

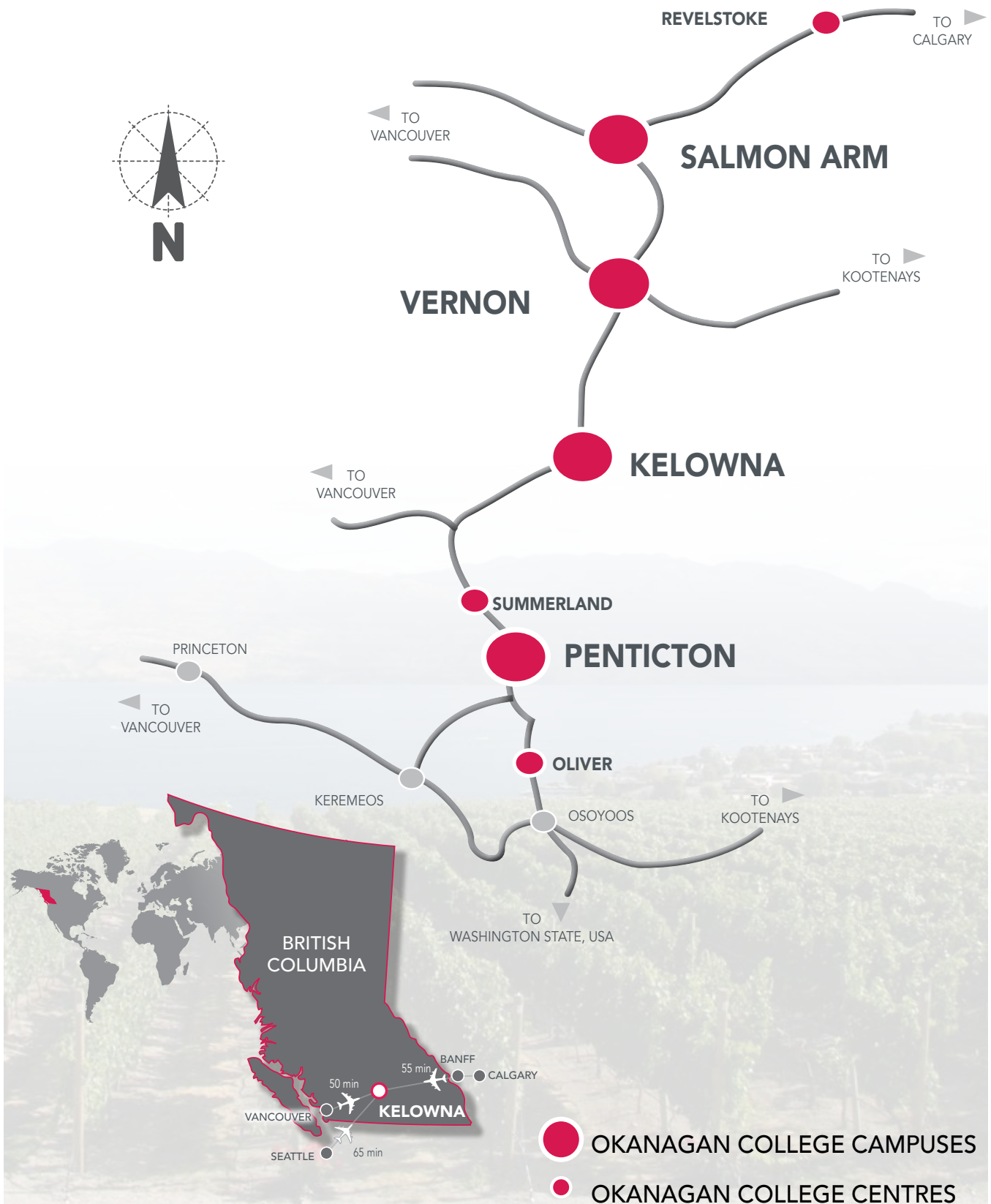


OKANAGAN COLLEGE

# ACCOUNTABILITY PLAN AND REPORT

Transforms Lives and Communities

2021-22



Dear Minister Kang,

As British Columbia continues to emerge stronger than ever from the global pandemic, at Okanagan College we remain more committed than ever to achieving our mission of transforming lives and communities. Building on our strong and robust history of nearly 60 years, we support the educational needs of British Columbians at all stages of their lives, so they can contribute to B.C.'s current and future economy and play an increasingly impactful role on the national and global stage.

Throughout the course of 2021-22 fiscal year, Okanagan College employees and students have demonstrated remarkable resilience, adaptability, leadership, and innovation. The information in this Institutional Accountability Plan and Report (IAPR) will provide examples of different ways this has been achieved over the past year.

The College pivoted earlier in the pandemic to adjust course delivery formats, student supports, employee supports, and technologies, and to address operating costs to preserve core infrastructure and resources. As is the case with other B.C. Colleges, we continue to address the aftereffects of COVID-19, including a relative decrease in tuition and ancillary revenue due to lower domestic and international student enrolment. However, we are encouraged by the early signs of progress that include Okanagan College exceeding the total domestic FTE targets for the 2021-22 fiscal year. This includes exceeding the Industry Training Authority (ITA) target as well the Ministry of Advanced Education and Skills Training (AEST) target for non-trades domestic students.

Furthermore, in 2021-22, we launched our strategic planning work. *Inspire*, our new strategic plan, is the culmination of hundreds of perspectives, conversations, ideas, comments, and questions presented during a series of engagement sessions in 2021.

Within the plan, OC updated our Mission and introduced a bold, new Vision: **We inspire and empower individuals and communities to strengthen and sustain the social, economic, environmental, and cultural resiliency of the region for current and future generations through the creation and sharing of knowledge.**

As the *Inspire* Strategic Plan was approved by OC Board of Governors in January 2022 and launched just this past Spring, the attached 2021-22 fiscal year Institutional Accountability Plan and Report is aligned primarily to our previous strategic framework (*Toward 2020*) and prepared in accordance with the Budget Transparency and Accountability Act. We look forward to providing further updates to the impacts of *Inspire* in the years ahead.



Juliette Cunningham,  
Chair, Okanagan College Board of Governors



Dr. Neil Fassina,  
President, Okanagan College

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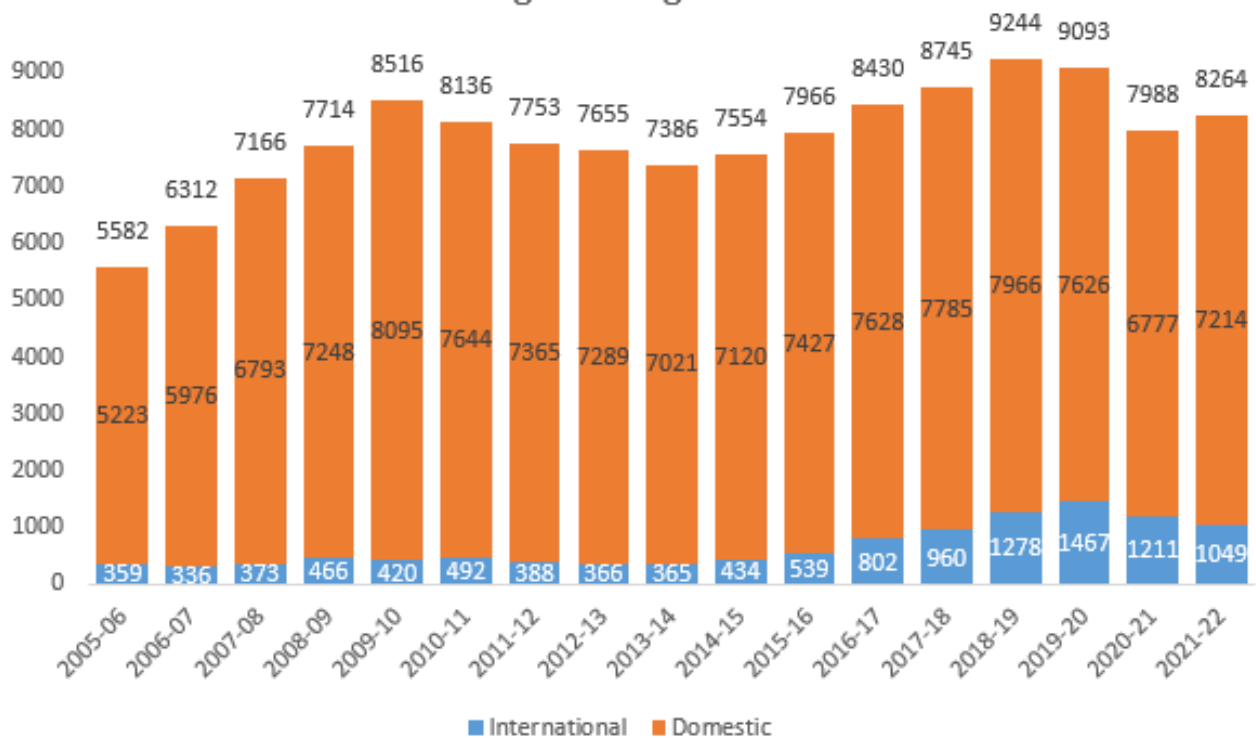
## IMPACT OF COVID-19 ON FORECASTS AND ENVIRONMENTAL SCAN

Since the spring of 2020, COVID-19 has continued to affect 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 counting on a post-COVID economic recovery expected as a result

of re-opening of the world economy. However, the new variants and future waves of COVID-19 leading to restrictions are not being ruled out. In this evolving economic scene, 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 change. The environmental scan that forms a part of this report is based upon the information that continues to evolve.

## INSTITUTIONAL OVERVIEW AND STRATEGIC DIRECTION

Okanagan College FTE Trend



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

OC has continued to provide an increasing number of training opportunities to students. The College now offers more than 130 programs that provide credentials, ranging from Adult Upgrading to post-baccalaureate diplomas.

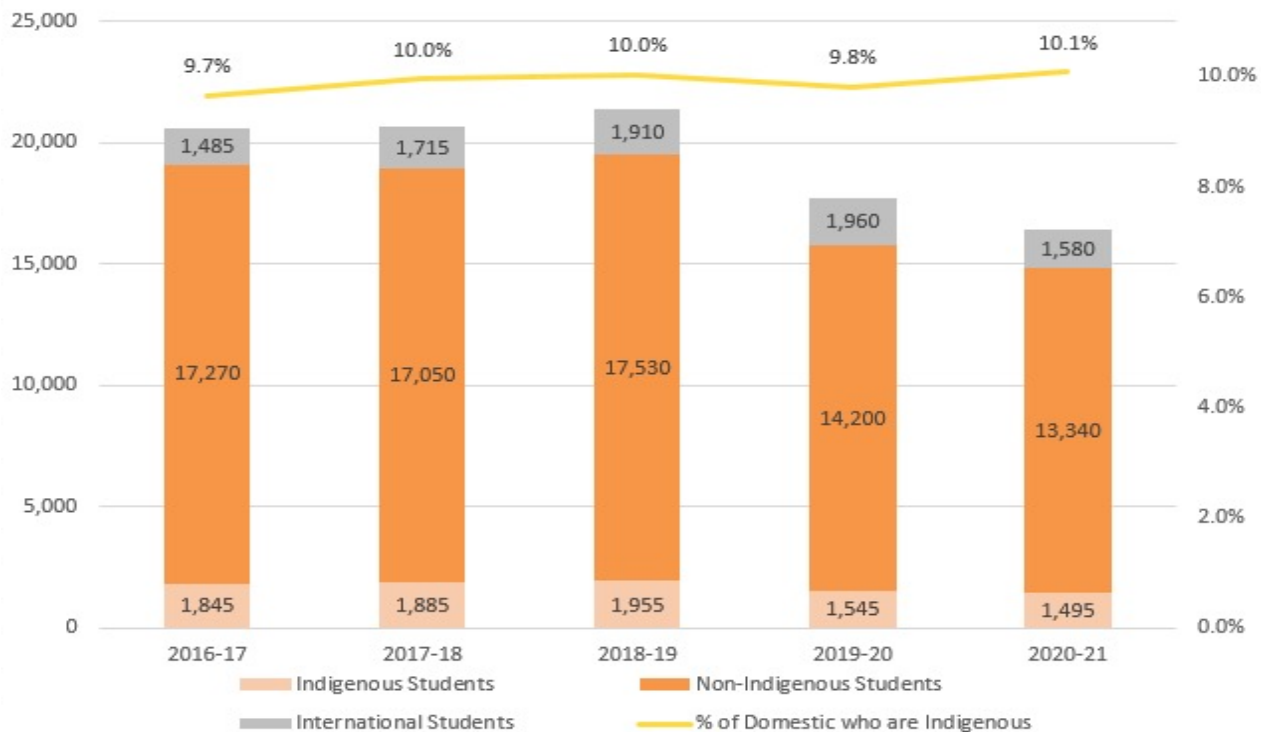
B.C.'s Labour Market Outlook is used to inform program development and offerings at Okanagan College. The College also consults with Central Okanagan Economic Development Commission (COEDC), and the economic development departments in Penticton, Vernon and Salmon Arm for insight. Significant employer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

