BOARD OF GOVERNORS
REGULAR MEETING
November 29, 2016; 9:00 a.m.-11:15 a.m.
Room S103B, Kelowna Campus

AGENDA
OPEN SESSION

		Attachment	Approximate Time
1	**APPROVAL OF AGENDA** Recommended Motion ***"BE IT RESOLVED THAT the November 29, 2016, OC Board open session meeting agenda is approved".***		9:00 a.m.
2	**OATH OF NEW MEMBERS**		9:05 a.m.
3	**SIGNING OF CODE OF CONDUCT AND ACKNOWLEDGEMENT OF THE CHARTER OF EXPECTATIONS** *(required by all Board members to be signed on a yearly basis; hard copy will be provided for signing)*	A	9:10 a.m.
4	**DECLARATION OF CONFLICT**		9:15 a.m.
5	**CONSENT AGENDA** Recommended Motion ***"BE IT RESOLVED THAT the Consent Agenda be approved as presented".***		9:17 a.m.
5.1	**MINUTES –** September 26, 2016	C	
5.2	**WRITTEN REPORTS**		
5.2.1	President's Report (J. Hamilton)	D	
5.2.2	Education Council Report (R. Janyk)	E	
5.3	**APPROVALS**		
5.3.1	Board Observers	B	
5.4	**INFORMATION**		
5.4.1	Report on New, Revised, Deleted, Education Council and Administrative Policies	F	
5.4.2	Aboriginal Student Survey	G	
6	**BUSINESS ARISING FROM THE MINUTES**		

7	**PRESENTATIONS/DELEGATIONS**		
7.1	Campus Planning Committee (C. Denesiuk)		9:20 a.m.
7.1.1	Committee Chair Report		
7.1.2	Master Capital Plan (D. Lomas)	H	
	Recommended Motion: ***"BE IT RESOLVED THAT the Okanagan College Board of Governors approve the Master Capital Plan 2016-2035, as recommended by the Campus Planning Committee".***		
8	**NEW BUSINESS/RESOLUTIONS**		
8.1	Governance Committee (L. Thurnheer)		9:50 a.m.
8.1.1	Committee Chair Report		
8.1.2	Committee Terms of Reference		
	Recommended Motion: ***"BE IT RESOLVED THAT the Okanagan College Board of Governors approve revised Terms of Reference for the Campus Planning Committee, as recommended by the Governance Committee"***	I	
	Recommended Motion: ***"BE IT RESOLVED THAT the Okanagan College Board of Governors approve revised Terms of Reference for the Executive Committee, as recommended by the Governance Committee"***	J	
	Recommended Motion: ***"BE IT RESOLVED THAT the Okanagan College Board of Governors approve revised Terms of Reference for the Finance, Audit and Risk Review Committee, as recommended by the Governance Committee"***	K	
	Recommended Motion: ***"BE IT RESOLVED THAT the Okanagan College Board of Governors approve revised Terms of Reference for the Governance Committee, as recommended by the Governance Committee"***	L	
	Recommended Motion: ***"BE IT RESOLVED THAT the Okanagan College Board of Governors approve revised Term of Reference for the Human Resource Committee, as recommended by the Governance Committee"***	M	
	Recommended Motion: ***"BE IT RESOLVED THAT the Okanagan College Board of Governors approve revised Terms of Reference for the President Review Committee, as recommended by the Governance Committee"***	N	
8.1.3	Committee Membership (C. Denesiuk)	O	
	Recommended Motion: ***"BE IT RESOLVED THAT the Okanagan College Board of Governors approve revised Committee Membership, as***		10:10 a.m.

presented"

8.2	Finance, Audit and Risk Review Committee (B. McGowan)		
8.2.1	Committee Chair Report		10:15 a.m.
8.2.2	Domestic Tuition Process **Recommended Motion:** **"*BE IT RESOLVED that the Okanagan College Board of Governors approve adoption of the process as presented for making the annual decision on domestic tuition rate increase as recommended by the Finance, Audit and Risk Review Committee."***	P	
8.3	Executive Committee (C. Denesiuk)	Q	10:30 a.m.
8.3.1	Committee Chair Report		
8.3.2	Board Meeting Schedule 2017 **Recommended Motion:** ***"BE IT RESOLVED THAT the Okanagan College Board of Governors approve Board Meeting Schedule for 2017 as presented here"***		
8.4	Education Council (R. Janyk)	R	10:35 a.m.
8.4.1	Program Approvals **Recommended Motions:** ***"BE IT RESOLVED THAT the Board approve the program revision: Pharmacy Technician Certificate, as recommended by Education Council and as presented"*** ***"BE IT RESOLVED THAT the Board approve the program revision: Health Care Assistant Certificate, as recommended by Education Council and as presented"*** ***"BE IT RESOLVED THAT the Board approve the program revision: Sustainable Construction Management Technology Diploma, as recommended by Education Council and as presented"*** ***"BE IT RESOLVED THAT the Board approve the new diploma program: Animation Diploma, as recommended by Education Council and as presented"*** ***"BE IT RESOLVED THAT the Board approve the program revision: Diploma in Communications, Culture & Journalism Studies, as recommended by Education Council and as presented"***		
8.4.2	Program Schedules **Recommended Motions:** ***"BE IT RESOLVED THAT the Okanagan College Board of Governors approve the 2017/18 Accounting/Bookkeeping Certificate Schedule as recommended by Education Council and presented here"***	S	

"BE IT RESOLVED THAT the Okanagan College Board of Governors approve the 2017/18 Administrative Assistant Certificate Schedule as recommended by Education Council and presented here"

"BE IT RESOLVED THAT the Okanagan College Board of Governors approve the 2017/18 Office Assistant Certificate Schedule as recommended by Education Council and presented here"

"BE IT RESOLVED THAT the Okanagan College Board of Governors approve the 2017/18 Legal Administrative Assistant (Litigation) Certificate Schedule as recommended by Education Council and presented here"

"BE IT RESOLVED THAT the Okanagan College Board of Governors approve the 2017/18 Legal Administrative Assistant (Corporate/Conveyancing) Certificate Schedule as recommended by Education Council and presented here"

"BE IT RESOLVED THAT the Okanagan College Board of Governors approve the 2017/18 Early Childhood Education Diploma Schedule as recommended by Education Council and presented here"

"BE IT RESOLVED THAT the Okanagan College Board of Governors approve the 2017/18 Therapist Assistant Diploma Schedule as recommended by Education Council and presented here"

"BE IT RESOLVED THAT the Okanagan College Board of Governors approve the 2017/18 Human Service Work Diploma Schedule as recommended by Education Council and presented here"

"BE IT RESOLVED THAT the Okanagan College Board of Governors approve the 2017/18 Certified Dental Assistant Schedule as recommended by Education Council and presented here"

"BE IT RESOLVED THAT the Okanagan College Board of Governors approve the 2017/18 English as a Second Language Schedule as recommended by Education Council and presented here"

9	**VERBAL REPORTS**		10:45 a.m.
9.1	Board Chair Report (C. Denesiuk)		
9.2	President's Report (J. Hamilton)		
10.	**INFORMATION**		
10.1	Stable Enrolment Report (A. Coyle)	T	11:00 a.m.
11	**TOPICS FOR NEXT MEETING**		

12	**OTHER BUSINESS**	
13	**FOR THE GOOD OF THE INSTITUTION**	
14	**DATE OF NEXT MEETING** January 31, 2017 Kelowna Campus	
15	**ADJOURNMENT**	11:15 a.m.

Consent Agenda Resolutions
Attachment B

Item 6.1
Recommended Motion
"BE IT RESOLVED THAT the September 26, 2016, 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, 2016 to November 27, 2017:

Tim Walters, representing Okanagan College Faculty Association
Cam McRobb, representing the BCGEU Vocational Instructors
Ronda Vilene, representing BCGEU Support Staff
Logan Trenholm, Student, Shuswap Revelstoke;
Ajay Penny, Student, South Okanagan-Similkameen;
Samantha Wall, Student, Central Okanagan"

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 person[1], 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

[1] "*related" person* means a spouse, child, parent or sibling of a Board members

Okanagan College unless Okanagan College has clearly and irrevocably decided against pursuing the opportunity, and the opportunity is also available to the public.

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 conflict[2] which could appear[3] 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.

[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

6.3. 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.

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 Committee

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, Finance 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 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 BOARDS[1]

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.

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[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 27, 2016, 8:30 a.m.
Room 130, Salmon Arm Campus**

Members Present:	C. Denesiuk (Chair) A. Beaumont C. Derickson R. Gakhal R. Janyk S. Johal J. Hamilton (President) C. Gerbrandt S. Lupul *(teleconference at 8:55 a.m.)* J. Maciel B. McGowan G. Morgan L. Thurnheer
Regrets:	S. Jung J. Maciel
Board Secretary:	L. Le Gallee
Vice Presidents:	R. Daykin A. Hay C. Kushner
Directors:	A. Coyle
Regrets:	J. O'Brien (Administrative Association) T. Walters (OCFA) R. Vilene (BCGEU Support Staff) C. McRobb (BCGEU Vocational)
Regrets:	M. Moffat, Student Observers P. Bradley, Student Observer T. Thiessen, Student Observer C. McRobb, BCGEU Vocational
Guests:	K. Butler (until 9:56 a.m.), J. Ragsdale

There being a quorum present, the Chair called the meeting to order at 8:34 a.m.

The Chair recognized that the meeting was occurring on the traditional Secwepemc territory and welcomed the new members.

1. APPROVAL OF AGENDA

Motion: C. Gerbrandt/C. Derickson
"BE IT RESOLVED THAT the September 27, 2016, OC Board open session meeting agenda is approved".

MOTION CARRIED

2. OATH OF NEW MEMBERS

R. Gakhal, R. Janyk, and G. Morgan took their Oath.

3. DECLARATION OF CONFLICT

No conflicts were declared.

4. CONSENT AGENDA

Motion: B. McGowan/C. Gerbrandt
"BE IT RESOLVED THAT the Consent Agenda be approved"

Items approved:
"BE IT RESOLVED THAT the June 28, 2016, open session minutes be approved".

MOTIONS CARRIED

5. BUSINESS ARISING FROM THE MINUTES

5.1 Board Policy Development Process (C. Denesiuk)

A concern was raised at the June 28th meeting with regard to consultation of policies by stakeholders. A system will be implemented to allow for a 30 day consultation period prior to the final approval of the new or revised policy.

A website will be developed to facilitate a system to receive written comments. A policy or bylaw will be developed by the Director of Legal Affairs to implement this process.

Motion: R. Gakhal/A. Beaumont
"BE IT RESOVLED that the Okanagan College Board of Governors adopt the procedure of posting draft Board policies for consultation and feedback as presented"

MOTION CARRIED

5.2 Sexual Violence and Discrimination, Bullying and Harassment Policies (J. Hamilton)

Administration followed up with the three unions that raised concerns with regard to the *Discrimination, Bullying and Harassment Policy* following the June 28th meeting.

The challenge is to develop a fair practice that protects the privacy of individuals and, observes the College's obligation under the law, while still giving the unions sufficient information on the issue without automatically having to start the grievance procedure.

Discussions with the unions have been positive and continue.

6. PRESENTATION/DELEGATIONS

6.1 Foundation Annual Report (K. Butler)[1]

The President of the Foundation sent his regrets as he was unable to attend the meeting.

The Foundation is a separate entity that supports programs and student awards. A hard copy of the Annual Report was provided to the Board.

Most of the funds last year came in for designated capital projects. Over $700,000 was transferred to awards last year, with the average award being $1,100 a person.

[1] The Presentation has been posted on MyOkanagan/Board Meeting/2016/Presentations

As of September 24th, the capital was $6,648,529.86. The Foundation has pledges of $6.2M for pay out over the next five years. Most of the large gifts are from individuals. The project currently being focused on is the Trades Training House in which gifts-in-kind have been received.

With regard to investments, the Foundation has a policy that requires 30% of the investments be socially responsible. The Investment Policy was recently revised to allow for more international investments. It is a balanced portfolio.

It was noted that the Board could assist the Foundation by being advocates and beginning conversation with potential donors, this can be achieved by attending Foundation events.

6.2 Regional Dean Report (J. Ragsdale)

The report covers the campus highlights. It was noted that the Salmon Arm region has a strong economic committee and School District 83 has seen a net increase in enrolment recently with 25% of new home purchases being young families. The region has a vibrant manufacturing community as well as tourism and agriculture, however, there is a skills shortage.

The Regional Dean highlighted the programs offered at the Salmon Arm campus. There has been a 23% increase in overall enrolment at the campus.

6.3 Student Survey (A. Coyle)[2]

The survey was conducted from February to April of 2016. This is the seventh year of the survey, the College alternates between the CCSSE (Community College Survey of Student Engagement) every two years and the Okanagan College survey. There is also an Aboriginal Student Survey done every year.

Highlights noted were:

- 90% of the students state Okanagan College has been a good experience;
- There was a 28% response rate. This is the best response rate over the last few years;
- The Director of Public Affairs highlighted the significant differences in this year's survey;
- The Leadership Team uses this survey to address issues identified in the College such as work on the online registration system that has been implemented. Administration has been working with Information Technologies on the responsiveness to the website as satisfaction with wireless has dropped. Wireless in the Centre for Learning has improved;
- Dissatisfaction of parking is still an issue. This could be because construction of the Trades building was occurring at the time of the survey, 100 spots have been made available now that this project is complete, as well angle parking has been implemented on East Campus Road;
- The Regional Dean is in conversation with the City of Kelowna to improve transportation. It was noted that the UPass does not work for Okanagan College students as a significant number of them travel between the region's communities;

J. Hamilton and K. Butler left the meeting at 9:56 a.m.

[2] [2] The Presentation has been posted on MyOkanagan/Board Meeting/2016/Presentations

7 NEW BUSINESS/RESOLUTIONS

7.1 Finance, Audit and Risk Review Committee (B. McGowan)

7.1.1 Chair Report

The Committee meet on August 31st to review the Statement of Financial Information, this will be submitted to government by September 30th.

7.1.2 Statement of Financial Information

Motion: B. McGowan/C. Derickson
"BE IT RESOLVED that the Okanagan College Board of Governors approve the Statement of Financial Information for the fiscal year ending March 31, 2016, as recommended by the Finance, Audit and Risk Review Committee"

MOTION CARRIED

7.1.3 Line of Credit

A Line of Credit is required for capital expenditures. This will allow for bridge funding on projects to pay suppliers before donations and funding is received.

Motion: B. McGowan/S. Johal
"BE IT RESOLVED that the Okanagan College Board of Governors approve a capital line of credit with TD Canada Trust in the amount of $5 million as recommended by the Finance, Audit and Risk Review Committee".

There is no cost if the Line of Credit is not used. It was noted that it is common for educational institutions to have access to a line of credit.

MOTION CARRIED

7.2 Education Council (C. Bransfield)

7.2.1 Program Proposals

The Department would like a broader description for the Women's Studies program.

Motion: R. Janyk/R. Gakhal
"BE IT RESOLVED THAT the Board of Governors approve the program revision: Associate of Arts: Women's Studies Emphasis, as recommended by Education Council and as presented"

MOTION CARRIED

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7.3 Five Year Capital Plan (R. Daykin)[3]

There are six projects in the Plan that are being submitted to Victoria. The Master Capital Plan will come to the Board in November.

The projects are:

1) Trades Building in Vernon
2) Health Sciences Building in Kelowna. This building is old and needs to be replaced. Renovations would cost more than a new building.
3) Centre of Food, Wine and Tourism in Kelowna. This may be a mixed use building with residences.

[3] [3] The Presentation has been posted on MyOkanagan/Board Meeting/2016/Presentations

4) Student Housing in Vernon and Kelowna. These would be P3 partnership projects as the College is unable to take on debt for these projects.
5) Daycare in Penticton. This will be constructed in consultation with the Sustainable Management Construction and Residential Construction programs.
6) Trades Training House in Kelowna. Final approvals are underway with the City and the Province for this project. $800,000 has been received.

Motion: S. Johal/C. Gerbrandt
"BE IT RESOLVED that the Okanagan College Board of Governors approve the Five-Year Capital Plan 2017/18 to 2021/22 as presented."

MOTION CARRIED

8. VERBAL REPORTS

8.1 Board Chair Report (C. Denesiuk)

The Chair highlighted previous events attended by her and other Board members.

She congratulated Vice Chair, C. Derickson on his second term as counsellor of Westbank First Nation.

8.2 President's Report (J. Hamilton)

No additions to submitted report.

8.3 Governance Chair (L. Thurnheer)

The Governance Committee is working on a number of projects. The exit survey will be revised. Once this is done the Board Chair will interview D. Manning (previous Board member). The Evaluations have been revised lately. The Board Evaluation will be used in January and the Meeting Evaluation will be used at the November Board meeting. The Board Chair will give each member a few minutes to complete it at the table. This will be done twice a year.

The Board Chair and the Governance Chair have been meeting with each Board member to discuss professional development and committee assignments.

The Terms of Reference for the two remaining Committees, Finance and Campus Planning, will be reviewed in November. All revised Terms will come to the November Board meeting for approval.

The Committee is working on the agenda for the Retreat on October 24th and 25th. This will focus on community connections and the indigenization project.

The Committees hopes to review some amendments to the Bylaws in November as well.

9. INFORMATION

9.1 Connections 2016 Video

This will be viewed at the Retreat.

9.2 Enrolment Update (A. Hay/A. Coyle)

As of September 16th enrolment was:

- Enrolment is up 4% on all campuses combined with a total of 8,329 students over 8,005 from last year;
- Salmon Arm was up 23% to 638 students;
- Vernon up by 6.8% to 1070 students;

- Kelowna up by 3.5%
- Penticton headcount was down to 913 from 966 student but grew by 4% in course registration;
- International is up to 683 from 534 last year;
- ABE and ESL are down. This is largely due to the fact fees were implemented this past year. The funding model has changed but students can access the AUG (Adult Upgrading Grant).

There will be a stable enrolment report at the November Board meeting.

10. TOPICS FOR NEXT MEETING

11. OTHER BUSINESS

12. FOR THE GOOD OF THE INSTITUTION

13. DATE OF NEXT MEETING: November 29, 2016, Kelowna Campus

14. ADJOURNMENT

Motion to adjourn: S. Lupul/C. Gerbrandt

MOTION CARRIED

The meeting adjourned at 10:45 a.m.

President's Report
to the
Okanagan College Board of Governors

November 2016

Learner Readiness and Success

- On September 30th I joined ten Enactus students and two faculty members at the Enactus World Cup Competition in Toronto. Although our students were not competing it provided them with an amazing opportunity to learn about student projects from around the world and interact with students from 33 countries.

- I had the pleasure to welcome seven outstanding new students to Okanagan College at the annual President's Entrance Scholarship dinner on October 26th.

- From November 14th-18th the Kelowna campus came alive with sounds, tastes and performances from around the world during International Education Week, a week that has been created to celebrate and learn about the diversity of our students. Staff and students were invited to enjoy food and drink samples, interactive activities and performances from regions such as the Americas, the Caribbean, Asia, Australia, Africa, the Middle East and Europe.

- On November 21st we broke ground on the new daycare facility at the Penticton Campus. This $1.2 million dollar project received $500,000 in funding from the BC government and when opened in mid-2017, will be operated by the Penticton and District Community Resources Society.

- Over the last month the Okanagan College Foundation Awards Nights took place in Penticton, Vernon and Kelowna. In the past year over $942,000 has been awarded to over 1,250 students in bursaries and scholarships.

Teaching, Programming and Applied Research

- Following a recent review of the Health Care Assistant program the BC Care Aide & Community Health Worker Registry the provincial body that oversees registration of these programs in B.C., awarded the program a full five-year accreditation.

Community Engagement and Service

- From October 5th-7th we hosted the Association of Governing Boards BC Workshop. This event was sponsored by the Ministry of Advanced Education and co-organized by BC Colleges and Okanagan College. Board members from a number of BC Post-Secondary Institutions and some of our own Board members took part in the workshop.

- The renovated and expanded Trades Complex in Kelowna took home the Community Institutional Excellence Award and Best Overall Entry at the 8th Annual Southern Interior Construction Association (SICA) Commercial Building Awards held in Kelowna on October 27th. The SICA awards celebrate the best of the best in commercial and industrial construction in the Thompson Okanagan and Kootenay regions.

- The annual Repair Café was held on the Kelowna Campus on November 5th. A collaboration between Okanagan College and the Regional District, the concept of the café is *don't toss it, fix it*.

- Okanagan College hosted the 35th annual Career Fair at the Kelowna campus on November 6th, where hundreds of people "toured the universe" with the Royal Astronomical Society, leaned first-hand about different occupations and education options, connected with employers and even fly a plan in the new simulator.

- Okanagan College partnered with Liquidity Wines to offer Wine Talks: An International Perspective on Wine Marketing on November 9th at the Penticton campus. The event featured presentations from best-selling author Karen MacNeil (The Wine Bible) and Rob McMillan, founder of Silicon Valley Bank's Wine Division. Many representatives from local wineries attended.

Organizational Sustainability

- The Minister of Advanced Education, Andrew Wilkinson, visited the Penticton campus on October 27th to announce support for Trades equipment and programming. An investment of more than $565,500 will fund the purchase of new trades equipment including a natural gas oven for the refrigeration and air conditioning program.

- From November 14th-16th I attended the CBIE Conference in Ottawa on behalf of Okanagan College and BC Council for International Education.

- On October 3rd I attend 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.

Indigenization

- Along with faculty member Amy Cohen and our Aboriginal Services Coordinator Anthony Isaac, I h attended the BC Post-Secondary Truth and Reconciliation Summit on October 19th and 20th. The event was jointed organized by the Ministry of Advanced Education and Nicola Valley Institute of Technology.

Education Council - Report to the Board
October/November 2016

Candidates for Graduation – October 6, 2016 Education Council Meeting

Program	# of Students
Sheet Metal Worker Foundation Certificate (April 18, 2016 to September 1, 2016)	8
Residential Construction Certificate (February 22, 2016 to August 19, 2016)	9
English for Academic Purposes Certificate (Out of Sequence)	4
Culinary Arts Certificate (Out of Sequence)	1
Associate of Arts Degree (Out of Sequence)	1
Business Studies Certificate - Accounting (Out of Sequence)	1
Business Studies Certificate – Healthcare Professionals (Out of Sequence	1
Automotive Service Technician Certificate (February 1, 2016 to August 26, 2016)	6
Welder Foundation Certificate (February 22, 2016 to September 2, 2016)	10
Electrician Pre-Apprenticeship Certificate (March 30, 2016 to September 9, 2016)	14
Post-Baccalaureate Diploma in Accounting (Out of Sequence)	1
Carpentry/Joinery Certificate (February 1, 2016 to August 26, 2016)	17
Residential Construction Certificate (February 22, 2016 to August 19, 2016 – Penticton)	5
Business Administration Diploma - Management (Out of Sequence)	1
Business Administration Diploma – Marketing (Out of Sequence)	1
Business Administration Diploma – General Studies (Out of Sequence)	1
Business Administration Diploma – Accounting (Out of Sequence)	1
Business Administration Diploma – Human Resources (Out of Sequence)	1
Total	**83**

Candidates for Graduation – November 3, 2016 Education Council Meeting

Program	# of students
Welding Foundation Certificate (Out of Sequence)	2
Office Assistant Certificate (Out of Sequence)	1
Administrative Assistant Certificate – BC Campus	2
Early Childhood Education Certificate (Kelowna)	1
Medical Office Assistant Certificate	1
BC Adult Graduation Diploma	2
English as a Second Language Level 6 Certificate (Out of Sequence)	1
Post-Diploma Certificate in Business Administration – Tourism & Hospitality Management	1
Residential Construction (Penticton – Out of Sequence)	1
Therapist Assistant Diploma (Out of Sequence)	1
Welding Foundation Certificate (April 12, 2016 to October 21, 2016 – Kelowna)	11
Health Care Assistant Certificate (May 2, 2016 to October 26, 2016 – Salmon Arm)	20
Health Care Assistant Certificate (May 2, 2016 to October 26, 2016 – Kelowna)	17
Total	**61**

Submission of Information from Senior Staff to the Board of Governors

REPORT TITLE

Policy Update

DATE

November 24, 2016

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:

- Travel Policy and Procedures on March 8, 2016
- Social Media Policy on November 24, 2016, effective January 7, 2016.

Education Council did not approve any policies in 2016.

ACTION REQUIRED

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

For information.

STRATEGIC PLAN [1] ALIGNMENT

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 Develpment
Linda LeGallee, 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 17, 2016

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 is an analysis of the results of that survey.

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

None

For information only

STRATEGIC PLAN [1] ALIGNMENT
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

2015/16 Summative Report

ABORIGINAL SERVICES
October 2016

Executive Summary

This summative report contains an analysis of the 2015/16 Aboriginal Student Satisfaction Survey results. During an 11-week survey period, 128 Aboriginal students enrolled at Okanagan College (OC) completed this questionnaire. 99 were completed online and 29 were paper submissions. There were 731 students eligible to complete the survey, giving the survey a 17.5 per cent response rate. While these results are not generalizable to the broader Aboriginal Student body at OC, 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 many 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 students. Such life circumstances can have a drastic effect on retention rates, especially if the post-secondary environment is perceived as unwelcoming and unresponsive to their needs. As a matter of good practice, but also in response to current and past survey results, OC undertakes several measures 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 Aboriginal-specific awards and 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 and monthly workshops.

Over the past several years, the College has delivered a few key culturally-relevant events on campus (i.e. Annual Exhibition Powwow, Aboriginal Student Day, and Aboriginal Recognition Celebration) in order to create awareness as well as foster a more inclusive and welcoming environment. While Aboriginal Services attempts to provide an array of culturally relevant events and activities, 75 per cent of respondents indicated they wished to see more Aboriginal specific programming. Survey results also reveal that while respondents were satisfied with the array of student services provided by OC, it was also clear that 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, CRM updates and a bi-annual newsletter), respondents note they would like to be better informed. One respondent suggested, “Maybe have an email invite to the Aboriginal activities, and I may build on my social support of the college…” Clearly, this will need to be addressed in the near future with new initiatives to include a better email communication system and more social media dedicated to enhancing Aboriginal Services communication.

With regards to marketing and recruitment, over 80 per cent of Aboriginal Students indicated that OC was their first choice, with location, programs offered, class size and reputation being primary deciding factors. Consistent with previous surveys, students indicated that they usually or always had a positive experience on campus both inside (87 per cent) and outside (91 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.

Amendments to this year's survey included a series of health-related questions, notably an overall health indicator question. While a majority of respondents stated they feel their health is average or above average, there is still a concerning number of students who indicated their level of emotional and physical wellbeing was below average. Addressing this concern will involve increasing awareness of OC and community resources, as well as 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 fortify our level of socio-emotional and health programming in an attempt to foster an enhanced sense of health and well-being among our students. In conclusion, the overall perceptions and experiences of Aboriginal Students at OC are positive. In fact, consistent with previous surveys, a majority of respondents indicated that they agree or strongly agree that OC respects and values Aboriginal culture (79 per cent), and that they feel comfortable while on campus (91 per cent).

HONESTLY THIS CAMPUS IS DOING THE RIGHT THINGS IN MY OPINION. I HAVE BEEN HELPED A LOT BY EVERYONE, I'M VERY GRATEFUL.

- SURVEY RESPONDENT

THE COLLEGE IS DOING A GREAT JOB, STUDENT UNION FEEDS US FROM TIME TO TIME, OTHER FUNCTIONS GIVES US LUNCH, WHICH SHOWS YOUR DEDICATION TO GIVING US STUDENTS A POSITIVE GRATITUDE TO ATTENDING YOUR SCHOOL.

- SURVEY RESPONDENT

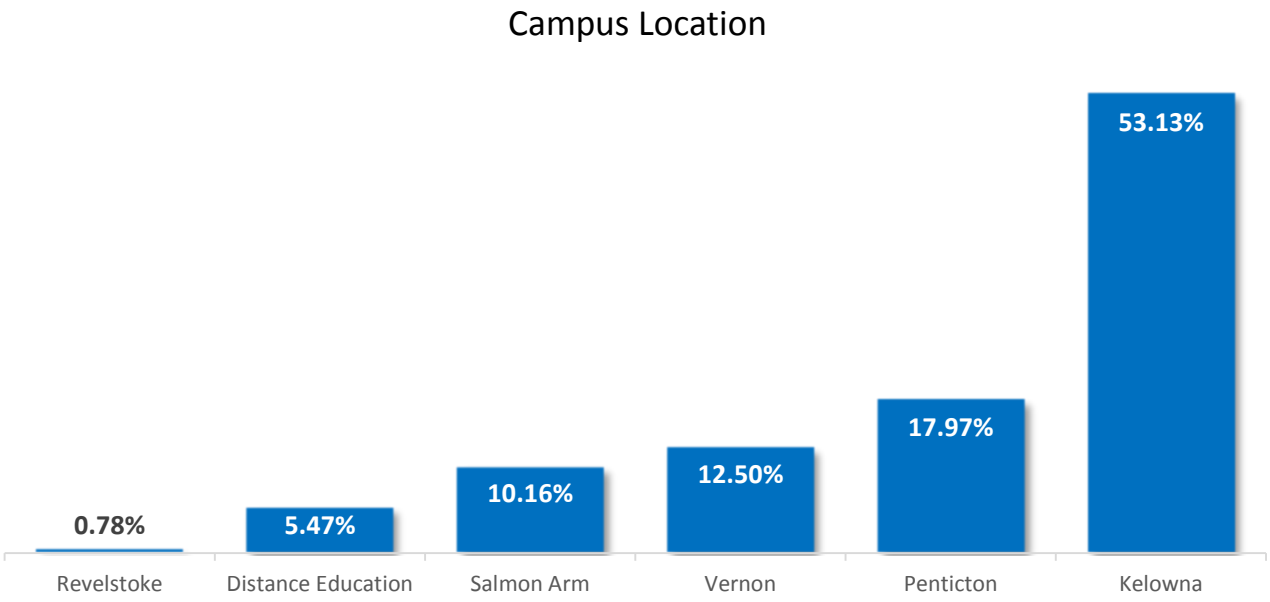
How is Okanagan College assessing the level of satisfaction with Aboriginal Learners?

Okanagan College (OC) has made a commitment to enhance the success of our Aboriginal learners as identified in our Strategic and Education Plans. Aboriginal communities and students are of significant importance to our future success as an institution.

The following survey results are a snapshot of Aboriginal student satisfaction levels; providing OC with information about how well we are addressing student needs and experiences related to inclusion and respect.

