



# VCC Institutional Accountability Plan and Report

2017/18 Reporting Cycle





July 16<sup>th</sup>, 2018

The Honourable Melanie Mark  
Ministry of Advanced Education, Skills and Training  
P.O. Box 9870  
STN PROV GOVT  
Victoria, BC V8W 9T5

Dear Minister,

We are pleased to submit Vancouver Community College's Institutional Accountability Plan and Report for the 2017/18 Reporting Cycle. This document has been reviewed and approved by the Vancouver Community College (VCC) Board of Governors, and we are accountable for achieving the objectives in the outlined plan.

This plan will help us work closely and in collaboration with government to support the implementation of priority initiatives, including those outlined in the VCC Mandate Letter.

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

Yours sincerely,

A handwritten signature in black ink, appearing to be "P. Ryan", written in a cursive style.

Pamela S. Ryan  
**Chair, Board of Governors**

A handwritten signature in black ink, appearing to be "Peter Nunoda", written in a cursive style.

Dr. Peter Nunoda  
**President**

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## ACCOUNTABILITY PLAN AND REPORT OVERVIEW

In November 2003 the B.C. Government adopted the *BC Reporting Principles* to guide government reporting. These principles provide a guide for developing the Institutional Accountability Plan and Report.

The annual Mandate Letter, received by Vancouver Community College provides strategic priorities and key performance expectations for the fiscal year. This provides the framework for the report. The Mandate Letter contains multiple priorities as listed below. Priority 8 of the 2017/18 Mandate Letter, the financial target identified in the Ministry’s Service Plan, is a system target. Each institution’s balanced budget contributes to achieving this target.

MANDATE LETTER 2017/18 REQUIRED FOR REPORT	MANDATE LETTER 2018/19 REQUIRED FOR PLANNING/IMPLEMENTATION
<ol style="list-style-type: none"> <li>1. Develop and implement an updated Skills Gap Plan.</li> <li>2. Support the #BCTECH Strategy.</li> <li>3. Implement the Aboriginal Post-Secondary Education and Training Policy Framework and Action Plan.</li> <li>4. Deliver on provincial priorities for international education including two-way flow of students, educators and ideas.</li> <li>5. Promote the development and use of online resources and open textbooks.</li> <li>6. Participant in the development and implementation of a common application system.</li> <li>7. Promote safe campuses.</li> <li>8. Meet or exceed the financial targets identified in the Ministry’s three-year Service Plan.</li> <li>9. Participate in Administrative Service delivery Transformation initiative.</li> </ol>	<ol style="list-style-type: none"> <li>1. Actively participate in an engagement process with the Ministry and Indigenous partners to develop a comprehensive post-secondary strategy that respond to the TRC Calls to Action and UNDRIP.</li> <li>2. Implement priority initiatives including:               <ol style="list-style-type: none"> <li>a. Tuition-Free ABE and EAL programs to domestic students.</li> <li>b. Improve education success of former youth in care.</li> <li>c. Expand tech-related programming and others that align to the knowledge-based economy.</li> </ol> </li> <li>3. Improve student mental health, safety and overall well-being.</li> <li>4. Align institutional processed with K-12 curriculum changes.</li> <li>5. Develop a balanced approach to international education.</li> <li>6. Comply with the 2% cap on tuition and mandatory fee increases.</li> </ol>

The Institutional Accountability Plan and Report is a public document and provides the general public an opportunity to become familiar with Vancouver Community College, and the Ministry with assistance in system- wide planning. The reports are posted on the Ministry and institution websites. VCC’s Institutional Accountability Plan and Report conveys a logical alignment of planning elements and outlines the institution’s goals, objectives and outcomes with the Ministry

## INTRODUCTION

Vancouver Community College's (VCC) mission is to provide high quality learning experiences for a highly-diverse student body and remain agile and resilient while adapting to a new reality. VCC must chart its future, not only in the short and medium-term but also with longer time horizons in mind. Through the 2018/19 Integrated College Planning process VCC has identified key goals and initiatives that will position the college for a sustainable future in a rapidly changing post-secondary landscape.

Increasing automation and the rise of the gig economy are creating new jobs that demand different skills, and changing the trajectory of our working lives<sup>1</sup>. *The British Columbia Labour Market Outlook: 2017 Edition* maintains that to meet this challenge, B.C. educators can focus on ensuring that training provides students with skills that are adaptable and last their entire careers. A strong foundation of skills and workforce competencies are required to assist people to adapt to changes and opportunities that will come from increased technological changes. Education and training will play an increasingly important role in the labour market over the next 10 years. There will be an increasing need for skilled workers. It is estimated that 78% of jobs will require at least some form of post-secondary education or training. The focus on training needs, is moving away from training for a specific job and shifting to recognize the value and importance of learning skills for a career.<sup>2</sup>

In preparing for the new reality of work, VCC has been consulting on the development of institutional learning outcomes. These are the types of attributes that VCC graduates will need to have mastered and that will give them core skills they will need to be successful in the workplace of the future. These include critical thinking, intercultural competency, social responsibility, strong communication skills, and professionalism. These areas represent a synthesis of knowledge, skills and attitudes that will enable VCC graduates to enter a world of work, characterized by flexible hours and schedules, with employees seeking more opportunities for autonomy, input on decisions and challenging tasks which yield a sense of accomplishment and pride. Further, our graduates will be prepared to be part of a society that recognizes the need to be more inclusive and respectful of a range of diversities. In the coming year, through the institutional learning outcomes process, the attributes that will be integrated into the programs and training that VCC offers will be defined. Further, the five year academic plan reflects the goals and initiatives that will ensure VCC programs and courses continue to be in demand, relevant and reflect the needs of the workplace.

VCC has positioned itself for growth focusing on both international and domestic enrolment but also looking for opportunities to generate more external revenue by building partnerships with both corporate and not-for-profit organizations. VCC will continue to add more post-degree diplomas to meet the demands from international markets and focus some of our recruiting efforts on emerging markets to ensure diversity in the international student population. We are working towards increasing our domestic enrolment through new program offerings and improved customer service. Our Indigenous youth are the fastest growing demographic in Canada and British Columbia and will play a vital role in filling the jobs of tomorrow. With this in mind, VCC is increasing efforts to build intra-departmental capacity, build institutional awareness and continue working towards putting policies around Indigenization into action.

VCC has the ability to create and deliver new programs quickly due to a well developed academic governance model. However, to meet the challenges of rapidly-changing workplaces, the college will need to be more flexible in how we deliver programs. Students are seeking more blended and on-line learning

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<sup>1</sup> *Learning Nation: Equipping Canada's Workforce with Skills for the Future: Advisory Council on Economic Growth, December 1, 2017*

<sup>2</sup> *British Columbia Labour Market Outlook: 2017 Edition* <https://www.workbc.ca/Labour-Market-Industry/B-C-s-Economy/Reports.aspx>

opportunities to accommodate their lifestyles. There is also a large gap in training needed in assisting working-age adults during their most productive years to capture new occupational opportunities. These adults will be the most affected by advances in technology and the new future of work. Through our schools, continuing studies and contract training, VCC will explore ways to enhance our courses and programs to enable working adults to continually upgrade their skills.

VCC's vision for the future, 5, 10, 15 and even 20 years, anticipates even more significant pressure placed on the campuses' infrastructure. It is clear the campuses require significant improvement to accommodate the new programs and partnerships that will lead to VCC's sustained growth and prosperity. Developing a campus master plan will take approximately 18 months and will start in fiscal 2018/19. The master planning process will identify, clarify and shape the long-term vision for the Broadway and Downtown campuses. With a 20-year lens, the master plan will open doors to the future of the college through investigations into the campus and program impacts related to emerging opportunities with technology, retail integrations and employer linkages, while staying true to our unique identity and history.

The VCC vision speaks to innovation, and being innovative applies to the college as a whole in everything we do. "Innovative products, ideas or services only become real because of the creativity, work ethic and skill of the people who create them."<sup>3</sup> There is a need for nimbleness and flexibility that will be reflected in program design and delivery as well as how we do our work. This will lead to new opportunities and prepare students with the new skills they will need to be successful in jobs that do not even exist today. By furthering our applied research agenda, and building relationships and partnerships that can lead to innovation development, we can be a catalyst for change.

We must boldly define our future. Doing so will require us to use our collective knowledge and expertise and to be innovative in order to meet the new Canadian and global realities. We must plan for a longer time horizon to ensure VCC is positioned for a sustainable future. VCC plans to be at the forefront and a leader in post-secondary to ensure we provide relevant skills for employment and career development which is essential for today's and tomorrow's workplace.

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<sup>3</sup> Government of Canada. Budget 2017. Canada's Innovation and Skills Plan

## STRATEGIC DIRECTION AND CONTEXT

# VCC – The first choice for innovative, experiential learning, for life.

**“First Choice”** – for students in the fields of learning we offer; in addition to being a “first choice” employer.

**“Innovation”** – is reflected in everything we do including planning, administration, programming, proprietary training with industry partners and relationship building.

**“Experiential learning”** – hands-on, real world-training. No other post-secondary institution in the lower mainland provides the kind of on the job training that we do from working in restaurants, hotels, hair salons and spas, automotive trades to practicums in dental clinics and hospitals. **Experiential learning** is also relevant for employees, through the learning they gain from their experiences at VCC.

**“For life”** - refers not only to life-long learning, second careers, professional upgrading, and continued studies, but also to soft skills like critical thinking, teamwork and interpersonal communication that complement our technical training, to provide our students with seamless transition to work. For employees, it refers to the technical skills they bring and enhance while at VCC as well as how they relate and interact with colleagues, students and others. These skills are transferable to all aspects of their lives.

## VCC Values

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### Student Success

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

### Excellence

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

### Diversity

We acknowledge and respect differences in each other and are committed to maintaining an accessible environment that is inclusive of all.

