

UCC Institutional Review

Self-Study Report

September 7, 1994



UNIVERSITY OF THE CARIBBEAN
101
ST. JAMES
JAMAICA

September 7, 1994

Mr. James P. ...
President
University College of the Caribbean
Bridgetown, Barbados

UCC Institutional Review

Self-Study Report

Dear Mr. ...

It is my pleasure to submit to you the report of the UCC Institutional Review Committee.

Over the past year, the members of the Committee have worked closely with staff to review the operation of UCC in light of the new accountability framework and the secondary institutions of English Culture. For all of us it has been both a learning and rewarding experience. The Committee recognizes the challenging times now faced by publicly funded institutions such as UCC. We hope the observations and recommendations made in our report about UCC's continuing development as a centre for educational excellence which all of those in our communities who served by UCC institutions will find of value.

As Chair of the Committee, it has been my pleasure to work with a group of dedicated volunteers. I would like to extend my sincere appreciation for their time, their enthusiasm and collective wisdom.

Our thanks as a Committee goes to the support staff: Carry Burgess, Larry Wong, Andrea ... and Wendy ... for their assistance in this effort.

A special recognition goes to Alison ... for his patience, counsel and expert insight into the many issues raised by the Committee. His special dedication and hard work will be much appreciated.

Yours sincerely,

September 7, 1994

Chairman
Institutional Review Committee

THE
UNIVERSITY
COLLEGE
OF THE
CARIBOO



September 7, 1994

Mr. James Wright
President
University College of the Cariboo
Kamloops, B. C.

Dear Mr. Wright:

It is my pleasure to submit to you the report of the UCC Institutional Review Committee.

Over the past year, the members of the Committee have worked closely with staff to review the operation of UCC utilizing the new accountability framework for post secondary institutions in British Columbia. For all of us it has been both a learning and rewarding experience. The Committee recognizes the challenging times now faced by publicly funded institutions such as UCC. We hope that the observations and recommendations made in our report will assist UCC in continuing its development as a centre for educational excellence which all of those in the communities now served by UCC have become justifiably proud of.

As Chair of the Committee, it has been my pleasure to work with a group of dedicated volunteers. I would like to extend my sincere appreciation for their time, their enthusiasm and collective wisdom.

Our thanks as a Committee goes to the support staff: Carey Miggins, Larry Xiong, Andrew McKay and Wendy Trotter for their assistance in this effort.

A special recognition goes to Alistair Watt for his patience, counsel and endless insight into the many issues raised by the Committee. His special dedication and hard work were much appreciated.

Yours sincerely,

Paul Chapin, Chair
UCC Institutional Review Committee

ENCLOSURE

EXECUTIVE SUMMARY

The University College of the Cariboo Institutional Review Steering Committee met 12 times between December 3, 1993, and September 6, 1994. Its deliberations were shaped and driven by the seven basic questions of the Canadian Comprehensive Auditing Foundation/BC Colleges and Institutes' Accountability Framework:

1. Does UCC have an adequate mission statement and a plan that clearly states its objectives, and are these clearly communicated to its community?
2. Does UCC offer programs and other services that best meet the needs of its community?
3. Does UCC attract and keep an appropriate number and mix of students?
4. Do students achieve appropriate outcomes?
5. Does UCC obtain, organize and administer resources so that the above outcomes are achieved at a reasonable cost?
6. Is UCC maintaining and building its intellectual and physical resources, including quality of its employees, curriculum, and physical plant?
7. Does UCC have systems that produce information that enables management to answer these questions?

The Committee found much to commend at UCC:

- * the community-oriented programs of cultural events and public lecture series;
- * UCC's FTE utilization rates for 1992-93 and 1993-94;
- * the drop in "within-year" attrition from 32% in 1988 to 14% in 1993;
- * UCC's system of monitoring resource allocation and expenditures;
- * the general satisfaction levels of students, particularly vocational and career/technical students, with the worthwhileness of their studies at UCC.

The report includes recommendations, made in the spirit of constructive criticism, that address the following issues:

- i) revision of institutional mission;
- ii) role and function of advisory committees;
- iii) Williams Lake empowerment;
- iv) First Nations;
- v) review of academic programs and non-instructional units;
- vi) Registry and Advising services;
- vii) library holdings;
- viii) preventative maintenance;
- ix) performance appraisal;
- x) internal communication;
- xi) data deficiencies at system and institutional level.

The nine-month process of review and analysis brought home to the Committee the extent to which UCC is a dynamic and evolving institution. Even as this report was being written, many of the issues it identifies were being addressed, and changes will continue to take place. Such willingness to accept criticism and introduce change can only augur well for UCC.

TABLE OF CONTENTS

	Page
Executive Summary	
Chapter 1: Mission Statement, Plan, Objectives	1
Chapter 2: Serving the Needs of the Community	3
Chapter 3: Attracting and Retaining Student Numbers and Mix	9
Chapter 4: Student Outcomes	16
Chapter 5: Efficient Administration of Resources	25
Chapter 6: Intellectual and Physical Resources	29
Chapter 7: Information Systems	35
Appendix A Summary of Recommendations	36
Appendix B Methodology	43
Appendix C Institutional Evaluation Steering Committee Membership	49

LIST OF ILLUSTRATIONS

- 1. UCC Three-year planning cycle (1990-93)**
- 2. UCC FTE Utilization, 1988/89 - 1993/94**
- 3. Provincial Post-Secondary First-year Academic Survival Rates**
- 4. UCC Average Survival Rates, 1990-1993**
- 5. UCC 1993 Graduation Rates for Selected Programs**
- 6. Goal Achievement Ratings: 1992 Arts and Science Leavers**
- 7. Overall Rating of Studies: 1992 Occupational Leavers**
- 8. 1992 Transfer Rates by Institution**
- 9. Skills and Knowledge Acquisition Gains: 1992 Academic Leavers**
- 10. Skills and Knowledge Preparation and Application: 1992 Occupational Leavers**
- 11. UCC Enrolments/Staffing Statistics, 1979-93**
- 12. Educational Qualifications of Faculty: UCC and OUC, 1991; UCC and MUC, 1993**

Chapter 1

Mission Statement, Plan, Objectives

Does UCC have an adequate mission statement and a plan that clearly states its objectives, and are these clearly communicated to its community?

The test of any organization's viability is whether it knows what it is about, has a set of goals to give it direction, and has a plan to get there.

In the British Columbia college and institute system, the planning culture arrived comparatively recently, and has not enjoyed a smooth evolution. First there was zero-based budgeting in 1981, then, in 1982, integrated five-year planning, the first attempt to co-ordinate the post-secondary system. In 1989, the Ministry of Advanced Education, Training and Technology, as it then was, changed the time frame to three-year, roll-forward planning.

The University College of the Cariboo has participated in all versions of planning as mandated by the government: zero-based budgeting, integrated five-year planning, and the most recent three-year planning cycle. The first iteration of this cycle was completed in April, 1994, with the expiry of the 1991-94 Three-Year Plan. A mid-point operational update, completed in June, 1993, will carry through to April, 1996, and a full scale re-write of the plan, in the light of institutional review findings and staff input, is scheduled for 1994-95.

The clarity and relevance of the existing mission statement and plan, and the extent to which they are communicated, are moot points. The Committee noted that responses to the Internal Community Survey (April 1994) were positive about the clarity of the mission statement and plan, but queried their relevance. As mission and plan were written in 1990, it is not surprising that a four year passage in time has profoundly altered the environment and challenges that they addressed.

The communication of the mission and plan also appears to have raised problems. Even though the Three-Year Plan, 1991-94, and its 1993 update were distributed to all UCC managers to chairperson level, and even though the mission statement has appeared in successive UCC calendars from 1991 on, a large number of Internal Survey respondents claimed to have never heard of or seen either mission statement or plan. Certainly, almost half the respondents report having been in the employ of UCC for three years or fewer--that is, they were not on campus when the mission statement and plan were formulated--but this statistic still speaks to the need to keep employees informed about organizational direction and progress.

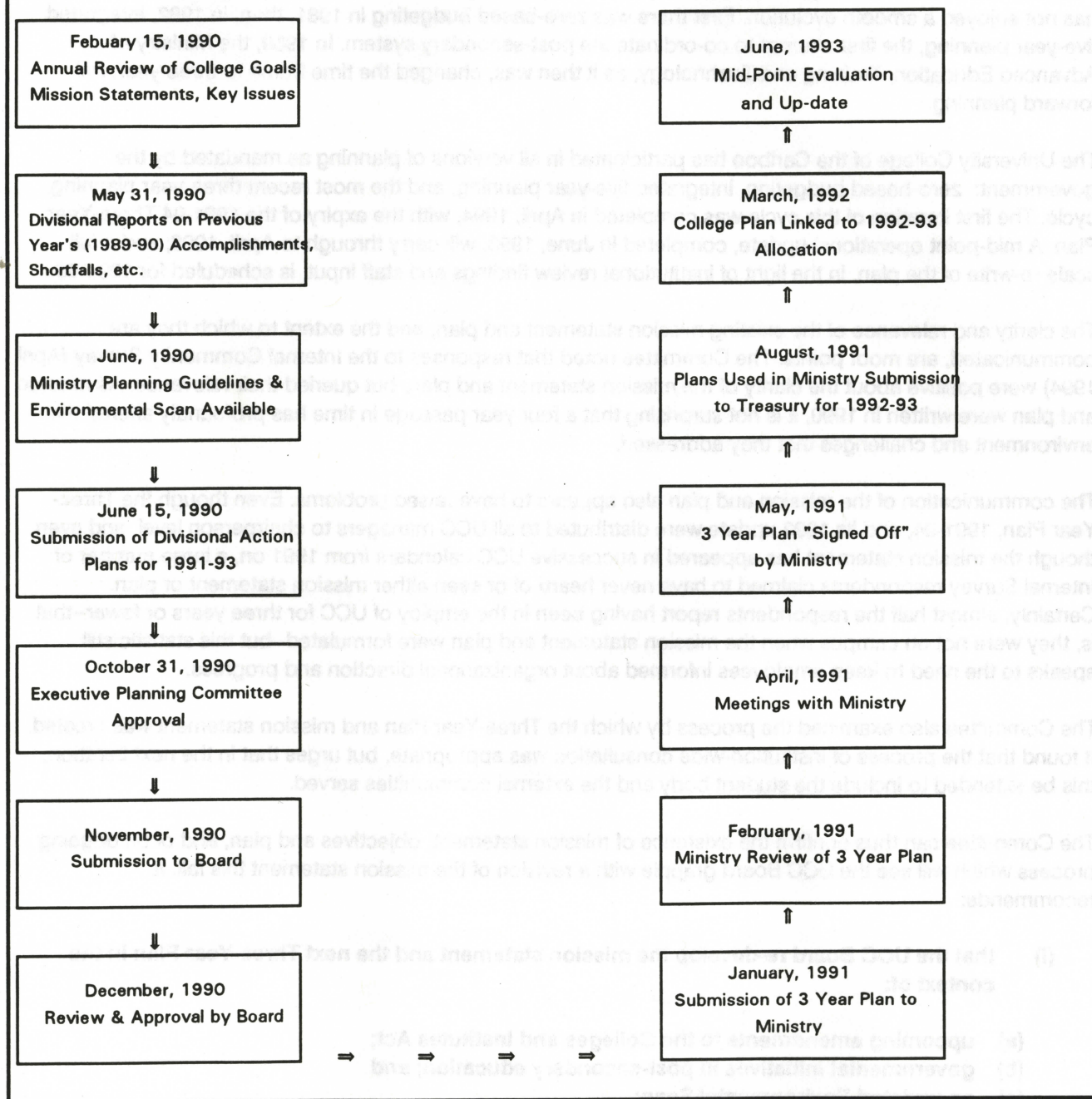
The Committee also examined the process by which the Three-Year Plan and mission statement was created. It found that the process of institution-wide consultation was appropriate, but urges that in the next iteration, this be extended to include the student body and the external communities served.

The Committee can thus confirm the existence of mission statement, objectives and plan, and of an ongoing process which will see the UCC Board grapple with a revision of the mission statement this fall. It recommends:

- (i) **that the UCC Board re-develop the mission statement and the next Three-Year Plan in the context of:**
 - (a) **upcoming amendments to the Colleges and Institutes Act;**
 - (b) **governmental initiatives in post-secondary education; and**
 - (c) **an updated Environmental Scan;**

- (ii) that the student body and external communities be consulted and involved in the next planning cycle; and
- (iii) that greater effort be made to communicate the mission statement, objectives and plan of UCC to all of the various stakeholder groups.

UCC Three-Year Planning Cycle (1990-93)



Chapter 2

Serving the Needs of the Community

Does UCC offer programs and other services that best meet the needs of its community?

The Committee broke this question into three discrete components: "community", "programs" and "services".

UCC's community is multi-faceted and multi-dimensional. It includes the six school districts within the College region; any person over 18 years of age within that region; different genders, ethnic groups and age groups; the full-time and the part-time student; the challenged; current and future students; constituencies in business and industry with specific training and education needs; the province at large, for one-of-kind programs; and the international community.

"Programs" are defined as instructional programs, and "services" as non-instructional activities which provide the infrastructure for the instructional enterprise.

The key questions here are: (a) what linkages, mechanisms and processes are in place to identify community needs and respond to them; (b) what 'special' communities' concerns need to be met; (c) what programs exist and are these programs meeting the needs of clients; (d) what support services exist; and (e) are these support services meeting the needs of the community?

a. Linkages for Identifying Community needs:

The principal vehicles for identifying community needs are program advisory committees and community advisory committees. The former provide a conduit to UCC on credit programming matters, and the latter serve the needs of communities within the region (with the exception of Kamloops, which does not have one). As per policy, both these sets of committees identify educational needs and demand and communicate them to UCC via program chairpersons and deans, in the case of program advisory committees, and community co-ordinators and deans in the case of community advisory committees. New program advisory committees may be created to assist in the creation of new programs, as for example, in the case of the proposed B.Ed. (Secondary) and Bachelor of Journalism programs. The normal route for a base-funded program proposal is from the advisory committee--to the Educational Planning and Program Review Committee--to the College Education Council--to the Board--to the Ministry of Labour Skills and Training for approval. Extension and community program co-ordinators have considerably more latitude in responding directly to community requests for non-credit programs.

Other needs assessment mechanisms are less frequent and regular. The Applied Industrial Technology Division's Regional Labour Market Survey (February, 1993) ascertained training needs for the skilled work force in the region. Regular follow-up assessments are a possibility here. As well, the Industrial Technology Advisor and the Research Services/Industry Liaison Co-ordinator are in constant contact with business and industry in the region, facilitating technology transfer and research and development partnerships, and relaying community needs to UCC.

