	Global Affairs Canada	Global Affairs Canada
Z294 - 2021 SFU BC Campus Writing	2020-08-17	2020-10-15	CCA instructor (Sandra McKay) will develop BCcampus: Introduction to University Writing course for the Open Online Courses project.	Arts and Sciences	College and Career Access	BCcampus	BCcampus
Z293 - 2021 BC Campus	2020-10-01	2022-04-01	18-month research fellowship from BCcampus to support a research project being managed by the Centre for Teaching, Learning and Research	Arts and Sciences	Centre for Teaching, Learning and Research	BCcampus	BCcampus/SFU
Z292 - 2021 CALP	2020-07-31	2021-03-31	Support for literacy programs in Coast Mental Health Clubhouse and Mount Pleasant Neighborhood House	Partnership Development Office (with MPNH); Arts & Sciences (with CMH)	PDO; Basic Education	Ministry of Advanced Education, Skills and Training	Mount Pleasant Neighborhood House (MPNH); Coast Mental Health (CMH)
Z291 - 2021 ASP ABORIGINAL SERVICE PLAN	2020-06-01	2021-05-31	Annual Funding for the Aboriginal Service Plan	Indigenous Initiatives	Indigenous Initiatives	Ministry of Advanced Education, Skills and Training	Coastal Corridor Consortium
Z290 - 2021 INDIG EMERG ASSISTANCE	2020-04-01	2022-03-31	\$77,000 (\$27,000 to VCC and \$50,000 to Native Education College) to supplement Indigenous Emergency Assistance Funding to help Indigenous students who are facing unexpected financial hardship through to March 31, 2022	Indigenous Initiatives	Indigenous Initiatives	Ministry of Advanced Education, Skills and Training	
Z284 - 2021 EMERG FIN ASSISTANT	2020-04-01	2021-03-31	Provide emergency financial assistance to all students who may be experiencing financial hardship	Registrar's Office	Financial Aid	Ministry of Advanced Education, Skills and Training	
Z283 - 2021 SUCCESS OF STUDENTS	2020-04-01	2021-07-31	Support the success of students with disabilities in programs with high labour market demand (SDEB funding)	Partnership Development Office	Counselling Service; PDO	Ministry of Advanced Education, Skills and Training	
Z282 - 2021 CITY OF VAN COVID	2020-03-28	2020-05-31	Provide emergency food service to residents of SROs managed by the COV	Commercial Services	Food Service	City of Vancouver	
B. Contracts with Student FTEs							
A290 - 2021 BSW CONSORTIUM	2021-03-01	2021-03-31	Building Service Worker program consisting of series of microcredentials for delivery across BC. BSW Level 1+Covid pilot.	Continuing Studies	Building Service Worker Program	Vancouver Island University (contract lead) / MAEST	College consortium (VIU Lead)
A289 - 2021 PN TRAIN OUT	2021-03-01	2021-08-31	The Private Training Institutions Branch of the Ministry of AEST will be paying VCC from the trust funds available for each student who registers with VCC to complete the Practical Nursing train out.	Health Sciences	Practical Nursing	Private Training Institutions Branch (MAEST)	
A287 - 2021 GATEWAY TO PS	2021-01-04	2021-06-18	The GPS program is a partnership with the VSB and VCC where students in their final year come for a 15 week program to VCC to bridge the transition to post secondary.	Arts and Sciences	Community and Career Education	Vancouver School Board; Coast Capital Foundation	VSB
A286 - 2021 HCA PATHWAY	2020-11-30	2021-11-30	One time grant to support delivery of 24FTEs in a Health Care Assistant Partnership Pathway program.	Health Sciences	Health Care Assistant	Ministry of Advanced Education, Skills and Training	Vancouver Coastal, Providence Health Care
A285 - 2021 BC Ferries	2021-05-01	2021-08-31	Provide a 4-day PIDP course to BC Ferries employees	Academic Innovation	School of Instructor Education	BC Ferries	
A284 - 2021 ACCESS TO BSN SUPPORT	2020-04-01	2023-03-31	Support access to the Nursing (BSN) Advanced Entry pathway for Licences Practical Nurses. Specific FTE targets are to be developed in consultation with the Ministry, with funding to be expended by March 31, 2023. (3-year contract: 2020-23)	Health Sciences	Nursing	Ministry of Advanced Education, Skills and Training	
A281 - 2021 WIL 2	2020-04-01	2021-07-31	Implement a WIL Instruction project to study WIL curriculum and pedagogy at VCC	Partnership Development Office	CareerLAB initiative	Ministry of Advanced Education, Skills and Training	
A279 - 2021 HCA PT	2020-04-01	2021-03-31	Provide a part-time Health Care Assistant program to eligible participants	Health Sciences	Health Care Assistant	Ministry of Advanced Education, Skills and Training	
A179 - 1415 CIC LINC (new CA 2020-25, same org)	2020-04-01	2025-03-31	Provide English language training to newcomers (5-year contract :2020-2025)	Arts and Sciences	LINC	Immigration, Refugees, and Citizenship Canada (IRCC)	

Total value (multiple years): \$ 25,773,457
Total # of contracts: 20



VCC ARBITER OF STUDENT ISSUES OFFICE: SERVICE RENEWAL-2020/21

SELF-STUDY/EXTERNAL PANEL REVIEW SUMMARY & ACTION PLAN REPORT

WRITTEN & COMPILED BY TANNY MARKS

VCC April 19, 2021
VANCOUVER COMMUNITY COLLEGE

Contents

INTRODUCTION	3
ASI DEPARTMENT SERVICE RENEWAL-2020/21	3
GRATITUDE	3
LAND ACKNOWLEDGMENT, EDI & REFLECTIONS	4
ARBITER OF STUDENT ISSUES OFFICE.....	4
OFFICE EXISTENCE	4
ASI OR OMUBDS	5
OFFICE OF PREVENTION	5
OFFICE EVALUATION METHOD.....	5
BEST WAY TO EVALUATE THE ASI.....	5
COMPARATOR INSTITUTIONAL DATA	6
FINDINGS	6
OFFICE CASELOAD	6
ASI CHALLENGES & ASSETS.....	7
LACK OF INDEPENDENCE	7
ASI TITLE	8
STUDENT PRIVACY & CONFIDENTIALITY AND CASE FILES & NOTES.....	8
OFFICE LOCATION.....	10
NO SERVICE ON DEMAND FOR STUDENTS.....	11
EMPLOYEE AWARENESS & UNDERSTANDING OF THE OFFICE AND LACK OF CLARITY BETWEEN ASI & SCJA OFFICE MANDATE & JURISDICTION	12
ASI DATA & STATISTICS.....	13
STUDENT & PERSONNEL EVALUATION OF THE OFFICE	14
OFFICE SOP	15
ASI BENEFIT TO VCC AND LINK TO STUDENT SUCCESS	16

OFFICE RESOURCES & ACCESS TO LEGAL COUNSEL 17

ACTION PLAN 18

ACCRONYMS 18

PLAN 19

WORKS CITED & REFERENCED & CONSULTED 26

INTRODUCTION

ASI DEPARTMENT SERVICE RENEWAL-2020/21

In 2020 the VCC Arbiter of Student Issues Office (hereinafter “ASI” or “Office”) undertook a full education service renewal pursuant to VCC (hereinafter “VCC” or “College”) Policy D.1.1 Education Services Renewal. Given that the Office is more akin to an ombuds office than any other service found within the post-secondary arena and that it operates more or less as a post-secondary institution (PSI) ombuds office, the self-study evaluated the ASI against ombuds offices in the post-secondary sector.

The ASI renewal review consisted of a full self-study, a 3-person external review panel and a final consultation with the VP, Students & Community Development (VP, S & CD). The ASI renewal self-study comprised information taken and/or adapted from the ASI’s past annual reports from the years 2014 to 2019; data from past ASI student Office evaluations; a 2020 ASI College-Wide Survey; and research conducted by an external consultant on methodology of evaluating ombuds Offices at large and metrics/data at comparator institutional ombuds offices. The external review was conducted by the ombuds offices of Camosun College, University of British Columbia and Simon Fraser University. The external review comprised a preliminary meeting with the ASI; external review panelists’ review of 13 documents including the ASI’s education service renewal self-study and VCC college-wide student and employee survey results; a ‘virtual ‘site visit’ via Zoom; and a report of external review panelists’ findings, recommendations, concerns and identified gaps and risks.

This education service renewal summary & action plan report has been prepared for the Vice President, Students & Community Development and Education Council. This report captures many lessons learned through the self-study and recommendations made by the external review panelists. While not every recommendation coming out of the VCC ASI educational service renewal is addressed in this report, a number of elements that the ASI, in consultation with the VP, S & CD, has deemed integral and paramount are being put forward. Both the full self-study and external review panel report are available upon request.

****Note that the following summary is in large part taken and/or adapted from the *Vancouver Community College Arbiter Of Student Issues Office Service Renewal: Self-Study (January 25, 2021) ‘executive summary’ and ‘office strengths & weaknesses/risks: analysis’ sections.***

GRATITUDE

The ASI is very grateful to:

- ☞ the external review panelists (Laura Reid from Simon Fraser University, Rob Thompson from Camosun College and Shirley Nakata from the University of British Columbia) for their in-depth engagement;
- ☞ Jane Shin, from the Office of Vice President Students & Community Development for the support and resources provided to the ASI for the education service renewal; and

to the Department Heads of Counselling (Nona Coles) and Interpreting Services (Nigel Scott) for their guidance around the self-study and ensuing summary and action plan report.

LAND ACKNOWLEDGMENT, EDI & REFLECTIONS

The Office recognizes that it works and serves on the unceded and traditional territories of the Coast Salish peoples, namely the–Skwxwú7mesh (Squamish), Stó:lō and Səlílwətaʔ/Selilwiltuh (Tseil-Waututh) and xʷməθkʷəy̓əm (Musqueam) Nations. While the ASI has a significant distance yet to travel, the Office continues its quest to decolonize and Indigenize its practice by being inquisitive and reflecting.

Ombuds work, in which the ASI is largely engaged, is anchored in procedural fairness and Natural Justice, substantive fairness and relational fairness, cumulatively known as ‘fairness’ in the ombuds world. These precepts are founded in non-Indigenous tradition and are therefore colonially based and do not seamlessly fit with Indigenous ways of knowing and being and dispute resolution.

The actual and potential incompatible nature of ASI work with Indigenized world views inevitably presents barriers for the ASI’s Indigenous colleagues and students and those who subscribe to Indigenous paradigms of fairness, potentially barring them from fully benefiting from the work and services that the Office is mandated to provide; or worse, potentially excluding these community members all together. As the ASI has yet to alight on the ideal solution for this disparity, the Office will continue to do its work while also continuing to reflect and wrestle with these incongruences.

The Office also recognises the intersection of equity, diversity and inclusion (EDI) issues in ombuds work both in complaints presented to the Office and in the way the Office operates and discharges its mandate. The ASI has embarked on an enquiry to discover how the Office upholds EDI in its practice so that it may identify gaps, assumptions, biases and prejudices held by the Office in an effort to recognize and address these to better serve students and employees and to increase access to the Office. Further, the ASI is seeking with both internal and external partners how to safely and responsibly collect demographic data as it relates to complaints/appeals funneled through the Office. Such data would be instrumental in identifying how various EDI components intersect and impact student disputes at the College, potentially allowing for mapping of systemic EDI issues at VCC.

ARBITER OF STUDENT ISSUES OFFICE

OFFICE EXISTENCE

Since the ASI opened in March 2011, there has been much debate on whether it is serving the best interests of the College. Through a number of administrations since inception, collapsing the Office has been considered more than once. The most recent iteration of this conversation was in 2017/2018 when the office was reviewed internally by the then Dean, Student Development. At that time, the Office was slated to be closed and an independent PSI ombuds office resurrected in its stead. The plan was scuttled in 2018 and a renewed injection of support for the existing

Office delivered including “increased office hours and an adjusted compensation package for the ASI aligned with other College Administrators similarly situated” (*Annual Report 2018 4*).

ASI OR OMUBDS

All told, VCC’s Arbiter of Student Issues Office is fairly closely aligned to that of a PSI ombuds office, inclusive of a nod to ombuds precepts in the ASI’s job description (“Job Description”). However, it has both a more limited and a more expansive scope than a pure PSI ombuds office. The Office is run as a PSI ombuds office, enjoys membership in PSI ombuds associations and enjoys collegial relationships with other PSI ombuds, but, given its status as a department within the College, it does not enjoy the full independence of a PSI ombuds office. However, that the Office has always sat within or in close proximity to a student services portfolio has provided a lubricant to student issues that an independent office could never achieve. The very fact that it is a College department allows it ready access to a variety of stakeholders, departments, personnel, systems and information not always available or easily accessible to a PSI ombuds office. Conversely, it has allowed those same services to get to know the work of the Office and seamlessly refer students to the ASI. The ability of the ASI to leverage its differences from a pure PSI ombuds office in order to tailor service to the complex student profile found at VCC is not without its merits.

