

PROGRAM PROFILE 91-92

AN UPDATE

DECEMBER 1990

1991 Robson Centre

QUESTIONS & ANSWERS

1. Why are major changes being planned at VCC and not at other community colleges in B.C.?

VCC's program profile includes a relatively high component of vocational and ESL-vocational programs compared to other B.C. colleges. For example, the vocational component at VCC is 52% of total programming compared with only 20% at Capilano College.

Because vocational (and particularly ESL-vocational) programs are much more expensive to provide than arts and sciences or career programs, the VCC budget has, for years, been under greater pressure than the budgets of other B.C. colleges.

That is why VCC has undertaken this program profile review for 1991-92.

2. What program changes are planned at VCC for 1991-92?

Each year as a normal part of the planning process, VCC makes adjustments to its program mix. New plans take into account many factors including student demand, changes in the workforce and adjustments to the employment picture in B.C. and the rest of Canada.

The detailed chart inside explains exactly what is being planned for 1991-92.

SEE PAGE 2 & 3

The 1991-92 Program Profile at VCC A Discussion Paper - Paul Gallagher

THE CRISIS

For several years now, VCC has barely been able to match expenditures to revenues. For 1990-91, the College Board had to authorize exceptional, one-time measures to balance the budget. For 1991-92, original projections predicted a deficit of about \$8 million. Recent talk of a recession could make our financial problems even more severe.

At the same time, our facilities are overcrowded, student demand is changing, and in general, the demand for our services is increasing. With all institutions in the Lower Mainland operating at full capacity, not all needs can be met in the immediate future.

For several years now, and as recently as June 1990, the College Board lobbied for improved funding and facilities. At the same time, the College undertook a detailed cost analysis of all activities and identified why it could not function within the established funding system. These studies were completed in August, 1990.

The Minister indicated that, while government could not guarantee in advance all additional funding sought for the future, measures would be taken to give us a stable and predictable financial future.

THE REVIEW

After recent representations to Victoria, the College received an additional \$2 million to be added to base funding annually. To achieve further base funding increases for 1991-92, our next program profile should:

1. reduce enrolment projections for low demand programs, and increase enrolment projections for higher demand programs.

2. propose a curriculum mix reflecting current priorities and future possibilities.

(Those possibilities include: federal government funding changes, labour market changes, the capabilities of other public or private institutions and shifting student and employer demand.)

3. attempt to re-group related programs, thus providing broader based programs where appropriate and revise the curriculum where educationally justifiable.

4. review administrative and support services and consider ways to reduce costs without impairing instructional effectiveness or student support services.

5. consider ways to fund more activities from sources other than funding allocated to the approved program profile.

THE PROCESS

On September 26th the College Board received a working paper entitled "Reshaping the Future of VCC". It proposed a planning framework addressing the above issues. The Board also authorized the submission of a preliminary '91-'92 program profile to the Ministry, as the starting point for further discussion on enhanced funding. The Board intended this preliminary program profile to be reviewed in detail before any final proposal would be made to the Minister on the 1991-92 program profile.

THE RECOMMENDATIONS

1. MATCHING REVENUES AND EXPENDITURES

While continuing to press for better funding, we should not continue to overextend ourselves. We should limit our services to those we can fund adequately. As funding improves, our services should expand.

I recommend that, as a matter of policy, the College must limit its offerings to those programs and services for which there is adequate funding.

2. DEMAND

For years, we have not been able to accommodate demand at VCC. Some programs have had major demand backlogs while others have not met enrolment projections. Overall there is far more demand than we can physically or financially meet.

That's why we must adjust future enrolment projections to reflect demand much more closely and improve our student assessment services.

I recommend that the program profile for 1991-92 should project enrolment based on actual enrolment performance in the recent past and on current demand.

3. CURRICULUM MIX

VCC has always had a broad curriculum to meet many different community needs. The questions now are: should we narrow our curriculum mix to respond to high demand areas? Should we maintain a broad curriculum mix and still have major unmet demand in some areas? Or should we search for some other curriculum mix using other criteria?

