



Okanagan College Transforms Lives and Communities

ACCOUNTABILITY PLAN AND REPORT

2010-11 to 2013-14



Okanagan College
2010/11 - 2013/14
Accountability Plan and Report



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Letter from the Board Chair and the President

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Dear Minister Yamamoto,

Okanagan College's performance in 2010-11 and our plans for the future, outlined in this review, demonstrate that Okanagan College is an integral contributor to the achievement of goals related to training, education, and economic and social development for British Columbia.

The Province's Labour Market Strategy to 2020 makes it clear that post-secondary education and training will be vital in addressing skills needs in British Columbia and helping chart our future. More education for more citizens, helping attract immigrants to B.C., and ensuring that there is a mesh between skills needs and human resources: all are part of the responsibility for our institution and for the others who comprise the sector. In the course of the past year, we have revamped our strategic plan to best harness our efforts toward those ends and meeting the needs of the communities we serve.

Our commitment to creating access to and providing quality post-secondary education is evident in the accountability measures referenced within this report. Review of the past six years of enrolment at Okanagan College paints a picture of an organization that has grown dramatically. The stories that aren't told in the numbers, though, are those of the people able to pursue their educational goals closer to home in an affordable context and the employers whose staff don't have to relocate for professional development and further training.

Our strategic plan to 2015 makes it clear Okanagan College is – above all else – an organization that is about people; not just the 20,000-plus students we serve, but the more than 1,000 employees who deliver the programs and services to those individuals. Investing in and engaging both those groups will be key to achieving our goals and helping the Ministry and province achieve its objectives.

Okanagan College has demonstrated leadership – at a provincial, national and international level – on a number of fronts, but notably in the area of sustainability. The new Centre of Excellence in Sustainable Building Technology and Renewable Energy Conservation in Penticton, for example, is an example of how Provincial and Federal investment has been leveraged to create a project that is garnering international attention for its integrated approaches to carbon neutrality and green building techniques.

In our first report to you as Minister of Advanced Education, we trust you will see that Okanagan College is fulfilling its mission statement of “transforming lives and communities” and is doing so in the service of 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 record of expanding access to programs throughout the region grew in 2010-11, as new programs were introduced, existing programs were offered in new locations, new partnerships were forged, and preparations completed to bring a major new building onstream in 2011-12.

Okanagan College's development of trades training opportunities continued in 2010-11, with advent of a geothermal technician program, an HVAC program, and negotiations regarding offering the Aircraft Maintenance Engineer – Structures program. Okanagan College also offered a new Studio Woodworking program for the first time in 2010-11.

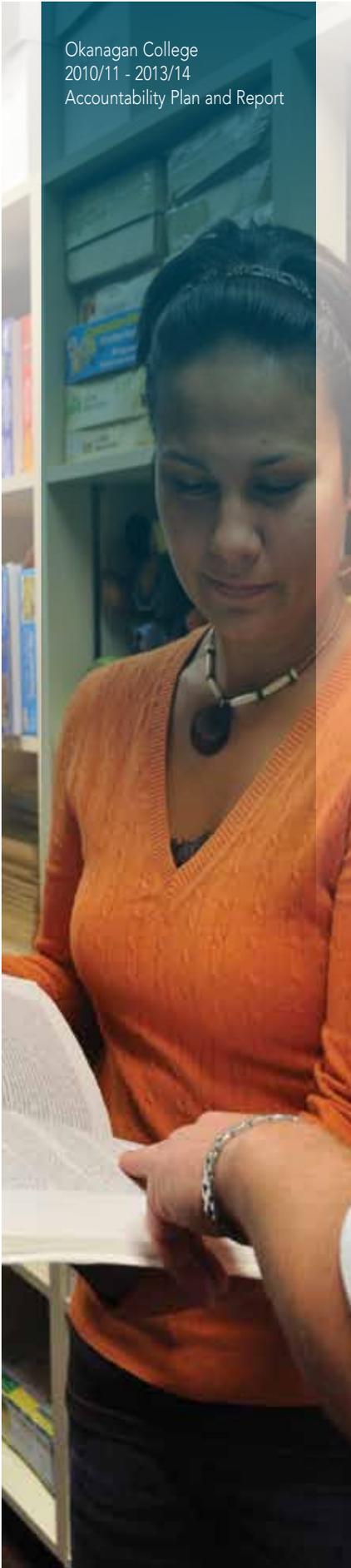
As one of British Columbia's largest trades training institutions, Okanagan College continues to grow in scope, with emphasis on groups underrepresented in the trades, including women and Aboriginal students and with delivery of programs such as welding and residential construction in smaller communities in the region, including Princeton and Revelstoke.

