



Vancouver Community College Education Council
 Meeting Agenda
 October 11, 2022
 3:30–5:30 p.m. Videoconference
<https://vcc.zoom.us/j/61483588024>

	Topic	Action	Speaker	Time	Attachment	Page
1.	CALL TO ORDER		N. Mandryk			
2.	ACKNOWLEDGEMENT		A. Sellwood			
3.	ADOPT AGENDA	Approval	N. Mandryk	1 min	✓	1-2
4.	APPROVE PAST MINUTES	Approval	N. Mandryk	1 min	✓	3-8
5.	ENQUIRIES & CORRESPONDENCE	Info	N. Mandryk	1 min		
6.	BUSINESS ARISING					
	a. Campus Plan Update	Info	I. Humphreys	20 min		
	b. RFQ Academic Process Overview – Part 1: Program Cost Review	Info	D. Wells	30 min		
	c. Research Advisory Council	Info	D. Wells	10 min		
	d. Memoranda of Understanding (MOUs) : <ul style="list-style-type: none"> • National Chung Cheng University • Shu-Te University • Hungkuang University • Atlantic Technological University 	Info	D. Wells	10 min		
	e. EdCo Planning Calendar	Info	N. Mandryk	5 min	✓	9
	f. EdCo Planning Day	Info	N. Mandryk	5 min		
	g. EdCo Elections	Info	N. Mandryk	2 min		
7.	COMMITTEE REPORTS					
	a. Curriculum Committee					
	i. Program Update: Baking Foundation Certificate	Approval	S. Findlay	5 min	✓	
	b. Policy Committee	Info	S. Kay	5 min		
	c. Appeals Oversight Committee	Info/ Discussion	N. Mandryk	5 min		
	d. Education Quality Committee					

	Topic	Action	Speaker	Time	Attachment	Page
	i. Annual Program Reviews – Summary Report	Info	T. Rowlatt	5 min	✓	19-22
	ii. Program Renewal/ Accreditation Reports:	Info	T. Rowlatt	5 min	✓	
	• CACE Computer Applications					23-34
	• CAD & BIM Technician					35-59
8.	RESEARCH REPORT	Info	D. Wells	2 min		
9.	CHAIR REPORT	Info	N. Mandryk	2 min		
10.	STUDENT REPORT	Info	M. Ng	2 min		
11.	NEXT MEETING & ADJOURNMENT	Info	N. Mandryk	1 min		

Next meeting: November 8, 2022,
3:30-5:30 p.m.

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

Natasha Mandryk (Chair)
 Shantel Ivits (Vice-Chair)
 Ali Oliver
 Andy Sellwood
 Dave McMullen
 David Wells
 Heidi Parisotto
 Janita Schappert
 Jo-Ellen Zakoor
 John Demeulemeester
 Lucy Griffith
 Sarah Kay
 Todd Rowlatt
 Vivian Munroe

Regrets

Louise Dannhauer
 Marcus Ng

Recording Secretary

Darija Rabadzija

Guests

Adrian Lipsett
 Carmen Kimoto
 Claire Sauvé
 Clay Little
 Dawn Cunningham Hall
 Dennis Innes
 Elena Kuzmina
 Ellen Squires
 Jennifer Gossen
 Joy Dalla-Tina
 Julie Gilbert
 Ling Lo Yan
 Monique Paassen
 Nicole Degagne
 Reba Noel
 Sarah Desbiens
 Shirley Lew
 Stefan Nielsen
 Tannis Morgan
 Virginia Adams
 Willy Aroca Aguirre

1. CALL TO ORDER

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

2. ACKNOWLEDGEMENT

- N. Mandryk acknowledged the College's location on the traditional and unceded territories of the x̣m̄məθk̄w̄əȳ əm (Musqueam), Sk̄w̄x̄ wú7mesh (Squamish), and səliłw̄ ətaʔt̄ (Tsleil-Waututh) peoples who have been stewards of this land from time immemorial and extended the acknowledgement to the ancestral territories of all participants joining remotely.

3. ADOPT AGENDA

MOTION: THAT Education Council adopt the September 13, 2022 agenda as presented.

Moved by S. Ivits, Seconded & CARRIED (Unanimously)

4. APPROVE PAST MINUTES

MOTION: THAT Education Council approve the June 7, 2022 minutes as presented.

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

5. ENQUIRIES & CORRESPONDENCE

- There were none.

6. BUSINESS ARISING

a) Concept Paper: Event Management Short Certificate

- J. Dalla-Tina presented the concept paper for the new Event Management Short Certificate, following the renewal of the Leadership suite of programs in Continuing Studies. Based on industry recommendations, event management and wedding planning were separated from the other components of VCC's Leadership programming. With the post-pandemic surge in events, labour market demand for trained event management professional is growing, and several industry organizations submitted letters of support for the revised program.
- The redesigned short certificate program will consist of two streams – Wedding Planning and Event Operations – with four required common core courses. Students can also choose to complete only elective courses in one stream to obtain an Award of Achievement. The program would be the only credential in the area of wedding planning in BC offered by a recognized public institution. The only comparable certificate is a part-time sustainable event management certificate at BCIT.
- In terms of delivery format, the goal is to bring back in-person components, such as tours of event venues and participation in trade shows. Delivery will be blended or potentially fully in-person.
- There were questions about the proposed number of credits (7); the revised draft of policy C.1.3 Granting of Credentials stipulates a minimum of 9 credits for short certificates. J. Dalla-Tina noted that the program was pared down significantly, and additional material, e.g., on conferences and conventions, could easily be added to boost the number of credits.
- Regarding Indigenization and decolonization, it was noted that wedding planning touches on different cultures and includes an Indigenous component, which could be expanded. While there are currently no Indigenous representatives on the Program Advisory Committee (PAC), the department is open to this possibility.

b) Education Council & Standing Committees Meeting Schedule 2023

MOTION: THAT Education Council approve the 2023 Education Council and Standing Committees meeting schedule as presented.

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

c) Education Council Elections

- The terms of several faculty and student EdCo members are ending on October 31. Elections are taking place on the following timeline:
 - Nominations: Monday, September 12 to Friday, September 23, 2022 (4:00 p.m.).
 - Campaign Period: Monday, September 26 to Thursday, September 29, 2022.
 - Voting (online): Wednesday, October 5 to Tuesday, October 11.
 - Results: announced by October 14.

d) EdCo Planning Day November

- N. Mandryk invited members to suggest topics for EdCo Planning Day in November. The date is still to be determined.

7. COMMITTEE REPORTS

a) Curriculum Committee

i) Program Update: Occupational/Physical Therapist Assistant Diploma

MOTION: THAT Education Council approve, in the form presented at this meeting, the revised program content guide for the Occupational & Physical Therapist Assistant Diploma.

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

- T. Rowlatt presented the proposal to adjust the English language requirements. Students will need to have either English 12 or provide proof of English Language Proficiency (ELP), not both. This was what the department originally intended. A few additional minor adjustments were made to clarify terminology. Curriculum Committee had questions around students' preparedness for the academic demands of the program in view of the updated language requirements. The department felt the required completion of Human Biology 12 within the last five years was sufficient to ensure students are academically prepared for the program.

ii) Program Updates: Bachelor of Science in Nursing (First-Year Entry & Advanced Entry)

MOTION: THAT Education Council approve, in the form presented at this meeting, the revised program content guides for the Bachelor of Science in Nursing (First Year Entry) and the Bachelor of Science in Nursing (Advanced Entry), four new courses (NURS 1150, NURS 1153, NURS 4064 and NURS 4165) and six revised courses.

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

- S. Desbiens presented the proposal, which included shifting hours and credits among courses to spend more time on pharmacotherapeutics and immunizations. Admission requirements were clarified, including math and English requirements. The Registrar's Office identified some issues around co-requisites and will work with the department to clarify co- and pre-requisites; changes will be presented for approval later in the fall.

iii) Program Update: Dental Reception Certificate

MOTION: THAT Education Council approve, in the form presented at this meeting, the revised program content guide for the Dental Reception Certificate program and five new courses: DREC 1111 Dental Practice Theory, DREC 1112 Dental Practice Communication and Professionalism, DREC 1113 Dental Practice Administration, DREC 1114 Dental Practice Software, and DREC 1121 Dental Practice Practicum.

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

- L. Lo Yan and E. Squires presented program revisions arising from the program renewal. Changes included reducing the length of the program from 5 months to 15 weeks, allowing it to be taught in one term. The number of credits was reduced from 40 to 20. The dental radiography module was removed since this falls outside the scope of typical dental reception work. (Students can choose to take this additional course after completing the program). Concepts of cultural safety, equity, and the impacts of colonialism on the health of Indigenous people in Canada were added to the program. In addition to these changes, the term "coordinator" was struck from the program name, in line with industry practice.
- Delivery will move from blended to fully online, followed by an in-person practicum. This approach will expand the program's reach beyond the Lower Mainland.
- T. Rowlatt added that Curriculum Committee requested only minor adjustments. There was a longer discussion about the number of quizzes and exams in evaluation plans, and the department will work on assessment options with J. Gilbert from the Centre for Teaching, Learning, and Research (CTLR).

iv) New Courses: Chef de Cuisine

MOTION: THAT Education Council approve, in the form presented at this meeting, six new Chef de Cuisine courses: CUIS 3201 to 3206.

