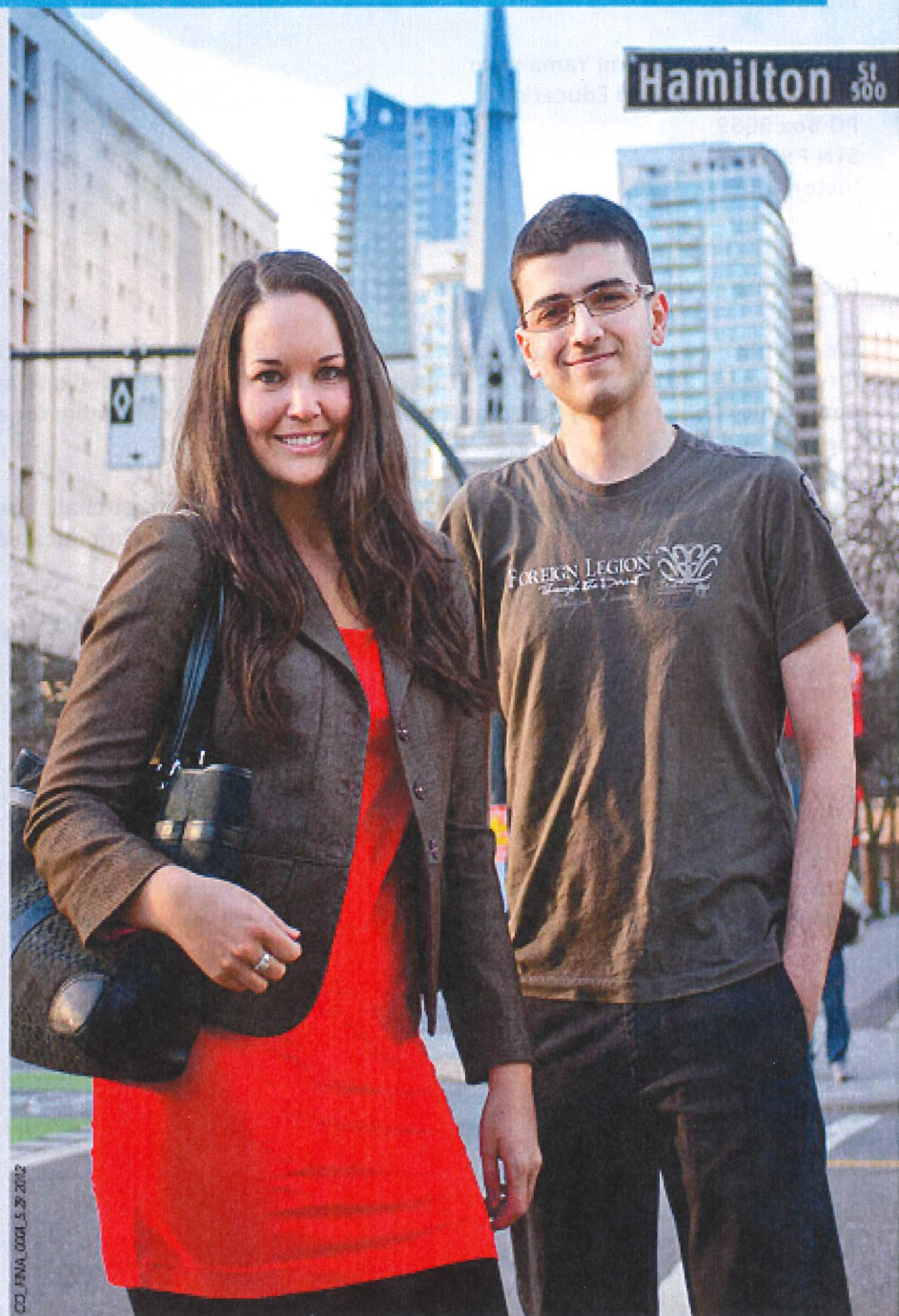


Vancouver Community College

2012/13 - 2014/15 Institutional Accountability Plan and Report



vcc.ca



July 20, 2012

The Honourable Naomi Yamamoto
Minister of Advanced Education
PO Box 9059
STN PROV GOVT
Victoria, BC V8W 9E2

Dear Minister Yamamoto:

We are pleased to submit Vancouver Community College's Institutional Accountability Plan and Report for the period 2012/13 - 2014/15. This document has been reviewed and approved by the Vancouver Community College (VCC) Board of Governors, and we are accountable for achieving the objectives in the outlined plan.

This plan will help us to effectively respond to BC's labour market challenges, and increase our contribution in fulfilling the province's goal of becoming the "best educated, most literate jurisdiction in North America".

We look forward to working with the Ministry over the coming years to achieve our common goals.

Yours sincerely,

A handwritten signature in black ink, appearing to read "Kathy Kinloch".

Kathy Kinloch
President

A handwritten signature in black ink, appearing to read "Cathy Young".

Cathy Young
Chair, Board of Governors

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Executive Summary

The Vancouver Community College (VCC) Institutional Accountability Plan and Report highlights our journey and results over the 2011-2012 year. While we are proud of what we have accomplished, we have set some important strategic goals that we intend meet over the next 2 years.