### Stewardship

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

# VCC Key Success Drivers



## KSD 1 – Educational quality

**Goal 1.1** – deliver a superior student educational experience

**Goal 1.2** – enhance instruction, instructional strategy and educational technology

**Goal 1.3** – deliver superior student services

## KSD 2 – Operational excellence

**Goal 2.1** – develop efficient systems and collaborative communication

**Goal 2.2** – ensure a safe student and working environment

**Goal 2.3** – maximize our campus facilities and resources

**Goal 2.4** – develop a high performing college team

**Goal 2.5** – review, develop, update and communicate policies

## KSD 3 – Financial stability and sustainability

**Goal 3.1** – implement our financial strategy

**Goal 3.2** – achieve our long-term growth strategy

**Goal 3.3** – grow our commercial services revenue and other revenue

**Goal 3.4** – develop a college infrastructure renewal plan

## KSD 4 – Reputational management

**Goal 4.1** – increase brand awareness

**Goal 4.2** – improve internal and external communications

**Goal 4.3** – improve student recruitment and retention processes

## KSD 5 – Business development

**Goal 5.1** – develop new partnerships and collaboration

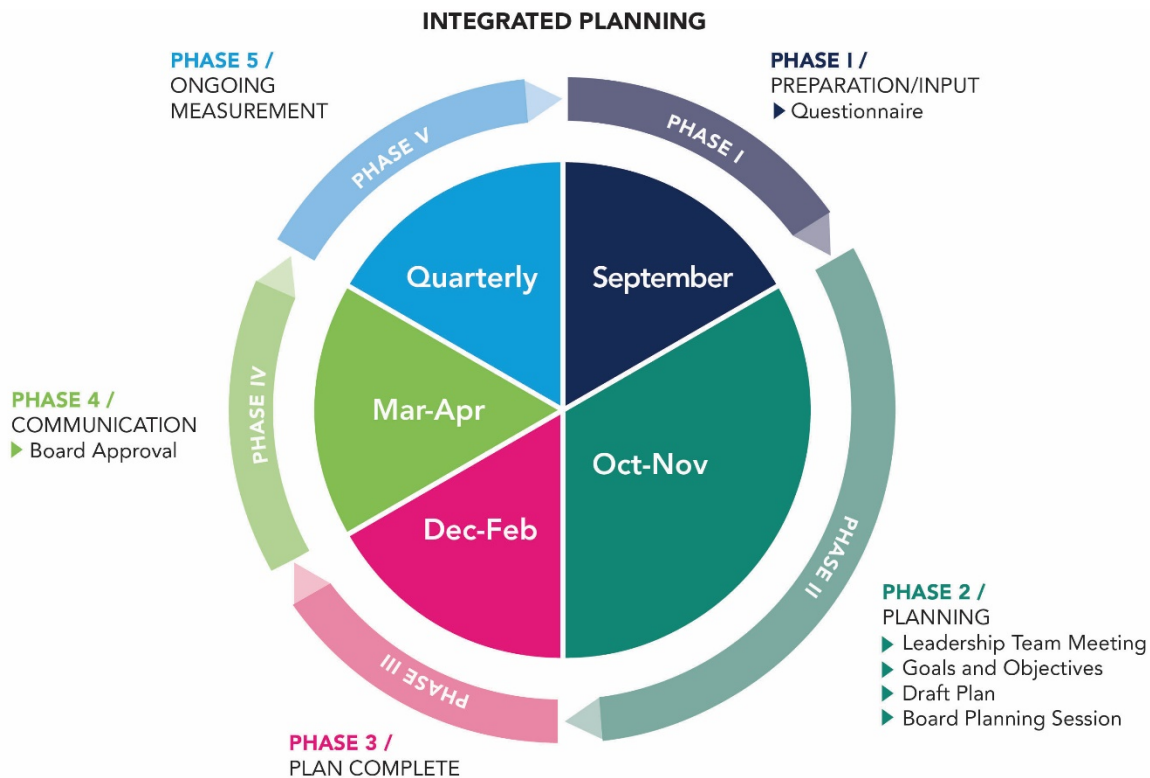
# Integrated College Plan Overview

VCC’s Integrated College Plan identifies our goals, objectives and initiatives that align with the VCC’s vision, values and the five key success drivers which guide both the academic and operations departments. The five year academic plan reflects the goals and initiatives that will ensure VCC programs and courses will continue to be in demand, relevant and reflect the needs of the workplace and informs the integrated college plan.

The enrolment plan is developed in collaboration with the deans, directors and departments. This plan provides the input for developing the operating budget. In conjunction with the budgeting process, department goals and objectives are formulated. The capital budget is based on the operating budget, capital requests and facilities plans that are prioritized from the operating budget, academic plan and department goals and objectives.

These plans are the guide to VCC achieving its short, medium and long term goals.

## Planning Cycle



## PHASE I and II – Planning/Input and Planning

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- ▶ Identify key post-secondary trends that are seen as important factors that will need to be taken into consideration in the planning process
- ▶ VPs meet with academic and operational departments to discuss challenges and opportunities to help determine initiatives for the coming year
- ▶ Leadership team meetings are held to start discussion on the goals, objectives and initiatives for the coming year
- ▶ 5-year rolling academic planning process is initiated
- ▶ Senior Executive has strategic sessions with constituency groups to talk about the upcoming year
- ▶ Enrolment planning process starts
- ▶ Board and Senior Executive planning session

## PHASE III – Plan Completion

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- ▶ Finalize integrated consolidated goals, objectives and initiatives
- ▶ Academic plan is finalized
- ▶ First draft of the operating budget is prepared based on the enrolment plan
- ▶ First draft of the operating budget is presented to the Finance and Audit Committee of the Board
- ▶ Townhall meetings are held to present the first draft of the budget for both staff and students
- ▶ Integrated College Plan is developed

## PHASE IV – Communication

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- ▶ Final draft of the operating and capital budget is presented to the Finance and Audit Committee
- ▶ Final draft operating and capital budget is presented at Operations Council (OPSCO)
- ▶ Operating and capital budget is presented at Education Council (EDCO)
- ▶ Integrated College Plan final draft is presented to the Board for feedback
- ▶ Integrated College Plan is approved by the Board
- ▶ VPs meet with academic and operational departments to discuss the Integrated College Plan and operating and capital budgets
- ▶ Approved Integrated College Plan is posted on MyVCC

## PHASE 5 – Ongoing Measurement

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- ▶ Consolidated goals, objectives and initiatives are monitored and updated regularly and posted on MyVCC

The diagram below illustrates the various plans that are incorporated into the overall Integrated College Plan:



# Academic Programming

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## Introduction

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Given the rapidly changing post-secondary landscape, academic planning has to take into account several 'big picture' aspects: students' characteristics, the changing nature of work, the cultural dimension of both the institution and the broader communities we serve, and how our physical and social environments meet the needs of all those who live, work and study at VCC. In his book *Leading Change*, John Kotter identifies four critical features of planning: vision, strategies, plans and budgets.<sup>4</sup> The academic plan encompasses these factors to create a roadmap for the ongoing implementation of VCC's core mission – providing high quality learning experiences for a highly diverse student body.

Foundational to planning is a need to understand our institutional culture, value our achievements within the current context, and implement approaches which will strengthen the resilience of our students, employees and the college. This is important for short and medium-term planning, and critical as we plan with longer time horizons in mind.

The academic plan reflects all aspects of VCC whose work involves the teaching and learning mission: each of the schools; Continuing Studies; Indigenous Education and Community Engagement; Institutional Research; International Education; Library, Teaching and Learning Services; the Registrar's Office, Student Development and the office of the Vice-President Academic, Students and Research.

Through the planning process, key goals and activities have been identified across the college. These include:

- programming: renewing, redesigning, implementing new programs
- updated processes and systems
- continued emphasis on building stronger ties between Student Development, the Library and Learning Centre, and academic areas
- sustainable strategic growth in both international and domestic enrolment
- continued focus on consistency and improvements in data quality and integrity
- capital investments and improvements to facilities to support programming
- developing an online learning strategy and implementation plan
- continued attention to Indigenization
- developing internal and external partnerships

## The Process

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Academic planning at VCC is an iterative process, beginning at the department level, when department leaders and faculty members identify their goals and priorities. This is done in a number of ways, including at VCC day, at faculty meetings, and in small group conversations. Individual department plans have been developed by each School.

This detailed work informs the academic plan that is incorporated in the Integrated College Plan. Academic deans and directors meet to discuss priorities and explore opportunities for internal synergies across schools and departments, including things like better referral processes, implications of new policy development on practice, and stronger emphasis on communication.

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<sup>4</sup> KOTTER, J. P. *LEADING CHANGE*. Boston: Harvard Business School Press, 1996.(p.73)

## Measuring Success

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Measures of success are used to ensure that students are being supported to achieve academically, personally and in the development of skills, knowledge and dispositions that will allow them to be successful.

- Qualitative and quantitative measures are used to track enrolment, retention, progression, use of services and financial sustainability;
- Decisions are informed by data that is as accurate and timely as possible;
- Monitoring activities regularly ensures that changes are responded to effectively. It may be that metrics will need to be reviewed and perhaps different measures chosen, in order to accurately reflect the specifics of a situation;
- The ability to describe success across a number of measures enables VCC's reporting to be more accurate and nuanced. Knowing our levels of achievement and areas of strengths makes it easier to respond to requests from Advanced Education and Skills Training (AEST), changes in the regional and provincial post-secondary environment, and opportunities for both initiatives that respond to internal and external opportunities.

## Post-Secondary Trends

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There is a great deal written these days about the future of work. “Paradigm-shifting technology developments, alternative work arrangements, such as the gig economy, and social forces are reshaping workplaces and altering traditional definitions of what a job is.”<sup>5</sup> A recent publication by Deloitte maintains that over the next decade, the future of work will be shaped by a completely new force: an “Intelligence Revolution”, driven by change based on machine learning, virtually free data storage and communication, and ever-increasing computational power that rivals some human capabilities.<sup>6</sup> The Advisory Council on Economic Growth states that the scope and scale of these shifts are unprecedented and will deeply affect the lives of working Canadians. “We estimate that by 2030, automation and changes in existing occupations could threaten the jobs of more than 10% of Canadian workers unless they acquire new skills.”<sup>7</sup> The report goes on to say that, at the same time, a wave of innovations will create new positions, but these will require different skills than the ones workers currently have. Meanwhile, full-time employment is increasingly giving way to independent work arrangements, which is putting pressure on Canada’s skills development ecosystem.

Colleges and institutes will play a pivotal role in delivering the type of education and skills training needed to meet the future challenges of work. There are key change drivers that are being identified that will have an impact on the colleges’ roles and contributions, now and in the future, and we must prepare ourselves by being innovative, agile and flexible.

*The Future of Colleges and Institutions & Their Role in Canada’s Skills Development and Innovation Agenda* report, has identified a number of types of changes drivers that could significantly impact skills needs, development, and use (and therefore colleges) in the near future and they are: economic, social, technological, political, environmental, cultural and psychological.

