

Okanagan College

Strategic Plan **2010 to 2015**





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.

Guiding Principles

We support our students to succeed.

We are a learning organization.

We are one college with four regions we value equally.

We embrace Aboriginal culture and heritage.

We are financially responsible.

Key Directions

Engagement

Enhance the commitment and involvement of learners, both students and employees.

Objectives

Students

- Increase students' satisfaction with their educational experience.
- Increase students' achievement of their educational goals.
- Increase student retention at Okanagan College.
- Increase student engagement in learning.
- Increase student engagement in communities.

Employees

- Encourage employees in their efforts to achieve their professional development goals.
- Recognize employees with respectful and regular feedback and support.
- Support employee advancement and transition.
- Increase employee engagement in learning.
- Increase employee engagement in communities.

Key Directions

Objectives

Learning and teaching

Inspire leadership in learning and teaching.

- Enhance learning-centred methods that accommodate diverse student learning needs.
- Encourage innovation.
- Support continuous improvement.
- Increase sharing and collaboration among departments and disciplines.

Student transition

Improve student transition to, from and within Okanagan College.

- Increase the diversity of students who make successful transitions to Okanagan College.
- Increase the number and quality of student transitions from secondary school.
- Increase the number and quality of student transitions to and from other countries.
- Create more opportunities for student transitions within the institution.
- Improve student transitions to and from Okanagan College and other institutions.
- Better assist students in their efforts to find work related to their field of study.
- Further develop a culture that attracts and supports Aboriginal students.

| Key Directions | Objectives |
|---|---|
| <p data-bbox="163 493 709 662">Collaboration and <u>partnership</u></p> <p data-bbox="163 683 680 808">Broaden and deepen our collaboration and partnerships with communities.</p> | <ul data-bbox="793 493 1990 727" style="list-style-type: none"> • Enhance partnerships with public and private sector organizations, contributors, donors and alumni. • Inspire a deepening collaboration with Aboriginal communities, and increase recruitment of Aboriginal employees. • Enhance partnerships with international institutions and organizations. |
| <p data-bbox="163 862 674 948">Sustainability</p> <p data-bbox="163 969 716 1008">Become a leader in sustainability</p> | <ul data-bbox="793 862 1990 1140" style="list-style-type: none"> • Embed <u>sustainability</u> in the full range of educational programming. • Increase sustainable <u>practices</u> in all operations. • Educate students and employees to act sustainably. • Promote leadership and collaboration with communities in developing sustainable practices. • Ensure financial sustainability. |

Appendix A

Performance Indicators

For each key direction and its accompanying objectives there are performance indicators. The details of the indicators and their data sources can be found in Appendix A.

Some of the performance indicators are drawn from data sources already used for key performance indicators. Others will be taken from new sources such as the Community College Survey of Student Engagement (CCSSE). We continue to seek appropriate sources for some of the employee engagement indicators. In all cases indicators will fall into one of two categories:

- Benchmark – for those sources where comparative data is already available and it is possible to benchmark our progress against the best performers. These have been identified with **.
- Baseline – for those sources where there is either no or insufficient comparative data, we will use our own data year to year first to establish a baseline and then to analyze trends over time. These have been identified with *.

We ultimately intend to have benchmarking data available for all indicators.

Key Directions

Enhance the commitment and involvement of learners, both students and employees.

Performance indicators and (data sources)

Students

- * Students who achieve their educational goal. (Banner + Provincial Student Outcomes Surveys)
- * Students satisfied with their overall educational experience. (Student satisfaction survey)
- * Students who would recommend OC. (Student satisfaction survey)
- * Aboriginal students who achieve their educational goal. (Banner and Provincial Student Outcomes Surveys)
- ** Student satisfaction with facilities. (Student satisfaction survey)
- ** Students engaged in and committed to learning. (Community College Survey of Student Engagement - CCSSE)

Employees

- * Employees who recommend OC as an employer. (Employee survey)
- * Employees who feel they know how to do their job. (Employee survey)
- * Employees who feel they are achieving their goals. (Employee survey)
- ** Employees engaged in and committed to learning. (Employee engagement survey - TBD).

