



November 23 2015

The Honourable Andrew Wilkinson, Minister  
Ministry of Advanced Education  
PO Box 9870  
STN PROV GOVT  
Victoria, BC V8W 9T5

Dear Minister:

We are

# Contents

Executive Summary.....1.....

Strategic Direction and Context.....2.....

Strategic Plan.....3.....

VCC Vi Plan o4 uM4..... 6.0e4.....7.....5.74.....4.....

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# EXECUTIVE SUMMARY

For the past 50 years Vancouver Community College (VCC), a vibrant urban college, continues to serve a diverse multicultural student population, delivering a broad spectrum of programming from Adult Basic Education and University Transfer to Bachelors in Nursing, Music and Hospitality Management.

# Strategic Direction and Context

## Strategic Plan

The current VCC's Strategic Plan expired at the end of 2014 and rather than enter into the strategic planning process, it was decided to build on the initial research and data collected in the development of the initial plan which provides the College with a strong future direction and clear goals. The Vision and Values of the College remain unchanged however 5 new strategic pillar • have been developed.

## VCC Vision

Vancouver Community College (VCC) is an accessible urban college that engages with many diverse communities within the Vancouver area to provide learning opportunities that change lives.

Building on its strengths in student access and success. Responding to the changing needs of learners, changing demographics and an evolving economy. To function and

## 5 Strategic “Pillars”

The VCC Leadership produced a Departmental To-Do Checklist to highlight the scope of activities and priorities to roll up into a single plan for the College which includes dependencies between the department, how many dependencies, and to raise the awareness of these dependencies between the department projects and/or initiatives.

A master, system-wide document is currently being incorporated the input from all areas by grouping like projects/resources together. The next stage in this process is to categorize these departmental initiatives/activities to sit under the 5 Strategic Pillars

### Educational Quality

A commitment to learning-centered programming that is relevant, flexible, and career-oriented.

### Operational Excellence

A philosophy of the workplace where problem-solving, teamwork, and leadership results in the ongoing improvement in an organization. The process involves focusing on the customers' needs, keeping the employees positive and empowered, and continually improving the current activities in the workplace.

### Financial Stability and Sustainability

Sustainability is managing the triple bottom line—a process by which the College manages our financial, social and environmental risks, obligations and opportunities. To achieve financial sustainability we will require longer term financial and strategic planning, income diversification, sound administration and finance and the capability to generate our own income.

### Reputation Management

A holistic approach to building trust by creating a strong brand identity and engaging stakeholders in the VCC experience. The most valuable asset we possess as an organization is our reputation. Like any valuable asset, it needs to be carefully monitored and managed. A strong reputation is the most potent marketing tool we have at our disposal.

### Business Development

Business development is comprised of a number of tasks and processes aimed at developing and implementing growth opportunities. It is the creation of long-term value for the College from customers, markets and relationships.

The 5 Strategic Pillars are to highlight those items achievable within the next 12 months and also been identified that most projects and/or initiatives

## Education Plan

VCC's Education Plan has been redeveloped and implemented for our diverse set of programs and courses and their related support services to learners who require the skills, competencies, and credentials to gain admission to postsecondary programs or alternatively to help those seeking to further their personal educational and workplace goals. We serve learners according to their abilities and capabilities and support educational excellence to prepare students for the occupations and opportunities of the 21st century. The programs will explore and design innovative transitions from







## Planning and Operational Context

To sustain and build on VCC's considerable strengths we recognize that we must adapt to the changing needs of our students; ensuring the provision of high quality education that prepares students to enter the increasingly competitive global marketplace.

The population growth of British Columbia is expected to grow by 17 percent by 2020, particularly significant in the Vancouver region. This growth will influence the planning for the future development of program offerings within a labour driven market (over one million new job openings predicted). The majority of population growth in Vancouver is expected to be the result of migration rather than a natural increase, which will ensure a more culturally diverse population. Diversity is not new to VCC with 37 percent of VCC students being non-Canadian citizens, significantly more than comparable Lower Mainland institutions. The VCC student profile also differs from most other institutions in the BC post secondary system as we are the largest provider of First as a Second Language (ESL) programs with more than twice the number of developmental students. We serve approximately 18 percent of all developmental students in public BC post secondary institutions.

In addition to our large developmental and applied student populations, VCC has more than 7,000 students in Continuing Studies education programs. This number is expected to rise as the need for greater skills in the workplace environment continues to grow, and VCC further develops the delivery of our contract training model and refines our program offerings to meet the changing requirements of our students and industry partners.

BC is emerging as a knowledge based society and economy. Over the next decade, 77 percent of all jobs will require some post-secondary education, as highlighted in a recent report from Statistics Canada that identifies the growth of 9 percent in occupations that require a college or university education. BC employers expect graduates to be job ready, and VCC graduates are well prepared with some of the most highly desired skills. As we move forward, it is essential that our programs continue to reflect the changes in society and industry, as they are likely to result in greater competition for students in the post-secondary education sector.

VCC is well positioned and prepared to face the challenges and opportunities inherent in ensuring the college meets the objectives within the recently released BC's Skills for Jobs Blueprint. VCC will strengthen its partnerships with high schools within our area to provide a head start to hands on e



# Performance Plan Goals

## Aligning AVED and VCC Objectives

This matrix identifies the five AVED objectives, Capacity, Access, Quality, Relevance and Efficiency and the four objectives of VCC's Strategic Plan; Student Access and Success; Operational Effectiveness; Partnerships and Collaborations; and Building our Brand and this matrix indicates the activities to achieve these objectives.

