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# INSTITUTIONAL ACCOUNTABILITY PLAN & REPORT FOR 2018/19

## EDUCATION FOR A COMPLEX WORLD.

BCIT

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BCIT students using the Virtual Environment for  
Radiotherapy Training (VERT) on the Burnaby Campus.

BRITISH COLUMBIA  
INSTITUTE OF TECHNOLOGY

# EDUCATION FOR A COMPLEX WORLD.

## Accountability Statement: Letter to the Minister

Date: July 15, 2019

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 2018/19 reporting cycle to the Ministry of Advanced Education, Skills and Training. 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 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 approximately 600 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 <b>tuition-free Adult Basic Education and English Language Learning</b> courses and programs for domestic students.
	▪ Providing awards and bursaries: 1,779 student recipients in 2018/19—a combined value of \$3,052,863.
	▪ <b>BCIT Open Education Working Group</b> supports and promotes the development and use of Open Education Resources and Open Education teaching practices, and functions as a community of practice.
	▪ The <b>BCIT Learning and Teaching Framework</b> 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	<ul style="list-style-type: none"> <li>▪ <b>Indigenous Services</b> serves as a welcoming “home away from home,” offering peer mentors, traditional sweat lodge ceremonies, Elders-in-Residence, and an Indigenous speaker series.</li> </ul>
	<ul style="list-style-type: none"> <li>▪ 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.</li> </ul>
	<ul style="list-style-type: none"> <li>▪ Over the past two fiscal years, a total of 30 BCIT students (former youth in care) have benefited from the BC Government’s waived tuition for a total of \$131,000. BCIT continues to offer tuition for students who are ineligible for the provincial government’s program, and awarded five students close to \$24,000 in waived tuition this year.</li> </ul>
	<ul style="list-style-type: none"> <li>▪ BCIT is a major contributor of the nurses and allied health professionals who form the cornerstone of BC’s health system.</li> </ul>
	<ul style="list-style-type: none"> <li>▪ BCIT is the largest provider of trades professionals for the province, working in cooperation with the Industry Training Authority.</li> </ul>
	<ul style="list-style-type: none"> <li>▪ BCIT has adopted an apprentice ratio target for government-funded infrastructure projects over \$10 million.</li> </ul>
	<ul style="list-style-type: none"> <li>▪ A Student Success Framework has been developed that highlights support services, engagement initiatives, and inclusivity practices.</li> </ul>
	<ul style="list-style-type: none"> <li>▪ <b>Accessibility Services</b> empowers students to overcome limits and barriers, be they visible or invisible, permanent or temporary.</li> </ul>
	<ul style="list-style-type: none"> <li>▪ <b>Trades Discovery for Women</b> is an example of a program designed to give women alternate pathways to access trades and technical training at BCIT.</li> </ul>
	<ul style="list-style-type: none"> <li>▪ 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.</li> </ul>
A STRONG, SUSTAINABLE ECONOMY	<ul style="list-style-type: none"> <li>▪ <b>Centre for Workplace Education</b> administers a variety of work-integrated learning [WIL] and experiential education opportunities across many technology and trades programs.</li> </ul>
	<ul style="list-style-type: none"> <li>▪ 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.</li> </ul>
	<ul style="list-style-type: none"> <li>▪ The <b>Associate Certificate in Industrial Wood Processing</b> was introduced to support the wood and industrial forest products industry by preparing graduates with the knowledge, critical thinking, and technical skills to advance to supervisory positions within their current organizations.</li> </ul>
	<ul style="list-style-type: none"> <li>▪ BCIT continues to partner with employers to deliver skills training to employees, including CN Rail, Seaspan, and a 20-year partnership with Cisco.</li> </ul>

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.

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

  
Kathy Corrigan  
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 the **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. 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.

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.

#### BC's Economic Performance

Economic performance in BC improved during 2017 with a real gross domestic product (GDP) growth rate of 3.8%<sup>1</sup>. The province is forecasting another year of modest real GDP growth at 2.3% in 2018<sup>2</sup>. 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 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.

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 4.87 million (2018) and a growth rate of 1.2%<sup>3</sup>, 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 27% cumulative population growth projected in BC during 2018–2041, 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) 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 rates<sup>4</sup>.

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 institutions<sup>5</sup>. 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.

<sup>1</sup> **RBC Economics Research: Provincial Outlook March 2019** [2019], Royal Bank of Canada

<sup>2</sup> **Budget 2018: Working For You** [2018], Province of BC

<sup>3</sup> **British Columbia Population Projects** [2018], Province of BC

<sup>4</sup> **P.E.O.P.L.E 2018** [2018], Province of BC

<sup>5</sup> **Learn English–Adult Education**, [2018], Province of BC

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 2018/19 fiscal year, over 50,000 students were enrolled at BCIT. Included in these enrolment numbers were over 1,700 Indigenous students and approximately 5,700 international students.