OFFICE OF PREVENTION

The very fact that the Office neither advocates for any party nor adjudicates any matter put before it allows the Office to be perceived as ‘non-threatening’ often permitting the ASI to gain access to information and stakeholders which might otherwise not be available or inclined to lean into student issues. The ASI provides recommendations on dispute resolution and institutional fairness. The ASI offers alternative dispute resolution (ADR) interventions via neutral and impartial activity (i.e., shuttle diplomacy, facilitated meetings, etc.). The ASI offers briefings on formal dispute resolution pathways, ensuring that all parties understand their roles, rights and obligations. The ASI additionally sits on a number of College committees as ‘voice no vote’, providing feedback on issues connected to institutional fairness. In all of these ways, the ASI is thus also an office of prevention. By acting as an intermediary between the student’s complaint and the College, the ASI provides the student a picture or barometer of fairness by which they may judge the merits of their case. By outlining to the College fairness issues, the ASI provides the College an opportunity to redress gaps and weaknesses in advance of disputes arising.

OFFICE EVALUATION METHOD

BEST WAY TO EVALUATE THE ASI

Research reveals that literature on how best to review ombuds work, its merit, is few and far between (Maclennan, “Ombuds’ Review Mechanisms” 2, 9). There is true merit in self-reviewing the Office and eliciting Colleagues in the field from outside the institution to review the

Office as prescribed by current policy at VCC. However, and as supported by the findings of the external consultant's research, the Office would greatly benefit from an independent external review in the future where an expert reviewer who is not part of the ombuds circle but who has knowledge of the field could bring a fresh perspective to analyzing the work (MacLennan, "Ombuds' Review Mechanisms" 2-3, 9). While this may invite risk if the reviewer does not fundamentally understand the nature of the ombuds field and its work, the right reviewer, one with a deep understanding of ombuds work but who is not an ombuds themselves, could mitigate any such risk. The ASI looks forward to potential national discussion on ombuds reviews through ombuds associations in the future.

External Review Panel

As outlined in the external review panel report

There is no specific or universal metric that provides a definitive rating [of ombuds office service quality], however the practice of periodically engaging external reviewers familiar with the core principles and standards of practice of Ombudspersons is encouraged. (*External Review 5*)

COMPARATOR INSTITUTIONAL DATA

Comparator institutional data from 2019 (& 2015 Seneca College) annual reporting on demand was gleaned from ten PSI ombuds offices selected exclusively from within the Association of Canadian College and University Ombudspersons (ACCUO) membership, with comparison of VCC ASI to these offices in the following priority sequence:

1. PSI ombuds within institutions similar in full time equivalent student bodies (FTE)
2. College (vs. University) ombuds
3. Universities ombuds

Inquiry was made into types of metrics collected; whether metrics on the relationship between service demand and student success and access are evident; whether metrics on information about demographics and demand are collected; and whether metrics on quality measures at comparator institutions are demonstrated.

FINDINGS

OFFICE CASELOAD

The ASI reports out on number of contacts made to the office that do not convert into opened cases; number of intakes; and number of follow-up meetings pursuant to an intake. Follow-up includes in-depth email correspondence or meetings conducted in-person or via phone with the student/complainant and/or College actors about each complaint/issue.

While actual number of cases seen/files opened by the ASI is well below that of most other sampled institutions, when compared against VCC's full-time equivalent (FTE) student body, the service metrics of the Office are inline with other institutions'. Of the 10 institutions studied, the average number of cases reported for the year 2019 was 2.1% of the institutions' student FTE (Maclennan, "Statistical Comparison" 3, 5). Given the ASI reports metrics on a calendar year, and the College on a school/fiscal year, the ratio of student FTE served by the ASI can only be approximated. Based on the ASI's 2019 intake/case numbers and VCC's 2019/2020 Domestic student FTE, the ASI saw 3.46% of student FTE that year (*Annual Report 2019* 33; Shin). Based on the ASI's 2019 intake/case numbers and VCC's 2019/2020 sum of VCC's Domestic, International and BC Industry Training Authority (ITA) student FTE, the ASI saw 2% of VCC's student FTE that year (*Annual Report 2019* 33; Shin).

ASI CHALLENGES & ASSETS

Although not necessarily insurmountable, the ASI renewal self-study and external review panel analysis reveal a number of weaknesses and potential risks within the Office. Recommendations to address these and an action plan to operationalize these recommendations follow.

LACK OF INDEPENDENCE

The fact that the ASI is not structured independently from the College, is funded exclusively by the College and does not report to the senior most levels of the institution presents challenges of potential perceived Office bias towards the institution. Lack of ASI independence is a limitation and disadvantage of the Office. As outlined by ACCUO "[a]n ombudsperson is an independent voice for fairness...'[who] builds capacity to help the institution be accountable to its own value and mission statements' " ("ACCUO Toolbox"; "ACCUO Standards" Preamble). As ACCUO and the literature point out, independence is a key indicator of an ombuds' ability for true impartiality; and the foundation of an office's credibility and integrity ("ACCUO Standards" s. 1; Maclennan, "Ombuds' Review Mechanisms" 1, 3-4).

As outlined above, in 2017/18 the College did attempt to re-structure the Office as an independent ombuds office bilaterally funded by the College and the VCC Students' Union, with reporting structure to have been determined. However, the Office re-organization was abandoned in the end (*Annual Report 2017* 4; *Annual Report 2018* 4).

That said, the Office has reported increasingly over the years to more and more senior levels of the organization. This has been helpful in ensuring that the ASI can discharge its mandate without undue influence from the various College authorities. Additionally, one must note that not all PSI ombuds enjoy a multiplicity of funding, some do rely exclusively on the institution's financial support (Maclennan, "Ombuds' Review Mechanisms" 4). Finally, the Office's placement within the Students & Community Development portfolio does offer students great benefit by enabling ready access and collaboration by the ASI with the varied VCC student services. The very complex dimensions of the student profile at

VCC and intricacies of cases often demand an immediacy of expertise and authority from a number of student centred College departments that would likely not be made available to an independent office. That the ASI regularly attends student services meetings, for example, provides invaluable insight to student supports.

ASI TITLE

The Office's title of 'Arbiter of Student Issues' is confounding to many and by its very nomenclature does not convey the mandate of the Office. Far from arbitrating or adjudicating student matters or complaints, the ASI is an office of impartiality and neutrality.

Unfortunately, given the more than 9 years of operation for the ASI, an Office title change at this juncture may prove even more confusing. As the VCC community for the most part now knows the Office with this brand, it may be even more perplexing for employees and students to reacquaint themselves with a new title. Anecdotally, it should be noted that the term 'ombudsperson' has been equally troublesome for the VCC community. Additionally, as stated above, the Office is something both more and less than the traditional organizational ombuds office. Given that the ASI was reviewed in depth in 2017/18 to see if re-emergence of the Office as an 'ombuds office' should be effectuated, and the subsequent decision made not to pursue the undertaking (Annual Report 2018 4), a change in ASI title to 'Ombudsperson' is not feasible.

External Review Panel

Reflecting on the ASI as an 'ombuds' office, and in consideration that independence, along with impartiality, confidentiality, and informality, are the *sine qua non* characteristics of an ombuds office, the external review panel suggests that due deliberation be provided to structuring the Office independently "to most effectively support fairness and conflict management at VCC" (*External Review 2,6*). This includes: effectuating an Office title change; ensuring that the ASI report to the senior most body/member of the College; relocating the Office to a more private spot on campus; having the Office manage its own budget; building an 'advisory committee'; looking into multi-source funding models; etc. (*External Review 1-3, 6,7; Nakata et al.*).

The ASI recommends the following:

- ❖ Retaining the 'Arbiter of Student Issues' Office title.
- ❖ Allowing the Office to remain in a student services portfolio, while reporting to the senior most actor in this portfolio.
- ❖ Continuing to be open to and pursuing a multiplicity of funding.

STUDENT PRIVACY & CONFIDENTIALITY AND CASE FILES & NOTES

Counter to the Association of Canadian College and University Ombudspersons Standards of Practice section three, the Office accedes to ‘freedom of information’ requests per British Columbia’s Freedom of Information & Protection of Privacy Act (FOIPPA). As part of a public post-secondary institution, the ASI is subject to FOIPPA legislation and complies with requests processed by VCC’s Privacy Officer. Counter to commonly interpreted ACCUO standards, the ASI also takes and keeps student case notes (Nakata et al.; *External Review* 3-4, 6). The ASI considers this to be a best practice to refer back to when working to resolve student issues; to be necessary should the ASI be called upon to defend an action taken or process pursued; and a requirement of ethical, transparent and accountable practice should a student request access to their case through the Office. The ASI sees it as essential to be able to provide written file documentation should a student request information from their file via a FOIPPA request. The ASI judges it incumbent upon ombuds offices to take notes in order to be accountable to students. The Office purposely diverges from the ACCUO standard in this regard in order to maintain this ethic.

However, the ASI’s work and mandate rests foundationally on the offer of privacy and confidentiality to users of the Office. Whether and how Office case notes/student files are subject to non-FOIPPA College or College agents’ (i.e., lawyers’) requests to view Office records continues to be a subject of discussion. While to date, VCC has accepted the Office’s resistance to turn over files to the College or its actors/agents absent a FOIPPA request, a clearer understanding of such requests being compelled in the future is essential, especially given the lack of independence of the Office. The ASI’s Terms of Reference (TOR) include the Office’s parameters around user confidentiality (“TOR” 6) and the ASI job description (“Job Description”) includes multiple references to confidentiality. Both these help bolster the ASI’s resistance to providing confidential student information to the College.

The ASI alongside VCC Disability Services and the VCC Counseling department has begun investigating this issue further with the VCC Privacy Officer and the Office of the Information and Privacy Commissioner for British Columbia. The affected departments will continue to seek clarification about their legal ability to oppose information requests from the College. Once the question is settled, the ASI may need to revise its TOR and change its intake processes to comply with any ability of the College to access student files and to ensure that students are duly apprised. It must be noted that this would severely weaken the ASI’s ability to discharge its mandate.

External Review Panel

As ‘confidentiality’ is one of the cornerstones of ombuds work, the external review panel recommends that the ASI “refuse to comply with requests for information; refuse to testify in internal organizational proceedings; and resist testifying in external proceedings to the full extent of the law” (*External Review* 3). The panel recommends that the Office

[d]evelop an explicit agreement with the institution or revise the Terms of Reference in accordance with the ACCUO Standards of Practice relating to the disclosure of information received in the course of the ASI’s duties. (*External Review* 6)

Further, the panel outlines that “generally accepted practice in the Ombuds field to safeguard confidentiality is to not make or retain records that might, if disclosed, reveal or lead to the revealing of the visitor’s identity (*External Review 3*). In both the panel’s final report and during the renewal virtual site-visit, the panel expressed its concern that the ASI took notes during client intakes and follow-up meetings and kept files on each student’s case. The panel outlined that FOIPPA legislation does not create a positive duty for the ASI to take and keep notes; that to do so risks the identity of the student accessing the Office being made known to those outside the Office, that the Office is then unable to protect the student’s privacy and confidentiality (potentially creating a chilling effect for students); and that taking notes thus, in turn, risks the independence of the Office from the institution (*External Review 4, 6; Nakata et al.*).

The ASI recommends the following:

- ❖ Continuing to research the extent to which privacy and confidentiality can be granted to student users of the Office and then ensuring that intake procedures, ASI TOR and Office promotional materials clearly reflect the ASI’s level of ability to extend privacy and confidentiality to its students.
- ❖ Continuing to take notes on student/client files, ensuring that such are kept confidential to the Office and only released where the law requires such as per duly executed subpoena or FOIPPA request.

OFFICE LOCATION

Space at the College is difficult to secure. The Office’s co-locations (i.e., within the student services wing at the Broadway campus) or shared locations (i.e., shared office between Student Conduct & Judicial Affairs Office (SCJA) at the Downtown campus) throughout campuses provide both challenges and benefits to students. Safeguards such as ‘ethical walls’ and meeting with students in the absence of other staff being present in shared offices are in place to ensure privacy and confidentiality of the shared locations (*Annual Report 2018 4*). Both the ASI and students enjoy immediate access to complementary services for a specific issue at the co-locations. Moreover, students are provided with multiple locations to access the service. However, these benefits must be analyzed against the drawbacks of such co-location or shared location when the perception of the Office’s impartiality and neutrality is at stake. Such close proximity to departments that a student may prefer to avoid or avoid being seen by (e.g., the SCJA for a student facing conduct charges) and an inability for the Office to offer sheltered and exclusive entry/exit access may compromise the student’s confidentiality and/or deter the student from leveraging the ASI. Further, there may be a student perception of bias on the part of the Office dwelling so closely among the varied services.

