



Institutional Service Plan

Okanagan College
2006/07 - 2008/09



Okanagan College transforms lives and communities.



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Dear Minister Coell,

The institutional service plan for Okanagan College 2006-2009 represents our College's commitment to helping British Columbia become Canada's best-educated and trained province. It outlines our plans for growth and development as we provide education and training to the 374,000 residents of the College region, and those from other parts of the country and the world who partake of our services. Our plan describes how and where our goals align with those of your Ministry and how we intend to measure our achievements in this regard. Several components of the service plan directly address our mission, vision, values and key directions. These important keystones were developed after extensive consultation with the communities we serve, with our students and staff, as well as with interested groups throughout the Okanagan, Similkameen and Shuswap-Revelstoke regions. It was a process that strengthened our resolve to be a major contributor to the economic, social and cultural development of British Columbia's Southern Interior and it provided tremendous insight into what people want their College to be. Our first year of operation must be considered a significant success and we extend our thanks for the support of your government and Ministry, as well as for the support of many partners and our students, staff and communities. We look forward to reporting future successes and continuing to provide annual updates to this service plan as we evolve and respond to future opportunities and change.

Sincerely,



Norm Embree
Chair, Okanagan College Board of Governors



Jim Hamilton
President, Okanagan College



Okanagan College began operations on July 1, 2005. It is one of two successor institutions formed at the dissolution of Okanagan University College. The new institution has inherited much from OUC and from the original Okanagan College that preceded OUC in the 1960s, '70s, and '80s, including a tradition of service to our communities and a rich history of delivering excellent educational programs for over four decades. However, when Okanagan College began operation in 2005, it did so as a new institution with a new mandate, a clear and revised institutional direction, and an acute awareness of a greatly changed post-secondary environment both in our own region and throughout the province. The new Okanagan College provides training, education and associated services to the people and communities of the Okanagan, Shuswap and Similkameen regions. The College operates campuses in Kelowna, Penticton, Salmon Arm and Vernon, with other training centres in Revelstoke, Salmon Arm, Vernon, Kelowna, Summerland, Penticton and Oliver. In addition, learners both within the Okanagan College region and beyond it are able to gain access to a variety of OC courses and programs through a well-developed distance-education system.

A Successful Start

In its first partial year of activity (i.e. operations began at the start of the second quarter of the fiscal year), Okanagan College has experienced an extraordinary degree of success, marked by both community support and high levels of student interest and enrolment.

The following represents the levels of activity by "headcount" in each region:

- Central Okanagan:3167
- North Okanagan: 625
- Shuswap:281
- South Okanagan:463

Excluding continuing studies and apprenticeship, but including distance education, the total headcount for Okanagan College is . . .4,716

Continuing Studies course registrations (estimated) by region:

- Central Okanagan:5,000
- North Okanagan:4,000
- Shuswap/Revelstoke:4,000
- South Okanagan:3,400
- Distance education/Summer Session:4,000



OC FTE Results and Targets

	Actual FTEs*	FTE Targets			
	2005/06	2005/06	2006/07	2007/08	2008/09
AVED**	3,654	3,970	4,160	4,350	4,540
ELTT	484	215	215	215	215
ATT	884	763	763	763	763
Total	5,023	4,948	5,138	5,328	5,518
Utilization	102%				
*Unaudited FTEs including OC and OUC					
**AVED Actual 2005/06 FTEs less 200 allocated to UBC O Business					

While planning is underway for the development of a variety of new programs and courses to meet regional and labour-market needs, the College already offers a very comprehensive range of programming with over 120 programs that lead to certificates, diplomas, and degrees.

Program areas include:

- Adult Basic Education
- Adult Special Education
- Business Administration
- Computer Information Systems
- Continuing Studies
- Engineering Technologies
- English As A Second Language
- Health & Social Development
- Trades and Apprenticeship
- University Arts and Science

Extensive opportunities exist for students to bridge from one type or level of program and to ladder to another. One example is in our business program. A student taking Applied Business Technology can apply credit from that program to our Business Diploma program, which also ladders to our Bachelor of Business Administration degree. Another example of how our programs ladder externally with our partners: a graduate from any of our five engineering technology diploma programs can ladder into degree programs at a variety of institutions.



Many factors and elements contribute to the planning context for Okanagan College in the 2006-2009 period. Among the most significant are the region's economic experience, its changing labour force and employment profile, and its demographics.

A Growing Region, A Robust Economy, Record Low Unemployment Rates & A Skills Shortage

Okanagan College serves a diverse population of approximately 374,000 people spread across an area six times the size of Prince Edward Island. The economy of the region is mixed, ranging from resource extraction to retail and manufacturing to tourism and hospitality, with a growing high tech sector, and significant clusters of activity in aerospace, and value-added agriculture.

The region has grown and is growing faster than the province: population growth in 2004 was estimated at 2.3 per cent vs. 1.3 per cent provincially (Source BC Stats, College Region 13Profile, 2005). Over the past decade, the region has averaged 1.4 per cent annual growth, versus BC's 1.3 per cent.

The economy of the region is robust. A Service Canada Labour Market Bulletin for BC's Southern Interior issued in Fall 2005 observed that the Thompson Okanagan region had an unemployment rate of 4.9 per cent in September 2005 – a record low for the region. In a five-year period the labour force had grown by 13.9 per cent, while the number of employed had grown by 17.8 per cent. More of the jobs that people have are full-time (81 per cent Sept. 2005 vs. 75.6 percent Sept. 2000). [See Appendix A for additional labour market details]

There is a clear sense in the Okanagan, however, that one of the most serious issues facing the region is a worker shortage: "Challenges to this positive scenario are the ongoing worker shortages in almost every industry and at every skill level," noted the Service Canada Labour Market Bulletin. A review of the quantity of help-wanted ads, and signs in business windows drives home the message that employers are having difficulty finding the people they need to sustain and grow their enterprises.



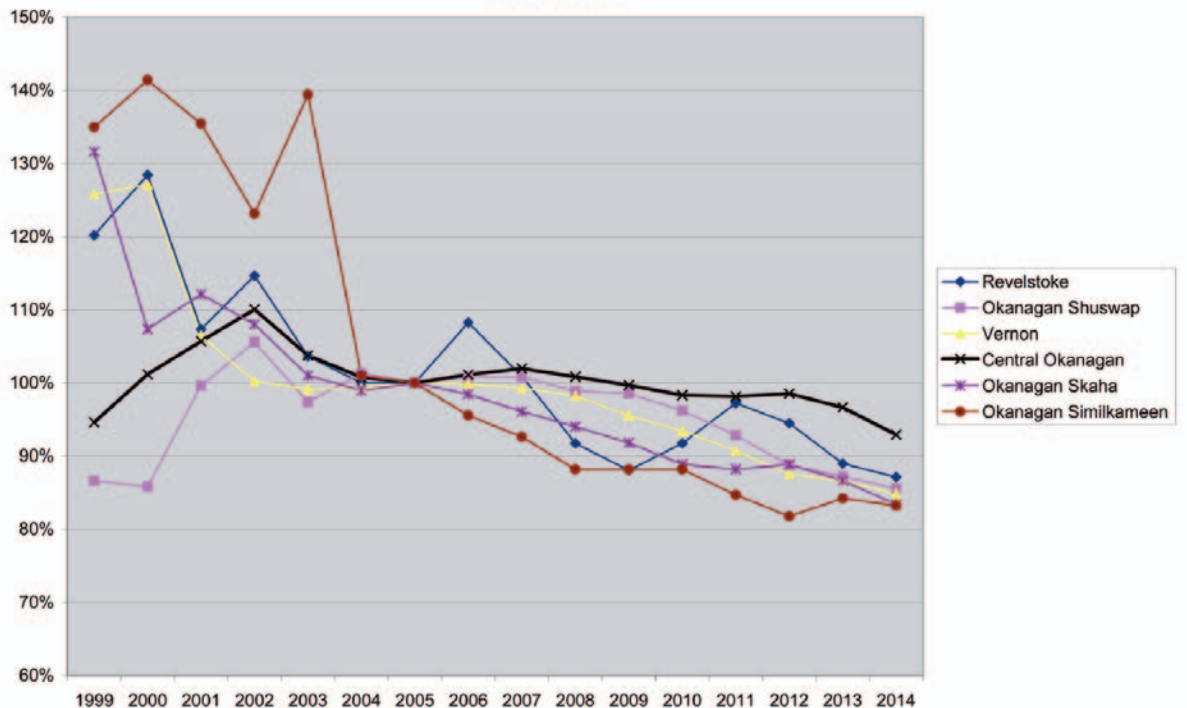
Demographics and an Educational Deficit – Opportunities and Challenges

