

INSTITUTIONAL ACCOUNTABILITY PLAN & REPORT FOR 2019/20

EDUCATION FOR A COMPLEX WORLD.

BCIT

BRITISH COLUMBIA
INSTITUTE OF TECHNOLOGY

BCIT Nursing student practices
with mixed reality technology.





Accountability Statement: Letter to the Minister

Date: July 15, 2020

Honourable Melanie Mark
Minister of Advanced Education, Skills and Training
PO Box 9080 Stn Prov Gov’t
Victoria, BC V8W 9E2

Dear Minister:

We are pleased to submit the British Columbia Institute of Technology® Institutional Accountability Plan and Report for the 2019/20 reporting cycle to the Ministry of Advanced Education, Skills and Training (AEST). This report has been prepared in accordance with the Budget Transparency and Accountability Act and has been reviewed and approved by the British Columbia Institute of Technology (BCIT®) Board of Governors. BCIT is committed to and accountable for meeting the objectives outlined in this plan.

BCIT is committed to supporting Indigenous education, recognizing and respecting Indigenous peoples, and fostering engagement through Indigenous partnerships. In 2019, BCIT introduced **An Indigenous Vision: A framework for action and accountability** to provide a focal point for the celebration of the institution’s 25-year commitment to the enrolment and success of Indigenous learners. A new course is being developed for the Bachelor of Science in Nursing program that will teach nurses about the true history of Indigenous peoples in Canada and how to best provide care in a culturally appropriate way. Development of a recruitment strategy is underway that will support Indigenous students. Holistic support of Indigenous learners promotes student success and improves the student experience by identifying and removing barriers, improving pathways, and ensuring that relevant services are available. To further supplement the BCIT Student Well-being Strategy, Indigenous Services is developing an eight-dimension Indigenous Wellness Toolkit that outlines support for learners. Indigenous 101 training has been delivered to 900 employees across the Institute to support understanding and reciprocity among Indigenous and non-Indigenous people. In the coming year, the Institute will continue to actively participate in the engagement process to develop a comprehensive post-secondary strategy that responds to the Truth and Reconciliation Commission (TRC) Calls to Action and the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP).

Over the past year, BCIT has strived to incorporate many initiatives and strategies that support government priorities:

MAKING LIFE MORE AFFORDABLE	▪ Providing tuition-free Adult Basic Education and English Language Learning courses and programs for domestic students.
	▪ BCIT Open Education Working Group supports and promotes the development and use of Open Education Resources and Open Education teaching practices, and functions as a community of practice.
	▪ The BCIT Learning and Teaching Framework provides alignment with the K–12 system’s designs and teaching philosophies in order to support a more seamless transition for high school students.
	▪ Tuition and mandatory fees on BCIT programs and courses comply with the two percent annual cap.
DELIVERING THE SERVICES PEOPLE COUNT ON	▪ Indigenous Services serves as a welcoming “home away from home,” offering peer mentors, traditional sweat lodge ceremonies, Elders-in-Residence, and an Indigenous speaker series.
	▪ BCIT partners with Lower Mainland School Districts to deliver the Trades Sampler program, providing high school students and Indigenous learners with the skills and information they need to make informed choices about a future trades career.

	▪ Over the past fiscal year, a total of 34 BCIT students (former youth in care) have benefited from the BC Government’s waived tuition for a total of \$166,502. BCIT continues to offer tuition for students who are ineligible for the provincial government’s program, and awarded four students close to \$20,000 in waived tuition this year.
	▪ BCIT is a major contributor of the nurses and allied health professionals who form the cornerstone of BC’s health system.
	▪ BCIT is the largest provider of trades professionals for the province, working in cooperation with the Industry Training Authority.
	▪ BCIT has adopted an apprentice ratio target for government-funded infrastructure projects over \$10 million.
	▪ A Student Success Framework has been developed that highlights support services, engagement initiatives, and inclusivity practices.
	▪ Accessibility Services empowers students to overcome limits and barriers, be they visible or invisible, permanent or temporary.
	▪ Trades Discovery for Women is an example of a program designed to give women alternate pathways to access trades and technical training at BCIT.
A STRONG, SUSTAINABLE ECONOMY	▪ BCIT continues to actively collaborate and engage with the Ministry and the BC post-secondary system to implement the EducationPlannerBC common application system for undergraduate applicants.
	▪ Centre for Workplace Education administers a variety of work-integrated learning (WIL) and experiential education opportunities across many technology and trades programs.
	▪ The BCIT Downtown Campus Tech Collider expands technology-related programming to meet the demands of the burgeoning technology sector. In the Tech Collider, students will work on real-world technology projects directly with industry partners. In conjunction with reciprocal deployments at work sites, the Tech Collider concept blurs the boundaries between education and profession—work-integrated learning in action. The transit-accessible location and flexible, supported learning model ensure people from every background have the opportunity to reach their full potential.
	▪ The Diploma of Heavy Duty Truck Technology was introduced to support the construction and transportation industry by preparing graduates with the knowledge, critical thinking, and technical skills for the apprenticeship program and additional management experiences to be successful in high-demand positions and advanced opportunities.
	▪ BCIT continues to partner with employers to deliver skills training to employees, including CN Rail, Seaspan, and a 20-year partnership with Cisco.

BCIT offers wide-ranging programs that address real-world business needs, international activities, and partnerships with industry. We focus on providing career-ready, skilled graduates to a diverse range of industry sectors. In doing so, we make a unique and important contribution to the economic and social prosperity of British Columbia.

BCIT is not immune to the negative impacts the global COVID-19 pandemic has brought to the post-secondary sector. In response to COVID-19, BCIT transitioned the majority of classes fully or partly online to allow students to complete their education in a safe and accessible environment. To ensure employee health and safety, BCIT introduced the Pandemic Exposure Control Plan and shared COVID-19 informational resources across campuses. BCIT will continue to work in alignment with the Ministry and stakeholders to address and adapt to the responses required to ensure a safe and accessible educational environment.

We are proud of the past year’s achievements and intend to build on the commitments and initiatives outlined in **Relevance. Reach. Renewal. BCIT Strategic Plan 2019-2022.**


Doug Eveneshen
Chair, Board of Governors


Kathy Kinloch
President

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Strategic Direction and Context

Strategic Direction

Established in 1964, BCIT is provincially mandated under the BC College and Institute Act [Bill 26–2004] to act as a polytechnic institution for British Columbia by offering technological and vocational instruction and baccalaureate and applied master’s degree programs.

In 1964, BCIT’s philosophy was to prepare job-ready graduates. Over the years, the Institute has seen many changes, but that key philosophy continues. For that reason, graduates of BCIT trades, apprenticeship, technology, and professional programs remain some of the most sought-after talent in Canada. BCIT’s fundamental commitment to graduates’ career success is woven throughout the Institute’s history.

BCIT’s distinct position can be attributed to the core business of delivering trades, apprenticeship, and technology education and training in support of British Columbia’s economic development. The Institute continues to cultivate partnerships with business and industry, high schools, and other post-secondary institutions. These partnerships have allowed the advancement of the Institute’s vision by improving core offerings, increasing the number of degree programs, enhancing applied research to support advanced studies, strengthening work-integrated learning [WIL] opportunities, and expanding partnerships to include foreign post-secondary institutions.

In spring 2019, the Board of Governors approved **Relevance. Reach. Renewal. BCIT Strategic Plan 2019–2022**. The three commitments of the plan are:

- People-focused Organization
- Future-proof Applied Education
- Globally Relevant Connections

Three initiatives underpin each commitment and these will be expanded upon throughout the report.

BCIT recognizes the importance of internal alignment with the changing needs of industry and government. The Institute will continue to support the Ministry of Advanced Education, Skills and Training in their mandate. In response to the TRC Calls to Action and the UN Declaration [UNDRIP], BCIT is actively creating opportunities and capacity for Indigenous learners and supporting their success. The Institute is also improving access for vulnerable and under-represented students such as former youth in care, while also expanding programming related to the trades, technology, and health sectors. BCIT continues to build on its firm foundation of applied education by embedding work-integrated learning [WIL] in its education model. BCIT continues to actively collaborate and engage with the Ministry and the BC post-secondary system to implement a common application system for the Province.

In addition, BCIT is developing and implementing a balanced approach for international education and is poised to work closely with the Ministry to ensure all students are well supported. Meeting financial targets and complying with the Tuition Limit Policy are key commitments for the institution. As well, BCIT remains committed to improving student mental health, safety, and well being.

Vision

EMPOWERING PEOPLE. SHAPING BC. INSPIRING GLOBAL PROGRESS.

Mission

PARTNERING LEARNERS AND INDUSTRY FOR SUCCESS THROUGH WORKFORCE DEVELOPMENT.

Values

At BCIT, we strive to:

ACHIEVE EXCELLENCE
We strive to achieve excellence in everything we do and to accomplish real and measurable results.

EMBRACE INNOVATION
We embrace innovation, ignited by imagination and creativity, to improve our approaches, opportunities, and outcomes.

CHAMPION DIVERSITY AND INCLUSION
We champion diversity of experiences, ideas, cultures, and perspectives, fostering a community permeated with equality and inclusivity.

PURSUE COLLABORATION
We believe in the power of collaboration to amplify our efforts.

ENGAGE WITH RESPECT
We work from a position of respect for others’ expertise, insight, and inherent worth, and we reflect a respect for future generations in our passion for sustainability.



Strategic Context

EXTERNAL SCAN

The external and internal environmental scans below describe the environment in which BCIT operates, along with the factors that have had, or may have, an impact on the Institute.

COVID-19

Since late 2019 when the first cases of infection were detected in China, the novel coronavirus, known as COVID-19, has rapidly spread across the globe. As cases soared, new information emerged that COVID-19 was deadlier and spread more rapidly than the common flu¹. Those who are over the age of 65, have a compromised immune system, and/or have an underlying medical condition are most affected by the disease². On March 11, 2020, the WHO characterized COVID-19 as a pandemic³.

In Canada, cases of COVID-19 have remained relatively under control as Canada imposed social distancing measures early enough that it prevented hospitals from being overrun. Each province has its own response, and BC has so far kept cases and deaths low, especially as compared to Ontario and Quebec⁴. Globally, there is a large variation in the number of cases per capita as hospitals in some countries like Italy have been overwhelmed.

GOVERNMENT RESPONSE

In response to COVID-19, governments around the world took precautions to slow the spread of the disease. In Canada, this means that individuals have engaged in social distancing and many Canadians are working from home. On April 9, 2020, Prime Minister Justin Trudeau said in a press conference that we could not return to normalcy until a vaccine is developed⁵. In order to protect citizens, the Federal government put out a notice to avoid non-essential travel in and outside of Canada and implemented a restriction on non-essential travel at the US-Canada border⁶. Provincially, BC declared a state of emergency and took measures to slow the spread of COVID-19. This included the closure of schools⁷, the closure of dine-in restaurants⁸, closure of parks⁹, and only essential services remain open¹⁰. All elective surgeries were postponed to open up beds for a potential influx of COVID-19 patients, which has resulted in a surplus of beds¹¹. The BC Health Minister has since announced that some surgeries will begin in May as the province begins to reopen¹².

On May 6, 2020, the Government of British Columbia released BC’s Re-Start Plan that includes four phases to re-open the economy. However, social distancing will still have to be maintained, and businesses must ensure that social distancing measures are met¹³.

To counteract financial effects of COVID-19, the federal government launched financial support to individuals and businesses who have been affected by COVID-19. This includes taxable monthly payments of \$2,000 called the Canada Emergency Response Benefit (CERB) to those affected by COVID-19, and a 75% wage subsidy for businesses affected by COVID-19 called the Canada Emergency Wage Subsidy (CEWS)¹⁴. To help students, the Ministry of Advanced Education, Skills and Training invested \$3.5 million into a COVID-19 Emergency Student Response Fund¹⁵. Federally, the Canada Emergency Student Benefit (CESB) provides support for post-secondary students and recent high school and post-secondary graduates unable to work due to COVID-19 which runs from May to August 2020¹⁶.

ECONOMY AND SOCIETY

The global pandemic has dramatically affected both the economy and society overall. The effects of COVID-19 are far reaching and include businesses, education and employment as well as other aspects of society including mental health, gender-based violence, and climate change. As non-essential businesses closed and travel slowed, COVID-19 shocked the economy. Across the board, many businesses made pay cuts, cut hours, and laid off and furloughed employees¹⁷. Many businesses have been forced to close, which has led to high unemployment and a loss of two million jobs in Canada in April alone¹⁸.

As times change, businesses that can adapt are adapting. Some retailers have turned to online shopping and home deliveries, while restaurants in BC served take-out only for a time. Now, businesses in BC can reopen but online shopping and take-out will continue. It is estimated that small businesses are hardest hit by the crisis,¹⁹ while online-business giant Amazon has seen increased business as a result of the crisis.

Around the world, people have been travelling less, both for work and leisure. The slowdown in travel resulted in fewer people driving, flying, and taking public transit²⁰. Domestic and international flights have been drastically cut, and government-imposed travel restrictions around the world resulted in a halt to the tourism industry²¹. Some predict that the tourism industry will be one of the slowest to recover from COVID-19 depending on people’s level of confidence travelling as the economy reopens²². In the Lower Mainland, safety on public transit remains a point of discussion.

Working from home has brought challenges and benefits to those who have transitioned from working in offices to working from home. Social distancing has been a particularly challenging time for parents who have to juggle parenting with the demands of working from home. Schools from K-12 were closed and have reopened on a part-time basis in June 2020. Parents continue having to juggle childcare with other tasks. On the other hand, some people enjoy working from home, while others benefit from the lack of commute. Attitudes towards working from home may change forever as a result of social distancing.

For students and recent graduates, employment prospects are bleak during COVID-19. A crowdsourcing survey by Statistics Canada collected data from over 100,000 post-secondary students between April 19 and May 1, 2020 and found that COVID-19 had a major effect on learning and employment for post-secondary students²³ and a staggering 57% of respondents reported that COVID-19 had disrupted their learning in some way. Some of the reasons for disruption included the cancellation or postponement of work placements, the cancellation or postponement of courses, and the inability to finish their term or degree as planned. Students were particularly hit by a lack of employment prospects, and many students who had employment plans in March saw their plans disappear²⁴. Of those students who planned to continue their current job in March 2020, only 24% of respondents reported no change in plans due to COVID-19. Of those with a confirmed start date for their job in March, only 13% saw no change in plans. The survey was circulated before and after the announcement of the CESB, and the data showed a 12% decline in the number of students who reported to be very or extremely concerned about using all their savings after the announcement of the CESB. While employment prospects for students are dire, the CESB benefit appears to have lessened the financial anxiety of students and recent graduates.