SEE PAGE 2

*ESL high priority
ABE remain a commitment
55 - special needs.*

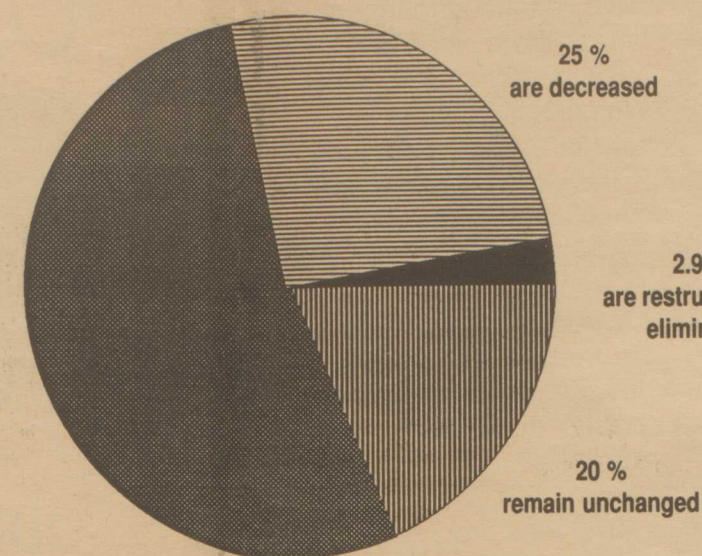
*overall - retain
traditional
practices*

PROPOSED PROGRAM PROFILE 1991/1992

Full Time Equivalent Students (FTE)	90/91 Plan	91/92 Plan	91/92
PROGRAMS DECREASED			
ABE Developmental Level	694.10	500.00	-194.10
Autobody	50.00	45.00	-5.00
Automotive s	67.00	60.00	-7.00
Building Services Worker	22.90	15.00	-7.90
Cooking	367.70	270.00	-97.70
Data Processing	145.00	100.00	-45.00
Diesel Mechanics	55.00	50.00	-5.00
Electronics Technician	235.70	162.00	-73.70
Finance & Investment	58.00	40.00	-18.00
Food and Beverage Mgmt.	53.00	24.00	-29.00
Food Services Technician	53.00	40.00	-13.00
Marketing	59.00	50.00	-9.00
Meat Preparation Programs	83.30	57.20	-26.10
Office Administration	413.10	332.50	-80.60
Printing Production	71.60	65.00	-6.60
Subtotal	2,428.40	1,810.70	-617.70

Full Time Equivalent Students (FTE)	90/91 Plan	91/92 Plan	91/92
PROGRAMS INCREASED			
Arts & Science	3,070.00	3,145.00	75.00
ASE Vocational Training	66.20	66.20	0.00
Computer Graphics Technician	14.30	16.00	1.70
Computer Programmer	36.60	37.00	0.40
Dental Technician/Mechanics	30.00	45.00	15.00
English as a Second Language	1,318.00	1,800.00	482.00
Hospitality Administration	221.00	165.00	-56.00
Nursing	35.00	237.00	202.00
Pacific Rim	28.20	40.00	11.80
Photography P/T	85.00	31.60	-53.40
Realty Appraisal	16.00	100.00	84.00
Recreation Facilities Management	7.40	26.00	18.60
Sterile Supply	303.60	8.00	-295.60
Vocational Part-time		340.00	340.00
Subtotal:	5,165.10	5,990.60	825.50

Full Time Equivalent Students (FTE)	90/91 Plan
PROGRAMS RESTRUCTURED OR ELIMINATED *	
Activity Aide LFC	6.80
Adult Day Care	3.00
Esthetics	12.90
Gerontology	16.00
Hairdressing	131.00
Homemaker	16.70
Japanese Cuisine	14.10
Men's Hairstyling	15.50
Micros in Accounting	17.80
Shoe Repair	10.70
Vocational Training & ESL	44.50
Subtotal:	289.00



NOTES *

ACTIVITY AIDE : to be continued under Part Time Vocational
ADULT CARE AIDE: to be continued under Part Time Vocational
BUILDING SERVICE WORKER: 15 FTE's will be offered
DENTAL RECEPTION: 16 FTE's will move into Office Administration
ESTHETICS
MENS HAIRSTYLING } for further discussion with the Ministry
HAIRDRESSING } and Industry
GERONTOLOGY: program has not yet begun
HOMEMAKER: to be continued under Part Time Vocational
INSTITUTIONAL AIDE: to be continued under ABE Fundamentals
JAPANESE CUISINE: already discontinued
MEDICAL LAB ASSISTANT: to be continued with Long Term Care
Aide
MICROS IN ACCOUNTING: to be continued in Office Administration
SHOE REPAIR: already discontinued
TRAVEL AGENT: to be continued in Office Administration
VOCATIONAL TRAINING AND ESL: to be included in a ESL/
 Vocational review