		AVED Strategic Objectives				
		Capacity	Access	Quality	Relevance	Efficiency
Vancouver Community College	Student Access and Success	<ul style="list-style-type: none"> <li>¾ Aiding students in accessing appropriate funding support</li> <li>¾ Enrolment Services Redesign</li> </ul>	<ul style="list-style-type: none"> <li>¾ Sustainable accessibility for diverse learning needs</li> <li>¾ Focus on Aboriginal access</li> <li>¾ Revitalized International Studies</li> </ul>	<ul style="list-style-type: none"> <li>¾ Delivering high(c</li> </ul>		







Performance			Assessment	Targets		
2013/14 Actual	2014/15 Target	2014/15 Actual		2015/16 Target	2016/17 Target	2017/18 Target

## AVED Strategic Objective 2: ACCESS

The AVED strategic objective of Access is designed to ensure that all citizens have equitable and affordable access to public postsecondary education. The performance measures are not assessed in the 2013/14 Accountability Framework. However VCC is committed to providing quality education opportunities to students within the province at an affordable price.

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Student satisfaction with education					
Performance measure	Reporting year				
	2011/12	2012/13	2013/14	2014/15	2014/15 Assessment <sup>1</sup>
Former diploma, associate degree and certificate students	93.9%	94.9%	93.9%	93.0%	Achieved
	d OEP š W H õ ï 9				
Apprenticeship graduates	89.3%	97.4%	97.1%	95.7%	Achieved
	d OEP š W H õ ï 9				
Baccalaureate graduates	100%	92.9%	100%	94.2%	Exceeded
	d OEP š W H õ ï 9				
Student assessment of the quality of instruction					
	2011/12	2012/13	2013/14	2014/15	2014/15 Assessment <sup>2</sup>
Former diploma, associate degree and certificate students	95.9%	97.2%	95.8%	95.0%	Achieved
	d OEP š W H õ ï 9				
Apprenticeship graduates	95.6%	98.1%	98.3%	97.6%	Exceeded
	d OEP š W H õ ï 9				
Baccalaureate graduates	92.6%	96.4%	100%	92.3%	Achieved
	d OEP š W H õ ï 9				
Student assessment of skill development					
	2011/12	2012/13	2013/14	2014/15	2014/15 Assessment <sup>2</sup>
Former diploma, associate degree and certificate students	78.1%	80.3%	79.8%	77.6%	Substantively Achieved
	d OEP š W H õ ñ 9				
Apprenticeship graduates	N/A	82.3%	80.2%	77.4%	Substantively Achieved
	d OEP š W H õ ñ 9				
Baccalaureate graduates	76.8%	83.5%	87.1%	90.3%	Exceeded
	d OEP š W H õ ñ 9				

<sup>1</sup> Refer to [http://www.AVEDgov.bc.ca/framework/docs/standards\\_manual.pdf](http://www.AVEDgov.bc.ca/framework/docs/standards_manual.pdf) for the assessment guidelines

## AVED Strategic Objective 4: RELEVANCE

The AVED strategic objective of Relevance is designed to ensure the public secondary system is relevant and responsive to the needs of the province by providing the appropriate scope and breadth of post-

**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.

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

Unemployment rate					
Performance measure	Reporting year				
	2010/11	2011/12	2013/14	2014/15	2014/15 Assessment
Diploma, associate degree and certificate graduates <sup>2</sup>	9.7%	7.3%	9.0%	8.4%	Exceeded
	d CEP 12.0% G				
Apprenticeship graduates	7.7%	8.6 %	7.0%	1.5%	Exceeded
	d CEP 12.0% G				
Baccalaureate graduates	0.00%	3.7%	0.0%	2.1%	Exceeded
	d CEP 12.0% G				

Within Diploma, Associate Degree and Certificate Student Outcomes Survey in Applied Programs there are a number of other indicators that provide valuable information and comparison to the sector average. These include students that are in the labour force with VCC being at 92 percent compared to the sector average of 87.5 percent.

<sup>2</sup> Diploma, Associate degree and Certificate student outcomes survey (DACSO)

Within Diploma, Associate Degree and Certificate Student Outcomes Survey in Applied Programs there are a number of other indicators that provide valuable information and comparison to the sector average. These include

Student assessment of skill development: Baccalaureate graduates					
Performance measure	Reporting year				
	2011/12	2012/13	2013/14	2014/15	2014/15 Assessment



## AVED Strategic Objective 5: EFFICIENCY

The AVED strategic objective of Efficiency is designed to ensure the public-~~es~~secondary system is able

## AVED Accountability Framework Performance Targets:

The Performance Targets listed for the next three years have been provided by AVED

Performance measure	2015/16	2016/17	2017/18
Student spaces			
Total student spaces	6,521	6,521	TBD
Nursing and other allied health programs	841	841	TBD
Developmental programs	2,518	2,518	TBD
Credentials awarded			
Number	2,934	2,962	TBD
Student satisfaction with education			
Apprenticeship graduates			

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# FINANCIAL INFORMATION

The following summarizes the consolidated Financial Report for VCC:



