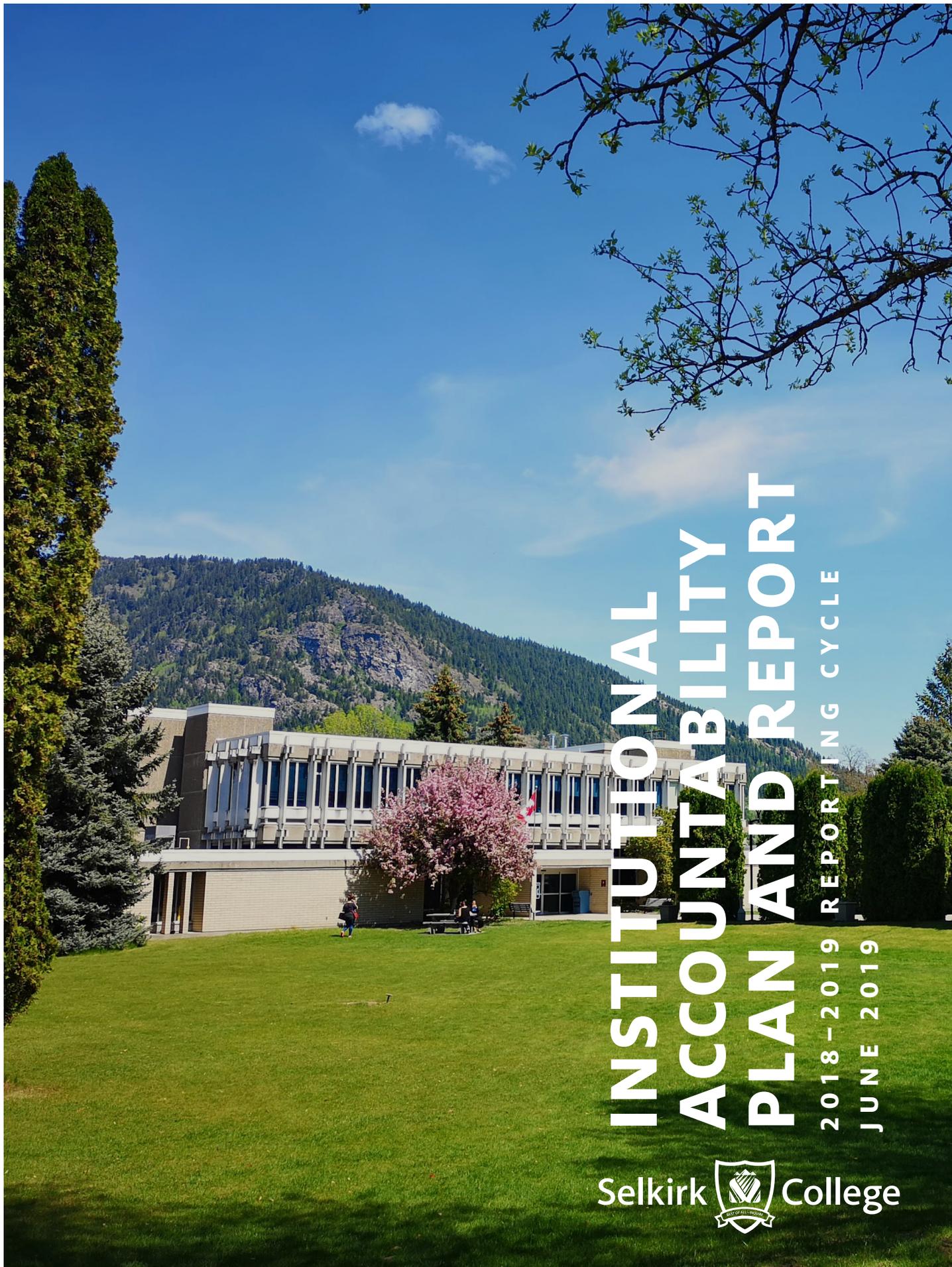


# INSTITUTIONAL ACCOUNTABILITY PLAN AND REPORT

2018-2019 REPORTING CYCLE  
JUNE 2019

Selkirk  College



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Honourable Melanie Mark  
Minister of Advanced Education, Skills and Training  
Victoria, British Columbia

Dear Minister Mark,

Selkirk College respectfully acknowledges the traditional territories of the First Nations of the West Kootenay and Boundary regions: the Sinixt (Lakes), the Syilx (Okanagan), the Ktunaxa, and Secwépemc (Shuswap) peoples.

On behalf of the Board of Governors and the employees of Selkirk College, we hereby affirm our commitments and accountabilities to Government under the direction of the 2019/2020 Mandate Letter and the *Selkirk College Accountability Plan* for 2019-2022 and Report for 2018- 2019.

Selkirk College is an innovative and vibrant rural community college serving the West Kootenay and Boundary regions, the people and Province of British Columbia. With the launch of our new *Strategic Plan 2019-2024: Building Remarkable Futures* we aspire to be a leading public post-secondary institution that prepares confident and imaginative learners for successful careers, continued study, and positive contribution to their communities. We aspire to be a community college that makes a positive and far reaching impact on broad societal change in the areas of Reconciliation, diversity and inclusion, environmental sustainability, health and wellness, and innovation.

Our focus continues to be that of providing relevant and rewarding courses, programs and services for students, attracting strong enrolment to over 60 programs and disciplines and over 90 credentials across the institution, and delivering innovative education and training that meets the needs of employers, partner institutions, and our communities. Selkirk College is excited to contribute

to Government's vision of affordability, enhanced services to people in our region and beyond, and doing our part to build a strong and sustainable economy for our province.

We will continue to evolve and implement our *International Strategic Plan* and improve our services to international learners. We are inspired by Government's commitment to affordable student housing, the development of new technology and future skills oriented programming, enhanced work experiences for students, accessibility to post-secondary education, and the ongoing support for programs that prepare students for in demand occupations. A thoughtful and engaged response by Selkirk College to these opportunities is vital to our success in the coming year.

Selkirk College will continue to work to decolonize and indigenize programs and services in support of Indigenous learners, families, and partner First Nations and Métis governments and organizations, and for all students and employees of the College. It is critical that our efforts align with the principles in the UN Declaration of the Rights of Indigenous Peoples (UNDRIP), and effectively responds to post-secondary education related Calls to Action in the Truth and Reconciliation Commission (TRC) and those Calls to Justice related to education and citizenship in the Missing and Murdered Indigenous Women and Girls (MMIWG) National Inquiry .

We look forward to implementing the plans, actions, and accountabilities contained herein, and we look forward to further discussion with the Ministry.

Yours sincerely,



Bruce LeRose  
Board Chair



Angus Graeme  
President

# Institutional Overview

*Selkirk College is located in the southeast corner of British Columbia, covering a region of 45,000 square kilometers. Although the College region is defined as West Kootenay Boundary, distance learners study from locations across Canada and throughout the world.*

Selkirk College's largest campus and administrative centre is located in Castlegar. Diplomas, advanced diplomas, post-graduate diplomas, associate degrees, degrees, certificates, associate and advanced certificates, college preparatory and academic upgrading programs are offered on this campus. There are three campuses in Nelson specializing in trades, arts, technology, and tourism/hospitality programs. Academic upgrading is also offered in Nelson with a summer school at the Silver King Campus. Campuses in Trail and Grand Forks, and learning centres in Kaslo and Nakusp, provide opportunities for academic upgrading education. The many short-term and continuing education and workplace training and skills development courses, are offered at all campuses and centres and across the region. Applied research and innovation teams and projects are located at our Applied Research and Innovation Centre in Castlegar, and at other campuses through the region.

Selkirk College has over 60 nationally-recognized certificate, diploma, advanced diploma and degree programs and disciplines, and boasts over 41,000 graduates since opening in 1966. The College is organized into three main divisions: the Education division, the Students and Advancement division, and the College Services division, each headed by a vice president each of whom report to the College President.

The Education division under the Vice President has four deans, a director and one manager, who share responsibilities for all credit and non-credit programming including continuing education, workplace training, applied research and innovation, and international education. Academic programs are organized into schools that are each headed by a chair. These include:

- Academic Upgrading and Development
- The Arts (Digital Media, Web Applications, Music, and Kootenay Studio Arts)
- Business
- Environment and Geomatics
- Health and Human Services
- Hospitality and Tourism
- Industry and Trades Training
- Selkirk International
- University Arts and Sciences

The Education division also includes the Mir Centre for Peace, the Selkirk Geospatial Research Center, Community Education and Workplace Training, the Distributed Learning Centre, the Teaching and Learning Institute, the Columbia Basin Rural Development Institute and the Regional Innovation Chair in Rural Economic Development. The Education division also leads a number of significant community and industry-based initiatives projects funded through the Natural Sciences and Engineering Research Council (NSERC), the Social Science and Humanities Research Council (SSHRC), National Research Council (NRC), the Columbia Basin Trust, and many other organizations.

The Students and Advancement division is responsible for student support services including: indigenous services, academic advising and career counselling, assessment services, co-op education and employment services, accessibility and college success services, personal counselling, healthy campus, child care centre and other services. The division also supports the library, campus recreation, the registrar's office, recruitment, marketing and community relations, alumni and donor services and institutional research.

The College Services division is responsible for all operational aspects of Selkirk College and includes the finance, information technology services, human resources, facilities (including campus management), and maintenance departments, along with food services, the bookstore, and student housing.



A new **Strategic Plan 2019-2024, Building Remarkable Futures**, was approved by the Board of Governors in the spring of 2019, after consultation with students, faculty and staff, and the community. The Mission, Vision, Values, Commitments and Strategic Directions reflect our focus over the next five years.

#### OUR MISSION

# TOGETHER WE BUILD REMARKABLE FUTURES

#### OUR VISION

Selkirk College provides personal experiences that build confident and imaginative learners ready to thrive in their community and in our dynamic world.

#### OUR VALUES

At Selkirk College we value community, access, respect, and excellence.



# Our Values

**COMMUNITY** at Selkirk College means delivering education that builds relationships, culture, belonging, empowerment and opportunity. Selkirk College students and employees are part of an educational community that is integral to the well-being of the West Kootenay and Boundary regions and has provincial, national and global connections.

**ACCESS** at Selkirk College means an educational experience should be attainable to all, regardless of who or where they are, or what challenges they face. Accessibility defines a culture of inclusion, considers the services provided to learners, develops innovations to program and course delivery formats and timing, and supports technological and physical infrastructure required for student success.

**RESPECT** at Selkirk College means we treat ourselves, each other, members of our college community, and the world around us with respect, dignity and integrity. Respect builds trust and includes respect for diverse people, ideas and perspectives, cultures and traditions, respect for the environment, and the modelling of respectful discourse and conversation in our work.

**EXCELLENCE** at Selkirk College means everyone strives for the highest level of quality, accountability and professionalism. Excellence includes aspiring to the highest quality of instruction, services and operations for students, our employees, and communities. Excellence promotes creative and growth mindsets and approaches to our work that inspires innovation.

COMMITTED  
TO OUR  
VALUES



# Our Commitments

*Selkirk College integrates five fundamental commitments into delivery of programming, student and employee supports, planning, and operations.*

## DIVERSITY AND INCLUSION



Selkirk College is committed to diversity and inclusion, and promoting equity. We aspire to providing a safe, supportive and inclusive community for all students, faculty and staff to learn and work together. Our daily work and our vision of the future is enriched by the inclusion of diverse communities and persons of different abilities, ages, cultures, races, ethnicities, family models, gender identities and expressions, health statuses, nationalities, political views, spiritual beliefs and traditions, sexual orientations, socioeconomic statuses, and educational backgrounds. We welcome, expect and encourage the continued pursuit of universal acceptance and application of a working and learning environment without harassment, intimidation and discrimination. Our learning activities, programs and services will be designed to develop the knowledge, skills and abilities necessary to build a more diverse and inclusive community.

