BOARD OF GOVERNORS
REGULAR MEETING
June 30, 2015; 1:00 p.m.
Room S103B, Kelowna Campus

AGENDA
OPEN SESSION

		Attachment	Approximate Time
1	**APPROVAL OF AGENDA**		1:00 p.m.

Recommended Motion
"BE IT RESOLVED THAT the June 30, 2015, OC Board open session meeting agenda is approved".

2	**DECLARATION OF CONFLICT**		1:03 p.m.

3	**CONSENT AGENDA**		1:05 p.m.

Recommended Motion
"BE IT RESOLVED THAT the Consent Agenda be approved as presented".

3.1	**MINUTES –** May 19, 2015	A	
3.2	**WRITTEN REPORTS**		
3.2.1	President's Report (J. Hamilton)	B	
3.2.2	Education Council Report (A. Hay)	C	
4.	**INFORMATION**		
4.1	Program Advisory Committee Update (A. Hay)	D	
4.2	Regional Advisory Committee Update (C. Kushner)	E	
4.3	**APPROVAL**		
4.3.1	Board Observers		

"BE IT RESOLVED THAT the Board of Governors rescind the appointment of Nancy Ankerstein as observer for the Administrative Association and approve the appointment of Jan O'Brien for the period June 30, 2015, to June 29, 2016".

5	**BUSINESS ARISING FROM THE MINUTES**		
6	**PRESENTATIONS/DELEGATIONS**		
7	**NEW BUSINESS/RESOLUTIONS**		
7.1	Education Council (A. Hay)	F	1:07 p.m.

7.1.1   Program Approvals

"BE IT RESOLVED THAT the Board approve the revision to the Aircraft Maintenance Engineer Category 'S' (Structures), as recommended by Education Council and as presented"

"BE IT RESOLVED THAT the Board approve the revision to the **Computer Information Systems Diploma***, as recommended by Education Council and as presented"*

"BE IT RESOLVED THAT the Board approve the revision to the **Bachelor of Computer Information Systems***, as recommended by Education Council and as presented"*

"BE IT RESOLVED THAT the Board approve the revision to the **Network and Telecommunications Engineering Technology Diploma***, as recommended by Education Council and as presented"*

"BE IT RESOLVED THAT the Board approve the revisions to the following programs: Civil Engineering Technology Diploma; Electronic Engineering Technology Diploma; Mechanical Engineering Technology Diploma; Water Engineering Technology Diploma as recommended by Education Council and as presented"

"BE IT RESOLVED THAT the Board approve the new program Gastroenterology Nursing Certificate, as recommended by Education Council and as presented"

"BE IT RESOLVED THAT the Board approve the revision to the Health Care Assistant Certificate, as recommended by Education Council and as presented"

"BE IT RESOLVED THAT the Board approve the new program Post-Baccalaureate Diploma in Marketing, as recommended by Education Council and as presented"

"BE IT RESOLVED THAT the Board approve the new program Accounting/Bookkeeping Certificate, as recommended by Education Council and as presented"

"BE IT RESOLVED THAT the Board approve the revision to the Diploma in Media and Cultural Studies, as recommended by Education Council and as presented"

"BE IT RESOLVED THAT the Board approve the revision to the Diploma in Environmental Studies, as recommended by Education Council and as presented"

7.1.2   Program Schedules

"BE IT RESOLVED THAT the Board approve the revisions to the following program schedules: Accounting Assistant Certificate; Administrative Assistant Certificate; Office Assistant Certificate;

Administrative Assistant Fundamentals Certificate, as recommended by Education Council and as presented"

"BE IT RESOLVED THAT the Board approve the following program schedules: Accounting/Bookkeeping Certificate; Legal Administrative Assistant Certificate; Legal Administrative Assistant Certificate – Corporate/Conveyancing; Pharmacy Technician Certificate, as recommended by Education Council and as presented"

7.2	Accountability Report and Plan (A. Coyle)	G	1:20 p.m.

Recommended Motion:
"BE IT RESOLVED THAT the Board of Governors approve the draft Accountability Plan and Report 2014-15 to 2017-18 as presented".

8   VERBAL REPORTS   1:35 p.m.
8.1   Board Chair Report (T. Styffe)
8.2   President's Report (J. Hamilton)
8.3   CICan Conference Report (T. Styffe, C. Gerbrandt, B. McGowan)

9   INFORMATION
9.1   Financial Awards at Okanagan College (C. Kushner)   H   1:45 p.m.

10   TOPICS FOR NEXT MEETING

11   OTHER BUSINESS

12   FOR THE GOOD OF THE INSTITUTION

13   DATE OF NEXT MEETING September 29, 2015

14   ADJOURNMENT   2:00 p.m.

Consent Agenda Resolutions
Attachment A

Item 3.1
Recommended Motions
"BE IT RESOLVED THAT the May 19, 2015, open session minutes be approved."

**MINUTES OF REGULAR MEETING OF THE
OKANAGAN COLLEGE BOARD OF GOVERNORS
Open Session**

**Tuesday, May 19, 2015, 12:30 p.m.
Room S103B, Kelowna Campus**

Members Present:	T. Styffe (Chair) C. Denesiuk J. Hamilton (President) S. Johal S. Lupul J. Maciel D. Manning B. McGowan C. Mitchell L. Thurnheer
Regrets:	D. Derickson W. Favro C. Gerbrandt
Board Secretary:	L. Le Gallee
Vice Presidents:	R. Daykin A. Hay C. Kushner
Directors:	A. Coyle
Observers:	T. Walters (OCFA) *arrived at 1:15, left at 2:40 p.m.*
Regrets:	R. Vilene, (BCGEU Support Staff) N. Ankerstein, Administrative Association C. McRobb, BCGEU Vocational K. Tracz, Student Observer L. Stanley, Student Observer J. Poirier, Student Observer T. Leneveu, Student Observer, VSU
Guests:	H. Schneider (item 5.1)

There being a quorum present, the Chair called the meeting to order at 1 p.m.

1. APPROVAL OF AGENDA

Motion: B. McGowan/C. Denesiuk
"BE IT RESOLVED THAT the May 19, 2015, OC Board open session meeting agenda is approved".

MOTION CARRIED

2. DECLARATION OF CONFLICT

No conflicts were declared.

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## 3.	CONSENT AGENDA

Items Approved:
Motion: S. Johal/C. Mitchell
"BE IT RESOLVED THAT the March 31, 2015, Open Session minutes were approved."

MOTION CARRIED

## 4.	BUSINESS ARISING FROM THE MINUTES

## 5.	PRESENTATION/DELEGATIONS
### 5.1	Regional Dean Report (H. Schneider)

Highlights included:
- The Trades building project is in the last phase of construction;
- The program with the longest waitlist for Trades is Heavy Duty Mechanic. The rotating trades program relieves some of the demand for some of the programs. The ITA Training Plan is on an annual basis. In some programs the College could offer more programs, however, labs and shops are a constraint;
- Fundraising is going quite well;
- Skills training information can be found at: www.investkelowna.com;
- With the 10% anticipated increase in FTEs for next year, there is a concern that there is insufficient classroom space.

H. Schneider left at 12:50 p.m.

## 6.	NEW BUSINESS/RESOLUTIONS
### 6.1	Finance, Audit and Risk Review Committee (B. McGowan)
### 6.1.1	Audited Financial Statements – Report from In Camera

The Committee met on May 12th at which Clayton Gall, investment manager from Phillips Hager North gave an investment update. The auditors presented the audit to the Committee, as well as, a report on executive compensation.   The audited financial statements were approved at the In Camera meeting today.

### 6.1.2	Banking Agreement

Motion: B. McGowan/C. Denesiuk
"BE IT RESOLVED that the Okanagan College Board of Governors approve an extension to the banking agreement with TD Canada Trust for one year with four one-year renewals as recommended by the Finance, Audit and Risk Review Committee and as presented here"

This an extension of the banking agreement with TD Canada Trust. Shared Services BC is working on behalf of all public sector organizations, the College can then make a decision to stay with the existing agreement or chose a different financial institution.

MOTION CARRIED

### 6.1.3	Line of Credit

Motion: B. McGowan/D. Manning
"BE IT RESOLVED that the Okanagan College Board of Governors approve a Line of Credit with TD Canada Trust in the amount of $1 million as recommended by the Finance, Audit and Risk Review Committee and as presented here"

This approval occurs on an annual basis.

MOTION CARRIED

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6.2   Education Council Submission (A. Hay)
6.2.1   Program Approvals

The Automotive Collison Repair Certificate is in response to industry needs. The Occupational Health and Safety Program is targeted for the gas and oil sector. Most of the revisions presented are minor.

The programs Post-Baccalaureate Diploma in Marketing and Accounting/Bookkeeping Certificate will come in June to the Board as they are required to be posted on the PSEC site for comment and approval. They were removed from the approvals.

Motions: J. Hamilton/L. Thurnheer
"BE IT RESOLVED THAT the Board approve the revision to the Metal Fabricator (fitter) Certificate, as recommended by Education Council and as presented"

"BE IT RESOLVED THAT the Board approve the new program Automotive Collision Repair Certificate, as recommended by Education Council and as presented"

"BE IT RESOLVED THAT the Board approve the new program Occupational Health and Safety Certificate, as recommended by Education Council and as presented"

"BE IT RESOLVED THAT the Board approve the revision to the Electronic Engineering Technology Diploma, as recommended by Education Council and as presented"

"BE IT RESOLVED THAT the Board approve the revision to the Therapist Assistant Diploma, as recommended by Education Council and as presented"

"BE IT RESOLVED THAT the Board approve the revision to the Office Management Certificate, as recommended by Education Council and as presented"

"BE IT RESOLVED THAT the Board approve the revision to the Business Studies Certificate (all options), as recommended by Education Council and as presented"

"BE IT RESOLVED THAT the Board approve the revision to the Business Administration Certificate, as recommended by Education Council and as presented"

"BE IT RESOLVED THAT the Board approve the revision to the Business Administration Diploma (all options), as recommended by Education Council and as presented"

"BE IT RESOLVED THAT the Board approve the revision to the Post-Diploma Certificate in Business Administration, as recommended by Education Council and as presented"

"BE IT RESOLVED THAT the Board approve the revision to the Pathway to Professional Accounting, as recommended by Education Council and as presented"

"BE IT RESOLVED THAT the Board approve the revision to the Human Kinetics Pathway to the BBA, as recommended by Education Council and as presented"

"BE IT RESOLVED THAT the Board approve the revision to the to the Bridging Program into the BBA – Associate of Arts Bridge, as recommended by Education Council and as presented"

"BE IT RESOLVED THAT the Board approve the revision to the to the Bridging Program into the BBA – Technology and CIS Bridge, as recommended by Education Council and as presented"

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"BE IT RESOLVED THAT the Board approve the revision to the Bachelor of Business Administration (all specialties), as recommended by Education Council and as presented"

"BE IT RESOLVED THAT the Board approve the revision to the Bachelor of Business Administration Honours Program, as recommended by Education Council and as presented

"BE IT RESOLVED THAT the Board approve the revision to the Administrative Assistant Certificate, as recommended by Education Council and as presented"

"BE IT RESOLVED THAT the Board approve the revision to the Office Assistant Certificate, as recommended by Education Council and as presented"

"BE IT RESOLVED THAT the Board approve the revision to the Teaching English as a Second Language Certificate, as recommended by Education Council and as presented"

"BE IT RESOLVED THAT the Board approve the revision to the English for Academic Purposes Certificate, as recommended by Education Council and as presented"

The Post-Baccalaureate Diploma in Marketing is a program designed for Arts students to take Business courses.

It was noted that Corey Bransfield has been appointed to the positon of Chair of Education Council. His term begins July 1st.

MOTIONS CARRIED

7.   VERBAL REPORTS

7.1   Board Chair Report (T. Styffe)

The Board Chair, the President and the Regional Dean met with the Mayor of Penticton and identified areas of mutual interest.

He also attended the SILGA conference this year where he met with Salmon Arm and Revelstoke councils.

7.2   President's Report (J. Hamilton)

The President congratulated the VP, Students and L. Thurnheer on a successful Employee Excellence Awards. T. Walters was honoured with a Scholarly Activity award. 21 employees received awards.

7.3   Governance Chair Report (L. Thurnheer)

The Governance Committee met on May 12th and discussed the following:
- Fall 2015 retreat agenda;
- To garner student interest in serving on the College governance Boards, the Committee Chair will send this information to the portfolio department chairpersons, they will then pass the information to students;
- The Chair evaluation will be conducted in the spring instead of the fall; and the meeting evaluations will be distributed after the January and May meetings;
- An ad hoc committee will be established to review each committee Terms of Reference as well as the President Selection Policy that needs revision.

7.3.1   Reports from Association of Governing Boards (T. Styffe, L. Thurnheer, S. Johal)

L. Thurnheer attended workshops on *Strategic Planning* as well as *Presidential Search and Transition.* She has a governance questionnaire that will be circulated at a future date to each Board member.

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S. Johal attended workshops on *Being a New Trustee* and *Enrolment Management*. She found the conference very valuable.

The Board is enquiring about becoming AGB members. Information on this will come at a later date.

7.4   Finance Audit and Risk Review Committee Report (B. McGowan)

Reported in item 6.1.1

8.   INFORMATION

9.   TOPICS FOR NEXT MEETING

10.   OTHER BUSINESS

11.   FOR THE GOOD OF THE INSTITUTION

The Board Chair attended the funding announcement on April 28th.

Future events include golf tournaments, convocations, a scholarship reception in Salmon Arm. A list of events will be distributed to Board members.

12.   DATE OF NEXT MEETING: June 30, 2015, Kelowna Campus

13.   ADJOURNMENT

Motion to adjourn: D. Manning/C. Denesiuk

MOTION CARRIED

The meeting adjourned at 1:23 p.m.

President's Report
To Board

June 2015

Learning and Teaching

- I reported last month on the results of the provincial Skills competition and the seven medals our students received. The three students who received gold medals in the provincial competition were invited to compete in the national competition held in Saskatoon. That competition sees more than 500 students from across the country compete in over 40 skilled trade and technology contests. Once again our students excelled with Josh Wams winning gold in the Electronics, Ethan Delichte winning bronze in Automotive Service Tech and Nathan Schulte also wining bronze in Plumbing and Piping.

- In late May I attended the annual College and Institutes conference in Winnipeg. Roy, Daykin, Kathy Butler and Joanna Campbell also attended along with Board members Tom Styffe, Charity Gerbrandt and Bob McGowan. Once again it was an excellent opportunity to network and also learn about initiatives occurring at other institutions.

Engagement

- Denis Silvestrone, Director of Continuing Studies, recently received the PRAISE (Performance, Recognition, for Achievement, Innovation, Service and Excellence) Award from the Canadian Institute of Management.

- Joanna Campbell, Assistant to the President, was the recipient of the inaugural award for Professional Achievement presented by her colleagues at the CICan conference.

Student Transition

- On June 5th over 920 Trades students were recognized at an evening commencement ceremony. The following day 438 students received credentials at two convocation ceremonies. On June 23rd and June 25th summer convocation ceremonies were held in Vernon and Kelowna with an additional 336 students graduating.

Collaboration and Partnership

- On May 14th I hosted Mr Kawaguchi, the incoming President of Toyota Technical College (TTC), on his first visit to the Okanagan. Mr Kawaguchi will assume the presidency in 2016 and I expect the long standing relationship with TTC to continue.

- On May 20th I joined Heather Banham and Derek Cook for lunch with Jens Hermsdorf, the President of Worms University in Germany. We have had a long standing student and professor exchange agreement with the University.

Sustainability

- The Canada Green Building Council has awarded the Jim Pattison Centre of Excellence a LEED Platinum certification. Platinum is the highest LEED certification that can be achieved and is a testament to the level of sustainability we have achieved in the building.

- In early June, 84 Okanagan College riders registered for Bike to Work week. Once again this year they broke their previous kilometres ridden record by riding a combined total of 2,918 kms.

Education Council
Report to the Board
June 2015

Candidates approved for Graduation

May 14th Education Council meeting

Program	# of Students
Automotive Service Technician – September 2, 2014 – April 10, 2015	14
Carpentry/Joinery Certificate – September 2, 2014 – April 10, 2015	9
Culinary Arts Certificate – January 6, 2014 – December 19, 2014	9
Health Care Assistant Certificate (Penticton) - October 27, 2014 – April 24, 2015	17
Health Care Assistant Certificate (Vernon) – October 27, 2014 – April 24, 2015	27
Office Assistant Certificate – September 3, 2014 – May 1, 2015	1
Practical Nursing Diploma – January 6, 2014 – April 30, 2015	14
Practical Nursing Diploma (Penticton) – January 6, 2014 – April 30, 2015	8
Total	**99**

May 29, 2015 Operations Committee meeting

Program	# of Students
Associate of Science Degree	22
Bachelor of Computer Information Systems	8
Civil Engineering Technology	7
Computer Information Systems Diploma	14
Early Childhood Education Diploma	8
Electronic Engineering Technology Diploma	9
Human Kinetics Diploma	22
Network and Telecommunications Engineering Technology Diploma	7
Water Engineering Technology Diploma	1
Associate of Arts Degree	45
Criminal and Social Justice Diploma	24
Environmental Studies Diploma	8
General Studies Diploma	6
International Development Diploma	5
Journalism Studies Diploma	4
Media and Cultural Studies Diploma	3
Writing and Publishing Diploma	9
Bachelor of Business Administration	98
Bachelor of Business Administration Honours	13
Business Administration Diploma	76
Business Administration Post-Diploma Certificate	3
Business Studies Certificate	9
Business Administration Certificate	4
Pathway to Professional Accounting Certificate	1
Culinary Management Diploma	6
Commercial Aviation Diploma	3
Total	**415**

June 4th Education Council meeting

Program	# of Students
International Development Diploma	1
Legal Administrative Assistant Certificate – BC Campus Corporate/Conveyancing	1
Legal Administrative Assistant Certificate – BC Campus Litigation	1
Welding Foundation Certificate (Kelowna) November 4, 2014 – May 22, 2015	9
Welding Foundation Certificate (Kelowna) October 21, 2014 – May 15, 2015	14
Studio Woodworking Certificate	6
Total	**32**

Submission of Information
from Senior Staff to the Board of Governors

Report Title:	Program Advisory Committee (PAC) Report
Date:	June 24, 2015
Background Information: Information could include: • Purpose • History • Other relevant information	**Purpose of the Report:** To provide the Board with the current status of Okanagan College Program Advisory Committees. Please refer to the attached spreadsheet for a breakdown of advisory committees by program area.
Action Required: • For consultation • For information • For approval (including resolution)	None required. For information only.
Comments from the President:	None required.
Report prepared and supported by:	Dr. Beverlie Dietze Director, Learning and Teaching

This document is intended to be a cover sheet only;
if supporting documents are required, please attach them.

Material is to be submitted to the relevant Vice President for review and submission.

