

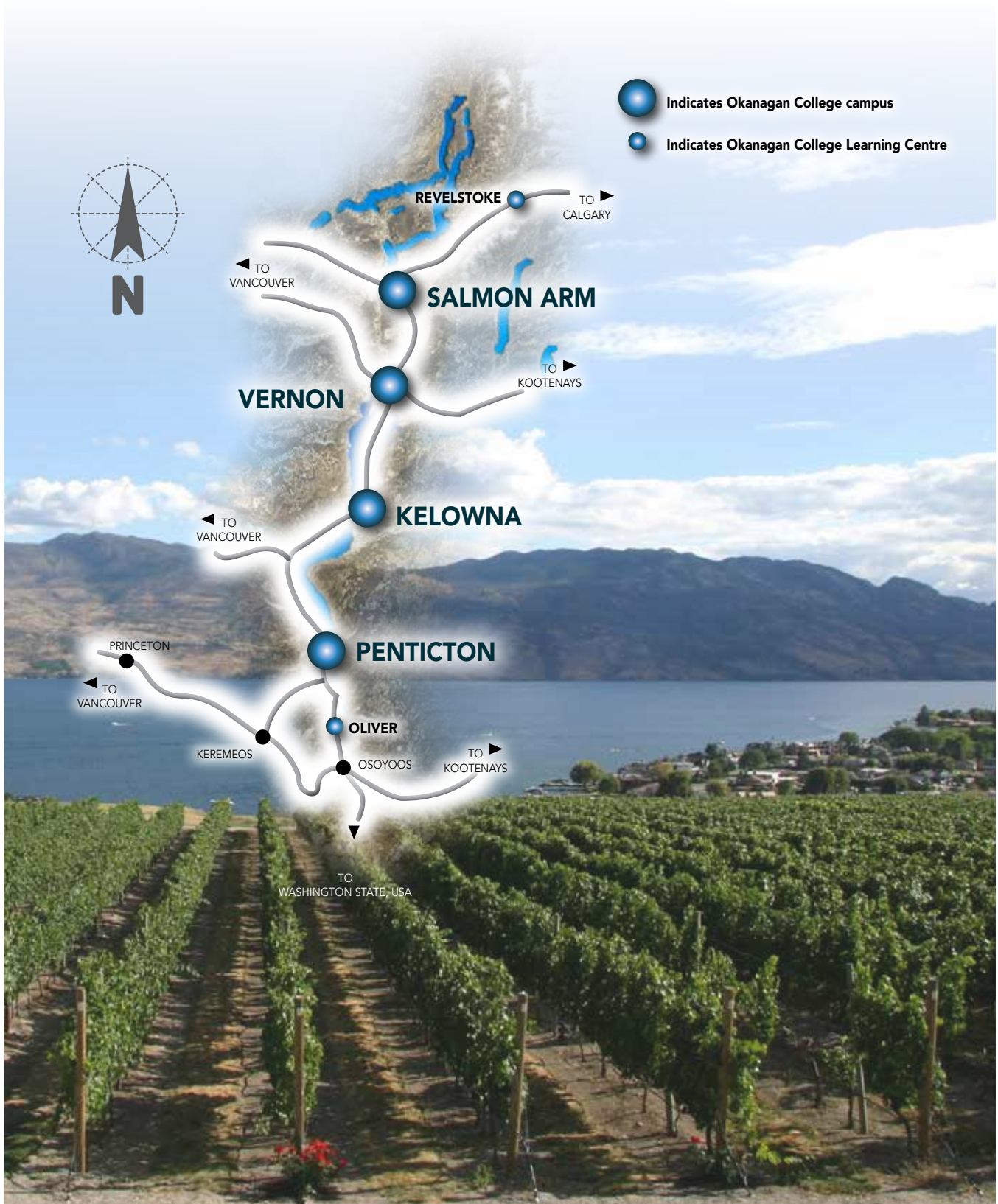


OKANAGAN COLLEGE

ACCOUNTABILITY PLAN AND REPORT

Transforms Lives and Communities

2020-21



Dear Minister Kang,

As British Columbia looks forward to a robust restart in the wake of a global pandemic, it is clear that post-secondary education is going to play a crucial role in the transition to different and improved ways of doing things.

Whether reskilling, upskilling, or training and education for new career opportunities, British Columbia's population is going to rely on the province's public post-secondary institutions. Through the course of 2021 and as we plan ahead for 2022, Okanagan College, its employees and students have demonstrated the capacity to pivot in order to answer employer, student and community expectations, safely and innovatively – as the narrative and information in this Institutional Accountability Plan and Report will illustrate.

The pandemic had a significant effect on Okanagan College, not unlike that experienced by other of B.C.'s colleges. A decrease in domestic and international student enrolment, with the concomitant effects on tuition and ancillary revenue, led the institution's leaders and employees to effect cost-saving measures that preserve the vital human, financial and physical infrastructure that will fuel the College's recovery and revitalization. Despite the decrease in student numbers, however, OC has still achieved its AEST targets for non-trades domestic students in 2020-21. The dramatic impact of COVID-19 early in fiscal 2020-21 and the effect of having to reduce in-person class size, means that OC has not reached its Industry Training Authority targets for the year. As a consequence, for the first time in its 16-year history OC has not exceeded its total domestic FTE targets.

COVID-19 meant OC had to find new and different ways of continuing connections to the community, demonstrating our commitment to Indigenization, and ensuring that we delivered on maintaining and building access for students to higher education. OC students rose to the challenges they faced, while staff worked diligently to ensure that needed supports were available. Where needed, OC invested in the supports and technology that instructors and faculty needed in their switch to a virtual environment.

COVID-19 delivered many surprises, challenges and illuminated some opportunities. It also interrupted the strategic planning work that had been scheduled for 2020. That said, lessons gleaned from the past months will inform development of Okanagan College's next strategic plan as the institution resumes its forward-looking design work, mindful of the goals and objectives outlined by your Ministry and the government.

This report has been prepared in accordance with the Budget Transparency and Accountability Act.



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



Dr. Neil Fassina,
President, Okanagan College

Map of Region	2
Letter from the Board Chair and the President	3
Institutional Overview and Strategic Direction	5
Strategic Plan - Mission, Core Values	22
OC Key Directions and Related Mandate Letter Priorities	24
Supporting Learner Readiness and Success	24
Excelling in Teaching, Programming, and Applied Research	42
Serving and Engaging the Community	52
Working With, and Learning From, the Indigenous Community	60
Focusing on Organizational Sustainability	64
Appendix: Performance Measures	69
Appendix: Mandate Letter Priority #1	72
Appendix: OC Developmental Programs Promotion	80
Appendix: Mandate Letter Priorities Index	85
Appendix: Financial Information	86



Convocation at Okanagan College (photo taken pre-pandemic).

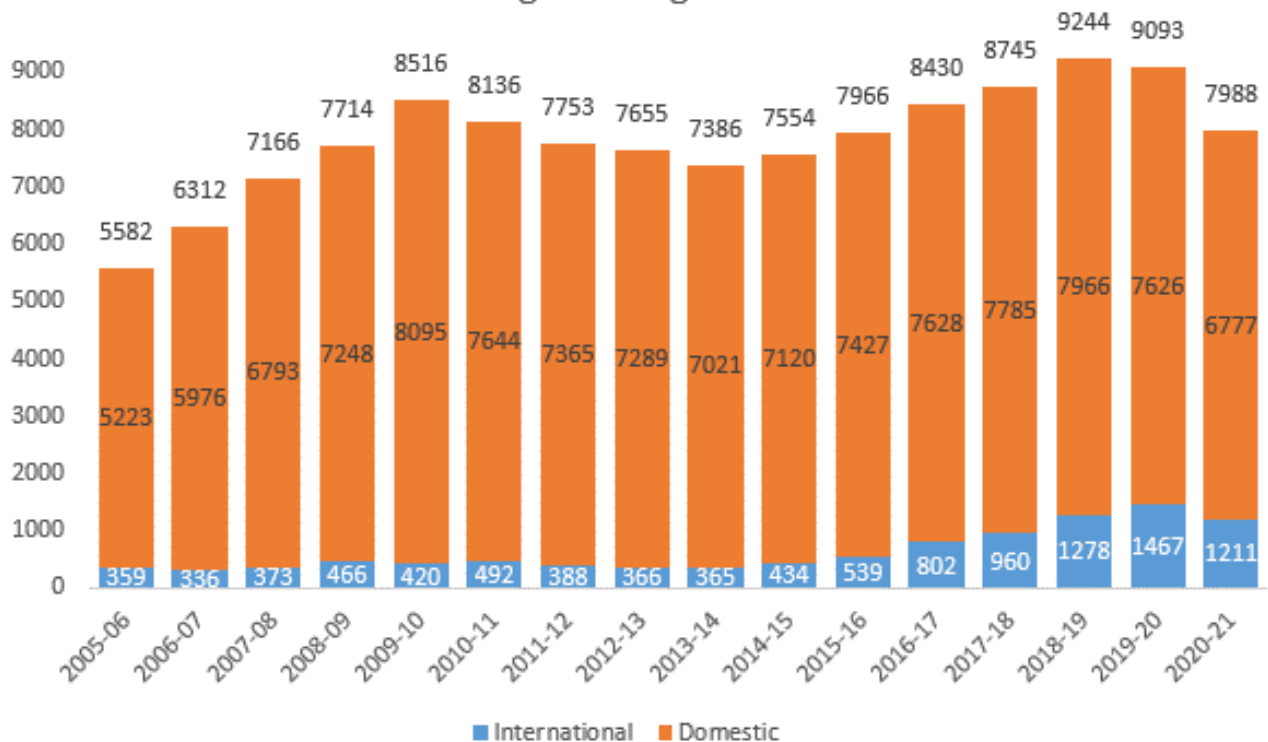
IMPACT OF COVID-19 ON FORECASTS AND ENVIRONMENTAL SCAN

Since the spring of 2020, COVID-19 has continued to be a significant shock to the global economy. The national, provincial and regional economic forecasts have become fluid and reactionary. As immunization efforts gain momentum the economic forecasts are increasingly starting to focus on a post-COVID recovery. As 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. The environmental scan that forms a part of this report is based upon information that continues to fluctuate and evolve.

INSTITUTIONAL OVERVIEW & STRATEGIC DIRECTION

Okanagan College FTE Trend



Okanagan College has done much to respond to the growing and shifting needs of the communities it serves. Whether by cultivating new programming, offering a greater level of services to students or by delving into applied research, the College's own transformation has been remarkable. 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 strengthened.

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 16 years has resulted in Okanagan College becoming one of the leading trades training providers in BC.

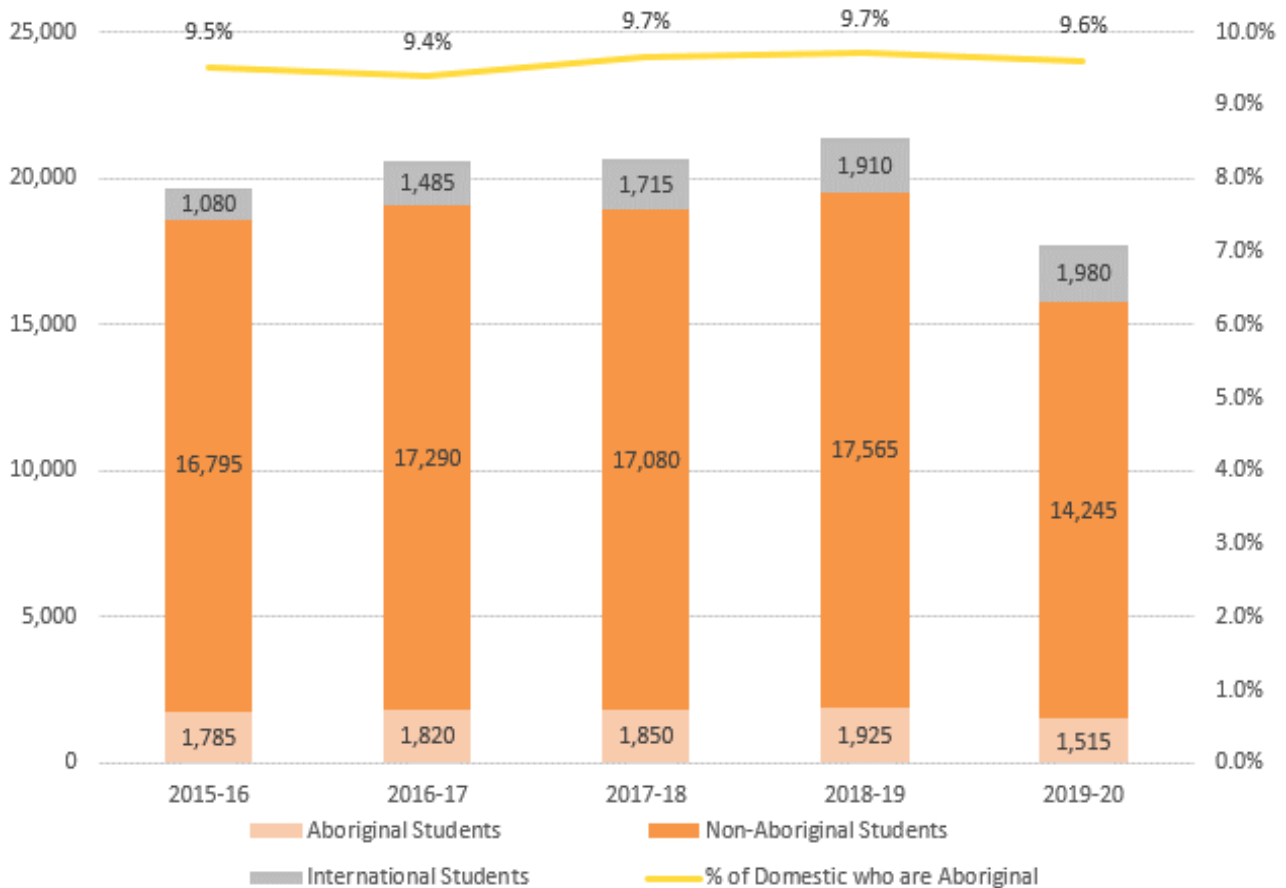
BC's Labour Market Outlook is used to inform program development and offerings at Okanagan College. The College also consults with Central Okanagan Economic Development Commission (COEDC), and the economic development departments in Penticton, Vernon and Salmon Arm for insight. Significant employer presence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

The College has also been accepting applications to its third degree program, recently approved by the province: the Applied Bachelor of Arts: Community Research and Evaluation, which will admit its first students in Fall 2021.

Despite the impact of COVID-19, for the 16th year Okanagan College has successfully met the government-established FTE domestic non-trades FTE targets.

Okanagan College Total Headcount by Academic Year

Source: Ministry of Advanced Education and Skills Training Standard Reports



Parsing out the pandemic related impact on system wide enrolment, overall, Okanagan College remains in a long term growth trend. Pre-pandemic the 2018-19 FTE count was close to an all-time high, and approximately 66 per cent larger than it was in 2005-06. There has also been a steady increase in the regional transition rate of students moving from K-12 to post-secondary, and OC has been able to capture a growing percentage of those transitioning students. The number of individuals served by the College grew to 21,395 (rounded to nearest five) in the 2018-19 academic year ending August 31, 2019. In academic

year 2019-20 the institution's headcount showed a decline to 17,740 and the full-time equivalent student count was at 9,093. Although some decline was noticed in domestic FTEs in 2019-20 fiscal year (down 4.3 per cent from 2018-19), the international FTEs increased by 189 to a total of 1,467 FTEs, or an increase of 14.8 per cent. This first decrease in domestic student numbers at OC occurred at a point when there have been several years of decreasing total Grade 12 enrolments among the school districts within the College's catchment area.

In the pandemic affected fiscal year of 2020-21 the COVID-19 related disruptions resulted in a decline in both the domestic and international student FTEs. The total FTEs in 2020-21 fiscal year are down 1,105 FTEs (12.2 per cent) compared to the previous year. The domestic FTEs saw a decline of 849 FTEs (11.1 per cent) while the international FTEs declined by 256 FTEs (17.5 per cent).

Looking forward, we anticipate that as the COVID-19 related disruptions dissipate and restrictions on both the domestic and international students are eased the enrolment at Okanagan College will eventually return closer to its long term growth trend.

MANDATE LETTER PRIORITIES AND REPORT ORGANIZATION

The following mandate letter priorities are acknowledged in this Institutional Accountability Plan and Report (IAPR). The background information related to the organization of this report is also presented below. It is important to note that there is some overlap among 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.

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:
 - a) Implementing initiatives to increase participation and success of students, including vulnerable and underrepresented groups, and promoting gender parity;
 - b) Ensuring student safety and inclusion;
 - c) Enhancing system innovation through participating in a post-secondary digital system strategy including delivery of Education Planner and other initiatives;
 - d) Providing programming that meets local, regional or provincial labour market and economic needs; and
 - e) 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:
 - a) Actively engaging with your local school districts to expand dual credit opportunities for students;
 - b) Supporting lifelong learning pathways; and
 - c) Advancing and supporting open learning resources.
4. Strengthen workforce connections for student and worker transitions by:
 - a) Aligning programming with high opportunity and priority occupations (such as trades, technology, early childhood educators and health);
 - b) Increasing co-op and work-integrated learning opportunities;
 - c) Responding to reskilling needs to support employment transitions; and
 - d) Supporting students' awareness of career planning resources (such as the Labour Market Outlook).

2020-21 IAPR Organization

We have used the following methodology to organize the 2020-21 IAPR taking into account the instructions and suggestions in the Accountability Framework Standards and Guidelines.

- As per the instructions received from the AEST at the start of the process 2020-21 IAPRs are expected to report on the 2020-21 mandate letter priorities but are not expected to address any plans related to the 2021-22 mandate letter priorities as these letters were delayed due to the recent provincial election.
- In this report we have used the 2020-21 mandate letter priority number labels to clearly delineate the text/story/narrative that is relevant to the respective 2020-21 mandate letter priority. Often several mandate letter priorities are applicable to the text/story/narrative presented in this IAPR so the relevant mandate letter priority labels are clustered accordingly next to the relevant text/story/narrative.
- The mandate letter priority numbers we have used are as shown in the previous section titled 2020-21 Mandate Letter Priorities.
- Moreover, a separate table has been included as an appendix to this report that will serve as an index to connect the information related to mandate letter priorities dispersed throughout this report. This index table includes the mandate letter priority number and various page numbers on which the relevant information has been reported in this IAPR.
- Okanagan College's strategic plan key directions are still the leading titles throughout this report so that this IAPR can serve the dual purpose of an annual report to the Okanagan College stakeholders as well a report on our 2020-21 mandate letter priorities.
- Okanagan College is currently working on its next strategic plan. Until a new strategic plan is approved the current strategic plan and its key directions will remain in effect.

CANADIAN AND PROVINCIAL ECONOMY

Central 1's latest BC Economic Outlook Update 2021-23 published in February 2021 provided the following summary for the Canadian economy:

"Canada's economy is forecast to rebound by about four per cent this year following a 5.5 per cent contraction in 2020. A 2021 first quarter contraction, reflecting the pandemic second wave and increased social and economic restrictions in Ontario and Quebec, is expected to give way to a rising trend lifted by exports and investments amidst an improving global backdrop. Consumer spending will also pick up as physical distancing requirements ease and travel demand picks up. Rapid accumulation of household savings, which reached 27 per cent of disposable income in the second quarter of 2020 and nearly 15 per cent in the third quarter will partly be spent as the pandemic wanes. Government measures to support households will continue and government spending continues to support the economy. Economic slack and elevated unemployment will persist. November 2020 gross domestic product (GDP) held 3.5 per cent below pre-pandemic levels and a recovery to that level does not occur until late 2021, particularly as high-touch sectors face continued restrictions. Subdued consumer price inflation will maintain accommodative monetary conditions, with the Bank of Canada expected to hold the policy rate at 0.25 per cent until 2023.

The highlights related to BC's economic forecast are as follows:

- *B.C.'s economy forecast to grow by 4.2 percent in 2021 and by 4.5 per cent in 2022 before slowing to below three per cent in 2023.*
- *Stronger export and investment recovery and ongoing growth in knowledge sectors as global economic backdrop improves amid vaccine deployment.*
- *Housing demand anticipated to remain robust, lifting residential investment.*
- *Hospitality and other face-to-face services unlikely to fully recover during outlook period.*
- *B.C. has regained 89 per cent of jobs lost during the initial stages but progress uneven.*
- *Consumer consumption is expected to climb 4.7 per cent this year, trending towards three per cent by 2023."*

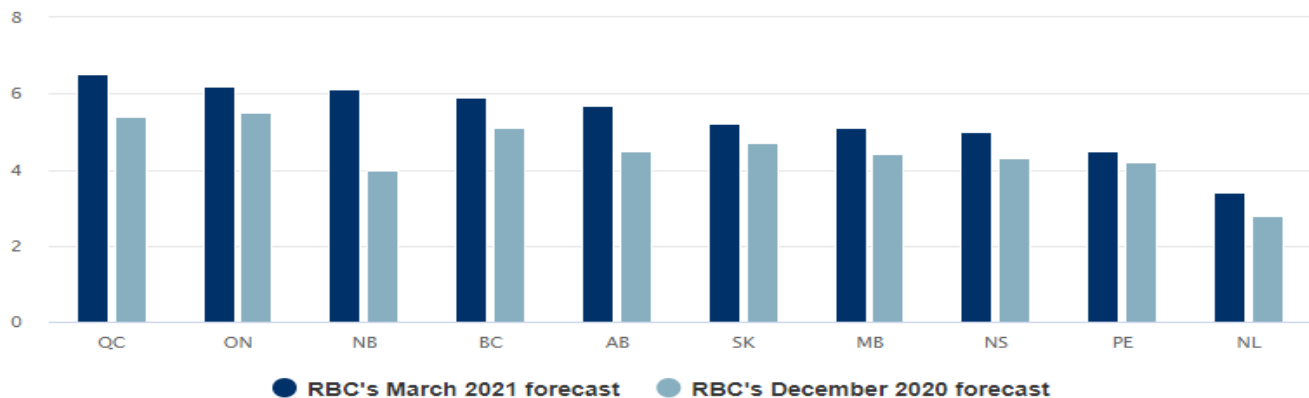
The Vaccination Effect

COVID-19 vaccination rollouts have led the Royal Bank of Canada (RBC) to forecast economic growth. In the March 2021 report titled, "Vaccine Progress Brightens Outlook for Provincial Economies", RBC is predicting an across the board improvement of economic conditions.

"While pandemic uncertainty will take a while longer to clear, the economic picture has brightened materially since our last Provincial Outlook report. The recovery across Canada has been stronger than we expected despite the ferociousness of the second wave and three provinces put under lockdown as 2021 rolled in. And with mass vaccination campaigns now getting underway, we believe the pace of recovery will pick up. We have made significant upward revisions to our provincial growth forecast from coast to coast. We now project Quebec to lead the way with a growth rate of 6.5% in 2021, followed by Ontario (6.2%), New Brunswick (6.1%) and British Columbia (5.9%). Newfoundland and Labrador (up 3.4%) still faces several challenges—including the winding down of major capital project construction—and will trail all others."

2021 outlook brightens for all provinces

Real GDP forecast for 2021, annual % change



Source: Statistics Canada, RBC Economics

Along similar lines Chartered Professional Accountants British Columbia (CPABC) provided the following observations on BC's April 2021 budget.

"The new funding to support British Columbians' health comes at a critical time as the province navigates the challenging final stretch of the pandemic. It also offers resources to address difficulties identified through the pandemic, including in long-term care and mental health," said Lori Mathison, FCPA, FCGA, LLB, president and CEO of CPABC.

Budget 2021 also contains considerable investments to support economic recovery, including several new programs focused on skills-training, infrastructure investment, and business recovery and growth.

Budget 2021 estimated that real GDP contracted by 5.3 per cent in 2020 but it is expected to improve this year, with a forecast GDP increase of 4.4 per cent in 2021.

"While B.C. is expected to rebound strongly, it is important to note that the rate of GDP decline in 2020 is twice that of the 2008 recession," continued Mathison. "Given the challenges B.C. businesses and workers have faced over the past year and will continue to face going forward, Budget 2021's investments will be critical to support our economy."

The new \$500 million InBC Strategic Investment Fund will help grow high-potential B.C. businesses with a focus on improving economic, environmental, and social outcomes.

Budget 2021 also introduces funding to help train young and displaced workers in order to find new jobs in high-growth sectors such as health care. In addition, the StrongerBC Future Leaders program will help thousands of young British Columbians gain valuable job experience through internships, co-ops, and work integrated learning placements.

"Investments into B.C. businesses in high-growth, emerging sectors will improve the province's productivity and enhance our economic trajectory. We are pleased to see that the government has listened to our recommendations to make skills-training a priority as we look towards recovery. Many British Columbian workers have struggled through the pandemic and it is important to help them retrain for in-demand jobs," noted Mathison.

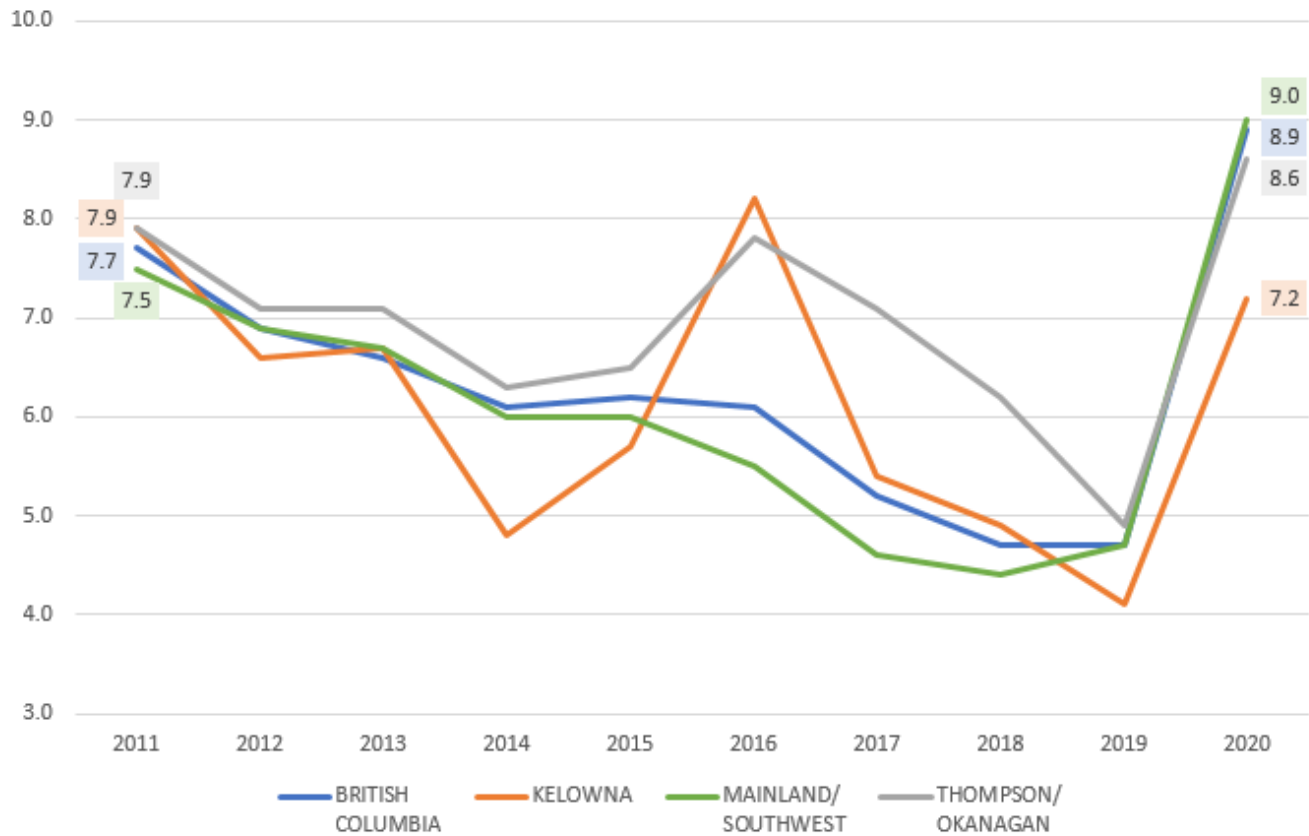
The large amount of financial support put in place over the past year has resulted in deficits that are expected to peak in 2021/22. The deficit in 2020/21 is forecast at \$8.1 billion, increasing to \$9.7 billion in 2021-22, before moderating to \$4.3 billion by 2023/24. The government has committed to getting back to balance over the medium-term.