The Okanagan College region has a much higher proportion of senior citizens (65 plus age group) than the province as a whole: 19.4 per cent versus BC's 13.8 per cent. It also has fewer residents under 17 than the rest of the province (19.2 per cent vs. 20.2 per cent). The region has fewer visible minorities (3.9 per cent) than the rest of the province (21.6 per cent), and on a percentage basis, fewer Aboriginal People (3.6 per cent) than BC as a whole (4.4 per cent).

Importantly, the region also finds itself addressing an educational deficit in comparison to the entire province and especially in comparison with other of BC's fast-growing regions. In terms of educational attainment, approximately 45.6 per cent of the 25-54 year-old population in the College region have not completed post-secondary education. This compares to 42.3 per cent for British Columbia writ large, and 35 per cent for the Vancouver area. Approximately 27.1 per cent of 18 year olds in the region have not graduated high school, compared to a provincial rate of 24.4 per cent and much lower rates (14.5 to 17.0 per cent) in the Lower Mainland and Victoria regions.

Grade 12 Enrolments for Okanagan College Region

2005 Base Year



For many years, the Okanagan College region was under-served in terms of the number of provincially-funded seats available on a per-capita basis in comparison to other regions of the province. Recent provincial initiatives to expand the number of student spaces in the region by 5,500 by 2010 will go a long way to addressing this issue. (The initiative sees BC adding 25,000 new student spaces across the province – 5,500 for the Okanagan College region is approximately 22 per cent. The population of the region represents approximately 8.8 per cent of the provincial total.)

While the capacity for higher education and post-secondary training is increasing in the College region, so too are the challenges in attracting students to take advantage of the opportunity. The advent of UBC Okanagan, the increased recruitment activities of other institutions, the hot jobmarket: all present potential students with a range of personal choices that create planning issues not previously experienced by a college (or university college) in the Okanagan. With the employment situation and changes in the social support infrastructure, adult learners – a traditional source of students for colleges – find it much easier to make the decision to work rather than pursue upgrading or higher education. On the other hand, many students are looking to short-term programs that can earn them entry into well-paid jobs (i.e. welding, pre-apprenticeship electrical, etc.)

Another serious consideration for Okanagan College as it contemplates its planning context is the other major source of students: the K-12 system. Grade 12 enrolments within the region are expected to decline in each of the next five years: 4,516 in 2006 decreases to 4,279 in 2010. The situation is more dramatic in the Okanagan (where the reduction represents a 5.2 per cent decrease) than the projected provincial experience (2.2 per cent in the same time frame).

Space and Facilities – Key Issues

The College's space and facilities needs reflect not only the impact of the institutional transition but also the very successful start for OC and the future growth that has been planned, in concert with the Ministry. These needs threaten to impinge upon the institution's ability to meet student requirements and to fulfill our mission and mandate.

As a consequence of the transition from OUC to OC and the movement of programs, students, and staff to the Kelowna campus of the college from

the former North Kelowna Campus of OUC (now UBC Okanagan), there is a critical shortage of space at that campus. This space shortage has already necessitated relocating some programs and personnel off campus. A recent review of existing facilities compared to Ministry of Advanced Education space guidelines, shows there is approximately a 51,000 square foot shortfall. While the institution is currently developing the Master Capital Plan, to be completed late 2006, there is also a pressing need to move forward in advance of such a plan being completed to construct more space at the campus. The alternative would be to move even more programs and staff off campus.