To ensure the success of the Strategic Plan an Implementation Plan with clear initiatives and deliverables has been developed and implemented. The seven strategic initiatives are:

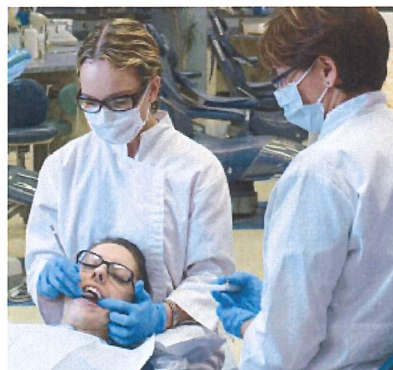
- Provide exceptional service to all prospective and current students through the implementation of an enrolment services redesign.
- Develop an innovative and renewed Education Plan.
- Develop leadership capacity and become an employer of choice.
- Build and implement a College wide Environmental Sustainability Plan.
- Improve policy, procurement and governance practices.
- Implement a Partnerships and Collaboration framework.
- Develop and implement an enhanced marketing strategy.

As we continue to move forward, we will identify and act on opportunities to collaborate with other post-secondary educational institutions on several fronts, including looking into shared services models for selected functions. We will also maintain our focus on increasing available options for student transitions from the K-12 system to VCC to align with the demands and needs of our strategic partners that we deliver high quality, applied and developmental learning experiences.

Our performance on the Ministry of Advanced Education (AVED) performance measures ranges between “Substantially Achieved” and “Exceeded”. In particular, we performed well in our employability rates and our student spaces in our Health and Developmental programs. The specific focus for the next two years is to substantially increase the utilization of our funded domestic student Full Time Equivalents (FTEs) to a minimum 100% net utilization for 2012-2013, with additional focus on increasing International and Aboriginal student populations in accordance with the performance targets of AVED.

“British Columbia needs to ensure that it has not only a highly skilled workforce, but workforce skills match economic demands.”

Skills for Growth: British Columbia's
Labour Market Strategy to 2020



Institutional Overview and Strategic Direction

Founded in 1965, Vancouver Community College (VCC) is one of the largest and oldest Community Colleges in British Columbia. With a diverse student body of more than 22,000 learners and revenues exceeding \$100 million, the College plays a vital role in training and skills development for Vancouver.

VCC serves a diverse urban community from two main campuses in the heart of the city. The Downtown campus plays an important role in the local community through the programs offered and student-run facilities such as JJ's Dining Room and the VCC Hair Design Salon. The Broadway campus is home to many programs including health sciences, transportation trades, language studies, university transfer (arts and science) and music, offering more than 110 certificate, diploma and bachelor's degree credentials. Our programs are structured to meet the social and economic needs of a dynamic, urban community through hands-on, industry-relevant education and training through small classes and intensive practical learning. In addition, we work in cooperation with other educational institutions, licensing and accrediting bodies, employers, community groups and governments to offer flexible, responsive and innovative instruction.

We are committed to providing an educational experience that prepares learners for ongoing education, direct entry into employment, career advancement and greater participation in the community. By ensuring our programs are accessible, relevant and transferable, we are helping students reach their personal, educational and professional goals.

VCC's Strategic Plan 2011 – 2014 aligns with the needs of our students, expectations of our funders, and emerging post-secondary trends.



"VCC is an accessible urban college that partners with Vancouver and its many communities to provide learning opportunities that change lives."

VCC Strategic Plan

Planning Context

In order to sustain and build on VCC's considerable strengths we recognize that we must adapt and accommodate to the changing needs of our student body, ensuring the provision of high-quality education that prepares students to enter the increasingly competitive global marketplace.

The population of British Columbia is expected to grow by 17% by 2020¹. This is particularly significant in the Vancouver region, one of the most populous regions in the province of BC. Accounting for this growth will influence the planning for the future development of program offerings. The majority of population growth in Vancouver is expected to be the result of migration rather than natural increase² which will provide a more culturally diverse population. Diversity is not a new experience for VCC: presently, 37% of VCC students are non-Canadian citizens³, significantly more than comparable Lower Mainland institutions.

VCC's student profile differs from most other institutions in the BC post-secondary system. VCC is one of the largest providers of English as a Second Language (ESL) programs, and we have more than twice the number of developmental students, serving approximately 18% of all developmental student FTEs in public BC post-secondary institutions. VCC is well positioned to build on this strength, and is prepared to face the significant challenges inherent in ensuring the College meets the AVED objectives within this changing context. In addition to our large developmental and applied student populations, VCC also has more than 7,000 students in Continuing Education programs, a number expected to rise as the need for greater skills in the workplace continues to grow. We continue to refine our program offerings to meet the changing requirements of our students and our industry partners.

BC is emerging as a knowledge-based society and economy and over the next decade, 77% of all jobs will require some post-secondary education. BC employers expect graduates to be job-ready, and VCC graduates are well prepared with some of the most highly desired skills⁴. 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.

Increasing the overall awareness of VCC and the programs and services that we offer is one of the seven Initiatives identified in the VCC Strategic Plan 2011-2014. Although VCC's flagship programs enjoy a strong reputation, this recognition often does not translate to awareness of other successful VCC programs.

VCC has a strong history of supporting the unique needs of Aboriginal students and continues to reduce barriers to accessing and completing our programs; while making it easier for Aboriginal learners to transition seamlessly from K-12 to VCC.