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

- T. Rowlatt presented the proposal. The “Chef de Cuisine” designation is certified by the Canadian Culinary Institute (CCI) and is usually pursued by professionals already working in higher-level roles. In contrast, VCC’s offering will be taught as a series of courses, rather than a program. Cooks could begin taking courses in earlier stages of their careers and upgrade their skills over time, eventually completing the certification and moving into management positions. CCI was consulted and agreed with this approach.
- Two of the six courses are designed to allow students to sign up for exams through VCC. No credits are attached to the courses since students obtain external certification through CCI. The offering will run through Continuing Studies. D. Innes added that these courses will provide chefs in BC with the opportunity to take CCC exams, for which they would currently have to go through institutions in Alberta.

v) Program Update: Hospitality Management Diploma & New Certificate Exit Credential

MOTION: THAT Education Council approve, in the form presented at this meeting, the revised Hospitality Management Diploma program content guide, 12 revised and 8 new courses, and recommend the Board of Governors approve the new Hospitality Management Certificate exit credential.

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

- W. Aroca Aguirre and M. Paassen presented the proposal for revisions following the program renewal. Changes made based on industry recommendations included an increased focus on business communications, training in Opera software to prepare students for front-office operations, and creation of an 8-week co-op course at the end of the program. Students will be trained in catering and event management to meet labour market demand around major events in Vancouver, such as the FIFA World Cup.
- T. Rowlatt added that Curriculum Committee requested mostly minor edits. While there are not a lot of specifics around Indigenization, the committee is working with C. Little, Associate Director, Indigenous Education and Community Engagement (acting) to add depth in this area.
- There was a longer discussion about the benefits and challenges of the innovative approach to the program redesign: an intensive one-month curriculum development sprint. This pilot project included department faculty (during their assigned duty month), two external instructional designers, extensive internal consultations, and an industry panel. The process was highly collaborative and benefited from strong connections to industry. The goal is to set up another sprint next spring to continue working on course design.

vi) English Language Requirement Updates: Certified Dental Assisting (Distance & Onsite) and Dental Reception Coordinator

- T. Rowlatt reported that English language requirements for the Certified Dental Assisting (Distance & Onsite) and Dental Reception Coordinator programs were adjusted to reflect the departments’ original intent. These edits were completed as administrative changes during the summer and presented to Education Council for information. Members had no concerns about this approach. D. Cunningham Hall is working on clarifying and simplifying the English Language Proficiency website and equivalencies.

b) Policy Committee

i) C.1.3 Granting of Credentials

MOTION: THAT Education Council recommends the Board of Governors approve, with the change approved at this meeting, C.1.3 Granting of Credentials policy and procedures.

Moved by S. Kay, Seconded & CARRIED (Unanimously)

- S. Kay presented the revised policy and procedures that underwent a scheduled five-year review. A key change was to narrow credit ranges for different credentials to align with other post-secondary institutions. The original proposal was to make ranges recommended, rather than required. However, there were concerns that this could lead to proposals being rejected at a late stage in the approval process. Ultimately, credit ranges will be required, but Education Council can approve exceptions. Members requested a small edit: adding a range for Associate Degrees (60–65 credits).

ii) D.3.10 Indigenous Education Enrolment

MOTION: THAT Education Council recommends the Board of Governors approve, with changes approved at this meeting, D.3.10 Indigenous Education Enrolment policy and procedures.

Moved by S. Kay, Seconded & CARRIED (Unanimously)

- S. Kay presented the policy, which had also gone through a scheduled review and was revised in collaboration between Indigenous Education and Community Engagement and the Registrar's Office and. A key change was to specify that two designated seats are held in every program or course, and to outline associated timelines. These changes are intended to set accurate expectations and provide a clear path for Indigenous learners; mitigate potential risk to the College; and improve consistency across departments serving students.
- The registration system used in Continuing Studies currently does not have the capability to hold designated seats; options are being explored. In the meantime, Indigenous learners have priority registration in courses (2 days before the general registration period opens).
- Members requested two edits:
 - Policy principle #2: VCC is committed to redressing the underrepresentation of Indigenous learners **in its classrooms**.
 - Procedure #2 d: "...before withdrawing the **completed** application of an Indigenous learner."

iii) D.1.3 Copyright

- S. Kay presented the fully reviewed policy. The main change was to add recognition of Indigenous Peoples' rights regarding Indigenous knowledge as outlined in the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#). Education Policy Committee requested inclusion of intellectual property in policy principle #2. The suggestion of creating a separate policy on Indigenous knowledge and intellectual property was brought forward.
- As this policy is solely approved by the Board, it was presented to EdCo for information only.
- At its last meeting, the committee discussed edits to policy and procedures D.3.5 Prior Learning Assessment and Recognition and voted to post the drafts for College feedback. However, as this policy will now undergo a full review instead, it will not be posted for feedback at this time.

c) Appeals Oversight Committee

- N. Mandryk and C. Munro, Associate Vice President Students & Enrolment Services, have been discussing the possible dissolution of the Appeals Oversight Committee and distribution of its work and responsibilities among Education Council and Student Services. These conversations are ongoing.

- No report. There were no meetings over the summer; the committee will reconvene on September 28.

8. RESEARCH REPORT

- D. Wells reported that the Research Ethics Board (REB) will meet on September 22 and vote for a new chair. The Research Advisory Committee (RAC) will also meet to formally approve its terms of reference. A presentation to Education Council on the RAC was requested.

9. CHAIR REPORT

- N. Mandryk reported on conversations with D. Wells about a new program creation and renewal framework, which is in its early stages. More information will be shared with Education Council as the framework evolves.
- Members were encouraged to share giving the land acknowledgement at EdCo meetings. C. Little, Associate Director, Indigenous Education & Community Engagement (acting), can provide support around preparing land acknowledgements.

10. STUDENT REPORT

- S. Nielsen, new SUVCC Organizer, Advocacy and Governance, introduced himself. He is taking on some duties from the previous SUVCC Executive Director and representing students on several EdCo standing committees.

11. NEXT MEETING AND ADJOURNMENT

- The next Education Council meeting will be held on October 11, 2022, 3:30-5:30 p.m., via Zoom.
- The meeting was adjourned at 4:34 p.m.

Natasha Mandryk
Chair, VCC Education Council



DECISION NOTE

PREPARED FOR: Education Council

DATE: October 11, 2022

ISSUE: Updates to Baking Foundation Certificate program

BACKGROUND:

The Baking & Pastry Arts department is proposing a significant revision to their Baking Foundation Certificate program to bring it into alignment with the recently renewed Artisan Baking & Pastry Arts curriculum. Baking Foundation is a six-month program that ladders into the full 11-month Artisan Baking and Pastry Arts Certificates and is taught primarily as a post-secondary program for high school students.

The proposed changes align this six-month program with the 11-month programs to allow students to transition seamlessly into their preferred specialty, with their foundational skills already established. The six courses were approved by Education Council in April 2022 when it approved the renewed Artisan Baking and Pastry Arts curriculum.

DISCUSSION:

Laurie Vestergaard, interim Department Head of Baking & Pastry Arts, presented the proposal. The Committee had only three requests:

- Revise the language in the Program Purpose for clarity.
- Add a statement that the Foodsafe certification must remain valid throughout the entire program.
- Add a maximum time for completion of three years.

Those changes have been made.

RECOMMENDATION:

THAT Education Council approve, in the form presented at this meeting, the revised program content guide for the Baking Foundation Certificate.

PREPARED BY: Todd Rowlett, Chair, Curriculum Committee

DATE: September 23, 2022

Program Change Request

Date Submitted: 09/01/22 9:07 am

Viewing: **Baking Foundation Certificate**

Last approved: 02/17/22 2:22 pm

Last edit: 09/23/22 11:44 am

Changes proposed by: Ivestergaard

Catalog Pages Using
this Program

[Baking Foundation Certificate](#)

Program Name:

Baking Foundation Certificate

Credential Level:

Certificate

Effective Date:

January 2023 ~~August 2017~~

Effective Catalog
Edition:

2021-2022

School/Centre:

Hospitality, Food Studies & Applied Business

Department

Baking & Pastry Arts (5301)

Contact(s)

In Workflow

1. **5301 Leader**
2. **SHP Dean**
3. **Curriculum
Committee Chair**
4. **EDCO Chair**

Approval Path

1. 09/09/22 1:52 pm
Laurie Vestergaard
(Ivestergaard):
Approved for 5301
Leader
2. 09/09/22 1:57 pm
Dennis Innes
(dinnes): Approved
for SHP Dean
3. 10/04/22 4:07 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee Chair

History

1. Dec 15, 2017 by
clmig-jwehrheim
2. Aug 21, 2019 by
Nicole Degagne
(ndegagne)
3. Jan 27, 2022 by
Todd Rowlatt
(trowlatt)
4. Feb 17, 2022 by
Darija Rabadzija

Name	E-mail	Phone/Ext.
Susie Findlay Belinda Kaplan	sfindlay@vcc.ca bkaplan@vcc.ca	8359

Program Content Guide

Purpose

The Foundation Graduates from the Baking Program provides learners with a comprehensive foundation in the theory and professional practice Foundation Certificate program will be able to work in any entry level baking position. After six (6) months of baking to prepare them for employment full time training, graduates may obtain entry level positions in retail bakeries, supermarkets, department stores, hotels, camps and other food related businesses. Graduates will have the knowledge and entry level position skills necessary to carry out their duties in the baking industry. a safe, ethical, and professional manner.

The first six months focus on the development of basic technical skills in baking and pastry arts, and a professional mindset that includes food safety, organization and time management, interpersonal skills, and the relationship between product outcomes and the underlying scientific principles and processes.

Admission Requirements

**~~Food Safe Certificate Level 1 Strong attendance and punctuality record English Language Proficiency Current enrollment~~ at a grade minimum Grade 10 level or equivalent
Apprenticeship and Workplace Math 10 or equivalent
Valid BC FoodSafe Level 1 Certificate or equivalent (certification must remain valid throughout the course)**

Prior Learning Assessment & Recognition (PLAR)

Prior learning assessment and recognition is not available for this program.

