

ACCOUNTABILITY PLAN AND REPORT

2011-12 to 2014-15



Okanagan College Transforms Lives and Communities



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Letter from the Board Chair and the President

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Dear Minister Yamamoto,

Building a stronger Okanagan and British Columbia, better able to take advantage of the opportunities and answer the challenges of the coming decades, starts with the people of our region and province.

Capitalizing on our human resources means providing the skills, knowledge, expertise and tools to respond to career opportunities and to create new enterprises that will diversify our economy and make the most of our strengths.

It's to these ends that Okanagan College focuses its attention, with strong support from industry, the communities we serve, our staff and students. Our strategic plan aligns these goals with principles of access, engagement, and accountability guiding our operations.

Okanagan College's commitment to maintaining access to quality post-secondary education is clear in the accountability measures described in this report. Seven years of enrolment data tells the story of a College that has grown and responded to changing labour market needs and economic circumstances. The faces and success stories which comprise the College community make those numbers human.

Okanagan College is about people; not just the 20,000-plus students we serve annually, but also the cultural, economic and social contributions of our 1,000 employees.

We continue to leverage our strengths – whether it is the leadership shown on the sustainability agenda or the national and international reputation of our business school – to the benefit of our students, the communities we serve and the province. The new Jim Pattison Centre of Excellence in Sustainable Building Technologies and Renewable Energy Conservation is an example of how community, provincial and federal funds have been leveraged to earn international attention for the Centre's integrated approaches to carbon neutrality and green building techniques.

We hope this report communicates how Okanagan College is fulfilling its mission statement of "transforming lives and communities" and is doing so in the service of and alignment with provincial, community, student and employee interests.

Sincerely,



Lance Kayfish,
Chair, Okanagan College Board of Governors



Jim Hamilton,
President, Okanagan College

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Background and context

Okanagan College's activities over the past year have included enhancing access to new programs within the region, as well as completing, opening and showcasing one of the world's most sustainable buildings at the Penticton campus.

The College, its students and staff built reputation and relationships within a context of a regional economic malaise and constraints on institutional capacity. As the Okanagan, Shuswap and Similkameen tried to shake the effects of the 2008 downturn, an increasing number of students completed their Okanagan College credentials (2,462 credentials were awarded in 2010-11, an increase of three per cent over 2009-10, 2,388.)

The number of Aboriginal students at the institution continued to grow (to nearly seven per cent of the approximately 20,000-plus students who attended Okanagan College). With one of the largest programs of its kind in Canada, Okanagan College's Women's Trades Training Initiative has helped more than 350 unemployed women throughout the region explore training and occupational opportunities in the trades.

Other Okanagan College programs provided unemployed adults with skills for the service industry that prepare them for the employment market.

For the seventh consecutive year, Okanagan College outperformed provincial FTE targets, both on the Advanced Education and Industry Training Authority portfolios, and achieved or exceeded virtually all other accountability targets.

The numbers, though, don't begin to describe the whole story.



The opening of the 7,085-square-metre, three-storey Jim Pattison Centre of Excellence in Sustainable Building Technologies and Renewable Energy Conservation, drew global interest to British Columbia, Okanagan College and Penticton in 2011. Its design and operation – combined with integration of a host of new and existing sustainable technologies – earned plaudits from several organizations, and broad community support through fundraising initiatives. The promise and programming opportunities inherent in the new building drew a \$2.5-million commitment from the Jim Pattison Foundation.

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Geothermal heating and cooling combine with a roof-covering array of photovoltaic solar panels to contribute to a net-zero energy profile for the wood-based building, the largest of its type to pursue the greenest of all environmental building standards: the Living Building Challenge.

A component of the building speaks to a new and growing focus for Okanagan College: applied innovation. A portion of the Jim Pattison Centre of Excellence has been devoted to an incubator facility run by Accelerate Okanagan, an independent non-profit organization focused on developing the high-tech industry in the Okanagan. Three start-up companies, with promising technologies, are resident in the incubator:

- Cadent Computing Inc.
- Factor 9 Sports Inc.
- MG Electronics

Opening the Jim Pattison Centre of Excellence in Penticton also paved the way for Okanagan College to apply to host the 2013 Association of Canadian Community College's annual conference in Penticton. That conference will draw between 600 and 800 national and international attendees and create an economic impact exceeding \$1 million for the South Okanagan in June 2013.

Strengthened connections in the South Okanagan with the Osoyoos Indian Band (OIB) have led to discussions regarding the training needs that will be created by the new correctional institute being constructed in Oliver, and the opportunities for co-operation between the OIB, Okanagan College, and the Ministry of Justice.

Co-operative work between the North Okanagan Regional District, the City of Vernon and the District of Coldstream led to Agricultural Land Commission approval of a non-conforming use for College-owned property adjoining Highway 97 near the southern entrance to Vernon. The College has conditionally leased the property to the Regional District to accommodate plans for a proposed multi-use sports facility that should be put to municipal referendum early in 2013.

At the same time, work with a host of community groups has led to development of a community garden and farm on the Vernon campus site that will serve several community groups and be incorporated into programs offered through Continuing Studies and the Science Department at the Vernon Campus.

In Salmon Arm, a community-led group is exploring the possibilities of further integrating the College within the social, economic and cultural fabric of the region by developing a downtown campus location. Okanagan College is contributing to and supporting the group's research; any commitment to relocation or further development of College facilities beyond the current campus location depend on the determination of need and available resources.

The downturn in construction has had a notable effect on the demand for some trades programming offered at Okanagan College. The number of student spaces offered in some trades programs contracted, a response to reduced employer and student demand as well as a consequence of reduced provincial funding.

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Trades' 17 per cent enrolment decrease (2,218.5 FTE in 2011-12 compared to 2,652.6 FTE in 2010-11) was not an uncommon experience within the province in 2011-12. Some areas – welding, electrical programs, aircraft maintenance engineering, plumbing – showed significant strength at Okanagan College as employment prospects within and outside of the province improved. Shipbuilding contracts, oil sands activity and mining all contributed to the demand for trades training in some specific areas.

A new program partnership with UBC's Okanagan Campus led to the introduction in Fall 2011 of the first two years of the Bachelor of Science in Nursing degree program at Okanagan College, with more than 300 applicants for the initial intake.

Partnership with Kelowna Flightcraft and the British Columbia Institute of Technology allowed Okanagan College to provide an Aircraft Maintenance Engineering – Structures program in 2011-12 with significant student and employer interest.



Students continue to carry the message of educational quality and relevance to the communities served by the College, as well as to national and international audiences. Okanagan College's Students in Free Enterprise (SIFE) organization continued to serve the communities and citizens of Salmon Arm, Vernon, Kelowna and Penticton through projects and initiatives that involved businesses, organizations, individuals and school districts.

An example of innovation and service is Farmbag, a new program introduced in Penticton by SIFE students that connected local farmers to consumers through the winter months, raising awareness of local agriculture and food security issues. More than 2,700 kilograms of food from 18 area farmers was sold, and helped raise \$1,525 that was reinvested into other green initiative projects in the region.

In total, SIFE students devoted more than 6,850 hours of volunteer service to the communities of the region, impacting thousands of lives, aiding dozens of businesses and instilling a sense of social responsibility in a new generation of entrepreneurs.

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For the third year in a row, SIFE Okanagan earned national honours as the Campbell's Let's Can Hunger champions, raising more than 21,300 kilograms of food for regional food banks through 20 different projects.

Eleven students reinforced Okanagan College's national reputation for excellence at the Inter-Collegiate Business Competition (ICBC) held at Queen's University in Kingston, Ontario in January.

Since its inception in 1979, the ICBC has established itself as the top undergraduate business case competition, attracting participation from the most prestigious business schools from Canada's largest universities.

Four of five Okanagan College teams landed in the top three spots in their categories, with the ethics team taking first place. The opportunity to compete in the finals came after the College teams edged out dozens of competitors in the preliminary round.



Okanagan College students were competing against universities such as UBC, the University of Toronto, York, Dalhousie, Concordia and even Queensland University of Technology in Australia.

The quality of the institution's trades and technology programs was demonstrated by two Okanagan College students who returned from the 2012 Skills Canada competition with bronze medals, one in Aircraft Maintenance Engineering – M License, and the other in Electronic Engineering Technology.

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Okanagan College's development has been guided by strong, consistent planning. Our Strategic Plan was revisited and redeveloped in 2010-11 through an intensely collegial and consultative process that involved students and staff as well as a host of external groups and agencies. The result is a reaffirmation and better articulation of the College's Mission, Vision, Values, Guiding Principles and Key Directions. The work on the Strategic Plan informed the redevelopment of the College's Long-Term Education Plan.

● **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.

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● 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

Learning and Teaching

Inspire leadership in learning and teaching.

Student Transition

Improve student transition to, from and within Okanagan College.

Collaboration and Partnership

Broaden and deepen our collaboration and partnerships with communities.

Sustainability

Become a leader in sustainability.



Regional Economy, Labour Force, Skills Shortage and Changing Demographics

The effects of the 2008 economic downturn continue to resonate through the region. On a regional basis, the employment scenario in the Thompson Okanagan has worsened marginally on a year-over-year basis (8.4 per cent in May 2011 to 8.9 per cent in May 2012). Kelowna's employment scenario is relatively stable (9.2 per cent unemployment in May 2012 compared to 9.0 per cent in 2011), but Vernon's unemployment rate grew from 8.8 per cent in May 2011 to 10.8 per cent a year later.

Construction starts in the Okanagan declined in 2011 from 2010, and are nowhere close to the development levels recorded in the pre-2008 period. Canada Mortgage and Housing and B.C. Real Estate Association project modest improvements in the Kelowna Census Metropolitan Area (the largest population and economic component of the OC Region) in 2012 and 2013. In the Thompson Okanagan region, residential and non-residential building permits were down in the last quarter of 2011, by 34.1 per cent and 2.1 per cent respectively.

The Chartered Accountants of British Columbia are forecasting a slight turnaround for the Thompson Okanagan region in 2012, pointing to "glimmers of impending improvements." (2012 BC Check-Up, Page 1). Those "glimmers" include tourism growth, health care, and resource-based industry (mining and forestry).



Among 19-64 year olds, dependency on income assistance has dropped marginally in most regional districts served by Okanagan College, although it has increased slightly in the North Okanagan Regional District (2.5 per cent of the age cohort, up from 2.4 in 2010 – a marked increase from 1.5 per cent in 2008). The region (approximately 2.5 per cent), still exceeds the provincial average of two per cent.

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The population of the region remains skewed to the older end of the scale. In 2011, the percentage of the population aged 65 and over in Penticton was 25.8%, compared with a national percentage of 14.8%. That was a growth of five per cent in the cohort in the five years between the 2006 and 2011 census.

The percentage over 65 (as per the 2011 census) in other Okanagan College region municipalities:

- Vernon – 21.7 per cent
- Salmon Arm – 24 per cent
- Kelowna – 19.2 per cent

In 2011, the Thompson Okanagan region experienced a net loss of 2,500 jobs – about one per cent of the total job market. Net job gains in the service sector (1,700) were not enough to offset the losses in the goods-producing sector (4,200).

Labour projections paint a familiar picture to those who review demographics and the age profile of the labour force, not just for the Okanagan but for the province and the country. Of the 110,320 total job openings projected for the Thompson Okanagan region between now and 2020, more than 79,000 are going to be replacement positions: about 31,000 are going to be created through expansion. The projections show that from 2012 to 2019, demand for workers will outstrip supply in the region. The age profile of the region means it is little surprise to see that the three fastest growing occupations are:

- nurse supervisors and registered nurses,
- physicians, dentists and veterinarians, and
- medical technologists and technicians (except dental health)



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While the demand for skilled and trained employees grows, the number of students graduating from Grade 12 within the region is projected to decrease. By 2021, the number of Grade 12 students in the region is forecast to decline by 13.5 per cent, with the largest decreases expected in the Okanagan Skaha School District (23 per cent), the Okanagan Similkameen (18.8 per cent), and the North Okanagan-Shuswap (17.4 per cent).

	2011	2012	% Diff 11/12	2021	% Diff 12/21
19 Revelstoke	89	86	-3.4%	73	-15.1%
22 Vernon	739	729	-1.4%	618	-15.2%
23 Central Okanagan	1,955	1,953	-0.1%	1,798	-7.9%
53 Okanagan Similkameen	225	229	1.8%	186	-18.8%
58 Nicola - Similkameen	272	265	-2.6%	227	-14.3%
67 Okanagan Skaha	592	565	-4.6%	435	-23.0%
83 North Okanagan - Shuswap	708	661	-6.6%	546	-17.4%
	4580	4488	-2.0%	3883	-13.5%

Okanagan College continues to work with the School Districts to improve transition rates from secondary to post-secondary, which remain at 43 per cent (immediate transition).

Okanagan College Goals & Objectives:

This Accountability Plan and Report addresses a planning horizon that stretches to 2015 and references both short- and long-term institutional goals and requirements.

The College's Key Directions arise from our Mission, Vision, Values and Guiding Principles. They focus on building student and employee engagement, inspiring leadership in learning and teaching, improving student transition to, from and within Okanagan College, extending our collaboration and partnership with communities and becoming a leader in sustainability.

The following are the objectives for Okanagan College:

- 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.
- 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.
- Enhance learning-centred methods that accommodate diverse student learning needs.
- Encourage innovation.
- Support continuous improvement.
- Increase sharing and collaboration among departments and disciplines.
- Increase the diversity of students who make the transition 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.
- 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.
- Embed sustainability in the full range of educational programming.
- Increase sustainable practices in all operations.
- Educate students and employees to act sustainably.
- Promote leadership and collaboration with communities in developing sustainable practices.
- Ensure financial sustainability.

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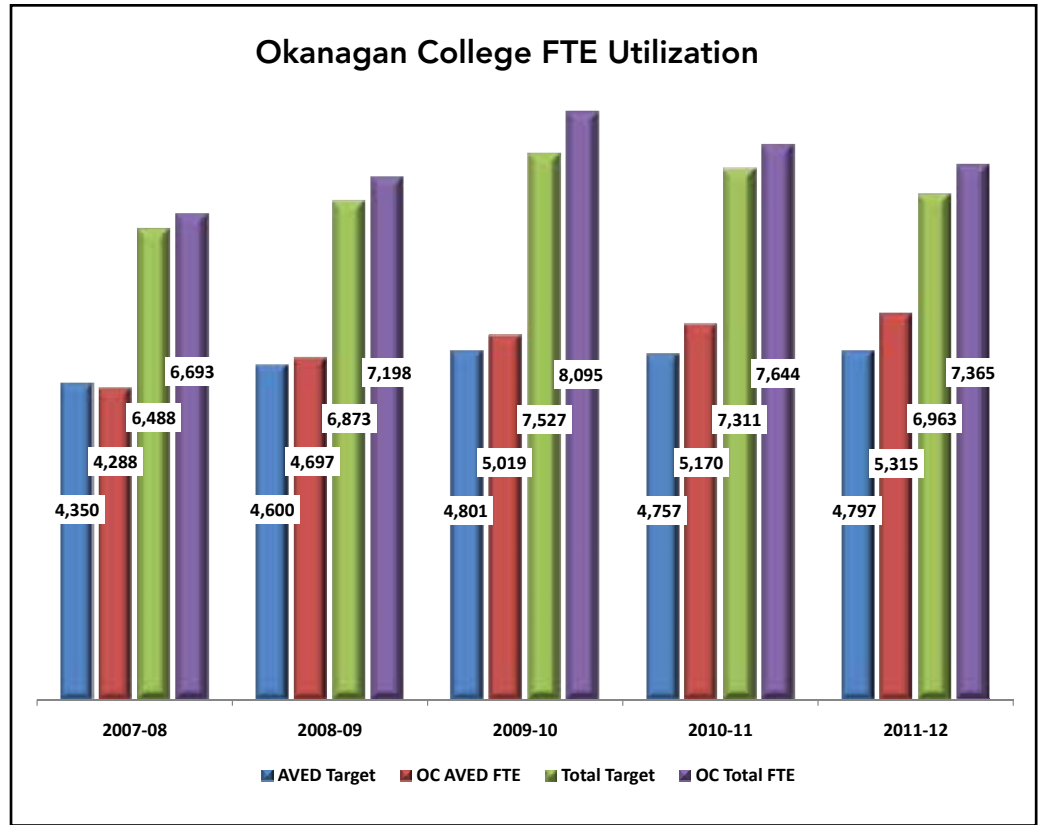
Alignment of College Goals with Ministry and System Objectives and Performance Measures:

The table below demonstrates, how Okanagan College has performed with regard to the Ministry's strategic objectives – capacity, access, quality, relevance, and efficiency.

Strategic Objective Performance Measure Summary			
Capacity	Student Spaces	Total AVED Funded	Exceeded: 11% over target
		Health	Exceeded: 24% over target
	Credentials awarded	Developmental	Substantially achieved
Access	Aboriginal	Number of students who are Aboriginal	Achieved
		Percent of students who are Aboriginal	Exceeded: 6.5% over target
	Transition rate of high school students to public post-secondary education	Okanagan College Region immediate-entry transition rate: 43.3% - an improvement of 7.8% since 2002-03	Contribute to system level accountability
	Participation rate		Under Review
Quality	Student satisfaction with education	Former diploma, associate degree and certificate students	Achieved
		Apprenticeship graduates	Achieved
		Baccalaureate graduates	Exceeded
	Student assessment of the quality of instruction	Former diploma, associate degree and certificate students	Achieved
		Apprenticeship graduates	Achieved
		Baccalaureate graduates	Exceeded
Student assessment of skill development	Former diploma, associate degree and certificate students	Substantially achieved	
	Baccalaureate graduates	Exceeded	
Relevance	Student assessment of the usefulness of knowledge and skills in performing job	Former diploma, associate degree and certificate students	Substantially achieved
		Apprenticeship graduates	Achieved
		Baccalaureate graduates	Achieved
	Unemployment rate for high school only.	Diploma, associate degree and certificate graduates 12.6%	Achieved
		Apprenticeship graduates 10.6%	Exceeded - unemployment rate lower than target
		Baccalaureate graduates (two years out) 2.8%	Exceeded - unemployment rate lower than target
Efficiency	Transfer to other PSE	Student satisfaction with transfer	Contribute to system level accountability