PROGRAM ADVISORY COMMITTEES - REPORT TO THE BOARD

Program or Area	PAC in Place (Y or N)	Number of Current Members	Number of Meetings per Year	Most Recent Meeting	Comments
Mechanical Engineering Technology Diploma	Y	5	2	May, 2015	More members being recruited
Network and Telecom Engineering Technology	Y	3	2	April, 2015	New members being recruited
Pharmacy Technician Certificate	Y	6	2	May, 2015	
Practical Nursing Diploma & Certificate	Y	8	2	May, 2015	
Sustainable Construction Management Technology	N				One-time program offering
Therapist Assistant Diploma	Y	6	2	June, 2015	
Water Engineering Technology Diploma	Y	11	2	May, 2015	
TRADES					
Aircraft Maintenance Engineer (M license and S Structures)	Y	8	2	April, 2015	
Automotive Collision Repair / Painting & Refinishing (Automotive Collision Repair & Interprovincial Refresher, Automotive Refinishing & Interprovincial Refresher, and Collision Repair Technician Certificates)	Y	12	2	March, 2015	Name change to Department - Now Automotive Collision Repair and Painting
Automotive Service Technician & Interprovincial Refresher Certificates	Y	11	2	June, 2015	
Carpentry / Joinery (Carpentry & Interprovincial Refresher, Construction Assistant, Residential Construction, and Studio Woodworking Certificates)	Y	6	2	April, 2015	
Commercial Transport Vehicle Mechanic Interprovincial Refresher Certificate and Heavy Duty & Commercial Transport Mechanics	Y	11	2	June, 2015	Name change to Heavy Duty and Mechanical Trades
Electrician Pre-Apprenticeship and Construction Electrician Interprovincial Refresher Certificates	Y	12	2	June, 2015	
Plumbing and Piping Trades, Plumber Pre-Apprenticeship, Refrigeration and Air Conditioning Mechanic Pre-Apprenticeship, and Sheet Metal Worker Pre-Apprenticeship Certificates	Y	12	2	May, 2015	
Recreation Vehicle Service Technician	Y	12	2	May, 2015	
Trades Technology Teacher Education Diploma	N				Program on hold

PROGRAM ADVISORY COMMITTEES - REPORT TO THE BOARD

Program or Area	PAC in Place (Y or N)	Number of Current Members	Number of Meetings per Year	Most Recent Meeting	Comments
Welding Levels A, B, C, Welding Upgrading and Test Procedures, Welding Interprovincial Refresher, International Welding C, and Metal Fabricator Certificates	Y	13	2	May, 2015	
CONTINUTING STUDIES AND CORPORATE DEVELOPMENT					
Dental Office Administrative Assistant Certificate	N				
Green Building Design & Construction Certificate	N				
Audio Engineering & Music Production	N				
Esthetics and Nail Technology	Y	10		Nov, 2012	Meeting will occur in the next 12-18 months
Advanced GIS Certificate	Y	8	As needed	April, 2013	The PAC is brought together when potential changes to program require discussion

24-Jun-2015

Submission of Information
from Senior Staff to the Board of Governors

Report Title:	Regional Advisory Committee (RAC) Annual Reports
Date:	June 30, 2015
Background Information:	The Regional Advisory Committees (RAC) provide each Regional Dean with advice regarding community needs for Okanagan College programming and services. The RAC facilitates and promotes communication between the College and the communities it serves. Please see attached reports from the four Regional Deans regarding their Regional Advisory Committees.
Action Required:	None For information only
Comments from the President:	None required
Report prepared by: supported by:	Charlotte Kushner, Vice President Students Donna Lomas, Regional Dean South Okanagan/Similkameen Heather Schneider, Regional Dean Central Okanagan Jane Lister, Regional Dean North Okanagan Jim Barmby, Regional Dean Shuswap/Revelstoke

Regional Advisory Committee (RAC) Annual Reports

South Okanagan–Similkameen (*Donna Lomas, Regional Dean*)

Meetings are held every two months and are scheduled for the second Wednesday of the month excluding July, August and December.

Membership includes 9 members plus 4 ex-officio. This year the Committee was renewed by having four new members join, replacing four members whose terms ended. The RAC always has representation from School District 67 and the City of Penticton council. We had two new representatives in these positions this year. Also, this year we have had more active participation from current students. The Chair is Walter Huebert, member at large from the public.

The RAC was able to provide input into the daycare proposal for the campus and are participating in the Strategic Plan review and the Capital Master Plan review. We also have had discussions on the development of trades and a welding shop as well as International student programming.

A number of members volunteered in campus activities and some members provided advice on the campus survey for the daycare.

Goals for Next Year
1. Participate in the Capital Master Planning process and the Strategic Planning Process
2. Participate in the development of a proposal to build an on-campus daycare
3. Work on continuing to increase the profile of the College in the community and throughout the South Okanagan-Similkameen
4. Continue partnership development with industry and institutions in the community

Central Okanagan (*Heather Schneider, Regional Dean*)

Meetings are held every two to three months during the academic year. Typically there are two meetings in the fall and two in the winter/spring. The most recent meeting was held on June 5. The next meeting is scheduled for the middle of September to provide consultation, advice and feedback on the Master Capital Plan.

Membership includes 18 community members. The Kelowna Board of Governors members, the Director of Continuing Studies & Corporate Development, the Director of Advancement and the OC Foundation directors are invited as ex officio members to each meeting. The RAC members represent Peachland, West Kelowna, Kelowna and Lake Country communities. The current chair is Gary Dickinson who has agreed to stay on for another term. The vice chair, Rod Barrett just retired from the RAC this spring. As a result, there will be a call for a vice chair and election at the next RAC meeting.

Five new members have joined the Central Okanagan RAC this past year. They are: Corrie Griffiths (EDC), Natalie Strauch (Disney Interactive), Vianne Kintzinger (SD 23), Don Wigfield (retired historian), and Nancy Cameron (Tourism Kelowna).

The Strategic Planning Session was on the June 5th agenda (overview of the process to date, review of the current mission, vision, values and guiding principles, opportunities and threats, strengths and weaknesses of OC), as well as the Health Sciences Centre and the Trades Complex. In addition, there were discussions about program delivery methods and the current educational demands that our community partners have.

North Okanagan *(Jane Lister, Regional Dean)*

The Vernon Campus's Regional Advisory Committee meets four times a year on the last Tuesday of September, November, February and April. Agendas and minutes are documented so that all involved can follow-up on action items. Often at the meetings there is a presentation on a particular topic or initiative.

During the past year the key issues that were presented and/or discussed at the meetings include:
1. Enrolment Rates and Recruitment Strategies
2. Vernon Campus Unit Plan for 2014-2015
3. Dual Credit - academic courses
4. Sports Facility Complex project
5. Demonstration Garden project
6. Capital Master Planning
7. Strategic Planning - Vernon Campus – 2020
8. Applied Research Updates and new Opportunities
9. Guest Speaker – Raghwa Gopal – Entrepreneur in Residence
10. Guest – Dennis Silvestrone, Director of Continuing Studies – How Programming is Developed
11. New Programs - Innovation Engineering Project, Camp OC
12. Canada Jobs Grant

The current membership includes twelve community members and two Okanagan College members.

Shuswap-Revelstoke (*James Barmby, Regional Dean*)

Salmon Arm

Membership: Sheri Hamilton, Chair (Salmon Arm Savings and Credit Union), Dan Hudson (retired executive), Brent Moffat (Salmon Arm Employment Centre), Lawren Richards (business consultant), Nathan Wahoski (lawyer)

Nathan Wahoski has chosen not to seek renewal of his appointment. In his place as of July 1, 2015 we will be seeking approval to appoint two new members: Irene Laboucane, School District 83 Principal for Aboriginal Education, and Steven deBoer, a Salmon Arm native newly designated as a Chartered Accountant, and recent graduate of the Okanagan School of Business.

Meetings: The RAC met four times during the past year. The members participated in a staff meeting regarding the development of the Salmon Arm Education Plan (which included a lunch with Vice Presidents Andrew Hay and Charlotte Kushner), and a meeting with Kerry Rempel regarding the strategic planning exercise. As well, a meeting on March 18 included the following topics of discussion: the Salmon Arm Education Plan, the Strategic Plan, the Moving Forward Together local community transportation plan, the Rotary Career Mentor Medley, the Aboriginal Career Fair, potential gaps in student services, and the Downtown Community Campus concept. The RAC also met informally to welcome the two new members, and two weeks later attended the Student Awards Ceremony.

Revelstoke

Membership: Linda Chell, Chair (Revelstoke Child Care Society), Mike Hooker (School District 19), Otti Brown (Revelstoke Employment Centre), Leslie Savage (retired teacher), Craig Brown (Community Futures), Judy Goodwin (Chamber of Commerce), Sheena Bell (Community Futures) , Ron Glave (Vic Van Isle contractor), Betty Jung (Revelstoke Multi-Cultural Society), Julie Lowes (Interior Health), Ken Norrie (retired university vice president)

Meetings: The RAC met three times in the 2014-2015 year. On October 15 President Jim Hamilton met with the RAC to present an overview of the College's future direction. Other items discussed that day included trades programming in electrical and culinary arts, the Revelstoke Literacy Action Committee, and the College's participation in the Revelstoke Museum's virtual exhibit "The Land of the Thundering Snow." On March 24 two major items were reviewed, opportunities for international education programs in Revelstoke and a labour market survey commissioned by the City of Revelstoke. On June 17, the RAC met with Kerry Rempel to participate in the college's strategic planning exercise.

Education Council - Report to the Board
May/June 2015

Education Council met on May 14, 2015 and June 4, 2015, and approved 3 new programs, 11 program revisions, 22 course revisions, 8 new courses and graduands. Operations Committee met on May 29th to approve graduands

May 14, 2015 Education Council Meeting

Program Revision – Aircraft Maintenance Engineer Category "S" (Structures)

Recommended Motion:
"BE IT RESOLVED THAT the Board approve the revision to the Aircraft Maintenance Engineer Category 'S' (Structures), as recommended by Education Council and as presented"

Program revision
- Course codes

Rationale:
An audit has discovered a discrepancy between course numbers listed in the Transport Canada approved training manual and those listed in the OC Calendar. Course codes must match those used by Transport Canada.

Current OC course code	Approved Transport Canada course code
AMES 100	AVST 100
AMES 101	AVST 101
AMES 102	AVST 102
AMES 200	AVST 200
AMES 201	AVST 201
AMES 202	AVST 202
AMES 300	AVST 300

Program Revision – Computer Information Systems Diploma

Recommended Motion:
"BE IT RESOLVED THAT the Board approve the revision to the **Computer Information Systems Diploma***, as recommended by Education Council and as presented"*

Program revision
- Program outline

Rationale:
There is one option in the diploma offered at present and for the foreseeable future. Remove the systems option and mention of the software development option as all students complete the same prescribed courses. There are no options.

Replace NTEN 117 with COSC 118.

The department has changed the order in which second year courses are offered. The program outline needs to be changed to reflect the current order.

Program Revision Table – Computer Information Systems Diploma

Remove the reference to "Software Development Option". Revise all fours semesters as follows.

Semester I
CMNS 113 - Technical Communication for Information Technology
COSC 109 - Technical Aspects of Operating Systems
COSC 111 - Computer Programming I
COSC 118 - Computer Networks
MATH 139 - Mathematics for Information Technology

Semester II
CMNS 123 - Analysis and Reporting for Information Technology
COSC 121 - Computer Programming II
COSC 126 - Systems Analysis and Design
COSC 131 - Visual Programming
One of: COSC 221, MATH 251 - Introduction to Discrete Structures

Semester III
COSC 213 - Web Development with LAMP
COSC 219 - Client-side Web Systems
COSC 222 - Computer Data Structures
COSC 236 - Object-Oriented Systems Analysis and Design
COSC 304 - Introduction to Database Management Systems

January to December
COSC 102 (Co-op Work Term II): 4 months January - April
COSC 103 (Co-op Work Term III): 4 months May - August
COSC 104 (Co-op Work Term IV): 4 months September - December

Semester IV
COSC 205 - Project Management
COSC 224 - Projects in Computer Science
COSC 315 - Introduction to Operating Systems
Two electives

Students may choose electives from COSC or NTEN courses. COSC 115, COSC 122 and COSC 180 may not be used as electives. Other electives may be available; contact the Computer Science department chair.

Proposed date of implementation: September 2015

Costs: none

Program Revision – Bachelor of Computer Information Systems

Recommended Motion:
"BE IT RESOLVED THAT the Board approve the revision to the Bachelor of Computer Information Systems, as recommended by Education Council and as presented"

Program revision
- Deletion of courses
- Graduation requirements
- Program description
- Program outline

Rationale:
The department is actively recruiting students from other institutions to complete the BCIS degree. To assist those students, a General Studies option within the degree is being suggested.

NTEN graduates are no longer laddering into the BCIS. NTEN courses are listed as acceptable alternatives to COSC courses; to simplify the program outline, those alternatives are being removed from the outline.

Associate of Science graduates rarely transfer to the BCIS degree. Science courses are listed as alternatives to COSC courses; to simplify the program outline, those alternatives are being removed from the outline.

Should students transfer from NTEN or AS their transfer credits will be handled on an individual basis.

One course is being renumbered.

Program description:
Existing:
The Bachelor of Computer Information Systems degree is a four-year program which includes a broad selection of computing, mathematics, business, and communications courses so graduates can function successfully in a variety of roles in the Information Technology field upon graduation.

The courses are grouped into required courses (which all students take), courses from one or more options (an option is a collection of courses dealing with a specific area of computing), and elective courses. This allows students to concentrate on areas of computing (Software Design and Development, Computer Systems, or Database Systems) which interest them, while ensuring all graduates have a broad knowledge of computing. With further independent study, graduates may earn industrial certification from companies such as Sun Microsystems, Oracle, IBM, Cisco or Microsoft. The program is available as a co-op program. Taking co-op work terms may lengthen the program by one year or more.

Students who have completed Okanagan College's Computer Information Systems diploma or the Network and Telecommunications Engineering Technology diploma, or a similar program of studies may enter at year three. Other students enter at year one.
Proposed:

The Bachelor of Computer Information Systems degree is a four-year program which includes a broad selection of computing, mathematics, business, and communications courses so graduates can function successfully in a variety of roles in the Information Technology field.

The courses are grouped into required courses (which all students take), courses from one or more options (an option is a collection of courses dealing with a specific area of computing), and elective courses. This structure allows students to concentrate on areas of computing (Software Design and Development, Database Systems, and General Studies) which interest them, while ensuring all graduates have a broad knowledge of computing. With further independent study, graduates may earn industrial certification from companies such as Oracle, IBM, Cisco, or Microsoft.

The BCIS degree is available as a co-op program. Taking co-op work terms may lengthen the program by one year or more.

Students who have completed Okanagan College's Computer Information Systems diploma or the Network and Telecommunications Engineering Technology diploma, or a similar program of studies may enter at year three. Other students enter at year one.

Program Table – Bachelor of Computer Information Systems
First Year (at least 30 credits)
COSC 109
COSC 111
COSC 121
COSC 126
COSC 131
One of COSC 118, NTEN 117
One of these combinations (Two courses) CMNS courses are preferred.
• Both CMNS 113 and CMNS 123
• Both CMNS 112 and CMNS 122
• Two of ENGL 100, ENGL 150, ENGL 151, ENGL 153, ENGL 199 (but not both ENGL 100 and ENGL 199).
One of these combinations (two or three courses)
• MATH 139 and one of COSC 221, MATH 251, MATH 231
• MATH 112 and one of MATH 122, MATH 221
• MATH 111 and STAT 121 and COSC 221

Second Year (30 Credits)
COSC 205 (formerly COSC 305)
COSC 211
COSC 213
COSC 219
COSC 222
COSC 224
COSC 236
COSC 304
COSC 315
One other three-credit COSC or NTEN course

Third and Fourth Years (60 Credits)
Software Development option:
BUAD 123
At least one of COSC 318, COSC 328
One of COSC 331, COSC 360
COSC 341
Two of COSC 404, COSC 416, COSC 434
At least one of COSC 416, COSC 417, COSC 419
COSC 470
COSC 471
PHIL 331
Two three-credit courses (not already chosen) from: COSC 318, COSC 328, COSC 331, COSC 360, COSC 417, COSC 419
Eight other three-credit courses

Database Systems Option:
BUAD 123
One of BUAD 335, COSC 331, COSC 341, COSC 360
At least one of COSC 318, COSC 328
COSC 404
COSC 416
At least one of COSC 417, COSC 419
COSC 434
COSC 470
COSC 471
PHIL 331
Two three-credit courses (not already chosen) from: COSC 318, COSC 328, COSC 331, COSC 360, COSC 417, COSC 419
Eight other three-credit courses

General Studies Option:
BUAD 123
PHIL 331
30 Credits of upper-level COSC or NTEN courses not already chosen
Eight other three-credit courses
Total credits: at least 120

Group 1: at least 78 credits
Group 2: at least 15 credits
Group 3: at least 6 credits
Upper-level (courses numbered 300 or higher): at least 42 credits
Upper-level group 1: at least 36 credits

Group 1: courses in Computer Science and other subjects which lead to an Associate of Science Degree, plus Network and Telecommunications Engineering Technology and Electronic Engineering Technology.
Group 2: refers to all courses in Communications and courses in other subjects which lead to an Associate of Arts Degree.
Group 3: Business Administration courses.

Proposed date of implementation: September 2015

Costs: none

June 4, 2015 Education Council meeting

Program Revision – Network and Telecommunications Engineering Technology Diploma

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Recommended Motion:
"BE IT RESOLVED THAT the Board approve the revision to the Network and Telecommunications Engineering Technology Diploma, as recommended by Education Council and as presented"

Program revision
- Addition of courses
- Graduation requirements
- Re-sequencing of courses

Rationale:
As educators in the IT industry our curriculum must be updated and modified each year to keep up with advances and changes in the industry.

A detailed analysis and review by departmental faculty, staff and Program Advisory Committee (PAC) have led to the following proposed program modifications:
The level of electricity, electrical circuits, signaling and electronic theory in the NTEN program curriculum has been reviewed in detail, including the following courses: NTEN 126 (Basic Digital Circuits and Microprocessors), NTEN 216 (Data Communications) and NTEN 221 (Fundamentals of Wireless Networking).

This program revision involves the removal of material (and courses) that are no longer required, adding new material (and a new course in Semester 2) and rearranging/consolidating the updated content. The following is a list of the changes required:

1. NTEN 126 (Basic Digital Circuits and Microprocessors)
- Remove from Semester 2

There is a large portion of low-level digital component theory, including memory and processors in NTEN 126 that is no longer required in the diploma program. This revision removes NTEN 126 from the program outline.

2. NTEN 216 (Data Communications)
- Remove from Semester 3

There is an overlap of content included in NTEN 216 and NTEN 221 as well as a portion of low-level signaling theory in NTEN 216 that is no longer required in the diploma program. All required wireless networking content will remain in NTEN 221 and this revision removes NTEN 216 from the program outline.

3. NTEN 221 (Fundamentals of Wireless Networking)
- Delete Corequisite

There is an overlap of content included in NTEN 216 (Data Communications) and NTEN 221 (Fundamentals of Wireless Networking) as well as a portion that is no longer required in the diploma program. As a result, NTEN 216 is being removed from the NTEN program outline and NTEN 216 must be removed as a co-requisite of NTEN221.

4. NTEN 123 (Network Applications of Analog and Digital Systems)
- Add to Semester 2

There is a requirement to combine a portion of the content of NTEN 126 (specifically concepts of electricity, electrical circuits and analog/digital conversion) with new content covering analog and digital sensors, industrial network controls and "The Internet of Everything (IoE)". This revision adds NTEN 123 to the program outline

5. NTEN Program Credit Reduction
- Decrease program credits from 75 to 72, and
- Move 3 elective credits from Semester 4 to 3

Program courses have been reviewed and the Semester 3 and Semester 4 workload (33 hours and 31 hours respectively) overburdens the students. This does not allow them to perform at their best and has been observed to have a negative impact on their morale.
For this reason, it has been decided that the resulting net removal of one course in Items 1, 2, 3 and 4 above should not be refilled.

This revision also ensures that the student course reduction benefit falls in the last semester of the program, making more time available for the students to dedicate to their NTEN 299 Capstone Project work.

Program description:
This diploma program produces graduates who possess the skill set, attitude and knowledge to establish careers as certified technologists in the fields of local-area and wide-area voice, video and integrated data communications. Coursework stresses messaging principles and provides insight into wired, wireless and fibre-optic signal propagation.

The rapid development and enrichment of global communications has produced a worldwide reliance on IP networks and the convergence of data and telecommunications has stimulated the need for larger and more integrated network implementations. Network and Telecommunications engineering technologists are trained to design, configure and support this telecommunications infrastructure. They are employed as network support specialists, network operations and telecommunications analysts, communications integrators, network administrators and consultants.

National Accreditation: The Network and Telecommunications Engineering Technology program is nationally accredited by the Canadian Technology Accreditation Board (CTAB) with recognized major competency areas of Data Communications Systems, Internet and Intranet Technologies, Computer Network Design and Configuration, Network Management and Administration, Telephony Systems and Applied Research. While attending Okanagan College, students may register with the Applied Science Technologists and Technicians of BC (ASTTBC). Graduates are eligible for registration as an applied science technologist after two years of related work experience.
Graduates will possess the:
- skill sets, attitude and knowledge to establish careers and work efficiently as certified technologists in the fields of network and telecommunications engineering;

- understanding of how organizations function to provide effective integration of company operations and the networked corporate systems required today and in the future;
- necessary communication skills and knowledge of business operations required by corporate managerial roles or to start their own business as independent entrepreneurs;
- knowledge and practical experience to confidently challenge exams that form part of current industry certifications; and
- general theoretical skills required to pursue life-long learning and/or continue their education.

