

# ACCOUNTABILITY PLAN AND REPORT

## 2013-14 to 2016-17



**Okanagan College Transforms Lives and Communities**

Our cover features an image of Kelowna campus, part of the \$33-million renovation and expansion of the 50-year-old trades facility.

# Our Region



# 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 - 13
Internal Factors . . . . .	14 - 15
Goals and Objectives . . . . .	16 - 26
Accountability Measures . . . . .	27 - 30
Summary Financial Report 2013-14 . . . . .	31



## Letter from the Board Chair and the President

Dear Minister Virk,

Okanagan College has launched into its second half-century of service to the communities and citizens of our region determined to provide even better close-to-home access to quality education and training that will fuel productive lives, careers and robust economies.

We are revitalizing the very facilities that were the starting point for the B.C. Vocational School and its successor institutions: Okanagan College, Okanagan University College and the new Okanagan College. We are connecting with communities and employers to refine what the institution needs to do to maintain and build the relevance for which we are renowned. We are beginning work to review and revise our Strategic Plan, a process that will involve considerable consultation and a thorough consideration of the landscape of post-secondary education today and into the future.

A decade after the March 2004 announcement that Okanagan University College would become UBC Okanagan and Okanagan College, a growing percentage of the region's high school students are choosing to go on to higher education, and a greater percentage of those are choosing Okanagan College and UBC Okanagan as their destination. Our two institutions have found opportunities to co-operate, create new pathways and introduce new programs that are meeting the goals of close-to-home, quality education, while attracting a growing number of students from outside the region. The commitment to develop further partnerships persists.

Today, at our four major campuses and 10 other locations, Okanagan College serves nearly 20,000 students annually in a region with a population close to 400,000. In all there are more than 120 programs and countless associated and independent courses that serve the interests of the citizens of our region and draw students from throughout British Columbia, Canada and more than 40 countries around the world.

In the coming years, we will continue ongoing work to review our programs and ensure their quality and relevance. We will continue to pursue partnerships that benefit our students and industry, find ways to bolster student and employee engagement, enhance our ties with the Aboriginal communities of the region and the province, and further our commitment to sustainability.

Reading this report, for which we are responsible, we hope you gain an appreciation of the connection we make to the citizens of the region, through educational programs and through the many associated endeavours of our students and employees. When our institution was relaunched in 2005, we promised that an integral part of the region's social, cultural and economic fabric – Okanagan College – would become even more connected and important.

Our hope is that this report reflects our successes in that regard. We hope it also illuminates the College's capacity to meet provincial, regional, community and individual expectations.

Sincerely,



Tom Styffe,  
Chair, Okanagan College Board of Governors



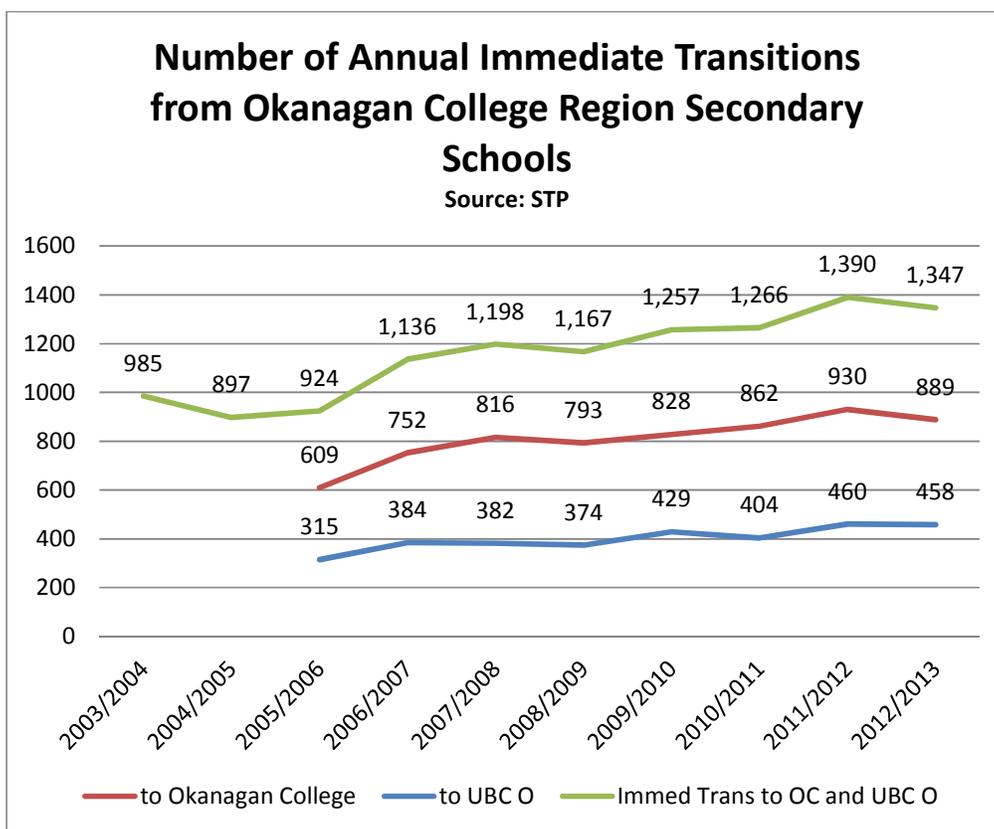
Jim Hamilton,  
President, Okanagan College

# Institutional Overview and Strategic Direction

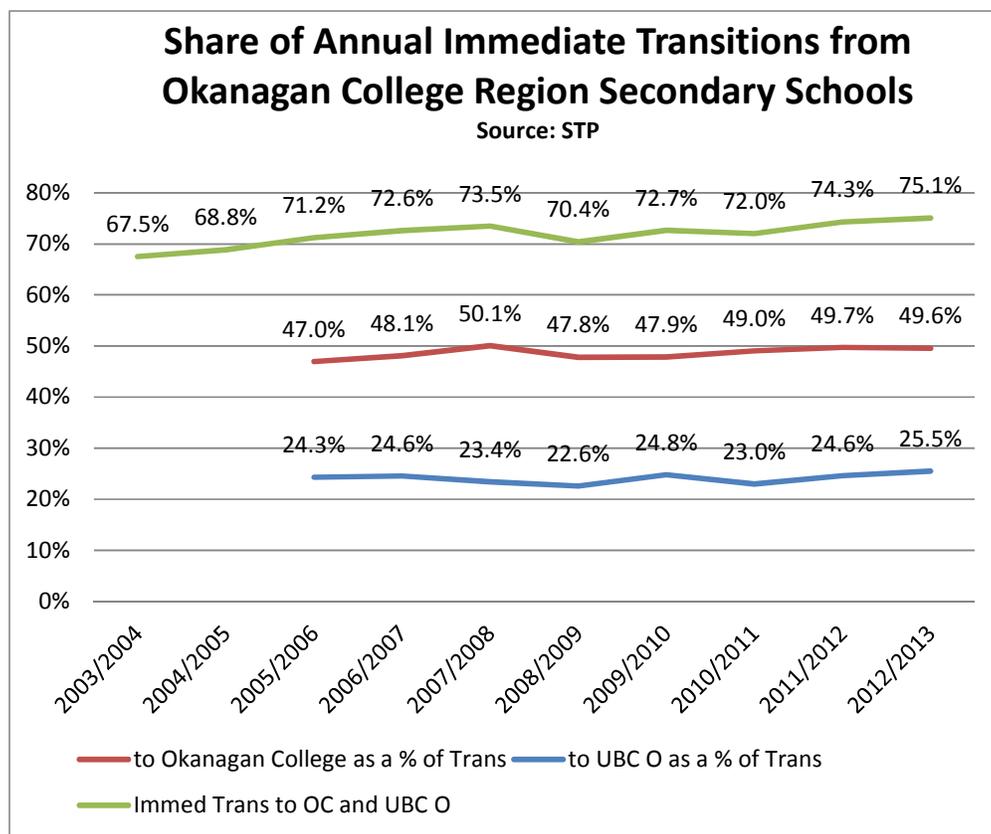
**OKANAGAN COLLEGE CONTINUES TO EVOLVE** as the largest post-secondary education destination for students in the Okanagan, Shuswap and Similkameen regions, drawing the largest proportion of high school graduates from the area to the classrooms, labs and shops at its major campuses (Salmon Arm, Vernon, Kelowna, and Penticton) and its 10 other educational centres. From airports to industrial parks, First Nations reserves to high schools, Okanagan College has brought training and education nearer to the almost 20,000 people who annually take courses and classes with us, a significant portion of the 400,000 people who live within a College region that is more than six times the area of Prince Edward Island.

Accessibility is at the core of the College’s activities. Providing quality programs – more than 140 of them, ranging from welding to esthetics, from engineering technologies to university transfer arts and science programs – in a sustainable, affordable manner is a constant goal.

Over the past nine years, the College has attracted to its doors a growing percentage of those who graduate from Grade 12 in the region, meeting the goal of providing affordable, close-to-home access to quality education. In 2005, 924 high school graduates from within the region chose to go to UBC Okanagan (315) or Okanagan College (609) immediately after graduating high school. In 2012-13, 1,347 high school grads chose to go to the College (889) or UBCO (458). In 2012-13, approximately 75.1 per cent of students transitioning immediately to post-secondary chose to stay within the region: a significant increase from the 67.5 per cent who made the same choice in 2003.



