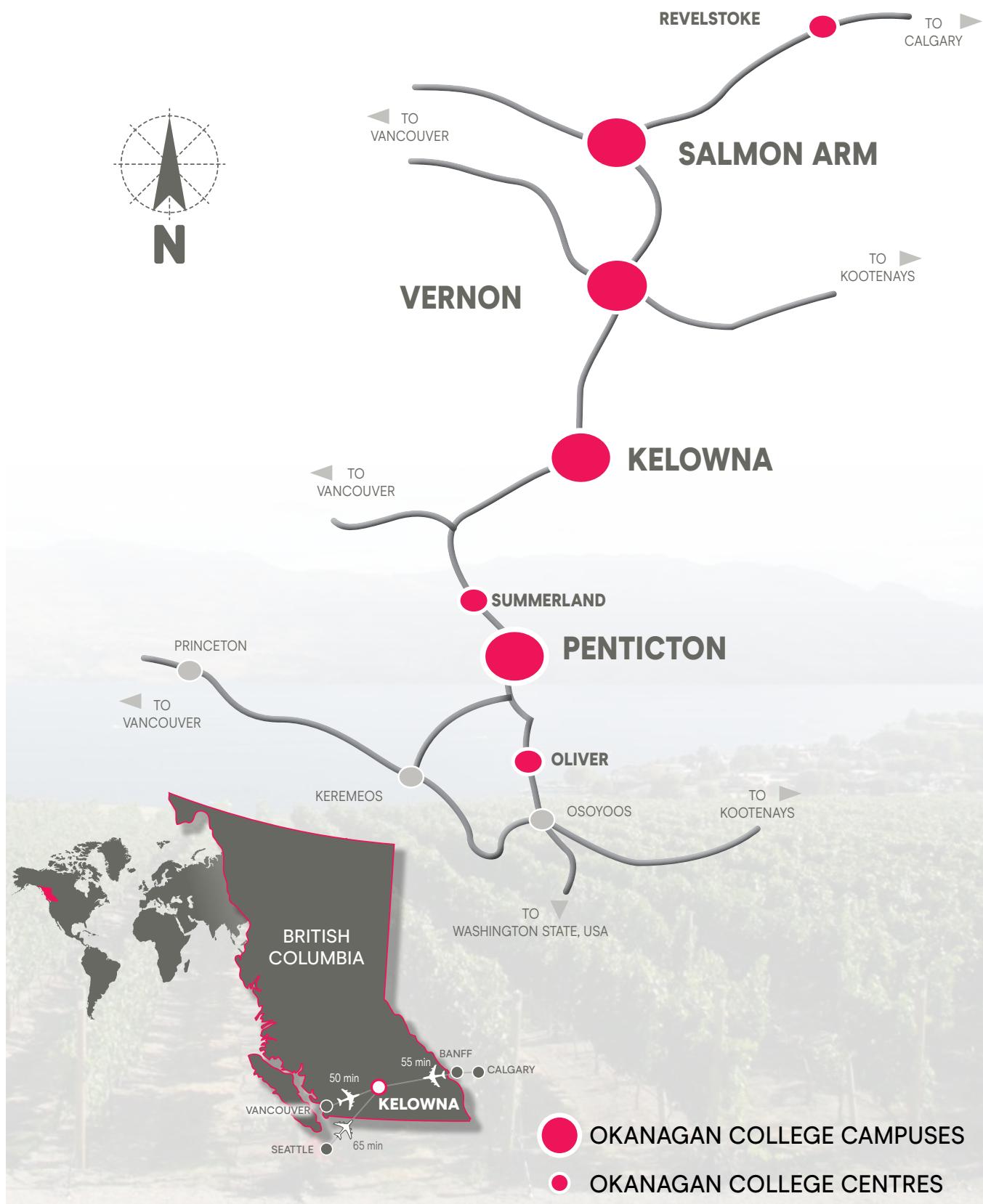


OKANAGAN COLLEGE

ACCOUNTABILITY PLAN AND REPORT

Transforms Lives and Communities

2022-23



Letter from the Board Chair and the President

Okanagan College
2022-23
Accountability Plan and Report

Dear Minister Robinson,

At Okanagan College we are committed to achieving our mission of *Transforming lives and communities*. Building on our strong 60-year history, we support the educational needs of British Columbians at all stages of their lives, so they can contribute to B.C.'s current and future economy and play an increasingly impactful role on the national and global stage.

Over the past year, Okanagan College employees and students have demonstrated remarkable resilience, adaptability, leadership, and innovation. The information in this Institutional Accountability Plan and Report (IAPR) will provide examples of different ways this has been achieved.

In September 2022, we welcomed thousands of students across our four campuses in Salmon Arm, Vernon, Kelowna and Penticton, as well as to our sites throughout the region as far north as Revelstoke and south as Osoyoos. For many, it was the first "back to normal" school year, and all members of the OC community celebrated the return of annual activities and events, including those that bring students together with local and regional employers, leaders and mentors. OC students and teams competed in regional, national and international competitions, demonstrating their skills and gaining new experiences through engagement with other post-secondary learners around the globe. Finally, we were thrilled to welcome you to our Kelowna campus in February, at the announcement for the new Centre for Food, Wine and Tourism as we look ahead to the future with anticipation and excitement.

While our enrolment targets have not fully rebounded to pre-COVID levels, OC continues to plan and implement strategic approaches to student recruitment, centralizing our team members and leveraging social media and other venues to reach prospective learners directly. Our programs continue to offer fresh and relevant course content aligned to Labour Market needs, including in trades, technology, health care, hospitality and early childhood education.

Okanagan College's *Inspire* Strategic Plan was approved by OC Board of Governors in January 2022 and after just one year, we are already seeing the completion of foundational strategies related, including those related to Equity, Diversity, Inclusion and Social Justice (EDISJ), student journey mapping, and employee training and supports.

The attached 2022-23 fiscal year Institutional Accountability Plan is aligned to *Inspire* and prepared in accordance with the Budget Transparency and Accountability Act. We look forward to providing further updates to the impacts of *Inspire* in the years ahead.



Juliette Cunningham,
Chair, Okanagan College Board of Governors



Dr. Neil Fassina,
President, Okanagan College

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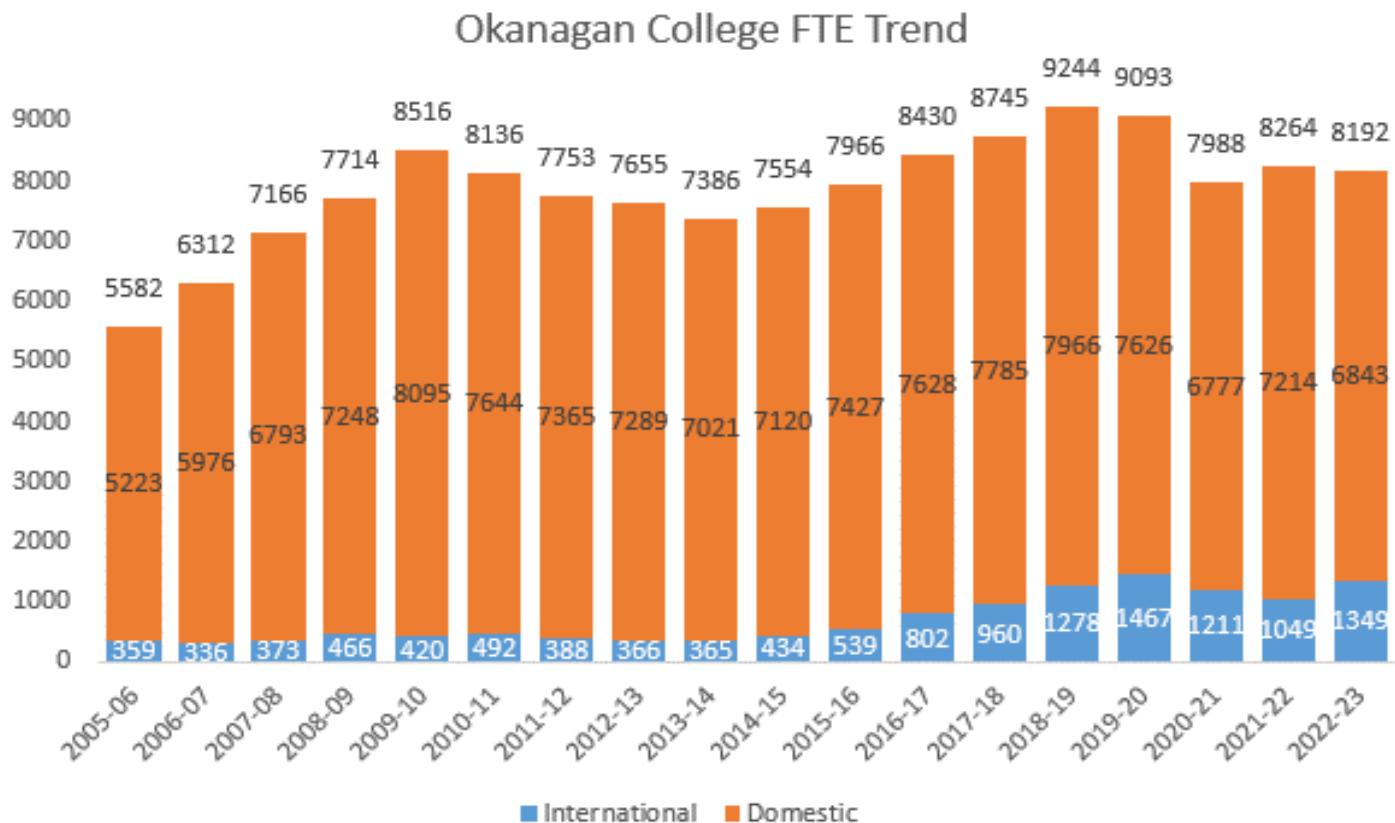


ECONOMIC FORECASTS AND ENVIRONMENTAL SCAN

Due to a succession of events since 2020 i.e., COVID-19, post-pandemic recovery, rapid interest rate rise, supply chain disruptions and global conflicts, the global and regional economic forecasts have become conditional, fluid and reactionary. As the aforementioned factors fluctuate so will the economic forecasts. The underlying data on the socio-economic factors will also be subject to change. The environmental scan that forms a part of this report is based upon the information that continues to be in a dynamic state of flux.

INSTITUTIONAL OVERVIEW AND STRATEGIC DIRECTION

Okanagan College continues to respond to the growing and shifting needs of the communities it serves. With smaller class sizes, industry-experienced professors, hands-on learning with co-op and practicum opportunities and affordable tuition, Okanagan College continues to ensure that learner success remains a primary focus.



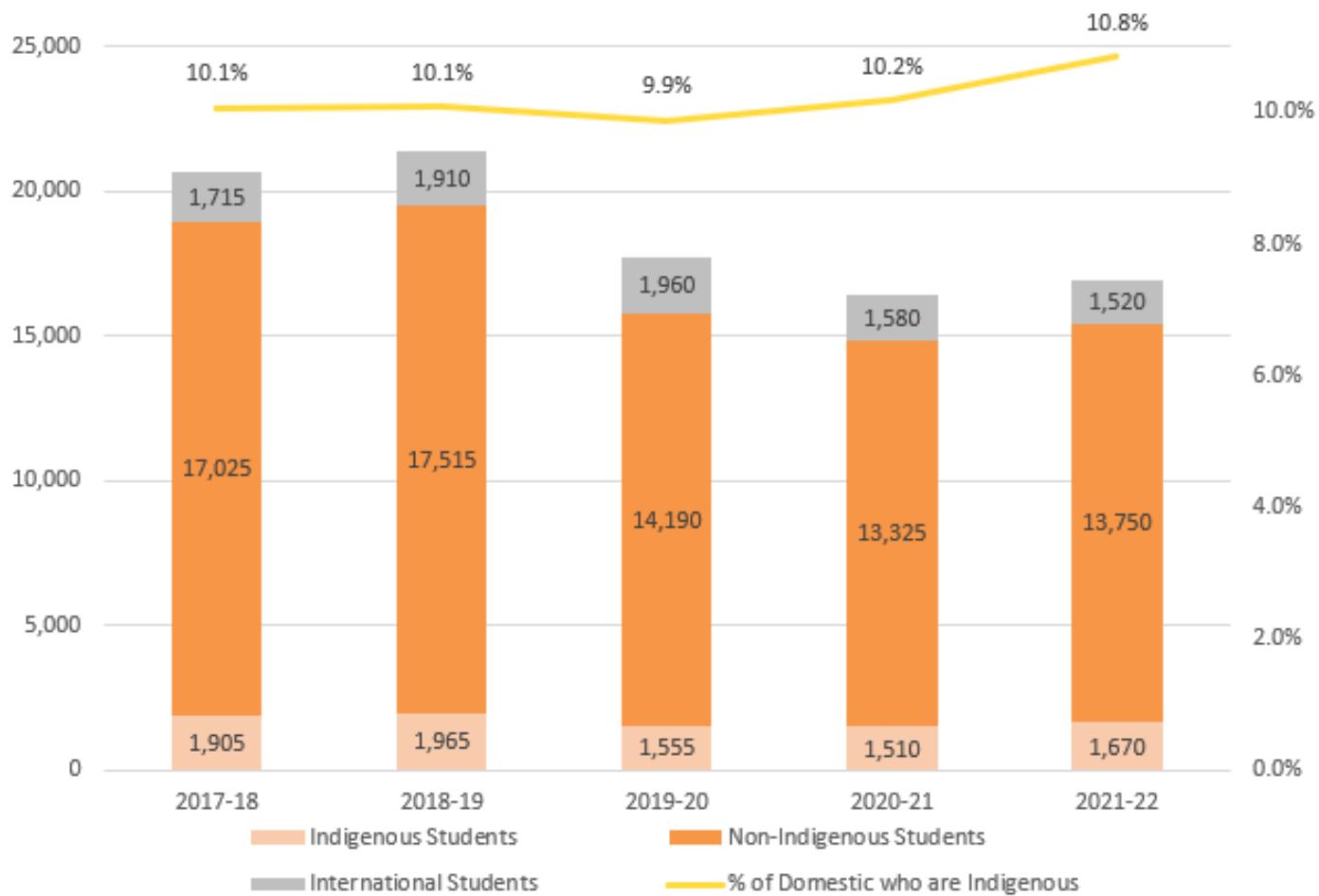
OC has continued to provide an increasing number of training opportunities to students. The College offers more than 130 programs that provide credentials, ranging from Adult Upgrading to post-baccalaureate diplomas. Okanagan College's programming plan for 2023-24 is a combination of (a) continuance of current programming where possible, (b) taking advantage of targeted funding opportunities, (c) maintaining our Trades and Apprenticeship Training Plan as appropriate, (d) responding appropriately to domestic and international student demand, and (e) considering offering some new programming where financially feasible.

Other areas of expanded programming include offering a new intake for the diploma in Computer Information Systems Diploma in Vernon, Early Child Education Diploma in Vernon, and extra training supported by targeted funding from the Provincial Government for the Health Career Access Program for Health Care Assistants. There are several micro-credentials possible as well; these are awaiting funding decisions from PSFS. The specialty in Entrepreneurship in the Bachelor of Business Administration Degree is under review by the Degree Quality Assessment Board as a new degree; once completed and approved, the College will be in a position to offer this specialty (most likely for fall 2024). The Post-Baccalaureate Diploma in Operations Management is in the final approval stages and may be offered in Kelowna and Penticton for fall 2023.

B.C.'s Labour Market Outlook is used to inform program development and offerings at Okanagan College. The College also consults with Central Okanagan Economic Development Commission (COEDC), and the economic development departments in Penticton, Vernon and Salmon Arm for insight. Significant employer presence on Program Advisory Committees is another source of labour market intelligence.

Okanagan College Total Headcount by Academic Year

Source: Ministry of Post-Secondary Education and Future Skills Standard Reports



Outside of the pandemic and post-pandemic reopening related impacts that continue to pose challenges to systemwide enrolment in the recent three years, Okanagan College remains in a long-term growth trend. Pre-pandemic, the 2018-19 fiscal year FTE count was an all-time high, approximately 66 per cent larger than it was in 2005-06. There has also been a steady increase in the regional transition rate of students moving from K-12 to post-secondary, and OC has been able to capture a growing percentage of those transitioning students.

The number of individuals served by the College grew to 21,390 (rounded to nearest five) in the 2018-19 academic year ending August 31, 2019. In 2019-20, OC experienced a decrease in domestic student numbers in part due to several years of decreasing total Grade 12 enrolments among the school districts within the College's catchment area. In the pandemic affected fiscal year of 2020-21 the COVID-19 related disruptions resulted in a decline in both the domestic and international student FTEs. The College FTEs since then have been in a recovery phase. As compared to 2020-21, in the 2022-23 fiscal year we have experienced some recovery in both the domestic and international FTEs.

OKANAGAN COLLEGE'S STRATEGIC PLAN - *INSPIRE*

Okanagan College engaged its key stakeholders in a strategic planning exercise in the 2021 calendar year, which resulted in the *Inspire* strategic plan, approved by OC's Board of Governors in January 2022.

"Okanagan College has long taken its mission to heart, striving to transform lives and communities," said Juliette Cunningham, Board Chair. "As we collectively emerge from an intense period of change and uncertainty as a society, we know the College will continue to play a vital role in recovery, resilience, sustainable growth and innovation in the region. *Inspire* sets OC's course for many ways in which we can play that role."

The College's updated mission is "We transform lives and communities," as a collective call to each member of the broader OC community to engage in the most transformative parts of learning together. This includes students, staff, faculty, alumni, donors, and supporters – each of whom plays a part in our collective impact. The plan also introduces a vision for the College: "We inspire and empower individuals and communities to strengthen and sustain the social, economic, environmental and cultural resiliency of the region for current and future generations through the creation and sharing of knowledge."

"As the title – *Inspire* – suggests, the feedback throughout this process was clear: Okanagan College is an inspiring place because of its people," says Okanagan College President Dr. Neil Fassina. "We inspire and are inspired by our learners, our employees, our communities. We hope each and every member of the OC community will feel inspired and encouraged to join in as we work together to achieve our goals – and that these efforts will tremendously benefit OC and the region in the days, months and years to come."

There are six values embedded within *Inspire*, which demonstrate the values at the heart of Okanagan College: students first, community, respect, courage, relationships, and distinction. "Learning, community and transformation are at the heart of OC's mandate and *Inspire* calls on every member of the OC community to reflect on those values, responsibilities and commitments, and how those can be integrated into everything we do," notes Dr. Fassina.

From there, responsibilities and commitments are outlined, which help frame the road map of milestones OC will work toward to achieve its goals across the institution. These include continuing to take meaningful steps toward reconciliation with Indigenous peoples and building on the College's commitment to working with and learning from Indigenous communities. "With *Inspire*, OC re-affirms its pledge to weave Indigenous world views into all aspects of college life as part of the institution's journey toward reconciliation," explains Fassina. "From our learning and research environments to our physical, cultural, social and spiritual spaces on campuses, to our structures, policies and practices, *Inspire* outlines our unwavering commitment to working with, listening to and learning from Indigenous communities throughout this journey."

In the *Inspire* plan, the College also re-affirmed its responsibility toward equity, diversity, inclusion, and social justice (EDISJ). OC is committed to strengthening its culture of inclusion by increasing the equitable and inclusive participation of all diversity groups including systematically marginalized people in every aspect of college life. *Inspire* describes how the College will strive to continue to weave EDISJ principles throughout policy, practice, and action in all aspects of college life. The College is also committed to strengthening its role as a leader in sustainability; the plan states: "as an active partner in the United Nations' Sustainable Development Goals, we are accountable to meet or exceed expectations of sustainability in our physical spaces, energy usage and our daily activities." More information about Okanagan College's new strategic plan is available at www.okanagan.bc.ca/inspire.

MINISTRY MANDATE AND REPORT ORGANIZATION

The following 2021-22 Mandate Letter Priorities and directives in 2022-23 Minister's Letter of Direction received in April 2022 are acknowledged in this Institutional Accountability Plan and Report (IAPR). The background information related to the organization of this report is also presented below.

It is important to note that there is some overlap among the 2021-22 Mandate Letter Priorities and 2022-23 Minister's directions. As these priorities and directions are acknowledged throughout this IAPR, some repetitive information is to be expected within the report to accommodate the overlapping priorities, directions, and IAPR themes. Moreover, this IAPR also acknowledges system strategic objectives, standard performance measures, and strategic initiatives as they are in 2022-23 Accountability Framework Standards and Guidelines Manual. Ministry of Post-Secondary Education and Future Skills (PSFS) confirmed in May 2023 that the mandate letter for 2023-24 fiscal year has been delayed so the post-secondary institutions are not required to include "2023-24 plan" part in the 2022-23 IAPR.



2021-22 Mandate Letter Priorities (MLP)

1. Work with the Ministry to resume full on-campus learning and services for students, faculty and staff by fall 2021, following the direction and guidance of the Provincial Health Officer and the COVID-19 Go-Forward Guidelines for B.C.'s Post-Secondary Sector, and support your academic communities throughout 2021/22 as you respond to COVID-19 impacts and recovery.
2. Work with the Ministry and your communities, employers, and industry to implement post-secondary education and skills training for British Columbians, particularly those impacted by COVID-19 and vulnerable and underrepresented groups, to participate fully in economic recovery and growing career opportunities.
3. Fully engage with government in implementing mandate commitments to support a future-ready workforce and post-secondary system, increasing access to post-secondary education and skills training and high opportunity jobs for British Columbians. This includes cross-government, community, sector, and stakeholder collaboration to support mandate commitments where education, innovation and equity play a role, and that builds upon government's CleanBC strategy and supports a clean economic future.

2022-23 Minister's Letter of Direction (MLD)

Okanagan College received the following Minister's Letter of Direction in April 2022.

In addition to continuing to make substantive progress on the 2021-22 priorities, please reflect plans for addressing the following additional actions:

1. Demonstrate your commitment to collaborating within your sector on new and priority initiatives, including:
 - A. Working to align education and skills training to goals of the BC Economic Plan; and
 - B. Supporting the implementation of Skilled Trades Certification.
2. Contribute to Ministry engagement on upcoming initiatives, including:
 - A. The Future Ready: Skills for the Jobs of Tomorrow plan;
 - B. The Ministry's sexualized violence policy review;
 - C. Further tech-relevant seat expansions; and
 - D. The funding formula review of provincial operating grants.

2022-23 IAPR Organization

Taking into account the instructions and suggestions in the 2022-23 Accountability Framework Standards and Guidelines Manual we have used the following methodology to organize the 2022-23 IAPR.

- In this report we have used 2021-22 Mandate Letter and 2022-23 Minister's Letter of Direction (MLD) number labels wherever applicable. Often several mandate letter and minister letter of direction labels are applicable to the information presented in this IAPR, so the relevant labels are clustered accordingly.
- Both the Mandate Letter Priorities and Minister's Letter of Direction numbers we have used are as shown in the previous sections titled 2021-22 Mandate Letter Priorities (MLP) and 2022-23 Minister's Letter of Direction (MLD).
- Moreover, a separate table has been included as an appendix to this IAPR that will serve as an index to connect the information related to Mandate Letter Priorities and Minister's Letter of Direction actions dispersed throughout this report. This index table includes the MLP number, MLD number, priorities, actions, and various page numbers on which the relevant information has been reported in this IAPR.
- Some additional information has been included in this IAPR that might not apparently connect with Minister's Letter of Direction but does connect with either the system strategic objectives, standard performance measures, or strategic initiatives as they are in 2022-23 Accountability Framework Standards and Guidelines Manual. This information may not have a corresponding MLP or MLD number attached to it.
- Themes from Okanagan College's new strategic Plan *Inspire* are the leading section titles throughout this 2023 IAPR.

Principle of Reporting Continuum

It is important to note that the Ministry Service Plan, economic plan, other relevant B.C. government plans, mandates letter priorities, Minister's directives, system strategic objectives, strategic initiatives, and other relevant measures are based upon a principle of continued progress from previous years and into future years. Therefore, it is to be expected that Institutional Accountability Plan and Report (IAPR) is also not just for the relevant fiscal time period but is to be viewed as a continuum of what was reported in the previous year IAPRs and will be reported in future year IAPRs. The information shared in 2022-23 IAPR are to be viewed in conjunction with substantial base details provided in 2021-22, 2020-21 and other previous years IAPRs. Several mandate letter priorities from previous years and resulting themes are multi-year by nature, so the resulting actions taken at Okanagan College are to be viewed on a continuum basis

from previous fiscal years to 2022-23 fiscal year and beyond. In this context, some information that was also reported previously may have been repeated in the 2022-23 IAPR.

CANADIAN AND PROVINCIAL ECONOMY

Both Canadian and BC economies are facing significant headwinds for the foreseeable period. The key indicators such as GDP growth, and unemployment rate are pointing towards a recession in 2023.

Royal Bank of Canada (RBC) Canadian Economic Outlook published in March 2023, provided the following summary for the Canadian economy: *"Economic growth has been more resilient than feared in the wake of aggressive interest rate increases last year. Canada's stalled toward the end of 2022 with a flat GDP growth reading in Q4 the first time the economy has failed to expand since a pandemic-related decline in Q2 2021. But output bounced back 0.3% in January alongside a surge in employment – making a small increase in Q1 look more likely than the small decline we previously expected. Global growth forecasts for 2023 have been revised higher with China emerging from pandemic lockdowns and economic growth in Europe firmer than expected despite the war in Ukraine. And labour markets remain ultra-tight with high (albeit easing) levels of job openings competing for a historically small pool of unemployed."*

"Still, interest rates impact the economy with substantial lags – and often end up having unintended consequences. Recent turmoil in financial markets has cast doubt on whether the Fed will continue to raise interest rates. The Bank of Canada already moved to the sidelines announcing a pause in rate hikes in January. But higher interest rates will continue to cut into household purchasing power with a lag. Housing markets have continued to retrench, both in Canada and abroad. The global manufacturing outlook has softened, and easing supply chain disruptions and lower (albeit still-high) commodity prices are helping to slow inflation. Against that backdrop, the most likely scenario is still that the U.S. and Canadian economies will both enter mild recessions over the middle-quarters of 2023."

"We continue to expect unemployment rates to drift higher – to 6.8% in Canada from 5.0% currently by early 2024."

"No parts of the country will be sheltered from the stiffer economic headwinds. We expect growth in all but one province (Newfoundland and Labrador) to slow down materially this year, with a few (Ontario, BC and Quebec) at risk of tipping into recession. We forecast Saskatchewan (+2.0%), Alberta (+1.9%), and Newfoundland (+1.6%) to come out ahead of the pack thanks in large part to strong global commodity markets. Exceptionally high population growth is projected to sustain spending and residential investment out east, keeping provinces in Atlantic Canada growing faster than the national average (+0.6%). Soaring household debt service costs and a sharp correction in the housing market will weigh heavily on the outlook for British Columbia (0%), Ontario (+0.2%), and Quebec (+0.3%)."

The highlights from RBC related to BC's Economic Outlook are as follows:

"Accounting for roughly 10% of GDP (2011 – 2021 average), the province's residential investment has been a telling sign of how things will play out for B.C. this year. The sharp housing market correction has intensified pressure on consumers who not only face higher costs of living and debt service but also a loss in wealth arising from lower home prices. With rate cuts likely another year away, we don't anticipate any significant respite for consumers this year. As such, the B.C. economy is projected to trail behind the Canadian average, with no growth at all this year.

"In fact, British Columbians are already showing some restraints. Retail sales growth in B.C. has been the slowest among all provinces, rising less than 4% between Q4 2021 and Q4 2022 (before adjusting for inflation). But conditions shouldn't get much worse. As the housing market correction nears its bottom and prices stabilize, the negative wealth effect is poised to subside later this year.

"So far British Columbia's labour market remains exceptionally tight. The unemployment rate is close to an all-time low—and among the lowest in Canada—and job vacancies are still sitting above their longer-term average. Nonetheless, the job vacancy rate has edged lower to 5.0% in the final quarter of 2022—possibly a sign that employers are cutting unfilled positions before resorting to outright layoffs. We expect the unemployment rate to rise from 4.6% in 2022 to 5.6% in 2023 as the cooling economy stalls job creation."

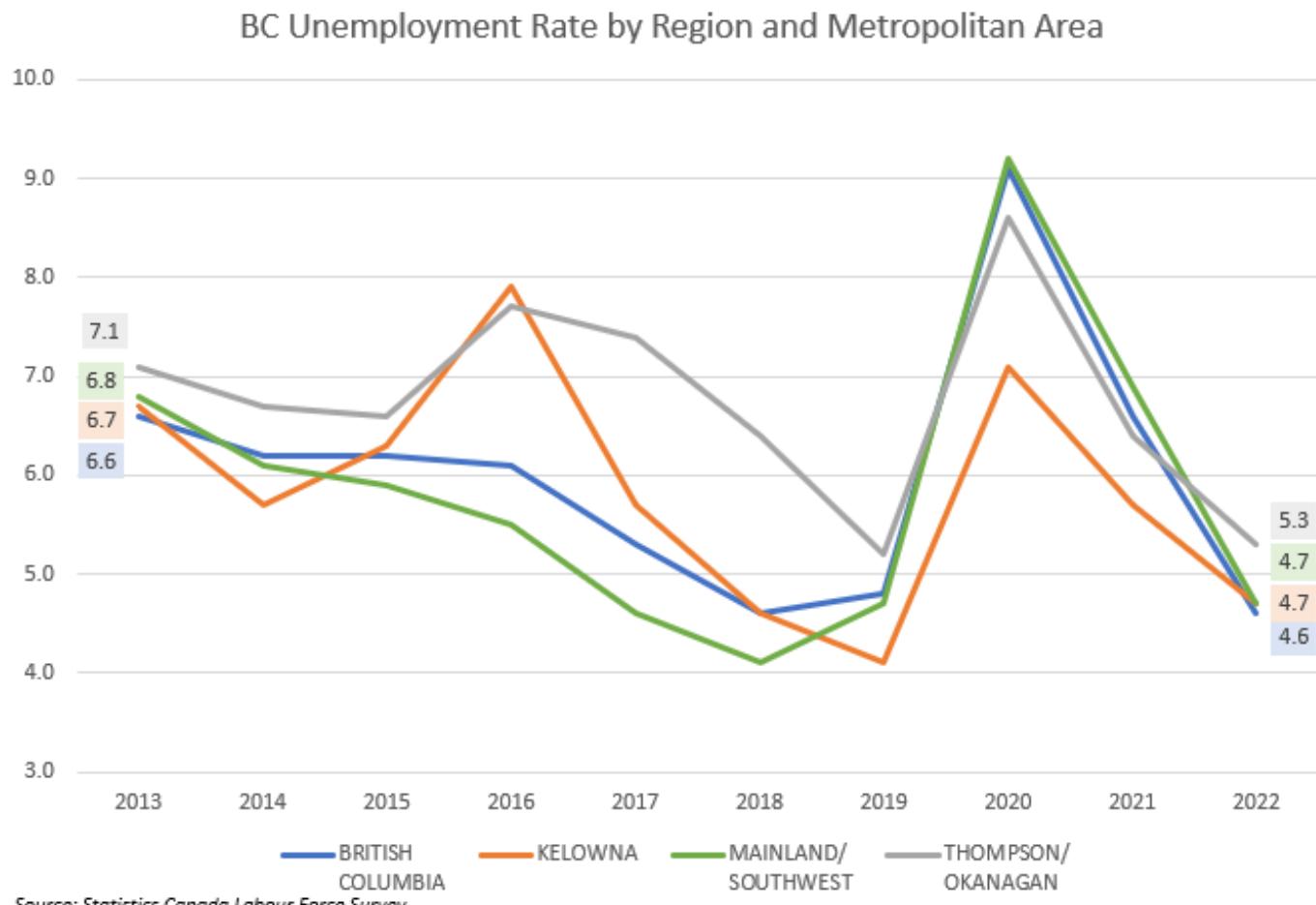
According to BC Check-Up: Invest, an annual report by the Chartered Professional Accountants of British Columbia (CPABC) on investment trends across the province the outlook for BC's economy is looking challenging over the next few fiscal cycles.

".... High inflation led to the fastest interest rate increase in a generation, weakening the outlook for investment in BC." BC's annual inflation rate peaked at 8.1 per cent in May 2022, the highest rate in nearly 40 years. In response, the Bank of Canada raised its policy rate from 0.25 per cent in February 2022 to 4.5 per cent as of today. This, coupled with improving supply chains, has slowed inflation, though it remained 6.2 per cent as of January 2023. Between March 2022 and January 2023, overall building permit value declined by 28.7 per cent in response to rising interest rates. The largest decline was in residential permit values, which fell 36.9 per cent, while non-residential permit values decreased by 11.3 per cent. "High interest rates are expected to persist in 2023, and the decline in building permits is one leading indicator that private investment is weakening," noted Mathison.

"Our economic outlook has also become more pessimistic, and while government capital projects, including new funds for housing development, will help spur economic activity, it will also increase provincial debt significantly. With population growth expected to exceed muted GDP growth in 2023, B.C.'s real GDP per person was forecasted to decline from \$54,655 in 2022 to \$54,048 in 2023 and \$54,092 in 2024. B.C.'s Budget 2023 forecasted that reduced revenue and increased expenses will transition the province from a surplus to a significant deficit in each of the next three fiscal years. Provincial net debt-to-GDP is forecasted to reach 23.0 per cent in 2025-26 compared to 16.4 per cent in 2022-23." With weakening private investment and falling GDP per person expected in B.C., it is important to prioritize policies that encourage and attract business investment," concluded Mathison.

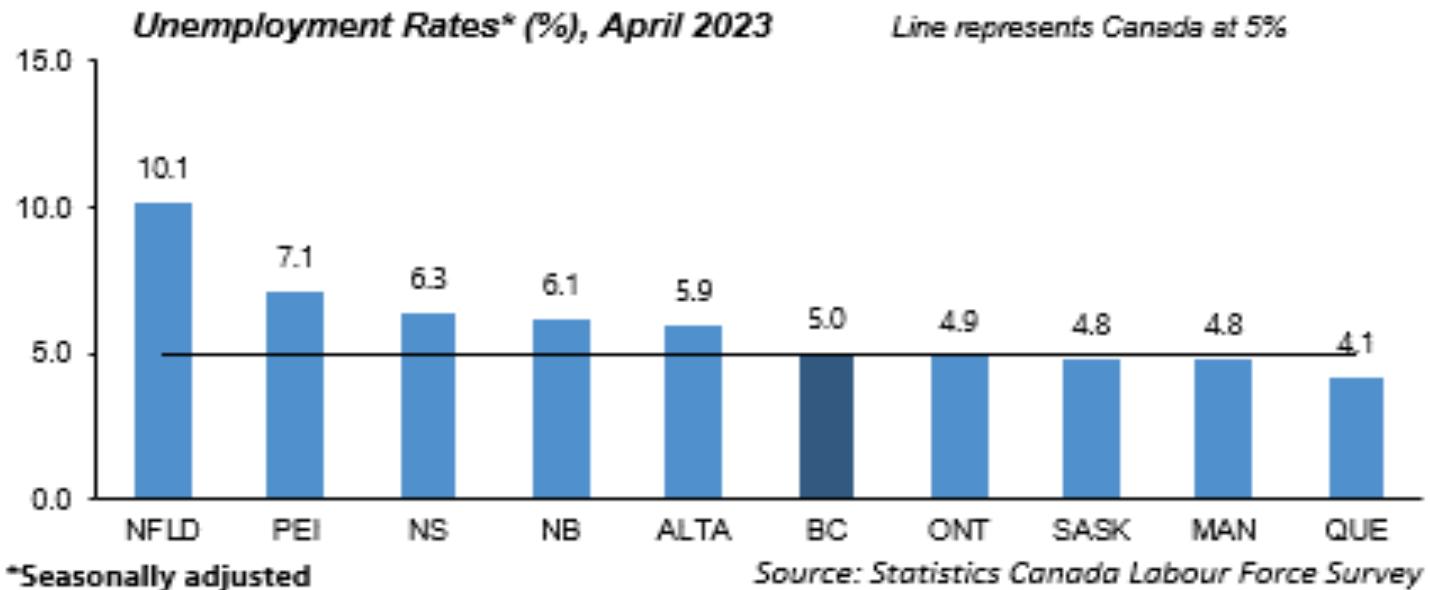
"We must also return to budget surpluses to help navigate the challenging economic landscape, including uncertainty about inflation, economic growth, and interest rates."

EMPLOYMENT AND LABOUR MARKET



Under normal circumstances, variables that contribute to enrolment projection at Okanagan College are the overall regional unemployment rate and the regional Grade 12 headcounts (combined with the immediate K-12 to post-secondary transition rates within the College catchment area).

Generally, as employment increases (unemployment rate decreases) and Grade 12 headcounts decrease, College enrolments can be expected to decrease – or at least experience slower growth.



