

OKANAGAN COLLEGE

# ACCOUNTABILITY PLAN AND REPORT

2018-19 to 2021-22



« Okanagan College  
Transforms Lives and Communities »



# Map



## Letter from the Board Chair and the President

Dear Minister Mark,

At a point when British Columbia is facing a growing skills shortage, we hope you find it reassuring that Okanagan College continues to enrol an increasing number of students. This past fiscal year, Okanagan College's full-time equivalent (FTE) student count grew to 9,244, an increase of 5.7 per cent over the previous year.

Construction continues on our \$18.9-million Health Sciences Building, supported by funds from the provincial government, as well as generous donations from our community. In the past year, we completed construction of our Vernon Trades Training Centre, and again want to extend our appreciation for you helping us celebrate the opening of that building. We also finished and opened a new welding building at our Penticton campus, bringing a much-needed facility to that community.

Okanagan College has grown our program profile in various areas over the past year, with new programs and courses that serve the nascent cannabis industry and with a post-baccalaureate program in marketing and data analytics. We've also broadened our trades program with a two-year auto service technician diploma and we have developed and are about to offer a two-year tourism management diploma in Revelstoke. We are at work on a host of other new programs that speak to regional economic development opportunities. Our applied research profile continues to build, supported by federal and industry investments, as well as with appreciated support from your government.

While a significant component of our student growth is as a consequence of an increase in our international student cohort, it is noteworthy that our domestic enrolments have also grown during a period when Grade 12 enrolments have been shrinking within our region. (In two years, Okanagan College's FTE international numbers have increased 59.4 per cent, to 1,278 from 802.)

This report identifies many of the successes Okanagan College can report in meeting the expectations of the Province, our students, employees and the communities we serve. This report has been prepared in accordance with the Budget Transparency and Accountability Act and we are accountable for meeting the objectives outlined in this plan.

Sincerely,



Christopher Derickson  
Chair, Okanagan College Board of Governors



Jim Hamilton,  
President, Okanagan College

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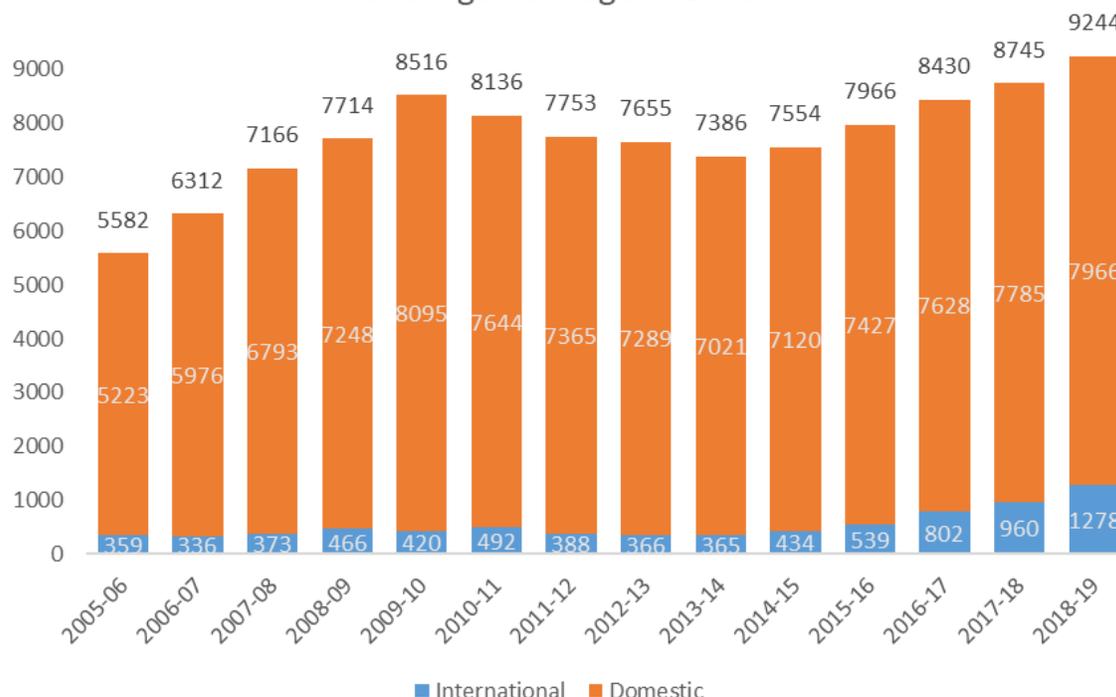
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## INSTITUTIONAL OVERVIEW & STRATEGIC DIRECTION

Okanagan College FTE Trend



Over the past 14 years, Okanagan College has grown to better serve the communities, employers, and citizens of its region, which is more than six times the size of Prince Edward Island, with a population of approximately 410,000.

The breadth and scope of its programs have grown, it has provided an increasing number of seats for students, its physical space has grown and its reputation as a first-class educational institution has grown.

The College now offers more than 130 programs that provide credentials, ranging from Adult Upgrading to four post-baccalaureate diplomas. A significant investment in facilities and programs over the past 14 years has resulted in Okanagan College becoming B.C.'s second-largest trades training provider.

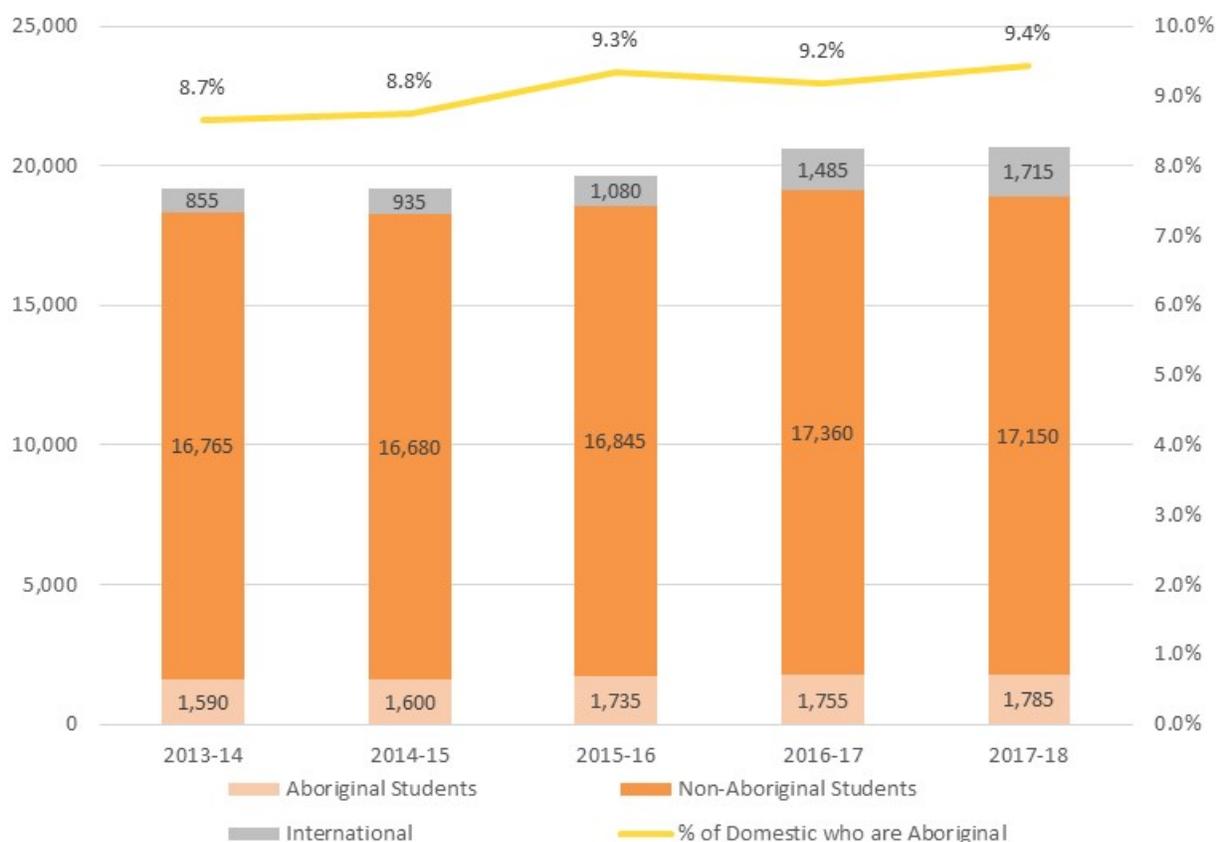
Several programs were introduced or expanded in 2018-19 to meet student and employer needs and interests.

Those included:

- Post Baccalaureate Diploma in Marketing and Data Analytics (approved by Education Council in early 2019)
- Courses related to cannabis (in the wake of legalization in October 2018) including Cannabis Legislation and Quality Assurance, Pest Management and Cannabis Production, and Cannabis in the Workplace.
- Culinary Arts program with an Indigenous focus
- Blockchain certificate program
- Two-year diplomas in Auto Service Technician and Collision Repair and Refinishing.
- Work is afoot on a new applied arts degree, currently under review by the Degree Quality Assessment Board.

For the 14th year, Okanagan College has successfully met government established FTE domestic enrolment targets, and has experienced significant increases in international student enrolment.

Okanagan College Total Headcount by Academic Year (source: CDW Standard Reports)



The headcount of individuals served by the College has grown to 20,650 in the 2017-18 academic year (ending Aug. 31, 2018) and the institution's full-time equivalent student count has grown to 9,244 – the largest the institution has been, and approximately 70 per cent larger than it was in 2005-06.

At a point when Grade 12 student numbers in the region have been falling, domestic FTEs have increased year-over-year by 181 FTEs to a total of 7,966 FTEs, or an increase of 2.3 per cent. International FTEs have increased by 318 FTEs to a total of 1,278 FTEs, or an increase of 33 per cent.

# Accountability Plan and Report



Okanagan College's first graduating class of 2019 celebrated in the Centre for Learning in January.

In 2018-19, Okanagan College has met or exceeded Ministry performance measures (see pages 48-50). The College has acted on the priorities of the 2018-19 Mandate Letter and continues to work towards the priorities of 2019-20 Mandate Letter. These priorities are listed as follows:

## 2018-19 Mandate Letter Priorities

- Actively participate in an engagement process with the Ministry and Indigenous partners to develop a comprehensive post-secondary strategy that responds to the TRC Calls to Action and UNDRIP.
- Work closely and in collaboration with government to support the implementation of priority initiatives, including those outlined in the mandate letter. Specific actions include, but are not limited to:
  - Continue to implement tuition-free Adult Basic Education and English Language Learning programs to domestic students, and collaborate with partner organizations to effectively deliver these programs to meet the needs of adult learners.
  - Continue to improve the education success of former youth in care who pursue post-secondary education, including implementation of the tuition waiver program and other supports at your institution.
- Expand technology-related programming and other programs that align with the growing knowledge-based economy.
- Improve student mental health, safety and overall well-being, including creating greater awareness of available supports.
- Align your institutional processes with the K – 12 curriculum changes to ensure the seamless transition of students entering post-secondary education.
- Work closely with Ministry of Advanced Education, Skills and Training to develop a balanced approach to international education.
- Comply with government's two percent cap on tuition and mandatory fee increases.

# Accountability Plan and Report

## 2019-20 Mandate Letter Priorities

- Implement the education-related TRC Calls to Action relevant to your institution and actively participate in an engagement process with the Ministry and local, regional and other Indigenous partners to develop and implement a comprehensive strategy that increases student success and responds to the TRC Calls to Action and UN Declaration.
- Work closely with government to support implementation of priority initiatives, including those outlined in the mandate letter. Specific actions include, but are not limited to:
  - Improving access to post-secondary education with a focus on vulnerable and under-represented students.
  - Expanding programming aligned with high demand occupations and priority sectors (such as trades, technology and health).
  - Expanding co-op and work-integrated learning opportunities for all students.
- Improve student safety and overall well-being in the areas of mental health and the prevention of sexual violence and misconduct, including creating greater awareness of available supports.
- Ensure that students are able to seamlessly transition into post-secondary education with the implementation of the new B.C. Graduation Program.
- Continue to actively participate in the implementation of the EducationPlannerBC common application system for all undergraduate applicants.
- Work closely with the Ministry to develop a balanced approach to international education, participating in the development and implementation of a provincial framework for international education.
- Meet or exceed the financial targets identified in the Ministry's three-year Service Plan tabled under Budget 2018, including maintaining balanced or surplus financial results.
- Comply with the Tuition Limit Policy, which sets a two percent cap on tuition and mandatory fee increases for domestic students to ensure courses and programs are affordable.



Health Care Assistant student  
Rejie Divinagracia in Vernon

## Accountability Plan and Report

### AFFORDABILITY

In 2019, Okanagan College increased domestic student tuition fees by the allowable two per cent (as per government guidance). It was the ninth time the College's Board chose to increase domestic tuition in the 14 years since the government has established a cap on tuition fee increase. During that period Okanagan College's domestic arts tuition per semester has increased from \$1,509 per semester to \$1,739 per semester, an increase of 15.2 per cent. The cost of living in B.C. (inflation) has gone up 27.9 per cent. Okanagan College's per semester tuition is still lower than Okanagan University College's tuition in the fall of 2004 (\$1,800).

In terms of Open Educational Resources, BC Campus reports that as of November, 2018, Okanagan College ranked sixth among the 41 institutions in BC that have adopted Open Educational Resources as part of BC Campus's initiative. OC faculty, by that point, had reported 147 text adoptions since 2013, saving students an estimated \$437,211. That figure does not tell the complete story, however. In 2018-19 OC invested \$12,044 from its Emerging Opportunities Fund to purchase electronic versions of required text books, when unlimited simultaneous user licensing was available. To date 94 titles have been purchased for courses ranging from water engineering technology to nursing, business, computer science, viticulture, and English. Estimated savings to students to date is \$110,177. As well, professors are using texts from Creative Commons in their course work. An example is Economics Professor Brad Clements, who relies on such material for his Introduction to Economics course. The 425 students who have taken his course since fall 2016 have saved a minimum \$117 per textbook, for accumulated savings of approximately \$50,000.

### INDIGENIZATION

Significant work has continued on development of an Okanagan College Indigenization Strategy, drawing on the advice, insight, and direction of a respected Indigenous scholar, Dr. Bill Cohen, and supplemented with direction and advice from the Okanagan Aboriginal Education Council, a body that serves both Okanagan College and UBC Okanagan. As the College continues discussions with the First Nations band and Metis organizations of the region, it is also engaging

the Okanagan (Syilx) Nation Alliance and the Shuswap Tribal Council (the Secwépemc). There were several significant events of note during 2018-19. In the fall of 2018, Okanagan College held its 10th annual PowWow, honoring two elders – Richard Jackson Jr. and Noel Ferguson – who have been stalwart supporters and participants in the PowWows. In turn, they



OC Aboriginal Transition Planner Marilyn Alexis was recognized by CICan for her leadership

presented the College with an Eagle Staff, built by Jackson. That Staff has come to be used in significant College events, including Convocation and Commencement ceremonies.

Also worthy of note was the honor accorded one of Okanagan College's Aboriginal Transition Planners, Marilyn Alexis. She was acknowledged for her leadership by Colleges and Institutes Canada for her work on an Indigenous Garden (the K'nmalka? Senqualten - Kalamalka Garden) at the College's Vernon campus. It contains Indigenous food/medicinal plant species from the Okanagan territory and was developed to be a "teaching" resource of Okanagan Indian Band's (OKIB) traditional knowledge through tours and outdoor workshops. Since its inception in 2017 the garden has experienced considerable demand and, as such, is now positioned to become an Indigenous tourism asset for the North Okanagan region.

College staff continue to work on many provincial committees that serve to advance key provincial priorities in post secondary. Those include BCCAT, (co-chaired by Okanagan College President Jim Hamilton), and the EducationPlannerBC Governance Working Group (chaired by Dr. Andrew Hay, Okanagan College's Vice President Education).

The College's Strategic Plan (2016-2020) is available on the College website and is including beginning on Page 19.

# Accountability Plan and Report

## EMPLOYMENT AND LABOUR MARKET

Variables that help in enrolment forecasting at Okanagan College are the overall regional unemployment rate, one year out, and the regional Grade 12 headcounts (combined with the immediate K-12 to post-secondary transition rates within the College catchment area).

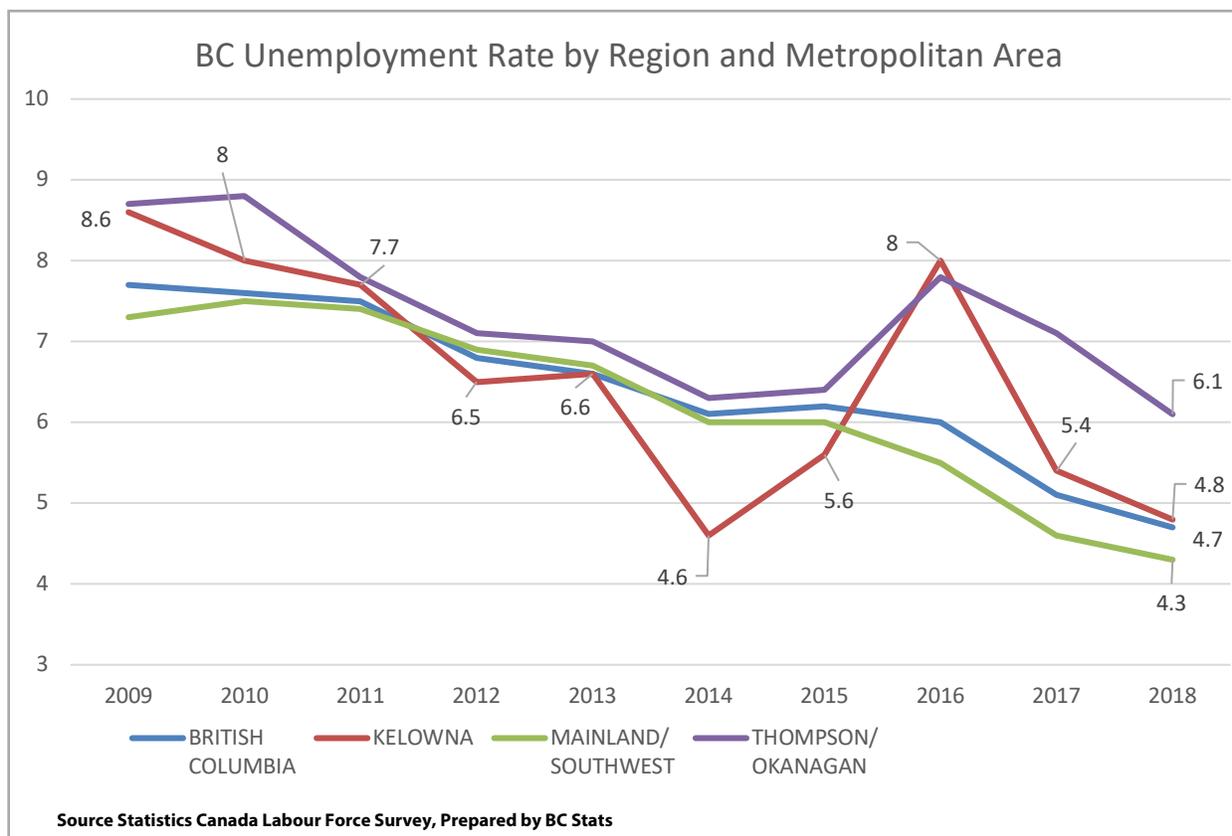
Generally, as employment rates increase and Grade 12 headcounts decrease, College enrolments can be expected to decrease – or at least see slower growth.