## ENVIRONMENTAL SUSTAINABILITY



Selkirk College will continue to integrate respect for the land and natural environment, sustainable practices, carbon footprint reduction and responsible use of natural resources into student learning, services, operations and workforce development. We are committed to implementing practices that promote a healthy natural environment and climate change mitigation in our teaching practices, administration, programming, facilities and operations, funding allocations, and

applied research priorities. We are committed to developing and supporting college-wide and regional solutions to environmental remediation, cleaner transportation, lowered emissions and waste reduction. Selkirk College is a proud partner in the Sustainability Tracking Assessment and Rating (STARS) system in the Association for the Advancement of Sustainability in Higher Education (AASHE).

## HEALTH AND WELLNESS



Selkirk College will continue to promote and integrate health and wellness into day-to-day operations, practices, services and educational programming. This includes physical health and wellness, and will also include creating educational experiences and campus life that promotes mental health, safety, compassion, acceptance, social justice and belonging. We recognize the critical importance of education as a key social determinant of health. Selkirk College is a proud signatory of the *Okanagan Charter, 2015*.

## INNOVATION



Selkirk College is inspired by innovation. Innovation creates new thinking, new ways of delivering our programs, enhanced and flexible learning, and a willingness to expand our role in the community. Innovation includes making higher education more accessible. Because regional, national and global economies are transitioning and diversifying so rapidly, innovative partnerships

and greater collaboration between businesses, social enterprise and educators can result in the workers of tomorrow arriving on the job with the skills for success. Selkirk College recognizes that being a valued partner in community economic development and renewal, regional collaboration, social innovation, and rural capacity building is critical to our success and the success of our region.

## RECONCILIATION



Selkirk College is committed to reconciliation with Indigenous peoples. Reconciliation is the intentional process of establishing and maintaining respectful and right relationships with Indigenous governments, organizations, families and learners. Selkirk College believes that a critical part of this process involves repairing damaged trust in education systems through respect and reciprocity. We are committed to the Indigenization and decolonization of education. Supporting traditional First Nations, Métis and Inuit approaches to learning, resolving conflict, repairing harm and restoring relationships will inform the reconciliation process in our governance, curriculum and project development, human resource development, and program and service delivery. We support the principles of the *UN Declaration of the Rights of Indigenous Peoples (UNDRIP)* and continue to incorporate the relevant *Truth and Reconciliation Commission (TRC) Calls to Action* into our planning and operations. Selkirk College is a proud signatory of the *College and Institutes Canada Indigenous Education Protocol, 2015*.

# Strategic Directions

To achieve our mission and vision, and to live our values and commitments, over the next five years Selkirk College will focus on five priority areas: Learner Success, Excellence in Education, Community Development, Healthy Workplace, and Modernization of Facilities, Technology and Operations.



## 1

### Learner Success

- 1.1 Enable transitions to the workforce by providing students with experiential and work integrated learning, Co-op education and internships, student academic support, and employment transitions programming;
- 1.2 Expand educational pathways by increasing the number and quality of transfer and articulation agreements, educational partnerships with regional school districts, and study abroad opportunities with other post-secondary institutions in specific program areas;
- 1.3 Improve recruitment, retention, completion and related supports for all students and students facing barriers to access, including: Indigenous learners, international learners, learners with disabilities, elder learners and others;
- 1.4 Develop a consistent relationship-focused student service standard across all campuses and learning centres;
- 1.5 Enhance student health and wellness programming, and supports; and
- 1.6 Expand offerings in priority program areas: technology and digital applications, skills development and workplace training for in-demand occupations, and cohort-based programs that are in key sectors of need in the labour market forecast and that are regionally relevant.

## 2

### Excellence in Education

- 2.1 Expand access to learning through improved scheduling of offerings, increased availability of blended and online delivery, and increased program availability throughout the region;
- 2.2 Advance innovations in teaching and learning through the achievement of institutional level learning outcomes, targeted professional development in the areas of educational technologies, Indigenous ways of knowing, innovative curriculum development, experiential learning, strategic partnerships, and intercultural teaching strategies;
- 2.3 Renew and implement strategic enrolment plans;
- 2.4 Renew specific plans for Education, Indigenization, International, Student Life and Campus Services, Advancement, Marketing, and Educational Technology;
- 2.5 Support program renewal and development through policy and curriculum process improvements such as the Quality Assurance Process Audit (QAPA), alignment with accreditation, articulation and reporting requirements, student service improvements, and capacity building tools and training; and
- 2.6 Improve the quality and efficiency of programs and services through data-driven decision-making.

3

## Community Development

3.1 Build strategic partnerships that enhance the student learning experience and contribute to socioeconomic development in the communities we serve;

3.2 Strengthen relationships with regional First Nations and Métis governments, Indigenous community services providers, and Indigenous post-secondary partners to advance the educational goals of Indigenous communities;

3.3 Integrate applied research, innovation and entrepreneurship into educational programs to respond to an evolving labour market;

3.4 Collaborate with our community partners to ensure student experiences outside of the college and in the community are effective, inclusive and supportive; and

3.5 Support regional socioeconomic development through collaborative, innovation-driven projects that address shared challenges and opportunities.

4

## Healthy Workplace

4.1 Improve employee orientation, inclusion, health and safety, and wellness programming;

4.2 Develop improved plans and approaches to supporting Indigenization, diversity and inclusion in employee recruitment, career development, and leadership development;

4.3 Expand performance monitoring and related improvement processes for career fulfilment, professional growth, retention and succession planning for employees;

4.4 Enhance programming for employee training and development, sharing of best practices, and professional development for faculty and staff; and

4.5 Diversify and improve communication, and employee engagement processes.

5

## Modernization of Facilities, Technology and Operations

5.1 Renew and utilize the Facilities Master Plan for Selkirk College to reflect the strategic directions envisioned for the facilities, both owned and leased, at the college;

5.2 Ensure the efficient operation and effective use of the existing facilities, and continue to modernize our infrastructure and make investments in: technology, connectivity, facilities, welcoming spaces, learning commons spaces and capital equipment;

5.3 Modernize finance, human resources and student records, and education technology and online delivery systems, plans and processes to improve efficiency, effectiveness, measurement and reporting, and accountability; including the completion and effective implementation of Project Aurora; and

5.4 Further reduce the college's carbon emissions and waste production, and invest in new approaches and technologies to model and contribute to climate change mitigation.





<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><b>In Progress/ Implemented</b></p> <p><b>Implemented</b></p> <p><b>Implemented</b></p> <p><b>Implemented</b></p> <p><b>Implemented</b></p> <p><b>Implemented</b></p>	<p>All Early Childhood Care and Education (ECCE) diploma students will now take FNST 287: Introduction to Indigenous Teachings and Practices as a required course in year 2, commencing 2019/20.</p> <p>The blanket exercise has been embedded in our year 1 course work. This activity is supported by community/college Elders and Indigenous Services.</p> <p>There is a dedicated section in FAM 180: Family Dynamics to explore culturally appropriate solutions to family healing. When available we invite our Indigenous community partners to support this module.</p> <p>The ECCE program has developed a relationship with local Indigenous organizations that provide services to children – these organizations regularly participate in our core courses as guests to ensure that students develop culturally appropriate programming.</p> <p>All HSER faculty engaged in a thorough review of the TRC report as a component of monthly faculty meetings/planning meetings.</p> <p>Faculty have participated in the UBC MOOC – Reconciliation through Indigenous Education.</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><b>Implemented</b></p> <p><b>In Progress</b></p> <p><b>Implemented</b></p>	<p>Workshops previously offered in partnership with First Nations have included Introduction to Nsyilxcən and Ktunaxa languages.</p> <p>Will assess feasibility of developing ongoing classes, with the possibility of for credit courses in the future.</p> <p>INDG 100: Introduction to the Regional Indigenous Perspectives course was developed with Nation partners and is now being delivered by Indigenous Educators. The third delivery is upcoming summer 2019. This course is an introduction to the languages and cultures of the Indigenous Nations throughout the Southern Interior region.</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><b>Implemented</b></p> <p><b>In Progress</b></p> <p><b>In Progress</b></p>	<p>Indigenous students studying in the Rural Pre-Medicine (RPM) program are applying for potential acceptance into medical schools. One graduate from Selkirk College has recently been accepted into medical school.</p> <p>Dedicated seats for 2/32 indigenous students in BSN Program</p> <p>Professional Development for all BSN and HS faculty has included: UBC MOOC, BC Campus, conferences, graduate studies, and other individual activities.</p>

<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><b>Implemented</b></p> <p><b>Implemented</b></p> <p><b>In Progress</b></p> <p><b>Implemented</b></p> <p><b>Implemented</b></p> <p><b>In Progress</b></p>	<p>Bachelor of Science Nursing program has reserved seating for Indigenous students.</p> <p>University of Victoria Cultural Safety Modules x 3 integrated in the Relational Practice courses Year 1, 2, &amp; 3 BSN Program.</p> <p>Starting in Fall 2019, INDG 302 is a required course for Year 1 BSN students.</p> <p>Ways of knowing, including indigenous ways of knowing key concepts in Year 1 of the BSN program.</p> <p>Conflict resolution is included in Relational Practice III; human rights in NURS 342 (Global Health).</p> <p>Students are able to take INDG 100 as a non-nursing elective.</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>	<p><b>In Progress</b></p>	<p>Indigenous Speakers Series with a focus on Justice for the 2019/20 academic year.</p>
<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>	<p><b>Implemented</b></p> <p><b>Implemented</b></p> <p><b>Implemented</b></p>	<p>Recruitment and Selection - employee onboarding includes mandatory training to be completed for all employees entering the workplace “Creating a Respectful Workplace”. As part of the Colleges process and protocols we have extensive policies regarding harassment, human rights, employee code of conduct as well as processes within collective agreements to address such issues.</p> <p>Annual Reconciliation Speaker’s series with different themes each year. Staff, students and faculty are encouraged to attend. Speakers have included Dr. Evan Adams. Dr. Leroy Little Bear, Jordan Abel, Chief Robert Joseph, and Shelly Joseph.</p> <p>Mir Centre for Peace Advanced Certificate in Restorative Justice program includes curriculum teaching ways of responding to harm and wrong-doing that focus on healing and the restoration (or establishment) of “right relationship”.</p>

<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>	<p><b>Implemented</b></p> <p><b>Implemented/ In Progress</b></p> <p><b>Implemented</b></p> <p><b>Implemented</b></p>	<p>Hiring Indigenous educators in specific roles within the College, recruitment is specific to Indigenous educators, curriculum developers in the surrounding bands.</p> <p>Hiring and recruitment has specific language in all postings encouraging Indigenous applicants as a priority.</p> <p>On-going recruitment challenges and barriers are reviewed and dealt with on a case by case basis, (i.e.) reviewing working references to determine they are absolutely necessary if a barrier, etc.</p> <p>Co-teaching pilot project pairing faculty in business, anthropology and Indigenous studies along with Indigenous educators have been part of our indigenization efforts.</p>
<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>		<p>Selkirk College does not have programming in this area.</p>
<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><b>In Progress</b></p> <p><b>In Progress</b></p> <p><b>In Progress</b></p>	<p>Current events discussions in Economics and Strategy courses.</p> <p>Front-line staff member completed INDG 100 participation.</p> <p>Faculty member participation in conflict resolution training at the Mir Centre.</p>