By scrutinizing a representative selection of program review reports, the Committee determined that while the advisory committee structure is generally a very useful mechanism for community liaison, some program advisory committees should become more active in planning the future of the programs for which they are responsible. The Committee accordingly recommends:

- (i) **that to ensure that the Senior Instructional Officer has a proper overview and appreciation of the advice being offered, the recommendations of program advisory committees be forwarded not only to the relevant program chairperson and dean, but to the Vice-President, Instruction;**

a. Linkages for Identifying Community needs: (cont.)

- (ii) that all advisory committees be encouraged to meet at least semi-annually and to evaluate their activities and performance at least annually;
- (iii) that UCC establish a community advisory committee in Kamloops;
- (iv) that in view of its goal of increasing collaboration with the manufacturing sector, UCC establish a new advisory committee consisting of representatives from business and industry, to develop stronger training and technology transfer linkages with this sector;
- (v) that in general, UCC be pro-active in identifying human resource development and training needs in major sectors, rather than wait for industry to approach the College;
- (vi) that given the need to implement effectively provincial policy decisions on apprenticeship training, UCC actively lobby the Ministry of Labour Skills and Training to establish co-ordinated dialogue among key players at regional level;
- (vii) that in response to the Provincial Government's intention to establish Community Skills Advisory Committees to guide the Skills Now Initiative, UCC seek to participate in the development of the mandate and composition of those committees within its region to ensure efficient, non-duplicative program delivery.

b. Linkages with 'Special' Communities:

Three specific sets of linkages came to the Committee's attention: those with Williams Lake, with First Nations peoples, and with the school districts within the College region.

Williams Lake:

During their visit to Williams Lake Campus on March 24, 1994, Committee members were familiarized with a number of concerns by students, faculty and administration. These are listed below:

- the need for Campus empowerment, while ensuring quality control over curriculum and instruction; this would include greater autonomy and flexibility in responding to local needs, and the provision of sufficient funding to guarantee the offering of complete programs (for example, in 1993-94, only nine of the ten courses required for the completion of the first year Business Diploma and Accounting Technician programs could be offered due to shortage of funds);
- the need to have the Campus Advisory Committee contribute more effectively;
- the need to introduce new technology to support and amplify Williams Lake's instructional range;
- the need for adequate support services: Library holdings are scanty, and the academic advisor is over-worked;
- the need for more student amenities, especially sports facilities and daycare;
- the need for a stronger Student Council.

On the positive side, Williams Lake personnel identified strengthening collaboration with the University of Northern British Columbia and the College of New Caledonia, and increasing First Nations' participation as exciting opportunities to be developed. The Committee recommends:

b. Linkages with 'Special' Communities: (cont.)

- (i) that UCC address the need for empowerment, autonomy and greater flexibility on Williams Lake Campus, while ensuring standards of curriculum and instruction;
- (ii) that UCC encourage greater and more effective contributions from the Williams Lake Advisory Committee (q.v. recommendations 2.a.(i) and 2.a.(ii));
- (iii) that UCC pursue its plan to implement fibre-optic delivered live-interactive video in Williams Lake (and Merritt) in Fall, 1994, to increase the number of courses available on these campuses.

First Nations:

The Committee noted that, generally speaking, until six years ago, UCC was reactive rather than responsive to First Nations peoples' needs. Since then, some progress has been made. For example, First Nations Advisory Committees were formed in Kamloops and Williams Lake in 1988, and Co-ordinators for First Nations students were appointed on these campuses. Orientation programs for First Nations students are now in place on both campuses, and some tracking of their academic performance has been done. The Committee commends these initiatives and recommends:

- (iv) that recognizing and respecting the aspirations of First Nations peoples, UCC continue to be responsive rather than proactive to their educational needs;
- (v) that linkages between the First Nations Advisory Committee and the UCC Executive be strengthened by annual briefing sessions;
- (vi) that First Nations students be encouraged to identify themselves as such upon admission to UCC so that the institution may track their academic performance.

Affiliation and accreditation agreements are powerful tools in helping First Nations peoples realize their educational aspirations. While acknowledging existing accreditation and affiliation agreements between UCC and several First Nations bands, and the outreach strategy taking place at Williams Lake, the Committee noted the absence of such linkages between UCC and the Shuswap communities and urban native populations and the presence of Simon Fraser University as an educational provider to these constituencies. Accordingly, the Committee recommends:

- (vii) that UCC forge linkages with the Shuswap communities and the urban native populations with view to establishing programs currently being provided in the UCC region by other post- secondary institutions.

School Districts:

The Committee noted the existence of agreements with most school districts in the region outlining joint strategies to meet the needs of local populations.

A point of potential conflict between UCC and the school districts is the debate over who is responsible for the delivery of Adult Basic Education. The Faris Report (1993) allocated responsibility to post-secondary institutions, such as UCC, but as yet the government has not acted on this recommendation. Until the question of funding levels is settled, even with the best of will, tensions will exist between secondary and post-secondary institutions. With most school boards in its region, UCC has achieved a high level of dialogue and co-operation, but it must take pains to court the more reluctant. The Committee recommends:

School Districts: (cont.)

- (viii) that UCC pursue its policy of co-operation with school districts within its region and continue to press the Ministries of Education and of Labour, Skills and Training for speedy resolution of issues raised in the Faris Report.**

c. Adequacy of Programs:

The Committee noted the range and mix of programs listed in the UCC Calendar, but was unable to say whether the program range was appropriate to the region served, or any better or worse than that at other institutions. However, Committee members felt that UCC should be specifically commended for its strong community-oriented program of cultural events, and public and departmental lectures.

To address the question of program adequacy and evaluation, the Committee studied the policy governing the program review process at UCC and examined 20 of the 24 program review reports written in the five-year period 1988-1993. Its conclusions were that the UCC program review and follow-up system is very good overall: it is generally taken seriously throughout the institution as a powerful program improvement and management tool. However, reviews are not taking place with the frequency required to keep programs current; reviews could be a more useful tool than they are in assessing community needs; program personnel, middle and senior management need to be held more accountable for follow-up; and program advisory committees need to be involved more integrally in the review process. The Committee recommends that the process be strengthened by:

- (i) instituting regular divisional schedules for program review;**
- (ii) insisting on annual written follow-up on each action plan to the relevant advisory committee and dean;**
- (iii) implementing more intensive application of program review in the academic area;**
- (iv) exploring ways to speed up the frequency of the review cycle.**

d. Non-Instructional Services:

A list of non-instructional services at UCC, by department, was examined by the Committee. The question posed was: "To what extent are these services adequate and serving the needs of the community?"

In the last three years, UCC has initiated or participated in several specialized reviews of non-instructional services:

- The Library User Survey (November, 1991);
- The Cariboo Child Care Society Proposal (July, 1992);
- The Presidents' Task Force Report on University College Libraries (May, 1993);
- The President's Task Force Report on Women's Safety at the University College of the Cariboo (June, 1993);
- The Point of Entry Survey Report (September, 1993);
- The Student Experience Survey Report (February, 1994);
- The Student Services Survey Report (April, 1994);
- The Internal Community Survey Report (April, 1994);
- The Community Awareness Survey (May, 1994).

d. Non-Instructional Services: (cont.)

Each of these reports confirms many of the concerns and deficiencies in one or more area of UCC operations that the Steering Committee independently identified. Some recommend measures to address these problems; these recommendations are at various stages of implementation. The Committee's feeling is that such survey reports are extremely useful in pinpointing concerns and problems, and its recommendations are:

- (i) that such surveys continue to be conducted on a regular basis; and**
- (ii) that their findings be widely distributed throughout the institution to promote consideration and action by faculty, staff and administration.**

The Presidents' Task Force Report on University College Libraries, for example, identifies a crisis in university college library holdings throughout the province which will take years to weather. The insufficiency of UCC library holdings is reflected in the rating provided by faculty and students in the Internal Community Survey and the Student Services Surveys respectively, in April, 1994. The Committee can merely recommend here:

- (iii) that UCC give top priority to enlarging its library holdings.**

Although the recommendations of the Task Force Report on Women's Safety at the University College of the Cariboo (June, 1993) have in large part been implemented, the more recent Student Services Survey (April, 1994) identifies continuing concerns about the UCC environment: quality of air, temperature control, lighting, cleanliness of facilities, parking, public transport access and bicycle parking being the main ones. In particular, parking at UCC is considered by many to be a major problem, and while the proposed preventative maintenance plan (see Chapter 6) may address many of the facilities-related problems, the Committee recommends:

- (iv) that the Director, Facilities, and the Manager, Occupational Health and Safety, address the facilities, parking and safety-related concerns raised in the Student Services Survey.**

The Point of Entry Survey (September, 1993), the Student Experience Survey (February, 1994) and the Student Services Survey (April, 1994) all raise concerns about the quality and timeliness of client service in the Student Services area, particularly Admissions/Records and Academic Advising. Specifically, the waiting period before appointments and the reliability of the information received were the concerns in Academic Advising, and the quality of customer service and hours of access those in the Registry. For instance, 28% of respondents to the Student Experience Survey (February, 1994) indicated that they had to wait between one and two weeks for an academic advising appointment, and 26% of respondents found the service to be "poor" or "fair". These concerns were echoed in the Open Forums held in Kamloops in March, 1994, and the customer service complaints about Admissions were reflected to some extent in the Community Awareness Survey (May, 1994).

The Committee determined that UCC student support allocations are "adequate" in relation to other institutions, and thus lack of resources cannot be the sole cause of these complaints. However, the Committee noted that while there has been a 61% increase in students in the last four years (1989/90 - 1993/94), and a 62% increase in faculty, staffing levels in Counselling and Advising have remained the same as they were in 1990. Balancing the expansion of various sectors, and therefore allocation of resources at UCC, will always be a dilemma. But if UCC wishes to place a higher value on student services, the question is whether it should increase resource allocations to this area or re-assess and narrow this division's mandate. The Committee therefore recommends:

- (v) that UCC re-examine its staffing needs in Counselling and Advising in the light of the 61% increase in students over the last four years.**

Independent of resource considerations, some rationalization of Student Services activities should be attempted. Some of what Student Services is currently attempting could, in the Committee's view, be undertaken by instructional departments, by the Student Society, and the individual student--for example, academic advising, campus tours and transfer planning respectively. The Committee therefore recommends:

- (vi) that Student Services review its mandate in the light of whatever staffing levels prevail, and prioritize its services; and
- (vii) that Student Services adopt as its mission the encouragement of students to become independent of institutional support;
- (viii) that the Director, Student Services, foster and develop a strong customer-focused consciousness within his area.

In the Registry area, the Committee noted staff concerns about year-round workload and the stress caused by the implementation of the new IMIS system. It also noted the stress imposed on Admissions and Records staff by poor information sharing by the instructional divisions and the Executive, and by the recent faltering of the advance planning and timetabling needed to ensure smooth registration. The Committee sees some relief in technological solutions, such as touch-tone registration, scheduled for implementation in 1996, and off-hours voice mail. It also notes that the fact that the Registry has the highest concentration of staff/student traffic per square foot on campus probably contributes to staff stress levels. Its recommendations are as follows:

- (ix) that UCC emphasize information sharing between instructional divisions and the Registry and Student Services, and revive the advance planning and scheduling needed to ensure efficient registration of students;
- (x) that UCC ensure that equipment and equipment maintenance appropriate to such a crucial front-end operation as the Registry are in place;
- (xi) that UCC address the problem of cramped working conditions in the Registry either by expansion or relocation of these quarters;
- (xii) that the Registrar foster and develop a strong customer-focused attitude within his area.

e. Evaluation of Non-Instructional Services:

The Committee noted that while instructional programs are required by policy to undergo systematic evaluation every five or six years and are held accountable by the Educational Planning and Program Review Committee, non-instructional units are currently exempt from the review process, and thus there is no accountability mechanism to ensure that data and recommendations such as those derived from the above surveys and reports are acted upon. The Committee accordingly recommends:

- (i) that support and service units at UCC be subject to formal review processes;
- (ii) that such review mechanisms be developed to ensure input from all relevant parties (departmental/unit personnel, clients, students, faculty, supervisors and the public), to obtain comprehensive feedback on the strengths and weaknesses of the service; and
- (iii) that follow-up on such reviews be taken seriously to ensure that service departments and units are held accountable for implementing recommendations emerging from the review process.

Chapter 3

Attracting and Retaining Appropriate Student Numbers and Mix

Does UCC attract and keep an appropriate number and mix of students?

The Committee divided the question into two halves--"attract" and "keep"--and used various criteria to respond to each part of this question. "Attracting students" implies:

- (a) marketing considerations;
- (b) intrinsic institutional drawing power;
- (c) regional participation rates (or "market penetration");
- (d) equitable admissions policies;
- (e) ratios of capacity to demand;
- (f) utilization rates.

"Keeping students" implies:

- (g) retention rates and strategies;
- (h) research on why students drop-out;
- (i) provision of financial support and incentives for students;
- (j) responsiveness to student mix.

ATTRACTING STUDENTS:

a. UCC Marketing Strategies:

The Committee noted the existence of the communications strategy developed by the Public Relations and Publications Department, and aimed at marketing UCC programs. The Committee was impressed by the scope and quality of this effort, which includes brochures, videotapes, posters, newspaper columns, radio spots, participation in careers nights and fairs, and advertising of cultural events, as well as the flagship publication, the UCC Calendar. But while Public Relations and Publications have done an excellent job alerting the external community to UCC's programs and services, the Committee noted that the Internal Community Survey (April, 1994) indicates that many faculty are not aware of the extent of this effort. Therefore the Committee recommends:

- (i) that the Public Relations and Publications Department take steps to enhance faculty and staff awareness of their marketing strategy and activities.

b. Participation Rates:

Participation rates are the measure of an institution's "market penetration" or attractiveness as a purveyor of education. Participation rates are measured by the number of full-time equivalent students attending an institution per thousand of that institution's region's population.

The Committee determined that UCC has a high regional participation rate by comparison to other colleges, being surpassed in 1992-93 only by two other colleges in the system: Douglas and Selkirk. Much of this high participation rate is attributable to the development of degree completion programming since 1989.

c. Attractiveness of UCC:

The Committee was provided with data from the Point of Entry Survey (September, 1993) which reflect students' main reasons for attending UCC over other institutions. Program range, instructional reputation, cost and proximity to home were the main drawing cards:

- (1) "[UCC] offers courses/programs I want" (90.6%)
- (2) "quality of instruction" (82.5%)
- (3) "low tuition fees" (79.9%)
- (4) "location/close to home" (79.8%)

(figures in parentheses: percentage of respondents rating the item "very important" or "somewhat important").