## OKANAGAN EMPLOYMENT

BC's unemployment rate declined by 0.4 per cent in 2018, dropping to 4.7 per cent. This was the tenth consecutive year of decline.

Kelowna's unemployment rate also showed a decline over the previous year to 4.8 per cent.

The unemployment rate for the entire Thompson Okanagan region (6.1 per cent) also continued its year over year improvement, though it remained higher than the provincial average. The Kelowna unemployment rate dropped further since December to 4.1 per cent at the end of March, 2019.



## Accountability Plan and Report

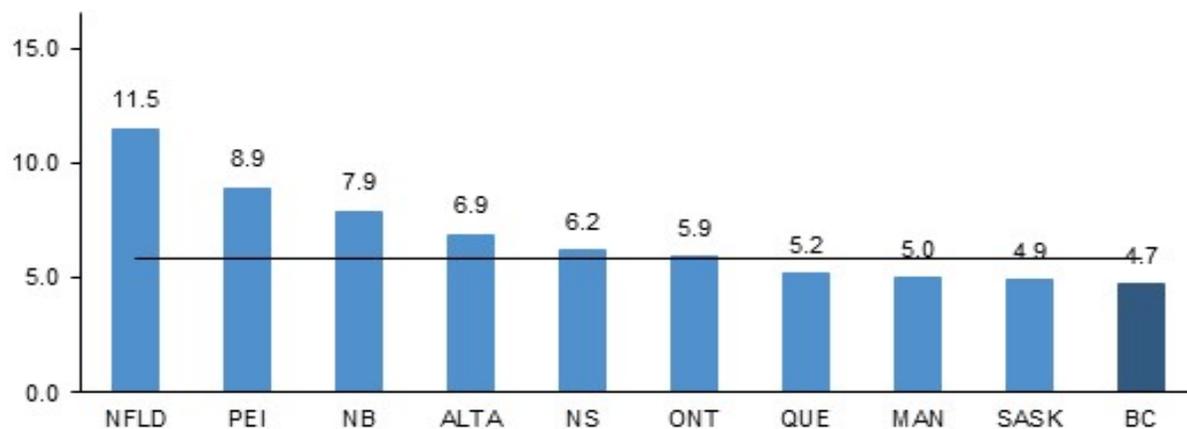
As summarized by the International Monetary Fund (IMF), Canadian gross domestic product (GDP) showed the national economy grew 1.8 per cent for all of 2018 — about half of the pace of 2017. This overall GDP improvement was reflected in

both the national and provincial employment picture.

Both Canadian and BC average unemployment rates continued to improve in the last year. British Columbia currently has the lowest unemployment rate of any province in Canada.

**Unemployment Rates\* (%), March 2019**

*Line represents Canada at 5.8%*



Central 1's B.C. Economic Outlook 2019-2021 confirms that B.C.'s economic growth decelerated over the past year following robust gains in 2017.

*"Growth in real gross domestic product (GDP) is estimated to have eased to 2.8 per cent in 2018 from 3.8 per cent in 2017."*

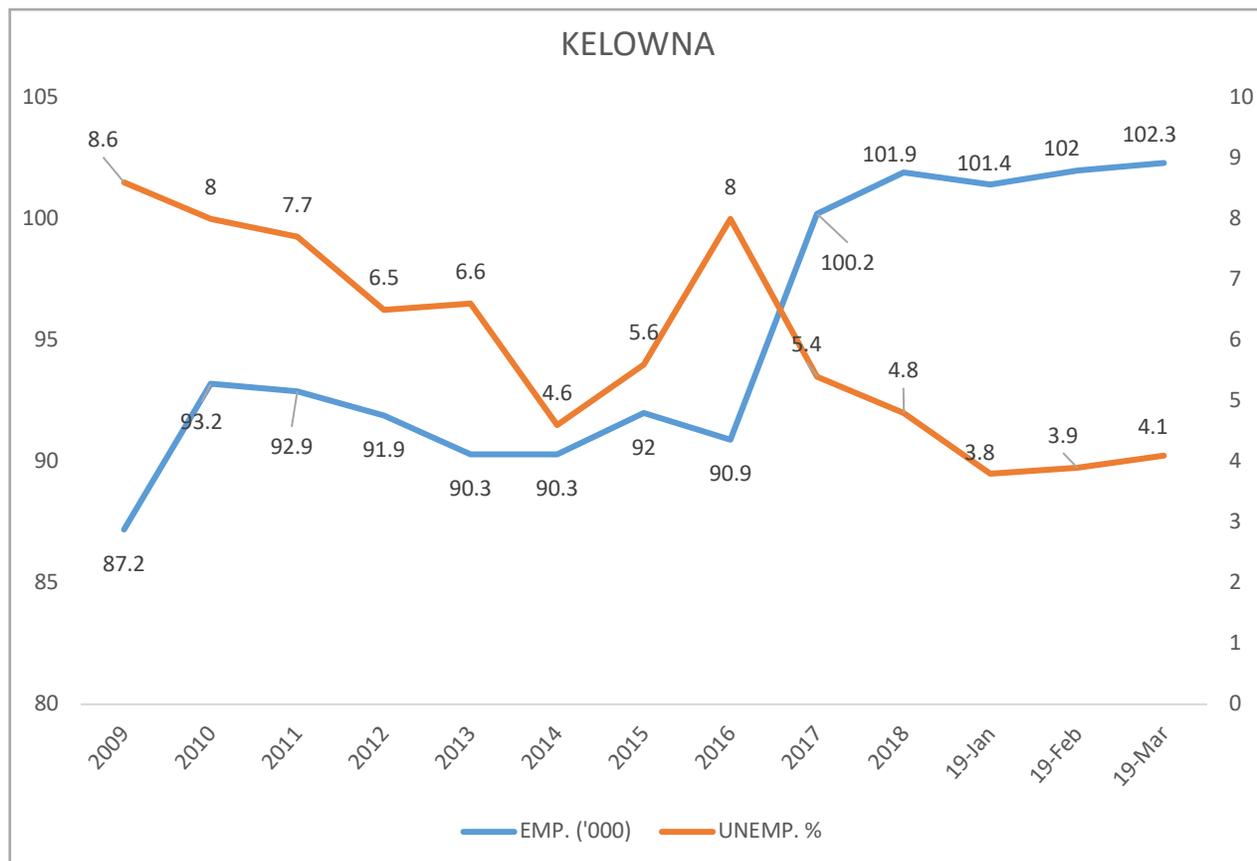
*"Policy-induced deceleration in the housing market and slowing consumer demand have dampened household demand. B.C. economic growth is forecasted to slow to 2.1 per cent in 2019 before rising to 2.4 per cent in 2020 and 2.8 per cent in 2021."*

Despite the dip in growth the provincial economy continues to expand, marking more than a decade of continuous economic expansion.

*"While there is weakness in hiring demand in some sectors, particularly residential construction, transferable skillsets to non-residential activity will provide an outlet for displaced jobs. A period of flat employment is anticipated in manufacturing and resources, with stronger gains related to service-oriented sectors of government, tourism and technology."*

Further, the Central 1 economic forecast predicts that over the next two years BC unemployment rate will continue to be below five per cent. The consumer price index increases are expected to hold steady at approximately two per cent. Population is forecast to grow by an average of about 67,000 persons, or 1.3 per cent annually, through 2021. Growth reflects positive migration factors. Rising federal intake of international migrants is a key contributor to growth with inflows of permanent residents above 40,000 persons per year.

# Accountability Plan and Report



Lowering unemployment in the region may adversely affect enrolments. However, an overall increase in regional population as well as a transitioning economy from manufacturing and resources, to service-oriented sectors of government, tourism and technology will continue to create demand for new skills.

The Chartered Professional Accountants of British Columbia (CPABC) used Statistics Canada Census data from 2016 to build their Thompson-Okanagan Regional Check-Up 2017. The educational attainment of Thompson-Okanagan region's labour force rebounded from a decline in 2016 to achieve an all-time high in 2017 of 67.9 per cent. This gain resulted from the addition of 7,800 individuals with post-secondary accreditation to the labour force and the loss of 6,500 workers with less education.

According to British Columbia Labour Market Outlook 2018 edition in the Thompson-Okanagan region:

**“Over the 10-year forecast period, employment demand is anticipated to increase by 0.7 percent on average each year. Over the next 10 years, 91,190 job openings are expected, of which 79 per cent are needed to replace retirees and 21 per cent are due to economic growth.”**

**“The fastest growing industries from now until 2028 are anticipated to be Warehousing and Storage, Telecommunications and Nursing and Residential Care Facilities.”**

With a versatile set of program offerings, Okanagan College continues to be leader in fulfilling these regional educational needs.

Okanagan College and UBC Okanagan also continue to see growth and an increased influx of international students and a consequent growth in the number of graduates.

## Okanagan College Region and BC Immediate Transition % and OC Region Total Grads



Okanagan College’s international student population has experienced significant growth.



# Accountability Plan and Report

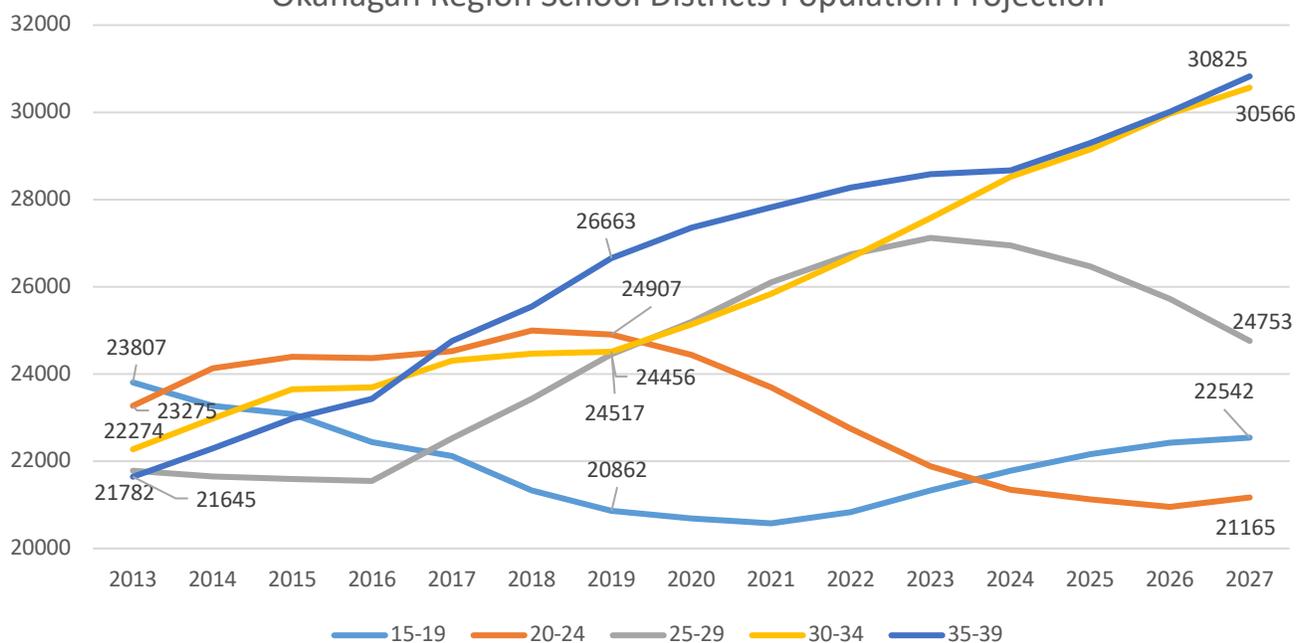
## POPULATION PROJECTIONS AND GRADE 12 HEADCOUNTS

Below are the population projections for the 15 to 39 age cohorts for the Okanagan Region; these age groups account for more than 90 per cent of the fall term headcount at the College. Overall, the regional population for the 15 to 19 age cohort will continue to decline until 2021. The 20 to 24 age cohort, after rising over the last few years, peaked in 2018; hereafter it will continue to shrink until 2026. The population of 25- to 29-year olds is also forecast to start declining after 2023. The other age groups (30 to 34, and 35 to 39) are expected to increase until 2027.

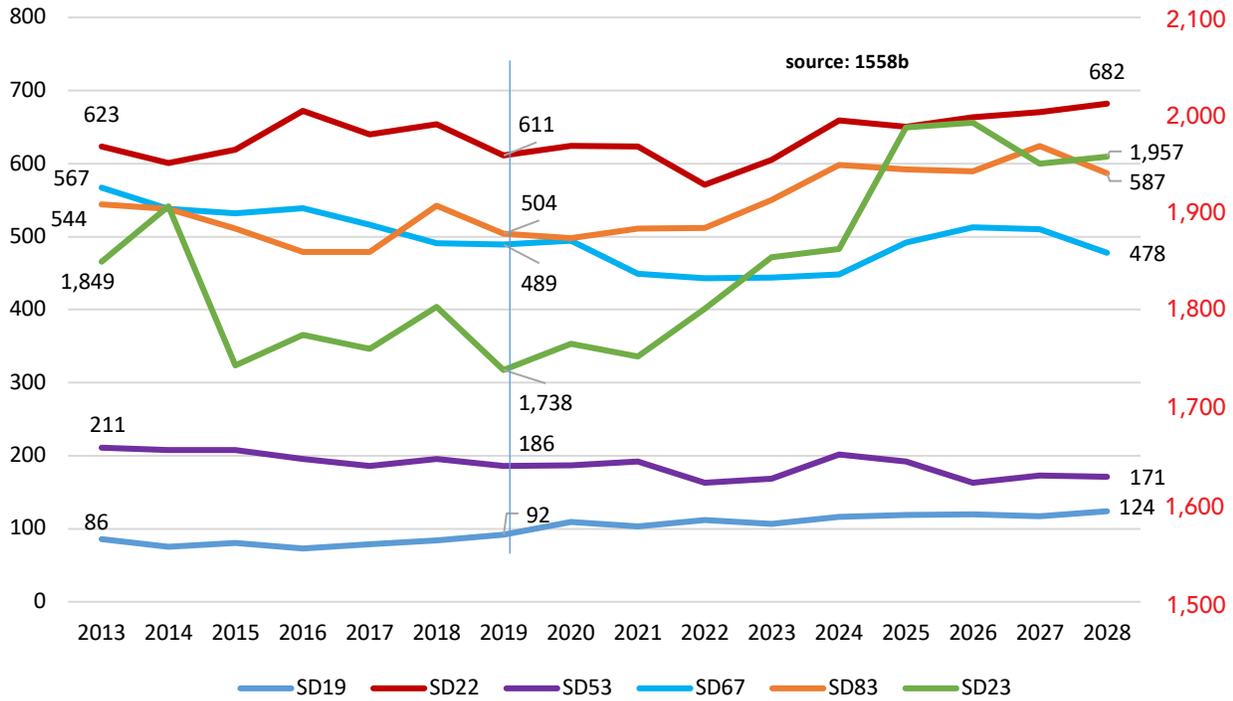
According to BC Stat's People population projections, from 2024 onwards the Central Okanagan's largest working age population cohorts will be the 35 to 39 year old group almost overlapping with the 30 to 34 year old group. In the Okanagan school districts outside of the Central Okanagan (i.e. Vernon, Okanagan Shuswap, Okanagan Skaha, and Okanagan Similkameen), the largest working-age cohort is projected to be 60 to 64 age group, far greater in numbers than the 20- to 24-year-old group. Demand for various types of college programming will be uneven in the valley, based on expected population numbers.

The Central Okanagan School District Grade 12 headcount is the largest in the College region, slightly smaller than all of the other school districts combined in 2019. (See graph on following page).