Finally, due to capacity issues, the ASI does not hold office hours at the Annacis Island campus (AIC). AIC provides training to approximately 2% of the overall student population (“Integrated Coll. Pl.”20). This is insufficient to warrant in-person servicing at AIC due to the distance to this campus from the other two. The ASI continually seeks out better ways to support AIC students, including having participated in a service pilot project undertaken in 2018 where the ASI, alongside other student services, provided office hours at AIC to AIC students one day per month. No students from the AIC campus accessed the Office that year (*Annual Report 2018 3*). That so very few AIC students ever access ASI services is

puzzling and something that should be looked into further. However, alternative modes of service delivery, i.e., *Skype for Business* have been used and will continue to be used to support students at this campus in the future.

The advent of the Zoom video conferencing platform now offers a sustainable solution to many of the issues outlined above. Should the College continue to use this or comparable technology free of charge to students, issues around Office location are expected to all but disappear. The sole caveat to this 'fix' concerns students who are not comfortable with the technology or do not have the tools to use the platform. In these generally exceptional circumstances, the ASI may always resort to providing service via phone.

External Review Panel

The external review panel asserts separate ASI office space as integral to the Office's independence. As a member of ACCUO, the ASI should adhere to the association's standards of practice and thus should "[ensure] that the location and setup of the office do not compromise the office's independence," impartiality or confidential servicing (*External Review 1, 2, 6*). The panel further agrees that continued distance/virtual servicing post the COVID 19 pandemic is a viable option for the Office to meet the needs of student servicing at satellite campuses provided that the proper infrastructure for students to access virtual tools on campus are made available and free (computer, private room, etc.) (*External Review 6*).

The ASI recommends the following:

- ❖ Continuing to suss-out more independent Office locations.
- ❖ Leveraging and offering more robustly video conferencing options to reduce any perceived chilling effect of Office locations and to increase accessibility of the Office at satellite campuses and in general.

NO SERVICE ON DEMAND FOR STUDENTS

Anecdotal student feedback indicates that students would prefer to have the ability to 'drop into' the Office rather than book an appointment. Ready access to the ASI is not possible, practicable or advisable for a number of reasons including Office capacity, student intensity of emotion at the time of an event and inability to resolve complex issues involving multiple stakeholders at a moment's notice.

The Office must be able to set its own timetable in order to maximize resources to achieve all of its various commitments and tasks in the service of student issues. Acting both as a reactive and preventative office, the ASI must have a predictable schedule in order to meet demand and most effectively act as 'change agent' for student fairness.

On the rare occasions that students have been provided with 'drop-in' service, the student, still laboring in the 'acute' stage of their situation, has been a poor historian and too activated to be able to obtain true benefit from an ASI briefing, with the Office, in the end, having had to refer the student to Counselling and reschedule the session. A 'cooling off' period between event and ASI briefing has been very efficient and beneficial to the student.

Additionally, while the student may expect an issue to be resolved in one session, the fact remains that resolution to student issues often takes time. As such, the very purpose of being seen on demand, i.e., having the issue resolved then and there, is thus defeated.

The requirement for students to book appointments with the ASI in advance ("Brochure") is in keeping with existing practices of other student services at the College. However, there may be value in exploring a designated drop-in period for the Office via a limited 'drop-in' pilot in order to assess if any true benefit can be gained by the student during these mini appointments .

External Review Panel

The external review panelists suggest that 'on demand' service is an access issue for students, that while requiring a student to book an appointment may support the fulfilment of the Office's varied commitments, mandates and administration needs, this may not meet student issue deadlines or allow for the benefits that 'drop-in' service provides. Panelists see value in students having ready 'on demand' access to the Office where students' fears can be promptly addressed and where the ASI can determine whether the student issue can be dealt with quickly (*External Review* 5, 6; Nakata et al.). The panel suggests, if and when staffing levels permit, reviewing student intake/service models to see whether approaches such as drop-in sessions, etc. would better support student access to the Office especially during peak ASI demand times in the academic year (*External Review* 5, 6).

The ASI recommends the following:

- ❖ Discussing the purpose, workability and student benefit of 'on demand' service with allied VCC student services and other PSI ombuds offices who offer drop-ins.
- ❖ Looking into piloting a standard 'drop-in' segment to the Office's weekly or biweekly schedule.

EMPLOYEE AWARENESS & UNDERSTANDING OF THE OFFICE AND LACK OF CLARITY BETWEEN ASI & SCJA OFFICE MANDATE & JURISDICTION

It is very positive to see that employees, alongside student conduct issues, most often access the Office for information about final grade appeals, formal grievances, bullying, human rights and duty to accommodate/inquire (Pidperyhora, "Employee Survey" 14-15). However, 30 % of employee respondents to the College-Wide Survey on the ASI indicated that VCC's Student Conduct & Judicial Affairs Office (SCJA) would be the designated department they would access should VCC not have an ASI (Pidperyhora, "Employee Survey" 12-13). Further, the College-Wide

Survey revealed that the ASI was often accessed for student conduct issues (educational and non-educational) by employees (Pidperyhora, “Employee Survey” 14-15).

The continued conflation and/or misunderstanding of ASI and SCJA mandates and jurisdictions is somewhat troubling. As revealed by the College-Wide Survey on ASI services, when asked where employees would go for support around a student’s complaint if the ASI did not exist, a number of respondents pointed to the SCJA (Pidperyhora, “Employee Survey” 12-13). The ASI has worked with the SCJA to establish firmer boundaries around each service area. However, the ASI will need to redeploy efforts to ensure that the Office is more distinctly viewed from the SCJA and *vice versa*. It is imperative that the ASI refer student conduct issues to the SCJA and that the SCJA refer non-student conduct issues to the ASI to ensure that the most accurate and comprehensive information is being provided to personnel around these issues.

It is also important to note that over 80% of the students who responded to the question on the ASI College-Wide Survey indicated that they did not know about the ASI (Pidperyhora, “Student Survey” 27).

The ASI recommends the following:

- ❖ Continuing discussion and collaboration with the SCJA to properly channel faculty, staff and administration to the appropriate department for support, and thus potentially increase awareness of the Office among both employees and students.
- ❖ Potentially redeploying the 2018 “Student Conflict Management” campaign (Office of Student Conduct & Judicial Affairs et al.) to refresh the ASI and SCJA mandates and jurisdictions in the minds of employees.

ASI DATA & STATISTICS

The lack of a database for the Office since its inception has created a number of handicaps in tracking data, running reports and queries, following-up on systemic issues, gleaning trends, monitoring demand, etc. Such tracking is vital to the ASI’s direction setting and work prioritizing, running (specialized) reports, providing metrics on demand and substantiating/rationalizing the Office’s work in general. To date, the ASI has had to rely on a Microsoft Office suite of tools to collect and compile Office metrics. As such, annual reporting has necessarily been completed on the calendar year (vs. the fiscal or academic year) to allow for some facility in the painstaking manual counting of statistics, etc., a calendar year being more easily mined. A database would permit the Office to do its work ever more thoroughly, comprehensively and efficiently. The acquisition of a database would assist the ASI in streamlining its work, especially as it relates to its annual reporting, including ability to produce more nuanced metrics than are currently relayed, and to align reporting with the academic vs. the calendar year. A database could also support collection of vital demographic data that would support the Office’s review and implementation of Indigenous, BIPOC, equity, diversity and inclusion principles into its practice.

At the time the ASI service renewal self-study was released, the College was in discussion and negotiation with Maximizer to purchase a database for the Office and the SCJA. Unfortunately, the purchase has since been scuttled due to the database's inability to meet privacy concerns. There is now potential for the ASI along with the SCJA to have a database developed in-house by VCC's Information Technology department as has been done for the VCC Interpreting Services department.

The ASI has flagged that any Office configuration of a database would necessarily need to be independent from other departments'.

External Review Panel

The external review panel agrees that a database is important to the Office's work as "a means of analyzing ... data and tracking various metrics across time... [in order to identify] trends and themes that may highlight fairness issues at the institution" (*External Review 5*). The panel also agrees "that access to any [database] information collected by the ASI should be restricted to the ASI and not be available to any other office at VCC" (*External Review 5*). The panel further questions whether the acquisition of a database for the Office may allow for the ASI to synchronize its annual report writing/compilation and publication with the academic year rather than the calendar year and to "reimagine" the report's contents (*External Review 5*).

The panelists have a mixed approach to collecting student demographic information which include some noting these if/when the student self-discloses; some noting particular types of demographics (Indigenous, Domestic/International, Disabled); and some noting or collecting some demographics but not publishing all of them (Nakata et al.).

The ASI recommends the following:

- ❖ Continuing to pursue the possibility of acquiring a database for the Office with the Vice President, Students and Community Development and with VCC's Information Technology department.
- ❖ Recognizing that the lack of demographic data collection has produced inequitable practices and outcomes. Continuing to enquire and collaborate with the Association of Canadian College & University Ombudspersons (ACCUO), the VCC Appeals Oversight Committee of Education Council (AOC) and VCC's Equity Diversity and Inclusion Committee on how to appropriately, respectfully and safely collect and analyze personal demographic information, ensuring that such data is amassed responsibly and does not bias the service against the user.
- ❖ Once an Office database is acquired, considering aligning ASI annual reporting with VCC's academic year.

STUDENT & PERSONNEL EVALUATION OF THE OFFICE

Student response rate to routinely administered Office evaluations on quality of service is very negligible. Very few students who have availed themselves of the Office return the evaluation and when they do, the responses are overwhelmingly positive potentially indicating that only

students who feel the service is useful actually return the evaluation (*Annual Report 2014* 14; *Annual Report 2015* 15; *Annual Report 2016* 15; *Annual Report 2017* 29; *Annual Report 2018* 47; *Annual Report 2019* 34). This leaves very little room for relevant and valid negative feedback to be acted upon. Further, some evaluation questions are unclear to students as demonstrated by their responses.

The Office can only deduce that the evaluation is either faulty in design, too onerous, or too difficult/cumbersome to fill-out and submit. The ASI will need to review both the evaluation questions and methodology of its deployment to try and garner better qualitative data. To this end, the Office has already begun preliminary discussions with VCC's Institutional Research division. Finally, the responses will need to be catalogued and therefore a database component needed to track survey results. Should evaluation return rates improve substantially the ASI will not be capable of capturing feedback without a database.

Additionally, the ASI will need to establish a way in which to systematically administer an evaluation to non-student users of the Office (i.e., employees) without overburdening the user. In this instance, it may be useful to explore deploying either quarterly or biannual evaluations. To date, the Office's deployment of the evaluation to personnel has been negligible to non-existent.

External Review Panel

The external review panelists affirmed that a low response rate from student surveys is not uncommon. Common practice is to deploy a student survey towards the end of the student's case. Some attached survey results to their annual report. Some do not deploy surveys, but, rather, rely on their advisory committees to provide feedback on the efficacy of the office (Nakata et al.).

The ASI recommends the following:

- ❖ Working with VCC's Institutional Research division to redesign the evaluation and deploy it more accessibly.
- ❖ Deploying the evaluation to personnel as well as students systematically.
- ❖ Capturing evaluation responses in a database.

OFFICE SOP

While the Office has a well fleshed-out terms of reference, the lack of ASI capacity has meant that the Office is still without a Standard Operating Procedures (SOP) manual to ensure consistent and well documented Office standards, protocol and procedures outlining the day-to-day running of the Office and smooth business continuity through potential staffing changes.

The ASI recommends the following:

- ❖ Pursuing and garnering project support/funds to increase capacity for the drafting of the ASI SOP.

ASI BENEFIT TO VCC AND LINK TO STUDENT SUCCESS

As an office tasked with overseeing institutional fairness, the ASI inherently helps VCC deliver on its Values and furthers Institutional Learning Outcomes (ILO) and Key Success Drivers. The Office supports student success and the College's strive for excellence, commitment to diversity and proper stewardship of public funds. The ASI contributes to VCC's educational quality, operational excellence, financial stability and sustainability and reputation management. Through its provision of coaching, 'devil's advocate' role play and policy navigation the ASI boosts VCC's ILOs by helping students develop an understanding of fairness, effective communication, a sense of direction, integrity, critical reflection, resilience, social responsibility, professionalism, creativity and intra-/inter-cultural awareness (Annual Report 2017 2; "Integrated Coll. Pl." 4-7; "Intake Form" 2; "Good Reasons"). These qualitative benefits of the Office to the institution can be anecdotally discerned. However, while quantitative metrics about the Office can be collected and reported, it is very difficult to produce qualitative evidence of the ASI's benefit to the institution or the Office's true link to student success.

The Office's demonstrable relationship between service (demand) and student success is not easily established. The research demonstrates a variety of different ways in which PSI ombuds denote their office's support of and connection to student success (e.g., user quotes, testimonials, etc.)(Maclennan, "Statistical Comparison" 18). Yet, many of these methods are themselves subject to a curated approach that may only tell part of the story. Additionally, there are ethical considerations and/or issues of power imbalance that accompany an office's request to users to sample and publish positive feedback or outcomes. Users may feel indebted or obliged to provide permission to have their quotes or cases showcased as 'payment' for service; or give permission simply because they are uncomfortable denying the request. While these caveats to highlighting yearly case studies, student testimonials or narratives need to be carefully considered, safeguards addressing these shortcomings may be possible and should be explored. However, the ability to track and report out on systemic issues over time → monitor trends, review status of an issue, outline interventions deployed to ameliorate an issue → could serve as a better means by which to test the relationship between the Office's work and the creation of a fairer place in which students study, i.e. the true quality of the Office. An acquired database to track systemic issues over a 5 to 10 year period would be needed to support this work.