# Institutional Overview and Strategic Direction



The College offers a range of credentials, from certificates in short- and longer-term programs, to diploma and degrees (in Business Administration and Computer Information Systems). In 2013-14, Okanagan College awarded 1,924 credentials – more than the targeted 1,895.

Building on its history of partnerships and co-operation with a host of organizations, institutions, employers and businesses, Okanagan College was heavily engaged in a variety of new programs and projects in 2013-14 – many that speak directly to student and employer needs and others that address longer-term economic and community development opportunities.

Our partnerships with other post-secondary institutions also continue to grow. In 2013-14, we developed a new partnership with the Nicola Valley Institute of Technology that saw an electrical program offered to students at NVIT by an Okanagan College instructor. A plumbing and piping program will be offered along similar lines in 2014-15. In 2013-14, the second group of Okanagan College students in the Bachelor of Science in Nursing program completed the first two years of their studies and went on to UBC Okanagan for the last two years. A growing number of students registered for the Mechanical Engineering Technology bridge program and Civil Engineering Technology bridge program that will allow them entry into UBCO’s engineering program. Our partnership with Northern Lights College continues to provide students an opportunity to complete a portion of their Aircraft Maintenance Engineering M license program at OC before moving north to complete their studies.

## Institutional Overview and Strategic Direction

BCIT and Okanagan College continue to work together to provide the Aircraft Maintenance Engineering (Structures) program at Kelowna Flightcraft. Would-be high-school age chefs continue to take an Okanagan College-delivered course within the walls of Mount Boucherie Secondary School in West Kelowna. At-risk students from School District 23's Central School participate in the Gateway Program that provides them an introduction to the College's trades program while allowing them to complete requirements for the Dogwood credential.

Work with several other colleges outside the Lower Mainland led to development of a co-operative website focused on employment opportunities at the institutions, while highlighting the lifestyle and advantages of working for each of the institutions ([www.itsgoodouthere.com](http://www.itsgoodouthere.com)).

Early in 2014, Okanagan College and the University of the Fraser Valley signed a Memorandum of Understanding that will see the two institutions working more closely together on program and service collaboration, drawing on UFV's designation as a Centre for Agricultural Excellence.

A partnership agreement between School District 67 and Okanagan College will focus on recruitment and retention of international students.

Individually and collectively our staff and students continued to extend their efforts to help non-profit and social agencies, businesses, and other organizations.

On Feb. 14, 2014, as part of our 50th Anniversary Celebrations, hundreds of OC staff and students lent their volunteer efforts to aid an array of agencies, everything from food banks to the SPCA, from museums to seniors' centres, and from raptor rehabilitation facilities to the Salvation Army. The efforts spoke to the school's mission statement – Okanagan College transforms lives and communities. Wearing red shirts and smiles, the staff and students at OC did exactly that.

Through experiential learning courses, dozens of organizations were assisted by Business Administration students with development of business, marketing, and communications plans. The student-led Enactus Okanagan College group continued its long-standing relationship with various school districts within the region to promote entrepreneurialism and corporate social responsibility among K-12 students.

In 2013-14 students belonging to Enactus Okanagan College undertook a number of community projects, including a project to empower low-income mothers to break the cycle of poverty (MOMentum), another project that helped elementary school students become socially-conscious entrepreneurs (they ended up lending \$3,400 to 104 entrepreneurs throughout the world). For the 19th year, a Dragon's Den-style program for Central Okanagan high school students provided an opportunity for more than 150 students to flex their entrepreneurial muscle, led and mentored by students from Enactus Okanagan College.



# Institutional Overview and Strategic Direction

While Okanagan College's strategic directions can be categorized in a few words – engagement, learning and teaching, student transition, collaboration and partnership, and sustainability – these are the commitments that the institution offers within those areas:

- Enhance the commitment and involvement of learners, both students and employees.
- Inspire leadership in learning and teaching.
- Improve student transition to, from and within Okanagan College.
- Broaden and deepen our collaboration and partnerships with communities.
- Become a leader in sustainability

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

**ECONOMICS AND DEMOGRAPHICS** are two of the major factors affecting Okanagan College as it responds to the current environment and anticipates the future.

While still in the shadow of global economic pressures and trends, the regional economy continued to show signs of improvement in 2013-14, with increases in construction activity, announcement of new projects, and improved employment rates. The human resource needs of the oil, gas, mining, and shipbuilding industries in British Columbia and in Alberta continued to inform demand for many trades programs, as well as for focused, applied skills programming, funded through Labour Market Development Agreement programs (although uncertainty about the implementation of the Canada Jobs Grant program led to diminished activity in the final months of the 2013-14 fiscal year).

A series of major construction projects – started and announced – within the region bodes well for employment and economic activity. Those include development of a 24-storey hotel in downtown Kelowna (\$65 million), a comprehensive 600-room, \$250 million development planned by the Penticton Indian Band, a \$232-million, 378-unit correctional institute in Oliver, a \$1 billion, 20-year undertaking for a mixed use development in Peachland, and a \$130-million expansion of a waterfront resort in Kelowna. In the first three months of 2014, construction in Kelowna increased 10 per cent over the previous year, and MLS sales for April 2014 were up 26 per cent over the same month in 2013.

Volumes at Kelowna's International Airport continue to increase, with just over 1.5 million passengers served in 2013. A new scheduled daily direct WestJet service to Fort McMurray from Kelowna was announced in early 2014, responding to demand from many Okanagan residents who have found work in Alberta. The service supplements regular charter flights provided by Flair Air to oil and gas field destinations.

Throughout the region and the province, demand for post-secondary education is being driven by labour market pressures including changing population composition, increased globalization, technological advances and increased skills requirements. According to HRSDC 2011 COPS, two in three job openings nationally to 2020 will require post-secondary education. As well, by 2020, there is expected to be a greater number of job seekers for job openings requiring just a high school education.

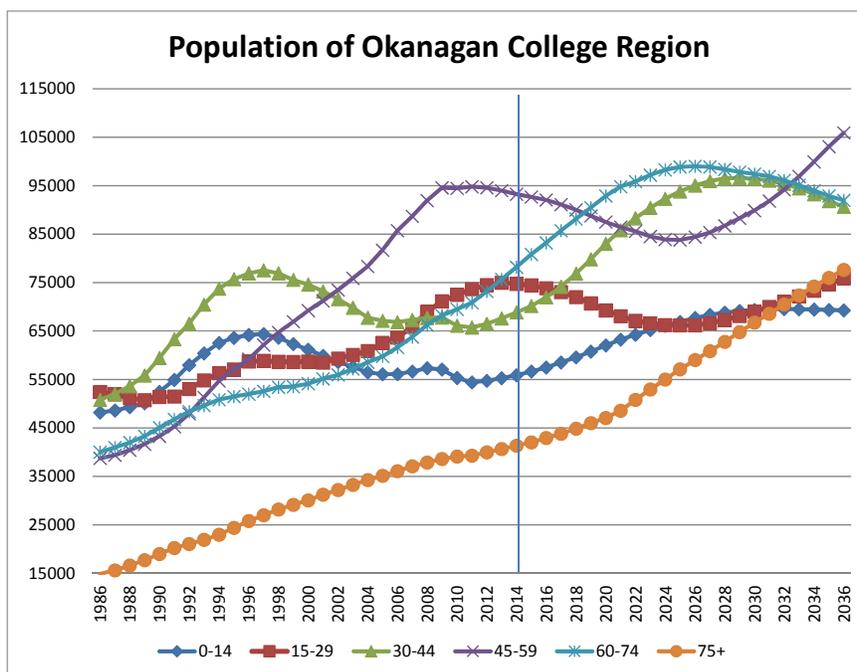
At the same time that demographics and economic growth are reshaping the employment picture, the Okanagan College region's demographics are undergoing a significant change.

The decreasing number of high school graduates 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 (chart on Page 11). The region still lags the provincial average in terms of transition rate, but the difference has been diminishing in recent years.

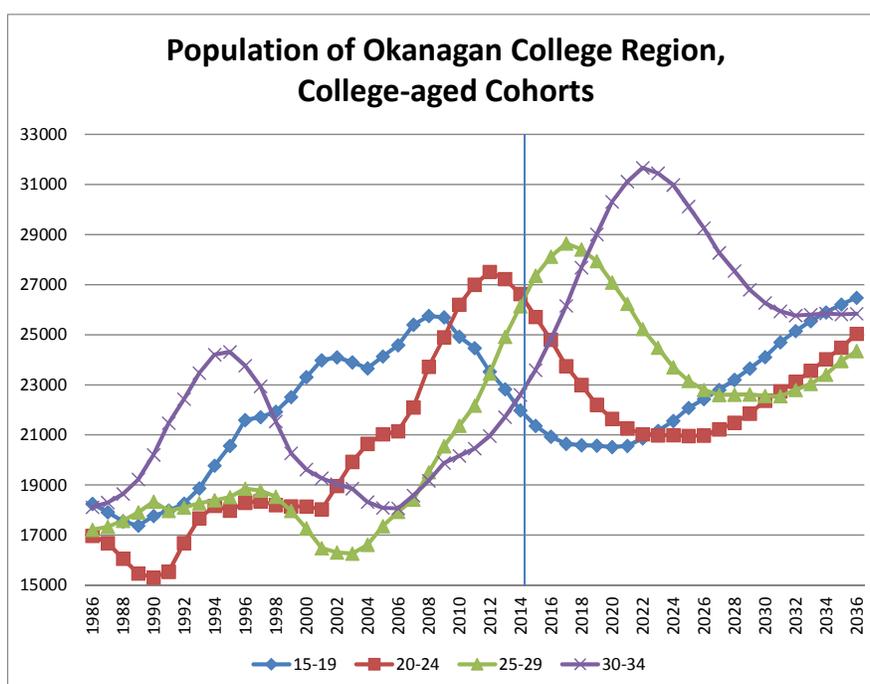
The increasing numbers of 25-29 and 30-34 year olds may also counter the pressures on enrolment as an increasing number of those individuals return to College for training or retraining, responding to labour market opportunities within the region or elsewhere in the province or country. Currently almost 30 per cent of the College's students are between 25 and 34. Another 27 per cent are older than 35.



