



VCC



Vancouver
Community
College

VCC Institutional Accountability Plan and Report

2023 – 2024

Land acknowledgement

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



Hon. Lisa Beare,
Minister of Post-Secondary Education and Future Skills

Parliament Buildings
Victoria, B.C.
V8V 1X4

Dear Minister Beare,

Vancouver Community College (VCC) continues to make significant advancements in its Strategic Innovation Plan, focusing on its key priorities: Academic Innovation, Campuses of the Future, Empowered People and Inclusive Culture, Engaged Communities, and Operational Excellence. Our primary goal has been to enhance access to education and skills training, ensuring we support a future-ready workforce.

As a community-focused institution in British Columbia's largest city, VCC supports provincial initiatives aimed at improving residents' lives. We are a leading provider of tuition-free Adult Basic Education (ABE) and English as an Additional Language (EAL) programs. We also train early childhood educators (ECE), infant toddler educators (ITE), and special needs educators (SNE) certified by the Ministry of Children and Family Development. Our counseling programs prepare students to address mental health issues, isolation, and the opioid crisis, while offering low-cost public services. Additionally, our University Transfer programs provide accessible pathways to university education.

VCC is committed to equity and inclusion, offering specialized education and career training for individuals with cognitive disabilities, the visually impaired, and the Deaf and hard of hearing communities. We continue the work of Truth and Reconciliation and our commitment to decolonization through increasing Indigenous supports, ensuring cultural safety, and incorporating Indigenous ways of being into our operations and curricula. We continue to collaborate with local First Nations, WorkBC, and community service providers to deliver low-cost programs to Indigenous students and at-risk youth. Furthermore, VCC exceeds the Government of Canada's 50/30 Challenge, ensuring diverse leadership and inclusion across our institution.



Our environmental sustainability efforts are exemplified by the construction of the new Centre for Clean Energy and Automotive Innovation (CCEAI) at the Broadway campus. VCC's energy-saving initiatives have resulted in nearly \$5.7 million in cost avoidance since 2010. The Campus Plan also aims to enrich the False Creek Flats and Downtown Dunsmuir Street neighborhoods, with goals of adding childcare, community spaces, and affordable housing facilities.

Supporting a strong and sustainable economy, VCC adheres to the government's Tuition Limit Policy, maintaining a 2% cap on tuition increases. Our partnerships with local industry and non-profits ensure that students gain practical experience and achieve successful employment outcomes. Advisory committees, consisting of alumni, employers, and industry experts, guide our programming to meet labour market demands.

VCC's commitment to innovation, equity, sustainability, and economic contribution underscores our vital role as a leading post-secondary institution in British Columbia. This report reaffirms our dedication to these values and our collaborative efforts with the Government of B.C. to foster safe, strong, and sustainable communities.

Putting people first

- VCC is one of B.C.'s largest providers of tuition-free Adult Basic Education (ABE) and English as an Additional Language (EAL) programming.
- VCC is a primary trainer of early childhood educators (ECE), infant toddler educators (ITE), and special needs educators (SNE) certified by the B.C. Ministry of Children and Family Development.
- VCC's unique, community-oriented counselling programs provide hands-on training to those entering the fight against mental illness, isolation, and the opioid crisis.
- As part of their training and under the guidance of their instructors, VCC students offer low-cost, on-campus services to the public, including food services, hairstyling, esthetics, graphic design, auto repair, and dental care.
- VCC's University Transfer programming offers an accessible and affordable alternative to direct university admission.
- VCC instructors regularly author and contribute to open education resources (OER) (free, online textbooks) via BC Campus.
- VCC's award-winning innovations to English as an Additional Language (EAL) programming have transformed and enhanced the newcomer experience in B.C.
- VCC is the sole provider of the Provincial Instructor Diploma Program (PIDP), which certifies adult educators via courses offered across the province. This program will provide an additional option for a digital literacy microcredential to support the provincial digital learning strategy.

- 
- VCC's Institutional Learning Outcomes ensure that human (“soft”) skills such as critical thinking, intercultural awareness, professionalism, and others are woven into every college program.
 - The VCC Foundation raised and distributed over \$760,000 to students for scholarships, bursaries, and entrance awards — an over 650% increase over previous years.
 - The VCC Foundation also supports college projects, classroom supports, and equipment with over \$1 million in raised funds annually.

Equity, anti-racism, and lasting and meaningful reconciliation

- VCC is a key provider of education and career training for British Columbians living with cognitive disabilities, as well as the visually impaired and Deaf and hard of hearing communities.
- VCC is the only institution in the Lower Mainland to offer classroom instruction in Adult Basic Education Fundamental English Levels 1 and 2 (beginner to Grade 3) which is essential to the success of many newcomers, refugees, and other British Columbians with interrupted education.
- VCC regularly partners with local First Nations, WorkBC, and community service providers to offer tuition-free and low-cost programming to Indigenous students and at-risk youth.
- VCC exceeds the Government of Canada's 50/30 Challenge, with diverse representation in leadership across key portfolios.
- VCC has made San'yas Indigenous Cultural Safety Training available for all board, leadership, staff, and faculty, who, in turn, pass these values on to students.
- VCC has partnered with the Students' Union of VCC to combat period poverty by making free menstrual products available at all on-campus universal and female washrooms.
- VCC regularly hosts robust, public celebrations for National Indigenous Peoples Day as well as unique and meaningful Indigenous-led ceremonies for Indigenous grads, a blanketing ceremony to welcome new Indigenous leadership.
- VCC developed a thorough consultative process with representatives of the Host Nations xʷməθkʷəy̍əm (Musqueam), Skwxwú7mesh (Squamish), and səliwətaʔ (Tsleil-Waututh) to ensure that important elements of First Nations heritage were included in the construction of the new CCEAI.
- VCC's refreshed brand identity includes a new logo that is inspired by the Coast Salish Longhouse, demonstrating a strong connection to the land VCC is situated on and reflecting our commitment to Truth and Reconciliation. This was accomplished through an engagement process that included Indigenous Cultural Advisors.



A better future through fighting climate change

- VCC began the construction phase of the LEED Gold certified Centre for Clean Energy and Automotive Innovation (CCEAI) at our Broadway campus.
- VCC continues to add to its growing fleet of electric machinery used for training and education, adding a Freightliner eCascadia (electric semi-trailer truck) and a 2024 Rivian RT-1 to the existing Volvo ECR25 (a compact electric excavator) and Toyota Mirai, one of the first hydrogen fuel cell vehicles in the Canadian market.
- VCC is a top performer in the BC Hydro and FortisBC's Energy Wise Network program, with nearly \$5.7 million in energy cost avoidance from 2010 to the end of the 2023 calendar year.

A strong, sustainable economy that works for everyone

- VCC's Campus Plan will ensure the college makes significant, positive, social, and architectural contributions to the developing False Creek Flats and Downtown Dunsmuir Street neighbourhoods – with the added potential of childcare, retail, and housing density.
- VCC has committed to the government's Tuition Limit Policy, setting a 2% cap on domestic tuition and mandatory fee increases.
- VCC's creative and innovative partnerships with local industry, non-profits, and Indigenous peoples help ensure that students gain practical and real-world experiences, contribute to the economy, and achieve successful employment outcomes.
- VCC graduates report a higher-than-average employment outcome across the province, contributing to a stable and inclusive economy.
- VCC is committed to maintaining a sustainable balance of both domestic and international students, ensuring that all are well prepared to fill British Columbia's most in-demand jobs.
- VCC engages over 35 program advisory committees (PACs) made up of alumni, employers, and industry experts to advise on cutting edge programming and ensure students are job-ready.
- VCC's numerous Youth Train in Trades programs allow high school students to gain streamlined entry into in-demand trades careers while earning Skilled Trades BC certifications.
- VCC was recognized as one of B.C.'s Top Employers in 2021, 2022 and 2023, and won 2024 Outstanding Workplace at the YWCA Women of Distinction Awards offering reliable and rewarding employment to over 1,200 people in Metro Vancouver.
- In recent years, VCC has rapidly expanded its Information Technology (IT) programs in networking, security, cloud computing, and virtual and augmented reality (VR/AR), contributing greatly to B.C.'s growing tech industry.



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

This document has been reviewed and approved by the VCC College Board of Governors, and with this letter, we hereby affirm our accountability for the Vancouver Community College Accountability Plan and Report 2023/24.

Sincerely,



Joey Hartman

Chair

VCC Board of Governors



Ajay Patel

President and CEO

Vancouver Community College

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Institutional overview

Our vision statement

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

VCC is proud to inspire a new generation of students to discover their passions, gain essential skills, and learn what it takes to succeed in a competitive workforce. With over 13,000 registered students, (including a growing number of Indigenous and international learners), 1,200 employees, and an annual budget of \$140 million, VCC is a key player in the post-secondary landscape in B.C.

Our connections to industry ensure that our students have direct access to employers, while our model of access and our partnerships across the post-secondary sector assist students in reaching their goals at any stage of their educational journey.

Institutional overview (cont'd)

Our values

Student success

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

Excellence

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

Reconciliation and diversity

We respect and celebrate our differences, and are committed to the work of decolonization, accessibility, and inclusivity for all.

Stewardship

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

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

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

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

Institutional overview (cont'd)

VCC attracts students from all over the region as well as the world and is positioned for growth with a focus on providing valuable knowledge and skills for both domestic and international learners. VCC's commitment to equity, diversity and inclusion motivates us to constantly improve by advancing policies around Indigenization and enhancing our courses and programs to enable working adults to continually upgrade their skills. With 66% of VCC's student body indicating "hybrid learning" as the preferred way to access programming, we also understand that students are pursuing learning pathways that complement their lifestyles, and we are well-equipped to accommodate them.¹

As a key source of post-secondary education and supplier of skilled workers across the province, VCC continues to create opportunities for British Columbians and enhance the overall productivity of B.C.'s economy. The steady flow of highly trained VCC grads into the workforce is a testament to the quality of education that we provide. After 58 years of operation, VCC has produced thousands of alumni who are receiving higher earnings and increasing the productivity of B.C. businesses. Of the 55% of the student body that indicated that they chose VCC because of the specific program they wanted, 95% of them are confident that they will achieve their educational goals at VCC. 92% of students who indicated that their goal is to have a job right after their VCC program is completed noted that they are aware of the employment opportunities related to their current VCC program.² It is also estimated that one out of every 53 jobs in Greater Vancouver is supported by the activities of VCC and its students.³

1 VCC Annual Student Survey, March 2024

2 VCC Annual Student Survey, March 2024

3 Emsi. The Economic Value of Vancouver Community College. Mar. 2020, p.98

Institutional overview (cont'd)

VCC's Strategic Innovation Plan

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

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

Academic innovation

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

Operational excellence

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

Engaged communities

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

Empowered people and inclusive culture

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

Campuses of the future

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

Institutional overview (cont'd)



Our commitments

- We will use our collective knowledge and expertise to ensure that VCC pursues these priorities and provides relevant skills for employment and career development that are essential for the B.C. workforce of today and tomorrow.
- We will continue to build partnerships with both corporate and not-for-profit organizations and develop credentials to meet demands of current and emerging markets.
- We will strive to ensure student diversity, implement policies around Indigenization, and to work towards creating a safe and inclusive place and to increase domestic enrolment.
- We will continue to explore the benefits of blended and online learning to fit students' lifestyles, while continuing to enhance our courses and programs to enable working adults to upgrade their skills.

Institutional overview (cont'd)



Campus plan

VCC is continuing work on its Campus Plan with the goals of redeveloping and replacing aging campus infrastructure, contributing to much needed community housing in Vancouver, and creating a financial legacy for the institution to support future operational needs. The campus plan is a multi-phase development plan, with the construction of the Centre for Clean energy and Automotive Innovation (CCEAI) as the critical first phase of the overall plan.

Phase one: Centre for Clean Energy and Automotive Innovation

Background: A comprehensive Business Plan Report was submitted to the Ministry of Post-Secondary Education and Future Skills in November 2022.

In July of 2023, the Provincial Government announced the award of \$271.3 million to VCC to undertake the construction of the CCEAI, a project with an estimated cost of \$291.3 million. Development and building permit applications were approved in 2024, with site preparation scheduled for June 2024 and commencement of construction scheduled for late June/early July 2024. The state-of-the-art building is scheduled to take 39 months to complete and will open in the winter of 2027.

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

Institutional overview (cont'd)

The planning and design approach undertaken for the CCEAI has placed significant emphasis on Host Nation engagement and the importance of addressing Indigenization, decolonization, and reconciliation. The resultant design of the building has been praised for its acknowledgement of the rich cultural and historic importance of the China Creek area to local First Nations and the importance of the canoe as a symbol of Indigenous identity. This design work has now been adopted by other developers designing buildings, landscapes, and public realm installations along Great Northern Way as part of what is now referred to as Vancouver's "Cultural Ribbon".

Phase Two: Campus Plan and Housing Development

As previously noted on July 4, 2023, Premier David Eby announced the BC Government's approval of the business plan for the Centre for Clean Energy and Automotive Innovation (CCEAI) and the awarded \$271.3 million of the project budget of \$291.3 million. The approval requires the college to work with the Ministry to leverage its real estate holdings to help finance future campus redevelopment plans.

With respect to this condition, the college has engaged the services of a team of consultants, including Urban Strategies, Avison Young and Frankl Architecture firms to undertake an update of the 2019 Campus Plan as it relates to the Broadway campus. The objective of this work is to evaluate various development and financing scenarios to recommend to the Ministry of Post-Secondary Education and Future Skills with respect to the future development of the Broadway campus.

The proposed work, currently underway, consists of three distinct, but interconnected parts as follows:

Part One: Conceptual Design Study – Great Northern Way Academic Building D

Future development of the Broadway campus will require the construction of a second building (Building D) beside the CCEAI on the Great Northern Way parking lot. Building D will need to be of sufficient size to accommodate all remaining programs and activities from the existing Building A (Broadway facing), together with selected programs to be relocated from the Downtown campus. The size of this building will dictate the balance of buildable space available on the campus for construction of housing. As such, this conceptual work needs to be undertaken before further planning for the campus can take place.

Institutional overview (cont'd)

Part Two: Update to Campus Plan	Review and revise the current VCC Campus Plan, with reference to the Broadway Campus, to align with the Vancouver Plan and to better reflect development potential for affordable housing as envisioned by the Broadway Plan with specific application to VCC as a designated “large and unique site”. This work will include production of plan concepts, massing diagrams and other planning illustrations required for policy statement and rezoning applications.
Part Three: Capital Planning	Incorporating the work results in Parts One and Two of the project, the successful proponent will undertake a series of financial analyses to guide the selection of a development model and potential development partners that will maximally benefit VCC and serve to achieve the development requirements of the college while maximizing construction of affordable housing.

A report to government will be prepared and delivered in summer of 2024.

Indigenous consultation and inclusion

The project planning approach has placed significant emphasis on Host Nation engagement and addressing Indigenization, decolonization, and reconciliation. This work started with a workshop including Knowledge Keepers, Chief Ian Campbell of the Squamish nation, and Councillor Charlene Aleck of the Tsleil-Waututh Nation, and will continue until the project is completed.

VCC has engaged two Indigenous Cultural Advisors, Ginger Gosnell-Myers and Cory Douglas, to work with the project team to offer guidance in the consultation and design process. Additionally, the negotiated request for proposal for Prime Architect required that an Indigenous professional be included as part of the consultant’s team. This approach has ensured a thorough consultative process will be undertaken with representatives of the Host Nations (xʷməθkʷəy̓əm (Musqueam), Sḵwx̱ wú7mesh (Squamish), and səliłwətał (Tsleil-Waututh) Nations) and includes important elements of First Nations heritage.

