



VANCOUVER COMMUNITY COLLEGE

VCC Institutional Accountability Plan and Report

2022/2023 REPORTING CYCLE

Submitted to:
Ministry of Post-Secondary Education and Future Skills (PSFS)



LAND ACKNOWLEDGEMENT

We respectfully acknowledge that Vancouver Community College is located on the traditional and unceded territories of the x^wməθk^wəyəm̓ (Musqueam), Sk^wx^wú7mesh Úxwumixw (Squamish), and səlilw̓ətaʔɬ (Tseil-Waututh) Nations.



July 15, 2023

Honourable Selina Robinson
Ministry Post Secondary Education and Future Skills
P.O. Box 9870 STN PROV GOVT
Victoria, BC V8W 9T5

Dear Minister Robinson,

We are pleased to submit Vancouver Community College's (VCC) Institutional Accountability Plan and Report (IAPR) for the 2022/23 reporting cycle. This report proudly highlights the achievements of VCC over the past year and renews our ongoing commitment to offering high quality, accessible education in British Columbia.

The plan included here also gives valuable direction as we continue to strive to meet the needs of British Columbians, not only as a major post-secondary institution, but also as an integral component of B.C.'s labour market outlook and a key contributor to our province's #FutureSkills initiatives.

With these goals in mind, over the past year, we have reported back on VCC's Strategic Innovation Plan and set new goals to ensure we support the colleges key priorities: Academic Innovation; Campuses of the Future; Empowered People and Inclusive Culture; Engaged Communities; and Operational Excellence.

With these goals in mind, we have continued to create programming that supports a future-ready workforce through increased access to education and skills training.

As a community-focused post-secondary institution in the heart of our province's largest city, we continually strive to support the current government's efforts to improve the lives of British Columbians:



PUTTING PEOPLE FIRST

- VCC is one of B.C.'s largest providers of tuition-free Adult Basic Education (ABE) and English as an Additional Language (EAL) programming.
- VCC is a primary trainer of early childhood educators (ECE), infant toddler educators (ITE), and special needs educators (SNE) certified by the B.C. Ministry of Children and Family Development.
- VCC's unique, community-oriented counselling programs provide hands-on training to those entering the fight against mental illness, isolation, and the opioid crisis.
- As part of their training and under the guidance of their instructors, VCC students offer low-cost, on-campus services to the public, including food services, hairstyling, esthetics, graphic design, auto repair, and dental care.
- VCC's University Transfer programming offers an accessible and affordable alternative to direct university admission.
- VCC instructors regularly author and contribute to open education resources (OER) (free, online textbooks) via BCcampus.
- VCC's award-winning innovations to English as an Additional Language (EAL) programming have transformed and enhanced the newcomer experience in B.C.
- VCC is the sole provider of the Provincial Instructor Diploma Program (PIDP), which certifies adult educators via courses offered across the province.
- VCC's health sciences students and instructors coordinate the largest and most realistic earthquake simulation in B.C.
- VCC's Institutional Learning Outcomes ensure that human ("soft") skills such as critical thinking, intercultural awareness, professionalism, and others are woven into every college program.
- VCC recently partnered with the Open Door Group (ODG) to create customized, accessible training courses for people with disabilities and those facing barriers to education.
- VCC is a proud partner of the Feed BC initiative, supporting a shift to more B.C. food on campus.
- The VCC Foundation raises and distributes over \$500,000 annually in scholarships and bursaries to students, including the creation of a COVID-19 Emergency Bursary Fund in 2020.
- The VCC Foundation supports college projects, classroom supports, and equipment with over \$1 million in raised funds annually.
- Honouring our Okanagan Charter commitments and working with the Canadian Mental Health Association, VCC has unveiled a Mental Health and Well-Being Framework in 2022 that will guide the college's efforts in promoting mental health for the next five years.



EQUITY, ANTI-RACISM, AND LASTING AND MEANINGFUL RECONCILIATION

- VCC is a key provider of education and career training for British Columbians living with cognitive disabilities, as well as the visually impaired and Deaf and hard of hearing communities.
- VCC is the only institution in B.C. to offer Adult Basic Education (ABE) at fundamental levels (beginner to Grade 8) which is essential to the success of many newcomers, refugees, and other British Columbians with interrupted education.
- VCC regularly partners with local First Nations, WorkBC, and community service providers to offer tuition-free and low-cost programming to Indigenous students and at-risk youth.
- VCC exceeds the Government of Canada's 50/30 Challenge, with diverse representation in leadership across key portfolios.
- VCC has made San'yas Indigenous Cultural Safety Training available for all board, leadership, staff, and faculty, who, in turn, pass these values on to students.
- VCC has partnered with the Students' Union of VCC to combat period poverty by making free menstrual products available at all on-campus universal washrooms.
- VCC actively supports the 2SLGBTQIA+ community through its "we care for all bodies" nursing pin initiative and newly installed Vancouver Pride murals.
- VCC regularly hosts robust, public celebrations for National Indigenous Peoples Day as well as unique and meaningful ceremonies for Indigenous grads.

A BETTER FUTURE THROUGH FIGHTING CLIMATE CHANGE

- As part of the Campus Plan, VCC is currently developing schematics for a new Centre for Clean Energy and Automotive Innovation (CCEAI) at our Broadway campus.
- VCC recently acquired one of Toyota's first fuel cell electric vehicles (FCEV) made for the Canadian market, allowing us to add this new piece of clean transportation technology to our automotive training programs.
- VCC is a top performer in the BC Hydro and FortisBC's Energy Wise Network program, having exceeded \$3 million in total energy cost avoidance since 2010.



A STRONG, SUSTAINABLE ECONOMY THAT WORKS FOR EVERYONE

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



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

This document has been reviewed and approved by the VCC College Board of Governors, and with this letter, we hereby affirm our accountability for the Vancouver Community College Accountability Plan and Report 2022/23.

Sincerely,

A handwritten signature in black ink that reads "Joey Hartman".

Joey Hartman
Chair
VCC Board of Governors

A handwritten signature in black ink that reads "Ajay Patel".

Ajay Patel
President and CEO
Vancouver Community College



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INSTITUTIONAL OVERVIEW

Our vision statement

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

VCC is proud to inspire a new generation of students to discover their passions, gain essential skills, and learn what it takes to succeed in a competitive workforce. With over 13,000 registered students, (including a growing number of Indigenous and international learners), 1,100 employees, and an annual budget of \$140 million, VCC is a key player in the post-secondary landscape in B.C.

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

Our values

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

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

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

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

Our values (continued)

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

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

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

VCC attracts students from all over the region as well as the world and is positioned for growth with a focus on providing valuable knowledge and skills for both domestic and international learners. VCC's commitment to equity, diversity and inclusion motivates us to constantly improve by advancing policies around Indigenization and enhancing our courses and programs to enable working adults to continually upgrade their skills. With 61% of VCC's student body indicating "hybrid learning" as the preferred way to access programming, we also understand that students are pursuing learning pathways that complement their lifestyles, and we are well-equipped to accommodate them.¹

As a key source of post-secondary education and supplier of skilled workers across the province, VCC continues to create opportunities for British Columbians and enhance the overall productivity of B.C.'s economy. The steady flow of highly trained VCC grads into the workforce is a testament to the quality of education that we provide. After 57 years of operation, VCC has produced thousands of alumni who are receiving higher earnings and increasing the productivity of B.C. businesses. Of the 53% of our student body that indicated they were working prior to their education at VCC, 99% of them chose to study at VCC because of a specific program.² It is also estimated that one out of every 53 jobs in Greater Vancouver is supported by the activities of VCC and its students.³

1 VCC Annual Student Survey, May 2023

2 VCC Annual Student Survey, May 2022

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

VCC'S STRATEGIC INNOVATION PLAN

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

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

Academic Innovation

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

Operational Excellence

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

Engaged Communities

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

Empowered People and Inclusive Culture

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

Campuses of the Future

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

Our commitments:

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

CAMPUS PLAN



VCC is continuing work on its Campus Plan with the goals of redeveloping and replacing aging campus infrastructure, contributing to much needed community housing in Vancouver and, creating a financial legacy for the institution to support future operational needs.

The current plan builds on the plan that was approved by the VCC Board of Governors in November 2019. It identifies new opportunities brought about by the adoption by the City of Vancouver Council of the Broadway Plan and, clarifies, and shapes this long-term vision for VCC's Broadway and Downtown campuses.

The emergence of the Broadway Plan has resulted in the College focusing on the redevelopment of its Broadway campus in the earlier stages of the overall campus plan. The increased density afforded by the proposed policy statement amendments for the current Broadway campus included in the City of Vancouver Broadway plan have crystalized thinking around land use, built form, open spaces, natural areas, transportation, and parking for the Broadway campus. This thinking supports the shift of VCC campus buildings into new purpose-built buildings on the northern, Great Northern Way side of campus. This shift will better position the institution to participate in the overall redevelopment of the Great Northern Way corridor from VCC in the east to Emily Carr University of Art and Design in the west. This area has been designated in the City of Vancouver Broadway Plan as the creative district. VCC, working with its Indigenous cultural advisors, will also play a key role in advancing the development of Great Northern Way as a "cultural ribbon" that honours the importance of this area to the three host nations on whose land the College is situated.

Shifting the campus operations to Great Northern Way will make available a significant portion of the campus situated along Broadway on the south side of the campus for the development of much needed community housing. Taking advantage of the increased density proposed in the City of Vancouver Broadway plan will allow development of a significant number of housing units that can be developed without displacement of current renters along the Broadway corridor.

VCC is working with the City of Vancouver to update the current policy statement for the Broadway campus to reflect the opportunity afforded by the City's Broadway Plan. Subsequent to this work, the College will move forward with a rezoning application for the Broadway Campus site.

CAMPUS PLAN (continued)

Phase One: Centre for Clean Energy and Automotive Innovation

VCC is moving forward with planning for Phase One of the Campus Plan: the development of a new Centre for Clean Energy and Automotive Innovation (CCEAI). The CCEAI will be located on the west side of the Great Northern Way parking lot and will represent the first major move in achieving the overall vision for the campus plan. A comprehensive Business Plan Report was submitted to the Ministry of Post-Secondary Education and Future Skills in November 2022.

Architectural planning for the CCEAI is ongoing and has advanced to 100% Design Development. A development permit application process is underway with the City of Vancouver and work is being undertaken to complete a class B cost estimate for construction. Subject to funding approval, the project is on schedule to commence construction in late spring 2024. VCC's Integrated project Team and the project Steering Committee continue to provide guidance and oversight to the project.