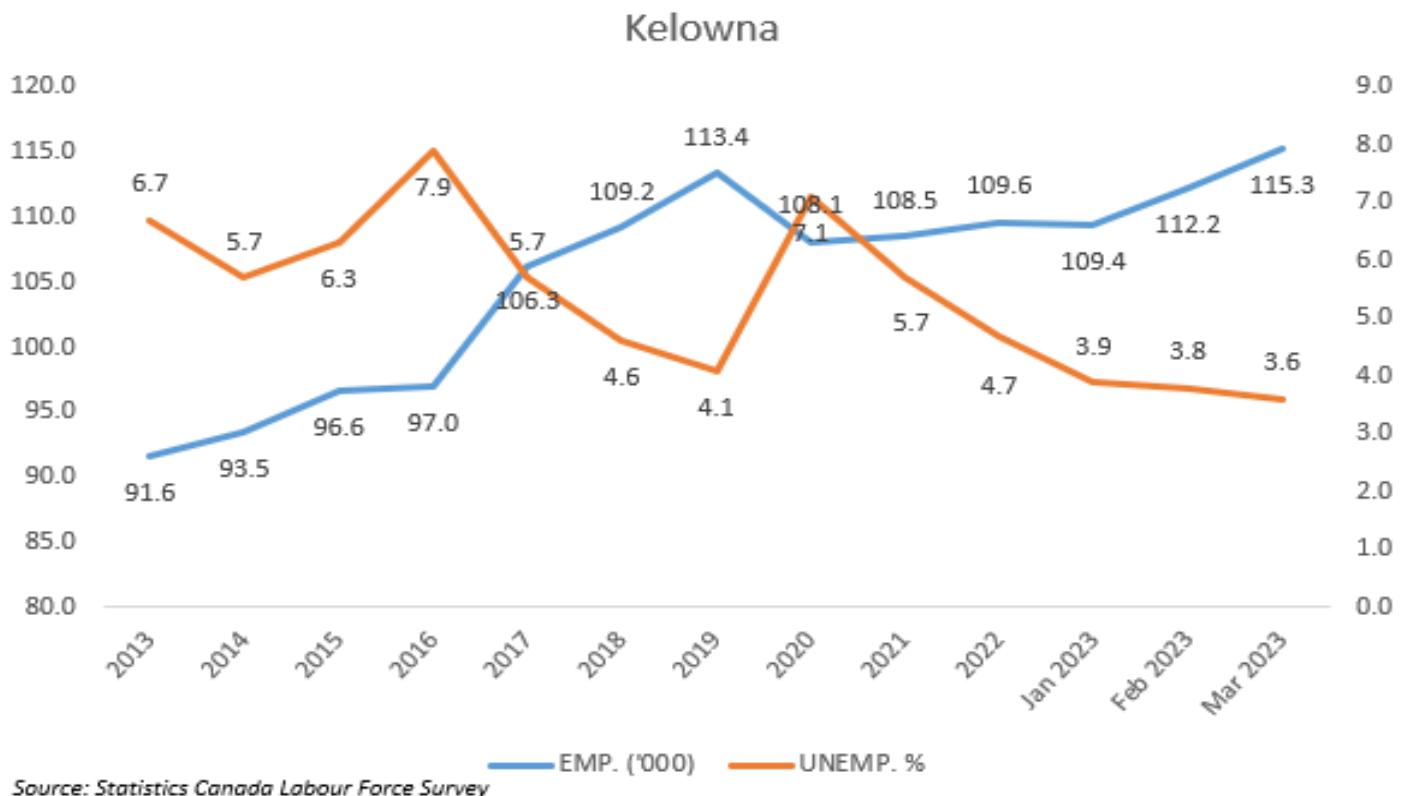
OKANAGAN EMPLOYMENT

Prior to COVID-19, B.C.'s unemployment rate was at a historic low i.e., 4.7 per cent in 2019 while Kelowna's unemployment rate was at 4.1 per cent. The Thompson Okanagan region overall also had a relatively low 5.2 per cent unemployment rate.

As COVID-19's early impact became more visible, Kelowna's unemployment rate increased from 4.1 per cent in 2019, to 7.1 per cent in 2020. It has since then continued to improve to 4.7 per cent in 2022.

Overall improvements have been noticed in the Canadian and B.C. unemployment rates in April 2023. Currently, both rates stand at 5 per cent.

The 2020 unemployment rate for the Thompson Okanagan region was 8.6 per cent. It has since declined to 5.3 per cent for 2022 and is at 4.4 per cent in April 2023.



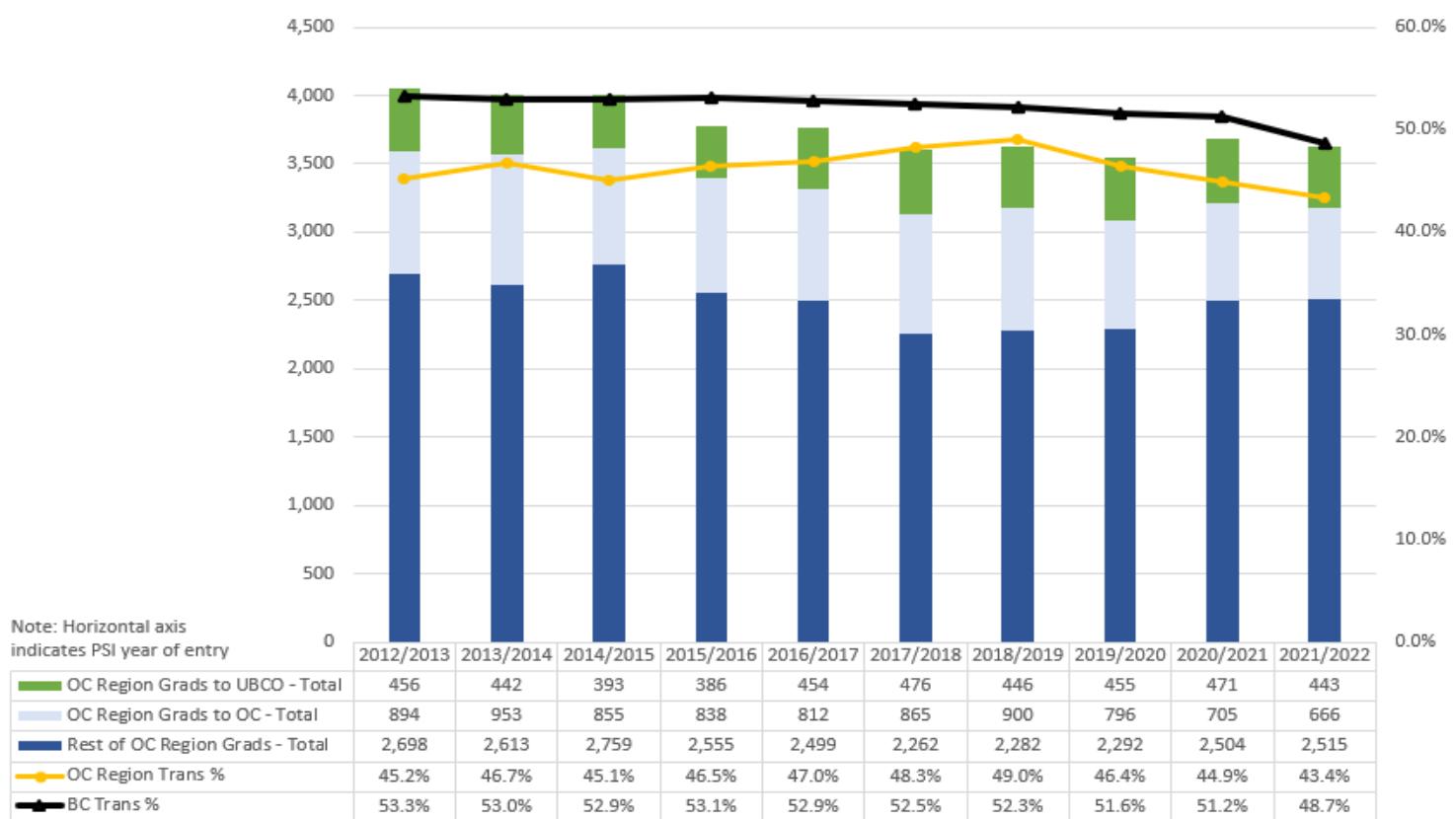
Source: Statistics Canada Labour Force Survey

An increasing unemployment rate in the region has in the past resulted in an overall increase in post-secondary education enrolments. However, in the new post-pandemic phase and likely changed expectations of prospective students the impact of the broader post-pandemic re-opening on student enrolment trends remains to be seen.

Outside of COVID-19, Okanagan College and the University of British Columbia - Okanagan (UBCO) have historically continued to see growth and an increased influx of international students and a consequent growth in the number of graduates. It is expected that over the long term, an overall increase in regional population, as well as a transitioning economy from manufacturing and resources to service-oriented sectors of government, tourism, technology, education, health services, the film industry and agriculture will continue to create demand for new skills.

Okanagan College Region and BC Immediate Transition % and OC Region Total Graduates

Source: Student Transitions Project



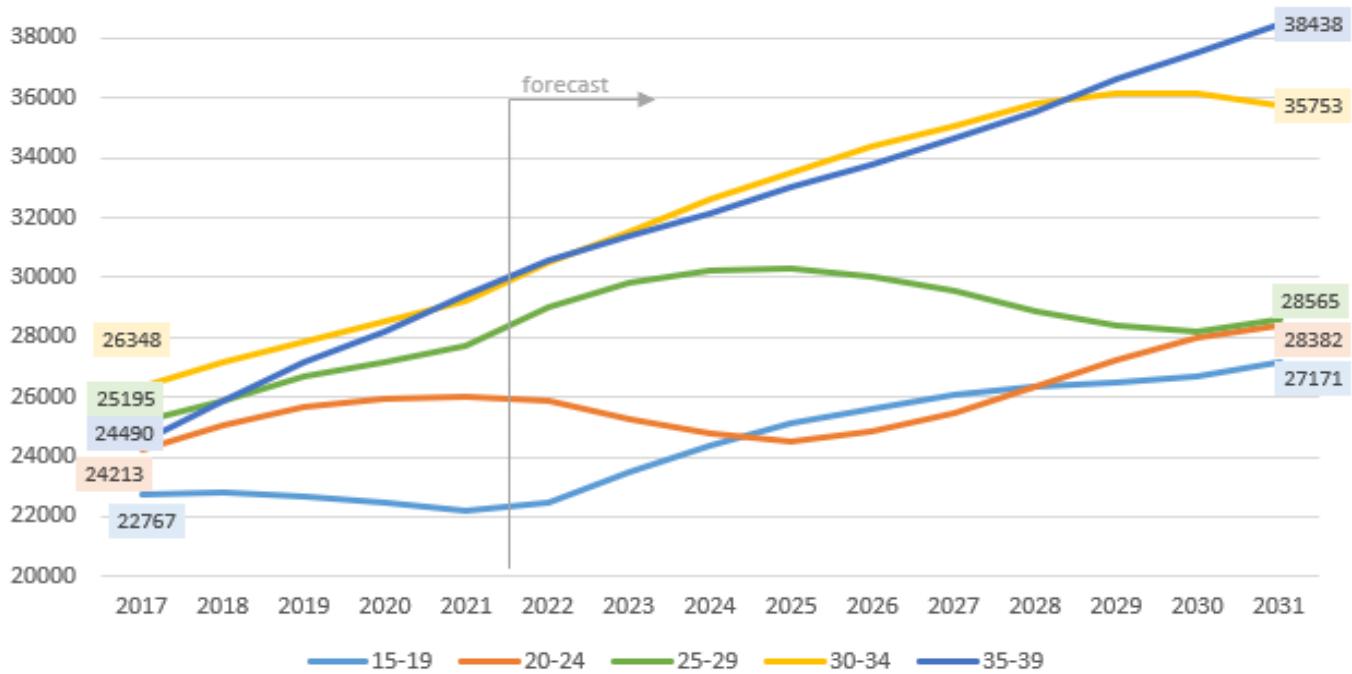
POPULATION PROJECTIONS AND GRADE 12 HEADCOUNTS

Population projections for the 15 to 39 age cohorts for the Okanagan Region are presented on the following page; these age groups account for over 80 per cent of the fall term headcount at the College. Overall, the regional population for the 15-to-19 age cohort was anticipated to continue to decline until 2021 and then start rising. After some decline and plateauing till 2025, however, the 20-to-24 age cohort will

also be in a rising trend for the rest of the forecast period. The population of 25-to-29 year-olds is expected to see an upward trend till 2026. The 30-to-34 age cohort is also expected to see a gradual increase with some plateauing forecasted in 2028 onwards, while the 35-to-39 age cohort is expected to generally increase until 2031.

Okanagan Region School Districts Population Projection

Source: BC Stats Population Projections

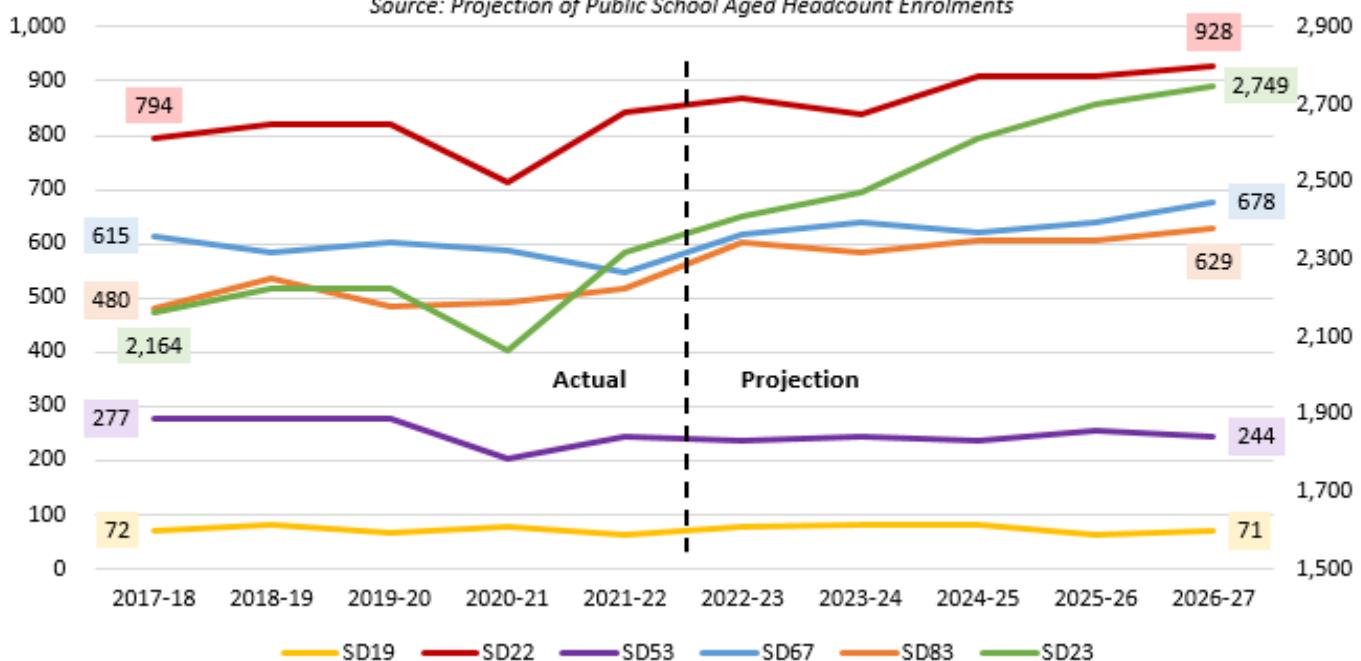


The Central Okanagan School District Grade 12 headcount is the largest in the College region. It is also larger than that of all other College region school districts combined.

Grade 12 Headcounts for Okanagan College Region by School District

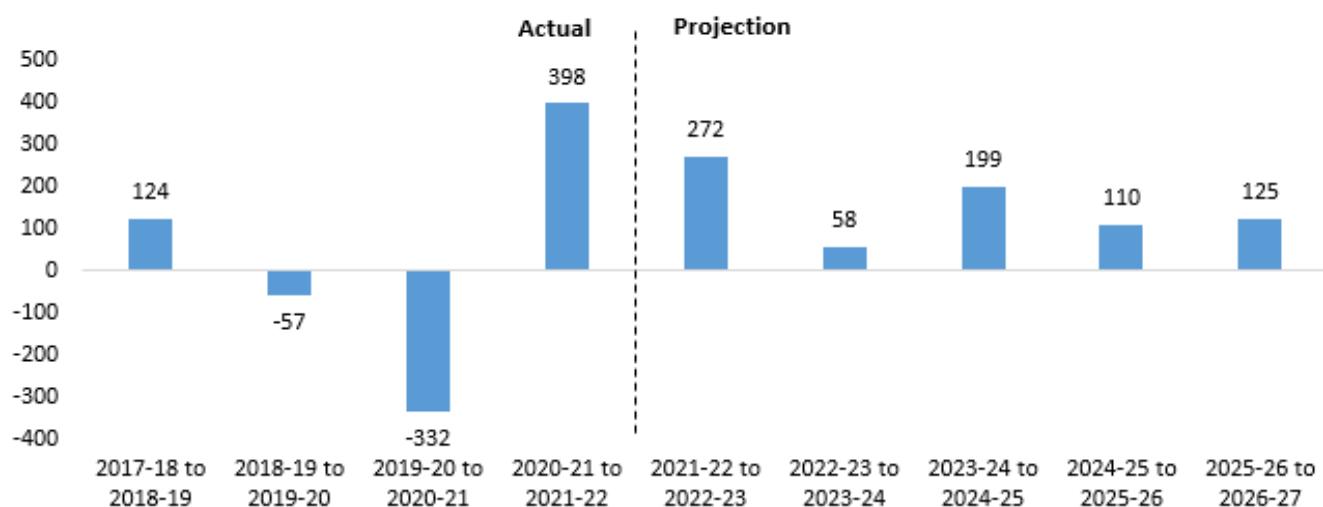
(SD23 on right axis)

Source: Projection of Public School Aged Headcount Enrolments



Change in Grade 12 Headcounts for the Okanagan College Region

Source: Projection of Public School Aged Headcount Enrolments

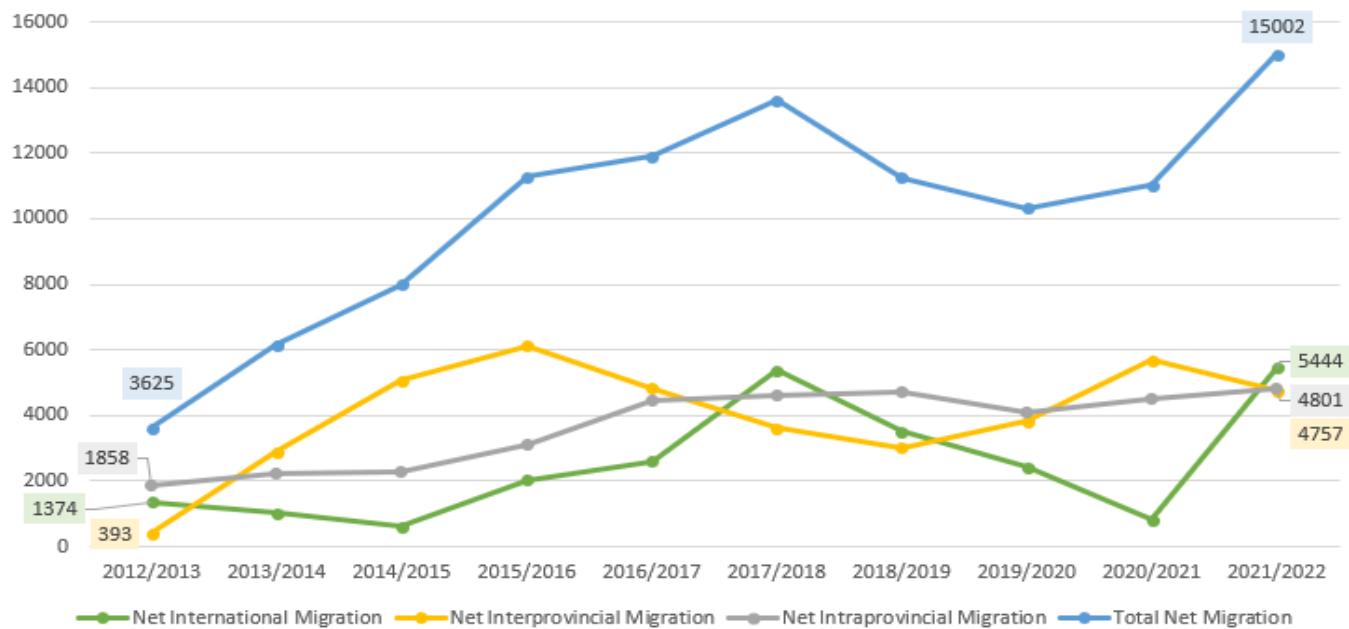


NET REGIONAL MIGRATION

In recent years, there has been a general increase in the number of people migrating to BC from other provinces, as well as an increase in immigration from other countries. The Thompson Okanagan region (which includes portions of the Southern Interior beyond the College's defined catchment area) has also generally benefitted from these factors.

Thompson Okanagan Development Region Migration Statistics

Source: Statistics Canada, Annual Demographic Estimates



Excerpts from a February 2022 news story published by infotel.ca based upon 2021 Canadian Census sums up recent regional population statistics as follows.

"The Kelowna area led the country in growth at 14% according to the 2021 Census, released by Statistics Canada today, Feb. 9. Kamloops was third at 10% with Chilliwack second at 12.1%. This ranking is based on Census Metropolitan Areas which are cities and surrounding areas with more than 100,000 people. In the 2016 census, there were 35 such areas. For 2021, that grew by six with Kamloops one of three B.C. cities added (Chilliwack and Nanaimo being the others). The Kelowna area now has an official May 11, 2021 population of 222,162, up from 194,892 in 2016, an increase of 27,270. The Kamloops CMA is 114,142, up from 103,811, adding 10,331...."

"Salmon Arm was the fastest growing in the Southern Interior at 10.1%, growing to 19,705 people from 17,904. Vernon grew by 9.4% to 67,086 from 61,324 while Penticton rose by 8.8% to 47,380 from 43,534. West Kelowna was not included in the release since it's part of the Kelowna metropolitan area."

"Overall, Canada grew by 5.2% to 36,991,981 in 2021 from 35,151,728 in 2016, making it the fastest growing country of the G7 and seventh amongst G20 countries, the Statistics Canada report says. B.C. grew by 7.6% to 5,000,879 from 4,648,055. It was the second fastest growing province, behind Prince Edward Island at 8%, raising it to a population of 154,331."

Another February 2023 news story published by Infotel.ca took an inventory of the regional population growth in 2022.

"An estimated 12,536 more people lived in the Thompson-Okanagan region in 2022 versus 2021, according to the most recent Government of B.C. population estimates. The estimated total population for the region is 631,367, which includes five regional districts. The fastest growing of those regions was the Central Okanagan at a rate of 2.8% (versus 2% for the region as a whole). That tied it with Greater Vancouver as the fastest growing region in B.C. That added 6,467 more people to the Central Okanagan while B.C., as a whole, now has more than 5.3 million people."

- *Broken down by city, Lake Country had the fastest growth rate in the Thompson-Okanagan at 5.9%.*
- *Of the region's five largest cities, West Kelowna led the way with a 3% growth rate.*
- *Kelowna grew by 2.4%, taking its population over the 150,000 mark to 153,385. Kamloops and Vernon both grew by 1.8% and Penticton by 1.3%.*
- *West Kelowna is on the brink of taking over from Penticton as the region's fourth largest city. It now has an estimated 38,745 residents, only 76 less than Penticton and has twice the growth rate."*

The British Columbia Labour Market Outlook – 2022 Edition indicates that over the 10-year forecast period (2022-2032), employment demand is anticipated to increase by 1.4 per cent on average each year and 120,000 job openings are expected. Of these, 62 per cent will replace retirees and the remaining 38 per cent will come from economic growth. The fastest growing industries in the upcoming ten years are anticipated to be Water transportation, Computer systems design and related services, Management, scientific and technical consulting services, Nursing and residential care facilities, Ports and freight transportation arrangement, Travel arrangement services, and Non-residential building construction.

Through its various connections in the community that include various program advisory committees (PACs), Okanagan College has remained agile in its program offering in the region. We take pride in ensuring that our graduates are job-ready and meet the skillset requirement of the regional employers. Our [Inspire Strategic Plan](#) aims to further consolidate individualized lifelong learning partnerships to ensure that Okanagan College stays at the fore front of preparing job ready graduates to meet the needs of the future BC economy.

Excerpts from an April 2023 news story published by Castanet detail the recent state of job market in the Thompson-Okanagan Region below.

"The Canadian economy added 35,000 jobs in March amid strong population growth, and 3,600 of them came in the Kelowna metropolitan area. Kelowna's unemployment rate dropped a tenth of a percentage point from February to March, ending up at 3.4%. It is the region's lowest mark since January 2019, when it was 3.1%. Overall, Kelowna's jobless rate has fallen 1.5% since November. Kelowna's population increased by 500 in March, but the number of jobs increased to 120,500 and the participation rate, which is the working-age population that is working or looking for work, improved to 63.2%."

"The Thompson Okanagan unemployment rate in March increased for the first time in 10 months, jumping half a percentage point to 4.7%. The previous time the rate went up was last May. Statistics Canada determined in its monthly Labour Force Survey the national unemployment rate in March was 5% for the fourth consecutive month. The job gains were made primarily in the private sector. Employment was up in transportation and warehousing, business, building and other support services, as well as in finance, real estate, rental and leasing. Meanwhile, jobs were lost in construction, other services and natural resources.

"Statistics Canada said the population grew by 0.3% last month, while employment rose by 0.2%. "The report might not be quite as strong as the headline number might suggest," Bernard said. "But at the same time, that five per cent unemployment rate highlights the big-picture story, which is that the job market remains in solid shape." Over the last six months, the Canadian economy has added nearly 350,000 jobs, surprising economists who

are anticipating a slowdown. It's also making it harder to interpret what is going on in the economy and how high interest rates are affecting it.

"RBC assistant chief economist Nathan Janzen said what's happening in the labour market is more than "just a population growth story." "It's also ... labour demand for workers outpacing available supply," he said.

"The Bank of Canada is concerned that if the labour market stays this strong, wages may continue to grow rapidly, something that would make a return to two per cent inflation more challenging. The central bank will make its next interest rate decision on April 12. And while this latest job report doesn't show any cooling yet, the Bank of Canada is expected to continue holding its key interest rate steady at 4.5 per cent. As employers keep their hiring appetite for now, wages continued to grow in March. Average hourly wages rose 5.3 per cent on an annual basis."

HOUSING MARKET – CHALLENGES AND SOLUTIONS

The provincial Student Housing Demand Survey that was conducted in the spring of 2019 was instrumental in assessing the demand for student housing across B.C. The Okanagan region's student housing demand was also reflected in the results. These observations contributed to new student housing projects at Okanagan College, which are included in the government's housing plan. Following approval in 2021, and the overall funding of \$67.5M (\$30M Loan, \$36.5M Grant, \$1M OC funded), the following projects are currently underway at Okanagan College:

- Kelowna Campus - construct one, 6 storey mass timber building with 216 student beds.
- Vernon Campus - construct one, 6.5 storey mass timber building with 100 student beds.
- Salmon Arm Campus - construct one mass timber building with 60 student beds.

"Having a stable and affordable place to live is critical to the success of learners," says Neil Fassina, president, Okanagan College. "Adding housing at three Okanagan College campuses will foster more inclusive and equitable access to education that will transform the lives of students."

The project status of these student housing projects at Okanagan College as of March 2023 is as follows:

- The Kelowna student housing building has framed four of six floors. The College is working with the City of Kelowna to incorporate an active transportation corridor along KLO Road in front of the new building.
- Site preparation has been completed for the Vernon student housing project and construction has begun. The Vernon student housing project includes a childcare centre, which will be the focus of a fundraising campaign, called the [Sunflower Campaign](#), led by the Okanagan College Foundation. The trade tenders closed on February 17, 2023, and tender review was underway in March.
- The Salmon Arm project design is at the 60% review stage and building plans have been submitted to the City of Salmon Arm in March 2023. Trades tenders are expected to be issued for bidding with construction starting in July 2023.

In 2022-23, about 30 per cent of students living in on-campus housing at Okanagan College were international students. In addition, approximately 10 per cent of international students were housed (with 150 hosts) as a result of the College's homestay program.

In anticipation of the upcoming student housing spaces, the College is undertaking a review to determine whether and how to implement a designated or priority bed policy for underrepresented/historically marginalized students. The actual number is yet to be determined. The new student housing projects listed above will be well received in the light of housing market conditions that generally remain extremely tight in the Okanagan College region.

Canada Mortgage and Housing Corporation (CMHC) released its Rental Market Report in January 2023. The report observes that at the national level, *"Growth in demand outpaced strong growth in supply, pushing the vacancy rate for purpose-built rental apartments down from 3.1% to 1.9%. This was the vacancy rate's lowest level since 2001. Rent growth, for its part, reached a new high. Rental demand surged across the country. This was a reflection of higher net migration and the return of students to on-campus learning. Another factor was higher mortgage rates, which drove up already-elevated costs of homeownership. Despite higher overall supply, the share of rental units that are affordable for the lowest-income renters is, in most markets, in the low single digits or too low to report. This is especially true in Ontario and British Columbia (B.C.). Average rent growth for 2-bedroom units that turned over to a new tenant was well above average rent growth for units without turnover (18.2% vs. 2.8%). This increased affordability challenges."*

Data tables provided as a part of CMHC's latest Rental Market Report indicate that overall provincial vacancy rate in BC decreased in October 2022 to 1.3 per cent from 1.4 per cent in October 2021 and 2.4 per cent a year before and remains relatively low as compared to long term average.

In two of the four municipalities that are home to Okanagan College's major campuses – Vernon and Penticton – the rental vacancy rates of private apartments have remained same as last year. Rental vacancy rate has increased in Kelowna and decreased in Salmon Arm, however, for all four municipalities the rental vacancy rates for private apartments are below the provincial average (1.3 per cent).

In October 2022, Salmon Arm maintained the lowest near-zero vacancy rate at 0.4 per cent, which was a slight decrease from the prior year. Kelowna's vacancy rate increased from 0.6 per cent in 2021 to 1.2 per cent in October 2022. Penticton and Vernon had their vacancy rates at the same level as the year prior i.e., 1.1 per cent and 0.7 per cent respectively.

Average monthly rents of private apartments generally continued their upward trajectory in Kelowna, Vernon, Penticton, and Salmon Arm in 2022. Some variation in trends among the dwelling types covered under the private apartments category was noticed.

In the bachelor apartments dwelling type a bachelor apartment in October 2022 costed \$1,106 in Kelowna (up from \$1,020 in 2021), and \$779 in Penticton (up from \$767 in 2021).

Some signs of decrease in rents for bachelor apartments emerged in Vernon with a bachelor apartment rent costing \$716 in 2022 down slightly from \$737 in 2021. The year-over-year rent change for a bachelor apartment in Salmon Arm was not available in 2022 as well as 2021 due to the insufficient data.

The effects of migration to the Okanagan can be seen more prominently in the exponential increase in Kelowna home prices on a year-over-year basis. The housing market has remained generally hot in the region for several years. Despite the pandemic, the price of all types of dwellings continues to climb throughout the OC region. For instance, according to REMAX Kelowna Housing Market Outlook (2022), *"single-detached homes in the region have experienced the greatest year-over-year price appreciation from \$858,741 in 2020 to \$1,050,667 in 2021 (+22.3%); followed by townhomes from \$545,227 in 2020 to \$648,127 in 2021 (+18.8%); and condominium apartments from \$367,362 in 2020 to \$439,823 in 2021 (+18.3%)."*

Similar increases in housing prices were reported in other municipalities in the Okanagan region. However, as the mortgage interest rates started rising in late 2022 the resale housing market activity decreased significantly across the Okanagan region. During 2023, a general decrease in housing prices from all time high housing prices a year before is expected. There are various estimates being published by analysts, but the net effect of housing price decrease is subject to the mortgage interest rates increase.

A story published by Castanet on March 7, 2023, indicated that pre-pandemic Okanagan housing market statistics are starting to reappear. *"The uptick in sales activity compared to the previous month suggests that we are heading in a positive direction," Association of Interior Realtors (AIR) president Lyndi Cruickshank said in a press release. "The overstimulated boom of the last few years, along with multiple mortgage rate hikes, made many buyers and sellers hesitant to make any moves. Now that the dust is starting to settle, these buyers and sellers can move forward in a transitionally healthier real estate market more reminiscent of pre-pandemic conditions."*

"The benchmark price of a single-family home in the Central Okanagan dropped \$5,500 last month to \$971,300. The region's townhouse price went up \$600 to \$742,200, and the condominium mark jumped \$3,400 to \$496,300. In the North Okanagan, the benchmark price for a single-family dwelling increased \$12,100 to \$708,600. Townhouses (\$591,900) and condominiums (\$310,900) also jumped from January to February."

With an eye on the housing related challenges BC Government has recently announced a new housing plan. According to the related press release of April 3, 2023, **"The Province's new housing plan will speed up delivery of new homes, increase the supply of middle-income housing, fight speculation and help those who need it the most. The Homes for People plan will deliver more homes people need in a shorter timeframe and build more vibrant communities throughout B.C."**

"Focused on four priorities – unlocking more homes faster; delivering better, more affordable homes; helping those with the greatest housing need; and creating a housing market for people, not speculators – the actions in Homes for People include:

- *Delivering more middle-income small-scale, multi-unit housing that people can afford, including town homes, duplexes and triplexes through zoning changes and proactive partnerships.*
- *Offering forgivable loans for homeowners to build and rent secondary suites below market rates to increase affordable rental supply quickly.*
- *Building thousands more affordable homes for renters, Indigenous Peoples on and off reserve, women and children leaving violence, and building thousands more on-campus student housing units.*
- *Delivering thousands of new homes near public transit, and launching BC Builds to use public land to deliver affordable homes for people.*
- *Introducing a flipping tax to discourage short-term speculation.*

Providing an annual income-tested tax credit of up to \$400 per year for renters.

- *Providing more homes and supports for people experiencing or at risk of homelessness.*
- *Streamlining and modernizing permitting to reduce costs and speed up approvals to get homes built faster.*
- *Strengthening enforcement of short-term rentals."*

GLOBAL ECONOMY AND INTERNATIONAL STUDENTS

The global economic factors are expected to continue to influence the Canadian and British Columbia economies. These factors can also influence the numbers of international students that come to B.C. The world economy continues to deal with the pandemic effects, military conflicts, supply chain issues, inflationary pressures, and other geo-political events. Additionally, the movement of international students is currently being affected by the uneven border and immigration control measures across the world.

As summarized in the International Monetary Fund (IMF) World Economic Outlook (WEO) – A Rocky Recovery, April 2023:

"Tentative signs in early 2023 that the world economy could achieve a soft landing—with inflation coming down and growth steady—have receded amid stubbornly high inflation and recent financial sector turmoil. Although inflation has declined as central banks have raised interest rates and food and energy prices have come down, underlying price pressures are proving sticky, with labor markets tight in a number of economies. Side effects from the fast rise in policy rates are becoming apparent, as banking sector vulnerabilities have come into focus and fears of contagion have risen across the broader financial sector, including nonbank financial institutions. Policymakers have taken forceful actions to stabilize the banking system.

Financial conditions are fluctuating with the shifts in sentiment. In parallel, the other major forces that shaped the world economy in 2022 seem set to continue into this year, but with changed intensities. Debt levels remain high, limiting the ability of fiscal policymakers to respond to new challenges. Commodity prices that rose sharply following Russia's invasion of Ukraine have moderated, but the war continues, and geopolitical tensions are high. Infectious COVID-19 strains caused widespread outbreaks last year, but economies that were hit hard—most notably China—appear to be recovering, easing supply-chain disruptions.

Despite the fillips from lower food and energy prices and improved supply-chain functioning, risks are firmly to the downside with the increased uncertainty from the recent financial sector turmoil. The baseline forecast, which assumes that the recent financial sector stresses are contained, is for growth to fall from 3.4 percent in 2022 to 2.8 percent in 2023, before rising slowly and settling at 3.0 percent five years out—the lowest medium-term forecast in decades. Advanced economies are expected to see an especially pronounced growth slowdown, from

2.7 percent in 2022 to 1.3 percent in 2023. In a plausible alternative scenario with further financial sector stress, global growth declines to about 2.5 percent in 2023—the weakest growth since the global downturn of 2001, barring the initial COVID-19 crisis in 2020 and during the global financial crisis in 2009—with advanced economy growth falling below 1 percent.

The anemic outlook reflects the tight policy stances needed to bring down inflation, the fallout from the recent deterioration in financial conditions, the ongoing war in Ukraine, and growing geoeconomic fragmentation. Global headline inflation is set to fall from 8.7 percent in 2022 to 7.0 percent in 2023 on the back of lower commodity prices but underlying (core) inflation is likely to decline more slowly. Inflation's return to target is unlikely before 2025 in most cases. Once inflation rates are back to targets, deeper structural drivers will likely reduce interest rates toward their pre-pandemic levels."

As the world grapples with the health, economic, social and climate crisis over the medium term, Canada is expected to remain one of the top desired destinations for international students. Despite some border control related delays and visa processing challenges that emerged during the pandemic, international students are expected to continue to move to Canada and BC for various reasons. These reasons include ease with which an international student can qualify post-studies for permanent residency, and the

accommodative nature of both the part-time work visa for students and Post-Graduation Work Permit Program (PGWPP). This immigration policy is an important motivator for international students that gives them a chance to earn back a portion of their cost of education and makes them eligible for migrating to Canada.