The Student Experience Survey (February, 1994) asked first year students where UCC ranked among their application preferences. Seventy percent of respondents applied only to UCC, and of the remaining 30%, 12.5% made UCC their first choice, 11.5% made UCC their second choice, and only 1.5% made UCC their third choice or lower. (5.5% did not respond.) Thus for 82.5% of its clients, UCC is the institution of choice.

d. Admissions Policies:

Having examined Gibson's Student Guide to Western Canadian Universities and Career Options: Programs in B.C. Colleges and Institutions, the Committee noted no significant difference between UCC's admission criteria by program and those of other university colleges. Comparisons were not made with university entrance requirements, which are considerably higher than UCC's.

The Committee was apprised of debate on admissions policies initiated by UCC's College Education Council and urges the resolution of this issue as soon as possible. It emphasizes that resolution of this issue should be seen as secondary to UCC's pressing need to redefine its institutional identity and re-shape its mission and goals, and recommends:

- (i) that UCC reassess its admissions policies at institutional rather than divisional/departmental level;
- (ii) that in its deliberations on admissions policies, UCC be sensitive to and consult the communities it serves.

e. Application Numbers and Turnaway Estimates:

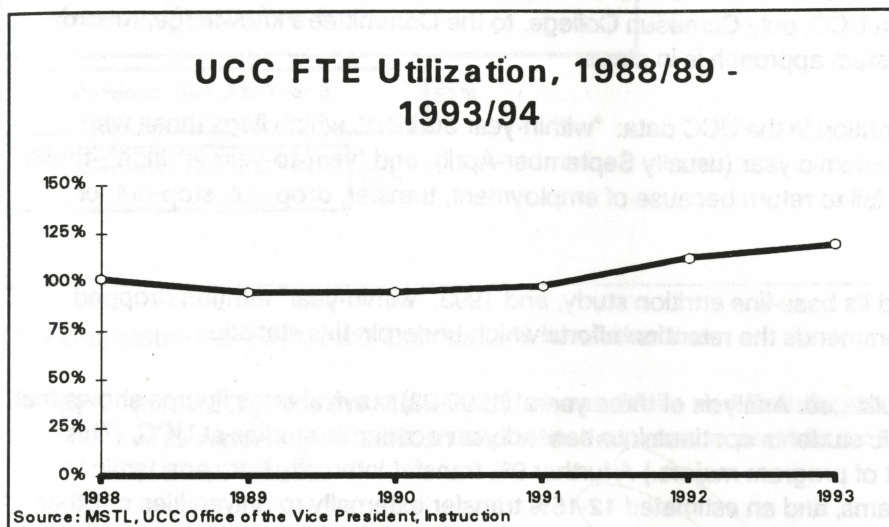
Waiting list numbers indicate demand for programs, and turnaways indicate unsatisfied demand. The Committee noted that application numbers were not available and that waiting lists for only some programs were produced, the rest having been deleted by Admissions. The Committee examined the waiting lists available and commented that some vocational programs have longer waiting lists than others. It was informed that market demand and limitations to work-space and equipment govern the size and frequency of intakes.

Turnaway rates are at present merely estimates, and no differentiation can be made between "turnaways" (those who could not get any course of program at all) and "walkaways" (those who were admitted to UCC but failed to register, for whatever reason). For Fall 1993, the UCC turnaway estimate was approximately 600 students, but lack of comparable data from other institutions makes analysis difficult. The provincial Post Secondary Application Service, scheduled to open in 1996, should be able to provide reliable figures. The Committee noted, finally, that a modest turnaway rate is not necessarily bad, because it indicates ongoing post-secondary demand.

1. FTE Utilization Rates:

An FTE ("Full-Time Equivalent") is a unit of funding; a program's FTE utilization measures the number of full-time equivalent students for which it was funded against the actual number to whom it delivered instruction. FTE rates are thus measures of program attractiveness and efficiency.

UCC's overall FTE utilization rates of 111.7% and 119% in 1992-93 and 1993-94 respectively have in the Committee's opinion, been exceptional. The Ministry considers 105% to be "good performance" and UCC has surpassed that benchmark two years in a row, while the system average for 1992-93 was 95% (1993-94 not yet available).



The Committee noted that UCC's overall utilization rate in 1988-89 was 101%, but that a drop to 94% took place in the ensuing two years, (the period 1989-90 and 1990-91) before rising to 98% in 1991-92. It queries why UCC's rates dropped below 100% in these three years whereas those of comparable university colleges grappling with the same problems of initiating degree completion programs maintained their rates at or above 100%.

Examining the data on major program areas, the Committee noted that academic, and part-time vocational programming has evinced impressive utilization records over the years, as has degree completion since 1990. The strongest growth has been the 374% in academic programs in the ten year period 1982-83 to 1992-93; enrolments in the career/technology and vocational areas have been relatively stable over the same period. Balancing continued growth with stabilization and occupational training with academic studies will be a consideration as the institution grows.

Specific analysis indicates erratic or underachieving utilization rates in some programs:

Electronics: under 80% utilization, four years out of five, 1988-93;

Adult Special Education: under 80% utilization, four years out of five, 1988-93;

Computer Systems: Operation and Management: under 80% utilization three years out of five, 1988-93;

Auto and Heavy Duty Mechanics: under 80% utilization, two years out of five, 1988-93.

The Committee draws UCC's attention to these programs' utilization rates and merely asks whether they warrant concern and/or review, and whether there are factors affecting them that call for creative approaches to attract more students.

KEEPING STUDENTS:

g. Retention and Attrition Rates:

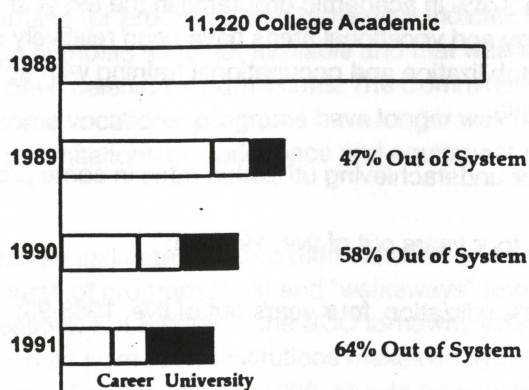
Retention and attrition comparisons with other institutions or with system benchmarks were rendered impossible by lack of data. Apart from UCC, only Camosun College, to the Committee's knowledge, records and analyzes its attrition rates. No system approach is in place.

The Committee noted two types of attrition in the UCC data: "within-year attrition", which flags those who discontinue their studies within an academic year (usually September-April); and "year-to-year attrition"--those who complete an academic year but fail to return because of employment, transfer, drop-out, stop-out, or whatever reason.

Between 1988, when UCC conducted its base-line attrition study, and 1993, "within-year" attrition dropped from 32% to 14%. The Committee commends the retention efforts which underpin this statistic.

"Year-to-year" figures are more complicated. Analysis of three years' (1990-93) survival rates figures shows that an average 42% of first year academic students continue into second year academic studies at UCC. (This figure is rising with the establishment of program majors.) A further 9% transfer internally from academic to career/technical or vocational programs, and an estimated 12-15% transfer externally to universities or other colleges or institutes. This leaves unaccounted some 34-35% of each academic cohort, who simply do not return the following year. Fourteen percent already disappeared within the year ("within year attrition"), but this still means that some 20% of each cohort do not return. However, to put these figures in perspective, it should be noted that, system-wide, 47% of the total provincial first year academic cohort are no longer in the post-secondary system in any capacity by the following year.

Many 1st Year Students Are Not Retained

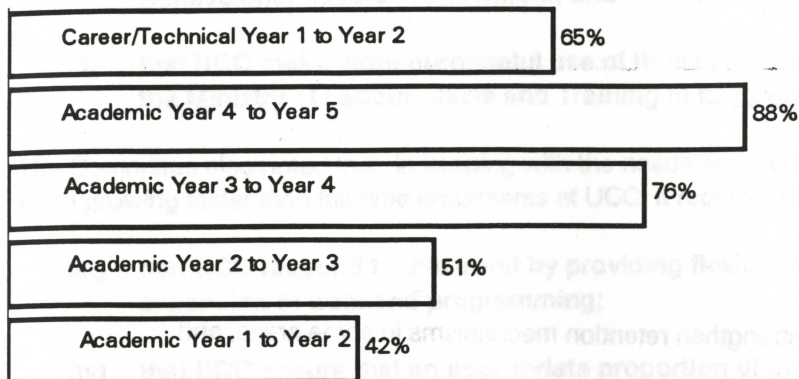


Fall Academic Students
1988 Cohort

Source: SIRI 1993

Survival rates improve from second to third and third to fourth years academic, with averages of 51% and 76% retention. These figures, too are on the rise.

UCC Average Survival Rate, 1990-1993



The Committee makes no recommendations here other than :

- (i) that UCC press the Ministry of Labour, Skills and Training for the establishment of system-wide reporting on attrition and retention rates to provide for better management and analysis of these issues.

The Committee also noted that UCC has no consistent system for identifying drop-outs and following up on their reasons for leaving. Formal withdrawees have to sign a Complete Withdrawal Form and undergo an exit interview with Student Services, but no follow-up mechanism exists for those who just disappear. The Committee accordingly recommends:

- (ii) that UCC deans monitor attrition rates of programs in their divisions on an annual basis, and be held responsible for conducting an investigation of any program in which attrition reaches a pre-determined level. The investigation should include contacting of drop-outs and withdrawees from the program to ascertain their reasons for discontinuing their studies. A customer-service philosophy should be adopted in this process.

h. Retention Strategies:

The Committee acknowledged the existence of the 22 retention strategies and mechanisms listed below:

- Student Assessment Centre;
- Selective Admissions (in some programs only);
- Academic Advising;
- Timetabling/Registration Workshops;
- Campus Awareness Sessions;
- Program Orientations;
- Student Success Seminars;

- Counselling;
- Stress Management, Test Anxiety, Study Skills Workshops;
- Annual Counsellors' Conference;
- Athletics and Recreation;
- Chaplaincy;
- Student Employment;
- Financial Aid and Awards;
- Health Services;
- Student Housing;
- First Nations Co-ordinator;
- Disabled Students Co-ordinator;
- Counselling Resource Centre;
- Sexual Harassment Co-ordinator;
- Regular Office Hours by Instructors;
- Instructional Skills Workshops.

It felt, however, that more might be done to strengthen retention mechanisms in some areas, and recommends:

- (i) that in reviewing its student retention strategy, UCC prioritize extending pre-registration orientation for new students and extra-curricular activities to increase student involvement (see Chapter 4 also), and explore the cost and benefit of a system (including safety-net programs) for identifying and supporting students in academic difficulty.

i. Financial Support and Incentives for Students:

Is UCC doing enough in providing financial support for students who otherwise could not afford a post-secondary education or in helping them access government loans?

Limited comparative data made it difficult for the Committee to determine if students have access to a "fair share" of government loans, or how UCC's internally administered bursaries and scholarships compare in aggregate and in per capita terms with those of other institutions. The Committee noted concerns raised in the 1992 and 1993 Student Outcomes Reporting System (SORS) Report about access to student loans, but was unsure whether the complaints were about the rules of eligibility (which are a government matter) or the operation of UCC's Financial Aid and Awards Office (which is a UCC matter). The Committee noted, however, the UCC disbursed \$229,708 in student bursaries and scholarships in 1992-93, and that 30% of the student population in that year received government loans.

The primary function of the UCC Financial Aid and Awards Office is assisting the student body to access government and internally-administered monies. This it does through advising and through publication of scholarship and bursary information in the UCC calendar. In the Open Forums held in March, 1994, the Committee heard of student concerns about line-ups and delays in accessing financial advisors at the Financial Aid and Awards Office. Also, some criticisms emerged in the Student Services Survey (April, 1994) about the office's hours of operation. These will be addressed, the Committee believes, by the customer-service strategy that the Registrar is urged to develop in Recommendation 2.c. (xii).

Other means of encouraging financially needy students to stay at college are the Work-Study program, which provides financial support to those in need in return for a maximum of ten hours per week's work, and part-time employment opportunities through the Campus Activity Centre.

j. Responsiveness to Student Mix:

The Committee recognized that the UCC Factbooks (1990-93) contain much interesting data on student mix, but found no way to compare UCC's population to that of the region, except in general categories such as age and gender. The Committee therefore recommends:

- (i) that more thorough recording of student characteristics be done at point of entry by the Admissions/Records department; and
- (ii) that UCC make more purposeful use of those data in relation to the regional data provided by the Ministry of Labour, Skills and Training in its Environmental Scan and other publications.

The Committee also noted that, in keeping with the needs and trends in society, part-time enrolments have been growing faster than full-time enrolments at UCC. It recommends:

- (iii) that UCC respond to this trend by providing flexible educational opportunities, specifically expansion of weekend programming;
- (iv) that UCC ensure that an appropriate proportion of its courses are scheduled in the evenings to address part-time students' needs; and
- (v) that Student Services and the Registry respond to this evening demand with appropriate evening service.

Chapter 4

Student Outcomes

Do Students Achieve Appropriate Outcomes?

"Appropriate Outcomes" may be measured quantitatively, as perceived by the institution, the Ministry and the general public, and qualitatively, as perceived by our students/clients, institutions receiving our transfer students, and employers of our graduates. Some of the performance indicators in this section are:

- (a) graduation rates;
- (b) employment rates of our graduates;
- (c) student satisfaction ratings;
- (d) transfer rates;
- (e) transfer articulation arrangements;
- (f) skill and knowledge acquisition ratings;
- (g) employer satisfaction ratings.

a. Graduation Rates:

The Committee noted that the data available cover only "selected" programs. There appear to be problems of student cohort definition, internal migration, and transfer to other institutions, as well as "stopping-out" and returning students, which militate against the generation of "clean" graduation rates, particularly in the academic area. In some vocational programs, cohort definition is complicated by continuous intake patterns. Only in semesterized career/technology programs can reliable graduation rates be produced.

In general, vocational graduation rates seem to be the highest, while those in some two-year career/technical programs are relatively low. On the academic side, the notion of "graduation" has entered institutional consciousness only since 1991, when UCC graduated its first baccalaureate students. Prior to that, academic students entered the College with the intent of transferring to another institution, or taking courses with no specific intent other than personal development.

For those programs for which data are available, graduation rates vary from 100% (Practical Horticulture) to 11% (Fine Arts). Three of the 19 selected programs had graduation rates below 20%, while nine reported graduation rates of 75% or more. Comparisons with other institutions are not possible because of incompatibility of many programs that nominally may appear to be similar, and absence of standard, system-wide reporting criteria.