Full Time Equivalent Students (FTE)	90/91 Plan	91/92 Plan
PROGRAMS WITHOUT CHANGES:		
ESL - Literacy	50.00	50.00
ABE Employment Preparation	16.00	16.00
ABE Fundamental Level	111.40	111.40
Accounting	98.00	98.00
Art in Merchandising	67.00	67.00
ASE Academic Skills	44.00	44.00
ASE Vocational Training	66.20	66.20
Baking (Apprenticeship)	14.10	14.10
Baking	131.00	131.00
Business Administration	82.00	82.00
Chinese Cuisine	17.70	17.70
Computer Systems Technology	58.00	58.00
Cooking (Apprenticeship)	28.20	28.20
Court Reporter	28.00	28.00
Criminal Justice	45.00	45.00
Dental Assistant	80.70	80.70
Dental Hygiene	40.00	40.00
Dental Reception	15.50	15.50
Drafting	95.00	95.00
Early Childhood Education	27.00	27.00
Fine Art	114.00	114.00
General Insurance	20.00	20.00
Hospital Unit Clerk	33.10	33.10
Institutional Aide (ABE)	15.00	15.00
Jewellery & Goldsmith	40.00	40.00
Journalism	60.00	60.00
Library Technician	41.00	41.00
Licensed Practical Nursing	107.80	107.80
Long Term Care	38.00	38.00
Medical Lab Assistant	21.90	21.90
Music	131.00	131.00
Pharmacy Assistant	25.00	25.00
Photography F/T	41.90	41.90
Physical Education & Recreation	50.00	50.00
Small Business	18.00	18.00
Social Service Worker	21.00	21.00
Special Teaching Assistant	24.00	24.00
Teach. Assist. for Deaf & Visib.	34.30	34.30
Theatre Arts	41.00	41.00
Transport Clerk	17.80	17.80
Travel Agent	16.00	16.00
Subtotal:	2,025.10	2,025.10

90/91 PLAN	91/92 PLAN	91/92 DECREASES
9,907.60	9,826.40	-81.20

Discussion Paper from page 1

I recommend that, to the extent that our physical and financial resources allow it, we should retain a broad curriculum mix.

More specifically, for the years ahead, we should re-affirm a commitment to the following program areas as parts of our funded program profile and re-affirm our intention to expand these areas as demand and resources permit:

* English as a Second Language, at several levels and of several kinds

* Adult Basic Education, at all levels, with the appropriate balance of levels to be determined after consultation with the ABE Division

* a variety of opportunities for students with special needs

* a variety of traditional vocational programs

* a variety of job entry skill training

* a variety of career/technical programs

* a substantial Arts and Science program

Particular attention should be drawn to "job entry skill training". Given the state of the employment market now and in the immediate future, we must attempt to achieve two objectives at the same time:

* to make our entry programs more generic to give graduates the broadest employment opportunities

* to redesign some programs so students can enter the job market as quickly as possible with a more limited range of skills and return later, if they wish, for upgrading or expansion.

With some curriculum revision, these two objectives can be met if we regroup some of our discrete programs into broader categories. This realignment is reflected in the preliminary program profile proposed for 1991-92.

As well, there are some vocational programs which should be examined on a case-by-case basis for demand, cost, and fit with our planned curriculum mix.

There is also a strong view at City Centre that its curriculum mix should emphasize programming in the Business, Health-related, and Tourism/Hospitality fields and move more to a course based curriculum where feasible.

At City Centre we should remain active in other areas, such as Printing Production, Drafting, and Electronics, because of our uniqueness and expertise in these areas.

No structural changes for 1991-92 have been proposed for career/technical programming. The Deans have been asked to review the business, computer-related, and health programs across the College and to recommend better cross-college articulation where appropriate, for implementation in 1992-93.

4. OTHER STEPS

Beyond our funded program profile, we should continue to search for funding to increase our educational activities. But it is important that we not re-di-

rect funds intended for the core program profile to the development of activities beyond the core.

I recommend that, in response to demand, we continue to expand our cost-recovery programs and give greater focus to business and industry training.

SPECIAL PARTNERSHIPS

In the same vein, we should, with or without Ministry support, make every effort to set aside some funds annually to encourage partnerships with community organizations such as Picasso Cafe, The Learning Front, Centre Alpha and Carnegie Centre to help these community groups achieve their training goals and to get access to public funding, along the lines of our successful relationship with the Native Education Centre. VCC sponsors 9 Literacy Based Programs

INTERNATIONAL EDUCATION

At a time when we are struggling to secure more resources

for core activities, we must continue to ensure that our International Student Program does not draw on base funding for its operations but instead remains self-sufficient.

As a first step, we should continue to limit the number of international students and not try to accommodate more until such time as there is an additional College campus in our traditional catchment area.

SPACE CONCERNS

We urgently need more space if residents in our area are to enjoy full accessibility to the college system.

We must press on with the following plan

- to expand and upgrade Langara Campus

- to lobby for an additional campus in our area

- to build the community recreation facility at King Edward Campus

- and to support a growing de-

mand for better performing arts facilities in Vancouver

None of these initiatives can be achieved overnight, but all should be pursued aggressively and urgently.

ADMINISTRATIVE COSTS

Our current administrative and support costs are also a concern because they exceed the revenues we receive to maintain them. VCC is a unique college with unique services and these must be acknowledged by our funders. But we owe it to ourselves to review our operations and to find ways to reduce costs without impairing educational effectiveness or reducing the range or quality of services.

This proposed review, which will be partly dependent on projected program profiles for the years immediately ahead, should be completed as quickly as possible and certainly by January 1991.

Paul Gallagher,
President.

November 1990

Q & A from page 1

The plan calls for the following: 15 programs would have capacities decreased, 14 programs would have capacities increased, 41 programs would have unchanged capacities and 11 programs would be restructured or eliminated.

Of the 11 restructured programs 4 would be moved to other program areas, 4 will be reviewed further, 2 are already discontinued and one has never been started.

3. What changes are being considered for the future?

Because the planning process at VCC is continual, other future program changes and adjustments will undoubtedly take place at the College. These changes will be in response to shifting educational demands and employment patterns.

4. Who is initiating these changes - the College or the Ministry of Advanced Education?

The College has initiated

this process.

Because VCC offers a broad range of vocational, career, as well as academic programs, the government funding formula used to establish college budgets has caused the College some unique planning problems.

Instead of throwing up our hands or simply demanding more and more money (*) we chose instead, to review our program mix, our costs and the changing patterns of student demand, in order to make changes to improve our long range instructional and financial picture. This review has been carried out with the full support and co-operation of the Ministry.

(*) The college has already received an additional \$2 million of extra funding for the 1990-91 budget year from the Ministry of Advanced Education.

5. Will the College allow for meaningful consultation on the new

program profile BEFORE any decisions are made?

Yes. In fact a great deal of consultation has already taken place. In early October the three campus Principals discussed the 1991-92 preliminary program profile with their Division Chairs and Department Heads.

On October 12th a special all-faculty meeting was held at City Centre. A similar meeting was held on October 17th at King Edward Campus. At both meetings College President Paul Gallagher explained the rationale behind the proposed changes and received reaction from faculty.

On October 16th the Administration Committee of the College Board heard presentations on the issues from various groups and individuals. At the College Board meeting of October 23rd, held at King Edward Campus, dozens of individuals and groups gave presentations expressing their points of view. On November 5th a

special Board meeting was held at City Centre to hear more presentations from interested parties. On November 14th the Education and Student Services Committee of the Board heard fourteen more presentations.

A public hearing will be held on December 10th at the Robson Square Conference Centre where the proposed program profile for 1991-92 will again be discussed and specific questions answered. To date over 70 written and verbal presentations have been made to the College administration and/or the College Board.

6. Will Program Advisory Committees have any say in these changes?

SEE PAGE 4

A public hearing will be held at 7 PM, December 10th at the Robson Square Conference Centre where the proposed program profile for 1991-92 will again be discussed and specific questions answered.

