



BOARD OF GOVERNORS REGULAR MEETING

November 28, 2017; 11:00 a.m.
Room S103B, Kelowna Campus

AGENDA OPEN SESSION

	Attachment	Approximate Time
1 APPROVAL OF AGENDA <u>Recommended Motion</u> <i>“BE IT RESOLVED THAT the November 28, 2017 OC Board open session meeting agenda is approved”.</i>		11:00 a.m.
2 OATH OF NEW MEMBERS		11:02 a.m.
3 ELECTION OF VICE CHAIR		11:07 a.m.
4 SIGNING OF CODE OF CONDUCT AND ACKNOWLEDGEMENT OF THE CHARTER OF EXPECTATIONS <i>(required annually of all Board members)</i>	A	11:15 a.m.
5 DECLARATION OF CONFLICT		
6 CONSENT AGENDA <u>Recommended Motion:</u> <i>“BE IT RESOLVED THAT the Consent Agenda be approved as presented”.</i>	B	11:20 a.m.
6.1 MINUTES – September 26, 2017	C	
6.2 WRITTEN REPORTS		
6.2.1 President’s Report (J. Hamilton)	D	
6.2.2 Education Council Report (C. Newitt)	E	
6.3 APPROVALS		
6.3.1 Board Observers		
6.4 INFORMATION		
6.4.1 Policy Update	F	
6.4.2 Aboriginal Student Survey	G	
6.4.3 Community College Survey of Student Engagement (CCSSE)	H	
7 BUSINESS ARISING FROM THE MINUTES		11:30 a.m.
8 PRESENTATIONS / DELEGATIONS		
9 NEW BUSINESS/RESOLUTIONS		
9.1 Finance, Audit and Risk Review Committee		11:35 a.m.
9.1.1 Committee Chair Report (B. McGowan)		

9.1.2 International Tuition Process

I 11:40 a.m.

Motion:

“BE IT RESOLVED THAT the Okanagan College Board of Governors approve a change in practice allowing requests for international tuition increases to come to the Board of Governors in May of each year for implementation in September of the following calendar year.”

9.2 Executive Committee (C. Denesiuk)

12:00 p.m.

9.2.1 Committee Chair Report

923.2 Board Meeting Schedule 2018

J

Recommended Motion:

“BE IT RESOLVED THAT the Okanagan College Board of Governors approve the Board Meeting Schedule for 2018 as presented.”

9.3 Education Council (C. Newitt)

K

12:05 p.m.

9.3.1 Program Revisions

Recommended Motion:

“BE IT RESOLVED THAT the Board approve the program revision: Network and Telecommunications Engineering Technology Diploma, as recommended by Education Council and as presented.”

Recommended Motion:

“BE IT RESOLVED THAT the Board approve the program revision: Human Service Work Diploma, as recommended by Education Council and as presented.”

Recommended Motion:

“BE IT RESOLVED THAT the Board approve the new program: Collision Repair and Refinishing Diploma, as recommended by Education Council and as presented.”

Recommended Motion:

“BE IT RESOLVED THAT the Board approve the program revision: Civil Engineering Technology Diploma as recommended by Education Council and as presented.”

9.3.2 Program Schedules

Recommended Motions:

“BE IT RESOLVED THAT the Okanagan College Board of Governors approve the 2018/19 Accounting/Bookkeeping Certificate Schedule as recommended by Education Council and presented here.”

“BE IT RESOLVED THAT the Okanagan College Board of Governors approve the 2018/19 Administrative Assistant Certificate Schedule as recommended by Education Council and presented here.”

“BE IT RESOLVED THAT the Okanagan College Board of Governors approve the 2018/19 Office Assistant Certificate Schedule as recommended by Education Council and presented here.”

“BE IT RESOLVED THAT the Okanagan College Board of Governors approve the 2018/19 Legal Administrative Assistant Certificate Schedule as recommended by Education Council and presented here.”

“BE IT RESOLVED THAT the Okanagan College Board of Governors approve the 2018/19 Therapist Assistant Diploma Schedule as recommended by Education Council and presented here.”

“BE IT RESOLVED THAT the Okanagan College Board of Governors approve the 2018/19 Certified Dental Assistant Certificate Schedule as recommended by Education Council and presented here.”

“BE IT RESOLVED THAT the Okanagan College Board of Governors approve the 2018/19 Health Care Assistant Certificate Schedule as recommended by Education Council and presented here.”

“BE IT RESOLVED THAT the Okanagan College Board of Governors approve the 2018/19 Adult Special Education Schedule as recommended by Education Council and presented here.”

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|-----------|---|---|------------|
| 10 | VERBAL REPORTS | | 12:15 p.m. |
| 10.1 | Board Chair Report (C. Denesiuk) | | |
| 10.2 | President’s Report (J. Hamilton) | | |
| 11 | INFORMATION | | |
| 11.1 | Stable Enrolment Report (A. Coyle) | L | 12:30 p.m. |
| 12 | TOPICS FOR NEXT MEETING | | |
| 13 | OTHER BUSINESS | | |
| 13 | FOR THE GOOD OF THE INSTITUTION | | |
| 14 | DATE OF NEXT MEETING January 31, 2017 Kelowna Campus | | |
| 15 | ADJOURNMENT | | 12:45 p.m. |

**Consent Agenda Resolutions
Attachments B to H**

Item 6.1

Recommended Motion

“BE IT RESOLVED THAT the September 26, 2017 open session minutes be approved.”

Item 6.3.1

Recommended Motion

“BE IT RESOLVED that the be following persons be appointed as Board Observers for a one year term from November 29, 2017 to November 27, 2018:

***Tim Walters, representing Okanagan College Faculty Association (OCFA),
Cam McRobb, representing BCGEU Vocational Instructors,
Karolynn Green, representing BCGEU Support Staff,
Alexandra (Alex) Starker, Student Representative for Central Okanagan,
Rachel Danczak, Student Representative for South Okanagan, and
Beth Vinet, Student Representative for Shuswap/Revelstoke.”***

Code of Conduct for the Board of Governors of Okanagan College

1. PURPOSE

- 1.1. The fundamental relationship between a Board member and the Board on which they serve should be one of trust; essential to trust is a commitment to honesty and integrity. Ethical conduct within this relationship imposes certain obligations.
- 1.2. The purpose of this Code of Conduct is to set out minimum standards of ethical conduct expected of all members of the Board of Okanagan College.

2. SCOPE

- 2.1. This Code of Conduct applies to all Board members of Okanagan College, including those appointed or elected, voting or non-voting and ex officio.

3 DUTIES

- 3.1. The effective governance of Okanagan College is contingent on Board members fulfilling their roles and responsibilities with the highest standards of conduct.
- 3.2. Duty of Loyalty - Board members have a duty to be responsible first and foremost to the welfare of Okanagan College and must function primarily as a member of the Board, not as a member of any particular constituency. Members of specific constituency groups such as faculty, staff or students may bring forward to Board discussions the views of their respective constituency; however, in deliberations and voting they shall always act in accordance with the best interest of Okanagan College as a whole.
- 3.3. Duty of Care - Board members are expected to act at all times in a prudent and diligent manner by:
 - (a) informing themselves of the duties, ethics and legal obligations of Board members in general and conducting themselves according to such duties, ethics and legal obligations;
 - (b) informing themselves specifically as to the policies, business and affairs of Okanagan College and conducting themselves and exercising their judgment in light of such policies, business and affairs;
 - (c) regularly attending meetings and adequately preparing for and executing the duties expected of them;
 - (d) using their level of knowledge and expertise effectively in dealing with the affairs of Okanagan College; and
 - (e) exercising independent judgment.

- 3.4. Duty of Integrity – Board members are expected to act at all times honestly and in good faith
- 3.5. Duty of Confidentiality - Board members have a duty to maintain the confidentiality of information received in the course of their duties and to not use such information for any purpose outside that of understanding the work of the Board.
- 3.6. Board members' conduct shall reflect social standards of courtesy, respect and dignity.
- 3.7. Board members shall act in accordance with the principle that the Board speaks with one voice. The Board Chair, or someone designated by the Chair represents, the Board in public and Board members must refer to the Chair for public comments about the Board and its decisions in accordance with Section 7 of the Bylaws.

4 COMPLIANCE WITH THE LAW

- 4.1. Board members shall act at all times in full compliance with both the letter and the spirit of all applicable laws.
- 4.2. In his/her relationship with Okanagan College, no Board member shall commit or condone an unethical or illegal act or instruct another Board member, employee, or supplier to do so.
- 4.3. Board members are expected to be sufficiently familiar with any legislation that applies to their work to recognize potential liabilities and to know when to seek legal advice. If in doubt, Board members are expected to ask for clarification.
- 4.4. Falsifying any record of transactions is unacceptable.
- 4.5. Board members shall not only comply fully with the law, but shall also avoid any situation which could be perceived as improper or indicate a casual attitude towards compliance.

5 CONFLICTS OF INTEREST

- 5.1. In general, a conflict of interest exists for Board members who use their position at Okanagan College to benefit themselves, friends or families.
- 5.2. A Board member shall not use his or her position with Okanagan College to pursue or advance the Board member's personal interests, the interests of a related person¹, the Board member's business associate, corporation, union or partnership, or the interests of a person to whom the Board member owes an obligation.
- 5.3. A Board member shall not directly or indirectly benefit from a transaction with Okanagan College over which a Board member can influence decisions made by Okanagan College.
- 5.4. A Board member shall not take personal advantage of any opportunity available to Okanagan College unless Okanagan College has clearly and irrevocably decided against pursuing the opportunity, and the opportunity is also available to the public.

¹ “related” person means a spouse, child, parent or sibling of a Board members

- 5.5. A Board member shall not use his or her position with Okanagan College to solicit clients for the Board member's business, or a business operated by a related person, close friend, family Board member, business associate, corporation, union or partnership of the Board member, or a person to whom the Board member owes an obligation.
- 5.6. A Board member shall avoid any situation in which there is, or may appear to be, potential conflict² which could appear³ to interfere with the Board member's judgment in making decisions in the best interest of Okanagan College.
- 5.7. There are several situations that could give rise to a conflict of interest. The most common are accepting gifts, favors or kickbacks from suppliers, close or family relationships with outside suppliers, passing confidential information to competitors or other interested parties or using confidential information inappropriately. The following are examples of the types of conduct and situations that can lead to a conflict of interest:
- (i) influencing Okanagan College to lease equipment from a business owned by the Board member's spouse or a related person;
 - (ii) influencing Okanagan College to allocate funds to an institution where the Board member or his or her relative works or is involved;
 - (iii) participating in a decision by Okanagan College to hire or promote a relative of the Board member;
 - (iv) influencing Okanagan College to make all its travel arrangements through a travel agency owned by a relative of the Board member;
 - (v) influencing or participating in a decision of Okanagan College that will directly or indirectly result in the Board member's own financial or other gain.
- 5.8. Board members shall fully disclose all circumstances that could conceivably be construed as a conflict of interest.

6 DISCLOSURE

- 6.1. Full disclosure enables Board members to resolve unclear situations and gives an opportunity to dispose of conflicting interests before any difficulty can arise.
- 6.2. A Board member shall, immediately upon becoming aware of a potential conflict of interest situation disclose the conflict, in writing, to the Board Chair. This requirement exists even if the Board member does not become aware of the conflict until after a transaction is complete.
- 6.3. If a Board member is in doubt whether a situation involves a conflict, the Board member shall immediately seek the advice of the Board Chair. If appropriate, the Board may wish to seek advice from Okanagan College's Governance Committee or legal advice. If the Board Chair determines that a conflict exists, then the Chair shall report the matter to the Board.

² "conflict" means a conflict of interest or apparent conflict of interest

³ "apparent" *conflict of interest* means any situation where it would appear to a reasonable person that the Board member is in a conflict of interest situation

- 6.4. After disclosing the conflict, the Board member:
- (a) shall not take part in the discussion of the matter or vote on any questions in respect of the matter (although the Board member may be counted in the quorum present at the Board meeting);
 - (b) may remain in the room if the meeting is open to the public, but shall not take part in that portion of the meeting during which the matter giving rise to the conflict is under discussion, and shall leave the room prior to any vote on the matter giving rise to the conflict; and
 - (c) shall, if the meeting is not open to the public, immediately leave the meeting and not return until all discussion and voting with respect to the matter giving rise to the conflict is completed.
- 6.5. Unless the Board member is otherwise directed by the Board Chair, a Board member shall immediately take steps to resolve the conflict or remove the suspicion that it exists.
- 6.6. If a Board member is concerned that another Board member is in a conflict of interest situation, the Board member shall immediately bring his or her concern to the other Board member's attention and request that the conflict be declared. If the other Board member refuses to declare the conflict, the Board member shall immediately bring his or her concern to the attention of the Board Chair. If there is a concern with the Board Chair, the issue shall be referred to the Governance Chair.
- 6.7. If a Board member does not agree that a conflict exists, the Board member shall leave the meeting and the Board Chair shall put the question to the Board for discussion and vote. A majority ruling by the Board shall determine the issue and the Board's decision shall be final.
- 6.8. Student members are not considered to be in conflict on issues related to fees and charges paid to Okanagan College by students, and may engage in the full debate and vote on these issues.

7 OUTSIDE BUSINESS INTERESTS

- 7.1. Board members shall declare possible conflicting outside business activities at the time of appointment. Notwithstanding any outside activities, Board members are required to act in the best interest of Okanagan College.
- 7.2. No Board member shall hold a significant financial interest, either directly or through a relative or associate, or hold or accept a position as an officer or Board member in an organization in a material relationship with Okanagan College, where by virtue of his or her position in Okanagan College, the Board member could in any way benefit the other organization by influencing the purchasing, selling or other decisions of Okanagan College, unless that interest has been fully disclosed in writing to Okanagan College.
- 7.3. A "significant financial interest" in this context is any interest substantial enough that decisions of Okanagan College could result in a personal gain for the Board member.
- 7.4. These restrictions apply equally to interests in companies that may compete with Okanagan College in all of its areas of activity.

8 CONFIDENTIAL INFORMATION

- 8.1. Confidential information includes proprietary technical, business, financial, legal or any other information which Okanagan College treats as confidential.
- 8.2. Board members shall not, either during or following the termination of their appointment, disclose such information to any outside person unless authorized by the Board Chair.
- 8.3. Similarly, Board members shall never disclose or use confidential information gained by virtue of their association with Okanagan College for personal gain, or to benefit friends, relatives, a related person or associates.
- 8.4. If in doubt about what is considered confidential, a Board member shall seek guidance from the Board Chair.

9 INVESTMENT ACTIVITY

- 9.1. Board members shall not, either directly or through relatives or associates, acquire or dispose of any interest, including publicly traded shares, in any company while having undisclosed confidential information obtained in the course of work at Okanagan College which could reasonably affect the value of such securities.

10 OUTSIDE EMPLOYMENT AND ASSOCIATION

- 10.1. A Board member, who accepts a position with any organization that could lead to a conflict of interest or situation prejudicial to the interest of Okanagan College, shall discuss the implications of accepting such a position with the Board Chair recognizing that acceptance of such a position might require the Board member's resignation from the Okanagan College Board.

11 ENTERTAINMENT, GIFTS AND FAVOURS

- 11.1. It is essential to fair business practices that all those who associate with Okanagan College, as suppliers, contractors or Board members, have access to Okanagan College on equal terms.
- 11.2. Board members and related persons shall not accept entertainment, gifts or favors that create or appear to create a favored position for doing business with Okanagan College. Any firm offering such inducement shall be asked to cease.
- 11.3. Similarly, no Board member shall offer or solicit gifts or favors in order to secure preferential treatment for themselves or Okanagan College.
- 11.4. Under no circumstances shall a Board member offer or receive cash, preferred loans, securities, or secret commissions in exchange for preferential treatment. Any Board member experiencing or witnessing such an offer shall report the incident to the Board Chair immediately.

- 11.5. Gifts and entertainment shall only be accepted or offered by a Board member in the normal exchanges common to established business relationships for Okanagan College. An exchange of such gifts shall create no sense of obligation on the part of the Board member.
- 11.6. Inappropriate gifts received by a Board member shall be returned to the donor.
- 11.7. Full and immediate disclosure to the Board Chair of borderline cases will always be taken as good-faith compliance with these standards.

12 USE OF OKANAGAN COLLEGE PROPERTY

- 12.1. A Board member shall require Okanagan College's approval by the Vice President, Employee and Corporate Services, to use property owned by Okanagan College for personal purposes, or to purchase property from Okanagan College unless the purchase is made through the usual channels also available to the public.
- 12.2. Even then, a Board member shall not purchase property owned by Okanagan College if that Board member is involved in an official capacity in some aspect of the sale or purchase.

13 COMPLIANCE

- 13.1. Okanagan College shall behave, and be perceived, as an ethical organization and accordingly, each Board member shall adhere to the minimum standards described herein and to the standards set out in applicable policies, guidelines or legislation.
- 13.2. Integrity, honesty, and trust are essential elements of Okanagan College's success. Any Board member who knows or suspects a breach of this Code of Conduct has a responsibility to report it to the Board Chair.
- 13.3. To demonstrate determination and commitment, each Board member shall review and declare compliance with this Code of Conduct upon joining the Board and annually.

14 BREACH

- 14.1. A Board member found to have breached his/her duty by violating the minimum standards set out in this document may be liable to censure or a recommendation for dismissal to the Government or other actions as the Board determines is appropriate.
- 14.2. Within 7 days, a Board member may appeal a sanction to the full Board, in writing, and the decision of the Board shall be final.

15 WHERE TO SEEK CLARIFICATION

- 15.1. Normally, the Board Chair or the Chair of the Governance Committee shall be responsible to provide guidance on any item concerning standards of ethical behavior.

16 OATH OF OFFICE

All Board members are required to take the following oath:

I, _____, sincerely promise and swear (or affirm) that I will truly, faithfully and impartially, to the best of my ability execute the duties and responsibilities of my position as a Member of the Board of Okanagan College. I have read and agree to abide by the Bylaws of Okanagan College including the Code of Conduct and Conflict of Interest by-laws of Okanagan College.

The Oath of Office is to be sworn, signed, and dated before the Board at the commencement of each member's first meeting with the Board.

Existing Board members are required to resign the Code of Conduct on an annual basis.

I ACKNOWLEDGE that I have read and considered the Code of Conduct for Board members of Okanagan College and agree to conduct myself in accordance with the Code of Conduct for Board members.

Signature

Print Name

Date

CHARTER OF EXPECTATIONS FOR DIRECTORS OF GOVERNING BOARDS¹

The Charter of Expectations for Directors of Governing Boards, as set out below, outlines for potential candidates the duties and expectations of board members generally.

Strategic Planning

- provide input to management on emerging trends and issues
- review and approve management's strategic plans, including significant capital allocations and expenditures

Performance Monitoring and Reporting

- monitor corporate performance against strategic and business plans
- evaluate corporate performance reporting
- evaluate performance of senior management

Risk Assessment

- identify principal risks of the Organization's operations and ensure that appropriate systems are in place to manage these risks

Public Policy

- appreciate the role of the Organization as an instrument of public policy
- monitor performance of Organization in relation to the strategic objectives of the shareholder

Senior Staff

- appoint, monitor and evaluate the performance of the CEO; replace if necessary
- ensure succession planning

Financial/Legal Integrity

- ensure ethical behaviour of entity and compliance with all laws and regulations:
- ensure accuracy of financial information and compliance with all accounting and audit principles

Personal Integrity

- ensure personal integrity in all dealings with and on behalf of the Organization, including ongoing responsibility to disclose conflict of interest

Governance

- establish appropriate governance structures to ensure efficient and prudent stewardship of the Organization
- assess board's own effectiveness including monitoring the effectiveness of individual board members

Material Transactions

- review and approve material transactions not in the ordinary course of business

Committees

- participate as appropriate on board committees including: Audit and Risk Management, Governance, Human Resources.

¹ Board Resourcing and Development Office, Office of the Premier, Province of British Columbia, Schedule "A" to Governing Board Candidate Profile and Declaration 2005.



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

Tuesday, September 26, 2017, 11:00 a.m.
S103B, Kelowna Campus

Members Present:	C. Denesiuk (Chair) J. Hamilton (President) C. Derickson (Vice Chair) A. Beaumont B. Berg M. Kananga	S. Johal C. Gerbrandt C. Newitt L. Thurnheer R. Gakhal
Regrets:	B. McGowan J. Maciel G. Morgan A. Hay	
Board Secretary:	M. Johnson	
Vice Presidents:	R. Daykin C. Kushner	
Directors:	A. Coyle	
Observer:	T. Walters (OCFA)	

There being a quorum present, the meeting was called to order at 11:00am

The Chair recognized that the meeting was occurring on the traditional Okanagan territory and welcomed the new member.

1. APPROVAL OF AGENDA

Recommended Motion: R. Gakhal/C. Gerbrandt

“BE IT RESOLVED THAT the September 26, 2017, OC Board open session meeting agenda is approved”.

MOTION CARRIED

2. OATH OF NEW MEMBERS

Chris Newitt, Chair of Education Council, swore the Oath of Office and signed.

3. DECLARATION OF CONFLICT

No conflict declared.

4. CONSENT AGENDA

Recommended Motion: B. Berg/R. Gakhal

“BE IT RESOLVED THAT the Consent Agenda be approved as presented”.

MOTION CARRIED

5. BUSINESS ARISING FROM THE MINUTES

None

6. PRESENTATIONS/DELEGATIONS

6.1 Foundation Annual Report

Kathy Butler, Director - Advancement and Alumni, reviewed and summarized the *Annual Report of Giving 2016/17* which was provided to each Board member in printed version. Kathy noted that there are thousands of wonderful stories regarding the impact that donors have on our students, but one in particular is a story regarding student, Jory Hetherington, in the automotive program. He received both monetary awards, and also received a donation of a complete set of tools and tool box.

On behalf of the Okanagan College Foundation, and Advancement and Alumni, Kathy extended a "thank you" to the board, the President, the Executive, and all departments for the support given to the Foundation. She also acknowledged the close relationship between Foundation and Financial Awards department. This past year there were up to 39 additional awards. There is a wonderful cross-pollination between the Okanagan College Board and the OCF Board.

Alf Kempf's term ended on the Foundation and his role as their President. The new OCF Board President is Sharon Simpson.

On November 14th, Kathy and Jim will make a presentation to the BC College Presidents in Vancouver regarding Okanagan College Foundation's experience with capital fundraising. Jim Hamilton noted that under Kathy's leadership and direction, the Okanagan College Foundation has been very successful.

7. NEW BUSINESS/RESOLUTIONS

7.1 Finance, Audit and Risk Review Committee

7.1.1 Chair Report

7.1.2 Statement of Financial Information

Recommended Motion: R. Gakhal/C. Gerbrandt

"BE IT RESOLVED that the Okanagan College Board of Governors approve the Statement of Financial Information for the fiscal year ending March 31, 2017, as presented."

MOTION CARRIED

7.2 Campus Planning Committee

7.2.1 Five Year Capital Plan¹

Roy Daykin, Vice President – Employee and Corporate Services, noted that this is a report required by the government on an annual basis. It provides an outline of our priority capital projects.

There are a number of projects on the horizon:

1. Food, Wine & Tourism
 - The decision has been made to have the project remain on campus.
 - The goal will be to maintain core values and sustainability.
 - Street recognition and visibility is a priority for this building. This is a very complex project and space planning discussions are happening.
 - \$30.7 million is estimated budget.
2. Housing
 - This is primarily funded by the government.
 - Only Kelowna campus provides housing at this time.
 - Stats show that 1 in 12 students could live in residence.
 - We are considering joint projects and affordable housing possibilities.
 - We have been approached by a community developer in Penticton to support building a residence on the property adjacent to the Penticton campus.

¹ The PPT presentation has been posted to Moodle

3. Classroom Block
 - Continual growth in domestic and International enrolments are a driving force behind the need for more classroom space.
 - This project will be fully self-funded or we may consider a community partnership as in the residences. The government is working on initiatives to determine if this will work.
4. Gymnasium/Auditorium
 - The Kelowna campus requires a larger space for events.
 - The space would be modeled after what was built on the Penticton campus.
 - We will approach the government to see if there will be funding available.
 - This will be a space to support recreation and athletics, as well as large group meetings and events.
 - Considering possible partnerships with external groups.

Recommended Motion: B. Berg/C. Gerbrandt

“BE IT RESOLVED THAT the Okanagan College Board of Governors approve the Five-Year Capital Plan 2018/19 to 2022/23 as recommended by the Campus Planning Committee and as presented.”

MOTION CARRIED

B. Berg left the meeting @ 11:46am

7.2.2 Sub-sub-sublease with the Kelowna Innovation Society & Accelerate Okanagan Technology Association.

In Summary:

- Okanagan College is currently on a month-month lease with the Kelowna Innovation Society and Accelerate Okanagan for the space used for the Animation program.
- This lease agreement requires government approval. Once Board approval is received, it will be sent to the Ministry for review and approval and then we will move to a yearly lease.
- The building is stratified and owned by the BC Government which has sub-leased to Kelowna Innovation Society, who in turn have sub-subleased to Accelerate Okanagan, and who in turn, have sub-sub-subleased space to Okanagan College for the Animation Program.
- The Board was assured that if Accelerate Okanagan decides to leave the building, we will have successor rights to the space.
- It was also noted that Okanagan College has exceeded projected enrolments for the Animation program.

Recommended Motion: S. Johal/C. Derickson

“BE IT RESOLVED THAT the Okanagan College Board of Governors approve the sub-sub-sublease with the Kelowna Innovation Society and Accelerate Okanagan Technology Association for animation programming at 460 Doyle Avenue, Kelowna until February 28, 2020 at the rate of \$44,201.88 plus GST per annum with the option of thirty-seven one-year renewal terms.”

MOTION CARRIED

8. VERBAL REPORTS

8.1 Board Chair Report

- Connie acknowledged Tim Walters for his amazing fundraising feat. Tim has raised approximately \$13,000 (80% of donations were from employees of OC) for the family of an Okanagan College alumnus that is terminally ill.
- AGB Workshop will be held next week in Cranbrook. Any Board members interested in attending should contact Connie.
- After the new government was sworn in, Connie received a call directly from the new Minister of Advanced Education Skills and Training, Melanie Mark.
- Connie reminded the Board that there will be one-on-one interviews scheduled over next few weeks.

C. Gerbrandt left the meeting @ 11:57am

8.2 President's Report

- There was senior administration represented at each campus for Orientation day.
- A brief enrolment summary was provided to the Board. A report after the stable enrolment date shows that we have increasing enrolments and have exceeded our targets. There are significant areas of growth, such as International which increased by 200 students. Okanagan College is the only post-secondary institution that consistently exceed government targets. New programs such as Animation, Resistance and Revolution, and the Viticulture Technical Diploma have had strong enrolment numbers in their first year. One popular new course, The Business of Marijuana, developed by Professor David Cram, is full and waitlisted. We continue to expand programming, but have to be creative as we don't get expanded funding.
- Parking is at a premium and the new Regional Dean will be working on alternates and options.

8.3 Governance Chair Report

Governance Committee Report

- The Governance Committee last met on September 19, but as they didn't reach quorum, were unable to approve the minutes from the April 11th meeting.
- The 2017 Board Retreat will be now be called a Professional Development Session and will be held on Oct. 23 and 24. The key themes will be Indigenization and Internationalization. Guest speaker, Tosh Southwick, from Yukon College, will be speaking about her experiences and the dinner will be at the Hotel Eldorado.
- A Presidential Selection sub-committee, comprised of Laura, Susan, Charity, Connie and Jim will be meeting to review the Terms of Reference of the committee and implement a new policy process for the hiring of a President.
- The Board was asked if they would like to take part in the Sexual Violence/Bystander training. The members were polled and the majority would like to take part in the training. Arrangements will be made to have a training session in the new year. The Board was informed that the Bullying and Harassment training can be done on line.
- The draft 2018 Meeting Schedule was sent out. The Board was asked to identify any conflicts. A final schedule will be provided at the next meeting for approval.
- Members were encouraged to take the time to fill out the Board Evaluation survey.

9. INFORMATION

9.1 Connections 2016 Video

The video shown to employees at Connections 2017, held in August, was also shown to the Board

10. TOPICS FOR NEXT MEETING

11. OTHER BUSINESS

12. FOR THE GOOD OF THE INSTITUTION

13. DATE OF NEXT MEETING November 28, 2017, Kelowna Campus

14. ADJOURNMENT

Motion to adjourn: R. Gakhal/A. Beaumont

MOTION CARRIED

Meeting was adjourned at 12:30pm



President's Report to the Okanagan College Board of Governors November 2017

Learner Readiness and Success

- I had the pleasure to welcome seven outstanding new students to Okanagan College at the annual President's Entrance Scholarship dinner on November 1st.
- From November 14th-17th the Kelowna campus came alive with sounds, tastes and performances from around the world during International Education Week.
- This past month, the Okanagan College Foundation Awards ceremonies took place in Penticton, Vernon and Kelowna. In the past year over \$980,000 has been awarded to over 1,325 students in bursaries and scholarships.
- A recent collaboration between three local companies and Okanagan College has given trades students a new cutting-edge natural gas lab. Industry partners John Davina of KalWest Mechanical Systems Inc., Rob Jemson and Shawn Campbell of Midvalley Sheet Metal and Mathieu Pastinelli of British Columbia Safety Authority donated their time and talent to help create an industry-ready training space for Plumbing and Piping Trades students at the College.

Community Engagement and Service

- On October 1st and 2nd I attended the Colleges and Institutes Leaders Forum in Ottawa. The event was both professional development for presidents and an opportunity to connect with parliamentarians, government officials and industry partners.
- I attended the Association of Governing Boards BC Workshop in Cranbrook on October 4th-5th. This event was sponsored by the Ministry of Advanced Education and co-organized by BC Colleges.
- I welcomed participants and attended several speaker sessions and networking events at the Wine & Culinary Tourism Futures Conference in Kelowna October 17-20th.
- Okanagan College partnered with Liquidity Wines to offer Wine Talks: An International Perspective on Wine Marketing on October 24th at the Penticton campus. This is the third event in the series, and featured keynote speaker John E. Peller, Chair and CEO of Andrew Peller.
- On October 26th, I attended the AGM and Board meeting for the Kelowna Innovation Society.

- The annual Repair Café was held at the Trades building on the Kelowna Campus on October 28th. A collaboration between Okanagan College and the Regional District, the concept of the café is *don't toss it, fix it*.
- BC Council for Admission and Transfer held their Joint Annual Meeting in Vancouver on November 17th.

Teaching, Programming and Applied Research

- On November 3rd, I attended a Kelowna Chamber event focused on education and business in the digital revolution. The event featured our Okanagan School of Business Dean Bill Gillett and Central Okanagan Regional Dean Phil Ashman.
- Okanagan College and Acro Media, a Kelowna-based company with international recognition, have partnered to develop a new Drupal Web Developer certificate program at OC. The new certificate program that will train future software developers will be offered weekday evenings, beginning January 8th.