Institutional overview (cont'd)



VCC and the economic outlook for British Columbia

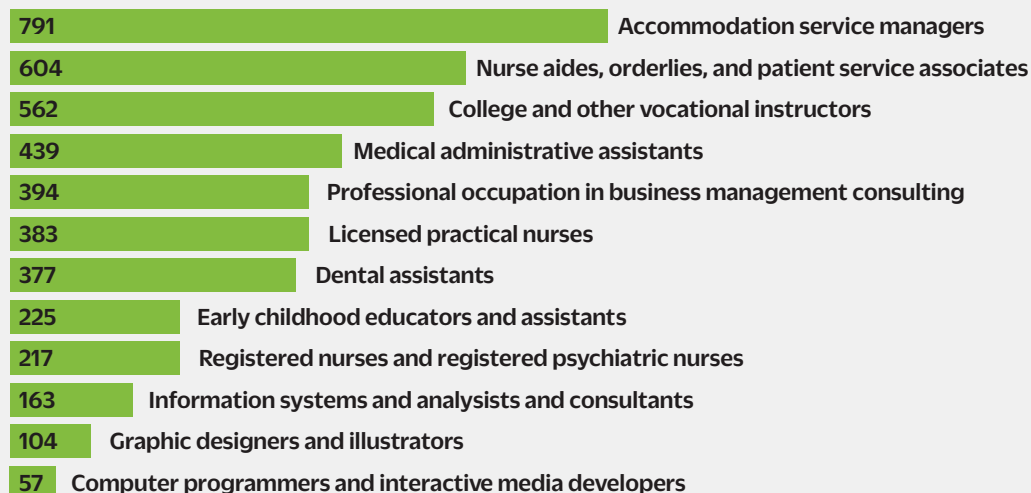
Vancouver Community College plays a significant role in contributing to the labour market in British Columbia. VCC's commitment to providing practical, innovative, and hands-on education make it a crucial institution for individuals seeking to acquire the skills and training needed to succeed in today's dynamic economy. With the recent announcement of the StrongerBC: Future Ready Action Plan and the availability of Future Skills Grant funding, VCC is positioned to play a pivotal role in shaping the future workforce.

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

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

Institutional overview (cont'd)

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



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

Education for employment

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

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

Institutional overview (cont'd)

Skills for the future

Increasingly rapid economic, social, and environmental changes have reinforced the need to enable all British Columbians to gain essential skills, competencies, and adaptability for a successful career. The 2023 BC Labour Market Outlook forecasts that 75% (752,900) of the over 1 million predicted total job openings over the next 10 years will require some level of post-secondary education or training.⁴

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

Empowering newcomers

For newcomers to Canada, overcoming language barriers and securing employment are among their major concerns. Obtaining recognition for foreign credentials adds to the complexity that newcomers must navigate. Research suggests that guidance during the initial phases of acclimatization is the most critical for newcomers to successfully develop social networks and find employment. Thanks to VCC's award-winning English as an Additional Language (EAL), Language Instruction for Newcomers to Canada (LINC) programs, as well as our deep familiarity with the newcomer experience, we are highly attuned to the needs of this important demographic. As proof, our annual survey showed that there was an extremely high level of confidence for those aiming to achieve their educational goals at VCC.

Confidence level of vcc students by first language:

	English First Language	Non-English First Language
Confidence in achieving educational goals at VCC	98%	94%

Source: VCC Annual Survey March 2024

4 BC Labour Market Outlook 2021 Edition
5 Zuberi, Daniyal, et al. 'Lagging behind in Suburbia: Suburban versus Urban Newcomers' Employment Settlement Service Outcomes in Metro Vancouver, Canada'. The Social Science Journal, vol. 55, no. 4, Dec. 2018, pp. 443–54.

Institutional overview (cont'd)

Developmental and access programming

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

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

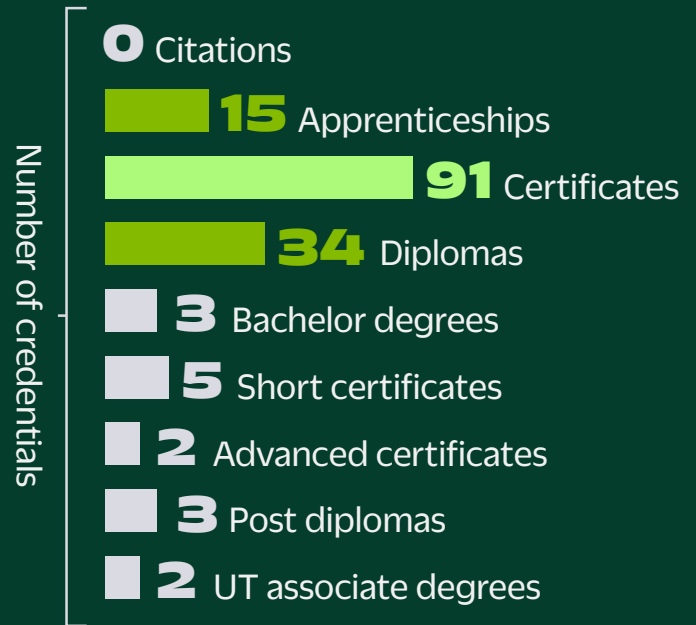
Confidence level and employment history of VCC students by disability influence:

	School work affected by a disability	School work not affected by a disability
Confidence in achieving educational goals at VCC	98%	94%
During the past two years, worked at a job related to current program	24%	45%

Source: VCC Annual Survey March 2024

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

VCC student demographics



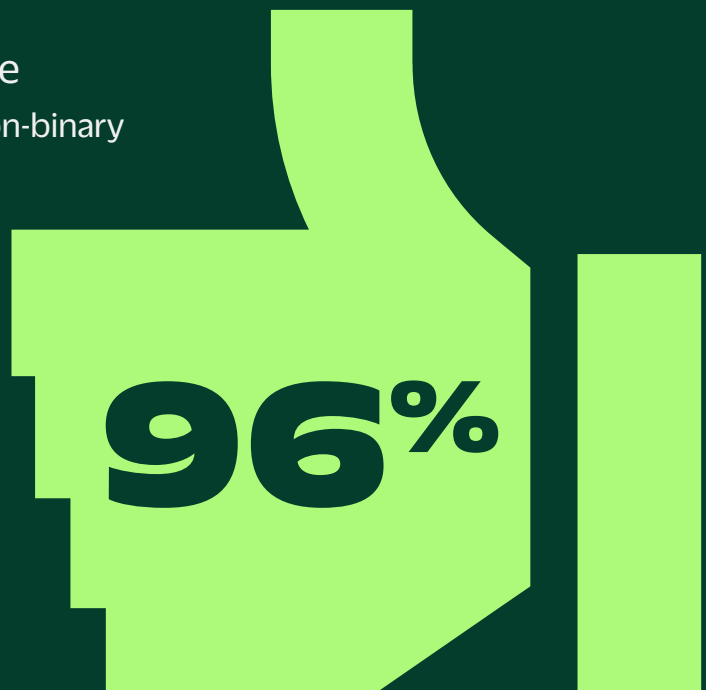
59% female **33%** male
1.17% prefer not to answer **0.45%** non-binary

146 countries represented

485 Indigenous students enrolled*

A  over **50** languages spoken

35 Domestic student average age
29 International student average age



satisfied with quality of instruction†

* CDW Oct 2023, Institution Demographics, FY 2022-23

† 2023 BC Student Outcomes Survey of former Diploma, Associate Degree and Certificate Students, Trades, and Apprenticeship; data prepared by BC Stats

Institutional overview (cont'd)

Education level

Many students come to VCC already possessing a post-secondary credential and seeking further, employment-related education and training. According to our latest student survey, of the students who have already earned a bachelor's degree or higher, 17% of these students completed their education within Canada, compared to 83% of students who completed their education outside of Canada.

VCC students with an undergraduate degree or higher

(e.g. Bachelor's, Master's, Doctorate)

83%

Students who completed their education
outside Canada

17%

Students who completed their
education within Canada

Source: VCC Student Survey March 2024

VCC students with dependents

The responsibilities of raising a family and caring for dependents often impact individual choices to pursue education, work, or upgrade their skills.⁸ At VCC, over half of our current student population attends school while also supporting others.

VCC students supporting dependents

65%

Supporting 1 or more dependents

35%

No dependents

Source: VCC Student Survey March 2024

8 Smith, Michael R., et al. 'Gender Differences in the Earnings Produced by a Middle Range Education: The Case of Canadian "Colleges"'. Social Science Research, vol. 66, Aug.2017, pp. 140-53.

Institutional overview (cont'd)



Student feedback

Overall student satisfaction

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

Many complex factors contribute to student satisfaction. In our most recent student survey, we asked VCC students a variety of questions to guide the creation of inclusive and effective learning communities. The survey had a response rate of 14% (1,186 respondents), indicating high levels of satisfaction in several aspects.

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

Institutional overview (cont'd)

VCC student survey: Satisfaction

	Indigenous Students	Students with Disabilities	International Students	Domestic Students
VCC is their first choice in post-secondary education	75%	87%	72%	78%
High level of confidence in achieving academic goals at VCC	100%	97%	94%	96%
Main educational goal is to complete a specific VCC program, have a job right after the program, or for self-improvement and enjoyment	81%	57%	74%	63%
"Excellent" or "Good" ratings of VCC's services *	75%	58%	84%	78%
"Aware" or "Fully Aware" of employment opportunities related to current VCC program **	57%	54%	57%	61%

Source: VCC Student Survey March 2024

* "Excellent", "Good", "Fair", "Poor", or "Don't know" for each of VCC's services

** I am "fully aware", "aware", "somewhat aware", or "not at all aware" of job/employment opportunities related to my current VCC program/course

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

Institutional overview (cont'd)

Student satisfaction with online/blended learning

In 2023, VCC continued to conduct institution-wide course evaluations and collect feedback to accommodate the transition to online and blended (mixed online and in-person) learning. Survey results show that VCC students rated the quality of blended learning and their experience accessing required educational supports very favourably.

	Indigenous Students	Students with Disabilities	International Students	Domestic Students
Has adequate access to technology required to do blended courses *	100%	100%	98%	98%
Felt that the online course materials were helpful for their learning *	62%	69%	79%	76%

Source: VCC Student Survey March 2024
* Responded "Strongly agree" or "Agree" out of "Strongly agree", "Agree", "Neutral", "Disagree", "Strongly Disagree", or "N/A or Don't know"

Institutional overview (cont'd)



Mental health and well-being at VCC

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

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

Academic performance and well-being

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

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

Institutional overview (cont'd)

Career readiness and well-being

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

Socialization and well-being

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

Reduced stigma and well-being

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

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

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

Institutional overview (cont'd)

Well-being surveys

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

When asked about belonging and inclusion, 86% of student respondents felt respected regardless of personal characteristics, identity, background, gender, ethnicity, international status, or disability. Seventy-four percent of student respondents strongly agreed or agreed that the culture at VCC encourages free and open discussion about mental health and emotional well-being. Seventy-three percent of students also strongly agreed or agreed that instructors model mental health and emotional well-being.

When students were asked about their thoughts on diversity and inclusion, many minority groups, especially ethnic minority groups, responded favourably. VCC strives to make our campuses an inclusive and safe place for all our staff and students to learn, work, and grow.

“VCC values diversity and inclusion”

Student Demographic	% Strongly Agree or Agree *
All student responses	76%
Students who indicated that they have a disability	74%
Students who identify as Gay, Lesbian, Bisexual, Pansexual, Asexual, Queer, or Two-Spirit	62%
Students who identify as Black, East Asian, Indigenous, Latin American, Middle Eastern, South Asian, or Southeast Asian	76%

* Percent that indicated “Strongly Agree” or “Agree” out of “Strongly Agree, Agree, Somewhat Agree, Somewhat Disagree, Disagree, or Strongly Disagree” when asked the Campus Experience Statement “VCC Values Diversity and Inclusion” in the VCC Well-Being Survey (2024)

Institutional overview (cont'd)

Accessing support

	% of students that reached out for support in the past year	% Strongly Agree or Agree that “There is a good support system at VCC for students going through difficult times” **
All student responses	33%	55%
Students who indicated that they have a disability	49%	53%
Students who identify as Gay, Lesbian, Bisexual, Pansexual, Asexual, Queer, or Two-Spirit	58%	39%
Students who identify as Black, East Asian, Indigenous, Latin American, Middle Eastern, South Asian, or Southeast Asian	30%	58%

** Percent that indicated “Strongly Agree” or “Agree” out of “Strongly Agree, Agree, Somewhat Agree, Somewhat Disagree, Disagree, or Strongly Disagree” when asked about Accessing Support: “There is a good support system at VCC for students going through difficult times” in the VCC Well-Being Survey (2024)

At VCC, we are thankful for this coordinated approach to student, faculty, and staff care. Regular assessments of well-being and service will help identify gaps and opportunities for continual improvement. We will continue to develop and implement evidence-based programs and interventions that will further enhance the mental health and well-being of students, faculty, and staff at VCC.

Institutional overview (cont'd)

VCC People Services

VCC Day 2023

Over 500 employees participated in VCC's annual employee appreciation and engagement day, which was based around the theme Building Connections. The morning program focused on building connections across difference with keynote speakers sharing from Indigenous, 2SLGBTQIA+, and disability lived experiences and expertise. Afternoon workshops and activities provided opportunity to connect with colleagues through participation in activities such as the Indigenous game Slahal, a workshop on Allyship, chair yoga, a film screening, making a moss ball, and improv workshops.

VCC Employee Excellence Awards 2023

VCC's annual Employee Excellence Awards recipients were selected from eight nominations made by leaders and colleagues. The five award winners for 2023 were celebrated at VCC Day:

- **Customer Service Excellence:** Continuing Studies Registration Office
- **Community Engagement:** International Education
- **Innovation Excellence (tie):** Auto Collision and Refinishing & CAD/BIM Technologies
- **Teaching/Program Excellence:** Pharmacy Technician Program

This year, the Innovation Excellence Award specifically encouraged nominations highlighting innovation in sustainability. The Auto Collision and Refinishing team won for their partnerships supporting acquisition of vehicles and parts otherwise destined for disposal for use in classrooms.

Milestone Awards

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

Institutional overview (cont'd)

Industry awards

VCC employees and teams also provided many opportunities to celebrate awards from industry-specific organizations. Some examples include:

- [JJ's Restaurant was named one of OpenTable's Top 100 restaurants in Canada for 2023](#)
- [VCC's Jennifer Gossen, Director of International Education, wins BCCIE Distinguished Leadership Award](#)
- [VCC hairstyling instructors receive their Red Seal Endorsement](#)
- [VCC automotive service program first institution outside of the US to receive prestigious accreditation](#)
- [VCC ranks among best in continuing education and culinary instruction](#)
- [VCC instructor receives national award for leadership excellence](#)

Learning For Life Workshops

VCC supports ongoing learning and growth to support individuals, teams, and the organization to meet its strategic priorities. This past year, learning resources and opportunities continued to focus on themes such as Equity, Diversity & Inclusion, Sustainability, Mental Health and Well-being, and Accessibility.

Learning 4 Life

This program provides resources and events for all employee groups. For the Fall of 2023, a new SharePoint site was created to make it easier to find relevant learning, build learning pathways, and register for events. Offerings included:

- An emphasis on building inclusive workplaces for 2SLGBTQIA+ colleagues through workshops delivered by author/speaker Kristy Ware, creation of a LinkedIn Learning course, and promotion of GBA+ training.
- A series of workshops focusing on Work Integrated Learning and inclusive recruitment practices in collaboration with the Partnership Development Office.
- Ongoing learning about Indigenous history, culture, and reconciliation through San'yas Cultural Safety Training, Land Acknowledgment workshops, and on-site awareness building events.
- Supporting mental health and well-being through opportunities to learn and practice mindfulness habits, as well as gaining skills in responding to students in distress, mental health first aid, and training in suicide prevention.

Institutional overview (cont'd)

LinkedIn Learning

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

Professional development funding

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

Leadership development

Stay interviews

For the first time, VCC built into the annual performance review process for Administrators, three questions aimed at better understanding what motivates and supports administrators in their roles at VCC. The results indicated a high level of engagement with colleagues and teams, appreciation for supportive leadership, and commitment to the values and priorities of VCC.

Lead-In

Fourteen leaders were selected to participate in VCC's new in-house leadership development initiative. The program runs for a year and includes topics such leadership identities, governance in post-secondary, decolonizing leadership, change management, and strategic thinking. Participants also participate in peer circles, a development project of their choosing, and VCC's mentorship program.

External leadership programs

Leaders and aspiring leaders also have opportunity to participate in external leadership development programs. Over 2023, five VCC leaders participated in the Chair Academy Foundational Program for leaders in post-secondary and several VCC leaders participated in College and Institutes Canada leadership programs.

Stretch our Success Mentorship Program

VCC's 2022-23 Stretch Your Success Mentorship Program was successfully completed by 10 employees, and another 28 are participating in our 2023-2024 program. The program includes an orientation session, one-on-one mentorship opportunities, a handbook, and Myers Briggs personality assessments.

Institutional overview (cont'd)

VCC's wellness team

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

A college-wide Mental Health and Well-being survey was completed by 274 employees and 416 students for the first time in spring of 2023. The results provide a benchmark for future efforts and evaluations. Some highlights from survey results include:

- 92% of employees and students feel that VCC values diversity and inclusion
- 87% of employees and students believe that emotional health and well-being are a priority at the college
- 82% of employees indicated that they believe well-being is embedded in college policies and procedures
- 74% of employees know where to access campus mental health supports
- 61% of employees were aware of Not Myself Today – CMHA's workplace mental health program that was launched at VCC in 2022

Workplace mental health awareness program

VCC is using the Canadian Mental Health Association's Not Myself Today program for workplace mental health to promote awareness of mental health and foster healthy and supportive workplaces. 40 Ambassadors hosted activities, started conversations, and shared resources with teams across the college. The program also provides ongoing access to mental health awareness tools and resources through an online dashboard, which is introduced to new employees.