Overall, Canada remains one of the most welcoming destinations for immigrants. Immigration, Refugees and Citizenship Canada (IRCC) uses the Immigration Levels Plan as a guide to determine the total number of permanent residents Canada will aim to welcome each year. It also indicates which immigration categories the permanent residents will be welcomed under.

"The multi-year Immigration Levels Plan projects how many permanent residents Canada aims to admit over the course of a calendar year. Every year, Immigration, Refugees and Citizenship Canada (IRCC) sets targets and ranges for the total number of permanent residents admitted into the country, as well as the number for each immigration category. IRCC has presented a rolling multi-year (3 years) Immigration Levels Plan for admissions every year since 2017. The plan is developed in consultation with provinces and territories, stakeholder organizations, and the public. The selection of applicants is categorized based on economic contributions, family reunification, or support for refugees, protected persons, and humanitarian and compassionate needs. "

2023-25 Immigration Levels Plan

Projected admissions - Targets	2023		2024		2025	
	465,000		485,000		500,000	
Projected admissions - Ranges	Low	High	Low	High	Low	High
Economic immigration*	233,000	277,250	250,000	305,000	265,000	326,000
Family reunification	100,000	118,000	105,000	130,000	107,000	135,000
Refugees, protected persons, humanitarian and compassionate and other	77,000	109,750	75,000	107,500	70,500	89,000
TOTAL**	410,000	505,000	430,000	542,500	442,500	550,000

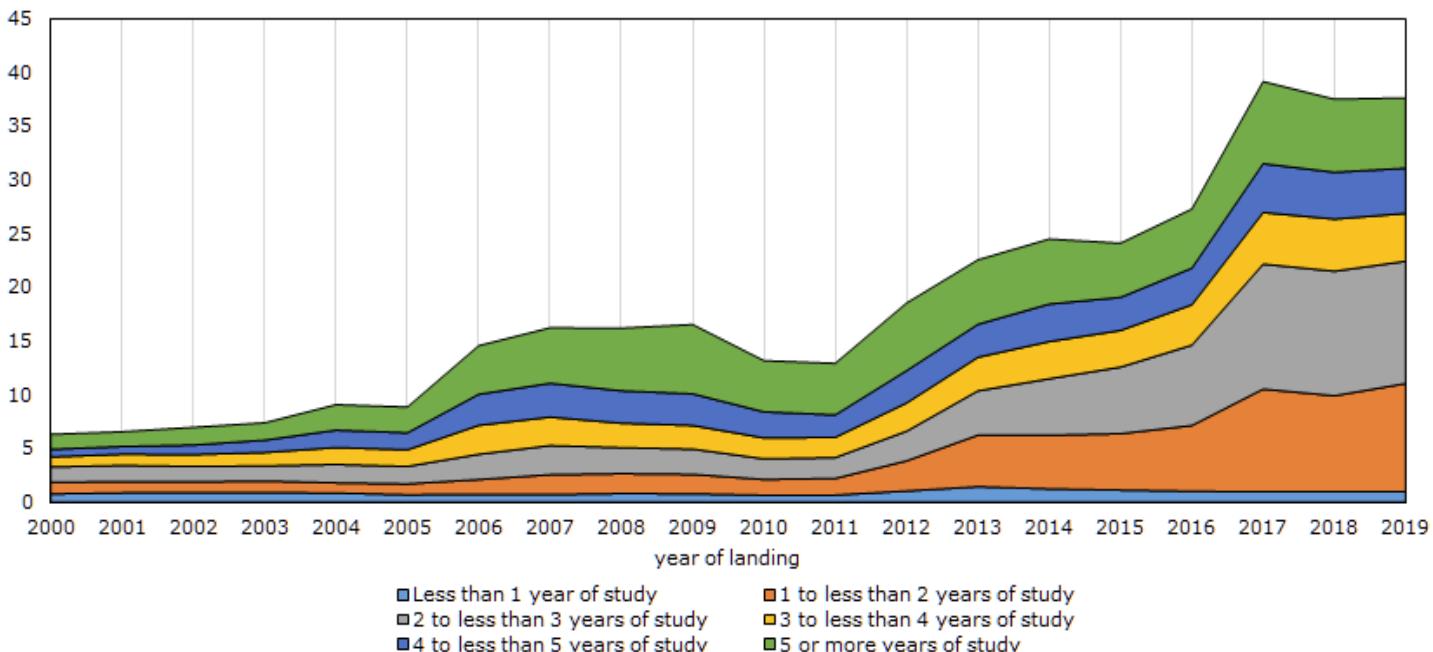
* Under the Canada Quebec Accord, Quebec has full responsibility for the selection of immigrants destined to Quebec, with the exception of the family class and protected persons.

** For a detailed program breakdown, please see the 2023-25 supplementary table on the department's website.

Although international students are increasingly considered a pool of skilled individuals for permanent residency and participation in the Canadian labour market, the role of Canadian study in economic outcomes after immigration is not well understood.

Economic principal applicants with Canadian study experience, aged 20 to 44 at landing

percent



Source: Statistics Canada, 2019 Longitudinal Immigration Database.

To this end, a study published in February 2022 by Statistics Canada titled, International students as a source of labour supply: Pre-immigration study in Canada and post-immigration earnings, provided the following analysis about the value of Canadian education. *“Findings show a trend towards rising shares of economic immigrants with Canadian education. Over the 2000-to-2019 period, the share of new economic principal applicant immigrants with Canadian study experience increased from 6% to 38%. During the first two years after immigration, economic principal applicants with Canadian study experience earned considerably more than those who did not study in Canada. This advantage was due entirely to their better official language ability and much higher shares with pre-immigration Canadian work experience. When compared only with immigrants who had similar language*

profiles and pre-landing Canadian work experience, those with Canadian study experience earned significantly less, mostly because of their higher tendency to pursue further schooling in the initial years after immigration. While lower annual earnings in their first few years after immigration reflected their continued status as students, the benefit of Canadian study experience grew in the longer term. Ten to 11 years after immigration, economic principal applicant immigrants with at least one year of Canadian study experience had significantly higher earnings than those without such experience, regardless of whether they had pre-immigration Canadian work experience. The findings of this study suggest that for economic immigrants who are recent graduates and new entrants to the labour market, it takes some time to translate their Canadian credentials into stronger economic outcomes.”



Our Story

We live and work in the unceded territories of the Syilx Okanagan, Secwepemc, Ktunaxa, and Sinixt. We honour, work with, learn from, and listen to Indigenous communities in creating our story.

Okanagan College is committed to empowering individuals and communities in the region to make positive change through exceptional learning experiences, applied research, and innovation. Students and their communities are at the centre of everything that we do.

Okanagan College has been embedded in the social, cultural, and economic fabric of the region since 1963. We have grown and developed with the region and, in turn, have impacted the growth and development of the region in meaningful ways. Looking forward, we will design intentional change to meet the learning needs of urban, rural, and remote students throughout the region as well as nationally and internationally.

The communities in the region are vibrant, resilient, and inspiring. Demographic, climate, and social changes, limits to affordability, lack of skilled workers, and technological, socio-political, and economic forces will continue to impact regional industries and communities.

Through these challenges, communities will seek out leadership and support; they will look to OC. We owe it to communities, alumni, and present and future learners to answer the call and transform ourselves to meet their needs both as a willing partner and a leader. Building on our reputation of creating access and enabling success for learners throughout their lives, OC will provide leadership, stability, innovation, and the relevant knowledge, skills, and abilities that will be necessary to strengthen the vibrancy, resilience, and sustainability of the region.

Our Mission

We transform lives and communities.

Our Vision

We inspire and empower individuals and communities to strengthen and sustain the social, economic, environmental, and cultural resiliency of the region for current and future generations through the creation and sharing of knowledge.



Our Values

Students first. Creating meaningful life-long educational opportunities of the highest quality for alumni, current, and future students is at the heart of everything we do.

Community. We are one College. We enthusiastically embrace the opportunity to work with, learn from, and support everyone we encounter collaboratively and collegially.

Respect. We welcome, embrace, and celebrate that which make us unique in creating an environment in which every individual is valued, affirming our commitment to human dignity for all.

Courage. We are courageous in our actions in areas that contribute to positive change in our communities and beyond. We have the courage to be vulnerable. We are truthful, sincere, and act ethically with honesty and fairness.

Relationships. We steward meaningful relationships built on a foundation of reciprocity. We are compassionate, empathetic, and care for the holistic well-being of students, employees, community members, and the land.

Distinction. We choose activities in which we can achieve excellence and positively impact society.

Our Responsibilities

We pledge to weave Indigenous world views into all aspects of College life as part of our journey toward **reconciliation**. This includes our learning and research environments, our physical, cultural, social, and spiritual spaces on campuses, and our structures, policies, and practices. We remain committed to working with, listening to, and learning from Indigenous communities throughout this journey.

We will strengthen our role as a leader in **equity, diversity, inclusion, and social justice** (EDISJ). We will strengthen our culture of inclusion by increasing the equitable and inclusive participation of all diversity groups including historically and currently marginalized peoples in every aspects of College life. We will weave EDISJ principles throughout policy, practice, and action in all aspects of College life and throughout the communities we serve.

We will strengthen our role as a leader in **sustainability** in all aspects of College life. As an active partner in the United Nations' Sustainable Development Goals, we are accountable to meet or exceed expectations of sustainability in our physical spaces, energy usage, and our daily activities. Our financial health will be improved by sustainably prioritizing and allocating resources to our activities.

We will empower employees to be resilient in support of a **resilient** College. Okanagan College's employees are our bedrock. Every day, they bring to life the activities that transform lives and communities. We will improve employee engagement, strengthen our leadership and talent management practices, optimize employee value proposition, and become one of B.C.'s top employers through demonstrating our commitment to the holistic well-being and development of employees and empowering accountable leadership throughout the College.

We will be **effective and efficient**. We will improve employees' effectiveness toward our goals by optimizing workflows, generating value-based solutions, reimagining policies, practices, and governance to be agile and student-focused, embracing complementary technology and physical infrastructures, strengthening our data and analytics practices, and supporting effective change leadership.

Our Commitments

We transform lives through **inclusive and equitable access**. We will increase the participation and success rates of historically and currently marginalized student populations by removing the systemic barriers to empower individuals to realize their potential through higher learning.

We transform lives through **individualized life-long learning partnerships**. We will improve student success and engagement by individualizing the life-long learning journey, placing the student authentically at the centre of everything we do, and demonstrating compassion for the holistic well-being of students.

We transform regional communities through **integration and focus**. We will amplify the College's impact on the regional communities by integrating and focusing our teaching and research efforts on areas that will ease regional challenges, strengthen regional opportunities, and enable current and emergent economic and social sectors in the region.

Learn more at www.okanagan.bc.ca/inspire



Okanagan College is committed to improving student success and engagement by individualizing the life-long learning journey, placing the student authentically at the center of everything we do, and demonstrating compassion for the holistic well-being of students.

ALIGNMENT, PATHWAYS, TRANSITIONS AND SUPPORTS

Okanagan College supports learner readiness, student success, course delivery and student services in an innovative manner. Various pathways, transitions and supports remain well-ingrained in the delivery of Okanagan College's programming.

Recruitment Information – Supporting Access

MLP1, MLP2, MLP3, MLD1 – Detailed descriptions of the pivoting of student recruitment events in response to COVID-related challenges and subsequent preparations for post-COVID were reported in 2020-21 IAPR on pages 24-25 and in 2021-22 IAPR on pages 27-28.

Throughout the 2022-23 recruitment cycle, Okanagan College has focused on several aspects. The continued movement back to in-person experiences for recruitment activities has been well received, with campus visits by school groups, large on-campus events such as "Experience Okanagan College", and various open houses. Info sessions at Okanagan College give people the chance to discover program options, meet faculty and instructors, as well as learn about the supports available to students. It is a perfect opportunity to explore what's next. For instance:

- In May 2022 Okanagan College hosted a series of information sessions to encourage those who might be considering post-secondary education to explore their options. The schedule of sessions included:
 - May 10 – Arts: prospective students were able to meet faculty and sit in on panel discussions about critical issues facing the world today like social justice, what a post-COVID world looks like, global society, and identity and community in the digital age.
 - May 11 – Business and Office Administration: prospective students could learn about the advantages of completing a business degree, diploma or certificate at OC.
 - May 17 – Science and Engineering Technologies: STEM fields of study are growing in demand – students could learn about the countless opportunities available for careers while meeting faculty and touring labs.

- In Fall of 2022, Okanagan College opened its doors for a series of Open Houses and Spotlight Sessions across the region.
 - The first information session at OC's Salmon Arm campus on October 18.
 - Open House and Spotlight Sessions in Penticton on October 26.
 - First Year FAQs in Vernon on October 26 and Open House and Spotlight Sessions on November 2.
 - Open House in Kelowna on November 19. In addition to representatives from the College's portfolios (faculties) and departments, attendees also had a chance to meet and ask questions of OC's President, Dr. Neil Fassina. He was on hand to personally welcome prospective students and share his perspective on the changing face of post-secondary.

"We are incredibly excited to be able to welcome future students to our campuses this fall," said Meri-Kim Oliver, vice president, students at Okanagan College. "Events like these are an excellent way to explore and experience OC first-hand, to get your questions answered, and to learn about programs, pathways and supports available to students." Oliver added that the College's doors are open to anyone who is curious about programs and courses. "Whether you are stepping into a college classroom for the first time or are returning to education, this is a wonderful opportunity to get a sense of what awaits you at OC – to help make it easier for you as you make decisions about your next steps."

Applications for the 2023-24 academic year were open, and students looking to start sooner could also explore a number of courses and programs. Grade 11 and 12 high school students beginning to think about what's next after graduation attended the events, which includes First Year FAQs. This session answered questions about the world of post-secondary in general, at OC and beyond. Representatives from OC's Indigenous Services, Financial Aid and Awards, and Accessibility Services were on hand to provide information on how they support students through their academic journey. Future students could apply for admission to any OC program for free during the info sessions. Parents and friends were welcomed. Free parking, snacks and refreshments were available.

Meanwhile, with an eye on improving the overall client experience, the College has been implementing an entirely new approach to student recruitment, by centralizing team members based in campuses across the region, and hiring an Associate Director, whose primary focus is recruitment and enrolment management. This change will begin implementation during the 2023/24 recruitment cycle, while we simultaneously look ahead to future years.

Furthermore, in 2022-23, Okanagan College continued to work closely with EducationPlannerBC (EPBC) team towards the EPBC 3.0 migration.

Examples of Targeted Programming Meeting Labour Market Needs

MLP3, MLD2A – People considering health care and trades careers have new options thanks to a pilot program at Okanagan College that offers applicants help with course prerequisites.

The pathways pilot program funded by the Ministry, under the Adult Basic Education and English Language Learning Pathways initiative helps creating access to post-secondary education in OC served communities. The pilot program runs until August 31, 2023. Domestic students in the pathways program will receive the Adult Upgrading/ESL education for free but will be required to pay the tuition associated with their trades or health care program.

The pathways program supports students interested in going back to school to receive training in high-demand fields, but do not have the requirements needed for their desired program. Whether students need Adult Upgrading or English as a Second Language (ESL) instruction, they'll be able to receive educational supports. At Okanagan College, the pathway programs include:

- Math for Trades and Apprenticeships
- Upgrading English or ESL for Health Care Assistant programs
- ESL for the Early Childhood Education program
- A pre-health Math and Science path meeting entry requirements for Practical Nursing, Certified Dental Assistant, Pharmacy Technician, and Therapist Assistant programs

"The pathway approach is designed to support access to education. It simplifies the application, admissions and advising processes for students," explains Andrew Pulvermacher, Associate Dean of OC Arts and Foundational Programs. "Students will receive the skills and knowledge they need for their program, and where possible, content will be tailored toward their individual career direction."

Wherever possible, pathways are integrated into students' desired programs so that they will be able to upgrade their requirements while studying in their field of choice. For example, Trades students interested in a Carpentry Foundation program could be enrolled and learning carpentry while also working with an instructor to upgrade their math skills for program success. Their math upgrading they would focus on the skills they need within Trades and prepare them for the Trades math entrance assessment.

MLP2, MLP3, MLD2A, MLD1A – According to the province's Labour Market Outlook, it is projected there will be over 12,400 job openings in B.C. for early childhood educators and assistants over the next ten years.

As a result, Okanagan College (OC) has opened new spaces for people interested in working in early childhood education, as childcare facilities across the region and British Columbia continue to face staffing challenges. The Early Childhood Education Certificate program started at OC's Penticton campus in mid-March and runs through May 2024. The intake has space for 24 students, adding to the more than 145 Early Childhood Education students studying at Okanagan College in Vernon, Kelowna and Penticton this year.

"Families in the Interior depend on childcare being available and that is why we are working with Okanagan College to continue to open doors for students to pursue early childhood education," said Selina Robinson, Minister of Post-Secondary Education and Future Skills. "This government is taking action on early childhood educator training. Our efforts are bearing fruit as enrolment has grown by 40 percent across British Columbia. Thanks to this program, more students will be able to study for and soon step into a career in this in-demand field that many British Columbians rely on."

Okanagan College's Early Childhood Education Certificate program prepares students to work with young children in a variety of early learning and care environments. Students acquire the knowledge, skills and attitudes necessary to work with children, families and the community in planning enriched programs in daycares and preschools that focus upon healthy development throughout the early years.

"With a constant need for early childhood educators across the region, Okanagan College is offering a program that is flexible and allows students opportunities to learn and gain valuable workplace experience," said Dr. Neil Fassina, president, Okanagan College. "We encourage and support students to take the first step to enrol in this program at our Penticton campus, and from there they will gain high-quality training that prepares them to join the local workforce quickly and job-ready."

MLP2, MLP3, MLD2A, MLD1A – Okanagan College also held a special intake for the Early Childhood Education (ECE) Infant-Toddler Certificate program in Fall 2022 that was designed to enhance access for those already working in the field of childcare. Classes were part-time and held online, making it easy for those to balance work and training. “Okanagan College has heard from people working in the childcare sector that they want to expand their professional scope to include infants and toddlers but not step away from their careers. Making the training more accessible supports childcare providers and employers,” said Carly Hall, Okanagan College Dean of Health and Social Development.

The ECE Infant-Toddler Certificate provides advanced training for individuals to care for children under three years of age. The program covers developmentally responsive environments, working with families and communities, practices in infant and toddler care, as well as work-based practicum.

The intake started October 16, 2022, and runs through the middle of July, 2023. Applicants must have previously earned the basic ECE Certificate to gain admission to the program.

This special intake of ECE Infant-Toddler Certificate has received \$158,000 in funding from then Ministry of Advanced Education and Skills Training (now Ministry of Post-Secondary Education and Future Skills).

MLP2, MLP3, MLD2A – Students and B.C.’s food industry will benefit from the new Centre for Food, Wine and Tourism once it opens on the Okanagan College Kelowna campus, a centrally located school in the heart of wine country. The centre will focus on addressing the labour shortage in food and tourism, supporting homegrown education in culinary arts, local food and beverage production, and hospitality services.

“The tourism and hospitality sectors are facing challenges in finding and keeping skilled workers, and Okanagan College is a leading provider of culinary and tourism programming in the province,” said Selina Robinson, Minister of Post-Secondary Education and Future Skills. “This investment will ensure people can access world-class training supported by industry in the Okanagan, and can then go on to pursue a rewarding, meaningful career in the region’s equally outstanding hospitality industry.”

The province is providing Okanagan College with \$44.8 million for the new Centre for Food, Wine and Tourism, which will include modern teaching spaces, food labs, beverage research and development facilities, and common spaces. The centre will bring together all food, wine, and tourism programming on campus. It will also be home to the Okanagan Chef School and the College’s fully functioning,

student-staffed restaurant, Infusions. The new centre will also allow Okanagan College to expand their culinary enrolment by more than 125 students a year, and hospitality and tourism enrolment by 450 students per year.

K-12 Transitions and Dual Credit Programming

The dual credit courses are offered at OC’s campuses in Kelowna, Salmon Arm, Vernon and Penticton, in programs ranging from health care, culinary, trades, technology and childcare. Okanagan College has continued to promote K-12 transitions and dual credit programming opportunities with encouraging uptakes. In 2022-23 fiscal year approximately 15 per cent of Okanagan College programs had 179 dual credit students enrolled in them. For example, Okanagan College Trades and Apprenticeship portfolio is now piloting a revised priority seat model with school district partners for dual-credit seats. The revised model allows for customized priority seats to better suit each district’s demand and to release unused seats sooner to regular applicant. Another example is the popular Early Childhood Education (ECE) dual credit program at Okanagan College that is open to Central Okanagan high school students. Participants get credit both toward their high school diploma, as well as their post-secondary program. Some stories related to Dual Credit programming and K-12 transitions are shared below.

MLP3, MLD2A, MLD1A – We are proud to share the story of Emily Patenaude who knows what it’s like to be misunderstood as a child; she also understands a thing or two about fighting through adversity. The experience and knowledge will serve the Kelowna high school student well as she looks to begin her post-secondary education. Emily is one of 10 Central Okanagan-area students completing a five-month Okanagan College course in Early Childhood Education while still in high school, known as a dual credit program. Emily’s passion for childcare began early as she watched her brother struggle to connect and communicate with caregivers. It impacted how she felt, and she was drawn to considering a profession helping children with disabilities and their families navigate an often-unforgiving world.

Two years ago, she was thrown a curveball. “I’m legally blind. I lost my vision two years ago. I know what it’s like to be in a system that is not meant for you. You can’t see, you can’t breathe. These are things that children are dealing with as well,” she said. “It’s very important for me to be helping children with disabilities, helping them integrate better into kindergarten. My dream is to open a preschool for children with disabilities, creating a safe space for those families.”

"A common link in this industry is remembering how we were treated as children," said instructor Gabriela Fiskin. "We get into this industry to be an advocate for children so we talk about strategies and practices that we can use to engage and help children and families. This is such a solid group of students that will soon be ready to step into a challenging but rewarding career."

A weeknight online class included a special guest: B.C.'s Minister of State for Child Care Grace Lore, who says she was thrilled to hear from the students firsthand.

"It was wonderful to join the dual credit class at Okanagan College to hear directly from high school students like Emily that plan to continue their ECE studies and work with young children," said Grace Lore, Minister of State for Child Care. "We need early childhood educators, that's why our government has made historic investments to ensure that they are recognized as skilled professionals with better wages, professional development and educational opportunities like this dual credit program at Okanagan College. I am so pleased to see young, passionate ECE and ECE-assistants entering the workforce and providing a service that so many families rely on."

MLD1A – If children's smiles are shining a bit brighter in Kelowna these days, it may be due to the influence of Okanagan College students. More than 700 children between Kindergarten and Grade 5 received free oral health education through February 2023, as OC Certified Dental Assistant students shared what they have learned through a special community outreach program at elementary schools in Kelowna. "The highlight of these oral health presentations to the children and families is the great sense of purpose and meaning the CDA students feel after the experience. They are able to link their new knowledge and skills with the community and help shape future generations when it comes to oral health and prevention of dental related diseases," said Joanne Gibbons-Smyth, Certified Dental Assistant instructor at Okanagan College.

MLD1A, MLD2A – Sparks flew, culinary creations delighted, and electronic expertise was on display as more than 100 competitors converged at Okanagan College's Kelowna campus for the 2023 Skills BC Regional Trades and Technologies competition on Friday, Feb. 24.

Skills Canada Regionals tests the skills and knowledge of junior and high school students, college trades students and apprentices across a wide array of trades and technology competitions – Architectural CAD, Cabinetmaking, Culinary Arts, Electronics, Welding, Jr. Skills Gravity Vehicle, Jr. Skills Carpentry and more. A full list of medalists can be found on OC's Trades and Apprenticeship page.

This year saw the resurgence of the event after a pandemic-imposed hiatus since March 2020 – and its return is timely, noted OC President Dr. Neil Fassina.

"In addition to providing incredible real-world learning opportunities, events such as these can help spark an interest among students in continued education and training," said Fassina, who is also Chair of Trades Training BC. "We know from the recent labour market outlook that the province is going to need a significant number of skilled tradespeople and technologists over the next decade. We applaud these students for their tremendous skills, and we sincerely hope they'll keep on learning and pursuing these in-demand careers."

According to the province's Labour Market Outlook, released on Feb. 8, it is projected there will be over 83,000 job openings in B.C. for skilled trades occupations and another 118,000 in STEM (tech) occupations.

"Skills Canada BC is about supporting and inspiring the next generation of skilled trades and technology leaders," said Elaine Allan, Skills Canada BC Executive Director. "Competitions like these are just one of the many ways we bring that mission to life in communities across the province. On behalf of Skills Canada BC, congratulations to all of the Central Okanagan Regionals competitors – and to all the medalists, we look forward to seeing you at Provincials in April."

Celebrating Student Experience and Achievements

The College remains proud of success and achievements of its students. 2022-23 was no exception. Despite many challenges related to a return to in-person experiences during the post-pandemic phase, Okanagan College students and other stakeholders continued to celebrate these achievements. As Students First and Community are core values of Okanagan College, we share these achievements and student experiences in this IAPR with pride.

MLP1, MLD1 – The Audio Engineering and Music Production Certificate at Okanagan College trains individuals to work in various technical positions such as recording arts, music, theatre, concerts, broadcasting, video and film. The program develops skills required to operate digital and analog audio recording, programming and processing equipment. The course content provides a foundation in the principles of hearing, sound, music, basic electronics, processing, signal flow, microphone techniques, mixing and mastering, live sound engineering, and reviews current industry standards. Students gain hands-on experience with industry-standard recording and studio systems, as well as music and audio experience.

In April 2022, for the first time in two years, Okanagan College's Audio Engineering and Music Production (AEMP) Certificate students performed on stage to a live audience. The students put in tremendous effort into shaping their skills for all areas in audio. The event showcased the individual talent each student brings, while they work as a team to create a full production of live sound. The event took place at the Rotary Centre for the Arts in Kelowna.

Throughout the year, the AEMP students learn several aspects of audio engineering and music production, including songwriting, mixing and mastering, music theory, live sound, and more. The year ends with a celebration of all the students' hard work and encourages students and alumni to perform and host a live concert.

MLD1B – As an example of how OC programs help transform lives and communities we are sharing a tale of a trio of plumbers at Aspire Plumbing and Heating that may have different years under their belts, but their passion for the career holds strong with each generation. Dallas Stewart, Gary Whitlock, and Allen Minderlein are all at various stages of their careers but have all relied on post-secondary training at some point to advance their careers in the plumbing industry.

Stewart, the youngest at 23, has just finished the Plumbing and Piping Foundation program at Okanagan College's Salmon Arm campus. The foundation program prepares students to work in a variety of settings, but he chose early on to pursue service plumbing – undeterred by misconceptions that service is a dirty job. "It is not as bad as people think; we are more likely to be covered in dirt or cobwebs from crawling under places than anything gross," Stewart explained, adding that he also saw a giant opportunity. "I knew if no one else was going into service, I would have a lot of choices. I was able to take my time and find the right fit. I could not be happier having found Aspire."

With wages going from \$21 to \$35 in four years, if Stewart pursues his own journeyperson ticket, he can afford a comfortable living in the community he was born and raised in. Minderlein has done everything from service to new construction, renovations, commercial, and being a supervisor on large sites. "You can have as many careers as you want as a journeyperson – they prepare you for everything."

Whitlock said the benefit of the profession is not just the wages. There is the opportunity to start your own business. "That's the other side I am mentoring Dallas on. He sits in on meetings with the product reps and we teach him the breakdown of the bill. We're transparent about what our costs are: fuel, product, time. That way if he does want to run his own business, he knows how it works." Whitlock started plumbing as a second career when a fellow firefighter took him on as an apprentice. He started Aspire in 2019 with his partner Tanya, and when it came time to add someone to their crew, Whitlock specifically went looking for someone that had completed the foundation program.

"It's nice for them to come in with the basic skill set and then mold them to how we do things," Whitlock said. "We have specific ways of doing things to keep up to the standard of service we want to deliver, especially over the last two years of the pandemic. It saves me time if I can teach someone the right way the first time instead of correcting bad habits."

"The other thing that the foundation program does is prove to me that someone has the ability and the desire to learn. As service plumbers, school does not end for us. We are constantly learning as products change and we come across something different every day. It's very common for us to send Dallas home with homework. If we're doing a pump the next day, he needs to study the manual before."

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MLD1 – A trio of Okanagan College Business students envisioned an investment fund that has attracted overwhelming community support, including a generous \$40,000 gift from the Stober Foundation. The group began fundraising in January and met their \$100,000 seed funding goal in record time. Riley Dunsmore and Steven Fiust, both OC Business students, along with recent alumnus Justin Rantucci, created the Okanagan College Student Investment Fund to give students experiential learning opportunities and benefit future students with bursaries and scholarships. “The reception from the community has been exceptional. I extend my greatest thanks to the donors,” said Dunsmore.

The fund will provide a pool of money for Business students at all four OC campuses to make real-world investments under the supervision and support of a team of expert advisors. While student-led and managed, the fund will be held and governed by Okanagan College Foundation.

“This fund fits the Stober Foundation’s mission beautifully; it’s progressive, forward-thinking and sustainable in nature,” said Keith Z. Brewster, Director and Lead Philanthropist, Stober Foundation.

The fund aims to provide learning opportunities that will smooth students’ transitions into the working world and boost their resumes. “Finance is a notoriously competitive field. To get a job, you have to have experience, but to get experience, you have to have a job,” said Rantucci.

The Stober Foundation announced their gift during a surprise visit to a Business class. “The students did a fantastic job pitching the concept and initiative itself. That, coupled with their selfless motivation to help future generations of students compelled us to step up and support them in a big way. We know our gift is an investment in the future of business in the Okanagan, and we hope our donation inspires others to give,” said Brewster.

MLD1 – Okanagan College partnered with Culinary Team B.C. and Junior Culinary Team Canada to present a banquet worthy of a gold medal, to raise funds for the teams to compete at the Culinary World Cup in Luxembourg in November 2022. Culinary Team BC cooked its community catering menu during a special fundraising dinner hosted at Okanagan College’s Kelowna campus on May 27. OC Culinary Arts students assisted the provincial and junior teams as they prepared this world-class dinner.



“Welcoming these extremely talented chefs into our kitchens is such an amazing learning experience for our students, and we are excited to invite the community to be a part of it,” said Cari Jahns, then Manager of Culinary and Pastry Arts. “We are also happy to support and celebrate the team members who are OC Culinary Arts alumni.”

Both teams featured familiar OC faces. Provincial team member Chris Braun was an OC alumnus who graduated in 2006. Braun joined

the Culinary Team B.C. in November 2020 after receiving gold in Canada’s Great Kitchen Party for the Okanagan. Junior Culinary Team Canada member Simon Dufresne also completed the Culinary Arts program at OC in 2020.

Each Culinary Team B.C. member was paired with an OC Culinary Arts student throughout the timed practice. OC students also worked with the members of the Junior Culinary Team Canada team in the design, preparation and assembly of the reception canapés. The dinner included four courses with wines generously provided by Mission Hill Family Estate. All proceeds from the event were to support the provincial and junior teams as they head to Luxembourg in November. They will also be competing in the Culinary World Olympics in 2024.

MLD1 – The sky is the limit for Okanagan College physics student Divyesh Dapia, who attended the Canadian Astroparticle Physics Summer School (CAPSS) in May 2022. The intensive week-long session is designed for astronomy, physics and engineering undergraduates and introduces them to the current topics in the field of astroparticle physics at Queen's University in Kingston, Ont., and virtually at SNOLAB. Only 20 students from across Canada are invited to attend the session each year.

Dapia, who completed an Associate of Science Degree at OC in May 2022, learned about the summer session after his professor shared the opportunity with the class. With the encouragement of a classmate, he applied for the session. “The day I learned I was accepted into CAPSS was the best for me,” said Dapia. “From the classes I have taken at OC, I know that the seminar sessions are the ones that I get most excited about. With the CAPSS program, I am looking forward to learning what other researchers and professors are working on, as well as meeting students who have similar interests.”

Dapia, an international student from Dubai, attended his first year at OC while living at home. COVID-19 travel restrictions may have put a damper on Dapia’s ability to attend courses on campus, but he was a diligent student. “Despite being 11 hours ahead during his first year of studies, he attended lectures in the middle of the night,” said Kevin Douglas, Chair of the Physics and Astronomy department. “Once on campus in Kelowna, he has been an eager and enthusiastic student. The summer school opportunity is the perfect meshing of some of his interests.”

“Choosing OC, I knew I would be coming to a smaller school and that was compelling for me,” said Dapia. “There really is a one-to-one interaction that takes place between students and instructors, particularly as you move into second year classes. Sometimes learning the concepts behind the sciences can be challenging and that is when a smaller class size can be helpful. For example, on Pi Day (March 14) in my Calculus 4 class, we ate pie and reviewed concepts. Everyone wants to help you succeed.”

Science studies at OC feature a range of university subjects, from Biology, Chemistry, Physics, Astronomy and Mathematics, to Data Science, Kinesiology and Oenology and Viticulture. There are a variety of credentials available, including the Associate of Science Degree – which offers students the ability to transfer directly to third year in any B.C. post-secondary institution.

“At OC, we match up our offerings with the courses students need to pursue their education goals,” said Douglas. “We strive to blend those classes with exposure to research opportunities whenever possible. We want to show students what is out there in the sciences. You can go just about anywhere with your degree.”

MLD1 – Now a multi-trillion dollar a year industry, there is a lot more to e-commerce than just clicking a button to “add to cart.” In May, Okanagan College Business students got an inside look on how e-commerce works during BUAD 335 Open Learning Project, which brought practical experience into the classroom.

Using an applied learning approach, Business Professor Pam Nelson integrated Shopify into the class curriculum, incorporating their state-of-the-art technology into real-world applications. Shopify gave OC students the opportunity to create their own online stores: building corporate brands, designing websites, developing product catalogues and creating online content. “The students love it. All feedback has been extremely positive,” said Nelson.

Tina Langedyk, one of 39 students who took the class, describes it as practical and fun. “We got a lot of useful knowledge we can put on a resume,” she said, noting her team was surprised to discover the e-commerce store they’d created worked so well. “I think this is a tool I can use in the real world,” said Katelyn Trudel, a fellow third-year student. “Now I understand how to make a website look good.”

“Our students seemed to thrive in designing and creating their own online stores from scratch,” said Professor Glen Coulthard, who said students reported finding a lot of value in Shopify’s online learning resources. “Most of them found the experience very enjoyable and personally satisfying.”

Leah Dagg, a Shopify Open Learning Specialist, said students are even given access to real online stores and can make actual sales if they have a product they want to sell. The company hopes some students may end up working for, or with, Shopify. “We are currently piloting a program where Open Learning students become partners of Shopify, as store builders,” said Dagg. “A couple of great students from Okanagan College have participated in our initial focus groups and pilot program.” After successfully completing the program students received a ‘digital badge’ certifying they met Shopify’s criteria.

Nelson says the fictional businesses could lead to students creating real businesses if they continue on the e-commerce path.

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MLP1, MLP2, MLD1 – As the pandemic related restrictions started to ease in 2022, Business students from Okanagan College were once again looking forward to traveling to Jyväskylä, Finland to experience an international summer school at the JAMK University of Applied Sciences. Finland's education system is widely regarded as one of the best in the world.

OC Business Professor Blair Baldwin, who has taught Services Design at JAMK for several summers, says working in Finland has helped him innovate and create new teaching methodologies. "JAMK employs experiential learning across its curriculum," he said. "They stress critical thinking, creativity and communications. There is an emphasis on teamwork and respect for human dignity. They generally produce thoughtful, inclusive risk takers." Baldwin is impressed with the Finnish system. "It helps me understand why they are the happiest country in the world."

Fifteen Business students thereupon attended the three-week International Business School in Jyväskylä. In anticipation, fourth-year student MacKenna Lenarcic said students and professors who participated in the program in previous years speak very highly of it. The opportunity to study abroad is one of the reasons she chose Okanagan College. "I want to diversify my education and learn different cultures," said Lenarcic. She said OC has one of the best business programs in B.C., and she wants to see how it differs from the program in Finland.



MLD1 – Acting on values learned during her experience while being a student, Okanagan College alumna Erum Ahmad has been spending her time teaching Vernon high school students how to be smart with their money. Now, she is giving one of those students a chance to put their learnings into action by creating a bursary to fund the next steps of their educational journey. Erum, who graduated from Okanagan College in 2021, found a passion in sharing financial literacy with high school students after experiencing a lack of financial training herself. "When I was in grade 10, I realized there were no classes to help me learn about finances," she said. "I needed more than an introduction to budgeting, so I decided to take a course in basic accounting." While basic accounting was not offered at Erum's high school, she enrolled in a course remotely. It took tenacity to learn the materials outside of the classroom and through the process, she fell in love with accounting. She went on to complete a Bachelor of Business Administration (Accounting) from OC in 2021. "I absolutely love the idea of being able to manage my money," said Erum. "Everyone has to have a job and needs to manage their funds. Financial literacy is an important part in helping it all make sense."

