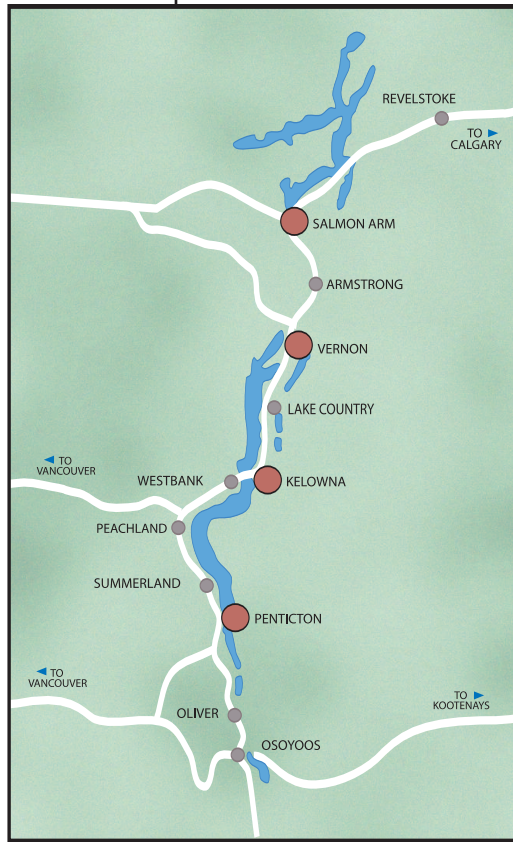


Okanagan College transforms lives and communities

Accountability Plan and Report

2006-07 to 2009-10





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Letter from the Board Chair and the President

June 24, 2007

Honourable Murray Coell
Minister of Advanced Education

Dear Minister Coell,

The 2007-2010 Institutional Accountability Plan and Report for Okanagan College reflects our dedication to serving residents of our region and province and to helping British Columbia achieve its goal of becoming Canada's best-educated and best-trained province.

We envision growth and development in the coming years to meet the needs of British Columbia's fastest-growing College region. New programs and services, enhanced access for the residents of the region, and enhanced co-operation with our many public and private partners will be the hallmarks of our growth as an engine of development for our region.

Our Institutional Accountability Plan and Report describes in detail how our goals and those of your Ministry align, and how we have performed with regard to key accountability measures over the past year. It also describes how we intend to perform in the coming year.

Our second year of operation as Okanagan College has been extremely successful, and we have exceeded expectations on many fronts. This success is reflected in the hundreds of students who now proudly possess Okanagan College credentials and – more importantly – the skills, training, and education that allows them to achieve their personal goals.

Our connections and contributions to the communities of our region continue to grow, and we are fortunate and proud to be involved in a number of initiatives and projects that are provincial, national and international in scope. This has been made possible by the support of our students, staff, communities, and the private sector and through the contributions and encouragement of your government and Ministry.

We submit this plan and report with the expectation that we can update it in the future with similar reports of accomplishments, improvements and success and acknowledge our responsibility and accountability for its contents.

Sincerely,

A handwritten signature in blue ink that reads "Janet Shaw".

Janet Shaw,
Chair, Okanagan College Board of Governors

A handwritten signature in blue ink that reads "Jim Hamilton".

Jim Hamilton,
President, Okanagan College

Okanagan College opened its doors July 1st 2005 with more than 5,400 students in 115 degree, diploma, certificate and apprenticeship programs. With four major campuses and several smaller centres, the institution today serves a regional population of more than 386,000: the fastest growing College region in the province.

Okanagan College's second year of operations – 2006-07 – saw the development of the institution's first Education and Master Capital plans and the completion of its first full fiscal year. This can be remembered as a year of accomplishments, one in which we educated and trained 6,300 full time equivalent (FTE) students. This required the commitment of more than 900 employees and an annual budget exceeding \$80 million.

As Okanagan College developed and began to operationalize its strategic plans over the past months, it was and remains clear that as an institution we must face changing demographics and must address a shifting economic and social climate within our College region. The region's current population is predicted to grow over the next five years to 420,000, and the demographic profile will change. 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 such as health services and trades where predicted skills shortages are already manifesting themselves, will significantly alter the employment market.

Our strategic plans – including the Education Plan and the Master Capital Plan – serve as guides for our development as an institution, drawing on extensive consultation and research. They are dynamic documents that will be revisited annually to reflect actual experience and enhanced understanding of what lies ahead. Both plans reflect our vision, mission and values, articulated in our institutional strategic plan and outlined below:



● Mission

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

● Vision

We are the college of first choice: a college which students are proud to attend, where employees are proud to work, and whose graduates are highly valued in the workplace and at other post-secondary institutions. Our vibrant campus life supports an excellent education for our local, national and international students. We promote the free exchange of ideas and the development and application of critical thinking skills. Our goal is to develop global citizenship in our community of informed learners.

As leaders in the economic, cultural and intellectual growth of our communities we work collaboratively with all our partners to anticipate and meet education and labour market needs.

● Values

Student success

Student success is our first priority.

Learning centred

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

Ethical behaviour

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

Respect for each other

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

Equity and accessibility

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

Respect for Aboriginal culture, tradition and individuals

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

Access to education

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

Responsibility and accountability

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



Regional Economy, Labour Force, Skills Shortages & Changing Demographics

The economy of the Okanagan College region is diverse, growing and evolving. It includes resource extraction, retail and manufacturing, tourism, hospitality and growing high-tech sectors, as well as significant clusters of activity in the aerospace industry, in value-added agriculture and in post-secondary education.