Advisory Committees is another source of labour market intelligence.

Despite the impact of COVID-19, Okanagan College successfully met the government-established domestic FTE targets for the 16th year since 2005-06.

## Okanagan College Total Headcount by Academic Year

Source: Ministry of Advanced Education and Skills Training Standard Reports



Outside of the pandemic related impact on system-wide enrolment in the past couple of years, 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 2019-20, OC experienced a decrease in domestic student numbers

in part due to several years of decreasing total Grade 12 enrolments among the school districts within the College's catchment area.

In the pandemic affected fiscal year of 2020-21 the COVID-19 related disruptions resulted in a decline in both the domestic and international student FTEs. The total FTEs in 2020-21 fiscal year were 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).

Due to the significantly decreased overall enrolment at Okanagan College in 2020-21 we were also not able to achieve the Indigenous Student Spaces (FTE) performance measure. It is important to note that for Indigenous Student Spaces, FTE results for the previous fiscal year are reported in the Performance Measures appendix. In the Performance Measures appendix results from the 2021-22 reporting year are based on data from the 2020-21 fiscal year; results from the 2020-21 reporting year are based on data from the 2019-20 fiscal year.

The overall enrolment picture started to show signs of improvement in 2021-22 fiscal year as the College continued to offer both on campus and online learning formats to the students, wherever applicable.

Domestic FTEs increased by 437 FTEs to a total of 7,214 FTEs in 2021-22, an increase of 6.4 per cent. International FTEs continued to decrease in 2021-22, declining by 162 FTEs to a total of 1,049 FTEs (a 13.4 per cent decrease) compared to 2020-21. The total number of FTEs in 2021-22 were 8,264 FTEs, an increase of 276 FTEs (3.5 per cent) from 2020-21.

We anticipate that as the COVID-19 related restrictions on both the domestic and international students are eased, enrolment at Okanagan College will return to its long-term growth trend. This anticipated increase in the overall enrolment is also expected to increase indigenous student enrolment.

## OKANAGAN COLLEGE STRATEGIC PLAN TRANSITION TO *INSPIRE*

Okanagan College engaged its key stakeholders in a strategic planning exercise in the 2021 calendar year. The result was our new *Inspire* strategic plan that was approved by OC's Board of Governors in January 2022.

(However, Okanagan College's previous strategic plan *Towards 2020* and its key directions are still the leading titles throughout this 2021-22 IAPR. This is because 2021-22 fiscal year mandate letter priorities were serviced under Okanagan College's previous *Towards 2020* strategic plan.)

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

The College's updated mission is "We transform lives and communities," as a collective call to each member of the broader OC community to engage in the most transformative parts of learning together. This includes students, staff, faculty, alumni, donors, and supporters – each of whom plays a part in our collective impact.

The plan also introduces a vision for the College: "We inspire and empower individuals and communities to strengthen and sustain the social, economic, environmental and cultural resiliency of the region for current and future generations through the creation and sharing of knowledge."

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

There are six values embedded within *Inspire*, which demonstrate the values at the heart of Okanagan College: students first, community, respect, courage, relationships, and distinction.

"Learning, community and transformation are at the heart of OC's mandate and *Inspire* calls on every member of the OC community to reflect on those values, responsibilities and commitments, and how those can be integrated into everything we do," notes Dr. Fassina.

From there, responsibilities and commitments are outlined, which help frame the road map of milestones OC will work toward to achieve its goals across the institution. These include continuing to take meaningful steps toward reconciliation with Indigenous peoples and building on the College's commitment to working with and learning from Indigenous communities.

"With *Inspire*, OC re-affirms its pledge to weave Indigenous world views into all aspects of college life as part of the institution's journey toward reconciliation," explains Fassina. "From our learning and research environments to our physical, cultural, social and spiritual spaces on campuses, to our structures, policies and practices, *Inspire* outlines our unwavering commitment to working with, listening to and learning from Indigenous communities throughout this journey."

In the *Inspire* plan, the College also re-affirmed its responsibility toward equity, diversity, inclusion, and social justice (EDISJ). OC is committed to strengthening its culture of inclusion by increasing the equitable and inclusive participation of all diversity groups including systematically marginalized people in every aspect of college life. *Inspire* describes how the College will strive to continue to weave EDISJ principles throughout policy, practice, and action in all aspects of college life.

The College is also committed to strengthening its role as a leader in sustainability; the plan states: “as an active partner in the United Nations’ Sustainable Development Goals, we are accountable to meet or exceed expectations of sustainability in our physical spaces, energy usage and our daily activities.”