The Federal Government also anticipates that an outcome of social distancing will be worsening mental health and increased gender-based violence. As individuals engage in social distancing, individuals are spending more time at home and in potentially precarious situations. With so much uncertainty, fear of getting sick or having loved ones become sick is a worry for some people. Due to social distancing, people are staying home either alone or with family more than before, and the Federal Government expects that people will feel more stressed, anxious, isolated, lonely, and bored²⁵. As well, the Federal Government fears the increase in gender-based violence towards LGBTQI2+ individuals, girls, and women as individuals are asked to stay home²⁶. Programs and considerations have been made to mitigate some of these effects of social distancing and COVID-19.

POST-SECONDARY INSTITUTIONS AND BCIT

When social distancing measures were put in place in Canada in March 2020, instructors and teachers had to quickly shift to online teaching. In post-secondaries, the priority for the Winter 2020 semester was to ensure that learning outcomes are met so that students could finish their semester. At BCIT, the shift to online teaching happened in a matter of days, and required extensive collaboration between faculty, management, and the Learning and Teaching Centre. BCIT anticipated that some students would struggle to keep up with online courses given additional stress due to COVID-19. Some departments chose to provide additional support to students so grades would be less impacted by the situation.

At BCIT, the Occupational Health and Safety (OHS) group is working to ensure that BCIT is safe for staff and students during COVID-19. The OHS Division has been involved in many activities during this time, which can be grouped under these themes: education/awareness, OHS regulatory compliance, providing resources, assisting with risk assessments and developing procedures.

A survey was sent to BCIT students enrolled in the Winter or Spring terms to assess the financial and learning impacts of the COVID-19 pandemic. Out of a total of 32,892 students, 5,134 participated in the survey. The top two financial concerns reported by the respondents with regard to the impacts of the COVID-19 pandemic were the need to use up savings (75%) and partial or complete loss of existing income (73%). The most common technical challenge that respondents encountered with the transition to online

¹ NY Times, How Does the Coronavirus Compare With the Flu, Denise Grady, March 27, 2020
² <https://www.canada.ca/en/public-health/services/diseases/2019-novel-coronavirus-infection/prevention-risks.html?topic=ex-col-faq#r>
³ <https://www.who.int/emergencies/diseases/novel-coronavirus-2019/events-as-they-happen>
⁴ <https://www.canada.ca/en/public-health/services/diseases/coronavirus-disease-covid-19.html>
⁵ <https://www.cbc.ca/player/play/1722270787918>
⁶ https://www.canada.ca/en/public-health/services/diseases/2019-novel-coronavirus-infection/latest-travel-health-advice.html#_Canada-U.S._border_restrictions_1
⁷ <https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/program-management/safe-caring-and-orderly-schools>
⁸ <https://www2.gov.bc.ca/assets/gov/health/about-bc-s-health-care-system/office-of-the-provincial-health-officer/covid-19/covid-19-pho-guidance-food-beverage-sector.pdf>
⁹ <http://bcparks.ca/covid-19/>
¹⁰ <https://www2.gov.bc.ca/gov/content/safety/emergency-preparedness-response-recovery/covid-19-provincial-support/essential-services-covid-19>
¹¹ <https://www.cbc.ca/news/canada/british-columbia/significant-effort-needed-in-b-c-to-resume-elective-surgeries-and-reopen-health-care-services-1.5540613>
¹² <https://www.cbc.ca/news/canada/british-columbia/elective-surgeries-resuming-in-bc-covid-19-1.5559340>
¹³ <https://www2.gov.bc.ca/gov/content/safety/emergency-preparedness-response-recovery/covid-19-provincial-support/bc-restart-plan>
¹⁴ <https://www.canada.ca/en/department-finance/economic-response-plan.html>
¹⁵ <https://www.canada.ca/en/department-finance/economic-response-plan.html>
¹⁶ <https://commons.bcit.ca/news/2020/04/covid-19-emergency-student-response-fund-available-for-students-facing-immediate-financial-hardship/>
¹⁷ <https://www.cbc.ca/news/business/canada-jobs-april-1.5561001>
¹⁸ <https://www.cbc.ca/news/business/canada-jobs-april-1.5561001>
¹⁹ <https://www.cbc.ca/news/business/canada-jobs-april-1.5561001>
²⁰ <https://www.bbc.com/news/business-52350082>
²¹ <https://business.financialpost.com/news/retail-marketing/tourism-catastrophic-hit-covid-19>
²² <https://business.financialpost.com/news/retail-marketing/tourism-catastrophic-hit-covid-19>
²³ <https://www150.statcan.gc.ca/n1/daily-quotidien/200512/dq200512a-eng.htm>
²⁴ <https://www150.statcan.gc.ca/n1/daily-quotidien/200512/dq200512a-eng.htm>
²⁵ <https://www.canada.ca/en/public-health/services/diseases/2019-novel-coronavirus-infection/mental-health.html>
²⁶ https://cfc-swc.gc.ca/violence/knowledge-connaissance/info-en.html?utm_source=canada-covid&utm_medium=links&utm_content=covid-1920&utm_campaign=wage-en

learning was the nature of the replacement for face-to-face classes (46%). 22% indicated they had not experienced any technical challenges. Respondents indicated that the top educational challenges since transitioning online were decreased motivation or desire when completing course-work (49%) and decreased focus or attention when completing coursework (49%). Overall, respondents were satisfied with BCIT’s response to the COVID-19 pandemic.

EDUCATION/AWARENESS

A Pandemic Exposure Control Plan has been developed and communicated to employees via the Employee Learning Hub. Posters and large banners promoting social distancing and four key points have been developed with OHS input. A COVID-19 Pandemic Preparedness survey was sent to the Joint Occupational Health and Safety Committees and Advisory Committees so they could provide feedback regarding BCIT’s preparedness.

OHS REGULATORY COMPLIANCE

A WorkSafeBC inspection was conducted to assess our COVID-19 preparedness on April 7, 2020, and Inspection Report IR202014521022A was issued, with no further action necessary for BCIT. WorkSafeBC has many expectations regarding the employer’s response to COVID-19, which OHS is assisting BCIT to address.

RESOURCES

An OHS COVID-19 section in BCIT’s internal ShareSpare webpage was developed, listing resources and risk assessments, available to all employees. On the BCIT website, information for teleworkers is provided, including a safety checklist and information about how to set up a home work space.

RISK ASSESSMENTS/PROCEDURES

COVID-19 risk assessment tools were developed for Public Spaces, In-Class Instruction, and Service-Providing Staff. COVID-19 risk assessments and procedures were provided for many different departments, services and programs, including the Library, Schools, test centres, Student Health Services, Facilities, First Aid, and Student Housing. Procedures include those for first aid attendants, Facilities staff when conducting maintenance for Student Housing, and input into cleaning procedures.

As September approaches, BCIT is anticipating a decrease in both domestic and international student enrolments; however, due to the uncertainty of the COVID-19 pandemic, the outcomes are hard to predict. Currently, BCIT is offering online info sessions to prospective students in order to continue to actively recruit full-time students. The anticipated decline in students is in part due to the expectation that some students who do not want online learning will wait until in-person courses resume, and because international students may wait until in-person classes and international travel resume in order to live in the country of study. BCIT’s signature cohort-style learning model is particularly difficult to replicate online. The cohort model relies on students making connections in class and helping each other with homework and study. Online courses will make it significantly more difficult for students to create bonds with others in their cohort to help each other with the heavy academic/course workload.

BC’s Economic Performance

Economic performance in BC improved during 2018 with a real gross domestic product (GDP) growth rate of 3.0%²⁷. The province is forecasting another year of modest real GDP growth at 2.7% in 2020²⁸. If past patterns of growth in employment and GDP hold true, BC’s economic growth outlook will have steady, moderate growth. However, a shifting global economic environment, such as consequences of the significant impact of the COVID-19 pandemic on the global economy, uncertain US fiscal and trade policies, potential for slower economic activity in Asia, and Europe’s fragile economy, may affect the rate of growth in the long term. Indicators of BC’s economic performance in 2018 reveal strong domestic activities and growth in consumer spending. Total real household consumption of goods and services in BC increased by an estimated 1.1% in 2019, a more moderate pace compared to 2.3% growth in 2018, as consumer spending was weighted down by declines in housing-related spending and more cautious overall consumer behaviour²⁹.

BCIT produces skilled, job-ready graduates who will meet the needs of the high-demand sectors and expanding industries highlighted in the **BC Labour Market Outlook**. Public infrastructure development and other in-demand areas will require the apprenticeship system, and its education and training model, to adapt and respond to labour market demands. BCIT is committed to assisting in meeting the employment needs of the province by ensuring a focus on updated curriculum and training facilities, application of innovative instructional methods, and programs that are accredited by industry and regulatory bodies. The Institute is a significant contributor to the economic success of the province, as articulated in the **BCIT Economic Impact Report** published in 2017.

Polytechnic Education

BCIT is dedicated to enhancing BC’s and Canada’s productivity, growth, and innovation agendas. Key drivers to enhancing productivity in BC include a focus on developing human capital, investing in physical capital, and promoting technological progress and innovation.

BCIT is a founding member of **Polytechnics Canada**, a not-for-profit association based in Ottawa that represents Canada’s 13 leading publicly-funded colleges, institutes, and polytechnics. The association conducts public policy research and analysis to ensure that colleges and institutes of technology are appropriately supported by federal programs for innovation, higher education, and apprenticeship training.

Polytechnics Canada affirms the value and necessity of post-secondary work-integrated learning (WIL) in meeting the needs of employers. Experiential learning produces career-ready graduates who are capable of meeting the challenges of the 21st century’s global economy.

Changing Demographics

With a population of 5.05 million (2019) and a growth rate of 1.2%³⁰, British Columbia continues to be one of the fastest growing provinces in Canada. The latest population projections indicate that BC’s population will grow and become older, less rural, and more diverse. Despite a 26% cumulative population growth projected in BC during 2019–2041, the population will continue to age, with the median age increasing from 42 years in 2018 to 47 years by 2041. There will be increasing proportions of school-going (5–17 years) and college-bound (18–24 years) groups in the short-term projections; however, proportions for these two groups will decline and eventually stabilize in the long-term forecast. BCIT currently draws the bulk of its students from the Lower Mainland region, which is projected to have strong population growth rates³¹.

The impact of international and interprovincial migration and expansion of the labour force in BC will be profound. It will mean that BCIT and other post-secondary institutions located in the Lower Mainland will continue to face increasing competition for college-age students and will have more ethnically and culturally diverse student bodies. It will also mean that post-secondary institutions will have to pay more attention to the education and training needs of older workers and new immigrants. As language proficiency is an important determinant of how well new immigrants integrate into the job market, high-quality English language training may have to receive more attention by educational institutions³². This may imply substantial changes in the programming, curricula, and services that institutions currently provide to their students. These new challenges would have to be addressed while continuing to meet high educational standards and BC’s future labour market needs.

The implication of this demographic shift is that BCIT will continue to face increasing competition for an ethnically and culturally diverse student body, while finding opportunities to support the education and training needs of older workers and new immigrants.

INTERNAL SCAN

BCIT STUDENTS

BCIT has a mandate to serve the province. While the top 10 catchment areas for BCIT students are cities in the Metro Vancouver region, the Institute draws students from many parts of the province. During the 2019/20 fiscal year, approximately 50,000 students were enrolled at BCIT. Included in these enrolment numbers were close to 1,800 Indigenous students and over 6,400 international students.

According to the findings of the BCIT Full-time Studies Student Engagement Survey, 56% say establishing a career was their objective for attending the institution, 67% of all respondents have some post-secondary experience or a credential, and 86% are satisfied with the education/training they received at BCIT. When asked how likely they were to recommend BCIT to their family, friends or co-workers, 33% were positive respondents/promoters who chose 9 and 10 (on a Net Promoter Score scale from 0 – 10).

BCIT is a major contributor of the nurses and allied health professionals who form the cornerstone of BC’s health system. BCIT offers one of the largest nursing programs in the province, with eight post-graduate programs related to specialty nursing needs in BC. BCIT graduates 100% of the nuclear medicine, magnetic resonance imaging, and radiation therapy specialists in BC, and 100% of the electroneurophysiology, prosthetics and orthotics, cardiovascular perfusion, and clinical genetics specialists in Western Canada. BCIT is also the largest provider of trades professionals for the province, working in cooperation with the Industry Training Authority.

Part-time Studies (PTS) students, who comprise about 30% of BCIT’s full-time equivalent enrolments (FTEs), come to BCIT because of its reputation, flexible schedule, or because the program/course is only offered at BCIT. Working full-time is the top reason cited for choosing to study on a part-time basis.

²⁷ RBC Economics Research: Provincial Outlook April 2020 [2020], Royal Bank of Canada

²⁸ Budget 2019: Working For You [2019]. Province of BC

²⁹ Budget and Fiscal Plan 2020/21 – 2022/23, Province of BC

³⁰ British Columbia Population Projects [2019]. Province of BC

³¹ P.E.O.P.L.E 2019 [2019]. Province of BC

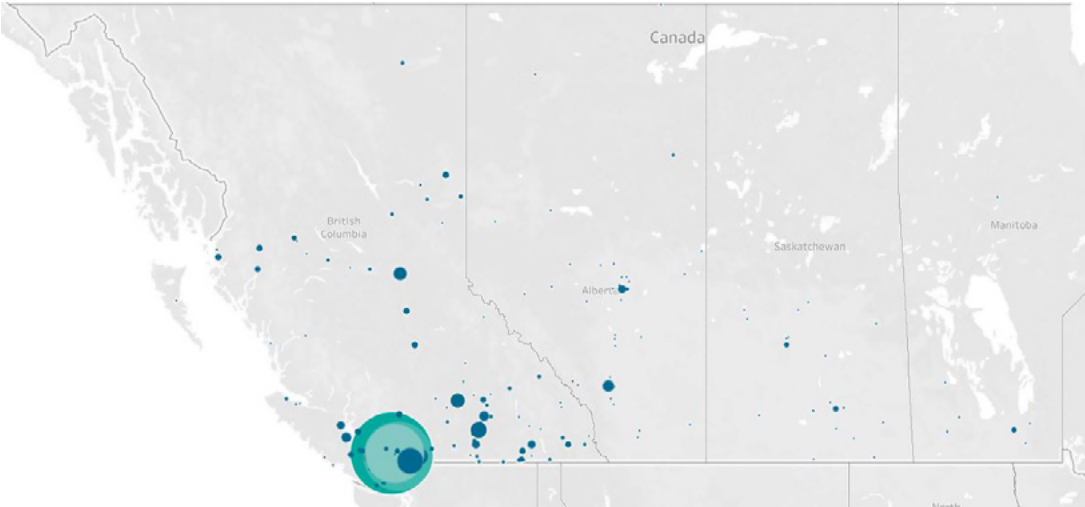
³² Learn English –Adult Education [2018]. Province of BC

BCIT acknowledges the Coast Salish territories, including the Nations of Tsleil-Waututh, Musqueam, Squamish, Sto:lo, and Tsawwassen, on which the BCIT campuses are located. BCIT fully supports the Ministry of Advanced Education, Skills and Training’s objective of increasing Aboriginal participation in post-secondary education, and the Institute is committed to supporting students to complete their studies successfully. In 2018/19, BCIT delivered the most Trades and Engineering & Applied Sciences undergraduate FTEs to Indigenous students province-wide. Other programming areas of higher enrolment include business, management, and health. Over the last several years, there has been a steady growth in the enrolment of Indigenous students at BCIT. Enrolment activity of Indigenous students is anticipated to increase over the coming years as BCIT strengthens relationships with Indigenous communities.