There has been a building boom that extends from Revelstoke to Osoyoos, with major developments, housing and subdivision projects blossoming throughout the communities Okanagan College serves. An example of the scope of development is the 2,500 new housing starts projected for the region's largest centre, Kelowna, in 2007 (source Canada Mortgage and Housing Corporation, second quarter forecasts 2007). The agency observed a 10 per cent increase in employment growth from March 2006 to March 2007 for Kelowna – almost triple the growth experienced in B.C. during the year, and four times the experience for the country.

The population is increasing at a rate that exceeds other college regions in the province: in a single year – July 1, 2005 to June 30, 2006 the population grew by 2.5 per cent, almost twice the rate of the province as a whole. The region's growth rate has outstripped the provincial average for the past 10 years (1.5 per cent annually vs. 1.1 per cent for B.C.). A notable area of growth was among the 17-29 year old cohort: in the 2005-06 time frame, the population of that group grew by 3.9 per cent.

That noted, the region still has a much higher proportion of people over 65 than the province: 19.2 per cent in 2006, compared to 14 per cent provincially. The proportion in that age range is expected to increase in the region – growing to 21 per cent by 2016, compared to 17.2 per cent provincially.

The employment picture in the Thompson Okanagan region continues to be bright, with a March, 2007 unemployment rate of five per cent, approaching record low levels. B.C. Statistics projects that the region will see average employment growth of about 2.7 per cent annually until 2009-2010: a total of almost 26,000 new jobs.



Despite rapid population growth in the region, and perhaps partially as a consequence of that growth, there are areas where skills shortages are being experienced, most critically in construction trades and health care services. The Central Okanagan's Economic Development Commission, for example, noted in its 2007 Strategic Plan that "In the last year especially, the challenge of attracting and retaining workers has become the paramount barrier to growth and development for Central Okanagan businesses."

Okanagan College is working with employers' association, chambers of commerce, economic development commissions, the Interior Health Authority, and individual employers to address these skills shortages and find innovative methods of providing needed training. There is a very real sense that the institution has an important role to play in ensuring the continued economic health and development of our region.

Okanagan College finds itself addressing an educational deficit in comparison to the entire province: a greater percentage of regional residents in the 25-54 age cohort who have not completed post-secondary credentials (45.6 per cent vs. 42.3 per cent provincially), a greater percentage of 18-year-olds who did not graduate in the 2004-2006 time period (26.3 per cent vs. 23.2 provincially), and a lower percentage of 15-24 year olds who were attending school full-time (50.9 vs. 53.8 provincially). In some ways, and in the right circumstances, this represents an opportunity to grow the post-secondary market in the region. At the same time, the current labour market makes it easier for people without post-secondary credentials or training to find better-paying jobs than in previous years.

The Skills Shortage – Health & Construction

A forecast of human resource needs by Interior Health projects that – without change in approach by public and private post-secondary institutions - there would have been a dramatic shortfall in a number of health professions, but especially in the areas of licensed practical nurses (LPNs) and home support resident care attendants (HSRCA). In HSRCA area alone in the next five years, for example, the IHA would have had need of 417 more graduates than the education system was providing. We have increased the level of our Home Support Resident Care Attendant programming by approximately 120 FTE - significantly to help address this shortage.



Construction industry human resource needs are equally pressing. Several major employers within the region have recently been engaged in overseas employee recruitment activities, co-ordinated by the Central Okanagan Regional District's Economic Development Commission. They have been supportive of many initiatives by Okanagan College to rapidly expand trades training opportunities within the region as well. Okanagan College has been co-operating with the EDC and employers on initiatives in Europe and the Caribbean.

Housing costs and availability are another important factor in the development of Okanagan College plans for the coming years, especially with regard to development of residences at our four major campuses. CMHC reported that in April this year, Kelowna had a 0.7 rental vacancy rate, Vernon had a 0.9 per cent vacancy rate, and Penticton and Salmon Arm both reported a 0.5 per cent vacancy rate,

As Okanagan College prepared its strategic, education and master capital plans, it carefully analyzed all these factors, and a host of others in ascertaining where to direct resources and energies. At the same time, there are some parameters that the institution must work within: government policy and the described plans of the Ministry of Advanced Education are two important examples. Other parameters that we need to work within are collective agreements, labour market conditions (especially with regard to recruiting staff and faculty), student demand, employer demand, and levels of community support.

The Ministry of Advanced Education has guaranteed that Okanagan College – between 2005 and 2010 - would receive funding for 190 new FTE student spaces per year for five years. Through the course of the first two years, the institution has focused much of its new program growth on meeting the skills shortages in health and trades. At the same time, recognizing the demographics and geography of the College region, the institution has also worked to ensure that access to post-secondary education is disseminated through our campuses in Salmon Arm, Vernon, Kelowna and Penticton. It is not enough to create new programs and provide more services; Okanagan College creates accessibility for students throughout the region.