The Committee recommends:

- (i) that UCC urge the Ministry of Labour, Skills and Training, and other institutions in the colleges and institutes system, to engage in more systematic and co-ordinated collection of such data as respond to the Accountability Framework so that meaningful inter-institutional comparisons may be effected;
- (ii) that UCC establish acceptable rates of graduation by program; these standards should be established by internal debate, by program faculty, based on relevant considerations such as program objectives, community needs, etc.; however, graduation rates consistently below 50% would seem to raise serious questions about the program, which might in turn trigger a review of the program.

a. Graduation Rates (cont.):

UCC 1993 Graduation Rates for Selected Programs

Program	Enrolment	Graduated	% Grdt'd
Accounting Technician	104	17	16%
Animal Health	25	21	84%
CADD Tech.	30	16	53%
Digital Art	22	18	82%
Computer System	32	12	38%
Marketing/Management	71	12	17%
Nursing	69	64	93%
Respiratory Therapy	61	39	64%
Medical Lab	12	8	67%
Fine Arts	70	8	11%
Practical Horticulture	20	20	100%
Telecomm. Tech.	15	14	93%
Partsperson	39	25	64%
Office Administration	87	78	90%
Tourism	74	42	57%
Meat Cutting	28	26	93%
Human Serv. Worker	71	69	97%
HS/RCA	85	64	75%
Early Childhood Educ.	28	19	68%

b. Employment Rates of Graduates:

Two sources were used to determine placement rates: the Arts and Science, and the Occupational Student Outcomes Follow-up Reports for UCC for years 1992 and 1993.

1. Arts and Science Survey Data:

Caution must be exercised when examining Arts and Science placement rates because many students enter UCC with (initially) no intention of finding employment on leaving; "transfer" (52%), until recently, was the objective of the majority of academic students, with "deciding on a career" (16%) and "improving my chances of getting a job" (9%) as distant second and third most common objectives (1993 SORS).

On the other hand, if placement rates are extended to include "further education placement", then 71% of 1992 leavers qualified to transfer to a university by achieving a Grade Point Average of >2.5. Also, 92% of those who continued their education elsewhere felt that their UCC experience was assisting them to some extent (or more) with their studies. In contrast, only 38% of those employed felt that their academic studies had assisted in getting them a job, and only 41% that they helped them perform the job.

2. Occupational Survey Data:

Technical/vocational program data seem to indicate that programs helped students overall to prepare for jobs, with approximately 65% of 1992 leavers employed in training-related jobs, and over 70% having had a training-related job since graduation. These figures compare with the 70% and 80%, respectively, reported provincially.

Sixty-nine percent indicated that the skills they acquired were "very useful" on the job, 22% "to some extent" useful, and 9% "not useful".

2. Occupational Survey Data: (cont.)

The main purposes for enrolling were "to learn skills needed for a job" (65%), followed by "to improve existing job skills" (12%) and "to decide on a career" (10%). Sixty-two percent reported "definitely" meeting their objective, 29% "to some extent" and 9% "not at all".

Fifty-six percent are employed full-time, 12% part-time, and 12% are unemployed. Eighty-four percent said that their training was highly related, or related to some extent, to their present job.

The Committee concluded that there appears to be a strong relationship between student needs, training and job placement requirements, with a high placement rate that is in line with provincial rates.

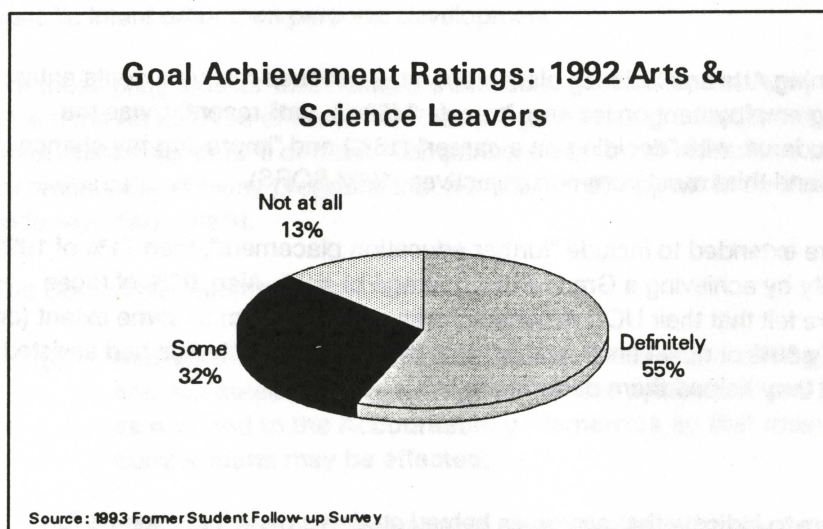
The question must be posed, however, whether the survey approach provides an adequate tool for UCC. For example, the Arts and Science Outcomes survey focuses mainly on transfer outcomes and does not catch data on degree completion—an item of crucial interest to university colleges such as UCC. Similarly, the Occupational Outcomes survey does not collect data on student integration and involvement as the Arts and Science instrument does. This begs the questions of what the differences between the academic and the career/technical/vocational experiences are, and whether the integration of career-technical and vocational students is of any less interest than that of academic students.

c. Student Satisfaction Rates:

Again, the main data source here were the 1993 Arts and Science and Occupational Student Outcomes Surveys. In addition, data from the UCC 1993 Point of Entry Survey (September, 1993) were drawn on.

1. Arts and Science:

Fifty-six percent of 1992 leavers "definitely met their objective" at UCC (cf 61% provincially), 32% "to some extent" (cf 27% provincially), and 13% "not at all" (cf 11% provincially).



Of those who transferred to another institution, only 15% believed that the quality of instruction is better at the other institution, and only 17% "never" or "seldom" had a valuable out-of-class learning experience. Forty-two percent of respondents, however, cite "greater variety of courses" at other institutions as their reason for transferring.

1. Arts and Science: (Cont.)

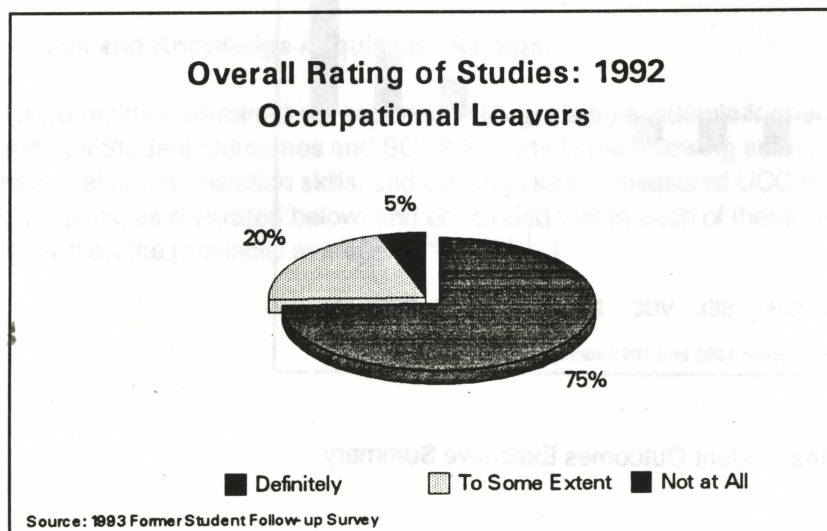
Sixty-six percent of respondents believe that there are more interesting things to do on campus at other institutions; 86% said they could find interesting things to do at UCC only "sometimes" to "never". These ratings, however, are by students who had left UCC prior to the opening of the Campus Activity Centre in January, 1993; it will be interesting to see what impact the Campus Activity Centre has on the responses to this item in the next iteration of the Outcomes Survey. Eight percent said there was "virtually no" quiet space on campus for studying; 21% reported "almost none". These ratings compare with 20% and 26% respectively in 1992. Eleven percent reported "virtually none" of their courses had adequate library materials, 28% said very few were provided for, 21% "about half", and 34% "most" to "virtually all". The 1992 figures were the same--60% reporting "virtually none" to "about half" of their courses having adequate resources.

The Committee drew the following conclusions:

- (i) While, generally, quality of academic instruction does not appear to be an issue, there is room for improvement of academic students of non-instructional items such as extra-curricular activities and library holdings.
- (ii) Limitations on variety of courses is cited as a major reason for student transfer and may be one (of several) underlying reasons for low retention rates between academic year one and year two.
- (iii) A perceived lack of extra-curricular campus activities seems to be at the core of student dissatisfaction with UCC campus life.
- (iv) Both 1992 and 1993 ratings indicate that lack of library materials is a substantial issue.
- (v) Ratings indicate that availability of quiet study space is improving: dissatisfaction has dropped from 46% among 1992 respondents to 29% of 1993 respondents. The Fall, 1993 completion of the east wing of the Arts and Education building may have further relieved the demand for study space.
- (vi) Information collection in this area of programming is satisfactory, but might be supplemented with an in-house questionnaire to identify more thoroughly what services and activities should be developed for students.

2. Occupational Data:

Overall ratings of UCC training were as follows: "definitely worthwhile"--75% (cf 71% provincially); "to some extent worthwhile"--20% (cf 25% provincially); "not at all worthwhile"--5% (3% provincially).



2. Occupational Data: (Cont.)

Sixty-two percent of respondents reported "definitely" having met their objective at UCC, 29% "to some extent", and 9% "not at all".

Seventy-four percent thought the training was highly related to their job, 11% to some extent, and 15% not at all. Eighty-seven percent thought that their training had assisted them in some way to get their present job.

Thirty-four percent considered that access to financial aid was very inadequate to inadequate, but there is some question whether they are referring to "access" (a UCC responsibility), or "eligibility" (criteria for which are established by the Federal Government).

The Committee drew the following conclusions:

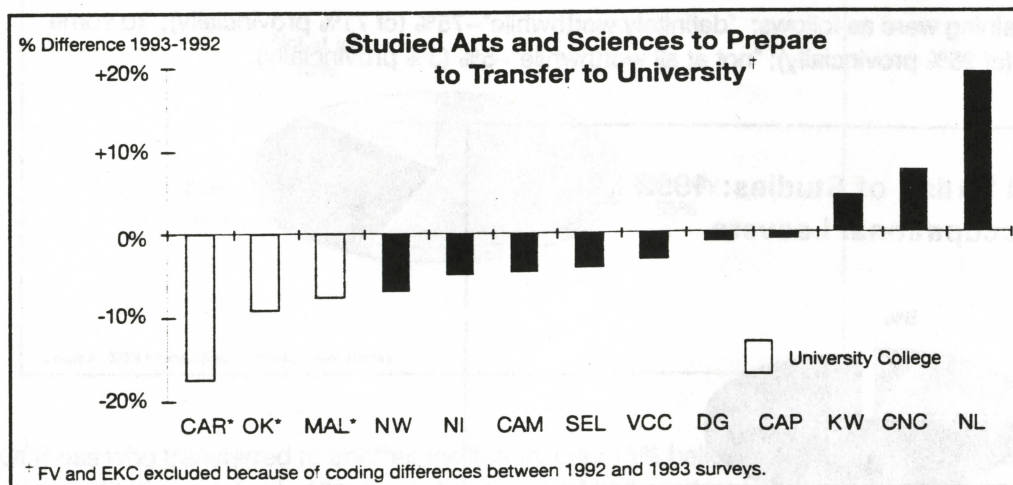
- (i) Satisfaction rates for career-technical and vocational programs are quite high, in some cases above the provincial average;
- (ii) Perhaps the only area in need of further attention is access to financial aid, an issue that the Committee has already commented on in Chapter 3.

3. 1993 Point of Entry Survey:

In this survey, 42.3% of first year registrants in 1993 report not being able to enrol in the courses they wanted. Although this is not out of line with the experience of other B.C. colleges--Kwantlen College reports 47% of its 1992 registrants not having been able to get the courses they wanted, and Douglas College identified 39% of its 1990 registrants as having taken courses they did not want because nothing else would fit their timetables--it reflects the increasing tensions between access and efficiency.

d. Transfer Rates:

Academic transfer rates from UCC to the provincial universities and other institutions have dropped dramatically from approximately 35% of the first year cohort in 1989 (1990 College Students Outcomes Report) to between 12% and 15% in 1992 (1993 Student Outcomes Executive Summary). In fact, UCC now has the lowest transfer rate of all the B.C. colleges and university-colleges, and the most dramatic decline in transfer rates from 1991 to 1992.



Source: 1993 B.C. Colleges and Institutes Student Outcomes Executive Summary

d. Transfer Rates: (Cont.)

This confirms findings in the 1993 Point of Entry Survey that almost 49% of first year academic entrants intend to take a four-year degree at UCC, and that many more decide to stay here after completing their first year. Against that must be set the statistic of only 42% survival from academic year one to academic year two: allowing for 9% internal migration and 15% transfer, this means that UCC is still losing over 30% of each academic entry cohort--either through failure, drop-out or stop-out.

As to the performance of transferring students, only one receiving institution--SFU--was able to produce any meaningful data, and those were five years old. UBC and UVic's data were not helpful. SFU's data showed that between 1985 and 1989, Cariboo students transferring to SFU would drop a grade point in the year of transfer, but would make up the loss by graduation. This "regression" pattern applied to all Southern Interior college transferees, but was most pronounced with Cariboo transferees.

The Committee's conclusion is that the data with which to judge performance of transferees to the provincial universities are either non-existent or obsolete, and that this item cannot be properly assessed.

e. Articulation Arrangements:

With the dropping transfer rate, as noted above, there has been a decrease in the number of transfer problems. Provincial articulation meetings, held annually by discipline, are forums for negotiating transfer agreements for courses, and problems occur in the main only when one of the universities unilaterally changes a transfer agreement without notice to other institutions. This may put intending transferees in the position of being some credits short of their program of choice, and is a cause of much chagrin. Generally, however, articulation arrangements seem to work.

UCC staff commented that many of those problems that do develop come about because students change direction part way through their sojourn at UCC, thus creating transfer obstacles. The Committee sees it as the role of the Advising and Counselling Services to help students understand at the earliest possible point in their post-secondary careers--registration, if possible--the transfer implications of their course choices and so obviate later transfer problems.

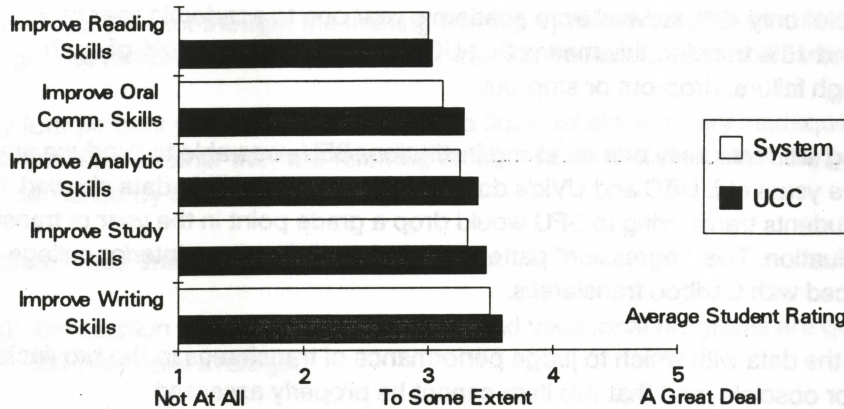
While UCC will maintain its transfer preparation function, a challenge for UCC will be to develop its role as a "receiving institution" for students transferring from other university-colleges and colleges, with whom no direct transfer arrangements as yet exist. Work is at present underway under the aegis of the B.C. Council for Admissions and Transfer to put in place such a framework of transfer arrangements.

f. Skill and Knowledge Acquisition Ratings:

The Committee examined self-reported skills gains by academic former students in the 1993 B.C. Colleges and Institutes Student Outcomes and SORS Reports in the following areas: writing skills, study skills, analytic skills, oral communication skills, and reading skills. It measured UCC respondents' skill gains against provincial aggregates, as illustrated below, and concluded that in each of these area UCC leavers reported skill gains higher than the provincial average.