# Planning and Operational Context



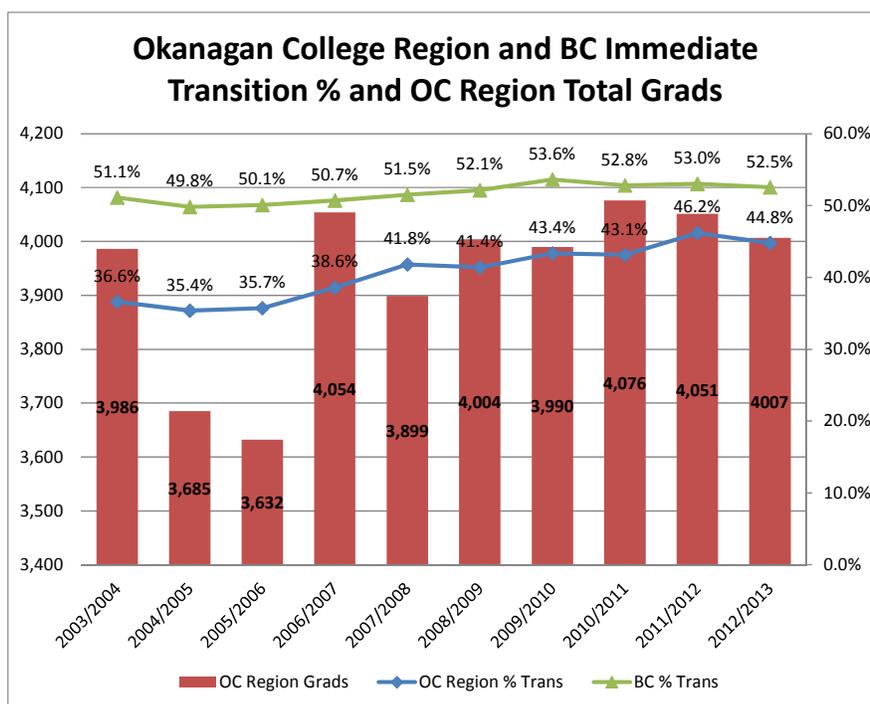
According to RBC Provincial Outlook March 2014, the provincial economy is expected to improve at 2.1 per cent in 2014 and 2.8 per cent in 2015, especially if the Liquefied Natural Gas (LNG) related projects are realized. The LNG projects are mainly centred in the northern parts of the province, with extraction and processing in the east in the Peace River country. Liquefaction and transportation will be centred on the west coast around Prince Rupert and Kitimat. According to the BC government report, BC's Skills for Jobs Blueprint, the construction phase will be from 2015 to 2022, winding down in 2023 – about the time that the number of 15-24 year olds in the Okanagan College region begins to once again increase.



# Planning and Operational Context

While the LNG projects are not in the Okanagan region, there will be spin-off benefits for local manufacturers and other industries servicing the expansion. Okanagan College already supplies training and education to help answer the human resource needs elsewhere in the province and the country. Since 2005, the College has become the second largest trades training facility in the province. Program graduates in water, civil, mechanical, electronic and network engineering technologies are in demand. The College’s business program graduates are skilled in accounting and financial services. As well, the Continuing Education department offers short programs for job-ready skills such as purchasing, GIS, AutoCAD, safety training, green building design and construction, and others. In Penticton, the College offers a Sustainable Construction Management Technology program that will produce graduates who will help steer and manage the major projects in the province.

As the Okanagan region continues to be a destination for retirees, healthcare services will continue to be in demand. Review of demographic projections shows the dramatic increase anticipated for the over-75 cohort regionally. Okanagan College’s full range of health programs in nursing, human kinetics, dental assistant, and pharmacy technician are all very well subscribed: in fact in 2013-14, Okanagan College has achieved 118 per cent of the AVED health programming target. As well, programs such as human service work and therapist assistant will provide important services for social development. Tourists will continue to be drawn to the region and the College’s programs in wine, culinary arts, and tourism will service the needs of the labour market locally. Okanagan College is well situated to take advantage of the opportunities in LNG, construction, healthcare, and tourism providing the skilled workers needed.

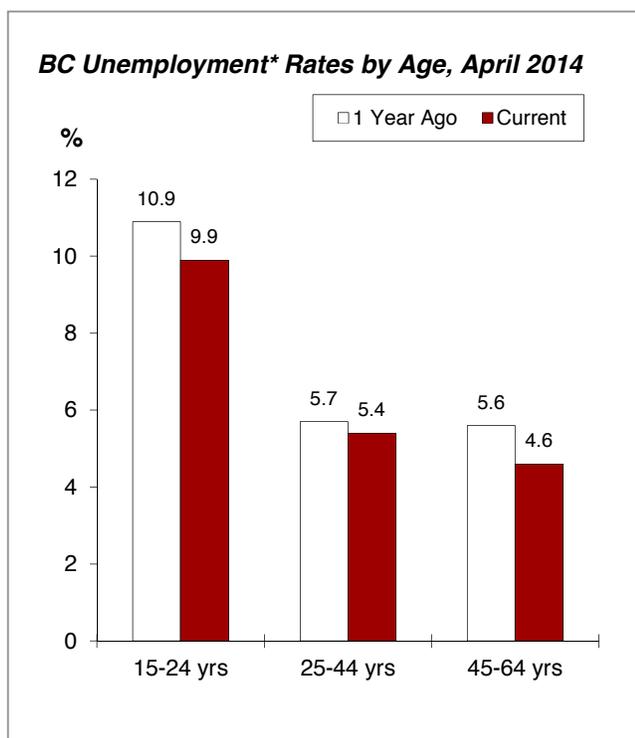
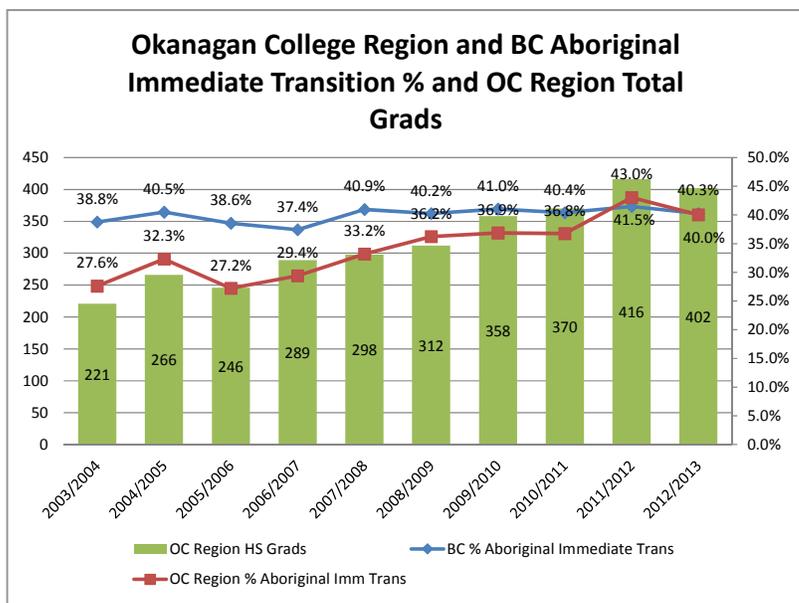


The rates for students transitioning immediately from high school to post-secondary education have increased in the last 10 years but still lag behind the provincial average. The seven school districts that comprise the College region and OC have an ongoing partnership (the Interior Mainline Transitions 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.

# Planning and Operational Context

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

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.



## Labour Force – Provincial and Regional

The outflow of workers to Alberta (interprovincial migration and out-of-province employment of residents) is a recognized drain on the pool of the BC labour force, “especially on the pool of young, skilled workers in BC,” according to the BC Business Council. In 2012-13, BC saw a net loss of about 7,500 working-age people to other provinces. In that year, a record number of British Columbians relocated to Alberta. The net outflow of working age British Columbians was greater in the late 1990s; however out-of-province employment of residents may be skewing these numbers. In 2009 (the latest year for data), there were about 29,000 British Columbia residents working in Alberta; according to the BCBC report, “our judgment is that for British Columbia, the numbers have increased since 2009.”

