



Vancouver Community College Education Council  
 Meeting Agenda  
 May 14, 2024  
 3:30–5:30 p.m. Videoconference  
<https://vcc.zoom.us/j/67851248115>

Topic	Action	Speaker	Time	Attachment	Page
<b>1. CALL TO ORDER</b>		L. Dannhauer			
<b>2. ACKNOWLEDGEMENT</b>		M. Ng			
<b>3. ADOPT AGENDA</b>	Approval	L. Dannhauer	1 min	✓	<b>1-2</b>
<b>4. APPROVE PAST MINUTES</b>	Approval	L. Dannhauer	1 min	✓	<b>3-7</b>
<b>5. ENQUIRIES &amp; CORRESPONDENCE</b>	Info	L. Dannhauer	1 min		
<b>6. BUSINESS ARISING</b>					
i. International Enrolment	Info	J. Gossen	10 min		
ii. Deans & Directors – Annual Presentations (Part 4)	Info	L. Griffith	10 min		
iii. Enrolment Plan 2024–2025	Decision	D. Wells	20 min	✓	<b>8-13</b>
iv. Academic Year 2024/25, 2025/26, 2026/27	Decision	L. Apouchtine	5 min	✓	<b>14-17</b>
v. Articulation Agreement with Nova Scotia College of Art and Design (NSCAD)	Info	D. Wells	5 min	✓	<b>18-21</b>
vi. EdCo Planning Day - June	Info	L. Dannhauer	2 min		
<b>7. COMMITTEE REPORTS</b>					
<b>a. Curriculum Committee</b>					
i. New Course: ENGL 0600 Editing for Grammar	Approval	S. Ivits	5 min	✓	<b>22-28</b>
ii. New Course: SCIE 0710 Welcome to Math and Science	Approval	J. Kelly	5 min	✓	<b>29-35</b>
iii. Access to Practical Nursing Home Health Pilot	Approval	J.-E. Zakoor	5 min	✓	<b>36</b>
<b>b. Policy Committee</b>					
i. Accommodation for Students with Disabilities (327)	Decision	B. Higgins, N. Mandryk	10 min	✓	<b>37-46</b>

	Topic	Action	Speaker	Time	Attachment	Page
	<b>c. Education Quality Committee</b>					
	i. Program Renewal Reports:	Info	T. Rowlatt	10 min	✓	<b>47-122</b>
	<ul style="list-style-type: none"> <li>• Business Management PDD</li> <li>• Fashion Design &amp; Production</li> <li>• Retail &amp; Hospitality Careers</li> </ul>					
<b>8.</b>	<b>CHAIR REPORT</b>	Info	L. Dannhauer	5 min		
<b>9.</b>	<b>STUDENT REPORT</b>	Info	M. Ng	5 min		
<b>10.</b>	<b>NEXT MEETING &amp; ADJOURNMENT</b>	Info	L. Dannhauer	1 min		

EdCo Planning Day – TBC  
(June 6 or June 10)

Next regular meeting:  
June 11, 2024, 3:30–5:30 p.m.



**ATTENDANCE**

**Education Council Members**

Natasha Mandryk (Chair)	Dennis Innes	Louise Dannhauer
Belinda Kaplan	Emily Simpson	Marcus Ng
Brianna Higgins	Heidi Parisotto	Shirley Lew
David Kirk	Jessica Ligeralde	Todd Rowlatt
David Wells	Lisa Beveridge	Vivian Munroe

**Regrets**

Dana Valeria Rodriguez Arellano	Derek Sproston	Sarah Kay
Dave McMullen	Kseniia Osipova	Simranjot Kaur

**Guests**

Ariele Taylor	Jennifer Kelly	Mark Chiarello
Brenda Carmichael	Jessie Williams	Rosie Gosling
Clay Little	Jo-Ellen Zakoor	Sara Yuen
Clayton Munro	Julie Gilbert	Sky Ju
Dawn Cunningham Hall	Les Apouchtine	Stefan Nielsen
Jacquie Harrison	Lucy Griffith	Tannis Morgan
Jane Jae Kyung Shin	Mari Klassen	Taryn Thomson

**Recording Secretary**

Darija Rabadzija

**1. CALL TO ORDER**

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

**2. ACKNOWLEDGEMENT**

- E. Simpson acknowledged the College’s location on the traditional unceded territories of the xʷməθkʷəy̓ əm (Musqueam), Skwx̱ wú7mesh (Squamish), and səliłw̓ ətaʔt (Tsleil-Waututh) peoples who have been stewards of this land from time immemorial and extended the acknowledgement to the ancestral territories of all participants joining remotely.

**3. ADOPT AGENDA**

**MOTION:** THAT Education Council adopt the April 9, 2024 agenda as presented.

**Moved by N. Mandryk, Seconded & CARRIED (Unanimously)**

**4. APPROVE PAST MINUTES**

**MOTION:** THAT Education Council approve the March 12 and March 18, 2024 minutes as presented.

**Moved by N. Mandryk, Seconded & CARRIED (Unanimously)**

**5. ENQUIRIES & CORRESPONDENCE**

- N. Mandryk reported that the next Academic Governance Council meeting is planned for May. The council is made up of EdCo chairs and vice-chairs from institutions across B.C.

- The School of Trades, Technology and Design sought guidance on the approval process for an articulation agreement with NSCAD University. The agreement will allow VCC's Jewellery Art & Design Diploma graduates to transfer into NSCAD's Bachelor of Fine Arts degree program. Since VCC is the sending institution, the agreement does not require EdCo approval and will be presented for information only at an upcoming EdCo meeting. 4

## 6. BUSINESS ARISING

### a) Strategic Innovation Plan (SIP) Update

- J. Shin, Vice President Students and Development, shared the Strategic Innovation Plan update, which was presented to the Board of Governors in March. The [report](#) outlines SIP objectives completed in 2023, as well as accomplishments that support its priorities despite not being originally part of the SIP, and projects that are currently in progress.
- There was a discussion about academic innovation objectives related to risk, and considerations around what constitutes operational versus strategic initiatives. There are plans to re-engage with departments to update SIP objectives, which were originally developed 3–4 years ago.

### b) Deans' & Directors' Annual Presentations – Part 4

- Annual updates were presented by D. Kirk, Dean of Curriculum & Pedagogy (including the Centre for Teaching, Learning & Research (CTLR), Learning Centre, and School of Instructor Education); J. Williams, Dean of Indigenous Initiatives, and C. Little, Associate Director, Indigenous Education and Community Engagement; and T. Morgan, Associate Vice President, Academic Innovation.
- Topics of discussion included Indigenizing curriculum, Indigenous-focused programming and educational pathways, services for Indigenous students, and the importance of ceremony. The ground blessing ceremony for the construction of the Centre for Clean Energy and Automotive Innovation will be held on April 12. Work on VCC's Indigenization Framework will begin in late 2024 or early 2025.
- The Academic Innovation portfolio includes initiatives around prior learning assessment and recognition (PLAR) and a syllabus system; digital literacy strategy and framework; dual credit; health simulation; and an artificial intelligence (AI) working group. The importance of sector-wide engagement was emphasized.

### c) Enrolment Plan 2024–2025

- The draft Enrolment Plan (EP) 2024–2025 was discussed at a special Education Council meeting on March 18 to provide advice to the Board of Governors. EdCo advised the Board to delay approval until an updated plan was available. The draft EP was not presented at the March 27 Board meeting. N. Mandryk reported that an updated EP will come to EdCo in May for new advice to the Board.

### d) English as an Additional Language (EAL) Support Faculty Positions

- S. Low provided an update on VCC's plan to add five FTE (full-time equivalent) EAL support faculty positions, which will form a team with two existing EAL support faculty working in the schools of Hospitality, Food Studies & Applied Business and Health Sciences. Faculty will be distributed across schools to support both students and instructors in programs with international students. Details need to be finalized with the Faculty Association before starting the hiring process.
- The new roles will work with deans and department leaders to identify priorities and take on projects, offer workshops, etc. One-to-one tutoring, which is offered by the Learning Centre, will not be part of the scope.

### e) International Education Strategic Plan (IESP) – Governance Process

- N. Mandryk reported that the International Education Strategic Plan (IESP) was presented to Education Council for information in January 2024. Following further discussion, EdCo determined that the IESP requires approval by the Board of Governors, with EdCo advice, according to the College & Institute

Act, section 23 (1)(a). At a special EdCo meeting on Jan 24, 2024, the IESP was approved for recommendation to the Board. The Board received the IESP for information in February, pending a recommendation of the Board's Governance Committee on the appropriate governance process. The Governance Committee ultimately decided that the plan was an operational matter and did not require formal approval by the Board.

#### f) By-Election: EdCo Vice-Chair

- Since S. Kay stepped down as Vice-Chair, a by-election was conducted for the remainder of the term (until December 2024). L. Apouchtine conducted the election on behalf of D. McMullen.

H. Parisotto nominated L. Dannhauer. Nomination accepted.

Second and third call for nominations: There were none.

By acclamation, L. Dannhauer was announced Vice-Chair of Education Council.

- The election of L. Dannhauer created a vacancy on the EdCo Executive Committee, and an election was conducted to fill this position.

L. Dannhauer nominated E. Simpson. Nomination accepted.

Second and third call for nominations: There were none.

By acclamation, E. Simpson was announced member of the EdCo Executive Committee.

#### g) EdCo Planning Day - June

- EdCo's next biannual planning day will take place in June. Two potential dates were identified. Members were asked to indicate their availability and suggest topics for discussion.

### 7. COMMITTEE REPORTS

#### a) Curriculum Committee

##### i) New Courses: SIGN 1010, 1020, 2010, 2020

**MOTION:** THAT Education Council approve, in the form presented at this meeting, four new courses: SIGN 1010, 1020, 2010, 2020.

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

- M. Klassen presented the proposal for four new courses at the beginner and intermediate American Sign Language (ASL) levels. These new 60-hour courses were created by splitting existing courses SIGN 1000 and SIGN 2000 into two parts each. The rationale was to align with other institutions and make it easier for students to transfer to or from VCC. There were no changes to content.
- T. Rowlatt added that Curriculum Committee requested only minor adjustments, which were completed.

##### ii) Program Update: Provincial Instructor Diploma Program (PIDP)

**MOTION:** THAT Education Council approve, in the form presented at this meeting, revisions to the Provincial Instructor Diploma program content guide and two new courses: PIDP 3360 Challenges and Trends in Online Learning and PIDP 3370 Inclusive Online Instruction: Theory to Practice.

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

- T. Rowlatt presented the proposal to split existing course EDUC 4250 from the Teaching Online Certificate into two new courses (PIDP 3360 and 3370) and embed them into the PIDP as electives. These two courses focus on learning theories and pedagogies that support online teaching and learning, while other PIDP courses cover design, delivery and facilitation of online courses.

### iii) Program Update: Automotive Parts and Service Management Diploma

**MOTION:** THAT Education Council approve, in the form presented at this meeting, the program name change to Automotive Parts and Service Management Diploma

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

- The new Automotive Parts and Service Technology Diploma was provisionally approved in November 2023. The program is primarily aimed at international students, and International Education (IE) is recruiting student for the first intake. Based on feedback from recruitment partners, a change of the program name was proposed – replacing “technology” with “management.” This change better reflects learning outcomes and is expected to make it easier to promote the program, particularly in countries with a higher driving age, where high school graduates may be less familiar with the automotive parts and services sector as a potential career path.
- There were questions whether “management” accurately captures the career opportunities for graduates coming straight out of the program. L. Griffith clarified that graduates will be qualified to manage operations, auto parts inventory and customer service. Industry feedback indicates high labour market demand, including for those with a foundational background in the field. The first year of the program aligns with the Automotive Service Technician (AST) foundation curriculum, and graduates will be able to take further training in AST or business.
- The chairs of Curriculum Committee and Education Council agreed to bring the proposal straight to Education Council for approval, without going through Curriculum Committee, to expedite this change and support recruitment efforts for the program launch. Curriculum Committee will be informed of this update at its next meeting.

#### iv) Chair Report

- A working group consisting of B. Higgins, N. Scott, D. Cunningham Hall and T. Rowlatt is reviewing the recommended characteristics of students section in program content guides from an accessibility lens. The group is developing recommendations to rework this section and focus on describing the learning environment and other considerations, rather than personal characteristics.

### b) Policy Committee

#### i) Chair Report

- N. Mandryk reported on behalf of S. Kay. At its April 3 meeting, the committee reviewed the revised Accommodation for Students with Disabilities policy (405), which went for legal review. The committee requested some edits and voted to send the policy, with these changes, for College feedback.
- The committee also reviewed formatting edits to the definition of academic misconduct in the Academic Integrity policy (325). These formatting changes will make it easier to search for definitions of different types of academic misconduct in the glossary on the redesigned policy webpage.

#### ii) Education Services Renewal Policy (405)

**MOTION:** THAT Education Council recommends the Board of Governors approve, in the form presented at this meeting, the Education Services Renewal (405) policy and procedures.

**Moved by L. Dannhauer, Seconded & CARRIED (Unanimously)**

- The policy underwent a scheduled review led by C. Munro, Associate Vice President, Student and Enrolment Services. One of the key changes was to provide flexibility to adjust the scope of each education service renewal to make it relevant to the specific service area.
- The policy was posted for College feedback. One comment was received related to Indigenization, reconciliation and decolonization. In consultation with J. Williams, Dean of Indigenous Initiatives, language in policy principle #2 was changed to “reconciliation and diversity,” in alignment with VCC’s

Strategic Innovation Plan (SIP). There were no other changes. The committee had no further feedback<sup>7</sup> and unanimously recommended the policy and procedures for approval.

### **c) Education Quality Committee (EQC)**

#### **i) Curriculum Development (CD) Fund 2024/25**

- T. Rowlett reported that \$400,000 in CD funding was allocated at the March 4 adjudication meeting. A kick-off meeting will be held for curriculum development project leaders who received funding this year, in collaboration with the CTLR and F. Ghesen, Associate Director, Trades, Technology & Design.

## **8. RESEARCH ETHICS BOARD UPDATE**

- New Research Ethics Board (REB) Chair J. Kelly reported that VCC has joined the harmonized research ethics review process through Research Ethics BC. The harmonized application process will make it easier for researchers to conduct multi-institution studies and may lead to VCC being involved in more research projects.
- The REB will roll out course-based reviews shortly. Course-based reviews allow instructors whose classes include student-led research projects to obtain REB approval on the course level, rather than requiring approval for each individual student project.

## **9. CHAIR REPORT**

- N. Mandryk reported that the Board of Governors approved the Cooperation Agreement between the Sustainable Hospitality Alliance and Vancouver Community College at its March 27, 2024 meeting (joint approval with EdCo).

## **10. STUDENT REPORT**

- J. Ligeralde reported on SUVCC's support for the BC Federation of Students' (BCFS) open letter to Premier Eby. The [letter](#) includes five calls to action related to international students and funding of public post-secondary education.

## **11. NEXT MEETING AND ADJOURNMENT**

- The next Education Council meeting will be held on May 14, 2024, 3:30–5:30 p.m.
- The meeting was adjourned at 5:33 p.m.

**Natasha Mandryk,**  
**Chair, VCC Education Council**



## DECISION NOTE

**DATE:** May 14, 2024

**PREPARED FOR:** Education Council

**ISSUE:** VCC 2024-2025 Enrolment Plan

### BACKGROUND:

The annual presentation of the Enrolment Plan provides information on enrolment itself across the many programs that the College offers. Although this is a plan and subject to change, the snapshot of data does provide an overall picture of program enrolment. In the past, we had included Full Time Equivalency information. This year, we have included total registrations for individual to simplify comparative data year over year. The enrolment plan also serves to inform the institutional budget development process which can influence how some data is presented. The result is the culmination of significant and meaningful input from a broad range of constituents.

### DISCUSSION:

Earlier versions of the enrolment plan presented to Education Council had inclusions within identified enrolment targets that resulted in misleading information as to the number of registrations forecast. These inclusions were filtered out of subsequent reports, but we needed to ensure the criteria used to establish inclusion/exclusion of registrations was consistent with previous submitted plans. This version is calculated by course freeze dates, which is consistent with the reports provided in past years. Additionally, a small number of corrections were made for domestic only developmental programming, to which international enrolment had been incorrectly attributed.

Finally, given recent changes which have come from Immigration, Refugee and Citizenship Canada, the situation with international students remains a fluid one. It is probable that the changing environment regarding international student recruitment will change. However, there are many variables beyond the control of the College which will play out in real time and will impact overall international student numbers.

### RECOMMENDATION:

THAT Education Council recommend the Board of Governors approve the 2024–2025 Enrolment Plan in the form presented at this meeting.

**PREPARED BY:** David Wells, Vice President, Academic and Research

**DATE:** May 8, 2024



2024-25 Enrolment Plan			Final FTE - CDW					2023-24							2024-25			
								Actual FTE Forecast*			Budgeted Registrations	Actual Registrations*			Seat Utilization to Budget	Budgeted Registrations		
			2018-19	2019-20	2020-21	2021-22	2022-23	Domestic	International	Total		Domestic	International	Total		Domestic	International	Total
CCS	3,4,5	Centre for Continuing Studies	693.01	593.64	507.02	775.42	856.36	478.01	554.08	1,032.09	11,036	5,295	6,494	11,789	107%	3,502	4,669	8,171
CTT	1,4,5	Trades, Technology & Design	1106.48	1262.28	1220.25	1309.68	1191.14	765.62	475.12	1,240.74	10,994	6,198	4,016	10,214	93%	6,176	3,771	9,947
LLTL	4	Library, Language, Teaching & Learning <sup>6</sup>		419.66	928.25	146.97	150.12	213.15	0.00	213.15	1,678	2,294	-	2,294	137%	1,780	-	1,780
SAS	2,4	Arts and Sciences	2082.84	1721.50	917.66	1500.13	1763.99	1,934.99	74.12	2,009.11	11,802	12,427	947	13,374	113%	11,063	1,960	13,023
SHP	1,4	Hospitality, Food Studies & Applied Business	1062.14	1088.38	1050.97	1047.64	1215.28	463.02	869.12	1,332.14	14,545	4,522	9,253	13,775	95%	4,744	8,539	13,283
SHS	3,4	Health Sciences	809.37	750.05	704.75	876.95	856.39	751.77	13.38	765.15	9,813	9,789	171	9,960	101%	9,199	189	9,388
SIE	4	Instructor Education <sup>7</sup>	275.80	199.29														
CIN		International Education	554.06	780.01	743.57	867.47	1136.30	3.20	1,855.69	1,858.89	17,171	35	20,103	20,138	117%	18	20,067	20,085
			6,583.71	6,814.83	6,072.47	6,524.25	7,169.58	4,609.76	3,841.51	8,451.27	77,039	40,560	40,984	81,544	106%	36,482	39,195	75,677

\*as of February 27, 2024

FTEs are allocated in this report to Schools in order to reflect department performance. FTEs for government reporting are allocated by student

LINC reported in Actuals, not included in Budgeted

Budgeted Registrations and Actuals data are activity where census/freeze date falls within Fiscal year.

1. Contributes to SkilledTradesBC target.
2. Contributes to AVED ABE/ESL/ASE targets
3. Contributes to AVED Health target.
4. Contributes to AVED target.
5. Contributes to Expansion target
6. LLTL was new in 2019-20 and not active during the 2020-21 budget process. ESL moved back to SAS in 2021-22.
7. SIE moved to LLTL

2024-25 Enrolment Plan		2023-24								2024-25			
		Actual FTE Forecast*			Budgeted Registrations	Actual Registrations*			Seat Utilization to Budget	Budgeted Registrations			
		Domestic	Intl	Total		Domestic	Intl	Total		Domestic	Intl	Total	
School of Arts and Sciences	1901	Visually Impaired Adult Program	8.92	0.00	8.92	50	51	0	51	102%	56	-	56
	1902	Deaf & Hard of Hearing	16.27	0.56	16.83	156	84	4	88	56%	148	-	148
	1903	Community & Career Education	31.68	0.00	31.68	319	353	0	353	111%	362	-	362
	1909	CCED Part Time Courses	14.88	0.00	14.88	33	37	0	37	112%	33	-	33
	1951	ASL and Deaf Studies	31.38	0.00	31.38	154	418	0	418	271%	458	-	458
	1952	ASL and Deaf Studies - Part time	25.86	0.00	25.86	108	88	0	88	81%	120	-	120
	1954	Sign Language Interpretation	10.83	0.00	10.83		132	0	132		294	-	294
	2001	Access to Careers & Education	3.04	0.00	3.04	76	19	0	19	25%	112	-	112
	2003	ABE Intermediate Youth	14.08	0.00	14.08	72	90	0	90	125%	135	-	135
	2004	College & Career Access	212.44	0.00	212.44	1,198	1,327	0	1,327	111%	1,182	-	1,182
	2005	Basic Education	62.42	0.00	62.42	255	262	0	262	103%	286	-	286
	2006	CF - Humanities	23.04	0.00	23.04	174	144	0	144	83%	174	-	174
	2007	CF - Mathematics	44.48	0.00	44.48	420	278	0	278	66%	360	1	361
	2008	CF - Science	93.28	0.00	93.28	761	581	0	581	76%	660	-	660
	2016	UT Humanities	93.90	14.30	108.20	824	939	143	1,082	131%	919	37	956
	2017	UT Mathematics	37.40	16.70	54.10	428	374	167	541	126%	411	37	448
	2018	UT Science	110.72	4.32	115.04	815	874	36	910	112%	901	2	903
	2019	ABE Lab	7.66	0.00	7.66	35	48	0	48		40	-	40
	2022	UT Engineering	5.00	1.30	6.30	74	50	13	63	85%	90	-	90
	2023	UT Computing Science&Software	4.90	8.40	13.30	112	49	84	133	119%	88	97	185
	2026	VR and AR	0.36	1.22	1.58	8	4	14	18		2	2	4
	2027	ECCE Certificate									497	1,766	2,263
	3350	LINC	470.42	0.00	470.42	1882	2,024	0	2,024			-	-
	3366	ESL Pathways	553.13	0.07	553.20	2,774	3,266	1	3,267	118%	2,956	-	2,956
	4204	Music	35.18	7.95	43.13	805	586	121	707	88%	544	1	545
	4206	Music Degree	12.36	2.40	14.76	217	144	27	171	79%	163	-	163
	4208	Dance Diploma	1.60	3.23	4.83	52	29	59	88	169%	72	17	89
	4209	Dancing Diploma - Arts Umbrella	6.69	13.67	20.36		138	278	416		-	-	-
A314	ORFF Teacher Train 2223 Aug'22	3.07	0.00	3.07		28	0	28				-	
A346	Gateway to PS Jan3-Jun30'24	0.00	0.00	0.00		10	0	10				-	
<b>Total</b>		<b>1,934.99</b>	<b>74.12</b>	<b>2,009.11</b>	<b>11,802</b>	<b>12,427</b>	<b>947</b>	<b>13,374</b>	<b>113%</b>	<b>11,063</b>	<b>1,960</b>	<b>13,023</b>	
School of Library, Language, Teaching & Instruction	1500	Provincial instructor Diploma	183.41	0.00	183.41	1,564	2,003	0	2,003	128%	1,636	-	1,636
	1531	Trades Instructor	6.62	0.00	6.62	32	92	0	92	288%	72	-	72
	1535	Online/eLearning Instruction	19.19	0.00	19.19	82	153	0	153	187%	72	-	72
	A331	BC Hydro 2324 Apr1'23-Aug31'24	1.30	0.00	1.30		13	0	13				-
	A341	2324BCHYDRTRAI3004 Nov23-Mar24	1.33	0.00	1.33		20	0	20				-
	A342	BC Hydro-PIDP Oct23-Mar24	1.30	0.00	1.30		13	0	13				-
	<b>Total</b>		<b>213.15</b>	<b>0.00</b>	<b>213.15</b>	<b>1,678</b>	<b>2,294</b>	<b>0</b>	<b>2,294</b>	<b>137%</b>	<b>1,780</b>	<b>-</b>	<b>1,780</b>
	4610	Health Unit Coordinator	32.12	0.00	32.12	537	392	0	392	73%	423	-	423
	5002	Resident Care Attendant ESL	0.00	0.00	0.00	180	0	0	0		-	-	-
	5004	Practical Nursing	140.23	0.00	140.23	2,258	2,161	0	2,161	96%	2,264	-	2,264
	5005	Pharmacy Technician	28.84	0.00	28.84	409	485	0	485	119%	498	-	498
	5017	Access to Practical Nursing	35.76	0.00	35.76	518	626	0	626	121%	594	-	594
	5019	Success in Practical Nursing	0.15	0.00	0.15		3	0	3				-
	5031	Baccalaureate Nursing	126.86	0.00	126.86	1,338	1,339	0	1,339	100%	1,262	-	1,262
	5076	Occup/Physical Therap Assist	38.72	0.98	39.70	515	434	13	447	87%	375	15	390
5078	LPN Bridging to BSN	19.67	0.00	19.67	96	94	0	94	98%	96	-	96	

