



**BOARD OF GOVERNORS
REGULAR MEETING
October 25, 2011; 12:30 p.m.
S103B, Kelowna Campus**

**AGENDA
OPEN SESSION**

	Attachment	Approximate Time
1 APPROVAL OF AGENDA <u>Recommended Motion</u> <i>“BE IT RESOLVED THAT the October 25, 2011, OC Board open session meeting agenda is approved”.</i>		12:30 p.m. .
2 DECLARATION OF CONFLICT		
3 CONSENT AGENDA <u>Recommended Motion</u> <i>“BE IT RESOLVED THAT the Consent Agenda be approved as presented”.</i>		
3.1 MINUTES – June 28, 2011	A	
3.2 WRITTEN REPORTS		
3.2.1 President’s Report (J. Hamilton)	B	
3.2.2 Education Council Report (R. Gee)	C	
4 BUSINESS ARISING FROM THE MINUTES		
5 PRESENTATIONS		
5.1 Regional Dean Report (H. Schneider)	D	12:40 p.m.
5.2 Foundation Annual Report (K. Butler)	E	12:55 p.m.
6 NEW BUSINESS/RESOLUTIONS		
6.1 Long Term Education Plan (A. Hay)		
6.1.1 Comments from Education Council Chair (R. Gee)	F – <i>under separate cover</i>	1:10 p.m.
<u>Recommended Motion:</u> <i>“BE IT RESOLVED THAT the Board of Governors approve the Okanagan College Long Term Education Plan as presented”</i>		
6.2 Education Council (R. Gee)		1:30 p.m.
6.2.1 Program Approvals	G	
<u>Recommended Motion:</u> <i>“BE IT RESOLVED THAT the Okanagan College Board of Governors approve the revision to the Network and</i>		

Telecommunications Engineering Technology Diploma, as recommended by Education Council and as presented here”.

“BE IT RESOLVED THAT the Okanagan College Board of Governors approve the revision to the Bachelor of Computer Information Systems Degree, as recommended by Education Council and as presented here”.

“BE IT RESOLVED THAT the Okanagan College Board of Governors approve the revision to the Green Building Design and Construction Certificate, as recommended by Education Council and as presented here”.

“BE IT RESOVLED THAT the Okanagan College Board of Governors approve the General Certificate of Secondary Education (GCSE) A-Level Courses Transfer Credit Policy as recommended by Education Council and as presented”

“BE IT RESOLVED THAT the Okanagan College Board of Governors approve Academic Schedule for 2012/13 as recommended by Education Council and as presented here”.

H

6.2.2 Signing Authority (B. Eby)
See briefing note for recommended motion.

I

1:45 p.m.

7 VERBAL REPORTS

1:50 p.m.

7.1 Board Chair Report (L. Kayfish)

7.2 President’s Report (J. Hamilton)

8. INFORMATION ITEMS

2:05 p.m.

8.2 Regional Advisory Committee Report (A. Hay)

J

9 TOPICS FOR NEXT MEETING

10 OTHER BUSINESS

11 FOR THE GOOD OF THE INSTITUTION

12 DATE OF NEXT MEETING

November 29 2011, Salmon Arm Campus

13 ADJOURNMENT

2:30 p.m.

Consent Agenda Resolutions
Attachment A

Item 3.1

Recommended Motion

“BE IT RESOLVED THAT the June 28, 2011, open session minutes be approved.”

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

**Tuesday, June 28, 2011, 10 a.m.
Room E102/103, Vernon Campus**

Members Present: P. Bourbeau
M. Conlin
J. Gabanowicz
J. Hamilton (President)
R. Gee
B. Hughes
L. Kayfish (Chair)
D. Manning
S. Nahal
Y. Pinder
L. Rozniak
T. Styffe
L. Swite-Ghostkeeper

Regrets: B. Cooke

Board Secretary: L. Le Gallee

Vice Presidents: B. Eby
A. Hay
S. Koehle

Directors: A. Coyle

Observers: T. Walters, OCFA (arrived at 10:40 a.m.)

Regrets: C. McRobb, BCGEU Vocational
C. Athay, Student, Salmon Arm
C. Nelmes, Student, Penticton
J. Haynes, Student, Kelowna

Guests: E. Reist
J. Lister
J. O' Brien

There being a quorum present, the Chair called the meeting to order at 10:25 a.m.

The Chair made the following remarks:

- Congratulated R. Gee for his reelection as Chair of Education Council;
- Noted that D. Manning, S. Nahal, Y. Pinder and L. Swite-Ghostkeeper have been reappointed until July 2014;
- Recognized B. Hughes for organizing a successful conference, TEDxOkanagan College in Penticton on June 25th. He presented B. Hughes with a gift;

1. APPROVAL OF AGENDA

Motion: P. Bourbeau/B. Hughes

“BE IT RESOLVED THAT the June 28, 2011, OC Board open session meeting agenda is approved”.

Item 8.1 was removed from the agenda.

MOTION CARRIED AS AMENDED

2. DECLARATION OF CONFLICT

No conflicts were declared.

3. CONSENT AGENDA

Motion: D. Manning/T. Styffe

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

Items Approved:

“BE IT RESOLVED THAT the May 17, 2011 Open Session minutes were approved.”

MOTION CARRIED

4. BUSINESS ARISING FROM THE MINUTES

5. PRESENTATIONS/DELEGATIONS

5.1 Sustainability Programming (A. Hay)¹

Additional information can be accessed at: www.alivingclassroom.com

Accelerate Okanagan's role is one of support as opposed to leading in research. The College will continue to focus on teaching while playing a role in pure research. Faculty will be supported in their research endeavours.

5.2 Regional Dean Report (J. Lister)

Regional Dean's report:

- With regard to sustainability: the Campus is involved with the development of a 2 acre community farm. The District of Coldstream is preparing the site for soil. A Steering Committee has been established, they are currently reviewing technical issues and the educational opportunities such a farm will present. This is still in the planning stages, a strategic plan will be developed over the next few months.
- Enrolments: currently enrolments at the campus are 3% higher than last year; registration opens next week. Trades is doing well (some programs are full); In Health the Human Service Worker program is full, applications are being submitted for other programs for the Fall.
- Partnerships: the Regional Dean is in discussions for a low income housing project possibility in Armstrong for Residential Construction program, and the community farm and the partnerships this will generate.

6. NEW BUSINESS/RESOLUTIONS

6.1 Vernon Students' Association Fee Schedule (E. Reist)

In January the Student Association approached the health benefits insurance broker prior to setting the fee structure for 2011/12. They were informed fees would increase due to the increase in usage so at the AGM in March they set the fee structure with a modest increase. In April they found there would be a \$15,000 shortfall with the new fee structure. This issue was taken to the students and by simple majority

¹ Presentation can be found at My Okanagan/Board of Governors/Board meetings/2011/Presentations

at a special meeting they decided to shoulder the debt, therefore, the increase is \$12/semester for dental and \$5/semester for health. This increase would eliminate the shortfall.

Members were reminded that the Board does not approve the fees just the fact that the College will collect the fees on behalf of the students.

Motion: L. Rozniak/T. Styffe

“BE IT RESOLVED THAT the Board of Governors approve the revised fee schedule for the Vernon Students’ Association as presented”

MOTION CARRIED

J. Lister and E. Reist left the meeting at 11:05 a.m.

6.2 Accountability Plan and Report (S. Koehle)

The VP, Students recognized that the bulk of the work on this report is done by A. Coyle and J. O’Brien.

The Accountability Plan is a yearly requirement by the Ministry. The Ministry will post all College reports on their website.

He highlighted that the College has exceeded the growth targets; since its inception, the College has grown 22%.

Motion: P. Bourbeau/D. Manning

“BE IT RESOLVED THAT the Board of Governors approve the Accountability Plan and Report 2010-2014 as presented”.

MOTION CARRIED

6.3 Update on Key Performance Indicators (KPI) (S. Koehle)

There is some overlap between the KPIs and the Accountability Report.

Significant changes since the Board saw the KPIs last time are:

#5 (Student Engagement): the engagement tool has been developed; results should come out the end of July or early August;

#16 (Sustainability): the College had not become part of the STARS rating system when this was first introduced, since then a significant amount of work has been done;

#10 (Employee Engagement): the College is now looking for options and instruments to assist tracking this KPI.

With regard to transitioning from high school to post secondary, a grad survey was done and it stated 80% of students want to pursue higher education, transition rates do not translate the same. J. O’Brien has been working on gathering additional information. The expectation is that the school districts will become more involved in this area in the future.

Currently there is no central federal database that tracks students from graduation to 8 years out. This is tracked in BC through the Passport to Education, but only if students attend public BC institutions.

There is a committee working on KPIs for the sector at the provincial level, Okanagan College is the first College in BC to establish measurements.

Motion: D. Manning/T. Styffe

“BE IT RESOLVED THAT the Board of Governors accept the Key Performance Indicator (KPI) Report for information”.

MOTION CARRIED

J. O'Brien left at 11:45 a.m.

6.4 Education Council (R. Gee)

6.4.1 Program Approvals

Education Council met yesterday to approve additional graduands as there is a ceremony today and tomorrow.

All four motions are due to adding new courses as electives.

Currently the Diploma in Publishing and Writing is listed by semester in the calendar, this Diploma has gone to a year by year course listing. The Education Council Chair expressed his concern that first year students will be confused by this format and will not get the courses they need. The Department has assured him that they will guide the students through the course selection process.

Motions: R. Gee/M. Conlin

“BE IT RESOLVED THAT the Okanagan College Board of Governors approve the revision to the Bachelor of Business Administration Degree (Management Specialty), as recommended by Education Council and as presented here”.

“BE IT RESOLVED THAT the Okanagan College Board of Governors approve the revision to the Water Engineering Technology Diploma, as recommended by Education Council and as presented here”.

“BE IT RESOLVED THAT the Okanagan College Board of Governors approve the revision to the Diploma in Media and Cultural Studies, as recommended by Education Council and as presented here”.

“BE IT RESOLVED THAT the Okanagan College Board of Governors approve the revision to the Diploma in Writing and Publishing, as recommended by Education Council and as presented here”.

MOTIONS CARRIED

6.5 Finance, Audit and Risk Review Committee (L. Swite-Ghostkeeper)

6.5.1 Safe Disclosure Policy

Motion: L. Swite Ghostkeeper/Rick

“BE IT RESOLVED THAT the Okanagan College Board of Governors approve the Safe Disclosure Policy as recommended by the Finance, Audit and Risk Review Committee with the provision that operational changes can be made by administration without requiring Board approval”.

A member noted that within the College it is possible to set up generic email addresses such as VPFinance@okanagan.bc.ca. This could replace the positions noted in 4.1.2.1 and eliminate the need to change the policy if the person in the position were to change. This may work for the anonymous reporting as well. **The VP, Finance stated he would look into this.**

MOTION CARRIED

7 VERBAL REPORTS

7.1 Board Chair Report (L. Kayfish)

Nothing to report.

7.2 President's Report (J. Hamilton)

Okanagan College will be hosting ACCC in Penticton in 2013.

Members may be interested in this year's CBC Radio Contest "Verse of the Summer". This year's theme is "Conversations Overheard" and all are welcome to submit ideas.

7.3 Members' Reports from ACCC (M. Conlin/T. Styffe)

Members stated that it was well worth attending. Most workshops confirmed that the College is a leader in numerous areas (such as sustainability).

The President encouraged members to think about being presenters for 2012 and 2013; as well to put forward nominations for Excellence Awards.

8. INFORMATION ITEMS

9. TOPICS FOR NEXT MEETING

10. OTHER BUSINESS

11. FOR THE GOOD OF THE INSTITUTION

12. DATE OF NEXT MEETING

October 25, 2011, Kelowna Campus

13. ADJOURNMENT

The meeting adjourned at 12:10 p.m.

President's Report to the Okanagan College Board of Governors

October 2011

Engagement

- In July, Director of Advancement Kathy Butler was recognised by Rotary District 5060 and awarded the Rotary Foundation District Service Award in recognition of her service and work in coordinating the Group Study Exchange Program
- For the first time, we held our annual employee professional development event "Connections" in Penticton. Over 400 staff attended plenary sessions highlighting our accomplishments over the past and participated in a series of educational and fun workshops.
- Human Resources recently held three mandatory orientation sessions for new staff. Response to the sessions was very positive.
- English professor Frances Greenslade released her second book, Shelter, on September 15th. Shelter, set in the 1960s and 70s, tells the story of two sisters and their quest to find out what happened to their mother, who left them in Williams Lake and never returned.
- Jane Lister, Regional Dean for the North Okanagan was presented with the Kalamalka Rotary Vocational Service Award. Jane was selected for the award based on her contributions to the needs of society, community and for promoting high ethical standards in the workplace.
- Andrew Hay had the opportunity to escort one of Korea's leading architects and some of his colleagues through the Centre of Excellence in early October. The delegation was on their way to a conference in Toronto and stopped in to Penticton after hearing about the building.

Learning and Teaching

- Dr. Jayne Brooks has returned from a year's leave and been appointed to the term position of Director of Learning and Teaching.
- The Institute for Learning and Teaching has established their new Learner-Centred Instructor Certificate program which will provide new instructors at Okanagan College with the opportunity to advance their teaching skills.
- The College has decided to switch its online course management system from BlackBoard to Moodle (Modular Object-Oriented Dynamic Learning Environment). Moodle is a free source e-learning tool that allows students and faculty to connect with each other in an online environment. Features of the program include assignment submission, discussion forums, instant messaging and online calendars.
- Okanagan College Library is the first in British Columbia to adopt a new research tool developed by EBSCO Publishing that allows students to search through hundreds of thousands of academic journals, e-books and other on-line resources with a single click.
- On September 22nd we welcomed hundreds of participants to the third annual Youth Exhibition Pow-wow at the Kelowna Campus. The event included dancers, vendors, Indian ice cream and a First Nations Trivia Table.

- Recently retired employee Bev McNamara, who was the former chair of Practical Nursing, has been recognised for her significant contribution to the health care community by the Canadian Association of Practical Nurse Education who have awarded her their Award for Mentorship.
- Mel Kotler, who is one of three Honorary Fellows for 2011, has signed on as Entrepreneur in Residence for the coming academic year in Okanagan College's School of Business.

Student Transition

- The Centre for Culinary Arts was the location of the recent Young Chefs event held in conjunction with the annual Fall Okanagan Wine Festival. A team of Okanagan College Students earned the "Best Apprenticeship Team", while the People's Choice award went to a team from RauDz Regional Table, led by Okanagan College apprentice Evelyn Takoff.

Collaboration and Partnership

- In September the Community Foundation of the South Okanagan presented a gift of \$6,564.75 to the College for the purchase of equipment for the newly-constructed gymnasium and fitness facility at the Centre of Excellence in Penticton
- On October 7th Minister Steve Thomson and MLA's Ben Stewart and Norm Letnick joined us for the official opening of the College's nursing lab and facilities. The 26 students who successfully complete all courses in years one and two will be fully prepared to transfer to, and are guaranteed admission into, the Bachelor of Science in Nursing Program at UBCO to complete the final two years of the program.
- In August, I participated in a tree planting ceremony with Kazunori Ikeyama the President of Toyota Technical College to commemorate the 20th anniversary of our relationship.
- On October 6th, the Alumni Association recognised two nationally-known alumni. Minister George Abbott, who attended Okanagan College in 1971, was awarded the Distinguished Alumni award in recognition of his commitment to education and public service. Also recognised was Slam Poet Shane Koyczan, who was awarded the Young Alumni award for his contribution to the international literary scene.

Sustainability

- As part of our continued commitment to diversity a Diversity Working Group has been formed. The group aims to promote thinking about and raise the level of awareness of diversity issues at the institution.
- The Kelowna Campus has established a Sustainability Committee to help support, improve and expand sustainability practices on campus.
- Over the summer we received accreditation notice from both the Natural Science and Engineering Research Council (NSERC) and the Social Sciences and Humanities Research Council (SSHRC). This accreditation is welcome news to faculty who can now apply for a number of federal research grants.

Other

- In late May I was appointed to the Board of the Ike Barber Scholarship Society and on September 12th I attended my first meeting of the Board.

Upcoming Events

- October 27 – Coyotes Fundraiser Breakfast (Coast Capri Hotel)
- October 29 – Penticton Campus Open House
- November 6 – Career Fair (KLO Campus)
- November 6 – Science World Kelowna (KLO Campus)

**Report from R. Gee, Chair, Education Council
 September 2011**

Since my last report, the Operations standing subcommittee of Education Council met on August 19 and Education Council itself met on September 8.

Operations met to approve graduates from programs completing during the summer (see Culinary Arts, for example) or for students who needed a course or two to complete their program. Some Commercial Aviation students, for example, needed flying time which they could not complete earlier due to poor weather.

Program	# of students
Associate of Arts – all campuses	4
Associate of Science – all campuses	2
Bachelor of Business Administration Degree – all campuses	3
Business Administration Certificate – all campuses	1
Business Administration Diploma – all campuses	6
Commercial Aviation Diploma – Kelowna	2
Criminal and Social Justice Diploma – Penticton	1
Culinary Arts Diploma – 2011 June 17 – Kelowna	20
Culinary Arts Diploma (Dual Credit) – 2011 June 17 - Kelowna	9
Electrician Pre-Apprenticeship – 2011 July 21 – Kelowna	15
Electrician Pre-Apprenticeship – 2011 July 22 – Penticton	16
English as a Second Language Level 6	6
Legal Administrative Assistant Corporate/Conveyancing Certificate – Kelowna	1
Mechanical Engineering Diploma – Kelowna	1
Office Assistant Certificate – Penticton	1
Plumber Pre-Apprenticeship Certificate – 2011 July 15 - Vernon	16
Plumber Pre-Apprenticeship Certificate – 2011 June 30 – Kelowna	18
Refrigeration and Air Conditioning Mechanic Pre-apprenticeship Certificate – 2011 08 15 – Penticton	16
Residential Construction Certificate – Kelowna – 2011 08 05	11
Residential Construction Certificate – Penticton – 2011 08 05	13
Residential Construction Certificate – Salmon Arm – 2011 08 05	6
Residential Construction Certificate – Vernon – 2011 08 05	11
Welding Level C – 2011 July 15 – Kelowna	13
Welding Level C – 2011 July 22 – Salmon Arm	11
Welding Level C – 2011 June 17 – Kelowna	11
Total Candidates for Graduation	214

Program	# of students
Associate of Arts – all campuses	1
Automotive Service Technician Certificate Kelowna – 2011 02 07 to 2011 09 02	16
Bachelor of Business Administration Degree – all campuses	5
BC Adult Graduation Diploma	1
Business Administration Certificate – all campuses	1
Business Administration Diploma – all campuses	6
Business Administration Post-Diploma Certificate	1
Business Administration Studies Certificate	1
English as a Second Language Level 6	6
Human Service Work diploma - Kelowna	1
Mechanical Engineering Diploma - Kelowna	1
Practical Nursing Certificate - Kelowna	23
Practical Nursing Certificate - Vernon	17
Total Candidates for Graduation	80

October 2011

Since my last report, Education Council met on October 6 and will meet again on October 18. The October 18 meeting, to discuss the Long Term Education Plan, will be without quorum so no motions will be passed..

The Operations Committee met October 11.

At the October 6 Education Council meeting, the Practical Nursing department proposed a new diploma program to replace the current certificate. While the courses were approved there was some discussion about the admission requirements and the proposal was eventually referred back to the department for clarification.

Following the Practical Nursing discussions, Education Council discussed and approved the academic schedule for 2012-13. The added complication (still to be resolved) is that the provincial government has proposed a new Family Day holiday which falls within the Reading Break in February 2013. Once that holiday is approved, the schedule may need to be revised.

At this point Education Council lost quorum and terminated its meeting without approving graduates. A meeting of the Operations Committee on October 11 approved the following graduates from programs completed over the last few months.

Program	# of students
Accounting Assistant Certificate – Bccampus ending 2011 09 30	1
Business Administration Diploma – all campuses ending 2011 09 30	5
Early Childhood Education Certificate – Kelowna ending 2011 08 31	1
Electrician Pre-Apprenticeship Certificate - Kelowna 2011 03 22 to 2011 09 02	12

English as a Second Language Level 6 Certificate – Kelowna ending 2011 08 31	7
Health Care Assistant Certificate – Kelowna ending 2011 09 18	1
Office Assistant Certificate – Bccampus ending 2011 09 30	1
Pathway to Professional Accounting Certificate – Kelowna ending 2011 08 31	1
Welding Level C Certificate – Kelowna 2011 02 02 to 2011 09 02	6
Total Candidates for Graduation	35



Submission of Information from Senior Staff to the Board of Governors

Report Title:	Regional Dean Report
Date:	October 25, 2011
Background Information: Information could include: <ul style="list-style-type: none">• Purpose• History• Other relevant information	Annual Board Report and presentation on the Central Okanagan Region and Campus. Region and campus highlights from the last year and future trends. See attached
Action Required: <ul style="list-style-type: none">• For consultation• For information• For approval (including resolution)	For information
Comments from the President:	
Report prepared and supported by:	Heather Schneider, Regional Dean Central Okanagan



Central Okanagan: Board Report

October 25, 2011

It has been a very positive year for the Okanagan College students and staff in the Central Okanagan. The new Centre for Learning, Child Care Centre and Acland Road Centre celebrated their second full year of operations increasing access to improved facilities, learning spaces and study spaces for students and staff.

The Central Okanagan has four locations where educational programming and services are delivered: Kelowna Campus; Penno Road Centre; Acland Road Centre; and the Kelowna International Airport. In 2010 and 2011 programming was also delivered at the Community Health and Wellness Centre on the west side in partnership with Westbank First Nation.

Top Ten Central Okanagan and Kelowna Campus Highlights from 2011

1. The Kelowna's campus headcount for September 2011 was 4361 students, up 243 students from last year. New programming includes: fine woodworking, and the BSN year one in partnership between UBC Okanagan and Okanagan College
2. Trades and International have fewer students this fall compared to 2010. In terms of the fall stable enrolment date, Trades has 24 fewer students and International has 58 fewer students.
3. Established new Dean's office spaces for the Okanagan School of Business, and Science, Technology and Health.
4. Fall orientation was improved on the Kelowna campus.
5. Continued student successes in various competitions such as Skills Canada and Students In Free. Business, Trades and Technology student involvement has continued to grow.
6. A review of parking services is underway on campus and we are exploring the possibility of a U-Pass with the City of Kelowna, Student Union and BC Transit. An overflow parking lot was arranged for the fall on Gordon Street.
7. A multi-faith space was created on campus.
8. Centre for Learning won three prestigious OMREB awards in 2011 and is a space that is well used and enjoyed by students, employees and the community.
9. The 2011 student survey showed improved student satisfaction on the Kelowna campus (see pages 7 of the Student Satisfaction Report) with parking now being the largest outstanding issue.
10. Our learning spaces are experiencing higher utilization than before. The space utilization report for 2009/2010 (including the Centre for Learning) indicated that our classroom space was 75% utilized and shops 133% utilized, while our cafeteria is only 31% of the size that it should be.

Central Okanagan Trends

The Central Okanagan has a well-diversified economy, with agriculture, forestry, tourism, manufacturing and health and education services being the main industries. By 2020, the population for the Central Okanagan is predicted to be 221,589, an increase of over 30,000 or 20 per cent.

Central Okanagan trends to watch in 2012

1. With a band population of 704, Westbank First Nations has implemented numerous development projects in the last three years. In the fall 2011 they announced further expansion to shopping centres, renewed commitment to the Ponderosa Golf Resort development and the Westside Road Interchange upgrade, and the intent to develop a Medical Centre and a 5-star hotel. The Ponderosa development is estimated to be worth over \$1 billion.
2. The Kelowna Chamber of Commerce has a task force working on a business case for a convention centre for Kelowna.
3. Mission Hill Winery was approved by the District of West Kelowna for an expansion that will include guest homes, an artist in residence studio, a boutique hotel, a wellness centre and a conference centre. It would also allow for an art gallery, restaurant, winery, cidery and micro brewery gate house and caretaker house.
4. The Economic Development Commission of the Central Okanagan is establishing an agricultural incubation farm at Fintry Provincial Park.
5. Tourism was up 5.4% over last year (hotel room occupancy) and the renovation to Bernard Avenue and Kelowna's downtown has been approved by Kelowna City Council and the downtown businesses.
6. The Kelowna International Airport began the first phase (\$7.7 million) to expand and improve their International gateway and security areas. This is phase one of a \$50 million expansion planned to accommodate 1.6 million passengers per year.
7. Work continues with the Highway 97 Okanagan Valley Consortium comprised of Chamber of Commerce and civic and business leaders in the region to focus on improvements along Highway 97.
8. Municipal elections throughout the region appear to be very competitive which may result in changes in our municipal leaders.
9. The merger of ORIC and OSTEK into Accelerate Okanagan has gone well and should increase support for the burgeoning technology industry in the valley
10. Bardel, a new animation studio, has announced they will be in Kelowna in 2011.

Focus areas for the Regional Dean's office.

1. Support ongoing and expanded programming
2. Create and implement a sustainability plan in the Central Okanagan.
3. Support community events on campus and continue to improve student orientation and activities on campus.
4. Promote the business cases for three important capital projects: Trades Complex, Centre for Health Sciences, and Heavy Duty and Commercial Transport building expansion.
5. Complete and consider plans for improved parking, u-pass and the transit location on the Kelowna Campus.
6. Develop a plan for West Kelowna programming in partnership with WFN and District of West Kelowna.

Kelowna FTE generation 2005 – 2011

Program	FTE 2005/2006	FTE 2009/2010*	FTE 2010/2011	% change from 2009 to 2011	% change 2005-2011
Arts & Foundation (includes ESL)	703	992.2	1061	+6.9%	+50.9%
Business	773	702.4	773.6	+10	0%
Science	94.1	130.1	156.3	+20.2	+65.9%
Technologies	235.6	216.4	262.2	+21.2%	+11.4%
Health & Social Development	266.3	325.4	309.6	-4.9%	+16.1%
Trades	1286	2749.5	2278.8	-20.6%	+77.1%
Cont Studies	268	274.2	279.7	+2%	+4.3%
Kelowna total	3626	5390.3	5121.1	-5.2%	+41.2%
OC Total	5227	7996	7642.3	-4.6%	+46.2%

International and distance students are NOT included in the Kelowna total. This chart does not include any predicted increases for 2011/2012.



Submission of Information from Senior Staff to the Board of Governors

Report Title:	Okanagan College Foundation, Executive Director's Report
Date:	October 19, 2011
Background Information: Information could include: <ul style="list-style-type: none">• Purpose• History• Other relevant information	Please find attached the Audited Financial Statements, March 31 2011
Action Required: <ul style="list-style-type: none">• For consultation• For information• For approval (including resolution)	For information
Comments from the President:	
Report prepared and supported by:	Kathy Butler, Director, Advancement



Okanagan College
Long Term Education Plan

For Board Approval October 2011

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Table of Contents

Introduction	4
Strategic Focus: Learning and Teaching.....	7
Strategic Focus: Diverse Learner Population.....	11
Strategic Focus: Growth and Development.....	15
Strategic Focus: Innovation.....	22
Strategic Focus: Applied Research	26
Appendix A Glossary of Terms.....	30
Appendix B Three Models to Look at Demand and Growth	32

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Introduction

The purpose of the Long Term Education Plan (LTEP) is to provide an educational planning framework for Okanagan College over the next ten years, building upon the Okanagan College Strategic Plan.

With the Mission, Vision, Guiding Principles and Key Directions as context, the LTEP has been structured with five strategic foci, with each providing a planning context and associated directions to meet the needs of students, employees and communities. While the LTEP is aligned with the Strategic Plan and is influenced by all aspects of that plan, the foci are areas that directly relate to the educational approach of Okanagan College. For example, the Strategic Plan's emphasis on sustainability is found within each focus of the LTEP rather than as a singular entity; sustainability as an emphasis must permeate all plans at Okanagan College.

This is a dynamic document developed in consultation with employees at Okanagan College. The LTEP began with six discussion papers developed by the Deans Forum, reviewed and refined by the Leadership Team, and then distributed and discussed in consultation sessions throughout the College in the fall of 2010. An initial draft of the LTEP followed, along with a second round of consultations in the spring of 2011. That was the focus for the final round of consultations in the fall of 2011. The feedback received from employees, department chairs, the Institute for Learning and Teaching, Deans Forum, Leadership Team, Education Council and the Board has been incorporated into the LTEP. Much of the planning context is drawn directly from the November 2010 Okanagan College Environmental Scan and subsequent updates.

There are five strategic foci in the LTEP: learning and teaching; diverse learner population; growth and development; innovation; and applied research. Each focus concludes with prime objectives supported by strategies and tactics. These elements will guide the development of (1) the Master Capital Plan, which will support our learning environment in all aspects as well as accommodating planned growth; and (2) the Tactical Education and Support Plan with its two- to three-year focus. These plans will guide the development of detailed unit plans throughout the institution every year. Those unit plans are the driving components in the development of the College's annual Budget.

Just as they reflect the institution's Strategic Plan, these plans for the improvement and growth of Okanagan College as a learning institution are contingent on the development of appropriate and adequate support and infrastructure: the systems, the people, the technology and the resources need to be in place to create the context for more and better educational opportunities for our diverse learner community.

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Strategic Focus: Learning and Teaching

Learning and teaching is at the heart of Okanagan College. As a learning-centred institution with a mission to transform lives and communities, learning and teaching applies to all employees, students and stakeholders. The quality of learning and teaching at Okanagan College is one of the institution's greatest strengths and is the result of committed Professors and instructors, teamed with outstanding support staff.

Planning context

One of the most important principles Okanagan College adheres to is the continual focus on student success and engagement. There are many ways to engage students in their learning and many benefits to student engagement with the institution. Students benefit by learning in ways that reflect their needs and learning styles, as well as by being exposed to other learning paradigms. Employers and the community benefit from graduates who have experienced a diverse, multi-cultural environment that builds knowledge and skills aligned with careers.

Our diverse student population challenges us to develop learning and teaching strategies that reflect the variety of student needs and differences and that enhance engagement. In response to this challenge, professors and instructors incorporate many strategies to achieve excellence in learning and teaching. Professors and instructors are encouraged to participate in regular professional development and applied research activities in order to stay current with or learn new teaching strategies. Our diverse population of learners also benefits from the many support services that are available on all campuses.

In addition, Okanagan College uses many delivery methods and innovative technologies to expand student access to courses and programs as well as to accommodate different learning styles. Many of our varied certificate, diploma and degree programs are available in-class or by distance; during the day or in the evening, and on a full-time or part-time basis to meet our learners' needs. Our classrooms and labs are equipped with current technology that maximizes learning for the students and ensures they are current in their field when they graduate.

Students are involved with their education through practical and applied exercises and projects that are linked with local, national and even international communities. Student competitions, clubs and activities further enhance the learning, as do field trips and study abroad opportunities. Small class sizes also influence the learning environment by allowing close teacher-student interaction that creates a more personal and meaningful quality of learning.

The Institute for Learning and Teaching at Okanagan College is an innovative peer-driven and peer-led group that is devoted to helping new and veteran employees reflect on and enhance their position within the College to maximize their contributions to the

learning and teaching practice in all areas of the college. Through shared dialogue, professional development activities and peer observation, the Institute is enhancing a culture of leadership in learning and teaching throughout the College. The new Learner-Centred Instructor Certificate Program is just one of the Institute's recent contributions to improving the learning and teaching at Okanagan College.

Surveys at Okanagan College provide important feedback and input to guide the improvement of our programs and our approaches to learning and teaching. Students are asked for their feedback on courses and programs, on professors and instructors, and on the College services and environment. This feedback is then used to improve the student experience and further enhance the quality of learning and teaching. Employers and community members serve on Program Advisory Committees and Regional Advisory Committees and offer their advice and suggestions to keep our programs current and relevant to the world of our graduates. Regular program reviews and program accreditations also serve to ensure the quality of our programs and the teaching experience that students receive.

The current Community College Survey of Student Engagement (CCSSE) 2010 findings¹ from a wide array of institutions include the following key recommendations to improve student success:

- Strengthen classroom engagement;
- Ensure that students are provided with constructive and timely feedback on performance;
- Integrate student support into learning experiences;
- Expand professional development focused on engaging students; and,
- Focus institutional policies on creating the conditions for teaching and learning.

These findings will inform our discussions and improvements as we move forward.

Strategies for learning and teaching

Okanagan College's CCSSE results and analysis provide valuable information on how Okanagan College can develop ways to further engage students. By employing active learning techniques, we will ensure students are engaged in their learning within a regional, national, international, multi-cultural and multi-generational student population.

Evidence-based research confirms that continuous student assessment is vital for students and educators in developing a deep and shared understanding of student engagement and success. "Regular and appropriate assessment and prompt feedback help students progress from surface learning to deep learning"². Enhancing and developing robust assessment measures will be a vital element of our learning and teaching strategies.

Okanagan College has developed an impressive suite of support services. Okanagan College will continue to encourage students to use the available services and will strive

¹ The Heart of Student Success, Teaching and Learning that Matters

² CCSSE 2010, p. 14

to integrate these services across all areas of the institution. We will also use information from existing and future feedback mechanisms to adapt and adjust services to ensure we are meeting the needs of our diverse and changing body of learners.

Educators need the opportunity to consider new and adaptive ways of learning and teaching, and to have the professional development to support that focus. The College will continue to promote these activities. Professional development may be formal as well as through mentorships and collaboration between portfolios, departments and disciplines. Sharing experiences among educators and encouraging use of the Institute for Learning and Teaching (ILT) offerings are ways Okanagan College will continue to systematically support professional development relating to student engagement. We will continue to support our employees so we can excel in providing high quality learning and teaching for our students.

There are many institutional policies that support a positive learning environment. The college will continuously improve institutional policies with on-going feedback and involvement from employees, students and external parties. Okanagan College will also develop institutional policies regarding innovation in learning and teaching and the use of educational and other technology.

The ILT will continue to offer workshops on relevant topics and encourage dialogue among all members of the college community. As issues arise with changing student populations, community needs, technological advances or learning philosophies, the ILT will be there to provide research, programming, support and communication. The sharing of ideas and successes will continue to drive these initiatives which will benefit the entire college community.

We will continue to offer flexible and accessible educational programs that meet the needs of our learners, the workplace and society overall. We will continue to integrate the community and society into our classrooms and promote other activities, such as field trips, student competitions and study abroad opportunities, to enhance the learning experience.

We will continue to gather feedback from our various stakeholders, and through various mechanisms, to measure our success and identify areas for improvement.

Finally, recognising and celebrating the many ways employees currently enhance learning and teaching will become an increasingly important part of Okanagan College's celebration of success.

Prime Objectives

- Engage and support our students in [active learning](#).
- Engage and support our employees in [active learning](#).
- Foster an environment that encourages students and employees to improve their own learning and teaching practices.
- Make effective use of innovative technologies to enrich and extend the learning environment.

Strategies and Tactics

- Increase collaboration among employees to enhance learning and teaching.
- Support our employees in achieving their professional development goals.
- Strengthen engagement in the classroom.
- Promote enhanced student assessment with regular and prompt feedback.
- Continue to enhance the role of support services in learning and teaching success.
- Encourage and promote student use of the range of support services.
- Enhance institutional policies that create a positive environment for learning.
- Increase the number of new and revised courses and programs that reflect collaboration across disciplines, professions and departments.
- Create stronger support for the use of technology for learning.
- Provide more support for the ILT and associated programs.
- Continue to gather feedback through surveys and other means regarding our performance, and use this information to improve our processes at all levels.
- Recognize employees who actively engage in advancing Learning and Teaching.
- Resource and encourage employee and student international exchanges.

Strategic Focus: Diverse Learner Population

Okanagan College's rapid growth in recent years has been a reflection of our ability to offer a [learning-centred](#) approach to education and responsiveness to the needs of our region and the wider community. In our Strategic Plan we are committed to looking beyond the existing conditions and needs, and to considering cultural diversity, population changes and demographic trends to determine our future direction.

Planning context

Okanagan College provides access and opportunities for learners with tremendously diverse backgrounds, circumstances, and educational experiences. We attract a multi-generational student population with an average student age of approximately 25 years, the largest cohort being the 20-24 year old range (about 39 per cent). Some students are preparing to embark on careers while others are seeking to change careers or to improve their capabilities and opportunities. A significant number of students are affected by physical, cultural, geographic or economic barriers to learning, including some who are new to Canada or from families with little or no history of participation in post-secondary education.

Birth rates in British Columbia and Canada are declining, the number of school-aged children is decreasing and the average age of our population is increasing. In a recent report³, the Province forecasted the number of job openings in B.C. in the coming decade will exceed the number of young people in the K-12 system by nearly half a million. More than 77 per cent of all jobs in our province will require some post-secondary education. We must, therefore, continue our approach of supporting student transitions from the secondary system while providing education opportunities for non-traditional learners and previously under-served populations.

Improving the social and economic well-being of the Aboriginal population is imperative as well as a sound investment for BC economically and socially. There will be continued population growth from Aboriginal people in the next decade. The Aboriginal population growth rate is three times the non-Aboriginal population growth rate in BC. The Aboriginal population could play a key role in mitigating the looming long-term labour shortage caused by Canada's aging population and low birth rate. The number of self-declared Aboriginal students at our institution has grown by more than 150% between the 2006-07 and 2009-10 academic years (the fastest rate of increase among BC Public post-secondary institutions).

New immigrant students enter the post-secondary system in higher numbers than other populations. In addition, new immigrants have a high unemployment rate, despite high educational credentials. For example, in 2007, 54 per cent of recent immigrants held university degrees, compared to 26 per cent of working-age Canadian-born citizens;¹⁸

³ Skills for Growth: British Columbia's Labour Market Strategy to 2020

per cent of new immigrants had graduate degrees, compared with seven per cent of working-age Canadian-born citizens. However, new immigrants with university degrees were three times more likely to be unemployed than Canadian-born workers. Recognition of foreign credentials is a challenge for labour force participation of skilled immigrants. Recognition of these skills will bolster BC's labour market and colleges will be a vital part of this process.⁴ Indeed, colleges are a vital element for new immigrants, providing ESL and upgrading, gap training and in some cases entire programs geared towards this segment.

Strategies associated with our diverse learner population

Our institutional value of "accessibility" and our Key Direction to "improve transition to, from, and within Okanagan College" are reflected in our commitment to support student transitions from the secondary school system, including Dual Credit options where appropriate, and to provide more opportunities for non-traditional and under-served student populations.

We will strive to meet the needs of our diverse learner population by providing multiple points of entry to post-secondary education. Our Adult Basic Education, Literacy, English as a Second Language, and Essential Skills programs serve as important entry points into post-secondary education for many non-traditional students and are key elements in our commitment to "transforming lives and communities".

Continuing Studies, in addition to offering a wide range of certificates, often serves the purpose of providing access to post-secondary education for the growing number of those seeking new careers and upgrading, mature learners, and other growth areas from our region and beyond.

Our instructional methods will reflect the best of adult learning practice and will focus on involving and engaging students in their own learning and educational planning. We will incorporate those methods into all modes of delivery: face-to-face, blended delivery, distance education, video-conferencing, and on-line delivery in both synchronous and asynchronous formats.

We will plan and offer programming that reflects the needs and learning styles of an increasingly multi-generational student body. Those from various generations have differing life experiences and personal commitments related to family, work and community involvement, resulting in the need to provide greater flexibility in course and program scheduling. We must provide greater access by offering programs throughout the day and evening, on weekends, during summer sessions, and in compressed formats where appropriate.

We will address the needs of a growing population of mature students who are seeking new career opportunities or enhancement. This requires some program offerings to be structured to allow mature students to enhance their employability within a relatively short duration. These offerings will include shorter-term programs for those requiring professional development and mid-career opportunities, and post-graduate credential

⁴ OC Environmental Scan, 2010

opportunities for those who have completed a degree or diploma and wish to acquire applied skills and knowledge.

Okanagan College plays a key role in responding to society's more vulnerable populations. Adult learners of a broad age range with special needs, who are in transitional phases of life or who are marginalized members of society, will be a central consideration for a broad range of programming and services.

As British Columbia increases its commitment to closing the gap between Aboriginal and non-Aboriginal post-secondary participation and success rates, we will build on our existing collaborations and partnerships with Aboriginal communities and organizations. Further, we will commit to the inclusion and incorporation of Aboriginal knowledge, perspectives, and world views into the design, curriculum, and delivery of appropriate programming for Aboriginal and non-Aboriginal students.

We also have a role to play regarding foreign credentialing. It is becoming more common for new immigrants who are attempting to gain recognition for their credentials to come to us for specialized training to allow them to gain access to the workforce. It is thus important that we examine our program offerings and work with the various professional bodies to develop pathways for these individuals.

In order to thrive in a globalized society, students, professors and instructors will be supported to heighten their awareness of racial and ethnic diversity. We will encourage opportunities to learn from, and reflect on, diversity through cross-cultural enrichment in the institutional culture and the classroom. Our strategy of [internationalization](#) will provide a more global focus throughout Okanagan College. Our students, employees and communities will gain an understanding of the differences, issues and opportunities that affect all us from a global context. The combination of interactions with international students in many program areas and study-abroad opportunities for domestic students will provide additional opportunities for all students to develop a broad, global perspective. The impact of internationalization is intended to go beyond the classroom, so more students and employees will have opportunities to learn and teach about different cultures in many ways.

This strategy may help alleviate national skills shortages and provide innovative thinking for Canada's future by helping international students to understand a Canadian perspective. International students who acquire language skills, cultural experience and Canadian credentials while studying with us represent excellent and desirable skilled immigrant candidates.

We will offer clear and flexible educational pathways for students. Many of our prospective students have limited experience or understanding of the post-secondary system. Students will have access to individual career and educational planning providing a pathway from their initial steps at the College to goal attainment. These goals may include the completion of a course or program at Okanagan College, the continuation of their education at other post-secondary institutions, or the attainment of meaningful employment in the student's field of study.

Prime Objectives

- Address the varying needs of our diverse learner population for education, professional development and employment.
- Encourage the participation and success of a growing number and proportion of non-traditional learners.
- Provide a post-secondary context that encourages social criticism, advocacy, education and training.

Strategies and Tactics

- Support students to identify and complete their educational goals.
- Develop a career planning process to support students from first contact with OC.
- Improve transition rates for students from secondary schools.
- Provide multiple entrance and exit points and flexible pathways for education to students.
- Provide flexibility in program scheduling and delivery.
- Do more to identify and respond to the needs of Aboriginal students and communities.
- Provide a global cultural and educational experience for all our learners.
- To provide education and training opportunities for marginalized populations.
- Assess our programming from the perspective of new Canadians and immigrants.
- Develop mechanisms to assist with foreign credentialing.
- Actively recruit international students from a wide range of countries and regions.
- Enhance student orientations to address the diverse cultures within the institution.
- Develop mechanisms to celebrate our diversity.

Strategic Focus: Growth and Development

Okanagan College has a mandate to serve the needs of our learners and communities. Thus we have developed programming and grown in response to community demand from students and employers. While our primary focus is our region, the community being served for particular programs may range from local to provincial and beyond to include national and international learner needs and interests. Thus our growth and development is influenced by factors beyond the Okanagan College region.

Planning context

The Association of Canadian Community Colleges submission to the House of Commons Standing Committee on Finance in 2011 entitled "People without Jobs, Jobs without People" stated that:

"Colleges excel at providing accessible, cost-effective post-secondary education and lifelong learning opportunities for people of all ages. They have a unique ability to reach out and to nurture marginalized populations, young and old, through to graduation. With adequate resources, many more such students could acquire the advanced skills required by employers."

Provincial legislation mandates B.C. colleges to provide comprehensive courses of study at the first and second year levels of baccalaureate degree programs, courses of study for applied baccalaureate degree programs, post-secondary education or training, adult basic education, and continuing education. There is a growing expectation that colleges will continue to play a key role in educating our future workforce, providing access to post-secondary education and serving the needs of our communities.

Partnerships with other educational institutions and organizations have become increasingly important. We have formed the Canadian College Sustainable Building Consortium and have Memorandums of Understanding with UBC, Selkirk College, College of the Rockies, Thompson Rivers University, BCIT, Northern Lights College, and the En'owkin Centre. We have forged strong relationships with other institutions and partnerships with other institutions and agencies, ranging from health regions, to national professional associations to industry and accrediting organizations, and will seek other partners where it is advantageous to do so.

The size of Okanagan College is based on the needs of our region and our province, policy direction from provincial funding sources, changing demographics, changing skills needs in the workforce, and student demand for post-secondary education. We expect the demand from students and employers to shift over time, as the economy grows or contracts, as new opportunities arise, and as students from various generations require different programs and support. To address this we need a flexible, sustainable and dynamic growth model, allowing us to respond appropriately.

Demand and provincial policy directions suggest significant growth in post-secondary education is required over the next decade. Forecasting the amount of growth is a challenging exercise, dependent on interpretation of policy directions, labour market demand and strategies, regional expectations, economics and demographics.

We could predict the future size of Okanagan College by considering our region's expected population growth. By 2020, our region's population is forecast to grow approximately 13 per cent. While cohort-specific and sub-regional changes fluctuate through the decade, applying an overall growth percentage to funded FTE seats available, and anticipating that the demand for post-secondary education would grow accordingly, nearly 1000 more FTE would be required by 2020.

However, we expect to grow at a higher rate due to the emphasis placed by Okanagan College, our partner School Districts and the provincial policy-makers on improving the transition rate of grade 12 graduates into post-secondary education. Recognizing that an increasing number of jobs and careers demand skills developed through higher learning, there is an expectation that most of our young people should be entering and completing post-secondary credential programs.

The Okanagan Region has had one of the lowest transition rates in the province, falling below the provincial average by 10 per cent. The College and the School Districts, through the Interior Mainline Transitions Partnership, have focused on improving that rate to the provincial average. At the same time, government is looking to further increase that provincial transition rate. To meet the goal of a 90 per cent transition rate over six years as outlined in "Skills for Growth, B.C.'s Labour Market Strategy to 2020" Okanagan College would need to move from the 2009 immediate transition rate of 43 per cent to a target of 61 per cent by 2020. This model of growth would see Okanagan College grow by more than 2,000 FTE by 2020.

While both of these models provide strong rationales for significant growth, we must also consider the per capita student spaces of our region compared to the provincial norm. In 2011, British Columbia's government funded about 208,000 FTEs in post-secondary education to serve a population slightly greater than 4.5 million people. On a seats-per-thousand-person basis, the provincial average is 45.4 seats per thousand, compared to our regional average of only 34.7 seats per thousand.

Factoring in reasonable growth and continued demand for all post-secondary institutions in the Okanagan, we would then expect Okanagan College to grow by about 5,000 FTE by 2020 in order to bring our region on par with the rest of the province. Interestingly, this rate of growth is quite similar to our experience since 2005.

This prediction of growth recognizes that demand will exceed capacity on a regional level.

All three models are shown in Figure 1, and further information on the models may be found in Appendix B. While the projections seem to indicate straight-line growth into the future, this is notional as our Master Capital Plan will identify constraints that may come

to bear in each region until new infrastructure becomes available. The important aspect is really the end point, looking to our size by 2020 as a potential target for achievement.

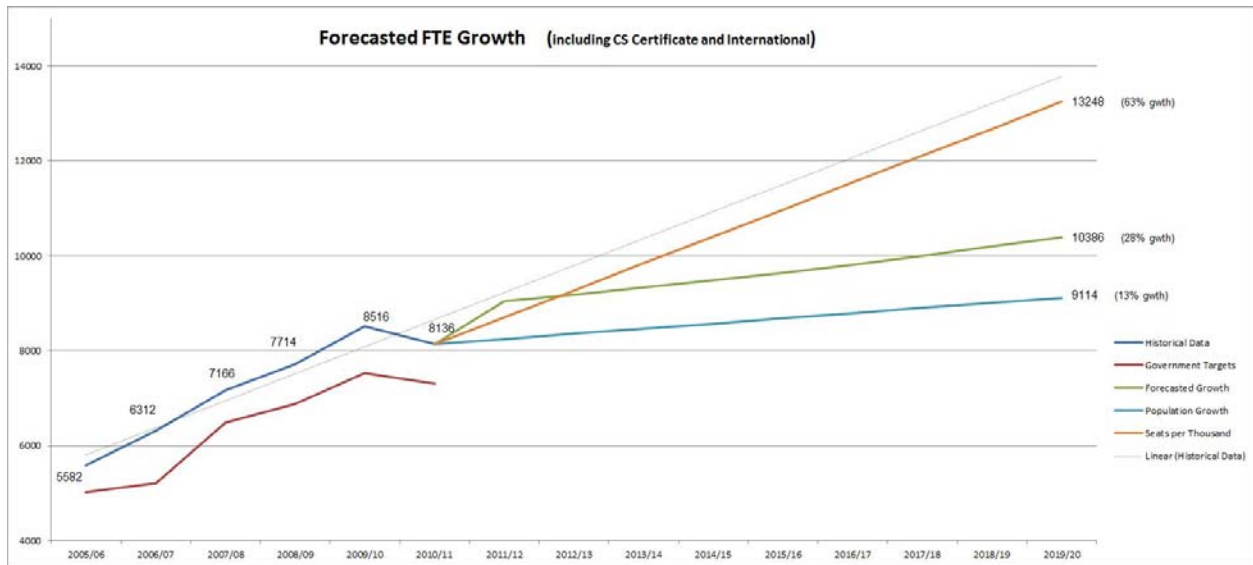


Figure 1: Growth Projections

Strategies associated with our growth, demand and development

The models discussed all predict significant growth by 2020; if sufficient resources were provided, a reasonable assessment would suggest growth in the 20 to 30 per cent range. Growth to this level is contingent on the development of appropriate and adequate support and infrastructure: the systems, the people, the technology and the resources need to be in place to create the context for more and better educational opportunities for our diverse learner community. It is highly important that we maintain the excellence of the learning experience as we increase our capacity.