Among full-time BCIT students, 56% say preparing for a specific job or career is their objective for attending the institution, with nearly 60% indicating that they have some post-secondary experience or a credential. 92% of surveyed full-time students are satisfied with the education and training they received. When asked if they would choose BCIT if they could start over, 91% indicated they would.<sup>6</sup>

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 nine 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.

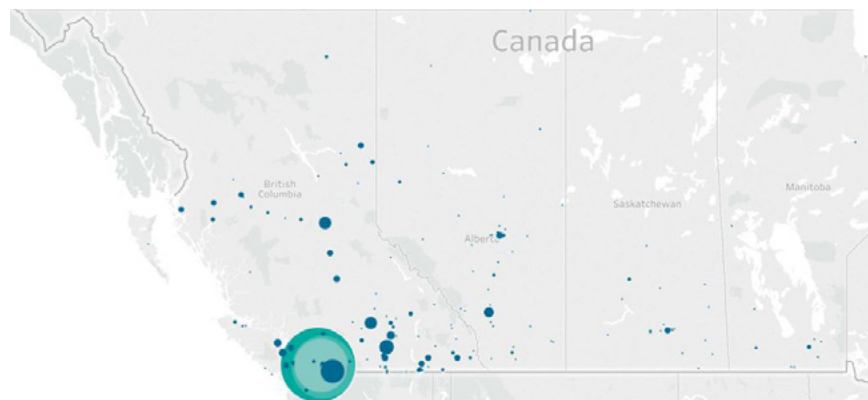
Part-time Studies [PTS] students, who comprise about 30% of BCIT's full-time equivalent enrolments [FTEs], come to BCIT because of its reputation, flexible schedule, or because the program/course is only offered at BCIT. Flexibility is the top reason cited for choosing to study at the Institute part-time.

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 2017/18, 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 5,700 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



<sup>6</sup> 2017 Full-time Student Engagement Survey

## 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.<sup>7</sup> 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.

## MENTAL HEALTH

Mental health support is an important component of the Student Success Framework. BCIT recognizes that students will face challenges during their time on campus. BCIT Student Services will support students to recognize and maintain a healthy mindset.

BCIT is further establishing a healthy community by considering the recommendations of the Okanagan Charter. The International Charter for Health Promoting University and Colleges calls on post-secondary schools to embed health into all aspects of campus culture and to lead health promotion, action, and collaboration locally and globally. The Okanagan Charter was created in June 2015 to provide institutions with common language, principles, and framework towards becoming campuses that promote health and well-being.

In 2018/19, BCIT introduced an **Early Assist** system, a way to reach out or identify students who are beginning to struggle. A self-paced, online learning module is also being developed to provide further resources to incoming and current students. BCIT has created a unique way to deliver counselling, so that students identified as high-need will be prioritized to access services quickly, often within a day or two.

## STUDENTS (YOUTH) FORMERLY IN CARE

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 two fiscal years, a total of 30 BCIT students have benefitted from the BC Government's waived tuition for a total of \$131,000. In 2018/19 alone, just over \$70,000 in tuition fees were waived, allowing for twenty-one students to undertake their studies across a variety of programs offered at the Institute. 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, five BCIT students were awarded close to \$24,000 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.

## STUDENT HOUSING

**Maquinna Residence's** seven low-rise houses accommodate 331 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 331 spots in any given year. These 331 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 waitlisting. 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.

<sup>7</sup> Student Services, BCIT



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, 89% 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.

In Spring 2019, BCIT submitted a draft business case to the Ministry which included a new student housing building, to be built in addition to the existing Maquinna Residence. The submission calls for a twelve-storey building and will offer more than 450 beds. More recent discussions with the Ministry included a second-draft business case, to be submitted in early July 2019 and subject to BCIT Board of Governors' approval in principle in late June 2019. The updated submission will include a mix of communal and studio living arrangements in addition to the \$6.6M Maquinna Residence renovation project, which will extend the life of the existing housing buildings for up to 15 years. This submission is the first phase of BCIT's student housing initiative as outlined in the long-term Campus Development Plan.

## 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 include:

- Four additional cohorts of 25 Computing diploma students started their studies at the BCIT Downtown Campus in 2018/19.
- The Technology Support Professional program offered at Downtown Campus expanded its capacity across BC with a **blended online** model.
- The **Digital Forensics and Cybersecurity** Bachelor of Technology is being expanded to a full-time offering to meet the increasing demand for cybersecurity personnel.
- BCIT showcased a wide range of student and industry tech projects at the 2019 #BCTECH Summit, including virtual reality technology and 3D scanning.
- Working with Metro Vancouver and local municipal partners, BCIT continues to tie its many student projects to real-world social applications, helping residents and municipalities with current issues and challenges.
- BCIT nurtures the local tech community and assists women with identifying and pursuing tech careers by hosting events and activities such as **Vancouver Startup Week Vanhacks hackathon**, BC Tech Association's Aspire to Tech, and inviting **guests** to the Downtown Campus.
- BCIT aims to maximize high school students' interest in pursuing tech careers using a **train-the-trainer** approach. A one-week robotic and tech intensive in summer of 2018 hosted 16 teachers from rural BC. This "Coding Playground" included visits to major industry partners. A follow-up survey suggests hundreds of students were impacted, and 100% of participants found the Coding Playground and related activities beneficial to their studies.

