

Okanagan College Education Plan

2007 - 2012

Revised November 2008



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

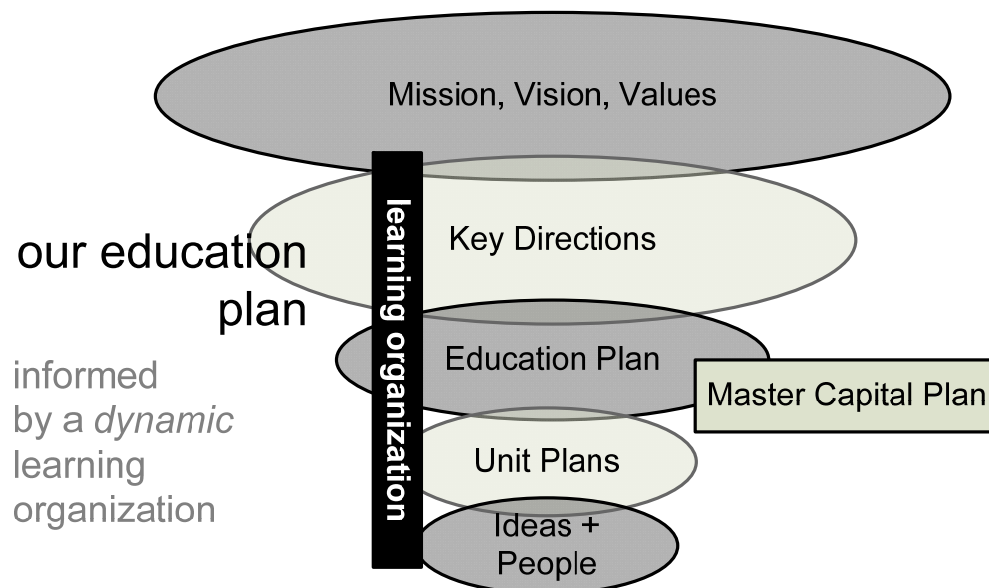
Okanagan College
Mission Statement

Introduction

There is one thing certain about Okanagan College's development over the next five years and beyond: we will continue to evolve as a learning organization and our array of programs and options for students will become even more learner centered.

We are facing changing demographics of the College area, as well as a shifting economic and social climate. The region's current population of 377,000 is predicted to grow 11 per cent over the next five years to 420,000, and the demographic profile will be different. An older population will be part of our landscape, on a percentage basis there will be fewer young people and fewer high school graduates and more retirees. The demand for increased services, especially in areas like health services and trades where predicted skills shortages are already manifesting themselves, will significantly alter the employment market.

This Education Plan – the first for the new institution – is intended to serve as a guide for our development as an institution, drawing on the extensive consultation, research and the environmental scan that underpinned the Designing Our Future process. It is a dynamic document that will be revisited annually to reflect actual experience and enhanced understanding of what lies ahead.



There are clear and very direct links between the Mission, Vision, Values established by our institution, the Key Directions that flowed from that description of ourselves, and this blueprint for our program development in the years ahead. In fact, those key directions have already influenced and shaped the course of our development. The emphasis on distributed development of programs and access among the College's four regions, for instance, has already led us to the development of innovative trades programming initiatives, new offerings of some health programs, new diploma program development (Criminal and Social Justice, for example) and expanded course offerings (such as third-year Business Administration courses in Vernon).

The key directions will lead us much further.