The Master Plan will necessarily reflect space needs at all campuses to accommodate additional planned program and FTE growth to 2010 and beyond. We will, in addition to working with government to address OC's space needs, be turning to our communities to assist us in meeting this key challenge.

A New Regional Context for Okanagan College

One advantage of the recent evolution of Okanagan College is that it provided the Board of Governors and College administration a valuable opportunity to connect with the communities and citizens of the region to explore their expectations of a new College. More than 4,000 people participated in the process, which involved more than 50 consultation sessions throughout the region with a variety of community and interest groups. The outcome of the intensely consultative process was the development of a new mission statement, supported by a statement of values and the College vision. These, in turn, led to identification of a set of key directions that are driving Okanagan College planning and development.

What is clear is that the region sees the College as an integral part of its cultural, social, and economic development. The regional footprint of the institution (four major campuses, and several other training centres) provides Okanagan College with an opportunity to help knit the communities of the Okanagan, Similkameen, and Shuswap together as a region. This is a trend that is gaining strength with the advent of a recent region-wide organization focused on economic development, re-establishment of the Okanagan Basin Water Board, and the continued support for the Okanagan Partnership.



Okanagan College's Strategic Plan

Designing Our Future

Almost immediately following the start of its first semester of operation and the establishment of its initial staff complement, the College undertook a highly intensive process for the creation of a long-term plan. Entitled "Designing Our Future", this process was exceptionally inclusive and involved an extraordinary level of consultation with the communities we serve (external and internal).

The "Designing Our Future" activities resulted in a new mission, vision and values for Okanagan College, as well as the establishment of key directions to guide the planning and development of the institution over the next several years. The mission, vision and values were approved by the OC Board in the winter of 2006, and the key directions received approval in March 2006.

As the "Key Directions" indicate, during 2006 - 07, OC will be establishing baselines from which to develop targets and performance measures for the future.

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 centered

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 cooperative 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-centered.





Key Directions

Okanagan College has one key direction that will serve as the foundation for all our initiatives, goals and operating plans. As the following image suggests, the learning organization is at the core of our strategic plan for the next five years. Pursuing each individual key direction helps us achieve our goal of becoming a learning organization.

Our key directions are dynamic and will be adapted and refined annually to reflect changes in our internal and external environment. As we develop a solid base of qualitative and quantitative measurement and analyze our ability to achieve our key directions, we will adapt the directions.

Our key directions will guide the development of the College. They complement the goals of the Ministry of Advanced Education and the annual planning documents required by the Ministry. More importantly, the key directions guide our long-term educational and capital plans as well as our annual operational plans. These more comprehensive plans will include specific accountabilities and measurable outcomes.

Learning Organization

A learning organization seeks to meet the needs of students, employees and communities.

A learning organization engages learners as full partners in the learning process and provides many options for learning. It supports learners in collaborative learning activities, and defines the role of employees by the needs of learners. The learning organization succeeds when learning can be documented.

As a learning organization Okanagan College supports lifelong learning for:

- students, in every aspect of their learning both within the college and within the community
- employees, through encouraging shared decision-making and informed risk-taking, innovation and creativity
- communities, by building partnerships and providing access to lifelong learning opportunities.



Okanagan College Key Directions 2006 - 2011

Learning organization - Create a world-class learning organization

1. Establish benchmark measurement of, and set annual goals for, improving or, where appropriate, maintaining, satisfaction with programs and services offered by Okanagan College as a world class learning organization. Groups to be included are:
 - students
 - employees
 - alumni
 - communities
 - partners

Student success – Support student success with every student interaction

1. Demonstrate improvements in satisfaction levels with facilities, services, programs and campus life
2. Increase the percentage of students who attain their educational goals
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
5. Increase financial aid for students through donations made to the Okanagan College Foundation



Employee development – Create an organizational development program that enhances personal and organizational growth and employee satisfaction

1. Demonstrate improvements in employee satisfaction levels
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

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

Quality in teaching and learning – Support a broad array of learner-centered methodologies