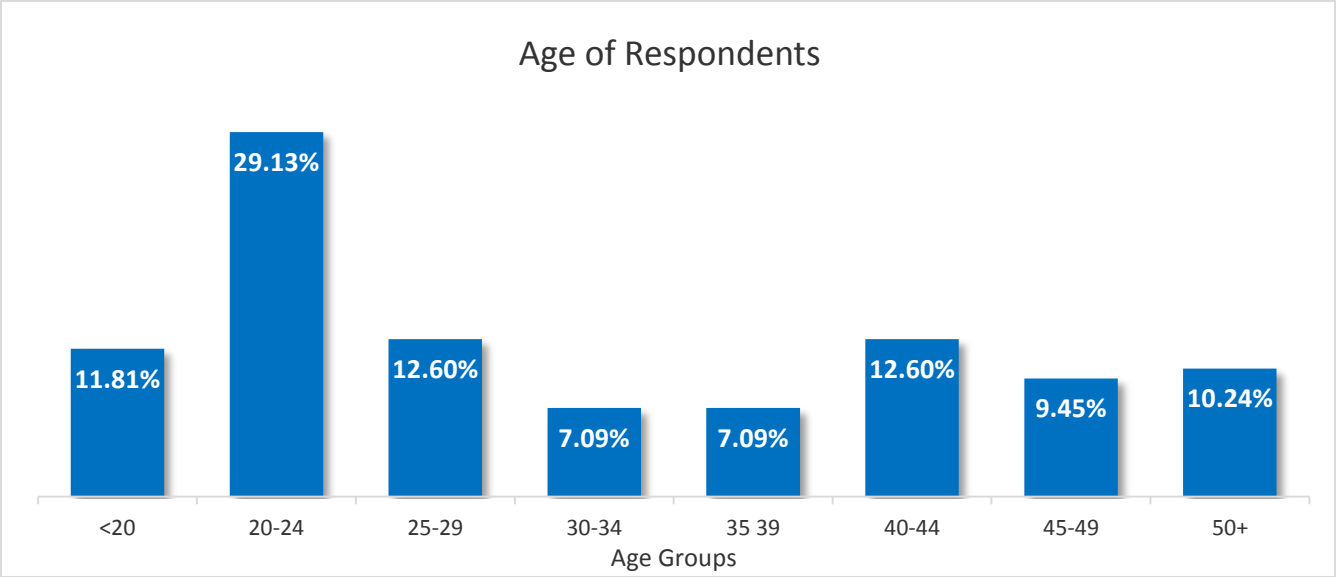
Methods

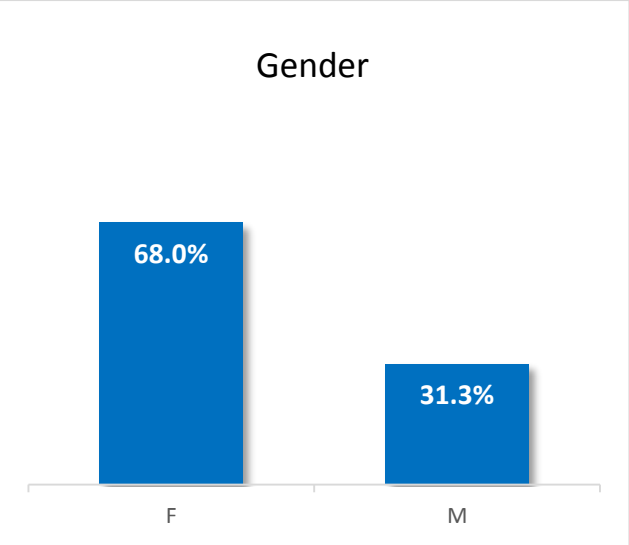
Self-identified Aboriginal students registered in the Fall and Winter terms of 2015/16 were asked to complete a questionnaire either in person or online. The questionnaire was administered over an 11-week period from January 26th to April 15th, 2016. Given the focus on attitudes, the questionnaire relied heavily on Likert-type scales. Because of the descriptive nature of the results, causal inferences and generalizations to the broader Aboriginal Student body are limited.

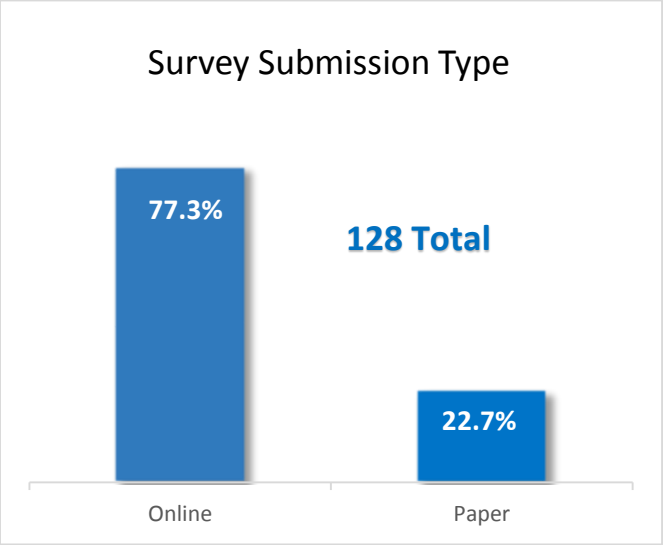


Demographics

A total of 128 students returned the questionnaire out of an eligible 731, providing an overall response rate of 17.5 per cent. The response rate per campus, age grouping, gender and means of submission (e.g. online vs. paper) remain comparable to previous surveys. The mean age of respondents, however, continues to increase (e.g. 30.25 years in 2013/14, 31.51 years in 2014/15, and now 32 years in 2015/16). Although almost half the respondents had a household income that was less than $23,000 (46 per cent), 25 per cent chose not to disclose this information. Exactly half of the respondents were currently not employed. While a majority of the respondents indicated they were not responsible for a child at home, 26 per cent indicated they were responsible for at least one child, with a further 70 per cent of those students not accessing child care. Only 39 per cent of respondents had parents who had completed post-secondary education.

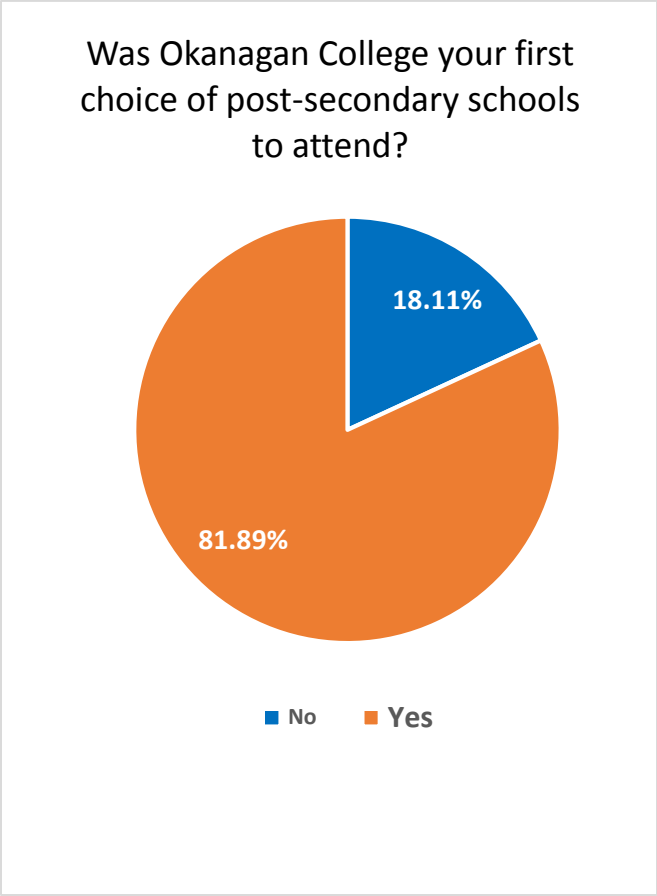


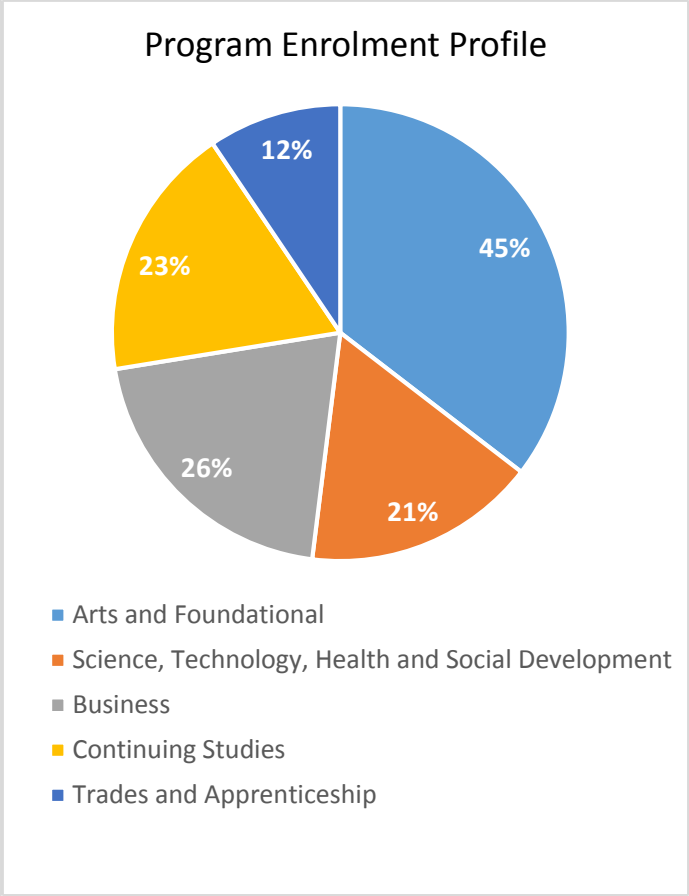


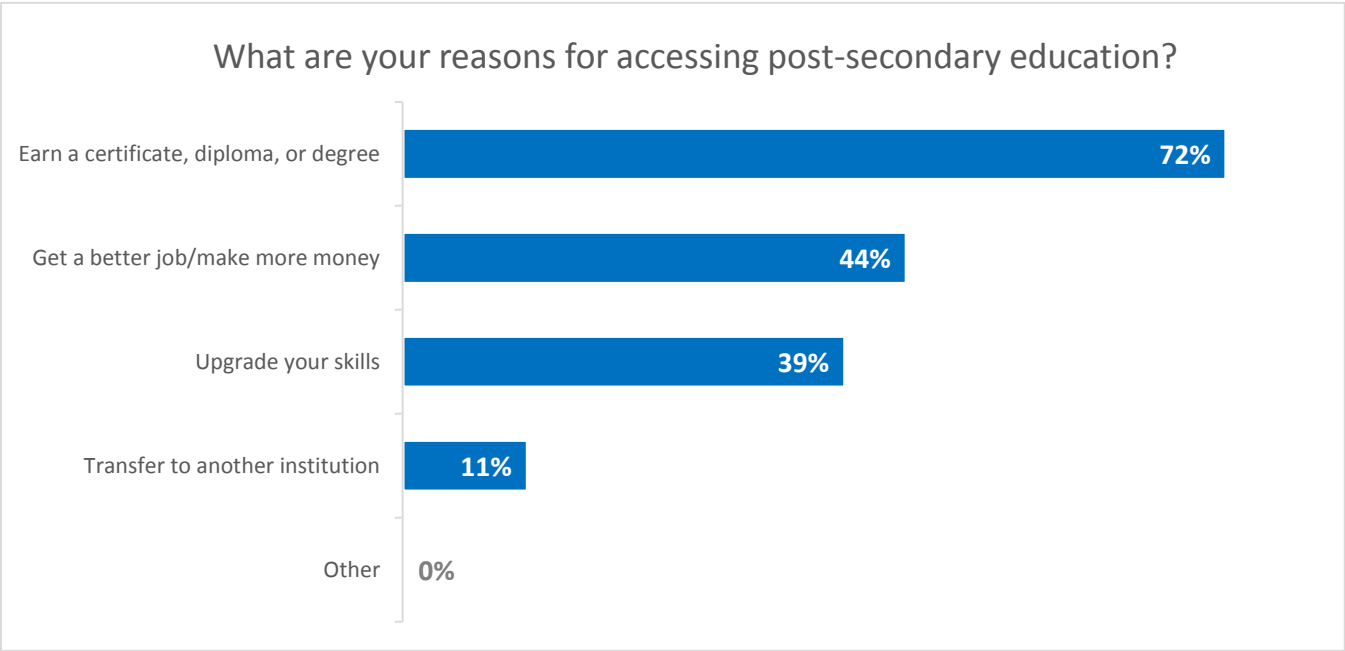


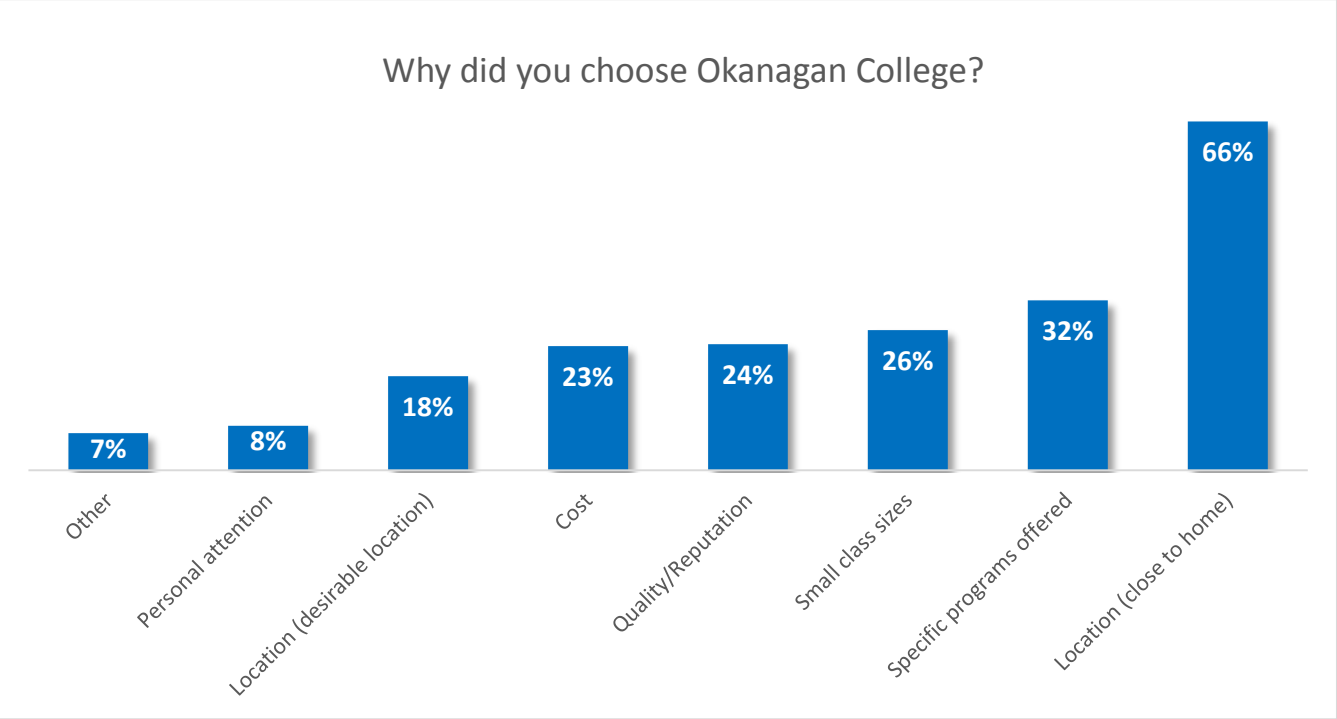
Pursuing Post-Secondary Education

Participants were asked to identify their motivations related to post-secondary education. Three questions were dedicated to this topic. Over 80 per cent of survey respondents indicated OC was their first choice. Out of a possible five choices, a majority of respondents indicated they chose OC because of its location (i.e. close to home). A very small percentage of respondents noted that there were other reasons for attending OC including distance education programs, resources, and transfer agreements. These trends are consistent with previous surveys and again highlight our successes in teaching and community programming. Data on students' reasons for pursuing post-secondary education and their exit goals upon completing their respective programs are outlined below and are comparable to previous surveys.


Was Okanagan College your first choice of post-secondary schools to attend?
18.11%
81.89%
No
Yes


Program Enrolment Profile
12%
45%
23%
26%
21%
Arts and Foundational
Science, Technology, Health and Social Development
Business
Continuing Studies
Trades and Apprenticeship

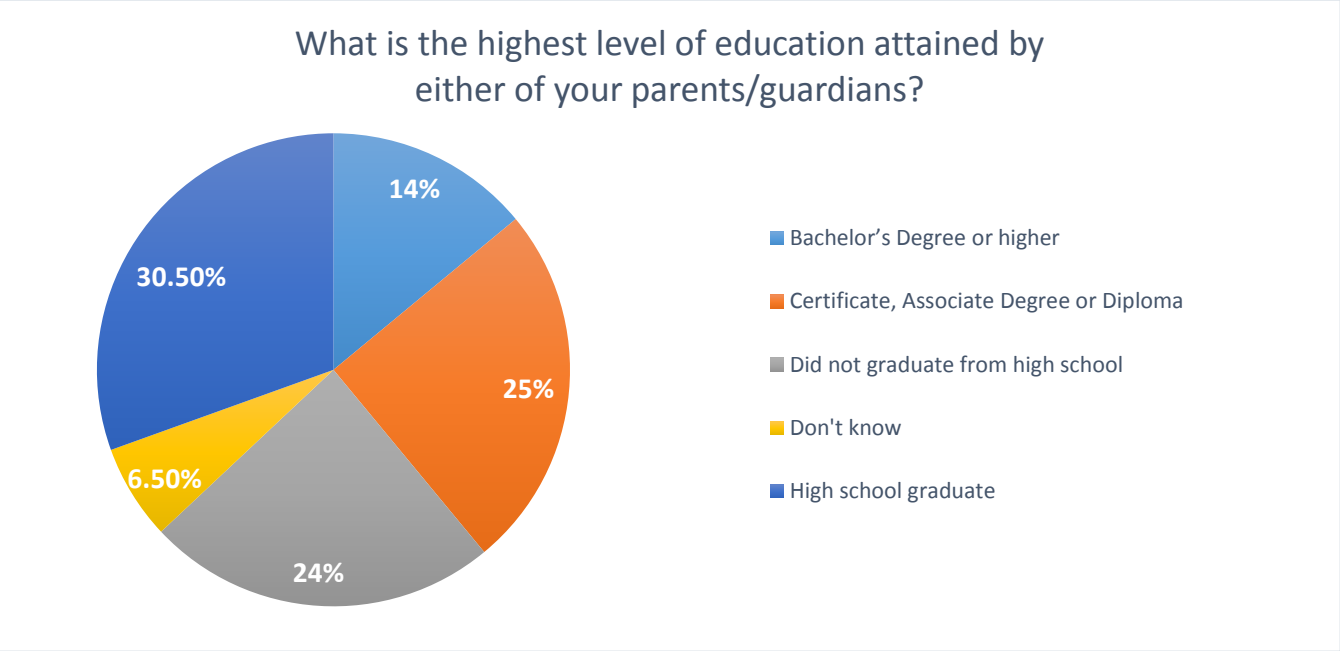

What are your reasons for accessing post-secondary education?
Earn a certificate, diploma, or degree
72%
Get a better job/make more money
44%
Upgrade your skills
39%
Transfer to another institution
11%
Other
0%

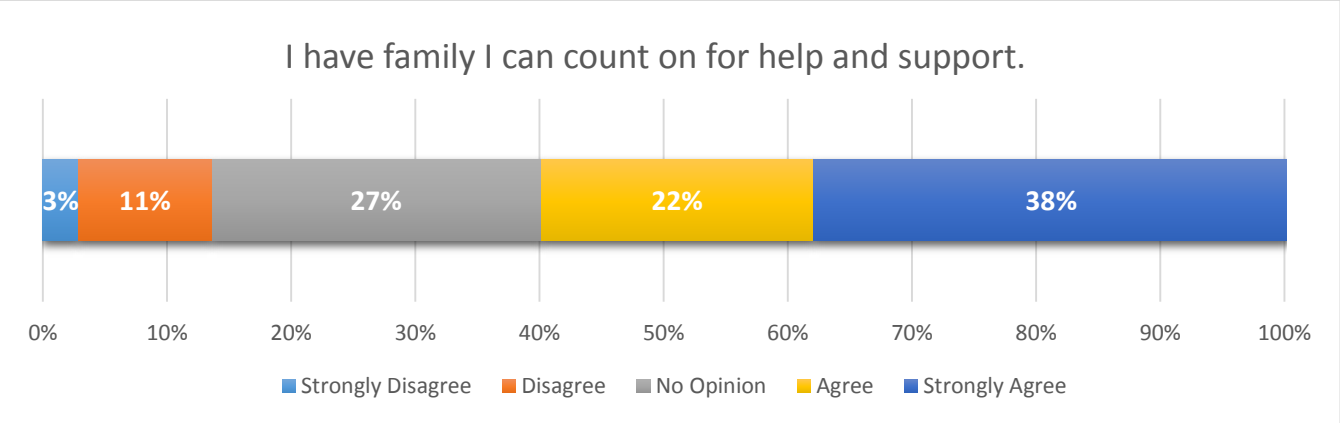


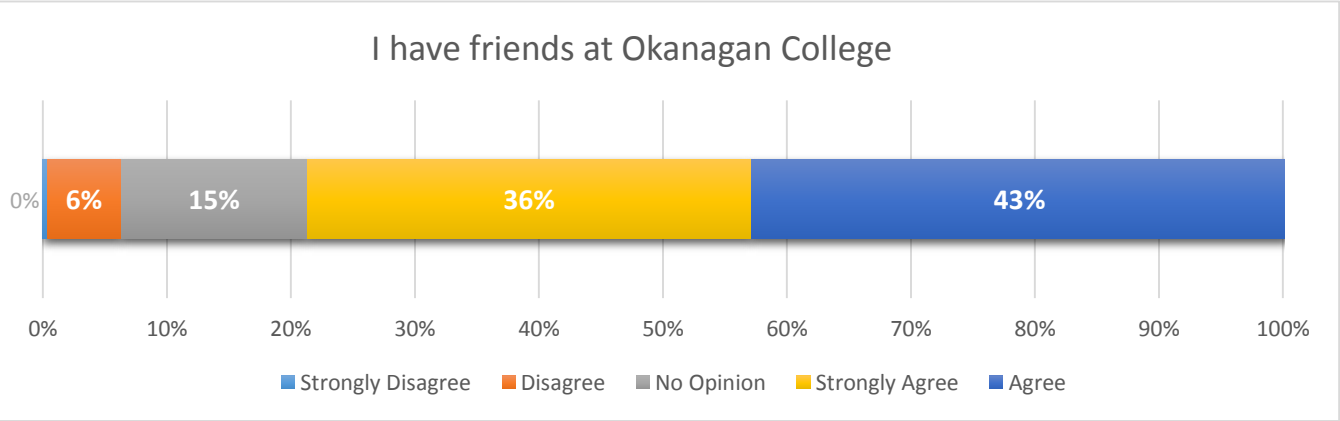
Financial and Social Supports

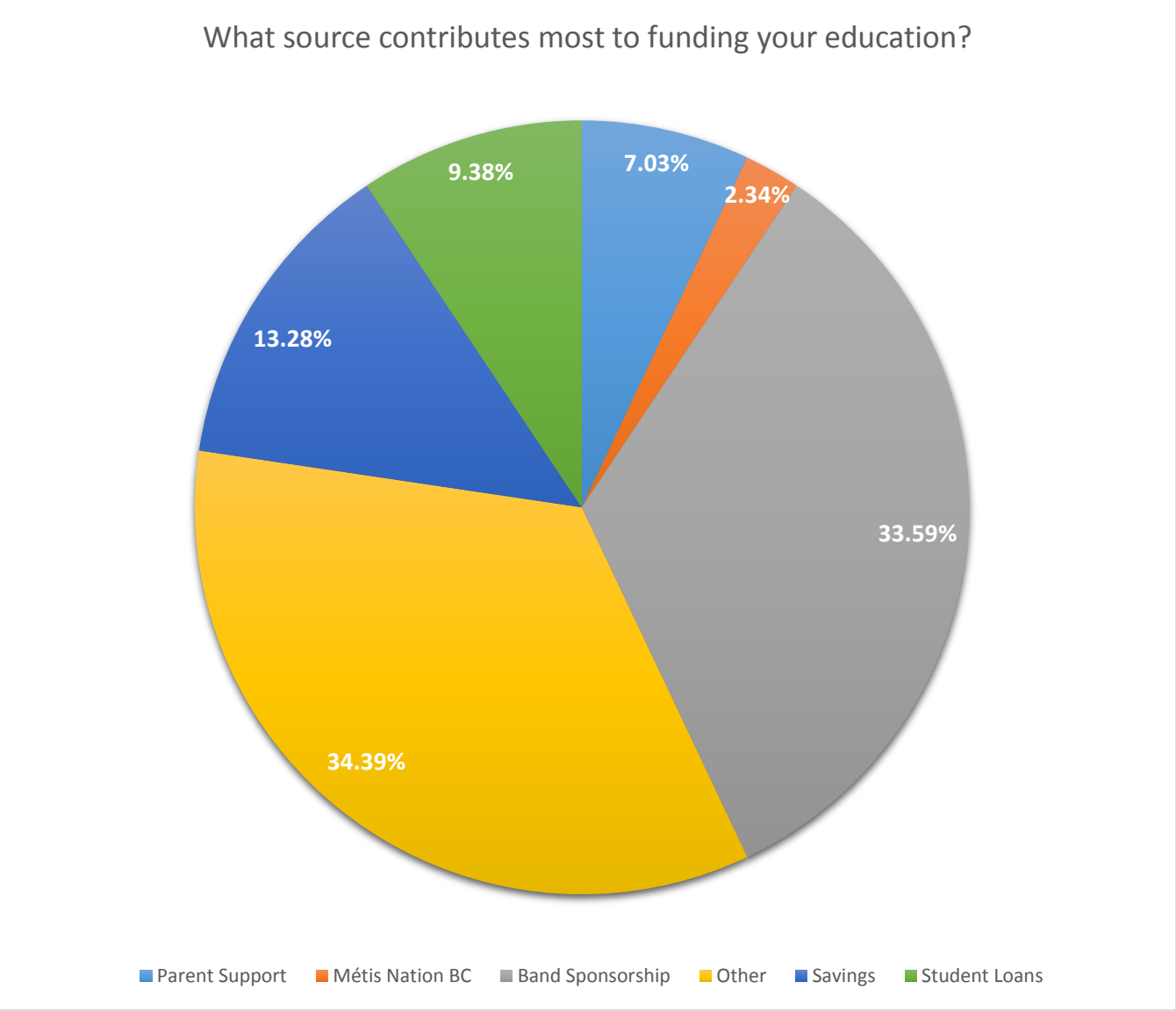
Financial and social supports are vital contributing factors to student retention. The next series of graphs provide an outlook on funding sources, income levels, and social support networks. Only 39 per cent of respondents had a parent who had some form of post-secondary education. Thus, consistent with literature and anecdotal student information, a majority of respondents are first generation post-secondary students. While many students may be the first in their families to attend post-secondary, most of the respondents (60 per cent) agreed or strongly agreed that they have family they can rely on for support while attending OC. Similarly, a large number of respondents (79 per cent) felt they had friends they can rely on for support as well.

Despite a commonly held assumption to the contrary, only 35 per cent of respondents had their education primarily funded through band or Métis sponsorship. Unfortunately, as noted by the First Nation Education Steering Committee (FNESC), the amount of funding provided through band or Métis sponsorship often does not cover the full cost of post-secondary. It is not surprising, then, that a majority of respondents sought other means to pay for their education. Some of those other sources included but were not limited to Social Assistance, grants and scholarships, employment, spousal income and the Adult Upgrading Grant.