Given our expected growth and provincial fiscal challenges, our physical resources and employees must be adaptable and innovative enough to adjust to changes in programming through the years. For example, the Centre for Learning and the Centre of Excellence both embody adaptability for future needs, providing flexibility in the design of the spaces.

We must continually assess shifts in demand, be alert to emerging trends, and make decisions based on the best data and analyses available. Our capacity in currently offered programs may need adjustment up or down in relation to student, employer and other stakeholder demands. In all cases, we must continue to provide the high-quality programming that our students and regions deserve. Our success is grounded in principles of relevance, sustainability and excellence.

We strive to balance the aspirations of our students with the needs of employers and communities. Employers and communities are involved formally through regional and program advisory committees, with credentialing and articulation agreements, and more informally through on-going consultations and discussions around program

development and review. We will continue to maintain close linkages with the employers and communities we serve, endeavouring to meet their needs within available resources. We will anticipate and respond to demand from regional and provincial communities while ensuring appropriate program management, quality and relevance. This requires carefully designed programming to reflect the desires and capabilities of our students while weighing economic and labour market trends.

We will provide opportunities that allow our students to complete their career and educational goals in a reasonable period of time by engaging and supporting our students, by providing an equitable array of courses and programs in each region, and facilitating access to courses and programs in other regions. We will consider student mobility, access and delivery options to provide optimal learning experiences. In addition, it will be important to track on-going student demand as a means to assess capacity requirements and program relevance.

Our programming will reflect each region's unique characteristics and student needs. We have opportunities to address labour market issues and support regional economic development. Increasingly, skilled workers will require retraining and upgrading. Immigrants may require retraining, support and recognition for their previous learning. We need to responsively provide solutions to meet these needs.

We will work collaboratively to increase interdisciplinary efforts and integration between and within program areas. We will increase the flexibility of our courses and certificate, diploma and degree programs by better integrating learning opportunities through thematic studies and problem focussed or topic focussed approaches.

We will provide opportunities for education and training for vulnerable groups, with multiple entry and exit points so students can achieve their goals. This requires: assessing and being sensitive to the individual needs of students, revising admission requirements where appropriate, enhancing prior learning assessment processes, and recognizing international credentials that meet access or progression requirements.

We are constantly assessing the relevance and quality of our programs, adjusting and adapting as appropriate. Our programs are well subscribed and focussed on the needs of our students and communities. We will continue to embrace our four regions and ensure the sustainability of programming throughout Okanagan College.

We are considering new programming in many areas to meet the needs and desires of our students and communities. The end results will include certificates (including post-diploma or post-degree certificates), diplomas, and applied degrees. The following are examples of some of the areas currently under consideration.

- A continued focus on essential skills to form the foundation for our programs.
- Applied degrees in academic areas appropriate to the college mandate.

- Post-graduate credentials, education and training will be developed to respond to the need to provide career professional development and job market entry skills. Laddering between credentials will also be a focus.
- Programming in sustainability will continue to be advanced. Recent examples include programs such as the Sustainable Construction Management Technology program, the Applied Environmental Conservation program, and the International Development program.
- Culinary arts, tourism, viticulture and oenology programming are being considered as a cluster. This cluster may include high-end culinary arts, resort management and innovative food and land use practices, as well as an investigation of programming focused on supporting the production of local meat and produce.
- Creative and design skills are becoming increasingly important to a wide variety of programs, such as visual arts, digital media and technology. We will be investigating this area to ascertain the viability of programs that contain this thread, potentially building upon our own multiple award winning designers' work.
- Healthcare related programming will be continually assessed to determine if changes are needed to support the needs of the Interior Health Authority and our region.

Prime Objectives

- Support institutional growth throughout our regions towards a growth target of 15 to 25 per cent by 2020.
- Ensure quality through continuous assessment and development of balanced and comprehensive programming that supports a vibrant, sustainable college.
- Assess, develop and support the appropriate use of educational technology and multi-modal delivery methods.
- Respond to the demand for a well-educated and skilled work force. Moved from previous section
- Support program developments that focus on the key regional needs.

Strategies and Tactics

- Develop and communicate a set of criteria that define when and how programs will begin, continue and stop, including, but not limited to:
 - past and projected enrolment
 - student demand
 - work outcomes
 - social, intellectual and creative outcomes
 - options for other delivery if there are declining enrolments
 - equal value of regions
 - class size
- Develop a robust educational technology process and platform to support students and employees in accessing education.
- Use and develop the Program Review and Renewal Process to assess and monitor program quality.

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Strategic Focus: Innovation

Okanagan College will continue to be at the forefront in using innovative approaches to resolve the challenges we face, taking advantage of unique opportunities by demonstrating flexibility and adaptability in our daily work environment. Our passion for innovation has become an essential element in responding to a diverse student population that faces increasing demands on human, financial and physical resources. We recognize and support employees who have become increasingly engaged in innovative practices, processes and pedagogies. As a learning organization we maintain a constant focus on continuous learning and applying the lessons learned through innovation and creativity.

Planning context

Innovation plays a very important role in maintaining relevance at Okanagan College as conditions change and our institution evolves. It forms a key element of continuous improvement and is strongly linked to maintaining sustainability. Our consistent use of innovation has placed us in a leadership role amongst colleges across Canada.

Innovation applies to all parts of the institution. This includes innovative practices in classroom delivery, in student services and support, or using educational technology to increase access to education. For example, our Trades instructors were among the first to delve into SmartBoard technology, leading the institution in teaching methodologies utilizing this technology. Our transition to Moodle will provide a learning platform with much broader adaptability than we have previously experienced. The web-based, interactive program that has welcomed Aboriginal students to Okanagan College in a much more personable way has been well received by students. From Facilities leadership in sustainability to the world of virtual reality welding, our employees continue to embrace innovation at all levels.

An important element of building pan-institutional innovation is to support those who engage and share innovative practices. This in turn will stimulate creativity and innovation throughout the organization. Our Innovation Fund has sparked a high degree of interest among employees since its inception.

Okanagan College has developed close ties with local, provincial and national organizations to promote innovation throughout our region. We work in partnership with Accelerate Okanagan to provide programs and services to assist businesses of various sizes. This includes workshops, training sessions and other events. We also coordinate our activities with the economic development commissions throughout the valley.

In addition, College staff have helped advance the cause of innovation through various presentations to local community groups such as the Okanagan Institute. The Institute also provides a publication vehicle for work in this area. For example, the College hosted a TEDx symposium on the subject of "Beyond Sustainability" with a publication

produced by the Okanagan Institute. Our region requires continued support and development for such initiatives.

The College also works with the government of British Columbia and the government of Canada to advance innovative ideas, such as sustainability, through activities such as the international Green Building Exchanges and projects with Environment Canada.

Strategies for Innovation

Okanagan College will continue to support employees in their innovation and creativity, further developing a culture that encourages informed risk-taking in keeping with our goal to be a learning organization.

The Innovation Fund allows us to support innovative course delivery, and improved student support. With this fund, Okanagan College enables employees, either individually or on a team basis, to express their professional creativity in proposing and completing projects that contribute to the following: discipline-based applied research, creative and scholarly work, applied technology, product and process innovation, research or application related to learning and teaching activities in course delivery, and innovative student support activities. Applied innovation invigorates the learning and teaching process, enriches the professional life of employees, and reflects the principle of Okanagan College as a learning institution. Additional resources will be required to support the Innovation Fund each budget year.

The Institute for Learning and Teaching is a collaboration among Professors, instructors, administrators and staff who support the development of a culture at Okanagan College that empowers dialogue, builds trust, and supports communities of practice. The Institute for Learning and Teaching operates through an innovative peer-led approach devoted to helping novice and experienced employees reflect on and enhance their learning and teaching practices. As such, it allows for the development of innovative elements focussed on learning and teaching, while also enhancing existing practice.

In the future, Okanagan College will build on a variety of relationships to further advance our innovation activities. The Centre of Excellence is designed to serve as a "living lab" to stimulate innovation. Companies will be able to test new clean technology and green building products by interfacing them with the building infrastructure; and the business incubator, to be operated in conjunction with Accelerate Okanagan, will provide much needed office space for entrepreneurs. The Canadian College Sustainable Building Network, of which Okanagan College is a charter member, allows us to share innovative practices in a national context with other leading colleges.

The College also looks forward to working with local companies and organizations to develop shared mentorships and partnerships in key areas. The intention is to assist the local economy through innovation and to engage students and transform learning and teaching through the use of innovative techniques and technologies.

Our internationalization strategy allows our students, employees and communities to gain a broadened perspective, exchanging innovative ideas and practices that stem from a global context. This strategy encourages the discussion and implementation, where appropriate, to an educational environment of best practices.

As we further develop and support innovation, we need to recognize those who are contributing and taking risks. We will develop a variety of ways in which to celebrate the successes and applaud those who are actively engaged, so that others are encouraged to contribute with their creativity.

Prime Objectives

- Inspire and nurture our students, employees and communities to facilitate greater innovation and creativity.
- Explore innovative approaches.
- Where appropriate embrace best practices.

Strategies and Tactics

- Provide increased funding for the Innovation Fund, including opportunities to access sources of external funding.
- Provide more support for the Institute of Learning and Teaching.
- Further develop relationships with industry, academic and community organizations.
- Celebrate, communicate and promote innovation.

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Strategic Focus: Applied Research

Okanagan College is engaged in applied research to provide students with an enhanced learning experience, to support regional economic, social and cultural development, and to provide employees with opportunities to contribute to their discipline. In light of the success of the Association of Canadian Community Colleges' position on applied research in colleges, B.C. colleges now have an enhanced leadership role, as appropriate to our mandate, in practical applications of research.

Planning context

Colleges play a vital role in Canada's research and development system. As institutions well connected to business, industry and the local communities, and providing highly responsive and applied programming, colleges form an important link in the development, adaptation and commercialization of new ideas for social and economic development.

Public colleges in British Columbia are positioned to provide a wide range of post-secondary education programs that prepare students with advanced skills for a variety of employment and professional opportunities. However, BC has been slow to recognise the contribution colleges can make to applied research. With few exceptions, colleges in British Columbia are not well recognized nationally as institutions with mature, integrated applied research systems.

The process of investigation, the acquisition of new knowledge, and the translation of that knowledge into applied research practice is a practical objective and part of the comprehensive mandate of Okanagan College.

Okanagan College seeks to become a leader in applied research within the college context. While the institution has developed appropriate policies, the structures and mechanisms to support such endeavours are still to be developed. We are eligible to apply for funding from the Natural Science and Engineering Research Council (NSERC), the Canada Foundation for Innovation (CFI), Canadian Institutes of Health Research (CIHR) and the Social Science and Humanities Research Council (SSHRC) in the near future.

All employees of Okanagan College can initiate or assist with applied research. Colleges are community resources and, as a result, our approach to applied research will include social innovation. Applied research can and should take place across the institution and involve our students, our employees and our communities where appropriate.

Strategies associated with applied research

We will develop and resource the necessary infrastructure to support applied research at Okanagan College. Applied research will provide all employees with the experience

that will both deepen their learning and teaching and provide a linkage to employers and communities. Where appropriate, applied research will become part of our program offerings.

Okanagan College will nurture meaningful partnerships with regional organizations such as Accelerate Okanagan to facilitate involvement in their mentoring programs and in the commercialization of innovations developed by employees. Research-related partnerships are an effective way to build experience and capacity. We will develop a series of partnerships with organizations such as ministries of the federal and provincial governments, NGOs, private sector companies and other post-secondary institutions both within Canada and internationally.

As we develop our research agenda, we must be mindful of the need to adequately resource and support these activities. At the same time, we can take advantage of partnerships with the various post-secondary institutions that are already in place. The British Columbia Innovation Council⁵ NSERC, CFI, etc. provide a variety of programs that the College will seek to access.

We will establish a culture of interest in applied research across the institution, emphasizing that all can engage in developing these activities. There are many opportunities to engage in research related to our focus on teaching and as a learning organization. Our Innovation Fund already supports scholarly release in addition to innovation activities, and can be utilized to further support research where appropriate.

We will continually investigate sources of funding for research, provincially, nationally, and internationally. This includes completing our eligibility for all national granting councils (SSHRC and Canadian Institutes of Health Research).

We need to work with the provincial government to demonstrate the relevance of these activities, and show how investments in applied research make a very positive difference in both the advancement of education and socio-economic developments.