1. Increase student, community, employer and partner post-secondary institution satisfaction with programs and services
2. Increase the vitality of educational delivery by supporting a variety of methods and technologies
3. Increase the number of employees who participate in teaching enhancement activities
4. Increase transfer and laddering opportunities within Okanagan College and to and from other institutions
5. Increase integration and collaboration among departments, programs, portfolios and regions
6. Increase numbers of students who achieve their learning outcomes
7. Decrease the number of large class sections

Promoting and recruiting – 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
3. Increase employee and partner engagement in recruiting and



promotional activities

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 re-survey to establish progress and effectiveness of marketing activities

Facilities – Create inspiring and environmentally responsible learning spaces Measure all new facilities development against current measures of green buildings using LEED Gold Standards

1. Improve annual user satisfaction
2. Ensure every new building includes partnership contributions
3. Increase amount raised by Okanagan College Foundation for capital fundraising projects

Aboriginal communities – Partner with aboriginal communities to increase aboriginal participation and success rates

1. Increase aboriginal student enrolment and level of satisfaction with programs and services
2. Increase the quality and quantity of aboriginal content incorporated in program curriculum
3. Ensure aboriginal representation on boards and advisory committees

Cultural and social diversity – 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
2. Increase international activity in all four regions
3. Increase international student satisfaction with facilities, services, programs and campus life
4. Increase the number of Okanagan College students who engage in study abroad activities

Alignment of OC Key Directions with Ministry Strategic Objectives for the Post-Secondary System.

Numbers listed within the grid below correspond to the 'Performance Measures' listed in the 'AVED Service Plan & Accountability Framework 2006/07 – Performance Measure Standards' – see page 9.

OC Key Directions	Ministry Strategic Objectives				
	Capacity	Quality	Efficiency	Access	Relevance
Learning Organization					
1. Satisfaction benchmarks/goals	Yes (1,2,14)	Yes (6,7,8)	Yes (5,9)	Yes (3,4)	Yes (10,11)
Student Success					
1. Satisfaction with campus		Yes (7)			Yes (10)
2. Education goals	Yes (2)		Yes (5,9)		
3. Portfolio		Yes (6,7,8)			Yes (10)
4. Mentoring		Yes (7)			
5. Foundation				Yes (3,4)	
Employee Development					
1. Employee satisfaction					
2. Portfolio					
3. Employee learning		Yes (6)			
4 Regions of Equal Value					
1. Increase program diversity	Yes (1,2,14)		Yes (5,9)	Yes (3,4)	Yes (10,11)
2. Enrolments and access	Yes (1,2,14)		Yes (5,9)	Yes (3,4)	Yes (10,11)
Quality in Teaching and Learning					
1. Satisfaction with services		Yes (8)	Yes (9)		Yes (10)
2. Vitality of teaching methods	Yes (2)	Yes (6,7,8)	Yes (9)		
3. Employees teaching		Yes (7)			
4. Transfer and laddering	Yes (2)		Yes (5,9)	Yes (4)	
5. Integration and collaboration		Yes (7)	Yes (5,9)		
6. Achieve learning outcomes	Yes (2)	Yes (6,7,8)	Yes (5,9)		Yes(10,11)
7. Smaller sections		Yes (6,7,8)			



OC Key Directions	Ministry Strategic Objectives				
	Capacity	Quality	Efficiency	Access	Relevance
Promoting and Recruiting					
1. Demonstrate improvement	Yes (1,4)	Yes (7)		Yes (3,4)	Yes (10,11)
2. Increase enrolment					
3. Increase recruiting					
4. Alumni involvement					
5. Establish benchmarks					
Facilities					
1. Benchmark to LEED		Yes (7)			
2. Improve satisfaction		Yes (7)			
3. Form partnerships					
4. Increase foundation					
Aboriginal Communities					
1. Enrolments and satisfaction	Yes (1,14)	Yes (7)	Yes (5,9)	Yes (3)	Yes (10)
2. Quality/quantity of content		Yes (6,7,8)			Yes (10,11)
3. Representation	Yes (1)	Yes (7)	Yes (5,9)	Yes (3)	Yes (10)
Cultural and Social Diversity					
1. Diversity of curriculum		Yes (7)			Yes (10)
2 Regional international activity	Yes (1,14)			Yes (4)	Yes (10)
3 International satisfaction	Yes (2)	Yes (6,7,8)	Yes (5,9)	Yes (4)	
4 Study abroad opportunities		Yes (6,7)			Yes (10)

The following table provides a summary of Okanagan College's Financial Outlook for the next three years.