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

Mental health and awareness event

In conjunction with Student Services, People Services helped organize a wellness event in May for both students and employees. The event provided opportunities to experience new wellness practices – such as sound bathing and tai chi, as well as explore resources and services available to support mental health.

Institutional overview (cont'd)



Equity, diversity, and inclusion

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

- The diversity of VCC's employees, leadership, and board continues to exceed the goals set out by the Government of Canada's 50-30 challenge.
- Opportunities for employees to participate in EDI learning and experiences are emphasized in VCC Day, Learning for Life programming, and events on campus such as Lunar New Year, Eid al-Fitr, and Diwali festivities.
- Partnered with the National Institute for Disability Management and Research for an external review of disability management and services for employees resulting in specific recommendations improving joint worker-management support and empowerment.
- VCC was pleased to welcome into new roles, Jessie Williams as Dean of Indigenous Initiatives and David Kirk as Dean of Curriculum and Pedagogy.
- The Equity, Diversity, and Inclusion Committee brings together committed employees from all areas of the college to collaborate on projects supporting EDI awareness and skill-building. For example, the Equity Impact Assessment tool has been created to support departments and teams include EDI considerations in the design and planning stages of projects and programs.
- The EDI Committee provides micro-grants to individuals and teams needing financial support for initiatives and projects supporting EDI goals in their departments.

Institutional overview (cont'd)

WorkSafe BC claim cost reduction

The 2023 net rate of VCC’s WorkSafe BC claim cost has dramatically dropped from 0.43% per \$100 payroll in 2016 to 0.17% in 2022-23 due to proper management of the claims. As a result, our premium rate was reduced from a 27.7% surcharge to a 31.1% discount in 2023, placing VCC ahead of other B.C. universities and colleges in terms of injury prevention.

VCC WorkSafe BC premium rate

Year	2023	2022	2021	2020	2019	2018	2017	2016
Net Rate	.17%	.19%	.19%	.19%	.38%	.39%	.39%	.43%

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

VCC WorkSafe BC claims

	Number of claims	Cost of claims	Days lost
2019	6	\$18,342	29
2020	5	\$23,757	113
2021	2	\$3,911	13
2022	1	\$2,327	8
2023	11	\$64,799	210

Institutional overview (cont'd)

Employee demographics

VCC employees: Age and job category

Age Group	<25	25-34	35-44	45-54	55-64	>= 65	Grand Total	% of Total
Admin.	2	12	34	43	29	5	125	9%
F	1	6	29	25	16	3	80	64%
M	1	6	5	18	13	2	45	36%
CUPE	6	90	101	115	102	24	438	33%
F	2	68	69	86	65	14	304	69%
M	4	22	32	29	37	10	134	31%
Faculty	0	57	232	223	182	64	758	57%
F	0	39	147	142	109	27	464	61%
M	0	18	85	81	73	37	294	39%
Grand Total	8	159	367	381	313	93	1321	
Age %	1%	12%	28%	29%	24%	7%		

Institutional overview (cont'd)

VCC employees: Female to male ratios

	Female	Male	Ratio
College	848	473	1.79
Administrators	80	45	1.78
CUPE	304	134	2.27
Faculty	464	294	1.58

VCC employees: Age and years of service

	Average age	Average years of service	Average age at retirement
Administrators	48	7	73
Support Staff	46	10	62
Faculty	49	10	64
College	48	9	66

	Employees within 10 years of avg age of retirement (65) as of December 31, 2023	Per cent of total Headcount
Administrators	29	23%
Faculty	182	24%
Support staff	102	23%
College	313	24%

Institutional overview (cont'd)

VCC employees: Turnover

	2019	2020	2021	2022	2023
Administrators	14	6	16	16	9
Faculty	31	22	25	26	18
Support Staff	29	14	27	31	26
College	74	42	68	73	53
College trend	9%	5%	8%	7%	4%

Source: VCC People Services data for 2023
Note: The data contained in the tables reflect active employees for 2023. Employees who hold multiple positions in two or more of the included employment groups are only counted once.





Program offerings

VCC delivers nearly **150 programs** to a diverse and multicultural student population. What makes VCC unique is the experiential learning that students receive through hands-on and real-world training. Student outcomes for VCC graduates are among the highest in the college sector, with 93% of diploma and certificate graduates in the labour force.¹² Our grads are finding gainful employment in restaurants, hotels, hair salons, spas, and automotive trades as well as practicum experiences in dental clinics, hospitals, and more. This is a testament to the on-the-job training VCC delivers.

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



Campus locations

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

Downtown campus

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

Broadway campus

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

Program offerings (cont'd)



School of Arts and Sciences

VCC's School of Arts and Sciences has approximately 1,500 full-time equivalent (FTE) students per year and more than 200 faculty and staff across program areas including the Centre for Academic Foundations, Centre for Inclusion, Centre for Language Studies, and Centre for Performing Arts. The School of Arts and Sciences offers one bachelor's degree, two associate degrees, three diplomas, 30 certificates, and over 120 standalone courses in diverse areas of focus and levels of study.

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

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

Finally, the Centre for Performing Arts delivers robust music diploma and degree programs as well as an innovative dance diploma in partnership with Arts Umbrella.

Program offerings (cont'd)

Major accomplishments for 2023/24

- Program renewal completed for four programs: Deaf and Hard of Hearing's Job Readiness; Access to Careers and Education; and Retail and Hospitality Careers (for students with cognitive disabilities), and Visually Impaired programs. Renewal of programs incorporated feedback from employers and industry and community partners. Curriculum redesign for all programs prioritized future job skills, career readiness, skills upgrading, and Indigenization.
- Ministry's mandate to move the Sign Language Interpretation Diploma program from Douglas College to VCC was successfully completed.
- As per the mandate, the redesign of the ASL & Deaf Studies certificate and the Sign Language Interpreting diploma programs into a single credential is underway, with the goal of filling the need for highly qualified and diverse Sign Language Interpreters. Expected completion of the joint credential is 2025.
- ABE Fundamentals (formerly Basic Education) secured over \$120,000 in Community Adult Literacy Program Partnerships grant funding to support low barrier adult literacy outreach programming. Programs are running successfully in community, supporting Indigenous learners as well as adults in recovery from significant mental health challenges.
- ABE Fundamentals created an Indigenized reading framework based on Indigenous storytelling traditions, theory, and practices to better develop literacy skills for Indigenous adult learners.
- Humanities Department developed an Indigenous Studies course for university transfer credit, contributing to the growth of Indigenous-centered curriculum offered by the college.

Program offerings (cont'd)



School of Health Sciences

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

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

Program offerings (cont'd)

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

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

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

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

Major accomplishments for 2023/24

- A comprehensive strategic and operational plan has been formulated for the development of VCC's Health Science Simulation Center. This initiative aims to strengthen student readiness for practicums and employment through simulated learning experiences.
- Increased Inter-Professional Education (IPE) activities across all Health Sciences programs to promote different health professions learning about and working together to promote team-based client care.
- Ongoing curriculum development within the school's health sciences programs continues to integrate Universal Design for Learning (UDL) principles alongside Indigenous learning across all curriculum components, fostering culturally sensitive and inclusive learning environments.
- Ongoing collaboration with health authorities, long-term care facilities, community, labs, dental offices and Program Advisory Committee representatives to expand practicum opportunities for health sciences students.
- Expanding dual credit offerings to the Richmond School District in the Health Care Assistant and Medical Laboratory Assistant programs.
- The Generic and Advanced BScN programs successfully completed the Canadian Association of Schools in Nursing (CASN) accreditation with a five-year CASN award.

Program offerings (cont'd)

- The Practical Nursing program expanded the Clinical Coordinator role to include additional support for faculty and students to respond to the changing landscape of health care settings.
- VCC continues to deliver Health Care Assistant Partnership Pathway (HCA-PP) cohorts to address the need for additional health care assistants in long-term care, home support and assisted living services.
- The newly launched Health Care Assistant International Diploma program has offered two cohorts with a third planned for May 2024.
- The Medical Laboratory Assistant program delivered an additional 12 Ministry-funded seats to meet the increasing demands for their graduates.
- The Pharmacy Technician program team won the Employee Excellence Award in the category of Teaching/Program Excellence at VCC day.
- The Health Unit Coordinator (HUC) program applied and received research funding to evaluate the HUC students' knowledge of Indigenous peoples and their historical experiences at the beginning of the program through to the end. The project is still in progress.
- The Occupational Physical Therapy Assistant (OPTA) program hosted the 10th annual intra-professional workshop with UBC's Master of Occupational Therapy (MOT) students. Onsite participants included UBC's MOT students and Capilano University's Rehabilitation Assistant students. Additionally, the northern cohort of UBC's MOT students joined the workshop through a synchronous virtual session from UNBC.
- The Dental Hygiene program has completed significant curriculum revisions based on the new Entry-to Practice Canadian Competencies for Dental Hygienists with plans to launch the new program in September 2025.
- The Certified Dental Assisting Online program will be transitioning out of a continuous intake model to a cohort model in September 2024.
- The Certified Dental Assisting Onsite program's "Tooth Trolley" provides preventive dental care to elementary school children across Vancouver and Burnaby.
- The Dental Technology program has been an active partner with Eastside Dental Clinic, providing individuals in the community with affordable quality dental care.

Program offerings (cont'd)



School of Hospitality, Food Studies and Applied Business

VCC's School of Hospitality, Food Studies and Applied Business serves 1,100 full-time equivalent (FTE) students per year with over 130 faculty and staff. This school offers certificate, diploma, degree, Red Seal certification, and post-degree diploma programming:

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

Program offerings (cont'd)

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

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

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

In addition to training the region's top cooks and chefs at a post-secondary level, VCC delivers Youth Train in Trades Professional Cook 1 and Baking and Pastry Arts programs to high school students to inspire trades training in youth. The Youth in Trades programs have been growing and offerings have been expanded. VCC offers Professional Cook 1 training in 6 different high schools and a Baking Foundation program at our downtown campus.

To advance Indigenization and decolonization in B.C.'s hospitality industry, VCC is supporting the Heiltsuk Nation and the Gwich'in Tribal Council with culinary training. VCC has delivered on site culinary skills training and restaurant operations training in Bella Bella and Inuvik. Last year, our Marketing Technology program piloted their Indigenous Business in Canada course. Taking lessons learned from the pilot, the department has improved the student experience in this course.

Over the past year, the Culinary Arts Department has been developing a Virtual Reality training platform. We have created a VR kitchen based on the VCC kitchens and 6 recipes from the Professional Cook 1 and 2 programs. One of these recipes has been converted to be used with Haptic Gloves. Our students have told us that they like to have the option of practicing the recipes on their own time as often as they want. They have also commented that this practice reduces the possibility of food waste. VCC was invited to participate on a panel at SXSW in Austin to highlight the VR development that we are engaged in.

Program offerings (cont'd)

Major accomplishments for 2023/24

Business

- The first cohort of the two new diplomas: Accounting and Marketing Technology graduated April 2023
- Developing a new PDD in Supply Chain Management in collaboration with the Scottish Qualification Authority
- Successfully piloted/revised/delivered the Indigenous Business in Canada course.
- Launched the newly redesigned Project Management post-degree diploma to provide students with stronger employability skills
- Active engagement with Industry through practicum placements is ongoing
- A Marketing Technology student received an internship to work with Hub Spot and Linked In

Hospitality Management

- Launched a Post Degree Diploma (PDD) framework that creates new and alternate pathways focused on employment needs and addressed labour shortages
- Developed a cooperation agreement with the Sustainable Hospitality Alliance to support students/faculty learning as well as support our institutional sustainability plans
- Added extra cohorts in our Hospitality Management diploma to meet labour shortages
- Completing renewal process for Hospitality Management diploma and degree programs
- Hosted 33 hotel properties who gave 712 student interviews to our hospitality students for part-time and full-time employment

Food Studies

- The new Seiffert Market + Bakeshop that showcases our baking students' skills opened in June 2023
- Participated in Skills Canada National competitions in cooking and baking categories
- Successfully completed a second contract with the BC Construction Foundation to deliver culinary training and restaurant operations training in Bella Bella for the Heiltsuk Nation
- Successfully negotiated and began delivery on a contract with the Gwich'in Tribal Council to deliver culinary training in Inuvik
- In negotiation with Chilliwack School District #33 to offer a Professional Cook 1 program
- Collaborated with the BC Chef's Table Society to host the Top BC Culinary Apprentice on the VCC downtown campus

Program offerings (cont'd)

- Hosted the Thai Consul General, staff, and chefs in teaching Thai culinary to students in our Asian Culinary program
- Awarded a VCC culinary student a \$20,000 scholarship, sponsored by ALMA, to attend a 4-month program at ALMA and then have a 4-month stage in a 3-star Michelin restaurant in northern Italy
- Sponsored two Asian Culinary Arts students to compete in an international Cantonese cuisine competition in Malaysia. They placed first among elite chefs around the world, winning gold medals in the entree category
- Developed and launched Virtual Reality (VR) and Augmented Reality (AR) training modules for Culinary Arts. Spoke on a panel at SXSW about our VR culinary training development
- Added an additional satellite Youth in Trades Professional Cook 1 program with the Richmond School district in addition to our current offerings in Gibsons, Squamish, Langley, Maple Ridge and Mission
- Began a collaboration with George Brown College and ALMA, a culinary school in Italy, to have VCC culinary students and alumni spend one term at George Brown, one term in Italy and one term at VCC
- Collaborated with Destination Vancouver in the Michelin announcement events

Program offerings (cont'd)



School of Trades, Technology and Design

VCC's School of Trades, Technology and Design employs over 140 faculty and staff and houses 10 different departments distributed throughout both campuses. In 2022, VCC vacated the Annacis Island campus, relocating a portion of the heavy mechanical trades programming to VCC's Broadway campus. The departments under VCC's School of Trades, Technology and Design include:

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

Within these departments, there are 10 apprenticeship programs, nine certificate programs, and eight diploma programs serving approximately 2,000 students per year. Several departments offer publicly available services such as automotive mechanical and collision repair, salon and spa services, and graphic design services. These publicly available services provide students with real-world experiential learning that results in work-ready graduates.

In July 2023, VCC's the province committed \$271 million toward VCC's new Centre for Clean Energy and Automotive Innovation — 93 per cent of the total \$291 million capital cost — That new building is touted as an exciting future hub for clean-energy technology education.

Program offerings (cont'd)

Major accomplishments for 2023/24

Trades

- The Automotive Service Technician (AST) program received Automotive Service Excellence (ASE) Training Program accreditation by the ASE Education Foundation until 2028.
- To keep pace with the growing demand for clean technology, VCC continues to add to its growing fleet of electric machinery used for training and education. Students in VCC's Heavy Mechanical Trades program received hands-on training to maintain and repair the Volvo ECR25, a compact excavator that is 100% electric and the Freightliner eCascadia. The college's large and growing fleet of electric vehicles gives it a competitive edge in skills training. The eCascadia joins the Volvo ECR25 (a compact electric excavator) and the Toyota Mirai, one of the first hydrogen fuel cell vehicles in the Canadian market, among other electric vehicles used to train students in the repair and maintenance of electric and fuel cell vehicles.
- VCC joined the Get Ahead partnership program, which allows our Diesel Truck students to participate in Daimler dealership level training, giving them a chance to strengthen their knowledge on basic skills and increase their knowledge on Freightliner and Western Star systems.
- Successfully ran 2 extra AST dual credit programs in Burnaby (SD41) and Sunshine Coast (SD46) programs.
- Launched new curriculum with updated criteria for new harmonized Automotive and Collision programs.
- Partnered with the Centre for Digital Media to develop a virtual reality (VR) simulation to enhance the training of automotive students in safely repairing and replacing electric vehicle (EV) batteries. The proposed VR simulation aims to allow students to practice the battery replacement process in a risk-free environment, offering step-by-step guidance and feedback on their performance. Additionally, it will feature gamification elements to make learning more engaging.
- Finalized the Automotive Service Excellence accreditation for the Automotive Service Technician program.
- New plug-in hybrid electric and hydrogen fuel cell vehicles, now embedded into the curriculum related to CleanBC goals.
- Partnered with GAIN Auto Group to serve their apprentices on the island with our hybrid apprenticeship course. This allowed apprentices to stay employed while undergoing technical training and an intentional approach to F2F learning.
- Partnered with Skill Plan BC's 'Build Your Skills' learning hub to support students entering skilled trades programs.