CAPACITY – For the seventh year in a row, Okanagan College produced more FTEs than its funded profile. This speaks to the Ministry's strategic goal of creating a post-secondary education system that is relevant and responsive in meeting the needs of the economy and society.

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ACCESS – Okanagan College has been deliberate in its efforts to broaden the opportunities to access post-secondary education and training over the past several years, ensuring that there are more opportunities for more people, closer to where they live and work, or available through distance education.

The table below indicates how that growth has benefited the College's four sub-regions.

Regional FTEs	2005-06	2011-12	Change
Central Okanagan	3499	4931	41%
North Okanagan	595	866	46%
South Okanagan	417	735	76%
Shuswap-Revelstoke	381	459	21%
Distance Education	172	374	117%

Access issues go well beyond geography, however.

Okanagan College, with funding support from the B.C. and Federal governments, has organized a successful Women's Trades Training Initiative, that has helped more than 350 women explore employment and training options within the trades.

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Okanagan College emphasizes the Aboriginal community in its strategic plan, its associated key directions and the Long-Term Education Plan. The growth in the number of Aboriginal students at Okanagan College has continued in 2011-12 (to 1,355 from 1,326), and the College continues its work to improve retention and completion rates among Aboriginal students.

In 2010-11, 171 Aboriginal students completed Okanagan College credentials (an increase from 144 the previous year).

Work continues with individual bands, notably the Osoyoos Indian Band, and the Penticton Indian Band, with regard to pending developments on Band lands and associated training and education needs and opportunities.

Partnerships with the region's seven school districts continue to provide access to dual-credit programs for students, and also to focus attention on improving the transition rate from K-12 to post-secondary education. The Ministry of Advanced Education, in its 2012 Service Plan, points to improving transition rates as one of its performance measures, with a goal of improving the 68 per cent, three-year transition rate. Okanagan College has a 61.2 per cent transition rate, with some districts within the College reporting as low as a 53.6 per cent transition rate (Okanagan Similkameen).


An example of how the College and School Districts are working together can be found in an innovative demonstration program that allows K-12 students to learn more about trades training opportunities. The College's Trades and Apprenticeship department has developed a mobile, interactive showcase for trades training, using an array of trades-focused simulators and displays, that can tour schools throughout the region.

New programs also speak to the goal of improving access.

A partnership with Flightcraft and BCIT has allowed Okanagan College to broaden its aircraft maintenance education program to include the AME-Structures program within the past year, and discussions are underway to explore further development of aviation-related training within the region.

Funding support from the Province and partnership with UBC's Okanagan campus allowed introduction of the first two years of the Bachelor of Science in Nursing program at Okanagan College. A complete cohort enrolled in the program in the fall of 2011.

QUALITY AND RELEVANCE – Okanagan College is focused on its commitment to quality and excellence through its strategic plan, its Long-Term Education Plan and through its operations. The evidence of achievement is to be found in the measures of quality and relevance identified by the Ministry (student satisfaction, student engagement and employment rates), but it is also to be found in a host of other examples.



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Okanagan College students, with mentorship and support from College faculty and administrators, have been instrumental in bringing lessons about entrepreneurship and social responsibility to thousands of middle and high school students over the past five years, in partnership with economic development agencies, chambers of commerce and school districts.

Students, faculty and administrators have organized programs that connect entrepreneurs with access to capital, mentorship and networking.

The assessment of quality and relevance comes through industry and organization participation in the assessment of the work and the initiatives of the students. Moreover, national and international awards attest to the quality of the efforts.

To help ensure relevance at the sector level, Okanagan College has contributed through collaboration with other organizations and institutions, such as B.C. Colleges and the Trades Training Consortium. A leadership role in the BC Council for International Education, as well as extensive and ongoing partnerships with the Applied Science, Technologists and Technicians of BC (ASTTBC) are two examples of Okanagan College working at the provincial level to ensure relevance.

