

ACCOUNTABILITY PLAN AND REPORT

2014-15 to 2017-18



Okanagan College Transforms Lives and Communities



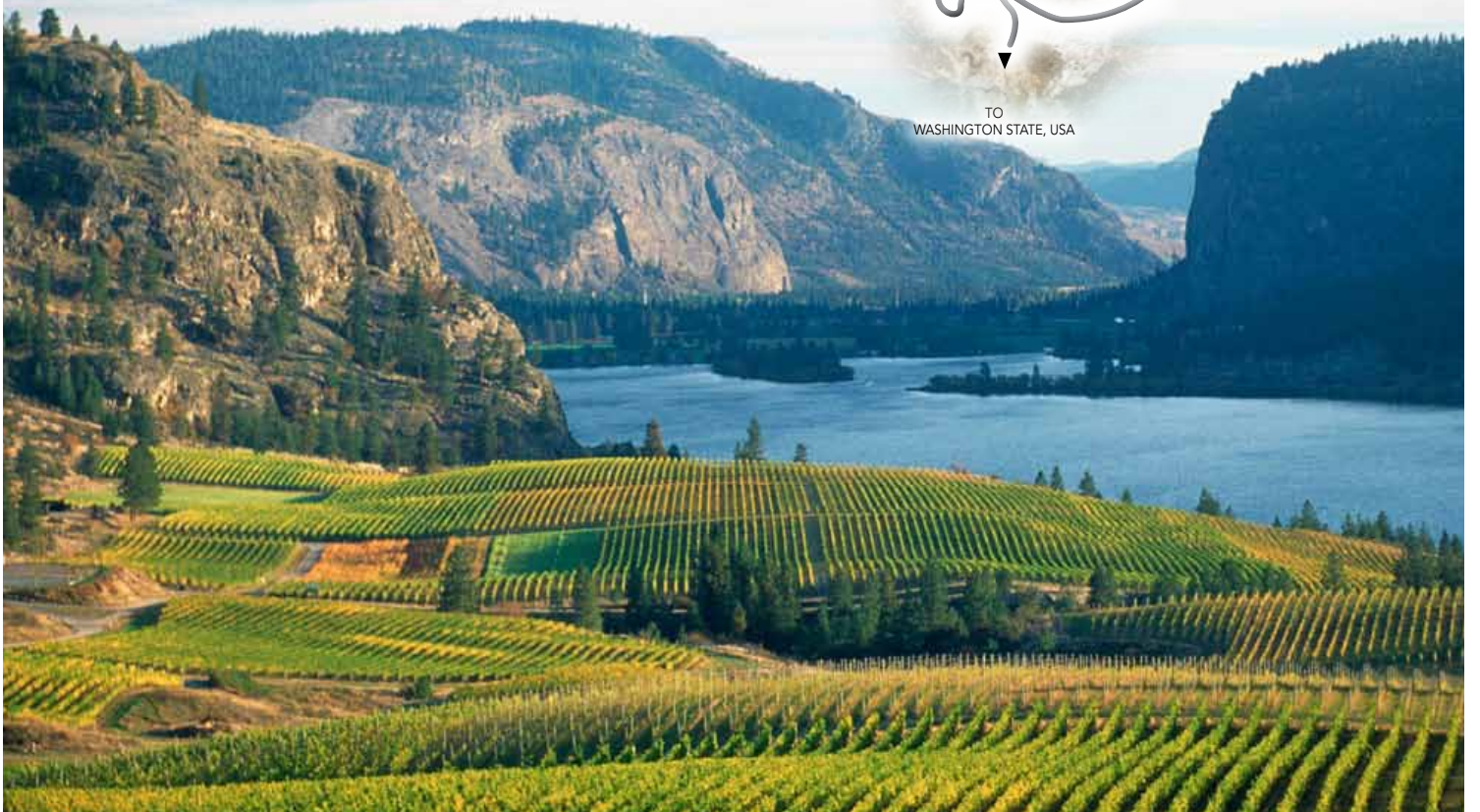


Table of Contents

Map of Region 2

Letter from the Board Chair and the President 4

Institutional Overview and Strategic Direction 5 - 8

Planning and Operational Context 9 - 14

Goals and Objectives 15 - 23

Appendix 24 - 26

Summary Financial Report 2014-15 27



Letter from the Board Chair and the President

Dear Minister Wilkinson,

We are pleased to submit Okanagan College's Accountability Plan and Report for the 2014/15 year.

The report has been prepared in accordance with the Budget Transparency and Accountability Act and we are accountable for meeting the objectives outlined in the plan.

Okanagan College continues to meet its mandate and mission objectives, demonstrating commitment to the students and communities we serve, and the employees who make possible our activities and accomplishments. Beyond the measures included in this report we have a robust array of Key Performance Indicators that help us assess our performance against goals.

We continue to serve as an important contributor to provincial initiatives, especially the Skills for Jobs Plan, providing a wide range of programming that speaks directly to the forecast needs of B.C.'s labour market.

For the 11th year in a row, Okanagan College has exceeded government enrolment targets. Our full-time equivalent student numbers demonstrate modest growth, with increased emphasis on credential- and career-focused education. In the past fiscal year, we served more than 19,000 individuals at our four major campuses and 11 additional centres – those students represent a significant portion of the approximately 400,000 people who live within our catchment area.

A growing number of students hail from countries other than Canada – this past year, we drew approximately 715 international students (435 FTE) to study at Okanagan College and that number is predicted to grow.

As we engage in our strategic planning processes, we will refine our goals and objectives but can say with confidence that we will continue to pursue those partnerships that benefit our students and industry, will build on student and employee engagement, will build on our relationships with Aboriginal communities and emphasize our commitment to sustainability, whether environmental, cultural or financial.

As you contemplate our report, we trust it will reinforce your appreciation of Okanagan College's capacity to meet expectations and needs at the individual, community, regional, provincial, national and international level.

Sincerely,



Tom Styffe,
Chair, Okanagan College Board of Governors



Jim Hamilton,
President, Okanagan College Board of Governors

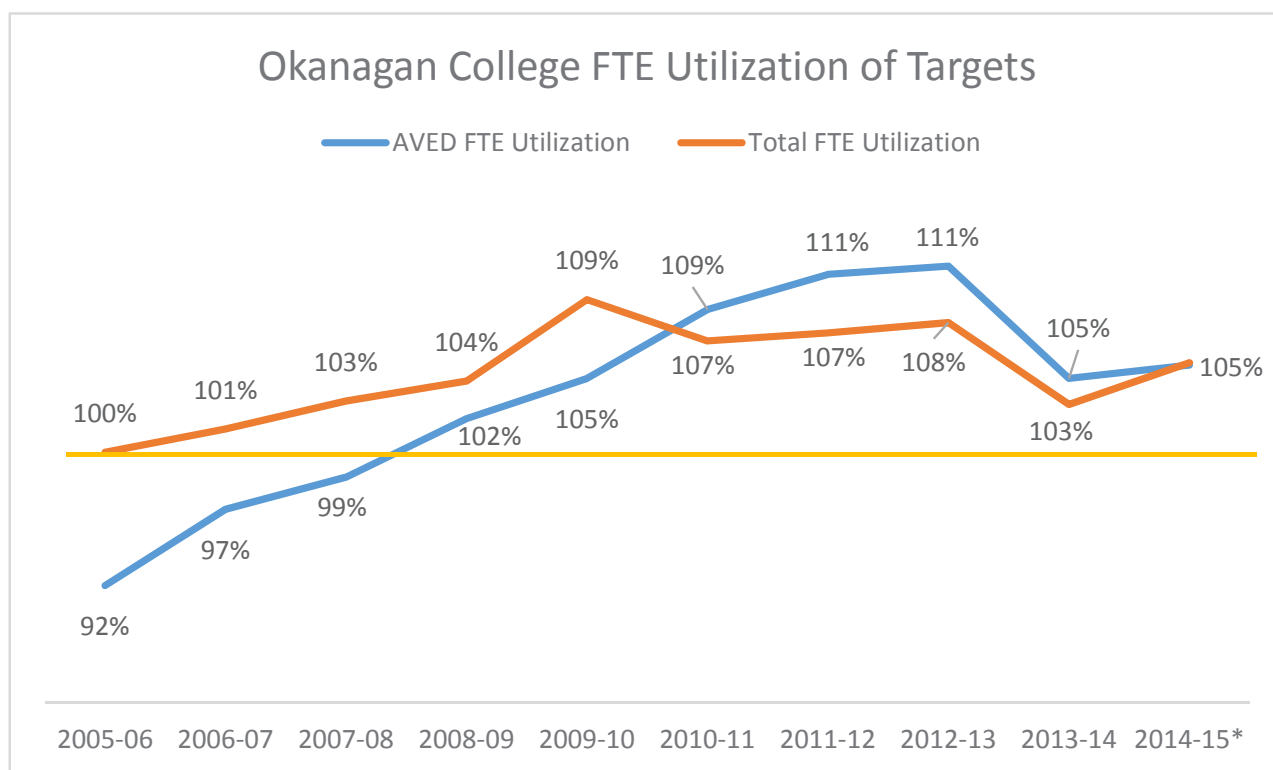
Institutional Overview and Strategic Direction

IN 2015, OKANAGAN COLLEGE CELEBRATES 10 YEARS since the transition of OUC into UBC Okanagan and the new Okanagan College. It has been a significant period of growth and development that has changed the landscape of post-secondary in the region.

Access to post-secondary education and training is an important contributor to ensuring that British Columbians have the skills necessary to take advantage of the economic and career opportunities that accompany economic growth and demographic shifts.

Okanagan College has played a key role in providing that access in a region that is recognized as one of the economic engines of the province. The evidence of the success is found in College’s record of surpassing government targets for educational delivery (11 years in a row), in the success of our students and the numbers of credentials awarded, and in the 10-year growth in the student transition rate from Grade 12 to post-secondary (see below).

Okanagan College has consistently achieved its overall targets since launching in 2005.



Source: AVED Finance

*2014-15 total target is estimated.

Institutional Overview and Strategic Direction

Okanagan College was established under the B.C. College and Institute Act, by Order-in-Council in 2004, with a lineage that stretches to the establishment of the B.C. Vocational School in 1963. The institution is a member of Colleges and Institutes Canada and a member of BC Colleges. It has a broad mandate, outlined in the Act, ranging from continuing studies programs to applied degrees, from post-baccalaureate diplomas to adult basic education. It is accredited under the Education Quality Assurance program of the Provincial government and many of its programs are accredited by external national and international agencies.

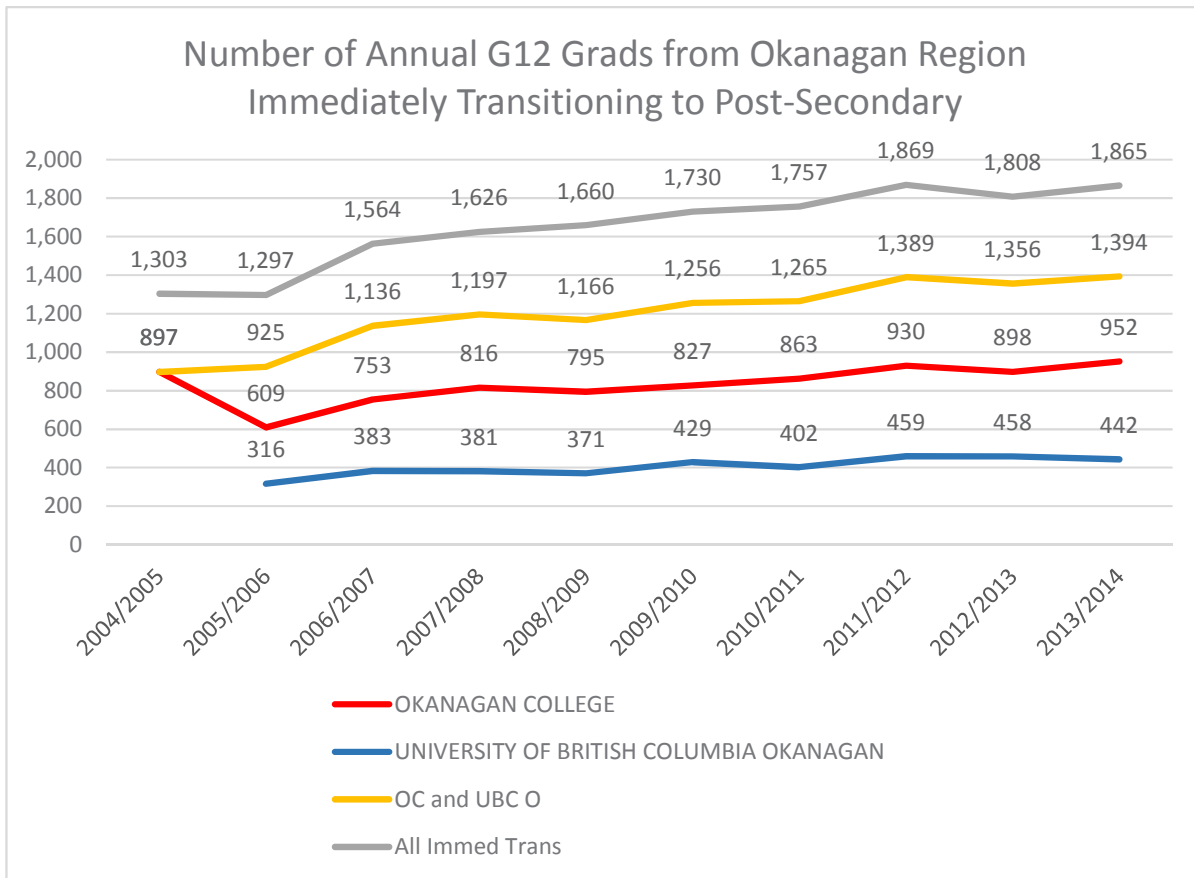
The College developed its current strategic plan in 2010 and is in the throes of preparing a Strategic Plan that will focus on institutional goals in the coming five years. The guiding principles and key directions in the 2010-2015 document have served to focus activities and initiatives on student and employee engagement, partnerships, ties to industry and community, student transitions, collaboration, and sustainability.

As part of its role, Okanagan College has been supporting the Province's Skills for Jobs Plan, recognizing responsibility for aligning programs and partnerships to labour market demand and forecasts.

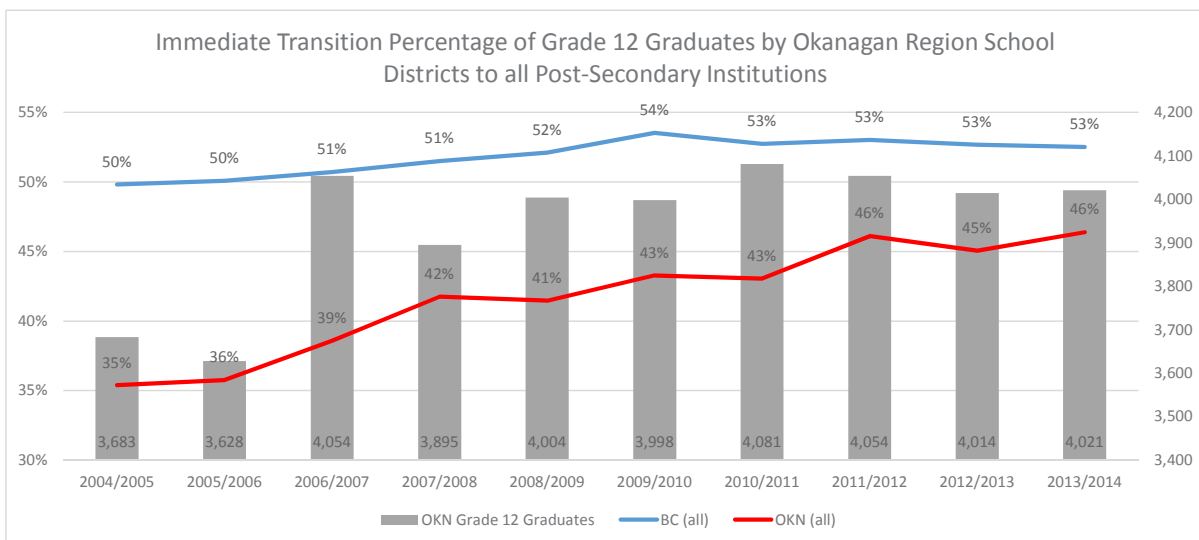
More Grade 12 graduates from Okanagan school districts are making the transition from high school to post-secondary education. The immediate transition rate for Grade 12 graduates from the region's school districts has increased from 35 to 46 per cent since the formation of Okanagan College. As the rate of transition has increased, so have the numbers of students, from 1,303 in 2004-05 to 1,865 in 2013-14 transitioning from high school to post-secondary education, with more than 51 per cent of these students coming to Okanagan College.

More Okanagan students are staying in the Okanagan region to get post-secondary education than 10 years ago. In 2004-05, 69 per cent of Grade 12 graduates who immediately transitioned to post-secondary stayed in the Okanagan region, and now almost 75 per cent are able to stay and receive their education and training locally.





Source: Student Transitions Project 2015



Source: Student Transitions Project 2015

Institutional Overview and Strategic Direction

A summary of the College's Mission, Vision, and Values is appended below:

Mission

Okanagan College transforms lives and communities.

Vision

We are one of Canada's leading colleges.

We create outstanding educational experiences for our learners, both students and employees.

We work and learn in a welcoming and caring culture.

We are a catalyst for change through collaboration with our learners and partners.

