

OKANAGAN COLLEGE

ACCOUNTABILITY PLAN AND REPORT



Okanagan College
Transforms Lives and Communities
2019-20



Letter from the Board Chair and the President

Dear Minister Mark,

As we submit this report, Okanagan College – like British Columbia and the entire world – is coping with the effects and implications of the COVID-19 pandemic. We are anticipating and planning for significant changes in the coming year, whether it is in the physical presence of students and employees on our four campuses, or in the manner of delivery and assessment of our educational offerings.

That said, the 2019-20 fiscal year was another year of successes and accomplishments, including many that address both the Province's priorities and goals and the College's strategic plan. At a point when the school districts that comprise the Okanagan College region saw decreases in the number of Grade 12 students, Okanagan College held its own in terms of attracting and serving domestic students. In fact, the transition numbers of K-12 students moving on to post-secondary education continued to grow in the College region and Okanagan College gathered a growing share of them.

The institution attracted a growing number of international students (1,986), from an expanding array of countries (67). An economic impact study completed in early 2020, based upon 2018-19 data, suggests that as many as 62 per cent of those students who complete their studies are choosing to stay within the region, helping address a skills shortage that is growing more acute annually.

Indigenization remains a vital focus for our College, with important steps being taken to continue building our relationships with First Nations and Metis groups in our region. You were kind enough to join us for a watershed moment – the raising of the Okanagan Nation Alliance (ONA) flag on our Kelowna campus in June 2019. Later last year, we also raised the ONA flag on the Vernon campus and were privileged to have Grand Chief Stewart Philip attend. In Salmon Arm we raised the Secwepemcúlecw flag, with more than a hundred band and community members present. In early March 2020, we also renewed our Memorandum of Understanding with the Westbank First Nation. These are but a few examples of the many ways in which our work toward developing an Indigenization Plan for Okanagan College continues.

We continued to develop and offer new programs, including an Auto Service Technician diploma and a Collision Repair Technician Diploma. With support from the provincial and federal governments, employers and from donors, we continued to provide access to programs to under-represented groups, including Indigenous students, former youth in care and challenged youth. We provided targeted programs that address specific sector needs – especially forestry – and that provide work-integrated learning opportunities.

As you review this institutional accountability plan and report, we trust you will note the large number of partnerships that are integral parts of our service to the communities we serve. In the many successes that we report, we also hope you find the evidence of how Okanagan College is meeting the expectations of the Province, our students, employees and our region. This report has been prepared in accordance with the Budget Transparency and Accountability Act and we are accountable for meeting the objectives outlined in the plan.



Gloria Morgan,
Chair, Okanagan College Board of Governors
Okanagan College



Jim Hamilton,
President, Okanagan College

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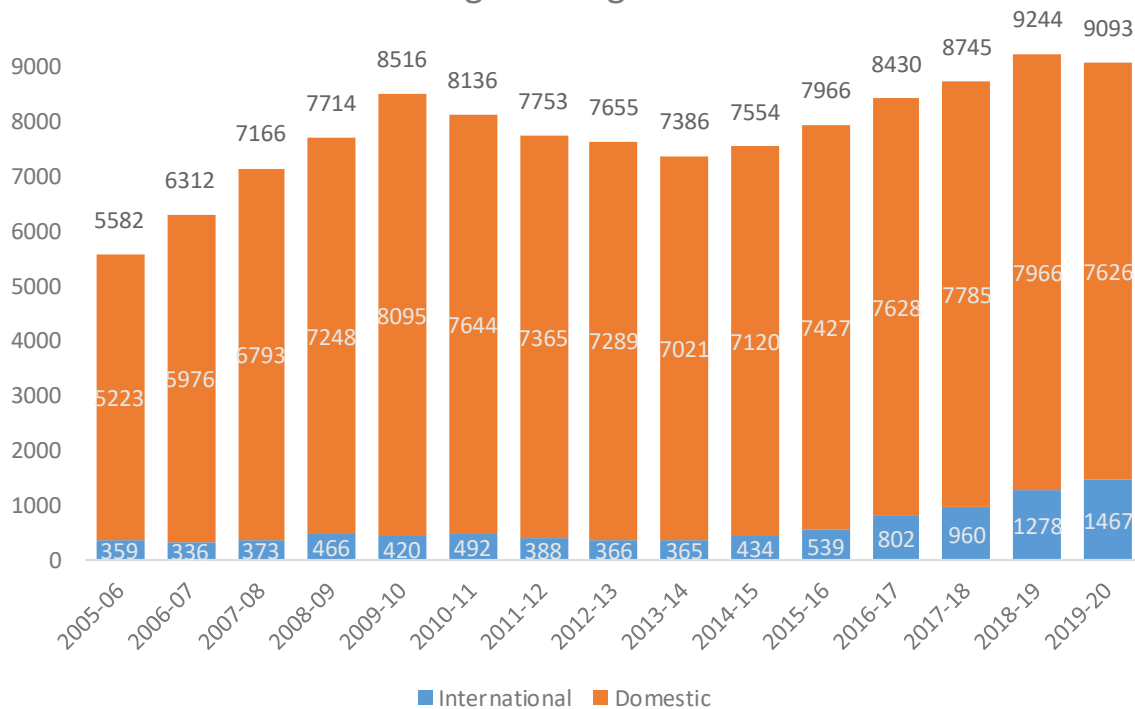
IMPACT OF COVID 19 ON FORECASTS AND ENVIRONMENTAL SCAN

COVID-19 has delivered a significant shock to the global economy. The national, provincial and regional economic forecasts have become fluid and reactionary. Until the full impact of the virus is realized and the economic forecasting models are adjusted accordingly,

the underlying data on the socio-economic factors will be subject to significant change. Please review the environmental scan that forms a part of this report as based upon information that continues to evolve at the time of compiling this report.

INSTITUTIONAL OVERVIEW & STRATEGIC DIRECTION

Okanagan College FTE Trend



Over the past 15 years, Okanagan College has grown to better serve the communities, employers, and citizens of its region. As the breadth and scope of its programs have grown, OC has provided an increasing number of seats for students, its physical space has grown and its reputation as a leading-edge educational institution has been reinforced.

An economic impact study conducted by EMSI for the College in March 2020 (based upon 2018-19 data) summarizes:

“Altogether, the social benefits of OC equal a present value of \$1.4 billion. These benefits include \$1.4 billion in added income through students’ increased lifetime earnings and increased business output, as

well as \$19.9 million in social savings related to health, crime, and income assistance in British Columbia. People in British Columbia invested a present value total of \$243.9 million in OC in FY 2018-19. These costs include all College and student costs. The benefit-cost ratio for society is 5.6, equal to the \$1.4 billion in benefits divided by the \$243.9 million in costs. In other words, for every dollar invested in OC, people in British Columbia will receive a cumulative value of \$5.60 in benefits. The benefits of this investment will occur for as long as OC’s FY 2018-19 students remain employed in the provincial workforce.”

Accountability Plan and Report

The College now offers more than 130 programs that provide credentials, ranging from Adult Upgrading to four post-baccalaureate diplomas. A significant investment in facilities and programs over the past 15 years has resulted in Okanagan College becoming B.C.'s second-largest trades training provider.

Several programs were introduced or expanded in 2019-20 to meet student and employer needs and interests. Those included:

- A new Post Baccalaureate Diploma in Marketing and Data Analytics
- Sustainable Studies Post-Diploma Certificate
- Gateway to Technology (focused on high school students)
- Tourism Management Diploma Program (Revelstoke)
- Common First-Year Engineering (approved in fiscal 2019-20, first intake postponed until fall 2021)
- Commercial Helicopter Pilot Certificate (first offering fall 2020)
- Indigenous-focused Early Childhood Education Program (Salmon Arm)
- Aboriginal Community Support Worker-Lillooet Tribal Band
- Building Service Worker-Kelowna Community Resources
- Cannabis Retail Sales-Okanagan Development Training Authority
- Education Assistant-Penticton Indian Band
- Experience Works-Salmon Arm, Revelstoke, Malakawa
- Forest Operator-Salmon Arm and Penticton
- Forestry Fundamentals-Revelstoke
- Introduction to Office Administration-Kelowna Community Resource
- Introduction to Office Administration-Lillooet Tribal Band
- Leadership Skills Certificate-Westbank First Nations
- Make It Project-South Okanagan Immigration Society
- Professional Log Truck Driver-Penticton Indian Band
- Residential Insulator Program-Kamloops Indian Band
- Self-Employment-Penticton Indian Band
- Settlement Services Contract-Revelstoke and Salmon Arm

BC Labour Market Outlook is regularly consulted to inform program offerings at Okanagan College. The College also consults with Central Okanagan Economic Development Commission (CODEC), and the economic development departments in Penticton, Vernon and Salmon Arm.

The College is also looking forward to introducing a new applied arts degree, currently under review by the Degree Quality Assessment Board.

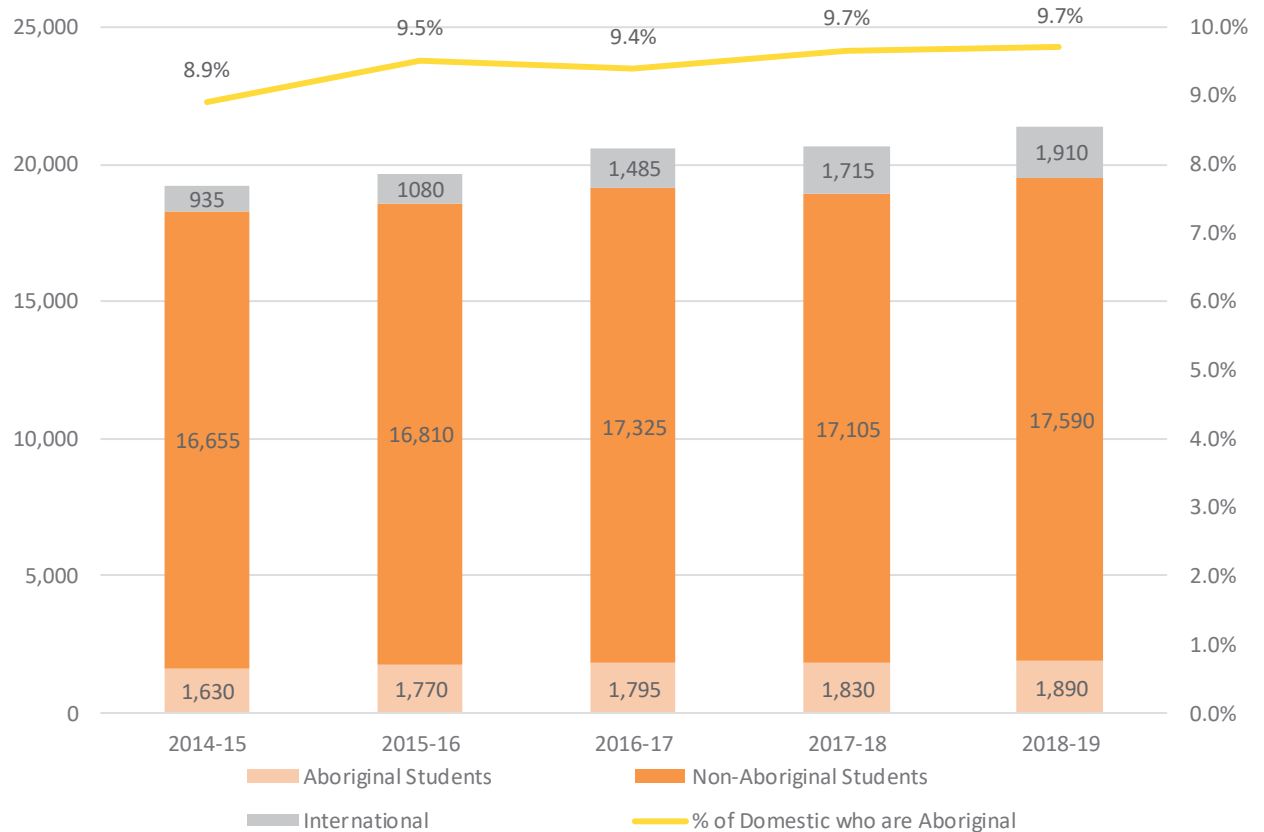
For the 15th year, Okanagan College has successfully met government-established FTE domestic enrolment targets, and has experienced significant increases in international student enrolment.



Okanagan College Bachelor of Computer Information Systems student, Jesse Hicks, in Penticton

Okanagan College Total Headcount by Academic Year

Source: Ministry of Advanced Education, Skills and Training Standard Reports



The number of individuals served by the College has grown to 21,390 in the 2018-19 academic year (ending Aug. 31, 2019) and the institution's full-time equivalent student count in 2019-20 stands at 9,093. Although some decline is noticed in domestic FTEs in 2019-20 (down 4.3 per cent), the international FTEs have increased by 189 to a total of 1,467 FTEs, or an increase of 14.8 per cent. The first decrease in domestic student numbers at OC occurs at a point when there have been several years of relatively stagnant or decreasing Grade 12 enrolments among the school districts within the College's catchment area.

Overall, Okanagan College remains in a growth trend with the FTE count remaining close to the all-time high the institution has served in 2018-19, and approximately 63 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.

MANDATE LETTER PRIORITIES

The following mandate letter priorities are acknowledged in this Institutional Accountability Plan and Report (IAPR). It is important to note that there is significant overlap among 2019-20 and 2020-21 mandate letter priorities. As these priorities are acknowledged throughout this IAPR some repetitive information is to be expected throughout the report to accommodate the overlapping priorities and IAPR themes.

2019-20 Mandate Letter Priorities

1. Implement the education-related TRC Calls to Action relevant to your institution and actively participate in an engagement process with the Ministry and local Indigenous partners to develop and implement a comprehensive strategy that increases student success and responds to the TRC Calls to Action and UN Declaration.
2. Work closely with government to support implementation of priority initiatives, including:
 - a) Improving access to post-secondary education with a focus on vulnerable and under-represented students.
 - b) Expanding programming aligned with high demand occupations and priority sectors.
 - c) Expanding co-op and work-integrated learning opportunities for all students.
3. Improve student safety and overall well-being in the areas of mental health and the prevention of sexual violence and misconduct, including creating greater awareness of available supports.
4. Ensure that students are able to seamlessly transition into post-secondary education with the implementation of the new B.C. Graduation Program.
5. Continue to actively participate in the implementation of the EducationPlannerBC common application system for all undergraduate applicants.
6. Work closely with the Ministry to develop a balanced approach to international education, participating in the development and implementation of a provincial framework for international education.
7. Meet or exceed the financial targets identified in the Ministry's three-year Service Plan tabled under Budget 2018, including maintaining balanced or surplus financial results.
8. Comply with the Tuition Limit Policy, which sets a two percent cap on tuition and mandatory fee increases for domestic students to ensure courses and programs are affordable.

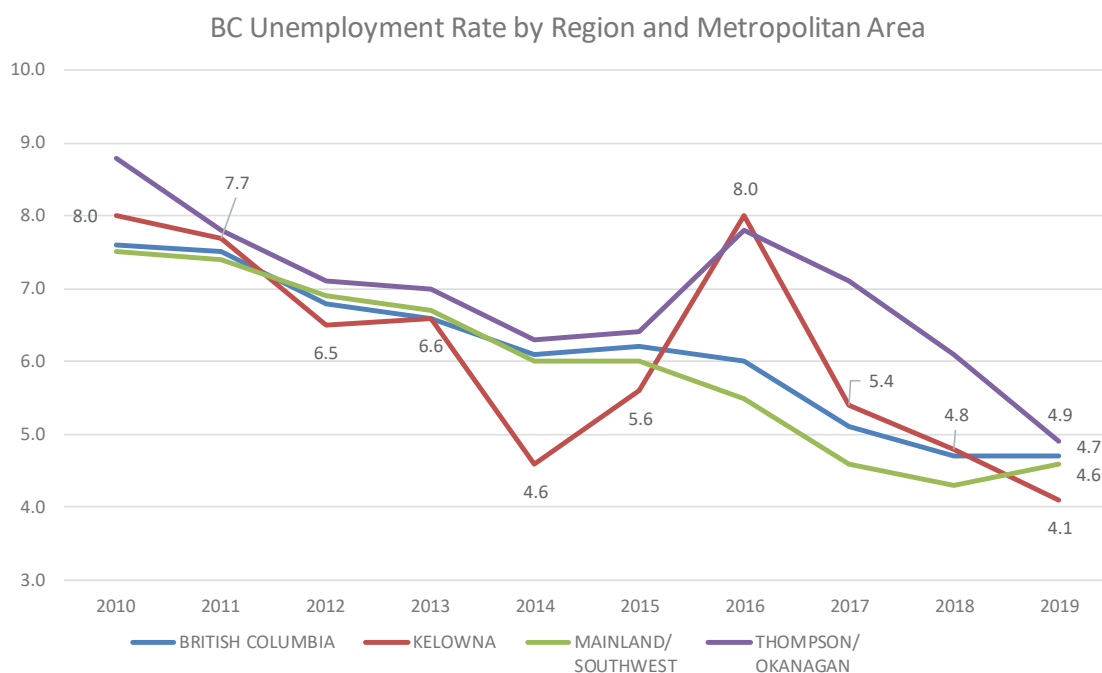


2020-21 Mandate Letter Priorities

1. Support lasting reconciliation with Indigenous peoples, through initiatives that increase the participation and success of Indigenous learners and implementation of the education-related Calls to Action of the Truth and Reconciliation Commission.
2. Contribute to an affordable and accessible post-secondary system by:
 - Implementing initiatives to increase participation and success of students, including vulnerable and underrepresented groups, and promoting gender parity;
 - Ensuring student safety and inclusion;
 - Enhancing system innovation through participating in a post-secondary digital system strategy including delivery of Education Planner and other initiatives;
 - Providing programming that meets local, regional or provincial labour market and economic needs; and
 - Working with the Ministry to implement a student-centered international education framework for British Columbia that supports the success of domestic and international students.
3. Develop and recognize flexible learning pathways for students to and between post-secondary institutions, including:
 - Actively engaging with your local school districts to expand dual credit opportunities for students;
 - Supporting lifelong learning pathways; and
 - Advancing and supporting open learning resources.
4. Strengthen workforce connections for student and worker transitions by:
 - Aligning programming with high opportunity and priority occupations (such as trades, technology, early childhood educators and health);
 - Increasing co-op and work-integrated learning opportunities;
 - Responding to reskilling needs to support employment transitions; and
 - Supporting students' awareness of career planning resources (such as the Labour Market Outlook).



EMPLOYMENT AND LABOUR MARKET



Source Statistics Canada Labour Force Survey

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

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

OKANAGAN EMPLOYMENT

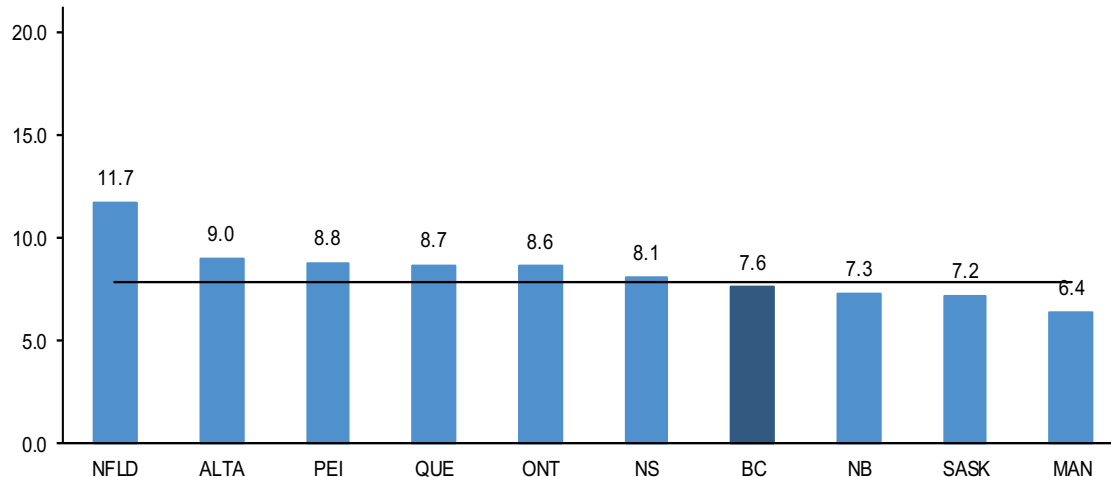
BC's 2019 unemployment rate stayed at the same level as the year before (i.e. 4.7 per cent) while Kelowna's unemployment rate showed a decline over the previous year to 4.1 per cent.

The 2019 unemployment rate for the entire Thompson Okanagan region (4.9 per cent) also continued its year over year improvement, though it remained higher than the provincial average.

As COVID-19's early impact started showing in the statistics, Kelowna's unemployment rate saw an increase to 6.6 per cent at the end of March, 2020. Similar increases have also been noticed in the Canadian and BC unemployment rates in March, 2020.

Unemployment Rates* (%), March 2020

Line represents Canada at 7.8%



*Seasonally adjusted

Central 1's Economic Update and Forecast - COVID-19 Recession and Recovery in May 2020 provides the following summary for the Canadian economy:

- **Severe, short recession underway**
- **Broadly-based declines across industries**
- **Large fiscal and monetary supports to the economy**
- **Virus and containment measures drive the recovery path**
- **Excess economic capacity through '21**
- **Considerable uncertainty exists with this unprecedented shock event**

The forecast also lists the following COVID-19 scenarios based upon the information from Center for Infectious Disease Research and Policy, University of Minnesota:

Scenario 1: The first wave of COVID-19 in spring 2020 is followed by a series of repetitive smaller waves that occur through the summer and then consistently over a 1- to 2-year period, gradually diminishing sometime in 2021.

Scenario 2: The first wave of COVID-19 in spring 2020 is followed by a larger wave in the fall or winter of 2020 and one or more smaller subsequent waves in 2021.

Scenario 3: The first wave of COVID-19 in spring 2020 is followed by a "slow burn" of ongoing transmission and case occurrence, but without a clear wave pattern.

"Whichever scenario unfolds, another 18 to 24 months of significant COVID-19 activity, with hot spots popping up periodically in diverse geographic areas should be expected."

A briefing note titled "COVID-19 slams Canada's economy" was released by The Conference Board of Canada in April, 2020. This note provided a commentary on the survey of forecasters and stated:

"Forecasters surveyed by The Conference Board of Canada in the spring have, not surprisingly, dramatically changed their near-term projections for the Canadian economy. Real GDP is expected to contract by 4.0 per cent this year, down from a gain of 1.7 per cent expected in the winter, prior to the COVID-19 outbreak. In 2021, a 4.9 per cent recovery is anticipated as the virus's aftermath fades."

“The collapse in oil prices has hurt the Canadian dollar. The loonie is forecast to trade in the US\$0.72 range this year, down from US\$0.77 anticipated in the winter.”

British Columbia’s Silver Lining

There is a relative silver lining for BC in some forecasts. TD Bank in its Provincial Forecast Update dated April 23, 2020 states:

“British Columbia faces modestly better prospects compared to the largest two provinces. The province has made solid

progress on its COVID-19 trajectory. B.C. is also more exposed to sectors that are expected to see less of a hit, including the real estate sector and non-residential construction activity. B.C.’s government has also dedicated one of the largest economic support packages and is one of the few provinces to include planned targeted supports to hard-hit sectors (at \$1.5 billion). Of course, the province has some downside risks from its outsized exposure to some commodity exports and non-U.S.-bound international trade.”