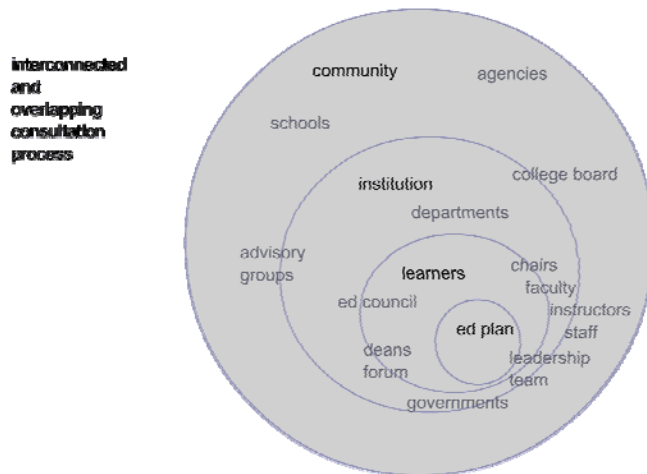
The Education Plan is organized to reflect how a broad array of educational strategies – 47 of them - aligns to our Key Directions. Those strategies describe much more than just program development, dealing with everything from increased cultural and social diversity at Okanagan College, to helping create the world-class learning organization that we envision our institution becoming. This approach is very consistent with a strong culture of continuous improvement, once which embraces the kaizen¹ concept in a wide variety of ways that are very consistent with a Learning Organization.

Each strategy flows from the Key Directions; behind each strategy a plan has been or will be formulated to achieve the strategy. This will include responsibilities, timelines and metrics for evaluation. While some strategies are already underway, others will require careful research and planning prior to implementation. We recognize that progress on the Education Plan will be updated annually with further consultation throughout our institution; existing strategies may alter, and new strategies may emerge each year.

One of the focal points for any education plan is program growth. It is vital to recognize that the new programming listed here are plans and concepts at this point. These are plans that will need to be borne out by well-developed and sound business cases, and which will have to be vetted through the normal processes of program and budget development and approval. As part of an education plan, they have merit and weight and will bear further investigation.

¹ Note: Kaizen is a Japanese word, where “kai” means change and “zen” means good, giving the meaning of “change for the better.” Kaizen is a method of continuous improvement, of taking apart then putting back together in a better way. This can be applied to various processes and practices within Okanagan College to make improvements quickly, effectively, and continuously at the grassroots and operational levels. If applied properly, Kaizen results in positive changes to produce better results, allowing us to focus on using a systematic approach that avoids a narrow focus, and is non-judgmental and empowering. A key element is that everyone is involved in Kaizen, through all levels, including external stakeholders as appropriate.

Time, circumstances, demand, and new opportunities will factor in to whether the plans come to fruition.



The astute student of Okanagan College's development will note that Ministry of Advanced Education institutional budget projections outline increased funding for another 465 FTE student spaces over the coming three years. However, one must also note that we acquire funding also from the Industry Training Authority for our trades and apprenticeship programs. The total potential program growth described in the Education Plan is significantly more than the Ministry of Advanced Education has promised Okanagan College over the next three years, but the Education Plan stretches over a five year timeline. There are also new Provincial initiatives that could expand the opportunities for Okanagan College (such as the 7,000 new spaces for trades announced Nov. 4, 2006 by the Premier) and allow for funding of more FTEs. There are also other opportunities to create this access, whether it is through industry support or through responding to student demand with cost-recovery programming.

In 2008, the allocation for 2008/09 was reduced from 190 FTE to 152 FTE along with 54 one-time funded Skills seats and 44 one-time funded Health seats. For 2009/10, the allocation has been reduced from 190 FTE to 65 FTE, and the status of the Skills and Health seats is as yet unknown; 10 of the 65 FTE are already committed for the second year of the Human Kinetics diploma.

Below are some regional highlights of potential FTE development:

South Okanagan - Similkameen:

- There could be new developments in Health and Trades, including potential growth in Home Support Resident Care Attendant, Human Kinetics, aerospace and other trades programs (as of the 2008/2009 academic year, all except aerospace has been accomplished).
- The undergraduate Arts capacity will grow with a new focus on Creative and Performing Arts (as of the 2008/2009 academic year, this capacity has grown, but has not yet focused on Creative and Performing Arts significantly).