Program Duration & Maximum Time for Completion

6 months. Students must complete the credential within 3 years.

~~The program is 6 months in length.~~

Program Learning

Outcomes

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

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

PLO #1	Work in a safe, sanitary manner in the bakery
PLO #2	Work in a safe manner with regard to personal safety and the safety of others
PLO #3	Work effectively as a member of a team
PLO #4	Be responsible for decisions and actions pertaining to their work in the bakery
PLO #5	Communicate effectively with peers, employers and customers
PLO #6	Perform procedures for inventory control, costing and pricing
PLO #7	Perform basic math functions
PLO #8	Perform all duties in an ethical and professional manner
PLO #9	Describe the baking process and the functions of ingredients
PLO #10	Describe the cause and effect of mixing and baking
PLO #11	Produce simple quick breads, pies, puff pastries, cookies and squares using appropriate procedures
PLO #12	Produce a variety of breads and rolls, bagels, croissants, sweet yeast goods, doughnuts, and Danish pastries using appropriate methods
PLO #13	Produce some simple sponge cakes, layer cakes, French pastries, dessert cakes, decorated birthday and specialty cakes
PLO #14	Temper couverture for basic use

Additional PLO Information

Graduates of the Baking Foundation Certificate Program will have acquired the skills and knowledge to: Work in a safe, sanitary manner in the bakery Work in a safe manner with regard to personal safety and the safety of others Work effectively as a member of a team Be responsible for decisions and actions pertaining to their work in the bakery Communicate effectively with peers, employers and customers Perform procedures for inventory control; costing and pricing Perform basic math functions Perform all duties in an ethical and professional manner Describe the baking process and the functions of ingredients Describe the cause and effect of mixing and baking Produce simple quick breads, pies, puff pastries, cookies and squares using appropriate procedures Produce a variety of breads and rolls, bagels, croissants, sweet yeast goods, doughnuts, and Danish pastries using appropriate methods Produce some simple sponge cakes, layer cakes, French pastries, dessert cakes, decorated birthday and specialty cakes Temper couverture for basic use

The Baking Foundation Certificate Program is designed to meet the training needs of industry. The program content is monitored by a Program Advisory Committee which recommends changes to material based on industry needs.

The program is delivered in professional baking labs and classroom settings. The program provides practical instruction in a fully operational modern bakeshop similar to those found in industry. A major emphasis of this program is active student participation. Student products are sold in Throughout the VCC Bakeshop program the instructor will encourage the students to enrich become increasingly more self-directed and responsible for their practical and professional skills. own learning. Classroom instruction is designed for students to develop the theoretical knowledge and professional skills required for success in the baking industry, with a maximum of 30 pages of reading per week.

The program design is based on a learner-centered and experiential approach whereby students learn through experience in a professional setting. Active learning and participation **Learners** are emphasized **expected** to promote the development of knowledge, skills, and the mindset required **come to class well prepared** for success **active participation** in the food industry. **classroom and lab activities:** Professional skills such as teamwork, critical thinking, reflective practice, and interpersonal communication are emphasized throughout the program.

This program is ideal for our Youth Train in Trades program. Upon completion of this program they can enter the baking industry in an entry level position. Upon completing high school, students can return to the program to complete the pastry or artisan certificate.

Job entry skills are taught in the main areas of the baking industry:

- General Baking
- Yeast Products
- Cakes and Pastries

Evaluation of Student Learning

In Expectations for the baking lab, students are continuously assessed on clean and safe evaluation process will be discussed on the first day of classes. Practical work is continuously evaluated consistent with the College grading system. Clean work habits, organization, teamwork, technical skills, product outcomes, and the application of theoretical principles and processes consistency, teamwork, participation and the ability to their practice. follow instructions are taken into consideration during evaluation. Students develop a reflective practice by recording their observations and questions relating to practice and exploring those in facilitated group discussions. Instructors provide daily feedback on individual student progress and learning needs and weekly evaluation of performance.

Theoretical learning is evaluated with weekly reading assignments and quizzes.

Students must achieve a minimum of 70% in each course to receive the VCC Baking Foundation Certificate.

A number of tests will be administered throughout the program. There is also a final practical exam at the end of each level.

Basic computer ~~Strong reading comprehension~~ and word processing ~~study skills~~

Organizational and time management skills

Enjoys working independently and in a team

Physical condition and stamina to meet the demands of the **program, including good motor skills and hand-eye coordination** ~~baking industry~~

Creativity is an asset

Applicants must be able to physically handle all wheat, dairy, egg, and nut products and all associated by-products required to meet the program outcomes. Any other known food allergies must be disclosed.

~~Ability to stand for long periods of time-Previous baking and/or cooking experience-Written reference from teacher or counsellor-Strong reading comprehension and study skills-Time management/multitask skills-Work independently-Interest in working with people-Maturity, interpersonal & communication skills-Good hand-eye coordination~~

Courses

<u>BAKG 1150</u>	Quick Breads & Cookies	4
<u>BAKG 1155</u>	Pies, Tarts, Puff Pastries	4
<u>BAKG 1160</u>	Basic Lean Yeast Doughs	4
<u>BAKG 1165</u>	Basic Rich Yeast Doughs	4
<u>BAKG 1170</u>	Basic Cakes & Pastries	4
<u>BAKG 1175</u>	Specialty Cakes & Pastries	4
Total Credits		24

~~The six month program is organized into three levels:Level 1 General Baking Level 1 introduces the learner to the theoretical aspects of causes and effects of mixing and baking as well as ingredient functions, basic terminology, basic math and good manufacturing practices.Other topics include scaling accurately, metric conversions, portion control, equipment safety, correct food handling procedures, baking procedures, packaging, pricing and storing baked goods.Also included in Level 1 are the following courses:~~

BAKG 1101	Various Pies	2
BAKG 1102	Department: Baking & Pastry Arts (5301)-Contact(s)NOTE: Fields outlined in	2
BAKG 1103	Cookies & Squares	2
BAKG 1104	Puff Doughs	2

~~Level 2 Yeast Products Level 2 introduces the learner to the theoretical aspects of causes and effects of mixing and baking as well as ingredient functions, basic terminology, basic math and good manufacturing practices.Other topics include scaling accurately, metric conversions, portion control, equipment safety, correct food handling~~

procedures, proofing and baking procedures, packaging, pricing and storing baked goods. Also included in Level 2 are the following courses:

BAKG 1105	Bread Doughs	3.5
BAKG 1106	Sweet Yeast Goods	2
BAKG 1107	Laminated Yeast Doughs	2.5

Level 3 Cakes and Pastries Level 3 introduces the learner to the theoretical aspects of causes and effects of mixing and baking as well as ingredient functions, basic terminology, basic math and good manufacturing practices. Other topics include scaling accurately, metric conversions, portion control, equipment safety, correct food handling procedures, baking procedures, packaging, pricing and storing baked goods. Also included in Level 3 are the following courses:

BAKG 1108	French Pastries	2
BAKG 1109	Cake Decorating	3
BAKG 1110	Cake Making	2
BAKG 1111	Bakery Merchandising	1

The evaluation of learning outcomes for each student is prepared by the instructor and reported to the Student Records Department at the completion of semesters.

The transcript typically shows a letter grade for each course. The grade point equivalent for a course is obtained from letter grades as follows:

Grading Standard

Grade	Percentage	Description	Grade Point Equivalency
A+	96-100		4.33
A	91-95		4.00
A-	86-90		3.67
B+	81-85		3.33
B	76-80		3.00
B-	70-75	Minimum Pass	2.67
F	0-69	Failing Grade – unable to proceed to next Term	0.00
S	70 or greater	Satisfactory – student has met and mastered a clearly defined body of skills and performances to required standards	N/A
U		Unsatisfactory – student has not met and mastered a clearly defined body of skills and performances to required standards	N/A
I		Incomplete	N/A
IP		Course in Progress	N/A
W		Withdrawal	
Course Standings			
R		Audit. No Credit	N/A
EX		Exempt. Credit Granted	N/A
TC		Transfer Credit	N/A

Grade Point Average (GPA)

The course grade points shall be calculated as the product of the course credit value and the grade value.

The GPA shall be calculated by dividing the total number of achieved course grade points by the total number of assigned course credit values. This cumulative GPA shall be determined and stated on the Transcript at the end of each Program level or semester.

Grades shall be assigned to repeated courses in the same manner as courses taken only once. For the purpose of GPA calculation of grades for repeated courses, they will be included in the calculation of the cumulative GPA.

Rationale and Consultations

Provide a rationale
for this proposal.

Revisions are based on 2018/19 Program Renewal Action Plan and improve:

- program currency
- impact of instructor scheduling on student experience
- theoretical rigor and alignment with practice as per institutional learning outcomes and ITA goals

Are there any
expected costs to
this proposal.

Program will be submitted for re-costing

Consultations

Consultated Area	Consultation Comments
Registrar's Office	June 8, 2022 met with ... discussed importance of updating this program in terms of alignment with Pastry Arts Certificate and Artisan Baking Certificate, specifically in terms of facilitating graduates' advanced entry to either of those 11-month certificates

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Marketing Information

FOR MARKETING PURPOSES ONLY. DO NOT EDIT.

These fields are NOT required for governance approval. The wording in these fields is written by Marketing for a specific purpose and must be consistent with all other College publications. If changes are needed, contact webmaster@vcc.ca.

This program is for:

Marketing Description

Learn the foundations of professional baking and earn your apprenticeship Level 1 while still in high school.



INFORMATION NOTE

PREPARED FOR: Education Quality Committee

DATE: September 28, 2022

ISSUE: Education Quality Committee Annual Review

BACKGROUND:

The Education Quality Committee (EQC) held its annual series of presentations and discussions with School deans on February 23, March 2, and March 3, 2022.