VCC is also recognized as a leader in supporting learners with disabilities through course and program planning assistance, orientation to the College and its instructors, and on-going learning assistance. In the future, VCC will place an even stronger emphasis on providing access for under-represented groups, and providing culturally responsive programs tailored to meet specific needs of the community.

"The province's aging population and the growing worldwide demand for skilled workers will impact the province's ability to compete in the global knowledge-based economy."

(Ministry of Advanced Education, Revised 2011/12 – 2013/14 Service Plan)

¹ BC Statistics People 35 Population Projections

² BC Statistics People 35 Population Projections (FHA and VCHA)

³ BC Post-Secondary Central Data Warehouse (2009/10)

⁴ BC Student Outcomes Reporting System (2009)

Strategic Plan 2011 to 2014

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.

VCC's vision for 2014 is to:

- Build on its strengths in student access and success
- Respond to the changing needs of learners, changing demographics and an evolving economy
- Function and operate more effectively and transparently as an organization
- Be acknowledged for its areas of excellence

VCC Values

VCC is a college with heart, where instructors demonstrate their enthusiasm for teaching and where students are treated with respect. VCC respects the environment and seeks to reduce its environmental impact. VCC actively supports its communities through a variety of programs and events.

The VCC community identified the following values as present in the daily life of the College:

- **Student Success:** Combine effective design of instruction with outstanding learning experiences in the classroom, industry and community.
- **Access:** Welcome students with a wide range of learning needs; enable them to improve their lives.
- **Integrity:** Do what it takes to do it right. Fulfill the promise to provide quality educational experiences and job-ready graduates. Take the right way, not the easy way, in supporting students.
- **Respect:** Respect individuals and do things in a thoughtful, transparent, inclusive, sustainable and respectful way. Respect the environment, and educate students, staff and faculty about environmental stewardship. Be a good neighbour through meaningful actions in downtown and East Vancouver communities.

VCC Strategic Themes

The VCC Strategic Plan 2011-14 is committed to advancing the four Strategic Themes identified in the strategic planning process, through 7 Strategic Initiatives, as our focus for the next three years.

VCC Strategic Theme 1: Student Access and Success

"A college that helps students be successful"

VCC has a long history of providing access to post-secondary education and helping students to be successful. We provide access for diverse learners with a wide range of learning needs, supporting students in accessing quality advice on program and funding options, ensuring an efficient registration process, and providing effective access to opportunities for meaningful experiences within the College, in industry and the community.

VCC's success is guided by the application of quantitative and qualitative evidence to analyze demand trends and labour market changes, and to develop appropriate programs and delivery options in a dynamic environment. VCC has engaged in an ongoing dialogue with the Vancouver community, government stakeholders and relevant industries.

We will track student preferences to provide innovative, market-savvy learning and career options, and ensure that VCC students have the skills and experience they need to succeed. Students will learn through effective and powerful experiences such as mentorships, co-operative programs, internships and community service projects, which will enable students to develop essential skill sets needed to perform well on the job.

VCC has implemented the following Strategic Initiatives to achieve these goals.

Initiative #1: Provide exceptional service to all prospective and current students through the implementation of an enrolment services redesign

- Create an open and welcoming enrolment and student services area at the Broadway and Downtown campuses.
- Improve service processes for all current and prospective students.
- Establish resources required to support the services, including staff development.

An innovative and renewed Education Plan will guide VCC toward the development of a College-wide strategic enrolment management system. The Education Plan will provide direction on educational objectives, capture trends and encourage an innovative learning environment aligned with the current VCC Strategic Plan.

Initiative #2: Develop an innovative and renewed Education Plan

- Ensure it aligns with the three-year VCC Strategic Plan.
- Consolidate an educational philosophy, adopt principles and establish clear strategies.
- Instill and encourage a spirit of innovation and renewal in all teaching and learning areas.
- Deliver measurable steps that address the needs of special student populations such as Aboriginals, newcomers to Canada, international students, students with disabilities, etc.
- Utilize student demographics, government and industry demand, and market trends to support forecasting and planning.
- Articulate the learning outcomes and quality standards that we expect all students to achieve.

VCC Strategic Theme 2: Operational Excellence

"A place where things work like they should"

VCC's organizational renewal is a continuous process. We are developing an effective, ongoing internal process for improvement; demonstrating measurable progress; and celebrating our successes. We are strengthening our processes, technologies and people; building a culture of evidence; and fostering leadership and accountability throughout VCC.

We are prioritizing areas for improvement, identifying a logical sequence for enhancing each area and developing a consistent process for improvement.

VCC has implemented the following Strategic Initiatives to achieve these goals:

Initiative #3: Develop leadership capacity and become an employer of choice

- Develop and implement a comprehensive Human Resources Plan to see that current and future staffing needs are addressed.
- Identify the level of employee engagement, set a target level and develop a plan to close the gap through effective and ongoing communication programs and other initiatives to address our findings.
- Develop and implement programs and services that support employees' career aspirations within the College and build leadership competencies.
- Determine a succession planning process that identifies the current capacities of the College and accounts for future capability needs.

Initiative #4: Build and implement a College-wide Environmental Sustainability Plan

- Bring sustainability principles into the thinking, actions, culture and everyday operations of VCC.
- Demonstrate our respect for the environment as we educate students, staff and faculty about environmental stewardship.
- Seek innovations and improved practices that reduce our carbon footprint.