Indigenization

- The first group of apprentices in the Construction Craft Worker Level 2 Aboriginal Journeyperson Preparation program gathered at the Kelowna campus on October 5th for a welcome ceremony. Between now and December 15th, apprentices will complete technical training through a series of in-class and hands-on projects while receiving mentorship and support from Aboriginal tradespersons along the way.
- Dr. Nancy Turner, Trudeau Fellow and Emeritus Professor in Environmental Studies at the University of Victoria, held a lecture at the Vernon campus on October 18th as part of the Science in Society Speaker series.
- On October 24th, Tosh Southwick, Executive Director of First Nation Initiatives and Community Engagement, came to the College to speak about Yukon College's experience with reconciliation and Indigenization.

Organizational Sustainability

- Okanagan College hosted the 36th annual Career Fair at the Kelowna campus on November 5th, where hundreds of people learned about different occupations and education options, and connected with employers. Fifty businesses were in attendance and more than 120 College programs were on display.

Education Council – Report to the Board October / November 2017

Candidates for Graduation approved – October 5, 2017 Education Council Meeting

Program	# of Students
Accounting Assistant Certificate (end date July 23, 2017)	1
Business Administration Diploma (end date August 15, 2017)	1
Business Studies Certificate (end date August 8, 2015)	1
Business Studies Certificate (end date August 15, 2017)	1
Carpenter and Joiner Foundation Certificate (February 6 – September 1, 2017)	14
Culinary Arts Certificate (February 9, 2016 – February 3, 2017)	1
English for Academic Purposes Certificate (end date December 23, 2015)	1
English for Academic Purposes Certificate (end date December 21, 2016)	1
Total	21



Submission of Information from Senior Staff to the Board of Governors

REPORT TITLE

Policy Update

DATE

November 21, 2017

BACKGROUND INFORMATION

For example: • Purpose • History • Other relevant information

The Procedures of the Policy Development - Approval (Board, President, Education Council Policy state: *On an annual basis, at the last regularly scheduled Board meeting for the calendar year, the Board will be notified of any new, significantly revised or deleted policies which were approved by the President or Education Council during that year.*

The President approved the following policies:

- Facility Rental Policy – effective December 14, 2016.
- Cellular Device Policy – effective November 16, 2017.

Education Council did not approve any policies in 2017.

ACTION REQUIRED

For example: • For consultation • For information • For approval (including resolution; see language below)

For information.

STRATEGIC PLAN ¹ALIGNMENT

With which Key Directions is this topic aligned?? (please choose all those that are applicable)

Key Directions:

- Support learner readiness and success
- Excelling in teaching, programming, and applied research
- Working with, and learning from, the Indigenous community
- Serving and engaging the community
- Focusing on organizational sustainability
- Not an initiative driven by the Strategic Plan but necessary for operational purposes

COMMENTS FROM THE PRESIDENT

Not required.

REPORT PREPARED AND SUPPORTED BY (include name and title)

Director, Legal Affairs and Policy Development
Margaret Johnson, Assistant to the Board

¹ Strategic Plan can be found at: www.Okanagan.bc.ca/toward2020



Submission of Information from Senior Staff to the Board of Governors

REPORT TITLE

Aboriginal Student Satisfaction Survey Report

DATE

November 28, 2017

BACKGROUND INFORMATION

For example: • Purpose • History • Other relevant information

Aboriginal Services Department conducts an annual survey of Aboriginal students enrolled at Okanagan College. This *Aboriginal Student Satisfaction Survey Report* and the *Top Ten Things To Know From the Aboriginal Student Survey* documents are analyses of the survey results.

ACTION REQUIRED

For example: • For consultation • For information • For approval (including resolution; see language below)

None

For information only

STRATEGIC PLAN ¹ALIGNMENT

With which Key Directions is this topic aligned?? (please choose all those that are applicable)

Key Directions:

- Support learner readiness and success
- Excelling in teaching, programming, and applied research
- Working with, and learning from, the Indigenous community
- Serving and engaging the community
- Focusing on organizational sustainability
- Not an initiative driven by the Strategic Plan but necessary for operational purposes

COMMENTS FROM THE PRESIDENT

Forwarded to the Board of Governors for information

REPORT PREPARED AND SUPPORTED BY (include name and title)

Anthony Isaac, Aboriginal Services Coordinator
James Coble, Director Student Services
Charlotte Kushner, Vice President Students

¹ Strategic Plan can be found at: www.Okanagan.bc.ca/toward2020

ABORIGINAL STUDENT SATISFACTION SURVEY

2016/17 Summative Report



ABORIGINAL
SERVICES
November 2017



Executive Summary

This summative report contains an analysis of the 2016/17 Aboriginal Student Satisfaction Survey results. During an 11-week survey period, 145, of the 539 Okanagan College Aboriginal students eligible to participate in this survey, completed the questionnaire. This is a 27% participation rate, up from a 17.5 per cent participation rate in 2016. Because the participation rates are relatively low, these results are not generalizable to the broader Aboriginal Student body at OC, but they do provide a valuable snapshot of Aboriginal student satisfaction with our services and overall organizational culture.

This report highlights some of the successes for OC as well as issues that need to be addressed. Similar to previous reports, the demographic profile of the respondents reveals that almost half of OC Aboriginal students are over the age of 30, have low household incomes, work while in school, require financial support to attend school, have family responsibilities, and are first generation post-secondary students. Such life circumstances can have a dramatic effect on retention rates, especially if the post-secondary environment is perceived as unwelcoming or unresponsive to their needs. As a matter of good practice, but also in response to current and past survey results, OC has undertaken and will continue to undertake initiatives to mitigate the effects of these circumstances.

Informed by previous surveys, literature and best practices, OC provides Aboriginal student services and programming geared towards enhancing student experiences and retention rates. In addition to recruitment and other core departmental service provisions, Aboriginal Services offers visiting Elders and cultural event programming (contingent on funding), as well as administers the Aboriginal Emergency Assistance Fund. These are a few measures that help engage students and alleviate challenges encountered during their studies. To foster a sense of belonging for Aboriginal learners on campus, the College also offers personalized and culturally relevant support and programming via the Academy of Indigenous Scholars, the Aboriginal Peer Mentoring Program, Aboriginal Transition Planners, and monthly workshops.

Okanagan College is committed to providing culturally-relevant spaces and took one more step in that direction at the Kelowna campus in 2017 with the opening of an Indigenous Garden, a unique greenspace containing more than 50 local Okanagan plants that are of cultural significance to Syilx people. Numerous events, cultural sessions, and recruitment tours have already occurred in the garden. This space fortifies recruitment and retention initiatives through increasing education and awareness about Indigenous peoples, providing opportunities for cultural programming with both post-secondary and secondary students, and otherwise fostering a sense of belonging for Indigenous peoples.

Over the past several years, the College has delivered several key culturally-relevant events on campus (i.e. Annual Exhibition Powwow, Aboriginal Student Day, and Aboriginal Recognition Celebration) in order to create awareness and foster a more inclusive and welcoming environment. In this year's survey, 62 per cent of respondents indicated that they would like to "see more Aboriginal cultural events/activities offered at Okanagan College." This is down from the 75 per cent who expressed that sentiment in the 2015/16 survey. This could be interpreted as success in expanding the number or impact of cultural events on our campuses but it does not represent an end to our efforts. Creating an inclusive and welcoming environment continues to be a strategic objective of Okanagan College and a goal for the Aboriginal Services department. We are encouraged that 72 per cent of students responded that they feel that Aboriginal culture is respected and valued at Okanagan.

ABORIGINAL STUDENT SATISFACTION SURVEY

Survey results also reveal that while respondents were satisfied with the array of student services provided by OC, a concerning number of respondents were not aware of these services or simply chose not to access them. This may be a reflection of the need to not only increase the awareness of the services available but also emphasize the value of these services. Despite efforts over the last several years to improve communication (for example, social media, promotional print material, and CRM updates), the 2016/17 survey results revealed that 56 percent of respondents “did not know about” Aboriginal Transition Planners. Clearly, more work is required to communicate the availability of these excellent resources available to support Aboriginal students.

With regard to marketing and recruitment, 79 per cent of Aboriginal Students indicated that OC was their first choice, with location, quality/reputation, class size and cost being the top motivators for students to choose OC. Consistent with previous surveys, students indicated that they usually or always had a positive experience on campus both inside (87 per cent) and outside (89 per cent) of the classroom. While these are respectable numbers, the College should not discount the marginal number of bad experiences. Aboriginal Services offers valuable programming, space and supports that address many of the typical challenges associated with being an Aboriginal student, however it is clear there still needs to be concerted effort among the broader campus community to increase the level of intercultural understanding, safety and sensitivity. Key areas that are essential to fostering academic success include helping first generation, mature or returning students navigate the College as well as being sensitive to the realities of being a minority student. Improving academic readiness and skillsets is also vital for enhancing retention and fostering an overall sense of belonging or well-being.

The 2015/16 survey was the first survey that included a series of health-related questions. While a majority of respondents continue to report this year that they feel their health is average or above average, the number of those stating that they feel their health is below average or poor remains disturbingly high. Addressing this concern will involve continually increasing awareness of OC and community resources, as well as considering the provision of new or more services in this area. With a one-time Aboriginal Learners grant from the Ministry of Advanced Education (MAVED), Aboriginal Services will increase our level of socio-emotional and health programming in an attempt to foster an enhanced sense of health and well-being among our students.

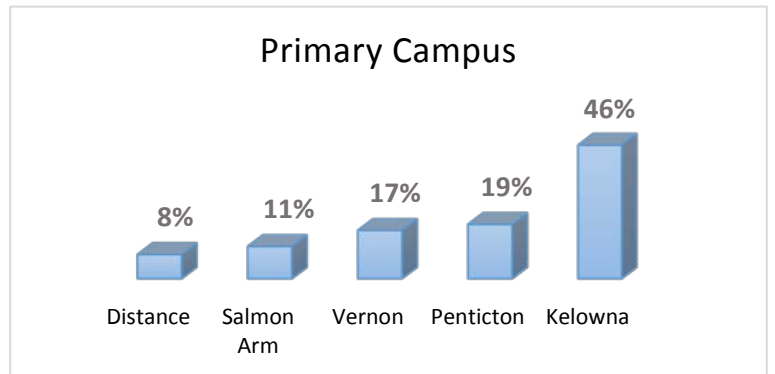
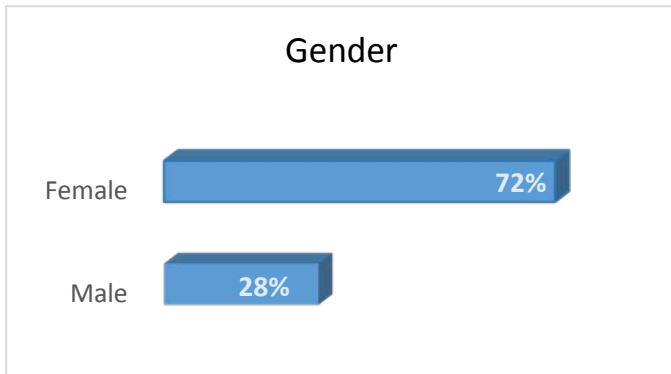
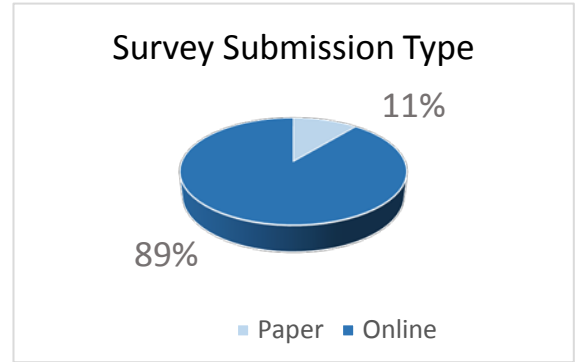
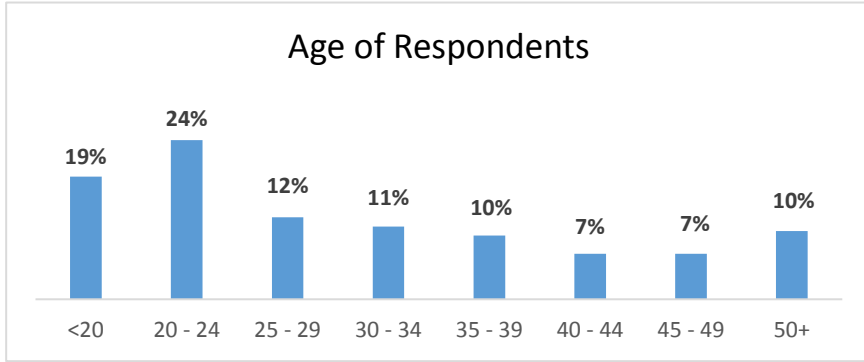
A majority of respondents indicated that they agree or strongly agree that OC respects and values Aboriginal culture (72 per cent), that they feel comfortable while on campus (89 per cent), and that attending Okanagan College has been a good experience for them (87 per cent). These numbers are down slightly from the 2016 survey (79 per cent, 91 per cent, and 93 per cent respectively) but given the low participation rates, these changes may not be statistically significant. We will continue to direct our efforts towards providing a welcoming environment for all students and will watch for some improvement in these survey results next year.

In conclusion, the overall perceptions and experiences of Aboriginal students at OC are positive. We continue to look at the results of this annual survey to inform our activities and to apply resources appropriately in our efforts to improve the environment, the services, the experiences and the educational outcomes for Aboriginal students.

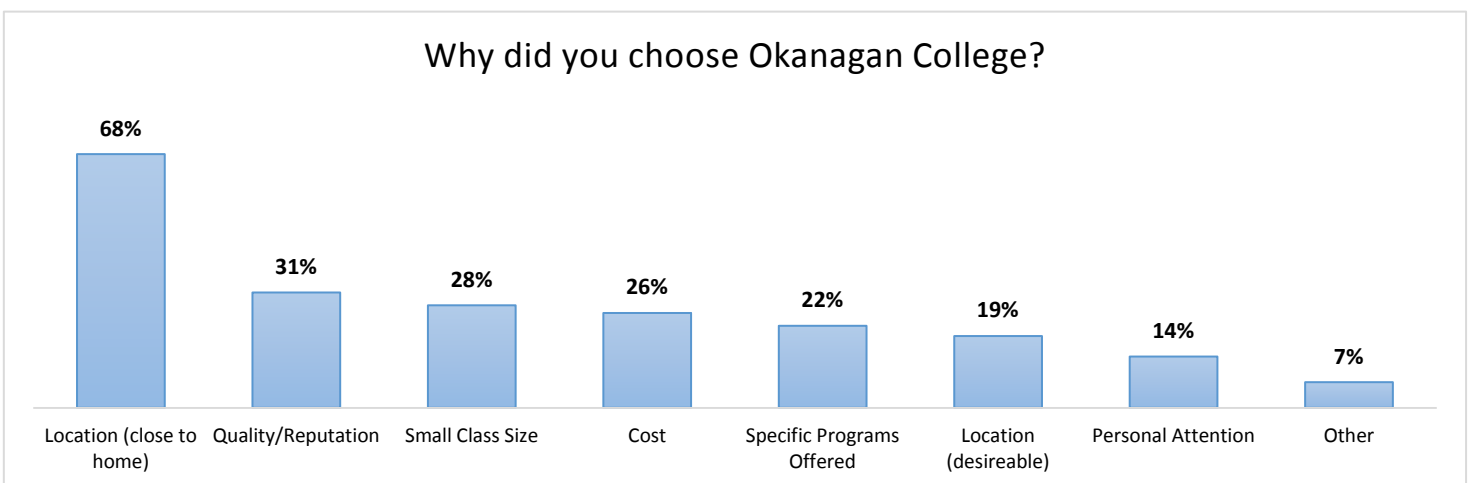
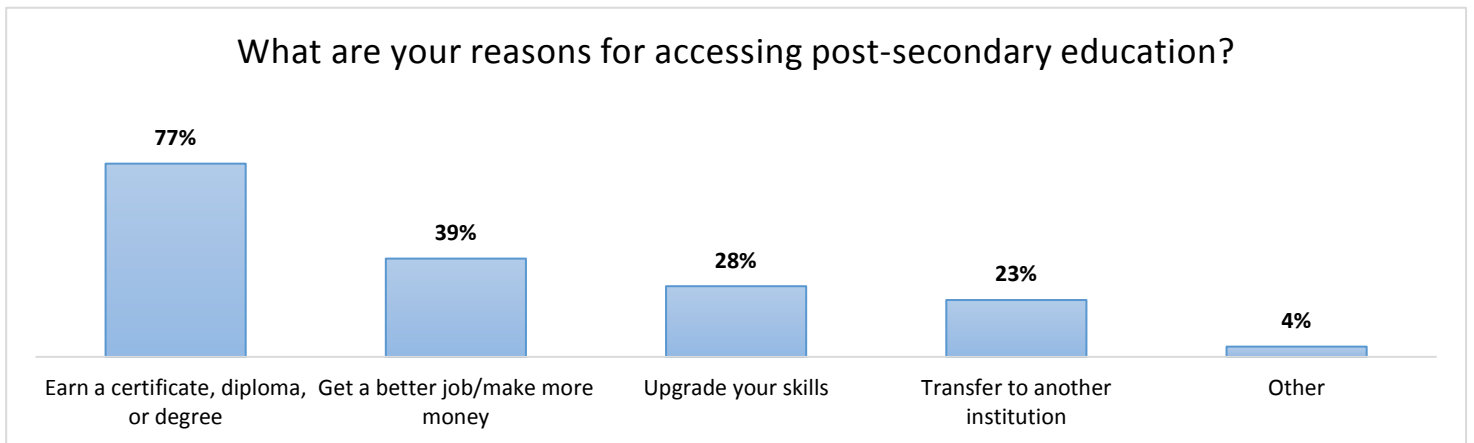
Summary of Survey Results

145 respondents

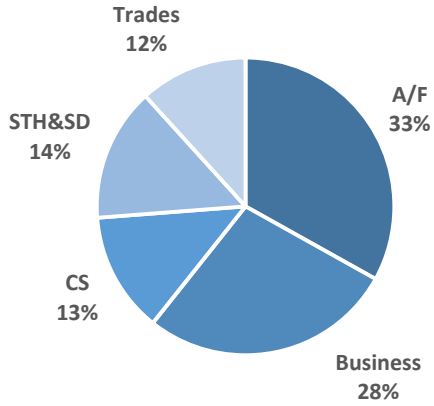
Demographics



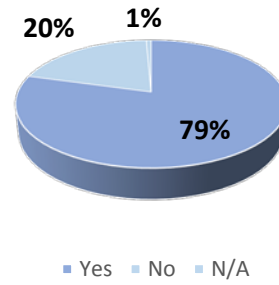
Pursuing Post-Secondary Education



Program Enrolment Profile

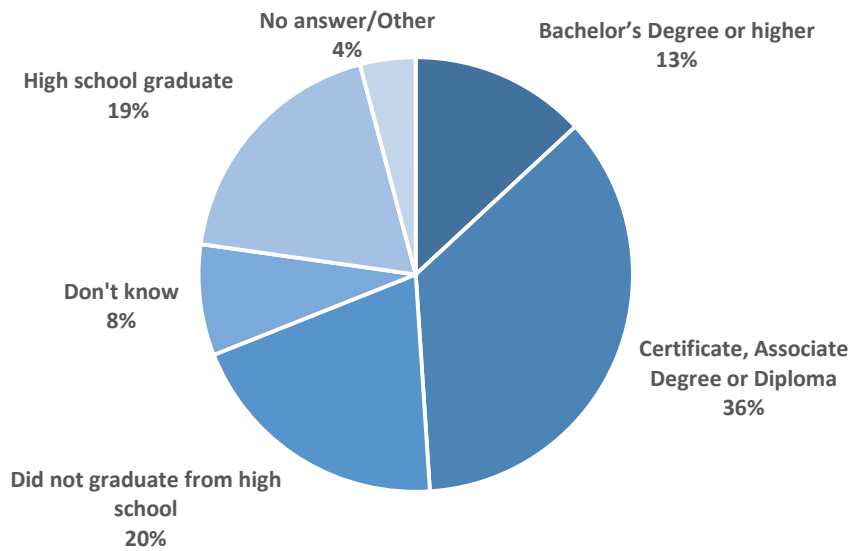


Was Okanagan College your first choice of post-secondary schools to attend?

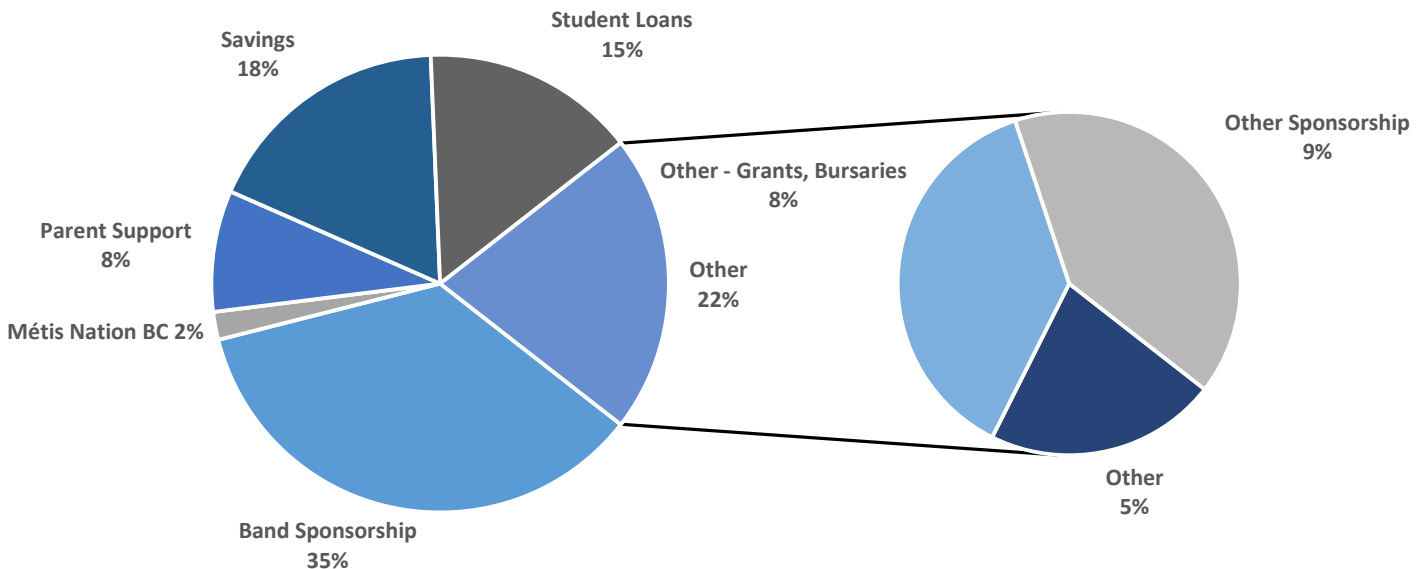


Financial and Social Supports

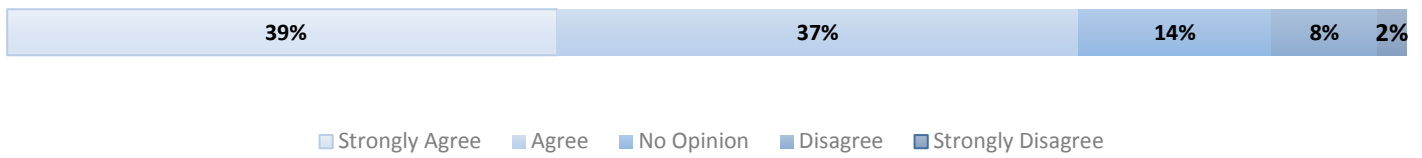
What is the highest level of education attained by either of your parents/guardians?



What source contributes to funding your education?



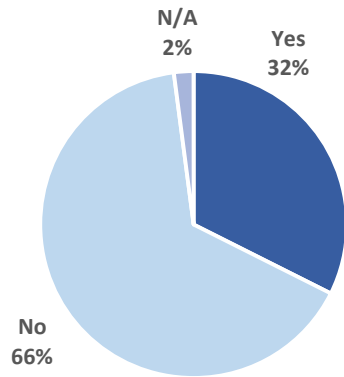
I have friends at Okanagan College



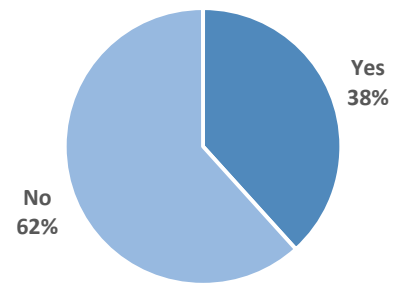
I have family I can count on for help and support



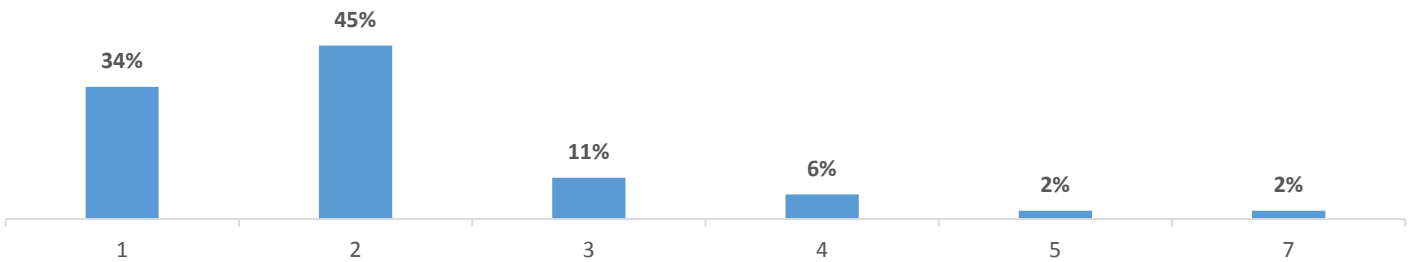
Are you responsible for one or more children at home?



If yes, do you currently access local childcare?



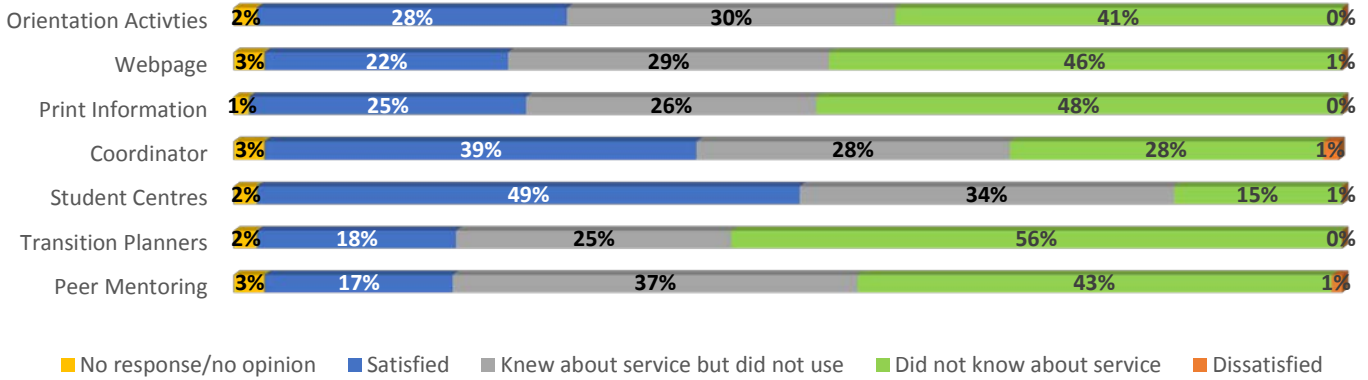
If yes, how many children are you responsible for?



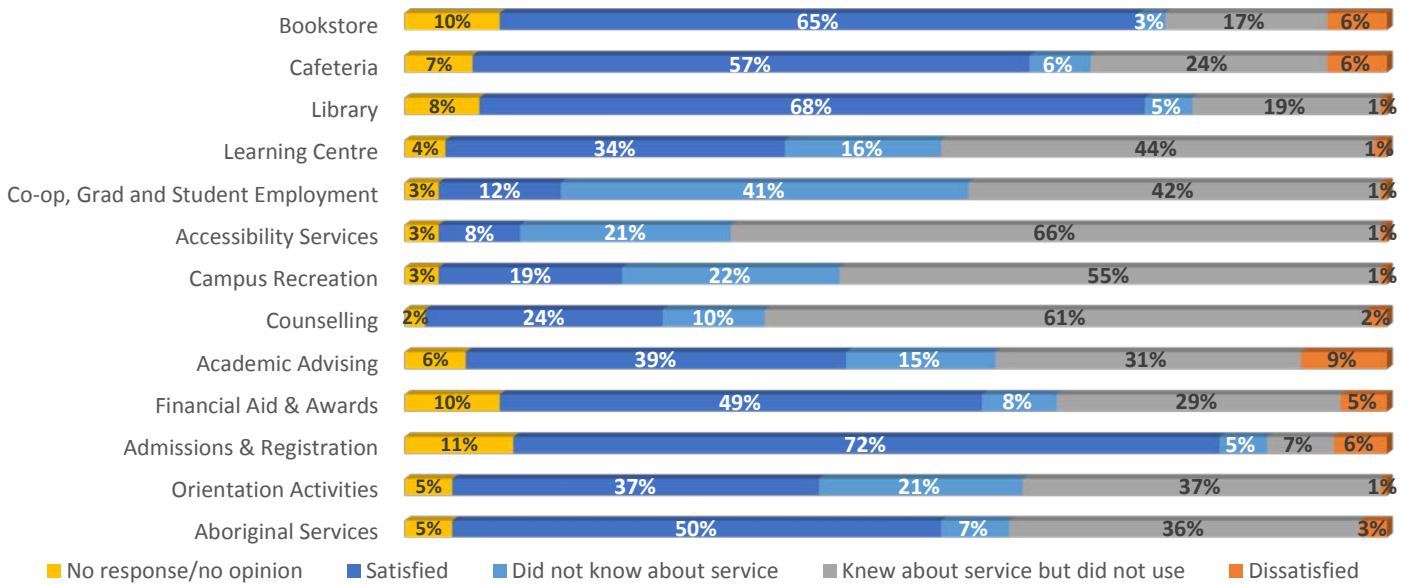
How many hours are you employed each week?		What is your total annual income in your home from all sources?	
Employment (hrs/wk)	per cent of respondents	Household Income (\$)	per cent of respondents
None	43%	Less than \$8,000	14%
1 - 20	25%	\$8,001 - \$17,000	17%
21 - 34	11%	\$17,001 - \$23,000	10%
35 - 39	11%	\$23,001 - \$29,000	10%
40 or more	9%	More than \$29,000	23%
		No Repsonse	26%

Services, Activities and Event Satisfaction

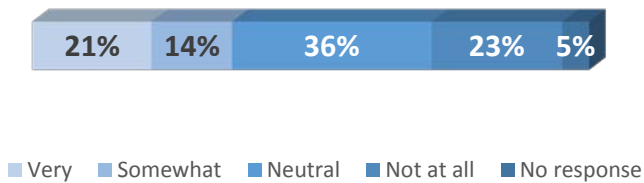
Please rate the following Aboriginal Services



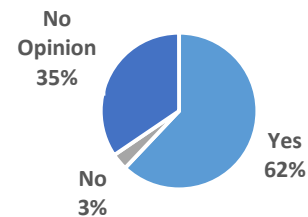
Please rate the following Okanagan College services



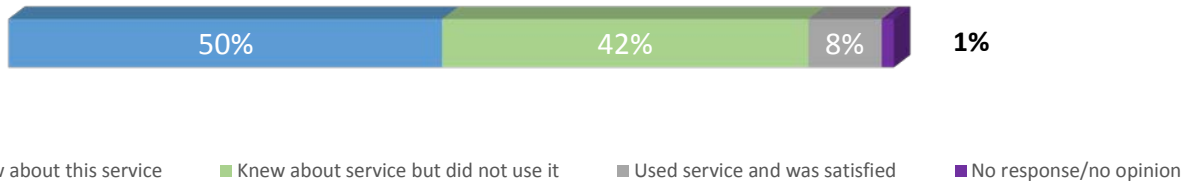
How comfortable are you going into the fitness room/gym?