Among the **economic** change drivers, the following were identified as being of particular importance:

- The Fourth Industrial Revolution (now being referred to as the Intelligence Revolution)
- Globalization and de-globalization
- Shifting market and economic poles, shifting wealth
- Growing inequalities between and within countries
- Mobility (of people, ideas, products, etc.)

**Social** change drivers likely to impact colleges and their role in skills development and innovation include:

- Demography, societal composition and longevity
- Migration and marginalization of new populations
- Gender and “anti-gender” revolutions
- Traditional values and new forms of crime and violence
- Concepts and values under reconsideration (work, relationship, family, community, learning etc.)

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<sup>5</sup> *Future of Employment is Working to Learn*. Zabeen Hirji. Vancouver Sun Monday, February 28, 2018

<sup>6</sup> *The Intelligence Revolution: Future-proofing Canada’s workforce*. Deloitte.

<sup>7</sup> *Learning Nation: Equipping Canada’s Workforce with Skills for the Future: Advisory Council on Economic Growth* December 1, 2017

**Technological** change drivers will play a central role in the future of skills and innovation:

- Automation and robotics
- Virtual and augmented reality
- Artificial intelligence
- Internet and 24/7 connectedness

**Political** change drivers are particularly important for the internationalization of colleges, as well as for their future governance and for the public support of public education and skills development:

- Role of governments in policy development and public services
- Global tensions between democratic and totalitarian aspirations
- Open government and open data

**Environmental questions** will continue to impact colleges and their programs, attractiveness for global talent, and infrastructure:

- Climate change
- Resilience and sustainability
- Resource scarcity

The significant impact **cultural and psychological** change drivers play in education and skills development will most likely increase because of their role in the processes of learning and personality development:

- Cognitive overload
- Identity (personal, group, national, etc.) questions
- Mental health
- Learning and motivation

*The Learning Nation: Equipping Canada's Workforce with the Skills of the Future* report, identifies a number of models or possible solutions that could help address the dramatic labour-market shifts that we need to prepare for. They are:

- **Short, modular, and part-time courses.** This enables learners to take only brief career leaves, which limits the income they forgo and thus addresses a barrier to training for some. This can include “nanodegrees”, short programs focused on developing specific skills and if successfully completed can lead to formal credentials.
- **Stackable courses.** Modular courses are most beneficial when they can be complemented with further training in the same or related field. In some cases, students can transfer credits they have accumulated to other institutions where they continue building their skills base and potentially obtain a diploma or a degree.
- **Online programs.** Learners, and in particular adult learners, often find it difficult to combine campus-based programs with family and work responsibilities. Blended learning, a combination of in-person and online components, gives students flexibility, while giving institutions the ability to serve larger student cohorts at their facilities.
- **Experiential training integrated with work experience.** Partnering with employers to design and deliver a highly practical short-term (e.g. approximately 12-weeks) technical training program, that will help graduates secure jobs upon completion.

- **Certification for skills.** This provides recognition of the skills students have acquired even if they have not earned traditional post-secondary degrees for some programs. Prior learning assessment and recognition (PLAR) makes it easier for mid-career individuals to transition to new occupations or get advance placement in post-secondary programs.
- **New funding models for skills development and re-training.** As labour market disruption requires more and more workers to upgrade their skills, individuals, employers and governments face a financing challenge. Innovative efforts to address this need could range from employer-run programs, to collaborations between private and public sectors, to government-financed national strategies that could involve all participants in the labour market.
- **Seamless options.** To encourage more employers and individuals to invest in skills upgrading, governments could simplify the programs through which they offer support and make it as easy as possible to apply for benefits. To achieve this, they could transform employment centres into customer-friendly services that guide both the individual and employers through the available reskilling options.

According to *The Future of Colleges and Institutions & Their Role in Canada's Skills Development and Innovation Agenda* report, in addition to skills for employment, in an era of deskilling, reskilling, upskilling, **skills for learning** will also be enormously important. Learning to learn and to re-learn will be one of the most important skills for the future when lifelong learning is a must. These learning skills will receive more attention as every citizen is targeted as a learning client and as increasingly larger populations are diagnosed with learning disorders. Further developments in the cognitive sciences and policy action will be needed and expected to provide solutions to these conditions, for the learning and social inclusion of all potential learners.

These developments could have a profound impact on colleges and the landscape of post-secondary not only in Canada but globally. Leading the transition towards a new state of education and skills development will require bold leadership.

## Preparing for Careers

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Students understand the benefits of preparing for a career path; a path that uses core skills and competencies but also takes into account their personal characteristics and preferences. This approach to skills development opens the doors to more opportunities, across a spectrum of similar occupations, and creates opportunities for more diversified employment over a person's lifetime.

A number of international and national organizations have been looking at different approaches to helping workers get the skills they will need for the future. According to a 2016 study by the World Economic Forum, by 2020 more than one-third of desired core skill sets for most occupations will be comprised of skills not currently considered crucial to the job.

<b>TOP 10 COMPETENCIES</b>	
<b>2015</b>	<b>2020</b>
<ol style="list-style-type: none"> <li>1. Complex Problem Solving</li> <li>2. Coordinating With Others</li> <li>3. People Management</li> <li>4. Critical Thinking</li> <li>5. Negotiation</li> <li>6. Quality Control</li> <li>7. Service Orientation</li> <li>8. Judgement and Decision-Making</li> <li>9. Active Listening</li> <li>10. Creativity</li> </ol>	<ol style="list-style-type: none"> <li>1. Complex Problem Solving</li> <li>2. Critical Thinking</li> <li>3. Creativity</li> <li>4. People Management</li> <li>5. Coordinating With Others</li> <li>6. Emotional Intelligence</li> <li>7. Judgement and Decision-Making</li> <li>8. Service Orientation</li> <li>9. Negotiation</li> <li>10. Cognitive Flexibility</li> </ol>

British Columbia Labour Market Outlook: 2017 Edition  
<https://www.workbc.ca/Labour-Market-Industry/B-C-s-Economy/Reports.aspx>

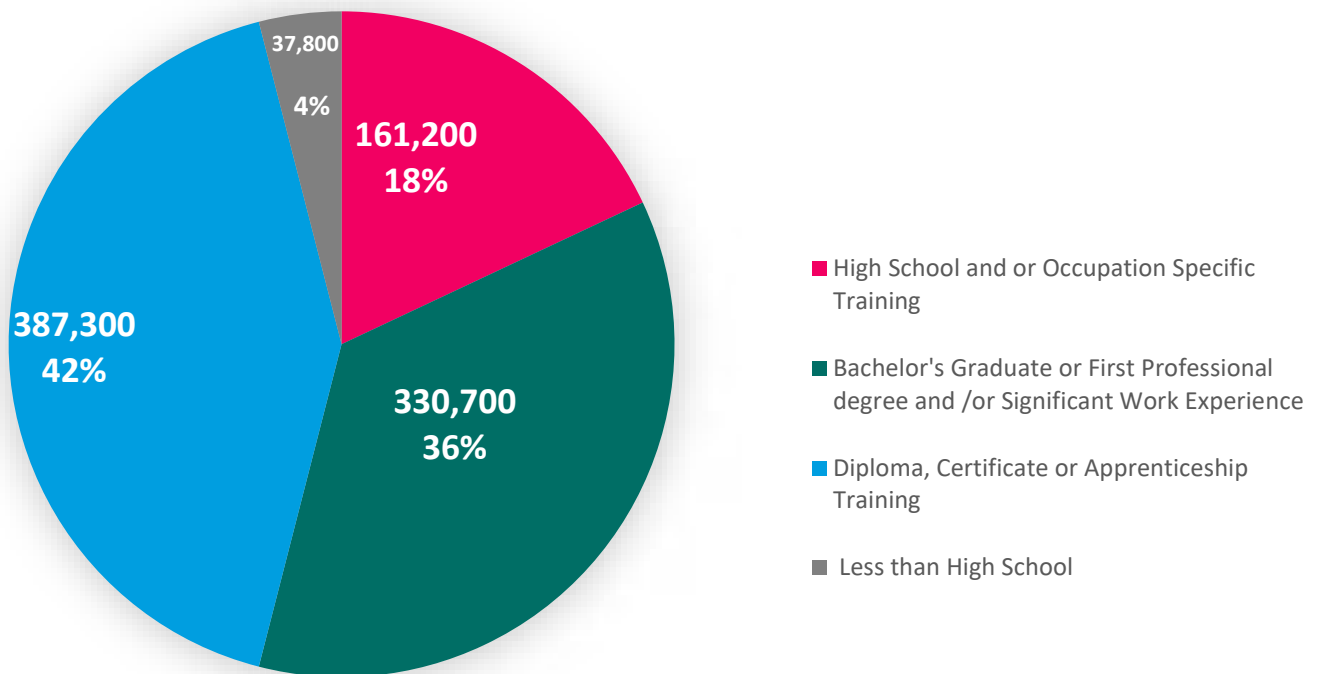
# British Columbia's Labour Market Outlook 2017 Edition

British Columbia's workforce is undergoing significant change, and it is the make-up of the province's population that is driving the change. If B.C.'s economy is to continue to evolve and grow, we will need to give workers the necessary skills and training for 21<sup>st</sup> Century jobs. Keeping up will be a challenge. It will call on educators to focus on making sure that training gives students skills that are adaptable and can last their entire careers. The *BC Labour Market Outlook: 2017 Edition* helps develop a picture of the skills, competencies and worker characteristics needed to succeed. A strong foundation of skills and workforce competencies will help people adapt to changes and opportunities that will come along with increased automation and technological change.

Education and training will play an increasingly important role in the labour over the next 10 years. The focus in training needs to move away from training for a specific job. Instead it has to shift to recognize the value and importance of learning skills for a career. Having a broader base of knowledge and being adaptable opens up more job opportunities for students and workers.

People looking for work will find they will need at least a minimum level of post-secondary education or training for 78% (718,000) of the job openings expected in the next 10 years. The largest component of these job openings (42%) will be in occupations requiring diploma, certificate or apprenticeship training. The second largest component (36%) will be in occupations requiring a bachelor's, graduate or first professional degree and/or significant work experience.