Initiative #5: Improve policy, procurement and governance practices

- Develop and implement an internal accountability framework.
- Review, and where necessary, strengthen all College policies and procedures.
- Implement effective training and monitoring processes to ensure compliance with procurement policies and procedures.
- Maximize the use of College resources.

VCC Strategic Theme 3: Partnerships and Collaboration

"VCC participates actively in partnerships that make sense"

VCC is known for having developed and nurtured partnerships with industry, government and the local Vancouver community. To ensure that VCC is involved in appropriate and active partnerships, we are clarifying VCC's goals for partnerships and collaboration, and renew VCC's Program Advisory Committees (PACs).

We are establishing clear expectations, strategic goals and effective approaches for partnerships and collaborations fostering meaningful partnerships where all participants recognize a true synergy that cannot be achieved independently. We will continue to assess our mutual goals and the appropriate scope for each partnership, our contribution to the partnership, and what the other party can reasonably expect from us.

VCC is strengthening the relationship our PACs and maximizing the potential of these specialized types of partnerships. Currently we are establishing and supporting PACs that effectively maintain an active dialogue with our industry, community partners, federal and provincial governments, and other key stakeholders. This dialogue will continually advance the quality of learning experiences for VCC students.

VCC has implemented the following Strategic Initiative to achieve these goals.

Initiative #6: Implement a Partnerships and Collaboration framework

- Establish clear expectations and strategic goals for partnerships and collaborations.
- Develop a responsive framework to realign partnerships, and seek new partnerships and collaboration opportunities.
- Develop an effective Program Advisory Committee structure to ensure VCC is aligned with industry and community trends.

VCC Strategic Theme 4: Building Our Brand

"VCC is known for what it does"

There are many VCC student success stories the College needs to do a more effective job of sharing that information. To build our brand, we will clarify VCC's brand identity, determine VCC's target markets, and increase awareness in those target markets and among key stakeholders.

VCC will build our brand by communicating accurately and compellingly what VCC is about. Given the complexity of VCC, a highly-inclusive method is being adopted for developing the brand. VCC has strong program-by-program identities and it is essential that a voice is heard from these groups and reflected within a strong institutional identity.

The components of developing and enhancing brand identity will include a redesign of the VCC logo, the development of a new VCC tagline and value proposition statement, and telling the VCC story in a compelling and concise manner. The focus on VCC uniqueness in the eyes of learners, industry, the Vancouver community and all levels of government is foremost in the process.

Identifying and understanding VCC's target markets includes understanding the demographic and geographical attributes of prospective learners in each program. This increased clarity will enable the development of a comprehensive and forward-looking profile of VCC's target markets and focus future marketing on the right audiences.

A baseline reading of the awareness of each target market will support the development of a frame of reference to measure marketing results. By learning which marketing approaches work best, we will significantly increase awareness in the VCC target markets, and the efficiency and effectiveness of our marketing efforts. Since VCC has a diverse range of learners, awareness campaigns will be tailored to reflect the most effective ways of engaging each group.

VCC will focus our efforts on telling our story to various stakeholder groups to help them better understand what VCC can do for them. Awareness of VCC within the Vancouver community, in our relevant industries and within all levels of government will be increased. VCC can demonstrate success in supporting families, helping build stronger communities and contributing to BC's overall economic prosperity by providing students with job-ready skills. This success will resonate in the community as well as with industry and government. Capturing and effectively telling these success stories will be an important component of building the VCC brand.

VCC has implemented the following Strategic Initiative to achieve this goal.

Initiative #7: Develop and implement an enhanced marketing strategy

- Clarify VCC's unique brand identity, more specifically, how to tell the VCC story.
- Identify VCC's target markets for each program of study.
- Define and implement targeted and effective marketing efforts.
- Ensure alignment with the Strategic Plan, Capital Plan and Education Plan.

Objectives and Performance Management

This section provides the logic model for the Accountability Framework, highlighting the performance measures that have been specified by the Ministry of Advanced Education (AVED) for VCC. These tables are provided by AVED.

Strategic Objective	Performance Measure
Capacity	Student spaces (total, health, developmental, medical) Credentials awarded Sponsored research funding University admissions GPA
Access	Number and percent of students who are Aboriginal Transition rate of high school students to public post-secondary education Loan repayment as a percent of income Participation rate
Quality	Student satisfaction with education Student assessment of the quality of instruction Student assessment of skill development
Relevance	Student assessment of the usefulness of knowledge and skills in performing job Unemployment rate
Efficiency	Bachelor degree completion rate Student satisfaction with transfer

This table identifies the scale for target assessments which is applied to each of the results of the performance target outlined by AVED

Assessment	Percentage
Exceeded	110% or more of the target
Achieved	100% - 109% of the target
Substantively Achieved	90% - 99% 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 greater than 10%

The following sections describe our performance against each of these targets, as defined and calculated by the Ministry. The assessment of whether the performance target was achieved is as according to Ministry criteria.

AVED Strategic Objective 1: Capacity

The AVED Strategic Objective of Capacity is designed to ensure the post-secondary system is of sufficient size to meet the needs of the province. The performance measures outlined in the Accountability Framework that VCC are required to report are:

Student Spaces: Number of Full-Time Equivalent (FTE) student enrolments delivered overall and in designated program areas.