The reputation of our degree and diploma programs grew, as students and staff continued to add to the remarkable story of the Okanagan College chapter of Students in Free Enterprise (SIFE). Their initiatives grew to add Salmon Arm to their activities in Penticton, Vernon and Kelowna. Projects involving hundreds of K-12 students helped the SIFE teams win recognition in Western Canada competitions and nationally. SIFE efforts to help the region's foodbanks eclipsed those of other chapters across the country, and led to a first-place finish in the Campbell's Let's Can Hunger initiative. Student teams, mentored by College instructors, earned prizes provincially, nationally and internationally in case competitions.

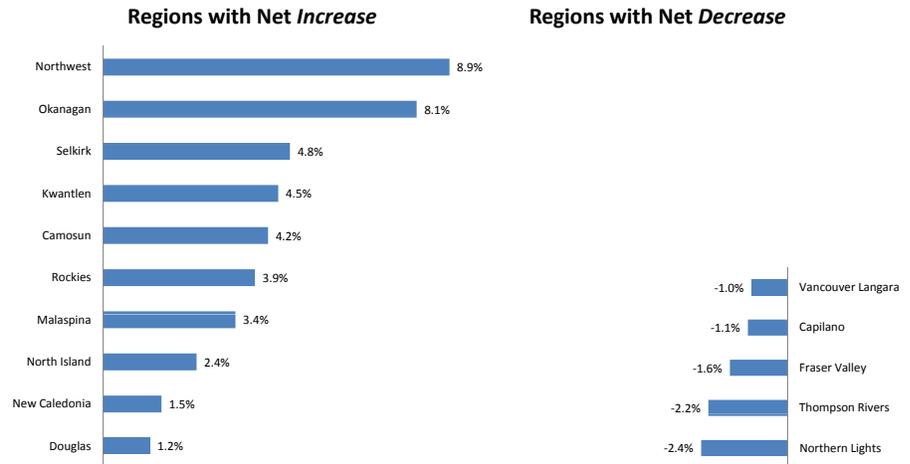


While we have experienced many successes we also see challenges and opportunities for the future. Notably, the Okanagan College region has one of the lowest rates in the province for young people transitioning from K-12 to post-secondary education.

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Net Change in Immediate-Entry Transition Rates by Region (Grade 12 Grads of 2001/02 vs. 2008/09)



While the region's young people aren't going on to B.C.'s public post-secondary institutions at a rate comparable to the rest of the province, the Okanagan College region boasts one of the oldest populations in Canada. Slightly more than 20 per cent of the region's 397,530 people (2010 estimate) were older than 65, compared to B.C.'s 15 per cent. More than 35 per cent of the region's citizens are older than 55, compared to 28 per cent provincially. That demographic is one of the drivers for predictions of more than 10,000 health-related employment openings in the region between now and 2019 to replace retiring workers or to fill new positions.

The employment situation is improving in the region, according to various statistics and reports. The Chartered Accountants of British Columbia's, Regional Checkup for 2010, says the Thompson Okanagan region gained 9,200 new jobs in 2010 – with nine out of every 10 of those new jobs in the service sector. Average annual unemployment declined from 8.8 per cent in 2009 to 8.6 per cent in 2010 and youth unemployment decreased to 10.6 per cent – down 2.5 per cent (and lower than the provincial average of 11.3 per cent).

The May 2011 employment picture brightened in the Thompson Okanagan region from the previous year, with a 0.7 per cent decrease to 8.4 per cent unemployment.

One significant source of job growth occurred in the Similkameen, where Copper Mountain Mining's workforce grew to nearly 500 employees, in anticipation of shipments beginning in summer 2011.

The Chartered Accountants' review of economic conditions also noted that a surge in self-employment led to 202 new business incorporations in the Thompson-Okanagan in 2010, while the number of corporate bankruptcies declined for the ninth consecutive year.

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From early in its latest iteration, 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 distillation and enhancement of the College's Mission, Vision, Values, Guiding Principles and Key Directions. The work on the Strategic Plan has informed the ongoing redevelopment of the College's Long-Term Education Plan, expected to be complete by Fall, 2011.

● **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.

Regional Economy, Labour Force, Skills Shortage and Changing Demographics

The region served by Okanagan College is experiencing growth in the wake of the 2009 downturn, although it has not recovered to pre-recession levels of activity on a host of fronts, including new housing starts, real estate activity, or employment.