With over 6,400 international students coming from over 110 countries, fostering the success of these students is an important part of the BCIT international strategy. International enrolment will be closely managed in the coming years to ensure learner access and success as BCIT continues to collaborate globally with other post-secondary systems and employers.

Like all post-secondary institutions, BCIT is not immune to enrolment challenges. Current initiatives of the institution include improving student retention in certain programs and expanding offerings for high-tech programs to support the technology sector. BCIT is taking action to improve services and supports in order to provide the highest possible quality of student experience.

BC AND BEYOND: WHERE BCIT DOMESTIC STUDENTS COME FROM



STUDENT WELL-BEING

BCIT is committed to creating physical, social, and educational environments that enrich the well-being of students. Students-supporting-students is the underlying principle of student wellness. The Student Well-being Steering Committee (SWSC) was established to achieve this objective and is leading the development of the BCIT Student Well-being Strategy. The committee is a cross-functional team created to build a shared understanding of student well-being needs and best practices specific to the BCIT community. The committee prioritizes and promotes Institute-wide well-being programs and services, with a goal to improve overall awareness of key behaviours and practices that will help BCIT students maintain a high standard of wellness.

BCIT Student Services has developed a holistic approach to support students that focuses on the eight dimensions of well-being. It’s a public health model based on strengthening student resilience through utilizing and reinforcing support for their physical, spiritual, and mental well-being. To further supplement the BCIT Student Well-being Strategy, Indigenous Services is developing an Indigenous Wellness Toolkit that will outline specific support for those learners. The BCIT Student Association is aligned with the initiatives, and augments with additional student-led activities. There is a growing focus on part-time students, including evening drop-in booths on campuses to increase awareness and ability to access services. To further support the community, virtual appointments are now available for many services across all campuses. A Student Welcome video has also been introduced. It is a showcase of students informing students on what they need to know for success. To further support faculty engaging with students with disabilities, faculty workshops have been developed to improve learning experiences and outcomes.

STUDENT HOUSING

BCIT Student Housing’s seven low-rise houses accommodate 329 residents in four furnished suites of 12 students each, with additional communal areas. BCIT’s continuous intake model results in more than 750 students occupying the 329 spots in any

given year. These 329 beds represent a lower accommodation rate [1.4%] than other comparable institutions are able to provide. BCIT’s limited availability in the face of high demand requires selectivity and results in wait-listing. A comprehensive study conducted for BCIT by Consumer Relations Index (CRI), an organization that specializes in analyzing housing demand for post-secondary institutions, showed significant demand for student housing, and an estimated 27% of off-campus students would be interested in living on-campus given a style and cost that met their needs. In addition, since BCIT students are not a uniform community, a variety of housing supports are required to ensure inclusiveness across all campuses.

Despite the age of current campus residences, on-campus students consistently report high satisfaction rates of over 95%. In the Consumer Relation Index (CRI) demand study for future housing, BCIT emerged as the first institution whose on-campus student satisfaction level was equal to those living off-campus. Moreover, 96% of students who were able to return to on-campus housing wished to do so. The study also demonstrated that on-campus living enabled residents to more fully engage with the student experience.

BCIT and #BCTECH Strategy

BCIT continues to grow and enhance its computing programs in support of the #BCTECH Strategy, adding more student seats to accelerate the provision of talent to the sector. Supported by a **Program Advisory Council**, BCIT’s computing programs continue to evolve in response to the specific needs of the tech industry, ensuring that the sector receives the career-ready graduates needed to succeed. Key highlights for 2019/2020 include:

- A cohort of 25 Computing students started their studies in the new **interdisciplinary Full-Stack Web Development diploma** program at the BCIT Downtown Campus.
- A cohort of 20 students started the new diploma in **Industrial Network Cybersecurity** in renovated lab space on the Burnaby Campus.
- BCIT migrated the **Bachelor of Technology in Digital Forensics and Cybersecurity** to a full-time offering to meet pressing cybersecurity needs in the sector.
- BCIT nurtured the local tech community by hosting events and activities such as **Vancouver Startup Week Vanhacks hackathon** and the **.NET User Group of BC**, and running over 100 **computing student industry projects** for clients each year.
- BCIT worked to encourage women to pursue tech education and careers by supporting the new Women in Computing student club, securing industry support for student awards, sponsoring students to attend industry events, participating in career exploration roundtables with female high school students, and developing an AI course to be piloted to a women-only cohort. The latter course is part of BCIT Computing’s partnership with **Athena Pathways**, which is an initiative supported by the Digital Technology Supercluster.
- CIT worked to increase the number of Indigenous students in tech programs by promoting **new bursaries and entrance awards**, designating separate seats for incoming Indigenous students, and hosting hands-on tech activities during an Indigenous high school student exploration day on Burnaby campus.

BCIT Programming

BCIT is focused on producing job-ready graduates who add value in employment and entrepreneurial activity in BC, Canada, and the world. During the past year, a number of BCIT diploma and degree programs have benefited from participating in BCIT’s ongoing program review process, resulting in the refocusing of program curriculum to better align with student and industry needs. The Bachelor of Science in Food Technology and Operations Management, the Bachelor of Engineering in Mechanical Engineering, the Bachelor of Technology in Construction Management, and the Diploma in Airport Operations are some examples of programs that have recently undergone the program review cycle.

The BCIT Legion Military Skills Conversion Program has assisted over 850 veterans and reservists in education and career training, with 65 currently enrolled in BCIT programs. The legion program has served Canadian Forces members in every region of the province, and the Federal government has funded the expansion of the program to be offered nationally. BCIT currently has 20 partner institutes across Canada assisting veterans and reservists. The Institute has also expanded the program to support first responders and foreign credential recognition.

BCIT continues to expand collaborative and joint program offerings with other post-secondary institutions, including notable partnerships with the University of British Columbia, University of Victoria, Simon Fraser University, and Emily Carr University of Art and Design. Across BC, BCIT is deploying a hub-and-spoke model in support of local education providers through curriculum and subject-matter expertise. This includes agreements with Northern Lights College, Coast Mountain College (formerly Northwest Community College), and College of New Caledonia for the delivery of specified apprenticeship, trades, and health offerings. BCIT is also a part of the consortium of institutes for marine programming across Vancouver Island.

Applied Research, Innovation, and Industry Relationships

For more than 30 years, BCIT has conducted applied research to enhance the learner experience and advance the state of practice. Researchers have access to over 80,000 sq. ft. of laboratory space at the \$34 million **Centre for Applied Research and Innovation (CARI)** and in BCIT’s six Schools. Annually, BCIT is responsible for 50+ collaborative industry projects and over 1,000 applied research projects that engage faculty and students.

BCIT’s three resident Canada Research Chairs have brought in over \$8M in total grant funding since their initial appointments:

- Dr. Paula Brown, Director, Natural Health and Food Products Research Group (NRG) and Canada Research Chair, Phytoanalytics
- Dr. Jaimie Borisoff, Canada Research Chair, Rehabilitation Engineering Design
- Dr. Fitsum Tariku, Canada Research Chair, Whole Building Performance

BCIT also has internal Institute Research Funds to allow employees to pursue research initiatives. In 2019, \$350,000 in funding was awarded to 11 new projects and six ongoing projects across BCIT’s six Schools as well as the Learning and Teaching Centre and Applied Research.

Collaboration between the **MAKE+** team in Applied Research, BCIT students, and industry partners has led to the creation of several projects that provide solutions to complex everyday problems. These include solutions such as the Dog Mobility Device (“doggie wheelchair”) which improves the quality of life for senior dogs; the Baby Calmer a technology developed jointly with UBC for BC Women’s Hospital that helps premature babies; and assisting an entrepreneurial BCIT student with the unique stick tag and trackable puck design used by Drive Hockey to improve the performance of young hockey players.

The **Smart Microgrid Applied Research Team (SMART)** continues to be a hub of innovation, with large projects such as the Industrial Infrastructure Cybersecurity Laboratory and a Medium Voltage Test Lab for optical medium-voltage current and voltage sensors, further research and development of Electric Vehicle Infrastructure to make electric vehicles an easier choice for Canadians living in urban areas, and a hybrid renewable energy platform for the Lutsel K’e Dene First Nation in Northwest Territories.

Dr. Paula Brown and the **BCIT Natural Health and Food Products Research Group (NRG)** are developing the industry-standard tools that governments, producers, and scientists will need to fully understand cannabis. NRG is collaborating with the BC Centre for Disease Control (BCCDC) to evaluate ethanol levels in kombucha beverages to ensure the industry thrives and consumers have access to kombucha products that are healthy and safe. NRG is partnering with Good to Grow, to create a regional Food Innovation Hub to support the growth and success of BC local food processors. NRG also provides BCIT students with specialized training in the chemistry and analysis of natural health products—an opportunity not currently available from any other academic institution in Canada.

Innovation in student learning experiences and industry relationships have been identified as driving forces in the BCIT Strategic Plan. By engaging faculty and students to provide practical business and industry solutions through applied research activities, BCIT continues to build upon its competitive strengths. In addition to creating beneficial partnerships and producing commercially relevant technology, prototypes, and applications, applied research also contributes to the high quality of BCIT educational programs. This dedication has resulted in securing \$8M in research income during FY2019/20.

Organized through the Applied Research Liaison Office (ARLO), the **BCIT Student Innovation Challenge** continues to inspire students to submit their innovative applied research and entrepreneurship projects. The 2019 challenge had exciting and diverse student submissions with representation from all six BCIT Schools and 15 program areas. The sponsorship for this year’s Challenge reached an all-time high with more than \$13,000 donated from corporate sponsors. ARLO continues their partnerships with BCIT Student Association Entrepreneurial Services and School programs to help students succeed with their entrepreneurial ideas.

ARLO also supports research by providing a wide range of support services and guidance to students, faculty, researchers, and industry. These services include representing BCIT applied researchers and students at external events such as the BC Tech Summit and Small Business Information Expos, and internal events such as the CARI 30th anniversary and an Internet of Things industry forum.

BCIT Employees

With approximately 1,800 full-time and 660 part-time faculty and staff, BCIT is one of the largest employers among post-secondary institutions in BC. BCIT was named one of **BC’s Top Employers for 2020** by Canada’s Top 100 Employers. In addition, BCIT was selected for The Career Directory in 2019, recognizing the Institute as one of Canada’s Best Employers for Recent Graduates. This is the ninth time the Institute was recognized in at least one of the categories of the Top 100 Canadian Employers.

In fall 2019, BCIT conducted its annual employee engagement survey, with analysis of the survey data completed by Kincentric. Three themes emerged: barriers to productivity, feeling valued, and connection with leadership. Using the final results, BCIT continued the vital work of coming together to understand feedback and develop plans to strengthen employee engagement. In addition to

comprehensive initiatives at the department and school level, BCIT is developing an Institute-wide action plan that addresses issues and highlights opportunities. The Institute is committed to taking action to improve organizational practices, broaden on-campus technology support, manage performance and professional development opportunities, and recognize and celebrate employee dedication. These initiatives include improving internal communication tools, strengthening technology support for Part-time Studies classrooms, and building on existing employee onboarding experiences.

Physical Infrastructure and Sustainability

BCIT has five campuses across the Metro Vancouver region as well as a number of satellite locations. The Burnaby Campus is the largest site, accommodating 73% of BCIT’s full-time students and 45% of part-time students. The Downtown Campus is the hub for part-time courses and programs and serves over 9,000 students. BCIT has a state-of-the-art Aerospace Technology Campus in Richmond, with an airport control simulation tower and over 20 training aircraft, including a Bombardier CRJ100 aircraft that was donated to BCIT in February 2017. The BCIT Marine Campus (BMC), located in North Vancouver, provides training for BC Ferries and other agencies. The Marine Engine Room simulator located in BMC is unique in Western Canada, providing true-to-life training for marine engineers. BCIT’s newest campus, the Motive Power Centre for Excellence, is a shared space with Vancouver Community College. Located on Annacis Island in Delta, the campus is an innovative centre for delivering heavy-duty transportation programming and is essential for the province’s workforce needs.

BCIT has committed to significant greenhouse gas (GHG) reduction initiatives that align with the **CleanBC** goals of reducing Public Sector Organization building emissions by 50% by 2030. Commitments such as retro-commissioning, installation of renewable energy generation, and pursuing low-carbon electrification have been implemented and successfully reduced GHG emissions in BCIT’s main trades areas by 50%, with a goal of reaching 75%. In addition, BCIT continues to minimize GHG emissions through the replacement of retired fossil-fuel vehicles with electric or high-efficiency models and the installation of publicly accessible fast-charging electrical vehicle stations. In collaboration with the **Smart Microgrid Applied Research Team (SMART)**, BCIT continues to develop and invest in sustainable innovation, such as the **Energy Oasis Project**, to advance the reduction of the Institute’s carbon footprint.

Alumni Relations



Alumni relations is critical to advancing the mission of BCIT, and seeking the support of this key group of ambassadors as volunteers, advisors, mentors, and financial contributors is a priority for the Institute.

BCIT partners closely with the **BCIT Alumni Association (BCITAA)** to align strategic plans and enhance the value of this partnership. Using the results of the 2018 alumni survey with 2,000 respondents, the BCITAA crafted a new vision, mission, and three-year strategic plan focused on fostering alumni success, giving back to the BCIT community, and engaging alumni for life.

In 2019, the BCITAA is celebrating its 40th anniversary with events and promotions, as well as a \$40,000 donation to create 40 entrance awards of \$1,000 each for students in the fall of 2019. Having also recently completed a \$500,000 donation to BCIT’s Legacy of Leadership campaign, BCITAA’s total philanthropic giving now exceeds \$1.3M. Nearly 1,000 BCIT students have received BCITAA scholarships and awards.

An increased ability to track our more than 185,000 alumni across the globe is a key area of development. In addition to the alumni base in the Lower Mainland, the Institute has identified significant numbers of alumni in the strategically important Greater Toronto Area, Hong Kong and surrounding region, and other key markets.

With BCIT alumni now in more than 90 countries, our nearly 10,000 international alumni are an increasing area of focus for the important role they play in helping BCIT build its global reputation. BCIT’s senior administration have made a concerted effort to visit with alumni on planned trips overseas.