Q & A from page 3

VCC values the energy and expertise of its Program Advisory Committees. The work of these committees allows the College to stay in contact with developments in the private sector and to keep the content of our training and educational programs relevant and up to date.

However the PAC's function is primarily advisory. When it comes to making sometimes difficult decisions, the College, after taking all the factors into consideration, has the responsibility to act in the best interests of the College as a whole.

7. Will there be employee layoffs as a result of proposed changes?

Yes. We anticipate that there will be some instructor layoffs and possibly layoffs in the support area as well. We estimate that between 20 and 30 positions may be affected.

8. What assistance will the College provide to employees who are laid off?

According to memoranda and collective agreements in force with our administrators, instructors and support staff, a variety of provisions come into effect during a layoff.

In general the College is committed to advance notification and consultation, layoff according to seniority, bumping rights, rights to recall and compensation on termination.

9. Are these program profile changes being considered because of funding cuts from the provincial government?

No. We are not dealing with funding cuts. We are dealing with internal College cost increases which are greater than the increased budget allocations from Victoria.

10. If programs are cut will students be able to find comparable training elsewhere at comparable cost?

Some of the proposed program cuts are in areas where similar courses are widely available in the private sector - hairdressing is one such example.

And as stated earlier, other courses will become available on a part-time basis in both the private and the public education sectors.

However in program areas where demand is extremely low, programs may prove to be unavailable in the private sector.

Costs will vary and in some cases will be higher.

11. Will private training be accredited and transferable to public educational institutions in B.C.?

Yes, in many cases. A new provincial law dealing with accreditation between private and public institutions is in the final stages of approval.

The Private Post Secondary Education Act, will establish a commission to control private educational institutions, set standards and determine accreditation. Procedures, similar to those now in place among public institutions will be used to arrange the transfer of credits between private and public institutions. Of the 500 private training institutes registered in B.C., some 200 are expected to receive accreditation.

All institutions without accreditation will be required to state, in all their advertising, that they are unaccredited

12. What assurances do we have that employers will provide the training that may be eliminated from VCC?

Although there are no hard and fast assurances, progressive employers see their employees as their most important asset and do provide substantial levels of in-house training.

The Insurance Corporation of British Columbia (ICBC) and B.C. Tel are good examples. Both take many people with a general educational background and put them through specialized training

programs designed to meet specific needs.

The College sees this kind of expanded, in-house training in the private sector as one way to ease the financial impact on the college system caused by industry's pre-employment training needs.

The federal government shares this perspective. In B.C. it spends \$205 million annually in support of on-the-job training, compared with only \$35 million in the purchase of training from public institutions such as VCC.

13. If entry level vocational programs are broadened and expanded, how will that affect tuition costs? Employment opportunities?

If students receive more training than they require for a very specific and narrowly defined job, the cost will probably be higher. But there's another side to this story. Students with a broader educational background have a much greater array of employment opportunities.

In the long term, this means that the broadly-educated grads will not need to return to the advanced education system for upgrading as quickly or as often.

14. What effect will the program changes have on disadvantaged groups such as the handicapped, native people, immigrants, or women?

The proposed program changes will have no effect on handicapped students at VCC. Likewise, native people will continue to enjoy the opportunities they now have under Canada Employment contracts with VCC and other institutions. Our very successful relationship with the Native Education Centre will remain unchanged.

Over the past 10 years, the federal government has been decreasing financial support to colleges for generic programs which help people enter the workforce quickly with job-specific training. Instead, they are now purchasing training packages aimed at special interest groups such as women and immigrants.

Although federal support for generic programs has declined, we have continued to try and deliver them using funds designated for other areas. We cannot continue to subsidize these programs at the expense of the core curriculum.

15. Are international students at VCC taking needed space away from regular domestic students?

No. Our first obligation is to our regular domestic students. We make very sure that our international students do not displace any students in the programs we are committed to through our program profile.

International students also bring in added dollars to the College coffers which in turn are used to enhance the learning environment and capacity for domestic students.

At the moment the College Board has authorized us to enrol 500 international students, but because of space constraints we are admitting fewer. We currently have 427 international students at VCC.