We serve, lead and anticipate the social, economic and environmental needs of communities.

Values

Accessibility

We assist learners to overcome barriers to education.

Accountability

We are responsible for our actions, decisions and policies as well as reporting and communicating our outcomes.

Inclusivity

We embrace and celebrate the richness of diversity and recognize the differing skills, experiences and perspectives of each person and community.

Innovation

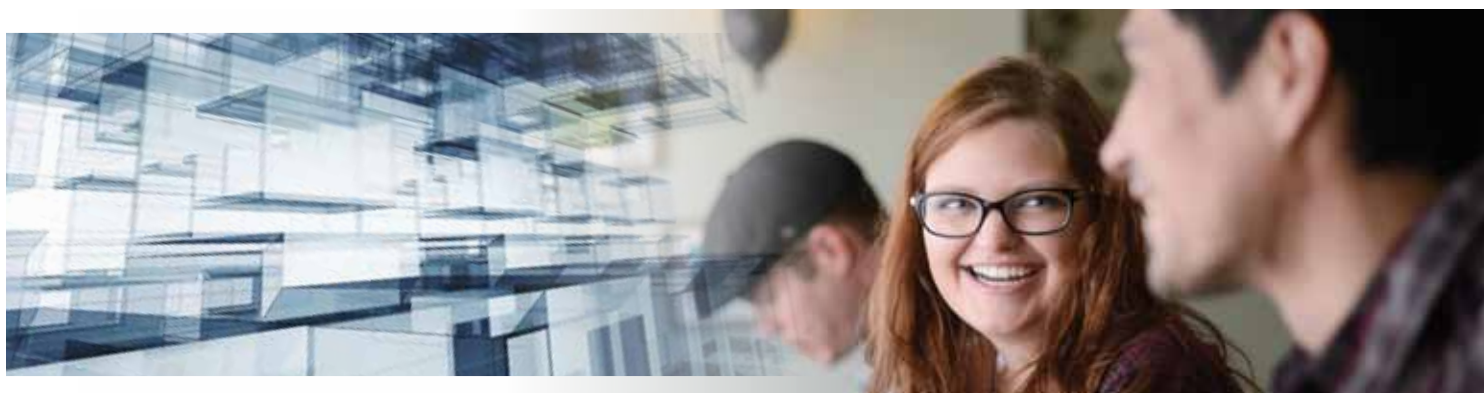
We foster a culture of creativity, encouraging experimentation, risk and new ideas.

Integrity

We are consistently honest, open and sincere.

Respect

We demonstrate consideration for and appreciation of each other.

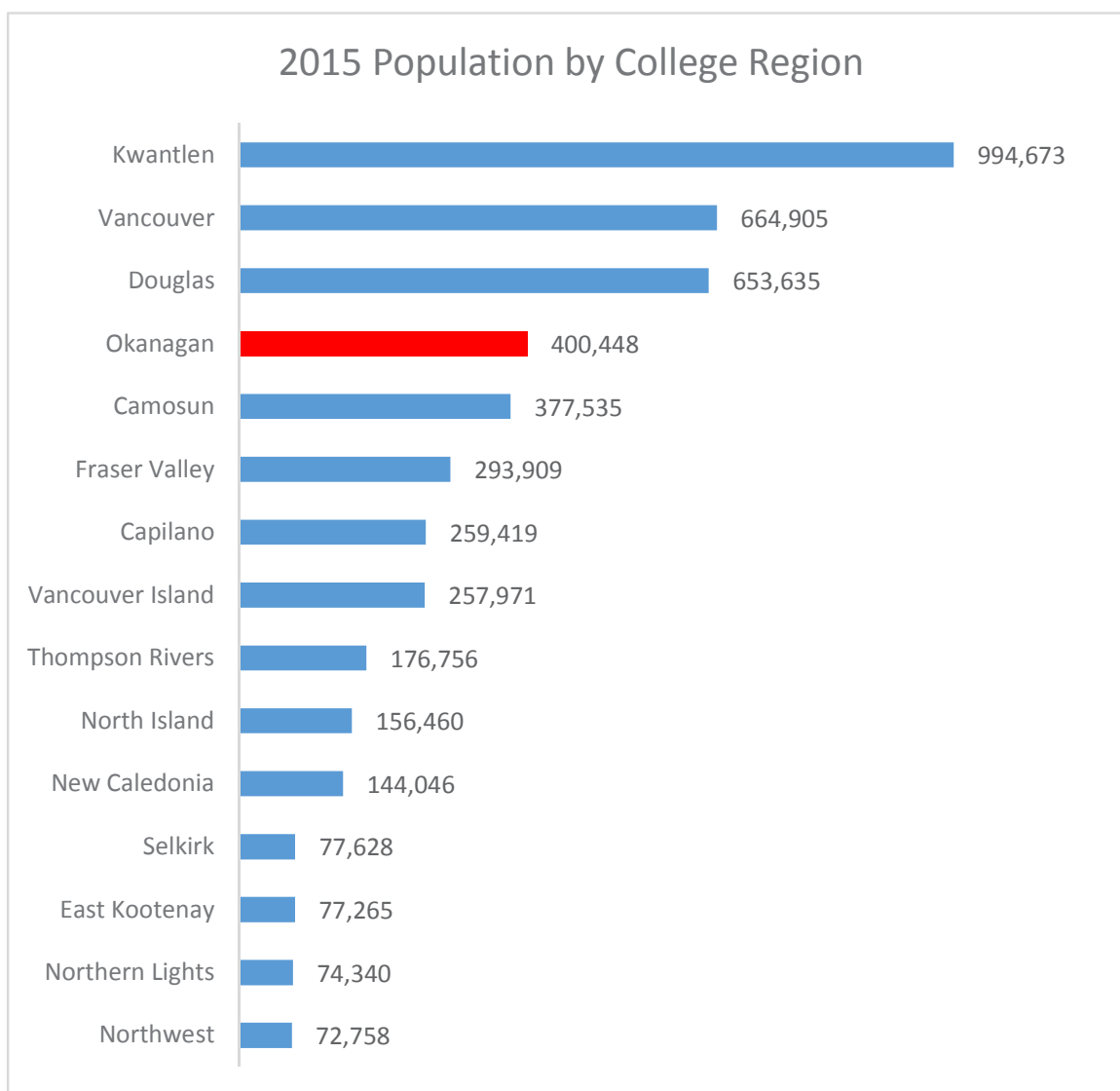


Planning and Operational Context

THE INTERNATIONAL, NATIONAL AND REGIONAL ECONOMIES are major components in the College's planning and operational context. Not only can employment and labour force participation rates affect enrolment, they can also dictate immediate and longer-term skills demands, as various sectors respond to changing conditions.

The British Columbia economy is expected to lead the national scene in the coming year, with Conference Board of Canada predictions suggesting 3.1 per cent overall growth in 2015 and 2.7 per cent growth in 2016. The regional economy continues to show signs of strengths, with a growing high-tech industry, that is now valued at over \$1 billion annually.

The Okanagan College Region is the fourth largest College Region by population, and is the largest College region outside of metro Vancouver.



Source: BC Stats

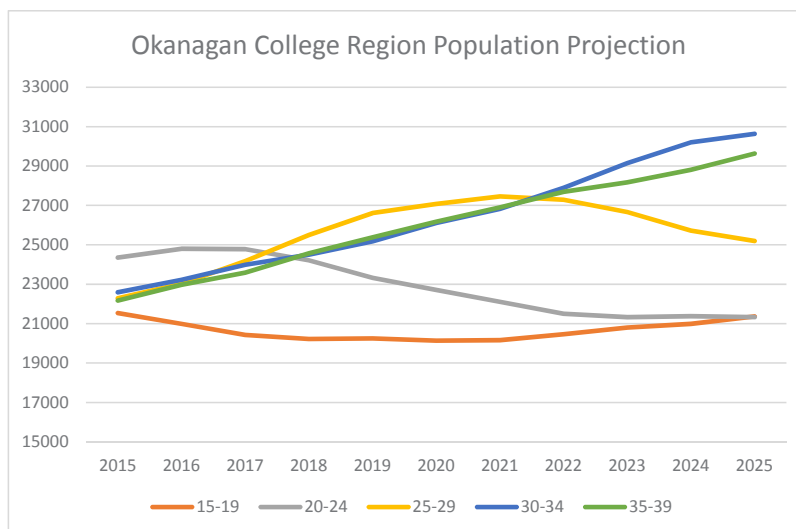
Planning and Operational Context

In terms of population, the decreasing number of high school Grade 12 class sizes within the region may be offset by continued improvements in the rate of transition from high school to post-secondary within the College region overall. The region still lags the provincial average in terms of transition rate, but the difference has been diminishing in recent years.