Closer to home, the Alumni Relations Office has further enhanced tactical engagement with alumni over the past year. In 2019, the Institute held the 17th annual **BCIT Distinguished Awards**. This marquee event is the cornerstone of alumni engagement, allowing the Institute to showcase the success of outstanding alumni in strategically important regions.

Through a partnership with the Greater Vancouver Board of Trade and a national sponsorship with the MacKay CEO Forum Group (MCF), the Institute hosted alumni at more than 20 events in Vancouver and Toronto with industry and community leaders. Notably, BCIT, BCITAA, and MCF partnered with Edelman to host a BCIT alumni speaker panel event at the Battle for Truth: 2019 Edelman Trust Barometer at the BCIT Downtown Campus, with more than 80 business leaders and alumni in attendance. This outreach has enabled BCIT to build a stronger affinity with our prominent alumni in senior leadership roles across the country.

The BCITAA will be a key pillar partner in the **BCIT INSPIRE** campaign, focusing on increased revenue generation in the coming year in order to pledge a significant gift, further building the BCIT alumni legacy for generations of students to come.

Mandate Letter Priorities

2019/20 Mandate Letter Priorities

As per the 2019/20 Mandate Letter from the Ministry of Advanced Education, Skills and Training to BCIT, the Government remains focused on three strategic priorities:

- 1. Making life more affordable
- 2. Delivering better services
- 3. Investing in a sustainable economy

BCIT is committed to supporting the Government of British Columbia and the Ministry of Advanced Education, Skills and Training in achieving and contributing to the key priorities. The sections below outline the responses to each priority as outlined in the 2019/20 Mandate Letter:

1. Implement the education-related TRC Calls to Action relevant to your institution and actively participate in an engagement process with the Ministry and local Indigenous partners to develop and implement a comprehensive strategy that increases student success and responds to the TRC Calls to Action and UN Declaration.

BCIT’s Executive Director, Indigenous Services and Partnerships is committed and willing to actively engage and participate in any initiatives or processes that the Ministry and our Indigenous partners desire. The Executive Director is the current chair of College and Institutes Canada’s [CICan] National Indigenous Education Committee that developed and is responsible for the **Indigenous Education Protocol** based on consultation with members and Indigenous partners. The Executive Director has written and produced three open-sourced Indigenous Awareness modules and the BC Campus Indigenization Guides are complete.

In 2019, the institution completed *An Indigenous Vision* for BCIT that was guided by internal and external consultations and responds to current commitments such as UNDRIP, TRC Calls to Action and CICan’s Indigenous Education Protocol. *An Indigenous Vision* and its associated Operating Plan provide the compass for moving forward and it forms part of the BCIT Strategic Plan. Indigenous Initiatives and Partnerships is currently developing an Indigenous Wellness Toolkit to support learners and their success through an Indigenous-centered holistic approach. As of 2019, approximately 900 employees completed the workshop Indigenous 101 to support understanding and reciprocity among Indigenous and non-Indigenous people. To honour Indigenous Nations and respect their traditional names, BCIT will be renaming student on-campus housing with Indigenous names. The **BCIT Sweat Lodge** and surrounding facilities have been updated and improved. By embracing Reconciliation and promoting Indigenization throughout the institution and our partnerships, BCIT will honour Indigenous people, knowledge, and culture, while preparing learners with an education that is complete and relevant and that equips them for success in a complex world.

Please refer to Appendix B: Mandate Priority #1 Progress Report for BCIT’s progress on implementing the TRC Calls to Action and UNDRIP.

2. Working closely with government to support implementation of priority initiatives, including:

A. IMPROVING ACCESS TO POST-SECONDARY EDUCATION WITH A FOCUS ON VULNERABLE AND UNDER-REPRESENTED STUDENTS. Students [youth] formerly in care face a variety of social and economic hurdles. The Ministry of Advanced Education, Skills and Training has taken action to provide additional support to young adults who want to further their education, including the removal of tuition fees. Over the past fiscal year, a total of 34 BCIT students have benefitted from the BC Government’s waived tuition for a total of \$166,502, which allowed them to undertake their studies across a variety of programs. This is an increase from the previous year where 21 students had just over \$70,000 in tuition fees were waived. In addition to the BC Government program, BCIT continues to offer tuition for students [youth] formerly in care who are not eligible to participate in the provincial government’s program. This past year, four BCIT students were awarded close to \$20,000 in waived tuition. BCIT is seeking to expand this support, including bursary opportunities and easing access to housing. The Institute will explore improved methods for targeted recruitment. Through discussions with the Ministry of Children & Family Development, prospective students will have enhanced awareness of opportunities available at BCIT.

The institution continues to seek opportunities to improve access to post-secondary education. Recently staff positions were increased in **Accessibility Services** to support and accommodate students by removing barriers encountered during their studies. The institution is collaborating with Post-Secondary Community Access Services [PCAS] to improve the transition of deaf and hard of hearing students moving from high school into post-secondary education. In addition, the **Early Assist** program was implemented to support students who have been identified as struggling, either personally or academically, at an earlier stage in their educational journey.

BCIT has focused on creating inclusive wrap-around supports to ensure that students are able to thrive during their studies. Through a network of professional and student leadership roles, the Institute provides guided supports and training that are designed using the 8 Dimensions of Wellbeing framework. In addition, BCIT Student Services have recently prioritized a Student Life Manager position with an Indigenous focus as part of BCIT’s commitment to the Truth and Reconciliation Calls to Action. This role is designed to provide guidance and leadership in Indigenizing our supports and services for all students. This position works collaboratively to assess and adapt student-facing processes to embed Indigenous knowledge and practices and improve the inclusivity and effectiveness of student support protocols. BCIT will continue to work closely with Ministry-led initiatives to support the educational needs of students from all backgrounds.

BCIT’s INSPIRE campaign is a large-scale funding campaign with three main pillars, one being Access and Inclusion. Funding for Access and Inclusion will foster an inclusive environment, help students in remote areas access education, and provide holistic support to Indigenous learners. As of March 2020, the total funds raised for Access and Inclusion was \$18.4 million.

B. EXPANDING PROGRAMMING ALIGNED WITH HIGH DEMAND OCCUPATIONS AND PRIORITY SECTORS.

BCIT is committed to expanding programs aligned with high demand occupations and priority sectors. The following are recent examples of program expansion or development aligned with these priorities.

Trades: New trades programs that were recently developed include Heavy Duty Truck Technology. In order to meet the high demand of occupation and training, BCIT has increased the offering capacity of Electrical and Plumbing trades programs.

Technology: Existing technology programs that have been increasing capacity include New Media Design and Web Development, 3D Modelling, Art and Animation, Digital Design and Development, and Computer Information Technology. New technology programs that were recently developed in 2019/20 are Technical Arts, Industrial Network Cybersecurity, and Full Stack Web Development.

Health: BCIT programs in high demand occupations where capacity was increased include Specialty Nursing and Sonography.

C. EXPANDING CO-OP AND WORK-INTEGRATED LEARNING OPPORTUNITIES FOR ALL STUDENTS.

BCIT offers a range of work-integrated learning opportunities for students including apprenticeship, co-op, practicums, clinical placements, and internships. This is a core component of our applied educational model and programming. Annually, BCIT works collaboratively with industry partners to place over 350 students in more than 14 different co-op programs across different fields of study. Current development in work-integrated learning is underway in program areas such as a Heavy Duty Truck Technology, Engineering in Smart Grid Systems, and Industrial Wood Processing.

BCIT is a member of the **Business/Higher Education Roundtable [BHER]**, where post-secondary advocates work with key business leaders across all sectors to expand work-integrated learning opportunities. The expansion of WIL opportunities is a deliverable in the BCIT Strategic Plan and will include subject areas such as forensic sciences, nautical sciences, global leadership, health technology, and green construction. In order to gain a wide-angle view of WIL opportunities across all disciplines, the Institute is currently assessing all curricular WIL opportunities as defined by the ACCE WIL matrix.

3.Improve student safety and overall well-being in the areas of mental health and the prevention of sexual violence and misconduct, including creating greater awareness of available supports.

Mental Health: Student mental health support is one of the main priorities for the BCIT Student Well-being Strategy. In collaboration with the BCIT Student Association, several events and activities, such as the annual BCIT Speak UP Speak OUT event, have been developed to help promote student wellness and reduce stigma for mental illness. In addition, to promote greater awareness and availability of supports for students, a **welcome video** and virtual appointments has been implemented for students to access. The expansion of the Student Life Office better equips BCIT to support mental health. The creation of a Student Well-being and Resilience Framework provides a roadmap for future service development. BCIT continues to engage with students and key stakeholders to develop and enhance the BCIT Student Well-being Strategy which prioritizes and promotes Institute-wide well-being needs and best practices.

Sexual Violence and Misconduct: BCIT is committed to providing a safe learning and working environment for the BCIT community. In March 2017, the Board of Governors approved **Policy 7103: Sexual Violence and Misconduct**, which clearly defines the purposes and procedures of the policy. This policy is in alignment with the government’s **Sexual Violence and Misconduct Policy Act** and works in conjunction with **BCIT’s Policy 7507: Harassment and Discrimination**. Additional information and resources related to sexual violence and misconduct are accessible on the **BCIT website**.

BCIT Safety, Security, and Emergency Management (SSEM) continues to bring awareness to the BCIT community about sexual violence and has made strides towards implementing a revised policy and procedure. BCIT is complex and diverse, where students may attend programs monthly or full time in two-year programs, thus student consultations are varied. Prior to conducting a BCIT student and employee 30-day community review, BCIT SSEM implemented Student Association Set Rep review and feedback on the policy and procedure, Student Association review and feedback on the policy and procedure, and student-led review and feedback on the policy and procedure. SSEM partners with the Student Association and the Respect, Diversity, and Inclusion Office on student education and awareness throughout the year. These consist of open table events where SSEM can meet with students and staff and provide them information and awareness on sexual violence. BCIT also has three training and education campaigns on sexual violence and misconduct, including First Responder, Be More Than a Bystander, and Creating a Culture of Consent. Ongoing activities and future planning include education, training and awareness events on sexual violence and misconduct. SSEM is currently reviewing programs to ensure they are modern and meet the needs of the community.

4. Ensure that students are able to seamlessly transition to post-secondary education with the implementation of the new BC Graduation Program.

In 2017, BCIT implemented the Learning and Teaching Framework to invest in initiatives, such as grants, to support instructors in developing and implementing curriculum that supports the transition of high school students to post-secondary education at BCIT. BCIT is continuing an engagement process to ensure that changes to K - 12 curriculum and assessment practices are communicated and understood, before their full implementation. In preparation of accepting applications for the Fall 2020 semester, BCIT has realigned entrance requirements affected by the BC K-12 Curriculum. BCIT’s K-12 Curriculum Modernization Working Team, lead by the Registrar’s Office, reviewed curriculum changes in the subjects of English Language Arts, First Peoples, Mathematics, and Sciences as well as the use of the literacy and numeracy assessments. Forty-nine entrance requirements were re-aligned to the new curriculum, affecting 159 Technology and Trades programs offered at BCIT.

5. Continue to actively participate in the implementation of the EducationalPlannerBC common application system for all undergraduate applicants.

BCIT continues to actively collaborate and engage with the Ministry and the BC post-secondary system to implement a common application system for the Province. BCIT is listed as a choice for undergraduate applicants on EducationPlannerBC and when selected they are taken to the BCIT Admissions & Registration website to apply. Institutional efforts are ongoing in the migration to the EducationPlannerBC application service.

6. Work closely with the Ministry to develop a balanced approach to international education, participating in the development and implementation of a provincial framework for international education.

The annual **Budget Letter from the Ministry** articulates the domestic student spaces targets, which BCIT strives to achieve year over year. For programs with defined capacities, domestic students are accepted first to meet the target, while international students are offered to fill the remaining seats to complete the established capacity. As part of the Strategic Plan, BCIT is committed to ensuring that we provide a balance of seats between domestic and international students.

Beginning in 2019, BCIT implemented a process that saw a portion of seats in the School of Business and Media and the School of Computing and Academic Studies courses temporarily held for domestic Part-time Studies student registration. As well, BCIT piloted a Part-time Studies (PTS) Program Orientation for international students; promoted international student support initiatives; and applied an English-language proficiency (ELP) self-assessment to PTS registration to help ensure learners are supported and positioned for success.

In fall 2019, planning began for an Institute-level Strategic Enrolment Management (SEM) plan that is scheduled to launch in fall 2020. The plan will include the introduction and refinement of enrolment management mechanisms to support the building of a balanced class of students, with particular attention paid to access for BC students and other target enrolment groups. BCIT is ready to work closely with the Ministry to develop and implement a provincial framework for international education to better support all students, and is willing and able to engage with the Ministry in a working group on international education.

BCIT recognizes the value of international education for students studying at the institution. Each year, field schools are offered to students and executives to learn and gain experience in other countries. In summer 2019, 27 students attended a field school in Austria and Italy and 22 students attended a field school to Japan.

7. Meet or exceed the financial targets identified in the Ministry’s three-year Service Plan tabled under Budget 2018, including maintaining balanced or surplus financial results.

The financial targets identified in the **Ministry’s Service Plan** are a system target, with each post-secondary institution helping to achieve this target by operating within a balanced budget. The March 31, 2020, audited financial results for BCIT report an approved annual budget of \$332.98M, with a total consolidated surplus of \$6.997M before endowment contributions. Of this amount, \$6.640M resulted from BCIT operations only, while the remainder is attributed to the operations of BCIT’s controlled entities (BCIT Foundation) and investment in government business enterprises and partnerships (Great Northern Way Campus Trust, Technology Training Associates Ltd., PanGlobal Training Systems Ltd.).

8. Comply with the Tuition Limit Policy, which sets a two percent cap on tuition and mandatory fee increases for domestic students to ensure courses and programs are affordable.

In September 2005, the **Tuition Limit Policy** was introduced and was extended further in 2007 to include institutional and program mandatory fees. BCIT continues to comply with the Ministry’s two percent tuition cap on programs and courses as well as on mandatory fee increases for domestic students.



BCIT students train on a smart energy microgrid at the Burnaby Campus.

2020/21 Mandate Letter Priorities

The sections below outline BCIT’s responses and alignments to each priority as outlined in the 2020/21 Mandate Letter:

1. Support lasting reconciliation with Indigenous peoples, through initiatives that increase the participation and success of Indigenous learners and implementation of the education-related Calls to Action of the Truth and Reconciliation Commission.