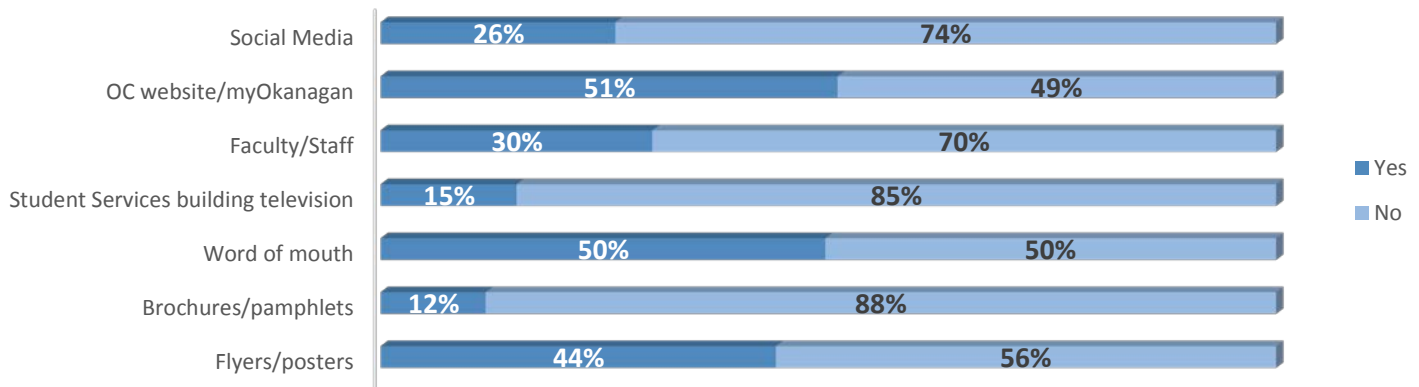
Would you like to see more Aboriginal cultural events/activities offered by Okanagan College?



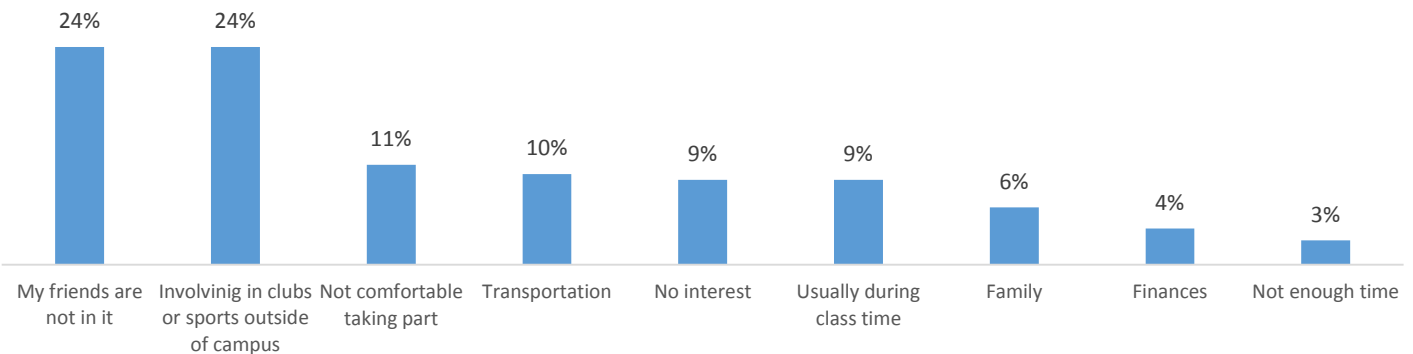
Athletics and Recreation life departments offer *off-campus* recreation opportunities. For example, Big White Ski Trips, Scavenger Hunts, Tacky Tourist Photo Challenges, etc.



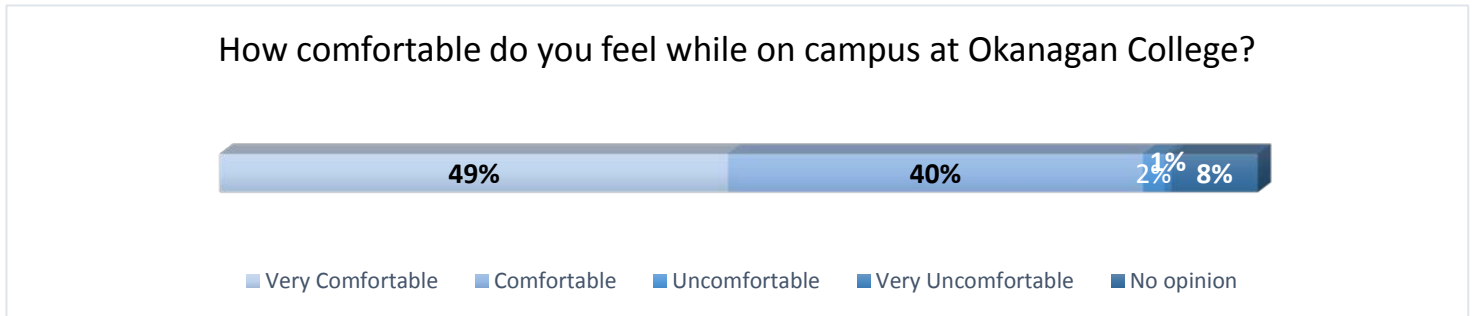
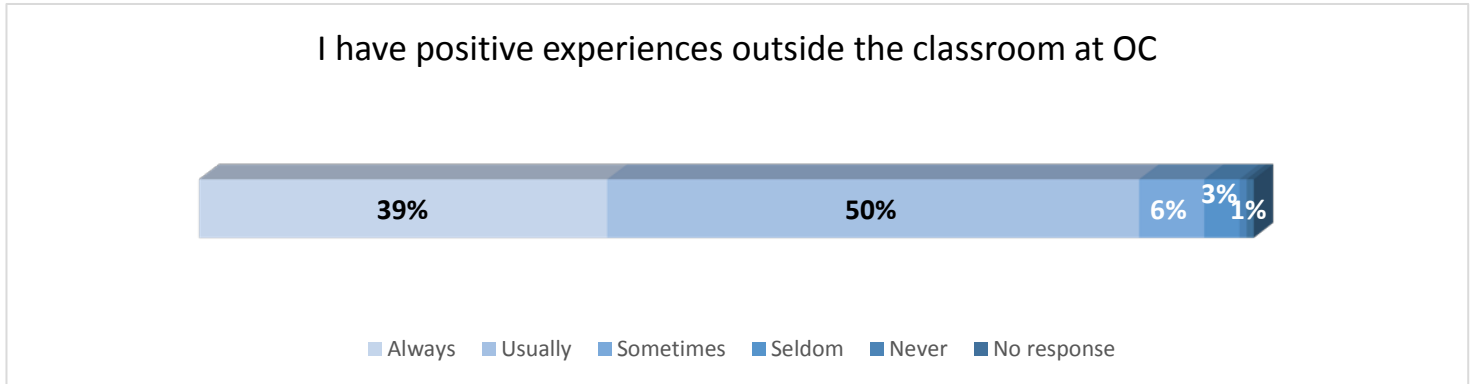
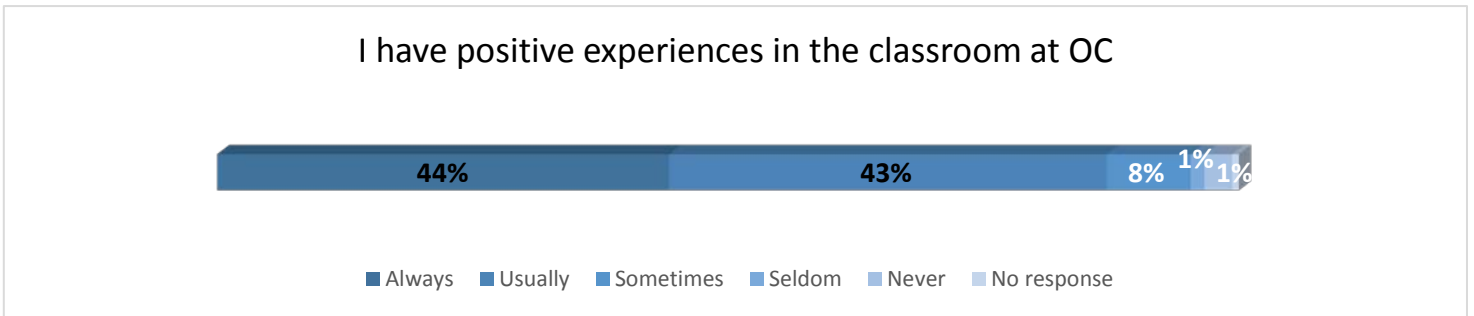
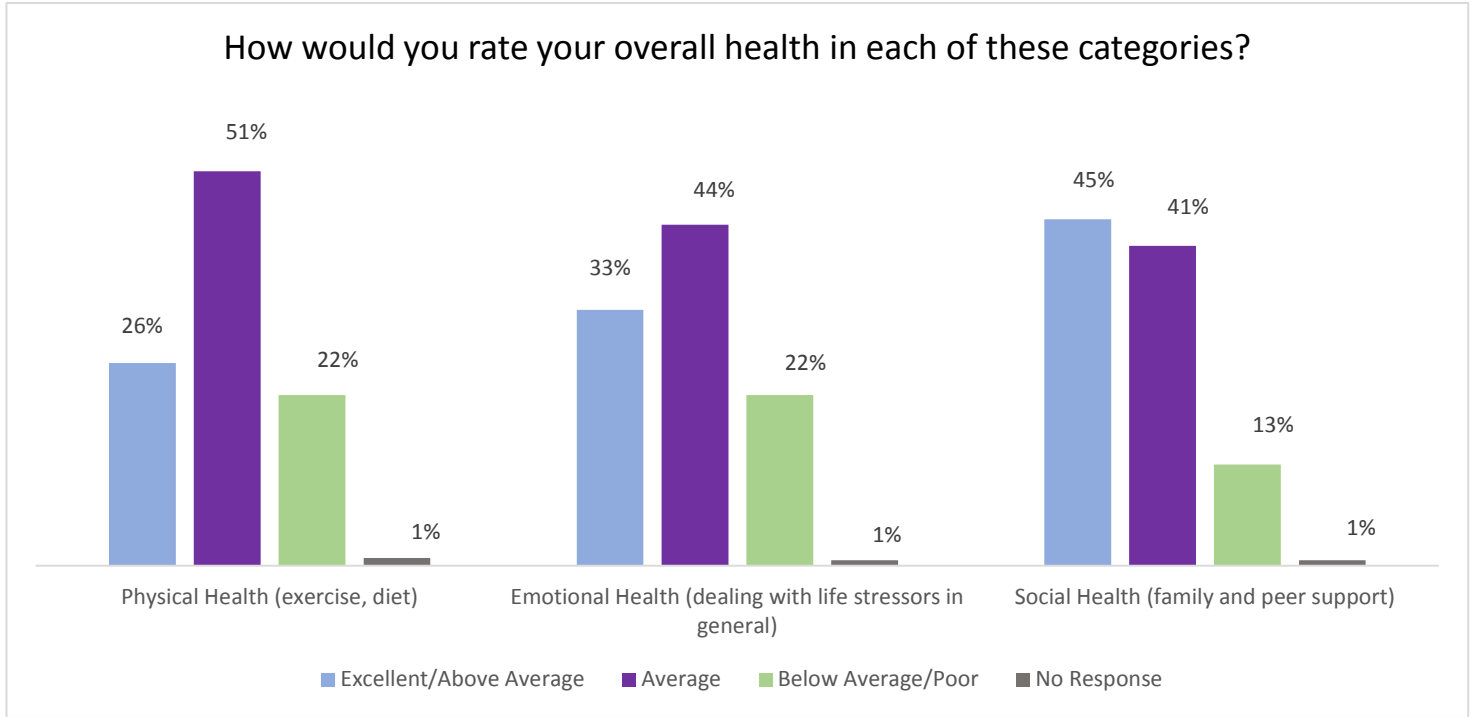
From the list below please mark the most likely sources from which you find out information about student services or events



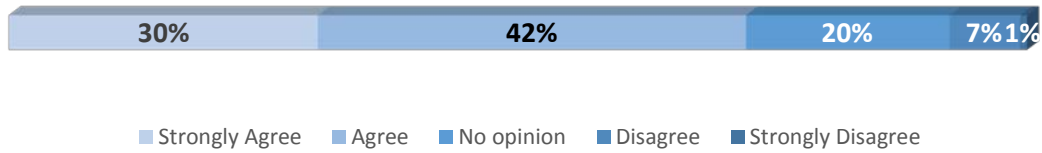
What factors would prevent you from participating in activities?



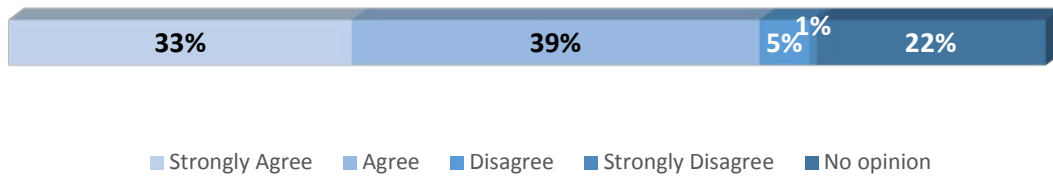
Overall Health and Student Experience at OC



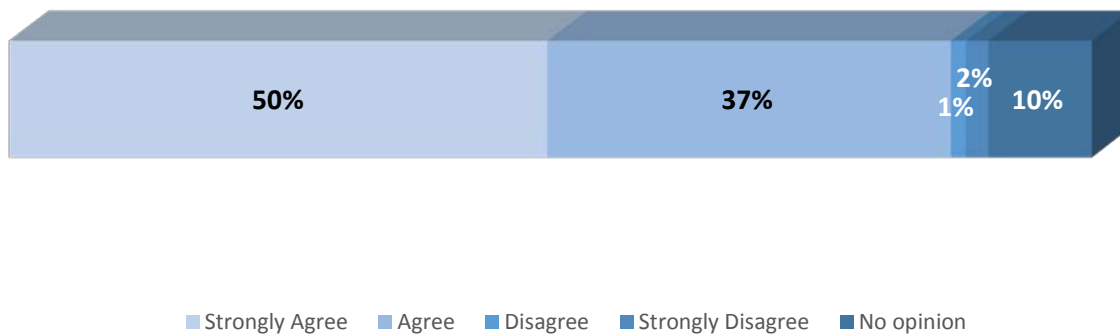
Aboriginal culture is respected and valued at Okanagan College



Okanagan College is a place where I feel like I belong



Attending Okanagan College has been a good experience for me



Are there any programs/classes regarding student health that you would like to be offered while you are on campus?

Nutrition fun and facts

Fitness program for people in the trades.

More Physical Activity of Events

More sexual health awareness classes

I wish there were yoga or meditation offered at varying times.

Shuswap language classes

Mental health and nutrition

Maybe Student Walks daily.. during lunch hr or after 3 pm. get student to become active and feel comfortable with other students.

Stress management & illnesses brought on by stress.

Tutoring

No I think OC does a good job of promoting health

Do you have any comments or suggestions for improvement regarding the services Okanagan College offers Aboriginal students?

Have a male perspective

Grief counselling for those that are experiencing pressures with both classes and grief

Reconciliation in truth

I think the Penticton Campus could use a bigger space. Our Potlucks have grown in the past year and more students are becoming comfortable attending.

More Aboriginal on campus events on campus. We also need a larger Aboriginal Lounge for the students
Everything is excellent

It would be beneficial if the Aboriginal advisor was more well versed in the program requirements for the degree programs. I have found most of the answers to my questions myself and haven't found her knowledgeable enough to assist me. The cultural activities are nice but I am there to study and get advisement - that is more of a priority for me.

Haven't had a chance to use any yet. but they seem very helpful so far

Too big a work load for one person alone. Just saying.

Is there a smudge area?

Everything is great

I think OC offers a nice variety of programs for Aboriginals.

No. Everything is all good.

Have a bannock maker cook in cafeteria

Have a mini-pow wow at the campus ground on June 21st Aboriginal day

The First Nations lounge could be bigger; it's always crowded. Simple initiatives such as bringing in someone to discuss breathing and what it does for the body and what happens to our breathing when we are stressed. Same with dehydration and what it does to the body/brain.

More financial support or awards for continuing studies. As well as more information sent to me regarding all that is offered to me, I received no information yet when registering ticked Metis and Aboriginal that should flag me to receive more information regarding the programs offered. I was very disappointed to see that there were no awards or bursaries offered to continuing studies students, very disappointing.

Perhaps have Aboriginal student services in a more open and visible location. Also maybe have the staff working there make a better effort to introduce themselves and get to know all Aboriginal students at OC possibly by setting up meeting times and reaching out. If there are program-based opportunities for Aboriginal students, have them advertised by teachers or directly to students they would be applicable to.

There needs to be a larger student center

10

THINGS TO KNOW FROM THE 2017 ABORIGINAL STUDENT SURVEY

1

87%

Nearly all Aboriginal students answering the 2017 Aboriginal Student Satisfaction Survey report that attending Okanagan College has been a good experience for them

2

RESPONSIBILITIES BEYOND COLLEGE

32 per cent of Aboriginal students are responsible for children at home. More than half of the surveyed Aboriginal students are working, with 20 per cent working 35 or more hours per week



3



CULTURE RESPECTED

72 per cent of surveyed Aboriginal students agreed that their culture is respected – eight per cent disagreed (with 7% disagreeing and 1% strongly disagreeing)

4



MORE CULTURAL ACTIVITIES AND EVENTS

62 per cent of surveyed Aboriginal students said they would like to see more Aboriginal cultural events and activities offered by Okanagan College

5



FIRST GENERATION POST-SECONDARY STUDENTS

39 per cent of surveyed students said their parents or guardians either did not graduate high school or did not go beyond high school



6



POSITIVE CLASSROOM EXPERIENCES

Most surveyed students – 87 per cent – said they always or usually had positive experiences inside the classroom. (Eight per cent said sometimes and two per cent said seldom or never.)

7

DIFFERENT SOURCES OF SUPPORT

37 per cent of surveyed Aboriginal students reported that Band or Metis sponsorship was the main source of financial support for their education. 41 per cent reported their main sources of funding were student loans, savings or parents. The remaining 22 per cent reported the majority of their support came from other sources such as grants, bursaries and scholarships.



8



STUDENT CENTRES & SERVICES

Only 15 per cent of survey respondents didn't know about the Aboriginal Student Centres, but 56 per cent didn't know about the Aboriginal Transitional Planners and 41 per cent didn't know about the Co-op, Graduate and Student Employment Centre. 16 per cent didn't know about the learning or success centres.

9

1,695+ ABORIGINAL STUDENTS

About nine per cent of Okanagan College's domestic students are Aboriginal (First Nation, Métis or Inuit).

10



OC A FIRST CHOICE

For 79 per cent of survey respondents, Okanagan College was their first choice of post-secondary schools to attend.





Submission of Information from Senior Staff to the Board of Governors

REPORT TITLE

Community College Survey of Student Engagement (CCSSE) - 2017

DATE

Nov. 15, 2017

BACKGROUND INFORMATION

For example: • Purpose • History • Other relevant information

Okanagan College has participated in CCSSE in alternate years. since 2011 The survey of students is created and tabulated by the University of Texas and administered at Okanagan College by our Institutional Research department. In 2017, Okanagan College was the only Canadian post-secondary institution to participate.

ACTION REQUIRED

For example: • For consultation • For information • For approval (including resolution; see language below)

For information

STRATEGIC PLAN ¹ALIGNMENT

With which Key Directions is this topic aligned? (please choose all those that are applicable)

Key Directions:

- Support learner readiness and success
- Excelling in teaching, programming, and applied research
- Working with, and learning from, the Indigenous community
- Serving and engaging the community
- Focusing on organizational sustainability
- Not an initiative driven by the Strategic Plan but necessary for operational purposes

COMMENTS FROM THE PRESIDENT

For information

REPORT PREPARED AND SUPPORTED BY (include name and title)

Jan O'Brien, Manager Institutional Research, Allan Coyle, Director, Public Affairs

This document is intended to be a cover sheet only (eg one page)

If supporting documents are required, please attach them.

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

¹ Strategic Plan can be found at: www.Okanagan.bc.ca/toward2020

November 2017

Results, benchmarks and trends from the fourth CCSSE survey conducted at Okanagan College since 2011.

Draft 3.0

2017 CCSSE Report to Leadership

Survey Results

Jan O'Brien

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Contents

Executive Summary	3
Background to CCSSE	4
Okanagan College Results for 2017	5
Cohort and Sample Description	5
Cohort Comparison.....	6
2017 KPI Update	7
Significant Differences	9
Satisfaction with Student Services	11
Reason for Attending	14
Trends at Okanagan College	15
Active and Collaborative Learning Benchmark: ACTCOLL	16
Student Effort Benchmark: STUEFF	16
Academic Challenge Benchmark: ACCHALL	17
Student-Faculty Interaction Benchmark: STUFAC	17
Support for Learners Benchmark: SUPPORT	17
First Generation and Other Factors	18
First Generation	18
Enrolment	19
Reasons why Students would Withdraw from Class or the College.....	21
Age	22
Conclusion	23
Appendix: CCSSE Benchmarks.....	24
Active and Collaborative Learning.....	24
Student Effort.....	24
Academic Challenge	24
Student-Faculty Interaction	24
Support for Learners	24
Appendix: 2015-2017 Significant Difference.....	25
Appendix: Satisfaction and Importance scores and responses.....	28
Appendix: Classes in Sample	29
Appendix: CSSE Cohort.....	31

Executive Summary

Okanagan College has participated in the Community College Survey of Student Engagement (CCSSE) four times on a biannual basis: 2011, 2013, 2015 and 2017. CCSSE is administered out of the University of Texas' Center for Community College Student Engagement in Austin. The Center pulls together the results from related questions into five factors, or "benchmarks." Between 2013 and 2015, there were no statistically significant changes; however, in 2017, three of the five benchmark scores were down significantly from the year before: Student Effort, Student-Faculty Interaction, and Support for Learners.

There were 661 complete responses from OC students to the 2017 survey, or 83 per cent of the 800 target. Ninety-three per cent of survey respondents said they would recommend Okanagan College to their friends or family, down slightly from 2015, but not significantly. In 2017, 86.8 per cent of international students would recommend the College down from 93.1 per cent in 2015; but still up from 79.2 per cent in 2013. More than 94 per cent of domestic students would recommend the College, which is a significant difference compared to international students.

Would you recommend this college to a friend or family member?				
CCSSE Year	2011	2013	2015	2017
Percentage that responded "Yes"	92.6	94.4	95.0	93.3

Just over 93 per cent of part-time students would recommend the College to others and 95.1 per cent full-time would recommend the College; the difference between part-time and full-time students is not statistically significant in 2017.

In 2017, 86.5 per cent of students said that their educational experience at Okanagan College was good (56.4) or excellent (29.1), which is not significantly different from 2015. This year's results are similar to past years: 2015 (87.8), 2013 (89.6), and 2011 (84.8).

Twenty engagement questions had significant differences lower from 2015 to 2017. With regards to the questions on *satisfaction*, *importance* and *frequency of use* of student services, there were significant differences with the frequency of use for several services, including the advising services. The largest gaps between the scores for importance and satisfaction are for academic advising, career counseling, job placement, financial aid advising, and transfer credit assistance. Of these, financial aid advising was significantly more important.

In 2017, the survey instrument was revised with new questions and scales and the cohort is a one-year group: 297 colleges in total. Okanagan College was the only Canadian college in this year so there are no Canadian comparators. Going forward, if other Canadian colleges participate in either 2018 or 2019 CCSSEs, further reporting against these colleges' results could be made available.

Background to CCSSE

The Community College Survey of Student Engagement (CCSSE) is an international survey conducted since 2001. The survey is administered and governed from the University of Texas, Austin. The current survey instrument was updated in 2017 with new and revised questions as well as response codes. The survey is used as a benchmarking instrument against other institutions, a diagnostic tool to determine areas of improvement, and a monitoring device to assess institutional effectiveness over time.

This year marks the fourth time that Okanagan College has engaged the CCSSE survey. The survey results form part of the College's Key Performance Indicators (KPIs). Results from previous surveys are available in the reports tab in myOkanagan. CCSSE benchmark definitions are available in the appendix.

In 2017, there were 297 colleges participating in CCSSE. This year, Okanagan College was the only Canadian college that participated. Previously, there were three other Canadian colleges who had participated in each cohort. More information about the cohort and sample can be found in the appendix.

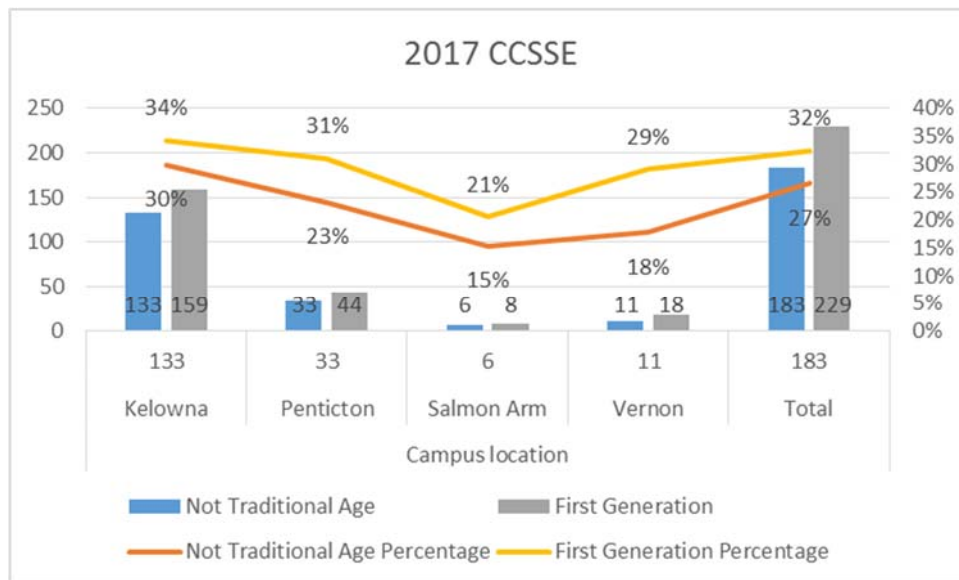
While CCSSE is based on an American instrument, the results have been studied in a Canadian context and have been found to be valid. A report on this can be found on the Higher Education Quality Council of Ontario's (HEQCO) website. For more information on CCSSE, please see the website ccsse.org.

Okanagan College Results for 2017

Cohort and Sample Description

In 2017, there were 297 participating colleges in the CCSSE cohort, 135 small institutions (fewer than 4,500 FTEs), 74 medium-sized colleges (4,500 to 7,999 FTEs) and 63 large colleges (8,000 to 14,999 FTEs).

This year, 661 Okanagan College students responded to the survey. Fifty-five per cent of the respondents are female. Overall, 73 per cent of students are of the “traditional age,” under 25 years old. Over 84 per cent of Salmon Arm and 82 per cent of Vernon respondents are under 25 years old.



Eighty-six per cent of respondent say English is their native language. Across campuses, between 21 and 34 per cent of respondents said they are the first generation of their family to attend post-secondary. Seventy-eight per cent of students said they started their studies at Okanagan College. Fifteen per cent of respondents are international (up from nine per cent in 2015).

Campus location		Survey Year			
		2011	2013	2015	2017
Kelowna	Count	484	489	602	464
	%	67.7%	65.8%	73.6%	65.6%
Penticton	Count	69	106	78	142
	%	9.7%	14.3%	9.5%	20.1%
Salmon Arm	Count	94	31	25	39
	%	13.1%	4.2%	3.1%	5.5%
Vernon	Count	68	117	113	62
	%	9.5%	15.7%	13.8%	8.8%
Total	Count	715	743	818	707

Cohort Comparison

The sample of 65 classes included 36 from Kelowna, 10 from Vernon, 14 from Penticton, and five in Salmon Arm. In terms of the sample, we surveyed 59 of the 65 classes in the original sample; we were unable to survey seven in total: three in Kelowna, one in Vernon, and two in Penticton.