The capital allocated to major infrastructure projects across the province has also seen a boost in Budget 2021. In total, capital spending is expected to reach \$13.5 billion in 2021/22, up from \$10.1 billion in 2020/21. Over the fiscal plan, capital projects are expected to support 85,000 jobs. The capital expenditures will contribute to an increase in B.C.'s debt-to-GDP, which is forecast to reach 26.9 per cent by 2023/24 from 20.3 per cent in 2020/21.

"While this budget projects a sizeable increase to debt, B.C. has relatively low levels of debt compared to other Canadian jurisdictions. Still, the large increase is of concern and as we continue to recover it will be important to put in place a concrete strategy to establish a fiscal anchor and ensure debt is sustainable," concluded Mathison.

EMPLOYMENT AND LABOUR MARKET

BC Unemployment Rate by Region and Metropolitan Area



Source: Statistics Canada Labour Force Survey

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

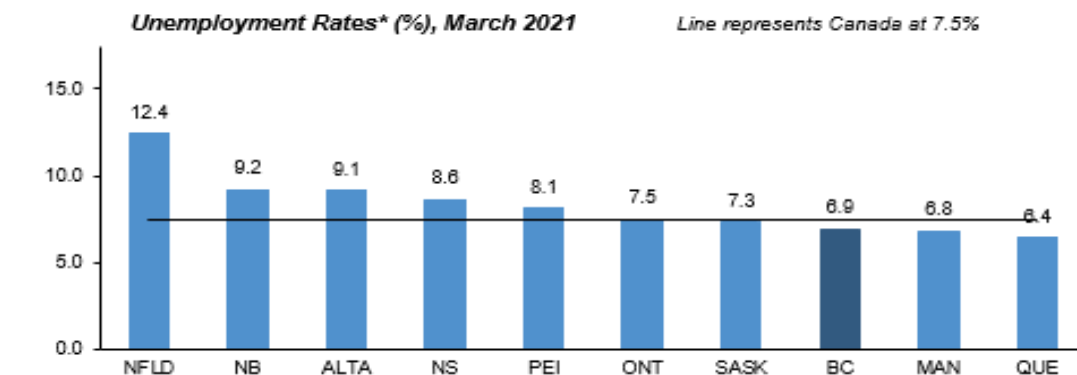
Generally, as employment rates increase and Grade 12 headcounts decrease, College enrolments can be expected to decrease – or at least experience slower growth.

OKANAGAN EMPLOYMENT

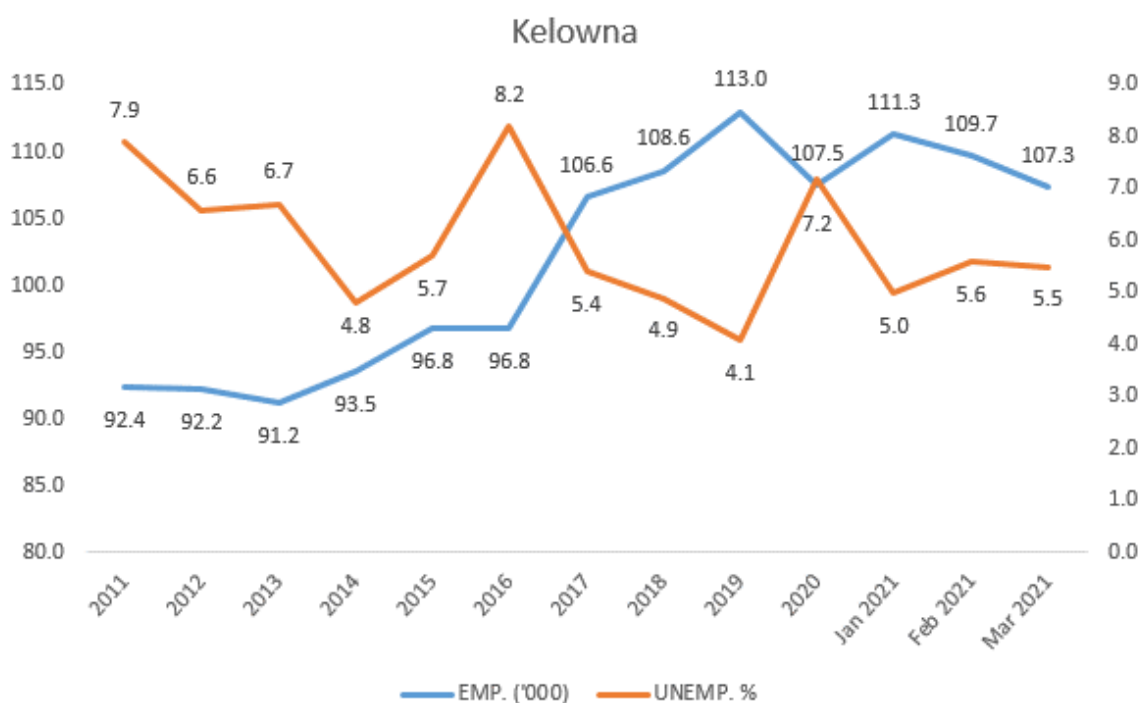
Prior to COVID-19 BC's unemployment rate was at a historic low i.e. 4.7 per cent in 2019 while Kelowna's unemployment rate was at 4.1 per cent. The Thompson Okanagan region overall also had less than a 5 per cent unemployment rate.

As COVID-19's early impact started showing in the statistics, Kelowna's unemployment rate saw an increase to 7.2 per cent for 2020 and has since improved to be at 5.2 per cent in March 2021. Similar improvements have also been noticed in the Canadian and BC unemployment rates in March 2021.

The 2020 unemployment rate for the entire Thompson Okanagan region (8.6 per cent) also is showing signs of improvement to 7.3 per cent in March 2021.



*Seasonally adjusted



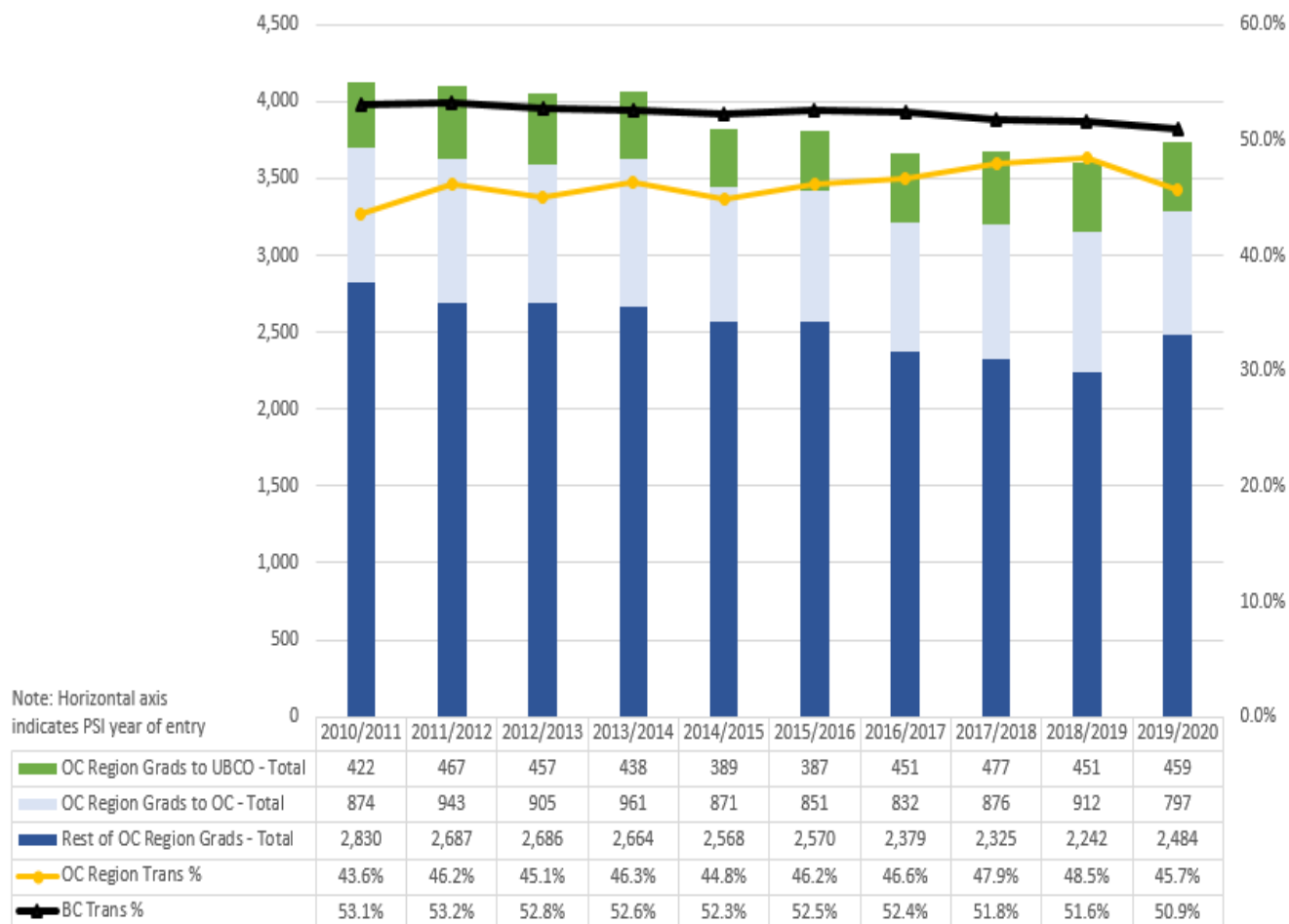
An increasing unemployment rate in the region has in the past resulted in an overall increase in the post-secondary education enrolments. However, due to various COVID-19 risk mitigation steps such as social distancing and overall precautionary strategies to contain the spread of the virus, it remains to be seen whether and when the demand for post-secondary education will increase, although early application trends suggest it building for Fall 2021.

Outside of COVID-19-related disruptions, Okanagan College and UBC Okanagan have historically continued

to see growth and an increased influx of international students and a consequent growth in the number of graduates.

Full impact of COVID-19 will be quantified in due course, yet it is generally expected that over a longer term, an overall increase in regional population, as well as a transitioning economy from manufacturing and resources to service-oriented sectors of government, tourism, technology, education, health services, the film industry and agriculture will continue to create demand for new skills.

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



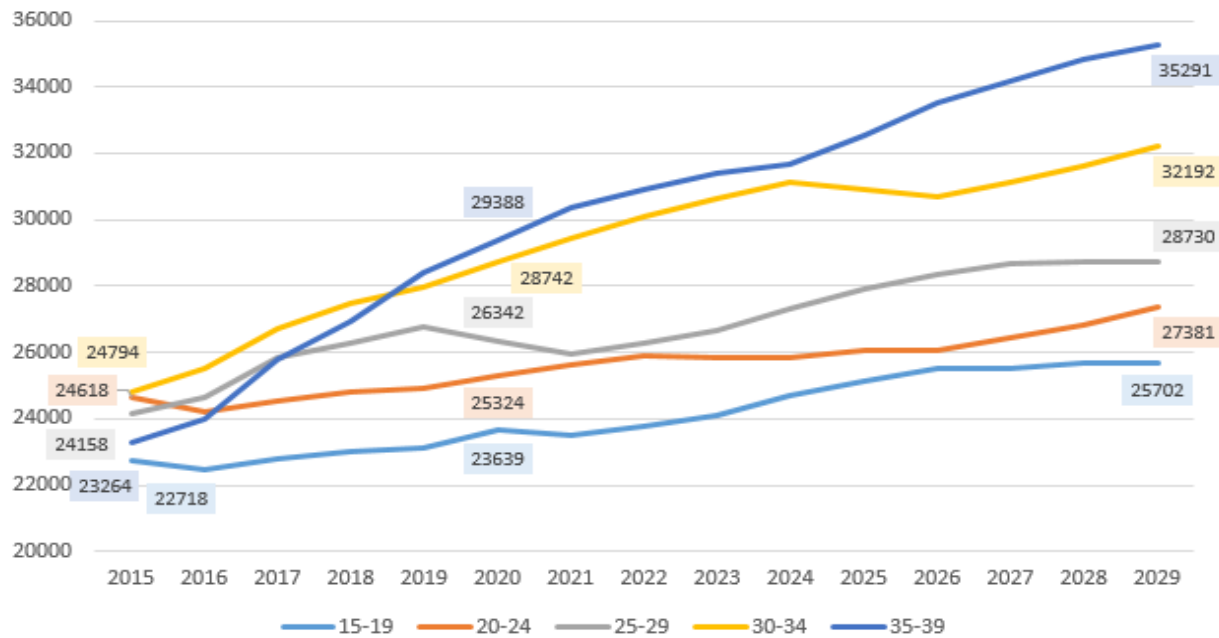
POPULATION PROJECTIONS AND GRADE 12 HEADCOUNTS

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 will generally continue its rising trend for the forecast period with minor declines in 2023 and 2024. The population of 25- to 29-year olds is expected to see

an upward trend after a dip in 2021. The 30-to-34 age cohort is also expected to see a gradual increase with some declines forecasted in 2025 and 2026, while the 35-to-39 age cohort is expected to generally increase until 2029.

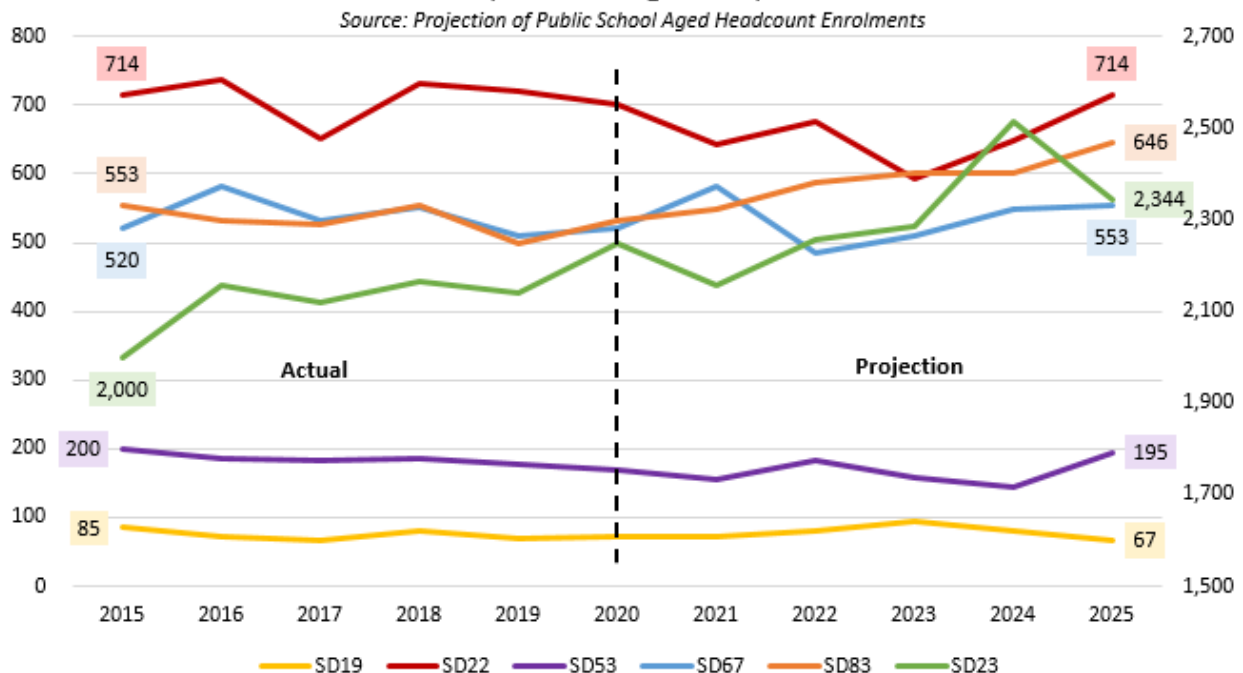
The Central Okanagan School District Grade 12 headcount is the largest in the College region, slightly smaller than all of the other school districts combined in 2019.

Okanagan Region School Districts Population Projection

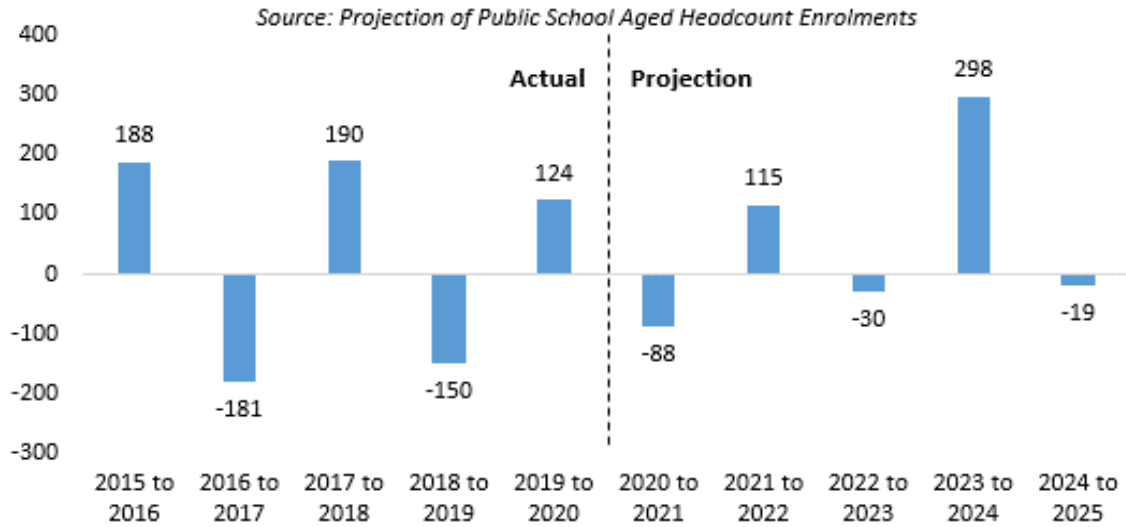


The Central Okanagan School District Grade 12 headcount is the largest in the College region, slightly smaller than all of the other school districts combined in 2019.

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



Change in Grade 12 Headcounts for the Okanagan College Region

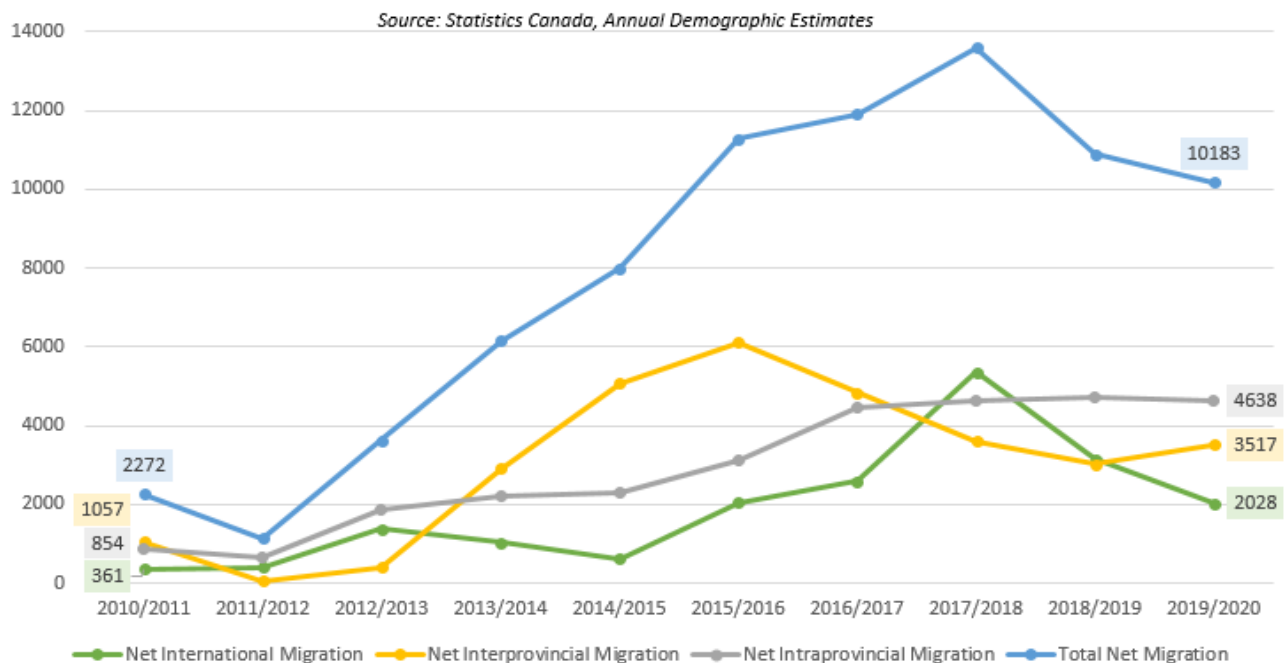


NET REGIONAL MIGRATION

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.

Thompson Okanagan Development Region Migration Statistics



A January 2021 news story published by Castanet sums up recent regional population statistics as follows.

“According to the data, the population of British Columbia was estimated at 5,147,712 as of July 1, 2020. The Central Okanagan experienced the fastest population growth, up 2.0%, followed by Columbia-Shuswap (+1.5%) and the North Okanagan (+1.4%). Lake Country was the seventh fastest-growing municipality, growing from a population of 15,320 in 2019 to 15,654 in 2020. The 334 new residents equals a growth rate of 2.2%. North Okanagan and Shuswap were the fastest-growing regions of B.C. over the past year.

Kelowna was eighth fastest, growing from 143,067 residents to 146,127 for a growth rate of 2.1%. The Central Okanagan’s population is now 222,748. Its second largest community, West Kelowna, recorded a population of 36,496.

The North Okanagan’s population now stands at 92,184. That includes Vernon with a population of 44,171; Coldstream with 11,609; Armstrong with 5,433; Enderby with 3,188; and Lumby with 2,014 residents.

The Columbia Shuswap’s population is now 56,899 – an increase of 1.5%. The population of Salmon Arm, its largest community, grew 1% to 19,296. Thompson-Nicola’s population grew by 0.9% to 147,432. Its regional centre, Kamloops, now has a population of 101,198. The second largest community in that region, Merritt, grew to 7,805.

The Okanagan-Similkameen’s total population was estimated at 90,057, an increase of 0.8%. The South Okanagan’s largest centre, Penticton, now has 36,597 residents. It’s followed by Summerland with a population of 12,642; Oliver with 5,648; and Osoyoos at 5,443.

Overall, the province’s population grew by 1.1% between July 1, 2019, and June 30, 2020 – an increase of almost 57,000 people. Seven of the top 10 most populated municipalities were in Metro Vancouver. Those 10 had a combined population of 2,599,900 – which accounts for half of the provincial population. Surrey showed the strongest population growth in that region. Only two regions saw population decreases – the Northern Rockies Regional District (-1.5%) and Stikine (-0.3%).”

Due to COVID-19 related disruptions to the migration patterns and general pandemic related impact on the regional economy in 2021, a comprehensive regional analysis and forecast for Thompson-Okanagan region is not available at this time. Therefore, we are not including any additional regional commentary or forecast in this report.

HOUSING

The provincial Student Housing Demand Survey that was conducted in the spring of 2019 was instrumental in assessing the demand for student housing across BC. Okanagan College region’s student housing demand was also reflected in the results released by the Ministry. These observations contributed to the student housing project that is part of government’s 30-point housing plan. The plan includes a BC Student Housing Loan Program for public post-secondary institutions that provides access to funds to help finance student housing projects over six years. Overall, the Province announced investing \$450 million through a loan program to contribute to the construction of approximately 5,000 student beds over six years. An additional 3,000 student beds will be built through non-government partnerships and institutional self-financing, for a total of about 8,000 new beds by 2028. The Province announced a \$66.5-million investment in the Okanagan College student housing expansion project. Of the \$67.5-million total project cost, \$36.3 million is being provided through a provincial grant and \$30.2 million from a provincial loan. Okanagan College will contribute \$1 million towards this development. The Okanagan College mass timber student housing project will consist of:

- Kelowna: two buildings, 216 beds, worth \$36.4 million
- Vernon: one building, 100 beds, worth \$18 million
- Salmon Arm: two buildings, 60 beds, worth \$13.1 million

Construction of the project is expected to start in fall 2021 and be completed in fall 2023.

The aforementioned addition to student housing will be well received in the light of housing market conditions that generally remain fairly tight despite some short term easing. In October 2020, the rental vacancies of private apartments increased in two of the four of BC's four Census Metropolitan Areas (CMA's) (Vancouver and Victoria) based on new supply increasing faster than demand in each of these markets. Only Abbotsford-Mission's rental vacancy rate decreased by 0.5 per cent from October 2019. Kelowna's rental vacancy rate showed some downward momentum but did not decrease significantly. With the exception of Abbotsford-Mission the other three BC CMA's now all have vacancy rates above two per cent as a result of new supply continuing to outpace demand.

The overall provincial vacancy rate in BC increased in October 2020 to 2.4 per cent from 1.5 per cent a year before but remains relative low near the 10-year average of approximately two per cent. In addition to increasing supply of rental units, COVID-19 related impact on the housing market seems to be a major contributor to this increase in rental vacancy rates. According to the Canada Mortgage and Housing Corporation (CMHC) report, the pandemic lowered rental demand for a number of reasons, including employment losses, reduced migration and because many students are studying online and did not need to find housing.

In three of the four municipalities that are home to Okanagan College's major campuses – Vernon, Penticton and Salmon Arm – the rental vacancy rates of private apartments have decreased and are below the provincial average (2.4 per cent).

The October 2020 Rental Market report from Canada Mortgage and Housing Corporation (CMHC) showed Salmon Arm maintaining the lowest vacancy rate, at 0.0 per cent after showing some improvement in October 2019 when it rose to 1.8 per cent. Kelowna's vacancy rate increased from 0.2 per cent in 2017 to 2.7 per cent in October 2019 but showed downward momentum in 2020 to 2.1 per cent; albeit not a statistically significant decline. Penticton had 0.8 per cent vacancy rate (down 1.1 per cent from 2019). Vernon's vacancy rate was at 1.0 per cent (down 0.9 per cent from 2019).

Average monthly rents generally continued their upward trajectory in Kelowna and Salmon Arm in 2020. A bachelor apartment in October 2020 cost \$1,038 in Kelowna (up from \$968 in 2019), \$677 in Salmon Arm (up from \$641 in 2019).

Some signs of flatness or decrease in rents for bachelor apartments emerged in Vernon and Penticton. In Vernon, the rents increased for one, two and three bedrooms but remained fairly flat for bachelor apartments (\$713 in October 2020 as compared to \$720 in October 2019). Penticton saw a bit more of a decrease to \$721 in October 2020 for a bachelor apartment as compared to \$758 in October 2019.

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 in the region.

The effects of migration to the Okanagan can be seen more prominently in the exponential increase in Kelowna home prices on a year-over-year basis. The housing market has remained generally hot in the region for several years. Despite the pandemic, the price of all types of dwellings continues to climb throughout the OC region. For instance, according to the REMAX Kelowna Housing Market Outlook (2021) *“the average sales price in Kelowna increased 5.6% to \$553,175 in 2020 (Jan. 1 – Oct. 31), compared to \$523,832 in 2019 (Jan. 1 – Dec. 31). The RE/MAX Outlook for Kelowna real estate in 2021 is an increase of approximately 5% in average price to approximately \$580,833 across all property types.”*

A February 2021 news story published by Global News Canada noted that Kelowna has been named sixth most expensive rental market in Canada. This clearly articulates that price inflation is not limited to just buying but also is impacting the rental costs in Kelowna. A similar story on Vernon housing conditions, published in Kelowna Capital News in February 2021, indicated it is almost impossible to find an affordable place in Vernon to buy or rent. ***“We have not had a market like that since 2008,”*** Vernon’s economic development and tourism manager Kevin Poole said in this news story.

CMHC’s Spring 2021 Housing Market Outlook report released in May 2021 states:

“Late 2020 economic trends are largely expected to continue into 2021. Employment conditions will continue to recover, but the employment rate will remain below pre-COVID levels. Similarly, while GDP growth will rebound strongly in 2021 from the decline in 2020, the overall level of GDP will not fully recover to pre-COVID levels by the end of the year. However, the optimistic end of our forecast range does account for the possibility of a stronger recovery in GDP in 2021 that more than offsets the 2020 decline and pushes the employment rate closer to pre-COVID levels.

The five-year mortgage rate is expected to increase but to remain very low, by historical standards, at the end of 2023. The savings rate will fall in 2021 as the economy and consumers continue to adapt but will remain elevated as the ongoing pandemic limits consumer spending. Oil prices will improve somewhat but will remain close to current lows. Low mortgage rates, high savings rates and persistent, uneven impacts of the pandemic and low immigration are forecast to continue to support sales of more expensive housing types while limiting rental demand. Existing home sales and price growth will moderate from unsustainable 2020 pace of increase but will remain elevated. The ratio of single-detached starts to total starts will increase, reflecting the shift in preference toward single-detached units on the resale market, as indicated by their current low inventories and strong price growth.