## 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 Technology in Environmental Health Technology, the Bachelor of Technology in Ecological Restoration, the Bachelor of Technology and Diploma in Computer Systems, and the Diploma in Electroneurophysiology are some examples of programs that have recently undergone the program review cycle.

BCIT has responded to the Ministry's request to expand programming in high-demand occupations and priority sectors such as trades, technology, forestry, and health. BCIT developed the following new programs: Certificate in Industrial Wood Processing; Diplomas in Full Stack Web Development, Industrial Network Cyber Security, and Heavy Duty Truck Technology; and an Advanced Diploma in Technical Arts. Furthermore, capacity in the following existing programs was expanded: Specialty Nursing, New Media, 3D Modelling, Digital Design and Development, Computer Information Technology, and Sonography.

BCIT was asked to pilot a new Quality Assurance Process Audit over the past two years, whereby an expert panel appointed by the Ministry would evaluate BCIT's internal program quality processes. The Panel gave the institution a very positive report, commenting, "The rigour of these [program quality] processes positions BCIT as a leader in the quality assurance area within the post-secondary sector and speaks strongly to its provincial mandate."

The BCIT Legion Military Skills Conversion Program has assisted over 700 veterans and reservists in education and career training, with 95 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 19 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.

Work-integrated learning (WIL) and co-op are embedded in many BCIT degree, diploma, and certificate programs and are an important aspect of the educational experience in helping prepare students for success in the labour market. 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. 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.

Expansion of WIL opportunities is a BCIT strategic plan deliverable 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 conducting an assessment of all curricular WIL opportunities as defined by the **ACCE WIL matrix**.

### **BCIT and Open Education 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 in its third year of providing \$5,000 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 material. To date, 24 grants have been awarded and projects are in various states of completion.

### **Learning and Teaching Framework**

In 2017, BCIT implemented the **Learning and Teaching Framework** in order to ensure alignment with the teaching philosophies and designs of the BC Graduation Program. This work has advanced with consultation and guidance from the Superintendent of Graduation and Student Transitions and the Ministries of Education and Advanced Education to ensure that BCIT is prepared to support the transition of K-12 learners into post-secondary education at BCIT. In June 2018, a second two-day Learning and Teaching Summit was held with invitations to all staff, students, and instructors to participate. 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. As well, BCIT continues to develop and 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.

The BCIT Learning and Teaching Framework focuses on four themes that enable:

- program and curriculum design alignment with workplace needs;
- student-centred, active, and experiential teaching and learning practices;
- faculty-empowered instructional skills and learning support systems; and,
- learning environments that foster growth and creativity.

Implementing the Framework across all BCIT Schools ensures students have the optimum learning experience that will support lifelong learning throughout their careers.

### **Applied Research, Innovation, and Industry Relationships**

Over the past 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** and in BCIT's 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

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 Q-Plug, a safer way to plug in car block heaters, and the BiKube, a hands-free mobility device that helps people with mobility challenges maintain their autonomy while navigating tight spaces around their home.

The **Smart Microgrid Applied Research Team (SMART)** continues to be a hub of innovation, with large projects such as the \$1M Industrial Infrastructure Cybersecurity Laboratory and further research and development of Electric Vehicle Infrastructure to make electric vehicles an easier choice for Canadians living in urban areas.

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. A unique partnership between BCIT, UBC Okanagan, and Pacific Rim Brands, a private cannabis company, is developing beverage formulas containing cannabis extracts. 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 FY2018/19.

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. In collaboration with industry sponsors, the 2018 Student Innovation Challenge prize money increased by more than 75%. ARLO also developed partnerships with BCIT Student Association Entrepreneurial Services and School programs to help students succeed with their entrepreneurial ideas.

The BCIT Applied Research Liaison Office (ARLO) supports research by providing a wide range of support services and guidance to students, faculty, researchers, and industry. ARLO hosted the 2018 **BCIT New Innovations Applied Research Symposium**, bringing together staff, faculty, students, and researchers from all BCIT Schools and the services that support applied research at the Institute. Presentations focused on BCIT's applied research successes and the exciting projects on the horizon.

## 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 2019** by Canada's Top 100 Employers<sup>8</sup>. 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 2018, an employee engagement survey was conducted, with analysis of the survey data completed by Aon Hewitt. 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 take 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.

<sup>8</sup> 2019 British Columbia's Top Employers (2019), Mediacorp Canada Inc.

## 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.

## BCIT Policies

The Institute 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 purpose and procedures of the policy. BCIT was the first post-secondary institute in BC to create and implement such a policy. This policy works in conjunction with **Policy 7507: Harassment and Discrimination**, which together work to support an environment where individuals are valued and respected. Additional information and resources related to sexual violence and misconduct are accessible on the **BCIT website**.

