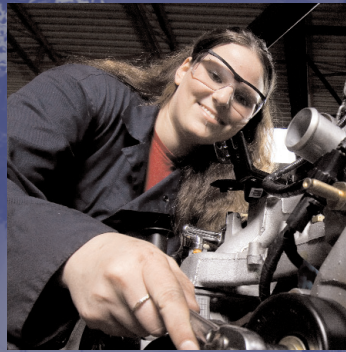
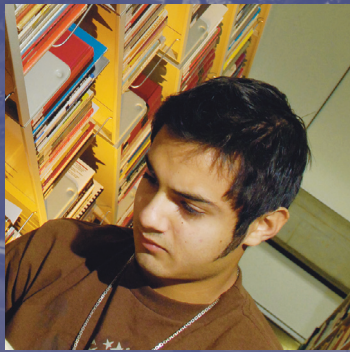




Service Plan Report

Okanagan College
2005/06



Okanagan College transforms lives and communities.



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July 14, 2006

Honourable Murray Coell
Minister of Advanced Education

Dear Minister Coell:

Please find enclosed the Okanagan College Service Plan Report for 2005-06, summarizing some of our major accomplishments and achievements for our first year of operations. I think it is fair to describe 2005-06 as a banner year for Okanagan College and a great start for our new institution.

As a new institution opening its doors on July 1, 2005 we were faced with an array of uncertainties because of a changing landscape in post-secondary education in the region and a very vibrant regional economy. That said, we achieved or exceeded almost all of our goals and have worked to address those areas and issues that need improvement.

The support of our communities, students, staff and the Province have been critical to our performance. We look forward to that continued support and to reporting further successes in the years ahead as Okanagan College grows into its potential as a world-class College that will help British Columbia achieve its goal of being the best-educated province in Canada.

Sincerely,



Jim Hamilton
President, Okanagan College



Norm Embree
Chair, Okanagan College Board of Governors,
Okanagan College



● Institutional Overview

Okanagan College opened its doors July 1st 2005 and over the course of the next nine months educated and trained more than 5,000 students in 115 degree, diploma, certificate and apprenticeship programs. Okanagan College consists of four major campuses with several smaller centres, serving a regional population of more than 350,000. The college has over 800 employees and a \$65.6 million annual budget.

Back in January 2005, the Board of Okanagan College approved the Guiding Principles for developing the new college.

● Guiding Principles for Okanagan College

1. Student Focused

This includes:

- a) promoting academic success
- b) demonstrating sensitivity to student satisfaction
- c) ensuring proactive, friendly, effective staff
- d) providing efficient service
- e) empowering students to be self-directed and responsible within a supportive environment
- f) providing laddering and progressive credentials
- g) ensuring student representation on the Board of Governors and Education Council
- h) offering opportunities that allow students to develop employability skills
- i) encouraging an environment that recognises and develops sensitivity to diversity
- j) providing assistance to students to ensure education is affordable and accessible

2. An Assembly of Equal Status Campuses with Commitment to the Four Regions (South Okanagan/Similkameen, Central Okanagan, North Okanagan and Revelstoke/Shuswap) Valuing Education as a Public Good.

This includes:

- a) a Board of Governors and an Education Council that have representation from all four regions within the Okanagan College area
- b) a regular senior administration presence in each region
- c) ensuring a range of credential completion at all campuses

- d) offering a range of courses and programs area-wide complementing signature programs
- e) balancing socially and fiscally responsible programming
- f) seeking and allocating adequate funding for Okanagan College as a multi-campus, multicentre institution
- g) establishing and maintaining a College presence in the area-wide communities that demonstrates the institution's responsiveness and commitment to all the communities served by Okanagan College

3. Learning Centered

This includes:

- a) striving to provide excellence in all aspects of teaching and learning
- b) developing life-long learning skills
- c) providing a broad array of teaching and learning methodologies
- d) supporting teaching and learning by providing quality educational support

4. A Broad Range of Quality Programming, Maximising Opportunities for Educational Progression

This includes:

- a) providing an appropriate balance between traditional core programming and signature programmes
- b) ensuring progression within the new Okanagan College, including progression from continuing education, developmental, certificates, diplomas and degrees
- c) ensuring progression to and from other institutions
- d) developing a special relationship with UBC Okanagan to ensure progression in both directions
- e) providing access and programming in partnership with First Nations' organizations
- f) using an integrated global perspective where appropriate, including student and faculty exchange
- g) providing opportunities and support for international students
- h) seeking sustainable funding for all programs
- i) committing to quality programs through accreditation and quality control Final Draft – Guiding Principles for the new Okanagan College Page 2 of 2
- j) maximising access and flexibility in programming
- k) ensuring responsiveness to our communities