Okanagan College has also been responding to the public confusion caused by the closing of Okanagan University College to make way for

Okanagan College and UBC Okanagan. This year Okanagan College undertook a market survey to assess public perceptions and understanding of the institution. The survey will provide benchmark data and will guide development of further marketing strategies. The College name is well-understood within the region and the public impression of the institution is generally positive (more than 80 per cent said the name first came to mind when thinking of post-secondary institutions in the region). On a number of key characteristic descriptions - everything from providing high-quality education programs, to improving chances of getting a job, to contributing to region's economic, social and cultural development - between 80 and 90 per cent of those surveyed said the descriptions applied to Okanagan College. There still exists, however, a significant level of confusion, with approximately 18 per cent of the surveyed public identifying OUC as one of institutions that come to mind when thinking about post-secondary in this region.

The institution will have to continue to make investments in marketing and public awareness campaign to erode that level of confusion in the coming months and years, and to heighten interest in the college and the programs and services it provides.

As Okanagan College developed its Master Capital Plan for the period 2006-2021, it looked to projected population growth, projected student growth, anticipated growth in labour markets, the need to renew an aging physical infrastructure and the need to address current space shortfalls that result from both new program growth as well as the outcome of the split of OUC. (Please see the section on Capital projects listed further in the report for details on capital project priorities.)



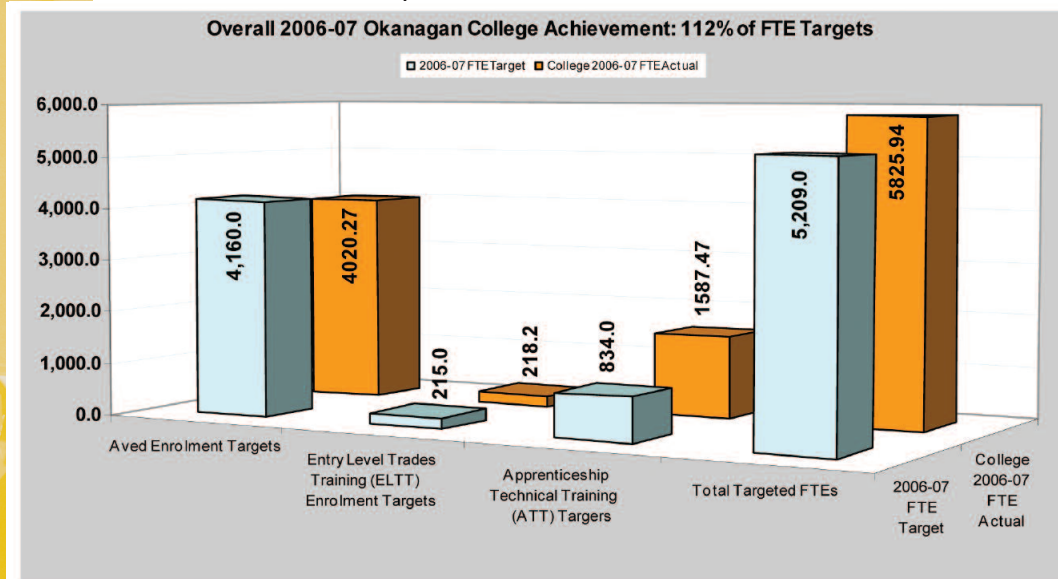


Goals, Objectives, Performance Measures, Targets and Results

Institutional Objectives Realized in 2006-07

Okanagan College realized many of its objectives in 2006-07, chief among them our goal of educating and training more students than in the previous year, expanding our program offerings, and improving access to our programs, and improving services to students.

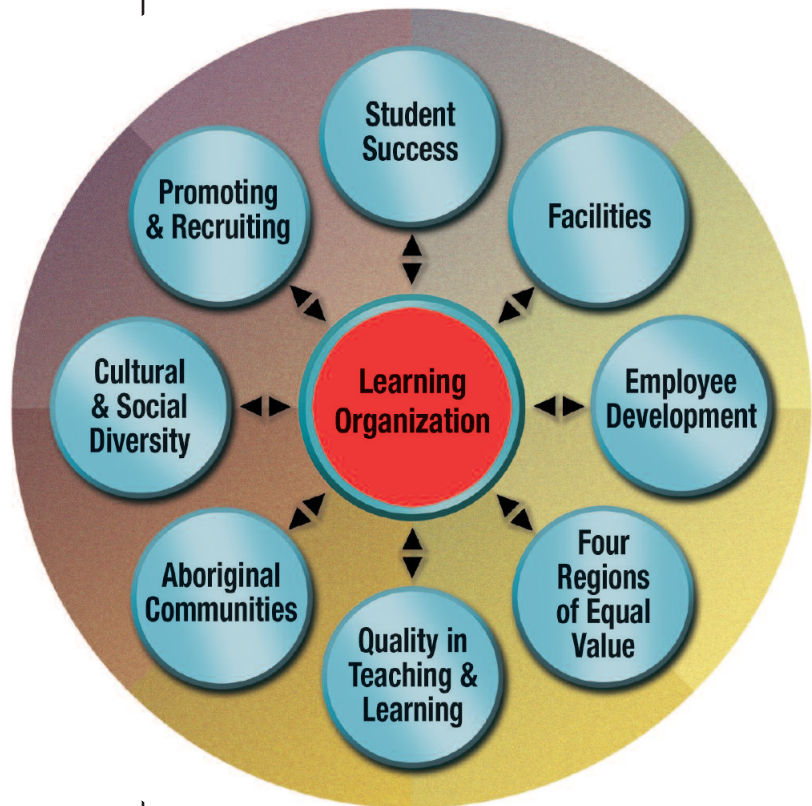
With funding for an additional 190 FTE students from the Ministry in 2006-07 and with support from other sources including the ITA, Okanagan College was able to create capacity that allowed our overall enrolment to grow by 803 FTE students: approximately 16 per cent above the previous year's. The utilization rate on AVED targeted seats increased from 92 per cent to 97 per cent, and in the area of Apprenticeship Training, our utilization rate exceeded 190 per cent of funding.