More information about Okanagan College’s new strategic plan is available at [www.okanagan.bc.ca/inspire](http://www.okanagan.bc.ca/inspire)

## MANDATE LETTER PRIORITIES AND REPORT ORGANIZATION

The following Mandate Letter Priorities for 2021-22 as well the directives in Minister’s Letter of Direction received in April 2022 are acknowledged in this Institutional Accountability Plan and Report (IAPR). The background information related to the organization of this report is also presented below. It is important to note that there is some overlap among 2021-22 mandate letter priorities as well as Minister’s directions. As these priorities and directions are acknowledged throughout this IAPR some repetitive information is to be expected within the report to accommodate the overlapping priorities, directions, and IAPR themes.

### 2021-22 Mandate Letter Priorities (MLP)

1. Work with the Ministry to resume full on-campus learning and services for students, faculty and staff by fall 2021, following the direction and guidance of the Provincial Health Officer and the COVID-19 Go-Forward Guidelines for B.C.’s Post-Secondary Sector, and support your academic communities throughout 2021/22 as you respond to COVID-19 impacts and recovery.
2. Work with the Ministry and your communities, employers, and industry to implement post-secondary education and skills training for British

Columbians, particularly those impacted by COVID-19 and vulnerable and underrepresented groups, to participate fully in economic recovery and growing career opportunities.

3. Fully engage with government in implementing mandate commitments to support a future-ready workforce and post-secondary system, increasing access to post-secondary education and skills training and high opportunity jobs for British Columbians. This includes cross-government, community, sector, and stakeholder collaboration to support mandate commitments where education, innovation and equity play a role, and that builds upon government’s CleanBC strategy and supports a clean economic future.

### Minister’s Letter of Direction (MLD)

Furthermore, Okanagan College received the following Minister’s Letter of Direction in April 2022.

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

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

A corresponding set of measures/indicators provided by the Ministry in the 2021-22 Accountability Framework Mandate Priorities and Indicators Guide have guided the information provided by Okanagan College in this Institutional Accountability Plan and Report (IAPR).



## 2021-22 IAPR Organization

Taking into account the instructions and suggestions in the Accountability Framework Standards and Guidelines we have used the following methodology to organize the 2021-22 IAPR.

- In this report we have used the 2021-22 mandate letter priority (MLP) number labels to clearly delineate the information that is relevant to the respective 2021-22 mandate letter priority. Similarly, we have used 2022-23 Minister's Letter of Direction (MLD) number labels wherever applicable. Often several mandate letter priorities and/or minister letter of direction labels are applicable to the information presented in this IAPR, so the relevant mandate letter priority labels are clustered accordingly.
- The mandate letter priority numbers as well as Minister's Letter of Direction action numbers we have used are as shown in the previous section titled 2021-22 Mandate Letter Priorities.
- Moreover, a separate table has been included as an appendix to this IAPR that will serve as an index to connect the information related to Mandate Letter Priorities and Minister's Letter of Direction actions dispersed throughout this report. This index table includes the MLP number, MLD number, actions, and various page numbers on which the relevant information has been reported in this IAPR.
- As mentioned in earlier sections, Okanagan College's previous strategic plan *Towards 2020* and its key directions are still the leading titles throughout this IAPR. Okanagan College finalized its new strategic plan (*Inspire*) in January 2022. However, for the 2021-22 fiscal year *Towards 2020* strategic plan was still applicable.

## Principle of Reporting Continuum

It is important to note that the Ministry Service Plan, economic plan, other relevant B.C. government plans, mandates letter priorities, Minister's directives, strategic initiatives, and other relevant measures are based upon a principle of continued progress from previous years and into the future years. Therefore, it is to be expected that each Institutional Accountability Plan and Report (IAPR) is not just relevant for the relevant fiscal time period but is to be viewed as a continuum of what was reported in the previous years IAPRs and

will be reported in future year IAPRs. The information shared in 2021-22 IAPR is to be viewed in conjunction with substantial base details provided in 2020-21 and other previous years IAPRs. Several mandate letter priorities and resulting themes are multi-year by nature, so the resulting actions taken at Okanagan College are to be viewed on a continuum basis from previous fiscal years to 2021-22 fiscal year and beyond.

## CANADIAN AND PROVINCIAL ECONOMY

Central 1's BC Economic Outlook Update 2022- 24, published in February 2022, provided the following summary for the Canadian economy:

*"We forecast Canada's economy to expand by 3.6 per cent this year, 3.5 per cent in 2023 and 2.2 per cent in 2024. Bond yields have already moved above pre- pandemic levels, and we anticipate the Bank of Canada to hike the overnight rate in March from the effective lower bound. The overnight rate reaches 1.25 per cent during the second half of 2022 and two per cent by mid- 2023. Undoubtedly as was the case through the pandemic, outlooks are fraught with risk. We are assuming no new variants upend the economy or are generally mild. Other risk factors include central banks that may be too enthusiastic in hiking rates as transitory factors roll off, slowing an economy more than required."*

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

- *Economy to expand 3.9 per cent in 2022 after 5 per cent increase in 2021, slows in 2023 and 2024.*
- *Nominal GDP continues to be boosted by elevated commodity prices and inflation but trend slows.*
- *Economic growth rotates towards services spending while capital investment remains supportive through forecast period.*
- *Housing market contribution turns negative after blockbuster 2021.*
- *Unemployment rate to slide below five per cent, population growth provides some cushion.*
- *Risks persist amidst COVID-19 variants and central bank rate hikes.*

*Labour market conditions are expected to tighten through the forecast period as employment growth outpaces new additions from in-migration, while aging demographics further puts downward pressure on supply. Employment is forecast to match GDP growth this year and slow to about two per cent thereafter, albeit supported by a boost in migration. The unemployment rates is expected to trend in a range of 5.0 – 5.5 per cent in 2022 and 2023, before declining to 4.7 per cent in 2024. Tightening labour market conditions will lift wages, increase investment in productivity measures.”*

Royal Bank of Canada (RBC) Provincial Outlook – March 2022 report provided the following brief.