<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><b>In Progress</b></p>	<p>Through our partnership with Columbia Basin Alliance for Literacy, Selkirk College has promoted and assisted in broadening awareness of the TRC Calls to Action and improving Indigenous content and perspectives in adult and family literacy programs and services throughout the Columbia Basin and Boundary areas.</p>
<p>Article 14 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.</p>	<p><b>In Progress</b></p>	<p>Academic Upgrading program has included Indigenous course content materials in many courses, especially Social Studies and English.</p>
<p>2. Indigenous individuals, particularly children, have the right to all levels and forms of education</p>	<p><b>In Progress</b></p>	<p>Academic Upgrading is developing Indigenous Fine Arts, a regional course which will count as credit toward the Adult Dogwood.</p>
<p>Article 15 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.</p>	<p><b>In Progress</b></p>	<p>Academic Upgrading and Adult Special Education instructional staff have participated in numerous Indigenization courses, conferences, programs, and events in order to build individual and collective understanding, knowledge, skills, and perspective to better serve our student</p>
<p>Article 21 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.</p>	<p><b>Implemented</b></p>	<p>Education Council has been indigenizing governance processes, including beginning our year with an Indigenous blessing, participating in the creation of a college-wide Indigenization Plan, exploring how to best evaluate curricula and programs, and raising awareness of our role in the TRC Calls to Action.</p>
	<p><b>Implemented</b></p>	<p>Gathering Place, hosts annual observances including a vigil for Missing and Murdered Indigenous women and girls</p>
	<p><b>In Progress</b></p>	<p>Communicating Irving Barber – Aboriginal Scholarships and supporting sponsored students through First Nation bands and Metis Nation.</p>
	<p><b>Implemented</b></p>	<p>Selkirk College is working on a multi-year Reconciliation research project within the Southern Interior of BC. The project is funded by the Social Science and Humanities Research Council (SSHRC). The goals of this project are to determine what the role of Public Post-Secondary Institution have in the work of reconciliation. Some potential outputs may include a diversity of academic resources pertaining to reconciliation related teaching materials specific to the Southern Interior of BC. This project employed six Indigenous Faculty researchers representing the diverse population of Indigenous Nations</p>

<p><b>UNITED NATIONS DECLARATION ON THE RIGHTS OF INDIGENOUS PEOPLES IMPLEMENTATION</b> <i>(continued)</i></p>	<p><b>Implemented</b></p>	<p>We host an annual Orange Shirt Day Fall event to bring awareness and educational opportunities to the college and the wider community to observe the trauma of residential schools and prayers for healing.</p>
	<p><b>Implemented</b></p>	<p>Annual Elders gathering including First Nation Elders and Knowledge keepers from throughout the traditional territories in which we serve. The gatherings help guide our work in reconciliation and Indigenization. Many share their stories, support and vision for a better place for future generations. We strive to reflect their advice and honor their support.</p>
	<p><b>Implemented</b></p>	<p>Indigenization Plan recommendations were sought from the Indigenous community and Nation representatives. This Indigenization Plan will be implemented in the 2019/20 academic year.</p>
	<p><b>Implemented</b></p>	<p>Ongoing offerings of Cultural Expressions which is a weekly gathering for Indigenous and non-Indigenous people to gather for storytelling, sharing culture and developing new skills in traditional arts.</p>
	<p><b>Implemented</b></p>	<p>Indigenous students have access to working with an Indigenous counsellor for both academic and personal counselling needs.</p>
	<p><b>Implemented</b></p>	<p>Specific partnerships between Indigenous Services and Co-op Employment and Education strive to enhance and accommodate the needs of Indigenous learners seeking employment opportunities through diverse programs offered provincially.</p>
	<p><b>Implemented</b></p>	<p>Elders Program runs annually through the academic semesters and provides support to Indigenous students. This program is accessible for the whole college to utilize. Some of the gifts the Elders bring is unique programming including land-based learning, co-hosting and teaching classes, providing opening prayers for events, counsel for individuals seeking personal support, and access to community and a sense of belonging.</p>
	<p><b>In Progress</b></p>	<p>Completed first year pilot Nurse Practitioner Clinic offered on Castlegar campus. Informal conversation with Indigenous Services and elders with more planning for 2019/20.</p>

# College Campuses and Facilities



## CASTLEGAR CAMPUS

The Castlegar Campus is Selkirk College's largest campus and administrative centre. It is situated on approximately 65 hectares of private land. This land is managed by the School of Environment and Geomatics for the purposes of education, wildlife and landscape ecology. The schools on this Campus are: Academic Upgrading and Development (one of six locations); Business; Environment and Geomatics; Health and Human Services; Selkirk International; University Arts and Sciences; and Community Education and Workplace Training (one of six locations). This campus opened in 1966 at the College's inception and, although well maintained, requires attention to bring it in line with current student expectations and contemporary education delivery methods.

Renewing our health education delivery and health services wing and the natural resources wing is a priority of the College's 5-Year Capital Plan. An industry, community and learning services innovation hub is the second priority of the Capital Plan. The college and local community suffers from a shortage of onsite affordable student housing. Our Capital Plan also includes projects to address this shortage by constructing an additional 110 bed facility to complement the existing 26 year old, 100 bed facility on campus.



## APPLIED RESEARCH & INNOVATION CENTRE

The Applied Research & Innovation Centre (ARIC) was launched in 2016. The ARIC houses the Columbia Basin Rural Development Institute and the Selkirk Geospatial Research Centre. The Advanced Diploma in GIS (ADGIS) and Bachelor of GIS (BGIS) programs share the building with these leading-edge research centres and the Regional Innovation Chair in Rural Economic Development.



## SILVER KING CAMPUS

The Silver King Campus is located in Nelson and is home to the Schools of Industry and Trades Training, Academic Upgrading and Development; and Community Education and Workplace Training. Silver King Campus facilities include a library/bookstore and cafeteria. In 2014, the Campus celebrated its 50th anniversary; opening as the Nelson Vocational School in June 1964. A complete renovation to the trades shop spaces to bring them to modern training standards has been completed. This renewal also includes construction of a new Student Forum/Cafeteria space and Carpentry building, both of which were in service as of late winter 2018. The Classroom Block building on the Silver King site is not within the scope of the current renewal, but bringing the learning spaces within this building to modern standards is being addressed by ongoing College maintenance funding. Our Nelson campuses also suffer from a shortage of affordable housing. Our 5 Year Capital Plan includes a 40 bed housing facility for the Silver King campus. Minimizing the College's environmental impact is also a priority, priority five within the Capital Plan, by installing a biomass boiler to provide a renewal source of heat energy for the entire campus site.



### VICTORIA STREET CAMPUS

In July of 2006, Kootenay School of the Arts (KSA) became part of Selkirk College. This prestigious school of art and design is located in an historic granite building in the downtown area of Nelson. In September of 2007, the College celebrated the reopening of the expanded and renovated facility increasing its capacity and improving the school's learning environment. The KSA (Kootenay Studio Arts) studio arts programs, offered by the School of the Arts, are located on this campus.



### TENTH STREET CAMPUS

Also located in Nelson, the Tenth Street Campus is home to the School of Hospitality and Tourism and contemporary music and digital arts programs within the School of the Arts. Tenth Street Campus facilities include a library/bookstore, gymnasium and weight room and a state-of-the-art kitchen facility for the Professional Cook Training program. As well, there are two separate studios; a

recording studio and a performing studio known as Shambhala Music and Performance Hall. In September 2012, Selkirk reopened the newly renovated 100 bed housing facility on this Campus. This campus is the base for the Teaching and Learning Institute.



### TRAIL CAMPUS

This Campus, strategically situated in the downtown core of Trail, is home to a variety of online and classroom-based programs offered by the Schools of Academic Upgrading and Development, Health and Human Services; and Community Education and Workplace Training.



### MIR CENTRE FOR PEACE

In September of 2007, Selkirk College celebrated the restoration of this classic Doukhobor communal home on the Castlegar Campus. Since that time, the house has served as the focal point and inspiration for the Mir Centre for Peace. It has been the site of numerous workshops, presentations, lectures, conferences and meetings, most of which are in some way aligned with the centre's mission to aid in the understanding and building of cultures of peace through education.

### OTHER CAMPUSES AND LEARNING CENTRES

Other campuses and learning centres include the Grand Forks Campus and the Kaslo and Nakusp Learning Centres. Learning centres provide vital services to the College region and give students the opportunity to continue their education locally.

# 2018/19 Ministry Performance Measures, Targets & Results

## 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

### STUDENT SPACES <sup>2</sup>

Total student spaces	1,739	2,334	1,516	Not Achieved
Nursing and other allied health programs	259	172	226	Exceeded
Developmental programs	535	480	409	Not Achieved

Comments: Total student spaces - Significant efforts made including new program development, adding seats and recruitment and retention to improve total student spaces in 2019/20.  
Developmental programs - Recruitment and retention efforts are in place to achieve developmental targets in 2019/20.

### CREDENTIALS AWARDED <sup>3</sup>

Number	433	405	384	Substantially Achieved
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Comment: Student records system was not recording credentials properly and actual data is much higher. This will be adjusted in the next report.

### INDIGENOUS STUDENT SPACES <sup>4</sup>

Total Indigenous student spaces	227	223 or >	232	Achieved
Ministry (AEST)	176	172 or >	178	Achieved
Industry Training Authority (ITA)	51	50 or >	54	Achieved

### STUDENT SATISFACTION WITH EDUCATION <sup>5</sup>

	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	91.1%	1.7%	≥ 90%	91.1%	1.7%	Achieved
Former apprenticeship students	100%	0.0%		92.0%	7.4%	Exceeded

### STUDENT ASSESSMENT OF THE QUALITY OF INSTRUCTION <sup>5</sup>

	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	95.1%	1.3%	≥ 90%	95.2%	1.3%	Achieved
Former apprenticeship students	100.0%	0.0%		88.0%	8.8%	Achieved

### STUDENT ASSESSMENT OF SKILL DEVELOPMENT <sup>5</sup>

	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	88.0%	2.0%	≥ 85%	89.6%	1.8%	Achieved
Former apprenticeship students	89.4%	8.4%		85.6%	9.2%	Exceeded

### STUDENT ASSESSMENT OF USEFULNESS OF KNOWLEDGE AND SKILLS IN PERFORMING JOB <sup>5</sup>

	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	74.2%	4.9%	≥ 90%	81.1%	4.5%	Substantially Achieved
Former apprenticeship students	90.5%	10.0%		95.0%	7.3%	Exceeded

### UNEMPLOYMENT RATE <sup>5</sup>

	%	+/-		%	+/-	
Former diploma, associate degree and certificate graduates	11.3%	3.2%	≤ 10.5%	11.4%	3.3%	Exceeded
Former apprenticeship students	N/A	N/A		16.0%	9.9%	Exceeded

## 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

## APPENDIX: 2018/19 ACCOUNTABILITY FRAMEWORK PERFORMANCE MEASURE RESULTS

PERFORMANCE MEASURE	REPORTING YEAR					2018/19 ASSESSMENT
	2017/18 ACTUAL	2018/19 TARGET	2018/19 ACTUAL	2018/19 ASSESSMENT		
<b>FORMER DIPLOMA, ASSOCIATE DEGREE &amp; CERTIFICATE STUDENTS' ASSESSMENT OF SKILL DEVELOPMENT</b>						
	%	+/-		%	+/-	
Skill development (avg. %)	88.0%	2.0%	≥ 85%	89.6%	1.8%	Achieved
Written communication	81.9%	2.9%		85.1%	2.6%	
Oral communication	80.7%	2.9%		83.4%	2.6%	
Group collaboration	89.0%	2.0%		91.3%	1.8%	
Critical analysis	91.0%	1.8%		92.8%	1.6%	
Problem resolution	86.9%	2.1%		87.3%	2.1%	
Learn on your own	90.9%	1.8%		91.0%	1.8%	
Reading and comprehension	93.0%	1.6%		92.9%	1.6%	
<b>FORMER APPRENTICESHIP STUDENTS' ASSESSMENT OF SKILL DEVELOPMENT</b>						
	%	+/-		%	+/-	
Skill development (avg. %)	89.4%	8.4%	≥ 85%	85.6%	9.2%	Exceeded
Written communication	*	*		*	*	
Oral communication	*	*		*	*	
Group collaboration	*	*		*	*	
Critical analysis	92.3%	7.5%		*	*	
Problem resolution	96.3%	5.1%		*	*	
Learn on your own	92.6%	7.1%		96.0%	5.3%	
Reading and comprehension	96.6%	5.7%		91.7%	7.8%	



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# 2018/19 Institutional Measures, Targets & Results\*

\*2018/19 Institutional Measures, Targets and Results are based on the College's 2013-2018 Strategic Plan. 2019/20 Institutional Goals, Measures and Targets will be based on the College's new 2019-2024 Strategic Plan.

