Board of Governors
Open Session Meeting Agenda

Tuesday, November 30, 2021
9:00 a.m. – 9:10 a.m.
10:00 a.m. – 11:30 a.m. (reconvene)
Meeting to be held in S103B, Executive Boardroom, Kelowna Campus

We respectfully acknowledge that we are meeting on the unceded traditional lands of the Indigenous people who have inhabited and used the lands since time immemorial.

	Related Pages	*Time*
1. APPROVAL OF AGENDA Recommended Motion: **"BE IT RESOLVED THAT the November 30, 2021 Okanagan College Board of Governors approves the Open Session meeting agenda and thereby approves the consent agenda including the September 28, 2021 In Camera minute as presented."**		9:00am
2. INTRODUCTION OF NEW MEMBERS		9:05am
3. OATH OF OFFICE		
4. DECLARATION OF CONFLICT		
5. CONSENT AGENDA		
5.1. Previous Minutes – September 28, 2021	4-7	
5.2. Approvals		
5.2.1. Board Observers Recommended Motion: ***"BE IT RESOLVED that the be following persons be appointed as Board Observers for a one-year term from November 30, 2021 to November 29, 2022:*** ***Sharon Mansiere, representing Okanagan College Faculty Association,*** ***Cam McRobb, representing BCGEU Vocational Instructors,*** ***Lynn Sinclair, representing BCGEU Support Staff,*** ***Karen Maeers, representing Okanagan College Admin. Association,*** ***Mary Kline, representing Okanagan College Admin. Association,*** ***Eric Reist, representing Vernon Students' Association,*** ***Maxine Cristobal, Student Representative for Central Okanagan,*** ***Rain Dotzler, Student Representative for South Okanagan, and*** ***Carrie Fromme, Student Representative for Shuswap/Revelstoke."***		
5.3. Information		
5.3.1. Annual Policy Report (D. Olson)	8	

	Related Pages	Time
Meeting Recess		
6. ELECTIONS		10:00am
6.1. Chair (C. Morcom)		
6.2. Vice Chair (C. Morcom)		
7. BUSINESS ARISING FROM THE MINUTES		
8. PRESENTATIONS		10:10am
8.1. Student Satisfaction Survey (M.K. Oliver)	9-50	
9. NEW BUSINESS		10:20am
9.1. Discrimination, Bullying and Harassment Policy (D. Olson) Recommended Motion: ***"BE IT RESOLVED THAT the Okanagan College Board of Governors approve the Discrimination, Bullying and Harassment Policy as recommended by the Board Executive Committee."***	51-62	
9.2. Review of the Draft Strategic Plan (N. Fassina)	63-70	
9.3. Finance, Audit and Risk Review Committee		
9.3.1. Chair Report (G. Morgan & D. Safinuk)		
9.3.2. Domestic Tuition (C. Morcom) Recommended Motion: ***"BE IT RESOLVED THAT the Board of Governors approve an increase in domestic tuition and mandatory fees of two per cent, effective September 2022, pending no change in limit in accordance with the BC Tuition Limit Policy and as recommended by the Finance, Audit and Risk Review Committee."***	71	
9.3.3. International Tuition (C. Morcom) Recommended Motion: ***"BE IT RESOLVED THAT the Okanagan College Board of Governors approve an increase of two per cent to international tuition, effective September 2022 as recommended by the Finance, Audit and Risk Review Committee."***	72-74	
9.4. Governance Committee		
9.4.1. Chair Report (K. Scott)		
9.5. HR Committee		
9.5.1. Chair Report (T. Lee)		

	Related Pages	*Time*
9.6. Education Council (C. Newitt) 9.6.1. Schedules Recommended Motion: ***"BE IT RESOLVED THAT the Okanagan College Board of Governors endorses the 2022 – 23 Academic Schedule Policy Variance as recommended by Education Council and as presented."*** ***"BE IT RESOLVED THAT the Okanagan College Board of Governors approves the Pharmacy Technician Certificate Schedule as recommended by Education Council and as presented."***	75-80	
9.7. Annual Meeting Schedule (N. Fassina) Recommended Motion: ***"BE IT RESOLVED that the Okanagan College Board of Governors approve the Meeting Schedule for 2022."***	81-83	
10. REPORTS		11:10am
10.1. Board Chair Verbal Report		
10.2. President's Report (N. Fassina)	84-86	
10.2.1. Q2 Financials	87-90	
10.3. Stable Enrolment Report (A. Hay)	91-113	
11. TOPICS FOR NEXT MEETING		
12. FOR THE GOOD OF THE BOARD		
13. ADJOURNMENT		11:30am

Board of Governors
Open Meeting Minutes - Draft

Tuesday, September 28, 2021
Meeting to be held in S103B, Executive Boardroom

BOARD MEMBERS PRESENT:

- Gloria Morgan, Chair
- Juliette Cunningham, Vice Chair
- Andrea Alexander
- Marcel Beerkens
- Sanya Choudhary
- JoAnn Fowler
- Neil Fassina
- Tina Lee
- Devin Rubadeau
- Dale Safinuk
- Karley Scott
- Chris Newitt
- Nicolette Thiel

REGRETS:
None

OTHER STAFF:

- Curtis Morcom, Vice President, Employee & Corporate Services
- Andrew Hay, Provost and Vice President, Academic
- Meri Kim Oliver, Vice President, Students
- Joanna Campbell, Recording Secretary
- Tyler Finley, Interim Director, Public Affairs

	ACTION
Quorum was established and the meeting was called to order at 10:03 a.m. *It was respectfully acknowledged that the meeting was held on the unceded traditional lands of the Indigenous people who have inhabited and used the lands since time immemorial*	
1. APPROVAL OF AGENDA Motion: ***"BE IT RESOLVED THAT the Okanagan College Board of Governors Open session meeting agenda is approved".***	J. Cunningham CARRIED
2. DECLARATION OF CONFLICT No conflicts were declared.	
3. CONSENT AGENDA Motion: ***"BE IT RESOLVED THAT the Consent Agenda be approved as presented".***	D. Rubadeau CARRIED
4. BUSINESS ARISING FROM THE MINUTES No new business arising.	

ACTION

5. PRESENTATIONS

5.1. **Connections 2021 Video**
The Connections 2021 video was shared with the Board.

6. NEW BUSINESS

6.1. **Okanagan College Foundation Annual Report**
Helen Jackman joined the meeting and provided the Board with a report on the Foundation's activities over the past year.

6.2. **Finance, Audit and Risk Review Committee**

6.2.1. Chair Report

The Committee Chair reported that the Committee met and was provided with several financial updates. He expressed appreciation for the work done by Administration to manage the institutions finances.

6.3. **Governance Committee**

6.3.1. Chair Report

The Committee Chair reminded the Board that Oct 25 -26 would be a Professional Development session and would be held in person. The Board was also reminded to send any suggestions for potential Board members to the Board Chair as soon as possible.

6.4. **Education Council**

6.4.1. Program Revisions

Motion:
"BE IT RESOLVED THAT the Okanagan College Board of Governors approves the program revision Adult Basic Education as recommended by Education Council and as presented."

J. Cunningham
CARRIED

6.4.2. Proposal for Extended Acceptance of Duolingo as a Language Proficiency Entrance Exam

A member asked if this change would reduce accessibility for students with low English proficiency. It was noted this change will ensure students are placed in the appropriate course for their language level and improve their success rather than block their access to the institution.

Motion:
"BE IT RESOLVED THAT the Okanagan College Board of Governors approves to extend the acceptance of the online Duolingo to assess applicant/student English language proficiency for students applying to Summer 2022, Fall 2022 and Winter 2023 as recommended by Education Council and as presented."

Omnibussed the next two.
T. Lee
CARRIED

Motion:
"BE IT RESOLVED THAT the Okanagan College Board of Governors approves to approve minimum Duolingo subscores of 100 in each subscore to satisfy

	ACTION
the English language proficiency entrance requirements as recommended by Education Council and as presented."	
6.4.3. Academic Calendar Motion: ***"BE IT RESOLVED THAT the Okanagan College Board of Governors approves the temporary, optional, extension of Fall 2021 academic schedule to December 7, 2021 as recommended by Education Council and as presented."***	D. Rubadeau CARRIED
6.4.4. Academic Schedules Motion: ***"BE IT RESOLVED THAT the Okanagan College Board of Governors approves 2021-22 academic schedules as recommended by Education Council and as presented."***	D. Rubadeau CARRIED

7. REPORTS

7.1. Preliminary Enrolment Verbal Update

Enrolment numbers are still being analyzed but are looking like last year's fall enrolment numbers. As expected, International student enrolment is down due to the travel restrictions. There is hope that travel restrictions will ease through the fall and that more international students will be able to travel and begin in person classes in January. It was also noted that some of our apprentice numbers are down because, due to the labour market, employers are hesitant to release their apprentices.

7.2. Board Chair Verbal Report

The Board Chair thanked the President and his team for the successful start to the semester.

7.3. President's Report

The President provided the Board with several updates including:

- That a work from home pilot project has been developed and is about to be launched for some employees;
- There has been a successful return to campus for the academic programs since September;
- The development of the strategic plan is well underway and ahead of schedule.

7.3.1. Q1 Financial Report

It was reported that a deficit of $3.9m is currently being predicted. Work is constantly being done to reduce this deficit. The Board will be kept informed through the financial year.

8. INFORMATION

	ACTION
9. TOPICS FOR NEXT MEETING No topics were suggested for the next meeting	
10. FOR THE GOOD OF THE BOARD	
11. ADJOURNMENT The meeting adjourned at 11:02 a.m.	CARRIED

Submission of Information from Senior Staff to the Board of Governors

REPORT TITLE

Annual Policy Report

DATE

November 22, 2021

BACKGROUND INFORMATION

For example: • Purpose • History • Other relevant information

The Policy Approval Authority – Board, Education Council and President Policy states:
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:

- Health and Safety Policy (March 2021)
- Student Death Response Policy (February 2021)

Education Council approved the following policies:

- No policies were approved by Education Council in 2021

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 Development

[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

2021 Student Satisfaction Survey & Fall 2020 Student Experience Survey

DATE

Nov. 30, 2021

BACKGROUND INFORMATION

For example: • Purpose • History • Other relevant information

Okanagan College administers an annual Student Satisfaction Survey that asks students to rate the importance of various items or services and to report their satisfaction with their experience. It also gathers information about motivations to enroll. The report attached here reflects the valuable information gathered in the spring 2021 survey.

Results from this year's survey have largely remained similar to results from previous years. Okanagan College remains the first-choice institution for the majority of students, with only 16 per cent applying to other institutions when initially applying to their program at Okanagan College. Motivations for enrolment at Okanagan College have also remained consistent with previous years' results.

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:

- x 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
- X Focusing on organizational sustainability
- ☐ Not an initiative driven by the Strategic Plan but necessary for operational purposes

COMMENTS FROM THE PRESIDENT

None required.

REPORT PREPARED AND SUPPORTED BY (include name and title)

Ajit Batra, Manager Institutional Research
Meri Kim Oliver, Vice President Students

2021

STUDENT SATISFACTION SURVEY

THE DEPARTMENT OF INSTITUTIONAL RESEARCH
OKANAGAN COLLEGE | SEPTEMBER 2021

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Executive Summary

This report presents the results of the eleventh Student Satisfaction Survey of Okanagan College students, conducted in the spring of 2021 (March 9 - April 16, 2021). This year's survey had a 40 per cent response rate, with 1,301 responses, resulting in a ± 2.4 per cent margin of error at 95 per cent confidence interval.

Results from this year's survey have largely remained similar to results from previous years. Okanagan College remains the first-choice institution for the majority of students, with only 16 per cent applying to other institutions when initially applying to their program at Okanagan College. Motivations for enrolment at Okanagan College have also remained consistent with previous years' results.

For example, the top two reasons survey respondents cited for coming to Okanagan College were availability of the program and affordable tuition. Ninety-four per cent of respondents reported the availability of the program was important or very important to them, compared to 92 per cent in 2020 and 93 per cent in 2019. Eighty-seven per cent of respondents reported affordable tuition was important or very important to them, on par with the results from the previous two years (87 per cent in both 2020 and 2019).

Noteworthy results from this iteration of the Student Satisfaction Survey are presented below:

- The following five aspects of Okanagan College had an agreement percentage (i.e. satisfaction rating) above 90 per cent:
    - Campus feels safe and secure (94 per cent).
        - In the 2021 Student Satisfaction Survey (SSS) this item was only presented to students that attended at least one class at a physical campus.
    - I would recommend my program or courses to other people (92 per cent).
    - Learning Environment (Classroom, Lab, Shop) on campus is adequate for my needs (92 per cent).
        - In the 2021 SSS this item was only presented to students that attended at least one class at a physical campus.
    - This institution has a good reputation within the community (92 per cent).
    - I feel I will achieve my educational goals (91 per cent).
- 77 per cent of respondents were able to register for classes with little to no conflict, up significantly from 68 per cent in 2020.
- While still high in satisfaction, the statement "help with library resources is there when I need it" saw a significant decrease in student agreement from the previous iteration of the SSS, dropping from 91 per cent in 2020 to 83 per cent in 2021.
- Common responses to the open-ended question "Is there anything you would like to add that would improve Okanagan College?" included Instructors, Course Materials, Online Learning, and Tuition and Fees.
    - Please see *Appendix D: Open Ended Responses* for more information regarding this question.

2021 Results

The Okanagan College Student Satisfaction Survey (SSS) has been conducted eleven times in the last fourteen years. From 2010 to 2018, it was conducted bi-annually, alternating with the Community College Survey of Student Engagement (CCSSE), an international survey used for benchmarking. However, CCSSE participation was not plausible in 2019 due to non-availability of a sizable peer group of Canadian Colleges for benchmarking. It was decided to conduct the SSS on an annual basis to ensure that an updated baseline dataset remains available to the institutional stakeholders for planning and accountability purposes. Institutional Research developed the SSS in 2007 in consultation with the Executive and Leadership Team to report on the key drivers of student satisfaction with programming, facilities, services, and campus life. It has been adapted over the years with additional questions relating to strategic planning, transportation, and course delivery. Prior to conducting the 2021 SSS, minor edits were made to the questionnaire to further refine the language and focus of some items in the survey.

Analysis in certain areas was not performed in 2021 due to prevalence of online and remote learning as a result of COVID-19. *Several questions that related to on-campus experiences were omitted from the 2021 SSS but will be reinstated in future years. Conversely, two new questions were added to the survey in 2021 in response to the introduction of online learning.*

The longitudinal data the survey provides has been valuable to observe changes with satisfaction and importance students associate with the college facilities and services, and providing quantifiable evidence of actions taken to address satisfaction levels.

The student population in March 2021 was 6,595 after excluding foundational students (ASE, lower levels of ABE and ESL, and Study Tours), visiting students, and unclassified students. That same month the survey was distributed to 3,297 students and 1,301 responses were received, resulting in a 40 per cent response rate.

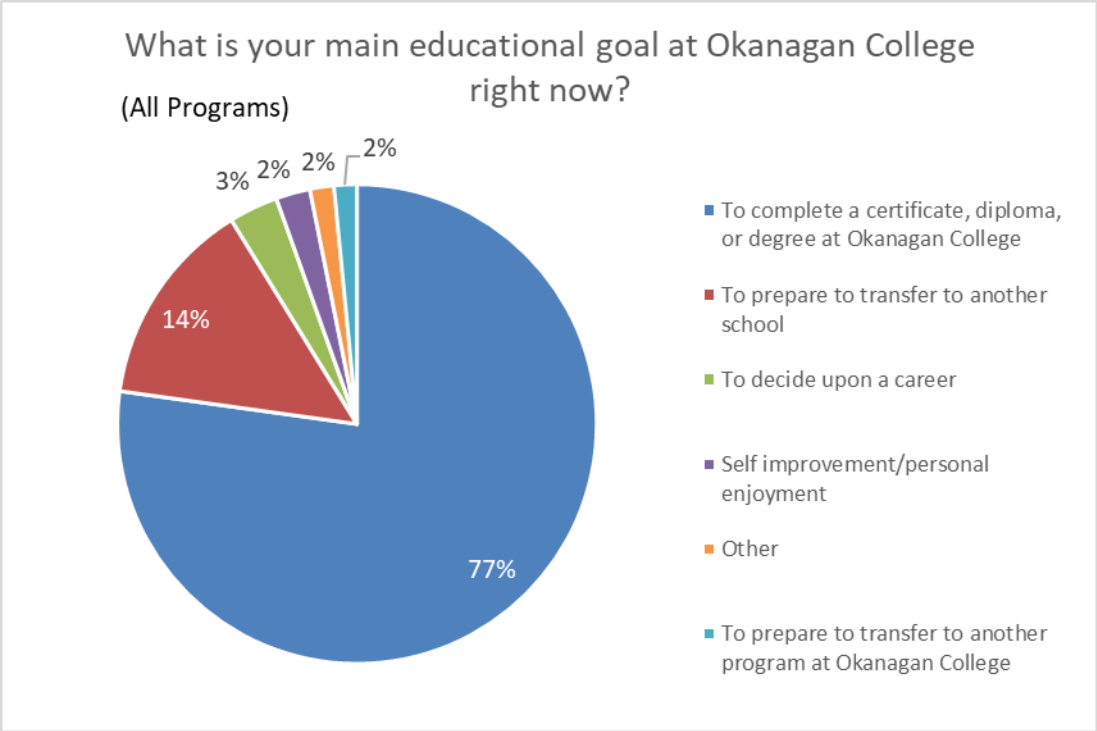
Year	Responses	Response Rate %	Confidence Level %	Margin of Error % (±)
2021	1301	40	95	2.4
2020	980	32	95	2.9
2019	926	40	95	3.0

The sample is generally representative of the region (home campus), programming area, and Aboriginal status. As explained above, region (home campus) analysis is not relevant in most of this report due to the introduction of primarily online and remote learning in response to COVID-19. In the results, male respondents and Aboriginal respondents are over-represented while Business and Trades respondents are slightly under-represented. Additional information is available in Appendix A.

Campus Region	% of Population	% of Responses	Responses
Kelowna	63%	58%	753
Vernon	11%	12%	158
Penticton	10%	11%	146
Salmon Arm Revelstoke	4%	5%	69
Distance Education	13%	13%	175
Grand Total	100%	100%	1301

Educational Goals

Most (77 per cent) students who enroll at Okanagan College are planning to complete a credential, while some (14 per cent) are planning to transfer. Often students' educational goals are dependent on the program they are enrolled in. Most students in bachelor degree, diploma, or certificate programs are planning to complete the credential. Close to half of the students in the Associate of Arts (46 per cent) and Science (53 per cent) degree programs are planning to transfer to another institution, most often to UBC Okanagan according to data from the Student Transitions Project. Only five per cent of Associate of Arts and three per cent of Associate of Science students are attending Okanagan College to decide upon a career.

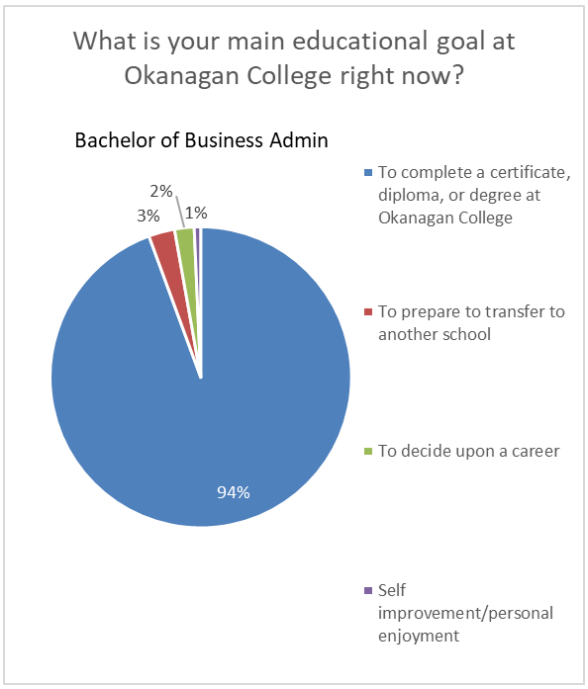


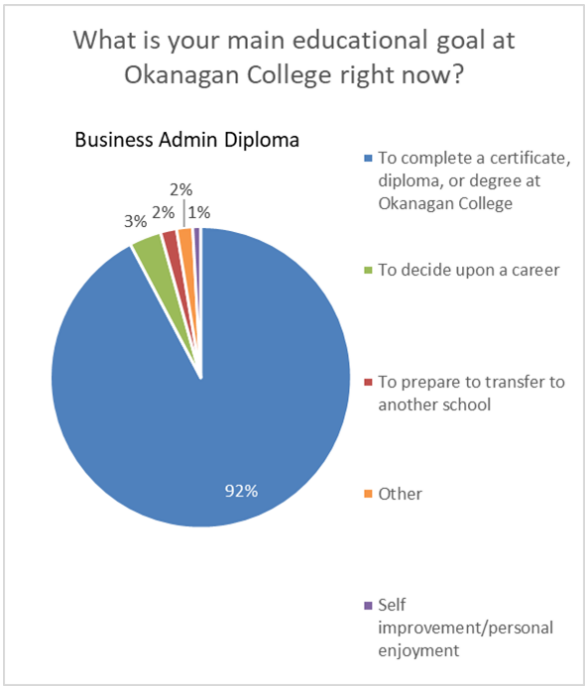
Educational goals for students in the four academic programs with the highest enrolment are presented on the following page.

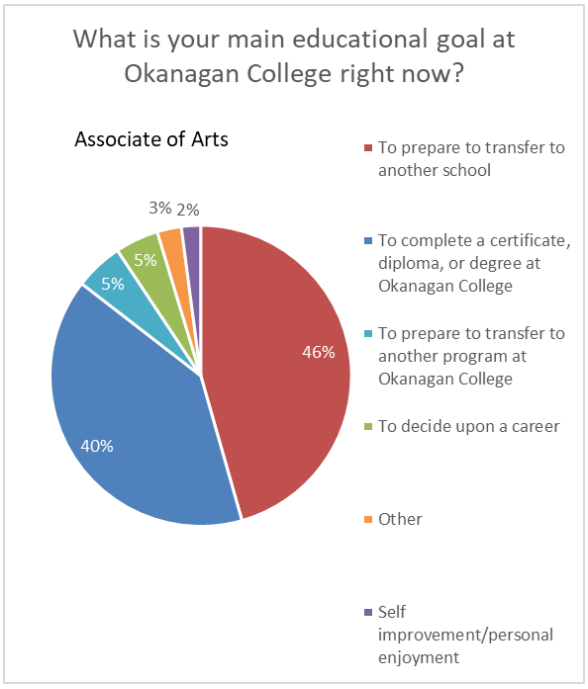
The majority of students in the Bachelor of Business Administration and Business Administration Diploma programs are planning to complete their diploma at Okanagan College (94 and 92 per cent respectively).

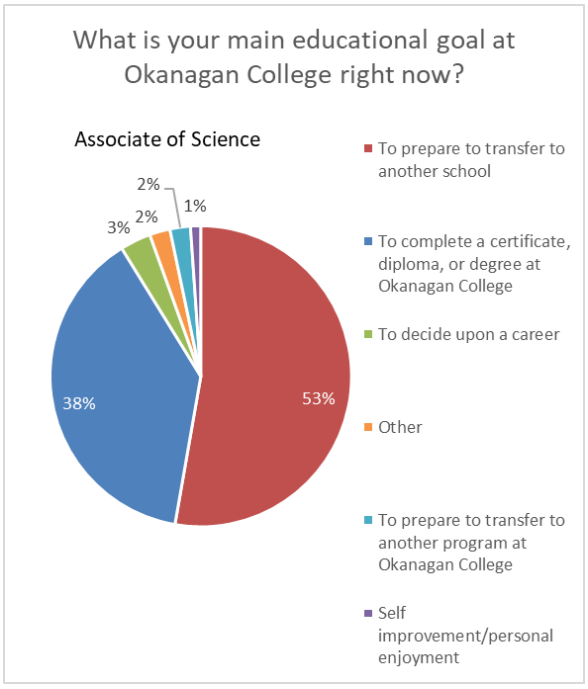
For the first seven iterations of the Student Satisfaction Survey (2007 to 2016), more than 50 per cent of Associate of Arts students said they were planning to transfer to another school. For the last four iterations of the survey (2018, 2019, 2020, and now 2021), less than 50 per cent of Associate of Arts students say they are planning to transfer to another school.

Over half of the Associate of Science students (53 per cent) said they were planning to transfer to another school, consistent with the results from 2020.


What is your main educational goal at Okanagan College right now?
Bachelor of Business Admin
2%
3%
1%
94%
To complete a certificate, diploma, or degree at Okanagan College
To prepare to transfer to another school
To decide upon a career
Self improvement/personal enjoyment

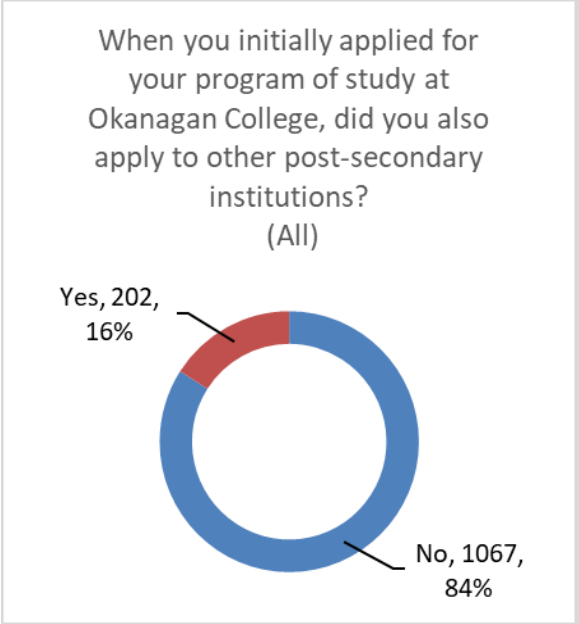

What is your main educational goal at Okanagan College right now?
Business Admin Diploma
2%
3%
2%
1%
92%
To complete a certificate, diploma, or degree at Okanagan College
To decide upon a career
To prepare to transfer to another school
Other
Self improvement/personal enjoyment

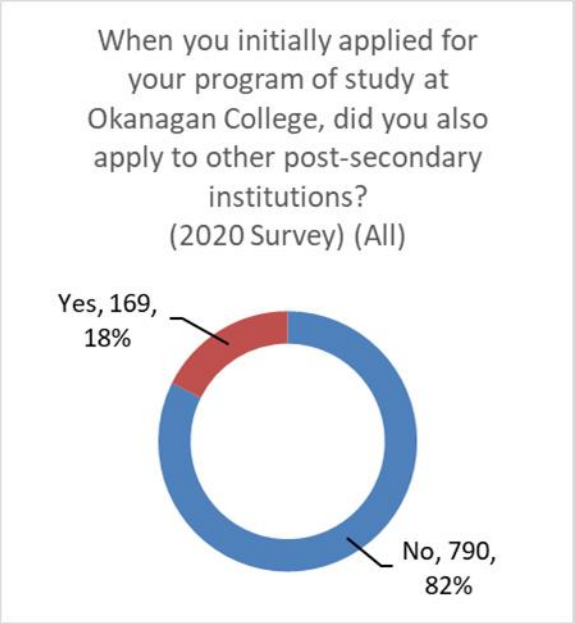

What is your main educational goal at Okanagan College right now?
Associate of Arts
3%
2%
5%
5%
46%
40%
To prepare to transfer to another school
To complete a certificate, diploma, or degree at Okanagan College
To prepare to transfer to another program at Okanagan College
To decide upon a career
Other
Self improvement/personal enjoyment


What is your main educational goal at Okanagan College right now?
Associate of Science
2%
3%
2%
1%
38%
53%
To prepare to transfer to another school
To complete a certificate, diploma, or degree at Okanagan College
To decide upon a career
Other
To prepare to transfer to another program at Okanagan College
Self improvement/personal enjoyment

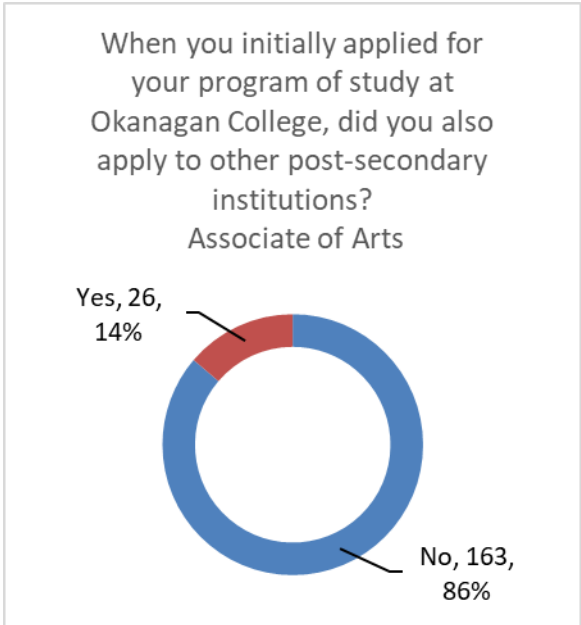
School of Choice

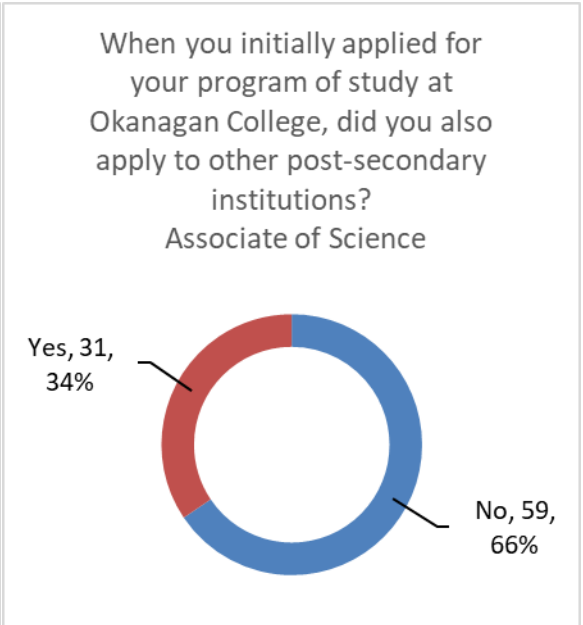
The majority of students who enrolled last fall did not apply to other post-secondary institutions. As can be seen by the two charts below, the results in 2021 were similar to results from the previous iteration of the SSS in 2020.





Whether a student applies to another institution often depends on the program. Generally, a higher percentage of Arts (14 per cent) and Science (34 per cent) students apply elsewhere. This is consistent with other academic programs including Business Administration (degree and diploma) and technology programs. The percentage of Associate of Science students who apply to other institutions has increased in recent years from 18 per cent in 2019 to 23 per cent in 2020 and now to 34 per cent in 2021.



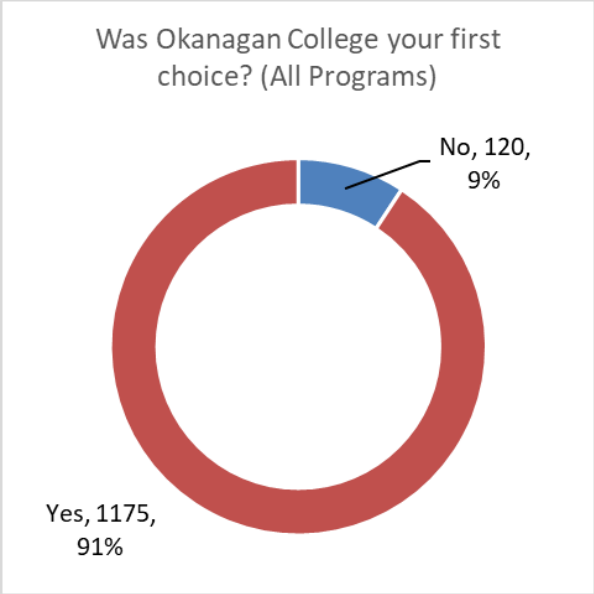


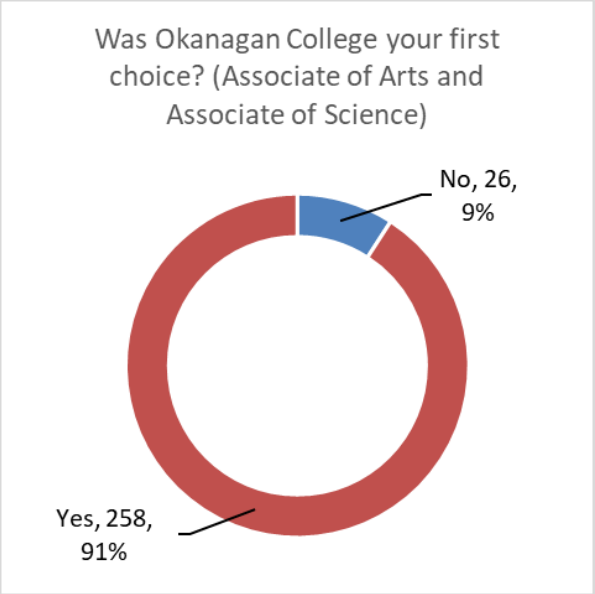
Most students that applied to another school did so locally, generally to UBC Okanagan or Thompson Rivers University. There was no distinction made by year of study so some of these students may be applying to transfer.

Post-Secondary Institution	Count
UBC - Okanagan	105
Thompson Rivers University	43
UBC - Vancouver	31
University of Victoria	26
BCIT	20
Simon Fraser University	13
University of Calgary	7
Langara College	6
SAIT	6
Vancouver Island University	6
University of Alberta	5
University of the Fraser Valley	5
University of Saskatchewan	4
College of the Rockies	3
NorQuest College	3
Trinity Western University	3
UNBC	3
Athabasca University	2
Camosun College	2
Capilano University	2
College of New Caledonia	2
Kwantlen Polytechnic University	2
Mount Royal University	2
North Island College	2
Red Deer College	2
Selkirk College	2
Sheridan College	2
Other	20
Total	**329**

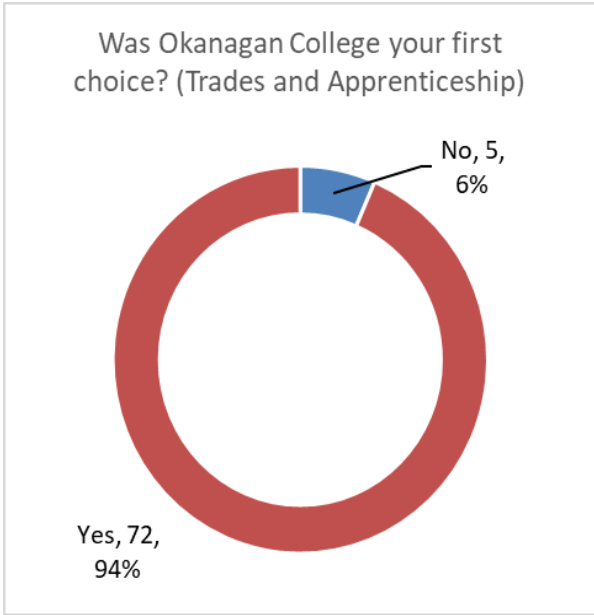
First Choice

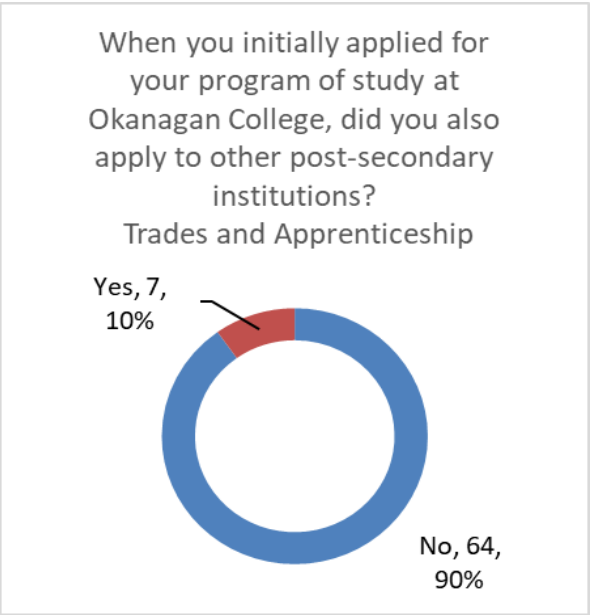
In 2021, ninety-one per cent of students said that Okanagan College was their first choice. For the Associate of Arts and Associate of Science programs, results were up slightly (by three per cent) compared to 2020.





Similar to 2020, Okanagan College was the first choice of 94 per cent of Trades students who responded to the survey and only seven per cent of Trades survey respondents said they applied to another school when they initially applied to their program.