The Committee provided five questions in advance to help organize the discussions.

1. Directions and Opportunities: What are the key themes that are defining the overall direction of your School: trends, market/industry/regulatory changes, demographics, internationalization, online learning, decolonization, micro-credentials?
2. How are the successes or challenges from last year's action plans informing your plans going forward? What have you learned or changed?
3. What is keeping you and your program leads up at night? What are the most pressing issues: systemic barriers or gaps, immediate needs, resources?
4. Access: The Strategic Innovation Plan (SIP) lays out core principles around Indigenization, JEDI and UDL. While many of us are still new these concepts, how are they infusing and impacting the people in your school? What's the level of fear/excitement/confusion?
5. Delivery and Success: How are your programs being delivered (online, blended, f2f) and how will the (hopeful) ending of the pandemic impact future delivery? Any significant changes to student progression or success?

More detailed [minutes](#) are available, but this report attempts to capture the major points of our discussions. Many thanks to the deans for their thoughtful and reflective approach.

- Dennis Innes, Dean of Hospitality, Food Studies and Applied Business
- Tannis Morgan, Associate Vice President Academic Innovation and Dean of Instructor Education
- Lucy Griffith, Acting Dean of Trades, Technology, and Design
- Shirley Lew, Dean of Arts and Sciences
- Jo-Ellen Zakoor, Dean of Health Sciences
- Adrian Lipsett, Dean of Continuing Studies

DISCUSSION:

The Committee identified the following key take-aways from these meetings.

Adjusting to COVID-19

- Schools came up with creative ways to support students and demonstrated openness to experimentation.
- Launching additional cohorts to address community needs (e.g., Health Sciences)
- Coming together as a community; collaborations with other schools/countries (e.g., Hospitality/Food Studies).
- Maintaining a reasonable level of student outcomes throughout the pandemic.
- Launching new programs despite the challenges of the moment (e.g., Marketing Technology).
- Beginning the successful transition from emergency remote teaching to thoughtful flexible delivery modes (HyFlex & blended learning).

Indigenization and Decolonization; JEDI; UDL; Mental Health & Wellbeing

- Increased awareness and openness to supporting mental health in services and curriculum
- Increased inclusion of principles of Justice, Equity, Diversity and Inclusion (JEDI); UDL; and Indigenization and decolonization (e.g., Health programs, Design programs). We are also asking: which students are being left out?
- Despite progress, lack of confidence and confusion about how to embed principles of decolonization and Indigenization in many departments; people are looking for guidance on what to do and how to do it right.

Innovation & Technology

- Use of new technologies in teaching and learning; importance of creating a common understanding of the value and benefits of new educational technology.
- Providing technology is not enough—instructors need to be supported and trained to become confident in using technology.
- Techno-jumps: programs in continuously changing fields; how do we support these programs to keep up with changes in industry?
- Innovation in programming that benefits students (e.g., around the Campus Plan/new Centre for Clean Energy and Automotive Innovation; micro-credentials; work-integrated learning).
- There are opportunities for more communication and collaboration among schools around new programs and micro-credentials – breaking down silos; however, collaboration across institutions and areas is complex and demanding.
- The curriculum development sprint trialled in Hospitality provides an innovative model for intensive short-term collaboration.

Student Experience

- Student needs and preferences around different delivery modes are diverse; it is crucial to validate assumptions around what students want and need.
- Learners expect a greater variety of options, and it is challenging to meet all students' needs.
- The geographical reach shifted dramatically, with students from across Canada.
- We have learned many lessons during the pandemic, but current students won't necessarily see the changes and shifts that result. How can we make things better for students at this moment?

Supporting Faculty & Students

- Rethinking the approach to support for faculty and department leaders (CTLR, online developers, resources). Shift in the CTLR's role from focus on faculty support to student experience.

- How will supports for students and faculty (Learning Centre, CTLR) be provided in the context of the shift to online?

Areas to Explore

Capacity for Innovation & Flexibility

- What is our capacity (human, technological, space) to manage changes and innovations?
- Employee recruitment and retention are a common concern.
- Desire for flexible and creative delivery confronted with financial & logistical considerations.
- Space utilization and lack of appropriate space continue to be a concern despite increased online delivery.

Quality in Online & Blended Delivery

- How do we assess quality with the shift to online/blended delivery?
- Are we offering flexibility at the expense of quality/essential in-person experiences?
- How do students choose between delivery modes?
- What is our framework to decide when to teach blended/online/face-to-face/HyFlex?

Assessments

- How were assessments adjusted? Is there an external push for change, and what are the College's expectations? How well are we doing?
- What are the options for using open resources/platforms for assessments?

PRIORITIES

The following key priorities were identified for the Committee. These will guide the work of the Committee over the next year.

1. What is the framework for determining when to offer a course in different delivery formats; and how are we assessing quality in the different delivery modes, particularly online and blended?
 - a. Determine how the different delivery modes defined and captured in our systems
 - b. Capture qualitative data on current experiences of students and instructors
 - c. Improve our understanding of what students are asking for when they seek "flexibility"
 - d. Define success metrics
 - e. Determine how departments are deciding on delivery modes and look at establishing best practices
 - f. Explore how assessments have been adjusted for online compared to other delivery modes
 - g. Explore whether our students' preferences for online or F2F delivery align with research on best practices
2. Analyse or, if necessary, conduct surveys or audits to support our understanding:
 - a. Number of programs/courses that are blended/online. Note: A blended learning pilot evaluation is wrapping up, so some data will be available through that
 - b. Amount of experiential learning in courses
 - c. Audit of Indigenization, decolonization, and JEDI in existing programs and courses (inform point 4)
 - d. Geographic reach of our courses (data available from IR)
 - e. Types of assessments used compared to delivery mode (inform point 1)

3. What does quality assurance look like for micro-credentials?
 - a. A micro-credential working group is developing an approval process. Work with this group.
4. How are concepts of decolonization, Indigenization and JEDI being integrated into programming? How does this committee as a quality assurance oversight body need to change to support integrating Indigenous ways of knowing and to avoid reinforcing colonial structures?
 - a. Consider work of the Indigenization Planning & Readiness Report and proposed audit
 - b. Consider external regulatory requirements as potential limits on ability to implement different approaches
5. How do we support programs whose field/industry is under continuous change? How do we support their development? Does a five-year renewal schedule work?

Our next steps will focus on gathering information and develop potential surveys and audits.

NEXT YEAR'S PRESENTATIONS

The annual presentations by the deans take up the majority of three meetings at EQC; the Committee is discussing how we can adjust the format again next year to allow for more focused and deeper conversations. We would like to focus on notable changes in order to better discuss emerging risks and opportunities in College programming. An initial idea is to have the deans meeting with the Committee all together (or on panels) to focus on specific, recurring themes across schools.

COMMITTEE MEMBERSHIP

Andy Sellwood, Faculty, Centre for Teaching, Learning & Research (to May 2022)
 Claire Sauvé, Associate Director, Continuing Studies
 Clay Little, Associate Director (acting), IECE (from July 2022)
 David Wells, Vice President, Academic & Research
 Emily Simpson, Faculty, Centre for Teaching, Learning & Research (from June 2022)
 Heidi Parisotto, Faculty, Health Sciences
 Jacqueline Shehadeh, Faculty, Arts & Sciences
 Natasha Mandryk, Chair, Education Council (ex officio)
 Patris Aghakian, Associate Director, Institutional Research
 Pervin Fahim, Operations Manager, School of Health Sciences
 Reba Noel, Dean (interim), Indigenous Initiatives (to July 2022)
 Shirley Lew, Dean, Arts & Sciences
 Stefan Nielsen, Student Representative (from July 2022)
 Sydney Sullivan, Student Representative (to June 2022)
 Tannis Morgan, Associate Vice President, Academic Innovation
 Todd Rowlatt, Faculty, Library, Teaching & Learning Services
 Vivian Munroe, Support Staff
 Ysabel Sukic, Faculty, School of Hospitality, Food Studies & Applied Business

PREPARED BY: Todd Rowlatt, Chair, Education Quality Committee

DATE: August 17, 2022



PROGRAM RENEWAL FINAL SUMMARY REPORT

CACE – Computer Applications,
Community and Career Education,
School of Arts and Sciences

Submitted to:

Shirley Lew, Dean, School of Arts and Sciences

David Wells, Vice President Academic, Students & Research

Todd Rowlatt, Chair, Program Review & Renewal Committee

Natash Mandryk, Chair, Education Council

**Vancouver Community College
1155 East Broadway, Vancouver
British Columbia Canada V5T 4V5**

August 25, 2022

Steering Committee Members:

Ingrid Defert, Department Leader

Nuala Rochfort, Faculty

Shirley Lew, Dean School of Arts and Sciences

Andy Sellwood and Julie Gilbert, Instructional Associates

Table of Contents

1 Executive Summary	4
2 Self-Study Report Summary	5
3 External Review Summary Report.....	8
4 Program Renewal Steering Committee Response to External Review Report	8
4.1 Dean’s Comments.....	9
5 Final Recommendations	9

1 Executive Summary

This report and its recommendations are the result of a formal self-study of the Community and Career Education (CACE) Computer Applications course at Vancouver Community College (VCC). This is the first course renewal for this course. Computer Applications (CCED 0604) currently exists as a stand-alone course in the CACE program area. CACE also has three certificate programs: Career Awareness, Food Service Careers, and Retail and Hospitality Careers.

A need for a course renewal was identified in the Program Renewal process in 2020/21, and the self-study took place between July and February 2021-22. The Steering Committee launched the renewal process with its first meeting on May 12, 2021, where members posed key questions and issues to focus on, set timelines for deliverables, and identified resources necessary for a successful renewal process.