**Job Openings by Education Requirements  
2017-2027**



917,000 Job Openings Expected in BC to 2027

## Industry Outlook

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Five industries alone will account for about half the total projected job openings in BC between 2017 and 2027 and will be a major focus for VCC:

<b>INDUSTRY</b>	<b>NO. OF JOB OPENINGS</b>	<b>% OF TOTAL JOB OPENINGS</b>
Health Care and Social Assistance	142,500	15.5
Professional, Scientific and Technical Services	102,400	11.2
Retail Trade	86,900	9.5
Accommodation and Food Services	62,700	6.8
Transportation and Warehousing	62,400	6.8



## Employee Demographics

VCC has a diverse employee population, which is a reflection of B.C.'s cultural diversity, with employees from a broad spectrum of backgrounds, cultures and countries. The employees are divided into four groups: Faculty, Support Staff, Continuing Studies (Instructors) and Administration which is based on their primary function/role. In the table below, the number of employees is presented for each Group, by Gender and by Age Range.

This data identifies that VCC has a high proportion of females to males with the overall female to male 66% Female and 34% Male. The Age Range data identifies that VCC has a very limited number of employees less than 25 years of age and the range 55-64 and >= 65 combined is 34% of the total employees.

Number Of Employees								
	<25	25-34	35-44	45-54	55-64	>=65	Grand Total	Sex %
<b>Administrators</b>		<b>13</b>	<b>25</b>	<b>28</b>	<b>14</b>	<b>1</b>	<b>81</b>	<b>7%</b>
Female		9	17	17	6	1	50	62%
Male		4	8	11	8		31	38%
<b>CS Instructors</b>		<b>50</b>	<b>90</b>	<b>91</b>	<b>82</b>	<b>35</b>	<b>348</b>	<b>29%</b>
Female		34	59	52	62	27	234	67%
Male		16	31	39	20	8	114	33%
<b>Support Staff</b>	<b>3</b>	<b>43</b>	<b>72</b>	<b>104</b>	<b>78</b>	<b>13</b>	<b>313</b>	<b>26%</b>
Female	2	32	54	69	52	5	214	68%
Male	1	11	18	35	26	8	99	32%
<b>Faculty</b>		<b>24</b>	<b>98</b>	<b>142</b>	<b>160</b>	<b>26</b>	<b>450</b>	<b>38%</b>
Female		18	60	101	98	15	292	65%
Male		6	38	41	62	11	158	35%
<b>Total</b>								
Female	2	93	190	239	218	48	<b>790</b>	<b>66%</b>
Male	1	37	95	126	116	27	<b>402</b>	<b>34%</b>
<b>Grand Total</b>	<b>3</b>	<b>130</b>	<b>285</b>	<b>365</b>	<b>334</b>	<b>75</b>	<b>1,192</b>	
<b>Age %</b>	<b>0%</b>	<b>11%</b>	<b>24%</b>	<b>31%</b>	<b>28%</b>	<b>6%</b>		

*Data provided by VCC Human Resources: The data contained in table reflects active employees in Banner as of May 14, 2018, excluding casual, auxiliary and student workers. Employees who hold multiple positions in two or more of the included employment groups are only counted once.*

## Employee Engagement Survey

In support of operational excellence, VCC conducted a college-wide survey to gather valued employee feedback in November 2016. The VCC SPEAKS Survey explored 13 workplace dimensions covering various aspects of the work environment and culture. Employees were also invited to comment on each workplace dimension, and this resulted in over 5,500 comments which were qualitatively analyzed and themed. VCC achieved an impressive 70% participation rate on the survey; well above other post-secondary institutions' participation rates, benchmarked at 63%.

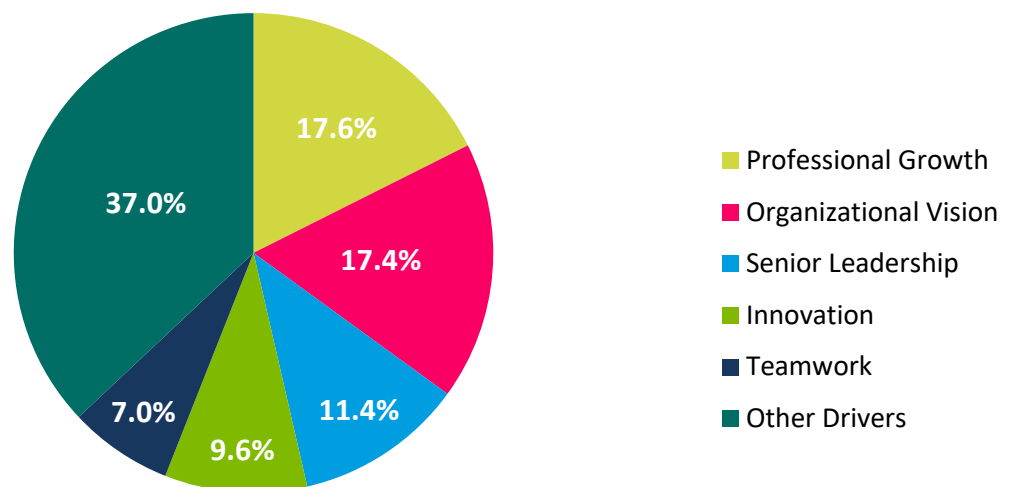
## Employee Engagement Strategy Committee (EESC)

The EESC, which formed in June 2016, has been vital to the college's engagement strategy, assisting with the survey creation, communications, promotion, delivery, survey completion and action planning. The EESC was formed with a 2-year commitment of members to ensure relevance and validity of the survey process and that the focus on engagement is intentional and ongoing. In June 2018 new members will join the committee, infusing new perspectives and engagement ideas.

## Engagement Drivers

The survey identified the areas, or engagement drivers, most relevant to VCC employees' engagement. The top three engagement drivers are: professional growth, organizational vision and senior leadership account which account for 46.4% of total engagement impact. Innovation and teamwork are VCC's fourth and fifth engagement drivers, accounting for 9.6% and 7.0% respectively. The 2016 VCC SPEAKS employee engagement survey achieved an overall engagement score of 65% which directly matches the post-secondary benchmark score. This engagement score is a general reflection of our employees' pride in their work at VCC, their feeling of personal accomplishment, the extent to which they feel inspired and see the connection of their work to the college's long term goals and objectives.

### VCC Top Drivers of Engagement



## **Engagement Action Plan**

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Using a scenario-based action planning approach, members of the EESC and other staff and faculty identified initiatives to improve VCC's top three engagement drivers. The college's five key "Goldfish" engagement initiatives to enhance professional growth and senior leadership, were communicated college wide in fall 2017.

## **Temperature Check Survey**

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VCC's commitment to enhancing employee engagement is longstanding. To measure progress on improving engagement, the college will be conducting a VCC SPEAKS pulse check survey November 2018. The survey will re-examine VCC employees' perceptions about VCC top engagement drivers and engagement overall.

## Program Offerings

VCC's mission is to provide high quality learning experiences for a highly-diverse student body. The academic units, international education, indigenous education, continuing studies, student development and library, teaching and learning services of the college have been organized to create cohesiveness and collaboration between and across program areas.

VCC delivers more than 120 programs to a diverse multicultural student population. What makes VCC unique is the experiential learning students receive through hands-on and real-world training. Student outcomes for VCC graduates are one of the highest in the sector, with 95% employed upon completion of their programs. This is a testament the kind of on-the-job training VCC does, from working in restaurants, hotels, hair salons and spas, automotive trades to practicum experiences in dental clinics and hospitals and more.

**2 YEARS**

Most VCC Programs can be completed in less than 24 months.

### Number of Credentials

CREDENTIAL	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Citation	0	0	0	0	3	3
Apprenticeship	10	13	13	13	13	14
Certificate	88	88	88	88	86	91
Diploma	28	28	28	28	31	31
Bachelor Degree	3	3	3	3	3	3

### School of Arts and Sciences

The School of Arts and Sciences includes 15 Departments organized within the Centre for Academic Foundations, Centre for Inclusion, Centre for Language Studies and Centre for Performing Arts. With



approximately 2000 full-time equivalent students and more than 200 faculty and staff, Arts and Sciences has multiple areas of focus. This school is distinct in that the majority of its programs are transitional in nature, whether that is developmental programming in adult upgrading and English as an additional language, designed to prepare students for enrolment in post-secondary career and academic programming, or University Transfer programming designed to provide the first 1-2 years

of academic post-secondary. The School also has one of the most comprehensive Adult Special Education platforms in the province. Finally, the Centre for Performing Arts has delivered the Music Diploma and Degree programs as well as the innovative Dance Diploma in partnership with Arts Umbrella.

## School of Health Sciences

The School of Health Sciences delivers high quality health programming to approximately 900 students each year. The School has ten certificate programs, six diploma programs and one degree program in three areas; Allied Health, Dental, and Nursing. Most Health Sciences programs have achieved an accredited status by external accrediting bodies. Those without an accrediting body have been reviewed through the College's program renewal process to ensure currency and relevancy. A new Pre-Health Sciences program will start in 2018-19 and is expected to attract a large number of high school students and those pursuing new career options. The School houses the only simulated hospital in the province whereby a nursing station is central to numerous simulation labs, treatment rooms and other spaces similar to hospital environments. Dental programs are currently expanding and the need for new dental spaces, including labs, offices and a new dental clinic is a high priority.



Programming in this school ranges from six month entry-level certificates to Red Seal Certification in Culinary Arts and Baking & Pastry Arts to a bachelor's degree in Hospitality Management. In September 2017, VCC launched a post-degree diploma in Canadian Business Management for the international student market.

## School of Hospitality, Food Studies & Applied Business

All program areas have strong connections with employers and offer students the opportunity for practical experience. Students obtain real world experience in our commercial outlets: Seifferts Market, JJ's fine dining restaurant, the cafeteria at our downtown campus and Quizine, the cafeteria at our Broadway campus. Hospitality students are required to spend one summer working in the hospitality industry, our Canadian Business Management students have a one-term workplace practicum as part of their program, and all the certificate programs in Applied Business have practicums.



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## School of Trades, Technology & Design

The School of Trades, Technology and Design houses seven different departments distributed over three campuses and employs over 100 faculty and staff. These seven departments include: Automotive Collision and Refinishing, Automotive Service Technician, Computer Aided Drafting/Building Information Modelling, Digital Media Design, Hairstyling/Skin and Body Therapy, Heavy Mechanical Trades, and Jewelry Arts and Design. Within these departments there are 11 apprenticeship programs, seven certificate programs, and five diploma programs serving approximately 1700 students per year. Several departments offer publicly available services such as automotive mechanical and collision repair, salon and spa, and graphic design services. These publicly available services provide students with a 'real world' experiential learning environment that results in work ready graduates.