We expect economic conditions to return to pre-pandemic paths by the end of 2023, if broad immunity to COVID-19 takes hold by the end of 2021. As a result, many economic variables will recover from the pandemic shock and progress toward “normal” levels over the 2022-2023 period. In particular, higher consumer and business confidence, driven by the lifting of pandemic restrictions and recovery in world output, will continue to support recovery in real GDP and employment conditions. Real personal disposable income is forecast to decline from elevated 2020-2021 levels by early 2022 as support from government transfers declines and the recovery in employment income will provide a partial offset. The reopening of borders will provide a boost to rental demand through higher immigration, while lower-income groups will continue to see their income (and capacity to participate on housing markets) improve.”

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 the pandemic effects, 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.

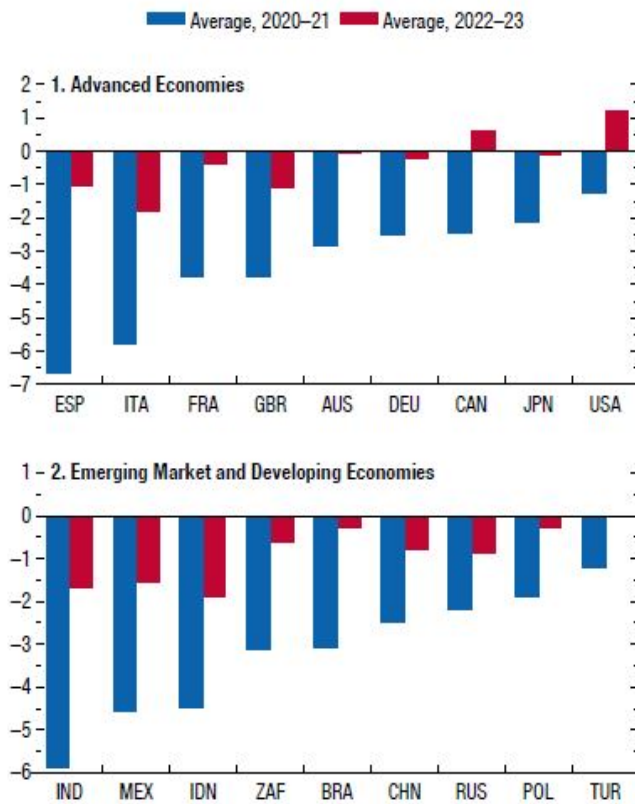
As summarized in the International Monetary Fund (IMF) World Economic Outlook (WEO) - Managing Divergent Recoveries, April 2021:

“After an estimated contraction of - 3.3 percent in 2020, the global economy is projected to grow at 6 percent in 2021, moderating to 4.4 percent in 2022. The contraction for 2020 is 1.1 percentage points smaller than projected in the October 2020 World Economic Outlook (WEO), reflecting the higher-than-expected growth outturns in the second half of the year for most regions after lockdowns were eased and as economies adapted to new ways of working. The projections for 2021 and 2022 are 0.8 percentage point and 0.2 percentage point stronger than in

the October 2020 WEO, reflecting additional fiscal support in a few large economies and the anticipated vaccine-powered recovery in the second half of the year. Global growth is expected to moderate to 3.3 percent over the medium term—reflecting projected damage to supply potential and forces that predate the pandemic, including aging-related slower labor force growth in advanced economies and some emerging market economies. Thanks to unprecedented policy response, the COVID-19 recession is likely to leave smaller scars than the 2008 global financial crisis. However, emerging market economies and low-income developing countries have been hit harder and are expected to suffer more significant medium-term losses.”

Figure 1.12. Output Gap Projections, 2020–23
(Percent of potential GDP)

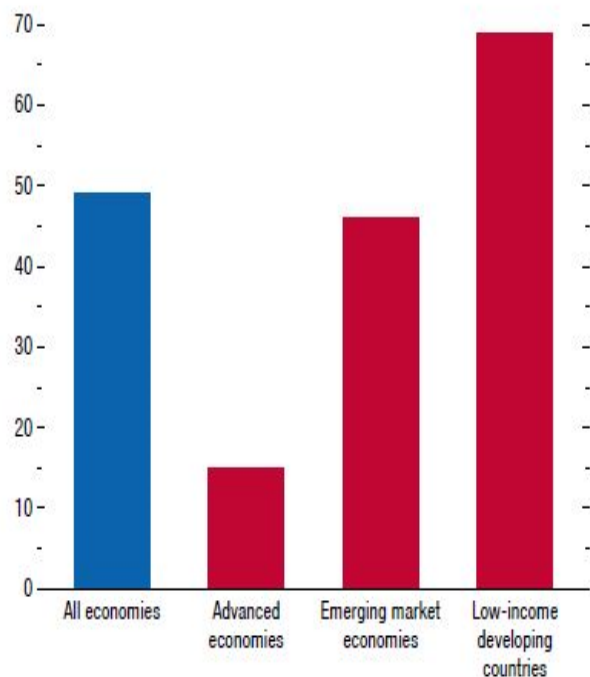
Considerable slack is expected in advanced economies and emerging market and developing economies.



Source: IMF staff estimates.
Note: Data labels use International Organization for Standardization (ISO) country codes.

Figure 1.9. Global Education Losses Due to the COVID-19 Pandemic
(Average missed days of instruction in 2020)

Education losses have been more severe in low-income developing countries.



Sources: UNESCO-UNICEF-World Bank Survey on National Education Responses to COVID-19 School Closures; and IMF staff calculations.

The IMF WEO report lists policy priorities in the following three phases.

Phase 1: Escaping the Crisis

- Health care spending should remain a priority.
- Fiscal policy support should be well targeted and calibrated to the stage of the pandemic. Aided by monetary accommodation wherever possible and with macroprudential policies appropriately trained on containing financial stability risks.

Phase 2: Safeguarding the Recovery

- Policies should address persistent economic scarring without sacrificing efficiency.
- Policies to promote competition and limit market concentration.

Phase 3: Investing in the Future

- International policy cooperation remains essential.
- Boosting productivity and growth.

As the world economic and health crisis creates significant divergence in the paths to recovery, Canada is expected to remain one of the top desired destinations for international students.

The 2021 Best Countries rankings, published in partnership with BAV Group and the Wharton School of the University of Pennsylvania, are based on a study that surveyed more than 17,000 global citizens from four regions to assess perceptions of 78 countries on 76 different metrics.

“For the sixth consecutive year, Canada ranks No. 1 overall for providing a good quality of life. Survey respondents rank Canada as No. 1 for having a good job market, No. 2 for being politically stable and No. 3 for having a well-developed public education system, a perception supported by independent research. Canada is seen as possessing the fourth-best developed public health care system. In fact, Canada is rated in the top 10 in all but one of the nine attributes, affordability, where Asian countries dominate. The quality of life subranking is based on an equally weighted average of scores from nine country attributes that relate to quality of life in a country: affordable, a good job market, economically stable, family friendly, income equality, politically stable, safe, well-developed public education system and well-developed public health system. The quality of life subranking score had a 13.88% weight in the overall best countries ranking.”

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 in 2020 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.

An April 2021 news story published in CIC News summarizes the recent announcement of six new immigration programs.

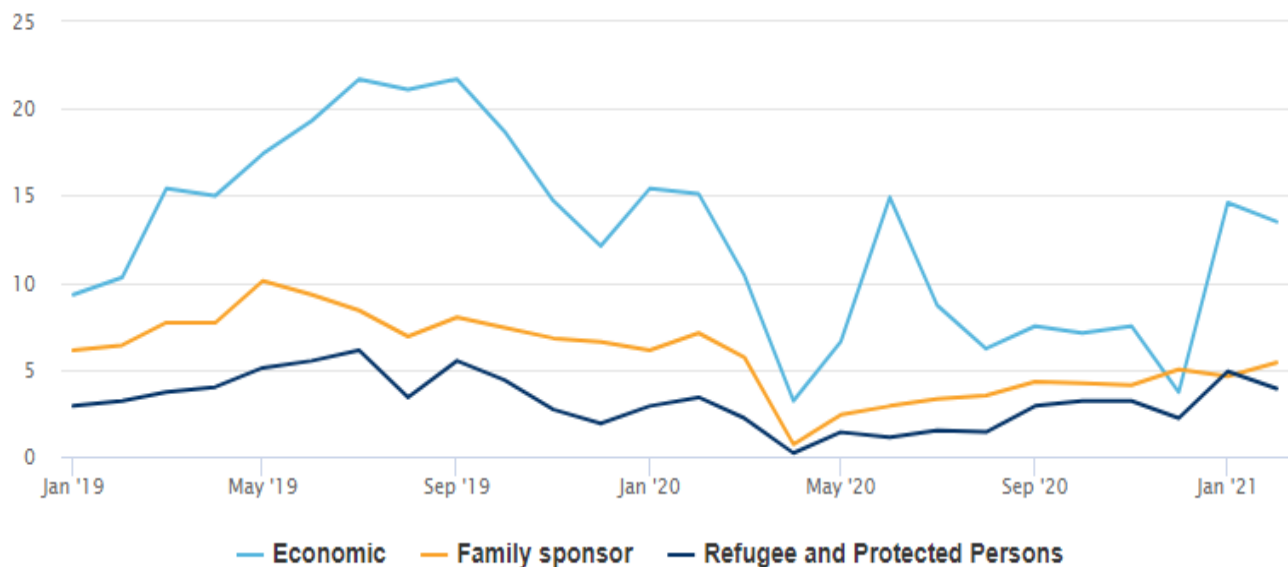
“Essential workers, international student graduates and French speakers are expected to be eligible to become permanent residents through one of six new immigration programs launching this May, 2021. Three of the new programs will accept up to 90,000 applications for permanent residence. Immigration Refugees and Citizenship Canada (IRCC) will accept:

- 20,000 applications from temporary workers in health care;
- 30,000 applications from temporary workers in other selected essential occupations;
- 40,000 applications from international students who graduated from a Canadian educational institution.
- The other three programs are aimed at French-speaking applicants. These programs do not have an intake cap. The new policies apply to workers in 40 healthcare occupations as well as 95 other essential jobs.”

Canada announced its Immigration Plan for 2021-2023 in October, 2020. According to this plan Canada will be targeting the highest immigration rate in its history. Over the next three years, Canada will seek to welcome over 400,000 new permanent residents a year. The only time Canada received more than 400,000 immigrants a year was in 1913 when it received 401,000 new arrivals. The Plan for 2021-2023 aims to accept about 60 percent of all immigrants in economic class programs, including the Express Entry and Provincial Nominees Program. Despite the effects of the pandemic immigration seems to have picked up in recent months.

Canadian immigration picked up significantly in recent months

In 000s, monthly



Source: Immigration, Refugees and Citizenship Canada, RBC Economics



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 24)

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 42)

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.

Serving and Engaging the Community (See page 52)

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.

Working With, and Learning From, the Indigenous Community (See page 60)

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.

Focusing on Organizational Sustainability (See page 64)

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.

ALIGNMENT, PATHWAYS, TRANSITIONS AND SUPPORTS

2020-21 brought its unique set of pandemic related challenges yet Okanagan College continued to build on its core values and priorities. Various pathways, transitions and supports are well-ingrained in the delivery of Okanagan College's programming. College continues to support its related mandate letter priorities.

Recruitment Information – Supporting Access

MLP2A MLP2C – With COVID-19, the 2020-21 recruitment cycle needed to navigate challenges to historical recruitment practices because of in-person recruitment events being cancelled, travel restrictions for international and domestic students to visit campuses, and prospective student uncertainty about engaging in virtual learning experiences.

Okanagan College has a successful student recruitment history, using a de-centralized model that ensures focused recruitment based on regions and programs. With the pandemic, recruitment for admissions for Summer and Fall 2021 would require new, creative, and collaborative approaches to marketing and recruitment to reach prospective students in the current environment. To that end, in November 2020, a pan-institutional Recruitment & Marketing Task Group was established. The mandate of the group was to develop an interim recruitment and marketing strategy designed to ensure prospective students remain informed on the post-secondary options available to them through Okanagan College. The Recruitment & Marketing Task Group continues to meet on a regular basis to monitor application and conversion rates for all regions and programs; identify programs that may need additional attention and provide input to the associated recruiting/advertising activities; and track recruitment activities throughout the institution, including individual and group virtual sessions. At regular task group meetings, monthly application data (including high school transition data) is analyzed and compared to previous years and targeted recruitment & marketing plans put into place.

Okanagan College reallocated resources to support the development and implementation of new digital program information and marketing materials. The College established an online booking system where prospective students and high school counsellors could book appointments with the recruitment team and program experts. Marketing experts created digital influencer kits designed to replace the paper-based program information kits previously shared with high school counsellors, Work BC, and other influencers. The kits are designed to support digital sharing of program information with high school students. The recruitment team implemented a "Live Chat" feature to ensure prospective students had multiple avenues to access Okanagan College program information, including information about the content available through Education Planner BC (EPBC) Apply, like financing your education (financial assistance, scholarships, and bursaries).

MLP2A MLP2C – One of the means Okanagan College uses to help ensure learner readiness, and at the same time encourage increased participation in post-secondary is to host open houses, information sessions and campus tours: virtual and otherwise.

While the pandemic meant prospective students couldn't stop by to explore campuses physically in Fall 2020, Okanagan College pulled out all the stops to host an interactive virtual open house to ensure students can still get questions answered. On Sunday, Nov. 8 future students, parents, high school counsellors and anyone looking to learn more about the College and its programs had a chance to experience OC from the comfort of home. On the day of the event the registration webpage for the open house transformed into an array of Zoom presentations which allowed attendees opportunities to speak with advisors, hear from professors and instructors, and learn about all the services and supports available to them at OC. The event was also a chance to take in OC's 15 First-Year Frequently Asked Questions (FAQs) presentation. The presentation covered many common incoming student questions about Okanagan College and the post-secondary system in BC, including how the application process works at OC, how to access scholarships and bursaries, and financial aid information including the Canada Student Loan program.

MLP2A MLP2C MLP3A – Okanagan College is here to help: that’s the message that Okanagan College communicated in May 2020 to students and parents who have found the COVID-19 pandemic was adding an extra layer of anxiety around what life will mean after high school. “Picking a post-secondary path can be challenging at the best of times, without the added stresses of COVID-19 in the mix, so we want to ensure students know that we’re here to help,” said Andrew Hay, Provost and Vice President Academic at Okanagan College. “While our physical offices are closed for the time being, we want students to know they can still connect with recruitment, admissions or advising staff digitally or by phone.” The College held (Zoom) information sessions online as well as offered on-demand advice from recruiters and advisors via phone and email to help prospective students learn more about their programs and have their post-secondary questions answered.

MLP3A – With COVID-19 impacting the way Okanagan College could showcase programs and opportunities, Salmon Arm campus personnel decided to take things virtual in July 2020.

The shift to online learning for many courses in the fall has opened up the array of offerings that students can tap into, explained Joan Ragsdale, Regional Dean for the Shuswap-Revelstoke. That was a huge benefit for recent high school grads and mature students alike in the Shuswap-Revelstoke area. They could stay local, learn from home and access courses which normally they would have to travel to Vernon, Kelowna or Penticton to pursue. Interested students were encouraged to talk to education advisors to get help planning their fall schedules.

MLP2A MLP2C MLP2D – Set at the foot of the picturesque Columbia Mountains and home to a growing array of four-season tourism operators and activities, where better to advance your career in the tourism industry than Revelstoke? On May 27, 2020 prospective students were able to attend a virtual information session to learn more about Okanagan College’s Tourism Management diploma. The program, which debuted in 2019, was set for a September start at the College’s Revelstoke Centre and combines hands-on learning in the tourism sector with applied business courses. (COVID-19 related issues meant the course intake in the fall of 2020 was postponed.) “The Tourism Management diploma is a fantastic option for those looking to gain practical and hands-on experience to advance in this industry,” says Danielle Tighe, Manager

of OC’s Revelstoke Centre. “Revelstoke is home to world-class tourism employers who, from the very beginning, have helped us create and offer a program that is truly geared toward training the skilled tourism managers and workers desperately needed in this sector.

MLP2A – Okanagan College also endeavored, through a series on virtual events, online advertising and promotion, and earned media to encourage more students to consider upgrading and accessing tuition-free Adult Basic Education. Beginning in April 2020, there was a promotional campaign for summer upgrading classes that involved social media advertising, traditional advertising and earned media. The College focused on Indigenous student recruitment through advertising with Windspeaker Media, an Indigenous-owned and focused media outlet. The efforts extended to digital signage, online profiles of students and instructors, radio advertising and news releases.

CELEBRATING STUDENT ACHIEVEMENTS

MLP2C MLP4B – While COVID-19 altered the format for the ceremony, it couldn’t dampen the excitement as animation studios from across the valley joined Okanagan College in late May 2020 to recognize the newest soon-to-be grads from its Animation diploma program. At the OC Animation department’s second-annual Industry Night, a group of second-year students on their way to graduation and first-year students who had crossed the half-way mark of their program were celebrated. Attendees had a chance to tune in for a livestream of students’ work, hear their presentations and chat with them during breakout sessions hosted on the online meeting tool Blackboard Collaborate. The recorded livestream of the event and student videos were made available publicly via a website. “While we wished we could all be together to celebrate our students in person, we were so pleased that we could still gather virtually to honour them and showcase their work with industry,” said Yvonne Moritz, Dean of Science, Technology and Health at Okanagan College. “The efforts invested by our students and faculty are always inspiring, but I particularly want to acknowledge how hard they worked in recent months when COVID-19 forced the shift to online learning mid-semester. Students faced that challenge and uncertainty and went on to produce incredibly creative

and polished work. I think that speaks to their talent and work ethic, and is evidence of the very bright future in the animation industry that awaits them.” Isabel Fabian gave the address on behalf of graduating students during the livestream.

“It was so exciting to be able to see everyone get together, despite all odds,” said Fabian, who has her sights set on becoming a visual effects artist. “It feels unreal to be finished the program.”

MLP2E – Cooking, dancing, photography and crafts: world cultures were in the spotlight in November at Okanagan College as the institution celebrated its diverse cultural makeup. OC students were invited to take part in the Virtual Celebration of Diwali on Nov. 13, followed by online International Education Week activities from Nov. 16 to 20. International Education Week is an annual celebration of the importance of international education and exchange programs.

Celebrated by over 100 countries, OC community members and students share intercultural experiences and the positive impacts of diversity and international education. The Virtual Celebration of Diwali, known as the Hindu Festival of Lights, hosted online cooking, dancing and craft videos on the event page. The Virtual Light Up contest ran from Nov. 6 to 16 and students could send in photo submissions of their homes illuminated to win a gift certificate. “International Education Week is a great opportunity for the OC community to join interactive and relevant events showcasing the diverse cultures and backgrounds represented at the College,” said Meri Kim Oliver, Vice President Students. “Celebrating diversity can be done in so many ways, but most simply, we can take a moment to recognize and appreciate the gifts of diversity that are the core of our shared humanity. That is the true benefit of international education.”



Associate of Arts Degree graduate, Kenzie Gorjanc.

In a year unlike any other, Okanagan College student Kenzie Gorjanc found herself adapting to new ways of learning to complete her education. On Jan. 23, 2021 she joined more than 2,000 OC students who donned virtual caps and gowns as they were recognized during the College’s first-ever online convocation ceremony. Graduates, along with their family, friends and supporters in the community were invited to tune in and watch the pre-recorded virtual ceremony. Credentials were conferred on students across all programs including Arts, Science, Business, Technologies, Trades and Health and Social Development. Viewers could also visit the webpage in advance to leave messages of congratulations via a digital guest book, pre-order flowers for a graduate or purchase a commemorative gift. When the pandemic hit last year, the College was forced to take many of its programs wholly online and postpone its in-person convocation ceremonies. The transition to online

learning didn’t get in the way of Gorjanc’s academic success. The Psychology student completed the College’s two-year Associate of Arts Degree in June 2020 with a 93.67 per cent grade average – the highest grade average of any student in the degree program. For her accomplishments, Gorjanc is being awarded the College’s Associate of Arts Degree Academic Medal and

graduated with distinction. “If I could say anything to my peers and professors at the College, it would be a proper goodbye,” she said. “OC was a place where I developed many important relationships and felt a very strong social connection to both my peers and professors. It’s unfortunate that I couldn’t thank them and say goodbye face-to-face.” Gorjanc was planning to go on to complete her Bachelor of Arts degree at the University of British Columbia in Kelowna. She plans to focus her honours thesis in the clinical psychology field and wants to pursue graduate studies in psychiatry or clinical counselling. Her dream is to open a private

practice in Kelowna providing clinical counselling to youth and young adults.

Students heard from then-president Jim Hamilton in his last graduation address before retirement.

"Having presided over more than 60 convocation ceremonies during my time at Okanagan College, I've been thinking about this one, my final ceremony as President, for a long time. I never imagined it wouldn't happen face-to-face," says Hamilton. "I have witnessed so many times how human beings, when faced with challenges in their private lives, in their communities or on a global scale, will rise to the occasion and apply their energy, skills and intelligence to turn adversity into opportunity. Our students successfully navigated an astonishing amount of change. This resiliency and fortitude will serve them well in the years to come. On behalf of the Okanagan College community, I am honoured to congratulate each of you on your graduation."

MLP4B – Celebrating and communicating OC student success is among the tools Okanagan College employs to describe the quality of support and programming at the institution and to encourage prospective students to consider their higher education offerings. That was the case when OC publicized the impressive successes of the institution's Enactus students participating in the Enactus Western Canada Regional competition. Okanagan College business students enjoyed a fruitful victory at the Enactus Western Canada Regionals, earning three first-place finishes in March 2021 and ensuring their ticket to the National Competition in May. The Regional competition took place in a virtual format with teams from a multitude of post-secondary institutions

submitting their student-created and student-run initiatives that seek to positively impact communities in a social, economic or environmental way. The award-winning OC Enactus initiative FruitSnaps was entered – and won – in both the Scotiabank Climate Action Challenge and the TD Entrepreneurship Challenge, netting the presenting team of business students \$3,000 for their project. FruitSnaps was launched in 2018 and has since transformed into a social enterprise, supplying nutritional snacks to schools, foodbanks and Indigenous communities, as well as international destinations such as North Korea, Ukraine, Guatemala and Armenia. With the help of the Gleaners in Vernon and Oliver, students and volunteers pick unsellable apples from local orchards that are converted to healthy dried apple chip snacks. This season the project has already donated more than 34,000 servings of shelf-stable snacks. The presentation team was made up of OC business students Karsten Ensz, Maya Samaddar, Rachel Scuka, Danielle Walker, Aidan McLane and Elizabeth Hirschhorn; OC alumna and founder of the FruitSnaps project Abby Lagerquist also made an appearance. The team is coached by Okanagan College School of Business Professors Andrew Klingel, Mark Ziebarth and Dr. Kyleen Myrah. "Our team is

thrilled to receive these awards for the FruitSnaps program," said Walker. "The prize money allows us to continue to fight climate change and food insecurity and there is no better feeling than knowing all of this hard work is providing children across B.C. with access to nutritious food." How does a tasty snack help aid the fight against climate control? This year alone, the FruitSnaps project

has diverted 18,000 pounds of food waste, saved four million litres of water and prevented 36 tonnes of carbon dioxide emissions into the atmosphere.



Okanagan College student and FruitSnaps program.

Key Directions - Supporting Learner Readiness and Success

MLP1 MLP2A – When Maria Kruger graduated as a Certified Dental Assistant from Okanagan College in 2020, she was proud to stand among her people as a skilled professional. Kruger, who is of Okanagan/Shuswap descent, had a goal to graduate and work with people in her community on the Penticton Indian Band. “I want to see our people go into skilled trades and be able to support our own communities. That’s one of my main goals,” says Kruger, who also cites her two-year-old son as inspiration behind her return to school. A new donation from CIBC along with funding from Indspire – an Indigenous national charity that invests in the education of First Nations, Inuit and Métis people – is creating new opportunities for Indigenous students who want to enter health and social development programs at Okanagan College. CIBC is donating \$25,000 along with funding from Indspire to create a \$44,000 award fund. For the next four years, five students per semester will have an opportunity to receive \$2,200 towards the costs of their education in a range of health programs from Aboriginal Community Support Worker to Medical Device Reprocessing Technician to Health Care Assistants.

The gift is in support of the College’s Our Students, Your Health campaign, to raise \$5-million to finish completion of a new Health Sciences Centre and provide support for students entering health care careers, which are in high demand across B.C. “CIBC is proud to support the ambitions of Indigenous

students, helping them achieve their goals,” says Jaimie Lickers, Vice President, Indigenous Banking, CIBC. “These students play an important role in helping to strengthen their communities and inspire the next generation to further develop their skills and become the leaders of tomorrow.” Mike DeGagné, President and CEO of Indspire, says: “We are pleased to be working with CIBC and Okanagan College to create this new opportunity for First Nations, Inuit, and Métis students who want to pursue careers in health

and social development programs. We look forward to being able to support these students as they embark on this important journey.”

MLP4B – In early March 2021, Okanagan College’s Enactus team marked a memorable milestone, having mentored more than 50,000 Canadian children through its CANsave financial literacy program – and the program’s latest focus may be its most inspiring yet. Developed entirely by Okanagan College students, CANsave teaches youth important financial literacy skills like saving for tomorrow, differences between good and bad debt, and the importance of saving to help others in need. CANsave launched in 2016 with a focus on teaching students in Grades 1 and 2 financial literacy skills and in the intervening years has grown to include students in Grades 3-6. Along the way, the program has picked up its share of accolades and awards – along with extensive kudos from educators and school districts near and far. One of those educators singing the praises of the program is Kelsey Dawson, a Grade 3 teacher at Anne McClymont

Elementary. “The CANsave program has been one of the most impactful resources in my primary math program,” says Dawson. “It has taught my Grade 3 students real-life financial skills that will benefit them as they grow, and has done so in a very engaging way. I am so thankful to have this resource to help teach our redesigned BC curriculum. Our



Okanagan College student Danielle Walker and son.

students and parents have loved it every year.” In 2019, OC’s CANsave team earned a first-place finish for its presentation about the program at Enactus National Exhibition, besting students from top business schools across Canada. The team has notched numerous other podium finishes at local, regional and national Enactus exhibitions over the past five years. Okanagan College Business Professor Devin Rubadeau has been a Faculty Advisor to the scores of Enactus students who have had a hand in the program since

its inception. "What makes the program so successful and distinctive is its approach to immersing students in a simulated economy," says Rubadeau. "Students in the program are enabled to learn from and see the consequences of various financial choices; they're allowed to make good and bad financial decisions in other words. Poor choices result in debt, and an inability to purchase goodies post program. Students also complete workbooks as they go, helping them to chart their learning." Rubadeau believes CANSave has been just as beneficial for OC students as for the now tens of thousands of youth who have benefitted from the program. "This program has offered many of our students a chance to lead, a chance to mentor and apply their financial education and skills to youth. It's given them a chance to share their accomplishments with the program on the national stage through various high-level competitions. CANSave has been a hugely beneficial learning experience for many, and we look forward to watching how the program continues to grow and evolve."

Recently, the program has evolved in an inspiring and timely new direction under the leadership of its newest student lead, Danielle Walker. Mother to a child with autism, Walker recognized that there were few support systems in place to teach financial literacy to children with special and diverse learning needs. "Being able to use the knowledge I have gained as an accounting student at OC, to give back to Canadian children and provide them with vital life skills has been a true honour," says Walker. "I am a big believer in experiential learning; the CANSave program is a great way to teach important financial lessons and it is a lot of fun!" As with past CANSave creations, Walker's newest program, CANSave for Unique Learners, is available for teachers and parents to download for free from www.cansaveoc.ca. All resources are free, including curriculum, lesson

plans, and student workbooks. And like other CANSave offerings, all resources have been tested and reviewed by local teachers – this includes CANSave for Intermediate Students, also created by Walker in the past year.

"Danielle has had an immense, positive impact on the CANSave program, and consequently financial literacy opportunities for children across the country. By continuing to add resources to our free site, Danielle is demonstrating that Okanagan College students are committed to seeing the next generation of Canadian's grow with the financial literacy skills they need to succeed," adds Rubadeau. Rubadeau also notes that CANSave continues to be popular nationally, with teachers now utilizing the CANSave materials in every province and territory in the country.