To date, the Sexual Violence and Misconduct and Harassment and Discrimination policies have been used and tested at BCIT. The Institute has partnered with the Ending Violence Association of British Columbia to deliver a First Responder training program for staff as well as to develop and offer **Be More Than a Bystander** training for BCIT students, faculty, and staff.

## 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.

In January 2019, BCIT partnered with the BCITAA to launch its first international chapter in Hong Kong. With this new ongoing presence on the Pacific Rim, BCIT can identify opportunities and gain traction for alumni engagement and wider institutional activities in the region, including industry services, applied research opportunities, student co-op placements and internships, student recruitment, international educational diplomacy, and philanthropy. A number of the alumni who attended the launch event hold senior executive roles in China and Hong Kong, and there is a strong willingness by this group to build momentum and advocate for BCIT in the region. With support from our appointed Hong Kong Alumni Ambassador, the Consul General of Canada in Hong Kong, the Canadian Chamber of Commerce in Hong Kong, and fellow BC post-secondary alumni chapters, there are events and opportunities planned throughout the coming year for the chapter.

Closer to home, the Alumni Relations Office has further enhanced tactical engagement with alumni over the past year. In 2019, the Institute will be holding 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. In 2018, nearly 1,000 alumni, business, and community leaders attended the event at the Vancouver Convention Centre.

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.

## **Celebrations at BCIT**

Over the past year, BCIT has welcomed influential global business leaders onto campus to share innovative, leading-edge ideas with students and staff. In early 2019, The Honourable Jean Charest, former Deputy Prime Minister and Quebec Premier, visited the BCIT Aerospace Technology Campus. When the Greater Vancouver Board of Trade hosted an event with keynote speaker President Barack Obama, the 44th President of the United States, BCIT in conjunction with the BCIT Student Association hosted 22 students to attend this unique event.

The Institute also celebrated several recognitions and awards this year. Long-time Forensic Health Science Instructor Sheila Early received a **YWCA Women of Distinction Award**, in the Health and Wellness category, for her groundbreaking work in providing care to victims of violence and abuse. The BCIT Aircraft Maintenance Engineer Category 'M' (Maintenance) program was recognized by the Royal Canadian Air Force (RCAF). The School of Health Sciences Specialty Nursing program won the SIM Innovator award for innovative work in simulation at the Sim One conference.

BCIT is also proud to have recently launched the **Summit Centre**, in partnership with the BCIT Student Association. The Summit Centre offers support and programs for students to develop entrepreneurship skills. This joint initiative further demonstrates the Institute's commitment as a people-focused organization in strengthening support and services that promote student success, well-being, and resilience.

BCIT is poised to convene the **Ecocity** World Summit in Vancouver from October 7 to 12, 2019. The Ecocity World Summit series has been held every two years since 1990. The Summit has developed into one of the most globally significant forums for addressing complex challenges facing humanity in a rapidly urbanising world. Based out of the spectacular Vancouver Convention Centre, over 1,000 thought-leaders, decision makers, sustainable business owners, green researchers, and civil society organizations from over 30 countries will come together for conversation, debate, and innovation based on the theme "Socially Just and Ecologically Sustainable Cities." The conference will bring focus to the International Ecocity Standards (IES), which were developed through a decade-long partnership between Ecocity Builders and the BCIT School of Construction and the Environment. The IES has 18 standards pertaining to sustainable urban living, grouped within themes of urban design, bio-geophysical conditions, socio-cultural features, and ecological imperatives.



# Performance Plan

## GOALS AND OBJECTIVES

### MINISTRY OF ADVANCED EDUCATION, SKILLS AND TRAINING'S GOALS FOR 2019/20 TO 2021/2022<sup>9</sup>

- 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"> <li>Student Spaces</li> <li>Credentials Awarded</li> <li>Sponsored Research Funding <i>[Research Universities only]</i></li> <li>Credentials Awarded to Aboriginal Students <i>[System Measure]</i></li> </ul>
Access	The BC public post-secondary system provides equitable and affordable access for residents.	<ul style="list-style-type: none"> <li>Aboriginal Student Spaces</li> <li>Transition Rate of High School Students to Public post-secondary Education <i>[System Measure]</i></li> <li>Participation Rate <i>[System Measure]</i></li> <li>Loan Repayment as a Percent of Income <i>[System Measure]</i></li> </ul>
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"> <li>Student Satisfaction with Education</li> <li>Student Assessment of the Quality of Instruction</li> <li>Student Assessment of Skill Development</li> </ul>
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"> <li>Student Assessment of the Usefulness of Knowledge and Skills in Performing Job</li> <li>Unemployment Rate</li> </ul>
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"> <li>First Year Retention Rate <i>[System Measure]</i></li> <li>Time to Completion <i>[System Measure]</i></li> </ul>