5. Value and Respect for Employees

This includes:

- a) recruiting and retaining quality employees
- b) providing a healthy, vibrant work place
- c) providing employees with the tools needed to effectively respond to student needs
- d) empowering employees, by involving them in decision making and planning
- e) fostering respect for all employees
- f) creating a positive labour relations climate

6. Scholarly Activity and Research

This includes:

- a) engaging in applied research and development
- b) supporting scholarly research and activity in its broadest terms across the institution
- c) engaging in innovation
- d) ensuring relationships with UBC Okanagan and other research agencies and groups
- e) supporting entrepreneurship
- f) committing to ethical and socially responsible activities
- g) enhancing equitable and sustainable practices to promote environmental, economic, and social well-being

7. Preserve, Build and Shape Strategic Partnerships, Affiliations and Alliances through community, regional, provincial, national, international relationships

From these Guiding Principles, a process called Designing Our Future (<http://www.okanagan.bc.ca/AssetFactory.aspx?did=1261>) was implemented. This process of community and college consultation was used to determine our Mission, Vision, Values, and Strategic Directions. This work was completed at the end of February 2006.



● Mission

Okanagan College transforms lives and communities. We educate, train and support our students to excel in the workplace, to succeed in further education and to become lifelong learners.

● Vision

We are the college of first choice: a college which students are proud to attend, where employees are proud to work, and whose graduates are highly valued in the workplace and at other post-secondary institutions.

Our vibrant campus life supports an excellent education for our local, national and international students. We promote the free exchange of ideas and the development and application of critical thinking skills. Our goal is to develop global citizenship in our community of informed learners. As leaders in the economic, cultural and intellectual growth of our communities we work collaboratively with all our partners to anticipate and meet education and labour market needs.

● Values

Student success

Student success is our first priority.

Learning centred

Learning is at the centre of everything we do. We respect the diverse ways in which our students and employees learn.

Ethical behaviour

We value a culture where employees and students act ethically, conduct themselves with integrity and fairness, and practice open communication.

Respect for each other

We cultivate a respectful, integrated and co-operative learning community and value the contributions each of us makes and the support we provide to each other.

Equity and accessibility

We encourage an equitable and accessible environment, which promotes, involves and reflects our diverse communities.

Respect for Aboriginal culture, tradition and individuals

We embrace Aboriginal history and tradition and actively encourage participation and involvement by Aboriginal people and communities.

Access to education

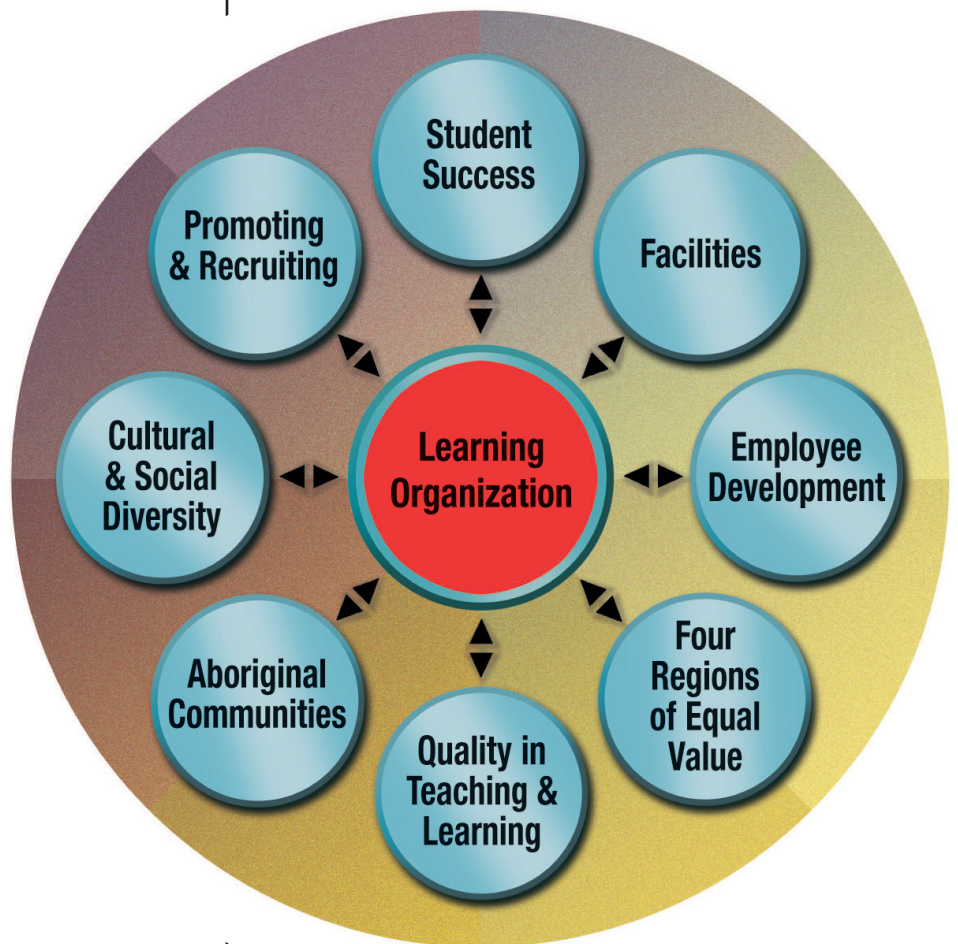
We support access to education for individuals from communities of all sizes.