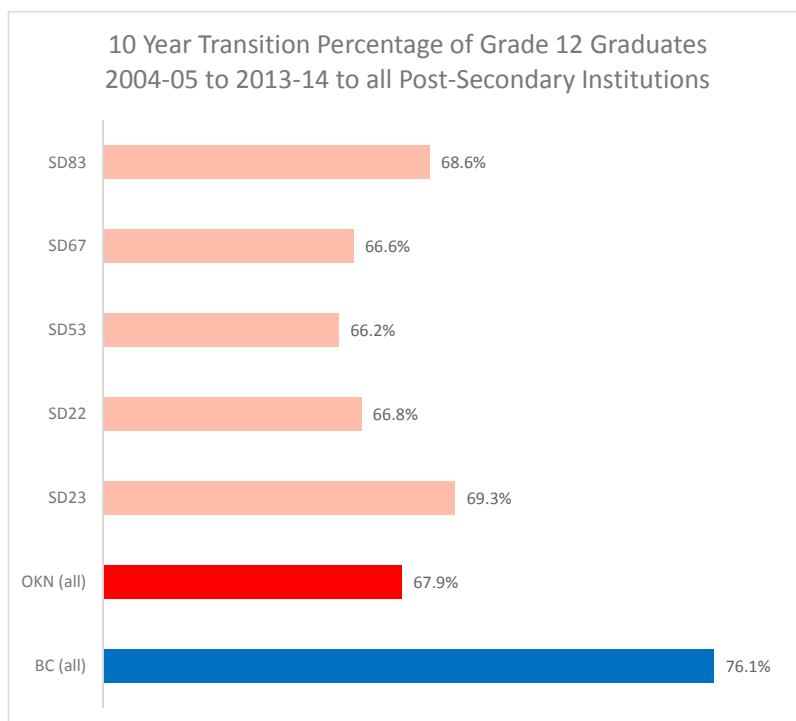
The increasing numbers of 25- to 39-year-olds may also counter the pressures on enrolment as an increasing number of those individuals return to College for training or retraining, responding to labour market opportunities within the region or elsewhere in the province or country. The numbers of 20- to 24-year-olds is expected to remain high for the next two years, dropping after that.

The rates for students transitioning immediately from high school to post-secondary education have increased in the last 10 years but still lag behind the provincial average. The seven school districts that comprise the College region and the College have an ongoing partnership (the Interior Mainline Transitions Partnership) that is focused on continued improvement of those rates, recognizing the social benefit of seeing more students accessing higher learning sooner in their lives.

In 10 years, a greater percentage of Okanagan region Grade 12 graduates transitioning to post-secondary immediately after graduation have been able to remain in the Okanagan region to study, with fewer having to move to the Lower Mainland.



Source: BC Stats



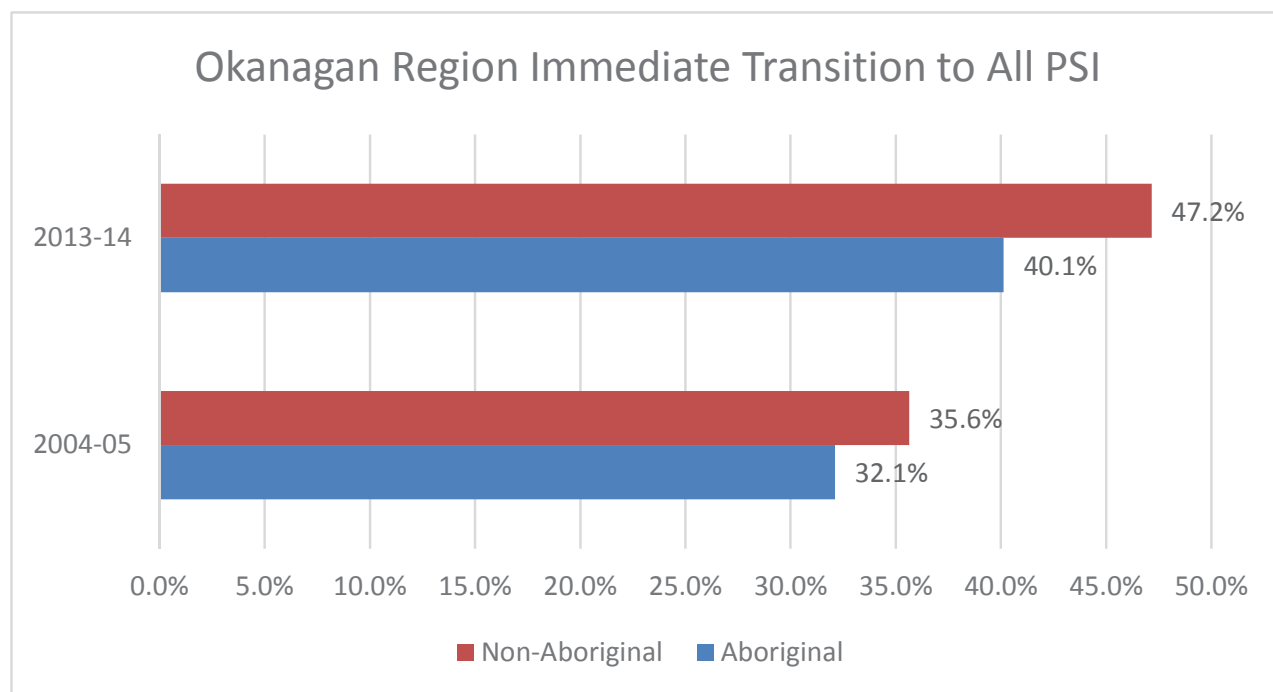
Source: Student Transitions Project 2015

Planning and Operational Context

All Students	Destination Region			
	Cariboo-North	Mainland/Southwest	Thompson-Okanagan-Kootenay	Vancouver Island
Grade 12 Graduation Region				
Okanagan Grad 2002/03 Immediate Transition	0.8%	14.8%	78.1%	6.3%
Okanagan Grad 2012/13 Immediate Transition	0.9%	11.0%	80.4%	7.7%

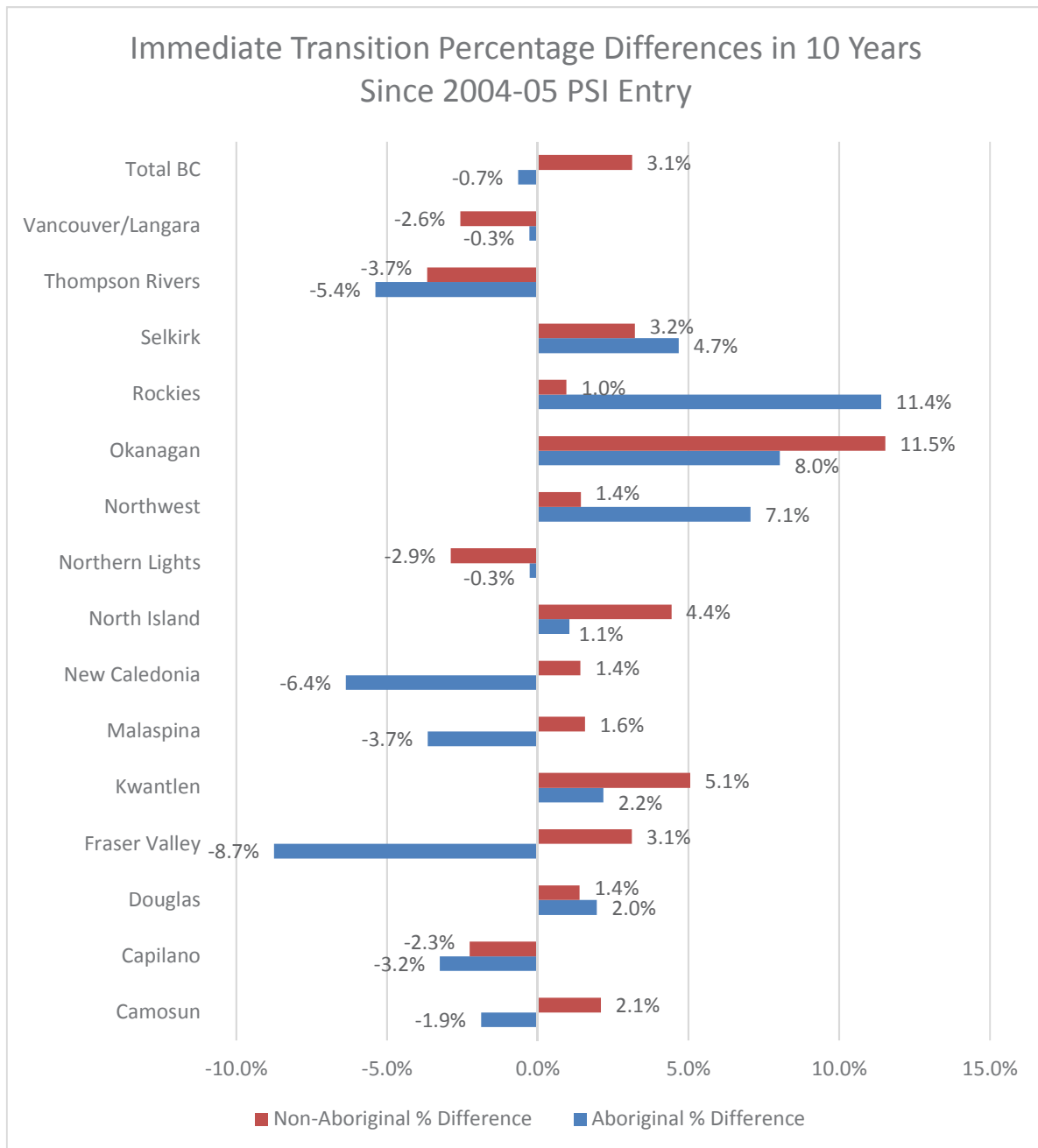
Source: Student Transitions Project 2015

Aboriginal transitions in the Okanagan College region have improved to the point of being the same as the provincial rate, although they are still less than the overall College region transition rate. Work is underway with school districts through the Interior Mainline Transitions Partnership to improve transitions.