- A new science program in Conservation Technology is being developed (as of the 2008/2009 academic year, this program is still under development and has included an ongoing dialogue with the En'owkin Centre).
- A revamped Viticulture program in Continuing Studies is planned (as of the 2008/2009 academic year, the Viticulture program has been undergoing a Tier 3 Program Review and Renewal which will lead to the plan for revamping).
- Expansion in Business Administration could bring marketing and management to Penticton (as of the 2008/2009 academic year, Business Administration has not expanded).
- Adult Special Education programs will show some modest growth (as of the 2008/2009 academic year, this has occurred).

Overall, there has been excellent growth in the South Okanagan Similkameen Region since the inception of the Education Plan. We are now also considering the possibility of HSW in this region.

Central Okanagan

- Arts programming is expected to continue to grow, with potential for a new interdisciplinary applied degree as well as development of a Creative and Performing Arts program. As of the 2008/2009 academic year, there has been continued expansion of Arts, at this point focused on the first two years of university transfer. One course in music is being delivered in the fall of 2008. The entire first year of the Diploma in Writing and Publishing will be available in Kelowna for 2009/2010. The development of an Applied Degree in Writing and Publishing is being developed by focusing on extant offerings combined with unused capacity in other program areas as much as possible.
- We are likely to expand in Health, in particular Home Support Resident Care Attendant and Licensed Practical Nursing. (as of the 2008/2009 academic year, this has occurred. There is now potential for a nursing degree program).
- In the areas of Science and Technology, an Analytical Chemical Technology program is under development as well as programming in Viticulture, and a new program that could bridge our Engineering Technology programs to Engineering Degree programs are being considered (as of the 2008/2009 academic year, the ACT diploma program has completed development, and the ELEN bridge program is near completion while CIEN and MECH are initiating discussions with UBC Okanagan).
- A new commercial aviation degree specialty within the BBA is being considered as well as modest growth in Office Administration (as of the 2008/2009 academic year, the commercial aviation degree specialty is still under consideration; Office Administration has suffered some enrolment issues but has improved in 2008/09).

- Possible growth in ESL is also being envisaged; however, as of the 2008/2009 academic year, ESL has not grown.
- Trades will continue to grow in a variety of areas, including baker, parts person, hairdressing, fine woodworking, power lineman and HVAC. As of the 2008/2009 academic year, Trades has grown significantly in apprenticeship, but is currently constrained by available space. The new areas listed above are still under consideration.

Overall, there has been solid growth in the Central Okanagan region since the inception of the Education Plan.

North Okanagan

- Significant growth in Health and Social Development could occur with the possibility of a rotating program that involves Human Service Work and Early Childhood Education, and another rotating program that involves Home Support Resident Care Attendant and Licensed Practical Nursing. As of the 2008/2009 academic year, the HSW, HSRCA and LPN programs are all now being offered in Vernon, the latter two with annual intakes.
- A new Bachelor of Business Information Technology might be developed, in partnership between business, health, and engineering technologies (as of the 2008/2009 academic year, this has not been developed).
- We expect fourth-year BBA courses to be offered in Vernon as well as the Human Resource Management option (as of the 2008/2009 academic year, fourth-year BBA courses are being offered in Vernon).
- A hairdressing program in Trades is being considered; however, as of the 2008/2009 academic year, this is still under consideration.
- We were considering offering a Network and Telecommunications dual credit program with School District 22, but as of the 2008/2009 academic year, this was attempted, and did not work out.
- The Criminal and Social Justice Program may also come to Vernon (as of the 2008/2009 academic year, this has not yet occurred).
- Further growth in Arts is likely to occur with more second year courses, a Diploma in Writing and Publishing, and a Creative and Performing Arts program. As of the 2008/2009 academic year, the Writing and Publishing diploma program is being offered in Vernon and efforts are underway to develop the applied degree in Writing and Publishing; at this point, the Creative and Performing Arts program has not been developed.
- A program in Computer Games Development is being investigated (as of the 2008/2009 academic year, this has been investigated, but has not been developed).