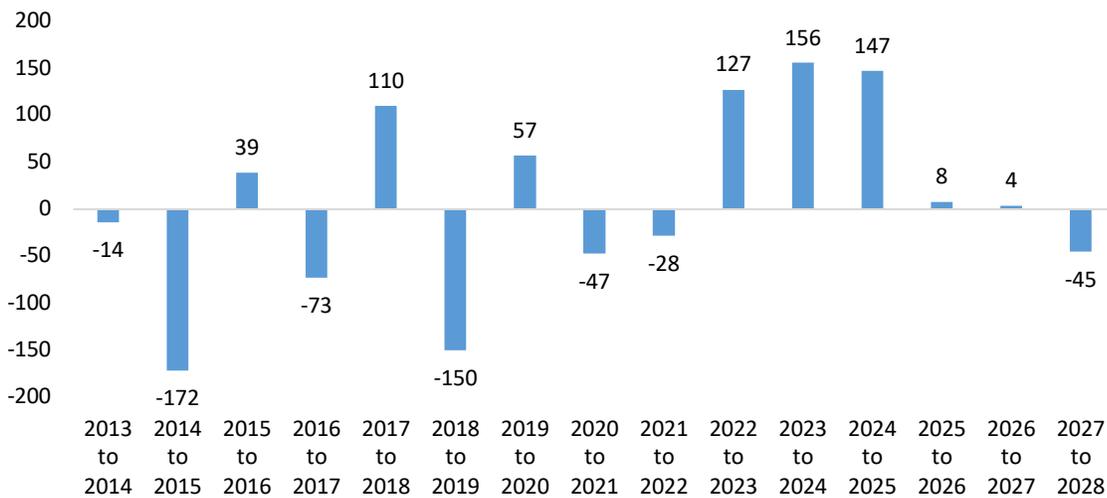
Okanagan Region School Districts Population Projection



## Grade 12 Headcounts for the Okanagan College Region by School District (SD23 on right axis)



## Change in Grade 12 Headcounts for the Okanagan College Region



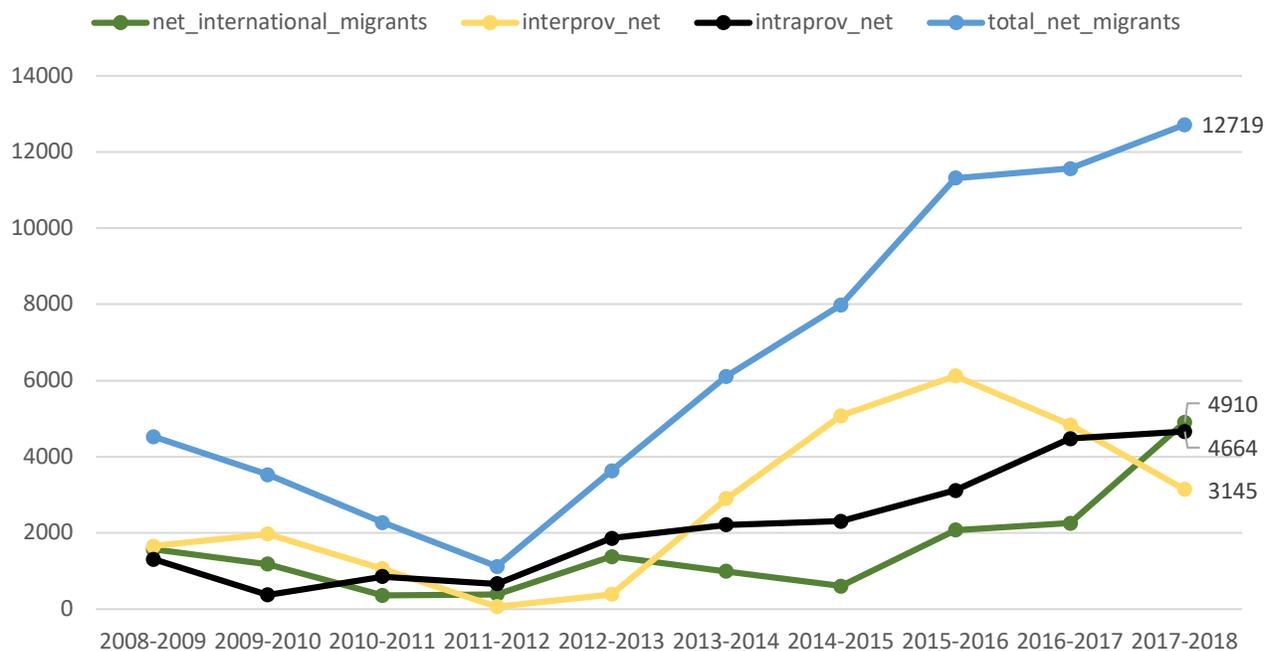
# Accountability Plan and Report

## NET REGIONAL MIGRATION

In recent years, there has been an increase in the number of people migrating to BC from other provinces, as well as an increase in immigration from other countries. In-migration from these two sources is anticipated to continue, albeit at a slower rate. According to the CPABC Regional Check-Up 2017,

72 per cent of the new residents in the Thompson-Okanagan Region were migrants from Alberta and other provinces. The population growth was concentrated in the Central Okanagan Regional District, attracting 83 per cent of the new residents. Some of the interprovincial migration may be British Columbians returning to BC after working in other provinces, especially in the oil and gas patch in Alberta.

### Thompson Okanagan Development Region Migration Stats



Source: BC Data Catalogue - British Columbia Development Region Migration Components

Down from 7.8 per cent in 2017 and after averaging 6.6 per cent in 2018, the average Alberta unemployment rate is forecast to stay at this level in 2019. With fairly slow prospects of improvement in the Alberta labour market the influx of

workers to BC as well Thompson-Okanagan region from Alberta is expected to continue in 2019. However, as the Alberta economy picks up momentum over a longer horizon there is a possibility of reversal over the coming years.

# Accountability Plan and Report

## HOUSING

Rental vacancies increased in BC's four Census Metropolitan Areas (CMAs) including Vancouver, Victoria, Abbotsford-Mission and Kelowna based on new supply increasing faster than demand in each of these markets. BC's four CMAs now all have vacancy rates either at or above 1 per cent as a result of new supply beginning to outpace demand.

However, in three of the municipalities that are home to Okanagan College's major campuses – Kelowna, Salmon Arm and Penticton – the rental vacancy rates of private apartments continue to stay well below the provincial average.

The October 2018 Rental Market report from Canada Mortgage and Housing Corporation (CMHC) showed Salmon Arm maintaining the lowest vacancy rate, hovering close to 0.7 per cent (a slight improvement from 0.0 per cent in 2017). Kelowna's vacancy rate has increased significantly from 0.2 per cent in 2017 to 1.9 per cent in 2018. Penticton had 1.7 per cent vacancy rate (up from 0.9 per cent in 2017). Vernon's vacancy rate remained unchanged at 1.5 per cent. The vacancy rate in BC increased in October 2018 to 1.4 per cent from 1.3 per cent in October 2017 but remained low relative to the 10-year average of approximately two per cent. The noted increase is generally as a result of new supply entering the rental market.

Average monthly rents also continued their upward trajectory in 2018. A bachelor apartment in October 2018 cost \$656 in Vernon (up from \$619 in 2017), and \$890 in Kelowna (up from \$859 in 2017).

The October 2018 data was suppressed due to small sample size for Salmon Arm where the average bachelor's apartment rent was \$579 in 2017.

The effects of migration to the Okanagan can be seen more prominently in the exponential increase in Kelowna home prices on a year-over-year basis.

According to the Royal LePage House Price Survey released in April 2019:

*"The aggregate price of a home in Kelowna grew in the first quarter of 2018 by 2.7 per cent year-over-year to \$643,787. When broken out by housing type, the median price of a two-storey home increased 2.2 per cent year-over-year to \$729,602, while the median price of a bungalow dipped 0.1 per cent to \$635,418. The median price of a condominium rose significantly by 13.6 per cent, increasing to \$435,823."*

Okanagan College students raise a wall on a new home that is part of their Carpentry Foundation program.



## Accountability Plan and Report

### GLOBAL ECONOMY & INTERNATIONAL FACTORS

There are several global economic factors that may continue to influence the Canadian and British Columbian economies. These factors can also influence the numbers of international students that come to BC. The macro-economic scene around the globe remains volatile. The world economy continues to be susceptible to trade disputes, regional economic disputes, military conflicts and other geo-political factors. As summarized in International Monetary Fund (IMF) World Economic Outlook (WEO) 2019:

*“One year ago economic activity was accelerating in almost all regions of the world and the global economy was projected to grow at 3.9 percent in 2018 and 2019. One year later, much has changed: the escalation of US–China trade tensions, macroeconomic stress in Argentina and Turkey, disruptions to the auto sector in Germany, tighter credit policies in China, and financial tightening alongside the normalization of monetary policy in the larger advanced economies have all contributed to a significantly weakened global expansion, especially in the second half of 2018. With this weakness expected to persist into the first half of 2019, WEO projects a decline in growth in 2019 for 70 per cent of the global economy. Global growth, which peaked at close to 4 per cent in 2017, softened to 3.6 per cent in 2018 and is projected to decline further to 3.3 per cent in 2019. Although a 3.3 per cent global expansion is still reasonable, the outlook for many countries is very challenging, with considerable uncertainties in the short term, especially as advanced economy growth rates converge toward their modest long-term potential.”*

Central 1's Economic Analysis of British Columbia report (2019-2021), generally confirms WEO's conclusions that global economic growth has reached a cyclical peak and we are entering a period of softening macro-economic environment. It states:

*“The deceleration in growth is forecast to be steeper in advanced economies, from a 2.3 per cent rate in 2018 to 2.0 and 1.7 per cent in 2019 and 2020. Emerging and developing economic growth is also forecast to slow from 4.6 per cent in 2018 to 4.5 per cent in 2019, before picking up. Weaker growth in China is a key driver of the slowdown. The IMF forecasts Canadian GDP growth to slow to 1.9 per cent in both 2019 and 2020. This is higher than our outlook of 1.7 per cent but aligns in its downward direction. Lower oil production following government*

*mandated cuts in Alberta, policy-induced weakness in the housing market and slower consumer demand will drag on Canada's growth picture. B.C.'s economic growth trajectory follows the broad brushstrokes of the Canadian picture; however, growth will continue to outperform the rest of the country.”*

Due to the volatility in macro-economic conditions an element of unpredictability seems to be afflicting those at the helm of financial affairs. The mood remains somber among CFOs in major world regions. Nearly half of U.S. Chief Financial Officers (CFOs) believe that U.S. economy will enter a recession by the end of 2019. According to the Duke University/CFO Global



A taste of India is an annual celebration of Indian culture held at OC's Penticton Campus

#### Business Outlook:

*“Worst-case projections would see capital spending drop in 2019, accompanied by flat hiring. CFOs have generally become pessimistic in most regions of the world. Ninety-seven percent of African CFOs believe their countries will be in recession no later than year-end 2019, as do many CFOs in Canada (86 percent), Europe (67 percent), Asia (54 percent), and Latin America (42 percent).”*

The Canadian dollar also continues to be impacted by the world macro-economic picture. TD Securities predicts:

*“The loonie will spend much of 2019 in range where it will cost between \$1.35 and \$1.40 Canadian to buy one US dollar. Put another way that means it could dip as low as 71 cents US against the greenback. ”*

# Accountability Plan and Report



Visiting other areas of the province is an important component of the cultural experience for Okanagan College's international students.

Due to general slowdown in world economic outlook the emerging market currencies may also remain under pressure. Over the past few years, top two source countries of international students to BC have been the emerging market countries of India and China. As the currencies of both these countries continue to stay weak relative to US dollar, the dip in the Canadian dollar's outlook against the US dollar may not have any material impact on international student budgets from these countries. For instance, due to the currency exchange rate of approximately one Canadian dollar staying near or above 50 Indian Rupees, the rapidly increasing share of BC international students from India will continue to face significant economic challenges to support their cost of education in Canada.

However, under the aforementioned macro-economic and geopolitical conditions Canada will continue to be one of the top desired destinations for international students. International students are expected to continue to move to Canada and BC for various reasons. From a reputational point of view, Canada is known for being a safe space as well as an ethical country with an effective government. Although Canada has fallen to seventh spot in the 2018 Country RepTrak, by the Reputation Institute,

which measured the reputation of the 55 countries with the largest economies in the world. Canada has often been in the top spot - in the past eight years placed first five times including in 2017. In 2016 and 2014, we were in second place, beat out by Sweden and Switzerland respectively. The 2018 results have Sweden, Finland, Switzerland, and Norway as the top four reputational countries, however the official language is not English in any of these countries limiting their appeal to a majority of international students coming to Canada. Among the English speaking countries Canada remains at the third spot after New Zealand and Australia respectively.



International students that ultimately intend to immigrate to Canada also continue to benefit from one of the most accommodating rules at the provincial and federal levels that facilitate their permanent residency in Canada. A few years ago part-time work rules were also relaxed by the Federal government to accommodate the needs of international students for Canadian work experience while they are full-time students. Indirectly these relaxed rules help international students with their economic challenges as well.



# STRATEGIC PLAN 2016-2020

## MISSION

**Okanagan College transforms lives and communities.**

We engage, lead and serve through:

- A high quality educational experience for our learners.
- An environment that supports employees and encourages personal and professional growth.
- Collaborative relationships that are responsive to our communities.

## CORE VALUES

These serve to guide decision-making as an organization and our actions as individuals.

1. **Learner Success.** Learners are at the heart of everything we do.
2. **Access.** We advocate and promote access to education.
3. **Continuous Improvement.** We strive to do better tomorrow than we did today.
4. **Collegiality.** In all our interactions we act with respect and integrity.
5. **Diversity.** We support an inclusive environment.
6. **Sustainability.** We strive for social, environmental and economic sustainability.
7. **Collaboration.** We embrace the opportunity to work with and learn from each other.
8. **Innovation.** We introduce, evaluate and embrace new ideas.

# TOWARD 2020

## Strategic Plan - Key Directions

### KEY DIRECTIONS

#### **Supporting Learner Readiness and Success (See page 22)**

Through their educational experience, learners are better prepared for work, life and further study.

- Improve pathways for students into, within, and beyond Okanagan College.
- Provide the best possible support services for learners.
- Enhance the learner experience by improving administrative systems and processes, and by creating an engaging college environment.
- Implement an internationalization plan so that students better understand the world around them.

#### **Excelling in Teaching, Programming, and Applied Research (See page 37)**

Students, employers, and the community will benefit from the College's commitment to innovative and responsive education.

- Use the best combination of course delivery methods, such as face-to-face, E-learning, and blended approaches, to address diverse learner and community needs.
- Provide an array of programming that effectively responds to the needs of our students, employers and communities.
- Provide opportunities for teaching professionals to continuously enhance their skills, knowledge and practice.
- Significantly develop applied research, scholarly activity, and knowledge transfer activities to better serve students, communities, and employers.

#### **Working With, and Learning From, the Indigenous Community (See page 40)**

The College values and respects Indigenous culture and ways of knowing and is working towards indigenization. The goal is an authentic partnership that benefits all parties and enriches the education of learners.

- Commit to an indigenization plan through engagement with Indigenous communities. The plan will address:
  - Enhancing ties with Indigenous partners.
  - Strengthening support services as well as physical, cultural, and spiritual spaces that are available to learners.
  - Increasing opportunities for the college community to learn from Indigenous knowledge and culture.
  - Identifying possible changes to College policies, structure, and processes that will benefit all.

#### **Serving and Engaging the Community (See page 42)**

Strengthening relationships with alumni, employers, and community groups contributes to the health and prosperity of the region the College serves.

- Increase the number and strength of connections.
- Build and sustain relationships with alumni and donors.
- Increase opportunities for engagement with all communities through approaches such as applied research, experiential learning, student employment programs, guest speakers, and events.

#### **Focusing on Organizational Sustainability (See page 46)**

The College needs to address the human and financial resources, infrastructure, and environmental challenges that will accompany anticipated demographic, economic, and social changes.

- Seek additional sources of funding to sustain and further develop the College.
- Ensure there are sustainable operations in each of the four regions.
- Augment the College's human resource plan through improved strategies in key areas such as succession planning, employee development and the recruitment and retention of a diverse employee base.
- Complete and implement a sustainability plan that addresses environmental, financial and social sustainability.

## Key Directions - Supporting Learner Readiness and Success

Okanagan College Key Direction: <b>Supporting Learner Readiness and Success</b>		
Okanagan College Objectives	Alignment to Ministry priorities	BC Ministry of Advanced Education, Skills and Training (AEST) Performance Measure
<ul style="list-style-type: none"> <li>• Improve pathways for students into, within, and beyond Okanagan College.</li> <li>• Provide the best possible support services for learners.</li> <li>• Enhance the learner experience by improving administrative systems and processes, and by creating an engaging college environment.</li> <li>• Implement an internationalization plan so that students better understand the world around them.</li> </ul>	<ul style="list-style-type: none"> <li>• Improving access to post-secondary education with a focus on vulnerable and underrepresented students.</li> <li>• Expanding programming aligned with high demand occupations and priority sectors</li> <li>• Expanding co-op and work-integrated learning opportunities for all students</li> </ul>	<ul style="list-style-type: none"> <li>• Student Spaces – total and designated program areas</li> <li>• Credentials Awarded</li> <li>• Transition rate of secondary school students to public Postsecondary Education.</li> <li>• Year-to-year retention rate</li> <li>• Time to completion</li> </ul>

### PATHWAYS AND TRANSITIONS

Starting in March, 2019 a new Gateway to Technology Program, funded by AEST and in collaboration with School District 67, equipped 16 Grade 10-12 students in Penticton with an enhanced understanding of how various technologies function. Students completed the program in June.

In September, 2018 Okanagan College brought a new Trades and Technology Teacher Education (TTTE) program to life, through a partnership with Brock University. The program offers high school teachers looking to specialize in trades and technology and professionals in the industry a chance to add instructional training to their toolkit. Secondary school teachers can complete the TTTE Certificate and qualify to teach various trades courses, while tradespersons with a Red Seal and industry experience can complete the TTTE Diploma and apply to instruct trades programs in their industry. Students pursuing the TTTE Certificate will enroll with the College, while those looking to complete the Diploma will register with both OC and Brock University. The goal of the program and the new collaboration is to provide students entering the program from different fields with just the right blend of instructional and hands-on trades training.



On July 13, 2018, CampOC's new Girls Can Go-Kart Too camp crossed the finish line. The weeklong pilot camp received a lot of attention, spanning the country. The camp saw a dozen girls aged 9-12 step into the Automotive shop at the Kelowna campus, tackling everything from designing their go-karts to working on small engines, changing the oil, replacing tires, testing and fixing brakes, and installing ignition kill switches – all under the watchful eye of College instructors.

Connecting the young women with mentors was another priority. They each received mentorship, support and encouragement from the Women in Trades team, WITT industry mentors and WITT foundation participants.

Preparation for construction on the new \$18.9-million Health Sciences Centre at the Kelowna campus kicked off in mid-June, 2018 with a traditional smudging ceremony. The ceremony began with a blessing by Westbank First Nation Elder Grouse Barnes. He blessed the land, the new building, employees, workers and all of the students who will occupy the new building. Employees were invited to the smudging ceremony as well as a series of information sessions held on June 19 and 20. The project is anticipated to be complete in late spring 2020.