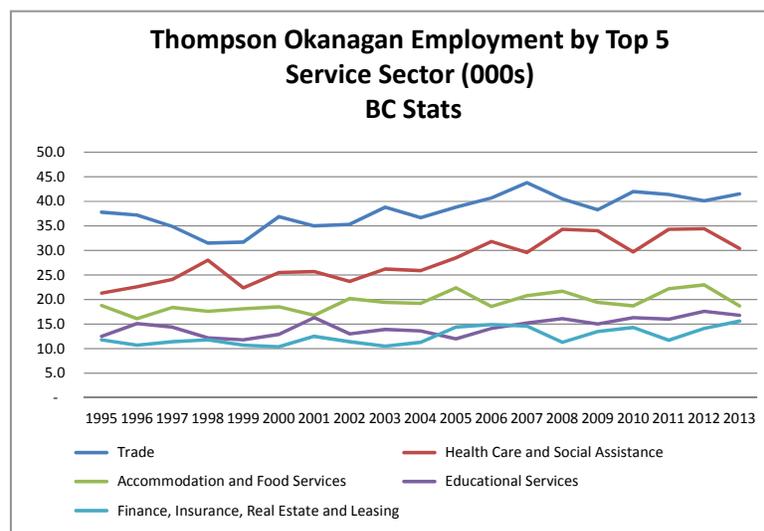
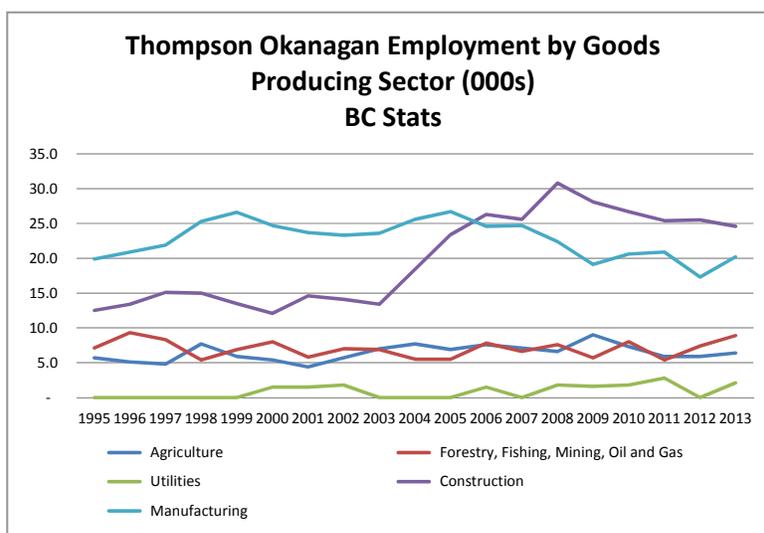
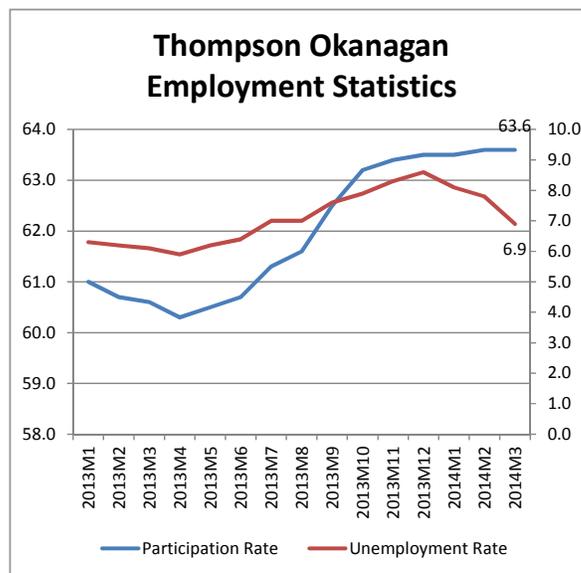
The BC provincial unemployment rate is lower than the Canadian average; the BC unemployment rate has been 5.8 per cent for the last two months whereas the Canadian rate has been 6.9 per cent for both March and April 2014. BC employment growth is below the Canadian average with only Alberta and Saskatchewan with lower rates.

# Planning and Operational Context

The unemployment rate for all age groups has improved, but especially for youth and older workers. The regional seasonally-adjusted unemployment rate for April 2014 of 7.3 per cent is higher than the provincial average of 5.8 per cent.

According to the Central 1 Regional Labour Market report for March 2014, the local Thompson-Okanagan seasonally adjusted, short-term trends in labour market indicators were positive with employment growing by 5,250 people, and unemployment declining 1.7 percentage points to 6.9 per cent, despite a steady labour force participation rate. The same indicators in the Southwest were also positive, in the Cariboo were neutral, and in all other regions were negative.

A weaker Canadian dollar and an improving American economy are both likely to help local industries, and create additional employment opportunities, especially in manufacturing and tourism.



## Internal factors – Okanagan College

**RECENT REVIEWS** have led to program improvements for the College's Pharmacy Technician program, as well as planned improvements to the Trades Technology Teacher Education program (offered in conjunction with UBC Okanagan). With industry support and advice, plans are currently underway to introduce a computer animation program to address human resource needs within the growing animation industry in the Central Okanagan.

Limited institutional resources have made it difficult to properly resource the development of programming related to wine, food and tourism; areas that have been identified in our Long-term Education Plan. Industry and sector organizations are supportive and demonstrating financial commitment to the growth of programs in these areas, including a recent \$300,000 commitment by the BC Wine Information Society to develop a food and wine sensory lab classroom in the Penticton campus.

Some growth in tourism-related programming has been realized within the Business Administration portfolio, while a Pastry Arts program has been added to the Culinary Arts department. Consumer- and industry-focused general interest and professional development courses have been increased in the viticulture and oenology areas. There is currently an exploration of an apprenticeship-based horticulture program in viticulture.

The institution's fundraising efforts are currently focused on the \$7-million campaign associated with the Trades Complex in Kelowna, and it enjoys broad industry support.

At a pan-institutional level, cost-saving initiatives and increases in contract revenue have precluded the need for significant program restrictions or reductions, but lack of inflationary increases to base-funding (combined with increasing costs) are moving the College closer to the point where programs may be impacted. An inability to access institutional reserves to support innovation and program development (because of rules related to being part of the Government Reporting Entity) hampers the College's flexibility and entrepreneurial responsiveness.



# Internal factors – Okanagan College

<b>Strategic Objective Performance Measure Summary</b>		
<b>Student Spaces</b> % over total Full-time equivalent	Total AVED Funded	Achieved: 105% over target
	Health	Exceeded: 118% over target
	Developmental	Substantially achieved: 93% of target
<b>Credentials awarded</b>	Number awarded	Achieved: 102% over target
<b>Aboriginal</b> No targets assessed Full-time equivalent	Number of students who are Aboriginal	751
	AVED	564
	ITA	187
<b>Student satisfaction with education</b> Equal or greater than 90%	Former diploma, associate degree and certificate students	Achieved: 93.5%
	Apprenticeship graduates	Achieved: 95.5%
	Baccalaureate graduates	Exceeded: 98.7%
<b>Student assessment of the quality of instruction</b> Equal or greater than 90%	Former diploma, associate degree and certificate students	Achieved: 94.2%
	Apprenticeship graduates	Achieved: 97.0
	Baccalaureate graduates	Exceeded: 94.8%
<b>Student assessment of skill development</b> Equal or greater than 85%	Former diploma, associate degree and certificate students	Substantially achieved: 80.7
	Apprenticeship graduates	Substantially achieved: 80.3%
	Baccalaureate graduates	Exceeded: 89.8%
<b>Student assessment of the usefulness of knowledge and skills in performing job</b> Equal or greater than 90%	Former diploma, associate degree and certificate students	Substantially achieved: 80.3
	Apprenticeship graduates	Achieved: 92.7%
	Baccalaureate graduates	Achieved: 92.8%
<b>Unemployment rate for high school only</b> Equal or less than 14.0%	Diploma, associate degree and certificate graduates	Exceeded: 8.8%
	Apprenticeship graduates	Exceeded: 7.1%
	Baccalaureate graduates (two years out)	Exceeded: 6.8%



# Okanagan College Goals and Objectives

THE COLLEGE HAS CREATED a set of strategic directions ([www.okanagan.bc.ca/transform](http://www.okanagan.bc.ca/transform)) with a corresponding set of performance measures to track goal attainment. These 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 <sup>1</sup>	Okanagan College Performance Measure <sup>2</sup>
<p><b>Students</b></p> <ul style="list-style-type: none"> <li>• Increase students' satisfaction with their educational experience</li> <li>• Increase students' achievement of their educational goals</li> <li>• Increase student retention at Okanagan College</li> <li>• Increase student engagement in learning</li> <li>• Increase student engagement in communities</li> </ul> <p><b>Employees</b></p> <ul style="list-style-type: none"> <li>• Encourage employees in their efforts to achieve their professional development goals.</li> <li>• Recognize employees with respectful and regular feedback and support.</li> <li>• Support employee advancement and transition.</li> <li>• Increase employee engagement in learning.</li> <li>• Increase employee engagement in communities.</li> </ul>	<p><b>Goal 1 Students</b></p> <p>Students are supported to achieve their education, employment and training goals.</p> <p><i>Objectives</i></p> <p>1.1 A1.1 Align PSE training and programs with labour market demand to achieve a highly skilled workforce.</p> <p>1.2 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><b>Goal 3 Society</b></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>3.2 Use and provide quality information for decision making and better societal outcomes.</p>	<p><b>Students</b></p> <ul style="list-style-type: none"> <li>• Students who achieve their educational goal</li> <li>• Students satisfied with their overall educational experience.</li> <li>• Students who would recommend Okanagan College to others.</li> <li>• Aboriginal students who achieve their educational goals.</li> <li>• Student satisfaction with facilities</li> <li>• Students engaged in and committed to learning.</li> </ul> <p><b>Employees</b></p> <ul style="list-style-type: none"> <li>• Employees who recommend Okanagan College as an employer.</li> <li>• Employees who feel they know how to do their job.</li> <li>• Employees who feel they are achieving their goals.</li> <li>• Employees engaged in and committed to learning.</li> </ul>