2024-25 Enrolment Plan		2023-24								2024-25			
		Actual FTE Forecast*			Budgeted Registrations	Actual Registrations*			Seat Utilization to Budget	Budgeted Registrations			
		Domestic	Intl	Total		Domestic	Intl	Total		Domestic	Intl	Total	
School of Health Sciences	5101	Dental Hygiene	33.58	0.00	33.58	370	315	0	315	85%	388	-	388
	5102	Dental Assisting	58.91	0.00	58.91	1,094	1,019	0	1,019	93%	1,093	-	1,093
	5103	Dental Technology	12.40	12.00	24.40	309	150	150	300	97%	171	174	345
	5104	Dental Reception Coordinator	31.26	0.00	31.26	246	281	0	281	114%	266	-	266
	5106	Dental Radiography	3.94	0.00	3.94	32	36	0	36	113%	19	-	19
	5115	Distance Dental Assisting	27.03	0.00	27.03	381	472	0	472	124%	442	-	442
	5116	Health Care Assistant	43.82	0.36	44.18	980	583	4	587	60%	806	-	806
	5117	Medical Lab Assistant	53.32	0.00	53.32	432	481	0	481	111%	432	-	432
	5118	CCAH Part Time Programs	0.00	0.00	0.00	64	0	0	0	0%	-	-	-
	5120	CDA Directed Studies DAST 1600	0.96	0.04	1.00	54	81	4	85	157%	70	-	70
	A288	HCA Pathways Apr 21-Jun 22	52.41	0.00	52.41		704	0	704				-
	A309	HCA ESL Pathway Sep 22-Jun 23	6.77	0.00	6.77		88	0	88				-
	A333	Min of PS May 1'23-Mar 31'24	5.02	0.00	5.02		45	0	45				-
<b>Total</b>		<b>751.77</b>	<b>13.38</b>	<b>765.15</b>	<b>9,813</b>	<b>9,789</b>	<b>171</b>	<b>9,960</b>	<b>101%</b>	<b>9,199</b>	<b>189</b>	<b>9,388</b>	
School of Hospitality, Food Studies & Applied Business	4601	Legal Administrative Assistant	14.66	0.54	15.20	278	257	9	266	96%	270	-	270
	4602	Medical Office Assistant 15/16	40.14	2.02	42.16	510	521	26	547	107%	520	-	520
	4607	Executive Assistant	1.40	0.00	1.40		14	0	14		-	-	-
	4614	Admin Professional 1 & 2	35.42	7.15	42.57	1,064	669	132	801	75%	808	101	909
	4615	Medical Transcriptionist	0.56	0.00	0.56	198	9	0	9	5%	-	-	-
	4820	Accounting Diploma	4.00	84.80	88.80	1,399	43	935	978	70%	98	1,251	1,349
	4830	Marketing Technology Diploma	2.50	111.10	113.60	1,368	29	1,222	1,251	91%	44	1,384	1,428
	5301	Baking & Pastry Arts	68.71	8.25	76.96	1,430	1,130	134	1,264	88%	1,011	54	1,065
	5302	Baking Intn'l 5 month program									-	14	14
	5305	Baking Apprenticeship	23.00	2.00	25.00	36	23	2	25	69%	20	-	20
	5406	Culinary Arts - Satellite Program	54.74	0.17	54.91	458	430	1	431	94%	588	-	588
	5410	Culinary Arts (Blended)	88.76	248.95	337.71	2,971	839	2,230	3,069	103%	924	2,070	2,994
	5501	Asian Culinary Arts	12.83	3.14	15.97	242	168	41	209	86%	194	48	242
	5701	Hospitality Management	17.50	383.30	400.80	4,066	196	4,329	4,525	111%	149	3,529	3,678
	5702	Hospitality Management App Deg	9.80	17.70	27.50	297	105	192	297	100%	22	88	110
5703	Hospitality Management App Deg	0.00	0.00	0.00	120	0	0	0	0%				
5708	Culinary Arts Apprenticeship	89.00	0.00	89.00	108	89	0	89	82%	96	-	96	
<b>Total</b>		<b>463.02</b>	<b>869.12</b>	<b>1,332.14</b>	<b>14,545</b>	<b>4,522</b>	<b>9,253</b>	<b>13,775</b>	<b>95%</b>	<b>4,744</b>	<b>8,539</b>	<b>13,283</b>	
School of Trades, Technology & Design	4110	Electronics Repair Technology	3.00	62.57	65.57	651	33	680	713	110%	46	583	629
	4202	Jewellery Art & Design	28.51	4.00	32.51	372	296	39	335	90%	334	24	358
	4203	Drafting	54.75	72.70	127.45	2,787	926	1,199	2,125	76%	986	1,130	2,116
	4301	Automotive Collision Repair	38.42	0.0	38.42	600	468	0	468	78%	476	-	476
	4303	Automotive Service Technician	55.27	0.0	55.27	650	678	0	678	104%	668	-	668
	4304	Heavy Duty/Commercial Transport	47.17	0.0	47.17	2,120	1,761	0	1,761	83%	2,136	-	2,136
	4314	Auto Collision Apprentice	81.00	0.0	81.00	88	81	0	81	92%	84	-	84
	4316	Automotive Tech Apprenticeship	189.00	0.0	189.00	182	189	0	189	104%	168	-	168
	4322	Auto Paint - Apprentice	16.00	0.00	16.00	10	16	0	16	160%	14	-	14
	4324	Auto Glass - Apprenticeship	11.00	0.00	11.00	10	11	0	11	110%	14	-	14
	4326	AST Apprenticeship - Online	51.00	0.00	51.00	16	51	0	51	319%	16	-	16
	4329	Transportation Trades Sampler	9.78	0.00	9.78	168	161	0	161	96%	154	-	154
	4430	Visual Comm Design Diploma	29.10	47.87	76.97	1,256	444	735	1,179	94%	422	808	1,230
	4702	Computer Systems Tech Diploma	30.14	23.69	53.83	828	428	342	770	93%	300	307	607
5202	Hairstyling	55.51	135.76	191.27	643	219	531	750	117%	191	407	598	

2024-25 Enrolment Plan		2023-24							2024-25			
		Actual FTE Forecast*			Budgeted Registrations	Actual Registrations*			Seat Utilization to Budget	Budgeted Registrations		
		Domestic	Intl	Total		Domestic	Intl	Total		Domestic	Intl	Total
5215	Hair Design -Satellite Pgrms	18.18	0.00	18.18	67	75	0	75	112%	58	-	58
5219	Hair Apprenticeship	0.00	0.00	0.00	35	0	0	0	0%	-	-	-
5221	Esth-Skin 7 Body Non-ITA	28.59	128.53	157.12	511	126	490	616	121%	109	512	621
A319	ASTH YIT SD41 Sep6'22-Jun29'23	19.20	0.00	19.20		235	0	235				-
<b>Total</b>		<b>765.62</b>	<b>475.12</b>	<b>1,240.74</b>	<b>10,994</b>	<b>6198</b>	<b>4,016</b>	<b>10,214</b>	<b>93%</b>	<b>6,176</b>	<b>3,771</b>	<b>9,947</b>
4305	Technical Training Access				140							
4306	Auto Collision Refinishing Dip	0.00	118.44	118.44	1,692	0	1,606	1606	95%	-	1,473	1,473
4328	Auto Serv Tech Diploma Intl	0.00	89.35	89.35	726	0	716	716	99%	-	754	754
4702	Computer Systems Tech Diploma									18	66	84
4801	Canadian Business Mgmt. Diploma	0.00	542.05	542.05	4,669	0	5,700	5700	122%	-	4,323	4,323
4811	Bus Project Mgmt PD Diploma	0.10	596.20	596.30	5,541	1	6,430	6431	116%	-	5,972	5,972
4820	Accounting Diploma	1.00	30.20	31.20		12	346	358		-	-	-
4830	Marketing Technology Diploma	0.00	15.20	15.20		0	182	182		-	-	-
5116	Health Care Assistant	0.00	0.28	0.28		0	3	3		-	-	-
5122	Health Care Assistant Int'l	0.00	46.32	46.32	514	0	568	568	111%	-	1,033	1,033
5302	Baking Intn'l 5 month program	0.00	17.82	17.82	257	0	295	295	115%	-	210	210
5306	Baking & Pastry - Artisan Int'l	0.00	45.55	45.55	515	0	679	679	132%	-	714	714
5410	Culinary Arts (Blended)	0.00	94.83	94.83	832	0	928	928	112%	-	905	905
5701	Hospitality Management	2.10	126.60	128.70	1250	22	1,410	1432	115%	-	1,896	1,896
5703	Hospitality Diploma Int'l	0.00	132.85	132.85	1035	0	1,240	1240	120%	-	2,721	2,721
<b>Total</b>		<b>3.20</b>	<b>1,855.69</b>	<b>1,858.89</b>	<b>17,171</b>	<b>35</b>	<b>20,103</b>	<b>20,138</b>	<b>117%</b>	<b>18</b>	<b>20,067</b>	<b>20,085</b>
6022	Fashion Design	6.33	12.07	18.40	291	106	179	285	98%	165	264	429
6023	Jewellery	1.26	0.00	1.26	25	29	0	29	116%	24	-	24
6034	Cr Writng-now New Init Art&Des	0.26	0.04	0.30	17	26	4	30	176%	15	-	15
6038	Bldg Mgr Residential	3.32	0.00	3.32	121	91	0	91	75%	60	-	60
6046	Computers - City Centre	3.55	0.00	3.55	53	108	0	108	204%	-	-	-
6052	Early Childhood Education	57.52	165.26	222.78	3,024	1,017	2,864	3881	128%	240	868	1,108
6060	Management Skills Supervisors	5.88	0.00	5.88	40	141	0	141	353%	86	-	86
6064	Office & Admin CertificateProg	46.39	0.26	46.65	1,005	837	3	840	84%	807	-	807
6065	Leadership Skills Certificate	5.35	0.00	5.35	164	102	0	102	62%	72	-	72
6067	Paralegal Program	81.40	0.00	81.40	1,417	893	0	893	63%	1,039	-	1,039
6068	Small Business	1.82	0.00	1.82		48	0	48		30	-	30
6076	Allied Health	39.64	0.00	39.64	83	289	0	289	348%	72	-	72
6082	Sterile Supply Room Aide	77.03	2.00	79.03	183	160	4	164	90%	112	-	112
6088	Renal Technician	32.76	0.00	32.76		43	0	43		16	-	16
6093	Counselling Skills	36.68	0.00	36.68	50	350	0	350	700%	-	-	-
6197	Fashion Merchandising	0.42	0.00	0.42	510	4	0	4	1%	383	-	383
6199	Wedding & Event Management	0.87	0.00	0.87	53	13	0	13	25%	-	-	-
6222	Fashion Non-credit Courses	2.60	0.05	2.65	15	58	1	59	393%	10	-	10
6224	Compressed Natrual Gas (CNG)	0.41	0.00	0.41	76	11	0	11	14%	45	-	45
6225	Technical and Creative Writing	0.08	0.00	0.08		94	0	94		60	-	60
6227	ECCE - Infant Toddler	0.00	0.00	0.00	88	0	0	0	0%	-	-	-
6228	ECCE - Extra	0.00	0.00	0.00	755	0	0	0	0%	-	-	-
6232	Production Micro-credential	9.15	0.00	9.15	60	256	0	256	427%	160	-	160
6245	LERN UGotClass	4.30	0.00	4.30		141	0	141		65	-	65
6255	Optician Diploma	0.00	55.50	55.50	123	0	501	501	407%	-	353	353
6601	IT Operations	2.19	318.75	320.94	260	26	2,931	2957	1137%	41	3,184	3,225

2024-25 Enrolment Plan		2023-24							2024-25			
		Actual FTE Forecast*			Budgeted Registrations	Actual Registrations*			Seat Utilization to Budget	Budgeted Registrations		
		Domestic	Intl	Total		Domestic	Intl	Total		Domestic	Intl	Total
6650	CS Music	0.15	0.05	0.20	2,557	3	1	4	0.2%			-
A125	ESA 1112 Building Management	0.15	0.00	0.15	6	11	0	11	183%			-
A131	ESA Consotrium CapU	1.06	0.00	1.06		16	0	16				-
A271	Acct Sources Community	49.36	0.10	49.46	30	269	6	275	917%			-
A312	CS Production Microcredential	0.46	0.00	0.46	30	13	0	13	43%			-
A330	2324 - ECCE Program Exp	5.07	0.00	5.07		78	0	78				-
A335	Fashion	0.12	0.00	0.12		3	0	3				-
A343	Options Leadership MC	1.68	0.00	1.68		40	0	40				-
A345	AAW-VCC Training Sources BC	0.75	0.00	0.75		19	0	19				-
<b>Total</b>		<b>478.01</b>	<b>554.08</b>	<b>1032.09</b>	<b>11,036</b>	<b>5,295</b>	<b>6,494</b>	<b>11,789</b>	<b>107%</b>	<b>3502</b>	<b>4669</b>	<b>8,171.00</b>



## DECISION NOTE

**PREPARED FOR:** Education Council

**DATE:** May 14, 2024

**ISSUE:** Academic Year 2024/2025, 2025/2026, and 2026/27

**BACKGROUND:**

The Academic Year schedule supports the coordination of academic and campus activities and operation of the Registrar's Office. It includes public holidays and College closures, term dates, and grade submission deadlines.

It should be noted that the Fall 2026 semester, as proposed, is shorter than usual at 67 instructional days due to a late Labour Day that year (Sept 7, 2026). By comparison, the Fall 2025 semester has 71 instructional days and the Winter 2027 semester, as proposed, has 73 days. Fall semester also includes four stat holidays and VCC Day.

**DISCUSSION:**

Unlike in previous years, these proposed academic dates do not include a set exam period. This is in recognition of the various ways that exams are delivered in different programs and how there are many programs that do not include an exam, and therefore may continue to schedule classes through what would traditionally be considered an exam period. Due to this variability, these academic dates include a "Last Day of Class/Exams", which would then be applicable to more VCC programs.

**RECOMMENDATION:**

THAT Education Council recommends the Board of Governors approve, in the form presented at this meeting, the Academic Year 2024/2025, 2025/2026, and 2026/27.

**PREPARED BY:** Les Apouchtine, Deputy Registrar

**DATE:** May 7, 2024

## Academic Year Information

**Note:** Some vocational and/or trades programs may start or end on dates that do not coincide with the semester-based dates below. Please contact the appropriate instructional department for additional information.

<b>Public Holidays and Closures (2024/2025)</b>	
<b>Event</b>	<b>Date</b>
Labour Day	Mon, Sep 02, 2024
National Day for Truth and Reconciliation	Mon, Sep 30, 2024
Thanksgiving	Mon, Oct 14, 2024
VCC Day	TBD
Remembrance Day	Mon, Nov 11, 2024
Holiday Closure (TBD)	Mon, Dec 23, 2024 – Wed, Jan 01, 2025
Family Day	Mon, Feb 17, 2025
Good Friday	Fri, Apr 18, 2025
Easter Monday	Mon, Apr 21, 2025
Victoria Day	Mon, May 19, 2025
Canada Day	Tue, Jul 01, 2025
BC Day	Mon, Aug 04, 2025

<b>Term Dates (2024/2025) (For courses running the entire term)</b>			
<b>Term</b>	<b>Fall</b>	<b>Winter</b>	<b>Spring/Summer</b>
<b>First Day of Class</b>	Tue, Sep 03, 2024	Mon, Jan 06, 2025	Mon, May 05, 2025
<b>Last Day of Class/Exams</b>	Mon, Dec 16, 2024	Wed, Apr 16, 2025	Fri, Aug 15, 2025
<b>Grade Submission Deadline</b>	Thu, Dec 19, 2024	Fri, Apr 25, 2025	Fri, Aug 22, 2025

<b>Public Holidays and Closures (2025/2026)</b>	
<b>Event</b>	<b>Date</b>
Labour Day	Mon, Sep 01, 2025
National Day for Truth and Reconciliation	Tue, Sep 30, 2025
Thanksgiving	Mon, Oct 13, 2025
VCC Day	TBD
Remembrance Day	Tue, Nov 11, 2025
Holiday Closure (TBD)	Tue, Dec 23, 2025 – Mon, Jan 05, 2026
Family Day	Mon, Feb 16, 2026
Good Friday	Fri, Apr 03, 2026
Easter Monday	Mon, Apr 06, 2026
Victoria Day	Mon, May 18, 2026
Canada Day	Wed, Jul 01, 2026
BC Day	Mon, Aug 03, 2026

<b>Term Dates (2025/2026) (For courses running the entire term)</b>			
<b>Term</b>	<b>Fall</b>	<b>Winter</b>	<b>Spring/Summer</b>
<b>First Day of Class</b>	Tue, Sep 02, 2025	Mon, Jan 05, 2026	Mon, May 04, 2026
<b>Last Day of Class/Exams</b>	Mon, Dec 15, 2025	Fri, Apr 17, 2026	Mon, Aug 17, 2026
<b>Grade Submission Deadline</b>	Thu, Dec 18, 2025	Fri, Apr 24, 2026	Mon, Aug 24, 2026



<b>Public Holidays and Closures (2026/2027)</b>	
<b>Event</b>	<b>Date</b>
Labour Day	Mon, Sep 07, 2026
National Day for Truth and Reconciliation	Wed, Sep 30, 2026
Thanksgiving	Mon, Oct 12, 2026
VCC Day	TBD
Remembrance Day	Wed, Nov 11, 2026
Holiday Closure (TBD)	Wed, Dec 23, 2026 – Fri, Jan 01, 2027
Family Day	Mon, Feb 15, 2027
Good Friday	Fri, Mar 26, 2027
Easter Monday	Mon, Mar 29, 2027
Victoria Day	Mon, May 24, 2027
Canada Day	Thu, Jul 01, 2027
BC Day	Mon, Aug 02, 2027

<b>Term Dates (2026/2027) (For courses running the entire term)</b>			
<b>Term</b>	<b>Fall</b>	<b>Winter</b>	<b>Spring/Summer</b>
<b>First Day of Class</b>	Tue, Sep 08, 2026	Wed, Jan 06, 2027	Mon, May 03, 2027
<b>Last Day of Class/Exams</b>	Tue, Dec 15, 2026	Tue, Apr 20, 2027	Fri, Aug 20, 2027
<b>Grade Submission Deadline</b>	Fri, Dec 18, 2026	Fri, Apr 23, 2027	Fri, Aug 27, 2027

## Articulation Agreement

Between

**NSCAD University**, a university existing under the laws of the Province of Nova Scotia, with its head office located in the City of Halifax, Province of Nova Scotia (NSCAD)

And

**Vancouver Community College**, a public College with its central office located in the city of Vancouver, Province of British Columbia, Canada (VCC)

### Agreement for Articulation

from the Jewellery Art & Design Diploma (VCC) to the Bachelor of Fine Arts, degree program (NSCAD)

**WHEREAS** Vancouver Community College (VCC) and NSCAD University (NSCAD) recognize that collaboration between post-secondary institutions may be mutually beneficial;

**AND WHEREAS** VCC and NSCAD recognize that articulated transfer arrangements are feasible and beneficial from a student and institutional perspective;

In the spirit of cooperation between VCC and NSCAD and in the interest of providing further education opportunities for participating students at both NSCAD and VCC, the two institutions agree to the following principles for block articulation:

Students who have completed the Jewellery Art & Design Diploma from VCC with a minimum cumulative average upon graduation of 3.0 or higher may apply for admission to the Bachelor of Fine Arts, degree program at NSCAD with advanced standing. Students will be granted up to a maximum of 60 credits toward the Bachelor of Fine Arts degree at NSCAD. This generally represents 50% of the degree requirements.

Students must meet NSCAD's entrance criteria, submit a portfolio and have obtained the VCC minimum passing grade in all courses to be accepted for advanced standing and entry to NSCAD's Bachelor of Fine Arts.

NSCAD's agreement with respect to the transfer of credits is based on NSCAD's review of the current respective VCC programs. Please refer to the attached appendix A for the transfer credit structure.

In the event there are substantive changes to any of these programs which, in NSCAD's sole discretion, affect the ability of NSCAD to grant transfer credits, NSCAD reserves the right to amend the admission prerequisites, or terminate the Agreement. VCC agrees to notify NSCAD with as much lead time as possible, about any substantive changes to the program/s.

VCC and NSCAD agree that the courses, referenced in appendices A, B, and C, awarded by VCC from January 1, 2024 onward will be subject to the transfer credit and admission into Bachelor of Fine Arts. For students who graduated from VCC prior to January 1, 2024, transfer credits will continue to be

assessed on an individual basis. VCC and NSCAD agree to publish information on this Agreement in each other's communication vehicles as appropriate.

Implementation of this Agreement will be through the Registrar's Office at each institution, in consultation with the appropriate authorities in the respective programs. VCC and NSCAD agree to put forth a schedule of student engagement events on an annual basis to ensure enrolment and retention efforts for both institutions.

This Articulation Agreement is effective for a period of five (5) years commencing as of the date of the last signature below. At the end of the term, this Agreement will be reviewed by the parties and may be extended for an additional period as agreed upon in writing by the parties. The parties agree that any VCC transfer student who is enrolled in courses at NSCAD at the time of termination of this Agreement will not have his/her courses disrupted due to the termination.

This Agreement may be terminated by either party giving at least one (1) year prior written notice.

SIGNED ON BEHALF OF:

VANCOUVER COMMUNITY COLLEGE

Lucy Griffith  
Dean  
School of Trades, Technology & Design

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

NSCAD UNIVERSITY

Jana Macalik, Interim Provost and VP Academic  
and Research



\_\_\_\_\_  
Signature

March 11, 2024

\_\_\_\_\_  
Date

### APPENDIX A (VCC Art & Design)

Vancouver Community College: Jewellery Art & Design Diploma/NSCAD

Course Code	Course Title	Credits	Course Code	Course Title NSCAD	Credits
JADE 1120	Metal Techniques 1: Foundations of Goldsmithing	12	JWLY 2000	Introduction to Jewellery	3
			&		
			ARTS 1199	Studio Transfer	9
JADE 1121	Drawing 1	1.5			
JADE 2222	Drawing 2	1.5	DRAW 1199	Studio Transfer	3
JADE 1122	History & Culture of Jewellery	1.5			
JADE 1128	History & Culture of Jewellery 2	1.5	AHIS 1199	Art History Transfer	3
JADE 1123	Metal Techniques 2: Wax Modelling and Casting	6	JWLY 2701	Lost Wax Casting	3
			&		
			ARTS 1199	Studio Transfer	3
JADE 1124	Gemstone Settings 1	3	ARTS 1199	Studio Transfer	3
JADE 1125	Design 1	1.5			
JADE 2227	Design 2	1.5	FNDN 1010	Intro to Studio Practice	3
JADE 1126	Practical Gemmology 1	2			

JADE 2223	Practical Gemmology 2	2	JWLY 3010	Gemmology	3
JADE 1127	Year One Capstone project	3			
JADE 2220	Metal Techniques 3: Advanced Fabrication	6	JWLY 2500	Jewellery II: Methods	3
			&		
			JWLY 2199	Studio Transfer	3
JADE 2221	Gemstone Settings 2	3	JWLY 1199	Studio Transfer	3
JADE 2224	Digital Jewellery Design 1	1.5			
JADE 2228	Digital Jewellery Design 2	1.5	CRFT 1030	Digital Tools for Making	3
JADE 2225	Metal Techniques 4: Specialized Jewellery Processes	6	ARTS 2199	Studio Transfer	6
JADE 2226	Gemstones Settings 3	3	ARTS 2199	Studio Transfer	3
JADE 2229	Business Practices for Jewellers	2.5	ARTS 3110	Entrepreneurship for the Arts	3
JADE 2230	Diploma Project	3	ARTS 2199	Studio Transfer	3
	<b>TOTAL credits</b>	<b>63.5</b>		<b>Total NSCAD credits</b>	<b>60</b>



## DECISION NOTE

**PREPARED FOR:** Education Council

**DATE:** May 14, 2024

**ISSUE:** New course: ENGL 0600 Editing for Grammar

### **BACKGROUND:**

The ABE Fundamentals department (formerly Basic Education) is proposing a new course: ENGL 0600 Editing for Grammar. Adult literacy programs in BC were initially designed to meet the needs of people who were born in Canada with English as their first language. Adult literacy learners are more diverse now, and often are at the intersection of literacy and EAL (English as an Additional Language) learning. Some students are able to speak English fluently without being able to read or write in English or their other languages.

These learners have unique needs in one particular area compared to other ABE students: they need to learn many grammar rules that English-as-a-First-Language learners tend to have internalized without explicit instruction. ENGL 0600 fills that need. It is an elective course where students will identify their grammar trouble spots and create a tailored learning plan based on their needs.

### **DISCUSSION:**

Shantel Ivits, Department Head, presented the proposal. The committee had very positive feedback on the course design, highlighted by the universal design for learning (UDL) principles embedded within it. The Committee also discussed how the course conceptualizes Standard English as a one of many appropriate dialects of English instead of focusing on a purely “formal” version of English that has often been used to devalue other versions.

### **RECOMMENDATION:**

THAT Education Council approve, in the form presented at this meeting, the new course ENGL 0600 Editing for Grammar.

**PREPARED BY:** Todd Rowlatt, Chair, Curriculum Committee

**DATE:** April 17, 2024

# Course Change Request

## New Course Proposal

Date Submitted: 03/26/24 3:27 pm

Viewing: **ENGL 0600 : Editing for Grammar**

Last edit: 04/11/24 1:11 pm

Changes proposed by: sivits

Course Name:

Editing for Grammar

Effective Date: September 2024

School/Centre: Arts & Sciences

Department: ABE Fundamentals (2005)

Contact(s)

### In Workflow

1. 2005 Leader
2. SAS Dean
3. Curriculum Committee
4. Education Council
5. Records
6. Banner

### Approval Path

1. 03/26/24 3:28 pm  
Shantel Ivits (sivits):  
Approved for 2005  
Leader
2. 03/26/24 3:37 pm  
Mark Chiarello  
(mchiarello):  
Approved for SAS  
Dean
3. 04/17/24 10:21 am  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee

Name	E-mail	Phone/Ext.
Shantel Ivits	sivits@vcc.ca	7370
Lynn Horvat	lhorvat@vcc.ca	7381

Banner Course Name: Editing for Grammar

Subject Code: ENGL - English

Course Number: 0600

Year of Study            Below Grade 10 Equivalency

Credits:                    0

Bridge College Code

Bridge Billing Hours

Bridge Course Level

#### Course Description:

ENGL 0600 is an elective course for ABE Fundamental students who speak English as an additional language (EAL) or students who are interested in learning about grammar topics for writing Standard English. This course helps students improve the clarity and effectiveness of their writing through the use of Standard English grammar. Students will identify their grammar trouble spots and make a tailored learning plan based on the grammar topics that suit their needs. In addition to completing focussed exercises, students will use a writing process to plan, create, revise, and edit a variety of paragraphs. Through guided practice, students work toward self-editing their paragraphs and applying the new grammar skills they have learned. Overall, students will become increasingly skilled writers of Standard English to achieve their personal, social, academic, and career goals.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning

Outcomes (CLO):

	<b>Upon successful completion of this course, students will be able to:</b>
CLO #1	Approach writing as a process.
CLO #2	Assess personal strengths and areas for growth in relation to grammar for writing Standard English.
CLO #3	Extend their ability to consistently use Standard English grammar in final written products.
CLO #4	Compare the usefulness of Standard English for different social, academic, and career situations.
CLO #5	Describe and use strategies for self-editing their writing.