Program offerings (cont'd)

- Embedded advanced driver-assist systems vehicles and equipment to develop curriculum for the diagnosis and repair of this advanced technology.
- Continued to assess opportunities within regard to a Zero Emission Vehicle course to support PSFS's 2,900 tech-relevant seat expansion.
- Partnered with Aboriginal Community Career Employment Services Society (ACCESS) to provide the ACCESS to Salon and Spa Program. 8 weeks of technical training for indigenous peoples.
- Partnered with Scottish Qualification Authority as an approved centre to deliver SQA vocational training

Technology/ Design

- Computer Aided Design / Building Information Modelling (CAD/BIM) Mechanical joined Skilled Trades BC and Skills Canada for their provincial and national competitions. VCC's Department head for CAD/BIM became the National Tech Chair for the competition.
- Digital Media Design joined Skilled Trades BC and Skills Canada for their provincial and national competitions in Web Design.
- Saw continued success with the Computer Systems Technology diploma program, which aligns with PSFS's expansion of 2,900 tech spaces to fill the large number of job openings predicted for this sector. Digital Media Design completed Curriculum development for UI/UX diploma to support PSFS's upcoming 2,900 tech-relevant seat expansion. This went on be approved through Education Council and receive Board approval.
- Added a third cohort for Electronic Repair Diploma
- Received funding for continued support withing Electronics Repair Program to provision PSFS's upcoming tech-relevant seat expansion
- Completed third year curriculum updates for the Computer Aided Draft (CAD) and Building Modelling (BIM) Technician diploma and Architectural Technician certificate programs after undergoing a successful Program Review.
- Ongoing work with Technology Accreditation Canada (TAC) national program accreditation. The national program accreditation is valid from April 10, 2020 to April 9, 2025. TAC is a world class accreditation organization, delivering accreditation services for the engineering technology and applied science profession in Canada. Accreditation provides assurance that an engineering technology or applied science program has met an educational standard of the profession.

Program offerings (cont'd)

- CAD & BIM launched their second Career Fair for current students with employers paying for booth presence to support student bursaries.
- Jewellery Art and Design diploma students had a successful Grad Show with over 300 visitors.
- Digital Media Design students had two successful Grad Shows in the Spring and Fall.

Program offerings (cont'd)



Centre for Continuing Studies

With an aim to empower lives through innovative learning opportunities that align with industry and community needs, VCC’s School of Continuing Studies delivers relevant, industry-responsive programming through a variety of credit and non-credit courses, in both short and full-time programming, that are designed to meet the training and development needs of community members, early and mid-career professionals, and emerging leaders across numerous sectors. Current programming spans a range of program areas:

Building and Resource Management	Food and Hospitality
Business and Leadership	Health and Social Services
Computing and Information Technology	Languages and Writing
Early Childhood Care and Education (ECCE)	Legal and Office Administration
Fashion and Design	

Credits for many Continuing Studies (CS) courses can be applied towards one of 33 credentials, including one post-degree diploma, five diplomas, 14 certificates, eight micro-credentials, and five short certificates.

VCC Continuing Studies employs over 130 Instructors and staff. All instructors are current practitioners in their fields who imbue their classrooms with up-to-date industry knowledge. VCC Continuing Studies enrolls approximately 2,931 students annually, representing roughly 19% of all VCC students.

Program offerings (cont'd)

Looking forward, CS will continue to focus on increasing the number of full-time post-degree diploma and diploma program offerings, as well as to continue developing specialized and focused micro-credentials to support re-skilling and up-skilling objectives in alignment with industry needs. To this end, we aim to ensure CS programs provide students with maximum flexibility on delivery time and format, work closely with industry partners and associations to ensure new developments are effectively targeted, and continue our efforts to enhance the student registration and learning experience.

Major Accomplishments for 2023/24

- Led micro-credential development at VCC:
 - Published a consistent and efficient process (along with relevant forms) to support new micro-credential developments across the institution
 - With the aid of provincial funding, developed two new micro-credentials (Project Management for Video Games; Fashion for Film) and created a hyflex version of our Production for Animation and VFX micro-credential to enable remote access to the content across the province
 - Continued to contribute input and feedback on provincial micro-credential conversations with BC Campus, Continuing Education Association of BC (CETABC), and BC Colleges
- Created and piloted the Collaboration Framework, with funding from PSFS
 - Collaboratively drafted the collaboration framework and common licensing agreement to foster the sharing of curriculum across public PSIs in B.C.
 - Currently developing a proposal to extend the pilot and expand involvement of more PSIs in B.C.
- Expanded programming in our area to support the community's training needs, in alignment with the BC Economic Plan:
 - Increased number of international ECCE cohort intakes per year
 - Launched Building Manager (certificate and short-certificate options) as well as new micro-credentials in our Applied Business and Leadership area
 - Finalized Counselling Skills Certificate updates to better meet labour market and community needs
 - Completed Paralegal Diploma renewal in alignment with regulatory changes anticipated through the Legal Professions Regulatory Modernization
 - Re-launched our Renal Dialysis training in response to community need

Program offerings (cont'd)

- Completed the creation of our new Cybersecurity Governance and Risk Management post-degree diploma (for launch January 2025)
- Continuing the development of a modern apprenticeship model of training to deploy in B.C., more effectively linking students in non-trade programming with apprenticeship opportunities during their studies at VCC
- Engaged in collaborations to serve the community:
 - Continued to collaborate with DigiBC on the creation of new training opportunities, including the development of specialized onboarding training as part of an SLMP funded project to support onboarding and retention efforts of B.C.'s video game, animation, and VFX studios
 - Worked closely with VFS to develop our Fashion for Film micro-credential to help our students use their newly acquired fashion/costuming skills on a VFS film production, benefitting students from both institutions simultaneously
 - Wrapped up the first phase of Courageous Dialogues, a Natural Sciences and Engineering Research Counsel (NSERC)-funded project researching ways to effectively foster respectful and nuanced dialogue in our society; led by the Mir Centre for Peace at Selkirk College
- Served our community through expanding partnerships and opportunities for relevant programming that address specific community and labour market needs:
 - Continued to play a central leadership role within Continuing Education and Training Association of BC (CETABC), sharing insights from experience with Destiny One, the development of micro-credentials, and the Collaboration Framework pilot.

Program offerings (cont'd)



Library and Teaching and Learning Services

VCC's Library and Teaching and Learning Services division is comprised of four units: VCC Library, VCC Learning Centre, Centre for Teaching, Learning, and Research (CTLR), and the School of Instructor Education (SIE). These four units support and advance teaching and learning at the college in different, connected ways.

The VCC Library provides learning support to students by providing gathering spaces for study, access to resources and research help, computer labs, and laptop lending.

The VCC Learning Centre offers professional tutoring in math, sciences, English, business, and economics as well as workshops in study skills, cover letters and resumes, and English pronunciation and conversation.

CTLR leads and supports the college in innovative, high-quality teaching and curriculum design and in the effective use of educational technology.

SIE offers programs that prepare instructors to provide adult education such as the Provincial Instructor Diploma Program (PIDP) and the Trades Training Certificate.

Program offerings (cont'd)

Major Accomplishments for 2023/24

- Hired the Dean, Curriculum and Pedagogy who oversees CTLR; School of Instructor Education, and the Learning Centre.
- Hosted the Teaching, Learning, and Research Symposium with great sharing of best practices, research findings, innovative ideas, and diverse perspectives on teaching and learning in post-secondary education. We had the honour of two inspiring keynote speakers: Dr. Vanessa Andreotti and Dr. Gwen Point. Many amazing presenters, panelists, and student presentations were showcased. This was VCC's 6th annual symposium and was well attended.
- Expanded training and support for universal design for learning (UDL) and blended learning.
- Collaborated with BC Association of Aboriginal Friendship Centres creating anti-racism facilitation training with Indigenous courses in the PIDP with 20+ students enrolled in the pilot starting March 4, 2024.
- SIE is in the process of working with the Squamish Nation to Indigenize the PIDP program for a cohort of Squamish Nation students.
- Hired the Indigenous Initiatives Faculty advisor who will be part of the CTLR team.
- In the process of hiring an Indigenous Initiatives Coordinator in the Library.
- Library completed a comprehensive Education Services Renewal process and will be implementing recommendations in the next year.

Program offerings (cont'd)



International Education

VCC International Education welcomes international students from 76 countries in over 50 programs. Popular programs include post-degree diplomas in Canadian Business Management, Business and Project Management, Network Technology Administration and Security, and Hospitality. Additionally, our Hospitality Management diploma, Early Childhood Care and Education diploma, Cosmetology diploma, Culinary Arts diploma, and Transportation Trades diplomas remain popular choices for students seeking hands-on training that leads to employment. International students have an average GPA of 3.36.

The International Education department has robust services for international students including:

- International Peer Mentor Community to bring together student mentors and mentees across programs and campuses.
- Academic and immigration student advising with Regulated International Student Immigration Advisors.
- Cultural events in partnership with Student Union of VCC to organize and support various cultural celebrations such as Diwali and Lunar New Year.
- Integrated services to support international student settlement, employment, and housing.

International students choose VCC for high-quality programming, award-winning instructors, and post-graduation employment opportunities. In response to labour market needs and projected growth of international student enrolment, VCC will continue to create programs that support the needs and goals of international students.

Program offerings (cont'd)

In 2023, VCC developed a five-year International Education Strategic Plan with the following objectives and priority actions:

Indigenous perspectives

Integrate practices of decolonization and reconciliation in VCC's internationalization initiatives and actions to provide opportunities for the college community to learn about, celebrate, and honour Indigenous knowledge, cultures, and ways of being and in keeping with United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) and the Truth and Reconciliation Commission Calls to Action.

Actions:

- Collaborate with Dean of Indigenous Initiatives, Dean of Curriculum and Pedagogy, Elders, Knowledge Keepers, and Indigenous Faculty Initiatives Advisor to seek input, advice, and participation in the development and implementation of internationalization initiatives.
- Ensure international partnerships and collaborations align with principles of decolonization and reconciliation.
- Prioritize relationships with institutions that share a commitment to diversity, equity, and respect for indigenous rights.

Equity, diversity, inclusion and access

Integrate practices of equity, diversity, inclusion, and access in all areas of internationalization to promote a positive and inclusive college community.

Actions:

- Ensure that internationalization efforts and operations align with VCC's equity, diversity, inclusion, and access priorities.
- Support access to VCC programs and ensure regional, economic, and demographic student diversity are in alignment with provincial and federal priorities and frameworks.
- Support the ongoing development of teaching, learning, and assessment strategies that are inclusive of diverse ways of knowing and being.
- Coordinate intercultural competency training for students, staff, and faculty to enhance understanding of diverse cultures, backgrounds, and perspectives.

Program offerings (cont'd)

Student success

Support the well-being of students and enhance their experiences in successfully reaching their personal and professional goals.

Actions:

- Enhance student supports and services with a focus on mental health, career and settlement, and safe and secure living conditions, to help students overcome challenges and achieve their academic goals.
- Support program development that aligns with in-demand labour market outcomes as identified by provincial and national labour market analyses.
- Ensure opportunities for students to gain employment in careers related to their field of study and maintain high graduate employment rates and successful graduate outcomes.
- Prioritize students' best interests and hold VCC and its partners, including education agents, accountable to ethical business practices that comply with provincial and federal standards.

Global experiences and partnerships

Develop and enhance opportunities for the VCC community to participate in and benefit from global engagement through strategic partnerships and internationalization at home.

Actions:

- Develop a framework, establish partnerships, and create consistent processes for global engagement, mobility and exchange (both virtual and in-person) to increase student, staff, and faculty access to global experiences.
- Establish strategies for embedding internationalization at home into college initiatives.
- Provide financial support for internationalization and global engagement initiatives.
- Leverage positive outcomes from global experiences and partnerships to support students, staff and faculty to navigate complex global challenges.

Program offerings (cont'd)

Sustainability

Integrate and align relevant United Nations Sustainable Development Goals (SDGs) and environmental best practices into VCC's internationalization efforts and operations.

Actions:

- Strengthen our capabilities to design and implement strategies that minimize the negative impacts of social, economic and environmental crises and emerging challenges in alignment with the UN SDGs.
- Integrate environmental stewardship and best practices for sustainability into internationalization efforts and operations.
- Make operational decisions that support climate-conscious activities and align with provincial and federal frameworks and VCC's Environmental Sustainability Strategy.

In addition, VCC takes the following actions to develop and implement protections for international students that support their fair treatment:

1. Publicize clear policies and procedures that outline rights and responsibilities of VCC and of students including protections against discrimination, harassment, and unfair treatment.
2. Provide robust orientation program to all new international students to familiarize them with policies, resources and student services.
3. Offer dedicated international support services including academic and immigration advising, counselling, peer mentorship and tutoring to address their unique needs and challenges.
4. Provide cultural sensitivity training to faculty, staff and students to promote understanding and respect for diverse cultures and backgrounds.
5. Provide accessible grievance mechanisms with support from our ombudsperson to report incidents of unfair treatment and seek resolution.
6. Conduct regular surveys and feedback sessions with international students to share current services and identify areas for improvement.
7. Encourage collaboration with VCC student union to advocate for international student rights and ensure their voices are heard.
8. Partner with community services such as SUCCESS to provide additional supports and resources for international students facing challenges.
9. Promote equity, diversity, and inclusion through events, workshops, and activities that celebrate different cultures and perspectives.

Program offerings (cont'd)

Major accomplishments for 2023/24

- Developed five-year International Education Strategic Plan to inform and guide VCC's local and global engagement in our internationalization efforts. Strategic objectives include:
 - Indigenous Perspectives
 - Equity, Diversity, Inclusion and Access
 - Student Success
 - Global Experiences and Partnerships
 - Sustainability
- Responded quickly to Immigration, Refugees and Citizenship Canada (IRCC) policy changes to the international education student program and proactively worked to ensure minimal impact on enrolment. Issued first Provincial Attestation Letters in BC.
- Exceeded international enrolment and revenue projections in all program areas including those connected to labour market needs such as:
 - Health Care Assistant International Cohort
 - Early Childhood Care and Education International Cohort
- Travelled to Voi, Kenya with VCC delegation from TVET-25 Young Africa Works in Kenya project to support capacity building with our partners from Coast Institute of Technology, Voi, Kenya.
- Awarded Faculty Mobility for Partnership Building Program scholarships to send two faculty to pursue short-term teaching in Latin America.
- Obtained Global Skills Opportunity (GSO) funding for three collaborative projects:
 - Western Canada Mobility Network
 - Closing the Employer Gap on Global Skills Gained through Mobility
 - Indigenous COIL/VE Special Topics
- Selected to implement Kenya Blue Economy Skills Training (KBEST) institutional partnership in consortium with three other Canadian colleges.
- Increased strategic partnerships with national and international partners such as Mexico/ Querétaro University Partnership
- Built staff and student mobility framework to support UMAP International Secretariat regarding mobility opportunities for VCC staff and students.

Program offerings (cont'd)



Indigenous education and community engagement

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

Led by the Indigenous Education and Community Engagement (IECE) department, VCC provides culturally sensitive and safe learning environments that cater to the needs of Indigenous learners. Recognizing the diverse cultural backgrounds and perspectives within the college's student body, VCC is committed to fostering an inclusive atmosphere that respects and celebrates Indigenous knowledge, ways of knowing, being, and learning.

Through collaborative efforts with Indigenous communities and stakeholders, such as VCC's Elders-in-Residence, local First Nations, urban Indigenous groups, and the VCC Indigenous Advisory Committee, IECE develops programs, services, and initiatives that honour Indigenous traditions while promoting academic success.

Guided by the Indigenization Institutional Readiness Report Assessment and Planning Framework report and a refreshed Strategic Innovation Plan that has reconciliation and decolonization woven through every priority, VCC is well-positioned to begin the development of the VCC Indigenization Framework in 2024-2025. This commitment will advance VCC's decolonization, Indigenization, and reconciliation journey of becoming the institution of choice for Indigenous students.

Program offerings (cont'd)

VCC is dedicated to nurturing a supportive space where Indigenous learners feel valued, empowered, and inspired to thrive academically and culturally. By incorporating and embracing Indigenous perspectives into curriculum and campus life, VCC is creating an educational experience that is enriching, meaningful, and transformative for all students.