Overall, there has been a significant increase in the diversity of programming offered in the North Okanagan since the inception of the Education Plan.

Shuswap-Revelstoke

- Strong growth in Health and Social Development is possible, with a rotating program that involves Human Service Work and Early Childhood Education, and another rotating program that involves Home Support

Resident Care Attendant and Licensed Practical Nursing (as of the 2008/2009 academic year, these have all been implemented).

- New engineering technologies program development involving civil engineering technology and GIS is being investigated. As of the 2008/2009 academic year, this was investigated, but did not appear feasible.
- The development of a Creative and Performing Arts program is being considered along with further offerings of second year Arts courses. As of the 2008/2009 academic year, this is still under development; alternatives need to be developed beyond current options to create a stronger enrolment picture.
- Growth in Trades to address demands in Revelstoke and the Shuswap could include expanded offerings in Residential Construction and Carpentry. As of the 2008/2009 academic year, the rotating trades and Residential Construction programs have been successfully offered in Salmon Arm; Residential Construction is now offered in Revelstoke to address the construction boom. Level 1 and 2 carpentry apprenticeship is currently offered in Salmon Arm.

Overall, there is now a wide variety of programs available in the Shuswap-Revelstoke region since the inception of the Education Plan. (FTE growth has risen over 30% since Sept. 2006).

While the Education Plan does lay out the possible and likely growth over the next five years, within this scope we intend to be flexible to allow Okanagan College to respond to and capitalize upon changing regional, provincial, national and international demands.

The strength of this Education Plan is that we are moving toward enhancing our core strength: **our ability to change and be flexible in the face of a dynamic environment, growing towards our goal of creating a Learning Organization.**

Finally, this Education Plan is dedicated to the learning community that embraces Okanagan College. This is our first Education Plan, and it is a direct result of the inspiration, hard work, and dedication of all those who make our college a great place to learn. Our special thanks go to our students: in serving your dreams, you inspire us and teach us.



KEY DIRECTION

Create a World Class Learning Organization

Strategy 1: Create an Institute for Leadership in Learning and Teaching

The focus of the Institute will be to support excellence in teaching and learning. The Institute will house some research activities to focus on developing research-based answers to questions surrounding teaching and learning. Such an Institute supports the Learning Organization model and will introduce cost recovery elements to assist in funding.



KEY DIRECTION

Support student success with every student interaction

- 1) Demonstrate improvements in satisfaction levels with facilities, services, programs and campus life

Strategy 2

Survey students regularly to determine level of success and satisfaction, then use these data to develop initiatives to improve success and satisfaction.

- 2) Increase the percentage of students who attain their educational goals

Strategy 3

Develop a set of activities to determine students' educational goals, then utilize this information to develop initiatives focused on helping students achieve these goals. This includes the review of assessment and placement tools and entry processes to ensure they maximize learner success. It also includes enhancement of our comprehensive student support systems and services, such as Learning and Student Success Centres, Library and Information Commons with access to collections and Library Services, educational, financial and employment advising.

- 3) Increase the number of students who complete a personal portfolio as part of their program

- 4) Increase mentoring among alumni, employees, senior and new students

Strategy 4

**Develop a framework, then implement on a voluntary basis among employees with the goal to increase participation annually;
Expand involvement to include alumni;
Expand involvement to include experienced students as mentors.
The Institute for Leadership in Learning and Teaching may be used to assist with this strategy.**

- 5) Increase financial aid for students through donations made to the Okanagan College Foundation

Strategy 5

Work with the Okanagan College Foundation to identify areas of need as well as possible donors.



KEY DIRECTION

Create an Organization Development Program that enhances personal and organizational growth and employee satisfaction

- 1) Demonstrate improvements in employee satisfaction levels

Strategy 6

Develop strategies for employee development and learning across all units through active consultation and provision of appropriate supports.