Credentials Awarded: The average number of developmental credentials, certificates, diplomas, associate degrees, bachelor degrees awarded by public post-secondary institutions in the most recent three years.

Performance measure ⁵	Reporting year			
	2009/10	2010/11	2011/12	2011/12 Assessment ⁶
Total student spaces ⁷	6,018 ----- 6,570 (Target) 92%	6,053 ----- 6,497 (Target) 93%	6,124 ⁸ ----- 6,512 ⁹ (Target) 94% ¹⁰	Substantively Achieved
Number of nursing and other allied health student spaces	1,039 ----- 879 (Target) 118%	1,078 ----- 806 (Target) 134%	1,123 ----- 821 (Target) 137%	Exceeded
Number of student spaces on developmental programs	2,842 ----- 2,518 (Target) 113%	2,906 ----- 2,518 (Target) 115%	2,874 ----- 2,518 (Target) 114%	Exceeded
Total credentials awarded ¹¹	2,931 ----- under review	2,883 ----- 3,011 (Target) 96%	2,881 ----- 2907 (Target) 99%	Substantively Achieved

Over the last three years, the number of student enrolments throughout VCC has consistently increased, bringing the total to 6,124 student spaces in 2011/12. While this target was substantively achieved, our real success story is in high priority program areas. By again growing the student spaces in these programs we have significantly exceeded our targets for developmental (+14%) and health (+37%) programs.

A specific area of focus in the upcoming two years is to substantially increase our utilization of our funded domestic student FTEs, which is currently 94%. Each of the four Strategic Themes in the VCC Strategic Plan 2011-2014 is aligned with increasing enrolments and FTE utilization to a minimum 100% net. In particular, we aim to further increase our future enrolments by focusing on ensuring sustainable and affordable access.

⁵ Table provided by Ministry of Advanced Education

⁶ Refer to http://www.aved.gov.bc.ca/framework/docs/standards_manual.pdf for the assessment guidelines

⁷ BC Post-Secondary Central Data Warehouse (2009/10)

⁸ Red text designates Actual Full Time Equivalent (FTE) results

⁹ Blue text designates AVED FTE Target (Budget)

¹⁰ Green text designated percentage of the Target (Budget) achieved

¹¹ Student Transitions Project consolidated credentials pivot

VCC awarded 2881 credentials in 2011/12, substantively achieving the target. As we move forward, we will continue to adapt the services we provide to meet the changing needs of students and graduates, growing the number of credentials awarded in the coming years.

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 post-secondary education. The performance measures outlined in the Accountability Framework are:

Number and percent of students who are Aboriginal: Unique headcount of Aboriginal students and percent of domestic students who are Aboriginal.

Number of Aboriginal Spaces: Includes all Aboriginal student education activity with the results presented as AVED and ITA and a Total Aboriginal Spaces being the total of AVED and ITA.

Performance measure ¹²	Reporting year			
	2009/10	2010/11	2011/12	2011/12 Assessment ¹³
Aboriginal Student Headcount				
Total number of Aboriginal students	640	720	647 ¹⁴	Not Achieved
	Target: Maintain or increase from previous year ¹⁵			
Percentage of students that are Aboriginal	2.8%	3.1%	2.8% ¹⁶	Substantively Achieved
	Target: Maintain or increase from previous year			
Aboriginal Student Spaces				
Total Aboriginal Spaces	299	N/A	345	Not Assessed
Ministry (AVED)	183		253	
Industry Training Authority (ITA)	116		92	

VCC is committed to providing access to education that is affordable and appropriate for students with a diverse range of learning needs. In 2011/12, a total of 647 students identified themselves as Aboriginal, accounting for 2.8% of the total student population. The decline between 2010/11 and 2011/12 is attributed to organizational change and the completion of two externally funded programs in December 2010.

Our long history of providing access to education for all groups remains at the core of our values, and was emphasized throughout the internal consultation of our Strategic Planning process. As a result, Student Access and Success is one of the four Strategic Themes incorporated into the VCC Strategic Plan 2011-2014. Moving forward, we will determine the resources needed to provide exceptional access to learning.

As we improve our ability to provide sustainable access we will ensure that Aboriginal learners are in the best position to participate and succeed at VCC by removing the barriers to entry to post-secondary education. Our

¹² Table provided by AVED

¹³ Refer to http://www.aved.gov.bc.ca/framework/docs/standards_manual.pdf for the assessment guidelines

¹⁴ Red text Results provided by AVED

¹⁵ Green text Target (Budget) provided by AVED

¹⁶ Blue text Utilization rate provided by AVED

programs will be relevant, responsive and receptive to Aboriginal learners, and we will further enhance our partnerships with Aboriginal organizations, individuals and communities.

AVED Strategic Objective 3: Quality

The AVED Strategic Objective of Quality is designed to ensure the public post-secondary system is of satisfactory quality to meet the needs of students, employers, and citizens. The performance measures outlined in the Accountability Framework are outlined in the following table.