¹ Provincial Student Outcomes Surveys include: Diploma, Associate Degree, Certificate Student Outcomes Survey; Apprentice Student Outcomes Survey; Baccalaureate Graduate Outcomes Survey

| Key Directions | Performance indicators and (data sources) |
|---|---|
| <p>Inspire leadership in learning and teaching.</p> | <ul style="list-style-type: none"> ** Students engaged in the learning a process. (CCSSE) ** Employees are engaged in providing leadership in learning and teaching. (Employee engagement survey and CCSSE) ** Employees use learning-centred methods and <u>innovative</u> approaches in learning and teaching. (Employee engagement survey and CCSSE) * Course or program approvals and revisions that reflect collaboration across disciplines or departments. (Education Council report) |
| <p>Improve student transition to, from and within Okanagan College.</p> | <ul style="list-style-type: none"> ** Students employed in jobs related to their training. (Provincial Student Outcomes Surveys) ** Students satisfied with their transfer experience. (Provincial Student Outcomes Survey) ** Draw of high school students in our catchment area. (High school transitions report) ** Aboriginal students employed in jobs related to their training. (Provincial Student Outcomes Surveys) ** Aboriginal full time equivalent and headcount. (Central Data Warehouse) * Aboriginal students who feel their culture is respected and valued at Okanagan College. (Aboriginal student survey) * International students who would recommend Okanagan College. (Student satisfaction survey) * Students engaged in study abroad activities. (Banner) * Proportion of under-represented <u>students</u> who enroll. (Banner) * Number of students who transition from one program to another within the institution. (Banner) |

| Key Directions | Performance indicators and (data sources) |
|--|--|
| <p>Broaden and deepen our collaboration and partnerships with communities.</p> | <ul style="list-style-type: none"> ** Students employed in jobs related to their training. (Provincial Student Outcomes Surveys) ** Aboriginal students employed in jobs related to their training. (Provincial Student Outcomes Surveys) ** Aboriginal full time equivalent and headcount. (Central Data Warehouse) * Aboriginal students who feel their culture is respected and valued at OC. (Aboriginal Student survey) * International students who would recommend Okanagan College. (Student Satisfaction Survey) * Number and amount of donations and gifts received. (Okanagan College Foundation) * Number, quality and scope of agreements with domestic institutions and organizations. (Contract Registry) * Number, quality and scope of agreements with international institutions and organizations. (Contract Registry) * Proportion of employees who are of aboriginal descent. (TBD) |
| <p>Become a leader in sustainability</p> | <ul style="list-style-type: none"> ** Sustainability Tracking Assessment Rating System (STARS) * Compare financial performance to budget forecast. |

Appendix B

Glossary of terms

Communities - A community is a group of people bound by geographic region, interest, learning or other commonality. Individuals work together for a common purpose, and actively engage and learn from each other. For example, a community may be a group of students and employees at Okanagan College working with community members, employers, government departments and Aboriginal representatives to develop sustainability initiatives.

Engagement - An engaged student or employee is fully involved in, and enthusiastic about, his or her learning and work, and is intellectually and emotionally committed to their learning and their institution. Engaged individuals persist in their learning and work despite challenges and obstacles. They demonstrate a willingness and desire to participate in, and be successful in their work and learning.

Diversity of students - An organizational culture that embraces individuals no matter what their race, national or ethnic origin, colour, religion, sex, sexual orientation, gender identity, age, mental or physical disability. Okanagan College encourages participation from individuals from secondary and post-secondary institutions and other careers. In addition Okanagan College welcomes students from under-represented groups and: people with disabilities; youth; mature learners; new immigrants and those whose parents did not attend post-secondary institutions.

Learning-centred - a constant focus on continuous learning and applying the lessons learned. An organization where the focus is supporting people who "are exhilarated by understanding and filled with awe when something new is discovered" (http://www.learningtolearn.sa.edu.au/core_learning/files/links/LearningCentredLeadership.pdf (retrieved, October 6, 2010). Learning organizations are "places where people continually expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning to see the whole together". Senge, P. (1994), *The Fifth Discipline Fieldbook*. New York: Doubleday.

Innovation - An innovative course or educational experience is one that, by design, engages and challenges students, resulting in greater student interest, a deeper level of understanding and/or a lasting change in the students' perception of an issue or topic. The innovative method, practice or strategy used may not be new in the world, but its implementation may be out of the ordinary in your field of practice or new to you. It is more than simply using new technologies; rather, it is an approach to learning and teaching that results in a much-enhanced, even transformative, educational experience for students.

Partners - Includes all the partners with whom we work. These partners include, but are not limited to: community members; employers; business and industry organizations; Aboriginal communities, organizations and individuals; non-government organizations; government ministries and departments; secondary and post-secondary institutions and organizations; special interest groups; employees; employee associations; students and student associations, alumni, donors, investors, international communities.

Practices - Includes turning ideas into action; applying a principle.

Principles - Includes fundamental laws, doctrines, or assumptions; rules or standards of behaviour.

Retention - Includes all the ways the institution provides opportunities for students to continue their studies at Okanagan College. This includes: retaining students through flexibility in transitions among courses and programs; attracting individuals to become students, to continue their studies and to return to update education and skills; and developing an active alumni association which supports recruitment activities.

Sustainability - Incorporates economic and social change to protect the natural systems of the planet so that current and future generations may maintain or improve their quality of life. (Lnk to STARS definition)