Through the course of 2006-07, Okanagan College implemented new trades training programs in Vernon, Salmon Arm, Kelowna and Penticton, and expanded arts and science university transfer programs throughout our campuses. The institution also expanded business program offerings outside Kelowna.

Our key directions serve as our institutional objectives. Listed below each of the directions are some of the activities in 2006-07 that contributed to achieving these objectives.

Okanagan College Key Directions Achieved 2006-07



Learning Organization:

- Okanagan College was awarded the Science and Technology Community Leadership Award by the Okanagan Science and Technology Council (OSTEC), for outstanding contributions and service to the science and technology community
- Organizational Development Committee, E-Mail Working Group and Internal Communications Working Group – collaborative teams representative of our range of employee groups volunteered their time to research, recommend and help implement actions to support learning needs and enhance internal communications
- Honorary Fellow Awards conferred – upon Reverend Albert Baldeo, Mr. Mike Roberts and Mrs. Lois Serwa



Student Success:

- Our first Spring and Summer convocations, held outdoors, and more than 1,200 credentials awarded
- Student Laptop Lending Program introduced, to expand access for students
- Extended, flexible hours of service at the Welcome Centre and Learning Centre
- Okanagan College "Entrepreneur-in-Residence", Bill Redmond appointed
- Community Services Expo, Employer Expo and Finding Your Future events, bringing students together with community members and prospective employers
- Westbank First Nation Chief Robert Louie and freshwater scientist Michelle Boshard honoured at the Okanagan College Alumni Association's inaugural Distinguished Alumni Awards event
- Arts, Business, Civil Engineering and Trades & Apprenticeship students achieved new levels of success and recognition in regional, provincial and national competitions

Facilities:

- Completion of the Asset Transfer Agreement, resulting in Okanagan College officially taking ownership of the OUC assets that came to the College as part of the dissolution of OUC
- Completion of the Master Capital Plan
- Opening of downtown facilities in both Penticton and Kelowna, and the opening of additional Trades & Apprenticeship facilities in Kelowna, Vernon and Salmon Arm
- Site preparation and Terms of Reference completed for the Centre for Learning

Employee Development:

- Next Steps, an inaugural College-wide learning conference, which attracted approximately 400 employees over two days
- Employee survey of learning needs
- Employee formation of the institution-wide Okanagan College Social Club



Four Regions of Equal Value:

- Expansion of Trades programming into all four regions
- Home for Learning public-private partnerships completed or launched in all four regions – with two homes in Kelowna, one in Revelstoke, two in Salmon Arm and one in Summerland
- Three new certificate programs – Accounting Assistant, Legal Access and Office Assistant – introduced at all four campuses
- Third year Business Administration courses offered at the Vernon campus
- Criminal and Social Justice diploma program introduced at the Penticton campus
- Commitment to expansion of the Home Support/Resident Care Attendant (HS/RCA) program by 120 Full-Time Equivalents (FTEs), with seats allocated at all four campuses
- Commitment to a Salmon Arm stream of the Practical Nursing program
- Commitment to expansion of the Human Service Work diploma program to include rotating intakes at Vernon and Salmon Arm campuses

Quality in Teaching and Learning:

- Completion of the College Institutional Service Plan, for the period 2006/07 – 2007/08
- Completion of the College Education Plan, for the period 2007 – 2012
- Regional Gold and Silver Tommie awards, Provincial Gold Georgie award for the best public-private partnership and national Award of Honour (Randy Werger) for the College's Home for Learning program
- National accreditation for the Mechanical Engineering Technology program
- National accreditation for the Network and Telecommunications Engineering Technology program
- Two new publications from the Kalamalka Institute for Working Writers – Accommodation: A Dialogue of Culture and Nature by David Pitt-Brooke and Christine McPhee, and Black Horses, Cobalt Suns by John Lent
- Launching of College literary journal RYGA
- Publication of first-year Creative Writing students' work in Bench Press One's Anthology
- Vertigo Voices, a reading series featuring works of College professors
- Development of a new Program Review and Renewal process



Aboriginal Communities:

- Aboriginal Access and Services Coordinator hired
- Part-time Aboriginal Mentors hired at all campuses
- Development and introduction of two programs specific to Aboriginal learners
- Master Plan and programming consultation with First Nation representatives at the Salmon Arm campus
- Aboriginal Elders' Potluck, hosted by the Vernon campus

Cultural and Social Diversity:

- Several international agreements signed, and others in progress
- Hosted and trained Saudi Arabian instructors through an agreement with the Canadian Bureau for International Education (CBIE)
- Hosted the Indonesian Consul General in Kelowna and at our Salmon Arm campus
- Dwali Festival of Lights celebration at our Penticton campus
- Inaugural Internationalizing the Curriculum conference at the Kelowna campus
- International study tours and/or students at all four campuses
- Celebration of Women in Trades, an evening of professional development and networking opportunities for the College's 200+ female apprentices

Promoting and Recruiting:

- Hosted the first-ever Robocup Junior Western Canada Competition, attracting 17 teams of elementary, middle and high school students
 - More than 40 public presentations by members of the Executive team, the Board of Governors and the Leadership Team to municipal governments and major community and business groups
 - Recruitment and Event Coordinators visited approximately 50 high schools and colleges, some repeatedly, and conducted extensive follow-up
 - Issued 140+ media releases, resulting in 600 print media "hits"
 - Ran 1,200 television advertisements, 968 radio advertisements and placed 600 print advertisements in regional newspapers
- (For more detailed information on goals achieved in 2006-07, please refer to the President's Report to the Board of Governor, available on the Okanagan College website)

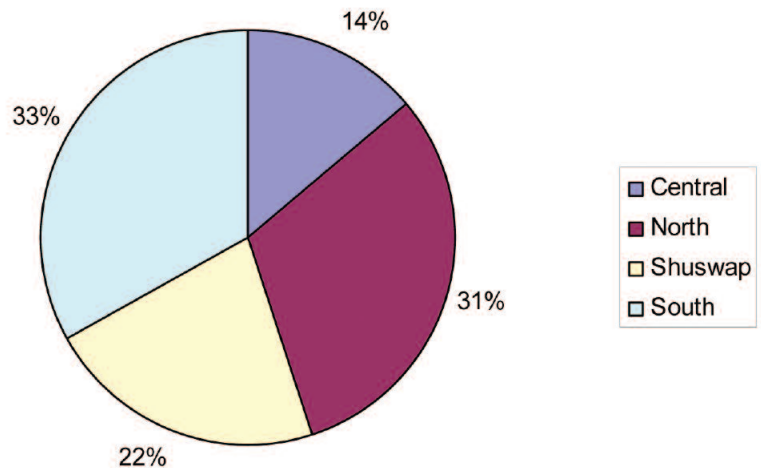
Institutional Objectives for 2007-08 to 2010-2011

Performance Measures, Targets and Results

Student Success: FTE Growth of 190 new seats

As a consequence of shifting population and workforce demographics, Okanagan College has been experiencing mounting pressure to augment the institution's health programming. Our communities, the Interior Health Authority (IHA), and the provincial government have all communicated their expectation that Okanagan College should lead the charge in addressing the growing shortage of skilled health workers.

Allocation of New Growth by Region



The Ministry allocation of funding for 190 additional FTE student spaces in 2007-2008 will create additional capacity, spread throughout the region: the opportunity this affords may accommodate as many as 263 new students. The breakdown of this capacity includes 166 new spaces in health care programs (Home Support Resident Care Attendant, Practical Nursing, Human Service Work), 73 Arts seats including expansion of the new





Goals, Objectives, Performance Measures, Targets and Results cont.

Criminal and Social Justice diploma program in Penticton, and 24 new seats in rotating trades programs. The new FTE growth planned for 2007-08 looks like the graph above, broken down on a regional basis.

Capital Projects

One of Okanagan College's key directions is development of facilities to meet student and institutional needs and requirements. One project anticipated for funding approval and commencement in 2007 is the Centre for Learning at the Kelowna campus, with an estimated value of \$28 million. Using the master plan and the capital project list submitted to the Ministry, Further capital projects have been identified for possible starts between 2007-2013. Those capital project identified as priorities, and which fall into the category of AVED or Okanagan College priorities, are presented in the table below.

Project	Center	Estimated Start Date
Trades Complex -	Kelowna	June 2007
New Teaching and Cafeteria Expansion	Kelowna	July 2007
Trades Building -	Vernon	August 2008
Trades Building -	Penticton	August 2008
Trades Building -	Salmon Arm	August 2008
Trades Building -	Kelowna	August 2008
Instructional Building	Kelowna	May 2009
Ashnola Building Renovations	Penticton	May 2010
Multi-Purpose Building	Vernon	May 2010
Parking Structure	Kelowna	June 2007
Gymnasium	Kelowna	May 2008

These projects are required to meet space and facilities needs that arise as the consequence of the transition from Okanagan University College to Okanagan College, to meet the needs associated with program and enrolment growth and to deal with the consequences of an aging physical plant.



Goals, Objectives, Performance Measures, Targets and Results cont.

Results from the previous year as well as the upcoming year targets

Below are two tables describing performance measures, targets and actual Okanagan College performance as provided by the Ministry. The data has been provided by the Ministry of Advanced Education and does not, in all instances, align with data developed by Okanagan College to describe the same measures. (Further discussion of discrepancies, discussed with Ministry officials, occurs below).

The first table describes FTEs. The second includes FTEs as well as other outcome data. On the following pages are notes and a discussion of the performance context.

Ministry Objective	190 Growth FTEs
Performance Measure	Meeting FTE target
2005/06 Actual	5023
2006/07 Target	5209
2006/7 Actual	5826
Performance Assessment	112%
2007/08 Target	190 growth
2008/09 Target	190 growth
2009/10 Target	190 growth



Goals, Objectives, Performance Measures, Targets and Results cont.