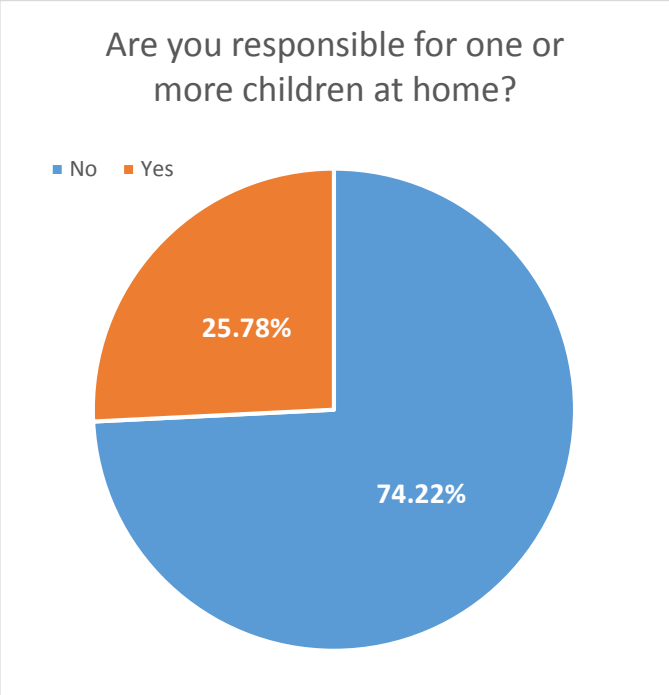

What is the highest level of education attained by either of your parents/guardians?
14%
25%
24%
6.50%
30.50%
Bachelor's Degree or higher
Certificate, Associate Degree or Diploma
Did not graduate from high school
Don't know
High school graduate

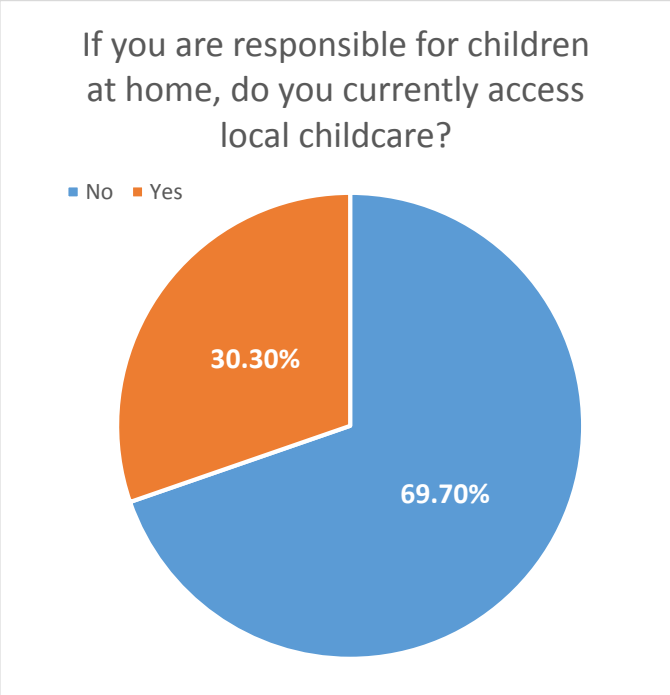

I have family I can count on for help and support.
3%
11%
27%
22%
38%
0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
100%
Strongly Disagree
Disagree
No Opinion
Agree
Strongly Agree

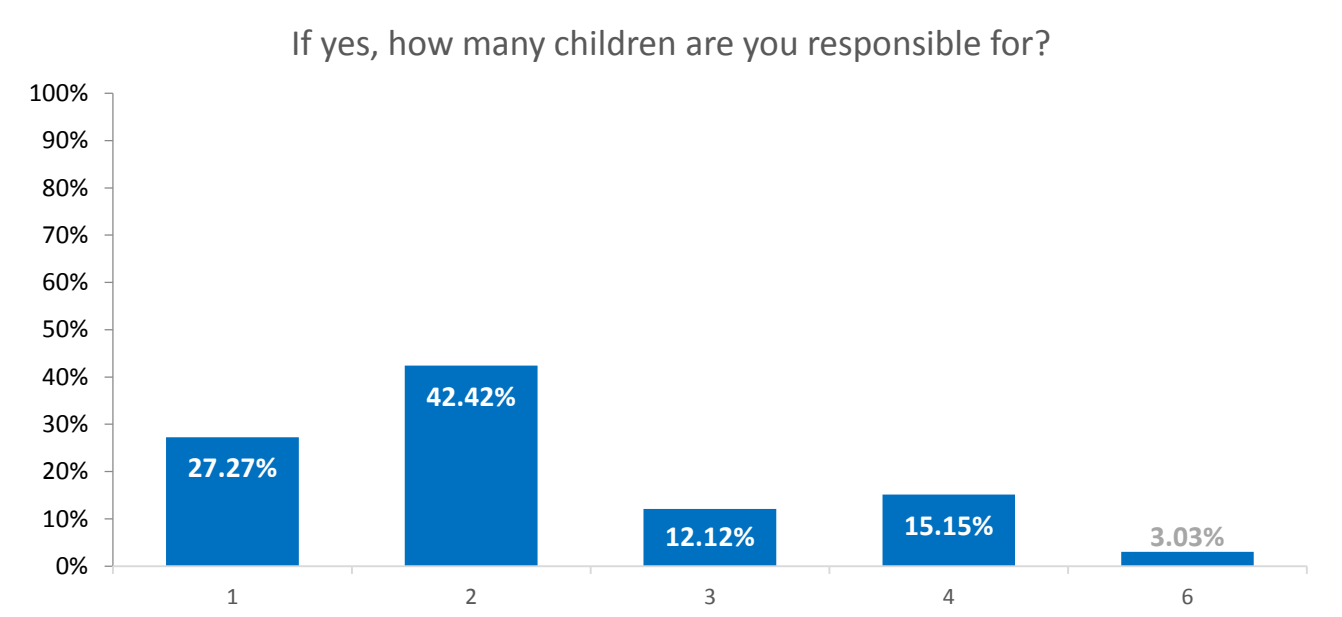

I have friends at Okanagan College
0%
6%
15%
36%
43%
0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
100%
Strongly Disagree
Disagree
No Opinion
Strongly Agree
Agree



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**
0	50.00 %	Less than $8,000	16.41 %
1-20	22.66 %	$8,001 - $17,000	18.75 %
21-34	15.63 %	$17,001 - $23,000	11.72 %
35-39	6.25 %	$23,001 - $29,000	5.47 %
40 +	5.47 %	$29,000 +	21.88 %
		No Response	25.78 %


Are you responsible for one or more children at home?
No
Yes
25.78%
74.22%

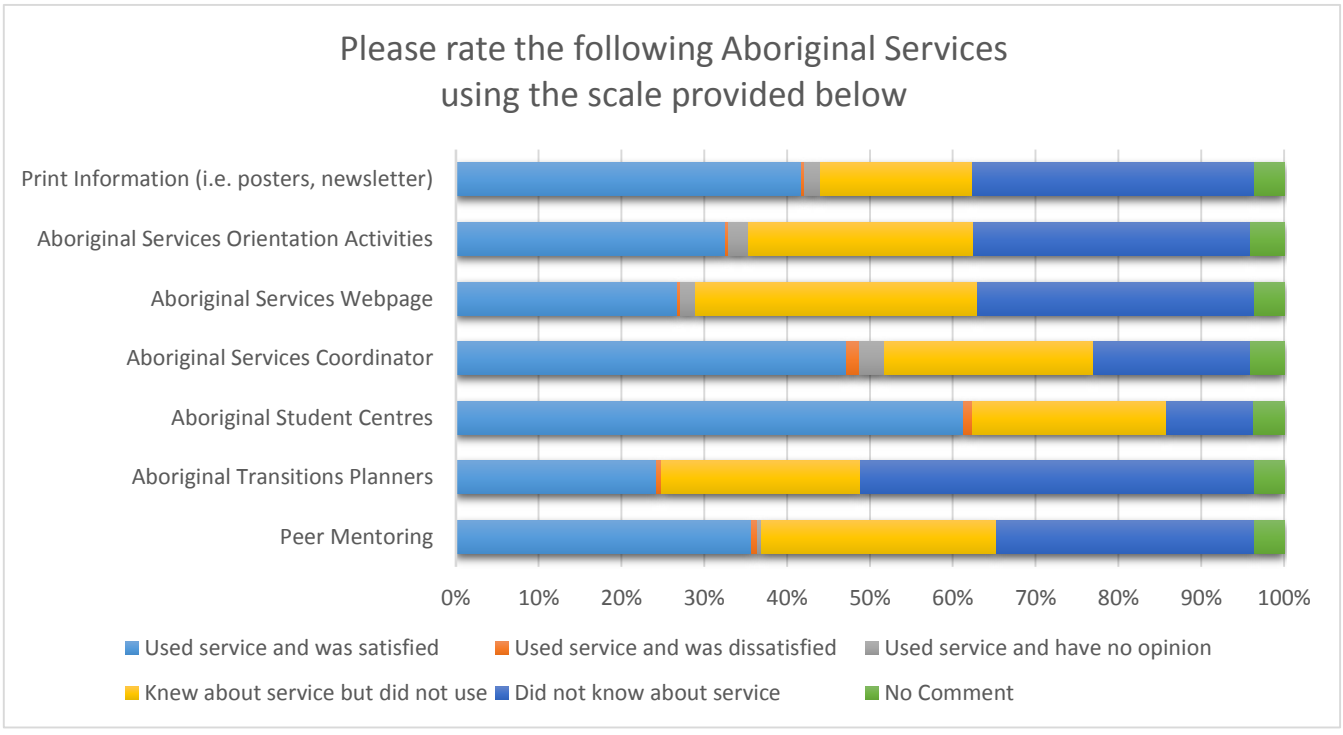

If you are responsible for children at home, do you currently access local childcare?
No
Yes
30.30%
69.70%

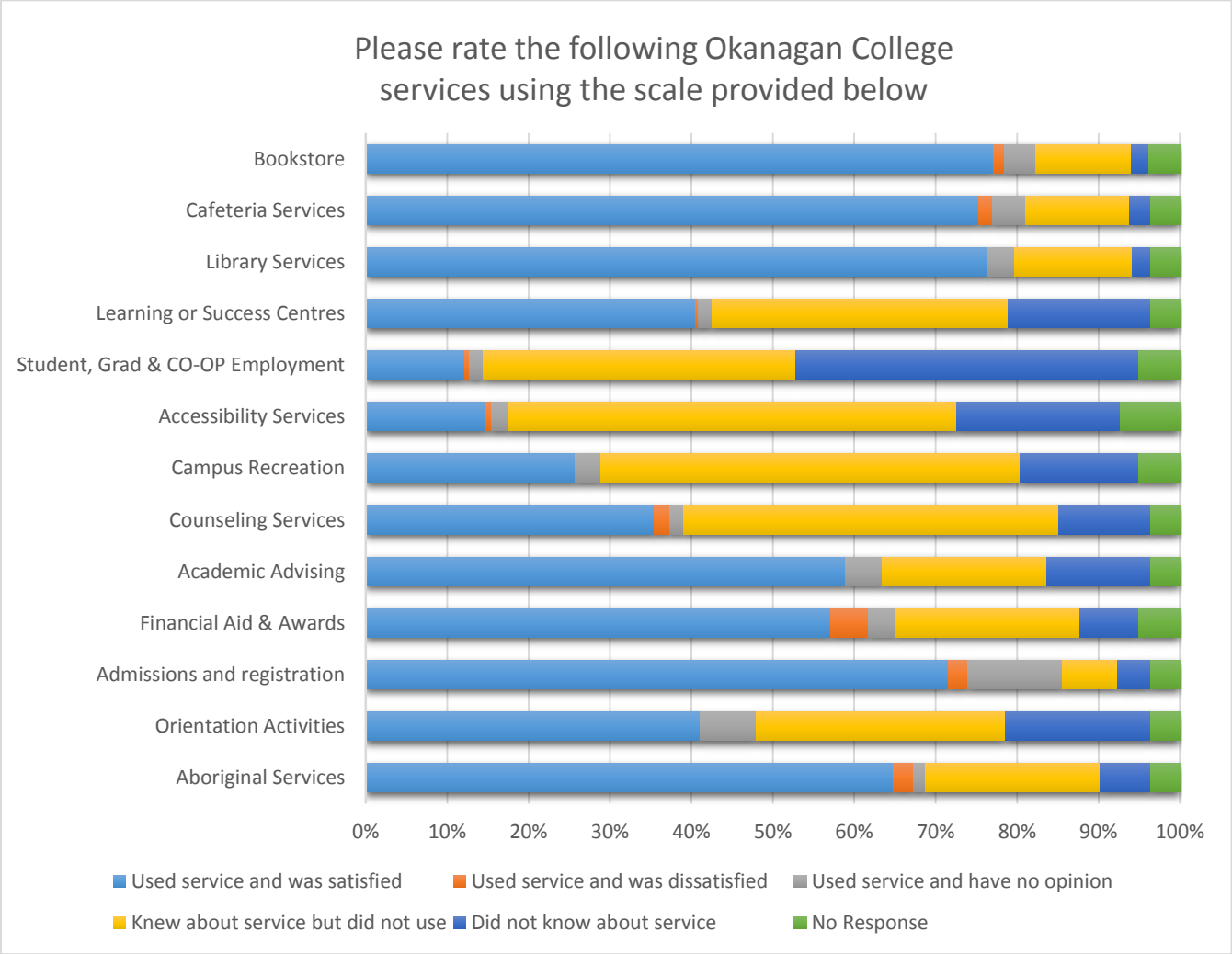

If yes, how many children are you responsible for?
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
27.27%
42.42%
12.12%
15.15%
3.03%
1
2
3
4
6

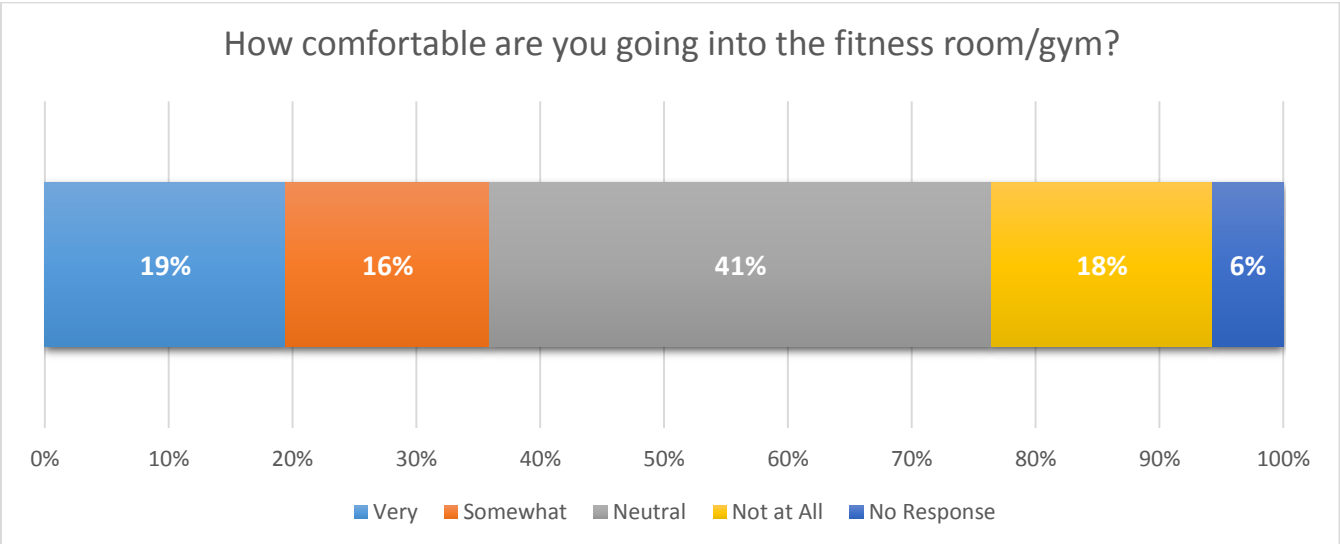
Services, Activities and Event Satisfaction

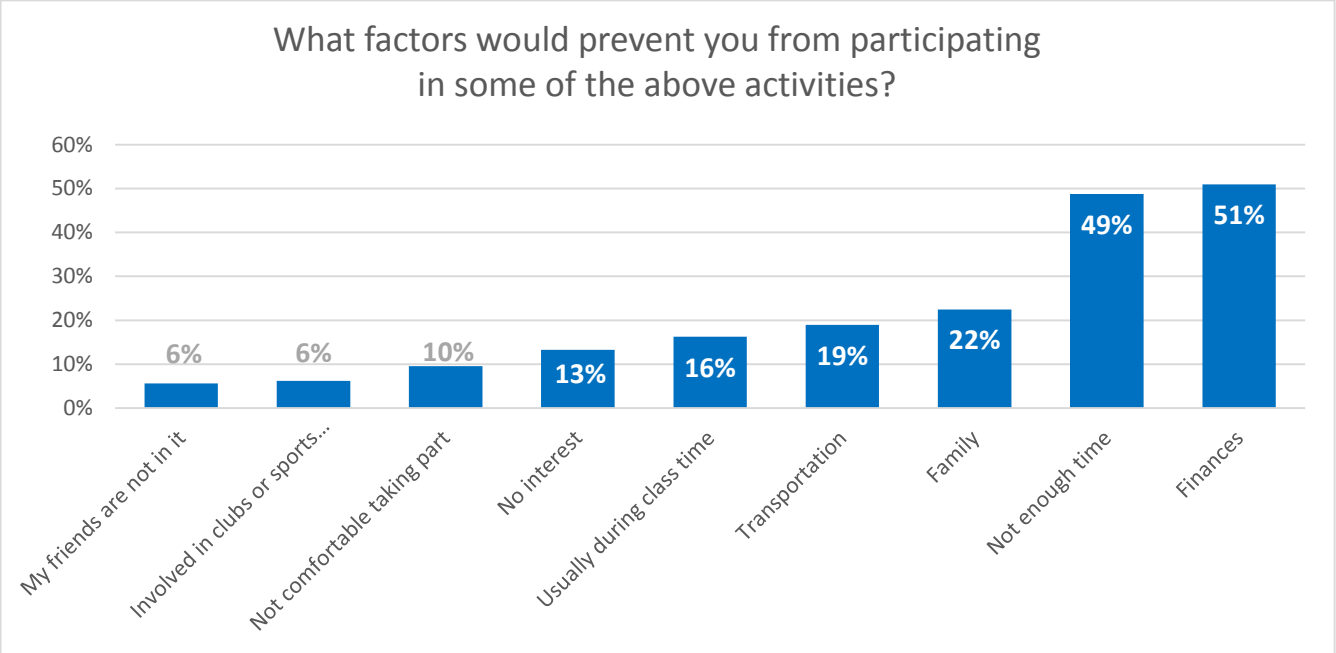
Students were asked to assess their level of satisfaction and awareness of the services offered at OC. It should be noted the service options presented to the participants were not limited to the Student Services Division nor were the service options specific to Aboriginal students. Survey results reveal that relatively few respondents were dissatisfied with any of the services they accessed. The Bookstore, Cafeteria and Admissions and Registration had the highest proportion of satisfied users. In fact, satisfaction with the Cafeteria increased 17 per cent from last year, perhaps indicative of the changes in food services in general, although some respondents clearly expressed a need for healthier, cheaper food options. One respondent indicated they would like to see "[h]ealthier snack during the winter/ more fruit and fresh veggies option at the cafeteria." It is also important to note that there was a 13 per cent increase in satisfaction with Financial Aid and Awards, with a corresponding 7 per cent drop in respondents indicating they were not aware of the awards available. These improved statistical markers could be a result of the recent web, application and communication (general and targeted messages) changes to increase awareness of the awards. Consistent with previous years, many respondents were unaware of some of the services available to them. This is especially true for Accessibility Services, Counselling Services, Co-op Education, Graduate and Student Employment.

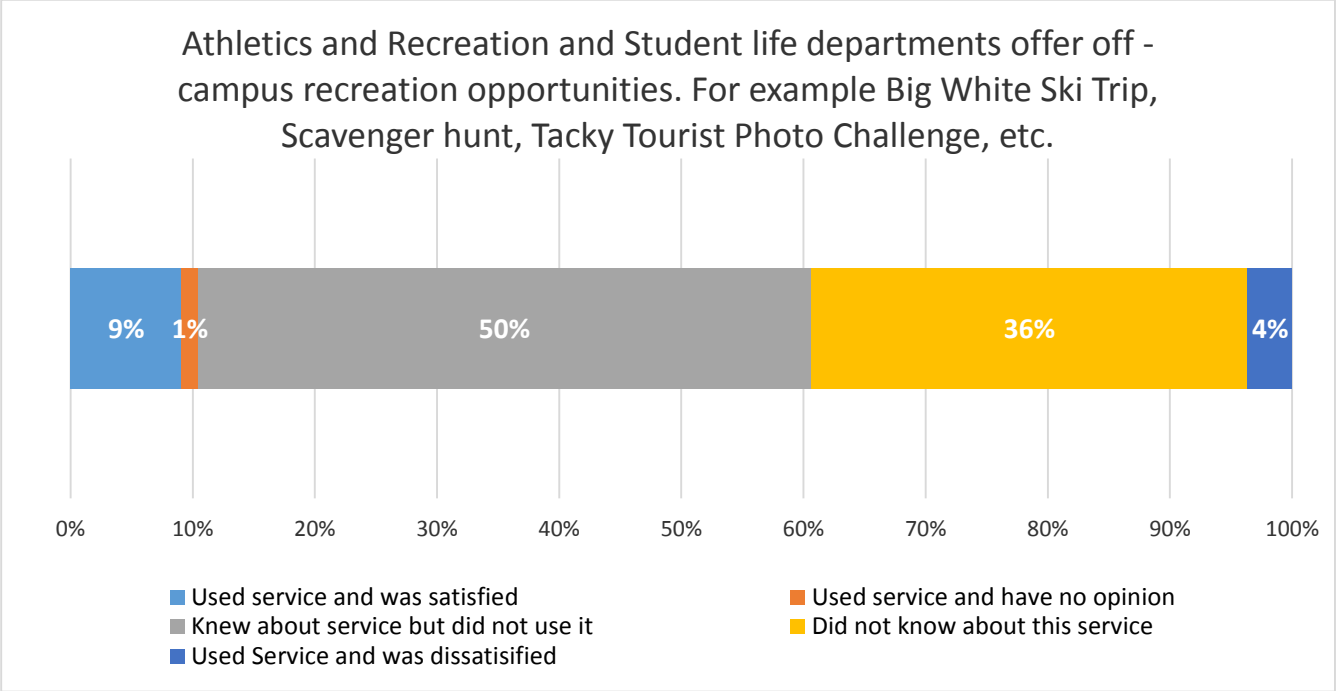
The level of awareness and satisfaction for Aboriginal student focused services are comparable to previous surveys. Print services such as handbooks and newsletters were used satisfactorily by only 42 per cent of respondents. The Aboriginal Services web page, meanwhile, was used by only 27 per cent of respondents. While some areas witnessed marginal increases in awareness, there remains a low level of awareness of Aboriginal Services reflecting the need to increase the number of student engagement activities, as well as to direct efforts to enhancing communication and to increasing awareness about Aboriginal Services.




Please rate the following Okanagan College services using the scale provided below
Bookstore
Cafeteria Services
Library Services
Learning or Success Centres
Student, Grad & CO-OP Employment
Accessibility Services
Campus Recreation
Counseling Services
Academic Advising
Financial Aid & Awards
Admissions and registration
Orientation Activities
Aboriginal Services
0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
100%
Used service and was satisfied
Used service and was dissatisfied
Used service and have no opinion
Knew about service but did not use
Did not know about service
No Response


How comfortable are you going into the fitness room/gym?
19%
16%
41%
18%
6%
0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
100%
Very
Somewhat
Neutral
Not at All
No Response

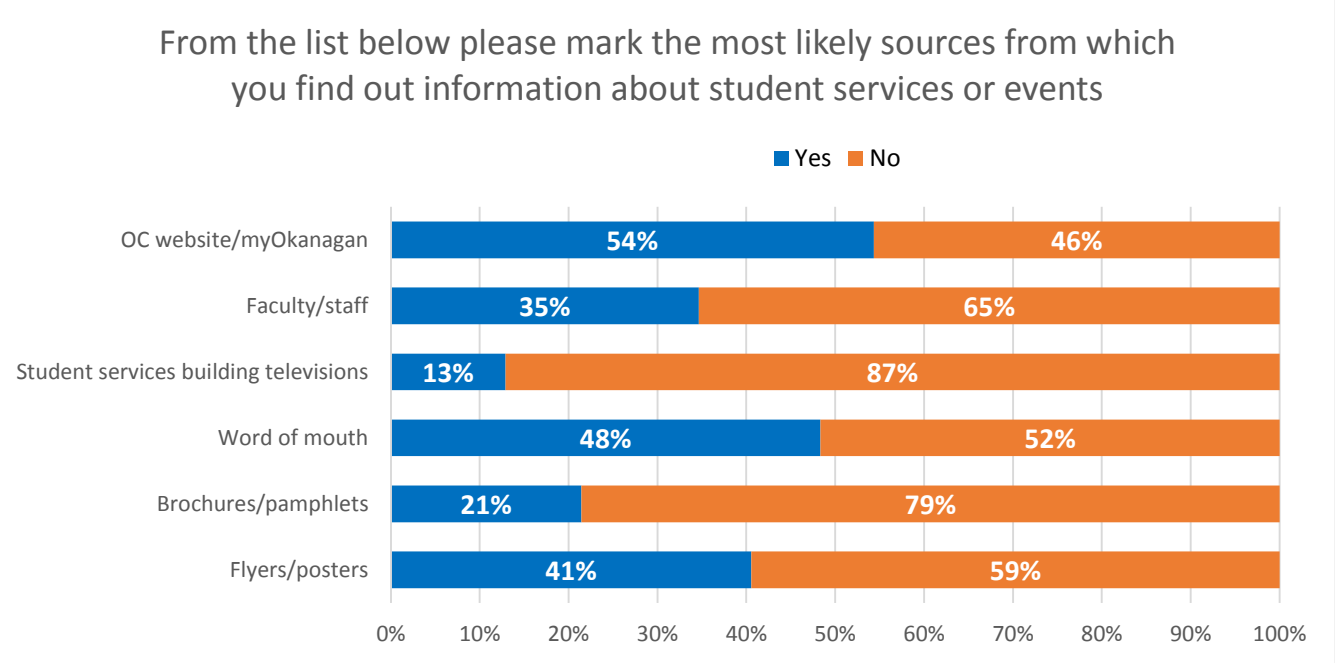


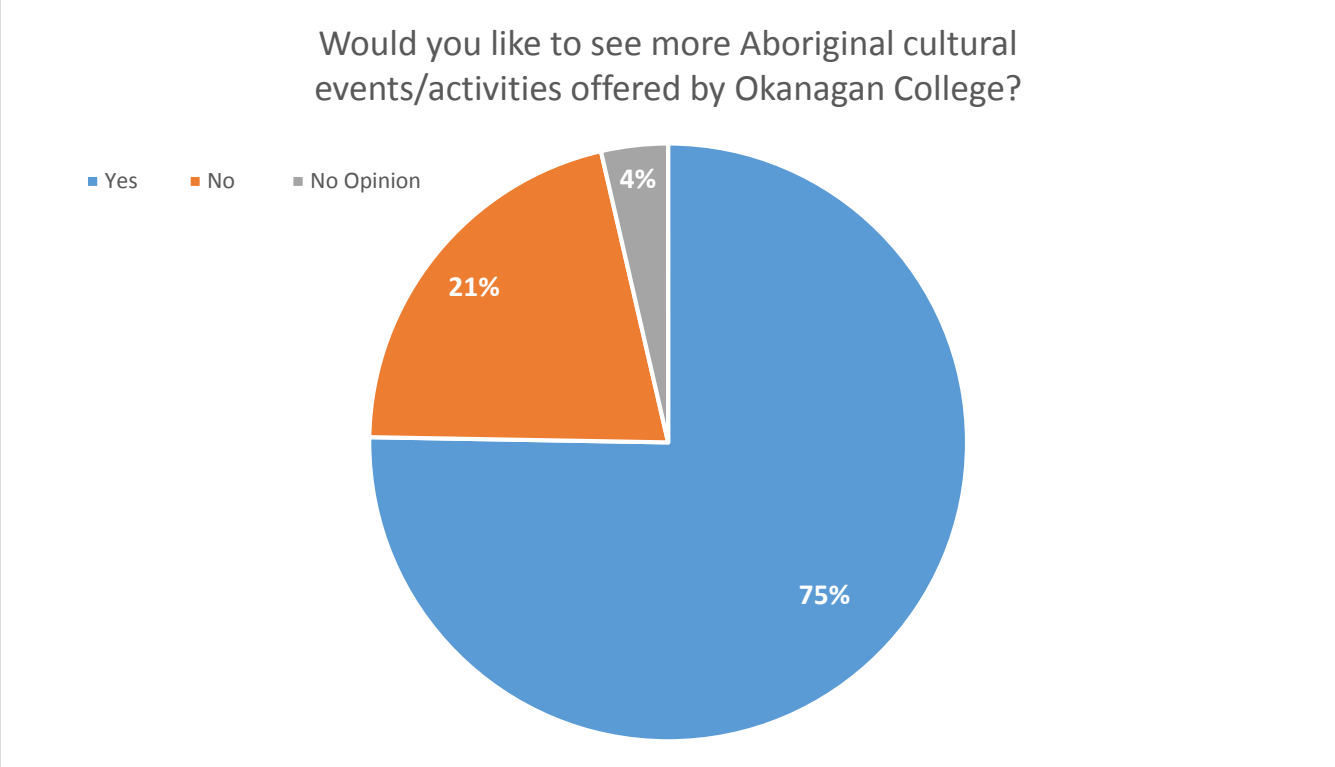


Are there any programs/classes regarding student health that you would like to be offered while you are on campus?

For this open-ended question respondents (n=43) indicated an interest in activities ranging from traditional food seminars to overall health information presentations. Other suggestions included fitness programming, healthy living strategies, stress management and dieting. More specifically a few key comments included:

- Healthy student living/help on study skills
- I think it is important that students learn about budgeting and meal planning.
- Maybe a class that focuses on everyday balance with work/school/family life

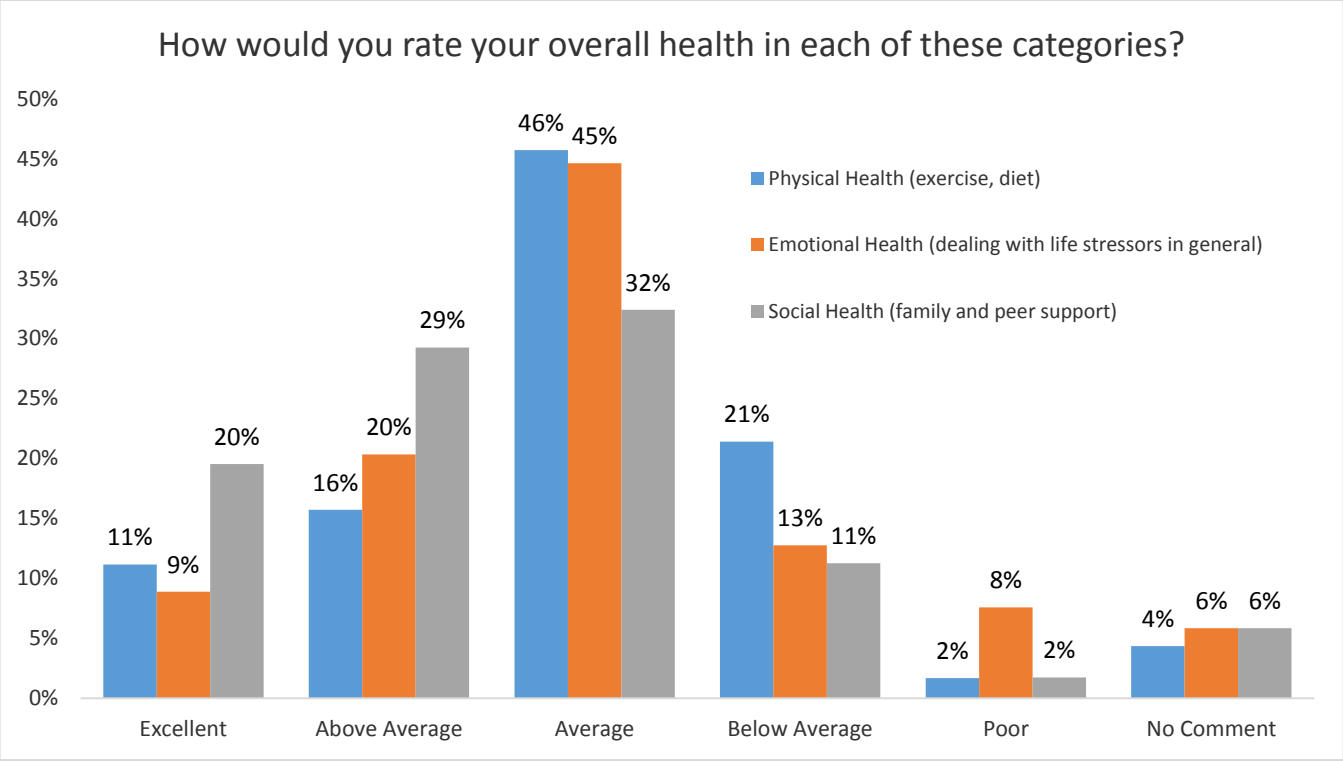


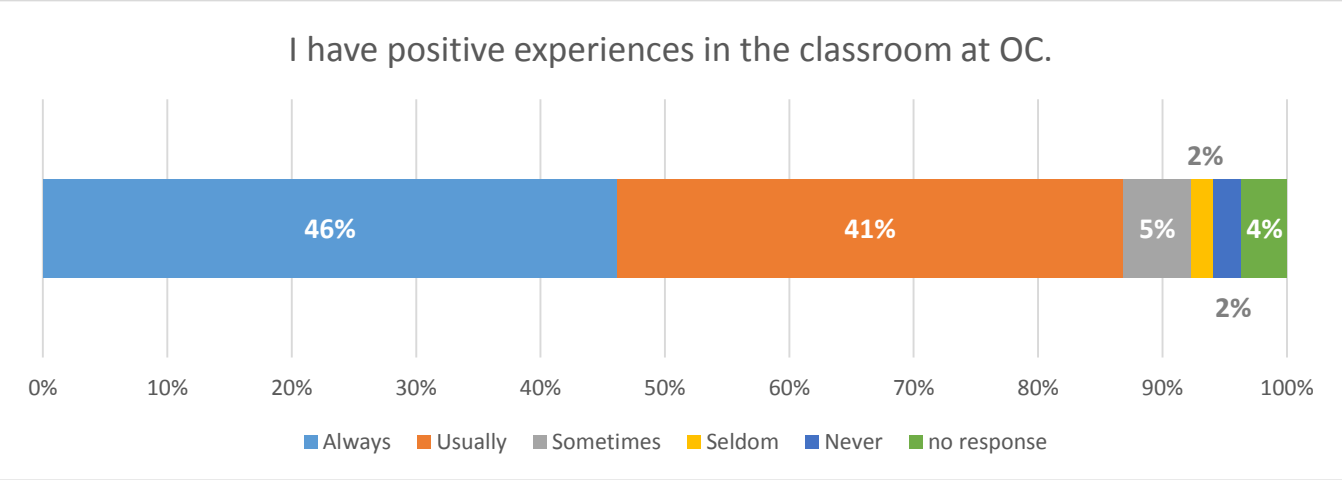


Overall Health and Student Experience at OC

New to this year's questionnaire was the inclusion of health indicator questions. Namely, students were asked to rate their level of social, emotional and physical well-being. While a majority of respondents stated they feel their health is average or above average, there is still a concerning number of students who indicated their level of emotional and physical well-being was below average. Respondents were asked if there is anything OC can do to help our students achieve optimum health in all the categories above. Responses range from improving food choices/prices to enhancing the level of health programming. Applicable input will be incorporated into Aboriginal Services event planning. Several students gave praise for the programming that is currently offered. Some examples of suggested health programming were group therapy/talking circles, stress management, and running clubs. More specifically some responses include:

- Honestly this campus is doing the right things in my opinion. I have been helped a lot by everyone, I'm very grateful
- Lunch walk. Breathing class to learn how to breathe through stress
- Maybe start some team sports
- I believe financial support is key to lessening stress. By lowering students need to maintain a job while studying full time they can focus on studies and their personal mental and physical health. Somethings gotta give when students study and work a large amount of hours in the week and it's usually health related

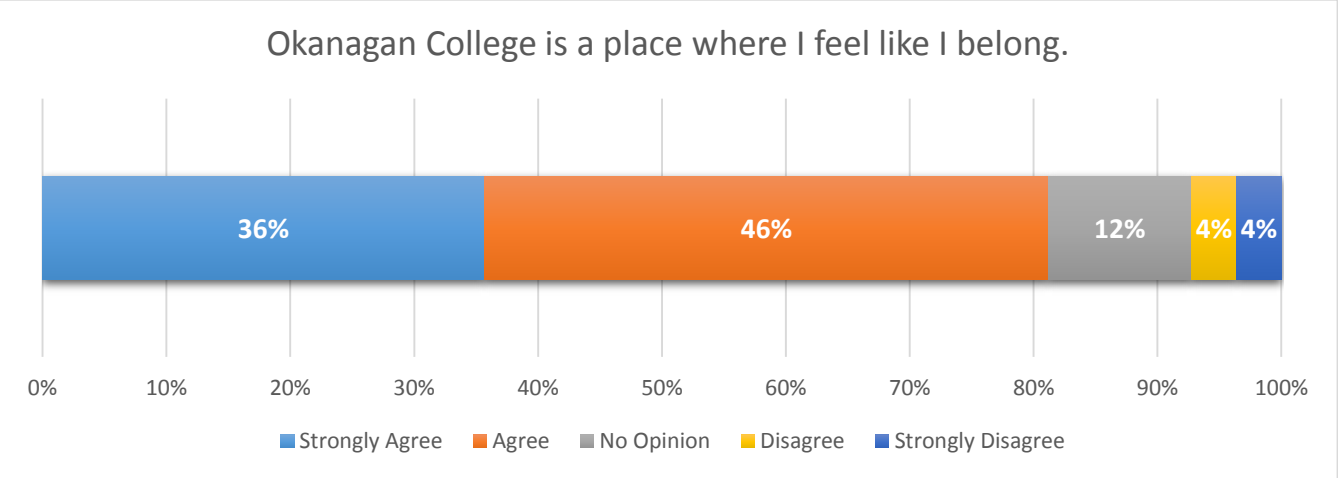


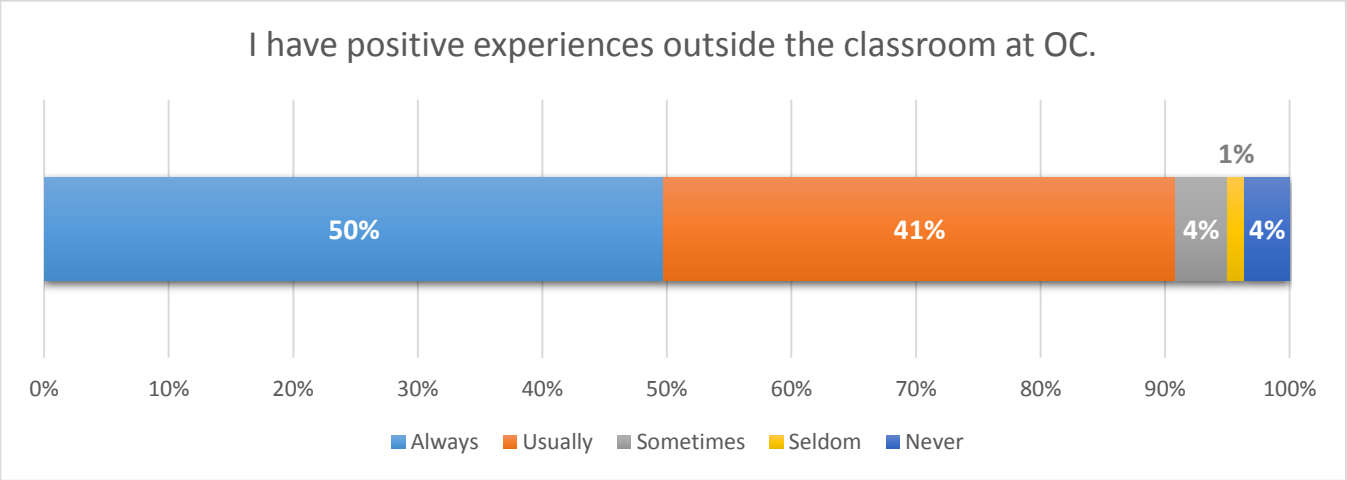


(Optional) Please clarify:

There were a diverse set of responses from over 25 students ranging from good to bad experiences. Some students were in distance education and don't have a classroom per se. Generally, professors and classrooms were spoken of in high regard. There are a few responses, however, that indicated the level of intercultural sensitivity and safety within the classroom is a concern. Key responses include:

- As I am older and have kids the ages of the students in my classes, I find that my age and experience sets me apart from the rest
- I say usually because there have been incidences (or lack of) support from peers when it comes to being an Indigenous person in the classroom learning. i.e. there is a sense of privilege and entitlement by students who are not Aboriginal and they act as if 'you' do not exist by way of completely ignoring you and your presence
- Sometimes I feel like I'm looked through rather than acknowledged
- My classmates are like family now, and the teachers are great, and understanding
- Not only am I being educated, I am being taught how to be a better person
- Small class sizes allow for meaningful and intimate dialogue. I feel like my success is important to staff and even other students

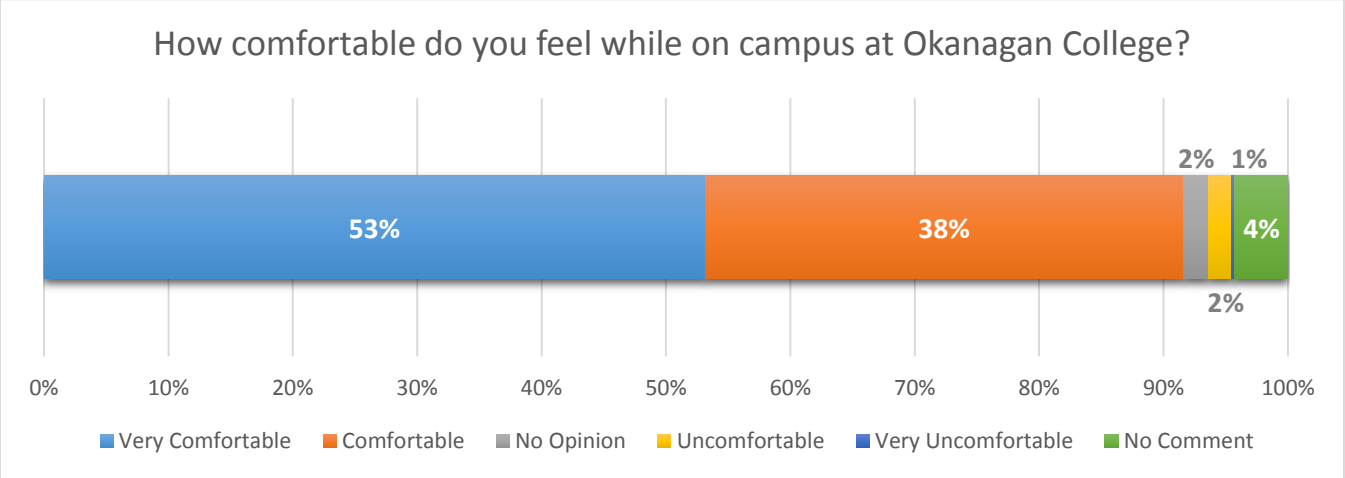


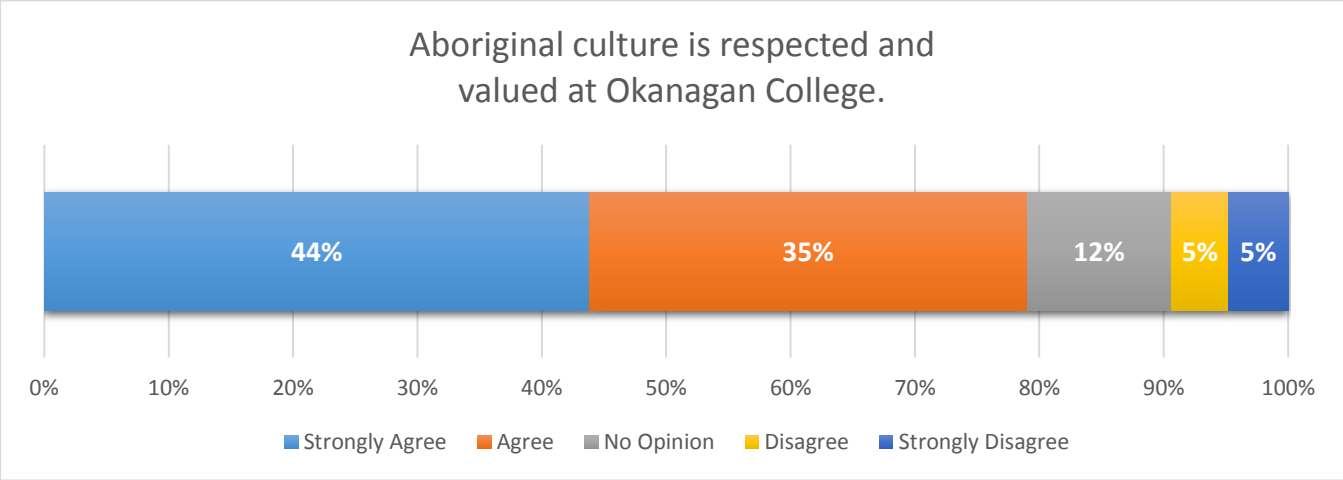


(Optional) Please clarify:

With only 14 respondents providing further insight, several indicated they did not often stay on campus after class. A large majority spoke of the atmosphere on campus being a friendly, welcoming and inclusive environment. Some responses include:

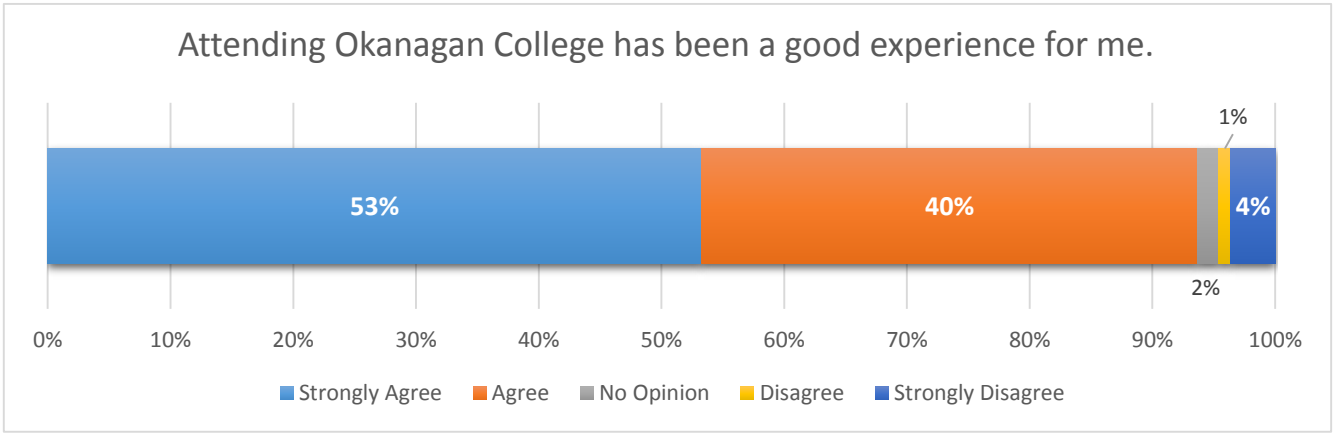
- I don't usually stay after my classes
- I find that the high school students that frequent the campus create a negative environment. They do not behave like college students and it shows
- Sometimes the actions or words around me by other students were disheartening and upset me.
- I enjoy all the activities that go on around campus
- I enjoy the diversity of the student body, and the welcoming atmosphere at OC
- I never see any bullying going on, everyone is pretty friendly





Overall, students were asked if they had any comments or suggestions for improvement regarding the services OC offers Aboriginal students. Respondents provided an array of input including more scholarships, enhanced student service and programming, improved/larger Aboriginal spaces, better signage and communication, as well as general praise for the current work and services in place. More specifically some responses include:

- Faculty workshop about residential schools so they can stay current with the issues that we face (at home with parents who've gone to residential school) and so they can understand our trepidations about going to school from k-12 and post-secondary because they are related
- Advertise at main doors of the building. I have been going to school at Salmon Arm campus for 2 years and it wasn't until January of this year did I manage to find my way into Caroline's office in The Gathering Place
- Maybe a bigger room so many more people can be in one space at a time. Need a bigger center room to gather in
- There needs to be more offered more regularly
- Be positive always towards any student. Students come across many barriers when it comes to education, go above and beyond when it comes to making sure all students are comfortable. Everyone feels in over their head... Make the students aware that there is help and resources to help with many different types of struggles that students have



Conclusion

We are encouraged that 93 per cent of survey respondents either agree or strongly agree with the statement "attending Okanagan College has been a good experience."

Even though the overall survey response rate is only 17.5 per cent, the Aboriginal Student Satisfaction Survey continues to provide valuable information. Trends can be inferred from the survey results revealing areas in which Okanagan College has improved in service delivery and inclusion and revealing areas where improvement is still needed.

This survey is a useful tool in program, service and institutional planning. We are encouraged by the overall positive responses regarding the Aboriginal student experience and are committed to considering the thoughtful suggestions provided by the students who did complete the survey, to look at opportunities for changes and improvement.

Submission of Information from Senior Staff to the Board of Governors

REPORT TITLE
Capital Master Plan 2016-2035

DATE
November 15, 2016

BACKGROUND INFORMATION
For example: • Purpose • History • Other relevant information

The Capital Master Plan approved in 2007 required updating to reflect the changing needs of Okanagan College campuses. The Capital Master Plan deals with the technical and functional arrangements of the campuses to support the Strategic Plan and the long term Education Plan.

The committee was tasked with answering the question, "do our existing campuses have the capacity to meet the needs of each region over the course of the next 25 years?"

The committee consisted of:

- Donna Lomas, Regional Dean South Okanagan Similkameen (Chair)
- Allan Coyle, Director Public Affairs
- Jane Lister, Regional Dean North Okanagan
- Deb Peterson, Director Facilities and Business Services
- Joan Ragsdale, Regional Dean Shuswap Revelstoke
- Heather Schneider, Regional Dean Central Okanagan
- Rob St. Onge, Energy Services Specialist

See Attachment B: Capital Master Plan 2016- 2035

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

For approval.

"BE IT RESOLVED THAT the Okanagan College Board of Governors approve the Capital Master Plan 2016-2035, as recommended by the Campus Planning Committee."

STRATEGIC PLAN [1] ALIGNMENT
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

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

☒ 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)

Capital Master Plan Committee
R. Daykin – Vice President, Employee and Corporate Services

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

DRAFT

OKANAGAN COLLEGE CAPITAL MASTER PLAN

2016-2035

SALMON ARM • VERNON • KELOWNA • PENTICTON

okanagan college

INTRODUCTION

In a post-secondary setting the Capital Master Plan (CMP) serves the essential purpose of providing a common understanding of how individual pieces come together to form a coherent whole. At its core, the plan must deal with the technical and functional arrangements that help to support the day-to-day operation of an institution. To be effective, a CMP must incorporate and represent the culture and characteristics of what makes an institution vibrant, and unique. Okanagan College's plan must capture what distinguishes it from other similar organizations. The plan helps to define the elements that collectively contribute to creating special places loved by inhabitants and visitors alike.

The educational setting is rapidly changing with the maturation of the information age. Post secondary institutions everywhere are grappling with fundamental questions about traditional program delivery and the manner with which students are engaged and how they learn. This offers enormous latitude for creativity and innovation. Flexible forms of learning are challenging the traditional approach to bricks and mortar. Departments and programs are being asked to provide creative service/program delivery using different forms of technology and pedagogy that requires sophisticated, new infrastructure in existing built spaces.

The Capital Master Plan guides decisions about buildings, infrastructure and grounds that together collectively create a place that is memorable, beloved by its students, staff and faculty, that is a cherished memory for alumni, that will launch careers and build character; a place that will be vibrant, alive, full of promise, achievement, creativity and innovation. A Capital Master Plan must provide a framework intended to enhance and expand a great place of learning. The focus question that was asked of the committee is: "do our existing campuses have the capacity to meet the needs of each region over the course of the next 25 years?" The answer for all four campuses is yes --with some qualifications. Where appropriate, some programs and services may be off campus.

A second question the Committee asked: Does the existing horizontal infrastructure-sewer, water, electrical, parking- meet our existing need and does it have the capacity to meet future growth needs? The answer to this question is a qualified yes. The current systems do meet the existing need of our campuses but all campuses will need a significant investment in additional capacity to accommodate future building and population growth on each campus over the next 25 years.

Going forward, this Capital Master Plan document forms the framework for the College's annual capital plan and five-year submission to the Ministry of Advanced Education. The plan will continue to evolve as it is shaped and informed by the strategic priorities of the College as established by the Strategic Goals and Directions and by planning documents such as the Long and Short Term Education Plans. Additional planning processes (for example, the work of the Indigenization and Internationalization Committees) will continue to inform the Capital Master Plan in setting goals and priorities over the long term.

The Capital Master Plan represents a roadmap for future growth and development on our campuses. The implementation of the plan will be guided by the planning documents of the College, government policy and direction, community opportunities, internal decision making processes and program and community needs. All plans are subject to change and amendment but this Capital Master Plan demonstrates that all our campuses have the capacity to incorporate future growth and meet community/ region needs.

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CONSULTATION PROCESS

This plan began with a review of the 2007 Master Capital Plan and College statistics and numbers. The larger background study was directed at understanding the Okanagan regional context, its demographics, and historical growth. It was also a review of the types, physical condition and quantities of existing space. In parallel with this general and spatial study, there was a review of transportation, utilities, regulatory restrictions and limits. The information assembled from this research can be found in the three extensive appendices accompanying the plan. As these appendices were developed, there were intermittent reviews with a Master Capital Plan Steering Committee which consisted of the four Regional Deans and key members of the administration and the Director of Facilities until her retirement from the College. While this background material was being gathered, the College began the revision of its Strategic Planning Process which was completed in November 2015. The Master Capital Plan committee was able to consult widely during the strategic planning process and later during its own consultation process per below:

- Initial consultations sessions were held on all campuses in May, June and July, 2015
- Employees were given access to an on-line questionnaire summer/fall 2015
- In-class consultations were held with representative class groupings in October and November 2015 and September 2016
- Open feedback sessions for students were held in 2015 and 2016.
- Meetings with representative Department Chairs and individual departments were held in 2015
- Consultation with specific Aboriginal groups such as the Aboriginal Education Council were held in 2015 and 2016
- Consultation with student groups on campus including the Okanagan College Student Union and ENACTUS were held
- Specific sessions on the Capital Master Plan with the College Leadership Team were held in May 2015, May 2016 and at the Leadership Team meeting in late November 2015
- Sessions were conducted with Regional Advisory Committees
- Public consultations with community leaders were held at various times in 2016
- Campus consultations were held in the early Fall of 2016
- College Board was consulted in June 2016
- Information and input opportunities were offered at the Connections Conference in 2016
- Sessions with Okanagan College Foundation Board of Directors meeting in June 2015 and 2016

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PLANNING PRINCIPLES

- **Draw on the directions established in the College's Strategic Plan and Long Term Education Plan**
  These plans lay out the strategic objectives as an institution and the Master Capital Plan must be aligned and consistent with these objectives.

- **Develop Campuses that Inspire**
  Make the campuses an inspiration to attend and become a part of.

- **Develop Campuses that Integrate Programs and Services**
  We want the campuses to be accessible as if they were one place.

- **Develop Campus Spaces That Are Conducive to Partnerships, Innovation and Incubation**
  Okanagan College is a place of innovation and a partner in the community and with businesses. Okanagan College will remain open to change and will be nimble in understanding and reacting to changes in the technologies important to all our programs.

- **Anticipate Technological Change Recognize That Some Programs Are Specialized and Unique and May Require an Off Campus Location**
  Because some programs have unique needs, some off campus facilities are required - for example, the aviation program being located at the airport.

- **Pursue Campuses as a Model of Sustainable Practice**
  Sustainability is a crucial objective for building, grounds, management practice and as a subject area.

- **Develop Campuses That Integrate and Support Education, Research and Student Needs**
  Make the student experience responsive to needs and infused with both education and research.

- **Support the Needs of a Diverse College Community**
  Okanagan College is a diverse community of learners, faculty and staff. Our plan must support this diversity.

- **Create an Accessible Campus**
  In all senses of physical access, by multiple modes of transportation and on foot, the campus is easily available and accessible to all.

- **Build the CMP on the 2007 Plan**
  This plan is an extension of the plan developed in 2007 meant to update the content of that plan for use today. This version of the plan is expected to be reviewed every 5 years.

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PLANNING ASSUMPTIONS

- Student FTEs are based on reported actuals to the Ministry of Advanced Education to 2015-2016.
- FTE estimates for 2016-2017 and beyond are based on historic growth trends. The FTE measure is based on the fiscal year April 1- March 31.
- Enrolment projections are based on the Long Term Education Plan, the Annual Education Plan, the Industry Training Authority Training Plan and projected student/employer demand regionally.
- Expansion will occur in existing programs as well as new programs currently in development.
- The College FTE rate was 109% of target in 2015-2016; expects to continue to meet, or exceed, its FTE targets.
- Anticipated growth is proportional to population growth, demand and skills shortage.
- Where appropriate, the College will develop projects that will be based on partnerships with the private sector.

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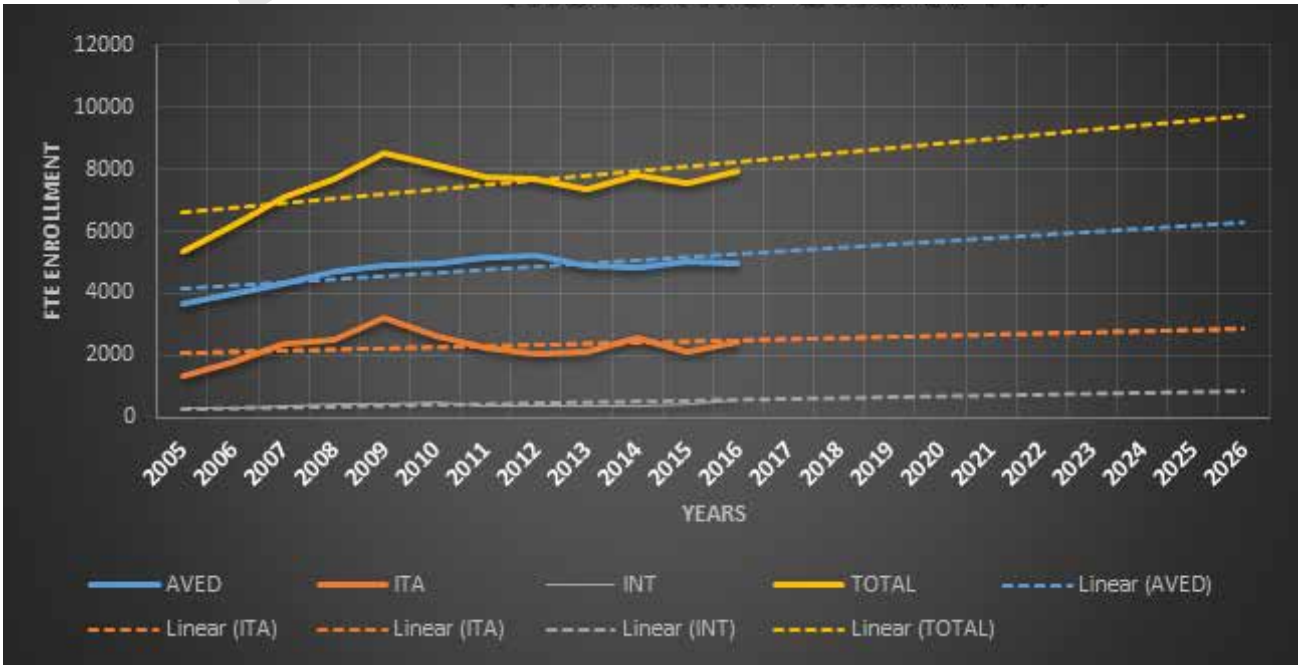
ENROLMENT HISTORY AND PROJECTIONS



SUSTAINABLE CAMPUSES

In 2016 the College's new Strategic Plan incorporated the Key Direction of Focusing on Organizational Sustainability: "Human and financial resources, infrastructure, and environmental challenges that will accompany anticipated demographic, economic, and social changes." All of these key components of sustainability affect the Capital Master Plan's development. During the Strategic Plan discussions and the early consultations around the Capital Master Plan, it became clear that the goal of organizational sustainability must include considerations beyond immediate environmental concerns. Sustainability included financial sustainability that went beyond balancing the College's budget but also addressed the long term viability of programming, services and our facilities. This larger interpretation intersects with the Capital Master Plan in a number of areas.

Employees were vocal in trying to impress upon the committee the need for basic amenities such as showers on campus for those who ride, walk or run to work. Students and employees commented on the need for year-round food service, appropriate spaces for contract training and specialty programming, larger Aboriginal gathering spaces, student housing and working environments that take into account the quality of space, cleanliness and access all need to be considered.

A second Key Direction from the Strategic Plan that intersects with Sustainability is "Serving and Engaging the Community." Many of the consultation sessions on all the campuses discussed the need to be involved and to invite the community on campus. Often this related to having the capacity to host events or hold conferences or workshops on topics that would involve the community and the students. The message was received that we want the community to feel welcome on campus and to feel that the campus belongs to everyone.

To that end campuses require strategic landmarks, an updated, fresh appearance, good, clear signage, walkways and access points that incorporate appropriate landscaping and accessible parking and public transit. Included in this direction was the idea that the community should be welcomed on campus to occupy commercial space that could enhance service for students, staff and the local residents.

Specific examples that came up were commercial space that might include food service outlets that support the campus and community, speciality stores such as a pharmacy, and a medical clinic that could be used by the public as well as staff and students. There was discussion of partnering to construct student housing, either on site or in the vicinity of all the campuses.

In support of the Strategic Plan the College is also developing a Sustainability Plan that will incorporate a number of key directions and recommendations that pertain to the Capital Master Plan. The draft sustainability plan includes ensuring that College projects minimize the impact on the environment, significantly reduce our greenhouse gas emissions and significantly reduce waste from the full range of College operations.

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OUR CAMPUSES - WHAT WE HEARD

The internal and external consultation sessions provided important feedback and advice that normally would be outside the scope of a Capital Master Plan. This information will inform future campus projects intended to modernize, update and refresh existing spaces.

- The need for improved maintenance and modernization of existing facilities. (Paint, carpet, lighting, outdoor maintenance such as parking lots).
- Improved groundskeeping/landscaping creating or enhancing inviting open spaces.
- Improved walkability/ biking on campus.
- Way-finding signage and strategic landmarks that will improve campus access and create a more welcoming and informative environment.
- Event/corporate training spaces that provide an upscale experience.
- Transportation locally and parking issues that are somewhat unique to each campus but require a College-wide response.
- Flexible classrooms and furniture that accommodate technology and provide learning spaces that can be adapted to different styles.
- Right-sizing and repurposing existing spaces to accommodate current uses.
- Student meeting spaces that allow for technology and group study.
- On three of the campuses the desire for larger, more culturally sensitive Aboriginal spaces that reflected Aboriginal culture including, for example, architecture, signage, colour and use of space.
- Inter-campus transportation - finding ways to move students and staff between campuses in a sustainable way.
- Student spaces that were flexible, had natural light, and created opportunities for social interaction and study.
- Student Services that are centrally located and accessible on all campuses.
- Discussion of relevant commercial space on all campuses but particularly in Kelowna. Examples of commercial activity identified by employees and students included a new "Infusions Restaurant" located in a more prominent, public location. A larger campus store and services such as a medical clinic or a small grocery store could be used by students, employees and the immediate community.
- Food was very important on all campuses- variety, availability and access.