Lastly, actual institutional cost savings that the Office affords (saved employee time, prevention of reputational harm, avoidance of costly external processes, etc.) can be very difficult if not impossible to discern or calculate. Tracking student cases and their outcomes may provide some insight to the College's cost/benefit analysis of the Office. The ASI is currently working with the Appeals Oversight Committee of Educational Council (AOC) to systematize tracking of formal student hearings, appeals, grievances, grade appeals, etc. Once the system is in place, the ASI may be able to discern more readily the number of cases having flowed through the Office that went formal, that were dealt with informally or that were simply abandoned. Tracking case outcomes as a metric, may help inform the College of the Office's use in student disputes.

[External Review Panel](#)

The external review panelists outline that evaluation of an ombuds office's success as a reflection of its metrics (number of cases, student outcomes, etc.) may lose sight of the impact an ombuds has on the student's journey which cannot be measured by numbers. An ombuds office's success does not lie in the number of cases it sees or in student/case outcomes. Further, to judge an ombuds office's success against certain metrics, i.e., student case outcomes, creates a slippery slope whereby an ombuds office may start prioritizing its cases based on potential outcomes (Nakata et al.).

The ASI recommends the following:

- ❖ Continuing to work with the AOC to see if student cases and their outcomes can be formally tracked.
- ❖ Reviewing other PSI ombuds offices' qualitative data to see what can and should be implemented into the ASI's reporting.
- ❖ Tracking systemic issues over time with the use of a database.

OFFICE RESOURCES & ACCESS TO LEGAL COUNSEL

An Office database, support/capacity required for exceptional targeted projects and access to limited legal support are the three primary resource deficits encountered by the Office.

Given the Office's unique position to help mitigate College risk, sound legal information is integral to the ASI's work. To date, the Office has not had an opportunity to connect directly with VCC's legal counsel on issues beyond its knowledge base. The ASI has had to conduct its own research, leverage information through other PSI legal counsel or access such information second-hand via other VCC departments that have been provided with such support. This has been very inefficient, costing the Office many hours of research where the research results may have been incomplete. Very limited access to legal counsel on certain matters would thus be important to the ASI's work.

The College has provided a good deal of support for 'one-off' Office projects and has demonstrated openness to the potential further allocation of resources to alleviate some of the pressures caused by the above resource deficits.

External Review Panel

The external review panel recommends looking into current Office resources and staff levels and potentially adding Office administrative support to ensure the Office is sufficiently equipped to provide timely student assistance and to fulfill its overall mandate (*External Review 5, 7*). Some of the panelists cited access to legal council for their offices (Nakata et al.).

The ASI recommends the following:

- ❖ Discussion (and evaluation) with the Office of Vice President, Students and Community Development around continued support already garnered in these areas and securing support still lacking.

ACTION PLAN

ACCRONYMS	
ACCUO	Association of Canadian College and University Ombudspersons
AOC	VCC Appeals Oversight Committee of Education Council
ASI/Office	VCC Arbiter of Student Issues Office
DS	VCC Disability Services
Ed. Adv.	VCC Education Advising
EDIC	VCC Equity, Diversity & Inclusion Committee
FOIPPA	Freedom of Information & Protection of Privacy Act
IR	VCC Institutional Research
IS	VCC Interpreting Services
IT	VCC Information Technology Department
PSI	Post-Secondary Institution
SCJA	VCC Student Conduct & Judicial Affairs Office
SOP	Standard Operating Procedures
SUVCC	Students' Union of Vancouver Community College
TBD	To Be Determined
TOR	Terms of Reference
VCC/College	Vancouver Community College
VP S&CD	Vice President, Students & Community Development

PLAN

Issue	Goal	Action	Stake-holders	Target Date	Source (s)	Resources Required	Priority Level
INCREASING OFFICE SUPPORTS & CAPACITY	Ensure that the ASI has sufficient capacity and resources to execute its mandate and fulfill its obligations including working directly with students & ameliorating institutional systemic barriers to fairness. E.g. capacity to: produce annual reports; properly maintain file FOIPPA standard; implement and maintain an Office database; undertake exceptional targeted projects; access limited legal counsel; etc.	a. Continue Office resources discussion with VP S&CD to (continue) securing 'spot' funding/one-time funding /regular project funding as required.	ASI, VP S&CD, College, Students, Finance	Ongoing	Service Renewal Self Study External Panel Review	VP, S&CD Time & Consideration College Funding/ Annual Budget Allotment for Project Capacity & Asset Purchases	Urgent and Important
		b. Discuss with VP S&CD potential access to legal counsel as required (cost, funding, protocol, rationale, trigger point, etc.)	ASI, VP S&CD, College, Students, Finance	Ongoing	Service Renewal Self Study	College Funding/Access to VCC Counsel	Not Urgent but Important
		c. Re-open discussion with VP S&CD re possibility of joint VCC/SUVCC funding for the Office.	ASI, VP S&CD, College, Students, SUVCC	December 2023	Service Renewal Self Study External Panel Review	VP, S&CD & Senior Leadership Time & Consideration SUVCC Time & Consideration & Funding	Not Urgent but Important
INCREASING STUDENT ACCESS TO ASI	Ensure students have sufficient timely access to the Office.	a. Continue discussion with VP S&CD re possibility of Office coverage when ASI is away or on leave.	ASI, VP S&CD, Students, College, Finance	December 2021	Service Renewal Self Study	VP S&CD Time & Consideration Annual Budget Allotment for Causal ASI Personnel	Not Urgent but Important

Issue	Goal	Action	Stakeholders	Target Date	Source (s)	Resources Required	Priority Level
		b. Discuss purpose, workability and student benefit of 'on demand' service for students with allied VCC student services and other PSI ombuds offices who offer 'drop-ins'.	ASI, Students, ACCUO Membership, VCC Student Services (Counselling, DS, IS, SCJA, Ed. Adv., etc.)	September 2021	Service Renewal Self Study External Panel Review	None	Not Urgent but Important
		c. Pilot a weekly or biweekly Office 'drop-in' session for a period of 3 months to assess for productivity, viability and responsiveness to student issues.	ASI, Students	September- November 2021	Service Renewal Self Study External Panel Review	Reconfiguration of Weekly ASI Schedule/Blocking of Regular Time on ASI Schedule	Not Urgent but Important
OFFICE ADMINISTRATION STREAMLINING & CAPACITY BUILDING & STATISTICS COLLECTION	1. Acquire an Office Database.	Continue pursuing the acquisition of a database for the Office with the VP S&CD and IT department.	ASI, VP S&CD, IT, College, Finance, Students	December 2024	Service Renewal Self Study External Panel Review	College Funding to either Purchase a Suitable Database or Build One In-House Ongoing IT Support for the Database.	Urgent and Important
	2. Collect demographics on student complainants/ appellants.	Collaborate with ACCUO, the AOC and EDIC on deliberate inquiry into, and understanding of, safeguards required to responsibly collect and	ASI, Students, College, ACCUO, AOC, EDIC	December 2024	Service Renewal Self Study	College Funding to either Purchase a Suitable Database or Build One In-House AOC/EDIC Collaboration on Developing a VCC Student Complaints/ Appeals	Urgent and Important

Issue	Goal	Action	Stakeholders	Target Date	Source (s)	Resources Required	Priority Level
		analyse personal demographic information thereby ensuring that such data does not bias the service against the user.				Demographic Repository College Commitment to Populating a Repository with Demographic Information from Student Complaints/ Appeals	
	3. Consider aligning ASI annual reporting with VCC's academic or fiscal year.	Review benefits of aligning the ASI's Annual Report with VCC's Academic or Fiscal Year to ascertain if metrics can more easily be compared against College reporting.	ASI, College, Students, Public	December 2024	Service Renewal Self Study External Panel Review	College Funding to either Purchase a Suitable Database or Build One In-House	Not Urgent but Important
	4. Develop an Office SOP.	Review the ASI TOR and draft an ASI SOP to address any gaps remaining from the TOR that should speak to day-to-day Office operations.	ASI, Successive ASI Personnel	September 2023	Service Renewal Self Study	College Spot-Funding/Project Support/Funds to Draft an ASI SOP	Not Urgent but Important
ENSURING STUDENT PRIVACY & CONFIDENTIALITY	1. Clearly demarcate student/College rights in this arena.	Collaborate with similarly situated College departments (i.e., Counselling, DS), the VCC Privacy Officer and the Office of	ASI, Students, College, BC Ombuds Office, DS, Counselling, VCC Privacy Officer	September 2022	Service Renewal Self Study	None	Urgent and Important

Issue	Goal	Action	Stakeholders	Target Date	Source (s)	Resources Required	Priority Level
		the Information and Privacy Commissioner for BC to identify and explore limits to student privacy & confidentiality at VCC beyond harm to self and others.					
	2. Once privacy & confidentiality limits fully understood, ensure that all ASI promotional materials, intake procedures and ASI TOR conform to confidentiality and privacy limits of student servicing.	Work with VCC Marketing to update ASI literature; update ASI TOR 'privacy and confidentiality' section; and adjust intake procedures to align with the actual limits to student privacy & confidentiality.	ASI, Students, Marketing	December 2022	Service Renewal Self Study	New ASI Marketing Materials	Urgent and Important
	3. Physical Office Re-Location.	Continue to suss out more independent, segregated Office locations on campus with the support of the VP S&CD.	ASI, Students, VP S&CD, Facilities	September 2022	Service Renewal Self Study External Panel Review	New VCC Office Space	Not Urgent but Important
	4. Leverage and offer more robustly video conferencing options to students in order to reduce any perceptible chilling	a. Confirm with VCC IT that video conferencing will continue	ASI, Students, IT	September 2021 or When ASI Physically Back on	Service Renewal Self Study	TBD Post Return to Campus Servicing	Urgent and Important

Issue	Goal	Action	Stakeholders	Target Date	Source (s)	Resources Required	Priority Level
	effect of physical Office locations in addition to creating more accessibility to the Office from satellite campuses.	to be available free to students post COVID 19 Pandemic.		Campus Post COVID 19 Pandemic.	External Panel Review		
		b. Alter student intake and follow-up appointment booking procedures to include video conferencing as an option.	ASI, IT, Students	November 2021	Service Renewal Self Study External Panel Review	None	Urgent and Important
		c. Alter ASI marketing materials to include video conferencing as an option for student meetings.	ASI, Students, Marketing	January 2022	Service Renewal Self Study External Panel Review	New ASI Marketing Materials	Urgent and Important
		d. Work with VP S&CD to secure private student 'Zoom Rooms' on campuses.	ASI, VP S&CD, Students, Facilities	December 2022	Service Renewal Self Study External Panel Review	Allocation of Physical Space on Campus	Not Urgent but Important
DECONFLATING EMPLOYEE UNDERSTANDING OF THE ASI VS THE SCJA	Establish better understanding between the different mandates & jurisdictions of the ASI and SCJA.	a. Continue discussion and collaboration with the SCJA on how to better channel faculty, staff and administration to the most appropriate	ASI, SCJA, VCC Employees, Students, College	Ongoing	Service Renewal Self Study	None	Urgent and Important

Issue	Goal	Action	Stakeholders	Target Date	Source (s)	Resources Required	Priority Level
		department for support.					
		b. Look at potentially redeploying the 2018 "Student Conflict Management" campaign (collaboration among the SCJA, Safety, Security & Risk, and ASI).	ASI, SCJA, VCC Employees, Students, College	December 2023	Service Renewal Self Study	SCJA and Safety, Security & Risk Departments' Time	Not Urgent but Important
ASSESSING ASI VALUE TO VCC	1. Better deploy Office user evaluations/ feedback forms.	a. Work with IR to redesign & better deploy the ASI evaluation form (accessibly, easily & consistently).	ASI, IR, Students, Employees, College	December 2022	Service Renewal Self Study	IR Time	Not Urgent but Important
		b. Work with IR to deploy the ASI evaluation form to personnel as well as students systematically.	ASI, IR, Students, Employees, College	December 2022	Service Renewal Self Study	IR Time	Not Urgent but Important
		c. Capture evaluation form responses in a database.	ASI, IT, VP S&CD, College, Students, Employees	December 2024	Service Renewal Self Study	College Funding to either Purchase a Suitable Database or Build One In-House	Not Urgent but Important

Issue	Goal	Action	Stakeholders	Target Date	Source (s)	Resources Required	Priority Level
	2. Evaluate/gauge ASI benefit to VCC & link to student success.	a. Continue to work with the AOC to see if student cases and their outcomes can be formally tracked.	ASI, AOC, College, Students	September 2022	Service Renewal Self Study	None	Not Urgent but Important
		b. Review other PSI ombuds offices' qualitative data to see what can and should be implemented into the ASI's reporting (i.e. annual report).	ASI, ACCUO Membership, Students, College	Ongoing	Service Renewal Self Study	None	Not Urgent but Important
		c. Track systemic issues over time with the use of a database.	ASI, IT, Students, College, VP S&CD	December 2024	Service Renewal Self Study External Panel Review	College Funding to either Purchase a Suitable Database or Build One In-House	Urgent & Important
		d. Look into possibility of external/independent reviewer to complete ASI education service renewals in the future.	ASI, VP S&CD, College, Students, ACCUO Membership	April 2026	Service Renewal Self Study External Panel Review	College Funding to Pay for External Review	Not Urgent but Important

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DECISION NOTE

PREPARED FOR: Education Council

DATE: May 11, 2021

ISSUE: Basic Education Fundamental Math courses

BACKGROUND:

The Basic Education Department is updating course outlines for the fundamental levels of math to match the requirements in the 2020/21 ABE Articulation Handbook. There were extensive changes to the learning outcomes, reduced from around 50 outcomes per level to around 10. The hours for the courses were also updated to reflect current practice.