Indigenous consultation and inclusion

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

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

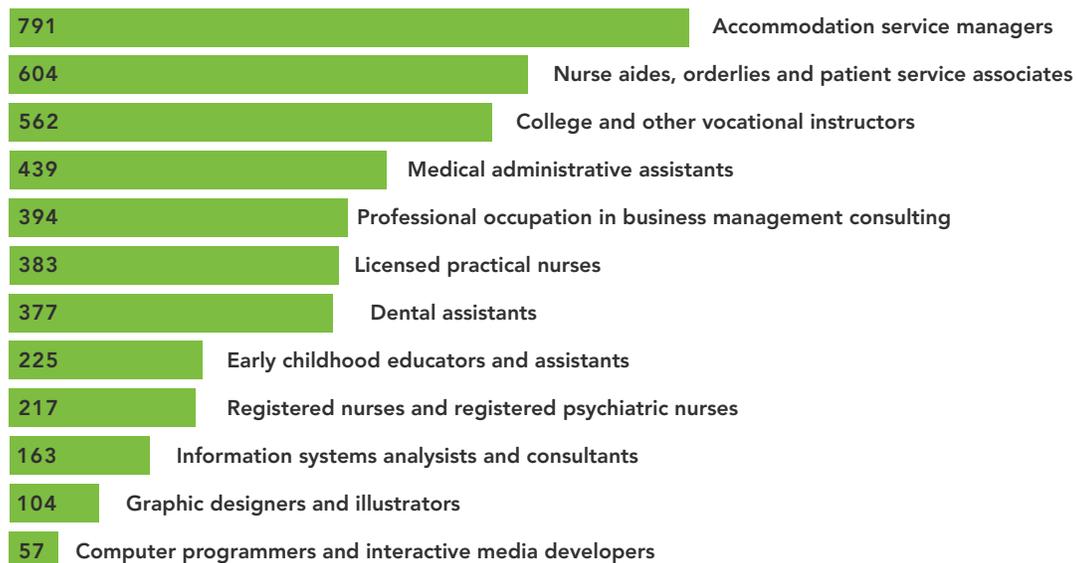
VCC AND THE ECONOMIC OUTLOOK FOR BRITISH COLUMBIA

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

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

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

TOP OPPORTUNITIES FORECAST (2022-2032) BY NOC AND VCC CREDENTIALS ISSUED IN THE LAST 5 YEARS



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

VCC AND THE ECONOMIC OUTLOOK FOR BRITISH COLUMBIA (continued)



Education for employment

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

Historically, community colleges have been essential providers of affordable education options for students looking for reskilling opportunities, especially during economic downturns. As B.C.’s economy continues to recover following the COVID-19 pandemic, VCC remains a leading destination for B.C.’s workers who wish to complete unfinished studies or obtain new credentials or additional training.

Skills for the future

Increasingly rapid economic, social, and environmental changes have reinforced the need to enable all British Columbians to gain essential skills, competencies, and adaptability for a successful career. The 2021 BC Labour Market Outlook forecasts that 413,000 (41%) of the over 1 million predicted job openings over the next 10 years will require a diploma, certificate, or apprenticeship training (while 359,900 (36%) will require a university degree).⁴

By contrast, the today’s PSFS data indicate that only 27.6% of students are pursuing college or apprentice training. If this ratio continues over the next ten years, B.C. will be lacking approximately 136,000 skilled workers in critical professions. Fortunately, VCC is well positioned to fulfill such needs in some of B.C.’s most critical industries such as health care, social services, hospitality, food services, and early childhood care and education.

⁴ BC Labour Market Outlook 2021 Edition

VCC AND THE ECONOMIC OUTLOOK FOR BRITISH COLUMBIA (continued)

Empowering newcomers

For newcomers to Canada, overcoming language barriers and securing employment are among their major concerns. Obtaining recognition for foreign credentials adds to the complexity that newcomers must navigate. Research suggests that guidance during the initial phases of acclimatization is the most critical for newcomers to successfully develop social networks and find employment.⁵ Thanks to VCC’s award-winning English as an Additional Language (EAL), Language Instruction for Newcomers to Canada (LINC) programs as well as our deep familiarity with the newcomer experience, we are highly attuned to the needs of this important demographic. As proof, our annual survey showed that there was an extremely high level of confidence for those aiming to achieve their educational goals at VCC.

CONFIDENCE LEVEL OF VCC STUDENTS BY FIRST LANGUAGE

	English First Language	Non-English First Language
Confidence in achieving educational goals at VCC	96%	94%

Source: VCC Annual Survey May 2023

Developmental and access programming

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

As British Columbians with cognitive and other disabilities increasingly seek opportunities and rewarding employment, special education students are transitioning from the K-12 system into VCC programs at a province-leading rate.⁷ At VCC, we strive as a community to ensure that these students receive the resources and high-quality support to flourish, develop, and contribute.

CONFIDENCE LEVEL AND EMPLOYMENT HISTORY OF VCC STUDENTS BY DISABILITY INFLUENCE

	School work affected by a disability	School work not affected by a disability
Confidence in achieving educational goals at VCC	89%	93%
During the past two years, worked at a job related to current program	36%	36%

Source: VCC Annual Survey May 2023

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

6 ASE LMAPD 3 Month Cycle Report. (Internal VCC Study)

7 ASE Student Transitions Project

VCC STUDENT DEMOGRAPHICS



2022-23

13,700

STUDENTS REGISTERED



*CDWOct 2022, Institution Demographics, FY 2021-22

FROM 137 COUNTRIES

37 AVERAGE AGE OF DOMESTIC STUDENT

35 AVERAGE AGE OF INTERNATIONAL STUDENT



SCHOOLS & DIVISIONS

3 BACHELORS DEGREES

2 ADVANCED CERTIFICATES

3 POST DIPLOMAS

3 UT ASSOCIATE DEGREES

12 APPRENTICESHIPS

5 SHORT CERTIFICATES

33 DIPLOMAS

90 CERTIFICATES



96% OF STUDENTS SATISFIED WITH QUALITY OF INSTRUCTION†

†2022 BC Student Outcomes Survey of former Diploma, Associate Degree and Certificate Students, Trades and Apprenticeship; data prepared by BC Stats

VCC STUDENT DEMOGRAPHICS (continued)

Education level

Many students come to VCC already possessing a post-secondary credential and seeking further, employment-related education and training. According to our latest student survey, 15% of students who completed their education within Canada already possess an undergraduate degree or higher, compared to 85% of students who completed their education outside Canada.

VCC STUDENTS WITH AN UNDERGRADUATE DEGREE OR HIGHER (E.G. BACHELOR'S, MASTER'S, DOCTORATE)



Source: VCC Student Survey May 2023

VCC students with dependents

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

VCC STUDENTS SUPPORTING DEPENDENTS



Source VCC Student Survey May 2023

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

STUDENT FEEDBACK

Overall student satisfaction

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

Many complex factors contribute to student satisfaction. In our most recent student survey, we asked VCC students a variety of questions to guide the creation of inclusive and effective learning communities. The survey had a response rate of 19% (1,344 respondents) who indicated high levels of satisfaction in several aspects.

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

VCC STUDENT SURVEY: SATISFACTION

	Indigenous Students	Students w. disabilities	International Students	Domestic Students
VCC is their first choice in post-secondary education	90%	75%	74%	82%
High level of confidence in achieving academic goals at VCC	97%	89%	94%	92%
Main educational goal is to complete a specific VCC program, have a job right after the program, or for self-improvement and enjoyment	82%	67%	73%	66%
"Excellent" or "Good" ratings of VCC's services*	83%	89%	88%	79%
"Aware" or "Fully Aware" of employment opportunities related to current VCC program**	50%	49%	58%	53%

Source: VCC Student Survey May 2023

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

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

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

STUDENT FEEDBACK (continued)



Student satisfaction with online/blended learning

In 2022, VCC continued to conduct institution-wide course evaluations and collect feedback to accommodate the transition to online and blended (mixed online and in-person) learning. Survey results show that VCC students rated the quality of blended learning and their experience accessing required educational supports very favourably.

VCC STUDENT SURVEY: ONLINE/BLENDED LEARNING

	Indigenous Students	Students w. disabilities	International Students	Domestic Students
Has adequate access to technology required to do blended courses	84%	85%	86%	87%
Felt adequately prepared to take a course where part of it is online	78%	65%	78%	74%

Source: VCC Student Survey May 2022

MENTAL HEALTH AND WELL-BEING AT VCC

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

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

Academic Performance and Well-Being

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

Career Readiness and Well-Being

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

Socialization and Well-Being

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

Reduced Stigma and Well-Being

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

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

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

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

WELL-BEING SURVEYS

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

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

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

"VCC VALUES DIVERSITY AND INCLUSION"	Domestic Students
All student responses	81%
Students who indicated that they have a disability	73%
Students who identify as Gay, Lesbian, Bisexual, Pansexual, Asexual, Queer, or Two-Spirit	67%
Students who identify as Black, East Asian, Indigenous, Latin American, Middle Eastern, South Asian, or Southeast Asian	82%

Source: VCC Well-Being Student Survey (2023)

ACCESSING SUPPORT	% of students that reached out for support in the past year	% Strongly Agree or Agree that "There is a good support system at VCC for students going through difficult times"
All student responses	26%	61%
Students who indicated that they have a disability	41%	54%
Students who identify as Gay, Lesbian, Bisexual, Pansexual, Asexual, Queer, or Two-Spirit	59%	36%
Students who identify as Black, East Asian, Indigenous, Latin American, Middle Eastern, South Asian, or Southeast Asian	22%	65%

Source: VCC Well-Being Student Survey (2023)

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

VCC PEOPLE SERVICES



VCC Day 2022

On November 2, VCC brought its annual employee appreciation and education event back in person. This year's theme of Celebrating You and All You Do was all about thanking and appreciating our employees.

Over 600 employees participated in the morning program that featured a light-hearted keynote, performances from the VCC Day band, Arts Umbrella dancers, The Comedy Department, and an overview of our Campus Plan. Our employee excellence awards recipients were also recognized.

In the afternoon, employees participated in a block party, and interactive workshops on cooking, hair styling, skin care, mindfulness, learning to laugh at work, medicine wheel teachings, leadership skills, supporting refugees and more.

VCC Employee Excellence Awards 2022

VCC's annual Employee Excellence Awards recipients were also announced at VCC Day. Employees nominated nine teams who demonstrated outstanding service, engagement, innovation, and teaching excellence during the year. The six award winners for 2022 were:

Service Excellence

Library

Innovation Excellence (tie)

Hospitality Management Diploma and Degree
VCC & DigiBC Microcredential Project

Community Engagement Excellence

Partnership Development Office

Teaching/Program Excellence (tie)

Continuing Care Department
Health Unit Coordinator

VCC PEOPLE SERVICES (continued)

VCC named one of BC's Top Employers



Vancouver Community College (VCC) has been recognized as one of BC's Top Employers for a third consecutive year. The organizers of the 18th annual competition announced the list on Feb. 14, which includes employers BC Hydro, Vancouver Coastal Health, and Telus Communications.

The winners were chosen based on multiple criteria, including compensation and benefits, the work and social atmosphere, the quality of the physical workplace, training and upward mobility and community involvement — all of which were pushed forward by a healthy level of competition between public and private sector employers.

"VCC can only deliver the highest quality experience for learners and colleagues when there is a dedication to excellence and a commitment to service," remarks Ajay Patel, president & CEO. "Our ability to work together and support one another allows us to weather challenges while staying future-focused. This hard work has not gone unnoticed by the broader community, and I am so proud that VCC has once again been recognized as BC's Top Employers."

VCC PEOPLE SERVICES (continued)



Learning For Life Workshops

A wide variety of Learning for Life workshops and developmental opportunities were made available to VCC employees in 2022, including:

- 21 Things you May not Know about the Indian Act
- Anti-Racism Response Training
- Capacity to Connect: Supporting Students' Mental Health and Wellness
- Courageous Leadership
- Gender Based Analysis+
- Land Acknowledgement
- Living Beyond the Binary
- Medicine Wheel Teachings
- Mindfulness Meditation
- QPR Suicide Prevention
- San'yas Indigenous Cultural Safety
- Skillfully Responding to Distress

VCC PEOPLE SERVICES (continued)

Leadership development

Stretch Your Success Mentorship Program

VCC's 2021-2022 Stretch Your Success Mentorship Program was successfully completed by 18 employees, and another 21 participated in our 2022-2023 program. The program included an orientation session, one-on-one mentorship opportunities, support materials, and Myers Briggs personality assessments.