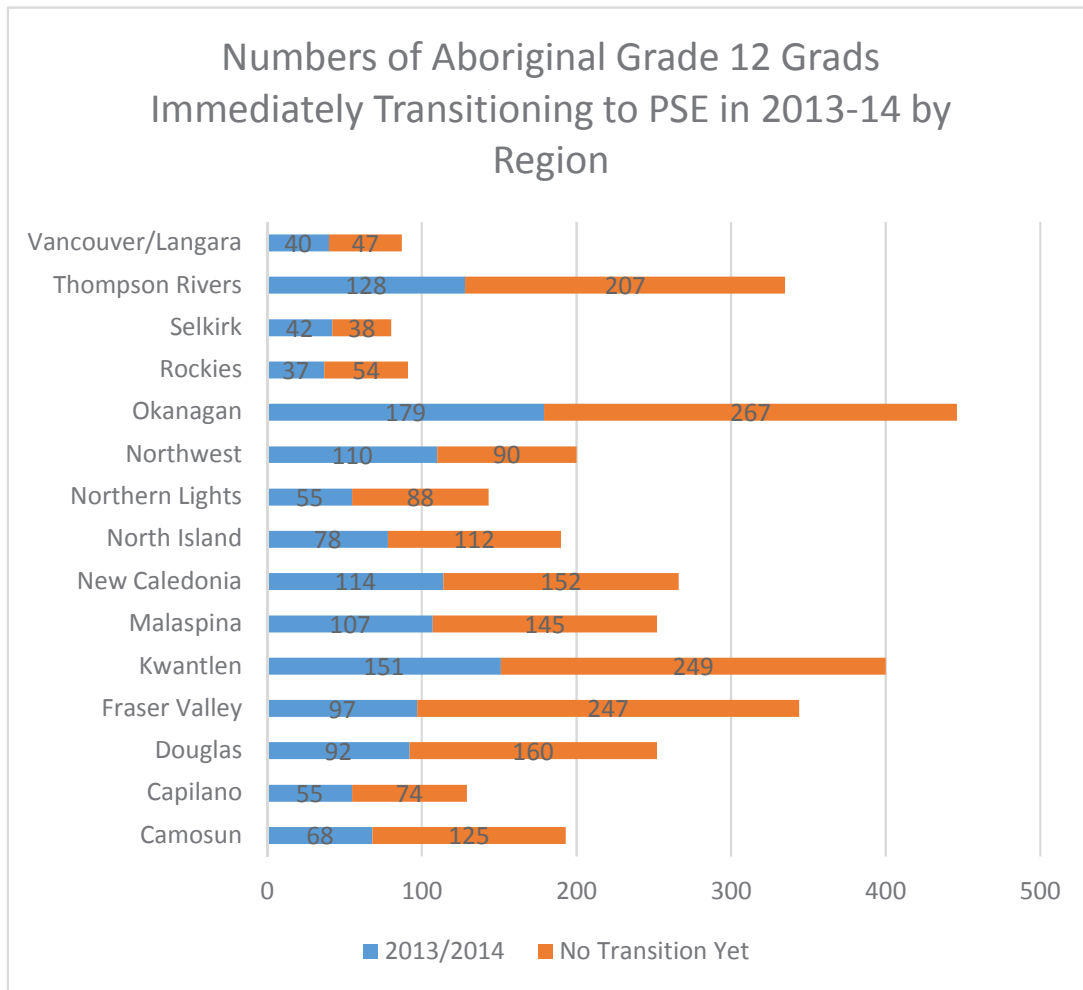
Source: Student Transitions Project 2015

The Okanagan region has seen the second highest percentage increase in Aboriginal student transitions and the highest increase in non-Aboriginal immediate transitions to post-secondary in the province. Only the Rockies region has seen a better improvement in Aboriginal immediate transitions.



Source: Student Transitions Project 2015

Some College regions have very few Aboriginal Grade 12 graduates. The Okanagan region has the largest number of Aboriginal Grade 12 graduates (446) in 2013-14, with the largest number immediately transitioning to post-secondary education (179).



Source: Student Transitions Project 2015

Expansion of the already successful dual-credit and ACE-IT programs to allow secondary school students to gain credit in college programs for high school graduation will help improve transition for all students, and help train students earlier for work skills to take advantage of provincial economic initiatives such as the LNG sector expansion.

Planning and Operational Context

Labour Force – Provincial and Regional

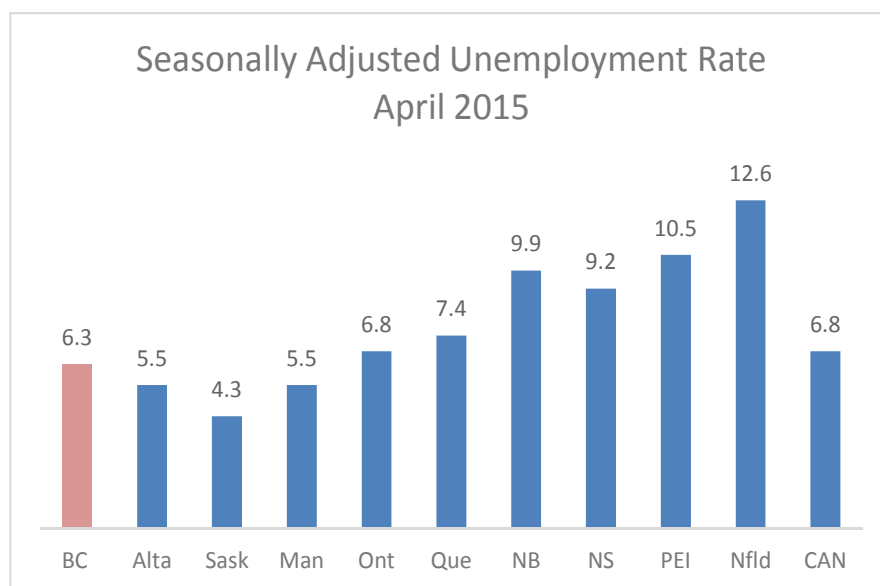
THE BC PROVINCIAL UNEMPLOYMENT RATE is lower than the Canadian average; the April BC unemployment rate was 6.3 per cent where the Canadian rate has been 6.8 per cent. BC employment growth is below the Canadian average.

According to the April 30, 2015 Royal Bank Provincial Outlook Update, there will be a continuation in the reversal in migration trends from 2014 where fewer people relocated to Alberta from BC. With an increase in population, this will tighten both the housing and labour markets in BC.

Industry alignment and economic development has been a hallmark of Okanagan College through its iterations and especially in the past decade. A recent labour market forecast prepared by the Economic Development Agencies of the region, with support from Okanagan College, described a significant demand for training and education that the region's post-secondary institutions can provide.

"Over the next six years more than two-thirds of new hires will require some form of post-secondary education," noted the executive summary of the report, **Growing in the Okanagan, Labour Market Outlook to 2020**, "requiring between 37,796 and 50,345 individuals with an advanced education."

Coupled with data regarding educational attainment of the current labour force, and the demographics of the region, the report serves as a compelling argument for the need to further develop the post-secondary capacity in the region.



Source: BC Stats

One of the recommendations in that report is to "develop a strategy to assist the innovation and emerging high technology industries in the Okanagan Region" and that includes acknowledgement that the industries "will require specialized workers with a post-secondary education."

A recent assessment of the region's high-tech industry has described a \$1 billion impact on the regional economy. With several successful start-ups showing significant growth, and the development of the Okanagan Centre for Innovation and its accelerator and incubation components, the industry is positioned for further development. Okanagan College is working to develop additional program opportunities to address this industry's needs, to complement the several industry-focused programs already offered, including a Bachelor of Computer Information Systems degree and related diploma, Network and Telecommunications Engineering Technology, Audio Engineering and Electronics Engineering Technology.