- Unemployment levels are down – Both on a year-to-year (2010 to 2009 comparison) and on a May 2011 to May 2010 comparison. Job creation – 3.7 per cent – exceeded the provincial average (1.7 per cent). Most of those job gains were in the Kelowna Census Metropolitan Area.
- Dependency on the social safety net increased in two of the regional districts that comprise the Okanagan College Region; 2.4 per cent of the 19-64-year-old cohort in the Central Okanagan were basic income assistance recipients in 2010, up from 2.1 per cent in 2009, and 1.2 per cent in 2008. The Okanagan Similkameen Region also saw an increase in the percentage of that cohort receiving basic income assistance: 2.4 per cent in 2010, up from 2.2 per cent in 2009. (The B.C. rate was 1.7 per cent in 2010; the same rate as in 2009).
- Higher commodity prices and demand in 2010 aided economic recovery, but uncertainty in the international marketplace and economy still plagues the resource industries.
- In terms of real estate and construction, housing starts are forecast to increase in the Thompson-Okanagan in 2011 by 3.9 per cent, according to CMHC and Central 1 Credit Union. In 2010, the region experienced a 42 per cent increase, although that was in the wake of a 59 per cent decrease in the previous year.
- Partially as a consequence of a surplus inventory of condominiums and apartments resulting from a downturn in demand for second-home, recreational properties, the rental vacancy rate is forecast to increase to 5.5 per cent in 2011, up from 3.5 in 2010.



- Labour market projections to 2019 suggest there will be significant growth, and replacement demand in virtually all occupational areas. Overall openings within the Thompson Okanagan region to 2019 total 115,520, with some of the largest occupational demand occurring in areas where Okanagan College has or is planning training and educational programs:

- In the health field 10,830 openings are forecast for nurses, nurse supervisors, therapy and assessment professionals, medical technologists and technicians, dental health and health services support,
- retail trade managers (2,610),
- administrative and regulatory occupations (2,360),
- financial and insurance administration (2,160),
- clerical occupations (3,580),
- secretaries, recorders and transcriptionists (2,070).
- chefs and cooks (2,060),
- food service and accommodation managers (1,630),
- construction and transportation management (1,550),
- auditors, accountants and investment professionals (1,530),
- electrical trades and telecommunications occupations (1,460),
- carpenters and cabinet makers (2,610),
- other construction trades (1,520),
- machinery and transportation mechanics (1,660),
- auto service technicians (1,000), and
- motor vehicle and transit drivers (4,740).

The demand for trained and educated employees to fill these jobs is in contrast to a projected decrease in the Grade 12 population in the seven school districts served by Okanagan College (SDs 19, 22, 23, 3, 58, 67 and 83). The 2011 estimate of Grade 12 enrolments is 4,517 students – a decrease of approximately 2.5 per cent in the past year. The enrolment is forecast to drop to 3,920 students in Grade 12 by 2020 – a decrease of more than 15.3 per cent in nine years. The region with the largest forecast decrease in Grade 12 enrolments is SD83 (North Okanagan – Shuswap), whose enrolments are forecast to drop by approximately 24.6 per cent by 2020 (530 Grade 12s, vs. 720 forecast for 2011).

Working with the seven School Districts in the region, employers and other organizations, Okanagan College will continue to work to improve the transition rates to post-secondary education by broadening the number of dual credit programs, through increased support of students, and enhanced efforts to attract and support first-generation learners.

Okanagan College Goals & Objectives:

Okanagan College's Accountability Plan and Report addresses a multi-year planning horizon and reflects long and short-term institutional goals and requirements.

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

Flowing from these broad-stroke Key Directions are a number of 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.

Okanagan College has also identified a number of Operational Imperatives for 2011-12:

1. Balance the 2011-12 budget
2. Ensure the Centre of Excellence project remains on target for completion and remains within budget
3. Implement the College Violence Prevention and Crisis Management Plan
4. Continue implementation of the Green Sustainability Plan
5. Meet FTE targets

Alignment of Operational Imperatives, College Objectives with Ministry and System Objectives and Performance Measures:

The table below indicates how Okanagan College has performed with regard to the Ministry's five strategic Objectives:

Of the many measures developed, Okanagan College has substantially achieved, achieved, or exceeded targets as described.