Chair Academy

In 2021-2022, twenty employees successfully completed the Chair Academy's Foundation Academy Leadership Program. The Foundation Academy provides a solid basis of leadership theory, tips, tools, and practical skills all intended to facilitate the success of emerging-to-mid level leaders in higher education. Foundation Academy participants engaged in opportunities to gaining useful knowledge, perspectives, and understandings about themselves and their leadership environment.

Aspiring Leaders – Leadership Program for Support Staff

In February 2023, twenty-seven support staff had the opportunity to participate in the Aspiring Leaders program offered by Jennifer Deane Coaching. This program was designed specifically for support staff who are either currently supervising/leading others or who aspire to.

Wellness Initiatives

Not Myself Today – Employee Mental Health Resource

And on April 5, VCC launched the CMHA's [Not Myself Today](#) workplace mental health program. In preparation for this program, over 300 employees attended departmental and college-wide informational sessions. And 40 employees joined our team of Not Myself Today Ambassadors.



Skillfully Responding to Distress

In 2022, employees had the opportunity to attend one of six workshops put on for VCC by Crisis Centre BC. Five *Skillfully Responding to Distress* workshops helped employees understand the challenges that are faced when colleagues are in distress and what to do and what not to do in a crisis. In addition, VCC employees also attended *Making Sense of Feeling "Out of Control": How and Why You Are Healthier than You Think from Crisis Centre BC*.

VCC's Wellness Team

The VCC Wellness Team continues to promote wellness at VCC, with Meditation Mondays and monthly initiatives including:

- "Nutri-March" Nutrition & Exercise
- "Aware-pril" articles highlighting stress reduction and brain health
- "A-May-zing" happiness and life hacks
- "Oppor-June-ity" inspirational photo contest
- "Step-tember" Trans Canada walking challenge
- "Octordle" October – word puzzle challenge

VCC PEOPLE SERVICES (continued)



Worksafe BC claim cost reduction

The 2022 net rate of VCC's WorkSafe BC claim cost has dramatically dropped from 0.43% per \$100 payroll in 2016 to 0.19% in 2021-22. As a result, our premium rate was reduced from a 27.7% surcharge to a 19.2% discount, placing VCC ahead of other B.C. universities and colleges in terms of injury prevention.

VCC WORKSAFE BC PREMIUM RATE

Year	2022	2021	2020	2019	2018	2017	2016
Net rate	.19%	.19%	.19%	.38%	.39%	.39%	.43%

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

VCC WORKSAFE BC CLAIMS

Year	Number of claims	Cost of claims	Days lost
2019	6	\$18,342	29
2020	5	\$23,757	113
2021	2	\$3,911	13
2022 up to May 24	1	\$2,327	8

EMPLOYEE DEMOGRAPHICS

VCC EMPLOYEES: AGE AND JOB CATEGORY

Age Range	<25	25-34	35-44	45-54	55-64	>= 65	Grand Total	% of Total
ADMINISTRATORS	2	10	29	40	25	5	111	11%
Female		5	23	27	13	3	71	64%
Male	2	5	6	13	12	2	40	36%
CS INSTRUCTORS		12	33	46	50	28	169	16%
Female		8	25	32	33	20	118	70%
Male		4	8	14	17	8	51	30%
CUPE	4	48	81	99	90	20	342	32%
Female	3	35	58	72	58	11	237	69%
Male	1	13	23	27	32	9	105	31%
FACULTY		10	89	158	137	40	434	41%
Female		9	55	112	89	13	278	64%
Male		1	33	46	48	27	155	36%
GRAND TOTAL	6	80	232	343	302	93	1055	
Age %	1%	8%	22%	33%	29%	9%		

VCC EMPLOYEES: FEMALE TO MALE RATIOS

	Female	Male	Ratio
College	704	351	2.00
Administrators	71	40	1.77
CUPE	237	105	2.25
Faculty	278	155	1.79

VCC EMPLOYEES: AGE AND YEARS OF SERVICE

	Average age	Average years of service	Average age at retirement
Administrators	48	7	65
Support Staff	48	13	63
Faculty	52	14	61
College	50	12	64

EMPLOYEE DEMOGRAPHICS (continued)



VCC EMPLOYEES: NEARING RETIREMENT

	Employees within 10 years of avg age of retirement (65) as of April 1, 2023	Per cent of total Headcount
Administrators	25	23%
Faculty	137	32%
Support staff	90	26%
College	302	29%

VCC EMPLOYEES: TURNOVER

	2018	2019	2020	2021	2022
Administrators	7	14	6	16	16
Faculty	18	31	22	25	26
Support Staff	21	29	14	27	31
College	46	74	42	68	73
College trend	6%	9%	5%	8%	7%

Source: VCC Human Resources data as of March 27, 2023

Note: The data contained in the table reflect active employees as of March 27, 2023, excluding casual, auxiliary and student workers. Employees who hold multiple positions in two or more of the included employment groups are only counted once.



PROGRAM OFFERINGS

VCC delivers nearly 150 programs to a diverse and multicultural student population. What makes VCC unique is the experiential learning that students receive through hands-on and real-world training. Student outcomes for VCC graduates are among the highest in the college sector, with 93% of diploma and certificate graduates in the labour force¹². Our grads are finding gainful employment in restaurants, hotels, hair salons, spas, and automotive trades as well as practicum experiences in dental clinics, hospitals, and more. This is a testament to the on-the-job training VCC delivers.

CAMPUS LOCATIONS

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

Downtown Campus

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

Broadway Campus

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

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



SCHOOL OF ARTS AND SCIENCES

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

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

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

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

SCHOOL OF ARTS AND SCIENCES (continued)



Major accomplishments 2022/23

Completed a Program Renewal for EAL Pathways program, updating the curriculum to prepare new Canadians with practical English-language skills for greater participation in society and employment opportunities.

Completed Program Renewals for the Basic Education program and the University Transfer program, which will facilitate transition to other VCC credentials or transfers to universities such as SFU through articulation agreements.

Created new courses for the Music Preparatory program that will facilitate the recruitment of international students and improve learning outcomes and retention for all students.

Created and recruited an Associate Director, Strategy and Operations who began work in March.



SCHOOL OF HEALTH SCIENCES

VCC's School of Health Sciences delivers health programming to approximately 1,000 students per year in three program areas: Allied Health, Dental, and Nursing. The school offers nine certificate programs, five diploma programs, and one degree program, the Bachelor of Science in Nursing (BScN).

The school is proud to offer two unique and innovative entry pathways for experienced health care workers who wish to train as nurses. VCC's Access to Practical Nursing program recognizes previous training of health care assistants (HCA) or resident care attendants (RCA), while the Bachelor of Science in Nursing (BScN) Advanced Entry programs allows trained practical nurses to enter the degree program at an advanced level. Additionally, VCC encourages HCA training by offering opportunities for dual credit with local school boards.

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

VCC's Downtown campus, in addition to labs and classrooms, provides an onsite dental clinic that provides services to the public. This clinic serves as a learning space for programs including Dental Hygiene, Certified Dental Assisting (distance and onsite), Dental Reception Coordinator, and Dental Technology Sciences.

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

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SCHOOL OF HEALTH SCIENCES (continued)



Major accomplishments 2022/23

- VCC continued to deliver Health Care Assistant Partnership Pathway (HCA-PP) cohorts to address the need for additional health care assistants in long-term care, home support and assisted living services.
- The International Health Care Assistant Diploma program was launched in January 2023.
- The Medical Laboratory Assistant program delivered an additional cohort to meet the program demands.
- VCC Access to Practical Nursing students were eligible for the new Ministry of Health's Access to Practical Nursing Education Incentive Bursary.
- The Vancouver School Board continued to offer students dual credit in VCC's Health Care Assistant program.
- A new course Impacts of Colonization on the Health and Wellbeing of Indigenous Peoples was launched as part of the International Health Care Assistant Diploma program.
- Increased simulation capacity with the purchase of two SimMan 3G manikins.
- Medical Laboratory Assistant program completed a program renewal.
- Practical Nursing and Access to Practical Nursing programs were one of the first Practical Nursing programs across Canada to receive Canadian Association of Schools of Nursing (CASN) accreditation.
- A revised Dental Reception program was launched in an online format in February 2023.



SCHOOL HOSPITALITY, FOOD STUDIES AND APPLIED BUSINESS

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

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

SCHOOL HOSPITALITY, FOOD STUDIES AND APPLIED BUSINESS (continued)

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

To address B.C.'s hospitality labour shortage, VCC's Hospitality Management department has increased the number of cohorts in its diploma program and developed a new post-degree diploma. The department is also developing a micro-credential to prepare people to enter the hospitality industry and is adding a co-op course to its diploma program.

Both VCC's Accounting and Marketing Technology diplomas were designed with input from industry partners to give our students the skills they need to be successful in the workplace. These graduates will help fill labour shortages in these industries. In addition to training the region's top cooks and chefs at a post-secondary level, VCC delivers Youth Train in Trades Professional Cook 1 and Baking and Pastry Arts programs to high school students to inspire trades training in youth.

To advance Indigenization and decolonization in B.C.'s hospitality industry, VCC is collaborating with the Heiltsuk Nation, the Lil'wat Nation, and the Musqueam Nation to deliver culinary training. The department is also developing VR and AR experiences for culinary students.

Major accomplishments 2022/23

Business

- The first cohort of the two new diplomas: Accounting and Marketing Technology graduating April 2023.
- Successfully delivered the new Indigenous Business in Canada course.
- Developed capacity within the VCC library to curate Indigenous "Collections".
- Launched the newly redesigned Project Management post-degree diploma to provide students with stronger employability skills.
- Started the process to create a new Certificate in Project Management (CPM) to be delivered to domestic students.
- Renewal process concluded for Medical Transcriptionist, Medical Office Assistant, and Legal Administrative Assistant programs.
- Active engagement with Industry through practicum programs is ongoing.

SCHOOL HOSPITALITY, FOOD STUDIES AND APPLIED BUSINESS (continued)



Hospitality Management

- Developed a micro-credentials framework. Launched the first cohort of the micro- credential in March 2023 which will orient students to career pathways in the hospitality industry.
- Developed a Post Degree Diploma framework that creates new and alternate pathways focused on employment needs and addressed labour shortages. Launching the new Hospitality PDD in May 2023.
- Added extra cohorts in our Hospitality Management diploma to meet labour shortages.
- Began renewal process for Hospitality Management diploma and degree programs.

Food Studies

- Developed the Certified Chef de Cuisine (CCC) and Fermentation courses.
- The new Seiffert Market + Bakeshop to showcase our baking students' skills opened June 2023.
- Participated in Skills Canada National competitions in cooking and baking categories.
- Successfully completed a contract with the BC Construction Foundation to deliver culinary training in Bella Bella for the Heiltsuk Nation.
- Completed the renewal process for the Asian Culinary Arts program.
- Developed and launched Virtual Reality (VR) and Augmented Reality (AR) training modules for Culinary Arts.
- Accommodated additional intakes of Youth in Trades Foundation for Baking and Pastry Arts with current number of labs and equipment inventory.
- Added an additional satellite Youth in Trades Professional Cook 1 program with the Richmond School district.
- Collaborating with the SkilledTradesBC and Musqueam First Nations to deliver a Professional Cook 1 with Indigenous Content.