We will recognize, support and promote areas of applied research and establish a profile of key areas of specialization and opportunity while promoting the value of these activities. For example, the Centre of Excellence in Sustainable Building Technology and Renewable Energy Conservation provides for a strong focus on both the natural and built environments, allowing Okanagan College to take a national leadership role.

Our international relationships with other educational institutions and organizations will create further opportunities for student, professor and instructors participation in international research programs.

As part of our celebration of research activities, we will build an inventory of current applied research activities, including Professor, instructor and student projects that can be showcased throughout our region, province and country.

⁵ <http://www.bcic.ca/>

Prime Objectives

- Provide support for applied research.
- Position Okanagan College as a leader amongst Canadian colleges in applied research.
- Create a culture at Okanagan College that supports employees who engage in applied research.
- Enhance student and employee learning by integrating applied research with programming.
- Support regional economic, social and cultural development.

Strategies and Tactics

- Support employees in applied research activities.
- Expand internal and external partnerships, collaboration and funding that support applied research.
- Establish and maintain eligibility with appropriate funding agencies.
- Develop a framework, process and guidelines to support applied research.
- Ensure policies maintain currency and relevance to support applied research.
- Pursue funding and support for applied research.
- Maintain currency of programs and employees through active engagement in research.
- Recognize success by creating an inventory of applied research activities.

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Appendix A

Glossary of Terms

Active learning involves engagement in a dynamic process. Learners read, think critically, communicate, reflect, and organize their learning so that they may analyze, synthesize and apply knowledge. The knowledge is acquired, directly experienced, constructed, used, tested and adapted by the learner through interactions with educators and fellow students.

Communities refer to a group of people bound by geographic region, interest, learning or other commonality. Individuals work together for a common purpose, and actively engage and learn from each other. For example, a community may be a group of students and employees at Okanagan College working with community members, employers, government departments and Aboriginal representatives to develop sustainability initiatives.

Engaged students or employees are fully involved in, and enthusiastic about, their learning and work, and are intellectually and emotionally committed to their learning and their institution. Engaged individuals persist in their learning and work despite challenges and obstacles. They demonstrate a willingness and desire to participate in, and be successful in their work and learning.

FTE refers to “full-time equivalent”, which in general terms is based on the principle that each full-time student in a full-time program should generate one FTE over an academic year. There are, however, different factors applied for more intensive programs as well as a different methodology for apprenticeship students.

Internationalization is “*the process of integrating an international, intercultural and/or global dimension into the goals, functions (teaching/learning, research, services) and delivery of higher education*”.

Jane Knight, 2005 - http://www.unesco.org/iau/internationalization/i_definitions.html

Learning-centred refers to a constant focus on continuous learning and applying the lessons learned. An organization where the focus is supporting people who “*are exhilarated by understanding and filled with awe when something new is discovered.*” Learning organizations are “*places where people continually expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning to see the whole together*”. Senge, P. (1994), *The Fifth Discipline Fieldbook*. New York: Doubleday.

Marginalized

Non-traditional learner is any student who is not part of a group who traditionally attended a post-secondary institution. Traditionally students aged 18 - 24 comprise the largest population in the post-secondary system. However, in the past decade a more diverse learner population is entering the system. These groups include: mature learners, persons with disabilities, persons with low income, those seeking new careers and new skills, new immigrants, Aboriginal people, and individuals whose families have no history of attending post-secondary institutions.

Sustainability incorporates economic and social change to protect the natural systems of the planet so that current and future generations may maintain or improve their quality of life. For more information, refer to <https://stars.aashe.org/>

Appendix B

Three Models to Look at Demand and Growth

Model	Growth in FTEs	Size in 2020	Percentage Change
1. Population Growth	978	9,114 FTEs	13.4%
2. Improved transition rates	2,250	10,386 FTEs	27.7%
3. Balanced Access		13,248 FTEs	62.83 %

1. POPULATION GROWTH – 13.4 per cent growth to 2020:

In the course of the next decade, the Okanagan Region’s population is forecast to grow approximately 13.3 per cent. An additional 978 FTE (including an additional 269 international FTEs) would be required at OC to match that growth. This model is based upon B.C. Stats population projections, which see the Okanagan region lagging provincial growth rates for the next decade. History suggests that assumption should be tested: from 1986 to 2009, the College region’s population grew by 61.8 per cent, while the province’s population grew 48.5 per cent. For the decade to 2020, B.C. Stats is projecting a 14.5 per cent increase in provincial population (to 5.18 million people).

2. IMPROVED TRANSITION RATES: 27.7 per cent growth to 2020:

This model of growth would see Okanagan College grow by 2250 FTE by 2020, drawing on school district forecasts of Grade 12 classes, and assuming Okanagan College’s share of mature students would increase by the approximate rate of the regional population. (Cohort growth in the “mature student” area ranges dramatically over the decade’s projection: while the 20-24 age cohort is expected to decline by 13.5 per cent in that period, the 30-34 age cohort is expected to grow by 46 per cent.)

3. BALANCED ACCESS – 62.8 per cent growth to 2020:

In 2011, British Columbia’s government funded 208,481 FTEs in post-secondary education (182,658 seats through the Ministry of Advanced Education and 25,823 seats through the Industry Training Authority) to serve a population slightly greater than 4.5 million people. The Okanagan region, 403,255 people, is served by UBC Okanagan (6,923 FTEs) and Okanagan College (7,989 FTEs). On a seats per thousand person basis, a comparison between provincial and regional statistic indicate a significant difference. Provincially, there are about 45.4 seats per 1,000 people. Regionally, the number is 34.7 seats per 1,000 people.

To move to the provincial average for seats per thousand would require a total of 20,748 seats- meaning an additional 5,836 seats for the OC region. Most of those FTEs – 5,259 – would contribute to Okanagan College’s ability to meet regional demand. It would mean a dramatic growth, but not dissimilar to the growth experienced since 2005.

Considerations in choice of model(s)

With at least three distinct options to contemplate in determining a growth goal to meet regional demands and needs, it is important to appreciate that each has its drawbacks and strengths. Basing it wholly upon population growth (OPTION 1) assumes that demand for post-secondary education will not accelerate. Forecasts of skills needs for Canada’s and the region’s changing economy suggest that isn’t prudent.

Assuming that there should be as many seats per capita in the Okanagan Region (OPTION 3) as is the provincial average may not be entirely reasonable: demographic differences (a greater proportion of retirees compared to the rest of the province), differences in the culture of the region (i.e., more families without experience of post-secondary), as well as geographic and economic differences may all speak to a longer-term period of adjustment to achieve that balance, tempered by demonstrated demand.

Looking to improve transition rates (OPTION 2) from high school to post-secondary is a goal already embedded in institutional and provincial practices and policies. It focuses, though, almost wholly on a Grade 12 population (with moderate allowances for growth in the number of mature students and the number of students taking CS certificates). What it doesn’t predict or make significant allowances for is reskilling, or service to immigrant populations. The model presented also presumes that Okanagan College’s share of the transition cohort will remain at a constant 43 per cent through the coming decade. It is reasonable to expect that OC’s “market share” will increase, if the capacity exists to absorb those students.

The improving transition rates forecast in the second model also allows for improvements in the number of enrolled Aboriginal students in the coming decade, as a greater proportion of that demographic group are expected to graduate from high school.

The transition rate model does not account for anything more than incremental growth in the number of students who will come to Okanagan College from outside the region. That number – especially in some program areas – is growing (i.e. third-year transfers from other colleges into Okanagan College’s Business Administration Degree program).

In short, the transition model may be a solid start to suggesting how large Okanagan College should be, but accommodations for other growth considerations, suggest that it should inform the lower end of a growth range.

Background information

Preliminary results of the 2010 Okanagan College Environmental Scan suggest that opportunities exist to enhance and advance the diversity of the learner population at Okanagan College. Changing demographics and social trends, as well as future labour market requirements, provide the context in which the College can answer the questions: Who do we expect to be here in the next five to 10 years? What do we need to be doing in order to be ready for them and to remain relevant in terms of meeting the needs and expectations of the communities and lives we are charged with transforming?

Domestic

Our aim is to transform the lives of the individuals within the communities we serve. Therefore we are both agents of change (e.g., heightening literacy and numeracy) and responsive to change (e.g., consulting and cooperating with varied employers and communities).

Trends in British Columbia and the Okanagan College Region

The British Columbia population is getting larger and older. Between 2010 and 2020, the population is projected to increase by 14.5 per cent. The median age of the population will increase.

Table 1: Population Predictions

Region	Population 2010	Predicted population 2020	Predicted % increase
BC	4,523,993	5,179,203	14.5%
Okanagan-Similkameen	83,900	89,178	6.2%
Central Okanagan	188,306	222,744	18.2%
North Okanagan	84,300	93,758	11.2%
Columbia Shuswap	35,147	40,185	14%
Total OC Region	403,255	457,002	13.3%

SOURCE: BC Stats – Population Projects

The Okanagan College Environmental Scan lays out general trends for the planning context. In the past six years Okanagan College has successfully exceeded FTE targets, funded the construction of the Centres for Learning and Excellence and expanded the scope of courses and programs throughout the region.

Economic

Nationally, Canada faces significant economic challenges, but its economy remains stronger than the OECD average. National and provincial budget reductions will impact post-secondary funding; however, the provincial government has emphasized the importance of post-secondary education, so the college sector has been and may continue to be affected less than other areas. Provincially, budget forecasts suggest relatively stable funding or modest reductions for 2012-13 and 2013-14 for post-secondary education. Funding from other agencies, cost recovery sections and partnerships remain the three principal alternatives to the traditional provincial government funding.

Labour Market

Nationally and provincially, unemployment increased sharply at the end of 2008 and remains a concern as national and provincial economies work through the effects of global downturns and halting recoveries.

Population

Population projections suggest that the effects of the 'baby boom' and 'echo boom' will impact post-secondary enrolments in the coming decade in British Columbia and Canada. However, regional population and enrolment characteristics suggest the Okanagan College region will be less affected than other parts of BC and Canada. Immigration is increasingly affecting Canadian population. More New Canadians are seeking Canadian credentials and education. New Canadians tend to be well educated, but may have difficulty obtaining the necessary qualifications to work in Canada. Aboriginal populations are growing at three times the rate of non-Aboriginal populations.

Social Trends

Women now outnumber men in post-secondary education nationally, provincially and regionally and there are significant gender differences between programs and disciplines. Aboriginal students have much lower transition rates than non-Aboriginal students. The Okanagan has one of the narrowest gaps between Aboriginal and non-Aboriginal transition rates in British Columbia; however, non-Aboriginal transition rates are quite low compared to the rest of the province, so the narrow gap should not be interpreted as being suggestive of high Aboriginal transition rates. As student populations become increasingly diverse in ethnicity and age, the 21st century learning institution will need to be increasingly adaptable to a broader range of needs, abilities and knowledge from a more diverse population of learners. In addition, post-secondary institutions will need to collaborate to increase student mobility between institutions, jurisdictions, programs and lifelong learning.

Okanagan College has been particularly strong in the development of collaborative agreements with other post-secondary institutions. The best means for OC to develop its responsiveness to diverse student populations is to foster greater community involvement at all levels.

**Education Council
 Submission for the Board
 September October 2011**

Education Council – June 2, 2011

For all Education Council approvals, not just the ones presented in my reports, Board members should visit http://www.okanagan.bc.ca/about/Education_Council/Items_Approved.html.

Program Revision – Network and Telecommunications Engineering Technology Diploma

Recommended Motion:

“BE IT RESOLVED THAT the Okanagan College Board of Governors approve the revision to the Network and Telecommunications Engineering Technology Diploma, as recommended by Education Council and as presented here”.

At the Education Council meeting on September 8, the Mathematics and Statistics department proposed a new Mathematics course for students in the Network and Telecommunications Engineering Technology (NTEN) diploma program. The new course was approved, which caused a change in prerequisites to another Mathematics course and a cross-listed Computer Science course.

NTEN then introduced a revision to one of their courses, a revision which was approved.

Together, all these revisions caused revisions to the NTEN diploma program and the Bachelor of Computer Information Systems degree, into which students from the NTEN diploma can ladder.