In 2019, the Institute completed *An Indigenous Vision* that was guided by internal and external consultations and responds to current commitments such as UNDRIP, TRC Calls to Action and CICan’s **Indigenous Education Protocol**. *An Indigenous Vision* and its associated Operating Plan provide the compass to move forward and to enable and support change. Together *An Indigenous Vision* and BCIT’s Strategic Plan provide a framework for action and accountability. By embracing Reconciliation and promoting Indigenization throughout the institution and our partnerships, BCIT will honour Indigenous people, knowledge, and culture, while preparing learners with an education that is complete and relevant and that equips them for success in a complex world³³. In the upcoming year, BCIT will continue the implementation of *An Indigenous Vison* through the launch of additional Indigenous education awareness modules, the implementation of visual Indigenous presence at all campuses, additional cultural events and activities, and the launch of an Indigenous Wellness Toolkit.

2. Contribute to an accessible and relevant post-secondary system by:

- **Implementing initiatives to increase participation and success of students, including vulnerable and underrepresented groups, and promoting gender parity.**
Woven through the BCIT Strategic Plan, deliverables that are currently underway to support improved access and success of students include the development of a Strategic Enrolment Management (SEM) plan, enhanced learner services in well-being and resilience, and enriched instructor support in teaching today’s learners. In addition to these deliverables, the **Early Assist** program continues to support students who have been identified as struggling, either personally or academically, at an earlier stage in their educational journey. With the government’s announcement of the **New BC Access Grant**, BCIT will continue to work closely with the Ministry to promote post-secondary access and success of students, including vulnerable and underrepresented groups and promoting gender parity in programs and services. In addition, gender will be an element identified in the target setting for optimum enrolment captured in the Strategic Enrolment Management plan. BCIT continues to offer **tuition waivers** for former youth in care students who are ineligible for the **BC Government Tuition Waiver Program**. BCIT’s continuation of the INSPIRE campaign will raise funds for access and inclusion, among other priorities. Furthermore, an Indigenous Navigator and Indigenous Wellness Manager (“Auntie on Campus”) will be hired when the COVID19 pandemic is cleared. BCIT is prepared to participate in a Ministry-led Campus Navigator Community of Practice.
- **Ensuring student safety and inclusion.**
Student mental health support is one of the main priorities for the BCIT holistic approach to student success. Under the deliverable for enhanced learner services in well-being and resilience, BCIT will develop protocols to integrate the new 24/7 provincial mental health resources. The Institute is committed to providing a safe learning and working environment for the BCIT community. Both **Policy 7103: Sexual Violence and Misconduct** and **Policy 7507: Harassment and Discrimination** have been well established at BCIT, which work together to support an environment where individuals are valued and respected. Ongoing activities and future planning include education, training and awareness events on sexual violence and misconduct. SSEM is currently reviewing their programs to ensure they are modern and meet the needs of the community. In 2021, BCIT will participate in the Sexual Violence and Misconduct Student Climate Survey.
- **Enhancing system innovation through participating in a post-secondary digital system strategy, including delivery of Education Planner and other digital learning activities and initiatives.**
BCIT continues to actively collaborate and engage with the Ministry and the BC post-secondary system to implement a common application system for the province. Under the Strategic Plan initiative Process and System Redesign, institutional efforts in the migration to the **EducationPlannerBC** application service are underway. As an institution with a strong focus on innovation, BCIT continues to develop strategies and adapt to the ever-evolving learning environment. To address the impact of the COVID19 pandemic to post-secondary education, BCIT has developed the e-Learning Strategy Action Plan and implemented several digital learning strategies to provide education and assistance to students. Such digital strategies include the introduction of Virtual Classrooms, Online Student Success Hub, and enhancing the BCIT AppsAnywhere tool.

- **Providing programming that meets local, regional or provincial labour market and economic needs.**
The Program Advisory Councils (PACs) provide BCIT with a valuable connection to industry. In the coming year, the BCIT President will initiate and lead a pan-institutional advisory council comprised of senior-level business leaders, who will assess strategic direction, solve problems, and raise to new levels of excellence. Through consultation and communication with the industries and partners, BCIT will work towards Open Multidisciplinary Credentials (OMC) as one of the deliverables for the BCIT Strategic Plan, which will further BCIT’s ability in providing programs that meet the demands of the labour market. In 2019/20, working in association with the local communities, BCIT offered and delivered the Bridge Watch Rating and Project Management Associate Certificates in Kitimat to address local labour market and economic needs.
- **Working with the Ministry to implement a student-centred international education framework that supports the success of domestic and international students.**
BCIT is ready to work closely with the Ministry to implement a provincial framework for international education to better support all students. In 2020/21, BCIT will initiate a renewed 3-year international strategy. The strategy will include elements of diversification of student recruitment, development of partnerships, and pursuit of international projects. The embedded support for international learners deliverable continues to be a focus for the Institute. As well, the SEM plan will include the introduction and refinement of enrolment management mechanisms to support the building of a balanced class of students.

3. Develop and recognize flexible learning pathways for students to access post-secondary education and skills training including:

- **Actively engaging with your local school districts to expand dual credit opportunities for students.**
BCIT has been keenly involved with dual credit programs since the late 1990s. These partnership initiatives currently engage about 800 students throughout the province. The Institute continues to expand partnerships to address the changing needs of students, industry and the province. Aviation Explorer, a new program with the Surrey School District; a pre-health program with the Burnaby School District; and City School, which is in development with several School Districts, Metro Vancouver, and Regional Employee Services are a few of the new activities underway. These efforts align with the BCIT Strategic Plan to attract students directly from high school.
- **Supporting lifelong learning pathways across the public post-secondary system.**
Through the different models and pathways of education provided by BCIT, the Institute is committed to supporting lifelong learning in the public post-secondary system. The Strategic Plan deliverable to transition from Part-time Studies (PTS) review to alignment will enhance the delivery of part-time courses to support learners in different stages of life.
- **Advancing and supporting open learning resources.**
Established in 2015, the **BCIT Open Education Working Group** supports and promotes the development and use of Open Educational Resources and Open Education teaching practices, and functions as a community of practice. This working group, which developed **BCIT’s Open Education Best Practices and Guidelines**, oversees the open grant program, and presents open events and workshops. BCIT is providing funding in open education grants, which fund the development of Open Education Resources or provide faculty time to re-design courses to incorporate open educational practices and open course materials.

4. Strengthen workforce connections for student and worker transition by:

- **Aligning programming with high opportunity and priority occupations (such as trades, technology, early childhood educators, and health).**
BCIT is committed to offering programs aligned with high demand occupations and priority sectors. The following are some examples of programs aligned with these priorities: Heavy Duty Truck Technology, New Media Design and Web Development, 3D Modelling, Industrial Network Cybersecurity, Full Stack Web Development, Specialty Nursing, and Sonography. In light of COVID-19, the electrician program is the only trades program that will continue with its planned expansion as it is deliverable fully online. The other trades programs are pending essential training and outcomes re-work with BCATTA and ITA.
- **Increasing co-op and work-integrated learning opportunities.**
BCIT offers a range of work-integrated learning opportunities for students including apprenticeship, co-op, practicums, clinical placements, and internships. This is a core component of our applied educational model and programming. Outlining a plan for work-integrated learning will continue into the coming year as a Strategic Plan deliverable. BCIT will continue to work towards increasing work-integrated learning opportunities while navigating the impacts of COVID on applied learning. BCIT is a member of the national **Business/Higher Education Roundtable (BHER)**, where post-secondary advocates work with key business leaders across all sectors to expand work-integrated learning opportunities. One of BCIT’s strategic goals for 2020/21 is to complete the proposal for a work-integrated unit and develop a strategic plan for work-integrated learning.

³³ Please refer to Appendix A in the Institutional Accountability Plan and Report – 2018/19 Reporting Cycle on BCIT’s progress in implementing the education-related Calls to Action of the TRC.

- **Responding to the reskilling needs of British Columbians to support employment and career transitions.**

BCIT is committed to providing programs and opportunities to help British Columbians in reskilling and career transitions. The **Legion Military Skills Conversion Program** offered by BCIT is designed to recognize the knowledge and skills developed during military service and provide pathways for career transitions. The BCIT Legion Military Skills Conversion Program has assisted over 850 veterans and reservists in education and career training, with 65 currently enrolled in BCIT programs. The legion program has served Canadian Forces members in every region of the province, and the Federal government has funded the expansion of the program to be offered nationally. BCIT currently has 20 partner institutes across Canada assisting veterans and reservists. As an extension of the Legion Military Skills Conversion Program, the **Mature Student** assessment that recognizes professional business and management experience and qualifying applicants receive advanced placement into select Business and Media programs. The Institute has also expanded the program to support first responders and foreign credential recognition.

In 2020, BCIT received funding from Canada’s Digital Technology Supercluster to deliver on a project called **Competency Assessment Mapping Platform for Industry Responsive Education [CAMPFIRE]**. The project will run from February 2020 to February 2021 and is designed to help mid-career workers acquire skills needed for the digital economy.

As a deliverable in the Strategic Plan, BCIT will work to acknowledge other forms of education, including prior learning assessment and recognition (PLAR), and provide individuals with an opportunity to reskill and transition their careers through the creation of a hub for workforce services.
- **Supporting students’ awareness of career planning resources (such as the Labour Market Outlook).**

The Institute is committed to providing a career-focused environment for students. With the Strategic Plan deliverable to implement a hub for workforce services, BCIT will look to enhance the support provided to students in regards to career planning resources. In addition, career planning and promoting related resources to assist students in the labour market are included in the BCIT Strategic Enrolment Management plan.

BCIT Performance Plan

GOALS AND OBJECTIVES

MINISTRY OF ADVANCED EDUCATION, SKILLS AND TRAINING’S GOALS FOR 2019/20 TO 2021/2022

- Goal 1

Lasting Reconciliation with Indigenous Peoples in British Columbia through post-secondary education and skills training
- Goal 2

British Columbians have increased access to post-secondary education and training across the province that helps them reach their full potential
- Goal 3

British Columbians are prepared for and connected to current and emerging opportunities in BC’s economy

STRATEGIC OBJECTIVES AND PERFORMANCE MEASURES FOR BC PUBLIC POST-SECONDARY EDUCATION

The Accountability Framework logic model aligns with the five long-term strategic objectives for the system, as defined by the Ministry of Advanced Education, Skills and Training. It should be noted that not all listed performance measures below are specific to BCIT. Where a performance measure has been identified as “system measure,” this is considered a Ministry metric, and BCIT contributes to this as part of the entire public post-secondary system.

SYSTEM STRATEGIC OBJECTIVES	DEFINITION	PERFORMANCE MEASURES
Capacity	The BC public post-secondary system has sufficient capacity to meet the evolving needs of the province.	<ul style="list-style-type: none">Student SpacesCredentials AwardedSponsored Research Funding <i>[Research Universities only]</i>Credentials Awarded to Aboriginal Students <i>[System Measure]</i>
Access	The BC public post-secondary system provides equitable and affordable access for residents.	<ul style="list-style-type: none">Aboriginal Student SpacesTransition Rate of High School Students to Public post-secondary Education <i>[System Measure]</i>Participation Rate <i>[System Measure]</i>Loan Repayment as a Percent of Income <i>[System Measure]</i>Undergraduate Tuition and Fees as a Percent of Median Household Income <i>[System Measure]</i>
Quality	The BC public post-secondary system provides quality through enriched educational experiences that meet the learning objectives of students.	<ul style="list-style-type: none">Student Satisfaction with EducationStudent Assessment of the Quality of InstructionStudent Assessment of Skill Development
Relevance	The BC public post-secondary system is relevant, having the breadth and depth of programming to meet the evolving economic needs of the province.	<ul style="list-style-type: none">Student Assessment of the Usefulness of Knowledge and Skills in Performing JobUnemployment Rate
Efficiency	The BC public post-secondary system is efficient, providing multiple and flexible student pathways with clear returns on public and individual investments.	<ul style="list-style-type: none">First Year Retention Rate <i>[System Measure]</i>Time to Completion <i>[System Measure]</i>

BCIT ALIGNMENT WITH MINISTRY STRATEGIC OBJECTIVES

The table below provides an overview of the BCIT Strategic Plan’s three commitments and nine initiatives and how those align to support the system’s strategic objectives as outlined in the Accountability Framework.

		BCIT STRATEGIC INITIATIVES	SYSTEM STRATEGIC OBJECTIVES	BCIT HIGH-LEVEL PERFORMANCE INDICATORS (DRAFT)
BCIT COMMITMENTS	PEOPLE-FOCUSED ORGANIZATION	<ol style="list-style-type: none">Strengthen support and services for learners to promote success, well-being, and resilienceInvest in faculty and staff development to advance our practice and encourage a dynamic culture of learningRedesign processes, systems, and structures to enhance our agility and effectiveness and to embed sustainability	Capacity Access Quality	<ul style="list-style-type: none">Learner demandLearner transition and outcomesLearner participation in work-integrated learning
	FUTURE-PROOF APPLIED EDUCATION	<ol style="list-style-type: none">Reimagine flexible studies and extend offerings and credential models to facilitate reskilling and improve learner accessAnchor BCIT as a leader in interdisciplinary and integrative learning methodologies that ensure job readiness and career mobilityCultivate exceptional learning environments and communities through technology and sustainable campus development	Capacity Relevance Quality Efficiency	<ul style="list-style-type: none">Instructional skills trainingOperational effectivenessEmployee engagementIndustry engagementExtent of Indigenization
	GLOBALLY RELEVANT CONNECTIONS	<ol style="list-style-type: none">Infuse Indigenous knowledge and practices throughout the organization and within our partnerships to mobilize broader societal changeReinvent how we work with industry and peers to drive economic, social, and environmental prosperity in British Columbia and beyondFoster and sustain an open, engaged, and multicultural community of BCIT learners, faculty, staff, and alumni	Capacity Access Efficiency	<ul style="list-style-type: none">Bursaries and scholarships awardedBCIT brand strengthCampus sustainabilityRevenue and contribution

STRATEGIC GOALS AND OBJECTIVES

Relevance. Reach. Renewal. BCIT Strategic Plan 2019 – 2022 is the result of a comprehensive engagement process. Surveys, community consultations, workshops, stakeholder interviews, and open houses were conducted as part of the engagement and information-gathering process. Over 9,000 stakeholders took part, including BCIT Indigenous leaders, students and alumni, donors, faculty and staff, employers, government, peers, and union partners.

Several trajectory-setting initiatives contributed to the start of the Strategic Plan 2019 – 2022. The Education Plan was created to improve BCIT’s strategic education position. The creation of the **Learning and Teaching Framework**, together with the Campus Development Plan and INSPIRE fundraising campaign, also informed the Strategic Plan. The BCIT rebrand and the distillation of the Institute’s values were other important components.

In the modern context of rapid change, employers are seeking a combination of technical skills, 21st century competence, and practical experience. BCIT’s unique education model perfectly aligns to deliver on these expectations. In addition, BCIT also has the ability and the responsibility to advance environmental health, as well as to enrich our community through Indigenousization, Reconciliation, and fostering greater diversity.