Graduation requirements:
Current:
Graduation Requirements are not currently explicitly defined.
Proposed:
Successful completion of the prescribed courses as listed in the program outline with a minimum graduating grade average of 60%.

Program outline:
CURRENT
First Year - Semester One
NTEN 111 - Computer Components and Peripherals
NTEN 112 - Computer Programming I (or COSC 111 Computer Programming I)
NTEN 113 - Voice and Data Communications Infrastructure
NTEN 117 - Networks and Telecommunications I
CMNS 113 - Technical Communication for Information Technology
MATH 127 - Math for Network & Telecom Engineering Tech I
First Year - Semester Two
NTEN 126 - Basic Digital Circuits and Microprocessors
NTEN 127 - Local Area Network Management
NTEN 137 - Routing and Switching I
CMNS 123 - Analysis and Reporting for Information Technology
MATH 149 - Math for Network & Telecom Engineering Tech II
One elective

First Year - Extended Semester (3 weeks)
NTEN 199 - Topics in Internetworking

Second Year - Semester Three
NTEN 207 - Enterprise Telecommunications
NTEN 211 - Virtualization for Enterprise System Administrators
NTEN 216 - Data Communications
NTEN 217 - Routing and Switching II
NTEN 219 - Linux Server Management
One elective

Second Year - Semester Four
 NTEN 225 - Internetwork Security I
NTEN 227 - Carrier Telecommunications
NTEN 228 - Scripting for Network and System Administrators
NTEN 299 - Network Project
BUAD 231 - Project Management in an Information Tech. Environment

One elective

Co-op Group
NTEN 101 Co-op Work Term I (January - April) 4 months
NTEN 102 Co-op Work Term II (May - August) 4 months
NTEN 103 Co-op Work Term III (September - December) 4 months

In NTEN classes, approximately one half of the time is devoted to hands-on laboratory work. Course work will include field trips to local industry.

Technical, Business Administration and Communication Electives
- 9 credits of electives are included in the program
- 6 of these credits must be approved Information Technology courses, or Electronics courses, or Computer Science courses eligible for credit towards the Bachelor of Computer Information Systems (BCIS) program, or Math courses eligible for credit towards the BCIS program. COSC 109, COSC 115, COSC 122 and COSC 127 or any course offering similar content to an existing course in the NTEN program are not eligible for credit towards the NTEN diploma. Any student considering a course that may offer similar content should consult with the chair prior to registration.
- 3 of these credits must be either Business Administration (BUAD) courses eligible for credit towards the Bachelor of Business Administration (BBA) program or Communication (CMNS) courses.

PROPOSED
First Year - Semester One
NTEN 111 - Computer Components and Peripherals
NTEN 112 - Computer Programming I (or COSC 111 Computer Programming I)
NTEN 113 - Voice and Data Communications Infrastructure
NTEN 117 - Networks and Telecommunications I
CMNS 113 - Technical Communication for Information Technology
MATH 127 - Math for Network & Telecom Engineering Tech I
First Year - Semester Two
NTEN 123 – Network Applications of Analog and Digital Systems
NTEN 127 - Local Area Network Management
NTEN 137 - Routing and Switching I
CMNS 123 - Analysis and Reporting for Information Technology
MATH 149 - Math for Network & Telecom Engineering Tech II   One elective
Extended Semester (3 weeks)
NTEN 199 - Topics in Internetworking
Second Year – Semester Three
NTEN 207 - Enterprise Telecommunications
NTEN 211 - Virtualization for Enterprise System Administrators
NTEN 217 - Routing and Switching II
NTEN 219 - Linux Server Management   Two electives
Second Year - Semester Four
NTEN 225 - Internetwork Security I
NTEN 227 - Carrier Telecommunications
NTEN 228 - Scripting for Network and System Administrators

NTEN 299 - Network Project
BUAD 231 - Project Management in an Information Tech. Environment
Co-op Group
NTEN 101 Co-op Work Term I (January - April) 4 months
NTEN 102 Co-op Work Term II (May - August) 4 months
NTEN 103 Co-op Work Term III (September - December) 4 months

In NTEN classes, approximately one half of the time is devoted to hands-on laboratory work. Course work will include field trips to local industry.

Technical, Business Administration and Communication Electives
9 credits of electives are included in the program.
6 of these credits must be approved Information Technology courses, or Electronics courses, or Computer Science courses eligible for credit towards the Bachelor of Computer Information Systems (BCIS) program, or Math courses eligible for credit towards the BCIS program. COSC 109, COSC 115, COSC 122 and COSC 127 or any course offering similar content to an existing course in the NTEN program are not eligible for credit towards the NTEN diploma. Any student considering a course that may offer similar content should consult with the chair prior to registration.
3 of these credits must be either Business Administration (BUAD) courses eligible for credit towards the Bachelor of Business Administration (BBA) program or Communication (CMNS) courses.

Proposed date of implementation: September 2015

Costs: n/a

Program Revisions – Engineering Diplomas

Recommended Motion:
"BE IT RESOLVED THAT the Board approve the revisions to the following programs: Civil Engineering Technology Diploma; Electronic Engineering Technology Diploma; Mechanical Engineering Technology Diploma; Water Engineering Technology Diploma as recommended by Education Council and as presented"

Program revision:
- Graduation requirements

Rationale:
There are no graduation requirements listed for each program.

Graduation requirements:
Existing:
None included in the calendar
Proposed:
Successful completion of the prescribed courses as listed in the program outline with a minimum graduating grade average of 60%.

Reason:
It's important for there to be graduation requirements stated for each department in the calendar.

Proposed date of implementation: September 2015

Costs: n/a

New program - Gastroenterology Nursing Certificate – GI Nursing Certificate

Recommended Motion:
"BE IT RESOLVED THAT the Board approve the new program Gastroenterology Nursing Certificate, as recommended by Education Council and as presented"

New program

Rationale:
The increasing complexity and advancements in the field of gastroenterology has created demand across Canada for nurses with specialized training. According to the Canadian Society of Gastroenterology Nurses (CSGN), the Interior, Fraser, and Northern Health Authorities demand for nurses with formal training and certification increased exponentially with the introduction of the colon screening program.

The only option for nurses in Canada to prepare for the Canadian Gastroenterology Nurse Certification (CSGN-C) is a self-study program through the CSGN. The CSGN reports that their program does not meet the increasing demand for alternatives to self-study, and supports OCs development of a Gastroenterology Certificate.

In consultation with the CSGNA, Interior Health Authority and Certified Gastroenterology RNs, the OC proposed Gastroenterology Nursing Certificate (GNC) includes theory, core competencies, demonstrations, and practical skill training in endoscopic work environments.
Graduates of OC's GNC will be prepared to successfully write the Canadian Certified Gastroenterology Nurse CGN(C) examination.

Program description:
The 302-hour online Gastroenterology Nursing Certificate (GNC) provides learners with the knowledge and practical skills for entry into endoscopic nursing. This program includes theory, demonstrations, and practical skill training in endoscopic work areas. Topics include: anatomy and physiology, pre- and post-nursing care for gastroenterology procedures performed in the ambulatory care setting and the handling and care of scopes and accessories.

Graduates of the GNC Certificate program will be prepared to write the Canadian Certified Gastroenterology Nurse, CGN(C), specialty examination.

Admission requirements:
- Proof of an active practicing license with a respective provincial professional body (RN, LPN)
- Provide written proof of a minimum of two years acute care experience
- Provide a written agreement of a practicum placement by an endoscopy unit manager
- Current certification in CPR Level C. This must be maintained throughout the program.
- A criminal record check clearance from the B.C. Ministry of Public Safety and Solicitor General's Criminal Records Review Office. Okanagan College's admission offices will provide applicants with instructions and forms for applicants to submit to the Solicitor General's Office and a deadline for the College to receive the clearance letter. Applicants should only initiate their

criminal record check when instructed by Admissions. Failure to provide a clearance letter by the deadline will result in a cancellation of the applicant's admission application.

- Results of tuberculin testing done no more than six months before the date of application, with evidence of appropriate follow up if the test was positive.
- Up-to-date Immunization Record based on vaccinations listed below. Please provide a photocopy of your completed immunization record; this record will be kept in your student file. Applicants are advised that, if they choose not to complete this recommended immunization schedule, any outbreak of an infectious disease can have serious implications for their practice experience because of a requirement by the Health Authority that all those not immunized remain outside of the practice area.

1. **Tetanus and Diphtheria Toxoid (Td)** - Booster doses of Td are recommended every 10 years, or as a minimum at least once during adult life.
2. **Measles Vaccine** - If born between 1957 and 1970, you should have proof of two live measles vaccinations, documentation of physician-diagnosed measles or laboratory evidence of immunity. If you already received one dose of measles vaccine, a second dose of vaccine is recommended and is given as Measles Mumps (MMR) vaccine.
3. **Polio Vaccine** - Primary immunization with inactivated poliomyelitis vaccine (IPV) is indicated for all who have not had a primary course of poliovirus vaccine (OPV or IPV). If you have not been given a full primary course, you should have the series completed with IPV regardless of the interval since the last dose. Booster doses of IPV are not required in Canada.
4. **Rubella Vaccine** - If you do not have documented immunity as described above under Measles, you should be vaccinated with MMR, unless there are contraindications.
5. **Hepatitis B Vaccine** - Recommended because of potential exposure to blood or body fluids, as well as increased risk of penetrating injuries.
6. **Varicella Vaccine** - Indicated for those who do not have either reliable history of disease or serologic evidence of immunity.
7. **Flu Immunization** - Annual Flu immunization is recommended.

Graduation requirements:
Students must pass the practicum and attain a minimum grade of 70% in each of the other courses in the program.

Courses
GNC 110   Gastroenterology Nursing Practices - 28 hours /4 weeks
Short title - GI Nursing Practices
This course will introduce the learner to the standards of practice, regulations and the implementation of best practice required by the gastroenterology nurse.

GNC 120   Infection Control and Environmental Safety - 36 hours (28 theory + 8 hr clinical) / 5 weeks
Short title - Infection Control/Enviro Safety
This course will introduce the learner to the concept of medical device reprocessing. The learner will apply knowledge of infection control and environmental safety in the Gastroenterology setting. After completing the theory portion, the learner will observe the practice of medical device reprocessing and environmental safety in the practice area.
Prerequisite: Ability to observe in a GE unit must be confirmed prior to starting this course.

GNC 130   Anatomy, Physiology and Pathophysiology - 56 hours/8 weeks
Short title - Anatomy/Physiology/Pathophysiology (short title)

This course will provide the learner with the anatomy, physiology and pathophysiology knowledge required by a gastroenterology nurse to safely care for patients experiencing disease processes that affect the GI system.

GNC 140   Pharmacology - 28 hours /4 weeks
This course provides the learner with advanced knowledge of pharmacology in caring for a patient with gastroenterology disease. Nursing considerations including administration, side effects and special patient instructions will be discussed. A basic review of nutritional therapies will be included. Learners will discuss the potential for food and drug interactions in the Gastroenterology setting.

GNC 150   Diagnostic Tests and Therapeutic Procedures - 84 hours /12 weeks
Short title - Diagnostic Tests & Therapeutic Procedures
This course will focus on types of procedures required for a patient that needs interventions related to the GI tract. The equipment, types of diagnostic and therapeutic procedures will be discussed including their indications and contraindications.   Specimen collection and the role of the nurse in identifying abnormal results will be examined. Complications or emergencies that may arise in caring for a patient undergoing the procedures or surgeries are discussed.
Prerequisite: GNC 110, GNC 120, GNC 130, and GNC 140

GNC 160   Practicum - 70 hours / 3 weeks
This practicum will provide the learner with the opportunity to integrate theory into practice at one of several accredited clinical sites. During this hands-on experience, the learner will participate in caring for patients undergoing endoscopic procedures including gastroscopy, colonoscopy and ERCP.   The learner will observe quality measurements, infection control, and work-place safety.
Prerequisite: GNC 150

Program table:

Course Code	Title	Hours	Weeks
GNC 110	Gastroenterology Nursing Practices	28	4
GNC 120	Infection Control and Environmental Safety	36	5
GNC 130	Anatomy, Physiology and Pathophysiology	56	8
GNC 140	Pharmacology	28	4
GNC 150	Diagnostic Tests and Therapeutic Procedures	84	12
GNC 160	Practicum	70	3
Totals:		**302**	**36**

Tuition: tbd

Proposed date of implementation: September 2015

Costs: Library – one-time   852.00
          Library – ongoing   350.00

Program Revision – Health Care Assistant Certificate

Recommended Motion:
"BE IT RESOLVED THAT the Board approve the revision to the Health Care Assistant Certificate, as recommended by Education Council and as presented"

Program revision
- Admission requirements

Rationale:
To align with the BC Care Aide Registry requirements.

Program description:
Current:
All applicants are strongly advised to ensure their immunization status is current. Vaccination for hepatitis B is strongly recommended.
Proposed:
Proof of meeting current immunizations / vaccinations as per health care organization policies / guidelines (or signed vaccination exemption form, except TB). Applicants are advised that, if they are unable to provide proof of immunization or immunity they may be restricted or even excluded from practice settings based on the Health Facility or Health Authority policies and procedures for non-immunized students on placement.

Reason:
To align with the BC Care Aide Registry requirements.

Proposed date of implementation: September 2015

Costs: n/a

New Program – Post – Baccalaureate Diploma in Marketing

Recommended Motion:
"BE IT RESOLVED THAT the Board approve the new program Post-Baccalaureate Diploma in Marketing, as recommended by Education Council and as presented"

Rationale
This post baccalaureate diploma is aimed at students with a bachelor's degree in any business or non-business program other than those with a marketing major or specialty who wish to pursue a career in the marketing field. The British Columbia 2022 Labour Market Outlook projects that by 2022 there will be 11,900 job openings in British Columbia that will require post-secondary education in Marketing.

Program description
This 20-course post-baccalaureate diploma is aimed at students with a bachelor's degree in any business or non-business program other than those with a marketing major or specialty who wish to pursue a career in the marketing field.

Admission requirements
Successful completion of a recognized Bachelor's Degree in any business or non-business program other than those with a marketing major or specialty.

Graduation requirements:
Successful completion of the prescribed and elective courses as listed in the program outline with a minimum graduating grade average of 60%.

Program outline:

Semester 1			Semester 2		
BUAD 111	3	Financial Accounting 1	BUAD 176	3	Professional Selling
BUAD 113	3	Canadian Business	BUAD 195	3	Financial Management
BUAD 116	3	Marketing	BUAD 210	3	Introduction to Marketing Research
BUAD 123	3	Management Principles	BUAD 262	3	Organizational Behaviour
BUAD 128	3	Computer Applications	BUAD 264	3	Management Accounting

Semester 3			Semester 4		
BUAD 266	3	Advertising and Sales Promotion	BUAD 340	3	Strategic Management
BUAD 272 or BUAD 293	3	One of Business Simulation or Entrepreneurship		3	BUAD Elective*
BUAD 345	3	Consumer Behaviour		3	BUAD Elective*
	3	BUAD Elective*		3	BUAD Elective*
	3	BUAD Elective*		3	BUAD Elective*

* The six BUAD Electives Must be chosen from the following:

STAT 124	3	Business Statistics
BUAD 209	3	Business Law
BUAD 297	3	Retailing
BUAD 333	3	Internet Marketing
BUAD 334	3	Sports and Events Marketing
BUAD 335	3	Electronic Commerce
BUAD 336	3	Services Marketing
BUAD 344	3	Applied Marketing Research
BUAD 470	3	Customer Relationship Management

Proposed date of implementation: September 2015
Costs: none

New Program – Accounting/Bookkeeping Certificate

Recommended Motion:
"BE IT RESOLVED THAT the Board approve the new program Accounting/Bookkeeping Certificate, as recommended by Education Council and as presented"

Rationale:
The Office Administration Department has offered an Accounting Assistant Certificate for many years on all campuses (and online). This certificate has traditionally been offered from January to early June each year with low enrollment on most campuses except Kelowna. The students have often found it very difficult to find practicum placements as the program finishes after the tax season. As well, the Tier III review clearly indicated that a more rigourous certificate dealing with accounting and bookkeeping topics would be well received by employers and students.

The plan is to offer the Accounting/Bookkeeping Certificate program at the KLO campus only for the time being, with possible expansion to other campuses should the need arise in the respective communities. This 600-hour certificate will be offered from September to mid-February, allowing students to more easily

find practicum placements and employment in accounting and other financial offices. New courses will be created for this certificate that will increase its rigour and student employability.

Program description:
This 600-hour (20 week) program is for students who wish to be accounting assistants or bookkeepers. During the program, students will complete courses in business math and calculators, spreadsheets, payroll, manual and computerized accounting, and accounting office procedures, as well as a capstone course, and a three-week practicum. Graduates of the program may begin immediate employment as accounting assistants in small, medium and large businesses performing accounts payable, accounts receivable, payroll and general bookkeeping duties. Some graduates of this program may use their accounting skills to establish home-based bookkeeping businesses. Graduates may continue their education as selected courses are recognized by other organizations such as Okanagan College Business Administration, Canadian Institute of Bookkeeping (CIB) and the Canadian Payroll Association (CPA).

Admission requirements:
- Graduation from Grade 12 (or equivalent); or mature student status
- Pass in English 11 or Communications 11 (or equivalent) or a minimum score of 70 percent on an English entrance test
- Pass in Math 11 (or equivalent) or a minimum score of 70 percent on a math entrance test

OR
- Completion of Office Assistant Certificate
-

Graduation requirements:
Graduation from the Accounting/Bookkeeping Certificate program requires successful completion of all courses in the program with a minimum grade of 70 percent in each.

Program outline:
This is a cohort program that will be offered from September to mid-February each year.

OADM 130 - Business Math and Electronic Calculators	60 hours
OADM 142 - Payroll	45 hours
OADM 143 - Accounting I	60 hours
OADM 144 - Accounting II	60 hours
OADM 145 – Essential Skills	45 hours
OADM 152 - Accounting Software I	60 hours
OADM 155 - Accounting Software II	60 hours
OADM 156 - Accounting Simulation	30 hours
OADM 169 - Spreadsheets	60 hours
OADM 181 - Job Search	30 hours
OADM 183 - Accounting Practicum	90 hours
Total hours	**600 hours**

Proposed date of implementation: August 2015

Costs: n/a

Program Revision – Diploma in Media and Cultural Studies

Recommended Motion:
"BE IT RESOLVED THAT the Board approve the revision to the Diploma in Media and Cultural Studies, as recommended by Education Council and as presented"

Program revision
- Graduation requirements
- Program description
- Program name – new name *Diploma in Communications, Culture and Journalism Studies*
  - Short name *– Communications Studies*
- Program outline
- Re-sequencing of courses

Rationale:
We are proposing a retitling of the Diploma in Media and Cultural Studies, as well as adjustments to its structure and content.

The credential's new title will be the Diploma in Communications, Culture, and Journalism Studies (CCJS).

The revisions to the MedCul diploma are designed primarily to improve transferability for our students, detailed below. We are hopeful that these changes—as well as CCJS's increased flexibility and deepened disciplinary range—will encourage more students to complete the credential with us.

MedCul has been revised so that it:

1. Includes science, math, & language requirements.
The current MedCul structure does not include or allow room for any of the math, science, or language requirements essential for students planning to transfer and complete a BA. The diploma has been redesigned to include these crucial courses.

2. Offers flexibility in breadth courses & electives.
We have revised MedCul's current set selection of ten interdisciplinary breadth courses, which forces our students to take many courses not required at our transfer destinations. CCJS instead now requires that students take five breath courses from a list of relevant interdisciplinary options (plus a relevant second year ENGL course). This change creates room for the three science/math courses, as well as a language course (if required), and two Arts electives.
.
3. Incorporates Journalism Studies (the current Diploma in Journalism Studies will be deleted).
Deletion of JStudies: The Diploma in Journalism Studies was designed to block transfer to TRU's Bachelor of Journalism program. This transfer is no longer meaningful, since TRU's program now includes multiple applied journalism studies courses in the first two years, which students cannot take here at OC. Given this change at TRU, as well as the fact that there is significant overlap in our two current diplomas, it makes most sense for us to cancel JStudies and offer a single, disciplinarily-inclusive diploma. Combining our cohorts will also help us plan, promote, schedule, and build community for our students more effectively.