Changes:

- Addition and Deletion of Courses
- Graduation requirements

Program outline:

Existing Graduation Requirements	Proposed Graduation Requirements
Semester One	Semester One
NTEN 111 Computer Components and Peripherals	NTEN 111 Computer Components and Peripherals
NTEN 113 Voice and Data Communications Infrastructure	NTEN 113 Voice and Data Communications Infrastructure
CMNS 113 Technical Communication for Information Technology	CMNS 113 Technical Communication for Information Technology
NTEN 117 Networks and Telecommunications I	NTEN 117 Networks and Telecommunications I
COSC 111 Computer Programming I	COSC 111 Computer
MATH 137 Mathematics for Electronic	

<p>Engineering Technology I</p>	<p>Programming I</p> <p>MATH 137 Mathematics for Electronic Engineering Technology I</p>
<p>Semester Two</p> <p>NTEN 126 Basic Digital Circuits and Microprocessors</p> <p>NTEN 127 Local Area Network Management</p> <p>NTEN 137 Routing and Switching I</p> <p>MATH 147 Mathematics for Electronic Engineering Technology II</p> <p>CMNS 123 Analysis and Reporting for Information Technology</p> <p>Elective (3 credits)</p>	<p>Semester Two</p> <p>NTEN 126 Basic Digital Circuits and Microprocessors</p> <p>NTEN 127 Local Area Network Management</p> <p>NTEN 137 Routing and Switching I</p> <p>MATH 149 Mathematics for Network & Telecom Engineering Technology</p> <p>CMNS 123 Analysis and Reporting for Information Technology</p> <p>Elective (3 credits)</p>
<p>Extended Semester</p> <p>NTEN 116 Basic Electricity and Electronics</p> <p>NTEN 199 Topics in Internetworking</p>	<p>Extended Semester</p> <p>NTEN 116 Basic Electricity and Electronics</p> <p>NTEN 199 Topics in Internetworking</p>
<p>Semester Three</p> <p>NTEN 207 Enterprise Telecommunications</p> <p>NTEN 216 Data Communications</p> <p>NTEN 217 Routing and Switching II</p> <p>NTEN 219 Linux Server Management</p> <p>Electives (6 credits)</p>	<p>Semester Three</p> <p>NTEN 207 Enterprise Telecommunications</p> <p>NTEN 216 Data Communications</p> <p>NTEN 217 Routing and Switching II</p> <p>NTEN 219 Linux Server Management</p> <p>Electives (6 credits)</p>
<p>Semester Four</p>	<p>Semester Four</p>

<p>NTEN 225 Internetwork Security I</p> <p>NTEN 227 Carrier Telecommunications</p> <p>NTEN 299 Network Project</p> <p>BUAD 231 Project Management for NTEN</p> <p>Electives (6 credits)</p>	<p>NTEN 225 Internetwork Security I</p> <p>NTEN 227 Carrier Telecommunications</p> <p>NTEN 299 Network Project</p> <p>BUAD 231 Project Management for NTEN</p> <p>Electives (6 credits)</p>
<p>15 credits of electives are included in the program</p> <p>12 of these credits must be NTEN, ELEN or COSC courses eligible for credit towards the Bachelor of Computer Information Systems (BCIS) program or MATH courses eligible for credit in the BCIS program. COSC 115, 122 and 127 are not eligible for credit towards the NTEN diploma</p> <p>3 of these credits must be either Business Administration (BUAD) courses eligible for credit in the Bachelor of Business Administration (BBA) program or Communication (CMNS) courses. BUAD 128 is not eligible for credit towards the NTEN diploma.</p>	<p>15 credits of electives are included in the program</p> <p>12 of these credits must be approved Computer Systems and Applications courses, or Electronics courses, or Computer Science courses eligible for credit towards the Bachelor of Computer Information Systems (BCIS) program, or Math courses eligible for credit towards the BCIS program. COSC 115, 122 and 127 are not eligible for credit towards the NTEN diploma</p> <p>3 of these credits must be either Business Administration (BUAD) courses eligible for credit in the Bachelor of Business Administration (BBA) program or Communication (CMNS) courses. BUAD 128 is not eligible for credit towards the NTEN diploma.</p>

Rationale:

In September 2011, we changed the Math requirement of the program to satisfy the Canadian Technology Accreditation Board. This was achieved by having our students take MATH 137 and MATH 147 along with the Electronics students. Unfortunately MATH 147 runs into an extended semester forcing NTEN students to take attend classes and take their exam during their Final Exam period as well as the NTEN extended semester course. We intend to resolve this conflict by replacing MATH 147 with a new course being proposed by the Mathematics and Statistics

department, MATH 149. This new course will contain similar content and thus still satisfy the accreditation requirements.

We also wish to change the wording for part of the graduation requirements for our technical electives since the current wording seems to infer that courses transferred in from other institutions as electives must exactly match NTEN, ELEN or COSC courses eligible for credit in the BCIS program. This is not the case since the student simply needs a technical course in the NTEN, ELEN or COSC field that is deemed to be at the required technical level.

Proposed date of implementation: January 2012

Costs: n/a.

Program Revision – Bachelor of Computer Information Systems
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Recommended Motion:

“BE IT RESOLVED THAT the Okanagan College Board of Governors approve the revision to the Bachelor of Computer Information Systems Degree, as recommended by Education Council and as presented here”.

Changes:

- Graduation requirements

Program outline:

A small section of the program outline will change as follows:

Present:

Combination 3:

MATH 147 - Mathematics for Electronic Engineering Technology II

and one of:

MATH 221 - Introduction to Linear Algebra

MATH 251 - Introduction to Discrete Structures

Proposed:

Combination 3:

One of:

MATH 147 - Mathematics for Electronic Engineering Technology II

MATH 149 - Mathematics for Network and Telecommunications Engineering Technology

and one of:

MATH 221 - Introduction to Linear Algebra

MATH 251 - Introduction to Discrete Structures

Rationale:

This proposal adds MATH 149 as an acceptable substitution for MATH 147.

Graduates from the NTEN Diploma program can currently ladder into the BCIS program at third year with their current requirement of MATH 147. There is an NTEN Diploma program revision proposal to change the MATH requirement from MATH 147 to MATH 149. This BCIS program revision proposal accommodates that change so that NTEN graduates can continue to ladder into BCIS.

Note: The change from MATH 147 to MATH 149 for NTEN graduates will not affect them in terms of program content as the content of the new course provides the necessary mathematical maturity for the follow-up course (COSC 221).

Proposed date of implementation: January 2012

Costs: n/a

Program Revision – Green Building Design and Construction Certificate
--

Continuing Studies presented a revision to the Green Building Design and Construction Certificate, adding a BC secondary school graduation requirement, so that students in the program are eligible for student loans.

Recommended Motion:

“BE IT RESOLVED THAT the Okanagan College Board of Governors approve the revision to the Green Building Design and Construction Certificate, as recommended by Education Council and as presented here”.

Changes: Admission requirements

Admission requirements:

Existing

- Educational or work experience background in construction, engineering, architecture, or building design.
- Mathematics: Students graduating from secondary school in or prior to 2012: A minimum of 60 in Principles of Mathematics 10 or equivalent Adult Basic Education mathematics or a minimum of 60 in Introductory Mathematics 10 or a minimum of 60 in Applications of Mathematics 10 or a satisfactory standing in basic mathematics tests administered by Okanagan College. Students entering Grade 10 in or after 2010 and/or completing the new mathematics curriculum: a minimum of 60 in one of Foundations of Mathematics Grade 10, or Apprenticeship and Workplace Mathematics Grade 10 or a satisfactory standing in basic mathematics tests administered by Okanagan College.
- A minimum grade of 60% in one of English 12, English 12 First Peoples, Technical and Professional Communications (TPC) 12 or an equivalent Provincial Level ABE course or a minimum score of 24/40 (Level 4) on the Language Proficiency Index (LPI) test. Note: Communications 12 is not acceptable.

Proposed

- Educational or work experience background in construction, engineering, architecture, or building design.
- Mathematics: Students graduating from secondary school in or prior to 2012: A minimum of 60 in one of: Principles of Mathematics 10 or equivalent Adult Basic Education mathematics, Introductory Mathematics 10, Applications of Mathematics 10; or a minimum of 60 on the ABLE mathematics test administered by Okanagan College. Students entering Grade 10 in or after 2010 and/or completing the new mathematics curriculum: a minimum of 60 in either Foundations of Mathematics Grade 10, or Apprenticeship and Workplace Mathematics Grade 10; or a minimum of 60 on the ABLE mathematics test administered by Okanagan College.
- A minimum grade of 60 in one of: English 12, English 12 First Peoples, Technical and Professional Communications (TPC) 12 or an equivalent Provincial Level ABE English course; or a minimum score of 24/40 (Level 4) on the Language Proficiency Index (LPI) test. Note: Communications 12 is not acceptable.

- BC secondary school graduation, or equivalent, or 19 years of age and out of secondary school for one year as of the first day of classes

Rationale:

The change to admission requirements is to allow for program eligibility for student loans, providing students funding opportunities that are not currently available to them. The additional admission requirement does not create an additional barrier to admission into the program and was not discovered to be required until program application for student loans was submitted.

Proposed date of implementation: July 2011

Costs: n/a

Education Council then discussed two new policies. The first was to give transfer credit for A-level courses completed under the British system of education.

1. **General Certificate of Secondary Education (GCSE) A – Level Courses Transfer Credit Policy**

Recommended Motion:

“BE IT RESOVLED THAT the Okanagan College Board of Governors approve the General Certificate of Secondary Education (GCSE) A-Level Courses Transfer Credit Policy as recommended by Education Council and as presented”



<i>Title</i>	General Certificate of Secondary Education (GCSE) A-Level Courses Transfer Credit Policy
<i>Policy Area</i>	General/Calendar
Policy Number <i>(to be assigned by Information Services)</i>	D.4.1.5
See also <i>(related policies)</i>	Transfer Credit Policy

Effective Date of Policy:	
Approval Date:	
Applies to:	Students and Employees
Approving Body:	Education Council/Board of Governors
Supersedes:	OC Board June 28, 2005
Authority	<i>College and Institute Act</i>

The following are responsible for the administration of this policy,

Primary Office	Contact
Board of Governors	Secretary, Board of Governors



Policy Statement

Students who have completed GCSE A-Level courses may be granted transfer credit for diploma or degree courses numbered 100 level or higher at Okanagan College.

Transfer credit will be granted for GCSE A-Level courses recognized by Okanagan College, provided that the course grade is at least a 'C'. General or unassigned credit may be granted, at the discretion of the department, in the event that no equivalent Okanagan College course exists. The granting of credit for a transfer course does not guarantee that it will meet particular program requirements.

Transfer credit awarded for courses completed 10 years or more prior to the request for transfer credit may not be used as credit towards a degree, diploma or certificate unless specifically approved by the Registrar, after review and recommendation by the Dean or designate. Programs may, with the approval of the Education Council, specify a shorter time period that transfer credit can be applied to specific degree or diploma programs.

Policy Details

Permitting transfer credit for GCSE A-Level Courses at Okanagan College will align our practice with other post-secondary institutions in Canada.

Procedures

Additional Information

2. Dean's List Policy

The second policy concerned the Dean's List for high-performing students in Trades departments. After much discussion, this policy was referred back to the Trades portfolio for further discussion. The Registrar will see how other areas of OC deal with a Dean's List.

Academic Schedule – 2012/2013

Recommended Motion:

“BE IT RESOLVED THAT the Okanagan College Board of Governors approve Academic Schedule for 2012/13 as recommended by Education Council and as presented here”.

FALL TERM 2012

Monday, Sept. 3	Labour Day holiday (no classes)
Tuesday, Sept. 4	College-wide orientation day for academic transfer, degree and diploma programs.*
Wednesday, Sept. 5	Classes begin for all academic transfer, degree, and diploma programs.
Friday, Sept. 14	Last day to submit a grade appeal to the Registrar’s Office for Summer Session II. Submission and fee must be received by the Registrar – deadline 4:00 p.m.
Friday, Sept. 14	<ul style="list-style-type: none">• Last day to register for a Fall semester course• Last day to receive a rebate of tuition fees for course drop• Last day to drop a course without a withdrawal being recorded on the student’s record• Last day to change course registration status from audit to credit• Last day to process student requests for waiver of medical/dental insurance
Monday, Oct. 8	Thanksgiving Day statutory holiday (no classes)
Friday, Oct. 26	<ul style="list-style-type: none">• Last day to withdraw from a course without academic penalty• Last day to change registration status from credit to audit
Monday, Nov. 12	Okanagan College closed (no classes)
Monday, Dec. 3	Last day of regularly-scheduled classes for academic transfer, degree, and diploma programs
Wednesday, Dec. 5 to Saturday, Dec. 15	Ten-day final exam period
Tuesday, Dec. 18	Last day to submit final grades
Monday, Dec. 24 to Tuesday, Jan. 1	Christmas closure (no classes) Okanagan College will be closed to the public.
Friday, Jan. 11, 2013	Last day to submit a grade appeal to the Registrar’s Office for the Fall Term. Submission and fee must be received by the Registrar – deadline 4:00 p.m.