BCIT therefore makes three commitments. Each commitment will be met through three initiatives.

COMMITMENT 1:

BCIT is people-focused. Investing in learner success, employee talent, and an enabling infrastructure is fundamental to its vision of empowering people. BCIT will:

- strengthen support and services for learners to promote success, well-being, and resilience;
- invest in faculty and staff development to advance our practice and encourage a dynamic culture of learning; and,
- redesign processes, systems, and structures to enhance our agility and effectiveness and to embed sustainability.

COMMITMENT 2:

BCIT provides future-proof applied education. The urgent need for renewal is explicitly acknowledged. BCIT’s first Education Plan provides an evidence-informed roadmap for change. BCIT will:

- reimagine flexible studies and extend offerings and credential models to facilitate reskilling and improve learner access;
- anchor BCIT as a leader in interdisciplinary and integrative learning methodologies that ensure job readiness and career mobility; and,
- cultivate exceptional learning environments and communities through technology and sustainable campus development.

COMMITMENT 3:

BCIT contributes through globally relevant connections, focusing effort on collaborations that will be of greatest value both to society and to those collaborating. BCIT will:

- infuse Indigenous knowledge and practices throughout the organization and within our partnerships to mobilize broader societal change;
- reinvent how we work with industry and peers to drive economic, social, and environmental prosperity in BC and beyond; and,
- foster and sustain an open, engaged, and multicultural community of BCIT learners, faculty, staff, and alumni.

STRATEGIC PRIORITIES UNDERWAY

An Indigenous Vision: A framework for action and accountability

BCIT is deeply committed to Truth, Reconciliation, and Indigenousization. The introduction of **An Indigenous Vision: A framework for action and accountability** in 2019 provides a focal point for the celebration of BCIT’s 25-year commitment to the enrolment and success of Indigenous learners. Close to 1,800 Indigenous students attended BCIT in the 2018/19 fiscal year. As of 2019, the BCIT Indigenous 101 workshops have been completed by over 800 employees, three Indigenous Awareness Modules are in use by faculty and staff, and the Indigenous Wellness Toolkit is almost complete. Indigeneity is increasingly reflected in the curriculum and teaching practices at BCIT and the institution is more active in community outreach and program delivery across the province. Since September 2019, there has been more than 40 cultural and educational events across BCIT and we are on our third book in our institution-wide Indigenous Book Club.

An Indigenous Vision is the culmination of a year-long, face-to-face consultation process augmented by responses to a written survey. The response was truly inspiring and reassuring, not only in terms of the scale of engagement, but also because it became clear that Indigenousization was already well underway in many areas of the BCIT community.

Bold and ambitious, *An Indigenous Vision* is simple and clear. BCIT aspires to a future in which:

- BCIT is the first-choice post-secondary institution for Indigenous learners in BC;
- Well-developed pathways exist to support Indigenous learner transition to and from BCIT; and,
- Indigeneity is embedded and active across BCIT.

The Institute’s main areas of focus in operationalizing the *Vision* align with both the Colleges and Institutes Canada principles and the *Vision* objectives. With the learner at the centre of planning, the *Vision* identifies three types of actions:

- **Inclusion actions** are people-focused and intent on building awareness and understanding around Truth, Reconciliation, Indigenousization, the legacy of Colonization, and the contemporary reality of Canada and Indigenous people.
- **Accountability actions** strive to create an environment in which all learners, and specifically Indigenous learners, find themselves reflected across the Institute and supported by programs, policies, and services designed to meet their needs.
- **Accountability actions** foster a culture in which respect and collaboration underpin all that we do. Based on authentic and sustainable partnerships, these actions represent progress towards a future in which we work together to promote the place and space of Indigenous people.

The *Vision* complements the three commitments in the BCIT Strategic Plan, as reflected in the objectives of *An Indigenous Vision*.

PEOPLE-FOCUSED ORGANIZATION

1. Support for the whole person
2. Visible integration of Indigenous values, traditions, and ways of knowing
3. Policies and practices that enable the success of learners, faculty, and staff

FUTURE-PROOF APPLIED EDUCATION

4. Relevant, reflective, and respectful curriculum
5. Access and inclusion for Indigenous learners—financial, academic, cultural, and physical
6. Preparation for economic independence through skills acquisition and the BCIT learning model

GLOBALLY RELEVANT CONNECTIONS

7. Sustained Indigenous partnerships and stakeholder engagement
8. Standard-setting approach to Indigenous integration with industry
9. Collaboration with our post-secondary peers in promoting Truth and advancing Reconciliation

As a signatory to the **CICan Indigenous Education Protocol**, BCIT has chosen to structure its *Vision* and actions around the Protocol’s seven principles. An Implementation Plan will be developed and it will describe how these principles will be pursued each year, together with the associated deliverables, accountabilities, and resources.

1. Commit to making Indigenous education a priority

- a) Support Deans, Department Heads, and Program Heads to develop Indigenous strategies in their respective areas
- b) Pursue opportunities for increased funding through the BCIT Foundation
- c) Sustain consultation, both internal and external, to strengthen relationships and to refine and evolve BCIT’s approach to Truth, Reconciliation, and Indigenization
- d) Facilitate dialogue with our post-secondary peers to help drive sector-wide change

2. Ensure governance structures recognize and respect Indigenous peoples

- a) Review and revise policies to ensure they respect Indigenous ways and promote Truth and Reconciliation
- b) Integrate Reconciliation across leadership evaluations and accountability reports
- d) Explore increased Indigenous representation on the Board of Governors and across the Program Advisory Committees (PACs)
- c) Establish a network of Indigenous Champions to raise awareness and help mobilize action

3. Implement intellectual and cultural traditions of Indigenous peoples through curriculum and learning approaches relevant to learners and communities

- a) Develop a policy to protect the use of Indigenous knowledge and intellectual property
- b) Support the appropriate incorporation of Indigenous knowledge across all programs and courses
- c) Work with Learning and Teaching Centre colleagues to promote understanding of different learning, teaching, and evaluation styles
- d) Facilitate greater focus on skills acquisition that helps build Indigenous economic independence
- e) Identify and implement solutions to increase Indigenous student completion rates based on a review of existing behaviours and barriers
- f) Design and implement a prior learning assessment program to recognize competencies acquired through work and life experience

4. Support students and employees to increase understanding and reciprocity among Indigenous and non-Indigenous peoples

- a) Expand and promote Indigenous events to increase shared understanding
- b) Extend resources to support faculty and staff knowledge development through Indigenization guides, Indigenous Champions, and comprehensive inclusion training
- c) Embed and represent Indigenous culture throughout the physical facilities of our campuses

5. Commit to increasing the number of Indigenous employees with ongoing appointments throughout the institution, including Indigenous senior administrators

- a) Work with BCIT Human Resources and union partners to align approaches and targets for Indigenous hiring
- b) Review and revise hiring practices and orientation to incorporate Indigenous ways of knowing

6. Establish Indigenous-centred holistic services and learning environments for learner success

- a) Work with Student Services and the BCITSA to enhance and promote services for Indigenous student success, including tutoring, counselling, holistic supports, and financial assistance
- b) Design and implement an Indigenous Wellness Toolkit
- c) Enhance and promote Indigenous services across all campuses to help BCIT faculty and staff support Indigenous students more effectively
- d) Reinforce pathways to BCIT for Indigenous high school students across the province, including the provision of additional academic support as needed
- e) Strengthen job placement support for Indigenous students in partnership with industry
- f) Create safer campuses by embedding Indigenous culture, language, and Elder involvement across all aspects of Indigenous student experience

7. Build relationships and be accountable to Indigenous communities in support of self-determination through education, training, and applied research

- a) Formalize partnerships with local Indigenous Nations and organizations
- b) Increase Indigenous partnerships that reflect the needs of the Indigenous communities
- c) Collaborate to support entrepreneurship and sustainability in community-based programming



Distinction through Differentiation: Education Plan 2019–2021

In 2017 and 2018, through a conversation across the community known as Ed Talks, BCIT faculty and staff discussed imminent challenges and opportunities facing the Institute.

Throughout the discourse, three central challenges percolated to the top:

- A creeping loss of distinction in the post-secondary spectrum due to others incorporating applied education and polytechnic trajectories
- The ever-accelerating technological advancement around the globe, which poses a particular challenge to technical institutes
- The rapidly changing future of work and emerging new professions, which needs to be addressed early due to the Institute’s provincial mandate of strategic workforce development

To preserve the institution’s distinction as British Columbia’s premier polytechnic institute, there is a need to actively develop new products and methodologies. “Distinction through Differentiation” captures this theme.

The core strategy to reach this goal will be an increased emphasis on interdisciplinarity, the blending and collaboration between two or more different fields of knowledge.

This core strategy will be realized through three areas of focus:

1. **Interdisciplinary programming:** The development of new programs in a collaborative and shared manner across several BCIT Schools to address emerging fields such as Digital Health or Smart Cities. This creates an opportunity for students to customize a part of their education through electives and content from other subject areas.
2. **Open multi-disciplinary credentials:** The opportunity to achieve academic standing by accumulating credits through discrete non-related courses.
3. **Shared centres of competence:** Interdisciplinary teams and distinct faculties that provide leadership, best practices, research, support and education for a focus area. In conjunction with external partners, the centres pursue global recognition and serve as a hub for BCIT’s technological expertise.

The above strategies recognize that BCIT continues to support the province in an environment of ever-increasing complexity. Methodologies and approaches must be developed, and in some instances improved, to complement the institution’s existing business model. As the future of work changes, BCIT is committed to remaining the best choice for strategic workforce development.

BCIT International Strategy

BCIT continues to attract interest from around the world, due to the applied and practitioner-oriented portfolio of offerings. Currently under development, the BCIT International Strategy will continue to take a balanced approach to accommodating this interest while ensuring domestic student targets are met. Complementary services are also being developed and improved to promote the success of international students.

In the past decade, BCIT international diploma programs have been delivered to approximately 6,000 students through more than 20 partner institutions in South Korea, China, Brazil, Chile, India, and Vietnam. To date, the Institute has established international study agreements with more than 180 institutions and organizations worldwide. The BCIT polytechnic model of applied education is swiftly becoming iconic abroad. As other countries seek to sustain and develop their local economies through building human capital, a BCIT education continues to be sought-after. BCIT’s ability to design, install, and maintain the critical infrastructure required to build thriving economies has made the Institute a key partner for many international stakeholders. BCIT will continue to be a model for partnerships in international education through continued engagement with global affiliates, industry, government, and students.

INSPIRE—The Comprehensive Campaign for BCIT

INSPIRE is BCIT’s largest comprehensive campaign and is integral in supporting BCIT as it ushers in this new era for students, faculty, and the province. The Campaign focuses on three key pillars:

- **Campus Redevelopment:** The INSPIRE Campaign will replace 40+ year-old structures at the end of their lifespan with thoughtfully designed greenspaces and state-of-the-art equipped, sustainably built facilities that will elevate the student learning and social experience at the 130-acre Burnaby Campus.
- **Learning and Teaching Innovation:** The INSPIRE Campaign will invest in innovative teaching methods such as simulation, virtual reality, and augmented reality to provide immersive, interactive, experiential learning settings that bring industry environments, workflows, and interdisciplinary interactions to life in the classroom.
- **Access and Inclusion:** The INSPIRE Campaign will work to ensure that every student has access to education by removing financial barriers. We will foster an inclusive environment, help students in remote areas access education, and provide holistic support to Indigenous learners.

The Campus redevelopment plan is a key strategic initiative. The plan will reimagine BCIT Burnaby Campus as a community with next-generation learning spaces that will foster collaboration, research, and innovation. This includes five new state-of-the-art buildings that will enhance and expand the educational experience of our students:

- Health Sciences Centre
- Trades & Technology Complex
- Centre for Ecological Restoration & Climate Adaptation
- Centre for Education, Entrepreneurship, Innovation & Research
- Student Hub

The campus will come alive with new greenways and bike lanes, renewed public spaces, and the urban ecological restoration of Guichon Creek will bring a weaving waterway to life across campus.

The \$125 million campaign goal and its initiatives are ambitious. The year ending March 31, 2020, produced the highest annual fundraising results in BCIT’s history with the BCIT Foundation raising \$16.4 million in cash and pledges during the year. As of March 31, 2020, total funds raised to date for the INSPIRE Campaign are \$55.1 million, broken down as follows:

- Capital projects (Heath Sciences and Trades & Technology) \$20.4 million;
- Access & Inclusion: \$18.4 million; and
- Teaching & Learning Innovation: \$16.3 million.

Through the INSPIRE Campaign, BCIT will prepare our students to meet tomorrow’s challenges by giving them new skills and sparking new ways of thinking, learning, and collaborating.



Burnaby Campus Development Plan

Campus development is a key focus area for BCIT. A vital component of this initiative is advancing a viable Campus Plan for the Burnaby campus. In addition to major changes to campus infrastructure, streetscapes, and land use, the plan will inform the future development of capital projects such as the Health Sciences Centre (HSC), the Trades & Technology Complex, and the Centre for Ecological Restoration & Climate Adaption.

The **Health Sciences Centre** will offer a unique healthcare educational experience. The facility will integrate the simulation of direct patient care, indirect patient care, and allied health and laboratory science. This building design will seek WELL Building Standard certification and Rick Hansen Foundation Accessibility Certification.

The **Trades & Technology Complex** is an integrated, multi-phase project that supports the growing demand for trades training in support of industry-driven labour demand. The creation of a centralized hub in the existing trades area will contribute to a new trades identity. The new building will seek to achieve an energy efficient net-zero greenhouse gas (GHG) design standard.

The **Centre for Ecological Restoration & Climate Adaption** (CERCA) is a new research and teaching centre that will solidify BCIT's role as the leader in the field of ecological restoration. Phase one of the Centre will allow for expansion of the Ecological Restoration department's Master of Science and Bachelor of Science programs, and will support adjacent programs such as Fish, Wildlife and Recreation, and Forest and Natural Areas Management. This phase will also include an Indigenous Student Liaison Office to support Indigenous learners in the field of environmental stewardship. Phase two of the project will support three related programs: Environmental Engineering Technology, Geographic Information Systems, and Geomatics. The project supports the enhancement of flexible facilities that cultivate high-quality education skills training and produce job-ready graduates in alignment with labour market demand. This new building will seek to achieve an energy efficient net-zero GHG design standard.

BCIT and Industry

Continuously strengthening relationships with industry is vital to the success of BCIT and its students. BCIT engages with leading businesses from various industry sectors, establishing partnerships that benefit students and the Institute. Some partnerships of note include:

- A collaboration with CN Rail in delivering a 120-hour railway pre-employment course to the Prince George Nechako Aboriginal Employment and Training Association (PGNAETA). The first part of the course was delivered within the community and the remaining coursework was delivered at the BCIT Annacis Island Campus. Eight students successfully completed the course and have been hired by CN Rail.