## Strategic Direction 1: Increase enrolments

### STRATEGIC PRIORITY

Build and implement strategic enrolment plans that will enhance our ability to identify, communicate with and attract prospective students to Selkirk from within the region, across Canada and internationally. We consider this the work of "beyond the open door:" accessible enrolment processes, affordable student costs paired with strong financial assistance programs; quality student support and student life services, transitions and readiness programming, attention to completion rates, transfer success, student life and learner success through to alumnus and transition to meaningful work.

PERFORMANCE MEASURE	TARGET(S)	LINKAGE TO MINISTRY GOALS	ACTUAL PERFORMANCE
<b>Our enrolments have been maintained at sustainable levels.</b>	Domestic FTE enrolment will be above the 90% utilization level and International FTE enrolments will remain above 400 FTEs.	Access, Capacity, Efficiency  Improved Service, Sustainable Economy	Domestic - ITA utilization levels Achieved. AEST utilization levels Not Achieved. (see comment)  International - Exceeded
<b>Strategic Enrolment Plans have been developed to guide our efforts.</b>	1. In 2018/19, the Strategic Enrolment Plan will be updated and will provide direction for this initiative.  2. We have staged a plan to provide new or expanded programming in areas of technology, leadership, workforce development, Instrumentation, health care, human services and engineering. For 2018/19, two new programs will be developed and two new existing programs will be renewed and implemented.	Access, Capacity, Efficiency, Quality, Relevance  Good Jobs & Sustainable Economy	Not Assessed (see comment)  Exceeded

Comment: A number of initiatives are underway to improve AEST utilization.

Comment: While we updated program recruitment strategies, we delayed completion of the Strategic Enrolment Plan (SEM). The Education Plan and SEM will be renewed in 2019/20 with the recent completion of the new Strategic Plan.

### STRATEGIC PRIORITY

Improve recruitment and enrolment in key areas: Aboriginal learners; learners from across Canada; strategic international markets; and learners experiencing barriers to access and success.

PERFORMANCE MEASURE	TARGET(S)	LINKAGE TO MINISTRY GOALS	ACTUAL PERFORMANCE
<b>A strategic plan for engaging, recruiting and supporting Aboriginal learners are being developed.</b>	Implement two priority pilot projects for indigenization of the institution and staff.	Access, Efficiency, Quality, Relevance  Improved Service, Good Jobs & Sustainable Economy	Achieved

<b>A strategic plan for recruiting and supporting International learners has been developed; including the identification of specific program enrolment targets for international students.</b>	Develop and implement at least two strategic initiatives to support students, instructors and staff.	Capacity, Efficiency, Quality, Relevance  Improved Service, Sustainable Economy	Exceeded
<b>Supports for learners with disabilities facing barriers to access or to success in trades/ technical programs, or other programs with high labour market demand, are being improved.</b>	Implement two initiatives to increase access to employment for students, with a focus on students with disabilities and for Indigenous students.	Access, Capacity, Efficiency, Quality, Relevance  Improved Service, Good Jobs & Sustainable Economy	Achieved
<b>Technology supports for learners from across Canada who face barriers to access or to success are being improved.</b>	Implement two pilot projects with identified groups/areas to address barriers to access or success.	Access, Efficiency, Quality, Relevance  Improved Service, Good Jobs & Sustainable Economy	Exceeded

## STRATEGIC PRIORITY

Make strategic investments in marketing our brand and utilize the web and social media to reach out to and engage with prospective students and audiences.

PERFORMANCE MEASURE	TARGET(S)	LINKAGE TO MINISTRY GOALS	ACTUAL PERFORMANCE
<b>Continue to improve our brand marketing and to use relevant new technologies to engage current and prospective students.</b>	Using the annual Marketing, Communications and Recruitment Plans, measurable improvements in recognition, content marketing, web-first, web, social media and engagement with prospective students will be made.	Access, Efficiency, Quality, Relevance  Improved Service	Achieved

## STRATEGIC PRIORITY

Renew systems and processes to improve enrolment efficiency, effectiveness, measuring and reporting.

PERFORMANCE MEASURE	TARGET(S)	LINKAGE TO MINISTRY GOALS	ACTUAL PERFORMANCE
<b>College planning processes are being aligned to ensure the efficiency and relevancy of all our endeavours.</b>	In conjunction with our ERP renewal (Project Aurora), implement, adopt and refine a more efficient and effective instructional planning cycle. This may include business process reviews, addressing Enrolment Audit recommendations, prioritization processes, and/or technology adoption priorities.	Access, Capacity, Efficiency, Quality, Relevance  Improved Service	Achieved

*Strategic Direction 2: Build on our strengths and successes to develop innovative programs and services for students.*

## STRATEGIC PRIORITY

Through the Education and Student Services plans, develop responsive and innovative programs, courses and curricula, and support services; and forge and strengthen partnerships that respond to distinctive niche markets, workforce development needs and funding opportunities.

PERFORMANCE MEASURE	TARGET(S)	LINKAGE TO MINISTRY GOALS	ACTUAL PERFORMANCE
<b>Programs and services are being assessed to ensure they align with the College's Strategic Directions.</b>	We will complete the development of the program renewal process and create a multi-year plan for implementation.	Access, Capacity, Efficiency, Quality, Relevance  Improved Service, Good Jobs & Sustainable Economy	Substantially Achieved
<b>Learning environments are being built upon a Healthy Campus framework that supports the whole student.</b>	We will complete the healthy campus plan and undertake two specific initiatives that strengthen the learning environment for our students.	Access, Capacity, Efficiency, Quality, Relevance  Improved Service, Good Jobs & Sustainable Economy	Substantially Achieved

## STRATEGIC PRIORITY

Improve program health and relevance by providing clear program and course outcomes; clear processes for ongoing review and renewal, and support for developing excellence in teaching practice.

PERFORMANCE MEASURE	TARGET(S)	LINKAGE TO MINISTRY GOALS	ACTUAL PERFORMANCE
<b>Program outcomes for all programs and relevant learning outcomes for all courses have been developed.</b>	1. In 2018/19 we will develop clear program and course outcomes in five programs.	Access, Capacity, Efficiency, Quality, Relevance	Exceeded
	2. In conjunction with our Strategic Plan renewal process, we will develop clear institutional outcomes.	Improved Service, Good Jobs & Sustainable Economy	Not Achieved (see comment)
<b>Program review and renewal processes with a focus on continuous quality improvement have been developed and are being implemented.</b>	1. In conjunction with Project Aurora (our ERP renewal) we will undertake the development of a standard program renewal process to ensure program quality.	Access, Efficiency, Quality, Relevance	Substantially Achieved
		Improved Service, Good Jobs & Sustainable Economy	

Comment: Institutional outcomes are being developed but have not been completed. Completion to follow the new Strategic Plan and completion of the Education Plan in 19/20

#### STRATEGIC PRIORITY

Increase opportunities for practicum placement, study exchange and experiential learning in our home region and with international partners around the world.

PERFORMANCE MEASURE	TARGET(S)	LINKAGE TO MINISTRY GOALS	ACTUAL PERFORMANCE
<b>A foundation for improved student applied learning experiences is being developed.</b>	In 2018/19 we will complete a college-wide framework for work integrated learning, capstone projects and applied research projects that are experiential and incorporate all of the elements of applied learning.	Efficiency, Quality, Relevance	Not Achieved (see comment)
		Improved Service, Good Jobs & Sustainable Economy	

Comment: Much work accomplished and significant accomplishment of pilot initiatives, increases in Co-op placements, student internships, Mitacs, Training, other examples, and some development of framework. Framework to be completed in 2019/20.

#### STRATEGIC PRIORITY

Expand the use of technology and innovation to support all our learning environments and services for learners.

PERFORMANCE MEASURE	TARGET(S)	LINKAGE TO MINISTRY GOALS	ACTUAL PERFORMANCE
<b>Supports for all learners and for small and isolated communities are being improved.</b>	In conjunction with Project Aurora (our ERP renewal project), we will develop an educational technology standard for all our campuses and centres.	Access, Efficiency, Quality, Relevance	Not achieved (see comment)
		Improved Service, Good Jobs & Sustainable Economy	

Comment: We do not have a standard as yet but have achieved a significant number of pilots initiatives including ECCE incorporated new asynchronous technologies to support access for students living in remote communities, and Indigenous services has developed and maintains multiple connections in a variety of communities. This has created opportunities for a variety of programming to be shared both educational and services, and development of AUD online options for upgrading.

## *Strategic Direction 3: Modernize our infrastructure for state-of-the-art learning environments.*

### STRATEGIC PRIORITY

Make strategic investments in technology, connectivity, facilities, learning commons spaces, capital equipment and reducing our ecological footprint.

PERFORMANCE MEASURE	TARGET(S)	LINKAGE TO MINISTRY GOALS	ACTUAL PERFORMANCE
<b>Facilities, connectivity and technologies are being renewed to meet current learner expectations and regional needs.</b>	1. In 2018/19 we will continue implementing the plan for the renewal of our enterprise systems, Project Aurora.	Access, Capacity, Efficiency, Quality, Relevance	Achieved
	2. In 2018/19, we will complete a space utilization study on the Trail, Castlegar, and Tenth Street campuses. Where feasible, resulting recommendations will be implemented; otherwise a plan developed.	Improved Service, Good Jobs & Sustainable Economy	Substantially Achieved
	3. In 2018/19 we will pursue funding for the renewal of the Castlegar Campus and related sub-projects: Student Learning Commons and Spaces, Health and Simulation Labs, Science and Environment Labs.		Achieved
	4. In 2018/19 we will continue to develop a student housing project proposal.		Achieved
	5. In 2019 we will initiate a refresh of the facilities master plan.		Achieved

### STRATEGIC PRIORITY

Focus these investments on creating world class state-of-the-art learning and workspace environments that are built upon existing exemplary practices within the college and that adopt best practices from the market.