<sup>1</sup> Ministry of Advanced Education, Innovation and Technology Service Plan February 2014

<sup>2</sup> Okanagan College Performance Measures are reported on the College's KPI web reporting tool



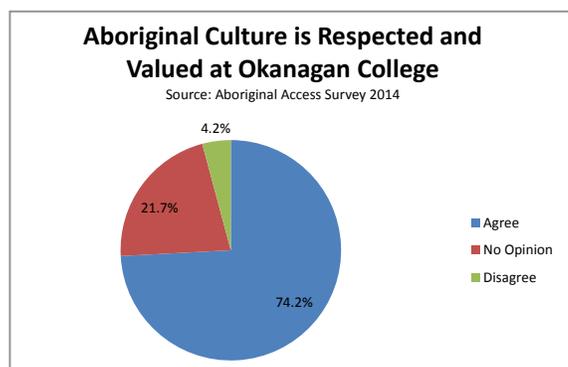
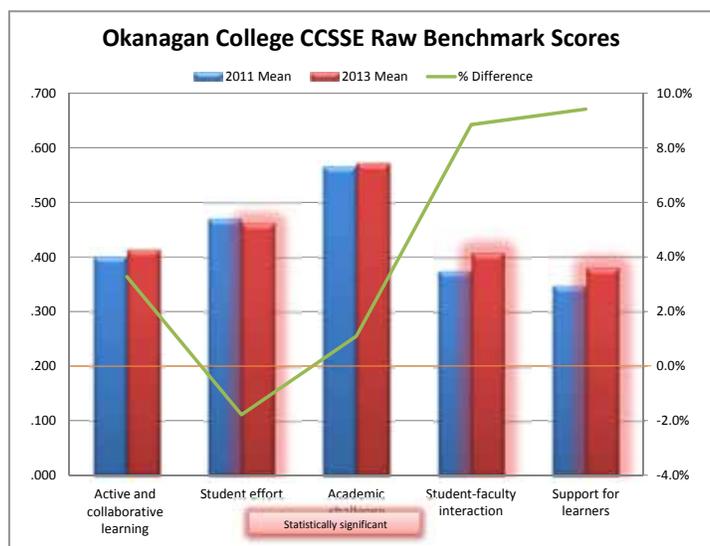
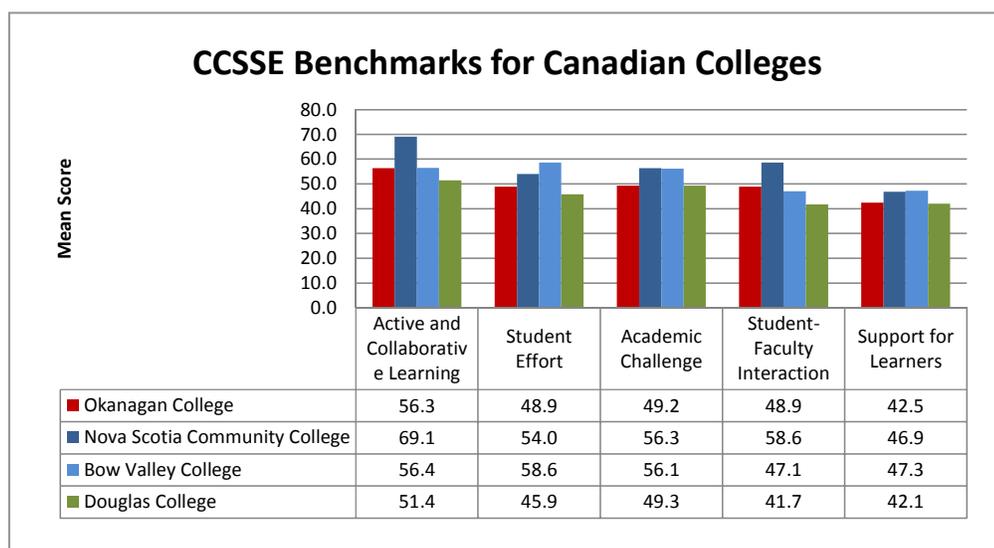
# Okanagan College Goals and Objectives

## 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.

### Students

Okanagan College conducts the **Community College Survey of Student Engagement (CCSSE)** every odd year and alternates with our own Student Satisfaction Survey. The 2013 CCSSE results demonstrated improvement in four of five benchmark scores. Okanagan College is one of the few Canadian Colleges to participate in the international survey.



# Okanagan College Goals and Objectives

According to the results of the seventh annual Aboriginal Access and Services Survey conducted by Okanagan College, 74 per cent of Aboriginal students surveyed agreed that Aboriginal culture is respected and valued at Okanagan College, an improvement from 71 per cent the previous year.

## Some other examples of student engagement at Okanagan College:

- Okanagan College Business Administration student Tina Miller, a member of the Nisga'a Nation, collaborated with and fellow student Courtney Campbell and created a short video about the more than 500 missing and murdered Aboriginal women and the Native Women's Association of Canada's call for a nationwide inquiry.
- After beating out teams from some of the largest universities across Canada in the preliminary round, two teams of Business Administration students from Okanagan College made it to the finals of the Inter-Collegiate Business Competition (ICBC) taking place at Queen's University in Kingston.
- Just before Christmas 2013, 3,000 cookies whipped up by Okanagan College Culinary Arts students and instructors were put into hundreds of holiday stockings for kids attending a special charity performance of The Nutcracker at the Kelowna Community Theatre.
- Okanagan College trades and technology students earned 11 medals (three gold, four silver and four bronze) at the BC Skills Canada competition.
- Mary Bevan, an Okanagan College Kelowna campus student and a first-year student in the College's Writing and Publishing diploma program, was the grand prize winner of the fourth annual 3-hour Short Story Writing contest.
- Pay it Forward – a campaign started and spearheaded by Okanagan College alumna Sarah Comba nine years ago – involved staff and students at Okanagan College to collect food and clothes for Kelowna's homeless leading into winter.
- Enactus Okanagan College students collected more than 2,200 kilograms of non-perishables for local food banks. For the fourth year in a row, Enactus Okanagan College won the top spot at the Enactus National Exposition and was crowned the country's 2013 Help Hunger Disappear champion.
- Okanagan College School of Business won two gold medals at the Link BC 2013 Student Case Competition.
- Two Okanagan College students won the right to compete at the 2014 Skills Canada National Competition following their gold medal wins at the provincial competition.
- Spring 2013 saw Okanagan College host the sixth Venture Okanagan forum, which is now in its third year of operation under the umbrella of Enactus Okanagan College.
- More than 40 culinary students, apprentices and young chefs associated with Okanagan College participated in the fourth annual Canadian Culinary Championships held in Kelowna in Feb. 2014. The pool of volunteers and the co-operation of the OC Culinary school was a contributing factor to organizers' decision to keep Kelowna and British Columbia as the venue for the championships until 2020.



# Okanagan College Goals and Objectives

## Employee Engagement – some examples

- In 2013, Okanagan College conducted its fourth Employee Engagement Survey since 2007. Ninety-one per cent of responding employees say they are proud to work at the College (agree and strongly agree), while 83 per cent reported that, overall, they were satisfied with employment at the College, up from 79 per cent in 2007. The College has developed several initiatives in response to the bi-annual survey results including enhanced communications and information-sharing on the intranet, an annual Employee Excellence recognition program, and mandatory new employee orientation.
- More than 300 Okanagan College staff and students participated to help community organizations and not-for-profits throughout the region in a Golden Day of Service on Friday, Feb. 14.
- OC employees and members of the public acted in *The Government Inspector*, which was the Red Dot Players' fourth annual production.
- Okanagan College's Dean of Business, Dr. Heather Banham, was named as second vice-chair of the Certified General Accountants (CGA) of B.C.'s Board of Governors. One of her jobs will be assisting the merger of three accounting professions: In 2013, the Institute of Chartered Accountants of B.C., the Certified General Accountants Association and the Certified Management Accountants Society of B.C. agreed to merge to form the Chartered Professional Accountants of B.C.
- Okanagan College English professor Sean Johnston was among the eight authors whose short stories went head to head in the 5th annual Deathmatch online short story contest.
- Streaming Café and Okanagan College presented **G'morning Poetry: A Late-Night Humour Talkshow Live!** hosted by Okanagan College instructors Kevin McPherson Eckhoff and Jake Kennedy.
- Okanagan College English professor Alix Hawley won the Canada Writes BloodLines short story contest for "**Pig (for Oma).**"
- Okanagan College English professor Jeremy Lanaway's short story "**Downturn**" was nominated by The Fiddlehead literary journal for the Journey Prize long list.
- Sixty-four years after his first appearance vaulted him into the mainstream of popular culture, a central character from *Shane* is back, brought to life by Okanagan College English professor Sean Johnston in his novel "**Listen All You Bullets.**"
- David Northcott, and students (partnering with Canadian Humanitarian), helped deliver the not-for-profit's medical services and education programs in Uganda.
- Okanagan College cyclists participated in the OC Cyclosporitif, organized by Geography Professor Markus Heinrichs, which linked the College's four campuses in a three-day event.
- Jason Dewinetz received second place in the Limited Edition category in 2013 Society Awards for Excellence in Book Design in Canada.
- Okanagan College professor Melissa Munn released a new book with professor Chris Bruckert of the University of Ottawa called **On The Outside: From Lengthy Imprisonment to Lasting Freedom.**