MLP2A MLP1 – One of Okanagan College's strategies for ensuring students take advantage of supports available to them is to profile those individuals who have found support or encouragement in a program or service. The stories are amplified through various channels: traditional media, videos and social media channels. An example was a story told in early February, 2021 about Indigenous student Austin MacArthur who received an award from the Irving K. Barber Scholarship



Austin MacArthur, winner of the Irving K. Barber Indigenous Award.

Society and was able to move from Kamloops to Kelowna to attend Okanagan College's Automotive Service Technician program to unlock a lifelong dream of becoming a mechanic. The story was also used to highlight the availability of the award and the application period. MacArthur is one of over 600 BC Indigenous students who shared more than \$2.2 million in

awards from the Society in support of post-secondary studies. The Society's Indigenous Award program is one of six award programs and was created to assist in removing barriers to higher education for Indigenous peoples. "I cannot explain how grateful I was to find

out I was an award recipient," says MacArthur. "The support from the Irving K. Barber Indigenous Award has enabled me to purchase a reliable laptop – a necessity for online learning – and most importantly it has taken the stress away of having to work while in school." The society offers renewable annual awards of \$1,000 to \$5,000 to students studying at all post-secondary levels – including trades training, apprenticeships, diplomas, certificates, undergraduate degrees and even masters, doctoral and teacher education studies. The awards are renewable in order to provide sustained funding over multiple years. "Do your research about scholarships and bursary awards that are available," advises MacArthur. "Even if you think you won't get it, if you meet the eligibility, take the time to apply. You never know what could happen." His advice is echoed by Okanagan College School of Business student Saige Girouard, who received similar financial supports to complete her Bachelor of Business degree.

MLP4B – Despite the impact of COVID-19 on normal events and operations, Okanagan College's Culinary Arts program found ways to serve up good cheer during the last month of 2020, with two events that showcased student creations and supported the community simultaneously. On Dec. 10, Infusions Restaurant at the Kelowna campus opened its doors to welcome a limited number of guests for the inaugural Student Chef Dinner, a seven-course tasting experience. The evening gave students an opportunity to showcase their skills and the very best of Okanagan region cuisine. The unprecedented semester presented a challenge to culinary cohorts, in that typically they complete the service portion of their curriculum in Infusions on a near daily basis. With Infusions being closed for the semester, this provided a unique chance for them to share their talents with our community. Closer to the holidays, the College Culinary Arts department supported the Central Okanagan Food Bank's pie fundraiser, "Bake the World a Better Place". More than 25 chefs from the Okanagan region including OC students and Culinary Arts instructor Mike Barillaro, produced both sweet and savoury pies for purchase. And while the tortiere, a Canadian meat pie originating in Quebec, produced by the College's team was an instant sell-out, additional pies were made available in a bidding format.

ENHANCING SYSTEM INNOVATION

MLP2C – Okanagan College began using EducationPlannerBC (EPBC) Apply for domestic applications with the 2019-20 academic year. At that time, the College also moved its Fall term application opening date from 1 November to 1 October. For admissions to Fall 2020 programs, Okanagan College received more than 6,800 domestic applications through EPBC Apply.

MLP2C – Okanagan College implemented the BC Ministry of Education high school transcript exchange in November 2020 and is now able to receive BC high school graduate transcripts electronically at any time. Following on the high school transcript exchange, Okanagan College will be working to implement EPBC's post-secondary transcript exchange (underway in 2021-22).

MLP2C – In 2020-21, Okanagan College continued its implementation of British Columbia Council on Admission & Transfer (BCCAT's) Transfer Credit System (TCS). The TCS facilitates the creation and maintenance of articulation agreements in the BC Transfer System (BCTS) and is published on the BC Transfer Guide. The service is extending to allow institutions to also manage their out-of-province and out-of-country articulations through the same centralized workflow.

MLP2C – Members of Okanagan College continue to participate on EducationPlannerBC governance and strategic committees: Dr. Andrew Hay, Provost and Vice President Academic, participates on the Steering Committee, and Allan Hickey, Associate Registrar, participates on the Transcript Services Reference Group (PESC standards and adoption). Through the BC Registrar's Association, Dr. Bob Burge, Registrar, engages with EPBC and Ministry of Advanced Education and Skills Training on issues at the provincial post-secondary level. In February 2021, members of the Okanagan College Registrar's Office management team attended EPBC Connects to advance knowledge and understanding of current and future initiatives.

MLP2C – In 2019, all Okanagan College program admission criteria were approved and updated in the College Calendar to be inclusive of the courses and change from the new BC Graduation Program. The graduating class of 2021 is the first class with the new curriculum, and to date no adverse impacts on students' admission have been noted.

MLP2C – Okanagan College has worked to enhance transfer credit transparency by developing a webpage with a search tool for transfer agreements with post-secondary institutions across the country and the globe, in addition to transfer agreements amongst BC Transfer System members. BC, Canadian and global articulations. Articulations are stored in the BC Transfer Guide and the search tool accesses the information in real time.

OPEN EDUCATIONAL RESOURCES

MLP3C – Thanks to a grant from BCcampus, over the next several months (beginning February 2021) Okanagan College is adding to its strong track record for promoting and supporting open education practices, including the creation, use and adaptation of open educational resources (OER). The \$10,000 grant is empowering project lead Roënn Janyk, Web Services Librarian, and a group of OC employees and student union representatives (who have been meeting for the past several years) to focus their efforts on honing an open education strategy and action plan for the College. “The creation of an OER strategy at OC is something we have been hoping to develop for a long time now,” says Janyk. “We are really excited to be engaging with students and staff on this initiative.” “This grant will enable faculty and instructors to have a point person at their own institution to learn more about developing and adopting open education content, while giving their students an opportunity to not only save money on course materials, but also to engage with course materials that remain relevant and accessible even after they leave the College” she adds. “I am looking forward to having time to devote to open education, and work with colleagues across Canada and BC who are working on similar projects at their own institutions.” Janyk will be working with faculty, instructors, departments and portfolios to reduce reliance on traditional textbooks and course materials. According to BCcampus, OC ranks sixth in the province among institutions in terms of savings generated for students by the use of open educational resources, with cumulative savings of nearly \$750,000 since BCcampus and OC began tracking in 2013. In addition to OER savings, the Library’s e-textbook licensing program has saved students more than \$400,000 since it launched in 2018 – bringing the combined savings to well over \$1 million between the two initiatives. “Open educational resources play an important role in increasing affordability for students,

as commercial publishers make it increasingly difficult and expensive for libraries to license eBooks, preferring to pass on the high costs of textbooks and ancillary materials to individual students,” notes Ross Tyner, Director of Library Services at Okanagan College. As Tyner points out, OERs are vital to the development of a textbook alternative strategy, the importance of which has been reinforced by most large commercial publishers’ reactions to the current predicament which students and institutions have found themselves in during the COVID-19 pandemic. Although the numbers are not comprehensive, Okanagan College is aware of 52 open textbook additions in 2020-21 by faculty and instructors, benefiting approximately 950 students. There were 158 instances of library-licensed e-textbooks being adopted by faculty and instructors during 2020-21, benefitting 4,386 students enrolled in courses where those were used (a potential savings of approximately \$274,000).

MLP3C – In October 2020 students at Okanagan College found many reasons to celebrate Open Access Week – more than a million in fact. Since 2013, access to open education resources (OERs) and free access e-texts through the College’s library has saved students more than \$1 million and that number continues to pick up the pace with each semester. A new OER developed by Okanagan School of Business Professor Michael Orwick was and is just one of those resources that is enhancing access to information and improving student outcomes, all while saving students money. “We used an open textbook (Principles of Marketing) last year and found that — while it saved the students money — without any support material, it created more work than we could handle because it lacked test banks, PowerPoints, quizzes, videos, flashcards and such,” Orwick explained, adding that the lack of additional materials created a barrier for students in completing the required readings. He applied for a BCcampus grant designed to encourage the development of OERs across the province, with the goal of possibly creating a “zero textbook cost” program in marketing. “The investment in creating peripheral material offered a chance to make the open textbook a more valuable tool; one that is flexible and adaptable for each specific class,” Orwick said. “I really appreciate being able to use a free textbook. As a student on a fixed income it really helps with the financial burden of school,” added OC business student Laurissa Ivany. With students not having to spend money on the textbook or ancillary materials, Orwick estimates the one-year savings to marketing students to be \$65,000. Orwick contributes

to the more than \$658,000 in savings overall that OC students have seen thanks to OER adoption since 2013.

While cost is one barrier that is reduced when faculty choose to use an open textbook, there are other benefits as well. Students can access the resources in different ways: a downloadable PDF, an online format or even in some cases a format maximized for mobile devices, which adds to their ability to read and learn in multiple locations. Also saving students money and offering increased flexibility are the free access e-texts offered by the College's library. Since June 2018, these resources have yielded more than \$400,000 in textbook savings for students.

MLP2A MLP2C – As students were preparing for a new experience in fall 2020, Okanagan College had ramped up efforts to help provide them a solid foundation for the semester ahead, offering new resources to enhance student success in an online learning environment. In mid-August, the College launched a new course that introduces students to the online learning platforms and delivery methods they will encounter in their programs this fall.

The course also pointed them toward the various resources and supports in place to help them with online learning, including how to access technology/software remotely, how to get their free copy of Microsoft Office 365, how to use the College's learning management system (Moodle), as well as tips from fellow students

on how to prepare for online learning. A number of students and representatives of the Okanagan College Students' Union (OCSU) had an advanced look at the resources and shared their input. "The OCSU is supportive of OC's approach to help ensure that future and current students are prepared for success while navigating fall 2020," said Brianne Berchowitz, Executive Director for the OCSU. "This new course will be useful for any student who is looking to gain a bit

more insight into the resources available and includes great tips and tricks on surviving post-secondary." Back in March 2020 when the pandemic hit and classes moved online, the College quickly launched an online learning resources centre with various tools, tutorials and how-to guides to help students and instructors transition to online learning and teaching.

MLP3B MLP2C – The broader general public wasn't left out of the picture as Okanagan College sought means to help people deal with the isolation issues by offering up a series of safe, distanced but still hands-on courses to help build some new skills in spring 2021. The College's Trades and Apprenticeship department launched two new short courses in March. Auto Master – Women was a one-day, all-female workshop introducing the basics of car maintenance. Practical lessons included learning how to change a tire, the purpose of coolant, oil changes, and what to touch and not touch under the hood of a car. Participants had the opportunity to bring in their own vehicles to gain the confidence and skills needed to continue their regular maintenance at home. Tools and equipment

were provided, steel toe boots and masks were required at all times. The second course picked up on the trending resurgence of little libraries – small wooden structures you can build and place near your home for people to drop off or pickup books for free to enjoy. Those wanting to build their own Free Little Library signed up for a two-day course and was promoted as a

course for adults who love reading, book sharing and building. Participants learned how to use hand and power tools under the guidance of Red Seal endorsed instructors.



Okanagan College Auto-Master Women student.

AWARDS AND SUPPORT

MLP2B MLP2C – Recognizing the need for student supports during a year when many programs and most courses were being delivered online, Okanagan College broadened its Wellness Wednesday program in Fall 2020 and into Winter 2021 semester and turned to virtual delivery with an emphasis on helping students cope during the COVID-19 pandemic. The initiative was part of the Flourish Wellness Project, which started at the Penticton campus three years ago, and expanded through the use of technology to include all four campuses. “Wellness Wednesday workshops are designed to be psycho-educational, which means they will help you to learn about topics related to psychology and how to take care of yourself,” says Sarah Lefebure, Counsellor on the Okanagan College Penticton campus. “We hope that these workshops will provide a safe place for you to reflect on your own wellness and to feel a sense of connection with others in these isolating times.” Examples of the workshops included building wellness into your semester, strategies for managing stress, making room for emotions in challenging times and acknowledging growth: what are we learning about ourselves through the pandemic? The workshops were led by Lefebure and colleague Samantha Johnson, Counsellor on the Salmon Arm campus.

MLP2A MLP2B MLP2C – The focus on student support also included a new counselling initiative introduced in the fall of 2020, called GROW @ OC. The program was comprised of an online drop-in group to learn practical tools and strategies to become a more proactive student. Designed directly for OC students by OC counsellors, the six workshops offered throughout the fall semester focused on setting students up for success amid a semester during which many will be learning online. The idea for the group sparked when the OC Counselling Services team started thinking about how to provide more variety in their supports to students. Given the online nature of learning in the fall semester, the additional community-oriented initiative came as a logical solution.

MLP2A – By early April 2020 departments across the College had ramped up communication efforts to keep students up to date on the financial supports available to them through OC, the Okanagan College Foundation and the provincial and federal governments. Recognizing that financial pressure was widespread and affects every student differently, OC

has also worked closely with the Okanagan College Students’ Union (OCSU) and Vernon Students’ Association Okanagan College (VSAOC) to get the word out. On April 6, the OCSU announced its commitment of \$15,000 for emergency relief for students in addition to the current funding available through the College. James Coble, Director of Student Services, noted, “Thankfully, Okanagan College, the Okanagan College Foundation and the Province have risen to the challenge and increased the amount of emergency funding available to students. Service is what we are about, and the Financial Aid and Awards department has done an amazing job, working tirelessly to administer these funds as quickly as possible to students in need.”

MLP2A MLP2D MLP4A – A new awards fund at Okanagan College will more than double the value of annual support available for students attending the Vernon campus. In March 2021, Kurt and Jutta Knuever donated \$210,000 to create the K&J Knuever Legacy Awards, which will provide up to \$70,000 annually in tuition and living support to students entering trades programs or the Health Care Assistant program over the next three years. The awards reflect the value the Knuever family place on education, especially hands-on skills training that can add value to an individual’s life and their community. The Knuevers hope the gift will benefit the Vernon area by equipping more people with valuable skills they can contribute to the local economy. Jane Lister, Okanagan College Regional Dean, North Okanagan, says she was thrilled to learn about the new awards. “This donation has a significant impact on our campus and for our community,” says Lister. “The Knuevers are not only helping students but responding to our community’s labour needs.” Lister adds that with the opening of the new Trades Training Centre several years ago, the Vernon campus now offers many more trades program options. The student awards will provide greater access to these programs, allowing more people who are interested in pursuing a trade the opportunity to go back to school. Adding to this, prior to the Knuever’s funding, there were very few awards to support students entering the Health Care Assistant program, a profession that’s in-high demand and under increased strain as a result of COVID-19. Between the high costs of living and paying for school, these awards will make an incredible difference, says Lister. “Many people rely on funding from our student awards to be able to attend their programs,” she says, adding this support can “make it or break it” for students.

MLP2A MLP2B MLP2C – In mid-March 2021, as finals and assignment deadlines loomed, Okanagan College employees and students proved that the power of pizza among peers is greater than procrastination. With end-of-term deadlines in sight, organizers of the popular Okanagan College Long Night Against Procrastination offered up snacks, prizes and solidarity to more than 200 students facing winter term finals. Long Night Against Procrastination started at the Penticton campus in 2015, with students converging on campus for late-night cram sessions with help from faculty, librarians and Success Centre coordinators. The annual event helped students meet end-of-term deadlines with assignments, papers and projects. What started as academic help turned into a student life phenomenon: students would show up in pyjamas, enjoy a slice of pizza and take yoga breaks to power through those last to-do items. And when COVID-19 sent everyone home, the popular event went virtual in November 2020; drawing more than 70 students into online break rooms to receive study support, in addition to gift certificates for pizza. “You could feel the OC community coming through the screen. We were thrilled with the turnout last year and have changed the online platform to make the experience even better for students this time,” says Eva Gavaris, a Librarian at the Penticton campus.

“The Long Night Against Procrastination is meant to acknowledge that most of us procrastinate, and it’s a phenomenon that college and university students are especially familiar with. The reasons for putting things off are not always as obvious as we might first think,” says Frances Greenslade, an English Department faculty member who brought the first Long Night to the Penticton campus six years ago.

MLP2A MLP4A – A \$100,000 gift from the Rotary Club of Kelowna Foundation Reichwald Fund will support the education of Registered Nurses (RNs) at Kelowna’s major post-secondary institutions.

Okanagan College and the University of British Columbia Okanagan (UBCO) are each receiving \$50,000 to support high-quality skills training and provide financial support for students in the Bachelor of Science in Nursing (BSN) program. “We are thrilled to support our future health care workers in Kelowna and throughout the Valley,” explained Catherine Comben, Rotary Club of Kelowna Foundation Board Chair, as the donation was announced in August 2020. “We know that nursing care in our community is as diverse as it is vital. From Critical Care Nurses, Geriatric, Mental, RNs to LPNs - we need to support the specialist spaces they will train in, and support and celebrate their educational achievements.” At Okanagan College, \$30,000 of the gift will support the - Our Students, Your Health campaign for a state-of-the-art Health Sciences Centre on its Kelowna campus. The \$18.9-million Centre will create modern labs and education spaces for eight health care professions, including the BSN and Practical Nursing (LPN) program. The remaining \$20,000 will create two annual student awards of \$2,000 each for BSN students. “This gift will help the College to continue providing the highest quality of education by learning in a world-class facility. Our small class sizes, combined with new student support, will help students excel and be ready to serve our community,” says Helen Jackman, Okanagan College Foundation Executive Director. “We are very thankful for this generous gift at a time when we truly recognize the importance of skilled frontline nursing professionals. It will ensure high-quality nursing care continues in our region for decades to come.” The BSN program was jointly-established by UBC Okanagan and Okanagan College in 2013, and recently received another seven years of accreditation by the British Columbia College of Nursing Professionals — the regulator of nurse training in the province.

Students can complete years one and two at Okanagan College and are granted admission to UBCO to complete the final two years of the program. According to the BC Nurses Union, the province will require 25,000 new RNs by 2030 to keep up with the health care demands.

MLP2A MLP2C – In September 2020 Okanagan College launched a new online system for students to book appointments with student support services from the comfort and safety of home. OC Support is available at <https://okanagan.bc.ca/support> allowing students to book appointments with:

- Education Advisors
- Aboriginal Transitions Planners
- Accessibility Coordinators
- Co-op and student employment expertise
- Financial Aid and Awards
- Librarians with subject expertise providing research consultations
- Student Success Centre Coordinators, who provide free tutoring assistance
- Recruitment Coordinators
- Cultural Liaisons and International Student Advisors

OC Support uses software common to libraries which allows students to connect with research librarians and book study spaces. Okanagan College chose to take a broader approach to digital appointments – creating space in the system for students and community members to book times with a wide range of services available across campuses.



Okanagan College Plumbing and Piping student.

MLP4B – Co-op has long been a staple of the Okanagan College experience, offering students from a variety of study areas the chance to gain job experience and practical training in the workplace. But what happens when a student faces accessibility barriers in finding work? Okanagan College's Accessibility Initiative and survey, run by members of the College's Student Services team, seeks to break down those barriers. The project received funding from the B.C. Ministry of Advanced Education and Skills Training for work integrated learning initiatives and started in January 2020 and will conclude by the end of March 2021. To help gain student perspectives, a survey was sent to all eligible students to capture responses on their ideas, thoughts and experiences around barriers to co-op. The survey is helping to gather much needed input for the initiative being coordinated by Okanagan College employee Leslie Munro. Responses are kept anonymous and the feedback is being utilized by Munro and her colleagues in OC's Student Services team to identify the tools, resources and needs of students in the area of co-op accessibility. "In relation to students with accessibility needs, although there can be many exceptions, overall the research shows that working-age adults with disabilities face many barriers in the Canadian labour market," says Munro. "Co-op provides the opportunity for students to understand and solve problems, navigate barriers and learn about available supports in the workplace while in a protected environment."

MLP2 – Okanagan College waived parking fees for students for fall 2020 and winter 2021. Many students were learning online or via remote delivery through the pandemic, and OC recognized that those who were on campus for experiential learning in labs or shops would be spending less time on campus than normal.

Aligning Programming with High Opportunity and Priority Occupations

MLP4 – 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, Early Childhood Education FTEs & Credentials and Trades FTE utilization rates are presented below. The impact of COVID-19 related disruptions is to be expected on some of the results of 2020-21. In particular, programs with a significant hands-on component were impacted.

Technologies - FTEs and Credentials	Fiscal Year				
	2016-17	2017-18	2018-19	2019-20	2020-21
Total Technology FTEs	307.6	321.6	332.1	317.1	283.0
Total Technology Credentials	97	133	105	134	114

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	Fiscal Year				
			2016-17	2017-18	2018-19	2019-20	2020-21
NURS	51.3801	Bachelor of Science in Nursing	52.7	49.8	45.3	47.6	51.3
NLPN	51.3901	Licensed Practical Nurse	102.9	170.7	94.8	152.3	137.2
NRCA	51.3902	Health Care Assistant	140.9	149.7	131.7	120.6	131.7
HLOT	51.3902	Health Care Assistant - One Time Funding	10.0	12.0	50.6	13.0	14.0
HLTH	51	Allied Health	229.2	232.9	237.0	215.2	237.8

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

Early Childhood Education - FTEs and Credentials	Fiscal Year				
	2016-17	2017-18	2018-19	2019-20	2020-21
Total Early Childhood Education FTEs	41.1	41.8	87.8	99.2	53.2
Total Early Childhood Education Credentials	22	25	19	58	50

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

Trades FTE Utilization Rate - Based on 80% of Intake Capacity	Fiscal Year				
	2016-17	2017-18	2018-19	2019-20	2020-21
Apprenticeship Total	113%	108%	111%	118%	75%
Foundation Total	124%	114%	108%	111%	84%
Trades and Apprenticeship Total	115%	109%	108%	116%	75%

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

Okanagan College 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 to further learning in a practical way. Under normal circumstances (outside of pandemic), there is also on-campus employment available and resources that aid the transition out of college. For alumni, Okanagan College is here to help navigate the transition from student to employee, providing resources along the way. For employers, SGCEC are a point of contact to learn more about hiring an Okanagan College student and a place where they can submit their interest in hiring our student. The Student, Graduate and Co-op Employment Centre staff administers all of the (on-campus) student employment program as well as external postings for Co-op, Graduate, Part-time, Seasonal and volunteer opportunities. Co-op students are provided with bi-weekly updates and alerts to let them know of upcoming job deadlines and specific opportunities.

Explanation for Not Achieving 2020-21 Developmental Program FTE Targets

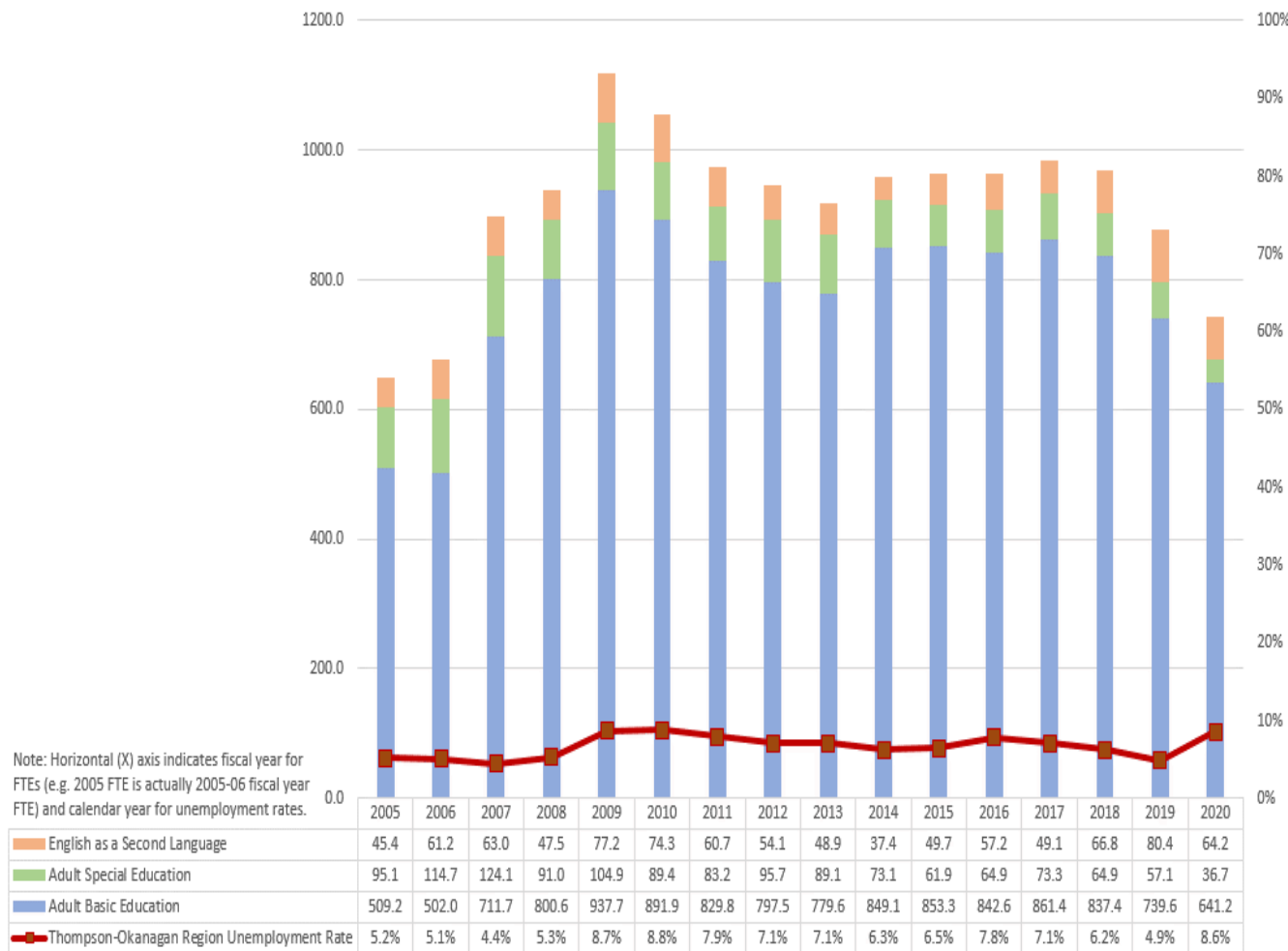
A comprehensive description of all the factors determining developmental programs enrolment is impossible but there are some contributors to regional trends specifically affecting developmental program enrolment at the Okanagan College. Developmental programming FTEs have fallen below the target in recent years. 2020-21 was a unique year due to the impact of COVID-19 related disruptions in the Okanagan College region. These disruptions could have contributed to further decline over 2019-20. Adult Basic Education (ABE) was the main contributing factor for decrease in developmental program FTEs. Prior to the pandemic, relatively lower unemployment rates in the region meant greater job opportunities for the prospective students of Adult Basic Education. Therefore, this decrease in Adult Basic Education enrollment could be due to the decrease in unemployment rate for the Thompson-Okanagan region, 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. However, as COVID-19 related disruptions started impacting the economy since the spring of 2020 calendar year the unemployment rate in the region rose to 8.6 per cent in 2020 calendar year. This increase in unemployment was not due to any structural factors so its exact impact on Adult Basic Education enrolments cannot be substantiated.

Change in FTEs by Fiscal Year	2017-18 to 2020-21 % Change	2017-18 to 2018-19 % Change	2018-19 to 2019-20 % Change	2019-20 to 2020-21 % Change
Adult Basic Education Domestic FTEs	-26%	-3%	-12%	-13%
Total Developmental Domestic FTEs	-25%	-1%	-9%	-15%

FTE Utilization Rate by Fiscal Year	2017-18	2018-19	2019-20	2020-21
Total Developmental Domestic FTEs	100.0%	98.5%	86.8%	81.5%

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

OC Foundational Domestic FTEs with Thompson-Okanagan Region Unemployment Rate



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 2020-21 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.

Former Youth in Care

MLP2A – Okanagan College continues to provide educational opportunities for former youth in care. In fiscal year 2020-21 Okanagan College had 43 tuition waiver program participants. The College continues to promote the learning opportunities to former youth in care. Each student who submits a consent form is sent a letter from our Financial Aid & Awards (FAA) department to outline additional supports for which they may be eligible. The FAA website has detailed information about former youth in care services. Throughout the year, the College has used social media campaigns to bring more awareness to what is available to students, including awards and other funding available.

Sexual Violence and Misconduct Policy

MLP2B – 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. No additional changes were made to the SVM policy in 2020-21 fiscal year.

With the support from the Ministry of Advanced Education and Skills Training (AEST) a student climate survey related to student perceptions of sexualized violence and misconduct at BC's post-secondary institutions has been 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 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 has continued to participate in the relevant meetings. Due to the COVID-19 related challenges the operationalization of the survey was delayed and at this stage Okanagan College is looking forward to fielding the survey during the first quarter of 2022.