CampOC's new Girls Can Go-Kart Too camp gives young girls the opportunity to test drive a career in the trades.

## Key Directions - Supporting Learner Readiness and Success



Melanie Mark, Minister of Advanced Education, Skills and Training and Stephen Fuhr, MP for Kelowna-Lake Country joined Okanagan College students and officials to open the doors of the new Trades Training Centre at the Vernon campus.

A class of Plumbing and Piping Foundation trades students were the first to step through the doors of the newly completed Trades Training Centre at the Vernon campus at 7 a.m. on Aug. 7 in early August, 2018. A few hours later, they helped to officially open the space where they honed their trade. The Hon. Melanie Mark, Minister of Advanced Education, Skills and Training and Stephen Fuhr, Member of Parliament for Kelowna - Lake Country, joined OC President Jim Hamilton and other College officials, donors, industry and community members, students and alumni in a ribbon cutting ceremony.

The new 1,250 square-metre (13,450 square-foot) centre can accommodate about 150 students per year in Carpentry, Welding, Electrical, Plumbing and Piping, and Women in Trades programs. The centre will also bring trades students back to campus who were previously training at leased facilities near the Vernon airport. It was constructed to meet the minimum Leadership in Energy and Environmental Design (LEED) Gold standard, building on the college's commitment to delivering highly sustainable facilities.

On Aug. 20, 2018, College officials, students, industry partners and community members gathered at the Penticton campus to mark the opening of OC's new \$2.2-million, 465-square-metre (5,000 square ft.), welding facility. Among them was a class of

16 Welder Foundation students, who, under the tutelage of instructor Mark Stathers, were the first to train in the facility. The shop is one of the most advanced and sustainable in the province, informed by extensive input from industry.

The new facility also affords the College enhanced space and flexibility to be able to offer other trades programs on campus.



CampOC offers youth an opportunity to explore the trades.

## Accountability Plan and Report

### MENTAL HEALTH PROGRAMS AND SUPPORTS

While continuing to serve its mandate of delivering programs that transform lives and communities, Okanagan College currently offers a two-year Human Service Work Diploma. The curriculum reflects the expanding responsibilities and evolving practice standards for graduates from non-degree social service programs. Students develop a theoretical knowledge base, a foundation of professional ethics and values, critical thinking skills, essential support skills, and a process for integrating all of their learning into a functional practice framework. Students apply this practice framework to develop empowering, purposeful relationships that promote increased levels of health and wellbeing in individuals, families and groups. Skills and theoretical concepts include emotional support, positive behavioural change, group theory and facilitation, interpersonal relationships, systems theory and community building. In addition, students learn to integrate and operationalize such professional values as non-judgement, boundary setting, confidentiality, respect, individualization, objectivity, self-determination, and valuing diversity. Graduates of this diploma are prepared to work with individuals who are vulnerable or disadvantaged in some way. They provide support to individuals experiencing personal and social barriers due to compromised mental health, addictions, homelessness, abuse, poverty, disabilities, and unemployment. Graduates are well positioned to seek career opportunities as support workers in child and youth care services, a variety of services to people with developmental disabilities, people with brain injuries, people who experience a mental illness, residential treatment centres for addictions, women's emergency shelters, and schools.

An integral part of Okanagan College's Student Services are the Counselling Services that provide professionally-trained counsellors and other resources to assist students in coping with problem areas that may interfere with maximizing academic and social potential.

Human Service Work student  
Amanda Hewitt  
Salmon Arm



Counselling Services received 1.0 additional FTE for the Kelowna campus in the 2018-19 budget year which increase the campus' FTE from 1.6 FTE to 2.6 FTE. For the 2019-20 budget year Okanagan College received 0.3 FTE that was shared between the Penticton campus (0.2 FTE) which means one additional day per week and the Salmon Arm campus (0.1 FTE) which means an additional half day per week.

Okanagan College also supports the health and wellness of students and the campus community by providing information on services and resources available in the Okanagan region. These resources include direct links to Guided Mindfulness Apps & Resources, such as:

- Mindshift: a free app that can be used to learn about anxiety, assess anxiety, plan strategies for dealing with it, and help with relaxation.
- thinkFULL: a free app that helps users manage stress to enrich life. This app is powered by a rich library of life tips to relieve stress, solve problems and live well.
- Calm: an app (free & paid subscription) that can be used for meditation and mindfulness. Users can assess 100+ guided meditations to help manage anxiety, lower stress and sleep better.
- Insight Timer: a free app that is home to over 5,500,000 meditators.
- Buddhify: an app where users can find guided meditations for walking, stress & difficult emotion, work break, going to sleep, waking up and many other different categories.
- Self-compassion: a website that has guided meditations, handouts and other information. This is an all-in-one resource for self-compassion.

The College nurtures an organic culture of fostering mental and physical health through regular initiatives and support programs. Yoga for Everybody and Drop in Mindful Meditation are two in-person programs that are offered free of cost to students at the Kelowna Campus. Employees pay a nominal fee for yoga.

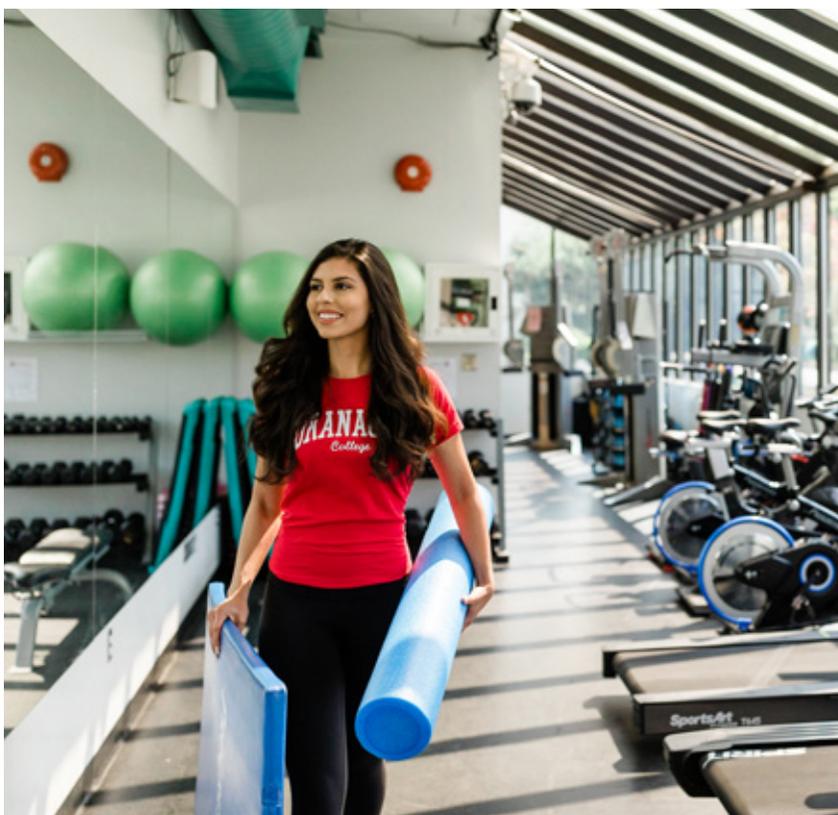
## Accountability Plan and Report

The Ministry of Advanced Education, Skills and Training provided Okanagan College with a one-time contribution of \$40,000 in the 2019-20 budget year to establish a mental health peer support program. A team of Student Services employees led by James Coble, Director of Student Services, developed the Wellness Peer Ambassador program that will be launched in early October. The program is focused on supporting the physical, emotional, academic/career, social, creative, spiritual, environmental, financial and intellectual well-being of students. Ambassadors will coordinate and deliver events and activities, often in partnership with others, according to these diverse yet equally important areas of wellness. It is a holistic endeavour. They will also be asked to promote and provide referrals to health and wellness supports on campus (e.g. Athletics, Recreation and Student Life, Counselling, etc.) and in community (e.g. Food Bank, Walk-in Clinics, etc.). The program is also meant to support the Ambassadors' personal and professional growth.

Through Student Services, Okanagan College has trained over 130 employees in the Mental Health First Aid (MHFA) CMHA accredited program. While the College is planning to offer more training as the demand warrants, future dates have not yet been scheduled. To take it further, Student Services implemented the MHFA Network with support in principle from Regional Deans, Human Resources, Counselling Services, and Facilities Management. The Network is activated when a student in distress needs support and Counselling Services is not immediately available. Over 20 employees have volunteered to be part of the MHFA Network that covers all four campuses.

The Health and Wellness Strategy is currently under development. Research took place in 2018-19 including focus groups on multiple campuses.

Launched in fall 2017, a new wellness project at Okanagan College's Penticton campus is promoting positive mental health and providing students the tools and resources they need to thrive in their studies and personal lives. Flourish is a series of free drop-in workshops open to all students and will touch on tips and strategies for managing stress, anxiety and depression. Guest speakers throughout the year will help open up the conversation about mental health and work to break down stigmas of mental illness and the challenges students encounter in daily life. The weekly sessions, called Wellness Wednesdays, are offered free of charge to students and explore themes related to stress management and mental wellness. Flourish also facilitates Flourish with Yoga classes on Thursdays, which are open to students and employees alike. In 2017 the project was fueled by an Innovation Fund grant (the College's internal grant for innovative new programs and initiatives). Since 2018, Flourish is supported by the Campus Life fund. "As a counsellor, our goal is to create and maintain a positive atmosphere for students to succeed in both their academic and personal lives and Flourish is helping us achieve that," says Sarah Lefebure. "It's exciting to take this project into its second year and what's even more exciting is that we're finding many OC employees are also utilizing Flourish in addition to students."



## Accountability Plan and Report

While supporting the nationally recognized Bell Let's Talk day, employees and students were encouraged to wear blue on January 30, 2019 to show support for mental health awareness. Student Services hosted a Bell Let's Talk Cafe on the Kelowna campus in collaboration with Athletics, Recreation & Student Life, the Library, Counselling and Okanagan College Student Union (OCSU). The OCSU also hosted events at the Penticton and Salmon Arm campuses. Bell Let's Talk is a multi-year charitable program dedicated to the promotion and support of mental health across Canada. Since 2010, Bell has committed to donate at least \$100 million to support a wide range of mental health organizations, large and small, from coast to coast focusing on anti-stigma, care and access, workplace mental health and research. Their goal is to help keep the conversation going all year long and make every day a day it is okay to talk about mental health.

Another successful Long Night Against Procrastination was held at the Penticton campus on Nov. 22, 2018 where more than 50 students buckled down from 9 p.m. – 2 a.m. to finish major school projects, homework and studying, supported by faculty and staff. The event gives students mind-breaks throughout the evening with prize draws, pizza, coffee, snacks and stress-busting activities. The event happens every semester, approximately two weeks before the end of term.

### Therapy Dog Woof comforts students in Salmon Arm



Stress Busters is another innovative program at Okanagan College that is quite popular with more than 150 students taking part in the Penticton campus' latest event. The event was full of fun activities to help students beat the stress including aromatherapy, beading, board games, colouring, stress ball making, yoga and some therapy dogs were on site as well. Several nursing students also came to the event to showcase strategies for combating stress through exercise, sleep, test anxiety information and for time management.

Therapy dogs have been bonding with the Okanagan College students for about eight years at the Kelowna campus. Pet Paws as well as Stress Buster events are strategically organized around the exam dates.

The Stress Less Fair, sponsored by the Salmon Arm Campus Life Committee, took place on April 4, 2019 and encouraged students to focus on de-stressing. Students had a blast playing games, spending time with the St. Johns Ambulance therapy dogs, book spine poetry, adult colouring book table, eating healthy snacks and learning about success strategies and stress release activities they can do on their own time.

Regular recreation events also engage students and employees alike in extra-curricular activities. Fall 2019 Activity Guide is published at the following link: [okanagan.bc.ca/Assets/Departments+\(Administration\)/Student+Services/Student+Life/Fall+2019+Activity+Guide.pdf](https://okanagan.bc.ca/Assets/Departments+(Administration)/Student+Services/Student+Life/Fall+2019+Activity+Guide.pdf)

## Accountability Plan and Report

### Sexual Violence, Misconduct and Campus Safety

Employees and students at Okanagan College support the development and maintenance of a collegial environment that is characterized by mutual respect, safety, inclusivity, and free inquiry. This culture of respect is supported through policies, resources, and programs, and requires a commitment from all campus community members to keep Okanagan College a safe, inclusive place to learn. Below is a list of Okanagan College policies that formalize the College's commitment to the safety and well-being of the College community.

- Student Non-Academic Conduct Policy
- Student Complaint Policy - Concerning Employee Conduct or Performance
- Discrimination, Bullying and Harassment Policy
- Violent and Threatening Behaviour Policy
- Safe Disclosure Policy
- Sexual Violence and Misconduct Policy - Students and Employees

Each policy outlines different procedures for reaching resolution depending on the nature, initiator, and context of the complaint. Okanagan College approved and implemented its Sexual Violence and Misconduct (SVM) Policy in June 2016. Following a formal review in the first quarter of 2019 the SVM policy was updated in June 2019. The current policy incorporates a careful review of best practices in policy development, other post-secondary institutions' policies, and consideration of new provincial government legislation. The College has worked closely with the Okanagan College Student Union (OCSU) and Vernon Student Association OC (VSAOC) to implement related training as well as promote the policy and processes.

Okanagan College has also partnered in fall 2019 with SafeColleges Training to provide online prevention training programs, to help empower our students to prevent and appropriately respond to sexual violence.

By the second week of classes, more than 100 people had watched Not Anymore a video-based sexual violence prevention series. These reality-driven videos are designed to educate students about consent, healthy relationships, bystander intervention, as well as the realities of sexual assault, dating violence, domestic violence, and more. Featuring student presenters and survivors, the series includes scenarios, testimonials, and key advice for dealing with these crucial topics.



Through SafeColleges, Okanagan College is also providing access to Extra Video series including:

- Bystander Intervention- Every Choice
- Alcohol and Other Drugs
- Prescription Addiction
- Clarifying Consent
- Rethinking Relationships
- Verbal Defense and Relationships

An OC Safe App was also launched in March 2018, the app provides immediate access to 911, campus security, emergency procedures, Work/Study Alone check-in, campus maps, support services and more. The development of the app was initiated by the Kelowna Joint Occupational Health and Safety Committee in partnership with Security and Crisis Management, Student Services and Health and Safety. Additional input was received from the Regional Deans, Public Affairs, and IT Services who collectively contributed to the content, look, and structure of the app.

Furthermore, in June 2019, the honourable Melanie Mark, Minister of Advanced Education, Skills and Training, announced funding to build capacity to prevent and respond to sexualized violence and misconduct at British Columbia's 25 public post-secondary institutions. As a result of that funding announcement, a student climate survey related to student perceptions of sexualized violence and misconduct at B.C.'s post-secondary institutions, is currently being developed. The purpose of the student climate survey is to provide a temperature check of the post-secondary environment for students regarding the issue of Sexual Violence and Misconduct and to establish baseline information.

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The survey working group consists of members from the Ministry of Advanced Education Skills and Training (AEST), BCcampus and some BC higher education institutions. The purpose of the working group is to provide advice and guidance on the development of a student climate survey.

Okanagan College's Institutional Research Manager, Ajit Batra, is also a member of this working group and is currently participating in the bi-weekly meetings of this working group. The survey is expected to be in the field during the first quarter of 2020.

Emergency Management as well as Occupational Health and Safety are reflected in the key priorities of Okanagan College. Okanagan College follows the concept of all hazard planning which means our emergency response plans are developed to apply in any emergency and were established in conjunction with the following documents:

- OC Fire Safety Plan (specific to each building)
- OC Security Manual 2013
- OC Hazard, Risk and Vulnerability Analysis (HRVA) 2014
- OC Business Continuity Plan 2014
- Okanagan College Emergency Response Plan 2015

Each of the four main campuses of the College has a joint occupational health and safety committee. A joint occupational health and safety committee is a nonpartisan group and an important prevention tool for Okanagan College. All committee members are health and safety champions. Members help ensure the health and safety of Okanagan College's employees and help identify occupational health



Commercial Aviation student Kimberly Alaric in Kelowna.

and safety issues. Members also disseminate health and safety information and foster awareness and understanding of incident prevention.

Training also plays an important role in Okanagan College's efforts to create a healthy and safe environment for the college community while maintaining regulatory compliance. A series of relevant courses are offered free of cost to the employees.

### Supporting former Youth in Care

The Provincial Tuition Waiver Program has increased by 326 per cent since it launched in 2017. As a result, 806 former youth in care are now studying all over the province in social work, academic arts, nursing, pre-medical studies, trades, business administration and graphic design.

Okanagan College is one of 25 public post-secondary institutions in the province with students that have benefitted from the Provincial Tuition Waiver Program. The program supports the transition into post-secondary by waiving tuition and mandatory fees and provides an increased chance for a positive employment outcome for former youth in care.

Forty-three former youth in care have accessed post-secondary education and skills training at Okanagan College.

A recent notable example is Okanagan College aviation student Kimberly Alaric. Ms. Alaric was a former youth in care and is now pursuing a career in aviation. A Ministry of Children and Family Development news story published on June 1, 2019 describes Ms. Alaric's inspiring experience as follows.

*"Growing up in a small town in the Kootenays, there was not a lot of support for me or my family," said Kimberly. "We lived in poverty. There was a substantial amount of neglect and emotional abuse. My parents are good people who struggle with depression and alcoholism. They haven't always made great choices for our family. I knew from a young age that I didn't want to continue that cycle. I needed more for myself and my two younger brothers. I wasn't even 10 years old and felt that I was the responsible one making sure we had food to eat and a clean place to live. I was caring for my siblings, acting as their mother."*

Kimberly often thought how amazing it would be to fly in an airplane, but she thought it unlikely that a small-town girl who had no money for education and no support could ever become a pilot.

Resiliency and determination in the face of hardship are traits that Kimberly says kept her going.

*"I was in a dark place after I was sexually assaulted, barely in my teens. I received no support. No one*

## Accountability Plan and Report

*believed me. I was bullied for speaking up. The lack of support from my parents forced me out of home. I had enough.”*

By the time she was 19 years old, relatives in the Okanagan had adopted her younger brothers. Kimberly found a place nearby and continued building a life for herself independently.