In consultations with the Registrar's Office, new course numbers and course titles were agreed upon, to reflect the change in hours. The old course numbers (MATH 0311-0316) will be deactivated effective March 2022.

DISCUSSION:

Shantel Ivits, Department Head of Basic Education, presented the proposal. The committee requested only a few minor adjustments:

- Instead of listing the course outcomes, a link to the ABE articulation handbook was added. This is standard for articulated ABE courses at VCC.
- Moved a comment that students might have demonstrated proficiency at some of the course outcomes during their time in MATH 0300 from the PLAR section to the Evaluation Plan section.

Those changes have been made.

RECOMMENDATION:

THAT Education Council approve, in the form presented at this meeting, the new courses: MATH 0611, 0621, 0631, 0641, 0651 and 0661: Fundamentals of Mathematics Levels 1-6.

PREPARED BY: Todd Rowlett, Chair, Curriculum Committee

DATE: April 21, 2021

Course Change Request

New Course Proposal

Date Submitted: 04/21/21 10:21 am

Viewing: **MATH 0611 : Fundamentals of Mathematics 1**

Last edit: 04/21/21 10:21 am

Changes proposed by: trowlatt

Course Name:

Fundamentals of Mathematics 1

Effective Date: September 2021

School/Centre: Arts & Sciences

Department: Basic Education (2005)

Contact(s)

In Workflow

1. 2005 Leader
2. SAS Dean
3. Curriculum Committee Chair
4. EDCO Chair
5. Records
6. Banner

Approval Path

1. 04/21/21 10:26 am
Shantel Ivits (sivits):
Approved for 2005
Leader
2. 04/26/21 4:10 pm
Shirley Lew (slew):
Approved for SAS
Dean
3. 04/27/21 1:28 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee Chair

Name	E-mail	Phone/Ext.
Shantel Ivits	sivits@vcc.ca	7030

Banner Course Fundamentals of Mathematics 1

Name:

Subject Code: MATH - Mathematics

Course Number 0611

Year of Study Below Grade 10 Equivalency

Credits: 0

Course Description:

MATH 0611 introduces students to skills, concepts, vocabulary, and problem solving strategies for working with whole numbers up to 100. Emphasis is placed on number sense, addition, subtraction, shapes, and time. This course is the first of six levels of Basic Education Mathematics and will prepare students to meet personal, career, or further academic goals.

Course Pre-Requisites (if applicable):

MATH 0300 Topics in Fundamental Mathematics

Course Co-requisites (if applicable):**PLAR (Prior Learning Assessment & Recognition)**

No

Course Learning**Outcomes (CLO):**

Upon successful completion of this course, students will be able to:	
CLO #1	Students will meet the learning outcomes for Adult Literacy Fundamental Mathematics Level 1 as stated in the most recent ABE Articulation Handbook: https://www.bctransferguide.ca/search/abe

Instructional**Strategies:**

This course will be taught in a self-paced, individualized format along with group instruction and problem-solving activities.

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory Passing grade:
B-

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
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Type	Percentage	Brief description of assessment activity
Assignments	100	<p>A mastery model of ongoing evaluation will be used. A student will have completed the course when they have demonstrated through satisfactory completion of assignments that the learning outcomes have been achieved. Progress will be monitored on a regular basis by the instructor in consultation with each student.</p> <p>All new students begin in Math 0300, which includes skills refreshment and a variety of assessments. It may be determined that they have already met some of the outcomes in their course. In this case, students will focus on the outcomes which still need to be achieved.</p>

Hours by Learning Environment Type

Lecture, Seminar, Online

35

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum

Self Paced / Individual Learning

121

Course Topics

Course Topics:
Number sense: Counting, place value, ordering numerals, and rounding numbers
Addition up to 100: Vertical and horizontal formats of addition, word problems, perimeter, and estimating
Subtraction up to 100: Vertical and horizontal formats of subtraction, word problems, and estimating

Course Topics:

Shapes: Circle, triangle, rectangle, and square

Time: Hours, minutes, seconds; AM and PM; estimating and rounding time

Learning Resources (textbooks, lab/shop manuals, equipment, etc.):

Adult Literacy Fundamentals - Mathematics: Book 1

Rationale and Consultations

You only have to complete the Rationale and Consultations section once for a group of related proposals (i.e. a number of changes to a PCG and multiple courses). Is this proposal part of a group of related proposals?

Yes

Is this the primary proposal?

Yes

Provide a rationale
for this proposal:

The Basic Education Department is updating our course outlines to match the 2020/21 Articulation Handbook. The learning objectives in the handbook have not changed, but they have been reorganized into 3 groups: Learning Outcomes, Sub-outcomes, and Sample Learning Tasks. I have linked directly to the ABE articulation handbook as is standard for VCC ABE course outlines. Working with the RO, I have also updated the course numbers to 06xx range from 03xx range because of the change in hours and to be consistent with similar level courses on the English side.

Are there any
expected costs as a
result of this
proposal?

No

Consultations

Consulted Areas	Consultation Comments
Faculty/Department	Basic Education faculty developed all updated outlines collaboratively.
Registrar's Office	Consulted about course numbers and agreed to re-number courses to 06xx range.

Course Change Request

New Course Proposal

Date Submitted: 04/21/21 10:24 am

Viewing: **MATH 0621 : Fundamentals of Mathematics 2**

Last edit: 04/21/21 10:24 am

Changes proposed by: trowlatt

Course Name:

Fundamentals of Mathematics 2

Effective Date: September 2021

School/Centre: Arts & Sciences

Department: Basic Education (2005)

Contact(s)

In Workflow

1. 2005 Leader
2. SAS Dean
3. Curriculum Committee Chair
4. EDCO Chair
5. Records
6. Banner

Approval Path

1. 04/21/21 10:27 am
Shantel Ivits (sivits):
Approved for 2005
Leader
2. 04/26/21 4:10 pm
Shirley Lew (slew):
Approved for SAS
Dean
3. 04/27/21 1:28 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee Chair

Name	E-mail	Phone/Ext.
Shantel Ivits	sivits@vcc.ca	7030

Banner Course Name: Fundamentals of Mathematics 2

Subject Code: MATH - Mathematics

Course Number: 0621

Year of Study: Below Grade 10 Equivalency

Credits: 0

Course Description:

MATH 0621 introduces students to skills, concepts, vocabulary, and problem solving strategies for working with whole numbers up to 1,000,000. Emphasis is placed on number sense, addition, subtraction, multiplication facts, making change, time, and perimeter. This course is the second of six levels of Basic Education Mathematics and will prepare students to meet personal, career, or further academic goals.

Course Pre-Requisites (if applicable):

MATH 0300 Topics in Fundamental Mathematics

Course Co-requisites (if applicable):**PLAR (Prior Learning Assessment & Recognition)**

No

Course Learning**Outcomes (CLO):**

Upon successful completion of this course, students will be able to:	
CLO #1	Students will meet the learning outcomes for Adult Literacy Fundamental Mathematics Level 2 as stated in the most recent ABE Articulation Handbook: https://www.bctransferguide.ca/search/abe

Instructional**Strategies:**

This course will be taught in a self-paced, individualized format along with group instruction and problem-solving activities.

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory Passing grade:
B-

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
-------------	-------------------	---

Type	Percentage	Brief description of assessment activity
Assignments	100	<p>A mastery model of ongoing evaluation will be used. A student will have completed the course when they have demonstrated through satisfactory completion of assignments that the learning outcomes have been achieved. Progress will be monitored on a regular basis by the instructor in consultation with each student.</p> <p>All new students begin in Math 0300, which includes skills refreshment and a variety of assessments. It may be determined that they have already met some of the outcomes in their course. In this case, students will focus on the outcomes which still need to be achieved.</p>

Hours by Learning Environment Type

Lecture, Seminar, Online

35

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum

Self Paced / Individual Learning

121

Course Topics

Course Topics:
Number Sense: Place value, expanded form, ordering numerals, rounding numbers up to 1,000,000
Addition: Addition with and without carrying, estimating answers in addition
Subtraction: Subtraction with borrowing, estimating answers in subtraction

Course Topics:

Problem-Solving: Addition problems, subtraction problems, mixed addition and subtraction problems, two-operation questions and problems

Multiplication: Multiplication facts to 12; multiplying by 10, 100, and 1000; word problems; area

Making Change

Time: Telling time, converting between 12- and 24-hour clock time, adding and subtracting units of time

Perimeter of squares and rectangles

Learning Resources (textbooks, lab/shop manuals, equipment, etc.):

Adult Literacy Fundamentals - Mathematics: Book 2

Rationale and Consultations

You only have to complete the Rationale and Consultations section once for a group of related proposals (i.e. a number of changes to a PCG and multiple courses). Is this proposal part of a group of related proposals?

Yes

Is this the primary proposal?

No

Primary Proposal

MATH 0611

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer
Comments

Marketing Information

Course Change Request

New Course Proposal

Date Submitted: 04/21/21 10:26 am

Viewing: **MATH 0631 : Fundamentals of Mathematics 3**

Last edit: 04/21/21 10:26 am

Changes proposed by: trowlatt

Course Name:

Fundamentals of Mathematics 3

Effective Date:

September 2021

School/Centre:

Arts & Sciences

Department:

Basic Education (2005)

Contact(s)

In Workflow

1. 2005 Leader
2. SAS Dean
3. Curriculum Committee Chair
4. EDCO Chair
5. Records
6. Banner

Approval Path

1. 04/21/21 10:28 am
Shantel Ivits (sivits):
Approved for 2005
Leader
2. 04/26/21 4:10 pm
Shirley Lew (slew):
Approved for SAS
Dean
3. 04/27/21 1:28 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee Chair

Name	E-mail	Phone/Ext.
Shantel Ivits	sivits@vcc.ca	7030

Banner Course

Fundamentals of Mathematics 3

Name:

Subject Code:

MATH - Mathematics

Course Number

0631

Year of Study

Below Grade 10 Equivalency

Credits:

0

Course Description:

MATH 0631 introduces students to skills, concepts, vocabulary, and problem solving strategies for working with whole numbers up to 1,000,000. Emphasis is placed on number sense, multiplication, division, change, time, and the metric system. This course is the third of six levels of Basic Education Mathematics and will prepare students to meet personal, career, or further academic goals.

Course Pre-Requisites (if applicable):

MATH 0300 Topics in Fundamental Mathematics

Course Co-requisites (if applicable):**PLAR (Prior Learning Assessment & Recognition)**

No

Course Learning**Outcomes (CLO):**

Upon successful completion of this course, students will be able to:	
CLO #1	Students will meet the learning outcomes for Adult Literacy Fundamental Mathematics Level 3 as stated in the most recent ABE Articulation Handbook: https://www.bctransferguide.ca/search/abe

Instructional**Strategies:**

This course will be taught in a self-paced, individualized format along with group instruction and small group activities.

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory Passing grade:
B-

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
------	------------	--

Type	Percentage	Brief description of assessment activity
Assignments	100	<p>A mastery model of ongoing evaluation will be used. A student will have completed the course when they have demonstrated through satisfactory completion of assignments that the learning outcomes have been achieved. Progress will be monitored on a regular basis by the instructor in consultation with each student.</p> <p>All new students begin in Math 0300, which includes skills refreshment and a number of low stakes assessments. It may be determined that they have already met some of the outcomes in their course. In this case, students will focus on the outcomes which still need to be achieved.</p>

Hours by Learning Environment Type

Lecture, Seminar, Online

35

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum

Self Paced / Individual Learning

121

Course Topics

Course Topics:

Multiplication: Multiplying multi-digit numbers; multiplying by 10, 100, and 1000; estimating products; multiplication word problems

Division: Division facts, divisibility, dividing by 1, 2 and 3 digit divisors; dividing by 10, 100, and 1000; estimating quotients; division word problems

Course Topics:

Making Change

Time: Adding and subtracting units of time

Metric System: Length, capacity, mass, metric prefixes, area of rectangles and squares

Learning Resources (textbooks, lab/shop manuals, equipment, etc.):

Adult Literacy Fundamentals - Mathematics: Book 3

Rationale and Consultations

You only have to complete the Rationale and Consultations section once for a group of related proposals (i.e. a number of changes to a PCG and multiple courses). Is this proposal part of a group of related proposals?