Incorporation of Journalism Studies into CCJS: Journalism studies is an integral part of media studies and is covered not only in our core first year course, CMNS 120 - Introduction to Journalism Studies, but also as an important element of CMNS 110, 250, 270, and 290. These courses are all requirements or options in the revised CCJS. Two advanced writing courses that are also highly relevant for Journalism Studies students, ENGL 219 - Intermediate Workshop in Creative Writing - Creative Non-Fiction and ENGL/CMNS 235: Advanced Professional Communications (currently both requirements for JStudies), are also now incorporated as CCJS options.

Finally, with this revision, we are also **introducing detailed transfer guidance for students.** Currently, both the MedCul and JStudies Diploma structures have students choosing their second year CMNS courses from a list. CCJS maintains this structure, since some flexibility is essential in our discipline. (We send students on to further education in Communications, Cultural Studies, Media Studies and Journalism Studies—programs of study with specific and diverse requirements.) To ensure that students are making the best course choices in terms of their intended transfer destination, clear & thorough transfer charts to relevant institutions across BC (see appendix) have been developed to accompany CCJS. These charts will be updated annually, included on the CMNS webpage, and distributed to students in first year classes.

Program description:
The Diploma in Communications, Culture, and Journalism Studies (CCJS) is a two-year interdisciplinary diploma that foregrounds a critical analysis of the mass media as contemporary society`s most pervasive agent of political and cultural transformation. Students will explore the social, political, and economic functions of news and communications media, the history of journalism, and cultural policy & theory. Particular attention will be paid to questions of social justice, as well as of identity and constructions of gender, race, class, sexuality, and nationality.

Housed within the Department of Communications, the diploma offers students foundational courses in media theory, writing intensive courses in Communications and English, and a selection of elective breadth courses from a range of departments—including Anthropology, History, Philosophy, Geography, Political Science, Sociology, and Women's Studies.

While students may proceed directly to potential entry-level careers in communications, journalism, public relations, marketing, advertising, research, writing, publishing, consulting or new media, especially in small markets and independent digital environments, completion of this program is intended primarily to provide students with the liberal arts education necessary for further study.

Graduation requirements:
Existing:
The Diploma in Media and Cultural Studies will be granted upon the successful completion of 60 prescribed credits, including eighteen credits in Communications, twelve credits in English, twelve credits in Sociology, nine credits in Women's Studies, six credits in Geography, and three credits in Anthropology.
Proposed:
The Diploma in Communications, Culture, and Journalism Studies will be granted upon the successful completion of 60 prescribed compulsory and elective credits, as follows (see below for details): 18 Communications credits (6 courses), 9 English credits (3 courses), 15 Breadth credits (5 courses), 9 Arts Electives credits (3 courses), and 9 Science credits (3 courses).

Program outline:
Foundational courses

All of:

- CMNS 100 - Introduction to Communications
- CMNS 110 - Introduction to Mass Communication
- CMNS 120 - Introduction to Journalism Studies
- ENGL 100 - University Writing OR ENGL 199 - Arts Studies in English
- ENGL 153 - Critical Writing and Reading: Narrative

Three of:

- CMNS 200 - Communications in the Everyday
- CMNS 230 – Communications and Culture
- CMNS/ENGL 235 - Professional Writing and Communications
- CMNS 240 - The Culture of Television
- CMNS 250 - Cultural Industries in Canada
- CMNS 270 - New Media
- CMNS 260 - Topics in Communications
- CMNS 290 – Introduction to Video Game Studies

One of:

- ENGL 215 - Studies in Reading Film
- ENGL 219 - Intermediate Workshop in Creative Writing - Creative Non-Fiction [1]
- ENGL 222- Studies in International Literature in English
- ENGL 231 - Studies in Popular Narrative

Breadth courses

Three of:

- ANTH 121 - Introduction to Cultural Anthropology
- CMNS/ENGL 160 - Introduction to Film Studies
- GEOG 128 - Human Geography: Space, Place and Community I OR GEOG 129 Human Geography: Resources, Development & Society
- HIST 122 - Canada Since 1867 OR HIST 125 – World History Since 1945
- INDG 100: Introduction to Indigenous Studies
- PHIL 114 - Introduction to Logic and Critical Thinking I
- POLI 101 - Introduction to Politics OR POLI 111 - The Government of Canada
- SOCI 111 - Introduction to Sociology I [2]
- WMST 100 - Introduction to Women's Studies

Two of:

- GEOG 201 - Food and Society OR GEOG 210 - Introduction to Environmental Issues
- POLI 222 - Global Political Economy OR POLI 240: Contemporary Political Ideologies
- SOCI 202: Introduction to Social Problems OR SOCI 216 - Media and Society [2] OR SOCI 217 - Consumer Society [2]
- WMST 202 - Women in Politics OR WMST 215 - Women and Popular Culture OR WMST 216 - Feminism and Film

[1] *CCJS choosing ENGL 219 should request a prerequisite waiver from the English Dept. Chair.*
[2] *Students interested in SOCI 216 or SOCI 217 should take SOCI 111 from the first year breadth list AND also SOCI 121 as one of their first year Arts electives in order to fulfill prerequisite requirements.*

Science courses:

- Three science courses, including

- o At least one (3-credit) course of Math, Computer Science, or Statistics. For example: MATH 111-Essential Mathematics for Arts, COSC 122-Computers in Society, COSC 180-Multimedia Computing
- o At least one course (3-credit) lab science. For example: ASTR 111-Astronomy 1, BIOL 112-Evolution and Ecology, EESC 101-Environmental Science
- o See the Associate of Arts page for a more detailed list of courses that will satisfy the Science requirement.

Elective Arts courses:

- Three 1st or 2nd year Arts courses from any discipline. A university-level language course is recommended for students who have not completed a Grade 12 high school second language course.

Proposed date of implementation: September 2015

Costs: none

Program Revision – Diploma in Environmental Studies

Recommended Motion:
"BE IT RESOLVED THAT the Board approve the revision to the Diploma in Environmental Studies, as recommended by Education Council and as presented"

Program revision

- Addition of courses
- Program description
- Program outline
- Re-sequencing of courses
- Revision of courses
- Development of new stream

Rationale:
New stream: The Diploma in Environmental Studies currently supports three options: Interdisciplinary Environmental Arts, Environmental Management, and Environmental Science. The Department of Geography, Earth and Environmental Science intends to introduce signature programming for the Salmon Arm campus in the rapidly growing field of geographic information systems and geospatial technology. These new courses support a fourth option for students taking the Diploma in Environmental Studies: Geographic Information Science. This diploma option is intended to be signature programming for Salmon Arm and limited to this campus for offerings.

The evidence for need in training experienced GIS users is given by a healthy demand for jobs in the GIS sector. Demand is demonstrated by an estimated ~10 000 new jobs in BC within the geospatial sector (WorkBC, 2014). The top 60 occupations requiring post-secondary training in BC include transportation managers, drafting technologists and technicians, and interactive media developers, all of which fall within the realm of GIS training. The US bureau of Labour Statistics suggests the sector will grow by 20% over the next 10 years (Faster than average for all occupations). Demand is currently being partially met by similar GIS programs at BCIT and Selkirk College but more supply is needed to meet the demand. The success of the CS advanced GIS certificate at the Salmon Arm campus demonstrates the demand for GIS training in the North Okanagan, including a unique opportunity to meet the needs of First Nations groups interested managing their spatial resources. The existing presence of the CS program on the

Salmon Arm campus also presents an opportunity to share resources and hardware, creating a hub of scholarly GIS activity and reducing start-up costs for the program.

The newly proposed stream will initially combine with the current CS offering of an advanced GIS certificate (as PLA credit for the proposed new courses, pursuant to the internal OC accreditation process already underway) to give students a full diploma credit in GIS and Environmental Studies, resulting in broadly trained geographers and environmental studies students specializing in GIS technology. The stream is named: "GIScience" (Geographic Information Science) as opposed to using the term GIS (Geographic Information Systems) in order to reflect broader training in geography. This will include both the theoretical underpinnings of GIS and associated technology and practical training in the implementation of a GIS. As resources become available, new faculty may be added to reduce reliance on the CS offering and offer the full suite of courses.

Other changes: We are refining the options within the diploma streams to better reflect the specific natures of each of the streams. We are also adding new courses that have just been developed (forms are with Ed Co now) and one that hasn't been offered in a while. Additionally, the Economics department is adding a prerequisite course (ECON 115) to ECON 271, which has resulted in some changes to the diploma options.

Calendar description:
The Diploma in Environmental Studies offers an interdisciplinary opportunity to understand the physical principles governing the environment and the social and cultural aspects that influence human behaviour towards the environment. Students will gain a holistic knowledge of the environment through courses from the sciences, social sciences and humanities. The interdisciplinary model will equip students with the critical and analytical skills to think through the many complex factors that influence our understanding of the environment.

The diploma has four options: interdisciplinary environmental arts, environmental management, environmental science, and geographic information science. Courses have university transfer credit providing students with the option of further study in either environmental studies or other disciplines. Students can also move directly into the workplace for there is a growing demand for labour in the environmental sector.

Prospective students should ensure that they have the prerequisites for the courses in the option that they wish to pursue.

UNBC Block Transfer
Students graduating with a GGA of 2.5 or higher from Okanagan College's Diploma in Environmental Studies may be automatically admitted to the Bachelor of Arts in Environmental Studies at UNBC through a special block transfer agreement between OC and UNBC.. This 60 credit-hour program of study is available only to students from Okanagan College with a diploma in Environmental Studies. There are two options in the Diploma in Environmental Studies that directly transfer for 60 credits of the UNBC BA degree – the Environmental Management Option and the Interdisciplinary Environmental Arts Option. For more information, visit: http://www.unbc.ca/calendar/undergraduate/environmental-studies. Students interested in the block transfer program should identify the courses required by UNBC for their chosen option.

Students in our Diploma in Environmental Studies – Environmental Science Option are also eligible for direct admission into the BSc in Natural Resources Management degree program. Students may choose one of two majors: Forest Ecology and Management (http://www.unbc.ca/forestry), or Wildlife and Fisheries (http://www.unbc.ca/wildlife-fisheries). Accreditation requirements for both majors and the number of options available to students as part of the diploma program require course by course transfer credit.

Program table:
Interdisciplinary Environmental Arts Option

Current	Proposed
Required Courses all options Year One	ANTH 121 - Introduction to Cultural Anthropology
EESC 101 - Environmental Science	ANTH 245 - Culture and the Environment
ENGL 100 - University Writing	EESC 101 - Environmental Science
One of:	ENGL 100 - University Writing
ENGL 150 - Critical Writing and Reading: Poetry and Drama	
ENGL 151 - Critical Writing and Reading: Short Fiction and the Novel	GEOG 128 - Human Geography: Space, Place and Community
ENGL 153 - Critical Writing and Reading: Narrative	GEOG 129 - Human Geography: Resources, Development and Society
One of:	*GEOG 210 - Introduction to Environmental Issues- changed from elective to required*
EESC 111 - Earth and Environmental Science	
GEOG 111 - Introduction to Physical Geography: Climate & Vegetation	*GEOG 270 - Geographic Data Analysis – moved from optional to required (the other option "SOCI 271" has been removed and there is no longer a choice between the two courses)*
GEOG 121 - Introduction to Physical Geography: Water & Landscapes	
	GEOG 272 - Introduction to Cartography, GIS and Remote Sensing
Required Courses all options Year Two	INDG 100 - Introduction to Indigenous Studies
ENGL 235 - Professional Writing and Communications	PHIL 251 - Environmental Ethics
GEOG 272 - Introduction to Cartography, GIS and Remote Sensing	POLI 204 - Canadian Environmental Policy
And one of:	SOCI 111 - Introduction to Sociology I
INDG 202 - Okanagan Concepts and Frameworks	SOCI 121 - Introduction to Sociology II
INDG 204 - Indigenous Concepts and Frameworks	WMST 222 - Eco-Feminism
	One of:
Year One	• ENGL 150 - Critical Writing and Reading: Poetry and Drama

INDG 100 - Introduction to Indigenous Studies

ANTH 121 - Introduction to Cultural Anthropology

GEOG 128 - Human Geography: Space, Place and Community

GEOG 129 - Human Geography: Resources, Development and Society

SOCI 111 - Introduction to Sociology I

SOCI 121 - Introduction to Sociology II

Year Two

ANTH 245 - Culture and the Environment

ECON 271 - Environmental and Natural Resource Economics - removed

PHIL 251 - Environmental Ethics

POLI 204 - Canadian Environmental Policy

WMST 222 - Eco-Feminism

One of:

GEOG 270 - Geographic Data Analysis

SOCI 271 - Statistical Analysis in Sociology I - removed

Plus one of:

ANTH 260 - Ethnobotany: Plants and People

ENGL 237 - Studies in Nature Writing

GEOG 210 - Introduction to Environmental Issues

GEOG 250 - Introduction to Urban Geography

GEOG 298 - Directed Studies in Geography

POLI 219 - Canadian Public Administration

SOCI 217 - Consumer Society

SOCI 295 - Current Topics in Sociology

- ENGL 151 - Critical Writing and Reading: Short Fiction and the Novel
- ENGL 153 - Critical Writing and Reading: Narrative

One of:
- CMNS 235 - Professional Writing and Communications
- ENGL 235 - Professional Writing and Communications

One of:
- EESC 111 - Earth and Environmental Science
- GEOG 111 - Introduction to Physical Geography: Climate & Vegetation
- GEOG 121 - Introduction to Physical Geography: Water & Landscapes

One of:
- INDG 202 - Okanagan Concepts and Frameworks
- INDG 204 - Indigenous Concepts and Frameworks

One of:
- ANTH 260 - Ethnobotany: Plants and People
- *ECON 271 - Environmental and Natural Resource Economics – changed from required to elective*
- EESC 205 - Geographical Hydrology
- *EESC 206- Soil Science added*
- EESC 212 - Weather and Climate
- EESC 222 - Geomorphology
- ENGL 237 - Studies in Nature Writing
- GEOG 201 - Food and Society
- GEOG 205 - Geographical Hydrology
- *GEOG 206- Soil Science- added*
- GEOG 210 - Introduction to Environmental Issues
- GEOG 212 - Weather and Climate
- *GEOG 213- Geography of Wine- added*
- GEOG 222 - Geomorphology
- GEOG 250 - Introduction to Urban Geography
  GEOG 265- Tourism and Recreation- added
- GEOG 298 - Directed Studies in Geography
- *GEOG 311- Environmental Management- added*
- POLI 219 - Canadian Public Administration
- SOCI 217 - Consumer Society
- SOCI 295 - Current Topics in Sociology

EESC 205 - Geographical Hydrology (or GEOG 205 - Geographical Hydrology) EESC 212 - Weather and Climate (or GEOG 212 - Weather and Climate) EESC 222 - Geomorphology (or GEOG 222 - Geomorphology) GEOG 201 - Food and Society	

Environmental Management Option

Current - required courses	Proposed – required courses
Required Courses all options Year One	*ECON 115- Principles of Microeconomics- added*
EESC 101 - Environmental Science	ECON 271 - Environmental and Natural Resource Economics
ENGL 100 - University Writing	
One of:	EESC 101 - Environmental Science
ENGL 150 - Critical Writing and Reading: Poetry and Drama	EESC 213 - Introductory Forest Science and Management
ENGL 151 - Critical Writing and Reading: Short Fiction and the Novel	ENGL 100 - University Writing
ENGL 153 - Critical Writing and Reading: Narrative	GEOG 129 - Human Geography: Resources, Development and Society
One of:	GEOG 270 - Geographic Data Analysis
EESC 111 - Earth and Environmental Science	GEOG 272 – Introduction to Cartography, GIS and Remote Sensing
GEOG 111 - Introduction to Physical Geography: Climate & Vegetation	*GEOG 311- Environmental Management- added*
GEOG 121 - Introduction to Physical Geography: Water & Landscapes	INDG 100 - Introduction to Indigenous Studies
Required Courses all options Year Two	POLI 204 - Canadian Environmental Policy
ENGL 235 - Professional Writing and Communications	One of: • BIOL 111 - Biology for Science Majors I • BIOL 112 - Evolution and Ecology
GEOG 272 - Introduction to Cartography, GIS and Remote Sensing	One of: • BIOL 121 - Biology for Science Majors II • BIOL 122 - Physiology of Multicellular Organisms
And one of:	One of: • EESC 205 - Geographical Hydrology • GEOG 205 - Geographical Hydrology
INDG 202 - Okanagan Concepts and Frameworks INDG 204 - Indigenous Concepts and Frameworks	One of:
Year One	

INDG 100 - Introduction to Indigenous Studies

BUAD 123 - Management Principles -removed

GEOG 129 - Human Geography: Resources, Development and Society

One of:
MATH 111 - Essential Mathematics for Arts
MATH 112 - Calculus I
STAT 121 - Elementary Statistics

One of:
BIOL 111 - Biology for Science Majors I
BIOL 112 - Evolution and Ecology

One of:
BIOL 121 - Biology for Science Majors II
BIOL 122 - Physiology of Multicellular Organisms

Year Two

ECON 271 - Environmental and Natural Resource Economics

EESC 205 - Geographical Hydrology (or GEOG 205 - Geographical Hydrology)

EESC 213 - Introductory Forest Science and Management

GEOG 270 - Geographic Data Analysis

PHIL 251 - Environmental Ethics

POLI 204 - Canadian Environmental Policy

One of:

ANTH 245 - Culture and the Environment

ANTH 260 - Ethnobotany: Plants and People

BIOL 203 - Introduction to Ecology

BIOL 275 - Freshwater Plants and Animals

EESC 212 - Weather and Climate (or GEOG 212 - Weather and Climate)

- ENGL 150 - Critical Writing and Reading: Poetry and Drama
- ENGL 151 - Critical Writing and Reading: Short Fiction and the Novel
- ENGL 153 - Critical Writing and Reading: Narrative

One of:
- CMNS 235 - Professional Writing and Communications
- ENGL 235 - Professional Writing and Communications

One of:
- EESC 111 - Earth and Environmental Science
- GEOG 111 - Introduction to Physical Geography: Climate & Vegetation
- GEOG 121 - Introduction to Physical Geography: Water & Landscapes

One of:
- INDG 202 - Okanagan Concepts and Frameworks
- INDG 204 - Indigenous Concepts and Frameworks

One of:
- MATH 111 - Essential Mathematics for Arts
- MATH 112 - Calculus I
- STAT 121 - Elementary Statistics

One of:
- ANTH 245 - Culture and the Environment
- ANTH 260 - Ethnobotany: Plants and People
- BIOL 203 - Introduction to Ecology
- BIOL 275 - Freshwater Plants and Animals
- *EESC 206- Soil Science - added*
- EESC 212 - Weather and Climate
- EESC 222 - Geomorphology
- GEOG 201 - Food and Society
- *GEOG 206- Soil Science - added*
- GEOG 210 - Introduction to Environmental Issues
- GEOG 212 - Weather and Climate
- *GEOG 213- Geography of Wine- added*
- GEOG 217 - Regional Geography of British Columbia
- GEOG 222 – Geomorphology
- GEOG 224 - The Canadian Landscape
- GEOG 250 - Introduction to Urban Geography
- *GEOG 265- Tourism and Recreation- added*

| EESC 222 - Geomorphology (or GEOG 222 - Geomorphology) GEOG 210 - Introduction to Environmental Issues | • GEOG 298 - Directed Studies in Geography
• *PHIL 251 - Environmental Ethics – moved from required to elective*
• POLI 219 - Canadian Public Administration |