	Adjusted Survey Count	Target	Percentage
<i>2015</i>	781	800	98%
<i>2017</i>	661	800	83%

<i>College</i>	% Male	% Female	% Full Time	% Part Time
<i>2015</i>	46	54	57	43
<i>2017</i>	45	55	54	46

<i>College</i>	Overall Survey Completion %	Within Class %	% of Sampled Classes Surveyed
<i>2015</i>	65	67	93
<i>2017</i>	53	63	88

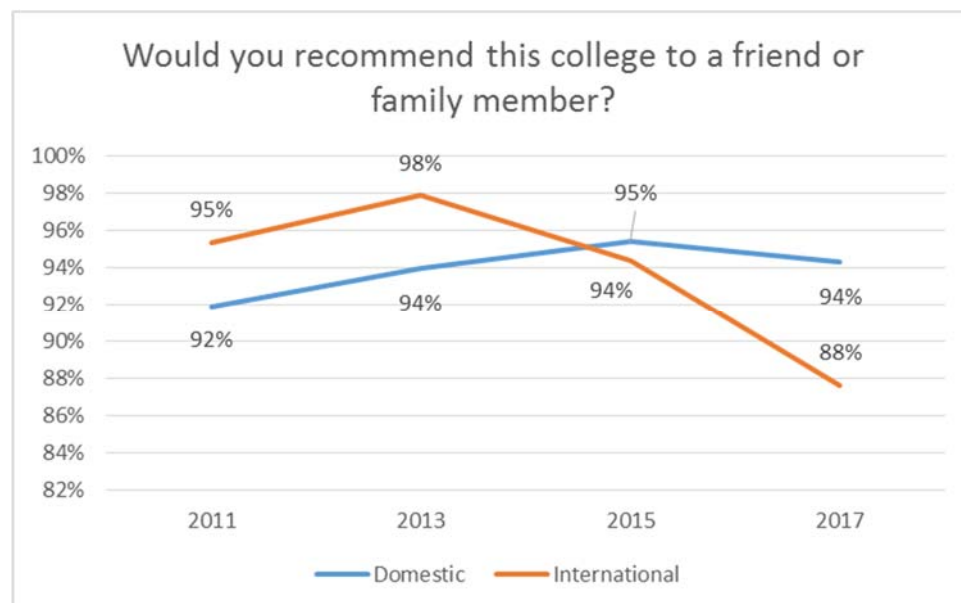
The sample frame of 570 classes (with start dates in the winter term stable enrolment timeframe) was sent to CCSSE for sampling. There were eight trades program areas in the frame (nine courses), but none of these were chosen in the final sample by the CCSSE administrators at the University of Texas. Please see the appendix for more information on the cohort and sample.

2017 KPI Update

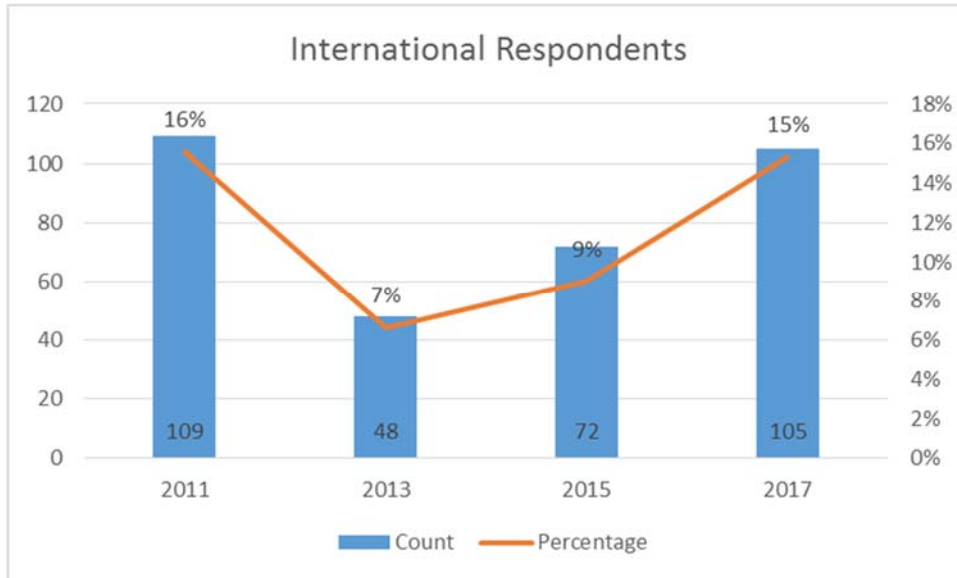
The CCSSE benchmarks are included in Okanagan College's Key Performance Indicators (KPIs). As well, two additional CCSSE questions are included in the KPIs: *Would you recommend the College*, and *Satisfaction with education experience*. In 2015, 95 per cent of students said they would recommend the College to their friends or family, up slightly from 2013 (94.4) and 2011 (92.6). Comparing this to the Student Satisfaction Survey in 2016, which asked: "I would recommend my program or course to other people;" 88 per cent of students agreed that they would, 89 per cent of domestic students (37 of 452) and 84 per cent of international students (31 of 37 agreed they would recommend their program and three disagreed).

Would you recommend this college to a friend or family member?		CCSSE Survey Year			
		2011	2013	2015	2017
Yes	Count	652	687	761	689
	% within Survey Year	92.6%	94.4%	95.0%	93.3%
No	Count	52	41	40	46
	% within Survey Year	7.4%	5.6%	5.0%	6.7%
Total	Count	704	728	801	689

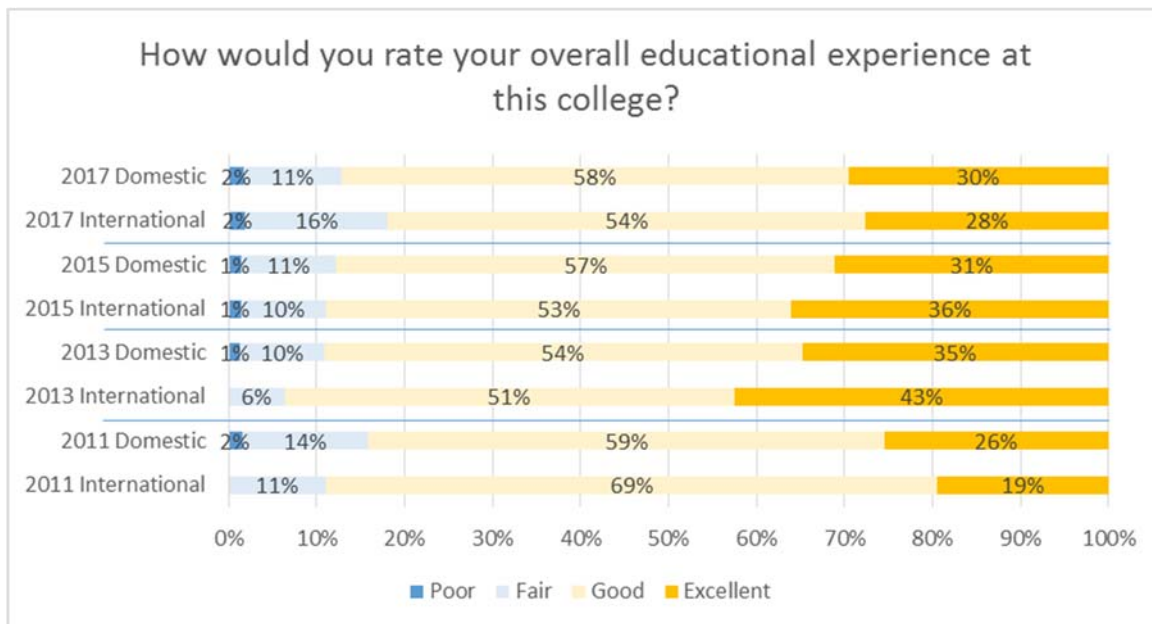
The percentage of international students who would recommend the College has decreased significantly since 2013 from 98 per cent to 88 per cent. However, the numbers of international students surveyed is small and this may cause larger fluctuations year to year.



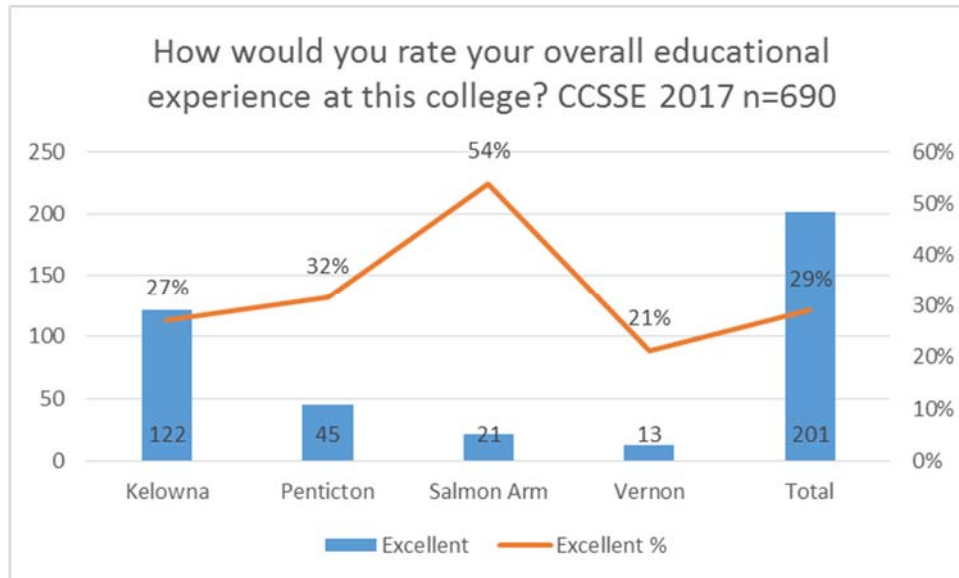
The total number of respondents who said they were international students is fifteen per cent, a total count of 105 students in 2017.



In total, 86.5 per cent of all students said that their educational experience at Okanagan College was good (57.4) or excellent (29.1) in 2017, similar results to results in 2015 (87.8), 2013 (89.6) and 2011 (84.8). The result is not significantly different from 2015.



The results between campuses is significant this year. The percentage of students in 2017 who replied *excellent* was highest at Salmon Arm and lowest for Vernon (see appendix for cohort by campus).



Significant Differences

Please see the appendix for table of significant differences. The following are engagement questions scoring significantly worse in 2017 than in 2015.

- Came to class without completing readings or assignments
- Discussed grades or assignments with an instructor
- Talked about career plans with an instructor or advisor
- Discussed ideas from your readings or classes with instructors outside of class
- Had serious conversations with students of a different race or ethnicity other than your own
- Number of books read on your own (not assigned) for personal enjoyment or academic enrichment
- Number of written papers or reports of any length
- Internship, field experience, co-op experience, or clinical assignment
- Developmental/remedial writing course
- Developmental/remedial math course
- Helping you cope with your non-academic responsibilities (work, family, etc.)
- Providing the financial support you need to afford your education
- Acquiring job or work-related knowledge and skills
- Speaking clearly and effectively
- Thinking critically and analytically
- Solving numerical problems
- Working effectively with others
- Learning effectively on your own
- Developing clearer career goals
- Gaining information about career opportunities

The following show improved scores in 2017.

- Made a class presentation
- Worked on a paper or project that required integrating ideas or information from various sources
- Number of assigned textbooks, manuals, books, or book-length packs of course readings

The following student services were reported to be used less frequently in 2017 than in 2015

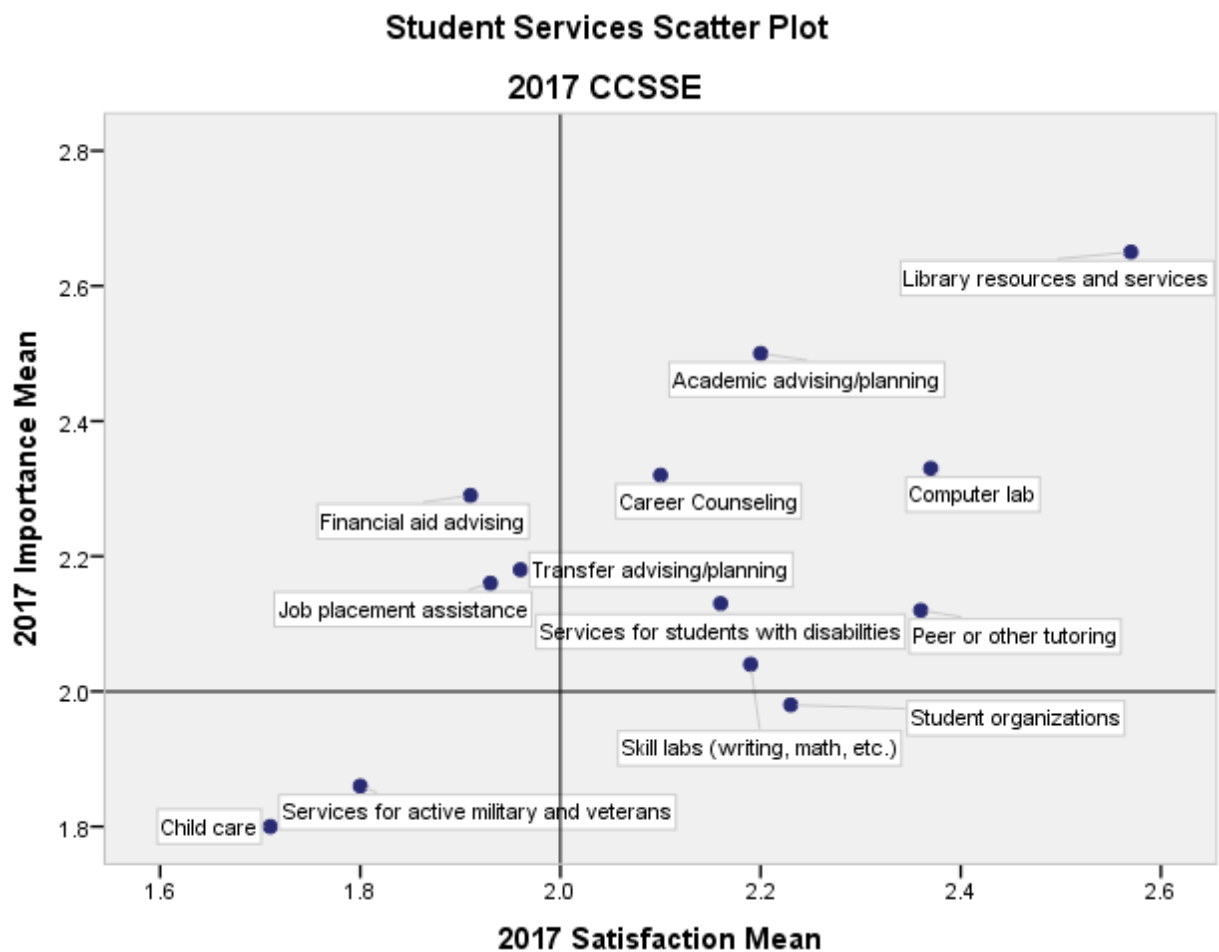
- Academic advising/planning
- Career counseling
- Job placement assistance
- Peer or other tutoring
- Skill labs (writing, math, etc.)
- Child care
- Financial aid advising
- Computer lab
- Student organizations
- Transfer advising/planning
- Services for students with disabilities

Child care and financial aid advising were reported significantly more important in 2017. Peer or other tutoring was the only service with a significant difference in satisfaction, and students were more satisfied.

Satisfaction with Student Services

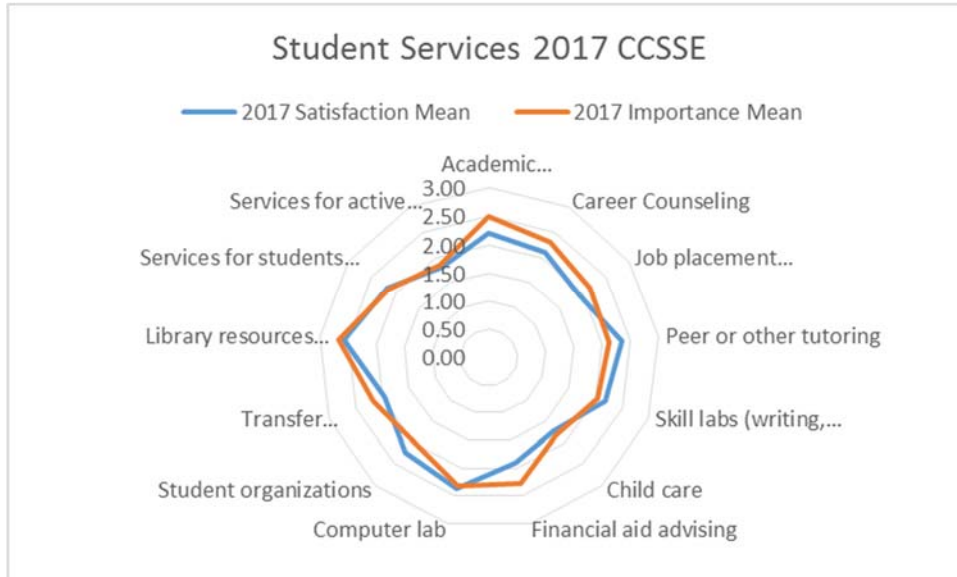
Satisfaction and importance mean (average) scores are plotted on a scatter plot with satisfaction on the x-axis and importance on the y-axis. The services that appear in the top right-hand corner are those with the highest satisfaction and the highest importance.

The question scale is *not at all* (1), *somewhat* (2), and *very* (3). The scatter plot below is intersected at two, the value for somewhat satisfied and somewhat important. Items in the top right are above both scores for somewhat satisfied, while the scores in the top left quadrant have satisfaction scores that are below somewhat satisfied and may require further investigation. Services for Military/Vets and Library services were new questions this year. Some services questions have low responses: 56 students answered the question on satisfaction with childcare, 49 answer the question on veteran services, and 83 answered the question on satisfaction with disability services; while 467 students answered the question on academic advising/planning.

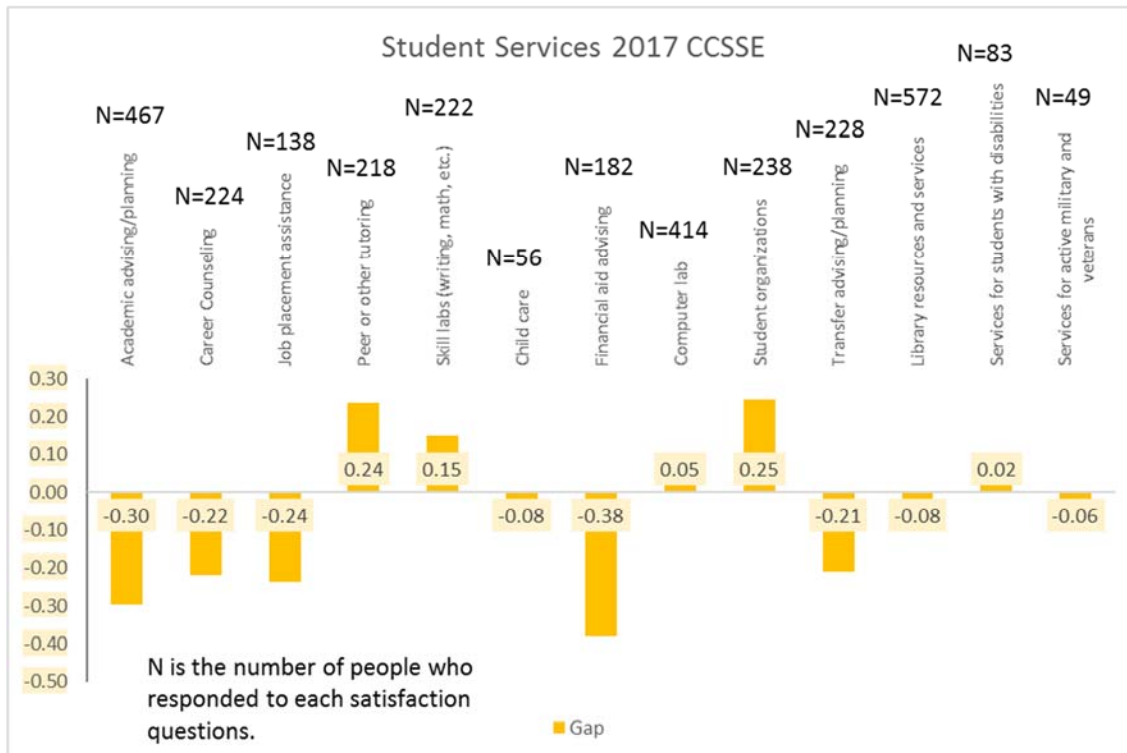


Here, the three services in the top left quadrant are the most important, with the lowest satisfaction.

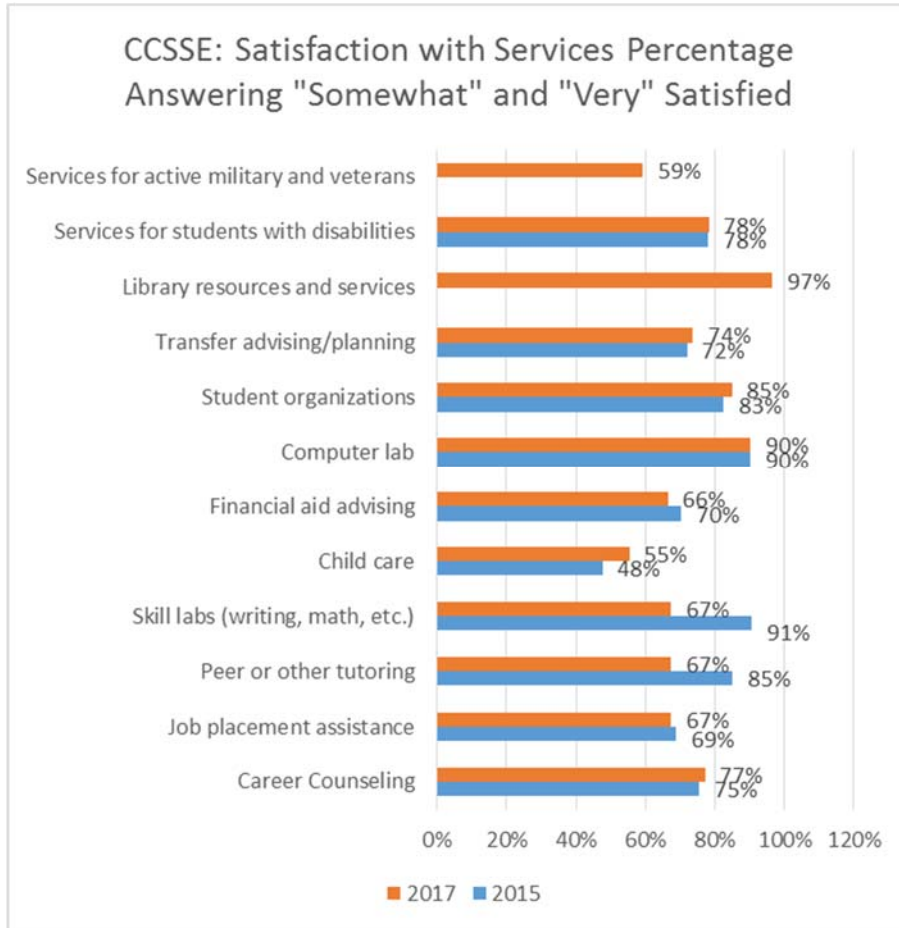
The responses for student services questions are shown below with the gaps between importance and satisfaction scores presented in the charts below. There is no real gap between satisfaction with library resources and importance of library resources, both score highly.



As shown below, the largest gaps are for advising. Academic, career, job placement, financial aid and transfer advising all have largest gaps between satisfaction and importance; that is, the importance mean scores are greater than the satisfaction scores.



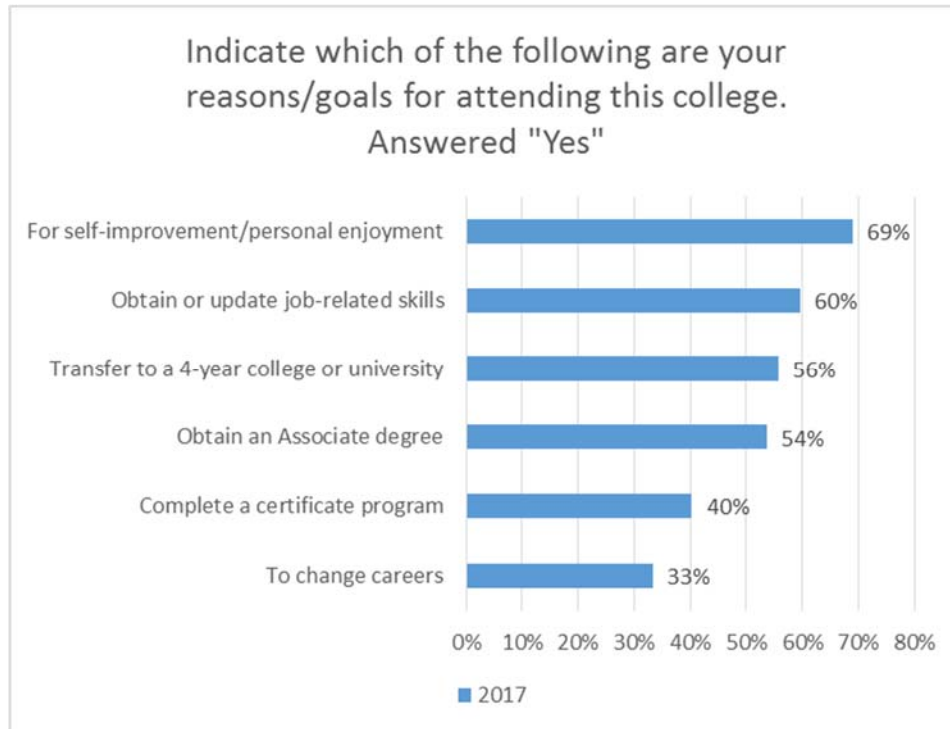
The chart below shows the percentage of students who answer "very satisfied" for the items: *How satisfied are you with the following services at this college*, compared to 2015.



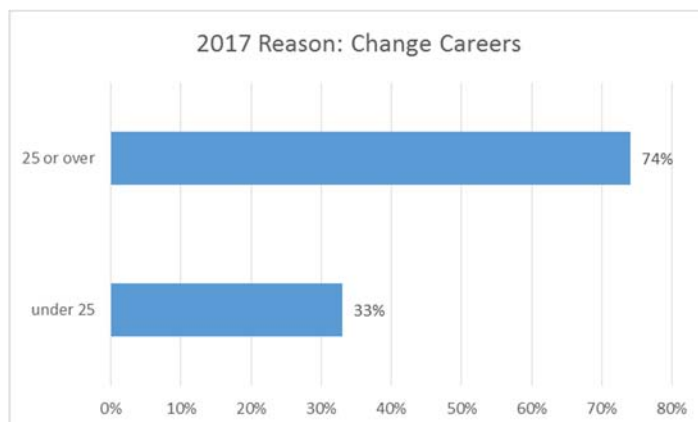
Reason for Attending

Indicate which of the following are your reasons/goals for attending this college.

The question changed scales significantly in 2017 with the scale changed to *no* and *yes* replacing *not at all*, *secondary goal*, and *primary goal*. The previous years' data are not comparable for statistical significance because of this change.

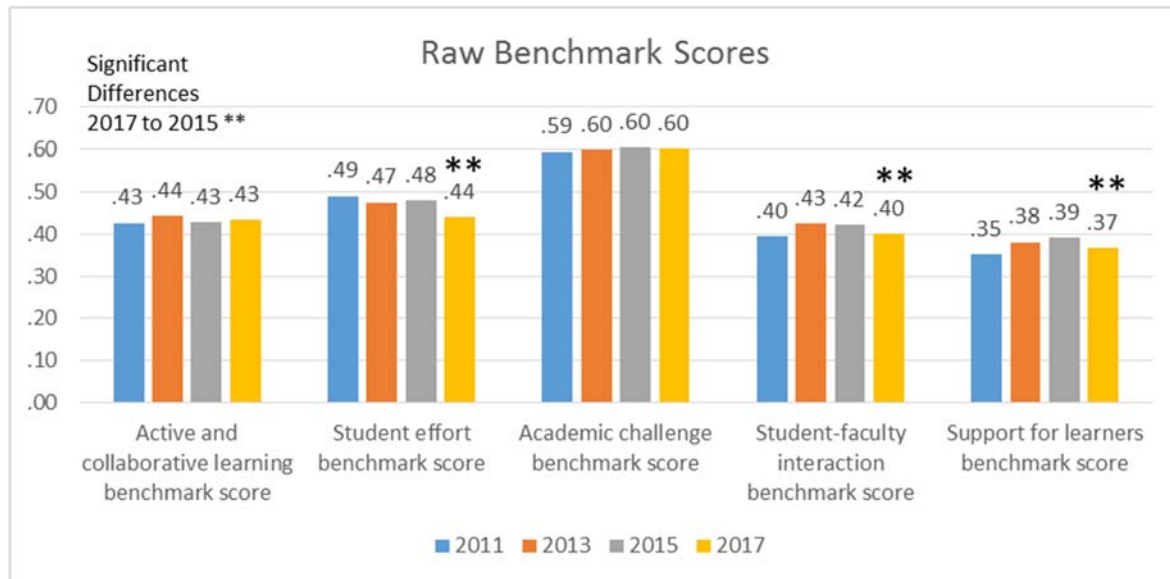


Fewer students appear to be completing a certificate program; however, this may be a function of the sampling, whether the mix of programming in the sample was the same as in 2015. Please see appendix for more information on the CCSSE cohort and sample. Seventy-four percent of respondents 25 years old or older said they were attending to change careers.



Trends at Okanagan College

There are five CCSSE benchmarks, which are calculated by rolling up scores for several related questions. A complete guide on CCSSE benchmarks and how they are calculated is available on the CCSSE.org website. There were significant differences for Student Effort, Student-Faculty Interaction, and Support in the last two survey years; all three benchmarks scored lower in 2017.



Raw benchmark scores are standardized each year so that comparison to the total cohort can be done. The total cohort scores are set to a standard mean of 50.0 and each college's scores are compared to 50.0. This year, Active and Collaborative Learning was above the mean for all medium colleges, and above the total cohort. Academic Challenge was very close to both the medium college and total scores. The other three benchmarks were below both the medium college and total scores.

CCSSE 2017 Standard	Okanagan College	Medium Colleges	Total 2017 Cohort
Benchmark	Score	Score	Score
Active and Collaborative Learning	53.2	49.5	50.0
Student Effort	47.5	49.2	50.0
Academic Challenge	49.5	49.6	50.0
Student-Faculty Interaction	42.7	50.0	50.0
Support for Learners	38.4	49.2	50.0

	Difference	Difference	Difference
Active and Collaborative Learning	3.7		3.2
Student Effort	-1.8		-2.5
Academic Challenge	-0.2		-0.5
Student-Faculty Interaction	-7.3		-7.3
Support for Learners	-10.7		-11.6

The benchmark questions that are significantly different this year are listed below. Many more detailed reports are available from Institutional Research.

Active and Collaborative Learning Benchmark: ACTCOLL

Item 4: In your experiences at this college during the current academic year, about how often have you done each of the following?						
1 = Never, 2 = Sometimes, 3 = Often, 4 = Very often						
Item	Variable	Your College	Medium Colleges		2017 Cohort	
		Mean	Mean	Effect Size**	Mean	Effect Size**
4g. Worked with classmates outside of class to prepare class assignments [ACTCOLL]	OCCGRP	2.34	1.96	0.40**	1.98	0.39**
4i. Participated in a community-based project (service-learning activity) as part of a regular course [ACTCOLL]	PARTICCBP	1.22	1.36	-0.20**	1.38	-0.21**

Student Effort Benchmark: STUEFF

Item 4: In your experiences at this college during the current academic year, about how often have you done each of the following?						
1 = Never, 2 = Sometimes, 3 = Often, 4 = Very often						
Item	Variable	Your College	Medium Colleges		2017 Cohort	
		Mean	Mean	Effect Size**	Mean	Effect Size**
4d. Worked on a paper or project that required integrating ideas or information from various sources [STUEFF]	INTEGRAT	3.09	2.85	0.26**	2.86	0.25**
4e. Come to class without completing readings or assignments [STUEFF]	CLUNPREP	2.03	1.85	0.24**	1.85	0.23**

Item 4: In your experiences at this college during the current academic year, about how often have you done each of the following?						
1 = Never, 2 = Sometimes, 3 = Often, 4 = Very often						
4e. Come to class without completing readings or assignments [STUEFF]	CLUNPREP	2.03	1.85	0.24**	1.85	0.23**

Academic Challenge Benchmark: ACCHALL

Item 5: During the current academic year, how much has your coursework at this college emphasized the following mental activities?