Performance measure ¹⁷	Reporting year ¹⁸			
	2009/10	2010/11	2011/12	2011/12 Assessment ¹⁹
Student satisfaction with education				
Former diploma, associate degree and certificate students ²⁰	94.9% (+/- 0.8)	94.2% (+/- 0.8)	93.9% (+/- 0.9) ²¹	Achieved
	Target: ≥ 90% ²²			
Apprenticeship graduates ²³	N/A	94.9% (+/- 2.4)	89.3% (+/- 2.9)	Achieved
	Target: ≥ 90%			
Baccalaureate graduates ²⁴	100% (+/- 0.0)	94.7% (+/- 6.5)	100% (+/- 0.0)	Exceeded
	Target: ≥ 90%			
Student assessment of the quality of instruction				
Former diploma, associate degree and certificate students ²⁵	96.4% (+/- 0.6)	95.5% (+/- 0.7)	95.9% (+/- 0.7)	Achieved
	Target: ≥ 90%			
Apprenticeship graduates ²⁶	N/A	96.2% (+/- 2.1)	95.6% (+/- 1.9)	Achieved
	Target: ≥ 90%			
Baccalaureate graduates ²⁷	100% (+/- 0.0)	100% (+/- 0.0)	92.6% (+/- 6.8)	Exceeded
	Target: ≥ 90%			
Student assessment of skill development: Former diploma, associate degree and certificate students ¹⁷				
Skill development (avg. %)	81.6% (+/- 1.5%)	80.4% (+/- 1.6%)	78.1% (+/- 1.6)	Substantively Achieved
	Target: ≥ 85%			
Written communication	77.9% (+/- 1.8%)	75.4% (+/- 2.0%)	72.3% (+/- 2.0)	

¹⁷ Table provided by AVED

¹⁸ Numbers shown in brackets are the margin of error

¹⁹ Refer to http://www.aved.gov.bc.ca/framework/docs/standards_manual.pdf for the assessment guidelines

²⁰ Diploma, Associate degree and Certificate student outcomes survey (DACSO)

²¹ Red text designates Actual results provided by AVED

²² Blue text designates the Target (Budget) provided by AVED

²³ Apprenticeship student outcomes survey (APPSO)

²⁴ Baccalaureate Graduate Survey (BGS)

²⁵ Diploma, Associate degree and Certificate student outcomes survey (DACSO)

²⁶ Apprenticeship student outcomes survey (APPSO)

²⁷ Baccalaureate Graduate Survey (BGS)

Performance measure ¹⁷	Reporting year ¹⁸			
	2009/10	2010/11	2011/12	2011/12 Assessment ¹⁹
Oral communication	78.9% (+/-1.8%)	76.6% (+/-2.0%)	75.8% (+/- 1.9)	
Group collaboration	85.6% (+/-1.3%)	87.2% (+/-1.2%)	84.1% (+/- 1.4) ²⁸	
Critical analysis	84.0% (+/-1.3%)	83.2% (+/-1.4%)	79.6% (+/- 1.5)	
Problem resolution	78.4% (+/-1.5%)	77.7% (+/-1.6%)	74.6% (+/- 1.6)	
Learn on your own	82.7% (+/-1.4%)	81.0% (+/-1.5%)	79.4% (+/- 1.5)	
Reading and comprehension	83.9% (+/-1.4%)	82.0% (+/-1.5%)	81.0% (+/- 1.5)	
Student assessment of skill development: Baccalaureate graduates ¹⁵				
Skill development (avg. %)	85.2% (+/-17.2%)	93.8% (+/-7.2%)	76.8% (+/-11.4)	Not Assessed
	Target: ≥ 85% ²⁹			
Written communication	70.0% (+/-23.0%)	94.4% (+/-7.1%)	Not Assessed	
Oral communication	90.9% (+/-14.4%)	100% (+/-0.0%)	Not Assessed	
Group collaboration	90.0% (+/-15.0%)	100% (+/-0.0%)	Not Assessed	
Critical analysis	90.9% (+/-13.3%)	94.7% (+/-6.5%)	Not Assessed	
Problem resolution	63.6% (+/-22.3%)	88.9% (+/-9.8%)	Not Assessed	
Learn on your own	90.9% (+/-13.3%)	84.2% (+/-10.6%)	Not Assessed	
Reading and comprehension	100% (+/-0.0%)	94.7% (+/-6.5%)	Not Assessed	

VCC is dedicated to providing education of the quality required to meet the needs of students and employers. BC is emerging as a knowledge-based society and economy. We need to ensure we are providing students with the skills and experience needed by today's employers. The performance measures shown above highlight that our students are satisfied with the quality of education and instruction they are receiving, and are being taught the skills they need to be job-ready.

As we make further improvements to the quality of the learning experiences we are improving the ability VCC students to have the skills and experiences they need to succeed, by targeting appropriate skill sets for each type of educational program. We will ensure the most effective and appropriate learning experiences are incorporated into each program, through mentorship, co-operative program, internship or a community service project.

There are a number of new baccalaureate degree programs in nursing, hospitality and music. For these programs, our performance against the AVED Quality measures has not been assessed due to our current low numbers of graduates.