Upon successful completion of this course, students will be able to:

CLO #6 Develop confidence in their abilities as a writer.

Instructional

Strategies:

This course will be taught in an in-person and independent study format. Instructional strategies include, but are not limited to individualized and self-paced instruction, use of print and electronic learning tools, visual prompts, one-to-one and group work, group discussions, field trips, guest speakers, computer use, and activities making use of auditory, tactile and sensory learning.

## Evaluation and Grading

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Grading System: Satisfactory/Unsatisfactory      Passing grade:  
S

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Portfolio	40	Complete 4 paragraph projects that demonstrate a process of generating, organizing, and communicating ideas. Show improvement in the ability to independently write drafts in Standard English.
Project	20	Keep an inventory of personal grammar trouble spots and the frequency with which they are present in your paragraphs, and make a learning action plan to address them.
Assignments	25	Complete grammar practice activities and exercises tailored to the grammar topics identified in your personal inventory. Keep a reading log to show independent reading practice as another way to internalize Standard English.
Reflection	15	Share your paragraphs with your instructor, discuss your process and editing strategies, and reflect on what

Type	Percentage	Brief description of assessment activity
		you learned. These reflections will be ongoing and can be oral or written based on the student's preference.

## Hours by Learning Environment Type

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To complete this section:

1. Enter the total course hours.
2. Check all instruction types that could be applicable for this course.
3. Breakdown the total hours into each relevant category where instruction types are selected.

Note: Not all boxes are required. The total hours and at least one category must be filled in to complete this section.

**TOTAL COURSE HOURS:** 150

### Category 1: Lecture, Online, Seminar, Tutorial

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Check all that apply:

Hours in Category 1:

### Category 2: Clinical, Lab, Rehearsal, Shop/Kitchen, Simulation, Studio

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Check all that apply:

Hours in Category 2:

### Category 3: Practicum, Self Paced, Individual Learning

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Check all that apply:

Self-Paced

Individual Learning

Hours in Category 3: 150

Course Topics

**Course Topics:**

Writing Process

Standard English Grammar

Editing Skills

## Rationale and Consultations

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You only have to complete the Rationale and Consultations section once for a group of related proposals (i.e. a number of changes to a PCG and multiple courses). Is this proposal part of a group of related proposals?

No

Provide a rationale  
for this proposal:

When adult literacy programs were first created in British Columbia, they were designed to meet the needs of people who were born in Canada and whose first language was English. ESL/EAL programs, on the other hand, were designed to meet the needs of immigrants and refugees with a diverse range of first languages other than English. Today's adult literacy learners are more diverse. Many live at the intersections of literacy and EAL learning. It is common for people to speak English fluently without being able to read or write in English or one's first language. These learners tend to be well-served in literacy programs like ABE Fundamentals.

However, these learners have unique needs in one particular area compared to other ABE students. They need to learn many grammar rules that English-as-a-First-Language (EFL) learners tend to have internalized, usually without explicit instruction. For example, EFL learners tend to internalize the form, meaning, and usage of verb tenses without explicit instruction, while EAL learners require a great deal of practice. This type of grammar is not part of the articulated ABE Fundamentals curriculum. In literacy classes, grammar lessons are geared towards addressing needs typical of EFL learners such as sentence types, sentence errors, and punctuation. As a result of this gap, students with an EAL background are put at a disadvantage and tend to struggle more in ABE Fundamentals English classes.

Many students who speak English fluently but cannot read or write in English do not meet the profile for EAL programs at VCC. They have been in Canada for several years and so do not fit the profile for LINC. They do not fit the Pathways program profile because they do not have literacy skills in their first language whereas Pathways is designed for students with post-secondary education.

For these reasons, the solution is not to refer this group of students to EAL programs but to meet their needs within our ABE department. In turn, this new ABE Fundamentals grammar course will help create more equitable opportunities for academic success for this underserved group of adults.

Are there any  
expected costs as a  
result of this  
proposal?

No, this course will be taught in our self-paced classrooms alongside our existing suite of course offerings.

Consultations

Consulted Areas	Consultation Comments
Faculty/Department	Faculty members offered feedback on course design in a staff meeting.
Department Support Staff	Program assistant was informed of new course.
EAL Department/Language Support	Met with Pathways department leader early in the process to discuss avoiding overlap. Also consulted with LINC.
Other Department(s)	Consulted with CCA to clarify which students meet the profile for this course vs their ENGL 0758 course.
Registrar's Office	We conferred with Dawn about this new course.
Advising & Recruitment	We let Advising know about this new course.
Financial Aid	We let Financial Aid know about this new course.

### Additional Information

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Provide any additional information if necessary.

Supporting  
documentation:

Reviewer  
Comments

### Badge Information

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*NOT REQUIRED FOR GOVERNANCE APPROVAL.*

*For use when a Badge is offered for this course. If you have any questions, contact the Registrar's Office.*

Is a Badge being offered for this course?      No

Badge Effective

Date

Badge Name

Badge Description



## DECISION NOTE

**PREPARED FOR:** Education Council

**DATE:** May 14, 2024

**ISSUE:** New course: SCIE 0710 Welcome to Math and Science

### BACKGROUND:

The College Foundations (CF) Science and Math departments are proposing a new course: SCIE 0710 Welcome to Math and Science. The departments have received provincial funding to develop and run pathway programs to support ABE (Adult Basic Education) students to move through their upgrading courses as a cohort. One cohort will focus on Indigenous students, and the other will focus on a pathway for students heading to Health Sciences programs.

Both pathways will use existing courses for the most part but as the students will likely have had interrupted or incomplete school experiences and might not see a place for themselves in post-secondary education, this programming will focus on a trauma-informed, low-barrier re-introduction to formal post-secondary learning. The cohort model in particular aims to foster a sense of belonging and encourage student success. The developers consulted extensively with David Kirk, Dean of Curriculum and Pedagogy, and Jessie Williams, Dean of Indigenous Initiatives.

SCIE 0710 is designed to be a supportive onboarding course for students. It integrates assessment, acknowledgement of prior learning and preparation for further learning. Students will demonstrate what they already know and develop a learning plan to prepare them for Grade 10–12 courses in math and science.

### DISCUSSION:

Jennifer Kelly, Department Head of CF Science, and Natasha Mandryk, Department Head of CF Math, presented the proposal. The only discussion was about the assessment plan, which uses an S/U grading model but has not attached a percentage to the different assessment activities. The developers intend to use a completion approach to the assignments, as the majority of the assignments are focused on personal and academic goal setting, creating longer-term goals and reflection.

### RECOMMENDATION:

THAT Education Council approve, in the form presented at this meeting, the new course SCIE 0710 Welcome to Math and Science.

**PREPARED BY:** Todd Rowlatt, Chair, Curriculum Committee

**DATE:** April 17, 2024

# Course Change Request

## New Course Proposal

Date Submitted: 04/05/24 3:30 pm

Viewing: **SCIE 0710 : Welcome to Math and Science**

Last edit: 04/18/24 2:48 pm

Changes proposed by: jekelly

Programs  
referencing this  
course

[177: Academic Upgrading Grades 10-12](#)

Course Name:

Welcome to Math and Science

Effective Date: September 2024

School/Centre: Arts & Sciences

Department: CF - Science (2008)

Contact(s)

### In Workflow

1. **2008 Leader**
2. **SAS Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

### Approval Path

1. 04/05/24 3:31 pm  
Jennifer Kelly  
(jekelly): Approved  
for 2008 Leader
2. 04/05/24 3:33 pm  
Mark Chiarello  
(mchiarello):  
Approved for SAS  
Dean
3. 04/18/24 2:48 pm  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee

Name	E-mail	Phone/Ext.
Jennifer Kelly	science@vcc.ca	7293
Natasha Mandryk	math@vcc.ca	7294

Banner Course Name: Welcome to Math and Science

Subject Code: SCIE - Science

Course Number: 0710

Year of Study            Grade 10 Equivalency

Credits:                    0

Bridge College Code

Bridge Billing Hours

Bridge Course Level

#### Course Description:

This is a preparatory course designed to assist students in a successful transition to upgrading and further post-secondary studies. Central to the course experience is the establishment of a learning community in which multiple ways of knowing and being are valued, while participants pursue individual goals.

Participants will set career and educational goals, inventory and develop their skills and readiness for math and science courses, and create immediate and long-term learning plans.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning

Outcomes (CLO):

	<b>Upon successful completion of this course, students will be able to:</b>
CLO #1	Identify career and educational goals; research, reflect and revise goals as needed.
CLO #2	Plan a course of study leading to a career goal.
CLO #3	Inventory math and science knowledge and skills needed to progress in the chosen course of study using transcripts, assessments, self-reflection and/or PLAR (Prior Learning Assessment and Recognition).
CLO #4	Recognize and reflect on experiences with multiple ways of knowing in math and science.
CLO #5	Plan and begin a course of study that addresses learning goals in math, chemistry and/or biology.
CLO #6	Develop skills and strategies for academic success.
CLO #7	Identify and reflect on their contributions to a supportive learning community.

## Instructional

## Strategies:

To foster community-building, this course meets in a group setting. Instructional strategies may include: group work; group discussions; guest speakers; Indigenous cultural workshops; field trips; individualized instruction; independent study; using electronic resources for learning and practice; and self-reflection. Each student's course of study is tailored to their own needs and goals.

## Evaluation and Grading

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Grading System:      Satisfactory/Unsatisfactory      Passing grade:  
S

## Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments		Set academic and career goals
Assignments		Inventory personal readiness in terms of educational history, math/science skills, and strategies for academic success
Assignments		Create long-term study plan to address academic and career goals
Assignments		Create a learning contract outlining the proposed contents of the learning portfolio
Portfolio		Assemble a portfolio of activities (such as worksheets, tests, etc.) that demonstrate mastery of the math, science, and academic success skills outlined in the learning contract
Reflection		Reflect on progress in skill development, progression toward goals, and refinement of goals
	All assessment activities should be completed to achieve a Satisfactory (S) grade	



## Hours by Learning Environment Type

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To complete this section:

1. Enter the total course hours.
2. Check all instruction types that could be applicable for this course.
3. Breakdown the total hours into each relevant category where instruction types are selected.

Note: Not all boxes are required. The total hours and at least one category must be filled in to complete this section.

**TOTAL COURSE HOURS:** 120

### Category 1: Lecture, Online, Seminar, Tutorial

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Check all that apply:

- Lecture
- Online
- Seminar

Hours in Category 1: 120

### Category 2: Clinical, Lab, Rehearsal, Shop/Kitchen, Simulation, Studio

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Check all that apply:

Hours in Category 2:

### Category 3: Practicum, Self Paced, Individual Learning

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Check all that apply:

Hours in Category 3:

### Course Topics

#### Course Topics:

Goal-setting – both long- and short-term career and educational goals

Sources of information to plan long- and short-term courses of study

Reflective practice (identification of target program, academic and personal readiness for upgrading and post-secondary studies)

Student-selected topics in math, chemistry and biology at the Intermediate and Provincial levels

Academic skills such as test-taking, studying, and time management

**Course Topics:**

College resources to support student success

Responsibilities as learners to oneself and to one's learning community

Multiple ways of knowing, being, and doing

Learning Resources (textbooks, lab/shop manuals, equipment, etc.):

## Rationale and Consultations

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You only have to complete the Rationale and Consultations section once for a group of related proposals (i.e. a number of changes to a PCG and multiple courses). Is this proposal part of a group of related proposals?

No

Provide a rationale  
for this proposal:

SCIE 0101 is the first of two new courses created in response to a provincial ABE Pathways funding proposal. Indigenous ABE Pathways, a learning cohort that supports Indigenous students' transition to and through ABE courses into their target post-secondary program;  
ABE Pathways to Health Sciences, a learning cohort that supports students' transition to and through ABE courses into their target health science program.  
Both pathways are intended to leverage existing successful programming and advance equity by expanding access to students whose schooling may have been interrupted or incomplete, and who may not see a place for themselves in post-secondary education and professional careers. Our proposed pathways will provide a trauma-informed, low-barrier re-introduction to formal schooling, bolster students' confidence in their own abilities, and address common issues such as test anxiety and study skills. Perhaps even more importantly, it will foster a sense of belonging, which is of utmost importance to student success.  
SCIE 0101 is a community-building, supportive, cohort-based class that integrates assessment, prior learning, and preparation for further upgrading. It is intended for students who might not have a "meaningful" transcript that reflects current knowledge, or who would benefit from support in goal-setting, study skills, and refreshing their knowledge. Students will show what they know, brush up targeted skills, and build a success plan prior to taking grade 10—12 ABE math and science courses in Term 2.

Are there any  
expected costs as a  
result of this  
proposal?

Yes; costs to be covered by provincial grant

## Consultations

Consulted Areas	Consultation Comments
Registrar's Office	Email discussion with Les Apouchtine and Dawn Cunningham Hall; follow-up meeting scheduled
Centre for Teaching, Learning, and Research (CLR)	Consulted with and incorporated feedback from Julie Gilbert
Faculty/Department	Idea behind proposal came from years of discussion within the math department regarding a prep course; faculty consultation is ongoing, but feedback so far has been very positive.
Other	David Kirk, Dean of Curriculum & Pedagogy David helped shape development of the proposal leading to this course. His input on cohort learning and evaluation are reflected here; he has also given valuable implementation input that isn't reflected in this document.
Indigenous Education & Community Engagement (IECE)	Jessie Williams was involved in the development of the proposal leading to this course. She felt that this course would be particularly supportive for Indigenous students and encouraged us to offer an Indigenous-specific cohort.

### Additional Information

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Provide any additional information if necessary.

Supporting  
documentation:

Reviewer  
Comments

### Badge Information

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*NOT REQUIRED FOR GOVERNANCE APPROVAL.*

*For use when a Badge is offered for this course. If you have any questions, contact the Registrar's Office.*



## DECISION NOTE

**PREPARED FOR:** Education Council

**DATE:** May 14, 2024

**ISSUE:** Access to Practical Nursing (APN) Home Health Pilot

### BACKGROUND:

The Access to Practical Nursing Program (APN) has been included in the APN Home Health pilot from the Ministry of Post-Secondary Education and Future Skills to include home support as part of the 600 hours of work experience admission requirements for its September 2024 intake.

The current language in the APN program content guide reads:

- 600 Hours of work experience, within the last two years, in a care facility where care is provided to a group of Gerontology clients. Work experience must be verified by an official employer letter. Individualized home care experience is not acceptable.

### DISCUSSION:

VCC's APN program has been asked to participate in this Home Health pilot to remove this barrier in its admission requirements to increase admission eligibility.

There have been significant challenges in marketing and recruiting for this program. The recent APN bursary of 10 K per student has boosted admissions for the past two intakes, however, despite the bursary continuing until May 2025, student admissions are low for the September intake. By removing the barrier of allowing home support experience, we are hoping to increase student access for students with similar work experiences into the APN program. This would allow for more student eligibility for the upcoming intake.

### RECOMMENDATION:

THAT Education Council allow this admission requirement change for the September 2024 APN intake based on participation in the pilot.

**PREPARED BY:** Janita Schappert, Department Head, Practical Nursing  
Jo-Ellen Zakoor, Dean, School of Health Sciences

**DATE:** May 8, 2024



## DECISION NOTE

**PREPARED FOR:** Education Council

**DATE:** May 14, 2024

**ISSUE:** Accommodation for Students with Disabilities (327) Policy & Procedures

### BACKGROUND:

The policy was substantially revised from the 2007 version to comply with current legislation and College practice. The renewal of this policy is one of the action items in [VCC's Accessibility Plan](#).

Key elements in the revised policy include:

- clarification of duty to accommodate;
- accommodation as a shared responsibility;
- updated definition of student to include prospective students (since accommodations are available for assessments, registration, etc.); and
- process for student complaints around accommodations.

### DISCUSSION:

Initial drafts were presented to Education Policy Committee in November 2023 by the main policy writer Brianna Higgins, Nigel Scott and Sheri Wiwchar. The committee provided comments and voted to post the policy for College feedback. However, it was ultimately agreed to send the drafts for legal review first.

Based on feedback from legal counsel, further revisions were made, and the policy was brought back to the committee in April 2024. A key recommendation from the legal view was to remove aspirational language from the policy and ensure alignment with the BC Human Rights Code. These changes to policy language do not impact actual practice. The proposed definition of duty to inquire was removed, since there is currently no legal standard, and various courts have ruled differently on this issue.

Legal counsel recommended including other protected grounds from the Human Rights Code, beyond disability. The policy writers determined that other grounds are outside the scope of this policy, which specifically deals with accommodations for students with disabilities. The policy on Prevention of Harassment, Discrimination, and Bullying (201) captures all protected grounds under the Human Rights Code.

At its April 2024 meeting, the committee requested additional edits to clarify roles and responsibilities, and to capture accommodations related to accessing non-academic services and environments (e.g., Financial Aid). The section on privacy of personal information was simplified.

Proposed edits were completed, and the policy was posted for College feedback from April 16 to May 7, 2024. Based on received comments, procedure #10 was revised to clarify that timeframes for accommodation requests apply to both courses and programs, and students with existing accommodations need to submit new requests when starting a new course or program.

Education Policy Committee reviewed the drafts again on May 8, 2024. There was a discussion about use of the term “disability” rather than “accessibility.” A few additional edits were suggested, including replacing “operational feasibility” with a reference to undue hardship, and updating the related VCC policies and resources sections. Since the main policy writer Brianna Higgins was unable to attend the meeting, these suggestions were not incorporated into the document presented in this meeting package.

The committee had no concerns about sending the policy to EdCo with minor changes as discussed above. Any potential changes initiated by the policy writers resulting from the above recommendations will be presented at the May 14 Education Council meeting before the council votes on a recommendation to the Board of Governors.

Additional Note:

The approval body for the policy is currently the Board of Governors. With this policy revision, the approval mechanism will be changed to Board of Governors approval with EdCo advice. This change was determined by Nicole Degagne, Curriculum, Policy & Contract Coordinator in consultation with Deborah Lucas, Executive Assistant to the Board of Governors and Natasha Mandryk, Chair of Education Council, in consideration of the academic elements of this policy.

**RECOMMENDATION:**

THAT Education Council recommends the Board of Governors approve, in the form presented at this meeting, the Accommodation for Students with Disabilities (327) policy and procedures.

**PREPARED BY:** Natasha Mandryk, Chair, Education Council

**DATE:** May 8, 2024

## Accommodation for Students with Disabilities

**Policy Type**

Academic

**Policy Name**

Accommodation for Students with Disabilities

**Policy Number**

327

**Effective Date - Policy**

tbd

**Effective Date - Procedures**

tbd

**Last Full Review Date**

February 13, 2007

**Next Scheduled Review Date**

tbd

**Approval Body**

Board of Governors with Education Council Advice

**Policy Sponsor**

President

**Review Body**

Governance Committee

**Responsible Authority**

Disability Services

### Policy

**Context and Purpose**

Vancouver Community College (VCC; the College) is committed to fostering a community that supports full participation of students to engage in all aspects of the learning environment.

The purpose of this policy is to outline the process and principles through which VCC will provide reasonable accommodation to students with disabilities in accordance with the B.C. *Human Rights Code*, RSBC 1996, c. 210 (*Code*).

## Scope and Limits

This policy and related procedures apply to:

- a. All students with a disability throughout the duration of their College relationship. Where a person is both a student and employee of VCC, this policy only applies to those activities that are associated with the person's status as a student.
- b. All VCC employees with respect to their responsibility to accommodate students with a disability.

Students experiencing non-disability related issues should seek an academic concession from their program area.

## Policy Principles

In adhering to its obligations under the *Code* in relation to students, VCC is committed to the following non-exhaustive principles:

1. The College will endeavour to provide equal access and support for students with disabilities under the *Code* in a reasonable timeframe.
2. The purpose of an accommodation is the removal or reduction of a barrier to full participation and learning. The emphasis is on access, not outcome or success. For example, a student might receive an accommodation but still fail a course if essential course requirements/learning outcomes are not demonstrated to the level required.
3. The search for a reasonable accommodation is a multi-party process, individualized to each student's needs, and will vary from situation to situation. The College will develop accommodation plans through an individualized, consultative and dynamic process led by Disability Services in consultation with students, employees and other relevant groups/individuals external to VCC.
4. The College's duty to accommodate includes an ongoing obligation to reassess opportunities to accommodate as a student's circumstances change. These changes could include, among other things, an improvement or decline in the student's health, an increase in the staffing level, or other operational considerations.
5. A student's medical documentation guides decisions about which specific accommodations are recommended by Disability Services. This documentation provides evidence to the functional impact or task barriers faced and often clues for accommodations suited to try.
6. Provision of accommodation does not compromise essential requirements of a course or program although the manner by which students with disabilities meet these requirements may vary.
7. The College will endeavour to make the learning environment universally accessible to students with disabilities, including campus facilities, classrooms, work-integrated learning environments and technology (such as learning management systems, websites and any platforms used by students).



8. The College will endeavour to provide education, training and resources for employees regarding their obligations under the *Code* and this policy.
9. The College will endeavour to engage in the accommodation process in a manner that respects students' right to dignity, autonomy, privacy, equity, and inclusion.
10. The College will handle student information with professional discretion and in accordance with the applicable privacy legislation.

## Procedures

### General

Academic accommodation involves, among other things, providing students with disabilities with equitable access to education. Students have a right to an accommodation in accordance with the B.C. *Human Rights Code* RSBC 1996 c. 210. Where required, the College will provide reasonable academic accommodation in accordance with the *Code* and the procedures outlined in this policy.

### Roles and Responsibilities

1. VCC has the responsibility to:
  - a. provide a welcoming and inclusive environment for students with disabilities;
  - b. ensure that persons are not denied admission on the basis of their disability;
  - c. provide on-going education and information for employees regarding their duties and obligations under the *Code*;
  - d. work towards making the learning environment universally accessible to students with disabilities, including campus facilities, classrooms, work-integrated learning environments and technology;
  - e. where applicable, implement reasonable academic or other accommodation requests within a reasonable timeframe;
  - f. protect the privacy and confidentiality of students' sensitive information in compliance with the *Freedom of Information and Protection of Privacy Act*, RSBC 1996 c 165 (the "**FIPPA**"), and other applicable legislation;
  - g. have a reasonable and fair process for students to request an academic accommodation and, as applicable, address concerns they might have about an accommodation; and
  - h. communicate the availability of Disability Services and accommodations to students.
2. Disability Services has the responsibility to:
  - a. where applicable, collaborate with students, instructors, the wider College community and/or any other persons appropriate in the circumstances to develop individualized accommodation plan(s) based on a student's

- documented limitations and restrictions and other relevant factors within the learning environment;
- b. where applicable and operationally feasible, develop and implement reasonable accommodations with students in a timely manner;
  - c. where applicable, verify a student's limitations and restrictions by collecting appropriate documentation from appropriate medical practitioner, registered psychologist, other health care professionals and/or other appropriate persons as the case may be;
  - d. communicate the accommodation plan to the student and relevant department actors in writing;
  - e. provide all relevant parties with guidance and information about their duties and responsibilities under the *Code* and engage in collaborative problem-solving when issues arise; and
  - f. protect the privacy and confidentiality of students' sensitive medical or other information in accordance with the *FIPPA*.
3. Instructors and/or other employees have a responsibility to:
- a. understand their obligations in relation to the *Code* and role in facilitating reasonable accommodation requests;
  - b. where applicable, provide input to Disability Services, the student and/or other appropriate persons to support the implementation and evaluation of individualized accommodation plans and ensure academic integrity and standards are met;
  - c. clearly communicate the availability of Disability Services and accommodations to students;
  - d. consult Disability Services directly if there is any concern regarding an accommodation plan. Relevant instructors and/or staff must not alter a student's accommodation plan or discuss concerns regarding an accommodation plan with students directly.
4. Students seeking an accommodation:
- a. must notify Disability Services of their need for an accommodation;
  - b. must meet all established requirements related to admission, assessment, specific course prerequisites, progression and graduation;
  - c. must provide clear, current and credible medical or other reasonably requested documentation to Disability Services substantiating a student's limitations, restrictions and need for an accommodation;
  - d. must notify the College of any changes in their limitations, restrictions and/or accommodation needs within a reasonable timeframe;
  - e. must reasonably cooperate with the College, Disability Services and, as applicable, other members of the College community in the development and implementation of any reasonable accommodation provided to the student during the College relationship;

- f. must follow the processes and timeframes as outlined in the accommodation plan.

### **Documentation**

5. To receive disability accommodation, students are required to provide clear, current and credible medical or other documentation reasonably requested by Disability Services.
6. Medical documentation must be obtained from a qualified medical practitioner, registered psychologist or other health care professional who are appropriately certified and/or licensed with specific training, expertise and experience concerning the particular medical condition(s) for which accommodation is being requested.
7. Appropriate documentation to substantiate the need for an accommodation will typically include the following information: a) confirmation that the student has a disability; b) contain sufficient detail about the student's limitations and restrictions caused by the student's disability; and c) a description of how these limitations and restrictions impact the student's functioning in an educational setting.
8. Disability Services will advise the student on the currency of their documentation based on provincial guidelines.
9. The College does not provide or assume the cost of necessary documentation or diagnostic services.