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CAMPUS LOCATIONS

SALMON ARM

2.03 hectare site;
3 building elements linked together;
currently 368 FTE

VERNON

14.2 hectare site;
single multi-purpose building;
currently 722.5 FTE

KELOWNA

15.79 hectare site;
campus currently has 22 buildings;
currently 5061 FTE

PENTICTON

5.88 hectare site;
campus currently has three buildings;
currently 834 FTE

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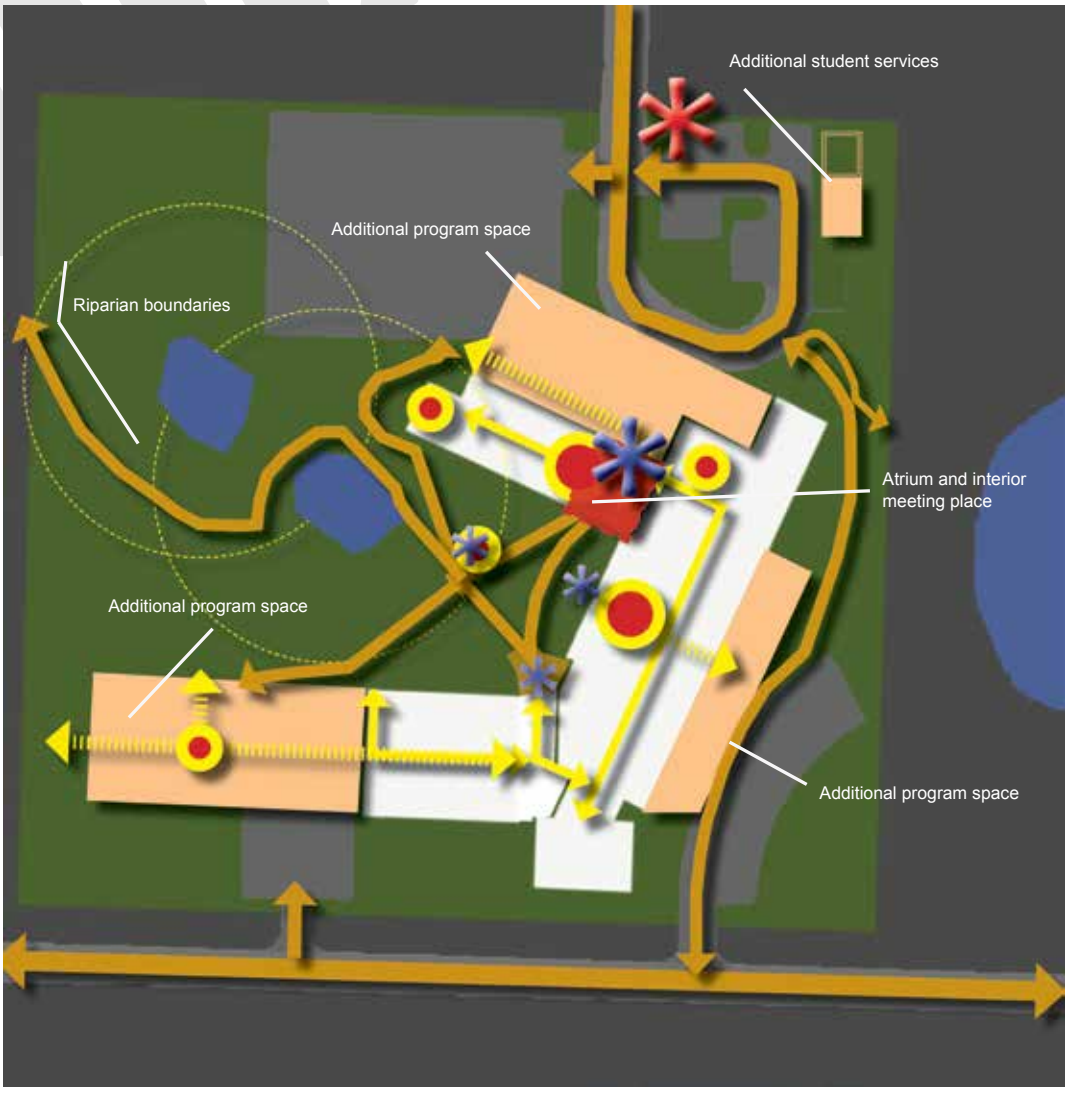
SALMON ARM CAMPUS

LEGEND



SALMON ARM CAMPUS

Trades Building and Site

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HIGHLIGHTS FROM SALMON ARM

Okanagan College owns two sites in Salmon Arm: the main campus, located just off Highway 1, and a trades building and site in the municipality's industrial area. Access to the campus from the highway is via a circuitous route and the campus is nestled within a precinct of buildings that include an arena, curling centre, lawnbowling centre, and a recreation centre.

A 2014-15 Ministry of Advanced Education report showed 56 per cent campus utilization. There is adequate classroom physical space to allow for growth in programs and adequate building space on campus to permit for new buildings and repurposing existing space to suit specific program needs. That could include relocation of some trades programs, although some programs (welding, carpentry, for example) might not be appropriate for the campus location, which is near residential property.

For several years there has been considerable community interest in possible relocation of college activities closer to the municipality's downtown. The Board of Governors had indicated that administration should continue to be open to opportunities as they arise and work with community agencies to explore such opportunities if enrolment growth, program development or development options warrant.

Current FTE 2015-2016 Audited Report	368 FTE
Current building space	4,052.15 sq. m
Projected space when fully built out	9,922.15 sq.m
Student capacity at 100 per cent utilization with current space 555 FTEs	
Student capacity at 100 per cent utilization when fully built out 1,454 FTEs	

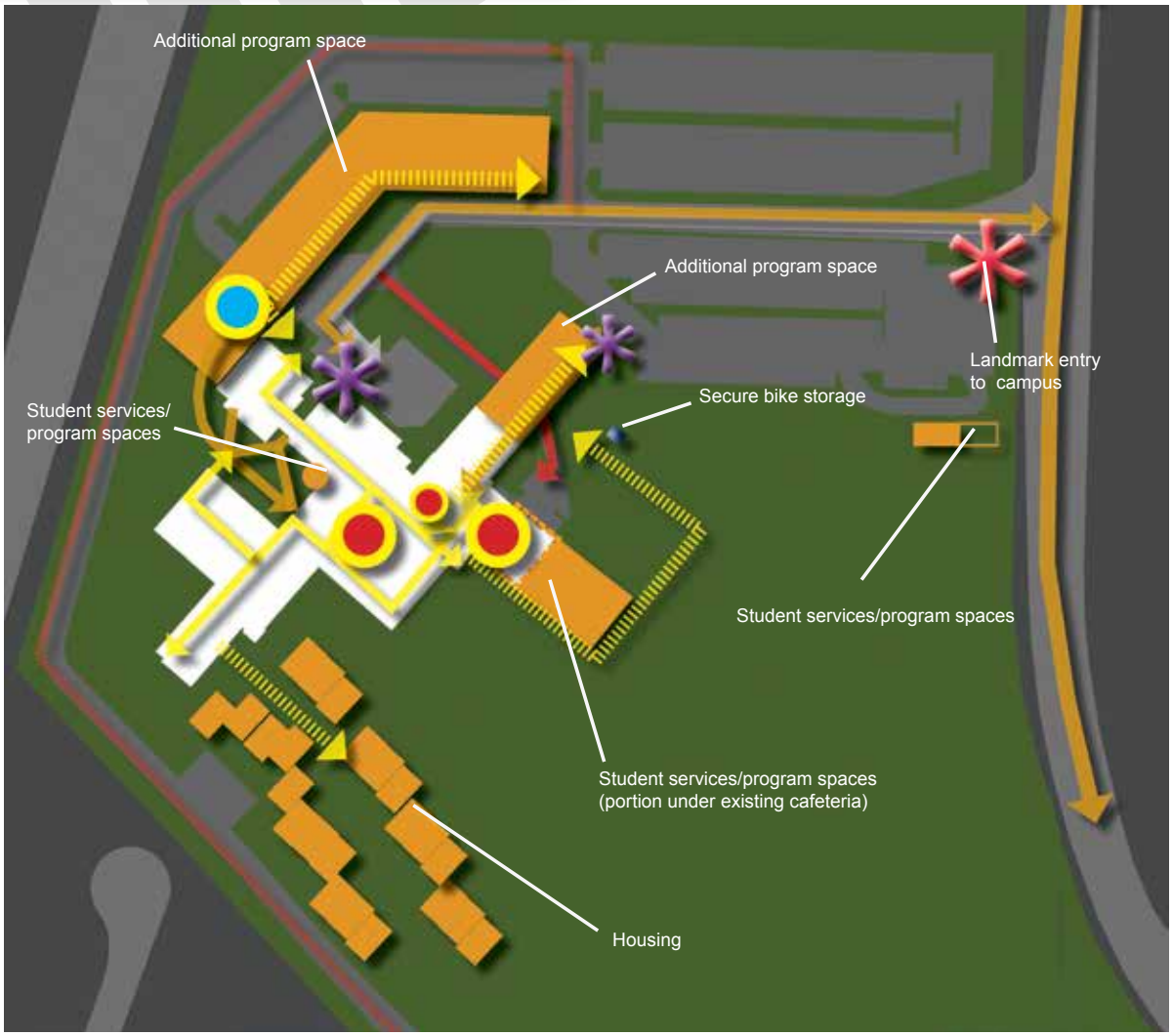
The current campus location can support significant enrolment and program growth for the foreseeable future. Consultation and research provided a range of opportunities for development and improvements at the campus including:

- Flexible spaces that are right sized- in particular creating the opportunity for student, group work and meeting spaces.
- Future classroom space for multi-purpose programming.
- Student study/social spaces- an open atrium space.
- Way-finding improvements from the highway in particular.
- Recreational space on campus for employee and student use (this was a separate issue from the use of the community centre next door.)
- Student housing.

DRAFT

VERNON CAMPUS

LEGEND



HIGHLIGHTS FROM VERNON

The Vernon campus of Okanagan College is located within the municipality of Coldstream, immediately east of Highway 97 in a beautiful and striking location. Parts of the 14.2 hectare site – steep coulees - present challenges for siting and building facilities and infrastructure. The site is bounded on the north by a recently-constructed athletic centre and sports field (owned by the Regional District of the North Okanagan on land leased from the College). There are community gardens occupying a flat portion of the site directly south of the parking lot at the south of the entry drive.

A 2014-15 Ministry of Advanced Education report shows 52 per cent utilization. The existing facility has sufficient space to accommodate general growth over the near term. There is need to build purpose-built trades space on campus to accommodate existing programs currently located in leased space. Developing shop space on campus will allow for improved utilization of existing campus classroom space.

Consultation and research provided a range of opportunities for development and improvements at the campus and trades facilities including:

- An on-campus trades facility capable of accommodating the rotating trades and additional trades opportunities and/or improvements to the existing trades facility to house additional programs
- Modernizing existing space by creating opportunities for natural light in social and study spaces; supplementing existing space to include opportunities for an atrium type space that would take advantage of the views, using the space that is currently a breezeway between the main campus building and the cafeteria
- Student housing
- Way-finding improvements.
- A new, enhanced Aboriginal gathering space.
- Expanded multi-purpose programming space.
- Repurposing existing spaces and right-sizing classrooms.

Current FTEs 2015-2016	722.5
Existing built space	8,656.58 sq. m
Proposed build out	15,869.77 sq. m
Student capacity at 100 per cent utilization with current space 1,402 FTEs	
Student capacity at 100 per cent utilization when fully built out 2,742 FTEs	

DRAFT

KELOWNA CAMPUS

LEGEND

DRAFT

HIGHLIGHTS FROM KELOWNA

The College's largest campus is located in Kelowna. In the wake of the 2004 decision to change the post-secondary landscape in the region to include a campus of UBC Okanagan and a separate Okanagan College, the Kelowna campus has been transformed with new space to accommodate new and existing programming. Those projects include a daycare centre, the Centre for Learning, and a major renovation and expansion of trades facilities. A number of other projects are in process in terms of planning. The College and province are exploring options for redevelopment of the Health building and for development of other spaces that would incorporate expanded culinary arts programming, residences, commercial space, additional classrooms, recreation space, and Aboriginal lounge space.

The growth in the student and staff complement has been accompanied by parking issues, especially during peak periods. Those have been partially alleviated by leasing nearby off-campus parking space.

A 2014-15 Ministry of Advanced Education report indicated classrooms and labs are at 72 per cent utilization, while shop space is at 126 per cent. Overall campus utilization (2015-16) is 81 per cent.

Consultation and research described a range of opportunities for development and improvements at the campus including:

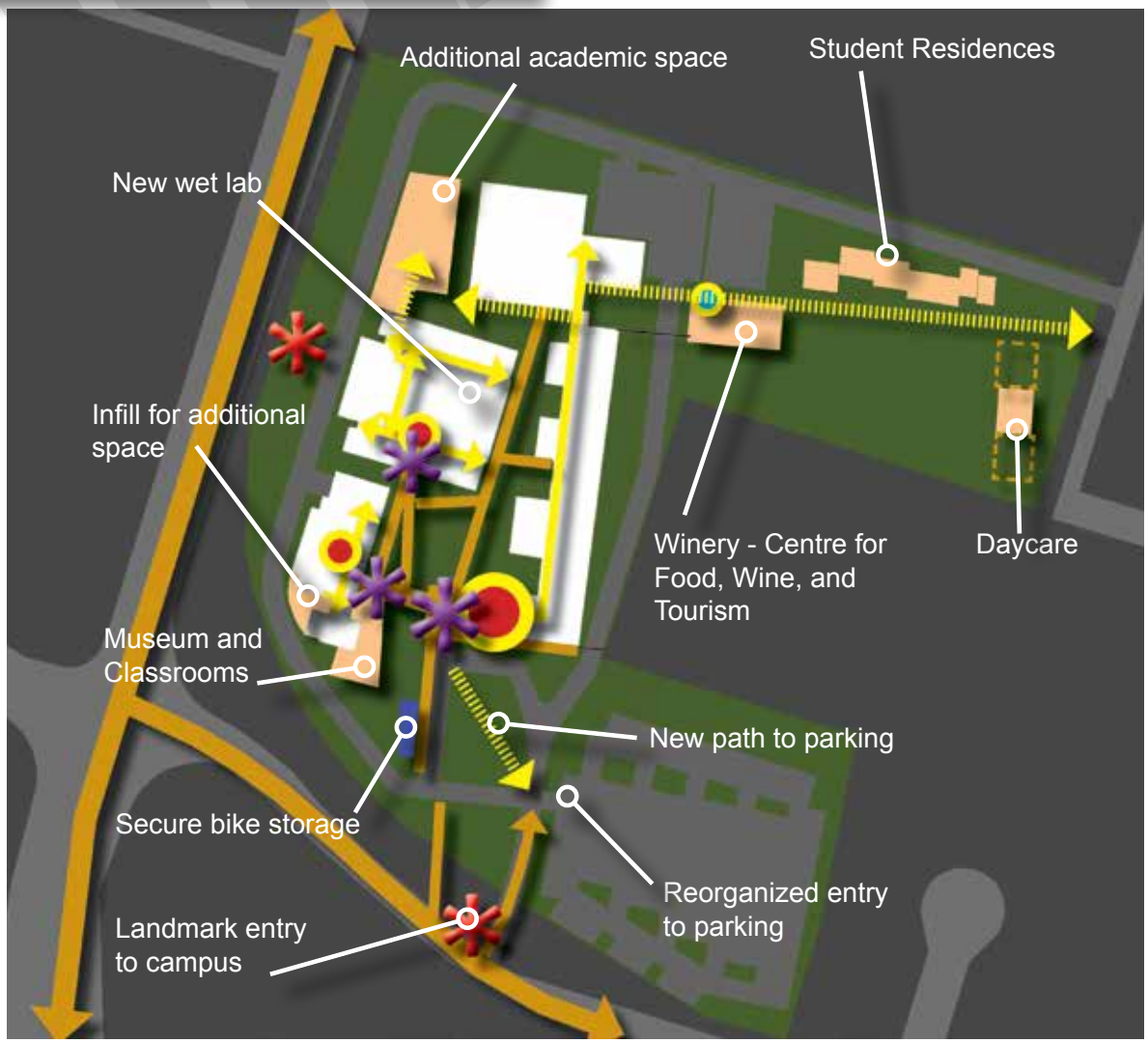
- Additional program space for many program areas. For example, the current proposal for a new Health building and then the consequential changes that can happen once the old building is demolished. This proposal includes purpose-built lab space, classrooms, and shops.
- Additional opportunities for commercial space- for example a larger book store, larger culinary arts space and restaurant, improved cafeteria, possible commercial space associated with student services (i.e., a medical clinic).
- Improved recreational facilities and the addition of a gym.
- Additional student meeting/study/social space and student union space.
- Additional corporate training space as well as event space (college events such as graduation or community events).
- Administrative space for offices and support services as well as student services.
- Student housing.
- A new, enhanced Aboriginal gathering space.
- Infrastructure improvements including drainage and sewage lines.
- Improved efficiency of buildings by upgrading older buildings and improving ventilation and heating.
- Improved out door spaces with cycling and walking paths that are well lit and form clear pathways between and around buildings on campus.
- Parking/transportation options to and from campus-parking on campus.
- Storage and service vehicle access.
- Strategic landmarks, way-finding and main gates to provide a welcoming entrance.

Current FTEs 2015-2016	5,061 FTEs
Existing built space	52,937.57 sq. m
Proposed build out	94,449.26 sq. m
Student capacity at 100 per cent utilization with current space 6,832 FTEs	
Student capacity at 100 per cent utilization when fully built out 9,030 FTEs	

DRAFT

PENTICTON CAMPUS

LEGEND



HIGHLIGHTS FROM PENTICTON

Okanagan College's Penticton campus is situated on the southwest side of the city and is on land leased from Transport Canada. A non-directional beacon (NDB) is located to the east of the campus boundary and is one of the direction alternatives for an instrument approach to the Penticton airport. It impacts the development opportunities for the campus insofar as there are consequent restrictions on height and physical location of buildings. The campus is located adjacent to Highway 97. Construction of the Jim Pattison Centre of Excellence in Sustainable Building Technologies and Renewable Energy Conservation (opened in 2011) allowed consolidation of trades programs on campus and provided space and facilities for the human kinetics program and wine-related programs.

A 2014-15 Ministry of Advanced Education report showed 55 per cent utilization.

Consultation and research described a range of opportunities for development and improvements at the campus including:

- A daycare facility on the north-east corner of the campus.
- A working/teaching winery that includes program space for Food, Wine, Tourism and Viticulture.
- Student Housing., including off-campus partnerships with private developers.
- Expansion space for multi-purpose programming on the north-west side of the Sunoka building.
- A new, enhanced Aboriginal gathering space.
- Way-finding on campus.
- Walking paths at the entrance: additional sidewalks to address safety.
- Re-purposing existing space (old cafeteria).

Current FTEs 2015-2016	834
Existing built space	10,846.49 sq. m
Proposed build out	13,391.49 sq. m
Student capacity at 100 per cent utilization with current space 1,545 FTEs	
Student capacity at 100 per cent utilization when fully built out 1,576 FTEs	

DRAFT

CONCLUSION

The Capital Master Plan is an attempt to look forward into the future and anticipate the needs and changes in post-secondary generally, and Okanagan College specifically, around the built environment and the future needs of teaching and learning. The plan demonstrates that our current campuses have the land mass necessary to meet the identified expectations for the next 25 years. Priorities on each campus will be determined by the opportunities, community expectations and programming needs of the College. Government priorities, economic development opportunities, community expectations, private partnerships and available funding will help inform the College's strategic planning which will in turn, set the capital planning priorities for the College.

The College currently has an Annual Capital Plan and a Five-Year Capital Plan submitted to the Ministry of Advanced Education. The proposed Trades facility in Vernon, the Trades Training House in Kelowna, and a childcare facility in Penticton are projects that are either started or close to be being approved. Ongoing investment in horizontal infrastructure, modernization of buildings and grounds, the re-purposing of existing space and establishing new sustainability goals for college operations, is either underway or the College is planning to undertake these measures starting in the next budget cycle. It is anticipated that the work currently being done by the Indigenization and Internationalization task groups will provide valuable insight and suggestions on how the campuses can be transformed into more welcoming, open, friendly and culturally inclusive centres of learning.

The research and the consultation process revealed a number of other projects that, if pursued, would greatly enhance the operation and livability of our campuses. Transportation is a key element of all Capital Master Plans. The perceived lack of parking in Kelowna remains a common concern by users. Public transportation, or lack thereof, also comes up on all campuses. An intra-campus bus system that included access to Wi-Fi while on the bus, was identified in Penticton, Vernon and by some in Kelowna. A transportation study that looked at solutions to single-occupant vehicles on all our campuses would also have the opportunity to explore how we get our students and employees up and down the valley in a cost effective and environmentally sustainable way.

Partnering with all levels of government and the private sector also comes forward as an important element in all our campuses' continued growth and development. Student housing and improved recreational facilities may require private investment. Identifying these projects now will allow our campuses to be in a better position to take advantage of the opportunities as they emerge.

Remaining open to the possibilities for new partnerships and being prepared to take advantage of funding opportunities as they emerge, will assist the College in achieving its goals and maintaining quality campuses that continue to meet educational and community goals.

CAPITAL MASTER PLAN COMMITEE MEMBERS

Donna Lomas (Chair)
Heather Schneider
Jane Lister
Allan Coyle
Rob St. Onge
Deb Peterson
Joan Ragsdale

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Submission of Information from Senior Staff to the Board of Governors

REPORT TITLE

Terms of Reference - Board Committees

DATE

November 17, 2016

BACKGROUND INFORMATION

For example: • Purpose • History • Other relevant information

At the May 12, 2015, Board Governance Committee meeting it was recommended that each Committee Terms of Reference be reviewed for membership, frequency of meetings, consistent format and any other relevant updates.

Each Committee has recommended approval of their respective Terms of Reference to the Governance Committee and they are now submitted to the Board for approval.

ACTION REQUIRED

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

For approval.

Proposed Resolution: See agenda.

STRATEGIC PLAN [1] ALIGNMENT

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)

Governance Committee
L. Le Gallee, Assistant to the Board

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

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

TERMS OF REFERENCE FOR THE OKANAGAN COLLEGE BOARD OF GOVERNORS CAMPUS PLANNING COMMITTEE

Date approved/revised:	**September 26, 2006/February 15, 2008/November 2010/x xx, 2016**
Resources:	**VP, Employee and Corporate Services; Director, Facilities and Business Services**
Approved by:	**Board of Governors**

I. PURPOSE

The purpose of the Campus Planning Committee is to assist the Board in fulfilling its responsibility for the oversight of long term campus development, which includes developing master plans for its campuses, major capital projects, long-term maintenance of facilities and land development.

II. COMPOSITION AND OPERATIONS

A. In addition to the Board Chair and President as ex-officio members of the Committee, the Committee shall be composed of no fewer than three Board members.

B. On the recommendation of the Board Chair, the Board appoints the Committee members.

C. The Committee shall meet at least two times each year.

D. Additional meetings may be held as deemed necessary by the Committee Chair, or as requested by the majority of Committee members.

III. DUTIES AND RESPONSIBILITIES

The Committee has the duty and responsibility to:

A. Review the capital planning processes, specific project scope, long-term maintenance plans, and land acquisitions.

B. Review and recommend for approval to the Board, where appropriate, the construction and/or renovation of major capital projects.

DRAFT

IV. ACCOUNTABILITY

The Committee will report its discussions to the Board by maintaining minutes of its meetings and providing an oral report at the next Board meeting.

V. REVIEW

The Terms of Reference for this Committee will be reviewed annually by the Committee.

DRAFT

TERMS OF REFERENCE FOR THE OKANAGAN COLLEGE BOARD OF GOVERNORS EXECUTIVE COMMITTEE

Date approved/revised: **March 27, 2007/ February 15, 2008/x xx, 2016**

Resources: **Secretary of the Board**
Approved by: **Board of Governors**

I. PURPOSE

The purpose of the Executive Committee is to review and advance the work of the Board and the Board's committees.

II. COMPOSITION AND OPERATIONS

A. The Executive Committee will be composed of Board Chair, Vice Chair(s) and the President. The Board Chair will be the Chair of the Committee.

B. The Executive Committee will meet two weeks prior to all regularly scheduled Board meetings. Additional meetings may be held as deemed necessary by the Committee Chair, or as requested by the majority of Committee members.

III. DUTIES AND RESPONSIBILITIES

The Committee has the duty and responsibility to:

A. Prepare the annual schedule of Board meetings to be approved by the Board.

B. Prepare the agendas for the Board meetings.

C. As necessary, address and report to the Board on matters not assigned to other Board committees.

D. Act on behalf of the Board in situations that require immediate action or attention and it is not possible to convene the whole Board. The Committee Chair will report to the next in-camera meeting of the Board.

IV. ACCOUNTABILITY

The Executive Committee will report its discussions to the in-camera meetings of the Board by maintaining minutes of its meetings and providing an oral report at the next in-camera meeting of the Board.

V. REVIEW

The Terms of Reference for the Committee will be reviewed annually by the Committee.

TERMS OF REFERENCE FOR THE OKANAGAN COLLEGE BOARD OF GOVERNORS FINANCE, AUDIT AND RISK REVIEW COMMITTEE

Date approved/revised: **September 26, 2006/January 30, 2007/Schedule revised July 2007/September 30, 2008/ March 29, 2011/x xx, 2016**

Resources: **Vice President, Employee and Corporate Services; Director of Financial Services; Comptrollers; Director, Facilities and Business Services; Secretary, Board of Governors**

Approved by: **Board of Governors**

I. PURPOSE

The Finance, Audit and Risk Review Committee (the "Committee") will assist the Board in fulfilling its oversight responsibilities by reviewing:

A. the financial information that is required to be provided to the Government and other stakeholders;
B. the systems of internal controls established by management and the Board;
C. all audit processes;
D. the risk mitigation program;
E. the budget development process and monitoring the financial performance of the College; and
F. the management of any investment activity in which the College may become involved.

II. COMPOSITION AND OPERATIONS

A. In addition to the Board Chair and President as ex-officio members of the Committee, the Committee shall be composed of no fewer than three Board members.

B. The Board, on the recommendation of the Board Chair, appoints the Committee members.

C. Committee members shall be financially literate[1] and at least one member shall have accounting or related financial expertise.

D. The Committee shall meet with the external auditors as it deems appropriate to consider any matter that the Committee or auditors determine should be brought to the attention of the Board.

E. The Committee shall meet at least four times each year.

F. Additional meeting may be held as deemed necessary by the Committee Chair, or as requested by the majority of Committee members.

III. DUTIES AND RESPONSIBILITIES

The Committee has the duty and responsibility to:

A. Financial Statements and Other Financial Reporting

The Committee will:

i) review and recommend for approval to the Board, the annual audited financial statements and other financial information that requires Board approval;
ii) review quarterly internal financial information provided to the Board;
iii) ensure that the Board receives reports that keep it properly informed of the College's financial situation and that provide the information needed for the Board's decision-making; and
iv) monitor compliance with statutory and regulatory obligations.

B. Internal Control Systems

The Committee will:

i) review and obtain reasonable assurance that internal control systems are operating effectively to produce accurate, appropriate and timely information; and
ii) review semi-annually a summary of the President's and Vice Presidents' expenses in November and May Committee meetings.

C. External Audit

The Committee will:

i) review the planning and results of external audit activities and the ongoing relationship with the external auditor;
ii) review and recommend to the Board, for approval, engagement of the external auditor;
iii) review the annual external audit plan;
iv) meet, at least annually, with the external auditor without management present; and
v) review and receive assurances on the independence of the external auditor.

[1] The Board has defined financial literacy as the ability to read and understand a set of complex financial statements. Board members should have a clear understanding of the difference between cash and accrual accounting.

D. Risk Mitigation

The Committee will:

i) monitor, review and endorse the risk mitigation program in respect to the category of risk with which the Committee is concerned;
ii) monitor, through the regular reports generated by the President and Vice Presidents, the functioning of the relevant section of the College's Risk Management Program;
iii) recommend any changes in policy or process which may be needed from time to time to realize the overall objectives of the College's Risk Management Program.
iv) review the reliability and security of existing information systems and recovery planning.
v) review material litigation and its impact on financial reporting.

E. Budget Planning

The Committee will:

i) review the planned management summary presentation to the Board to ensure that it will provide the Board members with a clear, concise picture of the financial implications of the operating plan and the associated risks;
ii) recommend the annual operating budget and the annual capital budget for approval by the Board; and
iii) approve the quarterly financial forecasts before submission to the Provincial Government.

F. Investment Management Activity

The Committee will:

i) annually review the Investment Policy recommend any needed revisions to the Board;
ii) where appropriate, recommend the appointment, renewal or replacement of fund managers; and
iii) regularly review the performance of fund managers against the Investment Policy.

G. Lease Agreements

The Committee will review leases which require Board approval and make recommendations to the Board.

IV. ACCOUNTABILITY

The Committee will report its discussions to the Board by maintaining minutes of its meetings and providing an oral report at the next in-camera Board meeting.

V. REVIEW

Committee Terms of Reference will be reviewed annually by the Committee.

TERMS OF REFERENCE FOR THE OKANAGAN COLLEGE BOARD OF GOVERNORS GOVERNANCE COMMITTEE

Date approved/revised: **September 26, 2006/February 15, 2008/x xx, 2016**

Resource: **Director, Legal Affairs and Policy Development**
Approved by: **Board of Governors**

I. PURPOSE

The purpose of the Governance Committee is to ensure an effective governance framework to enhance the performance of the Board and Board committees.

II. COMPOSITION AND OPERATIONS

A. In addition to the Board Chair and President as ex-officio members of the Committee, the Committee shall be composed of not fewer than three Board members.

B. On the recommendation of the Board Chair, the Board appoints the Committee members.

C. The Committee shall meet at least three times each year.

D. Additional meeting may be held as deemed necessary by the Committee Chair, or as requested by the majority Committee members.

III. DUTIES AND RESPONSIBILITIES

The Committee has the duty and responsibility to:

A. Prepare a Board Manual containing the policies and procedures by which the Board will operate. The Manual will be reviewed by the Committee annually.

B. Review Board Bylaws annually.

C. Conduct an evaluation of the Board, the Board Chair and the Board Committees annually.

D. Develop recommendations regarding the essential and desired experience and skills for potential new Board members, taking into consideration the Board's short-term needs and long-term succession plans.

E. In consultation with the President and Board Chair, recommend, through the Board Chair, to the Government the criteria and names of potential candidates the Minister should consider when appointing members to the Board.

F. In concert with the Board Chair and President, conduct new Board member orientations.

G. Recommend to the Board Chair annually Board professional development requirements and activities.

H. At the request of the Board Chair undertake such other governance initiatives as may be necessary or desirable to improve the operation of the Board and contribute to the success of the College.

IV. ACCOUNTABILITY

The Committee shall report its discussions to the Board by maintaining minutes of its meetings and providing an oral report at the next Board meeting.

V. REVIEW

The Terms of Reference for the Committee will be reviewed annually by the Committee.

TERMS OF REFERENCE FOR THE OKANAGAN COLLEGE BOARD OF GOVERNORS HUMAN RESOURCES COMMITTEE

Date approved/revised: **March 27, 2007/June 20, 2007/February 15, 2008/ September 30, 2008/ x xx, 2016**

Resources: **Director, Human Resources**

Approved by: **Board of Governors**

I. PURPOSE

The purpose of the Human Resources Committee is to assist the Board in fulfilling its obligations relating to human resources matters, and to establish a plan of continuity and development of senior management.

II. COMPOSITION AND OPERATIONS

A. In addition to the Board Chair and President as ex-officio members of the Committee, the Committee shall be composed of not fewer than three Board members and none of these three shall be employees of the College.

B. The Committee shall meet at least two times each year. Additional meetings may be held as deemed necessary by the Committee Chair, or as requested by the majority of Committee members.

III. DUTIES AND RESPONSIBILITIES

The Committee has the duty and responsibility to:

A. Develop and recommend to the Board a succession plan for the President, and provide recommendations to the Board on succession planning strategies.

B. Review with the President the organizational structure of the College Leadership Team and succession planning strategies and issues. Report annually to the Board highlights regarding organizational structure and succession planning for the College Leadership Team.

C. Review proposed bargaining mandates and bargaining committee recommendations regarding collective agreement bargaining, provide feedback to the President and recommend acceptance or rejection to the Board.

D. Review proposed collective agreements with labour unions operating at the College and recommend acceptance or rejection to the Board.

E. Review proposed policies for terms and conditions of employment for Senior Managers, Administrators, and Excluded Support Staff operating at the College and recommend acceptance or rejection to the Board.

F. Review the College's employee satisfaction survey results and report to the Board as required.

G. Review human resources indicator reports annually. Indicators should address succession planning, labour relations, bargaining group relations, recruitment, retention, performance with respect to major human resource policies and human resource matters that relate to the College's Strategic Plan.

H. Review any new or revised human resources related policies that require approval by the Board as presented to the Committee by the President and report to the Board as required.

IV. ACCOUNTABILITY

The Committee shall report its discussions to the in-camera meetings of the Board by maintaining minutes of its meetings and providing an oral report at the next in-camera meeting of the Board.

V. REVIEW

The Terms of Reference for this Committee will be reviewed annually by the Committee.