- 2) Increase the number of employees completing a personal portfolio including individual learning plans specific to their role
- 3) Increase employee learning through personal and professional development, research, scholarly activity, shared decision-making, informed risk-taking, innovation and creativity

Strategy 7

Okanagan College will provide an appropriate level of resources and support to assist all employees in pursuing their annual learning goals within the context of our Mission, Vision and Values.



KEY DIRECTION

Four regions of equal value

Develop sustainable programming and services in all four regions through programs that anticipate and meet student, community and employer needs

- 1) Increase the diversity of programming in each region
- 2) Increase enrolments and access to programs and services in each region

Strategy 8

Undertake core program review across all campuses. Redeploy existing funding within and between units to focus on key initiatives. Consider program cancellation if appropriate.

Strategy 9

Assess programs with unused capacity to determine elements required to reinvigorate, then apply appropriate means to increase utilization.

Strategy 10

Use new FTE funding to provide new programming opportunities in each region.

Note: Refer to Appendix A for details.



KEY DIRECTION

Support a broad array of learner-centered methodologies

- 1) Increase student, community, employer and partner postsecondary institution satisfaction with programs and services

Strategy 11: Program renewal

Review relevant postsecondary institutions programs for data pertaining to Okanagan College students moving on to those institutions;

Review relevant postsecondary institutions programs for data pertaining to their students moving into Okanagan College programs;

Strategy 12

Create flexibility and coordination among all regions with appropriate timetabling, a broad array of instructional delivery modes, and optimal entry and exit points to ensure achievement of student educational goals.

- 2) Increase the vitality of educational delivery by supporting a variety of methods and technologies

Strategy 13

Enhance physical and virtual instructional space by providing all instructional space with appropriate technology, and creating instructional space to provide flexibility for various modes of learning.

Strategy 14

Provide workshops and other learning opportunities focused on methodologies and technologies for teaching and learning. Employ the Institute for Leadership in Learning and Teaching as a vehicle to achieve this strategy. This will require the provision of suitable facilities and resources to ensure leading edge instructional methods and supporting technologies.

- 3) Increase the number of employees who participate in teaching enhancement activities

Strategy 15

Increase employee engagement by:

- encouraging involvement in appropriate professional development;
- encouraging involvement in institutional workshops on teaching and learning;
- institutional recognition of these employee achievements.

- 4) Increase transfer and laddering opportunities within Okanagan College and to and from other institutions

Strategy 16

Increase internal transfer and laddering opportunities:

- **Augment and support Foundational programs as they integrate with Okanagan College certificate, diploma and degree programs to create and clarify specific educational and career pathways;**
- **Use Continuing Studies programs to provide pathways to other Okanagan College programs;**
- **Create new and review existing Okanagan College programs to maximize student opportunities for transfer and laddering between Okanagan College programs.**

Strategy 17

Increase formal relationships with other public post secondary institutions and with regional secondary schools. This includes clearly articulated inter-institutional agreements and enhanced dual credit opportunities for students.

- 5) Increase integration and collaboration among departments, programs, portfolios and regions

Strategy 18

Continue to refine the institutional organization that promotes the integration, collaboration and dialogue among units.

- 6) Increase numbers of students who achieve their learning outcomes

Strategy 19

Develop measurement instruments and use data to initiate strategies for annual improvement in the numbers of students who achieve their learning outcomes.

- 7) Decrease the number of large class sections

Strategy 20

**Develop process to determine appropriate range in class size;
Adjust facilities to provide appropriate mix of room sizes to accommodate desired class sizes;
Actively allocate or reallocate budgets to support movement to desired class sizes.**



KEY DIRECTION

Actively promote the College and recruit students, employees, and support for the Institution

- 1) Demonstrate improvements in awareness and positive perception of Okanagan College's programs, services and contributions to the region
- 2) Increase enrolments, especially in targeted programs
Strategies 8-10 will be utilized to accomplish this goal.
- 3) Increase employee and partner engagement in recruiting and promotional activities
Strategy 21
Expand our dialogue with business, industry and community partners, including small and medium enterprises and other organizations, to determine and respond to their educational needs. .
- 4) Increase numbers and degree of involvement by alumni in promoting and recruiting activities
- 5) Establish benchmark market data that pertain to the image and degree of appreciation of Okanagan College, its activities, students, graduates, programs and services, and regularly resurvey to establish progress and effectiveness of marketing activities
Strategy 22
Annually review data to focus on program improvement in all aspects.