For over two years, Erum has been taking her learnings back to the high school where she now teaches, offering to help Clarence Fulton Secondary School students learn about financial literacy. "At the end of the day, students need to have money in order to be smart with their funds," said Erum. "There are many transitions taking place as you move from high school to living on your own, balancing work and college life. I thought this would be the perfect opportunity to teach that to students and allow them to manage their own money. I wanted to give them the education as well as the funds to apply what they have learned."

And at 2022 graduation at Clarence Fulton, Erum was there to present a bursary to Taia Buffie. With matching funding from her employer, Progression Muscle, Bone, and Joint Clinic, Erum says the process of creating the bursary was easier than she expected. "Giving back is important to me because that's where I know it is going to make a difference," she said. "When one person gives back and helps another student, it starts a cycle that keeps growing."

Erum has experienced the impact financial awards can have. While completing her program at OC, she had four surgeries to address health issues. "I was very sick, but I still had to finish my courses," said Erum. "I had a lot of anxiety as I tried to get better. Because of the awards and bursaries I received, I was able to take care of myself and not worry about my finances. I'm very thankful for that support and the flexibility of my instructors who accommodated my schedule."

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MLD1 – Okanagan College alumni Emily McKay made a lot of connections while studying at OC's School of Business. Those connections led her to where she is today, as a social entrepreneur with a fashion business aimed at sustainability in an industry that produces greenhouse gases at twice the rate of the airline industry.

"I went to Okanagan College because I was interested in the marketing world and possibly one day owning my own business," said McKay. "Looking back, I made so many amazing connections at Okanagan College that led me in the direction of all my most critical work experiences and special life experiences. It led me to my study abroad program, which led me to the job opportunities I've had."

At McKay's Most Wanted Luxury Resale, re-use and recycle aren't just buzzwords, they are a way of life. They offer "pre-loved" luxury items, extending the use of clothing and limiting its impact on the environment. "Our focus is to do what is best for people and our planet in every decision we make," said McKay. "We are here to celebrate our collective love of fashion by fostering a community committed to learning, shifting our shopping habits, and exploring style in the incredible world of pre-loved." Most Wanted is a small, women led consignment boutique and sustainable fashion is just the tip of the iceberg when it comes to McKay's efforts. Her shop utilizes recycled paper for business cards, avoids printing at all costs and at its core, aims to keep clothing in people's wardrobes and out of landfills and waterways. Funds raised through sales are donated to Remake, an international non-profit that is fighting to make the fashion industry a force for good.

MLD1 – An award-winning local chef has earned the highest accolade bestowed by Okanagan College's Alumni Association (OCAA). The nomination came from those following in his footsteps – his students. Chef Rob Walker was the recipient of 2022 Distinguished Alumni Award from OCAA. The award recognized Chef Walker's outstanding contributions within his community and industry. The OCAA has been conferring the Distinguished and Young Alumni Awards since 2002 to honour the extraordinary contributions and recognize the positive impact that OC's graduates have in improving the lives of those around them.

"I grew up in the Kootenays not really knowing what I wanted to do with my life," said Chef Walker. "But I always loved food. The question in the back of my head was 'How do I become a chef?' I had my eye on the Okanagan Valley so making the decision to come to Okanagan College was easy."

Chef Walker completed the Culinary Arts Certificate program in 2001 from Okanagan University College. Training and working in the valley, he was apprenticed and mentored

by chefs from Culinary Team B.C. He also spent time working in Vancouver as he cultivated his skills, completing his apprenticeship and red seal training. But his heart was in the Okanagan valley and he moved back in 2008.

"The Okanagan is full of so much bounty," said Walker. "It really is a mecca for cooks since we're surrounded by wineries, orchards, farmers and so many other purveyors."

Chef Walker is passionate about highlighting local produce in his cooking. Working in many Okanagan restaurants, Chef Walker shares knowledge and skills in those settings, as well as instructing in the Centre for Culinary Arts at OC, where he got his start. Chef Walker was nominated for the award by students he instructed at the Centre for Culinary Arts at OC. "What impressed us the most was how he took us as individuals," said Mariko Nagata, a former student in the culinary program. "He got to know us, finding out about our backgrounds, experiences and what areas we wanted to improve – he tailored the training for each of us."

MLD1 – Continuing on towards enriching the student experiences and engaging the community, for the first time ever, the Red Dot Players, Okanagan College's community theatre troupe, presented a fall production in 2022, delving into the world of fables and folk tales. This production was in addition to its regular spring-time feature. The Red Dot Players presented Folk Tales: Grimm & Otherwise

"This production has been bouncing around in my head for many years," said Mike Minions, the show's director and producer, and recently retired Okanagan College education technology coordinator. "We want to engage the imagination of our audience and make this kind of theatre experience accessible to the community."

With Folk Tales: Grimm & Otherwise, Minions drew inspiration from a production style known as story theatre, which he first saw in the early 1970s. Described as a family-friendly collection of humorous tales from France, Germany, Italy, and Ireland, 15 different stories were told. Six different directors worked with actors ranging in age from 17 to 73.

The Red Dot Players was formed in 2010 to provide OC students and employees with an opportunity for creative self-expression and to contribute to the arts community in the Okanagan Valley. Members of the group come from the college and the community.

"We formed the Red Dot Players to be able to provide an outlet for creative students and employees at Okanagan College and we're thrilled to be continuing our run of theatre productions that enhance the arts scene at OC and within the community," said Jeremy Beaulne, artistic director of the Red Dot Players.

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MLP1, MLD1 – The OC 3 Hour Short Story Contest also returned in 2022, after a two-year hiatus due to pandemic related gathering restrictions. Aspiring authors made careful use of the 180 minutes they were given to craft a compelling original short story at the contest, which was held November 5, 2022 at each of the College's campuses in Penticton, Kelowna, Vernon and Salmon Arm.

"The clock forces writers to not second guess themselves and trust their instincts while writing. Quite often they'll produce a surprising result that undoubtedly helps to advance their artistic development and style," said Dr. Sean Johnston, contest organizer and an English Professor at the College. "The pressure is liberating and I think that is why we see budding authors of all ages and levels enter the contest." The clock won't be the only obstacle. Students also work in a mystery phrase into their story, revealed at the start of the contest. Participants in previous years had to incorporate phrases such as "frozen fish sticks," "downy mustache," "soggy bread" and "under the weather" into their story.

Writers compete for funds they can apply toward tuition. A judging panel made up of members of the College's English department reviewed stories and selected four winners, one from each region. Each winner received a \$250 tuition credit, and the overall grand prize winner took home an additional \$250 tuition credit and had their story published in a limited fine-press edition by the Kalamalka Press – the College's letterpress print shop located at the Vernon campus.



MLD1 – In Fall 2022, students at Okanagan College (OC) had a new opportunity to learn skills they will need to take into adulthood with a unique new partnership between OC and Kelowna company Real Adulting 101.

"We should've learned about this in high school. How many times have you said this while sitting down to do your taxes, or after the incredibly overwhelming process of buying your first home?" said entrepreneur and founder, Brittany Clough, who developed Real Adulting 101.

Real Adulting 101 and Okanagan College have joined forces to offer the Real Adulting 101 platform to all OC students this year. Students can access an online platform with over 30 curated courses, resources, and guidance to make adulting as easy and empowering as possible. Courses in Real Adulting 101 cover five key areas: Finance, career, life-skills, inner growth, and health & wellness. These areas include courses such as Burnout 101, Insurance 101, Investing 101, Therapy 101, Real Estate 101, Goal Setting 101, and more. Courses are created by industry professionals such as therapists, counsellors, chartered financial analysts, real estate agents and more.

"There are so many barriers that prevent people from being able to live a thriving life," said Clough. "So many people are capable of amazing things, but only a small percentage of people are provided the tools and guidance necessary to get there. It's our hope that this platform helps people feel empowered to create a life that they love and to dream big, to feel like they have the tools to change and better their lives, and to spend less time figuring out life and more time living it."

Real Adulting 101 was designed with the overwhelmed, busy, young adult in mind. Courses are broken down into manageable, bite-sized lessons, so that members can learn and improve their lives, even just 15 minutes at a time. Actionable steps and fillable workbooks guide members on an easy path to implementing and sustaining their desired positive changes.

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MLD1 – In November, Okanagan College and Kelowna company Second Slumber partnered to host a fundraiser and viewing party related to when Second Slumber appeared on the popular CBC TV show Dragons' Den. Dragons' Den is a Canadian reality TV show where entrepreneurs pitch their businesses to a panel of investors. The show has been running for 17 years and is one of the top-rated shows in Canada. CBC says roughly 1,000 businesses apply every year to be on the show and only 50 make it to air.

Second Slumber provides premium open-box mattresses that were returned within the 100-night sleep window for sale, so far, giving over 600 plus families access to a better night's sleep and keeping like-new products out of the landfill. The company certifies mattress brands wishing to be recognized as a zero-waste retailer. Partial proceeds from each mattress sold by Second Slumber are donated to the Canadian Mental Health Association in Kelowna.

Amis and Maddison pitched their idea in May, spending 45 minutes with the Dragons. They had no idea what the final TV product will look like but worked in collaboration with OC to raise money for student mental health. "We are thrilled to have the event hosted at Okanagan College and see what our pitch looks like for the first time," said Maddison. "Many of our Second Slumber staff are current students or alumni, and prior to Second Slumber I was teaching marketing at OC so it's a special place for our scrappy and kind company. We can't wait to watch the program with all those who supported us and continue to do so."

Second Slumber pitched its innovative business model to Dragons' Den, looking for a funding partner to scale up its business, which re-purposes and re-sells lightly used mattresses, providing them at affordable rates and keeping them out of landfills. The company featured former Okanagan College professor Rick Maddison and several OC students and alumni on its team. "When Rick and I walked onto the set it was pretty surreal. There are cameras everywhere, lights shining in your eyes and people you have only seen on TV staring back at you," said Second Slumber CEO and founder Scott Amis. "It would be a tough setting for most, but we practiced our pitch hundreds of times and had friends tear it apart, so we felt ready. There are lots of entertaining moments that I think people will appreciate as the Dragons were in kind of a goofy mood."



MLD1 – Okanagan College student Harmeet Garg is at his happiest when he is in the air flying. And it shows – an international student from Bathinda, India, Harmeet achieved national recognition when he won the prestigious Webster Trophy as Canada's Top General Aviation Pilot earlier in 2022.

The Commercial Aviation Diploma program prepares graduates for careers as pilots with charter companies, regional carriers, private companies, or major airlines. Courses and hands-on flying experience take place at the airport while virtual flying lessons take place in the Redbird Simulator, located at OC's Kelowna campus.

"This award is motivation to work even harder towards my career and achieve higher feats," said Harmeet. "As I am nearing graduation from OC, I'm looking towards future job opportunities in aviation and the specific line of flying I want to go into. There are so many options thanks to my education and training, and I'm very excited."

Harmeet is in his final year of his Commercial Aviation Diploma at Okanagan College, a program that is graduating close to 20

new pilots into the aviation industry each year, thanks to a partnership between OC, the Southern Interior Flight Centre (SIFC), the Kelowna International Airport and members of the airline industry.

"Harmeet is an exceptional student and for him to win this prestigious Webster Trophy Competition is a credit to him and to the instructors at the Southern Interior Flight Centre," said Neil Fassina, President, Okanagan College. "This is what we strive for at Okanagan College – partnerships that provide students with the right learning opportunities so they can enter the workforce. We are training a new generation of professionals across OC, through online and in-class instruction and experiential learning with industry partners."

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MLD1 – In November 2022, students in the Therapist Assistant Diploma (TAD) program took a deep dive into the lived experiences of those with spinal cord injury, thanks to a community partnership. Cody Petrone and William McCreight shared their lived experiences with spinal cord injuries with Therapist Assistant Diploma students.

Guest speakers from the Praxis Spinal Cord Institute attended the class last week. Praxis is a Canadian-based, non-profit that leads global collaboration in spinal cord injury research, innovation, and care. James Hektner, PLEX Community Liaison and Shannon Rockall, OT Clinical Liaison with Praxis Spinal Cord Institute, presented up-to-date statistics, research and best practices on the topic of spinal cord injury. Cody Petrone and Cara Gerow from Kelowna, and William McCreight from Kamloops, talked to students about their lived experiences with spinal cord injuries, discussing specialized equipment, skin health, self-care, autonomic dysreflexia, and recreation considerations.

"The students were absolutely rapt during this day with Praxis. The presenters were honest, open, and approachable and answered a variety of questions from the students. All of the speakers stayed after the formal presentation and spent time with the students and instructors giving freely of their experiences and knowledge. We hope to continue this partnership next term with Praxis representatives coming into our labs to practice skills such as stretching and transfers. A huge thank you to Praxis – this involvement with the students is profoundly rich and valuable and strengthens their clinical skills and knowledge," said Siri Marken, Therapist Assistant Diploma Chair.



MLD1 – As a kid, Jessica Bourelle dreamed of being a musician, singing along to songs she heard on the radio or ones that she had written herself. She had the heart of a poet, loved writing and dreamed of a career in music. But like a lot of creative forces, Jessica wondered if her songs were good enough.

Enter Okanagan College's Audio Engineering and Music Production program, a certificate course that prepares individuals to work in a variety of different music production careers. It was in the program that Jessica's confidence soared with a supportive environment and a professor who cared. With help from other graduates of the program, Jessica has now released her first EP, a beautiful three-song album called Haunted and Healed. "Before I came to Okanagan College years ago, I had dreamed of releasing music to help people heal but had very little belief in myself that I could do it," she said. "I remember thinking I wasn't talented. But the lead instructor inspired me to believe in my ability. The program is full of amazing people, and it really made the difference in my belief in myself."

With a confidence boost from her time in the studio at Okanagan College, Jessica channeled her creative energy. She began writing the songs that would make up Haunted and Healed. In the summer of 2021, with the lyrics taking shape, Jessica met fellow program graduate Chaianne Ellis. After graduating from the program, Chaianne started her own production company called SoulTech. She jumped on board and production would begin later that year with the aid of fellow OC alums Jake Swartzenberger and Aaron Quibell. The resulting Haunted and Healed is a melodic and meditative mix of soothing sounds. "It's beyond fulfilling," said Jessica. "The best part is I get to hear from folks around me on how the songs make them feel and for the most part, I hear they are relaxed or that they feel like meditating."

For these two OC grads, their education has come full circle. Both now work at Okanagan College in addition to their musical pursuits. "I would recommend the Audio Engineering and Music Production program to anyone who is interested in music, art, production, and unity," said Chaianne. "Throughout the course, new sound is discovered, and the perspective of listening is changed. The Haunted and Healed project was very exciting to be a part of. It's exciting to work with artists and creative minds like Jessica."

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MLD1 – Students from the School of Business at Okanagan College (OC) were front and centre at the prestigious Queen's University Inter-Collegiate Business Competition, with 15 students combining for four medals, including the team award for exceptional team spirit. The competition held January 13-15, 2023 in Kingston, ON, saw seven teams from the Okanagan School of Business competing in the final weekend of the event. Two-person teams were presented with a business scenario to analyze, develop a solution, and create a presentation to be presented to a panel of judges in a 5.5-hour time frame.

OC students were competing in areas such as human resources, ethics, accounting, debate, digital strategy, marketing, and business policy and teammates Patrick Gilmour (3rd year) and Jessica Skerlec (4th year) were among the winners, coming away with a first place showing in the human resources competition. “The entire process challenged me to apply my learnings and strengths from our business program in an environment outside of the classroom,” said Skerlec. “The competition not only allowed me to realize my full potential and improve my confidence but created long lasting relationships with my incredible teammates and coaches, as well as many individuals from all over the world. I cannot thank my fellow peers and faculty from OC enough for their continued support throughout the entire experience.”

“I was so ecstatic when we heard our school’s name announced as champions,” added Gilmour. “I felt a great deal of school pride in that moment and still do. I was so glad to be able to attribute this accomplishment to the dedication of our coaches - Roger and Laura - and the entire business program at OC. I have been given a really amazing education and this championship is absolutely a reflection of that.”

Billed as Canada’s largest, oldest, and most prestigious undergraduate case competition, the Queen’s competition takes place in two stages. Over the course of three weeks in October, competitors worked to prepare a quality business report with the top teams advancing to the final weekend.

“Attending competitions allows our students to develop real-world skills in a fast-paced business environment, while at the same time networking with business leaders and peers from around the world,” said Bill Gillett, Dean of the Okanagan School of Business. “Our mission is to transform lives and by attending these competitions, our students are becoming job ready as they get set to enter the business world.”

MLP2, MLD2A – Vernon’s Keith Schmaltz re-trained with Okanagan College and earned his professional truck driver license. Vernon resident Keith Schmaltz spent most of his career working in the heavy-duty equipment industry. But after a nearly 40-year career, he decided he wanted to learn some new skills and continue that career in a related field. Enter Okanagan College’s Continuing Studies department, offering programs and courses to suit all different learning needs. Keith enrolled in the Professional Industry Driver program, offered by Okanagan College in collaboration with Taylor Pro Training and BC Forest Safety Council.

The program is funded by the Government of Canada and the Province of British Columbia’s Project Based Labour Market Training initiative. It has allowed numerous participants including Keith to find continuous and stable employment opportunities.

“This program has been a dream come true,” said Keith. “This is going to give me the opportunity to stay in the industry with continuous employment. The course provided me with the fundamental training I required and the ability to succeed in my endeavors to obtain a Class 1 license.”

The program is just one of many offered in the Continuing Studies and Corporate Training department at Okanagan College, which offers part-time programs that help people develop enhanced skills for their career. These range from courses where students can earn certificates to leadership and business-skills as well as many general interest courses.



OC Provided Student Supports and Resources

MLP1, MLP2, MLP3, MLD1 – Okanagan College continues to ensure that our students receive supports as needed. Over the years we have continued to report in various student supports that remain available to OC students. OC's Student Services information on our website is a good source for specific initiatives and supports. In the following section we are sharing some of the examples.

We reported an extensive set of activities undertaken by Okanagan College Library Services in 2021-22 IAPR. Building further on those activities in 2022-23, OC Library Services, which includes the Kelowna Success Centre, continued to support student access and success through its student-centred facilities, professional staff and curated learning resources on the four campuses of Okanagan College, and via a robust online presence. During this first post-pandemic year, most services returned to normal, but with continued efforts to assist remote learners, many of whom were enrolled in online and/or hybrid classes. Here are some highlights of activities and initiatives that benefited students:

Further progress in removing barriers to access:

- Over the past three semesters, students across approximately 200 course sections benefited from decreased or zero textbook costs thanks to e-texts licensed by the Library and/or open educational resources (OER).
- Many Adult Upgrading and English Language students were able to borrow their textbooks from the Library, saving them each many hundreds of dollars; in cases in which students were unable to come to campus, books were sent by mail.
- Librarians provided research assistance to students virtually, via multiple platforms, including Zoom and AskAway, the provincial collaborative virtual reference service.

Further progress in supporting student success:

- Success Centre Coordinators assisted students with English, Writing, Mathematics and Science, and Trades-related subjects. In Kelowna alone, Coordinators assisted more than 8,000 students in the course of the year. Due to the very high demand for services from Trades students, a second full-time Trades Success Coordinator is being added for the next two years, thanks to private donor funding.
- Librarians offered instruction on the use of library resources to more than 5,000 students in several hundred classes, in person and online.
- More than 100 students in Penticton, Salmon Arm and Vernon attended Long Night Against Procrastination events in the library in fall and spring. Students worked on assignments for the end of the semester, supported by faculty and staff offering research and writing help.

Further progress in promoting Indigenization, Decolonization, and Equity, Diversity Inclusion, and Social Justice (EDISJ):

- Library Services created an EDISJ committee, including students and employees; among other initiatives, the committee has developed a vision, mission, strategy, and impact statement for EDISJ within Library Services.
- Library Services employees participated in two half-day workshops on culturally-aware and trauma-informed communication, led by members of the n̄k̄mapl̄qs (Okanagan Indian Band) community.
- Library Services began working on development of policy, practices and procedures around culturally sensitive library materials.



MLP2 – To date, OC is not offering a Campus Navigator Program and therefore is not participating in the community of practice. However, OC created a case manager position (Student Support Coordinator) that has as its focus the responsibility to support students with complex, often intersecting, barriers. The following positions have been created in the past at the College:

Indigenous Student Services Coordinator (ISSC) [formerly: Aboriginal Transition Planner (ATP)]

The ISSC position, found at each of our four major campuses, acts as a primary resource, providing holistic support for prospective and current Indigenous students throughout the student life cycle. The ISSC plays a pivotal role, often acting as the first point of contact prior to admission and then becoming a focal point of support while the student is enrolled. Whether it's basic advising, assisting with funding applications, making referrals, or simply being available to listen, the ISSC is an invaluable resource.

Financial Aid & Awards (FAA)

The FAA assistant position, found on each of our four major campuses, acts as the first point of contact for prospective and current students, staff, and the public for information related to student aid and awards funding. The FAA assistant provides a wide array of support and information. However, the position tends to spend a considerable amount of time helping adult upgrading students complete and submit forms for the Adult Upgrading Grant and students who require emergency funding. The position is often called upon to support students applying for and interpreting policies related to student loans.

Indigenous Services Assistant (ISA)

The ISA position was created in 2020, acts as the first point of contact for students requiring indigenous services on our largest campus. While the duties are diverse, a significant focus is on responding to inquiries, assisting with completing forms, making referrals, and connecting students to other supports in the community and on campus as needed.

Student Support Coordinator (SSC)

The SSC position was created in 2021 as part of a pilot program. This position acts as a case manager to support students of concern, students at risk, and students with complex needs, and takes the necessary steps to achieve positive outcomes. The position also facilitates the

coordination or care and individual support for students experiencing significant mental health challenges or who have experienced sexualized violence. The purpose of this role is to enhance the conditions and likelihood of students' personal and academic success, to empower students to take an active role in their own well-being, and to contribute to a campus community that strives to be deeply supportive and conducive to positive mental health and overall well-being. The pilot program was successful, and the College supported this position on an on-going basis starting in 2022-23.

Supports for Students with Disabilities

The College continues to facilitate and promote the ongoing development of an inclusive and accessible learning environment in which students with disabilities can participate in all aspects of campus life via our Accessibility Services department. Accessibility Services aims to provide equal access to educational opportunities by working collaboratively with students with disabilities. The demand for support remains consistent. Over a five-year period for which we have complete data, the number of students who registered with Accessibility Services in the Fall semester has grown modestly from 281 in 2017 to 327 in 2021. While the COVID-19 pandemic drastically reduced the number of accommodated exam requests for the 2020-21 academic year (i.e., 1205), it appears we may be in a recovery phase with requests jumping to 1653 for 2021-22. Finally, this past year the College created a temporary position focused on developing resources and promotional material for both students (prospective and current) and instructional employees with a hope that this work will improve awareness and contribute to de-stigmatization.

A recent survey conducted by Okanagan College's Department of Institutional Research in collaboration with Student Services indicated that about 1 in 5 students who responded to the survey had a disability. Of those, 44 per cent were registered with Accessibility Services. A majority of those who were registered with Accessibility Services (i.e., 78 per cent) felt the accommodations provided by Okanagan College were meeting their needs and an overwhelming majority felt that our instructional and support employees responded to their requests for accommodations respectfully. While the results are positive, the College continues to work towards improving accessibility.

Aligning Programming with High Opportunity and Priority Occupations

MLP1, MLP2, MLP3, MLD1, MLD2 – Okanagan College remains focused on its commitment to develop programs that meet the needs of the region and that are in congruence with the Ministry objectives. Five years of Technologies FTEs & Credentials totals, Targeted Health FTEs, Early Childhood Education FTEs & Credentials and Trades FTE utilization rates are presented below. The impact of COVID-19 related disruptions is to be expected on some of the results of 2020-21, 2021-22 and 2022-23. In particular, programs with a significant hands-on component were impacted.

Technologies - FTEs and Credentials	Fiscal Year				
	2018-19	2019-20	2020-21	2021-22	2022-23
Total Technology FTEs	332.1	317.1	283.0	285.3	261.8
Total Technology Credentials	105	134	114	112	95

Notes: 1). Fiscal year is from April 1 to March 31. 2). FTEs generally do not connect with Credentials for technology programs as the students do not receive a credential in the same year they start the program. 3). Technology programs included in the results above are as follows: Animation Diploma, Civil Engineering Technology, Electronic Engineering Technology, Infrastructure and Computing Technology (formerly Network and Telecommunications Engineering Technology), Mechanical Engineering Technology, Sustainable Building Technology (formerly Sustainable Construction Management Technology), Trades Technology Teacher Education, Water Engineering Technology, and Year 1 Engineering Certificate (started in fall 2021).

Targeted Health Programs – FTEs							
Ministry Code	CIP Code	Program Name	Fiscal Year				
			2018-19	2019-20	2020-21	2021-22	2022-23
NURS	51.3801	Bachelor of Science in Nursing	45.3	47.6	51.3	49.3	48.0
NLPN	51.3901	Licensed Practical Nurse	94.8	152.3	137.2	117.1	98.0
NRCA	51.3902	Health Care Assistant	131.7	120.6	131.7	71.8	40.1
HLOT	51.3902	Health Care Assistant - One Time Funding	50.6	13.0	14.0	271.5	230.2
HLTH	51	Allied Health	237.0	215.2	237.8	271.2	284.2

Notes: 1). Allied Health consists of the Pharmacy Technician, Dental Assistant, and Therapist Assistant programs in addition to all programs with a CIP of 51. 2). FTE results are by fiscal year (April 1 to March 31).

Early Childhood Education - FTEs and Credentials	Fiscal Year				
	2018-19	2019-20	2020-21	2021-22	2022-23
Total Early Childhood Education FTEs	87.8	99.2	53.2	70.8	121.4
Total ECE Credentials	19	58	50	32	20

Notes: 1). Fiscal year is from April 1 to March 31. 2). FTEs generally do not connect with Credentials for Early Childhood Education programs as the students often do not receive a credential in the same year they start the program.

Trades FTE Utilization Rate - Based on 80% of Intake Capacity	Fiscal Year				
	2018-19	2019-20	2020-21	2021-22	2022-23
Apprenticeship Total	111%	118%	75%	98%	113%
Foundation Total	108%	111%	84%	112%	102%
Trades and Apprenticeship Total	108%	116%	75%	101%	111%

Notes: 1). Fiscal year is from April 1 to March 31. 2). If a student takes all courses in their Trades program, they will generate 1.0 FTE. In general, one Trades student is one FTE. 3). Utilization Rates are calculated at 80% of the ITA intake capacity. 4). Gateway Program FTEs are included as part of the Foundation Total.

Okanagan College continues to ensure that the programming offered to our students ultimately helps them meet their career goals. The College continues to engage the students, alumni and employers on a regular basis through several events spread throughout the year. In conjunction with various other teams our dedicated Student, Graduate and Co-op Employment Centre (SGCEC) team makes sure that students are well aware of various career planning tools and events that can prepare them for the job market. These resources include BC Labour Market Outlook.

The Student, Graduate and Co-op Employment Centre (SGCEC) serves as a hub for students, alumni and employers looking for employment at various levels. After a thorough review of the underlying processes and with a renewed focus on Work Integrated Learning (WIL) Okanagan College is working to introduce a re-designed Career Hub in Fall 2023 - an online platform that brings together all OC students and programs with employers wanting to hire students and graduates. Careers Hub will also be the new department name of the Student Graduate Co-op Employment Centre team.

From the student perspective, Okanagan College offers co-op programs with hands-on learning, where students are paired with a business or organization to further learning in a practical way. Under normal circumstances outside of the pandemic, there is also on-campus employment available and resources that aid the transition out of college.

For alumni, Okanagan College is here to help navigate the transition from student to employee, providing resources along the way.

For employers, SGCEC are a point of contact to learn more about hiring an Okanagan College student and a place where they can submit their interest in hiring our student.

The Student, Graduate and Co-op Employment Centre staff administers the (on-campus) student employment program as well as external postings for Co-op, Graduate, Part-time, Seasonal and volunteer opportunities. Co-op students are provided with bi-weekly updates and alerts to let them know of upcoming job deadlines and specific opportunities.

Explanation for Not Achieving 2022-23 Developmental Program FTE Targets

A comprehensive description of all the factors determining developmental programs enrolment is impossible, but there are some contributors to regional trends specifically affecting developmental program enrolment at the Okanagan College. Developmental programming FTEs have fallen below the target in recent years.

Both 2020-21 and 2021-22 were unique years due to the impact of COVID-19 related disruptions in the Okanagan College region and 2022-23 although a re-opening year was impacted by the trends from the recent pandemic years. These disruptions could have contributed to further decline over 2019-20. Adult Basic Education (ABE) remains the main contributing factor for a general decrease in developmental program FTEs.

Prior to the pandemic, relatively lower unemployment rates in the region meant greater job opportunities for the prospective students of Adult Basic Education. Therefore, this decrease in Adult Basic Education enrollment could be due to the decrease in unemployment rate for the Thompson-Okanagan region. The unemployment rate dropped from 6.1 per cent in calendar year 2018 to 4.9 per cent in calendar year 2019 and after an increase to 8.6 per cent in 2020 has since declined to 5.3 per cent in 2022. It is possible the eligible adult learner cohort in the region might not have the inclination to seek Adult Basic Education while they were gainfully employed.

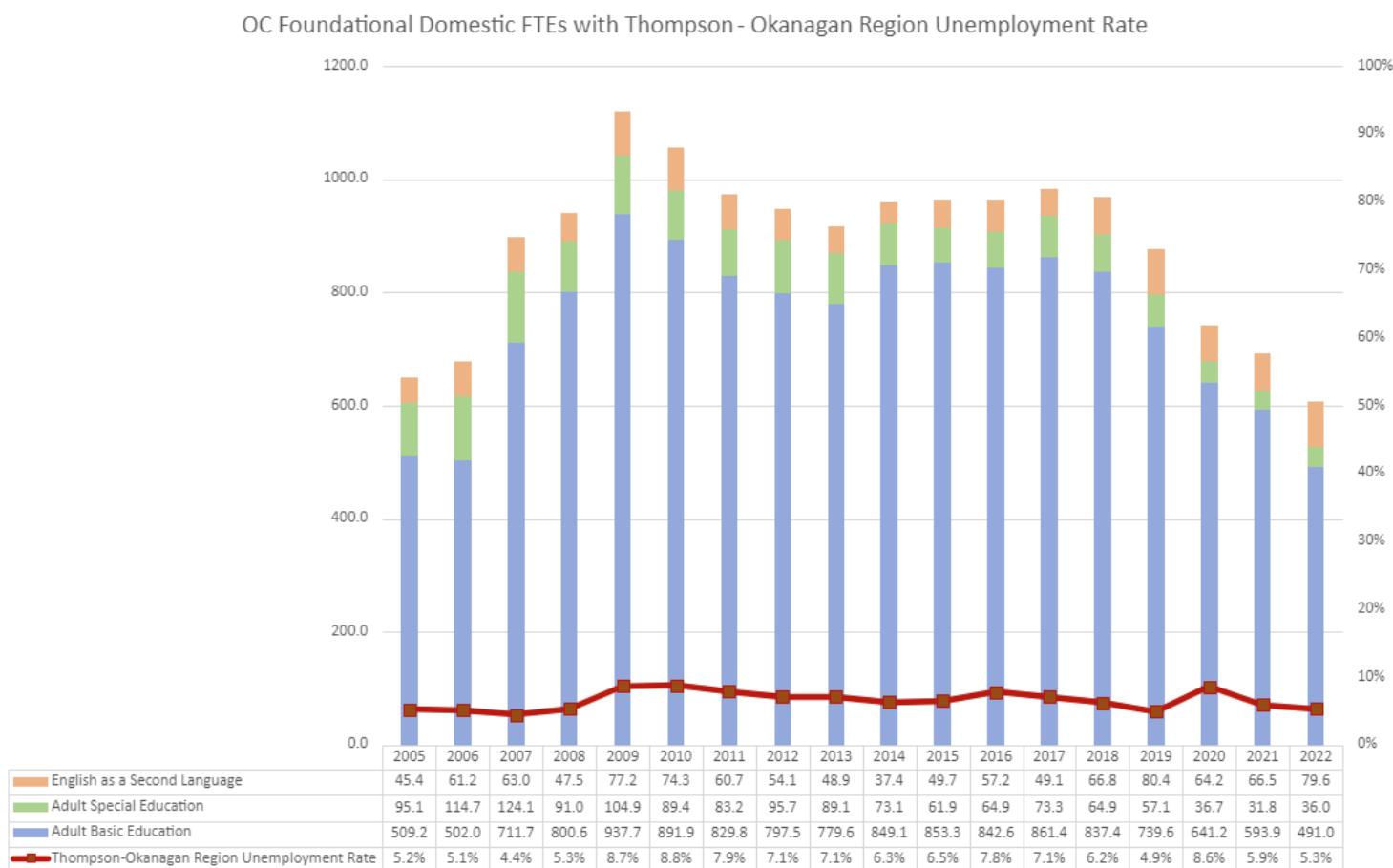
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Change in FTEs by Fiscal Year	2019-20 to 2022-23 % Change	2019-20 to 2020-21 % Change	2020-21 to 2021-22 % Change	2021-22 to 2022-23 % Change
Adult Basic Education Domestic FTEs	-34%	13%	-7%	-17%
Total Developmental Domestic FTE	-31%	-15%	-4%	-12%

FTE Utilization Rate by Fiscal Year	2019-20	2020-21	2021-22	2022-23
Total Developmental Domestic FTEs	86.8%	81.5%	80.5%	73.7%

Note: Total Developmental Domestic FTEs include Adult Basic Education, Adult Special Education and English as a Second Language programs.



Okanagan College continues to make significant efforts towards promoting developmental programs. The promotion of the program opportunities in these areas has been significant and ongoing over a period of several years, drawing on a combination of paid advertising, earned editorial, and social media. Please see Appendix: OC Developmental Programs Promotion for a sample of promotional activities that were undertaken in 2022-23 fiscal year.

It is noteworthy that the Ministry of Post-Secondary Education and Future Skills (PSFS) informed OC recently that the system Developmental (programs) Divisor has been reduced from 768 hours to 600 hours (120 hours per course x 5 courses) as recommended by the Peer Review Committee on December 8, 2022. For the first time this new divisor was used to report Developmental programs FTEs in 2022-23 fiscal year end FTE report submitted by Okanagan College in May 2023. Going forward, this new calculation methodology is also expected to contribute to an increase in the number of Developmental FTEs.

Former Youth in Care

MLP2 – Former youth in care (FYIC) students continue to access the tuition waiver program and in 2022-23 there were 47 tuition waiver program participants, totaling \$160,250 distributed in 2022-23. Although the number of participants is almost at the similar level as 2021-22 (48 participants) yet the distributed amount has increased by 5.4 per cent from \$152,002 in 2021-22. Each student who submits a consent form is sent a letter from our Financial Aid & Awards (FAA) department to outline additional supports for which they may be eligible. The FAA website has detailed information about FYIC. Student Services team arranged social media campaigns to bring more awareness to what is available to students, including awards and other funding. The College continues to consider additional ways to promote this opportunity.

Sexual Violence and Misconduct Policy Update

MLD2B – Okanagan College's Institutional Research Manager was part of the working group that helped develop B.C. Post-Secondary Student Survey on Sexual Violence. The survey working group consisted of members from the Ministry of Post-Secondary Education and Future Skills (PSFS), BC Campus and some BC higher education institutions. The overall purpose of the working group was to provide advice and guidance on the development of the survey. Subsequently, in the first quarter of 2022 Okanagan College participated in this provincially sponsored survey. OC has used the results from this survey to further inform our processes, procedures and policies as they pertain to sexual violence and misconduct.

Okanagan College approved and implemented its Sexual Violence and Misconduct (SVM) Policy in June 2016. Following a formal review in the first quarter of 2019 the SVM policy was updated in June 2019. The Sexual Violence and Misconduct Policy underwent a further review and revision in 2022. The policy at this point incorporates a careful review of best practices in policy development, other post-secondary institutions' policies, and consideration of new provincial government legislation.

The College has worked closely with the Okanagan College Student Union (OCSU) and Vernon Student Association OC (VSAOC) to implement related training as well as promote the policy and processes.

Addressing sexual violence is more than just policy development. It is also about preventative action. The Sexual Violence Committee has shifted from its primary focus being policy to education and awareness. We've added a mandatory Sexual Violence and Consent learning module in our online student orientation. We've partnered with REES (Respect, Educate, Empower Survivors), a 24-hour, seven-day-a-week centralized online reporting and information platform that provides increased options for students and employees to report campus sexual harassment, misconduct, and assault. REES includes multiple reporting options and critical information about resources and supports available both on campus and in community.

Additional information about Okanagan College's Sexual Violence and Misconduct related initiatives can be found at www.okanagan.bc.ca/sexualviolence

A BALANCED APPROACH TO INTERNATIONAL EDUCATION

MLP1, MLP2, MLP3, MLD1 – The College continues to work closely with the Ministry of Post-Secondary Education and Future Skills (PSFS) to maintain a balanced approach to international education. In order to remain current in the field, the International Education department works with a network of supports including:

- British Columbia Council for International Education (BCCIE)
- Canadian Bureau for International Education (CBIE)
- Colleges and Institutes Canada (CiCan)
- BC Heads of International
- BC Heads of International - Marketing subcommittee
- NAFSA (Association of International Educators)
- APAIE (Asia-Pacific Association of International Education)
- Agents and Trade Commissioners

Okanagan College has strategically followed moderate international tuition rate increases to maintain demand, and fees are set and communicated well in advance so that current and new students are aware of fee increases and can plan appropriately.