Responsibility and accountability

We are responsible and accountable to our stakeholders in implementing, measuring and evaluating activities to ensure they are effective, efficient and learner-centred.

● Strategic Directions

The Strategic Directions were also developed from Designing Our Future process. The central theme of the Strategic Directions is the Learning Organization. A learning organization engages learners as full partners in the learning process and provides many options for learning. It supports learners in collaborative learning activities, and defines the role of employees by the needs of learners. The learning organization succeeds when learning can be documented. These directions, aligned with the Provincial Ministry goals, will provide Okanagan College with its accountability framework.



● Operational Context

In this inaugural year, the college has established and achieved several goals, not the least of which was the transition and transformation from Okanagan University College to Okanagan College. During 2005 most of the transition-specific activities mandated to the Transition Management Committee under the direction of OUC Public Administrator Dr.J. Peter Meekison were concluded. Major tasks accomplished were the division of programming and FTE allocation, assignment of staff, division of assets, review of contracts, and an agreement with BCGEU.

Transition brought with it the opportunity to build a new institution that is more than the portion of OUC allocated to the College. Transitional and transformational accomplishments were realized in planning, governance, organization, finance, programs, facilities, external and internal relations, marketing and student recruitment.

As described, planning started with the development of Guiding Principles for the new college. From these principles, institutional and unit-level education and operational plans have been developed.

Developed five key strategic objectives for 2005/06 to guide annual budget and unit plans	January 2005
Implemented planning cycles for institutional and unit-level plans	January to March 2005
Completed Designing Our Future strategic planning process	February 2006
Academic Plan	June 2006
Service Plan	June 2006
Multi-year Plan	June 2006

Other plans including the Master Capital Plan are being developed.

In terms of organization and governance, the college was set up and staffed with four program portfolios operational by July 1, 2005. A Board of Governors and an Education Council were in place for December 2005.

The 2005/06 operating budget of \$57.4 million (for 9 months - \$65.6 million annualized) was developed for April 2005. As well, a five-year budget plan to bridge a projected operating gap was created and submitted.

Transition-related capital projects varied but included building and renovating instructional and student space. Nine science labs were built at the Kelowna campus for \$3.9 million. These are to accommodate the Science first and second year university-transfer students returning from the former North Kelowna Campus of OUC, following its allocation to UBC Okanagan. Library collection development was funded across all campuses. Other projects include 14 additional instructional spaces, 100 offices, 300 parking spaces, an International Centre in Vernon, and expansion of the Learning Centre in Kelowna. In total, fifty-three capital projects were completed, most during spring and summer 2005, at a cost of approximately \$8 million.

Okanagan College launched with 20 new or expanded programs in all four regions, increasing the college capacity by over 300 full-time student spaces, over 100 more than the new 190 spaces funded by the province. We exceeded 100 per cent utilization of our total FTEs (5023 produced, with a target of 4948) with the biggest gains in Trades and first-year Arts in Kelowna. Capitalizing on the success of the trades programs, new trades facilities have been leased and opened in Kelowna and rotating trades programs will be rolled out next year in the other three regions.

Communication to external groups has been an important activity during the formation of Okanagan College. Over 100 presentations have been made to various community, municipal, regional, and Ministerial stakeholders throughout 2005. We signed a Memorandum of Understanding with UBC Okanagan outlining relations including shared sports teams, joint campus health programs (partnered with Interior Health), joint Aboriginal Council, co-operation for student recruitment, library access, and co-operation on international student programs. As well, partnerships with other BC institutions are being sought with SFU, TRU, and BCIT to provide access to more programming in the Okanagan.