Environmental Science Option

Current – required courses	Proposed – required courses
Required Courses all options Year One EESC 101 - Environmental Science ENGL 100 - University Writing One of: ENGL 150 - Critical Writing and Reading: Poetry and Drama ENGL 151 - Critical Writing and Reading: Short Fiction and the Novel ENGL 153 - Critical Writing and Reading: Narrative One of: EESC 111 - Earth and Environmental Science GEOG 111 - Introduction to Physical Geography: Climate & Vegetation GEOG 121 - Introduction to Physical Geography: Water & Landscapes **Required Courses all options Year Two** ENGL 235 - Professional Writing and Communications GEOG 272 - Introduction to Cartography, GIS and Remote Sensing And one of: INDG 202 - Okanagan Concepts and Frameworks INDG 204 - Indigenous Concepts and Frameworks **Year One:** BIOL 111 - Biology for Science Majors I	BIOL 111 - Biology for Science Majors I BIOL 121 - Biology for Science Majors II BIOL 203 - Introduction to Ecology EESC 101 - Environmental Science ENGL 100 - University Writing GEOG 272 – Introduction to Cartography, GIS and Remote Sensing MATH 112 - Calculus I One of: • CHEM 111 - Principles of Chemistry I • CHEM 112 - Introductory Chemistry I One of: • CHEM 121 - Principles of Chemistry II • CHEM 122 - Introductory Chemistry II One of: • EESC 222 - Geomorphology • GEOG 222 - Geomorphology One of: • ENGL 150 - Critical Writing and Reading: Poetry and Drama • ENGL 151 - Critical Writing and Reading: Short Fiction and the Novel • ENGL 153 - Critical Writing and Reading: Narrative One of: • CMNS 235 - Professional Writing and Communications • ENGL 235 - Professional Writing and Communications One of: • EESC 111 - Earth and Environmental Science

BIOL 121 - Biology for Science Majors II

MATH 112 - Calculus I

One of:

CHEM 111 - Principles of Chemistry I

CHEM 112 - Introductory Chemistry I

One of:

CHEM 121 - Principles of Chemistry II

CHEM 122 - Introductory Chemistry II

One of:

PHYS 111 - Calculus-Based Physics I

PHYS 112 - Introductory Physics I

Year Two:

BIOL 203 - Introduction to Ecology

EESC 222 - Geomorphology (or GEOG 222 - Geomorphology)

One of:

GEOG 270 - Geographic Data Analysis

STAT 230 - Elementary Applied Statistics

Three of:

BIOL 275 - Freshwater Plants and Animals – removed

BIOL 279 - Limnological Methods –removed

CHEM 162 - Environmental Chemistry - removed

EESC 212 - Weather and Climate (or GEOG 212 - Weather and Climate)

EESC 213 - Introductory Forest Science and Management

EESC 205 - Geographical Hydrology (or GEOG 205 - Geographical Hydrology)

GEOG 298 - Directed Studies in Geography

One of:

ECON 271 - Environmental and Natural Resource Economics

- GEOG 111 - Introduction to Physical Geography: Climate & Vegetation
- GEOG 121 - Introduction to Physical Geography: Water & Landscapes

One of:
- GEOG 270 - Geographic Data Analysis
- STAT 230 - Elementary Applied Statistics

One of:
- INDG 202 - Okanagan Concepts and Frameworks
- INDG 204 - Indigenous Concepts and Frameworks

One of:
- PHYS 111 - Calculus-Based Physics I
- PHYS 112 - Introductory Physics I

One of:
- ECON 271 - Environmental and Natural Resource Economics
- *GEOG 210 - Introduction to Environmental Issues - added*
- PHIL 251 - Environmental Ethics
- POLI 204 - Canadian Environmental Policy

Three of:
- EESC 212 - Weather and Climate (or GEOG 212 - Weather and Climate)
- EESC 213 - Introductory Forest Science and Management
- EESC 205 - Geographical Hydrology (or GEOG 205 - Geographical Hydrology)
- *EESC 206- Soil Science (or GEOG 206- Soil Science)- added*
- GEOG 298 - Directed Studies in Geography
- *GEOG 311- Environmental Management- added*

PHIL 251 - Environmental Ethics	
POLI 204 - Canadian Environmental Policy	

Geographic Information Science Option

Current - required courses	Proposed – required courses
N/A	EESC 101 - Environmental Science
	ENGL 100 - University Writing
	GEOG 111 - Introduction to Physical Geography: Climate & Vegetation
	GEOG 172 – Map Use and Analysis
	GEOG 270 - Geographic Data Analysis
	GEOG 272 – Introduction to Cartography, GIS and Remote Sensing**
	GEOG 274 – Introduction to GIS analysis**
	GEOG 275 -The Earth from Above: Remote Sensing of the Environment
	GEOG 276 - Geodatabases: Effective Data Management in a Spatial World**
	GEOG 277 – Applied Geospatial Technology and Environmental Challenges**
	GEOG 278 – Applied GIScience and Environmental Project Management**
	One of: - BIOL 111 - Biology for Science Majors I - BIOL 112 - Evolution and Ecology - CHEM 111 - Principles of Chemistry I - CHEM 112 - Introductory Chemistry I - PHYS 111 - Calculus-Based Physics I - PHYS 112 - Introductory Physics I One of : - BIOL 121 - Biology for Science Majors II - BIOL 122 - Physiology of Multicellular Organisms - CHEM 121 - Principles of Chemistry II - CHEM 122 - Introductory Chemistry II - PHYS 121 - Calculus-Based Physics II - PHYS 122 - Introductory Physics II One of: - COSC 111 – Computer Programming I - COSC 180 – Media Computing

	One of: - EESC 111 - Earth and Environmental Science - GEOG 121 - Introduction to Physical Geography: Water & Landscapes One of: - ENGL 150 - Critical Writing and Reading: Poetry and Drama - ENGL 151 - Critical Writing and Reading: Short Fiction and the Novel - ENGL 153 - Critical Writing and Reading: Narrative One of: - CMNS 235 - Professional Writing and Communications - ENGL 235 - Professional Writing and Communications - INDG 202 - Okanagan Concepts and Frameworks - INDG 204 - Indigenous Concepts and Frameworks Three of: - ANTH 111 – Introduction to Biological Anthropology - ANTH 121 - Introduction to Cultural Anthropology - EESC 205 - Geographical Hydrology (or GEOG 205 - Geographical Hydrology) - EESC 206- Soil Science (or GEOG 206- Soil Science)- added - EESC 212 - Weather and Climate (or GEOG 212 - Weather and Climate) - EESC 213 - Introductory Forest Science and Management - EESC 222 - Geomorphology (or GEOG 222 - Geomorphology) - HIST 112 – Canada to 1867 - HIST 122 – Canada since 1867 - PHIL 251 - Environmental Ethics - POLI 204 - Canadian Environmental Policy **Please note:** PLA is available for courses marked by the double asterisk (**).

Proposed date of implementation: September 2015

Costs: n/a

Program Schedules

Recommended Motion:
"BE IT RESOLVED THAT the Board approve the revisions to the following program schedules: Accounting Assistant Certificate; Administrative Assistant Certificate; Office Assistant Certificate; Administrative Assistant Fundamentals Certificate, as recommended by Education Council and as presented"

Accounting Assistant Certificate

Administrative Assistant Certificate

SMALL CHANGES

Kelowna, ~~Penticton,~~ Salmon Arm, Vernon

2015

September 7	Labour Day (no classes)
September 8	Orientation
September 9	Classes start
October 12	Thanksgiving (no classes)
November 11	Remembrance Day (no classes)
December ~~24~~ 22	Last day of classes before Christmas break
December 24	College closes at 3 p.m.
December 25 – January 1	Christmas Closure (no classes) – Okanagan College closed to the public

2016

January 1	New Year's Day (no classes)
January 4	Classes resume
February 8	Family Day (no classes)
March 18 - 24	Mid-semester study break (no classes)
March 25 - 28	Easter (no classes)
May 23	Victoria Day (no classes)
~~June 23~~ June 17	Classes End

Office Assistant Certificate

Fall Intake: Kelowna, ~~Penticton,~~ Salmon Arm, Vernon

SMALL
CHANGES

2015

September 7	Labour Day (no classes)
September 8	Orientation
September 9	Classes start
October 12	Thanksgiving (no classes)
November 11	Remembrance Day (no classes)
December 24	Last day of classes before Christmas break
December 24	College closes at 3 p.m.
December 25 – January 1	Christmas Closure (no classes) – Okanagan College closed to the public

2016

January 1	New Year's Day (no classes)
January 4	Classes resume
February 8	Family Day (no classes)
January ~~18~~ 19	Classes End

Winter Intake: Kelowna (subject to enrolment)

NEW INTAKE

2016

February 15	Classes start
March 18 - 24	Mid-Semester Break (no classes)
March 25 - 28	Easter (no classes)
May 23	Victoria Day (no classes)
June 23	Classes end

Administrative Assistant Fundamentals Certificate

REMOVE FROM
SCHEDULE

Recommended Motion:
"BE IT RESOLVED THAT the Board approve the following program schedules:
Accounting/Bookkeeping Certificate; Legal Administrative Assistant Certificate; Legal
Administrative Assistant Certificate – Corporate/Conveyancing; Pharmacy Technician Certificate,
as recommended by Education Council and as presented"

Accounting/Bookkeeping Certificate

Kelowna (Subject to enrolment)

	NEW PROGRAM

2015

September 7	Labour Day (no classes)
September 8	Orientation
September 9	Classes Start
October 12	Thanksgiving (no classes)
November 11	Remembrance Day (no classes)
December 24	Last day of classes before Christmas break
December 24	College closes at 3 p.m.
December 25 – January 3	Christmas Closure (no classes) – Okanagan College closed to the public

2016

January 1	New Year's Day (no classes)
January 4	Classes resume
February 8	Family Day (no classes)
February 12	Classes end

Legal Administrative Assistant Certificate

Litigation

Kelowna only

	NO CHANGES

2015

September 7	Labour Day (no classes)
September 8	Orientation
September 9	Classes start
October 12	Thanksgiving (no classes)
November 11	Remembrance Day (no classes)
December 22	Last day of classes before Christmas break
December 24	College closes at 3 p.m.
December 25 – January 1	Christmas Closure (no classes) – Okanagan College closed to the public

2016

January 1	New Year's Day (no classes)
January 4	Classes resume
January 22	Classes end

Legal Administrative Assistant Certificate
Corporate/Conveyancing

Kelowna only

2016

January 28	Classes start
February 8	Family Day (no classes)
March 25 - 28	Easter (no classes)
May 23	Victoria Day (no classes)
June 16	Classes end

Pharmacy Technician Certificate

Kelowna

2016

April 11	Classes begin
May 23	Victoria Day (no classes)
July 1	Canada Day (no classes)
August 22	Classes end
August 29	Earliest start date for Hospital and Community practica
September 5	Labour Day (no classes)
October 10	Thanksgiving Day (no classes)
November 11	Remembrance Day (no classes)
December 23	College closes at 3 p.m.
December 24 – January 1	Christmas closure - Okanagan College closed to the public

2017

January 1	New Year's Day
January 2	Statutory Holiday (no classes)
January 27	Last day to complete Hospital and Community practica

okanagan
college

Submission of Information
from Senior Staff to the Board of Governors

Report Title:	Accountability Plan and Report 2014-2018
Date:	June 24, 2015
Background Information:	Each year, post-secondary institutions in British Columbia are required to submit an "Accountability Plan & Report" to the appropriate Ministry. These submissions are reviewed at the Ministry level and are posted on a provincial website. In addition, they are posted on the websites of the individual institutions. As a result, they provide an instrument for communicating with both government and the public. This year the final submissions are due mid-July.
Action Required:	Board approval is required prior to submission to the Minister. Recommended Motion: ***"BE IT RESOLVED THAT the Board of Governors approve the draft Accountability Plan and Report 2014-15 to 2017-18 as presented"***
Comments from the President:	I support this recommendation
Report prepared and supported by:	Allan Coyle, Director, Public Affairs Jan O'Brien, Manager, Institutional Research

ACCOUNTABILITY PLAN AND REPORT
2014-15 to 2017-18

Okanagan College Transforms Lives and Communities

okanagan
college

Our Region

N

REVELSTOKE
TO CALGARY

TO VANCOUVER

SALMON ARM

TO KOOTENAYS

VERNON

KELOWNA

TO VANCOUVER

SUMMERLAND

PRINCETON

PENTICTON

TO VANCOUVER

OLIVER

KEREMEOS

OSOYOOS

TO KOOTENAYS

TO WASHINGTON STATE, USA

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Letter from the Board Chair and the President

Dear Minister Wilkinson,

We are pleased to submit Okanagan College's Accountability Plan and Report for the 2014/15 year.

The report has been prepared in accordance with the Budget Transparency and Accountability Act and we are accountable for meeting the objectives outlined in the plan.

Okanagan College continues to meet its mandate and mission objectives, demonstrating commitment to the students and communities we serve, and the employees who make possible our activities and accomplishments. Beyond the measures included in this report we have a robust array of Key Performance Indicators that help us assess our performance against goals.

We continue to serve as an important contributor to provincial initiatives, especially the Skills for Jobs Plan, providing a wide range of programming that speaks directly to the forecast needs of B.C.'s labour market.

For the 11th year in a row, Okanagan College has exceeded government enrolment targets. Our full-time equivalent student numbers demonstrate modest growth, with increased emphasis on credential- and career-focused education. In the past fiscal year, we served more than 19,000 individuals at our four major campuses and 11 additional centres – those students represent a significant portion of the approximately 400,000 people who live within our catchment area.

A growing number of students hail from countries other than Canada – this past year, we drew approximately 715 international students (435 FTE) to study at Okanagan College and that number is predicted to grow.

As we engage in our strategic planning processes, we will refine our goals and objectives but can say with confidence that we will continue to pursue those partnerships that benefit our students and industry, will build on student and employee engagement, will build on our relationships with Aboriginal communities and emphasize our commitment to sustainability, whether environmental, cultural or financial.

As you contemplate our report, we trust it will reinforce your appreciation of Okanagan College's capacity to meet expectations and needs at the individual, community, regional, provincial, national and international level.

Sincerely,

Tom Styffe,
Chair, Okanagan College Board of Governors

Jim Hamilton,
President, Okanagan College Board of Governors

Institutional Overview and Strategic Direction

IN 2015, OKANAGAN COLLEGE CELEBRATES 10 YEARS since the transition of OUC into UBC Okanagan and the new Okanagan College. It has been a significant period of growth and development that has changed the landscape of post-secondary in the region.

Access to post-secondary education and training is an important contributor to ensuring that British Columbians have the skills necessary to take advantage of the economic and career opportunities that accompany economic growth and demographic shifts.

Okanagan College has played a key role in providing that access in a region that is recognized as one of the economic engines of the province. The evidence of the success is found in College's record of surpassing government targets for educational delivery (11 years in a row), in the success of our students and the numbers of credentials awarded, and in the 10-year growth in the student transition rate from Grade 12 to post-secondary (see below).

Okanagan College has consistently achieved its overall targets since launching in 2005.
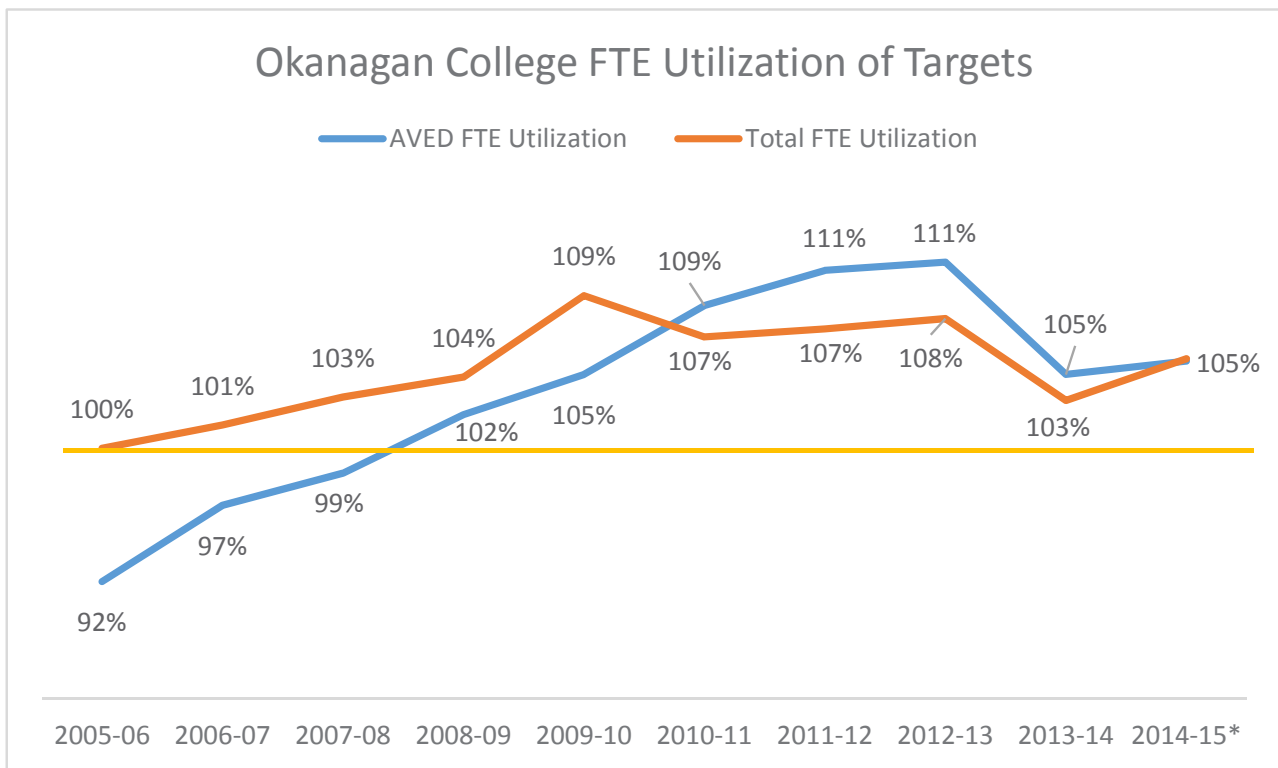
Source: AVED Finance
*2014-15 total target is estimated.

Institutional Overview and Strategic Direction

Okanagan College was established under the B.C. College and Institute Act, by Order-in-Council in 2004, with a lineage that stretches to the establishment of the B.C. Vocational School in 1963. The institution is a member of Colleges and Institutes Canada and a member of BC Colleges. It has a broad mandate, outlined in the Act, ranging from continuing studies programs to applied degrees, from post-baccalaureate diplomas to adult basic education. It is accredited under the Education Quality Assurance program of the Provincial government and many of its programs are accredited by external national and international agencies.

The College developed its current strategic plan in 2010 and is in the throes of preparing a Strategic Plan that will focus on institutional goals in the coming five years. The guiding principles and key directions in the 2010-2015 document have served to focus activities and initiatives on student and employee engagement, partnerships, ties to industry and community, student transitions, collaboration, and sustainability.

As part of its role, Okanagan College has been supporting the Province's Skills for Jobs Plan, recognizing responsibility for aligning programs and partnerships to labour market demand and forecasts.

More Grade 12 graduates from Okanagan school districts are making the transition from high school to post-secondary education. The immediate transition rate for Grade 12 graduates from the region's school districts has increased from 35 to 46 per cent since the formation of Okanagan College. As the rate of transition has increased, so have the numbers of students, from 1,303 in 2004-05 to 1,865 in 2013-14 transitioning from high school to post-secondary education, with more than 51 per cent of these students coming to Okanagan College.

More Okanagan students are staying in the Okanagan region to get post-secondary education than 10 years ago. In 2004-05, 69 per cent of Grade 12 graduates who immediately transitioned to post-secondary stayed in the Okanagan region, and now almost 75 per cent are able to stay and receive their education and training locally.