### **Timeframes**

10. Students requesting accommodation should make their request to the Disability Counsellor or designate at least four (4) months prior to the commencement of the course or program. Implementation of certain accommodation(s) may require time frames in excess of four (4) months. This procedure also applies to students with an existing accommodation starting a new course or program.
11. Students requiring accommodation who have become disabled either permanently or temporarily while enrolled in a course of studies, or students with disabilities whose accommodation needs have changed during their course of studies, must make a request for accommodation to the Disability Counsellor or designate, immediately upon awareness of the need.
12. Students requesting accommodation inside the four (4) month time frame will not be guaranteed accommodation for the current or upcoming term.

### **Interim Accommodation**

13. Students without documentation who are experiencing a barrier related to a known or potential disability may meet with Disability Services to explore their needs.
14. Disability Services will determine if a reasonable interim accommodation is warranted on a case-by-case basis.

## Managing Accommodation Concerns

15. Where a student disagrees with the College's decision regarding a request for an accommodation, or the proposed accommodation plan ("Decision") the Student may seek a review of the Decision with the Department Head of Disability Services or delegate of Disability Services ("**Department Head**"), in writing, providing sufficient detail as to why they disagree with the Decision.
16. If a student wishes to receive support bringing their concerns forward to the Department Head, they can contact the appropriate services/supports available to students, including, but not limited to, the Arbiter of Student Issues and the Students' Union of VCC.
17. A challenged Decision will be reviewed by the Disability Services Department Head who was not involved in the original Decision.
18. The Disability Services Department Head will meet with the student and, as applicable, any other relevant witnesses, as well as conduct an independent review of all relevant documentation. If deemed necessary, the Department Head may also consult with other relevant persons or conduct additional research as applicable.
19. The Department Head's determination regarding the Decision will be communicated to the student challenging the Decision, in writing, within a reasonable timeframe (the "Determination").
20. If the student is not satisfied with the Determination, they may appeal the Determination to the Associate Vice President, Student and Enrolment Services, or delegate ("**AVP**"). Students appealing a Determination to the AVP may only do so on one of the following grounds:
  - a. that principles of procedural fairness and natural justice were not followed; and/or
  - b. new information came to light after the Determination was made which would significantly impact the Determination or Decision; and/or
  - c. information that should have been considered in the Determination was not.
21. If the review process was not in accordance with the procedures listed in procedure 20. The AVP will review the information and may request to meet with the student, individuals involved in prior decision-making or other relevant parties.
22. An appeal decision will be communicated to the student in writing within a reasonable timeframe. The decision of the AVP is final in terms of this policy.

## Privacy

23. VCC will protect personal information collected under this policy to the furthest extent possible and in accordance with the Freedom of Information and Protection of Privacy Act. All personal information will be collected, used, and disclosed in accordance with the Act.

## References and Resources

### Definitions

Term	Description
Accommodation Plan	A plan that outlines the individualized strategies and practices (accommodations) that will allow for equitable access to the learning environment for students with a disability.
College Relationship	A relationship with VCC starts during the admission process and ends three months after completion of a course or program offered by VCC.
Duty to Accommodate	A legal obligation of educational institutions to make reasonable adjustments and provide support to ensure that students with disabilities have equal access to educational opportunities.
Employee	An individual who is currently employed by VCC on a full-time, part-time, permanent, temporary, term, contract or casual basis.
Essential Requirements	Necessary components that students must meet or complete to achieve the learning outcomes of a course, program or activity. Essential requirements cannot be altered without compromising the fundamental nature of a course, program or activity.
Functional Impact	A restriction or difficulty that an individual with a disability experiences in performing specific activities or tasks due to physical, sensory, cognitive, or other impairments or health conditions. These limitations can vary in severity and can affect various aspects of a person's daily life, including their mobility, communication, self-care, school-related tasks, and social interactions.
Learning Environment	Any course, program or service in which students engage in learning or other College-supported activities. This includes work integrated learning environments.
Procedural Fairness & Natural Justice	The principles ensuring that a dispute is fairly decided. Both the Student and Respondent(s) have equal right to: <ol style="list-style-type: none"> <li>a. have a policy applied equally;</li> <li>b. have a College decision or action communicated in writing with sufficient detail;</li> <li>c. dispute an initial College decision or action;</li> <li>d. appeal a subsequent College decision or action;</li> <li>e. be provided with sufficiently detailed and timely reasoned notice of activity;</li> </ol>

Term	Description
Reasonable Accommodation	<p>f. have a timely and reasonable opportunity to be heard and present a case before impartial/neutral decision makers;  g. be provided with sufficiently detailed, reasoned and timely tribunal decisions; and  h. seek representation or advocacy.</p> <p>The legal obligation of educational institutions to make necessary modifications and adjustments to their policies, practices, and facilities to ensure students with disabilities have equal access to educational opportunities.</p>
Reasonable Timeframe	<p>A length of time which at once is sensitive to student needs, mindful of administrative demands on the College and external disability-related funders and service providers and varies according to what should properly be allowed given the nature, complexity or gravity of the task or tasks given the circumstances.</p>
Student	<p>A student is a person who:</p> <p>a) is registered in full-time or part-time credit or non-credit courses offered by the College; or  b) has formally applied to the College as a prospective student.</p>

#### Related VCC Policies

VCC Policies	Policy Number
Academic Integrity	325
Freedom of Information and Protection of Privacy	501
Prevention of Harassment, Discrimination, and Bullying	201
Student Non-Academic Conduct	324

#### Related Resources

- *Accessible British Columbia Act*, SBC 2021, c 19
- *Canadian Charter of Rights and Freedoms*, s 15, Part I of the *Constitution Act, 1982*, being Schedule B to the *Canada Act 1982 (UK)*, 1982 c 11
- *Freedom of Information and Protection of Privacy Act*, RSBC 1996, c 165
- *Human Rights Code*, RSBC 1996, c 210



## **PROGRAM RENEWAL**

### **Final Report**

#### **Business Management Post Degree Diploma**

**Submitted to**

**David Wells, Vice President Academic, Students & Research**

**Todd Rowlett, Chair, Education Quality Committee**

**Natasha Mandryk, Chair, Education Council**

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

**On Feb. 23, 2024**

**By Julie Gilbert**

Milagros Palacios Infantas, Dept. Leader  
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## Table of Contents

<b>Table of Contents</b> .....	<b>2</b>
<b>1 Executive Summary</b> .....	<b>3</b>
<b>2 Self-Study Report Summary</b> .....	<b>3</b>
<b>Overview</b> .....	<b>3</b>
<b>Recommendations</b> .....	<b>6</b>
<b>3 External Review Report Summary</b> .....	<b>8</b>
<b>Recommendations</b> .....	<b>8</b>
<b>4 Self-Study Team Response to External Review Report</b> .....	<b>11</b>
<b>Department Response to External Report</b> .....	<b>11</b>
<b>Dean Response to External Report</b> .....	<b>11</b>
<b>5 Final Comments and Recommendations</b> .....	<b>12</b>



## 1 Executive Summary

The Business Management Post-Degree Diploma Program (BMPDD) welcomed its first cohort in September 2017 under its former name, Canadian Business Management Post-Degree Diploma (CBMPDD). This full-time, two-year, program is open to international students who already hold a bachelor's degree in any discipline and are interested in business studies in a Canadian context. This 60-credit program is designed with four academic terms, each four months long, and may be delivered over two academic years.

The BMPDD provides students with a solid foundation in business management and prepares them for employment in Canada. Students are prepared to seek employment in the areas of business, finance, and administration. The curriculum review indicates that it is well aligned with only a few gaps identified, however there is an identified need to integrate best practices for curriculum design and delivery that support student success.

While the program progression and graduation rates are admirable, students do struggle with language skills, and it would be advisable to consider further student support and tighter English Language admission requirements. With exponential growth of this program since its inception, there are multiple challenges with program administration, staffing, learning environment (including classrooms and technology) and student support. These are identified in detail in both the self-study and external reviewers reports and recommendations.

## 2 Self-Study Report Summary

### Overview

The self-study report was completed through the committee members' review and analysis of program data, which included sources such as Annual Program Reviews, a comparative analysis of similar programs, labour market data, student/graduate/employer/instructor surveys, curriculum alignment data and a broad level review of the financial position of the program. Each Key Performance Indicator (KPI) was assessed according to the data and a summary, and recommendations were indicated in the self-study.

### **KPI 1. Curriculum and Instruction**

The BMPDD program successfully prepares graduates for employment in related fields, as noted by data from graduate and employer surveys and employment rates. The curriculum is aligned for program and course learning outcomes and assessment of student achievement, with some minor gaps identified.

Review of the curriculum design and delivery identified needs for integration of pedagogy for decolonization and indigenization, along with best practices for equity, diversity, and inclusion. Further integration of Universal Design for Learning (UDL) and utilization of Open Education Resources will also enhance student accessibility and inclusion.

### **KPI 2. Student Outcomes**

Students in this program have a consistently high graduation rate, as evidenced by the low attrition statistics. The stated grade and progression requirements cause some confusion in the course and program, it would be wise to make grading consistent throughout the program.

Data for this renewal indicates a need for a review of entrance requirements, including English language skills and prior work experience. Feedback also indicates that the areas of leadership, human relations and operations management could be enhanced through additional program content and experiential learning activities. For future program evaluation, there needs to be strategies to increase response to surveys and dissemination of data results and analysis.

### **KPI 3. Program Planning and Administration**

The BMPDD program has notable strengths in enrollment, financial stability, and adaptability to blended learning. However, it faces challenges in areas such as marketing, faculty workload, administrative support, and operational efficiency.

Areas for development in planning and administration seem to weigh more heavily in this program renewal. These areas include the program's marketing approach which should ideally require applicants' attendance and engagement in information sessions, educating recruiting agents about the program requirements and goal, and establishing a distinct brand identity for differentiation from comparable programs.

Both students and faculty identified the need to explore room capacity and technological availability to accommodate the growing student intake. The need to assess faculty workload and support resources was clear in the data and with recent exponential growth in this program. Further to this, action should be taken for succession planning and development of strategies to attract and retain quality faculty.

Regarding program support and resources, there is compelling evidence to support increased administrative assistance and department leadership to cope with the significant growth in student enrollment and faculty numbers. Communications and planning with the Admissions and Registration departments need to occur well in advance to avoid scheduling and room booking conflicts.

#### **KPI 4. Faculty and Staff**

The Business Management Faculty and Program Assistant cultivate a cohesive departmental culture through regular Monthly Huddles, facilitating open discussions and collaborative problem-solving. New instructors receive support through mentorship with experienced faculty and access to Subject Matter Experts for guidance.

Student success takes precedence in departmental discussions, focusing on identifying award nominees and offering support to struggling students. The Department Leader actively engages with classes to address recurring concerns, offering valuable guidance.

The faculty program workload profile was identified as a concern, the workload profile has been updated and will be in effect as of May 2024.

#### **KPI 5. Program and Student Support Services**

The program facilitates comprehensive support for incoming students through various VCC (Vancouver Community College) services. Orientation sessions introduce students to the VCC Learning Center, Library, IT (Information Technology) Services, and Counseling department. Workshops also delivered cover topics like plagiarism, copyright, and research strategies. VCC International Education aids students with academic advising, orientation, and post-graduate work permit workshops. Hours of some of the student support departments do not align with those that the BMPDD students' needs, as many classes are offered beyond the regular office hours.

The student demographic is predominantly one of English Language Learners (ELL), therefore support from a designated instructor for multilingual learners in the program would benefit student success in the program and upon graduation.

#### **KPI 6. Learning Environment (Physical and Online)**

The Department of Business Management lacks dedicated classrooms at the VCC Downtown Campus. With growing enrollment, finding suitable spaces for larger class sizes has become challenging. Many existing classrooms have outdated technology and insufficient furniture, impacting the program's image, as noted in faculty and student surveys. There is also a scarcity of computer labs for larger groups, some with outdated or malfunctioning computers. To address this, new students are required to have laptops, yet

insufficient electrical outlets in classrooms pose a charging challenge. Students' express concerns about education quality, lacking a dedicated area, proper classrooms, and adequate learning resources compared to other faculties.

## Recommendations

KPI	Recommendations
<b>Curriculum and Instruction</b>	<ul style="list-style-type: none"> <li>• Curriculum review to ensure design and delivery adequately meets the PLOs (Program Learning Outcomes) and CLOs</li> <li>• Increase departmental integration of practices to support the Decolonization and Indigenization of the program and curriculum.</li> <li>• Integrate best practices for EDI (Equity, Diversity, and Inclusion) through the curriculum.</li> <li>• Ensure UDL principles are incorporated throughout the curriculum.</li> <li>• Integrate Open Education Resources (OER) through the program where applicable and available.</li> <li>• Explore requirements for Accreditation with NCMA</li> <li>• Develop student attendance policy that aligns departmental, VCC and IRCC (Immigration, Refugees and Citizenship Canada) requirements.</li> </ul>
<b>Student Outcomes</b>	<ul style="list-style-type: none"> <li>• Review English Language Entrance requirements to support success in the program.</li> <li>• Consider implementing a requirement for workplace experience.</li> <li>• Ensure that course pre and co – requisites are aligned with course level of content.</li> <li>• Align grading and progression requirements of courses and program graduation requirements.</li> <li>• Integrate an “early warning” system for students who may be struggling in the program.</li> <li>• Review curriculum on leadership, human relations, principles of operations management, and influence of various systems on business.</li> <li>• Collaborate with Institutional Research to increase response to program and course evaluation surveys, and to integrate questions specific to the experience of International Students.</li> <li>• Work with Institutional Research to clarify roles and responsibilities of data dissemination and analysis.</li> </ul>

<b>Faculty and Staff</b>	<ul style="list-style-type: none"> <li>• Amend workload profile to align with comparable institutions</li> <li>• Increase the number of term and auxiliary instructors to facilitate instructors' schedules and program growth.</li> <li>• Amend Area Hiring Criteria to recognize Industry certification in the step placement process. This will attract and retain talented professionals in the department.</li> </ul>
<b>Program and Student Support Services</b>	<ul style="list-style-type: none"> <li>• Support department hours do not meet the department's needs. Library hours, IT Support, etc. are all closed before the last set of scheduled classes begin in the department.</li> <li>• Increase support for instructors in teaching multilingual learners, and culturally responsive pedagogy.</li> <li>• Create a Peer-to-Peer support program in collaboration with Student Services</li> <li>• Create a program specific alumni network for graduates of the program to provide continual support.</li> </ul>
<b>Program Planning and Administration</b>	<ul style="list-style-type: none"> <li>• Develop a departmental vision and mission.</li> <li>• Increase curriculum content/delivery in area of software and technology, interpersonal skills, conflict management, team collaboration.</li> <li>• Consider integrating a Social Media presence of program for recruitment and student networking.</li> <li>• Collaborate with student services and the Library, Learning Centre, IT</li> <li>• Seek support from CTRL (Centre for Teaching, Learning, and Research) and the Learning Centre for support of instructors for teaching multilingual learners.</li> <li>• Add an EAL (English as an Additional Language) support instructor to the program.</li> <li>• Advocate for an Assistant Department Head and additional Program Assistant support</li> <li>• Integrate assigned duty (AD) into the Workload profile.</li> <li>• Seek CD funding for further development of quality online learning resources.</li> <li>• Work with VCC's CTRL to develop a Departmental Delivery Strategy</li> <li>• Standardize enrollment planning and academic scheduling for this program.</li> </ul>
<b>Learning Environment</b>	<ul style="list-style-type: none"> <li>• Community Spaces for the students within the department as well as the downtown campus.</li> </ul>

	<ul style="list-style-type: none"> <li>• Ensuring that students have the resources to be successful for classes and learning, i.e.: a/v, mandatory laptops/tablets, etc.</li> <li>• Workstations at the college (faculty desks and computer labs) sometimes lack compatibility with other equipment, or the ability to use technology in general.</li> <li>• Updated rooms and clean learning environment.</li> <li>• Provide consistent room booking to promote student interaction and a sense of community within the program</li> </ul>
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### 3 External Review Report Summary

#### Overview

The external review team notes that VCC's Business Management Post Degree Diploma program, has noteworthy strengths and areas demanding improvement. The program includes dedicated faculty, an experiential learning model, and a unique practicum component. However, areas for improvement are identified, particularly in diversifying the student body and refining recruitment and language assessment processes.

The program has a role in equipping international students with skills for success in the Canadian workplace, extending beyond academics to cultural acclimatization, English language proficiency, and understanding the Canadian work environment. While there are benefits of maintaining an internationally oriented program, the external review team expressed concerns about the ethical implications of presenting the program as supportive of student integration into Canadian workplaces while there is minimal realistic representation of the diversity in the Canadian workplace. The external review report suggests reflection on the program's commitment to its responsibility in preparing future professionals for academic and social integration into Canada.

#### Recommendations of External Reviewers

KPI	External Review Team Recommendations
<b>Curriculum and Instruction</b>	<ol style="list-style-type: none"> <li>1. Establish and communicate a clear and enforceable attendance policy that aligns department, VCC and IRCC policies.</li> <li>2. Integrate workshops on resume writing, interviewing skills, networking and job search best practices.</li> </ol>

	<ol style="list-style-type: none"> <li>3. Consider deepening the learnings in the Business Communication course to include a deeper analysis of interactions with Canadian leaders, including more information on how to communicate with Canadian leaders and understanding cultural differences in “authority” and “respect.” Additionally, evaluate the balance between theoretical and practical applications.</li> <li>4. Consider adding elements of leadership skills in the Canadian market to the coursework.</li> <li>5. Provide students with a better understanding of the job opportunities (job titles) available to them associated with each broad coursework area.</li> </ol>
<b>Student Outcomes</b>	<ol style="list-style-type: none"> <li>6. Provide students with adequate time and resources to secure paid practicums - rather than relying solely on unpaid options - to help reduce student financial stress and improve student-employer fit.</li> <li>7. Create standardized assignment and assessment methodologies to mitigate the use of generative AI (Artificial Intelligence) technologies and the availability of previous exams/assignments online to ensure fairness and academic integrity.</li> <li>8. Review the current minimum scores for TOEFL iBT and IELTS to assess whether these need to be increased.</li> <li>9. Consider establishing screening interviews to test students’ English proficiency to ensure student assessment scores are representative of a student's actual abilities.</li> <li>10. Consider a video aspect to the application process to validate English proficiency of the TOEFL iBT and IELTS prior to acceptance.</li> <li>11. Consider expanding entrance requirements to include a minimum level of work experience.</li> <li>12. Consider integrating international and domestic students together for specific courses to provide BMPDD students with exposure to Canadian culture and networking opportunities.</li> </ol>
<b>Program Planning and Administration</b>	<ol style="list-style-type: none"> <li>13. Broaden international agent partnerships and refocus VCC international marketing efforts on new markets to improve diversity amongst the student population.</li> <li>14. Establish a social media presence and consider</li> </ol>

	<p>implementing search advertising to reduce dependence on international agents for recruitment.</p> <ol style="list-style-type: none"> <li>15. Regularly review international agents to ensure students coming from these channels meet the intake requirements.</li> <li>16. Work with industry to create career fairs and employer information sessions where students can meet with employers to learn more about job opportunities post-graduation.</li> <li>17. Consider placing a short-term cap on the program's student capacity to allow for catch up in the areas of curriculum consolidation, administrative procedures, and support service expansion.</li> <li>18. Explore the efficacy of shortening the program from 60 to 48 credits to align with other colleges in the area while ensuring the program still meets the requirements of a two-year diploma.</li> <li>19. Improve communication and lead time between support services and faculty, specifically around cohort makeup and numbers of students.</li> <li>20. Add an Assistant Department Head and additional Program Assistant support.</li> <li>21. Add additional EAL support instructors.</li> </ol>
<b>Faculty and Staff</b>	<ol style="list-style-type: none"> <li>22. Increase the ratio of FTE to term faculty to reduce the strain on hiring resources and the operational impact of instructor turnover.</li> <li>23. Designate lead instructors (course captains) for each business management department to provide support for incoming term instructors.</li> <li>24. Review workload profile</li> <li>25. Create support resources for faculty on the unique challenges of teaching international students.</li> <li>26. Review ratio of support staff and Chair release time provided as the program continues to expand.</li> </ol>
<b>Student Support Services</b>	<ol style="list-style-type: none"> <li>27. Create programs to better connect current students and graduates using social media (Facebook groups, Slack channels), mentorship programs, alumni networks, networking events and meetups outside of class hours.</li> <li>28. Improve counseling resources for students</li> </ol>



	<p>experiencing financial and mental health challenges to reduce appointment wait times.</p> <p>29. Explore additional opportunities for emotional support for students outside of online counselling sessions.</p> <p>30. Expand support department hours for the library and IT to include evenings and weekends.</p> <p>31. Better communication of increases in program fees so that students can plan for tuition increases.</p>
<b>Learning Environment</b>	<p>32. Consider assigned classrooms to support the multiple cohorts and expansion of the program.</p> <p>33. Explore potential of 'collegium' space for students to meet and study, focusing on creating a supportive environment and sense of belonging.</p> <p>34. Expand student computer lab size to better match the size of intakes.</p>

## 4 Self-Study Team Response to External Review Report

The Steering Committee met on January 18, 2024, to review the external reviewers report.

### Department Response to External Report

The external reviewers report and recommendations are generally aligned with those recommendations in self – study. Key recommendations include addressing the entry requirements and stabilizing the program growth to allow time to develop students supports and experience and alter the curriculum design and development for relevancy and best educational practices. It is noted that some of the external recommendations are beyond the scope of this renewal, such as international recruitment and assessment for admissions.

### Dean Response to External Report

The Dean, Dennis Innes, indicated that the external review report was balanced with good observations and valid recommendations. However given the scope of this renewal and program context within VCC's International Education programming, some of the recommendations are not addressable by this renewal process.

## 5 Final Comments and Recommendations

[While recommendations were outlined in the self-study report, there may be revisions to the recommendations following the External Review report. Please describe final recommendations in the table format shown below.]

KPI	Final Renewal Recommendations
<b>Curriculum and Instruction</b>	<p><b>Curriculum design revisions:</b></p> <ol style="list-style-type: none"> <li>1. Program and Course Learning Outcomes for language and alignment with course content</li> <li>2. Reduce credits/hours to lessen student workload and program cost to support student success.</li> <li>3. Align course/term/graduation grade and progression requirements</li> <li>4. Develop student assessment strategies that support academic integrity.</li> <li>5. Increase curriculum content/delivery in area of software and technology, AI, interpersonal skills, conflict management, team collaboration.</li> </ol> <p><b>Curriculum Development:</b></p> <ol style="list-style-type: none"> <li>6. Increase departmental integration of practices to support the Decolonization and Indigenization of the program and curriculum.</li> <li>7. Integrate best practices for EDI though the curriculum.</li> <li>8. Ensure UDL principles are incorporated throughout the curriculum.</li> <li>9. Integrate Open Education Resources (OER) through the program where applicable and available.</li> <li>10. Develop departmental strategies and integration of best practices for quality online/blended learning.</li> <li>11. Develop a strategy for development and utilization of authentic assessments to prevent plagiarism and over-reliance on generative AI.</li> </ol>
<b>Student Outcomes</b>	<p><b>Entrance requirements:</b></p> <ol style="list-style-type: none"> <li>12. English language entrance requirements set to align with program requirements.</li> </ol>

	<p>13. Investigate requirements to ensure previous/relevant work experience and education.</p> <p><b>Collaborate with Institutional Research:</b></p> <p>14. Increase response to program and course evaluation surveys, and to integrate questions specific to the experience of International Students.</p> <p>15. Clarify roles and responsibilities of data dissemination and analysis</p>
<b>Program Planning and Administration</b>	<p><b>Program administration:</b></p> <p>16. Increase leadership and program assistant resources (Dept. Leader and Program assistant) to support rapid growth of program intake(s)</p> <p>17. Develop a departmental mission and vision statement.</p> <p>18. Seek support for faculty on the unique requirements of teaching for International Students, Multilingual learners.</p>
<b>Faculty and Staff</b>	<p>19. Create “lead instructors” for courses to ensure consistency and currency of course curricula.</p>
<b>Student Support Services</b>	<p><b>Student Experience/Support:</b></p> <p>20. Develop student attendance guidelines that align departmental, VCC and IRCC requirements. (Consider tying to course grading through required assessment strategies.)</p> <p>21. Create opportunities for building student community.</p> <p>22. Integrate “early warning” system for students who may be struggling in the program.</p> <p>23. Integrate a Peer-to-Peer support program. International Ed. has a program, but its capacity is limited.</p> <p>24. Explore, and communicate to students and faculty, the support for student counselling and mental health provided by VCC and SUVCC.</p> <p>25. Support students and alumni in their journey of being a student in Canada and finding a job, mentally and emotionally</p> <p>26. Connect with VCC for enhanced student access to IT,</p>

	<p>Library, Learning Centre, Cafeteria. Hours do not align with student learning hours.</p> <p>27. Create a social media presence for the student community, marketing, and community involvement.</p>
<p><b>Learning Environment</b></p>	<p><b>Learning environment:</b></p> <p>28. Create community spaces that are open and welcoming for international students to meet and study, focusing on creating a supportive environment and sense of belonging.</p> <p>29. Explore hosting 1 – 2 cohorts at the BWY campus.</p> <p>30. Ensure all workstations are compatible with equipment.</p> <p>31. Roombooking consistency to support a positive student experience.</p>







## Program Renewal: Business Management Post Degree Diploma Education Council Report Feb. 23, 2024

### Action Plan

Based on the findings from the Business Management Post Degree Diploma (BMPDD) program review Self-Study Report, and the feedback from the External Review, the program has identified the following final key projects and initiatives.