In 2005-06, Okanagan College began with a structural financial deficit that was a result of the transition from the former Okanagan University College and the resulting mandate change. This structural deficit totaled \$2.3 million dollars for the new institution and was largely related to reduced student fee revenues, resulting from reductions both in the number of students attending the institution and the rates charged to students (when compared with OUC). The other factor contributing to the structural deficit was related to institutional support services. Okanagan College acquired approximately 60% of the programming and resources of OUC. However, of necessity and as a result of position and staffing arrangements agreed to with UBC during the transition, the College assumed responsibility for more than 60% of support services of the former institution. The higher number of employees making the transition from OUC to OC in certain areas is referred to as the dis-economy of scale transition concern.

The general financial plan is to "grow into ourselves" with the multi-year addition of the new, funded FTEs during the transition period. As these new FTEs are received by the institution, most of the new funding will be provided to develop the instructional areas of the institution.

The structural deficit will be dealt with through three general strategies:

- Increase in new, funded student spaces: 190 FTE per year, totaling \$1,406,000 annually;
- Anticipated employee turnover savings due to retirements: estimated 20 total positions per year during planning period.
- The use of funding from the transfer (per transition agreement between Okanagan College and UBC Okanagan that determined allocation of OUC programming) of Bachelor of Business Administration student FTEs to UBCO during the multi-year transition period (200 FTE in 2005-06, at \$7,000 per FTE, decreasing by 50FTE per year).

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 and improvements in approaching the Ministry enrolment target during the transition period and fully meeting the new enrolment target by the end of the transition period.



Okanagan College

3 Year Financial Summary

	2006-07	2007-08	2008-09
	<i>(Millions of Dollars)</i>		
Revenues			
Ministry/ITA Grants	\$ 36.1	\$ 37.5	\$ 38.9
Credit and Non Credit Fees	\$ 14.5	\$ 15.0	\$ 15.6
Annual Capital Allowance	\$ 1.7	\$ 1.7	\$ 1.7
OC Development Fee	\$ 0.2	\$ 0.3	\$ 0.3
OC Technology Fee	\$ 0.4	\$ 0.5	\$ 0.5
Other/Miscellaneous	\$ 8.4	\$ 8.4	\$ 8.4
Ancillary Revenue	\$ 3.8	\$ 3.8	\$ 3.8
Total Revenue	\$ 65.2	\$ 67.1	\$ 69.2
Expenditures			
Instructors -Faculty	\$ 13.2	\$ 13.7	\$ 14.5
Instructors -Vocational	\$ 12.0	\$ 12.5	\$ 13.2
Deans, Principals, Admin	\$ 2.3	\$ 2.3	\$ 2.3
Support and Other	\$ 6.1	\$ 6.1	\$ 6.2
College Support Services	\$ 21.6	\$ 21.8	\$ 22.2
Other/Miscellaneous	\$ 4.4	\$ 4.4	\$ 4.4
Ancillary Expenditures	\$ 3.8	\$ 3.8	\$ 3.8
Annual Capital Allowance	\$ 1.7	\$ 1.7	\$ 1.7
Capital Expenditures	\$ 1.7	\$ 1.7	\$ 1.7
Total Expenditures	\$ 66.7	\$ 68.0	\$ 70.1
Turn Over savings	-\$ 0.2	-\$ 0.5	-\$ 0.7
Structural Surplus/(Deficit)	-\$ 1.3	-\$ 0.4	-\$ 0.2
One-Time Funding	\$ 1.3	\$ 0.4	\$ 0.2
Net Annual Fiscal Budget - Surplus/(Deficit)	\$ -	\$ -	\$ -