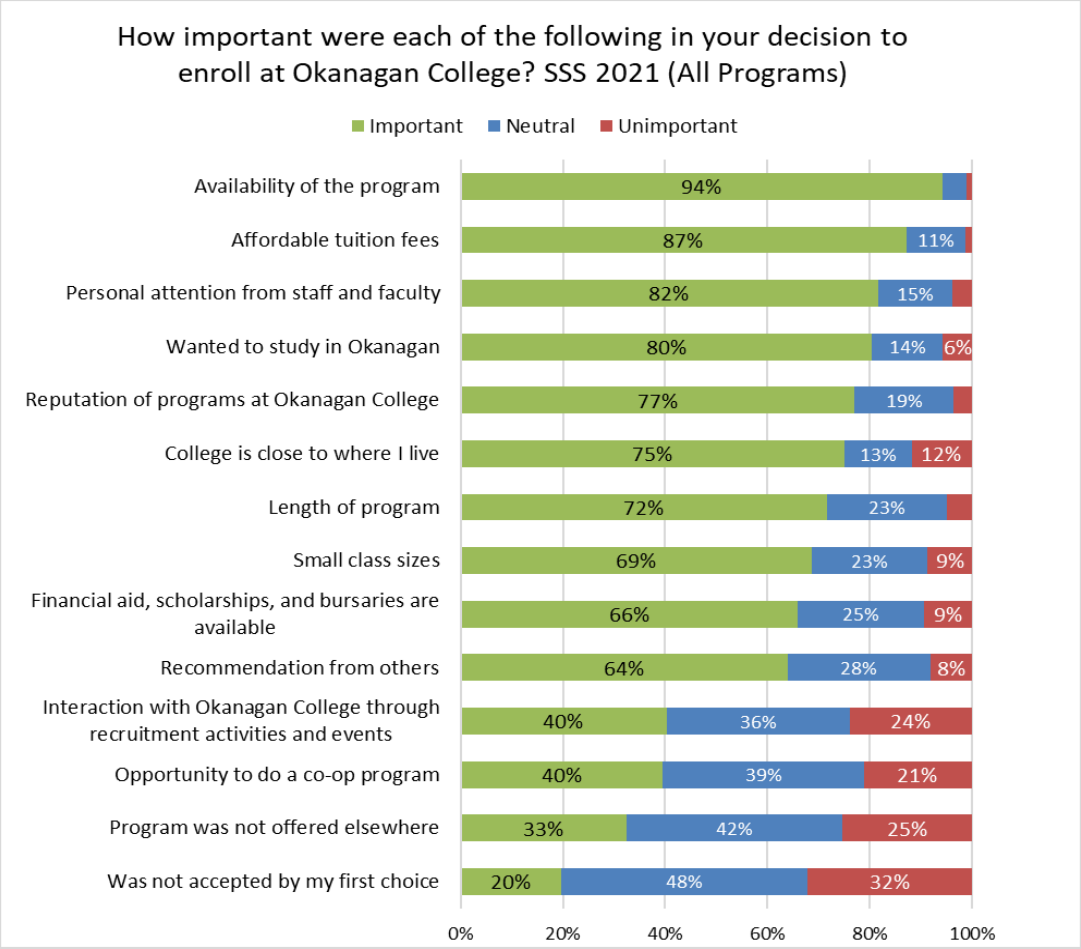




Motivation to Enroll at Okanagan College

There was no significant change in the motivation to come to Okanagan College as the top four motivations from 2020 remain the top four in 2021. Overall, program availability and affordable tuition fees continue to be the two most important factors for students. There were varying motivations noticed at the sub-group level. As shown in *Appendix B: Motivations by Demographics*, for Aboriginal students the top four motivations in 2021 were consistent with the top four motivations of all other respondents. For international students, availability of the program was again the most important, followed by the length of their program, wanting to study in the Okanagan, and personal attention from staff and faculty. Overall, availability of the program was *very important* to 70 per cent of the respondents in 2021, an increase from 64 per cent in 2020. Moreover, 59 per cent of respondents said affordable tuition fees were *very important* in 2021, almost at the same level as 2020 (57 per cent).

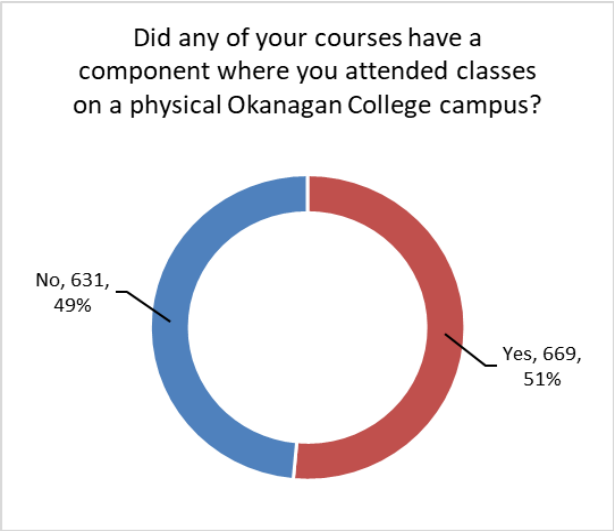
Although motivations varied by the program area, program availability continues to be the top motivation for Associate of Arts, Associate of Science, Bachelor of Business Administration (BBA), Continuing Studies, Technologies, Health & Social Development, and Trades & Apprenticeship students. All student groups listed above rated affordable tuition fees as the second-most important motivation except for BBA (reputation of program) and Technologies (personal attention from staff and faculty).

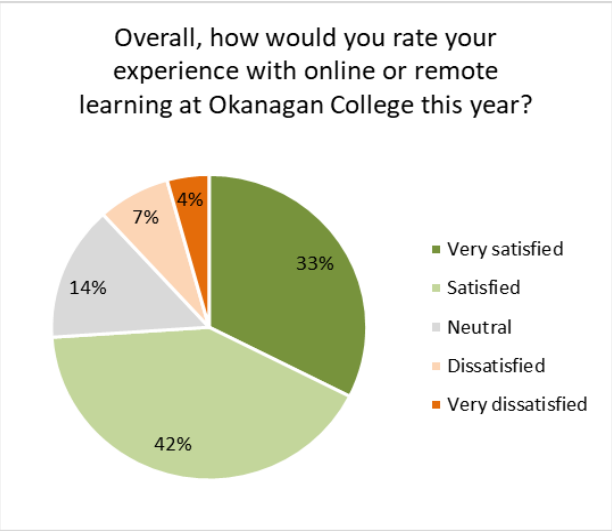


Course Delivery

With a significant increase in online and remote course delivery since the last iteration of the SSS, two new questions were introduced for the 2021 version of the survey. The first question asked students if they had attended any component of their courses on a physical Okanagan College campus, while the second question asked them to rate their satisfaction with online/remote learning.

Approximately half (51 per cent) of all respondents attended at least one class on a physical Okanagan College campus, and nearly three-fourths of all respondents (74 per cent) were *satisfied* or *very satisfied* with their online or remote learning experience.



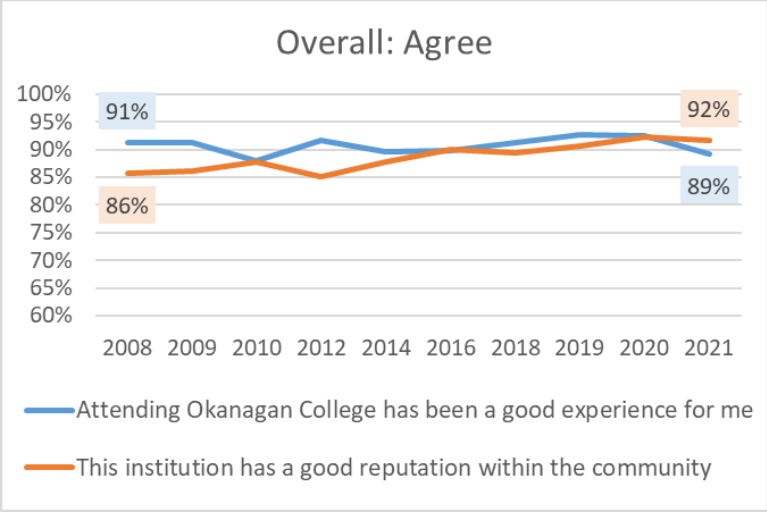


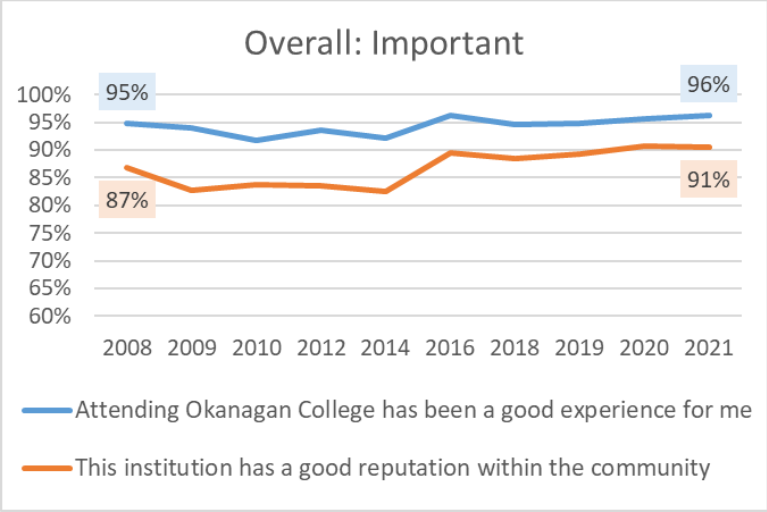
Results by Category: Overall

The Student Satisfaction Survey was originally conducted in 2007 to measure student satisfaction with Programs, Facilities, Services, and Campus Life; these categories were taken from the first Strategic Plan launched in 2006 called *Designing our Future*. There were some structural changes to the survey methodology after review. The "Results by Category" sections demonstrate how the category questions have changed over time since 2007. Many have remained steady, while some have seen improvements and others have declined. These questions are asked in terms of how important each statement is to the student and to what extent the student agrees with the statement. The score is determined on a five-point scale but is condensed for reporting purposes. The scores for *important* and *very important* and the scores for *agree* and *strongly agree* are compressed to *important* and *agree* for ease of reporting.

There were no significant differences from 2020 to 2021 in the overall category questions. 89 per cent of respondents agree that attending Okanagan College has been a good experience and 92 per cent agree that the College has a good reputation within the community.

Results for the overall category questions have not changed dramatically since the survey was launched. As well, there is little gap between the scores for *importance* and *agreement*.



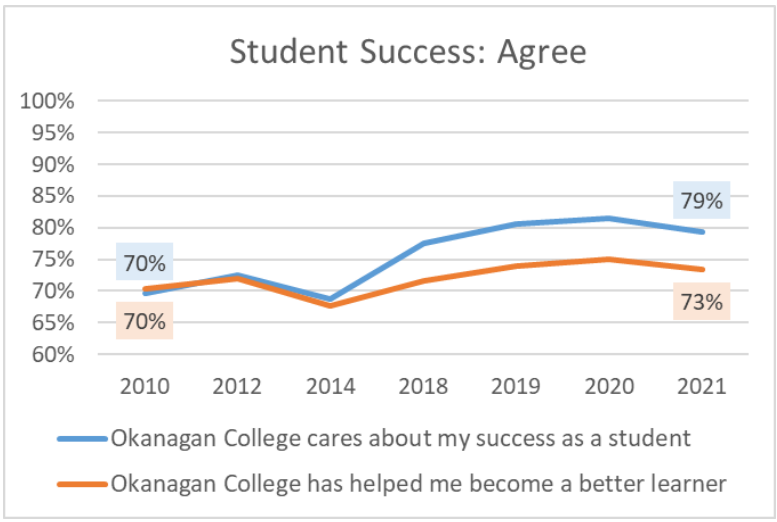


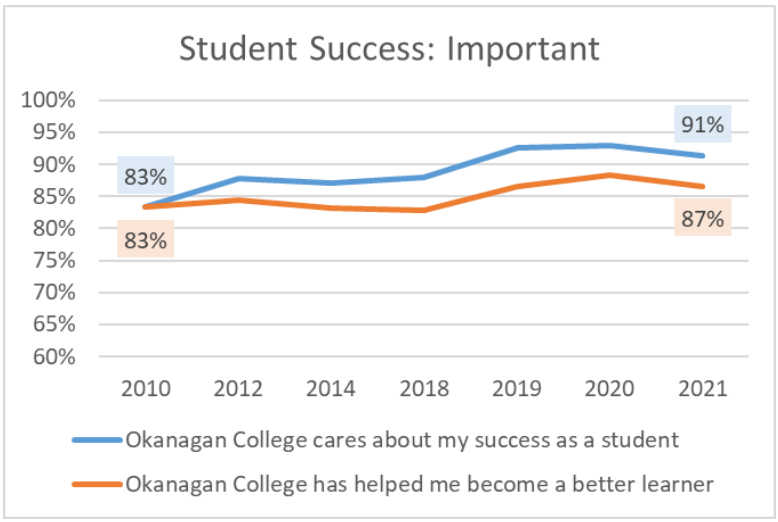
Results by Category: Student Success

Due to a technical error, the Student Success category questions were not included in 2016.

The statement "Okanagan College cares about my success as a student" has seen a significant increase in student agreement in recent years, rising from 69 per cent in 2014 to approximately 80 per cent in each of the last three iterations of the SSS. Over the same time period, the importance level associated with that statement has risen slightly from 87 per cent to 91 per cent.

As can be seen in the charts below, the level of student agreement on Strategic Plan category questions has yet to rise up to the level of importance associated with them.



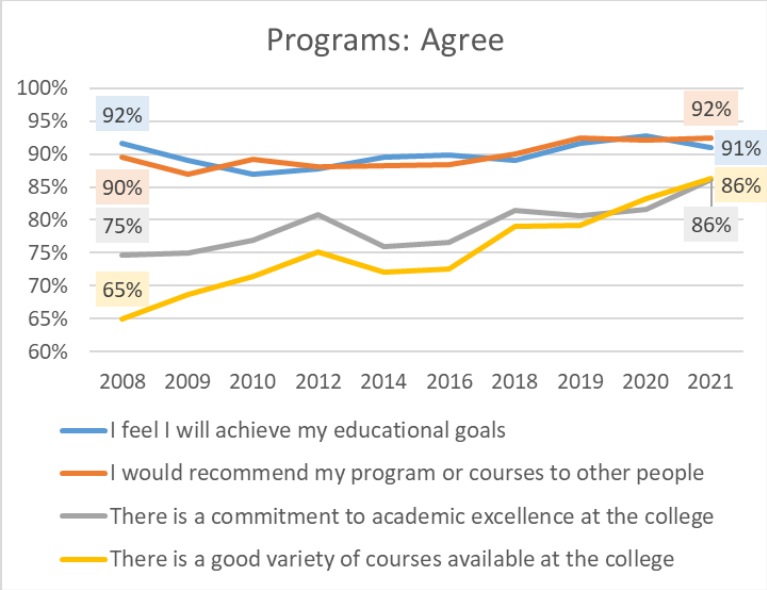


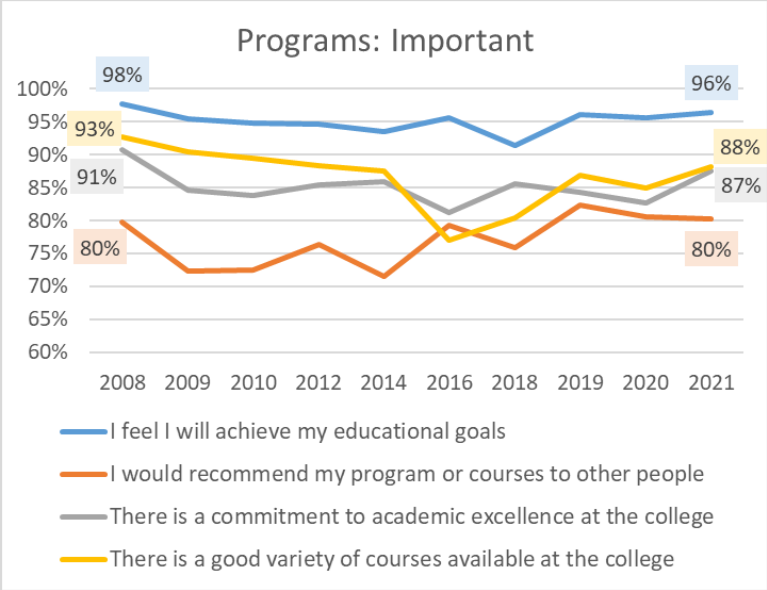
Results by Category: Program

None of the Program category questions saw statistically significant change in agreement or importance percentages between 2020 and 2021. In 2020, 92 per cent of respondents agreed that they would recommend their program or course to other people. The statement "There is a good variety of courses at the college" has seen a significant increase in student agreement in recent years, rising from 72 per cent in 2014 to 86 per cent in 2021. The statement "There is a commitment to academic excellence at the college" has also seen a significant increase in student agreement over the same time span, rising from 76 per cent in 2014 to 86 per cent in 2021.

It should be noted that the wording of two statements in this section have been altered from previous iterations of the survey. Prior to the 2021 SSS, the statement "There is a commitment to academic excellence at the college" was presented as "There is a commitment to academic excellence on this campus". Moreover, the statement "There is a good variety of courses available at the college" was presented as "There is a good variety of courses on this campus" prior to the 2021 iteration of the SSS. As can be seen from the table below, the slight change in wording did not significantly impact the results for those statements.

Statement	Agreement Percentage		Importance Percentage	
	2020	2021	2020	2021
There is a commitment to academic excellence at the college	82%	86%	83%	87%
There is a good variety of courses available at the college	83%	86%	85%	88%





Results by Category: Facilities and Infrastructure

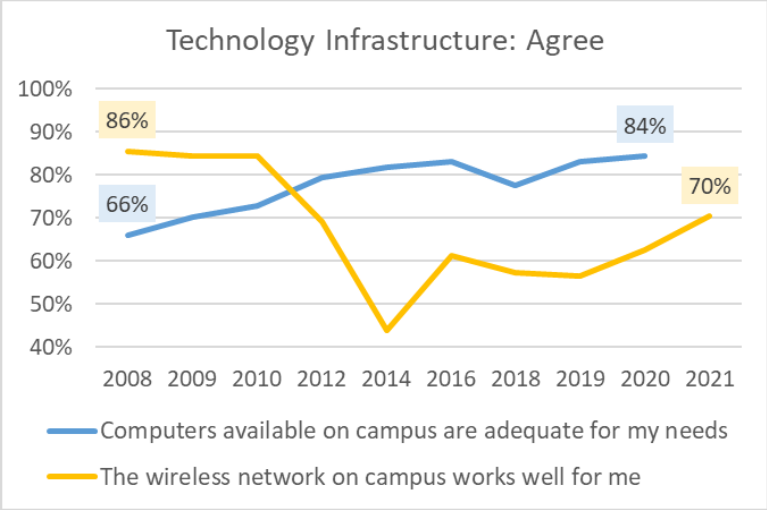
Technology Infrastructure

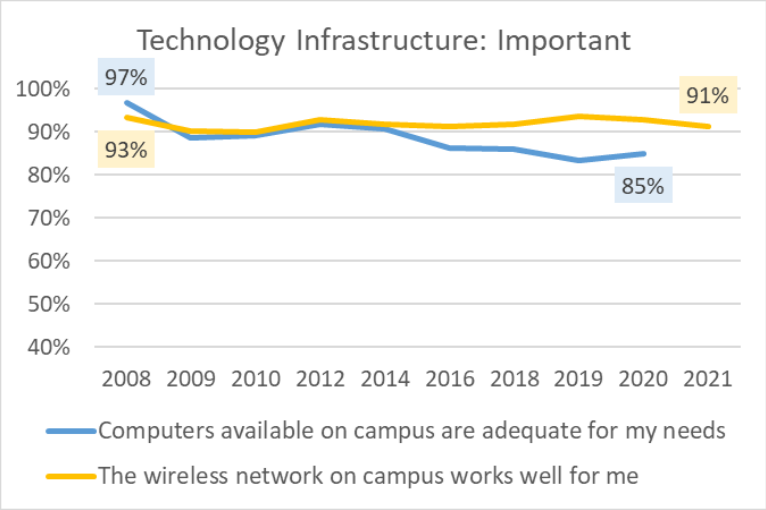
Computers and Network

The on-campus wireless network has remained important to students since 2008. In 2021, 91 per cent of respondents said it was important to them. The percentage of students who agreed that the wireless network on campus works for them was 70 per cent in 2021 as compared to 63 per cent in 2020.

It should be noted that the statement "The wireless network works well for me" was changed in 2021 to "The wireless network on campus works well for me". Additionally, only respondents who attended classes on a physical Okanagan College campus were asked to provide their opinion on the wireless network. Understandably, in an online and remote course delivery context students were using their own private wireless services resulting in much lower usage of the on campus wireless network. Therefore, the year over year marginal increase is not statistically significant as the margin of error increases at the subgroup level.

The statement “Computers available on campus are adequate for my needs” was not included in the 2021 SSS as a result of COVID-19’s impact on student experiences.



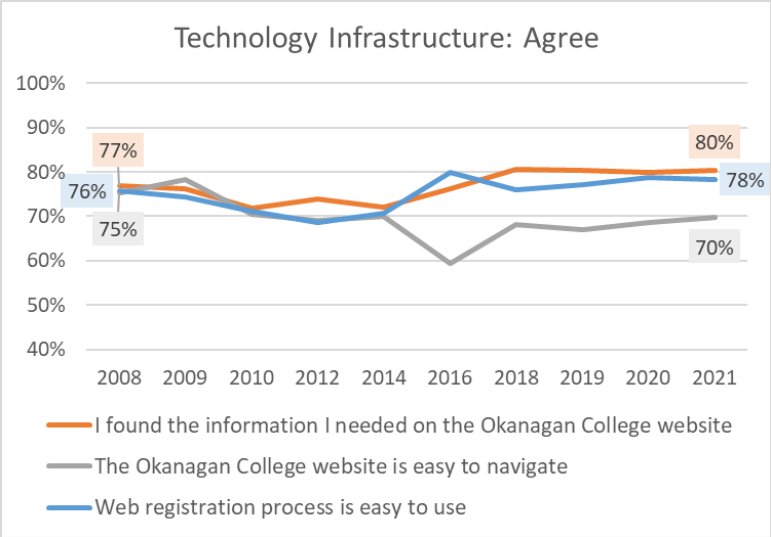


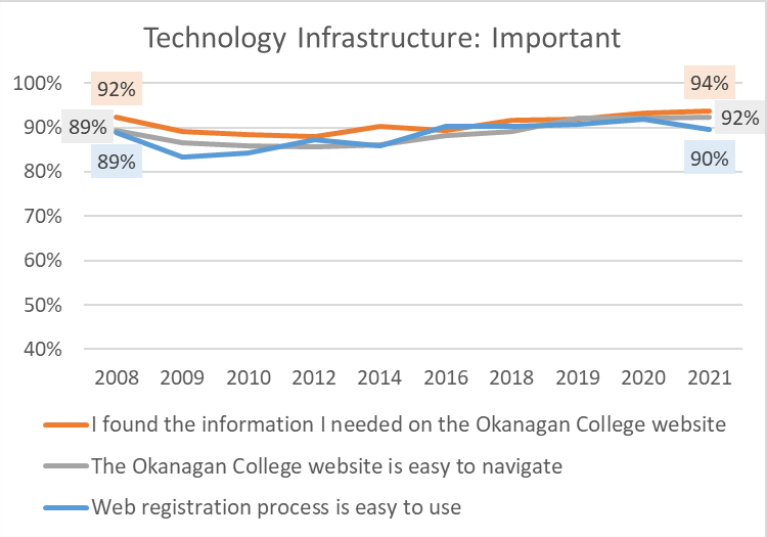
Website

As with many of the category questions, the website importance and agreement scores have been generally stable since 2008 with a small gap between scores.

In 2021, the percentage of respondents who said they found the information they needed on the Okanagan College website was 80 per cent, consistent with the last three iterations of the SSS. The navigability of the Okanagan College website was at 70 per cent, close to its usual agreement score after dipping to 59 per cent in 2016. Finally, the statement "the web registration process is easy to use" received an agreement rating of 78 per cent, consistent with the previous two iterations of the SSS.

All three statements have been considered important by 90 per cent or more of respondents since 2019.



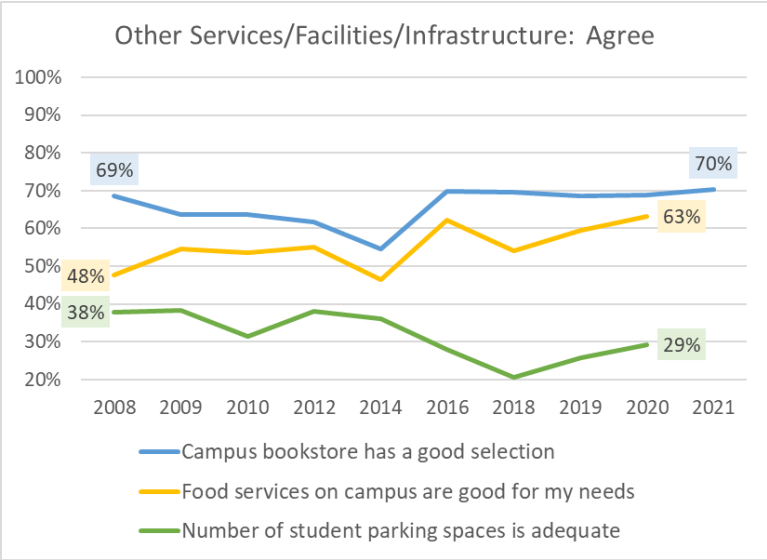


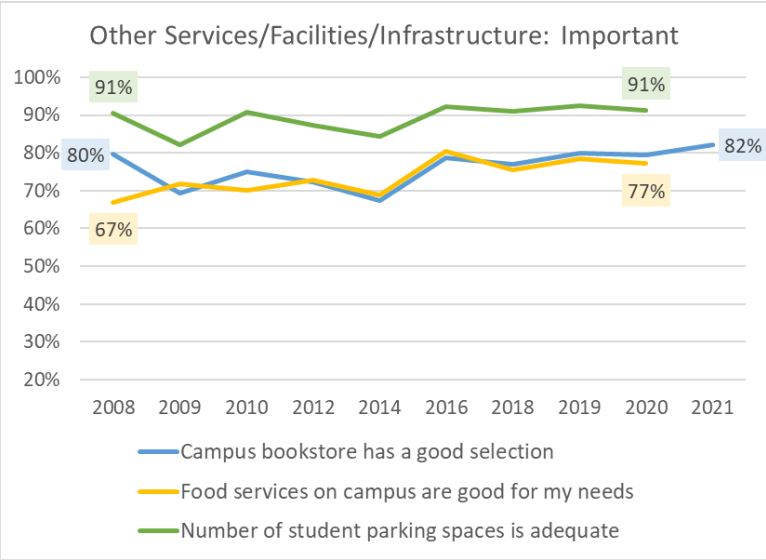
Services/Facilities/Infrastructure: Other

The campus bookstores, food services, and student parking have remained important aspects of Okanagan College, with little fluctuation since 2016.

The agreement score for bookstore selection quality has consistently remained near or at 70 per cent since 2016.

Conversely, the agreement scores of both parking and food services have shown some improvement in recent years. However, the statements “Number of student parking spaces is adequate” and “Food services on campus are good for my needs” were not included in the 2021 SSS as a result of COVID-19’s impact on student experiences.

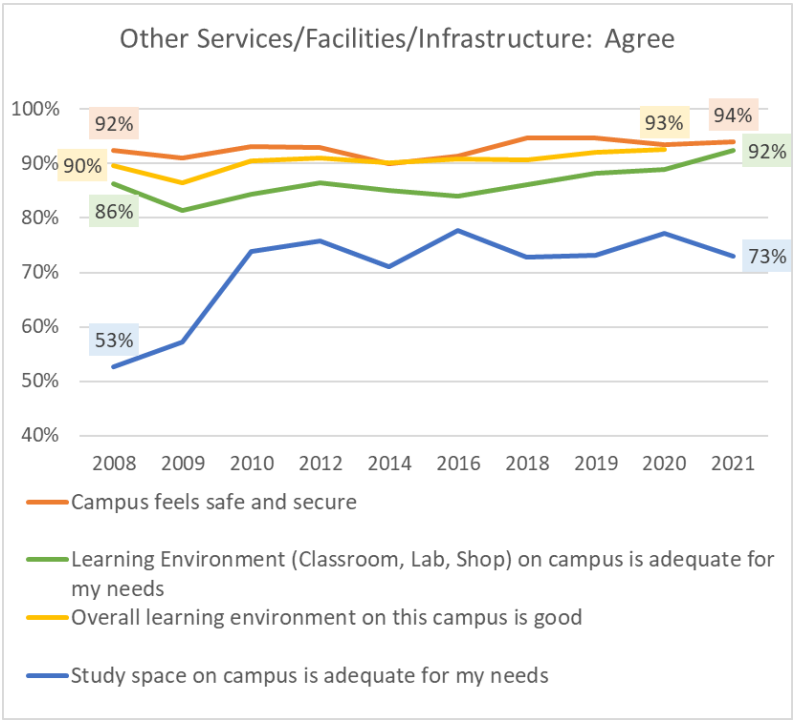


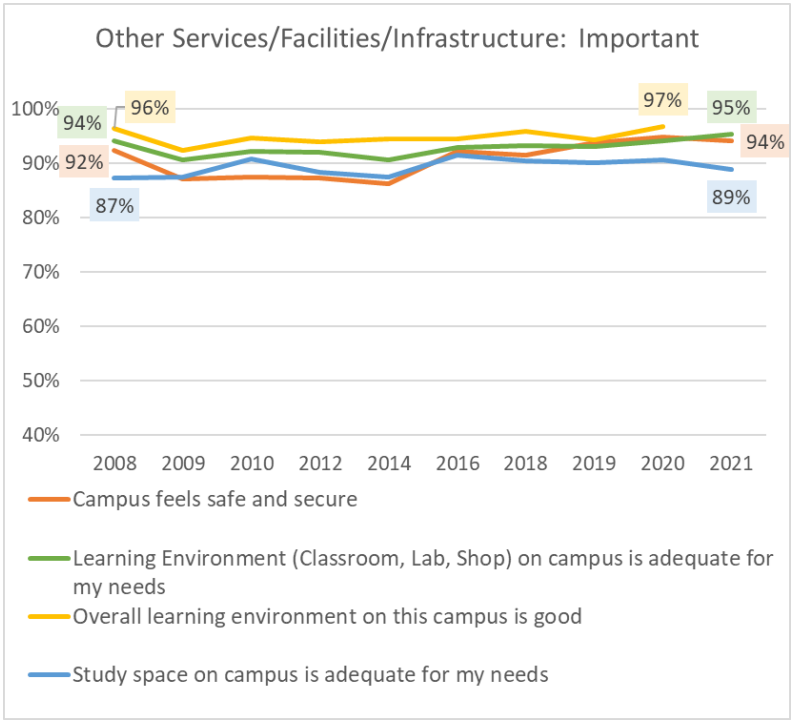


Services/Facilities/Infrastructure: Other

Agreement scores for campus security and the learning environment have generally remained stable since 2008, while study space has seen slight variations in agreement since 2010. Importance scores for all of these facilities have been consistently high since 2008.

The statement “Overall learning environment on this campus is good” was not included in the 2021 SSS as a result of COVID-19’s impact on student experiences.

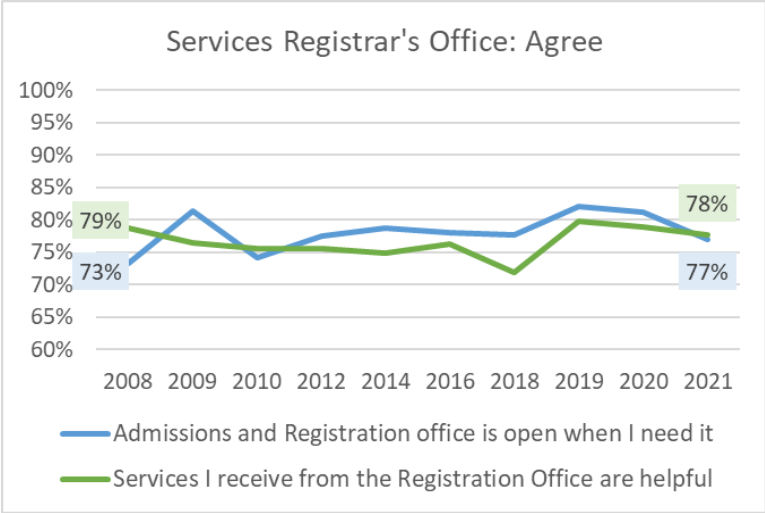


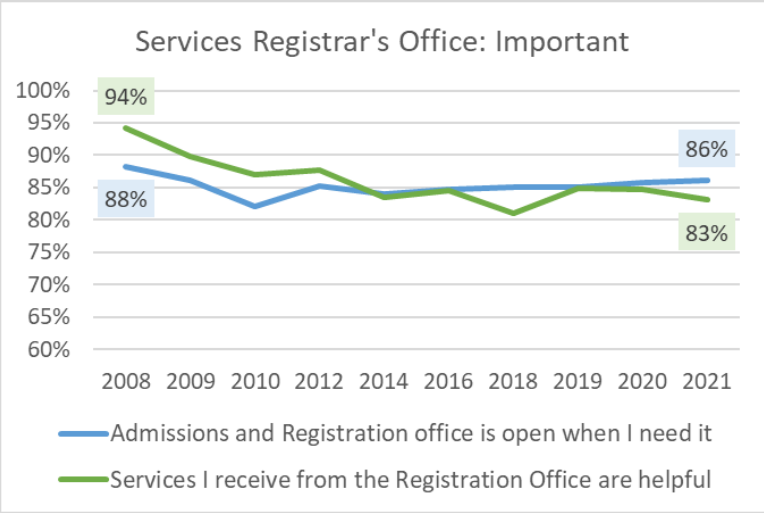


Results by Category: Services

Registration Office

Satisfaction with Registration Office hours of operation and its related services has generally remained steady for the last three years. After a considerable decline in early versions of the SSS, importance scores have stabilized with both Registration Office services and office hours.

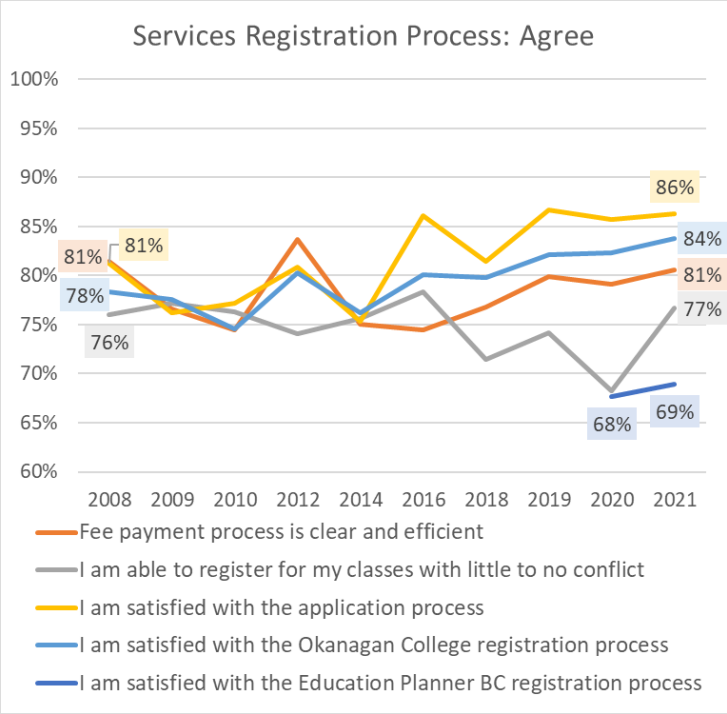


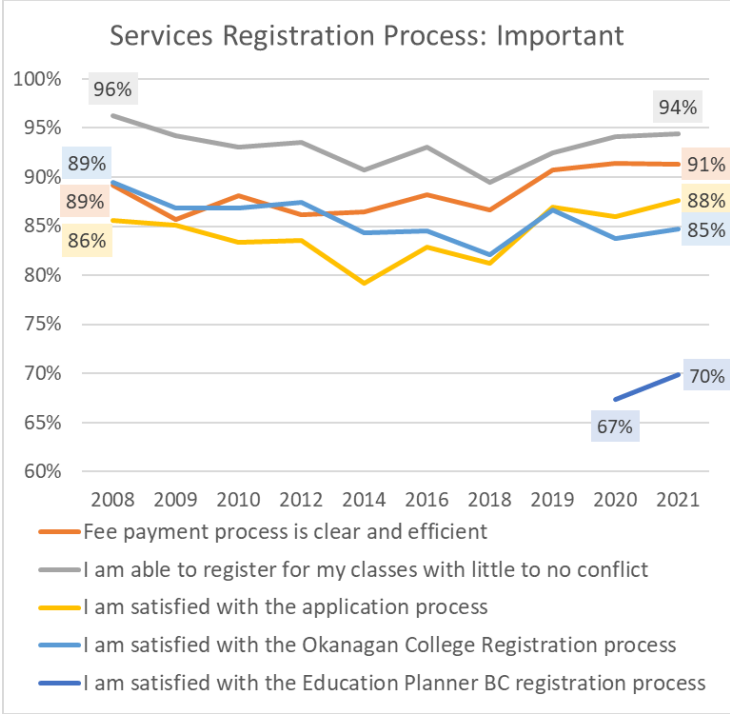


Registration Process

After declining from 74 per cent to 68 per cent between 2019 and 2020, the agreement rating for the statement "I am able to register for my classes with little to no conflict" increased to 77 per cent in 2021. This item has seen multiple shifts in satisfaction in recent years.