Okanagan College Goals and Objectives

THE COLLEGE HAS CREATED a set of strategic directions (www.okanagan.bc.ca/transform) with a corresponding set of performance measures to track goal attainment. These Key Performance Indicators are currently presented to the Board of Governors and employees via a web-based dashboard. The goals that flow from the mission, vision, values and key directions describe a very tangible plan, which finds expression in important planning documents, (such as the Long-term Education Plan and annual operating budgets) as well as day-to-day activities. They also align closely with Ministry Goals and Objectives, as outlined in the table below.

Okanagan College Key Direction	Engagement	Enhance the commitment and involvement of learners, both students and employees
Okanagan College Objectives	Ministry Objectives Aligned ¹	Okanagan College Performance Measure ²
<p>Students</p> <ul style="list-style-type: none"> • Increase students' satisfaction with their educational experience • Increase students' achievement of their educational goals • Increase student retention at Okanagan College • Increase student engagement in learning • Increase student engagement in communities <p>Employees</p> <ul style="list-style-type: none"> • Encourage employees in their efforts to achieve their professional development goals. • Recognize employees with respectful and regular feedback and support. • Support employee advancement and transition. • Increase employee engagement in learning. • Increase employee engagement in communities. 	<p>Goal 1 Students</p> <p>Students are supported to achieve their education, employment and training goals.</p> <p><i>Objectives</i></p> <p>1.1 Align PSE training and programs with labour market demand to achieve a highly skilled workforce.</p> <p>1.2 Respond and adapt to the diverse and changing educational needs of students.</p> <p>1.3 Increase participation and successful completion of all students.</p> <p>Goal 3 Society</p> <p>An innovative approach to education and training that maximizes return on investment and supports BC's diverse communities.</p> <p><i>Objectives</i></p> <p>3.3 Use and provide quality information for decision making and better societal outcomes.</p>	<p>Students</p> <ul style="list-style-type: none"> • Students who achieve their educational goal • Students satisfied with their overall educational experience. • Students who would recommend Okanagan College to others. • Aboriginal students who achieve their educational goals. • Student satisfaction with facilities • Students engaged in and committed to learning. <p>Employees</p> <ul style="list-style-type: none"> • Employees who recommend Okanagan College as an employer. • Employees who feel they know how to do their job. • Employees who feel they are achieving their goals. • Employees engaged in and committed to learning.

¹ Ministry of Advanced Education, Innovation and Technology Service Plan February 2014

² Okanagan College Performance Measures are reported on the College's KPI web reporting tool

Discussion: Engagement

Performance measures are determined by using survey data from the BC Student Outcomes Research Project and the Community College Survey of Student Engagement (CCSSE), and through the College's own Student Satisfaction Survey, Aboriginal Access and Services Survey and the Employee Engagement Survey. As well the College uses its Banner system, the Central Data Warehouse, Student Transitions Project, and BC Student Outcomes as additional data sources.

Okanagan College Goals and Objectives

Student Engagement – some examples

- Okanagan College awarded 1,992 credentials to graduates in 2014-15, achieving the AVED target of 1,895 and surpassing our number from the previous year of 1,924.
- In February, 2015, the Okanagan College Student Union pledged \$100,000 towards the \$7-million Bright Horizons, Building for Skills fundraising campaign that supports the renovation and expansion of the trades training complex at Okanagan College.
- A high-speed story of loss by Okanagan College Associate of Arts student Jesse Frechette took the top prize at Okanagan College's Three-Hour Short Story Contest.
- In January, five teams of Okanagan College business students competed at the Inter-Collegiate Business Competition, hosted by Queens University. One of the College's Okanagan teams won top spot in accounting. More than 140 teams competed.
- Okanagan College pastry arts students created 800 high-end desserts for a Valentine's Day event, *Winter Indulgence*, in support of the Central Okanagan Elizabeth Fry Society.

Employee Engagement – some examples

- Danai Belanger, one of Okanagan College's education advisors, completed her Regulated Canadian Immigration Consultant (RCIC) certification through Humber College in March 2015. This new designation enables Danai to provide immigration advice on matters such as study and work authorization.
- The inaugural International Development Night was held in March, 2015 – the interactive community-focused event included information booths, mini guest lectures, networking, live music, and light refreshments.
- More than 400 runners crossed the finish line at the 13th annual Half Marathon held in early March 2015.
- At an award ceremony held in Quebec City on Monday March 9, Okanagan College President Jim Hamilton and former Enactus Okanagan College President Drew Vincent were on hand to receive the inaugural Entrepreneurship in the Community award from Colleges and Institutes Canada.
- Okanagan College hosted the 32nd annual Spaghetti Bridge Contest with 248 participating students from across the Okanagan in March 2015.
- Okanagan College Red Dot Players present their fifth production: Michell's comedy *The Black Bonspiel of Wullie MacCrimmon*.
- A former panelist on CBC's *Dragon's Den*, W. Brett Wilson, spoke to about 300 people at Okanagan College in March.
- In February, Dr. Alix Hawley, professor of English at Okanagan College, released her debut novel, **All True Not a Lie in It**, a fictional account of the poignant adventures of Daniel Boone.
- In early 2015, Dr. Barry McGillivray, Associate Dean of the College's School of Business, donated \$100,000 to develop a research centre at the College that will be focused on small business and entrepreneurship in the Southern Interior.
- Dr. Kylene Myrah was honoured for her community work at the first annual Community Leader Awards on Sept. 22.
- Club Penguin co-founder, Dave Krysko, was appointed Okanagan College's sixth Entrepreneur in Residence.

Okanagan College Goals and Objectives

Okanagan College Key Direction	Learning and Teaching	Inspire leadership in learning and teaching
Okanagan College Objectives	Ministry Objectives Aligned	Okanagan College Performance Measure
<ul style="list-style-type: none"> Enhance learning-centred methods that accommodate diverse student learning needs. Encourage innovation Support continuous improvement. Increase sharing and collaboration among departments and disciplines. 	<p>Goal 2 System Maintain a quality post-secondary education system that provides BC with a global competitive advantage.</p> <p><i>Objectives</i></p> <p>2.1 Develop a highly internationalized education system.</p> <p>2.3 Build on current strengths to enhance the quality of PSE.</p> <p>2.4 Increase collaboration, innovation, and partnerships.</p> <p>Goal 3 Society An innovative approach to education and training that maximizes return on investment and supports BC's diverse communities.</p> <p><i>Objectives</i></p> <p>3.1 Lead a post-secondary education system that is strong, accountable, transparent, flexible, and delivers value.</p> <p>3.2 Foster knowledge development to support the creation of new ideas and solutions to a range of economic, social, scientific and environmental issues.</p> <p>3.3 Use and provide quality information for decision making and better societal outcomes.</p>	<ul style="list-style-type: none"> Students engaged in the learning process Employees engaged in providing leadership and teaching. Employees use learning-centred methods and innovative approaches in learning and teaching. Course or program approvals and revisions that reflect collaboration across disciplines or departments.

Discussion: Learning and Teaching

- Early in 2015 Okanagan College began offering a new two-level apprenticeship program in Construction Craft Worker to meet the provincial demand for the training.
- In 2014, Okanagan College earned the designation of Registered Education Provider (R.E.P.) from the Project Management Institute (PMI), the world's largest project management member association.
- Early in 2015, the College's Enactus teams won first, second and third places in different competitions at the Western Canadian regional championships in Calgary, advancing the team to the national competition in Toronto.
- Okanagan College was the venue for Canada's Culinary Competition, Gold Medal Plates, for the fifth year in a row, attracting the nation's top 11 chefs and hundreds of gourmands to the region, providing the College's culinary arts students opportunities to work with and alongside the chefs.

Okanagan College Goals and Objectives

- For 10 days during December the Penticton Campus hosted 13 dogs and their handlers from the St. John's Ambulance Therapy Dog program to help students, faculty, instructors and staff to alleviate stress at the end of the academic classes. Similar sessions were held in Kelowna and Salmon Arm.
- Enactus Okanagan College was the only college team in Canada and one of only five post-secondary institutions across Canada to receive three or more national partnership grants from Enactus Canada to support entrepreneurship in 2014.
- Two Okanagan College students and a professor were honored when a research paper they wrote earned the Best Paper Award at the second International VisioGame 2014 conference in Bandung, Indonesia held this past November. The paper was based on a research project that explored improvements into both speed and connectivity in the online gaming world. It was titled Minecraft Computer Game Simulation and Network Performance Analysis. It was later published in the journal WitPress. The research was funded by a federal research grant that involved studying ways to monitor and optimize the game services of Kelowna-based technology company WTFast.
- In October, 2014 the Dean of Okanagan College's School of Business, Dr. Heather Banham, was awarded the CGA Fellowship, the highest honour that can be bestowed on a member of the Certified General Accountants (CGA) Association.
- In 2014, the College's Director of Learning and Teaching Dr. Beverlie Dietze and North Okanagan Regional Dean Jane Lister received a \$23,530 grant from the Natural Sciences and Engineering Research Council (NSERC) that will see the design of new outdoor playscapes and equipment, and the study of those environments on child development. A one-day conference borne of their research was held in Feb. 2015.
- Two College Business professors, Kyleen Myrah and Kerry Rempel, presented to North American Case Research Association in October.
- In June 2014, Okanagan College hosted the Can Flip conference which focused on "flipped" classrooms and brought together K-12 and post-secondary educators with experts in the field.