1 = Very little , 2 = Some , 3 = Quite a bit , 4 = Very much

Item	Variable	Your College	Medium Colleges		2017 Cohort	
		Mean	Mean	Effect Size**	Mean	Effect Size**
5f. Using information you have read or heard to perform a new skill [ACCHALL]	PERFORM	2.64	2.85	-0.22**	2.86	-0.24**

Student-Faculty Interaction Benchmark: STUFAC

Item 4: In your experiences at this college during the current academic year, about how often have you done each of the following?

1 = Never, 2 = Sometimes , 3 = Often , 4 = Very often

Item	Variable	Your College	Medium Colleges		2017 Cohort	
		Mean	Mean	Effect Size**	Mean	Effect Size**
4k. Discussed grades or assignments with an instructor [STUFAC]	FACGRADE	2.36	2.64	-0.31**	2.64	-0.31**
4l. Talked about career plans with an instructor or advisor [STUFAC]	FACPLANS	1.81	2.22	-0.43**	2.21	-0.42**
4p. Worked with instructors on activities other than coursework [STUFAC]	FACOTH	1.31	1.49	-0.22**	1.50	-0.24**

Support for Learners Benchmark: SUPPORT

Item 9: How much does this college emphasize the following?

1 = Very little , 2 = Some , 3 = Quite a bit , 4 = Very much

Item	Variable	Your College	Medium Colleges		2017 Cohort	
		Mean	Mean	Effect Size**	Mean	Effect Size**
9d. Helping you cope with your non-academic responsibilities (work, family, etc.) [SUPPORT]	ENVNACAD	1.75	2.01	-0.28**	2.03	-0.29**
9e. Providing the support you need to thrive socially [SUPPORT]	ENVSOCAL	1.96	2.21	-0.26**	2.24	-0.28**
9f. Providing the financial support you need to afford your education [SUPPORT]	FINSUPP	1.95	2.54	-0.54**	2.55	-0.55**

Item 12.1: How often have you used the following services during the current academic year?

0 = Never , 1 = 1 time , 2 = 2 - 4 times , 3 = 5 or more times

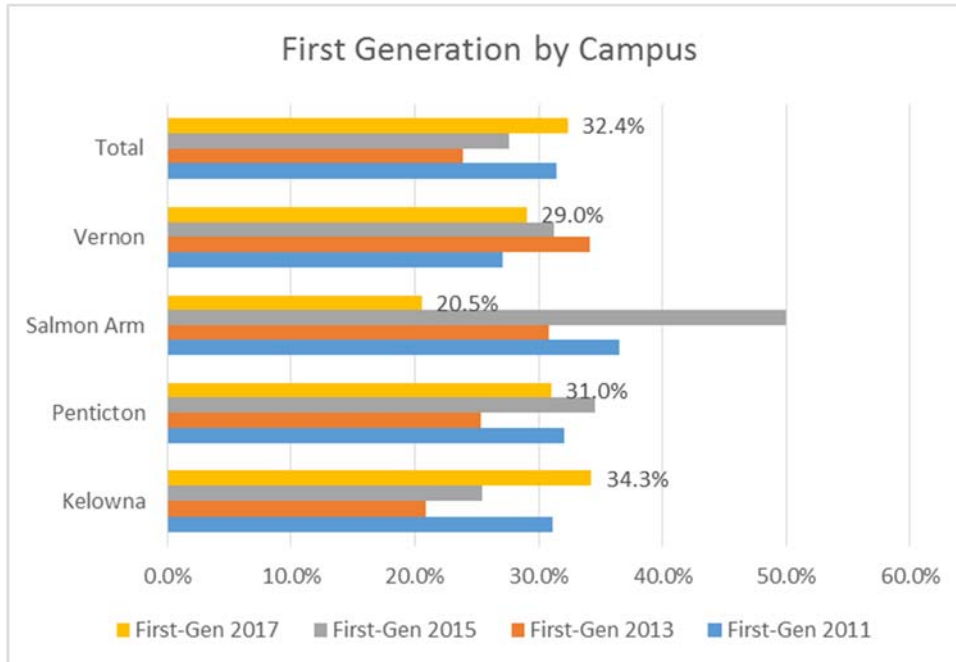
Item	Variable	Your College	Medium Colleges	Effect Size**	2017 Cohort	Effect Size**
12.1a. Academic advising / planning [SUPPORT]	FREQACAD	1.09	1.56	-0.52**	1.56	-0.52**

First Generation and Other Factors

First Generation

The percentage of first generation students (the first of their family to attend post-secondary education) has been between 24 and 32 per cent over the four survey periods. This year's survey had a total of 32 per cent or 229 students who declared themselves the first generation of their family to go to post-secondary education.

% First Generation or Not Attending Okanagan College		Survey Year			
		2011	2013	2015	2017
First-Generation	Count	168	134	170	229
	% within Survey Year	31.5%	23.8%	27.6%	32.4%



Enrolment

Over the survey years between 16 and 22 per cent of students have considered themselves studying part-time, an increasing percentage since 2011, but a smaller proportion than 2015.

Thinking about this current academic term, how would you characterize your enrolment at this college?		Survey Year			
		2011	2013	2015	2017
Less than full-time	Count	117	135	174	102
	% within Survey Year	16.6%	18.4%	21.6%	19.3%

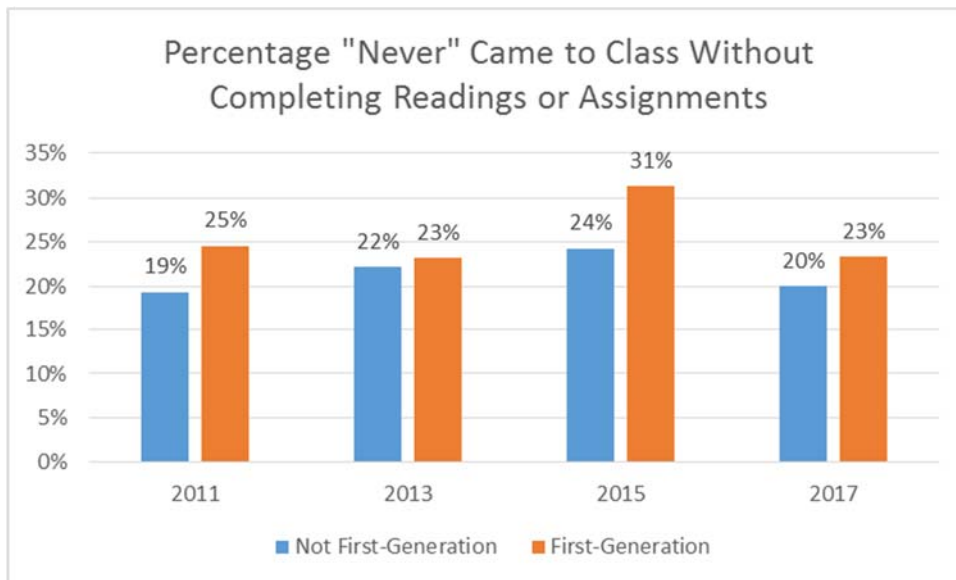
By campus, Vernon had the highest proportion of part-time students.

Thinking about this current academic term, how would you characterize your enrolment at this college? 2017		Survey Year			
		Kelowna	Penticton	Salmon Arm	Vernon
Less than full-time	Count	52	21	9	20
	% within Survey Year	11.4%	14.9%	23.1%	32.8%

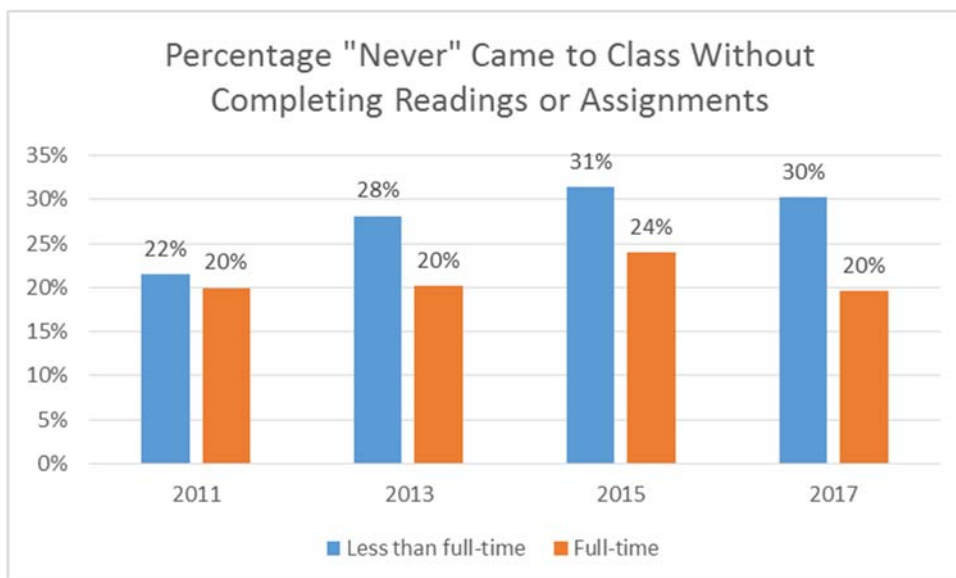
The differences between the part-time studying that was noted in 2015, whereby more women reported studying part-time, is not evident this year as the responses returned to usual levels. Gender identity is another variable that changed this year, including categories for "other" and "I prefer not to respond." Of the total 675 students who answered this question, five in total considered themselves "other" and seven preferred not to respond.

Thinking about this current academic term, how would you characterize your enrolment at this college?		Gender Identity			
		Man	Woman	Other	I prefer not to respond
Less than full-time	Count	33	67	2	0
	% within Survey Year	16.6%	18.4%	21.6%	19.3%

When asked: *How often did you come to class without completing readings or assignments*, First Generation students are more likely to answer *Never* than Not First Generation.



In 2017, students studying part-time are less likely to have come to class unprepared, without completing some of the readings or assignments; 30 per cent of students studying less than full-time report that they *never* came to class without completing readings or assignment. In 2017, 24 per cent of total respondents said *they came* to class without completing readings or assignments often or very often, 16 per cent for part-time and 25 per cent of full-time.

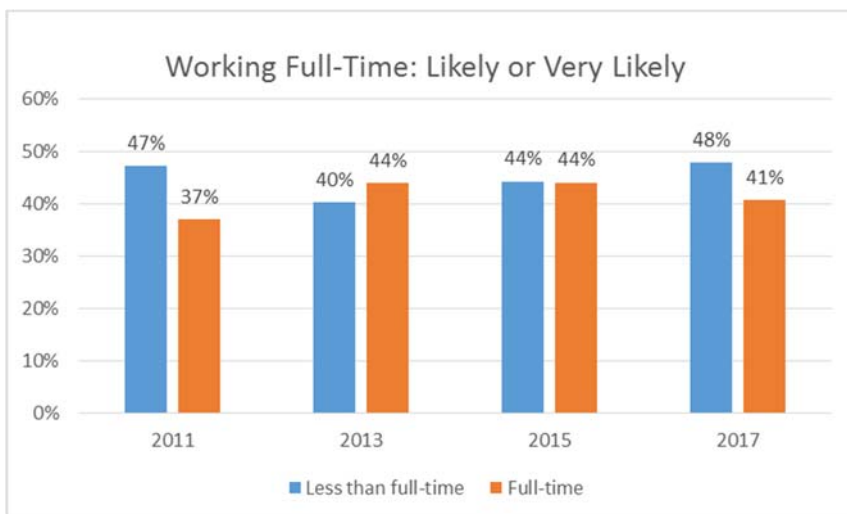
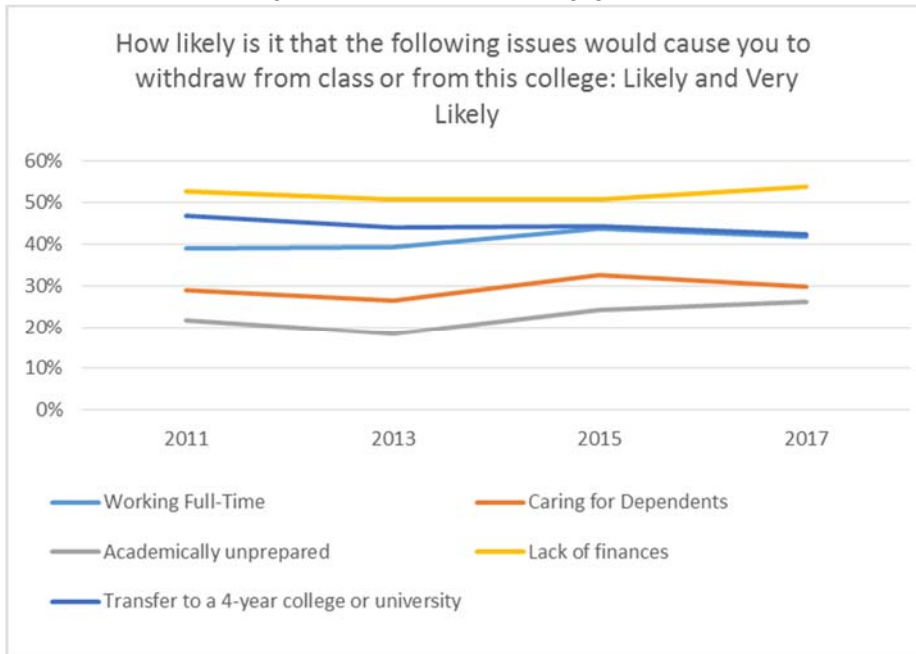


Reasons why Students would Withdraw from Class or the College.

The survey asks students the likelihood of withdrawing from class or the College for the following reasons:

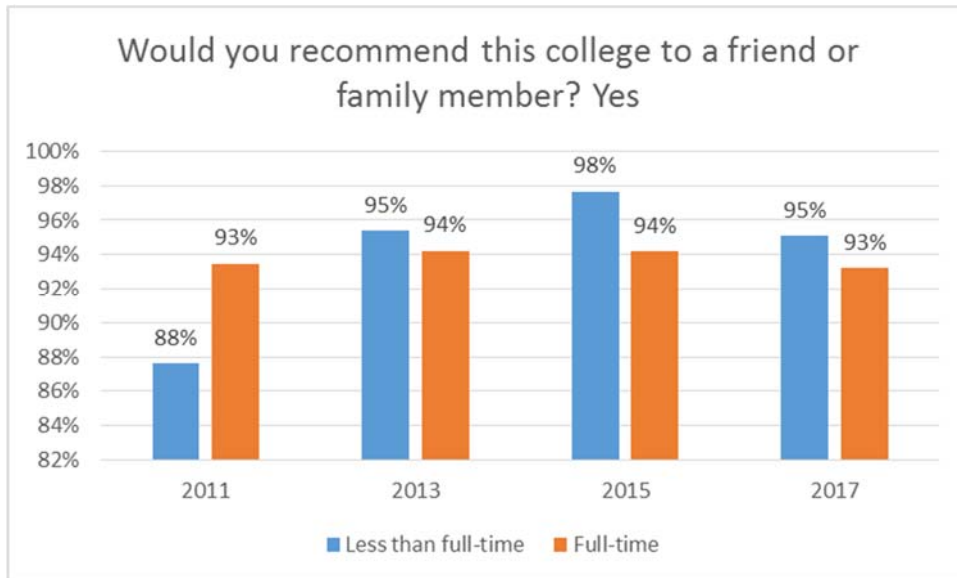
- Working Full-time
- Caring for dependents
- Academically unprepared
- Lack of finances
- Transfer to a 4-year College or University

Below are charts by reason and trend by year.



People working full-time are more likely to stop their studies than those not working full-time.

Part-time students seem to be happy with the college as an overwhelming majority would recommend the College to others. The difference is not statistically significant in 2017.



Age

Just over 73 per cent of the CCSSE respondents were younger than 25 years old, similar to past years.

Traditional Age		Survey Year			
		2011	2013	2015	2017
Under 25	Count	160	194	278	183
	% within Survey Year	68.6%	72.0%	74.6%	73.4%

Conclusion

In 2017, there were many changes and updates to the survey instrument; because of the incompatibility with earlier survey results, this year was a one-year cohort, rather than the usual three year cohort. There were no other Canadian colleges participating in 2017, and therefore no Canadian comparators for this iteration.

There were significant changes in three of the Okanagan College CCSSE benchmark scores between 2015 and 2017: Student Effort, Faculty-Student Interaction, and Support. Please see the appendix for more information on the benchmarks.

In 2017 there were 661 completed surveys, down from 2015. The participation of faculty and students requires ongoing support for the survey to be sustainable.

Generally students are satisfied with the College with over 93 per cent saying they would recommend the College and over 86 per cent saying their education experience was good or excellent. The percentage of international students who would recommend the College went from 94 per cent in 2015 to 88 per cent in 2017, a statistically significant difference. Of the 105 international students who answered the question, 12 per cent, or 13 students, said they would not recommend the College, while 88 per cent, or 92 said they would recommend the College to a friend or family member. Advising services were reportedly used less often in 2017 than in 2015.

Would you recommend this college to a friend or family member?

CCSSE	Domestic	International	Total
No 2017	33	13	46
No 2015	33	4	37
Yes 2017	544	92	636
Yes 2015	681	67	748
Total 2017	577	105	682
Total 2015	714	71	785

This is the fourth iteration for the CCSSE survey. Annual reports are posted on the College's Reports tab. Further dissemination of the results and a communication plan to the College community are being considered.

Appendix: CCSSE Benchmarks

Active and Collaborative Learning

Students learn more when they are actively involved in their education and have opportunities to think about and apply what they are learning in different settings. Through collaborating with others to solve problems or master challenging content, students develop valuable skills that prepare them to deal with real-life situations and problems.

Student Effort

Students' own behaviours contribute significantly to their learning and the likelihood that they will successfully attain their educational goals.

Academic Challenge

Challenging intellectual and creative work is central to student learning and collegiate quality. These survey items address the nature and amount of assigned academic work, the complexity of cognitive tasks presented to students, and the rigor of examinations used to evaluate student performance.

Student-Faculty Interaction

In general, the more contact students have with their teachers, the more likely they are to learn effectively and to persist toward achievement of their educational goals. Through such interactions, faculty members become role models, mentors, and guides for continuous, lifelong learning.

Support for Learners

Students perform better and are more satisfied at colleges that provide important support services, cultivate positive relationships among groups on campus, and demonstrate commitment to their success.

Appendix: 2015-2017 Significant Difference

Number of people who answered the question may be bigger than the sample size - sample size is total complete surveys but some people would have answered some questions and not others. See first one. Sample was 661 but 703 people answered that question.

Sig Diff 2015-2017

Group Statistics Engagement Questions

	Survey Year		N	Improved
	2017	2015		Not Improved
Made a class presentation	2017	703		More often
	2015	815		
Worked on a paper or project that required integrating ideas or information from various sources	2017	699		More often
	2015	807		
Came to class without completing readings or assignments	2017	697		More often
	2015	809		
Discussed grades or assignments with an instructor	2017	696		Less often
	2015	808		
Talked about career plans with an instructor or advisor	2017	699		Less often
	2015	807		
Discussed ideas from your readings or classes with instructors outside of class	2017	695		Less often
	2015	802		
Had serious conversations with students of a different race or ethnicity other than your own	2017	703		Less often
	2015	801		
Number of assigned textbooks, manuals, books, or book-length packs of course readings	2017	687		More
	2015	796		
Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	2017	693		Fewer
	2015	794		
Number of written papers or reports of any length	2017	691		Fewer
	2015	794		
Internship, field experience, co-op experience, or clinical assignment	2017	679		Fewer
	2015	787		
Developmental/remedial writing course	2017	675		Fewer
	2015	777		
Developmental/remedial math course	2017	675		Fewer
	2015	772		
Helping you cope with your non-academic responsibilities (work, family, etc.)	2017	688		Less often
	2015	793		
Providing the financial support you need to afford your education	2017	678		Less often
	2015	781		
Acquiring job or work-related knowledge and skills	2017	687		Less often
	2015	785		
Speaking clearly and effectively	2017	690		Less often

	2015	787	
Thinking critically and analytically	2017	689	Less often
	2015	788	
Solving numerical problems	2017	691	Less often
	2015	790	
Working effectively with others	2017	691	Less often
	2015	787	
Learning effectively on your own	2017	687	Less often
	2015	789	
Developing clearer career goals	2017	690	Less often
	2015	785	
Gaining information about career opportunities	2017	691	Less often
	2015	784	

Sig Diff 2015-2017

Group Statistics Services Questions

			Improved
			Not Improved
	Survey Year	N	
Frequency: Academic advising/planning	2017	682	Less Frequent
	2015	781	
Frequency: Career counseling	2017	675	Less Frequent
	2015	780	
Frequency: Job placement assistance	2017	670	Less Frequent
	2015	771	
Frequency: Peer or other tutoring	2017	661	Less Frequent
	2015	764	
Frequency: Skill labs (writing, math, etc.)	2017	659	Less Frequent
	2015	761	
Frequency: Child care	2017	666	Less Frequent
	2015	766	
Frequency: Financial aid advising	2017	665	Less Frequent
	2015	762	
Frequency: Computer lab	2017	663	Less Frequent
	2015	762	
Frequency: Student organizations	2017	660	Less Frequent
	2015	753	
Frequency: Transfer advising/planning	2017	653	Less Frequent
	2015	766	
Frequency: Services for students with disabilities	2017	666	Less Frequent
	2015	767	
Satisfaction: Peer or other tutoring	2017	218	More Satisfied
	2015	352	

Importance: Child care	2017	602	More Important
	2015	718	
Importance: Financial aid advising	2017	607	More Important
	2015	720	

Appendix: Satisfaction and Importance scores and responses.

Student Services	2017 Satisfaction Mean	2017 Importance Mean	N Satisfaction	N Importance
Academic advising/planning	2.20	2.50	467	664
Career Counseling	2.10	2.32	224	643
Job placement assistance	1.93	2.16	138	619
Peer or other tutoring	2.36	2.12	218	621
Skill labs (writing, math, etc.)	2.19	2.04	222	609
Child care	1.71	1.80	56	602
Financial aid advising	1.91	2.29	182	607
Computer lab	2.37	2.33	414	615
Student organizations	2.23	1.98	238	606
Transfer advising/planning	1.96	2.18	228	600
Library resources and services	2.57	2.65	572	640
Services for students with disabilities	2.16	2.13	83	603
Services for active military and veterans	1.80	1.86	49	602

Appendix: Classes in Sample

Campus	Course	Course Name	Enrolled	Actual	Percentage
K	CMNS 270	New Media	12	6	50%
K	BUAD 236	Accounting Computer Applic'ns	17	8	47%
K	FREN 102	Oral Expression II	4	Not able to survey	0%
K	COSC 211	Machine Architecture	27	18	67%
K	GSWS 100	Intro to Gender & Sexuality	24	22	92%
K	MATH 112	Calculus I	33	9	27%
K	PSYC 121	Intro to Psyc:Personal Functio	23	14	61%
K	PSYC 255	Intro to Psychology and Law	18	16	89%
K	BUAD 195	Financial Management	39	19	49%
K	CMNS 130	Introduction to Digital Media	17	8	47%
K	CMNS 123	Analysis& Report for Info Tech	32	16	50%
K	BUAD 209	Business Law	23	10	43%
K	ECON 261	Econ of Developing Countries	23	5	22%
K	CMNS 110	Intro to Mass Communication	31	15	48%
K	HIST 126	Western Civilization to Presen	13	9	69%
K	HIST 221	United States Since 1865	14	6	43%
K	JAPN 121	Basic Japanese II	11	2	18%
K	CHEM 128	Water Chemistry	40	23	58%
K	ENGL 126	Intro to Creative Writing II	13	11	85%
K	GSWS 100	Intro to Gender & Sexuality	40	22	55%
K	BUAD 264	Management Accounting	33	15	45%
K	ENGL 100	University Writing	17	11	65%
K	PHYS 112	Introductory Physics I	18	Not able to survey	0%
K	PSYC 270	Statistics and Data Analysis	36	Not able to survey	0%
K	BUAD 195	Financial Management	43	24	56%
K	BUAD 266	Advertising & Sales Promotion	39	29	74%
K	IALG 011	Introductory Algebra 011	19	5	26%
K	GEOG 213	Geography of Wine	9	7	78%
K	BUAD 123	Management Principles	45	32	71%
K	BUAD 247	Training and Development	36	12	33%
K	BUAD 206	The Business of Tourism	40	22	55%
K	CMNS 112	Professional Writing I	32	11	34%
K	ENGL 231	Studies in Popular Narrative	26	1	4%
K	EAPD 030	Academic Discussion Skills 3	17	14	82%
K	BUAD 293	Entrepreneurship	25	15	60%
K	COSC 126	Systems Analysis and Design	57	32	56%
P	GSWS 100	Intro to Gender & Sexuality	39	28	72%
P	ENGL 151	CWR:Short Fiction & the Novel	13	10	77%
P	PSYC 121	Intro to Psyc:Personal Functio	42	22	52%
P	PSYC 270	Statistics and Data Analysis	25	18	72%
P	ENGL 012	English 012	8	Not able to survey	0%

P	BIOL 011	Biology - 011	14	11	79%
P	COSC 121	Computer Programming II	5	5	100%
P	BUAD 273	Intermediate Accounting II	6	4	67%
P	PNSG 411	Health Promotion IV	10	Not able to survey	0%
P	MATH 160	Math for Elementary Teachers	6	5	83%
P	BIOL 133	Human Anatomy & Physiology II	15	13	87%
P	MATH 011	Mathematics 011	9	8	89%
P	PNSG 111	Health Promotion I	17	14	82%
P	HKIN 121	Biomechanics	24	13	54%
S	ECON 125	Principles of Macro-Economics	11	11	100%
S	BUAD 293	Entrepreneurship	5	5	100%
S	MATH 012	Mathematics 012	11	9	82%
S	ENGL 215	Studies in Reading Film	15	10	67%
S	FREN 111	Introductory French I	4	4	100%
V	DAA 101	Introduction to Dentistry	9	Not able to survey	0%
V	ENGL 205	Applied English Studies II	4	3	75%
V	ENGL 153	CWR:Narrative	30	16	53%
V	ENGL 216	Inter Creative Writing: Poetry	6	Not able to survey	0%
V	ENGL 100	University Writing	11	10	91%
V	SOCI 121	Introduction to Sociology II	31	21	68%
V	GEOG 129	Human Geog:Resources, Dev &Soc	12	7	58%
V	PHYS 012	Physics 012	3	2	67%
V	FREN 121	Introductory French II	4	3	75%
V	GEOG 121	Intro to Phys Geog:Water&Land	5	4	80%

The total from the sample was 1,340 enrolled in class. With almost 90 per cent of the classes surveyed, we had a raw completion of 725 responses, and a final total (complete surveys) response of 661. Some classes had few students attending; some students had already filled out the survey in another class and were not required to repeat it.

Appendix: CSSE Cohort

For more information, please see the CCSSE documentation cohort guidelines:

http://www.ccsse.org/members/survey_administration/ccsse/CCSSE_CMDF_Guidelines.pdf

The following are instructions of courses to exclude:

4. Exclude the following courses from the file:

- Those that do not count toward degree or institutional credit
- Lowest-level ESL courses
- Courses offered exclusively to high school students or incarcerated populations
- Distance learning and online-only courses
- Practicums, internships, clinicals, and co-ops
- Lab sections associated with a lecture (when both enroll the same group of students)
- Courses without a regular meeting time and location (i.e. self-paced, independent study)
- Multiple cross-listings of the same course

There were eight trades program areas (coloured in yellow in the table below) with a total of nine courses (two welding courses) that were matched the criteria and included in the cohort. Because of the short duration of the courses, apprenticeships were not part of the cohort.

<i>class</i>	<i>Count</i>	<i>class</i>	<i>Count</i>	<i>class</i>	<i>Count</i>
AEMP	1	ELEC	1	MTFB	1
ANTH	9	ELEN	1	NRSU	1
ASTR	4	ELMC	1	NTEN	3
BAC	2	ENGL	70	NUA	2
BIOL	32	ESNT	1	OADM	4
BOOK	3	FINA	3	PHIL	9
BUAD	92	FREN	6	PHYS	14
CDA	1	GEOG	10	PNSG	5
CHEM	21	GERM	1	POLI	10
CLSN	1	GSWS	7	PSYC	26
CMNS	23	HCA	4	RACM	1
COMP	1	HIST	15	RCST	1
COSC	13	HKIN	7	RVTE	1
COST	3	HSW	3	SOCI	10
CRIM	6	IALG	2	SOCW	3
DAA	1	INDG	2	SOST	2
EA 1	5	JAPN	1	SPAN	6
EAPD	3	LSEC	1	STAT	8
EAPR	4	MAND	1	THER	1
EAPW	4	MATH	68	VIT	1
ECON	16	MECH	1	WELD	2
EESC	4	MOA	2	WINE	1
				WS 0	1

570



Submission of Information from Senior Staff to the Board of Governors

REPORT TITLE

International Tuition- Process Change

DATE

November 15, 2017

BACKGROUND INFORMATION

For example: • Purpose • History • Other relevant information

The process for setting international tuition rates has historically meant that rates are set in January for September intakes that same calendar year. In order to enable our recruiters to give prospective students an accurate indication of what tuition fees they will face, we are proposing implementation of a change to that process whereby tuition rates are set in May for intakes in September of the *following* calendar year.

See attachment H: International Tuition Process

ACTION REQUIRED

For example: • For consultation • For information • For approval (including resolution; see language below)

For approval.

Proposed Resolution:

“BE IT RESOLVED THAT the Okanagan College Board of Governors approve a change in practice allowing requests for international tuition increases to come to the Board of Governors in May of each year for implementation in September of the following calendar year”

STRATEGIC PLAN ¹ALIGNMENT

With which Key Directions is this topic aligned?? (please choose all those that are applicable)

Key Directions:

- Support learner readiness and success
- Excelling in teaching, programming, and applied research
- Working with, and learning from, the Indigenous community
- Serving and engaging the community
- Focusing on organizational sustainability
- Not an initiative driven by the Strategic Plan but necessary for operational purposes

COMMENTS FROM THE PRESIDENT

I support this motion.