A new item was added to the survey in 2020 to account for the introduction of Education Planner BC as a portal for admission applications. In both 2020 and 2021, students placed a higher level of importance and were more satisfied with the Okanagan College registration process compared to the Education Planner BC registration process.

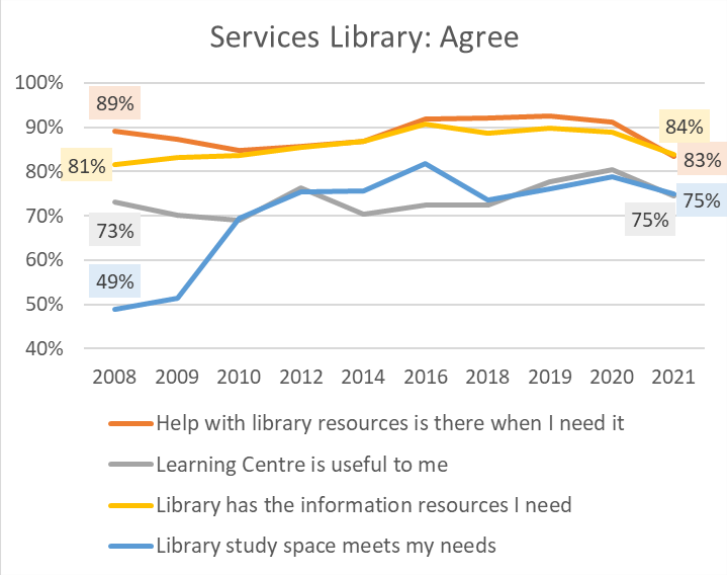


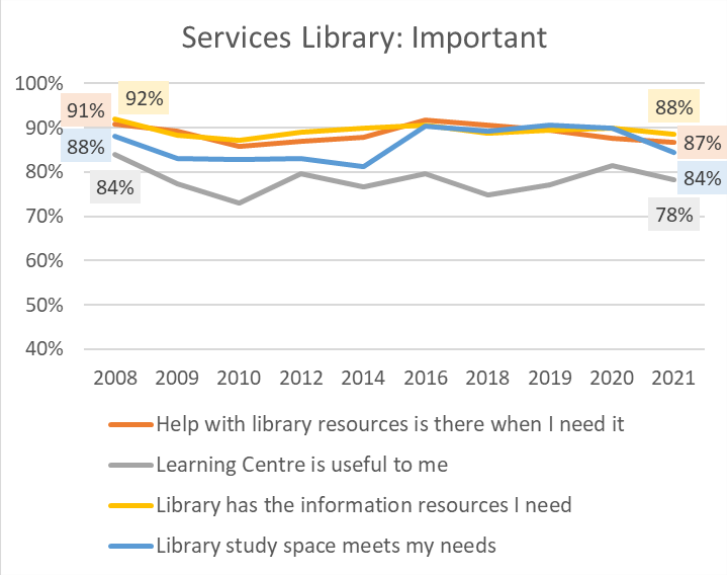


Library

Perception of availability of library resource assistance saw a significant decrease in agreement score from 2020 (91 per cent) to 2021 (83 per cent). This shift in agreement score could be partially due to library resources being accessible online as opposed to in person due to COVID-19 related measures taken at the College.

The importance and agreement scores for library services has remained stable since 2008 with very little or no gap between the importance and agreement, with the exception of library study space.



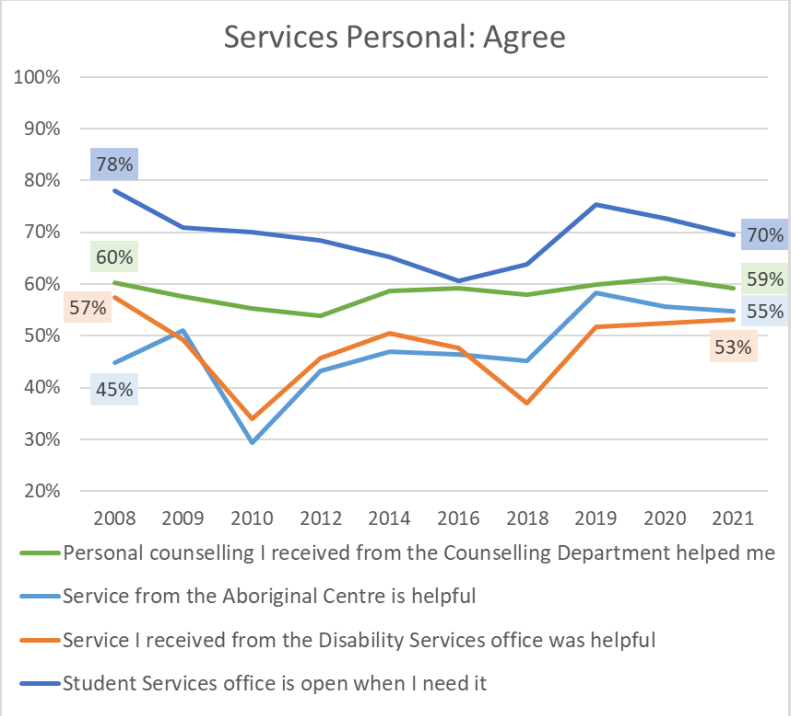


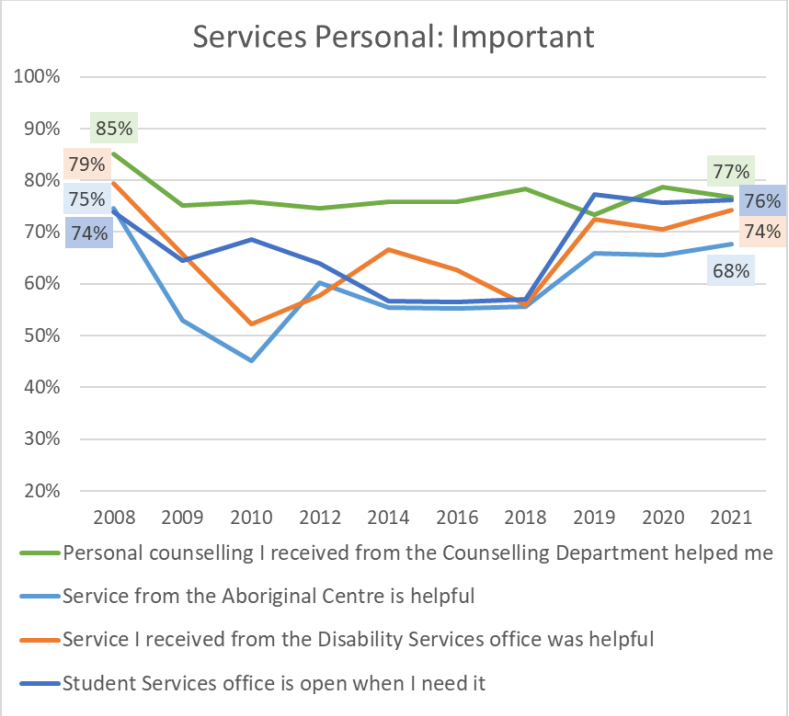
Services: Personal

After a significant rise from 2018 to 2019, agreement levels with the Aboriginal Centre and Disability Services office have essentially flattened in the last several iterations of the SSS.

The Student Services Office (phrased as Welcome Centre until the 2018 survey) experienced a noteworthy increase in satisfaction from 2018 to 2019 but has seen a slight downward trend in recent years, decreasing from 75 per cent in 2019 to 70 per cent in 2021.

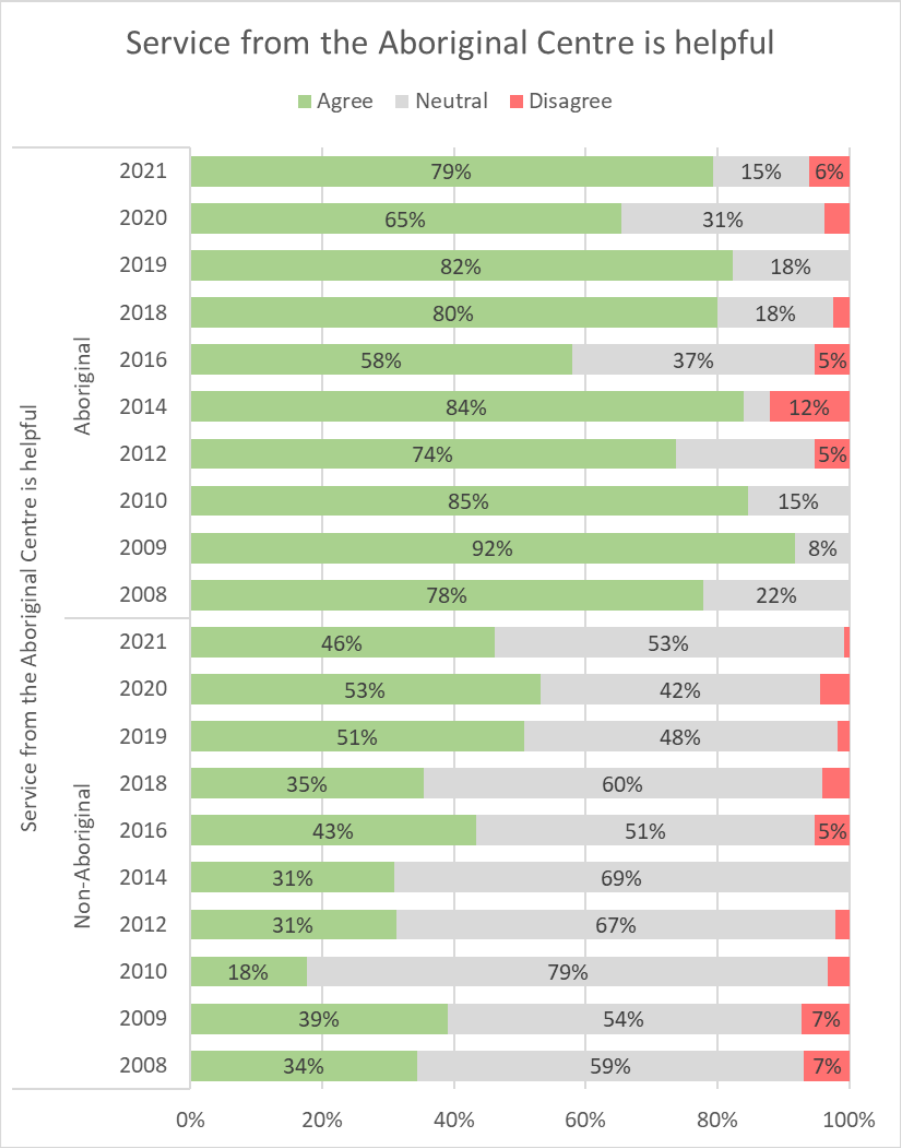
Satisfaction with the Counselling Department has consistently remained at or near 60 per cent since 2008. Importance levels for all personal services have remained consistent since 2019.





Services: Personal (continued)

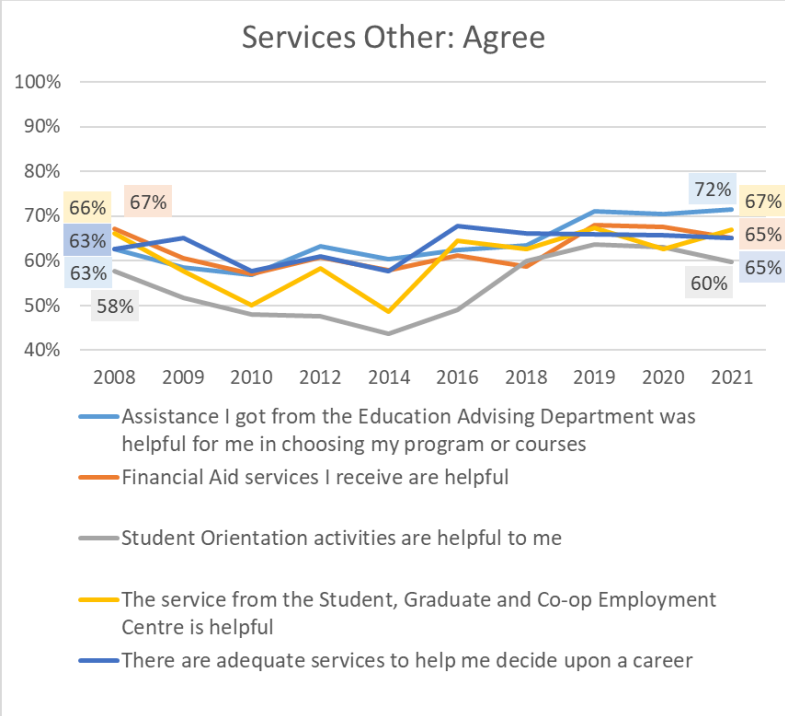
The Aboriginal Centre question results are filtered by respondent demographic (Aboriginal or non-Aboriginal) and are presented below. The number of Aboriginal respondents to this question is very low (82) and the results should be used with caution; 232 non-Aboriginal people responded to the question in 2021. The survey instructs students to respond only if they have experience with the service. There were 119 respondents who declared themselves Aboriginal.

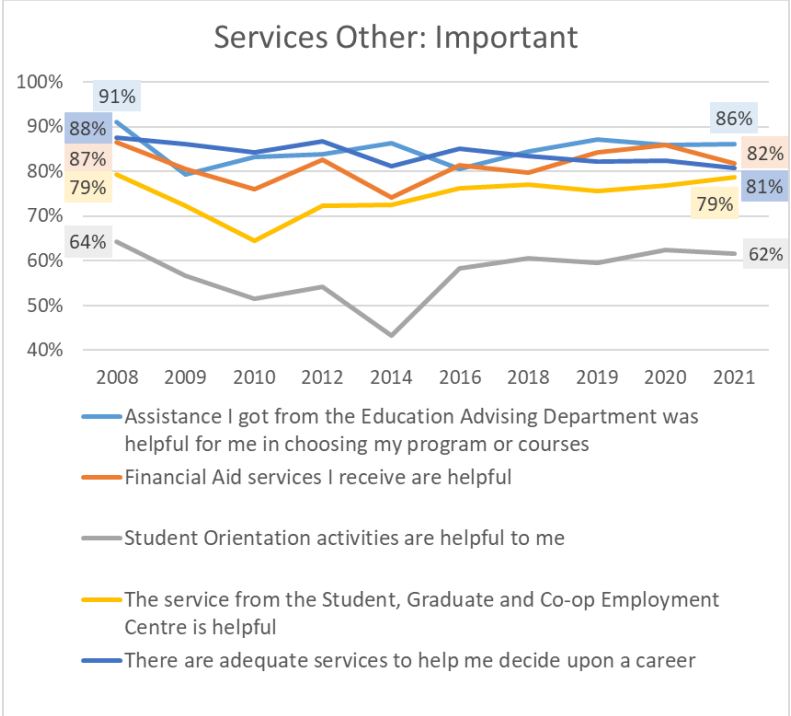


Services: Other

After reaching a record low in both agreement and importance in 2014, Student Orientation activities have been largely stable in both categories. Importance has stabilized near or at 60 per cent in each SSS since 2016, while agreement has scored near or at 60 per cent since 2018.

All other student services presented below, including Financial Aid and Education Advising, have garnered relatively consistent agreement and importance scores since 2019.



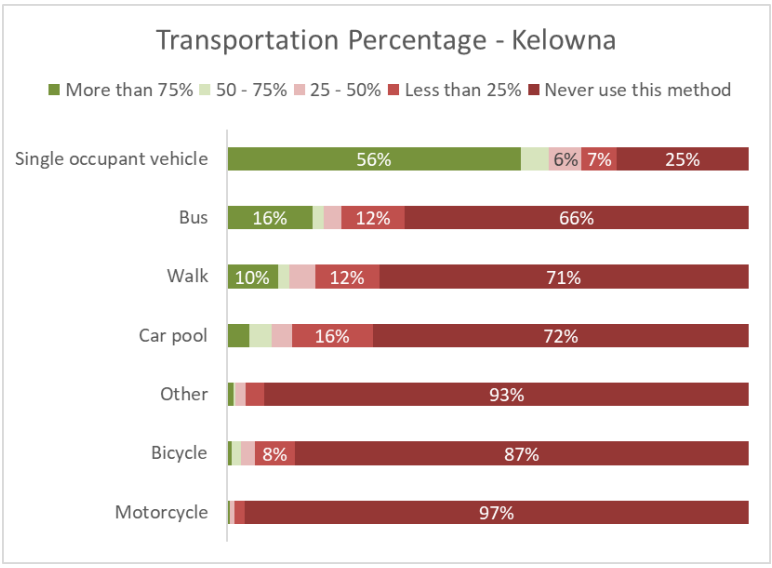


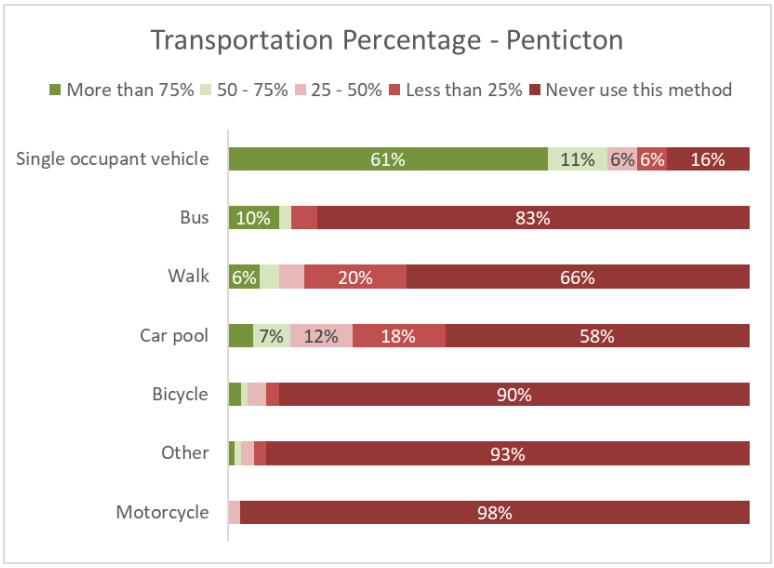
Results by Category: Transportation

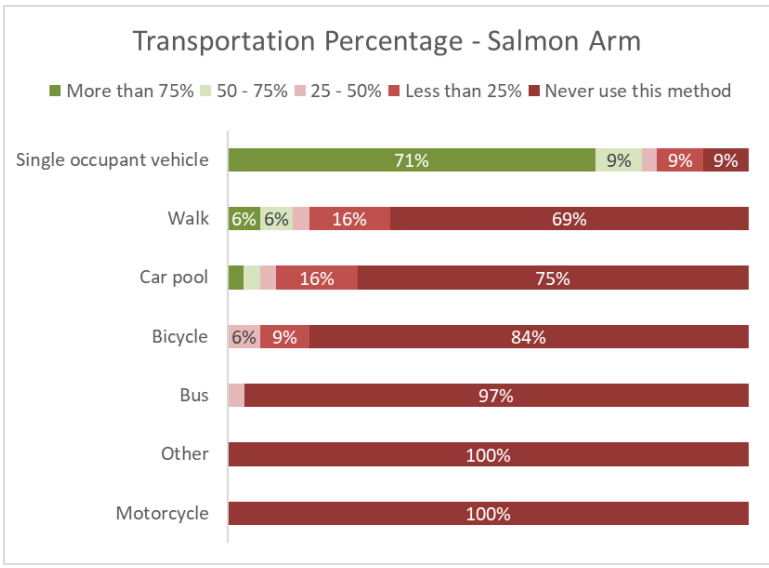
Questions about transportation methods were first introduced in the 2014 Student Satisfaction Survey (SSS). After being excluded from the 2016 SSS, they were reinstated in 2018. Responses to the questions *What transportation methods do you use to commute to campus?* and *What percentage of time do you use each?* have been separated by campus below.

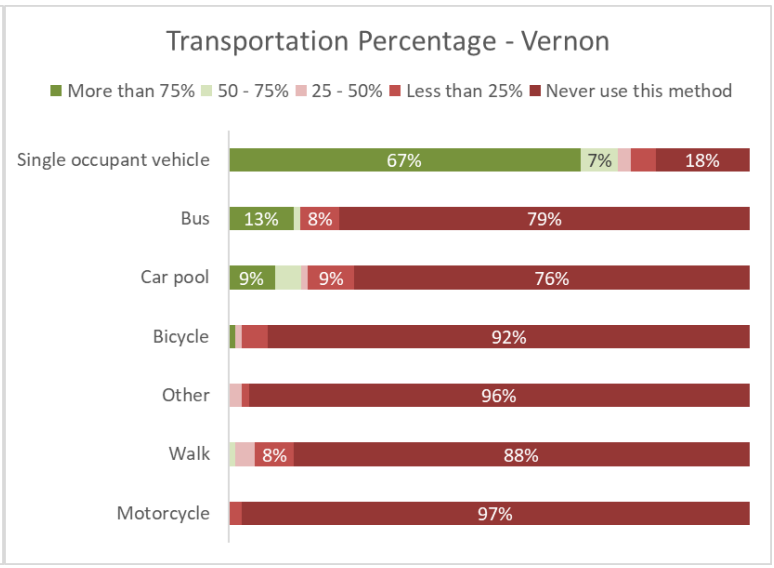
Each year the most common transportation method selected by respondents has been the single occupant vehicle. In 2021, 71 per cent of Salmon Arm respondents used the single occupant vehicle method over 75 per cent of the time. When compared to other campuses, public transit was most used on the Kelowna campus while walking and carpooling were most used on Penticton campus.

In 2021, only respondents who attended classes on a physical Okanagan College campus were asked to provide their opinion on transportation methods.









Results by Campus: Scatter Plots and Radar Charts

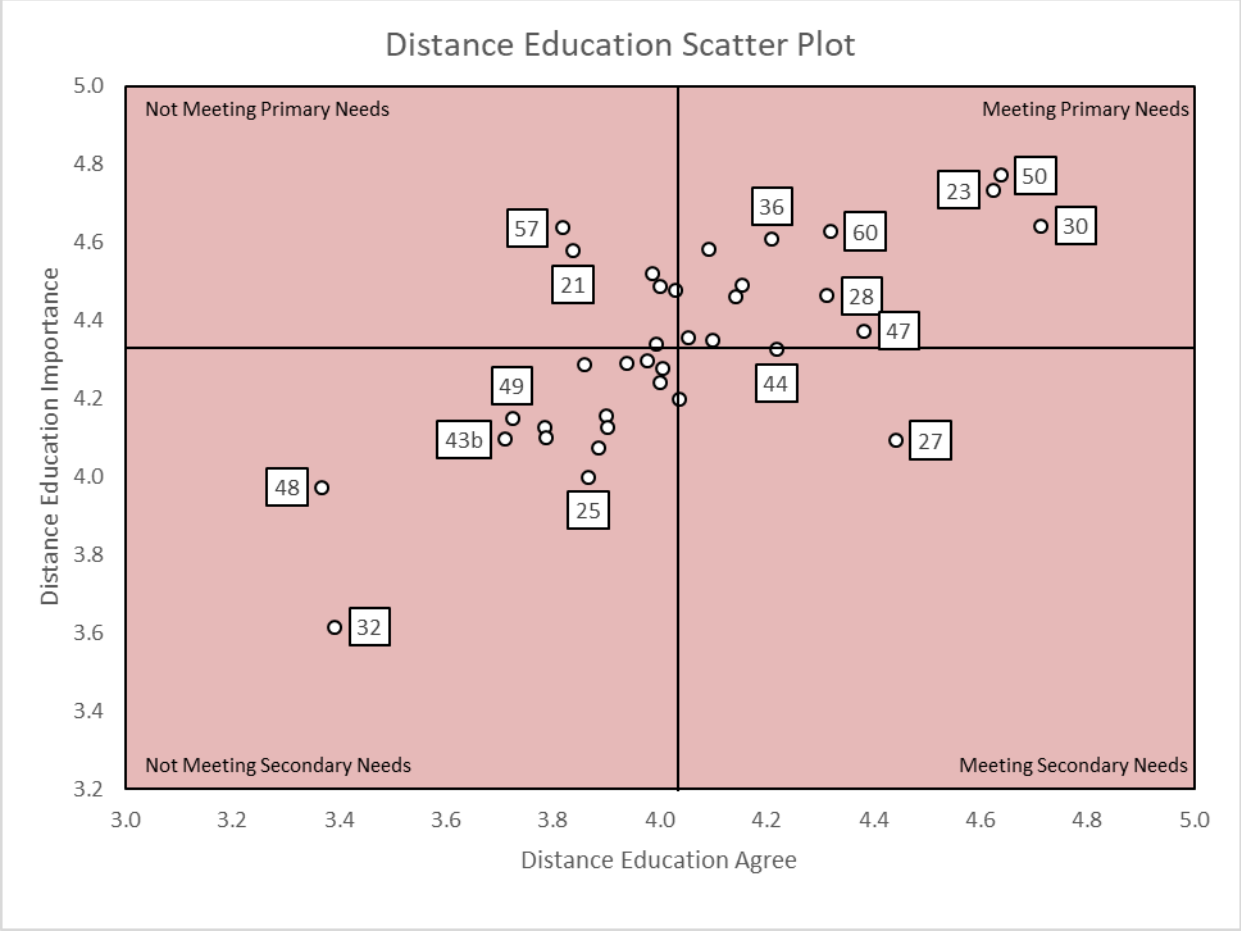
Due to the role of online or remote learning as a result of COVID-19, analysis for physical campuses (Kelowna, Vernon, Penticton, and Salmon Arm) was not performed in 2021. For Distance Education analysis, please see the results on the following page.

Please see *Appendix C: Question Text* for the complete list of question text and numbers.

Results by Campus: Distance Education

For each statement, average scores are plotted on a scatter diagram below to visually demonstrate how each statement scores on both importance and agreement. Scores are assigned a numeric value from one to five, with higher values indicating stronger levels of agreement or importance. Items that students have scored with a high level of importance and a relatively lower level of agreement are possible targets for attention.

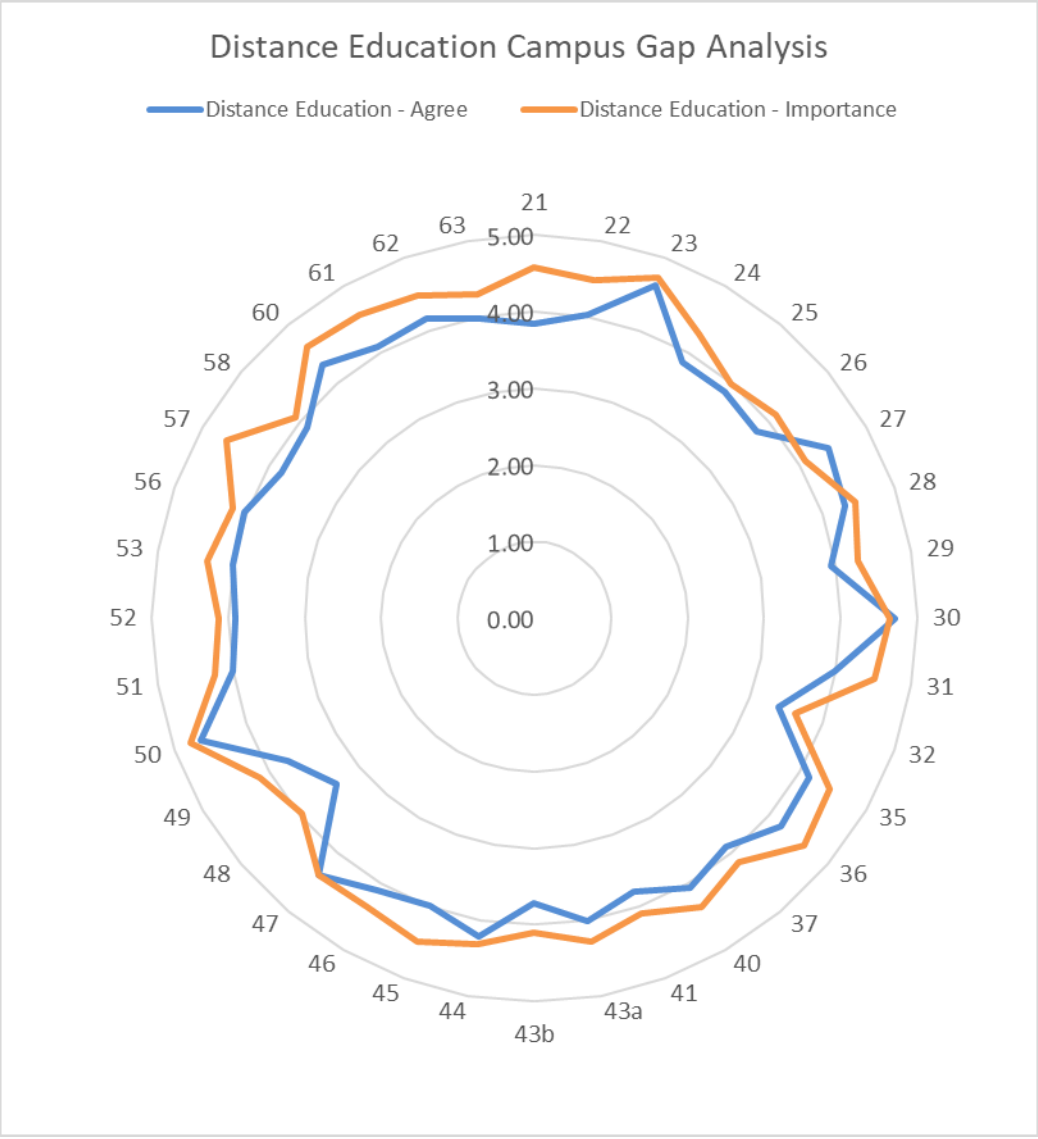
As distance education enrolments continue to increase, more questions relating specifically to distance student experience might help explore this cohort more closely. Onsite services such as item 32 (student orientation activities) score low in importance for this group. Items 50 (I feel I will achieve my educational goals) and 23 (campus feels safe and secure) continue to be in the top right quadrant of the scatter plot, indicating that it continues to score high in importance and agreement for distance learners.



Distance Education Gap Analysis

The radar chart below shows the mean scores for questions (scored between one and five) in terms of importance and agreement. Large gaps where importance is more than agreement may be areas to focus for improvement. Where agreement is greater than importance, this indicates that expectations have been met.

As some distance education students may have visited a physical campus, a few of the issues experienced by the distance learners (e.g. item 57, on-campus wireless network) are the same as issues traditionally experienced by on campus learners. Items 21 (website is easy to navigate), 31 (Fee payment process is clear and efficient), 45 (Education Advising Department was helpful), 48 (able to register for classes with little to no conflicts), and 61 (found the information needed on OC website) were some of the other large gaps.



Appendix A: Responses by Demographics

Gender	**% of Population**	**% of Responses**	**Responses**
Female	58%	69%	899
Male	42%	31%	396
Grand Total	**100%**	**100%**	**1295**

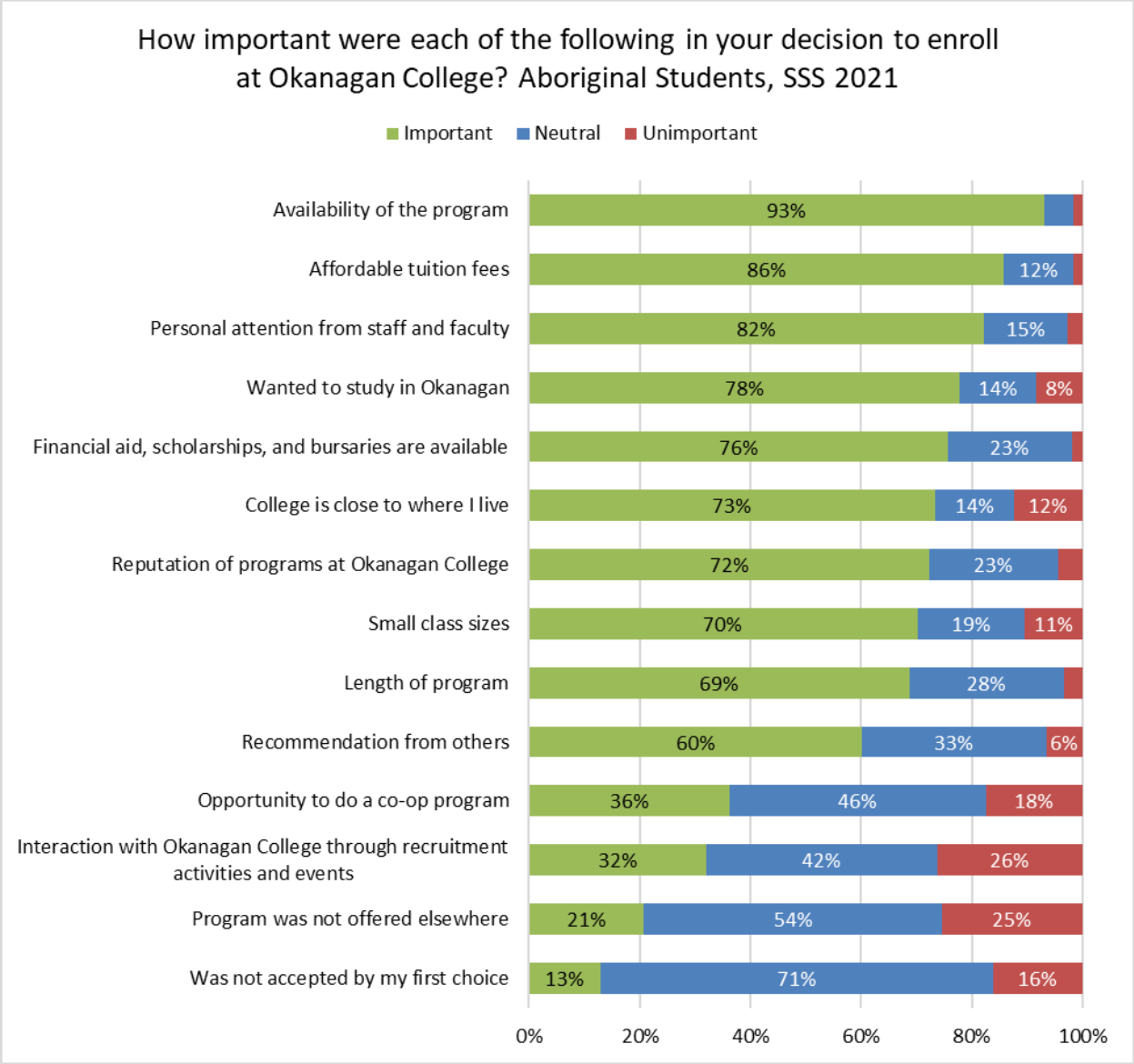
Aboriginal	**% of Population**	**% of Responses**	**Responses**
Aboriginal	7%	9%	119
Non-Aboriginal	93%	91%	1182
Grand Total	**100%**	**100%**	**1301**

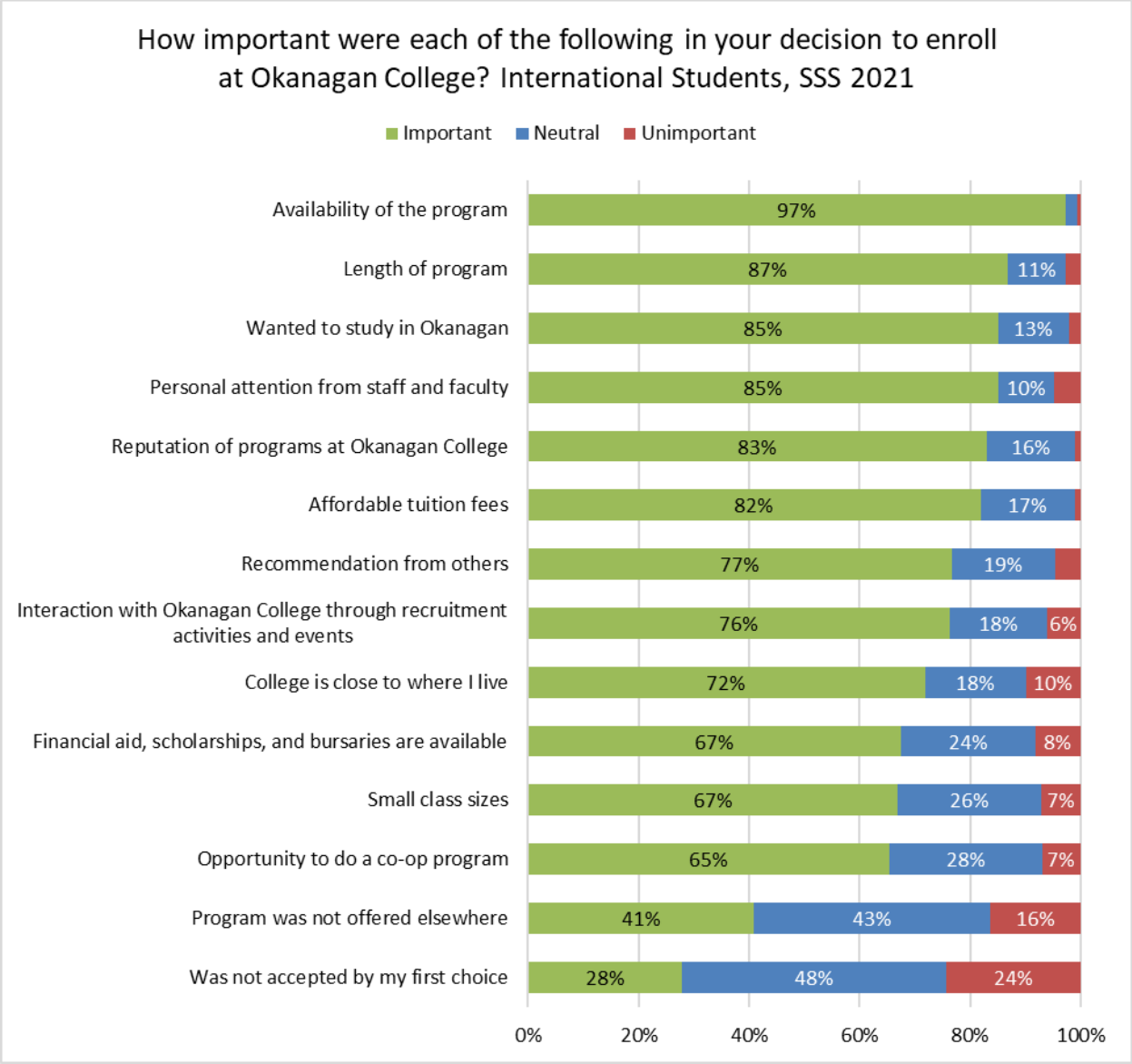
Age Range	**% of Population**	**% of Responses**	**Responses**
19 and Under	19%	21%	269
20 to 24	40%	31%	399
25 to 29	15%	14%	186
30 to 34	9%	11%	140
35 and Over	17%	24%	307
Grand Total	**100%**	**100%**	**1301**