²⁸ Red text designates Actual Results provided by AVED

²⁹ Blue text designates Target (Budget) provided by AVED

AVED Strategic Objective 4: Relevance

The AVED Strategic Objective of Relevance is designed to ensure the public post-secondary system is relevant and responsive to the needs of the province by providing the appropriate scope and breadth of post-secondary education. The performance measures outlined in the Accountability Framework that VCC are required to report are:

Student assessment of the usefulness of knowledge and skills in performing job: Percentage of employed graduates who indicated the knowledge and skills they acquired through their education was very useful or somewhat useful in performing their job

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

Performance measure ³⁰	Reporting year ³¹			
	2009/10	2010/11	2011/12	2011/12 Assessment ³²
Student assessment of the usefulness of knowledge and skills in performing job				
Diploma, associate degree and certificate graduates ³³	87.9% (+/- 1.4)	86.4% (+/- 1.5)	84.8% (+/- 1.5) ³⁴	Substantively Achieved
	Target: ≥ 90% ³⁵			
Apprenticeship graduates ³⁶	N/A	95.2% (+/- 2.5)	93.6% (+/- 2.5)	Achieved
	Target: ≥ 90%			
Baccalaureate graduates ³⁷	90.0% (+/-15.0)	84.2% (+/-10.6)	92.3% (+/- 7.2)	Exceeded
	Target: ≥ 90%			
Unemployment rate				
Diploma, associate degree and certificate graduates ³⁸	8.6% (+/- 1.1)	9.5% (+/- 1.2)	9.7% (+/- 1.1)	Exceeded
	Target: ≤ 13.0%			
Apprenticeship graduates ³⁹	N/A	6.4% (+/- 2.7)	7.7% (+/- 2.5)	Exceeded
	Target: ≤ 13.0%			
Baccalaureate graduates ⁴⁰	0.0% (+/- 0.0)	5.0% (+/- 5.9)	0.00% (+/- 0.0)	Exceeded
	Target: ≤ 13.0%			

³⁰ Table provided by AVED

³¹ Numbers shown in brackets are the margin of error

³² Refer to http://www.aved.gov.bc.ca/framework/docs/standards_manual.pdf for the assessment guidelines

³³ Diploma, Associate degree and Certificate student outcomes survey (DACSO)

³⁴ Red text designates Actual Results provided by AVED

³⁵ Blue text designates Target (Budget) provided by AVED

³⁶ Apprenticeship student outcomes survey (APPSO)

³⁷ Baccalaureate Graduate Survey (BGS)

³⁸ Diploma, Associate degree and Certificate student outcomes survey (DACSO)

³⁹ Apprenticeship student outcomes survey (APPSO)

⁴⁰ Baccalaureate Graduate Survey (BGS)

Programs offered at VCC are relevant and responsive to the needs of the province. The results for 2011/12 indicate that 84.8% of diploma, associate degree and certificate graduates, 93.6% of apprenticeship graduates and 92.3% of baccalaureate assessed the usefulness of knowledge and skills in performing job as 'very useful' or 'somewhat useful'. The relevance of our programs is further supported by the fact that we exceeded our targets for unemployment rates across all three assessed groups.

As we move forward, the VCC Strategic Plan 2011-2014 will guide us to further improve in the relevance performance measure. Over the next three (3) we will ensure our curriculum is effective by responding to changing needs for learners and graduates, and developing new and relevant programs. We are identifying opportunities to collaborate with other post-secondary educational institutions, and our partners in the Vancouver Community and Industry to create relevant learning experiences that offer high quality and high value.

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 94% compared to the sector average of 89%. Additionally 82% of VCC student indicated that they are employed in a training-related job, compared to the sector average of 76%.

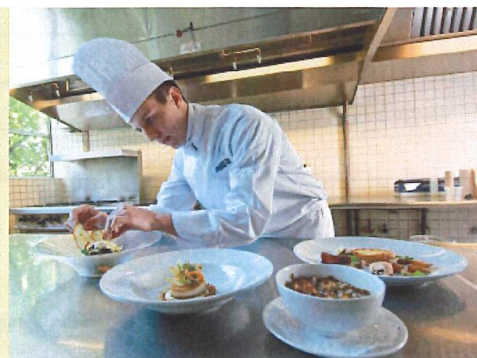
AVED Strategic Objective 5: Efficiency

The AVED Strategic Objective of Efficiency is designed to ensure the public post-secondary system is able to deliver education programs to students in a timely and cost effective manner.

Although there are currently no specific metrics to measure our performance on this AVED Strategic Objective, we recognize the importance of becoming more efficient as an organization. In light of this, the VCC Strategic Plan 2011-2014 contains several areas of focus that are relevant to efficiency. In particular, under the Strategic Theme of Operational Excellence we VCC will be transformed into "a place where things work like they should". This includes initiatives such as fostering leadership and accountability, improving our environmental sustainability, and increasing the effective use of key performance measures. We are also keen to pursue other opportunities that may allow us to reinvest cost efficiencies towards the quality of education that we provide.

"B.C.'s challenge is to make use of every opportunity to build a skilled workforce, and to match that workforce with employers in communities across the province."