Skills and Knowledge Acquisition Gains: 1992 Academic Leavers

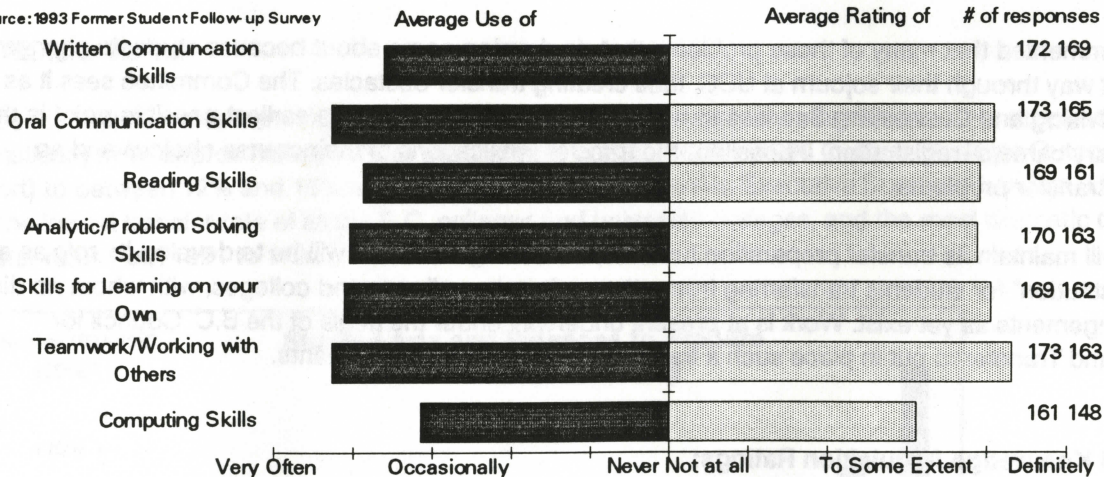
Source: 1993 Former Student Follow-up Survey



Skills gain of occupational students are presented in a different format, with the left half of the graph illustrating the extent to which former students report using their training in the workplace, and the right half the average rating given to that training at UCC. No provincial comparisons are available.

Skills and Knowledge Preparation and Application: 1992 Occupational Leavers

Source: 1993 Former Student Follow-up Survey



g. Employer Satisfaction Ratings:

Committee members scrutinized 20 of the 24 program review reports conducted by UCC between 1989 and 1993. It was determined that in all vocational and career/technical program reviews, there were summaries of 25-item employer survey ratings and open-ended comments on the appropriateness of the curriculum and skills taught, employability of graduates, satisfaction with graduates and the program, and forecasts of future demand. While a portion of employers were not satisfied by the graduates, in no instance was the employer endorsement of any UCC program under 80% of respondents.

h. Performance of Transferees at Universities:

See item d. Insufficient data exist to answer this question. As the transfer rate drops, this item becomes less of a priority issue. But as long as academic students see their main objective in attending UCC to be preparation for transfer to another institution, it should be important for UCC to know whether that preparation is adequate, and one way of measuring this is by tracking their performance of its students after they transfer to the provincial universities.

i. "Value-Added" Dimension of UCC Education:

The Committee was perplexed by the term "value-added". To some, it meant the intangible moral, ethical and aesthetic development that takes place extracurricularly, outside an instructional program. To some, it meant the extent to which a graduate increases his/her market value, e.g. employability and salary, compared to his/her value on leaving high school. To others, it simply meant the extent to which the graduate leaves with a positive attitude to education and life-long learning. Given its confusion over the term, the only measures that the Committee feels comfortable in citing are general satisfaction ratings from the 1993 Student Outcomes Report.

To the item, "How worthwhile have your studies at our College been to you", 74% of academic respondents said "definitely worthwhile" (province response: 75%); 24% "to some extent" (province: 18%); and 2% "not worthwhile at all" (province: 2% also). To the question, "Overall, was the training worthwhile," 75% UCC vocational leavers said "definitely" (province: 71%); 20% "to some extent" (province: 25%); and 5% "not at all" (province: 4%).

Chapter 5

Efficient Administration of Resources

Does UCC obtain, organize, and administer resources so that student outcomes are achieved at a reasonable cost?

The major indicators of efficient use of resources are:

- (a) FTE utilization rates;
- (b) comparative productivity measures (such as cost per student contact hour);
- (c) student/faculty ratios;
- (d) class sizes;
- (e) percentage budget allocations to instruction and administration;
- (f) revenue generation from sources other than operating grants, for example, tuition, contract revenue and fund-raising;
- (g) existence at UCC of processes to monitor costs and improve efficiencies.

a. FTE Utilization Rates:

These have already been dealt with in Chapter 3. The Committee commends UCC for its increased efficiency from 1990-1993, and for its system-topping 111.7% overall utilization in 1992-93.

b. Comparative Productivity Measures:

The Ministry's Post-Secondary Accounting Codes (PACS) annual reports used to provide data such as cost per student contact hour by program and by institution and record system averages as benchmarks against which institutions could gauge their performance. These have been discontinued since 1988 (the last one available being for 1986-87) and replaced by the History of FTE's series.

Even while they were in existence, though, their data had to be used with extreme care. Inconsistent application among B.C. institutions of Post-Secondary Discipline Classification (PDC) codes at program and course level led to like-sounding but totally disparate programs being classified together and cognate programs with dissimilar names being classified separately. Inter-programmatic cost comparisons, already hazardous, were rendered even more unreliable by structural and durational difference between programs, and by variables in collective agreements from institution to institution. The Committee was thus advised that even if up-dated PACS reports did exist, too many variables would be in play to venture inter-institutional comparisons.

c. Student/Faculty Ratios:

This is another statistical minefield. The problem in making meaningful comparisons in this area is once again that of program variables: superficially similar programs may have totally different structures--some may have laboratory or co-op. components, some not; some may be of one year's duration, some two (or three). Contractual variables may cause significant difference in faculty workloads. Ratios thus become misleading unless interpreted in these contexts.

d. Class sizes:

Again, contractual variables impact on class sizes: in some cases, institutions have maximum student ceilings, in some cases not. Moreover, class sizes vary from program to program because of safety regulations and laboratory space, from discipline to discipline because of marking differentials, and even from year level to year level within a discipline for historical reasons.

e. Percentage Budget Allocations to Instruction and Administration:

The Committee wished to make inter-institutional comparisons in the area of budget allocation, but was advised that this might be misleading for the following reasons:

- (i) there is no common financial data base across the college system;
- (ii) program mix varies from institution, and some programs cost more than others;
- (iii) single-campus institutions are cheaper to run than multi-campus institutions, and UCC is a multi-campus institution;
- (iv) funding for university-colleges and colleges differs;
- (v) no common expenditure classification code exists;
- (vi) institutional geographic regions vary: UCC has 60,000 square miles to serve; this drives up costs;
- (vii) climatic conditions vary considerably throughout B.C. and impact on costs: for example, UCC, Selkirk and Northern Lights have higher heating and snow-clearing bills than Lower Mainland institutions;
- (viii) the age differential in facilities means some institutions have higher maintenance and repair costs than others;
- (ix) institutional location affects travel and freight costs;
- (x) institutional size can cause variations in economies of scale: for example, smaller colleges cannot effect the same economies of scale as those in the 5,000 - 8,000 student range.

The Committee made several observations:

- (1) In terms of overall growth for the period 1979/80-1992/93, UCC student enrolments show a 135% increase; instructional staff, a 105% increase (although in the last five years these figures have been 61% and 70% respectively); non-instructional administrative staff a 95% increase; and instructional administrative (deans, associate deans, co-ordinators) a 160% increase. The Executive remained the same size.

UCC Enrolment/Staffing Statistics, 1979-93

	1979/89	1992/93	% increase
Enrolment: FTE's	1,772	4,174	136%
Full-time Instructional Staff	153	315	106%
Executive Administration	4	4	0%
F/T Instructional Admin. Staff	10	26	160%
F/T Non-Instructional Admin. Staff *	19	37	95%

*excludes: instructional administrative, librarians, counsellors, ancillary operations, and support staff.

Source: VP-Finance, December 13, 1993 memorandum.

e. Percentage Budget Allocations to Instruction and Administration (cont.):

As growth in instructional administration has outpaced student enrolment, the Committee feels that UCC should be able to absorb further student growth for some years to come without increasing its instructional administration numbers.

- (2) Although administrative costs may be marginally higher because UCC is a multiple campus institution, they are not out of line with those of similar multi-campus university colleges, such as Okanagan University College. As the funding formula makes no allowance for multi-campus institutions and the necessary duplication of administration and services on several satellite campuses, the Committee recommends:
 - (i) **that the Ministry of Labour, Skills and Training consider including a multi-campus factor in the funding formula.**
- (3) Current fiscal data formats do not allow the Committee to assess whether UCC is spending its resources in appropriate ways. For instance, although the Committee could ascertain that UCC spends 22% of its operating budget on non-salary items, it is not clear how much goes into plant maintenance, or infrastructure, or computer acquisition, etc. The Committee recommends:
 - (ii) **that UCC make the case to the Ministry of Labour, Skills and Training for implementing a standardized accounting and reporting system throughout the post-secondary system with a view to facilitating inter-institutional comparisons.**
- (4) UCC's library allocation for 1992-93 appears low to the Committee; also, the Committee queries whether UCC should be drawing \$400,000 for its library allocation out of a one-time start-up capital grant when other institutions take their library funding direct from their operating grants.

f. Revenue Generation from Alternative Sources:

Alternative revenue sources to government operating grants include tuition and contract fees, and fund-raising.

The Committee noted that in comparison to other institutions, UCC is not maximizing its tuition revenues. The difference between UCC's fees (March, 1994) and the system average is about \$450,000. It was explained that UCC was caught at the low end of the tuition fee spectrum two years ago, in 1992, when the government set the percentage ceiling above which fees could not be increased, and has remained there since. The Committee perceives an element of double-standard in the government's stance, for while its funding formula ensures some equity in operating grants to various institutions, its refusal to approve equalization of tuition fees throughout the system penalizes institutions like UCC which were caught at the low end of the fee scale when increases were limited. The Committee urges:

- (i) **that the UCC Board continue to press the Ministry of Labour, Skills and Training to review the inequity of the tuition fee issue and permit catch-up by disadvantaged institutions.***

* Since time of writing, tuition fee increases for 1994-95 which will bring UCC close to the system average have been approved by the Ministry.

f. Revenue Generation from Alternative Sources:

Contract revenues for 1993-94 totalled \$3,087,129.53. This figure includes monies obtained from direct instructional contracts, from CJS funding, from International Education and from specific purpose contracts. Total expenditures came to \$2,708,123.22, leaving a fund balance of \$379,006.31 at March 31, 1994. The Committee was not able to compare these revenues and expenditures with those of other institutions.

The Alumni Association raised over \$40,000 in 1993-94 through the annual alumni campaign and other fund-raising activities. The UCC Foundation raised \$709,038.00 net in 1993/94.

g. Monitoring Processes at UCC:

UCC uses the following measures to ensure operational efficiencies:

- (i) FTE utilization: see above and Chapter 3. Currently, by this measure, UCC is the most efficient institution in the Province;
- (ii) expenditure patterns: UCC's ratio of instructional to non-instructional expenditures should never drop below 2:1, or 67% - 33%; in 1992-93 it was 68%:32%.
- (iii) seat utilization: for 1993-94, the seat utilization rate was over 80%.
- (iv) non-incremental budgeting: there are no automatic annual increments; each department must justify increases, as in zero-based budgeting;
- (v) monitoring of UCC's macro-expenditure patterns in relation to those of the institutions;
- (vi) detailed program information exchange with other institutions;
- (vii) no deficit budgeting is allowed under the Colleges and Institutes Act;
- (viii) capital innovations are encouraged: for example, specific capital items identified by program reviews, cost-saving automation, integrated information management systems, and cost-saving programs such as Powersmart and the integrated preventative maintenance plan (Chapter 6);
- (ix) purchase savings via bulk or lower unit costs;
- (x) flexibility;
- (xi) new money-making ventures and initiatives, for example the campus Activity Centre and the International Education Program;
- (xii) revenue targeting:
 - tuition fees: 10% - 12% of operating budget;
 - accreditation agreements (for fee);
 - investment interest on revenue;
 - miscellaneous fees (Assessment Centre, laboratory/studio fees, etc.);
 - contract revenue (see item f.);
 - Extension Service revenue;
- (xiii) measuring customer satisfaction:
 - students, via course evaluations, program reviews and regular surveys and normal channels of communication;
 - staff, via surveys and normal channels of communication;
 - the community, via surveys and other feedback mechanisms.

The Committee compliments UCC on this complex system of monitoring and reviewing its resource allocations, expenditures and efficiencies. However, through the Open Forums (March, 1994) and the Internal Community Survey (April, 1994) it gained the impression that UCC's student body, faculty, staff, and even supervisory personnel (chairpersons and managers) have in many cases no idea of how the institution is funded and how it uses its funds. It recommends accordingly:

- (i) that UCC make concerted efforts to enhance institution-wide understanding of its financial policies and practices through education of the internal community.

Chapter 6

Intellectual and Physical Resources

Is UCC maintaining and building its intellectual and physical resources, including the quality of its employees, curriculum and physical plant?

The question breaks down into three parts: physical resources, curriculum and employees.

The critical factors that the Committee chose to address are as follows:

Physical resources:

- (a) Does UCC have a Campus Facilities Plan, and facilities plans for outlying communities?
- (b) Does UCC have a preventative maintenance program?
- (c) Does UCC have an appropriate equipment base?

Curriculum:

- (d) What is the currency of UCC's curricula?
- (e) What resources does UCC have for curriculum development?
- (f) What processes are in place at UCC for monitoring curriculum?