Furthermore, Okanagan College's SVM committee plans to engage both our students and staff in the following SVM related training, and activities during the 2021-22 academic year:

- Mandatory Consent and Sexual Violence training for all students.
- Training staff to facilitate synchronous consent and sexual violence training for students.
- Training for staff on supporting survivors, and responding to disclosures of sexual violence.
- Wellness peer ambassador pop up booths with "Let's Get Consensual" campaign items.
- What Were You Wearing? Campaign.
- Onboarding the REES software platform to report, record and track any SVM incidents on campus.
- Missing and Murdered Indigenous Women (MMIW) Vigil.
- All SVM committee members will aim to complete the following SVM sessions created by BC Campus for post-secondary institutions:
 - Consent and Sexual Violence.
 - Supporting Survivors, responding to disclosures of sexual violence.
 - Active Bystander Intervention.
 - Accountability and Repairing Relationships.

A BALANCED APPROACH TO INTERNATIONAL EDUCATION

MLP2E – Over the years, the College has continued to work closely with the Ministry of Advanced Education and Skills Training to ensure that it has a balanced approach to international education. These cohesive steps 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.

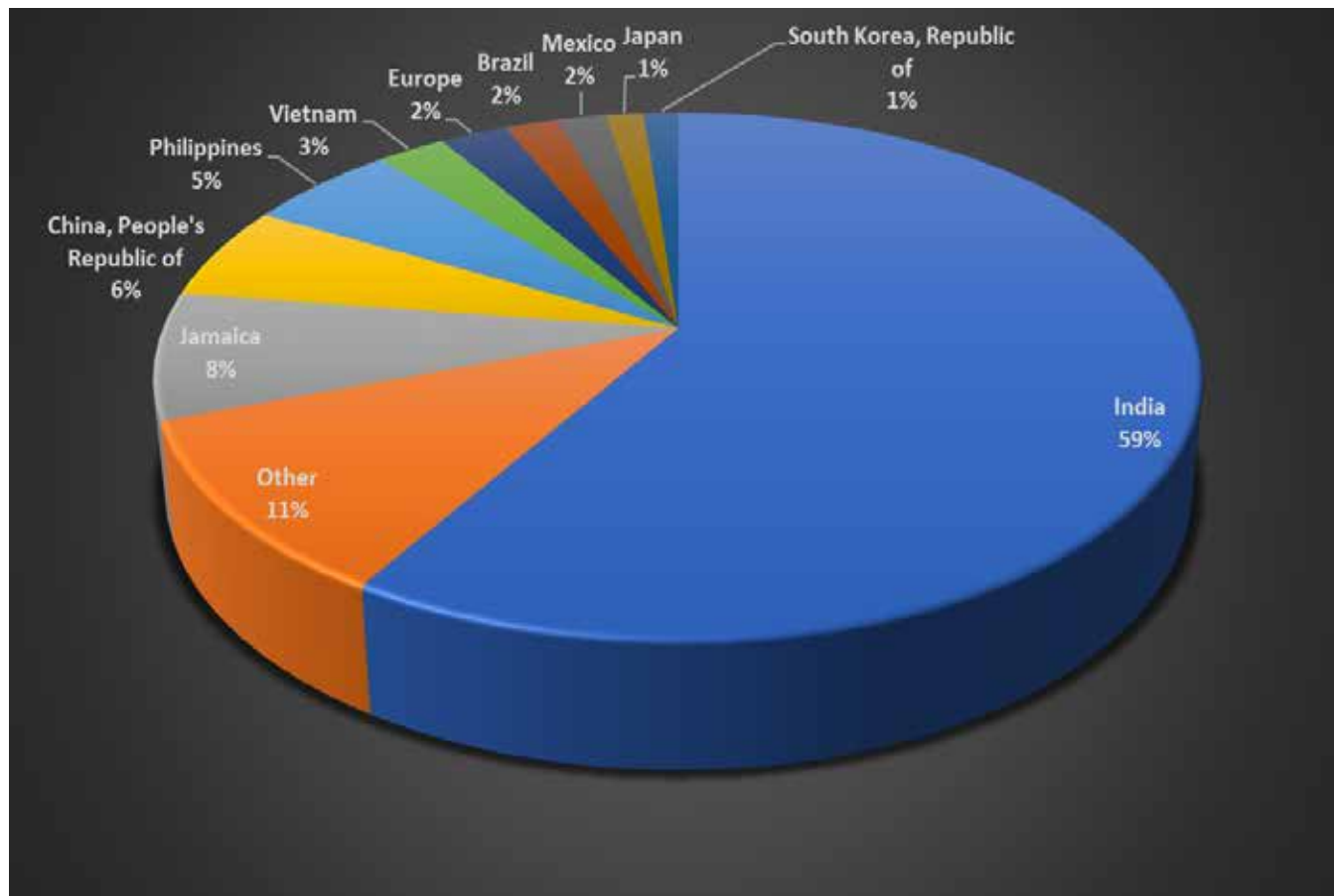
Okanagan College has used a moderated approach to limit international tuition increases to a rate that matches current demands, and the College is committed to a practice of considering international student tuition fee increases approximately 15 months before they are implemented, providing students 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
2021	\$ 1,444.00

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 attended Okanagan College in the past year. Focused marketing efforts in regions around the world are key to this diversity.

In 2020-21 fiscal year Okanagan College served a total of 7,988 FTEs of which 1,211 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. In the aforementioned backdrop, it is important to note that in 2020-21 course delivery primarily shifted to the online mode for both domestic and international students in the non-trades programming.



International Student Support During Pandemic

Okanagan College is committed to delivering a first-rate educational and settlement experience for our students around the world. Of course, it has been more of a challenge during 2020-21 as we transitioned to a remote learning environment and more of our international student population studied remotely from outside of Canada. The landscape changed at regular frequency and online format of course and services delivery were tuned accordingly. This included travel restrictions and quarantine planning, as well as immigration issues and the changing of regulations as it pertains to the residency requirements and privileges and access to immigration programs such as Post Graduate Work Permits (PGWP). Several organizations have been involved in influencing these changes and keeping stakeholders informed of necessary and relevant changes. These include Colleges and Institutes Canada (CICan) which until recently had weekly briefings and also Canadian

Bureau for International Education (CBIE) which also has regular communications to inform its members of changes affecting international students. However, most importantly an information group to share best practices was formed prior to the pandemic; the Heads of International (HOI) of colleges and non-research based universities. This group has proven to be crucial in distributing information related to the quickly evolving landscape and regulations around International Education and international travel. The pandemic has had a positive effect of bringing the HOI colleagues closer to ensure that there will be a lasting framework of communication long after the pandemic is over. By working together with key partners, help and advice is always just a phone call away, as we embark on the re-entry to a face to face format and borders reopen. Okanagan College is looking forward to further build on its transparent and collaborative relationships with its key partners and to provide International students to BC a most welcoming environment dedicated towards the student success and experience.

MLP2A MLP2C – As students wrestled with the uncertainty that the pandemic brought to their summer plans for 2021, Okanagan College shared news early that it would once again offer its summer session courses online and via flexible distance education options to help students get ahead on their studies.

The College's first summer session of online courses was to begin May 10 and the second summer session was to start July 5. "Last year we saw keen interest in our summer session courses, as many students' summer travel and work plans were on hold due to COVID. Knowing that we're in a similar situation this year with pandemic conditions, we hope students will seize the opportunity to use the summer session to get ahead on their education. With online and distance options, there's a great deal of flexibility available for students," said Dr. Andrew Hay, Provost and Vice President Academic for Okanagan College. One silver lining for students during the pandemic is the option to access a wide variety of College courses regardless of where they live. For those new to online learning and distance education, the College has created a helpful guide to explain the differences between the two types of courses.

MLP3B MLP4C MLP3C – Okanagan College was quick off the mark to help the community when it announced in late April 2020 that it was going to be offering free professional development courses during COVID-19. The College's Continuing Studies and Corporate Training department published an online Professional Development Resource page on its website to help people tap into free OC courses, webinars and panels. It also pointed them in the direction of educational content, resources and helpful links to online education offered by others. "It's our aim at all times to provide relevant professional development and to be a source of positive transformation in our communities," explained Dennis Silvestrone, then the Director of Continuing Studies and Corporate Training for the College. Continuing Studies added to the resource page over the following weeks, and invited feedback from individuals and employers in the region on the types of offerings and formats that would be beneficial. "It's our intention to continue to enhance and diversify what we're able to offer the community, and we hope it will be a helpful and well-utilized resource to employers during an uncertain time," added Silvestrone.

NEW PROGRAMS

MLP4A MLP3A MLP4B MLP2D – In November 2020 Okanagan College announced it would soon be accepting applications for a recently-approved Applied Bachelor of Arts degree. The Applied Bachelor of Arts: Community Research and Evaluation is a four-year baccalaureate degree based out of the College's Kelowna campus with some courses offered in Salmon Arm, Vernon and Penticton. The new degree will provide graduates with employable skills in applied research, as well as an understanding of how the social sciences and liberal arts actively contribute to a culturally diverse, sustainable society. Graduates will come away with the knowledge and field experience to set them up for success in roles such as program administrators, managers, and analysts in social service agencies, non-profit organizations, community groups, and various levels of government – or as consultants, social policy researchers, and advocates for youth, women, families, minorities and cultural diversity. "We are elated to be able to offer this new applied degree program," says Robert Huxtable, Dean of Arts and Foundational Programs for Okanagan College. "And 'applied' really is the key word here, as this degree is focused on providing students with advanced, applied research skills suited to practical use in the region. Supervised field experience is a central component of the program." "It opens up some really exciting new pathways for students and creates opportunities for the many organizations around us with community research and program evaluation needs," he adds. One of those pathways will be a smooth transition to graduate studies for those interested. Thanks to an innovative partnership with the University of British Columbia Okanagan's School of Social Work, up to 15 qualifying graduates will be eligible each year to receive guaranteed entry into one of UBCO's Master of Social Work (MSW) graduate studies programs – and of those 15 seats, five will be held specifically for students who are members of an aboriginal group and identify as a First Nation, Metis, Inuit, or Indigenous person. "We look forward to welcoming the first graduating students into the UBC School of Social Work's two-year MSW program," says Dr. Edward Taylor, Associate Dean in the Faculty of Health & Social Development at UBC Okanagan. "We have worked closely with the College in the development of this degree, and see the value not only for a Social Work career but for students who choose to prepare for careers related to the program of study provided by the degree." The program

was developed specifically for the context of B.C.'s Southern Interior. Community organizations across the region have voiced their strong support for the degree and are central in the pathway to applied research and field work opportunities for graduates. "Community support for this degree has been incredible," says Huxtable. "The community partners we've consulted with have made it very clear they're experiencing a strong need for skilled social researchers. Students will be interested to know that this is not just a social work pathway. It's a direct-to-work pathway in many areas related to community research and evaluation where our partners emphasize there is very real demand. The program places senior students in community organizations to develop community-based research questions, leading to supervised research projects that serve the organizations' needs." "This new degree is yet another example of how the College is responding with innovative programming that is training graduates to meet skills gaps and serve employers in our region's communities and beyond," said then Okanagan College President Jim Hamilton. "It also highlights the wonderful partnership between the College and UBC Okanagan, which continues to strengthen and diversify. These synergies are not just good for students, they're good for the region. We're very proud of the collaborative approach taken with this degree and are confident it will provide a very meaningful new applied education and training pathway for students."

MLP4B MLP2D – In September 2020, Okanagan College's School of Business announced it will be launching a new program that will teach entrepreneurship and business in a way most business owners would say is key to learning – by doing. The Experiential Entrepreneurship program will offer an entrepreneurship specialty to the College's Bachelor of Business Administration degree. The first students are expected to be admitted in Fall 2022. Modelled after a long-running and highly successful program at the College's partner school in Finland, JAMK University of Applied Sciences, the Experiential Entrepreneurship program will see business students design, plan, launch and run their own businesses. Students will also take on projects for local businesses and non-profits designed to introduce them to business and entrepreneurial practices. "We are excited to provide a truly experiential program that is really a different way to learn and obtain a degree in business," says Bill Gillett, Dean of the College's School of Business. "We know many students learn best by doing so this program will create that opportunity along with essential supports

like coaching and guidance from our faculty and community mentors, accelerating students' learning while they earn their bachelor's degree." Gillett adds that the program will create a number of community benefits, including new business creation, and support for existing businesses and non-profits to explore new revenue opportunities. The program will also create closer ties with students and the business community, with many students choosing to work for the company they helped during their degree once they graduate. "We're looking for companies who may have projects for students," adds Gillett. The development of the new program is being supported by the Royal Bank of Canada (RBC) and Accelerate Okanagan (AO). RBC is donating \$50,000 from its Future Launch initiative, which is focused on empowering Canadian youth for the jobs of tomorrow. "We know experience is so important to getting a job, but so hard to come by," said Nicole Dalton, RBC Community Manager. "We hope that through our partnership with Okanagan College and our Future Launch initiative we can introduce young people to the adaptable skills of entrepreneurship, empowering them to create their all-important first jobs, gaining experience while solving community problems and innovating along the way." Accelerate Okanagan is also supporting the project through the Okanagan Innovation Fund by contributing a \$15,000 investment this year, as well as connections to their community of entrepreneurs. The Okanagan Innovation Fund was created in partnership with Okanagan College to support innovative and collaborative projects that will have a lasting impact in the community for years to come.

MLP2D MLP4A – In June 2020, future engineers and technologists were invited to learn more about Okanagan College opening a new pathway to engineering in Fall 2021, as well as learn about other technologies careers in high demand. The College will welcome its first intake of students to its new Common First-Year Engineering (CFYE) program in fall of 2021. The one-year CFYE certificate provides a comprehensive applied science foundation and sets students up to transfer into second-year university engineering studies. Students will complete courses in a variety of subjects, from chemistry to computer programming and gain the skills for success in upper level engineering courses.

MLP2A MLP4C MLP4A MLP2D – Examples of new or expanded Okanagan College programming in the Shuswap/Revelstoke region over the 2020-21 year include:

- Carpentry Foundation – Salmon Arm and Revelstoke (2 intakes – on demand programming)
- Carpentry Level 2 Apprentice – Salmon Arm (first apprenticeship program in over 10 years)
- Health Care Assistant (Revelstoke – Vernon) – one time program – new model 10 seats for each community – program put on in direct response to community need.
- Early Childhood Education (ECE) Assistant – Community of Chase
- ECE Assistant Infant Toddler Certification – Shuswap Children’s Association
- ECE Assistant – Shuswap Children’s Association
- Experience Works – supporting work re-entry for 55+ Salmon Arm (2 intakes)
- Hospitality Professional Program – online all regions participated – designed to upskill displaced tourism workers (2 intakes)
- Small Engine Repair – in partnership with the Neskonlith Band
- Camp Assistant – in partnership with the Adams Lake Band

MLP2D MLP4A MLP4C – In late March 2021, the Provincial Government, Okanagan College and other post-secondary institutions announced that electric vehicle skills training would be powering up at several locations throughout the province. More automotive technicians in B.C. can upgrade their skills to work on electric vehicles (EVs) through the expansion of the EV Maintenance Training program at Okanagan College and other institutions in the province. On March 29, the B.C. Government announced \$440,000 through the Province’s CleanBC Go Electric program and in partnership with Trades Training BC (TTBC). The program will be offered at Okanagan College’s Kelowna campus, College of New Caledonia’s Prince George campus and Camosun College’s Interurban campus in Victoria. The funding will allow Okanagan College to serve as a regional hub for the Southern Interior for hybrid and EV training. “We know from speaking with our students and with industry that there is huge interest and a real need for EV training. This

funding ensures we can tool up to deliver state-of-the-art training that will help our students be in demand and get jobs. It means our students are training with the very latest technologies and training aids. So, it’s a win-win-win for our students, for Okanagan College and for employers,” said Andrew Ross, Automotive Service Technician (AST) instructor, Okanagan College, who spoke during the announcement.

MLP2D MLP4A – In January 2021, OC announced it would be partnering with Durham College (DC) in Oshawa, Ontario and NorQuest College in Edmonton, Alberta to deliver a two-day Medical Cannabis Essentials for Health Professionals course. Facilitated live online over the weekend of Feb. 6 and 7, the introductory course was aimed at new and experienced health care professionals across Canada seeking to better understand medical cannabis in the context of client-centered care. “Since adding cannabis training to our course offerings, we’ve worked with industry leaders to ensure that the courses we’re creating are answering a very clear need in our communities. The focus of the Medical Cannabis Essentials for Health Professionals course is on bringing a unique training opportunity to health care professionals who are adapting to changing needs from their patients,” says Jennifer Gorman, Associate Director of Continuing Studies and Corporate Training. During the two-day course, participants learned about the endocannabinoid system, cannabinoids, terpenes, cannabis consumption methods, pharmacokinetic action and cannabis strains, gaining practical information that allows them to understand medical cannabis treatment plans, including dosing, titration and identification of client risk factors. “With research related to medical cannabis continuously evolving, it’s crucial for health care professionals to be aware of how medical cannabis may be used as possible treatment options for various conditions,” said Debbie Johnston, Dean, Faculty of Professional and Part-time Learning for Durham College (DC). As part of the course, participants also examined viewpoints of various regulatory bodies and associations on medical cannabis.

MLP4A MLP4C MLP1 Through its Continuing Studies and Corporate Training (CSCT) department, Okanagan College has also been a leader in providing leading edge training in several fields, including:

- **Gateway to Technology** – With support from AEST, Okanagan College piloted this programming in five school districts 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 (ECE) Diploma and Infant-Toddler Certificate** – Working with the ECE Department and four Shuswap Bands, Okanagan College Continuing Studies offered the ECE Diploma and Infant-Toddler certificate to Indigenous students. We 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 the chronic industry need for trained drivers to move logs safely on Provincial resource roads.
- **Wildfire Project** – In partnership with the BC Forest Safety Council, the Province and four other post-secondary institutions, Okanagan College Continuing Studies was part of piloting a new training program to introduce and onboard new entrants in the Forestry sector. The program's goal was to ensure that entrants understood safety protocols and had the requisite competence to enter other specific vocations in the industry. Work in 2020 resulted in development of a program ready for delivery in Salmon Arm in March of 2021.
- **Hospitality Professional Program** – With the support of WorkBC and several key industry leaders up and down the Thompson-Okanagan, Okanagan College secured funding to provide 40 participants with Hospitality training over two cohorts. Okanagan College CSCT offered the first intake of this project in 2020, with 17 students joining online. This Project-Based Labour Market Training (PBLMT) program is geared towards upskilling students who want to work in the tourism industry in a post-COVID world by providing a broad range of competencies – from basic computer knowledge to customer service, to accounting and management. This flexibility, paired with work experience opportunities, was designed to ensure a hard hit and priority sector of industry is supported throughout the pandemic. More details on this program with quotes from various stakeholders are provided later in this report.

Okanagan College student, Twylla Da Silva,
Wine Sales and Winery Assistant Certificate program.



MLP4B – Okanagan College’s Continuing Studies and Corporate Training department offers work-integrated learning in the following Education Council approved programs:

- 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 and 230 hour work experience)
- Floral Design (practical experience)
- 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)
- Paranesthesia Nursing Certificate (225 hour practicum)
- Viticulture Certificate (40 hour practicum)
- Wine Sales (30 hour work experience)
- Winery Assistant (50 hour practicum)

Okanagan College CSCT also offers work integrated learning in the following suite of courses:

- Experience Works (5 weeks work experience)
- Logging Truck Driver (10 weeks work experience)
- Residential Insulator Program (10-week work placement)

MLP4A MLP4B – In response to the BC Surgical Recovery Plan and the impact of COVID 19 Okanagan College offered additional cohorts of Medical Device Reprocessing, Nursing Unit Assistant, the Medical Office Assistant program, Gastroenterology Nursing Certificate, and Peri Anesthesia Nursing Certificate.

It also offered additional cohorts of the Hospitality Professional Program, Experience Works, ECE-Assistant programs to help support the restart of the BC Economy. Okanagan College CSCT offered Education Assistant in Winfield as a dual credit option with School District 23. Gateway to Technology program was delivered in partnership with school districts as well.

MLP2D MLP4A MLP2C – As indicated earlier in this report, in September 2020 Okanagan College announced that up to 40 eligible British Columbians would be able to tap into a unique online training program at Okanagan College and gain work experience to prepare them for jobs in the hospitality industry, thanks to more than \$611,000 in funding from the provincial government. “The tourism sector is resilient. We’re seeing evidence of that in the Okanagan and Shuswap as businesses begin to reopen,” said Shane Simpson, Minister of Social Development and Poverty Reduction. “This specialized training and practical experience will ensure that

museums, resorts, restaurants and hotels in the Thompson Okanagan will have employees who are well prepared and ready to go to work in the hospitality industry.” The Hospitality Professional Program project recruited eligible applicants living in and around Kelowna, Salmon Arm, Penticton, Revelstoke, Sicamous and Vernon. Anyone interested in applying to the program or finding out about eligibility requirements could find out more through their local WorkBC centre. “There’s been a great deal of interest and support from local stakeholders in this project,” said Lisa Beare, Minister of Tourism, Arts and Culture. “Businesses are reopening and they’re looking for fully-trained employees who have a variety of skills. This training is a boost to the tourism industry and will provide much-needed jobs to people in the region.” Theory and virtual classroom training provided by Okanagan College included computer software, marketing and sales, soft skills, industry certifications, human resources and management, project management and accounting, as well as 10 weeks of work experience. Through this enhanced industry skills training, participants will be prepared to work in a variety of positions in the tourism sector, enabling them to grow their careers in the industry while supporting a more skilled and resilient tourism workforce.

MLP2D MLP4A MLP2C – As also described earlier in this report, in November 2020 Okanagan College announced it would soon be accepting applications for a recently-approved Applied Bachelor of Arts degree. The Applied Bachelor of Arts: Community Research and Evaluation is a four-year baccalaureate degree based out of the College’s Kelowna campus with some courses offered in Salmon Arm, Vernon and Penticton. The new degree will provide graduates with employable skills in applied research, as well as an understanding of how the social sciences and liberal arts actively contribute to a culturally diverse, sustainable society. Graduates will come away with the knowledge and field experience to set them up for success in roles such as program administrators, managers, and analysts in social service agencies, non-profit organizations, community groups, and various levels of government – or as consultants, social policy researchers, and advocates for youth, women, families, minorities and cultural diversity.



Therapy Assistant Diploma Program students (photo taken pre-pandemic).

MLP2D MLP4A – As career goals go, what could be more meaningful than improving someone’s quality of life? For therapist assistants, it’s more than a goal, it’s a daily reality – and you’ll find these in-demand health professionals supporting people’s rehabilitation in a vast array of settings. In spring 2021, Okanagan College’s Therapist Assistant Diploma (TAD) program – which has been educating Physical therapist assistants (PTA), Occupational therapist assistants (OTA) and Recreation therapist assistants (RTA) for almost 30 years – earned a new feather in its cap. The TAD program was awarded full accreditation status by the national accrediting body comprised of the Occupational Therapist Assistant and Physiotherapist

Assistant Education Accreditation Program (OTA & PTA EAP), Physiotherapy Education Accreditation Canada (PEAC) and the Canadian Association of Occupational Therapists (CAOT). For TAD program Chair Jennifer Stephenson, the accreditation, effective through to April 2025, is the culmination of months of work by the instructor team with support from administration to rigorously evaluate and continue to enhance every aspect of the program. “What is most rewarding about this accreditation is that the evaluators studied every aspect of how we educate our students, how we collaborate with other departments at the College and how strong our relationships are with our community partners, who in turn work with us to provide clinical placements for students.” Adds Stephenson: “It’s an evaluation of every facet of the program, and every person it impacts – from students to partners to our clients and patients in the community.” “This accreditation demonstrates that our program is aligned with the very latest practices and standards of care,” notes Yvonne Moritz, Dean of Science, Technology and Health at Okanagan College. “It affirms that we are delivering the highest quality education, which translates to the highest quality care for people in the community. That in turn gives our students confidence knowing that when they graduate, they are going to be looked upon by employers as well-trained, ready to go, and they are going to be in-demand.” The program has a long history of producing skilled graduates to serve the region and beyond. It launched as a ten-month certificate in 1990, before evolving into a two-year diploma in 2005 and was one of only a few OTA/PTA programs to be piloted by the newly formed accreditation body. And while national accreditation is nothing new for the program, this latest enhanced recognition is proof that the training is more relevant than ever – a message that is an important one for students to hear, notes Stephenson. “Along with accreditation comes the continued evaluation and refinement of the program, which ensures currency of knowledge and skills and helps students better understand their evolving role and scope of practice.” The TAD program includes four full semesters of course work, along with 18 weeks of practical experience in clinical settings, giving students an idea of the vast positions that await them post-graduation. The arrival of COVID-19 in the province earlier this spring forced instructors and students – like so many other health care providers – to find innovative ways to support clients virtually to gain those much-needed clinical hours. “It wasn’t long before the instructor team was

able to create alternative online learning activities and virtual clinical experiences for the students,” explains Stephenson. “Students and instructors alike embraced that challenge, and the feedback from those they are working with in the community has been very positive.” One of the most inspiring ways students have connected with people in need of online assessment or treatment has been through program alumni, notes Stephenson. When TAD instructors reached out to past grads, they were met with an overwhelming response as many alumni stepped up to spread the word and help current students get their much-needed hours. “Thanks to our alumni, our students have been connecting with people all across the province from the coast to 100 Mile House to the Kootenays. We’re deeply grateful to our alumni and feel very inspired by the fact that they stay in touch, they’re connected with the program and want to support students following in their footsteps.” You don’t have to look far to find evidence of students’ commitment to supporting their communities. They recently made headlines for their T-Glove project designed to help quadriplegics. Their efforts to sew hundreds of face masks for those in need during COVID-19 also garnered positive attention in the community, as well as a shoutout on Twitter from the Honourable Melanie Mark, then Minister of Advanced Education Skills and Training and a retweet from Premier John Horgan’s constituency twitter account (Saanich North & the Islands NDP provincial constituency).

RESEARCH THAT SERVES THE COMMUNITY

MLP2A MLP2D – Okanagan College’s British Columbia Beverage Technology Access Centre (BCBTAC) has attracted approximately 15 IRAP (Industrial Research Assistance) grants - \$60K in aggregate. These grants are given out in \$4K increments, so the College – through its technology access centre - has assisted 15 companies in the valley using this fund in recent months. Clients include wineries, breweries, distilleries and non-alcoholic beverage producers. As example, the BCBTAC has worked with wineries on “dealcoholizing wine” to create low-alcohol or alcohol-free alternatives. The grants have also been used to assist wineries with production issues. THE BCBTAC has also worked with wineries to help with “sensory analysis” to ensure their wines are aging as they should. The BCBTAC has also successfully garnered eight Engage Grants from Natural Sciences

and Engineering Research Council of Canada (NSERC) worth almost \$200,000 in total to assist individual firms. Those include:

- Development of a Product Quality Control Protocol for the Distillation of Apple-based Spirits
- Investigating strategies to Market Quails Gate Wine
- Forbidden Distillery Quality Control Protocol Apple-based Spirits
- Prototype Yeast Propagator - Slow Hand Brewery
- Impact of Post-Export Fermentation Coffee
- Fermentation Food, Beverage, Yeast processing
- Yeast Management Brewing Craft Beer
- Thawing Frozen Fruit - Maan Farms

MLP4B – In late March 2021, Okanagan College announced it was moving ahead with a conference showcasing applied research in the region: RIPE (Research, Innovation, Partnerships Expo).

Okanagan College invited employers, innovations, the tech community and others to attend its free showcase event to hear about the innovative research projects happening in their own backyard.

RIPE was to happen on May 4, 2021 as a virtual event, allowing people from across the region to attend. The event is an annual opportunity for community members, industry, educators, researchers and students to network and learn how applied research is growing new partnerships and enriching students’ educational experience in the Okanagan. “The depth of applied research happening in Canada right now is paramount and I am so pleased to be able to share some of it with our community in this engaging event,” says Dr. Beverlie Dietze, Director of Learning and Applied Research at the College. “Applied research is ever-changing but there is always one constant needed – collaboration. Events like RIPE encourage people to get involved and connect with others on crucial topics that impact our families, our communities and our world.” The event was to feature Secwepemc speakers and 2019 Governor General’s Innovation Award winners, Dr. Marianne Ignace and Chief Dr. Ron Ignace who are prominently known for creating a collaborative approach to research involving Indigenous peoples and communities. In addition, 14 seminars and workshops were planned, covering a wide range of topics and interests, led by industry-leading professionals. “Applied research and innovation continues to grow

significantly at Okanagan College, and RIPE is a fantastic opportunity to engage with researchers, to learn about projects, and to see how you can benefit from the skills and knowledge of our faculty, instructors, students and partners,” says OC Provost and Vice President Academic Dr. Andrew Hay.