*“My uncle loves planes and he enrolled my brothers in air cadets. One day, I had to drive them to cadets and ended up flying in a small plane — a dream come true! This solidified my decision to explore my passion for aviation. I was back up in the air two weeks later, working on my private pilot’s licence. Six months after that I was enrolled in Okanagan College’s commercial aviation diploma program. Here I am, a small-town girl who lived in poverty and in care, working towards my dreams. I’m able to attend school thanks to the Tuition Waiver Program my social workers helped me with. I wouldn’t be where I am without their hard work.”*

*“I want to be a role model, a big sister. I also want to encourage young adults to take pride in who you are and what you have accomplished.”*

Full video of a CTV news story on Ms. Alaric’s experience can be found at the following link: [bc.ctvnews.ca/fostering-hope-former-youth-in-care-shares-story-1.4467725](https://bc.ctvnews.ca/fostering-hope-former-youth-in-care-shares-story-1.4467725)

## Alignment of Institutional Processes with the K – 12 Curriculum Changes

Okanagan College has updated admission requirements for degree, diploma, and certificate programs to reflect the B.C. provincial K – 12 curriculum changes to ensure the seamless transition of students entering post-secondary education.

In 2018-19, these initial updates were approved by Education Council in November 2018. Okanagan College has reviewed the B.C. Graduation Program Implementation Guide, published in July 2019, and is committed to further review of program admission requirements as the new Provincial 10-12 Curriculum is implemented through 2019-20 and 2020-21. In keeping with best and past practice, B.C. high school graduates who completed high school under the previous curriculum will not be disadvantaged as Okanagan College assesses credentials based on the curriculum requirements in place at the time of graduation.

In July 2019, Okanagan College on-boarded with EducationPlannerBC for domestic applicants. This has simplified the post-secondary planning and application process for B.C. high school graduates. As noted by EducationPlannerBC leadership, Okanagan College is also participating in the provincial planning and data movement system that will enable the transfer of applicant and transcript data from a centralized service. Okanagan College will be able to leverage new types of system-wide applicant data to help make informed decisions about recruitment and enrolment strategies. Through 2019/20, Okanagan College is planning participation in the High School Transcript Exchange, the extension of BCCAT’s Transfer Credit System, and evaluating the Post-Secondary Transcript Exchange.



## Key Directions - Supporting Learner Readiness and Success



Okanagan College Enactus students at the national championships in Vancouver.

### EXPERIENTIAL LEARNING

#### Trades, Technology, Aviation

In June 2018, an Okanagan College-trained carpenter was recognized among the best in the country at the Skills Canada National competition (SCNC). Lukas Pfob, a Level 4 Carpenter apprentice, brought home the silver medal in the carpentry competition at SCNC, which took place in Edmonton on June 4-5.

The challenge required competitors to build an intricate play house from scratch in just 12 hours spread over the course of two days. The medal was his first at Nationals and fifth overall at Skills Canada competitions, including consecutive gold medals at Provincials the past two years. Pfob was joined by two other OC students at Nationals. Vernon's Bradley Vanlerberg competed in the Aerospace Technology category and Kelowna's Conner McLaren competed in the Automotive Service category. All three students won gold at the Provincial Skills Canada competition on April 18, 2018.

## Key Directions - Supporting Learner Readiness and Success

### BUSINESS AND FOOD, WINE & TOURISM

Neither freezing temperatures nor strong competition from some of the top business schools in the west could stop Okanagan College Business students as they cruised to four podium finishes at Enactus Western Canada Regionals in February 2019.

During a competition in which no other school was victorious in more than one competition, OC took the top spot in three challenges – the CWB Financial Education Challenge, the Scotiabank Environmental Challenge and the TD Entrepreneurship Challenge. The College also notched a runner-up showing in the Scotiabank Youth Empowerment Challenge. The College faced teams from 20 other institutions – more than 400 students participated in total – during the two-day event, which took place from Feb. 28 – March 1, 2018 in Calgary.

OC third-year Business Administration students Nico Dirksen, Nathan Ziebart and Cooper Simson competed against 30 student teams at the February 2019 Scotiabank Canadian Case Challenge at Vanier College in Montreal and earned a well-deserved bronze place. The Scotiabank Canadian Case Challenge is considered one of the most challenging collegiate competitions in the country and sees students analyze a case problem over just three-and-a-half hours. Students were required to combine business strategy, marketing and management knowledge and present their recommendations to a panel of industry experts. The team was coached by OC Business professors Mark Ziebarth and Blair Baldwin.

Eleven of Canada's top chefs competed in the Canadian Culinary Championships February in Kelowna, vying for the title of Canada's best chef. The chefs battled through three rounds of culinary challenges but they didn't do it alone – they each received a helping hand from their own team of OC Culinary and Pastry Arts students who impressed the chefs with

their skills. Chef Yannick LaSalle of Restaurant Les Fougères in Chelsea, Quebec took home the title and was quick to thank his team of OC students.

*"At the moment I cannot explain how proud I am of the team," LaSalle said in a media interview. "I just know the team and students worked really hard and they deserve every moment of this celebration."*

Students reveled in the opportunity to cook alongside and learn from the best.

OC Culinary student Sevynn Bigattini, a Grade 12 dual credit student from Mount Boucherie, was interviewed by the Kelowna Capital News on her experience. She worked alongside chef Elia Herrera of Toronto's Los Colibris Cocina Mexicana. The College also played host to the CCC's second event, the Black Box Competition, which took place in OC's kitchens in the morning and afternoon on Feb. 2.



Culinary student Siobhan Detkaeich works alongside chef Alex Chen of Vancouver's Boulevard Kitchen and Oyster Bar.

In October, OC Enactus students recently returned from a two-day Silicon Valley tech tour and a two-day experience at Enactus World Cup in San Jose, CA, USA. OC School of Business Professor and OC Enactus Advisor Mark Ziebarth organized the Silicon Valley tech tour which saw students take exclusive tours, attend a talk at Netflix, join an intimate chat with visionary Luminate Health Co-CEO Shally Madan, check out the Google campus, Apple Park, Intel Museum and join a Tesla cruise led by one of the company's engineers. After the tech tour, students attended the Enactus World Cup where they got to hear from keynote speakers – including Condoleezza Rice – and take in cultural events with students and faculty from across 36 countries. Students also took part in workshops, faculty research sessions and got to learn about projects taking place across the globe. OC Business

Professor and OC Enactus Advisor Dr. Kyleen Myrah was selected as one of just six faculty to present at the inaugural academic leaders forum.

## Key Directions - Supporting Learner Readiness and Success

In January, 2019 Okanagan College School of Business students proved once again they are among the cream of the crop in Canada, cruising to a first-place finish and two runner-up finishes in the country's oldest and most prestigious case competition over the weekend. From Jan. 17-19, teams of students from business schools all across Canada, the United States and around the world converged upon Queen's University in Kingston, ON, for the Inter-Collegiate Business Competition (I.C.B.C.). The College fielded four teams of two in the Accounting, Ethics, Debate and Human Resources categories. The top three teams from each category were announced during a wrap-up banquet. Rowan Nevard and Derek Monsen, who made up the College's Accounting team, had the unique thrill of hearing their names called as winners in a category that boasted some strong competition. The pair were coached by Adrian Fontenla and Mary Ann Knoll. They came out on top of teams from runner-up University of Calgary and third-place Concordia University. Nevard and Monsen weren't the only ones to experience the thrill of stepping onto the podium as the College notched one of its best-ever showings.

OC's Ethics team, comprised of Ryan Buchanan and Jason Greaves, coached by Dr. Barry McGillivray, Associate Dean of the School of Business, took second place behind the University of Calgary. Mitchell Folk and Mark Fellhauer proved a dynamic duo in the debate category, notching a second-place showing also falling just short of the team from the University of Calgary. They came out on top of the team from host Queen's University.

In June, 2018 OC Level 2 Apprentice culinary student Erin MacDougall cooked her way to victory and an all-expenses paid trip to Italy at the third annual OC Road to Riccione Cook-off competition on Friday, June 22. The competition saw four OC students design and prepare their own Italian-themed menu. They were tasked with creating a main entrée featuring arctic char and a dessert, all in a little over two hours. MacDougall's winning dishes consisted of oak crusted arctic char, mushroom risotto, sautéed eggplant, seared asparagus heads, fennel, citrus slaw and golden beets laid onto of a vibrant spread of

asparagus coulis. For her dessert, she presented crepes with a lemoncello lemon curd, whipped mascarpone, macerated raspberries and candied hazelnuts. While cooking and preparing their dishes, competitors were judged on their technical skills, station organization, safety and sanitation. Their final dishes were then judged on presentation, timing, doneness, innovation, textures and portion sizes during a blind tasting evaluation.

A team of second-year Okanagan School of Business students took home the silver medal at a February 2019 competition in BC for pitching a way to make festivals more accessible. Now in its third year, go2HR's Winning Pitch is a competition held at the British Columbia Tourism Industry Conference where post-secondary students pitch business plans to develop a local tourism activity. This year the teams were asked to develop a new product or service that supports the development of accessible tourism opportunities in their region. Zachary Plaxton along with teammates Emily Pilon, Bryan Cresswell, and Celina Matte won the Regional Competition in November, earning the opportunity to compete against three other Regional finalists, fourth-year students from Vancouver Island University, BCIT, and College of the Rockies.



Pastry Arts student Leigh Holubuff.

# Accountability Plan and Report

## CONTINUING STUDIES

Eleven students from Okanagan College's Floral Design program added a dash of holiday cheer to their studies, creating elaborate Christmas floral arrangements for the



Floral Design instructor Kathy Neufeld and student Alana Pidwerbeski created floral arrangements for the Home for the Holidays tour.

interior designers and event planners – who work together to style the house in the latest holiday décor trends. It is the first time Okanagan College has supported the tour, providing invaluable training for students. Proceeds from the sellout event went to the Central Okanagan Hospice Association.

## INTERNATIONALIZATION

A new partnership that spans the Pacific connects School District 23 and Okanagan College with one of the largest educational districts in one of the busiest cities in the most populous country on earth.

In November, 2018, School District 23 Superintendent Kevin Kaardal, Okanagan College President Jim Hamilton and Dongbiao Zeng, Director of the Education Bureau of Tianhe District in China, signed a Memorandum of Co-operation that will facilitate student and instructor exchanges and cultural development between the three partners. The agreement follows on earlier agreements signed by the Province of British Columbia and Guangdong Province. The first sister provinces agreement was signed in 1995 and was followed by more detailed agreements in 2011 and 2016. The last inter-provincial agreement focused on two-way educational exchange and promotion.

International Development scholars and practitioners from across North America

convened at the College's Kelowna campus in early June 2018 for a first-of-its-kind conference – Finding the Good – that focused on finding real-world solutions to attack poverty, hunger, human rights and gender inequality around the globe. Sessions covered a host of topics from public-private sector partnership to women, gender and feminism to putting the Sustainable Development Goals – a collection of 17 global goals set by the United Nations in 2015 – into a local context. The conference was organized by OC Political Science professor Dr. Rosalind Warner.



### Finding the Good

Sharing International  
Development Ideas  
and Practice

The 13th annual Taste of India luncheon event returned to the Penticton campus on Nov. 6, 2018 serving up delicious meals while raising money for the campus' emergency student fund. The well-attended event saw students, employees and community members come together to enjoy a delicious feast of samosas, butter chicken, cauliflower curry, tomato chutney and chickpeas. The lunch was prepared by OC Library Assistant Surander Dasanjh who was joined by a team of volunteers – made up of current and former employees – to serve the lunch. Topping last year's total, the event raised more than \$1,300 for the Dire Straits Fund, which supports Penticton students who are experiencing a financial emergency.

Business students at Okanagan College will have the opportunity to take their education to new heights thanks to an award established by Bill and Kathy Gillett. Bill is the Dean of the Okanagan College School of Business. The Gilletts have committed \$20,000 to create the Okanagan School of Business Dean's Scholarship. The scholarship will provide two annual awards of \$2,500 to third- or fourth-year business students who choose to study at one of Okanagan College's 16 partner institutions around the world.

Bill, who joined the Okanagan School of Business in 2017, has been travelling and meeting with Okanagan College's partner institutions to learn more about their programs. He says he's impressed by the quality of the faculty, as well as expanding options for students to receive a dual degree.

Okanagan College international students study abroad.



# Accountability Plan and Report

## A BALANCED APPROACH TO INTERNATIONAL EDUCATION

### International Tuition

Okanagan College’s approach to international student tuition is focused on ensuring sustainable programs and services that meet student expectations, and market competitiveness.

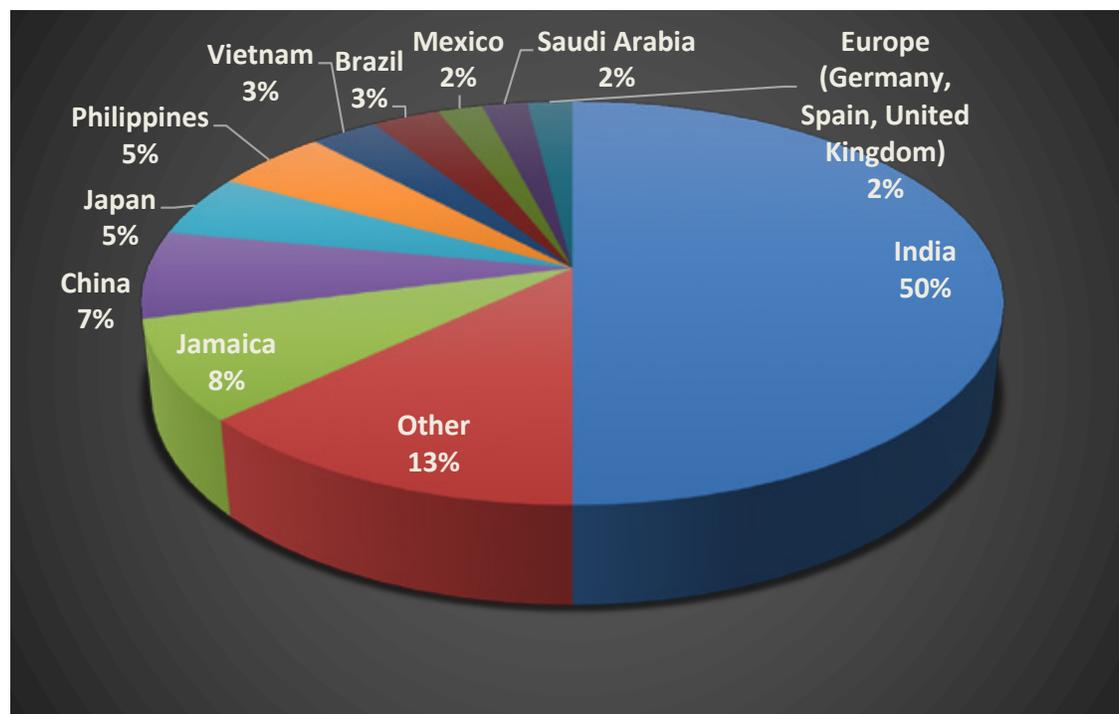
International tuition rate change proposals are based on considerations related to institutional sustainability, ensuring tuition rates cover expenses, provide for provision of support services for students, and support College infrastructure through a net contribution.

Tuition rates are at levels to ensure Okanagan College will remain competitive in the marketplace, maintaining its position as an institution of choice for international students. Many institutions in BC and across Canada use extremely high ratios, some as high seven times the domestic tuition rate. International students add value to the learning environment and great diversity to the communities we serve. Okanagan College has used a very moderated approach to limit international tuition increases to a rate that matches current demands, and the College is committed to a practice of considering international student tuition fee increases approximately 15 months before they are implemented, providing students applying for the following year a full appreciation of the tuition they will be expected to pay.

Year	Per Course
2014	\$ 1,188.00
2015	\$ 1,212.00
2016	\$ 1,236.00
2017	\$ 1,298.00
2018	\$ 1,375.00
2019	\$ 1,375.00

### Diverse Student Body

The educational experience for a Canadian student is greatly enhanced by the opportunity to study with students from around the world. It is further enriched by a greater variety of students in total. Okanagan College has served students from over 60 different countries in the last year. This is achieved by Okanagan College sending its representatives to over 15 different markets each year. Although diversity within international enrolments has faced some major challenges in the last few years, such as the impact of cooled political relationships with Saudi Arabia and China, as well as the unprecedented demand for Canadian education in India, diversity will continue to be a focal point of our attraction and marketing efforts to Okanagan College.



Diversity Chart Fall 2018

## Accountability Plan and Report

### Strategic Approach

After two years of strategic consultation and planning, Okanagan College has adopted its first ever International Strategic Plan approved by the Board of Governors in spring 2019. The implementation and strategic actions of this inaugural plan are well underway and will provide a balanced and thoughtful approach to globalization.

### Regionalization and Balanced Enrolment

Strategic Enrolment planning entails looking for strategies to have international students in all of our regions. Currently we have balanced enrolments in programs that are suitable and have international demand. Okanagan College is striving to create a strategic balance between domestic and international students at a maximum rate of approximately 25 per cent international students. In addition Okanagan College has achieved its goal of attracting international students to all campuses across our regions. (Kelowna, Penticton, Vernon, Salmon Arm and Revelstoke) Okanagan College had an international Headcount of 1,990 of its overall 21,405 student body headcount in fiscal 2018-19.

Semester	Kelowna	Penticton	Vernon	Salmon Arm	Revelstoke	Total
Fall 2016	645	13	10	3	0	678
Fall 2017	798	30	18	3	0	857
Fall 2018	1219	102	54	9	0	1388
Fall 2019	1419	161	69	4	6	1664

*Please note: The international student headcounts in the above table exclude the following categories - study tours, and continuing studies.*

### Mobility

Okanagan College is striving to be a leader in mobility opportunities for students and staff. We recognize that mobility takes place in a variety of forms. Although Okanagan College has great exchange partners where students can have semester abroad experiences, mobility at Okanagan College goes far beyond traditional exchanges. We have short-term summer programs abroad, international co-op and practicum opportunities, dual degree options and faculty led group courses and foreign language immersion opportunities. Okanagan College supports these initiatives with a fund to offset airline costs for all students who wish to participate. Okanagan College had 45 students participate in international mobility opportunities in the 2018-19 year and is planning to double activities in the current academic cycle.