<sup>9</sup> Ministry of Advanced Education, Skills and Training 2019/20-2021/22 Service Plan, Ministry of Advanced Education, Skills and Training, BC Provincial Government

## 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"> <li>1. Strengthen support and services for learners to promote success, well-being, and resilience</li> <li>2. Invest in faculty and staff development to advance our practice and encourage a dynamic culture of learning</li> <li>3. Redesign processes, systems, and structures to enhance our agility and effectiveness and to embed sustainability</li> </ol>	Capacity Access Quality	<ul style="list-style-type: none"> <li>▪ Learner demand</li> <li>▪ Learner transition and outcomes</li> <li>▪ Learner participation in work-integrated learning</li> </ul>
	FUTURE-PROOF APPLIED EDUCATION	<ol style="list-style-type: none"> <li>4. Reimagine flexible studies and extend offerings and credential models to facilitate reskilling and improve learner access</li> <li>5. Anchor BCIT as a leader in interdisciplinary and integrative learning methodologies that ensure job readiness and career mobility</li> <li>6. Cultivate exceptional learning environments and communities through technology and sustainable campus development</li> </ol>	Capacity Relevance Quality Efficiency	<ul style="list-style-type: none"> <li>▪ Instructional skills training</li> <li>▪ Operational effectiveness</li> <li>▪ Employee engagement</li> <li>▪ Industry engagement</li> <li>▪ Indigenous student enrolments</li> </ul>
	GLOBALLY RELEVANT CONNECTIONS	<ol style="list-style-type: none"> <li>7. Infuse Indigenous knowledge and practices throughout the organization and within our partnerships to mobilize broader societal change</li> <li>8. Reinvent how we work with industry and peers to drive economic, social, and environmental prosperity in British Columbia and beyond</li> <li>9. Foster and sustain an open, engaged, and multicultural community of BCIT learners, faculty, staff, and alumni</li> </ol>	Capacity Access Efficiency	<ul style="list-style-type: none"> <li>▪ Bursaries and scholarships awarded</li> <li>▪ BCIT brand strength</li> <li>▪ Campus sustainability</li> <li>▪ Revenue and contribution</li> </ul>

## 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. More than 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 internal initiatives contributed to the starting point for the Strategic Plan 2019–2022. Following the 2017/18 Ed Talks, 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 Indigenization, 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 Indigenization. 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. More than 1,700 Indigenous students attended BCIT in 2017/18. As of 2019, the BCIT Indigenous 101 workshops have been completed by over 600 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.

**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 Indigenization 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 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, Indigenization, 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.
- **Relationship 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<sup>10</sup>. 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
- c) Explore increased Indigenous representation on the Board of Governors and across the Program Advisory Committees (PACs)
- d) 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

<sup>10</sup> **Indigenous Education Protocol for Colleges and Institutes, Colleges and Institutes Canada**



**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 2018/19, BCIT hosted more than 5,700 international students from over 110 countries, comprising approximately 12% of BCIT's total student population. The Institute sent more than 100 domestic students overseas for studies and internships in 2018. More than 50 faculty members took advantage of international partnerships through offshore teaching and applied research assignments in the last fiscal year. This reciprocal flow of domestic and international students and faculty members helps enrich BCIT's global perspectives.

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 first 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:

1. **Learning and Teaching Innovation:** Interdisciplinary collaboration and advanced simulation technologies bring real-world education to life.
2. **Access and Inclusion:** Breaking down barriers to education and welcoming the best talent from all walks of life.
3. **Infrastructure Renewal:** Thoughtfully designed and state-of-the-art equipped facilities to replace aging infrastructure and buildings at the end of their lifespan.

The campus redevelopment plan is a key strategic initiative. The plan will reimagine the Burnaby campus as one that inspires curiosity, accelerates discovery, fosters connection and harnesses partnerships for impact in BC and beyond. The first phase of this ambitious plan contemplates five new buildings:

- Health Sciences Centre
- Trades and Technology Complex
- Centre for Ecological Restoration and Climate Adaptation
- Learning Innovation Centre
- Student Hub

The \$125 million campaign goal and its initiatives are ambitious. After four years of seeking leadership gifts in the quiet phase of this campaign, BCIT has made remarkable progress and plans to move into the public phase in 2019/20.

### 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 and Technology Complex, and the Centre for Ecological Restoration and Climate Adaptation. Following an extensive consultation process with the BCIT community, the proposed Campus Plan was approved by the BCIT Board of Governors (in principle) on May 29, 2018.

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.



Artist's rendering of the future BCIT Health Sciences Centre for Advanced Simulation.

The **Trades and 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 GHG design standard.

The **Centre for Ecological Restoration and 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 MSc and BSc 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 20<sup>th</sup> year in 2018/19. 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.
- With collaboration from the National Shipbuilding Strategy and Seaspan, the **School of Construction and the Environment** developed a new Marine Construction for Welders program that offers specialized marine welding training to apprentice and certified welders. Seaspan supported the initiative by offering crucial guidance and sending a small group of experienced Seaspan welders to the BCIT pilot. The success of this program has allowed more than 50 Seaspan welders to gain the highest possible marine welding standards during new marine construction projects. BCIT is moving towards ensuring all Seaspan welders go through this course.