Institutional Overview and Strategic Direction

Number of Annual G12 Grads from Okanagan Region Immediately Transitioning to Post-Secondary

Source: Student Transitions Project 2015

Immediate Transition Percentage of Grade 12 Graduates by Okanagan Region School Districts to all Post-Secondary Institutions
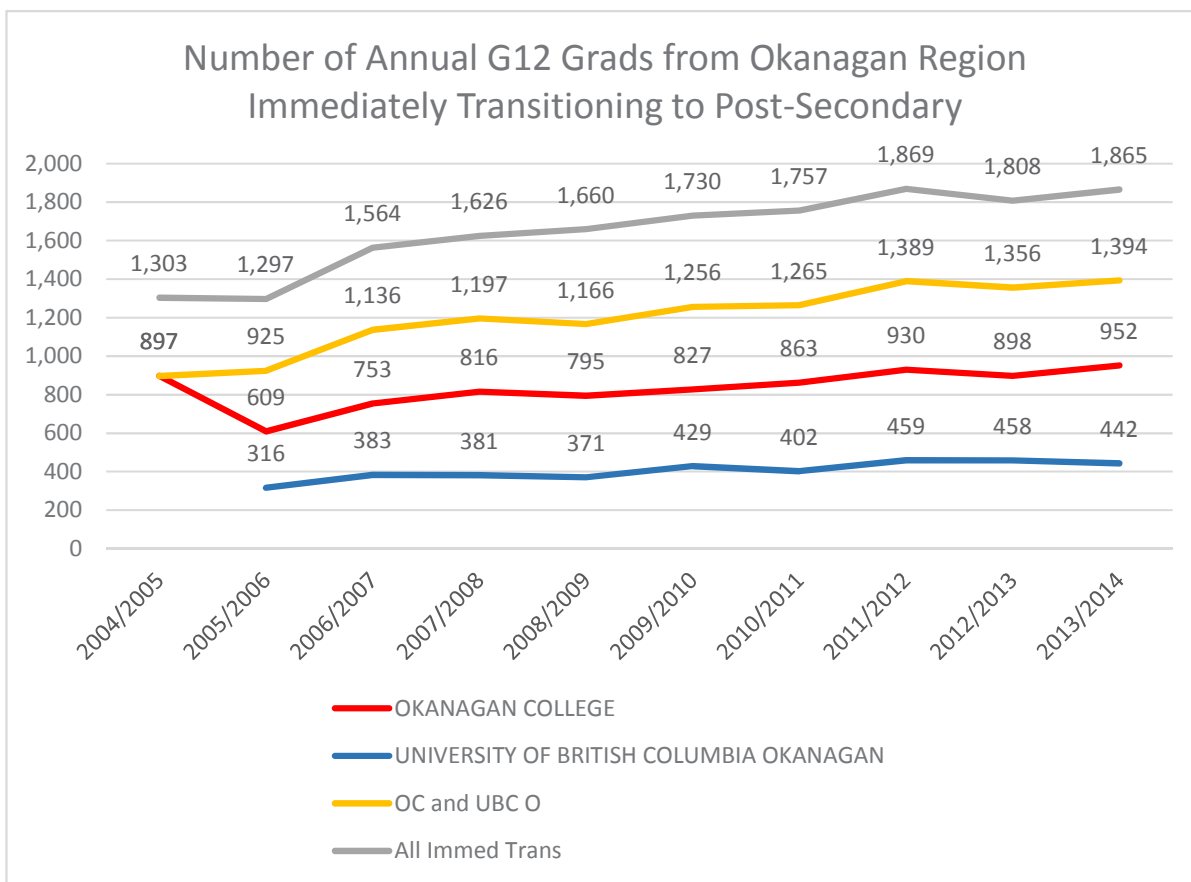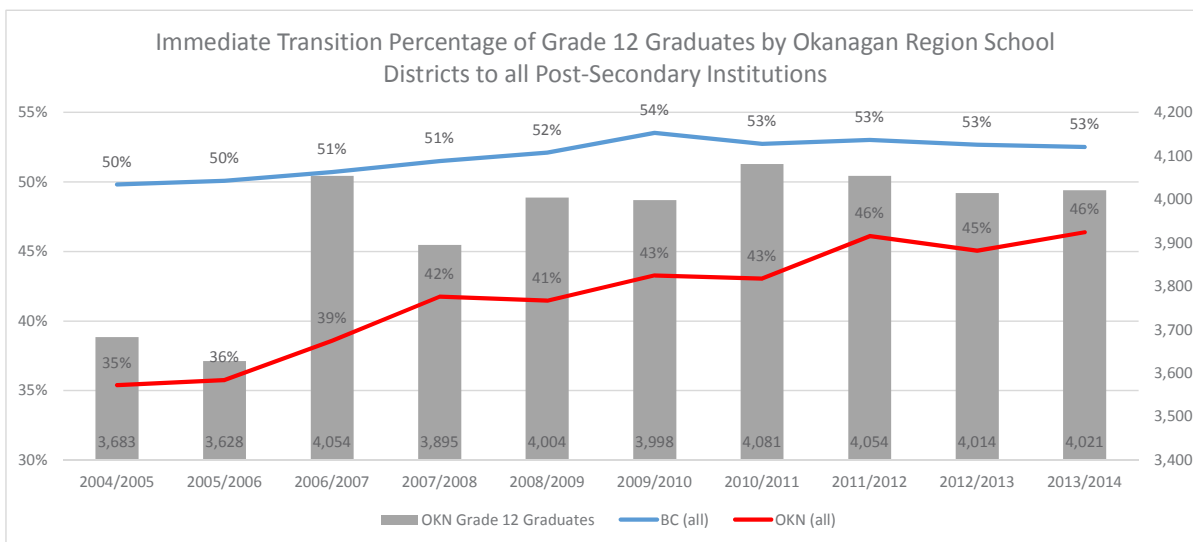
Source: Student Transitions Project 2015

Institutional Overview and Strategic Direction

A summary of the College's Mission, Vision, and Values is appended below:

Mission

Okanagan College transforms lives and communities.

Vision

We are one of Canada's leading colleges.

We create outstanding educational experiences for our learners, both students and employees.

We work and learn in a welcoming and caring culture.

We are a catalyst for change through collaboration with our learners and partners.

We serve, lead and anticipate the social, economic and environmental needs of communities.

Values

Accessibility

We assist learners to overcome barriers to education.

Accountability

We are responsible for our actions, decisions and policies as well as

reporting and communicating our outcomes.

Inclusivity

We embrace and celebrate the richness of diversity and recognize the differing

skills, experiences and perspectives of each person and community.
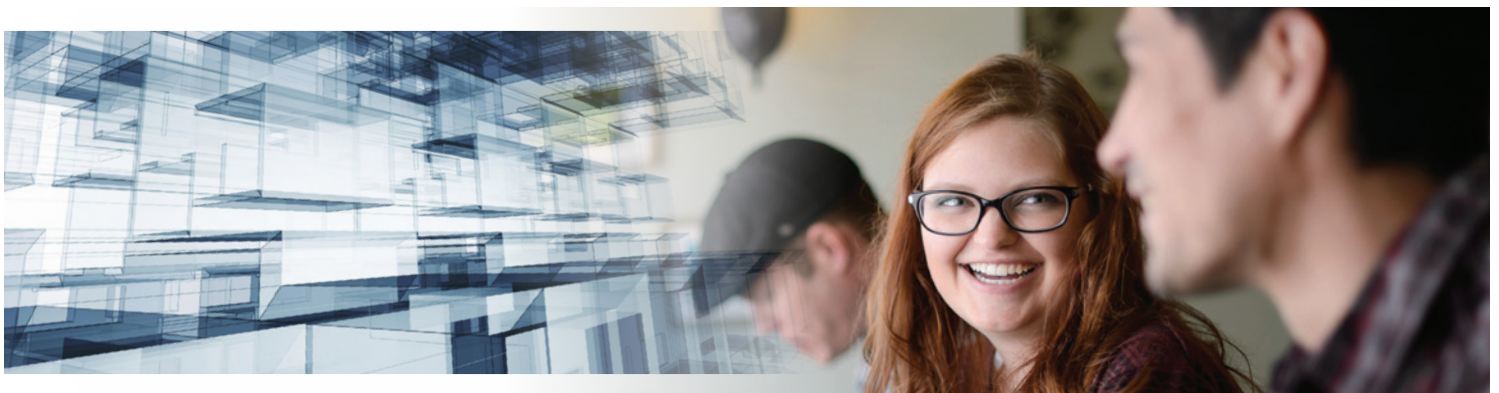
Innovation

We foster a culture of creativity, encouraging experimentation, risk and new ideas.

Integrity

We are consistently honest, open and sincere.

Respect

We demonstrate consideration for and appreciation of each other.

Planning and Operational Context

THE INTERNATIONAL, NATIONAL AND REGIONAL ECONOMIES are major components in the College's planning and operational context. Not only can employment and labour force participation rates affect enrolment, they can also dictate immediate and longer-term skills demands, as various sectors respond to changing conditions.

The British Columbia economy is expected to lead the national scene in the coming year, with Conference Board of Canada predictions suggesting 3.1 per cent overall growth in 2015 and 2.7 per cent growth in 2016. The regional economy continues to show signs of strengths, with a growing high-tech industry, that is now valued at over $1 billion annually.

The Okanagan College Region is the fourth largest College Region by population, and is the largest College region outside of metro Vancouver.

2015 Population by College Region

Region	Population
Kwantlen	994,673
Vancouver	664,905
Douglas	653,635
Okanagan	400,448
Camosun	377,535
Fraser Valley	293,909
Capilano	259,419
Vancouver Island	257,971
Thompson Rivers	176,756
North Island	156,460
New Caledonia	144,046
Selkirk	77,628
East Kootenay	77,265
Northern Lights	74,340
Northwest	72,758
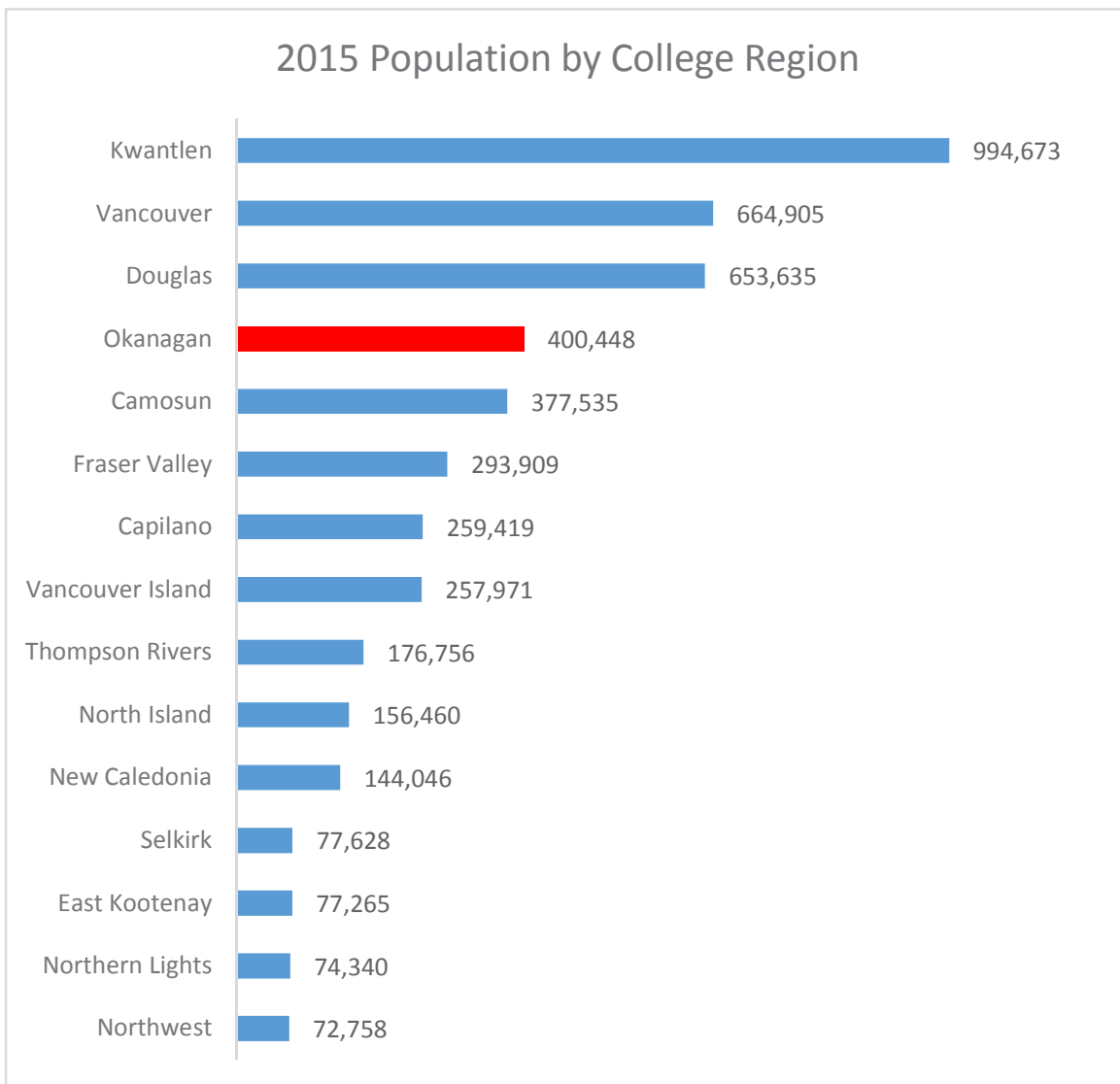
Source: BC Stats

Planning and Operational Context

In terms of population, the decreasing number of high school Grade 12 class sizes within the region may be offset by continued improvements in the rate of transition from high school to post-secondary within the College region overall. The region still lags the provincial average in terms of transition rate, but the difference has been diminishing in recent years.
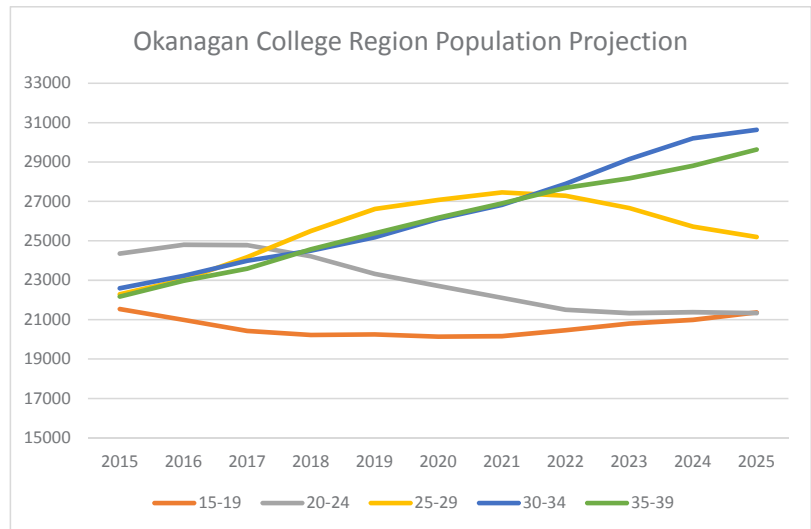
The increasing numbers of 25- to 39-year-olds may also counter the pressures on enrolment as an increasing number of those individuals return to College for training or retraining, responding to labour market opportunities within the region or elsewhere in the province or country. The numbers of 20- to 24-year-olds is expected to remain high for the next two years, dropping after that.

The rates for students transitioning immediately from high school to post-secondary education have increased in the last 10 years but still lag behind the provincial average. The seven school districts that comprise the College region and the College have an ongoing partnership (the Interior Mainline Transitions Partnership) that is focused on continued improvement of those rates, recognizing the social benefit of seeing more students accessing higher learning sooner in their lives.

In 10 years, a greater percentage of Okanagan region Grade 12 graduates transitioning to post-secondary immediately after graduation have been able to remain in the Okanagan region to study, with fewer having to move to the Lower Mainland.

Okanagan College Region Population Projection

Legend: 15-19, 20-24, 25-29, 30-34, 35-39

Source: BC Stats

10 Year Transition Percentage of Grade 12 Graduates 2004-05 to 2013-14 to all Post-Secondary Institutions

School District	Percentage
SD83	68.6%
SD67	66.6%
SD53	66.2%
SD22	66.8%
SD23	69.3%
OKN (all)	67.9%
BC (all)	76.1%
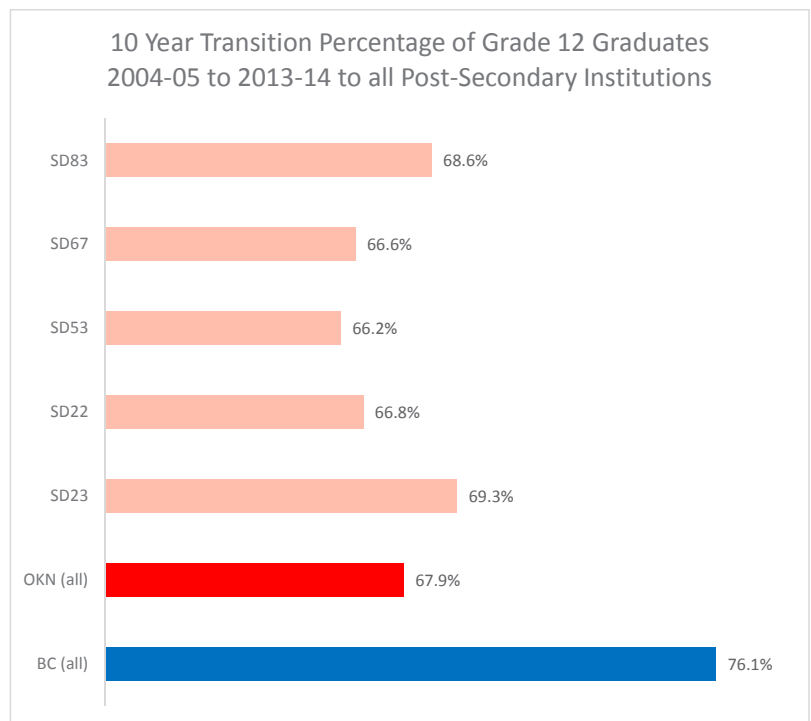
Source: Student Transitions Project 2015

Planning and Operational Context

All Students	Destination Region			
Grade 12 Graduation Region	Cariboo-North	Mainland/Southwest	Thompson-Okanagan-Kootenay	Vancouver Island
Okanagan Grad 2002/03 Immediate Transition	0.8%	14.8%	78.1%	6.3%
Okanagan Grad 2012/13 Immediate Transition	0.9%	11.0%	80.4%	7.7%

Source: Student Transitions Project 2015

Aboriginal transitions in the Okanagan College region have improved to the point of being the same as the provincial rate, although they are still less than the overall College region transition rate. Work is underway with school districts through the Interior Mainline Transitions Partnership to improve transitions.
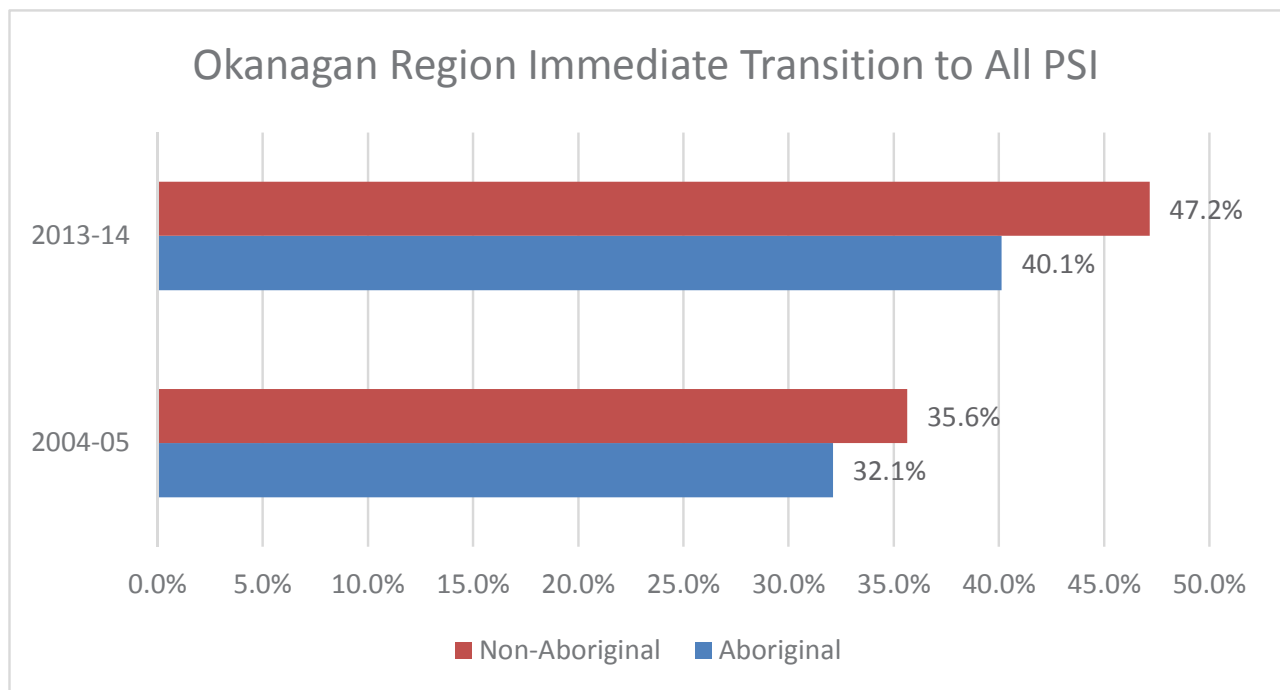
Source: Student Transitions Project 2015

Planning and Operational Context

The Okanagan region has seen the second highest percentage increase in Aboriginal student transitions and the highest increase in non-Aboriginal immediate transitions to post-secondary in the province. Only the Rockies region has seen a better improvement in Aboriginal immediate transitions.