COLLEGE REGION 13 - OKANAGAN

2005

INDICATORS OF LABOUR MARKET ISSUES

LABOUR DEMAND

	<u>OKANAGAN</u>	<u>B.C.</u>
Labour Force 2001		
Industrial Structure (% Distribution)		
Goods Primary	7.0	4.6
Manufacturing	10.8	9.6
Construction	7.4	5.9
Services Non-Government	71.0	74.3
Government	3.9	5.6
Total	100.0	100.0
Occupational Structure (% Distribution)		
Management:	10.2	10.8
Professional Occupations in:		
Business & Finance	1.9	2.5
Natural & Applied Sciences	1.8	3.2
Health	2.7	2.6
Social sciences excl. teachers	1.7	2.1
Teachers	3.0	3.7
Art & Culture	0.8	1.4
Total	11.9	15.4
Technical Trades & Assorted Other High Skilled Occupations in:		
Finance & Insurance Admin.	1.8	1.5
Techs In Natural & Appl. Sciences	2.4	2.9
Techs. In Health	1.5	1.3
Paraprofs. in Soc Sci Educ etc	2.1	2.2
Techs in Art Culture & Rec.	1.3	1.9
Skilled Sales & Service	4.7	4.6
Trades & Skilled Transp & Equip Ops.	14.0	12.3
Total	27.8	26.8
Intermediate & Lesser Skilled Occups*	50.1	47.0

* High Skilled Occupations in Primary Manufacturing and Protective Services could not be separated out so are included in Intermediate & Lesser Skilled Occupations.

LABOUR SUPPLY

	<u>OKANAGAN</u>	<u>B.C.</u>
% of Population 20+ With Post Secondary Qualifications - 2001		
Total	45.9	50.4
With Post Secondary Certificate or Diploma	35.6	32.8
With University Degree	10.3	17.6
% Distribution by Field of Study		
Educational, Recreational & Counselling	11.7	10.7
Fine & Applied Arts	5.9	5.8
Humanities & Related	4.4	6.4
Social Sciences & Related	6.3	9.4
Commerce, Managmt & Business Admin	21.5	21.1
Agricultural & Biological Sciences/Tech	5.4	5.2
Engineering & Applied Sciences	2.8	4.8
Engineering & Applied Science Tech/Trades	25.4	20.8
Health Professions, Sciences & Tech	14.6	12.0
Mathematics & Physical Sciences	1.9	3.5
No Specialization & All Other n.e.c	0.1	0.2
Total	100.0	100.0

% of Population 20+ With a University Degree - 2001

Percent

Worst 3 Regions Rank=9 of 15 COLLEGES Best 3 Regions

UNEMPLOYMENT

	<u>OKANAGAN</u>	<u>B.C.</u>
Employment Insurance Beneficiaries Sept. 2005		
Total Beneficiaries 19-64 Years of Age	6,050	69,249
Percent Female	62.6	64.2
Percent 19-24 Years Old	11.7	11.0
Total Beneficiaries as a Percent of Population 19-64		
Sep /05	2.7	2.5
Jun /06	3.0	2.8
Mar /05	4.3	3.4
Dec /04	4.4	3.6
Sep /04	3.1	2.9
Most recent 4 quarter average	3.6	3.1

EI Beneficiaries - 4 Quarter Average to September 2005

% of Population 19-64

Worst 3 Regions RANK=6 of 15 COLLEGES Best 3 Regions

OTHER

	<u>OKANAGAN</u>	<u>B.C.</u>
Labour Force 2001		
Participation Rate		
Males	64.8	70.7
Females	54.6	59.9
Total	59.5	65.2
% Full Year, Full Time Workers	44.0	47.4
% Self Employed	17.1	14.1
Average Employment Income - 2000	27,031	31,544
Average Employment Income of Full-Year Full-Time Workers		
Males	43,576	50,159
Females	31,129	35,636
Ratio of Female to Male Income	71.4	71.0

Average Employment Income - 2000

Dollars

Worst 3 Regions RANK=1 of 15 COLLEGES Best 3 Regions

Prepared by: BC STATS

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Source: http://www.bcstats.gov.bc.ca/data/sep/col/college_13.pdf