* Exception: Early Childhood Education

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
September	3	3	4	4	4	4
October	4	5	5	4	4	4
November	4	4	4	5	5	4
December	1	0	0	0	0	1
Totals	12	12	13	13	13	13

Class Hours:

Pattern	Hours
1. Mon - Wed - Fri classes	38
2. Mon - Wed classes	37.5
3. Monday-only classes	36
4. Wed - Fri classes	39
5. Tue - Thu classes	37.5
6. Friday-only classes	39

WINTER TERM 2013

Tuesday, Jan. 1	New Year's Day statutory holiday (no classes)
Wednesday, Jan. 2	Classes begin for all academic transfer, degree, and diploma programs
Friday, Jan. 11	<ul style="list-style-type: none"> Last day to register for a Winter semester course Last day to receive a rebate of tuition fees for course drop Last day to drop a course without a withdrawal being recorded on the student's record Last day to change course registration status from audit to credit Last day to process student requests for waiver of medical/dental insurance
Friday, Jan. 11	Last day to submit a grade appeal to the Registrar's Office for the Fall semester. Submission and fee must be received by the Registrar – deadline 4:00 p.m.
Monday, Feb. 18 to Friday, Feb. 22, inclusive	Mid-Semester Study Break. No classes for all academic transfer, degree, diploma programs, except Early Childhood Education.
Saturday, Feb. 23	Saturday classes will be held
Friday, Mar. 1	<ul style="list-style-type: none"> Last day to withdraw from a course without academic penalty Last day to change registration status from credit to audit Last day to submit application to attend the spring or summer convocation for degree, diploma or certificate programs
Friday, March 29 to Monday, April 1	Easter Weekend
Monday, Apr. 8	Last day of regularly-scheduled classes for academic transfer, degree, and diploma programs*
Wednesday, Apr. 10 to Saturday, Apr. 20	Ten-day final exam period
Tuesday, April 23	Last day to submit final grades
Friday, May 24	Last day to submit a grade appeal to the Registrar's Office for the Winter semester. Submission and fee must be received by the Registrar – deadline 4:00 p.m.

* Exceptions include: Early Childhood Education, Human Service Work, Therapist Assistant, Electronic Engineering Technology, Practical Nursing

ANALYSIS FOR THE WINTER 2011 SEMESTER:

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
January	4	4	5	5	4	4
February	3	3	3	3	3	4
March	4	4	4	4	5	5
April	1	1	1	1	1	0
Totals	12	12	13	13	13	13

Class Hours:

Pattern	Hours
1. Mon - Wed - Fri classes	37
2. Mon - Wed classes	36
3. Monday-only classes	36
4. Wed - Fri classes	39
5. Tue - Thu classes	37.5
6. Friday-only classes	39

2013 SUMMER SESSIONS

Session I: May 6 to June 19

Monday, May 6	Last day to receive a rebate of tuition fees for course drop
Monday, May 6	Classes begin for Session I
Friday, May 10	<ul style="list-style-type: none"> Last day to register for a Session I summer course Last day to drop a course without a withdrawal being recorded on the student's record Last day to change course registration status from audit to credit
Monday, May 20	Victoria Day statutory holiday (no classes)
Friday, May 24	Last day to submit a grade appeal to the Registrar's Office for Winter semester. Submission and fee must be received by the Registrar – deadline 4:00 p.m.
Friday, May 31	<ul style="list-style-type: none"> Last day to withdraw from a course without academic penalty Last day to change registration status from credit to audit
Wednesday, June 19 to Friday, June 21	Regular classes and examinations end for Summer Session I
Monday, June 24	Last day for submission of final grades for Summer Session I
Friday, July 12	Last day to submit a grade appeal to the Registrar's Office for Summer Session I. Submission and fee must be received by the Registrar – deadline 4:00 p.m.

ANALYSIS FOR THE SUMMER 2013 SESSION I:

	Monday	Tuesday	Wednesday	Thursday	Friday
May	3	4	4	4	4
June	3	3	2	2	2
Totals	6	7	6	6	6

Class Hours:

Pattern	Hours	Calculation
1. All 2 meets per week	38.5 or 42	$(5 + 6) \times 3.5$ or $(6 + 6) \times 3.5$
2. All 3 meets per week	39.7 or 42	$(5 + 6 + 6) \times 2.33$ or $(6 + 6 + 6) \times 2.33$

Session II: July 2 to August 19

Tuesday, July 2	Last day to receive a rebate of tuition fees for course drop
Tuesday, July 2	Classes begin for Session II
Monday, July 8	<ul style="list-style-type: none"> Last day to register for Session II summer course. Last day to drop a course without a withdrawal being recorded on the student's record Last day to change course registration status from audit to credit
Friday, July 12	Last day to submit a grade appeal to the Registrar's Office for Summer Session I. Submission and fee must be received by the Registrar – deadline 4:00 p.m.
Monday, July 29	<ul style="list-style-type: none"> Last day to withdraw from a course without academic penalty Last day to change registration status from credit to audit
Monday, August 5	BC Day Holiday (no classes)
Thursday, August 15 & Friday, August 16	Regular classes and examinations end for Summer Session II
Monday, August 19	Last day for submission of final grades for Session II
Friday, Sept. 13	Last day to submit a grade appeal to the Registrar's Office for Summer Session II. Submission and fee must be received by the Registrar – deadline 4:00 p.m.

ANALYSIS FOR THE SUMMER 2013 SESSION II:

	Monday	Tuesday	Wednesday	Thursday	Friday
July	4	5	5	4	4
August	1	2	2	2	2
Totals	5	7	7	6	6

Class Hours:

Pattern	Hours	Calculation
1. All 2 meets per week	38.5 or 42	$(5 + 6) \times 3.5$ or $(6 + 6) \times 3.5$
2. All 3 meets per week	39.7 or 42	$(5 + 6 + 6) \times 2.33$ or $(6 + 6 + 6) \times 2.33$



Submission of Information from Senior Staff to the Board of Governors

Report Title:	Signing Authority – Change
Date:	October 6, 2011
Background Information: Information could include: <ul style="list-style-type: none">• Purpose• History• Other relevant information	Signatories need to be revised due to retirements. C. Kushner replaces S. Koehle and J. Ebner replaces S. Gould
Action Required: <ul style="list-style-type: none">• For approval (including resolution)	<p><i>BE IT RESOLVED:</i></p> <p><i>(1) THAT <u>Jim Hamilton – President; Robert Eby – VP, Finance & Administration; Andrew Hay – VP, Education; Charlotte Kushner – VP, Students and Chi-Fui Chong – Director, Financial Services of Okanagan College (the “Corporation”)</u> be and are hereby authorized for and on behalf of the Corporation to enter into arrangements for the deposit and withdrawal of funds, credit facilities and other financial services with The Toronto-Dominion Bank, TD Mortgage Corporation, TD Pacific Mortgage Corporation, Canada Trustco Mortgage Company and The Canada Trust Company (collectively, the “Bank”) for credit to the Corporation’s account only all or any cheques and other orders for the payment of money, and for that purpose to endorse the same on behalf of the Corporation either in writing or by rubber stamp.</i></p> <p><i>(2) THAT all cheques of the Corporation be drawn in the name of the Corporation and be signed on its behalf by any two of:</i></p> <p><i><u>Jim Hamilton – President</u></i> <i><u>Robert Eby –VP, Finance & Administration</u></i> <i><u>Andrew Hay – VP, Education</u></i> <i><u>Charlotte Kushner – VP, Students</u></i> <i><u>Chi-Fui Chong – Director, Financial Services</u></i></p>

with the exception of the Okanagan College's Emergency Loan Account #0277-5213145 which will be signed on its behalf by any two of the above for any amount, or any two of the following for up to \$1,500:

Russ Winslade - Director, Student Services

Joelle Ebner - Financial Awards Officer

Cindy Battersby - Financial Awards Assistant

Cheryl Brabandt - Financial Awards Assistant

(3) THAT _____ designated Okanagan College Staff be and are hereby authorized for an on behalf of the Corporation from time to time to receive from the said Bank a statement of the account of the Corporation together with all relative vouchers and all unpaid bills lodged for collection by the Corporation and all items returned unpaid and charged to the account of the Corporation, and to sign and deliver to the Bank the Bank's form of verification, settlement of balance and release.

(4) That _____ designated Okanagan College Staff be and are hereby authorized for and on behalf of the Corporation to obtain delivery from the Bank of all or any stocks, bonds and other securities held by the Bank in safekeeping or otherwise for the account of the Corporation and to give valid and binding receipts therefore.

(5) That this resolution be communicated to the Bank and remain in force until written notice to the contrary shall have been given to the Manager for the time being of the branch of the Bank at which the account of the Corporation is kept and receipt of such notice duly acknowledged in writing." .

Comments from the President:

Report prepared and supported by:

Linda Le Gallee, Assistant to the Board



Submission of Information from Senior Staff to the Board of Governors

Report Title:	RAC Board Report
Date:	October 25, 2011
Background Information: Information could include: <ul style="list-style-type: none">• Purpose• History• Other relevant information	<p>Purpose of the Report: To provide the Board with the current status of Okanagan Regional Advisory Committees.</p> <p>Background Information:</p> <p><i>Okanagan College Regional Advisory Committee Synopsis</i></p> <p>South Okanagan Similkameen RAC</p> <p><u>Meeting Frequency:</u> Meetings are held every month and are scheduled for the last Wednesday of the month; excluding July, August and December.</p> <p><u>Membership:</u> Current membership includes twelve members and four ex-officio members.</p> <p><u>Highlights:</u> The RAC has been involved in Connections, the community open house, and numerous events that have been held in Penticton relating to the new building. This year the South Okanagan RAC will be focusing on getting new members from the Similkameen and Osoyoos.</p> <p>Central Okanagan RAC</p> <p><u>Meeting Frequency:</u> Meetings are held every two-three months during the academic year.</p> <p><u>Membership:</u> Current membership includes eighteen RAC members.</p> <p>North Okanagan RAC</p> <p><u>Meeting Frequency:</u> The North Okanagan RAC has met four times to date this year and will meet again in November. To date the following items have been discussed: Recruitment strategies, particularly interactions with the</p>

secondary schools and fall enrolment; sustainability projects and initiatives including the development of a community garden/farm project; the unit plan review process; community involvement and fundraising; and new programming based on student demands and labour market information.

Membership: Current membership includes twelve members and one ex-officio member.

Shuswap RAC

Meeting Frequency: The Salmon Arm Advisory Committee has been inactive for the past year. With a new RAC being established for Salmon Arm the first meeting is expected to take place in November.

Membership: The fifteen member Downtown Community Campus (DCC) committee has eclipsed the RAC in terms of being a highly active, very visible and effective means of securing community involvement in further developing the relationship of the college with the community. As it provides the college with advice and support in the areas of programming, facility needs, marketing and promotion, the RAC correspondingly has become redundant for the moment. However, the DCC has a limited life span and a RAC is being resurrected.

A new RAC for Salmon Arm is in the process of being established. To date three leaders in the community, all champions of the college, have tentatively agreed to serve. The agenda of each of their meetings will be to invite representatives of various community sectors served by the college - whether, business, health, K-12 education, culture or the environment - and from these meetings recommendations will be developed.

Revelstoke RAC

Meeting Frequency: The Revelstoke RAC met three times in 2010-2011, and will be having another meeting sometime in November.

Membership: Current membership includes fourteen members.

Highlights, Projects, Goals: Continuing Studies and AACCP programming enjoy much community support and reasonably adequate enrolments, thanks to the help and encouragement of this group. The major thrust over the past year, thanks to the suggestions and support of this group, is to develop programming related to the alpine nature of the region and several talks have taken place with the Canadian Avalanche Association, which is headquartered in Revelstoke. There have also been several talks with the Adventure Tourism department of Thompson Rivers University, which is very interested in partnering with Okanagan College in delivering its program in Revelstoke.

Items of Interest: The Canadian Avalanche Association will be

	<p>working with OC's Okanagan School of Business to develop and economic impact study of avalanches on the Canadian economy. The City of Revelstoke has been very active assisting OC is securing the \$300,000 required in equipment and funds to bring the Adventure Tourism program to Revelstoke.</p>
<p>Action Required:</p> <ul style="list-style-type: none">• For consultation• For information• For approval (including resolution)	None
<p>Comments from the President:</p>	None
<p>Report prepared and supported by:</p>	Dr. Andrew Hay, P. Eng. Vice President Education