Employees:

- (g) What recruitment and performance appraisal procedures are in place at UCC?
- (h) What is the educational preparation of UCC faculty and staff in relation to other institutions?
- (i) What staff/faculty development resources are available at UCC?
- (j) What is the state of organizational morale and communication at UCC?

Physical Resources:

a. Campus Facilities Plan:

The Committee confirmed that UCC has a long-term Campus Development Plan (created in 1990) which will carry its facilities expansion through three major phases of growth, until student enrolments reach 10,000. This plan includes the Williams Lake campus, but not outlying communities, whose facilities needs are incorporated in a series of strategic plans, each designed for a specific community. Strategic plans exist for Merritt, Lillooet, Clearwater and Logan Lake, and are being developed for other communities within the region.

b. Preventative Maintenance:

The Committee noted that while preventative maintenance does take place at UCC, and while a plan is in process of formulation, no comprehensive, co-ordinated program is in place. In the light of findings about facilities in the Student Services Survey (April 1994) and input at the Open Forum sessions (particularly at Williams Lake), the Committee recommends:

- (i) that UCC make the implementation of a comprehensive, co-ordinated preventative maintenance program a priority for 1994-95.

c. Appropriate Equipment Base:

Noting the high demand on UCC computer laboratories and Computer Services indicated in the Student Services Survey (April, 1994), the Committee feels that something should be done to alleviate the drain on capital resources. While the Committee agrees that UCC has the responsibility of providing computers for computing-related programs, it argues:

- (i) that, given the severe limits on capital dollars, UCC request that students in non-computing-related programs provide their own computers for word-processing purposes, and to this end, a lend-lease arrangement be designed between UCC and individual students whereby the institution leases computers to students for the academic year.

Recognizing that capital grants are never sufficient to upgrade or replace equipment in UCC's vocational and technical programs, the Committee also urges:

- (ii) that UCC re-consider the practice of using capital funds to support operating costs, as in the case of the Library (see Chapter 5, e.4).

Curriculum:

d. Currency of UCC Curricula:

The Committee determined that vocational curricula are the responsibility of the provincial government, and that academic and career/technical faculty are required as part of their annual two months' professional development time to revise and upgrade their course curricula. Program reviews, conducted in five or six year cycles, elicit feedback from employers, advisory committee members, students, graduates and faculty, and provide mechanisms for curriculum change. Forty-two of these reviews have been conducted between 1988 and 1994. Program Advisory Committees also have as one of their terms of reference "advising UCC on the need for revisions to program content to ensure that graduates possess appropriate competencies, knowledge and skills for employment or further academic study."

e. Resources for Curriculum Development:

As mentioned above, permanent full-time academic and career/technical faculty have up to two months' curriculum development time each year on full salary. Vocational faculty have up to five weeks paid professional development time, which can be used for curriculum development, and are also eligible for Local Initiatives Project (LIP) grants, through the Centre for Curriculum and Professional Development, which purchase release time for curriculum projects. A small contingency fund (\$7,500) is available through the Vice President Instruction's Office for emergency curriculum work.

f. Processes in Place for Monitoring Curriculum

The Committee ascertained that the following monitoring mechanisms are in place:

- (i) annual or bi-annual program advisory committee meetings;
- (ii) quinquennial program reviews;
- (iii) external accreditations (Nursing, Animal Health, CADD, Respiratory Therapy, Medical Laboratory Technology);
- (iv) in the academic and career/technical areas, annual curriculum review by faculty;
- (v) in degree-completion programs, supervision of curricula by sponsoring universities (UBC, SFU, UVic, OLA).

Employees:

g. Recruitment and Performance Appraisal Procedures:

The Committee ascertained that UCC has written recruitment procedures, and that job descriptions exist for all administrative and support staff positions; for faculty, duties are listed in the Collective Agreement.

For support staff, performance appraisal takes place during the probationary period--that is, within the first four months--but after that there is no evaluation unless there is a specific problem. For faculty, performance appraisal takes place twice during the two-year probationary period, and then at five-yearly intervals. The Committee noted that while there is provision in the faculty Collective Agreement for annual formative evaluation of each faculty member, this clause is not implemented annually by all UCC instructional departments. Administrative personnel are evaluated annually.

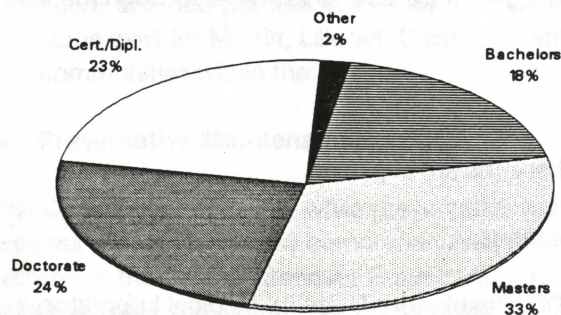
The Committee is of the opinion that regular performance appraisal and feedback are crucial in promoting the development of employees, and should be perceived as matter-of-course activities rather than something to be feared or neglected. It therefore recommends:

- (i) that UCC adopt the goal of ensuring that all faculty and staff receive regular feedback on their performance and how they could improve it; and
- (ii) that performance appraisal at UCC be conducted according to the philosophy of helping faculty and staff to be the very best they can.

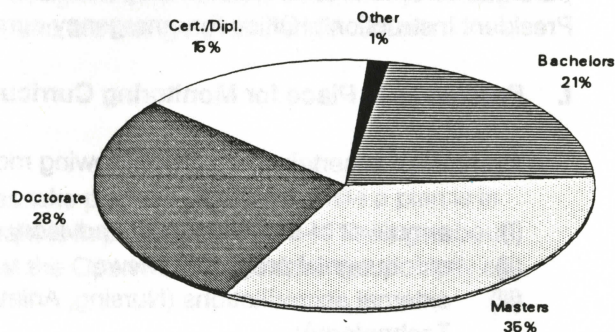
h. Educational Preparation:

The Committee examined the comparative data on the educational qualifications of faculty at Okanagan University College, Malaspina University College and the University College of the Cariboo but offers no conclusion or recommendation on this item.

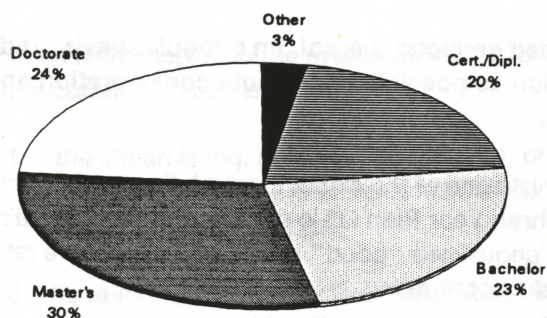
Educational Qualifications of Faculty: UCC, 1991



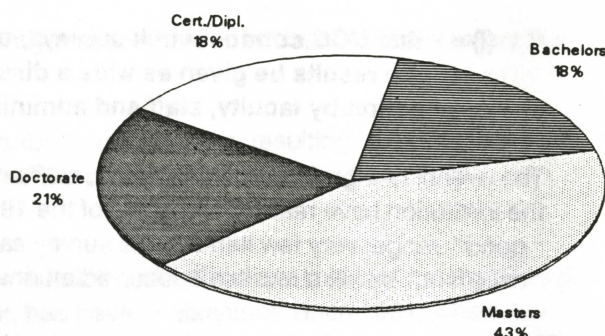
Educational Qualifications of Faculty: OUC, 1991



Educational Qualifications of Faculty: UCC, 1993



Educational Qualifications of Faculty: MUC, 1993



I. Staff/Faculty Development Resources:

The Committee noted that the following professional development funds and opportunities exist at UCC:

--Assisted Leave (open to all faculty)	\$150,000
--Sabbatical (or research leave) (open to faculty engaged in research or scholarly activity)	\$225,000
--Scholarly Activity committee funds (for short-term projects)	\$50,000
--Professional development monies (for faculty, staff and administration)	\$196,500
--Educational course subsidies and refunds.....	<u>by request</u>

Approximate total..... \$621,500

This figure constitutes approximately 4% of the instructional salaries total of \$15,000,000; the assisted leave portion is approximately 1% of this figure, and the sabbatical fund 1.5%.

Comparisons with other institutions yielded little, as each institution has its own formula for calculating leave and professional development allocations, and in many cases those calculation mechanisms are embedded in collective agreements.

The Committee noted that the Internal Community Survey (April, 1994) results indicated that 20% of faculty respondents rated professional development opportunities as "poor", in contrast to 10% of staff and 8.7% of administration respondents. These percentages rise to 57.6 %, 43.3% and 32% respectively, when "poor" and "fair" ratings are combined. To the Committee, the evidence does not justify such poor ratings. It sees this as a problem of miscommunication which it feels needs further exploration. It accordingly recommends:

- (i) that the UCC administration and faculty jointly examine the underlying reasons for dissatisfaction with professional development opportunities with a view to reaching an amicable solution.

j. Organizational Morale and Communication:

The Committee noted the results of the Internal Community Survey (April, 1994) and acknowledged that these results confirmed the existence of many of the issues that it had identified in its deliberations. It stresses the value of such surveys as an ongoing means of testing the organizational climate and recommends:

- (i) **that UCC conduct such surveys, or modified versions thereof, on a regular basis, and that the results be given as wide a dissemination as possible to promote consideration and action by faculty, staff and administration.**

The overall ratings allocated by faculty, staff and administration of the extent to which they and others in the institution have realized the goals of the **1991-94 Three Year Plan** fall in most cases into the "fair" to "good" range; very few items in the survey earned an unqualified "good" rating, and none were rated "excellent" by all; a few items received an unequivocal "poor" rating.

The Committee offered several reasons why UCC should be suffering from organizational malaise. In the first place, the institution has experienced steep growth in enrolments, and faculty, staff and administration numbers since 1989 (61% increase in students, 62% in faculty). Not only this growth, but also the transformation from community college to university-college has caused stress within the organizational fabric. "Big" has not necessarily meant beautiful, and an organizational structure and lines of communication designed in 1983 and essentially unchanged since then have not adapted well to this expansion.

Planning and policy development have tended to be reactive and hurried rather than proactive and leisurely. In the academic area, implementing degree completion courses has expended vast amounts of energy; vocational and career/technical faculty are constantly under pressure to keep abreast with technological change; in the support areas, Computer Services, Admissions and Records, and Finance have been wrestling since 1991 with the implementation of the IMIS system while trying to maintain normal services at the same time. The protraction of faculty negotiations till the eleventh hour this spring has not helped the atmosphere.

The Committee is, then, aware of the stresses and tensions attendant on growth and change, and urges UCC personnel not to focus solely on what might have been achieved but on what has been achieved in the last five years and to build on that for the future. It was apprised of several grievances afoot in one division and votes of non-confidence in two other divisions, but sees these as symptoms of the pressure under which faculty and deans have to operate. The Committee feels that it would be unwise for it to interfere in the internal operations of the institution.

The Committee remarked on the high number of "don't know/can't answer" responses to many items on the survey, ranging from 20% to over 50% on some items. The two loci of uninformedness are the faculty and the support staff. For instance, many respondents seem to be unaware of the existence of a mission statement and educational plan, even though these were created as collaborative ventures involving faculty, staff administration and Board members only four years ago. This unawareness is particularly true of respondents who have been employed at UCC for three years or less.

In the "Internal Communication" section of the survey, faculty ratings of chairperson-department communication were "fair" to "good", of intra-divisional communication "fair", and of communication by the Executive "poor". "Opportunity for input into planning and policy making at institutional level" was likewise rated "poor" by faculty and staff. The Board's responsiveness was perceived to be "poor" by faculty.

(X)

Certainly the current six-tier structure (Board--President--Vice-Presidents--Deans/Directors--Chairpersons/Managers--Faculty/Staff) militates against effective relay of information. So, too, do the numerous sub-cultures at UCC, with their very different modes of perception: faculty, administration, staff, student; vocational, career/technical, academic, upper-level academic; collegial, managerial, political, developmental. Such a variety of interfaces virtually ensures that information does not always get through, and if it does, it is often diminished or distorted.

The Committee applauds the measures that UCC has recently implemented to address to some extent the internal communication issue:

1. the streamlining, effective August 1994, of the organizational structure, resulting in the reduction of the number of Vice-Presidents from three to two and the consequent rationalization of service departments groupings;
2. the re-introduction, effective September 1994, of the Administrative Council. This body, consisting of Deans, Directors, Vice-Presidents and the President, has been in abeyance since 1991, when the College Education Council was created. The primary function of that body, however, is policy-making, not information-exchange. Re-institution of the Administrative Council will facilitate managerial information exchange across the middle and upper levels of the institution.

The Committee questions, however, whether middle management and chairpersons could play a more active role in the relay and dissemination of information throughout the organization. While the Administrative Council will enhance lateral communication, it is the deans and chairpersons who must ensure that information flows up from the faculty and staff and back down from the Executive. Likewise, what other information dissemination mechanisms exist and how well are they working? Is, for example, *The Communicator*, the internal newsletter, being utilized as consistently as it should? Are divisional newsletters in place and being circulated regularly? The Committee accordingly recommends:

- (ii) that UCC charge its deans, directors, chairpersons and managers explicitly with improving the information flow within the institution;
 - (iii) that UCC re-examine its internal communications strategy to determine where it might be improved.
- (X)
FORCE

Another measure that may improve internal communication, specifically the perceived unresponsiveness of the Board to the college community, is the proposed amendments to the governance section of the Colleges and Institutes Act, scheduled for Fall, 1994. These changes will legislate faculty, staff and student representation on the College Board, as well as providing conduits for constituencies who have hitherto seen themselves as "disenfranchised" to bring their concerns to the Board.

In spite of the communication issue, the Committee was impressed by the strong consensus among all constituent groups on what directions the institution should be moving in and what issues should be given priority in the next planning cycle. In six areas in particular all respondent groups--faculty, staff, administration, Board and students--gave "Middle priority" to "High priority" ratings: improved Library holdings, more ladder programs, more co-operative education/work experience for students, more partnerships with business/industry, better internal communication, and improved computer services. The Committee feels that these are the directions into which UCC should put its efforts in the next few years.

Chapter 7

Information Systems

Does UCC have systems that produce information that enables management to answer the above questions?