Adult Basic Ed student  
Kim Zarichney in Vernon

## Accountability Plan and Report

### TUITION FREE ABE, ELL AND ASE PROGRAMS

Okanagan College has been offering tuition free Adult Basic Education (ABE), English Language Learning (ELL) and Adult Special Education (ASE) programs to domestic students for several years prior to the 2017 policy announcement. The College also continues to offer significant financial aid for qualifying students to cover other education costs such as supplies and transportation.

To be in congruence with the provincial policy directive at that time, fall 2016 briefly saw the introduction of tuition for Adult Basic Education courses at Okanagan College. A focused effort by the College to promote the availability of grants to help offset tuition and other costs – notably the Adult Upgrading Grant and a new Okanagan College Upgrading Grant – led to less than a 10 per cent decrease in the number of FTEs in the College's Adult Academic and Career Prep program area.

In September 2017, the current British Columbia government eliminated tuition fees on Adult Basic Education and English Language Learning programs. We successfully promoted the resumption of tuition-free Adult Basic Education and English Language Learning for domestic students at Okanagan College and other BC postsecondary institutions. College officials developed communications materials and strategies for those students who were already enrolled when the policy decision was formalized by the province, those who were in the application process, and for the general public.

Tuition-free Adult Basic Education (ABE) programs at Okanagan College continue to enable students to complete prerequisites for post-secondary programs, complete high school graduation requirements, upgrade high school marks, develop reading, writing, and mathematics skills, and improve their career opportunities. Throughout all the campuses the College offers tuition-free courses in literacy, English, mathematics, biology, chemistry, physics, science, social studies and computer studies. Students can also upgrade while enrolled in university courses and other College programs.

Adult Basic Ed student  
Claudia Cahoose in Penticton

Tuition-free English Language Learning includes two certificate programs. English Language Certificate that has three levels, and English for Academic Purposes (EAP) Certificate that has four levels.

In a similar proactive fashion, students that have a disability or a special learning need are supported by the Adult Special Education programs at Okanagan College to reach for their best. Okanagan College continues to demonstrate leadership in providing tuition-free Adult Special Education (ASE) through four certificate programs to the eligible domestic students who wish to work on academic skills, independent living skills, and employment preparation skills. These ASE programs are:

- Independent Living Skills Certificate Programs: Course work focuses on basic literacy and math, interpersonal and self-management skills, creativity and self-expression, and workplace awareness. Levels include, Basic Skills Certificate A (BSCA), Basic Skills Certificate B (BSCB), and Advanced Skills Certificate (ASC).
- Preparing for Access to Careers and Education (PACE) Program: One or two year career exploration/work experience program.



# Key Directions - Excelling in Teaching, Programming, and Applied Research

Okanagan College Key Direction: <b>Excelling in Teaching, Programming, and Applied Research</b>		
Okanagan College Objectives	Alignment to Ministry Priorities	BC AEST Performance Measure
<ul style="list-style-type: none"> <li>• Use the best combination of course delivery methods, such as face-to-face, E-learning, and blended approaches, to address diverse learner and community needs.</li> <li>• Provide an array of programming that effectively responds to the needs of our students, employers and communities.</li> <li>• Provide opportunities for teaching professionals to continuously enhance their skills, knowledge and practice.</li> <li>• Significantly develop applied research, scholarly activity, and knowledge transfer activities to better serve students, communities, and employers.</li> </ul>	<ul style="list-style-type: none"> <li>• Deliver the services people count upon (Minister Mark's Mandate Letter)</li> <li>• Build a strong, sustainable economy.</li> </ul>	<ul style="list-style-type: none"> <li>• Student satisfaction with education</li> <li>• Student assessment of the quality of instruction</li> <li>• Student assessment of skill development</li> <li>• Student assessment of the usefulness of knowledge and skills in performing job.</li> <li>• Unemployment rate</li> </ul>

## INNOVATIVE PROGRAMMING

In early 2019, OC's Continuing Studies department launched a new certificate program centered on blockchain, a new wave of the technology frontier. The certificate program explains blockchain technology and prepares learners to think about the variety of ways this technology could impact their businesses and their lives. Applications are possible within banking and payments, insurance, charity, voting and other government systems, health care and real estate, to name a few. The opportunity to use this technology to establish trackable supply chain management is also being explored by many industries – something that should be of interest to businesses and consumers alike.

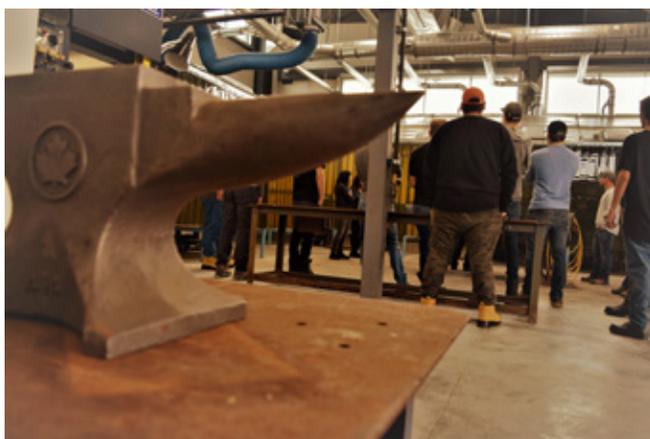
Okanagan College has partnered with experts across the region and beyond to develop a diverse offering of courses in the emerging cannabis industry – from greenhouse pest management techniques to business fundamentals and retail sales training. Initial interest in the offerings was strong. The first Growing Your Own Cannabis course quickly filled to capacity, prompting the College to several other intakes. The College made headlines in 2017 when it became one of the first in the sector in B.C. to implement a

Cannabis course through its School of Business. The Emerging Marijuana Industry was the name of the course taught by David Cram, a 26-year veteran College business professor. It illuminated students to the regulatory process and emerging business impacts of legalization, in the context of the Canadian economy.

In September, 2018, The College's Bachelor of Business Administration (BBA) degree program received the stamp of approval for its finance curriculum from the Chartered Financial Analyst (CFA) Institute, making it one of 32 institutions in Canada and the third in B.C. to be affiliated with the CFA Institute.

The CFA credential covers academic theory, current industry practice as well as ethical and professional standards to provide a strong foundation of advanced investment analysis and real-world portfolio-management skills. In order to qualify for the university affiliate program, the College had to submit course outlines for a variety of finance topics: statistics, economics, ethics, derivatives, investments and investment management, to name a few. Up to nine scholarships will also be

provided to College students who pursue the CFA exams, with the financial award administered by the Okanagan School of Business.



A new state-of-the-art welding facility opened at the Penticton campus in Fall 2018.

## Key Directions - Excelling in Teaching, Programming, and Applied Research

The booming insulation industry, coupled with consumer interest in reducing environmental impact, has created a significant need for skilled workers. Okanagan College, in conjunction with the Ministry of Social Development and Poverty Reduction, Work BC, and local industry leaders, brought a new program – Residential Insulator - on board in fall 2018 to help meet industry demand and prepare skilled workers. The 25-week Residential Insulator program provided tuition-free specialized training for eligible applicants with funding from the Ministry of Social Development and Poverty Reduction. The program develops practical skills and provides safety certifications in the first 15 weeks of classroom instruction. The remaining 10 weeks are spent in work placements with local employers providing valuable work-related experience.

A collaboration between Okanagan College and the Vancouver Film School brought about a weeklong boot camp in summer 2018 designed to help participants learn industry software basics, production process and how industry professionals create visual effects, or VFX, illusions. Designed to boost portfolios of beginner to intermediate graphic artists



Students from the Residential Insulator program built and insulated doghouses for the Vernon SPCA

and film artists, the course will see students complete a fully executed shot using industry techniques in a suite of different graphics and video tools. The course ran at the Okanagan Innovation Centre in Kelowna.



Instructor Darrell Skinner led a research project that examined common injuries in tree planting.

### APPLIED RESEARCH, CREATIVITY

What if someone hacked a traffic sign with a few well-placed dots, so your self-driving car did something dangerous, such as going straight when it should have turned right? Okanagan College Computer Science Professor Dr. Youry Khmelevsky and a pair of fellow researchers are urging artificial intelligence researchers to invest more effort in system design and security to deal with hacks and security issues that have already happened. A research paper, authored by Khmelevsky and his colleagues from France, Dr. Gaétan Hains, and Arvid Jakobsson was presented in early 2018 at an international conference held by the Institute of Electrical and Electronics

Engineers (the world's largest technical professional society). The paper summarizes the research that has already been done into the threats and dangers associated with the machine-learning processes that underpin autonomous systems, such as self-driving cars. Their paper also points to the needs to take research and tool development for "deep learning" to a new level. (Deep Learning – DL – is what makes facial recognition, voice recognition, and self-driving cars possible. DL systems mimic neural networks – like your brain – that can take data and process it based on information processing and communication patterns).

## Key Directions - Excelling in Teaching, Programming, and Applied Research



Beverlie Dietze, OC's Director of Learning and Applied Research working closely with Waterplay Solutions Corp. on an outdoor play research project.

OC Director of Learning and Applied Research Dr. Beverlie Dietze has studied children's outdoor play theories and behaviours in countless settings in the Okanagan and across Canada. Her observations have fueled two new works released in mid-2018 that are part of a new collection designed to inspire Canadian early childhood educators to join the outdoor play movement. Less than a year after the publication of their book *Empowering Pedagogy for Early Childhood Education*, Dietze and co-author Dianne Kashin have published an all-new text entitled *Outdoor & Nature Play Early Childhood Education* through Pearson Canada. Since becoming Director of Learning and Applied Research at the College, Dietze has garnered more than \$350,000 for outdoor play related research projects.

An OC research initiative involving two different Shuswap area companies was among more than 94 projects nation-wide supported with \$45 million from the federal government's Natural Sciences and Engineering Research Council (NSERC). The funding was outlined on Nov. 5 at a press conference in Ontario, and work on the research projects in the Shuswap is already underway. The project funding flows through the NSERC-administered College and Community Innovation Program. Okanagan College personnel involved in the Shuswap research include researcher Dr. Peter Janele and David Williams, who teaches in the Electronic Engineering Technology program. "I'm pleased this work is focused in the Shuswap and am looking forward to seeing what the results are," explained Okanagan College President Jim Hamilton. "Important to us is the fact there are OC students involved, bolstering their education with research experience." The Shuswap projects are focused on technology in agriculture

and improving economic sustainability for existing businesses. \$200,000 of federal grant money (over two years) is going to support:

- research into means to reduce heating costs for greenhouses in cool climates, in order to allow them to operate economically longer or year-round (in partnership with Karen Dow, The Handmade Shop)
- research into development for year-round greenhouse using low grade geo-thermal temperature control systems, either on grid or off grid (in partnership with Ernest Moniz, HighCroft Farm, Sorrento)
- developing an automated control system for indoor vertical hydroponic farming (in partnership with Karen Dow, The Handmade Shop)

Two students cranked up the volume on a creative assignment in their Gender, Justice, Resistance class with Dr. Norah Bowman in December, 2018. Bowman asked her GSWS 201 class to produce and edit a podcast on a topic that reflects ongoing current issues of justice, oppression, rights and/or liberation.

While many students demonstrated understanding on how gender roles influence resistance movements and located interlocking oppressions and resistances, Bowman says two students — Emily Walker and Lacy Petersen — provided novel analysis and insight in their podcasts.

Walker developed two podcasts: an analysis of gender issues in rap, as well as an intersectional feminist remix of a rap song (note: podcast features some explicit language). Petersen's podcast is a feminist analysis of the Netflix show *Sabrina*.

Okanagan College Key Direction: Working With, and Learning From, the Indigenous Community		
Okanagan College Objectives	Alignment to Ministry Priorities	BC AEST Performance Measure
<ul style="list-style-type: none"> <li>• Commit to an indigenization plan through engagement with Indigenous communities.</li> </ul>	<p><b>Goal 1:</b> Lasting Reconciliation with Indigenous Peoples in British Columbia by fostering access and success in post-secondary education and training</p> <p><b>Objectives:</b> 1.1 Respond to the TRC Calls to Actions and UNDRIP</p>	<ul style="list-style-type: none"> <li>• Aboriginal student spaces</li> <li>• Overall credentials awarded to Aboriginal students in the public post-secondary system</li> </ul>

March 9, 2019 marked the 10th Annual Aboriginal Student Recognition Ceremony at Okanagan College and students, educators and community members came together to celebrate students' accomplishments and acknowledge those who inspired and supported them along the way.

The ceremony included performances by Metis Jigger, Mary Ouillette, Powwow dancers, Arnold and Deanna Ackachuk, Inuit Throat Singer, Shirley Amguttitairiq, and keynote speakers. Okanagan College President, Jim Hamilton was among those present to congratulate students.

The sense of community and collaboration at the ceremony is something Okanagan College business student Wendy Terbasket picked up on during the event and says reflected her experience at OC.

"My people are making great strides for the betterment of their future and communities," says Terbasket. "The College's values are so in line with my own: everyone working together and working toward a common goal. It just feels so great to be at a school that is so accepting and supportive."

In addition to being a moment to recognize students, students also took the opportunity to honour instructors they felt significantly impacted them. Instructors Scott Overland, Teresa Proudlove, Laura Jockman, Richard Volk, Adam Craig, Stacey Grimm, Denise Boudreau, Dana Hurtubise, Tracy Riley, Diane Little, Katherine Bonell, and Matthia Vaillancourt were also acknowledged for going above and beyond for their students.

In March, 2019 the Okanagan College Foundation and Aboriginal Services department coordinated a fun and fast-paced fundraiser to support a new Aboriginal student award. The hockey-themed fundraiser featured an NHL Playoffs Bracket Challenge. The proceeds benefit the OC Sticks Up for Aboriginal Students Awards. "Hockey has taught me that no matter your age, skill level or background, success comes from working together with your team to reach a common goal,"



Elder Richard Jackson Jr. and Noel Ferguson were honored at OC's 10th Annual Youth Exhibition Powwow

says Anthony Isaac, OC Indigenization Task Force Coordinator. "The OC Sticks Up campaign will also take dedicated teamwork. We decided to call the award the OC Sticks Up for Aboriginal Students Award to draw the comparison to the spirit of teamwork and inclusion in hockey."

In April, 2019, a residential carpentry program started in Penticton, offered in conjunction with Greyback Construction, with extra supports for Indigenous to help ensure a needed supply of skilled tradespeople. In addition to addressing the industry demand for carpenters, the program will support important skills development for the community. The class built a home at Skaha Hills, among the many K'ul Group projects underway to support economic development of the Penticton Indian Band. Four of the 11 students enrolled in the program were PIB members, and they received culturally informed supports including mentorship, Elder support, visits from Aboriginal industry speakers, assistance with math and English requirements, and nutrition breaks. Those supports were funded by the Industry Training Authority. The next intakes for Carpenter Foundation are August (Kelowna) and February 2020 (Salmon Arm and Revelstoke).



Master carver and artist Darren McKenzie teaches the Indigenous Wood Sculpting course.

Hundreds of youth, students and community members gathered in the courtyard at the College's Kelowna campus on Sept. 20 to take in one of the most vibrant cultural events of the year – the 10th Annual Youth Exhibition Powwow. The event began with a special ceremony honouring Elder Richard Jackson Jr. of the Lower Nicola Indian Band and Noel Ferguson of the Canoe Creek First Nation. In acknowledgement of their long-time involvement in the powwow, OC President Jim Hamilton and Aboriginal Services Coordinator Anthony Isaac wrapped Jackson and Ferguson in traditional Pendleton blankets as a physical and spiritual symbol of respect and thanks for their years of commitment.

Shortly after Jackson and Ferguson were wrapped, the duo presented Okanagan College with an Eagle Staff as a symbol of respect and to recognize the College's continued efforts to embrace Aboriginal culture and values and support the educational journey of Aboriginal learners. Dancers and accompanying drummers came from across the B.C. interior to perform in a variety of dance categories including grass, fancy, chicken and traditional. The invited drum groups this year were Birch Creek, The Northern Tribes and Red Spotted Horse. Attendees were treated to a fan-favourite lunch of Deconstructed Indian Tacos – prepared and served by the College's Culinary Arts team and volunteers – and enjoyed shopping at the many craft vendors on location who were selling jewelry, artwork, soaps, moccasins and more.

Master carver and artist Darren McKenzie once again set up shop at Okanagan College in the fall of 2018 with the goal of ingraining in students his passion for carving while also sharing his Indigenous knowledge and culture. His Indigenous Wood Sculpting course included basic carving techniques for those just starting out, as well as more challenging projects. The new course featured more power tools, shortcuts and secret tricks of the art form.



OC was presented with an Eagle Staff to recognize the College's continued efforts to embrace Aboriginal culture and values.

## Key Directions - Serving and Engaging the Community

Okanagan College Key Direction: <b>Serving and Engaging the Community</b>		
Okanagan College Objectives	Alignment to Ministry Priorities	BC AEST Performance Measure
<ul style="list-style-type: none"> <li>• Increase the number and strength of connections.</li> <li>• Build and sustain relationships with alumni and donors.</li> <li>• Increase opportunities for engagement with all communities through approaches such as applied research, experiential learning, student employment programs, guest speakers, and events.</li> </ul>	<ul style="list-style-type: none"> <li>• Deliver the services that people count on</li> </ul>	n/a

Hundreds of people turned out in early September, 2018 as the family of Ron Jacobsen announced a \$1 million gift to Okanagan College to help further trades training at the institution.

Muriel Jacobsen and her children Rhonda and Shayne donated \$1 million to support the Kelowna Trades Training Complex in honour of their late husband and father. Ron owned and operated Jacobsen Pontiac Buick for more than 40 years.

“My dad always wanted to give back to the community that supported him,” noted Rhonda Jacobsen-Lebedoff. “As someone who loved and valued the importance of learning and improving, he would be delighted to know his success is supporting future automotive leaders.”

The funding announcement was made in the courtyard of the new Trades building. In honour of the generous donation, Okanagan College named the bright study, gathering and corridor space used by so many students as the Ron Jacobsen Pathway to Excellence.