Strategic Objective Performance Measure Summary			
Capacity	Student Spaces	Total AVED Funded	Achieved: 9% over target
		Health	Exceeded: 22% over target
		Developmental	Achieved: 7% over target
	Credentials awarded		Achieved: 3% over target
Access	Aboriginal	Number of students who are Aboriginal	Exceeded: 18% over target
		Percent of students who are Aboriginal	Exceeded: 10% over target
	Transition rate of high school students to public post-secondary education	Okanagan College Region 43.5% immediate-entry transition rate - 8.1% points better than 2002-03	Contribute to system level accountability
	Participation rate		Under Review
Quality	Student satisfaction with education	Former diploma, associate degree and certificate students	Achieved: 5% over target
		Apprenticeship graduates	Achieved: 6% over target
		Baccalaureate graduates	Exceeded: 8% over target
	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	Exceeded
		Baccalaureate graduates	Achieved
	Unemployment rate 16.8% for high school only.	Diploma, associate degree and certificate graduates 13.1%	Exceeded: unemployment lower than target
		Apprenticeship graduates 12.5%	Exceeded: unemployment lower than target
Baccalaureate graduates (two years out) 3.8%	Exceeded: unemployment lower than target		
Efficiency	Transfer to other PSE	Student satisfaction with transfer	Contribute to system level accountability

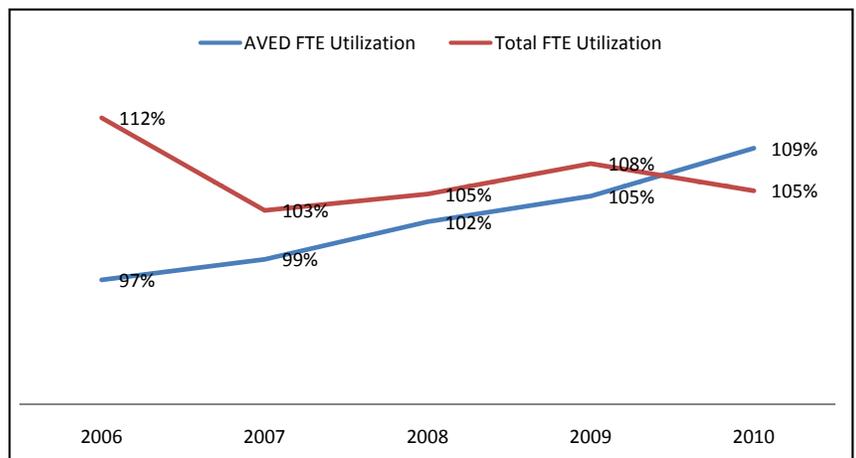
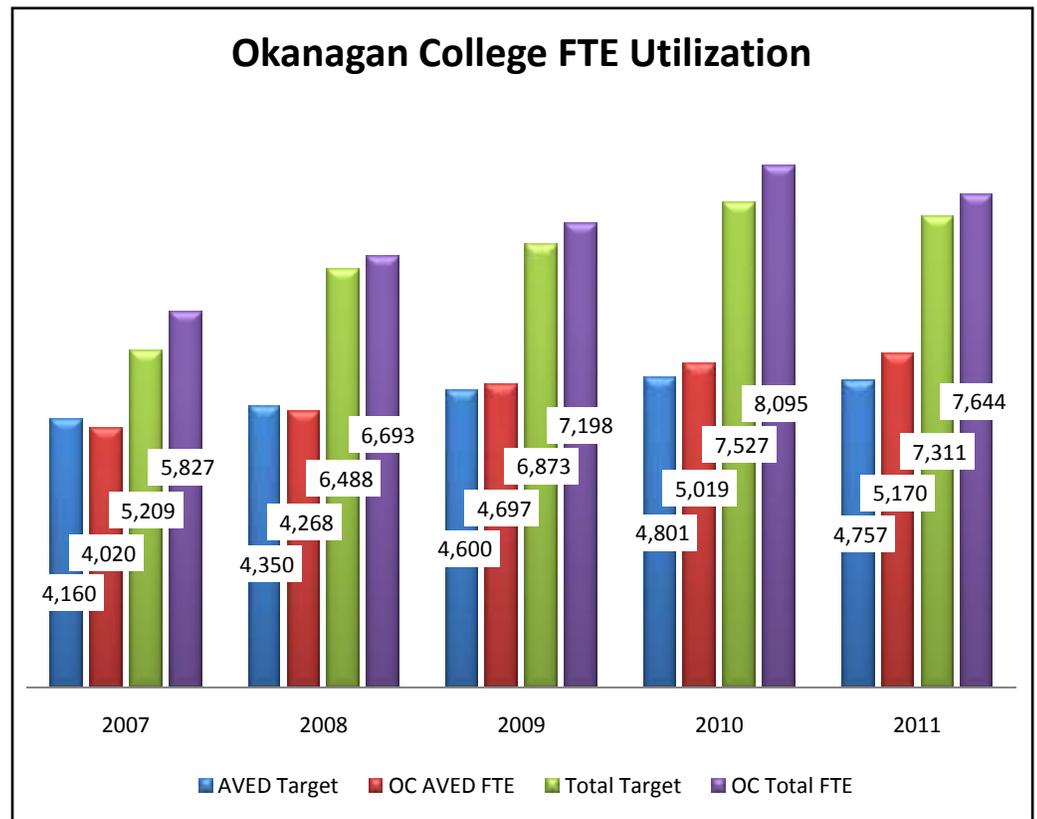
Okanagan College Goals & Objectives cont.