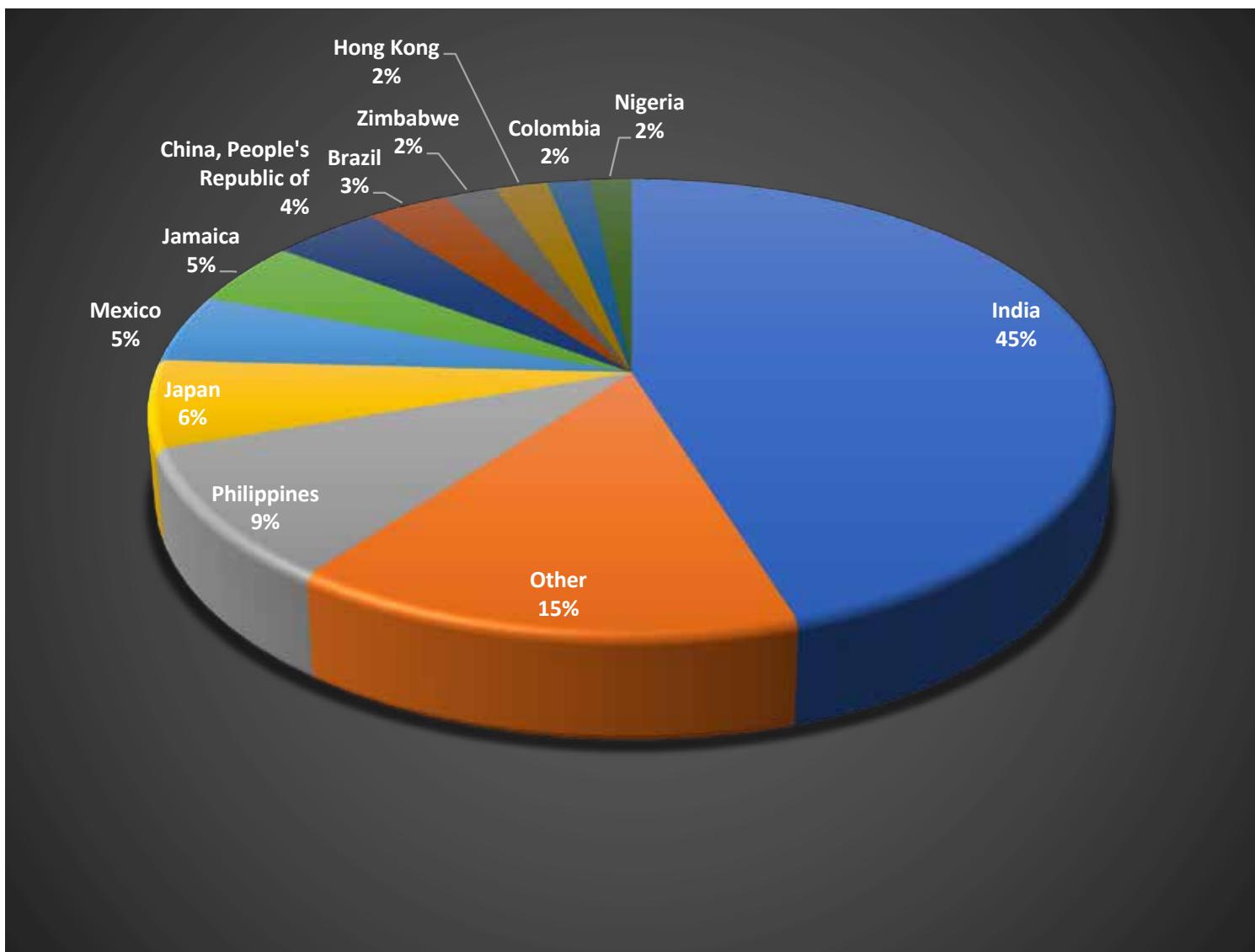
Year	Per Course International Tuition
2014	\$1,188
2015	\$1,212
2016	\$1,236
2017	\$1,298
2018	\$1,375
2019	\$1,375
2010	\$1,416
2021	\$1,444
2022	\$1,473
2023	\$1,600

Increasing the diversity of international students at Okanagan College continues to be a priority. Students from more than 65 countries attended Okanagan College in the past year. Market diversification increased with students from Africa, predominantly Nigeria and Nepal (Asia), and both of these markets are in the top ten source countries for OC. Nepal has also been added as a new market.

In the 2022-23 fiscal year, Okanagan College served a total of 8,192 FTEs, of which 1,349 were international student FTEs. Growth at regional campus has continued, most notably at the Vernon campus where new programs have been added. The Rural and Northern Immigration Program at Vernon and Salmon Arm has increased interest in studying in these communities.

The College continues to offer programs that are attractive to international students at all campuses and offerings were increased in 2022-23. Maintaining a balance of domestic and international students in programs at all campuses is a priority and striving for a maximum threshold of 25% of international students in any program is a focus.

Over the 2022-23 fiscal year, with a full return to face-to-face learning, a marked increase was noticed in international student activity on campuses. As more and more students started attending on-campus classes a proportional increase in international student services request was also noticed. The College continued to provide international students with the required services to enhance their student experience. These services have been previously described in 2021-22 IAPR and 2020-21 IAPR.



With a return to international travel, the College's international student recruitment team began traveling in spring 2022 and by fall 2022, most top source markets were visited. Utilizing the services of Trade Commissioners and working with a network of agents, the College was able to increase interest among international applications resulting in a subsequent increase in applications, and enrolments. By carefully managing major markets and adding new markets, the College continues to work towards further diversification of the source countries of international students. Recent growth in new markets has added new countries to the list of source countries.

Furthermore, the experiences over the past three years have allowed the Okanagan College to re-organize the new student orientation program into a four-part (virtual and on campus) experience. This has increased participation in Orientation to almost 90%. With growth in new markets and new program offering, the steady growth of international students at all campuses and increased diversity of international students is expected to continue.

With an objective to enhance international student experience and opportunities, Okanagan College has also recently signed a Memorandum of Understanding (MOU) with the Public Universities of the State of Queretaro in Mexico, an agreement that further develops and diversifies the College's international education partnerships.

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Okanagan College President Neil Fassina signed the MOU on behalf of OC while the Deputy Minister of Higher Education for the State of Queretaro as well as representatives from each of seven post-secondary institutions signed for Mexico in a ceremony on Thursday March 2, 2023, at Okanagan College.

The MOU lays the groundwork for collaboration on research, joint training, international opportunities for students and professors and student collaboration, among other things and is part of a larger agreement between B.C. post-secondary institutions and the Public Universities of the State of Queretaro in Mexico.

"We were honoured to host this delegation from Mexico and sign this MOU with the Public Universities of the State of Queretaro, as it will ultimately benefit students attending OC," said OC President Neil Fassina. "This will allow us to work closer with post-secondary institutions in Mexico, continuing to provide learning opportunities for international students who want to come to Okanagan College and domestic students who wish to study abroad. Working in collaboration with our peers here in B.C. and the public universities in Mexico puts students first and will help us to continue to transform the lives of students who attend OC."

A delegation from the seven institutions from the State of Queretaro in Mexico were on hand for the signing, which was followed by meetings with Okanagan College Deans and some faculty to discuss further cooperation and opportunities between the institutions. The delegation had previously met with other B.C. universities and colleges that are part of the MOU.

Following the signing ceremony, Deputy Minister Ofelinda Torres Rivera along with Christian Reyes Mendez, the Dean of the university consortium from Queretaro released this statement:

"As a consortium, we are committed to the personal growth of the members of our community, and specifically of our students, by providing them with cutting edge facilities, an adequate learning environment and the tools needed to succeed in college and in their professional careers. To achieve these goals, the collaboration of our international partners is essential. That is why, we would like to strengthen our ties with British Columbia and forge new agreements with more Canadian higher learning institutions. It is our honour to work together with Okanagan College to contribute to our institutional goals on academic and scientific cooperation."

The MOU is in alignment with the Province of B.C.'s new BC International Education framework. The B.C. Council for International Education recently led a delegation to Mexico focusing on partnership development and diversification. One of the outputs was the MOU with the Querétaro Universities Consortium which is at the centre of the State of Queretaro's education system.



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Okanagan College is committed to transforming regional communities through integration and focus. This included amplifying College's impact on the regional communities by integrating and focusing our teaching and research efforts on areas that will ease regional challenges, strengthen regional opportunities, and enable current and emergent economic and social sectors in the region.

RESEARCH THAT SERVES THE COMMUNITY

MLP1, MLD1 – In May 2022 as the community emerged from a post-pandemic world, it was also a good time to get those creative juices going for innovation. Okanagan College hosted the Research Innovation Partnerships Expo (RIPE) on May 10, 2022 – a free event for community members, industry, educators, researchers, and students to network and learn about the impact of applied research. This annual applied research expo shined a spotlight on inclusivity.

Presentations covered a range of topics, from podcasting and applied research innovation, supporting inclusive workplaces, microplastics in Okanagan Lake, engaging in education with young-adult cannabis consumers, and culturally responsive wellness initiatives through virtual reality.

“Collaboration is at the heart of all applied research, and RIPE offers Okanagan College an opportunity to showcase the innovation happening as a result of meaningful partnerships and relationships,” said Dr. Beverlie Dietze, OC’s Director of Learning and Applied Research.

2022 theme for the RIPE virtual conference was “Imagining the Future,” and for keynote speaker Jesse Lipscombe, the future is inclusive. Lipscombe is an actor, former athlete, activist and entrepreneur. He began his acting career at age 14 in the film, Children of the Dust, starring legendary actor Sidney Poitier. At 18, Lipscombe accepted a full athletic scholarship to Morehouse College in Atlanta, where he was a breakout track star. He continues to act while working in consulting, inspired by the #MakeltAwkward campaign he launched in 2016 to combat racism, misogyny, homophobia and hatred. In 2017, Lipscombe was the recipient of the Obsidian Award for Top Business Leader in Western Canada, as well as Community Man of the Year by Diversity Magazine.

RIPE
Research Innovation Partnerships Expo

IMAGINING THE FUTURE

REGISTRATION OPEN

CLICK TO REGISTER

MAY, 10th, 2022
Virtual

KEYNOTE SPEAKER
Jesse Lipscombe
"Inclusive Innovation and the Creative Juice"

Join us to learn about...

- Microplastics in Okanagan Lake
- Podcasting and applied research innovation
- Phytobiotics - solutions to fight antibiotic resistance
- Culturally responsive wellness initiatives & virtual reality
- Autism CanTech - supporting inclusive workplaces
- Engaging in education with young-adult cannabis consumers
- Honours Student Presentations and more!

For more information: learningandappliedresearch@okanagan.bc.ca

Lipscombe unpacked his experiences in his keynote, entitled “Inclusive Innovation and the Creative Juice,” advocating for the need for a different and more inclusive lens at all stages of the creative process. His experience with innovation includes mobile games, film, television, table-top board games, music and novels, to name a few. Lipscombe described his process, the holes he has observed in the innovation landscape with respect to representation, as well as the secrets to unlocking the creative juices that are flowing in us all. Other topics that OC covered at RIPE 2022 are as follows.

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Okanagan College's 2022 Research and Innovation Partnerships (Virtual) EXPO - Imagining the Future	Delegate(s)
Opening Address	Dr. Andrew Hay, Okanagan College Provost and Vice President, Academic
Keynote Speaker	Jesse Lipscombe - Inclusive Innovation and the Creative Juice
Moving our Teaching and Learning Outdoors	Linda, Tammie, Monique and Deidre
Benefits of Applied Research for Small Business: A Panel Discussion	Gaurav Maan - Maan Farms Ltd.; Sean White - Copper Brewing; Marissa Neuner - Cellar Door Analytic Laboratories
Leveraging Bio-metrics to Enhance Learning in Immersive Environments - VR/AI Language to text	David Maze & George Gallant - Lethbridge College
Microplastics in Okanagan Lake: A Process of Discovery	Ryan Cope - Seven In the Ocean
Utilizing the Power of Polytechnics, Human Centred Design, and a Bit of Chutzpah to Build Better Cannabis Education Campaigns	Dr. Daniel Bear - Humber College
Spent Grains Project	Kelsey Oudendag
Stories worth telling - using podcasts to share the big and small innovations in your applied research!	Dr. Carl Doige - Okanagan College
WIL at OC: Tracking and Increasing Work-Integrated Learning Participation	Terrina Barsalou & Alison Beaumont - Okanagan College
Applied Research Funding	Dr. Beverlie Dietze - Okanagan College
Sekwe'ha: A community-based research approach to virtual mental health supports for Indigenous youth	Lindsey Boechler - Saskatchewan Polytech
Informing Universal Design for Learning through Practices of Indigenization and Internationalization in Online Course Design	Chantale Hutchinson - Okanagan College
Canadian phytobiotics to serve the health and agriculture industries: A solution to fight antibiotic resistance	Dr. Sophie Kerneis - Lethbridge College
ACT!: An innovative approach to teaching tech and growing neurodivergent inclusion in the workplace	Jenna Gauthier & Brooke Leifso
Maximizing Market Potential for BNA, Skinny Duke's, and Docs	Michael Lennon - Okanagan College Student
Stakeholder Engagement and the Sustainability of Boutique Music Festivals	Darby Svendsen - Okanagan College Student
The Ethics Dashboard	Dr. Ruth Lowe-Walker - Okanagan College
Research Ethics Board: The Mystery Explained	Dr. Youry Khmelevsky - Okanagan College
Enactus Canada: Enabling the Growth of Canadian Teams	Danielle Walker - Okanagan College
How OC School of Business can improve Marketing curriculum to better prepare graduates joining the workforce	Minh Le - Okanagan College Student
How Volunteers in the Central Okanagan Can be Engaged in a Dynamic Environment	Priya Badhan - Okanagan College Student
Real Time Walk Thru- BC BTAC (Beverage Technology Access Centre) Lab	Wes Peterson - Okanagan College/BC BTAC
Mitacs: Supporting Collaborative Research	Dr. Mike Kennefick - MITACS
Canada's Role in Global Health Security: A Three-Year Research Project	Dr. Rosalind Warne - Okanagan College
Gamification On Outdoor Pedagogy	Dima Marachi
Closing Remarks	Dr. Andrew Hay, Okanagan College Provost and Vice President, Academic

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MLD1A, MLD2A – How does being outdoors help children's cognitive and social development? The involvement of outdoor pedagogy in college programs was discussed during a virtual conference on May 16, 2022 that brought together Early Childhood Education (ECE) instructors and outdoor play experts from across the country.

Okanagan College, in collaboration with Bow Valley College, Saskatchewan Polytechnic and New Brunswick Community College, and colleagues at the YMCA and the University of Fraser Valley will host a conference called Outdoor Pedagogy: Change Makers from Diverse Perspectives.

"We are so excited to bring together college ECE instructors all across the country to participate in this second annual conference aimed at collaboratively advancing outdoor pedagogy in college ECE programs," said Dr. Beverlie Dietze, Director of Learning and Applied Research at Okanagan College and project lead on the Lawson Foundation-supported research project. "We are eagerly looking forward to the ideas, discussions, resources and action this conference will generate."

Attendees had the opportunity to join workshops by leading ECE and outdoor play experts from across Canada. They also had a chance to hear from guest speaker Dr. Rebecca Isbell, an internationally renowned speaker and author of several books including Creativity and the Arts for Young Children and Nurturing Creativity: An Essential Mindset for Young Children's Learning. Isbell is known for celebrating the positive influences that educators, researchers, and early learning professionals have on children during their critical years of development.

The conference was made possible by the Lawson Foundation supporting researchers from the four institutions in their innovative approach to advancing outdoor early learning and teaching nationally. The conference was just one initiative in a three-year project which aims to demonstrate a model of outdoor pedagogy practices, teaching, learning, and mentoring that will create a shift in curriculum in post-secondary ECE programs and in community early learning and childcare programs.

OC Programming Serving Community Needs including Vulnerable and Underrepresented Groups

MLP2, MLD1A, MLD2A – Okanagan College remains focused on training workers as new labour market outlook forecasts more than one million jobs. Okanagan College wants to help people living across the region map out their education, skills training, and career paths.

With more than 120,000 job openings expected in the Thompson-Okanagan in the next decade, Okanagan College wants to help people living across the region map out their education, skills training, and career paths.

B.C.'s latest Labour Market Outlook has unveiled that over the ten-year forecast period regional employment demand will be increasing by 1.4 per cent on average each year.

"This labour market outlook confirms what we're hearing from industry and communities across the region," said OC President Dr. Neil Fassina. "There are areas of the workforce that are facing staffing shortages and in need of workers. We are targeting those industries to offer training opportunities that will help people right across the Okanagan and Shuswap enhance their skills and their careers."

Okanagan College offers a range of apprenticeship certificates and diploma/certificate programs aligned to occupations identified in the Labour Market Outlook, such as cooks, automotive technicians, carpenters, nurse aides, administrative officers and more.

Additionally, OC has wide variety of shorter course offerings and certificate training aimed at filling critical gaps in the workforce through its Continuing Studies and Corporate Training department. The College works with community and industry partners to identify areas of the workforce facing pressures, to create new training opportunities aligned to local and regional needs.

In the past year Okanagan College has released new course offerings to assist industries with staffing needs including in the hospitality and construction sectors.

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MLP2, MLP3, MLD1A, MLD1B, MLD2A, MLD2C – The work of Okanagan College's Continuing Studies and Corporate Training (CSCT) programming is woven into the fabric of communities right across the Okanagan College region. From OC's youngest learners at Camp OC, to employees looking to learn new skills, to people looking to get back into the workforce or pursuing a new career path, OC Continuing Studies continues to provide learning solutions. There are seven general areas the College delivers its CSCT programming in:

- Certificate programs: These are typically several months long with attendees earning a certificate upon completion such as the Education Assistant or Esthetics and Nail Technology certificates.
- Corporate training: Private training tailored to the needs of the organizations in the Okanagan Valley. From Leadership to professional development and more for businesses, non-profits, and professional associations.
- Government contracts: Programming funded by the federal and provincial governments that targets areas of the workforce facing staffing shortages.
- Open enrollment: General interest or part-time programs such as learning excel, leadership courses and estate planning.
- Distance Education: Computer based courses people can take at their own pace.
- Testing Services: Hosting exams for CSCT students, other institutions, and organizations.
- Through these different programs, Continuing Studies strives to make an impact on both people and communities in alignment with OC's *Inspire* Plan.

Okanagan College through its CSCT works with communities throughout the region to support their development and build resiliency. For example, we partnered on Community Workforce Response Grants with the Adams Lake Indian Band (Education Assistant Program), BC Infrastructure Benefits (Construction Craft Worker), Lower Similkameen Indian Band (Education Assistant Certificate), South Okanagan Chambers (Digital Marketing Program), Salmon Arm Economic Development (Digital Marketing Program). Some specific highlights of Okanagan College's for the recent past including the 2022-23 activities to provide CSCT programming in the region are as below:

- During 2022-23 Okanagan College through its Continuing Studies and Corporate Training division applied for funding to develop 12 Micro-credentials to support Okanagan College in engaging with government on the implementation of new micro-credentials. All the micro-credentials increased access to post-secondary education and skills training in high opportunity jobs for British Columbia. The micro-credentials included EDISJ

(Equity, Diversity, Inclusion and Social Justice), Trauma-Informed Practice, Cybersecurity for IT Professionals, Business Writing, Grant Writing, Instructional Design, Curriculum Design, Early Childhood Education Assistant, Video Game Prototyping, the Science of Brewing, Introduction to Micro-Brewing Regulations and Distribution and Residential Insulator Technician. Residential Insulator Technician supports CleanBC strategy and a clean economic future.

- Continued to provide training to Indigenous students via face-to-face delivery in community or online. These programs include the following:
 - Office Assistant Certificate (Neskonlith Indian Band)
 - Education Assistant (Neksonlith Indian Band, Adams Lake Indian Band, Little Shuswap Indian Band and Splatsin Indian Band)
 - Project Management Certificate (Lillooet Tribal Council)
 - Early Childhood Education Assistant (Skeetchestn Indian Band)
 - Education Assistant Certificate (Lower Similkameen Indian Band)
- Continued to provide settlement assistance and English as a Second Language services in Salmon Arm and Revelstoke for immigrants, refugees, permanent residents and temporary foreign workers.
- Recently CSCT secured funding to provide the Professional Industry Driver Program to unemployed and precariously employed individuals. This program continues to provide participants with Class 1 training and a work experience through community and employer partnerships.
- The College's CSCT team worked with the British Columbia Infrastructure Benefits (BCIB) and Liuna Local 1611 to provide the Construction Craft Worker Program in Salmon Arm. This program provides training to vulnerable and underrepresented groups and provides participants with certifications and skills to work on the BC Highways project.
- In cooperation with Interior Health to recently the College developed and piloted the Licensed Practical Nursing (LPN) Orthopaedic Certificate to help address a critical workforce shortage in Interior Health.
- CSCT developed a Digital Marketing Series and secured funding to develop a Video Game Prototyping Micro-Credential.

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MLP2, MLP3, MLD2A – As also briefly mentioned above with support from the Ministry of Health and Ministry of Advanced Education and Skills Training (now Ministry of Post-Secondary Education and Future Skills) our Continuing Studies & Corporate Training developed the 635-hour LPN Orthopaedic certificate program.

This program provides Licensed Practical Nurses (LPN) with advanced knowledge and skills for an orthopaedic career working directly with nurse practitioners and medical practitioners.

The first intake was run online in January 2022. Licensed Practical Nurses (LPNs) will have a learning option for advanced orthopaedic knowledge and skills that keeps them closer to home.

The new LPN Orthopaedic Certificate offered at Okanagan College is the first of its kind in British Columbia. Launched in January 2022, the online certificate program is set to increase access to advanced orthopaedic education for nurses throughout the province and minimize travel requirements.

“This program will meet the provincial need for a local solution for training opportunities to build the skills and capacity of nurses to support the orthopaedic needs of British Columbians,” said Health Minister Adrian Dix. “This is the result of strong partnerships between health authorities, the Ministry of Health, Ministry of Advanced Education and Skills Training, BC College of Nurses and Midwives, and the BC Nurses’ Union with Okanagan College to shape the program and ensure it was tailored to the B.C. health care context.”

The advanced training covers specialized learning for a range of topics, including anatomy and physiology, orthopaedic pathology, and casting skills. Nurses will be prepared to work in team-based environments along with physicians and nurse practitioners to assess and manage nursing care for conditions and injuries of the musculoskeletal system.

The certificate program is being offered in a hybrid-delivery model with online theory learning and a practicum that will take place at Okanagan College-approved locations within each student’s local health authority or community.

“In order to create more access for students, the learning model needed to be decentralized throughout the province,” said Yvonne Moritz, Associate Vice President Educational Services and then Interim Dean Science, Technology and Health.

“The practicum component is more extensive in this program. Additional practice time is needed as skills that might normally be practiced in a lab setting will be integrated

into the practicum,” said Moritz. “So allowing students to complete the practicum in a community more local to where they live will be beneficial.”

Orthopaedics is a rapidly growing field for LPNs looking to expand their scope and specialize their skills. “LPNs with this education are high in demand in every health authority,” said Aneta D’Angelo, Director of Clinician Education with Interior Health.

“Nurses who complete the training will be able to apply for Orthopaedic Technician vacancies within many of our Interior Health casting clinics. With every health authority in B.C. seeking LPNs to work in casting clinics, the employment opportunities are extremely promising.” The LPN Orthopaedic training program has been developed with a provincial focus and is designed to meet LPN practice needs. The program is unique in that both Registered Nurses and Licensed Practical Nurses will have the opportunity to learn side-by-side the same skills creating a rich learning environment.

Previously, this specialized training was only available in Alberta. However, differences in provincial scope of practice and mounting travel-related costs prompted the combined efforts to explore ways in which to develop and deliver a training program that will effectively address these challenges at a local level.

MLP2, MLP3, MLD1A, MLD2A – Health Care Assistants (HCAs), or care aides, are one of several frontline health-care positions that were under strain before the pandemic only to be exacerbated over the last couple of years.

Seeing an urgent need for more HCAs to support long-term care, assisted living and home care settings, the B.C. government created the Health Career Access Program (HCAP). The program allows qualified applicants to start in a health care support worker position and receive paid training that leads to full qualification as an HCA.

Okanagan College has recently received funding for additional HCA students through HCAP. These extra seats are on top of the College’s regular HCA programming.

“The HCAP program is a very innovative approach to filling a significant need in our communities,” said Cathy Farrow, Chair of Okanagan College’s HCA program.

Farrow credits the B.C. government for coming up with a model that allows people who may not be able to afford quitting their work for full-time school a viable alternative.

Farrow adds that HCAP is an example of Okanagan College responding quickly to community needs. The new program nearly doubles the capacity of the College’s HCA

programming and is a mix of online and in-person with cohorts running throughout the Okanagan to attract people from a range of geographical areas.

MLP2 – In the Spring of 2022 Okanagan College’s Penticton campus launched Trades General Interest courses. The courses provide community members with the opportunity to learn hands-on skills in state-of-the-art trades shops with qualified instructors. The courses are scheduled in the evening and on weekends. Courses are also available for children in the evening and during summer camps. Participants will gain knowledge in various trades, build projects and learn how to properly use tools.

“We are bringing courses to the South Okanagan so that our community members can have the opportunity to come to campus, learn a new skill and become members of the Okanagan College community,” said Piper Yacheson, Trades Program Administrator for the South Okanagan. “Before we even started advertising, we already had people signing up for our Small Engine Repair, so we know that this is something people have been wanting from us.” The examples of these courses include: small engine repair, motorcycle maintenance, building custom-made farm benches and planter boxes and car maintenance for women.

CO-OP AND WORK INTEGRATED LEARNING

MLP2, MLP3 – Recently the College secured grant funding through the Provincial Co-op and Work-Integrated Learning (WIL) Initiative. The funds are being used to support a Work-Integrated Learning (WIL) project. The intent of the grant is to gather institutional data on WIL and to continue to support our rural communities within our region by having 3 positions (0.6 FTE each) at each of our rural campuses (Salmon Arm, Vernon, and Penticton). OC received an extension towards all three rural positions until December 31, 2022. The College continues to leverage Riipen and Orbis web-based technologies. Both online platforms will hopefully continue to increase student participation in co-op and other forms of Work Integrated Learning. Both platforms advertise diverse WIL opportunities from across Canada.

Through Continuing Studies, the College continues to offer work-integrated learning in many of the following programs:

- Introduction to Equity, Diversity and Social Justice
- Provincial Violence Prevention
- Building Service Worker
- Basic Accounting
- Bookkeeping
- Indigenous Community Support Worker

- AutoCad
- Dental Office Administrative Assistant
- Medical Office Assistant
- Nursing Unit Assistant
- Occupational Health and Safety
- Project Management Certificate
- Occupational Health and Safety
- Grant Writing
- Wine Sales
- Winery Assistant
- Landscape Horticulture
- Autism Spectrum
- Floral Design
- Residential Insulator Technician
- Practical Cyber Security
- Graphic Design Essentials
- Video Game Prototyping
- Science of Brewing
- Introduction to Microbrewing and Distribution
- Information Technology User Support
- Community Support Certificate
- Supportive Care Assistant
- Information Technology Operations Support Technician
- Provisional Prosthodontic Module
- Orthodontic Module

Among OC's newer programs the Applied Bachelor of Arts: Community Research and Evaluation is a four-year baccalaureate degree based out of the College's Kelowna campus with some courses offered in Salmon Arm, Vernon, and Penticton. Supervised field experience is a central component of the program. It opens up exciting new pathways for students and creates opportunities for the many organizations around us with community research and program evaluation needs. One of those pathways will be a smooth transition to graduate studies. Due to an innovative partnership with the University of British Columbia Okanagan's School of Social Work, up to 15 qualifying graduates will be eligible each year to receive guaranteed entry into one of UBCO's Master of Social Work (MSW) graduate studies programs – and of those 15 seats, five will be held specifically for students who are members of an indigenous group and identify as a First Nation, Metis, Inuit, or Indigenous person.

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MLP3, MLD2A, MLD1A – In 2022-23 Okanagan College also offered tuition-free Early Childhood Education (ECE) training with an innovative approach – providing students the opportunity to become certified during work-integrated learning (WIL) experiences as they provide education and care for young children.

“Okanagan College is keenly aware of how many trained ECEs are in demand across the sector. This pilot project, with support from the Government of B.C., will increase access to education for people seeking certification, going a long way to meeting that need,” said Yvonne Moritz, Associate Vice President Educational Services. “To address the needs of our diverse regions, OC is making the ECE-WIL program more accessible to students in several local communities, from Osoyoos to Revelstoke.”

Funded by the Ministry, the program is open to individuals interested in completing up to six work-integrated learning (WIL) modules.

ECE-WIL provides options for student-educators to complete the Okanagan College ECE Diploma in addition to the ECE Infant-Toddler Certificate, as well as apply for certification with ECE registry, while continuing to work in the field. Online training allows student-educators to join the program from their home communities where there is also a participating early learning centre. Student-educators apply to work as a Responsible Adult or Early Childhood Assistant while completing the introductory and core training modules.

Workplace mentors and student-educators have been recruited for the program, which started in September 2022, with full program completion scheduled for April 2024.

ADDITIONAL UPDATES ON ENGAGING AND SERVING THE COMMUNITY

MLD1A MLD2A – As they prepared to launch their careers the grads of Okanagan College’s Animation Diploma program found their skills have never been in higher demand by the community. First- and second-year students showed samples of their artwork and demo reels to industry partners at OC’s annual Animation Industry Night on May 17, 2022.

“Lots of the work was very professional,” said James Wood, Chair of Okanagan College’s Animation Department. “Our program is short, but intense. The instructors make sure the students have a realistic understanding of what they need do to succeed in a competitive and demanding work environment. Our grads develop a good work ethic.”

Okanagan College Animation instructors regularly make presentations at area high schools, chatting with students about the opportunities in animation and video game design. That’s how Graham Phillips from Kelowna found out about the program. “I was always interested in art,” he said. “I loved cartoons and video games but wasn’t sure if I could do anything with that.” He praised the Animation program instructors, who all have industry experience.

“They are always willing to go the extra mile to help you. Because of that, I have a lot of practical knowledge,” Phillips said, adding he is confident about his ability to have a career developing video games. Similarly, Ashlyn Schmautz from Quesnel knew from an early age she wanted to work in art. “I’ve been drawing since I was old enough to hold a pencil,” she said. Schmautz feels the work she invested in the program really paid off as she gets ready to work at a Vancouver animation studio. “It helps prepare you for the real world. My knowledge has grown by leaps and bounds.”

MLD1 – In April 2022, gala screenings for Why We Write: Poets of Vernon showcased work of OC faculty. This was a project, produced and directed by OC English Professor and self-proclaimed budding filmmaker Hannah Calder and Curtis Emde.

Why We Write: Poets of Vernon features the thriving writing community in the North Okanagan community. Calder and Emde wanted to showcase poets who were born in Vernon, who have chosen to live their lives in the valley and the Syilx storytellers who have long been on this land.

Calder acted as the viewer’s guide through the rich writing landscape as she spoke to writers, bookmakers and storytellers.

“It feels like a really nurturing community and a supportive one as far as my experience goes,” said Calder. “I think John Lent probably has had a lot to do with some of it. He’s fostered writing in this community in a big way.”

Lent is a poet, novelist and singer/songwriter. He taught creative writing and literature courses at Okanagan College in 1979 and inspired many writers before his retirement in 2011.

Lent was one of many subjects in the film, including Bill Cohen, Michelle Doege, Kerry Gilbert, John La Greca, Laisha Rosnau, Harold Rhenisch, Sharon Thesen, Clare Theissen, Tom Wayman and Gerry William. Many individuals have connections to OC’s English and Fine Arts Department.

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Calder mentioned that she is thinking about taking the documentary to writing festivals, as she imagines that writers will resonate with the film. "One of our goals was to show the feeling I had when I arrived here, that I was moving to a sort of cultural desert, was wrong -- on so many levels," Calder explained, looking back upon her experience making the film. "I discovered a rich, vibrant writing community here that has sustained me since my arrival."

MLD1A – In summer 2022, the Royal Canadian Legion donated \$80,000 from its Poppy Fund to support Okanagan College's new multidisciplinary Health Sciences Centre.

The Centre, which is located at Okanagan College's Kelowna campus, is a state-of-the-art training facility for health and social care students. It opened its doors in 2021. "We took a building tour and were extremely impressed with the advanced level of training being provided. We believe in the power of education, and we're proud to invest in the next generation of health care providers," said Darlene McCaffery, President, Branch 26, The Royal Canadian Legion.

The new Health Sciences Centre will allow Okanagan College to educate more students in high-demand areas where critical staffing shortages are expected to grow. "We raise money through poppy sales to support Veterans and their families. What better way to do that than by ensuring they have access to well-trained health care professionals in their local communities," said McCaffery.

Okanagan College Foundation's Our Students, Your Health Campaign has been raising money for the Health Sciences Centre since 2019. With the support of their generous community donors, the campaign has raised 4.5-million-dollars towards the cost of the 19-million-dollar facility.

Though the doors are now open to students, community support is still needed to fund several vital pieces of training equipment and to reach the campaign's 5-million-dollar fundraising goal.

"We've been overwhelmed by the generosity of the Royal Canadian Legion and the abundance of community support we've received. Contributions to the Our Students, Your Health campaign will transform students' lives and improve the health of communities throughout the Okanagan," says Helen Jackman, Executive Director, Okanagan College Foundation.

MLD1 – On September 22, 2022 the Okanagan College Vernon campus hosted the evening function to celebrate the achievements of up-and-coming writers as well as established names in the literary community, whose passion for the written word and publishing have served as a gravitational pull for like-minded creatives. The event was a community of poets, fiction and creative non-fiction writers who came together for Celebrating 15 Years of Writing and Publishing. This was an evening devoted to the collective showcase of students, alumni, instructors and former faculty members.

The evening featured a documentary screening of Why We Write: Poets of Vernon, which has a special connection to Okanagan College. The film was produced and directed by OC English Professor Hannah Calder and former OC student Curtis Emde. The two sought out interviews from poets born and/or based in Vernon, including Syilx storytellers who have long been on this land.

"We have such a dedicated and talented community of writers, with a long history of promoting creativity in the region. This is a significant milestone for the program, and this showcase is a great way to celebrate our students, faculty and alumni," said Judith Anderson, Okanagan College Dean of Arts and Foundational Programs.

"There is a rich, vibrant writing community here that has sustained me and many others, and the film screening is a chance to celebrate that community," Calder said.

The celebration featured student readings and scholarship announcements from OC's English and Fine Arts Department. OC Instructor Jason Dewinetz shared news about Kalamalka Press, which publishes books of poetry, fiction and literary criticism as well as letterpress-printed, hand-bound limited editions of works. The press supports the Writing and Publishing Diploma program, providing students with practical, hands-on experience designing, setting and producing chapbooks and other materials from The Bunker, the letterpress printshop located at the Vernon campus.

Community artists and supporters of the literary community were also in attendance, such as Read Local Okanagan, which had a table available to sell books by authors from the region.

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MLD1 – Social media, global food trends highlighted new BC BTAC speaker series that started in October 2022. TAC Talks, presented by Okanagan College's BC Beverage Technology Access Centre (BC BTAC), highlighted the latest trends in the beverage industry, including TikTok videos, policy updates and market influences.

The talks, which were open to anyone who works in or has an interest in the beverage industry, began in October with a session from a TikTok social media expert and were followed by two more speakers in later in the year, delving into regulations and label changes as well as global food fads.

"We're excited to be providing these three unique and interesting speakers," said Wes Peterson, BC BTAC manager. "Providing support to the beverage industry is what we do, and these talks build on our existing services. These speakers are on the cutting edge of the industry and have valuable insights important to this thriving sector."

Located at the Penticton campus of Okanagan College, the BC BTAC provides a wide range of product development services to businesses operating in the multi-billion-dollar beverage industry in the Okanagan, which includes more than 200 wineries, craft breweries, distilleries and cideries, as well as a growing number of non-alcoholic beverage makers.

MLD1 – The holiday spirit of 2022 came early for Okanagan College students who were the recipients of 426 bursary, scholarship and awards, which totalled over \$450,000. Students also had the chance to meet the donors who support the bursaries, scholarships and awards at receptions held at each of Okanagan College's Vernon, Kelowna and Penticton campuses in November.

Each event included an Indigenous welcome, student and donor speakers and most significantly, time for all invited guests to connect and celebrate a shared commitment to ongoing learning. "Each year, Okanagan College Foundation disburses over a million dollars in student awards thanks to the generosity of our donors. These awards have a profound impact on students' lives, many of whom live on limited budgets. The money they receive can be put towards educational expenses and household costs, including groceries and food, relieving pressures and allowing them to focus more on their learning," said Helen Jackman, executive director of Okanagan College Foundation.