REPORT PREPARED AND SUPPORTED BY (include name and title)

R. Boris – Director, International Education

C. Kushner – Vice President Students

¹ Strategic Plan can be found at: www.Okanagan.bc.ca/toward2020

Report – International Education Tuition Fees

This report is intended to inform the Board of Governors in their consideration of the motion proposed regarding changes to international tuition approval process.

Process Change

The International Education Department is requesting a change in practice to the current International Education tuition fee approval process. We are proposing that international tuition rates be set and published 16 months before they take effect. We believe that setting and publishing international tuition fee rates more than one year in advance of students' intended enrolment dates will allow us to better manage the strong recruitment markets, the increase in the number of OC programs now accepting international students, and the increase in the number of international students choosing Okanagan College.

Background Information

On an annual basis, the Okanagan College Board of Governors reviews and amends, or reviews and approves, proposals related to establishing international tuition and course fees. Historically, proposals for both international and domestic tuition rate increases have been taken to the Board for approval at the same time – to the January Finance, Audit & Risk Review Committee and then to the January Board of Governors meeting. In the past few years, we have refined our processes to ensure the implementation of appropriate fees for all courses and programs of interest to international students. Improvement is still required in the timing of the presentation of these recommendations to the Board of Governors. An improved timeline for this process would ensure appropriate lead-time for the International Education marketing team and also ensure that prospective students are given accurate information about the fees that will be charged in the year they are likely to begin their studies at Okanagan College.

Goals / Benefits

- Ensure the ability to advertise international tuition rates well in advance of recruitment initiatives.
- Ensure that the International Education marketing team has accurate tuition rate information to share with potential students, agents and partners when they embark on their annual fall recruitment trips.
- Keep a competitive marketing edge for Okanagan College international recruitment by ensuring that Okanagan College remains an institution of choice for international students.
- Ensure that we have a complete, consistent and transparent approach in setting tuition fees for international students for all of our programs.

Recommendation

That the Board approve a change in practice allowing requests for international tuition increases to come to the Board of Governors in May each year for implementation in September of the following calendar year. For example: any increase approved at the May 2018 Board meeting would take effect September 2019.

2018 Meeting Dates

Okanagan College Board of Governors

Month	Committee Meetings <i>all meetings are in Kelowna</i>	Board Meeting	Location of Board Meeting
January	January 16 > Executive > Finance	January 30	Central Okanagan
February	February 13 > Executive > Finance	February 27 (if required)	Central Okanagan
March	March 13 > Executive > Finance > Governance	March 27	North Okanagan (Vernon)
April	April 10 > Executive > Governance > HR > PRC	April 24 (if required)	Central Okanagan
May	Friday, May 11 > Executive > Finance (Audit) > Governance > HR	May 29	Central Okanagan
June	June 12 > Executive > Finance	June 26	South Okanagan (Penticton)
July	NO MEETINGS		
August	NO MEETINGS		
September	September 11 > Campus Planning > Executive > Finance > Governance	September 25	Shuswap/Revelstoke Region (Revelstoke)
October	October 16 > Executive	October 29 & 30 <i>PD Sessions - In Camera</i>	Central Okanagan
November	November 13 > Executive > Finance > HR > Governance > PRC	November 27	Central Okanagan
December	<i>Finance conference call to approve Forecast</i>	NO MEETING	

- > Board meetings are normally the last Tuesday of the month with the exception of May.
- > Colleges and Institutes Canada Conference is in Victoria, BC from April 30-May 2, 2018.

Committee Meetings:

Executive will meet every month unless otherwise notified.

Finance, Audit and Risk Review will meet: January, February, March, May (Audit), June, September and November.

Campus Planning will meet as needed

Human Resources (HR) will meet in April and November

Governance will meet in March, May, September and November

President's Review Committee (PRC) will meet in April and November

Education Council – Submission to the Board November 2017

Education Council met on October 5, 2017 and November 2, 2017 and approved 3 new courses, 12 course revisions, 3 program revisions, 1 new program, graduands and some 2018 – 2019 schedules which are included in this report.

October 5, 2017 Education Council meeting

Revised Programs

Recommended Motion:

“BE IT RESOLVED THAT the Board approve the program revision: Network and Telecommunications Engineering Technology Diploma, as recommended by Education Council and as presented.”

Network and Telecommunications Engineering Technology Diploma

Program revision:

- Program outline
- **Rationale:**
- Update the math course title, there is only one math course in the program. This is the only change
- **Program tables:**

Existing		Proposed	
MATH 127	Math for Network and Telecom Engineering Tech I	MATH 127	Math for Network and Telecom Engineering Tech

Implementation date: September 2017

Costs: n/a

Recommended Motion:

“BE IT RESOLVED THAT the Board approve the program revision: Human Service Work Diploma, as recommended by Education Council and as presented.”

Human Service Work Diploma

Program revision:

- Addition of courses
- Graduation requirements
- Program outline

Rationale:

Historically, students had an option of taking *either* HSW 123 *or* SOCW 200A to meet program requirements and both have similar learning outcomes. However, SOCW200A is also a university transfer course and more students have been taking this course to enable better transferability to university programs. An increasing need for a concentrated focus on applied professionalism skills and values, professional communication, objective report writing and self-care strategies was identified in the last Tier III review therefore a new course, HSW 100 will replace HSW 123.

Graduation requirements:

Current:

HSW 102, HSW 106, HSW 107, HSW 108, HSW 111, HSW 114, HSW 122, HSW 123 or SOCW 200A; HSW 124, HSW 130, HSW 205, HSW 206, HSW 210, HSW 211, HSW 220, HSW 230; SOCW 200B; ENGL 100, ENGL 150 or ENGL 151; PSYC 111, PSYC 121, PSYC 220; Plus 3 UT Electives (9 credits)

Proposed:

HSW 100, HSW 102, HSW 106, HSW 107, HSW 108, HSW 111, HSW 114, HSW 122; SOCW 200A; HSW 124, HSW 130, HSW 205, HSW 206, HSW 210, HSW 211, HSW 220, HSW 230; SOCW 200B; ENGL100, 1ENGL 150 or ENGL 151; PSYC 111, PSYC 121, PSYC 220; 2 UT Electives (6 credits)

Reason:

SOCW 200A will become a mandatory course and HSW 123 will be removed from the offerings. HSW 100 will be added as a new additional core mandatory 3 credit course. This addition necessitates the removal of one 3 credit elective course.

Implementation date: September 2018

Costs: Library (one-time) \$1500.00

Recommended Motion:

“BE IT RESOLVED THAT the Board approve the new program: Collision Repair and Refinishing Diploma, as recommended by Education Council and as presented.”

Collision Repair and Refinishing Diploma

New program:

Rationale:

Currently in the Automotive Collision Repair Industry, the average age of an Automotive Collision Technician is 54 years, individuals entering the trade to replace those technicians is at an all-time low. Added to this a growing demand for individuals to fill office roles that were once traditionally occupied from technicians wanting to make a career move or perhaps start their own business. In the Automotive industry vehicles are rapidly becoming more complex to repair, and more than ever technicians are required to be educated on vehicle repair procedures and shop operations at a much broader range than that of a first year apprentice. The Collision Repair and Refinishing Diploma program is intended to provide that level of Collision Repair training to both international and domestic students, from which they will be educated with theories, and practical skills of current vehicle repair procedures and business functions. The program will fully prepare the students for the Automotive Collision Repair Industry by providing students with automotive collision, refinishing, estimating, business management and glass repair skills.

Calendar description:

This two-year diploma program is designed for both international and Canadian students who wish to obtain employment in the automotive industry as an Automotive Collision Repair Technician, Refinishing Preparation Technician or Auto Glass Technician. The program begins by providing the student with the first year of apprenticeship training followed by second year courses that focus on industry required skills in estimating, office management and entrepreneurship.

This unique program provides training in four technical areas which include automotive refinishing preparation, automotive refinishing, automotive collision repair and auto glass repair and replacement. Each of these areas will be covered providing the graduate with completion of four modules of level one technical training. Upon successful completion of the technical training, students will be eligible to write the provincial Industry Training Authority standardized examinations.

Admission requirements:

- B.C. secondary school graduation, or equivalent, or 19 years of age and out of secondary school for at least one year as of the first day of classes.
- English 11 with minimum 50% or equivalent or an IELTS 6.0 (no band less than 5.5) or TOEFL 60.
- A minimum 50% in one of:
Mathematics Grade 10
Foundations of Mathematics and Pre-calculus Grade 10
Both Adult Basic Education Math 071/072
Or a minimum of 50% in the ABLE mathematics test.
- Relevant trades experience may be assessed for entry into this program.
- Year Two entry - A student who has successfully completed the Collision Repair/Refinishing Prep Technician Foundation Program within the previous five years is also eligible for admittance into the second year of this diploma program.

Residency requirements:

This program must be completed in its entirety at Okanagan College.

Graduation requirements:

Graduates must complete the 22 courses with a minimum passing grade of 60% in each course. Students must achieve an overall average grade of 70% in each year.

Graduates receive an Okanagan College Collision Repair and Refinishing Diploma

Courses/hours:

Course #	Course Name	Course Hours
Year 1		
CRRD 110	Workplace Safety	30
CRRD 115	Tools and Equipment	60
CRRD 120	Collision Facility Operations	30
CRRD 125	Essential Trade Skills	60
CRRD 130	Cutting and Heating Technologies	30
CRRD 135	Welding	120
CRRD 140	Fundamentals of Collision Repair	150
CRRD 145	Sheet Metal/Aluminum Repair	150
CRRD 150	Plastics and Composite Repair	60
CRRD 155	Surface Preparation	150
CRRD 160	Undercoats	60

Year 2		
CRRD 210	Plan Work	30
CRRD 215	Trade Practice	60
CRRD 220	Topcoats	150
CRRD 225	Paint Problems and Repairs	30
CRRD 230	Pre-Delivery	60
CRRD 235	Mechanical Components	90
CRRD 240	Automotive Glass	120
CRRD 245	Shop Management and Estimating	90
CRRD 250	Collision Impact Analysis	120
CRRD 255	Advanced Repair Techniques	120
CRRD 260	Preparation for Employment	30
	Total Hours	1800

Tuition:

Domestic	12466.44
International	30053.04

Costs:

	One-time	Ongoing
Introduction	500.00	200.00
Equipment and Supplies	8,000.00	27,000.00
Library	1500.00	450.00
Staffing	15,273.75	118,3120.24
Other costs (renovating, etc)		500.00
Total estimated costs	25,273.75	146,470.24

November 2, 2017 Education Council meeting

Revised Programs

Recommended Motion:

“BE IT RESOLVED THAT the Board approve the program revision: Civil Engineering Technology Diploma as recommended by Education Council and as presented.”

Civil Engineering Technology Diploma

Program revision:

- Program outline
- Revision of courses

Rationale:

The "Suggested Okanagan College Electives" section in the Civil Engineering Program Outline currently offers transfer options for UBCO Engineering students who wish to enroll in the Civil Engineering Technology Program at Okanagan College. The department would like to remove this option. The change to the lab hours more accurately reflects the following; what is currently done for the courses, to facilitate better scheduling, and to allow the students more hands on experiences in the laboratory.

Program outline:

Current	Proposed
<p>Semester One CIEN 131 Drafting I CIEN 139 Construction Surveying 1 CIEN 133 Concrete Technology (2,2,0) CIEN 134 Statics and Strength of Materials I CIEN 136 Applications for Engineering Principles COSC 115 Microcomputer Orientation CMNS 133 Technical Writing and Communications I MATH 113 Mathematics for Civil Engineering Technology I Co-op Education/Employment Seminar</p>	<p>Semester One CIEN 131 Drafting I CIEN 139 Construction Surveying 1 CIEN 133 Concrete Technology (2,3,0) CIEN 134 Statics and Strength of Materials I CIEN 136 Applications for Engineering Principles COSC 115 Microcomputer Orientation CMNS 133 Technical Writing and Communications I MATH 113 Mathematics for Civil Engineering Technology I Co-op Education/Employment Seminar</p>
<p>Semester Two CIEN 141 Drafting II CIEN 149 Construction Surveying 2 CIEN 143 Highway Material Testing I (2,2,0) CIEN 144 Statics and Strength of Materials II CIEN 145 Elementary Hydraulics CIEN 147 Software Applications for Engineering Technology CIEN 148 Structural Design MATH 123 Mathematics for Civil Engineering Technology II CIEN 101 Co-op Work Term I (May - August) 4 months CIEN 102 Co-op Work Term II (September - December) 4 months</p>	<p>Semester Two CIEN 141 Drafting II CIEN 149 Construction Surveying 2 CIEN 143 Highway Material Testing I (2,3,0) CIEN 144 Statics and Strength of Materials II CIEN 145 Elementary Hydraulics CIEN 147 Software Applications for Engineering Technology CIEN 148 Structural Design MATH 123 Mathematics for Civil Engineering Technology II CIEN 101 Co-op Work Term I (May - August) 4 months CIEN 102 Co-op Work Term II (September - December) 4 months</p>
<p>Semester Three CIEN 231 Watershed Management CIEN 232 Construction Estimating CIEN 233 Engineering Soils CIEN 234(1) Structural Design in Wood [remove superscript 1] CIEN 235(1) Municipal Design (2,2,0) [and remove superscript 1] CIEN 236(1) Highway Materials Testing II (2,2,0) [and remove superscript 1] CIEN 237 Design of Urban Road Systems</p>	<p>Semester Three CIEN 231 Watershed Management CIEN 232 Construction Estimating CIEN 233 Engineering Soils CIEN 234 Structural Design in Wood [remove superscript 1] CIEN 235 Municipal Design (2,2,5,0) [and remove superscript 1] CIEN 236 Highway Materials Testing II (1,3,0) [and remove superscript 1] CIEN 237 Design of Urban Road Systems</p>

<p>CMNS 143 Technical Writing and Communications II CIEN 103 Co-op Work Term III (May - August) 4 months</p>	<p>CMNS 143 Technical Writing and Communications II CIEN 103 Co-op Work Term III (May - August) 4 months</p>
<p>Semester Four CIEN 240 Project CIEN 241 Project Management CIEN 242 Steel Detailing and Estimating CIEN 244(1) Structural Design in Concrete [remove superscript 1] CIEN 245(1) Municipal Engineering [remove superscript 1] CIEN 246(1) Pavements [remove superscript 1] CIEN 248 Construction Law CIEN 249 Computer Applications for Civil Engineering</p>	<p>Semester Four CIEN 240 Project CIEN 241 Project Management CIEN 242 Steel Detailing and Estimating CIEN 244 Structural Design in Concrete [remove superscript 1] CIEN 245 Municipal Engineering [remove superscript 1] CIEN 246 Pavements [remove superscript 1] CIEN 248 Construction Law CIEN 249 Computer Applications for Civil Engineering</p>

REMOVE SECTION BELOW FROM CALENDAR

<p>Suggested Okanagan College</p> <p>CHEM 111 Principles of Chemistry I CHEM 112 Introductory Chemistry I EESC 111 Earth and Environmental MATH 112 Calculus PHYS 111 Calculus-Based (1) Students may replace, with approval from the Civil Engineering Technology department, two of the following CIEN courses with the Okanagan College courses listed below or equivalents of equal credit (six credits maximum). Students may replace one structural course (CIEN 234 or CIEN 244), and/or one materials course (CIEN 236 or CIEN 246) and/or municipal course (CIEN 235 or CIEN 245)</p>

Proposed date of implementation: January 2018

Costs: n/a

2018 – 2019 Academic Schedules

Office Administration Schedule 2018-2019

Accounting/Bookkeeping Certificate (20 weeks)

Recommended Motions:

“BE IT RESOLVED THAT the Okanagan College Board of Governors approve the 2018/19 Accounting/Bookkeeping Certificate Schedule as recommended by Education Council and presented here.”

Kelowna

2018

September 3	Labour Day (no classes)
September 4	Orientation
September 5	Classes start
October 8	Thanksgiving Day (no classes)
November 11	Remembrance Day
November 12	Statutory Holiday (no classes)
December 18	Last day of classes before Christmas break
December 22 – January 1	Christmas Closure (no classes) – Okanagan College closed to the public

2019

January 2	Classes resume
February 16	Classes end

Administrative Assistant Certificate (37 weeks)

Recommended Motions:

“BE IT RESOLVED THAT the Okanagan College Board of Governors approve the 2018/19 Administrative Assistant Certificate Schedule as recommended by Education Council and presented here.”

Kelowna, Salmon Arm, Vernon

2018

September 3	Labour Day (no classes)
September 4	Orientation
September 5	Classes start
October 8	Thanksgiving Day (no classes)
November 11	Remembrance Day
November 12	Statutory Holiday (no classes)
December 18	Last day of classes before Christmas break
December 22 – January 1	Christmas Closure (no classes) – Okanagan College closed to the public

2019

January 2	Classes resume
February 11	Family Day (no classes)
March 25 - 29	Mid-Semester Break (no classes)
April 19 - 22	Easter (no classes)
May 20	Victoria Day (no classes)
June 21	Classes End

Office Assistant Certificate (17 weeks)

Recommended Motions:

“BE IT RESOLVED THAT the Okanagan College Board of Governors approve the 2018/19 Office Assistant Certificate Schedule as recommended by Education Council and presented here.”

Kelowna, Salmon Arm, Vernon, Penticton

2018

September 3	Labour Day (no classes)
September 4	Orientation
September 5	Classes start
October 8	Thanksgiving Day (no classes)
November 11	Remembrance Day
November 12	Statutory Holiday (no classes)
December 18	Last day of classes before Christmas break
December 22 – January 1	Christmas Closure (no classes) – Okanagan College closed to the public

2019

January 2	Classes resume
January 18	Classes end

Kelowna

2019

February 12	Classes start
March 25 - 29	Mid-Semester Break (no classes)
April 19 - 22	Easter (no classes)
May 20	Victoria Day (no classes)
June 21	Classes End

Legal Administrative Assistant Certificate (Litigation - 19 weeks)

Recommended Motions:

“BE IT RESOLVED THAT the Okanagan College Board of Governors approve the 2018/19 Legal Administrative Assistant Certificate Schedule as recommended by Education Council and presented here.”

Kelowna only

2018

September 3	Labour Day (no classes)
September 4	Orientation
September 5	Classes start
October 8	Thanksgiving Day (no classes)
November 11	Remembrance Day (no classes)
November 12	Statutory Holiday (no classes)
December 18	Last day of classes before Christmas break
December 22 – January 1	Christmas Closure (no classes) – Okanagan College closed to the public

2019

January 2	Classes resume
January 22	Classes end

(Corporate/Conveyancing - 20 weeks)

Kelowna only

2019

January 29

February 11

April 19 - 22

May 20

June 18

Classes Start

Family Day (no classes)

Easter (no classes)

Victoria Day (no classes)

Classes end

VOCATIONAL HEALTH & SOCIAL DEVELOPMENT SCHEDULE 2018-19 (partial)

Therapist Assistant Diploma

Recommended Motions:

“BE IT RESOLVED THAT the Okanagan College Board of Governors approve the 2018/19 Therapist Assistant Diploma Schedule as recommended by Education Council and presented here.”

Kelowna

2018

September 3	Labour Day (no classes)
September 4	Classes start
October 8	Thanksgiving Day (no classes)
November 11	Remembrance Day
November 12	Statutory Holiday (no classes)
December 6	Classes end
December 8 - 19	Final exam period
December 22 – January 1	Christmas closure (no classes) – Okanagan College closed to the public

2019

January 1	New Year’s Day (no classes)
January 2	Classes start
February 11	Family Day (no classes)
April 8	Classes end
April 15 – 29	Final exam period
April 19 – 22	Easter (no classes or exams)
April 15	Start of Fall Intake 2017 Preceptorship
April 29	Start of Fall Intake 2018 Practicum
June 21	End of Fall Intake 2017 Preceptorship
June 21	End of Fall Intake 2018 Practicum

Certified Dental Assistant

Recommended Motions:

“BE IT RESOLVED THAT the Okanagan College Board of Governors approve the 2018/19 Certified Dental Assistant Certificate Schedule as recommended by Education Council and presented here.”

Kelowna

2018

August 27	Classes start for Semester I
September 3	Labour Day (no classes)
October 8	Thanksgiving Day (no classes)
November 11	Remembrance Day
November 12	Statutory Holiday (no classes)
December 14	Semester I ends
December 22 – January 1	Christmas closure (no classes) – Okanagan College closed to the public

2019

January 1	New Year's Day (no classes)
January 2	Semester II starts
February 11	Family Day (no classes)
March 28	Semester II ends
April 8	Classes start for Semester III
April 19 – 22	Easter (no classes or exams)
May 20	Victoria Day (no classes)
June 19	Classes end for Semester III

Health Care Assistant Certificate

Recommended Motions:

“BE IT RESOLVED THAT the Okanagan College Board of Governors approve the 2018/19 Health Care Assistant Certificate Schedule as recommended by Education Council and presented here.”

Kelowna

Fall 2018

August 20	Classes start
September 3	Labour Day (no classes)
October 8	Thanksgiving Day (no classes)
November 11	Remembrance Day
November 12	Statutory Holiday (no classes)
December 21	Last day of classes before Christmas closure
December 22 – January 1	Christmas closure (no classes) – Okanagan College closed to the public

2019

January 1	New Year's Day (no classes)
January 2	Classes resume
February 11	Family Day (no classes)
February 20	Classes End

Penticton, Vernon

Fall 2018

October 22	Classes start
November 11	Remembrance Day (no classes)
November 12	Statutory Holiday (no classes)
December 21	Last day of classes before Christmas closure
December 22 – January 1	Christmas closure (no classes) – Okanagan College closed to the public

2019

January 1	New Year's Day (no classes)
January 2	Classes resume
February 11	Family Day (no classes)
April 19 – 22	Easter (no classes or exams)
April 25	Classes End

Kelowna

Winter 2019

January 1	New Year's Day
January 2	Classes begin
February 11	Family Day (no classes)
April 19 – 22	Easter (no classes or exams)
May 20	Victoria Day (no classes)
June 19	Classes End

Kelowna and Salmon Arm

Summer 2019

April 29	Classes begin
May 20	Victoria Day (no classes)
July 1	Canada Day
August 5	BC Day (no classes)
September 2	Labour Day (no classes)
October 14	Thanksgiving Day (no classes)
October 23	Classes end

Pharmacy Technician Certificate

To be determined at a later date

Early Childhood Education Diploma

To be determined at a later date

Human Service Work Diploma

To be determined at a later date

Practical Nursing Diploma

To be determined at a later date

Adult Special Education Schedule 2018 – 2019

Recommended Motions:

“BE IT RESOLVED THAT the Okanagan College Board of Governors approve the 2018/19 Adult Special Education Schedule as recommended by Education Council and presented here.”

Fall 2018

Semester One: September 4, 2018 to January 25, 2019

2018

September 3	Labour Day (no classes)
September 4	Classes start (Orientation)
October 8	Thanksgiving Day (no classes)
November 11	Remembrance Day
November 12	Statutory Holiday (no classes)
December 17	Last day of classes before Christmas break
December 22 – January 1	Christmas closure (no classes) – Okanagan College will be closed to the public

2019

January 1	New Year's Day
January 2	Classes resume
January 25	Classes end Semester One
Jan 28, 29	Semester break (no classes)

Winter 2019

Semester Two: January 30, 2019 to June 19, 2019

2019

January 30	Classes start
February 11	Family Day (no classes)
February 12	Study break (no classes)
March 18 – 22	Study break (no classes)
April 19 – April 22	Easter (no classes)
May 20	Victoria Day (no classes)
June 19	Classes end Semester Two



Submission of Information from Senior Staff to the Board of Governors

REPORT TITLE

Fall 2017 Stable Enrolment report

DATE

Nov. 7, 2017

BACKGROUND INFORMATION

For example: • Purpose • History • Other relevant information

The Stable Enrolment report is to provide the Board of Governors with a synopsis of September 2017 enrolment numbers at stable enrolment date (September 15), the last date to add an academic course.

The Stable Enrolment report gives a partial picture of the overall enrolment of students at Okanagan College. It includes all programs where students begin their studies in September, but reports incomplete enrolments for programs with start dates prior to or following the beginning of September.

There are two different methods of counting students used in the Stable Enrolment report:

- 1) Headcount: counts individual students in a program, regardless of the number of courses the student is taking. It does not differentiate between full time and part time students; each is counted as one headcount. This count does not include exchange, visiting, or unclassified academic students.
- 2) Credits: counts the total number of billing credits being taken in a discipline area. This is directly related to tuition revenue. This count includes exchange, visiting, and unclassified academic students.

Credits are reflective of all students taking a particular course; for example, an English course may have students from Arts, Business and Science attending. This is thus quite different from headcount, which simply counts students enrolled in a particular program. Credits give the best measure of tuition revenue.

Both International and Domestic students are included and for the first time this year we have enough historic information to be able to include Continuing Studies enrolments.

ACTION REQUIRED

For example: • For consultation • For information • For approval (including resolution; see language below)
For information

STRATEGIC PLAN ¹ALIGNMENT

With which Key Directions is this topic aligned?? (please choose all those that are applicable)

Key Directions:

- Support learner readiness and success
- Excelling in teaching, programming, and applied research
- Working with, and learning from, the Indigenous community
- Serving and engaging the community
- Focusing on organizational sustainability
- N/A - Not a Strategic Plan initiative

¹ Strategic Plan can be found at: www.Okanagan.bc.ca/toward2020

COMMENTS FROM THE PRESIDENT

For Information.

REPORT PREPARED AND SUPPORTED BY (include name and title)

Allan Coyle, Director, Public Affairs

Jan O'Brien, Institutional Research

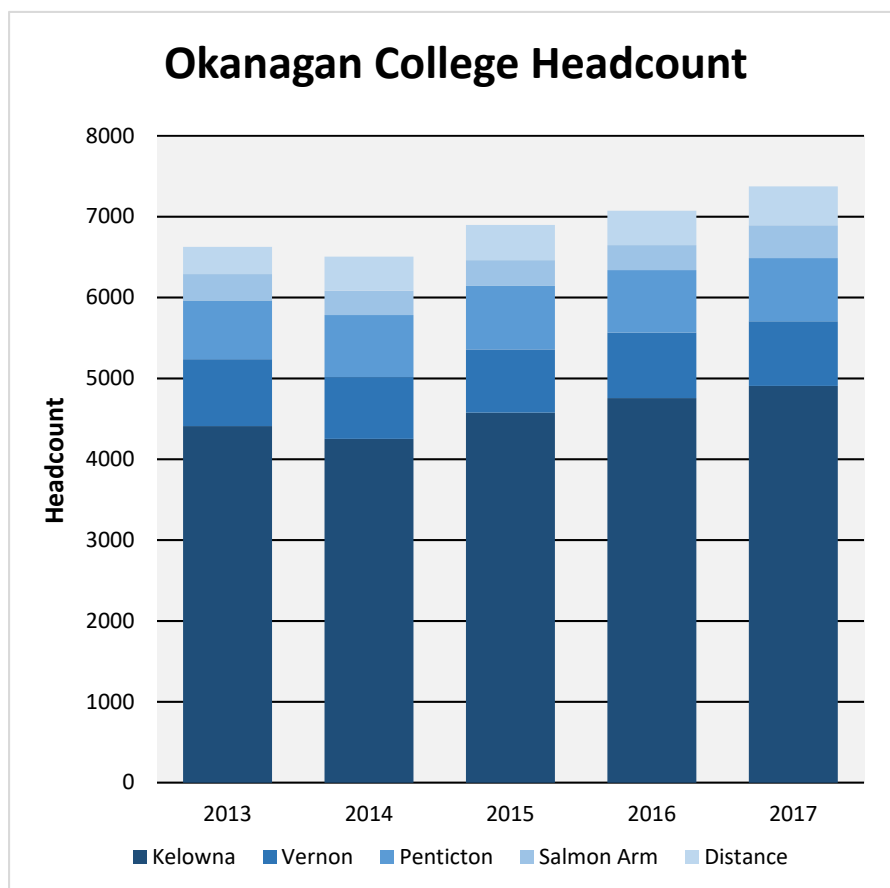
*This document is intended to be a cover sheet only (eg one page)
If supporting documents are required, please attach them.*

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

Stable Enrolment: Report for Board of Governors September 2017

Okanagan College Total Fall Headcount*

Fall 2017 overall headcounts are up 4 per cent compared to fall 2016. Headcounts increased at the Kelowna, Penticton, and Salmon Arm campuses, as well as distance learning. Headcounts decreased slightly from fall 2016 to fall 2017 at the Vernon campus. International student headcount across all campuses increased from 683 in fall 2016 to 876 in fall 2017. International students in the 2016-17 fiscal year generated 802 FTEs, and the latest projections estimate 906 International FTEs for the 2017-18 fiscal year.