PERFORMANCE MEASURE	TARGET(S)	LINKAGE TO MINISTRY GOALS	ACTUAL PERFORMANCE
<b>Learning environments are being built on appropriate technologies and teaching/ learning scholarship.</b>	In 2018/19, we will complete at least one educational technology initiative or applied research project to enhance our teaching/ learning environment.	Efficiency, Quality, Relevance Improved Service, Good Jobs & Sustainable Economy	Exceeded

### STRATEGIC PRIORITY

Make strategic investments in professional development with respect to the use of technology as a critical feature to our teaching, program delivery and student life into the future.

PERFORMANCE MEASURE	TARGET(S)	LINKAGE TO MINISTRY GOALS	ACTUAL PERFORMANCE
<b>Current adult learning paradigms are used as a basis for professional development, for program delivery, and as a framework for technology adoption.</b>	In 2018/19, we will support instructors and staff in achieving key institutional goals through professional development and other funding sources.	Efficiency, Quality, Relevance Improved Service, Good Jobs & Sustainable Economy	Achieved

## *Strategic Direction 4: Expand our impact on community development and social innovation.*

### STRATEGIC PRIORITY

Engage the wider community in learning through community based education, innovative delivery and strategic partnerships to support workforce development, economic development and social innovation.

PERFORMANCE MEASURE	TARGET(S)	LINKAGE TO MINISTRY GOALS	ACTUAL PERFORMANCE
<b>Communities in our region are supported in their development and implementation of sustainable economic, environmental and social initiatives.</b>	We will continue to develop the Learning Region concept in our institutional culture by implementing at least three regional initiatives; including but not limited to, regional workforce development, collaborations with School Districts, and collaborations with community partners.	Access, Capacity, Quality, Relevance  Improved Service, Sustainable Economy	Exceeded
<b>The College conducts applied research on economic, social, cultural and environmental conditions in the Columbia Basin- Boundary region.</b>	We will complete at least one major applied research project in the region related to regional; economic development, technology, workforce development, and/or social entrepreneurship through the Rural Development Institute (RDI), the Selkirk Geospatial Research Centre (SGRC) and Community Education and Workplace Training.	Capacity, Efficiency, Quality, Relevance  Improved Service, Sustainable Economy	Exceeded

### STRATEGIC PRIORITY

Increase our applied research and innovation capacity in ways that support and enhance our core mandate of teaching and learning and collaboration with community.

PERFORMANCE MEASURE	TARGET(S)	LINKAGE TO MINISTRY GOALS	ACTUAL PERFORMANCE
<b>Applied research projects and partnerships are being executed to address identified rural development priorities.</b>	<ol style="list-style-type: none"> <li>1. We will implement and assess at least one major rural development project or partnership in the region.</li> <li>2. We will implement and assess at least one major project to diversify and improve the regional economy.</li> </ol>	Capacity, Quality, Relevance  Improved Service, Sustainable Economy	Exceeded  Achieved
<b>Applied research findings and tools are being used in regional planning and decision-making.</b>	<ol style="list-style-type: none"> <li>1. The Rural Development Institute (RDI) will execute at least one community engagement initiative.</li> <li>2. The RDI will implement at least one community-based training or extended support initiative.</li> </ol>	Capacity, Quality, Relevance  Improved Service, Sustainable Economy	Achieved  Exceeded

<b>Information sharing and collaboration among regional post- secondary institutions is building regional capacity in innovation and applied research.</b>	The Applied Research and Innovation Centre (ARIC) will undertake at least one collaboration to increase regional applied research and innovation capacity.	Capacity, Efficiency, Quality, Relevance  Improved Service, Sustainable Economy	Exceeded Target
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## STRATEGIC PRIORITY

Expand service learning and work place learning to ensure students have the best possible options for transition to work and careers.

PERFORMANCE MEASURE	TARGET(S)	LINKAGE TO MINISTRY GOALS	ACTUAL PERFORMANCE
<b>A foundation for improved student applied learning experiences is being developed.</b>	In 2018/19 we will start to develop a college-wide framework for work integrated learning, capstone projects and applied research projects that are experiential and incorporate all of the elements of applied learning.	Efficiency, Quality, Relevance  Improved Service, Good Jobs & Sustainable Economy	Achieved

## *Strategic Direction 5: Be the employer of choice for our region.*

## STRATEGIC PRIORITY

Develop our people for the future through an enhanced focus on employee orientation, the development of a culture of safety, and the provision of professional and career development programs that include talent management and succession planning.

PERFORMANCE MEASURE	TARGET(S)	LINKAGE TO MINISTRY GOALS	ACTUAL PERFORMANCE
<b>Create an institutional culture of exceptional service.</b>	Create a streamlined evaluation process for employees to recognize and provide feedback on work performance that leads to opportunities for growth and development.	Efficiency, Quality, Relevance  Improved Service	Substantially Achieved
<b>Create a College wide safety program</b>	Continue to support Health & Safety policies and practice for building a safe work culture.	Efficiency, Quality, Relevance  Improved Service	Achieved
<b>Create an inclusive College culture</b>	Complete the policy development and implementation plans for an inclusive College community and healthy campus.	Efficiency, Quality, Relevance  Improved Service	Substantially Achieved

## STRATEGIC PRIORITY

Develop “employer of choice” performance metrics and corresponding continuous improvement processes to assess progress on employee engagement.

PERFORMANCE MEASURE	TARGET(S)	LINKAGE TO MINISTRY GOALS	ACTUAL PERFORMANCE
<b>Build on our Employee Engagement feedback to create a more effective recruitment process.</b>	1. Support the implementation of a new recruitment system (Hire Serve/Aurora) that will support best practice in recruiting for post-secondary and create a streamlined hiring process.	Capacity, Efficiency, Quality, Relevance	Substantially Achieved
	2. Investigate a renewed approach to employee recognition.	Improved Service, Good Jobs & Sustainable Economy	Not Achieved (see comment)

*Comment: This work was not substantially undertaken and will continue to be a target for 2019/20.*

## STRATEGIC PRIORITY

Develop an “employee learning commons” to develop better knowledge management, sharing of best practices, skills development and professional development for all employee groups.

PERFORMANCE MEASURE	TARGET(S)	LINKAGE TO MINISTRY GOALS	ACTUAL PERFORMANCE
<b>Approaches and tools to support this priority have been investigated and recommendations made.</b>	Continue the implementation of the renewal of our enterprise systems, Project Aurora.	Capacity, Efficiency, Quality, Relevance  Improved Service	Achieved

## STRATEGIC PRIORITY

Support employees to engage with the mission, vision, values and pillars of Selkirk College.

PERFORMANCE MEASURE	TARGET(S)	LINKAGE TO MINISTRY GOALS	ACTUAL PERFORMANCE
<b>Engagement with the strategic planning process.</b>	As the College develops a new strategic plan for 2019 to 2024, all employees will be provided opportunities for participation and engagement.	Capacity, Efficiency, Quality, Relevance  Improved Service, Good Jobs	Achieved
<b>College engagement in the Collective Bargaining process</b>	The appropriate Collective Bargaining process are initiated in 2018/19.	Capacity, Efficiency, Quality, Relevance  Good Jobs & Sustainable Economy	Achieved

# Mandate Letter: 2018/19 Priorities

The following initiatives are linked to the priorities outlined in the 2018/19 Ministry Mandate letter provided to the institution.

## MANDATE PRIORITY 1

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 UN Declaration on the Rights of Indigenous Peoples.

INITIATIVE	PROGRESS	INITIATIVE DETAILS
<b>Indigenization Plan Development</b>	<b>In Progress</b>	<p>Indigenization Plan completed.</p> <p>Indigenous Advisory Committee renewed.</p> <p>Indigenous Nations Partners consulted.</p> <p>Guiding documents include – TRC, UNDRIP, Province of BC 10 Principles of Reconciliation for Working with Indigenous Peoples, CIGan Indigenous Education Protocol and MOU with Regional Indigenous Nations and Metis Nation of BC.</p>

*Comment: See Implementation of the TRC's Calls to Action and UN Declaration on page 8 for further initiatives and partnerships.*

## MANDATE PRIORITY 2

Work closely and in collaboration with government to support the implementation of priority initiatives, including those outlined in the Minister's mandate letter. Specific actions include, but are not limited to:

- a. 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.
- b. 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.
- c. Expand technology-related programming and other programs that align with the growing knowledge-based economy.

INITIATIVE	PROGRESS	INITIATIVE DETAILS
<b>a. Implement tuition programs for domestic learners</b>	<b>Implemented</b>	<p>Tuition-free implemented for Adult Basic Education and English Language Learning programs.</p> <p>Partner organizations consulted.</p> <p>Improvements to regional access and recruitment.</p>
<b>b. Implement tuition waiver and support for youth in care</b>	<b>Implemented</b>	<p>Program implemented.</p>
<b>c. Expand technology programming</b>	<b>Implemented</b>	<p>Accessed one time technology funding from the Ministry AEST to develop two technology programs – Web Development Certificate and Digital Fabrication and Design Diploma. Aligned to regional needs and knowledge-based economy.</p>

INITIATIVE	PROGRESS	INITIATIVE DETAILS
<b>c. Expand technology programming (continued)</b>	<b>Implemented</b>	Delivery of Web Development Certificate commenced September 2019.
	<b>In Progress</b>	Delivery of Digital Fabrication and Design program commences September 2020.

**MANDATE PRIORITY 3**

Improve student mental health, safety and overall well-being, including creating greater awareness of available supports.

INITIATIVE	PROGRESS	INITIATIVE DETAILS
<b>Create a Mental Health Framework</b>	<b>Implemented</b>	Created a mental health framework that includes calls to action and recommendations for the institution.
<b>Implement year 2 of Nurse practitioner on Campus</b>	<b>Implemented</b>	Expanded our Healthy Campus department to include a Nurse practitioner once a week on the Castlegar campus to support student mental health and wellness.
<b>Developed online trade math modules</b>	<b>Implemented</b>	Modules developed to enable students to be prepared to meet math competencies needed for their desired trades program, reducing a significant barrier to some students.
<b>Implemented a mental health workshop for staff and faculty</b>	<b>Implemented</b>	A new mental health first aid course was developed and is being delivered to staff. It focuses on the four most common mental health disorders including substance related, mood related, anxiety and trauma related, and psychotic disorders. Participants who take this course are well prepared to interact confidently about mental health with their family, friends, communities, and workplaces.

## MANDATE PRIORITY 4

Align your institutional processes with the K – 12 curriculum changes to ensure the seamless transition of students entering post-secondary education.

INITIATIVE	PROGRESS	INITIATIVE DETAILS
<b>Improve processes to support effective transition for students graduating with new K-12 curriculum</b>	<b>In Progress</b>	Hired K-12 change facilitator to: <ol style="list-style-type: none"> <li>1. Provide support to Adult Basic Education (ABE) Articulation Committee – assess and document “fit” between ABE and K-12 Curriculum</li> <li>2. Create master equivalency table for Selkirk College for program pre-requisites information</li> <li>3. Work with stakeholders and communicate results</li> </ol>

*Comment: Others – see 18-19 related to strategic plan*

## MANDATE PRIORITY 5

Work closely with the Ministry to develop a balanced approach to international education.

INITIATIVE	PROGRESS	INITIATIVE DETAILS
<b>Continuous improvement to international education at Selkirk College</b>	<b>Implemented</b>	Improved admissions process from a multi-week to a two day turnaround.  Developed enrolment targets for cohort programs based on quality initiative, graduate outcomes, and student experience.  Created release position to support faculty with training in internationalization and intercultural competencies.
<b>Improve Orientation</b>	<b>In Progress</b>	Developing improved student orientation online resources.