The following table summarizes Canadian as well British Columbia GDP and Unemployment Rate forecasts from the aforementioned TD Bank Provincial Forecast:

	Real GDP (% Change)			Unemployment Rate (average, %)		
	2019	2020	2021	2019	2020	2021
Canada	1.6	-7.5	7.3	5.7	9.4	6.0
British Columbia	1.7	-6.0	7.6	4.7	8.3	5.2

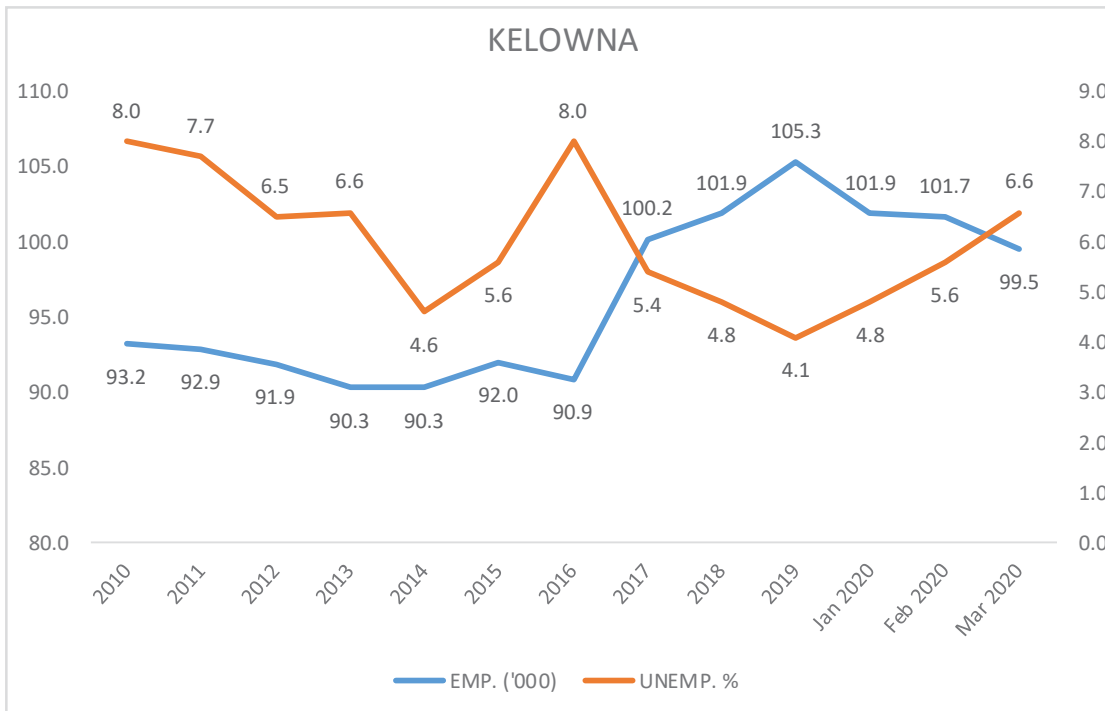
Source: Statistics Canada, TD Economics. Forecasts by TD Economics as at April 23, 2020.

Along similar lines Chartered Professional Accountants British Columbia (CPABC) released an update titled “BC’s economic outlook: Bleak now, brighter in the future” on April 15, 2020 that summarizes a relatively optimistic scenario for BC:

“After years of a strengthening labour market, the trend is reversing. In March, BC’s unemployment rate jumped 2.2 percentage points to 7.2 percent. This increase in unemployment reflects 132,000 lost jobs across the province. This has led to a significant dip in consumer confidence as individuals across the province lose their jobs, see reduced hours, or change spending habits as they self-isolate for an indeterminate amount of time. Retail spending is expected to falter as many people reduce discretionary spending and/or await government financial assistance. In this framework, businesses are struggling. In a recent BC Chamber of Commerce survey, nearly half of the respondents had laid off staff, reduced hours, and/or closed

temporarily. Meanwhile, weakness in global demand and low commodity prices have taken a toll on BC’s crucial export industry. Some key commodity exports were down from 11 percent (mining products) to nearly 40 percent (energy products) in February compared to the same month last year. The Canadian dollar has also weakened against the USD, pegged at \$0.72 CAD per USD as of April 14, down \$0.05 since the start of the year. This economic reality has resulted in many organizations downgrading their economic forecasts. Most now expect a marked downturn in Q2/Q3 2020, resulting in negative GDP growth and spikes in unemployment for 2020 as a whole.

The silver lining is the expectation that pent up consumer demand and government supports will help return the economy to a semblance of normalcy by Q4 and into 2021, leading to a v-shaped economic recovery. However, the recovery is largely predicated on successful containment of COVID-19.”

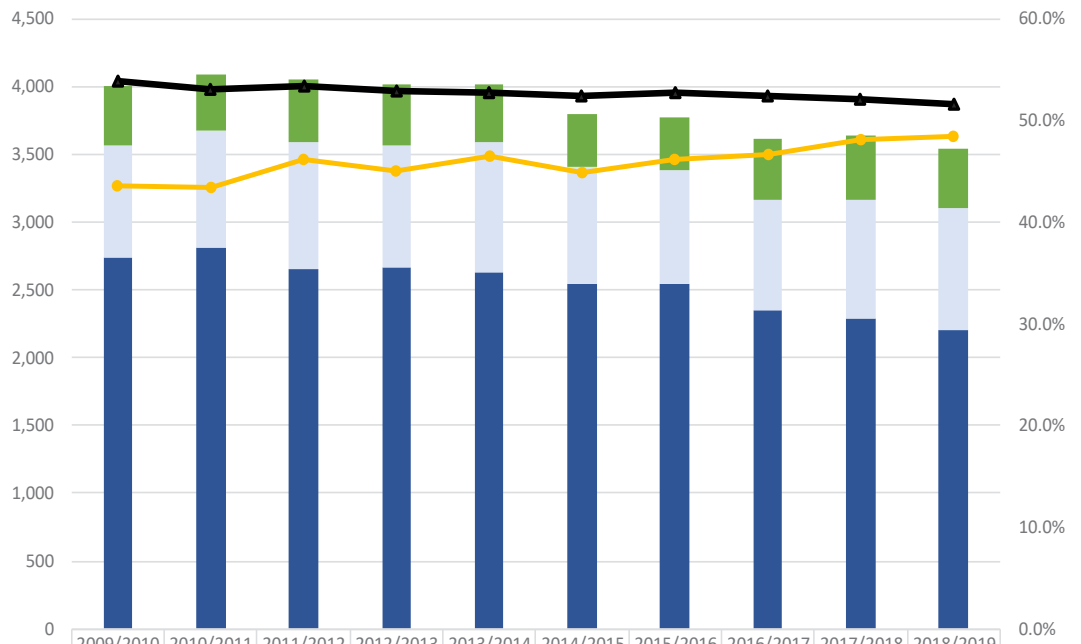


Increasing unemployment rate in the region has in the past resulted in an overall increase in the post-secondary education enrolments. However, due to various COVID-19 risk mitigation steps such as social distancing and overall precautionary strategies to contain the spread of the virus, it remains to be seen whether and when the demand for post-secondary education will increase.

Outside of COVID-19-related disruptions, Okanagan College and UBC Okanagan also continue to see growth and an increased influx of international students and a consequent growth in the number of graduates.

Over a longer term, it is expected that 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 Grads



Note: Horizontal axis indicates PSI year of entry

	2009/2010	2010/2011	2011/2012	2012/2013	2013/2014	2014/2015	2015/2016	2016/2017	2017/2018	2018/2019
OC Region Grads to UBCO - Total	435	410	464	456	437	388	384	450	476	448
OC Region Grads to OC - Total	830	864	932	901	954	866	847	819	869	898
Rest of OC Region Grads - Total	2,736	2,810	2,660	2,661	2,631	2,546	2,541	2,348	2,290	2,201
OC Region Trans %	43.6%	43.5%	46.3%	45.0%	46.4%	44.9%	46.2%	46.6%	48.1%	48.5%
BC Trans %	53.9%	53.1%	53.3%	52.9%	52.7%	52.4%	52.7%	52.5%	52.0%	51.6%

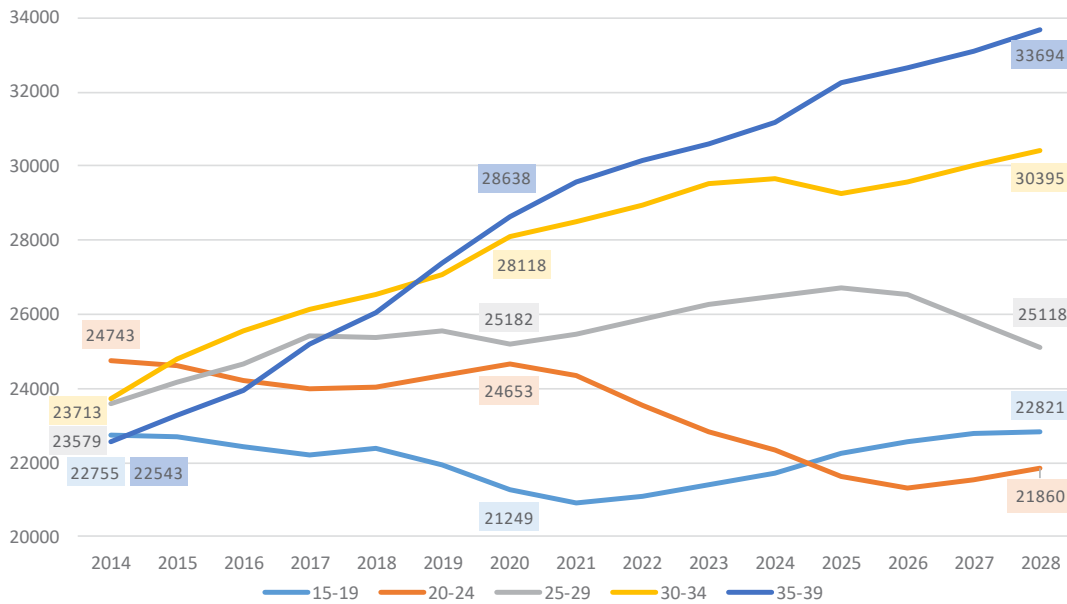


POPULATION PROJECTIONS AND GRADE 12 HEADCOUNTS

Below are the population projections for the 15 to 39 age cohorts for the Okanagan Region; these age groups account for more than 90 per cent of the fall term headcount at the College. Overall, the regional population for the 15-to-19 age cohort will continue to decline until 2021. The 20-to-24 age cohort, after rising

over the last few years, will reach a peak in 2020; after it is forecasted to shrink until 2026. The population of 25- to 29-year olds is also forecast to start declining after 2025. The other age groups (30 to 34, and 35 to 39) are expected to generally increase until 2028.

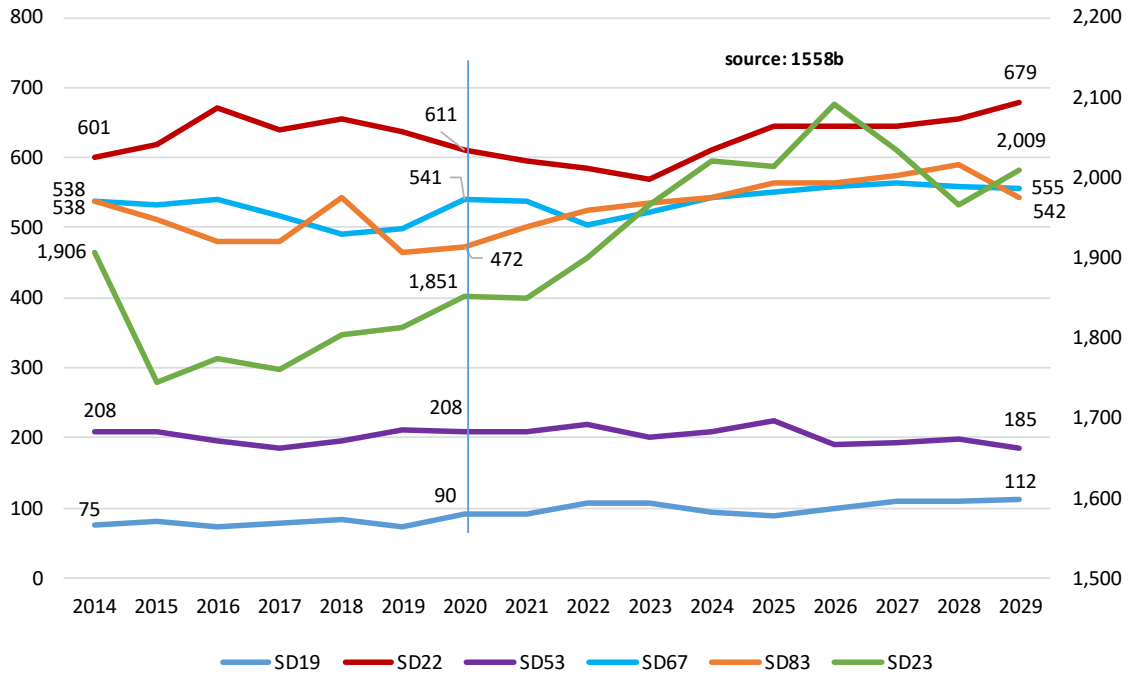
Okanagan Region School Districts Population Projection



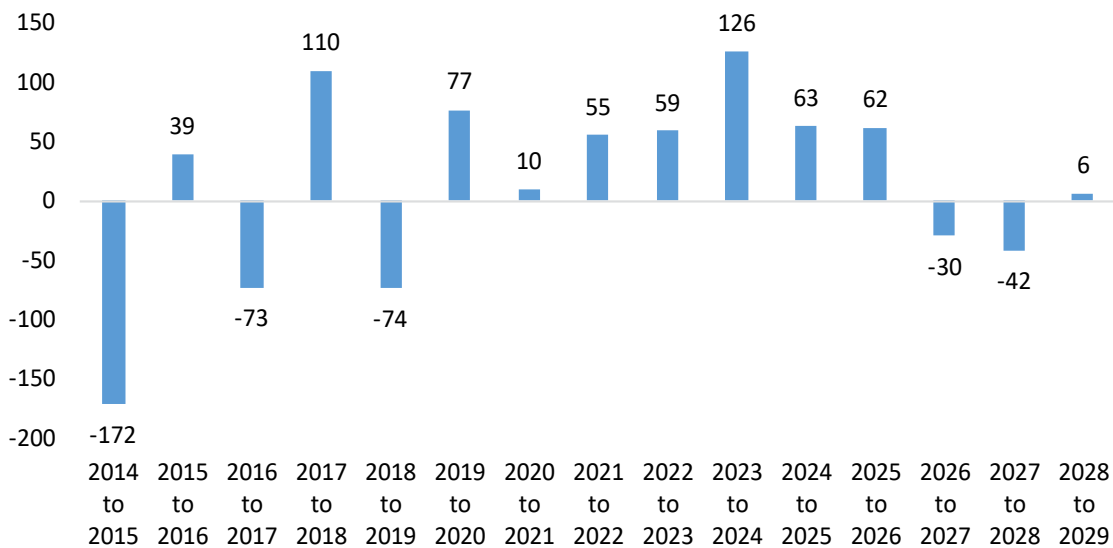
The Central Okanagan School District Grade 12 headcount is the largest in the College region, slightly smaller than all of the other school districts combined in 2019. (See graph on following page).



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



Change in Grade 12 Headcounts for the Okanagan College Region

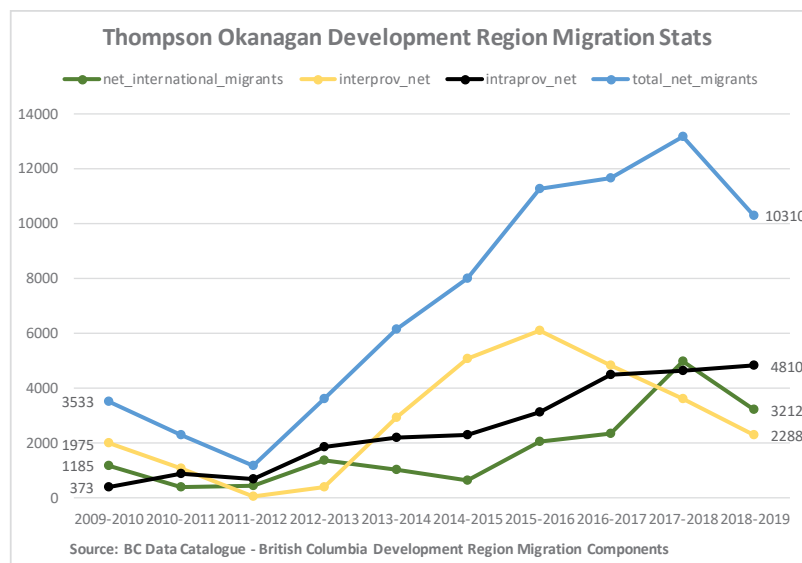


NET REGIONAL MIGRATION

In recent years, there has been an increase in the number of people migrating to BC from other provinces, as well as an increase in immigration from other countries. The Thompson Okanagan region (which includes portions of the Southern Interior beyond the College's defined catchment area) has also benefitted from these factors. Lately, both interprovincial and international migration to Thompson Okanagan region appear to be slowing.

According to the CPABC Regional Check-Up 2019:

"In 2018, the region's population increased by 1.6% to reach 588,148 residents. While positive, this was the second consecutive year where population growth moderated in Thompson-Okanagan. This downward trend resulted from a significant decline in the number of migrants from other provinces. BC residents relocating from other parts of the province were up slightly, by 189 residents, while international migrants to the region reached a five-year high of 4,910 people, more than double those arriving in 2017."



Central 1 Credit Union's Economic Analysis of British Columbia report published in February, 2020 states the following for Thompson Okanagan region.

"Regional economic growth remains people powered. A wave of migration has blanketed the region with population growth averaging about 1.7 per cent over the past few years, marking annual growth of above 10,000 persons. Expansion of the labour force suggests further gains in 2019. The entirety of the gains have owed to net inflows from other regions, as deaths have outnumbered births due to an aging demographics. Like other regions, decelerating interprovincial flows to Alberta have been offset by gains from other regions. A rebound in

interprovincial inflows is likely in 2019 as weakening economic conditions east of the Rockies has driven an increase to B.C. The Thompson-Okanagan has remained a favoured destination given the solid economic growth profile of Kelowna which is attracting residents from across the province. Communities in the region have attracted retirees and households in search of more affordable housing. Improved technology and internet access have enabled smaller communities to compete for residents. Areas including Kelowna, Kamloops and Salmon Arm have driven population growth. Gains in other areas have been constrained by aging demographics and a weaker resource profile."

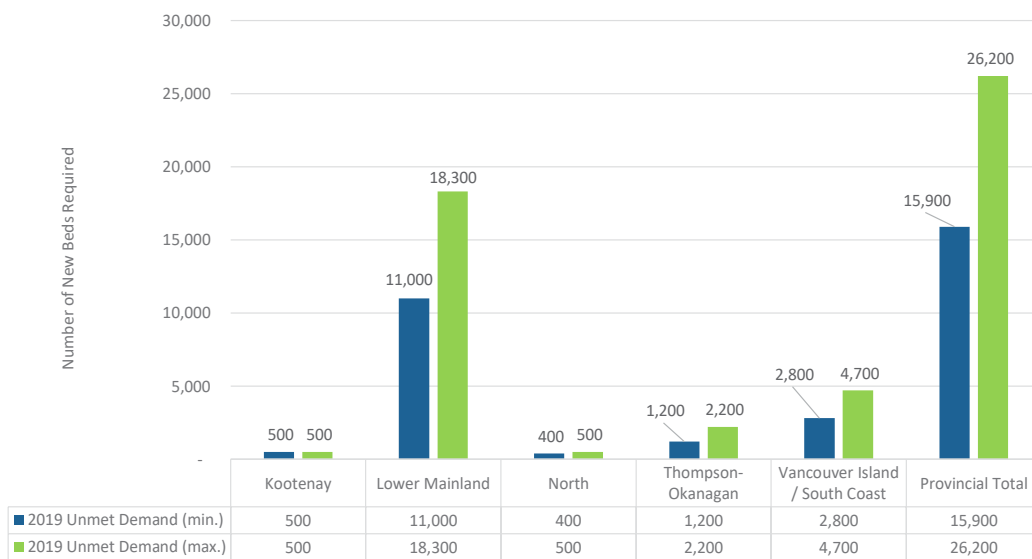
HOUSING

The College participated in the provincial Housing Demand Survey that was conducted in spring of 2019.

The following chart from the report supplied by the Ministry summarizes the student housing demand in BC.



Estimated Unmet Demand by Region (Dec 2019)



Note: 1. Unmet demand is based on 18/19 Domestic FTEs and existing beds in inventory as of Dec 2019
2. The min/max ranges are based on assumptions of the likelihood that students will choose to live in on-campus housing

In October 2019, the rental vacancies increased in three of the four of BC's four Census Metropolitan Areas (CMA's) including Vancouver, Abbotsford- Mission and Kelowna based on new supply increasing faster than demand in each of these markets. Only Victoria's rental vacancy rate decreased by 0.2 per cent from October 2018. BC's four CMA's now all have vacancy rates either at or above one per cent as a result of new supply continuing to outpace demand.

The vacancy rate in BC increased slightly (although not statistically significantly) in October 2019 to 1.5 per cent from 1.4 per cent in October 2018 but remained low relative to the 10-year average of approximately two per cent. The noted increase is generally as a result of new supply entering the rental market.

In all four of the municipalities that are home to Okanagan College's major campuses – Kelowna, Vernon, Penticton and Salmon Arm – the rental vacancy rates of private apartments have noticeably improved and now are above the provincial average (1.5 per cent).

The October 2019 Rental Market report from Canada Mortgage and Housing Corporation (CMHC) showed Salmon Arm maintaining the lowest vacancy rate, at 1.8 per cent (more than doubled from 0.7 per cent in 2018). Kelowna's vacancy rate has increased from 0.2 per cent in 2017 to 1.9 per cent in 2018 and stood at 2.7 per cent in October 2019. Penticton had 1.9 per cent vacancy rate (up from 1.7 per cent in 2018). Vernon's vacancy rate was at 1.9 per cent (up 0.2 per cent from 2018).

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Despite the increasing vacancy rates, average monthly rents continued their upward trajectory in 2019. A bachelor apartment in October 2019 costed \$720 in Vernon (up from \$656 in 2018), \$968 in Kelowna (up from \$890 in 2018), \$758 in Penticton (up from \$697 in 2018).

In Salmon Arm the October 2019 average rent of a bachelor apartment stood at \$641. The October 2018 data was suppressed due to small sample size for Salmon Arm while the average bachelor's apartment rent was \$579 in 2017.

It is important to note that while rental vacancy rates have increased, they are still significantly below the three to 3.5 per cent margin that observers suggest is a balance between demand and supply.

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. This trend continued in 2019 prior to COVID-19. The combined impact of federal and provincial taxation programs aimed at creating balanced conditions in the housing market were already being built into the scenarios where

the price growth was forecasted to be at zero per cent in 2020. According to the Re/Max 2020 Housing Market Report from December, 2019:

“The Kelowna housing market is expected to be a balanced market in 2020, with a zero percent residential sale price expectation. After seeing an approximately eight percent decrease year over year in number of sales, the market is expected to adjust and will remain steady into 2020.

There is currently 6.87 months of inventory and these levels are expected to remain similar in 2020. Taxation, weather patterns and Alberta and the Lower Mainland's economy will have the greatest impact on the Kelowna market in 2020. The projected population growth for B.C. (approximately 50,000 new residents between now and 2040) will also have a large impact on the housing market in the region as we look ahead to the next 3-5 years.”



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COVID-19 may have a further chilling effect on the housing price growth. The provincial summary section of CMHC's Housing Market Outlook – Spring 2020 Special Edition states:

“The national and provincial economic outlook is subject to considerable risk given the rapid evolution of COVID-19, the speed at which the global economy and financial markets are reacting, and the unprecedented uncertainty surrounding the severity and duration of the pandemic.

Canada will see a historic recession in 2020 with significant falls in indicators of the housing market. This outcome reflects measures to contain the pandemic to protect public health, and cutbacks in economic activity. The global reach of the pandemic lowered demand for oil, aggravating global excess supply, and resulted in falling oil prices, which will exacerbate declines in the economies of Canada's oil-producing provinces.

Following declines in 2020, housing starts, sales and prices are expected to start to recover by mid-2021 as the pandemic recedes. Sales and prices are still likely to remain below their pre-COVID-19 levels by the end of 2022 (the forecast horizon). The precise timing and duration of the recovery is highly uncertain because the virus's future path is not yet known.

The outlook is broadly similar with respect to the range of declines that could be expected among the most populous provinces of Ontario, Quebec and British Columbia in 2020 and 2021 from pre-COVID-19 levels. There are some notable differences. British Columbia is likely to see relatively smaller declines in housing starts in 2020 and 2021 than are Quebec and Ontario. However, Ontario is likely to see larger declines in sales and prices in 2020 than are B.C. and Quebec.”