*“Provincial economies are on the path to exit a period of highly abnormal conditions. Restrictions will soon be out of the picture—if they’re not already—and barring any new threatening coronavirus variants, the economic recovery will become more complete from coast to coast, spreading to hard-hit close-contact service industries. But the period ahead will be far from the ‘old normal’. Patterns of consumption, savings and investment have changed in fundamental ways, as have Canadians’ job expectations. Inflation (at a three-decade high) poses new challenges.*

*And Russia’s invasion of Ukraine just added a new layer of uncertainty on the global outlook amid soaring commodity prices. We nonetheless expect all provincial economies to continue to grow in 2022, albeit at a slower pace than in 2021 for the most part—with only Alberta and Saskatchewan accelerating thanks to an upswing in the energy sector and rebound in agriculture.*

*We have Alberta (+5.8%) and Saskatchewan (+5.7%) topping our growth rankings for 2022, followed by British Columbia (+4.3%) and Ontario (+4.2%). The Atlantic region rank at the lower end, in part reflecting the greater maturity of their expansions.”*

Along similar lines, a Globe Newswire article in March 2022 provided the following update:

*“According to BC Check-Up: Invest, an annual report by the Chartered Professional Accountants of British Columbia (CPABC) on investment trends across the province, there were 152,048 active businesses in November 2021, a 2.3 per cent increase compared to January 2020.*

*By May 2020, the COVID-19 pandemic had reduced the number of active businesses by over 17,000 compared to the start of that year,” said Lori Mathison, FCPA, FCGA, LLB, president and CEO of CPABC. “By November 2021, as our economy reopened, the number of active businesses had increased in sixteen of the previous eighteen months and exceeded pre-pandemic levels.”*

*Business activity increased the most in media-related services, with 2,052 businesses in November 2021, an increase of 8.7 per cent compared to January 2020. However, some customer-facing industries were still below pre-pandemic levels. The largest decline in business activity was in tourism, where the 12,867 active businesses remained 1.9 per cent lower than in January 2020.*

*“It will be important to help industries still facing challenges through skills training for displaced workers and business support,” noted Mathison. “Another sign of investment recovery is that the number of housing starts reached a new record in 2021, largely driven by rising prices and demand.”*

*In 2021, 43,360 housing units began construction in B.C., slightly above the previous high set in 2019 and 24.3 per cent more than in 2020. Attached units, such as condos, apartments, and townhomes, accounted for nearly four-fifths (78.4%) of all units started in 2021.*

*B.C.’s inventory of major projects increased to \$394.3 billion in Q3 2021, up 6.4 per cent compared to Q3 2020. The two largest projects started in 2021 were the Lougheed Town Centre Redevelopment (\$7.0 billion) and Broadway Subway Project (\$2.8 billion), while the LNG Canada Facility (\$36.0 billion) continued to be the largest project underway.*

*“These investments will increase housing supply and boost our economic outlook by providing greater access to natural resources, improved education facilities, and by connecting our communities,” continued Mathison. “However, the pandemic’s impact on some investment trends is still evident, including on private non-residential investment, GDP, and government debt.”*

*Private non-residential investment – which includes maintenance, upgrades, and construction – decreased to \$4.4 billion in 2021, compared to \$7.0 billion in 2019 and \$5.0 billion in 2020.*

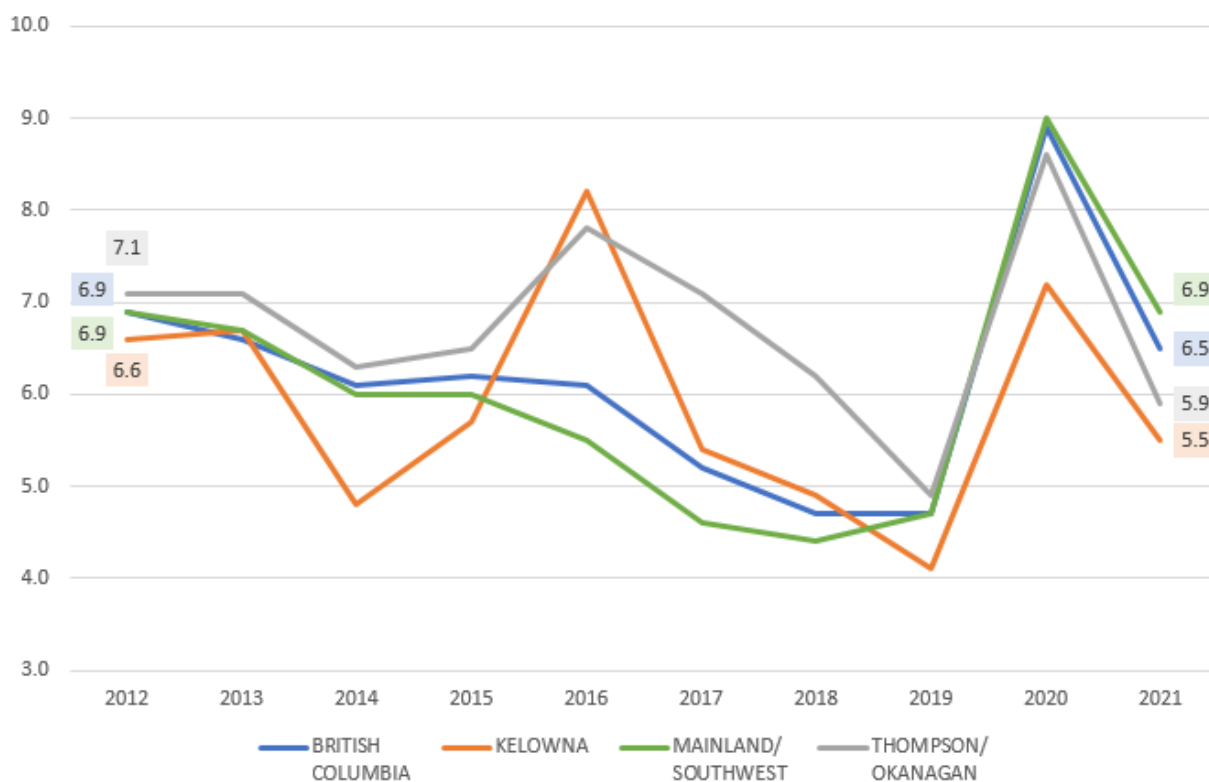
Inflation-adjusted GDP per person was forecasted to reach \$53,623 in 2021, below the \$53,983 set in 2019. While it is expected to exceed pre-pandemic levels in 2022, the impact of the 2020 recession will permanently reduce the GDP outlook.