Okanagan College
Accountability Framework 2006/07 Performance Results

Performance Measure	Actual	Target	Actual	Target Assessment	
	2005/06	2006/07	2006/07	2006/07	
Student spaces in public institutions	Data from 2005/06 Fiscal Year		Data from 2006/07 Fiscal Year		
<i>i.a. Total Student Spaces AVED</i>	3,654	4,160	4,020	Substantively Achieved	
<i>i.b. Total Student Spaces AVED + ITA</i>	5,023	5209	5826	Exceeded by 12%	
<i>ii. Student spaces in computer science, electrical and computer engineering</i>	9	10	17	Exceeded by 70%	
<i>iii. Student spaces in nursing and other allied health programs</i>	206	227	312	Exceeded by 37%	
Total credentials awarded²	Data from 2004/05 Academic Year		Data from 2005/06 Academic Year		
	1,279	1,205	1,201	Substantively Achieved	
Number and percent of public post-secondary students that are Aboriginal	Data from 2004/05 Academic Year	Data from 2004/05 Academic Year	Data from 2005/06 Academic Year		
<i>Total number (#)</i>	n/a ³		423	n/a	
<i>Percent (%)</i>	n/a ³		2.5%	n/a	
Student spaces in developmental programs	650	984 ⁴	678	Not Achieved	
Former Diploma, Certificate, and Associate Degree student assessment of quality of education	No Historical Data Available ⁵		2006 CISO Survey Data		
<i>i. Satisfaction with Education(%)</i>			≥ 90%	94.0% (+/- 1.1)	Achieved
<i>ii. Skill Development (avg. %)</i>			≥ 85%	77.3% (+/- 2.0)	Substantively Achieved
<i>Written Communication</i>			n/a	71.7% (+/- 2.3)	n/a
<i>Oral Communication</i>				67.4% (+/- 2.6)	
<i>Group Collaboration</i>				78.9% (+/- 1.9)	
<i>Critical Analysis</i>				84.3% (+/- 1.6)	
<i>Problem Resolution</i>				76.0% (+/- 2.0)	
<i>Reading and Comprehension</i>			82.4% (+/- 1.8)		
<i>Learn on your own</i>	80.8% (+/- 1.8)				
Former Diploma, Certificate, and Associate Degree student outcomes – unemployment rate	No Historical Data Available ⁵		2006 CISO Survey Data		
		≤ 8.8% ⁶	6.8%	Exceeded	
Percent of annual education activity occurring between May and August⁷	Data from 2004/05 Fiscal Year		Data from 2005/06 Fiscal Year		
	7.9%	Contribute toward achievement of system level target of 21%	4.6%	Contributed toward achievement of system level target of 21%	
Baccalaureate graduate assessment of quality of instruction	No Historical Data Available ⁵		2006 BGS Survey Data:		
		≥ 90%	82.7% (+/- 1.7)	Substantively Achieved	
Student satisfaction with transfer	No Historical Data Available ⁵		2006 CISO Survey Data		
<i>Sending %</i>			Contribute toward achievement of system level target ≥ 90%	85.1%	Contributed toward achievement of system level target ≥ 90%
Former Diploma, Certificate, and Associate Degree student assessment of usefulness of knowledge and skills in performing job	No Historical Data Available ⁵		2006 CISO Survey Data		
		≥ 90%	69.2% (+/- 2.6)	Not Achieved	

Goals, Objectives, Performance Measures, Targets and Results cont.



- 1 Please provide 2006/07 Audited Actual FTEs, including utilization rates, and assess targets as follows: "exceeded" (> 110% utilization rate); "achieved" (100% - 109.99% utilization rate); "substantively achieved" (90% - 99.99% utilization rate); and "not achieved" (< 90% utilization rate).
- 2 Annual performance is measured using a rolling three year average of the most recent academic years, e.g., the 2006/07 results are a three year average of the 2003/04, 2004/05 and 2005/06 academic years. Academic years start in September of one year and end in August of the next year. Data for 2003/04 and 2004/05 are estimates derived from Okanagan University College.
- 3 Okanagan College was established in July 2005; therefore no data are available for the 2004/05 academic year. Since targets for this measure are based on previous year data (i.e. 2004/05 academic year), no targets are available for the 2006/07 fiscal year. Targets will be available for the 2007/08 Accountability Plan and Report. Please see institutional context below for a further explanation.
- 4 Developmental target is no longer "maintain or increase", but has been revised to reflect the 2006/07 budget and accountability letter developmental FTE target (Attachment 2).
- 5 As of the 2006 survey year, baccalaureate graduates from all institutions are surveyed in the Baccalaureate Graduate Survey (BGS). Previously, any baccalaureate graduates from colleges, university colleges and institutes were surveyed with certificate, diploma and associate degree student at those institutions. Therefore, no historical data are available. Since OC was established in July 2005, the data presented in this report represent OUC's former diploma, certificate and associate degree students. Student outcomes performance results for Okanagan College will appear in CISO 2007.
- 6 The Thompson Okanagan region rate for those (age 18 to 29) with high school credentials or less (2006).
- 7 Summer Activity is further explained in the Performance Context below.