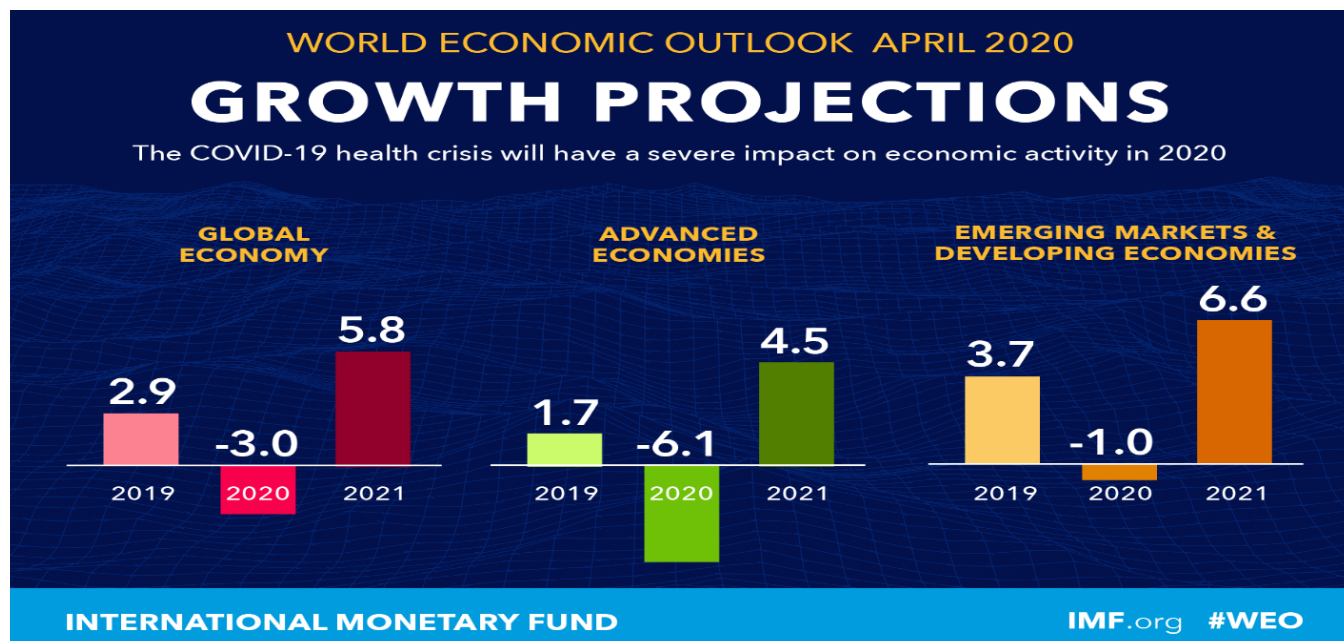
GLOBAL ECONOMY & INTERNATIONAL FACTORS

There are several global economic factors that may continue to influence the Canadian and British

Columbian economies. These factors can also influence the numbers of international students that come to BC. The macro-economic scene around the globe remains volatile. The world economy continues to be susceptible to trade disputes, regional economic disputes, military conflicts and other geo-political factors. The pandemic has resulted in a major shock to the world economy. With closed borders, social distancing protocols, travel restrictions and quarantine measures in place, the movement of international students is currently unpredictable.

As summarized in the International Monetary Fund (IMF) World Economic Outlook (WEO), April 2020: The Great Lockdown:

“The COVID-19 pandemic is inflicting high and rising human costs worldwide. Protecting lives and allowing health care systems to cope have required isolation, lockdowns, and widespread closures to slow the spread of the virus. The health crisis is therefore having a severe impact on economic activity. As a result of the pandemic, the global economy is projected to contract sharply by –3 percent in 2020, much worse than during the 2008–09 financial crisis. In a baseline scenario, which assumes that the pandemic fades in the second half of 2020 and containment efforts can be gradually unwound, the global economy is projected to grow by 5.8 percent in 2021 as economic activity normalizes, helped by policy support. There is extreme uncertainty around the global growth forecast. The economic fallout depends on factors that interact in ways that are hard to predict, including the pathway of the pandemic, the intensity and efficacy of containment efforts, the extent of supply disruptions, the repercussions of the dramatic tightening in global financial market conditions, shifts in spending patterns, behavioral changes (such as people avoiding shopping malls and public transportation), confidence effects, and volatile commodity prices. Many countries face a multi-layered crisis comprising a health shock, domestic economic disruptions, plummeting external demand, capital flow reversals, and a collapse in commodity prices. Risks of a worse outcome predominate.”



Even under the aforementioned macro-economic and geopolitical conditions, Canada is expected to continue to be one of the top desired destinations for international students.

From an overall reputational point of view, Canada is known for being a safe and ethical country with an effective government. Although it is in the sixth spot in 2019 Country RepTrak survey, (developed by the Reputation Institute, which measured the reputation of the 55 countries with the largest economies in the world), Canada has often been in the top spot. In the

past few years it has been placed first five times. In 2016 and 2014, Canada was in second place, bested by Sweden and Switzerland respectively. The 2019 results have Sweden, Switzerland, Norway, Finland and New Zealand as the top five reputational countries, however with the exception of New Zealand the official language is not English in any of these countries, limiting their appeal to a majority of international students coming to Canada. Among the English-speaking countries Canada is at the second spot after New Zealand.





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. The accommodative policy intent was also visible when the Canadian Federal Government allowed international students and temporary foreign workers to claim Canada Emergency Response Benefit (CERB) of \$2,000 a month during COVID-19. This addendum to the CERB program was estimated to cost \$8 billion at the time of introduction. Furthermore, Immigration, Refugees and Citizenship Canada (IRCC) has announced the following measures to assist international students during COVID-19:

- The international students whose in-class courses are being moved to an online-only format because of COVID-19, are still eligible for the Post-Graduation Work Permit Program.
- The international students that have a study permit, or been approved for a study permit for a program starting in the spring, summer or fall, but can't travel

to Canada at this time due to travel restrictions, are also still eligible for the PGWPP. If they are in this situation, they may:

- ▶ begin their classes while outside Canada, and
- ▶ complete up to 50% of their program while outside Canada, if they can't travel to Canada sooner.
- If the international students are expecting to start their studies in fall 2020, they won't have time deducted from the length of their post-graduation work permit for studies they complete while outside Canada between fall 2020 and December 31, 2020.
- International students with authorization to work can continue to work even if COVID-19 has forced them to become a part-time student or take a break in studies if they are a full-time student authorized to work on- or off-campus while they study. If the international students are working off campus, they can work up to 20 hours per week during an academic session. They can work full-time during scheduled breaks in the academic year.
- International students providing essential services are temporarily allowed to work more than 20 hours if they are a study permit holder in an academic session, eligible to work off campus, and providing an essential service.



STRATEGIC PLAN 2016-2020

MISSION

Okanagan College transforms lives and communities.

We engage, lead and serve through:

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

CORE VALUES

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

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

TOWARD 2020

KEY DIRECTIONS

Supporting Learner Readiness and Success (See page 25)

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

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

Excelling in Teaching, Programming, and Applied Research (See page 43)

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

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

Working With, and Learning From, the Indigenous Community (See page 49)

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

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

Serving and Engaging the Community (See page 54)

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

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

Focusing on Organizational Sustainability (See page 61)

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

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

Okanagan College Key Direction: Supporting Learner Readiness and Success		
Okanagan College Objectives	Alignment to Ministry Priorities	BC Ministry of Advanced Education Skills and Training (AEST) Performance Measure
<ul style="list-style-type: none"> • Improve pathways for students into, within, and beyond Okanagan College. • Provide the best possible support services for learners. • Enhance the learner experience by improving administrative systems and processes, and by creating an engaging college environment. • Implement an internationalization plan so that students better understand the world around them. 	<p>2019-20 Mandate Letter (Report on Activities New or Continuing)</p> <ul style="list-style-type: none"> • Improving access to postsecondary education with a focus on vulnerable and underrepresented students. • Expanding programming aligned with high demand occupations and priority sectors. • Expanding co-op and work-integrated learning opportunities for all students. • Ensure that students are able to seamlessly transition into post-secondary education with the implementation of the new B.C. Graduation Program. • Continue to actively participate in the implementation of the EducationPlannerBC common application system for all undergraduate applicants. • Improve student safety and overall well-being in the areas of mental health and the prevention of sexual violence and misconduct, including creating greater awareness of available supports. • Comply with the Tuition Limit Policy, which sets a two percent cap on tuition and mandatory fee increases for domestic students to ensure courses and programs are affordable. • Work closely with the Ministry to develop a balanced approach to international education, participating in the development and implementation of a provincial framework for international education. 	<ul style="list-style-type: none"> • Student Spaces – total and designated program areas • Credentials Awarded • Transition rate of secondary school students to public Postsecondary Education. • International student spaces • Year-to-year retention rate • Time to completion

Okanagan College Key Direction: Supporting Learner Readiness and Success		
Okanagan College Objectives	Alignment to Ministry Priorities	BC Ministry of Advanced Education Skills and Training (AEST) Performance Measure
	<p>2020-21 Mandate Letter (New or Continuing Planned Actions, as available and applicable)</p> <ul style="list-style-type: none"> • Develop and recognize flexible learning pathways for students to access postsecondary education and skills training including: Actively engaging with your local school districts to expand dual credit opportunities for students. • Contribute to an accessible and relevant post-secondary system by: Implementing initiatives to increase participation and success of students, including vulnerable and underrepresented groups, and promoting gender parity. • Contribute to an accessible and relevant post-secondary system by: Ensuring student safety and inclusion. • Contribute to an accessible and relevant post-secondary system by: Enhancing system innovation through participating in a post-secondary digital system strategy, including delivery of Education Planner and other digital learning activities and initiatives. • Strengthen workforce connections for student and worker transitions by: Increasing co-op and work-integrated learning opportunities. • Develop and recognize flexible learning pathways for students to access postsecondary education and skills training including: Supporting lifelong learning pathways across the public postsecondary system. • Develop and recognize flexible learning pathways for students to access postsecondary education and skills training including: Advancing and supporting open learning resources. • Contribute to an accessible and relevant post-secondary system by: Working with the Ministry to implement a student-centred international education framework that supports the success of domestic and international students. • Strengthen workforce connections for student and worker transitions by: Supporting students' awareness of career planning resources (such as the Labour Market Outlook). 	

Key Directions - Supporting Learner Readiness and Success

ALIGNMENT, PATHWAYS, TRANSITIONS AND SUPPORTS

2019-20 was another remarkable year during which Okanagan College continued to build on its core values and strategic priorities. Various pathways, transitions and supports are well-ingrained in the delivery of Okanagan College's programming. College continues to support its Mandate Letter Priorities.

Alignment of Institutional Processes with the K – 12 Curriculum Changes

All Okanagan College program admission criteria have been approved and updated in the College Calendar to be inclusive of the courses and change from the new BC Graduation Program. Okanagan College is the second institution after UBC to partner with BCATT/BC Transfer guide to enhance transfer credit transparency, opportunities, and processes for students and contribute to the student mobility. Recently the College has increased its work with School District (SD) 23 on academic dual credit.

Building further on our regular recruitment activities to support K-12 transitions the College's recruitment team has increased recruiter presence in K-12 schools, especially in SD23 with more than 200 presentations in schools over 2019-20. The College actively participated in BC Post Secondary Institutes Fall recruitment tours from Osoyoos to northern BC. Similarly, to support lifelong learning pathways continuous connections are being developed with adult learners through agencies and services such as YMCA, and WorkBC.

The EducationPlannerBC (EPBC) common application was fully implemented as of August, 2019 for domestic applications and the College is currently investigating how to move our international application portal to the common application. The College is also working on implementation of the Transcript Exchange. Several meetings were conducted with Education Planner Transcript Exchange representatives and EPBC Transcript Services Reference Group.

Pathways and Transitions

Okanagan College's Gateway to Technology program, funded by the Ministry of Advanced Education, Skills and Training, has provided 13 School District 67 students in Grades 10 – 12 with an enhanced understanding of how various technologies function. "Code seemed like magic," says Tealya Wilcox, who graduated from Penticton Secondary School (PSS) in June. "But our instructors explained how things work during lectures and we have the chance to apply what we learn in hands-on sessions. While this may not be key to the heavy mechanic training I hope to pursue, having the skills to understand technology and its many applications is important." The diversity of the program is what piqued Erik Moore's interest. "I think an understanding of how technology works, from hardware to programming, will be useful to me and my classmates as we're looking for jobs," says Moore, who also recently graduated from Penticton Secondary School. "In the future, I may pursue specific technical training to supplement my chosen area of study in economics." With the initial success of the pilot program, OC has worked with other school districts to set up similar training. A cohort began in Vernon this September, with further implementation in School Districts 23, 53 and 83 in February 2020. Gateway to Technology programming will be one of the electives offered within each school district and students will receive credits towards graduation.



Penticton Secondary School graduates Tealya Wilcox and Erik Moore completed the Gateway to Technology program

Key Directions - Supporting Learner Readiness and Success



Nine-year-old Malaika Dutta was introduced to trades in the Carpentry Projects for Girls camp

A fresh addition to Okanagan College's inventory of summer camps in 2019 cultivated wood-be carpenters among girls aged nine to 12. Carpentry Projects for Girls was a camp that offered girls a chance to be creative in the woodworking shop at the College's Kelowna campus, and provided them an introduction to trades. "I was in the go-kart camp a couple of weeks ago, and on the last day of camp, I told my parents I wanted to come back," says Malaika Dutta, a nine-year-old participant. "I really liked the idea of learning how to build things. I've never made anything like this before, but now I'm starting to think about things that I can make at home." The pilot project was funded by the Government of Canada's Union Training and Innovation Program – Women in Construction Fund, delivered through Industry Training Authority (ITA). "This camp puts the tools in girls' hands, letting them be creative in a fun, safe and educational setting," says Shelley Gray, CEO of ITA. "They are able to explore their own skills and hopefully find their passion in the skilled trades." With camps spanning from Revelstoke to the South Okanagan, CampOC offers a variety of camps each summer for students in Grades 2-12.

In May, 2019 Okanagan College Women in Trades Training (WITT) students joined forces with elementary students to help house some of the busiest builders in the community who work around the clock, day and night. Grades 4-6 students at Peter Greer Elementary stepped

outside of the classroom for a day to learn about the bats and the bees from WITT students. Together they built four bat houses with nurseries, and one large bee pollinator hotel. The residences will be placed in the green space surrounding Peter Greer, helping meet the ecological needs of creatures in risk of endangerment. This isn't the first time that Okanagan College's Trades and Apprenticeship department has supported the community and mentored youth along the way: they built the bunny hutches at Warren Peace, and they're currently building locker rooms for the OC Coyotes basketball teams. "The community has supported our program since inception," says Steve Moores,

Dean of Trades and Apprenticeship "Returning that favour and playing a prominent role in our community is important to us."

Okanagan College's Girls Can Go-Kart Too! returned in July 2019 as part of the College's popular CampOC summer camps. The camp is offered to girls Grades 4-6 and was created in 2018 by the College and the Industry Training Authority (ITA), who provided funding both years to help bring the project to life. "This camp is a great opportunity for young women to learn and directly apply useful skills in a fun environment," says Shelley Gray, CEO of ITA. "It's a hugely enjoyable program for the young women, who we hope will become the skilled trades people of the future." In early July, 14 girls stepped into the automotive shop at the Kelowna campus, tackling everything from designing their go-karts to working on small engines, changing the oil, patching and replacing tires, testing and fixing brakes, and installing ignition kill switches – all under the watchful eye of OC Red Seal endorsed trades instructors. "Last year I saw the girls racing the go-karts in the parking lot and it looked like a lot of fun, so I decided to try it this year," says Skyla Golbey, a Grade 6 student. "I haven't built one before but my uncle builds cars so I've been around them a lot. We've been learning about all the tools and how an engine works."

Key Directions - Supporting Learner Readiness and Success

After two successful years, Okanagan College's Enactus team launched Accelerate Youth into a third year of growth in the fall of 2019. Designed by Enactus students and led by third-year Business Administration student Jessica Egyed, the Accelerate Youth project teaches practical life skills in the areas of financial and nutritional literacy to students within the alternative school system. In response to enrolment jumping from 25 students in the pilot to 72 students across three locations, the Accelerate Youth volunteer team also grew from four to 17 volunteers. Over the past year alone, they put in over 1,000 hours and facilitated 50 in-class sessions. "The impact our team has been able to have in the lives of the students has been amazing and extremely rewarding," says Egyed. "As the students realized what Accelerate Youth was teaching them was relevant to the challenges they face day to day, they really embraced the program." As the program grows, so does the curriculum, enhanced this past year to include a comprehensive budgeting project, career preparation, social responsibility and project management elements. "When young people lead an initiative that benefits young people they set an example for all of us to follow," says Sarah MacKinnon, Youth Housing Director of the Okanagan Boys and Girls Club. "It takes a village to house a child and we are thrilled that the students who participated in this project are part of our village."

A group of 10 students from Central School in Kelowna completed the Gateway to Trades program in early 2020 and were recognized for their achievements in and out of the classroom. The unique program is a collaboration between the College and Central School and is typically for students who have challenges learning in a traditional school environment. Students in Grades 10-12 have an



Students involved with Enactus OC's Accelerate Youth project

opportunity to explore trades training with hands-on learning in programs like carpentry, electrical work, sheet metal and culinary arts. One of the recent grads is Caleb Wykes, who on Feb. 3 returned to the College to start the Automotive Service Technician program. Thanks to the generosity of OC donors, he's getting a boost toward his studies in the form of four scholarships. "Before Gateway I never thought I would be going to college or be doing a college course," says Wykes. "Now, I feel comfortable to start college." Adrian Zettergreen started Gateway during a turbulent time in her life, and credits it for helping her learn to overcome her anxiety. "The one thing I had was Gateway that kept me going," recalls Zettergreen, 17, the only female in the program. "It was knowing that if I was here, if I tried I could do it and go somewhere with it and be successful." Zettergreen is now planning to pursue electrical or welding. "My key takeaway is if you put your mind to it, you can do anything," she says.



Okanagan College Regional Dean Phil Ashman welcomes high school students to JABC TechWorks

More than 200 teens from high schools throughout the Okanagan spent February 20 on OC's Kelowna campus for a full day of learning about technology and innovation. Organized by Junior Achievement British Columbia (JABC), the day focused on introducing middle school students to the vast variety of opportunities that permeate the tech world. The morning opened with a plenary, led by Andrew MacLean, co-founder of HighTech U, a learning community based out of the University of Victoria. Other speakers included Okanagan College Regional Dean Phil Ashman, Ashley Ramsay of Yeti Farm Creative, Ray Warren of RBC and Veronica Best for Dispatch. Students divided into breakout sessions, consisting of presentations and deep dives on various tech topics led by instructors. With five sessions to choose from, ranging from visual effects and

Key Directions - Supporting Learner Readiness and Success

animation to robotics and LED tech, students interacted with presenters from Sony Pictures Imageworks, Best Buy, the Industry Training Authority, KF Aerospace and the College. “This event exposes kids to what their future might look like in terms of careers,” said Sheila Biggers, CEO of JABC. “Most careers, if not all, will be tech-enabled and our whole mission is to prepare students for lifelong success. The importance of today is that this really opens up young people’s minds to that idea and hopefully we give them information on how to prepare themselves so that they can benefit from the future they may graduate into.”

A new collaboration between Okanagan College and Royal Bank of Canada (RBC) will help OC students tap into free financial literacy support and services from RBC advisors. RBC officially opened the new “RBC On Campus” financial literacy hub outside the Library on the second-floor mezzanine level of the Centre for Learning at the Kelowna campus. The space - when COVID-19 restrictions disappear – will be open from 9 a.m. – 5 p.m., Monday to Friday. Students will be able to drop in, free of charge, to speak with RBC advisors who can help students on a host of topics, from balancing budgets to planning for their future, reducing debt and building savings after graduation. The space will also include extra seating and stations for students to charge their electronics. And while the kiosk is physically located at the Kelowna campus, digital resources and pop up events by RBC advisors local to each community will ensure that students on the College’s other campuses will also have access to similar support. As part of the partnership, RBC will also be supporting Okanagan College events, and will also be offering their own wellness-focused pop up events, such as bringing in registered massage therapists to help de-stress students during exam periods. “We’re excited to welcome RBC On Campus to Okanagan College to support and enhance the services we have in place for students when

it comes to their finances,” says Phil Ashman, Regional Dean for the Central Okanagan. “I think we can all appreciate that students have to juggle a lot between their studies, work and life outside the College, so having another resource they can access on campus to support them and help them gain confidence in their finances is a great benefit.”

Even while COVID-19 precludes significant face-to-face interaction, Okanagan College students and alumni now have access to OC Connects, an online mentoring and networking platform powered by e-networking innovator Ten Thousand Coffees and supported by RBC’s Future Launch initiative. The College is among a growing number of post-secondary institutions in Canada to utilize the network to create a personalized networking hub. The hub landing page okanagan.bc.ca/occonnects serves as the portal for this connection. The platform at OC was launched in January 2020. The platform allows students and alumni to: Develop networking and communications skills through real-world practice; Connect with other students and alumni based on their industry, field of study/interests; Gain a better understanding of what careers are available with their OC credential. Each month, students will be introduced to an alum or industry partner to ask questions, practice their soft skills and expand their network. The more OC alumni engaged, the greater the pool of experienced mentors our students will be able to connect with and learn from.



RBC On Campus financial literacy centre at the Kelowna campus

Key Directions - Supporting Learner Readiness and Success

Affordability

In 2020, Okanagan College increased domestic student tuition fees by the allowable two per cent (as per government guidance). It was the tenth time the College's Board increased domestic tuition in the 15 years since the government has established a cap on tuition fee increases. During that period Okanagan College's domestic arts tuition per semester has increased from \$1,509 per semester to \$1,774 per semester, an increase of 17.5 per cent. By comparison, the cost of living (inflation) has gone up 27.3 per cent. (Okanagan College's per-semester tuition is still lower than Okanagan University College's tuition in the fall of 2004 - \$1,800).

In terms of Open Educational Resources (OER), OC faculty, to date, have reported 157 text adoptions since 2013, saving students an estimated \$611,000. That amount tells just a part of the story. In 2018-19 OC invested \$12,044 from its Emerging Opportunities Fund to purchase electronic versions of required text books, when unlimited simultaneous user licensing was available. Those Okanagan College library-supplied e-textbooks have saved 6,300 students (in 372 course sections spread among 50 departments) approximately \$392,000 over the past two years. In the 2020-21 fiscal year, Okanagan College has directed a further \$25,000 to supporting the initiative.

OC has taken other important steps to ensure education is affordable and accessible to students. New donations to scholarships and bursaries meant that in the 2019-20 fiscal year OC and the Okanagan College Foundation supported students with more than \$1 million in funding. As students wrestled with the financial impacts of COVID-19 in early fiscal 2020-21, Okanagan College and the Foundation found means to supplement the \$140,000 provincially-supplied emergency to top-up the available funds to more than \$350,000, portions of which were available to international students as well. By early June, more than \$140,000 in emergency aid had been provided to students.

Tuition-Free ABE, ASE and ELL Programs

As initially detailed in 2018-19 Institutional Accountability Plan and Report Okanagan College has been offering tuition-free Adult Basic Education (ABE), English Language Learning (ELL) and Adult Special Education

(ASE) programs to domestic students for several years prior to the 2017 policy announcement. The College also continues to offer significant financial aid for qualifying students to cover other education costs such as supplies and transportation. To align with the provincial policy directive at that time, fall 2016 briefly saw the introduction of tuition for Adult Basic Education courses at Okanagan College. A focused effort by the College to promote the availability of grants to help offset tuition and other costs – notably the Adult Upgrading Grant and a new Okanagan College Upgrading Grant – led to less than a 10 per cent decrease in the number of FTEs in the College's Adult Academic and Career Prep program area. In September 2017, the current British Columbia government eliminated tuition fees on Adult Basic Education and English Language Learning programs. We successfully promoted the resumption of tuition-free Adult Basic Education and English Language Learning for domestic students at Okanagan College and other BC postsecondary institutions.

Explanation for Not Achieving The 2019-20 Developmental Program FTE Targets

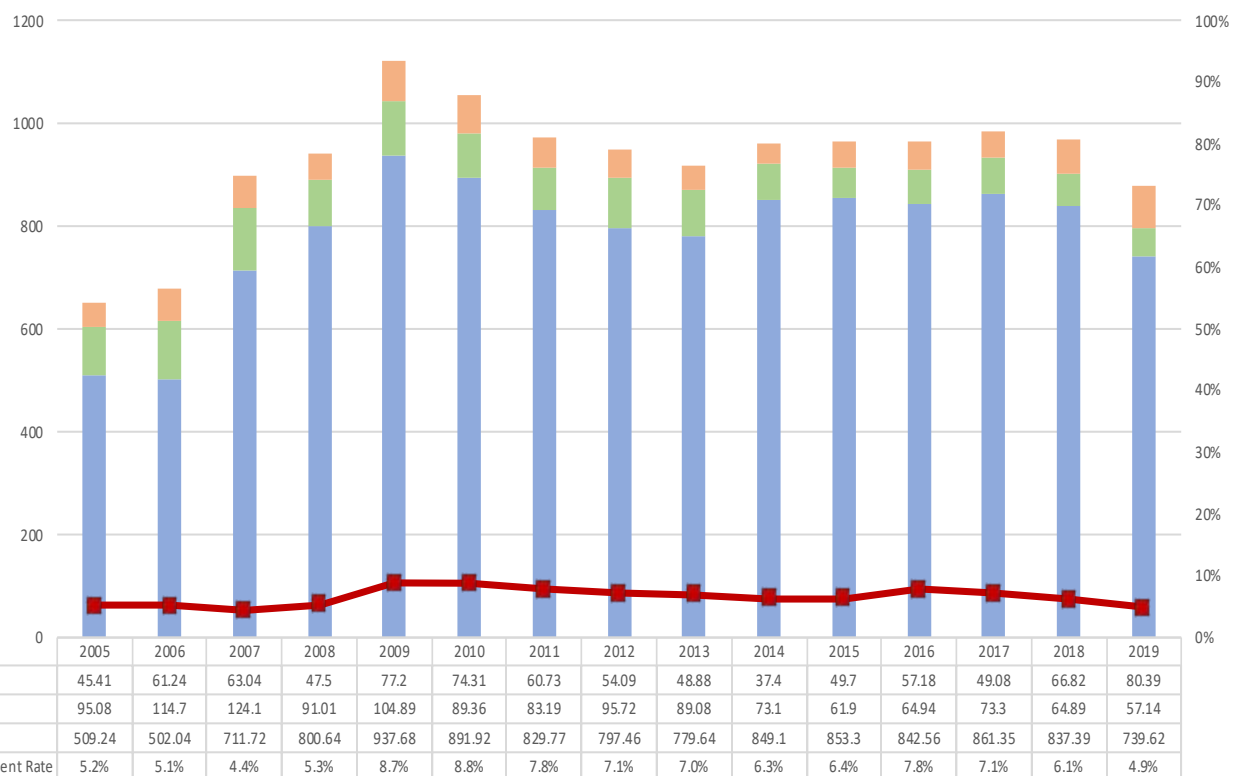
A comprehensive description of all the factors determining developmental programs enrolment is impossible but there are some definite contributors to regional trends specifically affecting developmental program enrolment at the Okanagan College.