Recently, Accelerate Okanagan opened the doors on an incubation centre housed within the College's newest facility, the Jim Pattison Centre of Excellence in Sustainable Building Technologies and Renewable Energy Conservation. Three high-tech start-up companies are housed in the facility, creating linkages to students and staff of the institution.

Relevance is genetic material for Okanagan College programs. Our Long-Term Education Plan (adopted in 2011) notes that "we strive to balance the aspirations of our students with the needs of employers and communities. Employers and communities are involved formally through regional and program advisory committees, with credentialing and articulation agreements, and more informally through on-going consultations and discussions around program development and review."

Program quality and relevance is a vital concern for Okanagan College. All programs are reviewed annually with a minimum of two major program reviews conducted annually. Where available, external accreditation of programs is sought.

An example of how industry needs and College initiatives align is to be found in the development of the Sustainable Construction Management Technology Program. Spurred by expressed industry needs, Okanagan College has developed curriculum for the program with financial and technical support from industry, and is working to leverage industry contributions and donations to be able to offer the program in the near future.

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One of the Ministry of Advanced Education's goals described in the 2012 Service Plan – "B.C.'s public and private post-secondary and K to 12 systems work with families, business and communities to support a student-centered experience that positions students for success" –aligns closely with a prime focus of the College's strategic plan: enhance the commitment and involvement of learners, both students and employees.

Whether through practicum placement for nurses, projects for engineering technology students, business students helping for-profit and non-profit agencies develop business and marketing plans, or trades students helping construct social housing, many programs at Okanagan College carry a practical, hands-on, real-world component that enhances the educational and training experience.

The focus on ensuring success goes well beyond "making it real" for students. It begins with families and the K-12 system, and providing opportunities to learn about education and career opportunities at a young age, whether through the College's annual career fair (that draws about 100 different exhibitors and between 3,000 and 4,000 people annually), to "explore OC" days where high school students get to experience college classes and investigate their interests.

There's also a focus on community integration in the institution, whether through hosting community events (Science World, for example), bringing business and community expertise into the classroom, or through regular communication of advances and developments at the institution. Using fundraising as a focal point allows Okanagan College and its associated Foundation to raise awareness and create opportunities for interaction between the College, its personnel and students, and the larger community. The official opening of the Jim Pattison Centre of Excellence and the announcement of his donation, for instance, created an advertiser-supported opportunity for Okanagan College to create and distribute a 12-page newspaper supplement wholly focused on the investment by the federal and provincial governments, and the extensive community support of the facility.

Student satisfaction with Okanagan College programs and services remains relatively high, ranging from 90.6 per cent among apprentices to 99.1 among baccalaureate graduates.

The quality that is key to the organization is evident in its latest major undertaking: the opening of the Jim Pattison Centre of Excellence in Sustainable Building Technologies and Renewable Energy Conservation. Several awards and international recognition speak to the point; ranging from being a nominee in the international ArchDaily building of the year award, to the recently-announced Green Building Award from the Canadian Green Building Council and the PowerSense Conservation Excellence and Leadership Award in 2011. It has been highlighted at international conferences, from Seoul to Helsinki and has attracted leading architects and research interest from across the world to Penticton to learn more about the building.

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FACILITIES & SUSTAINABILITY – Drawing from its own strategic plan, and in alignment with Ministry and government emphasis on sustainability, Okanagan College's planning and operations have emphasized sustainability and carbon footprint reduction.

The Jim Pattison Centre of Excellence is a major initiative on this front, but there are others. Despite a 24 per cent growth in square footage since 2007, Okanagan College has managed to reduce its carbon footprint significantly: in 2011, the College reported total greenhouse gas emissions of 1,750 tonnes of CO₂e, a significant decrease (11.5 per cent) from 1,977.4 tonnes reported in 2007.

That said, one of the largest contributors to the College's carbon footprint is its aging trade complex at the Kelowna campus. Government assessments of the building (which dates to the 1960s) show that the structure is one of the buildings most in need of renovations in British Columbia. It has an energy demand 160 per cent higher than the average at the Kelowna campus; it uses energy at a rate more than four times that of the Centre for Learning (completed in 2008). It has been targeted as a priority for rehabilitation and redevelopment; that would allow several hundred trades students who are being trained at off-campus, leased space to return to the Kelowna campus. Work continues on the business cases for redevelopment of the trades building and for work on enhanced facilities to accommodate health care and science-related training.