## MANDATE PRIORITY 6

Comply with government’s two percent cap on tuition and mandatory fee increases.

INITIATIVE	PROGRESS	INITIATIVE DETAILS
<b>Comply with Ministry requirements</b>	<b>Implemented</b>	Implemented 2% increase for domestic students for 2019/20.  Adjustments reported through Ministry process.

# 2019/20 to 2021/22 Ministry Accountability Framework Performance Targets

PERFORMANCE MEASURE	TARGET 2019/20	TARGET 2020/21	TARGET 2021/22
<b>STUDENT SPACES<sup>1</sup></b>			
Total student spaces	2,374	2,374	2,406
Nursing and other allied health programs	180	TBD	TBD
Developmental programs	384	TBD	TBD
<b>DOMESTIC<sup>2</sup> CREDENTIALS AWARDED</b>			
Number	338	TBD	TBD
<b>STUDENT OUTCOMES</b>			
Student satisfaction with education			
Student assessment of the quality of instruction			
Student assessment of usefulness of knowledge and skills in performing job			
Students' assessment of skill development (average %)	≥ 90%		
Unemployment rate	8.9%	< unemployment rate of individuals with high school credentials or less	

1. Interim FTE Student Enrolment Targets as of April 2, 2019

2. Credentials awarded to international students are excluded, except for those awarded to international graduate students at research intensive universities. Credentials awarded by other agencies, such as the ITA, are excluded. The institution-specific credential target is based on the average number of credentials awarded by an institution in the last three years and the year over year change in FTEs.

# 2019/20 Institutional Goals, Measures & Targets

## *Strategic Direction 1: Learner success*

### STRATEGIC PRIORITY 1.1

Enable transitions to the workforce by providing students with experiential and work integrated learning, Co-op education and internships, student academic support, and employment transitions programming.

PERFORMANCE MEASURE	TARGET(S)	LINKAGE TO MINISTRY & GOVERNMENT GOALS
<b>A foundation for improved student applied learning is being developed.</b>	<ol style="list-style-type: none"> <li>1. In 2019/20, we will complete a college-wide framework for experiential and work integrated learning that aligns and links with co-op and student internships, student academic support, and employment transitions programming.</li> <li>2. We will initiate and assess two pilots to increase learning and work opportunity for transitions to the workforce for students.</li> <li>3. Applied research and innovation projects will support co-op and internship placements with work term placement and position funding from funders (e.g. NSERC, Innovate BC, MITACS).</li> </ol>	<p>Capacity, Access, Quality, Relevance, Efficiency</p> <p>Affordability, Improved Service, Good Jobs &amp; Sustainable Economy</p>

### STRATEGIC PRIORITY 1.2

Expand educational pathways by increasing the number and quality of transfer and articulation agreements, educational partnerships with regional school districts, and study abroad opportunities with other post-secondary institutions in specific program areas.

PERFORMANCE MEASURE	TARGET(S)	LINKAGE TO MINISTRY & GOVERNMENT GOALS
<b>Improving our processes to expand and increase the quality of educational pathways including articulation, educational partnerships, and study abroad.</b>	<ol style="list-style-type: none"> <li>1. Develop improved processes for cataloguing, partnership development, strategically planning, and assessing articulation agreements to improve student mobility.</li> <li>2. Initiate a learning region wide conversation with the School Districts on dual credit programming needs and opportunities and identifying projects.</li> <li>3. Support two new pilot dual credit initiatives.</li> <li>4. Implement one new study abroad initiative.</li> </ol>	<p>Capacity, Access, Quality, Relevance, Efficiency</p> <p>Affordability, Improved Service</p>

Improve recruitment, retention, completion and related supports for all students and students facing barriers to access, including: Indigenous learners, international learners, learners with disabilities, elder learners and others.

PERFORMANCE MEASURE	TARGET(S)	LINKAGE TO MINISTRY & GOVERNMENT GOALS
<b>Our enrolments have been maintained and improved at sustainable levels.</b>	<ol style="list-style-type: none"> <li>1. Implement two targeted initiatives to reduce barriers to either improve access, enrolment, retention, or completion for students facing barriers.</li> <li>2. Evaluate, plan and update strategic enrolment management and recruitment strategies to address enrollment challenges and opportunity for all students.</li> <li>3. Assess current levels of support for students to identify, renew, and achieve targeted objectives for future planning and budgeting.</li> </ol>	<p>Capacity, Access, Quality, Relevance, Efficiency</p> <p>Affordability, Improved Service</p>

## STRATEGIC PRIORITY 1.4

Develop a consistent relationship-focused student service standard across all campuses and learning centres.

PERFORMANCE MEASURE	TARGET(S)	LINKAGE TO MINISTRY & GOVERNMENT GOALS
<b>Students will be able to expect and experience a consistent high quality relationship-focused service standard across all campuses and centres.</b>	<ol style="list-style-type: none"> <li>1. Standards and expected outcomes for high quality relationship-focused service will be defined and developed.</li> <li>2. One workshop and training opportunity will be developed and provided to improve awareness of service standards and outcomes and to develop skills for key staff.</li> </ol>	<p>Access, Quality, Relevance, Efficiency</p> <p>Improved Service</p>

## STRATEGIC PRIORITY 1.5

Enhance student health and wellness programming, and supports.

PERFORMANCE MEASURE	TARGET(S)	LINKAGE TO MINISTRY & GOVERNMENT GOALS
<b>Learning environments continue to be built upon a Healthy Campus framework that supports the whole student.</b>	<ol style="list-style-type: none"> <li>1. Renew and further develop a plan that supports student health and wellness programming and supports.</li> <li>2. Implement two pilot initiatives to improve existing or add new student health and wellness programming and supports, including year 2 of a Nurse Practitioner Clinic offered on the Castlegar campus.</li> </ol>	<p>Access, Quality, Relevance, Efficiency</p> <p>Improved Service</p>

## STRATEGIC PRIORITY 1.6

Expand offerings in priority program areas: technology and digital applications, skills development and workplace training for in-demand occupations, and cohort-based programs that are in key sectors of need in the labour market forecast and that are regionally relevant.

PERFORMANCE MEASURE	TARGET(S)	LINKAGE TO MINISTRY & GOVERNMENT GOALS
<b>Expand new program development and delivery to meet in-demand that have regional relevance.</b>	<ol style="list-style-type: none"> <li>1. Implement pilot delivery of two new priority programs.</li> <li>2. Complete development of one new priority program.</li> <li>3. Continue to develop improved processes to identify, develop and deliver new offering and opportunity in the renewed Education Plan.</li> </ol>	<p>Capacity, Access, Quality, Relevance, Efficiency</p> <p>Affordability, Improved Service, Good Jobs &amp; Sustainable Economy</p>

## Strategic Direction 2: Excellence in education

### STRATEGIC PRIORITY 2.1

Expand access to learning through improved scheduling of offerings, increased availability of blended and online delivery, and increased program availability throughout the region.

PERFORMANCE MEASURE	TARGET(S)	LINKAGE TO MINISTRY & GOVERNMENT GOALS
<b>Improved planning, support, and innovative and targeted development and implementation will lead to increased access to programming across the region.</b>	1. Implement or expand two initiatives to deliver program availability through the region.	Capacity, Access, Quality, Relevance, Efficiency
	2. New Education and Strategic Enrolment Plans will address regional accessibility.	Affordability, Improved Service, Good Jobs & Sustainable Economy

### STRATEGIC PRIORITY 2.2

Advance innovations in teaching and learning through the achievement of institutional level learning outcomes, targeted professional development in the areas of educational technologies, Indigenous ways of knowing, innovative curriculum development, experiential learning, strategic partnerships, and intercultural teaching strategies.

PERFORMANCE MEASURE	TARGET(S)	LINKAGE TO MINISTRY & GOVERNMENT GOALS
<b>Excellence in teaching and learning will be supported through improved planning and targeted support to achieve institutional goals in the Education Plan, and other key plans including Indigenization and Internationalization Plans.</b>	1. Resources are provided to the Teaching and Learning Institute to expand services for program renewal and review, educational development, and instructional support.	Capacity, Access, Quality, Relevance, Efficiency
	2. Resources are provided to the Teaching and Learning Institute to provide targeted support to schools, programs and faculty to indigenize curriculum, to adopt education technology, and to expand the use of experiential learning.	Improved Service
	3. Support for increased faculty understanding of the TRC Calls to Action and decolonizing curriculum and related processes.	

### STRATEGIC PRIORITY 2.3

Renew and implement strategic enrolment plans.

PERFORMANCE MEASURE	TARGET(S)	LINKAGE TO MINISTRY & GOVERNMENT GOALS
<b>Strategic enrolment will be based on current best practices and lead to improved enrolment, retention, and completion.</b>	Renew the College's Strategic Enrolment Plan to align with the new Strategic, Education and other key plans.	Capacity, Access, Quality, Relevance, Efficiency
		Affordability, Improved Service, Good Jobs & Sustainable Economy

## STRATEGIC PRIORITY 2.4

Renew specific plans for Education, Indigenization, International, Student Life and Campus Services, Advancement, Marketing, and Educational Technology.

PERFORMANCE MEASURE	TARGET(S)	LINKAGE TO MINISTRY & GOVERNMENT GOALS
<b>Develop a framework to align and link plans, to monitor, evaluate and report plan outcomes, and to update plans.</b>	Implement a framework to align and link plans. Develop a draft framework in 2019/20.	Quality, Relevance, Efficiency Improved Service
<b>Renew identified plans to meet the new strategic directions for the College.</b>	<ol style="list-style-type: none"> <li>1. Complete the development of an Education Plan, Strategic Enrolment Plan, Indigenization Plan, Student Life and Campus Services Plan, and Applied Research and Innovation Plan in 2019/20.</li> <li>2. Identify plans to renew in 2020/21 and begin planning for an Education Technology Plan, Marketing Plan, and Advancement Plan.</li> </ol>	Capacity, Access, Quality, Relevance, Efficiency Improved Service

## STRATEGIC PRIORITY 2.5

Support program renewal and development through policy and curriculum process improvements such as the Quality Assurance Process Audit (QAPA), alignment with accreditation, articulation and reporting requirements, student service improvements, and capacity building tools and training.

PERFORMANCE MEASURE	TARGET(S)	LINKAGE TO MINISTRY & GOVERNMENT GOALS
<b>Program renewal and development will support program excellence and achievement of strategic initiatives and plans and continuous quality initiatives.</b>	<ol style="list-style-type: none"> <li>1. Tools and processes for program review and renewal will be developed and two program pilot initiatives will implemented in 2019/20.</li> <li>2. Program review and renewal processes are internally assessed and aligned with QAPA requirements.</li> </ol>	Quality, Relevance, Efficiency Affordability, Improved Service

## STRATEGIC PRIORITY 2.6

Improve the quality and efficiency of programs and services through data-driven decision-making.

PERFORMANCE MEASURE	TARGET(S)	LINKAGE TO MINISTRY & GOVERNMENT GOALS
<b>A system (Aurora) is being developed to modernize the delivery of programs and services and support improved decision-making.</b>	<ol style="list-style-type: none"> <li>1. Continued development of the Aurora modules - Finance, Human Resources and Students with resources, engagement, communication, and training.</li> <li>2. A phased implementation of the modules, commencing with the Finance module in 2019/20 will be undertaken.</li> </ol>	Access, Quality, Relevance, Efficiency Affordability, Improved Service

## Strategic Direction 3: Community development

### STRATEGIC PRIORITY 3.1

Build strategic partnerships that enhance the student learning experience and contribute to socioeconomic development in the communities we serve.