TERMS OF REFERENCE FOR THE OKANAGAN COLLEGE BOARD OF GOVERNORS PRESIDENT REVIEW COMMITTEE

Date approved/revised: **June 26, 2007/February 15, 2008/xx xx, 2016**

Approved by: **Board of Governors**

I. PURPOSE

The purpose of the President Review Committee is to manage the employment of the President through approval of annual goals, an evaluation process and negotiation of all employment terms and conditions. In addition, the President Review Committee manages the selection of a new President through a President Selection Committee when required.

II. COMPOSITION AND OPERATIONS

A. The Board Chair, Vice Chair (s) and the Chair of the Human Resources Committee will compose the President Review Committee of the Board. The Chair of the Board will Chair this Committee.

B. The Committee will meet at least twice a year. Additional meetings may be held as deemed necessary by the Committee Chair, or as requested by the majority of Committee members.

III. DUTIES AND RESPONSIBILITIES

The President Review Committee has the duty and responsibility to:

A. Review the job description and negotiate the terms and conditions of employment for the President and recommend, for Board's approval, the President's term, compensation and duties.

B. Review and recommend for approval by the Board the President's annual goals.

C. Conduct the annual performance evaluation of the President to monitor progress against the President's goals and against the outcome of the annual Board's President Evaluation Survey.

D. Review performance issues, investigate any complaints of inappropriate behaviour by the President and recommend to the Board any disciplinary action.

E. When required prepare and bring to the Board for approval, terms of reference for a President Selection Committee and recommend the committee members for that Selection Committee.

IV. ACCOUNTABILITY

The President Review Committee shall report its discussions to the in-camera meetings of the Board by maintaining minutes of its meetings and providing an oral report at the next in-camera meeting of the Board.

V. REVIEW

The President Review Committee Terms of Reference will be reviewed annually by the Committee.

Submission of Information from Senior Staff to the Board of Governors

REPORT TITLE

Board Committees - Membership

DATE

November 23, 2016

BACKGROUND INFORMATION

For example: • Purpose • History • Other relevant information

During the months of September and October, the Board Chair and the Chair of the Governance Committee meet with each Board member who has been on the Board for more than one year.

The discussions included committee assignments. The attached recommendation is based on those discussions.

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 the revised Committee membership as presented".

STRATEGIC PLAN [1] ALIGNMENT

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)

L. Le Gallee, Assistant to the Board

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

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

Okanagan College Board
Committee Membership

Campus Planning Committee
C. Gerbrandt (Chair)
A. Beaumont
R. Gakhal
B. McGowan

Resource: R. Daykin

Executive
C. Denesiuk (Chair)
C. Derickson (Vice Chair)

Finance, Audit and Risk Review Committee
B. McGowan (Chair)
J. Maciel (Vice Chair)
C. Derickson
L. Thurnheer

Resource: R. Daykin

Governance Committee
L. Thurnheer (Chair)
C. Gerbrandt (Vice Chair)
S. Johal
G. Morgan

Human Resources Committee
C. Derickson (Chair)
S. Johal (Vice Chair)
C. Gerbrandt

Resource: C. Rawson

President's Review Committee
C. Denesiuk (Chair)
C. Derickson (Vice Chair)

Note: the Board Chair and the President sit on all the Committees above in an ex officio capacity.

Board Representative on Education Council
Vacant

Board Representative on Tributes Committee
Vacant

Submission of Information from Senior Staff to the Board of Governors

REPORT TITLE

Domestic Tuition Process

DATE

November 15, 2016

BACKGROUND INFORMATION

For example: • Purpose • History • Other relevant information

Each year the Ministry of Advanced Education provides a maximum for a tuition increase percentage. As part of the budget process, the Board may decide to increase up to the maximum rate provided by AVED.

The past few years we have adopted the following process which has worked well.

1. Management provides context information to the Board
2. Management meets with student representatives on the budget
3. Student representatives are invited to present to the Finance, Audit and Risk Review Committee
4. The Board makes a decision in a public Board meeting

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 adoption of the process as presented for making the annual decision on domestic tuition rate increase as recommended by the Finance, Audit and Risk Review Committee."*

STRATEGIC PLAN [1] ALIGNMENT

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 the motion

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

REPORT PREPARED AND SUPPORTED BY (include name and title)

R. Daykin – Vice President, Employee and Corporate Services
A. Johnson – Director of Finance

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

2017 Meeting Dates
Okanagan College Board of Governors

Month	Committee Meetings *all meetings are in Kelowna*	Board Meeting	Location of Board Meeting
January	January 17 *Executive* *Finance*	January 31	Central Okanagan
February	February 14	February 28	Central Okanagan
March	March 14 *Executive* *Finance* *Governance*	March 28	North Okanagan
April	April 11 *Executive* *HR* *PRC*	April 25 *(if required)*	Central Okanagan
May	Friday, May 12 *Executive* *Finance* *Governance*	May 23	Central Okanagan
June	June 13 *Executive* *Finance*	June 27	Shuswap Revelstoke
July	no meeting	no meeting	no meeting
August	no meeting	no meeting	no meeting
September	September 12 *Executive* *Finance* *Governance*	September 26	Central Okanagan
October	October 17 *Executive*	October 30/31 *Retreat-In Camera Session*	Central Okanagan
November	November 14 *Executive* *Finance* *HR* *PRC* *Governance*	November 28	Central Okanagan
December	*Finance conference call to approve Forecast*	no meeting	no meeting

DRAFT

2017 Meeting Dates
Okanagan College Board of Governors

Board meetings are normally the last Tuesday of the month with the exception of May.

Colleges and Institutes Canada Conference is in April 30-May 2, 2017 in Ottawa, ON.

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 will meet in April and November
Governance will meet in March, May, September, and November
PRC will meet in April and November

DRAFT

Education Council – Submission to the Board
October/November 2016

Education Council met on October 6, 2016, and approved 10 new courses, 12 course revisions, 11 course deletions, 3 program revisions, and graduands.

Education Council met on November 3, 2016, and approved 1 new program, 18 new courses, 1 program revision, and graduands.

October 6, 2016 Education Council Meeting

Revised Programs

Recommended Motion:
"BE IT RESOLVED THAT the Board approve the program revision: Pharmacy Technician Certificate, as recommended by Education Council and as presented"

Pharmacy Technician Certificate
Program revision

- Admission requirements

Rationale:
To align with the National Association of Pharmacy Regulatory Authorities (NAPRA) changes to English language proficiency requirements, as mandated by the accrediting body. NAPRA reduced the number of first language English courses required from four to three consecutive courses.

Admission Requirements:

Current:
For applicants whose first language is not English:

- Language proficiency test results that meet the National Association of Pharmacy Regulatory Authorities (NAPRA) Language Proficiency Requirements
- A TOEFL score of at least 91 (Internet-based), or
- an overall band score of 6.5 on the academic version of IELTS or
- Graduation from a high school in Canada with four consecutive, first language English courses; or
- An undergraduate degree from a university in Canada, whose instruction was provided in English.

Proposed:
For applicants whose first language is not English:

- Language proficiency test results that meet the National Association of Pharmacy Regulatory Authorities (NAPRA) Language Proficiency Requirements
- A TOEFL score of at least 91 (Internet-based), or
- an overall band score of 6.5 on the academic version of IELTS or
- Graduation from a high school in Canada with **three** consecutive, first language English courses;
- An undergraduate degree from a university in Canada, whose instruction was provided in English.

Implementation date: December 2016
Costs: n/a

Recommended Motion:

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

Health Care Assistant Certificate
Program revision

- Program description
- Revision of courses (hours)

Rationale:
To align with the 2015 Health Care Assistant Provincial Curriculum. The change includes the addition of 'acute care' to the program description, and shifts hours from one HCA course to two other existing HCA courses.

Program description:

Current:
The 745-hour program is approximately a 25-week or six-month program (based on a typical 30-hour instruction week) designed to provide students with opportunities to develop the knowledge, skills and attitudes necessary to function effectively as direct client care providers and respected members of the health-care team, in community and facility settings. Under the direction and supervision of a health professional, graduates provide person-centred care aimed at promoting and maintaining the physical, emotional, cognitive, and social well-being of clients/residents. Upon successful completion of the program, graduates are prepared to work in any level of continuing care, including: home support, adult day care, assisted living, and complex care (including dementia care units).

Proposed:
The 745-hour program is approximately a 25-week or six-month program (based on a typical 30-hour instruction week) designed to provide students with opportunities to develop the knowledge, skills and attitudes necessary to function effectively as direct client care providers and respected members of the health-care team, in community and facility settings. Under the direction and supervision of a health professional, graduates provide person-centered care aimed at promoting and maintaining the physical, emotional, cognitive, and social well-being of clients/residents. Upon successful completion of the program, graduates are prepared to work in any level of continuing care, including: home support, adult day care, assisted living, complex care (including dementia care units) **and acute care**.

Revised courses:

- HCA 103, HCA 105, HCA 106

Implementation date: November 2016
Costs: n/a

Recommended Motion:

"BE IT RESOLVED THAT the Board approve the program revision: Sustainable Construction Management Technology Diploma, as recommended by Education Council and as presented"

Sustainable Construction Management Technology Diploma
Program revision

- Addition of courses
- Deletion of courses
- Delivery format
- Program description
- Program outline
- Resequencing of courses
- Revision of courses

Rationale:

The major structural change to the program consists of condensing the delivery of the curriculum over two years (4 terms) instead of the current three-year (6 term) delivery. The program revision is intended to provide the students with an improved sequence in courses, as well as the addition of key courses addressing the current gaps needed to expand understanding of construction surveying and regenerative design. The proposed SCMT 2-year program is very comparable to the current delivery of the CIEN program in terms of contact hours per week, credits per term, and overall program contact hours and credits. The major changes that would need to occur consist of changing course codes to reflect their 2nd year placement as opposed to a 3rd year placement, as well as reflecting these new changes in the course prerequisites. This program change will also expand the reach of the program to international students.

Program description:

Current:

The Sustainable Construction Management Technology (SCMT) program is a three-year diploma program, based at the Centre of Excellence at Okanagan College's Penticton campus. SCMT is a forward-thinking program designed to enable, empower and inspire the emerging generation of construction managers and technologists to deliver true sustainable development. The graduates will play a leading role in the construction industry - both in Canada and internationally - to deliver projects that achieve high sustainability performance and contribute to the economic, environmental, and social well-being of communities.

The program provides learners with the technical, business and interpersonal skills required to effectively manage construction projects of varying size and complexity, emphasizing sustainable design principles. Learners develop the technical knowledge and skills required to construct all scales of infrastructure projects - from planning through to completion. Learners study scheduling and managing construction projects as well as estimating material requirements and costs.

In consultation with industry-experienced practitioners, both internal and external, the SCMT program has been designed with five major themes which address the important aspects of the built environment. The five themes are as follows:

- Building Studies;
- Commercial Studies;
- Sustainability Studies;
- Core Studies; and
- Projects.

The first two themes address the core study areas of construction management from commercial and building aspects. These include quantity surveying, estimating, procurement, planning, processes and construction. The sustainability theme provides the needed foundation and a life cycle thinking approach to green building principles, existing infrastructure, and renewable energy technologies. The core studies theme includes courses on business management, math, communications, law, civil engineering and human resources. The first and third year projects consist of practical laboratories that may take place in the college or elsewhere in the local community or further afield.

The program follows the Problem-Based Learning (PBL) approach to influence, shape and guide the emerging generation of construction professionals. The learning outcomes of the program will follow a problem-based approach, so that students can influence the resiliency of projects in the industry in which many graduates will find themselves working. Learners have an opportunity to gain work experience by participating in paid co-op work with a construction-related company. Such experience increases learners' employment opportunities and their value to their employers upon graduation.

On graduation, there will be a wide choice of career opportunities as a site superintendent, general contractor, subcontractor, material supplier, field coordinator, quantity surveyor, estimator, inspector, project manager, scheduler or contract manager. The business elements of the program may also offer opportunities to establish a new construction company - one which specializes in sustainable development and construction.

The College intends to obtain certification with the Applied Science Technologist and Technicians of British Columbia (ASTTBC) and the Canadian Technology Accreditation Board (CTAB).

Proposed:
The Sustainable Construction Management Technology (SCMT) program is a two-year diploma program, based at the Centre of Excellence at Okanagan College's Penticton campus. SCMT is a forward thinking program designed to enable, empower and inspire the emerging generation of construction managers and technologists to deliver true sustainable development. The graduating students will play a leading role in the construction industry - both in Canada and internationally - to deliver projects that achieve high sustainability performance and contribute to the economic, environmental, and social well-being of communities.

The program will provide students with the technical, business and interpersonal skills required to effectively manage construction projects of varying size and complexity, emphasizing sustainable design principles. Students will develop the technical knowledge and skills required to construct all scales of infrastructure projects - from planning through to completion. Students will also learn to estimate material requirements, costing, scheduling and managing construction projects.

In consultation with industry-experienced practitioners, both internal and external, the SCMT program has been designed with five major themes which address the important aspects of the built environment. The five themes are as follows:

- Building Studies;
- Commercial Studies;
- Sustainability Studies;
- Core Studies; and
- Projects.

The first two themes address the core study areas of construction management from commercial and building aspects. These include quantity surveying, estimating, procurement, planning, processes and construction. The core studies theme includes courses on business management, math, communications, law, civil engineering and human resources. The first and second year projects consist of practical laboratories that may take place in the college or elsewhere in the local community or further afield. With the exception of the three Business Administration courses, all courses within these streams require face-to-face delivery.

The sustainability theme provides the needed foundation and a life cycle thinking approach to green building principles, existing infrastructure, and renewable energy technologies. This stream (11 courses) is delivered through blended learning, which includes face-to-face and online delivery. The face-to-face component consists of an intensive 2-3 day delivery during the first week. After the intensive hours are completed in the first week, these courses will be delivered online over the remaining twelve weeks of each term.

The program follows the Problem-Based Learning (PBL) approach to influence, shape and guide the emerging generation of construction professionals. The learning objectives of the program will follow a problem-based approach, so that students can influence the resiliency of projects in the industry in which many graduates will find themselves working. Students will have an opportunity to gain work experience by participating in paid co-op work with a construction-related company. Such experience increases students' employment opportunities and their value to their employers upon graduation.

On graduation, there will be a wide choice of career opportunities as a site superintendent, general contractor, subcontractor, material supplier, field coordinator, quantity surveyor, estimator, inspector, project manager, scheduler or contract manager. The business elements of the program may also offer opportunities to establish a new construction company - one which specializes in sustainable development and construction.

The College intends to obtain certification with the Applied Science Technologist and Technicians of British Columbia (ASTTBC) and the Canadian Technology Accreditation Board (CTAB) for this program.

The following list outlines all courses within the proposed 2-year format (as they would appear in the academic calendar).

Course Code & Title	Form Submitted
SCMT 110 Surveying for Construction	Yes – New Course
SCMT 112 Construction Measurements and Drafting	Yes – Revised Course
SCMT 113 Quantity Surveying and Estimating I	Yes – Revised Course
SCMT 114 Sustainability and Ethics in Construction*	Yes – Revised Course
SCMT 115 Construction Methods I	No
SCMT 116 Scheduling and Cost Control	Yes – Revised Course
SCMT 121 Procurement Process	Yes – New Course
SCMT 124 Sustainability and the Built Environment*	Yes – Revised Course

SCMT 125 Construction Methods II	No
SCMT 132 Sustainability Assessments*	Yes – Revised Course
SCMT 134 Green Building Principles*	Yes – Revised Course
SCMT 144 Sustainable Methods and Technologies*	Yes – Revised Course
SCMT 206 Lean Construction	Yes – Revised Course
SCMT 212 Quantity Surveying and Estimating II	Yes – Revised Course
SCMT 216 Conflicts in Construction	Yes – New Course
SCMT 223 Sustainable Materials*	Yes – Revised Course
SCMT 224 Greening Existing Infrastructure*	Yes – Revised Course
SCMT 226 Leadership and Innovation	Yes – New Course
SCMT 228 Renewable Energy Technologies*	Yes – New Course
SCMT 232 Sustainable Business Case*	Yes – New Course
SCMT 234 Sustainable Design and Development*	Yes – New Course
SCMT 244 Regenerative Design*	Yes – New Course
SCMT 251 Project Planning	Yes – New Course
SCMT 252 Project Delivery	Yes – New Course
BUAD 123 Management Principles	No
BUAD 128 Computer Applications I	No
BUAD 269 Human Resources Management	No
CIEN 134 Statics and Strength of Materials I	No
CIEN 248 Construction Law	No
CMNS 133 Technical Writing and Communications I	No
CMNS 143 Technical Writing and Communications II	No
MATH 134 Mathematics for SCMT	No

* Blended Learning (Sustainability Stream)

New courses:

- SCMT 110, SCMT 121, SCMT 216, SCMT 226, SCMT 228, SCMT 232, SCMT 234, SCMT 244, SCMT 251, SCMT 252,

Revised courses:

- SCMT 112, SCMT 113, SCMT 114, SCMT 116, SCMT 124, SCMT 132, SCMT 134, SCMT 144, SCMT 206, SCMT 212, SCMT 223, SCMT 224

Implementation date: January 2017
Costs: n/a

Course deletions:

- SCMT 111, SCMT 231, SCMT 303, SCMT 311, SCMT 321, SCMT 322, SCMT 324, SCMT 331, SCMT 334, SCMT 351, SCMT 352

Implementation date (deletions): June 2017
Costs: n/a

November 3, 2016 Education Council Meeting

Recommended Motion:
"BE IT RESOLVED THAT the Board approve the new diploma program: Animation Diploma, as recommended by Education Council and as presented"

Animation Diploma

Rationale:
BC's entertainment industry is booming. Vancouver is home to such diverse studios as Disney, Sony Pictures Imageworks, Bardel, DHX Media, Electronic Arts and many live action and VFX studios all producing content for computer games, multimedia, the Internet, television and feature film. The Okanagan is becoming a high-tech hub in animation, with Bardel Entertainment, Yeti Farm Creative, Hyper Hippo and Disney leading the way. Visual artists with excellent design and character animation skills and a firm understanding of digital technology, are in demand not only in BC but worldwide. The skill sets taught in this program are applicable to careers in the fields of computer gaming, multimedia, web design, television and feature film.

Program description:

The two-year Animation diploma program focuses on drawing, design and the principles and techniques of traditional and digital character animation.

Features include a state of the art classroom in the new Innovation Centre in downtown Kelowna, the latest technology in the field of digital animation, and comprehensive drawing classes taught by industry professionals to develop artistic skills, technical dexterity and creative thinking. Industry standard production scenarios and professional practices mimic the production pipeline. Core courses include 20, digital 20 and 30 animation, life drawing, character design, storyboard and layout design. Animation history, communications and an introduction to business functions are also studied.

Successful graduates complete a professional quality, industry-focused demo reel showcasing their design and digital animation skills, preparing them for a career in British Columbia's (B.C.'s) booming entertainment industry.

<u>Program Goals:</u>

- Focus on applied learning: from pencil to digital, graduating animators and not just operators.
- Deliver a curriculum which balances artistic skills, industry techniques and applied technology.
- Maintain close relationships with the industry.
- Train artists for a successful career in the 20 or 30 animation industry.

Skill sets taught in the Animation program are also applicable to careers in the fields of computer games, multimedia, web design, television and feature film.

Admission requirements:

- B.C. secondary school graduation, or equivalent, or 19 years of age and out of secondary school for one year as of the first day of classes.
- For applicants whose first language is English: English 12 or alternatives (link required).
- English Language Requirement for students whose primary language is not English: Test of English as a Foreign Language (TOEFL): paper=560, computer=220, internet=83, or English Language Assessment (ELA)=145, or International English Language Testing System (IELTS)=6.5 overall, and no one score less than 6.
- Interview and portfolio assessment. Please refer to program website for more details. (link required)
- Applicants may be required to complete a drawing exercise.

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

Implementation date: September 2017

Costs:

Full cost recovery
Budget proposal under development

	Periodical Subscription	Books and/or DVDs
One-Time	USD $306	CAD $1530
Ongoing	USD $306	CAD $200

Recommended Motion:
"BE IT RESOLVED THAT the Board approve the program revision: Diploma in Communications, Culture & Journalism Studies, as recommended by Education Council and as presented"

Diploma in Communications, Culture & Journalism Studies
Program revision

- Addition of courses
- Program outline

Rationale:
The Department of Communications has already developed and approved a new course, CMNS 130 – Introduction of Digital Media, to be offered in Winter 2017. The Department would like to make it an option for CCJS students as well.

Program outline:

Foundational courses

All of:

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

Three of:

- CMNS 200 – Communications in the Everyday
- CMNS 230 – Communications and Culture
- CMNS/ENGL 235 – Professional Writing and Communications
- CMNS 240 – The Culture of Television
- CMNS 250 – Cultural Industries in Canada
- CMNS 270 – New Media

- CMNS 260 – Topics in Communications
- CMNS 290 – Introduction to Video Game Studies

One of:

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

Breadth courses

Three of:

- ANTH 121 – Introduction to Cultural Anthropology
- CMNS/ENGL 160 – Introduction to Film Studies
    - **OR CMNS 130 – Introduction to Digital Media**
- GEOG 128 – Human Geography: Space, Place, and Community I
    - OR GEOG 129 Human Geography – Resources, Development & Society
- HIST 122 – Canada Since 1867
    - OR HIST 125 – World History Since 1945
- INDG 100 – Introduction to Indigenous Studies
- PHIL 114 – Introduction to Logic and Critical Thinking I
- POLI 101 – Introduction to Politics
    - OR POLI 111 – The Government of Canada
- SOCI 111 Introduction to Sociology I
- GSWS 100 – An Introductions to Gender, Sexuality & Women's Studies

Two of:

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

Science courses

- Nine (9) science credits, including
    - A minimum of 3 credits of Math, Computer Science, or Statistics
    - A minimum of 3 credits lab science

Elective Arts courses

- Nine (9) Arts credits from any discipline

Implementation date: January 2017
Costs: n/a

2017 – 2018 Schedules

Office Administration Schedule 2017 – 2018

Accounting/Bookkeeping Certificate (20 weeks)

Recommended Motion
"BE IT RESOLVED THAT the Okanagan College Board of Governors approve the 2017/18 Accounting/Bookkeeping Certificate Schedule as recommended by Education Council and presented here"

Kelowna

2017	
September 4	Labour Day (no classes)
September 5	Orientation
September 6	Classes start
October 9	Thanksgiving Day (no classes)
November 11	Remembrance Day
November 13	Statutory Holiday (no classes)
December 20	Last day of classes before Christmas break
December 24 – January 1	Christmas Closure (no classes) – Okanagan College will be closed to the public

2018	
January 2	Classes resume
February 9	Classes end

Administrative Assistant Certificate (37 weeks)

Recommended Motion
"BE IT RESOLVED THAT the Okanagan College Board of Governors approve the 2017/18 Administrative Assistant Certificate Schedule as recommended by Education Council and presented here"

Kelowna, Salmon Arm, Vernon

2017	
September 4	Labour Day (no classes)
September 5	Orientation
September 6	Classes start
October 9	Thanksgiving Day (no classes)
November 11	Remembrance Day
November 13	Statutory Holiday (no classes)
December 20	Last day of classes before Christmas break
December 24 – January 1	Christmas Closure (no classes) – Okanagan College will be closed to the public

2018	
January 2	Classes resume
February 12	Family Day (no classes)
March 19 - 23	Mid-Semester Break {no classes)
March 30 - April 2	Easter {no classes)
May 21	Victoria Day {no classes)
June 21	Classes end

Office Assistant Certificate (17 weeks)

Recommended Motion
"BE IT RESOLVED THAT the Okanagan College Board of Governors approve the 2017/18 Office Assistant Certificate Schedule as recommended by Education Council and presented here"

Kelowna, Salmon Arm, Vernon

2017	
September 4	Labour Day (no classes)
September 5	Orientation
September 6	Classes start
October 9	Thanksgiving Day (no classes)
November 11	Remembrance Day
November 13	Statutory Holiday (no classes)
December 20	Last day of classes before Christmas break
December 24 – January 1	Christmas Closure (no classes) – Okanagan College will be closed to the public

2018	
January 2	Classes resume
January 18	Classes end

Office Assistant Certificate (17 weeks)

Kelowna

2018	
January 22	Classes start
March 19 – 23	Mid-Semester Break (no classes)
March 30 – April 2	Easter (no classes)
May 21	Victoria Day (no classes)
May 31	Classes end

Legal Administrative Assistant Certificate (Litigation 19 weeks)

Recommended Motion
"BE IT RESOLVED THAT the Okanagan College Board of Governors approve the 2017/18 Legal Administrative Assistant (Litigation) Certificate Schedule as recommended by Education Council and presented here"

Kelowna only

2017	
September 4	Labour Day (no classes)
September 5	Orientation
September 6	Classes start
October 9	Thanksgiving Day (no classes)
November 11	Remembrance Day
November 13	Statutory Holiday (no classes)
December 20	Last day of classes before Christmas break
December 24 – January 1	Christmas Closure (no classes) – Okanagan College will be closed to the public

2018	
January 2	Classes resume
January 23	Classes end

Legal Administrative Assistant Certificate (Corporate/Conveyancing 20 weeks)

Recommended Motion
"BE IT RESOLVED THAT the Okanagan College Board of Governors approve the 2017/18 Legal Administrative Assistant (Corporate/Conveyancing) Certificate Schedule as recommended by Education Council and presented here"

Kelowna only

2018	
January 30	Classes Start
February 12	Family Day (no classes)
March 30 – April 2	Easter (no classes)
May 21	Victoria Day (no classes)
June 19	Classes end

Vocational Health & Social Development Schedule 2017 – 2018

Early Childhood Education Diploma

Recommended Motion
"BE IT RESOLVED THAT the Okanagan College Board of Governors approve the 2017/18 Early Childhood Education Diploma Schedule as recommended by Education Council and presented here"

Kelowna

2017	
August 28	Classes start for Semester I and Semester III
September 4	Labour Day (no classes)
October 9	Thanksgiving Day (no classes)
November 11	Remembrance Day
November 13	Statutory Holiday (no classes)
December 15	Classes end for Semester I and Semester II
December 24 – January 1	Christmas closure (no classes) – Okanagan College closed to the public

2018	
January 1	New Year's Day (no classes)
January 3	Classes start for Semester II and Semester IV
February 12	Family Day (no classes)
March 30 - April 2	Easter (no classes)
May 4	Classes end for Semester II
May 11	Classes end for Semester IV
May 12	Infant/Toddler Practicum begins
June 16	Infant/Toddler Practicum ends

Therapist Assistant Diploma

Recommended Motion
"BE IT RESOLVED THAT the Okanagan College Board of Governors approve the 2017/18 Therapist Assistant Diploma Schedule as recommended by Education Council and presented here"

Kelowna

2017

September 4	Labour Day (no classes)
September 5	Classes start
October 9	Thanksgiving Day (no classes)
November 11	Remembrance Day
November 13	Statutory Holiday (no classes)
December 5	Classes end
December 7 – 18	Final exam period
December 24 – January 1	Christmas closure (no classes) – Okanagan College closed to the public

2018

January 1	New Year's Day (no classes)
January 3	Classes start
February 12	Family Day (no classes)
March 30 - Apr 2	Easter (no classes)
April 8	Classes end
April 11 - 26	Final exam period
April 16	Start of Fall Intake 2016 Preceptorship
April 30	Start of Fall Intake 2017 Practicum
June 22	End of Fall Intake 2016 Preceptorship
June 22	End of Fall Intake 2017 Practicum

Human Service Work Diploma

Recommended Motion
"BE IT RESOLVED THAT the Okanagan College Board of Governors approve the 2017/18 Human Service Work Diploma Schedule as recommended by Education Council and presented here"

Kelowna and Vernon (Salmon Arm Second Year)

2017

September 4	Labour Day (no classes)
September 5	Classes start (Program + College Wide Orientation) for Semester I
September 6	Classes start Semester Ill
October 9	Thanksgiving Day (no classes)
November 11	Remembrance Day
November 13	Statutory Holiday (no classes)
December 5	Classes end
December 7-18	Final exam period
December 24 - January 1	Christmas closure (no classes) - Okanagan College closed to the public

2018	
January 1	New Year's Day (no classes)
January 3	Classes start for Semester 11
January 3	Classes start for Semester IV
February 12	Family Day (no classes)
March 30 - April 2	Easter (no classes or exams)
April 12	Classes end
April 16 - 26	Final exam period
April 17	Start of Practicum Period (all intakes) (Note: practica agencies will usually accommodate students' exam schedules)
June 22	End of Practicum Period (all intakes)

Certified Dental Assistant

Recommended Motion
"BE IT RESOLVED THAT the Okanagan College Board of Governors approve the 2017/18 Certified Dental Assistant Schedule as recommended by Education Council and presented here"

Kelowna

2017	
August 28	Classes start for Semester I
September 4	Labour Day (no classes)
October 9	Thanksgiving Day (no classes)
October 26	Classes end for Semester I
November 11	Remembrance Day
November 13	Statutory Holiday (no classes)
December 15	Semester I ends
December 24 - January 1	Christmas closure (no classes) - Okanagan College closed to the public

2018	
January 1	New Year's Day (no classes)
January 2	Semester II starts
February 12	Family Day (no classes)
March 29	Semester II ends
March 30 - April 2	Easter (no classes or exams)
April 9	Classes start for Semester Ill
May 21	Victoria Day (no classes)
June 20	Classes end for Semester Ill

Health Care Assistant, Pharmacy Technician Certificate, and Practical Nursing Diploma schedules will be presented at the December 1, 2016 Education Council meeting.

English as a Second Language Schedule 2017 – 2018

Recommended Motion

"BE IT RESOLVED THAT the Okanagan College Board of Governors approve the 2017/18 English as a Second Language Schedule as recommended by Education Council and presented here"

Fall 2017	
August 30	New students must attend the Scheduled English Language Assessment
September 4	[OCELA]*
September 5	Labour Day (no classes)
September 6	College-wide orientation
October 9	Classes begin
November 11	Thanksgiving Day (no classes)
November 13	Remembrance Day
December 20	Statutory Holiday (no classes)
December 23 –	Classes and exams end
January 1	Christmas closure (no classes) – Okanagan College will be closed to the public
Winter 2018	
January 1	New Year's Day (no classes)
January 3	New students must attend the Scheduled English Language Assessment
January 8	[OCELA]*
February 12	Classes begin
February 13 - 16	Family Day (no classes)
March 30 – April 2	Study break (no classes)
April 27	Easter (no classes)
	Classes and exams end for four-month classes
Summer Session I 2018	
April 30	New students must attend the Scheduled English Language Assessment
May 3	[OCELA]*
May 21	Classes begin
June 26	Victoria Day (no classes)
	Classes and exams end
Summer Session II 2018	
June 27	New students must attend the Scheduled English Language Assessment
July 2	[OCELA]*
July 3	Statutory Holiday (no classes)
August 6	Classes begin
August 23	BC Day (no classes)
	Classes and exams end

*OCELNOkanagan College English Language Assessment is available at other times throughout the year.

Adult Basic Education and Adult Special Education schedules will be revised and brought back to the December 1, 2016 Education Council meeting.

Submission of Information from Senior Staff to the Board of Governors

REPORT TITLE

Fall 2016 Stable Enrolment report

DATE

Nov. 15, 2016

BACKGROUND INFORMATION

For example: • Purpose • History • Other relevant information

This report is to provide the Okanagan College Board of Governors with a synopsis of September 2016 enrolment numbers at stable enrolment date, the last date to add an academic course.