## Centre for Continuing Studies

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The Centre for Continuing Studies (CS) offers both credit and non-credit programs in wide array of programs areas to serve all members of our community in pursuit of their professional and personal goals. CS students can take advantage of flexible schedules and study on a part-time basis, mostly in the evening, allowing them to balance their busy work lives while pursuing career training at the same time. CS offers a wide range of programs. On the credit side, CS offers programs in Early Childhood Care & Education, Fashion Design & Production, Fashion Merchandising, Counselling Skills, Business & Leadership, Office Administration, Paralegal, Health, Design, Language & Writing, Technology & Trades, Make-Up Artistry, Food and Hospitality. On the non-credit side, popular programs include: Microsoft software computer courses, Languages, Volunteer Management, Leadership, Administration, and Management (LAM) in Early Childhood Care & Education, Samsung Appliance Repair Technician and Rick Hansen Foundation Accessibility Certification Training. Every semester, CS offers new programs and courses to the public to meet local market demand and that appeals to both newcomers entering a field of work and experienced people looking to move up in their careers.

**9,300**

Job openings are expected for Early Childhood Educators in B.C. by 2025.

## Library and Teaching & Learning Services

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Four units comprise this Division: Library, Learning Centre, Centre of Instructional Development (CID), and the School of Instructor Education (SIE). These four units support and advance teaching and learning at the college in different and connected ways. The Library and Learning Centre provides learning support to students with gathering space for study, access to resources and research help, computer access, study skill workshops, and professional tutoring at no cost. The Learning Centre also offers career support. CID supports instructors, facilitating innovation in teaching, educational technology, curriculum design as well as supporting research at the college. SIE is the academic side of instructor support, offering credentialed well-known programs in adult education, the Provincial Instructor Diploma and Certificate in Online eLearning Instruction.

## International Education

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VCC currently welcomes international students from more than 45 countries in 30 different programs. The most popular programs for international students are Hospitality Management Diploma, Cosmetology Diploma, Culinary Arts Diploma, Canadian Business Management Post-Degree Diploma, and the Automotive Trades Diplomas. International students choose VCC for our high-quality programming, award-winning instructors, and post-graduate employment opportunities. With the projected growth in international students choosing Vancouver as a study destination, VCC will continue to create programs that support the needs and goals of international students.

## Indigenous Education

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VCC has a diverse student population, including in our Indigenous student body. Indigenous students from all over the country enrol in many of our programs. As signatories to the Colleges and Institutes Canada Indigenous Education Protocol and recipients of Aboriginal Service Plan (ASP) funding from B.C.'s Ministry of Advanced Education, Skills and Training (AEST), VCC is committed to the highest quality educational experience for our Indigenous students. In response to the objectives and goals of both the ASP and the Truth and Reconciliation Commission's (TRC) Calls to Action, VCC's signing of the Colleges and Institutes Canada's historic Indigenous Educational Protocol demonstrates VCC's commitment to Indigenous education. The protocol provides a framework on how we will continue in our efforts to better serve Indigenous people. Aboriginal voice has informed and is integral to the development of the ASP, with considerable efforts made by the institution to build intra-departmental capacity, increase institutional awareness, and work toward mobilizing indigenization policies at VCC.

VCC has gathering spaces, Indigenous advisors, and Elders to help support students throughout their educational journey

The role of the Indigenous Education & Community Engagement (IECE) department is to provide dynamic services to Indigenous students and transitional support into post-secondary education. We see this department as the students' "Community away from Community", and have created a space that is safe, culturally responsive, and engaging. The Elders support the students culturally and emotionally, while advisers offer extensive knowledge about academic and funding supports, learning facilitators connect people and urban resources together to best meet the needs of current and prospective students. We design, deliver, or partner with internal and external groups to create workshops, curriculum, policy, and programs that will both reinforce connection within the college as well as create powerful opportunities in the larger community.



## Partnership Development Office

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The Partnership Development Office (PDO) builds partnerships between VCC and external organizations to generate new opportunities that have growth and financial benefits for the college. Our partners include government ministries, corporations, community organizations, and other post-secondary institutions (PSI). Our key provincial partnership is with the Ministries of Advanced Education, Skills & Training and Social Development & Poverty Reduction where we bid for and secure funding through several revenue streams: Aboriginal Community Based Partnership Training, Project Based Labour Market Training, Employment Support and Skills Training, the Industry Training Authority, and others. The Partnership Development Office also provides contract training for a variety of organizations. In 2017-18 VCC signed contracts with Emily Carr University of Art and Design, the City of Langley, WorkBC Employment Centres, PARQ Vancouver, Musqueam Indian Band, etc. Internally, we function as a partnership incubator and support departments to network, conceptualize projects, write proposals, and manage projects.

## Student Development

Student Development at VCC provides integrated, value added services, programs and initiatives that serve 14,000 students across three campuses. A team of more than 120 regular and auxiliary professionals in eight departments of Reception, Advising, Assessment Centre, Counselling, Disability Services, Interpreting, Arbitration and Student Conduct & Judicial Affairs take a college wide, comprehensive approach to student development in close collaboration with the academic departments. Quality, relevance, accessibility and sustainability of support services are reviewed and reimagined to help students become intentional in their learning, engaged in their college experience, and successful in their chosen programs.

## Campus Locations

VCC delivers programming across three campuses: Broadway, Downtown and Annacis Island. The two main campuses, Broadway and Downtown, are centrally located and are serviced very well by public transit. The Broadway and Downtown campus locations are each near Sky Train stations, providing convenient access from throughout Metro Vancouver.

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

The following table shows the percentage breakdown of total students by campus:

CAMPUS	2015-16	2016-17	2017-18
Annacis Island	2%	2%	2%
Downtown	49%	50%	43%
Broadway	49%	48%	55%

**DOWNTOWN CAMPUS:** plays an important role in the local community through services and programs offered including dental, hospitality management, culinary arts, baking and pastry arts, hair design, skin and body therapy, fashion arts, jewellery arts and design, technology, applied business and continuing studies programs.

**BROADWAY CAMPUS:** is home to many programs including health sciences, transportation trades, academic upgrading, university transfer (arts and science), culinary arts, instructor and teacher training, English as an additional language (EAL), adult upgrading, deaf and hard of hearing, visually impaired and performing arts (music and dance).

**ANNACIS ISLAND CAMPUS:** is home to VCC's heavy-duty transportation programs, offering state-of-the-art training equipment and resources for students entering this industry.

# 2017/18 Major Accomplishments

2017/18 MAJOR ACCOMPLISHMENTS	
KSD #1 – Educational Quality	
Health Sciences	<ul style="list-style-type: none"> <li>■ Pre-Health Sciences program in development</li> <li>■ New Dental Hygiene degree in development</li> <li>■ Revised Denturist program in development</li> <li>■ Program review: Occupational/Physical Therapist Assistant(OTPA); Practical Nursing and Access to Practical Nursing</li> <li>■ New grid created for Academic English and English proficiency requirements</li> <li>■ Accreditation site visit preparation in progress for OPTA and Pharmacy Tech</li> </ul>
Trades, Technology & Design	<ul style="list-style-type: none"> <li>■ New Heavy Mechanical trades program for International students in development</li> <li>■ Visual Communications Design certificate and diploma; curriculum updates completed</li> <li>■ New Hairstylist apprenticeship Level 1 and 2 courses through governance and ready for launch in spring 2018</li> <li>■ CAD/BIM pursuing accreditation with Technology Accreditation Canada (TAC)</li> <li>■ New Computer Systems Technology (CST) 2 year diploma curriculum purchased; domestic program launch scheduled for September 2019; government base funding approved for domestic students</li> </ul>
Hospitality, Food Studies & Applied Business	<ul style="list-style-type: none"> <li>■ Professional Cook 1 &amp; 2 program curriculum renewal implemented; catering module received governance approval - scheduled for launch in summer 2018</li> <li>■ Baking and Pastry Arts curriculum renewal in progress; in the concept paper governance phase</li> <li>■ Administrative Assistant renewal review commenced</li> <li>■ New post degree diploma in Canadian Business Management for international students launched with additional cohorts being added due to market demand</li> </ul>
Arts & Sciences	<ul style="list-style-type: none"> <li>■ Deaf and Hard of Hearing program review commenced</li> <li>■ Associate of Arts and Associate of Science degrees – work ongoing towards completion of Program Content Guide (PCG)</li> <li>■ Career Literacy Foundations curriculum development completed and in governance</li> <li>■ Music Degree program review in early planning stages</li> <li>■ ASL and Deaf Studies full-time UT program development in progress</li> </ul>

	<ul style="list-style-type: none"> <li>■ Piloting EAL instructor support in Hospitality and Canadian Business Management international cohorts</li> <li>■ EAL Pathways blended delivery option being delivered and well subscribed</li> </ul>
Continuing Studies	<ul style="list-style-type: none"> <li>■ Renewal of Early Childhood Care Education (ECCE) post-basic program through governance with launch set for fall 2018</li> <li>■ Counselling Skills program redesign underway</li> <li>■ Partnership established with the Rick Hansen Foundation (RHF) to deliver their Accessibility Assessor training program</li> <li>■ Fashion Merchandising online course in development</li> </ul>
Library, Teaching & Learning Services	<ul style="list-style-type: none"> <li>■ Learning Commons survey completed</li> <li>■ President's Research Symposium held in October 2017; new \$10,000 research fund established</li> <li>■ Learning Management Systems (LMS) - in the process of developing a strategic framework</li> <li>■ E-Textbook and Open Resource textbook pilots in progress</li> <li>■ Institutional Learning Outcomes (ILO) consultation underway</li> </ul>
Student Development	<ul style="list-style-type: none"> <li>■ Case management software review in progress</li> <li>■ Current provisions and practices on duty to accommodate assessment in progress</li> <li>■ Developing a mental health and wellness strategy</li> <li>■ Sexual Violence Policy completed, approved and in compliance with Ministry expectations</li> </ul>
International Education	<ul style="list-style-type: none"> <li>■ Recruitment of students for Canadian Business Management (CBM) Post-Degree Diploma has resulted in additional cohorts being added due to high market demand</li> <li>■ Development of a new Post-Degree Diploma in Project Management underway</li> <li>■ MOUs updated with language partner schools for UT articulation</li> <li>■ Additional cohorts added in Trades, Culinary Arts and Hospitality</li> <li>■ Partnership with Indian subcontinent office has resulted in a substantial increase in Indian students enrolling in programs</li> </ul>
Partnership Development Office (PDO)	<ul style="list-style-type: none"> <li>■ Exploring feasibility of short-term "Field Studies" for international faculty (instructors)</li> <li>■ Working with Indigenous Education and Community Engagement to explore training opportunities – several proposals have been submitted</li> </ul>
Indigenous Education and Community Engagement	<ul style="list-style-type: none"> <li>■ Gladue report writing program curriculum development and pilot being delivered by the PDO</li> <li>■ Implementation of Indigenization Advisory Council/Committee underway</li> <li>■ Facilitating workshops that address the principles of Indigenous Education Protocol</li> </ul>