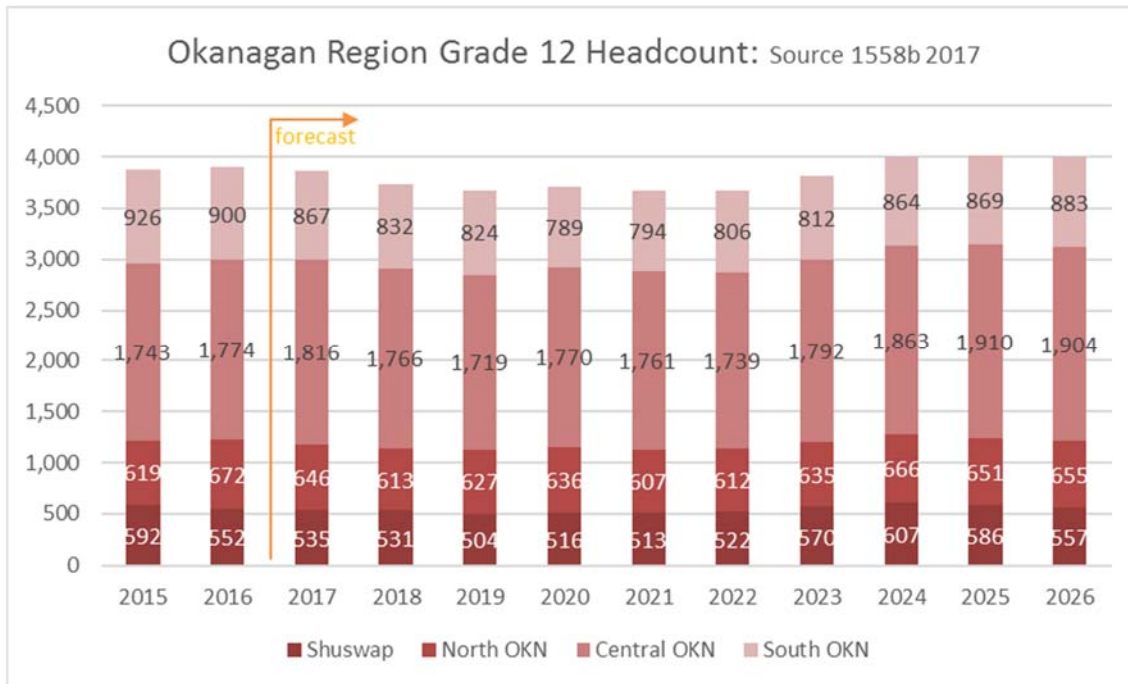
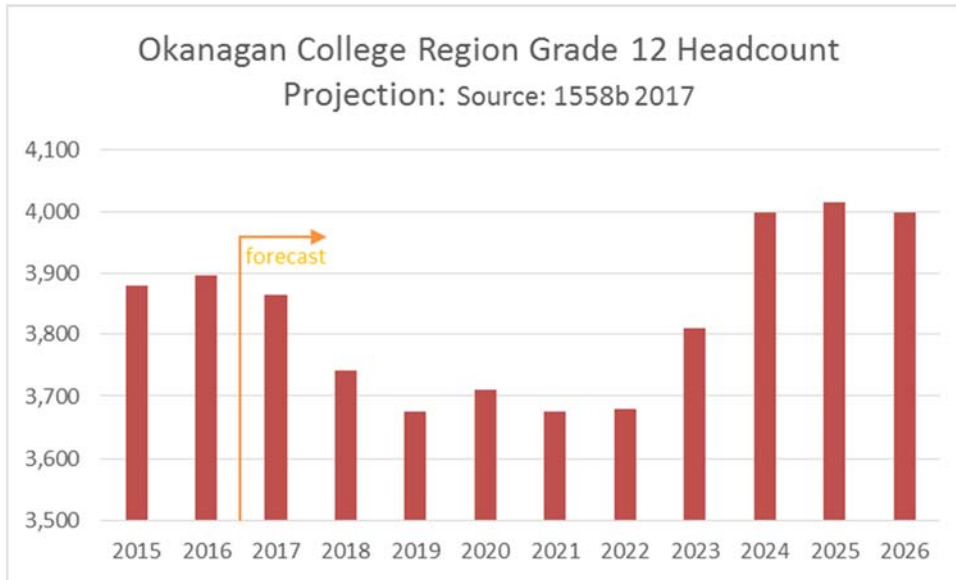
September Headcount, all programs

<i>Okanagan College Domestic and International Headcount</i>	2015	2016	2017	% change from fall 2016 to fall 2017
<i>Kelowna</i>	4576	4755	4906	3.2%
<i>Vernon</i>	782	811	800	-1.4%
<i>Penticton</i>	785	773	782	1.2%
<i>Salmon Arm</i>	318	309	404	30.7%
<i>Distance</i>	436	424	482	13.7%
Total	6897	7072	7374	4.3%

Total fall headcounts exclude unclassified, exchange, and visiting students.

Stable Enrolment: Report for Board of Governors September 2017

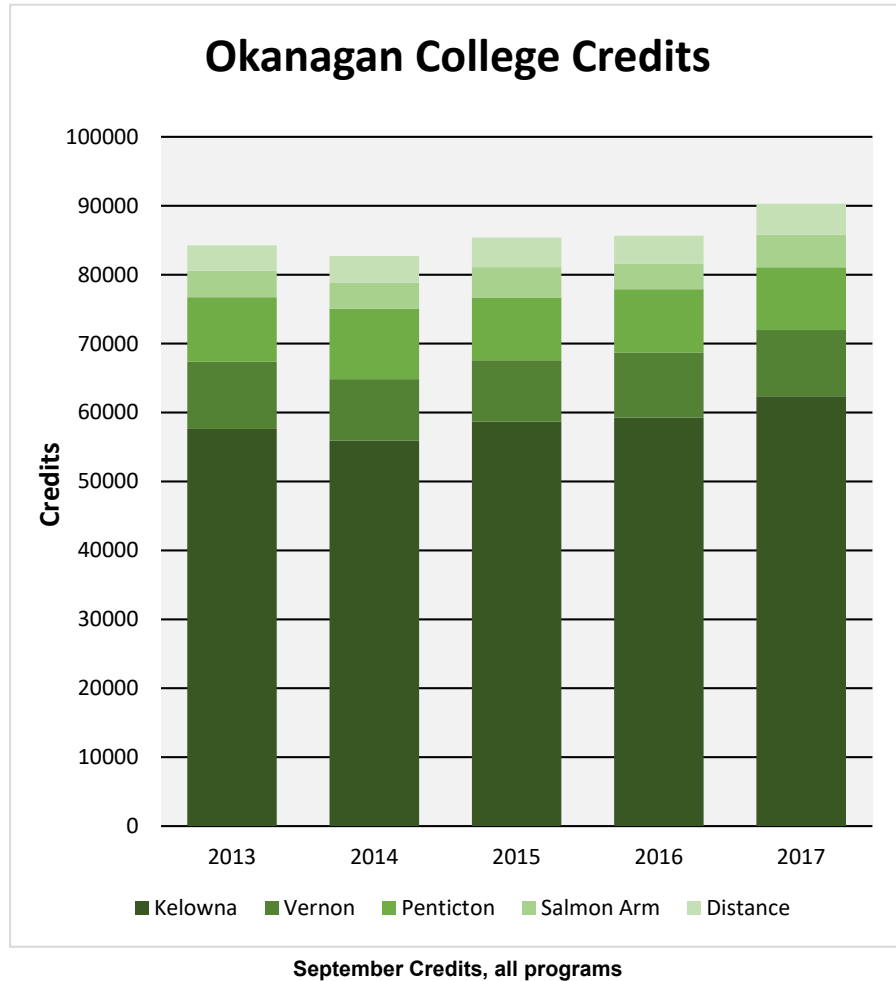
Headcounts for the Grade 12 classes in the Okanagan College region are projected to remain lower for the next few years before increasing, beginning in 2022.



School districts included for regions are Shuswap (SD 19, 83); South Okanagan (SD 67, 53, 58); North Okanagan (SD 22); Central Okanagan (SD 23).

Stable Enrolment: Report for Board of Governors September 2017

Okanagan College Total Fall Credits



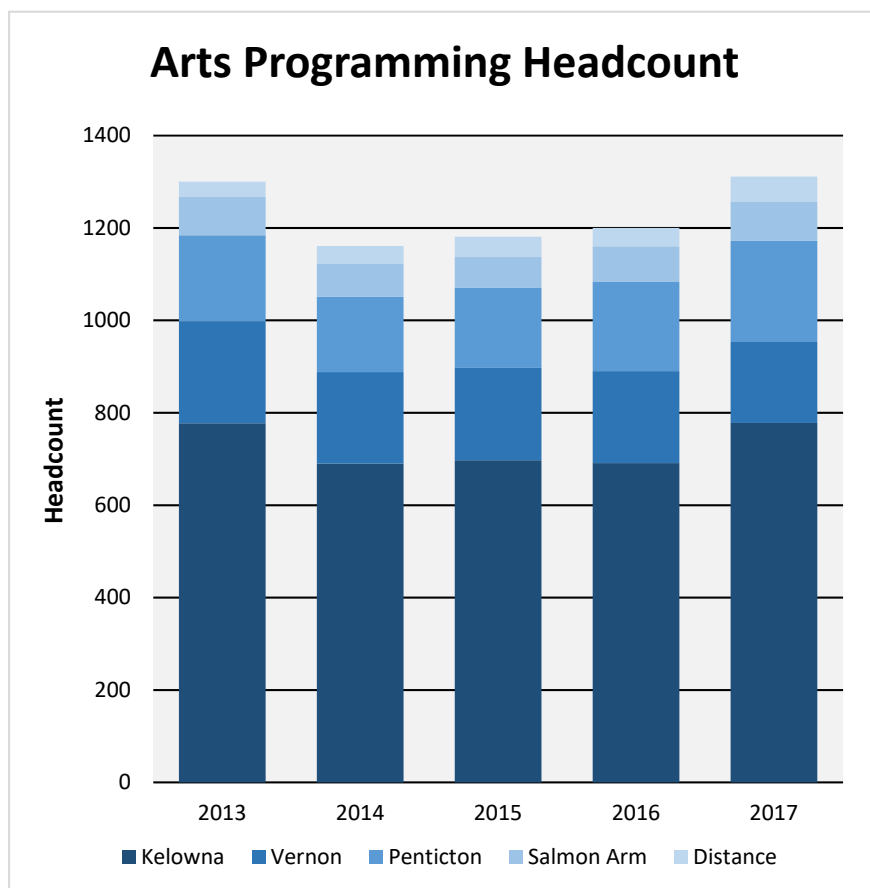
September Credits, all programs

<i>Okanagan College Domestic and International Credits</i>	2015	2016	2017	% change from fall 2016 to fall 2017
<i>Kelowna</i>	58672	59273	62359	5.2%
<i>Vernon</i>	8894	9397	9608	2.2%
<i>Penticton</i>	9110	9216	9092	-1.3%
<i>Salmon Arm</i>	4413	3709	4748	28.0%
<i>Distance</i>	4289	4037	4475	10.8%
Total	85377	85631	90282	5.4%

Note that headcounts are tied to a particular program, whereas billing credits are tallied by the respective discipline (see Appendix). Business students taking Arts course will be counted as heads in Business, but the billing credits are counted under Arts. There is not necessarily a direct relationship between the two measures. No exclusions have been made to billing credits. Total College billing credits for fall 2017 have increased considerably from fall 2016 billing credits.

Stable Enrolment: Report for Board of Governors September 2017

Arts Fall Headcount and Credits



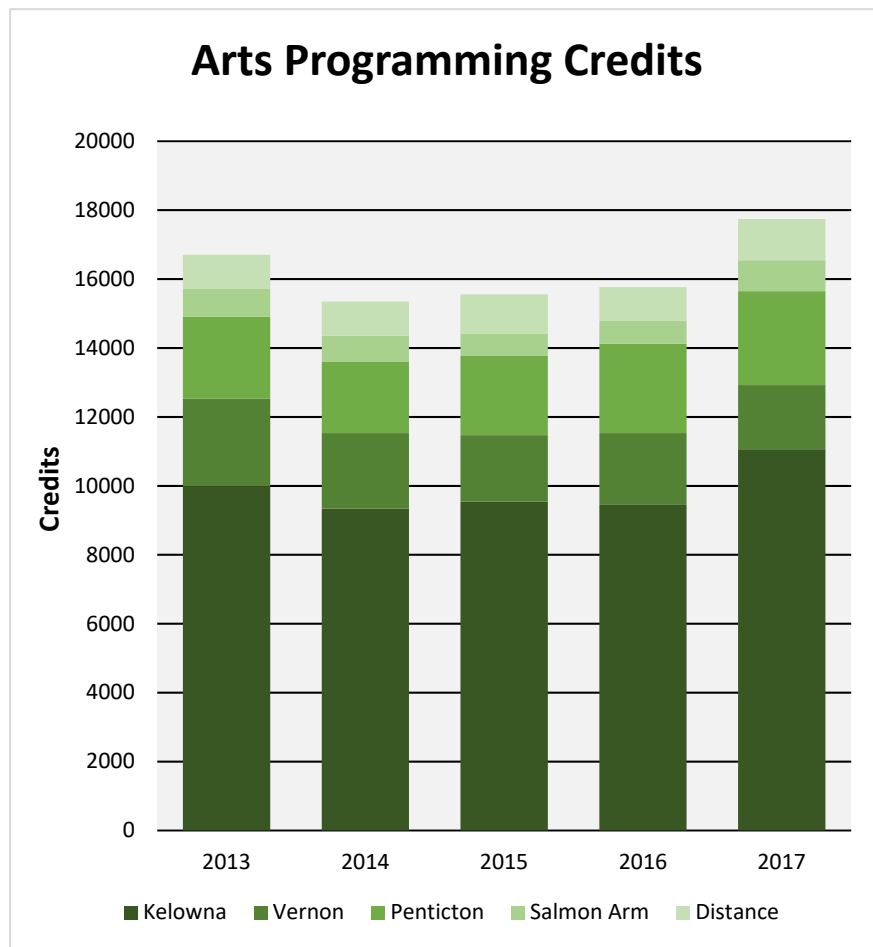
September Headcount, Arts programs (university transfer and diplomas)

Arts Headcount	2015	2016	2017	% change from fall 2016 to fall 2017
<i>Kelowna</i>	697	691	778	13%
<i>Vernon</i>	200	199	175	-12%
<i>Penticton</i>	173	194	219	13%
<i>Salmon Arm</i>	67	76	84	11%
<i>Distance</i>	44	40	55	38%
Total	1181	1200	1311	9%

**Low headcounts will have inflated percentages.*

Overall Arts headcounts have increased from fall 2016 to fall 2017, up nine per cent. Vernon headcounts have decreased, while Kelowna, Penticton, and Salmon Arm have all increased. Distance headcounts have also increased, up 38 per cent.

Stable Enrolment: Report for Board of Governors September 2017



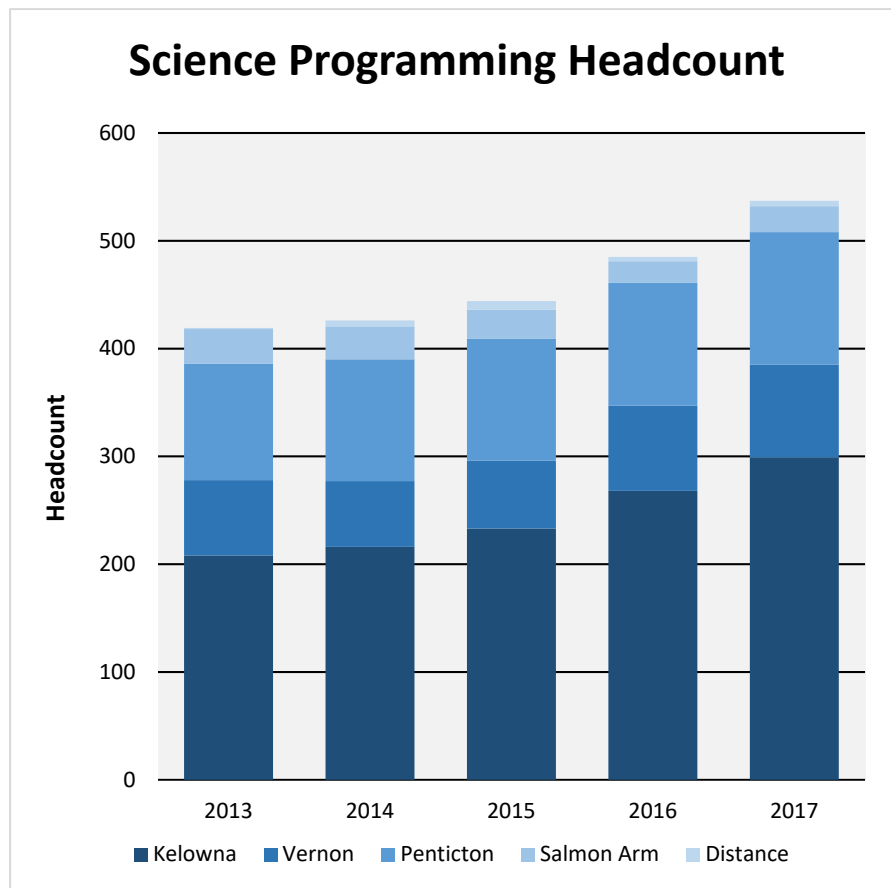
September Credits, Arts programs (university transfer and diplomas)

Arts Credits	2015	2016	2017	% change from fall 2016 to fall 2017
<i>Kelowna</i>	9540	9444	11061	17%
<i>Vernon</i>	1932	2085	1863	-11%
<i>Penticton</i>	2298	2595	2724	5%
<i>Salmon Arm</i>	642	669	897	34%
<i>Distance</i>	1143	969	1197	24%
Total	15555	15762	17742	13%

Arts billing credits are up by 11 per cent, with Salmon Arm, Distance, and Kelowna seeing the largest increases from fall 2016 to fall 2017. Penticton credits have also risen, up five per cent, while Vernon billing credits are down 11 per cent since fall 2016. Since 2010, Distance has seen an increase of over 100 per cent in arts billing credits. In the same timeframe, Kelowna and Penticton have also seen increases in billing credits (up 7 and 25 per cent, respectively). Vernon and Salmon Arm have seen decreases in billing credits (down 39 and 21 per cent, respectively) during that same span. Arts programming is closely tied to Grade 12 enrolments.

Stable Enrolment: Report for Board of Governors September 2017

Science Fall Headcount and Credits



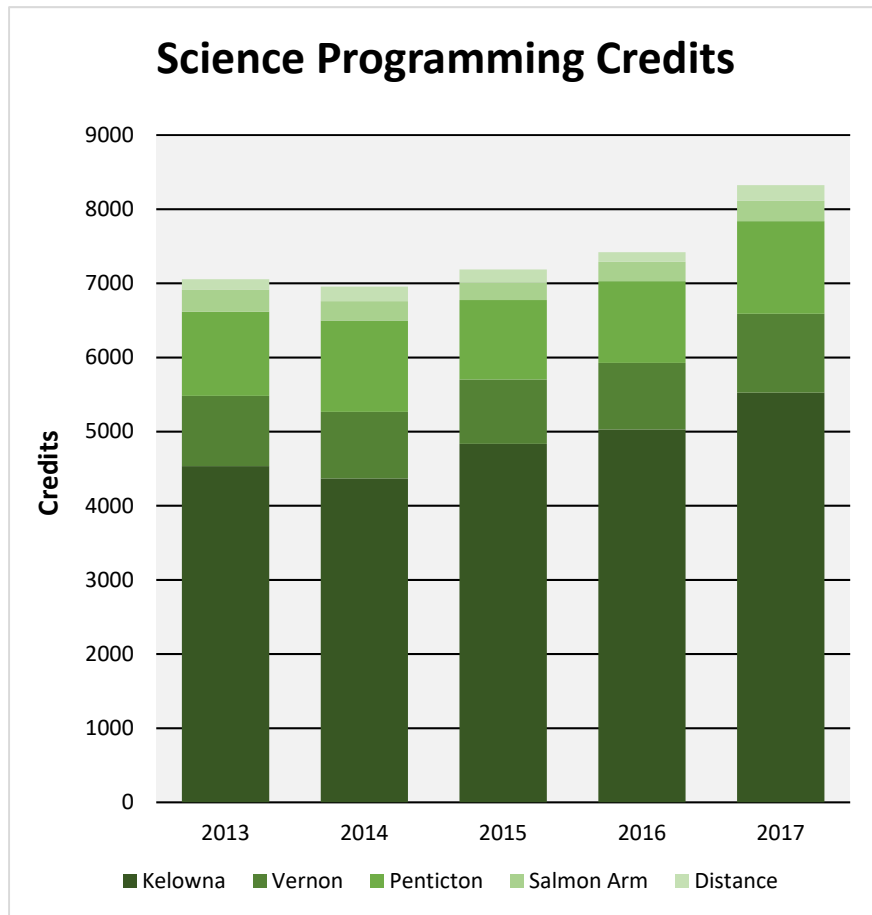
September Headcount, Science programs (university transfer and Human Kinetics; excluding computer science)

Science Headcount	2015	2016	2017	% change from fall 2016 to fall 2017
Kelowna	233	268	299	12%
Vernon	63	79	86	9%
Penticton	113	114	123	8%
Salmon Arm	27	20	24	20%
Distance	8	4	5	25%
Total	444	485	537	11%

*Low headcounts will have inflated percentages.

All campuses saw increases in Science headcounts from fall 2016 to fall 2017, with an overall increase of 11 per cent.

Stable Enrolment: Report for Board of Governors September 2017

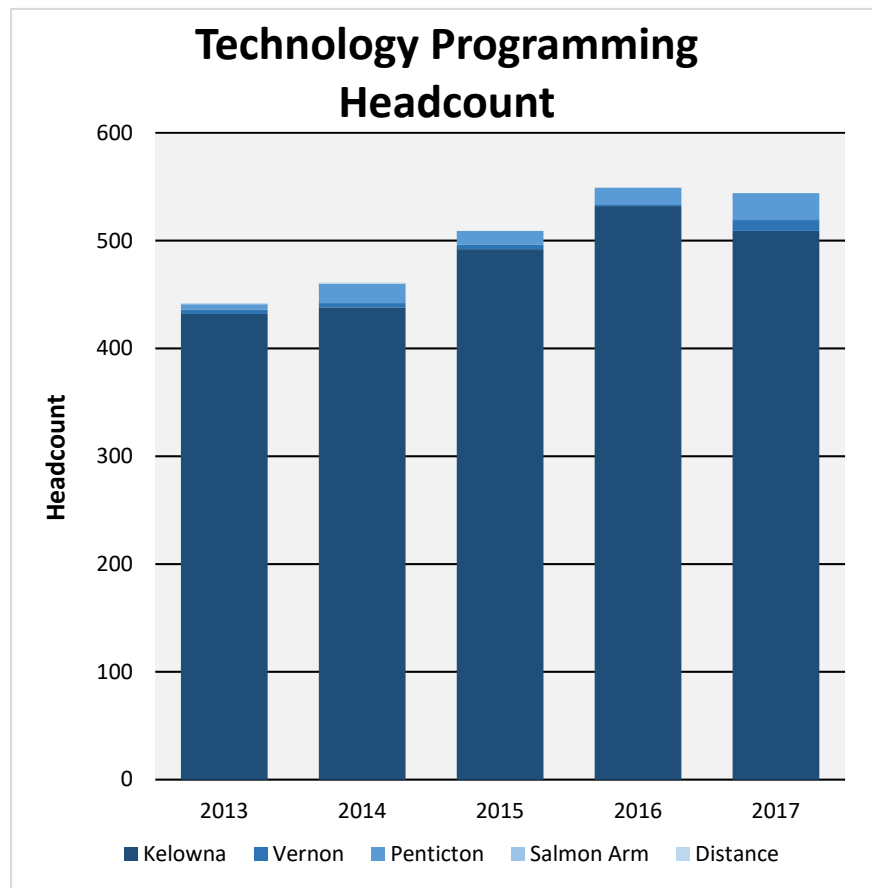


September Credits, Science programs (university transfer and diplomas; excluding computer science)

<i>Science Credits</i>	2015	2016	2017	% change from fall 2016 to fall 2017
<i>Kelowna</i>	4834	5028	5524	10%
<i>Vernon</i>	867	897	1065	19%
<i>Penticton</i>	1074	1104	1248	13%
<i>Salmon Arm</i>	231	261	276	6%
<i>Distance</i>	180	129	210	63%
Total	7186	7419	8323	12%

All campuses increased in Science billing credits, and overall Science billing credits were up by 11 per cent from 2016 to 2017.

Technology Fall Headcount and Credits



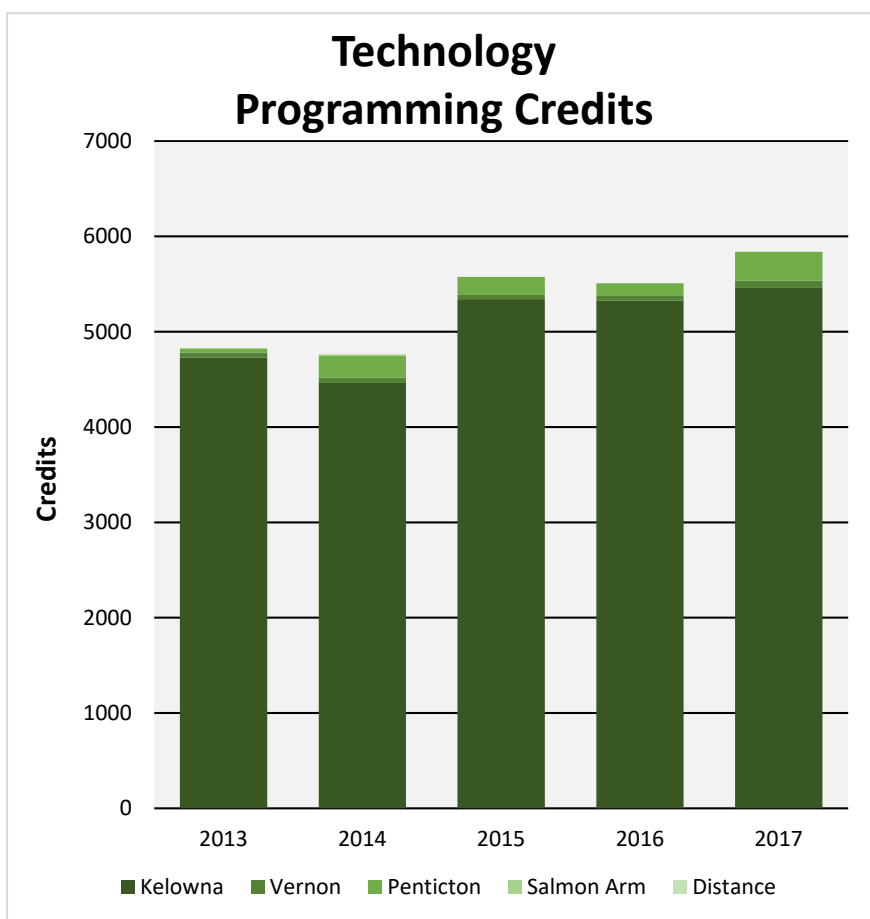
September Headcount, Technology programs (including Computer Science)

Technology Headcount	2015	2016	2017	% change from fall 2016 to fall 2017
<i>Kelowna</i>	492	532	509	-4%
<i>Vernon</i>	4	1	10	900%
<i>Penticton</i>	13	16	25	56%
<i>Salmon Arm</i>	0	0	0	N/A
<i>Distance</i>	0	0	0	N/A
Total	509	549	544	-1%

**Low headcounts will have inflated percentages.*

Technology (including Computer Science) headcounts remained stable in 2017, with only a slight decrease of one per cent from fall 2016 to 2017. Vernon and Penticton campus’s headcounts increased, whereas Kelowna had a slight decrease in headcounts.

Stable Enrolment: Report for Board of Governors September 2017



September Credits, Technology programs (including Computer Science)

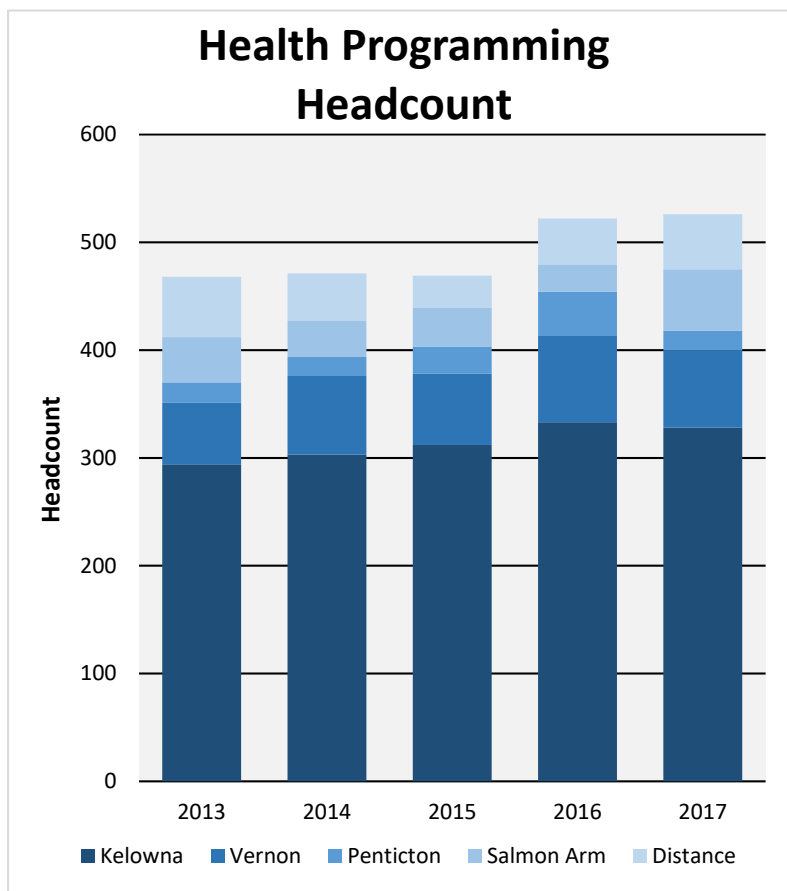
<i>Technology Credits</i>	2015	2016	2017	% change from fall 2016 to fall 2017
<i>Kelowna</i>	5340	5324	5457	2%
<i>Vernon</i>	51	57	78	37%
<i>Penticton</i>	182	126	302	140%
<i>Salmon Arm</i>	0	0	0	N/A
<i>Distance</i>	0	0	0	N/A
Total	5573	5507	5837	6%

Technology billing credits remained relatively stable from fall 2016 to fall 2017 on the Kelowna campus, while Vernon and Penticton billing credits increased. Total billing credits increased by six per cent from fall 2016 to fall 2017. Billing credits for Technology programs alone increased three per cent from fall 2016 to fall 2017, and Computer Science billing credits increased by 13 per cent.

Stable Enrolment: Report for Board of Governors September 2017

Health Fall Headcount and Credits

Please note that “health” also includes social development programming, early childhood education, human service worker, etc.



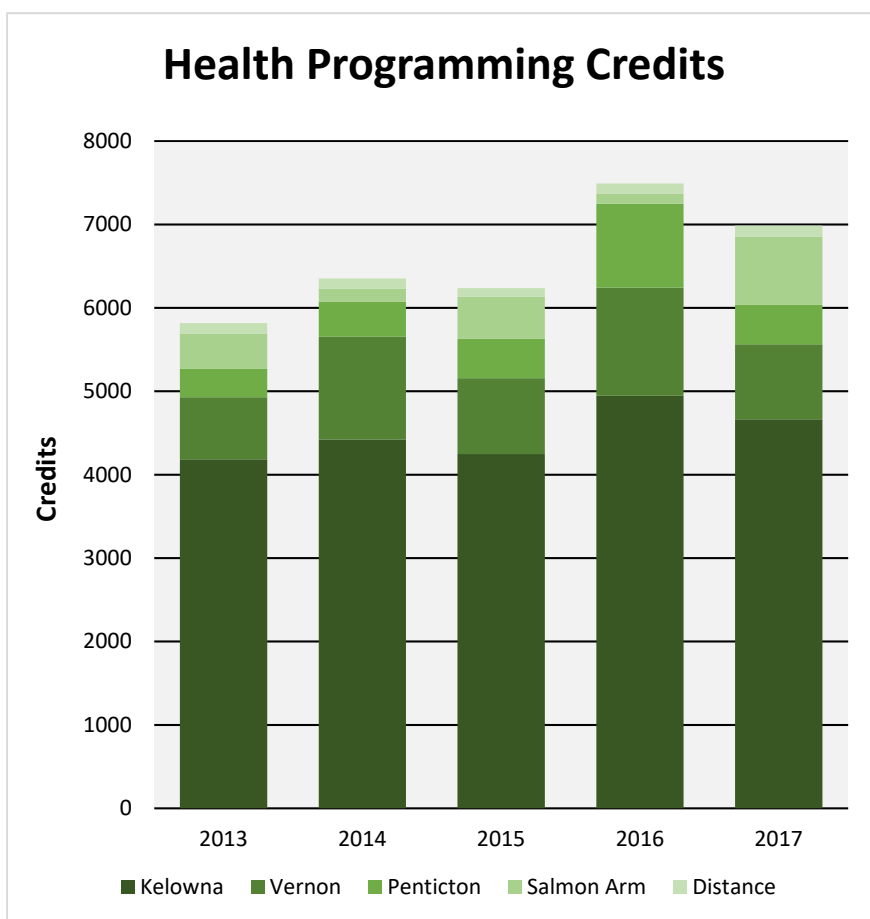
September Headcounts, Health programs

Health Headcount	2015	2016	2017	% change from fall 2016 to fall 2017
Kelowna	312	333	328	-2%
Vernon	66	80	72	-10%
Penticton	25	41	18	-56%
Salmon Arm	36	25	57	128%
Distance	30	43	51	19%
Total	469	522	526	1%

**Low headcounts will have inflated percentages.*

Health program headcounts have remained stable from 2016. Practical Nursing is a rotating program, in fall 2016 it was held in Vernon and Penticton, but not Salmon Arm. In fall 2017 the program was held in Salmon Arm, but not in Vernon or Penticton. This rotation could account for the 10 per cent and 56 per cent decreases in program headcounts for Vernon and Penticton respectively (see Appendix).