Adult Basic Education (ABE) was the main contributing factor for decrease in developmental program FTEs. A decrease of 97.8 FTEs in ABE programming from 2018-19 to 2019-20 was the result of a decrease of 780 ABE course registrations from 2018-19 to 2019-20.

Lower unemployment rates in the region means 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, as the unemployment rate dropped from 6.1% in calendar year 2018 to 4.9% in calendar year 2019. 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.

Adult Basic Education	2018-19 Fiscal Year	2019-20 Fiscal Year	Change	Percent Change
Course Registrations	5696	4916	-780	-13.7%
FTEs	837.4	739.6	-97.8	-11.7%

OC Foundational FTEs with Thompson-Okanagan Region Unemployment Rate



Notes: 1). Horizontal (X) axis indicates fiscal year for FTEs (e.g. 2005 FTE is actually 2005-06 fiscal year FTE), calendar year for unemployment rates.

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 2019-20 fiscal year. Similar promotional activities are planned for the upcoming years to ensure that Okanagan College continues to serve its communities while meeting the governmental mandate related to developmental programming.

Key Directions - Supporting Learner Readiness and Success

Supporting Vulnerable and Under-Represented Students

The College has several staff engaged in ensuring that key populations are supported and able to navigate the post-secondary environment as they work towards their educational goals. Some examples of these positions are listed as below.

- **Aboriginal Transition Planner (ATP):** The ATP position, found at each of our four major campuses, acts as primary resource, providing holistic support for prospective and current Indigenous students throughout the student life-cycle. The ATP plays a pivotal role, often acting as a 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 ATP is an invaluable resource. Aboriginal Transition Planners at all four campuses will also be participating in any sector or Ministry-led Campus Navigator Community of Practice.
- **Access Liaison:** The Access Liaison acts as a first point of contact for students requiring accessibility services on our largest campus. While the duties are diverse, a significant focus is on conducting intake appointments, clarifying medical and psycho-educational documentation requirements, assisting students with documents and funding forms, and connecting students to other supports in community and on campus as needed. While the Accessibility Services Coordinator is ultimately responsible for assessing documentation and approving and coordinating accommodations, the Access Liaison will often act as a troubleshooter.
- **Financial Aid & Award (FAA) Assistant:** The FAA assistant position, also found on each of our four major campuses, acts as 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.

Former Youth in Care

Former youth in care students continue to access the tuition waiver program at Okanagan College. Last year, of the 29 students that applied for Ministry support, 26 students were approved. For the year previous, of the 43 who applied, 38 were approved. The College continues

to promote the learning opportunities to former youth in care. One of the successful former youth in care who benefitted from the program at Okanagan College was Kimberley Alaric, who recently completed a Commercial Aviation program. She has been featured in provincial and regional media campaigns and coverage promoting the program.

Mental Health Supports

Student and employee mental health is a priority for the College. Okanagan College has undertaken a number of initiatives to enhance support for the mental/psychological well-being of our students. Perhaps the most important initiative currently underway is the development of a Mental Health Strategy, fueled by work and consultations conducted by a consultant in 2019. It will shape our approach to supporting the mental health of our students over the next few years. However, we can't let planning prevent us from taking action in areas where we know immediate progress can be made. Over the last year OC has implemented a peer wellness ambassador program; partnered with Canadian Mental Health Association (CMHA) Kelowna and trained more than 150 employees in the Mental Health Commission of Canada's Mental Health First Aid two-day course; implemented a Mental Health First Aid first responder's network; partnered with Guard.Me International Insurance to provide 24-hour remote access for our International learners to counselling support; partnered with the YMCA to deliver Y-Mind, a validated program to support students with mild to moderate anxiety; participated on a national working group for the continued development of the national Standard on Psychological Health and Safety for Post-Secondary Students; and participated on a provincial working group for the implementation of the Province's recently launched Here2Talk 24hr remote counselling service for post-secondary students.

Despite the current pandemic related challenges, the College continues to progress in the development of a mental health strategy. We will also continue to offer YMind virtually and promote Here2Talk, especially for after-hours support.



Key Directions - Supporting Learner Readiness and Success

Sexual Violence, Misconduct and Campus Safety

Below is a list of Okanagan College policies that formalize the College's commitment to the safety and well-being of the College community.

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

Each policy outlines different procedures for reaching resolution depending on the nature, initiator, and context of the complaint. Okanagan College approved and implemented its Sexual Violence and Misconduct (SVM) Policy in June 2016. Following a formal review in the first quarter of 2019 the SVM policy was updated in June 2019. The current policy incorporates a careful review of best practices in policy development, other post-secondary institutions' policies, and consideration of new provincial government legislation. The College has worked closely with the Okanagan College Student Union (OCSU) and Vernon Student Association OC (VSAOC) to implement related training as well as promote the policy and processes. One of our primary goals was to ensure that, despite any changes to the policy, it remain survivor-centric. That is, based on best practice, ensure that we continue to uphold responses that aid in recovery and instill power and choice to the survivor, where and when possible.

Addressing sexual violence is more than a matter of developing policy. It is also about preventative action. To that end, the College continues to partner with the Okanagan College Students' Union in the delivery of a consent campaign to students. The campaign focuses on healthy sexual relationships based on consent, regardless of context i.e. only yes means yes. Okanagan College also revised and delivered a sexual violence intervention workshop and renewed its license to continue to promote the Not Anymore interactive online sexual assault prevention program. The College will continue to promote this program to both students and employees alike. It is also considering how to deliver prevention-focused activities in a remote learning environment.

With the support from the Ministry of Advanced Education, Skills and Training (AEST) a student climate survey related to student perceptions of sexualized violence and misconduct at BC's post-secondary institutions, is currently being developed. The purpose of the student climate survey is to provide a temperature check of the post-secondary environment for students regarding the issue of Sexual Violence and Misconduct and to establish baseline information. The survey working group consists of members from the Ministry of Advanced Education Skills and Training (AEST), BC Campus and some BC higher education institutions. The purpose of the working group is to provide advice and guidance on the development of the survey. Okanagan College's Institutional Research Manager is also a member of this working group and is currently participating in the relevant meetings. Due to the COVID-19 related challenges the operationalization of the survey has been delayed and at this stage Okanagan College is looking forward to fielding the survey during the first quarter of 2021.

The absence
of "no" or silence
is **not consent.**

Let's Get Consensual
www.okanagan.bc.ca/sexualviolence



Key Directions - Supporting Learner Readiness and Success

EXPERIENTIAL LEARNING

Work-Integrated Learning and Cooperative Education

The College has expanded its Cooperative Education (Co-op) offerings. The recently developed Tourism Management Diploma, delivered in Revelstoke, has a mandatory cooperative education component. The Student, Graduate & Co-op Employment department is tasked with curating placements, supporting students with employment readiness skills, and delivering employment-focused workshops.

An overall growth in the number of students registered for Co-op has been witnessed in 2019-20 with 650 students registered in Co-op compared to 600 students in the previous year. The addition of the Tourism Management Diploma only accounts for a portion of the growth this past year. The College was successful in securing grant funding through the Provincial Co-op and Work-Integrated Learning (WIL) Initiative. The funds are being used to support two research projects.

- **Indigenous Student Initiative** – Addressing barriers for students to participate in Co-op and WIL activities as well as increasing community support with in indigenous communities and employers who may be supporting our students in the work place. This project runs until 2021.
- **Accessibility Student Initiatives** – Addressing barriers for students to participate in Co-op and WIL from an accessibility stand point. This initiative will run until 2021. Two student surveys were developed with guidance from the Department of Institutional Research with an objective to identify and address barriers for participation in Co-op for students who may have an accessibility need. Both surveys are currently in the data collection phase (June-July, 2020).

Additional grant funding to promote Co-op, and WIL, in rural communities within the College region has resulted in additional staffing of 1.5 FTE. These co-ordinators (hired to serve Penticton, Vernon and Salmon Arm) are seeking to grow support for students at Okanagan College campuses as well as build stronger connections to employers in rural communities. For example, in our Science Technology and Health related programs, this will mean support for the Sustainable Construction Management Technology Diploma (SCMT) and potentially the Kinesiology Diploma program in Penticton as well as Computer Information System Diploma program in Vernon where the students get the dedicated support for their Co-op and WIL needs.

The College has recently partnered with Riipen and Orbis to leverage their respective web-based technologies. Use of both online platforms will hopefully increase student participation in not only Co-op, but also other forms of work-integrated learning. Both platforms advertise diverse WIL opportunities from across Canada. It will prove particularly effective this 2020-21 academic year as OC continues to offer most of our programming remotely. For example, a student living in Ontario but attending the College can gain access to WIL opportunities in their own community.

Okanagan College continues to deliver the following programs that have a work-integrated learning component:

- Aboriginal Community Support Worker (70-hour practicum)
- Audio Engineering Music Production (produce a live concert annually)
- Building Service Worker (practical application of skills in a school setting)
- Education Assistant (120-hour practicum)
- Esthetics and Nail Technology Program (30-hour practicum)
- Gastroenterology Nursing (70-hour practicum)
- Hospitality Training (40-hour practicum)
- Medical Device Reprocessing Technician (400-hour practicum)
- Medical Office Assistant (90-hour practicum), Nursing Unit Assistant (125 hour practicum)
- Paraneesthesia Nursing Certificate (225 hour practicum)
- Viticulture Certificate (40 hour practicum)
- Wine Sales (30 hour work experience), Winery Assistant (50 hour practicum)
- Experience Works (5 weeks work experience)
- Logging Truck Driver (10 weeks work experience)
- New Faller Forestry Training Program (7 weeks work experience)
- Residential Insulator Program (10-week work placement)

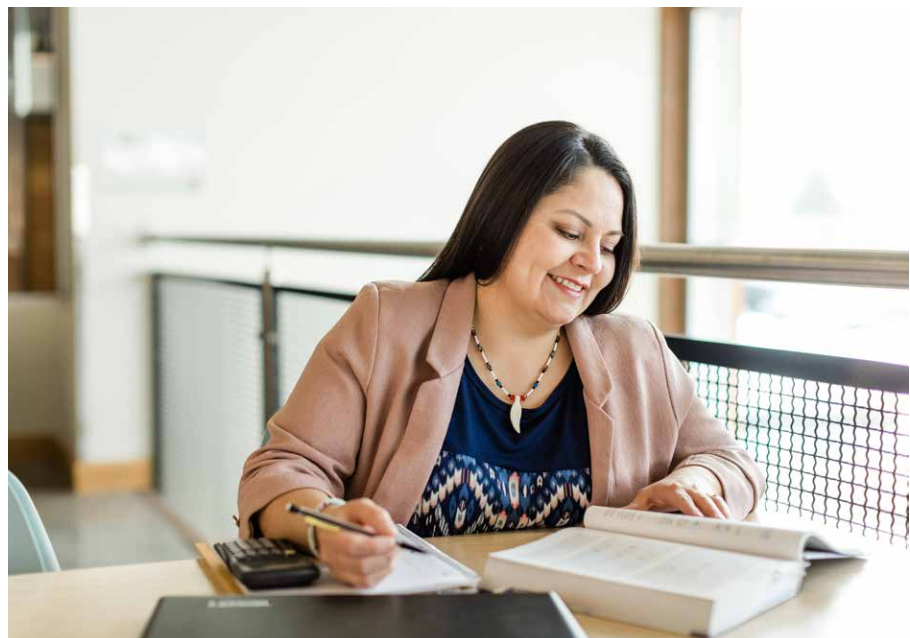
Key Directions - Supporting Learner Readiness and Success

During 2019-20, Okanagan College's Continuing Studies Division, in conjunction with other College departments and various community partners, designed, developed and implemented a variety of community-based programs to meet the needs of vulnerable and under-represented students. These projects included providing:

- **Education Assistant** certificate to members of the Okanagan Nation. This delivery was hosted by the Penticton Indian Band, and included 12 members of several Okanagan Nation communities. A **Recognition of Prior Learning** option was offered to students with previous or current experience in a school setting. Six students got recognition for past experiences to fulfill some program requirements.
- **Roadmap to Self-employment** to members of the Penticton Indian Band. Ten students completed a comprehensive package of modules to prepare for starting a home-based business.
- **Aboriginal Community Support Worker** – With funding from AEST, the College completed delivery of this program of a cohort of Indigenous students from the four south Okanagan Bands - Penticton, Osoyoos, Upper Similkameen and Lower Similkameen. The program was hosted by the Osoyoos First Nation.
- **Forest Operator** – In partnership with the BC Forest Safety Council and the Penticton Indian Band (PIB), OC provided new faller training to 10 students from PIB and other south Okanagan Bands meeting the requirements of WorkSafe BC for this occupation. Most of the participants obtained employment in forest resource units of the participating Bands.
- **Make-it** – Through a partnership with Vancouver Community College, Community Futures and the South Okanagan Immigrant Settlement Society, OC coordinated a self-employment program for eight immigrant women. The goal of the project was both to achieve income from self-employment and to enhance integration into the local community.
- **Training for Success** – In partnership with Kelowna Community Resources (community based non-profit organization), and with STE funding from AEST, OC initiated certificate programming for unemployed people identified as having multiple barriers to employment. On a rotational basis at the Kelowna Community Resources site, the College offers Building Service Worker and Intro to Office Admin to participants in the program.
- **Leadership Development** – Continuing a four-year relationship, OC delivered the Leadership Skills certificate to staff of the Westbank First Nation. This was the sixth cohort of Westbank First Nation employees to participate in this program.

During 2019-20, in partnership with the Lillooet Tribal Council, the College offered the Aboriginal Community Support Worker education in the community of Lillooet to 16 community members. Graduates from both intakes will work in various community health, recreation and social service capacities.

- **Introduction to Office Administration** – In partnership with the Lillooet Tribal Council, the College provided in-community training in office administration to Lillooet members, including a variety of basic accounting skills and office administration skills.
- **Experience Works (EW) – With Skills and Training for Employment** funds from AEST, OC delivered two intakes of EW to older unemployed adults in the Revelstoke (10) and Salmon Arm (13) communities. The purpose of the program is to support older adults to reengage with the work force to both meet local labour market needs and to realize individual employment goals.



Key Directions - Supporting Learner Readiness and Success

OC's Continuing Studies also delivered three leadership development courses in community for the Upper Nicola Band.

- **Cannabis Retail Sales** – in partnership with the Okanagan Training and Development Council (regional ISET agency), CS provided training in retail cannabis operations for members of the Okanagan Indian Band (Vernon).
- **Motivation Interviewing** – Training was provided to Okanagan Training and Development Council employment adviser, who serve the eight communities of the Okanagan Nation.

Okanagan College has also been a leader in providing training in several fields that have hands-on-training components. These include:

- **Residential Insulation Technician** – Residential insulation has emerged as a strong and growing residential construction need to meet new Provincial Building Code for energy efficiency. During 2019-20, OC's Continuing Studies and the Trades and Apprenticeship Programs delivered intakes of Residential Insulation Technician to eight students at its Vernon Campus, and, through a partnership with the Kamloops Indian Band (KIB), to eight KIB members on KIB lands.
- **Gateway to Technology** – With support from AEST, Okanagan College piloted this programming in five school districts – 22, 23, SA, Pen, S Ok-S to classes of

20 students. The initiative was intended to introduce students to coding, and network engineering and administration, and encourage more students to consider further education and careers in technologies.

- **Early Childhood Education Certificate and Infant-Toddler Certificate** – Working with the Early Childhood Education (ECE) department and four Shuswap Bands, Continuing Studies offered the ECE certificate to Indigenous students in the southern Shuswap, and subsequently partnered with the Shuswap Child Development Society to offer the Infant Toddler certificate to graduates of the ECE certificate and other practitioners in the community.
- **Professional Log Truck Driver** – In partnership with the BC Forest Safety Council (BCFSC), OC offered intakes of this program in Salmon Arm (8) and the South Okanagan (8). The delivery was to meet chronic industry need for trained drivers to move logs safely on Provincial resource roads.
- **Forest Foundations** – In partnership with the BC Forest Safety Council, the Province and four other post-secondary institutions, OC Continuing Studies was part of piloting a new training program to introduce and onboard new entrants in the forestry sector. The goal of the program was to ensure that entrants understood safety protocols and had requisite competence to enter other specific vocations in the industry. OC's cohort of eight students was based in the Revelstoke-Columbia region.



Key Directions - Supporting Learner Readiness and Success

Trades Programs, Women in Trades Training (WIT) and Related Initiatives

In June 2019, Okanagan College was formally recognized and celebrated its first 1,000 Women in Trades Training with AEST Minister Marks in attendance. “Our government is committed to cultivating winning conditions to support women in the trades,” said Mark. “The women in trades program was designed to increase the number of female apprentices in the province of B.C.,” says WITT Program Administrator Nancy Darling. “It provides support to women to address some of the barriers for them entering careers in the skilled trades.”

“I needed options. I needed guidance. I needed something that would help me find my own identity again,” said Johanna Turangan-Grieve, a former participant of the program and now a fourth-year carpenter apprentice. “Women in Trades did exactly that and so much more. This program highlights the power and importance of sisterhood. The bonds that I have made with my classmates and many other fellow women in trades throughout my journey has been very powerful for me.” The program has been available since 2009 and in that time has trained around 100 women a year in exploratory trades programs as well as foundation pre-apprenticeships. The session exposes women to the tools of five or six different trades, allowing them to find which trade best suits their skills.

Okanagan College is part of a Western Diversification (WD) program designed to increase access to trades programs for equity-seeking individuals, specifically women. This project is funding from 2019-2022 with Camosun College. Okanagan College is taking the lead on the Carpentry program.



AEST Minister Melanie Mark joined OC to celebrate the first 1,000 Women in Trades Training

While working with School Division 23 the College has offered a modified 10 weeks of Trades Sampler program for vulnerable, at-risk high school students. In 2019-20 the funding was provided by SDEB.

As of June 2020, the Training Plan at the College is being adjusted to provide trades training to students under the restrictions and guidelines of WorkSafe BC and the Public Health Officer. Despite these challenges, the College continues to explore further opportunities for students to participate in work-integrated learning opportunities once programming returns to pre-COVID levels.

Focused Programming – Supply Meets Demand

Okanagan College remains focused on its commitment to develop programs that meet the needs of the region and that are in congruence with the AEST objectives. Five years of Technologies FTEs & Credentials totals, Targeted Health FTEs and Trades transition rates are presented below.

Key Directions - Supporting Learner Readiness and Success

Technologies – FTEs and Credentials	2015-16	2016-17	2017-18	2018-19	2019-20
Total Technology FTEs	303.4	307.6	321.6	332.1	317.1
Total Technology Credentials	91	97	133	105	134

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, Mechanical Engineering Technology, Network and Telecommunications Engineering Technology, Sustainable Construction Management Technology, Trades Technology Teacher Education, and Water Engineering Technology.

Targeted Health Programs – FTEs							
Ministry Code	CIP Code	Program Name	2015-16	2016-17	2017-18	2018-19	2019-20
NURS	51.3801	Bachelor of Science in Nursing	45.9	52.7	49.8	45.3	47.6
NLPN	51.3901	Licensed Practical Nurse	99.2	102.9	170.7	94.8	152.3
NRCA	51.3902	Health Care Assistant	137.6	140.9	149.7	131.7	120.6
HLOT	51.3902	Health Care Assistant - One Time Funding		10.0	12.0	50.6	13.0
HLTH	51	Allied Health	192.4	229.2	232.9	237.0	215.2

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

Trades Utilization Rate - Based on 80% of Intake Capacity					
	2015-16	2016-17	2017-18	2018-19	2019-20
Apprenticeship Total	114%	113%	108%	111%	118%
Foundation Total	133%	124%	114%	108%	111%
Trades and Apprenticeship Total	118%	115%	109%	108%	116%

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, 1 Trades student is 1 FTE. 3). Utilization Rates are calculated at 80% of the ITA intake capacity. 4). Gateway Program FTEs are included in the Utilization Rates.

Okanagan College has various strategies in place to ensure that our students are familiar with career planning resources. This includes their familiarity with provincial resources such as Labour Market Outlook. For a relevant summary please see Appendix: OC Career Planning Resources and Assistance.

A BALANCED APPROACH TO INTERNATIONAL EDUCATION

The College continues to work closely with the Ministry of Advanced Education Skills and Training (AEST) to ensure that it has a balanced approach to international education. Throughout the year Okanagan College's International Education department has several opportunities to communicate and share views with the Ministry.

These include:

- Participation in Heads of International Group.
- Participation in British Columbia Council of International Education (BCCIE) missions.
- Participation in the BCCIE annual conference, which facilitates communication with the AEST.
- Participation in BC Colleges events and missions.

Key Directions - Supporting Learner Readiness and Success

International Tuition

Okanagan College has used a moderated approach to limit international tuition increases to a rate that matches current demands, and the College is committed to a practice of considering international student tuition

fee increases approximately 15 months before they are implemented, providing students applying for the following year a full appreciation of the tuition they will be expected to pay.

Year	Per Course International Tuition
2014	\$ 1,188.00
2015	\$ 1,212.00
2016	\$ 1,236.00
2017	\$ 1,298.00
2018	\$ 1,375.00
2019	\$ 1,375.00
2020	\$ 1,416.00

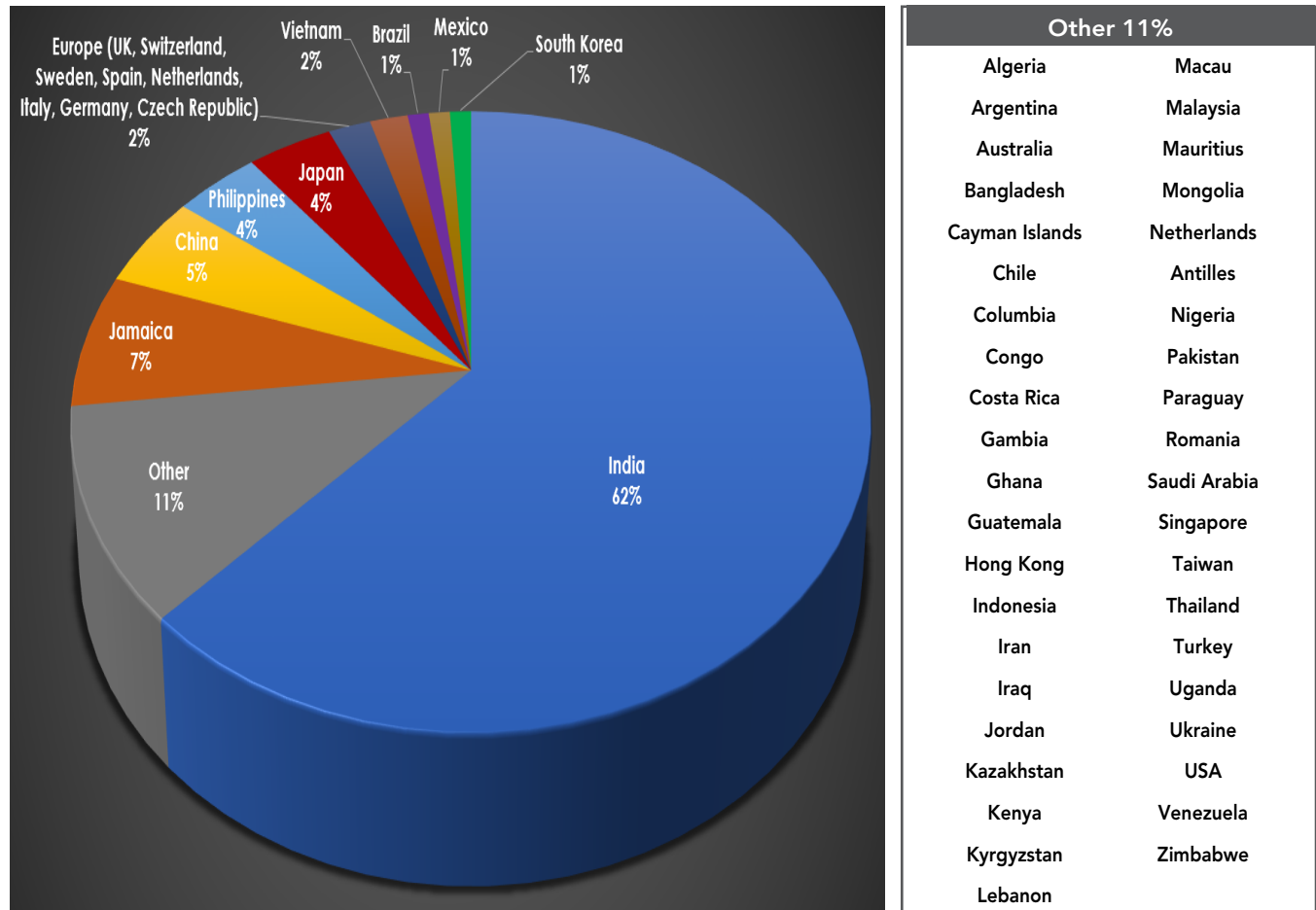


Diverse International Student Body

With an objective to enrich the educational experience for both domestic and international students Okanagan College continues to plan for increased diversity in its international student profile. Students from more than 60 countries have joined Okanagan College in the past year as well. Focused marketing efforts in regions around the world are key to this diversity.