KSD #2 – Operational Excellence	
Registrar and Enrolment Services	<ul style="list-style-type: none"> <li>■ Banner data cleanup in progress</li> <li>■ Real term admissions processes under review</li> <li>■ Developed a Banner related projects list</li> <li>■ New timetabling structure under development; consultation with departments underway</li> <li>■ Revised admissions and flexible admissions policies have been approved</li> </ul>
Institutional Research	<ul style="list-style-type: none"> <li>■ Piloting a new visualization/reporting software tool</li> <li>■ Conducting labour market research for program renewal or new program development</li> <li>■ Process review of Banner Operational Data Storage (ODS) functionality and cost</li> </ul>
VP Academic	<ul style="list-style-type: none"> <li>■ Working group established to develop and implement a Strategic Enrolment Management Plan (SEM)</li> <li>■ SEM Plan program inventory developed</li> <li>■ Planning process started for the Ministry Quality Assurance Process Audit later in 2018</li> <li>■ Program Review and Renewal Policy in governance</li> </ul>
Human Resources	<ul style="list-style-type: none"> <li>■ Identifying recommendations to the policy/procedure for changes to the Bullying, Harassment and Discrimination Policy</li> <li>■ Developing best practices for an employee training program</li> <li>■ Creating draft terms of reference for a VCC Wellness Committee</li> <li>■ Pilot program to enhance employee orientation launched in spring 2018</li> <li>■ Employee Engagement Committee has finalized a top 5 list of engagement initiatives</li> <li>■ Review and update of job descriptions for exempt positions in progress</li> </ul>
Information Technology	<ul style="list-style-type: none"> <li>■ Banner 9 upgrade project and implementation plan for phase I (payroll and HR module upgrades) has been developed</li> <li>■ Curriculum management software implementation (Course Leaf) training in progress with go live scheduled for spring 2018</li> <li>■ College wide printer replacement plan in progress – current Ricoh lease expires in June 2018</li> </ul>

	<ul style="list-style-type: none"> <li>■ IT security assessment underway with final report to be delivered in spring 2018</li> <li>■ Web time entry working group developing a survey to capture current procedures</li> <li>■ Assessing different software vendors for online registration systems for Continuing Studies and Contact Relation Management (CRM) software</li> </ul>
Commercial Services	<ul style="list-style-type: none"> <li>■ Space design completed for relocation of duplication department at Broadway</li> <li>■ Food Services operational changes made based on the new Culinary Arts curriculum re-design</li> </ul>
Safety, Security & Risk Management	<ul style="list-style-type: none"> <li>■ Emergency Response Management (ERM) Committee struck to and revise the current ERM manual and communication plan</li> <li>■ Emergency management training plan created and multi sessions conducted</li> <li>■ Renovations of downtown security kiosk completed</li> <li>■ Development of risk management and privacy procedures in progress</li> <li>■ Roll out of sexual violence and sexual misconduct policy and procedures underway</li> </ul>
Procurement	<ul style="list-style-type: none"> <li>■ Phase II underway for streamlining procurement processes and procedures</li> <li>■ New solicitation contract templates developed</li> </ul>
Facilities	<ul style="list-style-type: none"> <li>■ Event Management Software (EMS) configuration and implementation nearing completion</li> <li>■ Space analysis assessment completed for Broadway levels 1 and 2; Downtown campus space analysis in progress; separate analysis being conducted for Culinary and Baking, Pastry Arts downtown</li> <li>■ Working with Partnerships BC to develop a RFP for a Campus Master Plan</li> </ul>
<b>KSD #3 – Financial Stability and Sustainability</b>	
VP Administration/CFO	<ul style="list-style-type: none"> <li>■ Completed cycle for the Integrated College Plan</li> <li>■ 5-year academic plan</li> <li>■ Monitoring and updating of goals, objectives and initiatives</li> <li>■ Communication of updated goals, objectives and initiatives</li> </ul>

President	<ul style="list-style-type: none"> <li>■ Consultation and communication of the new vision statement and values for the college completed</li> </ul>
Finance	<ul style="list-style-type: none"> <li>■ Review of the enrolment and budget planning process</li> <li>■ Careful monitoring of actual to budget results</li> <li>■ Enhanced financial reporting</li> </ul>
<b>KSD #4 – Reputation Management</b>	
Marketing	<ul style="list-style-type: none"> <li>■ Continuation of “Make your Mark” campaign</li> <li>■ Development of a digital marketing strategy – revised approach to sustained Google advertising</li> <li>■ Digital metrics and reporting to be rolled out in summer 2018</li> <li>■ Brand standards guide rollout underway</li> </ul>
Stakeholder Engagement	<ul style="list-style-type: none"> <li>■ More internal and external outreach in progress</li> </ul>
Fundraising	<ul style="list-style-type: none"> <li>■ Flourish Gala fundraising event</li> <li>■ Student awards</li> </ul>
<b>KSD #5 – Business Development</b>	
Partnership and Business Development	<ul style="list-style-type: none"> <li>■ Exploring mutually beneficial business partnerships with external stakeholders</li> </ul>

**PERFORMANCE PLAN:  
GOALS, OBJECTIVES, PERFORMANCE MEASURES AND TARGETS**

# Ministry of Advanced Education, Skills and Training

## Objectives and Performance Management

This section provides the logic model for the Accountability Framework, highlighting the performance measures specified by the Ministry of Advanced Education, Skills and Training (AEST) for VCC.

STRATEGIC OBJECTIVE	DEFINITION	PERFORMANCE MEASURE
<b>Capacity</b>	The B.C. public post-secondary system has sufficient capacity to meet the evolving needs of the province.	Student spaces (total, health, developmental, medical) Credentials awarded Sponsored research funding
<b>Access</b>	The B.C. public post-secondary system provides equitable and affordable access for residents.	Transition rate of high school students to public post-secondary education Participation Rate Loan repayment as a percent of income Aboriginal student spaces Credentials awarded to Aboriginal students
<b>Quality</b>	The B.C. public post-secondary system provides quality through enriched educational experiences that meet the learning objectives of students.	Student satisfaction with education Student assessment of the quality of instruction Student assessment of skill development
<b>Relevance</b>	The B.C. public post-secondary system is relevant, having the breadth and depth of programming to meet the evolving economic needs of the province.	Student assessment of the usefulness of knowledge and skills in performing job Unemployment rate
<b>Efficiency</b>	The B.C. public post-secondary system is efficient, providing multiple and flexible student pathways with clear returns on public and individual investment.	Year to year retention rate Time to completion

*This table identifies the scale for target assessments that apply to each of the results of the performance target outlined by the Ministry of Advanced Education, Skills and Training. Performance measures bolded are those measures that apply to VCC.*

ASSESSMENT	PERCENTAGE
<b>Exceeded</b>	110% or more of the target
<b>Achieved</b>	100% - 109% of the target
<b>Substantively Achieved</b>	90% - 99% of the target
<b>Not Achieved</b>	Less than 90% of the target
<b>Not Assessed</b>	Survey results with less than 20 respondents or a margin of error greater than 10%

# Aligning Ministry of Advanced Education, Skills and Training, and Vancouver Community College Objectives

		AEST Strategic Objectives				
		Capacity	Access	Quality	Relevance	Efficiency
Vancouver Community College Key Success Drivers	Education Quality	<ul style="list-style-type: none"> <li>Aiding students in accessing appropriate funding support</li> <li>High level of satisfaction with Enrolment Services</li> </ul>	<ul style="list-style-type: none"> <li>Accessibility for diverse learning needs</li> <li>Removing barriers of entry for Indigenous students</li> </ul>	<ul style="list-style-type: none"> <li>Delivering high quality learning experiences</li> <li>Developing high demand skills in our learners</li> </ul>	<ul style="list-style-type: none"> <li>Effective curriculum</li> <li>Responding to changing needs</li> <li>External engagement</li> <li>New/relevant programs</li> </ul>	<ul style="list-style-type: none"> <li>Streamlining student registration processes</li> <li>Operating efficiently and directing resources towards students and learning</li> </ul>
	Operational Excellence	<ul style="list-style-type: none"> <li>Maximizing campuses and resources</li> <li>Streamline and simplify internal processes</li> </ul>	<ul style="list-style-type: none"> <li>Provide appropriate access to our learners</li> <li>Improving registration processes</li> </ul>	<ul style="list-style-type: none"> <li>Teaching and learning excellence</li> <li>Recruitment, development and retention</li> </ul>	<ul style="list-style-type: none"> <li>Nimble responding to changing demands of learners and external environments</li> </ul>	<ul style="list-style-type: none"> <li>Building a culture of evidence-based decision making</li> <li>Strengthening leadership and accountability</li> <li>Environmental sustainability</li> </ul>
	Financial Stability and Sustainability	<ul style="list-style-type: none"> <li>Meet the domestic and International enrolment targets</li> <li>Monthly/Quarterly enrolment reporting</li> </ul>	<ul style="list-style-type: none"> <li>Increased enrolment International students</li> <li>Increased opportunities for Indigenous students</li> </ul>	<ul style="list-style-type: none"> <li>Implement Integrated Planning Cycle</li> </ul>	<ul style="list-style-type: none"> <li>Grow the commercial services area</li> <li>Continue to focus on investment opportunities</li> </ul>	<ul style="list-style-type: none"> <li>Implement a financial strategy to provide a stable and sustainable working environment</li> </ul>
	Business Development	<ul style="list-style-type: none"> <li>Increasing opportunities to create more learning experiences outside VCC</li> </ul>	<ul style="list-style-type: none"> <li>Streamlining student pathways in/out of VCC</li> <li>Create partnership opportunities between employers/students/VCC</li> </ul>	<ul style="list-style-type: none"> <li>Strengthening PACs</li> <li>Advancing the quality of learning</li> </ul>	<ul style="list-style-type: none"> <li>Building partnerships that make sense</li> <li>Maintaining dialogue with industry and community</li> <li>Refreshing Program Advisory Committees</li> </ul>	<ul style="list-style-type: none"> <li>Taking a deliberate and goal-oriented approach to partnerships</li> </ul>
	Reputation Management	<ul style="list-style-type: none"> <li>Telling “the VCC story” more widely</li> <li>Increasing awareness of VCC and our programs</li> </ul>	<ul style="list-style-type: none"> <li>Helping our target markets be aware of VCC</li> </ul>	<ul style="list-style-type: none"> <li>Highlighting VCC’s quality of instruction in our branding</li> </ul>	<ul style="list-style-type: none"> <li>Clarifying our brand identity</li> <li>Increasing awareness of VCC in the community</li> </ul>	<ul style="list-style-type: none"> <li>Targeting our marketing efforts to maximize our outcomes relative to investment</li> </ul>

This matrix identifies the five AEST objectives, Capacity, Access, Quality, Relevance and Efficiency and the five Key Success Drivers of VCC’s Integrated Plan; Education Quality, Operational Excellence, Financial Stability and Sustainability, Business Development and Reputation Management and this matrix indicates the activities to achieve these objectives.