Immediate Transition Percentage Differences in 10 Years Since 2004-05 PSI Entry

Region	Non-Aboriginal % Difference	Aboriginal % Difference
Total BC	3.1%	-0.7%
Vancouver/Langara	-2.6%	-0.3%
Thompson Rivers	-3.7%	-5.4%
Selkirk	3.2%	4.7%
Rockies	1.0%	11.4%
Okanagan	11.5%	8.0%
Northwest	1.4%	7.1%
Northern Lights	-2.9%	-0.3%
North Island	4.4%	1.1%
New Caledonia	1.4%	-6.4%
Malaspina	1.6%	-3.7%
Kwantlen	5.1%	2.2%
Fraser Valley	3.1%	-8.7%
Douglas	1.4%	2.0%
Capilano	-2.3%	-3.2%
Camosun	2.1%	-1.9%
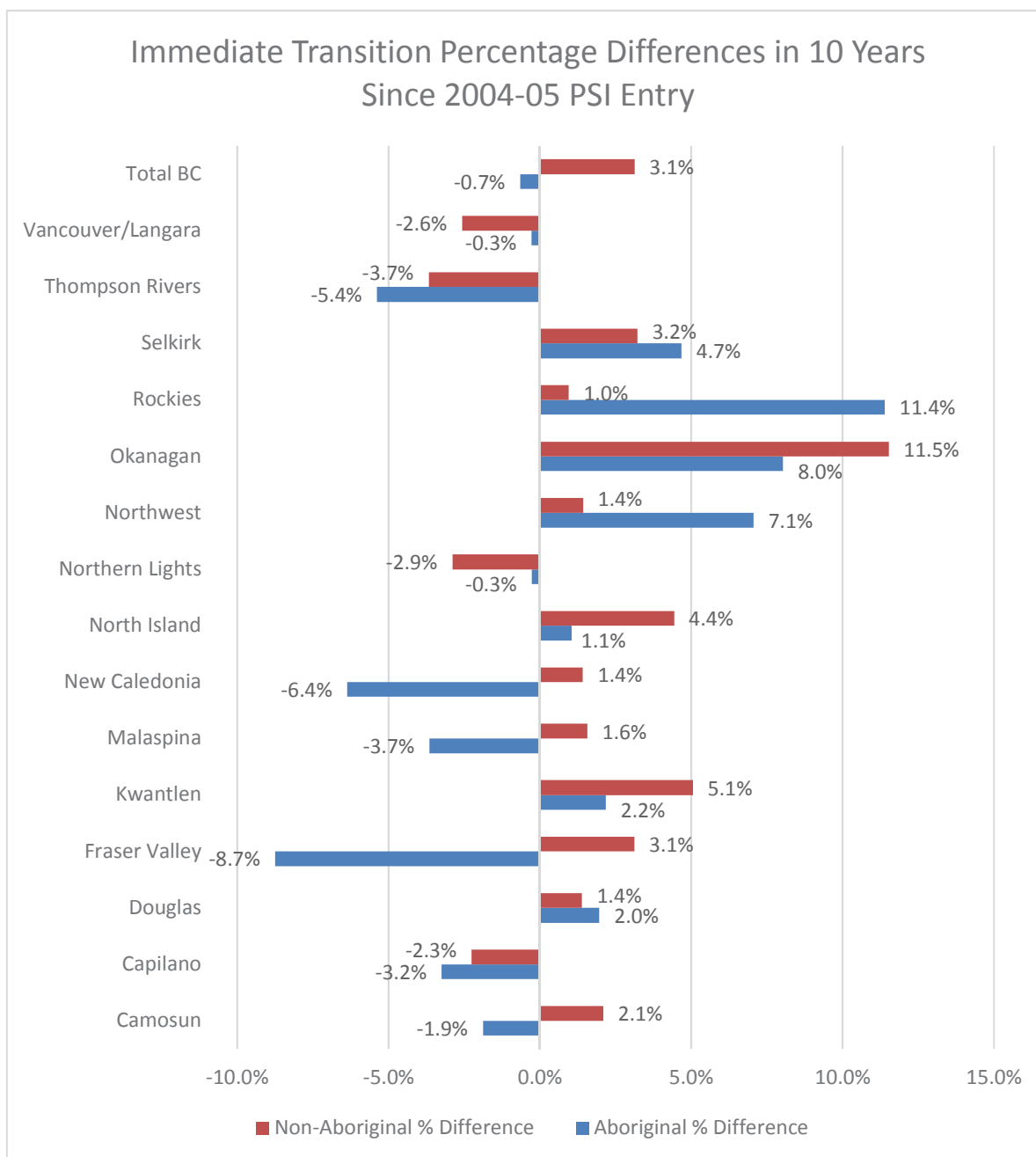
Source: Student Transitions Project 2015

Planning and Operational Context

Some College regions have very few Aboriginal Grade 12 graduates. The Okanagan region has the largest number of Aboriginal Grade 12 graduates (446) in 2013-14, with the largest number immediately transitioning to post-secondary education (179).

Numbers of Aboriginal Grade 12 Grads Immediately Transitioning to PSE in 2013-14 by Region

Region	2013/2014	No Transition Yet
Vancouver/Langara	40	47
Thompson Rivers	128	207
Selkirk	42	38
Rockies	37	54
Okanagan	179	267
Northwest	110	90
Northern Lights	55	88
North Island	78	112
New Caledonia	114	152
Malaspina	107	145
Kwantlen	151	249
Fraser Valley	97	247
Douglas	92	160
Capilano	55	74
Camosun	68	125

Source: Student Transitions Project 2015

Expansion of the already successful dual-credit and ACE-IT programs to allow secondary school students to gain credit in college programs for high school graduation will help improve transition for all students, and help train students earlier for work skills to take advantage of provincial economic initiatives such as the LNG sector expansion.

Planning and Operational Context
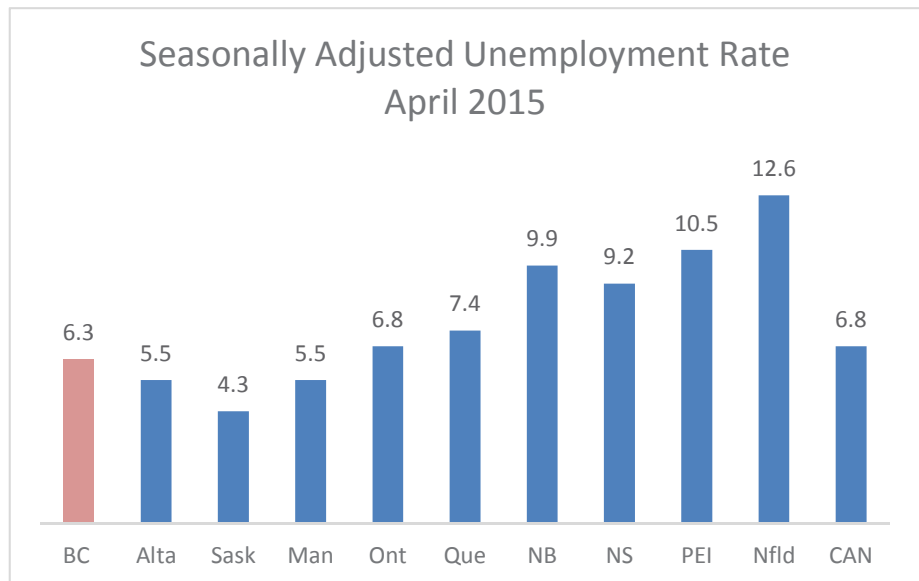
Labour Force – Provincial and Regional

THE BC PROVINCIAL UNEMPLOYMENT RATE is lower than the Canadian average; the April BC unemployment rate was 6.3 per cent where the Canadian rate has been 6.8 per cent. BC employment growth is below the Canadian average.

According to the April 30, 2015 Royal Bank Provincial Outlook Update, there will be a continuation in the reversal in migration trends from 2014 where fewer people relocated to Alberta from BC. With an increase in population, this will tighten both the housing and labour markets in BC.

Industry alignment and economic development has been a hallmark of Okanagan College through its iterations and especially in the past decade. A recent labour market forecast prepared by the Economic Development Agencies of the region, with support from Okanagan College, described a significant demand for training and education that the region's post-secondary institutions can provide.

"Over the next six years more than two-thirds of new hires will require some form of post-secondary education," noted the executive summary of the report, **Growing in the Okanagan, Labour Market Outlook to 2020**, "requiring between 37,796 and 50,345 individuals with an advanced education."

Coupled with data regarding educational attainment of the current labour force, and the demographics of the region, the report serves as a compelling argument for the need to further develop the post-secondary capacity in the region.

Seasonally Adjusted Unemployment Rate April 2015

	Value
BC	6.3
Alta	5.5
Sask	4.3
Man	5.5
Ont	6.8
Que	7.4
NB	9.9
NS	9.2
PEI	10.5
Nfld	12.6
CAN	6.8

Source: BC Stats

One of the recommendations in that report is to "develop a strategy to assist the innovation and emerging high technology industries in the Okanagan Region" and that includes acknowledgement that the industries "will require specialized workers with a post-secondary education."

A recent assessment of the region's high-tech industry has described a $1 billion impact on the regional economy. With several successful start-ups showing significant growth, and the development of the Okanagan Centre for Innovation and its accelerator and incubation components, the industry is positioned for further development. Okanagan College is working to develop additional program opportunities to address this industry's needs, to complement the several industry-focused programs already offered, including a Bachelor of Computer Information Systems degree and related diploma, Network and Telecommunications Engineering Technology, Audio Engineering and Electronics Engineering Technology.

Okanagan College Goals and Objectives

THE COLLEGE HAS CREATED a set of strategic directions (www.okanagan.bc.ca/transform) with a corresponding set of performance measures to track goal attainment. These Key Perfomance Indicators are currently presented to the Board of Governors and employees via a web-based dashboard. The goals that flow from the mission, vision, values and key directions describe a very tangible plan, which finds expression in important planning documents, (such as the Long-term Education Plan and annual operating budgets) as well as day-to-day activities. They also align closely with Ministry Goals and Objectives, as outlined in the table below.

Okanagan College Key Direction	Engagement	Enhance the commitment and involvement of learners, both students and employees
Okanagan College Objectives	**Ministry Objectives Aligned[1]**	**Okanagan College Performance Measure[2]**
Students • Increase students' satisfaction with their educational experience • Increase students' achievement of their educational goals • Increase student retention at Okanagan College • Increase student engagement in learning • Increase student engagement in communities **Employees** • Encourage employees in their efforts to achieve their professional development goals. • Recognize employees with respectful and regular feedback and support. • Support employee advancement and transition. • Increase employee engagement in learning. • Increase employee engagement in communities.	**Goal 1 Students** Students are supported to achieve their education, employment and training goals. *Objectives* 1.1 Align PSE training and programs with labour market demand to achieve a highly skilled workforce. 1.2 Respond and adapt to the diverse and changing educational needs of students. 1.3 Increase participation and successful completion of all students. **Goal 3 Society** An innovative approach to education and training that maximizes return on investment and supports BC's diverse communities. *Objectives* 3.3 Use and provide quality information for decision making and better societal outcomes.	**Students** • Students who achieve their educational goal • Students satisfied with their overall educational experience. • Students who would recommend Okanagan College to others. • Aboriginal students who achieve their educational goals. • Student satisfaction with facilities • Students engaged in and committed to learning. **Employees** • Employees who recommend Okanagan College as an employer. • Employees who feel they know how to do their job. • Employees who feel they are achieving their goals. • Employees engaged in and committed to learning.

[1] Ministry of Advanced Education, Innovation and Technology Service Plan February 2014
[2] Okanagan College Performance Measures are reported on the College's KPI web reporting tool

Discussion: Engagement

Performance measures are determined by using survey data from the BC Student Outcomes Research Project and the Community College Survey of Student Engagement (CCSSE), and through the College's own Student Satisfaction Survey, Aboriginal Access and Services Survey and the Employee Engagement Survey. As well the College uses its Banner system, the Central Data Warehouse, Student Transitions Project, and BC Student Outcomes as additional data sources.

Okanagan College Goals and Objectives

Student Engagement – some examples

- Okanagan College awarded 1,992 credentials to graduates in 2014-15, achieving the AVED target of 1,895 and surpassing our number from the previous year of 1,924.

- In February, 2015, the Okanagan College Student Union pledged $100,000 towards the $7-million Bright Horizons, Building for Skills fundraising campaign that supports the renovation and expansion of the trades training complex at Okanagan College.

- A high-speed story of loss by Okanagan College Associate of Arts student Jesse Frechette took the top prize at Okanagan College's Three-Hour Short Story Contest.

- In January, five teams of Okanagan College business students competed at the Inter-Collegiate Business Competition, hosted by Queens University. One of the College's Okanagan teams won top spot in accounting. More than 140 teams competed.

- Okanagan College pastry arts students created 800 high-end desserts for a Valentine's Day event, *Winter Indulgence*, in support of the Central Okanagan Elizabeth Fry Society.

Employee Engagement – some examples

- Danai Belanger, one of Okanagan College's education advisors, completed her Regulated Canadian Immigration Consultant (RCIC) certification through Humber College in March 2015. This new designation enables Danai to provide immigration advice on matters such as study and work authorization.

- The inaugural International Development Night was held in March, 2015 – the interactive community-focused event included information booths, mini guest lectures, networking, live music, and light refreshments.

- More than 400 runners crossed the finish line at the 13th annual Half Marathon held in early March 2015.

- At an award ceremony held in Quebec City on Monday March 9, Okanagan College President Jim Hamilton and former Enactus Okanagan College President Drew Vincent were on hand to receive the inaugural Entrepreneurship in the Community award from Colleges and Institutes Canada.

- Okanagan College hosted the 32nd annual Spaghetti Bridge Contest with 248 participating students from across the Okanagan in March 2015.

- Okanagan College Red Dot Players present their fifth production: Michell's comedy The Black Bonspiel of Wullie MacCrimmon.

- A former panelist on CBC's Dragon's Den, W. Brett Wilson, spoke to about 300 people at Okanagan College in March.

- In February, Dr. Alix Hawley, professor of English at Okanagan College, released her debut novel, **All True Not a Lie in It**, a fictional account of the poignant adventures of Daniel Boone.

- In early 2015, Dr. Barry McGillivray, Associate Dean of the College's School of Business, donated $100,000 to develop a research centre at the College that will be focused on small business and entrepreneurship in the Southern Interior.

- Dr. Kyleen Myrah was honoured for her community work at the first annual Community Leader Awards on Sept. 22.

- Club Penguin co-founder, Dave Krysko, was appointed Okanagan College's sixth Entrepreneur in Residence.

Okanagan College Goals and Objectives

Okanagan College Key Direction	Learning and Teaching	Inspire leadership in learning and teaching
Okanagan College Objectives	**Ministry Objectives Aligned**	**Okanagan College Performance Measure**
• Enhance learning-centred methods that accommodate diverse student learning needs. • Encourage innovation • Support continuous improvement. • Increase sharing and collaboration among departments and disciplines.	**Goal 2 System** Maintain a quality post-secondary education system that provides BC with a global competitive advantage. *Objectives* 2.1 Develop a highly internationalized education system. 2.3 Build on current strengths to enhance the quality of PSE. 2.4 Increase collaboration, innovation, and partnerships. **Goal 3 Society** An innovative approach to education and training that maximizes return on investment and supports BC's diverse communities. *Objectives* 3.1 Lead a post-secondary education system that is strong, accountable, transparent, flexible, and delivers value. 3.2 Foster knowledge development to support the creation of new ideas and solutions to a range of economic, social, scientific and environmental issues. 3.3 Use and provide quality information for decision making and better societal outcomes.	• Students engaged in the learning process • Employees engaged in providing leadership and teaching. • Employees use learning-centred methods and innovative approaches in learning and teaching. • Course or program approvals and revisions that reflect collaboration across disciplines or departments.

Discussion: Learning and Teaching

- Early in 2015 Okanagan College began offering a new two-level apprenticeship program in Construction Craft Worker to meet the provincial demand for the training.

- In 2014, Okanagan College earned the designation of Registered Education Provider (R.E.P.) from the Project Management Institute (PMI), the world's largest project management member association.

- Early in 2015, the College's Enactus teams won first, second and third places in different competitions at the Western Canadian regional championships in Calgary, advancing the team to the national competition in Toronto.

- Okanagan College was the venue for Canada's Culinary Competition, Gold Medal Plates, for the fifth year in a row, attracting the nation's top 11 chefs and hundreds of gourmands to the region, providing the College's culinary arts students opportunities to work with and alongside the chefs.

Okanagan College Goals and Objectives

- For 10 days during December the Penticton Campus hosted 13 dogs and their handlers from the St. John's Ambulance Therapy Dog program to help students, faculty, instructors and staff to alleviate stress at the end of the academic classes. Similar sessions were held in Kelowna and Salmon Arm.

- Enactus Okanagan College was the only college team in Canada and one of only five post-secondary institutions across Canada to receive three or more national partnership grants from Enactus Canada to support entrepreneurship in 2014.

- Two Okanagan College students and a professor were honored when a research paper they wrote earned the Best Paper Award at the second International VisioGame 2014 conference in Bandung, Indonesia held this past November. The paper was based on a research project that explored improvements into both speed and connectivity in the online gaming world. It was titled Minecraft Computer Game Simulation and Network Performance Analysis. It was later published in the journal WitPress. The research was funded by a federal research grant that involved studying ways to monitor and optimize the game services of Kelowna-based technology company WTFast.

- In October, 2014 the Dean of Okanagan College's School of Business, Dr. Heather Banham, was awarded the CGA Fellowship, the highest honour that can be bestowed on a member of the Certified General Accountants (CGA) Association.

- In 2014, the College's Director of Learning and Teaching Dr. Beverlie Dietze and North Okanagan Regional Dean Jane Lister received a $23,530 grant from the Natural Sciences and Engineering Research Council (NSERC) that will see the design of new outdoor playscapes and equipment, and the study of those environments on child development. A one-day conference borne of their research was held in Feb. 2015.

- Two College Business professors, Kyleen Myrah and Kerry Rempel, presented to North American Case Research Association in October.

- In June 2014, Okanagan College hosted the Can Flip conference which focused on "flipped" classrooms and brought together K-12 and post-secondary educators with experts in the field.

Okanagan College Goals and Objectives

Okanagan College Key Direction	Student transition	Improve student transition to, from and within Okanagan College
Okanagan College Objectives	**Ministry Objectives Aligned**	**Okanagan College Performance Measure**
• Increase the diversity of students who make successful transitions to Okanagan College • Increase the number and quality of student transitions from secondary school. • Increase the number and quality of student transitions to and from other countries. • Create more opportunities for student transitions within the institution. • Improve student transitions to and from Okanagan College and other institutions. • Better assist students in their efforts to find work related to their field of study. • Further develop a culture that attracts and supports Aboriginal students.	**Goal 1 Students** *Objectives* 1.1 Align PSE training and programs with labour market demand to achieve a highly skilled workforce. 1.2 Respond and adapt to the diverse and changing educational needs of students. 1.3 Increase participation and successful completion of all students. **Goal 2 System** *Objectives* 2.1 Develop a highly internationalized education system. 2.2 Build on current strengths to enhance the quality of PSE 2.3 Increase collaboration, innovation, and partnerships.	• Students employed in jobs related to their training • Students satisfied with their transfer experience • Draw of high school students in our catchment area. • Aboriginal students employed in jobs related to their training • Number of Aboriginal students enrolled: full time equivalent and headcount. • Aboriginal students who feel their culture is respected and valued at Okanagan College. • International students who would recommend Okanagan College. • Students engaged in study abroad activities. • Proportion of under-represented students who enroll. • Number of students who transition from one program to another within the institution.