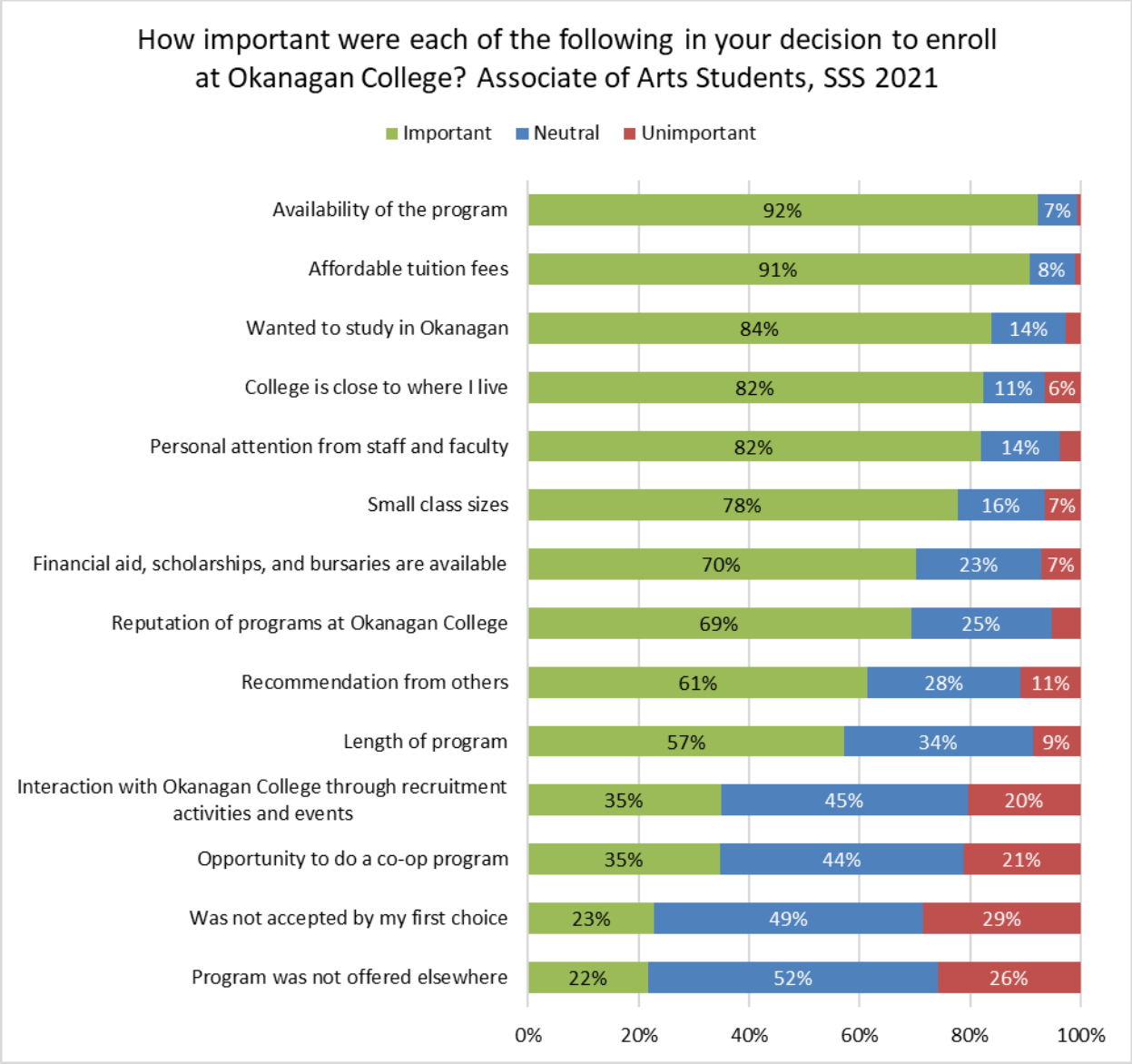
Campus Region	**% of Population**	**% of Responses**	**Responses**
Kelowna	63%	58%	753
Vernon	11%	12%	158
Penticton	10%	11%	146
Salmon Arm Revelstoke	4%	5%	69
Distance Education	13%	13%	175
Grand Total	**100%**	**100%**	**1301**

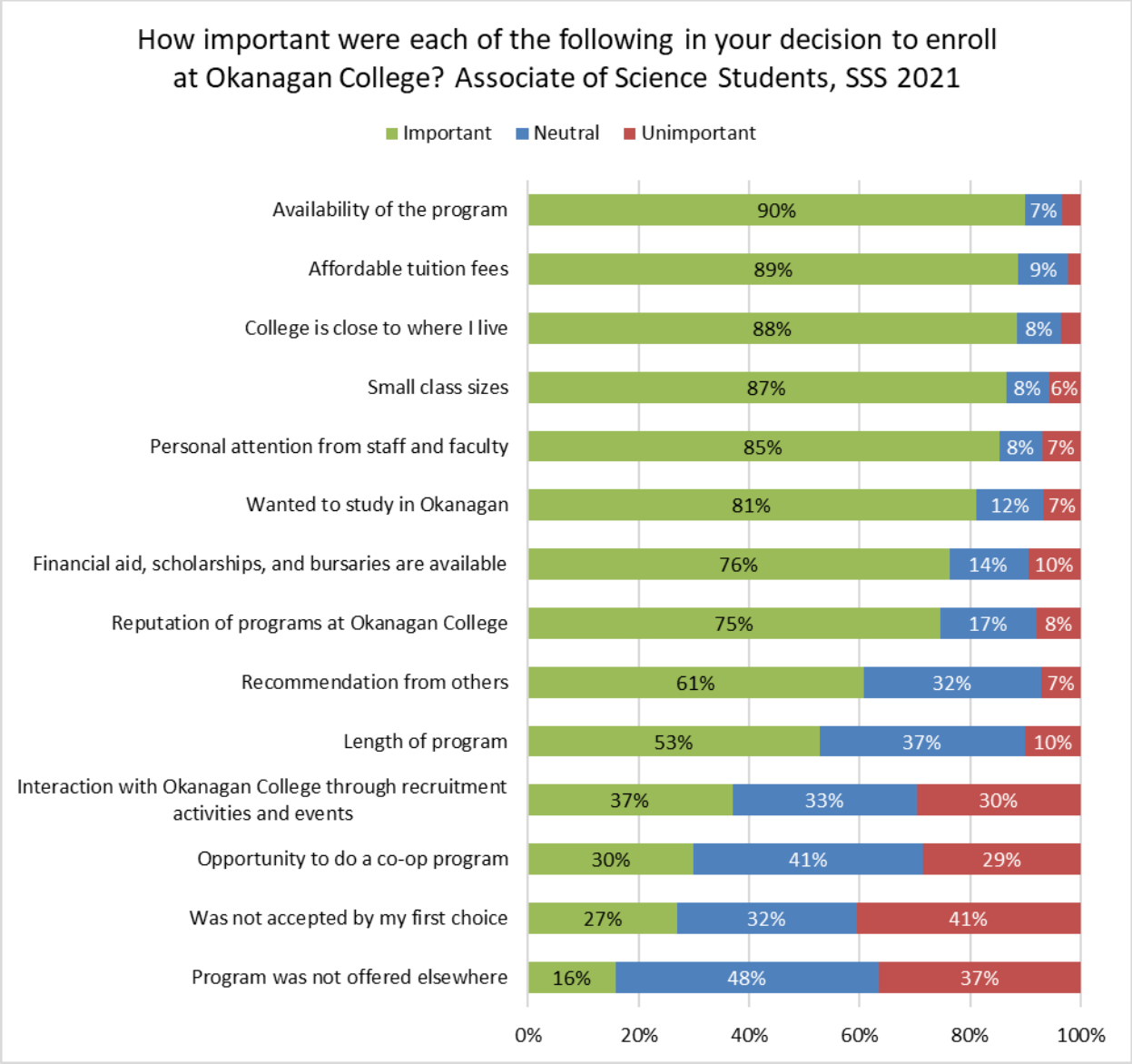
Programming Area	**% of Population**	**% of Responses**	**Responses**
Business	28%	25%	322
Arts	20%	21%	271
Science	10%	12%	158
Continuing Studies	8%	10%	131
Office Administration	8%	9%	114
Health and Social Development	7%	9%	112
Trades	9%	6%	78
Technologies	5%	5%	59
Foundational	3%	2%	30
Food, Wine and Tourism	2%	2%	26
Grand Total	**100%**	**100%**	**1301**

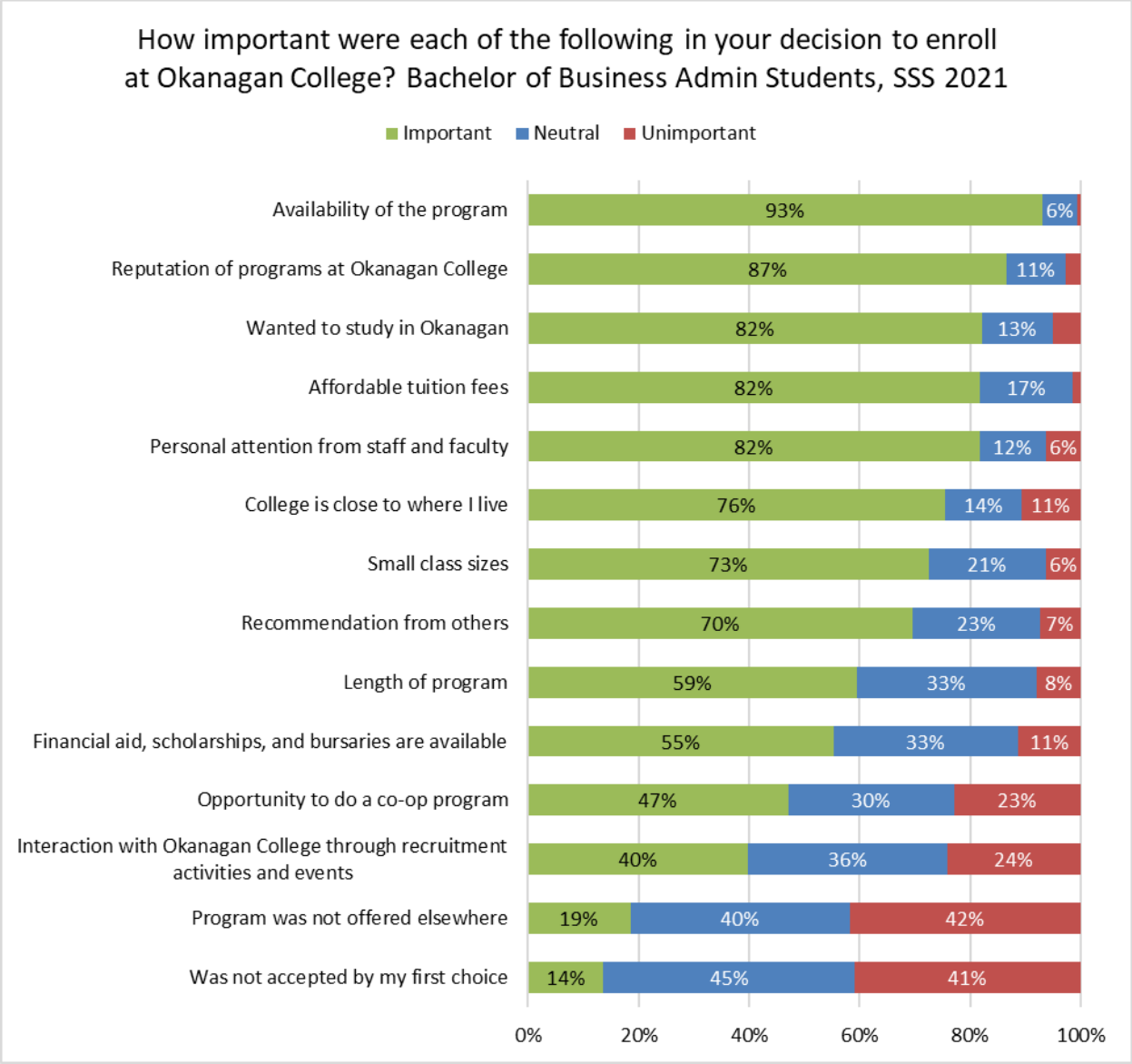
Appendix B: Motivation by Demographics

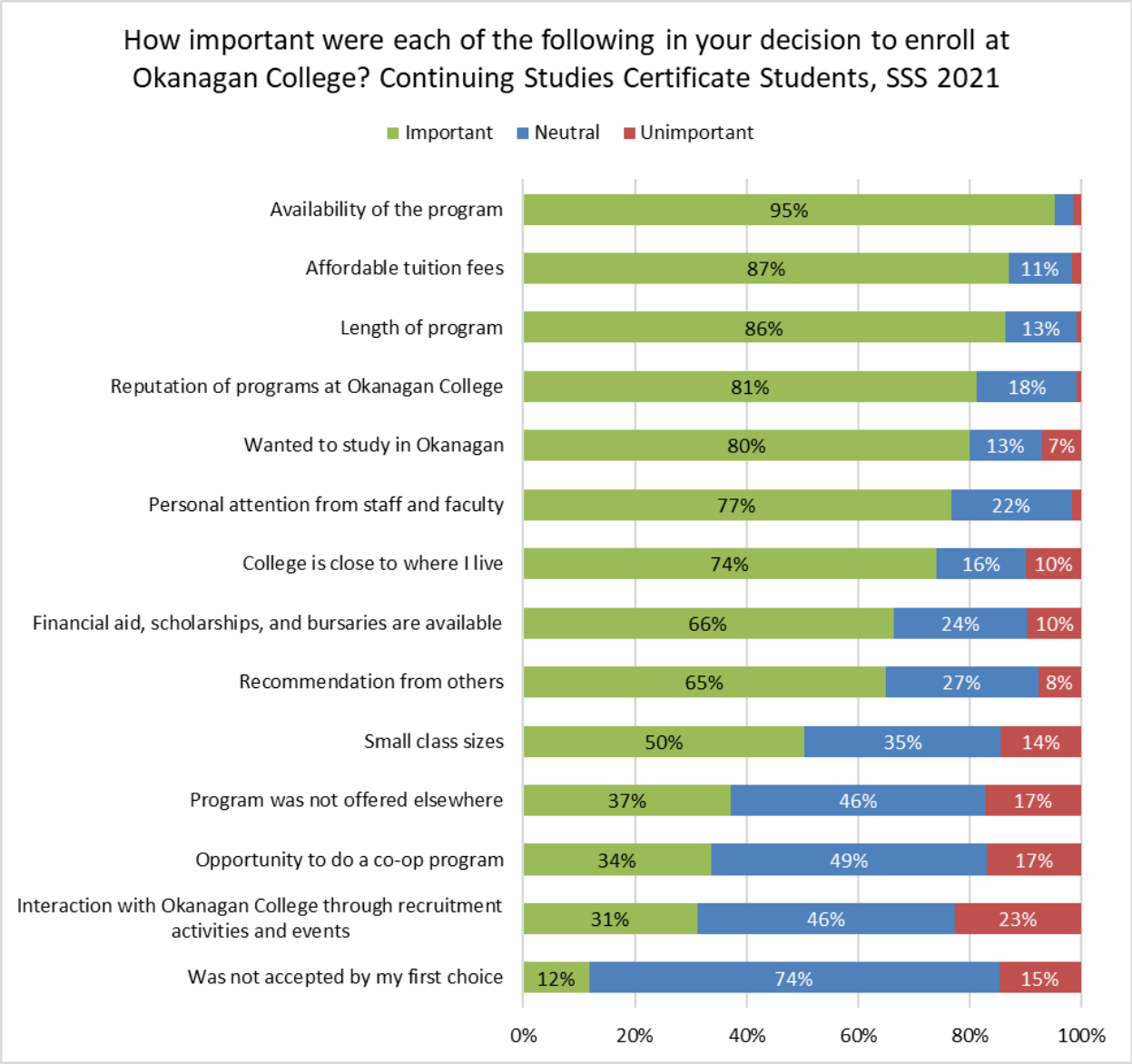


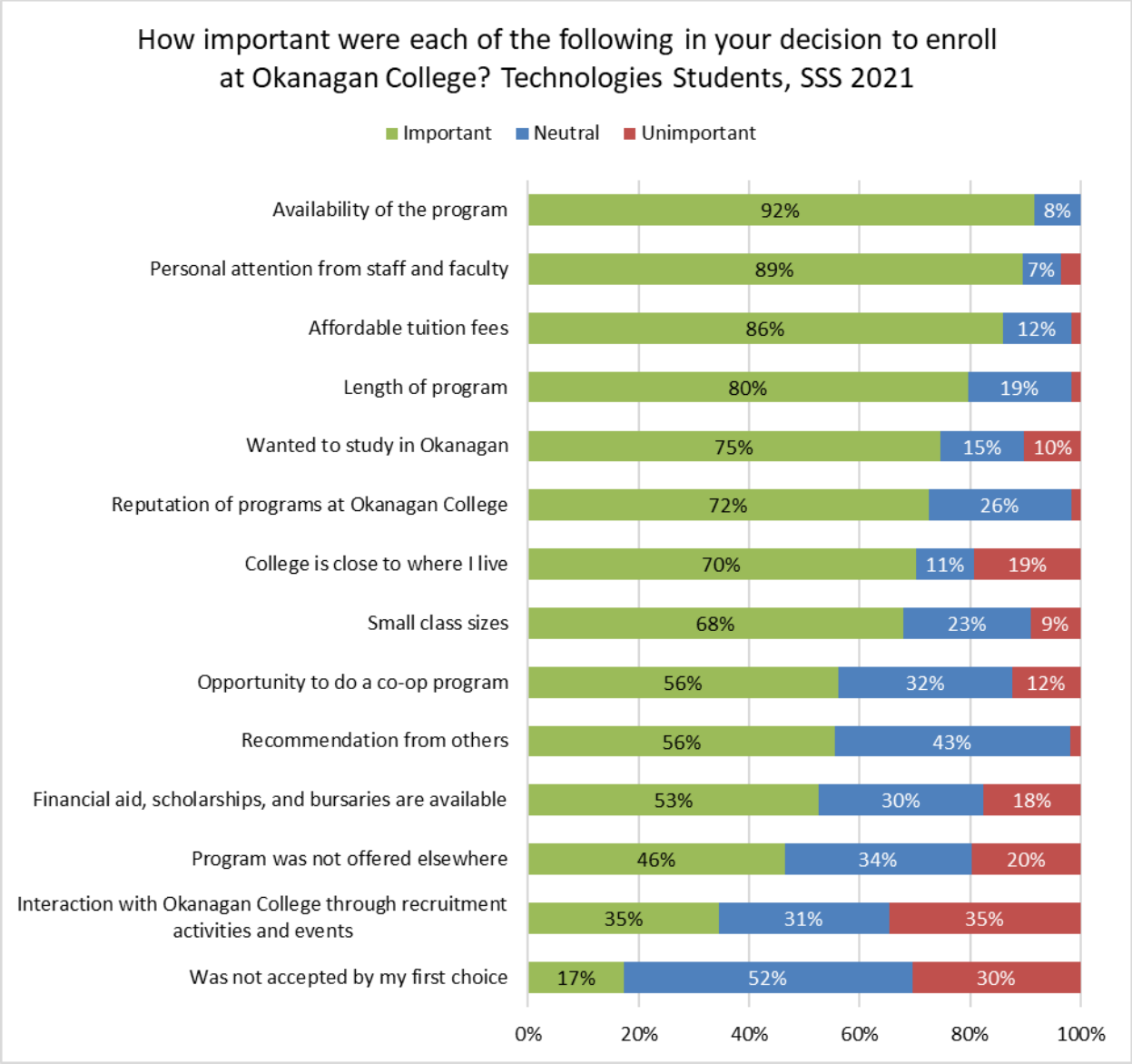

How important were each of the following in your decision to enroll at Okanagan College? International Students, SSS 2021
Important
Neutral
Unimportant
Availability of the program
97%
Length of program
87%
11%
Wanted to study in Okanagan
85%
13%
Personal attention from staff and faculty
85%
10%
Reputation of programs at Okanagan College
83%
16%
Affordable tuition fees
82%
17%
Recommendation from others
77%
19%
Interaction with Okanagan College through recruitment activities and events
76%
18%
6%
College is close to where I live
72%
18%
10%
Financial aid, scholarships, and bursaries are available
67%
24%
8%
Small class sizes
67%
26%
7%
Opportunity to do a co-op program
65%
28%
7%
Program was not offered elsewhere
41%
43%
16%
Was not accepted by my first choice
28%
48%
24%
0%
20%
40%
60%
80%
100%

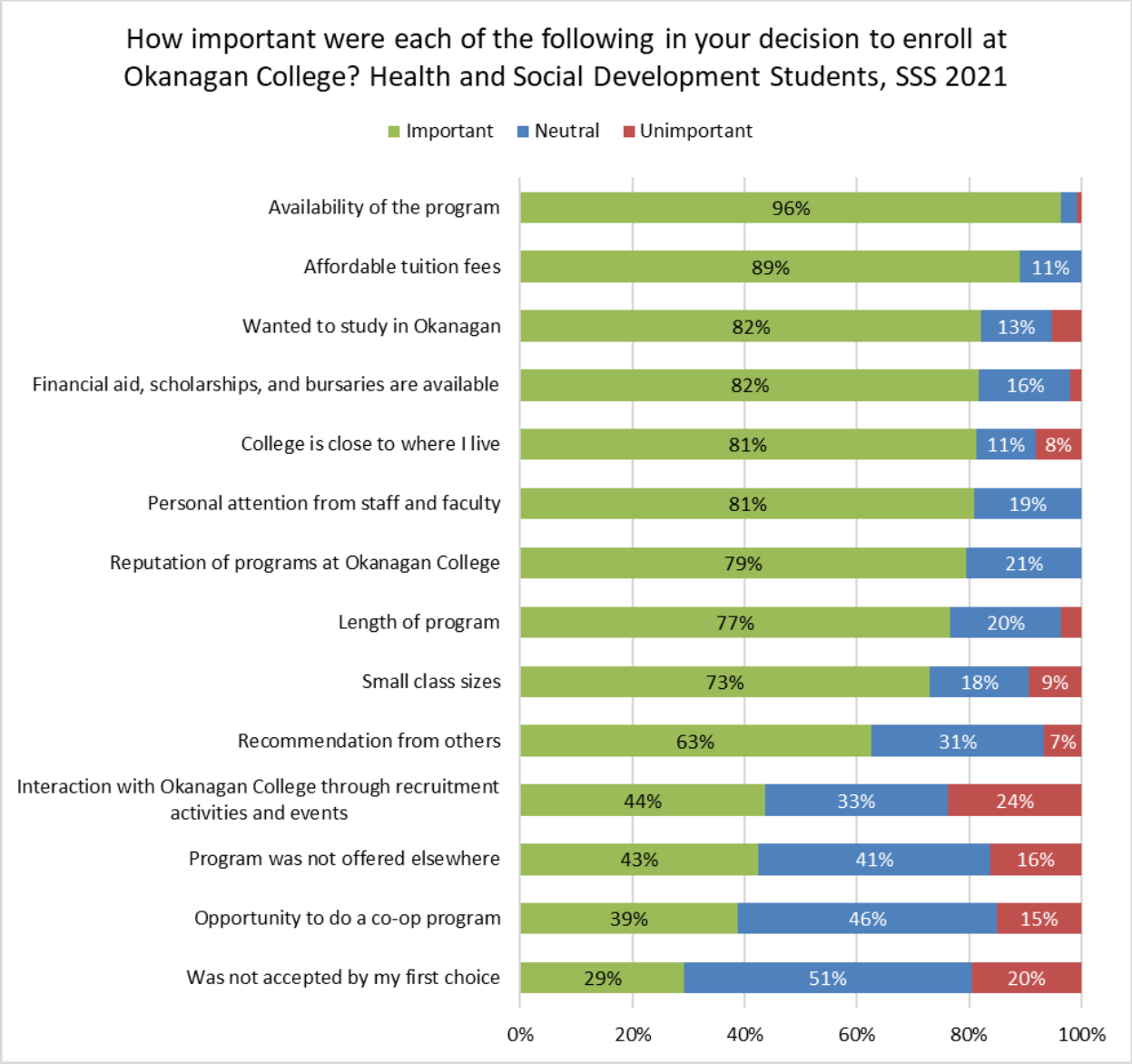

How important were each of the following in your decision to enroll at Okanagan College? Associate of Arts Students, SSS 2021
Important
Neutral
Unimportant
Availability of the program
92%
7%
Affordable tuition fees
91%
8%
Wanted to study in Okanagan
84%
14%
College is close to where I live
82%
11%
6%
Personal attention from staff and faculty
82%
14%
Small class sizes
78%
16%
7%
Financial aid, scholarships, and bursaries are available
70%
23%
7%
Reputation of programs at Okanagan College
69%
25%
Recommendation from others
61%
28%
11%
Length of program
57%
34%
9%
Interaction with Okanagan College through recruitment activities and events
35%
45%
20%
Opportunity to do a co-op program
35%
44%
21%
Was not accepted by my first choice
23%
49%
29%
Program was not offered elsewhere
22%
52%
26%
0%
20%
40%
60%
80%
100%

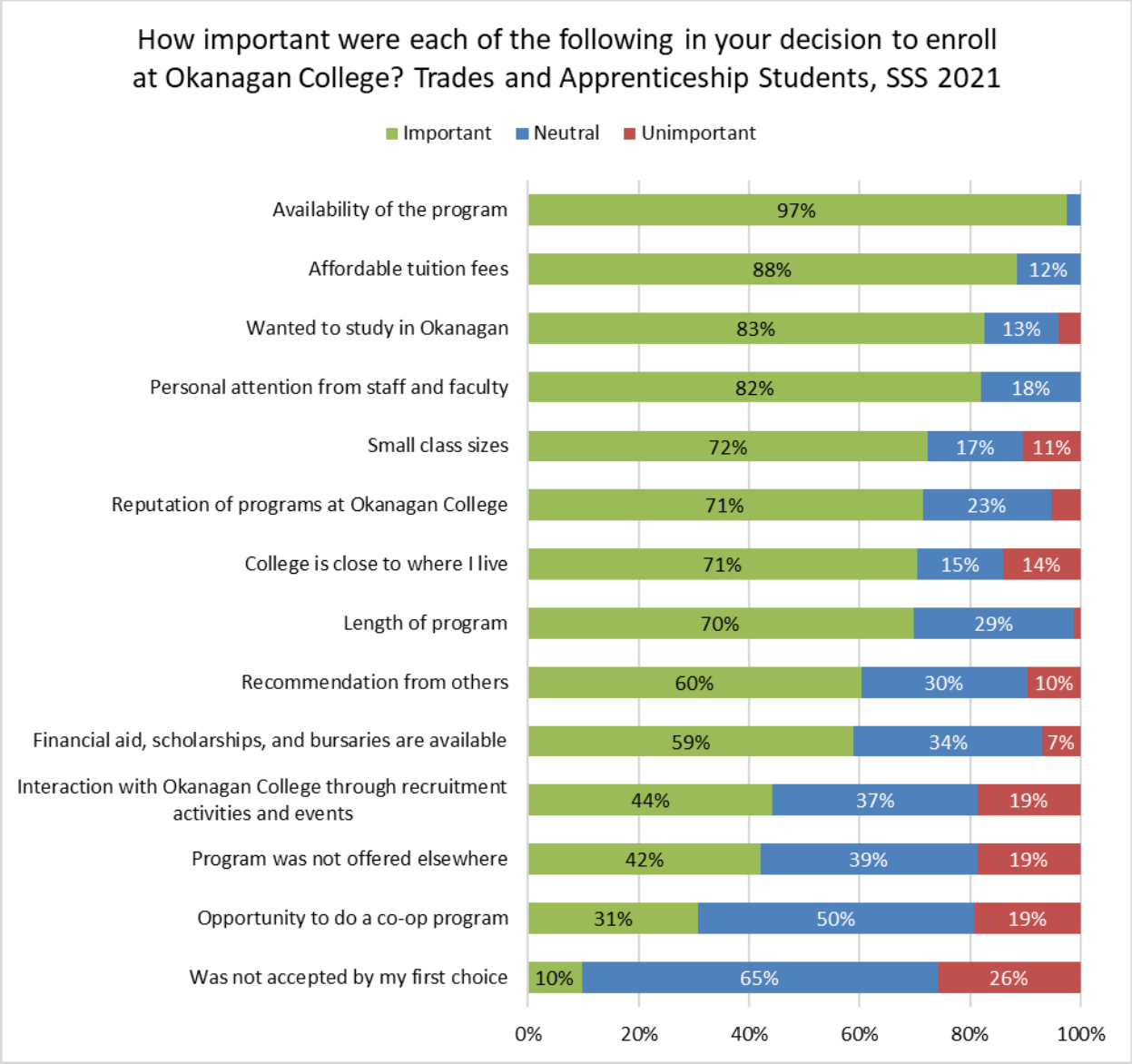

How important were each of the following in your decision to enroll at Okanagan College? Associate of Science Students, SSS 2021
Important
Neutral
Unimportant
Availability of the program
90%
7%
Affordable tuition fees
89%
9%
College is close to where I live
88%
8%
Small class sizes
87%
8%
6%
Personal attention from staff and faculty
85%
8%
7%
Wanted to study in Okanagan
81%
12%
7%
Financial aid, scholarships, and bursaries are available
76%
14%
10%
Reputation of programs at Okanagan College
75%
17%
8%
Recommendation from others
61%
32%
7%
Length of program
53%
37%
10%
Interaction with Okanagan College through recruitment activities and events
37%
33%
30%
Opportunity to do a co-op program
30%
41%
29%
Was not accepted by my first choice
27%
32%
41%
Program was not offered elsewhere
16%
48%
37%
0%
20%
40%
60%
80%
100%


How important were each of the following in your decision to enroll at Okanagan College? Bachelor of Business Admin Students, SSS 2021
Important
Neutral
Unimportant
Availability of the program
93%
6%
Reputation of programs at Okanagan College
87%
11%
Wanted to study in Okanagan
82%
13%
Affordable tuition fees
82%
17%
Personal attention from staff and faculty
82%
12%
6%
College is close to where I live
76%
14%
11%
Small class sizes
73%
21%
6%
Recommendation from others
70%
23%
7%
Length of program
59%
33%
8%
Financial aid, scholarships, and bursaries are available
55%
33%
11%
Opportunity to do a co-op program
47%
30%
23%
Interaction with Okanagan College through recruitment activities and events
40%
36%
24%
Program was not offered elsewhere
19%
40%
42%
Was not accepted by my first choice
14%
45%
41%
0%
20%
40%
60%
80%
100%


How important were each of the following in your decision to enroll at Okanagan College? Continuing Studies Certificate Students, SSS 2021
Important
Neutral
Unimportant
Availability of the program
95%
Affordable tuition fees
87%
11%
Length of program
86%
13%
Reputation of programs at Okanagan College
81%
18%
Wanted to study in Okanagan
80%
13%
7%
Personal attention from staff and faculty
77%
22%
College is close to where I live
74%
16%
10%
Financial aid, scholarships, and bursaries are available
66%
24%
10%
Recommendation from others
65%
27%
8%
Small class sizes
50%
35%
14%
Program was not offered elsewhere
37%
46%
17%
Opportunity to do a co-op program
34%
49%
17%
Interaction with Okanagan College through recruitment activities and events
31%
46%
23%
Was not accepted by my first choice
12%
74%
15%
0%
20%
40%
60%
80%
100%


How important were each of the following in your decision to enroll at Okanagan College? Technologies Students, SSS 2021
Important
Neutral
Unimportant
Availability of the program
92%
8%
Personal attention from staff and faculty
89%
7%
Affordable tuition fees
86%
12%
Length of program
80%
19%
Wanted to study in Okanagan
75%
15%
10%
Reputation of programs at Okanagan College
72%
26%
College is close to where I live
70%
11%
19%
Small class sizes
68%
23%
9%
Opportunity to do a co-op program
56%
32%
12%
Recommendation from others
56%
43%
Financial aid, scholarships, and bursaries are available
53%
30%
18%
Program was not offered elsewhere
46%
34%
20%
Interaction with Okanagan College through recruitment activities and events
35%
31%
35%
Was not accepted by my first choice
17%
52%
30%
0%
20%
40%
60%
80%
100%


How important were each of the following in your decision to enroll at Okanagan College? Health and Social Development Students, SSS 2021
Important
Neutral
Unimportant
Availability of the program
96%
Affordable tuition fees
89%
11%
Wanted to study in Okanagan
82%
13%
Financial aid, scholarships, and bursaries are available
82%
16%
College is close to where I live
81%
11%
8%
Personal attention from staff and faculty
81%
19%
Reputation of programs at Okanagan College
79%
21%
Length of program
77%
20%
Small class sizes
73%
18%
9%
Recommendation from others
63%
31%
7%
Interaction with Okanagan College through recruitment activities and events
44%
33%
24%
Program was not offered elsewhere
43%
41%
16%
Opportunity to do a co-op program
39%
46%
15%
Was not accepted by my first choice
29%
51%
20%
0%
20%
40%
60%
80%
100%


How important were each of the following in your decision to enroll at Okanagan College? Trades and Apprenticeship Students, SSS 2021
Important
Neutral
Unimportant
Availability of the program
97%
Affordable tuition fees
88%
12%
Wanted to study in Okanagan
83%
13%
Personal attention from staff and faculty
82%
18%
Small class sizes
72%
17%
11%
Reputation of programs at Okanagan College
71%
23%
College is close to where I live
71%
15%
14%
Length of program
70%
29%
Recommendation from others
60%
30%
10%
Financial aid, scholarships, and bursaries are available
59%
34%
7%
Interaction with Okanagan College through recruitment activities and events
44%
37%
19%
Program was not offered elsewhere
42%
39%
19%
Opportunity to do a co-op program
31%
50%
19%
Was not accepted by my first choice
10%
65%
26%
0%
20%
40%
60%
80%
100%

Appendix C: Question Text

Q#	Question Text	Category	Response Count
1	If you would like to be entered into a prize draw to win one of the prizes listed on the welcome page please enter your name and email address:	None	1290
2	What is your main educational goal at Okanagan College right now?	None	1298
3	When you initially applied for your program of study at Okanagan College, did you also apply to other post-secondary institutions?	None	1269
4	If yes, which ones? (Choose all that apply)	None	202
5	Was Okanagan College your first choice?	None	1295
6	How important were each of the following in your decision to enroll at Okanagan College: Availability of the program	Motivation	1293
7	Opportunity to do a co-op program	Motivation	981
8	College is close to where I live	Motivation	1211
9	Recommendation from others	Motivation	1194
10	Affordable tuition fees	Motivation	1270
11	Program was not offered elsewhere	Motivation	1006
12	Reputation of programs at Okanagan College	Motivation	1266
13	Was not accepted by my first choice	Motivation	448
14	Small class sizes	Motivation	1181
15	Financial aid, scholarships, and bursaries are available	Motivation	1165
16	Personal attention from staff and faculty	Motivation	1252
17	Length of program	Motivation	1260
18	Interaction with Okanagan College through recruitment activities and events	Motivation	1133
19	Wanted to study in Okanagan	Motivation	1239
20	Other Reason?	Motivation	152
21	The Okanagan College website is easy to navigate	Facilities	1278 Agreement Scale, 1258 Importance Scale
22	Web registration process is easy to use	Facilities	1259 AS, 1249 IS
23	Campus feels safe and secure	Facilities	630 AS, 629 IS
24	Financial Aid services I receive are helpful	Services	722 AS, 797 IS
25	Library study space meets my needs	Services	723 AS, 774 IS
26	Student Services office is open when I need it	Services	851 AS, 889 IS
27	I would recommend my program or courses to other people	Programs	1291 AS, 1270 IS
28	This institution has a good reputation within the community	Overall	1256 AS, 1233 IS
29	Campus bookstore has a good selection	Facilities	1047 AS, 1068 IS
30	Learning Environment (Classroom, Lab, Shop) on campus is adequate for my needs	Facilities	635 AS, 627 IS
31	Fee payment process is clear and efficient	Services	1259 AS, 1246 IS
32	Student Orientation activities are helpful to me	Services	888 AS, 914 IS
33	I'm satisfied with campus life	Campus Life	*Not asked in 2021*
34	Number of student parking spaces is adequate	Facilities	*Not asked in 2021*
35	Study space on campus is adequate for my needs	Facilities	516 AS, 528 IS
36	I am able to register for my classes with little to no conflict	Services	742 AS, 732 IS
37	There are adequate services to help me decide upon a career	Services	1000 AS, 1008 IS
38	Food services on campus are good for my needs	Facilities	*Not asked in 2021*
39	Overall learning environment on this campus is good	Facilities	*Not asked in 2021*
40	Services I receive from the Registration Office are helpful	Services	1193 AS, 1193 IS
41	The service from the Student, Graduate and Co-op Employment Centre is helpful	Services	606 AS, 679 IS
42	I am satisfied with the recreational services available to me	Campus Life	*Not asked in 2021*

Q#	Question Text	Category	Response Count
43a	I am satisfied with the Okanagan College registration process	Services	1273 AS, 1263 IS
43b	I am satisfied with the Education Planner BC registration process	Services	1062 AS, 1054 IS
44	There is a commitment to academic excellence at the college	Programs	1283 AS, 1262 IS
45	Assistance I got from the Education Advising Department was helpful for me in choosing my program or courses	Services	903 AS, 938 IS
46	I am satisfied with the Application process	Services	1286 AS, 1265 IS
47	There is a good variety of courses available at the college	Programs	1263 AS, 1252 IS
48	Service I received from the Disability Services office was helpful	Services	277 AS, 400 IS
49	Personal counselling I received from the Counselling Department helped me	Services	471 AS, 620 IS
50	I feel I will achieve my educational goals	Programs	1291 AS, 1279 IS
51	Service from the Aboriginal Centre is helpful	Services	314 AS, 437 IS
52	Learning Centre is useful to me	Services	691 AS, 744 IS
53	Admissions and Registration office is open when I need it	Services	1216 AS, 1211 IS
54	I feel a sense of pride about my campus	Campus Life	*Not asked in 2021*
55	Cultural and social activities are available for me to attend	Campus Life	*Not asked in 2021*
56	Library has the information resources I need	Services	978 AS, 996 IS
57	The wireless network on campus works well for me	Facilities	567 AS, 573 IS
58	Help with library resources is there when I need it	Services	965 AS, 981 IS
59	Computers available on campus are adequate for my needs	Facilities	*Not asked in 2021*
60	Attending Okanagan College has been a good experience for me	Overall	1279 AS, 1258 IS
61	I found the information I needed on the Okanagan College website	Facilities	1273 AS, 1247 IS
62	Okanagan College cares about my success as a student	Strategic Plan	1272 AS, 1246 IS
63	Okanagan College has helped me become a better learner	Strategic Plan	1273 AS, 1251 IS
64	What transportation methods do you use to commute to campus? And what percentage of time do you use each? Single occupant vehicle	Transportation	656
65	Car pool	Transportation	623
66	Bicycle	Transportation	618
67	Motorcycle	Transportation	614
68	Bus	Transportation	619
69	Walk	Transportation	618
70	Other	Transportation	593
71	Did any of your courses have a component where you attended classes on a physical Okanagan College campus?	Course Delivery	1300
72	Overall, how would you rate your experience with online or remote learning at Okanagan College this year?	Course Delivery	1275
Final Comment	Is there anything you would like to add that would improve Okanagan College?	Overall	464

Appendix D: Open Ended Responses

In the table below, responses to the question "Is there anything you would like to add that would improve Okanagan College?" are analyzed from two points of view in an effort to determine their importance/popularity:

- The frequency and percentage of responses (denoted by the *Response Frequency* and *Percent of Responses* columns).
- The percentage of respondents that mentioned a particular item (denoted by the *Percent of Respondents* column). Due to respondents often entering multiple items in their response, the total percentage of this column is higher than 100%.