# 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"> <li>Enhance learning-centred methods that accommodate diverse student learning needs.</li> <li>Encourage innovation</li> <li>Support continuous improvement.</li> <li>Increase sharing and collaboration among departments and disciplines.</li> </ul>	<p><b>Goal 2 System</b> 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><b>Goal 3 Society</b> 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"> <li>Students engaged in the learning process</li> <li>Employees engaged in providing leadership and teaching.</li> <li>Employees use learning-centred methods and innovative approaches in learning and teaching.</li> <li>Course or program approvals and revisions that reflect collaboration across disciplines or departments.</li> </ul>

## Learning and Teaching – some examples

- Okanagan College's School of Business was accredited by The Accreditation Council for Business Schools and Programs (ACBSP), an international agency.
- Okanagan College is sponsoring and hosting the 2014 CanFlip Conference (organized by two School District 23 educators) that will bring passionate educators together to discuss teaching and learning moving into the 21st century.
- Okanagan College presented its first-ever dessert extravaganza called Winter Indulgence, led by the College's Pastry Chef and prepared by pastry arts students, in partnership with area wineries.
- Eleven students in Okanagan College's Residential Construction experiential learning program are job ready after working for several months to construct a house. Three community partners, Okanagan College, Shuswap Rotary, and the North Okanagan Shuswap School District (SD 83) made the project possible.
- The first cohort of Okanagan College staff completed the Service and Support in a Learner-Centred Organization certificate in February 2014. The certificate was developed by the College's Institute of Learning and Teaching and focuses on active and applied learning; courses are rich in activities that allow learners to apply theoretical concepts into practice in creative and innovative ways.
- Presentations by OC faculty as part of the Lunch and Learn Series, sponsored by the College's Institute for Learning and Teaching. The topics ranged from iPads in the Classroom to The Flipped Classroom.

# Okanagan College Goals and Objectives

- Okanagan College professors from multiple disciplines assisted with the installation of three telescopes and infrastructure for the Royal Astronomical Society of Canada – Okanagan Chapter (RASC-OC).
- **Knotty by Nature** was an exhibition of fine work from the hands of several students who spent eight months in the Studio Woodworking program at Okanagan College.
- St. John Ambulance volunteer therapy dogs came to the Penticton and Kelowna campuses during exams, for student and staff therapy. The program is called POOCHES (Pawsitive Options at OC Helping Exam Stress).
- The Penticton Speakers Series, open to the public, brought 22 speakers (ranging from OC professors to external experts) presenting on a range of topics, from travel to natural history, from astronomy to political issues.

Okanagan College Key Direction	Student transition	Improve student transition to, from and within Okanagan College
<b>Okanagan College Objectives</b>	<b>Ministry Objectives Aligned</b>	<b>Okanagan College Performance Measure</b>
<ul style="list-style-type: none"> <li>• Increase the diversity of students who make successful transitions to Okanagan College</li> <li>• Increase the number and quality of student transitions from secondary school.</li> <li>• Increase the number and quality of student transitions to and from other countries.</li> <li>• Create more opportunities for student transitions within the institution.</li> <li>• Improve student transitions to and from Okanagan College and other institutions.</li> <li>• Better assist students in their efforts to find work related to their field of study.</li> <li>• Further develop a culture that attracts and supports Aboriginal students.</li> </ul>	<p><b>Goal 1 Students</b></p> <p><i>Objectives</i></p> <ol style="list-style-type: none"> <li>1.1 Align PSE training and programs with labour market demand to achieve a highly skilled workforce.</li> <li>1.2 Respond and adapt to the diverse and changing educational needs of students.</li> <li>1.3 Increase participation and successful completion of all students.</li> </ol> <p><b>Goal 3 System</b></p> <p><i>Objectives</i></p> <ol style="list-style-type: none"> <li>2.1 Develop a highly internationalized education system.</li> <li>2.2 Build on current strengths to enhance the quality of PSE</li> <li>2.3 Increase collaboration, innovation, and partnerships.</li> </ol>	<ul style="list-style-type: none"> <li>• Students employed in jobs related to their training</li> <li>• Students satisfied with their transfer experience</li> <li>• Draw of high school students in our catchment area.</li> <li>• Aboriginal students employed in jobs related to their training</li> <li>• Number of Aboriginal students enrolled: full time equivalent and headcount.</li> <li>• Aboriginal students who feel their culture is respected and valued at Okanagan College.</li> <li>• International students who would recommend Okanagan College.</li> <li>• Students engaged in study abroad activities.</li> <li>• Proportion of under-represented students who enroll.</li> <li>• Number of students who transition from one program to another within the institution.</li> </ul>

## Discussion: Student Transitions

- For the second year, Okanagan College hosted a day-long conference in support of women in the trades. The event took place at the Kelowna campus on Saturday, July 6 and featured nearly 100 participants. The Honourable Shirley Bond, Minister of Jobs, Tourism and Skills Training and Minister Responsible for Labour and the Honourable Steve Thomson, Minister of Forests, Lands and Natural Resource Operations and MLA for Kelowna-Mission both attended the event.
- Two Okanagan College students gave a presentation at the Canadian Association of Geographers conference at the University of Victoria last month.
- Okanagan College's Trades Discovery Trailer, loaded with a variety of hands-on simulators (including welding and automotive paint-spraying simulators), travelled through the region to various secondary schools and events to show students, their parents, and members of the general public what it means to work in a variety of different trades.
- The College hosted its fifth annual Aboriginal Student Recognition Celebration in March, 2014, drawing approximately 130 people.

# Okanagan College Goals and Objectives

- With support from the Vancouver Foundation, Okanagan College developed the Academy of Indigenous Scholars, a culturally relevant program developed to support first-year Aboriginal students, with one of the goals to increase student retention and improve student success.
- Okanagan Indian Band (OKIB) pre-employment program helps community members take the first steps towards a life-long career. Designed and delivered in partnership between OKIB and Okanagan College, with the support of funding provided by Aboriginal Affairs and Northern Development Canada (AANDC) and the Province of British Columbia, the program was expanded in 2013 to include essential skills training and Adult Basic Education and now includes a five-month curriculum that equips students with practical skills and industry-specific certification that will make them more employable.
- The first annual Okanagan College 3-hour Poetry Contest with five prizes for each campus and a grand prize winner was targeted toward secondary school and college students.
- Okanagan College's Pharmacy Technician certificate program has achieved national accreditation through the Canadian Council for Accreditation of Pharmacy Programs (CCAPP). The two separate practicums are a key feature of the program, with students spending four weeks in a community pharmacy and four weeks in a hospital setting.
- James Dessert, a Grade 8 student from Charles Bloom Secondary in Lumby, was the big winner of the 2014 Spaghetti Bridge contest held at Okanagan College's Kelowna. In 2014, 186 students participated in building bridges in either the demonstration or competition categories.
- Okanagan College Therapist Assistant (TA) program has been accredited by the Occupational Therapist Assistant and Physiotherapist Assistant Education Accreditation Program (OTA & PTA EAP).
- Okanagan College's interactive online video tour for prospective students won both gold and bronze medals at The Education Digital Marketing Awards.
- 60 regional and national employers were at the seventh annual Okanagan College Business Expo and Employment Fair in Kelowna.
- Okanagan College joined eight B.C. post-secondary institutions in a project intended to bolster student success. The Skills Bridge research project is an initiative aiming to measure the impact of additional essential skills training on student outcomes.
- To promote skilled trades training as a first choice for secondary students, Okanagan College partnered with Discover Trades BC to host a Valley-wide conference for parents, school counselors and teachers at the Kelowna campus.
- Okanagan College was the first B.C. College to respond to industry needs by offering a revised Heavy Mechanical Trades program developed to train students in four separate trades that are in high demand.
- Okanagan College hosted – for the eighth consecutive year – the Western Canada RoboCup Junior competition. More than 200 elementary and secondary students participated in the event, which emphasizes technology. TELUS became a significant partner in the event in 2013, donating \$8,000.
- Okanagan College offered a Retail and Hospitality Customer Service training program. Funding, provided by Canada-British Columbia Labour Market Agreement, included tuition, books and supplies, and bus passes.
- Okanagan College presented The Young Chefs and the 11th Annual Culinary Student Wine Dinner in Infusions Restaurant on the Kelowna Campus.
- With sponsorship assistance through the Canada-BC Labour Market Agreement, women in the Shuswap region were afforded the opportunity to take the first steps towards rewarding and fulfilling careers in the building trades through a program at the Salmon Arm campus of Okanagan College.
- In 2013-14, Okanagan College and the Okanagan College Foundation distributed \$946,313 in scholarships and bursaries to 1,106 students.
- Okanagan College hosted the regional Skills Canada competition in March, drawing hundreds of high school students and their supporters to the Kelowna campus.
- The Okanagan College Business Students Association hosted the 35th annual Business Banquet in late March that draws approximately 200 business leaders, students and faculty.