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2010-11 was a year of accomplishments and achievements for Okanagan College, its students and staff and much of what has happened addresses the goals and objectives outlined in the Ministry of Advanced Education's Annual Service Plan, as is summarized above.

Other key developments that speak to Ministry, Government and Okanagan College objectives:

CAPACITY – For the sixth year, Okanagan College produced more FTEs than its funded profile.



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The growth at Okanagan College far outstrips that experienced in larger college sector:

FTEs for College Sector			
	2005-06	2009-10	Rate of Change
College Sector without OC	38,926	47,372	22%
Okanagan College	5,065	8,095	60%

Demand for Okanagan College programs and courses does not seem to be diminishing despite the remarkable growth. Applications for fall admission in mid-June 2011 were 13.6 per cent ahead of application levels at the same time in 2010.

ACCESS – Growth in the size of Okanagan College's education and training profile is an important indicator of the development of access for citizens of the College Region, but the institution has also been deliberate in distributing that growth to ensure enhanced access to higher learning. The table below indicates how that growth has benefited each of the College's four sub-regions:

Regional FTEs	2005-06	2010-11	Change
Central Okanagan	3499	5122	46%
North Okanagan	595	893	50%
South Okanagan	417	817	96%
Shuswap-Revelstoke	381	512	34%
Distance Education	172	300	75%

Through expanded program opportunities – examples include HVAC in the South Okanagan, GeoThermal in the South Okanagan, Journalism Studies in the Central Okanagan, Studio Woodworking in the Central Okanagan, Residential Construction in Revelstoke, Welding in Princeton – a greater portion of the region's population has access to more education.

Okanagan College's commitment to better serve British Columbia's Aboriginal communities was again recognized in the redevelopment of the institution's Strategic Plan in a Guiding Principle: "We embrace Aboriginal culture and heritage." The school continues to look for ways to create opportunities for access and to enhance support for Aboriginal students, and in 2010-11, offered Adult Basic Education courses on the Westbank First Nation reserve in concert with the Band. The institution also hosted its second annual Pow Wow that drew participation from throughout the Okanagan Shuswap, and attracted many classes and students from Kelowna area schools to witness and appreciate the cultural event.



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Importantly, the number of Aboriginal students continues to increase at Okanagan College, to 1,336 students in 2010-11 – an increase of 18 per cent over the previous year. Okanagan College's success at serving an increased number of Aboriginal students has been acknowledged in a March 2011 evaluation report on the B.C. Aboriginal Post-Secondary Education Strategy, commissioned by the Ministry of Advanced Education:

“While there was not time to do an extensive analysis to compare enrolment and other indicators among ASP (Aboriginal Service Plan) and non-ASP institutions, it is noted that some non-ASP institutions experienced sizeable absolute and percentage growth in Aboriginal student headcount. One that is very noticeable is Okanagan College’s Aboriginal headcount growing by 800 or 152.3% over the three-year period. “

The observation of the sector-leading growth record of Okanagan College and others not included within the ASP cluster, led to a recommendation to the Ministry from the consultant:

“Notwithstanding the benefits of ASP, the Ministry and post-secondary system should review more closely how some institutions and regions without ASP funding were able to achieve significant growth in Aboriginal student enrollment and other important outcomes.”