Response Grouping	Response Frequency	Percent of Responses (/584)	Percent of Respondents (/464)
Overall Positive Opinion/No Suggestions for Improvement	113	19.3%	24.4%
Instructors	47	8.0%	10.1%
Course Materials	36	6.2%	7.8%
Online Learning	33	5.7%	7.1%
Tuition and Fees	33	5.7%	7.1%
No Comment	28	4.8%	6.0%
Return to In-Person Learning	23	3.9%	5.0%
Continue Online Learning	21	3.6%	4.5%
Course Delivery Methods	18	3.1%	3.9%
Course Variety	16	2.7%	3.4%
Hybrid Course Delivery	15	2.6%	3.2%
Parking	15	2.6%	3.2%
Course Scheduling/Availability	12	2.1%	2.6%
Registration Services	12	2.1%	2.6%
Registration Process	11	1.9%	2.4%
Student Resources Availability/Awareness	11	1.9%	2.4%
Study Space	10	1.7%	2.2%
Website	9	1.5%	1.9%
Course Organization	8	1.4%	1.7%
Moodle	8	1.4%	1.7%
Financial Aid/Scholarships	7	1.2%	1.5%
Unspecified	7	1.2%	1.5%
Campus Amenities	6	1.0%	1.3%
Course/Program Workload	6	1.0%	1.3%
Program Variety	6	1.0%	1.3%
Record Lectures	6	1.0%	1.3%
Bookstore	4	0.7%	0.9%
Programs	4	0.7%	0.9%
Social Activities	4	0.7%	0.9%
Campus Wireless Network	3	0.5%	0.6%
Communication from Instructors	3	0.5%	0.6%
Counselling Services	3	0.5%	0.6%
Distance Education	3	0.5%	0.6%
Food Services	3	0.5%	0.6%
myOkanagan	3	0.5%	0.6%
Other	37	6.3%	8.0%
Total	**584**	**100%**	**126%**

Submission of Information from Senior Staff to the Board of Governors

REPORT TITLE

Discrimination, Bullying and Harassment Policy

DATE

November 22, 2021

BACKGROUND INFORMATION

For example: • Purpose • History • Other relevant information

The Discrimination, Bullying and Harassment Policy has been revised and will replace the previous version of the policy.

Following internal consultation, the Board Executive Committee approved posting of the revised policy for a 30-day consultation period that was open to employees and students in October 2021. Input from this consultation was incorporated as appropriate and the final version of the policy was provided to the Board Executive Committee for review. The Committee reviewed the policy and recommended it be sent to the Board for approval at the November 2021 Board meeting.

ACTION REQUIRED

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

The Board is asked to approve the Discrimination, Bullying and Harassment Policy as presented.

Recommended Motion:

"BE IT RESOLVED THAT the Board of Governors approve the Discrimination, Bullying, and Harassment Policy as recommended by the Board Executive 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 this motion.

REPORT PREPARED AND SUPPORTED BY (include name and title)

Meri Kim Oliver, Vice President, Students
Donna Olson, Director, Legal Affairs and Policy Development

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

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

Title:	Discrimination, Bullying and Harassment Policy
Policy Area:	Operations - Human Resources
Policy Number:	E.2.1
See also: **(related policies)**	Sexual Violence and Misconduct Policy Student Non-Academic Conduct Policy Violent and Threatening Behaviour Policy Code of Ethical Practices Policy Use of Information Technology Resources Policy Safe Disclosure Policy (for employees) Social Media Policy Collective Agreements

Effective Date of Policy:	December 1, 2021
Approval Date:	November 30, 2021
Applies to:	Employees, Students, Members of Board of Governors
Approving Body:	Board of Governors
Supersedes:	OUC Harassment & Discrimination Policy, January 27, 2005, OC Harassment & Discrimination Policy, Non-Bargaining Unit Employees, June 28, 2005; Discrimination, Bullying and Harassment Policy, November 26, 2013; Discrimination, Bullying and Harassment Policy, November 29, 2014; Discrimination, Bullying and Harassment Policy, June 29, 2016
Authority:	*College and Institute Act* *Workers Compensation Act* *Sexual Violence and Misconduct Policy Act* *BC Human Rights Code*
Date of last review:	November 2021

The following are responsible for the administration of this policy:

Primary Office:	**Contact:**
Director, Human Resources	Director, Human Resources

1. Policy Statement

1.1. Okanagan College (the "College") is committed to supporting and promoting a working and learning environment that is free of discrimination, bullying and harassment (including in the online or virtual environment), and supports a collegial environment that is characterized by mutual respect, safety, civility and free inquiry. Discrimination, bullying and harassment will not be tolerated. This Policy outlines and defines prohibited conduct and provides an effective and fair procedure for receiving, assessing, investigating, and acting on, a Complaint of Discrimination or Harassment (the definition of Harassment in this policy includes bullying; see definition in section 5.8 below).

2. Prevention of Discrimination and Harassment

2.1 All Employees and Students have a responsibility for ensuring that the College's working and learning environment is free from Discrimination and Harassment.

2.2 Leadership Council members bear the primary responsibility for maintaining a working and learning environment free from Discrimination and Harassment. They are expected to act on this responsibility whenever necessary, whether or not they are in receipt of a formal Complaint, and take steps to prevent where possible, or minimize Discrimination and Harassment.

3. Application and Scope

3.1. This Policy applies to Employees and Students of the College while engaging in College-Related Activities.

3.2. The Complaint investigation and resolution procedures in this Policy will be followed when the Complaint:

a) is made under this Policy and involves employees or an employee and a student;

b) is made under the Sexual Violence and Misconduct Policy and involves employees or an employee and a student.

3.3. The Complaint investigation and resolution procedures under the Student Non-academic Conduct Policy will be followed when the Complaint:

a) is made under this Policy and involves students both as the Complainant and the Respondent;

b) is made under the Sexual Violence and Misconduct Policy and involves students both as the Complainant and the Respondent.

3.4. If a Complaint made under this policy involves a bargaining unit employee as either the Complainant or the Respondent, and if the terms of their collective agreement apply to the

circumstances, the collective agreement provisions will prevail as appropriate, unless otherwise agreed by the College and applicable union.

3.5. Any reference to a position in this Policy includes any person that may be named as a designate to that position.

3.6. A Complaint should be made as soon as possible, but must be made no later than 12 months after the last incident alleged in the Complaint. This time limit does not apply to complaints under the Sexual Violence and Misconduct Policy.

4. Prohibited Conduct

4.1. Discrimination and Harassment within the scope of this Policy are strictly prohibited.

4.2. Retaliation against anyone who, in accordance with this Policy, reports an alleged occurrence of Discrimination or Harassment, or who participates in an investigation into Discrimination or Harassment, is also strictly prohibited.

4.3. Complaints that are frivolous, vexatious, malicious or otherwise made in bad faith are strictly prohibited.

4.4. Any breach of this Policy may result in discipline or sanctions, up to and including: removal from campus, suspension, or termination of employment.

5. Interpretation

5.1. **Bullying** means any inappropriate action, conduct, or comment by a person towards another person that the person responsible for the action or comment knew or reasonably ought to have known would cause the other person to be humiliated or intimidated but excludes:

a) any reasonable action taken by the College, or by its employees in supervisory positions, relating to the management and direction of Employees or the workplace;

b) any reasonable action taken by the College, or by an instructor, faculty member, or person in a similar position, relating to the management and direction of Students in the classroom, the management of Student conduct, or the management, direction, assignment, or supervision of academic work.

5.2. **College-Related Activity** includes an activity occurring on College property (including student residences), at College-sanctioned events or conducted under the authority of the College. To be a College-Related Activity, the activity must have a real and substantial connection to the College or College-related functions, whether the activity occurred on College property, in person, or online.

5.3. **Complainant** means the person who seeks recourse under this Policy based on a belief that they have witnessed or experienced conduct which is prohibited by this Policy. The College may act as a Complainant in appropriate circumstances.

5.4. **Complaint** means a statement of alleged facts made by a Complainant seeking recourse under this Policy, or recourse under the Sexual Violence and Misconduct Policy. A Complainant may use the Complaint Form included with this Policy to file a Complaint. A Complaint may be made

anonymously, and employees may file a Complaint anonymously under the Safe Disclosure Policy. See the limitations regarding an anonymous Complaint in section 7.1(e).

5.5. **Director** means either the Director, Human Resources or the Director, Student Services, as applicable under the Policy given the circumstances. The Directors are normally the recipient of the Complaint.

5.6. **Discrimination** means discrimination based on a person's sex, race, colour, ancestry, place of origin, political belief, religion, marital status, family status, physical or mental disability, sexual orientation, age, gender identity or expression, or criminal conviction unrelated to the person's employment or program of study, or any other prohibited grounds identified under the BC Human Rights Code.

5.7. **Employee** means any person employed by (or who has an appointment with) the College and includes members of the Board of Governors for the purposes of this Policy.

5.8. **Harassment**, which includes bullying, means any inappropriate action, conduct, or comment by a person towards another person that the person responsible for the action or comment knew or reasonably ought to have known would cause the other person to be humiliated or intimidated but excludes:

a) any reasonable action taken by the College, or by its employees in supervisory positions, relating to the management and direction of Employees or the workplace;

b) any reasonable action taken by the College, or by an instructor, faculty member, or person in a similar position, relating to the management and direction of Students in the classroom, the management of Student conduct, or the management, direction, assignment, or supervision of academic work.

5.9. **Respondent** means any person against whom an allegation has been made under this Policy.

5.10. **Sexual Harassment:** see the Sexual Violence and Misconduct Policy for definitions and other related information.

5.11. **Student** means any person enrolled as a student at the College.

6. Reporting Discrimination or Harassment

6.1. **Reporting:**

a) Employees are required to report any unsafe or harmful conditions in the workplace affecting employee safety. Discrimination and Harassment is serious conduct that impacts employee health and safety. Accordingly, any employee who experiences, observes or knows of conduct that places employees or students at risk and contravenes this Policy must report that conduct.

b) While students are not required to make reports, they are strongly encouraged to do so.

6.2. **Informal Discussions:** The formal Complaint reporting procedures set out below establish a process for making a formal Complaint of Discrimination or Harassment. They are not intended to replace informal discussion or the Joint Problem-Solving Process between parties, their supervisors, their constituency organizations, or College administrators.

6.3. **Whom to Report To**:

a) **For Students:**

i) A Complaint against an Employee should be reported to the Director, Human Resources ("Director") care of ombuds@okanagan.bc.ca.

ii) A Complaint against another student should be reported to the Director, Student Services care of ombuds@okanagan.bc.ca. Also see section 3.3.

iii) A Student who is not comfortable bringing a report to the Director or to the Director, Student Services may also report to a professor/instructor or another employee. That employee will forward the Complaint to the Director or to the Director, Student Services as appropriate.

b) **For Employees:**

i) A Complaint against another employee should be directed to the Director, Human Resources care of complaintdisclosure@okanagan.bc.ca.

ii) A Complaint against the Director, Human Resources should be directed to the President care of complaintdisclosure@okanagan.bc.ca.

iii) A complaint against the President or a member of the Board of Governors should be directed to the Board Chair, or to the Board Vice-Chair if the Complaint involves the Board Chair care of complaintdisclosure@okanagan.bc.ca.

6.4. **What to Include in the Complaint:** A Complaint should be made in writing and must contain sufficient detail to allow the College to assess the Complaint and conduct an investigation if required. The Complaint should include the following specific information (may use Complaint Form attached):

a) the name of the Complainant;

b) the name of the Respondent, if known;

c) the date of the conduct/incident(s); and

d) a detailed description of the conduct/incident(s).

6.5. **When to Report:** A Complaint should be made as soon as possible but must be made no later than 12 months after the last incident alleged in the Complaint. This time limit does not apply to complaints under the Sexual Violence and Misconduct Policy.

7. Procedures

7.1. Initial Review of Complaint

a) After receiving the Complaint, the Director will inform the Complainant of the procedures in this Policy.

b) The Director will conduct an initial review to determine whether the Complaint includes all the required information, and may ask the Complainant for further details.

c) If the Director determines, after consultation, that the Complaint does not fall within the scope of this Policy, was filed beyond the time limit set out in the Policy, or is frivolous,

vexatious, or brought in bad faith, then the Director will advise the Complainant of this determination and the Complaint will be considered resolved.

d) If the Complaint falls within a different policy, the Director will guide the Complainant to applicable policy.

e) The College's ability to act upon an anonymous Complaint is very limited. The College will consider anonymous Complaints for the purpose of determining whether there is evidence of a significant risk to the health or safety of Employees and Students and whether an investigation is required and possible.

7.2. Interim Measures

a) It may be necessary for the College to take interim measures to mitigate risk or to mitigate the impact of the Respondent's alleged conduct while a Complaint is being considered, resolved, investigated, or determined. Such measures will be precautionary and are non-disciplinary.

b) Interim measures may include, but are not limited to, the following:

i) the exclusion of individuals from all or any part of the College campus;

ii) limiting proximity or contact to specific individuals;

iii) limiting participation in College activities;

iv) limiting the use of the College's information and communications technology;

v) requiring a person to meet regularly with designated College administrators;

vi) assigning evaluation of coursework or examinations to another instructional employee; or

vii) any other interim measure as may be determined by the College.

7.3. College Investigation

a) The College will initiate an investigation appropriate to the circumstances upon receipt of a Complaint of Harassment that falls within the scope of this Policy.

b) Complaints of Discrimination will be assessed by the College and investigated by the College as appropriate.

c) The Complaint may be investigated internally, or the College may engage an external investigator in circumstances deemed appropriate by the College.

d) The College may unilaterally proceed with an investigation even where a Complainant elects not to proceed with a Complaint, or where the parties have reached a resolution through the Joint Problem-Solving Process.

e) The College may also initiate an investigation where it is concerned about a potential situation of Discrimination or Harassment.

7.4. Investigation Process

a) Investigations will adhere to the principles of natural justice and procedural fairness and will:

i) be undertaken promptly and diligently;

ii) be fair and impartial;

iii) be sensitive to the interests of all parties involved; and

iv) maintain confidentiality to the extent reasonably possible.

b) The Director will provide notice to both the Complainant and Respondent that an investigation is to be conducted.

c) The Respondent will be given sufficient information to understand the nature of the Complaint, and will be given a fair opportunity to respond to the Complaint.

d) The College will determine if it is appropriate to investigate the Complaint internally or to engage an external investigator.

e) The investigator will normally interview the Complainant, the Respondent, and such other persons who may have information relevant to the Complaint.

f) The investigator will review materials, documents or other evidence that the investigator determines to be relevant.

g) All individuals interviewed during the investigation process may have an appropriate support person present at the interview, such as a union representative, or an impartial family member or friend, but the individual must provide their own evidence. The support person must not be in a position of apparent or actual conflict of interest and must agree to keep confidential the information disclosed during the interview.

h) The investigation and complaint resolution process is often complex and time consuming. The College will act diligently with the goal of reaching a resolution as early as possible, with the understanding that some investigations and complaint resolution processes will take longer to conclude.

7.5. Investigator's Report

a) After the investigation is concluded, the investigator will submit to the Director a final report that includes the following:

i) a description of the incident(s)/conduct;

ii) a summary of the investigator's process, analysis and findings; and

iii) the investigator's opinion as to whether, on a balance of probabilities, there has been a violation of the Policy.

b) The Director will review the report and make recommendations to the Vice President responsible for the area where the Respondent works/studies.

c) That Vice President will review the report and recommendations and will determine what actions, sanctions or corrective measures, if any, should be implemented.

d) The College's decision on whether the Policy has been violated will be communicated to the Complainant and Respondent after the College has reviewed and considered the investigator's report.

e) The Complainant is not entitled to know the details of the disciplinary action, if any, taken as a result of the investigation.

f) The investigation report is confidential and will not normally be released by the College except as required by law.

7.6. Corrective Measures

a) If there is a finding that this Policy has been violated, the Director, along with the Employee's supervisor, will act promptly to ensure that the Discrimination or Harassment ceases and to prevent future occurrences of similar activity.

b) Such actions may include disciplinary action against the Respondent, training for Employees and Students, and imposing arrangements that minimize the risk of Discrimination and Harassment.

c) Any corrective measures will be documented and retained by the Director.

7.7. Other Dispute Resolution Mechanisms

a) Nothing in this Policy precludes an individual from seeking a remedy available to them under any applicable law.

b) If a Complaint is being pursued outside of the College, the College may elect to continue with the College process, may apply applicable processes to have the outside process deferred or dismissed, or may elect to suspend the College process until the outcome of the process outside of the College is determined.

c) The College will cooperate with any criminal investigation.

7.8. Joint Problem-Solving Process (Informal)

a) At any time, the College may propose, or a party to a Complaint may request, the initiation of a Joint Problem-Solving Process. A Joint Problem-Solving Process is an informal process with a goal of achieving a resolution satisfactory to the Complainant, Respondent, and the College.

b) Options under the Joint Problem-Solving Process include, but are not limited to, facilitated discussion or mediation. All parties and the College must consent to participate in a Joint Problem-Solving Process.

c) The College may still be obligated to investigate a Complaint even if the parties have consented to a Joint Problem-Solving Process, and/or reached a satisfactory resolution.

d) If a resolution is achieved, the parties will sign a statement setting out the terms of the resolution. No resolution may impose obligations on the College without the College's consent.

8. Training and Annual Review

8.1. The College will ensure that all of its Employees receive appropriate training on this Policy including with respect to recognizing, responding to, and reporting Discrimination and Harassment.

8.2. This Policy will be reviewed annually.

9. Privacy and Confidentiality

9.1. Personal information, whether oral or written, which is collected, received, or compiled from a Complaint and through the course of an investigation and resolution process will be treated as confidential by the College in accordance with privacy legislation.

9.2. All individuals involved in the Complaint resolution and investigation process must keep confidential all information received about the Complaint, except as expressly set out in this Policy, or as required by law.

9.3. Where reasonably necessary, the Director or investigator may disclose such information to the appropriate individuals in order to:

a) Protect health and safety;

b) Ensure a full and fair investigation into the Complaint;

c) Implement corrective measures;

d) Obtain legal advice; or

e) Inform law enforcement of reasonably suspected criminal activity or serious risk of bodily harm to an individual in keeping with privacy legislation.

10. Support Measures

10.1. Employees have access to counseling through the College's Employee and Family Assistance Program. Please refer to: https://www.okanagan.bc.ca/human-resources/pension-benefits-and-leave#additional

10.2. Students have access to counselling through Counselling Services.

10.3. A person who has experienced inappropriate conduct under this Policy or the Sexual Violence and Misconduct Policy should refer to the College webpage for additional support resources:

a) For emergency or incident reporting: https://www.okanagan.bc.ca/security

b) For Sexual Violence and Misconduct: https://www.okanagan.bc.ca/sexual-violence-awareness

11. Powers of the President

11.1. Nothing in this policy interferes with the authority of the President under the *College and Institute Act*.

Complaint Form

Discrimination, Bullying and Harassment (including Sexual Violence and Misconduct)

Type of Complaint
☐ Discrimination, Bullying and Harassment Policy ☐ Sexual Violence and Misconduct Policy
Contact Information of Complainant
Name: Phone Number: Email: OC Student ID/Employee ID:
Application of Policy
☐ I am an employee: ☐ Faculty ☐ GEU Support ☐ GEU Instructional ☐ Excluded ☐ I am a student ☐ I am a Board member ☐ Other, please specify:
Contact Information of Respondent(s)
Name(s): Contact Information (if known): Relationship to Complainant (optional):
Details about Incident
Please describe, in as much detail as possible, the incident(s), including: • the names of the parties involved; • the names of any witnesses to the incident(s); • the location (physical location or digital), date, and time of the incident(s); • details about the incident(s) (behaviour and/or words used); • any additional details that would help with an investigation. Attach any supporting documents, such as emails, handwritten notes, screenshots of online activity or photographs. Please use additional pages as needed.

Consent to Review Complaint	
By signing below, I agree and understand that: a) I am submitting a complaint to Okanagan College under the Discrimination, Bullying & Harassment or Sexual Violence and Misconduct Policy; and b) The information I provide will be used for the purposes of a review to determine whether Okanagan College will proceed with an investigation under the Discrimination, Bullying & Harassment Policy, Sexual Violence and Misconduct Policy or other College policies as applicable.	
Signature	**Date**

Submission of Information from Senior Staff to the Board of Governors

REPORT TITLE

Strategic Plan

DATE

24 November 2021

BACKGROUND INFORMATION

For example: • Purpose • History • Other relevant information

Work continues on the development of the Strategic Plan. Attached for the Board's information and consideration are the following:

1. Strategic Plan Briefing
2. Draft Strategic Plan
3. Draft Roadmap

ACTION REQUIRED

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

Review and feedback.

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

N/A

REPORT PREPARED AND SUPPORTED BY (include name and title)

Neil Fassina, President

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**

STRATEGIC PLANNING

Briefing Note – For Discussion Purposes
Presented by: Neil Fassina, President
November 23, 2021

PROGRESS UPDATE

Development of Okanagan College's next strategic plan continues to progress on time. The working group has completed Phase I & II and is finalizing Phase III. As a friendly reminder, Phase I (process development) was completed in May including an environmental scan, establishment of the planning process, and the creation of a steering and a working group. Phase II (exploration, listening, and research) was completed in July and included stakeholder consultations and establishing the Board's risk tolerance. Phase III (ideation and development) will be completed in December. Building from the draft presented to the Board in October, the working group continues to integrate feedback from stakeholder groups. Stakeholders engaged during Phase III include the Board of Governors, employees, Leadership Council, Executive Team, Education Council, Foundation Board, Students, Alumni, regional advisory committees, program advisory committees, school superintendents and elected officials.

Feedback continues to be positive and directed toward refining the plan and improving the inclusiveness of its language. Apart from the Board of Governors on November 30, feedback sessions are now complete. The working group will formulate the pen-ultimate version to be considered by Education Council on December 2 and the Board of Governors in January 2022.

STRATEGY & ROADMAP - CURRENT DRAFT

Based on feedback from the Board of Governors as well as other stakeholder groups, the following points represent the primary amendments to the strategy document:

- The language used throughout the plan has been refined to ensure that it is inclusive, consistent with the College's values, consistent with the direction of the plan itself, avoiding othering language, and avoiding ownership language.
- The "Our Story" section has been shortened to be more inclusive of future opportunities and challenges to which the College may contribute.
- "Our Vision" has been amended to include the concept of knowledge creation and sharing.
- The theme of "we" has been integrated throughout the document. More specifically, the College is referred to in the active form of "we" rather than the passive and impersonal form of "Okanagan College."
- The section titles have been refined to utilize the theme of "Our" to instill collective and shared inspiration.
- The value of "excellence" has been retitled to be "distinction" to reflect feedback received during engagement sessions.
- The "cultural foundations" section has been retitled "our commitments" to reflect that these directions are commitments we are making to communities, stakeholders, and ourselves.
- All commitments have been made to be active in voice rather than descriptive.
- "Indigenous OC" has been retitled to "Reconciliation." This change was made to ensure that the College's commitment (pledge) remained action based rather than descriptive.
- The "strategic themes" section has been retitled "our ambitions" with the intent of making it more personal and less abstract.
- "Personalized Lifelong Learning Partnerships" have been retitled to "Individualized Lifelong Learning Partnerships" to reflect comments received during feedback sessions. This change does not substantively alter the direction of the ambition.
- Editorial changes to reflect comments made by stakeholders during feedback sessions.

Based on feedback received, the following reflects changes made to the strategic roadmap:

- The language has been amended to ensure consistency with the changes made to the strategic document.

- Language and timing of annual outcomes have been updated to ensure they build on each other appropriately.
- A formal review and update of the plan and roadmap has been added in 2026/27 to mitigate the risk of plan time horizon identified by the Board in October.

To ensure that the Board of Governors has sufficient opportunity to provide feedback on the plan and roadmap prior to creation of the pen-ultimate version, the following question is posed:

> **DISCUSSION QUESTION**: Do you have any further points of feedback and/or reflection related to the draft plan that you would like to see reflected in the pen-ultimate version?

ALIGNMENT TO MANDATE LETTER

A point of consideration raised by the Board of Governors during our October professional development session was the alignment of the draft plan to the Minister's Mandate Letter for Okanagan College. Recognizing that the mandate letter does not contain significant details, it appears that the draft plan is aligned with the mandate letter.

For contextual purposes, the Minister identified five priorities in OC's mandate letter. They included (paraphrased):

> ***Putting people first***. Maintaining, protecting, and enhancing the public services people rely on making life more affordable for everyone.
>
> ***Lasting and meaningful reconciliation***. To support the *Declaration on the Rights of Indigenous Peoples Act*. Working with Indigenous Peoples as they move toward self-determination. Find ways to implement the TRC recommendations.
>
> ***Equity and Anti-racism***. Moral and ethical responsibility to tackle systemic discrimination in all its forms including adopting a Gender Based Assessment (GBA+) lens in operations.
>
> ***A better future through fighting climate change***. Aligning operations with targets and strategies for minimizing greenhouse gas emissions and managing climate change risk.
>
> ***A strong, sustainable economy that works for everyone***. Consider how decisions and operations reflect environmental, social and governance factors that contribute to our future.

The table below identifies the potential areas of overlap between the aspirations and commitments in the draft plan with the categories outlined in the Minister's Mandate Letter.

		Putting People First	Lasting and Meaningful Reconciliation	Equity and Anti-racism	Better future through fighting climate change	Strong, sustainable economy
Aspirations	Equitable and Inclusive Access	■	■	■		
	Lifelong learning partnership	■				■
	Integration and Focus				■	■
Commitments	Reconciliation		■	■		
	EDISJ			■		
	Sustainability				■	
	Resilient Employees	■				
	Effective and Efficient	■				■

COMPONENTS IN DEVELOPMENT

As the working group approaches the end of Phase III of the plan development process, there are a couple of outstanding items in development. One of those developments is the creation of the imagery that will accompany the plan. Although this work is unlikely to be complete before the plan is presented to the Board for consideration for approval in January, it will be well underway by that time.

It is in the spirit of supporting this creative process that the following question is posed:

> **DISCUSSION QUESTION**: As you read the draft plan, do any visuals or images come to mind?

NEXT STEPS

Following this round of feedback, the pen-ultimate version of the plan will be presented to Education Council and the Steering Committee in December 2021, and the Board of Governors for approval in January 2022.

DRAFT STRATEGIC PLAN

For discussion purposes only – not for distribution – November 23, 2021

PART 1 – OUR STORY

We live and work in the unceded territories of the Syilx-Okanagan, Secwepemc, Ktunaxa, and Sinixt. We honour, work with, learn from, and listen to Indigenous communities as part of our mission.

Okanagan College is committed to empowering individuals and communities in the region to make positive change through exceptional learning experiences, applied research, and innovation. Students and their communities are at the center of everything that we do.

Okanagan College has been embedded in the social, cultural, and economic fabric of the region since 1963. The College has grown and developed with the region and, in turn, has impacted the growth and development of the region in meaningful ways. As a medium sized College, we are positioned to design intentional change as we meet the learning needs of urban, rural, and remote students throughout the region as well as nationally and internationally.

The communities in the region are vibrant, resilient, and inspiring; even so, they will face significant challenges in the coming years such as demographic changes, limits to affordability, limited availability of skilled workers, economic and development factors, social challenges, and climate change. Technological, socio-political, and economic forces have and will continue to impact the primary and growing industry sectors in the region.

Through these challenges, communities will seek out leadership and support; they will look to OC. We owe it to regional communities, alumni, present and future learners and to generations to come to answer the call and transform ourselves to meet the needs of regional communities as a willing partner and leader. Built on our reputation of creating access and enabling success for learners throughout their lives, OC will provide leadership, stability, innovation, and the relevant knowledge, skills, and abilities that will be necessary to strengthen the vibrancy, resilience, and sustainability of the region.

PART 2 – OUR MISSION

We transform lives and communities.

PART 3 – OUR VISION

Through the creation and sharing of knowledge, we inspire and empower individuals and communities to strengthen and sustain the social, economic, environmental, and cultural resiliency of the region for current and future generations.

PART 4 – OUR VALUES

Students first. Creating meaningful lifelong educational opportunities of the highest quality for alumni, current, and future students is at the heart of everything we do.

Community. We are one College. We enthusiastically embrace the opportunity to work with, learn from, and support everyone we encounter collaboratively and collegially.

Respect. We welcome, embrace, and celebrate that which make us unique in creating an environment in which every individual is valued, affirming our commitment to human dignity for all.

Courage. We are courageous in our actions in areas that contribute to positive change in our communities and beyond. We have the courage to be vulnerable. We are truthful, sincere, and act ethically with honesty and fairness.

Relationships. We steward meaningful relationships built on a foundation of reciprocity. We are compassionate, empathic and care for the holistic well-being of students, employees, community members, and the land.

Distinction. We choose activities in which we can achieve excellence and positively impact society.

PART 5 – OUR RESPONSIBILTIES

We pledge to weave Indigenous world views into all aspects of college life as part of our journey toward ***reconciliation***. This includes (a) our learning and research environments, (b) our physical, cultural, social, and spiritual spaces on campuses, and (c) our structures, policies, and practices. We remain committed to working with, listening to, and learning from Indigenous Communities throughout this journey.

We will strengthen our role as a leader in ***equity, diversity, inclusion, and social justice*** (EDISJ). By increasing the equitable and inclusive participation of all cohorts representing diversity including historically marginalized peoples in all aspects of college life, we will strengthen our culture of inclusion. We will weave EDISJ principles throughout policy, practice, and action in all aspects of college life and throughout the communities we serve.

We will strengthen our role as a leader in ***sustainability*** in all aspects of college life. As an active partner in the United Nations' Sustainable Development Goals, we are accountable to meet or exceed expectations of sustainability in our physical spaces, energy usage, and our daily activities. Our financial sustainability will be nourished by improving how we prioritize and allocate resources to our activities.

We will empower ***resilient employees*** in support of a resilient College. Okanagan College's employees are our bedrock. They bring to life the activities that transform lives and communities every day. We will improve employee engagement, strengthen our leadership and talent management practices, optimize employee value proposition, and become one of BC's top employers through demonstrating

commitment to the holistic well-being and development of employees and empowering accountable leadership throughout the College.

We will be ***effective and efficient***. We will improve employees' effectiveness toward our goals by (a) optimizing workflows, (b) generating value-based solutions, (c) reimagining policies, practices, and governance to be agile and student-focused, (d) embracing complementary technology and physical infrastructures, (e) strengthening our data and analytics practices, and (f) supporting effective change leadership.

PART 6 – OUR ASPIRATIONS

We transform lives through ***Inclusive and Equitable Access***. We will increase the participation rate and success of historically marginalized student populations by removing the systemic barriers that limit learners from realizing their potential through higher learning.

We transform lives through ***Individualized Lifelong Learning Partnerships***. We will improve student success and engagement by individualizing the lifelong learning journey, placing the student authentically at the center of everything we do, and demonstrating compassion for the holistic well-being of students.

We transform regional communities through ***Integration and Focus***. We will amplify the College's impact on the regional communities by integrating and focusing our teaching and research efforts on areas that will ease regional challenges, strengthen regional opportunities, and enable current and emergent economic and social sectors in the region.