SCHOOL OF TRADES, TECHNOLOGY AND DESIGN

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

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

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

SCHOOL OF TRADES, TECHNOLOGY AND DESIGN (continued)



Major accomplishments 2022/23

COVID-19 safety and recovery

- Developed an annual training plan demonstrating blended and fully online modes of delivery for all programs and courses.

Trades

- The Automotive Service Technician (AST) program received Automotive Service Excellence (ASE) Training Program accreditation by the ASE Education Foundation until 2028.
- To keep pace with the growing demand for clean technology, VCC added to its growing fleet of electric machinery used for training and education. Students in VCC's Heavy Mechanical Trades program will receive hands-on training to maintain and repair the Volvo ECR25, a compact excavator that is 100% electric.
- Launched 2 extra AST dual credit programs in Burnaby (SD41) and Sunshine Coast (SD46) programs.
- Completed curriculum updates for new harmonized Automotive and Collision programs.
- Launched a new Nail Technology Certificate Program.
- Neared finalization of Automotive Service Excellence accreditation for Automotive Service Technician.
- Procured new plug-in hybrid electric and hydrogen fuel cell vehicles, and launched curriculum related to CleanBC goals.
- Developed advanced driver-assist systems vehicles and equipment to develop curriculum for the diagnosis and repair of this advanced technology.
- Continued to assess opportunities within regard to a Zero Emission Vehicle course to support PSFS's 2,900 tech-relevant seat expansion.



Technology

- Board Approved Articulation Agreement between Vancouver Community College and Canadian College of Technology & Business. This agreement supports the transfer mobility pathway for students from the Canadian College of Technology & Business Information Systems Technology Diploma into VCC's Computer Systems Technology Diploma.
- Launched the revised Computer Systems Technology diploma.
- Saw continued success with the Computer Systems Technology diploma program, which aligns with PSFS's expansion of 2,900 tech spaces to fill the large number of job openings predicted for this sector.
- Completed curriculum updates for the Computer Aided Draft (CAD) and Building Modelling (BIM) Technician diploma and Architectural Technician certificate programs.
- Technology Accreditation Canada (TAC) national program accreditation was granted to the CAD and BIM Technician program at the technician level. The national program accreditation is valid from April 10, 2020 to April 9, 2025. TAC is a world class accreditation organization, delivering accreditation services for the engineering technology and applied science profession in Canada. Accreditation provides assurance that an engineering technology or applied science program has met an educational standard of the profession.
- CAD & BIMs Architectural Technician Certificate program went through a successful program renewal.

CENTRE FOR CONTINUING STUDIES

VCC's School of Continuing Studies delivers relevant, industry-responsive programming through a variety of credit and non-credit courses that are designed to meet the training and development needs of community members, early and mid-career professionals, and emerging leaders across numerous sectors. Current programming spans a variety of program areas:

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

Credits for many Continuing Studies (CS) courses can be applied towards one of 23 credentials, including one post-degree diploma, four diplomas, two advanced certificates, 13 certificates, and two short certificates.

VCC Continuing Studies employs over 130 instructors and staff. All instructors are current practitioners in their fields who imbue their classrooms with up-to-date industry knowledge. VCC Continuing Studies enrolls approximately 2,600 students annually, representing roughly 21% of all VCC students.

Looking forward, CS will focus on increasing the number of full-time diploma program offerings, as well as re-skilling and up-skilling current workers in a rapidly changing labour market. To this end, we aim to ensure CS programs provide students with maximum flexibility on delivery time and format, develop more micro credentials for just-in-time learning, and enhance the student registration and learning experience.



Major accomplishments 2022/23

- Took a lead role in the development of micro-credentials at VCC:
 - Worked closely with colleagues across the college to establish a functional process and relevant forms needed to support new micro-credential developments at VCC.
 - Created workflows to support base-side micro-credentials being offered through CS's registration system, Destiny One.
 - Received provincial funding to develop the Production for Animation and VFX micro-credential within four months, launching the first cohort in Fall 2022.
 - Submitted proposals for three additional micro-credentials, which were approved for development starting April 2023.
 - Actively contributed input and feedback on provincial micro-credential conversations with BCcampus, CETABC, and BC Colleges.
- Launched new, or expanded existing, programs and continued to deliver quality relevant programming in alignment with the BC Economic Plan:
 - Increased number of international cohort intakes for Network Technology Administration & Security post-degree Diploma, from one per year to seven per year.
 - Increased number of international ECCE cohort intakes from one per year to three per year.
 - Launched Applied Business Leadership Certificate in Fall 2022.
 - Launched Optician Diploma program with its first intake in January 2023.
 - Updated the initiated Counselling Skills certificate to better meet labour market and community needs. Anticipated roll-out of update is for January 2024.

CENTRE FOR CONTINUING STUDIES (continued)



- Paralegal diploma renewal conducted and content updated in April 2023.
 - Maintained consistently strong graduate placement for our Medical Device Reprocessing Technician and Paralegal programs.
- Initiated program development for new credentials to expand tech-relevant seats and to meet labour market needs:
 - Cyber security post-degree Diploma.
 - Data Analytics post-degree Diploma.
 - Project Management for Gaming micro-credential (in collaboration with DigiBC).
 - A hyflex adaptation of Production for Animation and VFX micro-credential (in collaboration with DigiBC).
- Completed the process required to make VCC an official delivery partner of the Scottish Qualifications Authority (SQA):
 - Successfully completed VCC's application in August 2022, permitting the college to begin making use of SQA programming. Received approval for VCC's first SQA qualification offering: Supply Chain Management (via School of Hospitality and Business).
 - Hosted SQA personnel and, in return, visited SQA headquarters in Glasgow to explore additional collaboration opportunities, including the means by which we can access and offer a broader range of both large and small curricular offerings.
 - Met with Skills Development Scotland as part of our inquiry to create a modern apprenticeship type model here in Canada, more effectively linking students in non-trade programming with apprenticeship opportunities during their studies at VCC.



LIBRARY AND TEACHING AND LEARNING SERVICES

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

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

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

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

The SIE offers programs that prepare instructors to provide adult education such as the Provincial Instructor Diploma Program (PIDP) and the Certificate in Online eLearning Instruction.

Major accomplishments 2022/23

- Co-facilitated (with VCC's Indigenous Education and Community Engagement department) a Pulling Together series for instructors
- Co-organized a two-day Teaching, Learning, and Research Symposium, open to the sector featuring keynotes on Artificial Intelligence and anti-racist and Indigenous pedagogy
- Co-organized an Indigenous Pedagogy speaker series
- Expanded training and support for universal design for learning (UDL) and blended learning
- Contributed to a VCC response on the use of AI in teaching and learning
- Updated and added articulation agreements to the Provincial Instructors Diploma Program (PIDP)
- Collaborated with BC Association of Aboriginal Friendship Centres on plans to Indigenous courses in the PIDP

INTERNATIONAL EDUCATION

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

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

Major accomplishments 2022/23

- Exceeded international enrolment and revenue projections in all program areas including those connected to labour market needs such as:
 - Health Care Assistant International Cohort
 - Early Childhood Care and Education International Cohort
- Created and implemented International Peer Mentor Community to engage and support current students
- Implemented Education Planner BC to streamline admissions process for international student applications
- Enhanced essential support and services to international students, including increased immigration-related and mental health and wellness support
- Hosted delegation from TVET-25 Young Africa Works in Kenya project from Coast Institute of Technology, Voi, Kenya
- Increased strategic partnerships with national and international partners such as:
 - MOUs with Taiwanese Universities
 - MOUs with Philippines Universities
 - MOU with Mexican Universities
 - Implementing mandatory mass enrollment for international student insurance to ensure that all students have appropriate bridging insurance coverage



INDIGENOUS EDUCATION

We acknowledge that we work on the unceded territories of the Coast Salish peoples, in particular the xʷməθkʷəyər̄m (Musqueam), Sḵwxwú7mesh Úxwumixw (Squamish), and səliilwətaʔɬ (Tsleil-Waututh) peoples who have been stewards of this land for millennia.

VCC strives to be the institution of choice for Indigenous learners starting their educational journey. Expert supports are available to students in areas from upgrading and upskilling to program admission, completion, and graduation.

Using the wisdom and guidance from our Elders in Residence, our local First Nations, and urban Indigenous groups, we deliver culturally appropriate services with particular emphasis on increased supports during the most demanding times of a student's learning journey. These culturally relevant, 'just-in-time' supports provide an additional layer to the 'blanket' of supports currently provided by VCC's Indigenous Education and Community Engagement department.

Guided by the recently presented Indigenization Planning Framework report and a refreshed Strategic Innovation Plan that has reconciliation and decolonization woven through every priority, VCC is well-positioned to build upon the good work that has been done during its reconciliation and decolonization journey.

The creation of a pan-institutional Indigenization committee that works collaboratively across the college and in tandem with the external Indigenous Advisory Committee is the next milestone on the VCC's journey towards an Indigenization Framework. This Framework must be specific to a VCC community that is on the traditional and unceded territories of three host Nations and surrounded by thousands of urban Indigenous peoples. It also must acknowledge this pivotal time in history when the cries for justice, reconciliation, and truth for the Indigenous peoples of Canada are louder than ever.

INDIGENOUS EDUCATION (continued)



Major accomplishments 2022/23

Indigenization and decolonization

- Advanced an Indigenous consultation process and engaged Indigenous Cultural Advisors for the design phase for the Centre for Clean Energy and Automotive Innovation (CCEAI).
- VCC exceeds Government of Canada's 50/30 Challenge, with diverse Indigenous representation in leadership across key portfolios.
- In collaboration with People Services, continued to provide employees with the opportunity to complete the San'yas Cultural Safety Training from the Provincial Health Services Authority and Pulling Together: A Guide for Indigenization of Post-Secondary Institutions, developed and offered through BCcampus.
- Developed and offered professional development workshops on why and how to do a territorial acknowledgement.
- Regularized offering of Indigenous arts and cultural workshops.
- Supported People Services department in its Indigenous recruitment review and development.

Supporting Indigenous learners

- Provided prospective and current Indigenous learners with a choice of online, phone, or in-person delivery for our culturally relevant supports.
- Expanded grants and resources via the VCC Foundation that support student bursaries, scholarships, and professional development focusing on truth and reconciliation and addressing issues such as food insecurity. This, along with the Ministry's Indigenous Emergency Assistance Funding, supported learners struggling with the financial impacts of transitioning to in-person learning and the increasing costs associated with living in Metro Vancouver.

INDIGENOUS EDUCATION (continued)

- Maintained the Indigenous Gathering Space Pantry at our two campuses to provide nutritious and portable breakfast and lunch items for Indigenous learners to freely access during their time on campus.
- Provided learners with wellness kits that included traditional Indigenous medicines and food items, as well as a few non-Indigenous wellness items.
- Expanded VCC's laptop and iPad lending program with additional computers dedicated to Indigenous learners.