PERFORMANCE MEASURE	TARGET(S)	LINKAGE TO MINISTRY & GOVERNMENT GOALS
<b>Strategic partnerships will enable further success of our graduates, our faculty and staff, and our community partners.</b>	<ol style="list-style-type: none"> <li>1. Implement two new community-based experiential learning pilots for students.</li> <li>2. Provide training and resources to support faculty and staff partnership development processes.</li> </ol>	<p>Capacity, Access, Quality, Relevance, Efficiency</p> <p>Improved Service, Good Jobs &amp; Sustainable Economy</p>

### STRATEGIC PRIORITY 3.2

Strengthen relationships with regional First Nations and Métis governments, Indigenous community services providers, and Indigenous post-secondary partners to advance the educational goals of Indigenous communities.

PERFORMANCE MEASURE	TARGET(S)	LINKAGE TO MINISTRY & GOVERNMENT GOALS
<b>To achieve the Indigenization plan, annual operational planning projects within programs and services will be identified.</b>	<ol style="list-style-type: none"> <li>1. Completion of the Indigenization Plan for Selkirk College and demonstrable initiation of action on plan objectives.</li> <li>2. Implement two new partnership projects with Indigenous nation partners, partner educational institutions, and/or community services partners.</li> </ol>	<p>Capacity, Access, Quality, Relevance, Efficiency</p> <p>Affordability, Improved Service, Good Jobs &amp; Sustainable Economy</p>

### STRATEGIC PRIORITY 3.3

Integrate applied research, innovation and entrepreneurship into educational programs to respond to an evolving labour market.

PERFORMANCE MEASURE	TARGET(S)	LINKAGE TO MINISTRY & GOVERNMENT GOALS
<b>Applied research and innovation (ARI) initiatives with support achievement of learning, entrepreneurship, graduate outcomes, and workforce development.</b>	<ol style="list-style-type: none"> <li>1. Increase in number of faculty and students participating in ARI initiatives; increased level of satisfaction with ARI initiatives from partner evaluation.</li> <li>2. Measure level of satisfaction with ARI initiatives with partner evaluation.</li> </ol>	<p>Quality, Relevance, Efficiency</p> <p>Improved Service, Good Jobs &amp; Sustainable Economy</p>

## STRATEGIC PRIORITY 3.4

Collaborate with our community partners to ensure student experiences outside of the college and in the community are effective, inclusive and supportive.

PERFORMANCE MEASURE	TARGET(S)	LINKAGE TO MINISTRY & GOVERNMENT GOALS
<b>A framework to assess the quality and engagement with community-based initiatives informs our practice.</b>	A framework is developed to assess community engagement.	Quality, Relevance, Efficiency Improved Service

## STRATEGIC PRIORITY 3.5

Support regional socioeconomic development through collaborative, innovation-driven projects that address shared challenges and opportunities.

PERFORMANCE MEASURE	TARGET(S)	LINKAGE TO MINISTRY & GOVERNMENT GOALS
<b>Effective and strategic support that contributes to our students, our programs, our faculty and staff, and our region.</b>	Two new multi stakeholder projects initiated and the delivery of existing three projects continued; partner satisfaction, and other success metrics demonstrated.	Capacity, Access, Quality, Relevance, Efficiency Affordability, Improved Service, Good Jobs & Sustainable Economy

## Strategic Direction 4: Healthy workplace

## STRATEGIC PRIORITY 4.1

Improve employee orientation, inclusion, health and safety, and wellness programming.

PERFORMANCE MEASURE	TARGET(S)	LINKAGE TO MINISTRY & GOVERNMENT GOALS
<b>Engagement and effective processes improve the culture of the organization.</b>	<ol style="list-style-type: none"> <li>1. Orientation programs for new employees and new to positions will be reviewed and updated.</li> <li>2. A plan to improve diversity and inclusion will be developed with targeted initiatives implemented. This target will be supported by professionals.</li> <li>3. Two health and safety initiatives will be implemented for employees.</li> <li>4. Create and implement a wellness online/hard copy news quarterly letter to highlight wellness programs. Available to the employees and students.</li> <li>5. Perform audit on two JOHS committees to identify gaps on competencies and alignment with legislation.</li> </ol>	Quality, Relevance, Efficiency Improved Service, Good Jobs & Sustainable Economy

## STRATEGIC PRIORITY 4.2

Develop improved plans and approaches to supporting Indigenization, diversity and inclusion in employee recruitment, career development, and leadership development.

PERFORMANCE MEASURE	TARGET(S)	LINKAGE TO MINISTRY & GOVERNMENT GOALS
<p><b>Improved planning processes and plans will support engagement and employee development.</b></p>	<ol style="list-style-type: none"> <li>1. Develop and implement an inclusion and diversity strategy/plan for the College.</li> <li>2. Develop and implement the Indigenization plan related to employees.</li> <li>3. Career development planning tools developed and pilots implemented.</li> <li>4. Support employees to participate in leadership training and conversations at Discovery Day; develop an internal diversity in leadership plan and program.</li> <li>5. Complete a review of recruitment process for barriers for current system and for new system.</li> </ol>	<p>Access, Quality, Relevance, Efficiency</p> <p>Improved Service, Good Jobs &amp; Sustainable Economy</p>

**STRATEGIC PRIORITY 4.3**

Expand performance monitoring and related improvement processes for career fulfilment, professional growth, retention and succession planning for employees.

PERFORMANCE MEASURE	TARGET(S)	LINKAGE TO MINISTRY & GOVERNMENT GOALS
<p><b>Support employees for career planning and development.</b></p>	<ol style="list-style-type: none"> <li>1. Achieve successful ratification of three three-year collective agreements and through the process increase collaborative culture and labour strategy.</li> <li>2. Develop and implement a Selkirk College internal mentorship program with the leadership group.</li> </ol>	<p>Quality, Relevance, Efficiency</p> <p>Good Jobs &amp; Sustainable Economy</p>

## STRATEGIC PRIORITY 4.4

Enhance programming for employee training and development, sharing of best practices, and professional development for faculty and staff.

PERFORMANCE MEASURE	TARGET(S)	LINKAGE TO MINISTRY & GOVERNMENT GOALS
<p><b>Training and professional development opportunities will continue to improve to support employees and to achieve strategic initiatives.</b></p>	<ol style="list-style-type: none"> <li>1. Education Division to provide support to at least two employees to participate in advanced leadership training.</li> <li>2. Opportunities to share leadership best practices will be created at a diversity of activities and in a variety of committees.</li> <li>3. Fund PPWC and Exempt employees on further credential completion as aligned with College needs.</li> <li>4. Further develop and monitor a standardized evaluations system with tools, with three of four employee groups in the organization.</li> <li>5. Deliver appropriate and timely training to support effective implementation of Project Aurora.</li> </ol>	<p>Quality, Relevance, Efficiency</p> <p>Improved Service, Good Jobs &amp; Sustainable Economy</p>

## STRATEGIC PRIORITY 4.5

Diversify and improve communication, and employee engagement processes.

PERFORMANCE MEASURE	TARGET(S)	LINKAGE TO MINISTRY & GOVERNMENT GOALS
<p><b>Improved communications and employee engagement processes will support collaboration and achievement of the strategic plan.</b></p>	<p>Facilitate a comprehensive employee engagement survey in 2020.</p>	<p>Quality, Relevance, Efficiency</p> <p>Improved Service, Good Jobs &amp; Sustainable Economy</p>

## Strategic Direction 5: Modernization of facilities, technology and operations

### STRATEGIC PRIORITY 5.1

Renew and utilize the Facilities Master Plan for Selkirk College to reflect the strategic directions envisioned for the facilities, both owned and leased, at the college.

PERFORMANCE MEASURE	TARGET(S)	LINKAGE TO MINISTRY & GOVERNMENT GOALS
<b>Effective engagement and review lead to a successful Facilities Master Plan.</b>	Facilities Master Plan is completed and provides key direction to priorities and business cases.	Access, Quality, Relevance, Efficiency

### STRATEGIC PRIORITY 5.2

Ensure the efficient operation and effective use of the existing facilities, and continue to modernize our infrastructure and make investments in: technology, connectivity, facilities, welcoming spaces, learning commons spaces and capital equipment.

PERFORMANCE MEASURE	TARGET(S)	LINKAGE TO MINISTRY & GOVERNMENT GOALS
<b>Prioritize small and large capital projects to align with the Campus Master Plan. Utilize the Facilities Committee procedures to determine project priorities.</b>	Complete two high priority projects and use project resources effectively.	Access, Quality, Relevance, Efficiency  Affordability, Improved Service

### STRATEGIC PRIORITY 5.3

Modernize finance, human resources and student records, and education technology and online delivery systems, plans and processes to improve efficiency, effectiveness, measurement and reporting, and accountability; including the completion and effective implementation of Project Aurora.

PERFORMANCE MEASURE	TARGET(S)	LINKAGE TO MINISTRY & GOVERNMENT GOALS
<b>Development and implementation of the Enterprise Resource Planning (Project Aurora) developments will be designed to modernize and meet the needs of the institution.</b>	<ol style="list-style-type: none"> <li>1. Focus on staged implementation of the finance module, and development of the HR and student records.</li> <li>2. Project is adequately resourced, with supportive training and engagement with stakeholders.</li> </ol>	Quality, Relevance, Efficiency  Improved Service

## STRATEGIC PRIORITY 5.4

Further reduce the college's carbon emissions and waste production, and invest in new approaches and technologies to model and contribute to climate change mitigation.

PERFORMANCE MEASURE	TARGET(S)	LINKAGE TO MINISTRY & GOVERNMENT GOALS
<b>Through prioritization with the Sustainability Committee, continue to reduce the College's carbon emissions by implementing of energy efficient technologies including fuel switching and solar energy demonstration/production systems.</b>	Continued reduction in College's carbon emissions and reduced environmental impact; implementation of the Sustainability Plan; support key sustainability initiatives.	Quality, Relevance, Efficiency  Affordability, Improved Service

## Mandate Letter: 2019/20 Priorities

The following initiatives are linked to the priorities outlined in the annual Ministry Mandate letter provided to the institution for 2019/20.

## MANDATE PRIORITY 1

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 on the Rights of Indigenous Peoples.

INITIATIVE	INITIATIVE DETAILS
<b>Implement 2019-2024 Indigenization Plan</b>	<p>Implement new Education Council Standing Committee – Reconciliation and Indigenization to support currency in indigenous curriculum development, review indigenous governance strategies and undertake policy audit.</p> <p>Implement Plan.</p> <p>Through extensive engagement with First Nations and Metis students and community members, this Indigenization Plan encompasses five overarching guiding sections including: Governance and Policy, Curricula and Programs, Supports for Services and Students, Employee Development and Tools, and Facilities and Infrastructure.</p> <p>Respond to UNDRIP Articles 3, 13, 14, 15, and 21 and TRP Calls to Action 7, 16, 57, and 65.</p>
<b>Examining the TRC Calls to Action</b>	Reconciliation speaker series.