Three issues emerged here:

- (a) volume of data;
- (b) data deficiencies at institutional level;
- (c) data deficiencies at system level.

a. Volume of Data:

In the course of its deliberations, the Committee sifted through or referred to 110 data sets or pieces of documentation. The problem, as the Committee sees it, is not that UCC has insufficient data, but that it has too much data, not always the most useful type, and in formats that are inaccessible. The Committee acknowledges that much of the data is generated in compliance with government regulations, but recommends:

- (i) that UCC seek ways to streamline, simplify and target the collection of data that will inform decision making and action, as opposed to those that are merely "nice to know".

b. Data Deficiencies at Institutional Level:

At institutional level, the Committee found that while UCC has a wealth of data, gaps and deficiencies existed in the following areas:

- First Nations student data (see Chapter 2, c. (iii));
- drop-out follow-up data (see Chapter 3, g. (ii));
- student characteristics in relation to regional and provincial populations data (see Chapter 3, j. (i) and (ii));
- graduation rates (See Chapter 4, a. (ii));
- regular in-house student questionnaires, along the lines of the Student Services Survey (April 1994), to track student satisfaction on various issues, and to supplement SORS data (see Chapter 2. d. (i), (ii));
- regular faculty, staff and administration surveys, along the lines of the Internal Community Survey (April 1994), to test the organizational climate (see Chapter 6, j. (i)).

The Committee recommends:

- (i) that UCC make good these data deficiencies.

c. Data Deficiencies at System Level:

The Committee was thwarted and frustrated throughout its deliberations by a lack of comparative, inter-institutional data at system level in the following areas:

- system-wide financial aid and awards data (see Chapter 3, i.);
- system-wide retention and attrition data (see Chapter 3, g. and i.);

c. Data Deficiencies at System Level: (cont.)

- system-wide application, turnaway and walkaway data (see Chapter 3, e.);
- system-wide graduation rates (see Chapter 4, a.(i));
- system-wide data on performance of transferees at provincial universities (see Chapter 4, h.);*
- system-wide and inter-institutional comparisons of financial data and productivity measures (see Chapter 5, b. and e.).

The Committee feels that if the Accountability Framework is to be a meaningful measure of the performance of B.C. colleges and institutes, better information systems must be developed at system level. It therefore recommends:

- (i) **that UCC lobby the Ministry of Labour, Skills and Training directly and via appropriate committees such as the Council of Chief Executive Officers' Accountability Steering Committee and the Accountability Framework Steering Committee to collect and disseminate the above information on a formal and systematic basis.**

* This deficiency has to some extent been made good since the Committee's last workshop by the draft of the B.C. Council for Admissions and Transfer's "Some Perspectives on Transfer Effectiveness in the B.C. Post-Secondary System" which appeared in June, 1994. Publication is still pending.

APPENDIX A

SUMMARY OF RECOMMENDATIONS

Chapter 1: Mission Statement, Plan, Objectives:

- (i) that the UCC Board re-develop the mission statement and the next Three-Year Plan in the context of:**
 - (a) upcoming amendments to the Colleges and Institutes Act;**
 - (b) governmental initiatives in post-secondary education; and**
 - (c) an updated Environmental Scan;**
- (ii) that the student body and external communities be consulted and involved in the next planning cycle;**
- (iii) that greater effort be made to communicate the mission statement, objectives and plan of UCC to all of the various stakeholder groups.**

Chapter 2: Serving the Needs of the Community:

2.a. Linkages for Identifying Community needs:

- (i) that to ensure that the Senior Instructional Officer has a proper overview and appreciation of the advice being offered, the recommendations of program advisory committees be forwarded not only to the relevant program chairperson and dean, but to the Vice-President, Instruction;**
- (ii) that all advisory committees be encouraged to evaluate their activities and performance annually;**
- (iii) that UCC establish a community advisory committee in Kamloops;**
- (iv) that in view of its goal of increasing collaboration with the manufacturing sector, UCC establish a new advisory committee consisting of representatives from business and industry, to develop stronger training and technology transfer linkages with this sector;**
- (v) that in general, UCC be pro-active in identifying human resource development and training needs in major sectors, rather than wait for industry to approach the College;**
- (vi) that given the need to implement effectively provincial policy decisions on apprenticeship training, UCC actively lobby the Ministry of Labour Skills and Training to establish co-ordinated dialogue among key players at regional level;**

- (vii) that in response to the Provincial Government's intention to establish Community Skills Advisory Committees to guide the Skills Now Initiative, UCC seek to participate in the development of the mandate and composition of those committees within its region to ensure efficient, non-duplicative program delivery.

2.b. Linkages with 'Special' Communities:

- (i) that UCC address the need for empowerment, autonomy and greater flexibility on Williams Lake Campus, while ensuring standards of curriculum and instruction;
- (ii) that UCC encourage greater and more effective contributions from the Williams Lake Advisory Committee (q.v. recommendations 2.a.i and 2.a.ii);
- (iii) that UCC pursue its plan to implement fibre-optic delivered live-interactive video in Williams Lake (and Merritt) in Fall, 1994, to increase the number of courses available on these campuses;
- (iv) that recognizing and respecting the aspirations of First Nations peoples, UCC continue to be responsive rather than proactive to their educational needs;
- (v) that linkages between the First Nations Advisory Committee and the UCC Executive be strengthened by semi-annual briefing sessions;
- (vi) that First Nations students be encouraged to identify themselves as such upon admission to UCC so that the institution may track their academic performance;
- (vii) that UCC forge linkages with the Shuswap communities and the urban native populations with view to establishing programs currently being provided in the UCC region by other post-secondary institutions;
- (viii) that UCC pursue its policy of co-operation with school districts within its region and continue to press the Ministries of Education and of Labour, Skills and Training for speedy resolution of issues raised in the Faris Report.

2.c. Adequacy of Programs:

That UCC improve its program review process by:

- (i) instituting regular divisional schedules for program review;
- (ii) insisting on annual written follow-up on each action plan to the relevant advisory committee and dean;
- (iii) implementing more intensive application of program review in the academic area;
- (iv) exploring ways to speed up the frequency of the review cycle.

2.d. Non-Instructional Services:

- (i) that surveys of non-instructional services continue to be conducted on a regular basis;**
- (ii) that their findings be widely distributed throughout the institution to promote consideration and action by faculty, staff and administration;**
- (iii) that UCC give top priority to enlarging its library holdings;**
- (iv) that the Director, Facilities, and the Manager, Occupational Health and Safety, address the facilities, parking and safety-related concerns raised in the Student Services Survey;**
- (v) that UCC re-examine its staffing needs in Counselling and Advising in the light of the 61% increase in students over the last four years;**
- (vi) that Student Services review its mandate in the light of whatever staffing levels prevail, and prioritize its services;**
- (vii) that Student Services adopt as its mission the encouragement of students to become independent of institutional support;**
- (viii) that the Director, Student Services, foster and develop a strong customer-focused consciousness within his area;**
- (ix) that UCC emphasize information sharing between instructional divisions and the Registry and Student Services, and revive the advance planning and scheduling needed to ensure efficient registration of students;**
- (x) that UCC ensure that equipment and equipment maintenance appropriate to such a crucial front-end operation as the Registry are in place;**
- (xi) that UCC address the problem of cramped working conditions in the Registry either by expansion or relocation of these quarters;**
- (xii) that the Registrar foster and develop a strong customer-focused attitude within his area.**

2.e. Evaluation of Non-Instructional Services:

- (i) that support and service units at UCC be subject to formal review processes;**
- (ii) that such review mechanisms be developed to ensure input from all relevant parties (departmental/unit personnel, clients, students, faculty, supervisors and the public), to obtain comprehensive feedback on the strengths and weaknesses of the service;**

- (iii) that follow-up on such reviews be taken seriously to ensure that service departments and units are held accountable for implementing recommendations emerging from the review process.

Chapter 3: Attracting and Retaining Appropriate Student Numbers and Mix:

3.a. UCC Marketing Strategies:

- (i) that the Public Relations and Publications Department take steps to enhance faculty and staff awareness of their marketing strategy and activities.

3.d. Admissions Policies:

- (i) that UCC reassess its admissions policies at institutional rather than divisional/departamental level;
- (ii) that in its deliberations on admissions policies, UCC be sensitive to and consult the communities it serves.

3.g. Retention and Attrition Rates:

- (i) that UCC press the Ministry of Labour, Skills and Training for the establishment of system-wide reporting on attrition and retention rates to provide for better management and analysis of these issues;
- (ii) that UCC deans monitor attrition rates of programs in their divisions on an annual basis, and be held responsible for conducting an investigation of any program in which attrition reaches a pre-determined level. The investigation should include contacting of drop-outs and withdrawees from the program to ascertain their reasons for discontinuing their studies. A customer-service philosophy should be adopted in this process.

3.h. Retention Strategies:

- (i) that in reviewing its student retention strategy, UCC prioritize extending pre-registration orientation for new students and extra-curricular activities to increase student involvement, and explore the cost and benefit of a system (including safety-net programs) for identifying and supporting students in academic difficulty.

3.j. Responsiveness to Student Mix:

- (i) that more thorough recording of student characteristics be done at point of entry by the Admissions/Records department;
- (ii) that UCC make more purposeful use of those data in relation to the regional data provided by the Ministry of Labour, Skills and Training in its Environmental Scan and other publications.

- (iii) that UCC respond to increasing part-time enrolments by providing flexible educational opportunities, specifically expansion of weekend programming;
- (iv) that UCC ensure that an appropriate proportion of its courses are scheduled in the evenings to address part-time students' needs;
- (v) that Student Services and the Registry respond to evening demand with appropriate evening service.

Chapter 4: Student Outcomes:

4.a. Graduation Rates:

- (i) that UCC urge the Ministry of Labour, Skills and Training, and other institutions in the colleges and institutes system, to engage in more systematic and co-ordinated collection of such data as respond to the Accountability Framework so that meaningful inter-institutional comparisons may be effected;
- (ii) that UCC establish acceptable rates of graduation by program; these standards should be established by internal debate, by program faculty, based on relevant considerations such as program objectives, community needs, etc.; however, graduation rates consistently below 50% would seem to raise serious questions about the program, which might in turn trigger a review of the program.

Chapter 5: Efficient Administration of Resources:

5.e. Percentage Budget Allocations to Instruction and Administration:

- (i) that the Ministry of Labour, Skills and Training consider including a multi-campus factor in the funding formula;
- (ii) that UCC make the case to the Ministry of Labour, Skills and Training for implementing a standardized accounting and reporting system throughout the post-secondary system with a view to facilitating inter-institutional comparisons.

5.f. Revenue Generation from Alternative Sources:

- (i) that the UCC Board continue to press the Ministry of Labour, Skills and Training to review the inequity of the tuition fee issue and permit catch-up by disadvantaged institutions.

* Since time of writing, tuition fee increases for 1994-95 which will bring UCC close to the system average have been approved by the Ministry.

5.g. Monitoring Processes at UCC:

- (i) that UCC make concerted efforts to enhance institution-wide understanding of its financial policies and practices through education of the internal community.

Chapter 6: Intellectual and Physical Resources:

6.b. Preventative Maintenance:

- (i) that UCC make the implementation of a comprehensive, co-ordinated preventative maintenance program a priority for 1994-95.

6.c. Appropriate Equipment Base:

- (i) that, given the severe limits on capital dollars, UCC request that students in non-computing-related programs provide their own computers for word-processing purposes, and to this end, a lend-lease arrangement be designed between UCC and individual students whereby the institution leases computers to students for the academic year;
- (ii) that UCC re-consider the practice of using capital funds to support operating costs, as in the case of the Library.

6.g. Recruitment and Performance Appraisal Procedures:

- (i) that UCC adopt the goal of ensuring that all faculty and staff receive regular feedback on their performance and how they could improve it;
- (ii) that performance appraisal at UCC be conducted according to the philosophy of helping faculty and staff to be the very best they can.

6.i. Staff/Faculty Development Resources:

- (i) that the UCC administration and faculty jointly examine the underlying reasons for dissatisfaction with professional development opportunities with a view to reaching an amicable solution.

6.j. Organizational Morale and Communication:

- (i) that UCC conduct Internal Community Surveys, or modified versions thereof, on a regular basis, and that the results be given as wide a dissemination as possible to promote consideration and action by faculty, staff and administration;
- (ii) that UCC charge its deans, directors, chairpersons and managers explicitly with improving the information flow within the institution;
- (iii) that UCC re-examine its internal communications strategy to determine where it might be improved.

Chapter 7: Information Systems:

7.a. Volume of Data:

- (i) that UCC seek ways to streamline, simplify and target the collection of data that will inform decision-making and action, as opposed to those that are merely "nice to know".

7b. Data Deficiencies at Institutional Level:

- (i) that UCC make good the following data deficiencies:
 - First Nations student data;
 - drop-out follow-up data;
 - student characteristics in relation to regional and provincial populations data;
 - graduation rates;
 - regular in-house student questionnaires, along the lines of the Student Services Survey (April 1994), to track student satisfaction on various issues, and to supplement SORS data;
 - regular faculty, staff and administration surveys, along the lines of the Internal Community Survey (April 1994), to test the organizational climate.

7.c. Data Deficiencies at System Level:

- (i) that UCC lobby the Ministry of Labour, Skills and Training directly and via appropriate committees such as the Council of Chief Executive Officers' Accountability Steering Committee and the Accountability Framework Steering Committee to collect and disseminate the following information on a formal and systematic basis:
 - system-wide financial aid and awards data;
 - system-wide retention and attrition data;
 - system-wide application, turnaway and walkaway data;
 - system-wide graduation rates;
 - system-wide data on performance of transferees at provincial universities.
 - system-wide and inter-institutional comparisons of financial data and productivity measures.

APPENDIX B

METHODOLOGY

The Committee's first meeting (December 3rd, 1993) was devoted to overviewing and understanding the Institutional Evaluation process, the seven questions of the Accountability Framework, and the Committee's terms of reference.

At the second meeting (December 11th, 1993), Committee members identified key factors that would assist them in answering each question, and requested data and information on each of those factors. These are listed in the "Data Requested to Address Question" column below. A number of data sources were specifically identified (see "Sources" column), and these were supplemented by further data provided by the Offices of Institutional Research and Planning, Vice-President, Instruction, and Vice-President, Finance and Business Operations. A meeting on January 29th, 1994, was devoted to checking the data and "data gaps". In all, 110 items of data and documentation were requested by the Committee.

Issues of questionnaire design were dealt with on February 19th, and three surveys -- the Internal Community, the Student Services and the Community Awareness Surveys -- were distributed on February 25th, March 1st, and April 17th - May 10th, respectively. A local market research firm, Intermediary Research, was hired to conduct the Community Awareness Survey. To supplement and substantiate survey responses, Open Forum Sessions attended by members of the Steering Committee were held at the Kamloops Campus on March 9th, 15th, and 17th, and at the Williams Lake Campus on March 24th.

In the meantime, the Committee analyzed the data on Question #4 (Student Outcomes) on March 7th; Question 1 (Mission Statement, Goals and Plan) and part of Question #2 (Serving the Needs of the Community) on March 25th and 26th; Question #5 (Efficient Use of Resources) and Question #3 (Attracting and Keeping Students) on April 12th; the rest of Question #2 (Serving the Needs of the Community) and Question #6 (Maintaining and Building Physical and Intellectual Resources) on May 7th; and Question #7 (Information Systems) on May 24th. On June 8th the Committee presented its preliminary conclusions and recommendations to members of the Board and Administration.