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 \$115K 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 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.
- The **School of Energy** partnered with the Haisla Nation and the Coast Mountain School District to deliver a Refrigeration Mechanic Foundation Certificate program remotely in Kitimat, BC. The program was delivered to a cohort of Indigenous and non-Indigenous students, both in and out of high school. Many of these students went on to pursue apprenticeships and further education in their communities.
- In partnership with the **Aboriginal Community Career Employment Services Society [ACCESS]**, the **School of Transportation** hosted a special intake of the Bridge Watchman 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 2018/19 Accountability Framework<sup>11</sup>. 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)	2017/18 ACTUAL	2018/19 TARGET	2018/19 ACTUAL	2018/19 ASSESSMENT
<b>Total Student Spaces</b>	<b>12,962</b>	<b>12,471</b>	<b>12,514</b>	<b>Achieved</b>
Nursing and other allied health programs	2,643	2,910	2,582	<b>Not Achieved</b>
Developmental	226	321	238	<b>Not Achieved</b>
<i>Performance Measure description: the number of full-time equivalent (FTE) student enrolments delivered overall and in designated program areas.</i>				

For several years, BCIT has consistently achieved the Ministry's target for total student spaces. During 2018/19, BCIT achieved 100% utilization on both the Technology Expansion and Skills Gap targets, ultimately delivering 100.3% utilization on the Ministry's targeted total student spaces. The Institute will continue to deliver all target-funded FTEs and meet or exceed utilization rates.

BCIT delivered close to 2,600 student FTEs in Nursing, Specialty Nursing, and Allied Health courses and programs in 2018/19, which is a slight decrease of 2.3% from the previous year. The Nursing Degree program underwent a design change which impacted the initial delivery of activities and the 2018/19 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 2019/20, 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 2018/19, BCIT delivered 133 student FTEs under ABE and 104 student FTEs under ELL which is an overall increase of 4.9% from the previous fiscal year. In collaboration with the Ministry, the 2019/20 Developmental target—specific to ABE and ELL tuition-free activities—will be revised to 250 FTEs and reflected in the Budget Letter.

CREDENTIALS AWARDED	2017/18 ACTUAL	2018/19 TARGET	2018/19 ACTUAL	2018/19 ASSESSMENT
<b>Number</b>	<b>6,386</b>	<b>6,332</b>	<b>6,378</b>	<b>Achieved</b>
<i>Performance Measure description: the average number of credentials awarded to domestic students by public post-secondary institutions in the most recent three years.</i>				

Credentials awarded by BCIT to domestic and international graduates have increased 6.1% over the past five years, from 6,646 in 2013/14 to 7,050 in 2017/18<sup>12</sup>. This growth can be mainly attributed to certificate and diploma programs.

<sup>11</sup> **Accountability Framework Standards Manual and Guidelines** [2019], Province of BC

<sup>12</sup> **Facts & Figures (2018)**, BCIT

## 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	2017/18 ACTUAL	TARGET	2018/19 ACTUAL	2018/19 ASSESSMENT
Total Aboriginal Student Spaces	836	815	797	Substantially Achieved
Ministry [AEST]	394		397	
Industry Training Authority [ITA]	442		399	
Performance Measure description: number of full-time equivalent (FTE) enrolments of Aboriginal students delivered in all program areas.				

In 2018/19, Indigenous FTEs at BCIT decreased by 4.7% over the previous year, achieving a total FTE count of 797 Indigenous learners. This assessment is reflective of student activity between April 2017 and March 2018. 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.

STUDENT SATISFACTION WITH EDUCATION	2017/18 ACTUAL		2018/19 TARGET	2018/19 ACTUAL		2018/19 ASSESSMENT	2018/19 PSI
	%	+/-		%	+/-		%
Diploma, associate degree and certificate graduates	93.3%	0.5%	≥ 90%	93.1%	0.5%	Achieved	91.4%
Apprenticeship completers	93.9%	1.3%		93.2%	1.3%	Achieved	94.0%
Baccalaureate graduates	96.0%	1.4%		94.4%	1.5%	Achieved	93.0%
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 2018.

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

STUDENT ASSESSMENT OF THE QUALITY OF INSTRUCTION	2017/18 ACTUAL		2018/19 TARGET	2018/19 ACTUAL		2018/19 ASSESSMENT	2018/19 PSI
	%	+/-		%	+/-		%
Diploma, associate degree, and certificate graduates	94.5%	0.5%	≥ 90%	93.8%	0.5%	Achieved	93.5%
Apprenticeship completers	96.2%	1.1%		94.1%	1.2%	Achieved	95.2%
Baccalaureate graduates	95.2%	1.5%		94.1%	1.5%	Achieved	93.5%
Performance Measure description: percentage of students who rated the quality of instruction in their program positively.							