B.C.'s Budget 2022 also showed that provincial net debt-to-GDP has continued to increase, forecasted to reach 22.8% in 2024-25 compared to 17.8% in 2021-22.

“While investment activity has increased considerably over the past year and a half, challenges remain,” concluded Mathison. “Given the sustained decline in private non-residential investment, it will be important to target policies that encourage and attract business investment to help boost our productivity and incomes. It will also be important to create a plan to return to balanced budgets and control debt, particularly as the Bank of Canada has begun to increase interest rates.”

## EMPLOYMENT AND LABOUR MARKET

BC Unemployment Rate by Region and Metropolitan Area



Source: Statistics Canada Labour Force Survey

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

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

## OKANAGAN EMPLOYMENT

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

As COVID-19's early impact became more visible, Kelowna's unemployment rate increased from 4.1 per cent in 2019, to 7.2 per cent in 2020. It then improved

to 5.5 per cent in 2021; however it has risen again to 6.8 per cent in March 2022. Overall improvements have been noticed in the Canadian and B.C. unemployment rates in March 2022. Currently, the rates stand at 5.3 per cent and 5.1 per cent respectively.

The 2020 unemployment rate for the Thompson Okanagan region was 8.6 per cent. It declined to 5.9 per cent for 2021, however it is rising again at 6.2 per cent in March 2022.





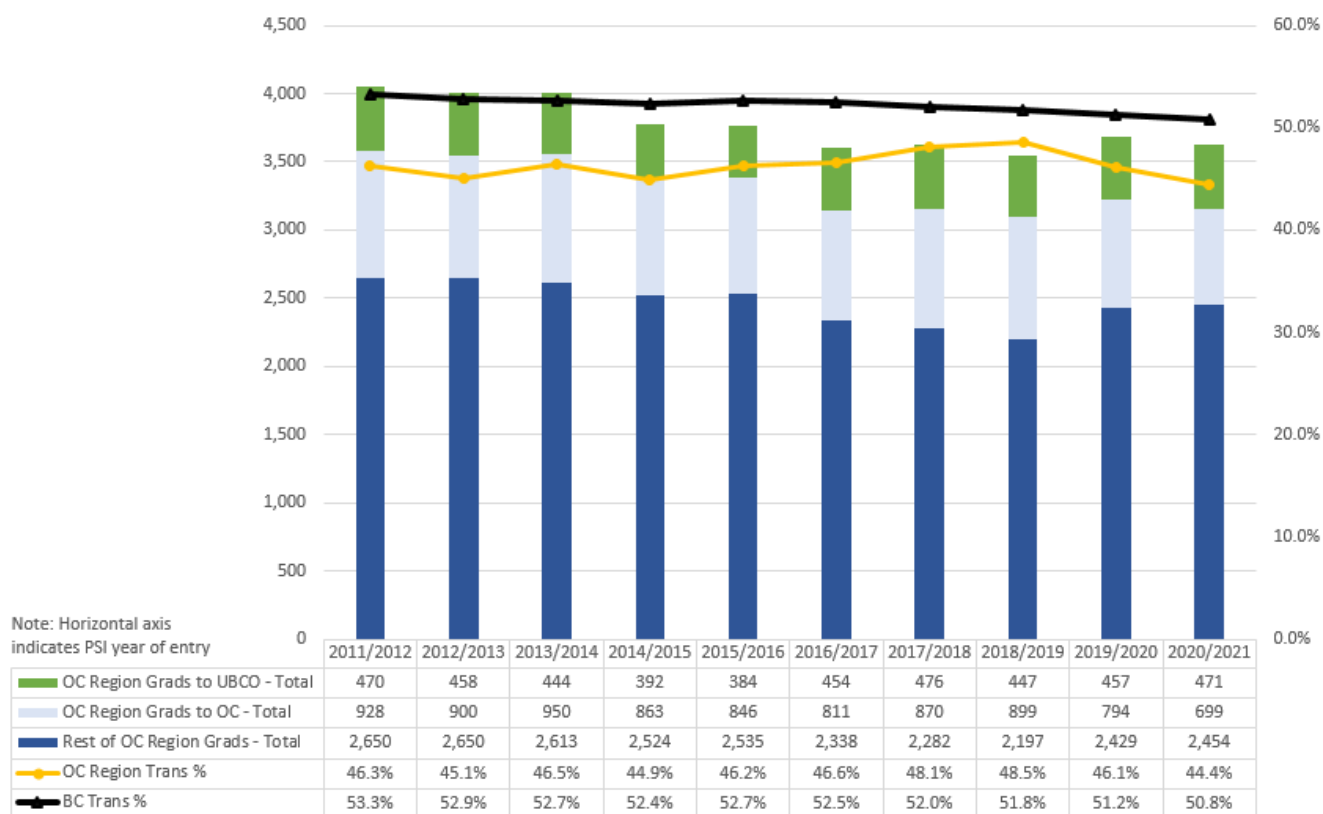
An increasing unemployment rate in the region has in the past resulted in an overall increase in post-secondary education enrolments. However, with the added complexity of COVID-19, public health safety measures, and the preferences of individuals in managing their own health risk, understanding the impact of the broader post-pandemic re-opening on student enrolment trends remains to be seen.