MLP4B – Addressing homelessness in Kelowna is no small task, and Okanagan College School of Business professors Kyleen Myrah, Dean Warner and Kerry Rempel continue to prove they’re up for the task. Their case, titled “Addressing homelessness in Kelowna: How a new agency will govern” won the Best Case Award for the Case Division at the 2020 Administrative Sciences Association of Canada Conference.

The case – which addresses the governance of a start-up organization, Journey Home, tasked with implementing Kelowna’s five-year strategy to end homelessness – highlights research done by the trio, which Myrah says she hopes stirs something in the local and national community. “The win highlights innovative organizations in our region who are wrestling with issues that we believe students and professors will find interesting,” says Myrah. Myrah, Warner and Rempel won Best Paper in the Case Track Division at the same conference in 2017, and Honourable Mention in 2016. Both cases have been published in the International Journal of Case Studies in Management (2019) and Case Research Journal (2017), respectively. Rempel adds that the award “validates the long hours of interviews, writing and analysis and goes to show that not only our students excel, but so do our professors.” She goes on to say, “it’s incredibly rewarding that the work we do within the communities we serve can be translated into something that individuals all over the world can learn from.” The conference, originally set to run in-person in St. John’s, Nfld., shifted to a virtual experience, taking place over a June 2020 weekend. The annual event sees researchers from Canada and numerous other countries present competitive papers and symposia within 19 divisions and a case track. Awards and social functions also offer an opportunity for attendees to connect and collaborate.

MLP4B – An applied research project by Okanagan College with Monashee Health Collective is focused on developing an innovative new tool that will help allied health professionals connect with patients in real-time – and support them on their path to wellness. Funded by a grant from the Natural Sciences and Engineering Research Council (NSERC), the researcher and students are working to develop, test and launch a prototype holistic wellness app over several months that began in fall 2020. Monashee Health Collective (MHC) provides chiropractic, physiotherapy, acupuncture and massage therapy services based in Vernon. When the pandemic hit, Dr. Steve Piper, chiropractor and owner of MHC, recalls how his business, like so many others, had to shift gears in the way they supported their patients.

“During early stages of the pandemic, phone and email communication with patients became the only method of service delivery in the short term,” explains Piper. “Although MHC is now providing limited in-person treatment in accordance with BC’s Reopening Plan, the need remains for new virtual communication methods to engage patients between visits. That need certainly isn’t going to go away even after the pandemic. Our job is to help people get better, and staying connected to our clients is critical in our ability to do that. As good as telehealth is, we’re hands-on practitioners, so enhancing that communication is vital to help us truly stay connected to our patients.” Piper says while the pandemic has revealed a clear need for novel types of communication between patients and practitioners to supplement in-person care, the project is one MHC has been envisioning even before COVID-19, albeit for a slightly different reason. “We’re focused on supporting patients’ overall wellness in the long-term. I’m a firm believer that people who practice an avid approach to wellness respond better to treatment, they are less often seen in the chronic disease model. This app will offer us a way to track and measure patient wellness.” Researcher Kathryn Reimer points out that while there are many apps already on the market that allow users to track their activity, nutrition, sleep and other areas of wellness, none of these support both health care professionals’ and patients’ needs. “We couldn’t find an app that did all we needed it to do,” explains Reimer. “So, we set out to build one. Our goal is to create a tool that will bring benefit to a lot of people and really enhance the depth and breadth of communication between provider and patient.” Piper is also quick to point out that many existing apps take a competitive approach to activity or fitness tracking, whereas this app will take

a more holistic and collaborative approach. The project is one of a growing array of applied research projects at Okanagan College, covering everything from exploring quality control testing for craft beverage producers to new means of encouraging natural outdoor play to innovation in hydroponics and greenhouses. All told there are more than 20 current and past research projects, which combined, represent more than \$2 million in funding over the past year.

MLP2 – By August 2020 as students were registered for their fall courses, their minds were beginning to focus on what classes would look like in January 2021. In mid-August, the College announced that Winter 2021 courses will follow the same format. “We have determined that Winter Semester 2021 will look much like Fall Semester 2020, with most of our courses provided in an online format,” explained Andrew Hay, Provost and Vice President Academic. For courses that require experiential hands-on learning in labs and shops, OC offered those elements in a face-to-face format, regulated by carefully developed safety protocols that follow provincial standards. Other labs and theory components will be offered online. Whether the courses will be delivered online or require on campus attendance was clearly identified in the College’s online calendar and registration processes. In making determinations for winter semester, the College carefully weighed current COVID-19 conditions, as well as predictions for the coming months, in order to help students plan their studies as far ahead as possible. “While there is uncertainty regarding the impact of the COVID-19 pandemic on our society’s approach to gatherings, it is important that students know now what Okanagan College’s winter semester will look like to finalize planning for the courses they will take,” noted Hay. This was especially true for students who choose OC and happen to live outside our region, whether they reside in other parts of the province, the country or outside of Canada.



MLP2A – In late August 2020, Okanagan College unveiled a new version of its traditional paper-based Continuing Studies brochure – this one wholly online and featuring an array of new courses and options for students. The launch of the brochure was marked by promoting the return-to-school choice made by Noelle Eugster. “Making a complete career change and going back to College in my mid-40s was certainly scary, but I’m so glad I did. It was easily one of the smartest choices I’ve ever made,” said Eugster, who completed the Occupational Health and Safety (OHS) Certificate. Eugster puts her training to work on a daily basis through her job as a Safety and Training Coordinator for USNR in Salmon Arm.

The company is one of the world’s largest suppliers of equipment and technologies for the wood processing industry, which Eugster noted gives her the chance to correspond with her OHS colleagues around the world to stay up to date on the latest considerations, best practices and developments during the COVID-19 pandemic. “The course was extremely helpful in preparing me for the work I do now,” said Eugster. “I refer to what I learned on a daily basis. It’s a phenomenal course and I’d highly recommend it for anyone looking to get into the occupational health and safety field. My instructor was so helpful and made the transition of going back to school easy.” 2020 marked the first time in decades the Continuing Studies brochure didn’t arrive in mailboxes around the region. Many people are looking not only for professional development opportunities during the pandemic, but were also thinking about changing careers or diversifying their skills during the pandemic. The array of courses featured – which included offerings in business, health, education, technology, cannabis, wine and food and other in-demand fields – also included some new COVID-19-related programming. A course called COVID-19 Hazards, Risks, Controls, and Communication provides learners with the skills necessary to direct COVID-19 risk management practices in the work place. Another called COVID-19 Strategies: Wellness, Mental Health and Stress will provide learners with tips, tools and strategies to promote wellness, mental health and manage COVID-19 related stress.

Okanagan College Collision Repair and Refinishing student and instructor.

MLP4C MLP3B – If you think hand washing and keeping surfaces sanitized is a lot of work, talk to a medical device reprocessing technician. For individuals in this crucial role, it is a full-time job – one that keeps our hospitals and health care system functioning. Okanagan College responded to the critical need for healthcare professionals with several additional program offerings in the winter of 2020-21.

One of the programs was a January intake of the Medical Device Reprocessing Technician (MEDR) certificate geared toward Interior Health Authority employees. Between April 2020 and December 2020, throughout the province, 59 new medical device reprocessing technicians had been hired. With more recruitment expected, the program was also scheduled for a May 2021 intake. MEDR student Melanie Stolz explained her interest in the field began while working in a support role at the Golden & District Hospital. “I was intrigued by the obvious methodical process and meticulous care that the decontamination staff had for their work,” says Stolz. Intrigued, she inquired about training to work within that team. With encouragement from the head Operating Room nurse at the hospital,

Stolz applied for the OC program and began training in September 2020. Because of COVID-19, Stolz and her classmates are completing the theory portion of their training online, but didn’t miss out on critical hands-on training thanks to a 400-hour in-person hospital practicum.

MLP4A MLP2D – Okanagan College brought much-needed access to an additional intake for Health Care Assistant training to Revelstoke and Vernon in January 2021 in a special program designed to make the most of Okanagan College’s blended learning opportunities. “The need for health care assistants across B.C. has never been greater. Join the frontlines and be a health-care hero for our most vulnerable citizens while also building a career for yourself,” Sandra Hohmann, Recruiter, Interior Health, counselled prospective students as OC promoted the intake. The intake will feature OC’s signature hands-on learning in labs, allowing students to build their care skills in-person – while being protected with in-class protocols while in their home community. In addition to the hands-on instruction, students will cover theory in online classes.



Okanagan College Student in Biology Classroom.

MLP2A MLP4B – When Mariko Nagata picks up a free lunch at Okanagan College she likens it to a warm hug. The mother of two was laid off during the start of the COVID-19 pandemic giving her a chance to return to school and enrol in the Culinary and Pastry Arts program. Now, she’s helping cook healthy meals that not only support her during her studies but a range of fellow students who are facing food insecurity. “It’s nice to be able to access this help and the food is always so beautifully presented,” says Nagata. “I think it makes a difference in a lot of people’s lives.” Called OC Serves Up, the initiative was created after COVID-19 resulted in the closure of the College’s restaurant, Infusions, where students would normally prepare customer meals as part of their training. With Culinary and Pastry Arts students back in the kitchens for physically-distanced training and Infusions only open for take-out with limited hours, the program leaders came up with the idea of having students use their skills to prepare meals for students who are struggling financially. A new study by the University of British Columbia (UBC) recently found that post-secondary students in the

Okanagan are among the most food insecure in the country. Even before COVID-19, over 40 per cent of UBC students experienced what’s called household food insecurity, and that is consistent with other universities and colleges across Canada, the report found.

OC Serves Up ran as a pilot program in 2020 thanks to support from RBC Royal Bank of Canada, the Okanagan College Students’ Union and Sysco. The program was a success, providing more than 4,000 healthy, wholesome lunches to students over the five-month period. Now, thanks to the support of Valley First, a division of First West Credit Union, and the TELUS Friendly Future Foundation, OC Serves Up will continue until the fall serving up to 50 lunches per day. Valley First is donating \$25,000 and Telus Friendly Future Foundation \$15,000 to support the project along with ongoing in-kind support from Sysco and the Okanagan College Students’ Union.



Okanagan College students prepare healthy meals for those facing food insecurity.

MLP4B – In March 2021, Automotive trades students at Okanagan College received a big boost for their education with the arrival of a shiny new training tool on which to hone their skills. Ford of Canada and Orchard Ford donated a 2020 Ford F-150 to the College to be used by students in its automotive service training programs. The vehicle has arrived at the Kelowna campus and was being put to good use in the shop immediately. The donation is part of a nationwide initiative in which Ford of Canada is donating a total of 95 vehicles to educational institutions across the country. These vehicles were damaged due to flooding last year and have been deemed irreparable and unable to be safely driven again. As such, Ford of Canada saw an opportunity to bring the latest in vehicle technology to some of Canada's top automotive programs. Orchard Ford has cleaned and detailed the vehicle to prepare it for this donation that will provide a hands-on learning experience for the students. "Okanagan College is directly responsible for providing our future technicians with the professional education and experience necessary to keep our valued customers happy and on the road with their Ford vehicles!" said Trevor Pollon General Manager

of Orchard Ford. "There couldn't be a more deserving partner to be the recipient of this new F-150! The F-150 has the best of today's cutting-edge technology features, so it will provide an excellent platform for training the students on the vehicles they will be working on in the field." In addition to the vehicle, Ford of Canada is also providing students and faculty in the automotive service training program with access to their online Automotive Career Exploration (ACE) training. A partnership program between Ford Motor Company of Canada, Ford dealerships and post-secondary institutions, the ACE program aims to raise awareness and increase interest in career opportunities within the automotive industry. Courses include everything from basic vehicle system fundamentals to some of the most current and detailed vehicle systems training like electrical, Powertrain, air conditioning, and more. These courses are the same as those current Ford technicians complete to receive specialty training in dealerships.



Okanagan College Automotive Program - Ford Canada Donation.

MLP4B – Okanagan College’s nationally recognized Enactus team kicked off 2021 with new community-initiatives, including a program preparing local young females to navigate their future with confidence, positive self-image and the know-how to tackle the world of job hunting. The project, Ivy Collective, is a free skills development program that supports females aged 15-18 through a series of one-hour online training workshops. Topics include public speaking, job application skills and confidence-building strategies. The first workshop of the new year was hosted on Jan. 21 and was entitled Your Brand Matters. Participants will learn what makes a great personal brand, first impression, professional presence and how to create an elevator pitch. Those looking to register can visit www.ivycollectiveoc.ca. “Ivy Collective takes the pressure off young women by offering the workshops in a safe environment where they can non-judgmentally learn and try new skills, learn from each other and support one another along their personal growth journey,” says Laura Hetherington, Okanagan College Business Professor and Enactus Faculty Advisor. Enactus OC was one of just five teams across Canada to receive a \$3,100 RBC Future Launch grant for the Ivy Collective project. The Enactus team was also fortunate to connect with a community partner, marketing company Twirling Umbrellas, who donated \$8,000 of their services to launch the project online. “Job skills have always been important to build, but it’s even more crucial now to provide these opportunities to help youth navigate the virtual change of scenery in job hunting and relationship building,” says Twirling Umbrellas President Chris Stephens. “We are passionate about supporting our community and

partnering with the Enactus students on this project was a no brainer for us.” Despite the challenges of operating a club during a global pandemic, the College’s Enactus team has secured two more exclusive grants in support of new projects and expanding existing initiatives. “In these unprecedented times, community initiatives that our Enactus OC team has led for many years, are so difficult to do, yet never more important,” says Dr. Kyleen Myrah, Okanagan College Business Professor and Enactus Faculty Advisor. “To be able to adapt their programs and launch new partnerships is a sign of the resiliency and commitment of our students; we are grateful for this funding and an opportunity to find creative ways for our team to continue its social impact work.” The Enactus team was also awarded a \$2,500 Canadian Tire Youth Empowering grant—one of just six teams in Canada to do so—for their new project, Rising | Empathy Empowerment Education. The project was created in collaboration with educators and the non-profit organization, Journey Home, to equip School District 23 teachers with resources on how to open dialogues with students about homelessness and social responsibilities. The project is piloting in the spring and has plans to expand its reach later this year. OC Enactus Faculty Advisor Dr. Myrah received the third grant, a \$5,800 Faculty Advisor Research Fund grant towards research on allyship. Her research seeks to demonstrate the importance of utilizing lived experience in the development and co-creation of programs designed to help support vulnerable populations. Her research outcomes will be presented at the Enactus National competition in May.

Okanagan College Business student.





MLP2B – Many activities stopped as a result of the 2020 pandemic. Violence against women, however, was not one of them. That’s why communities in the Okanagan and Shuswap were paying special attention to the 31st anniversary of the École Polytechnique Massacre, in addition to the ongoing cases of missing women from the region, with a Virtual Candlelight Vigil on Dec. 6, 2020, co-hosted by a network of organizations and volunteers. “The SAFE Society has been partnering with Okanagan College Students’ Union and Aboriginal Services for over a decade to offer this event. It was important to us to offer this event again this year, even if we cannot be together, noted Kathy McIntyre-Paul, Stopping the Violence Counsellor, SAFE Society. “We are incredibly grateful to all those who have put their time and energy into making this virtual event happen. COVID-19 has not made violence against women go away. If anything, women have been even more vulnerable during this time.” In previous years, communities in Salmon Arm and Vernon would use their home campus to host separate ceremonies. Due to the COVID-19 pandemic, however, the event was combined and hosted virtually to keep organizers and participants safe.

MLP4D – Okanagan College trades students had a unique opportunity in November 2020 to ask questions of local experts and learn how they can build a strong financial foundation. Royal Bank of Canada (RBC) hosted the free Business Planning for Trades, a virtual panel discussion geared toward students currently training for a career in the trades at the College. Panelists included a banker, an accountant, a lawyer, an investment retirement planner and an RV business owner.

MLP4B MLP2A – Earlier in 2020, Okanagan College announced new opportunities through the Student, Graduate and Co-op Employment office for Indigenous learners and students who face accessibility challenges. With funding from the provincial government, the College launched a third project in October to increase access to co-op and work-integrated learning for OC students and employers.

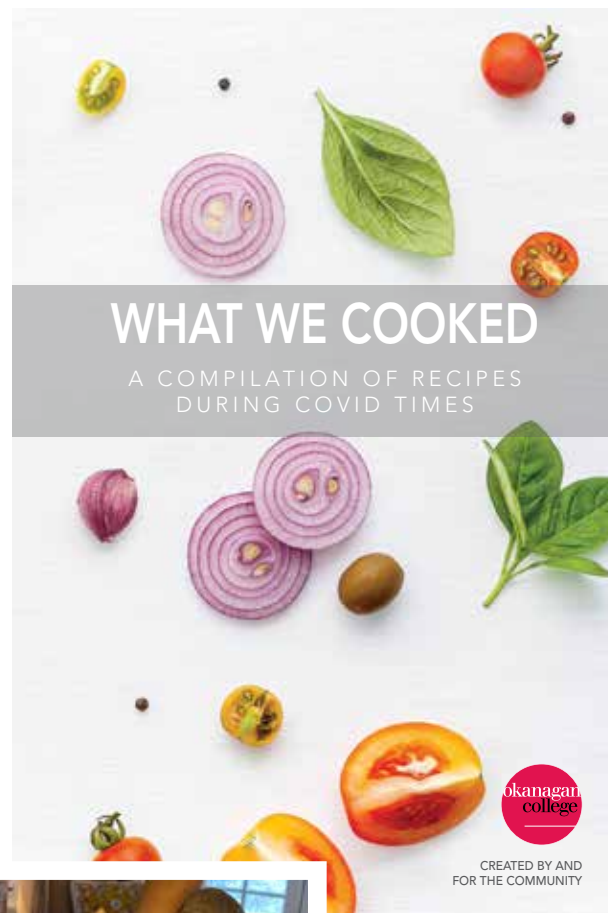
Overseeing the project at OC is Alison Beaumont, a Coordinator in the Student, Graduate and Co-op Employment office. She notes that the new project has dual

opportunities for both students and employers. “We are excited to have more staff available now to support students and employers throughout the College region and we are really aiming to increase awareness of the co-op programs we offer and how they can get involved.” For employers, the project provides access to OC’s talented and knowledgeable students. For students, the opportunity to work in a related field prior to graduation boosts both skills and employment prospects in their chosen industry after graduation. The project enabled three new coordinators to join the Student, Graduate and Co-op team, serving the South Okanagan, North Okanagan and Shuswap and Revelstoke. While each coordinator supports the College campus which falls in their jurisdiction, they have also been looking to connect with employers within the general regions as well. The coordinators will be knowledgeable on the available subsidies and grants also available to employers. “We want to connect with the community, and the impact of these new roles will be to have a greater presence in those communities for both students and employers,” says Beaumont. The Salmon Arm Economic Development Society (SAEDS) is one of many local organizations benefitting from hiring college students. An initiative of a broader group of community service providers, called the Digital Transitions Program, prompted hiring three OC students. Helping businesses throughout the Shuswap region launch e-commerce sites to connect throughout the pandemic, OC students established connections with the e-commerce platform Shopify and helped support the development and launch of the program. The program proved a success and the student co-op positions were extended until the end of November 2020.

MLP2A – In a time of self-isolation and work-from-home existence for many, Okanagan College’s Library Services team creatively cooked up a way for the community to engage its culinary senses for a good cause. First the organizers asked for entries for *What We Cooked: A Compilation of Recipes During COVID Times* cookbook. OC employees, students, alumni and the community responded with recipes that have proven to be staples throughout the pandemic.

The book became available for purchase in December. All proceeds went toward the Okanagan College Students’ Unions and Association, supporting initiatives around food security and on-campus student food banks. “In a virtual meeting amongst a working group one day, we realized the topic of conversation that always seemed to come up amongst colleagues was food,” says Roen Janyk, Web Services Librarian and Chair of the Library Department at Okanagan College. “Whether it was what we were baking, BBQing, canning, brewing, or burning, this topic of conversation came up regardless of the actual meeting topic.”

What We Cooked – Covid-19 charitable cookbook.



MLP2D – In late April 2020, it was announced that Patchwork Farms, located at Okanagan College’s Vernon campus, was set to swing open its gates to the community on May 4. Set on the picturesque backdrop of Kalamalka Lake, the garden is home to approximately 30 raised boxes as well as ground plots. Run by the Food Action Society in partnership with the Regional District of the North Okanagan, the invitation came even in the midst of the ongoing COVID-19

pandemic. The plots were offered to residents who may not have gardening access, and provide a safe and physically distant opportunity to tend to home-grown vegetation or blossoms. Over the past few seasons of operation, Patchwork Farms has focused primarily on providing garden services to Vernon’s non-profit organizations. May 2020 marked the first spring the plots were available to the general public. “The opening of the farm to the community came at an opportune time, offering a connection point with nature, and a chance to try something new,” observed Okanagan College Regional Dean Jane Lister.

MLP4B – Okanagan College School of Business Administrative Assistant students across the region have a practicum requirement in June whereby they work for a business to complete their program. This is an

unpaid placement that helps the students acclimatize themselves with an office environment, and it is an opportunity for employers to see what these potential employees have to offer on a trial basis. Due to the COVID-19 crisis, more than 25 students offered their services for free to the not-for-profit sector throughout the Okanagan College region for the first three weeks of June. Students are proficient in Microsoft Word, Excel, PowerPoint, Access and Publisher. They are trained in all facets of office organization as well as having accounting and payroll skills.

Key Directions – Serving and Engaging the Community

MLP4B – As the Okanagan days started to get shorter and orchardists were wrapping up their harvest for the year in late November 2020, Culinary Arts students at the College's Kelowna campus were busy transforming apples into healthy snacks for the community. Earlier in the fall 2020 semester, the Okanagan Fruit Tree Project (OFTP) approached the College's Culinary Arts team with an idea: could culinary classes somehow help process apple donations into snacks, going into backpacks for local students in need? The answer was a resounding yes. With some creative thought on how to best meet curriculum requirements and please palates, Culinary Arts instructor Kelsey Oudendag identified applesauce as the best item to start with. Using it in a variety of applications, students worked to peel, core and slice apples to make the sauce as well as into apple chips. From there, they went on to use the sauce in breakfast items such as cookies and granola as well as fruit leather. "It definitely wasn't difficult to fit this project into the curriculum," said Oudendag, "we use the apples in so many different ways, from teaching students how to use tools for slicing and coring to utilizing them in our different subject areas like breakfast, baking and fruit preservation." Lucie Bardos, project coordinator for the Okanagan Fruit Tree Project, has helped facilitate the project with Oudendag alongside Food for Thought. "This is a unique collaboration that builds upon the existing partnership we have with Food for Thought over the past few seasons," she said. "We typically deliver fresh produce directly to Food for Thought for their backpack and breakfast programming. In this case, Okanagan College got involved to help transform the fresh apples into products before the fruit goes to Food for Thought." "This adds some additional variety to the food donation and an opportunity for culinary arts students to get involved in a food insecurity initiative." The Okanagan Fruit Tree Project functions as a registered charity, operating in the Central and South Okanagan. Orchardists and farmers contact the OFTP and a harvest is organized with the help of volunteers. Fruit is then donated to community partners like Food for Thought right away or taken to cold storage where partners can continue to pick up fruit once the harvest is over.



OC Culinary Arts student.

Food for Thought runs both the backpack and breakfast programs in the Central Okanagan region, providing meals for students at elementary, middle and secondary schools. Since the onset of COVID-19, nearly 500 backpacks per week are distributed on Fridays throughout School District No. 23 and the breakfast program provides nearly 3,000 meals directly to schools. The backpacks are designed to cover food needs for the weekend for the student and their family.

MLP4B – Families and community are at the heart of Okanagan College Enactus team's GreenScreen technology initiative. An initiative launched by Okanagan College's Enactus team in 2019, the project works to repurpose technology such as phones, laptops and tablets, saving them from the landfill and connecting them with families in need. In 2020, the team consisted of students Isaac Hossmann, Emily Pilon, Rachel Wehrmann and Maya Samaddar, and aided by College professor Devin Rubadeau. Working alongside Kelowna Cell Repair, Columbia Bottle Depot and Go ReCell, devices were collected at drop-off points then refurbished and recycled appropriately. Additionally, the team worked with students at Kelowna Christian School to teach them the business and marketing side of organizing the project in tandem with the environmentally sustainable elements of recycling technology. While the ecological impacts of saving devices from sitting stagnant in the landfill are perhaps the most logical benefit of the program, seeing technology in the hands of people who need it showcases the relational side of GreenScreen. "This is bigger than tech," says project co-manager Pilon. In her fourth year of a BBA in marketing at the College's Kelowna campus, she helped get the program off the ground in 2019-20. "Just because things go out of date quickly doesn't mean those items are worthless. There's potential there. Technology paired with a big gap of people who are at a disadvantage in education or work simply because they don't have access to devices – we want all of these people, especially when they're in our community, to have the same opportunities." Pilon references families who may be new to the country, or lacking finances to afford a new device. This is where GreenScreen fits into the puzzle. Since launching, the program has donated 14 pieces of technology to families who have immigrated to the area from Syria and Lebanon, for example.

MLP4D – Faced with pandemic restrictions on gatherings, Okanagan College powered up a new virtual employment fair in February 2021 to help connect students, alumni, job seekers in the community and employers from across the region. Empowering Employment was held on Thursday, Feb. 4. Anyone interested in attending as a job seeker or showcasing their business as an exhibitor could find details in advance on the College's website. "This event was such a great opportunity for our OC students, alumni – and the public – to connect with employers from a wide range of sectors across the Okanagan," observed event organizer Erin Pedro, a Student, Graduate and Co-op Employment Coordinator at Okanagan College. "Our goal is to empower employers and students alike, recognizing that these are challenging times when it comes to networking. We hoped it would be a great way for businesses to showcase their opportunities without the usual in-person networking events to which we're all accustomed."

MLP3A MLP2C – Prospective students and the public had the opportunity to explore and experience Okanagan College as the 2020-21 fiscal year drew to a close. What was in pre-pandemic times, the College's premiere participation event for prospective students, made the leap to the online world, with virtual Experience OC sessions launching in February. Beginning Feb. 16, College professors welcomed prospective students, parents and employers in for program overviews or a glimpse of what a post-secondary classroom is like. Participants had a first-hand look at the topics covered in these programs, including sustainability, Indigenous and technological issues facing the world today. Kicking off the series was a two-for-one showcase of the College's new Applied Bachelor of Arts: Community Research and Evaluation.

The Applied Bachelor of Arts degree (first admission in fall 2021) is not only new to Okanagan College, the credential is new to the entire region and designed with the community's needs in mind as local organizations tackle some of the most pressing social issues: food insecurity, homelessness and addiction, to name just a few. Through Experience OC, students were offered a high-level view of the Applied Bachelor of Arts program, followed up with a deep-dive on a specific topic with faculty members on how they would approach the issue from a Sociology, Psychology and Social Work perspective.

MLP4C – Adults looking to return to education were able to take advantage of a free virtual seminar offered in late March by Okanagan College to bolster their confidence in coming back to the classroom.

More than 50 mature students in the North Okanagan and Shuswap looking to make a career change or jump back into school were able to discover programs, funding options and the support network available to assist their transition. The Returning to Education Seminar was offered virtually to adults to aid them in their decisions about whether retraining or upgrading their education is right for them. "Returning to class may seem like big step for people who have been out of the classroom for a while. After overcoming that initial hesitancy, our students often find they are more successful in school than they ever imagined," says Natasha Befus, Adult Upgrading Department Chair. "Adult Upgrading instructors take extra steps to support adult learners. A lot of our students go on to complete credentials at Okanagan College which takes their lives on a whole new path." In the one-hour interactive session, participants were provided information on Okanagan College program opportunities, including university transfer options, Trades and Apprenticeships, Continuing Studies and Adult Upgrading. There were also opportunities to meet Okanagan College team members who are devoted to helping students succeed with services like course planning and Indigenous cultural supports. Representatives from WorkBC and OC Student, Graduate and Co-op Employment discussed employment opportunities and services that help College graduates re-enter the workforce. At the end of the session, participants were provided contact information for their local WorkBC Centre.



Okanagan College Vernon Adult Upgrading student.

MLP4D – A local partnership with a non-profit company, Launch Financial Education Society (Launch Okanagan), powered up in early March 2021 to help Okanagan College students boost their financial literacy. OC students could take advantage of a free financial literacy program hosted online by Launch Okanagan. The Primer for Life series is an interactive, five-week program that offers students a chance to learn about their relationship with money, consumerism, budgeting, saving and credit. A number of Okanagan College Business students volunteered as facilitators and ambassadors to help encourage their peers in other program areas to drop into the sessions to boost their financial literacy. Xiaochen Yang is one of those students who lent her time and expertise to help raise awareness for the program.