#	Key Projects and Initiatives	Reasonable Timeline for completion of project	Resources Required	Aligns with VCC Strategic Innovation Plan Priorities	Evaluation Plan
1	Program and Course Learning Outcomes for language and alignment with course content.	Curriculum design updates to be completed in the 2024-25 year.	CD funding to support the program updates in the 2024/25 fiscal.  Faculty and department members  CTLR (Centre for Teaching, Learning, and Research) – Instructional Associate	<b>Academic Innovation:</b> <ul style="list-style-type: none"> <li>Educational Delivery</li> </ul>	Curriculum design and development for delivery to be launched in Sept. 2025.
2	Reduce credits/hours to lesson student workload and program cost to support student success.	Curriculum design updates to be completed in the 2024-25 year.	CD funding to support the program updates in the 2024/25 fiscal.  CTLR  Dept. members	<b>Academic Innovation:</b> <ul style="list-style-type: none"> <li>Educational Delivery</li> <li>Student</li> </ul>	Curriculum design and development for delivery to be launched in Sept.

#	Key Projects and Initiatives	Reasonable Timeline for completion of project	Resources Required	Aligns with VCC Strategic Innovation Plan Priorities	Evaluation Plan
			R/O consultations. Dean guidance.	Centered Approach	2025.
3	Align course/term/graduation grade and progression requirements.	Curriculum design updates to be completed in the 2024-25 year.	CD funding to support the program updates in the 2024/25 fiscal. R/O consultations	<b>Academic Innovation:</b> <ul style="list-style-type: none"> <li>• Educational Delivery</li> <li>• Student Centered Approach</li> </ul>	Curriculum design and development for delivery to be launched in Sept. 2025.
4	Develop student assessment strategies that support academic integrity.	Curriculum design updates to be completed in the 2024-25 year.	CTLR consultation CD funding to support the program updates in the 2024/25 fiscal CTLR Dept. members	<b>Academic Innovation:</b> <ul style="list-style-type: none"> <li>• Student Centered Approach</li> </ul>	Curriculum design and development for delivery to be launched in Sept. 2025.
5	Increase curriculum content/delivery in area of software and technology, AI (Artificial Intelligence), interpersonal skills, conflict management, team collaboration	Curriculum design updates to be completed in the 2024-25 year.	CTLR consultations CD funding to support the program updates in the 2024/25 fiscal Subject Matter Experts	<b>Academic Innovation:</b> <ul style="list-style-type: none"> <li>• Educational Delivery</li> <li>• Justice Equity, Diversity, and</li> </ul>	Curriculum design and development for delivery to be launched in Sept. 2025.



#	Key Projects and Initiatives	Reasonable Timeline for completion of project	Resources Required	Aligns with VCC Strategic Innovation Plan Priorities	Evaluation Plan
				Inclusion;	
6	Increase departmental integration of practices/content to support the Decolonization and Indigenization of the program and curriculum.	Curriculum development (delivery) updates to be completed in 2025 prior to launching of curriculum updates.	Consultations with the IECE (Indigenous Education & Community Engagement) department. CTLR Indigenous curriculum developer. Faculty time for dev.	<b>Academic Innovation:</b> <ul style="list-style-type: none"> <li>• Educational Delivery</li> <li>• Indigenization by Decolonization and Reconciliation</li> <li>• Justice Equity, Diversity, and Inclusion;</li> <li>• Student Centered Approach</li> </ul>	Curriculum design and development for delivery to be launched in Sept. 2025.
7	Integrate best practices for EDI (Equity, Diversity, and Inclusion) though the curriculum.	Curriculum development (delivery) updates to be completed in 2025 prior to launching of curriculum updates	Subject matter experts, CTLR, VCC EDI committee	<b>Academic Innovation:</b> <ul style="list-style-type: none"> <li>• Educational Delivery</li> <li>• Justice Equity, Diversity, and Inclusion;</li> </ul>	EDI principles embedded in curriculum launch of Sept. 2025. Also, ongoing departmental and

#	Key Projects and Initiatives	Reasonable Timeline for completion of project	Resources Required	Aligns with VCC Strategic Innovation Plan Priorities	Evaluation Plan
				<ul style="list-style-type: none"> <li>• Student Centered Approach</li> </ul>	faculty plans for EDI.
8	Integrate UDL principles throughout the curriculum	Curriculum development (delivery) updates to be completed in 2025 prior to launching of curriculum updates	Consultations with CTLR re: UDL integration	<b>Academic Innovation:</b> <ul style="list-style-type: none"> <li>• Educational Delivery</li> <li>• Justice Equity, Diversity, and Inclusion;</li> <li>• Student Centered Approach</li> </ul>	UDL principles embedded in curriculum launch at Sept. 2025
9	Integrate Open Education Resources (OER) through the program where applicable and available.	Curriculum development (delivery) updates to be completed in 2025 prior to launching of curriculum updates Ongoing	Consultations with VCC Library and CTLR	<b>Academic Innovation:</b> <ul style="list-style-type: none"> <li>• Educational Delivery</li> <li>• Student Centered Approach</li> </ul>	OER resources embedded in curriculum where applicable in launch in Sept. 2025
10	Develop departmental strategies and	Strategy and course design updates to be	Departmental meeting times. CTLR	<b>Academic</b>	Departmental delivery strategy.

#	Key Projects and Initiatives	Reasonable Timeline for completion of project	Resources Required	Aligns with VCC Strategic Innovation Plan Priorities	Evaluation Plan
	integration of best practices for quality online/blended learning.	completed in 2025 prior to launching of curriculum updates	consultations/workshops.	<b>Innovation:</b> <ul style="list-style-type: none"> <li>• Educational Delivery</li> <li>• Student Centered Approach</li> </ul>	Online / blended learning principles embedded in curriculum launch at Sept. 2025
11	Develop a strategy for utilization of authentic assessments to prevent plagiarism and over-reliance on generative AI	Faculty education and sharing of pf principles for authentic assessment and academic integrity support in assessment design.	Faculty time for assessment development.  CTLR	<b>Academic Innovation:</b> <ul style="list-style-type: none"> <li>• Educational Delivery</li> <li>• Justice Equity, Diversity, and Inclusion;</li> <li>• Student Centered Approach</li> </ul>	Authentic assessment strategies best practices embedded in curriculum launch at Sept. 2025, and prior as required.
12	English language entrance requirements set to align with program requirements.	Review of entrance requirements and changes integrated by Sept 2025, or earlier.	Consultations with International Education.  Conversely – integrate higher level of support for student in English	<b>Academic Innovation:</b> <ul style="list-style-type: none"> <li>• Student Experience;</li> <li>• Educational Delivery</li> </ul>	Students will demonstrate English Language at a proficiency level appropriate for the program

#	Key Projects and Initiatives	Reasonable Timeline for completion of project	Resources Required	Aligns with VCC Strategic Innovation Plan Priorities	Evaluation Plan
			Language skills		content and Program Learning Outcomes.
13	Investigate requirements to ensure previous/relevant work experience and education.	Sept 2024	Consultations with international ed.  Faculty	<b>Academic Innovation:</b> <ul style="list-style-type: none"> <li>• Student Experience;</li> <li>• Educational Delivery</li> </ul>	Students will demonstrate prior knowledge from work experience and education at a level appropriate for the program content and Program Learning Outcomes.
14	Increase response to program and course evaluation surveys, and to integrate questions specific to the experience of International Students.	August 2024	Institutional Research Dept.	<b>Academic Innovation:</b> <ul style="list-style-type: none"> <li>• Student Experience;</li> <li>• Educational Delivery</li> </ul>	Course and program evaluation response rate to achieve a statistically significant level going forth.
15	Clarify roles and responsibilities of data dissemination and analysis.	August 2024	Institutional Research Dept.	<b>Academic Innovation:</b> <ul style="list-style-type: none"> <li>• Student</li> </ul>	Robust analysis and dissemination of program

#	Key Projects and Initiatives	Reasonable Timeline for completion of project	Resources Required	Aligns with VCC Strategic Innovation Plan Priorities	Evaluation Plan
				Experience; • Educational Delivery	evaluation data.
16	Increase leadership and program assistant resources (Dept. Leader and Program assistant) to support rapid growth of program intake(s)	Sept. 2024 - ongoing	Dean, HR, VCCFA (Vancouver Community College Faculty Association)	<b>Academic Innovation:</b> • Educational Delivery	Increased leadership resources within the department.
17	Develop a departmental mission and vision statement.	Dec. 2024	CTLR and Faculty release	<b>Academic Innovation:</b> • Student Experience; • Educational Delivery	Formalized dept. Vision and mission statement.
18	Create “lead instructors” for courses to ensure consistency and currency of course curricula.	Sept. 2024	Regular instructors to facilitate and oversee the updates and maintenance of course content	<b>Academic Innovation:</b> • Student Experience; • Educational Delivery	List of lead or subject instructors identified.
19	Seek support for faculty on the unique requirements of teaching for International	April 2024 Faculty (3.0 FTE) for language support	VCC Learning Centre and CTLR workshops and support	<b>Academic Innovation:</b> • Student	Strategies employed by department to

#	Key Projects and Initiatives	Reasonable Timeline for completion of project	Resources Required	Aligns with VCC Strategic Innovation Plan Priorities	Evaluation Plan
	Students, Multilingual learners.		Dean, HR, VCCFA	Experience; • Educational Delivery • Diversity and Inclusion	support international student demographic.
20	Develop student attendance guidelines that align departmental, VCC and IRCC (Immigration, Refugees and Citizenship Canada) requirements. (Consider tying to course grading through required assessment strategies.)	Sept. 2024	Department consultation If requires PCG / Course changes, to move to governance with curriculum updates.	<b>Academic Innovation:</b> • Diversity and Inclusion; • Student Experience;	Consistent and realistic attendance guidelines that support student success and experience.
21	Create opportunities for building student community.	Sept. 2024	Program instructors to create opportunities for networking and sharing in the program.	<b>Academic Innovation:</b> • Diversity and Inclusion; • Student Experience;	Identified opportunities within the terms/courses for students to engage with other cohorts/programs.
22	Integrate “early warning” system for students who may be struggling in the program.	Sept. 2024	Faculty Dept. Leader Counselling	<b>Academic Innovation:</b> • Diversity and Inclusion;	Formalized process to identify students at risk.

#	Key Projects and Initiatives	Reasonable Timeline for completion of project	Resources Required	Aligns with VCC Strategic Innovation Plan Priorities	Evaluation Plan
			Learning Centre English Language support person.	<ul style="list-style-type: none"> <li>• Student Experience;</li> </ul>	
23	Integrate a Peer-to-Peer support program. International Ed. has a program, but its capacity is limited.	January 2025`	Student services International Ed.	<b>Academic Innovation:</b> <ul style="list-style-type: none"> <li>• Diversity and Inclusion;</li> <li>• Student Experience;</li> </ul>	Peer to peer program growth.
24	Explore, and communicate to students and faculty, the support for student counselling and mental health provided by VCC and SUVCC.	Sept. 2024 – further integrate into student program and term startup. Revisit through term.	Student services	<b>Academic Innovation:</b> Student Experience;	Increased use of student services by dept.
25	Support students and alumni in their journey of being a student in Canada and finding a job, mentally and emotionally	January 2025	PAC members faculty Placement agencies	<b>Academic Innovation:</b> <ul style="list-style-type: none"> <li>• Student Experience;</li> </ul>	A formalized plan and actions to increase the number of opportunities for networking.
26	Connect with VCC student services for	Ongoing	Student services	<b>Academic</b>	Student feedback

#	Key Projects and Initiatives	Reasonable Timeline for completion of project	Resources Required	Aligns with VCC Strategic Innovation Plan Priorities	Evaluation Plan
	enhanced student access to IT (Information Technology), Library, Learning Centre, Cafeteria. I.e., Hours do not align with student learning hours.		VCC Administration Facilities	<b>Innovation:</b> Student Experience;	represents enhanced support via opportunity to access identified VCC depts.
27	Create a social media presence for the student community, marketing, and community involvement	January 2025	VCC Marketing Faculty	<b>Academic Innovation:</b> • Student Experience; • Educational Delivery	Engagement and presence of program on relevant social media platforms
28	Explore the creation of community spaces that are open and welcoming for international students to meet and study, focusing on creating a supportive environment and sense of belonging.	Ongoing	Facilities VCC Administration	<b>Academic Innovation:</b> • Student Experience;	Minimum of 2 community spaces available for the students of this program.
29	Explore hosting 1 – 2 cohorts at the BWY campus.	Jan. 2025	Room Booking VCC Admin. Dean Faculty and dept. Lead.	<b>Operational Excellence</b> Student experience.	Identification of logistics, pros, and cons of delivering this program at two



#	Key Projects and Initiatives	Reasonable Timeline for completion of project	Resources Required	Aligns with VCC Strategic Innovation Plan Priorities	Evaluation Plan
					campuses.
30	Ensure all workstations are compatible with equipment.	Jan. 2025	IT Facilities Dean VCC Admin.	<b>Academic Innovation:</b> <ul style="list-style-type: none"> <li>• Student Experience;</li> <li>• Educational Delivery</li> </ul>	Updates to classroom workstations as required for current learning technology.
31	Roombooking consistency to support a positive student experience.			<b>Academic Innovation:</b> <ul style="list-style-type: none"> <li>• Student Experience;</li> <li>• Educational Delivery</li> </ul>	





## **PROGRAM RENEWAL**

### **Summary Report**

**Fashion Design & Production Diploma  
Continuing Studies**

**Submitted to**

**David Wells, Vice President Academic, Students & Research**

**Todd Rowlatt, Chair, Education Quality Committee**

**Natasha Mandryk, Chair, Education Council**

**Vancouver Community College  
1155 East Broadway, Vancouver  
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**On February 9, 2024**

**By**

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## Table of Contents

Table of Contents.....	2
<b>1 Executive Summary.....</b>	<b>3</b>
<b>2 Self-Study Report Summary.....</b>	<b>4</b>
<b>2.1 Overview .....</b>	<b>4</b>
<b>2.2 Program Strengths .....</b>	<b>4</b>
<b>2.3 Curriculum and Instruction .....</b>	<b>4</b>
<b>2.4 Student Outcomes .....</b>	<b>8</b>
<b>2.5 Program Planning and Administration .....</b>	<b>9</b>
<b>2.6 Instructors and Staff.....</b>	<b>12</b>
<b>2.7 Program and Student Support Services .....</b>	<b>13</b>
<b>2.8 Learning Environment (Physical and Online) .....</b>	<b>13</b>
<b>2.9 Self-Study Recommendations .....</b>	<b>14</b>
<b>3 External Review Report Summary .....</b>	<b>15</b>
<b>3.1 Overview .....</b>	<b>15</b>
3.1.1 Feedback from Nataja Parlee and Vincent Chan.....	15
3.1.2 Feedback from Emily Smith.....	17
<b>3.2 External Review Team Recommendations.....</b>	<b>18</b>
<b>4 Responses to the External Review Report.....</b>	<b>19</b>
<b>4.1 Department Response to External Report .....</b>	<b>19</b>
<b>4.2 Dean and Associate Director Response to External Report.....</b>	<b>19</b>
<b>5 Final Recommendations .....</b>	<b>20</b>

## 1 Executive Summary

Fashion has a long history at VCC. The digital repository includes images from 1946-50. Fashion in its current form started as part-time evening programming. The full-time Fashion Arts Diploma was introduced in 2007 and in 2016 the current Fashion Design & Production Certificate and Diploma launched.

The Fashion Design & Production Diploma prepares students for career success and further education in the fashion and apparel industries by developing creative and technical skills and knowledge and providing industry experience. Fundamental skills are put into immediate context through a series of five fashion cycles that allows students to experience a fast-paced production process, from design conception to sales. In the second year, students use their fashion cycle experiences and foundational skills to complete a self-directed garment project. Students graduate with the ability to pursue entrepreneurship or a career in small or large apparel companies. An integrated practicum allows students to graduate with real-life experience and a solid foundation for their professional network.

This self-study took place between March and November 2023 and involved data collection from several sources such as departmental records, institutional data, annual program reviews, labour market data, and surveys. The steering committee discussed and analyzed the data in relation to the following six key performance indicators:

- Curriculum and Instruction
- Student Outcomes
- Program Planning and Administration
- Faculty and Staff
- Program and Student Support Services
- Learning Environment (Physical and Online)

A total of 42 recommendations were put forward by the steering committee in the self-study related to the above KPIs. Key recommendations include exploring emergent technologies and discussing their impact on the fashion industry; placing JEDI (justice, equity, diversity, inclusion) at the heart of the program, including universal design for learning, through program design and delivery; promoting environmentally focused, sustainable, and ethical design practices; offering more flexible options including electives and specializations, empowering students to tailor their learning experiences; aligning the program with the VCC term structure; and increasing the depth and breadth of PAC members.

The external review team (ERT) met on December 1, 2023, to review the self-study report and conduct a site visit. The ERT submitted its report on January 8, 2024. (ERT member Emily Smith could not attend the site visit due to personal reasons and submitted her comments/feedback on the program on January 9.) Key recommendations from the reviewers include offering more flexibility in program delivery so students have more opportunities to work; integrating elements related to sustainability, changemaking, and “fashion as a research method” into the curriculum; providing more clarity to students on the foundational aspects of the program; considering electives where students can specialize to meet their career goals; reviewing the screening/application process;

restructuring the PAC with better industry representation; and updating some equipment items to meet student and program needs.

The steering committee met to review and discuss the self-study and external review reports and prioritize recommendations for the curriculum development and departmental planning work resulting from this program renewal. A separate action plan, submitted alongside this final report, presents the key initiatives generated by the Fashion Design & Production administrative team, with feedback from the department, based on the prioritized recommendations.

## 2 Self-Study Report Summary

### 2.1 Overview

This section provides a summary of the findings and conclusions from the self-study report. The self-study team analyzed data sources, identified key findings, and provided recommendations related to the six KPIs in its resultant self-study report. The external review team received the self-study report on November 14, 2023.

### 2.2 Program Strengths

Throughout the self-study process, the following strength of the program were identified:

- Community (co-created internally and externally)
- Students/Student Outcomes (students are getting hired out of practicum)
- The Instructional Team (the instructors' unique insight into the industry layers the results for the students)
- Spirit and Program Values (unpretentious, welcoming, friendly, and inclusive)
- Relevant Learning Experiences (introduction to the reality of the industry by working with clients)
- Student Resources (free access to supplies and student support services)
- Coordination and Administration (collaborative communication)

### 2.3 Curriculum and Instruction

#### Delivery Format

As fashion requires hands-on skill, most classes are offered in person. Where possible and appropriate, hyflex options are offered (i.e., students can participate in person or remotely via Zoom at the same time). This is generally done at the instructor's discretion and with the students' knowledge that the course is not designed to be offered in this mode. Some classes are also blended where students either meet online or in person depending on the content to be discussed.

#### Program and Course Learning Outcomes

The existing program learning outcomes (PLOs) are relevant and effectively addressed in the classroom. Overall, there is a logical progression of introductory level learning in the first term to more

advanced learning by the end of the program. All respondents in the BC Graduate Survey (DACSO) stated that the skills they learned in the program were useful or very useful for the workforce and most students in the alumni survey responded positively to the program's success in teaching them the PLOs.

Based on the SOAR analysis completed with the department on June 19, 2023, concepts and skills which are missing and that can be incorporated into the program include technology, changemaking, sustainability, and JEDI, ideas that were also identified in the instructor and industry surveys. Working with more technology was also identified in the alumni survey.

Based on an analysis of the Fashion Design positions in Lower Mainland BC, a job title with increasing popularity is merchandiser. The skill set for this role could be more effectively included into the program as it would help students to understand how different aspects of a business connect with each other. Another skill that can be incorporated into the program, based on the instructor and alumni surveys, is tailoring. This corresponds with a recent [Business of Fashion](#) article which states that there is a worsening shortage of artisan workers in the fashion industry. The more business-related PLOs (professional excellence, art of communication, and real-world business environment) can also be addressed more fully as respondents in the alumni survey were neutral on the program's ability to develop these skills.

There are some courses where the complete list of course learning outcomes (CLOs) are not being addressed (e.g., due to time limitations). Instructors, overall, feel the CLOs in their courses are current and relevant.

### **Assessment Types Used in the Program**

The main types of assessments include projects and assignments. Other assessment types include tests and quizzes, peer reviews and critiques, reflections, labs, presentations, external reviews, and project planning.

A 5% professionalism mark is part of every class. Instructors use a range of approaches to assessing professionalism. It would benefit the program and students if there was more consistency in how professionalism was evaluated.

There are assessment tasks in some courses that instructors are not getting to. This is due to a lack of time.

### **Articulation Agreements**

VCC Fashion has articulation agreements with two degree granting programs in the lower mainland, KPU and Lasalle College Vancouver. Few students activate this option.

### **Major Curricular Changes in the Last 5 Years**

No major curricular changes have taken place in the last 5 years; however, the application process has been adjusted to remove elements not relevant (e.g., a test for computer skills). Class hours have also been adjusted to round out class times for easier schedule understanding for the students.

## **Main Instructional Strategies and Learning Materials**

*Instructional Strategies:* discussions, independent study, journals, learning logs and reflections, problem solving, tutorials, demonstrations, guest speakers, research, group work, working with clients, working with models, field studies, active learning, role playing, peer instruction, gratitude, exit interviews, portfolios, lectures, production simulations, presentations, practicum

*Learning Materials:* examples, samples and garments for details, notes, instructor-developed PowerPoint (or similar) presentations, forums, WGSN, library materials (VCC and public library, lab library, industry members, real-world clients, videos, YouTube, Instagram, vouge.com, samples of previous student work

Most of the program is experiential with hands-on learning, reflection, and collaborations with industry and clients. The practicum is 120 hours where students put their classroom learning into the context of the workplace.

There are no required textbooks. 88% of respondents in the alumni survey were satisfied with the learning materials.

## **Quality of Curriculum and Instruction**

Both instructors and alumni are satisfied with the quality of instruction and curriculum.

- *Alumni survey:* 92% of thought the learning activities were engaging and supported their learning, 85% thought the fashion cycle classes helped them understand the context of what they were learning, 71% thought there was timely and helpful feedback, 37.7% thought the tuition matched the value of education to a great extent, 50% though the program helped advanced their career, 64% though the practicum improved their skills, 85% felt a sense of belonging, and 78.5% participated in community activities (100% thought community engagement was important for VCC Fashion).
- *DACSO survey:* 89% were satisfied or very satisfied with the education they received.
- *Instructor survey:* 83% feel that the program and course learning outcomes are current and relevant, that there is a range of engaging learning activities, that assessment is well aligned with learning outcomes, and that the program provides adequate preparation for further study and employment.

## **Program Alignment with VCC Educational Policies**

Overall, the program is in alignment with VCC educational policies. However, course credits in 8 courses do not align with policy #413 Assignment of Credits to Courses. VCC Continuing Studies has moved to a structure of terms beginning in September, January, and May, which the Fashion Program is not in alignment with.

## **Program Alignment with the VCC Strategic Innovation Plan**

*Academic Innovation:*

- Hands-on contextualized learning, which brings students into contact with the industry and community, all while raising funds for scholarships



- Strive to balance fiscal responsibility and student success
- Work individually with students to provide and find flexibility when needed to ensure program completion (balancing tuition-driven revenue pressures and student access)

*Operational Excellence:*

- Intentional efforts to be aware of barriers for students and to minimize them

*Campuses of the Future:*

- Fashion will move to the new campus (the Centre for Clean Energy and Automotive Innovation) and has been involved in design consultations throughout the planning process

*Empowered People and Inclusive Culture:*

- Intentional focus on maintaining a creative and supportive environment, for both students and instructors

*Engaged Communities:*

- VCC Fashion supports our neighbours in the community through means such as donation of time, loaning of sewing machines, and the creation and donation of products

## **Our Graduates**

The VCC Fashion program does not develop designers for a particular sector of the industry. Graduates can work anywhere and can express their personal sartorial interests. The Fashion Cycle classes familiarize students with the real-world fashion industry with quick deadlines and the full scope of production. VCC graduates work with supportive and well-qualified instructors, engage with community and industry, and participate in a fashion show.

## **EDI and Indigenization/decolonization**

Instructor initiatives include:

- Taking the UBC Inclusive Teaching Module on [Equity, Diversity & Inclusion in Teaching and Learning](#)
- Engaging in EDI and Indigenization/decolonization in their personal lives, which filters into their teaching

Course-level initiatives include:

- Speaking about local fabrications (Textiles)
- Considering the cultural landscape, the campus space and indigenous lands, and cultural appropriation (Fashion Fundamentals)
- Speaking to brand identity and cultural sensitivity (Web Design)
- Considering diversity in marketing, the role of consumerism in relation to sustainability (Marketing)

Departmental initiatives include:

- A land gratitude included in the program Moodle shell,
- Acknowledging Indigenous land on the first day of class
- Elder welcome to the territories on orientation day

- A recent weaving for truth and reconciliation workshop

There is a recommendation in the instructor survey to create more gender-neutral blocks and sizing which would further EDI. Overall, the department is on the right path with EDI and Indigenization/decolonization but acknowledges more can be done.

### Universal Design for Learning (UDL)

Further discussions need to happen to determine what Universal Design for Learning looks like in the Fashion department.

## 2.4 Student Outcomes

### Student Profile

- Mostly women in their mid-late 20s who have completed previous post-secondary education, as requested by parents, and have come to study what they love.
- Limited number of fresh high school graduates and people in their 30s, 40s, and 50s, as well as males and non-binary folks.
- According to DACSO, 89% is female identified, 67% have previous post-secondary education, and the median age is 25.
- Based on Banner records (between 2018-21), Fashion had 52 students, 15 of whom were international and 5 were First Nations.
- Supporting and participating in local fashion weeks can help raise awareness of the program to diverse populations.

### Admission Criteria

The admission requirements prepare students for success. The resume and letters of reference, however, are unnecessary obstacles that do not determine success in the program. The department recognizes that some applicants may not possess a detailed portfolio or sewing experience. A demonstrated interest in fashion is acknowledged and seriously considered in place of the portfolio.

Prior Learning Assessment and Recognition (PLAR) is available for 16 of the 28 courses and is assessed according to standardized practice.