The Jacobsen family hopes Ron’s legacy will live on with the funds contributing to the following key areas:

- Development of curriculum and purchase of start-up equipment for the College’s forthcoming automotive service technician diploma
- Development of training in alternate fuels and purchase of start-up equipment
- Purchase of state-of-the-art training equipment
- Refreshing the automotive facilities to more closely resemble the appearance of newer dealerships and service outlets
- Financial support for students

In February, Okanagan College and Accelerate Okanagan announced they were joining forces to launch a series of free lunch and learn workshops. The workshops occurred at noon on the last Thursday of the month at Accelerate Okanagan’s office in downtown Kelowna.



Thanks to the generosity of the Okanagan College community more than \$12,000 was raised to support students and new facilities on Giving Tuesday, celebrated in December, 2018. This was the first year Okanagan College participated in Giving Tuesday, a global day dedicated to giving and volunteering taking place each year after Black Friday.

A November, 2018 instalment of Okanagan College’s Signature Speaker Series at the Vernon campus addressed recent research on cannabis use and mental health, as well as what legalization will mean for public health. Zach Walsh, an associate professor at UBC Okanagan, reviewed recent research and explored the potential of cannabis to serve as a substitute for other psychoactive substances.

Okanagan College’s Penticton campus launched a series of presentations designed to inspire the community to embrace its potential in 2019. “The OC Speaker Series offers the community a chance to learn new things, and the lineup this term features a rich array of topics to motivate and engage people of all ages,” says Eric Corneau, Regional Dean South Okanagan Similkameen.

The lineup of experts and authorities covered a wide range of topics, from the performing arts to sockeye hatchery, vineyard management, politics and technology.

## Key Directions - Serving and Engaging the Community



More than 500 people visited the Kalamalka Indigenous Garden at OC's Vernon campus in the summer of 2018.

Students from SD 67 stopped by the College's Penticton campus for the inaugural Inquiry Fair on June 5, 2018. For participants, it was an opportunity to learn about the important questions that youth are exploring. The event featured 36 student projects covering a wide range of topics in science, business, reading/writing, culture, music, sport and fitness. Students shared their work with each other and had the opportunity to practice their presentation skills in front of parents, teachers and community members in a supportive and non-competitive environment. After project presentations, students joined OC faculty for a series of interdisciplinary activities which emphasized the value of inquiry and teamwork.

The need for speed should not be defined by gender. In March, 2019, approximately 100 girls between eight and 13 years descended on the Penticton campus of Okanagan College to take part in Fast and Female, a free event celebrating female participation in sport and exercise. Okanagan College Human Kinetics professor Louise Blais explains a visit by U.S. Olympic athlete Kikkan Randall to her sports psychology class last fall sparked the idea of bringing the College's human kinetics

curriculum to the community, by connecting female students with the Olympian, local leaders and sports mentors.

In mid-September, 2018 residents of Kelowna and Penticton had a chance to gain insight into global climate initiatives thanks to the Building on Progress: Climate Action event. The event, held at the Kelowna and Penticton campuses, showcased Okanagan projects with a focus on climate action, especially healthy energy systems and sustainable communities, as an affiliate event to the Global Climate Action Summit that was held during the same time in San Francisco, California.

The event engaged students, staff and community experts and also included an expo with exhibits from local businesses and organizations in the sustainability field.

In September, 2018 Okanagan College's International Education department launched a new cross-cultural awareness initiative that brought a different culture to the Kelowna campus every month.

## Key Directions - Serving and Engaging the Community

The series of monthly presentations kicked off featuring the vibrant culture of Brazil. A different country was featured in each session and was led by international students who have been busy putting together presentations to share their country's culture and history with OC. The first session was led by OC students, Fabio Chakkour, Sophia Martins and Rodrigo Bruno who are all from Brazil. They presented on the country's culture, music, sports, festivals, education systems, statistics and even served attendees the token taste of Brazil, Guaraná Antarctica (a soda). In October, students and employees gathered in the Trades atrium to take in the second Cross-Cultural Awareness session to learn about Japan first-hand from three OC international students. The session was led by Kota Otomo, Chiaki Nagae and Daichi Moriyama. They presented on the country's education system and the style of learning Japanese students undergo.

The annual Spoke Literary Festival returned for the third year in a row to Vernon and the College's Vernon campus hosted a number of workshops designed to help writers of all levels put pen to paper.

From Aug. 10-12, writers from across the region learned how to hone their skills, craft prose and meet some of the biggest names in the Okanagan literary world. Participants enjoyed an opening reception at the Caetani Cultural Centre, two days of workshops at the College and a reading with the invited writers at the Vernon library. All invited writers were award-winning published professionals and included a poet, a novelist, a non-fiction writer, a former journalist, an interdisciplinary artist and more.

In June, 2018, the President of the Washington State Wine Commission passed on a simple yet powerful message for the B.C., Oregon and Washington wine industries: co-operate. Steve Warner has led the State Wine Commission since 2012 and brought his perspective on the opportunities and challenges in the wine industry to the Penticton campus, as part of the Wine Talks Series presented by Liquidity Winery and Okanagan College.

In late 2018, Dylan Roche and his family were excited to move into their newly built home on Penticton's Upper Bench, designed by Okanagan College students as they completed their Sustainable Construction Management Technology (SCMT) diploma. The Roche's house design is the result of applied learning at its best— students incorporating international best practices in sustainable construction to save energy in the scaled-down house. Roche had a connection with Brian Rippy, a professor in the SCMT department with 15 years of experience in sustainable design and construction management. Rippy recommended the family home become a SCMT Diploma Capstone project for students, who are required to complete a real-world project and demonstrate skills and knowledge they gain in the program. The home is approximately 800 square feet, with living and kitchen space in the middle taking advantage of natural light from south-facing windows. The interior spaces are open to maximize daylighting and connection to the outdoors. Other features include insulated concrete forms for the foundation, low-emission finishes, high-performance windows, low-flow water fixtures and Energy Star appliances. The building is also considered

net-zero ready, in that future additions of solar panels have been planned, which would make the building reach net zero energy.

OC students from the Residential Insulator program at the Vernon campus put their training to good use, helping out furry friends along the way. In early 2019, the students built five large dog houses that

Dylan Roche in front of his newly built home, designed by OC's Sustainable Construction Management Technology students.



## Key Directions - Serving and Engaging the Community

are fully insulated and ready for the cold weather. The homes accompanied five large breed dogs adopted from the Vernon SPCA. The doghouses were built as part of the hands-on training students receive in the program.

The men's and women's OC Coyotes basketball teams started their sophomore season later in 2018 with new locker rooms at Kelowna Christian Academy School thanks to the handiwork of an all-female gateway to trades class. A class of 13 Grade 10-12 students from School District 23 were the first to contribute to the project. That class was the first of its kind in the province – an all-female gateway to trades opportunity that is modelled on the Industry Training Authority (ITA) Youth Explore Trades Sampler program for high school students. The 19-week program (a collaboration between the ITA, School District and the College) provided youth an experience in various trades to help students identify their passion before continuing on to an apprenticeship.



OC's Coyotes basketball teams celebrated success in their first season of being in PACWEST.

## BUSINESS

A class of Grade 4 students at Queen's Park Elementary in Penticton became some of the region's newest published authors in June, 2018 thanks to an initiative by the College's Enactus team. Over the course of three days, students learned about the theme of transportation – past and present – and were tasked with working in groups to envision and write about future modes of transport. Enactus project leaders and business students at the Penticton campus, Carrie-Ann McAlpine and Christie Reid spent three days in the classroom

working with students to write and illustrate their own stories. "We wanted to develop a fun, hands-on way for the students to think about reading and writing – and something that ultimately could help teachers make literacy more exciting and tangible," says McAlpine. "Our aim was to transport them into the mindset of an author."

## Key Directions - Focusing on Organizational Sustainability

Okanagan College Key Direction: <b>Focusing on Organizational Sustainability</b>		
Okanagan College Objectives	Alignment to Ministry Priorities	BC AEST Performance Measure
<ul style="list-style-type: none"> <li>• Seek additional sources of funding to sustain and further develop the College.</li> <li>• Ensure there are sustainable operations in each of the four regions.</li> <li>• Augment the College’s human resource plan through improved strategies in key areas such as succession planning, employee development and the recruitment and retention of a diverse employee base.</li> <li>• Complete and implement a sustainability plan that addresses environmental, financial and social sustainability</li> </ul>	n/a	n/a

The list of green accolades continues to grow for the Little Learners Child Care Centre at Okanagan College’s Penticton campus – In June, 2018 it was recognized as one of Canada’s most sustainable new buildings. The child care facility, which opened its doors in 2017, picked up the Institutional (Small) Award at the 2018 Canadian Green Building Awards, presented by Sustainable Architecture & Building (SAB) Magazine announced in Toronto on June 5. Okanagan College’s project was one of nine lauded as examples of the most advanced sustainably-designed buildings in Canada for 2018. In December, 2017, it became the first Passive House certified child care centre in the country. It was also named a Silver Finalist at the 2018 Tommie Awards in the category of Best Environmental Initiative in Construction (Residential or Commercial). The project was made possible by a \$500,000 investment by the B.C. Ministry of Children and Family Development and support from donors throughout the area.

A new partnership between Okanagan College and the University of British Columbia Okanagan’s School of Engineering – announced in October, 2018 - is laying the foundation for a greener future. Jim Hamilton, President of Okanagan College and Dr. Deborah Buszard, Deputy Vice Chancellor and Principal of UBC Okanagan, were joined by industry, government and community members at the College’s Penticton campus on Oct. 25 to sign a letter of cooperation. The letter of cooperation in green construction research and training outlines a number of ways in which the institutions aim to collaborate, from developing shared capstone projects for students to establishing a speaker series in green construction and smart energy use. The letter also outlines the joint commitment to explore the creation of a Green Construction

Research and Training Centre in the Okanagan. Another goal will be to build on the work both institutions have done to establish the region as a hub for innovation in advancing sustainable construction.



OC President Jim Hamilton and UBCO’s Deborah Buszard signed a letter of cooperation for green construction research and training.

## Key Directions - Focusing on Organizational Sustainability

Okanagan College's new Trades Training Centre in Vernon, which opened its doors to students in August, is already being recognized for its innovative construction. The centre took home the Institutional Award at the 10th Annual Thompson Okanagan Kootenay Commercial Building Awards held on Sept. 20, 2018 in Kelowna, presented by MNP LLP, RE/MAX Commercial and the Southern Interior Construction Association (SICA). "We had three goals in mind when we set out to construct our new Trades facility in Vernon," said OC President Jim Hamilton. "We knew we wanted to provide students with the highest-quality learning environment possible, to build a facility that will help meet the demand for skilled trades people in the North Okanagan and beyond, and, finally, to continue to raise the bar for ourselves in sustainability. The facility was constructed to meet the minimum Leadership in Energy and Environmental Design (LEED) Gold standard, building on the College's commitment to delivering sustainable facilities.

Okanagan College can now boast having two of the 14 LEED (Leadership in Energy and Environmental Design) Platinum-certified buildings in all of Canada's post-secondary sector.

OC received news in February, 2019 that its Trades Training Complex building in Kelowna has been certified by the Canada Green Building Council. This is not the first time the College has received LEED Platinum – the first was the Jim Pattison Centre of Excellence at the College's Penticton campus.

"Our institution has a reputation as a leader in sustainable building. We are proud of being able to raise the bar in sustainability and wouldn't have been able to create spaces such as this without the help of forward-thinking builders like PCL (PCL Constructors Westcoast Ltd.), our industry partners, and the incredible community support and donations that made the project possible," notes Okanagan College President Jim Hamilton.



Melanie Mark, Minister of Advanced Education, Skills and Training and Stephen Fuhr, MP for Kelowna-Lake Country served students and guests during the opening of the Trades Training Centre at the Vernon campus.

## Appendix: Performance Measures

## Okanagan College

### 2018/19 Accountability Framework Performance Measure Results

Performance measure <sup>1</sup>	Reporting year					
	2017/18 Actual	2018/19 Target	2018/19 Actual	2018/19 Assessment		
<b>Student spaces<sup>2</sup></b>						
Total student spaces	5,365	4,834	5,451	Exceeded		
Nursing and other allied health programs	615	461	559	Exceeded		
Developmental programs	984	984	969	Achieved		
<b>Credentials awarded<sup>3</sup></b>						
Number	1,880	1,952	1,858	Substantially achieved		
<b>Aboriginal student spaces<sup>4</sup></b>						
Total Aboriginal student spaces	924	≥ 2017/18	958	Achieved		
Ministry (AEST)	593		674			
Industry Training Authority (ITA)	331		284			
<b>Student satisfaction with education<sup>5</sup></b>						
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	91.5%	1.2%	≥ 90%	93.6%	1.0%	Achieved
Former apprenticeship students	92.7%	2.3%		94.0%	1.7%	Achieved
Bachelor degree graduates	98.9%	1.4%		98.0%	1.9%	Exceeded
<b>Student assessment of the quality of instruction<sup>5</sup></b>						
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	93.6%	1.1%	≥ 90%	92.6%	1.1%	Achieved
Former apprenticeship students	95.9%	1.8%		96.0%	1.4%	Achieved
Bachelor degree graduates	96.8%	2.5%		98.0%	1.9%	Exceeded
<b>Student assessment of skill development<sup>5</sup></b>						
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	86.9%	1.4%	≥ 85%	87.6%	1.3%	Achieved
Former apprenticeship students	86.0%	2.7%		86.1%	2.4%	Achieved
Bachelor degree graduates	91.3%	4.0%		93.9%	2.3%	Exceeded
<b>Student assessment of usefulness of knowledge and skills in performing job<sup>5</sup></b>						
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	82.7%	2.4%	≥ 90%	85.1%	2.1%	Substantially achieved
Former apprenticeship students	89.9%	3.0%		95.1%	1.6%	Achieved
Bachelor degree graduates	88.6%	4.8%		94.5%	3.4%	Achieved
<b>Unemployment Rate<sup>5</sup></b>						
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	9.1%	1.7%	≤ 10.5%	7.1%	1.4%	Exceeded
Former apprenticeship students	10.3%	2.7%		2.9%	1.3%	Exceeded
Bachelor degree graduates	2.2%	2.1%		6.1%	3.3%	Exceeded

## Appendix: Performance Measures

### Notes:

N/A - Not assessed

- 1 Please consult the 2018/19 Standards Manual for a current description of each measure. See [https://www2.gov.bc.ca/assets/gov/education/post-secondary-education/institution-resources-administration/accountability-framework/standards\\_manual.pdf](https://www2.gov.bc.ca/assets/gov/education/post-secondary-education/institution-resources-administration/accountability-framework/standards_manual.pdf)
- 2 Results from the 2017/18 reporting year are based on data from the 2017/18 fiscal year; results from the 2018/19 reporting period are based on data from the 2018/19 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 2018/19 reporting year are a three-year average of the 2015/16, 2016/17, and 2017/18 fiscal years.
- 4 Results from the 2017/18 reporting year are based on data from the 2016/17 fiscal year; results from the 2018/19 reporting period are based on data from the 2017/18 fiscal year.
- 5 Results from the 2017/18 reporting year are based on 2017 survey data; results from the 2018/19 reporting year are based on 2018 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 margin of error is greater than 10%.

Target assessment scale	Description
Exceeded	110% or more of the target
Achieved	100% - 109% of the target
Substantially achieved	90% - 99% of the target
Not achieved	Less than 90% of the target
Not assessed	Survey results with less than 20 respondents or a margin of error of 10% or greater, descriptive measures, and measures without targets



**Viticulture Technician students using a vineyard as an outdoor lab and classroom.**

## Appendix: Performance Measures

### Okanagan College 2018/19 Accountability Framework Performance Measure Results

Performance measure	Reporting year					
	2017/18 Actual		2018/19 Target	2018/19 Actual		2018/19 Assessment
<b>Former diploma, associate degree and certificate students' assessment of skill development</b>						
	%	+/-		%	+/-	
Skills development (avg. %)	86.9%	1.4%	≥ 85%	87.6%	1.3%	Achieved
Written communication	82.3%	2.0%		82.7%	1.8%	
Oral communication	80.6%	2.0%		81.2%	1.9%	
Group collaboration	87.3%	1.5%		88.6%	1.4%	
Critical analysis	92.3%	1.2%		91.9%	1.1%	
Problem resolution	85.2%	1.6%		87.1%	1.4%	
Learn on your own	87.3%	1.5%		88.7%	1.3%	
Reading and comprehension	92.2%	1.2%		92.4%	1.1%	
<b>Former Apprenticeship students' assessment of skill development</b>						
	%	+/-		%	+/-	
Skills development (avg. %)	86.0%	2.7%	≥ 85%	86.1%	2.4%	Achieved
Written communication	69.3%	6.2%		68.3%	4.9%	
Oral communication	70.3%	5.9%		73.2%	4.5%	
Group collaboration	87.7%	3.1%		86.9%	2.6%	
Critical analysis	89.7%	2.7%		93.5%	1.8%	
Problem resolution	89.2%	2.8%		91.4%	2.1%	
Learn on your own	90.2%	2.8%		85.6%	2.6%	
Reading and comprehension	89.2%	2.8%		92.2%	2.0%	
<b>Bachelor degree graduates' assessment of skill development</b>						
	%	+/-		%	+/-	
Skills development (avg. %)	91.3%	4.0%	≥ 85%	93.9%	2.3%	Exceeded
Written communication	95.6%	3.0%		93.7%	3.4%	
Oral communication	91.5%	3.9%		90.9%	3.9%	
Group collaboration	91.6%	3.8%		94.9%	3.0%	
Critical analysis	94.7%	3.1%		97.0%	2.3%	
Problem resolution	86.0%	4.9%		93.8%	3.3%	
Learn on your own	90.2%	4.3%		93.8%	3.3%	
Reading and comprehension	89.1%	4.5%		92.8%	3.6%	

## Appendix: Mandate Priority #1

### Appendix – Reporting Template for Mandate Priority #1

#### Progress on Implementation of Truth and Reconciliation Commission's (TRC) Calls to Action and articles of the United Nations Declaration (UN Declaration) on the Rights of Indigenous Peoples at Public Post-Secondary Institutions in B.C.