KEY DIRECTION

Create inspiring and environmentally responsible learning spaces

- 1) Measure all new facilities development against current measures of green buildings using LEED Gold Standards
- 2) Improve annual user satisfaction
- 3) Ensure every new building includes partnership contributions
- 4) Increase amount raised by Okanagan College Foundation for capital fundraising projects



KEY DIRECTION

Partner with Aboriginal communities to increase Aboriginal success and participation rates

- 1) Increase aboriginal student enrolment and level of satisfaction with programs and services

Strategy 23

Enhance the sense of welcoming and belonging for aboriginal students to increase participation, success and satisfaction.

Strategy 24

Create learning opportunities for the Okanagan College community to increase awareness and understanding of aboriginal cultures and traditions.

Strategy 25

Work with aboriginal groups to determine areas of demand, develop program and programming elements to meet the needs of these communities.

Strategy 26

Work with aboriginal groups to implement programs and services to assist aboriginal students.

Continue to provide aboriginal student mentoring services.

- 2) Increase the quality and quantity of aboriginal content incorporated in program curriculum

Strategy 27

Collaborate with aboriginal groups to recommend desired elements of aboriginal content in our programs.

Strategy 28

Initiate and further develop relationships with E'nowkin, NVIT and other aboriginal educational institutions.

- 3) Ensure aboriginal representation on boards and advisory committees



KEY DIRECTION

Prepare students to excel in an increasingly inter-dependent and culturally diverse global environment

- 1) Increase cultural and social diversity in curriculum and campus activities
 - Strategy 29**
Identify appropriate elements for cultural and social diversity in program areas and develop a process for implementation.
 - Strategy 30**
Develop learning outcomes and learning opportunities that will prepare students for a culturally and socially diverse global environment.

- 2) Increase international activity in all four regions
 - Strategy 31**
Identify programming opportunities for international students in each region and market accordingly.
 - Strategy 32**
Develop an institutional perspective for students in all regions that includes opportunities to participate in study abroad and student exchange programs.
 - Strategy 33**
Engage in international projects abroad that allow the diverse regional strengths of Okanagan College to participate in social, educational, and environmental advancements in the developing world.
 - Strategy 34**
Provide financial support through scholarships and bursaries for students who wish to study abroad.

- 3) Increase international student satisfaction with facilities, services, programs and campus life
 - Strategy 35**
Provide opportunities for international students and domestic students who study abroad to contribute to the intercultural awareness and global perspective at Okanagan College.
 - Strategy 36**
Determine best practices to develop opportunities in program areas.
 - Strategy 37**
Provide additional financial support through scholarships and bursaries for international students who wish to study at Okanagan College.

Appendix A: Strategy 8-10 General Directions

- 1) Work with Regional Advisory Committees to continue to identify and respond to needs for programming to support our communities. Each region is unique and we can capitalize on this by developing niche programming;
- 2) Arts – develop 2+2 options to build on Associate of Arts, consider applied degree such as Writing and Publishing, continue to build first 2 years in all regions;
- 3) Business – establish elements that differentiate programme from competitors, try to stabilize capacity, partner with Thomson Rivers University to offer their MBA in the Okanagan Region, continue to expand external relationships with other educational institutions including international exchange, consider establishing Human Resource Management option in Vernon;
- 4) Continuing Studies - continue to respond to community needs with new and existing programs;
- 5) Engineering Technologies: investigate programming for the Shuswap Revelstoke region with a geomatics focus, consider possible Engineering Bridging program into UBC Okanagan;
- 6) Foundational Programs – rework to provide program targeted pathways (e.g. Pathways for Science, Pathways for Engineering Technology, etc.), including ESL for domestic students and programs for literacy and numeracy as part of strategy;
- 7) Health – work with IHA to create new opportunities and expand existing programs, work with BCIT to develop specializations, and develop an overall plan for health programming for the institution to meet the needs of our communities;
- 8) Science – develop 2+2 options to build on the Associate of Science, continue to build first 2 years in all regions, develop technician and technologist diploma programming;
- 9) International - continue to provide growth opportunities in all regions;
- 10) Trades – continue to expand and develop opportunities in all regions.