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Major accomplishments for 2023/24

Indigenization and decolonization:

- Hiring of two new Indigenous leaders at the level of Dean was successfully completed in VCC's ongoing commitment to Indigenization, decolonization, and reconciliation. The two roles are: Dean, Indigenous Initiatives in the Students and Community Development portfolio and Dean, Pedagogy and Curriculum in the Academic portfolio. The search and recruitment process was initiated with extensive internal and external Indigenous community input and concluded with an Indigenous welcome blanketing ceremony in Squamish traditions.
- VCC's refreshed brand identity includes a new logo that is inspired by the Coast Salish Longhouse, demonstrating a strong connection to the land VCC is situated on and reflecting our commitment to Truth and Reconciliation. This was accomplished through an engagement process that included Indigenous Cultural Advisors.
- VCC continues to exceed the Government of Canada's 50/30 Challenge, with diverse Indigenous representation in key leadership portfolios.
- VCC provides employees with the opportunity to access various cultural training options such as: the San'yas Cultural Safety training from the Provincial Health Services Authority, various Indigenous lunch and learn opportunities, Land Acknowledgement workshops; Indigenous events such as Medicine Wheel workshops at Mental Health day, and various other cultural activities.
- IECE, in collaboration with various on campus educational and student support departments, provides expertise regarding institution-wide decolonization and Indigenization initiatives focused on curriculum, policies, procedures, programs, services, via representation on various committees and working groups such as: Administrative Policy, Alumni Awards, Curriculum, International Education, Environmental Sustainability, Operations, to name a few.

Program offerings (cont'd)

- VCC has a Community of Practice (COP) group on Indigenization and Decolonization which is composed of Indigenous and non-Indigenous faculty and staff who collaborate on decolonization and Indigenization activities. The Committee aims to champion the reclamation, revitalization, and incorporation of Indigenous cultural practices, values, beliefs, and languages. The Committee also address systemic and institutional barriers faced by Indigenous peoples. Through campus wide initiatives, the Committee will seek to create a safe space for dialogue while fostering an environment of respect, reciprocity, understanding, and coexistence.
- Campus-wide Indigenous ceremonies have been held at VCC including: a Blanketing Ceremony to welcome the two new Indigenous Deans, unveiling the Tamara Bell Residential School Art Installation commemorating the survivors of Canada's Indian Residential School system.
- Collaborated with members from the xʷməθkʷəy̓əm (Musqueam), Skwx̱ wú7mesh (Squamish), and səliłwətał (Tseil-Waututh) Nations to hold a traditional ground blessing. The event honoured the history of the land and prepared the campus for the construction of the new Centre for Clean Energy and Automotive Innovation.
- Regularized professional development of: Introduction to Land Acknowledgements (how and why) and the new advanced professional development opportunity "Moving Beyond Land Acknowledgement".
- In partnership with People Services department, provide new employee orientation presentation regarding IECE department, Indigenous-focused services, and resources.
- Expansion of the Three Sisters and Indigenous Medicine Garden inviting faculty and students to learn about Coast Salish indigenous plants and their uses, further decolonize and Indigenize curriculum, as well as combat student food insecurity issues.
- Participated in the Victory Square Indigenous Veterans Ceremony. VCC's leadership honoured Indigenous veterans and laid a wreath at the veterans' ceremony (November 2023).
- An Indigenous micro-credential is under development regarding Allyship and Effects of Colonization, which includes local host First Nations and broad Indigenous perspectives.

Supporting indigenous learners

- Operationally maintain both the Downtown and Broadway Indigenous Gathering Spaces, including pantries that provide nutritious food options for Indigenous learners.
- IECE runs a successful Indigenous Student Aide ("cousins") program that supports Indigenous students in their pursuit of post-secondary education at VCC. "Cousins" offer peer-to-peer student support in the Downtown and Broadway Gathering Spaces and provide a student perspective to ensure Indigenous students feel welcomed, included, and supported to succeed in their VCC educational journey.

Program offerings (cont'd)

- Provide prospective, new, and current Indigenous learners with online, in-person, and phone consultations regarding student supports and services.
- Development and delivery of a VCC Learning Centre Tutoring and Academic success workshop in the student Indigenous Gathering spaces (Downtown and Broadway).
- Delivered regularized Indigenous cultural workshops and learning opportunities.
- Established VCC's Indigenous student focus group (Downtown and Broadway campus).
- Expanded grants and resources via the VCC Foundation that supports student bursaries, scholarships, and professional development opportunities that focus on Truth and Reconciliation, UNDRIP, as well as support services that address student food insecurity. Also, designated Indigenous VCC student Entrance Awards designed to positively influence a student's decision to attend VCC and to influence retention in undersubscribed programs. Delivery of Assessment Centre Waiver—A one-year pilot funding to allow for one-year funding to determine institutional need. These initiatives complement the Ministry's Indigenous Emergency Assistance funds that support learners struggling financially when transitioning to post-secondary and the associated costs of living in Metro Vancouver.
- Regularized delivery of a VCC Indigenous student laptop and iPad lending program to support access to electronic resources that support academic success.
- Development of Indigenous-focused cohorts in response to advancing Indigenous priorities are underway such as: Squamish Nation PIDP program, Musqueam Indian Band Trades workshops, and Aboriginal Community Career Employment Services Society Trades Sampler Program.

Community engagement

- Extensive engagement in the hiring of two Deans (mentioned above), Dean, Indigenous Initiatives, and Dean, Pedagogy and Curriculum which included:
 - The three host First Nations xʷməθkʷəy̓əm (Musqueam), Skwx̌ wú7mesh (Squamish), and səliłwətał (Tsleil-Waututh) Nations representatives, IECE department, Indigenous Elders, Cultural Knowledge holders, Indigenous board member, and VCC senior leadership collectively worked together as part of the Indigenized hiring process.
 - Engaged Leaders International—Indigenous & Diversity Board Practice. The objective of our Board practice is to enhance diversity and representation on the boards of Canadian organizations, with an emphasis on underrepresented groups including women, Indigenous persons, racialized persons, persons with a disability, and persons of a minority sexual orientation and/or gender identity.

Program offerings (cont'd)

- Extensive engagement (as mentioned above) with members from the xʷməθkʷəy̓əm (Musqueam), Skwx̱ wú7mesh (Squamish), and səliłwətał (Tsleil-Waututh) Nations to hold a traditional ground blessing. The event honoured the history of the land and prepared the campus for the construction of the new Centre for Clean Energy and Automotive Innovation.
- Advanced an Indigenous consultative process with the VCC's Indigenous Advisory Committee—to meet on a quarterly basis, and creation of quarterly Engagement Meetings with the three local Host First Nations.
- Attendance at external Indigenous events and Initiatives that connect with possible Indigenous prospective VCC learners and Partnership opportunities (School visits, Indigenous Community events, Various Indigenous agencies and communities).

Program offerings (cont'd)



Partnership Development Office

VCC's Partnership Development Office (PDO) is a key entrepreneurial hub for expansion of educational collaboration with community, industry, and government partners. The PDO's Access+ projects and initiatives enhance and diversify VCC's community engagement by growing partnerships, incubating programming ideas, developing pedagogical resources and tools, and by offering **tuition free rapid training and workforce development solutions** to address community's skill shortage and emerging labour market needs.

PDO's wide ranging workforce development projects provide accessible, inclusive and barrier free employability and vocational skills training to marginalized and underserved members of the community. This is in alignment with BC's StrongerBC Plan of supporting people and families by expanding opportunities in education and training. Through these projects, the PDO has developed local, regional, and national partnerships that speak to our commitment of building community capacity through meaningful collaborations.

VCC's CareerLAB — an internal college initiative that the PDO oversees — is dedicated to enhancing VCC's career guidance, work integrated learning (WIL), and employer engagement capacity. Our collective initiatives continue to play a vital role in assisting underrepresented groups (new immigrants, persons of color, women, youth, Indigenous learners, students with disabilities, international students, protected refugees) develop strong career management skills to find, sustain, and progress in their chosen careers in today's ever-evolving labour market.

Program offerings (cont'd)

Major accomplishments for 2023/24

- Leadership Skills micro-credential, partnership with Options Community Services
 - The PDO delivered a Leadership Skills Micro-credential to 12 participants in the Re:Align project at Options Community Services. The MC included 4 courses of total 60 learning hours, and the credits earned can be used by the learners to continue with the Applied Leadership and Business Management Certificate. The Re:Align project was funded by ASPECT BC to assist newcomers from a refugee background to find commensurate employment in Canada.
- Skills Enhancement for Newcomers, partnership with Colleges and Institutes Canada (CICan)
 - The PDO represented VCC to participate in the Skills Enhancement for Newcomers project managed by CICan (with funding from Employment and Social Development Canada). The project provided newcomers with three Skills for Success micro-credentials (communication, collaboration and adaptability) to accelerate their essential workplace skills across occupations. VCC enrolled and supported 50+ newcomer learners in these self-guided, online courses, with a completion rate of almost 90%.
- Accessible Navigation to Employment (ANTE), partnership with Canadian Hard of Hearing Association
 - The PDO represented VCC to participate in the Skills Enhancement for Newcomers project managed by CICan (with funding from Employment and Social Development Canada). The project provided newcomers with three Skills for Success micro-credentials (communication, collaboration, and adaptability) to accelerate their essential workplace skills across occupations. VCC enrolled and supported 50+ newcomer learners in these self-guided, online courses, with a completion rate of almost 90%.
- ECE Assistant training project, partnership with Pacific Immigrant Resources Society
 - The PDO received funding from the Ministry of Post-Secondary Education and Future Skills to deliver an Early Childhood Education Assistant project that aimed to train immigrant and refugee women and assist them to enter the ECE field. We partnered with the Pacific Immigrant Resources Society because of their experience in supporting immigrant and refugee women, and their expertise in trauma-informed childcare. This partnership is a great example of how the expertise of a post-secondary institution and a community organization can be combined to maximize the impact on learners, especially those who need specialized assistance.

Program offerings (cont'd)

- Community Adult Literacy Program (CALP) partnership – partnership with Mount Pleasant Neighborhood House in the Family Literacy Outreach (FLO) program
 - VCC has a long-time partnership with Mount Pleasant Neighborhood House (MPNH) whereby the Family Literacy Outreach program is delivered through Community Adult Literacy Program funding (Ministry of Post-Secondary Education and Future Skills) every year. The FLO program provides home-based English learning opportunities to about 80 immigrant women (and their children) annually who cannot attend an institution-based program due to family situations. MPNH recruits and trains tutors who are matched with the women to not only support their own learning, but also help them assist their children to learn. The PDO Director participates in the program advisory committee and engages relevant VCC resources to support the program.
- 4-College Alliance: College 101 pilot project
 - 2023-24 is the third year of the 4-College Alliance initiative (funding from the Counselling Foundation of Canada) that involves VCC, Mohawk College, Red River College Polytechnic, and Nova Scotia Community College. The alliance is designed to stimulate inter-college exchange and collaboration, and to generate new project ideas. This year, the PDO adopted a learning curriculum from Mohawk College's City School and delivered a pilot project called College 101, a short course that was designed to introduce college studies to community members with an interest in postsecondary learning who are unsure of their own readiness. The course participants were referred by different community service organizations.
- WIL project on employer engagement and enhancement of WIL activities
 - Thanks to the WIL funding from the Ministry of Post-Secondary Education and Future Skills, the PDO collaborated with the Marketing Technology Department – currently without a conventional WIL component – to explore new employer connections and WIL opportunities via activities such as industry networking event and mini career fair. With more WIL funding coming through in the next two fiscal years, the PDO will continue to deepen collaboration with VCC departments in enhancing their WIL activities, especially related to employer engagement.

Program offerings (cont'd)



Student success

VCC provides integrated, value-added services, programs, and initiatives that serve over 13,000 students across two campuses. Our team of more than 120 regular and auxiliary professionals serve VCC in 11 departments:

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

These departments take a comprehensive, college-wide approach to student development, retention, and well-being, and work in close collaboration with academic and administrative departments. Quality, relevance, accessibility, and sustainability of services are regularly reviewed to support students to become intentional in their learning, engaged in their college experience, and successful in their chosen programs.

Program offerings (cont'd)

Major accomplishments for 2023/24

- In response to the 'BC Accessibility Act' and supported by a highly engaged Accessibility Committee, VCC developed and launched its first Accessibility Plan, which also included an ongoing feedback mechanism.
- Initiated work to renew the Accommodation for Students with Disabilities policy to ensure currency with evolving legislation and best practices.
- Conducted the first year of a two-year pilot providing student access to an online mental health peer support community and resource platform known as 'Togetherall'.
- Implemented the use of a new language assessment tool (Accuplacer) in the college's Assessment Centre currently used for students looking at access Applied programs and the English as Additional Language program.
- Conducted VCC's first campus-wide well-being survey that included disaggregated data and embraced a holistic approach informed by pan-institutional leadership representing Indigenization/Decolonization, Equity, Diversity & Inclusion (EDI), Environmental Sustainability, Mental Health and Well-being and Institutional Research.
- In collaboration with the VCC Student Union, expanded access to free menstrual products beyond universal washrooms and into all female washrooms.
- Developed a domestic student recruitment plan that is highlighted by revamped engagement with secondary schools and counsellors, as well as expanded participation with community events in order to build awareness and support enrolment.
- Enhanced EducationPlannerBC information to be more student centric and provide an improved application experience.
- Launched and supported a comprehensive list of enrolment offerings within the BC Future Skills Grant and facilitated access for students.
- Launched new entrance awards and assessment fee waiver program to strengthen recruitment and retention efforts with prioritization of specific population as well as programs with low enrolment.
- In response to on-going demand, the college continues to increase loaner devices (e.g. laptops, iPads) to support student access to the needed technology.

Program offerings (cont'd)



Youth In Care

In 2023/24, VCC had 49 former Youth in Care benefit from the B.C. Government's tuition waiver program, with a total of \$184,697 distributed. This represents an increase of 1.2% over the last year.

VCC is actively engaged in ensuring the message gets out to former Youth in Care individuals. Through promotion and building awareness of the program, to ensuring that the campus community is aware of this benefit, early identification of individuals is supported through easy and accessible approaches. This includes actively promoting this benefit to potential students who are first in contact with VCC. From the recruitment stage through to attendance, we ensure a consistency of message to support students on their journey. This also has included additional supports and services as required and has also included emergency bursaries where there is an identified need.

VCC maintains strong communication with other institutions and is always looking for innovative methods to assist former Youth in Care throughout their educational journey. While some institutions have experimented with the 'Navigator' model, VCC consistently offers highly responsive support through its student and enrolment services departments. This is in addition to close collaboration with teaching areas throughout the college as needed. To enhance the comprehensive support available to former Youth in Care, as well as vulnerable and underrepresented students at VCC, both on and off campus, a representative from VCC is involved in the Campus Navigator Community of Practice.





Mandate letter

The annual Mandate Letter received by VCC provides strategic priorities and key performance expectations for the fiscal year and provides the framework for this Institutional Accountability Plan and Report. The Mandate Letter contains multiple priorities.

Mandate letter (cont'd)

Mandate Priority #1

Delivering educational and training programming as described in the StrongerBC Future Ready Action Plan to equip British Columbians to capitalize on new opportunities and remain resilient in the face of unprecedented change, including the continued expansion of access to affordable, accessible and relevant training, such as through micro-credentials and expanded health seats.

Priority indicators

VCC continues to deliver a significant proportion of its programming in the Health Care and Trades sector, including expansions of delivery in the Care Economy and Technology spaces over the past year.

VCC has been engaged in Tech Seat expansion over the past several years, adding additional seats in the Electronics Repair Technician Program, and has increased the number of seats delivered in the Early Childhood Education program to address the demand for more professionals in the care economy.

VCC has developed several micro-credentials, including a suite of credentials in collaboration with DigiBC.

VCC has also been at the forefront in developing a comprehensive digital credential wallet, providing a streamlined solution for the issuance and management of micro-credentials.

Amongst the most popular micro-credentials was Production for Animation and VFX, Production Management for Video Games, Leadership Skills, and Small Business Administration.

Continued to support significant Health Care Assistant enrolments through the HCAP program. Increases in enrolment to Access to Practical Nursing program.

- 12 additional seats were offered in the Medical Lab Assistant program with one-time Ministry funding.
- The first cohort of the International Health Care Assistant Diploma program (24 students) was offered in Jan 2023 to meet the increasing demand for HCAs. A second cohort of 24 students started in Sep 2023.
- The Pharmacy Technician program increased seat capacity from 20 to 22 students per intake.
- 48 Health Care Assistant Partnership Pathway (HCA-PP) seats were delivered in 2023/24.