MLD1 – A great example of engaging and serving the community is Enactus. The Enactus Okanagan College teams are made up of students who are passionate about creating social, economic, and environmental projects that create a positive change in their community.

Enactus OC operates out of the Kelowna, Vernon, Penticton and Salmon Arm campuses. Through their work in the community, the organization aims to satisfy the needs of our region through their development and implementation of projects such as the Unusually Good Food Co., which turns unwanted apples from local orchards into a healthy snack for vulnerable members in the community, schools and food banks.

Through community and on-campus support, EnactusOC has grown to be a nationally acclaimed organization where student leaders form connections, build confidence, and positively impact our communities through social, economic, and environmental projects.

Unusually Good Food Company was inspired by a local student who noticed that large amounts of apples are wasted each year because they don't fit the grocery store appearance standard. In response, the Enactus Okanagan College team worked alongside the North Okanagan Valley Gleaners to turn these "unusual apples" into healthy apple chips that have been distributed to local schools, food banks, and even Guatemala and Ukraine this year. Unusually Good has positively impacted over 22,000 students this year by giving them access to healthy, nutritious apple chips.

Following the apple chips, the team next produced apple juice which enabled them to become a sustainable social enterprise and to pay farmers for apples that would have gone to waste.

To make the project financially sustainable, the team produces and sells fresh pressed orchard apple cider through retailers such as Askew's Foods, Buy-Low Vernon, Peter's Independent Grocer, and BC Tree Fruits Market. Seeing an opportunity to inspire the next generation, the project not only teaches local elementary and high school students about social entrepreneurship, but also provides the opportunity for schools to run their own social enterprise.

They launched two new projects this year, Elevate and the Ivy Collective, which built upon the team's successful history with existing projects.

This spring, Penticton-based Okanagan College student, Jon Talastas, saw an opportunity to repurpose the apple pomace by-product from juice-making operations to produce apple-scented candles.

Working with a local candle manufacturer, Enactus Okanagan College produced a test run of these candles, and sold out their inventory in only two months! The candles are an additional revenue stream to fund their social and environmental mission and a significant step toward achieving a zero-waste social enterprise.

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"EnactusOC students from campuses across the valley have put countless amounts of hours in to create the fully sustainable social enterprise" said Jon Talastas, Penticton Vice President of Enactus Okanagan College. "From local small businesses to customers at Naramata and Penticton markets, it's been an honour to work with such an incredible community team on this journey."

In October 2022, Enactus Okanagan College (OC) travelled to Toronto to compete in the Enactus Canada National Exposition final round. They became the first team from Western Canada to be crowned the National champion out of more than 60 teams across Canada.

As their award-winning home-grown project is providing nutritious food to people locally and multiple countries around the world their win will now see the students travel abroad to share this inspiring idea and compete at the next level.

"Despite the many challenges of the last few years, from COVID to wildfires, these students have managed to create a sustainable social enterprise and significantly increase its impact," explains Andrew Klingel, one of Enactus OC's faculty advisors and a professor with the College's School of Business. "This award recognizes their resilience and determination to fight food insecurity and climate change. The true winners are the schools, foodbanks, and international organizations that have received more than 120,000 servings of apple chips. I am grateful for the opportunity to work with such an inspiring group of students, faculty, and partners."

Earlier in the year in anticipation of the aforementioned national exposition in Toronto, the Enactus teams at post-secondary institutions across Canada first competed virtually and Okanagan College scooped up top position in the TD Entrepreneurship Challenge, and runner-up in the Scotiabank Climate Action Challenge for the Unusually Good Food Co. project. It also included national runner-up in Shaw and RBC accelerators for projects that worked with Indigenous youth and refugee and immigrant youth on entrepreneurial and career building skills.

Danielle Walker, then President of EnactusOC, also won the Student Leader of the Year Award, presented by Canadian Tire. "We are all truly humbled by these awards. As my term comes to an end, I am so grateful to have been able to serve so many incredible students who give countless hours of their time to positively impact our community," Walker said "I have been fortunate to learn from some very dedicated and amazing OC faculty advisors and I have learned so much on this journey. EnactusOC has so many great leaders that put their hearts into everything that they do. The real prize

has been standing beside my teammates and seeing the impact. Our team helped 22,000 children access nutritious snacks this year, this is our why. We are all winners when we can empower others."

"Joining EnactusOC has been one of the best things I have done since attending Okanagan College. Enactus has added tremendous value to my overall education through applied learning. This team has become a second family for me, and I am extremely excited to continue working alongside them over this next year," said MacKenna Lenarcic, the new Enactus OC president and member of the national team.

After claiming the National championship, the Enactus Okanagan College team traveled to Enactus World Cup 2022 in Puerto Rico and finished in top four of 32 teams. The final round of competition wrapped up on November 2, 2022.

The world competition presenting team included Lenarcic, Rebekah Dingwall, Jackson Price, Mandi Kohout, Danielle Walker and tech support Andrew Loken.

"We are so proud of this team and of all Okanagan College students, alumni, faculty and staff who have over the past 17 years been a part of Enactus OC. Their creativity, commitment and passion inspires all of us," said Dr. Neil Fassina. "Our OC team – Team Canada – tackled food insecurity and diverted 35,000 pounds of food waste through their projects, which continue to thrive and will have even greater impacts for years to come."

"This has been an exhilarating past week," said MacKenna Lenarcic, President of Enactus OC. "Being able to stand on the Final 4 stage representing Team Canada has been a dream come true. This is a testament of the Enactus Okanagan College program and dedication from our students, faculty and community partners who we couldn't have done this without. Who would have thought a small college from Kelowna would make it to the top 4 out of 2,064 teams from across the world."

"Participating in this event is a great opportunity to showcase the exceptionally innovative and community-based ideas coming from Okanagan College's business students, who are truly world class," said Anne Kang, then British Columbia's Minister of Advanced Education and Skills Training. "Being able to showcase an idea that helps turn food waste into social and economic good on a global stage has never been more relevant. Congratulations to Team Canada!"

"We have so many talented students coming from Okanagan College's School of Business who have innovative skills and enterprising ideas, who I know will go on to make a positive difference in people's lives and our communities," said Andrew Mercier, then B.C. Parliamentary Secretary for Skills

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Training. “A big congratulations to these students for winning the Canadian National championship and showing the world their tremendous ideas.”

“The home-grown Enactus OC team is putting British Columbia on the map and helping to build a stronger food economy here in B.C.” said Lana Popham, then B.C. Minister of Agriculture and Food. “Their social entrepreneurship, drive, and care for the land and those around them is so inspiring to me and to their community, and will help to ensure a resilient food future in B.C.”

MLP2, MLP3, MLD2A, MLD1A – A new partnership is helping to fill staffing gaps in hospitality and tourism industry. Like many industries, the hospitality and tourism sector has been hard hit by staff shortages over the past few years with a declining youth population and an aging workforce combining to create significant challenges. But a new program designed in partnership by Okanagan College (OC) and the Thompson Okanagan Tourism Association (TOA) will help to reduce those shortages.

The first of four new cohorts of students enrolled in the Hospitality Professional Program this fall, a flexible program open to students anywhere in the Thompson-Okanagan-Shuswap regions. The 17-week online course is followed by nine weeks of work experience in the students’ local community.

“Okanagan College is leading the way by collaborating with industry partners to respond in areas where we have real needs in the workforce,” said Anne Kang, then Minister of Advanced Education and Skills Training. “This new program at Okanagan College supports our Future Ready Plan and shows how working together with the local industry can both support people who are looking for training to advance in their careers, and help businesses find much needed skilled workers.”

Students in Kelowna, Penticton and Salmon Arm began their courses in the Hospitality Professional Program in October. The online offering is accessible to students throughout the region while industry partnerships will take the training to a hands-on model for the work experience portion. The program will be offered three more times over the next two years.

“Since the classroom work can be done online and the work experience is completed in the students’ home community, this program is accessible to many people throughout our region. You don’t have to live in Kelowna to participate,” said Okanagan College President Neil Fassina. “Flexible learning options like the Hospitality Professional Program are critical as we respond to local and regional workforce needs.”

The Hospitality Professional Program bundles several existing Okanagan College courses together. Areas of study include computer skills, management and leadership training, and human resources, as well as industry certificates such as Serving It Right or FoodSafe, and two Okanagan College Certificates – Hospitality Service Training (HOST) and the Basic Accounting Certificate (BAC).

MLP2, MLP3, MLD1A, MLD1B, MLD2A – Okanagan College has also launched sponsored trades training opportunity to help open doors, create job-ready workers in Salmon Arm. Students with limited or no previous experience in trades can access training that will lead to employment and future careers in construction, thanks to a Construction Craft Worker program that started at the end of January 2023 at Okanagan College’s Salmon Arm campus.

“This new program is supporting students to gain the skills they need now, helping them get good jobs in industries where communities need them,” said Selina Robinson, Minister of Post-Secondary Education and Future Skills. “The training and education people receive at Okanagan College will also set them up for the long-term, because skilled trades professionals are critical to the ongoing health and growth of the economy in this region and across the province.”

The 10-week program, which is fully sponsored, includes tuition, tools and supports for meals and transportation for students who meet certain criteria, including being under-skilled, unemployed or partially employed.

“We are continually looking to collaborate with industry partners to respond in areas where the communities in our region have real needs in the workforce,” said Okanagan College President Neil Fassina. “This new program in Salmon Arm shows how working together with partners and decision-makers supports people who are looking for more training to help them advance in their careers.”

Construction craft workers handle a variety of specialized tasks on job sites, including preparing and cleaning job sites, masonry, working with materials like concrete and steel, site security, operating equipment and monitoring safety.

Fassina noted the importance of a range of trades training being accessible in smaller communities outside the Lower Mainland, including at Okanagan College’s campuses in Salmon Arm, Vernon, Kelowna and Penticton.

“It can be hard to break into the trades,” says Irene Kerr, President and CEO of BC Infrastructure Benefits. “That’s why we look for opportunities like this one, ways to bring people into the sector. This program will introduce people to a newly regulated trade and help them build their careers and futures.”

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Okanagan College received \$98,380 funding from the Community Workforce Response Grant program to deliver the Construction Craft Worker program. This funding was provided by the Government of Canada through the Canada-BC Workforce Development Agreement and the Province of British Columbia.

MLD2A – Okanagan College's 15th annual Business Expo and Employment Fair returned in February 2023. For those on the hunt for a new job – or wondering about the educational pathway to kickstart a career change – one of Okanagan College's most popular community events was back and bigger than ever in 2023. The Expo was presented by the College's School of Business, in collaboration with OC's Trades and Apprenticeship and the Student, Graduate and Co-op Employment Centre. Attendance was free and the event is open to the public.

"Events like these represent an incredible opportunity not only for our students and alumni from all across the region, but for our surrounding communities as well," said Okanagan College President Neil Fassina. "The growth of this event reflects our strong connections to industry and community at OC, as we work to train the skilled workers needed in so many sectors around us. We are so proud to be able to bring people together and create these kinds of transformative education and career development opportunities at Okanagan College."

This year marks OC's fifteenth year of connecting students and community members with employers from the Okanagan and across the country at the Expo. This year's event is poised to be the largest yet, thanks to an impressive array of employers, noted event organizer Jamie Morrow.

"We've got an incredible lineup of more than 100 exhibitors this year, who will be on hand on Feb. 1, actively looking to add to their workforce. The response from the business community, locally and from afar, has been tremendous," said Morrow, Advising & Recruitment Coordinator with the School of Business.

"We are hearing from employers that there is huge demand for new talent," added Morrow. "So, regardless of which sector you are looking to get into or advance your career in, there truly will be something for everyone at the Expo."

MLD1 – Another sign of post-pandemic community engagement emerged when a fixture on the spring calendar in the Okanagan for nearly four decades, the College's popular Spaghetti Bridge Building Contest returned in March 2023 for the first time since 2020.

OC hosted the 38th annual contest on Friday, March 3, 2023, at the Kelowna campus. Organizers reached out to teachers

and students from elementary through post-secondary to participate. Students entered the following competitions:

- Elementary School Students: Elementary School Demonstration (non-competition)
- Middle and Secondary School Students: Secondary Competition; Team Building Competition; Heavyweight Competition
- Post-Secondary Students: Team Building Competition; Heavyweight Competition

More than 250 students from elementary through post-secondary converged on OC's Kelowna campus to see whose spaghetti bridge would reign supreme.

Students had a chance to work in groups to build bridges on-site during the morning for the team-building competition, while others carefully transported elaborate pre-constructed spaghetti structures from across the valley and as far away as Vancouver.

And for the competitor who traveled the farthest of all, the day yielded a victory more than a decade in the making. Rouzbeh Rouzbehani first attempted to travel from Iran to Okanagan College for the Contest 12 years ago. Unfortunately, the political situation in his homeland at the time did not allow him to make the journey. The bridge he constructed that year would go untested at OC, but he never forgot it. "I was incredibly proud of that bridge. It held a lot of weight when I tested it, but sadly I couldn't bring it to Canada to try for the contest. It inspired me to build again."

Rouzbehani now lives in Vancouver. When he saw that the contest was back after its pandemic-imposed hiatus, he jumped at the chance to participate. His hard work and patience paid off. A dozen years after his first thwarted attempt to enter the contest, Rouzbehani's bridge beat out all the rest in the Heavyweight category in 2023.

According to Rick Federley, Interim Dean of Science and Technology at Okanagan College, the event is a chance for youth to immerse themselves in STEM – science, technology, engineering and math – in a way that's both tangible and exciting.

"Beyond being a ton of fun, it's a superb hands-on learning opportunity for students. Bridge building integrates so many STEM principles, and the contest can be a jumping off point to future learning and future studies in these fields. Who knows? A day at Spaghetti Bridge for a student in Grade 4 might spark an interest that sees them go on to become an engineer, a physicist, a mathematician, an astronaut – the sky is the limit. We hope the students come away from their day at OC inspired." said Federley.

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MLD1 – The Okanagan Dream Rally is a well-established fundraising event hosted by the August Family Foundation. The Rally, which has raised upwards of \$3 million for local charities since its inception, pairs special needs children with high-end cars and drivers for the day.

A testament to the supportive community is a local couple's Okanagan Dream Rally contribution that resulted in a dream come true for Okanagan College students. Jason and Laura Norup-Boyer participated in the auction at the 2022 Okanagan Dream Rally and requested their \$40,000 contribution go to bursaries for Okanagan College students. The Boyer's contribution marked the first time Okanagan College Foundation has been selected as a recipient charity.

"We value education as the key to empowering people to do more with their lives: that's what drove us to put our contribution towards bursaries for Okanagan College students," said Jason Boyer.

The \$40,000 donation will provide ten \$4,000 bursaries to Okanagan College students facing financial hardship. Students in all programs on all Okanagan College campuses are eligible to apply.

"We've both had a lot of support along the way. We want to help those for whom finances might be a barrier to higher education," said Laura Norup-Boyer.

Jason Boyer said that the \$1,000 bursary he received in university was life-changing because it reduced the stress of an entirely self-funded education. Knowing someone he had never met recognized his hard work and potential pushed him to succeed. Laura Norup-Boyer received a subsidized master's in Switzerland and is grateful for the ability to do so with no financial burden.

"Jason and Laura have been amazing supporters since the first-ever dream rally. Without people like them, the rally would not be as successful and life-changing for both drivers and co-pilots," said Matt August, founder of the August Family Foundation. "When they suggested we direct their Dream Rally contribution to Okanagan College, we thought it was a great idea. We're passionate about supporting local charities, and we know our donation will have a huge impact on students' lives."

MLD1B – Two recent donations to Okanagan College's trades training facility are a perfect example of how partnerships with the community continue to benefit students. People taking courses in Okanagan College's RV Training program are benefitting from these donations that allow them to work on equipment that is in use in the industry.

GLP Canada and Atlas Trailer both donated an assortment of new appliances including hot water heaters, furnaces and range/oven to the RV Training program.

"Thank you to our valued partners in the community who continue to support our RV service training programs," said Corey Bransfield, OC's Motor Vehicle Trades Chairperson. "Being able to have new equipment to work on gives our students and apprentices the type of real-world experience that will allow them to step into the workforce when they complete their training."

MLD1 – Okanagan College nursing student Taylor Hubick learned a valuable lesson this year: persistence with plasma donation pays off. Hubick is the recipient of the Canadian Blood Services bursary of \$3,000 for her studies in the Bachelor of Science in Nursing (BSN) program, for recruiting 23 plasma donors between May and October last year.

Hubick says she originally got recruited to donate by a friend who was studying on Vancouver Island.

"She pulled out of the challenge because she was going travelling, and that's when I realized I should do the challenge. It worked out to my benefit," she said.

She set up group sessions so people could donate together and made it an event that friends, and family could connect over. Hubick, a rehabilitation assistant at Kelowna General Hospital, completed the Therapy Assistant Diploma program out of high school. She decided to go into the BSN program to further her health-care career after working alongside nurses for several years. It was in the hospital where she learned how vital blood and plasma donations can be.

"Where I work, I see people that need blood transfusions daily. One shift on the trauma floor shows you the need. They also use plasma donations for cancer treatments and research. Plasma donation saves lives and is so important," Hubick explains.

Canadian Blood Services offered the bursary program to encourage students to recruit plasma donors for the chance to receive as much as \$3,000 towards post-secondary studies. Students enrolled in a post-secondary education program in Canada were asked to motivate and recruit at least 15 others to book an appointment and show up at a plasma donor centre in a given timeframe.

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MLD1, MLD2A – OC students continue to benefit from the generosity of two prominent Penticton philanthropists is helping them take the next steps in their education. Since 2006, former MLA Rick Thorpe and his wife Yasmin John-Thorpe, along with their friends, have given more than \$160,000 in scholarships to students in need at Okanagan College's Penticton Campus. Two of this year's recipients, Wylie Rowan and Mattias Van Bergeyk, received \$2,500 to put toward their education.

Both students are Summerland Secondary School grads in their first year of studies at Okanagan College. "I was so excited when I found out I'd received the scholarship," said Rowan. "Without this financial support, I would have had to leave school and find a job." Rowan said he's grateful to the Thorpes for helping him pursue his passion — Kinesiology. "I have been injured many times, and I know how difficult it can be to recover. I want to help people heal."

The Thorpes say their ongoing commitment to helping students in need is borne out of a desire to give back to their community. "I was raised in a humble family that always found a way to help people, and so was Yasmin. The importance of giving back was instilled in us from a young age," said Rick Thorpe. "These young people are our future. We know that by helping them, we're investing in the future of our community," adds Yasmin. Over the last fifteen years, 76 students have received the Thorpe and Friends Scholarship. "This is a challenging time for students. They've been really impacted by inflation, and many are struggling to make ends meet. Gifts like the Thorpes' can mean the difference between students staying in school and dropping out," said Helen Jackman, Executive Director of Okanagan College Foundation.

Furthermore, Yasmin and Rick Thorpe have also partnered with Summerland's Penny Lane Legacy Fund to create a \$50,000 bursary fund to help bolster the future of health care in the South Okanagan Similkameen. The Caring for Health Care Students Fund will provide \$750 - \$1,750 awards for eligible students studying at Okanagan College's Penticton Campus.

"We know if we educate healthcare professionals in Penticton, there's a good chance they'll stay and work in the region," says Yasmin John Thorpe. "We want to help increase the number of health care staff throughout the South Okanagan Similkameen to help ease current pressures in the system."

The Fund is an expansion of the Thorpe and Friends Scholarship Fund and will offer six bursaries annually to students in Okanagan College's Practical Nursing Diploma and Health Care Assistant Diploma programs. Students who reside in Penticton, Summerland and elsewhere in the South Okanagan Similkameen are eligible to apply.

The Fund is made possible through a generous contribution from the Thorpes, and an investment from the Penny Lane Legacy Fund. The Thorpes say that when the idea for the Caring for Health Care Students Fund came to them, their first calls were to Bruce Hallquist and Orv Robson because the pair have supported the community of Summerland for decades through their Penny Lane Legacy Fund.

"Health care is a personal issue for everyone. My wife needs medical support on a regular basis, and though we've received great care, we also see the strain the system is under," says Orv Robson, chairman of the Penny Lane Legacy Fund. "It's important for my family and society as a whole to have a functioning health care system to care for our community's most vulnerable."

"At the moment, there is no greater community need than health care. If we don't have practical nurses and health care assistants, then the system breaks down, and the community suffers," adds Bruce Hallquist, board member of the Penny Lane Legacy Fund.

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MLD1 – Okanagan College’s Electronics Engineering Technology Program also got a boost from Yael Cohen a Vernon-based communications engineer, who recently donated \$80,000 in state-of-the-art electronic equipment to Okanagan College’s Electronics Engineering Technology program.

Cohen is a lifelong electronics hobbyist who has been amassing equipment for years to enhance her personal collection. When a recent stroke left her unable to use the equipment, she reached out to the chair of Okanagan College’s Electronics Engineering Technology program to see if students could benefit from it.

The gift included hundreds of electrical components that will be used by program instructors to build in-class electrical circuits and test demos and will be made available to students for use in their end-of-term capstone projects.

“I was fortunate to receive numerous scholarships when I was in school, and I wanted to pay it forward,” said Cohen, an Okanagan College Alum. “In particular, I know what a financial strain it can be for students to buy project supplies, and I wanted to help ease that burden.”

“Yael Cohen’s contribution will enable us to provide an even more comprehensive and immersive learning experience for our students, preparing them for successful careers in the electronics industry,” said Randy Brown, chair, Electronics Engineering Technology program.

Brown added that many of the electrical components Cohen donated will be used by students to build innovative, microprocessor-based capstone projects, such as solar panels that follow the sun’s movement, roadside radar for measuring vehicle speed, or programmable, automated cat feeders that distribute kibble on a timer.

MLD1 – Okanagan College Foundation kicked off its Sunflower Childcare Centre Campaign with an inspiring event at the Vernon Campus in March 2023. Enthusiastic young volunteers led games and activities at the launch of Okanagan College Foundation’s \$1.25 million campaign in support of a new on-campus childcare centre, planned to open in the fall of 2024.

The event drew 65 guests and celebrated the kickoff of the Sunflower Childcare Centre fundraising campaign. Donor and former College instructor Lloyd Davies spoke about his family’s decision to contribute \$500,000 to the cause.

“Time and again, I would have students missing class, missing labs, missing exams because they were struggling to get affordable, reliable childcare. It was an ongoing issue for student parents,” said Davies.

“Through this campaign we hope to inspire the community to support more parents with young children to be able to attend post-secondary here in Vernon, and to benefit from the programs available at Okanagan College as they advance in their careers and contribute to the community.”

Sarina Parsons, a student parent, says she struggled to find childcare while balancing her course schedule – and it added stress to her experience. “The Sunflower Childcare Centre will allow parents to focus on their goals and aspirations while knowing their most precious little ones are being cared for in a loving and nurturing environment.”

The Sunflower Childcare Centre is part of the new student housing project at the College’s Vernon campus, which will see 100-beds built on the east side of the property, overlooking Kalamaka Lake.

The BC Childcare New Spaces Fund has committed \$1.5 million to the Centre, with Lloyd Davies and his wife Janet Armstrong contributing a leadership-level gift of \$500,000. The community campaign, now officially underway, aims to raise the remaining \$750,000 required to complete the project and ensure it is fully equipped, including an outdoor play and learn space when its doors open in fall 2024. Enthusiastic young volunteers led games and activities at the launch of Okanagan College Foundation’s \$1.25 million campaign in support of a new on-campus childcare centre, planned to open in the fall of 2024.

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MLD1 – As a testament to how OC transforms lives and engages communities, the Chair of the Okanagan College Foundation Board recently launching a book about a story close to her heart, with the hope it will benefit the community around her.

'Til Papa Returns; Surviving as a child refugee in WWII is the true story of Alfred Columbus, the youngest of eight children and father to Denesiuk. Alfred was learning how to farm the land their family had worked for more than 200 years, following advice and guidance from his father. The Second World War changed everything for the family, which had to adapt as the food they produced was requisitioned by the government.

Evacuated with his mother to an unfamiliar city, the 10-year-old quickly adapted to his new role of family provider, capitalizing on any possible source of food to keep Mama and the refugees with whom they were housed from starving. He later came to Canada to pursue his dreams.

"This is a story of courage, resiliency, determination, and – above all – hope," Denesiuk explains. "My sister and I grew up hearing Dad's stories – the trials and triumphs of his young life. As Dad approached his 80s, I felt compelled to write down a collection of his remarkable stories and cobble them together. For several years, I took whatever

opportunities I could to sit with Dad, ask him questions and capture his memories onto paper. Even as ALS made speech increasingly difficult for Dad, he continued to add bits of detail, chuckling as he relived his more humorous moments."

She was inspired to use her father's story to support a cause close to her heart: learning and education. Denesiuk has been involved in the education sector for most of her life, having served as a school trustee, OC Governor and board member of Okanagan College Foundation. She's also completed her Master of Arts in Leadership, which she says proves learning is ageless.

She has committed \$10 from the purchase of each book sold to raise funds for student bursaries at Okanagan College. "Accessibility to post-secondary learning is crucially important for people as they reach for their dreams," Denesiuk said.

"This is touching on so many levels; not least that Alfred's remarkable story will now impact newcomers to Canada who are working to improve their own lives through education," said Helen Jackman, Okanagan College Foundation Executive Director.



Transforming Lives Through Inclusive and Equitable Access

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Our *Inspire* Strategic Plan states that at Okanagan College we will work to strengthen our role as a leader in equity, diversity, inclusion, and social justice (EDISJ). We will strengthen our culture of inclusion by increasing the equitable and inclusive participation of all diversity groups including historically and currently marginalized peoples in every aspects of College life. We will weave EDISJ principles throughout policy, practice, and action in all aspects of College life and throughout the communities we serve.

The College has also pledged in its new Strategic plan to continue to weave Indigenous world views into all aspects of College life as part of our journey toward reconciliation. This includes our learning and research environments, our physical, cultural, social, and spiritual spaces on campuses, and our structures, policies, and practices. We remain committed to working with, listening to, and learning from Indigenous communities throughout this journey.

A RENEWED FOCUS ON EQUITY DIVERSITY INCLUSION AND SOCIAL JUSTICE

MLD1A, MLD1B – As a part of *Inspire* Strategic Plan roadmap Okanagan College has initiated several EDISJ activities and plans to build on them in future years. Some of these activities are as below:

- The College has initiated an EDISJ Project Team that meets regularly to discuss how the EDISJ related responsibilities and commitments of *Inspire* are being implemented at Okanagan College. For a current state assessment this project team undertook a Global Diversity, Equity, and Inclusion Benchmark (GDEIB) survey with the College Leadership Council that encompasses leadership of College's various portfolio and department. The results of Leadership Council's GDEIB continue to inform the development of Okanagan College EDISJ Action Plan.
- The College community has come together to have EDISJ volunteer ambassadors from across all regions of the College. This group meets regularly to discuss how the *Inspire* Strategic Plan related EDISJ responsibilities and commitments are being implemented at Okanagan College. This is also an open forum for issues and best practices to be shared across the College.
- An array of smaller working groups have also been established at OC. These working groups focus on specific EDISJ issues such as:
 - Curated EDISJ Credential - focus to develop formal training for Okanagan College and the broader community.

- Brave Space - focus to foster a sense of inclusion at Okanagan College.
 - EDISJ Checklist – with a focus to develop a tool that will help inform policy development at Okanagan College to ensure that considerations of EDISJ are reflected in the language, practices, and procedures of all College policies, acknowledging that acceptable language is always evolving.
 - Events and Engagement – focus to develop a list of days of significance that will be formally recognized by Okanagan College.
 - Student Recruitment - focus to engage more students in the ambassador group.
 - Teaching and Resources - focus to develop a series of training opportunities for Okanagan College students and employees.
- A set of key stakeholder consultation activities have been undertaken by OC Institutional Research working closely with other internal stakeholders:
 - An employee EDISJ climate survey was conducted that studied EDISJ related issues.
 - A student EDISJ climate survey was conducted to study EDISJ related issues. This survey also covered accessibility related topics that also informed the accessibility planning at the College.
 - Okanagan College 2022 biennial Employee Experience Survey also had a set of questions related to the EDISJ variables.
 - Meanwhile, the College continued to provide EDISJ related training to our students and employees. Participants continue to learn through self-reflection exercises, real life cases and heartfelt stories why creating inclusion makes the world a better place for all. They continue to be inspired to move the obstacles that separate and find common ground amid the unknown. These training sessions continue to prepare OC employees and students to accept the cultural mosaic that is life, through consciousness and consideration. Examples include:
 - Cultivating Safe Space
 - Bystander Training
 - Anti-biases training
 - Micro-aggressions awareness
 - Four Seasons of Reconciliation
 - Foundational Justice, Equity, Diversity, and Inclusion
 - Inclusion and Allyship for 2SLGBTQIA+
 - Creating a 2SLGBTQIA+ Inclusive Culture
 - Living beyond the Binary
 - Disruptive Leadership

MLD1A, MLD1B – Hiring and training first year apprentices in the skilled trades is now easier and more affordable for regional employers. Okanagan College launched the Apprentice Hiring Project after received \$3 million in funding to support small and medium sized enterprises who hire first-year apprentices, helping the businesses offset costs that come with onboarding new skilled workers. The project is funded by the Government of Canada's Apprenticeship Service.

Under the project, employers are eligible to receive \$5,000 for each first-year apprentice they hire, for up to two apprentices per year. The incentive is increased to \$10,000 when employers hire an apprentice who voluntarily chooses to identify as a person within one or more equity-deserving groups (women, persons with disabilities, Indigenous people, members of the LGBTQ2SI+ communities, newcomers and visible minorities).

"Apprenticeships provide the hands-on work experience that people need to pursue a career in skilled trades," said Stephen Speers, Okanagan College dean of trades and apprenticeship. "Employers play a key role in our training and certification system, but in today's economy, it can be difficult to find the additional resources to offer apprenticeship training and to build our regional workforce. This program helps address that challenge."

Speers said the Okanagan College initiative, which is one of 13 projects funded nationally and the only project led by a public college, will be promoted to construction and manufacturing companies from as far north as Revelstoke all the way to the Canada-US border. Employers can use the incentive to pay for a wide range of needs, including upfront costs such as salaries and technical training, funding hiring bonuses, or purchasing tools, equipment, and PPE for new apprentices.

"With approximately 22 per cent of skilled trades retiring in the next 10 years, it has never been more important to fund, promote and support the training of skilled workers," said Chuck Cullen, project manager at Team Construction in Kelowna. Cullen graduated from Okanagan College with his Red Seal in Carpentry in 1993.

"At ITA, we recognize that the role of an employer goes beyond providing apprentices with a job or work experience—they inspire, mentor and develop future leaders in trades," said Shelley Gray, CEO of Industry Training Authority. "We are pleased that this funding will help build B.C.'s skilled workforce and guide numerous apprentices toward successful and valuable careers."

MLD1A, MLD1B – As a testament to the apprentice hiring support programs the story of Fedir Solovei reminds us how OC continues to transform lives and communities. When Fedir Solovei and his family arrived in Vernon from Ukraine in 2022 they were looking for a fresh start after escaping the harsh realities of the Russian invasion of his home country.

Of the many hurdles Fedir was facing, finding employment was top of the list. Highly accomplished as an engineer in Ukraine, and with some experience in general construction, Fedir enjoys creating projects with wood and noted the difference in the use of wood in B.C. construction practices.

That interest led Fedir to apply for a position with Vernon's Thompson & Sons Construction as a carpenter's helper where he was hired immediately, finding a supportive environment where he could take control of his future and get into the workforce.

Fedir is the third employee at Thompson & Sons who has moved to the Okanagan from Ukraine. He soon met others at work, including four carpenter apprentices at Okanagan College (OC). Excited by new possibilities and ready to learn new skills, Fedir followed suit and is now also on the path to becoming a carpenter apprentice with his first-year courses that started at OC in April 2023.

Thompson & Sons, meanwhile, secured financial support through OC's Apprentice Hiring Project to create the apprenticeship position. As also mentioned earlier, the Apprentice Hiring Project provides \$5,000 to employers who hire first-year apprentices in one of 39 red seal construction and manufacturing trades. Employers who hire a newcomer to Canada or a person from an equity-deserving group, as Thompson & Sons did, receive \$10,000. Since the program began, more than 50 businesses have been funded through the program at Okanagan College.

"I want to develop my knowledge and skills to help me become a specialist," said Fedir. "I am sure the skills I'll learn at Okanagan College are valuable and significant, as I am a witness to the high professionalism of my colleagues who have taken the classes."

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MLP2, MLP3, MLD1A, MLD1B – A new ‘Step into Steel Toes’ course invited women to try carpentry when Okanagan College launched a new trades exploratory program in Fall 2022 – exclusively for women.

“More and more women are expressing an interest in learning skills related to carpentry, electrical, plumbing, automotive and sheet metal projects,” said Teresa Kisilevich, then associate dean, Trades and Apprenticeship at Okanagan College.

“Step into Steel Toes is designed to make it easier for women of all ages to feel comfortable trying out various tools of the trade. For some, this may lead to further training and a career in trades.” Kisilevich added.

The Step into Steel Toes program starts October 18, 2022 and ran on Tuesdays and Thursday evenings at Okanagan College’s Kelowna campus through November 27, 2022. Small class sizes ensured lots of one-on-one time with instructors, and the course includes extended shop time to complete projects on weekends. A critical part of Step into Steel Toes was a focus on mentorship. By partnering with local companies and industry, Okanagan College connected students with women currently working in local trades. A female carpenter was on-site on weekends to assist students as they complete their projects.



MLP2, MLP3, MLD1A, MLD1B – More women will get a chance to lace up their work boots and take the first step in a career in trades, thanks to a recent \$79,660 gift from Prospera Credit Union to a program at Okanagan College that has already trained over 1,300 women since it was founded. The Women in Trades Training program was created to remove barriers for women interested in pursuing trades education and help meet the community’s surging need for skilled trades professionals.

“These bursaries and added equipment provide opportunities for women to pursue trades training, supporting them to go on to find a rewarding career and adding to the richness of representation and diversity in the workplace,” said Anne Kang, then Minister of Advanced Education and Skills Training. “This is just one example of how Okanagan College is opening doors for students and supporting their talent, passions, and pursuit of knowledge.”

“Women often don’t have early engagement with tools and equipment, which means they likely won’t consider the skilled trades as a career path. Our programs provide a supportive environment where women can learn new skills,” said Nancy Darling, Manager of the Women in Trades Training Program at Okanagan College.

The gift is made up of two separate donations: Since 2021, Prospera Credit Union has given \$60,000 in student bursaries to be disbursed until 2025, and Prospera Foundation recently gave \$19,660 for equipment for the SISTERS program.

The SISTERS program is a 30-week program that introduces Indigenous women to all aspects of the carpentry trade, including the use of hand tools and other equipment. SISTERS is part of Okanagan College’s Carpenter Foundation program.

“We’re proud to support Okanagan College’s Women in Trades Training program,” said Niki Jelstad, Director, Marketing and Community Engagement at Prospera. “Our partnership is a valuable investment in women and their families, and strategically supports our commitment to helping our local communities.”

Okanagan College has already received a portion of the funding for bursaries, and the remainder will be distributed over the next three years. The 2022 contribution provided \$1,500 bursaries for seven students.

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MLP3, MLD1A, MLD2B – Women of Steel™ is another OC initiative that is forging forward as result of a partnership between Okanagan College and CWB Welding Foundation.

This pre-employment program is tuition-free and includes practical theory, hands-on welding training, and skills development in a safe and supportive environment, with a schedule designed to help students balance their school and personal lives. Short training periods will be used to train the participants in several welding processes, with the ability to obtain multiple CWB welding qualifications in various positions with multiple processes making graduates ready for apprenticeship, post-secondary, and employment.

Currently, The Women of Steel™: Forging Forward Program, supported by the CWB Welding Foundation, is being offered in just 14 locations across Canada.

As one of the host sites, students who choose OC will not only gain skills related to welding, but will also have opportunities that foster education, personal growth, confidence, and experiential learning.

“We continue to look for new opportunities that will support students to gain the skills they need now, helping them get good jobs in industries where communities need them,” says Dr. Neil Fassina, president, Okanagan College. “This partnership with the CWB Welding Foundation will help connect women with career opportunities and support our vision of transforming lives and communities. Skilled trades professionals are critical to the ongoing health and growth of our economy in this region and across the province.”

With many skilled trades professionals retiring locally and across the country, there are many opportunities for a career in the industry. Welding and welding fabrication provide a gateway to skilled trades and other related professions.

MLP2, MLP3, MLD1 – As also reported in 2021-22 IAPR, a much-coveted subscription box from Canadian influencer and Kelowna local Jillian Harris opened opportunities to support a generation of historically excluded students at Okanagan College with every subscription sold.

Jillian Harris, through her Jilly Box, has committed to raising \$50,000 to create awards for Indigenous students, Black students, and students of Colour at Okanagan College. The Jilly Box seeded the fund with \$15,000 and subsequently, will match donations up to \$10,000. It was announced that when the goal of \$50,000 is reached, the fund will offer two annual awards of \$2,500 as well as opportunities for mentorship, to OC students for the next 10 years.