Work continues with the region's seven school districts on improving transition rates from high school to post-secondary in the Okanagan Region. The Interior Mainline Transition Partnership (made up of representatives from Okanagan College and the school districts) continued to work with a transition co-ordinator to completion of a three-year agreement. Since then, Okanagan College's administration and Board of Governors decided to continue its commitment to the position with the allocation of a 0.4 FTE position in the institutional budget, that will be integrated in the College's recruitment activities in 2011-12. The need to continue to build and encourage greater transition to post-secondary remains a priority for the school districts and Okanagan College.

Partnerships are an integral component in aiding Okanagan College to develop new programs and opportunities for students. A partnership with UBC's Okanagan campus, for example, has led to a successful funding arrangement with the Ministry that will add capacity for an additional 48 students in the Bachelor of Science in Nursing program in years one and two at Okanagan College, with transfer to UBC Okanagan for completion of years three and four. The first intake (24 students) in that program will commence this fall.

A Memorandum of Understanding (MoU) has been reached between Okanagan College, College of the Rockies and Selkirk College that allows students to transfer directly into second year of the Writing and Publishing diploma program at Okanagan College. The initiative is part of the Southern Interior Writers' Project—a joint undertaking which creates new and improved services for learners through the smooth transferability of writing courses between post-secondary institutions.

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The MoU will be in place until February 2014. As part of the agreement, Okanagan College will reserve a total of 10 seats for students coming from College of the Rockies and Selkirk. Students will be required to complete 30 credits, which include a combination of writing, English and business courses, prior to enrolling in the second year of the Writing and Publishing program at Okanagan College.

Partnership with the Okanagan Nation Alliance's En'Owkin Centre will allow delivery of the Applied Ecology and Conservation Certificate and Diploma in the future, if funded. The program provides a solid foundation in conservation and best-practice protocols common to field studies.

A significant component of the enhancement of access and capacity at Okanagan College is the Centre of Excellence in Sustainable Building Technologies and Renewable Energy Conservation at the South Okanagan-Similkameen campus. Two years after it was first announced, the 7,085 square-metre building opened its doors to the first students on June 6, 2011.

It is one of Canada's greenest buildings, a showcase of BC products and innovation, and is constructed to exacting environmental standards with the goal of being a net-zero energy consumer as it provides learning and teaching space for 800 students. The building – funded through the Knowledge Infrastructure Program and community fundraising - incorporates labs, classrooms, trades shops, much-needed student gathering space, community use space, and a business incubation space. The building is a lesson in itself, that will be integrated into sustainability-focused programming, including a unique sustainable construction management technology program, with a hoped-for launch in 2012. It will be home to a Green Building Design and Construction program offered by Okanagan College as well (Jan. 2012).

QUALITY & RELEVANCE – Student satisfaction, student engagement, employment rates; these are all measures of quality and relevance, and Okanagan College has exceeded, achieved or substantially achieved the Ministry targets in this regard.

Beyond these measures there are other indicators of the quality and relevance of the quality of educational experience provided by Okanagan College. An example is the achievement of Jamie Malloway, an electronic engineering technology student at Okanagan College, who won a gold medal at the Skills Canada national competition in electronics. Network and Telecommunications Engineering Technology student Jeff Nishi won a Silver Medal at the same competition, while Jadyn Lowe earned a bronze medal at the national competition in the Auto Service Technician competition.

The Centre of Excellence has already attracted international attention from architects, builders, environmentalists, planners and the media. It has been showcased in Asia, across North America, and will be featured at an international Sustainable Building (SB11) conference in Helsinki later this year. A vital component of the initiative with important implications for the regional economy is a business incubator, led by Accelerate Okanagan, which represents the innovation, science and technology communities of the region.

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An important development undertaken in 2010-11 as part of Okanagan College's commitment to accountability was participation in the international Community College Survey of Student Engagement (CCSSE), a comprehensive review of how our students are engaged in their learning experience. More than 750 colleges across North America have participated in the survey since 2001, and participation in the survey will allow Okanagan College to benchmark and compare itself to national averages. In early 2011, approximately 1,300 students were surveyed in 60 classes at Okanagan College. Results will be available in late summer 2011 and will guide us in setting new goals in undertaking initiatives to reach these goals.

Internal efforts are also underway to gauge how well Okanagan College is answering student expectations. Asking students what their educational goals are when they enrol and then comparing them to outcomes is a project that has started with a subset of the College's student body (Aboriginal students) and which will be expanded in 2011-12.

Student integration and participation in the communities where they study is a hallmark of many programs at Okanagan College. Students in Residential Construction, for example, have been involved in constructing Habitat for Humanity homes in Penticton, in developing social housing in Revelstoke and Vernon, and in helping a non-profit society develop cabins for a summer camp for disabled children. Other trades and technology students have helped non-profit societies with electrical, plumbing, and IT network needs.