Strategic Aspirations	• Indigenous world views are woven into all aspects of college life.	• Equitable and inclusive participation of all cohorts representing diversity including traditionally marginalized groups is increased • A culture of inclusion is created	• Exceed provincial standard for carbon reduction • Active Partner in UN Sustainability Goals • STARS Assessment • Improved financial health	• Increase employee engagement • Improved leadership actions • Increase accountability of leaders • Achieve BC Top 100 Employers status • Develop and focus talent to support organizational excellence • Strengthen employee resilience and adaptability	• Optimize workflows • Optimize policies and procedures • Optimized online and physical infrastructure • Data and analytics driven decision making • Increased agility • Culture of continuous improvement	• Increased participation and success of historically excluded and marginalized populations	• Improved student and alumni engagement	• Strengthened regional and national reputation • Increased meaningful work and purposeful lives for college graduates and alumni • Increase and improved engagement with community stakeholders
2028/29 Priority Outcomes				•		• An individualized learning ecosystem that uses multiple modalities and delivery options to enable learning for individuals throughout the region and at all stages of their lives	• Agile and sustainable student services ecosystems	
2027/28 Primary Outcomes				• Achieve integrated HR practices focused on strategic HR support	• Comprehensive College processes renewed	• Agile and sustainable program and credential mix that leads to meaningful employment and resilient lives		2024/25 through 2029 Priority Outcomes to be developed through 2023/24 prioritization work
2026/27 Primary Outcomes			• Renewed revenue and expense model for long-term sustainability	• Values based culture	• Data informed real-time decision-making protocols and systems	• Markedly increased participation of traditionally underrepresented and marginalized groups across OC programs and credentials	• An active student culture that embraces inclusion, diversity, and equity	
2026/27 - STRATEGIC PLAN & ROADMAP UPDATE								
2025/26 Primary Outcomes			• Carbon neutral plan developed	• Refresh employee wellness strategy • Employee recognition strategy including appreciation tools		• Renewed student affordability model	• Renewed learning assessment framework	• College forecasting capabilities developed
2024/25 Primary Outcomes	2023 through 2029 Priority Outcomes to be developed through 2022/23 Indigenous OC Plan	2023 through 2029 Priority Outcomes to be developed through 2022/23 cultural implementation plan	• Integrated resource planning and accountability system implemented	• Instructional staff development program • HR processes review complete	• Comprehensive renewal of all OC policies • Technology and physical infrastructure optimization plan • Comprehensive digital strategy to support optimized learning and work environments	• Improved regional, national and international partnerships in support of strategic enrolment goals and program needs • Renewed Internationalization strategy to support enrolment and learning model goals	• Physical and digital student experience environment design that fully integrates with learning environment	• Program and credential framework complete
2023/24 Primary Outcomes			• Alternative revenue source viability study • Business continuity plan for OC education, research, operation, and technical environments • College process and procedure innovation framework • STARS level aspiration to be set	• Renewed accountability and decision support framework for employee effectiveness • Integrated HR & Talent Management Strategy • Leadership development and competency framework	• Agile course, program and credential identification, creation, renewal, and retirement process • Data and analytics governance framework introduced • Physical and digital working environment to enable effective work environments • Academic decision-making framework renewal • Launch strategic & operational dashboard	• Physical and digital learning environment to support the College's learning ecosystem • Defined sustainable regional, rural, and remote program delivery model	• Learning resource plan (including OER) • Student experience plan • Program maps complete	• Interdisciplinary priorities set for community validated challenges, opportunities, and collaborations • College 60th Anniversary celebration
2022/23 Primary Outcomes	• Confirmation of Indigenous OC Plan, implementation plan with timelines and measures of success • President's Advisory Council created	• EDISJ cultural implementation plan and timelines	• Physical space utilization study • Renewed Campus Master Plan • Change leadership framework with associated engagement spectrum created • STARS Assessment submission	• Baseline biannual employee engagement survey complete • Holistic employee wellness strategy • Implementation of Flexible Work Policy	• Assessment of current program and credential mix and program health assessment • Digital infrastructure decision making framework introduced • Administrative decision-making framework renewal • Development of strategic and operational KPIs and measures	• Strategic enrolment plan • Baseline assessment of past and current student body demographics	• Learning framework created to achieve learning ecosystem consistent with the College's Aspirations (including Open Education Practices) • EDISJ cultural implementation plan and timelines • Student journey maps complete • Baseline assessment of student services offerings and engagement needs • Student holistic wellness strategy (incl. mental health) • Student housing strategy • Alumni engagement strategy	• Applied research strategy created • Research data management plan complete
2021/22 Primary Outcomes	• Indigenous and Non-indigenous Ally Assembly launched • Indigenous Community Engagement Team launched	• Baseline assessment of EDISJ culture among employees	• Pandemic lessons learned captured • Accessibility committee created with action plan	• Remote Work Arrangement Pilot	• Reimagined policy and procedure framework and policy and procedure renewal timeline		• Baseline assessment of EDISJ culture among students	• Food and Beverage strategy complete
	Reconciliation	**Equity, Diversity, Inclusion, and Social Justice**	**Sustainability**	**Resilient Employees**	**Effectiveness and Efficiency**	**Inclusive and Equitable Access**	**Individualized Lifelong Learning Partnerships**	**Integration and Focus**
	Our Responsibilities					**Our Aspirations**		

Submission of Information from Senior Staff to the Board of Governors

REPORT TITLE

Domestic Tuition Rates for 2022-23

DATE

November 16, 2021

BACKGROUND INFORMATION

For example: • Purpose • History • Other relevant information

The BC government has a tuition limit policy for domestic tuition and mandatory fees as noted on the Ministry of Advanced Education and Skills Training website. The maximum annual increase allowable since September 2005 has been 2%.

The 2022-23 tuition limit has not yet been publicized by government but the expectation is that the Ministry will maintain the 2% increase maximum. OC management is recommending a tuition fee increase of 2%. This assists with offsetting rising costs of the College and the loss of revenue due to COVID-19. A 2% increase in domestic tuition will result in approximately $250,000 increased tuition revenue for 2022-23 and increased tuition revenue of approximately $270,000 ongoing.

ACTION REQUIRED

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

For approval.

Proposed Motion:
"BE IT RESOLVED THAT the Board of Governors approve an increase in domestic tuition and mandatory fees of two per cent, effective September 2022, pending no change in limit in accordance with the BC Tuition Limit Policy and 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

REPORT PREPARED AND SUPPORTED BY (include name and title)

C. Morcom –Vice President, Employee and Corporate Services
A. Johnson – Director Financial Services

[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

International Tuition Rate for September 2022

DATE

November 16, 2020

BACKGROUND INFORMATION

For example: • Purpose • History • Other relevant information

The Finance, Audit and Risk Review Committee approved a motion on May 11, 2021 to make a decision on the fall 2022 international tuition rate in fall 2021 so that the impact of COVID on international enrolment could be determined before deciding. International student enrolment has continued to be below pre-COVID numbers in fall 2021 due to continued travel and VISA restrictions. As some of these restrictions are expected to ease in the coming months, it is hoped that international enrolment will increase for January 2022.

A poll of other BC post-secondary institutions was conducted (see attachment #1) to find out which institutions are increasing their international tuition rate. The majority of institutions that responded to that poll noted that they are increasing their international tuition rate for fall 2022 by 2%. Based on these responses, OC has room to increase the international tuition rate by 2% and still maintain its mid-way position with the BC college comparators.

Increasing the international tuition rate would assist the College in meeting a number of distinct goals:

- To ensure institutional sustainability by contributing to balancing the budget
- To provide adequate services and support for international and domestic students
- To establish tuition at levels that will maintain Okanagan College's position as an institution of choice for international students
- To maintain Okanagan College's tuition fees at a competitive rate with comparable BC colleges
- To maintain a complete, consistent and transparent approach in setting tuition for international students in all of our programs

See Attachment: International Tuition Rate – Institutional Comparison

ACTION REQUIRED

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

For approval.

Proposed Motion:
"BE IT RESOLVED THAT the Okanagan College Board of Governors approve an increase of two per cent to international tuition, effective September 2022 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

REPORT PREPARED AND SUPPORTED BY (include name and title)

R. Boris – Director, International Education
C. Morcom – Vice President, Employee and Corporate Services
M.K. Oliver – Vice President, Students

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

International Tuition Comparison of BC Colleges- Fall 2021

	INSTITUTION	TUITION PER ACADEMIC COURSE (3 credits)
1.	Langara College	$1,876
2.	Douglas College	$1,836
3.	Vancouver Community College	$1,635
4.	Camosun College	$1,519
5.	Okanagan College	$1,444
6.	North Island College	$1,404
7.	Coast Mountain College	$1,235
8.	College of New Caledonia	$1,255
9.	College of the Rockies	$1,206
10.	Selkirk College	$1,189
11.	Northern Lights College	$1,077

International Tuition Comparison of BC Colleges- Fall 2022

	INSTITUTION	TUITION PER ACADEMIC COURSE (3 credits)	NOTES
1.	Langara College	$1,876	No plan to increase tuition
2.	Douglas College	$1,873	2% increase
3.	Vancouver Community College	$1,658	2% increase
4.	Camosun College	$1,554	2.3% increase
5.	Okanagan College	$1,473	Recommended 2% increase
6.	North Island College	$1,432	2% increase
7.	Coast Mountain College	$1,260	2% increase
8.	College of New Caledonia	$1,255	undecided
9.	Selkirk College	$1,248	5% increase
10.	College of the Rockies	$1,230	2% increase
11.	Northern Lights College	$1,098	2% increase

*expected increases based on consultation with the institutions

Submission of Information from Senior Staff to the Board of Governors

REPORT TITLE EDUCATION COUNCIL – REPORT TO THE BOARD – NOVEMBER 2021

Academic Schedules

DATE NOVEMBER 12, 2021

BACKGROUND INFORMATION

For example: • Purpose • History • Other relevant information

Academic schedules carried at 2011 11 04 Education Council meeting – see attached document

ACTION REQUIRED

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

For approval

Proposed Resolutions

"BE IT RESOLVED THAT the Okanagan College Board of Governors endorses the 2022 – 23 Academic Schedule Policy Variance as recommended by Education Council and as presented."

"BE IT RESOLVED THAT the Okanagan College Board of Governors approves the Pharmacy Technician Certificate Schedule as recommended by Education Council and 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

N/A

REPORT PREPARED AND SUPPORTED BY (include name and title)

Susaye Gayle, Education Council

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**

Education Council – Report to the Board
November 2021

Education Council met on November 4, 2021 and approved 2 academic schedules which are included in this report.

November 4, 2021 Education Council meeting

Academic Schedules

Recommended Motion:
"BE IT RESOLVED THAT the Okanagan College Board of Governors endorses the 2022 – 23 Academic Schedule Policy Variance as recommended by Education Council and as presented."

2022-23 Academic Schedule Adjustment

Background

Following discussions, it is proposed to adjust the 2022-23 academic semester schedule.

For Fall 2022, the adjustment is to tentatively account for the 30 Sep National Day of Truth and Reconciliation being recognized as a BC provincially mandated statutory holiday with no classes.

For Winter 2023, under the policy, If the New Year statutory holiday falls on a Monday, classes will begin on the immediately following Wednesday; otherwise classes will begin on the immediately following Monday. In 2023, January 1 is a Sunday, so the statutory holiday is Monday. It is proposed to begin classes the next Monday.

Under the policy, Summer classes begin two weeks after the end of the Winter final exam period.

Below are the key days for Fall 2022, Winter 2023, and Summer 2023. The full schedule follows.

Fall 2022

Description/Activity	Applying the policy	Note
Classes begin	Wed, Sep 7	
Statutory Holiday (no classes) - tentative	Fri, Sep 30	If provincially mandated
Statutory Holiday (no classes)	Mon, Oct 10	
Statutory Holiday (no classes)	Fri, Nov 11	
Last day of classes	Tue, Dec 6	
Final exam period	Thu, Dec 8 – Mon, Dec 19	
Grades due	Thu, Dec 22	
Number of instructional days	62	If Sep 30 is statutory holiday

Winter 2023

Description/Activity	Applying the policy	Proposed
Classes begin	Wed, Jan 4	Mon, Jan 9
Statutory Holiday (no classes)	Mon, Feb 20	Mon, Feb 20
Last day of classes	Thu, Apr 6	-
Statutory Holiday (no classes)	Fri, Apr 7 & Mon, Apr 10	Fri, Apr 7 & Mon, Apr 10
Last day of classes	-	Fri, Apr 14
Final exam period	Wed, Apr 12 – Sat, Apr 22	Mon, Apr 17 – Thu, Apr 27
Grades due	Wed, Apr 26	Mon, May 1
Number of instructional days	62	63

Summer 2023

Description/Activity	Policy: 2 weeks after Winter exams	Applying the policy
Session I Classes begin	Mon, May 8	Mon, May 15
Statutory Holiday (no classes)	Mon, May 22	Mon, May 22
Session I Last day of classes	Fri, Jun 16	Fri, Jun 23
Session I Grades due	Mon, Jun 19	Mon, Jun 26
Session II Classes begin	Tue, Jul 4	Mon, Jul 10
Statutory Holiday (no classes)	Mon, Aug 7	Mon, Aug 7
Session II Last day of classes	Mon, Aug 14	Mon, Aug 21
Session II Grades due	Wed, Aug 16	Wed, Aug 23

Review and Approval

A change to the schedules will require review and approval by Education Council and the Board of Governors.

For Education Council

Motion: For 2022-23, the academic semester schedule policy be adjusted as presented.

For Board of Governors

To endorse the Education Council motion.

Complete 2022-23 Academic Schedule

Term/Year	Date	Academic Schedule
Fall/2022	Mon, Sep 5	Statutory Holiday (no classes)
Fall/2022	Tue, Sep 6	College-wide orientation day for academic programs

Fall/2022	Wed, Sep 7	Classes begin
Fall/2022	Fri, Sep 16	Last day to register for a course this term
Fall/2022	Fri, Sep 16	Last day to receive a refund of tuition fees for course drop
Fall/2022	Fri, Sep 16	Last day to drop a course without a withdrawal being recorded on the student's record
Fall/2022	Fri, Sep 16	Last day to change course registration status from audit to credit
Fall/2022	TBD	Last day to process student requests for waiver of medical/dental insurance
Fall/2022	Fri, Sep 30	Statutory Holiday (no classes) -if provincially mandated
Fall/2022	Mon, Oct 10	Statutory Holiday (no classes)
Fall/2022	TBD	Midterm exam period (distance education courses only)
Fall/2022	Fri, Oct 28	Last day to withdraw from a course without academic penalty
Fall/2022	Fri, Oct 28	Last day to change registration status from credit to audit
Fall/2022	Fri, Nov 11	Statutory Holiday (no classes)
Fall/2022	Tue, Dec 6	Last day of regularly scheduled classes for academic programs
Fall/2022	Thu, Dec 8 - Mon, Dec 19	Final exam period
Fall/2022	Thu, Dec 22	Last day to submit final grades
Winter/2023	Mon, Jan 9	Classes begin
Winter/2023	Fri, Jan 20	Last day to register for a course this term
Winter/2023	Fri, Jan 20	Last day to receive a refund of tuition fees for course drop
Winter/2023	Fri, Jan 20	Last day to drop a course without a withdrawal being recorded on the student's record
Winter/2023	Fri, Jan 20	Last day to change course registration status from audit to credit
Winter/2023	TBD	Last day to process student requests for waiver of medical/dental insurance
Winter/2023	Mon, Feb 20	Statutory Holiday (no classes)
Winter/2023	Tue, Feb 21 - Fri, Feb 24	Mid-semester study break (no classes, Saturday classes will be held)
Winter/2023	TBD	Midterm exam period (distance education courses only)
Winter/2023	Fri, Mar 10	Last day to withdraw from a course without academic penalty
Winter/2023	Fri, Mar 10	Last day to change registration status from credit to audit
Winter/2023	Fri, Apr 7 & Mon, Apr 10	Statutory Holiday (no classes)
Winter/2023	Fri. Apr 14	Last day of regularly scheduled classes for academic programs
Winter/2023	Mon, Apr 17 - Thu, Apr 27	Final exam period
Winter/2023	Mon, May 1	Last day to submit final grades
Winter/2023	Mon, Apr 24 - Fri, May 5	End-of-term course(s) for Mechanical Engineering Technology Diploma
Winter/2023	Tue, Apr 25 - Fri, May 5	End-of-term course for Water Engineering Technology Diploma Year 1
Winter/2023	Wed, Apr 26 - Tue, May 9	End-of-term course(s) for Infrastructure and Computing Technology Diploma Year 1
Winter/2023	Wed, Apr 26 - Tue, May 9	End-of-term course(s) for Electronic Engineering Technology Diploma Year 1

Winter/2023	Mon, May 22	Statutory Holiday (no classes)
Summer/2023	Mon, May 8	Classes begin for distance education courses
Summer/2023	Mon, May 15	Classes begin for Session I courses
Summer/2023	Fri, May 19	Last day to register for a Session I course
Summer/2023	Fri, May 19	Last day to receive a refund of tuition fees for Session I course drop
Summer/2023	Fri, May 19	Last day to drop a Session I course without a withdrawal being recorded on the student's record
Summer/2023	Fri, May 19	Last day to change Session I course registration status from audit to credit
Summer/2023	Fri, May 19	Last day to register for a distance education course
Summer/2023	Fri, May 19	Last day to receive a refund of tuition fees for course drop (distance education course)
Summer/2023	Mon, May 22	Statutory holiday (no classes)
Summer/2023	Fri, Jun 9	Last day to withdraw from a Session I course without academic penalty
Summer/2023	Fri, Jun 9	Last day to change registration status for a Session I course from credit to audit
Summer/2023	Fri, Jun 23	Last day of regularly scheduled classes for Session I
Summer/2023	Mon, Jun 26	Last day to submit final grades Session I
Summer/2023	TBD	Midterm exam period (distance education courses)
Summer/2023	Fri, Jun 30	Last day to withdraw from a distance education course without academic penalty
Summer/2023	Fri, Jun 30	Last day to change course registration status from audit to credit (distance education course)
Summer/2023	Mon, Jul 3	Statutory holiday (no classes)
Summer/2023	Mon, Jul 10	Classes begin Session II
Summer/2023	Fri, Jul 14	Last day to register for a Session II course
Summer/2023	Fri, Jul 14	Last day to receive a refund of tuition fees for a Session II course drop
Summer/2023	Fri, Jul 14	Last day to drop a Session II course without a withdrawal being recorded on the student's record
Summer/2023	Fri, Jul 14	Last day to change Session II course registration status from audit to credit
Summer/2023	Fri, Aug 4	Last day to withdraw from a Session II course without academic penalty
Summer/2023	Fri, Aug 4	Last day to change registration status for Session II from credit to audit
Summer/2023	Mon, Aug 7	Statutory holiday (no classes)
Summer/2023	TBD	Final exam period (distance education courses)
Summer/2023	Mon, Aug 21	Last day of regularly scheduled classes for Session II
Summer/2023	Wed, Aug 23	Last day to submit final grades Session II

Recommended Motion:
"BE IT RESOLVED THAT the Okanagan College Board of Governors approves the Pharmacy Technician Certificate Schedule as recommended by Education Council and as presented."

Pharmacy Technician Certificate

Kelowna

2022

January 4	Classes start
February 21	Family Day (no classes)
April 15 – 18	Easter (no classes)
May 23	Victoria Day (no classes)
July 1	Canada Day (no classes)
July 4	Classes end
July 6	Earliest start date for Hospital and Community practica
December 23	Last day to complete Hospital and Community practica

Submission of Information from Senior Staff to the Executive Committee

REPORT TITLE

Annual Board Calendar

DATE

28 October, 2021

BACKGROUND INFORMATION

For example: • Purpose • History • Other relevant information

Attached is a recommended annual Board of Governors Calendar for the remainder of the 2021/22 fiscal year as well as the 2022/23 fiscal year.

Beginning in the 2022/23 fiscal year, management is recommending a meeting schedule that is centered on a quarterly meeting cycle. The quarterly cycle mirrors the "seasonality" of operations at the College and management's reporting responsibilities to the Board and the Government of BC. Quarterly meetings (May, September, December and March) would be aligned to the quarterly nature of the College's fiscal year. Based on this alignment, these four meetings would enable management to provide focused and regular information to support the Board's fiduciary responsibilities.

To support the quarterly approach to Board meetings, all subcommittees would be scheduled to meet quarterly as well. The exception would be the President Review Committee, which would meet twice per year. To optimize the turnaround time for Board supporting documents, committee meetings will take place the week before the full Board meetings.

Complementing the quarterly cycle, three additional meeting points are proposed – in June, October, and February. The June session would focus on progress made toward the College's strategy, a board planning session, and a social opportunity. The October session would continue to be a professional development session. The February session is proposed as a joint dinner meeting of the College Board of Governors and the Foundation Board of Directors.

Through these two streams, the Board would meet seven times per year. This is consistent with OC's current meeting frequency.

	April	May	June	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar
Proposed												
Current												

For context, the average number of meetings for College boards in BC is seven meetings per year. The average number of meetings for Universities in BC is five meetings per year.

The proposed time and date of Board and subcommittee Meetings in May, September, December, and March as well as the June strategy session is Tuesday mornings. The October professional development session would be scheduled over two days similar to 2021.

Attached is a draft version of the calendar. The Board is asked to review the plan for approval.

ACTION REQUIRED

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

Recommended Motion:

"BE IT RESOLVED THAT the Okanagan College Board of Governors approve the 2022-203 Board schedule 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

N/A

REPORT PREPARED AND SUPPORTED BY (include name and title)

Neil Fassina, President

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

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

Board Schedule (March 2022 – March 2023) - Draft

	Board Meetings								
	2021/22 Financial Year		2022/23 Financial Year						
	January	March	May	June	September	October	December	February	March
Dates	January 11	March 22	May 24	June 21	September 27	October 24/25	December 13	*TBD*	March 21
Meeting Type	**Regular Session (Transitional)**	**Regular Session**	**Regular Session**	**Strategic Session + Assessment**	**Regular Session**	**Professional Development Session**	**Regular Session**	**Joint dinner** OC Board & Foundation Board	**Regular Session**
Location	Kelowna	Kelowna	Shuswap/ Revelstoke	South Okanagan	Kelowna	TBD	Kelowna	Kelowna	Kelowna
President's Reports Provided			Yes		Yes		Yes		Yes
	Committee Meetings								
Dates	January 04	March 15	May 17	June 14	September 20	*No meetings required*	December 6	*No meetings required*	March 14
Committee Meetings	• Executive • Finance/Audit	• Executive • Campus Planning • Finance/Audit • Governance • Human Resources	• Executive • Campus Planning • Finance/Audit • Governance • Human Resources • President's Review	• Executive • Finance/Audit	• Executive • Campus Planning • Finance/Audit • Governance • Human Resources		• Executive • Campus Planning • Finance/Audit • Governance • Human Resources • President's Review		• Executive • Campus Planning • Finance/Audit • Governance • Human Resources

President's Report
to the
Okanagan College Board of Governors

November 2021

INTRODUCTION

My November report addresses matters that have taken place between September and November 2021. In the sections that follow, I will address a series of strategic highlights, operational highlights, and points for potential advocacy and communication by Board members.

PART 1: STRATEGIC HIGHLIGHTS AND QUESTIONS

Strategic Plan Development. Planning efforts remain on-track and to be completed before calendar year-end. At the time of writing, Phases I & II of the planning process are complete. Phase III is nearing completion. Void of any extenuating circumstances, a pen-ultimate version of OC's strategic plan will be presented to Education Council for review on December 2, 2022 and for review and approval at the January 11, 2022 Board of Governors meeting. The most recent draft of the plan is included in the Board package under Agenda Item 9.2.

Board support materials. In consultation with the Executive Committee of the Board of Governors, management will provide recommendations for a few Board supporting materials for review and consideration. Pending approval of the proposed Board of Governors 2022 calendar in Agenda Item 9.7, an early update will include a renewed board workplan. The workplan, along with updated succession planning supports will be provided to the appropriate subcommittee of the Board in January. Additional deliverables include recommendations regarding Board Bylaws, Terms of Reference for subcommittees, board self-assessment tools, and updated Board orientation materials to be provided for review between March and September 2022.

Reconciliation. Progress continues toward OC's journey of reconciliation. Having nearly completed the appropriate human resource and provincial reviews, the role profile for an Indigenous Advisor will be posted for recruitment shortly. The terms of reference for the Indigenous Engagement and Coordination Team are nearing completion. A next stage will include revision of the Indigenous Taskforce Terms or Reference and membership list to become the Indigenous and Indigenous Ally Assembly.

To commemorate the National day for Truth and Reconciliation, OC engaged in several activities. These included a renewed commitment to the I Pledge Campaign, hosting learning circles, and a dedicated InsideOC for Indigenous voices and information. Many staff were also wearing orange shirts that week to raise awareness about the history and legacy of the residential school system.

On October 7th, OC held an unveiling ceremony at the Penticton Campus of two story poles created by Indigenous artist Les Louis. The poles feature a variety of Indigenous pictographs representing a range of plant and animal species significant to the Indigenous peoples of the region. In addition to the story poles, Les painted pictographs in red paint along the walls surrounding the courtyard of the Sunoka building and signed his artwork with his pictograph signature. The nine metre (30 foot), hand-cut metal sculpture designed by Indigenous artist Cling George is now installed and proudly on display in the new Health Sciences Centre. The sculpture, which spans all three stories of the building, represents the Four Food Chiefs, and depicts the Syilx Okanagan oral history or (captikʷɬ) on how food was given.

Foundational planning assessment. An important element toward the successful completion of the aspirations outlined in the draft strategic plan is an alignment from the strategic plan to the daily activities of individual employees. Among the tools that will help achieve this alignment is a series of foundational plans. Foundational plans are those operational plans that span the entire college or more than one division. For example, a learning framework naturally impacts the academy but would also have significant impacts on the technology and facilities team as future teaching spaces would be defined within the framework. As part of the development of the strategic road map, particular focus has been paid to identifying and including those foundational plans that will need to be developed by the college in the first couple years of implementing the plan. Efforts are underway to establish how these plans may be visually represented to help employees see the connections among them.

PART 2: OPERATIONAL HIGHLIGHTS

Integrated Resource Planning and Accountability. The College has initiated planning for the 2022/23 academic. Key contributors to that planning process are the domestic and international tuition rates addressed in Agenda Items 9.3.2 and 9.3.3. Leadership Council will begin deliberations about College priorities in mid-December. Priorities will be identified consistent with the draft strategic roadmap along with a balance of unit level priorities in this first year. An important addition to these deliberations is the opportunity for the OC Students Union and the Vernon Student Association to present to Leadership Council about the priorities of our learners. This early-stage engagement will enable better responsiveness to student priorities. Deliberations will continue into 2022 in anticipation of creating a draft resource plan for the Board of Governors for consideration by the Finance, Audit, and Risk committee in February.

Financial Position. Consistent with the forecast Q2 results presented in September, the actual Q2 results as of September 30, 2021 revealed an inflated anticipated deficit of $3.9M. These finalized numbers are included in Agenda Item 10.2.1. The Q3 forecast is being formulated at the time of writing and will be provided to the Finance, Audit, and Risk committee in early December.

Equity, Diversity, Inclusion, and Social Justice (EDISJ). The EDISJ committee held several virtual discussions over the past few weeks, inviting students and staff to join the conversation. The discussions were facilitated by EDISJ allies from across OC, with care and consideration given to holding safe, supportive space for all to participate in discussion

International Education. The International Education Department's "Taste of India" luncheon was held at the Penticton Campus on November 2, 2022. This annual event is a wonderful celebration of India food, music and culture. For International Education Week, held the week of November 15, Okanagan College translated its diverse student population into a learning opportunity as students and staff celebrated cultures and encouraged each other to experience what other countries had to offer.

Resilient Employees. OC's Employee Excellence Awards were held in person and live streamed on October 13th. This was the first in person event held at the College since our return to campus this fall and was well received. The Work from Home pilot program for non-instructional employees was launched on October 18th. The pilot will allow the College to explore how effective hybrid work arrangements are for employees and the College, and how such arrangements will support work/life balance, well-being, recruitment, retention, and the overall employee value proposition.

Community Connections. UBCO's Deputy Vice-Chancellor and Principal, Leslie Cormack and I spoke at a Kelowna Chamber of Commerce luncheon on November 9. The joint speaking engagement provided us with the opportunity to update the community on activities at both institutions and discuss our collaborative relationship.

Student Satisfaction Survey. Board members will find the results of the annual student satisfaction survey in Agenda Item 8.1. Results on this year's survey were consistent with results from prior years. Management is currently reviewing the results and implications of this survey. Consistent with the draft strategic deliverable of strengthened data and analytics practices, management is also reviewing how this survey complements the College's survey environment in years ahead.

Return to place. In the time since my last report, the College continues to experience a successful return to place with respect to COVID-19. The College continues to follow the guidance of the public health office as well as interior health in operationalizing safety precautions on our campuses. Although we have received reports of COVID cases on campus, they have been assessed by Interior Health as being unrelated to college activities. No clusters have been identified at this time.

Office of the Auditor General. The BC Office of the Auditor General released a report outlining a Fraud Risk performance audit of all public sector entities. The Ministry of Advanced Education and Skills Training (AEST) has issued a request to all post-secondary institutions to review the findings of the report and implement measured to mitigate the risks identified in the report. Management's preliminary assessment of the report indicated that the College has only a couple of identified fraud risk exposures that will be easily mitigated. Further information will be forthcoming in March 2022. The report's executive summary can be found here. The full report can be found here.

PART 3: COMMUNICATION HIGHLIGHTS

Research. Professors Melissa Munn and Chris Clarkson have joined forces to co-author Disruptive *Prisoners: Resistance, Reform and the New Deal*. The book is a collective biography that reconstitutes the histories of Canada's federal prison system in the mid-20th century – constructed after years of extensive research of archives, penal press material and government document reviews and interviews with various stakeholders.

Co-op and Work Integrated Learning. The Ministry of AEST has provided OC with a one-time contribution of $203,604 to support Phase 2 of the Co-op and Work-Integrated Learning Initiative.

Health Care Assistant (HCA). The Ministry of AEST has provided OC with a one-time contribution of $222,822 to support planning and delivery of 30 Full Time Equivalents in a Health Care Assistant Partnership Pathway in partnership with Interior Health Authority. The program will be delivered in a part-time modular format. Students will split their time between work periods and the HCA program.

Our Students, Your Health Campaign. Royal Bank of Canada recently donated $75,000 to Okanagan College. The *Our Students, Your Health* campaign will receive $35,000 while the remaining $40,000 will fund future investment in the campus.

Submission of Information from Senior Staff to the Board of Governors

REPORT TITLE

Second Quarter Financial Statements 2021-22

DATE

November 24, 2021

BACKGROUND INFORMATION

For example: • Purpose • History • Other relevant information

Attached are the Financial Statements as of September 30, 2021 as they were submitted to the Ministry. The forecast statements were approved by the Finance, Risk and Review Committee at the September 28, 2021 meeting and are provided here for information.

Issues of significance will be highlighted at the Committee Table.

See Attachment: Second Quarter Financial Statements 2021-22

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

N/A

REPORT PREPARED AND SUPPORTED BY (include name and title)

C. Morcom – Vice President, Employee and Corporate Services
A. Johnson – Director, Financial Services
D. Potter – Controller

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

STATEMENT 1

OKANAGAN COLLEGE
STATEMENT OF FINANCIAL POSITION AS AT SEPTEMBER 30, 2021
(with comparative figures as at March 31, 2021)

	SEPTEMBER 2021	SEPTEMBER 2020	MARCH 2021
Financial assets			
Cash and cash equivalents	$ 28,631,561	$ 28,674,531	$ 23,110,829
Investments	11,805,367	10,960,120	12,040,095
Accounts receivable	2,279,015	1,296,060	1,661,673
Inventory for resale	591,943	612,841	750,452
Long term sinking fund receivable	1,498,580	1,297,328	1,305,695
	44,806,466	42,840,880	38,868,744
Financial liabilities			
Accounts payable and accrued liabilities	10,805,886	11,776,786	11,655,305
Long term debt	4,162,000	4,162,000	4,162,000
Deferred revenues	1,185,391	746,296	12,872,520
Employee future benefit obligations	11,891,000	11,799,800	11,891,000
Deferred contributions for tangible capital assets	118,867,773	118,092,503	119,013,623
	146,912,050	146,577,385	159,594,448
Net financial debt	(102,105,584)	(103,736,505)	(120,725,704)
Non-financial assets			
Prepaid expenses	1,197,149	1,079,282	601,068
Tangible capital assets	146,789,150	146,293,452	146,708,737
	147,986,299	147,372,734	147,309,805
Accumulated surplus	$ 45,880,715	$ 43,636,229	$ 26,584,101

Prepared by Donna Potter, CPA, CMA - Controller

STATEMENT 2

OKANAGAN COLLEGE
STATEMENT OF OPERATIONS AND ACCUMULATED SURPLUS
FOR THE SIX MONTHS ENDED SEPTEMBER 30, 2021
(with comparative figures for 2020-2021)

	2021-22 Approved Budget	2021-22 Approved Budget To Date	2021-22 Actual to 30-Sep-21	2021-22 Adjusted Budget To Date Variance	2021-22 Approved Budget Actual as a % of	2021-22 Projected to 31-Mar-22	Projected Variance	Projection as a % of Budget	2020-21 Approved Budget	2020-21 Actual to 30-Sep-20	2020-21 Actual as a % of Budget	2020-21 Actual to 31-Mar-21	Variance CYTD Actual PYTD Actual
REVENUE													
Grants	$ 67,441,405	$ 37,439,400	**$ 38,467,130**	$ 1,027,730	57.04%	$ 66,878,546	$ (562,859)	99.17%	$ 63,816,809	$ 35,639,599	55.85%	$ 64,321,331	2,827,531
Domestic tuition and mandatory fees	25,073,740	17,243,780	**17,175,946**	(67,834)	68.50%	25,634,225	560,485	102.24%	25,951,356	15,810,906	60.93%	22,756,292	1,365,040
International tuition and mandatory fees	18,583,823	12,174,434	**10,192,876**	(1,981,558)	54.85%	15,272,086	(3,311,737)	82.18%	21,981,211	12,750,840	58.01%	17,632,604	(2,557,964)
Contract services	1,778,180	897,952	**1,822,023**	924,071	102.47%	2,568,921	790,741	144.47%	2,806,854	1,183,707	42.17%	1,424,673	638,316
Ancillary service sales	3,444,027	1,846,567	**1,939,406**	92,839	56.31%	4,043,611	599,584	117.41%	5,418,798	1,195,610	22.06%	2,316,463	743,796
Investment income	450,000	225,000	**474,141**	249,141	105.36%	724,391	274,391	160.98%	750,000	318,005	42.40%	685,348	156,136
Other	569,448	280,681	**410,598**	129,917	72.10%	626,008	56,560	109.93%	577,100	400,920	69.47%	1,047,557	9,678
Post construction contributions for tangible capital assets	-	-	**-**	-	0.00%	-	-	0.00%	-	-	0.00%	-	0
Amortization of deferred contributions for tangible capital assets	5,738,602	2,869,301	**2,869,301**	-	50.00%	5,689,740	(48,862)	99.15%	5,509,605	2,754,803	50.00%	5,667,963	114,498
	123,079,225	72,977,115	**73,351,421**	374,306	59.60%	**121,437,528**	(1,641,697)	98.67%	126,811,733	70,054,390	55.24%	115,852,231	3,297,031
EXPENSE													
Salaries and benefits	93,699,370	44,449,325	**42,558,992**	1,890,333	45.42%	93,221,265	478,105	99.49%	91,679,493	40,999,257	44.72%	87,409,520	(1,559,735)
Supplies and services	23,731,140	11,881,662	**7,565,221**	4,316,441	31.88%	23,840,153	(109,013)	100.46%	26,984,698	7,527,283	27.89%	20,244,402	(37,938)
Interest on debt	139,427	26,336	**26,336**	-	18.89%	139,427	-	100.00%	139,427	26,337	18.89%	139,427	1
Amortization of tangible capital assets	8,142,063	4,071,032	**4,071,032**	-	50.00%	8,136,118	5,945	99.93%	8,008,115	4,004,058	50.00%	8,045,274	(66,974)
Loss on disposal of tangible capital assets			-	-	0.00%					-	0.00%	-	0
	125,712,000	60,428,355	**54,221,581**	6,206,774	43.13%	125,336,963	375,037	99.70%	126,811,733	52,556,935	41.44%	115,838,623	(1,664,646)
Excess (deficiency) of revenue over expense	(2,632,775)	12,548,760	**19,129,840**	6,581,080		(3,899,435)	(1,266,660)		-	17,497,455		13,608	1,632,385
Unrealized gain (loss) on marketable securities			**166,774**			166,774				1,182,570		1,614,289	
Prior Period Adjustment			-										
Accumulated surplus beginning of period	26,584,101		**26,584,101**			26,584,101			24,956,204	24,956,204		24,956,204	
Accumulated surplus end of period	$ 23,951,326		**$ 45,880,715**			$ 22,851,440			$ 24,956,204	$ 43,636,229		$ 26,584,101	

Prepared by Donna Potter, CPA, CMA - Controller

STATEMENT 3

OKANAGAN COLLEGE
STATEMENT OF CASHFLOWS
FOR THE SIX MONTHS ENDED SEPTEMBER 30, 2021
(with comparative figures as at March 31, 2021)

	SEPTEMBER 2021	SEPTEMBER 2020	MARCH 2021
OPERATING ACTIVITIES:			
Excess (deficiency) of revenue over expense	$ 19,129,840	$ 17,497,455	$ 13,608
Adjust for non-cash items			
Loss (gain) on disposal of marketable securities	(324,391)	(153,518)	(190,021)
Actuarial (gain) loss on long term debt	-	-	(8,367)
Amortization of deferred contributions for tangible capital assets	(2,869,301)	(2,754,803)	(5,667,963)
Amortization of tangible capital assets	4,071,032	4,004,058	8,045,274
Loss on disposal of tangible capital assets	-	-	-
	20,007,180	18,593,192	2,192,531
Changes in non-cash working capital			
(Increase) decrease accounts receivable and other	(617,342)	1,744,707	1,379,094
(Increase)decrease prepaid expenses	(596,081)	(476,907)	1,307
(Increase)decrease inventory	158,509	222,783	85,172
(Decrease) accounts payable and accrued liabilities	(849,419)	(2,236,293)	(2,357,774)
Increase (decrease) Deferred revenues	(11,687,129)	(11,623,728)	502,496
(Decrease) employee future benefit obligations	-	-	91,200
	6,415,718	6,223,754	1,894,026
Capital activities:			
Acquisition of tangible capital assets	(4,151,444)	(6,590,379)	(11,046,879)
	(4,151,444)	(6,590,379)	(11,046,879)
INVESTING ACTIVITIES:			
Purchase of investments	(74,107)	(497,109)	(1,183,862)
Proceeds from disposal of investments	800,000	425,000	500,000
	725,893	(72,109)	(683,862)
FINANCING ACTIVITIES:			
Deferred contributions for tangible capital assets	2,723,450	2,625,000	6,459,279
Repayment of long term debt	(192,885)	(192,885)	(192,885)
	2,530,565	2,432,115	6,266,394
(Decrease) increase in cash and cash equivalents	5,520,732	1,993,381	(3,570,321)
Cash and cash equivalents at beginning of year	23,110,829	26,681,150	26,681,150
Cash and cash equivalents at end of year	$ 28,631,561	$ 28,674,531	$ 23,110,829

Submission of Information from Senior Staff to the Board of Governors

REPORT TITLE

Fall 2021 Stable Enrolment report

DATE

November 25, 2021

BACKGROUND INFORMATION

For example: • Purpose • History • Other relevant information

This report provides a synopsis of September 2021 enrolment numbers as of the stable enrolment date (September 17, 2021), which is a partial picture of the overall enrolment of students at Okanagan College. It includes all programs where classes begin in early September, but does not include enrolments for programs where classes begin prior to or following the beginning of September. Continuing Studies and Corporate Training Certificate enrolments are included and the counts include both international and domestic students.