Key Directions - Supporting Learner Readiness and Success



Balanced Regional Enrolment

In 2019-20 fiscal year Okanagan College served a total of 9,093 FTE of which 1,467 were international student FTEs. Okanagan College continues to work on strategies to ensure that international students get a chance to apply for programs in all of our regions. The College program offerings that are attractive to international students are being extended to all our

campuses. A strategic balance between domestic and international students at a maximum rate of approximately 25 per cent international students is being kept in mind during program planning. The following table provides fall term headcount trend broken down by regional campuses.

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

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

Key Directions - Supporting Learner Readiness and Success

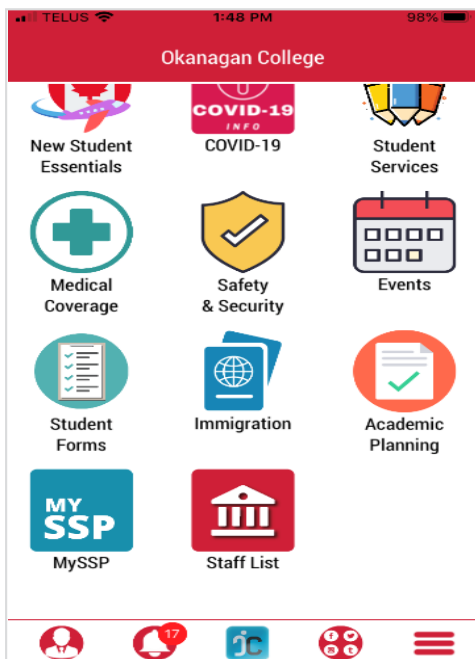
International Student Support

Okanagan College's International Education department focuses on providing student services to ease the transition for international students and to support their success.

Adjusting to life in Canada is more than adjusting to life in the classroom. The College offers this support through a network of dedicated cultural liaisons. Cultural liaisons in our largest campus in Kelowna are available five days a week for four hours per day. International students utilize these staff members to gain advice and insight into any issues they experience both from an academic perspective or a non-academic perspective. Issues can be as minor as information on the banking system or bus information or as serious as a first contact for referral to medical advice or counselling services.

Due to increased enrolments across OC regions, the cultural liaisons network has been expanded to all campuses. Due to recent initiatives, a full-time cultural liaison now serves our Penticton campus while a second cultural liaison covers the Vernon, Salmon Arm and Revelstoke campuses.

Okanagan College's International Education department also uses a one-stop quick reference application for international students. When students are anxious or in a crisis, it is important that they can access pertinent information quickly without having to search websites. We accomplish this by getting students accustomed to using a single source for information when not in crisis, so when a crisis does occur they are confident they can reach the information needed easily.



We use the iCent app which is a platform provided by our Health Insurance Provider - Guard.Me. It has two categories intertwined into a single start menu.

- **Non-Crisis Categories:** New Student Essentials; Student Services; Events; Student Forms; Academic Planning; Staff Contacts; Immigration Information.
- **Crisis Categories:** COVID-19 Info; Medical Coverage; Safety and Security; MySSP Mental Health Support.



Okanagan College Key Direction: Excelling in Teaching, Programming, and Applied Research		
Okanagan College Objectives	Alignment to Ministry Priorities	BC Ministry of Advanced Education Skills and Training (AEST) Performance Measure
<ul style="list-style-type: none"> • Use the best combination of course delivery methods, such as face-to-face, E-learning, and blended approaches, to address diverse learner and community needs. • Provide an array of programming that effectively responds to the needs of our students, employers and communities. • Provide opportunities for teaching professionals to continuously enhance their skills, knowledge and practice. • Significantly develop applied research, scholarly activity, and knowledge transfer activities to better serve students, communities, and employers. 	<p>2019-20 Mandate Letter (Report on Activities New or Continuing)</p> <ul style="list-style-type: none"> • Expanding programming aligned with high demand occupations and priority sectors (such as trades, technology and health). • Expanding co-op and work-integrated learning opportunities for all students. <p>2020-21 Mandate Letter (New or Continuing Planned Actions, as available and applicable)</p> <ul style="list-style-type: none"> • Contribute to an accessible and relevant post-secondary system by: Providing programming that meets local, regional or provincial labour market and economic needs. • Strengthen workforce connections for student and worker transitions by: Increasing co-op and work-integrated learning opportunities. • Strengthen workforce connections for student and worker transitions by: Aligning programming with high opportunity and priority occupations (such as trades, technology, early childhood educators and health). • Strengthen workforce connections for student and worker transitions by: Responding to the reskilling needs of British Columbians to support employment and career transitions. 	<ul style="list-style-type: none"> • Student satisfaction with education • Student assessment of the quality of instruction • Student assessment of skill development • Student assessment of the usefulness of knowledge and skills in performing job. • Unemployment rate



Writing and Publishing student Stephen Ikesaka working in "The Bunker"

INNOVATIVE PROGRAMMING

The Writing and Publishing diploma program returned to Vernon campus in September, 2019. The program infuses the range of English, creative writing, editing and communications material with applied technical skills in graphic design, typography, coding and book publishing, producing students who can publish quality content in a range of media. Studying at the Vernon campus takes advantage of the Okanagan College Print Shop, affectionately called "The Bunker" by students and staff. Located in the basement floor, the letterpress print shop features more than 20,000 pounds of vintage printing presses and metal type. Some assignments see students applying their typography and design knowledge by setting type by hand and printing that type on 100-year-old presses. "I can't stress enough what working in The Bunker does for students. It's transformational. When they go back to the computer, they are thinking of things completely differently," says instructor Jason Dewinetz.

The College also began offering a new program in 2019 that speaks to the growing role of marketing and data in our lives, and the increasing demand for people whose skills and education position them at the intersection of the two areas. The Post-Baccalaureate Diploma in Marketing and Data Analytics combines courses from mathematics, statistics, business and data science to provide students (who already have Bachelor degrees in business or science) with the knowledge to carve a career in the growing field. The program, which was developed by the Math & Statistics department at Okanagan College with support from the Business department is addressing local demand. "Our business analysts use data to evaluate product placement, channel strategies, benchmarking (customer and competitor), and logistic and strategic capital investment analyses," says Pino Pucci, Tolko Vice President of Sales, Marketing & Logistics. "The demand for this expertise within the industry is increasing and we're fortunate to have our local college offer this program."

A partnership between Scotiabank and professors and students from Okanagan College's School of Business has led to development of a series of free online courses that can help Canadian non-profit agencies with their professional development and training needs. The Scotiabank Centre for Non-Profit Excellence, launched and supported with funding from Scotiabank and developed by Okanagan College faculty and students, has an online portal of research and training resources that are available to non-profit organizations and their staff and volunteers. It was unveiled in September. The development of courses and the research underpinning the curriculum also offered Okanagan College students a valuable work-integrated learning experience. "It really helped me build some valuable personal skills," says Carly Suddard, OC Business student. "It provided me a broader appreciation of the non-profit sector and all it entails, as well as the many viable career options."

A shared connection with the aerospace industry and opportunities to cooperate and collaborate on programs and research led Okanagan College and Mohawk College to sign a memorandum of understanding (MoU) in September, 2019 that signals the institutions' intent to work together on new training and research initiatives that will benefit a growing industry. The MoU outlines a new joint commitment that could see cross-Canada opportunities for training, internships and cooperative education, as well as collaborative applied research and potential new programs. "Collaboration between OC and Mohawk College will help us pursue and advance joint applied research opportunities that will open doors to innovative learning and teaching opportunities for our students

and faculty," notes Andrew Hay, VP Education at OC. "It will also benefit our industry partners like KF Aerospace and others who are so supportive of hands-on training and research opportunities in this field." "It's great to see two forward-thinking Colleges like Mohawk and OC working together to create these types of research and training opportunities that align and support our needs in industry," says Grant Stevens, VP Corporate Services, KF Aerospace. "As an employer, we couldn't be happier

to see partnerships like this that advance aerospace training and innovative thinking about the needs of today and the future."

The Bachelor of Science in Nursing program at UBC Okanagan and Okanagan College has received long-term accreditation from the British Columbia College of Nursing Professionals (BCCNP), which regulates nurse training in the province. The accreditation was announced in October, 2019. The program has been approved for the next seven years with no terms or conditions. That's great news for current and future students, and for health care employers and patients, says Prof. Marie Tarrant, Director of the School of Nursing in the Faculty of Health and Social Development at UBC Okanagan. "Receiving long-term accreditation with no restrictions strongly acknowledges the innovative, high-quality education we

are providing," says Tarrant. "The BSN curriculum is excellent, and our collaboration with Okanagan College that started in 2011 has expanded opportunities for students to pursue an education in nursing." Each year, 24 students are admitted to OC for the first two years of study then transfer to UBCO, joining approximately 130 nursing students at the university to complete years three and four. Graduates earn a Bachelor of Science in Nursing degree from UBC and are prepared for professional licensure as registered nurses.



New long-term accreditation for the Bachelor of Science in Nursing program

The first OC cohort transferred to UBCO in 2013 and graduated in June 2015. The collaboration has sparked new ways of thinking and doing when it comes to training registered nurses. The program prepares graduates with the knowledge, skills, and attitudes for effective interprofessional collaboration and to deliver professional nursing, health-education programs, and consultative nursing services that promote, maintain, and restore patient health. "The changes to the curriculum were very much driven by changes to practice," notes Monique Powell, Chair of the BSN program at the College. "We listened to a lot of feedback from our students, grads, instructors and employers. When we noticed students struggling with applying their critical thinking skills in some instances, then we looked for innovative ways to provide more practice time to students in that area." Recent labour market data lists nursing as a high-demand profession, predicting as many as 25,000 nurses will be needed to staff BC's health care system over the next 10 years to fill new nurse positions and replace retiring nurses.

Five Canadian colleges and a national advocacy body have formed the Canadian College Consortium for Cannabis, an entity that will serve as a first-of-a-kind in the post-secondary sector. Okanagan College was the first institution in BC to join the consortium, which also includes NorQuest College in Edmonton, Niagara and Durham Colleges in Ontario, Collège communautaire du Nouveau-Brunswick (CCNB), along with Colleges and Institutes Canada (CiCan). In late 2019 they signed a Memorandum of Understanding (MoU) outlining opportunities to work together through the Consortium to explore and pursue joint Cannabis training and applied research opportunities. Okanagan College made headlines in fall of 2017 when it became one of the first in the sector in BC to implement a Cannabis course – "The Emerging Marijuana Industry" – through its School of Business. The course educated students to the regulatory process and emerging business impacts of legalization, in the context of the Canadian economy. The College's Continuing Studies and Corporate Training department launched programming in fall of 2018.

Those looking to step into the cab and start up careers as professional log truck drivers were able to tap into a tuition-free training program at Okanagan College that began in November, 2019. The Professional Log Truck Driver program was offered by OC in Oliver starting on



Students in the Residential Insulator program

Nov. 18. The 16-week program included 10 weeks of theory and classroom training, followed by six weeks of hands-on practical driver training. It was offered tuition-free for eligible students. The program was made possible by funding and support from the Federal and Provincial governments and WorkBC.

A booming insulation industry, coupled with growing consumer interest in making their homes more efficient, continues to add up to a strong need for skilled workers in the Southern Interior. Okanagan College, in conjunction with the Ministry of Social Development and Poverty Reduction, Work BC, and local industry leaders, first launched the Residential Insulator program in Vernon in spring of 2018 to help meet industry demand. The response from students and industry was so positive, the program was offered again in fall 2019. Eligible applicants could access the training for free. The 25-week Residential Insulator program provided tuition-free specialized training for eligible applicants with funding from the Ministry of Social Development and Poverty Reduction. It started in Kamloops on Dec. 9 and was interrupted when COVID-19 pandemic was declared. It resumed in May 2020 for the experiential components of the program and to allow students to complete.

APPLIED RESEARCH, CREATIVITY

Central Okanagan park-goers can now charge their electronic devices at two regional parks thanks to Okanagan College Enactus students, who installed solar powered ReCharge stations in April 2019 for public use. The project – Project ReCharge – was brought to fruition in February 2018 by two Business Administration students and Civil and Mechanical Engineering students as part of a new Enactus initiative to help people power up their devices on the go, while also providing a conduit for giving back to the community. The first iteration was installed in 2018 at Okanagan College’s Kelowna campus.

The project caught the eye of the Regional District of Central Okanagan which called for a two-month pilot project, where visitors could charge their phone, iPad or laptop while they enjoyed the beautiful outdoors at Mission Creek and Gellatly Nut Farm Regional Parks. “We came up with the idea of having a charging station attached to tables that people can sit and charge their devices at and so we went through many design phases and now what the project has turned into is a social enterprise where we are getting students from our ‘Accelerate Youth’ programs at Rutland, Central and Westside schools building the stations,” said Cooper Simson, OC business student.

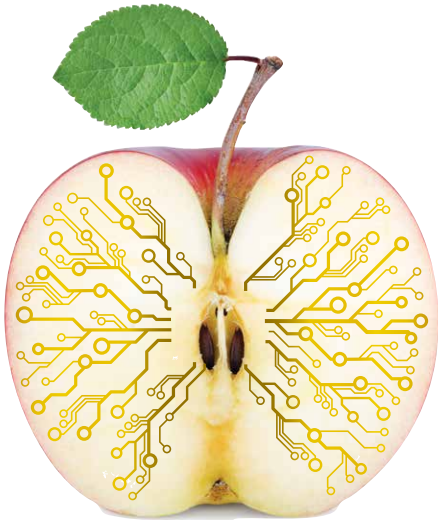
There’s lots to learn, it turns out, when children set their minds and imaginations to having fun in a waterpark. And where business is concerned, figuring out how to ensure children get the most from their play is good business for a company such as Waterplay Solutions. Dr. Beverlie Dietze, Director, Learning and Applied Research and Waterplay Solutions secured a \$24,930 federal grant through the Natural Sciences and Engineering Research Council’s (NSERC) Engage program to work together to build business opportunities incorporating some of those outdoor play principles in design thinking at Waterplay Solutions. “What I’ve been able to do is highlight how Waterplay Solutions products contribute to children’s curiosity and areas of development, such as language, literacy, self-regulation skills, and foundational Science, Technology, Engineering and Math (STEM) discoveries that support later academic performance,” explains Dietze.

Local researchers, academics and service providers have received \$218,000 to explore improved services for the homeless. Researchers at Okanagan College, UBC Okanagan, Interior Health, the Central Okanagan Journey Home Society and several health service sectors announced receipt of the federal funding via the Social Sciences and Humanities Research Council of Canada in July, 2019. “Dr. Kyleen Myrah and I are pleased to be part of such an innovative and important initiative,” says Okanagan School of Business Professor Kerry Rempel. “This is a unique partnership between two post-secondaries, Interior Health and the community. Dr. Myrah will be co-leading the research team looking at



Dr. Beverlie Dietze, Director, Learning and Applied Research testing outdoor play equipment

aspects of stigma, I will be co-leading the group looking at technology and we will both be supporting the team leading social and health innovations.” Combined with funds from UBC and the Vancouver Foundation, the work will involve scholars and grad students in engineering, medicine, neuroscience, management, nursing, the social sciences and social work. The group is examining how the homeless experience stigma and how business owners, neighbours and service users and providers might better understand each other’s viewpoints.



RIPE

Research Innovation Partnerships Expo

Okanagan College's third annual RIPE (Research, Innovation and Partnerships Expo) event took place at the Kelowna campus May 14, 2019, and was well attended by community members, research partners, students, entrepreneurs, OC employees and fellow researchers from across Canada. The event featured a wide variety of workshops led by industry-leading professionals. Keynote speakers Dr. Peter Janele, PhD and Dr. David Waltner-Toews, BA, DVM, PhD, delivered compelling discussions on the vital importance of applied research in business development and prosperity in the Okanagan Valley and on the scientific, cultural, ecological and value-laden perspectives to the idea of eating right in a world that has contradictory information about nutrition. Attendees were treated to a morning mixer, a panel discussion and had the opportunity to network and share their own applied research ideas.

Working closely with Learning and Applied Research team of Okanagan College various faculty and instructors are developing open learning resources such as creating textbooks for courses, as well as accessing those currently available that align with their course learning outcomes. Faculty and instructors are accessing open education resources such as videos and podcasts for a number of subjects to support students in having access to multiple resources to acquire theory and application skills. Professional development workshops are offered to faculty and instructors on how to access open education resources and how they may be embedded into their course in the Learning Management System. For example, Carpentry instructors in the Trades program are working with other colleges to develop open source materials. The library has secured several electronic course textbooks that provide students with access to course textbooks. Ross McKerlich is currently taking a leave of absence from Okanagan College to serve as Open Education Advisor, for the Interior with BC Campus. BC Campus with the regional representatives is working to provide focused support to smaller institutions in the North and Interior to implement and institutionalize the use of open education.

Okanagan College Key Direction: Working With, and Learning From, the Indigenous Community		
Okanagan College Objectives	Alignment to Ministry Priorities	BC Ministry of Advanced Education Skills and Training (AEST) Performance Measure
<ul style="list-style-type: none"> • Commit to an indigenization plan through engagement with Indigenous communities. 	<p>2019-20 Mandate Letter (Report on Activities New or Continuing)</p> <ul style="list-style-type: none"> • Implement the education-related TRC Calls to Action relevant to your institution and actively participate in an engagement process with the Ministry and local, regional and other Indigenous partners to develop and implement a comprehensive strategy that increases student success and responds to the TRC Calls to Action and UN Declaration. • Ensure that students are able to seamlessly transition into post-secondary education with the implementation of the new B.C. Graduation Program. • Expanding co-op and work-integrated learning opportunities for all students. • Expanding programming aligned with high demand occupations and priority sectors (such as trades, technology and health). <p>2020-21 Mandate Letter (New or Continuing Planned Actions, as available and applicable)</p> <ul style="list-style-type: none"> • Support lasting reconciliation with Indigenous peoples, through initiatives that increase the participation and success of Indigenous learners and implementation of the education-related Calls to Action of the Truth and Reconciliation Commission. • Develop and recognize flexible learning pathways for students to access postsecondary education and skills training including: Supporting lifelong learning pathways across the public postsecondary system. • Strengthen workforce connections for student and worker transitions by: Increasing co-op and work-integrated learning opportunities. • Contribute to an accessible and relevant post-secondary system by: Implementing initiatives to increase participation and success of students, including vulnerable and underrepresented groups, and promoting gender parity. • Contribute to an accessible and relevant post-secondary system by: Providing programming that meets local, regional or provincial labour market and economic needs. 	<ul style="list-style-type: none"> • Aboriginal student spaces • Overall credentials awarded to Aboriginal students in the public post-secondary system

Key Directions: Working With, and Learning From, the Indigenous Community

Okanagan College continues to make progress on indigenization initiatives and addressing the recommendations of the Truth and Reconciliation Commission and UNDRIP. Conversations continue between OC and the leaders of the area's Bands and Metis Associations, yielding advice and direction with regard to further appropriate steps along the path to Indigenization. Four Aboriginal Transition Planners, several mentors and elders work to attract Aboriginal students to Okanagan College, and to support them on their educational journeys. In 2018-19, Okanagan College had 1,890 Aboriginal students – an increase over 2017-18 (1,830). Note that these Aboriginal student headcount totals are based upon Post-Secondary Central Data Warehouse Standard Reports, October 2019 Submission.

The College hosted its Trades Commencement ceremony on May 16, 2019 where 90 trades students received scrolls and witnessed a significant change to the traditions of the procession. The change involves the addition of an Eagle Staff to the convocation and commencement ceremonies. The staff was gifted to the College during the 10th Annual Powwow (September 2018) by Elder Richard Jackson Jr. of the Lower Nicola Indian Band and Noel Ferguson of the Canoe

Creek First Nation. The staff led the procession of the platform party, which normally involves the President, Board Chair, Board members, College Executive and leadership team members, the Registrar, and other dignitaries. The Eagle Staff was carried in by Chris Derickson, Chair of the OC Board of Governors, while Alec Cardenas of the Penticton Indian Band drummed and sang an Honour Song. "The staff symbolizes the respectful gathering of all nations to celebrate unity," explained Derickson. "Many First Nations people understand the eagle to be the most honoured and respected animal in the natural world and the use of its feathers on the staff requires us to show the utmost respect to the staff." Graduates were then addressed by OC President Jim Hamilton who congratulated students on their educational achievements and offered words of advice on life-long learning. "This graduating class includes our future welders, chefs, electricians, plumbers and heavy-duty mechanics, to name just a few," notes Hamilton. "These are the people who will construct our communities, advance sustainability and change the way we work, learn and live." Trades Commencement is one of eight convocation and commencement ceremonies the College hosted in 2019 year. By the end of June, OC had sent more than 2,000 graduates into the world.



In October, 2019, Okanagan College's Board of Governors participated in a professional development exercise led by Kukpi7 Wayne Christian, of the Secwepémc Nation, Aaron Derickson, a Sylix scholar,

and Karen Barnes of Yukon College, to better understand how Indigenous ways of learning and doing could influence and be integrated in the governance of the College.

In June, 2019 Okanagan College campuses in Kelowna and Vernon raised the Okanagan Nation Alliance (ONA) flag, with dignitaries including: the Minister of Advanced Education, Skills and Training, Melanie Mark; the Chief of the Westbank First Nation, Roxanne Lindley; the past chair of the Okanagan College Board of Governors and Westbank First Nation Councillor (Christopher Derickson); and Grand Chief Stewart Phillip, attending ceremonies. A similar flag raising was held at the Salmon Arm campus for the **Secwepemcúlecw** flag. "Our people have had a long history of education with Okanagan College, which is being recognized and honoured here," says Westbank First Nation Chief Roxanne Lindley. "As our students walk these campus lands, I hope they feel pride in seeing our flag displayed, and our Nation represented. It is truly a day for celebration." "I often say there is no act of reconciliation that is too small," said Melanie Mark, Minister of Advanced Education, Skills and Training. "Today, Okanagan College took steps to formally recognize the First Nations on whose land the College resides. Flying the Syilx Okanagan Nation flag demonstrates that Okanagan College is committed to relationships, respect and reconciliation. I hope to see more of this important work happening across the province." The flag formally signifies the College's recognition of Indigenous peoples on whose lands the College resides.

In early March of 2020, Okanagan College renewed a memorandum of understanding with the Westbank First Nation (WFN), which outlines seven ways in which the partners will continue to collaborate on projects

and programs that will benefit learners from the WFN community, while helping both organizations learn from one another and build professional capacity.

Furthermore, in 2019, Okanagan College honored former Westbank First Nation Chief Robert Louie as an Honorary Fellow of the institution. Louie was Chief for 24 years and served on numerous boards, companies and special appointments with government and private industry for more than 30 years. He has extensive experience in real estate development and finance matters and has focused primarily on working for First Nations on land matters throughout Canada. Louie is the Chairman of the First Nations Lands Advisory Board and Chairman/Director of Peace Hills Trust, the largest Aboriginal financial institution in Canada. He serves as an Indigenous advisor, representing Canada on the World Indigenous Business Forum and networks with other leaders promoting Indigenous economic development and world trade. He's also an alumni of Okanagan College, graduating in 1975 from the Business Administration program. He later completed a law degree at UVic and is an officer of the Order of Canada.