Target assessment scale	Description
Exceeded	More than 10% above target
Achieved	Up to 10% above target
Substantially achieved	Up to 10% below target
Not achieved	More than 10% below target

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2011/12 Accountability Framework Performance Measure Results¹

Performance measure	Reporting year					
	2010/11 Actual	2011/12 Target	2011/12 Actual	2011/12 Assessment		
Student spaces²						
Total student spaces	5,170	4,797	5,315	Exceeded		
Nursing and other allied health programs	441	385	477	Exceeded		
Developmental	1,056	984	974	Substantially achieved		
Credentials awarded³						
Number	2,202	2,310	2,354	Achieved		
Aboriginal student headcount⁴						
Number	1,336	≥ previous year	1,355	Achieved		
Percent	6.5%		6.9%	Achieved		
Aboriginal student spaces⁵						
Total Aboriginal student spaces	697	N/A	697	Not assessed		
Ministry (AVED)	433		487			
Industry Training Authority (ITA)	264		210			
Student satisfaction with education⁶						
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	94.6%	0.8%	≥ 90%	91.8%	1.0%	Achieved
Apprenticeship graduates	95.1%	1.7%		90.6%	2.1%	Achieved
Bachelor degree graduates	97.2%	2.0%		99.1%	1.1%	Exceeded
Student assessment of skill development⁶						
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	80.9%	1.6%	≥ 85%	76.4%	1.7%	Substantially achieved
Bachelor degree graduates	91.0%	3.6%		91.6%	3.2%	Exceeded
Student assessment of the quality of instruction⁶						
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	96.4%	0.7%	≥ 90%	93.5%	0.9%	Achieved
Apprenticeship graduates	96.9%	1.4%		95.3%	1.5%	Achieved
Bachelor degree graduates	98.2%	1.7%		99.1%	1.1%	Exceeded
Student assessment of usefulness of knowledge and skills in performing job⁶						
	%	+/-		%	+/-	
Diploma, associate degree and certificate graduates	80.5%	2.4%	≥ 90%	79.2%	2.4%	Substantially achieved
Apprenticeship graduates	98.4%	1.2%		92.8%	2.2%	Achieved
Bachelor degree graduates	94.1%	3.2%		92.4%	3.3%	Achieved
Unemployment rate^{6,7}						
	%	+/-		%	+/-	
Diploma, associate degree and certificate graduates	13.1%	1.8%	≤ 14.0%	12.6%	1.7%	Achieved
Apprenticeship graduates	12.5%	2.7%		10.6%	2.4%	Exceeded
Bachelor degree graduates	3.8%	2.5%		2.8%	2.0%	Exceeded

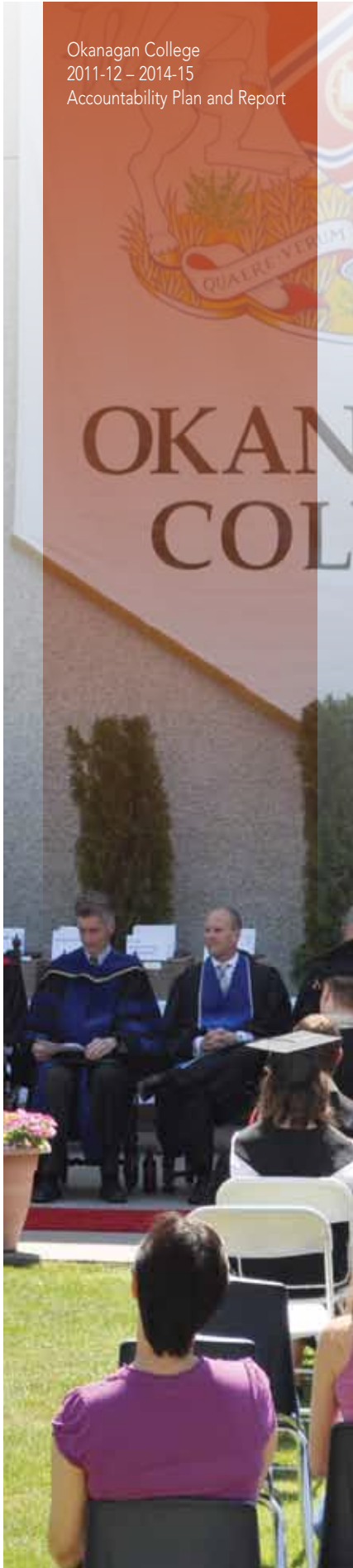
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Performance measure	Reporting year					
	2010/11 Actual		2011/12 Target	2011/12 Actual		2011/12 Assessment
Former diploma, certificate, and associate degree students' assessment of skill development						
	%	+/-		%	+/-	
Skill development (avg. %)	80.9%	1.6%	≥ 85%	76.4%	1.7%	Substantially achieved
Written communication	75.4%	2.0%		71.4%	2.1%	
Oral communication	74.3%	2.1%		68.7%	2.2%	
Group collaboration	84.1%	1.4%		79.0%	1.6%	
Critical analysis	84.2%	1.3%		80.8%	1.5%	
Problem resolution	79.2%	1.5%		74.6%	1.7%	
Learn on your own	83.9%	1.4%		78.2%	1.6%	
Reading and comprehension	84.7%	1.3%		81.9%	1.5%	
Bachelor degree graduates' assessment of skill development⁶						
	%	+/-		%	+/-	
Skill development (avg. %)	91.0%	3.6%	≥ 85%	91.6%	3.2%	Exceeded
Written communication	87.0%	4.2%		84.4%	4.3%	
Oral communication	91.5%	3.5%		89.2%	3.7%	
Group collaboration	92.5%	3.3%		95.6%	2.3%	
Critical analysis	95.4%	2.6%		95.6%	2.3%	
Problem resolution	92.5%	3.4%		92.9%	2.9%	
Learn on your own	90.6%	3.7%		91.9%	3.1%	
Reading and comprehension	87.7%	4.2%		91.7%	3.3%	