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

## Discussion: Collaboration and Partnership

- The British Columbia Secondary School Mathematics Contest is co-sponsored by Okanagan College and UBC Okanagan, the contest was created in 1990 to promote an interest in mathematics among secondary school students in the Okanagan region.
- Band members from throughout the Okanagan Nation, members of the community and students came together at Okanagan College for the fifth Annual Youth Exhibition Pow Wow in September 2013.
- The Dairy Farmers of Canada and the Culinary Arts Centre at Okanagan College's Kelowna campus partnered to offer the Cheesiest Sweet and Savoury Competition as part of the Spring Okanagan Wine Festival.
- Okanagan College Business Professor Dr. Kyleen Myrah has been working with Invest for the Future (IFF) in Croatia, a non-profit organization geared to improving the economic situation of women in southern and eastern Eurasia.
- Okanagan College and the University of the Fraser Valley (UFV) signed a Memorandum of Understanding to collaborate on programming, services and other ventures that are in line with their goals and that will address the needs of the regions they serve.
- The Okanagan College Spa Training Centre is now officially designated as a Dermalogica Partnership School.
- A series of business seminars targeted to entrepreneurs in the technology sector was offered tuition-free at Okanagan College's Penticton campus. The program involved nine sessions to support professional development of senior personnel and managers of small to medium-sized enterprises.

# Okanagan College Goals and Objectives

- Okanagan College and School District 23 have signed an MoU and will be offering an Early College program that will provide a supportive, academically challenging environment for high ability youth with circumstances that would hinder their academic performance at a traditional high school. It will see a group of Grade 11 students undertake their Grade 11 and Grade 12 years of secondary school at Okanagan College. Then the students will have the opportunity to apply, be admitted and start their first year of college in their Grade 12 year, while finishing Grade 12 secondary courses.
- The Okanagan Science Centre and Okanagan College co-operated in 2013-14 to offer The Science in Society Speaker Series in Vernon with sponsorship from several companies.
- Okanagan College became an official venue for IELTS (the International English Language Testing System) – the only location in B.C.'s Interior, providing would-be citizens an alternative to travelling to the Lower Mainland for testing.
- Okanagan College hosted the 32nd annual Career Fair in November 2013, drawing dozens of employers to campus and showcasing a full array of the College's programs.
- Students from around the world who choose Penticton as their destination for an international education will benefit from a new partnership between School District 67 and Okanagan College.
- \$300,000 support from the BC Wine Information Society has allowed development of a 24-seat, 120-square metre food and wine sensory classroom/lab at the Penticton campus of Okanagan College.
- A study supported by Okanagan College, the BC Wine Festivals Society and the BC Wine Institute found that wine festivals, wine-associated tourism, and winery shops had an estimated economic impact of \$139 million annually.
- A partnership between Okanagan College, Revelstoke's Queen Victoria Hospital, Interior Health and the Revelstoke District Health Foundation, with support from the Province of BC, led to a program that helped 11 students achieve their goal of being accredited Health Care Assistants.
- An MoU between Okanagan College and Foresight CleanTech Accelerator Centre was signed in February, focused on supporting and growing the cleantech industry, which is worth an estimated \$2.5 billion annually to the B.C. economy.
- With support from a local philanthropist, the Salmon Arm campus of Okanagan College launched a new speakers series in March, leading off with a lecture by OC professor James Wood on the topic of the First Nations soldiers in the First World War.
- Work began in October 2013 on a massive \$7.5 million outdoor recreation complex at the Vernon campus of Okanagan College, on land leased to the North Okanagan Regional District. Tentative completion is November, 2014
- Okanagan College and the city of Penticton hosted more than 600 delegates for the national conference of the Association of Canadian Community Colleges. Estimated economic impact of the conference was more than \$1 million.
- Okanagan College's Penticton campus – specifically, the gymnasium and fitness facility – hosted the Canadian Olympic Women's Hockey Team as they practiced for the 2014 Sochi Olympics.
- Nine students enrolled in the Okanagan College's Residential Construction program, plus 10 students from the Plumbing and Piping program, built a 1,500-square foot structure for the South Okanagan Rehabilitation Centre for Owls, based near Oliver.



# Okanagan College Goals and Objectives

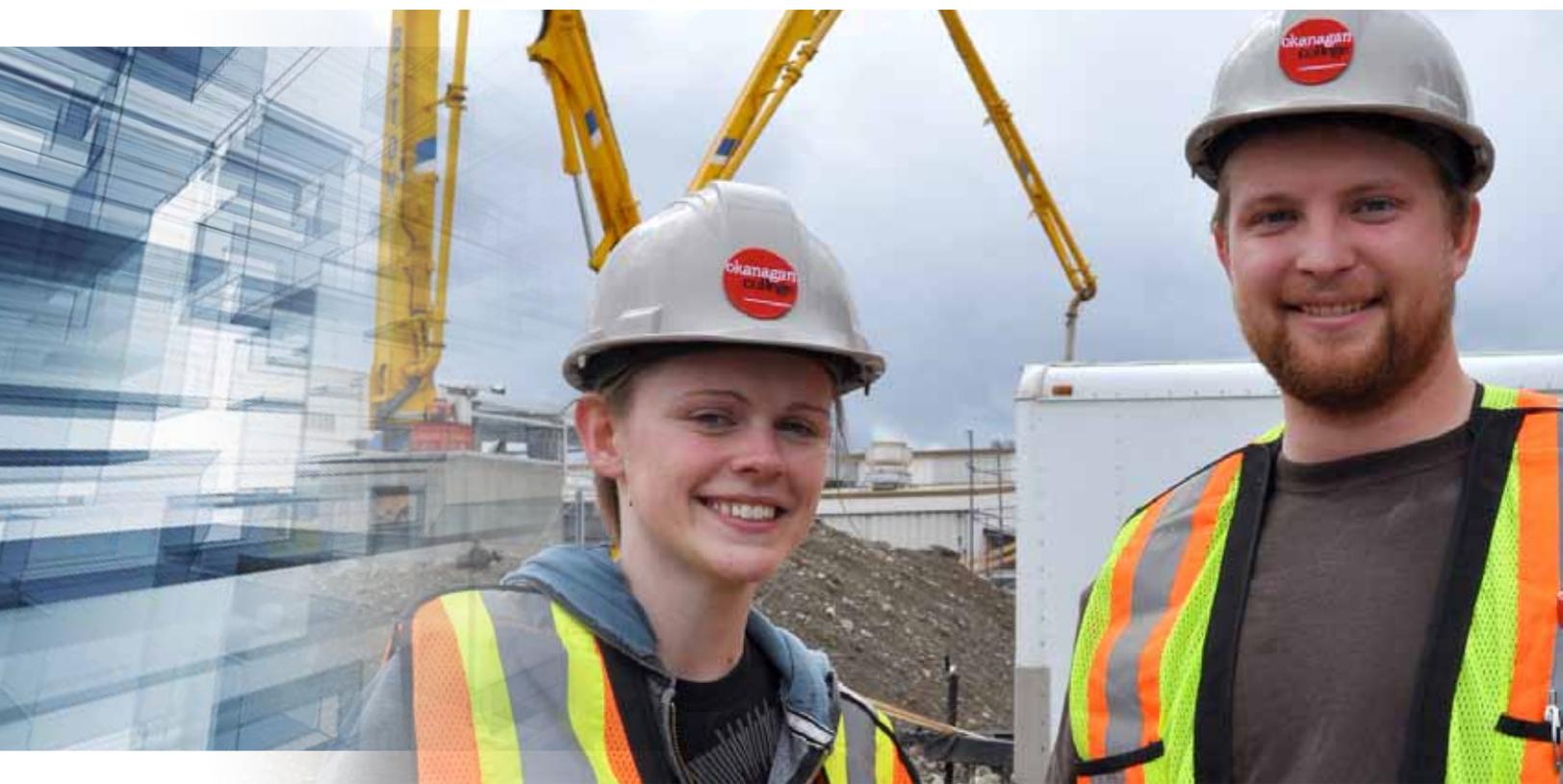
Okanagan College Key Direction	Sustainability	Become a leader in sustainability
Okanagan College Objectives	Ministry Objectives Aligned	Okanagan College Performance Measure
<ul style="list-style-type: none"> <li>Embed sustainability in the full range of educational programming.</li> <li>Increase sustainable practices in all operations.</li> <li>Educate students and employees to act sustainably.</li> <li>Promote leadership and collaboration with communities in developing sustainable practices.</li> <li>Ensure financial sustainability.</li> </ul>	<p><b>Goal 2 System</b> <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><b>Goal 3 Society</b> <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"> <li>Sustainability Tracking Assessment Rating System (STARS)</li> <li>Compare financial performance to budget forecast.</li> </ul>

## Discussion: Sustainability

- As part of the \$33-million refit, expansion and renewal of the Trades Complex at Okanagan College's Kelowna campus, renovation work continues to improve energy efficiency in the shops. The goal is to create a carbon-neutral facility. Toward that end, a large photovoltaic solar array (200 kW) was built atop a new outdoor canopy for the heavy duty trades. When work on the array and accompanying solar panels is complete, the project will be the largest non-utility photovoltaic array (450 kW) in Western Canada, taking that honour from another Okanagan College building, the Jim Pattison Centre of Excellence in Penticton.
- Amy Vaillancourt, an expert in sustainability assessment, has joined Okanagan College as the lead instructor and program Chair for the College's new Sustainable Construction Management Technology (SCMT) program.
- Energy savings initiatives (including new construction) since 2007 have resulted in a reduction of the average energy consumption per square metre of built environment at the College. An estimate of the savings, based on 2007 consumption rates, and average 2013 energy charges, shows Okanagan College saved approximately \$308,402 in 2013 through its energy savings initiatives.
- LED lights were installed in parking lots at each of the College's four campuses.
- A "PayPer Print" initiative was introduced to staff and students in 2013 as a mechanism to reduce paper consumption and make the offered printing services sustainable through revenue recovery. The initiative resulted in a 12 per cent reduction in staff printing and a 72 per cent reduction in student printing.
- Okanagan College and Foresight Cleantech Accelerator Centre recently signed a Memorandum of Understanding (MoU) focused on supporting and growing the cleantech industry, which is worth an estimated \$2.5 billion annually to the B.C. economy.
- Two Okanagan College professors have developed a groundbreaking new locally-focused course in applied sustainability and protecting the local environment, offered free online.