Note: BC post-secondary Institutions, excluding research intensive universities, minus BCIT for 2018.

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)	2017/18 ACTUAL		2018/19 TARGET	2018/19 ACTUAL		2018/19 ASSESSMENT	2018/19 PSI
	%	+/-		%	+/-		%
Diploma, associate degree, and certificate graduates	87.1%	0.7%	≥ 85%	87.3%	0.7%	Achieved	86.2%
Apprenticeship completers	86.6%	1.7%		83.8%	1.7%	Achieved	86.7%
Baccalaureate graduates	89.3%	2.0%		91.5%	1.5%	Achieved	87.2%
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 2018.

BCIT achieved the Ministry's targets (within the prescribed margin of error), however BCIT's Educational Quality Framework supports 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	2017/18 ACTUAL		2018/19 TARGET	2018/19 ACTUAL		2018/19 ASSESSMENT	2018/19 PSI
	%	+/-		%	+/-		
Diploma, associate degree, and certificate graduates	87.1%	0.9%	≥ 90%	88.3%	0.9%	Substantially Achieved	83.4%
Apprenticeship completers	93.5%	1.5%		93.2%	1.4%	Achieved	93.5%
Baccalaureate graduates	95.0%	1.6%		95.2%	1.5%	Achieved	89.5%
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 2018.

BCIT's results for the diploma, associate degree, and certificate (DACSO) graduates, at 88.3%, is slightly below the Ministry target (90%), but above the PSI average (83.4%), and shows a modest improvement over the Institute's performance in the previous year (87.1%). This improvement is expected to continue in 2019/20 as BCIT's new Program Mix Analysis is rolled out to monitor all full-time and part-time programs, which will identify those programs that are performing below the target, and remedial action will be 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	2017/18 ACTUAL		2018/19 TARGET	2018/19 ACTUAL		2018/19 ASSESSMENT	2018/19 PSI
	%	+/-		%	+/-		
Diploma, associate degree and certificate graduates	8.6%	0.7%	≤ 8.0%	8.1%	0.7%	Achieved	6.7%
Apprenticeship completers	3.7%	1.1%		4.1%	1.0%	Exceeded	4.1%
Baccalaureate graduates	2.2%	1.1%		2.3%	1.0%	Exceeded	4.5%
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 2018.

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.

## Financial Information

The March 31, 2019, audited financial results for BCIT report an approved annual budget of \$315M, with a total consolidated surplus of \$7.96M before endowment contributions. Of this amount, \$2.90M resulted from BCIT operations only, while the remainder is attributed to the operations of BCIT's Subsidiaries such as BCIT Foundation and the Great Northern Way campus one-time land sale.

### Consolidated Financial Statements

For the most recent financial information, please see the Audited Financial Statements at [bcit.ca/financialservices/financialreports](https://bcit.ca/financialservices/financialreports)

# Appendix A:

## 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 B.C.

The provincial government is committed to implementing the UN Declaration on the Rights of Indigenous Peoples and the TRC Calls to Action. Institutions will have addressed relevant TRC Calls to Action and articles of the UN Declaration on the Rights of Indigenous Peoples to varying degrees.

TRC CALL TO ACTION <sup>13</sup> AND UN DECLARATION ON THE RIGHTS OF INDIGENOUS PEOPLES ARTICLE	PROGRESS	INITIATIVE AND PARTNERSHIP DETAILS
<b>1: SOCIAL WORK</b> 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. ... 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	
<b>12: EARLY CHILDHOOD EDUCATION</b> We call upon the federal, provincial, territorial, and Aboriginal governments to develop culturally appropriate early childhood education programs for Aboriginal families.	N/A	
<b>16: INDIGENOUS LANGUAGE DEGREE AND DIPLOMA PROGRAMS</b> We call upon post-secondary institutions to create university and college degree and diploma programs in Aboriginal Languages.	N/A	
<b>23: HEALTH-CARE PROFESSIONALS</b> We call upon all levels of government to increase the number of Aboriginal professionals working in the health-care field, ensure the retention of Aboriginal health-care providers in Aboriginal communities, and provide cultural competency training for all healthcare professionals.	N/A	
<b>24: MEDICAL AND NURSING SCHOOLS</b> 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"> <li>Five (5) reserved seats in Bachelor of Science in Nursing Program</li> <li>Developing new mandatory course for BSc Nursing re: true history of Indigenous peoples in Canada and culturally appropriate approach to care delivery</li> <li><b>Support for Indigenous Students</b></li> <li>Increase awareness events and activities</li> </ul>
<b>28: LAW SCHOOLS</b> 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 anti-racism.	N/A	
<b>57: PUBLIC SERVANTS</b> 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"> <li>BCIT has worked with and provided the City of Vancouver with Indigenous Awareness Modules that are mandatory for all city employees.</li> <li>Indigenous 101 and the Indigenous Awareness Modules have been attended and completed by about 800 people.</li> </ul>
<b>62: TEACHER EDUCATION</b> 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.	N/A	

<sup>13</sup> "..." represents omitted text not related to post-secondary education from the original Call to Action.