INITIATIVE	INITIATIVE DETAILS
<b>Building partnerships within Nations' communities</b>	Working with First Nations and Metis Governments and community organization to collaboratively develop proposals and plans for future in community collaborations.
<b>Indigenous counsellor</b>	Indigenous counsellor will provide specific healing approaches in counselling related to the needs of indigenous students.
<b>2019-2024 Indigenization Plan Community Launch Event and Celebration</b>	Fall 2019, alongside our Nation Partners and wider community, we will host an event/celebration to co-envision the implementation of the Indigenization Plan, and request the ongoing participation and support from the community.
<b>TRUTH and Justice Film Series: On a path to reconciliation</b>	A partnership between the MIR Centre for Peace and Indigenous Services aims to increase opportunities for community learning and deeper understanding in a safe and open learning space. This series will host a movie series at the MIR Centre under the theme of "Justice" where we will feature three films open to the public for viewing and dialogue to follow. This initiative aims to bring diverse community organizations together including religious groups, public and private organizations, as well as individual community members.
<b>Program Proposal Development Initiatives being Explored with Nation partners for Community Based -Partnerships/Funding Proposals &amp; Indigenization Support for Staff</b>	This initiative aims to work with The First Nations and Métis Governments and community organizations throughout the Selkirk College region to develop grant proposals and plans for future in-community collaborations and Indigenized programs and courses at Selkirk College.
<b>Exploring Reconciliation Through Community College Education</b>	Funded through the Social Sciences and Humanities Research Council of Canada (SSHRC), and supported through the Applied Research and Innovation Centre (ARIC) at Selkirk College, "Exploring Reconciliation through Community College Education" is a project that is currently underway across the region. The main research question for this project is "How does a community college respectfully engage in Reconciliation through education with the First Nations and Métis communities in the traditional territories in which it operates?" The project has three main goals including: to understand the role of a public post-secondary community college in reconciliation, to continue to foster and build relationships based on respect and reciprocity with the Indigenous Nations and communities throughout the Southern Interior region, and to develop tools and resources to help guide and support "systemic change" in public post-secondary education.



The Grandmother Drum in the Gathering Place was made by the late Wayne George (Anishinaabe) including the painting on the drum skin. This artwork is also the cover of our 2019-2024 Indigenization Plan.

**MANDATE PRIORITY 2**

Work closely with government to support implementation of priority initiatives, including those outlined in the Minister’s mandate letter. Specific actions include, but are not limited to:

- a. Improving access to post-secondary education with a focus on vulnerable and under-represented students.
- b. Expanding programming aligned with high demand occupations and priority sectors (such as trades, technology and health).
- c. Expanding co-op and work-integrated learning opportunities for all students.

INITIATIVE	INITIATIVE DETAILS
<b>Improve access to post-secondary education for vulnerable and under-represented students</b>	<p>Deepen outreach efforts and support for Fundamental level ABE students.</p> <p>Deepen collaborations within all communities to identify and engage persons in vulnerable and under-represented populations.</p> <p>Continue to meet with and fully support each student’s entry into Academic Upgrading (ABE), including covering all fees.</p> <p>Increased accessibility for students living in rural, remote and isolated communities to access high demand programming including Human Services/Health Care Assistant training programs.</p>
<b>Expand programming in high demand and priority sectors</b>	<p>Initial delivery of Certificates in Web Development and Office Administration</p>
<b>Expand Co-op and Work Integrated Learning opportunities for students</b>	<p>Delivery of ECCE WIL Collaborative project.</p> <p>Develop Co-op education seats in Web Development, University Arts and Sciences, and Digital Arts program.</p> <p>Expand training for faculty.</p> <p>Secured first MITACS internship grant for colleges in BC in summer 2019 and has submitted a \$225,000 MITACS student internship cluster program that is in final stages of review to start January 2020 and will support 15 paid 4 month internships over 3 years.</p> <p>Applied Research and Innovation (ARI) will offer up to 20 Co-op and student internship opportunities on a wide range of funded projects.</p> <p>ARI in final negotiations with AEST for \$500,000 over 5 years to fund student internships directly related to our proposed NSERC funded Selkirk Technology Access Centre (STAC) – NSERC decision expected Spring 2020.</p> <p>Local Government Rural Dividend Fund (RDF) project includes 3 x 15 month local government placements for recent grads (doesn’t have to be Selkirk students) housed at the Kootenay Regional Districts (RDEK, RDCK, and RDKB).</p> <p>Local government RDF project includes 9 x 4 month internships for co-op students focused on economic development projects in partnership with Community Futures offices, Chambers of Commerce, and other economic development organizations.</p>

**MANDATE PRIORITY 3**

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.

INITIATIVE	INITIATIVE DETAILS
<b>Review and adapt Sexual Violence (SV) policy and procedure/education</b>	Participation in SV Provincial working group, exploring language, ensuring consistency, looking for gaps, and sharing resources.
<b>SV awareness campaign in Oct, 2019</b>	Once a week programming will be offered addressing SV. Posters will be changed monthly throughout the year, most created by students.
<b>Continue to offer Bystander training</b>	This workshop will continue to be offered regularly throughout the school year to faculty, staff, and students.
<b>Training and support to reduce loneliness, lack of belonging and isolation</b>	Programming throughout the year will be offered to bring international students and domestic students together to support engagement and greater understanding of each other.

**MANDATE PRIORITY 4**

Ensure that students are able to seamlessly transition into post-secondary education with the implementation of the new B.C. Graduation Program.

INITIATIVE	INITIATIVE DETAILS
<b>Implement new K-12 graduation changes to ensure effective transitions for students</b>	Implement K-12 graduation program equivalency table for ABE and pre-requisite courses - updating program policy and admission requirements.

**MANDATE PRIORITY 5**

Continue to actively participate in the implementation of the EducationPlannerBC common application system for all undergraduate applicants.

INITIATIVE	INITIATIVE DETAILS
<b>Working towards the inclusion of International application processes through EPBC</b>	Alignment of IT requirements and process requirements. Alignment of timing and communication requirements with EPBC, students, internal stakeholders and international agents.

**MANDATE PRIORITY 6**

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.

INITIATIVE	INITIATIVE DETAILS
<b>Develop enrollment targets for cohort programs based on quality initiative, graduate outcomes, and access to resources (housing, transportation)</b>	Continuous improvement to enrolment plans based on quality and student success.
<b>Improve International College orientation and success outcomes</b>	Pilot online course for international students that improves orientation and college success outcomes.
<b>Increase Study Abroad</b>	Access federal government scholarships. Develop more opportunities for domestic students.
<b>Improve international student diversification</b>	Develop strategy for entering new markets for international student recruitment.
<b>Participate in new Heads of International (HOI) working group</b>	Newly formed committee representing CICan institutions in BC to align priorities provincially and advocate better.

**MANDATE PRIORITY 7**

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.

INITIATIVE	INITIATIVE DETAILS
<b>Comply with Ministry directives and policy</b>	Rigorous internal budget process . Ongoing budget variance analysis. New position of Budget Analyst posted. Remedial action when required.

**MANDATE PRIORITY 8**

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.

INITIATIVE	INITIATIVE DETAILS
<b>Comply with Ministry requirements</b>	Follow guidelines for 2020/21 tuition and fees. Report any adjustments through Ministry process.

# Financial Information

For the most recent financial information and additional explanations, please see our Audited Financial Statements, available on our website at

<http://selkirk.ca/about-us/governance/annual-reports/annual-reports-statements>



## Capital Facilities & Equipment

Selkirk's facilities (both owned and leased) were audited during the summer of 2018 to determine building condition and deferred maintenance. The last such audit was completed in late 2013. The results of this recent audit resulted in a Facilities Condition Index (FCI) of 0.415 which is a significant reduction from our 2013 result of 0.48. A lower FCI indicates an improved facility with less deferred maintenance required. However, a 0.415 FCI still indicates overall poor condition. The renovated and new buildings at the Silver King campus were the main reason for the reduced deferred maintenance. This \$23.2M major capital project is nearing completion with only landscaping and other civil work yet to complete.

With the Silver King campus renewal project nearing completion, our attention shifts toward the Castlegar campus which now has the highest FCI (indicating poor condition) of all of our larger campuses (Nelson and Castlegar). Two of our learning centres, Trail and Grand Forks have the highest overall FCI. Both of these are leased.

One of the areas identified in the facility assessment was the well water pump houses and water distribution system for the Castlegar campus. This campus is unique in that water supply is provided by College owned well water systems and is maintained by College maintenance crews. The existing system is original to the start-up of the campus in 1966 and has reached

end of life, especially with regards to instrumentation and controls. The College's overall capital priority is to address the water delivery system.

Other priorities in our Five Year Capital Plan focus to address the dated classroom and infrastructure at the Castlegar campus with a particular emphasis on Health Services and Natural Resources Renewal and development of a Learner Services Innovation Hub. Construction of new student housing to address high demand and low vacancy rates in Nelson and Castlegar is also a high priority project. Finally, installation of a biomass boiler at our Silver King campus is an important capital project to allow for a significant reduction to the College's Green House Gas emissions and also to provide a valuable on-site learning plant for students.

The need for operating capital equipment for 2019/20 remains. Some significant additions were made to trades training equipment the past several years with a value of close to \$2.0M, however, there is still a need for approximately \$0.50M to address outdated shop and lab training equipment.

# 2018 – 2019 Contact Hour Activity Report

## Facilities Space Inventory Data

This report, along with accurate and up-to-date Facilities Space Inventory data, forms the foundation for the review of institutions' requests to Government for facilities expansion. To meet the requirements of the Space Standards, data is to be separately reported by Campus and Space Type (Class/Lab or Shop/Teaching Kitchen), and with activity delivered to international students separated from all other activity.

### 2018-19 FISCAL YEAR CONTACT HOUR ACTIVITY REPORT

PERFORMANCE MEASURE	ONSITE <sup>1</sup> CHE <sup>2</sup>				OFFSITE <sup>3</sup> CHE				CAMPUS TOTAL
	DOMESTIC STUDENTS		INTERNATIONAL STUDENTS		DOMESTIC STUDENTS		INTERNATIONAL STUDENTS		
	CLASS/LAB	SHOP/TEACHING KITCHEN	CLASS/LAB	SHOP/TEACHING KITCHEN	CLASS/LAB	SHOP/TEACHING KITCHEN	CLASS/LAB	SHOP/TEACHING KITCHEN	
Castlegar	475,011	0	336,656	0	116,714	0	70,173	0	998,554
Silver King	218,799	142,583	3,262	2,400	6,930	12,862	60	140	387,037
Trail	117,677	0	694	0	42,311	0	520	0	161,202
Tenth Street	77,302	13,516	109,993	3,120	8,468	0	255	0	212,653
Grand Forks	32,248	0	0	0	2,256	0	0	0	34,504
Nakusp	20,864	0	0	0	0	0	0	0	20,864
Kaslo	14,108	0	17	0	0	0	0	0	14,125
Victoria Street	10,971	16,806	0	0	0	0	0	0	27,777
<b>TOTAL</b>	<b>966,980</b>	<b>172,905</b>	<b>450,622</b>	<b>5,520</b>	<b>176,679</b>	<b>12,862</b>	<b>71,008</b>	<b>140</b>	<b>1,856,715</b>

#### NOTES:

1. Onsite activity includes classroom instruction such as lectures, labs and tutorials.
2. CHE: A contact hour equivalent (CHE) is defined as equivalent of one hour of scheduled class time. A CHE is a means of recognizing an amount of educational activity comparable to a conventional Student Contact Hour (SCH), but not specific to a mode of delivery.
3. Offsite activity includes distributed education (DE), online, prior learning assessment (PLA), practicum or on-the-job training and other activities, as well as instruction delivered at worksites, rented or donated locations. Please assign offsite activity to the main or regional campus that administers the activity. Activity delivered at an offshore/foreign campus should be excluded from the report.



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