Okanagan College Goals and Objectives

Okanagan College Key Direction	Student transition	Improve student transition to, from and within Okanagan College
Okanagan College Objectives	Ministry Objectives Aligned	Okanagan College Performance Measure
<ul style="list-style-type: none"> • Increase the diversity of students who make successful transitions to Okanagan College • Increase the number and quality of student transitions from secondary school. • Increase the number and quality of student transitions to and from other countries. • Create more opportunities for student transitions within the institution. • Improve student transitions to and from Okanagan College and other institutions. • Better assist students in their efforts to find work related to their field of study. • Further develop a culture that attracts and supports Aboriginal students. 	<p>Goal 1 Students</p> <p><i>Objectives</i></p> <p>1.1 Align PSE training and programs with labour market demand to achieve a highly skilled workforce.</p> <p>1.2 Respond and adapt to the diverse and changing educational needs of students.</p> <p>1.3 Increase participation and successful completion of all students.</p> <p>Goal 2 System</p> <p><i>Objectives</i></p> <p>2.1 Develop a highly internationalized education system.</p> <p>2.2 Build on current strengths to enhance the quality of PSE</p> <p>2.3 Increase collaboration, innovation, and partnerships.</p>	<ul style="list-style-type: none"> • Students employed in jobs related to their training • Students satisfied with their transfer experience • Draw of high school students in our catchment area. • Aboriginal students employed in jobs related to their training • Number of Aboriginal students enrolled: full time equivalent and headcount. • Aboriginal students who feel their culture is respected and valued at Okanagan College. • International students who would recommend Okanagan College. • Students engaged in study abroad activities. • Proportion of under-represented students who enroll. • Number of students who transition from one program to another within the institution.

Discussion: Student Transitions

- In March, 2015 Brad Atkins of Vernon received the first annual Tim Harder Memorial Award created to support students in the Aircraft Maintenance Engineering program at the College.
- Okanagan College honoured Aboriginal heritage at the sixth annual Aboriginal Student Recognition Celebration held in Kelowna in March.
- **Two new awards were established at Okanagan College to recognize the contributions of two aviation pioneers:** The Roy Clemens Memorial Award in Aviation and Margaret Fane Rutledge Award in Aviation, valued at \$1,000 each.
- The inaugural Oline Smith Technology Awards were presented to 15 students in the Sustainable Construction Management Technology (SCMT) program. The awards are valued at \$1,000 each.
- More than 55 businesses participated in the eighth annual Business Expo and Employment Fair held in March at Okanagan College. In November, Okanagan College hosted the 33rd annual Career Fair connecting the community with education and employment experts.
- A Calgary chapter of the Okanagan College Alumni Association has been established to create a social and professional network to support fellow alumni living in the area. More than 20 Okanagan College alumni attended the chapter's first official social event.

Okanagan College Goals and Objectives

- Lauren Mackay, an Okanagan College Bachelor of Business Administration student, received the Premier's International Scholarship for Study Abroad from the Irving K. Barber British Columbia Scholarship Society.
- In the provincial government's Labour Market Outlook 2022, transport truck drivers were identified as number two in the top 10 most-needed professions with an estimated need of 18,000 drivers by 2022. Okanagan College joined forces seven years ago with Taylor Pro Training, a leader in truck driver training, to offer Class 1 Driver Training. The provincial government has provided full funding for the program to eligible applicants through the Canada-British Columbia Job Fund. Of the 32 students who participated last year in the tuition-free program, 29 found employment in the trucking industry.
- On Oct. 29, Jan Unwin, B.C.'s Superintendent of Graduation and Student Transitions made a presentation about education transformation at Okanagan College's Kelowna campus.
- Okanagan College hosted the sixth annual Traditional Pow Wow on its Kelowna campus in September, 2014, drawing hundreds of students, participants and spectators from throughout the area.
- The College hosted the 24th Annual BC School Mathematics Contest, founded by Okanagan College Math professor Clint Lee.



Okanagan College Goals and Objectives

Okanagan College Key Direction	Collaboration and partnership	Broaden and deepen our collaboration and partnerships with communities.
Okanagan College Objectives	Ministry Objectives Aligned	Okanagan College Performance Measure
<ul style="list-style-type: none"> Enhance partnerships with public and private sector organizations, contributors, donors and alumni. Inspire a deepening collaboration with Aboriginal communities, and increase recruitment of Aboriginal employees. Enhance partnerships with international institutions and organizations. 	<p>Goal 1 Students <i>Objectives</i></p> <ol style="list-style-type: none"> Align PSE training and programs with labour market demand to achieve a highly skilled workforce. Respond and adapt to the diverse and changing educational needs of students. Increase participation and successful completion of all students. <p>Goal 2 System <i>Objectives</i></p> <ol style="list-style-type: none"> Develop a highly internationalized education system. Build on current strengths to enhance the quality of PSE Increase collaboration, innovation, and partnerships. <p>Goal 3 Society <i>Objectives</i></p> <ol style="list-style-type: none"> Lead a post-secondary education system that is strong, accountable, transparent, flexible, and delivers value. Use and provide quality information for decision making and better societal outcomes 	<ul style="list-style-type: none"> Students employed in jobs related to their training. Aboriginal student employed in jobs related to their training. Aboriginal full time equivalent and headcount. Aboriginal students who feel their culture is respected and valued. International students who would recommend Okanagan College Number and amount of donations and gifts received. Number, quality and scope of agreements with domestic institutions and organizations. Number, quality and scope of agreements with domestic institutions and organizations. Number, quality and scope of agreements with international institutions and organizations. Proportion of employees who are of aboriginal descent.

Discussion: Collaboration and Partnership

- In March 2015, a new Seed Library project was launched by the Vernon Campus Okanagan College Library, in conjunction with Kalamalka Demonstration Garden, Patchwork Farms and the Vernon Branch of the Okanagan Regional Library (ORL). The project aims to preserve heirloom and native seeds.
- Okanagan College hosted nationally recognized member of the Hatchet Lake First Nations speaker, Gabrielle Scrimshaw, in March for a public guest lecture titled, "Aboriginal Leadership & Education: our shared Canadian Journey."
- Okanagan College's popular "Classics at the Classic" film festival in Salmon Arm returned in January for its fifth season.
- A documentary film that aired on CTV in late 2014 featured Okanagan College School of Business professors and students giving back to communities in Ethiopia, teaching entrepreneurship and building bio-sand water filters. The film highlights the work of Canadian Humanitarian, a College partner organization, and the course field school to Ethiopia that students participate in for the BUAD 339 Entrepreneurship & Development in Emerging Nations course.

Okanagan College Goals and Objectives

- Okanagan College's annual Trades and Apprenticeship December lunch, hosted by the automotive department, raised \$1,280 in cash and 600 pounds of food for the Kelowna Food Bank.
- A group of Okanagan College employees braved wintry conditions to participate in the annual Santa Shuffle fundraising event for the Salvation Army in Kelowna in December.
- Okanagan College culinary arts student Dayna Duckworth-Dolan won one of the three \$1,500 B.C. Hospitality Foundation Scholarships. She was selected by the Chefs' Table Society of British Columbia.
- A new social enterprise, InnSpire, was developed by students from Okanagan College's Enactus team to benefit residents of Chandler House in Kelowna.
- Okanagan College employees and students responded when Canadian Blood Services organization a campaign to donate blood in memory of Deb Davis, an OC employee who frequently required blood products before her demise.
- The Young Chefs competition returned to the Okanagan College as part of the Fall Okanagan Wine Festival's series of culinary events and showcased the talents of several Okanagan College apprentice chefs and alumni.
- When weather delayed their project, students taking the Residential Construction Foundation program in Armstrong started building sheds with donated materials from Shepherd's Home Hardware, and these were auctioned off to help support a child attending treatment at Hospital for Sick Kids in Toronto.
- In September, the B.C. Wine Information Society Sensory Centre at Okanagan College's Penticton campus was officially opened. The \$650,000 facility, which is housed in the Jim Pattison Centre of Excellence, is a 120-square-metre space dedicated to providing quality tasting and educational space for sensory evaluation of wine and food.
- Team Okanagan College, with 15 employees and students, took part in the 34th annual Terry Fox run on Sunday, Sept. 14 at the Mission Sports Field.
- The Justice Institute of British Columbia (JIBC) and Okanagan College signed a Memorandum of Understanding (MOU) in September to enhance educational and training opportunities for students at both institutions.
- Okanagan College business professor Dr. Blair Baldwin presented his latest research findings on wine tourism in August at the prestigious Academy of Wine Business Research conference at the University of Geisenheim in Germany.