The Steering Committee for this program renewal was struck in May 2021, by the VP of Academic, Students, and Research, to conduct a review the CACE Computer Applications course, guided by [Policy C.3.2 Program Review and Renewal](#)

Work of the Steering Committee, within the renewal process, focused on the key strengths, challenges and opportunities for improvement related to the following six (6) key performance indicators:

1. Curriculum and Instruction
2. Student Outcomes
3. Program Planning and Administration
4. Faculty and Staff
5. Program and Student Support Services
6. Learning Environment

Data from a variety of sources, spanning the five years prior to this report, was collected and analyzed by the Steering Committee members. Data was reviewed in relation to the key performance indicators, data sources include enrollment and graduation trends, student outcomes, graduate, and curriculum materials. A self-study report was written and reviewed as part of the renewal process.

The external review was conducted virtually and included interviews with the CACE Program Renewal Steering Committee, CACE Faculty and Staff members. The External Review team contributed to shared recommendations, based on the review of the CACE Renewal Self-Study and the virtual site visit.

A summary of the Self-Study recommendations is provided below. Together, the Steering Committee and External Review team discussed the Self-Study report and created final recommendations as identified in this summary report

2 Self-Study Report Summary

Overview

This section provides a summary of the CACE Computer Applications Course Self-Study as finalized by the Steering Committee in May 2022. The study examines the six Key Performance Indicators, program background, strengths, and challenges. This review culminates in a list of recommendations for program improvement.

The Community and Career Education Department (CACE) has been part of VCC's offerings since 1980 when it was initiated by the changing policies of the government at the time to provide support and integration for persons with a disability in the community rather than in sheltered workshops or segregated learning. Over the past forty plus years, the department has transitioned through name, programming, and faculty changes to meet the specific and at times complex learning needs of our students. The department is a leader in the field and the community.

Computer Applications was first offered in 1998 as a stand-alone course titled 'Introduction to Microcomputers' and was not housed within a program. Students enrolled in the course after completing a CACE program (see above) to further increase their employment skills. The course was renamed Computer Applications in approximately 2003. Prior to 2003 the course was 10hrs x 41 wks. (410 hrs) but was reduced to 10hrs x 38 wks. (380 hrs). This reduction was used to realign the Departmental budget to increase course offerings. This course has 1 faculty at 50%.

The original curriculum has been maintained and updated over the years to align with the frequent updates and changes to Microsoft products and the introduction of Office 365 and the associated applications. Other curriculum changes included the addition of digital literacy and internet safety.

Program Strengths

Computer Applications continues to be a popular course for both new and current CACE students. Computer Applications is a natural transition for students completing other CACE programs as it provides additional opportunities to add skills to increase students' employability. As this is a part-time course students can take additional part-time courses on alternate days.

The curriculum is flexible and can be modified to the learning needs and pace of the students. The assignments consist of real-life learning activities rather than typical commercial textbook exercises. The continued use of an online learning platform further supports skill development.

The learning environment in the classroom promotes independence and collegiality. The demographic of students is such that it is often difficult for them to sit and focus for long periods of time. Students develop or utilize a variety of self-regulation tools to assist them to focus and complete their work. This is encouraged as the tools or skills can translate to the workforce, or once they leave VCC, in everyday life.

Key Findings

Curriculum and Instruction

- Course is aligned regarding learning outcomes, activities, and assessments.
- Learning is student focused with flexibility for individual learning needs.
- Course documentation is outdated, and content should be reviewed for currency and relevancy.

Student Outcomes

- Students have a high level of satisfaction and success in this course. Notably there is a waitlist of applicants for this course.

Program Planning and Administration

- There does not appear to be any other course that matches Computer Applications.
- This course consistently meets enrollment and completion targets with consistent instructional support available.
- The curriculum needs to be updated to the most current version of Office 365.
- ASE Articulation Committee is working on learning outcomes in next round of meetings.

Faculty and Staff

- Area hiring criteria is sufficient.

Program and Student Support Services

- Ongoing communication with counselling services would benefit CACE students.
- The length of time on Waitlist is 1-2 years, this is considerable for a single course.

Learning Environment (Physical and Online)

- The physical layout and type of the workstations is not optimal for accessibility and varied student needs.
- Placement of projector and/or lack of blinds decreases visibility of screen.
- Whiteboard cannot be used in combination with projector.

Recommendations from Self-Study according to Key Performance Indicators are noted in this table.

KPI	Recommendations
Curriculum and Instruction	<ul style="list-style-type: none"> • Review and revise all course documents and concepts.
Student Outcomes	<ul style="list-style-type: none"> • Develop strategies to gather formal feedback on course content, activities, and delivery.
Faculty and Staff	<ul style="list-style-type: none"> • Review workload profile and hiring criteria.
Student Support Services	<ul style="list-style-type: none"> • Consider formalizing a process with counselling for facilitating student referrals. • Investigate a streamlined process for applying to courses, storage of student applications and manage waitlists.
Program Planning and Administration	<ul style="list-style-type: none"> • Update curriculum and learning materials • Articulate course • Investigate the feasibility of integrating industry specific applications.
Learning Environment	<ul style="list-style-type: none"> • Acquire student workstations that are adjustable and smaller profile. Moveable desks or tables. • Obtain a Smart Board to facilitate instruction- allows instructor demonstrate learning activity directly on screen while facing the students.

3 External Review Summary Report

The external review team (ERT) conducted a site visit on Tuesday, May 10, 2022. This site visit was conducted virtually, with Zoom web conferencing.

The meeting was attended by the CACE Computer course Renewal Steering Committee members, program faculty and staff. The External Review team members included:

1. Kathy Moscrip, Coordinator/Instructor, AWE, Faculty of Education, Health & Human Development, School of Access & Academic Preparation
2. Davi S. Bachra, Faculty, Vocational Education and Skills Training, Douglas College
3. Pat Foreman, Instructor Access Program, Kwantlen Polytechnic University

The purpose of the external review was to confirm the recommendations put forth in the Self-Study Report and to capture new recommendations. Students and graduates were not present at the external review meeting. Rather, the ERT met with the Renewal steering committee and shared guided discussions on the self-study document and course strengths and opportunities for enhancement. As such, the external review report focused on providing additional recommendations that arose from the questions and discussions. These recommendations were organized and aligned where possible with each key performance indicator as documented in the Self-Study report. See section five 'Final Recommendations' below for the added recommendations.

Overall, the recommendations set out in the Self-Study Report were confirmed. Reviewers commented on Computer Applications being a commendable program (course) and highlighted the educational strategy of individuation as well as real-world application of skills as being notable strengths.

4 Program Renewal Steering Committee Response to External Review Report

The CACE Program Renewal Steering Committee reviewed the recommendations put forth by the ERT and noted that the points made were in alignment with the findings of the self-study report. The external report supports the program and provides some valuable recommendations. The recommendations from the self-study report and the external review were combined and form the final report recommendations for the program renewal.

4.1 Dean's Comments

CACE's Computer Application course is an essential part of the department's offerings to support students' job readiness and success in the workplace. The department, and the course instructor Nuala Rochfort, should be commended for maintaining what is clearly a relevant and successful course. It's affirming to see the recommendations from the external panel strongly aligned with the recommendations from the self-study. I strongly support all recommendations, particularly exploring how the course may be structured to reflect different levels and subjects, while maintaining the individualized learning.

I'm grateful for the support from David Wells, VP Academic & Research, to have the opportunity to refresh this course through a renewal process. I'm also grateful to the external reviewers who were highly engaged and generously shared their knowledge and expertise in the process. The success of this renewal would not be possible without the support of Andy Sellwood and Julie Gilbert from CTRLR and from the leadership of Ingrid Defert, Department Head of CACE.

5 Final Recommendations

The final recommendations made are a combination of those from the self-study and the external reviewers. These recommendations are also represented in the Program Renewal Action Plan with projected timeline and deliverables.

KPI	Recommendations
Curriculum and Instruction	<ul style="list-style-type: none"> • Review and revise all course documents and concepts. <p><u>Additional Recommendations from External Review</u></p> <ul style="list-style-type: none"> • Maintain measure of self-pace and individuation educational strategies. • Aligning with Program Planning KPI, map out and consider how skill-building in different (lower) levels can lead to meaningful real-world applications in higher levels, especially if the current course is split into multi-level courses. • Already a work-in-progress, continue designating online course days to support skills needed in a post-Covid world. • Review and incorporate more online safety content. • Consider more digital literacy elements especially related to employment. Examples include communication platforms depending on employment needs and setting up of profiles for time-sheeting/pay-stub checking.

	<ul style="list-style-type: none"> • Related to digital literacy and social media applications, consider LinkedIn as a more controlled platform. • Consider ePortfolios as a platform and tool to connect skill-building and application as students' progress through the levels; underlying this is the guidance of always considering what would be enrichment and enhancement for students in our current world. The process of building ePortfolios can culminate in a Capstone presentation as a real-world application of communication and digital skills.
Student Outcomes	<ul style="list-style-type: none"> • Develop strategies to gather formal feedback on course content, activities and delivery. <p><u>Additional Recommendation from External Review</u></p> <ul style="list-style-type: none"> • Like many programs, mass surveys after the students have graduated do not work as well; incorporate a feedback session directly with students at end of year instead, that will result in a document that summarizes the responses (note: Pat F. will send what KPU uses to Nuala R.)
Faculty and Staff	<ul style="list-style-type: none"> • Review workload profile and hiring criteria.
Student Support Services	<ul style="list-style-type: none"> • Consider formalizing a process with counselling for facilitating student referrals. • Investigate a streamlined process for applying to courses, storage of student applications and manage waitlists. <p><u>Additional Recommendation from External Review</u></p> <ul style="list-style-type: none"> • Continue a work-in-progress management of wait lists versus interest list to capture more accurately the wait list status
Program Planning and Administration	<ul style="list-style-type: none"> • Update curriculum and learning materials • Articulate course • Investigate the feasibility of integrating industry specific applications. <p><u>Additional Recommendations from External Review</u></p> <ul style="list-style-type: none"> • Take a deep dive into the levels of the students from intake through progress, to explore levels of offerings and using structures such as course selections and electives that meet employment and life needs; this includes exploring pre-requisites and connection/feed-in to and from other institutional programs. As an example, could digital literacy be needed also in other programs, that can be taught in this course(s)?