In its efforts to gauge UCC's performance, the Committee frequently found itself constrained and impeded by the absence of benchmarks both at institutional and system level. UCC performance indicators were not always readily available, or, if they were, they were meaningless because there was no system standard against which to measure them. The Committee has identified these deficiencies in Chapter 7, and emphasizes that the Ministry of Labour, Skills and Training and individual institutions need to rectify them if the Accountability Framework is to be used as an evaluation mechanism in the future.

The "Seven Basic Questions" the Committee found to be workable, though considerable extrapolation was necessary to tailor them to UCC's unique institutional configurations. It was noted that if there was a weakness, it was in Question #6, which concentrated on "physical" and "intellectual" resources, but made no mention of organizational climate and human resources -- how the institution treats its employees. This item might be added to future iterations of the Accountability Framework.

Question 1: Mission & Plan

	Data Requested	Sources
1a	Mission statement, values, plan	Three-Year Educational Plan 1991-94 Three-Year Plan Update (1993-96)
1b	Outline of process	See Three-Year Planning Cycle (1990-93)
1c	Survey of key constituencies re: adequacy and best processes for development	Internal Community Survey (Feb. 25) Student Services Survey (March 1) Community Awareness Survey (April 13)

Question 2: Serving the needs of the community

	Data Requested	Sources
2a	Current UCC Calendars with program listings	Current UCC Calendar (1993-94)
2b	Processes and mechanisms to identify community needs and establish programs	<p>Kamloops: -personal contact - Extension Services coordinators - informal community input</p> <p>Outlying centres: - personal contact - community coordinators - community advisory committees</p> <p>Also see the Applied Industrial Technology Division's Regional Labour Market Survey (February 1993) and Our Vision into the 21st Century (September 1993).</p> <p>Programs of cultural events, public lecture series, departmental lecture series. "Service to the Place Bound Student: Enhanced Distance Delivery Service to the UCC Region". Eleven Point Proposals, indicating how programs are established. Annual Audited Reports (located in UCC Annual Reports) indicate how effectively these funds are utilized.</p>
2c	Survey communities, re. adequacy of programs, recognizing the uniqueness of such communities without inflating their expectations	<p>CP 2013 Program Advisory Committees</p> <p>A survey of community co-ordinators (June, 1993)</p>
2d	Data on other institutions' offerings; and "market penetration"	BC Colleges and Institutes' Participation Rates
2e	Survey "other players", e.g. school districts, on the "jurisdictional debate"	The Faris Report, dealing with jurisdictional overlap in Adult Basic Education and High School Completion.
2f	Policy descriptions and data on the International Education Program, provincially-designated programs, etc., and articulation agreements with school districts, NVIT, etc.	<p>International Ed. enrolments, 1991-93; see also British Columbia Post-secondary Education in the '90s and the UCC policy on international students.</p> <p>Articulation agreements for school districts 24, 26, 27, 28, 29, 30, and 89, and between UCC and the Northern Shuswap Training Centre.</p> <p>Accreditation agreements between UCC and NVIT, the Neskonalith Education and Employment Development Society, and the Canadian Educational Foundation of Macau, respectively. Affiliation agreement with NVIT and a contract for services between UCC and Secwepemc Cultural Education Society/SFU. These documents are also applicable to Question 2c.</p>
2g	Regular program review at UCC (policy documents, reports)	<p>UCC Program Review Policy; Status of program reviews at UCC All 34 program review reports (1988-94)</p>

2h	List of services	Non-instructional Services List
2i	Survey "communities" (mainly students) to determine if these are adequate	Presidents' Task Force on University College Libraries (May 1993); President's Task Force on Women's Safety at University College of the Cariboo (June 1993); Daycare Report A copy of a Library User Survey (November 1991) Student Services Survey (March 1) (analysis by April 29, 1994)
2j	Outline process for feedback and evaluation of these services	Evaluation Mechanism: Non-instructional Programs

Question 3: Attract and keep an appropriate number and mix of students

	Data to Address Question	Sources
3a	ascertain admissions standards of UCC and other institutions	Major program admissions standards of UCC and Okanagan University College. Gibson's Student Guide to Western Canadian Universities The Career Options: Programs in B.C. Colleges & Institutions series, a set of eight publications which cross references programs in the following areas: Arts & Communications Business Community Services Health Natural Resources Technical & Industrial Tourism & Hospitality Trades
3b	Determine levels of financial incentives and awards available through UCC	A list of government-sponsored and internally-generated financial aid and awards for fiscal 1992-93 is available. The same information can be produced for preceding years. Student employment is available via work-study programs and the Campus Activity Centre, which hires extensive student help. Financial Assistance Data: Percentage of students on student financial assistance; per capita amount of scholarships, bursaries available. Jennifer Orum's Review of BC Student Assistance and Barriers to Post-secondary Participation (Sept. 1993).
3c	FTE utilization rates (by program)	History of FTE's 1989-93, by the Ministry of Skills, Training & Labour. This publication provides comparative data on all BC colleges and institutes. Utilization rates are to be found on pp. 31-33 of History of FTE's.
3d	Retention and attrition rates	Retention and attrition reports for 1986-88, 1988-90, 1990-91, and 1991-93. A summary of the years 1990 to 1993 has been sent to the Committee. Comparative data has been obtained from Camosun College.
3e	Application numbers in relation to seats available	Comparison of Admissible Applicants to Registered Students, 1993/94
3f	Turnaway estimates	The Registrar's turnaway estimates for September 1993.
3g	Student mix compared to that of other institutions	Information on gender ratios and student age distribution by major program can be found in the UCC Fact books, 1990-93. The Employment Equity Report (November, 1993).

3h	Outline provincial requirements for graduation	This is a confusing item. There are no "provincial requirements for graduation." What is required of colleges and institutes is an undertaking to provide instruction and resources for the FTE's for which they contract with the Ministry in annual program profiles. Accordingly, we have provided the 1992-93 UCC Program Profile.
3i	Outline measures taken to prevent drop out, and follow-up done on drop-outs	Retention strategies are listed and provided, as is a copy of the UCC Complete Withdrawal Form.
3j	Outline UCC marketing strategies	Public Relations and Publications
3k	Survey student intentions	In the Point of Entry Survey (Sept. 1993), Questions 7 & 8, which provide data on intentions (Q 7) and reasons for selecting UCC (Q 8); and in Questions 15 and 16, Fall 1993 Student Experience Survey Report (Feb. 1994). Also see Student Outcomes Reports, (Q 1a)

Question 4: Appropriate outcomes

	Data Requested	Sources
4a	Graduation rates compared to other institutions' (by program)	Graduation numbers are available for 1992 via the 1992/93 Annual Report, but no tracking of graduation rates has historically taken place in UCC. Our first attempt at producing graduation rates for selected programs (1993) has been mailed to the Committee, as have comparative degree graduation numbers for Malaspina, Okanagan, and UCC (1991-93). The new Datatel system has the capability of flagging all graduates by program, which the old SRS system did not.
4b	Placement rates compared to those of other institutions	SORS and program reviews
4c	Student satisfaction ratings	SORS and program reviews. Copies of the 1992 Student Outcomes Reporting System summaries for UCC occupational and academic programs have been mailed to the Committee; copies of 1993 SORS summaries in March, 1994.
4d	Transfer rates	Some information on transfer rates is to be found in the B.C. Council on Admissions & Transfer's Articulation and Degree Completion Report, 1986-89.
4e	Outline articulation arrangements	The B.C. Council on Admissions and Transfer's British Columbia Transfer Guide, 1993-94. Also, refer to the 1993-94 UCC Calendar, pp. 204-214.
4f	Skill and knowledge acquisition ratings	SORS (see 4c above)
4g	Employer satisfaction ratings	Program reviews
4h	Survey universities on performance of transferees compared to those of other institutions	This kind of data is dependent on the universities tracking transfer students from the colleges; to our knowledge, these data exist only piecemeal, if at all. Data on BC College Transfer Students Admitted to Simon Fraser University, 1985-90, and comparisons of transferees to UBC's performance, by college, for Winter, 1987.
4i	Address the problem of estimating the "value-added" dimension	This item is extremely hard to quantify, but may be got at through SORS student satisfaction ratings (see 4c above).
4j	Outline processes used by UCC to track outcomes	Outline of Student Outcomes Survey, SORS, and program review process provided.

Question 5: Efficient use of resources

	Data Requested	Sources
5a	Outline processes to monitor costs and improve efficiencies	See Carey Miggins' memo, Jan. 13, 1994.
5b	Provide student/faculty ratios	Request dropped.
5c	Provide other information that may prove useful:	<p>UCC Budget Consideration & Strategies 1994-95. This report reviews revenue sources and major expenditure groups, and includes graphs of key factors.</p> <p>The UCC Operating Fund Revenue & Expenditure Plan, 1993-94 Fiscal Year.</p> <p>Funding for Colleges & Institutes 1989-90 to 1993-94 by Institution.</p> <p>Carey Miggins has prepared a package of 13 tables and graphs which will be mailed to Committee members.</p>
5d	Provide organizational chart	Organizational chart

Question 6: Intellectual and physical resources

	Data Requested	Sources
6a	Campus facility plan	the Campus Development Plan. The plan was completed in 1991 and will be adjusted this year.
6b	Preventative maintenance programs	Although much preventative and maintenance work is done on an on-going basis, no coordinated, comprehensive preventative maintenance program is currently in place, but a consultant has been hired to assist in developing such a program; this should be in place by summer, 1994.
6c	Outlying campuses considered in these plans	Only Kamloops and Williams Lake campuses are covered by the Campus Development Plan. Other centres each have their own Strategic Plan which covers education and facilities. Copies of the Williams Lake Campus, the Merritt Centre and the Clearwater, Lillooet, and Logan Lake Strategic Plans.
6d	Staff/faculty development resources compared to other institutions	Professional Development monies at UCC, comparison with OUC.
6e	Standards for recruiting and evaluating faculty/staff	<p>UCC Recruiting Procedures, the UCC Employee Handbook.</p> <p>Faculty evaluations are based on a combination of student evaluations, classroom visitations by deans, scholarly activities and other factors. Collective Agreement (1991-94), CUPE Collective Agreement (1992-95).</p> <p>The Employment Equity Report (November, 1993).</p>
6f	Educational preparation of faculty/staff compared to that of other institutions	<p>Educational qualifications of UCC faculty, 1990-93</p> <p>\$250 per full-time faculty member is available for professional development activities, as are paid sabbaticals from the Faculty Leave Fund.</p> <p>20 faculty and staff members are currently pursuing M.Ed.'s in Educational Leadership at SFU. UCC is paying half the cost of tuition.</p> <p>Comparative data on Malaspina and Okanagan University Colleges have been constructed and will be mailed to the Committee.</p>

6g	An appropriate equipment base to support UCC's programs and services (esp. in trades and tech. programs and computer services)	Equipment ratings are available through SORS and individual program reviews, which highlight strengths and deficiencies. The Presidents' Task Force on University College Libraries Report (May 1993) summarizes the shortfalls in holdings not just in UCC but in the system as a whole and proposes remedies to this situation. Student Services Survey (March 1)
6h	Time the curricula were last updated	Vocational curricula are the responsibility of the Provincial Government. Academic and career/tech. faculty are expected to upgrade their course curricula every summer as part of their professional development time (May - June). Program reviews, conducted every five or six years on specific programs, elicit feedback on curriculum from faculty, employers, current and former students, and advisory committee members. This ensures that curricula deficiencies are made good.
6i	Adequate resources for curriculum development	Local Initiative Project (LIP) grant agreements, made with the Centre for Curriculum & Professional Development, Victoria. Professional development time occurs traditionally in May and June each year, when academic and career/technical faculty engage in curriculum development for the following academic year. They are on full pay. A small contingency fund (\$7,500) is available for short-term and emergency curriculum work.
6j	Processes in place to review and update curriculum regularly	The following monitoring mechanisms are in place: 1. Program advisory committees (annual or bi-annual meetings); 2. Program reviews (each program reviewed in 6-7 year cycles); 3. External accreditations, as in Nursing, Respiratory Therapy, Animal Health Technology, Computer Aided Drafting and Design, etc. (usually every five years); 4. In the academic and career/tech. areas, annual revision of curriculum during May-June professional development period; 5. In the vocational area, purchase of release time for curriculum development via Local Initiative Project grants 6. At degree level, supervision by sponsoring universities (UBC, SFU, UVic).
6k	To what extent does UCC support or engage in research to build its base of activity and be relevant to community needs	The 1992-93 Scholarly Activities Report is available for inspection. Annual Report (1992-93) of Research/Industry Liaison Coordinator Annual Report (1992-93) of Industrial Technology Advisor.
6l	Survey staff and faculty's perceptions of professional development and curriculum updating opportunities	Internal Community Survey (Feb. 25)

Question 7: Are systems in place to produce the information to answer these questions? Does the information exist?

	Data Requested	Sources
7a	Outline the current data management system	Datatel Integrated Management System, outlines the general capabilities of the Datatel IMS system.
7b	What data are currently collected on students	Data specifics are listed in the Cariboo College Request for Proposals for Integrated Management System (December 1991)

APPENDIX C

INSTITUTIONAL EVALUATION STEERING COMMITTEE MEMBERSHIP

CHAIRPERSON:

Paul Chapin, President,
Royal Inland Hospital, Kamloops

STUDENT REPRESENTATIVES:

Charlene Nicholson, Vice-President Internal,
Cariboo Student Society
until May 24, 1994

Bruce Powell, Vice-President Internal,
Cariboo Student Society
from May 24, 1994

Dominic Walton, President,
Cariboo Student Society

FACULTY REPRESENTATIVE:

Alan Green, Instructor, Electronics (UCC)

ALUMNI/GRADUATE REPRESENTATIVE:

Jim Fulton, Notary Public, Kamloops

**PROGRAM ADVISORY/REGIONAL
REPRESENTATIVE:**

Hazel Wadlegger, Clearwater

SCHOOLS REPRESENTATIVE:

Tarry Grieve, Superintendent, School District 24,
Kamloops

FIRST NATIONS REPRESENTATIVE:

Nathan Matthew, Chief, North Thompson Indian Band,
Barriere

BUSINESS REPRESENTATIVE:

Caroline Cordonier, Marketing Co-ordinator, Kamloops

INDUSTRY REPRESENTATIVE:

Paul Sourisseau, Training Program Co-ordinator,
Interior Forest Labour Relations, Kelowna

**LABOUR/COMMUNITY ADVISORY
COMMITTEE REPRESENTATIVE:**

Dorothy Campbell, Secretary/Treasurer,
CUPE Local 1040, Lillooet