Okanagan College Goals and Objectives

Okanagan College Key Direction	Sustainability	Become a leader in sustainability
Okanagan College Objectives	Ministry Objectives Aligned	Okanagan College Performance Measure
<ul style="list-style-type: none"> Embed sustainability in the full range of educational programming. Increase sustainable practices in all operations. Educate students and employees to act sustainably. Promote leadership and collaboration with communities in developing sustainable practices. Ensure financial sustainability. 	<p>Goal 2 System</p> <p><i>Objectives</i></p> <p>2.2 Build on current strengths to enhance the quality of PSE</p> <p>2.3 Increase collaboration, innovation, and partnerships.</p> <p>Goal 3 Society</p> <p><i>Objectives</i></p> <p>3.1 Lead a post-secondary education system that is strong, accountable, transparent, flexible, and delivers value.</p> <p>3.2 Foster knowledge development to support the creation of new ideas and solutions to a range of economic, social, scientific and environmental issues.</p> <p>3.3 Use and provide quality information for decision making and better societal outcomes.</p>	<ul style="list-style-type: none"> Sustainability Tracking Assessment Rating System (STARS) Compare financial performance to budget forecast.

Discussion: Sustainability

- Bright Horizons, Building for Skills fundraising campaign has a goal of raising \$7 million to support the \$33 million renovation and expansion of the Trades building. The campaign reached \$4 million in May 2015, drawing on a range of personal and corporate gifts.
- Even before its latest array of solar panels were connected to the power grid in early 2015, Okanagan College has reduced energy consumption (per square meter) by 32 per cent since 2007.
- In September 2014, 10 Okanagan College Water Engineering Technology (WET) students and their instructor took part in the 2014 Kokanee Salmon Festival at Mission Creek in Kelowna.
- In its second submission to the Association for the Advancement of Sustainability in Higher Education (AASHE), Okanagan College earned a Silver rating for STARS, (the international Sustainability Tracking, Assessment and Rating System), improving its score from the inaugural submission in 2011.
- In April 2014, during the eighth annual Fascieux Creek cleanup, students and staff worked to restore and protect our urban creek that runs along the perimeter of the Kelowna campus, a spring-fed fish bearing stream.

Okanagan College
2014/15 Accountability Framework Performance Measure Results¹

Performance measure	Reporting year					
	2013/14 Actual	2014/15 Target	2014/15 Actual	2014/15 Assessment		
Student spaces²						
Total student spaces	5,070	4,751	5,004	Achieved		
Nursing and other allied health programs	498	409	526	Exceeded		
Developmental	918	TBD	960	Achieved		
Credentials awarded³						
Number	1,924	1,881	1,992	Achieved		
Aboriginal studentspaces⁴						
Total Aboriginal student spaces	751	N/A	748	Not assessed		
Ministry (AVED)	564		555			
Industry Training Authority (ITA)	187		193			
Student satisfaction with education⁵						
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	93.5%	0.9%	≥ 90%	94.0%	0.9%	Achieved
Apprenticeship graduates	95.5%	1.5%		92.4%	2.5%	Achieved
Bachelor degree graduates	98.7%	1.8%		98.0%	2.0%	Exceeded
Student assessment of the quality of instruction⁵						
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	94.2%	0.9%	≥ 90%	95.2%	0.8%	Achieved
Apprenticeship graduates	97.0%	1.3%		93.7%	2.3%	Achieved
Bachelor degree graduates	94.8%	3.5%		97.0%	2.5%	Exceeded
Student assessment of skill development⁵						
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	80.7%	1.6%	≥ 85%	77.6%	1.8%	Substantially achieved
Apprenticeship graduates	80.3%	3.5%		77.0%	4.8%	Substantially achieved
Bachelor degree graduates	89.8%	4.8%		93.8%	3.5%	Exceeded

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Student assessment of usefulness of knowledge and skills in performing job ⁵						
	%	+/-		%	+/-	
Diploma, associate degree and certificate graduates	80.3%	2.3%	≥ 90%	83.4%	2.2%	Substantially achieved
Apprenticeship graduates	92.7%	2.2%		93.3%	2.9%	Achieved
Bachelor degree graduates	92.8%	4.5%		89.1%	4.8%	Achieved
Unemployment rate ^{5,6}						
	%	+/-		%	+/-	
Diploma, associate degree and certificate graduates	8.8%	1.5%	≤ 14.0%	9.3%	1.6%	Exceeded
Apprenticeship graduates	7.1%	2.0%		11.5%	3.3%	Achieved
Bachelor degree graduates	6.8%	4.1%		3.2%	2.6%	Exceeded

Notes:

N/A - Not applicable

¹ Please consult the 2014/15 Standards Manual for a current description of each measure. See http://www.aved.gov.bc.ca/framework/docs/standards_manual.pdf

² Results from the 2013/14 reporting year are based on data from the 2013/14 fiscal year; results from the 2014/15 reporting year are based on data from the 2014/15 fiscal year. Excludes Industry Training Authority student spaces.

³ Annual performance is measured using a rolling three-year average of the most recent fiscal years, e.g., the results for the 2014/15 reporting year are a three-year average of the 2011/12, 2012/13 and 2013/14 fiscal years.

⁴ Results from the 2013/14 reporting year are based on data from the 2012/13 fiscal year; results from the 2014/15 reporting period are based on data from the 2013/14 fiscal year.

⁵ Results from the 2013/14 reporting year are based on 2013 survey data; results from the 2014/15 reporting year are based on 2014 survey data. For all survey results, if the result plus or minus the margin of error includes the target, the measure is assessed as achieved. In all cases, the survey result and the margin of error are used to determine the target assessment. Survey results are not assessed if the number of respondents is less than 20 or the confidence interval is 10% or greater.

⁶ Target is the unemployment rate for those aged 18 to 29 with high school credentials or less for the province.

Target assessment scale	Description
Exceeded	110% or more of the target
Achieved	100% - 109% of the target
Substantially achieved	90% - 99% of the target
Not achieved	Less than 90% of the target
Not Assessed	Survey results with less than 20 respondents or a margin of error of 10% or greater, descriptive measures, and measures without targets

Okanagan College
2014/15 Accountability Framework Performance Measure Results

Performance measure	Reporting year					
	2013/14 Actual		2014/15 Target	2014/15 Actual		2014/15 Assessment
Former diploma, certificate, and associate degree students' assessment of skill development						
	%	+/-		%	+/-	
Skill development (avg. %)	80.7%	1.6%	≥ 85%	77.6%	1.8%	Substantially achieved
Written communication	76.4%	1.9%		73.2%	2.1%	
Oral communication	75.1%	2.0%		69.6%	2.3%	
Group collaboration	81.9%	1.5%		81.2%	1.6%	
Critical analysis	84.9%	1.4%		83.0%	1.5%	
Problem resolution	78.8%	1.6%		73.7%	1.9%	
Learn on your own	82.7%	1.5%		79.8%	1.7%	
Reading and comprehension	84.9%	1.4%		82.4%	1.6%	
Apprenticeship graduates' assessment of skill development						
	%	+/-		%	+/-	
Skill development (avg. %)	80.3%	3.5%	≥ 85%	77.0%	4.8%	Substantially achieved
Written communication	76.1%	5.1%		71.2%	7.0%	
Oral communication	69.8%	5.5%		69.4%	7.1%	
Group collaboration	84.9%	2.9%		82.9%	3.9%	
Critical analysis	83.4%	2.9%		82.8%	3.8%	
Problem resolution	79.7%	3.2%		75.3%	4.5%	
Learn on your own	84.0%	2.8%		79.6%	4.1%	
Reading and comprehension	84.0%	2.8%		77.6%	4.2%	
Bachelor degree graduates' assessment of skill development						
	%	+/-		%	+/-	
Skill development (avg. %)	89.8%	4.8%	≥ 85.0%	93.8%	3.5%	Exceeded
Written communication	88.0%	5.2%		92.8%	3.8%	
Oral communication	90.7%	4.7%		97.0%	2.5%	
Group collaboration	94.8%	3.5%		96.0%	2.8%	
Critical analysis	93.5%	3.9%		97.0%	2.5%	
Problem resolution	88.2%	5.1%		90.0%	4.3%	
Learn on your own	90.9%	4.5%		91.8%	4.1%	
Reading and comprehension	82.9%	6.0%		91.8%	4.0%	

Summary Financial Report 2014-15

Audited Financial Statements can be found at:

www.okanagan.bc.ca/financial2014-15