	<ul style="list-style-type: none"> • Should a structure such as course selection or split levels be implemented, explore possibility of courses and levels running simultaneously after an on-boarding period; this also maintains the self-paced and individualized educational strategies that already exist. • Align with institutional EDI directives and initiatives to highlight and emphasize the importance of the course for a more inclusive world and to highlight the educational strategies and outcomes for people with diverse abilities as well as typical learners, connect this to what it means to be in community with diverse needs and strengths; bring in administration and marketing support
Learning Environment	<ul style="list-style-type: none"> • Acquire student workstations that are adjustable and smaller profile. Moveable desks or tables. • Obtain a Smart Board to facilitate instruction- allows instructor demonstrate learning activity directly on screen while facing the students.



Program Renewal: CACE Computer Applications Education Council Report August 2022

Action Plan

Based on the findings from the program review Self-Study Report, and the feedback from the External Review, the program has identified the following final key projects and initiatives.

#	Key Projects and Initiatives	Reasonable Timeline for completion of project	Resources Required	Evaluation Plan
1	Create different skill levels within curriculum based on intake. Includes framework of learning outcomes and curriculum guide that reflect what is being done in the classroom.	January 2023	CD funds, consult with CCA, Computer Essential Skills (outcomes). CTLR (IAs).	Re-designed curriculum with clearly defined skill levels and outcomes within the course (or separate courses).
2	Create an exit survey for students.	December 2022 and June 2023	IR, CACE faculty	Trial exit survey in December
3	Review hiring criteria	May 2023	Dept Head CACE, VCCFA, Dean	Updated hiring criteria language
4	Streamline wait list and intake (schedule 1 and schedule 2) processes	January 2023	Dept Head, Student Services Assistant, CACE faculty	Department practice around wait lists and intakes
5	Articulate computer applications course (through ASE articulation group)	June 2024 (approx..)	Dept Head, provincial articulation committee, CACE faculty	Computer applications course on ASE articulation grid
6	Investigate the feasibility of integrating industry specific applications.	September 2023	Consultation with industry, PAC, CACE faculty	Additional course/workshop or course material related to industry applications
7	Upgrade teaching/computer lab (DTN 229)	December 2023	Dept Head, Dean, Capital funds or Facilities	Completed capital funds application (Oct 2022)

June 27, 2022

Mr. Bruce McGarvie
Instructor, CAD & BIM Technologies
Vancouver Community College
250 West Pender St.
Vancouver, BC
V6B 1S9

Dear Bruce:

Congratulations! We are very pleased to inform you that TAC national program accreditation has been granted for the CAD and BIM Technician program at the technician level. The national program accreditation is valid from April 10, 2020 to April 9, 2025.

Please find enclosed the Audit Report issued by the audit team. Please keep this for your files and also use it to guide future program changes.

Each year on the anniversary of your accreditation, you are required to submit an Annual Report. There are two purposes for the Annual Report. The first purpose is to keep us aware of any changes you make to your program so that you can be confident your changes are within the requirements of the National Accreditation Criteria. The second purpose is to provide you with a tool to track program changes so that you can be prepared for your accreditation renewal at the end of the five year accreditation cycle.

One year prior to the end date of your accreditation, you will receive an accreditation renewal notice. This accreditation renewal notice will provide you with instructions for completing the accreditation process again prior to the expiry of your current accreditation cycle.

Once again, congratulations on receiving national program accreditation for your CAD and BIM Technician program. Please do not hesitate to contact us at any time if you have any questions about your accreditation.

Thank you for your support of TAC.

Sincerely,



Shauna Wright
Accreditation Coordinator



Technology
Accreditation
Canada

Agrément en
Technologie du
Canada

Audit Report

Audit Report

An audit of the educational program has been conducted by a trained audit team of certified technology professionals. The audit involved a comprehensive review of materials provided by the educational program against the National Accreditation Criteria and Canadian Technology Standards. A one day virtual site visit was conducted which included interviews with employers of the program's graduates, program advisory committee members, alumni, students, faculty and the program head, in addition to a tour of the program's lab facilities. The results of the audit are detailed in the following report.

Educational Institution: Vancouver Community College

Audit Report Date: March 15, 2022

Campus: Downtown, Vancouver

Site Visit Date: May 3, 2021

Program: CAD and BIM Technician

Options: Steel Construction Modelling, Civil Structural Technician, Architectural Technician

Accreditation Level:

- Technician
- Technologist

Type of Accreditation:

- Initial Accreditation
- Subsequent Accreditation

Lead Auditor:

Patrick Jolicoeur, C.E.T.

Audit Team Member(s):

Tanya Tan, ASCT
Jason Peters, C.E.T.

Accreditation Decision:

The program is accredited for five (5) years.

General Comments

General comments that reflect findings during the audit of the program.

- The program head's enthusiasm for the program is contagious.
- Graduates are highly sought after by employers.
- The faculty members exhibit enthusiasm, professionalism, and care about the success of their students.
- The PAC is highly engaged with the program, and there are many long-term members on the committee.
- Alumni and students expressed they were and are well prepared to enter the workforce upon graduation, as the program provides a good foundation to be successful in drafting and project work.

Non-Compliant Criteria

Statements of non-compliance with the National Accreditation Criteria supported by evidence contained in the Audit Report and acknowledged by the educational institution. The items must be addressed for accreditation to be granted by the date indicated on page 2.

- There are no non-compliant criteria.

Unique Program Features

Unique features that contribute to the quality of the program.

- Students can pursue one of three speciality options: Steel Construction Modelling, Civil Structural Technician, or Architectural Technician.
- Project-based learning, including in-class instructional presentations, blended online delivery, and lab work using Autodesk, Trimble, and more.

Best Practices

Statements relating to areas identified by the Audit Team which would be considered a best practice. Programs are to be commended for their best practices.

- Students acquire skills in basic drafting fundamentals, AutoCAD, orthographic projection, auxiliary views, dimensioning, construction math and site safety in year one.
- Course DRFT1326 Job Search Skills, which teaches resume and cover letter development, interview preparation, and locating job vacancies.
- Students can apply for a plethora of scholarships and bursaries, including the Stan Phipps Scholarship, Read Jones Christoffersen Award, and Wicke Herfst Maver Consulting Inc. (WHM) Award of Excellence.
- Excellent maintenance schedule for computers, including a 4 year refresh plan for student and instructor workstations, annual renewal of software licenses in-use including software maintenance to maintain current version status, and remote teaching capabilities via Zoom and Teams.
- VCC is a member of the BC Drafting Technologies Articulation Committee within the BC Council on Admissions & Transfers (BCCAT), a formal network of member post-secondary institutions, articulation committees, and the post-secondary transfer community and staff. All the participants in the transfer and articulation system work together to facilitate student mobility, support system quality, recognize equivalent learning, and promote the portability and applicability of credit.
- Labs are up to date with innovative technology, consistent with industry standards.

- The nine (9) week Integrated BIM (Building Information Modeling) Project, that simulates the leading edge of today's technology in project delivery in design firms.

Opportunities for Improvement

Statements relating to areas identified by the Audit Team where the program could be improved. Such opportunities for improvement are not considered non-compliant and are provided for consideration.

- Student representation on the PAC, allowing for input as to what is working well and what could be improved upon within the program.
- The program is encouraged to invite ASTTBC to conduct a presentation to the students regarding opportunities to pursue a professional designation and the benefits of doing so.
- Incorporating more presentations into the curriculum to build the students' confidence with regard to technical writing and verbal communication was suggested by faculty.

National Accreditation Criteria Assessment

The assessment of each national accreditation criterion is indicated in the 'Assessment' column using the following terms:

Compliant - meets the requirements of the criteria

Non-compliant - does not meet the requirements of the criteria

Not applicable – does not apply

Yes - information has been provided

No - information has not been provided

Important Note: A non-compliant assessment results in the program not being accredited. The non-compliant criteria must be resolved before accreditation can be granted.