- The ongoing partnership between the Cisco Networking Academy and the BCIT Computer Information Systems Administration (CISA) program celebrates its 21th year in 2019/20. This partnership provides computer information system curriculum development and training. Over the years, BCIT has become the parent Networking Academy that supports curriculum development and instructor training for more than 40 Cisco Networking Academies across Western Canada.

BCIT will continue to pursue strategic opportunities with industry partners to foster dialogue and sustain support and engagement. Multiple organizations have made monetary or in-kind donations this year. A notable example is NAPA Auto Parts Canada's and Traction Heavy Duty Parts' generous joint gift of \$115,000 in support of students at the Annacis Island Campus. Other organizations have loaned, or assisted in securing the loan of, necessary equipment, such as Haas Automation Inc.'s agreement with the School of Energy Machinist program, securing a state-of-the-art Computer Numerical Control machine for a period of two years with a possibility of renewal. Industry has also joined with federal and provincial governments in funding the BCIT Smart Microgrid Applied Research Team (SMART)'s four-year, \$4.1 million project to develop solutions for Next Generation Electric Vehicle (EV) Charging Networks in Canada. The project will expand on the EV charging network management system developed as part of the OASIS project.

BCIT continues to refine its Program Advisory Councils (PACs) to ensure relevancy and open communication to meet the needs of industry. The PACs continue to provide BCIT with a valuable connection to industry.

BCIT conducted an online survey of both PAC and non-PAC employers via MARU's Voice of Canada. The aim was threefold: to better understand what industry currently needs from BCIT graduates; to explore partnership opportunities; and to gauge employer resonance with the new *Education Plan*. Results showed that BC employers are familiar with BCIT and have a positive perception of BCIT, its graduates, and their skills. Four key graduate attributes emerged as being considered essential:

1. Ability to change and capacity to learn
2. Strong critical thinking and problem solving
3. Oral communications and interpersonal skills
4. Ability to work independently with minimal supervision

The robust, up-to-date technical ability of BCIT graduates was affirmed and remains highly valued. Further, employers rated the Institute's applied education concepts—work-integrated learning, interdisciplinary programming, centres of excellence, and flexible credentials—as precisely meeting their needs.

Post-secondary Partnerships

BCIT continues to establish partnerships within the education sector, both nationally and internationally.

- BCIT received federal funding under the Oceans Protection Plan to deliver the Marine Training Program–Southern Component (MTP-S). The program reduces barriers to marine training for underrepresented groups in the marine labour force, such as women, Northerners, Inuit, and Indigenous peoples. In cooperation with Camosun College, Indigenous communities will be consulted to establish the full scope of the training and options for delivering training within their communities. BCIT and Camosun College will also work with a number of industry partners, marine employers, and the Canadian Coast Guard Auxiliary to offer opportunities to work and gain experience at sea.
- In partnership with the Aboriginal Community Career Employment Services Society (ACCESS), the School of Transportation hosted a special intake of the Bridge Watch Rating program for Indigenous students at the Marine Campus. Students were recruited by ACCESS, who worked in collaboration with the BCIT program area to monitor and ensure student success.
- BCIT signed a Memorandum of Understanding (MOU) with the University of Sweden to promote academic partnership through faculty and student exchanges.
- The Electrical and Computer Engineering Technology program in the School of Energy is working with BCIT International on the possibility of accommodating a cohort of 20 students from Institut supérieur d'électronique de Paris for one semester of study in Electronics and Telecommunications.
- BCIT delivers a dual credential program in partnership with Dongguan Polytechnic in China, providing a pathway to attract international students to BCIT for their degree completion. There are currently 88 students enrolled for the 2018 intake of the BCIT offshore Computing System Technology program.

PERFORMANCE MEASURES, TARGETS, AND RESULTS

The performance measures listed below align with the Ministry of Advanced Education, Skills and Training goals and objectives as defined by the 2019/20 Accountability Framework. Measures are provided along with a brief summary of the results.

System Objective 1: Capacity

The Ministry’s Strategic Objective of Capacity is designed to ensure the BC public post-secondary system has sufficient capacity to meet the evolving needs of the province.

STUDENT SPACES (FTE)	2018/19 ACTUAL	2019/20 TARGET	2019/20 ACTUAL	2019/20 ASSESSMENT
Total Student Spaces	12,514	12,616	12,386	Substantially achieved
Nursing and other allied health programs	2,582	2,905	2,555	Not achieved
Developmental	238	250	224.6	Not achieved
Performance measure description: the number of full-time equivalent (FTE) student enrolments delivered overall and in designated program areas.				

Historically, BCIT has consistently achieved and exceeded the Ministry’s target for total student spaces. In 2019/20, BCIT substantially achieved the target, ultimately delivering 98.2% utilization on the Ministry’s total student spaces. In the past couple of years, the softening demand of domestic students coupled with the increased demand of international have been factors impacting BCIT’s utilization rates. Actions are currently underway to help increase domestic activity to enable BCIT to achieve and exceed its target over the next few years. Some of these actions include: active monitoring of applicant demand and seat management in full-time programs, development of retention strategies within the BCIT Schools, implementation of reserved seats to encourage domestic studies to register earlier, implementation of a Strategic Enrolment Management Plan which will include optimum enrolment and internal targets, expanded recruitment and marketing activities, and the innovative programming as identified in BCIT’s Education Plan.

BCIT delivered close to 2,600 student FTEs in Nursing, Specialty Nursing, and Allied Health courses and programs in 2019/20, which is a slight decrease of 1.0% from the previous year. The Nursing degree program underwent a design change which impacted the initial delivery of activities and the 2019/20 student FTEs. However, through the transition of phasing out the previous curriculum and introducing the new curriculum, it is anticipated that Nursing degree student FTEs will be normalized to past years’ activity levels. In addition, Specialty Nursing experienced unfilled seats in relation to projected commitments due to challenges in recruitment and other constraints. For 2020/21, Specialty Nursing student FTEs have begun to increase as capacities are adjusted between high-demand subject areas to help meet the needs of the Health Authorities.

On September 1, 2017 BCIT implemented **tuition-free Adult Basic Education (ABE) and English Language Learning (ELL)** programs and Part-time Studies courses to domestic students to support adult learners. In 2019/20, BCIT delivered 115 student FTEs under ABE and 110 student FTEs under ELL which is an overall decrease of 5.5% from the previous fiscal year. In collaboration with the Ministry, the 2019/20 Developmental target—specific to ABE and ELL tuition-free activities—was revised from 321 to 250 in an effort to better align with the activity being delivered.

CREDENTIALS AWARDED	2018/19 ACTUAL	2019/20 TARGET	2019/20 ACTUAL	2019/20 ASSESSMENT
Number	6,378	6,198	6,334	Achieved
Performance measure description: the average number of credentials awarded to domestic students by public post-secondary institutions in the most recent three years.				

As with previous years, BCIT continues to achieve the Ministry target on student credentials awarded.

System Objective 2: Access

The AEST Strategic Objective of Access ensures that the BC public post-secondary system provides equitable and affordable access for residents.

ABORIGINAL STUDENT SPACES	2018/19 ACTUAL	TARGET	2019/20 ACTUAL	2019/20ASSESSMENT
Total Aboriginal Student Spaces	797	815	833	Achieved
Ministry [AEST]	397		393	
Industry Training Authority [ITA]	399		439	
Performance measure description: number of full-time equivalent (FTE) enrolments of Aboriginal students delivered in all program areas.				

In 2019/20, Indigenous FTEs at BCIT increased by 4.5% over the previous year, achieving a total FTE count of 833 Indigenous learners. This assessment is reflective of student activity between April 2018 and March 2019. Indigenous students are enrolled in many areas of programming at BCIT, including engineering and applied sciences, business and management, and trades, particularly as apprentices in the electrical, carpentry, metal fabricator, and plumbing fields.

The Institute will continue to seek out opportunities for Indigenous learners through consultation with key partners and stakeholders. BCIT will be an important partner in ensuring the post-secondary experience is positive and supportive for Indigenous learners, while creating clear pathways to success, from K – 12 to employment. The Institute is taking action to implement *An Indigenous Vision* and the education-related *Calls to Action of the Truth and Reconciliation Commission*.

System Objective 3: Quality

The Ministry’s Strategic Objective of Quality ensures that the BC public post-secondary system provides quality through enriched educational experiences that meet the learning objectives of students.

As of the 2019/20 reporting year, the trades foundation and trades-related vocational graduates have been split out from the former diploma, associate degree and certificate students. 2018/19 actuals have been restated using the revised student groupings.

STUDENT SATISFACTION WITH EDUCATION	2018/19 ACTUAL		2019/20 TARGET	2019/20 ACTUAL		2019/20 ASSESSMENT	2019/20 PSI
	%	+/-		%	+/-		%
Diploma, associate degree and certificate graduates	92.8%	0.6%	≥ 90%	94.0%	0.5%	Achieved	90.4%
Trades foundation and trades-related vocational graduates	94.1%	1.1%		94.6%	1.1%	Achieved	91.9%
Apprenticeship completers	93.2%	1.3%		93.1%	1.3%	Achieved	92.0%
Baccalaureate graduates	94.4%	1.5%		96.3%	1.3%	Achieved	93.3%
Performance measure description: percentage of students who were very satisfied or satisfied with the education they received.							

Note: BC post-secondary institutions, excluding research intensive universities, minus BCIT for 2019.

As in previous years, BCIT has continued to surpass the Ministry target on students’ satisfaction with education.

STUDENT ASSESSMENT OF THE QUALITY OF INSTRUCTION	2018/19 ACTUAL		2019/20 TARGET	2019/20 ACTUAL		2019/20 ASSESSMENT	2019/20 PSI
	%	+/-		%	+/-		%
Diploma, associate degree, and certificate graduates	93.7%	0.6%	≥ 90%	94.8%	0.5%	Achieved	95.1%
Trades foundation and trades-related vocational graduates	94.0%	1.1%		95.6%	1.0%	Achieved	94.1%
Apprenticeship completers	94.1%	1.2%		94.6%	1.2%	Achieved	94.5%
Baccalaureate graduates	94.1%	1.5%		95.5%	1.4%	Achieved	93.9%
Performance measure description: percentage of students who rated the quality of instruction in their program positively.							

Note: BC post-secondaryinstitutions, excluding research intensive universities, minus BCIT for 2019.

BCIT’s strong assessment by former students relating to the quality of program instruction and the achievement of Ministry targets over the past few years indicate that the Institute continues to maintain strong progress.

STUDENT ASSESSMENT OF SKILL DEVELOPMENT (OVERALL)	2018/19 ACTUAL		2019/20 TARGET	2019/10 ACTUAL		2019/20 ASSESSMENT	2019/20 PSI
	%	+/-		%	+/-		%
Diploma, associate degree, and certificate graduates	87.2%	0.8%	≥ 85%	87.6%	0.7%	Achieved	86.3%
Trades foundation and trades-related vocational graduates	87.5%	1.3%		88.2%	1.4%	Achieved	88.3%
Apprenticeship completers	83.8%	1.7%		85.8%	1.7%	Achieved	87.8%
Baccalaureate graduates	91.5%	1.5%		92.4%	1.6%	Achieved	90.1%
Performance measure description: percentage of students who indicated their education helped them to develop various skills.							

Note: BC post-secondary institutions, excluding research intensive universities, minus BCIT for 2019.

BCIT achieved the Ministry’s targets in 2019/20 with support from BCIT’s Educational Quality Framework which encourages continuous quality improvement, focusing on program curriculum, program delivery, and educational support systems. The Institute reviews all programs on a systematic basis, utilizing feedback from students, industry, and faculty. BCIT programs are benchmarked against programs in peer institutions across the province and Canada. There are always minor revisions and updates, but when more extensive changes are appropriate, these proposed changes are reviewed and approved by the BCIT Education Council, with support from the BCIT Learning and Teaching Centre.

System Objective 4: Relevance

The Ministry’s Strategic Objective of Relevance ensures that the BC public post-secondary system is relevant, having the breadth and depth of programming to meet the evolving economic needs of the province.

STUDENT ASSESSMENT OF THE USEFULNESS OF KNOWLEDGE AND SKILLS IN PERFORMING JOB	2018/19 ACTUAL		2019/20 TARGET	2019/20 ACTUAL		2019/20 ASSESSMENT	2019/20 PSI
	%	+/-		%	+/-		
Diploma, associate degree, and certificate graduates	88.9%	1.0%	≥ 90%	90.4%	0.8%	Achieved	85.0%
Trades foundation and trades-related vocational graduates	86.7%	1.8%		91.2%	1.5%	Achieved	88.6%
Apprenticeship completers	93.2%	1.4%		93.5%	1.4%	Achieved	93.7%
Baccalaureate graduates	95.2%	1.5%		94.4%	1.7%	Achieved	89.9%
Performance measure description: percentage of employed graduates who indicated the knowledge and skills they acquired through their education was useful in performing their job.							

Note: BC post-secondary institutions, excluding research intensive universities, minus BCIT for 2019.

BCIT’s results for the diploma, associate degree, and certificate [DACSO] graduates at 90.4% shows a slight improvement over the Institute’s performance in the previous year [88.9%]. This improvement is expected to continue in 2020/21 as BCIT’s Program Mix Analysis continues to monitor all full-time and part-time programs, which identify those programs that are performing below the target, and remedial action is identified in the Dean’s operating plans of each School. Furthermore, BCIT’s robust program review process also identifies areas where programs need to improve, and BCIT’s new Learning and Teaching Framework will enhance this performance metric by providing new insights and resources to support student learning and skill development.

UNEMPLOYMENT RATE	2018/19 ACTUAL		2019/20 TARGET	2019/20 ACTUAL		2019/20 ASSESSMENT	2019/20 PSI
	%	+/-		%	+/-		
Diploma, associate degree and certificate graduates	8.6%	0.8%	≤ 9.1%	7.0%	0.6%	Achieved	5.6%
Trades foundation and trades-related vocational graduates	6.6%	1.3%		6.7%	1.2%	Achieved	9.6%
Apprenticeship completers	4.1%	1.0%		1.8%	0.7%	Achieved	3.4%
Baccalaureate graduates	2.3%	1.0%		2.1%	1.0%	Achieved	4.9%
Performance measure description: percentage of graduates who were unemployed at the time of the survey, compared with the percentage of unemployed individuals with high school credentials or less.							

Note: BC post-secondary institutions, excluding research intensive universities, minus BCIT for 2019.

BCIT is closely connected to fulfilling the needs of the labour market and can therefore experience an above-average impact from economic and labour market conditions in the province and in the economic development region.