Outside of COVID-19, Okanagan College and the University of British Columbia - Okanagan (UBCO) have

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

Source: Student Transitions Project



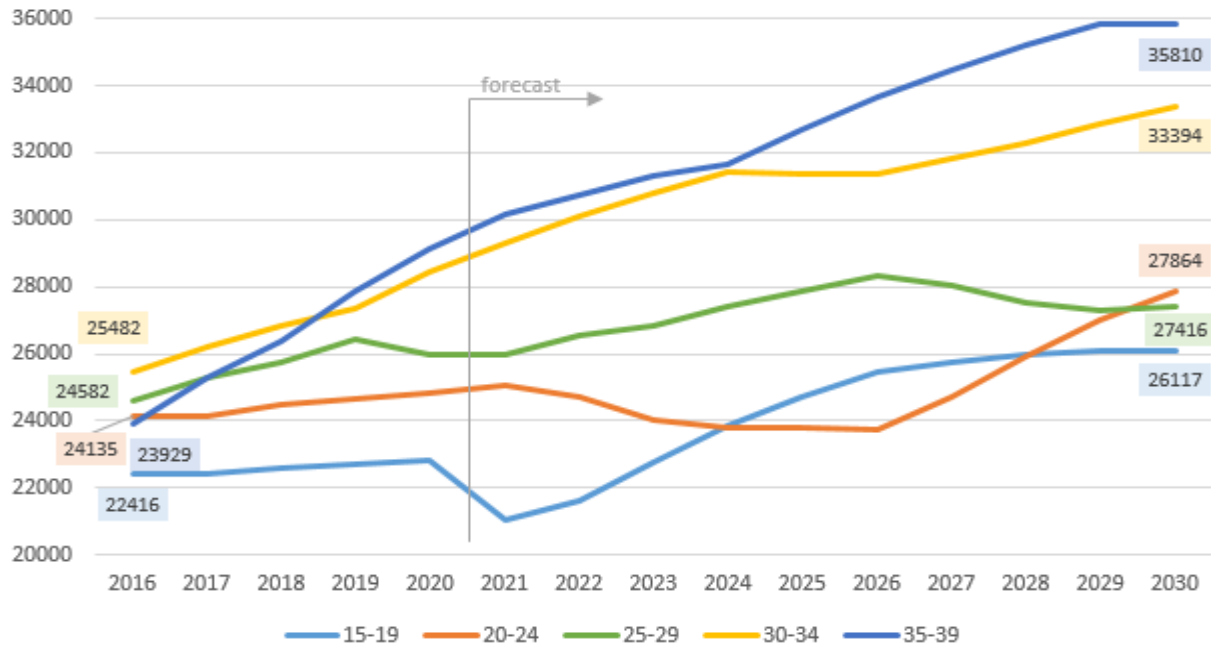
## POPULATION PROJECTIONS AND GRADE 12 HEADCOUNTS

Below are the population projections for the 15 to 39 age cohorts for the Okanagan Region; these age groups account for nearly 90 per cent of the fall term headcount at the College. Overall, the regional population for the 15-to-19 age cohort was anticipated to continue to decline until 2021. After some decline

and plateauing till 2025, however, the 20-to-24 age cohort will be in a rising trend for the rest of the forecast period. The population of 25-to-29 year-olds is expected to see an upward trend till 2026 after a dip in 2021. The 30-to-34 age cohort is also expected to see a gradual increase with some plateauing forecasted in 2025 and 2026, while the 35-to-39 age cohort is expected to generally increase until 2030.

## Okanagan Region School Districts Population Projection

Source: BC Stats Population Projections

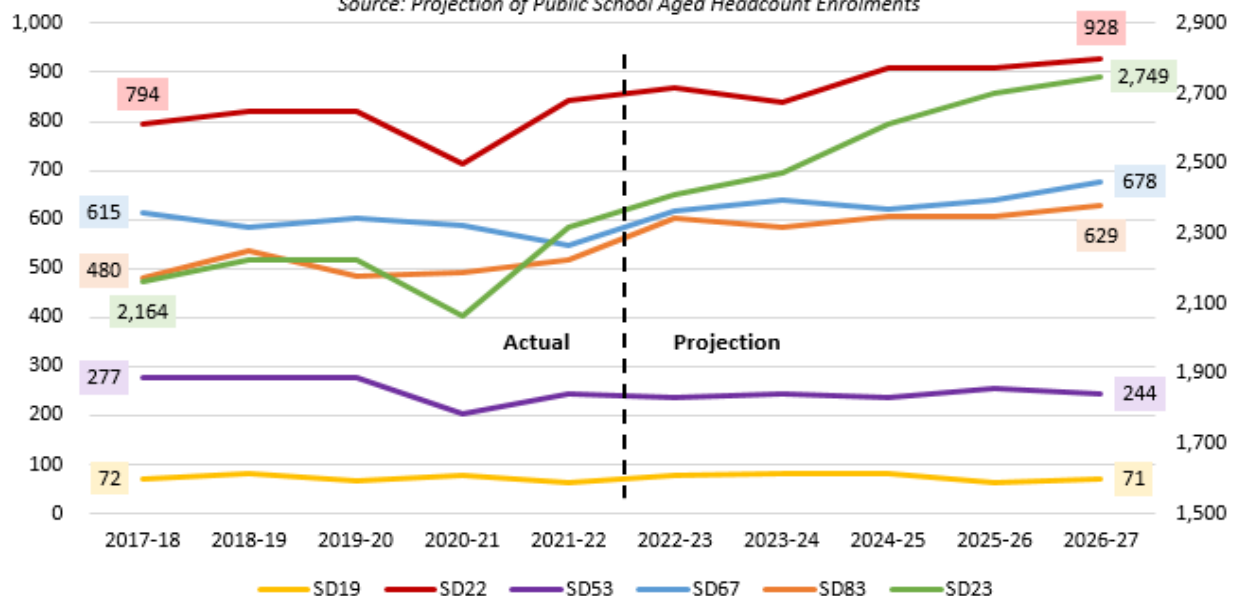


The Central Okanagan School District Grade 12 headcount is the largest in the College region. It is also larger than that of all other College region school districts combined in 2021.