International relations included participation in the City of Kelowna delegation to Aichi, Japan for Expo and confirmation of relationships with several Japanese universities. An exchange agreement was signed with Ritsumeikan University of Japan in August 2005. Okanagan College hosted President Fujita from Toyota Technical College and reconfirmed our relationship. As well, a trip to Mexico to the Universidad Internationale in Cuernavaca led to an agreement to promote student and faculty exchanges. Lastly, an exchange agreement was signed in September 2005 with Finland's Jvaskyla Polytechnic. These agreements will help

serve Okanagan College students with opportunities for international study as well as allow more international exchange students the opportunity to study here. Last year, 376 international students from 10 countries were enrolled at Okanagan College. Finally, Okanagan College hosted 17 study tours with 381 students from Japan, Germany and Thailand.

It was also important to keep internal stakeholders informed about the development of Okanagan College. This was accomplished through regular communiqués, publication of the Journal, campus visits, special events, and staff meetings attended by the executive. Good working relationships with the two student associations were established.

Subsequent successful negotiations were completed for all of the bargaining units. College management and the OC Faculty Association were able to negotiate an agreement that more closely aligned with the new institutional mandate and with the other college agreements in the Province, successfully meeting Provincial directives and deadlines. Lastly, a process for position evaluation and compensation review for administrative positions has begun.

Marketing and student recruitment were crucial aspects of communication this year. Brand and marketing strategies were created and an ambitious advertising campaign was launched, all by July 2005. A comprehensive enrolment management audit was completed by Noel-Levitz and several initiatives were implemented.

In terms of alumni and advancement initiatives, the Okanagan College Foundation completed the transition process retaining approximately \$6 million for the benefit of Okanagan College students. A total of \$319,141 was available in awards to Okanagan College students last year.

In conclusion, Okanagan College management, faculty, and staff successfully negotiated the transition with UBC Okanagan and created and launched Okanagan College for a very successful first year.

Performance Results

Accountability Framework Performance Summary 2005/06 Fiscal Year								
Okanagan College								
(Okanagan College data in the following table are represented in blue. The remainder are OUC data. 2005/06 will be OC's base year, FTE data are stated with 2005 reporting method - no trend data)								
Performance Measures ^a		Notes	Okanagan College ¹				Target ⁷	Target Assessment
			2003/04	2004/05	2005/06			
1. Student Spaces (FTEs) <i>AVED FTEs</i>	Actual	2	n/a	n/a	3654	3970	Not achieved	
	% Util				92%			
1. Student Spaces (FTEs) <i>Service Plan including ELTT</i>	Actual	2	n/a	n/a	4,138	4,185	Not achieved	
	% Util				99%			
Student Spaces (FTEs) <i>Total including ITA</i>	Actual		n/a	n/a	5,023	4,948	Achieved	
	% Util				102%			
2. Degrees & Diplomas	Actual	3	1,053	1,150	1,279		Achieved	
6. Number and percent of post-secondary students that are aboriginal (self reported)	Actual #	4			281		n/a	
	Actual %				6%		n/a	
7. Student spaces (FTEs) in developmental programs	Actual	2	n/a	n/a	790	984	Not achieved	
	% Util				80%			
9. Student Satisfaction with Transfer	Transfers Out	5	90.0%	83.3%	81.7%	90%	Contribute toward achievement of system level target	
11. Student Outcomes— Skill Gain	Overall Average	6	82.9%	83.2%	81.2%	85%		
	- Written communication		79.7%	73.3%	78.9%	85%		
	- Oral communication		76.6%	75.6%	73.8%	85%		
	- Group collaboration		88.4%	90.0%	83.1%	85%		
	- Problem resolution		80.8%	83.4%	75.3%	85%		
	- Critical analysis		88.4%	86.4%	86.9%	85%		
	- Reading and comp.		82.8%	84.5%	85.7%	85%		
	- Self learning		82.4%	86.7%	83.1%	85%		
12. Student Satisfaction with Education	% Satisfy. Or mainly sat.	6			95.0%	90.0%		
n/a Student Assessment of Quality of Instruction	% good or very good	6	79.6%	81.9%	83.4%	90.0%		
13. Student spaces (FTEs) in Comp. Sc. & Elec. Engage	Actual				9	37	Not achieved	
	% Util	2			24%			
Student spaces (FTEs) in Nursing & Health	Actual	2			194	360	Not achieved	
	% Util				54%			
14. Usefulness of knowledge & skills in performing job.	% somewhat or very useful		79.8%	86.0%	78.1%	90%		
15. Unemployment rate, former OKAN students	Actual	6	11.3%	7.0%	4.7%	< 7.4%	Achieved	