Stable Enrolment: Report for Board of Governors September 2017



September Credits, Health programs

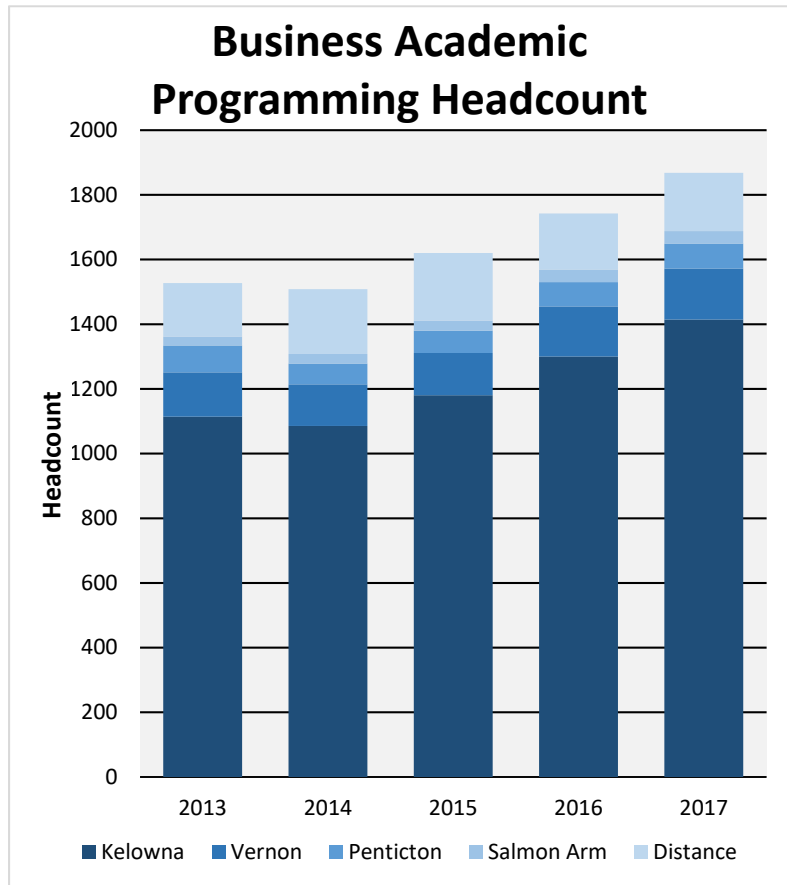
Health Credits	2015	2016	2017	% change from fall 2016 to fall 2017
<i>Kelowna</i>	4247	4945	4663	-6%
<i>Vernon</i>	910	1296	901	-31%
<i>Penticton</i>	472	1007	472	-53%
<i>Salmon Arm</i>	506	120	816	580%
<i>Distance</i>	102	122	136	12%
Total	6236	7490	6987	-7%

Total billing credits have decreased by seven per cent from fall 2016 to fall 2017. The fluctuation of billing credits for Vernon, Penticton, and Salmon Arm is the result of the Practical Nursing program as mentioned previously.

Stable Enrolment: Report for Board of Governors September 2017

Business Academic Fall Headcount and Credits

Please note that “business” includes culinary arts and management diplomas, but not cook training (culinary arts certificate) which is combined with Trades.



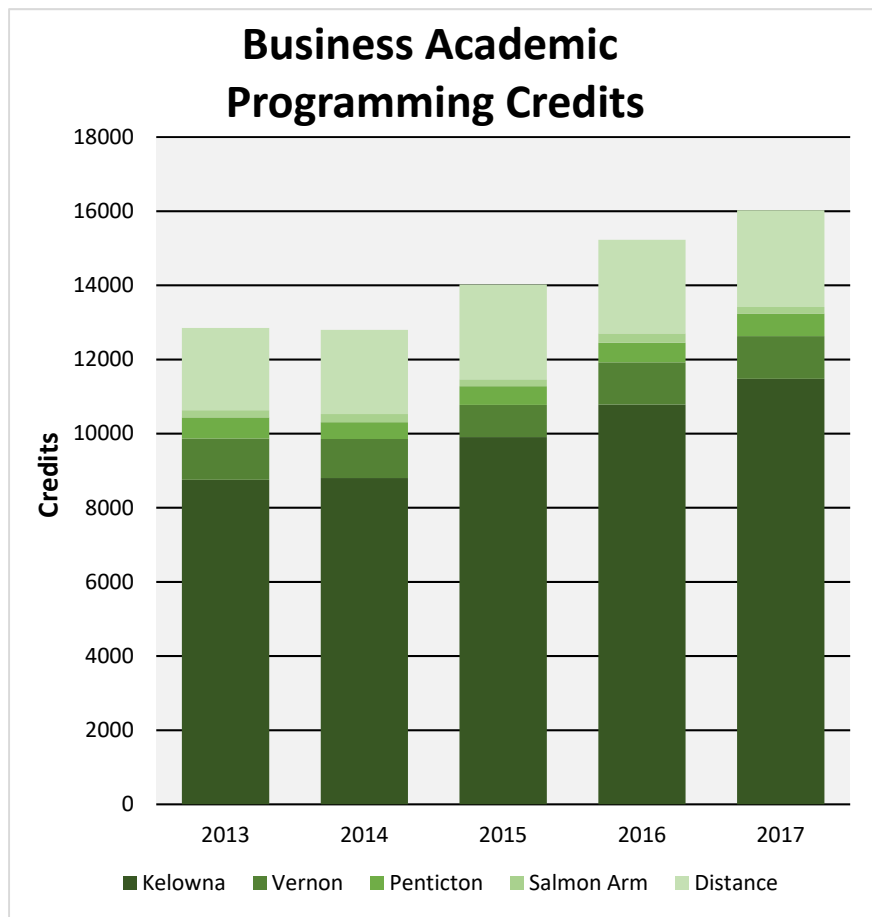
September Headcount, Business Academic programs (includes Business Administration degree and diploma, Commercial Aviation, and Advanced Culinary Arts)

<i>Business Academic Headcount</i>	2015	2016	2017	% change from fall 2016 to fall 2017
<i>Kelowna</i>	1180	1300	1414	9%
<i>Vernon</i>	131	155	158	2%
<i>Penticton</i>	69	75	77	3%
<i>Salmon Arm</i>	31	39	39	0%
<i>Distance</i>	209	173	180	4%
Total	1620	1742	1868	7%

*Low headcounts will have inflated percentages.

Headcounts in the Academic Business programs are up seven per cent overall, with increases on every campus except Salmon Arm, which saw no change from fall 2016 to fall 2017.

Stable Enrolment: Report for Board of Governors September 2017

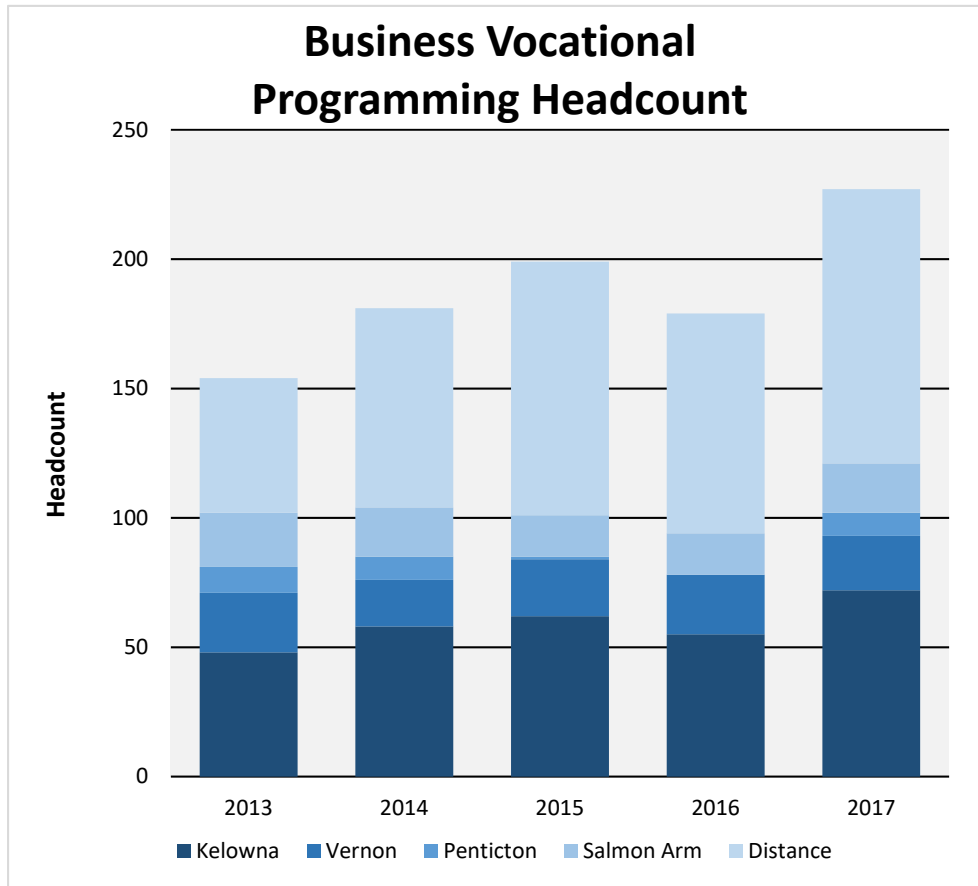


September Credits, Business Academic programs (includes Business Administration degree and diploma, Commercial Aviation, and Advanced Culinary Arts)

<i>Business Academic Credits</i>	2015	2016	2017	% change from fall 2016 to fall 2017
<i>Kelowna</i>	9903	10782	11475	6%
<i>Vernon</i>	870	1140	1155	1%
<i>Penticton</i>	504	528	609	15%
<i>Salmon Arm</i>	186	252	174	-31%
<i>Distance</i>	2559	2526	2613	3%
Total	14022	15228	16026	5%

Overall, billing credits in the Academic Business programs increased by five per cent from 2016. Despite Salmon Arm seeing no change in headcount from 2016, their billing credits are down 31 per cent. This decrease could be the result of Business students changing their course mix, by taking more Arts courses instead of Business courses.

Business Vocational Fall Headcount and Credits



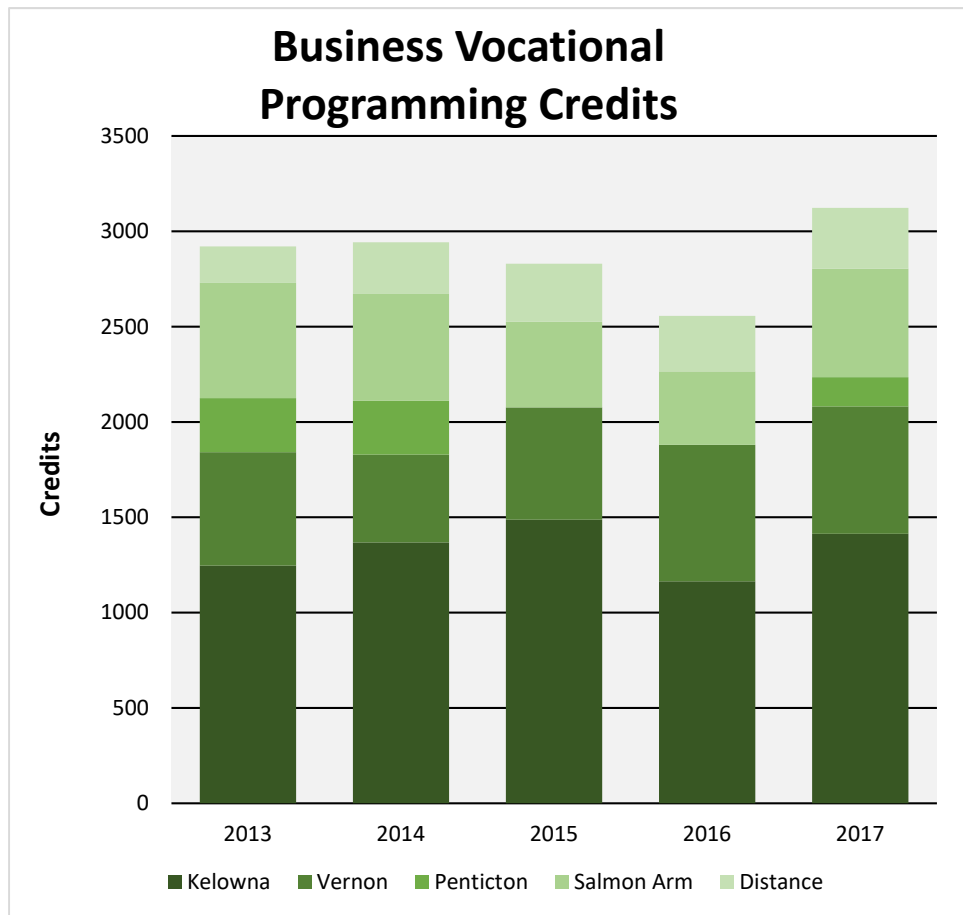
September Headcount, Business Vocational programs (includes Office Administration certificate programs)

<i>Business Vocational Headcount</i>	2015	2016	2017	% change from fall 2016 to fall 2017
<i>Kelowna</i>	62	55	72	31%
<i>Vernon</i>	22	23	21	-9%
<i>Penticton</i>	1	0	9	N/A
<i>Salmon Arm</i>	16	16	19	19%
<i>Distance</i>	98	85	106	25%
Total	199	179	227	27%

*Low headcounts will have inflated percentages.

Business vocational (Office Administration) program headcounts increased by 27 per cent overall, with increases in every campus except Vernon, which had a decrease of nine per cent. While the program was not offered in Penticton in recent years, it has been restored for 2017.

Stable Enrolment: Report for Board of Governors September 2017

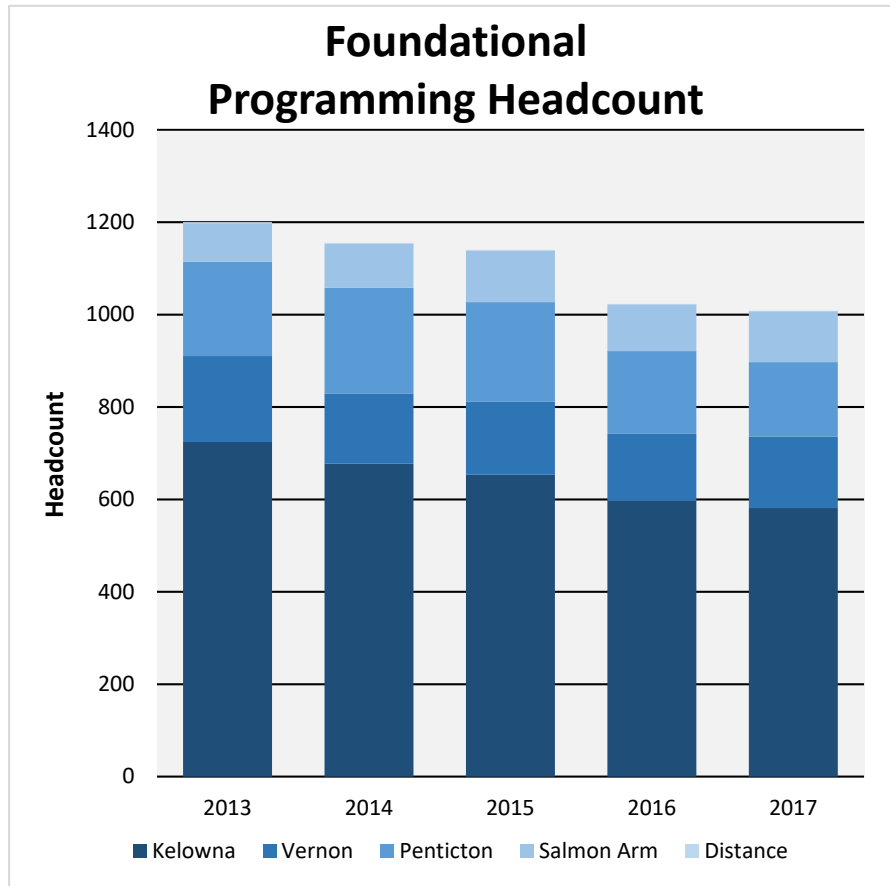


September Credits, Business Vocational programs (includes Office Administration certificate programs)

<i>Business Vocational Credits</i>	2015	2016	2017	% change from fall 2016 to fall 2017
<i>Kelowna</i>	1487	1164	1413	21%
<i>Vernon</i>	589	716	669	-7%
<i>Penticton</i>	0	0	153	N/A
<i>Salmon Arm</i>	449	386	569	48%
<i>Distance</i>	305	291	319	9%
Total	2830	2556	3122	22%

Headcounts for the Business Vocational programs were up across all campuses except Vernon which was down by seven per cent. Overall billing credits were the highest since 2011.

Foundational Fall Headcount and Credits

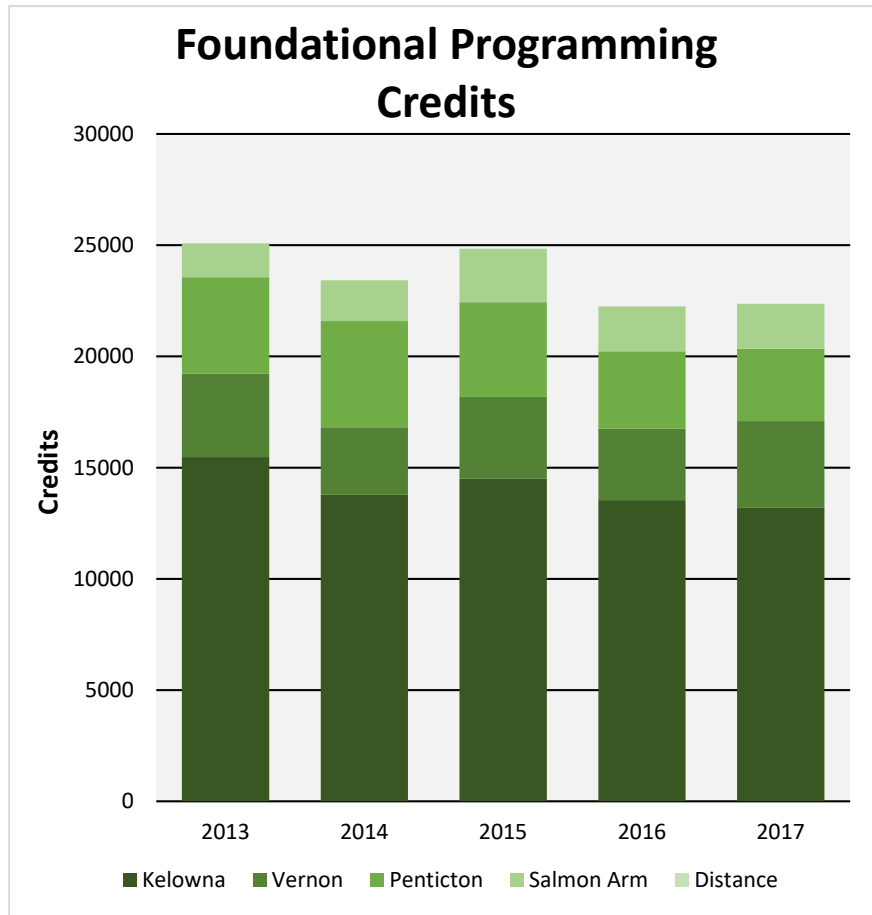


September Headcount, Foundational programs (includes Adult Academic Career Prep, Adult Special Education and English as a Second Language)

Foundational Headcount	2015	2016	2017	% change from fall 2016 to fall 2017
<i>Kelowna</i>	653	597	581	-3%
<i>Vernon</i>	158	145	155	7%
<i>Penticton</i>	216	179	161	-10%
<i>Salmon Arm</i>	111	101	110	9%
<i>Distance</i>	2	1	1	0%
Total	1140	1023	1008	-1%

Foundational programs headcounts were relatively stable, down one per cent. Kelowna headcount for Foundational programs has been decreasing since 2013, but Vernon headcount for been greater than 150 in eight of the last nine years.

Stable Enrolment: Report for Board of Governors September 2017



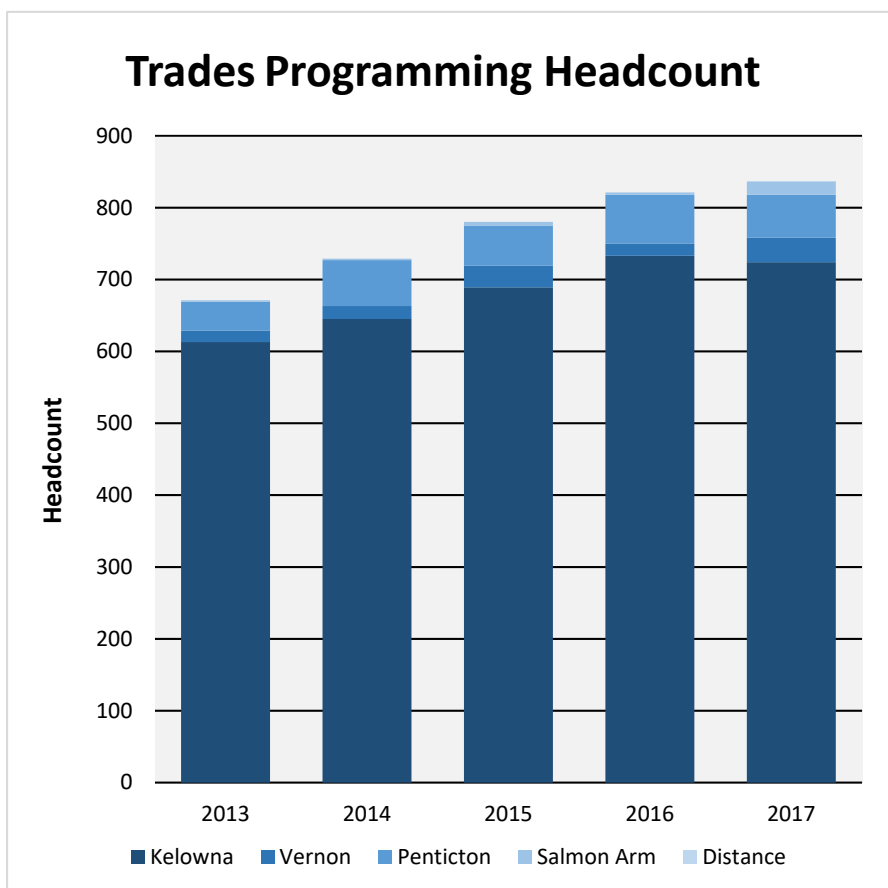
September Credits, Foundational programs (includes Adult Academic Career Prep, Adult Special Education and English as a Second Language)

<i>Foundational Credits</i>	2015	2016	2017	% change from fall 2016 to fall 2017
<i>Kelowna</i>	14500	13535	13210	-2%
<i>Vernon</i>	3675	3206	3877	21%
<i>Penticton</i>	4261	3486	3257	-7%
<i>Salmon Arm</i>	2400	2022	2016	0%
<i>Distance</i>	0	0	0	N/A
Total	24835	22249	22360	1%

Foundational billing credits were stable overall, with a total increase in credits of one per cent. Vernon had a substantial increase of 21 per cent from fall 2016 to fall 2017, while Kelowna and Penticton both saw decreases (two per cent and seven per cent, respectively.) Currently, no foundational programming is offered through Distance.

Stable Enrolment: Report for Board of Governors September 2017

Trades Fall Headcount and Credits



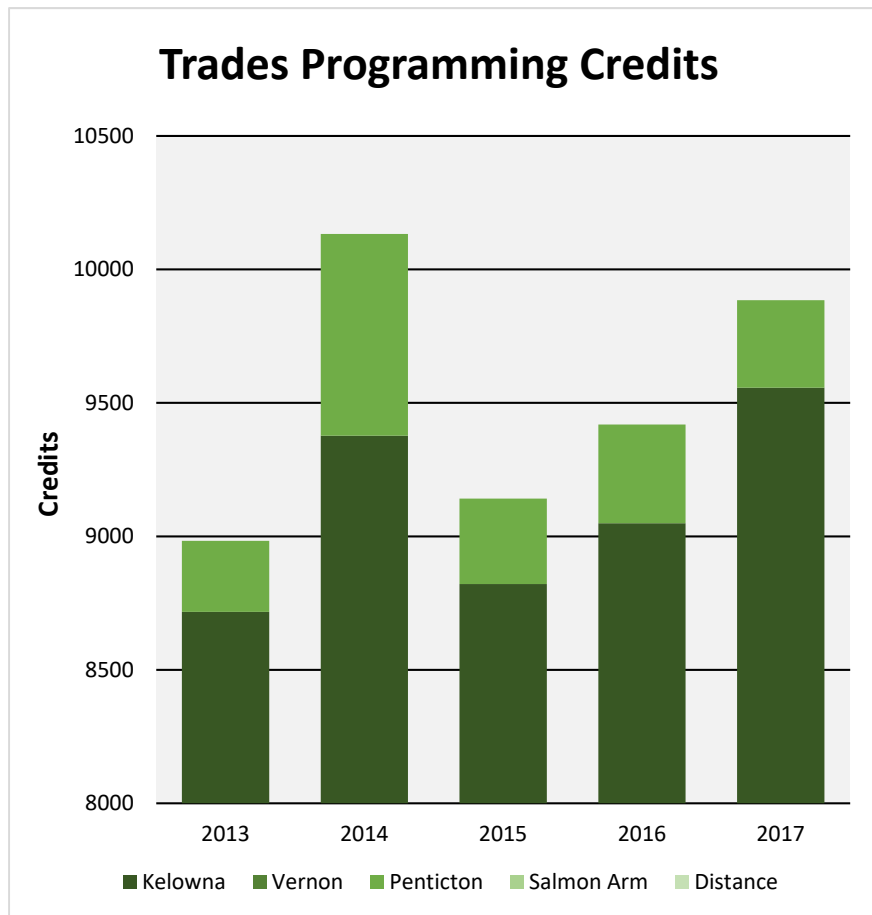
September Headcount, Trades programs (includes apprenticeship and foundation programs, and cook training)

Trades Headcount	2015	2016	2017	% change from fall 2016 to fall 2017
Kelowna	689	733	724	-1%
Vernon	30	17	34	100%
Penticton	56	68	60	-12%
Salmon Arm	5	3	18	500%
Distance	0	0	1	N/A
Total	780	821	837	2%

*Low headcounts will have inflated percentages.

The Trades September headcount is up by two per cent from fall 2016 to fall 2017. Trades intakes often vary from year to year. There is no trades training that is done via the distance office, although there is some programming that is conducted by distance. This activity is usually reported by the Kelowna campus (see Appendix). This year, Salmon Arm had its highest Trades headcount since 2010.

Stable Enrolment: Report for Board of Governors September 2017



September Credits, Trades programs (includes apprenticeship and foundation programs)

<i>Trades Credits</i>	2015	2016	2017	% change from fall 2016 to fall 2017
<i>Kelowna</i>	8821	9049	9557	6%
<i>Vernon</i>	0	0	0	N/A
<i>Penticton</i>	320	370	328	-11%
<i>Salmon Arm</i>	0	0	0	N/A
<i>Distance</i>	0	0	0	N/A
Total	9141	9419	9885	5%

Trades billing credits in Kelowna are at an all-time high, up 44 per cent from 2008.

Stable Enrolment: Report for Board of Governors September 2017

Appendix: Notes on the Stable Enrolment Report

Every fall and winter the Registrar's office produces a series of enrolment reports leading up to and including stable enrolment date. Stable enrolment date is the last day that students may add and drop classes without penalty. It is after this day that the class numbers should be considered stable. Students may, of course, drop classes later in the semester, but usually without refund.

This report is derived from the Registrar's Enrolment Report drafted after stable enrolment date. It should be noted that this report is especially useful to describe academic enrolments, and enrolments in those programs that follow an academic schedule, September to April. However, not all college programs follow this timeframe or the same billing business practices. For these non-academic programs, this report has challenges. In terms of billing for many non-academic programs, fee codes and billing are determined not by individual course (billing credits), but may be attached entirely to the first course section of the program, and not to each course. Thus billing credits may not appear as expected in this report. As well, there may be anomalies between a student's "home" or declared campus, and the campus he or she are actually attending, even for academic programs. For example, a Kelowna student may be travelling to Penticton to attend Criminal and Social Justice courses. In this case, the student would be counted in the Kelowna headcount but billing credits would appear in the Penticton campus. Thus a headcount by campus may not yield the expected billing credits by campus.

Several programs in trades, health, and social development rotate between the smaller campuses year to year, providing access to programming to smaller markets. Because of this, headcounts at campuses may fluctuate.

Another issue is that students may be listed in a program but also attending general interest or skills training courses. This report has been left as it is with these anomalies left in. These are easier to identify with smaller campuses, but are much more difficult to determine in larger ones. Tracking all of these would be difficult.

There is no "one size fits all" enrolment report. This report is a reflection of academic programs. Other reports complete the view for the College's enrolment picture, including the interim and final FTE reports.

Report File Location: \\EMP.OC\NetworkFiles\Departmental Files\Institutional Research\Requests\Executive\VP Education\Ad Hoc\2017\Stable Enrolment report

1558 Charts File Location: \\EMP.OC\NetworkFiles\Departmental Files\Institutional Research\Demographics\Public School Headcounts\1558b