Mandate letter (cont'd)

- Dental Hygiene increased enrolment from 22 to 28 students in 2023/24 to meet increasing demand.
- Dental Technology enrolment increased by 9% in 2023/24 with a mix of domestic and international students.
- Health programs admissions requirements have been reviewed and revised to align with other post-secondary programs.
- Expanding dual credit opportunities to health programs beyond Vancouver School Board to include Richmond School District and North Vancouver School District
- The Health Care Assistant program had 5 dual credit students from Vancouver School Board in the September 2023 intake.

The graduation rate in tech programs remains at 95% for Diploma programs.

Approximately 86% of graduates from the Graphic Design Diploma program and Building Information Modeling (BIM) and Computer-Aided Design (CAD) find employment within six months of graduation.

Number of collaborations with tech companies for internships, co-op programs, and job placements.

Electronics Repair has a primary partnership with Best Buy, which has hired 9 VCC graduates to date. Notably, two of these graduates have transitioned to roles at Bosch, demonstrating advancement opportunities within our network. Additionally, we are in discussions with Trail Appliances regarding potential opportunities for our students.

DMD: 23 industry partnerships

CAD/BIM: 65 industry partnerships.

Micro-credentials:

Number of Micro-Credentials Offered: 3 STBC Refreshers 2 zero emission 1 ADAS

With the aid of provincial funding, developed two new micro-credentials (Project Management for Video Games; Fashion for Film) and created a hyflex version of our Production for Animation and VFX micro-credential to enable remote access to the content across the province.

Continued to contribute input and feedback on provincial micro-credential conversations with BC Campus, Continuing Education Association of BC (CETABC), and BC Colleges.

Mandate letter (cont'd)

Mandate Priority #2

Working with SkilledTradesBC, Indigenous leadership, and partners to ensure Indigenous voices are reflected in trades training decision-making that impacts Indigenous workers, businesses, and communities.

Priority indicators

VCC was engaged with First Nations communities, including Heiltsuk Nation, in the co-creation of culinary programming that reflects the culinary knowledge and practice of the nation, and is in support of culinary professionals for the Nation. This practice of curricular co-creation is being expanded to other First Nations communities.

Trades continues to perform well, with utilization rates between 70 and 80% for Baking and Culinary Apprenticeship programs to over 100% for many of our automotive programs to a high of 319% for our Auto Service Technician Online Apprenticeship program. Non-Apprenticeship trades programs had utilization rates between 80% and 120%.

- **Collaboration and feedback:** VCC collaborates with SkilledTradesBC to align our trades programs with industry standards and best practices. Through these partnerships, VCC gathers feedback on curriculum development, training methods, and support services to better serve Indigenous learners. Based on feedback, VCC has made adjustments to our trades programs to include culturally relevant content and teaching methods that resonate with Indigenous students. This includes integrating traditional knowledge and practices into the curriculum.
- **Community engagement:** VCC engages with Indigenous communities to understand their unique needs and challenges. This includes meetings with partners and organizations supporting Indigenous students, taking part in workshops and discussions where community members can provide input on the trades programs. VCC works with local industry partners to create apprenticeship and employment opportunities for Indigenous students. These partnerships help ensure that the skills taught in the programs are directly applicable to the job market. An example of this is with Aboriginal Community Career Employment Services Society (ACCESS) for the ACCESS to Salon and Spa program.

Mandate letter (cont'd)

- **Cultural competency training:** To better support Indigenous learners, VCC Heavy Mechanical Trades faculty/staff and other faculty throughout the college were provided cultural competency training for instructors and staff. An example of this is the SAN'YAS ANTI-RACISM INDIGENOUS CULTURAL SAFETY TRAINING PROGRAM. This training helped create a more inclusive and supportive learning environment.
- **Educational collaborations:** VCC collaborates with other educational institutions to share best practices and resources for supporting Indigenous learners in trades programs

Mandate letter (cont'd)

Mandate Priority #3

Continuing to provide culturally sensitive and safe learning environments for Indigenous learners to maximize their participation and success in post-secondary education.

Priority indicators

VCC launched two new courses focused on Indigenization within curriculum, including Impact of Colonization on the Health and Wellbeing of Indigenous Peoples (part of International Health Care Assistant Diploma), offering a comprehensive understanding of healthcare challenges faced by Indigenous communities.

Mandate letter (cont'd)

Mandate Priority #4

Developing and implementing protections for international students that support their fair treatment.

Priority indicators

VCC has an active International Education Strategic Plan (IESP) that has been approved by both Education Council and the VCC Board of Governors.

The 2024-2029 IESP includes the following objectives and action items:

Indigenous perspectives

Integrate practices of decolonization and reconciliation in VCC's internationalization initiatives and actions to provide opportunities for the College Community to learn about, celebrate, and honour Indigenous knowledge, cultures, and ways of being and in keeping with United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) and the Truth and Reconciliation Commission Calls to Action.

▪ Actions:

- Collaborate with Dean of Indigenous Initiatives, Dean of Curriculum and Pedagogy, Elders, Knowledge Keepers, and Indigenous Faculty Initiatives Advisor to seek input, advice, and participation in the development and implementation of internationalization initiatives.
- Ensure international partnerships and collaborations align with principles of decolonization and reconciliation.
- Prioritize relationships with institutions that share a commitment to diversity, equity, and respect for Indigenous rights.

Equity, diversity, inclusion and access

Integrate practices of equity, diversity, inclusion, and access in all areas of internationalization to promote a positive and inclusive college community.

▪ Actions:

- Ensure that internationalization efforts and operations align with VCC's equity, diversity, inclusion, and access priorities.

Mandate letter (cont'd)

- Support access to VCC programs and ensure regional, economic, and demographic student diversity in alignment with provincial and federal priorities and frameworks.
- Support the ongoing development of teaching, learning, and assessment strategies that are inclusive of diverse ways of knowing and being.
- Coordinate intercultural competency training for students, staff and faculty to enhance understanding of diverse cultures, backgrounds, and perspectives.

Student success

Support the well-being of students and enhance their experiences in successfully reaching their personal and professional goals.

▪ Actions:

- Enhance student supports and services with a focus on mental health, career and settlement, and safe and secure living conditions, to help students overcome challenges and achieve their academic goals.
- Support program development that aligns with in-demand labour market outcomes as identified by provincial and national labour market analyses.
- Ensure opportunities for students to gain employment in careers related to their field of study and maintain high graduate employment rates and successful graduate outcomes.
- Prioritize students' best interests and hold VCC and its partners, including education agents, accountable to ethical business practices that comply with provincial and federal standards.

Global experiences and partnerships

Develop and enhance opportunities for the VCC community to participate in and benefit from global engagement through strategic partnerships and internationalization at home.

▪ Actions:

- Develop a framework, establish partnerships, and create consistent processes for global engagement, mobility and exchange (both virtual and in-person) to increase student, staff and faculty access to global experiences.
- Establish strategies for embedding internationalization at home into college initiatives.
- Provide financial support for internationalization and global engagement initiatives.
- Leverage positive outcomes from global experiences and partnerships to support students, staff, and faculty to navigate complex global challenges.

Mandate letter (cont'd)

Sustainability

Integrate and align relevant United Nations Sustainable Development Goals (SDGs) and environmental best practices into VCC's internationalization efforts and operations.

▪ **Actions:**

- Strengthen our capabilities to design and implement strategies that minimize the negative impacts of social, economic, and environmental crises and emerging challenges in alignment with the UN SDGs.
- Integrate environmental stewardship and best practices for sustainability into internationalization efforts and operations.
- Make operational decisions that support climate-conscious activities and align with provincial and federal frameworks and VCC's Environmental Sustainability Strategy.

Mandate letter (cont'd)

Mandate Priority #5

Meeting or exceeding the financial targets identified in the Ministry's Service Plan tabled under Budget 2023.

Priority indicators

VCC has met the targets by producing a surplus of \$1.1 million for Fiscal 22/23 and a forecasted surplus of \$1.3 million for Fiscal 23/24.

Mandate letter (cont'd)

Mandate Priority #6

Complying with the Tuition Limit Policy, which sets a two percent cap on tuition and mandatory fee increases for domestic students to ensure programs are affordable.

Priority indicators

VCC is in compliance with the Tuition Limit Policy by applying the 2% maximum increase for Tuition and Mandatory fees

VCC annually submits the Tuition and mandatory fees Report to The Ministry.

Mandate letter (cont'd)

Sexual Violence and Misconduct

VCC continued its efforts to educate the college community on preventing sexual violence and reducing barriers to reporting sexual violence and misconduct throughout 2023. VCC's largest effort in this area was its partnership with REES, an online platform for students and employees to report incidents of sexual violence to the college. These reports can be identifiable or anonymous depending on the individuals' preference. Throughout the year, additional features were added to the platform, including a real-time anonymous chat option for survivors to reach out to a college representative. During the initial roll-out, VCC developed new marketing materials, an updated website, and regular news items to introduce students to the platform. The Sexual Violence Support Services also hosted a booth at the student Welcome Days to advertise services and resources for students.

VCC reviewed and updated its Sexual Violence and Misconduct Policy and Procedures in 2023. VCC students participated in the Ministry's "Student Perceptions of Sexual Violence Survey" in 2022 and the results of this survey informed many aspects of the policy review. The Department of Safety, Security, Risk and Privacy also coordinated with the Student Union of VCC to arrange outreach opportunities to students to gather information about student awareness of the policy and student recommendations for changes and additions. In addition to connecting with the VCC student body, the college also incorporated recommendations from the student advocacy group Students for Consent Culture into its policy review.

Following the recommendations and information from the surveys and outreach, the review focused on reducing barriers to reporting, supporting survivors, and reinforcing the college's commitment to Indigenization and decolonization. Key additions to the policy include:

- A commitment not to inquire about a survivor's sexual history (rape shield protection);
- The adaption of the definition of sexual violence and misconduct to now include unauthorized sharing of intimate images (including AI generated images);
- The encouragement of Indigenous students to incorporate practices from their nation(s) into any aspect of the reporting and investigation process;
- Immunity clauses for survivors making a report;
- Protections from face-to-face encounters; and
- Clearly defined and reasonable timelines for a complaint process.

In 2023 VCC continued to participate in provincial working groups, including the development of the Province's Sexualized Violence Action Plan and the Sexual Violence Data and Reporting Working Group.

Mandate letter (cont'd)

Within the college, the Department of Safety, Security, Risk and Privacy partnered with the International Education department and MOSAIC to host a learning session on consent and sexual violence resources for international students. The Department of Safety, Security, Risk and Privacy continues to provide 10-12 training sessions annually on the Sexual Violence and Misconduct Policy and Procedures and reporting options to new students and employees.

K-12 Transitions and Dual Credit Review

VCC's numerous Youth Train in Trades programs allow high school students to gain streamlined entry into in-demand trades careers while earning SkilledTradesBC certifications. In 2023-24, 13% of all the students in trades programs were Youth in Trades Training (YIT). In seven different programs, 165 YIT students studied Automotive Collision Repair, Automotive Service Technician, Heavy Duty/Commercial Transportation, Baking and Pastry Arts, and Culinary Arts. This included the launching of two extra Automotive Service Technician programs in Burnaby (School District 41) and the Sunshine Coast (School District 46).

Work-Integrated Learning

Experiential learning is integral to VCC programming and VCC has been embedding work-integrated learning (WIL) experiences into applied skills programs for decades. Over half of VCC's applied skills programs include a required WIL component which provides students the opportunity to enrich their newly developed skills in a real-world setting, with employer and community partners. Employer partners benefit from access to highly skilled new recruits. By providing meaningful work experiences for students, employers get the opportunity to contribute to the development of the talent pool for their industry and to the development of the BC labour market in general.

WIL placements at VCC range from mandatory professional practicums/clinical placements in healthcare settings to diverse work experience placements of 3-4 weeks in length. In all forms of WIL at VCC, the students in 23/24 put to work both the technical skills and the soft skills they've developed throughout their educational program. In many cases, students are hired by their employer hosts and all students have opportunity to network within their host organization and to gain valuable references for their future career search.

B.C.'s Labour Market Outlook for 2023 provides a 10-year forecast of the flow of supply and demand for labour in the province, including High Opportunity Occupations (HOO). 65% of the certificate and diploma programs with WIL are HOO which are expected to provide the best opportunities for employment over the next 10 years. In addition, of the five industries that will generate approximately 55% of all job openings in the province, 70% of the WIL programs are in the Health Care & Social Assistance and Educational Services categories.

Mandate letter (cont'd)

22 students – Administrative Accounting and Bookkeeping Training (AAAB)

16 students – Early Childcare Education Assistant (ECEA)

31 students – Supportive Care Assistant (SCA)

VCC Programs that include WIL:

Continuing Studies	Paralegal
	ECCE
	Fashion Design
	Medical Device Reprocess Technician (MDRT)
	Counselling skills
School of Arts & Sciences	College and Career Access
	Job Readiness Program (DHH)
School of Trades	Esthetics
	Hairstyling
	Graphic Design
School of Health	Access to Practical Nursing
	Dental Hygiene
	Health Care Assistant
	Medical Lab Assistant
	Nursing BScN
	Occupational / Physical Therapy Assistant (OPTA)
	Pharmacy Tech
	Practical Nursing
School of Hospitality, Food Studies, and Applied Business	Administrative Professional
	Office and Legal Administration
	Medical Office Careers
	Baking & Pastry Arts
	Culinary Arts - international
	Hospitality Management diploma
	Business Management



Performance plan

The five priorities in VCC's Strategic Innovation Plan (SIP) represent tangible, shared goals for program innovation, campus development, fiscal sustainability, and social responsibility. The following table displays these priorities in relation to *PSFS's Public Post- Secondary System Strategic Objectives*.

Academic innovation

Capacity	▪ Deliver sustainable programming and student services that align with our institutional values, community, and labour market demands.
Access	▪ Review and renew curricula and teaching practices for greater inclusion of diverse ways of knowing and being. ▪ Reflect and respect Indigenous knowledge, culture, and history in academic planning and delivery.
Quality	▪ Develop, optimize, and embed workflows to transform student experience by meeting learners where they are in a student-centered approach
Relevance	▪ Build a diverse educational delivery model that supports lifelong learning and responds to evolving student, community, and employer needs.
Efficiency	▪ Build a diverse educational delivery model that supports lifelong learning and responds to evolving student, community, and employer needs.

Performance plan (cont'd)

Campuses of the future

Capacity	▪ Develop a technology infrastructure that supports education and service delivery on-campus and in virtual spaces. ▪ Advance the Campus Plan and develop a strategic campus stewardship plan for our current facilities.
Access	▪ Foster belonging and well-being by integrating the context and priorities of Indigenous communities in campus design and planning. ▪ Demonstrate universal and intercultural principles for equitable access to spaces and diverse experiences in learning and working.
Quality	▪ Advance the Campus Plan and develop a strategic campus stewardship plan for our current facilities.
Relevance	▪ Commit to environmental sustainability by expanding existing and introducing new initiatives for climate justice and emergency management.
Efficiency	▪ Develop a technology infrastructure that supports education and service delivery on-campus and in virtual spaces.

Operational excellence

Capacity	▪ Develop financial stewardship initiatives and diverse revenue strategies that promote budgetary literacy and fiscal health.
Access	▪ Review college policies and procedures through the lens of decolonization and reconciliation. ▪ Renew operational practices and languages for greater access, equity, and inclusion.
Quality	▪ Identify formalized strategies and processes to mitigate institutional risk. ▪ Advance system integration, access, and user experience through digital transformation across the institution.
Relevance	▪ Advance system integration, access, and user experience through digital transformation across the institution.
Efficiency	▪ Identify formalized strategies and processes to mitigate institutional risk.

Performance plan (cont'd)

Empowered people and inclusive culture

Capacity	▪ Create a culturally aware and inclusive workplace that provides equitable opportunities for Indigenous and diverse representation, participation, and success. ▪ Promote employee well-being by embedding all aspects of health into work culture.
Access	▪ Review and reimagine People Services through the lens of decolonization and reconciliation. ▪ Build a respectful and safe work environment that is free from harassment and discrimination for all employees.
Quality	▪ Foster a robust talent-base by supporting career and professional development, advancement opportunities, and succession planning.
Relevance	▪ Create a culturally aware and inclusive workplace that provides equitable opportunities for Indigenous and diverse representation, participation, and success.
Efficiency	▪ Build a respectful and safe work environment that is free from harassment and discrimination for all employees.

Engaged communities

Capacity	▪ Build a strong college presence through a strategic brand and communications plan that engages new opportunities. ▪ Leverage our alumni and donor relations to expand educational opportunities and support major capital projects through strategic fundraising.
Access	▪ Engage equity- deserving groups and local cultural diaspora in meaningful collaborations that contribute to our diverse communities.
Quality	▪ Grow external partnerships and associations that increase our community impact and industry recognition.
Relevance	▪ Deepen our relationships with Indigenous communities that are reciprocal and respectful of their perspectives and priorities. ▪ Grow external partnerships and associations that increase our community impact and industry recognition.
Efficiency	▪ Leverage our alumni and donor relations to expand educational opportunities and support major capital projects through strategic fundraising.