Notes	
a	The listed performance measures are those for which Okanagan College reports institution level data, as per the 2005/06 Standards Manual for Accountability Framework Performance Measures. Numbering of the list follows the 2005/06 Ministry Service Plan (Sept. 2005 Update).
1	The 2005/06 Service Plan Report for Okanagan College is expected to include, and provide context for, the boldface numbers in the 2005/06 column below the institution name. Comparable numbers for the prior fiscal years are supplied for convenience (in lighter typeface) but need not be reported. Except for FTEs, all Okanagan College figures reported for fiscal years through 2006/07 are estimates, derived from Okanagan University College outcomes, and should be noted as such. Performance results for Okanagan College begin to appear for the 2007-08 fiscal year.
2	Performance data are collected and reported on same fiscal year basis. For example, actualize reported for the 2004/05 Fiscal represent actual performance for the 2004/05 fiscal year.
3	Performance data are reported on the basis of a three-year rolling average of academic years (September 1 – August 31). For example, actuals reported for 2004/05 fiscal represent the average of the 2001/02, 2002/03, and 2003/04 academic years.
4	Performance data are reported on the basis of the most recent academic year, September 1 – August 31. For example, the actuals reported for 2005/06 fiscal represent the actual performance for the 2004/05 academic year. Since Okanagan College did not exist in the 2004/05 academic year, no data are available for this measure for the 2005/06 fiscal year.
5	The following information is in regard to PM#9 concerning students who transferred from one BC public post-secondary institution to another BC public post-secondary institution. <ul style="list-style-type: none"> · Performance data reflects the percent of former students “satisfied” or “very satisfied” with their transfer experience, and is derived from the most recent College and Institute Student Outcomes survey. For example, actuals reported for 2004/05 fiscal year represent the results of the 2004 survey. · Colleges and Institutes are primarily “sending” institutions, and therefore are only required to report upon the satisfaction levels of students who “transferred out” from their institution to another BC public post-secondary institution.
6	Performance data are reported on the basis of the most recent student outcomes survey. For example, actuals reported for the 2004/05 fiscal year represent results of the 2004 survey. Performance measure number 'n/a' signifies a measure which is not reported in the Ministry Service Plan for 2005/06, but which is within the 2005/06 Accountability Framework and forms part of institutional reporting requirements.
7	FTE targets for 2005/2006 are expressed in 2005 FTE Method because there is no need for comparison to trend data. Several FTE targets are currently under review.



Summary Financial Report

OKANAGAN COLLEGE
STATEMENT OF OPERATIONS AND CHANGES IN FUND BALANCES
FOR THE YEAR ENDED MARCH 31, 2006

	OPERATING FUND \$	ANCILLARY SERVICES FUND \$	CAPITAL FUND \$	SPECIAL PURPOSE FUND \$	TOTAL \$
Revenue:					
Ministry of Advanced Education					
Regular Programs	32,564,320	-	-	-	32,564,320
Leases and Property Taxes	138,827	-	-	-	138,827
	32,703,147	-	-	-	32,703,147
Tuition Fees	12,605,765	-	-	-	12,605,765
Contract Services -	4,438,111	-	583,811	-	5,021,922
Ancillary Service Sales -	-	3,916,240	-	-	3,916,240
Investment Income	200,123	-	-	-	200,123
Amortization of Deferred Contributions for					
Capital Acquisitions	-	-	-	2,030,585	2,030,585
Other	1,594,144	-	-	19,322	1,613,466
	51,541,290	3,916,240:	583,811	2,049,907	58,091,248
Expenses					
Salaries and Benefits	33,713,664	679,035	211,266	-	34,603,965
Supplies and Services	9,614,230	2,984,599	453,880	-	13,052,709
Interest on Debt	25,410	-	-	-	25,410
Amortization of Capital Assets	-	-	-	3,643,644	3,643,644
	43,353,304	3,663,634	665,146	3,643,644	51,325,728
Excess (Deficiency) of Revenue Over Expenses	8,187,986	252,606	(81,335)	(1,593,737)	6,765,520
Capital Transfers	(6,338,522)	(23,091)	-	6,361,613	-
Interfund Transfers	(415,073)	(25,344)	318,594	121,823	-
Transfers from Okanagan University College	(3,524,386)	170,254	1,469,678	8,683,573	6,799,119
FUND BALANCES AT END OF YEAR	(2,089,995)	374,425	1,706,937	13,573,272	13,564,639

2005-2006 was an unusual year due to a significant transfer of restricted funds from the former Okanagan University College.

This transfer appears under "Special Purpose Fund" and is not generally available for Okanagan College operations.