Yes

Is this the primary proposal?

No

Primary Proposal

MATH 0311

Provide a rationale
for this proposal.

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer

Comments

Marketing Information

Course Change Request

New Course Proposal

Date Submitted: 04/21/21 10:32 am

Viewing: **MATH 0641 : Fundamentals of Mathematics 4**

Last edit: 04/21/21 10:32 am

Changes proposed by: trowlatt

Course Name:

Fundamentals of Mathematics 4

Effective Date:

September 2021

School/Centre:

Arts & Sciences

Department:

Basic Education (2005)

Contact(s)

In Workflow

1. 2005 Leader
2. SAS Dean
3. Curriculum Committee Chair
4. EDCO Chair
5. Records
6. Banner

Approval Path

1. 04/21/21 10:33 am
Shantel Ivits (sivits):
Approved for 2005
Leader
2. 04/26/21 4:10 pm
Shirley Lew (slew):
Approved for SAS
Dean
3. 04/27/21 1:28 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee Chair

Name	E-mail	Phone/Ext.
Shantel Ivits	sivits@vcc.ca	7370

Banner Course

Fundamentals of Mathematics 4

Name:

Subject Code:

MATH - Mathematics

Course Number

0641

Year of Study

Below Grade 10 Equivalency

Credits:

0

Course Description:

MATH 0641 introduces students to skills, concepts, vocabulary, and problem solving strategies for working with decimal fractions. Emphasis is placed on number sense; addition, subtraction, multiplication, and division with decimal fractions; and converting measurements in the metric system. This course is the fourth of six levels of Basic Education Mathematics and will prepare students to meet personal, career, or further academic goals.

Course Pre-Requisites (if applicable):

MATH 0300 Topics in Fundamental Mathematics

Course Co-requisites (if applicable):**PLAR (Prior Learning Assessment & Recognition)**

No

Course Learning**Outcomes (CLO):**

	Upon successful completion of this course, students will be able to:
CLO #1	Students will meet the learning outcomes for Adult Literacy Fundamental Mathematics Level 4 as stated in the most recent ABE Articulation Handbook: https://www.bctransferguide.ca/search/abe

Instructional**Strategies:**

This course will be taught in a self-paced, individualized format along with group instruction and small group activities.

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory Passing grade:
B-

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
-------------	-------------------	---

Type	Percentage	Brief description of assessment activity
Assignments	100	<p>A mastery model of on-going evaluation will be used. A student will have completed the course when they have demonstrated through satisfactory completion of assignments that the learning outcomes have been achieved. Progress will be monitored on a regular basis by the instructor in consultation with each student.</p> <p>All new students begin in Math 0300, which includes skills refreshment and a number of low stakes assessments. It may be determined that they have already met some of the outcomes in their course. In this case, students will focus on the outcomes which still need to be achieved.</p>

Hours by Learning Environment Type

Lecture, Seminar, Online

35

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum

Self Paced / Individual Learning

121

Course Topics

Course Topics:

Number sense: Reading and writing decimals, comparing decimals, ordering decimals, and rounding decimal fractions

Addition and subtraction with decimal fractions (including bookkeeping)

Course Topics:

Multiplication and division with decimal fractions (including unit pricing)

Measurement: Measuring length, mass, and volume; prefixes in the metric system; and converting measurements in the metric system

Learning Resources (textbooks, lab/shop manuals, equipment, etc.):

Adult Literacy Fundamentals - Mathematics: Book 4

Rationale and Consultations

You only have to complete the Rationale and Consultations section once for a group of related proposals (i.e. a number of changes to a PCG and multiple courses). Is this proposal part of a group of related proposals?

Yes

Is this the primary proposal?

No

Primary Proposal

MATH 0311

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer
Comments

Marketing Information

FOR MARKETING PURPOSES ONLY. NOT REQUIRED FOR GOVERNANCE APPROVAL.

This section is used by Marketing to help populate course information on the website. If you have any questions about this section, contact webmaster@vcc.ca.

Make Available on Website:

Course Change Request

New Course Proposal

Date Submitted: 04/21/21 10:37 am

Viewing: **MATH 0651 : Fundamentals of Mathematics 5**

Last edit: 04/21/21 10:37 am

Changes proposed by: trowlatt

Course Name:

Fundamentals of Mathematics 5

Effective Date: September 2021

School/Centre: Arts & Sciences

Department: Basic Education (2005)

Contact(s)

In Workflow

1. 2005 Leader
2. SAS Dean
3. Curriculum Committee Chair
4. EDCO Chair
5. Records
6. Banner

Approval Path

1. 04/21/21 10:38 am
Shantel Ivits (sivits):
Approved for 2005
Leader
2. 04/26/21 4:10 pm
Shirley Lew (slew):
Approved for SAS
Dean
3. 04/27/21 1:28 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee Chair

Name	E-mail	Phone/Ext.
Shantel Ivits	sivits@vcc.ca	7370

Banner Course Name: Fundamentals of Mathematics 5

Subject Code: MATH - Mathematics

Course Number: 0651

Year of Study: Below Grade 10 Equivalency

Credits: 0

Course Description:

MATH 0651 introduces students to skills, concepts, vocabulary, and problem solving strategies for working with common fractions. Emphasis is placed on understanding proper and improper fractions, mixed numbers, and equivalent fractions; adding, subtracting, multiplying and dividing fractions; and comparing common fractions and decimal fractions. This course is the fifth of six levels of Basic Education Mathematics and will prepare students to meet personal, career, or further academic goals.

Course Pre-Requisites (if applicable):

MATH 0300 Topics in Fundamental Mathematics

Course Co-requisites (if applicable):**PLAR (Prior Learning Assessment & Recognition)**

No

Course Learning Outcomes (CLO):

Upon successful completion of this course, students will be able to:	
CLO #1	Students will meet the learning outcomes for Adult Literacy Fundamental Mathematics Level 5 as stated in the most recent ABE Articulation Handbook: https://www.bctransferguide.ca/search/abe

Instructional Strategies:

This course will be taught in a self-paced, individualized format along with group instruction and problem-solving activities.

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory Passing grade:
B-

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
-------------	-------------------	---

Type	Percentage	Brief description of assessment activity
Assignments	100	<p>A mastery model of ongoing evaluation will be used. A student will have completed the course when they have demonstrated through satisfactory completion of assignments that the learning outcomes have been achieved. Progress will be monitored on a regular basis by the instructor in consultation with each student.</p> <p>All new students begin in Math 0300, which includes skills refreshment and a number of low stakes assessments. It may be determined that they have already met some of the outcomes in their course. In this case, students will focus on the outcomes which still need to be achieved.</p>

Hours by Learning Environment Type

Lecture, Seminar, Online

35

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum

Self Paced / Individual Learning

121

Course Topics

Course Topics:
Proper fractions, improper fractions, mixed numbers, and equivalent fractions
Multiplying and dividing fractions
Adding and subtracting fractions

Course Topics:

Comparing common fractions and decimal fractions

Learning Resources (textbooks, lab/shop manuals, equipment, etc.):

Adult Literacy Fundamentals - Mathematics: Book 5

Rationale and Consultations

You only have to complete the Rationale and Consultations section once for a group of related proposals (i.e. a number of changes to a PCG and multiple courses). Is this proposal part of a group of related proposals?

Yes

Is this the primary proposal?

No

Primary Proposal

MATH 0311

Provide

Additional Information

Provide any additional information if necessary.

Supporting
documentation:Reviewer
Comments

Marketing Information

FOR MARKETING PURPOSES ONLY. NOT REQUIRED FOR GOVERNANCE APPROVAL.

This section is used by Marketing to help populate course information on the website. If you have any questions about this section, contact webmaster@vcc.ca.

Make Available on Website:

Course Change Request

New Course Proposal

Date Submitted: 04/21/21 10:39 am

Viewing: **MATH 0661 : Fundamentals of Mathematics 6**

Last edit: 04/21/21 10:39 am

Changes proposed by: trowlatt

Course Name:

Fundamentals of Mathematics 6

Effective Date:

September 2021

School/Centre:

Arts & Sciences

Department:

Basic Education (2005)

Contact(s)

In Workflow

1. 2005 Leader
2. SAS Dean
3. Curriculum Committee Chair
4. EDCO Chair
5. Records
6. Banner

Approval Path

1. 04/21/21 10:41 am
Shantel Ivits (sivits):
Approved for 2005
Leader
2. 04/26/21 4:10 pm
Shirley Lew (slew):
Approved for SAS
Dean
3. 04/27/21 1:28 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee Chair

Name	E-mail	Phone/Ext.
Shantel Ivits	sivits@vcc.ca	7370

Banner Course

Fundamentals of Mathematics 6

Name:

Subject Code:

MATH - Mathematics

Course Number

0661

Year of Study

Below Grade 10 Equivalency

Credits:

0

Course Description:

MATH 0661 introduces students to skills, concepts, vocabulary, and problem solving strategies for working with ratio, proportion, and percent. Emphasis is placed on solving proportions; understanding the relationships between decimal fractions, common fractions, and percent; applying these concepts to real world situations; and interpreting graphs and tables. This course is the sixth of six levels of Basic Education Mathematics and will prepare students to meet personal, career, or further academic goals.

Course Pre-Requisites (if applicable):

MATH 0300 Topics in Fundamental Mathematics

Course Co-requisites (if applicable):**PLAR (Prior Learning Assessment & Recognition)**

No

Course Learning**Outcomes (CLO):**

Upon successful completion of this course, students will be able to:	
CLO #1	Students will meet the learning outcomes for Adult Literacy Fundamental Mathematics Level 6 as stated in the most recent ABE Articulation Handbook: https://www.bctransferguide.ca/search/abe

Instructional**Strategies:**

This course will be taught in a self-paced, individualized format along with group instruction and problem-solving activities.

Evaluation and Grading

Grading System: Letter Grade (A-F)

Passing grade:

B-

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Quizzes/Tests	50	Five unit tests
Final Exam	25	Level 6 Final Test

Type	Percentage	Brief description of assessment activity
Assignments	15	General Review assignment on whole numbers, decimal fractions and common fractions
Participation	10	<p>Includes attendance, punctuality, and work habits, as well as completion of class work, self-tests, corrections, and homework.</p> <p>All new students begin in Math 0300, which includes skills refreshment and a number of low stakes assessments. It may be determined that they have already met some of the outcomes in their course. In this case, students will focus on the outcomes which still need to be achieved.</p>

Hours by Learning Environment Type

Lecture, Seminar, Online

35

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum

Self Paced / Individual Learning

121

Course Topics

Course Topics:
Ratios, rates, and proportions
Reading, writing and finding percents
Converting between decimal fractions, common fractions, and percents
Evaluating increases, decreases, discounts, mark ups, commission, tips, and school grades

Course Topics:

Statistics: Interpreting line graphs, bar graphs, picture graphs, circle graphs, histograms, and tables

Learning Resources (textbooks, lab/shop manuals, equipment, etc.):

Adult Literacy Fundamentals - Mathematics: Book 6

Rationale and Consultations

You only have to complete the Rationale and Consultations section once for a group of related proposals (i.e. a number of changes to a PCG and multiple courses). Is this proposal part of a group of related proposals?

Yes

Is this the primary proposal?

No

Primary Proposal

MATH 0311

Provide a rationale
for this proposal:

Are there any

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer
Comments

Marketing Information

FOR MARKETING PURPOSES ONLY. NOT REQUIRED FOR GOVERNANCE APPROVAL.

This section is used by Marketing to help populate course information on the website. If you have any questions about this section, contact webmaster@vcc.ca.



DECISION NOTE

PREPARED FOR: Education Council
DATE: May 11, 2021
ISSUE: D.1.5 Use of Library Resources Policy

BACKGROUND:

Policy D.1.5 Use of Library Resources is undergoing a routine five-year review. This policy and related procedures govern the use of services and materials provided by the Library at Vancouver Community College. It outlines the categories of Library users and borrowers and establishes parameters for services provided to each group.

DISCUSSION:

A draft revision included a land acknowledgement and statement about the Library's intent to work from an Indigenized and decolonized perspective. Feedback from Indigenous Education and Community Engagement was to recommend removal of the land acknowledgement and explicit statements of intent, because the statements did not pertain to a specific policy element.

There was discussion about inclusion of community members in the scope of this policy. Conduct of community members is not generally governed by VCC policy, but the VCC Library maintains internal guidelines and processes.

Committee recommended revising Procedure #10 to "borrowers are **normally** charged..." to reflect the Library's usual practice, while allowing flexibility in cases of student financial hardship.

Policy Principle #9 was reworded to avoid repeating language included in the procedures.

RECOMMENDATION:

THAT Education Council send, in the form presented at this meeting, D.1.5 Use of Library Resources policy and procedures out for community feedback.