Introduction of an Online campus for course delivery in 2020 presents a unique reporting challenge by continuing to impact trends in Fall 2021. As listed below and further explained in the Background section, the following methods of counting students have been 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) Course Registration: Counts the number of courses a student is registered in.

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

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

COMMENTS FROM THE PRESIDENT

REPORT PREPARED AND SUPPORTED BY (include name and title)

Ajit Batra, Manager, Institutional Research; Jackson Bates, Institutional Research Analyst

This document is intended to be a cover sheet only (e.g. 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

Background

Every fall and winter the Registrar's Office produces a series of enrolment reports leading up to and including the stable enrolment date. The stable enrolment date is the last day that students may add classes, or drop classes without penalty (students will receive a tuition refund and the course will not be shown on the transcript). After this date, the class numbers are quite stable.

This report is based on data immediately following each year's fall stable enrolment date. It should be noted that this report is most useful for enrolments in those programs that follow a standard fall semester schedule. However, not all college programs follow this timeframe, as class start dates in some areas vary throughout the year and do not follow a traditional fall/winter semester schedule.

The report also attempts to show enrolment data based on the four regions of the College as well as "online campus" wherever applicable for course delivery. For some programming, such as Arts, Business and Science, there may be anomalies between a student's home or declared campus, and the campus the student is actually attending. For example, a Kelowna student may be travelling to Penticton to attend Criminal and Social Justice courses while also taking some other courses in Kelowna. For this situation, the headcount will be captured as Kelowna, while the course registrations will attribute to the actual location of the course (in this example, some in Penticton, some in Kelowna). As such, the headcount data is best used to get a sense of the number of students working toward a particular credential, while course registration data provides a view of where the instructional activity is taking place, both by program area and campus.

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

For the purpose of this report, fall headcount totals exclude Continuing Studies and Corporate Training (CSCT) non-certificate students, as well as unclassified, exchange, and visiting students; fall total course registrations exclude CSCT non-certificate students.

Introduction of an Online Course Delivery Campus in 2020

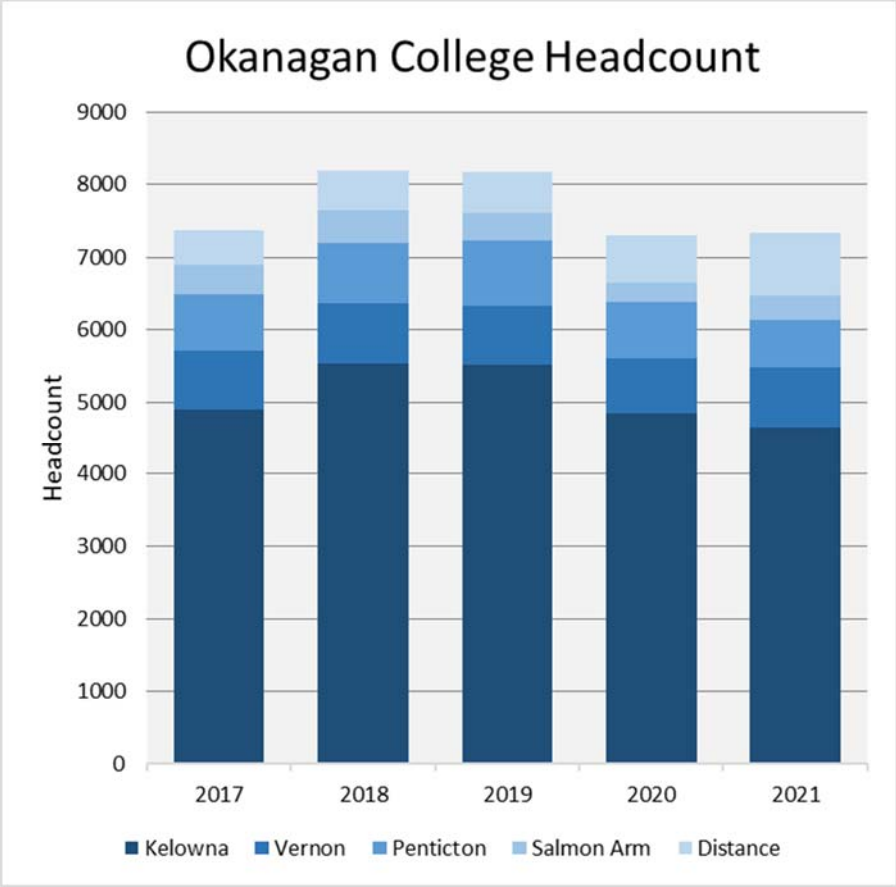
The five traditional campuses at Okanagan College that a student can choose at the time of registration are: Kelowna, Penticton, Vernon, Salmon Arm and Distance Education (DE). In fall 2020, due to COVID-19 and onset of remote course delivery, a new campus designation called "Online" was introduced.
It is important to note that DE pertains to the self-paced, tutored course delivery and the new Online campus pertains to professor or instructor directed online course delivery (both synchronous and asynchronous). In other words, online learning is closer in nature to face-to-face classes offered at Okanagan College. In contrast, DE courses are self-directed and are an option for students working full time or having time or access constraints that limit their ability to engage in either face-to-face or online courses.

In this report, the course registrations are being attributed to either one of the four physical home campus or the online campus that includes both online and DE course delivery.

Trades course registrations are shown using the traditional physical campuses (Kelowna, Vernon, Penticton, and Salmon Arm).

Okanagan College Total Fall Headcount

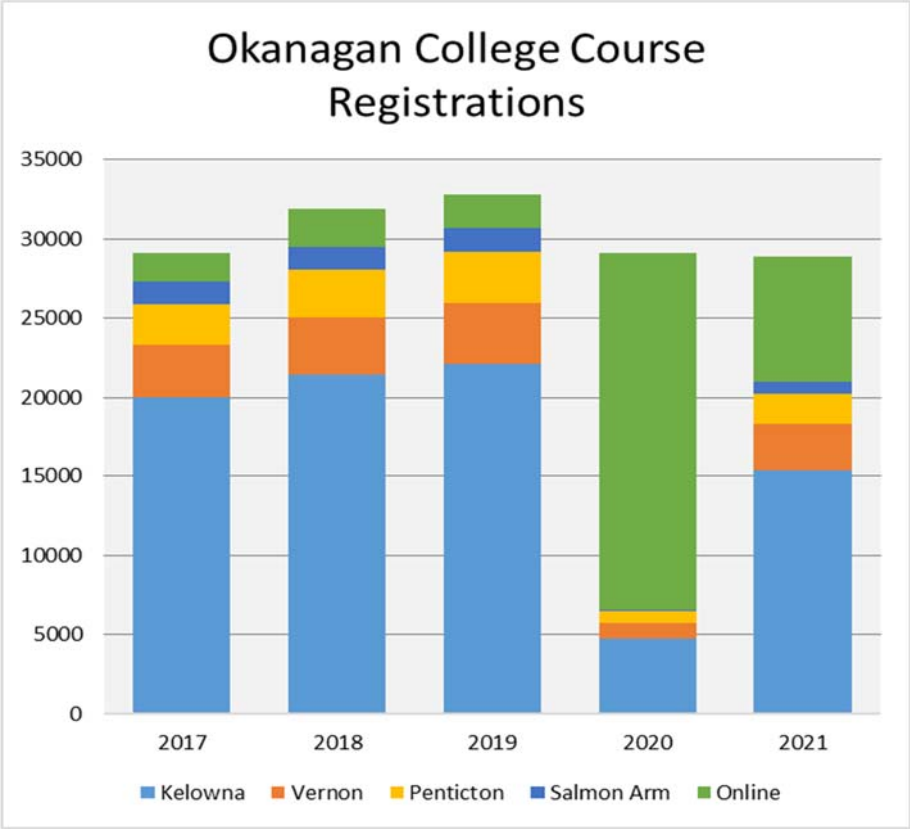
Fall 2021 overall headcount is comparable to fall 2020 and fall 2017. Headcount is down 0.6 per cent compared to fall 2020. In fall 2021, student headcount decreased at Kelowna and Penticton physical *home campuses* compared to 2020, while Vernon, Salmon Arm, and Distance Education saw an increase of 9 per cent, 26 percent and 33 per cent respectively. Overall, international student headcount across all campuses has decreased from 1325 students in fall 2020 to 1137 students in fall 2021, down 14.2 per cent.



September Headcount, all programs

Okanagan College Domestic and International Headcount	2017	2018	2019	2020	2021	% change from fall 2020 to fall 2021
Kelowna	4906	5533	5521	4844	4654	-4%
Vernon	800	843	821	764	829	9%
Penticton	782	831	890	774	658	-15%
Salmon Arm	404	429	383	261	329	26%
Distance	482	561	549	657	876	33%
Total	**7374**	**8197**	**8164**	**7300**	**7346**	**0.6%**

Okanagan College Total Fall Course Registrations



September Course Registrations, all programs

Okanagan College Domestic and International Course Registrations	2017	2018	2019	2020	2021	% change from fall 2020 to fall 2021 (Note 2)
Kelowna	19998	21465	22082	4742	15366	224%
Vernon	3301	3616	3846	987	2893	193%
Penticton	2548	2994	3229	749	1967	163%
Salmon Arm	1476	1379	1518	89	772	767%
Online (Note 1)	1814	2434	2158	22573	7911	-65%
Total	**29137**	**31888**	**32833**	**29140**	**28909**	**-0.8%**

Note 1: Online campus of course delivery includes DE course delivery.
Note 2: Due to shifting of course delivery campus trends between fall 2020 and 2021 the percentages will appear inflated.

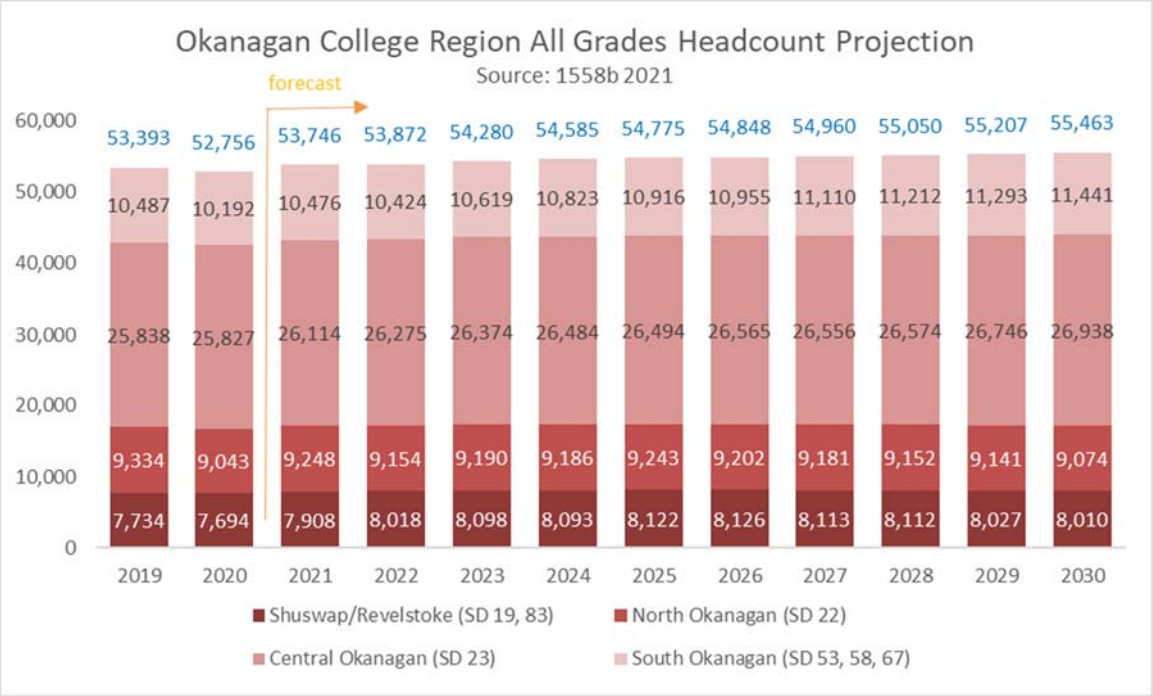
Total course registrations have decreased by 0.8 per cent in fall 2021 as compared to fall 2020.

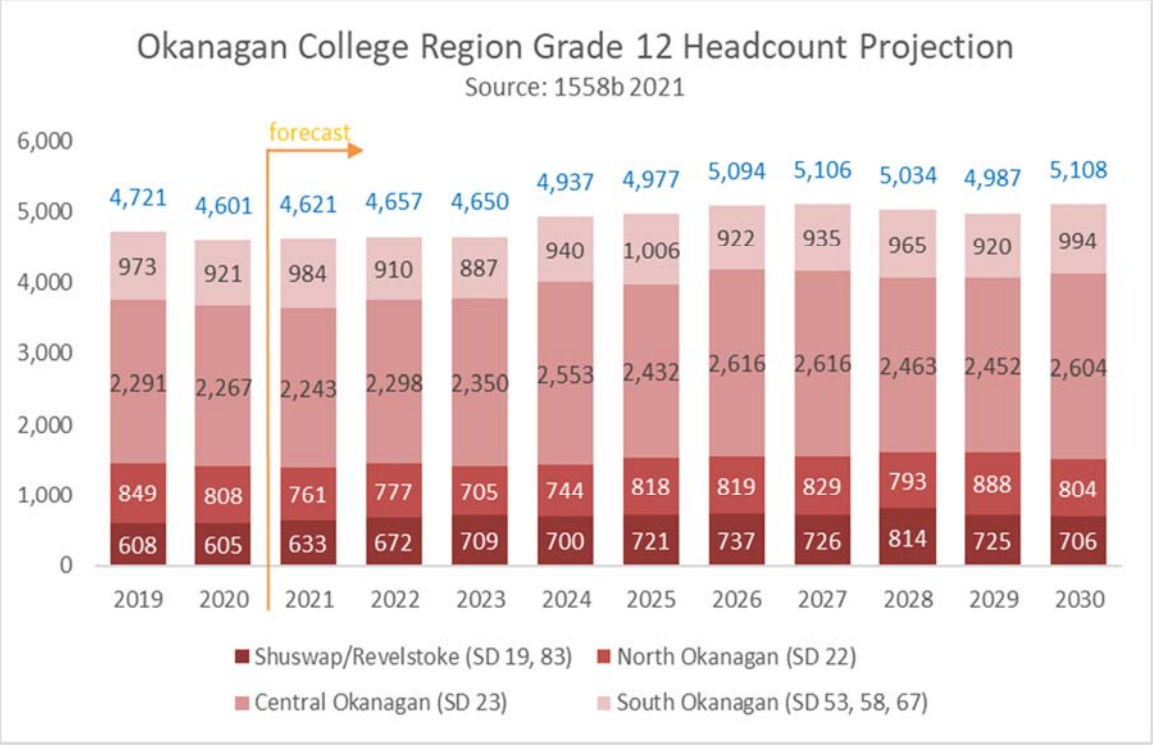
As described earlier in this report, due to COVID-19 and the associated onset of remote course delivery, a new campus designated as “Online” was introduced in 2020. For the purpose of course delivery, we have combined online and distance course delivery. As the impact of COVID-19 related restrictions subsides, course delivery is showing a return to traditional campuses as indicated by a significant swing in percentage change since fall 2020.

As compared to fall 2020, total course registrations have decreased by 0.8 per cent while the online (online plus distance) course registrations have decreased by 65 per cent with redistribution back to traditional physical campuses.

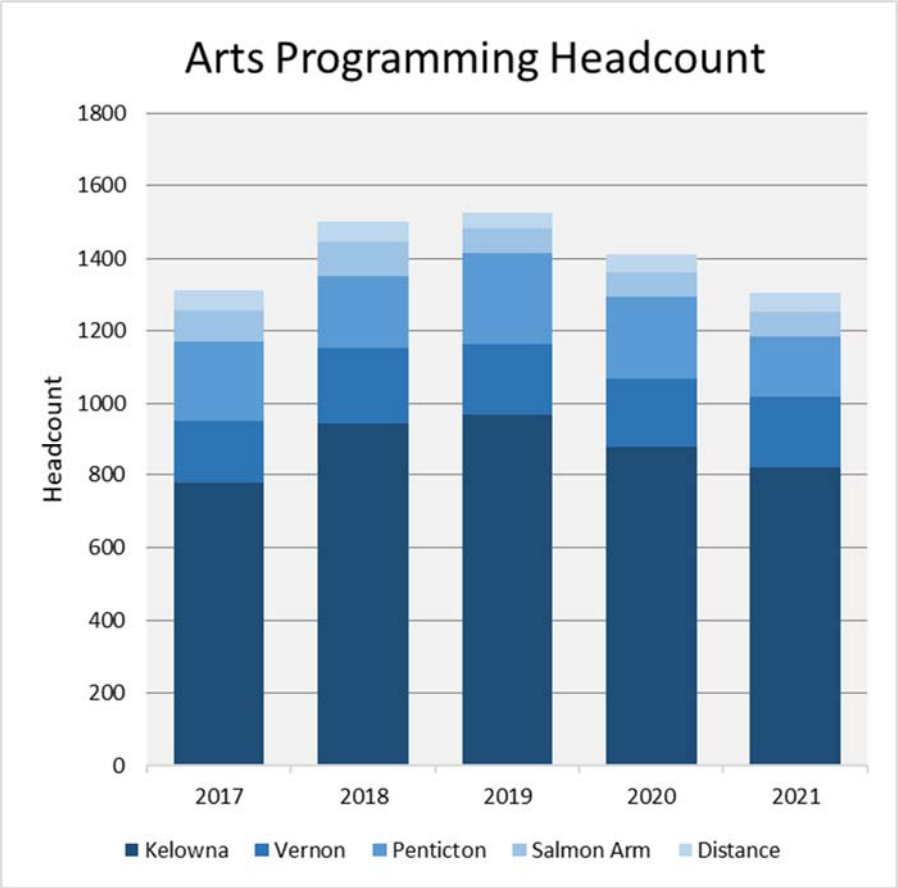
Okanagan College Region K-12 Projections

Overall elementary and secondary school headcounts in the Okanagan College region are projected to increase steadily through 2030. After a 0.4 per cent projected increase in 2021, the Grade 12 headcounts in the Okanagan College region are expected to remain stable in 2022, 2023 before continuing to ascend again in 2024.





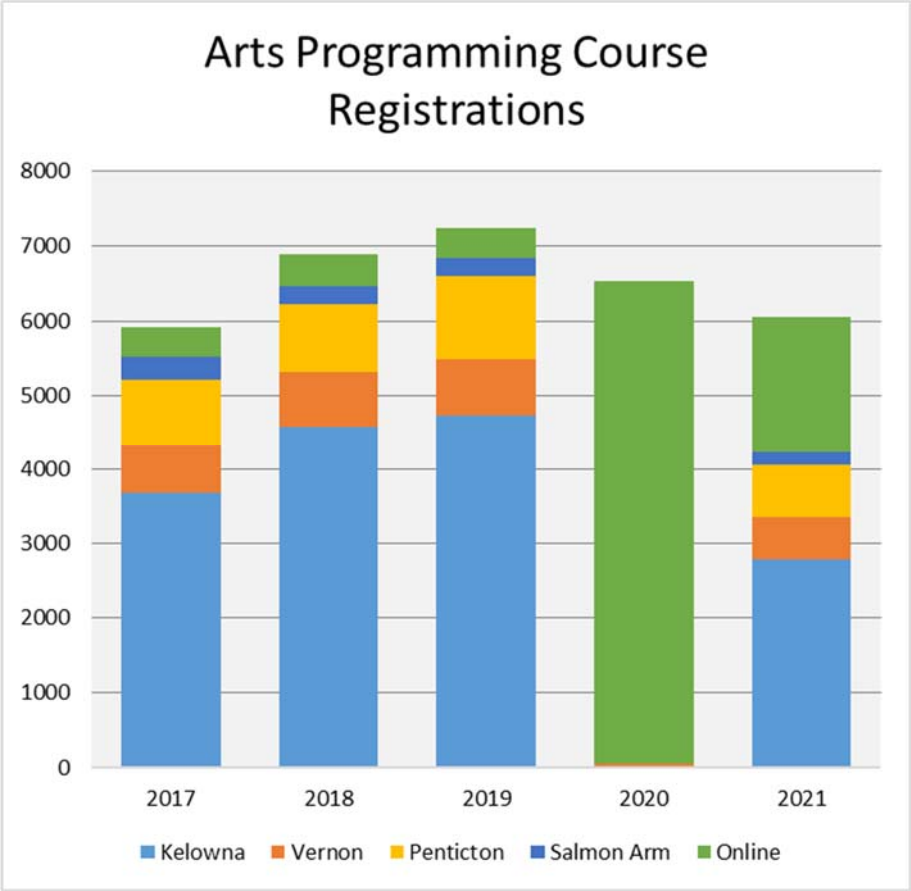
Arts Fall Headcount, Course Registrations



September Headcount, Arts programs (university transfer and diplomas)

Arts Headcount	2017	2018	2019	2020	2021	% change from fall 2020 to fall 2021
Kelowna	778	945	970	879	822	-6%
Vernon	175	209	194	189	197	4%
Penticton	219	197	250	228	166	-27%
Salmon Arm	84	96	69	67	66	-1%
Distance	55	53	41	50	55	10%
Total	**1311**	**1500**	**1524**	**1413**	**1306**	**-7.6%**

Overall Arts headcounts have decreased by 7.6 per cent from fall 2020 to fall 2021. A student (headcount) is assigned a traditional campus at the time of admission that might be different from the course registration and course delivery campuses.



September Course Registrations, Arts programs (university transfer and diplomas)

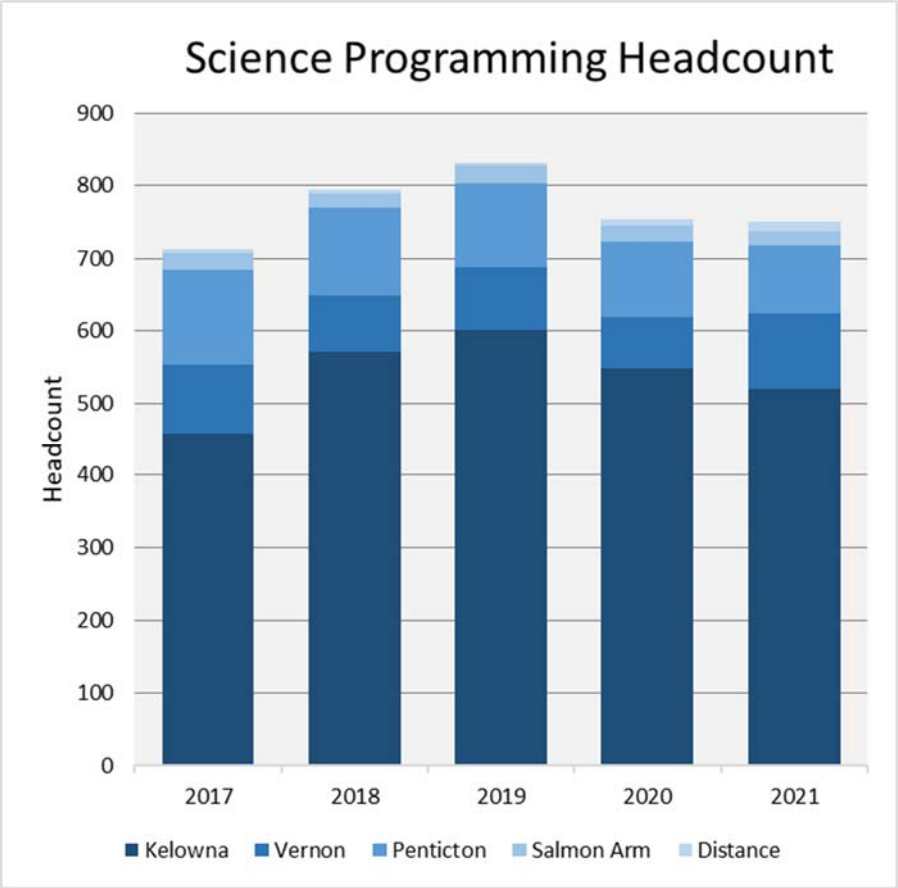
Arts Course Registrations	2017	2018	2019	2020	2021	% change from fall 2020 to fall 2021 (Note 2)
Kelowna	3687	4576	4733	18	2786	15378%
Vernon	621	746	745	40	568	1320%
Penticton	908	908	1120	0	696	N/A
Salmon Arm	299	242	246	0	172	N/A
Online (Note 1)	399	429	397	6478	1823	-72%
Total	**5914**	**6901**	**7241**	**6536**	**6045**	**-7.5%**

Note 1: Online campus of course delivery includes distance course delivery. Note 2: Due to shifting of course delivery campus trends between fall 2020 and 2021 the percentages will appear inflated.

The Arts total fall 2021 course registrations have decreased 7.5 per cent from fall 2020.

Total Arts first year course registrations have decreased 5 per cent, while the second year and third year combined course registrations have decreased 14.8 percent.

Science Fall Headcount, Course Registrations

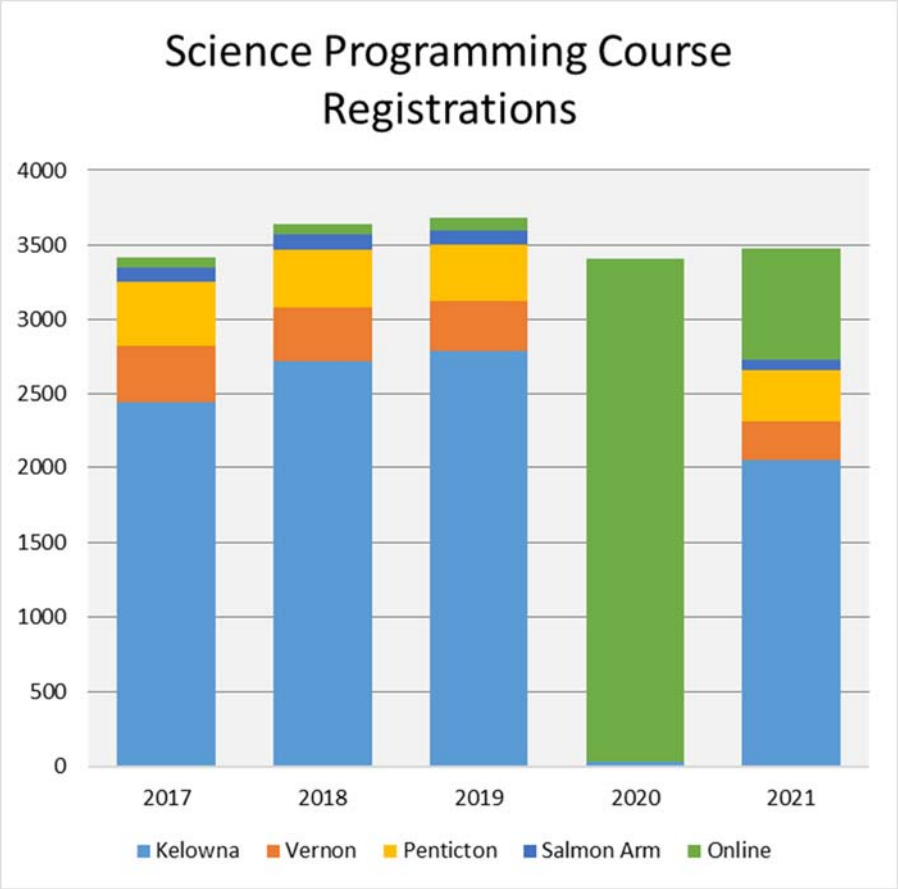


September Headcount, Science programs (university transfer, Kinesiology, Computer Science and Post-Baccalaureate Diploma in Marketing and Data Analytics)

Science Headcount	2017	2018	2019	2020	2021	% change from fall 2020 to fall 2021
Kelowna	458	571	601	548	520	-5%
Vernon	96	79	88	71	105	48%
Penticton	130	120	114	105	93	-11%
Salmon Arm	24	19	24	20	20	0%
Distance	5	6	5	10	12	20%
Total	**713**	**795**	**832**	**754**	**750**	**-0.5%**

***Low headcounts will have inflated percentages.**

Overall science headcounts have decreased 0.5 per cent from fall 2020 to fall 2021.



September Course Registrations, Science programs (university transfer, Kinesiology, Computer Science and Post-Baccalaureate Diploma in Marketing and Data Analytics)

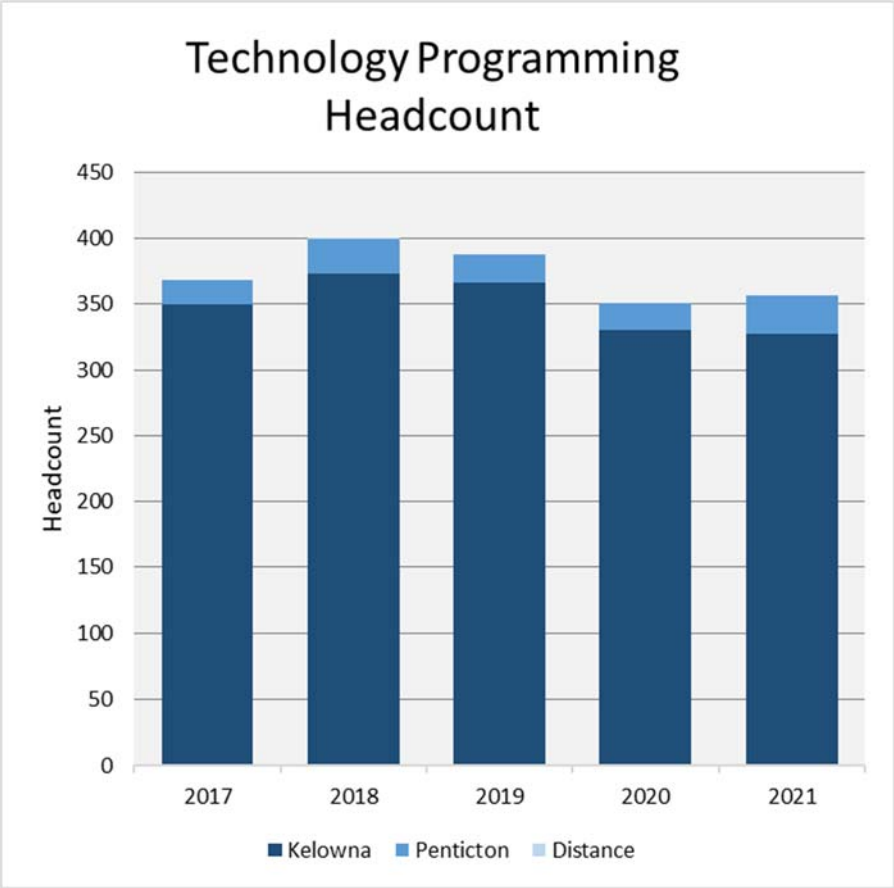
Science Course Registrations	2017	2018	2019	2020	2021	% change from fall 2020 to fall 2021 (Note 2)
Kelowna	2443	2723	2790	31	2048	6506%
Vernon	382	358	338	0	272	N/A
Penticton	427	385	378	0	340	N/A
Salmon Arm	92	104	86	0	73	N/A
Online (Note 1)	70	71	89	3375	746	-78%
Total	**3414**	**3641**	**3681**	**3406**	**3479**	**2.1%**

Note 1: Online campus of course delivery includes distance course delivery. Note 2: Due to shifting of course delivery campus trends between fall 2020 and 2021 the percentages will appear inflated.

Total science course registrations have increased by 2.1 per cent from fall 2020 to fall 2021.

The first year science course registrations have increased 2.9 per cent from fall 2020 while the second and third year combined course registrations have decreased 3.8 per cent from fall 2020.

Technology Fall Headcount, Course Registrations

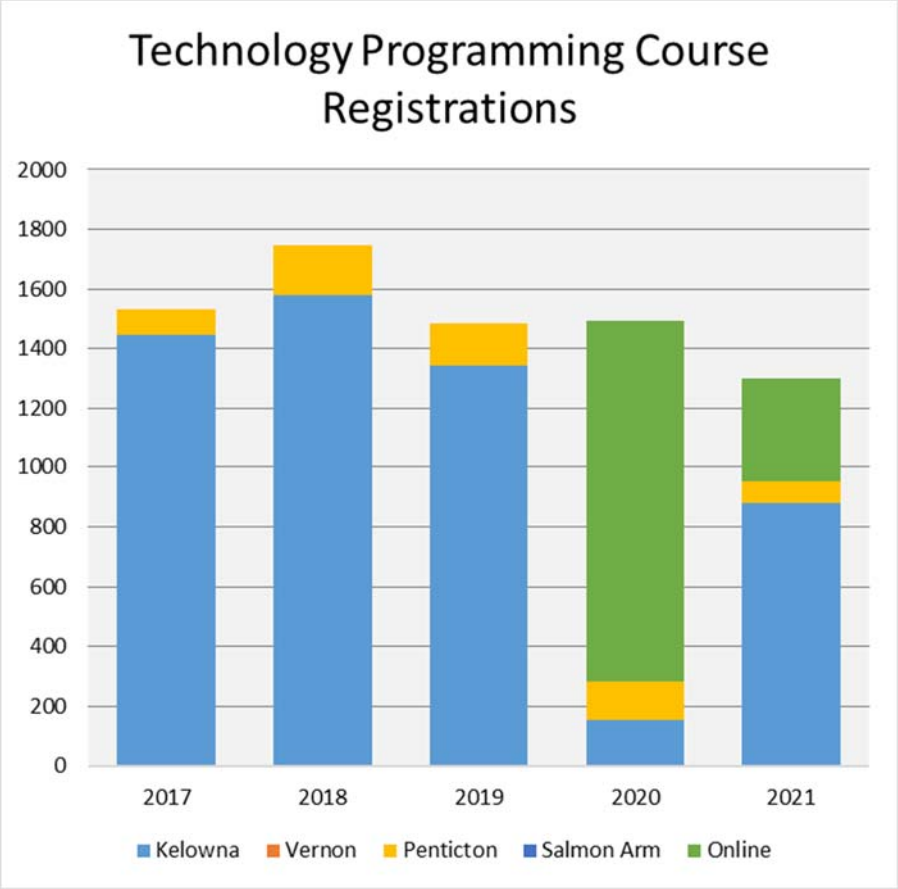


September Headcount, Technology programs

Technology Headcount	2017	2018	2019	2020	2021	% change from fall 2020 to fall 2021
Kelowna	350	373	366	330	328	-1%
Penticton	18	26	22	21	29	38%
Total	**368**	**400**	**388**	**351**	**357**	**1.7%**

***Low headcounts will have inflated percentages.**

Technology headcount has increased in 2021, up 1.7 per cent from fall 2020 to fall 2021. There are no DE courses offered in the Engineering Technology programs.