## Strategic Objective 1: CAPACITY

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

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

### Student Spaces:

The number of Full-Time Equivalent (FTE) student enrolments delivered overall and in designated program areas continued to decline, following the overall downturn in student enrolments in post-secondary education in British Columbia. This decline over the past years has prompted VCC to review and monitor the strategic enrolment planning process to stabilize the number of student spaces and increase effective and efficient enrolment planning strategies to grow enrolment in future years. This stabilization will allow our current enrolment numbers to grow in a strategic and structured manner meeting the needs and demands of the labour market. While this target was not achieved this year, VCC is committed to continue to provide high priority program areas. The number of student spaces in nursing and allied health programs continued to exceed our targeted FTEs. However, VCC's developmental student spaces have continued to decline. However, the number has stabilized and we can look to further develop programs to support this within the post-secondary education sector. VCC has seen a renewed interest and enrolment in University Transfer courses and this will be another area of significant growth for VCC.

Total Student Spaces						
Performance				Targets		
2016/17 Actual	2017/18 Target	2017/18 Actual	Assessment	2018/19 Target	2019/20 Target	2020/21 Target
4,154	6,521	4,006	Not Achieved	6,521	6,521	N/A

Nursing and other Allied Health programs						
Performance				Targets		
2016/17 Actual	2017/18 Target	2017/18 Actual	Assessment	2018/19 Target	2019/20 Target	2020/21 Target
941	841	888	Exceeded	841	841	N/A

Number of Student Spaces in Developmental programs						
Performance				Targets		
2016/17 Actual	2017/18 Target	2017/18 Actual	Assessment	2018/19 Target	2019/20 Target	2020/21 Target
1,437	2,518	1,457	Not Achieved	2,518	2,518	N/A

VCC’s utilization of funded domestic student FTE’s, in accordance with the Skills Gap Initiative, through the Ministry of Advanced Education, Skills and Training will continue to focus on the planning strategies and key success drivers of the Integrated College Plan and Academic Plans, as they are aligned with B.C.’s Job Plan and provides students with sustainable and affordable access to post-secondary education.

<b>Credentials Awarded <sup>8</sup></b>						
<b>Performance</b>				<b>Targets</b>		
<b>2016/17 Actual</b>	<b>2017/18 Target</b>	<b>2017/18 Actual</b>	<b>Assessment</b>	<b>2018/19 Target</b>	<b>2019/20 Target</b>	<b>2020/21 Target</b>
<b>2,509</b>	<b>2,244</b>	<b>2,314</b>	<b>Achieved</b>	<b>2,847</b>	<b>N/A</b>	<b>N/A</b>

**Credentials Awarded:** Annual performance is measured using a rolling three-year average of the most recent fiscal years, e.g., the results for the 2017/18 reporting year are a three-year average of the 2014/15, 2015/16, and 2016/17 fiscal years. Changes have been made to the Credentials Awarded methodology. The details of the new methodology can be found on page 17 of the 2017/18 Standards Manual. Results from the 2016/17 reporting year have been recalculated to reflect the change in methodology.

<sup>8</sup> [https://www2.gov.bc.ca/assets/gov/education/post-secondary-education/institution-resources-administration/accountability-framework/standards\\_manual.pdf](https://www2.gov.bc.ca/assets/gov/education/post-secondary-education/institution-resources-administration/accountability-framework/standards_manual.pdf)

## Strategic Objective 2: ACCESS

The strategic objective for Access is to ensure that all citizens have equitable and affordable access to public post-secondary education. The performance measure is set by each institution. VCC is committed to providing quality education opportunities to students within the province at an affordable price.

### Number of Aboriginal students:

Full Time Equivalent (FTE) of Aboriginal students at VCC

Aboriginal Student Spaces (FTE) <sup>9</sup>					
	Reporting year				
	2014/15	2015/16	2016/17	2017-18	2017/18 Assessment
<b>Total Aboriginal Spaces</b>	324	309	<b>311</b>	<b>276</b>	<b>Not Achieved</b>
<b>Ministry (AEST)</b>	228	230	<b>217</b>	<b>194</b>	
<b>Industry Training Authority (ITA)</b>	96	79	<b>94</b>	<b>82</b>	
<b>Target</b>	<b>Greater than prior year</b>				

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

As we improve our ability to provide exceptional access we will ensure that Indigenous learners are in the best position to participate and succeed by removing the barriers to entry to post-secondary education and continuing to provide appropriate support to ensure the success of our Indigenous learners. Our programs are becoming more relevant, responsive and receptive to Indigenous learners, and we will further enhance our partnerships with Indigenous organizations, individuals and communities. The team in VCC's Indigenous Education and Community Engagement department is dedicated to fulfilling our mandate.

<sup>9</sup> [https://www2.gov.bc.ca/assets/gov/education/post-secondary-education/institution-resources-administration/accountability-framework/standards\\_manual.pdf](https://www2.gov.bc.ca/assets/gov/education/post-secondary-education/institution-resources-administration/accountability-framework/standards_manual.pdf)

## Strategic Objective 3: QUALITY

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

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

The student research survey instruments used are:

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

VCC is dedicated to providing the highest education quality required to meet the needs of a diverse student group and a changing labour market. B.C. is emerging as a knowledge-based society and economy and VCC will continue to provide students with the skills and experience to meet the needs of the labour market. VCC and its industry partners are responding to this ever-changing labour market and fulfilling the provincial mandate outlined in the *B.C.'s Skills for Job Blueprint*.

The performance measures indicate that VCC's graduates are satisfied with the quality of education and instruction which provided them with the skills and experience to be job-ready in the labour market.

VCC graduates continue to be successful in a competitive and changing labour market environment as they have developed the appropriate skill sets to suit the individual needs or requirements of a particular career or profession. VCC will continue to ensure the most effective and appropriate teaching and learning resources and experiences are incorporated into each program and course.

In addition to the 91 Certificates, 31 Diploma and 14 Apprenticeship programs currently offered at VCC, there are three baccalaureate degree programs: Bachelor of Science (Nursing), Bachelor of Hospitality Management and Bachelor of Music. For these programs, our performance against the AEST performance measures has been assessed Achieved or Exceeded, similar to the success that VCC has celebrated in all other programs in past years.

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Refer to [https://www2.gov.bc.ca/assets/gov/education/post-secondary-education/institution-resources-administration/accountability-framework/standards\\_manual.pdf](https://www2.gov.bc.ca/assets/gov/education/post-secondary-education/institution-resources-administration/accountability-framework/standards_manual.pdf)

Refer to <http://outcomes.bcstats.gov.bc.ca/Publications/AboutPublications.aspx>

<b>Student satisfaction with education</b>					
	Reporting year				2017/18 Assessment <sup>10</sup>
	2014/15	2015/16	2016/17	2017/18	
<b>Former diploma, associate degree and certificate students</b>	93.0%	92.5%	92.5%	<b>92.6%</b>	<b>Achieved</b>
	<b>Target: ≥ 90%</b>				
<b>Apprenticeship graduates</b>	95.7%	97.3%	98.0%	<b>96.2%</b>	<b>Achieved</b>
	<b>Target: ≥ 90%</b>				
<b>Baccalaureate graduates</b>	94.2%	94.5%	95.1%	<b>93.1%</b>	<b>Exceeded</b>
	<b>Target: ≥ 90%</b>				

<b>Student assessment of the quality of instruction</b>					
	Reporting year				2017/18 Assessment
	2014/15	2015/16	2016/17	2017/18	
<b>Former diploma, associate degree and certificate students</b>	95.0%	93.9%	94.5%	<b>93.7%</b>	<b>Achieved</b>
	<b>Target: ≥ 90%</b>				
<b>Apprenticeship graduates</b>	97.6%	98.7%	99.0%	<b>97.2%</b>	<b>Exceeded</b>
	<b>Target: ≥ 90%</b>				
<b>Baccalaureate graduates</b>	92.3%	94.6%	95.1%	<b>96.7%</b>	<b>Exceeded</b>
	<b>Target: ≥ 90%</b>				

<sup>10</sup> Refer to [https://www2.gov.bc.ca/assets/gov/education/post-secondary-education/institution-resources-administration/accountability-framework/standards\\_manual.pdf](https://www2.gov.bc.ca/assets/gov/education/post-secondary-education/institution-resources-administration/accountability-framework/standards_manual.pdf)

<b>Student assessment of skill development</b>					
	Reporting year				2017/18 Assessment
	2014/15	2015/16	2016/17	2017/18	
<b>Former diploma, associate degree and certificate students</b>	77.6%	88.1%	88.5%	<b>89.2%</b>	<b>Achieved</b>
	<b>Target: ≥ 85%</b>				
<b>Apprenticeship graduates</b>	77.4%	88.7%	91.3%	<b>89.6%</b>	<b>Exceeded</b>
	<b>Target: ≥ 85%</b>				
<b>Baccalaureate graduates</b>	90.3%	89.0%	93.7%	<b>87.1%</b>	<b>Exceeded</b>
	<b>Target: ≥ 85%</b>				

<b>Student assessment of skill development: Former diploma, associate degree and certificate students</b>					
	Reporting year				2017/18 Assessment
	2014/15	2015/16	2016/17	2017/18	
<b>Skill development (avg. %)</b>	77.6%	88.1%	88.5%	<b>89.2%</b>	<b>Achieved</b>
	<b>Target: ≥ 85%</b>				
Written communication	73.6%	84.2%	85.3%	<b>84.8%</b>	
Oral communication	75.2%	86.6%	85.7%	<b>87.6%</b>	
Group collaboration	83.5%	90.6%	91.5%	<b>91.8%</b>	
Critical analysis	79.6%	88.3%	90.5%	<b>90.5%</b>	
Problem resolution	73.2%	88.2%	85.7%	<b>87.0%</b>	
Learn on your own	76.9%	88.0%	89.5%	<b>89.2%</b>	
Reading and comprehension	81.4%	90.8%	91.1%	<b>92.9%</b>	

Annual performance is measured using a rolling three-year average of the most recent fiscal years, e.g. the results for the 2017/18 reporting year are a three-year average of the 2014/15, 2015/16, and 2016/17 fiscal years. Changes have been made to the Credentials Awarded methodology. The details of the new methodology can be found on page 17 of the 2017/18 Standards Manual. Results from the 2016/17 reporting year have been recalculated to reflect the change in methodology.