The provincial government is committed to implementing the UN Declaration on the Rights of Indigenous Peoples and the TRC Calls to Action. Institutions will have addressed relevant TRC Calls to Action and articles of the UN Declaration on the Rights of Indigenous Peoples to varying degrees. Please complete the following table to provide an at-a-glance summary of your institution's progress.

TRC CALL TO ACTION <sup>1</sup> and UN DECLARATION on the RIGHTS OF INDIGENOUS PEOPLES ARTICLE	PROGRESS (N/A, In Progress, Implemented) <sup>2</sup>	INITIATIVE AND PARTNERSHIP DETAILS  (Please provide key progress details for initiatives relating to each Call to Action and UN Declaration on the Rights of Indigenous Peoples article and how your institution's relations and collaborative partnerships with local First Nations and Métis communities are contributing to implementation. Please include links where relevant/possible.)

1 "... " represents omitted text not related to post-secondary education from the original Call to Action.

2 Use N/A if there is no relevant program on this subject offered at institution.

## Appendix: Mandate Priority #1

<p><b>1: SOCIAL WORK</b></p> <p>We call upon the federal, provincial, territorial, and Aboriginal governments to commit to reducing the number of Aboriginal children in care by ... Ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the history and impacts of residential schools. ... Ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the potential for Aboriginal communities and families to provide more appropriate solutions to family healing.</p>	<p>N/A – For specific delivery of a Social Work program</p> <p>In progress – regarding an Applied Degree Program that would ladder to a MSW program at UBCO</p> <p>Implemented – related programming - Aboriginal Community Support Worker program</p>	<p>Okanagan College offers two introductory courses in the field of Social Work but is in the process of developing an Applied Bachelor of Arts – Social Development and Research Program that is under quality review by the Ministry. This 4-year program will provide access to a 2-year Master of Social Work (MSW) program at UBC-Okanagan, and includes a direct pathway for students of Indigenous ancestry to gain entry to the MSW. The anticipated curriculum in the degree program would include a focus on cultural diversity, including Indigenous studies and language courses.</p> <p>The Continuing Studies department has worked with Indigenous communities in the region to design an Aboriginal Community Support Worker Program. The 375-hour Aboriginal Community Support Worker Certificate prepares learners to support and assist Aboriginal Individuals and families, both on- and off-reserve, to enhance their quality of life.</p> <p>In addition to covering the core training required by all community workers, this program enables learners to develop knowledge and direct employment-related skills required to work with the unique needs of Aboriginal people and communities. This program emphasizes a person/family-centred and holistic approach to community support work and includes a 70-hour practicum at approved organizations.</p> <p>Graduates are prepared to work in entry-level positions under direction and supervision and practice professionally as part of a support team in community-based organizations that work with Aboriginal persons.</p> <p>More course and program information can be found in Relevant Links, Page 48.</p>
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## Appendix: Mandate Priority #1

<p><b>12: EARLY CHILDHOOD EDUCATION</b></p> <p>We call upon the federal, provincial, territorial, and Aboriginal governments to develop culturally appropriate early childhood education programs for Aboriginal families.</p>	<p>Implemented and In progress</p>	<p>The Science, Tech, and Health (STH) portfolio, partnered with Continuing Studies (CS) and the Shuswap Nation Tribal Council to offer the Early Childhood Education (ECE) certificate to local band members at the Salmon Arm (SA) campus.</p> <p>The SA program staff worked with regional Indigenous communities to Indigenize the ECE curriculum and have shared their lessons learned to date with all ECE instructors. We plan to complete a formal evaluation after the program is completed to establish lessons learned and ways to further Indigenize the entire ECE program.</p> <p>12 students began the ECE program in SA, of which 10 are completing their second of three semesters. The two who are not, completed enough to be able to register as ECE Assistants.</p> <p>STH partnered with CS on two ECEA programs for the Indigenous communities of Lillooet and Chase. The two ECEA programs completed with great success.</p> <p>Supplemental to this, Okanagan College co-hosted a two-day ECE conference with Early Childhood Educators of BC (ECEBC) and the Boys and Girls Club, with a conference theme focused on Truth and Reconciliation.</p>
<p><b>16: INDIGENOUS LANGUAGE DEGREE AND DIPLOMA PROGRAMS</b></p> <p>We call upon post-secondary institutions to create university and college degree and diploma programs in Aboriginal Languages.</p>	<p>In progress</p>	<p>Six credits of First Nations Indigenous Language are being developed with First Nations communities for inclusion in Arts offerings (a requirement for the undergraduate applied degree program under quality review by the Ministry).</p>
<p><b>23: HEALTH-CARE PROFESSIONALS</b></p> <p>We call upon all levels of government to increase the number of Aboriginal professionals working in the health-care field, ensure the retention of Aboriginal health-care providers in Aboriginal communities, and provide cultural competency training for all healthcare professionals.</p>	<p>Implemented and In progress</p>	<p>We have designated seats for Indigenous students in all of our health programs (more details in link below on Okanagan College Admissions policy).</p> <p>We incorporate cultural safety in all health program curriculum.</p> <p>We have begun including Trauma Informed Practice in our nursing courses and provided education to the instructors of those programs. This is an area that we are exploring providing more training to our instructional staff.</p>

## Appendix: Mandate Priority #1

<p><b>24: MEDICAL AND NURSING SCHOOLS</b></p> <p>We call upon medical and nursing schools in Canada to require all students to take a course dealing with Aboriginal health issues, including the history and legacy of residential schools, the United Nations Declaration (UN Declaration) on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, and Indigenous teachings and practices. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.</p>		<p>Our nursing programs include Indigenous health issues and history in their curriculum.</p> <p>The Practical Nursing (PN) students are required to take the University of Victoria's modules in their program and our Bachelor of Science in Nursing (BSN) students complete their training in year 3 at UBC-Okanagan. In 2017 the Practical Nursing curriculum was revised to ensure learning outcomes were aligned with the Truth and Reconciliation Calls for Action, cultural humility and safety, intercultural competency, LGBTQ2 and trauma-informed practice. Language and learning objectives in the curriculum were updated to ensure these learning outcomes were being met. In order to achieve these learning outcomes our students engage in multiple learning activities throughout the program. Our curriculum was developed with Indigenous learning resources included in the Provincial guide. Activities such as Weighty Blankets - inviting Elders as guest speakers, identifying own cultural beliefs and values and researching traditional indigenous healing therapies are in our Professional Practice, Communication, Health Promotion, Integrated Nursing Practice and Pharmacology classes. In 3 of our 4 semesters students complete a Cultural Safety reflection by working through the University of Victoria's Cultural Safety modules (<a href="https://web2.uvcs.uvic.ca/courses/csafety/mod1/index.htm">https://web2.uvcs.uvic.ca/courses/csafety/mod1/index.htm</a>) and answering questions on Indigenous knowledge, respect and inclusivity. These questions are revisited in each semester to allow students to reflect on their knowledge of cultural safety and how it applies to their practice.</p>
<p><b>28: LAW SCHOOLS</b></p> <p>We call upon law schools in Canada to require all law students to take a course in Aboriginal people and the law, which includes the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and antiracism.</p>	n/a	

## Appendix: Mandate Priority #1

<p><b>57: PUBLIC SERVANTS</b></p> <p>We call upon federal, provincial, territorial, and municipal governments to provide education to public servants on the history of Aboriginal peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.</p>	n/a	
<p><b>62: TEACHER EDUCATION</b></p> <p>We call upon the federal, provincial, and territorial governments, in consultation and collaboration with Survivors, Aboriginal peoples, and educators, to: ... Provide the necessary funding to post-secondary institutions to educate teachers on how to integrate Indigenous knowledge and teaching methods into classrooms.</p>	n/a	
<p><b>86: JOURNALISM AND MEDIA SCHOOLS</b></p> <p>We call upon Canadian journalism programs and media schools to require education for all students on the history of Aboriginal peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations.</p>	In progress	Okanagan College currently offers a diploma in Communications, Culture and Journalism Studies. At this time there is an elective, Introduction to Indigenous Studies course that students can choose to take in year one.

## Appendix: Mandate Priority #1

<p><b>92: BUSINESS SCHOOLS</b></p> <p>We call upon the corporate sector in Canada to ... Provide education for management and staff on the history of Aboriginal peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills based training in intercultural competency, conflict resolution, human rights, and anti-racism.</p>	<p>In progress</p>	<p>There are currently no courses being offered in Business that respond to this call to action, nor is there any institutional training for business management and staff.</p> <p>In conjunction with the Industry Training Authority (ITA) and Okanagan Training and Development Council, Okanagan College hosted a two day planning session that began the work of Indigenizing the Professional Cook (PC) Level 1 offering. This program is infused with Indigenous knowledge, ingredients and techniques. The program is currently being delivered. There will be a formal evaluation following the completion of the program, with recommendations and an action plan to Indigenize subsequent PC levels, and look at the prospect of having an annual intake for this program.</p> <p>Okanagan College is currently in discussion with Aboriginal Financial Officer’s Association (AFOA) regarding the Certified Aboriginal Financial Management program.</p> <p>For the AFOA Canada Certified Aboriginal Financial Management (CAFM) courses, AFOA has revised the 12-week online format to adapt each to a shorter term blended delivery model. This will enable them to offer each course to students in a combined online / in-class format. Our intent is to commence each blended delivery course with an in person weekend gathering to build a sense of belonging and inclusiveness, as well as covering some instruction and any additional cultural support, peer mentorship, or guidance as needed. There would then be online requirements and at least one additional ‘teaching’ weekend gathering. Having said this though, the model is meant to be flexible to meet the needs of the students. Similar blended delivery models are being tested with Indigenous business students in Alberta and proving to be a successful means of supporting the success of Indigenous students.</p> <p>AFOA is in the process of revising the Ethics and Workplace Skills course to combine it with the CAFM Indigenous Ethics Case Study as a single blended delivery course with the Indigenous case study as the final project/assessment.</p> <p>Moving forward, AFOA and OC hope to identify students at OC who might be interested in joining this provincial cohort and studying toward obtaining the CAFM designation. We feel it will be important to meet with potential students to gain a sense of their needs, best means and timing in delivering the CAFM courses to them as a cohort. It will be important that they participate, and provide feedback, in designing the structure and delivery model of this cohort. Our hope would be to initially bring potential students together for a talking circle with the students from other schools, educators, Indigenous support staff, and AFOA members.</p>
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## Appendix: Mandate Priority #1

<p><b>UNITED NATIONS DECLARATION ON THE RIGHTS OF INDIGENOUS PEOPLES IMPLEMENTATION</b></p> <p>How is your institution working with Indigenous peoples and communities to implement the United Nations Declaration on the Rights of Indigenous Peoples, and in particular the articles related to education, which include the following:</p> <p><i>Article 14</i></p> <ol style="list-style-type: none"> <li>1. Indigenous peoples have the right to establish and control their educational systems and institutions providing education in their own languages, in a manner appropriate to their cultural methods of teaching and learning.</li> <li>2. Indigenous individuals, particularly children, have the right to all levels and forms of education.</li> </ol> <p><i>Article 15</i></p> <ol style="list-style-type: none"> <li>1. Indigenous peoples have the right to the dignity and diversity of their cultures, traditions, histories and aspirations which shall be appropriately reflected in education and public information.</li> </ol> <p><i>Article 21</i></p> <ol style="list-style-type: none"> <li>1. Indigenous peoples have the right, without discrimination, to the improvement of their economic and social conditions, including, inter alia, in the areas of education, employment, vocational training and retraining, housing, sanitation, health and social security.</li> </ol>	<p>In progress</p>	<p>Continuing Studies (CS) and Aboriginal Services meet with Indigenous community representatives on a quarterly basis within each regional area we serve. These meetings provide opportunities to identify community needs based on clientele and community plans. When and where viable, Continuing Studies delivers educational programming. See page 48 for a list of CS community programming over the past year.</p> <p>The College is committed to enhancing the participation rate of Aboriginal peoples in post-secondary education to a level which is representative of the Aboriginal population of the region served by the College. It will strive to increase and maintain its Aboriginal student population to a level reflective of this ratio. The College, in collaboration with departments, will annually set aside a predetermined number of places specifically for Aboriginal students, the number being commensurate with student interest, available teaching and learning support resources. While the number may vary from program to program, it will not normally exceed six per cent of the intake capacity for any given program in a particular year.</p> <p>OC organizes culturally informed campus-based events for current and prospective students, as well as community, faculty and other staff to attend. Campus-based events will include but not be limited to our youth exhibition pow wow, Aboriginal Student Recognition Ceremony and Louis Riel Day celebrations.</p> <p>OC also attends community-based cultural and recruitment events both locally and provincially, such as the Okanagan Nation Salmon Feast, Strengthening Connections recruitment tour and local National Indigenous Peoples Day celebrations as a means to help with our recruitment and outreach efforts.</p> <p>The Indigenization Task Force continues to meet regularly as a group throughout the year. The Task Force is in the final stages of revisions for the visionary framework that will inform the subsequent stages of Indigenization planning. Next phases will include revising the Indigenization webpage and devising a community engagement strategy. The Task Force has examined and participated in various types of cultural competency training, with a view to recommending the most appropriate approach for College groups. Working with local First Nations, Task Force members have been active in the planning designs of major capital buildings to incorporate Indigenous conceptualizations, which will also be accompanied by education and awareness around such incorporations.</p> <p>Through the work of the Task Force, Aboriginal Services and other departments the College is continually looking to provide a campus climate that strives to foster an inclusive learning environment that is culturally validating.</p>
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## Appendix: Mandate Priority #1

### Relevant Links

[okanagan.bc.ca/Student\\_Services/students/aboriginal/apply.html](http://okanagan.bc.ca/Student_Services/students/aboriginal/apply.html)

#### Call # 1 – Social Work

Aboriginal Community Support Worker

[webapps-5.okanagan.bc.ca/ok/Calendar/aboriginal-community-support-worker-certificate](http://webapps-5.okanagan.bc.ca/ok/Calendar/aboriginal-community-support-worker-certificate)

#### Call # 62 – Business Schools

[afoa.ca/afoaen/Education/CAFM/en/Certification/CAFM/CAFM\\_Welcome.aspx](http://afoa.ca/afoaen/Education/CAFM/en/Certification/CAFM/CAFM_Welcome.aspx)

### Continuing Studies Indigenous Programs and Courses

#### Central Okanagan

- Ki-low-na Friendship Society – Feb 2018 Non-violent Crisis Intervention Workshop
- WFN – Leadership Skills Certificate Program - Two intakes (Fall 2017 and Spring 2018)

#### North Okanagan

- Project name - Stepping Forward (in final year of a three-year contract)
  - Community(s) - Vernon
  - Internal partners – Arts and Foundation Department
  - External partners – Okanagan Indian Band, Okanagan Training and Development Council (support)
  - Value of contract - \$242,049 (final fiscal of the project) – Total Contract \$725,261 for 2015 to 2018
  - Notes/comments – provided 14 participants with life skills, employment skills and ABE upgrading to move them along their employability pathway in 2017-18
- Aboriginal Community Support Worker certificate program – open enrolment

#### South Okanagan

- February 15 to May 11, 2018
  - Series of nine short courses: MGR 405: Interpersonal Communication Skills, OFA Level 1(2 sections), PS124: SuperHost: Foundations of Service Quality, OFA 004: Cashier Training, OFA 015: Retail Sales, Foodsafe, COSS 030: Intro to Word (2 sections) and COSS 031: Intro to Excel (2 sections)
  - Osoyoos Indian Band, Leona Baptiste
  - \$4,800
  - Five of the nine courses took place. Maximum attended the Word/Excel classes (10 participants) and only four attended SuperHost. Courses took place at our Oliver Centre.
- February 20 to 22, 2018
  - MGR 404: Motivational Interviewing
  - OTDC, Karen Abramsen, Program Manager
  - \$5,345.00
  - 11 participants who were Employment Assistance workers. Took place at the Penticton Campus.
- July 3 to 6, 2018
  - Youth Employability Training (Interpersonal Communication Skills, Resolving Conflict and SuperHost)
  - Osoyoos Indian Band, Myrah Baptiste, Jarrah Feist and Joyce Lavallee
  - Was to be \$6,850 for up to 10, and \$450 for a further 10 (maximum 20 participants)
  - CANCELLED as only three participants - was to take place in Oliver.
- Project name - Aboriginal Community Support Worker ACBTP
- Community(s) - Oliver
- External partners – Osoyoos Indian Band, Okanagan Training and Development Council (support)
- Value of contract - 387,208 (two fiscal project)
- In progress - to be completed by June 2019
- Notes/comments – 10 participants will be trained as ASCWs in the South Okanagan College

## Appendix: Mandate Priority #1

### Shuswap/Revelstoke

- Fast track to Office Salmon arm 2017/18 - Neskonlith, Splatsin, Adams lake, Little Shuswap - \$74,000
- Fast track to Office Chase 2017/18 - Neskonlith, Adams Lake, Little Shuswap - \$74,000
- Forest Operator 2017/18 - Neskonlith and Adams lake  
(partner - Interfor, Gorman and forest companies that took work experience students - \$329,000
- Lytton Health and Healing 2017/18 – Lytton - \$72,000
- ECE 2017-2019 - Neskonlith, Splatsin, Adams lake, Little Shuswap, Metis  
(partner – STH, Child care centres that took practicum students) - \$550,000 – in progress
- PC 1 2018/19 - Neskonlith, Splatsin, Adams lake, Little Shuswap, Metis (partner – FWT) – \$312,000 – in progress
- ECE Assistant Salmon Arm 2018/19 – Neskonlith (partner – STH) - \$50,000
- SNTC ECE Assistant 2018/19 - Ashcroft, Lytton, Lillooet (partner – STH) - \$49,000
- SNTC Pre-Employment 2018/19 - Ashcroft, Lytton, Lillooet
- Aboriginal Community Support Worker Certificate Program – Salmon Arm campus – open enrolment

## Appendix: Financial Information

Financial Statements for Okanagan College are available here:

[okanagan.bc.ca/financialstatements](http://okanagan.bc.ca/financialstatements)



SALMON ARM



VERNON



KELOWNA



PENTICTON