BCIT Going Forward

The coming year presents exciting opportunities for BCIT as leadership builds on initiatives that will ensure the Institute’s programs and partnerships continue to connect with the training, economic, and social needs of the province and the rest of Canada. BCIT aims to align with industry and government needs by supporting a strategic focus in education to better match with labour demand, furthering strong partnerships with industry to deliver training and apprenticeships, and fostering hands-on learning through collaborative activities with the K – 12 sector.

While building on the numerous achievements BCIT has realized over its more than 50-year history, there is continual commitment to ensure that BCIT remains a leader in producing job-ready graduates—not only for today’s skilled labour needs, but also for those of the future.

Consolidated Financial Statements

For the most recent financial information, please see the Audited Financial Statements at bcit.ca/financialservices/financialreports



MSc Ecological Restoratiion students at Guichon Creek on the Burnaby Campus.

Appendix A:
Performance Measure Results

Performance measure ¹	Reporting year					
	2018/19 Actual	2019/20 Target	2019/20 Actual	2019/20 Assessment		
Student Spaces ²						
Total student spaces	12,514	12,616	12,386	Substantially achieved		
Nursing and other allied health programs	2,582	2,905	2,555	Not achieved		
Developmental programs	238	250	224.6	Not achieved		
Credentials awarded ³						
Number	6,378	6,198	6,334	Achieved		
Aboriginal student spaces ⁴						
Total Aboriginal student spaces	797	815	833	Achieved		
Ministry (AEST)	397		393			
Industry Training Authority (ITA)	399		439			
Student satisfaction with education ^{5,6}						
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	92.8%	0.6%	≥ 90%	94.0%	0.5%	Achieved
Trades foundation and trades-related vocational graduates	94.1%	1.1%		94.6%	1.1%	Achieved
Former apprenticeship students	93.2%	1.3%		93.1%	1.3%	Achieved
Bachelor degree graduates	94.4%	1.5%		96.3%	1.3%	Achieved
Student assessment of the quality of instruction ^{5,6}						
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	93.7%	0.6%	≥ 90%	94.8%	0.5%	Achieved
Trades foundation and trades-related vocational graduates	94.0%	1.1%		95.6%	1.0%	Achieved
Former apprenticeship students	94.1%	1.2%		94.6%	1.2%	Achieved
Bachelor degree graduates	94.1%	1.5%		95.5%	1.4%	Achieved
Student assessment of skill development ^{5,6}						
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	87.2%	0.8%	≥ 85%	87.6%	0.7%	Achieved
Trades foundation and trades-related vocational graduates	87.5%	1.3%		88.2%	1.4%	Achieved
Former apprenticeship students	83.8%	1.7%		85.8%	1.7%	Achieved
Bachelor degree graduates	91.5%	1.5%		92.4%	1.6%	Achieved
Student assessment of usefulness of knowledge and skills in performing job ^{5,6}						
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	88.9%	1.0%	≥ 90%	90.4%	0.8%	Achieved
Trades foundation and trades-related vocational graduates	86.7%	1.8%		91.2%	1.5%	Achieved
Former apprenticeship students	93.2%	1.4%		93.5%	1.4%	Achieved
Bachelor degree graduates	95.2%	1.5%		94.4%	1.7%	Achieved
Unemployment Rate ^{5,6}						
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	8.6%	0.8%	≤ 9.1%	7.0%	0.6%	Achieved
Trades foundation and trades-related vocational graduates	6.6%	1.3%		6.7%	1.2%	Achieved
Former apprenticeship students	4.1%	1.0%		1.8%	0.7%	Achieved
Bachelor degree graduates	2.3%	1.0%		2.1%	1.0%	Achieved

Notes:

TBI - Institutions are required to include their target and assessment.

N/A - Not assessed

¹ Please consult the 2019/20 Standards Manual for a current description of each measure. See https://www2.gov.bc.ca/assets/gov/education/post-secondary-education/institution-resources-administration/accountability-framework/standards_manual.pdf

² Results from the 2018/19 reporting year are based on data from the 2018/19 fiscal year; results from the 2019/20 reporting period are based on data from the 2019/20 fiscal year.

³ Annual performance is measured using a rolling three-year average of the most recent fiscal years, e.g., the results for the 2019/20 reporting year are a three-year average of the 2016/17, 2017/18, and 2018/19 fiscal years.

⁴ Results from the 2018/19 reporting year are based on data from the 2017/18 fiscal year; results from the 2019/20 reporting period are based on data from the 2018/19 fiscal year.

⁵ Results from the 2018/19 reporting year are based on 2018 survey data; results from the 2019/20 reporting year are based on 2019 survey data. For all survey results, if the result plus or minus the margin of error includes the target, the measure is assessed as achieved. In all cases, the survey result and the margin of error are used to determine the target assessment. Survey results are not assessed if the number of respondents is less than 20 or the margin of error is greater than 10%.

⁶ As of the 2019/20 reporting year, the trades foundation and trades-related vocational graduates have been split out from the former diploma, associate degree and certificate students. 2018/19 actuals have been restated using the revised student groupings.

As of the 2019/20 reporting year, the "exceeded" category has been removed. Performance measure results will now be assessed on a three-category scale: *Achieved* , *Substantially Achieved* , or *Not Achieved* .

Target assessment scale	Description
Achieved	100% or more of the target
Substantially achieved	90% - 99% of the target
Not achieved	Less than 90% of the target
Not assessed	Survey results with less than 20 respondents or a margin of error of 10% or greater, descriptive measures, and measures without targets

Appendix A: Performance Measure Results continued

Performance measure	Reporting year					
	2018/19 Actual	2019/20 Target	2019/20 Actual	2019/20 Assessment		
Former diploma, associate degree and certificate students' assessment of skill development						
	%	+/-		%	+/-	
Skills development (avg. %)	87.2%	0.8%	≥ 85%	87.6%	0.7%	Achieved
Written communication	80.9%	1.1%		80.3%	1.1%	
Oral communication	79.8%	1.1%		79.9%	1.1%	
Group collaboration	88.9%	0.8%		88.1%	0.8%	
Critical analysis	90.9%	0.7%		91.4%	0.6%	
Problem resolution	87.2%	0.8%		88.8%	0.7%	
Learn on your own	89.8%	0.7%		91.0%	0.7%	
Reading and comprehension	91.4%	0.7%		91.0%	0.7%	
Trades foundation and trades-related vocational graduates' assessment of skill development						
	%	+/-		%	+/-	
Skills development (avg. %)	87.5%	1.3%	≥ 85%	88.2%	1.4%	Achieved
Written communication	73.5%	2.6%		77.4%	2.8%	
Oral communication	75.9%	2.4%		77.5%	2.6%	
Group collaboration	90.3%	1.4%		89.4%	1.5%	
Critical analysis	91.8%	1.3%		91.7%	1.3%	
Problem resolution	90.0%	1.4%		89.1%	1.5%	
Learn on your own	89.2%	1.4%		89.9%	1.4%	
Reading and comprehension	95.1%	1.0%		93.4%	1.2%	
Former apprenticeship students' assessment of skill development						
	%	+/-		%	+/-	
Skills development (avg. %)	83.8%	1.7%	≥ 85%	85.8%	1.7%	Achieved
Written communication	68.6%	3.3%		72.3%	3.8%	
Oral communication	68.0%	3.3%		72.5%	3.6%	
Group collaboration	83.4%	2.0%		87.1%	1.9%	
Critical analysis	90.0%	1.5%		91.2%	1.5%	
Problem resolution	85.9%	1.8%		87.4%	1.8%	
Learn on your own	86.0%	1.8%		87.1%	1.8%	
Reading and comprehension	91.4%	1.4%		92.7%	1.4%	
Bachelor degree graduates' assessment of skill development						
	%	+/-		%	+/-	
Skills development (avg. %)	91.5%	1.5%	≥ 85%	92.4%	1.6%	Achieved
Written communication	87.6%	2.2%		86.6%	2.5%	
Oral communication	89.6%	2.0%		90.0%	2.2%	
Group collaboration	95.9%	1.3%		95.9%	1.4%	
Critical analysis	95.5%	1.4%		95.0%	1.6%	
Problem resolution	90.8%	1.9%		93.9%	1.7%	
Learn on your own	92.2%	1.8%		93.6%	1.8%	
Reading and comprehension	88.6%	2.1%		91.9%	2.0%	

Appendix B: Mandate Priority #1 Progress Report

Progress on Implementation of Truth and Reconciliation Commission’s (TRC) Calls to Action and Articles of the United Nations Declaration (UN Declaration) on the Rights of Indigenous Peoples at Public Post-secondary Institutions in BC.

TRC CALL TO ACTION ¹ AND UN DECLARATION ON THE RIGHTS OF INDIGENOUS PEOPLES ARTICLE	PROGRESS	NEW INITIATIVE AND PARTNERSHIP DETAILS	CONTINUING INITIATIVE AND PARTNERSHIP DETAILS
1: SOCIAL WORK We call upon the federal, provincial, territorial, and Aboriginal governments to commit to reducing the number of Aboriginal children in care by ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the history and impacts of residential schools, and ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the potential for Aboriginal communities and families to provide more appropriate solutions to family healing.	N/A		
12: EARLY CHILDHOOD EDUCATION We call upon the federal, provincial, territorial, and Aboriginal governments to develop culturally appropriate early childhood education programs for Aboriginal families.	N/A		
16: INDIGENOUS LANGUAGE DEGREE AND DIPLOMA PROGRAMS We call upon post-secondary institutions to create university and college degree and diploma programs in Aboriginal Languages.	N/A		
23: HEALTH-CARE PROFESSIONALS We call upon medical and nursing schools in Canada to require all students to take a course dealing with Aboriginal health issues, including the history and legacy of residential schools, the United Nations Declaration (UN Declaration) on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, and Indigenous teachings and practices. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.	N/A		
24: MEDICAL AND NURSING SCHOOLS We call upon medical and nursing schools in Canada to require all students to take a course dealing with Aboriginal health issues, including the history and legacy of residential schools, the United Nations Declaration (UN Declaration) on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, and Indigenous teachings and practices. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.	In progress		<ul style="list-style-type: none">▪ Five [5] reserved seats in Bachelor of Science in Nursing program▪ Developing new mandatory course for BSc Nursing regarding true history of Indigenous peoples in Canada and culturally appropriate approach to care delivery▪ Support for Indigenous students▪ Increase awareness events and activities
28: LAW SCHOOLS We call upon law schools in Canada to require all law students to take a course in Aboriginal people and the law, which includes the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal-Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and antiracism.	N/A	<ul style="list-style-type: none">▪ While we do not have a law school, BCIT and BCIT Executive Director, Indigenous Initiatives and Partnerships Kory Wilson are working with the Law Society of British Columbia to design and implement the new Indigenous Competency Awareness course, which is mandatory for all Practicing Lawyers in British Columbia starting January 2021	
57: PUBLIC SERVANTS We call upon federal, provincial, territorial, and municipal governments to provide education to public servants on the history of Aboriginal peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal-Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.	In progress	<ul style="list-style-type: none">▪ Currently creating a “Week of Inclusion” and additional modules on UNDRIP and what it means for BCIT	<ul style="list-style-type: none">▪ BCIT has worked with and provided the City of Vancouver with Indigenous Awareness Modules that are mandatory for all city employees▪ Indigenous 101 has been attended by over 800 people. 500 people have signed up for the Indigenous Awareness Modules and we are working on making it more widely available

62: TEACHER EDUCATION We call upon the federal, provincial, and territorial governments, in consultation and collaboration with Survivors, Aboriginal peoples, and educators, to: ... Provide the necessary funding to post-secondary institutions to educate teachers on how to integrate Indigenous knowledge and teaching methods into classrooms.	In progress	<ul style="list-style-type: none">▪ Three new Indigenous Awareness Modules were introduced.▪ BCIT partnered with BC Campus and two province wide workshops using the Indigenization Guides for Teachers and Instructors.▪ Workshops are in developed with the Learning and Teaching department of BCIT.▪ There are on-going meetings and consultation with every department at BCIT and individual instructors in regards to Indigenous issues.▪ Zoom workshops have been planned for the other Indigenous Guides to be distributed to BCIT.	<ul style="list-style-type: none">▪ BCIT created Indigenous 101 and approximately 45% of BCIT employees have taken it. The session is available to various other organization and groups; most recently to over 100 people from BC Tech and their partners.
86: JOURNALISM AND MEDIA SCHOOLS We call upon Canadian journalism programs and media schools to require education for all students on the history of Aboriginal peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal-Crown relations.	In progress	<ul style="list-style-type: none">▪ Indigenous Journalism Circle has been created and is working on completing a Journalism Action Plan to increase Indigenous awareness, both within and out of the classroom, increase enrollment, and influence Indigenous accuracy in the media	<ul style="list-style-type: none">▪ As of 2019, the BCIT Indigenous 101 workshops have been completed by over 800 employees▪ BCIT’s three Indigenous Awareness Modules are in use by faculty and staff
92: BUSINESS SCHOOLS We call upon the corporate sector in Canada to ... Provide education for management and staff on the history of Aboriginal peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal-Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.	In progress		<ul style="list-style-type: none">▪ BCIT is working on an Indigenous Entrepreneurial program that is currently in the beginning stages
UNITED NATIONS DECLARATION ON THE RIGHTS OF INDIGENOUS PEOPLES IMPLEMENTATION How is your institution working with Indigenous peoples and communities to implement the United Nations Declaration on the Rights of Indigenous Peoples, and in particular the articles related to education, which include the following: <i>Article 14</i> <ol style="list-style-type: none">1. Indigenous peoples have the right to establish and control their educational systems and institutions providing education in their own languages,in a manner appropriate to their cultural methods of teaching and learning.2. Indigenous individuals, particularly children, have the right to all levels and forms of education <i>Article 15</i> <ol style="list-style-type: none">1. Indigenous peoples have the right to the dignity and diversity of their cultures, traditions, histories and aspirations which shall be appropriately reflected in education and public information. <i>Article 21</i> <ol style="list-style-type: none">1. Indigenous peoples have the right, without discrimination, to the improvement of their economic and social conditions, including, inter alia, in the areas of education, employment, vocational training and retraining, housing, sanitation, health and social security.	In progress	<ul style="list-style-type: none">▪ An Indigenous Navigator and Indigenous Wellness Manager (“Auntie on Campus”) will be hired when COVID is cleared	<ul style="list-style-type: none">▪ Consultation ongoing▪ Created <i>An Indigenous Vision: A framework for action and accountability</i><ul style="list-style-type: none">> Launched May 27, 2019> Implementation Plan for <i>Vision</i> will be introduced following launch▪ Many awareness activities and events are happening and will continue to increase over the coming years▪ Increasing diversity and inclusion events and education▪ The number of programs and services being offered is increasing▪ Creation of the Indigenous Wellness Toolkit to support students in the 8 Dimensions of Wellness

¹ “...” represents omitted text not related to post-secondary education from the original Call to Action.