This 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 or following the beginning of September. It also does not include any Continuing Studies enrolments. These counts do include International and Domestic students but not exchange, visiting, or unclassified academic students.

There are two different methods of counting students used in this 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.
2) Credits: counts the total number of billing credits being taken in a discipline area. This is directly related to tuition revenue.

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.

ACTION REQUIRED

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

For information

STRATEGIC PLAN [1] ALIGNMENT

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

COMMENTS FROM THE PRESIDENT

REPORT PREPARED AND SUPPORTED BY (include name and title)

Allan Coyle, Director, Public Affairs
Institutional Research

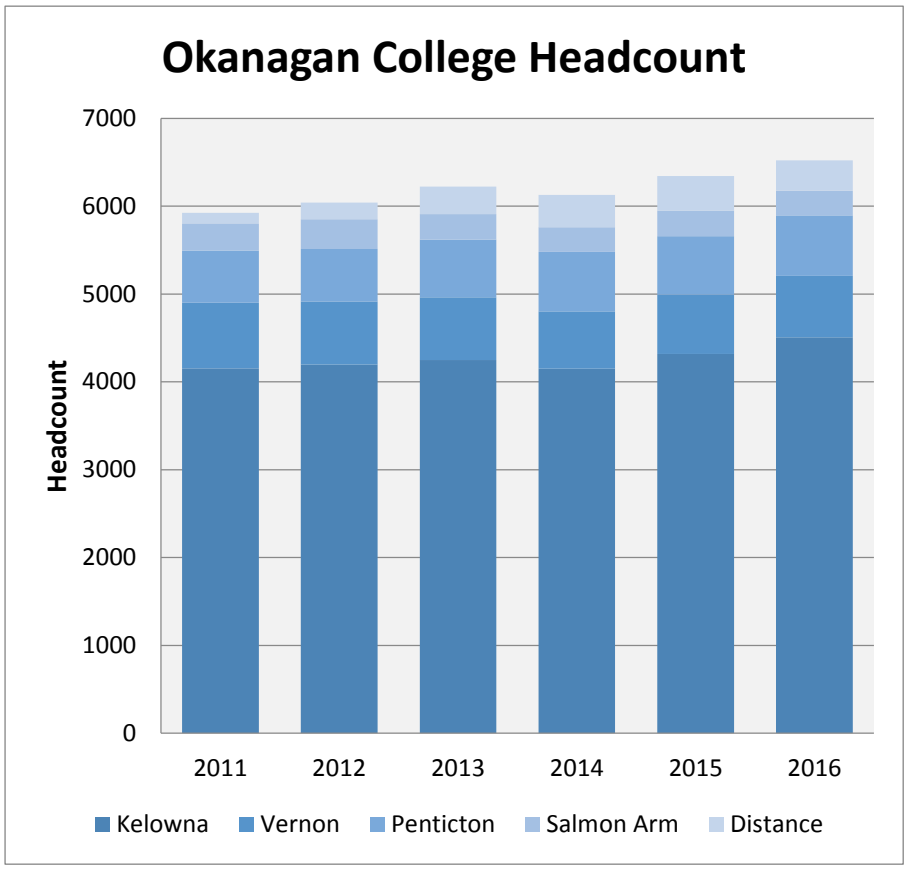
This document is intended to be a cover sheet only (eg one page)
If supporting documents are required, please attach them.

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

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

*Okanagan College Total Fall Headcount**

Fall 2016 overall headcounts are up 3 per cent compared to fall 2015, headcounts increased in Kelowna, Vernon, and Penticton campus. Headcounts decreased from fall 2015 in Salmon Arm campus and distance learning.

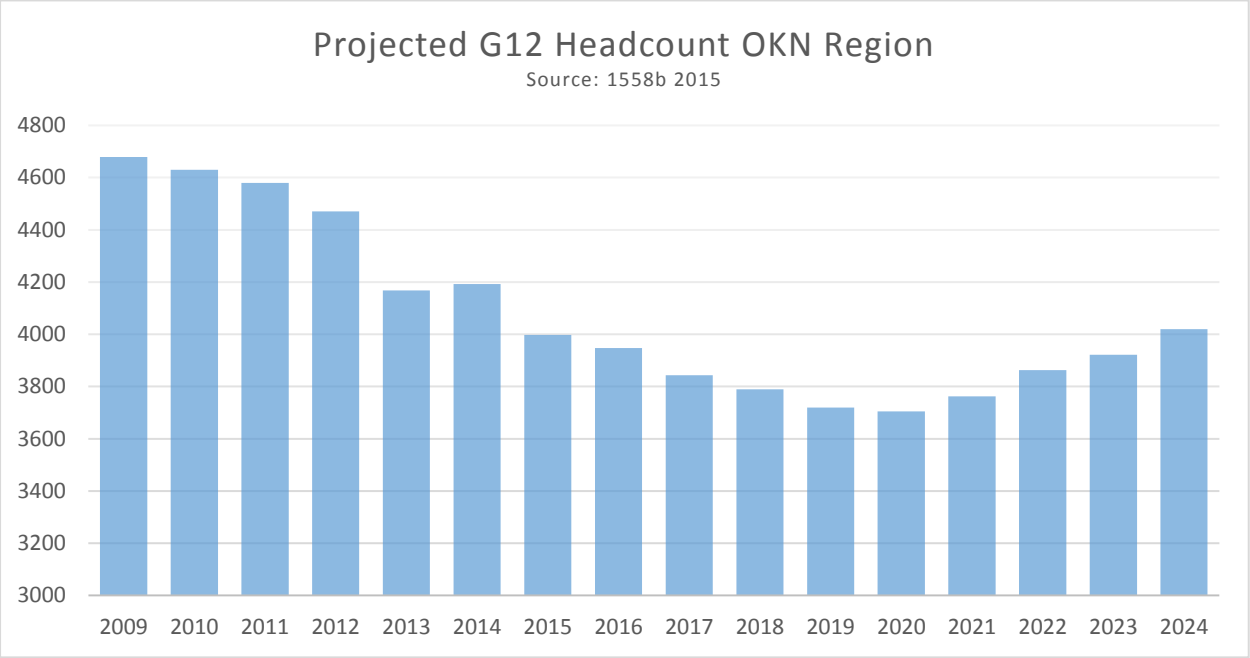


September Headcount, all programs

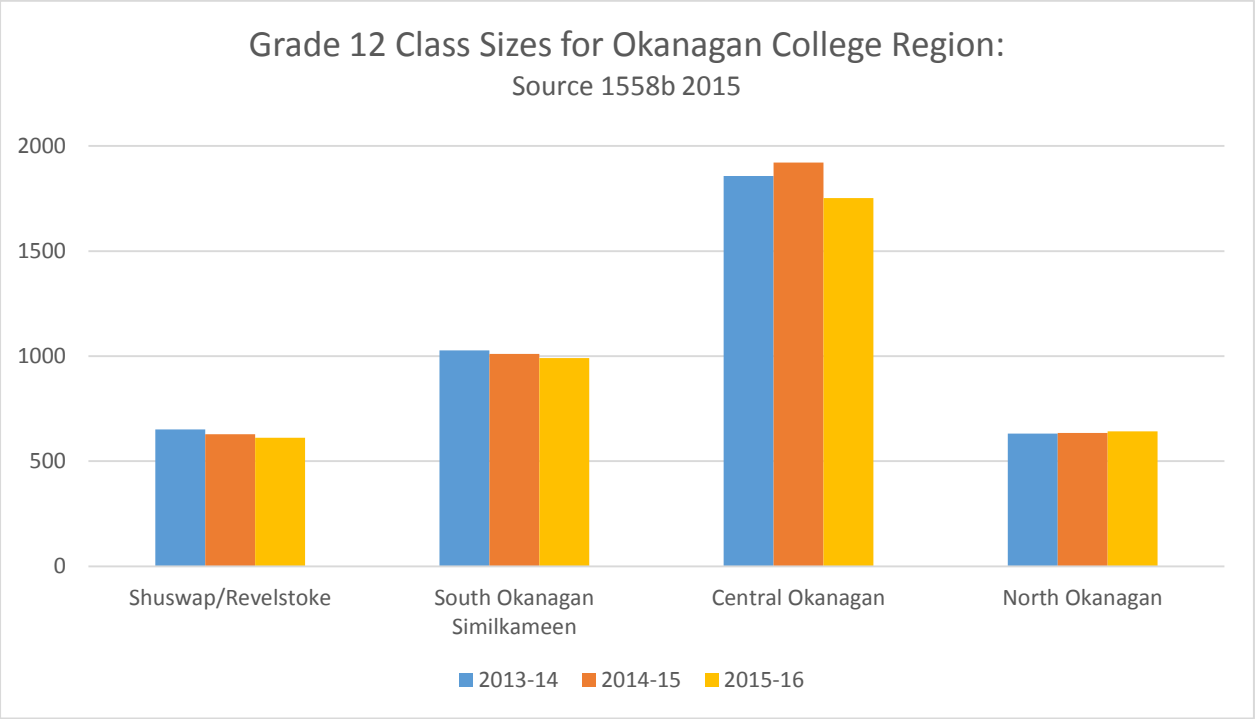
Okanagan College Domestic and International Headcount	2014	2015	2016	OC Headcount % change fall 2015 to fall 2016
Kelowna	4149	4318	4509	4.4%
Vernon	652	674	699	3.7%
Penticton	678	666	687	3.2%
Salmon Arm	280	293	280	-4.4%
Distance	369	391	346	-11.5%
Total	**6128**	**6342**	**6521**	**2.8%**

***** Total fall headcounts exclude unclassified, exchange, visiting, and Continuing Studies certificates and general interest programs. The inclusion of these would result in Kelowna headcounts increasing by 3.5%, Vernon headcounts increasing by 6.9%, Penticton headcounts decreasing by 5.5%, and Salmon Arm increasing by 23.4%. Distance would be down very slightly (-0.2%), and overall headcount would also be stable, up by half a percent.

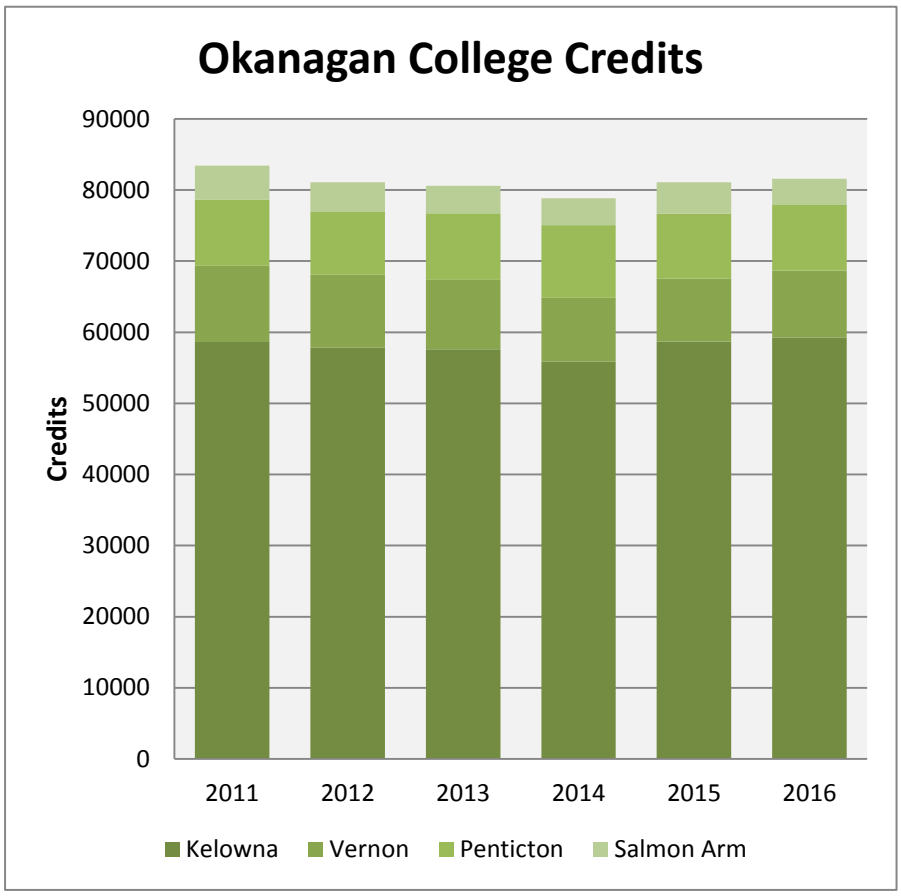
Headcounts for the Grade 12 classes in the Okanagan College region are projected to remain lower for the next four years before increasing beginning in 2021.



Grade 12 enrolments have decreased across the region from 2014 to 2016, except for the North Okanagan, which has increased by just over one per cent. The largest decrease was in the Central Okanagan, where enrolments decreased by almost nine percent.



Okanagan College Total Fall Credits

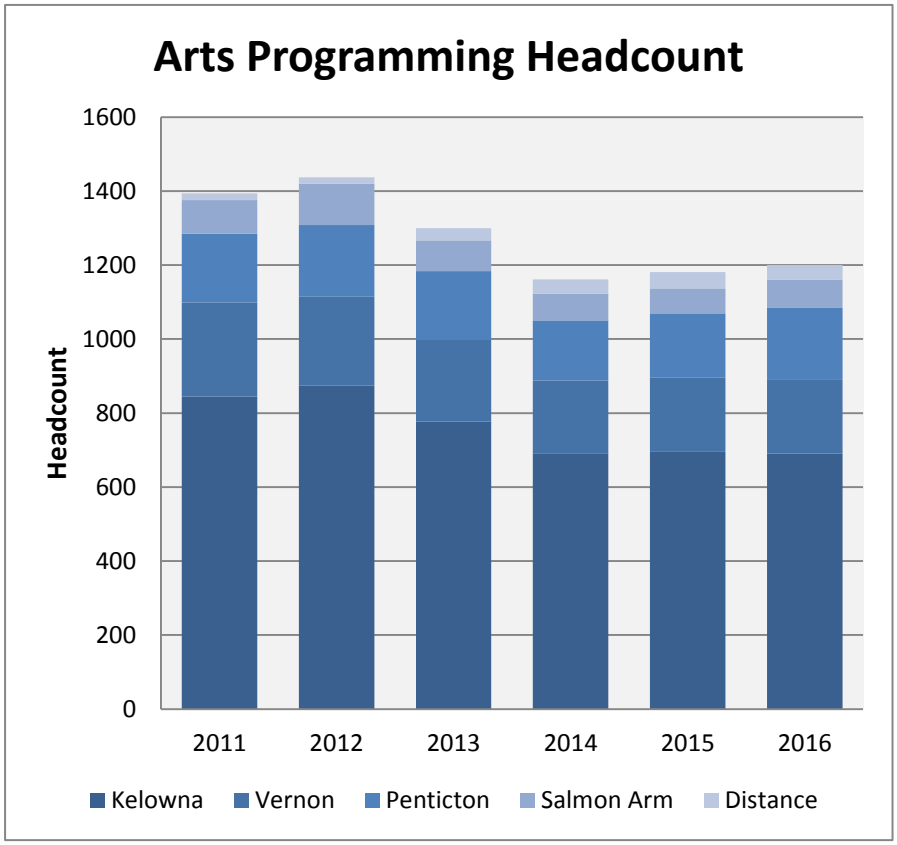


September Credits, all programs

Okanagan College Domestic and International Credits	2014	2015	2016	% change fall 2015 to fall 2016
Kelowna	55910	58672	59273	1.0%
Vernon	8921	8894	9397	5.7%
Penticton	10228	9110	9216	1.2%
Salmon Arm	3790	4413	3709	-16.0%
Distance	3856	4289	4037	-5.9%
Total	**82706**	**85377**	**85632**	**0.3%**

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 2016 have remained stable with fall 2015 billing credits.

Arts Fall Headcount and Credits

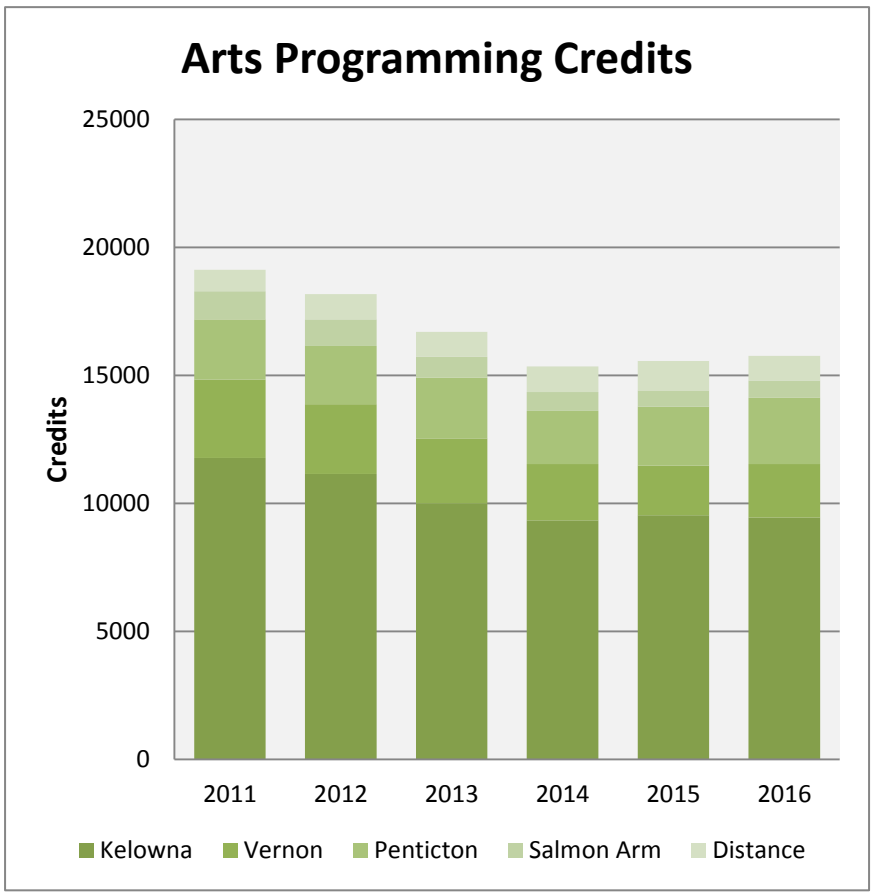


September Headcount, Arts programs (university transfer and diplomas)

Arts Headcount	2014	2015	2016	% change fall 2015 to fall 2016*
Kelowna	690	697	691	-1%
Vernon	198	200	199	-1%
Penticton	163	173	194	12%
Salmon Arm	71	67	76	13%
Distance	39	44	40	-9%
Total	**1161**	**1181**	**1200**	**2%**

* Percentages will be inflated by low headcounts

Overall Arts headcounts have remained stable from fall 2015 to fall 2016 up two per cent. Kelowna and Vernon headcounts are down slightly, and Penticton and Salmon Arm have seen increases, Distance headcounts are also down by nine per cent.

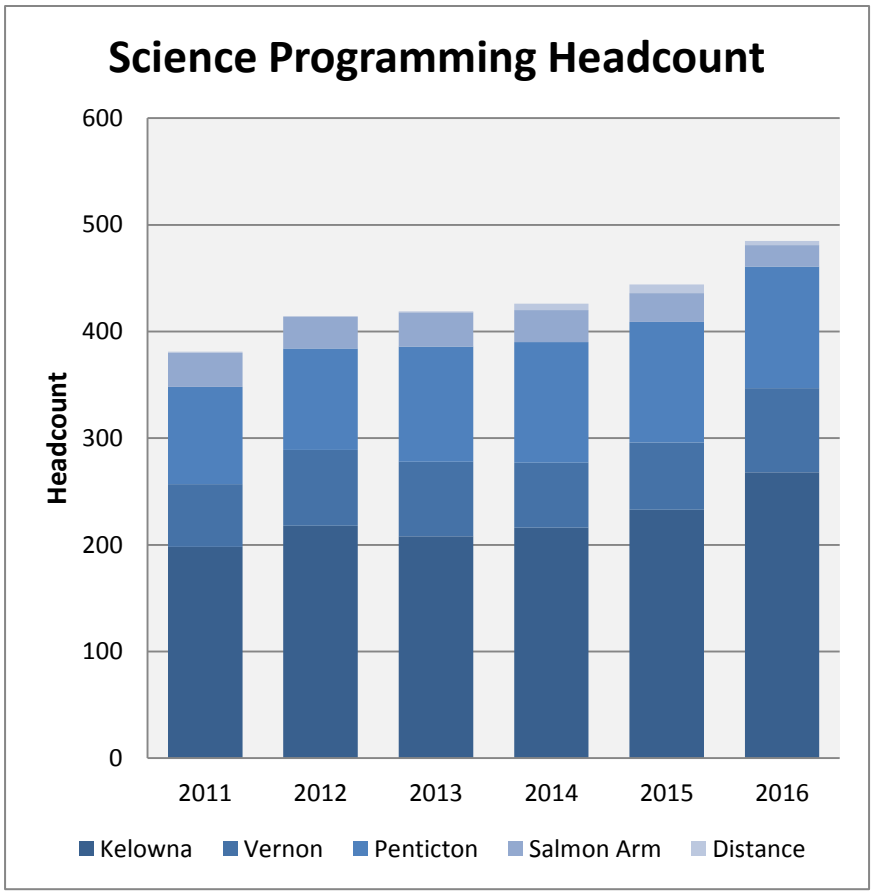


September Credits, Arts programs (university transfer and diplomas)

Arts Credits	2014	2015	2016	% change fall 2015 to fall 2016
Kelowna	9339	9540	9444	-1%
Vernon	2190	1932	2085	8%
Penticton	2076	2298	2595	13%
Salmon Arm	747	642	669	4%
Distance	996	1143	969	-15%
Total	**15348**	**15555**	**15762**	**1%**

Arts billing credits are up slightly by 1 per cent, Penticton credits are up 13 per cent and distance billing credits are down 15 per cent since fall 2015. Since 2010, Distance has seen an increase of over 100 per cent in arts billing credits. In the same timeframe, Kelowna, Vernon, and Salmon Arm have seen decreases in billing credits (7, 37, and 43 per cent, respectively). Arts programming is closely tied to Grade 12 enrolments.

Science Fall Headcount and Credits

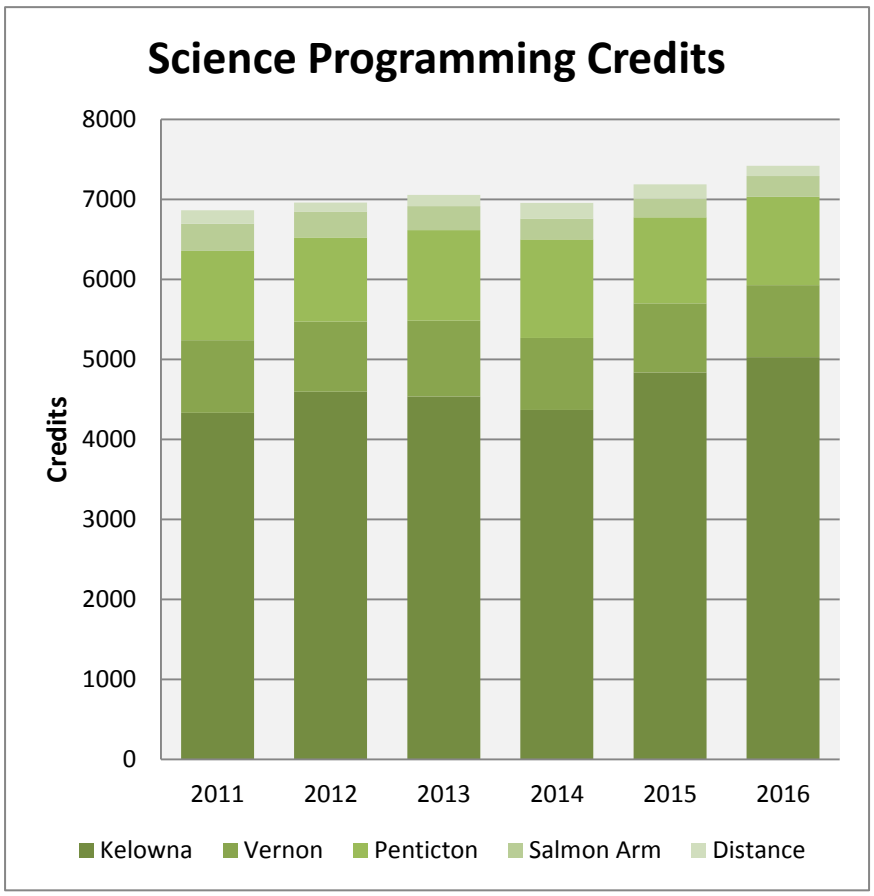


September Headcount, Science programs (university transfer and Human Kinetics; excluding computer science)

Science Headcount	2014	2015	2016	% change fall 2015 to fall 2016*
Kelowna	216	233	268	15%
Vernon	61	63	79	25%*
Penticton	113	113	114	1%
Salmon Arm	30	27	20	-26%*
Distance	6	8	4	-50%*
Total	**426**	**444**	**485**	**9%**

* Percentages will be inflated by low headcounts

Science headcounts are up nine per cent from fall 2015 to 2016. Kelowna headcounts have been increasing since 2013 and Penticton's headcounts have remained stable.

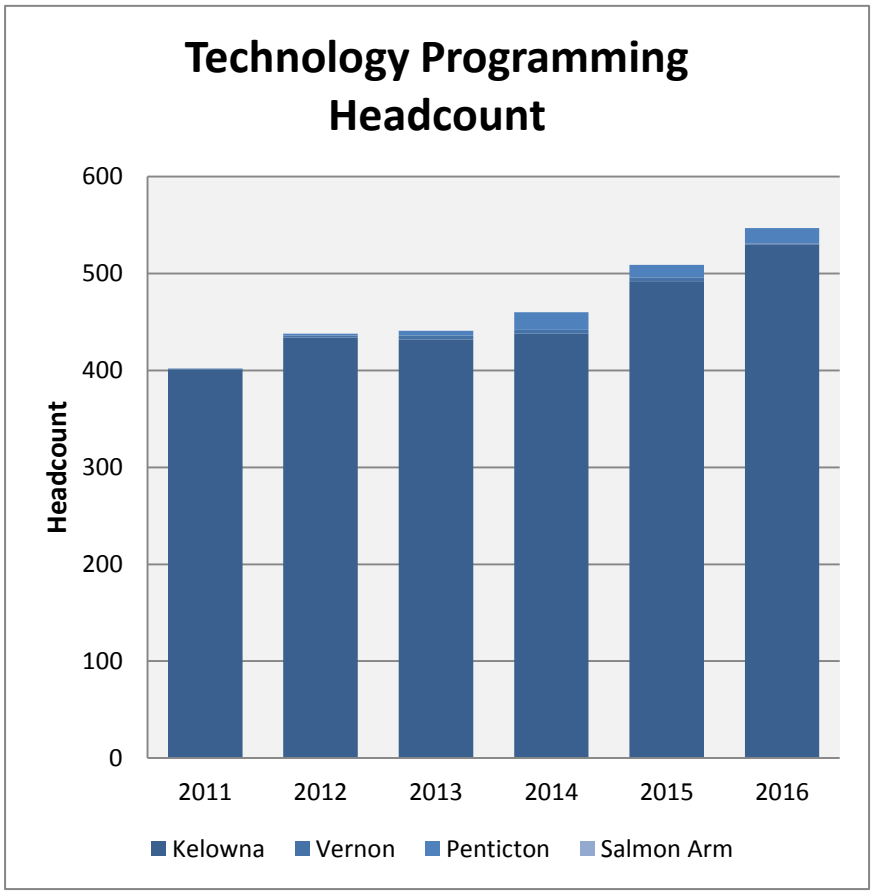


September Credits, Science programs (university transfer and diplomas; excluding computer science)

Science Credits	2014	2015	2016	% change fall 2015 to fall 2016
Kelowna	4368	4834	5029	4%
Vernon	897	867	897	3%
Penticton	1233	1074	1104	3%
Salmon Arm	261	231	261	13%
Distance	195	180	129	-28%
Total	**6954**	**7186**	**7420**	**3%**

Science billing credits were up by three per cent from 2015 to 2016. Kelowna, Vernon, Penticton, and Salmon Arm campuses saw modest increases and Distance billing credits decreased by 28 per cent.

Technology Fall Headcount and Credits

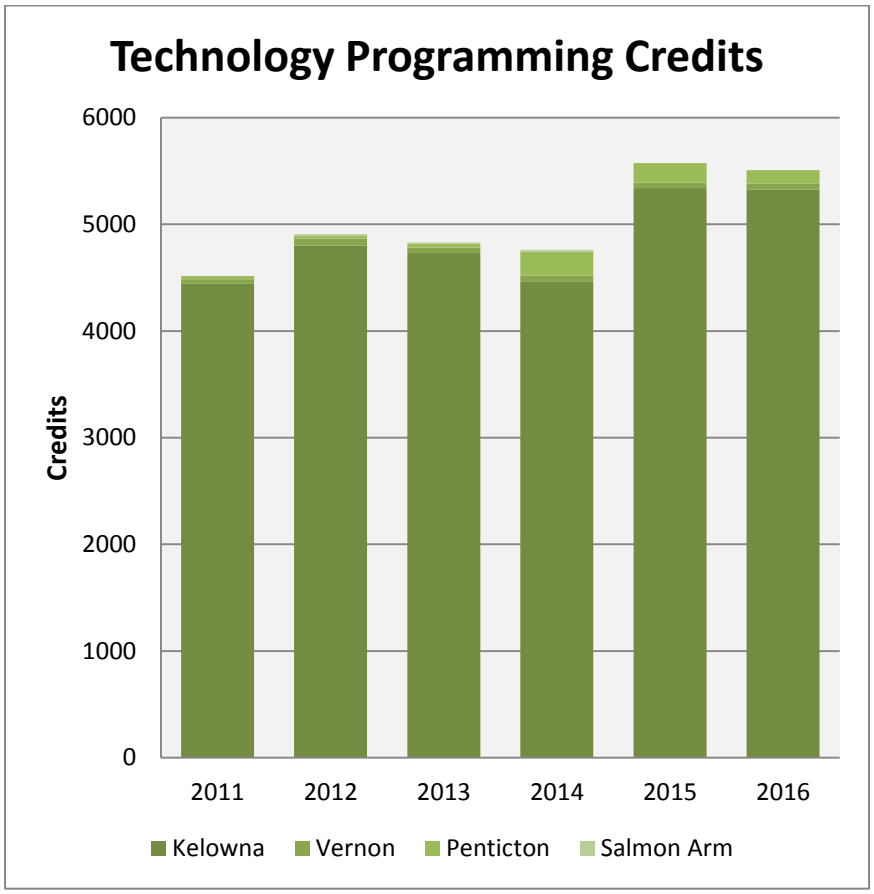


September Headcount, Technology programs (including Computer Science)

Technology Headcount	2014	2015	2016	% change fall 2015 to fall 2016*
Kelowna	438	492	503	8%
Vernon	4	4	1	-75%
Penticton	18	13	16	23%
Salmon Arm	0	0	0	0
Distance	1	0	0	0
Total	**461**	**509**	**547**	**7%**

* Percentages will be inflated by low headcounts

Technology (including Computer Science) headcounts saw an increase of seven per cent from fall 2015 to 2016. Kelowna and Penticton campus's headcounts increased, whereas Vernon campus had a slight decrease in headcounts. Technology programs alone saw an overall decrease of seven per cent from fall 2015 to fall 2016, and Computer Science saw an overall increase of 25 per cent.