Community engagement

- Regularized the Three Sisters Garden that demonstrates traditional Indigenous knowledge about companion planting. Students and employees were invited to harvest the corn, beans, and squash for personal use.
- Established VCC's Indigenous Medicine Garden. Providing the VCC community a place to connect and learn about Coast Salish Indigenous plants that Indigenous peoples harvest and use to this day.
- Hosted an Indigenous Graduation celebration. This event included internal and external community members to celebrate the success of our Indigenous graduates.
- Participation in the Indigenous Vets Day event—Victory Square 2022.
- Continued attendance of in-person outdoor/indoor Indigenous events, providing educational planning support for prospective Indigenous learners (Pow Wows, Indigenous community recruitment and career fair events, on/off campus school visits, Indigenous community agencies, etc.).
- Participated in various community events in support of Every Child Matters--Orange Shirt Day, Sisters in Spirit, and Moose Hide campaigns, Red Dress Day Campaign, National Day for Truth and Reconciliation, Indigenous Day, and Indigenous Vets Day--Victory Square.
- Continued campus support in decolonization and Indigenization efforts (policies and procedures, cross campus faculty/department consultation (curriculum, provision of Indigenous resources and knowledge keepers, programming, and event support), all VCC social events and initiatives, various VCC committees, and Board representation.
- Preliminary discussions and meetings with Tsleil-Waututh cultural advisor and knowledge keeper regarding advise, guidance, and support to deepen VCC's understanding of TWN culture, traditions, practices, and protocol.



PARTNERSHIP DEVELOPMENT OFFICE

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

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

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

PARTNERSHIP DEVELOPMENT OFFICE (continued)



Major accomplishments 2022/23

- Completed Material Handling (MH) 4.0, a pan-Canadian project that was designed to provide employability and vocational skills training to 36 unemployed, underrepresented, and multi-barriered individuals to enter material handling and logistics careers. Program participants received 21st century employability skills training in communication, teamwork, problem solving, information literacy and lifelong learning and Manufacturing Skill Standards Council's (MSSC's) logistics associate and technician training. With MOHAWK College as the lead, this project was funded by Future Skills Centre Canada and delivered in partnership with VCC, Red River Polytechnic, and Nova Scotia Community Colleges.
- VCC's CareerLAB fully implemented the VCC Works online job posting and career services platform for all VCC students and alumni. During this year, 547 new employers signed on to VCC Works and posted a variety of jobs.
- Trained 22 unemployed and multi-barriered individuals to enter the accounting administration role through the Administrative Accounting and Bookkeeping (AAAB) training project. AAAB was funded by the Ministry of Post Secondary Education and Future Skills' Community Workforce Response Grant (CWRG) to help address the serious skill shortage in the sector and to prepare participants for sustainable careers.
- Developed partnership with Options Community Services (OCS) a non-profit organization that offers employment and other support services to diverse client groups including refugees, newcomers, persons with disabilities, youth, and families. Through this partnership, VCC has provided Business English, Communication Skills, and Basic Counselling skills to 12 new immigrants and Ukrainian refugees to prepare for careers in interpretation services. This multi-partner initiative has been funded by the Ministry of Social Development and Poverty Reduction through the Project Based Labour Market (PBLMT) funding stream.

PARTNERSHIP DEVELOPMENT OFFICE (continued)

- Completed two cohorts of the Supportive Care Assistant (SCA) training project and trained 51 participants for non-clinical health care careers to address the serious labour shortage issues faced by the long-term care sector. Based on SCA's high success rate, CIGan awarded PDO funding for one more cohort of up to 33 participants. Eleven (11) program graduates laddered into VCC's HCA program and are receiving \$5,000 bursary from CIGan to pay for tuition and related costs. SCA consists of 6 weeks of online (instructor led and asynchronous) training and 240 hours of paid work experience which takes place at a local long term care facility. More than 95% of the program participants were immigrants. SCA is a pan-Canadian project led by CIGan and funded through Employment and Social Development Canada (ESDC).
- For the last two years, PDO has been involved in a national Employment Skills Assessment Tool (ESAT) research project led by FutureWorx to assess its efficacy. ESAT provides the process and online supports for the assessment and development of participants' social and emotional skills such as attitude, accountability, adaptability, creativity etc. to enhance their workplace readiness and success. Approximately 50 participants from various PDO projects have voluntarily participated in this project. Funding for this research is provided by the Future Skills Centre Canada.
- PDO represents VCC at 4C Alliance consisting of Red River Polytechnic, MOHAWK College, Nova Scotia Community College and VCC. 4C Alliance was born out of VCC's participation in the pan-Canadian Material Handling 4.0 project with the aim to explore the development and scalability of a community-based model of education.
- PDO, through the CareerLAB, offered 2 cohorts of Ready2Work training in collaboration with VCC's International Education to equip VCC' international students with the career ready skills for successful labour market attachments. Funding for this initiative was provided by VCC's International Education Department.
- VCC's CareerLAB supported two cohorts of students from VCC LINC classes to participate in IECBC's ASCEND program (Applied Skills Curriculum to Empower Newcomer Development). This initiative provided VCC students the opportunity to further develop their Canadian employment readiness competencies.
- Through the CareerLAB, VCC partnered with Douglas College, University of the Fraser Valley and Capilano University to jointly host two offerings of the Virtual Pacific Career Fair. During these two events, VCC students and alumni took the opportunity to connect with more than 100 B.C. employers.



STUDENT SUCCESS

VCC provides integrated, value-added services, programs, and initiatives that serve over 13,000 students across two campuses. Our team of more than 120 regular and auxiliary professionals serve VCC in 10 departments:

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

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

STUDENT SUCCESS (continued)

Major accomplishments 2022/23

- Unveiled the College's first Mental Health and Well-being Framework for students and employees in collaboration People Services and with the support and expertise of the Canadian Mental Health Association (BC Division) and Healthy Minds | Healthy Campuses.
- Launched a pilot program to provide student access to an online mental health peer support community and resource platform known as 'Togetherall'.
- Selected a new English language assessments software platform that will be used for pre- admission / placement currently undergoing the user testing phase of the project implementation.
- Increased student access to loaner iPads that promote mental health and well-being tools and resources, and support communication with counsellors.
- Established a dedicated working group between institutional leads from Indigenization, EDI, Environmental Sustainability, Mental Health and Well-being and Institutional Research to collaborate and conducted more a more integrated and holistic well-being college community assessments/evaluations.
- Created an Associate Director of Student Accessibility position to lead key programming, supports and services that enhance educational access and enrich the overall experience for students with disabilities.
- Collaborating with 11 partner PSIs along with the Canadian Mental Health Association (BC Division) to create post-secondary specific suicide prevention videos for students.
- Established a new Accessibility Committee in response to the 'BC Accessibility Act' and as a first step to creating an institutional accessibility plan and feedback mechanism.
- Transitioned international applications to EducationPlannerBC and was the first post- secondary institution in BC to successfully upgrade to version 3.0.
- Released an improved college calendar and initiated a multi-year online services project to enhance student experience.
- Revamped the college's student complaints process (and website) in order to for the steps to be more simplified and streamlined.
- Created an Associate Director of Student Recruitment and Learner Engagement position to lead stronger alignment and collaboration between domestic recruitment, academic advising, assessment services and the Student Service Centre.



2022/23 MINISTER'S LETTER OF DIRECTION

In addition to continuing to make substantive progress on the 2021/22 Mandate priorities, please reflect plans for addressing the following additional actions:

- Demonstrate your commitment to collaborating within your sector on new and priority initiatives, including:
 - [Working to align education and skills training to goals of the BC Economic Plan](#); and
 - Supporting the implementation of Skilled Trades Certification.
 - Contribute to Ministry engagement on upcoming initiatives, including:
 - The [Future Ready: Skills for the Jobs of Tomorrow](#) plan;
 - The [Ministry's sexualized violence policy review](#);
 - Further tech-relevant seat expansions; and
 - The funding formula review of provincial operating grants.
-

2022/23 MINISTER'S LETTER OF DIRECTION (continued)

BC Economic Plan

Partnered with the Heiltsuk First Nation to develop Culinary/Hospitality training delivered on-site in community in support of Heiltsuk tourism-based business operations. This work involved the significant modification of Red Seal Culinary education to meet the needs of the community, and specifically to work to traditional foods and recipes of the community.

With respect to Clean Energy, we have started developing a Clean Energy diploma program. We have also developed 2 upgrading courses for those in the transportation trades, these are for Advanced Driver Assist Systems, and Zero Emissions Vehicle Technology, with no new targeted seat funding.

VCC expanded delivery of training in high need Health Care fields. An additional 144 students were enrolled in the Health Care Assistant Certificate (HCA) as part of the HC program initiative.

BC Skilled Trades Certification

VCC delivers programming in relation to three of the trades that have been deemed to require mandatory Red Seal Certification; Heavy Duty Mechanical (HMT), Auto Service Technician (AST), and Auto Collision Repair (ACR). In 2022/23, VCC undertook the following work in relation to this Certification process: For Skilled Trades Certification, we have begun development of Red Seal refresher courses for AST, HMT, and ACR.

The Funding Formula Review of Provincial Operating Grants

VCC provided comprehensive Funding Formula Review submissions to PSFS, outlining in great detail the direct and indirect costs associated with the delivery of the high demand applied programs that VCC delivers to a very diverse student population in a high-cost-of-operation jurisdiction. The submissions reflects the high cost of delivering health and trades programs, as well as the developmental programs required to engage marginalized and under-served populations in economic opportunities. VCC reflected the increased costs of operating as an institution that most closely aligns with Ministry priorities for skills development in health and the trades and mandate obligations for diversity and inclusion.



MANDATE LETTER – 2022/2023 – PRIORITIES

MANDATE LETTER – 2022/2023 – PRIORITIES

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

Collaborations and Future Skills

VCC has been active in developing new courses and programs that are aligned with the goals of the BC Economic Plan and the Future ready: Skills for Jobs of Tomorrow plan. Initiatives in Continuing Education have involved industry partnerships together with collaborations with other public and private post secondary education providers. Example of recently developed and launched programs include:

- **Production for Animation and VFX micro-credential**
Developed using an agile development approach, this program was developed and launched within four months with the first cohort entering the program in the fall of 2022. The College worked closely with DigiBC in the development and marketing of the program. This collaborative effort resulted in significant job opportunities for graduates of the program. The success in development and launch of the program has resulted in work to develop a suite of related opportunities.
- **Fashion for Film micro-credential**
Established a collaboration with VFS which will see students in the program use their newly acquired skills on a VFS film production and receiving film credits. Similarly, VFS film students will be introduced to the world of fashion production, benefitting students from both institutions simultaneously.

To facilitate rapid deployment of accredited programs and courses, VCC has achieved designation as an Approved Centre for delivery of programs of study and credentials awarded by the Scottish Qualification Authority (SQA). VCC has met the criteria specified by SQA to become an Approved Centre. VCC will be delivering, as its first SQA offering, the SQA Advanced Diploma in Supply Chain Management. On completion of the program, students will be eligible to receive a VCC diploma as well as the associated SQA qualification. VCC intends to expand its offerings of SQA programs, focusing on delivery of programs with immediate labour market demand. This approach will accelerate the production of new programs while providing high level quality assurance afforded by SQA. Students graduating with SQA qualifications will benefit from the significant progression and mobility associated with SQA certifications.

MANDATE LETTER – 2022/2023 – PRIORITIES (continued)

The following projects have been approved for development of new micro credentials:

- a. Project Management for Gaming:
- b. Hyflex adaptation of Production for Animation and VFX and Collaboration Framework:

This project has three components designed to improve accessibility and collaboration and quality assurance across institutions:

- i. Hyflex: An adjustment to methodology and assessment to ensure our micro-credential can be taken by participants anywhere in BC. This is in response to the realities faced by an increasingly remote workforce in this industry.
 - ii. Collaboration Framework: This component of the project will create and implement a sustainable and incentivized collaboration framework and system by which public PSIs can efficiently share (and access shared) micro-credentials for use elsewhere in the province. The project will leverage existing VCC content and DigiBC's association to establish pilot deployments on Vancouver Island and the Interior.
 - iii. Train the trainer: In order to support the rollout of the collaboration framework, we will also develop a customized, short-form train the trainer component to better support the institutions' ability to deliver the shared curriculum.
- c. Fashion for Film: A collaboration between our Fashion area and VFS's Film area which will see our students use their newly acquired fashion/costuming skills applied on a VFS film production, benefitting students from both institutions simultaneously.