In the fall of 2019, Okanagan College held its 11th annual powwow, drawing hundreds of College and K-12 students, as well as members of the public, to the Kelowna campus. In May 2019, the College co-sponsored with UBC Okanagan the 25th annual Aboriginal Career Fair, which draws Aboriginal students from throughout the Interior to network with an array of employers.



Okanagan Nation Alliance flag raising at the Kelowna campus



Indigenous ECE student Erica Seymour demonstrates a children's arts and crafts method using natural materials

Okanagan College as part of its efforts to build cultural context for Indigenization efforts also acquired license to provide employees free access to Four Seasons of Reconciliation, a three-hour online course that producers explains "promotes a renewed relationship between Indigenous Peoples and Canadians through transformative learning about truth and reconciliation." More than 140 individuals had taken the course by early June, 2020.

The residential construction industry is thriving in the South Okanagan, and a carpentry program with extra supports for Indigenous students in Penticton that started in April, 2019 was focused on ensuring a needed supply of skilled tradespeople. The class worked with Greyback Construction to build a home at Skaha Hills, among the many K'ul Group projects underway to support economic development of the Penticton Indian Band (PIB). "The Carpenter Foundation program has been a popular program in Penticton in recent years. The 2019 intake was set up to include a pathway to support Penticton Indian Band (PIB) students to

participate through the Key to Employment bridging program with Indigenous Community for Leadership and Development," explains Steve Moores, Dean of Trades and Apprenticeship. Four of the 11 students enrolled in the intake were PIB members, and they received culturally informed supports including mentorship, Elder support, visits from Aboriginal industry speakers, assistance with math and English requirements, and nutrition breaks. Those supports were funded by the Industry Training Authority.

If you were to finger paint early childhood education (ECE) programming that incorporates Indigenous ways and knowledge as well as land-based play, the resulting picture would look a lot like an Okanagan College classroom at the Salmon Arm campus. A special intake of the College's ECE program incorporating Indigenous knowledge wrapped up in late 2019. The course was developed in consultation with local First Nations and Métis, and was launched to address the need for early childhood educators in the region. "We are very fortunate for the leadership role taken by local Indigenous

Key Directions: Working With, and Learning From, the Indigenous Community

communities around early childhood development,” says Joan Ragsdale, Shuswap-Revelstoke Regional Dean for the College. “A lot of the First Nation communities have child care centres on site, and they need trained workers. They worked with us to enrich the curriculum and think about how local culture, and ways of knowing and doing can be part of the professional outcomes for ECEs in training.” The provincially accredited program prepared students to work with young children in a variety of inclusive early childhood environments, including day cares, preschools, infant/toddler centres and other early childhood initiatives that focus on healthy early development. Traditional knowledge was woven into the curriculum through a variety of ways, including teachings on Indigenous healing practices, medicines, plants, animals and Secwepemctsin (Secwepemc language). Wherever possible, students were connected with community members and industry leaders, to build connections and share knowledge.

A popular fundraiser that provides emergency aid for students at Okanagan College’s Salmon Arm campus returned in January, 2020. Community members joined students and staff for a delicious lunch for a good cause. Bannock tacos were served in the Gathering Place on campus. The lunch was by donation and was led by Caroline Chartier, Aboriginal Transition Planner for the campus. Ingredients were supplied by the College’s Aboriginal Services department. Donations supported a campus cafeteria fund that allows students to occasionally get breakfast, lunch or coffee and tea when their financial resources would not otherwise permit. “Events like these really highlight the overwhelming generosity of our internal and surrounding community,” explains Regional Dean Joan Ragsdale. “And the impact is a very tangible one. It means any student who may be experiencing an unforeseen hardship – like a cheque not coming in, or an unexpected gap in employment – never has to pursue their education on an empty stomach.”

Aboriginal Transition Coordinator Jewell Gillies speaks to visitors of the Indigenous Garden at the Kelowna campus



As also articulated earlier in this report, the Community Adult Learning Centre in Lillooet, BC, recently partnered with Okanagan College to offer the Introduction to Office Administration training program, a fast-track program designed to build essential office skills necessary for job readiness in the field. Community consultation and local job vacancies highlighted a need for office administration. Yvonne LaRoche, manager for the Community Adult Learning Centre, set out to close the gap between those in need of work and the office administration jobs available in her community. LaRoche has collaborated with Okanagan College in the past and was able to create a program that met community needs. Melissa Roque completed the program in December. A Lillooet resident and former home-care coordinator, Roque experienced a workplace injury and needed training in a field that would be less physically taxing. “The training offered me a newfound sense of confidence,” says Roque. Moving forward into her job search, Roque feels more competent with computer programs, accounting and communication strategies. “These skills compliment the ones I’ve developed over a dedicated career in home-care work and motivate me to move beyond my injury.”

Okanagan College Key Direction: Serving and Engaging the Community		
Okanagan College Objectives	Alignment to Ministry Priorities	BC Ministry of Advanced Education Skills and Training (AEST) Performance Measure
<ul style="list-style-type: none"> • Increase the number and strength of connections. • Build and sustain relationships with alumni and donors. • Increase opportunities for engagement with all communities through approaches such as applied research, experiential learning, student employment programs, guest speakers, and events. 	<p>2019-20 Mandate Letter (Report on Activities New or Continuing)</p> <ul style="list-style-type: none"> • Ensure that students are able to seamlessly transition into post-secondary education with the implementation of the new B.C. Graduation Program. • Improving access to post-secondary education with a focus on vulnerable and underrepresented students. • Expanding programming aligned with high demand occupations and priority sectors (such as trades, technology and health). • Expanding co-op and work-integrated learning opportunities for all students. <p>2020-21 Mandate Letter (New or Continuing Planned Actions, as available and applicable)</p> <ul style="list-style-type: none"> • Develop and recognize flexible learning pathways for students to access postsecondary education and skills training including: Supporting lifelong learning pathways across the public postsecondary system. • Strengthen workforce connections for student and worker transitions by: Increasing co-op and work-integrated learning opportunities. • Contribute to an accessible and relevant post-secondary system by: Implementing initiatives to increase participation and success of students, including vulnerable and underrepresented groups, and promoting gender parity. • Contribute to an accessible and relevant post-secondary system by: Providing programming that meets local, regional or provincial labour market and economic needs. • Strengthen workforce connections for student and worker transitions by: Aligning programming with high opportunity and priority occupations (such as trades, technology, early childhood educators and health). • Strengthen workforce connections for student and worker transitions by: Responding to the reskilling needs of British Columbians to support employment and career transitions. • Develop and recognize flexible learning pathways for students to access postsecondary education and skills training including: Advancing and supporting open learning resources. 	n/a

Key Directions: Serving and Engaging the Community

A North Glenmore Elementary class was inspired to donate \$450 to the Kelowna General Hospital Foundation in April, 2019 after learning about financial literacy through Okanagan College's Enactus program, CANSave. CANSave launched in January 2016 and has since caught the eye of teachers nationwide. The program has reached more than 33,000 students in more than 100 communities across Canada and has already helped more than 13,000 students this year alone. Since 2016, the CANSave program has helped funnel nearly \$38,000 donated to local charities. The program guides elementary-level students through a five-week period of financial literacy. Students are led through various financial simulations which require them to budget, plan ahead, learn the value of needs vs. wants and the importance of giving back. Valley First Credit Union, which has been involved since the program's inception, committed to providing \$25 for each student who successfully completed the program. With each student successfully completing the program, Valley First gave \$450 to the class to donate to a local charity of their choice. The students chose to donate the funds to the Kelowna General Hospital Foundation with the goal of helping sick children.

What do food, sex and salmonella have in common? Award-winning author and veterinary epidemiologist David Waltner-Toews shared his insights during a May, 2019 reading as part of Okanagan College's Speakers Series. Waltner-Toews has published more than 20 books. His most recent book, *Eat the Beetles!*

challenges us to think about our attitude toward insects and whether eating them might help solve the planet's environmental problems. The event was presented by Okanagan College and supported by the Writers' Union of Canada's National Public Readings Program and the Okanagan Regional Library. Donations of non-perishable food or hygiene products were accepted to help OC students in need as part of The Pantry food bank project at the Kelowna campus, coordinated by the Okanagan College Students' Union.



David Waltner-Toews was one of the speakers for the OC Speakers Series in 2019

Key Directions: Serving and Engaging the Community

A growing demand for Okanagan College's summer camps for youth and teens prompted the institution to increase capacity in 2019. With the addition of 15 camps and 1,000 new spaces throughout the Okanagan, more than 1,700 youth registered to attend Camp OC in the summer of 2019. Camp OC was offered in Kelowna, Vernon, Penticton, Revelstoke and now Salmon Arm. "In the 15 years Camp OC has been running, we've seen significant growth in attendance and community interest," explained Dennis Silvestrone, Okanagan College's Director of Continuing Studies and Corporate Training. "In turn, our camps are growing to reflect the topics and needs we see in our community." Parents and kids were able to choose from a variety of programs in arts, science, trades and technology to choose from to meet a diverse set of interests. After-camp care for students entering Grades 1 to 6 in the fall were available at the Kelowna campus. Camp OC also provides a chance for high school students to boost their resumes and chalk up volunteer hours required for graduation. COVID-19-related concerns about student and employee safety led Okanagan College to cancel camps planned for summer 2020, which had already outpaced 2019's record registrations.

OC Speaker Series explores wild and wonderful facts of the world and beyond such as, what does Austrian Archduke Franz Ferdinand, whose assassination sparked the First World War, have to do with the Okanagan? Why does the Milky Way have a spiral structure? What does psychology teach us we should say to a friend in need? The answers to these questions and more were featured during a free lecture series at Okanagan College's Penticton campus that began in September, 2019. The OC Speaker Series featured a lineup of experts and authorities who offered free presentations on a variety of topics, from the arts, software engineering, geology, historical preservation, ecological protection, to history and astronomy. Several Okanagan College instructors were also part of this fall's lineup. OC Speaker Series returned to Penticton in Winter 2020 term with a focus on the environment, waste, food, oil, air, agriculture and climate change. A lineup



OC's Culinary and Pastry Arts programs donated food to the Central Okanagan Food Bank in response to COVID-19

of experts and authorities offered free presentations, touching on a range of topics like history and astronomy to appeal to everyone. But a running theme through the majority of sessions was to be climate change, including things everyday people can do to help the environment. "Youth-led protests last fall and the fires in Australia and the Amazon have amplified conversations about climate change and human impacts on the environment," says Eric Corneau, Regional Dean South Okanagan Similkameen. "The OC Speaker Series will be exploring the practical and political aspects of climate change. We invite the community to take part in continuing the dialogue."

Key Directions: Serving and Engaging the Community

Hundreds of people were at the Kelowna campus on Sunday, Nov. 3 for the 38th Annual Career Fair, the longest running event of its kind in the region. From operating the flight and welding simulators to watching the Kelowna Fire Department use the Jaws of Life, the day was full of entertainment and learning opportunities. Approximately 50 businesses were in attendance and more than 120 College programs were on display for prospective students to view. While several businesses were actively looking for employees, all were on hand to explain the educational paths that students could or should follow to pursue careers. Attendees were treated to campus tours that included visits to Culinary and Pastry Arts to sample treats, and to the Trades building to watch demonstrations of a wood miser sawmill, engine

fail contests and more. Prospective students and their families were also able to take in special presentations which included Advancing Women in Engineering and Technology, and Health Care Assistant Roles at Interior Health.

Students from Okanagan College's Writing & Publishing program hosted a Small Press Book Fair at Gallery Vertigo in November, 2019. This free event brought together local publishers and authors that represent a dynamic array of genres and styles, from self-published fantasy novels to award-winning poetry collections. The event included acclaimed poets Sharon Thesen and Harold Rhensich, as well as Vernon's Laisha Rosnau, who just released her latest novel, Little Fortress, which

is based on the life of Ofelia and Sveva Caetani. Students showcased and sold their small press creations, which ranged from short story chapbooks to artist books made from upcycled polaroid cameras. The students also launched HAVOC, a poetry anthology, with readings by contributors. "The students have worked hard on their projects this semester and made some beautiful books," says Kevin McPherson, Okanagan College English instructor and faculty liaison for the event. "I'm very happy to be partnering with Gallery Vertigo, which has a rich history of supporting Vernon's literary community." Gallery Vertigo is an artist-run centre and home of the North Okanagan Artists Alternative, a registered non-profit society. Since 2000, the gallery has been a vibrant space for local artists of all mediums to not only view and exhibit work, but also create their artwork in private rented studios.



OC Trades students and instructors converted a shipping container into a library for Niteo Africa

Key Directions: Serving and Engaging the Community

The College celebrated Giving Tuesday in December, 2019 with some friendly inter-departmental rivalry. It started with the Kelowna Business department bringing a trolley to drop off their food. Next came Facilities, which enlisted a security guard to help heave over four boxes of donations. Trades brought their own wooden wagon. The Certified Dental Assistant program brought 100 toothbrushes, toothpaste and floss. During a one-hour Pit Stop coffee break in the Centre for Learning, more than 1,400 items were donated during a friendly competition to see which department could collect the most. Facilities won the competition with more than 300 items collected. An additional \$535 was raised from the Pit Stop, creating an emergency bursary for a student in need. While the Okanagan College Students' Union was aware a donation would be coming, when Food Bank Chair Ashley Robinson saw the scale of food and toiletries being dropped off she was brought to tears. In managing the food bank, Robinson says she's developed personal relationships with many of the students who use the service. In Salmon Arm, Human Service Work students and College staff and faculty vied to collect the most food for their local food banks, donating 1,000 food items and \$530 cash. More than 250 donations poured into Vernon, along with \$260 cash to support the Vernon Students' Association (VSA) food bank. In Penticton, staff and students enjoyed a pancake breakfast raising funds towards their Christmas Hamper fund. The hampers were filled with food and gifts for students in need. "We are thankful to employees and faculty for giving so generously to students. We know this is just one way you support students," said Helen Jackman, Okanagan College Foundation Executive Director. "With the holidays coming, these donations can make a major impact. There are now almost 3,000 additional food items available for students thanks to Giving Tuesday."

Leanne Humphrey, an OC employee, has only lived in Revelstoke for a couple of years but has wasted no time in giving back to her community as a champion for lifelong learning and accessibility. Her work with one student in particular has been particularly meaningful. "I started tutoring a lady in town as part of OC's Volunteer Adult Literacy Tutoring Program. She's a developmentally delayed learner and we work weekly on reading, numeracy and life skills. Working with her is a great feeling – it's a great way of giving back and feeling connected to the community. I had help in my literacy learning when I was younger, so it's important to me. I know first-hand that having access to a tutor can make a big difference in someone's life." Humphrey also shares her knowledge by volunteering as a coach with the Revelstoke Adaptive Sports Program. "We help people with cognitive and physical disabilities enjoy skiing and snowboarding and other outdoor adventures." In addition to volunteering her time with locals on weekends throughout the season, each spring, Humphrey supports spring skiing camps which see people from all over North America come to Revelstoke to participate. "It's just a wonderful experience overall. It's so rewarding to see people grow, expand their boundaries and enjoy time on the mountain."

OC Revelstoke's Leanne Humphrey is one of many inspiring stories of employees giving back to the community



Key Directions: Serving and Engaging the Community

OC Trades and Apprenticeship students lent their hands and tools to support a literacy project in Africa. OC partnered with Niteo Africa Society and CLAC to convert a shipping container into a model literacy centre that was revealed in December, 2019 and which will be permanently located at the Evangel Church parking lot in Kelowna and will act as an education centre as well as a permanent book collection station. "This project has been so great for us and our students," says Teresa Kisilevich, Associate Dean of Trades and Apprenticeship. "We had carpentry students and staff build the windows, front entrance and roof. Our Women in Trades students built a book collection box, and students from School District 23's Central School built bookshelves. As much as possible, we used recycled materials, making this a meaningful project on so many levels." This isn't the first time that Okanagan College's Trades and Apprenticeship department has supported the community and mentored youth along the way: they built the bunny hutches at Warren Peace, they helped Peter Greer Elementary build bat houses and bee hotels, they built shelving at Arion Therapeutic Farm and they built locker rooms for the OC Coyotes basketball teams last month. "The community has supported our program since inception," says Steve Moores, Dean of Trades and Apprenticeship. "Returning that favor and playing a prominent role in our community is so important to us."

First-year Okanagan College Culinary Arts students spent their last week of school giving back to the community in December, 2019. OC Culinary Instructor Mike Barillaro and Culinary Arts students were busy prepping turkeys, stuffing and gravy that fed more than 450 people at an annual holiday dinner at Parkinson Rec Centre in Kelowna. The meal marked the 16th annual Christmas Day dinner hosted by Victory Life Fellowship at the Rec Centre. The students were eager to participate and proud to be a part of a giving back initiative. "I've never cooked a turkey dinner before this so I definitely learned something new," says Mona Liza Sablay. "It's very nice to help people when you're able to. It can be something very simple and it will mean a lot to them. Something as simple as putting a smile on someone's face, or food in their belly, can be

more meaningful than something materialistic."

A group of civically-minded nursing students at OC led a campaign to put necessities and self-care supplies in the hands of the homeless in Kelowna, starting in February, 2020. Following on the success of their winter coat drive last semester (which saw the donation of 190 warm winter items to the Kelowna Gospel Mission), the Bachelor of Science in Nursing program's Global Health and Professional Practice Committee launched the support bag drive. Marked donation boxes were placed around campus in February. Students and staff were invited to drop off donations of necessities, toiletries or gift cards during. The committee compiled OC



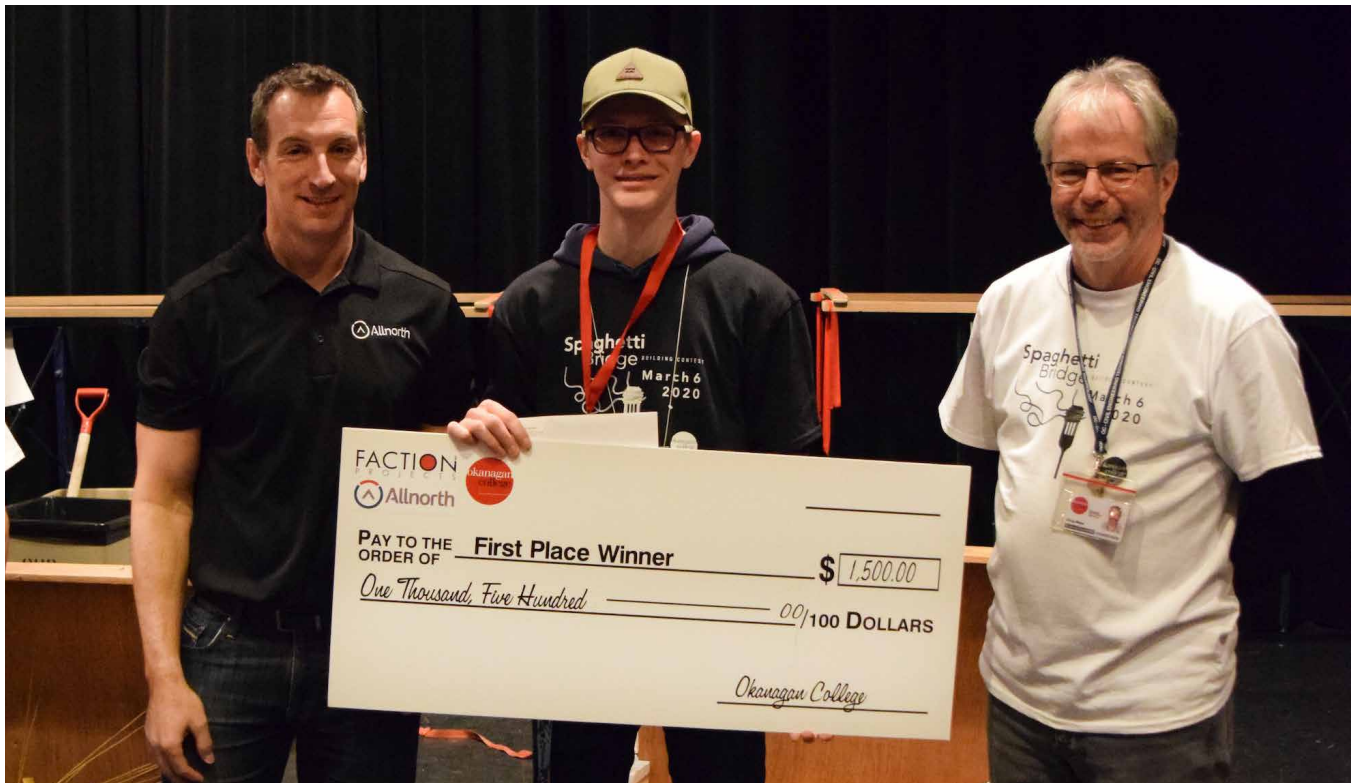
Okanagan College Culinary student Mona Liza Sablay preps for charity

donations, in addition to anticipated support from local businesses filling bags and distributed the charity dinner on March 1 at the Stride to End Homelessness. "We believe that health begins with meeting basic needs. We greatly appreciate the generosity and support we have received from staff and students of the college in the past and hope that they will continue to partner with us in supporting and empowering members of our greater community by helping meet their basic needs," said OC nursing student Kaylan Hait, Chair of the Global Health and Professional Practice Committee.

Key Directions: Serving and Engaging the Community

In addition to coming away with new insights into science, technology, engineering and math (STEM), participants of the 37th Annual Spaghetti Bridge Building Contest at Okanagan College in March 2020 also learned another important lesson in the value of

collaboration. 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 as far away as Salmon Arm and Osoyoos.



Justin Dessert took home top prize at the 37th Annual Spaghetti Bridge Building Contest

Continuing a well-received OC community initiative, Steven Spurrier and Dave McIntyre spoke at the fifth iteration of Wine Talks on Oct. 28 in the Jim Pattison Centre of Excellence at Okanagan College's Penticton campus. Spurrier, who may be best known for his involvement in the Paris Wine Tasting of 1976, also known as the Judgment of Paris, boasts a breadth of knowledge specific to French wine. Prior to settling in the U.K., he opened L'Academie du Vin, the first private wine school in France. Spurrier has spent the better part of his life travelling as a wine merchant, sharing knowledge as a writer and speaker and serving as a consultant editor for the magazine Decanter. He and his wife Arabella are the proprietors of Bride Valley Vineyard in Dorset, England. Dave McIntyre is a freelance wine and food writer as well as wine columnist for The Washington Post. Not only does McIntyre share his knowledge of wine, introducing novices and experts

alike to the lexicon of wine terminology, but he is also a frequent blogger. In a recent story with The Post, McIntyre highlights the Okanagan as "the most exciting wine region you've never heard of – but you will."

See a need, fill a need. That is exactly what Okanagan College's Culinary Arts department did as culinary classes came to an unexpected halt due to the COVID-19 pandemic in March. Tallying the vast amount of ingredients that would have been utilized in student labs and cafeteria plates, instructors gathered as much as they could and delivered it to the Central Okanagan Community Food Bank. Initiated by Ross Derrick, interim Culinary Arts instructor and chef at Cod Fathers Market and Kelsey Oudendag, Culinary Arts instructor, the team loaded dairy products, vegetables and fruit onto pallets for transport.

Key Directions: Focusing on Organizational Sustainability

Okanagan College Key Direction: Focusing on Organizational Sustainability		
Okanagan College Objectives	Alignment to Ministry Priorities	BC Ministry of Advanced Education Skills and Training (AEST) Performance Measure
<ul style="list-style-type: none"> • Seek additional sources of funding to sustain and further develop the College. • Ensure there are sustainable operations in each of the four regions. • Augment the College's human resource plan through improved strategies in key areas such as succession planning, employee development and the recruitment and retention of a diverse employee base. • Complete and implement a sustainability plan that addresses environmental, financial and social sustainability. 	<ul style="list-style-type: none"> • Meet or exceed the financial targets identified in the Ministry's three-year Service Plan tabled under Budget 2018, including maintaining balanced or surplus financial results. 	n/a

Okanagan College has established itself as a sustainable organization over the years. Organizational sustainability remains a key theme in the College's planning. We have continued to report our achievements through various channels including our Institutional Accountability Plan and Report. The 2019-20 fiscal year was another remarkable year when the College engaged itself in various initiatives that reflected our commitment to organizational sustainability.