Criteria A: Program Background (Does not affect accreditation decision)

Criteria	Assessment
A.1 Program History The program has a documented history of educational delivery in the designated technician and technologist field.	Yes
A.2 Program Option Names and Descriptions The program has clear names and descriptions for all program options (e.g. fast track, co-op, streams or "majors").	Yes
Unique Program Feature: <ul style="list-style-type: none"> Students can pursue one of three speciality options: Steel Construction Modelling, Civil Structural Technician, or Architectural Technician. 	
A.3 Program Instructional Delivery Modes The program instructional delivery modes are documented.	Yes
A.4 Program Organizational Structure	

The program has a clear, logical and documented program administrative structure as illustrated in an organizational chart with descriptions of roles and responsibilities. A description of the relationship between the program administration and the institutional administration is documented.	Yes
A.5 Program Enrollment and Graduate Date The program enrollment and graduate data is documented.	Yes

Criteria B: Student Policies

Criteria	Assessment
B.1 Program Admission Policies Policies related to program admission requirements based on secondary school courses and grades are documented and accessible to applicants. Policies for other admission paths (for mature students) are documented and accessible to applicants.	Compliant
B.2 Policies for Monitoring Student Progress Policies used to monitor student progress each semester to ensure that pre-requisite course credits have been obtained are documented and accessible to students.	Compliant
B.3 Academic Policies and Procedures Institutional and/or departmental policies on plagiarism, cheating, grade appeals are documented and accessible to students.	Compliant
B.4 Student Transfer Policies Articulation and transfer agreements for the program are documented and accessible to students.	Compliant
Best Practice: <ul style="list-style-type: none"> VCC is a member of the BC Drafting Technologies Articulation Committee within the BC Council on Admissions & Transfers (BCCAT), a formal network of member post-secondary institutions, articulation committees, and the post-secondary transfer community and staff. All the participants in the transfer and articulation system work together to facilitate student mobility, support system quality, recognize equivalent learning, and promote the portability and applicability of credit. 	
B.5 Graduation Requirements Graduation policies, including graduation requirements, passing grades for courses, overall program average grade, number of credits are documented and accessible to students.	Compliant

Criteria C: Program Policies

Criteria	Assessment
<p>C.1 Program Development Policies and Procedures Policies for program and course development, including timelines, institutional processes and governance are documented.</p>	Compliant
<p>C.2 Program Continuous Improvement Policies Policies for program continuous improvement are documented. Periodic program self-assessments, producing recommendations that are used for improvements in the curriculum and/or student success, are documented. There is documented evidence of program and course changes.</p>	Compliant
<p>Comment:</p> <ul style="list-style-type: none"> The first comprehensive review will be conducted in 2022. 	
<p>C.3 Work Placement Policies Policies and procedures for work terms, co-op, practicums and internships, including how to obtain a placement, get credit for the placement, ensuring placement is relevant to the area of study, placement assessment and options available if a work placement is not secured, are documented and accessible to students.</p>	Not applicable
<p>Comment:</p> <ul style="list-style-type: none"> The program does not have any formal work terms, co-op, practicum, or internship. 	
<p>C.4 External Program Input A Program Advisory Committee (PAC) exists. Policies and procedures regarding the establishment of a Program Advisory Committee, including the frequency of meetings, terms of members, are documented. Names and contact information for the current PAC members is documented. Minutes from Program Advisory Committee meetings over the past three (3) years are documented. Reports from any other external bodies which have reviewed the program over the past three (3) years are documented.</p>	Compliant
<p>Comment:</p> <ul style="list-style-type: none"> No external bodies have reviewed the program to date. 	
<p>Opportunity for Improvement:</p> <ul style="list-style-type: none"> Student representation on the PAC, allowing for input as to what is working well and what could be improved upon within the program. 	

Criteria D: Program and Course Information

Criteria	Assessment
<p>D.1 Program Description Documents Policies for program and course development, including timelines, institutional processes and governance are documented.</p>	Compliant
<p>D.2 Program Objectives Program educational objectives are documented. Program educational objectives fit the mission statement of the educational institution.</p>	Compliant
<p>D.3 Course Outlines Course outlines are documented for all courses, including those in program options, are accessible to students. Course outlines include the course ID, title, description, pre-requisites, co-requisites, objective, learning outcomes and grading scheme, required textbooks or other learning materials, instructional delivery modes, scheduled instructional contact hours, credits, relationship of course outcomes to program outcomes, policies and procedures for submitting student work, grade required for successful credit, method of evaluation (assignments, tests, projects) and the date of last revision of the course outline.</p>	Compliant
<p>D.4 Transcript and Diploma An accurate and complete transcript is provided to students at the end of each semester. An accurate and complete diploma is provided to students upon completion of the program.</p>	Compliant
<p>D.5 Scholarship and Bursary Information Scholarships and bursaries are available to applicants applying to and students enrolled in the program. Scholarship and bursary information, including award criteria, application procedure and awarded amounts, is accessible to applicants and students.</p>	Compliant
<p>Best Practice:</p> <ul style="list-style-type: none"> Students can apply for a plethora of scholarships and bursaries, including the Stan Phipps Scholarship, Read Jones Christoffersen Award, and Wicke Herfst Maver Consulting Inc. (WHM) Award of Excellence. 	

Criteria E. Program Outcomes

Criteria	Assessment
<p>E.1 Discipline Learning Outcomes The program must substantiate students have reliably demonstrated achievement of the program's five (5) core discipline learning outcomes, specific to the technician or technologist level.</p>	Compliant
<p>Best Practice:</p> <ul style="list-style-type: none"> Students acquire skills in basic drafting fundamentals, AutoCAD, orthographic projection, auxiliary views, dimensioning, construction math and site safety in year one. 	
<p>E.2 General Learning Outcomes The program must substantiate students have reliably demonstrated achievement of all eight (8) general learning outcomes, specific to the technician or technologist level.</p>	Compliant
<p>Unique Program Feature:</p> <ul style="list-style-type: none"> Project-based learning, including in-class instructional presentations, blended online delivery, and lab work using Autodesk, Trimble, and more. 	
<p>Best Practice:</p> <ul style="list-style-type: none"> The nine (9) week Integrated BIM (Building Information Modeling) Project, that simulates the leading edge of today's technology in project delivery in design firms. 	
<p>Opportunity for Improvement:</p> <ul style="list-style-type: none"> Incorporating more presentations into the curriculum to build the students' confidence with regard to technical writing and verbal communication was suggested by faculty. 	
<p>E.3 Technology Reports There is a documented process for the Technology Report, which includes when the report topic is selected, how the topic is selected, whether the report is written individually or as a team, the faculty support provided, the timing of progress reports and how and when the report is presented and defended. If the Technology Report is completed as a team, each team member must contribute to each section of the report, the presentation and defense of the report.</p>	Not applicable

Criteria F: Faculty

Criteria	Assessment
<p>F.1 Faculty Qualifications Policies are documented for hiring qualified faculty. There is documented evidence that the program follows these policies and procedures, including required academic qualifications, teaching and work experience, professional certifications and professional development.</p>	Compliant
<p>F.2 Faculty Workload Policies and procedures are documented for faculty teaching workload, preparation and assessment marking, class and lab sizes.</p>	Compliant

Component G. Facilities, Resources and Other Student Support

Criteria	Assessment
<p>G.1 Offices, Classrooms and Labs Office and classroom space, lab facilities, meeting rooms for faculty and students, office and lab support staff are sufficient to meet the needs of the students and faculty.</p>	Compliant
<p>Best Practice:</p> <ul style="list-style-type: none"> Labs are up to date with innovative technology, consistent with industry standards. 	
<p>G.2 Maintenance and Upgrade of Facilities Procedures are documented to maintain and upgrade tools, equipment, computing resources and laboratories used by students and faculty. There is documented evidence the procedures are followed.</p>	Compliant
<p>Best Practice:</p> <ul style="list-style-type: none"> Excellent maintenance schedule for computers, including a 4 year refresh plan for student and instructor workstations, annual renewal of software licenses in-use including software maintenance to maintain current version status, and remote teaching capabilities via Zoom and Teams. 	
<p>G.3 Health and Safety Procedures Health and safety procedures for all facilities are documented and accessible. Procedures for training students and staff in health and safety are documented and accessible. There is documented evidence that student and staff training procedures are followed. Appropriate health and safety warnings are clearly displayed in relevant facilities.</p>	Compliant

G.4 Student Research and Library Resources Library resources are sufficient for students to conduct the required research for course assignments, projects and reports.	Compliant
G.5 Student Academic Resources and Support Course related resources and faculty support are available to students for coursework, homework, research and lab projects.	Compliant
G.6 Student Career Resources and Support Resources, advisors and other institutional support are available for student career counselling and guidance.	Compliant
Best Practice: <ul style="list-style-type: none"> • Course DRFT1326 Job Search Skills, which teaches resume and cover letter development, interview preparation, and locating job vacancies. 	
Opportunity for Improvement: <ul style="list-style-type: none"> • The program is encouraged to invite ASTTBC to conduct a presentation to the students regarding opportunities to pursue a professional designation and the benefits of doing so. 	

Site Visit Interview Questions

Employer Interview (group) – objective is to determine how well graduates are performing.

Participating employers have hired graduates from the program.

1. How many graduates have you recently hired from this program?

- The employers interviewed have hired 1-4 graduates, respectively, each year for the past three years.

2. How well have they performed? What strengths did they have? Technical skills? Soft skills (presentation, written, teamwork)? Health & safety knowledge? Ethics?

- Great soft skills, once they are “pushed”.
- Good foundational knowledge of drafting, Revit.
- Eager to learn, and get involved in projects willingly.

3. Were any areas of improvement identified related to the graduates’ performance?

- The employers interviewed noted that personal confidence can be lacking, but this varies from individual to individual and is not a fault of the program.

4. Based on your knowledge of the program, are there any changes to the program (e.g. technical curriculum, soft skills (presentation, written, teamwork, lab facilities, health and safety, ethics) that would benefit the students?

- The employers interviewed explained that the program head regularly keeps them up to date. They feel the program is functioning very well.

5. What trends in the field or sector should program administrators be aware of?

- Cloud software.
- Robotics and AI automation.

6. Is there anything else you’d like to share about the program or institution?

- VCC graduates are preferred compared to graduates from other institutes that are local and in neighbouring provinces.
- ESL students/graduates could benefit from opportunities to develop their soft skills.

Program Advisor Interview (group) – objective is to determine how well the PAC is functioning

1. How long have you been on the program advisory committee? **Follow Up** When you joined the PAC, were you provided with a manual or terms or reference and some other documentation which explains how the PAC operates?