<p><b>86: JOURNALISM AND MEDIA SCHOOLS</b></p> <p>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.</p>	In Progress	<ul style="list-style-type: none"> <li>As of 2019, the BCIT Indigenous 101 workshops have been completed by over 600 employees.</li> <li>BCIT's three Indigenous Awareness Modules are in use by faculty and staff.</li> </ul>
<p><b>92: BUSINESS SCHOOLS</b></p> <p>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.</p>	In Progress	<ul style="list-style-type: none"> <li>BCIT is working on an Indigenous Entrepreneurial program that is currently in the beginning stages.</li> </ul>
<p><b>93: NEWCOMERS TO CANADA</b></p> <p>We call upon the federal government, in collaboration with the national Aboriginal organizations, to revise the information kit for newcomers to Canada and its citizenship test to reflect a more inclusive history of the diverse Aboriginal peoples in Canada, including information about the Treaties and the history of residential schools.</p>	In progress	<ul style="list-style-type: none"> <li>BCIT applied for and received Heritage Canada funding to increase Indigenous awareness among newcomers and immigrants.</li> <li>Work is ongoing with many immigrant service agencies across the country to increase the use of the Indigenous Awareness Modules and the conversion of the Modules into other languages. The goal is to translate into the top ten languages of newcomers.</li> </ul>
<p><b>UNITED NATIONS DECLARATION ON THE RIGHTS OF INDIGENOUS PEOPLES IMPLEMENTATION</b></p> <p>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:</p> <p><i>Article 14</i></p> <ol style="list-style-type: none"> <li>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.</li> <li>Indigenous individuals, particularly children, have the right to all levels and forms of education</li> </ol> <p><i>Article 15</i></p> <ol style="list-style-type: none"> <li>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.</li> </ol> <p><i>Article 21</i></p> <ol style="list-style-type: none"> <li>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.</li> </ol>	In Progress	<ul style="list-style-type: none"> <li>Consultation ongoing</li> <li>Created <i>An Indigenous Vision: A framework for action and accountability</i> <ul style="list-style-type: none"> <li>&gt; Launched May 27, 2019</li> <li>&gt; Implementation Plan for <i>Vision</i> will be introduced following launch.</li> </ul> </li> <li>Many awareness activities and events are happening and will continue to increase over the coming years.</li> <li>Increasing diversity and inclusion events and education</li> <li>The number of programs and services being offered is increasing.</li> <li>Creation of the Indigenous Wellness Toolkit to support students in the <b>8 Dimensions of Wellness</b></li> </ul>

# Appendix B:

## Student Assessment of Skill Development—Detail

Performance Measure	2017/18 Actual		2018/19 Target	2018/19 Actual		2018/19 Assessment
Former diploma, associate degree and certificate students' assessment of skill development						
	%	+/-		%	+/-	
Skills development (avg. %)	87.1%	0.7%	≥ 85%	87.3%	0.7%	Achieved
Written communication	78.7%	1.1%		79.2%	1.0%	
Oral communication	78.0%	1.1%		78.9%	1.0%	
Group collaboration	90.4%	0.7%		89.2%	0.7%	
Critical analysis	90.9%	0.6%		91.1%	0.6%	
Problem resolution	88.3%	0.7%		87.9%	0.7%	
Learn on your own	88.8%	0.7%		89.7%	0.7%	
Reading and comprehension	92.1%	0.6%		92.4%	0.6%	
Former apprenticeship students' assessment of skill development						
	%	+/-		%	+/-	
Skills development (avg. %)	86.6%	1.7%	≥ 85%	83.8%	1.7%	Achieved
Written communication	69.4%	3.7%		68.6%	3.3%	
Oral communication	71.4%	3.6%		68.0%	3.3%	
Group collaboration	87.7%	2.0%		83.4%	2.0%	
Critical analysis	91.1%	1.6%		90.0%	1.5%	
Problem resolution	89.4%	1.8%		85.9%	1.8%	
Learn on your own	89.9%	1.7%		86.0%	1.8%	
Reading and comprehension	93.0%	1.5%		91.4%	1.4%	
Bachelor degree graduates' assessment of skill development						
	%	+/-		%	+/-	
Skills development (avg. %)	89.3%	2.0%	≥ 85%	91.5%	1.5%	Achieved
Written communication	81.6%	2.9%		87.6%	2.2%	
Oral communication	88.0%	2.4%		89.6%	2.0%	
Group collaboration	91.9%	2.0%		95.9%	1.3%	
Critical analysis	93.3%	1.8%		95.5%	1.4%	
Problem resolution	90.8%	2.1%		90.8%	1.9%	
Learn on your own	91.6%	2.0%		92.2%	1.8%	
Reading and comprehension	87.5%	2.5%		88.6%	2.1%	