Okanagan College's International students led a fund-raising campaign that spread throughout the province in the wake of the earthquake and tsunami that devastated Japan in March.



Okanagan College Business Administration students have assisted non-profit organizations and businesses develop marketing and business plans, and helped other businesses and agencies plan and execute projects

Hundreds of middle and high school students throughout the region participated in a Dragons' Den-style competition, that was organized and led by Okanagan College's Students In Free Enterprise (SIFE) members. They also helped create and organize Green Business Awards, in concert with the Kelowna Chamber of Commerce. They worked with elementary school classes to develop a program that helps fund overseas entrepreneurs by creating educational postcards that are sold. SIFE efforts in 2010-11 also helped connect early stage inventors with mentors and investors in a College-led venture capital group called Venture Okanagan.

SIFE Okanagan's efforts in 2010-11 led to regional domination of the Western Canadian competition, taking first place in the Entrepreneurship Challenge and in the Financial Literacy Challenge., They took second place in the Go Green Challenge. The teams earned berths at the national level in May.

Other community-campus integration initiatives abound. A new community garden has been opened on the Kelowna campus of Okanagan College, while one is in development at the Vernon campus. The Kelowna campus hosted the second annual Diversity Health Fair in concert with the Kelowna Community Resources Society. More than 60 employers came to the College to participate in the College's annual Career Fair. The College, in concert with School District 23 and Science World, hosted a Science Celebration as part of the Year of Science, and ran a regional Robocup competition, and an International Spaghetti Bridge Competition as well.

Okanagan College also was one of the major hosts of the Canadian Culinary Championships, and will help host the competition in Kelowna for the next four years as well. The competition allows apprentices and students to work with several of Canada's best chefs in an intense, competitive atmosphere.

Salmon Arm is the focus for a community-led discussion about integration of the campus and College in the core of the community's physical centre and in its development planning.

FACILITIES & SUSTAINABILITY – Successful efforts by Okanagan College have reduced its carbon footprint, in line with provincial guidelines and expectations. The Centre for Learning (built to LEED Gold standards) on the Central Okanagan campus continues to perform better than expected in terms of energy usage.

Educational efforts, facilities upgrades and improvements and renovations continue to have an impact on the carbon footprint, and Okanagan College can report that since the advent of carbon footprint calculations for the institution in 2007, its carbon footprint has decreased by four per cent despite a 20 per cent growth in space.

One of the largest contributors to the College's carbon footprint is its aging trades complex at the Kelowna campus. Constructed in the 1960s, it has been identified in government assessments as one of the buildings most in need of renovations and repairs in British Columbia's post-secondary sector. The building has an energy demand that is 160 per cent higher than the average of the Kelowna campus (435 kilowatt hours per square metre vs. 273 kilowatt hours per square metre); it uses energy at a rate 414 per cent higher than the recently-completed Centre for Learning. Poor insulation, construction and infrastructure all contribute to that demand. It has been targeted in Okanagan College's capital plans and in discussions with the Ministry as a priority for rehabilitation and redevelopment, in part to accommodate approximately 760 trades students who are currently having to take courses and programs at leased facilities in Kelowna because of a lack of space on campus.



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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2010/11 Accountability Framework Performance Measure Results¹