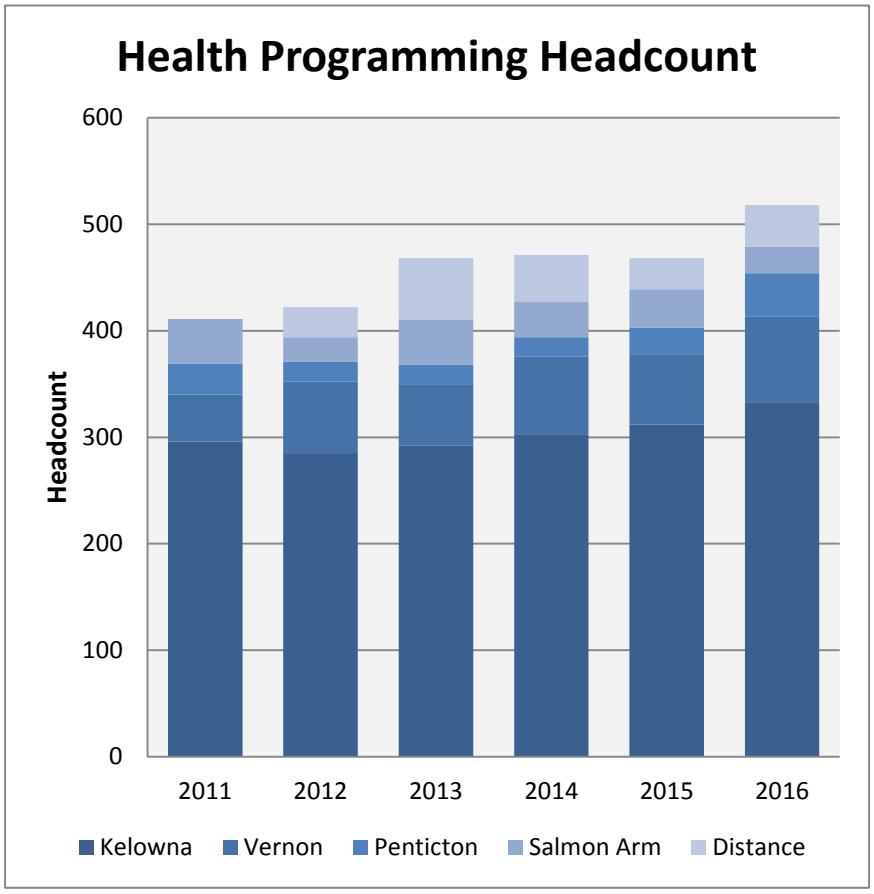
September Credits, Technology programs (including Computer Science)

Technology Credit	2014	2015	2016	% change fall 2015 to fall 2016
Kelowna	4461	5340	5325	-0.3%
Vernon	57	51	57	12%
Penticton	226	182	126	-31%
Salmon Arm	18	0	0	0
Distance	0	0	0	0
Total	**4762.2**	**5573.3**	**5507.7**	**-1%**

Technology billing credits remained relatively stable from fall 2015 to fall 2016 on the Kelowna campus. Total billing credits decreased by one per cent from fall 2015 to fall 2016. Computer Science billing credits increased by 18 per cent from fall 2015 to fall 2016.

Health Fall Headcount and Credits

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

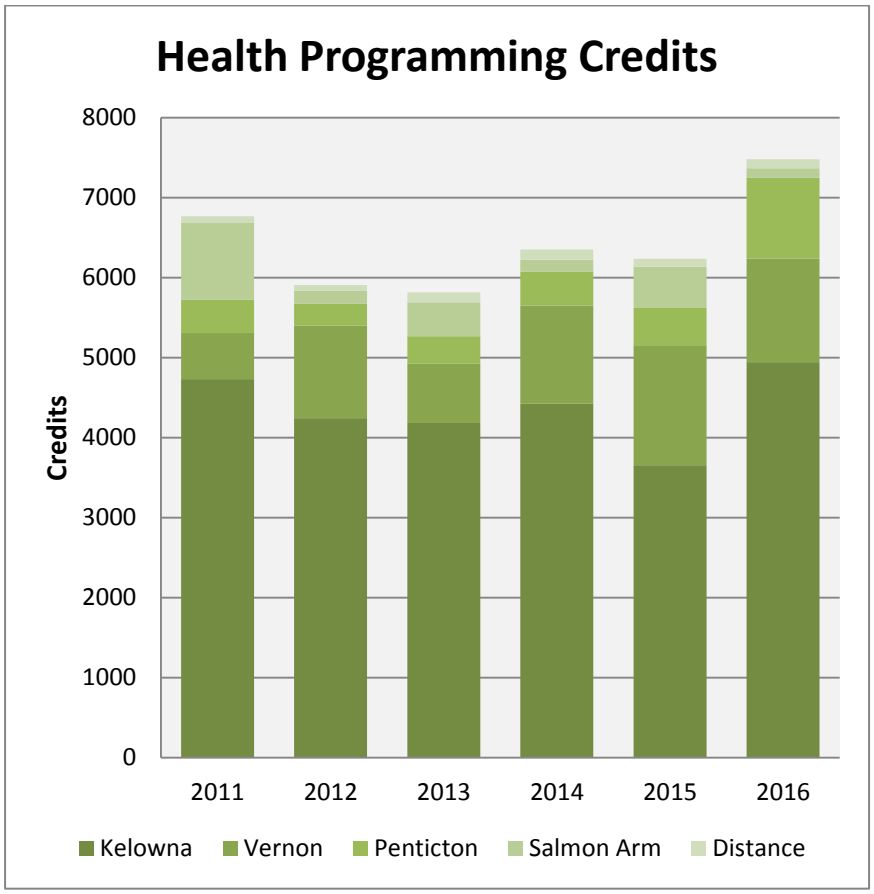


September Headcounts, Health programs

Health Headcount	2014	2015	2016	% change fall 2015 to fall 2016
Kelowna	303	312	333	7%
Vernon	73	66	80	21%*
Penticton	18	25	41	64%*
Salmon Arm	33	36	25	-31%*
Distance	44	29	39	34%*
Total	**471**	**468**	**518**	**11%**

* Percentages will be inflated by low headcounts

Health program headcounts are up 11 per cent from 2015. Practical Nursing is a rotating program, in fall 2015 it was held in Salmon Arm, but not Vernon. In fall 2016 the program was held in Vernon not Salmon Arm, which could account for the 31 per cent decrease in program headcounts (see Appendix).

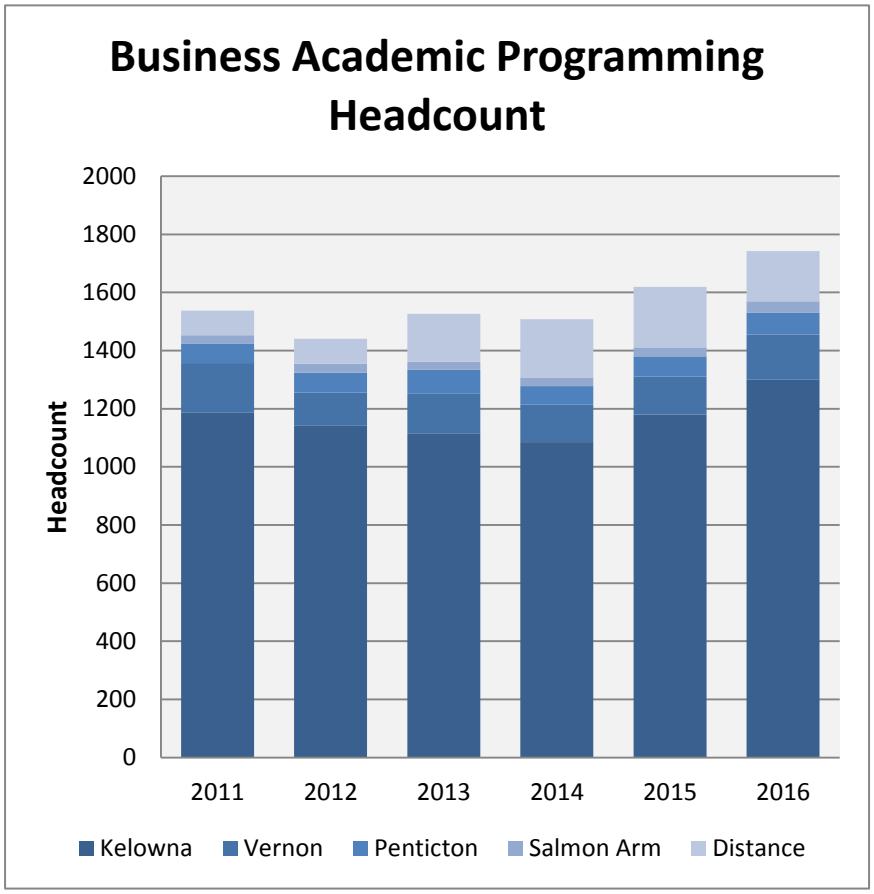


September Credits, Health programs

Health Credits	2014	2015	2016	% change fall 2015 to fall 2016
Kelowna	4422	3657	4945	35%
Vernon	1230	1500	1296	-14%
Penticton	422	472	1006	113%
Salmon Arm	152	506	120	-76%
Distance	126	102	114	11%
Total	**6351**	**6236**	**7481**	**20%**

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 still combined with Trades.

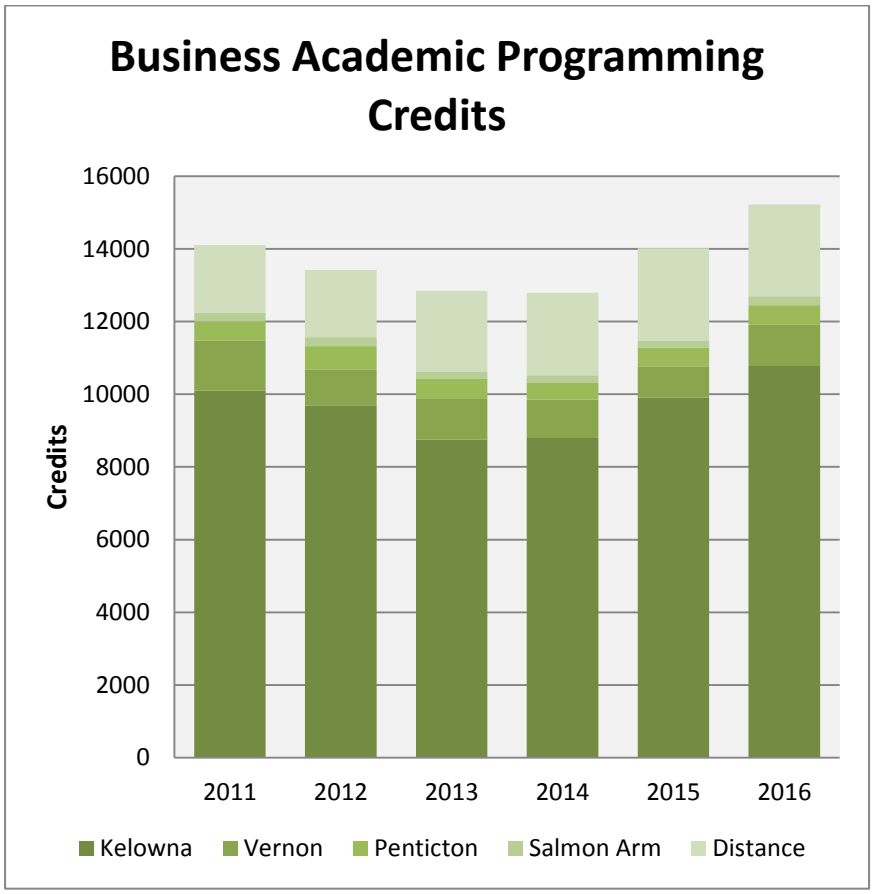


September Headcount, Business Academic programs (includes Business Administration degree and diploma, Commercial Aviation, and Advanced Culinary Arts)

Business Academic Headcount	2014	2015	2016	% change fall 2015 to fall 2016
Kelowna	1085	1180	1300	10%
Vernon	129	131	155	18%
Penticton	64	69	75	9%*
Salmon Arm	30	31	39	26%*
Distance	200	208	173	-17%
Total	**1508**	**1619**	**1742**	**8%**

* Percentages will be inflated by low headcounts

Headcounts in the Academic Business programs are up eight per cent overall, with increases on every campus except Distance, which saw a 17 per cent decrease.

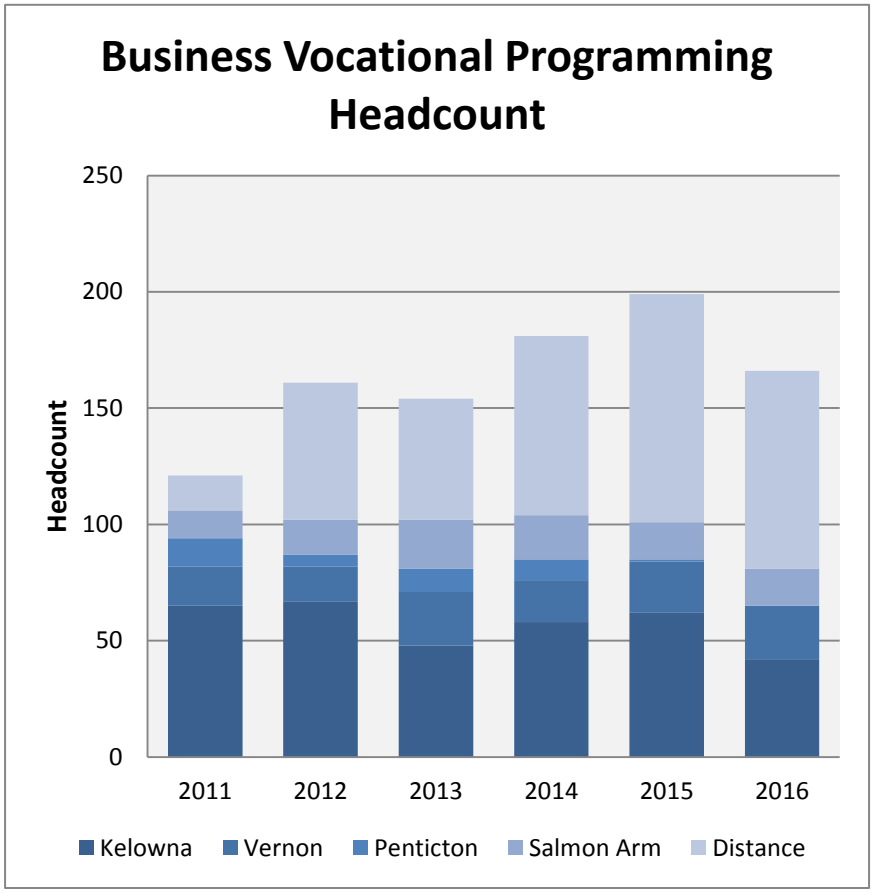


September Credits, Business Academic programs (includes Business Administration degree and diploma, Commercial Aviation, and Advanced Culinary Arts)

Business Academic Credits	**2014**	**2015**	**2016**	**% change fall 2015 to fall 2016**
Kelowna	8799	9903	10782	9%
Vernon	1056	870	1140	31%
Penticton	453	504	528	5%
Salmon Arm	219	186	252	35%
Distance	2268	2559	2526	-1%
Total	**12795**	**14022**	**15228**	**9%**

Academic Business credits are up by nine per cent overall, but down one per cent for Distance.

Business Vocational Fall Headcount and Credits

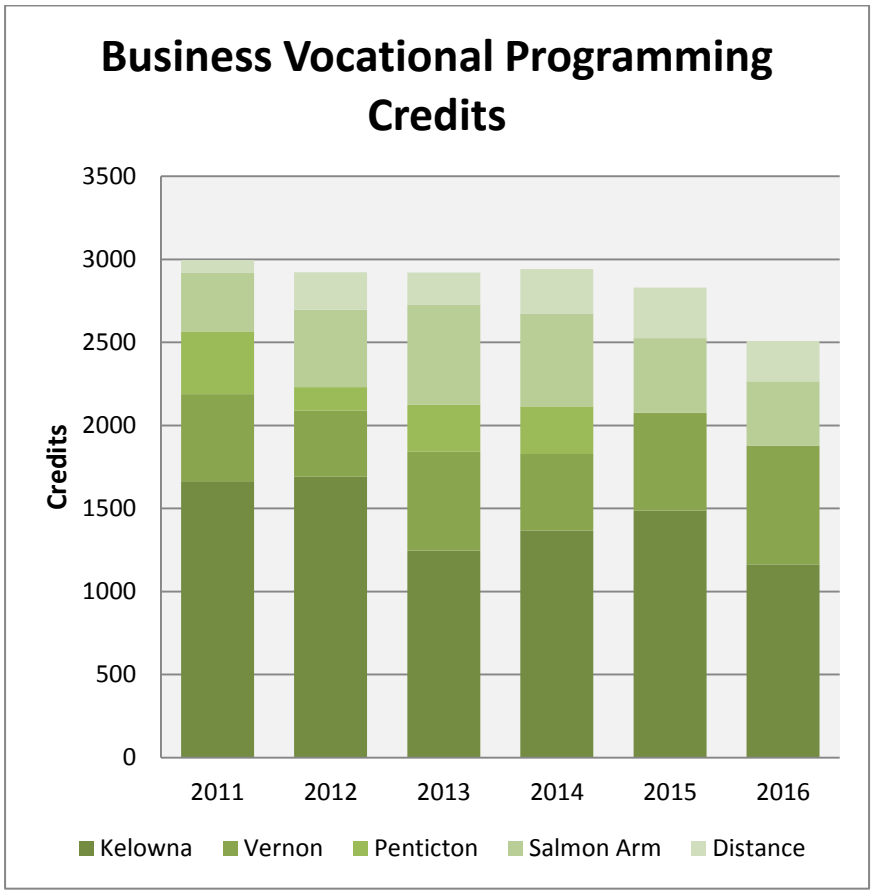


September Headcount, Business Vocational programs (includes Office Administration certificate programs)

Business Vocational Headcount	**2014**	**2015**	**2016**	**% change fall 2015 to fall 2016**
Kelowna	58	62	42	-32%*
Vernon	18	22	23	5%*
Penticton	9	1	0	-100%*
Salmon Arm	19	16	16	0%*
Distance	77	98	85	-13%*
Total	**181**	**199**	**166**	**-17%***

* Percentages will be inflated by low headcounts

Business vocational (Office Administration) program headcounts decreased by 17 per cent overall, with a decreases in every campus except Vernon, which had an increase of five per cent. The program is no longer offered in Penticton.

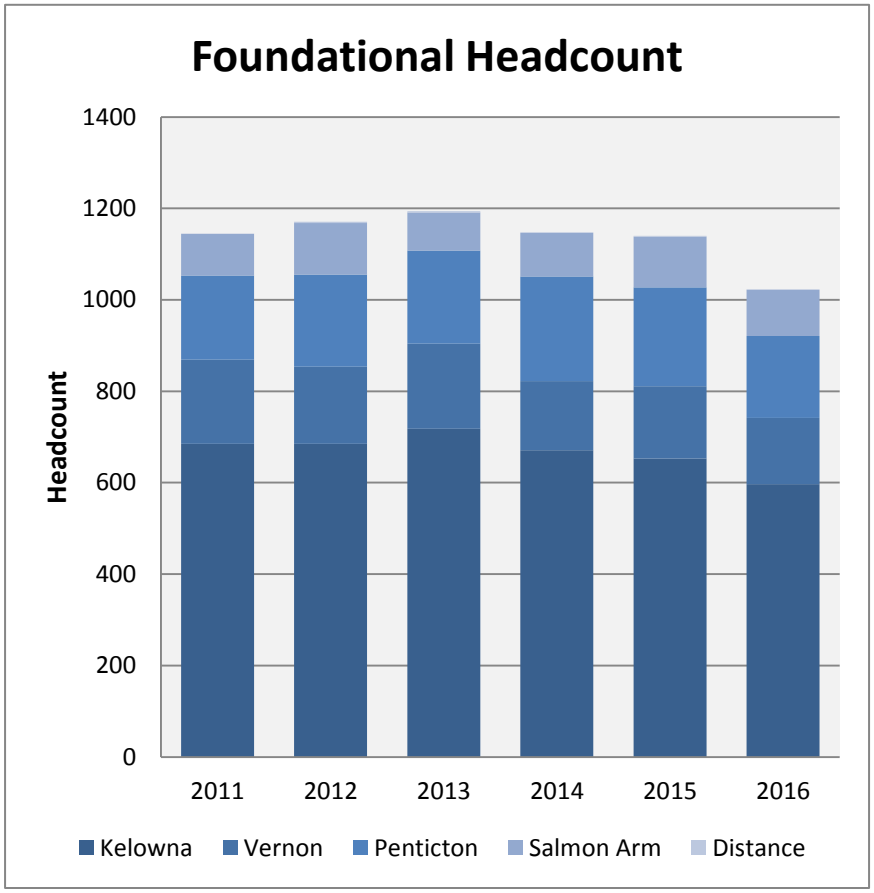


September Credits, Business Vocational programs (includes Office Administration certificate programs)

Business Vocational Credits	2014	2015	2016	% change fall 2015 to fall 2016
Kelowna	1368	1487	1164	-22%
Vernon	461	589	715	21%
Penticton	282	0	0	0
Salmon Arm	561	449	386	-14%
Distance	271	305	244	-20%
Total	**2942**	**2830**	**2509**	**-11%**

Headcounts for the Business Vocational programs were down across all campuses except Vernon which was up by 21 per cent. Overall billing credits were the lowest in five years.

Foundational Fall Headcount and Credits

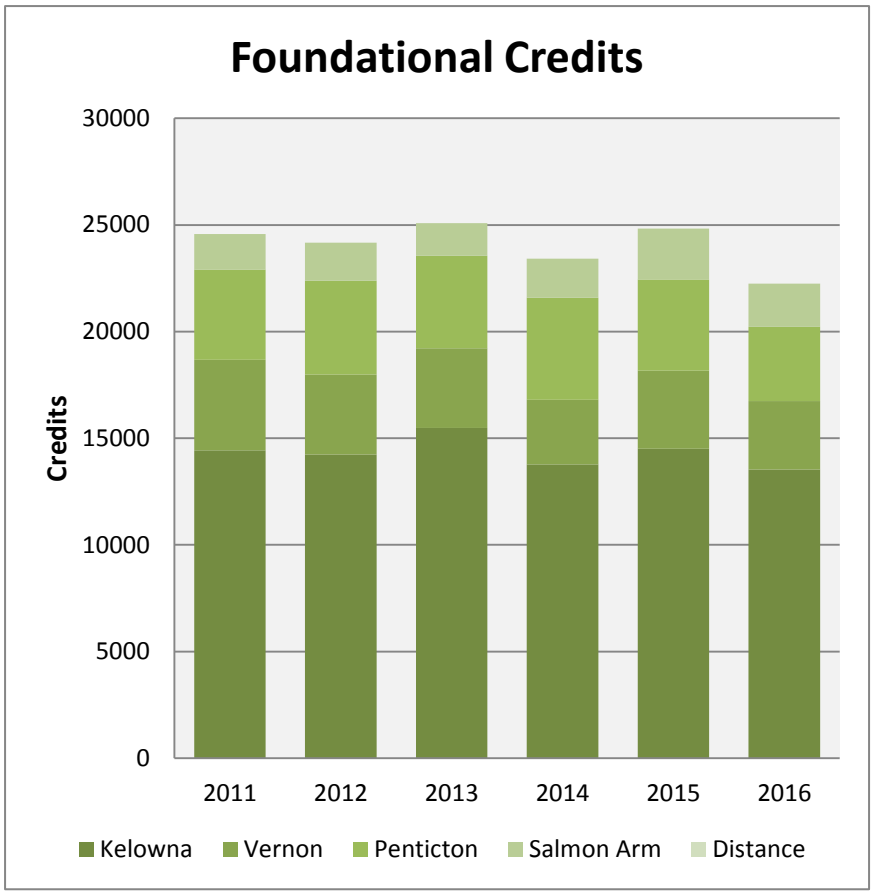


September Headcount, Foundational programs (includes Adult Academic Career Prep, Adult Special Education and English as a Second Language)

Foundational Headcount	**2014**	**2015**	**2016**	**% change fall 2015 to fall 2016**
Kelowna	671	653	597	-9%
Vernon	151	158	145	-8%
Penticton	229	216	179	-17%
Salmon Arm	95	111	101	-9%
Distance	2	2	1	-50%*
Total	**1148**	**1140**	**1023**	**-10%**

* Percentages will be inflated by low headcounts

Foundational programs headcounts were down 10 per cent, with headcount decreases seen across all campuses.

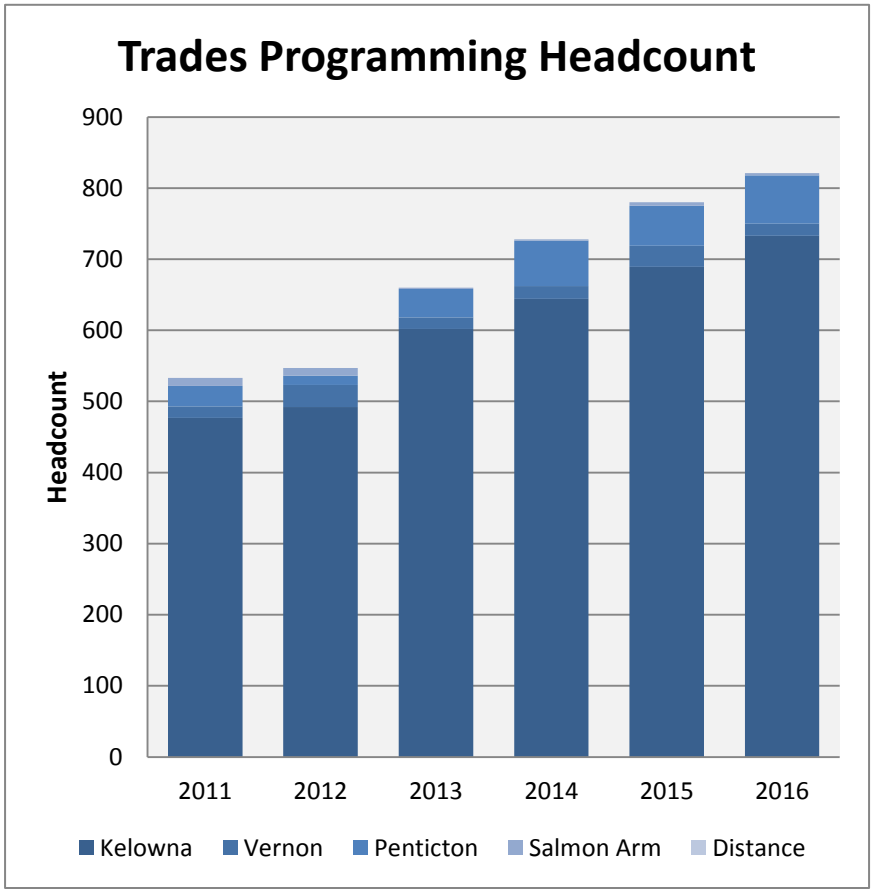


September Credits, Foundational programs (includes Adult Academic Career Prep, Adult Special Education and English as a Second Language)

Foundational Credits	**2014**	**2015**	**2016**	**% change fall 2015 to fall 2016**
Kelowna	13777	14500	13535	-7%
Vernon	3030	3675	3206	-13%
Penticton	4781	4261	3486	-18%
Salmon Arm	1833	2400	2022	-16%
Distance	0	0	0	0
Total	**23420**	**24835**	**22249**	**-10%**

Foundational billing credits were down across all campuses, with an overall decrease in credits of 10 per cent. Currently, no foundational programming is offered through Distance.

Trades Fall Headcount and Credits

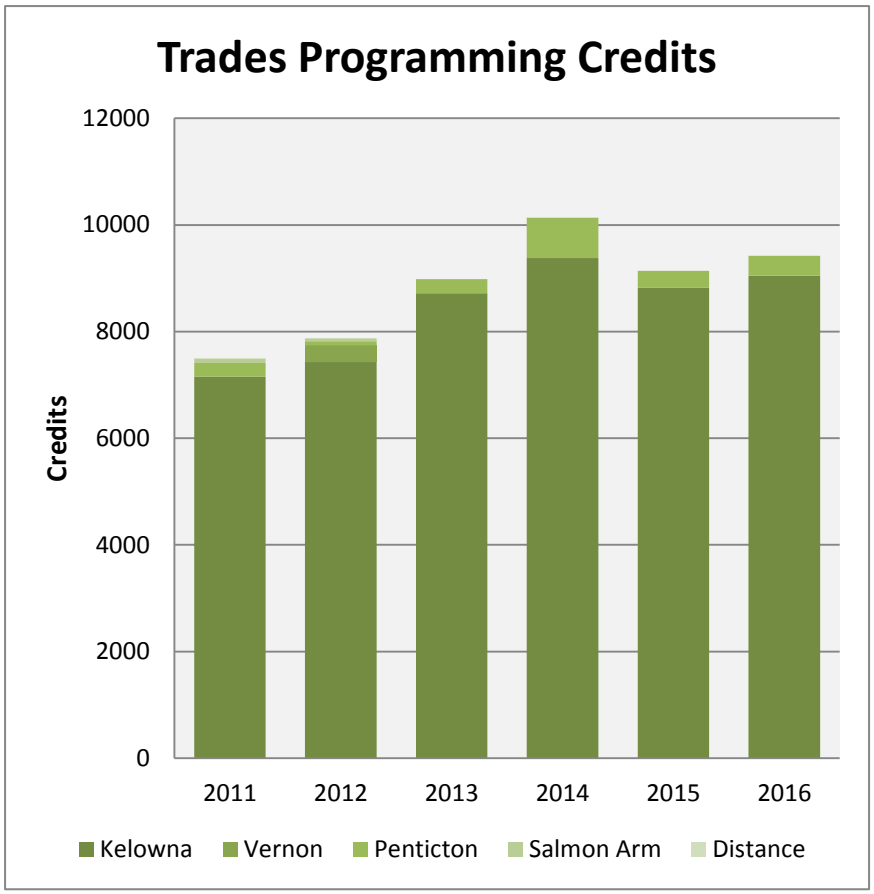


September Headcount, Trades programs (includes apprenticeship and foundation programs)

Trades Headcount	2014	2015	2016	% change fall 2015 to fall 2016
Kelowna	644	689	733	6%
Vernon	18	30	17	-43%*
Penticton	64	56	68	21%*
Salmon Arm	2	5	3	-40%*
Distance	0	0	0	0
Total	**728**	**780**	**821**	**5%**

* Percentages will be inflated by low headcounts

The Trades September headcount is up by five per cent from fall 2015 to fall 2016. 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 reported by the Kelowna campus usually (see Appendix).



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

Trades Credits	**2014**	**2015**	**2016**	**% change fall 2015 to fall 2016**
Kelowna	9377	8821	9049	3%
Vernon	0	0	0	0
Penticton	756	320	370	16%
Salmon Arm	0	0	0	0
Distance	0	0	0	0
Total	**10133**	**9141**	**9419**	**3%**

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.