Discussion: Student Transitions

- In March, 2015 Brad Atkins of Vernon received the first annual Tim Harder Memorial Award created to support students in the Aircraft Maintenance Engineering program at the College.

- Okanagan College honoured Aboriginal heritage at the sixth annual Aboriginal Student Recognition Celebration held in Kelowna in March.

- **Two new awards were established at Okanagan College to recognize the contributions of two aviation pioneers:** The Roy Clemens Memorial Award in Aviation and Margaret Fane Rutledge Award in Aviation, valued at $1,000 each.

- The inaugural Oline Smith Technology Awards were presented to 15 students in the Sustainable Construction Management Technology (SCMT) program. The awards are valued at $1,000 each.

- More than 55 businesses participated in the eighth annual Business Expo and Employment Fair held in March at Okanagan College. In November, Okanagan College hosted the 33rd annual Career Fair connecting the community with education and employment experts.

- A Calgary chapter of the Okanagan College Alumni Association has been established to create a social and professional network to support fellow alumni living in the area. More than 20 Okanagan College alumni attended the chapter's first official social event.

Okanagan College Goals and Objectives

- Lauren Mackay, an Okanagan College Bachelor of Business Administration student, received the Premier's International Scholarship for Study Abroad from the Irving K. Barber British Columbia Scholarship Society.

- In the provincial government's Labour Market Outlook 2022, transport truck drivers were identified as number two in the top 10 most-needed professions with an estimated need of 18,000 drivers by 2022. Okanagan College joined forces seven years ago with Taylor Pro Training, a leader in truck driver training, to offer Class 1 Driver Training. The provincial government has provided full funding for the program to eligible applicants through the Canada-British Columbia Job Fund. Of the 32 students who participated last year in the tuition-free program, 29 found employment in the trucking industry.

- On Oct. 29, Jan Unwin, B.C.'s Superintendent of Graduation and Student Transitions made a presentation about education transformation at Okanagan College's Kelowna campus.

- Okanagan College hosted the sixth annual Traditional Pow Wow on its Kelowna campus in September, 2014, drawing hundreds of students, participants and spectators from throughout the area.

- The College hosted the 24th Annual BC School Mathematics Contest, founded by Okanagan College Math professor Clint Lee.

Okanagan College Goals and Objectives

Okanagan College Key Direction	Collaboration and partnership	Broaden and deepen our collaboration and partnerships with communities.
Okanagan College Objectives	**Ministry Objectives Aligned**	**Okanagan College Performance Measure**
• Enhance partnerships with public and private sector organizations, contributors, donors and alumni. • Inspire a deepening collaboration with Aboriginal communities, and increase recruitment of Aboriginal employees. • Enhance partnerships with international institutions and organizations.	**Goal 1 Students** *Objectives* 1.1 Align PSE training and programs with labour market demand to achieve a highly skilled workforce. 1.2 Respond and adapt to the diverse and changing educational needs of students. 1.3 Increase participation and successful completion of all students. **Goal 2 System** *Objectives* 2.1 Develop a highly internationalized education system. 2.3 Build on current strengths to enhance the quality of PSE 2.4 Increase collaboration, innovation, and partnerships. **Goal 3 Society** *Objectives* 3.1 Lead a post-secondary education system that is strong, accountable, transparent, flexible, and delivers value. 3.3 Use and provide quality information for decision making and better societal outcomes	• Students employed in jobs related to their training. • Aboriginal student employed in jobs related to their training. • Aboriginal full time equivalent and headcount. • Aboriginal students who feel their culture is respected and valued. • International students who would recommend Okanagan College • Number and amount of donations and gifts received. • Number, quality and scope of agreements with domestic institutions and organizations. • Number, quality and scope of agreements with domestic institutions and organizations. • Number, quality and scope of agreements with international institutions and organizations. • Proportion of employees who are of aboriginal descent.

Discussion: Collaboration and Partnership

• In March 2015, a new Seed Library project was launched by the Vernon Campus Okanagan College Library, in conjunction with Kalamalka Demonstration Garden, Patchwork Farms and the Vernon Branch of the Okanagan Regional Library (ORL). The project aims to preserve heirloom and native seeds.

• Okanagan College hosted nationally recognized member of the Hatchet Lake First Nations speaker, Gabrielle Scrimshaw, in March for a public guest lecture titled, "Aboriginal Leadership & Education: our shared Canadian Journey."

• Okanagan College's popular "Classics at the Classic" film festival in Salmon Arm returned in January for its fifth season.

• A documentary film that aired on CTV in late 2014 featured Okanagan College School of Business professors and students giving back to communities in Ethiopia, teaching entrepreneurship and building bio-sand water filters. The film highlights the work of Canadian Humanitarian, a College partner organization, and the course field school to Ethiopia that students participate in for the BUAD 339 Entrepreneurship & Development in Emerging Nations course.

Okanagan College Goals and Objectives

- Okanagan College's annual Trades and Apprenticeship December lunch, hosted by the automotive department, raised $1,280 in cash and 600 pounds of food for the Kelowna Food Bank.

- A group of Okanagan College employees braved wintry conditions to participate in the annual Santa Shuffle fundraising event for the Salvation Army in Kelowna in December.

- Okanagan College culinary arts student Dayna Duckworth-Dolan won one of the three $1,500 B.C. Hospitality Foundation Scholarships. She was selected by the Chefs' Table Society of British Columbia.

- A new social enterprise, InnSpire, was developed by students from Okanagan College's Enactus team to benefit residents of Chandler House in Kelowna.

- **Okanagan College employees and students responded when** Canadian Blood Services organization a campaign to donate blood in memory of Deb Davis, an OC employee who frequently required blood products before her demise.

- The Young Chefs competition returned to the Okanagan College as part of the Fall Okanagan Wine Festival's series of culinary events and showcased the talents of several Okanagan College apprentice chefs and alumni.

- When weather delayed their project, students taking the Residential Construction Foundation program in Armstrong started building sheds with donated materials from Shepherd's Home Hardware, and these were auctioned off to help support a child attending treatment at Hospital for Sick Kids in Toronto.

- **In September**, the B.C. Wine Information Society Sensory Centre at Okanagan College's Penticton campus was officially opened. The $650,000 facility, which is housed in the Jim Pattison Centre of Excellence, is a 120-square-metre space dedicated to providing quality tasting and educational space for sensory evaluation of wine and food.

- Team Okanagan College, with 15 employees and students, took part in the 34th annual Terry Fox run on Sunday, Sept. 14 at the Mission Sports Field.

- The Justice Institute of British Columbia (JIBC) and Okanagan College signed a Memorandum of Understanding (MOU) in September to enhance educational and training opportunities for students at both institutions.

- Okanagan College business professor Dr. Blair Baldwin presented his latest research findings on wine tourism in August at the prestigious Academy of Wine Business Research conference at the University of Geisenheim in Germany.

Okanagan College Goals and Objectives

Okanagan College Key Direction	Sustainability	Become a leader in sustainability
Okanagan College Objectives	**Ministry Objectives Aligned**	**Okanagan College Performance Measure**
• Embed sustainability in the full range of educational programming. • Increase sustainable practices in all operations. • Educate students and employees to act sustainably. • Promote leadership and collaboration with communities in developing sustainable practices. • Ensure financial sustainability.	**Goal 2 System** *Objectives* 2.2 Build on current strengths to enhance the quality of PSE 2.3 Increase collaboration, innovation, and partnerships. **Goal 3 Society** *Objectives* 3.1 Lead a post-secondary education system that is strong, accountable, transparent, flexible, and delivers value. 3.2 Foster knowledge development to support the creation of new ideas and solutions to a range of economic, social, scientific and environmental issues. 3.3 Use and provide quality information for decision making and better societal outcomes.	• Sustainability Tracking Assessment Rating System (STARS) • Compare financial performance to budget forecast.

Discussion: Sustainability

- Bright Horizons, Building for Skills fundraising campaign has a goal of raising $7 million to support the $33 million renovation and expansion of the Trades building. The campaign reached $4 million in May 2015, drawing on a range of personal and corporate gifts.

- Even before its latest array of solar panels were connected to the power grid in early 2015, Okanagan College has reduced energy consumption (per square meter) by 32 per cent since 2007.

- In September 2014, 10 Okanagan College Water Engineering Technology (WET) students and their instructor took part in the 2014 Kokanee Salmon Festival at Mission Creek in Kelowna.

- In its second submission to the Association for the Advancement of Sustainability in Higher Education (AASHE), Okanagan College earned a Silver rating for STARS, (the international Sustainability Tracking, Assessment and Rating System), improving its score from the inaugural submission in 2011.

- **In April 2014**, during the eighth annual Fascieux Creek cleanup, students and staff worked to restore and protect our urban creek that runs along the perimeter of the Kelowna campus, a spring-fed fish bearing stream.

APPENDIX

Okanagan College

2014/15 Accountability Framework Performance Measure Results[1]

Performance measure	Reporting year			
	2013/14 Actual	2014/15 Target	2014/15 Actual	2014/15 Assessment
Student spaces[2]				
Total student spaces	5,070	4,751	5,004	Achieved
Nursing and other allied health programs	498	409	526	Exceeded
Developmental	918	TBD	960	Achieved
Credentials awarded[3]				
Number	1,924	1,881	1,992	Achieved
Aboriginal student spaces[4]				
Total Aboriginal student spaces	751	N/A	748	Not assessed
Ministry (AVED)	564		555	
Industry Training Authority (ITA)	187		193	

Student satisfaction with education[5]						
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	93.5%	0.9%	≥ 90%	94.0%	0.9%	Achieved
Apprenticeship graduates	95.5%	1.5%		92.4%	2.5%	Achieved
Bachelor degree graduates	98.7%	1.8%		98.0%	2.0%	Exceeded

Student assessment of the quality of instruction[5]						
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	94.2%	0.9%	≥ 90%	95.2%	0.8%	Achieved
Apprenticeship graduates	97.0%	1.3%		93.7%	2.3%	Achieved
Bachelor degree graduates	94.8%	3.5%		97.0%	2.5%	Exceeded

Student assessment of skill development[5]						
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	80.7%	1.6%	≥ 85%	77.6%	1.8%	Substantially achieved
Apprenticeship graduates	80.3%	3.5%		77.0%	4.8%	Substantially achieved
Bachelor degree graduates	89.8%	4.8%		93.8%	3.5%	Exceeded

APPENDIX

Student assessment of usefulness of knowledge and skills in performing job[5]						
	%	+/-		%	+/-	
Diploma, associate degree and certificate graduates	80.3%	2.3%	≥ 90%	83.4%	2.2%	Substantially achieved
Apprenticeship graduates	92.7%	2.2%		93.3%	2.9%	Achieved
Bachelor degree graduates	92.8%	4.5%		89.1%	4.8%	Achieved
Unemployment rate[5,6]						
	%	+/-		%	+/-	
Diploma, associate degree and certificate graduates	8.8%	1.5%	≤ 14.0%	9.3%	1.6%	Exceeded
Apprenticeship graduates	7.1%	2.0%		11.5%	3.3%	Achieved
Bachelor degree graduates	6.8%	4.1%		3.2%	2.6%	Exceeded

Notes:

N/A - Not applicable

[1] Please consult the 2014/15 Standards Manual for a current description of each measure. See http://www.aved.gov.bc.ca/framework/docs/standards_manual.pdf

[2] Results from the 2013/14 reporting year are based on data from the 2013/14 fiscal year; results from the 2014/15 reporting year are based on data from the 2014/15 fiscal year. Excludes Industry Training Authority student spaces.

[3] Annual performance is measured using a rolling three-year average of the most recent fiscal years, e.g., the results for the 2014/15 reporting year are a three-year average of the 2011/12, 2012/13 and 2013/14 fiscal years.

[4] Results from the 2013/14 reporting year are based on data from the 2012/13 fiscal year; results from the 2014/15 reporting period are based on data from the 2013/14 fiscal year.

[5] Results from the 2013/14 reporting year are based on 2013 survey data; results from the 2014/15 reporting year are based on 2014 survey data. For all survey results, if the result plus or minus the margin of error includes the target, the measure is assessed as achieved. In all cases, the survey result and the margin of error are used to determine the target assessment. Survey results are not assessed if the number of respondents is less than 20 or the confidence interval is 10% or greater.

[6] Target is the unemployment rate for those aged 18 to 29 with high school credentials or less for the province.

Target assessment scale	Description
Exceeded	110% or more of the target
Achieved	100% - 109% of the target
Substantially achieved	90% - 99% of the target
Not achieved	Less than 90% of the target
Not Assessed	Survey results with less than 20 respondents or a margin of error of 10% or greater, descriptive measures, and measures without targets

APPENDIX

Okanagan College
2014/15 Accountability Framework Performance Measure Results

Performance measure	Reporting year				
	2013/14 Actual		2014/15 Target	2014/15 Actual		2014/15 Assessment
Former diploma, certificate, and associate degree students' assessment of skill development						
	%	+/-		%	+/-	
Skill development (avg. %)	80.7%	1.6%	≥ 85%	77.6%	1.8%	Substantially achieved
Written communication	76.4%	1.9%		73.2%	2.1%	
Oral communication	75.1%	2.0%		69.6%	2.3%	
Group collaboration	81.9%	1.5%		81.2%	1.6%	
Critical analysis	84.9%	1.4%		83.0%	1.5%	
Problem resolution	78.8%	1.6%		73.7%	1.9%	
Learn on your own	82.7%	1.5%		79.8%	1.7%	
Reading and comprehension	84.9%	1.4%		82.4%	1.6%	
Apprenticeship graduates' assessment of skill development						
	%	+/-		%	+/-	
Skill development (avg. %)	80.3%	3.5%	≥ 85%	77.0%	4.8%	Substantially achieved
Written communication	76.1%	5.1%		71.2%	7.0%	
Oral communication	69.8%	5.5%		69.4%	7.1%	
Group collaboration	84.9%	2.9%		82.9%	3.9%	
Critical analysis	83.4%	2.9%		82.8%	3.8%	
Problem resolution	79.7%	3.2%		75.3%	4.5%	
Learn on your own	84.0%	2.8%		79.6%	4.1%	
Reading and comprehension	84.0%	2.8%		77.6%	4.2%	
Bachelor degree graduates' assessment of skill development						
	%	+/-		%	+/-	
Skill development (avg. %)	89.8%	4.8%	≥ 85.0%	93.8%	3.5%	Exceeded
Written communication	88.0%	5.2%		92.8%	3.8%	
Oral communication	90.7%	4.7%		97.0%	2.5%	
Group collaboration	94.8%	3.5%		96.0%	2.8%	
Critical analysis	93.5%	3.9%		97.0%	2.5%	
Problem resolution	88.2%	5.1%		90.0%	4.3%	
Learn on your own	90.9%	4.5%		91.8%	4.1%	
Reading and comprehension	82.9%	6.0%		91.8%	4.0%	

Summary Financial Report 2014-15

Audited Financial Statements can be found at:

www.okanagan.bc.ca/financial2014-15

Submission of Information
from Senior Staff to the Board of Governors

Report Title:	Financial Aid & Awards Report
Date:	June 30, 2015
Background Information:	The attached brief was developed to provide the Board with an overview of the programs and services provided by the Financial Aid and Awards Department in response to a request at a recent Board meeting. Overall, for 2014/15 Okanagan College awarded $473,143.52 to 664 Okanagan College students.
Action Required:	None For information only
Comments from the President:	None required
Report prepared and supported by:	Joelle Ebner, Financial Aid & Awards James Coble, Director Student Services Charlotte Kushner, Vice President Students

Introduction

Okanagan College financially supports students in a number of ways. Several of these programs are administered through our Financial Aid & Awards Department. Generally, this department focuses on directing students to firstly access money that they will not need to repay (e.g. bursaries), secondly on money that they will need to repay (e.g. government student loans) or a combination of both.

They following is a brief overview of the Okanagan College awards and emergency funds administered by the Financial Aid & Awards Department. Some mention will also be made of other ways in which Okanagan College helps students to offset their post-secondary education expenses.

Okanagan College Awards

Okanagan College Awards are awards that are fully funded and held within the Student Services annual operating budget. They are awarded to students based on financial need, academic achievement or a combination of both. They are awarded by either cheque or tuition credit, depending on the award. Students can only apply for these awards online. Each award is adjudicated by the Financial Aid & Awards Department or an Okanagan College Awards Committee based on award-specific criteria. Historically, award amounts tended to vary from a minimum of $500.00 to maximum of $1500.00. However, we are currently looking at aligning these awards so that each student receives a minimum of $750.00 per year. This reflects the increased cost of living in the Okanagan College Region.

Award(s)	Total ($) Disbursed	Number of Awards	Number of Students
EDEN Award*	6,000.00	6	6
OC Aboriginal Awards**	28,500.00	57	57
OC Family Award	13,487.00	38	25
OC International Study Exchange Awards	9,000.00	6	6
OC Tuition Bursary	255,000.00	511	373
Total	**311,987.00**	**618**	**467**

* These are provided to students to support field school opportunities on an as needed and as budgets allow basis

**These include: Ethan Baptiste Memorial Award; Okanagan Nation Students Bursary; Shuswap Nation Students Bursary; and Aboriginal Students Bursary

Emergency Funding Programs

Emergency funding in the form non-repayable bursaries may be available to eligible students experiencing financial hardship. Financial Aid & Awards currently administers two emergency non-repayable funding programs: the Okanagan College Emergency Bursary Program and the Okanagan College Aboriginal Student Emergency Bursary Program.

Emergency Funding Program	Total ($) Disbursed	Number of Awards	Number of Students
OC Aboriginal Student Emergency Bursary	34,285.00	58	57
OC Student Emergency Bursary	2,786.40	6	6
Total	**37,071.40**	**64**	**63**

In addition to the non-repayable bursaries, Financial Aid & Awards also administers the Okanagan College Emergency Loan Program. As the name implies, any student receiving this loan is expected to repay the loaned amount at a later date

Emergency Loan Program	Total ($) Disbursed	Number of Loans	Number of Students
Total	9,947.70	16	13

Okanagan College Foundation Held Awards

Some Okanagan College Foundation awards are delivered in the name of Okanagan College (rather than a specified donor) and some financing for these awards is supported by an annual contribution from Okanagan College to the Okanagan College Foundation. These awards generally place emphasis on academic achievement and/or contributions to community and are awarded as a tuition credit anywhere from $500.00 to $5,000.00, depending on the award. Except for the President's Entrance Scholarships, which are adjudicated by a committee, these awards are all adjudicated by the Financial Aid & Awards Department.

OC Foundation Held Award	Total ($) Disbursed	Number of Awards	Number of Students
OC Academic Achievement Scholarships	44,500.00	86	67
OC Community Spirit Awards	35,000.00	35	35
OC President's Entrance Scholarships	33,085.12	16	9
OC Tuition Entrance Awards for AACP/ESL Students Proceeding to Post-Secondary Study	5,500.00	11	11
OC Tuition Entrance Awards for Mature Students	6,000.00	12	12
Total	**124,085.12**	**160**	**134**

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Additional Financial Support Opportunities

The Financial Aid and Awards Department also assists students in accessing external financial support. For instance, students who have applied for government student loans and grants can seek additional support and advice from the department. Also, Okanagan College annually receives (although not always guaranteed) a number of external grants from the Province to be used to support students. Of particular note is the Adult Upgrading Grant which, depending on eligibility, is used to assist Adult Basic Education, Adult Special Education and domestic English as a Second Language students.

In addition to the programs and supports provided through the Financial Aid and Awards Department, Okanagan College students can access financial support in a number of other ways. These include:

a) student employment through the Okanagan College Student Employment Program (179 students employed in 2014/15);
b) student employment through IT Services; and,
c) scholarships and bursaries from the Okanagan College Foundation

Moreover, depending on the area of study, students may benefit financially by enrolling in our expansive co-operative education program. Through co-operative education, students not only receive relevant on-the-job training, they also get paid for the work they do. For the 2014 calendar year, 188 students were enrolled in our co-operative education program.