Yang is enrolled in OC's School of Business Post-Baccalaureate Diploma program in Accounting and while she has always had an interest in numbers, this workshop means something different for her. "It's

important for us as post-secondary students to know how to manage our wealth and educate ourselves on personal finances," says Yang. "This is a chance for us to build another skill and give us an idea of how to wisely deal with our incomes." The Primer for Life program is geared to young adults in post secondary and was being delivered virtually, allowing OC students from across the Okanagan region to participate. "This program was created to provide youth with the financial knowledge and skills they need to feel confident in making financial decisions," says Jennifer Robins, Executive Director of Launch Okanagan. "Workshop sessions are free and there aren't any financial or income restrictions you need to attend – everyone is welcome." A new financial topic was covered each week and, to accommodate busy academic and work schedules, students could choose from two time slots per week to attend.

Okanagan Nation Alliance flag.



GROWING CULTURAL UNDERSTANDING

MLP1 – When the pandemic struck, organizers of the popular Youth Exhibition Powwow at Okanagan College in Kelowna knew they would have to adapt. Each year, for the past 11 years, the September event had drawn crowds of hundreds – sometimes more than a thousand – to OC’s Kelowna campus courtyard for a day of celebrating, learning about and engaging with Indigenous knowledge and culture. Over the course of a fun-filled day, dancers and accompanying drummers from across the B.C. interior would normally perform in a variety of dance categories including grass, fancy, chicken, jingle and traditional. Event organizer Jessica MacDonald knew translating that vibrant and energetic expression of Indigenous culture into a virtual format wouldn’t be easy. However, after reaching out to communities across the region and the province, she says she was heartened by the response. “Given that many people are grappling with the challenges of working, learning and caring for family members at home during the pandemic, the decision was made to produce a short video about Powwow this year – which people can watch any time and in snippets – rather than attempt to host a lengthy livestream,” says MacDonald, who works as an Aboriginal Transitions Planner at Okanagan College. “Dancers from all over responded that they would still like to participate by submitting videos,” she adds. “We are really excited and grateful that we can still gather together to watch it online and take this opportunity to showcase, celebrate and enjoy Indigenous dancing, drumming and culture in this way.” Youth have always made up a vast segment of the audience, with hundreds of students from various private, band and public schools travelling hours, or in some cases, making a quick trip across the street, to attend. Under regular circumstances Powwow falls on the equinox, and as such the event has become a fall

fixture for many teachers – and a unique way to offer their students a chance for real-world learning.

MLP1 – Since introducing an opportunity in April 2020 to engage in Indigenous cultural sensitivity training via an online program, more than 120 Okanagan College employees have undertaken the Four Seasons of Reconciliation learning modules. Producers explain that Four Seasons of Reconciliation “promotes a renewed relationship between Indigenous Peoples and Canadians through transformative learning about truth and reconciliation.” As Okanagan College continues to engage in the process of developing an Indigenization strategy, this online resource, which takes about three hours to complete, has served as a starting point for

many employees who want to better understand some of the issues that underpin the Truth and Reconciliation Commission’s 94 calls to action for our nation, and to think about where post-secondary education and Okanagan College fit into the picture. Gitan Rakhra, working on the College’s Penticton campus, completed the program and noted: “I see this course as a first step in shifting our perspective and ways of being in the world. I look forward to a day where we accept the realities of systemic racism in Canada as a baseline concept. Then together we can move forward, meaningfully. I am grateful for new insights this course has offered, such as the concept of broken treaties.” “The Four Seasons of Reconciliation course offers significant knowledge that is missing for so many of us. As we navigate uncertain times, I am reconciling within myself both a fear of the unknown, and a deep gratitude for this moment, where so many of us are questioning, awakening, and unsettling ourselves. That is in the first place, how many of us came to take this course. Working from home, amidst a global pandemic and creating the space to focus our energies on what Truth and Reconciliation really means.” “Going through the Four Seasons of Reconciliation course provided me with more information about First



Okanagan College Powwow dancer.

Nations peoples in Canada, their history, and current circumstances, and provided me with a different lens to view many aspects of the current relationship between First Nations and Canada,” observed Criminal and Social Justice Professor John Mott. “It has prompted me to look more closely at some of my own attitudes and to ask myself how I can make some changes in the courses I teach to incorporate some aspects of First Nations’ legal systems into my courses to help dispel some of the harmful stereotypes that I grew up with. It was news to me that the founding fathers of the United States modeled the US Constitution after the Great Law of Peace which were the legal articles that structured the Iroquois Confederacy’s Great League of Peace; the first democracy in North America.”

RECRUITING AND SUPPORTING INDIGENOUS STUDENTS

MLP1 MLP2A – Strengthening Connections, an Indigenous recruitment initiative for post-secondary institutions in British Columbia, will have a whole new look and feel this fall. As post-secondary institutions across the province have geared up for remote or alternative delivery for fall semester, recruiters had also made the switch to a virtual world, noted Jewell Gillies, who was the Executive Board Chair for Strengthening Connections and works in Aboriginal Services and Student, Grad and Co-op Employment at Okanagan College. “Strengthening Connections is about providing Indigenous learners with the opportunity to engage with Indigenous recruiters from both the post-secondary institutions and also many employers across the province as well,” says Gillies. “Our goal is to create a safe space for Indigenous community, to share with them the vast opportunities in education and careers that are available to them, and to provide

guidance on how to access these opportunities.” Strengthening Connections was formed in 2006 with a core group of Indigenous recruiters and advisors from several BC post-secondary institutions with the mandate to provide Indigenous Peoples in BC with the information they need to successfully pursue post-secondary education. Since then Strengthening Connections (SC) has grown to include all major universities in BC along with a number of colleges. Although Strengthening Connections members hail from individual institutions throughout BC, they work as a team collaboratively to assist those they serve in finding the best options for them.

MLP1 – Jewell Gillies of Okanagan College’s Student, Graduate & Co-op Employment Services Office co-facilitated BCCampus’ Fall Indigenous Series entitled “Pulling Together.” This 6-part online series, open to all employees in post-secondary in B.C., is designed to assist participants in understanding, from a traditional Indigenous perspective, that every season has work to be done as it pertains to reconciliation. It also encourages employees to consider how they fit our

post-secondary education, policies and protocols into the seasons to best reflect Indigenous ways of knowing and doing. The goal of the series is to fuel understanding and dialogue about embracing reconciliation and working together to create equitable space for Indigenous peoples in our institutions as learners, colleagues and community members. Participants explored our respective roles and examined how we gather our knowledge and bring that wealth home to our community, noted Gillies. Participation involved three-hours of asynchronous study and reflection, with one synchronous session each Thursday. Gillies and co-facilitator Marlene Erickson, Director, Aboriginal Education at College of New Caledonia (CNC) utilize the Leaders and Administrators Guide of the Pulling Together handbook as reference materials.



Jewell Gillies of Okanagan College’s Student, Graduate & Co-op Employment Services.

MLP1 MLP4B – How can Okanagan College enhance support for Indigenous students stepping into co-op work terms with employers? And in turn, how can OC better assist employers looking to hire students and set them up for success during their time in the workforce? These were just two of many questions inspiring Jewell Gillies as she began consultations in June 2020 with students, employers, other post-secondary institutions and Indigenous community members in the region and beyond as part of a 15-month long research project. “This project delves into many aspects of co-operative education or work-integrated learning, with the goal of better understanding Indigenous students’ experiences, what their questions and concerns are,” she explains. “These conversations with students and community are invaluable – they are helping to shape recommendations for how we can better serve Indigenous students and our employer partners.” Gillies is drawing on years of experience in supporting Indigenous learners in post-secondary. She’s worked with the College since 2017 as an Aboriginal Transitions Planner. The service improvement project finds her currently supporting the Student, Graduate & Co-op Employment office. She was in the planning stages for the project when COVID-19 arrived, but she says the pandemic has presented a speedbump rather than a stop sign, as she’s been able to continue her outreach virtually. Response to her efforts has been overwhelmingly positive. “I’ve been really struck by the positive response. I wasn’t sure initially how employers might respond but they’ve been very keen to engage with the work,” says Gillies. “Many are very appreciative of the opportunity to hear what others are doing and to gain insight into best practices they can put in place to better support Indigenous employees. Many are also looking for ways to support their non-Indigenous employees in learning about and engaging with Indigenous culture.” The project received funding from the B.C. Ministry of Advanced Education, Skills and Training for work integrated learning initiatives. Gillies says she’s encouraged by the way in which the project has also been an opportunity for the College to build on existing relationships with employers, and to foster new relationships.

BUILDING CONNECTIONS AND PROGRAMS

MLP1 – Okanagan College and Westbank First Nation (WFN) signed a new Memorandum of Understanding, in the spring of 2020, building on a long history of working together to increase access and support WFN members in achieving their post-secondary education goals. In all, the new MOU 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. Signing on behalf of Westbank First Nation was Chief Christopher Derickson and Councillors Andrea Alexander, Jordan Coble, Lorrie Hogaboam and Fernanda Alexander. Representing Okanagan College was then President Jim Hamilton, then Interim Vice President Students Allan Coyle and Director of Student Services James Coble.



Christopher Derickson, Chief, Westbank First Nation and Jim Hamilton, President, Okanagan College; representatives of Westbank First Nation and Okanagan College at the MOU signing.

MLP1 MLP4B – During 2020 and early 2021, Okanagan College's Continuing Studies and Corporate Training (CSCT) 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 were given recognition for past experiences to fulfill some program requirements.
- Roadmap to Self-employment to members of the Penticton Indian Band. 10 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 the delivery of this program of a cohort of Indigenous students from the four south Okanagan Bands - Penticton, Osoyoos, Upper Similkameen and Lower Similkameen. The Osoyoos First Nation hosted the program. Graduates will work in various community health, recreation and social service capacities.
- Leadership Development – Continuing a four-year relationship, CSCT delivered the Leadership Skills certificate to staff of the Westbank First Nation. This was the sixth cohort of WFN employees to participate in this program. CSCT 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 Indigenous Skills and Training agency), CSCT provided training in retail cannabis operations for members of the Okanagan Indian Band (Vernon).
- Motivation Interviewing – Training was provided to OTDC employment advisers, who serve the eight communities of the Okanagan Nation

Representatives of Westbank First Nation and Okanagan College at the MOU signing (photo taken pre-pandemic).



CAMPUS FACILITIES

MLP2E – As also articulated earlier in this report in early March 2021, B.C. Premier John Horgan, Vernon-Monashee MLA Harwinder Sandhu, and then OC President Jim Hamilton – joined by Business Administration student Evan Smith – announced an important student housing initiative that will see 376 more beds added to the College’s housing stock. The project involves buildings in Kelowna (216 beds), Vernon (100 beds) and Salmon Arm (60 beds) and will cost a total of \$67.5 million, with the province contributing \$36.3 million in grants, another \$30.2 million in loans and OC providing \$1 million. The announcement was the next step in three years of project and proposal development and drew the support of many external organizations and individuals. It is the largest single capital commitment from the province that Okanagan College has enjoyed since 2005. “This is one of those rare moments when you get to see a great idea realized, when a vision becomes a tangible project that will benefit our communities as an economic driver, help address housing issues in our region, support our goal of reducing our carbon footprint and – most importantly of all – increase access to post-secondary education,” commented President Hamilton during the media event, which drew many stakeholders. “Over the past 16 years, Okanagan College has done much to expand that access in our region, with support from the provincial government and the communities we serve. We have seen significant growth in facilities and in programs at each of our four major campuses, and we have witnessed substantial growth in the number of people we serve with education and training – about 70 per cent since 2005.” These student housing projects bolster the existing 144-bed residence on Kelowna campus. The Penticton campus has not been overlooked with regards to development of student housing. OC has

been supportive of plans by Radec Group to develop student housing on the former Canwood Furniture property adjacent to the campus. The Radec project proposal is being considered by City of Penticton currently and construction may start this summer.



Okanagan College, Health Sciences Centre - GEC Architecture.

MLP4A – With a commitment to raise money to complete construction of its new \$18.9 million Health Sciences Centre, Okanagan College mounted a \$5-million fundraising campaign in 2018 to help finance the infrastructure and support student scholarships and bursaries. To that end in 2020-21, many individuals and community groups stepped to the forefront to support the campaign and help with OC’s overall organizational sustainability. Some notable donations in the 2020-21 fiscal year are as follows:

- The Stober Foundation committed \$500,000 over the next five years to support the development of a state-of-the-art Health Sciences Centre at Okanagan College’s Kelowna campus, which will train 450 students per year over the next 40 years. In recognition of this gift, Okanagan College Foundation is establishing a \$250,000 award fund in honour of the Stober family. The awards will provide vital financial support for 100 students, helping them achieve their educational goals and progress to careers in critical sectors of our region’s economy



Rendering of Okanagan College Kelowna student housing project.

- A virtual event organized by the Okanagan College Foundation and area realtor Jane Hoffman – Season’s Eatings – featured the College’s Culinary Arts department and raised \$315,000 in December, as well as earning a commitment of another \$300,000 to support the Health Sciences Centre. The virtual cooking and wine tasting class featured Okanagan College Culinary and Pastry Arts instructors and their students who walked participants through how to cook a gourmet dinner consisting of stuffed turkey breast with cranberries and brie, warm brussels sprouts salad and potatoes pave. Quails’ Gate Winery Senior Sommelier Louise Dabisza guided participants on a tasting of three wines to pair with the meal.
- A \$150,000 donation by the Friesen family to the Okanagan College Foundation to support the Therapist Assistant Lab. Dianne Friesen worked at Okanagan College in the mid-1970s. In 1984, her husband Rod started Voyager RV and their son Jason who is running the business is grateful to be able to hire graduates from the College’s RV Technician program. Voyager RV also donated \$30,000 to the College’s Bold Horizons campaign for a new Trades Training Complex.
- A \$50,000 donation by retired nurse Delphine Stone, who attended nursing school more than 60 years ago. Stone remembers receiving a \$100 award from the Hospital Auxiliary that paid for her registration to nursing school. Without that support, she wouldn’t have been able to pursue nursing, a vocation she thoroughly enjoyed and dedicated herself to for 30 years. Stone’s gift will support the Medical Resources room in the Health Sciences Centre and honour her brother Constantin Greenwald who also strongly believed in the positive benefits of education. In addition to this gift, Stone gives annually to a student award at the College.
- A retired Kelowna couple – Jim Hodgson and Joy Bianco donated \$30,000 to Okanagan College’s Health Sciences Centre to support the health of the community. After experiencing several health challenges, Hodgson says he understands first-hand the need for quality health care professionals. “We liked the College’s hands-on approach to health-care education,” says Hodgson. “The more students have opportunities to practice before entering their careers, they will be more effective and prepared for their professions. “The more we can set students up for success, the better.”
- Mike and Kim Jacobs donated \$80,000 to the Our Students, Your Health campaign to support the completion of the \$18.9 million Health Sciences Centre. “It’s incredible to see such a modern facility with all the technology and great detail put into the education spaces. They’ve overlooked nothing,” says Kim. “This is a huge step for our community to have a Centre like this.” “We were very encouraged by the fact that students would come to study here and stay,” says Mike, who is the chairman of Emil Anderson Construction and founder of Dilworth Quality Homes. “With an aging population, we see the need for more frontline health care workers. The more and better trained they are, the better our society will be.” The Jacobs’ gift will support a new classroom for nursing students. Okanagan College educates Health Care Assistants, Practical Nurses and the first two years of the Bachelor of Science in Nursing program.
- TD Bank donated \$15,000 to Okanagan College’s Our Students, Your Health campaign towards the new Health Sciences Centre on the Kelowna campus. The gift will support new equipment for the nursing lab, which will be used by future Practical Nurses, Registered Nurses and Health Care Assistants. “Part of creating better health outcomes for patients is to provide aspiring health care professionals with the right training, tools, and equipment to help them succeed,” says Robert Lindstrand, Vice President of TD Commercial Banking for the Interior Region. “All of us at TD are thrilled to provide this funding for Okanagan College to help ensure its health care students have the confidence and skills needed to deliver quality care for patients in their practice.” Okanagan College Foundation Executive Director Helen Jackman says the gift will equip the new lab with a modern lift and gantry enabling students to practice on the same equipment they’ll encounter in hospitals and long-term care homes.

- Mary Miller was the type of nurse who was working even when she was off. If the phone rang in the middle of the night, she would go to the hospital to help her colleagues. In celebration of all the love she gave her patients and especially those closest to her, the Miller family have made a \$150,000 donation to Okanagan College's new Health Sciences Centre. The gift honours Mary, who passed away in October at age 83. "My Mary would be so pleased and so honoured that we're doing this for her," says Dean Miller, her husband of 62 years and co-founder of Miller & Wyatt, a local auto parts store. The Miller family's gift will support the student collaboration room, a shared study and technology space that will be open to all eight of the health care professions who will be studying in the Centre. The Miller's gift will also support a care bed unit and another student gathering and study lounge.

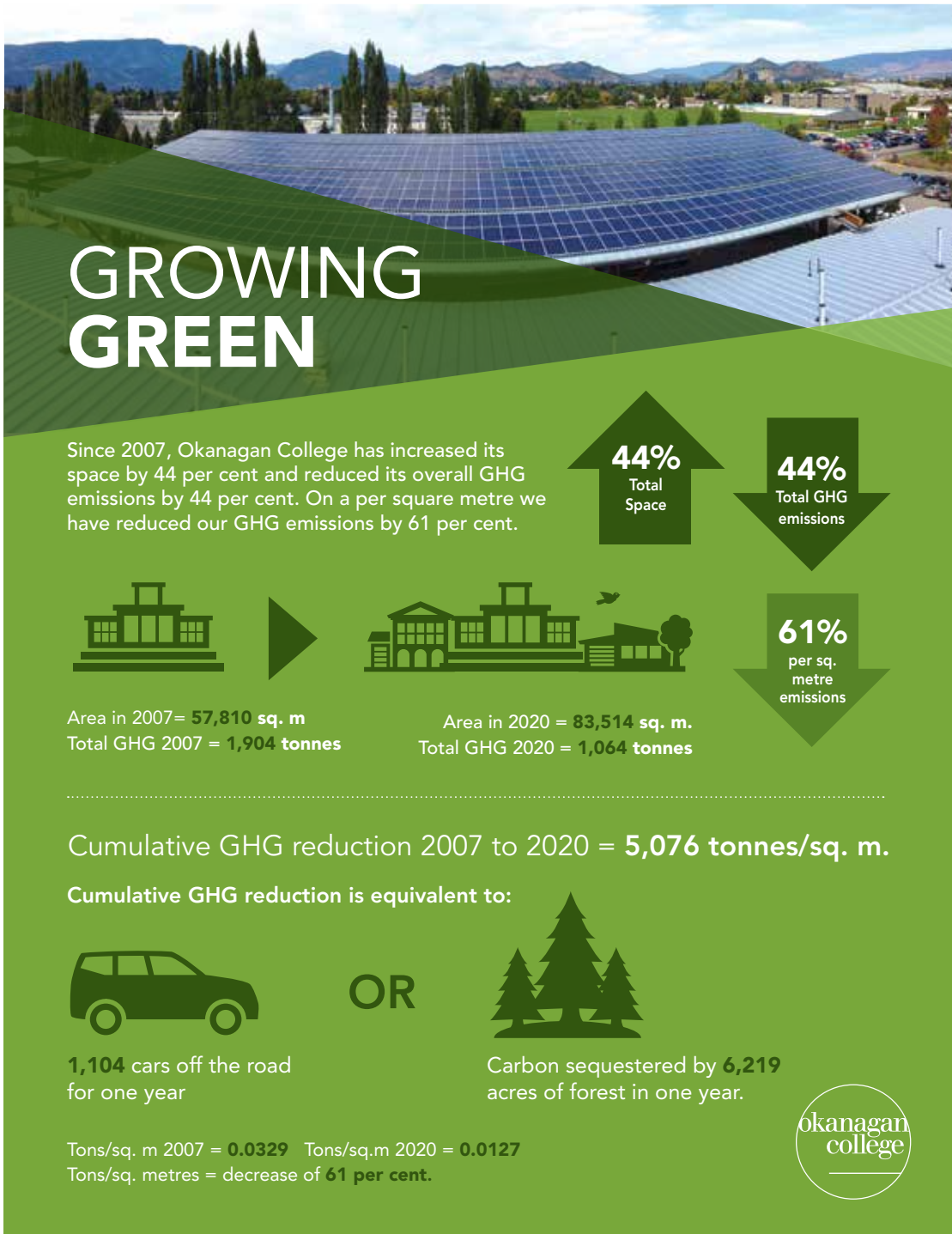
- Kelowna Chevrolet invested in future health-care professionals, with a \$50,000 donation to the Our Students, Your Health campaign for a new Health Sciences Centre at Okanagan College.

Kelowna Chevrolet Dealer Partner Ian Speckman says he felt a responsibility to support the state-of-the-art Health Sciences Centre that will train health-care professionals for the region.

"As we're all realizing, health-care professionals are essential for our community," says Speckman. "This is about supporting students so they can get the right training and literally go on to save lives that is impactful." Kelowna Chevrolet is donating in partnership with Kelowna Toyota for a total of \$100,000. Each local dealership is committing \$50,000 to the Okanagan College Foundation's \$5-million fundraising goal.

A GREEN FOCUS

Okanagan College has joined forces with a group of colleges, institutions, polytechnics and CEGEPs from across Canada to educate a post-pandemic workforce to support a new climate-focused economic recovery. The group of eight climate-action leading institutions from all regions of the country have launched an initiative called Canadian Colleges for a Resilient Recovery (C2R2). The group will champion projects across Canada to support a recovery that delivers good jobs, is positive for the environment, and addresses socio-economic inequality. And the collaboration is already in motion. In September 2020, Okanagan College and Mohawk College signed a letter of intent outlining ways in which they'll work together on the initiative. "Sustainability has long been one of Okanagan College's key directions and we're very proud of what we've been able to achieve in this area," said then President Jim Hamilton. "We're committed to being a leader in green building and to training the sustainable construction managers, green builders, technologists and many other roles that will be vital to the clean green economy going forward. We feel we have a lot of expertise to share and we look forward to working with other institutions and our surrounding communities to continue to support a resilient economy in our region and beyond." "Mohawk College has aligned itself with institutional environmental leaders across the country to share resources and best practices in order to educate and train students for the climate-resilient jobs of the future," said Ron McKerlie, president of Mohawk College. The federal Throne Speech indicated that climate action will be a cornerstone of Canada's plan to support and create a million jobs across the country, he noted. "We believe that colleges are in an ideal situation to support a sustainable economic recovery in Canada. We are working together to ensure we are ready to respond to emerging workforce training needs as soon as a post-pandemic recovery begins." The group formed to take meaningful action as a direct response to the five bold moves and 22 recommendations of the Task Force for a Resilient Recovery, which recommended a \$55.4 billion strategy for a green recovery in Canada that will support long-term jobs and economic growth and keep Canada competitive in the quickly-evolving global marketplace.



Okanagan College’s commitment to sustainability as an organization was reflected in performance against Greenhouse Gas (GHG) emission goals set by the institution. Through 2020-21, Okanagan College was able to report that since 2007 – while it has grown its

physical space by 44 per cent – it has reduced its total GHG output by 44 per cent. The reduction means that OC has reduced its per-square-meter energy consumption by 61 per cent, achieving its 2030 goals a decade ahead of schedule.

FISCAL SUSTAINABILITY

MLP2– COVID-19 related impacts on BC's post-secondary sector required significant adjustments both by the provincial government and post-secondary institutions. In February 2021 BC's post-secondary institutions were allowed to run deficits for two fiscal years. The following news story published by the Ministry of Advanced Education and Skills Training on February 12, 2021 summarizes these adjustments.

"The Government of British Columbia is supporting post-secondary students, staff and faculty with new changes that offer more financial flexibility for public post-secondary institutions (PSIs) impacted by COVID-19.

"I would like to thank our post-secondary institutions for the hard work they have done during this unprecedented year to support their campus communities and keep people safe," said Anne Kang, Minister of Advanced Education and Skills Training. "We're providing stability so PSIs that have seen extra costs and lower revenue can navigate the financial impacts of the COVID-19 pandemic, while continuing to support students, staff and faculty, and deliver top-quality post-secondary education for people."

With this change, PSIs are now approved to run budget deficits for two fiscal years, using surpluses earned in previous years to maintain current operations in a manner that supports students and the labour force.

"Post-secondary institutions have worked tirelessly to safely support British Columbians in their educational goals while facing the continued challenge of COVID-19," said Selina Robinson, Minister of Finance. "The ability to work within a deficit over the next two years is one of the ways we can ensure these institutions can work through this difficult period and into a strong economic recovery, while continuing to provide educational opportunities for the next generation of British Columbians."

Under existing legislation, PSIs cannot incur annual deficits from operations without prior approval from government. This multi-year approval by government also recognizes the need for an additional fiscal year for some PSIs to address the impact of COVID-19 on operations as they plan for greater numbers of students likely studying on campuses later this year, as public health orders allow.

During COVID-19, PSIs have seen reduced revenues and increased expenses as they work to continue to safely deliver classes. Reduced enrolment has meant lower tuition fee revenue. Additionally, a reduced presence on campus has resulted in a loss of revenue from parking, bookstores, reduced student housing, food services and academic conferences. Most PSIs have also incurred additional costs related to moving courses online as well as increased safety measures to protect students, staff and faculty who are on campus.

B.C.'s PSIs are working to provide high-quality education to students, while maintaining safe operations, during the COVID-19 pandemic."

In the aforementioned context, Okanagan College continued to remain fiscally responsible in 2020-21 fiscal year. As the COVID-19 pandemic impacted domestic and international student enrolments for summer 2020, fall 2020 and winter 2021, Okanagan College realized a significant reduction in revenue: not just tuition, but also in ancillary activity income (bookstore, parking, food services, etc.). With initial estimates identifying a possible reduction in revenues of up to \$11 million, leaders and employees at the College quickly started to identify areas of possible savings, while focusing on maintaining the human and physical infrastructure that would facilitate a "return to normal" as quickly as possible in a post-pandemic period. Capitalizing on position vacancy savings, supply restraint, and other means – while minimizing labour force reductions – the institution was able to balance its 2020-21 budget, despite having obtained approval from the provincial government to realize a deficit for the year.

A link to Okanagan College's 2020-21 Financial Statements is included as an appendix to this report.

Okanagan College 2020/21 Accountability Framework Performance Measure Results - Round 3

Performance measure ¹	Reporting year					
	2019/20 Actual	2020/21 Target	2020/21 Actual	2020/21 Assessment		
Student Spaces²						
Total student spaces	5,156	4,766	4,911		Achieved	
Nursing and other allied health programs	549	409	572		Achieved	
Developmental programs	820	865	705		Not achieved	
Credentials awarded³						
Number	1,842	1,806	1,862		Achieved	
Aboriginal student spaces⁴						
Total Aboriginal student spaces	1,000	≥ 2019/20	931		Substantially achieved	
Ministry (AEST)	691		657			
Industry Training Authority (ITA)	309		273			
Student satisfaction with education^{5,6}						
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	92.8%	1.2%	≥ 90%	93.3%	1.0%	Achieved
Trades foundation and trades- related vocational graduates	91.2%	2.7%		94.0%	2.2%	Achieved
Former apprenticeship students	93.9%	1.8%		94.1%	1.9%	Achieved
Bachelor degree graduates	96.8%	2.6%		97.0%	2.4%	Achieved
Student assessment of the quality of instruction^{5,6}						
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	95.6%	0.9%	≥ 90%	95.0%	0.9%	Achieved
Trades foundation and trades- related vocational graduates	92.6%	2.5%		93.2%	2.4%	Achieved
Former apprenticeship students	96.0%	1.5%		96.0%	1.6%	Achieved
Bachelor degree graduates	96.7%	2.7%		99.0%	1.4%	Achieved
Student assessment of skill development^{5,6}						
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	86.6%	1.5%	≥ 85%	88.1%	1.2%	Achieved
Trades foundation and trades- related vocational graduates	86.8%	3.1%		86.0%	2.9%	Achieved
Former apprenticeship students	87.7%	2.3%		87.4%	2.5%	Achieved
Bachelor degree graduates	92.1%	3.6%		93.0%	3.1%	Achieved
Student assessment of usefulness of knowledge and skills in performing job^{5,6}						
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	89.5%	2.0%	≥ 90%	87.2%	2.1%	Substantially achieved
Trades foundation and trades- related vocational graduates	91.5%	3.5%		88.6%	3.5%	Achieved
Former apprenticeship students	94.7%	1.8%		93.2%	2.2%	Achieved
Bachelor degree graduates	94.3%	3.7%		97.8%	2.2%	Achieved
Unemployment Rate^{5,6}						
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	5.0%	1.4%	≤ 20.3%	6.7%	1.5%	Achieved
Trades foundation and trades- related vocational graduates	11.8%	3.5%		8.4%	2.8%	Achieved
Former apprenticeship students	4.4%	1.6%		5.5%	1.9%	Achieved
Bachelor degree graduates	4.4%	3.1%		5.1%	3.1%	Achieved

Notes:

N/A - Not assessed

- ¹ Please consult the 2020/21 Standards Manual for a current description of each measure.
- ² Results from the 2020/21 reporting year are based on data from the 2020/21 fiscal year; results from the 2019/20 reporting period are based on data from the 2019/20 fiscal year. 2020/21 actuals and targets are as of June 1, 2021.
- ³ Annual performance is measured using a rolling three-year average of the most recent fiscal years, e.g., the results for the 2020/21 reporting year are a three-year average of the 2017/18, 2018/19, and 2019/20 fiscal years.
- ⁴ Results from the 2020/21 reporting year are based on data from the 2019/20 fiscal year; results from the 2019/20 reporting period are based on data from the 2018/19 fiscal year.
- ⁵ Results from the 2019/20 reporting year are based on 2019 survey data; results from the 2020/21 reporting year are based on 2020 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.