- The committee members interviewed are long-term members, and have been on the PAC for 5-20 years.
- They recalled receiving documentation with the PAC mandate, upon joining the committee.

2. Does the member composition of the PAC represent the breadth of the industry? **Follow Up** Does the member composition represent the diversity of industry?

- Those interviewed agreed that the composition represents the breath of industry, but could use more female representation from industry committee members.

3. Do you feel you have a good knowledge of the program? If yes, how so?

- All agreed, and indicated that the program head and instructors are in regular contact with the committee, and provide updates where required in between meetings.

4. Do you feel that the meetings are productive? If yes, how so? If no, why?

- All agreed that the meetings are well structured and there is a good sense of the program genuinely valuing input from industry.

5. Are the action items, identified in the meeting minutes, followed up on?

- All agreed that action items are followed up on by the recording secretary and/or faculty where appropriate.

6. When changes are suggested to improve the program, is faculty receptive to the suggestions? If yes, can you provide an example?

- The program head and faculty are receptive to suggestions to improve the program.
- Based on discussions by the committee, student projects have been carried out in Revit and Civil 3D.

7. When was the last time you toured the labs?

- One of the committee members interviewed had not toured the labs, as they are not based in Vancouver. He would welcome a video tour if possible.
- The others had toured the labs approximately 6 months prior to the site visit interview.

8. Are there any changes to the program (e.g. technical curriculum, soft skills (presentation, written, teamwork), lab facilities, health and safety, ethics) which would benefit the students?

- More collaboration in cloud-based and VR softwares are incoming in industry. It would be of benefit to expose the students to these softwares during their studies, to better prepare them for industry.

9. Is there anything else you'd like to share about the program or institution?

- Alumni are well trained to meet industry expectations.
- It is a pleasure to be associated with/working with the program.

Alumni Interview (group) – objective is to determine how well recent graduates felt prepared for their first role.

1. What type of work do you do?

- Jr. Steel Detailer.
- Drafting Technician.
- Steel Detailer/Project Manager.

2. Did this program prepare you well for your career? If yes, how so?

- Those interviewed felt well prepared for their careers. They explained that the program provides a good foundation to be successful in drafting and project work.

3. What are the strengths of this program? Technical skills? Soft skills (presentation, written, teamwork)? Health & safety knowledge? Professionalism/ethics?

- There are opportunities to collaborate in groups, similar to in industry.
- The project-based curriculum was beneficial in helping develop strong problem solving skills.

4. Was faculty support a contributor to your success in the program? If so, can you provide an example(s).

- Yes, instructors provide the students with real world examples, making it easier to grasp certain concepts.
- Instructors have also been references for a number of the students, and are very enthusiastic to see them succeed in industry.

5. How well do the lab facilities support the program?

- The computers run well, and the labs are often available outside of standard class hours.
- The labs contain examples of industry cut outs, which those interviewed found to be informative.

6. What changes to the program (e.g. technical curriculum, lab facilities, health and safety, academic or non-academic resources) would benefit students?

- Additional training in Civil3D would have been helpful, according to on alumnus, who did not feel strong enough in their competences once in industry.
- Second year of the program felt rushed for some of those interviewed.

7. Is there anything else you'd like to share about the program or institution?

- More learning opportunities through seminars, conferences, etc. would be beneficial for future students.

Program Information Session – objective is to explore specific aspects of the program.

1. How is the program attracting diversity (e.g. female, ethnic) in terms of student enrolment?

- The student body is quite diverse, with a high number of females enrolled, as well as students from international and Indigenous communities.
- In-class presentations at high schools in addition to recruitment efforts at the institutional level have been successful to date.

2. Describe the connection the program has to industry (e.g. field trips, tours, industry speakers, applied research)?

- Field trips, Zoom sessions, and actively engaging with the PAC have proven to be very successful for the program and students.

3. We understand changes to the delivery of the program have been made due to COVID. Has this impacted the achievement of the discipline and general learning outcomes?

- The program was already using online learning management tools, so the impacts of COVID were not too severe. Students were able to login to remote desktop to access all of the required softwares from home. As such, students continued to achieve the course learning outcomes.

Student Interview (group) – objective is to verify specific national accreditation criteria and identify strengths and issues

1. Why did you choose to enroll in this program?

- A second career option for many.
- Interest from learning about the program at an open house.

2. Do you feel that your expectations have been met? If so, why? If not, why? **Follow Up** How has COVID impacted your learning?

- Those interviewed feel their expectations have been met.
- Plenty of peer-to-peer support is available, and the instructors are generally available as needed outside class hours.
- Those interviewed mentioned they would have preferred more in-person classes, but worked well despite the ongoing COVID restrictions.

3. What do you consider the strengths of this program? Technical skills? Soft skills (presentation, written, teamwork)? Health & safety knowledge? Professionalism/ethics?

- The breadth of the available software is excellent.
- Ethics has been well covered throughout the program to date.
- Many team-building exercises are possible throughout the courses.

4. What resources (faculty, library, tutoring), have you used for support with an academic challenge? How was your experience?

- The students appreciated a math session an instructor conducted for them, which they found very helpful in understanding certain concepts.
- The instructors are very accessible, helpful, and patient when students are struggling with academic challenges. It is evident they are genuinely interested in student success.

5. How well do the lab facilities support the program? **Follow Up** Are the facilities available for use after class hours?

- VPN connectivity can be spotty, and IT phone support can be “slow”.
- The computer labs are great, with many softwares available for the students to access anytime from home.

6. Describe the health and safety training you have received.

- The students feel they have been provided with good coverage of health and safety.

7. Are course outlines made available to you before each semester? If yes, do they generally reflect what you learn in class? If no, what is the issue?

- All agreed that course outlines are available at the start of each courses, and that they generally reflect what is learned in class.

8. How have you been exposed to industry (e.g. field trips, guest speakers, industry night)?

- Field trips have not been possible due to COVID, but virtual presentations by industry members have been informative.

9. Have you used any resources to find employment (career center, job fair, and faculty)? How was your experience?

- The job fairs are very useful in connecting with potential employers, as well as connecting via LinkedIn.

10. What would you like to see changed in the program and/or the institution?

- More opportunities for team collaboration throughout the whole program.

11. What do you know about your Provincial Professional Association (ASTTBC)? **Follow Up** Has the PPA conducted an in-class presentation?

- The students did not recall attending a presentation, but are encouraged by faculty to look into certification.

12. Is there anything else you'd like to share about the faculty, the program or institution?

- Those interviewed reiterated they are happy to have enrolled in the program and find instructors to be very supportive.

Faculty Interviews (individual) – objective is to verify specific national accreditation criteria and identify strengths and issues.

1. What was the most recent professional development activities (PD) in which you participated? How did it provide a better learning experience for your students?

- Online course delivery training is the most recent PD those interviewed had participated in, to help ensure a smooth transition for themselves and the students.

2. Does the institution and/or your program administration support your PD (e.g. available budget, time off)?

- PD is well supported and encouraged. 4 weeks of paid time off for PD is allocated per faculty per year.

3. What would you like to see changed in the program, facilities or the institution?

- The online learning platform could use more support, better development.
- The institute's governance does not allow for much flexibility in course changes.

4. Is the program head supportive of suggested changes to the program?

- Yes, all faculty feel the program head is supportive of suggested changes to improve the program.

5. Is there pressure to pass students?

- Those interviewed do not feel pressure to pass students, but for them to succeed during their studies. Students have to work hard to achieve good grades.

6. Is academic dishonesty (e.g. cheating, plagiarism) an issue in the program? **Follow Up** What is done to deter plagiarism and cheating? (e.g. policy in course outlines, discuss at the beginning of each course/semester).

- While some students have attempted to cheat and/or plagiarize, it is not a significant issue within the program.
- The administration supports faculty in handling these situations appropriately, per the institute's policy.
- Tight timelines are in place for assignments, exams, etc. to discourage cheating and plagiarism.

7. How often do you change assignments, tests, exams?

- With a focus on project-based learning, assignments, tests, and exams can change fairly often. Many of these evaluations change with technology.

8. Are there any challenges you face as an instructor that you would like to share?

- Work-life balance can be challenging (i.e. one instructor noted they are working in consulting in addition to working at VCC).
- Technical writing and verbal communication for some students can be undeveloped; incorporating more presentations to build the students' confidence was suggested.

Program “Head” Interview – objective is to determine how well the program is functioning

1. Do you have the required resources (e.g. faculty, lab equipment) to operate the program successfully?

- Yes, the program has sufficient lab equipment and faculty to operate successfully. It was noted that a new program head will be joining the department soon.

2. Employers generally indicate soft skills could use improvement. How is the program focused on soft skill development?

- The program has a cohort approach; 18 students take the exact same courses and empowers them to work on their interpersonal skills, teamwork skills, etc.

3. Is the Dean/Academic Chair supportive of changes you wish to make to the program? If yes, can you please provide an example?

- The Dean is supportive of the program, and helps advocate for the latest technology.

4. Once the program is accredited, how will you promote the accreditation?




- The program’s accreditation will be promoted internally via marketing, as well as through ASTTBC and other relevant provincial bodies.

5. Are there any challenges you face that you would like to share?

- It was mentioned that the institute’s governance policies can interfere with implementing certain requests.

Auditor Declaration

As a member of the Audit Team for the **CAD and BIM Technician** accreditation for **Vancouver Community College**, I have reviewed this Audit Report in detail and agree that it accurately reflects my evaluation of the program with respect to the TAC National Accreditation Criteria.

Lead Auditor's Name and Signature:	 Patrick Jolicoeur	Date: May 15, 2022
Auditor's Name and Signature:	 Jason Peters	Date: May 15, 2022
Auditor's Name and Signature:	 Tanya Tan	Date: May 15, 2022