The following shows possible new programming by region (at this point, these are some of the likely growth areas; *growth is not limited to these options nor are these options approved*; further note that some of this programming may be offered through ITA funding or cost recovery methods)

2007/08 through 2011/12

2008 Review: if underlined below, the program has been implemented.

Already Allocated (32 FTE) (note: these were approved in 2006/07)

Criminology and Social Justice (South Okanagan: year two: 8 FTE)

Rotating Trades (8 FTE per region, except Central Okanagan)

Required to Support Existing Programming

Arts (Central Okanagan: completion of 2nd year expansion 29 FTE)

Business (Central Okanagan: completion of program expansion: 13 FTE
- continue move to smaller class sizes)

Science (Central Okanagan: completion of 2nd year expansion: 31 FTE)

New Possibilities (85 + 190 + 190 = 465 FTE funding available through 2010)

**2008 Review: now (85 + 152 + 65 = 302 FTE funding available through 2010,
plus an additional 98 FTE in one-time funding for 2008/09)**

If funded, the following proposals would generate FTEs as noted

South Okanagan – Similkameen

Arts (2nd year: 10 FTE; Creative and Performing Arts 8 FTE)

Foundational (ASE 6 FTE)

Business (marketing / mgt option 10 FTE)

Health (HSRCA 27 FTE; Human Kinetics 24 FTE)

Science (Conservation Technology 35 FTE)

Trades (aerospace 18 FTE; other 18 FTE)

Continuing Studies (revamped Viticulture program 20 FTE)

Central Okanagan

Arts (Interdisciplinary Applied degree 60 FTE; Creative and Performing Arts 16 FTE)

Foundational (ESL (domestic/international) 16 FTE)

Business (Office Administration 10 FTE; Commercial Aviation degree specialty in Business 22 FTE)

Engineering Technologies (eng bridge 15 FTE)

Health (41 HSRCA; 24 LPN)

Review Note: new health initiative: (Medical Laboratory Assistant program 20 FTE)

Science (Analytical Chemical Technology 35 FTE; Viticulture programming 10 FTE)

Trades (144 FTE – Baker, Parts Person, Hairdressing, Fine Woodworking, Power Lineman, HVAC)

North Okanagan

Arts (2nd year arts 10 FTE; Criminal and Social Justice 20 FTE; Creative and Performing Arts 8 FTE; Diploma in Writing and Publishing 20 FTE)

Business/Engineering Tech./Science (BBIT 15 FTE, 4th year 22 FTE of which 17 FTE are relocated from Central Okanagan, Human Resource Management option 5 FTE)

Engineering Tech. (Network Telecom. Dual Credit, 10 FTE)

Health (rotating HSW/ECE, 24 FTE; HSRCA/LPN 24 FTE)

Science (Computer Games Development 15 FTE)

Trades (hairdressing 37 FTE)

Shuswap - Revelstoke

Arts (Creative and Performing Arts 8 FTE; 2nd year arts 10 FTE)

Engineering Technologies: Civil GIS program (35 FTE)

Health (rotating HSW/ECE, 24 FTE; rotating HSRCA/LPN 24 FTE)

Trades (Carpentry 18 FTE; Revelstoke Residential Construction 18 FTE)