PREPARED BY: Natasha Mandryk, Chair, Education Policy Committee
DATE: May 4, 2021



POLICY

Title	Use of Library Resources
Policy No.	D.1.5
Approval Body	Board of Governors
Policy Sponsor	Vice President Academic & Research
Last Full Review	June 8, 2016
Last Revised	<i>Draft: 2021-04-14</i>

CONTEXT AND PURPOSE

This policy and related procedures govern the use of services and materials provided by the Library at Vancouver Community College (VCC; the College). In support of the education, research and activities of students and employees at the College, VCC Library provides access to: information resources and technology; study, group and research space; computers and printing; and A/V equipment.

SCOPE AND LIMITS

This policy applies to all current students and employees, and any community member entering the Library or using its resources.

STATEMENT OF POLICY PRINCIPLES

1. The primary purpose of VCC Library is to support education and research at the College, as well as College operations. The Library strives to maximize access to information and services for current students and employees, both in person and virtually.
2. VCC Library provides safe and inclusive space, services and resources.
3. Any person may use the print materials within the Library and may consult with Library staff for assistance in using this material.
4. Library card holders are responsible for the Library material they borrow and may be subject to penalties and sanctions if material is overdue, damaged or not returned.
5. VCC Library complies with all legal requirements and licensing agreements when providing access to Library resources.
6. The Library will establish agreements (such as interlibrary loan or reciprocal borrowing agreements) with other libraries when possible in order to expand access to resources available to our current students and employees.
7. The Library actively works to protect the privacy of library users and their right to access information without prejudice.

DEFINITIONS

Alumni: Former students who qualify for alumni status.

Community Borrowers: Members of the public who have purchased a library card for a yearly fee. Retired VCC employees and other categories of special borrowers may receive a free community borrower card.

Interlibrary Loan (ILL): The cooperative exchange of items among libraries, in response to specific user requests.

Library Resources: All Library material that can be borrowed or used on site by a Library user (including books, journals, DVDs or technology), online resources (such as databases, e-books and streaming video), computers, listening and viewing equipment, services, group study rooms and facilities.

Library Privileges: The rights and responsibilities of Library users, including how many items can be borrowed, loan periods, fine rates and use of all services. These will differ by category of user (e.g. students and employees have different loan periods for a book).

RELATED LEGISLATION & POLICIES

Legislation

BC College and Institute Act

Canadian Copyright Act

BC Freedom of Information and Protection of Privacy Act

Policies

- A.3.1 Prevention of Harassment, Discrimination and Bullying
- A.3.6 Standards of Employee Conduct and Conflict of Interest
- B.6.1 Archives
- B.5.2 Appropriate and Responsible Use of Education and Information Technology
- D.1.2 Selection of Instructional and Library Materials
- D.1.3 Copyright
- D.4.3 Student Non-Academic Conduct
- D.4.5 Academic Integrity
- D.6.1 Lending and Borrowing College Equipment

RELATED PROCEDURES

Refer to D.1.5 Use of Library Resources Procedures.



PROCEDURES

Title	Use of Library Resources
Policy No.	D.1.5
Approval Body	Board of Governors
Policy Sponsor	Vice President Academic & Research
Last Full Review	June 8, 2016
Last Revised	<i>Draft: 2021-04-14</i>

GENERAL

1. Any person may enter the Library to use the print materials within the Library (such as books, magazines and newspapers) and may consult with Library staff for assistance in filling an information need.
2. Limits on the use of some Library resources by the general public may be imposed due to licensing agreements or availability and are outlined on the Library website.
3. There are four (4) categories of people who can borrow material from VCC Library:
 - a. Current students of VCC;
 - b. Current employees of VCC;
 - c. Current students and employees at other publicly funded BC post-secondary institutions, or any other institution where VCC has a reciprocal borrowing agreement; and
 - d. Alumni and community borrowers.
4. VCC Library maintains reciprocal borrowing agreements with other BC post-secondary institutions and other relevant institutions to allow students and employees to borrow material from other institutions. A list of all reciprocal borrowing agreements is available on the Library's website.
5. A valid VCC library card must be presented each time resources or equipment is borrowed. The VCC ID card is the library card for current students and employees. Cards are provided for other BC post-secondary students/employees, alumni and community borrowers.

USING LIBRARY RESOURCES

6. The Library privileges for the different categories of borrowers are outlined on the Library website. This includes the following:
 - a. Maximum number of items that can be checked out to a borrower at any given time;
 - b. Length of loan periods for different types of resources;
 - c. Number of renewals per item;
 - d. Number of requests allowed;

- e. Overdue fine rate and maximum fine per item;
 - f. Booking of equipment, audio-visual material or study rooms;
 - g. Access to Library computers;
 - h. Access to e-resources and any material subject to a license agreement;
 - i. Access to interlibrary loan services; and
 - j. Any additional restrictions to borrowing materials or use of Library resources.
7. Borrowing privileges of students begin when they pay the fees to the College for their program and/or course.
 8. Borrowing privileges for students expire one (1) month after the end date of their course or program.
 9. Borrowers must return or renew materials by the due date. If materials are damaged, lost or returned late, borrowers may be required to pay overdue, replacement or damage fees.
 10. For lost or damaged items, borrowers are normally charged:
 - a. The cost of replacing the item; and
 - b. Any overdue fines.
 11. Current employees are not charged overdue fines but must pay to replace any item damaged or not returned within twelve (12) months.

SUSPENSION OF LIBRARY PRIVILEGES

12. Library privileges may be suspended if a user is found to have violated the College's policies concerning conduct and respectful behaviour.
13. Library privileges are blocked if a borrower owes \$20 or more in fines. This will prevent borrowing of additional material until the amount of fines owed is under \$20.
14. If a student owes \$20 or more in fines, blocks are placed on the student accounts in the Registrar's Office. Final grades and transcripts will not be issued to students until billed materials have been returned or paid for; students will not be able to register for other courses. The block is removed when the amount owed is under \$20.

COMMUNICATION WITH USERS

15. Library notices and communications are sent by email.
16. The Library proactively notifies the user of fines or other penalties on their record. Non-receipt of such notices does not relieve the user from responsibility for fines or penalties.

USE OF COMPUTERS

17. Library computers are available for current students and employees at all Library locations. Users must log in using their own College network login.
18. Computers may be made available to other users based on availability and criteria listed on the Library website.
19. All users who access and use the Library computers are required to use them appropriately and responsibly as defined in Policy B.5.2 Appropriate and Responsible Use of Educational and Information Technology.

USE OF LIBRARY FACILITIES

20. The Library will maintain guidelines on its website regarding the appropriate use of Library facilities and equipment to ensure the use of shared space is fair, equitable and respectful for all users.
21. Recognizing that the Library is used for both quiet study and collaborative work, the Library will identify acceptable noise levels for different areas of the Library.
22. Employees, students, and visitors are encouraged to voluntarily reduce or eliminate the use of scented products at VCC Library locations.
23. Children may not be left alone or unsupervised in the Library. Library staff cannot be responsible for the safety of unattended children.

PRIVACY

24. The Library does not release information about Library users or material used to any other person, institution, agency or association except for reporting charges regarding Library materials to the Registrar's Office, or as required by law.
25. VCC will inform the user if a court order has been served and that it intends to comply.

SAFETY

26. In cooperation with appropriate College departments, the Library seeks to provide a safe and secure environment for everyone.
27. Personal items left unattended in the Library are taken to the Security Office and may be claimed there.
28. Library users are encouraged to alert Library staff if they feel uncomfortable or unsafe in the Library.

INTERLIBRARY LOAN

29. Through interlibrary loans, the Library will endeavor to borrow Library material not owned by VCC in support of VCC coursework, research or College operations, and to lend material to other institutions.
 - a. High demand items may not be eligible for ILL (e.g. Reserves).
 - b. Licensing agreements may also limit what is eligible for ILL (e.g. Articles from certain databases).
 - c. VCC only interlends ILL material from Canadian libraries.
30. ILL is only available to current students and employees with valid Library privileges.
31. Material borrowed through ILL is subject to the loan policies and fees set by the lending library, which may differ from those of VCC Library.
32. ILL material may be renewed, depending on the policy of the lending library and is subject to recall by the lending library.
33. VCC Library will not attempt to borrow through ILL the following types of material:
 - a. Material already held at VCC Library;
 - b. Articles available in VCC Library's online databases or e-journals; and
 - c. Materials limited by copyright or licensing agreements.

34. Due to budgetary limitations, the number of interlibrary loan requests processed for any one user may be restricted. The user will be informed by email.

RELATED POLICY

Refer to D.1.5 Use of Library Resources Policy.

DRAFT



DECISION NOTE

PREPARED FOR: Education Council
DATE: May 11, 2021
ISSUE: Recommendations from Accreditation Gap Analysis Working Group

BACKGROUND:

During the Quality Assurance Process Audit (QAPA) completed by VCC in 2019, one of the recommendations was to perform a gap analysis comparing VCC's program renewal process with various accreditations processes completed by VCC programs. These occur primarily in the School of Health Sciences and more recently in Trades/Technology programs. VCC's Policy C.3.2 Program Review and Renewal exempts programs that complete accreditations from the program renewal process.

The concern is that accreditation processes are often focused on the set standards and competencies delivered in the curriculum and whether it meets the requirements of the external body. While the Education Quality Committee (EQC) acknowledged this is crucial, the program renewal process includes looking at other program needs, such as departmental structure, workload and operational matters.

A working group was established at the May 2020 meeting of the EQC consisting of the following members: Todd Rowlett (Chair of EQC), Pervin Fahim (Operations Manager of School of Health Sciences), Julie Gilbert (Instructional Associate and former Department Head of Practical Nursing), Lucy Griffith (Instructional Associate and former Department Head of Hair & Esthetics), and Heidi Parisotto (member of EQC and former Department Head of Certified Dental Assisting).

The working group was tasked with the following:

1. Perform the gap analysis and provide recommendations.
2. If required, design a manageable process to review accreditations and identify additional tasks required of programs.
3. Make recommendations regarding the Program Review and Renewal policy based on the completed analysis.

DISCUSSION:

The working group began by comparing six (6) accreditations currently used by VCC programs to the College's program renewal. The matrix compares both elements of the process used during the accreditations (e.g. was there a required self-study? Were there feedback opportunities for current students?) and the aspects/elements reviewed (e.g. student outcomes, instructional methods). See **Appendix B** for the matrix and the list of accreditations evaluated.

The working group found that the procedural elements in accreditations were typically consistent with program renewal standards, but there were gaps in some of the elements covered.

- There are very few gaps in elements related to “Curriculum & Instruction” and “Student Outcomes.” Most accreditations are interested in the same common elements.
- “Instructors & Staff” and “Student Support Services” have moderate gaps, primarily in the topics of Workload, Instructor Evaluations, Student Feedback on Services, and Accessibility of Services.
- “Program Planning & Administration” and “Physical & Learning Environments” have the most concerning gaps. Questions related to program planning, department resources, support staff resources, succession planning, and articulation/affiliations are often missing. While physical environments are reviewed, very few ask about online learning environments or educational technology.

Based on these findings, the working group is recommending that Education Quality Committee adopt an ongoing process to evaluate all accreditation processes. The process and form are detailed in **Appendix A: VCC Quality Assurance Process for Externally Accredited or Reviewed Programs**. The form would help identify gaps in a specific accreditation process with an Evaluation Committee assigned to work with a program and determine if any additional actions are required. The working group believes this process will enable additional points of discussion related to program planning and operations, succession planning, and online learning that would otherwise be missed.

VCC’s Program Renewal

The working group has identified four (4) suggestions about the College’s program renewal process. Some of these suggestions might require edits to the PRR policy, but many could be integrated into the supporting documentation used by the Centre for Teaching, Learning, and Research for renewals.

1. Most accreditation processes require progress reports on identified actions be completed in the years following an accreditation. Program renewal does not, and that leaves EQC uncertain about progress made on their identified actions. Could that be built more explicitly into the annual program review process?
2. Additional focus on Indigenization, Equity, Diversity and Inclusion (EDI), and intercultural education is needed. These could be added to the sections related to curriculum/teaching, physical and digital spaces, employee complements and program planning.
3. The Institutional Learning Outcomes (ILOs), Universal Design for Learning (UDL) and more online/blended learning strategies would also be beneficial additions.
4. These additional topics (as suggestions, not requirements) would add value to the renewal process:
 - a. Research
 - b. Involvement in College activities
 - c. Work-integrated learning and practicum support
 - d. Mentorship of new instructors and of department leads
 - e. Explicit mention of the different types of student support services (e.g. Indigenous services, advising services, financial support)

Education Quality Committee discussed the recommendations at its March and April meetings, and supported this approach. The committee plans to review policy C.3.2 Program Review and Renewal with regards to the four suggestions related to program renewal.

RECOMMENDATION:

THAT Education Council adopt the *VCC Quality Assurance Process for Externally Accredited or Reviewed Programs*.