“We donate a portion of our proceeds from The Jilly Box sales each quarter and this year we wanted to support the social issue of racial equity,” explained Cynthia Pottinger, Community Coordinator on behalf of Team Jilly Box. “We believe that access to post-secondary education plays a major role in creating a more equitable and fair society so we are thrilled to work with the College to support students and relieve some of their financial burdens as they pursue their educational endeavours.”

“We will keep fundraising for this award fund in hopes that it will grow to become a self-sustaining fund that can grant additional and larger awards for years to come,” said Harris. “It is my hope that many individuals and companies will be inspired to donate. Thank you for supporting The Jilly Box Award and I look forward to making a difference with you!”

Helen Jackman, Okanagan College Foundation Executive Director, said the new award fund is an important part of the College’s ongoing commitment to enhancing justice, equity, diversity and inclusion.”



MLD2B – As communities in the Okanagan and Shuswap marked the 33rd anniversary of the École Polytechnique Massacre, in addition to the ongoing cases of missing women from the region, on December 6, 2022, candlelight vigils returned to OC's Vernon and Salmon Arm campuses as a symbolic commitment to end violence against women.

The event was a collaboration by Okanagan College, Okanagan College Students' Union (OCSU), Vernon Students' Association of OC (VSAOC) and the SAFE Society.

On December 6, 1989, an armed man walked into a classroom at Polytechnique Montréal, separated the male students from the females, and killed 14 women. Now known as the École Polytechnique Massacre, the attack stunned the country and sent shockwaves throughout the entire world, prompting discussion about access and inclusion of women in post-secondary education. For more than 30 years, post-secondary institutions have held vigils and ceremonies to remember.

Families in the region know, however, that the acts of violence are not artefacts of history. Candlelight vigils in the regions have grown in attendance throughout the years as more people learn how Indigenous women are more likely to experience violence than non-Indigenous women – and as people in the community experience this tragedy for themselves, with several women missing from Salmon Arm, Enderby and Vernon.

"Sadly, we know violence against women persists in our communities," said Meri Kim Oliver, Vice President Students at Okanagan College. "Okanagan College stands in solidarity with survivors of violence, and with the families and friends of murdered and missing women in our communities."

"Our sincere hope is that this event once again can offer an opportunity for reflection, remembrance and healing," added Oliver. "We also recognize that members of our own learning community may experience difficult emotions on this day, and in the days that follow. We encourage students and employees to reach out to the supports available through the College and in the community."

OUR CONTINUING JOURNEY TOWARDS RECONCILIATION

As part of the College's Strategic Plan, Okanagan College has created the Indigenization plan that aims to engage and enhance our ties with our Indigenous community members; strengthen the physical, cultural and spiritual spaces at OC; increase Indigenous knowledge and culture within our curriculum, as well as identify potential changes to College policies, structure and processes. A dedicated position of Associate Director, Indigenization has been established in 2022-23 that continues to ensure that Indigenization remains at the forefront of OC's strategic priorities.

Indigenization at Okanagan College involves rejecting past colonizing patterns of homogenization, exclusion and erasure of Indigenous peoples' knowledge, languages, identities as well as cultural and educational aspirations. Accordingly, where and when possible, Indigenous ways of being and doing, as well as methodologies that lend themselves to bringing Indigenous knowledge to the fore, will guide the Indigenization planning process.

A key tenet of this planning process is to form and strengthen respectful and inclusive knowledge relationships that will converge with the College's Strategic Plan, helping to create meaningful, inclusive projects and programming that look to the future. Accordingly, the College looks to foster meaningful relationships across departments, for projects, programs and courses with specific Indigenous content, especially Syilx Okanagan and Secwepemc.

This enhanced knowledge base, presence on campus and diversity will extend outward to welcome and acknowledge all Indigenous students, staff and faculty, while also ensuring that everyone who is connected to Okanagan College is aware of the languages, knowledge and ways of the Indigenous peoples.

In addition to some stories throughout this IAPR and a dedicated appendix related to Template for Reporting on Lasting and Meaningful Reconciliation, we have included additional information from 2022-23 fiscal year that involved us engaging with and learning from the Indigenous community.

MLD1 – Working towards its Indigenization goals for the 2022-23 year, Okanagan College through its financial awards team has administered approximately \$237 thousand in awards and emergency funding to self-declared Indigenous students attending Okanagan College. In total, 128 Indigenous students received financial aid from Okanagan College, of which 21 received emergency funding.

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MLD2A – In April 2022, OC Indigenous Services and OC Foundation teamed up for the annual 'Sticks Up' campaign. All of the proceeds from this fundraiser for the NHL's 2022 Stanley Cup Playoffs benefit the OC 'Sticks Up' for Indigenous Students Award. Yvonne Oppenheimer and Erica Seymour were the inaugural recipients of the OC 'Sticks Up' for Indigenous Students Award. The Awards are available to students with Indigenous ancestry who are enrolled in full-time study in any degree, diploma, or certificate program at Okanagan College. Participants could fill their bracket predicting the outcome of each series in the Stanley Cup Playoffs for \$20, with a chance to win one of three great prizes.



MLD1A – Sorting through her mail on a recent trip to the mailbox, Okanagan College (OC) alum Danielle Walker received a surprise - the Lieutenant Governor's Medal for Inclusion, Democracy and Reconciliation. "The award was completely out of the blue," said Walker. "I knew I had been nominated, but the timing was such a surprise. I just took it in for a minute at the mailbox and cried."

The award recognizes post-secondary students who make outstanding contributions in support of inclusion, democracy and reconciliation and is the culmination of Walker's years of involvement at OC.

Walker graduated recently with honours from the Bachelor of Business Administration program at OC, as well as being named Valedictorian and Enactus student leader of the year for all of Canada.

"Receiving the Lieutenant Governor's award is just incredible and it speaks to everything that I am about," said Walker. "Being a single mom with a child on the autism spectrum, inclusion is something I have been striving for since my son was born. I am motivated to make the world a better place for him and others."

Walker was looking for ways to get involved and make a difference. She began her work with the OC chapter of Enactus, a student-led experiential learning platform that develops entrepreneur leaders and social innovators. Her first project, CAN\$ave, was a financial literacy program designed for unique learners. She continued her involvement with Enactus, going on to become president of the Okanagan College chapter and helping students run several different projects designed to make community impacts. "To be recognized with this award is an incredible honour," said Walker. "For me, the reward is in the work I've done and knowing how many people I've been able to help. I've also had some amazing faculty mentors, Kyleen Myrah and Devin Rubadeau, who have helped me on my journey."

"My advice to students would be to get involved," said Walker. "Find the extracurricular activities that speak to you and play to your strengths. Recognize that you can make an impact on your community. These are the experiences that take your education to the next level."

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MLP3, MLD1A, MLD2A – In May 2022, Scotiabank made \$250,000 investment in youth skill building at Okanagan College. The donation will support gateway programs focused on technology and entrepreneurship for students who have faced barriers to education.

The funding aims to support equitable and inclusive access to the College's youth Gateway programs – particularly for Indigenous learners and girls. The donation is part of ScotiaRISE, the bank's 10-year, \$500-million initiative to promote economic resilience among individuals who have faced barriers to education.

"Through ScotiaRISE, we are proud to partner with Okanagan College to remove barriers young people face that impede their access to education and employment opportunities," said (Larry Clements), District Vice President at Scotiabank. "We hope both programs will support the arc of a young person's life on to a positive and fulfilling future as a healthy and contributing member of their community."

Gateway to Tech initially started as a pilot, but thanks to a major investment from Scotiabank, the program will be accessible to students across the Okanagan for the next four years. Funding from Scotiabank will also enable the College to develop and launch Gateway to Community and Business, which is specifically for Indigenous students. The program will be designed with Indigenous community partners and students with a goal of launching in 2024.

Within a fun and engaging structure, the program will create connections with Indigenous community leaders and allow students to play with business and governance concepts such as management, entrepreneurship, accounting, marketing, human resources and finance. The goal of the program is to help Indigenous students feel comfortable on a college campus and identify opportunities for their participation in local governance or by starting or working with Indigenous-owned businesses.

Neil Fassina, Okanagan College President, says Scotiabank's generous gift will enhance the College's focus on supporting equal access and participation in post-secondary education.

"Strengthening opportunities for high school students to experience post-secondary programs promotes diversity and inclusion, which benefits our entire community – businesses, organizations, families and of course the students," said Fassina. "Thank you to Scotiabank for investing in meaningful Gateway programs that will absolutely transform individual lives and our communities."

MLD1 – Hawthorn, wolf willow, and sage are among the traditional plants growing in the garden on the hillside at Okanagan College's Vernon campus, which this year was visited by more than 250 local school children, thanks to generous support from TD Bank Group.

TD gave \$85,000 in 2022 to help kids and newcomers access Okanagan College's Indigenous Garden. TD's gift, enabled the funding of tours of the K'nmáka Senqâlten - Kalamalka Indigenous garden for children and newcomers to Canada. The garden is located on Okanagan College's Vernon campus. 2022 portion of the donation allowed the College to provide garden tours for more than 250 children.

"My class had a fantastic experience at the Indigenous garden," said Kim Tyssen, a fourth grade teacher, at BX Elementary School. "They learned so much about the traditional use of local plants and were really excited to get the opportunity to touch, taste, and see them. They also really enjoyed the traditional stories and Syilx song."

"We're proud that our gift has enabled so many children and newcomers to Canada to learn about Syilx culture and develop a deeper understanding of plant medicine," said Carolyn Scotchmer, TD Friends of the Environment Foundation. "We believe we have an obligation to future generations to take care of our planet and are excited to support this work over four years as part of the TD Ready Commitment."

The K'nmáka Senqâlten - Kalamalka Indigenous garden was created in 2017 by a small group of employees and students from Okanagan College as well as members of the Dennis Family. Elder Theresa Dennis granted the permission required to gather and harvest 30 plants from Syilx Okanagan nation land and transplant them into the garden.

Garden tours were provided by Justen Peters, a member of the Syilx community. Peters said, "My family has lived in the Okanagan since time immemorial. I feel a deep connection to these hills, to these rivers, to these lakes. In our Indigenous language nsyilxcn, we say timxulax (teem-who-lah) when we refer to our mother, the earth. I am honoured to have been mentored by elders from The Okanagan Indian Band on how to work with Indigenous plants, and I'm excited and proud to share pieces of my culture with students, newcomers to Canada, or anyone willing to listen."

The K'nmáka Senqâlten - Kalamalka Indigenous garden is part of Okanagan College's Indigenization plan and represents an ongoing commitment to working with, and learning from, Indigenous communities.



MLD1 – As Canadians prepared to mark National Indigenous Peoples Day on June 21, 2022, Okanagan College was recognizing Indigenous graduates in a new and special way. This year for the first time, Indigenous students who crossed the stage at OC convocation and commencement ceremonies were being gifted with a specially designed convocation stole, embroidered with Syilx and Secwepemc pictographs.

“On National Indigenous Peoples Day and every day, it is critically important that we remember and appreciate the privilege it is to live, work and play on the beautiful lands of the Syilx Okanagan and Secwepemc peoples, and that we honour the history, celebrate the achievements and recognize the strength of all Indigenous peoples,” said Dr. Neil Fassina, president, Okanagan College. “These stoles are a small symbol of our commitment to each Indigenous student who studies at Okanagan College and of the critical partnerships we are building with Indigenous communities across the region.”

The stoles were designed by Syilx Okanagan and Secwepemc knowledge keeper and artist Les Louis, who has family lineage to both Lower Similkameen and Bonaparte Indian bands. “My creativity stems from many influences, but none so important as my culture, language, traditions and mother nature,” Louis said.

One of the pictographs on the stoles is a canoe design with three figures, symbolizing the Penticton, Kelowna and Vernon Okanagan College campuses on the traditional and unceded territory of the Syilx Okanagan people. The canoe family also represents the collaboration and connection of students, faculty and staff paddling together through a graduate’s educational journey.

The second pictograph features three eagles and is a Secwepemc design representative of the Salmon Arm campus and its location on the traditional and unceded territory of the Secwepemc. The eagles are respected and revered and carry a special significance as they fly highest and are the closest to the Creator.

National Indigenous Peoples Day was first celebrated on June 21, 1996, after it was proclaimed that year by then Governor General of Canada, Romeo LeBlanc. Since then, the day has been marked across the country by local and national events, celebrations and ceremonies.

“The legacy and ongoing impacts of colonial systems in Canada and the residential schools that existed across this country continue to be experienced today, and therefore we must keep reconciliation at the forefront of all that we do,” said Dr. Fassina.

MLD1A – The National Day for Truth and Reconciliation was established in 2021 to honour and remember the lives impacted by residential schools in Canada, including the lost children, residential school survivors, their families and communities. Marking this day and acknowledging the ongoing impacts of residential schools is an important part of reconciliation. The B.C. Government confirmed that Sept. 30 will once again be public holiday in 2022. This was an interim measure while the province continued important engagement with Indigenous partners, and the business and labour sectors to determine the most appropriate way to commemorate this day going forward. At the conclusion of these engagement activities on March 9, 2023, the Province of British Columbia passed legislation to make September 30 a statutory holiday.

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Okanagan College once again honoured and acknowledged the National Day for Truth and Reconciliation on Sept. 30, 2022. All OC campuses were closed on that day. However, leading up to the day Okanagan College invited people across the region to join our learning community in marking the National Day for Truth and Reconciliation on September 30, 2022 as we journeyed together on the path to work with, listen to and learn from Indigenous peoples. The community was invited to several free events:

- Thursday, Sept. 22 – Jingle Dance: History, Meaning and Celebration. Jingle Dress Dancer Janessa Lambert, a former OC student, guided attendees on a celebration of the history of Jingle Dance, etiquette and format of a powwow, how regalia is made, and even a chance to learn to dance yourself. The event was at OC's Penticton campus.
- Friday, Sept. 23 – 13th annual Youth Exhibition Powwow. Organized by OC Indigenous Services, this Kelowna campus event is a favourite with school children and community members. Attendees listen to drummers from nations throughout Turtle Island as they establish the beat for Traditional, Chicken, Grass, Fancy, Jingle and Hoop Dancers. Grand entry began at 9:30 a.m., with dancing continuing throughout the day and the closing ceremony and feast scheduled for 4 p.m.
- Tuesday, Sept. 27 – Lessons from the Field: Learning from and teaching in an Indigenous community. OC presented a webinar for educators about teaching in an Indigenous community. Moderated by Chantale Hutchinson, Clinton Brochu from the Trades and Apprenticeship portfolio shared lessons he has learned and advice for educators starting the journey of thinking about and working and learning in Indigenous communities. The webinar was held at 3:15 p.m. on Zoom.
- Tuesday, Sept. 27 – Screening and discussion of Indian Horse. The screening featured Indian Horse, the film adaptation of Richard Wagamese's award-winning novel, followed by a facilitated discussion. Admission was by donation, with proceeds going to the Indian Residential School Survivors Society. The screening was held in the Lecture Theatre at the Kelowna campus, starting at 6 p.m.
- Thursday, Sept. 29 – Lowering of the flags. Okanagan College held a brief ceremony at 2:15 p.m. at the Kelowna campus, in recognition of the confirmation by **Tkemlúps te Secwepemc**, and honouring all those impacted by the legacy of Indian Residential School System. Flags remained lowered at all campuses on National Day for Truth and Reconciliation (Sept. 30).

For people who could attend the events, OC's I Pledge Campaign enabled anyone to demonstrate support and commitment to reconciliation. OC community was encouraged to visit www.okanagan.bc.ca/pledge to add their name to the growing list of people who have committed to reading the Truth and Reconciliation Commission's 94 calls to action and/or add a personal commitment that is meaningful to them. The relevant webpage also showcases information and resources to help people learn about the Indian Residential School System, colonialism in Canada, and the legacy of their impacts on Indigenous people. There are a variety of links that showcase different perspectives and Indigenous voices, including reading lists, music, podcasts, movies, documentaries and social media influencers.

"The Indian Residential School System in Canada and the legacy of that system continues in the lived experience of trauma still felt by survivors, their families and all those impacted for generations into the future. Our hope is that by holding time and space to acknowledge the trauma that exists and persists, to listen, and to learn how to actively support Indigenous members of our community, we will contribute to the process of healing," said Meri Kim Oliver, Vice-President, Students.



As BC government makes strides towards Stronger BC, and Clean BC, Okanagan College continues to do its part to champion sustainability by ensuring that it is reflected in our physical and social spaces and economic practices. This means, in each of its four regions, we are committed to meeting environmental challenges facing society today. The College is also committed to strengthening its role as a leader in sustainability. The new strategic Plan *Inspire* states: "as an active partner in the United Nations' Sustainable Development Goals, we are accountable to meet or exceed expectations of sustainability in our physical spaces, energy usage and our daily activities."

In addition, the College remains committed to organization sustainability that includes our continued progress towards financial sustainability, enhanced focus on cybersecurity, resilience of our employees, as well as effective and efficient operations.

ENVIRONMENTAL SUSTAINABILITY

MLP3 – Okanagan College is comprised of 4 campuses. The properties represent a total area of approximately 93.5 acres. The footprint for all buildings is equivalent to 16.9 acres. The parking lots and associated asphalt cover an estimated 35.5 acres. The remainder, approximately 41.1 acres is an assortment of treed areas interspersed with turf, natural grassland and various planted arrangements of perennials and indigenous flora. Much of the green area also acts as a natural wildlife habitat. Two of the campuses border natural wetland. Of the 41 acres, almost 75% is either natural non-irrigated terrain or xeriscaped.

Okanagan College has implemented several initiatives to reduce water usage on campus. Irrigation practices as well as plant selection are designed and selected to minimize our water usage wherever possible. Currently, 75% of our green areas are covered with only native plants – requiring only natural irrigation. We have an ongoing plan to continue to replace our green areas with native vegetation as budgets allow. All new construction will allow for the planting of only native flora only. Our Irrigation Practice employs a combination of weather informed control supplemented with timers and manual inspections to ensure we are only watering when absolutely necessary. Several water fountains – some on each campus - have been retrofitted with "bottle fillers" to make refilling reusable water bottles a breeze.

An ongoing retrofit program will continue to identify and replace fountains wherever possible. The Centre for Learning in Kelowna uses only low-flow faucets, showers and toilets, as well as waterless urinals. The Centre for Excellence in Penticton has been fitted with low-flow fixtures as well. When required, all shower heads, faucets and water-closets are being replaced with low flow models.

The College is involved in several community partnerships and initiatives that support sustainability. Some examples are as follows:

- Penticton Campus Community Habitat Memorial Garden: this is jointly maintained garden that is located on the southwest corner of the Duncan Avenue campus. The theme of the garden is all natural plants that are individually marked and there is a leaflet that is jointly produced by the college and the garden society. Maintenance of the garden is done by both the College and the Garden Society. The College maintains the water system and the society does the clean-up. Examples of the plantings are to be used in the roof gardens on the Centre of Excellence.
- The College is a partner with the South Okanagan-Similkameen Conservation Society – this group is particularly dedicated to the species at risk in the South Okanagan Similkameen. Recently we provided office space and in-kind support for the organization as well as being a partner. We are now a partner and provide in kind support in waiving booking fees and some of our staff attend meetings and provide technical expertise.
- The College adopted Fashieux Creek in 2008 which runs along the west border of the campus in Kelowna. The Campus pulls together teams of students, staff and community to clean the Creek 3-4 times a year. Since its adoption noxious weeds and garbage have been removed by and in the Creek. As a result ducks, turtles, muskrat(s) and fish have returned to the Creek. In 2009 the College Campus was awarded by the City of Kelowna the most dedicated community group for this clean-up project.
- The institution also collaborates with other colleges and universities, having established a four-college sustainability coalition with Durham College, Lethbridge Community College and Nova Scotia Community College. Okanagan College also works closely with the En'owkin Centre, a First Nations cultural centre and post-secondary institution, to develop curriculum for land and resource management diploma.

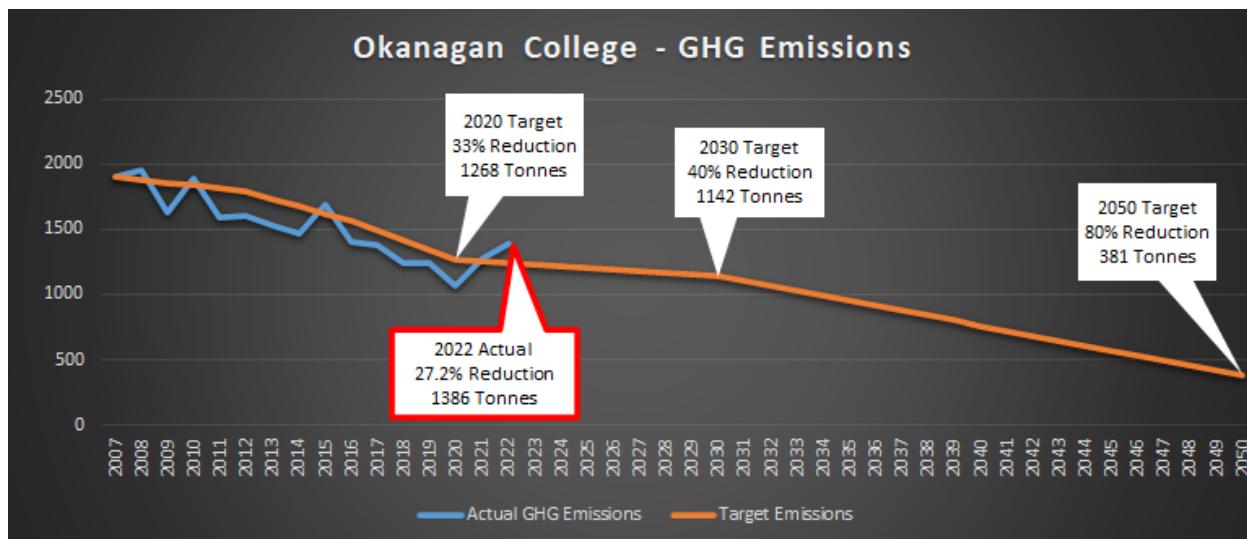
- Another example of Okanagan College's commitment is a partnership with UBC Okanagan to establish a Green Construction Research and Training Centre (GCRTC) that will provide new research options and create hands-on practical training opportunities for students. The GCRTC will generate and expand knowledge in the areas of green (environment-friendly) construction—including materials, structural components and systems, and construction management. The objectives are to create civil infrastructure that is safe, durable, energy-efficient and affordable through innovative technologies. Industry collaborations are already underway with anticipated spin-off companies creating a community that supports self-sustainability and local economic development.
- Okanagan College hosts many campus engagement activities that showcase the value of sustainability initiatives: Recyclemania, Carpool Week, and Bike to Work Week.
- In 2022-23, the opening up of Casorso active transportation corridor (ATC) between Raymer Ave. and KLO Rd. is the latest addition to Kelowna's cycling network and it is now ready for riders. The BC Minister of Transportation and Infrastructure, Rob Fleming, visited Okanagan College to recognize and celebrate the completion of this project. The College is one of the main destinations connected along the Ethel Casorso ATC corridor stretching from Downtown Kelowna to the Pandosy Urban Centre.

Where possible, innovations are considered to improve energy consumption of existing campus structures. In 2003/2004, OC's Facilities Management investigated and implemented a method of using the City of Kelowna wastewater treatment facilities discharge to heat the OC Kelowna Campus by running clear water lines from the Treatment Facility to the OC boiler house and extracting the heat from the clear water to heat the surrounding buildings.

This is achieved by using heat recovery chillers and "harvesting" heat from the clear water. In addition, OC has replaced old boilers with high efficiency boilers and replaced old cooling units containing environmentally hazardous refrigerant with new high efficiency, environmentally friendly cooling units. These steps, along with many others to come, greatly reduce energy consumption and pollutant discharge equivalent to 819 tonnes of carbon dioxide annually. This allows OC to focus its resources even more on educational purposes while preserving the environment. Okanagan College is committed to reducing green house gas (GHG) emissions under the Kyoto Protocol in efforts to reduce our depleting ozone.

The College has undergone several infrastructure upgrades. While in pursuit of the Carbon Zero designation, the College is required to develop a strategic Zero Carbon Transition Plan, which includes energy reduction strategies, financial analyses of alternatives, and development of a long-term heating plan free of fossil fuel combustion. Using Lean methodology, we are constantly reviewing administration processes in different departments to encourage reducing, where practical, unnecessary paper-based filing systems. Continued monitoring of our fleet vehicles and usage patterns as well as technology developments in video conferencing will help us optimize travel related emissions.

The College has established a goal to exceed the provincially mandated Bill 44 targets for carbon emissions with an annual carbon emission reduction of 80 tons per year. We were managing to stay ahead of that pace and reached the original Provincial 2020 target by 2018, however, the last two winters have provided longer than usual cold snaps which have driven our heating related emissions up significantly. This illustrates the importance of decarbonizing our heating systems wherever possible.



OC is committed to building sustainable facilities, as evidenced by several building projects in recent years. Okanagan College has constructed three LEED (Leadership in Energy and Environmental Design) Platinum-certified buildings since 2007: the Jim Pattison Centre of Excellence in Penticton and the Trades Tower at the Kelowna campus. Okanagan College's Centre for Learning (Kelowna), its welding building (Penticton), and its Vernon Trades Centre are all LEED-Gold-certified. Innovative projects, such as using greywater from the Kelowna Wastewater Treatment Plant to help heat and cool the Kelowna campus and extensive solar arrays in Penticton, Kelowna and Vernon, have helped reduce the institution's energy consumption.

Latest LEED certification was for the new Health Sciences Centre (HSC), that officially opened at the Kelowna campus in October 2021. More than the physical features, the HSC was also designed to the WELL Building Standard®. According to Facilities Management Director Steve Robinson, the WELL Building Standard is a vehicle for buildings and organizations to deliver more thoughtful and intentional spaces that enhance human health and well-being. WELL is composed of over one hundred Features that are applied to each building project, and each WELL Feature is designed to address issues that impact the health, comfort, or knowledge of occupants.

There were three student housing projects underway in 2022, one was under construction and the other two saw their design completed so that construction could begin in early 2023. All three projects are designed to meet BC Step Code 4 which will align well with our carbon reduction plans.

All the construction projects we engage in provide us with the infrastructure and opportunity to share construction best practices with our students and the communities we serve.

The College plans to continue to leverage the technology, passion, and creativity inherent in these buildings in order to be an agent of change for the larger community. We draw on the interests and expertise of staff and students to advance our intentions regarding sustainability and carbon reduction.



The College also managed to secure funding from FortisBC to hire an energy Analyst. This partnership is specifically intended to identify energy reduction opportunities as well as help develop and implement an institutional 'Carbon Zero' action plan. The analyst was hired in December 2023 with the intent to renew funding support for as long as the program lasts. Deep energy audits of our most energy intensive buildings is set begin this summer which should help us significantly lower our GHG emissions.

The College's Sustainable Transportation Plan is continuously being updated to meet the changing needs and expectations of the population. Highlights include: carpool matching service with preferred parking spots, car sharing, parking pass opt-out policy, anti-idling policy, and bike lockers. Students and staff can take advantage off all the possible ride sharing opportunities available through carpool.ca. Electric car charging stations are available on all four main campuses.

Recently, the College took strides forward in reducing our mobile emissions. OC registered to participate in the provincial 'Go Electric Fleets' program and also replaced aging fleet vehicles with three plug-in electric vehicles. Another e-vehicle is planned for 2023. These vehicles are available for all staff to reserve for intercampus travel. Feedback has been positive and utilization is steadily increasing. Currently Okanagan College has a total of 20 Electric Vehicle Level 2 Charging Stations. The location breakdown is as follows: Salmon Arm – 2; Vernon – 4; Penticton – 4; Kelowna – 6; 2 additional for fleet vehicles; 2 additional in automotive shop for educational purposes." The College is working on plans to add up to 3 more charging stations.

The College has also started on the initial assessment related to the STARS (Sustainability Tracking and Assessment Rating System), administered by the Association for the Advancement of Sustainability in Higher Education. The process involves a rigorous examination of practices, policies, and achievements that contribute to sustainability. Okanagan College currently holds a Silver rating and is planning to resubmit in 2018 to help establish new benchmarks and targets going forward – particularly with regards to our greenhouse gas emissions. OC is currently preparing a new STARS baseline submission so that in Fall 2023

we can set the follow-up aspiration. Deep energy audits are also being performed on several buildings in 2023 to support the first steps of the Carbon Zero Plan.

MLP3, MLD1A – Among its green-focused programs, Okanagan College offers a diploma in Sustainable Building Technology (formerly the Sustainable Construction Management Technology program, which was established in 2011) and diplomas in Environmental Studies and Water Engineering Technology.

For example, OC's Sustainable Building Technology program, a two-year diploma program is based at the Centre of Excellence at the Penticton campus. It is a forward-thinking program designed

to enable, empower and inspire the emerging generation of construction managers and technologists to deliver true sustainable development. Jim Pattison Centre for Excellence in Sustainable Building Technologies and Renewable Energy Conservation is now being used as a living classroom, and the backbone of the Sustainable Construction Management Technology program. Students work ON their classroom in addition to inside the room.

MLP3, MLD1A – In February 2023, Okanagan College (OC) students joined forces with youth leaders in Grades 8 to 12 in the Central Okanagan to provide mentorship on projects that will impact the United Nations' 17 Sustainable Development Goals (SDGs). The high school teams were preparing for a local Sustainable Development Challenge event, inspired by the UN initiative, and were able to bounce their ideas and projects off OC students prior to the challenge finale in February 2023.

The Sustainable Development Challenge is a partnership between Global Citizen Events and the Global Empowerment Coalition of the Central Okanagan (GECCO). It has been ongoing since 2003, promoting the UN's 17 Sustainable Development Goals and celebrating the impact Okanagan citizens are making in humanitarian efforts.



"Having our students connect with the younger generation of high school students creates such a great energy and discussion about sustainable practices and some of the big issues the world is dealing with," said OC professor Danielle Robinson who split her third-year Sustainable Management class into groups to work with each of the teams involved in the challenge. "Together students are developing incredible innovative solutions."

Teams from four Kelowna high schools worked with OC students and met three times

as they prepared for the competition finale, a live event where students pitched their projects to judges and a public audience. Top teams received funding and support to make their ideas reality. The live pitch event was held at the Rotary Centre for the Arts on Feb. 23, 2023.

"Being able to work with high school students has been amazing," said third year OC Sustainable Management student MacKenna Lenarcic, herself a veteran of team competitions as president of Enactus Okanagan. "We have been very impressed with the groups and the ideas they have. It's been exciting to share information with the next wave of student leaders."

"It's been really great for the high school teams to get mentors who are a little closer in age to them," said challenge organizer Antonia DeBoer. "They were so excited to be on the Okanagan College campus and I think it was nice for them to be able to visualize one day being in a post-secondary setting."

CYBERSECURITY

MLP3 – On January 9, 2023, unauthorized access was detected in the OC systems triggering the containment decision to disable access to the OC network. Specifically, we notified agencies including the RCMP, the Office of the Information and Privacy Commissioner for B.C., and the Canadian Centre for Cyber-Security, whose recommendations we continue to follow.

More information about the cybersecurity incident experienced by Okanagan College can be found here: [Cyber-Incident and network updates](#).

Since January, OC has reviewed, retired and replaced several technology systems. In some cases, OC was able to accelerate upgrades that were previously planned. In recent months, examples of security enhancements include updating practices related to passwords, conducting third-party reviews, adding multi-factor authentication to all student and staff accounts, restoring shared/employee files to users and moving file storage to the cloud. Additional measures include the following:



Provincial Participation / Partnerships Services via BCNET

- We are a member of the sector BCNET Distributed Cybersecurity Incident Response Team (0.2 of an FTE is dedicated towards this initiative).
- Participating member in the BCNET Cybersecurity and Identity Management Committee.
- Participating in BCNET Cybersecurity initiatives, including:
 - SIEM (Security Information and Event Management) as a service, with FortiSIEM
 - Nessus Vulnerability Scanning and reporting.
 - Netscout DDOS (Distributed Denial of Service) Detection and reporting service.
 - Identity and Access Management, Federated Identity Management.
 - DNS protection.
- Enrolment in Provincial Information Security Services, including:
 - Emergency Notifications.
 - Awareness Program.
 - Vulnerability Notifications.
 - Information Sharing Conference Calls.

National Participation / Partnerships

- Via Canadian Cyber-Security Center
 - Enrolment in Canadian Center for Cybersecurity (CCCS) Critical Alerts and Vulnerability Alerts Service.
 - Enrolment and participation in CCCS Academic Sector Briefing meetings (Bi-weekly).
 - Enrolment in CCCS Threat Briefing meeting series.
- Via CANARIE, National Cybersecurity Initiatives Program (CIP)
 - National Cybersecurity Assessment – NIST Cybersecurity Framework and Alyne Assessment Tool, 2022 Assessment completed.
 - CANSSOC (Canadian Shared Security Operations Centre) Threat Feeds integrated to firewalls, 2022.
 - Intrusion Detection System (IDS), updated 2022
 - CIRA D-Zone DNS (Domain Name System) Firewall in use since 2020.
 - Cybersecurity Benchmarking Program, (BitSight), renewed for 2022-23.

Okanagan College Led Internal Projects

- Completion of Multi-Factor Authentication (MFA) project - mandatory, enforced MFA for all Staff, Faculty and Student accounts, Jan 2023.
- Completion of Microsoft 365 license upgrade Initiative for all Faculty, Staff, and Student accounts, enabling full Security features and tools for Identity, Exchange, Endpoint, Data Loss Protection and Sentinel Threat Protection.
- Completion of Password Reset project - full password reset for all active accounts, stronger password policy and requirements, updated Self-Serve Password reset application integrated with MFA, multi-step verification.
- Completion of Single Sign-On (SSO) project - migration of all cloud and enterprise applications to Microsoft Azure identity provider, integrated with MFA and Microsoft Defender for Identity cloud security tools.
- Completion of Cloud Email Migration project - migration to Microsoft 365 Exchange in cloud, retire legacy Exchange infrastructure, integration to Microsoft Defender cloud security tools.
- Endpoint Protection Project - Improved endpoint protection and management policies, management tools (Intune, Autopilot, PatchMyPC), endpoint fleet refresh, integration with Defender for Endpoint cloud security tools.
- Retirement of legacy applications, modernization of applications, adoption of cloud services and third-party applications.
- Retirement of legacy infrastructure and file storage, modernization of infrastructure, adoption of cloud services and cloud-based infrastructure.
- Enhanced FortiWeb Web Application Firewall with enhanced rules and Distributed Denial of Service (DDoS) technology.
- Cybersecurity Awareness Training updated.
- Incident Management training continued with new staff.
- Identity and Access Management (IAM) Project – Modernization of account governance, management and lifecycle, permissions and access management processes, privileged identity management, account and access audit/review processes.

RESILIENT EMPLOYEES – 2022 EMPLOYEE EXPERIENCE SURVEY

MLP1, MLP3, MLD1, MLD2 – A renewed focus on OC employees came in 2022-23 fiscal year as a result of our new strategic plan *Inspire*. As a part of the College responsibilities the *Inspire* strategic plan states:

“We will empower employees to be resilient in support of a resilient College. Okanagan College’s employees are our bedrock. Every day, they bring to life the activities that transform lives and communities. We will improve employee engagement, strengthen our leadership and talent management practices, optimize employee value proposition, and become one of B.C.’s top employers through demonstrating our commitment to the holistic well-being and development of employees and empowering accountable leadership throughout the College.”

In this regard, the Department of Institutional Research worked with the People Services team to design the new biennial Employee Experience Survey. A total of 1121 eligible OC employees were sent a link to the online survey via email and 649 employees responded to the survey resulting in a 60.6 per cent response rate. An average score of the overall OC employee engagement and satisfaction items of the survey indicates that 83 per cent of OC employees are satisfied with their experience at the College.

In addition to the overall College level analytical report, various campus level reports, employee group level reports and department/division level reports were prepared by OC Department of Institutional Research enabling the People Services team to initiate department/division level action plans to address the key issues.



FISCAL SUSTAINABILITY

MLP2, MLD1, MLD2 – COVID-19 related impacts on BC's postsecondary sector required significant adjustments both by the provincial government and post-secondary institutions. 2022-23 was the second and final year of deficit approvals provided by provincial treasury. In 2022-23 fiscal the reopening phase post-pandemic was underway in BC. Okanagan College continued to remain fiscally responsible in 2022-23 fiscal year. The College continued to work on strategies to improve both domestic and international enrolment in addition to fine tuning the enterprise risk management framework.

The College experienced some recovery of revenues as compared to 2021-22 fiscal year but did not amount to the pre-pandemic levels. Although the projected budget shortfall was almost \$2.1m million dollars for 2022-23 fiscal year, this was reduced to a deficit of \$1m through various College cost review efforts and due to the enhanced revenue of approximately \$6 million dollars over the previous year (2021-22 fiscal year). International student enrolments continued to recover while the domestic enrolments continued to provide a challenge in 2022-23 fiscal year.