Financial information

VCC's audited financial statements can be viewed [here](#).



Appendix A: Performance measure results

The following reports on VCC's performance relating to PSFS's six public post-secondary system strategic objectives and 16 performance measures as laid out by the Performance Measures Working Group.

PSFS system strategic objectives	Standard performance measures
Capacity The B.C. public post-secondary system has sufficient capacity to meet the evolving needs of the province.	▪ Student spaces ▪ Credentials awarded ▪ Sponsored research funding ▪ Credentials awarded to aboriginal students
Access The B.C. public post-secondary system provides equitable and affordable access for residents.	▪ Indigenous student spaces ▪ Transition rate of high school students to public post-secondary education ▪ Participation rate ▪ Loan repayment as a percent of income ▪ Undergraduate tuition and fees as a percent of median household income
Quality The B.C. public post-secondary system provides quality through enriched educational experiences that meet the learning objectives of students.	▪ Student satisfaction with education ▪ Student assessment of the quality of instruction ▪ Student assessment of skill development

Appendix A (cont'd)

Relevance

The B.C. public post-secondary system is relevant, having breadth and depth of programming to meet the evolving economic needs of the province.

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

Efficiency

The B.C. public post-secondary system is efficient, providing multiple and flexible student pathways with clear returns on public and individual investments.

- First year retention rate
- Time to completion

Source: Ministry of Post-Secondary Education and Future Skills (PSFS) 2022-2023 Accountability Framework

System objective: Capacity

Student spaces

Student spaces is the number of Full-Time Equivalent (FTE) student enrolments delivered overall and in designated program areas. Institutional totals include all PSFS FTEs; SkilledTradesBC FTEs are not included in the calculation. Developmental programs total does not include Language Instruction for Newcomers to Canada (LINC) or Adult Special Education.

VCC FTEs	2021/22 Actual	2022/23 Actual	2023/24 Actual	2023/24 Target	Assessment
Total Student Spaces (FTE)	3,505	3,620	3,735	≥6,676	Not achieved
Nursing and other Allied Health Programs	1,065	983	916	≥901	Achieved
Developmental Programs	748	905	1,022	≥990	Achieved

Note: Total of PSFS FTEs delivered. SkilledTradesBC FTEs not included. Actual SkilledTradesBC FTE for 2023-24 were 963. LINC FTE student enrolments are no longer eligible to be included in the developmental totals. Actual LINC FTE for 2023-24 were 472.

Appendix A (cont'd)

Regarding VCC's FTE targets overall, VCC's position is that these targets are not adequately articulated in relation to our current Ministry grant allocation. VCC's FTE target has been relatively consistent for the past 20 years and continues to reflect \$11 million in funding from a Labour Market Development Agreement (LMDA) that is no longer in effect. The loss of this LMDA funding represents a 20% reduction in grant funding which is approximately 1,500 FTE in domestic enrolment. Despite this, our overall FTE target has never been adjusted accordingly.

VCC continues to evaluate and pursue equity in these areas and more. A major component of this work is our active engagement in the government's current funding review for post-secondary institutions in B.C.

Credentials awarded

The average number of credentials awarded to domestic students by public post-secondary institutions in the most recent three years.

	Actual			Target	Assessment
	2021/22	2022/23	2023/24	2023/24	2023/24
VCC total credentials awarded	1,824	1,810	1,778		
Bachelor			85	≥ 65	Achieved
Certificate			1,234	≥ 1,269	Substantially Achieved
Developmental			47	≥ 52	Substantially Achieved
Diploma			357	≥ 425	Not Achieved
Short Certificate			54	≥ 57	Substantially Achieved

Appendix A (cont'd)

System objective: Access

Indigenous student spaces

Full-Time Equivalent (FTE) of self-identified Indigenous students at VCC delivered in all program areas.

	Actual			Target	Assessment
	2021/22	2022/23	2023/24	2023/24	2023/24
Total Indigenous Student Spaces	195	199	209	Maintain or Increase	Achieved
Ministry (PSFS)	120	119	141	Maintain or Increase	Achieved
SkilledTradesBC	76	79	68	Maintain or Increase	Not achieved

Results for Aboriginal Student Spaces are reported for the previous fiscal year. Results from the 2023/24 reporting year are based on data from the 2022/23 fiscal year. Both Ministry and SkilledTradesBC are included. Institutions provide their own target assessment for Aboriginal Student Spaces.

Appendix A (cont'd)

System objective: Quality

Student satisfaction with education

Percentage of former VCC students and graduates surveyed who were very satisfied or satisfied with the education they received.

	Actual			Target	Assessment
	2021/22	2022/23	2023/24	2023/24	2023/24
Former diploma, associate degree, and certificate students	96.0% +/-0.9%	93.3% +/-1.2%	92.8% +/-1.4%	≥90%	Achieved
Trades foundation and trades-related vocational graduates	92.2% +/-2.1%	89.1% +/-2.4%	91.3% +/-2.5%	≥90%	Achieved
Former apprenticeship students	96.0% +/-2.4%	89.5% +/-4.8%	97.8% +/-3.5%	≥90%	Achieved
Bachelor's degree graduates	94.6% +/-5.2%	94.1% +/-5.9%	93.5% +/-6.2%	≥90%	Achieved

Source: BC Student Outcomes Survey 2023

Appendix A (cont'd)

Student assessment of the quality of instruction

Percentage of students who rated the quality of instruction in their program positively.

	Actual			Target	Assessment
	2021/22	2022/23	2023/24	2023/24	2023/24
Former diploma, associate degree, and certificate students	96.9% +/-0.8%	95.8% +/-0.9%	95.8% +/-1.1%	≥90%	Achieved
Trades foundation and trades-related vocational graduates	97.8% +/-1.2%	96.3% +/-1.4%	95.1% +/-1.9%	≥90%	Achieved
Former apprenticeship students	99.2% +/-1.1%	94.8% +/-3.4%	95.7% +/-4.9%	≥90%	Achieved
Bachelor's degree graduates	94.6% +/-5.2%	94.1% +/-5.9%	96.9% +/-4.3%	≥90%	Achieved

Source: BC Student Outcomes Survey 2023

Appendix A (cont'd)

Student assessment of skill development

Percentage of former VCC students and graduates surveyed who indicated the institution was 'Very Helpful' or 'Helpful' in developing various skills.

	Actual			Target	Assessment
	2021/22	2022/23	2023/24	2023/24	2023/24
Former diploma, associate degree, and certificate students	90.0%	88.2%	89.6%	≥85%	Achieved
	+/-1.4%	+/-1.5%	+/-1.6%		
Trades foundation and trades-related vocational graduates	91.4%	88.6%	89.6%	≥85%	Achieved
	+/-1.8%	+/-2.1%	+/-2.4%		
Former apprenticeship students	91.1%	87.1%	93.4%	≥85%	Achieved
	+/-3.6%	+/-3.8%	+/-4.1%		
Bachelor's degree graduates	89.2%	93.5%	90.3%	≥85%	Achieved
	+/-7.8%	+/-6.6%	+/-7.5%		

Source: BC Student Outcomes Survey 2023

Appendix A (cont'd)

System objective: Relevance

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

Percentage of former students and graduates surveyed who indicated the knowledge and skills acquired were 'Very Useful' or 'Somewhat Useful' in performing their main jobs.

	Actual			Target	Assessment
	2021/22	2022/23	2023/24	2023/24	2023/24
Former diploma, associate degree, and certificate students	93.0% +/-1.5%	90.0% +/-1.6%	92.8% +/-1.6%	≥90%	Achieved
Trades foundation and trades-related vocational graduates	89.5% +/-3.1%	89.0% +/-2.8%	88.0% +/-3.4%	≥90%	Achieved
Former apprenticeship students	94.9% +/-2.8%	89.2% +/-4.9%	97.7% +/-3.8%	≥90%	Achieved
Bachelor's degree graduates	100.0% +/-0.0%	96.8% +/-4.8%	88.5% +/-9.5%	≥90%	Achieved

Source: BC Student Outcomes Survey 2023

Appendix A (cont'd)

Unemployment rate

Percentage of graduates who were unemployed at the time of the survey, compared with the percentage of unemployed individuals with high school credentials or less.

	Actual			Target	Assessment
	2021/22	2022/23	2023/24	2023/24	2023/24
Former diploma, associate degree, and certificate students	7.3% +/-1.4%	5.3% +/-1.1%	5.8% +/-1.4%	≤ 8.8% 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	Achieved
Trades foundation and trades-related vocational graduates	13.9% +/-3.1%	7.1% +/-2.2%	9.6% +/-2.8%		Achieved
Former apprenticeship students	3.2% +/-2.2%	1.1% +/-1.6%	2.3% +/-3.7%		Achieved
Bachelor's degree graduates	0.0% +/-0.0%	3.0% +/-4.4%	7.1% +/-7.2%		Achieved

Source: BC Student Outcomes Survey 2023

Appendix A (cont'd)

Legend

Assessment	Percentage
Achieved	100% or more of the target
Substantively Achieved	90% to < 100% of the target
Not Achieved	Less than 90% of the target
Not Assessed	Survey results with less than 20 respondents or a margin of error of 10% or greater or measures without targets

Ministry targets

Student spaces

Performance Measure	2023/24	2024/25	2025/26
Total student spaces	6,610	6,561	6,561
Nursing and other allied health programs	865		
Developmental programs – Tuition Compensation Eligible	990		

Credentials awarded

Performance Measure	2023/24	2024/25	2025/26
Total student spaces	6,610	6,561	6,561

Appendix A (cont'd)

Student outcomes

Performance Measure	2023/24	2024/25	2025/26
Student satisfaction with education			
Student assessment of the quality of instruction	≥ 90%		
Student assessment of usefulness of knowledge and skills in performing job			
Students' assessment of skill development (average %)	≥ 85%		
Unemployment rate	≤unemployment rate of the population aged 18-29 with high school credentials or less		



Appendix B: Report - Lasting and meaningful reconciliation

The following identifies VCC's actions relating to implementation of Truth and Reconciliation Commission's (TRC) Calls to Action, articles of the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP), and the In Plain Sight: Addressing Indigenous-specific Racism and Discrimination in B.C. Health Care report relating to post-secondary education.

Truth and reconciliation commission's (TRC) calls to action

1: Social work

We call upon the federal, provincial, territorial, and Aboriginal governments to commit to reducing the number of Aboriginal children in care by:

- Ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the history and impacts of residential schools.
- Ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the potential for Aboriginal communities and families to provide more appropriate solutions to family healing.

Appendix B (cont'd)

Progress	New and/or continuing initiatives and partnerships
N/A	

12: Early childhood education

We call upon the federal, provincial, territorial, and Aboriginal governments to develop culturally appropriate early childhood education programs for Aboriginal families.

Progress	New and/or continuing initiatives and partnerships
In Development	Continuing Studies—Investigating the creation of a new instructional role for the department to lead the Indigenization of curriculum in ECE programs and courses.
On-going	International student focus—Indigenous consultant expert in ECE, who provides instructional delivery, delivery lead of one course, and provides Indigenization approaches and guest speaking to five courses.
On-going	International student focus—Have an ongoing connection with an Indigenous organization, BC Aboriginal Childcare Society, who provides guest lecturer expertise sharing Indigenous lens in various courses.

16: Indigenous language degree and diploma programs

We call upon post-secondary institutions to create university and college degree and diploma programs in Aboriginal Languages.

Progress	New and/or continuing initiatives and partnerships
N/A	

Appendix B (cont'd)

23: Health care professionals

We call upon all levels of government to increase the number of Aboriginal professionals working in the health-care field, ensure the retention of Aboriginal health-care providers in Aboriginal communities, and provide cultural competency training for all healthcare professionals.

Progress	New and/or continuing initiatives and partnerships
Ongoing	VCC's Health Sciences programs* ensure students and employees recognize the traditional unceded territory of the xʷməθkʷəyəm (Musqueam), Skwxwú7mesh (Squamish), and səliwətał (Tseil-Waututh) Nations through official signage and land acknowledgment. All internal and external meetings start with a land acknowledgment.
Ongoing	Health Sciences programs at VCC are actively working to build greater numbers of Indigenous graduates while understanding the necessity of going beyond inclusion and towards efforts of genuine Indigenization and decolonization of curriculum.
Ongoing	Health Sciences programs at VCC continue to provide priority seating for Indigenous students.
Ongoing	Program renewals and curriculum revisions incorporate inter-cultural competencies in health care.
Ongoing	Ongoing collaboration between all Health Sciences programs and the Indigenous Education and Community Engagement department to support indigeneity through workshops and sharing of resources.
Planned	Establish a School of Health Sciences committee to promote Indigenous student success from a holistic lens.
In-progress	Continuing to work towards indigenizing the curriculum across all health programs. School of Health Sciences working group is developing modules for all health students that addresses Indigenous health issues and history across Health Sciences programs.

Appendix B (cont'd)

Progress	New and/or continuing initiatives and partnerships
In-progress	A research project in the Health Unit Coordinator program is underway to evaluate the students' knowledge of Indigenous peoples and their historical experiences at the beginning of the program through to the end. The project is still in progress.
Ongoing	Faculty and staff continue to take San'ya's training for providing Indigenous Competency Training.
Ongoing	The "Impacts of Colonization on the Health and Wellbeing of Indigenous People" course continues to be delivered in the International Health Care Assistant diploma.
New	Pharmacy Technician program has received funding to Indigenize the curriculum to develop students' competencies in cultural awareness, humility, and safety.
New	Occupational and Physical Therapist Assistant (OPTA) Program is working to enhance Indigenous cultural competencies and integrating Indigenous ways of learning into course outcomes. The department is also mapping Indigenous competencies to national accreditation standards as part of their accreditation review. An OPTA faculty member is contributing to the development of an Indigenous course for the School of Health Sciences.
In progress	Developing a research project in the HUC program to assess how students are meeting one of the programs learning outcomes: "Integrate knowledge of cultural sensitivity and diversity into practice" in the program and to evaluate the programs indigenous curriculum content

Appendix B (cont'd)

Progress	New and/or continuing initiatives and partnerships
In progress	Increasing capacity for providing Indigenous Competency Training (San'yas) to faculty and staff. A significant number of faculty and staff in the School of Health Sciences have completed the San'yas training with ongoing registrations for new faculty
In progress	New course being developed for International HCA diploma "Impacts of Colonization on the Health and Wellbeing of Indigenous People" to be delivered in January 2023 and content will be used in future for other health programs

*Practical Nursing, Bachelor of Science in Nursing (BScN), Dental Reception Coordinator, Dental Hygiene, Certified Dental Assistant, Dental Technology Sciences, Health Unit Coordinator, Pharmacy Technician, Medical Laboratory Assistant, Occupational/Physical Therapy Assistant, Health Care Assistant.

24: Medical and nursing schools

We call upon medical and nursing schools in Canada to require all students to take a course dealing with Aboriginal health issues, including the history and legacy of residential schools, the United Nations Declaration (UN Declaration) on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, and Indigenous teachings and practices. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.

Progress	New and/or continuing initiatives and partnerships
Ongoing	There are numerous courses that weave Indigenous perspectives throughout the Bachelor of Science in Nursing (BScN) program including clinical situations which engage students to explore the socio-historical context of Indigenous health. The program also engages Indigenous guest speakers and community partners (e.g., Elders, health professionals).
Planned	Develop a decolonization/Indigenization working group in BScN, PN and HCA to address the British Columbia College of Nurses and Midwives (BCCNM) updated entry level competencies calling on all nurses to be educated about the Truth and Reconciliation Commission recommendations.

Appendix B (cont'd)

Progress	New and/or continuing initiatives and partnerships
Ongoing	Ongoing collaboration between the Practical Nursing program and the Indigenous Education and Community Engagement department for the 'Ready Set Go' orientation and for HCA foundations week.
Ongoing	Both PN and BScN programs have incorporated new BCCNM practice standard "Indigenous cultural safety, cultural humility, and anti-racism" into the curriculum
New	Discussions underway with Practical Nursing Department Leader and the Dean of Indigenous initiatives, on recruitment strategies for Indigenous students, such as a 'youth camp' to showcase elementary Indigenous students on the opportunities the Practical Nursing program can offer them for career development.
New	Practical Nursing department has received funding for applying UDL principles into courses, including Indigenous Health course content.

28: Law schools

We call upon law schools in Canada to require all law students to take a course in Aboriginal people and the law, which includes the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and antiracism.