Additionally, VCC has collaborated with Selkirk College on the proposal for developing Digital Career Transformation Foundations micro-credential as part of a larger collaboration project with BC Colleges, JEDI, and Salesforce aimed at providing the foundational and focused training needed to reskill individuals who used to work in a declining sector (e.g., forestry) for careers in the digital realm. Development began April 2023.

As part of a Continuing Education and Training Association of BC (CETABC) project in collaboration with Selkirk College, received Social Sciences and Humanities Research Council (SSHRC) funding for a team member to research ways to effectively foster respectful and nuanced dialogue in our society.

Served our community through expanding partnerships and opportunities for relevant programming that address specific community and labour market needs:

- Received the Georgia Straight Reader's Choice 2022: Best School for Continuing Studies three years in a row.
- Continued to play a central leadership role within the CETABC, sharing insights from experience with both Destiny One and the development of micro-credentials.

Sexual Violence and Misconduct Prevention and Response

VCC continued its efforts to educate the College community on preventing sexual violence and misconduct throughout 2022. At the beginning of the year, VCC participated in a Sexual Violence on Public Post-Secondary Campuses in BC survey led by the Ministry of Post-Secondary Education and Future Skills. The survey was sent out to all VCC students and had a high participation rate. The survey produced valuable data on our students' awareness of VCC's Sexual Violence and Misconduct policies, knowledge of consent, and opinions on VCC's support of survivors of sexual violence. This data has formed the baseline for much of the work planned for the coming year.

The Department of Safety, Security and Risk Management (DSSRM) is responsible for the College's Sexual Violence and Misconduct portfolio. It is well known that the majority of sexual violence incidents among our community are never disclosed or reported to the College. To encourage students to report incidents to the college and access our support services, the DSSRM has signed an agreement with an external partner to provide an online reporting system for students to make either an anonymous complaint, send a formal report to the College for investigation, or send a report to the local police department for follow-up. The launch of this project in early 2023 will be accompanied by a larger awareness campaign, the development of a Sexual Violence and Misconduct website, information sessions for students and staff, and the Sexual Violence and Misconduct policy review.

The college is in the process of reviewing the Sexual Violence and Misconduct policy as required by the province. Student consultations have been completed in partnership with the SUVCC and the policy review has moved forward to the next stages. It is anticipated that the policy review will be completed by September 2023.

Youth In Care

In 2022/23, VCC saw 29 former youth in care benefit from the BC Government's tuition waiver program, with a total of \$182,550 distributed. The total number of former Youth in Care students has declined, which is consistent with what is being seen across the sector. In 2021/22, VCC saw 58 former youth in care benefit from the BC Government's tuition waiver program, with a total of \$171,434 distributed; representing an decrease of 50% over last year.

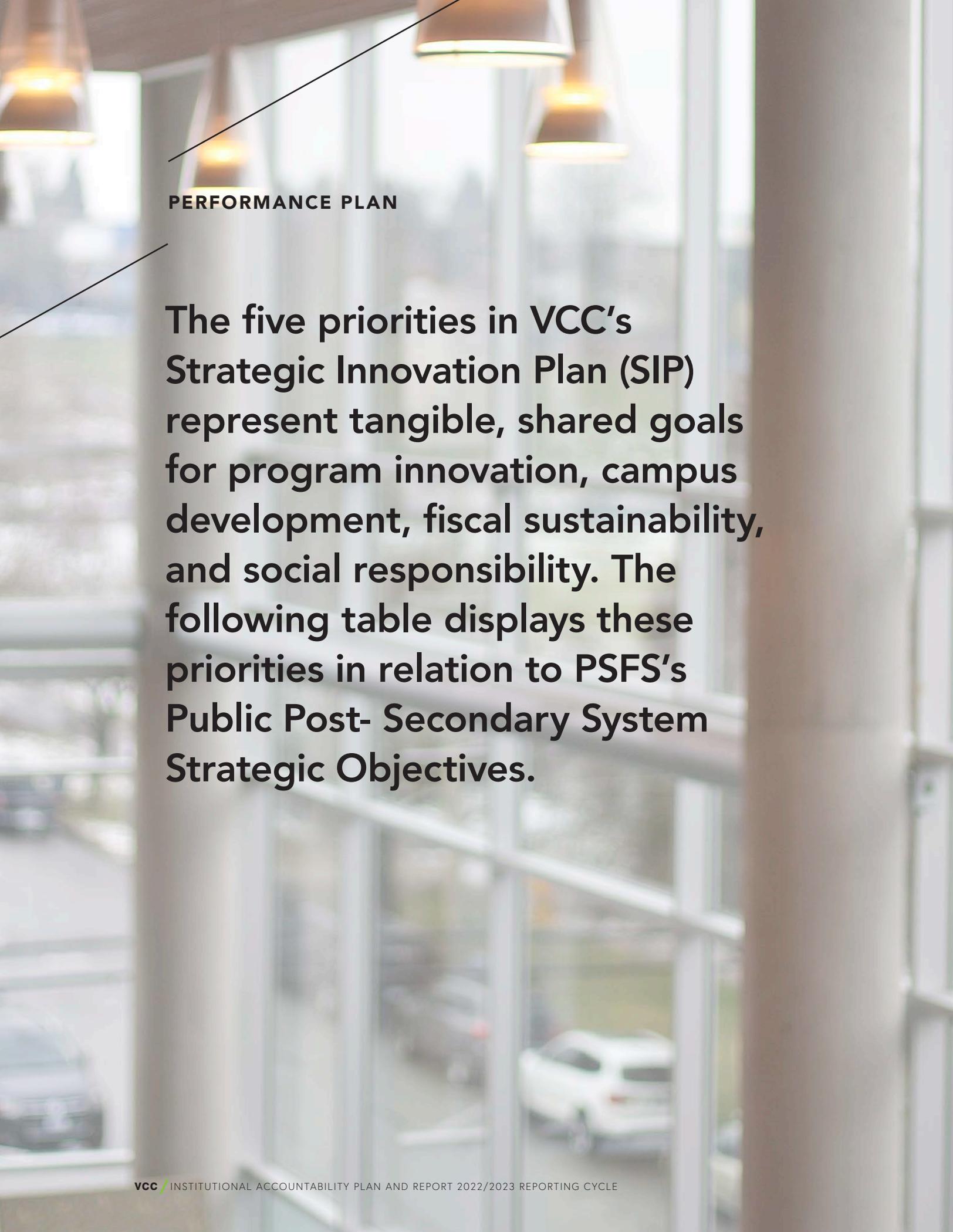
VCC stays in close contact with other institutions and remains open to new and innovative ways to support former Youth in Care during their studies. While a few institutions have explored the 'Navigator' approach, VCC continues to provide the most responsive support by way of our student and enrolment services departments, as well as working closely with instructional areas across the college where and when necessary. To augment wrap around supports that may be available for FYIC, vulnerable, and under-represented students at VCC, both on campus and in the community, VCC's representative is participating in the Campus Navigator Community of Practice.

MANDATE LETTER – 2022/2023 – PRIORITIES (continued)

Vulnerable and Underrepresented Groups

Recognizing that vulnerable and underrepresented groups were hardest-hit by the COVID-19 pandemic, VCC intends to fully leverage its talent and experience in supporting a wide variety of people.

- VCC's Food Studies program area continues to deliver Professional Cook 1 and Baking and Pastry Arts programs to high school students to increase awareness of trades training among youth.
- VCC's Culinary Arts department is collaborating with the Heiltsuk Nation, the Lil'wat Nation, and the Musqueam Nation to deliver in-demand culinary training to Indigenous communities. The department is also developing VR and AR experiences to enable remote learning among culinary students.
- VCC Student Success established a new student employment opportunity for 'Student Ambassadors' (also known as the 'Cousins' in the Indigenous Gathering Space) to further increase access to leadership and mentorship experiences. These roles offer student perspectives and experiences as a means of supporting a diverse range of prospective and/or current students in navigating their educational experience.
- VCC continues to be actively engaged in ensuring that former Youth in Care can access the tuition waiver program.