## Okanagan College Goals and Objectives

- Community ecologist and environmental designer David Tracey opened the sixth annual Science in Society Speaker Series offered at Okanagan College's Vernon campus.
- A \$170,000 Col-Met automotive spray booth for Okanagan College's Collision Repair program was installed at the Kelowna campus, reducing carbon emissions while providing students with training involving the latest technology. It is part of the \$33-million renovation and expansion of the Trades building at the Kelowna campus.
- Okanagan College signed a Memorandum of Understanding with the Okanagan Collaborative Conservation Program (OCCP) on Earth Day, April 22, 2013. The College joins numerous other organizations in the region taking part in the OCCP, designed to ensure collaboration and communication between all levels of government land trusts, and outreach organizations when it comes to Okanagan Basin. Groups involved include the Central Okanagan Naturalists' Club, Grasslands Conservation Council, Okanagan Basin Water Board and the Land Conservancy of B.C.



## Okanagan College 2013/14 Accountability Framework Performance Measure Results<sup>1</sup>

Performance measure	Reporting year					
	2012/13 Actual	2013/14 Target	2013/14 Actual	2013/14 Assessment		
<b>Student spaces<sup>2</sup></b>						
Total student spaces	5,379	4,851	5,070	Achieved		
Nursing and other allied health programs	535	421	498	Exceeded		
Developmental	947	984	918	Substantially achieved		
<b>Credentials awarded<sup>3</sup></b>						
Number	2,485	1,895	1,924	Achieved		
<b>Aboriginal student spaces<sup>4</sup></b>						
Total Aboriginal student spaces	755	N/A	751	Not assessed		
Ministry	529		564			
Industry Training Authority (ITA)	225		187			
<b>Student satisfaction with education<sup>5</sup></b>						
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	91.0%	1.0%	≥ 90%	93.5%	0.9%	Achieved
Apprenticeship graduates	95.6%	1.4%		95.5%	1.5%	Achieved
Bachelor degree graduates	96.9%	2.7%		98.7%	1.8%	Exceeded
<b>Student assessment of the quality of instruction<sup>5</sup></b>						
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	93.1%	0.9%	≥ 90%	94.2%	0.9%	Achieved
Apprenticeship graduates	95.1%	1.5%		97.0%	1.3%	Achieved
Bachelor degree graduates	98.4%	1.9%		94.8%	3.5%	Achieved
<b>Student assessment of skill development<sup>5</sup></b>						
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	76.8%	1.7%	≥ 85%	80.7%	1.6%	Substantially achieved
Apprenticeship graduates	80.3%	3.2%		80.3%	3.5%	Substantially achieved
Bachelor degree graduates	90.0%	4.7%		89.8%	4.8%	Exceeded

Continued on next page....

Student assessment of usefulness of knowledge and skills in performing job <sup>5</sup>						
	%	+/-		%	+/-	
Diploma, associate degree and certificate graduates	75.5%	2.4%	≥ 90%	80.3%	2.3%	Substantially achieved
Apprenticeship graduates	93.7%	1.9%		92.7%	2.2%	Achieved
Bachelor degree graduates	96.4%	3.4%		92.8%	4.5%	Achieved
Unemployment rate <sup>5,6</sup>						
	%	+/-		%	+/-	
Diploma, associate degree and certificate graduates	10.4%	1.6%	≤ 14.0%	8.8%	1.5%	Exceeded
Apprenticeship graduates	11.0%	2.3%		7.1%	2.0%	Exceeded
Bachelor degree graduates	1.8%	2.3%		6.8%	4.1%	Exceeded

**Notes:**

TBD - for measures where results are still to be received, the fields have been labelled as "To Be Determined".

N/A - Not applicable

<sup>1</sup> Please consult the 2013/14 Standards Manual for a current description of each measure. See [http://www.aved.gov.bc.ca/framework/docs/standards\\_manual.pdf](http://www.aved.gov.bc.ca/framework/docs/standards_manual.pdf)

<sup>2</sup> Results from the 2012/13 reporting year are based on data from the 2012/13 fiscal year; results from the 2013/14 reporting year are based on data from the 2013/14 fiscal year.

<sup>3</sup> Annual performance is measured using a rolling three-year average of the most recent fiscal years, e.g., the results for the 2013/14 reporting year are a three-year average of the 2010/11, 2011/12 and 2012/13 fiscal years. **NOTE:** The 2013/14 target for Okanagan College credentials was recalculated based on revised credentials data; the 2013/14 assessment is based on this revised data.

<sup>4</sup> Results from the 2012/13 reporting year are based on data from the 2011/12 fiscal year; results from the 2013/14 reporting year are based on the 2012/13 fiscal year. A descriptive measure only.

<sup>5</sup> Results from the 2012/13 reporting year are based on 2012 survey data; results from the 2013/14 reporting year are based on 2013 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.

<sup>6</sup> Target is the unemployment rate for those aged 18 to 29 with high school credentials or less for the Interior region.

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

## APPENDIX Okanagan College 2013/14 Accountability Framework Performance Measure Results

Performance measure	Reporting year					
	2012/13 Actual		2013/14 Target	2013/14 Actual		2013/14 Assessment
<b>Former diploma, certificate, and associate degree students' assessment of skill development</b>						
	%	+/-		%	+/-	
Skill development (avg. %)	76.8%	1.7%	≥ 85%	80.7%	1.6%	Substantially achieved
Written communication	72.6%	2.1%		76.4%	1.9%	
Oral communication	69.9%	2.1%		75.1%	2.0%	
Group collaboration	80.9%	1.5%		81.9%	1.5%	
Critical analysis	80.8%	1.5%		84.9%	1.4%	
Problem resolution	74.5%	1.7%		78.8%	1.6%	
Learn on your own	79.7%	1.5%		82.7%	1.5%	
Reading and comprehension	79.2%	1.5%		84.9%	1.4%	
<b>Apprenticeship graduates' assessment of skill development</b>						
	%	+/-		%	+/-	
Skill development (avg. %)	80.3%	3.2%	≥ 85%	80.3%	3.5%	Substantially achieved
Written communication	73.3%	4.8%		76.1%	5.1%	
Oral communication	72.1%	4.9%		69.8%	5.5%	
Group collaboration	84.5%	2.7%		84.9%	2.9%	
Critical analysis	84.5%	2.6%		83.4%	2.9%	
Problem resolution	77.9%	3.0%		79.7%	3.2%	
Learn on your own	85.5%	2.5%		84.0%	2.8%	
Reading and comprehension	84.6%	2.6%		84.0%	2.8%	
<b>Bachelor degree graduates' assessment of skill development</b>						
	%	+/-		%	+/-	
Skill development (avg. %)	90.0%	4.7%	≥ 85.0%	89.8%	4.8%	Exceeded
Written communication	86.9%	5.5%		88.0%	5.2%	
Oral communication	90.5%	4.8%		90.7%	4.7%	
Group collaboration	92.1%	4.2%		94.8%	3.5%	
Critical analysis	92.2%	4.1%		93.5%	3.9%	
Problem resolution	85.7%	5.5%		88.2%	5.1%	
Learn on your own	92.1%	4.2%		90.9%	4.5%	
Reading and comprehension	90.5%	4.6%		82.9%	6.0%	

## Okanagan College

### Accountability Framework Performance Targets: 2014/15 to 2016/17

Performance measure	2014/15	2015/16	2016/17
<b>Student spaces</b>			
Total student spaces	4,751	4,751	TBD
Nursing and other allied health programs	409	409	TBD
Developmental programs	TBD	TBD	TBD
<b>Credentials awarded</b>			
Number	≥ 1,881	TBD	TBD
<b>Student satisfaction with education</b>			
Apprenticeship graduates	≥ 90%		
Former diploma, associate degree and certificate students			
Baccalaureate graduates			
<b>Student assessment of the quality of instruction</b>			
Apprenticeship graduates	≥ 90%		
Former diploma, associate degree and certificate students			
Baccalaureate graduates			
<b>Students' assessment of skill development (average %)</b>			
Apprenticeship graduates	≥ 85%		
Former diploma, associate degree and certificate students			
Baccalaureate graduates			
<b>Student assessment of usefulness of knowledge and skills in performing job</b>			
Apprenticeship graduates	≥ 90%		
Former diploma, associate degree and certificate students			
Baccalaureate graduates			
<b>Unemployment rate</b>			
Apprenticeship graduates	≤ unemployment rate for individuals with high school credentials or less		
Former diploma, associate degree and certificate students			
Baccalaureate graduates			

## Summary Financial Report 2013-14

Audited Financial Statements can be found at:

[www.okanagan.bc.ca/financial2013-14](http://www.okanagan.bc.ca/financial2013-14)