Progress	New and/or continuing initiatives and partnerships
N/A	

Appendix B (cont'd)

57: Public servants

We call upon federal, provincial, territorial, and municipal governments to provide education to public servants on the history of Aboriginal peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.

Progress	New and/or continuing initiatives and partnerships
In Development	Continuing studies is developed a stackable micro credential course Pathways to Indigenous Allyship - Truth & Reconciliation in Action. This program will deepen the understanding of and participation in Indigenous allyship initiatives, through an exploration of the impacts of colonization and their present-day relevance, anchored in the teachings of local host nations xʷməθkʷəy̍əm (Musqueam), Sḵwxwú7mesh (Squamish), and səlilwətaɬ (Tsleil-Waututh) and broader Indigenous representation. The micro-credential is geared towards a broad audience, including but not limited to: current students at VCC or other post-secondary institutions, prospective VCC students, VCC staff, faculty and administrators, corporate or contract clients, including public post-secondary institutions, municipalities, and non-profit organizations. Awaiting Funding Application approval.

Appendix B (cont'd)

62: Teacher education

We call upon the federal, provincial, and territorial governments, in consultation and collaboration with Survivors, Aboriginal peoples, and educators, to:

- Provide the necessary funding to post-secondary institutions to educate teachers on how to integrate Indigenous knowledge and teaching methods into classrooms.

Progress	New and/or continuing initiatives and partnerships
Implemented, Delivered	Delivered a program in partnership with the BC Association of Aboriginal Friendship Centres; Indigenized courses in the Provincial Instructor Diploma Program focused on anti-Indigenous racism facilitation delivery.
In development	In the spirit of community responsive programming, developing an Indigenous cohort to deliver a Provincial Instructors Diploma program with the Squamish Nation, which will include Indigenous specific curriculum.

86: Journalism and media schools

We call upon Canadian journalism programs and media schools to require education for all students on the history of Aboriginal peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations.

Progress	New and/or continuing initiatives and partnerships
N/A	

Appendix B (cont'd)

92: Business schools

We call upon the corporate sector in Canada to:

- Provide education for management and staff on the history of Aboriginal peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.

Progress	New and/or continuing initiatives and partnerships
Implemented, On-going	▪ Launched 'Indigenous Business in Canada' course in term four of our Marketing Technology diploma.
In Development	▪ Developing partnership with Indigenous Works, that will provide resources to provide resources that will support indigenization of Business curriculum.

United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP)

UNDRIP articles

How is your institution working with Indigenous peoples and communities to implement the United Nations Declaration on the Rights of Indigenous Peoples, and in particular the articles related to education, which include the following:

Article 14

1. Indigenous peoples have the right to establish and control their educational systems and institutions providing education in their own languages, in a manner appropriate to their cultural methods of teaching and learning.
2. Indigenous individuals, particularly children, have the right to all levels and forms of education

Appendix B (cont'd)

Article 15

- 1. Indigenous peoples have the right to the dignity and diversity of their cultures, traditions, histories and aspirations which shall be appropriately reflected in education and public information.

Article 21

- 1. Indigenous peoples have the right, without discrimination, to the improvement of their economic and social conditions, including, inter alia, in the areas of education, employment, vocational training and retraining, housing, sanitation, health and social security.

Progress	New and/or continuing initiatives and partnerships
Delivering programming in collaboration with Indigenous community groups	
Planned	Developing a leadership/board training program that can ladder and transfer into certificate, diploma programs at VCC with the Squamish Nation.
Ongoing	In collaboration with the three Host Nations of which VCC is located, xʷməθkʷəy̍əŋ (Musqueam), Skwxwú7mesh (Squamish), and səliłwətał (Tsleil-Waututh) Nations, receive final approval of VCC Institutional Land Acknowledgment.
Ongoing	In partnership with the VCC Indigenous Advisory Committee, developed, approved, and delivering funding for various programs and Initiatives from provincial Aboriginal Service Program (ASP) focused on the recruitment, retention, and graduation of Indigenous Students.
VCC Culinary Arts	
On-going	Deliver culinary arts training through 2024 with Heiltsuk Nation. From May to August 2024, we have an additional contract to provide culinary training in Bella Bella for the Heiltsuk Nation.

Appendix B (cont'd)

In-development	Gwich'in Tribal Council, plan and deliver a dinner for elders in the community to be held in summer 2024, led by an indigenous chef from Inuvik. March to August 2024, we have a contract with the Gwich'in Tribal Council in Inuvik to provide culinary training. The Council runs a wilderness camp. We have been working with community members who support that camp as well as other community members who would like to offer Indigenous food products for their tourism industry.
In-development	Inuvialuit Regional Corporation requested a costing to train members of an Inuvik restaurant, and for VCC to visit High Schools in fall 2024.
VCC Adult Basic Education	
Developed, on-going	Developed, and received funding approval to deliver an Indigenous ABE pathways program to begin in September 2024 that will welcome new Indigenous students in a support and culturally relevant way. This program will provide a refresher in math and science concepts, and technical skills for academic success that will assist students with the transition to upgrading or post-secondary courses.
Ongoing	Developing a decolonized framework for teaching adult literacy called the Story Loom, which recognizes the crucial role of oral traditions alongside literary traditions. Partnering with Ray Cam to provide community-based adult literacy and numeracy classes tailored to the needs of Indigenous students.
Planned	Focus groups with pre-Grade 10 Indigenous students in Spring 2025 with the aim of aligning our program and curriculum to their self-identified needs. Identified a list of Indigenous community service providers in the Lower Mainland to mail recruitment materials to over Summer 2024.
Implemented	Created a guide for equitable faculty hiring to help diversify faculty demographics across the college, including hiring more Indigenous faculty members.

Appendix B (cont'd)

College-wide	
Delivered	In collaboration with the Host Nation of Squamish, delivered a blanketing ceremony on campus to welcome two newly hired Indigenous Deans (Dean of Indigenous Initiatives, and Dean of Curriculum and Pedagogy), following Indigenous protocols.
In-development	In collaboration with the three Host Nations of which VCC is located, xʷməθkʷəyəm (Musqueam), Skwxwú7mesh (Squamish), and səilwətaʔ (Tsleil-Waututh) Nations, developing RFP to welcome coast Salish art (cultural contributions) that will be used as Secondary Graphic Art for VCC branding projects, art in various communications and marketing projects, initiatives.
Developed	In collaboration with cultural advisors Cory Douglas and Ginger Gosnell, developed and launched a brand new VCC logo, which incorporates elements of Coast Salish Long House.
In-development	In collaboration with the three Host Nations of which VCC is located, xʷməθkʷəyəm (Musqueam), Skwxwú7mesh (Squamish), and səilwətaʔ (Tsleil-Waututh) Nations, developing a Ground Blessing ceremony on campus to follow proper protocol in preparation for the construction of the Centre for Clean Energy and Automotive Innovation.

Appendix B (cont'd)

In Plain Sight report recommendations reporting for post-Secondary institutions

In Plain Sight recommendation #8

Please list all health programs offered by your institution and any accreditation standards that relate to cultural safety and humility training. If an accredited program does not have a related standard, indicate N/A for the program.

Program Name	Accreditation Standard Details <i>(If none exist, N/A)</i>
Bachelor of Science in Nursing Practical Nursing	▪ CASN Accreditation Standard: - Standard 4: Program Framework and Curriculum: Key Element 14: - <i>For Canadian Schools of Nursing:</i> The curriculum implements Action 24 of the Truth and Reconciliation Commission's call to programs of nursing to integrate the United Nations Declaration on the Rights of Indigenous Peoples, human rights, the history of Indigenous peoples in Canada, Indigenous teachings and practice, intercultural competency, and anti-racism. ▪ BCCNM Standard of Practice: Indigenous Cultural Safety, Cultural Humility, and Anti-Racism - This standard applies to LPNs, NPs, RMs, RNs, and RPNs . - Practice standards set out requirements related to specific aspects of nurses' and midwives' practice. They link with other standards, policies, and bylaws of the BC College of Nurses and Midwives, and all legislation relevant to nursing and midwifery practice - In Plain Sight: Addressing Indigenous-specific Racism and Discrimination in B.C. Health Care provides evidence of Indigenous-specific racism in the B.C. health care system. Indigenous-specific racism and discrimination negatively affects Indigenous clients' access to health care and health outcomes. These impacts include lower life

Appendix B (cont'd)

Health Care Assistant	Implementation of updates from the 2023 HCA Provincial Curriculum into course outlines, student guides, lesson plans and evaluations. ▪ Concepts for Practice Course Learning Outcome 3.9: Describe how to provide culturally safe and sensitive care, including how to consider Indigenous history, cultural practices, traditional healing practices and medicines, and different community norms and protocols. ▪ Concepts for Practice Topic Expansion: Diversity. This now includes: - Relationship between diversity and person-centered care. - Impact of diversity on aging, and health and healing - Diverse practices in health and healing, including the role of traditional medicines, healing practices, and alternative forms of healing. - Prejudice and discrimination. - Impact of inequity and discrimination on the quality of care. - Cultural safety and cultural humility. - Culturally safe and sensitive care.
Medical Laboratory Assistant	n/a
Pharmacy Technician	Criterion 3.4: The curriculum addresses Indigenous health and cultural safety, Indigenous rights to self-determination, anti-Indigenous racism, decolonization, and Indigenization. Exposure to accessing and using information from Non-Insured Health Benefits for First Nations and Inuit (NIHB) must be included. Criterion 3.5: The curriculum provides instruction on how students can identify and mitigate against racism and oppression and work toward provision of cultural safety and health equity.

Appendix B (cont'd)

Occupational/ Physical Therapist Assistant

Occupational Therapy Assistant and Physiotherapy Assistant Education - Standard 6.6.2:

- Demonstrate an understanding of the impact of diversity on function and performance.
- Demonstrate an understanding of the client's cultural beliefs and values.

Competencies for Occupational Therapy Assistants, created by the Canadian Association of Occupational Therapists:

- C1. Promote equity in practice
 - C1.1 Identify the ongoing effects of colonization and settlement on occupational opportunities and services for Indigenous Peoples.
 - C1.2 Analyze the effects of systemic and historical factors on people, groups, and their occupational possibilities.
 - C1.3 Challenge biases and social structures that privilege or marginalize people and communities.
 - C1.4 Respond to the social, structural, political, and ecological determinants of health, wellbeing, and occupational opportunities.
 - C1.5 Work to reduce the effects of the unequal distribution of power and resources on the delivery of occupational therapy services.
 - C1.6 Support the factors that promote health, wellbeing, and occupations.
 - C2. Promote anti-oppressive behaviour and culturally safer, inclusive relationships
 - C2.1 Contribute to a practice environment that is culturally safer, anti-racist, anti-ableist, and inclusive.
 - C2.2 Practise self-awareness to minimize personal bias and inequitable behaviour based on social position and power.
 - C2.3 Demonstrate respect and humility when engaging with clients and integrate their understanding of health, wellbeing, healing, and occupation into the service plan.
-

Appendix B (cont'd)

Occupational/ Physical Therapist Assistant (cont.)	- C2.4 Seek out resources to help develop culturally safer and inclusive approaches. - C2.5 Collaborate with local partners, such as interpreters and leaders. ▪ C3. Contribute to equitable access to occupational participation and occupational therapy - C3.1 Raise clients' awareness of the role of and the right to occupation. - C3.2 Facilitate clients' participation in occupations supporting health and wellbeing. - C3.3 Assist with access to support networks and resources. - C3.4 Navigate systemic barriers to support clients and self. - C3.5 Engage in critical dialogue with other interested parties on social injustices and inequitable opportunities for occupations. - C3.6 Advocate for environments and policies that support sustainable occupational participation. - C3.7 Raise awareness of limitations and bias in data, information, and systems.
Health Unit Coordinator	n/a
Dental Hygiene Certified Dental Assisting	The Commission on Dental Accreditation of Canada (CDAC) accrediting standards for the Dental Hygiene and Dental Assisting programs were updated in 2015. New updated standards are expected to come into effect January 2025.
Dental Technology Sciences	n/a
Dental Reception	n/a

Appendix B (cont'd)

In Plain Sight recommendation #14

The B.C. government, PHSA, the five regional health authorities, B.C. colleges and universities with health programs, health regulators, and all health service organizations, providers and facilities recruit Indigenous individuals to senior positions to oversee and promote system change.

Progress	Actions
Hired two Indigenous Deans	VCC Hired two senior Indigenous Leaders: ▪ Dean, Pedagogy and Curriculum ▪ Dean, Indigenous Initiatives This demonstrates VCC's commitment to Reconciliation, Decolonization and Indigenization. These Deans work collaboratively to lead and support campus wide policies, strategies, Indigenous educational programs including Health programs, curriculum development, initiatives, engagement, cultural protocols, and Indigenous engagement.

In Plain Sight recommendation #18

The B.C. government requires all university and college degree and diploma programs for health professionals in B.C. to implement mandatory strategies and targets to identify, recruit and encourage Indigenous enrolment and graduation, including increasing the safety of the learning environment for Indigenous students.

Strategies	Targets by program area	Outcomes
Indigenous student enrolment	VCC Policy 304 requires all VCC programs and courses designate two (2) seats for Indigenous learners.	85 Indigenous students enrolled in health programs*

* Source: CDW Oct 2023, Program Level, FY 2022-23

Appendix B (cont'd)

Indigenous Student Recruitment Bursary aims to support Indigenous student enrollment and retention in priority health programs	Program eligible for the bursary: ▪ Practical Nursing	One Practical Nursing Indigenous student has received bursary funds since Sep 2023.
Nursing Student Tuition Grant aims to increase Indigenous student enrollment and retention in nursing programs across BC	Program eligible for the bursary: ▪ Bachelor of Science in Nursing	Three Indigenous students in the BScN program have received bursary funds since Sep 2023.

Appendix B (cont'd)

Priority Health Program Student Recruitment and Retention Bursary	Programs eligible for the bursary: ▪ Medical Laboratory Assistant ▪ Occupational/Physical Therapist Assistant	This bursary is open to all health students, VCC works with indigenous advisory and partners to promote recruitment, works with Indigenous Education and Community Engagement department with wrap around student supports, and with VCC Foundation to identify donors to provide other indigenous specific bursaries.
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In Plain Sight recommendation #21

All B.C. university and college degree and diploma programs for health practitioners include mandatory components to ensure all students receive accurate and detailed knowledge of Indigenous-specific racism, colonialism, trauma-informed practice, Indigenous health and wellness, and the requirement of providing service to meet the minimum standards in the UN Declaration.

Program	Progress	Actions
All VCC Health Sciences programs	Ongoing	▪ Program renewals and curriculum revisions incorporate inter-cultural competencies in health care including conflict resolution. ▪ Ongoing collaboration between all Health Sciences programs and the Indigenous Education and Community Engagement department to support indigeneity through workshops and sharing of resources. ▪ Increasing capacity for providing Indigenous Competency Training (San'yas) to faculty and staff. Most faculty and staff in the School of Health Sciences have completed the San'yas training with ongoing registrations for new faculty.

Appendix B (cont'd)

All VCC Health Sciences programs	Planned	As a commitment to the TRC Calls to Action, a new committee has been formed with faculty, elders, and Indigenous leaders to co-create an Indigenous focused health care course that all Health Students will be required to take. This required course delivery will begin in January 2025.
Pharmacy Technician	New	Curriculum expanded to include lessons on Indigenous cultural safety and humility at several points throughout the program
Health Care Assistant	Ongoing	Continuation of a course in the HCA International cohort entitled: The Impact of Colonization on the Health and Wellness of Indigenous People
Occupational/Physical Therapist Assistant	New	Occupational and Physical Therapist Assistant (OPTA) Program is working to enhance Indigenous cultural competencies and integrating Indigenous ways of learning into course outcomes. The department is also mapping Indigenous competencies to national accreditation standards as part of accreditation review.
Bachelor of Science in Nursing	Ongoing	There are numerous courses that weave Indigenous perspectives throughout the Bachelor of Science in Nursing (BScN) program including clinical situations which engage students to explore the socio-historical context of Indigenous health. The program also engages Indigenous guest speakers and community partners (e.g., Elders, health professionals).
Bachelor of Science in Nursing Practical Nursing	New	Both PN and BScN programs have incorporated new BCCNM practice standard "Indigenous cultural safety, cultural humility, and anti-racism" into the curriculum.
Practical Nursing	New	Discussions underway with Practical Nursing Department Leader and the Dean of Indigenous Initiatives, on recruitment strategies for Indigenous students, such as a 'youth camp' to showcase elementary Indigenous students on the opportunities the Practical Nursing program can offer them for career development.



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