### Achievement Rates

Year	Retention Rate (100% less attrition rate%)	Graduation Rate* (150% time of completion)
2021-2023	99.6	64%
2020-2022	99.9	92%
2019-2021	99.6	53%
2018-2020	99.75	67%

\* The fashion show is the pinnacle of the program with convocation seeming slightly less important

### **Important Trends to Note**

The first year is intense with 18 courses over 10 months. The department sees more failure rates in the first term, and students seem to struggle with Draping (Term 1) and Technical Fashion Illustration (Term 2). Supports are provided to students through regular contact with the Instructional Assistant and recently implemented program coordinator office hours.

Due to the high cost of living in Vancouver, many students work, some full-time. Some do not eat well and commute long distances. Giving students flexibility in their schedules helps them balance the demands of schools with life. Some students receive accommodations.

Project Final is mostly self-directed, and students need to be independently motivated and capable of project management, in addition to designing and construction a collection. Showcasing at Vancouver Fashion Week is truly the graduation for VCC Fashion students.

### **Student Employment Outcomes**

In 2022 there were 14 practicum students, from which 7 were hired. In 2023, out of 8 practicum students, 3 were hired or offered a job. 21.4% respondents in the alumni survey were hired by their practicum placement site and 64% thought the practicum improved their skills. The practicum supervisor evaluations consistently rate our students as meeting or exceeding expectations on everything from professionalism to fashion design skills.

Suggestions to improve the practicum experience include:

- Teaching Portfolio before and after Practicum (from the steering committee)
- Having practicums during the program (from the employers)
- Having more practicum placements (from the instructors)
- Including a course that supports students during the job hunting (from alumni)

100% of those who responded in the DACSO survey work in training-related job, 100% found training very useful or useful, 100% found a job within 2 months.

## **2.5 Program Planning and Administration**

### **Marketing and Recruitment Strategy**

Marketing and recruitment efforts include:

- 10 info sessions per year for prospective students
- Program website with a recently produced video and link to our fashion show webpage
- Social media presence (Instagram and Facebook)
- Community engagement (e.g., assisting with fashion shows, donating/selling product)
- Non-credit beginner sewing and personal pattern making classes (as a first step to learn about the program)
- Participation in Vancouver Fashion Week

## Comparative Analysis

Highlighted below are key points from a comparative scan of three similar fashion design diploma programs (KPU, Lasalle College, and Blanche MacDonald). Overall, there is little difference between VCC and its competitors.

- Admission requirements are similar
- Mode of delivery is similar (primarily face to-face instruction)
- Diplomas are about 60 credits (hard to compare though as credit calculations vary by school)
- The length of time to complete the diploma varies from 12 months at Blanche MacDonald to 3 years at VCC
- Domestic tuition: VCC is more expensive than KPU and Blanche but cheaper than Lasalle
- International tuition: VCC has the lowest international student tuition among the competitors
- What sets VCC apart: Fashion Cycle classes where students start making product throughout the first year, showcasing our graduates on the runway at Vancouver Fashion Week

VCC is the founding member of the BC Fashion Educators Coalition (BCFEC), which includes KPU, JCI Institute, Lasalle College Vancouver, and CapU. BCFEC works on finding solutions to common problems and engages with the industry and high schools.

## Enrollment Target

Enrolment target is a full classroom of 20 students, but the program has never reached full capacity. To cover direct and overhead costs, the program needs a minimum of 4 students. The enrollment plan budgets for 10 domestic and 3 international students. There has been significant growth in international students, supporting the cost of the program (from 6 in 2020 to 13 in 2023). On average, enrollment is at 57.5 capacity. The program has been steadily running since its current inception in 2016, with class sizes vary from small (4) to medium (14).

## Labour Market Demand

Based on a Hanover Research report (December 2022), employment for fashion occupations in BC is projected to grow by 1.6% by 2028. The BC Apparel and Gear Association is working to expand the presence of fashion through interactions with the BC government and Invest Vancouver have named apparel as one of the key industries in the lower mainland with over 200 design firms in metro Vancouver. VCC is in a position to train for these firms.

Technology is rapidly advancing, and knowing what programs and software will become industry standard is a challenge. Our PAC is key in informing us of what's coming next. Expanding PAC membership will offer a broader perspective on future technology use in the industry. In addition to technology, sustainability is crucial. Collaboration and consultation with industry will ensure that sustainability remains at the heart of the program and its courses.

### Barriers to Program Growth

- *Finding potential students:* VCC advertising budget is minimal, some parents don't see fashion as a viable career path, community college title invokes a less vigorous training.
- *Finding students work upon completion:* Fashion is a small market in Vancouver and there are four schools producing grads.
- *Staying up to date with this fast-moving industry:* Cost of technology and machinery, knowing what is going to become industry standard, our location on the coast minimizes our knowledge of the major fashion centers and the trends that are happening in a global context.

### Connections, Collaborations, Partnerships

- BC Fashion Educators: Lasalle College Vancouver, KPU, CapU, JCI, Pacific Design Academy, ECUAD
- Retailers: Dream, Branches and Knots, Giving Gifts
- Apparel Affinity Group (post-secondary fashion schools across Canada)
- Vancouver Fashion Week
- PAC members: Aritzia, Designer Apparel Services, Parvesh Jai
- Industry collection reviewers: Arcteryx, TenTree
- Donors: Oremony, Telio, CYC Design, Kendor, Peau de Loup
- BC Apparel and Gear Association (VCC Fashion is a board member)
- Downtown Eastside Women's Center
- VCC programs: Hair Salon, Jewellery, and Digital Graphic Design
- Dampkring Designs
- FabCycle
- Minister of Tourism, Art, Culture and Sport Lana Popham
- Vancouver Indigenous Fashion Week
- Fashion Cycle 5: Dress for Success, Harvest Project, and YWCA Career Zone
- Modelling agencies: Liz Bell, Alearia, Numa, Key
- Influencers: Bag and a Beret, Branken Hanke
- Practicum sites: Lululemon, Gentle Fawn, Allison Wonderland, Apparel Mark, Edward X, Shelley Klassen

### Program Advisory Committee

The PAC, serving both our design and merchandising programs, tries meet twice a year. In 2022, suggestions included teaching 3D design, maintaining our patternmaking focus, adding more unique machinery, and adding a film component (this will be launched in December 2024). We appreciate the diversity of voices on the PAC but would love to engage more with bigger brands.

### Succession Planning

The department has no formal succession plan.

## 2.6 Instructors and Staff

### Instructors, Staff, Administration

There are 13 contract instructors, most with consistent teaching schedules. 83% have been with VCC for more than 7 years (some have been with the program for over 30 years). Supporting the program is the program coordinator, a program assistant, and an instructional/lab assistant, equaling 1.5 FTE at the administration and support staff level.

### Departmental Culture

Departmental meetings happen three times a year. Overall, instructors feel the meetings are a good use of time. The departmental culture is one of support and respect where everyone works together to share ideas and help each other. The camaraderie shows up in the classroom to help create a sense of community and belonging.

Instructors also engage with industry by inviting guest speakers and taking students on field trips, which contributes to program growth and student success. Other measures of student success include the number of scholarships awarded to the students (in 2024 the department anticipates awarding 9 students with money to help complete their studies) and the flexibility provided to students (sometimes students need to take a break and instructors are always happy to welcome them back).

Instructors (and students) feel the department can be more intentional in collecting and sharing feedback (e.g., through surveys at the end of each term).

### Instructor Hiring Criteria

There are no specific hiring criteria for instructor positions as each course in the program involves a specialized set of skills. When a teaching role does come up, it is normally offered to the existing team then out to external candidates based on word of mouth, references, and industry experience (formal education is less important).

### Professional Development

Continuing Studies instructors do not receive formal, paid professional development time; however, they do participate in Continuing Studies Instructor Days and CTLR workshops. Fashion instructors likely engage in professional development activities in their private lives which is then reflected in the classroom.

### Industry/Professional Associations

VCC Fashion is a part of the Apparel Affinity Group, BC Apparel and Gear Association, and BC Fashion Educators Coalition. Having instructors engage in these associations would model the involvement we hope are students make with the industry. As contract instructors though, any requirements outside of the classroom are at their discretion.

## Workload Profile

Workload, beyond classroom contact hours, can be excessive, especially as instructors have jobs outside of VCC. Extra work includes:

- Marking (heavy load in many classes)
- Class preparation (e.g., cutting samples takes about an hour per student)
- Relationship management (with industry, personal networks)
- Classroom continuity (to ensure classes flow into each other)
- Industry knowledge (to maintain currency of content)
- Lab management
- Emotional labour (instructors support students beyond the classroom walls)

## 2.7 Program and Student Support Services

The following educational supports are embedded in the program to support student success:

- *Lab day*: Students can get extra help from the Instructional Assistant.
- *Two-day Orientation*: The orientation is an opportunity to build connections and make students aware of the services available to them. Security, Counselling, Learning Center, Student Union, and the Library are invited to present. These services are reinforced regularly throughout the program.
- *Disability Services*: For student accommodations.
- *Student cohort rep*: Each cohort has a representative to communicate concerns to the department on behalf of the class.
- *Program coordinator office hours*
- *Scholarships and Bursaries*

The department would like to reinstate its Peer Support program that pairs second year students or recent alumni with a first-year student to help them navigate the college, classroom, and assignments. During the SOAR meeting, strengthening alumni relations was seen as an important element to program.

For instructors, VCC offers many supports to improve their work in the classroom: CTLR workshops and support, People Service's Learning for Life workshops, LinkedIn Learning, fee waivers to take VCC classes, guest speakers at staff meetings, Moodle support from the Instructional Assistant.

## 2.8 Learning Environment (Physical and Online)

The current dedicated classrooms and bookable computer labs function well enough. A few updates will be made since the program will be moving into the new building at VCC's Broadway Campus in 2027. The department has been working in collaboration with the architects to ensure they understand the facility needs of the program.

Not all classes have Moodle shells. Those that do use Moodle as a repository or for more interactive purposes. Moodle shells do have a consistent look and feel.

## 2.9 Self-Study Recommendations

KPI	Self-Study Recommendations
<b>Curriculum and Instruction</b>	<ol style="list-style-type: none"> <li>1. Add additional courses or content to meet the demands of the labour market and improve upon the adaption of the business-related program learning outcomes. This should include:               <ul style="list-style-type: none"> <li>○ Tailoring</li> <li>○ Merchandising, possibly including sales, costing and fashion forecasting</li> </ul> </li> <li>2. Explore emergent technologies and discuss their impact on the fashion industry</li> <li>3. Define professionalism more thoroughly and consistently</li> <li>4. Place justice, equity, diversity, and inclusion (JEDI) at the heart of the program, including universal design for learning, through program design and delivery</li> <li>5. Promote environmentally focused, sustainable, and ethical design practices such as circularity</li> <li>6. Continue to cultivate creativity, empowering students to find their unique voices</li> <li>7. Revise courses to ensure all learning outcomes are covered</li> <li>8. Align credits with VCC policy</li> </ol>
<b>Student Outcomes</b>	<ol style="list-style-type: none"> <li>9. Refresh Practicum structure and timing, including interaction with other courses, in particular Portfolio</li> <li>10. Implement (paid) instructor office hours to further support students' learning</li> <li>11. Empower students to be the leaders of change, questioning the status quo and fostering innovation</li> <li>12. Empower students to make a positive impact on community and industry through their design practices and community engagement</li> <li>13. Remove the resume and letters of reference from admission requirements</li> <li>14. Move draping to a later term when students have more pattern making knowledge</li> <li>15. Minimize intensity of program by exploring offering more flexible options including electives and specializations, empowering students to tailor their learning experience</li> <li>16. Ensure that student affordability is considered in program design decisions</li> </ol>
<b>Program Planning and Administration</b>	<ol style="list-style-type: none"> <li>17. Fit the program into the VCC term structure</li> <li>18. Align the program with the timing of Vancouver Fashion Week</li> <li>19. Ensure the International Education department is aware of the cost savings</li> <li>20. Expand the promotion of the part time certificate</li> <li>21. Increase the depth and breadth of PAC members</li> <li>22. Develop a succession plan</li> <li>23. Promote our partners and collaborators as a thank you and for</li> </ol>



	<p>marketing purposes</p> <p>24. Minimize class size to 18</p> <p>25. Request a budget that incorporates technology updates</p>
<b>Instructors and Staff</b>	<p>26. Minimize the number of assessments as appropriate</p> <p>27. Consider paid marking and prep hours</p> <p>28. Collect and share feedback</p> <p>29. Increase instructional assistant hours</p> <p>30. Ensure instructors know about guest speaker honorariums and supply them with a VCC fashion thank you for distribution</p> <p>31. Investigate software that could assist with relationship management, class continuity, and marking</p> <p>32. Develop a knowledge base to share institutional updates and classroom management tips</p> <p>33. Prioritize professional development during staff meetings, offering workshops specifically for our instructors and their schedules</p>
<b>Program and Student Support Services</b>	<p>34. Reinstate peer support program</p> <p>35. Offer computer access during lab day</p> <p>36. Foster a community of support and success by strengthening alumni connections and graduate engagement</p> <p>37. Identify student needs before they enter program to provide better support</p> <p>38. Update orientation to ensure better absorption of content, and deeper connections with each other</p> <p>39. Prepare student for year two. Suggest how to prepare for project final and learning options to develop better excel skills</p>
<b>Learning Environment</b>	<p>40. Continue adding and maintaining machinery</p> <p>41. Prepare for the move to the new building by creating a sub-committee to help direct the preparations</p> <p>42. Decorate the classrooms with student work and mood boards to offer inspiration</p>

## 3 External Review Report Summary

### 3.1 Overview

On December 1st, 2023, the external review team comprising of Natasja Parlee from Tentree and Vincent Chan from Aritzia convened to review the self-study report and meet with program instructors, students, and administrative team. The third reviewer, Emily Smith, fashion instructor at Lasalle College, could not attend the site visit due to personal reasons. She sent in separate feedback based on her reading of the self study and knowledge of the program.

#### 3.1.1 Feedback from Nataja Parlee and Vincent Chan

The reviewers identified the following strengths of the program:

- Industry experts teaching the classes.

- Dedicated instructors.
- Small cohorts of students, which can make learning personalized.
- Students working towards Vancouver Fashion Week.
- Reputation of the VCC Fashion Program.
- Two-year program is attractive to students (over the four at KPU) from a cost and timing perspective.

Key areas of improvement include:

- Better upfront layout of what the program entails: there may be a disconnect between what students think they are going to get out of the program and what the program delivers.
- Better response to requests for information from students.
- Clearer communication with students on the foundational aspects of the program that everyone needs to be a part of.
- Flexibility in program delivery (e.g., offering evening and/or weekend courses).
- More lab time for students, e.g., have lab open in evenings.
- Updated equipment – e.g., in sewing room.
- Adding more equipment – e.g., more irons.
- Implementation of a more robust screening/application process.

The reviewers provided comments on each of the key performance indicators.

### **KPI 1 Curriculum and Instruction**

They felt it was good for the program to cover the foundation of what is needed for the fashion industry. They commented that some classes could be set up as electives for students. For example, a student who wants to work in industry, as a junior designer or tech developer, may not be interested in Web Design & Ecom, whereas someone who wants to start their own brand would value that class. Student goals for their career path should be set up with electives for them to reach these goals. Have a base of x number of months (the foundation) and then have the opportunity to specialize – e.g., tech design, entrepreneur/designer, junior designer.

The reviewers also suggested the department identify classes which can be delivered online and those that should be only in person.

### **KPI 2 Student Outcomes**

The reviewers focused their feedback on key questions surrounding the application process:

- Are the students meeting the minimum requirements to be accepted into the program?
- Are the less motivated students and less talented students hindering the high performing ones?
- Should a standard be established for the admission process?
- How can the program and application process be uplifted so this program is the most wanted one to get into?

They were also surprised by the low response rates on the surveys (primarily they current student and instructor surveys) and asked if there are ways to incentivise people to complete them.

### **KPI 3 Program Planning & Administration**

They recommended restructuring the PAC, perhaps setting a goal to have at least 50% of the PAC members to be from companies like Arc’teryx, MEC, 10Tree, Lululemon, etc. People in industry are willing to contribute and it is probably one of the best ways to have advocates for the program.

### **KPI 4 Instructors and Staff**

The reviewers asked if there was the possibility of setting up an online class taught by a seasoned professional outside of BC or a full class set up as a guest lecture series. This could add to the diversity of the instructors and be a big draw for students. Guest speakers could also be invited to teach certain subjects that are current with market.

### **KPI 5 Program and Student Supports**

The department has a great support system set up. Some students, however, felt that at times admin is slow in responding to questions and problem solving.

### **KPI 6 Learning Environment**

The review team identified some maintenance issues, e.g., adding another ironing station. They asked if the maintenance of the machines could be incorporated into the teachings. For example, students could be teaching aids (paid, possibly through discounts in their tuition) that can assist with machine maintenance and the supervision of additional lab hours.

#### **3.1.2 Feedback from Emily Smith**

Emily evaluated the proposal from the perspective of sustainable fashion as it has been her professional focus. She believes it is an important aspect to consider both with regards to developing an art practice or moving into industry. The following are her ideas for how the self-study’s commitment to sustainability and social justice issues can be embedded further in the curriculum.

1. *Community partnerships in the areas.* The self-study mentions collaboration as a key element for the diploma and includes areas such as retailers, buyers, models, influencers, factories, and graders. There is no mention, however, of any collaborators with respect to sustainability or possibilities for moving towards fashion as a research method. Suggestions for partnerships include farmers and growers in the region and well as connections with Emily Carr and KPU (e.g., KPU’s Farm School).
2. *Fashion as a research method.* In addition to including learning outcomes related to sustainability and changemaking, Emily also suggests bringing in fashion as a research method. This could help open up how we define fashion towards social justice.
3. *Elective or stream in changemaking or sustainability.* Emily believes it would be beneficial to introduce an elective or stream in changemaking or sustainability that could include questioning or evaluating the production cycles of fashion (e.g., a “slow fashion” module or “fashion as research” component to encourage students to think outside the box). This would

build on the idea of “empowering students to be the leaders of change.” She does wonder though, with a fashion industry focused on runway fashion, if students currently have the time and space to explore the depth of what’s possible with regards to making change.

### 3.2 External Review Team Recommendations

Recommendations from the external review team are summarized and aligned with the KPIs in the table below.

KPI	External Review Recommendations
<b>Curriculum and Instruction</b>	<ol style="list-style-type: none"> <li>1. Offer more flexibility in program delivery:               <ol style="list-style-type: none"> <li>a. Consider creating a condensed 3–4-day schedule so students have possibility to work on off days.</li> <li>b. Consider offering evening and/or weekend courses.</li> </ol> </li> <li>2. Bring in guest speakers from industry (e.g., regular lunch and learns throughout the year).</li> <li>3. Include site visits (field studies) to companies (e.g., one day visits for students to observe/shadow day-to-day operations).</li> <li>4. Be clear with students on the foundational aspects of the program that everyone needs to be a part of and consider offering electives where students can specialize to meet their career goals.</li> <li>5. Integrate fashion as a research method into the curriculum to help define fashion towards social justice.</li> <li>6. Consider including an elective or stream in changemaking or sustainability.</li> <li>7. Identify which classes can be delivered online.</li> </ol>
<b>Student Outcomes</b>	<ol style="list-style-type: none"> <li>8. Bring in industry representatives once a year to review students’ portfolios and offer advice.</li> </ol>
<b>Program Planning and Administration</b>	<ol style="list-style-type: none"> <li>9. Review the screening/application process to ensure students are meeting the minimum requirements to be accepted into the program.</li> <li>10. Restructure the PAC with better industry representation.</li> <li>11. Look into creating student relationships with companies such as Centric who does PLM.</li> <li>12. Market/sell/uplist the program in such a way that people want to be here.</li> <li>13. Build community partnerships in sustainability and local production.</li> </ol>
<b>Instructors and Staff</b>	<ol style="list-style-type: none"> <li>14. Consider online classes taught by professionals outside of BC and/or classes set up as a guest lecture series.</li> </ol>
<b>Program and Student Support Services</b>	<ol style="list-style-type: none"> <li>15. Ensure timely response to requests for information from students.</li> <li>16. Offer more lab time for students (e.g., open labs in evenings)</li> </ol>
<b>Learning Environment</b>	<ol style="list-style-type: none"> <li>17. In the new building, have the program all on one floor (classrooms, labs, etc) – gives them a sense of belonging.</li> <li>18. Review and update equipment to ensure it meets student and program needs (students commented that there were not enough irons, for example, or that equipment in the sewing room needs updating).</li> </ol>

## 4 Responses to the External Review Report

### 4.1 Department Response to External Report

First, thank you Emily, Nataja and Vince for your input on the Fashion Design and Production program. Having a set of industry eyes on our Self-Study is truly valuable.

After reading through your report, we feel there is valuable insights offered. The guest lecture series class sounds amazing, as does a course that follows up on the Fashion Cycles which questions or evaluates the production cycles of fashion.

We want to highlight our desire to support our students to the best of our abilities. That includes potential students who are invited to info sessions to receive a full overview of the program. Including a day-in-the-life event though could assist with understanding exactly how the program is offered. We also schedule full time students for 3.5 days a week of school to allow for employment.

We engage with industry throughout the program with the Fashion Cycle classes and the industry are part of the marketing rubric for Project Final. Making the PAC more robust and consistent is certainly a priority going forward. We do bring in guest speakers and take the students on field trips, although we think this element of the program could be formalized to ensure a better experience for the students.

There are some limitations and restrictions that keep us from being able to implement all the suggestions. For example, there are budgetary constraints and space constraints that will limit the request for more lab time, teaching aids, and new equipment.

Also, it's hard to be selective with admissions when we sometimes barely have enough students to run the program. Offering introductory courses to upgrade skills prior to entry into program is already being done with sewing but this could be expanded to include illustration and design to enhance the quality of students. Similarly, the addition of electives can limit the number of students enrolling, leading to cancellations and difficulties in finishing the program. We do like the idea of offering more choice, but we will need to be smart in our design of the program to make this work for both the college and the students.

We will do our best to incorporate as many of your suggestions as possible as we move into the second year of the renewal process.

### 4.2 Dean and Associate Director Response to External Report

VCC's Fashion Design and Production Diploma is an innovative program and plays a valuable role within the design sector broadly and the fashion industry in British Columbia, and we are excited to undertake the full renewal process to ensure it remains up to date, relevant, influential, and impactful to our community. We are proud of the identified strengths of the program, including our connection to industry through our experienced, well-connected and dedicated instructors, reputation, and connection to Vancouver Fashion Week, and look forward to expanding this connection through our PAC, guest speakers and site visits. We are so excited for the momentum created by VCC's upcoming new campus, the Centre for Clean Energy and Automotive Innovation, and the strong design presence within the campus, bolstered by the fashion program as well as Digital and Graphic Design and Jewellery.

We thank each member of the External Review Committee for your time and consideration, as well as their thoughtful input; their guidance will help us shape this program for the better and further us in our aims to better serve our students and community through this program. We very much look forward to maintaining connections through the coming years.

## 5 Final Recommendations

The following table include the final recommendation based on the self-study and external review team's finding.