September Course Registrations, Technology programs

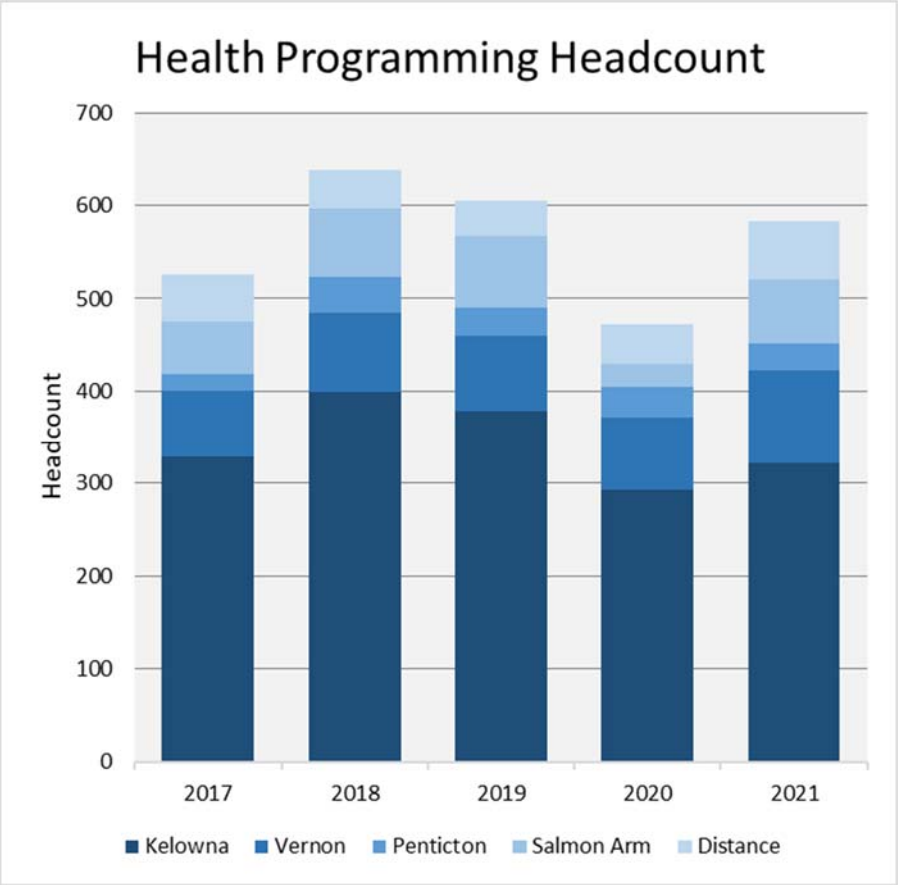
Technology Course Registrations	2017	2018	2019	2020	2021	% change from fall 2020 to fall 2021
Kelowna	1446	1578	1343	156	878	463%
Penticton	84	170	143	125	76	-39%
Online	0	0	0	1213	346	-71%
Total	**1530**	**1748**	**1486**	**1494**	**1300**	**-13.0%**

Overall Technology course registrations have decreased 13 per cent from fall 2020.

The first year course registrations are up 1.4 per cent from fall 2020 while the second year course registrations are down 23.8 per cent from fall 2020.

Health Fall Headcount, Course Registrations

Note that “health” includes social development programming, such as Early Childhood Education.



September Headcount, Health programs

Health Headcount	2017	2018	2019	2020	2021	% change from fall 2020 to fall 2021
Kelowna	328	399	379	292	322	10%
Vernon	72	86	81	79	100	27%
Penticton	18	39	30	34	30	-12%
Salmon Arm	57	72	77	25	69	176%
Distance	51	42	38	43	62	44%
Total	**526**	**638**	**605**	**473**	**583**	**23.3%**

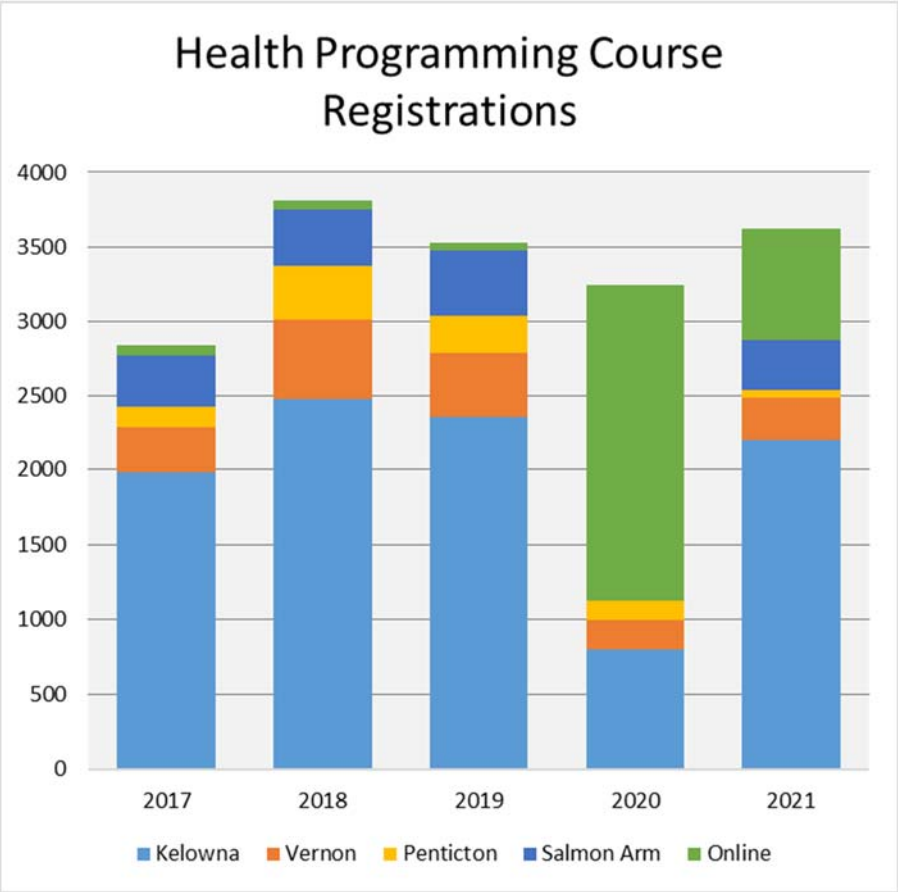
***Low headcounts will have inflated percentages.**

Okanagan College received several one-time funding allocations from Advanced Education and Skills Training between 2018 and 2019 for Kelowna Early Childhood Education (ECE) sections and in 2018 the Kelowna Certified Dental Assistant program increased the capacity from 24 to 32 students. As a result, the significant decrease in enrolments for Kelowna in fall 2020 was due to a combination of ECE resuming normal enrolment capacity combined with decreased enrolments in Therapist Assistant (THERA) and Human Service Work (HSW). The trend of lower THERA and HSW enrolments continued in fall 2021, but an additional intake of Health Care Assistant resulted in an overall increase in Kelowna Heath headcount from 2020 to 2021.

Despite no intake of Practical Nursing (Vernon and Salmon Arm rotate Practical Nursing intakes on an annual basis), Health program headcounts reached a new high at the Vernon campus in fall 2021 due to

an intake of ECE (one-time funded) and additional enrolment in their Health Care Assistant (HCA) and HSW programs.

Health program headcounts in Salmon Arm returned closer to pre-2020 levels due to the reintroduction of ECE (one-time funded), HCA, and Practical Nursing.



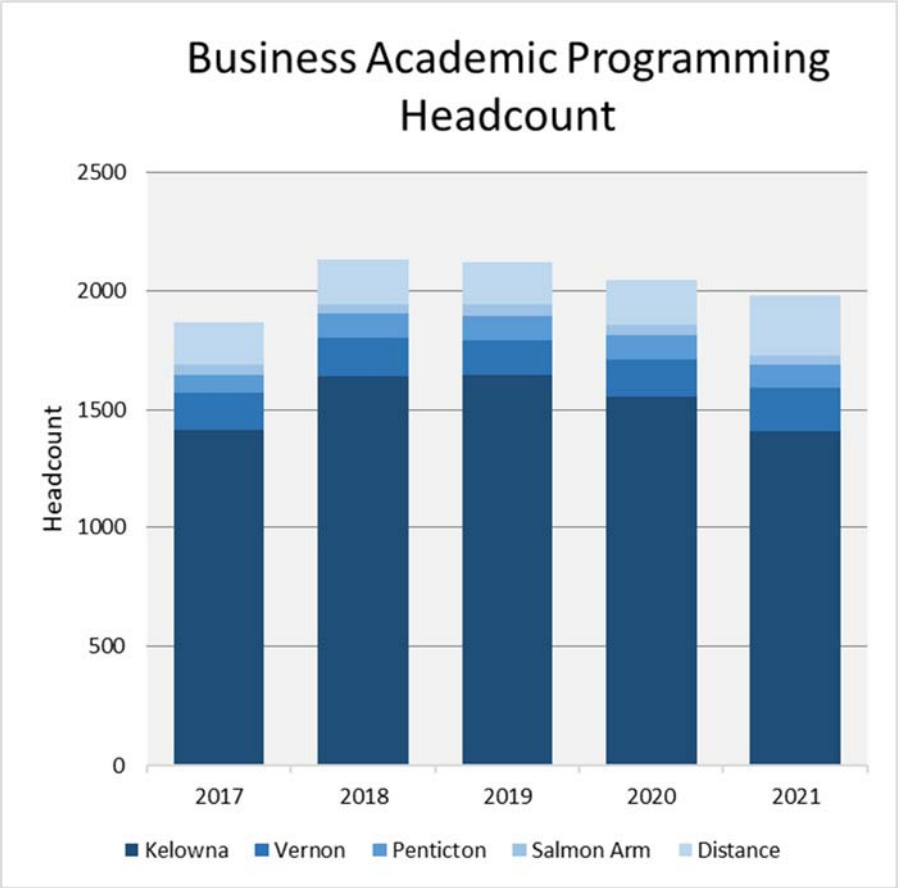
September Course Registrations, Health programs

Health Course Registrations	2017	2018	2019	2020	2021	% change from fall 2020 to fall 2021 (Note2)
Kelowna	1980	2483	2357	795	2205	177%
Vernon	313	526	436	196	288	47%
Penticton	133	368	249	132	49	-63%
Salmon Arm	346	372	437	0	330	N/A
Online (Note 1)	69	60	46	2125	754	-65%
Total	**2841**	**3809**	**3525**	**3248**	**3626**	**11.6%**

Note 1: Online campus of course delivery includes distance course delivery. Note 2: Due to shifting of course delivery campus trends between fall 2020 and 2021 the percentages will appear inflated.

The overall Health course registrations have increased by 11.6 per cent from fall 2020. The first year course registrations are up 33.1 per cent from fall 2020 while the second year course registrations are down 17.7 per cent from fall 2020.

Business Academic Fall Headcount, Course Registrations

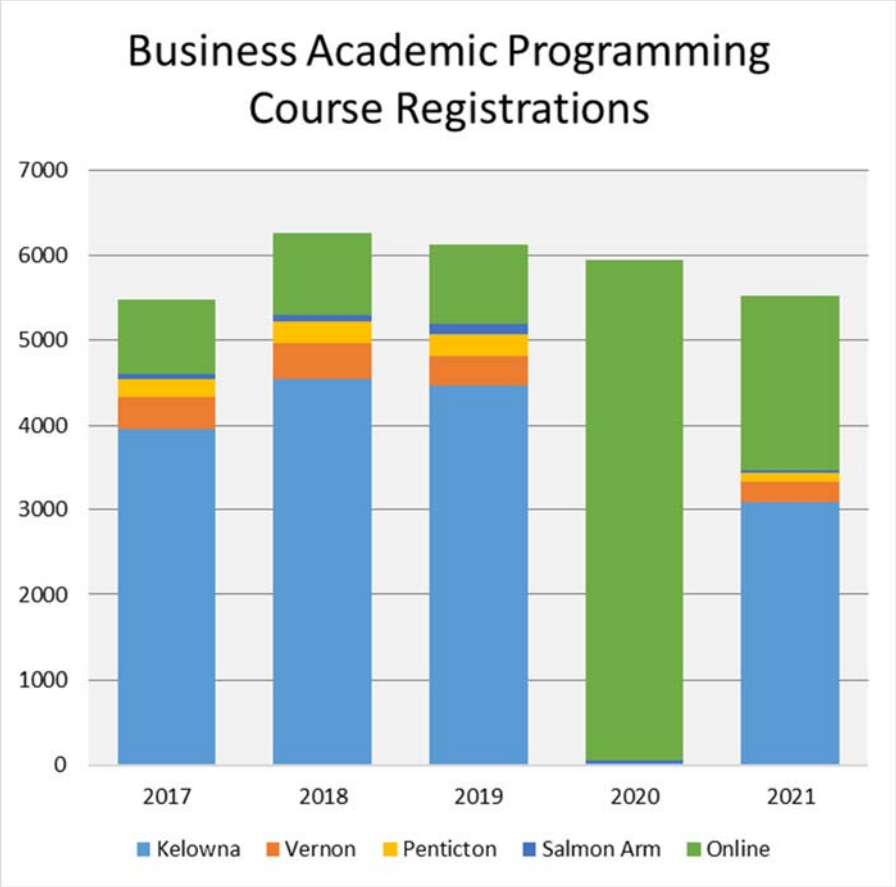


September Headcount, Business Academic programs (includes Business Administration degree and diploma, Commercial Aviation, Culinary Management, Tourism Management and Viticulture Technician)

Business Academic Headcount	2017	2018	2019	2020	2021	% change from fall 2020 to fall 2021
Kelowna	1414	1644	1647	1555	1409	-9%
Vernon	158	162	145	157	185	18%
Penticton	77	99	105	100	95	-5%
Salmon Arm	39	38	47	45	40	-11%
Distance	180	189	180	188	254	35%
Total	**1868**	**2132**	**2124**	**2045**	**1983**	**-3.0%**

***Low headcounts will have inflated percentages.**

Headcounts in the Business programs have decreased 3 per cent from fall 2020. Kelowna, Penticton and Salmon Arm saw decreases while Vernon and Distance campuses saw an increase of 18 per cent and 35 per cent respectively.



September Course Registrations, Business Academic programs (includes Business Administration degree and diploma, Commercial Aviation, Culinary Management, Tourism Management and Viticulture Technician)

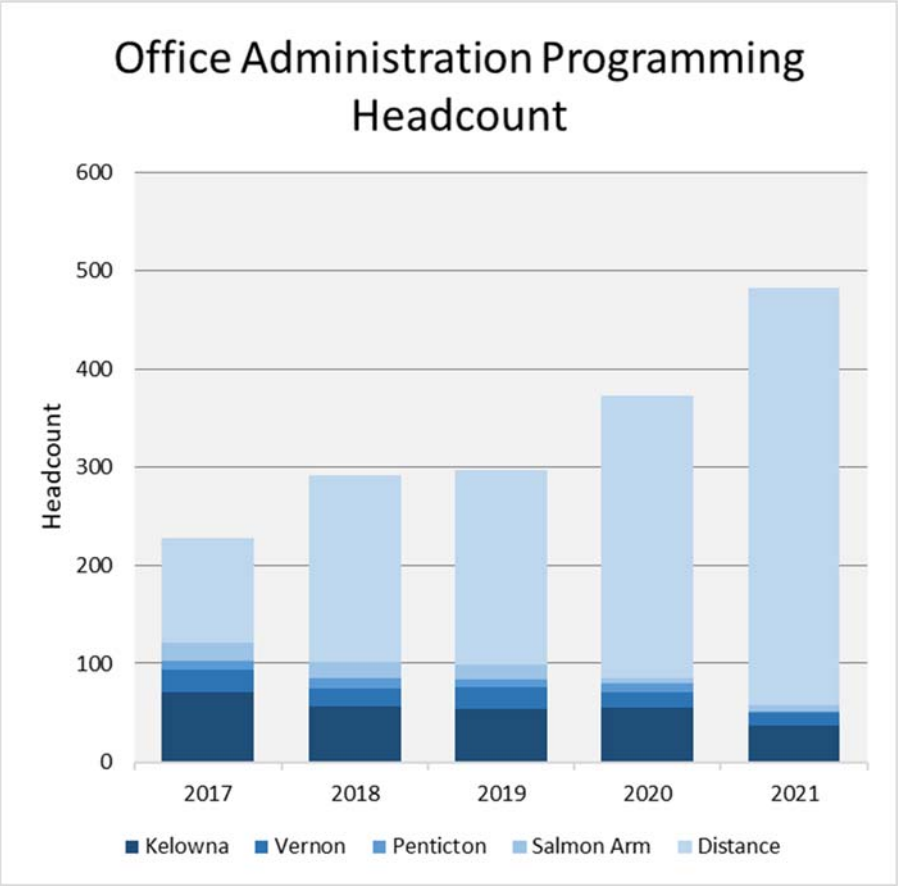
Business Academic Course Registrations	2017	2018	2019	2020	2021	% change from fall 2020 to fall 2021 (Note 2)
Kelowna	3957	4552	4470	20	3083	15315%
Vernon	385	418	350	0	245	N/A
Penticton	203	255	255	0	102	N/A
Salmon Arm	58	78	124	43	35	-19%
Online (Note 1)	871	966	933	5890	2056	-65%
Total	**5474**	**6269**	**6132**	**5953**	**5521**	**-7.3%**

Note 1: Online campus of course delivery includes distance course delivery. Note 2: Due to shifting of course delivery campus trends between fall 2020 and 2021 the percentages will appear inflated.

Overall, course registrations in Academic Business programs decreased 7.3 per cent from 2020.

First year Academic Business programs course registrations have increased 7.7 per cent from fall 2020. The second year course registrations have decreased 20.2 per cent from fall 2020.

Office Administration Fall Headcount, Course Registrations

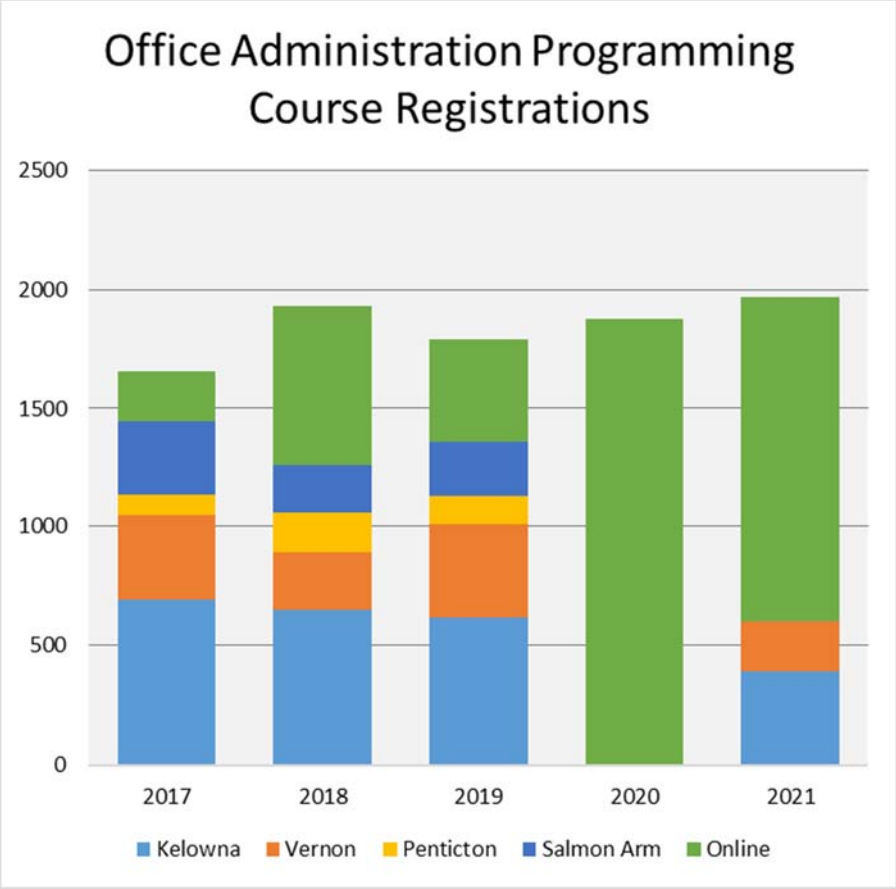


September Headcount, Office Administration programs

Office Administration Headcount	2017	2018	2019	2020	2021	% change from fall 2020 to fall 2021
Kelowna	72	57	55	56	37	-34%
Vernon	21	18	22	16	14	-13%
Penticton	9	11	7	8	1	-88%
Salmon Arm	19	15	15	6	6	0%
Distance	106	190	197	287	425	48%
Total	**227**	**291**	**296**	**373**	**483**	**29.5%**

***Low headcounts will have inflated percentages.**

Office Administration program headcounts increased by 29.5 per cent overall.



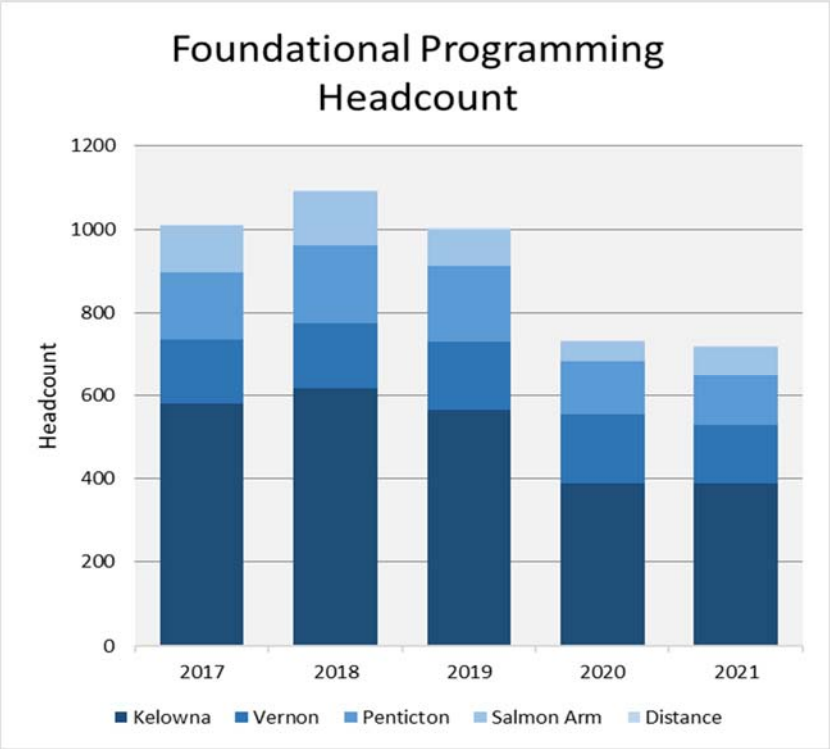
September Course Registrations, Office Administration programs

Office Administration Course Registrations	2017	2018	2019	2020	2021	% change from fall 2020 to fall 2021 (Note 2)
Kelowna	692	647	616	0	390	N/A
Vernon	354	244	395	0	210	N/A
Penticton	90	167	116	0	0	N/A
Salmon Arm	310	201	233	0	0	N/A
Online (Note 1)	211	673	430	1877	1370	-27%
Total	**1657**	**1932**	**1790**	**1877**	**1970**	**5.0%**

Note 1: Online campus of course delivery includes distance course delivery. Note 2: Due to shifting of course delivery campus trends between fall 2020 and 2021 the percentages will appear inflated.

Overall Office Administration course registrations increased 5 per cent from fall 2020. Course registrations are at their highest level in five years. An online course delivery presence prior to COVID-19 allowed Office Administration to capture a significant share of the system wide demand in 2020 with further gains in 2021.

Foundational Fall Headcount and Course Registrations



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

Foundational Headcount	2017	2018	2019	2020	2021	% change from fall 2020 to fall 2021
Kelowna	581	617	565	390	389	0%
Vernon	155	158	167	166	140	-16%
Penticton	161	186	181	129	118	-9%
Salmon Arm	110	127	86	45	70	56%
Distance	1	1	3	1	1	0%
Total	**1008**	**1089**	**1002**	**731**	**718**	**-1.8%**

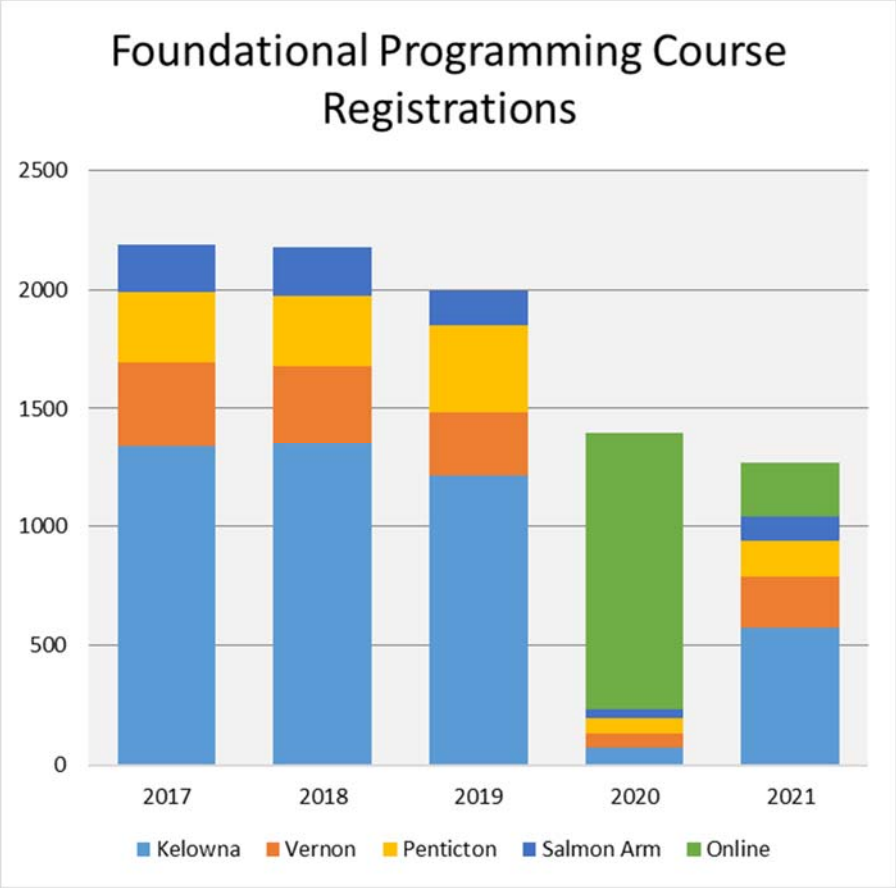
***Low headcounts will have inflated percentages.**

After decreasing by 27 per cent from fall 2019 to fall 2020 Foundational Programs headcount further decreased by 1.8 per cent in fall 2021.

In fall 2020 when COVID's impact was felt, a decrease in English Language headcount was the major contributor to the decline in Foundational Programming headcount. English Language headcount was down by 43.7 percent from 215 in fall 2019 to 121 in fall 2020. This was primarily due to the significant reduction in international students, as first year international students often require English Language courses. English language headcount is now showing signs of recovery from 121 in fall 2020 to 134 in fall 2021, an increase of 10.7 per cent.

Adult Basic Education headcount decreased by 20.7 per cent from 684 in fall 2019 to 542 in fall 2020 and has further decreased by 6.6 per cent to 506 in fall 2021.

Adult Special Education headcount decreased by 32 per cent from 103 in fall 2019 to 70 in fall 2020, as several ASE programs could not be offered due to COVID related constraints.



September Course Registrations, Foundational programs (includes Adult Academic Career Prep, Adult Special Education and English Language)

Foundational Course Registrations	2017	2018	2019	2020	2021	% change from fall 2020 to fall 2021
Kelowna	1339	1349	1215	72	574	697%
Vernon	353	330	270	63	215	241%
Penticton	297	293	365	63	149	137%
Salmon Arm	202	205	147	39	102	162%
Online	0	0	0	1159	229	-80%
Total	**2191**	**2177**	**1997**	**1396**	**1269**	**-9.1%**

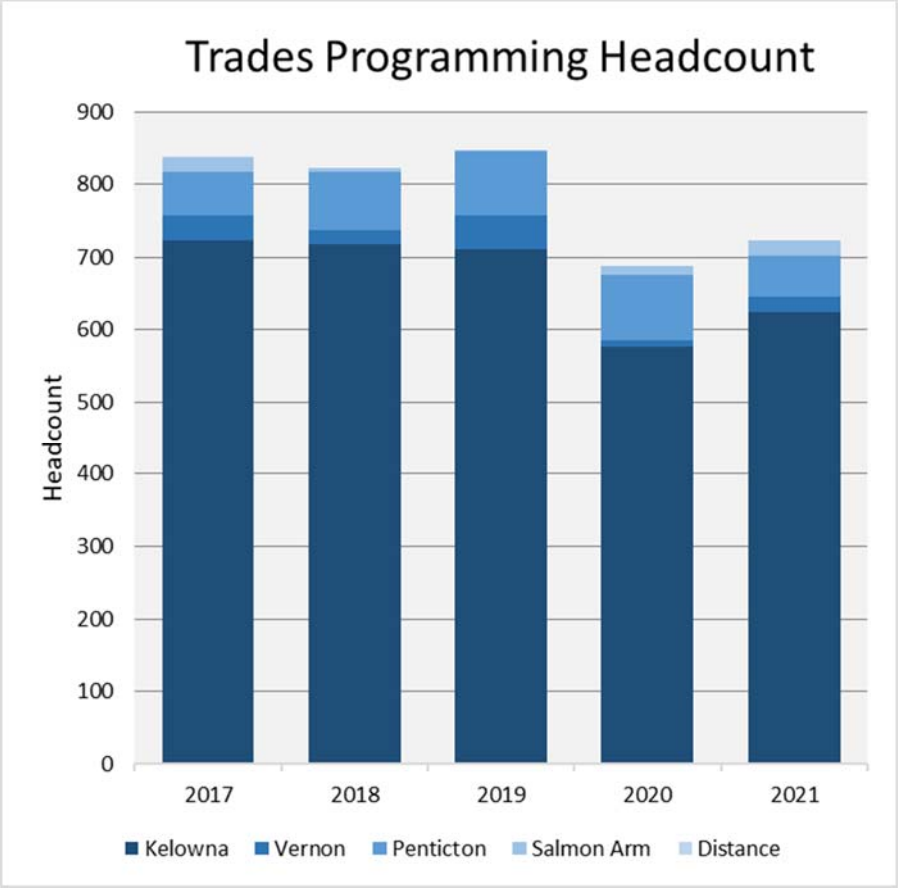
Reflective of the headcount, after decreasing 30.1 per cent from fall 2019 to fall 2020 Foundational course registrations have decreased further by 9.1 per cent from fall 2020 to fall 2021.

English Language course registrations after decreasing 50.2 per cent from fall 2019 to fall 2020 have decreased further by 14 per cent from fall 2020 to fall 2021.

Adult Basic Education course registrations after decreasing 17.8 per cent from fall 2019 to fall 2020 have decreased further by 7.9 per cent from fall 2020 to fall 2021.

Adult Special Education course registrations after decreasing 48.8 per cent from fall 2019 to fall 2020 have decreased further by 1.9 per cent from fall 2020 to fall 2021. Note that in actual terms Adult Special Education course registrations changed slightly from 107 in fall 2020 to 105 in fall 2021.

Trades Fall Headcount and Course Registrations

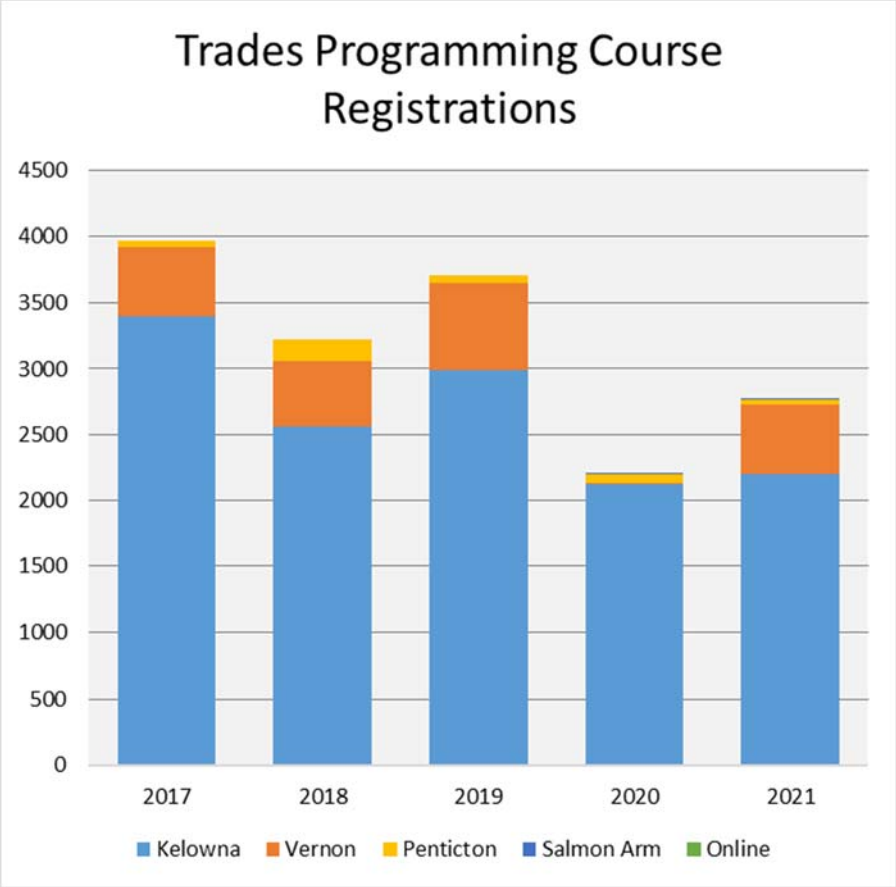


September Headcount, Trades programs (includes apprenticeship and foundation programs, and cook training)

Trades Headcount	2017	2018	2019	2020	2021	% change from fall 2020 to fall 2021
Kelowna	724	719	712	576	625	9%
Vernon	34	18	45	10	20	100%
Penticton	60	81	89	90	58	-36%
Salmon Arm	18	5	2	13	21	62%
Distance	1	0	0	0	0	N/A
Total	**837**	**823**	**848**	**689**	**724**	**5.1%**

***Low headcounts will have inflated percentages.**

Trades September headcount has started recovering by showing an increase of 5.1 per cent from fall 2020 to fall 2021. This programming area had significantly changed intake dates and program capacities to react to COVID-19, such that a comparison to previous years is not particularly useful.

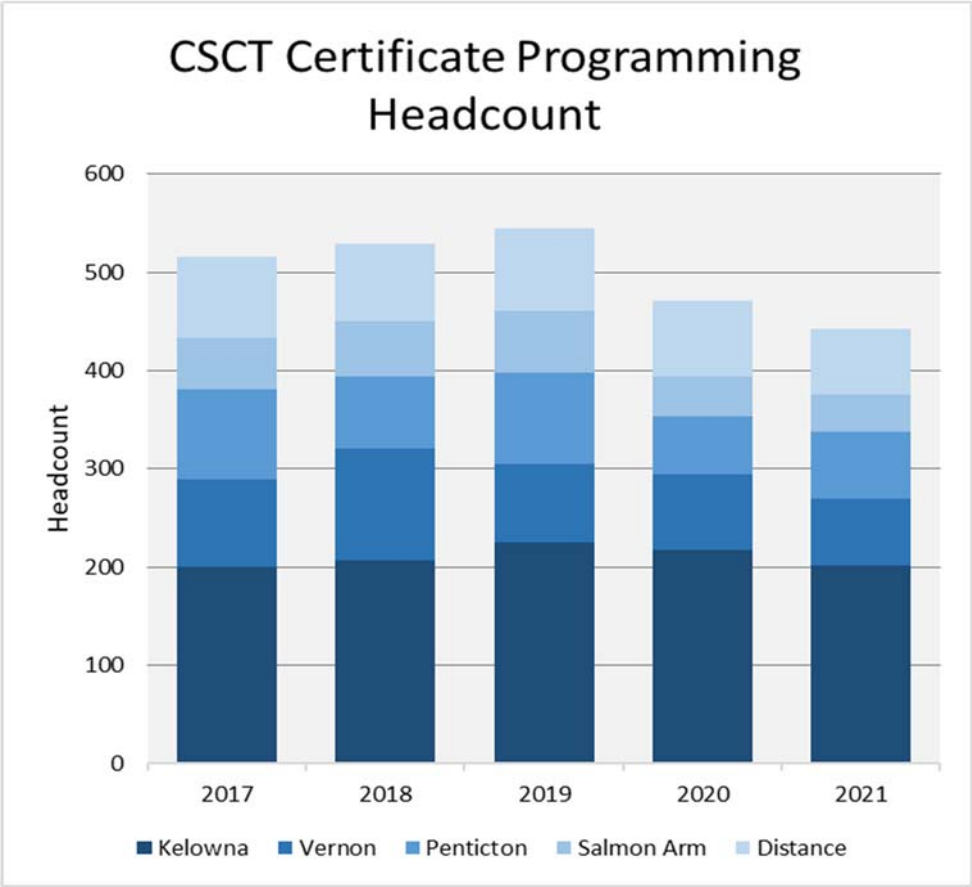


September Course Registrations, Trades programs (includes apprenticeship and foundation programs, and cook training)

Trades Course Registrations	2017	2018	2019	2020	2021	% change from fall 2020 to fall 2021
Kelowna	3397	2562	2994	2120	2199	4%
Vernon	527	496	655	8	525	6463%
Penticton	41	165	60	71	39	-45%
Salmon Arm	0	0	0	7	6	-14%
Total	**3965**	**3223**	**3709**	**2206**	**2769**	**25.5%**

The increase in Trades headcount has resulted in an increase of 25.5 per cent in Trades course registrations from fall 2020 to fall 2021 as class sizes have returned to normal capacity. The course registrations are still lower than the years in which COVID was not a factor.

Continuing Studies (Certificate Programs) Fall Headcount



September Headcount, CSCT Certificate programs

CSCT Certificate Headcount	2017	2018	2019	2020	2021	% change from fall 2020 to fall 2021
Kelowna	201	208	226	218	202	-7%
Vernon	89	113	79	76	68	-11%
Penticton	90	72	92	59	68	15%
Salmon Arm	53	57	63	40	37	-8%
Distance	83	79	85	78	67	-14%
Total	**516**	**529**	**545**	**471**	**442**	**-6.2%**

***Low headcounts will have inflated percentages.**

Fall Continuing Studies and Corporate Training (CSCT) certificate headcount has decreased by 6.2 per cent from fall 2020 to fall 2021.