Performance measure	Reporting year					
	2009/10 Actual	2010/11 Target	2010/11 Actual	2010/11 Assessment		
Student spaces²						
Total student spaces	5,019	4,757	5,170	Achieved: 9% over target		
Nursing and other allied health programs	529	361	441	Exceeded: 22% over target		
Developmental	1,120	984	1,056	Achieved: 7% over target		
Credentials awarded³						
Number	1,968	2,141	2,202	Achieved: 3% over target		
Aboriginal student headcount⁴						
Number	1,129	≥ previous year	1,336	Exceeded: 18% over target		
Percent	5.9%		6.5%	Exceeded: 10% over target		
Student satisfaction with education⁵						
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	93.1%	0.9%	≥ 90%	94.6%	0.8%	Achieved: 5% over target
Apprenticeship graduates ⁷	N/A	N/A		95.1%	1.7%	Achieved: 6% over target
Baccalaureate graduates	96.4%	2.7%		97.2%	2.0%	Exceeded: 8% over target
Former diploma, certificate, and associate degree students' assessment of skill development⁵						
	%	+/-		%	+/-	
Skill development (avg. %)	79.0%	1.7%	≥ 85%	80.9%	1.6%	Substantially achieved
Written communication	77.1%	2.1%		75.4%	2.0%	
Oral communication	74.3%	2.2%		74.3%	2.1%	
Group collaboration	81.2%	1.6%		84.1%	1.4%	
Critical analysis	83.4%	1.4%		84.2%	1.3%	
Problem resolution	77.5%	1.7%		79.2%	1.5%	
Learn on your own	78.7%	1.6%		83.9%	1.4%	
Reading and comprehension	80.9%	1.5%		84.7%	1.3%	
Baccalaureate graduates' assessment of skill development⁵						
	%	+/-		%	+/-	
Skill development (avg. %)	87.1%	5.0%	≥ 85.0%	91.0%	3.6%	Exceeded
Written communication	85.2%	5.4%		87.0%	4.2%	
Oral communication	86.9%	5.2%		91.5%	3.5%	
Group collaboration	89.2%	4.6%		92.5%	3.3%	
Critical analysis	85.5%	5.2%		95.4%	2.6%	
Problem resolution	88.0%	4.9%		92.5%	3.4%	
Learn on your own	92.8%	3.9%		90.6%	3.7%	
Reading and comprehension	81.9%	5.7%		87.7%	4.2%	

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Performance measure	Reporting year					
	2009/10 Actual	2010/11 Target	2010/11 Actual	2010/11 Assessment		
Student assessment of the quality of instruction⁵						
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	93.5%	1.2%	≥ 90%	96.4%	0.7%	Achieved
Apprenticeship graduates ⁷	N/A	N/A		96.9%	1.4%	Achieved
Baccalaureate graduates	97.6%	2.2%		98.2%	1.7%	Exceeded
Student assessment of usefulness of knowledge and skills in performing job⁵						
	%	+/-		%	+/-	
Diploma, associate degree and certificate graduates	84.9%	2.0%	≥ 90%	80.5%	2.4%	Substantially achieved
Apprenticeship graduates ⁷	N/A	N/A		98.4%	1.2%	Exceeded
Baccalaureate graduates	91.8%	4.6%		94.1%	3.2%	Achieved
Unemployment rate^{5,6}						
	%	+/-		%	+/-	
Diploma, associate degree and certificate graduates	9.2%	1.5%	≤ 16.8%	13.1%	1.8%	Exceeded: unemployment lower than target
Apprenticeship graduates ⁷	N/A	N/A		12.5%	2.7%	Exceeded: unemployment lower than target
Baccalaureate graduates	8.5%	4.2%		3.8%	2.5%	Exceeded: unemployment lower than target

Accountability Framework Performance Targets: 2011/12 - 2013/14

Performance measure	2011/12	2012/13	2013/14
Student spaces			
Total student spaces	4,727	4,751	TBD
Nursing and other allied health programs	385	409	TBD
Developmental programs	984	984	TBD
Credentials awarded			
Number	2,310	TBD	TBD
Aboriginal student headcount			
Number	1,336	≥ previous year	
Percent	6.5%		
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			

Notes:

TBD - for measures where results are still to be received, the fields have been labelled as "To Be Determined".

NA - Prior data not applicable

¹ There have been a number of changes to the performance measures for the 2010/11 reporting cycle. Please consult the standards manual for a description of each measure. See http://www.aved.gov.bc.ca/framework/documents/standards_manual.pdf.

² Results from the 2009/10 reporting year are based on data from the 2009/10 fiscal year; results from the 2010/11 reporting year are based on data from the 2010/11 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 2010/11 reporting year are a three-year average of the 2007/08, 2008/09 and 2009/10 fiscal years. This is the first reporting cycle using the new credentials target formula and a fiscal year basis. The previously reported credential actual for the 2009/10 reporting cycle (by academic year) was 2,053 for Okanagan College.

⁴ Results from the 2009/10 reporting year are based on data from the 2008/09 academic year; results from the 2010/11 reporting year are based on data from the 2009/10 academic year.

⁵ Results from the 2009/10 reporting year are based on 2009 survey data; results from the 2010/11 reporting year are based on 2010 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.

⁶ Target is the unemployment rate for those aged 18 to 29 with high school credentials or less for the Interior region.

⁷ The 2010/11 reporting cycle is the first time Apprenticeship (APPSO) survey results have been included.

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

<http://www.okanagan.bc.ca/financial2010-11>