Okanagan College risk management process was updated in Fall 2022 and resulted in the development of Enterprise Risk Management (ERM) Guidelines. The Guidelines outline who owns risks within the College and who is responsible for the different elements of the risk management process. The Finance, Audit and Risk Committee of the Board is responsible under the Guidelines to approve the ERM Guidelines, the risk appetite, and to annually review and

approve the risk report. In December 2022, the Finance, Audit and Risk Committee reviewed and provided feedback on the ERM Guidelines that will be used to inform policy, process, and cultivate an embedded risk culture at the College. While the Board provides oversight for overall risk management at the College, the College's Executive Team approves the major risk categories from institutional risks which are identified and scored by Leadership Council. Deans and Directors are responsible for mitigation plans and embedding those risks within their unit's resource plans. A summary of those risks and mitigation strategies are presented in the attached Risk Register Summary and Risk Heat Map. The Board is asked to review the risks presented.

The College also participated in a provincial post-secondary funding review in fiscal 2022-23 that saw a detailed submission answering some systemwide questions posed by the Ministry. OC's submission can be reviewed at the following [link](#).

Looking ahead, the 2023-24 fiscal year is expected to see continued recovery of enrolments as well as on campus services. The institution is projecting a balanced budget as we expect international enrolments to recover to pre-pandemic levels.

A link to Okanagan College's 2022-23 Financial Statements is included as an appendix to this report.



Appendix: Performance Measures

		Actual			Target	Assessment
		2020/21	2021/22	2022/23	2022/23	2022/23
Student spaces	Total student spaces (AEST)	4,911	5,094	4,893	≥5,021	Substantially Achieved
	Nursing and other allied health programs	572	781	700	≥622	Achieved
	Developmental programs	705	660	571	≥774	Not Achieved
Credentials Awarded	Credentials	1,862	1,818	1,846	≥1,807	Achieved
Indigenous student spaces	Total Indigenous student spaces	931	752	929	≥ 2021-22	Achieved
	Ministry (AEST)	657	549	682		Achieved
	SkilledTradesBC	273	203	247		Achieved
Student satisfaction with education	Former diploma, associate degree and certificate students	93.3% +/- 1.0%	93.6% +/- 1.0%	90.7% +/- 1.3%	≥90%	Achieved
	Trades foundation and trades-related vocational graduates	94.0% +/- 2.2%	89.8% +/- 3.0%	89.0% +/- 3.7%		Achieved
	Former apprenticeship students	94.1% +/- 1.9%	93.3% +/- 2.2%	89.9% +/- 2.8%		Achieved
	Bachelor degree graduates	97.0% +/- 2.4%	98.3% +/- 1.6%	98.8% +/- 1.8%		Achieved
Student assessment of the quality of instruction	Former diploma, associate degree and certificate students	95.0% +/- 0.9%	96.1% +/- 0.8%	94.1% +/- 1.0%	≥90%	Achieved
	Trades foundation and trades-related vocational graduates	93.2% +/- 2.4%	93.3% +/- 2.5%	93.2% +/- 3.0%		Achieved
	Former apprenticeship students	96.0% +/- 1.6%	94.9% +/- 2.0%	93.4% +/- 2.3%		Achieved
	Bachelor degree graduates	99.0% +/- 1.4%	99.2% +/- 1.1%	98.8% +/- 1.7%		Achieved
Student assessment of skill development	Former diploma, associate degree and certificate students	88.1% +/- 1.2%	89.5% +/- 1.3%	85.0% +/- 1.6%	≥85%	Achieved
	Trades foundation and trades-related vocational graduates	86.0% +/- 2.0%	84.4% +/- 3.4%	88.9% +/- 3.7%		Achieved
	Former apprenticeship students	87.4% +/- 1.7%	88.3% +/- 2.5%	83.1% +/- 3.3%		Achieved
	Bachelor degree graduates	93.0% +/- 3.1%	92.4% +/- 2.4%	93.6% +/- 2.6%		Achieved
Student assessment of usefulness of knowledge and skills in performing job	Former diploma, associate degree and certificate students	87.2% +/- 2.1%	84.9% +/- 2.3%	84.3% +/- 2.2%	≥90%	Substantially Achieved
	Trades foundation and trades-related vocational graduates	88.6% +/- 3.5%	82.5% +/- 4.9%	84.9% +/- 4.9%		Substantially Achieved
	Former apprenticeship students	93.2% +/- 2.2%	94.2% +/- 2.2%	91.0% +/- 2.8%		Achieved
	Bachelor degree graduates	97.8% +/- 2.2%	95.3% +/- 2.9%	93.2% +/- 4.4%		Achieved
Unemployment Rate	Former diploma, associate degree and certificate students	6.7% +/- 1.5%	6.7% +/- 1.5%	3.3% +/- 1.0%	≤12.9%	Achieved
	Trades foundation and trades-related vocational graduates	8.4% +/- 2.8%	15.1% +/- 4.0%	4.4% +/- 2.6%		Achieved
	Former apprenticeship students	5.5% +/- 1.9%	4.0% +/- 1.8%	1.2% +/- 1.1%		Achieved
	Bachelor degree graduates	5.1% +/- 3.1%	1.8% +/- 1.8%	3.8% +/- 3.2%		Achieved

Appendix: Performance Measures

		Actual			Target 2022/23	Assessment 2022/23
		2020/21	2021/22	2022/23		
Former diploma, associate degree and certificate students	Skill development	88.1% +/- 1.2%	89.5% +/- 1.3%	85.0% +/- 1.6%	≥85%	Achieved
	Written Communication	87.0% +/- 1.6%	90.8% +/- 1.4%	86.5% +/- 1.7%		
	Oral Communication	82.9% +/- 1.7%	84.4% +/- 1.7%	79.8% +/- 2.0%		
	Group collaboration	88.0% +/- 1.4%	89.4% +/- 1.4%	82.9% +/- 1.8%		
	Critical Analysis	92.1% +/- 1.1%	93.7% +/- 1.0%	88.5% +/- 1.4%		
	Problem resolution	87.2% +/- 1.5%	87.4% +/- 1.5%	84.2% +/- 1.7%		
	Learn on your own	86.2% +/- 1.5%	87.1% +/- 1.5%	85.9% +/- 1.6%		
	Reading and comprehension	92.7% +/- 1.1%	93.1% +/- 1.1%	88.5% +/- 1.5%		
Trades foundation and trades-related vocational graduates	Skill development	86.0% +/- 2.0%	84.4% +/- 3.4%	88.9% +/- 3.7%	≥85%	Achieved
	Written Communication	71.0% +/- 7.5%	71.5% +/- 6.8%	84.1% +/- 6.5%		
	Oral Communication	77.3% +/- 6.0%	72.3% +/- 6.1%	85.1% +/- 6.1%		
	Group collaboration	89.0% +/- 3.1%	87.4% +/- 3.4%	86.6% +/- 4.2%		
	Critical Analysis	88.2% +/- 3.1%	84.3% +/- 3.8%	92.4% +/- 3.2%		
	Problem resolution	84.4% +/- 3.5%	88.2% +/- 3.4%	88.7% +/- 3.9%		
	Learn on your own	87.7% +/- 3.2%	85.9% +/- 3.6%	86.2% +/- 4.1%		
	Reading and comprehension	92.9% +/- 2.5%	90.0% +/- 3.1%	94.9% +/- 2.8%		
Former apprenticeship students	Skill development	87.4% +/- 1.7%	88.3% +/- 2.5%	83.1% +/- 3.3%	≥85%	Achieved
	Written Communication	75.9% +/- 5.3%	79.4% +/- 5.8%	64.6% +/- 6.9%		
	Oral Communication	81.6% +/- 4.5%	79.6% +/- 5.5%	71.4% +/- 6.0%		
	Group collaboration	88.1% +/- 2.8%	88.3% +/- 3.1%	86.1% +/- 3.5%		
	Critical Analysis	92.3% +/- 2.2%	92.0% +/- 2.5%	88.7% +/- 3.1%		
	Problem resolution	90.3% +/- 2.5%	91.6% +/- 2.6%	83.3% +/- 3.6%		
	Learn on your own	85.4% +/- 3.0%	87.4% +/- 3.2%	86.3% +/- 3.3%		
	Reading and comprehension	92.1% +/- 2.3%	94.2% +/- 2.2%	88.7% +/- 3.1%		
Bachelor degree graduates	Skill development	93.0% +/- 3.1%	92.4% +/- 2.4%	93.6% +/- 2.6%	≥85%	Achieved
	Written Communication	93.8% +/- 3.5%	92.9% +/- 3.4%	94.9% +/- 3.7%		
	Oral Communication	92.9% +/- 3.7%	92.2% +/- 3.5%	93.8% +/- 4.0%		
	Group collaboration	93.1% +/- 3.5%	91.5% +/- 3.5%	91.5% +/- 4.5%		
	Critical Analysis	97.0% +/- 2.4%	95.8% +/- 2.5%	97.5% +/- 2.6%		
	Problem resolution	90.1% +/- 4.2%	89.7% +/- 3.9%	93.9% +/- 3.8%		
	Learn on your own	92.9% +/- 3.7%	90.5% +/- 3.7%	93.8% +/- 3.9%		
	Reading and comprehension	92.9% +/- 3.7%	94.6% +/- 3.0%	89.9% +/- 5.0%		

Please consult the 2021/22 Standards Manual at <https://www2.gov.bc.ca/gov/content/education-training/post-secondary-education/institution-resources-administration/accountability-framework> for a current description of each measure.

Institutional Accountability Plans and Reports, which report on and provide context on these performance measures, are also published at <https://www2.gov.bc.ca/gov/content/education-training/post-secondary-education/institution-resources-administration/accountability-framework>

Student Spaces

Results from the 2022/23 reporting year are based on data from the 2022/23 fiscal year; results from the 2021/22 reporting year are based on data from the 2021/22 fiscal year. Only Ministry funded Full-Time Equivalents are included.

Indigenous Student Spaces

For Indigenous Student Spaces, results for the previous fiscal year are reported. Results from the 2022/23 reporting year are based on data from the 2021/22 fiscal year; results from the 2021/22 reporting year are based on data from the 2020/21 fiscal year. Both Ministry and SkilledTradesBC (formerly the Industry Training Authority) funded Full-Time Equivalents are included. Institutions provide their own target and assessment for Indigenous Student Spaces.

Credentials Awarded

Annual performance is measured using a rolling three-year average of the most recent fiscal years; e.g. results for the 2022/23 reporting year are a three-year average of the 2019/20, 2020/21, and 2021/22 fiscal years.

Student Outcomes Measures

Results from the 2022/23 reporting year are based on 2022 survey data; results from the 2021/22 reporting year are based on 2021 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%.

Credentials Awarded to Indigenous Students

The target for this measure is currently under review. Assessment will show as "Increased" or "Decreased" over the previous year.

Assessment Scale

Performance measure results are assessed on a three-category scale: Achieved, Substantially Achieved, or Not Achieved . N/A = not assessed Progress on Implementation of Truth and Reconciliation Commission's (TRC) Calls to Action and articles of the United Nations Declaration (UN Declaration) on the Rights of Indigenous Peoples at Public Post-Secondary Institutions in B.C.

Target assessment scale	Description
Achieved	100% or more of the target
Substantially achieved	90% to <100% of the target
Not achieved	<90% of the target

The provincial government is committed to implementing the UN Declaration on the Rights of Indigenous Peoples and the TRC Calls to Action. Institutions will have addressed relevant TRC Calls to Action and articles of the UN Declaration on the Rights of Indigenous Peoples to varying degrees. Please complete the following table to provide an at-a-glance summary of your institution's progress. If there is no relevant program/initiative show as N/A.

Appendix B – Template for Reporting on Lasting and Meaningful Reconciliation

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

The provincial government is committed to implementing the UN Declaration on the Rights of Indigenous Peoples and the TRC Calls to Action. Institutions will have addressed relevant TRC Calls to Action and articles of the UN Declaration on the Rights of Indigenous Peoples to varying degrees. Please complete the following table to provide an at-a-glance summary of your institution's progress. If there is no relevant program/initiative show as N/A.

TRC CALL TO ACTION ¹ and UN DECLARATION on the RIGHTS OF INDIGENOUS PEOPLES ARTICLE	
PROGRESS	INITIATIVES AND PARTNERSHIPS
Identify whether the initiative is: • New ² • Planned / In Progress / Implemented or Ongoing	Provide key details on initiatives relating to each Call to Action and UN Declaration on the Rights of Indigenous Peoples article and how your institution's relations and collaborative partnerships with local First Nations and Métis communities are contributing to implementation. Include links where relevant. Add rows to report on additional initiatives as required.

1: SOCIAL WORK

We call upon the federal, provincial, territorial, and Aboriginal governments to commit to reducing the number of Aboriginal children in care by ... Ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the history and impacts of residential schools. ... Ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the potential for Aboriginal communities and families to provide more appropriate solutions to family healing.

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
Ongoing	<p>Social Work Specific Courses</p> <p>Okanagan College offers a range of Social Work courses, from 2nd to 4th year. These courses feature prominently in the Applied Bachelor of Arts: Community Research and Evaluation degree that provides access to a 2-year Master of Social Work (MSW) program at UBC-Okanagan and includes a direct pathway for students of Indigenous ancestry to gain entry to the MSW. The applied degree curriculum focuses on cultural diversity, including Indigenous language courses and Indigenous Studies courses that educate students in regional Indigenous histories and perspectives. A central purpose of the degree is to prepare graduates (entrants to the Master's program) with an undergraduate degree rich in applied and experiential learning of regional Indigenous communities and families. I</p> <p>Human Service Work Diploma Program</p> <ul style="list-style-type: none"> Wellness Wheel: Students complete a 2-step assignment that involves looking at various Indigenous Models of Wellness, sometimes referred to as a Medicine Wheel, to take a holistic perspective and understand the value in different ways of being and knowing, and how they can apply them in their own life. Some students identify this as being their most valuable assignment. Generational trauma: Students are encouraged to recognize strength before need as part of working with ALL communities, but certainly as affirmative action in working with Indigenous Peoples. There are several other cultural practices and philosophies referenced in various courses. The power of storytelling is used that relate to either the work with the client in the field, or ways that we care for ourselves and our colleagues as a means of remaining healthy and effective in our work. While stories are often in text (e.g. pdf) or video/audio format, we also choose to read the stories out loud. Experiencing the value of oral story telling is aligned with recognizing the value in the oral transmission of knowledge.

- The Human Service Worker (HSW) program continues to invite regularly Indigenous speakers into the classroom.
- HSW Department instructors contributed to development of Aboriginal Community Support Worker (ACSW) Certificate Program, offered by Continuing Studies and Corporate Training (CSCT).
- Collaboration with CSCT and ACSW Program to ladder with the HSW program. Previously, transfer credit was awarded on a case-by-case basis.
- HSW actively maintains a collaborative relationship with local Indigenous Organizations and Programs. Local Friendship Centers and Band administered social service programs are active partners in our practicum community, and their representatives regularly present in our classes.
- HSW instructor has completed Indigenous Canada University of Alberta course and is in the process of incorporating key issues learned about the complex experiences faced by indigenous peoples living in Canada. There is enhanced content for several courses, referenced from a historical and critical perspective, that includes the traumatic effects of colonialism, indigenous concepts of gender, disability and social roles, and an enhanced examination of intergenerational trauma and resilience.

Indigenous Community Support Worker Certificate (ICSW)

ICSW prepares learners to support and assist Indigenous individuals and families, both on- and off-reserve, to enhance their quality of life. This program emphasizes a person/family-centred and holistic approach to community support work. Graduates are prepared to work in entry-level positions under direction and supervision, and practice professionally as part of a support team in community-based organizations that work with Indigenous persons. The program is offered online and has a single intake each year.

12: EARLY CHILDHOOD EDUCATION

We call upon the federal, provincial, territorial, and Aboriginal governments to develop culturally appropriate early childhood education programs for Aboriginal families.

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
Ongoing	<ul style="list-style-type: none">• Instructors in the Early Childhood Education (ECE) program are continuously updating and embedded content that is relevant to our sector and is reflective of local Indigenous communities.• We continue to partner with Indigenous communities to provide ECE courses to their communities, this partnership has been expanding in the last few years through our Continuous Studies department.• The BC Early Learning Framework (ELF) has a strong connection to Indigenous world views, instructors are continuously implementing and embedding the ELF throughout our curriculum.
Implemented	<ul style="list-style-type: none">• ECE instructors participated in a 4-part series on Cultural Competence Training that was guided and facilitated by Elders from the local community. Each instructor is at varying stages of their learning journey and processing how to take this new learning and have it become part of their role as an instructor.• 3 ECE courses were provided to the community of Skeetchestn Indian Band, these 3 courses enable students to apply for their ECE Assistant status through BC ECE Registry.
Planned	<ul style="list-style-type: none">• ECE Program is partnering with Skeetchestn and Neskonlith Indian Bands to provide a full ECE Certificate directly to their communities, starting in the next few months.

Appendix: Template for Reporting on Lasting and Meaningful Reconciliation

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16: INDIGENOUS LANGUAGE DEGREE AND DIPLOMA PROGRAMS

We call upon post-secondary institutions to create university and college degree and diploma programs in Aboriginal Languages.

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
Implemented	The Applied Bachelor of Arts: Community Research and Evaluation requires six (6) credits of First Nations Indigenous Languages. These courses will also be available to students as electives for other academic programs at Okanagan College. As the college's campuses are located across a number of traditional territories, courses in Sylix are now offered in Kelowna and plans are underway to offer courses in the Secwepemc as suited to the region's First Nations served by Okanagan College.

23: HEALTH-CARE PROFESSIONALS

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.

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
Ongoing	<p>Therapist Assistant Diploma:</p> <ul style="list-style-type: none">Courses have a unit introducing students to principles of Cultural Safety in healthcare, providing an overview of the history of colonialism and the current content of anti-Indigenous racism in healthcare in Canada.Courses currently include the published works of Canadian Indigenous authors, Indigenous perspectives in healthcare (such as holistic models for healthcare based on the medicine wheel), and we continue to work to weave Indigenous content into our course materials.Curriculum updated to include information on the First Nations Health Authority in courses discussing Federal and Provincial Health Care Systems.Curriculum includes learning about the role of the Aboriginal Patient Navigator in Acute, Community, Long Term Care and Palliative care settings.Students listened to a podcast from CBC "White Coat Black Art" on indigenous cultural safety training.Students take part in mandatory assignments that require the student to visit various local Indigenous services including the Ki-Low-Na Friendship Society.One course contains a lecture on cultural responses to pain. Indigenous cultural response to pain is presented and discussed.One instructor in the program is an ambassador for EDISJ, cultural sensitivity, and TRC and is tasked with gathering pertinent information, attending continuing education, participating on appropriate committees, and sharing the information with the department to inform ongoing curriculum development and teaching practices.

Appendix: Template for Reporting on Lasting and Meaningful Reconciliation

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24: MEDICAL AND NURSING SCHOOLS

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.

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
Ongoing and Implemented	<ul style="list-style-type: none">• OC nursing programs include Indigenous health issues and history in their curriculum.• The BC College of Nurses and Midwives (BCCNM) Nursing Registry Revised the Practical Nursing curriculum to ensure learning outcomes were aligned with the Truth and Reconciliation Calls for Action, cultural humility and safety, intercultural competency, LGBTQ2 and trauma-informed practice.• The Provincial Practical Nursing (PN) Curriculum is currently in revision and due out in summer 2023. Once revisions are released the PN Program will implement any changes within 12 months.• Nursing Program curriculum was developed with Indigenous learning resources which are included in the BCCNM Provincial guides.• Elders attend classrooms as guest speakers, identifying own cultural beliefs and values and researching traditional indigenous healing therapies are themed throughout our Health promotion and Lab nursing courses.• Practical Nursing students engage in Cultural Safety reflection by working through the University of Victoria's Cultural Safety modules: Cultural Safety: Module One Peoples Experiences of Colonization (uvic.ca). These Modules are revisited in each semester to allow students to reflect on their knowledge of cultural safety and how it applies to their practice.• Local First Nation bands and Indigenous health navigators from Interior Health attend nursing classes to speak to the students and provide teaching sessions.• OC has affiliation agreements with three Okanagan First Nation bands for nursing students to complete their practicums.• During clinical practicums PN students are placed within the local First Nations health units across the Okanagan.• Bachelor of Science in Nursing (BSN) program partners with the Westbank First Nations community for student's community practicums.• BSN has implemented a TRC working group to integrate Cultural humility and safety and trauma informed practice into their curriculum this is further supported by the Registry BCCNM.

28: LAW SCHOOLS

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.

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
N/A	N/A

Appendix: Template for Reporting on Lasting and Meaningful Reconciliation

57: PUBLIC SERVANTS

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.

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
New and Ongoing	As Okanagan College continues to implement its Inspire - Strategic Plan, the theme of equity, diversity, inclusion and social justice (EDISJ) will continue to be affirmed as a cultural foundation for the institution. EDISJ values have been inherent in the work of many members of the institution who have contributed through learning and teaching, research, lived personal and professional standards, and through activities such as work with the Positive Space Committee, the Sexual Violence Committee, the Mental Health and Wellness Committee, Enactus OC, Indigenization Plan, and so many other initiatives. A dedicated Associate Director, Indigenization position was also hired in 2022-23 to ensure that Indigenization remains a strategic focus at OC. Recently, Okanagan College conducted EDISJ Employee and Student Surveys that will help provide a baseline assessment of the state of EDISJ at the College.

62: TEACHER EDUCATION

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.

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
Ongoing	Education Assistant Program In partnership with Adams Lake, Little Shuswap, Splatsin, Neskonlith and the Métis Association Okanagan College offers an Education Assistant program to prepare participants for employment within the schools as an Education Assistant.

86: JOURNALISM AND MEDIA SCHOOLS

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.

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
Ongoing	Okanagan College currently offers a Diploma in Communications, Culture and Journalism Studies. At this time there is an elective course (Introduction to Indigenous Studies) that students can choose to take in year one of the program.

92: BUSINESS SCHOOLS

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.

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
Ongoing	The Office Assistant Certificate through the Okanagan College School of Business is being provided to the Neskonlith Indian Band. The program has 14 students and the relevant program delivery dates are April 2022 – October 2023.

UNITED NATIONS DECLARATION ON THE RIGHTS OF INDIGENOUS PEOPLES IMPLEMENTATION

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:

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.
2. Indigenous individuals, particularly children, have the right to all levels and forms of education.

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.

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.

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
New and Ongoing	<p>College representatives meet with various Indigenous community representatives on a regular basis within each College region. These meetings provide opportunities to identify community based educational and training needs in a way that aligns with community interests and plans. When and where viable, Continuing Studies and Corporate Training, Trades, and Academic portfolios, deliver educational programming both locally and occasionally in more rural Indigenous communities outside of our region. The College is aiming to expand vocational training within Trades, such as the Women in Trades Training, Sisters program, or the Indigenized Professional Cook program, for example.</p> <p>The College is committed to enhancing the participation rate of Indigenous peoples in post-secondary education to a level which is representative of the Indigenous population of the region served by the College. We will strive to increase and maintain our Indigenous student population to a level reflective of this ratio. The College, in collaboration with departments, will annually set aside a predetermined number of places specifically for Indigenous students, the number being commensurate with student interest, available teaching and learning support resources. While the number may vary from program to program, it will not normally exceed six per cent of the intake capacity for any given program in a particular year.</p>

OC's Indigenous Services department continually strives to increase access to the College through numerous related recruitment and community engagement initiatives. In addition to career fairs, the College will continue to visit secondary schools for recruitment, mentorship and program advisement with students. Hosting school tours and bringing youth onto campus for tours, Indigenous garden programming or other activities are used as a means to foster familiarity within the College environment and with the intention of spurring interest to pursue post-secondary schooling. The Indigenous Services department has expanded employment opportunities for Indigenous students, and where viable, financially supports Knowledge Sharers and Elders through service contract agreements, that support our cultural revitalization efforts. The College has also started to include Equity, Diversity, Inclusion and Social Justice (EDISJ) hiring practices to our employment opportunities, in efforts to grow the diversity of our College staff, and increase the prospective opportunities for Indigenous peoples.

OC organizes culturally informed campus-based events for current and prospective students, as well as community, faculty and other staff to attend. Campus-based events include but are not be limited to our youth exhibition pow wow, Indigenous Student Recognition Ceremony and Louis Riel Day celebrations. OC also attends community-based cultural and recruitment events both locally and provincially, such as the Okanagan Nation Salmon Feast, Strengthening Connections recruitment tour and local National Indigenous Peoples Day celebrations as a means to foster stronger working relationships and help with our recruitment and outreach efforts. The Indigenous Services department also delivers an array of cultural programming, services, workshops, and supports embedded in Indigenous services ideology. This year, the College enhanced the incorporation of several Indigenous practices and elements into our College convocation ceremonies.

The College has examined and participated in various types of Indigenous cultural competency training, with a view to recommending the most appropriate approach for College groups. Continuing Studies and Corporate Training, as well as Learning and Applied Research have delivered workshops and short courses in the realm of Indigenous awareness and cultural training. The College is looking to implement Indigenous cultural training for all new employees and students.

The College is also continuing to work with local First Nations, and has been active in the planning designs of major capital buildings to incorporate Indigenous conceptualizations, which will also be accompanied by education and awareness around such incorporations. This includes Indigenous gardens, sculptures, story poles with pictographs, traditional Indigenous structures and interpretative learning. Through the work of the Indigenization Task Force, Indigenous Services and other departments the College is continually looking to provide a campus climate that strives to foster an inclusive learning environment that is culturally validating. Working with and learning from the local Indigenous community has been paramount in building programming that interweaves traditional values and concepts.

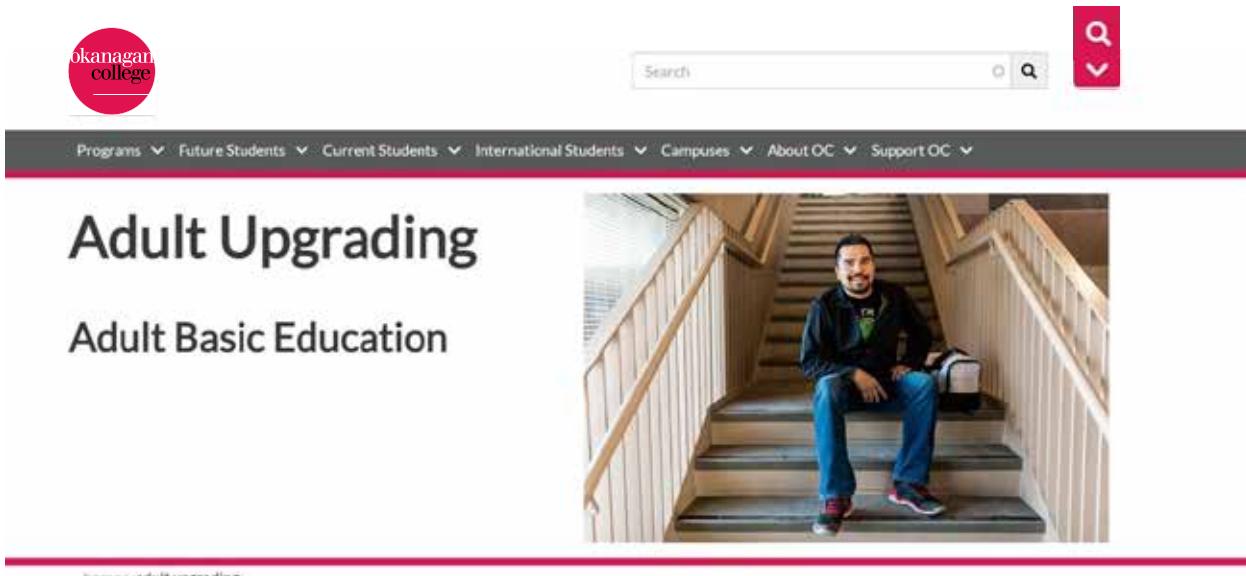
This 2022-23 IAPR has a dedicated Indigenization section that provides additional information about Indigenization related approaches and activities at the College.

OC Developmental Promotions 2022-2023

Throughout 2022-23, Okanagan College engaged in recruitment marketing and promotions for developmental programs (Adult Upgrading) at Okanagan College across a wide variety of print, radio, digital channels and events.

- **Website**

- Updates to the Upgrading page: www.okanagan.bc.ca/upgrading to support inclusive, welcoming, accessible and responsive pathway for student inquiries and applications.
- Improvements include: improved accessibility of contact information, clarity around pathways and intake process, and up leveling of student success stories/testimonials.
- Okanagan College regularly promoted developmental programs on the College's homepage, which received more than 1,000,000 views throughout the year.



Start here

Contact us to get started

Kelowna

Phone: 250-762-5445 - ask to be transferred to Jessica Morcom
Email: jmorcom@okanagan.bc.ca

Upgrading is the right choice if you want to:

- Complete high school graduation requirements
- Upgrade your high school marks
- Complete pre-requisites for the College's program or other university courses

Programs ▾ Future Students ▾ Current Students ▾ International Students ▾ Campuses ▾ About OC ▾ Support OC ▾  

Kelowna
Phone: 250-762-5445 - ask to be transferred to Jessica Morcom
Email: jmorcom@okanagan.bc.ca

Penticton
Phone: 236-420-6711 - ask to be transferred to Kevin Lipsett
Email: klipsett@okanagan.bc.ca

Vernon
Phone: 250-545-7291 - ask to be transferred to Simone Palmer
Email: sopalmer@okanagan.bc.ca

Salmon Arm
Phone: 236-420-6713 - ask to be transferred to Tracy Riley
Email: triley@okanagan.bc.ca

Revelstoke
Phone: 236-420-6706 - ask to be transferred to Tracy Riley
Email: triley@okanagan.bc.ca

Delivery method

- Complete high school graduation requirements
- Upgrade your high school marks
- Complete pre-requisites for the College's program or other university courses
- Develop your reading, writing and math skills
- Improve your career opportunities
- [Explore Pathways](#) to a career in [Trades](#) or Health including: [Health Care Assistant](#), [Therapist Assistant](#), [Certified Dental Assistant](#), [Practical Nursing](#) and [Pharmacy Technician](#)

Courses and programs are offered throughout the year, and all College locations offer Adult Upgrading.

Ready to apply?

Take the next step and enrol in the Upgrading program today.

[Apply to OC](#)

Upcoming courses

[Pathways](#) [When can I start courses?](#) [Certificates/Diploma](#) [English](#) [Science](#) [Math](#) [Electives](#)

Pathways

Please contact Jessica Morcom jmorcom@okanagan.bc.ca if you are interested.

See below for Adult Upgrading prerequisites required for each Pathway:

Pathways to Health:

Health Pathway	Admission Requirements (Adult Upgrading Courses)
Certified Dental Assistant	English 012 (minimum 60%), Biology 012 (minimum 60%), One of: Chemistry 011, Chemistry 012, Physics 011 or Physics 012
Early Childhood Education for EL (English Language)	EAPS 030
Health Care Assistant	English 070 (English 10 equivalent), A science 011 is recommended
Human Service Worker	English 012 (minimum 60%)

- **Digital Advertising**

- OC ran organic posts and advertisements on Google, Facebook and Instagram throughout 2022 to promote upgrading pathways to a diverse prospective student and influencer audience throughout the College region and across the province. These posts garnered 100,000+ impressions.

- **Open Houses / Promotional Events**

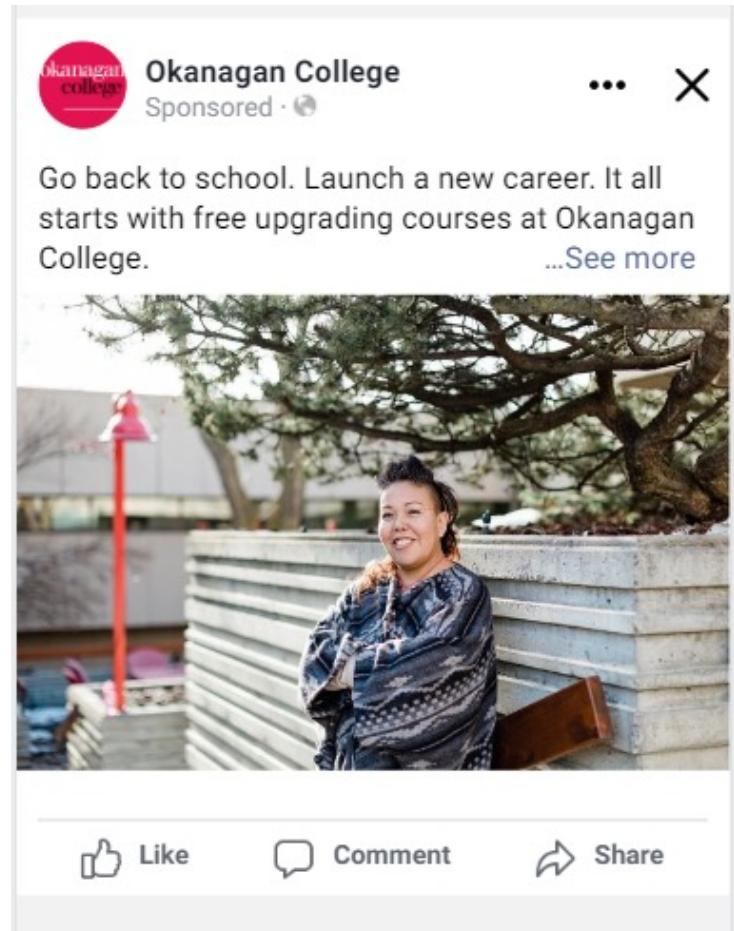
- Okanagan College recruitment teams and faculty/staff promoted developmental programs at numerous recruitment and community events throughout the year, including Fall Open Houses, Business Expo, Experience OC events, which engaged together reached 1,000+ high school students, teachers, parents and public.

- **Promotional materials/collateral** – OC featured developmental programs in the College's Viewbook, distributed to 10,000+ high school students across the region, Western Canada and beyond, and is also promoted heavily online: www.okanagan.bc.ca/viewbook.

- Event banners were produced to support recruiters and Upgrading instructors/staff at recruitment events. This helped raise the profile of developmental programs at major recruitment events.

- **Media Releases** – OC distributed media releases featuring Upgrading programs and pathways:

- <https://www.okanagan.bc.ca/news/oc-pathways-pilot-provides-better-access-supports-students-needing-prerequisites>
- <https://www.okanagan.bc.ca/news/okanagan-college-to-host-kelowna-campus-open-house-program-spotlights-this-saturday>



Appendix: Mandate Letter Priorities and Directives Index

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2021-22 Mandate Letter Priorities and 2022-23 Minister's Letter of Direction Directives	Mandate Letter Priority and Directive Number	Notes	2022-23 IAPR Page Numbers
2021-22 Mandate Letter Priorities			
1. Work with the Ministry to resume full on-campus learning and services for students, faculty and staff by fall 2021, following the direction and guidance of the Provincial Health Officer and the COVID-19 Go-Forward Guidelines for B.C.'s Post-Secondary Sector, and support your academic communities throughout 2021/22 as you respond to COVID-19 impacts and recovery.	MLP1		Pages: 25, 29, 32, 34, 38, 40, 44, 47, 77
2. Work with the Ministry and your communities, employers, and industry to implement post-secondary education and skills training for British Columbians, particularly those impacted by COVID-19 and vulnerable and underrepresented groups, to participate fully in economic recovery and growing career opportunities.	MLP2		Pages: 25, 26, 27, 32, 37, 38, 39, 40, 43, 44, 49, 50, 51, 52, 57, 65, 66, 78
3. Fully engage with government in implementing mandate commitments to support a future-ready workforce and post-secondary system, increasing access to post-secondary education and skills training and high opportunity jobs for British Columbians. This includes cross-government, community, sector, and stakeholder collaboration to support mandate commitments where education, innovation and equity play a role, and that builds upon government's CleanBC strategy and supports a clean economic future.	MLP3		Pages: 25, 26, 27, 38, 40, 44, 50, 51, 52, 53, 57, 65, 66, 69, 72, 75, 76, 77
2022-23 Minister's Letter of Direction			
1. Demonstrate your commitment to collaborating within your sector on new and priority initiatives, including:	MLD1	Generic number assigned to cover some or all sub-components of the relevant directive of Minister's Letter of Direction.	Pages: 25, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 40, 44, 47, 53, 54, 55, 58, 59, 60, 61, 62, 66, 67, 69, 70, 77, 78
A. Working to align education and skills training to goals of the BC Economic Plan.	MLD1A		Pages: 26, 27, 28, 49, 50, 51, 53, 54, 57, 63, 64, 65, 66, 68, 69, 70, 75
B. Supporting the implementation of Skilled Trades Certification.	MLD1B		Pages: 29, 50, 57, 59, 63, 64, 65
2. Contribute to Ministry engagement on upcoming initiatives, including:	MLD2	Generic number assigned to cover some or all sub-components of the relevant directive of Minister's Letter of Direction.	Pages: 40, 77, 78
A. The Future Ready: Skills for the Jobs of Tomorrow plan.	MLD2A		Pages: 26, 27, 28, 37, 49, 50, 51, 53, 57, 58, 60, 68, 69
B. The Ministry's sexualized violence policy review.	MLD2B		Pages: 43, 66, 67
C. Further tech-relevant seat expansions.	MLD2C		Page: 50
D. The funding formula review of provincial operating grants.	MLD2D		Page: 78

Financial Statements for Okanagan College are available here:

okanagan.bc.ca/financialstatements