Performance Context:

One area where Okanagan College did not exceed, achieve, or substantially achieve its objectives was in the delivery of developmental programs. While significant efforts at recruiting students to the institution's developmental programs yielded an increase in enrolment over the previous year (28 additional FTEs – 4.3 per cent), it is difficult to attract potential students to developmental programs in a labour market climate such as is being experienced in the Okanagan, with most employers paying well above minimum wage simply to attract entry-level workers. The issue of developmental programs, however, needs to be put within context of the overall achievement of enrolment targets: Okanagan College achieved 112 per cent of its total FTE target.

In reviewing the 2006-07 performance of Okanagan College, as reported by the Ministry, there is an important issue to be raised regarding data comparability. The graduate survey data that the Ministry uses, for example, focuses on individuals who are not graduates of Okanagan College, but rather of OUC: a distinctly different organization with a different mandate.

There are also issues with data used to calculate educational activity between April and August reflects 2005-06: a period that is covered by OUC (April-June 30) and Okanagan College (July 1-Aug. 31). It is compared to data from 2004-05, which is a period that preceded the change in the post-secondary system in the Okanagan.

Summer activity is determined by the percentage of instructional activity that happens in the summer, May to August. Okanagan College calculations of all the activity in the summer months for 2005-06 and 2006-07, compared to overall activity within the fiscal years, suggests much high summer utilization. Below is a table presenting Course Hour Equivalent (CHE) of Okanagan College's summer activity for 2005-06 and 2006-07 fiscal years. Our calculated percentage is 12.6 per cent for 2005-06, compared to 4.6 per cent presented above by the Ministry.

CHE by Fiscal Year			
Year	Summer	Full Year	% Summer
2005-06	318,640	2,527,370	12.6%
2006-07	410,169	2,815,000	14.6%

Goals, Objectives, Performance Measures, Targets and Results cont.

Ministry data shows Okanagan College had 423 Aboriginal students in the Academic year 2005/06, which they calculate is 2.5 per cent of our total institutional population. The percentage quoted by AVED includes the headcount of continuing studies students: this is not a population where Okanagan College records self-declaration of Aboriginal status. Since the College does not collect that information for continuing studies students, a recalculation of the percentage, using 423 and removing the continuing studies student numbers from the equation, shows a percentage of 6.3. Since continuing studies constitute over 60 percent of our headcount, this makes a dramatic difference to the percentage.

Using a full-time equivalent (FTE) count for this performance measure, there are 170 Aboriginal FTEs for the fiscal year 2006/07. This represents a 4.4 per cent Aboriginal student population, very similar to our Aboriginal proportion for 2005/06 of 4.5 percent. Statistics Canada data indicates Aboriginal people constitute 3.5 per cent of the Okanagan College region population. The proportion of Aboriginal students in Okanagan College is between 4.5 and 6.3 per cent, larger than in the general Okanagan population.



Financial Report	2006/07 Actual	2006/07 Forecast	2005/06 Actual
Revenues			
Ministry of Advanced Education – Regular Programs	42,762,210	42,569,452	32,564,320
Ministry of Advanced Education – ACA Grants	1,687,628	1,687,628	0
Ministry of Advanced Education – Lease & Property Taxes	504,982	462,975	138,827
Tuition Fees	16,035,948	15,929,875	12,605,765
Contract Services	8,583,957	7,517,890	5,021,922
Ancillary Services Sales	4,739,073	4,412,907	3,916,240
Investment Income	797,359	125,000	200,123
Amortization of Deferred Contributions for Capital Acquisitions	2,329,897	2,327,349	2,030,585
Other	3,482,950	1,412,160	1,613,466
Total Revenues	80,924,004	76,445,236	58,091,248
Expenditures			
Salaries and Benefits	51,320,511	49,378,510	34,603,965
Supplies and Services	18,318,747	23,128,853	13,052,709
Interest on Debt	99,080	438,625	25,410
Amortization of Capital Assets	5,376,277	4,936,170	3,643,644
Total Expenditures	75,114,615	77,882,158	51,325,728
Net Results before Other Item	5,809,389	(1,436,922)	6,765,520
Other Item: Adjustment to Unfunded Accrued payroll benefits	2,511,245	0	0
Excess (Deficiency) of Revenue over Expenses for the Year	8,320,634	(1,436,922)	6,765,520
Net Assets at beginning of Year	13,564,639		0
Transfers to Other Entities	(80,737)		
Transfers from Okanagan University College	179,731		6,799,119
Net Assets at end of Year	21,984,267		13,564,639





Key risks and planning assumptions include:

- Assumption that increased salary costs associated with changes in collective agreement settlements will be fully funded by the Provincial government;
- Assumption that guaranteed growth FTEs (190 FTE per year) will continue to be fully funded by the Provincial government;
- Assumption that contribution from self-funded activities will be maintained at current levels.
- Projected enrolment growth to include 190 new FTEs.