Target assessment scale	Description
Achieved	100% or more of the target
Substantially achieved	90% to <100% of the target
Not achieved	<90% of the target
Not assessed	Measures without targets or survey results with less than 20 respondents or a margin of error of 10% or greater

APPENDIX - Okanagan College 2020/21 Accountability Framework Performance Measure Results - Round 3

Performance measure	Reporting year					
	2019/20 Actual	2020/21 Target	2020/21 Actual	2020/21 Assessment		
Former diploma, associate degree and certificate students' assessment of skill development						
	%	+/-		%	+/-	
Skills development (avg. %)	86.6%	1.5%	≥ 85%	88.1%	1.2%	Achieved
Written communication	83.8%	1.9%		87.0%	1.6%	
Oral communication	80.4%	2.0%		82.9%	1.7%	
Group collaboration	87.4%	1.5%		88.0%	1.4%	
Critical analysis	90.1%	1.4%		92.1%	1.1%	
Problem resolution	85.5%	1.7%		87.2%	1.5%	
Learn on your own	86.5%	1.6%		86.2%	1.5%	
Reading and comprehension	90.4%	1.4%		92.7%	1.1%	
Trades foundation and trades-related vocational graduates' assessment of skill development						
	%	+/-		%	+/-	
Skills development (avg. %)	86.8%	3.1%	≥ 85%	86.0%	2.9%	Achieved
Written communication	74.4%	7.9%		71.0%	7.5%	
Oral communication	81.6%	6.0%		77.3%	6.0%	
Group collaboration	87.7%	3.4%		89.0%	3.1%	
Critical analysis	88.3%	3.2%		88.2%	3.1%	
Problem resolution	86.4%	3.5%		84.4%	3.5%	
Learn on your own	88.7%	3.2%		87.7%	3.2%	
Reading and comprehension	93.4%	2.5%		92.9%	2.5%	
Former apprenticeship students' assessment of skill development						
	%	+/-		%	+/-	
Skills development (avg. %)	87.7%	2.3%	≥ 85%	87.4%	2.5%	Achieved
Written communication	71.5%	5.6%		75.9%	5.3%	
Oral communication	75.4%	5.1%		81.6%	4.5%	
Group collaboration	89.9%	2.5%		88.1%	2.8%	
Critical analysis	93.0%	2.0%		92.3%	2.2%	
Problem resolution	88.8%	2.5%		90.3%	2.5%	
Learn on your own	88.1%	2.6%		85.4%	3.0%	
Reading and comprehension	92.4%	2.1%		92.1%	2.3%	
Bachelor degree graduates' assessment of skill development						
	%	+/-		%	+/-	
Skills development (avg. %)	92.1%	3.6%	≥ 85%	93.0%	3.1%	Achieved
Written communication	90.8%	4.5%		93.8%	3.5%	
Oral communication	93.2%	3.9%		92.9%	3.7%	
Group collaboration	91.1%	4.3%		93.1%	3.5%	
Critical analysis	93.3%	3.8%		97.0%	2.4%	
Problem resolution	94.5%	3.4%		90.1%	4.2%	
Learn on your own	94.4%	3.5%		92.9%	3.7%	
Reading and comprehension	89.9%	4.6%		92.9%	3.7%	

Mandate Letter 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 and UN DECLARATION on the RIGHTS OF INDIGENOUS PEOPLES ARTICLE	
<p>PROGRESS</p> <p>Identify whether the initiative is:</p> <ul style="list-style-type: none"> • New • Planned vs In Progress vs Implemented or Ongoing • If there is no relevant program show an N/A 	<p>INITIATIVES AND PARTNERSHIPS</p> <p>Provide key details initiatives relating to each Call to Action and UN Declaration on the Rights of Indigenous Peoples article and how your institution’s relations and collaborative partnerships with local First Nations and Métis communities are contributing to implementation. Include links where relevant. Add rows to report on additional initiatives as required.</p>

1: SOCIAL WORK

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

PROGRESS

N/A

For specific delivery of a Social Work program.

In progress

Regarding an Applied Degree Program that would ladder to a MSW program at UBCO

Ongoing

Aboriginal Community Support Worker, and Human Service Worker Programming

NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS

Okanagan College offers two introductory courses in the field of Social Work but has been accepting applications through the 20-21 fiscal year to a new Applied Bachelor of Arts – Social Development and Research Program that will begin in Fall 2021. 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 curriculum in the degree program would include a focus on cultural diversity, including Indigenous studies and language courses.

The Continuing Studies and Corporate Training department has worked with Indigenous communities in the region to design and deliver 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.

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.

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.

Wellness Wheel: Students complete a 2-step assignment that involves looking at various Indigenous Models of Wellness, sometimes referred to as a Medicine Wheel, in order to take a holistic perspective and understand the value in different ways of being and knowing, and how they can apply them in their own life. Some students identify this as being their most valuable assignment.

Hobiyee: Introducing the students to Indigenous celebrations of culture and community outside of those that are celebrated in more Eurocentric cultures as a way of understanding that ritual and connection to culture are part of the resiliency found in the fabric of Indigenous communities.

Generational trauma: Students are encouraged to recognize strength before need as part of working with ALL communities, but certainly as affirmative action in working with Indigenous Peoples.

Using Thomas King's story, called "Totem", students participate in Breakout Group discussion. The story explores, through metaphor and symbolism, the historical and current relationship of Indigenous Peoples and the Canadian government. The discussion generates critical inquiry, helps to identify gaps in our own knowledge, or biases that we may or may not be aware of, and fosters a curiosity and safe place to learn.

continued...

	<p>Prior to the Thomas King reading/discussion, a video featuring Candy Palmater is shown. This gives us a starting point from which to use terms that are inclusive rather than divisive as we learn to talk about sensitive subjects.</p> <p>There are a number of other cultural practices and philosophies referenced in various courses, such as using two Sufi tales in two courses (one is an example of Human Service Worker values, the other is a tale that gets us thinking and talking about human nature and how we apply that knowledge in the field).</p> <p>All of these are, of course, brought full circle so that they relate to either the work with the client in the field, or ways that we care for ourselves and our colleagues as a means of remaining healthy and effective in our work.</p> <p>While the stories are often in text (e.g. pdf) or video/audio format, we choose to read the stories out loud rather than have students read them prior to class. Experiencing the value of oral story telling is aligned with recognizing the value in the oral transmission of knowledge.</p> <p>Human Service Worker (HSW) program continues to invite Indigenous speakers into the classroom. HSW Department instructors contributed to development of Aboriginal Community Support Worker (ACSW) Certificate Program, offered by Continuing Studies. Recently, we are collaborating with CS and ACSW Program to continue process of formalizing a laddering/transfer relationship with our program. Previously, transfer credit was awarded on a case by case basis.</p> <p>HSW actively maintains a collaborative relationship with local Indigenous Organizations and Programs.</p> <p>Local Friendship Centres and Band administered social service programs are active partners in our practicum community, and their representatives regularly present in our classes.</p>
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12: EARLY CHILDHOOD EDUCATION

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

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
<p>New Implemented</p>	<p>Early Childhood Education Assistant (ECEA) Program in partnership with Adams Lake Indian Band (Continuing Studies Program) is supporting the community to ensure early childhood education is culturally relevant.</p> <p>Science Technology and Health (STH) program area partnered with Continuing Studies (CS) and the Shuswap Nation Tribal Council to offer the Early Childhood Education (ECE) certificate to band members at the Salmon Arm campus.</p> <p>The program was extended to offer some students with the courses to complete the full diploma and some to get the additional Infant-Toddler certificate.</p> <p>The Salmon Arm Campus program staff worked with the Aboriginal community to Indigenize the ECE curriculum and have shared their lessons learned to date with all ECE instructors. We completed a formal evaluation after the program to establish lessons learned and ways to further indigenize the entire ECE program.</p> <p>STH partnered with CS on two ECEA programs for the Aboriginal communities of Lillooet and Chase.</p>

16: INDIGENOUS LANGUAGE DEGREE AND DIPLOMA PROGRAMS

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

PROGRESS

NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS

Planned

Six credits of First Nations Indigenous Language are being planned out with local First Nations communities for inclusion in Arts offerings (a requirement for the undergraduate applied degree program under quality review by the Ministry)

23: HEALTH-CARE PROFESSIONALS

We call upon all levels of government to increase the number of Aboriginal professionals working in the health-care field, ensure the retention of Aboriginal health-care providers in Aboriginal communities, and provide cultural competency training for all healthcare professionals.

PROGRESS

NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS

New
Ongoing

Incorporated into the design of the new Health Science Centre will be a smudging room, Indigenous landscaping and a three-storey local First Nation Metal Sculpture of the Four Food Chiefs. 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.

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 our campuses.

We have designated seats in our OC admissions policy for Indigenous students in all of our health programs.

We incorporate cultural safety to varying degrees in all health program curriculum.

We have begun including Trauma Informed Practice in our nursing courses and provided education to the instructors of those programs. This is an area that we are exploring providing more cultural competency training to our staff, within our health-related departments, and broader College community.

24: MEDICAL AND NURSING SCHOOLS

We call upon medical and nursing schools in Canada to require all students to take a course dealing with Aboriginal health issues, including the history and legacy of residential schools, the United Nations Declaration (UN Declaration) on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, and Indigenous teachings and practices. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.

PROGRESS

NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS

Ongoing

Our nursing programs include Indigenous health issues and history in their curriculum.

The Practical Nursing (PN) students are required to take the University of Victoria's modules in their program and our Bachelor of Science in Nursing (BSN) students complete their training in year 3 at UBC-Okanagan. In 2017 the Practical Nursing curriculum was revised to ensure learning outcomes were aligned with the Truth and Reconciliation Calls for Action, cultural humility and safety, intercultural competency, LGBTQ2 and trauma-informed practice. Language and learning objectives in the curriculum were updated to ensure these learning outcomes were being met. In order to achieve these learning outcomes our students engage in multiple learning activities throughout the program.

Our curriculum was developed with Indigenous learning resources included in the Provincial guide. Inviting Elders as guest speakers, identifying own cultural beliefs and values and researching traditional indigenous healing therapies are in our Professional Practice, Communication, Health Promotion, Integrated Nursing Practice and Pharmacology classes. In 3 of our 4 semesters students complete a Cultural Safety reflection by working through the University of Victoria's Cultural Safety modules (<https://web2.uvcs.uvic.ca/courses/csafety/mod1/index.htm>) 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.

Nursing programs regularly invite speakers from our local First Nation bands and Indigenous health navigators from Interior Health to speak to the students as guests and provide teaching. OC has affiliation agreements with 3 Okanagan First Nation bands within the Okanagan to have our students placed and complete practicums. During Consolidated Practice Experience 4 for PN, the students are placed within the local First Nations health units across the Okanagan. OC BSN program is working with the Westbank First Nations community for the community practicums.

28: LAW SCHOOLS

We call upon law schools in Canada to require all law students to take a course in Aboriginal people and the law, which includes the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and antiracism.

PROGRESS

NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS

N/A

N/A

57: PUBLIC SERVANTS

We call upon federal, provincial, territorial, and municipal governments to provide education to public servants on the history of Aboriginal peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.

PROGRESS

NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS

N/A

N/A

62: TEACHER EDUCATION

We call upon the federal, provincial, and territorial governments, in consultation and collaboration with Survivors, Aboriginal peoples, and educators, to: ... Provide the necessary funding to post-secondary institutions to educate teachers on how to integrate Indigenous knowledge and teaching methods into classrooms.

PROGRESS

NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS

Planned & ongoing

There are currently no official resources that respond to this call to action. Drawing on its own financial resources, the College has piloted a cultural competency course, open to all employees at the College. Some facilitated sessions and self-directed learning on Indigenization have occurred, and we are seeking additional resources to develop more robust programming and training on this topic.

86: JOURNALISM AND MEDIA SCHOOLS

We call upon Canadian journalism programs and media schools to require education for all students on the history of Aboriginal peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations.

PROGRESS

NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS

Planned

Okanagan College currently offers a diploma in Communications, Culture and Journalism Studies. At this time there is an elective course (Introduction to Indigenous Studies) that students can choose to take in year one.

92: BUSINESS SCHOOLS

We call upon the corporate sector in Canada to ... Provide education for management and staff on the history of Aboriginal peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.

PROGRESS

NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS

Planned

There are currently no courses being offered in Business that respond to this call to action. The College has piloted a cultural competency course, open to all employees at the College, and we are seeking additional resources to develop more robust programming on this topic.

UNITED NATIONS DECLARATION ON THE RIGHTS OF INDIGENOUS PEOPLES IMPLEMENTATION

How is your institution working with Indigenous peoples and communities to implement the United Nations Declaration on the Rights of Indigenous Peoples, and in particular the articles related to education, which include the following:

Article 14

1. Indigenous peoples have the right to establish and control their educational systems and institutions providing education in their own languages, in a manner appropriate to their cultural methods of teaching and learning.
2. Indigenous individuals, particularly children, have the right to all levels and forms of education

Article 15

1. Indigenous peoples have the right to the dignity and diversity of their cultures, traditions, histories and aspirations which shall be appropriately reflected in education and public information.

Article 21

1. Indigenous peoples have the right, without discrimination, to the improvement of their economic and social conditions, including, inter alia, in the areas of education, employment, vocational training and retraining, housing, sanitation, health and social security.

PROGRESS

NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS

College representatives meet with various Indigenous community representatives on a quarterly basis within each regional area we serve. 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 both locally and occasional in more rural Indigenous communities outside of our region. A couple examples of community driven programming this past year include the Introduction to Office Administration Project and Hospitality and Tourism programs in partnership with Tsal'alh Government. This program has a key direction of developing capacity in community to support self-sufficiency and self-determination. Our Continuing Studies department in conjunction with our Science Technology and Health portfolio, partnered with Adams Lake Indian Band to ensure early childhood education is culturally relevant in our design, delivery and evaluations.

continued...

	<p>The College is committed to enhancing the participation rate of Aboriginal peoples in post-secondary education to a level which is representative of the Aboriginal population of the region served by the College. It will strive to increase and maintain its Aboriginal student population to a level reflective of this ratio. The College, in collaboration with departments, will annually set aside a predetermined number of places specifically for Aboriginal students, the number being commensurate with student interest, available teaching and learning support resources. While the number may vary from program to program, it will not normally exceed six per cent of the intake capacity for any given program in a particular year.</p> <p>OC organizes culturally informed campus-based events for current and prospective students, as well as community, faculty and other staff to attend. Campus-based events will include but not be limited to our youth exhibition pow wow, Aboriginal Student Recognition Ceremony and Louis Riel Day celebrations.</p> <p>OC also attends community-based cultural and recruitment events both locally and provincially, such as the Okanagan Nation Salmon Feast, Strengthening Connections recruitment tour and local National Indigenous Peoples Day celebrations as a means to foster stronger working relationships, as well help with our recruitment and outreach efforts.</p> <p>The Indigenization Task Force continues to meet regularly as a group throughout the year. The Task Force 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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OC Developmental Programs Promotion 2020-2021

Okanagan College continues to put significant effort into promoting developmental programs inclusive of upgrading and foundational opportunities. Coordinated region-wide and beyond promotion of these programs 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):

- **April 2020:** Promotional campaign for summer session classes included reference to upgrading opportunities. Promotional efforts included OC website/homepage promotion, media release, and social media advertising (245,228 impressions, 104,420 reach and 2,424 link clicks).
- **May - September 2020:** Okanagan College coordinated a six-month rolling campaign promoting for Fall 2020 start. This included messaging and advertising about upgrading and included social media advertising, media releases, OC website/homepage promotion, sponsored content in digital media outlets in the region (Castanet), print and radio ads. One of the elements of the campaign was the message: "7 reasons to attend College this fall." Upgrading opportunities was among the 7 reasons.
- **April 1 - 15, 2020 and again from June - August 2020:** OC ran a digital marketing campaign (digital display ads) with Windspeaker Media, an Indigenous owned and focused media outlet. The campaign clicked through to a landing page that included the 7 reasons (among them was upgrading); it generated more than 40,000 impressions.
- **July 2020:** Okanagan College launched a new website. Since the launch, one of the pillars of the re-design project was to improve accessibility, readability and ease of use/navigation for a diverse audience. A full re-design of the Upgrading and Foundational programs pages and section of the website was undertaken to ensure a more accessible, responsive and easy-to-use pathway for students looking to inquire or enrol in upgrading/foundational programs, including the following activities:
 - Improved Search Engine Optimization (SEO) of Upgrading webpage. This yielded more than 24,200 visitors (with 69.5% unique), with an average time on page of 2:05.
 - Streamlined program entry through online contact forms. There were 75 inquiries in the first week alone of the site launch.
- **September 2020 - January 2021:** A comprehensive marketing and recruitment campaign was launched to drive awareness and promote key programs across the College. Upgrading was a pillar of the campaign. The campaign included Google advertising, social media advertising (Facebook and Instagram), media releases, OC website/homepage promotion, sponsored content in digital media outlets in the region (Castanet), print and radio ads. ([Instructor profile](#) generated 7,166 impressions, 4,419 reach and 240 clicks).
- **January - March 2021:** Focused Facebook and Instagram marketing campaign for upgrading, region-wide (301,831 impressions, 70,848 reach and 1,941 clicks).
- **February - March 2021:** Google campaign through network of search and display ads (330,337 impressions, 1,309 clicks).
- **January - June 2021:** Upgrading radio ad campaigns launched.
 - Conducted in all markets throughout Okanagan Valley and Shuswap regions (100.7FM) in January-February.
 - Additional spots in Bell media in Salmon Arm in February.
 - Additional spots running from March-June in Revelstoke (StokeFM).

- **March 2021:** Multi-campus Returning to Education seminar, included a multipronged marketing campaign devoted to mature students and included information about upgrading. See [event page](#), [media release](#), and [letter to the community](#) from the Regional Dean. Other promotional efforts included print, social media and radio advertising (social media ads generated 5,395 impressions, 1,959 reach and 19 clicks; seminar registrants totalled 53).
- **April 2021:** Another comprehensive region-wide (and beyond) marketing and recruitment campaign launched and will run to September to promote for Fall 2021 intakes. This campaign includes messaging and advertising about upgrading. Channels include: Google and social media advertising (Facebook and Instagram), media releases, OC website/homepage promotion, sponsored content in digital media outlets in the region (Castanet), print and radio ads, chamber e-newsletters and other community “influencer” paid and free marketing opportunities.
- **Year-round:** OC Digital Signage: all campuses – rotating throughout the year.
- Promotion in [Okanagan College 2021-2022 Viewbook](#) – prominent feature on upgrading. Recruiters distribute more than 10,000 printed viewbooks to domestic and international prospects over the course of the year as well as shared them via Facebook sponsored post to audiences across Western Canada and published on the College’s website.

Some snapshots of the advertising mediums used for promoting the Developmental Programs in 2020-21 are as follows.

New Okanagan College Upgrading Webpage

Adult Upgrading
Adult Basic Education

home > upgrading portfolio page

Sometimes the hardest part of going back to school is taking the first step. At Okanagan College, our upgrading department welcomes all adult students and provides help for each step of the way.

Upgrading is the right choice if you want to:

- Complete high school graduation requirements
- Upgrade your high school marks
- Complete pre-requisites for the College's program or other university courses
- Develop your reading, writing and math skills
- Improve your career opportunities

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

Upgrading Home Page

Explore
Learn about programs and courses at OC.
[Explore OC](#)

Experience
Join a virtual info session or become a student for a day.
[Join us](#)

Ask
Have your questions answered by an advisor or recruiter.
[Ask OC](#)

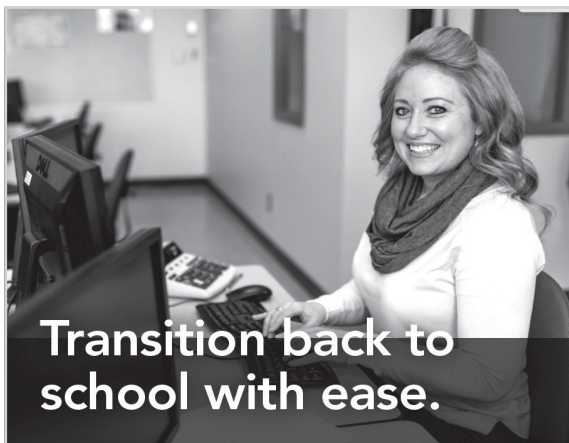
Apply
Take the next step and enrol in a program or course at OC.
[Apply OC](#)

Upgrading
Complete a program prerequisite or finish your high school studies with Upgrading courses offered in a supportive learning environment.
[Explore Upgrading](#)

Camp OC 2021
Camp OC is committed to safe, educational and fun camps full of interactive activities and adventures for your summer. Campers will enjoy small class sizes with experienced teachers guiding them through theme based weeklong camps.

3D virtual trades tour
Take a self-guided tour through the Trades Training Complex and the commercial Kitchens at the Kelowna campus. Navigate through shops, classrooms and kitchens virtually in 3D. Click feature points to learn facts about the building and programs.

Return to Education Seminar



Transition back to school with ease.

Learn about programs and services available for returning students.

March 31, 6:30 - 7:30 p.m.

Register for the virtual session:
okanagan.bc.ca/returningtoeducation



UPGRADE YOUR FUTURE

ADULT UPGRADING

Complete your prerequisites or improve your high school marks to get into the program of your choice with upgrading in a variety of subjects. Adult learners can obtain their high school graduation requirement with the B.C. Adult Graduation Diploma (Adult Dogwood).

Adult Upgrading courses are tuition-free for domestic students. There is also significant financial aid available for qualifying students to cover other education costs such as supplies and transportation. Learn more at okanagan.bc.ca/upgrading.

ADULT SPECIAL EDUCATION

Discover courses and certificate programs specifically designed for students with special learning needs who wish to work on employment preparation skills, academic skills and independent living skills. Learn more at okanagan.bc.ca/ase.

- Advanced Skills
- Basic Skills – A
- Basic Skills – B
- Preparing for Access to Careers and Education (PACE)
- Supported Access to Modified Education (SAME)

ENGLISH LANGUAGE LEARNING

Okanagan College offers English Language Certificate (ELC) and English for Academic Purposes (EAP) programs at the beginner, intermediate and advanced levels to ensure students reach their proficiency goals for speaking, writing and understanding English. Learn more at okanagan.bc.ca/esl.



FOUNDATIONAL PROGRAMS

The opportunities ahead of you are endless. Okanagan College's foundational programs offer the support you need to achieve your educational goals. Our dedicated teachers, small class sizes and individual attention will support you to get you where you want to be.

Windspeaker Media used for Promotion



Upgrading Facebook Ad

A screenshot of a Facebook advertisement. At the top, it says 'Upgrading Facebook Ad'. The ad is from 'Okanagan College' and is marked as 'Sponsored'. The text of the ad reads: 'It's never too late to upgrade your skills. Okanagan College's Adult Upgrading provides you with a chance to ...See More'. Below the text is a photograph of a man with a beard, wearing a black jacket and blue jeans, sitting on a set of stairs. At the bottom of the ad, there is a link 'OKANAGAN.BC.CA Adult Upgrading' and a 'LEARN MORE' button. Below the ad, there are engagement metrics: 64 reactions (like, love, wow), 13 Comments, and 18 Shares. At the very bottom, there are icons for 'Like', 'Comment', and 'Share'.

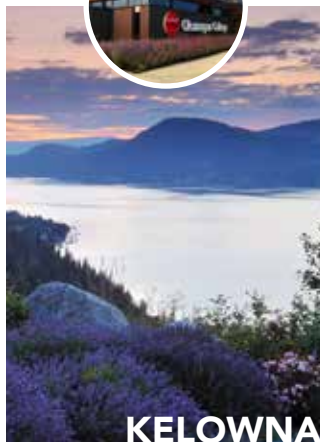
2020-21 Mandate Letter Priorities	Mandate Letter Priority Number	Notes	2020-21 IAPR Page Numbers
1. Support lasting reconciliation with Indigenous peoples, through initiatives that increase the participation and success of Indigenous learners and implementation of the education-related Calls to Action of the Truth and Reconciliation Commission.	MLP1	Generic number assigned to cover some or all sub-components of the relevant Mandate Letter Priority.	Pages: 28, 29, 45, 60, 61, 62, 63, Appendix 72-79
2. Contribute to an affordable and accessible postsecondary system by:	MLP2	Generic number assigned to cover some or all sub-components of the relevant Mandate Letter Priority.	Pages: 35, 50, 68
a) Implementing initiatives to increase participation and success of students, including vulnerable and underrepresented groups, and promoting gender parity;	MLP2A		Pages: 24, 25, 28, 29, 32, 33, 34, 35, 38, 42, 44, 48, 50, 52, 55, 56, 61
b) Ensuring student safety and inclusion;	MLP2B		Pages: 33, 34, 39, 55
c) Enhancing system innovation through participating in a post-secondary digital system strategy including delivery of Education Planner and other initiatives;	MLP2C		Pages: 24, 25, 30, 31, 32, 33, 34, 35, 42, 46, 47, 58
d) Providing programming that meets local, regional or provincial labour market and economic needs; and	MLP2D		Pages: 25, 33, 42, 43, 44, 46, 47, 48, 51, 56
e) Working with the Ministry to implement a student-centered international education framework for British Columbia that supports the success of domestic and international students.	MLP2E		Pages: 26, 40, 64
3. Develop and recognize flexible learning pathways for students to and between post-secondary institutions, including:	MLP3	Generic number assigned to cover some or all sub-components of the relevant Mandate Letter Priority.	
a) Actively engaging with your local school districts to expand dual credit opportunities for students;	MLP3A		Pages: 25, 42, 58
b) Supporting lifelong learning pathways; and	MLP3B		Pages: 32, 42, 51
c) Advancing and supporting open learning resources.	MLP3C		Pages: 31, 42
4. Strengthen workforce connections for student and worker transitions by:	MLP4	Generic number assigned to cover some or all sub-components of the relevant Mandate Letter Priority.	Pages: 35
a) Aligning programming with high opportunity and priority occupations (such as trades, technology, early childhood educators and health);	MLP4A		Pages: 33, 34, 42, 43, 44, 45, 46, 47, 51, 64
b) Increasing co-op and work-integrated learning opportunities;	MLP4B		Pages: 25, 27, 28, 30, 35, 42, 43, 46, 48, 49, 52, 53, 54, 55, 56, 57, 62, 63
c) Responding to reskilling needs to support employment transitions; and	MLP4C		Pages: 42, 44, 45, 51, 58
d) Supporting students' awareness of career planning resources (such as the Labour Market Outlook).	MLP4D		Pages: 55, 58, 59

Financial Statements for Okanagan College are available here:

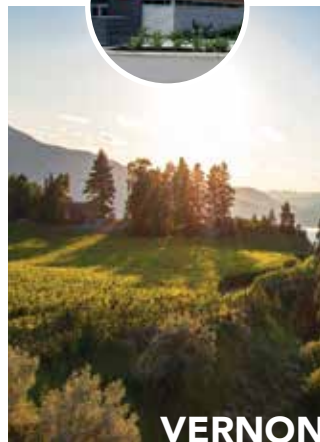
okanagan.bc.ca/financialstatements



PENTICTON



KELOWNA



VERNON



SALMON ARM