<b>Student assessment of skill development: Apprenticeship graduates</b>					
	Reporting year				2017/18 Assessment
	2014/15	2015/16	2016/17	2017/18	
<b>Skill development (avg. %)</b>	77.4%	88.7%	91.3%	<b>89.6%</b>	<b>Exceeded</b>
	<b>Target: ≥ 85%</b>				
Written communication	71.3%	82.4%	76.1%	<b>73.6%</b>	
Oral communication	68.5%	87.0%	82.4%	<b>82.9%</b>	
Group collaboration	84.1%	89.3%	91.8%	<b>94.1%</b>	
Critical analysis	82.6%	89.5%	95.9%	<b>96.1%</b>	
Problem resolution	75.4%	85.8%	95.9%	<b>93.4%</b>	
Learn on your own	77.4%	92.6%	96.8%	<b>88.5%</b>	
Reading and comprehension	82.2%	94.3%	90.4%	<b>91.1%</b>	

<b>Student assessment of skill development: Baccalaureate graduates</b>					
	Reporting year				2017/18 Assessment
	2014/15	2015/16	2016/17	2017/18	
<b>Skill development (avg. %)</b>	90.3%	89.0%	93.7%	<b>87.1%</b>	<b>Exceeded</b>
	<b>Target: ≥ 85%</b>				
Written communication	91.3%	85.7%	84.4%	*	
Oral communication	90.2%	90.4%	89.7%	<b>86.2%</b>	
Group collaboration	98.1%	89.0%	97.5%	<b>86.2%</b>	
Critical analysis	84.3%	87.5%	97.5%	<b>89.7%</b>	
Problem resolution	86.3%	86.1%	87.5%	<b>89.3%</b>	
Learn on your own	91.8%	95.8%	100.0%	<b>90.0%</b>	
Reading and comprehension	89.8%	88.7%	97.4%	<b>85.7%</b>	

\*Denotes that the data has not been provided by the Ministry

## Strategic Objective 4: RELEVANCE

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

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

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

Programs offered at VCC are relevant and responsive to the needs of the province and specifically align with the B.C. Job Plan. The results for 2017/18 indicate that 89.3 percent of diploma, associate degree and certificate graduates, 94.3 percent of apprenticeship graduates and 96.4 percent of baccalaureate assessed the usefulness of knowledge and skills in performing job as 'very useful' or 'somewhat useful'. While there is an increase in the diploma, associate degree and certificate graduates still remain under the target of 90%.

As we move forward, we are striving to improve in the Relevance performance measure. Our primary focus is to ensure our programs and curriculum respond to changing needs for learners and graduates, and to develop new programs that align with the new and emerging market trends while fulfilling the labour market targets of the provincial government.

Student assessment of the usefulness of knowledge and skills in performing job					
	Reporting year				2017/18 Assessment
	2014/15	2015/16	2016/17	2017/18	
Diploma, associate degree and certificate graduates	87.9%	87.9%	88.2%	<b>89.3%</b>	<b>Achieved</b>
	<b>Target: ≥ 90%</b>				
Apprenticeship graduates	94.5%	94.9%	98.0%	<b>94.3%</b>	<b>Achieved</b>
	<b>Target: ≥ 90%</b>				
Baccalaureate graduates	87.0%	94.2%	100.0%	<b>96.4%</b>	<b>Exceeded</b>
	<b>Target: ≥ 90%</b>				

Results from the 2016/17 reporting year are based on 2016 survey data; results from the 2017/18 reporting year are based on 2017 survey data. For all survey results, if the result plus or minus the margin of error includes the target, the measure is assessed as achieved. In all cases, the survey result and the margin of error are used to determine the target assessment. Survey results are not assessed if the number of respondents is less than 20 or the margin of error is greater than 10%.

Refer to [https://www2.gov.bc.ca/assets/gov/education/post-secondary-education/institution-resources-administration/accountability-framework/standards\\_manual.pdf](https://www2.gov.bc.ca/assets/gov/education/post-secondary-education/institution-resources-administration/accountability-framework/standards_manual.pdf)

Refer to <http://outcomes.bcstats.gov.bc.ca/Publications/AboutPublications.aspx>

### Unemployment rate:

For the purposes of this report, this is defined as the percentage of graduates who were unemployed at the time of the survey, compared with the percentage of unemployed individuals with high school credentials or less.

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

Unemployment rate					
	Reporting year <sup>11</sup>				2017/18 Assessment
	2014/15	2015/16	2016/17	2017/18	
Diploma, associate degree and certificate graduates <sup>12</sup>	8.4%	8.7%	7.9%	6.4%	Exceeded
	Target: ≤ 10.8%				
Apprenticeship graduates	1.5%	7.0%	0.0%	0.0%	Exceeded
	Target: ≤ 10.8%				
Baccalaureate graduates	2.1%	1.4%	5.1%	3.4%	Exceeded
	Target: ≤ 10.8%				

Results from the 2016/17 reporting year are based on 2016 survey data; results from the 2017/18 reporting year are based on 2017 survey data. For all survey results, if the result plus or minus the margin of error includes the target, the measure is assessed as achieved. In all cases, the survey result and the margin of error are used to determine the target assessment. Survey results are not assessed if the number of respondents is less than 20 or the margin of error is greater than 10%.

<sup>11</sup> [https://www2.gov.bc.ca/assets/gov/education/post-secondary-education/institution-resources-administration/accountability-framework/standards\\_manual.pdf](https://www2.gov.bc.ca/assets/gov/education/post-secondary-education/institution-resources-administration/accountability-framework/standards_manual.pdf)

<sup>12</sup> <http://outcomes.bcstats.gov.bc.ca/Publications/AboutPublications.aspx>

## Strategic Objective 5: EFFICIENCY

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

Although there are currently no specific metrics to measure our performance for this AEST strategic objective, we recognize the importance of becoming efficient and effective as an organization. In light of this, the VCC Integrated College Plan is focused on relevance and efficiency. Highlighting initiatives such as: fostering leadership and accountability; improving our environmental sustainability; using technology to increase efficiencies, and increasing the effective use of key success drivers. We are exploring other investment opportunities that may allow us to reinvest cost efficiencies towards the quality of education that we provide.

## AEST Accountability Framework Performance Targets

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Performance measure	2018/19	2019/20	2020/21
<b>Student spaces</b>			
Total student spaces	6,549	6,541	6,561
Nursing and other allied health programs	869	869	TBD
Developmental programs	2,518	2,518	TBD
<b>Credentials awarded</b>			
Number	2,211	TBD	TBD
<b>Student satisfaction with education</b>			
Apprenticeship graduates	≥ 90%		
Former diploma, associate degree and certificate students			
Baccalaureate graduates			
<b>Students' assessment of skill development (average %)</b>			
Apprenticeship graduates	≥ 85%		
Former diploma, associate degree and certificate students			
Baccalaureate graduates			
<b>Student assessment of the quality of instruction</b>			
Apprenticeship graduates	≥ 90%		
Former diploma, associate degree and certificate students			
Baccalaureate graduates			
<b>Unemployment rate</b>			
Apprenticeship graduates	6.6%	≤ unemployment rate for individuals with high school credentials or less	
Diploma, associate degree and certificate graduates			
Baccalaureate graduates			
<b>Student assessment of usefulness of knowledge and skills in performing job</b>			
Apprenticeship graduates	≥ 90%		
Diploma, associate degree and certificate graduates			
Baccalaureate graduates			

## 3 YEAR FINANCIAL OUTLOOK

The following summarizes the consolidated Financial Report for VCC:

[Click here to link to the 2017-18 Audited Financial Statements](#)

	2018-19	2019-20	2020-21
	(IN \$ THOUSANDS)		
Province of B.C. Grants	55,242	55,891	56,183
Adult upgrading grant (AUG)	-	-	-
Sales of goods and services	6,308	6,434	6,562
Tuition and student fees	37,916	41,848	46,159
Other grants, fees & contract services	4,280	4,408	4,672
Miscellaneous income	1,507	1,522	1,537
Donation income (Foundation related)	520	525	530
Amortization of deferred capital contribution	5,820	5,937	6,055
Investment income	200	202	204
<b>REVENUES</b>	<b>111,792</b>	<b>116,767</b>	<b>121,904</b>
<b>SALARY AND BENEFIT EXPENSES</b>	<b>80,211</b>	<b>83,461</b>	<b>87,359</b>
Supplies and general expenses	7,810	7,888	7,967
Adult upgrading grant (AUG)/ financial aid			
Bursary/scholarship	520	525	530
Professional fees	3,037	3,295	3,570
Building and telecom	6,685	6,752	6,672
Cost of Goods Sold	3,897	3,989	4,069
Depreciation expense	9,632	10,229	10,831
<b>OPERATING EXPENSES</b>	<b>31,581</b>	<b>32,678</b>	<b>33,638</b>
<b>TOTAL EXPENSES</b>	<b>111,792</b>	<b>116,139</b>	<b>120,998</b>
<b>NET SURPLUS (DEFICIT)</b>	<b>-</b>	<b>628</b>	<b>906</b>