KPI	Final Recommendations
<b>Curriculum and Instruction</b>	<ol style="list-style-type: none"> <li>1. Add additional courses or content to meet the demands of the labour market, such as merchandising, emergent technology, and sustainability, and improve upon the adaption of the business-related program learning outcomes.</li> <li>2. Define professionalism more thoroughly and consistently.</li> <li>3. Place justice, equity, diversity, and inclusion (JEDI) at the heart of the program, including universal design for learning, through program design and delivery.</li> <li>4. Promote environmentally focused, sustainable, and ethical design practices such as circularity.</li> <li>5. Revise courses to ensure all learning outcomes are covered.</li> <li>6. Align credits with VCC policy.</li> <li>7. Identify which classes can be delivered online.</li> </ol>
<b>Student Outcomes</b>	<ol style="list-style-type: none"> <li>8. Refresh Practicum structure and timing, including interaction with other courses, in particular Portfolio.</li> <li>9. Implement (paid) instructor office hours to further support students' learning.</li> <li>10. Empower students to make a positive impact on community and industry through their design practices and community engagement.</li> <li>11. Remove the resume and letters of reference from admission requirements.</li> <li>12. Move draping to a later term when students have more pattern making knowledge.</li> <li>13. Minimize intensity of the foundational program by exploring offering more flexible options including electives and specializations, such as tailoring and costuming, empowering students to tailor their learning experience.</li> <li>14. Ensure that student affordability is considered in program design decisions.</li> </ol>
<b>Program Planning and Administration</b>	<ol style="list-style-type: none"> <li>15. Fit the program into the VCC term structure, ensuring that the program still aligns with the timing of Vancouver Fashion Week.</li> <li>16. Develop a marketing plan to ensure there is an understanding of the foundational aspects and mission of the program.</li> <li>17. Increase the depth and breadth of PAC members.</li> <li>18. Promote our partners and collaborators as a thank you and for</li> </ol>

	<p>marketing purposes.</p> <p>19. Minimize class size to 18.</p> <p>20. Request a budget that incorporates technology updates.</p> <p>21. Build community partnerships in sustainability and local production.</p>
<b>Instructors and Staff</b>	<p>22. Review the assessments for each course and the timing of the assessments.</p> <p>23. Consider paid marking and prep hours, based on subject and course content.</p> <p>24. Collect and share feedback amongst instructors.</p> <p>25. Increase lab time, computer access and access to instructors.</p> <p>26. Investigate software that could assist with relationship management, class continuity, and marking.</p> <p>27. Prioritize professional development during staff meetings, offering workshops specifically for our instructors and their schedules.</p> <p>28. Consider online classes set up as a guest lecture series.</p>
<b>Program and Student Support Services</b>	<p>29. Reinstate peer support program.</p> <p>30. Foster a community of support and success by strengthening alumni connections and graduate engagement.</p> <p>31. Identify student needs before they enter program to provide better support.</p> <p>32. Update orientation to ensure better absorption of content, and deeper connections with each other.</p> <p>33. Prepare students for year two. Suggest how to prepare for project final and learning options to develop better excel skills.</p>
<b>Learning Environment</b>	<p>34. Review and update equipment to ensure it meets student and program needs (students commented that there were not enough irons, for example, or that equipment in the sewing room needs updating).</p>



## Fashion Design and Production Program Renewal Action Plan Report, February 9, 2024

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

#	Key Projects and Initiatives	Reasonable Timeline for completion of project	Resources Required	Aligns with VCC Strategic Innovation Plan Priorities	Evaluation Plan
1	<b>Curriculum Development</b> <ul style="list-style-type: none"> <li>Review and update curriculum based on labour market needs</li> <li>Review courses to ensure outcomes and assessments are actionable</li> </ul>	Multi-year Project: <ul style="list-style-type: none"> <li>Year 1: Curriculum Documentation/EDCO Approval</li> <li>Year 2: Teaching &amp; Learning Activities/Assessments</li> </ul>	Fashion Instructors, Program Coordinator, CS Admin, RO, CTRL, EDCO, CD Funds, PAC	Academic Innovation <ul style="list-style-type: none"> <li>Student Experience</li> <li>Fiscal Sustainability</li> </ul>	<ul style="list-style-type: none"> <li>Governance-approved curriculum documentation</li> <li>Revised course activities and assessments</li> <li>PAC feedback on updated curriculum</li> </ul>
2	<b>Program Delivery</b> <ul style="list-style-type: none"> <li>Explore offering more flexible options for students including specializations</li> <li>Align program with VCC term structure and credit policy</li> </ul>	2024-25 Fiscal Year	Fashion Instructors, Program Coordinator, CS Admin, RO, CTRL, EDCO, CD Funds, International Education, PAC	Academic Innovation <ul style="list-style-type: none"> <li>Educational Delivery</li> </ul>	<ul style="list-style-type: none"> <li>Program in full alignment with VCC term structure and credit policy</li> </ul>
3	<b>Sustainability and JEDI</b> <ul style="list-style-type: none"> <li>Promote environmentally focused, sustainable, and ethical design practices.</li> <li>Place justice, equity, diversity, and inclusion (JEDI) at the heart of the program, including universal design for learning, through program design and delivery.</li> </ul>	2024-25 Fiscal Year	Fashion Instructors, Program Coordinator, CS Admin, EDI Committee, CTRL, PAC and/or Industry Partners	Academic Innovation <ul style="list-style-type: none"> <li>JEDI</li> </ul> Operational Excellence <ul style="list-style-type: none"> <li>JEDI</li> </ul>	<ul style="list-style-type: none"> <li>Program and course outlines reflect sustainable and ethical fashion practices and JEDI</li> <li>Learning environment</li> </ul>



#	Key Projects and Initiatives	Reasonable Timeline for completion of project	Resources Required	Aligns with VCC Strategic Innovation Plan Priorities	Evaluation Plan
					that incorporates principles of UDL
4	<b>Work Integrated Learning</b> <ul style="list-style-type: none"> <li>Explore modern apprenticeship models and practicum models</li> </ul>	2024-25 Fiscal Year	Fashion Instructors, Program Coordinator, CS Admin, CareerLAB, UMAP, PAC, Partnership between VCC and SQA	Academic Innovation <ul style="list-style-type: none"> <li>Educational Delivery</li> </ul> Engaged Communities <ul style="list-style-type: none"> <li>Partnerships</li> </ul>	<ul style="list-style-type: none"> <li>Updated practicum course</li> <li>Environmental scan of apprenticeship models</li> </ul>
5	<b>Marketing, Recruitment, and Industry Relations</b> <ul style="list-style-type: none"> <li>Develop a marketing plan</li> <li>Increase depth and breadth of PAC members</li> <li>Strengthen alumni relations</li> </ul>	2025-26 Fiscal Year	Program Coordinator, CS Admin, Marketing Department, PAC, VCC Recruitment, VCC Foundation	Engaged Communities <ul style="list-style-type: none"> <li>Brand</li> <li>Alumni</li> <li>Partnerships</li> </ul>	<ul style="list-style-type: none"> <li>Completion of a marketing plan</li> <li>New PAC members</li> </ul>
6	<b>Instructor, Student, and Program Support</b> <ul style="list-style-type: none"> <li>Update student orientation</li> <li>Support instructors with classroom continuity and professional development opportunities</li> <li>Increase lab time, computer access, access to instructors</li> </ul>	Multi-Year project: Year 1: Revised student orientation Year 2: Increased student and instructor access to program supports	Program Coordinator, CS Admin, Safety & Security, Other VCC program areas (to identify innovative models of student/instructor support), CTRLR, Finance	Empowered People and Inclusive Culture <ul style="list-style-type: none"> <li>People Development</li> </ul>	<ul style="list-style-type: none"> <li>Revised student orientation</li> <li>Implementation of increased student and instructor supports</li> </ul>
7	<b>Facilities and Equipment</b> <ul style="list-style-type: none"> <li>Review and update equipment and software to ensure they meet student and program needs</li> <li>Prepare for move to new building at BWY</li> </ul>	Multi-year project	Facilities, Finance, Fashion Instructors, CS Admin Team, PAC (Capital Request)	Campuses of the Future <ul style="list-style-type: none"> <li>Indigenization and decolonization, JEDI, Campus Plans, Environment, Technology (all reflected in the move to the</li> </ul>	<ul style="list-style-type: none"> <li>Seamless move to new building</li> <li>Environmental scan of software and equipment needs</li> <li>Current partnership with Carleton U Students – they will prepare a</li> </ul>

#	Key Projects and Initiatives	Reasonable Timeline for completion of project	Resources Required	Aligns with VCC Strategic Innovation Plan Priorities	Evaluation Plan
				new building)	report on the sustainable impact of our sewing lab



## **PROGRAM RENEWAL**

### **Summary Report**

**Retail & Hospitality Careers Certificate Program  
School of Arts & Sciences**

**Submitted to**

**David Wells, Vice President Academic, Students & Research**

**Todd Rowlatt, Chair, Education Quality Committee**

**Natasha Mandryk, Chair, Education Council**

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

**On February 9, 2024**

**By**

**Francesco Barillaro, RHC Renewal Chair  
Beth Beeching, Department Leader  
LeeAnn Deacon, Instructor  
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Mark Chiarello, Associate Director, School of Arts & Sciences  
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## Table of Contents

Table of Contents.....	2
1 Executive Summary.....	3
2 Self-Study Report Summary.....	4
2.1 Overview .....	4
2.2 Program Strengths .....	4
2.3 Curriculum and Instruction .....	5
2.4 Student Outcomes .....	8
2.5 Program Planning and Administration .....	10
2.6 Faculty and Staff .....	12
2.7 Program and Student Support Services .....	13
2.8 Learning Environment (Physical and Online) .....	13
2.9 Self-Study Recommendations .....	14
3 External Review Report Summary .....	17
3.1 Overview .....	17
3.2 External Review Team Recommendations.....	17
4 Responses to the External Review Report.....	19
4.1 Department Response to External Report .....	19
5 Final Recommendations .....	19

## 1 Executive Summary

The Retail & Hospitality Careers (RHC) Certificate Program was established in September 2012 and prepares students who have an identified cognitive disability for entry-level positions in the retail or hospitality industry. RHC is one of three certificate programs in VCC's Community and Career Education (CACE) Department, the other two being the Career Awareness Program and the Food Services Career Program. RHC is a 38-week, cohort-based program that runs from September to June each year in a blended delivery model that integrates face-to-face and online learning. Students experience classroom instruction and hand-on training in retail and hospitality specific labs as well as in VCC's Baking & Pastry Arts kitchen. Throughout the program, students also participate in three work experience placements in the retail and hospitality industries.

Since implementation of the program, both the hospitality and retail industries have changed. In hospitality, the hotel and accommodation sectors have presented challenges for graduate employment opportunities, primarily in terms of higher productivity expectations and longer shift periods (full-time equivalent of 8 hours per day). RHC students do well in shifts between 4 to 6 hours. In retail, the program initially focused on supermarket careers from 2012 to 2018, which proved relatively successful for students. However, there is growing interest among students to find employment in other retail businesses and sectors, such as other types of retail stores, online shopping and picking, as well as customer service opportunities in retail cafes, theatres, cultural- and tourism-oriented operations, and senior centers. The program has expanded to include more retail settings after 2018. The Covid-19 pandemic led to cancellations of work experience opportunities in theatres and some non-supermarket retail stores and hotels. Despite these challenges, the program has continued to establish relationships with employers, with new work experiences sites joining the program.

This self-study took place between March and June 2023 and involved data collection from several sources such as departmental records, institutional data, annual program reviews, labour market data, and surveys. The steering committee discussed and analyzed the data in relation to the following six key performance indicators:

- Curriculum and Instruction
- Student Outcomes
- Program Planning and Administration
- Faculty and Staff
- Program and Student Support Services
- Learning Environment (Physical and Online)

A total of 43 recommendations were put forward by the steering committee in the self-study related to the above KPIs. Key recommendations include broadening the curriculum and training opportunities beyond the hospitality accommodation sector and into other customer/client service areas such as retail cafes and travel & tourism businesses (potential new program name: *Retail and Services Careers Program*), evaluating the intake process and admission requirements to lower barriers for prospective students, aligning program duration and credit hours with VCC policy and other institutions, offering transitional programming electives for "higher functioning" students and/or more intensive bridging to employment electives in lieu of the third work experience,

reviewing and updating faculty and staff hiring criteria to better support student and program success, connecting with larger retail chains to explore the possibility of securing on-site training opportunities for students, and considering a tuition increase to reflect a more conventional cost/credit model.

The external review team (ERT) met on October 26, 2023, to review the self-study report and conduct a site visit. The ERT submitted its report on December 11, 2023. Five key areas for improvements were identified. Key recommendations include revising the area hiring criteria, increasing program funding for program resources and physical spaces, examining the current blended learning model with an eye towards fuller face to face learning, streamlining the intake process, reviving the program advisory committee, increasing and sustaining better work experience placements through the creation of an Outreach Coordinator position, creating fulsome relationships with local First Nations and VCC Indigenous Education and Community Engagement, and increasing connection to VCC Disability Services.

The steering committee met to review and discuss the self-study and external review reports and prioritize recommendations for the curriculum development and departmental planning work resulting from this program renewal. A separate action plan, submitted alongside this final report, presents the key initiatives generated by the RHC administrative and instructional teams, based on the prioritized recommendations.

## 2 Self-Study Report Summary

### 2.1 Overview

This section provides a summary of the findings and conclusions from the self-study report. The self-study team analyzed data sources, identified key findings, and provided recommendations related to the six KPIs in its resultant self-study report. The external review team received the self-study report on September 25<sup>th</sup>, 2023.

### 2.2 Program Strengths

Throughout the self-study process, the following strengths of the program were identified:

- Students learn how to work well in team-based environments and practice skills needed for entry level employment in a supportive and experiential learning environment.
- The delivery of RHC prioritizes a flexible, responsive, and person-centred teaching and learning approach.
- The curriculum emphasizes worker safety and professionalism.
- The program provides a combination of simulated and community-based real-world settings for skills development.
- The skills learned for the hospitality sector (e.g., customer service) can be applied to towards other sectors such as cultural and tourism sites, retail cafes, and community sites that serve seniors.

## 2.3 Curriculum and Instruction

### Delivery Format

The RHC certificate program is a 38-week, full-time program comprised of seven (7) courses and three (3) practicums. It is offered as a cohort model running each year from September to June. The program is delivered in a blended format integrating face-to-face sessions on campus and synchronous sessions online via Zoom.

### Program and Course Learning Outcomes

Based on feedback from employers, work experience students have demonstrated job readiness skills such as attendance and punctuality, a positive attitude, and the ability to follow instructions. Some have demonstrated effective social and communication skills, independence, and work quality, while others have faced challenges in these areas. Stamina, speed, and a sense of urgency have all been identified as key areas for improvement. Employers also emphasize the increasing importance of technology skills and highlight opportunities in food prep, stocking, and customer service.

Overall, the Program Learning Outcomes (PLOs) are current and relevant. Organization and time management (PLO #1) remain key, and the program should increase training in speed, pacing, and stamina for students to meet the demands of the workplace. The ability to apply FOODSAFE™ and work safety principles (CLO #2) is helpful in a variety of jobs in the service industry workplace. In terms of attendance, punctuality, social skills, and communication skills, it is vital that students conduct themselves in a professional manner (PLOs #3, #4). Building towards independent task completion is also important (PLOs #6, #7, #8). Differentiating among a wide variety of workplace opportunities in retail and hospitality industry (PLO #5) and describing industry groups and customer profiles within industry sectors (PLO #9) are possibly not needed as program-wide learning outcomes.

The program currently does not cover cash handling, which is a top skill for entry-level positions based on current labour market data. The department will explore where this skill can be integrated into the program. As employers have highlighted the importance of technology skills, the department will continue exposing students to digital literacy and consider adding this to the course learning outcomes (CLOs).

Overall, the CLOs align well with the PLOs, except for PLOs #5 and #9. The department will likely combine the two or remove PLO #9 altogether. PLO #1 had a low number of alignments with the CLOs; however, organization and time management are practiced throughout all aspects of the program. The department will review the courses to ensure PLO #1 is more formally represented.

In-house RHC end-of-program surveys provide insight into the students' assessment of how the program worked out for them. Survey results show that students mostly met learning outcomes at year end. As the cohorts each year are diverse in terms of their learning needs and goals, it is difficult for the program to meet the needs of every single student. It's fair to say, though, that the program does help to improve the outcomes of the vast majority of students.

(It is important to note that RHC falls under Special Education Programming and is therefore not subject to BC Graduate Student surveys from BC Student Outcomes.)

### **Assessment Types Used in the Program**

There is a broad range of assessment methods that are used in the program. Instructors lean more towards interactive and formative assessment methods.

- Observation and analysis/feedback
- Demonstration and practice
- Project work
- Discussions
- Student reflections
- Student-instructor conferences
- Participation
- Work Experience Evaluations
- Quizzes (though minimal) – formal quizzes from 2012-2019 have been adapted into Kahoot practice quizzes

Since job readiness is a focus of the program, it may be worthwhile to explore other assessment tools that are responsive to students with diverse learning needs, with the ability to gauge employability skills in a more formal way. An example of such a tool is the Employability Skills Assessment Tool (ESAT) from Futureworx.

### **Major Curricular Changes in the Last 5 Years**

Key curricular changes in the past five year include:

- Evolving the program to combine retail and hospitality experiences for all students. Before this, students had to pick (or were channeled into) one of the specializations. The combination was a response to increased student agency as well as fewer employment opportunities in hospitality (in which the Covid pandemic played a part).
- Adding two weeks of training in the VCC Baking Kitchen to allow students to practice FOODSAFE principles and to serve students who are interested in working in bakeries, delis, and retail cafes.
- Incorporating Indigenization into curriculum and instruction (the department acknowledges that this work is ongoing).

### **Main Instructional Strategies Used in the Program**

A wide range of learning activities are used throughout the program, such as:

- Group Work
- Guest Speakers
- Individual Activities
- Group Discussions
- Role Playing
- Demonstration and Practice
- Lectures



- Think-Pair-Share
- Labs
- Watching/Reading
- Kahoot Practice
- Field Trips
- Presentations
- Service Learning
- Goal Setting
- Reflection
- Work Experience

In place of Moodle, the program uses the Seesaw App where assignments are posted and accessible to students via text and audio (sometimes, videos are used). Students can also respond in multiple ways.

Experiential learning is offered through hands-on training in the retail, hospitality, and baking labs, as well as with service learning with the Greater Vancouver Food Bank and Quest Food Exchange.

There is one textbook that has been used since 2012. Although accessible to students, the material is now outdated, and the book should be replaced. OER should be considered in this process.

### **Quality of Curriculum and Instruction**

Overall student feedback on the two end-of-term surveys (June 2022 and June 2023) has been positive, particularly in blended delivery structure and instructional support. Students also find the Seesaw app mostly useful and accessible. One of the areas that can be improved is to increase the amount of time in the VCC Baking Kitchen. This will be increased from 2 weeks to 2.5 weeks to support experiential learning, teamwork, time management, FOODSAFE application, and hand/dexterity skills.

Students have commented, both in the student surveys and in class, that:

- the balance of online and face-to-face learning really worked for them
- they were challenged with new and hard work
- they have grown through the program
- they were provided with opportunities to do new things
- the field trips were valuable
- the program was useful for getting a job
- instructors were supportive
- they made good social connections from the program.

Faculty updates the curriculum each year based on feedback and self-reflection from the previous year. Learning materials are also updated before classes depending on currency and fit for the current cohort. Faculty found that learning activities in the Retail Lab is more effective with 6 students at a time, so going forward, the cohort will split into 2 groups for these hands-on lab activities. Overall, with student consent, faculty bridge connections with employment support agencies as well and this has worked very well for graduating students seeking employment.

### **Program Alignment with VCC Educational Policies**

Overall, the program is in alignment with VCC educational policies. However, course credits are based on 25 hours of in-class time instead of 15 hours as per policy #413 Assignment of Credits to Courses.

### **EDI and Indigenization/decolonization**

RHC holds 2 seats each year for Indigenous students to register in as a minimum. Currently, enrollment is low for self-declared Indigenous students (4.35%), and it is recommended that the department explore further whether more outreach is needed. The program includes Indigenous guest speakers, field trips to Indigenous owned businesses, and curriculum that overlays traditional Indigenous territories with colonially named travel and tourism regions.

The program encourages importance of using student-identified pronouns, so that assumptions are not made automatically about each other. Community-building is a focus throughout the program, for inclusion and understanding. Human rights are also in the curriculum.

Students are encouraged to express their learning in ways that suit them (e.g., verbally, visually, textually, etc.) and accommodations and adaptations are built into the program to support diverse learning needs.

### **Universal Design for Learning (UDL)**

UDL is built into the program in the following ways:

- Flexible assessment methods for students to demonstrate their learning
- Choice of media used in teaching or delivering of content includes various literacy levels
- One-on-one support for students at all times
- Student choice in how they want to learn a topic, how they want to continue the day depending on their energy and focus levels, or how they want to engage in certain activities (e.g., individually, pairs, small groups)
- Use of the Seesaw app which enhances accessibility

More can be done to update some of the learning materials and enhance student choice in the types of assignments they are asked to do.

## **2.4 Student Outcomes**

### **Student Profile**

- All domestic and predominantly from Vancouver (54.17%), followed by Burnaby (13.89%), Richmond (9.72%) and Surrey (8.33%) and Delta (5.56%).
- Few self-declared Indigenous students (4.35%), even though the program holds 2 seats each year for Indigenous applicants and can intake more (there are no direct outreach to Indigenous communities, and this may be an area to examine as a department).
- Average age is 21.03 years and gender-wise, over half has consistently self-identified as male.
- Attrition is low, no more than one a year, and some years, there are none.

- Most students graduate successfully, with one to two non-graduates.
- Many students have graduated from other Career Awareness/Exploration programs both at VCC and other post-secondary institutions.
- Student recruitment primarily comes from high school transition fairs, VCC Experience days, as well as school tours.

### Admission Criteria

Overall, the admission criteria are effective in preparing students to be successful in the program and in entry level retail and hospitality workplace settings. However, there is a lack of interest from both graduates and employers towards full-time employment. The entry requirement to attend a practicum “on a full-time basis” may need revising. It is also worth exploring whether the ability to attend school on a full-time basis is needed in conjunction with whether increased full-time classroom hours allow students to learn more effectively. Faculty experience in the classroom over the years has shown that students find it very difficult to engage and focus in the afternoons.

The requirement to “demonstrate appropriate personal hygiene” should be removed. While personal hygiene is an outcome related to expected workplace professionalism, it should be part of curriculum and not a barrier to admission. Likewise, the criteria for “independently manage own medication” should be removed.

The checklist used in the admission process to “document behaviours, emotional problems, or medical conditions that could significantly impair learning or compromise the safety of the student and/or others” needs to be re-examined as it brings up privacy considerations for prospective students. A more equitable criteria may be “demonstrated readiness for learning in a post-secondary cohort, including emotional regulation”.

Note that PLAR is not used in the program, as programs of this nature for students with diverse learning needs are not intended to build upon each other in terms of advancing credential.

### Achievement Rates of Students

Year	Retention Rate (100% less attrition rate%)	Passing Rate (or IP rate)	Graduation Rate (150% time of completion)
2022-23	91.7%	90.9%	90.9%
2021-22	91.7%	100%	100%
2020-21	91.7%	81.8%	81.8%

### Important Trends to Note

The third work experience course will often have a smaller number of students participating. This is a direct result of students obtaining employment after the second work experience. Allowing the students to bypass the third work experience allows them the benefit of sustaining their paid employment and potentially increasing their hours after April each year.

Most of the movement of RHC graduates is to and from other full and part time programs within CACE. A small number of students do come from or go to other VCC programs, such as Adult Basic Education, but this is relatively small. It is important to note that graduates need more time at VCC beyond the initial program/course, for purposes of skill development, community connection and personal maturity. This offers an opportunity for the CACE department to explore further offerings of elective courses for students and graduates.

### Student Employment Outcomes

Number of graduates who were offered employment because of participating in work experience courses (data gathered from departmental faculty records):

Year	Offered Employment	Chose to Pursue/Take the Employment Opportunity
2022-23	6 (out of 10 graduates) – 60%	5
2021-22	5 (out of 11 graduates) – 45.5%	5
2020-21	5 (out of 9 graduates) – 55.6%	1*

\*Due to the Covid pandemic, only one student pursued offer of employment this year

Most employers are satisfied with student performance in the workplace:

- 80% of employers surveyed noted that students were prepared for the work experience (20% responding they were somewhat prepared)
- 60% of employers responded that students were prepared for entry-level employment standards (40% responding they were somewhat prepared)

The RHC program does not turn away prospective students who are not necessarily employment ready. Cohorts are mixed with those near ready for employment and those who need more time to develop their skills. As a result, not all students are offered employment upon completion of their work experience. However, the program as a whole provides opportunities for students to continue to grow and learn without the pressure of employment being the sole measure of success.

## 2.5 Program Planning and Administration

### Marketing and Recruitment Strategy

The program is part of the CACE Department offerings and, as such, there is no separate marketing and recruitment strategy for RHC.

CACE marketing and recruitment includes:

- Monthly online info sessions
- School district transition fairs
- High-school visits
- “Sample the Campus” events for prospective students
- Experience VCC

Areas for improvement include:

- Working with Marketing to enhance our web presence (e.g., better search terms for prospective students who are not aware of VCC or CACE)
- Considering a “Bridging to Employment” event where we can showcase our students
- Attending trade shows that target employers
- Connecting with larger retail chains where students can receive on-site training

### **Comparative Analysis**

Some key points from a comparative scan of three similar Retail focused programs (Note that no other BC institutions offers a Retail & Hospitality combined program):

- All but one program requires intake interviews with faculty members. RHC requires 2 interviews which are above and beyond the other institutions.
- All institutions except for VCC use [Education Planner](#) for the first step of the intake and application process.
- Literacy requirements vary, with Grade 5, Literacy 101 and Level 4 Literacy being the stated requirements across institutions.
- RHC has the longest program at 38 weeks from September to June. The other programs follow a semester schedule, with durations of 27 to 31 weeks.
- RHC has the lowest tuition, at \$1867 even though it is the longest in duration. The others range from \$2779 to \$4000 (plus textbooks and supplies).
- RHC is the only one offering Foodsafe Level 1 and Hospitality training.
- RHC has 12 weeks of work experience, compared to 5, 6 and 8 weeks at other institutions.
- Other programs offer warehousing, Workplace Math, shipping and receiving and point-of-sale training, whereas RHC does not.
- 15 hours per week of student contact time is used by at least two other institutions.

### **Enrollment Target**

Enrollment target is 12 students per year, which the program meets each year. This target is reasonable for two reasons:

- The program can support the diverse abilities and needs of each student.
- Work experience placements are achievable for 12 students at a time.

### **Financial Sustainability**

Tuition revenue from 12 students covers a little over 11% of faculty labour. A tuition increase would align ourselves with other institutions and with other programs at VCC. As most, if not all, students qualify for the Adult Upgrading Grant, an increase in tuition would not impact student accessibility.

### **Labour Market Demand**

According to the [2022-2023 Labour Market Outlook Report](#) from [Work BC](#), the Retail sector is one of the five major industry groups that will have about half of all job openings over the next decade. The online shopping field will see an increase in job opportunities. RHC looks at the demographic target

for entry-level positions requiring the equivalent of high-school experience, which includes retail salespersons, light duty cleaners, food counter attendants and related support occupations, and cashiers. The projected job openings for these entry-level positions are 36,740.

### **Barriers to Program Growth**

- *Marketing and Recruitment:* the process relies heavily on the Student Services Assistant (SSA) role. It would be beneficial to include faculty members in all marketing and recruitment initiatives.
- *Current Intake Process:* this manual process also relies heavily on the SSA role. Other programs for a similar student demographic have moved to Education Planner.
- *Work Experience Opportunities:* Post-covid, some former employers have stopped offering work experiences. Retailers also go through constant shifts in their availability. RHC faculty reach out to new employers each year, which requires constant attention.
- *Program Advisory Committee:* Unfortunately, the PAC has been inactive since 2020.

### **Connections, Collaborations, Partnerships**

- Greater Vancouver Food Bank and Quest Food Exchange (on-site training opportunities for students)
- VCC Baking & Pastry Arts Department (provides training in Foodsafe, basic baking, portioning, packaging, and entry-level workplace skills)
- No formal partnerships with employers, but the program maintains relationships with Superstore, Holiday Inn, Winners HomeSense, Nesters Markets, Canadian Tire, Save On Foods
- BC Federation of Labour (Alive After 5 Program)

### **Succession Planning**

There are currently no auxiliary or term instructors for the RHC program, which is an issue that requires attention.