Okanagan College can now boast of having two of the 14 LEED (Leadership in Energy and Environment Design) Platinum-certified buildings in all of Canada's post-secondary sector. These are Jim Pattison Centre of Excellence at the College's Penticton campus and trades building at the Kelowna campus. Construction is well underway on the \$18.9-M Health Sciences Centre in Kelowna. The 30,000 sq. ft. facility is being designed to be healthy for people and planet, pursuing Well Silver

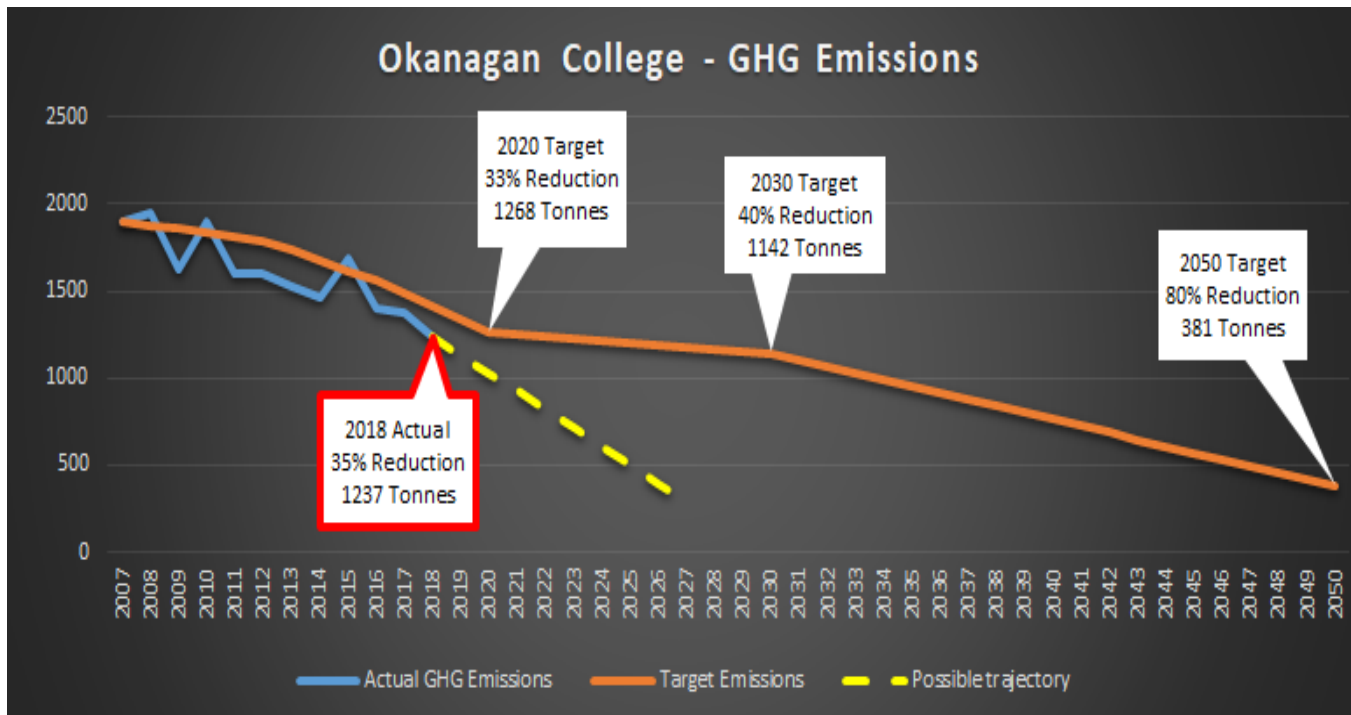
certification (a measure of occupant health and well-being) zero carbon and LEED Gold standard, and will include an Indigenous garden.

The College continues to participate in the STARS program – (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 2020 to help establish new benchmarks and targets going forward – particularly with regards to our greenhouse gas emissions. Conveniently, many of the activities which improve our STARS scoring are also directly aligned with our carbon reduction initiatives.

Key Directions: Focusing on Organizational Sustainability

The quest for improvement is ongoing. The College has established goals for itself to exceed the provincially mandated targets for carbon emissions with an annual carbon emission reduction of 80 tons per year. We are still managing to stay ahead of that pace and managed to reach the 2020 target by 2018, a full two years ahead of schedule. While this progress is comforting, the Paris Accord and follow-up 2018 report from the IPCC

(Intergovernmental Panel on Climate Change) have illustrated that there is a global need for more ambitious targets which inspired Okanagan College to begin development of a more aggressive carbon reduction plan. While this plan is still under development, the understanding that stronger targets are necessary is still guiding decision making.



Part of Okanagan College's commitment to sustainability has involved giving greater voice and visibility to the topic. It starts with new staff orientation – sustainability is a featured topic in those sessions that introduce employees to the values and vision, policies and practices of the institution. The College continues this commitment by providing guided tours of our various low carbon buildings where we share our strategies for low carbon construction and operation.

Two electric car charging stations were added to the automotive shop for training purposes, which bring the total to 15 level-two stations. From an active transportation perspective, continued participation in the Ride to Work Week programs allowed us to educate and engage staff and students while upgraded, secure bike storage facilities help attract more riders. Discussions with various car-share, bike-share and even scooter-share companies have intensified and an updated sustainable transportation plan is in the works. As our enrollment increased again in 2019, promotion and expansion of our car-pooling program continues to be one of the most effective capacity management strategies.

Key Directions: Focusing on Organizational Sustainability

In fall 2019, Foresight Cleantech Accelerator Centre, Okanagan College and UBC Okanagan have established a new collaboration to create jobs and intellectual property, and grow the cleantech ecosystem in B.C. and Canada. Foresight is a not-for-profit Canadian company established in 2013 to help entrepreneurs form and accelerate cleantech companies in BC. Cleantech encompasses a diverse range of products, services and processes using renewable materials and energy sources, significantly reducing dependence on natural resources and substantially reduces emissions and waste. The memorandum of understanding will see Foresight's acceleration services provided to industry partners, along with testing, research and development services at Okanagan College and UBC Okanagan. The three-way collaboration also seeks to open doors for students and professors to engage with the cleantech industry through hands-on learning and research in the industry, to help ensure students can more easily tap into industry mentorship in the field.

Rehan Sadiq, Executive Assoc. Dean of UBC's Okanagan School of Engineering, noted that Foresight Cleantech is a natural fit with the ongoing collaboration between Okanagan College and UBC Okanagan.

"From an education perspective, there is great benefit to students and faculty members at both post-secondary institutions working closely with local industry partners like Foresight, researching, innovating and implementing cleantech solutions right here in the Okanagan," says Andrew Hay, Vice-President Education at Okanagan College. "Our students are getting exposed to real-world challenges and opportunities directly applicable to where they live, work and learn, which they can then choose to apply here or anywhere in the world."

In February, 2020 Okanagan College, the University of British Columbia Okanagan (UBC Okanagan), the City of Kelowna and a host of industry partners convened in Kelowna at the Innovation Centre on Building Net Zero was a one-day workshop designed to bring together building and energy innovators to tackle an ambitious green agenda. It offered attendees a behind-the-scenes look into the growing number of collaborations that are advancing affordable high-efficiency buildings in the Okanagan. The workshop was made possible by support from BC Hydro, FortisBC, and The Natural Sciences

and Engineering Research Council of Canada (NSERC). Workshop partners included ZEBx, Team Construction Management Ltd., All Elements Design.Manage.Build, Archineers, Innovation Okanagan Network, Community Energy Association and the Canadian Home Builder's Association Central Okanagan.

Speakers shared new research, technologies, materials and building techniques aimed not only at advancing sustainability, but also bringing it within reach for more builders and occupants across a host of settings – from smarter schools and other high-performance buildings to greener, healthier homes.

Kasun Hewage of UBC Okanagan's School of Engineering discussed life-cycle-thinking-based green construction. Dr. Sharia Aam of UBC Okanagan's School of Engineering and Ashley Lubyk, a professor in the College's Sustainable Construction Management Technology program highlighted goals and early work coming out of the Green Construction Research and Training Centre, which was launched as a partnership between OC and UBCO in July 2019.



Solar panels atop the Jim Pattison Centre of Excellence on the Penticton campus

Key Directions: Focusing on Organizational Sustainability

Key learnings from the Wilden Living Lab were also shared. That project is a pioneering collaborative three-year learning and research undertaking by Wilden developer Blenk Development Corp., AuthenTech Homes, UBC Okanagan, Okanagan College and FortisBC. The Lab was designed by professors and students from UBC Okanagan’s School of Engineering, while Okanagan College trades students and staff lent their hands to the project, completed in late 2016. It involved two homes – one built to current building code utilizing today’s standard building materials, and a second “the home of tomorrow” which incorporated the latest and emerging green building techniques and materials. Since completed, UBC Okanagan researchers have collected and examined extensive data to showcase how much better the home of tomorrow has performed – and how those learnings can be applied to future builds not just in the Okanagan but around the world.

During the 2019-20 fiscal year Okanagan College had a budget of \$121,911,954 to meet the educational needs of the students of the Okanagan region. The College achieved its mandated priorities, followed its strategic plan and implemented its institutional key directions within budget while ending the year with a small \$408,438 surplus. Capital projects were planned and developed with various sources of external funding which allowed the College to maintain its reserves for future use and helped balance the impact of increased amortization.

In accordance with the College’s 2019-20 Budget Letter, the College was able to:

- Forecast small surpluses throughout the year by planning methods of handling unallocated pressures.
- Keep domestic tuition within the tuition limit policy of the government.
- Provide increased supports for student and employee well-being.
- Continue to provide former Youth in Care and English Language students with programming.
- Provide targeted one-time health care and early childhood education programs.



Okanagan College

2019/20 Accountability Framework Performance Measure Results

Performance measure ¹	Reporting year					
	2018/19 Actual	2019/20 Target	2019/20 Actual	2019/20 Assessment		
Student Spaces²						
Total student spaces	5,451	4,786	5,156	Achieved		
Nursing and other allied health programs	559	419	549	Achieved		
Developmental programs	969	945	820	Not achieved		
Credentials awarded³						
Number	1,858	1,914	1,842	Substantially achieved		
Aboriginal student spaces⁴						
Total Aboriginal student spaces	958	> 2018/19	1,000	Achieved		
Ministry (AEST)	674		691			
Industry Training Authority (ITA)	284		309			
Student satisfaction with education^{5,6}						
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	92.8%	1.2%	≥ 90%	92.8%	1.2%	Achieved
Trades foundation and trades-related vocational graduates	96.6%	1.7%		91.2%	2.7%	Achieved
Former apprenticeship students	94.0%	1.7%		93.9%	1.8%	Achieved
Bachelor degree graduates	98.0%	1.9%		96.8%	2.6%	Achieved
Student assessment of the quality of instruction^{5,6}						
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	92.0%	1.2%	≥ 90%	95.6%	0.9%	Achieved
Trades foundation and trades-related vocational graduates	94.9%	2.1%		92.6%	2.5%	Achieved
Former apprenticeship students	96.0%	1.4%		96.0%	1.5%	Achieved
Bachelor degree graduates	98.0%	1.9%		96.7%	2.7%	Achieved
Student assessment of skill development^{5,6}						
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	87.5%	1.5%	≥ 85%	86.6%	1.5%	Achieved
Trades foundation and trades-related vocational graduates	87.9%	2.4%		86.8%	3.1%	Achieved
Former apprenticeship students	86.1%	2.4%		87.7%	2.3%	Achieved
Bachelor degree graduates	93.9%	2.3%		92.1%	3.6%	Achieved

Okanagan College 2019/20 Accountability Framework Performance Measure Results

Student assessment of usefulness of knowledge and skills in performing job ^{5,6}						
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	85.2%	2.4%	≥ 90%	89.5%	2.0%	Achieved
Trades foundation and trades-related vocational graduates	84.8%	4.0%		91.5%	3.5%	Achieved
Former apprenticeship students	95.1%	1.6%		94.7%	1.8%	Achieved
Bachelor degree graduates	94.5%	3.4%		94.3%	3.7%	Achieved
Unemployment Rate ^{5,6}						
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	6.8%	1.6%	≤ 13.0%	5.0%	1.4%	Achieved
Trades foundation and trades-related vocational graduates	8.1%	2.8%		11.8%	3.5%	Achieved
Former apprenticeship students	2.9%	1.3%		4.4%	1.6%	Achieved
Bachelor degree graduates	6.1%	3.3%		4.4%	3.1%	Achieved

Notes:

N/A - Not assessed

- ¹ Please consult the 2019/20 Standards Manual for a current description of each measure. See https://www2.gov.bc.ca/assets/gov/education/post-secondary-education/institution-resources-administration/accountability-framework/standards_manual.pdf
- ² Results from the 2018/19 reporting year are based on data from the 2018/19 fiscal year; results from the 2019/20 reporting period are based on data from the 2019/20 fiscal year.
- ³ Annual performance is measured using a rolling three-year average of the most recent fiscal years, e.g., the results for the 2019/20 reporting year are a three-year average of the 2016/17, 2017/18, and 2018/19 fiscal years.
- ⁴ Results from the 2018/19 reporting year are based on data from the 2017/18 fiscal year; results from the 2019/20 reporting period are based on data from the 2018/19 fiscal year.
- ⁵ Results from the 2018/19 reporting year are based on 2018 survey data; results from the 2019/20 reporting year are based on 2019 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%.
- ⁶ As of the 2019/20 reporting year, the trades foundation and trades-related vocational graduates have been split out from the former diploma, associate degree and certificate students. 2018/19 actuals have been restated using the revised student groupings.

As of the 2019/20 reporting year, the “exceeded” category has been removed. Performance measure results will now be assessed on a three- category scale: Achieved, Substantially Achieved, or Not Achieved .

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

Okanagan College
2019/20 Accountability Framework Performance Measure Results

Performance measure	Reporting year					
	2018/19 Actual	2019/20 Target	2019/20 Actual	2019/20 Assessment		
Former diploma, associate degree and certificate students' assessment of skill development						
	%	+/-		%	+/-	
Skills development (avg. %)	87.5%	1.5%	≥ 85%	86.6%	1.5%	Achieved
Written communication	84.8%	1.8%		83.8%	1.9%	
Oral communication	82.2%	1.9%		80.4%	2.0%	
Group collaboration	87.9%	1.5%		87.4%	1.5%	
Critical analysis	91.8%	1.3%		90.1%	1.4%	
Problem resolution	86.1%	1.7%		85.5%	1.7%	
Learn on your own	88.0%	1.5%		86.5%	1.6%	
Reading and comprehension	92.7%	1.2%		90.4%	1.4%	
Trades foundation and trades-related vocational graduates' assessment of skill development						
	%	+/-		%	+/-	
Skills development (avg. %)	87.9%	2.4%	≥ 85%	86.8%	3.1%	Achieved
Written communication	72.1%	6.1%		74.4%	7.9%	
Oral communication	76.3%	5.4%		81.6%	6.0%	
Group collaboration	91.2%	2.7%		87.7%	3.4%	
Critical analysis	92.2%	2.6%		88.3%	3.2%	
Problem resolution	90.4%	2.8%		86.4%	3.5%	
Learn on your own	91.3%	2.7%		88.7%	3.2%	
Reading and comprehension	91.6%	2.7%		93.4%	2.5%	
Former apprenticeship students' assessment of skill development						
	%	+/-		%	+/-	
Skills development (avg. %)	86.1%	2.4%	≥ 85%	87.7%	2.3%	Achieved
Written communication	68.3%	4.9%		71.5%	5.6%	
Oral communication	73.2%	4.5%		75.4%	5.1%	
Group collaboration	86.9%	2.6%		89.9%	2.5%	
Critical analysis	93.5%	1.8%		93.0%	2.0%	
Problem resolution	91.4%	2.1%		88.8%	2.5%	
Learn on your own	85.6%	2.6%		88.1%	2.6%	
Reading and comprehension	92.2%	2.0%		92.4%	2.1%	
Bachelor degree graduates' assessment of skill development						
	%	+/-		%	+/-	
Skills development (avg. %)	93.9%	2.3%	≥ 85%	92.1%	3.6%	Achieved
Written communication	93.7%	3.4%		90.8%	4.5%	
Oral communication	90.9%	3.9%		93.2%	3.9%	
Group collaboration	94.9%	3.0%		91.1%	4.3%	
Critical analysis	97.0%	2.3%		93.3%	3.8%	
Problem resolution	93.8%	3.3%		94.5%	3.4%	
Learn on your own	93.8%	3.3%		94.4%	3.5%	
Reading and comprehension	92.8%	3.6%		89.9%	4.6%	

Appendix: Mandate Letter Priority #1

Appendix – Mandate Priority #1 Progress Report

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

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

TRC CALL TO ACTION ¹ and UN DECLARATION on the RIGHTS OF INDIGENOUS PEOPLES ARTICLE	PROGRESS (Please identify if New or Continuing and if N/A, In Progress, or Implemented) ²	NEW INITIATIVES AND PARTNERSHIPS (Please provide key details for new initiatives begun in 2019/20 relating to each Call to Action and UN Declaration on the Rights of Indigenous Peoples article and how your institution’s relations and collaborative partnerships with local First Nations and Métis communities are contributing to implementation. Please include links where relevant/ possible.)	CONTINUING INITIATIVES AND PARTNERSHIPS (Please provide key progress details for initiatives begun prior to and continued through 2019/20 relating to each Call to Action and UN Declaration on the Rights of Indigenous Peoples article and how your institution’s relations and collaborative partnerships with local First Nations and Métis communities are contributing to implementation. Please include links where relevant/ possible.)

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

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

Appendix: Mandate Letter Priority #1

<p>1: SOCIAL WORK</p> <p>We call upon the federal, provincial, territorial, and Aboriginal governments to commit to reducing the number of Aboriginal children in care by ... Ensuring that social workers and others who conduct child- welfare investigations are properly educated and trained about the history and impacts of residential schools. ... Ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the potential for Aboriginal communities and families to provide more appropriate solutions to family healing.</p>	<p>N/A – For specific delivery of a Social Work program.</p> <p>In Progress – regarding an Applied Degree Program that would ladder to a Master of Social Work (MSW) program at UBCO Implemented</p> <p>Related programming - Aboriginal Community Support Worker program</p>	<ul style="list-style-type: none"> • 2019 – Aboriginal Community Support Worker (more program details provided in the next column) delivered with The Osoyoos Indian Band, OTDC • 2020 – Aboriginal Community Support Worker – Lillooet 	<p>Okanagan College offers two introductory courses in the field of Social Work but is still in the process of developing an Applied Bachelor of Arts – Social Development and Research Program that is under quality review by the Ministry. This 4-year program will provide access to a 2-year Master of Social Work (MSW) program at UBC-Okanagan, and includes a direct pathway for students of Indigenous ancestry to gain entry to the MSW. The anticipated curriculum in the degree program would include a focus on cultural diversity, including Indigenous studies and language courses.</p> <p>The Continuing Studies department has worked with Indigenous communities in the region to design an Aboriginal Community Support Worker Program. The 375-hour Aboriginal Community Support Worker Certificate prepares learners to support and assist Aboriginal Individuals and families, both on- and off-reserve, to enhance their quality of life.</p> <p>In addition to covering the core training required by all community workers, this program enables learners to develop knowledge and direct employment-related skills required to work with the unique needs of Aboriginal people and communities. This program emphasizes a person/family-centred and holistic approach to community support work and includes a 70-hour practicum at approved organizations.</p> <p>Graduates are prepared to work in entry-level positions under direction and supervision and practice professionally as part of a support team in community-based organizations that work with Aboriginal persons.</p> <p>More course and program information can be found in Relevant Links below.</p>
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Appendix: Mandate Letter Priority #1

<p>12: EARLY CHILDHOOD EDUCATION</p> <p>We call upon the federal, provincial, territorial, and Aboriginal governments to develop culturally appropriate early childhood education programs for Aboriginal families.</p>	<p>Continuing</p>	<ul style="list-style-type: none"> • 2020 – ECE Infant – Toddler Certificate (in conjunction with the Salmon Arm Daycare Society) • 2020 – ECE Diploma completion (for 2019 ECE certificate students in Salmon Arm) 	<p>Okanagan College's Continuing Studies and Corporate Training Office have ongoing meetings with First Nations Communities, Friendship Centres and Métis organizations. These meetings serve as a means to understand and respond to various community programming needs.</p> <p>The Science, Tech, and Health (STH) portfolio, partnered with Continuing Studies (CS) and the Shuswap Nation Tribal Council to offer the Early Childhood Education (ECE) certificate to local band members at the Salmon Arm campus.</p> <p>The Salmon Arm program staff worked with regional Indigenous communities to Indigenize the ECE curriculum and have shared their lessons learned to date with all ECE instructors. A formal evaluation of the program has been completed to establish lessons learned and ways to further Indigenize the entire ECE program.</p>
<p>16: INDIGENOUS LANGUAGE DEGREE AND DIPLOMA PROGRAMS</p> <p>We call upon post-secondary institutions to create university and college degree and diploma programs in Aboriginal Languages.</p>	<p>In Progress</p>		<p>Six credits of First Nations Indigenous Language are being developed with First Nations communities for inclusion in Arts offerings (a requirement for the undergraduate applied degree program under quality review by the Ministry).</p>

Appendix: Mandate Letter Priority #1

<p>23: HEALTH-CARE PROFESSIONALS</p> <p>We call upon all levels of government to increase the number of Aboriginal professionals working in the health-care field, ensure the retention of Aboriginal health-care providers in Aboriginal communities, and provide cultural competency training for all healthcare professionals.</p>	<p>Continuing and In Progress</p>	<p>Construction on Okanagan College's Health Science Centre building at the Kelowna campus progressed in 2019-20 fiscal year.</p> <p>Incorporated into the design of this building will be a smudging room, Indigenous landscaping and a three-storey local First Nation Metal Sculpture. Establishing a strong optical Indigenous presence on campus will foster more awareness, inclusion and a stronger sense of belonging. Any effort to Indigenize OC campuses will be accompanied by educational information regarding the art piece and respective local First Nation perspective.</p> <p>Enhancing education and awareness will be supported through the development of engaging, corresponding learning mediums that serve to increase the knowledge of OC students, faculty, staff and community that visit OC's campuses.</p> <p>okanagan.bc.ca/Campus_and_Community/Our_Campuses/centralokanagan/building_for_the_future/Health_Sciences_Centre.html</p>	<p>There are designated seats for Indigenous students in all health programs (more details in link below on Okanagan College Admissions policy).</p> <p>Cultural safety is incorporated to some degree in all health program curriculum.</p> <p>Trauma Informed Practice is now included in nursing courses and relevant education is provided to the instructors of those programs. Additional training to instructional staff is an area that is being explored.</p>
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Appendix: Mandate Letter Priority #1

<p>24: MEDICAL AND NURSING SCHOOLS</p> <p>We call upon medical and nursing schools in Canada to require all students to take a course dealing with Aboriginal health issues, including the history and legacy of residential schools, the United Nations Declaration (UN Declaration) on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, and Indigenous teachings and practices. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.</p>	<p>In Progress</p>	<p>Okanagan College nursing programs include Indigenous health issues and history in their curriculum.</p> <p>The Practical Nursing (PN) students are required to take the University of Victoria's modules in their program and Bachelor of Science in Nursing (BSN) students complete their training in year 3 at UBC-Okanagan. In 2017 the Practical Nursing curriculum was revised to ensure learning outcomes were aligned with the Truth and Reconciliation Calls for Action, cultural humility and safety, intercultural competency, LGBTQ2 and trauma-informed practice. Language and learning objectives in the curriculum were updated to ensure these learning outcomes were being met. In order to achieve these learning outcomes, students engage in multiple learning activities throughout the program. The curriculum was developed with Indigenous learning resources included in the Provincial guide. Inviting Elders as guest speakers, identifying own cultural beliefs and values and researching traditional indigenous healing therapies are in OC's Professional Practice, Communication, Health Promotion, Integrated Nursing Practice and Pharmacology classes. In 3 of 4 semesters students complete a Cultural Safety reflection by working through the University of Victoria's Cultural Safety modules and answering questions on Indigenous knowledge, respect and inclusivity. These questions are revisited in each semester to allow students to reflect on their knowledge of cultural safety and how it applies to their practice.</p> <p>https://web2.uvcs.uvic.ca/courses/csafety/mod1/index.htm)</p>
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Appendix: Mandate Letter Priority #1

<p>28: LAW SCHOOLS</p> <p>We call upon law schools in Canada to require all law students to take a course in Aboriginal people and the law, which includes the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal– Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and antiracism.</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>
<p>57: PUBLIC SERVANTS</p> <p>We call upon federal, provincial, territorial, and municipal governments to provide education to public servants on the history of Aboriginal peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations.</p> <p>This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.</p>	<p>Continuing</p>	<p>N/A</p>	<p>Okanagan College continues to make intercultural competency training available to its staff. In 2019-20 Okanagan College Board of Governors and several staff participated in the relevant initiatives. Please see page 50 and 52 of this report for additional details.</p>
<p>62: TEACHER EDUCATION</p> <p>We call upon the federal, provincial, and territorial governments, in consultation and collaboration with Survivors, Aboriginal peoples, and educators, to: ... Provide the necessary funding to post- secondary institutions to educate teachers on how to integrate Indigenous knowledge and teaching methods into classrooms.</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>