ATTACHMENTS: Appendix A: VCC Quality Assurance Process for Externally Accredited or Reviewed Programs

Appendix B: Comparison of VCC Program Renewal to Accreditation Processes

PREPARED BY: Pervin Fahim, Julie Gilbert, Lucy Griffith, Heidi Parisotto, Todd Rowlett

DATE: April 29, 2021



VCC Quality Assurance Process for Externally Accredited or Reviewed Programs

<p>Program Name:</p> <p>Program Leads:</p> <p>Date:</p>
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Purpose

To determine if there are any areas and topics that are part of the VCC program renewal process that are not covered by your program's accreditation process.

Accreditation processes are often focused on the set standards and competencies delivered in the curriculum and whether it meets the requirements of the external body. While this is crucial, the program renewal process includes looking at other program needs, such as departmental structure, workload and operational matters. In doing so, program renewals tend to provoke discussions to ensure high quality and sustainable programs.

By completing the form below, the external accreditation process is compared to VCC's program renewal process and gaps are identified. Subsequently, a meeting is set up with a subcommittee of the Education Quality Committee to determine if any additional actions are required beyond what is required by the accreditation process.

Process

Complete the form below.

This will typically be done collectively by the department head, instructional associate assigned to the accreditation, the dean, and any additional members of the department heavily involved in the accreditation process.

When to complete this form?

We recommend you complete this form after you have completed the initial accreditation report/self-study or when the external review committee has finished their visit. It must be completed before the end of your accreditation review process.

What is the review process?

A three (3) member subcommittee of the Education Quality Committee will be assigned to your review and will meet with the accreditation leads for your program to discuss any potential gaps in your accreditation.

If additional actions are required due to identified gaps, the subcommittee will provide a reasonable timeframe for your department to complete the work.

Upon completion of the accreditation process, please complete this form and submit to edco@vcc.ca.

SECTION 1: Process

Does the program accreditation process include the following elements?

**Comments are not required*

Elements	Fully	Partially	Not Addressed
Steering Committee including College and departmental representation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i>			
Self-study (report submitted to the accreditation body) completed by the department	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i>			
External Review process that includes panel, site visit (or virtual visit), and report with recommendations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i>			
Opportunities for feedback (during self-study and/or external review process) from: program instructors and staff; current students; alumni; and Program Advisory Committee or other community/industry partners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i>			
Action Plan completed by the department (based on self-evaluation and/or accreditation recommendations)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i>			
<i>Additional Comments:</i>			

SECTION 2: Topics Included in Accreditation Review

There are six (6) areas of discussion required by the College's Program Renewal. These are covered in detail in the self-study (or report submitted to the accreditation body) and are then reviewed by the external panel.

Does the program accreditation process require discussion of the following topics:

**Comments are not required*

CURRICULUM & INSTRUCTION	Fully	Partially	Not addressed
Program Structure and Alignment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i>			
Admission and graduation requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i>			
Teaching and assessment strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i>			
Curriculum delivery (e.g. online, blended, experiential)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i>			
Curriculum quality, relevance, and connection to professional or entry to practice standards (if applicable)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i>			
Clinical, practicum, and other workplace learning (if applicable)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i>			
<i>Additional Comments:</i>			

**Comments are not required*

INSTRUCTORS & STAFF	Fully	Partially	Not addressed
Qualifications and hiring practices, including training and experience in teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i>			
Workload	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i>			
Professional and career development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i>			
Connections to professional associations, community and/or workplace	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i>			

Research and scholarly activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i>			
<i>Additional Comments:</i>			

**Comments are not required*

STUDENT OUTCOMES	Fully	Partially	Not addressed
Student progression (e.g. enrolment, attrition, retention, remediation, graduation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i>			
Student satisfaction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i>			
Employment outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i>			
Course evaluations including work placements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i>			
<i>Additional Comments:</i>			

**Comments are not required*

EDUCATION SUPPORT SERVICES	Fully	Partially	Not addressed
Breadth and accessibility of services, including: <ul style="list-style-type: none"> • Indigenous services; • library and research support; • academic support and tutoring; • counselling and disability services; • advising services; • career services; • international student services; and • financial support, scholarships and bursaries 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i>			
Student satisfaction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i>			
Support for instructors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i>			
<i>Additional Comments:</i>			

**Comments are not required*

PROGRAM PLANNING & ADMINISTRATION	Fully	Partially	Not addressed
Enrolment planning, marketing and recruitment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i>			
Department organization, instructor and staff complements, administrative support and operational budget	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i>			
Indigenization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i>			
Equity, diversity and inclusion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i>			
Program Advisory Committee	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i>			
Department planning processes, labour market and competitive analysis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i>			
Succession planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i>			
Alignment with College policies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i>			
Affiliation, articulation and transfer agreements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i>			
Ongoing curriculum development and maintenance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i>			
<i>Additional Comments:</i>			

**Comments are not required*

PHYSICAL & LEARNING ENVIRONMENTS	Fully	Partially	Not addressed
Physical spaces including facilities, classrooms, labs, work placement sites, and offices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i>			
Online learning spaces and educational technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i>			
Equipment and technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<i>Comments:</i>			
Safety (including work placement sites)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i>			
Accessibility (including work placement sites)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i>			
<i>Additional Comments:</i>			

SECTION 3: REVIEW BY EVALUATION SUBCOMMITTEE

**To be completed by the 3-person Evaluation Subcommittee assigned by the Education Quality Committee*

Are there any significant gaps in the program accreditation process compared to the College's Program Renewal requirements?

If yes, what actions are required?

What is the timeframe for these actions to be completed?

Additional Comments:

Date Reviewed by Evaluation Subcommittee:

Date Reviewed by Education Quality Committee:



Comparison of VCC Program Renewal to Accreditation Processes

The evaluation committee compared the process and topics covered in the VCC program renewal process to six (6) accreditations processes currently used by VCC programs. The six accreditations reviewed were:

1. Canadian Association of Schools of Nursing (CASN): Bachelor of Science in Nursing program
2. BC College of Nurses and Midwives (BCCNM): Bachelor of Science in Nursing and Practical Nursing programs
3. Technology Accreditation Canada: CAD & BIM program
4. Commission on Dental Accreditation of Canada: Certified Dental Assisting program
5. Physiotherapy Education Accreditation Canada (PEAC): Occupational & Physical Therapy Assistant (OPTA) program
6. National Automotive Technicians Education Foundation (NATEF): Automotive Service Technician (AST) program

The following aspects were compared:

1. Process requirements
2. Topics covered during the analysis:
 - a. Curriculum & Instruction
 - b. Instructors & Staff
 - c. Student Outcomes
 - d. Student Support Services
 - e. Program Planning & Administration
 - f. Physical & Learning Environments
 - g. Governance

This matrix was used to inform the creation of the quality assurance process detailed in Appendix A and in the recommendations made regarding VCC's program renewal process.

Process Requirements	VCC Program Renewal	CASN (Nursing)	BCCNM (Nursing)	Technology Accreditation (Drafting)	CDAC (Certified Dental Assisting)	PEAC (OPTA)	NATEF (Auto Service)
College/Dept Steering Committee	✓	✓	✗	✗	✗	✗	✓
Self-Study Completed by Department*	✓	✓	✓	✓	??	✓	✓
External Review Cmte Site Visit	✓	✓	✓	✓	✓	✓	✓
External Review Cmte Report	✓	✓	✓	✓	✓	✓	✓
External Review Required Follow-Up	✗	✗	✓	✓	✓	✓	✓
Action Plan Completed by Dept	✓	✓	✓	✗	✓	✓	✓
Feedback opportunities with Program Faculty	✓	✓	✓	✓	✓	✓	✓
Feedback opportunities with Current Students	✓	✓	✓	✓	✓	✓	✓
Feedback opportunities with Alumni	✓	✓	✓	✓	✗	✓	✓
Feedback opportunities with Program Advisory Committee or other industry/community	✓	✓	✓	✓	✓	✓	✓
Annual Reporting Requirements	✗	??	??	✓	??	✓	??

*Elements Included in Analysis	VCC Program Renewal	CASN (Nursing)	BCCNM (Nursing)	Technology Accreditation (Drafting)	CDAC (Certified Dental Assisting)	PEAC (OPTA)	NATEF (Auto Service)
Curriculum & Instruction							
Program Structure & Alignment (including Hours/Credits)	✓	✓	✓	✓	✓	✓	✓
Admission Requirements	✓	✗	✓	✓	✓	✓	✓
Graduation Requirements	✓	✓	✓	✓	✓	✗	✓
Teaching Strategy, Pedagogy & Instructional Philosophy	✓	✓	✓	✗	✗	✓	✓
Assessment Strategies	✓	✓	✓	✗	✓	✓	✓
Curriculum Delivery (online, blended, experiential)	✓	✓	✓	✓	✓	✓	✓
Curriculum Quality & Relevance	✓	✓	✓	✗	✓	✓	✓
Professional Standards & Entry to Practice Requirements	✗	✓	✓	✗	✓	✓	✓
Clinical/Work Placement/Practicum Hours & Support	✗	✓	✓	✓	✓	✓	✗
Intercultural Communication (humility/safety)	✗	✓	✓	✗	✗	✓	✗
Instructors & Staff							

Qualifications/Hiring Practices	✓	✓	✓	✓	✓	✓	✓
Professional/Career Development	✓	✓	✓	×	✓	✓	✓
Connections to Professional Associations/Industry/Work place/ Community	✓	✓	✓	✓	✓	✓	✓
Workload	✓	×	×	✓	✓	✓	✓
Instructor Evaluations/Self-Evaluations	✓	×	×	×	✓	✓	✓
Research & Scholarly Activities	×	✓	×	×	✓	✓	×
Involvement in College Activities	×	✓	×	×	×	×	×
Student Outcomes							
Student Progression (Enrolment, Attrition, Retention, Remediation, Graduation)	✓	✓	✓	✓	✓	✓	✓
Student Satisfaction	✓	✓	✓	×	✓	✓	✓
Employment Outcomes	✓	✓	✓	✓	✓	✓	✓
Instructor Evaluations	✓	✓	✓	×	✓	✓	✓
Work Placement/Practicum Evaluations	✓	✓	✓	✓	✓	✓	✓
Ongoing follow-up (employment, continuing training)	×	×	×	×	×	×	✓
Education Support Services							
Availability/Breadth of Services	✓	✓	✓	✓	✓	✓	✓

Student Feedback	✓	✗	✓	✗	✓	✓	✓
Accessibility to Students	✓	✗	✓	✗	✓	✓	✓
Supports for Instructors	✓	✓	✓	✗	✗	✓	✓
Library & Research Support	✗	✓	✓	✗	✗	✓	✗
Academic Support & Tutoring	✗	✓	✓	✗	✗	✓	✗
Counselling & Disabilities Services	✗	✓	✓	✗	✗	✓	✗
Advising Services	✗	✗	✗	✗	✗	✓	✗
Career Services	✗	✗	✗	✗	✗	✓	✗
Scholarships & Bursaries	✗	✗	✗	✗	✗	✓	✓
Indigenous Education Support	✗	✗	✗	✗	✗	✗	✗
Program Planning & Administration							
College Planning Processes	✓	✓	✗	✓	✗	✓	✗
Enrolment Planning, Marketing & Recruiting	✓	✓	✗	✗	✗	✗	✓
Department Planning Processes	✓	✓	✗	✗	✗	✓	✗
Program Advisory Committee	✓	✗	✓	✓	✓	✓	✓
Administrative Support & Operational Budgets	✓	✓	✗	✗	✓	✓	✓
Instructor Compliment	✓	✓	✓	✓	✓	✓	✓
Support Staff Resources	✓	✗	✗	✗	✓	✓	✓
Succession Planning	✓	✗	✗	✗	✗	✗	✗
Alignment with College Policies	✓	✓	✓	✓	✓	✓	✓
Affiliations, Articulation & Transfer Agreements	✓	✗	✗	✓	✓	✗	✗

Ongoing Program Review	✓	✓	✓	×	✓	✓	×
Future Trends	✓	×	×	×	×	×	×
Ongoing Curriculum Maintenance & Development	×	✓	✓	×	✓	×	✓
College Organization	×	✓	✓	×	✓	✓	✓
Physical & Learning Environments							
Physical Spaces (Facilities, Labs, Classrooms)	✓	✓	✓	✓	✓	✓	✓
Online Learning Spaces	✓	✓	×	×	×	×	×
Office Spaces	✓	×	×	✓	✓	✓	×
Equipment	✓	✓	✓	✓	✓	✓	✓
Educational Technology	✓	×	×	×	✓	×	×
Technology	✓	✓	×	✓	✓	✓	✓
Safety	✓	✓	✓	✓	✓	✓	✓
Effective Space Design	✓	×	×	×	✓	✓	✓
Inclusiveness, accessibility, diversity and equity	×	✓	×	×	×	×	✓
Governance							
Overall College governance	×	×	×	×	✓	✓	✓
Program Improvement Processes	×	✓	✓	×	✓	✓	×
Curriculum Management Processes	×	×	✓	×	✓	×	✓
Follow up Reports and Requirements from External Governance Bodies	×	✓	✓	✓	✓	✓	✓