Summary Financial Outlook	2007/08 Forecast	2008/09 Forecast	2009/10 Forecast
	\$ Thousands		
Revenues			
Provincial Grant	37,929	40,588	43,261
ITA Grant	5,448	5,448	5,448
Tuition Fees	16,719	17,533	18,373
Sales and Service	4,441	4,470	4,500
Amortization of Deferred Contributions for Capital Acquisitions	2,496	2,953	3,409
Investment Income	125	125	125
Other Revenue	9,449	9,099	8,749
Total Revenues	76,607	80,216	83,865
Expenditures			
Salaries and Benefits	51,074	53,487	55,992
Supplies and Services	21,376	21,860	22,044
Amortization of Capital Assets	5,453	5,702	5,958
Total Expenditures	77,903	81,049	83,994
Net Results	(1,296)	(833)	(129)



FTE PERFORMANCE AND PROJECTIONS

LEVEL OF INSTRUCTION	ACTUAL FTE		PLANNED ENROLMENT			Projected change 2006/07 to 2009/10 (%)
	2005/06	2006/07	2007/08	2008/09	2009/10	
Developmental/Qualifying (1)	649.73	677.98	677.98	693.98	699.98	3.2%
Undergraduate (Years 1 to 4) (2)	2231.63	2624.83	2859.61	3051.61	3263.61	24.3%
Graduate (3)						
Continuing Education (4)	772.76	717.46	737.46	737.46	737.46	2.8%
International Education (5)	355.21	336.09	381	445	530	57.7%
Industry Training Trades	1368.6	1805.67	2676	2895.78	3046.78	68.7%
TOTAL FTE	5377.93	6162.03	7332.05	7823.83	8277.83	34.3%
AVED FTE TARGET (6)	3970	4160	4350	4540	4730	13.7%
AVED FTES (7)	3654.12	4020.27	4275.05	4483.05	4701.05	16.9%
UTILIZATION (%)	92.0%	96.6%	98.3%	98.7%	99.4%	n/a



NOTES:

1. Include ABE, ESL and any Math or English intended to bring student skills to college level. Exclude developmental/upgrading delivered to international students from this category and report under International Education.
2. Undergraduate includes college level certificates and diplomas not reported under Industry Training Trades.
3. Graduate programs represent programs leading to a masters degree, doctoral degree or other graduate-level credential.
4. Optional for universities that do not include continuing education activity in their audited FTE reports to AVED. Institutions that do not have a methodology for converting continuing education to FTEs should add total instructional hours and divide by 600.
5. Optional for all institutions.
6. AVED FTE Target does not include Industry Training Authority FTEs.
7. AVED Actual FTEs as reported in audited FTE reports. Student FTE calculation for colleges, university colleges and institutes is based upon most current AVED definitions and guidelines (for institutions contributing to the Post-Secondary Central Data Warehouse, 2006/07 FTEs have been calculated using the 2005 Student FTE Enrolment Reporting Manual). Does not include Industry Training Authority FTEs.



The Contact Hour Activity Report

Campus Name	Activity Delivered "Onsite" SCH/CHE ¹				"Offsite" Activity SCH/CHE ²			
	Domestic Students		International Students		Domestic Students		International Students	
	Class/Lab	Shop/Teaching Kitchen	Class/Lab	Shop/Teaching Kitchen	Class/Lab	Shop/Teaching Kitchen	Class/Lab	Shop/Teaching Kitchen
OCK	1684004.2	373141.8	195962.6	1586.4	167486	824	7609	
OCP	321615.5	22275	360		15910			
OCS	229587.8	32664						
OCV	387422.2	33408.8	1912.2	536.8	300			
TOTAL	2622629.7	461489.6	198234.8	2123.2	183696	824	7609	0

Categorization of Activity	Domestic Students		TOTAL
	Conventional Activity SCH ⁴	Non-Conventional Activity CHE ⁵	
AVED	1973909.8	157804	2131713.8
ITA Foundation & HS	215942		215942
ITA – Apprenticeship	467344		467344
Other Activity	442149.5	11490	453639.5
TOTAL	3099345.3	169294	3268639.3

Categorization of Activity	Conventional Activity (SCH)
Domestic Students	450380
International Students	34376
TOTAL	484756

Table B and C are for institutional totals (all locations). Do not report these tables by individual campus.



For Contact Purposes:

Completed by (Name): Nathan Bartlett Position Title: IR Analyst
 Telephone Number: 250-762-5445 local 4653 E-mail address: nbarlett@okanagan.bc.ca
 Date: 13-Jul-07

DEFINITIONS FOR CONTACT HOUR ACTIVITY

¹ **SCH/CHE:** The Student Contact Hour (SCH) is a traditional measure dependent on an instructor's presence and a student's physical location, a CHE is independent of delivery mode and does not require an instructor to be physically in the same location as t

A Course Hour Equivalent (CHE), also called Contact Hour Equivalent, is defined as equivalent to one hour of scheduled class time. A CHE is a means of recognizing an amount of educational activity comparable to a conventional Student Contact Hour (SCH).

² Offsite activity should include instruction delivered offsite as well as training to employees at worksites and training at rented/donated locations. Also included should be distance education, on-line, PLAR and other "non-conventional" activity.

³ Please ensure the Domestic Student Totals in Table B are equivalent to the totals represented by your Audited FTEs (or footnote difference).

⁴ **Conventional Activity:**

Activity that revolves around a structured classroom setting with an instructor presenting materials to students based on one or more of the following styles of presentation: classroom contact; open laboratories/shops; clinical settings; practicum settin

⁵ **Non-Conventional Activity:**

Activity that is not classroom dependent or individual students may proceed at their own pace. Non-conventional programs incorporate the following principal components: distance education; individual instruction; self-paced learning; directed study; wor