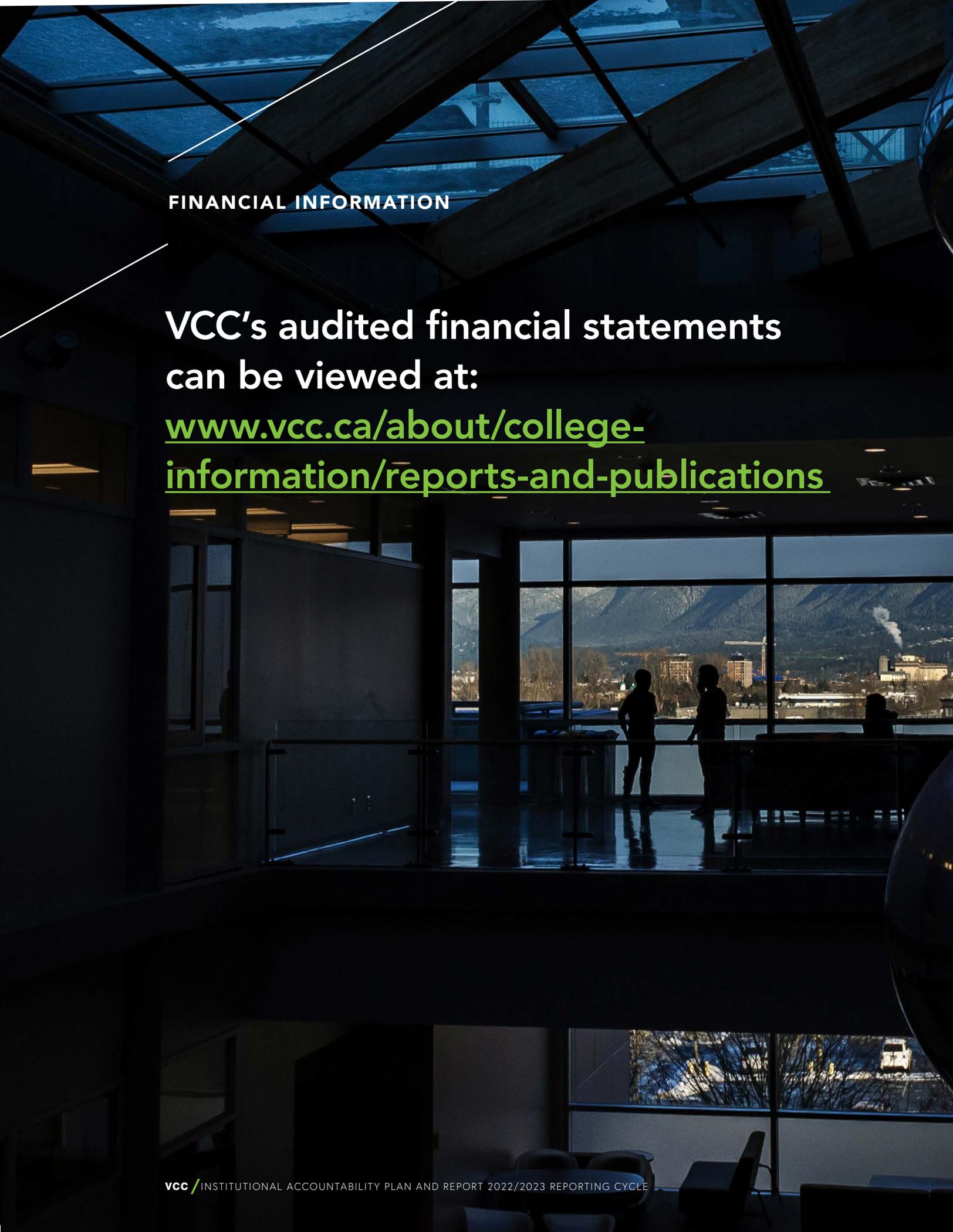


PERFORMANCE PLAN

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

PERFORMANCE PLAN

VCC SIP PRIORITIES vcc.ca/strategic-plan	PSFS POST-SECONDARY STRATEGIC OBJECTIVES				
	Capacity	Access	Quality	Relevance	Efficiency
Academic Innovation	Deliver sustainable programming and student services that align with our institutional values, community, and labour market demands.	Review and renew curricula and teaching practices for greater inclusion of diverse ways of knowing and being. Reflect and respect Indigenous knowledge, culture and history in academic planning and delivery.	Develop, optimize, and embed workflows to transform student experience by meeting learners where they are in a student-centred approach	Build a diverse educational delivery model that supports lifelong learning and responds to evolving student, community, and employer needs.	Build a diverse educational delivery model that supports lifelong learning and responds to evolving student, community, and employer needs.
Campuses of the Future	Develop a technology infrastructure that supports education and service delivery on-campus and in virtual spaces. Advance the Campus Plan and develop a strategic campus stewardship plan for our current facilities.	Foster belonging and well-being by integrating the context and priorities of Indigenous communities in campus design and planning. Demonstrate universal and intercultural principles for equitable access to spaces and diverse experiences in learning and working.	Advance the Campus Plan and develop a strategic campus stewardship plan for our current facilities.	Commit to environmental sustainability by expanding existing and introducing new initiatives for climate justice and emergency management.	Develop a technology infrastructure that supports education and service delivery on-campus and in virtual spaces.
Operational Excellence	Develop financial stewardship initiatives and diverse revenue strategies that promote budgetary literacy and fiscal health.	Review College policies and procedures through the lens of decolonization and reconciliation. Renew operational practices and languages for greater access, equity, and inclusion.	Identify formalized strategies and processes to mitigate institutional risk. Advance system integration, access, and user experience through digital transformation across the institution.	Advance system integration, access, and user experience through digital transformation across the institution.	Identify formalized strategies and processes to mitigate institutional risk.
Empowered People and Inclusive Culture	Create a culturally aware and inclusive workplace that provides equitable opportunities for Indigenous and diverse representation, participation, and success. Promote employee well-being by embedding all aspects of health into work culture.	Review and reimagine People Services through the lens of decolonization and reconciliation. Build a respectful and safe work environment that is free from harassment and discrimination for all employees.	Foster a robust talent-base by supporting career and professional development, advancement opportunities, and succession planning.	Create a culturally aware and inclusive workplace that provides equitable opportunities for Indigenous and diverse representation, participation, and success.	Build a respectful and safe work environment that is free from harassment and discrimination for all employees.
Engaged Communities	Build a strong college presence through a strategic brand and communications plan that engages new opportunities. Leverage our alumni and donor relations to expand educational opportunities and support major capital projects through strategic fundraising.	Engage equity-deserving groups and local cultural diaspora in meaningful collaborations that contribute to our diverse communities.	Grow external partnerships and associations that increase our community impact and industry recognition.	Deepen our relationships with Indigenous communities that are reciprocal and respectful of their perspectives and priorities. Grow external partnerships and associations that increase our community impact and industry recognition.	Leverage our alumni and donor relations to expand educational opportunities and support major capital projects through strategic fundraising.



FINANCIAL INFORMATION

VCC's audited financial statements
can be viewed at:

www.vcc.ca/about/college-information/reports-and-publications

APPENDIX A

PERFORMANCE MEASURE RESULTS

APPENDIX A – PERFORMANCE MEASURE RESULTS

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

PSFS System Strategic Objectives	Standard Performance Measures
<p>CAPACITY The B.C. public post-secondary system has sufficient capacity to meet the evolving needs of the province.</p>	<ul style="list-style-type: none"> • Student Spaces • Credentials Awarded • Sponsored Research Funding • Credentials Awarded to Aboriginal Students
<p>ACCESS The B.C. public post-secondary system provides equitable and affordable access for residents.</p>	<ul style="list-style-type: none"> • Indigenous Student Spaces • Transition Rate of High School Students to Public Post-Secondary Education • Participation Rate • Loan Repayment as a Percent of Income • Undergraduate Tuition and Fees as a Percent of Median Household Income
<p>QUALITY The B.C. public post-secondary system provides quality through enriched educational experiences that meet the learning objectives of students.</p>	<ul style="list-style-type: none"> • Student Satisfaction with Education • Student Assessment of the Quality of Instruction • Student Assessment of Skill Development
<p>RELEVANCE The B.C. public post-secondary system is relevant, having the breadth and depth of programming to meet the evolving economic needs of the province.</p>	<ul style="list-style-type: none"> • Student Assessment of the Usefulness of Knowledge and Skills in Performing Job • Unemployment Rate
<p>EFFICIENCY The B.C. public post-secondary system is efficient, providing multiple and flexible student pathways with clear returns on public and individual investments.</p>	<ul style="list-style-type: none"> • First Year Retention Rate • Time to Completion

Source: Ministry of Post-Secondary Education and Future Skills (PSFS) 2022-23 Accountability Framework

APPENDIX A – PERFORMANCE MEASURE RESULTS (continued)

SYSTEM OBJECTIVE: CAPACITY

STUDENT SPACES

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

VCC FTEs	2021/22 Actual	2022/23 Actual	2022/23 Target	Assessment	2023/24 Target
Total Student Spaces (FTE)	3,505	3,620	≥6,657	Not achieved	6,561
Nursing and other Allied Health Programs	1,065	983	≥937	Achieved	
Developmental Programs	748	905	≥990	Substantially Achieved	

Note: Total of PSFS FTEs delivered. SkilledTradesBC FTEs not included. Actual SkilledTradesBC FTE for 2022-23 were 963. LINC FTE student enrolments are no longer eligible to be included in the developmental totals. Actual LINC FTE for 2022-23 were 378.

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

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

APPENDIX A – PERFORMANCE MEASURE RESULTS (continued)

CREDENTIALS AWARDED

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

	ACTUAL			TARGET	ASSESSMENT
	2020/21	2021/22	2022/23	2022/23	2022/23
VCC credentials awarded	1,988	1,824	1,810	≥ 1,718	Achieved

SYSTEM OBJECTIVE: ACCESS INDIGENOUS STUDENT SPACES

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

	ACTUAL			TARGET	ASSESSMENT
	2020/21	2021/22	2022/23	2022/23	2022/23
Total Indigenous Student Spaces	256	195	199	Maintain or Increase	Achieved
Ministry (PSFS)	174	120	119	Maintain or Increase	Not achieved
SkilledTradesBC	82	76	79	Maintain or Increase	Achieved

Results for Aboriginal Student Spaces are reported for the previous fiscal year. Results from the 2022/23 reporting year are based on data from the 2021/22 fiscal year. Both Ministry and SkilledTradesBC are included. Institutions provide their own target assessment for Aboriginal Student Spaces.

APPENDIX A – PERFORMANCE MEASURE RESULTS (continued)

SYSTEM OBJECTIVE: QUALITY

STUDENT SATISFACTION WITH EDUCATION

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

	ACTUAL			TARGET	ASSESSMENT
	2020/21	2021/22	2022/23	2022/23	2022/23
Former diploma, associate degree, and certificate students	94.8% +/-1.0%	96.0% +/-0.9%	93.30% +/-1.2%	≥90%	Achieved
Trades foundation and trades-related vocational graduates	93.2% +/-1.8%	92.2% +/-2.1%	89.1% +/-2.4%	≥90%	Achieved
Former apprenticeship students	96.3% +/-2.0%	96.0% +/-2.4%	89.5% +/-4.8%	≥90%	Achieved
Bachelor's degree graduates	84.6% +/-7.7%	94.6% +/-5.2%	94.1% +/-5.9%	≥90%	Achieved

Source: BC Student Outcomes Survey 2022

STUDENT ASSESSMENT OF THE QUALITY OF INSTRUCTION

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

	ACTUAL			TARGET	ASSESSMENT
	2020/21	2021/22	2022/23	2022/23	2022/23
Former diploma, associate degree, and certificate students	96.1% +/-0.9%	96.9% +/-0.8%	95.8% +/-0.9%	≥90%	Achieved
Trades foundation and trades-related vocational graduates	96.0% +/-1.4%	97.8% +/-1.2%	96.3% +/-1.4%	≥90%	Achieved
Former apprenticeship students	95.7% +/-2.1%	99.2% +/-1.1%	94.8% +/-3.4%	≥90%	Achieved
Bachelor's degree graduates	82.1% +/-8.1%	94.6% +/-5.2%	94.1% +/-5.9%	≥90%	Achieved

Source: BC Student Outcomes Survey 2022

APPENDIX A – PERFORMANCE MEASURE RESULTS (continued)

STUDENT ASSESSMENT OF SKILL DEVELOPMENT

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

	ACTUAL			TARGET	ASSESSMENT
	2020/21	2021/22	2022/23	2022/23	2022/23
Former diploma, associate degree, and certificate students	90.0% +/-1.3%	90.0% +/-1.4%	88.2% +/-1.5%	≥85%	Achieved
Trades foundation and trades-related vocational graduates	91.0% +/-1.7%	91.4% +/-1.8%	88.6% +/-2.1%	≥85%	Achieved
Former apprenticeship students	92.2% +/-2.8%	91.1% +/-3.6%	87.1% +/-3.8%	≥85%	Achieved
Bachelor's degree graduates	83.9% +/-8.8%	89.2% +/-7.8%	93.5% +/-6.6%	≥85%	Achieved

Source: BC Student Outcomes Survey 2022

SYSTEM OBJECTIVE: RELEVANCE

STUDENT ASSESSMENT OF THE USEFULNESS OF KNOWLEDGE AND SKILLS IN PERFORMING JOB

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

	ACTUAL			TARGET	ASSESSMENT
	2020/21	2021/22	2022/23	2022/23	2022/23
Former diploma, associate degree, and certificate students	94.9% +/-1.2%	93.0% +/-1.5%	90.0% +/-1.6%	≥90%	Achieved
Trades foundation and trades-related vocational graduates	93.5% +/-2.2%	89.5% +/-3.1%	89.0% +/-2.8%	≥90%	Achieved
Former apprenticeship students	94.6% +/-2.6%	94.9% +/-2.8%	89.2% +/-4.9%	≥90%	Achieved
Bachelor's degree graduates	91.7% +/-6.4%	100.0% +/-0.0%	96.8% +/-4.8%	≥90%	Achieved

Source: BC Student Outcomes Survey 2022

APPENDIX A – PERFORMANCE MEASURE RESULTS (continued)

UNEMPLOYMENT RATE

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

	ACTUAL		TARGET	ASSESSMENT
	2021/22	2022/23	2022/23	2022/23
Former diploma, associate degree, and certificate students	7.3% +/-1.4%	5.3% +/-1.1%	≤ 8.1% percentage of graduates who were unemployed at the time of the survey, compared with the percentage of unemployed individuals with high school credentials or less	Achieved
Trades foundation and trades-related vocational graduates	13.9% +/-3.1%	7.1% +/-2.2%		Achieved
Former apprenticeship students	3.2% +/-2.3%	1.1% +/-1.6%		Achieved
Bachelor's degree graduates	0.0% +/-0.0%	3.0% +/-4.4%		Achieved

Source: BC Student Outcomes Survey 2022

Legend

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

MINISTRY TARGETS

STUDENT SPACES

Performance Measure	2021/22	2022/23	2023/24
Total student spaces	6,657	6,609	6,561
Nursing and other allied health programs	937	889	
Developmental programs – Tuition Compensation Eligible	921	990	

CREDENTIALS AWARDED

Performance Measure	2021/22	2022/23	2023/24
Number	1,796	TBD	TBD

STUDENT OUTCOMES

Performance Measure	2021/22	2022/23	2023/24
Student satisfaction with education	≥ 90%		
Student assessment of the quality of instruction			
Student assessment of usefulness of knowledge and skills in performing job			
Students' assessment of skill development (average %)	≥ 85%		
Unemployment rate	≤ unemployment rate of the population aged 18-29 with high school credentials or less		

APPENDIX B

**REPORT: LASTING
AND MEANINGFUL
RECONCILIATION**

APPENDIX B – REPORT: LASTING AND MEANINGFUL RECONCILIATION

The following identifies VCC’s actions relating to implementation of Truth and Reconciliation Commission’s (TRC) Calls to Action and articles of the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) relating to post-secondary education.