## **2.6 Faculty and Staff**

There are two full-time faculty in the RHC program. Supporting the program is the CACE department leader (0.56 Faculty FTE) and the Student Services Assistant (SSA) (1.0 Staff FTE). The faculty hiring criteria was last updated in 2018 and needs an update, particularly in terms of the work experience and educational qualifications. The SSA job description was last updated in 2015 and also requires updates in educational qualifications, skills and abilities, and job duties/tasks.

Faculty engage in a variety of professional development (PD) activities that span the transition to blended learning, indigenization and decolonization, and the creation of safer learning environments.

The faculty workload profile dates from 1992 and in it, the workload is listed as 18.5 hours/week of student contact time plus 6.5 hours of assigned duty that includes meetings, prep, office and marking. RHC faculty participate in a range of additional duties (not listed in the weekly assigned duties) throughout the 38-week program that amount to approximately 3.2 weeks of additional

duties. Faculty also regularly use their PD time to update and develop curriculum. Going forward, it would be helpful to align any new/updated credit hours to workload over the course of the year.

## 2.7 Program and Student Support Services

The following educational supports are embedded in the program to support student success:

- *VCC Counselling*: Invited to meet students every year. Students often make appointments with Counselling as needed, so it beneficial for them to meet counsellors in advance and learn about services available to them. VCC Counselling has also facilitated Health Relationship workshops with RHC students.
- *VCC Security*: Invited to meet students every year. The visit from VCC Security helps alleviate student concerns around campus safety.
- *VCC Library and Learning Centre*: Provides orientations for students at the beginning of each year.
- *VCC Disability Services (DS)*: Although DS is often not involved, it is important that RHC and DS maintain relationships when a need arises (e.g., adaptations for course materials).

DS noted that a gap exists for students who do not meet admission requirements for programs requiring Grade 10 or higher, but who are also too “high functioning” for modified programs. They suggested a level 2 RHC program/course that could help students get a more training for positions that required a bit more than entry-level skills.

The VCC Registrar’s Office (RO) often gets prospective RHC students going to the counter asking for registration or application. The Admissions Officer often has to redirect students back to the CACE department for permission. A more collaborative process between CACE and the RO will be more accessible to prospective students.

## 2.8 Learning Environment (Physical and Online)

Currently, the RHC program is delivered out of room 180, room 511, the Baking Kitchen, Zoom, and the SeeSaw Online Learning Platform.

### Room 180

- Small classroom in the basement
- Tight for 12 students
- Limited educational technology
- Furniture setup not conducive to learning
- Adjoining retail lab adequate for 6 students at a time
- Retail lab space based on a grocery store setup and should expanded to incorporate a variety of other retail items
- Students use computer lab next door, which is booked by another CACE program (only 10 computers in the room, making it difficult for a class of 12)

### Room 511

- No windows making it difficult for students to maintain energy for long periods of time
- Students can practice making a bed and folding linens
- Room is adequate for 6 students at a time

### Baking Kitchen

- The kitchen has been invaluable as an authentic practice space for students

### Online Environment

- SeeSaw is used to complement synchronous classes (ease of use and visual features makes it easy to use for RHC students)
- Currently all programs in CACE use SeeSaw in place of Moodle

## 2.9 Self-Study Recommendations

KPI	Self-Study Recommendations
<b>Curriculum and Instruction</b>	<ol style="list-style-type: none"> <li>1. Consider changing the Retail &amp; Hospitality Careers Program to Retail &amp; Service Careers Program. This will allow the new program to broaden the curriculum and training opportunities beyond the Hospitality accommodation sector while continuing to include travel and tourism and other customer/client service areas. In effect, this would create a new program.</li> <li>2. Combine PLO #9 with PLO#5. Possible wording can be: Recognize the variety of sub-sectors and entry-level employment opportunities within retail and hospitality.</li> <li>3. Add “entry-level” designation to PLO #8: Accurately use entry-level knowledge of industry terms, products, principles, and skills.</li> <li>4. Split PLO#2 into separate Foodsafe and Worker Safety sections. Possible wording can be: <ul style="list-style-type: none"> <li>○ Practice FOODSAFE principles consistently where applicable in the service sector.</li> <li>○ Apply worker safety principles consistently across the retail and hospitality services sectors.</li> </ul> </li> <li>5. Combine PLO #3 and #4: Interact and conduct themselves in a professional manner with customers, co-workers and supervisors using appropriate workplace communication skills.</li> <li>6. Add digital literacy skills to CLOs to meet PLO #7 (thereby including appropriate digital and tech as necessary skills for the retail and hospitality services workplace; see also question #27 for employer feedback for tech skills).</li> <li>7. Express time-management and organization more clearly in CLOs to align with PLO #1.</li> <li>8. Faculty to dive deeper into raw student survey data to improve curriculum and instruction for future cohorts. This is typically done each year, but it is important to capture it here.</li> <li>9. Align CLOs with relevant counterparts in the Articulation Guide for Accessible Education &amp; Training (formerly known as Adult Special Education).</li> <li>10. Increase the amount of time in the baking kitchen (conduct surveys after increased time to determine student satisfaction and outcomes and adjust as necessary).</li> </ol>



	<ul style="list-style-type: none"> <li>11. Evaluate current textbook, update worksheets and assignments, weaving in UDL throughout, and consider the use of OER.</li> <li>12. Explore other assessment tools that are responsive to students with diverse learning needs, with the ability to gauge employability skills in a more formal way. An example of such a tool is the Employability Skills Assessment Tool (ESAT) from Futureworx.</li> <li>13. Change the course names of “Practicum” to “Work Experience” as the term “Work Experience” makes more sense to students and aligns with the experiential work/tasks that students do in the field.</li> <li>14. Evaluate intake process to increase accessibility and lower barriers for prospective students.</li> <li>15. Explore further if more outreach is needed to reach prospective indigenous students; consult with the Indigenous Education and Community Engagement (IECE) department with regards to protocols and organizations/communities outreach.</li> <li>16. Consider adding Cash Handling (Cashiering) as an elective.</li> <li>17. Consider credit-hour change to 15, to align with other Colleges and Institutions and to sustain effective and more focused teaching and learning pedagogy.</li> </ul>
<b>Student Outcomes</b>	<ul style="list-style-type: none"> <li>18. Explore what “full-time” means in the context of admission criteria, real-world part-time employment needs, credit-hours and effective teaching and learning.</li> <li>19. Consider a semester schedule for the program, from September to December as the first term and January to April as the second term, removing the last Practicum course that currently starts in May each year. Doing so also aligns the offerings from other Colleges and Institutions.</li> <li>20. Consider offering transitional programming (see faculty feedback in Question #4), electives for “higher functioning” students (see Disability Services feedback), and/or more intensive bridging to employment electives in lieu of the third Practicum course for the May to August summer semester. Foodsafe Level 1 may also be an elective as there currently aren’t places where students with diverse learning needs can take Foodsafe Level 1.</li> <li>21. Review and update admission criteria with recommendations and changes in wording.</li> </ul>
<b>Faculty and Staff</b>	<ul style="list-style-type: none"> <li>22. Complete assessment of RHC hiring criteria and recruitment for auxiliary positions within the area.</li> <li>23. Reconcile faculty workload profile with any alignments in program duration, credit hours and offerings of new elective courses.</li> <li>24. Review Staff job description and qualifications and examine wording and recommendations</li> </ul>
<b>Student Support Services</b>	<ul style="list-style-type: none"> <li>25. Work with VCC Registrar’s to offer CACE brochure/pamphlets and to improve the application/intake process for prospective students.</li> </ul>
<b>Program Planning and Administration</b>	<ul style="list-style-type: none"> <li>26. Expand Bridging to Employment events to include student showcase.</li> <li>27. Explore the possibilities of participating in trade shows that target employers in retail and hospitality services sectors, to raise</li> </ul>

	<p>department and program profile.</p> <ol style="list-style-type: none"> <li>28. Connect with the VCC Partnership Development Office to explore formal relationship/partner with online retailers such as Amazon.</li> <li>29. Connect with larger retail chains to explore the possibility of securing on-site training opportunities for cohorts.</li> <li>30. Align with other institutions in terms of application/intake procedural accessibility (e.g., using Education Planner, dropping the number of interviews from 2 to 1, working with the Registrar to manage interest lists automatically).</li> <li>31. Align with VCC policy and other institutions in terms of program duration and credit hours (e.g., moving the program to a semester-based schedule, dropping the hours per credit to 15 from 25).</li> <li>32. To sustain the program financially, consider increasing the tuition to more conventional cost/credit. Procedurally, this requires that the program be a new program. As this self-study is also exploring the change of program name from Retail &amp; Hospitality Careers to Retail &amp; Service Careers, these factors may align.</li> <li>33. Expand work experience opportunities to retail cafes, travel &amp; tourism, and other service sectors (see related change of program from Retail &amp; Hospitality Careers to Retail &amp; Service Careers).</li> <li>34. Expand curriculum to include training for online order fulfillment, curbside delivery, product identification beyond typical grocery items and Barista skills.</li> <li>35. Kickstart Program Advisory Committee meetings.</li> <li>36. Complete assessment of RHC hiring criteria and recruitment for auxiliary positions within the area.</li> <li>37. Work with the Marketing Department to update the CACE departmental website, to better clarify application and intake processes and to include better information on who CACE is; this applies to all the public facing marketing material as well. Search terms can also be added/included to allow prospective students to find the department and programs better.</li> </ol>
<b>Learning Environment</b>	<ol style="list-style-type: none"> <li>38. Purchase and set up tables in ways that students do not have their backs to each other; these tables, if writeable, will also be helpful for group learning activities.</li> <li>39. Add a more contemporary POS system to the retail lab if cashier training is added either as part of the program or as an elective course.</li> <li>40. Expand the retail lab (whether through securing a larger space or expanding collaborations with other departments such as Baking &amp; Pastry Arts and Hairstyling &amp; Esthetics) to include products beyond grocery items.</li> <li>41. Expand the retail lab space for storing boxes of various weights and sizes, stepladders, cleaning supplies and other tools and equipment.</li> <li>42. Update retail lab shelving.</li> <li>43. Change the Hospitality lab to a classroom with windows.</li> </ol>

### 3 External Review Report Summary

#### 3.1 Overview

Based upon the review of the self study report and site visit on October 26th, 2023, the external review committee, comprising of Kimberly McIntyre from Coast Mountain College, Kathy Moscrip from Capilano University and Marcia Tanaka from Vancouver Community College, concluded that the Self-Study Report addressed the six (6) key performance indicators sufficiently and that the recommendations in the Self-Study Report are supported by the findings.

The report identified a number of program strengths, including faculty who are a positive resource for students, ongoing and continuous program and course content scans for relevancy, creative use of limited physical spaces on campus, an alternative learning management system that offers built-in UDL elements and accessibility for students, a program location at the Downtown campus that is not only accessible for students but also allows the program and faculty to forge relationships with industry, and that the proposal for a new program name of Retail and Services Careers aligns with program outcomes and addressed market demands and needs. Students also gave authentic, positive feedback on the program and value of their learning, which has a direct impact on consistently strong retention and graduation rates.

Five key areas for improvements were identified:

- Hiring criteria for faculty
- Increase program funding
- Online learning
- Intake process
- Expansion of relationships on campus and in community

The recommendations from the five key areas are summarized and aligned with the KPIs in the table below.

#### 3.2 External Review Team Recommendations

KPI	External Review Recommendations
<b>Curriculum and Instruction</b>	<ol style="list-style-type: none"> <li>1. In alignment with most AET programming across post-secondary institutions in BC, return to in-person classes. Suggestion is to look deeper at the current blended learning model and ensure that student support for online portion is to meet learning needs.</li> <li>2. Align CLOs/PLOs with Articulation Guide for Accessible Education and Training.</li> <li>3. Increase exposure to, and interaction with, other VCC programs by way of field visits and student showcases.</li> </ol>
<b>Student Outcomes</b>	<ol style="list-style-type: none"> <li>4. Increase support to increase and sustain employment work experience placements (related to the recommended creation of an Outreach/Marketing/Placement Coordinator position – see Program Planning and Administration)</li> </ol>

<b>Faculty and Staff</b>	<ol style="list-style-type: none"> <li>5. Revise the Area Hiring Criteria: <ol style="list-style-type: none"> <li>a. Best practice in similar programs across post-secondary institutions is to include a requirement of a bachelor's degree or equivalent in Education, Special Education, Social Work, or a post-secondary credential relevant to the program area.</li> <li>b. Review the necessity of recent work in the retail field at a supervisory level.</li> <li>c. Prioritize hiring with those with experience working with and supporting students with neurodiversity in a post-secondary setting.</li> </ol> </li> </ol>
<b>Student Support Services</b>	<ol style="list-style-type: none"> <li>6. Create mentorship (peer, other program areas) programs.</li> <li>7. Connect better with Disability Services at VCC; although students in RHC may not need documented accommodations (the RHC program already offers accommodations using UDL etc.), the Disability Services staff may refer students to RHC and can provide support to students while in the program.</li> <li>8. Create and sustain more fulsome relationships with local First Nations and College Indigenous Education Centre (also related to Curriculum and Instruction).</li> </ol>
<b>Program Planning and Administration</b>	<ol style="list-style-type: none"> <li>9. Create an Outreach/Marketing/Placement Coordinator position to pursue and implement a proactive approach to the work experience, conduct pre-training and awareness sessions for employers and employees, create and coordinate work experience placements and support students post-work-experience.</li> <li>10. Provide time for faculty to update curriculum and developing relationships with new employers and networks.</li> <li>11. Streamline the intake process by using Education Planner in collaboration with the Registrar's Office. This also provides consistency to school districts and community agencies who are already familiar with Education Planner.</li> <li>12. Request documentation such as high school IED, Psych-Ed reports, work experience evaluations and input from family and community advocates.</li> <li>13. Conduct a reading comprehension assessment during the intake interview so that faculty can assess applicants for the literacy level required for the program.</li> <li>14. Revive the Program Advisory Committee (PAC). Membership suggestions include Indigenous representation, employers, family advocates, a student, a faculty member, a department lead (if applicable), a Disability Service member and a VCC administrator. Recommended themes are to explore industry trends, student development, relevance to indigenization and community integration.</li> </ol>
<b>Learning Environment</b>	<ol style="list-style-type: none"> <li>15. Renovate or provide space to better meet student hands-on learning where currently, cohorts are split in half due to physical space limitations.</li> </ol>

	<ol style="list-style-type: none"> <li>16. Create social spaces that connect the program with the College community and to increase campus life.</li> <li>17. Modify student spaces to accommodate work/study areas, storage, and lab.</li> <li>18. Update equipment for Point-of-Sale (POS) training.</li> <li>19. Purchase multimedia equipment (e.g., OWL) to facilitate online guest speakers.</li> </ol>
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## 4 Responses to the External Review Report

### 4.1 Department Response to External Report

The department and program faculty received the external report on December 11, 2023. The department and steering committee met on January 8, 2024, to examine and discuss the recommendations. The department supports most of the recommendations in the external report; in particular, the recommendation to create an Outreach/Marketing/Placement Coordinator position, the allowance of faculty time for curriculum updates and relationship management with employers and partners, as well as the renovation and/or provision of space and equipment to suit the program needs better.

The program faculty will continue to reflect on the blended learning model to ensure that student learning needs are met within both face-to-face and online modalities. Attention will also be given to this during program and curriculum design. Other recommendations such as transition to Education Planner and the revision of the area hiring criteria are already in process. The department will explore the creation of common social and shared spaces that benefit the students, including the allocation of classrooms near one another.

## 5 Final Recommendations

The following table include the final recommendation based on the self-study and external review team's finding.

KPI	Final Recommendations
<b>Curriculum and Instruction</b>	<ol style="list-style-type: none"> <li>1. Change the Retail &amp; Hospitality Careers Program to Retail &amp; Service Careers Program. This will allow the new program to broaden the curriculum and training opportunities beyond the Hospitality accommodation sector while continuing to include travel and tourism and other customer/client service areas. In effect, this would create a new program.</li> <li>2. Revise Program Learning Outcomes (PLOs) and admissions criteria reflecting retail and service careers (new program focus).</li> <li>3. Faculty to dive deeper into raw student survey data to improve curriculum and instruction for future cohorts. This is typically done each year, but it is important to capture it here.</li> </ol>

	<ol style="list-style-type: none"> <li>4. Increase the amount of time in the baking kitchen (conduct surveys after increased time to determine student satisfaction and outcomes and adjust as necessary).</li> <li>5. Evaluate current textbook, update worksheets and assignments, weaving in UDL throughout, and consider the use of OER.</li> <li>6. Explore competency assessment tools that are responsive to students with diverse learning needs, with the ability to gauge employability skills in a more formal way.</li> <li>7. Explore further if more outreach is needed to reach prospective indigenous students; consult with the Indigenous Education and Community Engagement (IECE) department with regards to protocols and organizations/community outreach.</li> <li>8. Consider integrating Cash Handling/POS into the program offerings.</li> <li>9. Consider credit-hour change to 15 to align with other Colleges and Institutions and to sustain effective and more focused teaching and learning pedagogy. Update workload profile accordingly.</li> <li>10. In alignment with most AET programming across post-secondary institutions in BC, return to in-person classes. Revisit the delivery mode that is most effective for the courses and program. Suggestion is to look deeper at the current blended learning model and ensure that student support for online portion is to meet learning needs.</li> <li>11. Align CLOs/PLOs with Articulation Guide for Accessible Education and Training.</li> </ol>
<b>Student Outcomes</b>	<ol style="list-style-type: none"> <li>12. Implement a semester schedule for the program, from September to December as the first term and January to April as the second term, removing the last Practicum course that currently starts in May each year. Doing so also aligns the offerings from other Colleges and Institutions.</li> <li>13. Consider offering more intensive bridging to employment electives in lieu of the third Practicum course for the May to August summer semester (e.g., FOODSAFE Level 1 may also be an elective as there currently aren't places where students with diverse learning needs can take FOODSAFE Level 1)</li> <li>14. Explore the need for transitional programming electives for "higher functioning" students (assigned to Shirley)</li> </ol>
<b>Faculty and Staff</b>	<ol style="list-style-type: none"> <li>15. Revise RHC hiring criteria and recruitment for auxiliary positions within the area.</li> <li>16. Ensure support staff have the support they need to be successful in their position.</li> </ol>
<b>Student Support Services</b>	<ol style="list-style-type: none"> <li>17. Work with VCC Registrar's to offer CACE brochure/pamphlets and to improve the application/intake process for prospective students.</li> <li>18. Create and sustain more fulsome relationships with local First Nations and College Indigenous Education Centre in partnership with IECE and CTLR (related to curriculum and delivery).</li> </ol>

<p><b>Program Planning and Administration</b></p>	<ol style="list-style-type: none"> <li>19. Explore the possibilities of participating in trade shows that target employers in retail and hospitality services sectors, to raise department and program profile.</li> <li>20. Explore formal relationships with online retailers and larger retail chains.</li> <li>21. Align with other institutions in terms of application/intake procedural accessibility (e.g., using Education Planner, dropping the number of interviews from 2 to 1, working with the Registrar to manage interest lists automatically).</li> <li>22. Continue to expand work experience opportunities to retail cafes, travel &amp; tourism, and other service sectors (see related change of program from Retail &amp; Hospitality Careers to Retail &amp; Service Careers).</li> <li>23. Expand curriculum to include training for online order fulfillment, curbside delivery, product identification beyond typical grocery items and Barista skills.</li> <li>24. Work with the Marketing Department to update the CACE departmental website, to better clarify application and intake processes and to include better information on who CACE is; this applies to all the public facing marketing material as well. Search terms can also be added/included to allow prospective students to find the department and programs better (Wait until rebranding).</li> <li>25. Explore the creation of an Outreach/Marketing/Placement Coordinator position to pursue and implement a proactive approach to the work experience, conduct pre-training and awareness sessions for employers and employees, create and coordinate work experience placements and support students post-work-experience.</li> <li>26. Conduct a more comprehensive reading assessment during the intake interview so that faculty can assess applicants for the literacy level required for the program.</li> </ol>
<p><b>Learning Environment</b></p>	<ol style="list-style-type: none"> <li>27. Reconfigure both administrative and teaching spaces for CACE programs and neurodiverse students.</li> <li>28. Renovate or provide space to better meet student hands-on learning where currently, cohorts are split in half due to physical space limitations.</li> <li>29. Create social spaces that connect the program with the College community and to increase campus life.</li> <li>30. Update equipment for Point-of-Sale (POS) training.</li> <li>31. Purchase multimedia equipment to facilitate online guest speakers.</li> </ol>



## Retail & Hospitality Careers Certificate Program Renewal Action Plan Report, February 9, 2024

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

#	Key Projects and Initiatives	Reasonable Timeline for completion of project	Resources Required	Aligns with VCC Strategic Innovation Plan Priorities	Evaluation Plan
1	<b>Curriculum Development</b> <ul style="list-style-type: none"> <li>Re-design program to focus on Retail and Service Careers</li> <li>Revise PLOs, courses, admission criteria to reflect retail and service careers (new program focus (PLOs need to be in alignment with Articulation Guide for Accessible Education and Training)</li> <li>Evaluate activities, assessments, and materials for currency, relevancy, and UDL (consider use of OER)</li> </ul>	Multi-year project: 2024-25 & 2025-26 Fiscal Years	RHC Instructors, CACE Dept Lead, SAS Admin, RO, CTRLR, EDCO, CD Funds, PAC, Finance	Academic Innovation <ul style="list-style-type: none"> <li>JEDI</li> <li>Student Experience</li> <li>Fiscal Sustainability</li> </ul>	<ul style="list-style-type: none"> <li>Governance-approved curriculum documentation</li> <li>Constructively aligned outcomes, assessments, activities</li> <li>Alignment with AET</li> </ul>
2	<b>Program Delivery</b> <ul style="list-style-type: none"> <li>Align program with VCC term structure and credit policy (aligning with the VCC term structure will impact final work experience course)</li> <li>Review current blended learning model and ensure learning needs are met within both face-to-face and online modalities</li> <li>Formalize partnership with Baking Dept</li> </ul>	2024-25 Fiscal Year	RHC Instructors, CACE Dept Lead, SAS Admin, RO, CTRLR, EDCO, CD Funds, PAC, Finance	Academic Innovation <ul style="list-style-type: none"> <li>Educational Delivery</li> </ul>	<ul style="list-style-type: none"> <li>Program aligned with VCC policies and term structure</li> <li>Delivery model that delivers the best learning outcome for access education</li> <li>Partnership plan with Baking</li> </ul>



#	Key Projects and Initiatives	Reasonable Timeline for completion of project	Resources Required	Aligns with VCC Strategic Innovation Plan Priorities	Evaluation Plan
3	<b>Indigenization</b> <ul style="list-style-type: none"> <li>Explore further if more outreach is needed to reach prospective Indigenous students</li> <li>Create more fulsome relationships with local First Nations and VCC IECE</li> </ul>	Ongoing strategy	RHC Instructors, CACE Dept Lead, SAS Admin, IECE, Dean of Indigenous Initiatives, Admissions/Registration	Academic Innovation <ul style="list-style-type: none"> <li>Indigenization and Decolonization</li> </ul> Engaged Communities <ul style="list-style-type: none"> <li>Indigenization and Decolonization</li> <li>Partnerships</li> </ul>	<ul style="list-style-type: none"> <li>Outreach reflected in program outcomes and delivery</li> </ul>
4	<b>Expand Work Experience Opportunities</b> <ul style="list-style-type: none"> <li>Explore the creation of an Outreach/Marketing/Placement Coordinator position to pursue and implement a proactive approach to the work experience</li> <li>Explore formal relationships with online retailers and larger retail chains and continue to expand work opportunities to a variety of service sector positions</li> </ul>	2024-25 Fiscal Year: explore outreach coordinator position  Ongoing: explore formal relationships with retailers and expand work opportunities	RHC Instructors, CACE Dept Lead, SAS Admin	Academic Innovation <ul style="list-style-type: none"> <li>Educational Delivery</li> </ul> Engaged Communities <ul style="list-style-type: none"> <li>Partnerships</li> </ul>	<ul style="list-style-type: none"> <li>New work experience opportunities for students</li> </ul>
5	<b>Marketing and Student Experience</b> <ul style="list-style-type: none"> <li>Work with VCC Registrar's to improve intake process for prospective students</li> <li>Work with Marketing to update CACE departmental website to better clarify what CACE is, including our application and intake processes</li> </ul>	Ongoing: Reflect on and improve intake process  Update CACE Website: End of 2024	Marketing, RO, CACE Dept Lead	Engaged Communities <ul style="list-style-type: none"> <li>Brand</li> </ul>	<ul style="list-style-type: none"> <li>More streamlined intake process for students</li> <li>Updated website</li> </ul>
6	<b>Learning Spaces</b> <ul style="list-style-type: none"> <li>Update administrative, teaching/learning, and social spaces to better meet the needs of CACE programs and neurodiverse students</li> <li>Update equipment: Point of Sale (POS)</li> </ul>	Request to consolidate CACE Department (into proximal space) has begun  Update equipment needs: 2024-25 fiscal year	Facilities, Finance, other schools that share DTN spaces, IT, Space Audit Committee, External Funding Sources	Campuses of the Future <ul style="list-style-type: none"> <li>JEDI</li> <li>Technology</li> </ul>	<ul style="list-style-type: none"> <li>CACE departmental space plan that meets the needs of CACE and the College</li> </ul>

#	Key Projects and Initiatives	Reasonable Timeline for completion of project	Resources Required	Aligns with VCC Strategic Innovation Plan Priorities	Evaluation Plan
	technology, multimedia equipment to facilitate online guest speakers				<ul style="list-style-type: none"> <li>Purchase of updated equipment</li> </ul>
7	<b>Faculty and Staff</b> <ul style="list-style-type: none"> <li>Revise RHC hiring criteria</li> </ul>	In process	CACE Dept Lead, SAS Admin, People Services	Empowered People and Inclusive Culture <ul style="list-style-type: none"> <li>People Development</li> </ul>	<ul style="list-style-type: none"> <li>Revised Hiring Criteria</li> </ul>