Appendix: Mandate Letter Priority #1

<p>86: JOURNALISM AND MEDIA SCHOOLS</p> <p>We call upon Canadian journalism programs and media schools to require education for all students on the history of Aboriginal peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal-Crown relations.</p>	<p>In Progress</p>	<p>No new developments have been made.</p>	<p>Okanagan College currently offers a diploma in Communications, Culture and Journalism Studies. At this time there is an elective, Introduction to Indigenous Studies course that students can choose to take in year one.</p>
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Communications, Culture and Journalism Studies student Pia Mateo

Appendix: Mandate Letter Priority #1

<p>92: BUSINESS SCHOOLS</p> <p>We call upon the corporate sector in Canada to ... Provide education for management and staff on the history of Aboriginal peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills- based training in intercultural competency, conflict resolution, human rights, and anti-racism.</p>	<p>In Progress</p>	<p>There are currently no courses being offered in Business that respond to this call to action. The College has offered a cultural competency course to all employees at the College.</p> <p>Okanagan College is currently in discussion with Aboriginal Financial Officer's Association (AFOA) regarding the Certified Aboriginal Financial Management program.</p> <p>For the AFOA Canada Certified Aboriginal Financial Management (CAFM) courses, AFOA has revised the 12-week online format to adapt each to a shorter-term blended delivery model. This will enable them to offer each course to students in a combined online/ in-class format. The intent</p> <p>is to commence each blended delivery course with an in-person weekend gathering to build a sense of belonging and inclusiveness, as well as covering some instruction and any additional cultural support, peer mentorship, or guidance as needed. There would then be online requirements and at least one additional 'teaching' weekend gathering. Having said this though, the model is meant to be flexible to meet the needs of the students. Similar blended delivery models are being tested with Indigenous business students in Alberta and proving to be a successful means of supporting the success of Indigenous students.</p> <p>AFOA is in the process of revising the Ethics and Workplace Skills course to combine it with the CAFM Indigenous Ethics Case Study as a single blended delivery course with the Indigenous case study as the final project/assessment.</p> <p>Moving forward, AFOA and OC hope to identify students at OC who might be interested in joining this provincial cohort and studying toward obtaining the CAFM designation. It will be important to meet with potential students to gain a sense of their needs, best means and timing in delivering the CAFM courses to them as a cohort. It will also be important that they participate, and provide feedback, in designing the structure and delivery model of this cohort. The hope would be to initially bring potential students together for a talking circle with the students from other schools, educators, Indigenous support staff, and AFOA members.</p>
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Appendix: Mandate Letter Priority #1

<p>UNITED NATIONS DECLARATION ON THE RIGHTS OF INDIGENOUS PEOPLES IMPLEMENTATION</p> <p>How is your institution working with Indigenous peoples and communities to implement the United Nations Declaration on the Rights of Indigenous Peoples, and in particular the articles related to education, which include the following:</p> <p>Article 14</p> <ol style="list-style-type: none"> 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 <p>Article 15</p> <ol style="list-style-type: none"> 1. Indigenous peoples have the right to the dignity and diversity of their cultures, traditions, histories and aspirations which shall be appropriately reflected in education and public information. <p>Article 21</p> <ol style="list-style-type: none"> 1. Indigenous peoples have the right, without discrimination, to the improvement of their economic and social conditions, including, inter alia, in the areas of education, employment, vocational training and retraining, housing, sanitation, health and social security. 	<p>In Progress</p>	<p>College representatives meet with various Indigenous community representatives on a quarterly basis within each regional area the College serves. 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 delivers educational programming.</p> <p>The College is committed to enhancing the participation rate of Aboriginal peoples in post-secondary education to a level which is representative of the Aboriginal population of the region served by the College. It will strive to increase and maintain its Aboriginal student population to a level reflective of this ratio. The College, in collaboration with departments, will annually set aside a predetermined number of places specifically for Aboriginal students, the number being commensurate with student interest, available teaching and learning support resources. While the number may vary from program to program, it will not normally exceed six per cent of the intake capacity for any given program in a particular year.</p> <p>OC organizes culturally informed campus-based events for current and prospective students, as well as community, faculty and other staff to attend. Campus-based events will include but not be limited to the youth exhibition pow wow, Aboriginal Student Recognition Ceremony and Louis Riel Day celebrations.</p> <p>OC also attends community-based cultural and recruitment events both locally and provincially, such as the Okanagan Nation Salmon Feast, Strengthening Connections recruitment tour and local National Indigenous Peoples Day celebrations as a means to foster stronger working relationships, as well help with recruitment and outreach efforts.</p> <p>The Indigenization Task Force continues to meet regularly as a group throughout the year. The Task Force has examined and participated in various types of cultural competency training, with a view to recommending the most appropriate approach for College groups. Piloting of cultural training has helped to generate more interest, and ideas on enhancing training efforts. The Task Force is also continuing to work with local First Nations, and have been active in the planning designs of major capital buildings to incorporate Indigenous conceptualizations, which will also be accompanied by education and awareness around such incorporations. This includes Indigenous gardens, sculptures, story poles with pictographs, traditional Indigenous structures and interpretative learning. Through the work of the Task Force, Aboriginal Services and other departments the College is continually looking to provide a campus climate that strives to foster an inclusive learning environment that is culturally validating. Working with and learning from the local Indigenous community has been paramount in building programming that interweaves traditional values and concepts.</p>
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Relevant Links

[Call # 1 – Social Work - Aboriginal Community Support Worker](#)

[Aboriginal Admission information](#)

[Call # 62 – Business Schools](#)



Sonko Lewis, Post-Baccalaureate Diploma in Accounting is an Okanagan College International Student from Uganda

Appendix: OC Developmental Programs Promotion

OC Developmental Programs Promotion 2019-2020

Significant effort has been put into promoting upgrading and foundational opportunities at Okanagan College (OC). The promotion of the program opportunities in these areas has been ongoing over a period of several years, drawing on a combination of paid advertising, earned editorial, and social media. Here is a selection of some of the activities (not including those undertaken by our recruitment and events or transition planning personnel):

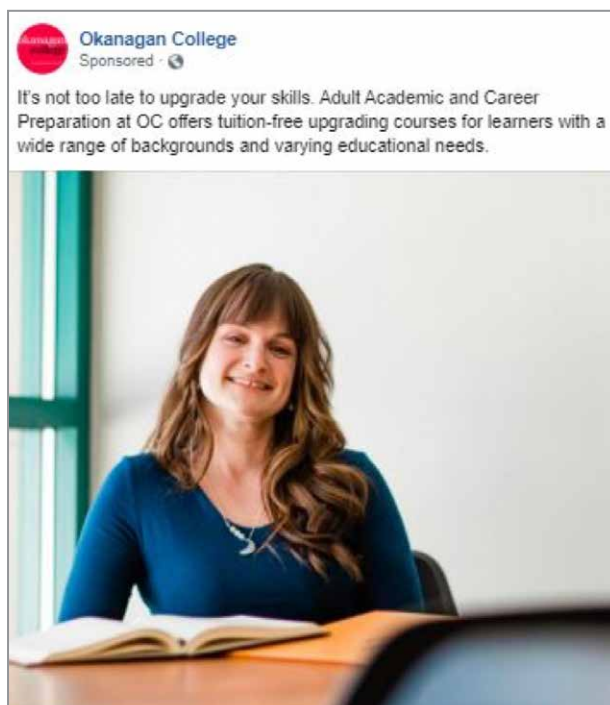
- In January 2020, Okanagan College ran a region-wide “It’s not too late to upgrade your skills” ad on Facebook and Instagram (743 clicks, 45,232 reach, 132,914 impressions).
- March 2020: Public Affairs coordinated a three-week long region-wide radio campaign focused on upgrading, from Revelstoke to the South Okanagan via Stingray Radio. Also ran a \$1,500 Facebook campaign with ads in each market driving people to the free skills assessment (101,472 reach, 210,235 impressions).



- April – August 2020: OC’s Start Here campaign. Region-wide Facebook and Instagram ads promoting summer and fall programs, including upgrading (3,377 clicks, 159,135 reach, 924,331 impressions, \$0.58 cost per click).
- Salmon Arm’s Returning to Education seminar in April 2019, included a whole campaign devoted to mature students and included information about upgrading. News release: <https://www.okanagan.bc.ca/news/mature-students-benefit-from-confidence-and-credentials>. For this OC used: posters, radio ads, Facebook ads and promotion through stakeholder organizations: first nation, Metis association, Second Harvest Food Bank, Salvation Army, Settlement Services, Literacy Alliance, Shuswap Association for Community Living, NOS Brain Injury Society, Shuswap Family Resource.
- May 2019: Revelstoke Centre promoted upgrading in a video ad airing that month in the Roxy Theatre.
- June 2019: Revelstoke Centre completed a big community awareness push about awards available to students. This included information on upgrading grants in the poster and handouts.

Appendix: OC Developmental Programs Promotion

- July-Sept 2019: OC's Start Here campaign. Included Facebook ads with upgrading a key message on the landing page where all ad traffic is being directed to. Specific AACP/upgrading messages geotargeted to Salmon Arm and Revelstoke.
- August 2019: Salmon Arm campus had a "It's not too late" poster campaign, which included upgrading amongst its messages.
- October 2019: Conducted photoshoots with Steve Shannon Photography of upgrading students working with AACP staff in Revelstoke.
- October 2019: Salmon Arm campus annual open house promotions includes upgrading messages in the following channels: radio ads, posters, social media.
- October 2019: Salmon Arm ran a nearly month-long radio campaign on Bellmedia focused strictly on AACP/upgrading.
- November 2019: Salmon Arm campus rolled out winter term campaign, including messaging for upgrading. Includes:
- January 2020: Penticton campus ran an ad in the City of Penticton Recreation Guide and 2/3 of space is devoted to upgrading message.



- January 2020: Black Press Career Fair – print and digital advertisements featured ABE/Upgrading messaging, and offerings were promoted at the career fair as well by recruiters.



- Feb 2020: Public Affairs produced new promotional cards for upgrading coordinators to distribute in the community.
- June 2020: OC's 7 reasons to Start College this fall campaign involved region-wide radio ads via Stingray, Revelstoke to the South Okanagan, as well as print ads in Kelowna Daily Courier and the Westside Weekly, driving prospects to a landing page. One of the 7 reasons to start College this fall was upgrading.



Appendix: OC Developmental Programs Promotion

7 reasons to start here this fall



Diverse program array

Explore programs in University Studies in Arts, Business, Science. We are B.C.'s second-largest trades training institution offering a range of Foundation and Apprenticeship training from Automotive to Welding and everything in between. Power up a career in the technologies or step onto the frontline of Health and Social Development, from nursing to early childhood education. Check out our Continuing Studies Certificate and general interest courses for everything from quick professional development to a new career in less than a year. Need to upgrade first? We've got you covered.

OC Homepage promotion – rotating throughout the year.

Upgrading



Now is the perfect time to upgrade your skills.

Adult Basic Education offers tuition-free upgrading courses for adult learners with a wide range of backgrounds and varying educational needs. Apply now, start in January.

• OC Digital Signage – all campuses – rotating throughout the year.

• Promotion in Okanagan College 2020-2021 Viewbook – prominent feature on upgrading - <https://issuu.com/okanagacollege/docs/oc-viewbook-2019-final-web/29>. Recruiters distributed 11,000 viewbooks to domestic and international prospects over the course of the year as well as being shared via Facebook sponsored post to audiences across Western Canada and published on the College's website.



Appendix: OC Developmental Programs Promotion

• Website redevelopment - January 2020 onward

- o As part of redesign planning, OC identified that the website user experience (UX) for upgrading students was in need of improvement. In conjunction with Arts and Foundational Dean's Office, mapped out a user journey to anticipate where they would go on new site for information and simplified information.
- o All website content was carefully reviewed/rewritten to ensure it did not exceed a Grade 7 level of reading comprehension.
- o Online profile of instructor crafted: <https://www.okanagan.bc.ca/story/meet-amanda-krebs>.
- o Online profile of student crafted: <https://www.okanagan.bc.ca/story/meet-dawn-naas>.
- o Simple contact forms were embedded into given Upgrading pages to increase visibility and simplify intake process.
- o Outcome: between July-August of 2020, 112 submissions are made to contact form from individuals seeking information about upgrading. Upgrading coordinators indicated they are overwhelmed with volume of inquiries. Additional projects to get underway to digitize materials and information this fall.

• Several Earned Media (Media releases) sampled below

Splatsin Band celebrates the success of two of their students, now OC graduates

July 9, 2020



L to R - Tina William and Alicia Dominick
Representatives of the Splatsin Band and Okanagan College
two of their students with a special graduation event.

Two years ago, Alicia Dominick and Tina William began upgrading their education with the Adult Academic and Career Preparation program at Okanagan College in Salmon Arm. They continued their educational journey with the Early Childhood Educator Certificate and Early Childhood Educator Infant Toddler Specialty training. And as they celebrate their accomplishments in the classroom, both Dominick and William will be putting their training into practice as they begin work with the daycare at Splatsin called the Splatsin Tsm7aksaltn Society.

Full story here:

<https://www.okanagan.bc.ca/news/splatsin-band-celebrates-the-success-of-two-of-their-students-now-oc-graduates>.

Media Release April 8, 2019

Mature students benefit from confidence and credentials

Maria Otting knew something had to change.

Having relocated to Salmon Arm, she found herself in need of a new work environment – but quickly realized she had plenty of experience working in offices, but not the credentials listed in ads.

"I noticed a lot of the jobs I was interested in wanted the Administrative Assistant Certificate," she recalls. "I had years of experience, but didn't have formal training. I just trained on the job."

Otting investigated the program, and realized that she was familiar with some course material as a result of her experience – but the program also touched on subjects like payroll and accounting that would broaden her skills.

"I realized that this was something I could do without leaving Salmon Arm, it's only 10 months and then I can get working," she says. "I'm really glad I made the decision to go back to school, I'm learning so much."

Read the full story here:

<https://www.okanagan.bc.ca/news/mature-students-benefit-from-confidence-and-credentials>.

Appendix: OC Developmental Programs Promotion

OC Instructor researching how post-secondary institutions are meeting the needs of mature students

With the current workforce changing careers more often than their parents or grand-parents, and many careers requiring more education than ever before,

more and more adults are returning to school. What does that mean for post-secondary programming?

It's a question Andrew Pulvermacher, an Okanagan College Adult Academic and Career Preparation (AACP) instructor, hopes to shed light on through a new line of research.

Monday, October 28, 2019

OC Instructor researching how post-secondary institutions are meeting the needs of mature students

Posted by: Public Affairs

Okanagan College Media Release

With the current workforce changing careers more often than their parents or grand-parents, and many careers requiring more education than ever before, more and more adults are returning to school. What does that mean for post-secondary programming?

It's a question Andrew Pulvermacher, an Okanagan College Adult Academic and Career Preparation (AACP) instructor, hopes to shed light on through a new line of research.

"Currently, institutions face increasing social, economic and political pressures to serve as de facto extensions of high school, where youth with aspirations of well-paying careers go for employment training," says Pulvermacher.

"I am examining sociological and philosophical research on the role and place of adult learners in post-secondary institutions and the particular barriers they face. With these findings, I will develop a new philosophical framework for post-secondary programming that can better serve adults' needs."

Pulvermacher was recently awarded a competitive federal government grant from the Social Sciences and Humanities Research Council (SSHRC), in support of his upcoming research.

"It was indeed a lengthy and involved application process, and I'm grateful for the support and encouragement I received throughout the process—and at OC, that support came from many colleagues in the Arts and Foundational portfolio and from the leadership in the Dean's Office. Truly, I am honoured to have received the grant."

Pulvermacher is currently on leave to study at The University of British Columbia – Okanagan campus where he will pursue his Masters of Arts in Education and conduct his research.

"Andrew's research has the potential to contribute to our programming by understanding more about the complexity of barriers facing adult learners as they pursue post-secondary education," says Robert Huxtable, Dean, Arts and Foundational. "Ongoing research is the foundation for quality courses and programs at the College and we are most pleased to provide a supported leave to Mr. Pulvermacher to engage in such activity."

Pulvermacher says his passion for his research stems from being an adult learner himself.

"As a former adult upgrading student, I view that experience as foundational to who I am today, and I want to be a part of helping others engage in that experience. Going back to school didn't just transform my academic life, it made me a better human and offered me a new future."

"I appreciate the value adult learners bring to the classroom, institution, community, and society. The real-world experiences they bring and the additional outside commitments they carry, make them indicators of educational worth, both real and perceived. I see the potential for post-secondary institutions to better welcome, support, integrate, and serve these students, to the benefit and success of all students."

The Adult Academic and Career Preparation courses are tuition free at Okanagan College's four campuses. The courses are for adult learners with a wide range of backgrounds and needs for educational upgrading.

For more information, visit okanagan.bc.ca/AACP.



Appendix: OC Developmental Programs Promotion

Student Profile: Dawn Naas

Meet Dawn Naas

Published By Public Affairs on February 21, 2020

Aboriginal alumna follows dream career, thanks Okanagan College

Dawn Naas graduated from Okanagan College's Adult Academic and Career Preparation program and is now ready to take the next step towards her dream career.

"When I first started going to school at the College I thought all of it was going to be a fight," says Naas. "There was a lot of emotional support and financial help that I wasn't in anyway expecting and it is the reason why I not only made it through my program but came out with really great grades – everyone was so accepting of me and my needs and were non-judgmental."

The 44-year-old mother moved to Vernon in 2014 with her two children to work on her own personal healing, take care of her spirit and set a good example for her kids – all with the goal of starting fresh.

Read the full profile here:

<https://www.okanagan.bc.ca/story/meet-dawn-naas>.

Instructor Profile: Amanda Krebbs

Meet Amanda Krebs

Published By Public Affairs on February 21, 2020

What do you like the most about the work you do?

I love working with students. I often work with people who struggled with math in high school, but end up being very successful at the college in Salmon Arm, with our smaller class sizes and more one-on-one attention. It is very rewarding work.

Favourite teaching experience?

I love it when students tell me that they never liked math before but they now enjoy learning it. I want to help erase math phobia, one person at a time!

Read the full profile here:

<https://www.okanagan.bc.ca/story/meet-amanda-krebs>.

Appendix: OC Career Planning Resources and Assistance

Career Planning Resources & Assistance at Okanagan College

Okanagan College prides itself with the fact that programming offered to our students ultimately helps them meet their career goals. In that regard, the College engages 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. From the student perspective, Okanagan College offers

co-op programs with hands-on learning, where students are paired with a business or organization for experiential learning. There is also on-campus employment available and resources that aid the transition out of college. For alumni, Okanagan College helps navigate the transition from student to employee, providing resources along the way. For employers, SGCEC is 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 all of the student employment program (on-campus) 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.

Job Type	2019-20 Number of Advertised Postings	2019-20 Number of Advertised Positions
Co-op	692	1144
Graduate Jobs	1419	2448
On-Campus	112	112
Part-Time/Seasonal/Other	1241	2930
Volunteer	33	174

The Student, Graduate and Co-op Employment Centre is focused on pre-employment. The staff are all members of ACEWIL BC/Yukon provincial (Association of Co-op and Work Integrated Learning BC/Yukon), this group offers many professional development opportunities with semi-annual one day conferences which a majority of staff attend (virtually or in-person). Since the COVID-19 related measures took effect the association has also offered a number of town-hall and employer connection events to address topics such as virtual on-boarding, addressing loss of summer co-ops due to COVID-19 as well as self-care. There are also numerous opportunities to collaborate with other institutions and share best practice and ideas.

Superhost is a service industry training course that provides participants with skills to meet the needs of clients and customers. Recently SGCEC staff took

instructor training and is now qualified to facilitate the program for Okanagan College students, in particular those in service industry roles (Tourism Management, Culinary, and Business).

The SGCEC provides year round support to students, graduates and alumni in all areas of pre-employment including resume and cover letters, mock interviews, networking and job search techniques. Since going virtual due to COVID-19, SGCEC has been providing support via email as well as video calls and meeting virtually with all co-op students at least once if not more in the months since COVID-19 related social distance measures took effect.

SGCEC provides short 2-3 hour workshops for a variety of programs at the college. These sessions are interactive and provide best practice and templates

Appendix: OC Career Planning Resources and Assistance

for students to prepare their resumes and cover letters prior to graduation. SGCEC also offers follow-up for all students who attend sessions to have their documents reviewed prior to applying for positions as well as mock interviews. For some programs SGCEC offers longer workshops over 2-3 days of instruction, these include an in-depth look and review of their documents, networking techniques, workplace expectations and mock interviews. In the past year SGCEC has:

- Facilitated over 40 workshops including five virtual workshops, with a total of 120 hours of workshop time.
- Reached approximately 300 students.
- Ran two workshops in conjunction with BC Hydro and Okanagan Nation Alliance in Penticton and Westbank supporting more than 15 Indigenous learners in pre-employment support.

Supporting employers is also a key role the SGCEC plays, helping to support them as they advertise and recruit Okanagan College students. SGCEC provide the following services to help support employers:

- Host events virtually/in-person to connect with specific programs and students.
- Compile resumes for employers and send as a package once job postings close.
- Assist in organizing interviews in-person/virtually and communication with students.
- Sample job descriptions.
- Webinars to connect employers with funding e.g. Hiring a Co-op Student: Why It's Good for Business.

Since the COVID-19 related social distancing measure came into effect SGCEC office has hosted and will be hosting numerous webinars and workshops that connect students and employers. The sessions have include:

- Smart Start – Intro to Employment services.
- College to Career – workshop series.
- Resume and Cover Letter Glow-up.
- Interview Tips and Tricks from a Roger's Recruiter.

- Online Networking 101 – With Okanagan Young Professionals & Enactus.
- Your Brand Matters: Presented by RBC.
- Pathway To CPA – With CPABC.
- Business Panel Event: How to Stand Out in Your Virtual Job Search.
- Expectations and Reality of an Accounting Co-op.

Student, Graduate and Co-op Employment Centre (SGCEC) uses the following methods of communicating with students, staff and employers:

- Attend on-campus student life events to share with students the services SGCEC has on offer.
- Bi-weekly emails to co-op students – specific to program areas.
- Through the Website:
 - o Resume gallery.
 - o Pre-employment checklists, pre-employment guides (Resume, Cover Letter, Job Search, Networking, and LinkedIn).
 - o Links to employment sites.
- Smart start – hosted webinars.
- Moodle for employment – post recorded webinars, news updates.
- Business Expo – Client Relationship Management System (CRM).
- Through Social Media to increase engagement and promote events and opportunities:
 - o Instagram – 547 followers.
 - o Facebook – 1364 followers.
 - o LinkedIn – 263 connections.
- College events pages.
- Okanagan College CRM to provide information about services which reach all students.
- Regular emails to employers using Maximizer CRM, this supports students by providing work opportunities for them.

Appendix: OC Career Planning Resources and Assistance

Some examples of events/opportunities/strategies/projects that the College undertook to engage students, alumni and employers in career planning during 2019-20 are listed below.

- An annual career fair which showcased the programs and employers in November.
- Business expo - an annual employment fair held at the Kelowna Campus in February. In 2020 over 80 employers attended the event and it was supported by the co-op office, student volunteers and organized by the School of Business.
- Tourism Management mini job-fair at Revelstoke Mountain Resort in October 2019. The class cohort and employers were able to network and many students found or confirmed employment through this event.
- In partnership with the Civil Engineering department the co-op office hosted an employer event in Fall 2019. This brought together Co-op employers and students in a networking social, which resulted in students gaining co-op and graduate opportunities.
- Employers on campus – Student, Graduate and Co-op Employment Centre facilitated employers attending and having a booth on campus to share opportunities relevant to students (Graduate, Part-time, Co-op) as well as facilitating presentations and in-class interactions. Employers who participated in this program include: Metro Vancouver, CIBC, Anglo American, Terracon Geotechnique, Cintas, MNP, Crowe MacKay, Kal-Tire, and Comox Valley Regional District.
- BC government announced \$9 million in funding for Co-op & Work Integrated Learning (WIL) initiatives in 2019. Okanagan college has had three projects funded totaling \$393k which has created five temporary roles (two full-time and three part-time) within the Student, Graduate and Co-op Employment Centre team. All of the projects will feedback results and best practices to further enhance the supports provided to students for career planning.
 - o Project 1 - Addressing barriers for Indigenous students in accessing Co-op & WIL (Value \$127,750).
 - o Project 2 - Improving Access to Co-op/WIL among Students with Disabilities (Value \$125,750).
 - o Project 3 - Access to Work-Integrated Learning for Students and Employers in Rural Regions (Value \$137, 500).

Financial Statements for Okanagan College are available here:

okanagan.bc.ca/financialstatements