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

1: SOCIAL WORK

We call upon the federal, provincial, territorial, and Aboriginal governments to commit to reducing the number of Aboriginal children in care by ... Ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the history and impacts of residential schools. ... Ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the potential for Aboriginal communities and families to provide more appropriate solutions to family healing.

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
N/A	

12: EARLY CHILDHOOD EDUCATION

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

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
Ongoing	There is no updated content to provide

16: INDIGENOUS LANGUAGE DEGREE AND DIPLOMA PROGRAMS

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

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
N/A	

APPENDIX B – REPORT: LASTING AND MEANINGFUL RECONCILIATION (continued)

23: HEALTH CARE PROFESSIONALS

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

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
Ongoing	VCC's Health Sciences programs* are taking steps to ensure students and employees recognize the traditional unceded territory of the Musqueam, Squamish, and Tsleil-Waututh Nations through official signage and land acknowledgment
Ongoing	Health Sciences programs at VCC are actively working to build greater numbers of Indigenous graduates while understanding the necessity of going beyond inclusion and towards efforts of genuine Indigenization and decolonization
Ongoing	Health Sciences programs at VCC continue to provide priority seating for Indigenous students
Ongoing	Continuing to work towards indigenizing the curriculum across all health programs
Ongoing	The Health Unit Coordinator program received curriculum development funds to indigenize the curriculum. This is in partnership with VCC's Indigenous Education & Community Engagement
Ongoing	Program renewals and curriculum revisions incorporate inter-cultural competencies in health care including conflict resolution
Ongoing	Ongoing collaboration between the HUC program and the Indigenous Education and Community Engagement department to indigenize curriculum
Planned	Establish a School of Health Sciences committee to promote Indigenous student success from a holistic lens
Planned	In partnership with the Aboriginal Community Career Employment Services Society (ACCESS), a Health Unit Coordinator program indigenous cohort delivery is planned for March 2023
Planned	Explore developing a module for all health students that addresses indigenous health issues and history
Planned	Engaging Indigenous guest speakers (e.g., Elders, Health professionals) to provide an overview of the over-representation of Indigenous children in child welfare systems and opportunities for advocacy
In progress	Developing a research project in the HUC program to assess how students are meeting one of the programs learning outcomes: "Integrate knowledge of cultural sensitivity and diversity into practice" in the program and to evaluate the programs indigenous curriculum content
In progress	Increasing capacity for providing Indigenous Competency Training (San'yas) to faculty and staff. A significant number of faculty and staff in the School of Health Sciences have completed the San'yas training with ongoing registrations for new faculty
In progress	New course being developed for International HCA diploma "Impacts of Colonization on the Health and Wellbeing of Indigenous People" to be delivered in January 2023 and content will be used in future for other health programs

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

APPENDIX B – REPORT: LASTING AND MEANINGFUL RECONCILIATION (continued)

24: MEDICAL AND NURSING SCHOOLS

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

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
Ongoing	Continuing efforts to weave Indigenous perspectives throughout the Bachelor of Science in Nursing (BScN) program including clinical situations which engage students to explore the socio-historical context of Indigenous health
Ongoing	Engaging Indigenous guest speakers (e.g., Elders, health professionals) within the BScN program to provide an overview of the over-representation of Indigenous children in child welfare systems and opportunities for advocacy
Ongoing	Both VCC's BScN and PN students are introduced to the BC College of Nurses and Midwives (BCCNM) and their new practice standard which also makes reference to the In Plain Sight report (IPS, 2020) from the beginning of the program and concepts are integrated through to graduation. The new course "Impacts of Colonization on the Health and Wellbeing of Indigenous People" developed for the Health Care Assistant Diploma was delivered in January 2023 and will be delivered again in September 2023 to a new HCA International cohort. The School of Health Leadership Team will be looking at integrating this course or a version of it into other health programs. We anticipate we will have more to report next year and look forward to working with the new Dean Indigenous Initiatives of Indigenous Education and Community Engagement.
Ongoing	Developing a decolonization/Indigenization working group in the BScN program to address the BCCNM Updated Entry Level Competencies calling on all nurses to be educated about the Truth and Reconciliation Commission recommendations
Ongoing	Initiated a new partnership with the Pacific Association of First Nations Women for Term 7 population health promotion projects
In progress	Ongoing collaboration between the Practical Nursing program and the Indigenous Education and Community Engagement department for the 'Ready Set Go' orientation.
In progress	Both PN and BScN programs to incorporate new BCCNM practice standard "Indigenous cultural safety, cultural humility, and anti-racism" for September 2022 into the curriculum

28: LAW SCHOOLS

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

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
N/A	

APPENDIX B – REPORT: LASTING AND MEANINGFUL RECONCILIATION (continued)

57: PUBLIC SERVANTS

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

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
Ongoing	Ongoing registration and completion of the San'yas Indigenous Cultural Safety training across all levels of the College. For this past year, we had designated spaces for Health Sciences faculty, in response to Dr. M.E. Turpel-Lafond's <i>In Plain Sight</i> report addressing Indigenous-specific racism and discrimination in B.C. health care
Ongoing	New and ongoing registration of our trades faculty in a Trades instructor-specific series from the learning series <i>Pulling Together: A Guide for Indigenization of Post-Secondary Institutions</i> , developed and offered through BCcampus.

62: TEACHER EDUCATION

We call upon the federal, provincial, and territorial governments, in consultation and collaboration with Survivors, Aboriginal peoples, and educators, to: ... Provide the necessary funding to post-secondary institutions to educate teachers on how to integrate Indigenous knowledge and teaching methods into classrooms.

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
Ongoing	Ongoing Collaboration is underway with the BC Association of Aboriginal Friendship Centres on plans to Indigenize courses in the Provincial Instructor Diploma Program

86: JOURNALISM AND MEDIA SCHOOLS

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

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
N/A	

APPENDIX B – REPORT: LASTING AND MEANINGFUL RECONCILIATION (continued)

92: BUSINESS SCHOOLS

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

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
In progress	<p>Upon completion of the piloting phase of Indigenous Business in Canada, we are moving in a new direction:</p> <p>Changing the delivery of the course from a 3 hour/week for 15 weeks to the first section being asynchronous online delivery culminating with an in-person weekend seminar with indigenous business leaders. In this way, we can scale up the participation in this course.</p> <p>Expanding this class to students in other business programs at VCC.</p> <p>Breaking our original course into a suite of courses (possibly for credit micro-credentials):</p> <ul style="list-style-type: none"> • Indigenous History • Indigenous Business • Indigenous Tourism/Hospitality

United Nations Declaration On The Rights Of Indigenous Peoples (Undrip)

UNDRIP ARTICLES

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

Article 14

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

Article 15

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

Article 21

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

APPENDIX B – REPORT: LASTING AND MEANINGFUL RECONCILIATION (continued)

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
Delivering programming in collaboration with Indigenous community groups	
Planned	Partnership with the Aboriginal Community Career Employment Services Society (ACCESS) for the provision of an Indigenous cohort of the Health Unit Coordinator program for March 2023.
Ongoing	Partnership with Native Education College (NEC) and the Musqueam Nation to facilitate Learner Support Services in community as part of the Ministry-supported Aboriginal Service Plan (ASP).
Ongoing	Continued engagement of the urban Indigenous community by an Urban Learning Facilitator to provide Learner Support Services in community as part of the Ministry-supported ASP.
VCC Culinary Arts	
Implemented	Culinary Arts training with the Bella Bella Nation at their newly purchased Shear Water Resort
Ongoing	Documentation of the traditional food gathering techniques and recipes to build a foundation for delivering a Professional Cook Level 1 training using local Indigenous ingredients and culinary techniques.
Ongoing	Planning for the provision of an Institutional Professional Cook 1 with Indigenous content at VCC.
Ongoing	Support for the development of a culinary training kitchen at the T'szil Learning Center in Mount Currie.
Ongoing	Collaboration with the Association of Professional Italian Chefs and Theresa Contois, well-known Indigenous chef, to offer workshops on Indigenous culinary traditions.
VCC Adult Basic Education	
Ongoing	Partnership with RayCam Cooperative Centre to provide community-based adult literacy and numeracy classes tailored to the needs of Indigenous parents and includes wrap-around supports such as warm meals and childminding.
Planned	Planning a 'What and whose knowledge is fundamental?' project that involves an Indigenous Adult Educator working with RayCam Cooperative Centre students to consider what is fundamental to their ABE studies, identify gaps, and determine who best to work with, such as instructors, elders, traditional knowledge keepers.
Implemented	Revised hiring criteria to include the requirement, 'experience cultivating a learning environment that is welcoming and relevant to Indigenous adult learners and that helps prepare non-Indigenous students to better understand, live alongside of, and work with Indigenous peoples.'
College-wide	
Implemented	Presented our internal community, Elders, and Indigenous Advisory Committee with the finalized report and recommendations from the extensive internal and external consultation process for the development of a VCC-specific planning framework for Indigenousization. Received unanimous support from the Board of Governors to use this report to guide VCC's journey towards decolonization and reconciliation.
Ongoing	Expansion of the '3 Sisters Garden' to include traditional Indigenous medicines, as well as food for our Indigenous students and on-campus community.
Ongoing	Supporting the Gladue Report Writing Program, which was launched in May 2020. Continued exploration of funding sources to better support program sustainability.
Ongoing	Providing in-person, telephone, or online access to four elders through the Elder-in-Residence program.
Ongoing	Activation of the Indigenous Education Advisory Committee for external review and input on major projects such as the development of VCC's Mental Health and Well-Being Framework.
Ongoing	Consistent consultation with VCC's Indigenous Education and Community Engagement department around language use and the Indigenousization of curriculum.
Implemented	Collaborated across the VCC community to present a theme of Indigenousization and Decolonization at the annual VCC Teaching, Learning, and Research symposium in March 2022 attended by post-secondary professionals from across Canada and the USA.