Accountability Framework Performance Targets: 2012/13 - 2014/15

Performance measure	2012/13	2013/14	2014/15
Student spaces			
Total student spaces	4,751	4,751	TBD
Nursing and other allied health programs	409	409	TBD
Developmental programs	984	984	TBD
Credentials awarded			
Number	≥ 2,422	TBD	TBD
Aboriginal student headcount			
Number	≥ 1,355	≥ previous year	
Percent	≥ 6.9%		
Student satisfaction with education			
Apprenticeship graduates	≥ 90%		
Former diploma, associate degree and certificate students			
Baccalaureate graduates			
Students' assessment of skill development (average %)			
Former diploma, associate degree and certificate students	≥ 85%		
Baccalaureate graduates			
Student assessment of the quality of instruction			
Apprenticeship graduates	≥ 90%		
Former diploma, associate degree and certificate students			
Baccalaureate graduates			
Unemployment rate			
Apprenticeship graduates	≤ unemployment rate for individuals with high school credentials or less		
Former diploma, associate degree and certificate students			
Baccalaureate graduates			
Student assessment of usefulness of knowledge and skills in performing job			
Apprenticeship graduates	≥ 90%		
Former diploma, associate degree and certificate students			
Baccalaureate graduates			

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Notes:

N/A - Not applicable

¹ Please consult the 2011/12 Standards Manual for a current description of each measure. See http://www.aved.gov.bc.ca/framework/documents/standards_manual.pdf.

² Results from the 2010/11 reporting year are based on data from the 2010/11 fiscal year; results from the 2011/12 reporting year are based on data from the 2011/12 fiscal year.

³ Annual performance is measured using a rolling three-year average of the most recent fiscal years, e.g., the results for the 2011/12 reporting year are a three-year average of the 2008/09, 2009/10 and 2010/11 fiscal years.

⁴ Results from the 2010/11 reporting year are based on data from the 2009/10 academic year; results from the 2011/12 reporting year are based on data from the 2010/11 academic year.

⁵ Aboriginal student spaces (full-time equivalents) has been added in 2011/12 as a descriptive measure, incorporating data from the annual Student Transitions Project data match. Results from the 2010/11 reporting year are based on data from the 2009/10 fiscal year; results from the 2011/12 reporting year are based on the 2010/11 fiscal year. Results are presented as total Aboriginal student spaces (AVED + ITA full-time equivalents), Ministry (AVED), and Industry Training Authority (ITA).

⁶ Results from the 2010/11 reporting year are based on 2010 survey data; results from the 2011/12 reporting year are based on 2011 survey data. For all survey results, if the result plus or minus the margin of error includes the target, the measure is assessed as achieved. In all cases, the survey result and the margin of error are used to determine the target assessment. Survey results are not assessed if the number of respondents is less than 20 or the confidence interval is 10% or greater.

⁷ Target is the unemployment rate for those aged 18 to 29 with high school credentials or less for the Interior region.

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**Audited Financial Statements
can be found at:**

www.okanagan.bc.ca/financial2011-12