Ministry of Jobs, Tourism and Innovation,
Revised 2011/12 – 2013/14 Service Plan



AVED Accountability Framework Performance Targets: 2012/13 - 2013/14 – 2014/15

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

Performance measure	2012/13	2013/14	2014/15
Student spaces			
Total student spaces	6,521	6,521	TBD
Nursing and other allied health programs	830	830	TBD
Developmental programs	2,518	2518	TBD
Credentials awarded			
Number	≥2906	TBD	TBD
Aboriginal student headcount			
Number	647	≥ previous year	
Percent	2.8%		
Student satisfaction with education			
Apprenticeship graduates	≥ 90%		
Former diploma, associate degree and certificate students			
Baccalaureate graduates			
Students' assessment of skill development (average %)			
Apprenticeship graduates	≥ 85%		
Former diploma, associate degree and certificate students			
Baccalaureate graduates			
Student assessment of the quality of instruction			
Apprenticeship graduates	≥ 90%		
Former diploma, associate degree and certificate students			
Baccalaureate graduates			
Unemployment rate			
Apprenticeship graduates	≤ unemployment rate for individuals with high school credentials or less		
Diploma, associate degree and certificate graduates			
Baccalaureate graduates			
Student assessment of usefulness of knowledge and skills in performing job			
Apprenticeship graduates	≥ 90%		
Diploma, associate degree and certificate graduates			
Baccalaureate graduates			

Strategic Plan Alignment

As described in the previous sections, the VCC Strategic Plan 2011-2014 aligns well with the Strategic Objectives of the Accountability Framework. The following table summarizes some of the key areas in which there is a significant connection between AVED Strategic Objectives and VCC Strategic Themes:

	AVED Strategic Objectives				
	Capacity	Access	Quality	Relevance	Efficiency
Student Access and Success	<ul style="list-style-type: none"> Aiding students in accessing appropriate funding support Enrolment Services Redesign 	<ul style="list-style-type: none"> Sustainable accessibility for diverse learning needs Focus on Aboriginal access Revitalized International Studies 	<ul style="list-style-type: none"> Delivering high quality learning experiences Developing skills in our learners that are in demand 	<ul style="list-style-type: none"> Effective curriculum Responding to changing needs External engagement New/relevant programs Strategic Education Plan 	<ul style="list-style-type: none"> Streamlining student registration processes Operating efficiently and directing resources towards learning
Operational Effectiveness	<ul style="list-style-type: none"> Making the most out of our campuses and resources 	<ul style="list-style-type: none"> Improving how we provide appropriate access to our learners Improving registration processes 	<ul style="list-style-type: none"> Teaching excellence Recruitment, development and retention 	<ul style="list-style-type: none"> Nimble responding to changing demands of learners 	<ul style="list-style-type: none"> Building a culture of evidence Strengthening leadership and accountability Environmental sustainability
Partnerships and Collaboration	<ul style="list-style-type: none"> Seeking opportunities to create more learning experiences outside our walls 	<ul style="list-style-type: none"> Streamlining student pathways into and from VCC 	<ul style="list-style-type: none"> Strengthening PACs Advancing the quality of learning 	<ul style="list-style-type: none"> Building partnerships that make sense Maintaining dialogue with industry and community Refreshing Program Advisory Committees 	<ul style="list-style-type: none"> Taking a deliberate and goal-oriented approach to partnerships
Building Our Brand	<ul style="list-style-type: none"> Telling "the VCC story" more widely Increasing awareness of VCC 	<ul style="list-style-type: none"> Helping our target markets be aware of what VCC can do for them 	<ul style="list-style-type: none"> Highlighting our quality of instruction in our branding 	<ul style="list-style-type: none"> Clarifying our brand identity Increasing Awareness of VCC in the Community, Industry and Government 	<ul style="list-style-type: none"> Targeting our marketing efforts to maximize our outcomes relative to investment

Financial Information

The following summarizes the consolidated Financial Report for VCC:

[Link to Vancouver Community College Audited Financial Statements 2012](#)

Financial forecast	2012/13 Forecast	2013/14 Forecast	2014/15 Forecast
Revenues			
Grants from the Province of BC	71,982,049	69,326,793	69,421,766
Tuition Fees and Cost Recoveries	20,842,538	21,374,902	21,923,689
Goods and Services	5,697,903	5,614,000	5,614,000
Other grants, fees, and contract services	2,036,834	2,000,000	2,000,000
Miscellaneous income and contributions	1,676,516	1,703,046	1,730,107
Amortization of deferred capital contributions	4,695,216	4,375,147	4,043,232
Total Revenues	106,931,056	104,393,888	104,732,794
Expenditures			
Salaries and benefits	75,418,108	75,918,108	76,418,108
Other Expenditures	24,144,762	21,190,920	21,366,572
Amortization of capital assets	7,366,186	7,284,860	6,948,114
Total expenditures	106,931,056	104,393,888	104,732,794
Net Results			
Revenues – expenditures	-	-	-
Net Assets end of year	25,250,504	25,250,504	25,250,504

Statement of Financial Position

The following statement is prepared in accordance with the requirements of the BC Societies Act and the regulations made thereunder.

Statement of Financial Position			
As at December 31, 2012			
	2012	2011	
Assets			
Current Assets			
Cash and cash equivalents	1,130,000	1,130,000	
Accounts receivable	1,130,000	1,130,000	
Prepaid expenses	1,130,000	1,130,000	
Other receivables	1,130,000	1,130,000	
Investment in other organizations	1,130,000	1,130,000	
Fixed Assets			
Land and buildings	1,130,000	1,130,000	
Equipment	1,130,000	1,130,000	
Other assets	1,130,000	1,130,000	
Liabilities			
Current Liabilities			
Accounts payable	1,130,000	1,130,000	
Other liabilities	1,130,000	1,130,000	
Capital			
Contributed Capital	1,130,000	1,130,000	
Reserves	1,130,000	1,130,000	
Total	1,130,000	1,130,000	