## Grade 12 Headcounts for Okanagan College Region by School District

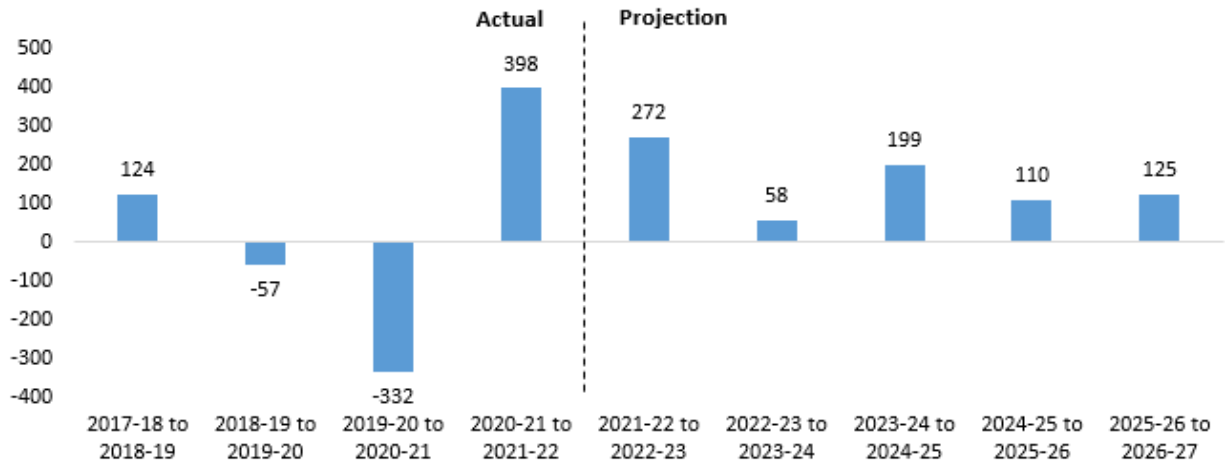
(SD23 on right axis)

Source: Projection of Public School Aged Headcount Enrolments



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

Source: Projection of Public School Aged Headcount Enrolments



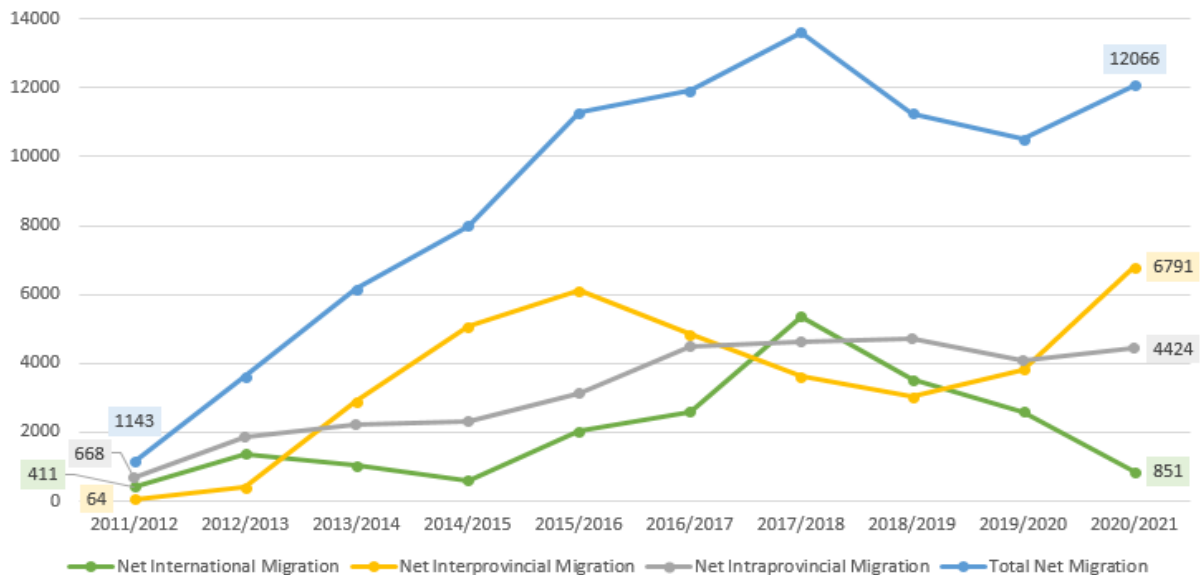
## NET REGIONAL MIGRATION

In recent years, there has been a general increase in the number of people migrating to BC from other provinces, as well as an increase in immigration from

other countries. The Thompson Okanagan region (which includes portions of the Southern Interior beyond the College's defined catchment area) has also benefitted from these factors.

## Thompson Okanagan Development Region Migration Statistics

Source: Statistics Canada, Annual Demographic Estimates



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

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

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

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

The British Columbia Labour Market Outlook – 2021 Edition indicates that over the 10-year forecast period (2021-2031), employment demand in Thompson-Okanagan region is anticipated to increase by 1.2 per cent on average each year and 115,600 job openings are expected. Top ten industries expected to generate employment growth in the Thompson-Okanagan region are: Construction, Other retail trade (excluding cars, online shopping and personal care), Hospitals, Business and building support services (excluding travel), Food services and drinking places, Ambulatory health care services, Nursing and residential care facilities, Personal, non-automotive repair and non-profit services, Computer systems design and related services, and Amusement, gambling and recreation industries. Through its various connections in the community that include various program advisory committees (PACs), Okanagan College has remained agile in its program offering in the region. We take pride in ensuring that our graduates are job-ready and meet the skillset requirement of the regional employers.





A January 2022 news story published by infonews.ca details the current state of job market in the Thompson-Okanagan Region below.

*“While thousands of working-age people moved to the Thompson-Okanagan region in the last two years and the overall number of jobs has increased by 6,400 since December 2019, there are still great inequities in the job picture. “Some of the region’s largest employers continue to struggle while others face growing labour shortages, and a lower participation rate means less people are actively looking for work,” Karen Christiansen, partner at MNP LLP in Kelowna, wrote in a letter to the editor submitted on behalf of the Chartered Professional Accountants of B.C.*



*After the pandemic hit in the spring of 2020, the number of jobs in the Thompson-Okanagan region dropped by 24,000 by May 2020 compared to December 2019. Since then, not only has that number of jobs been recovered but another 6,400 new jobs were added, leading the province in job creation. During that time, 17,300 working age people moved into the region and the unemployment rate has fallen from 5.0% in December 2019 to 4.6% in December 2021. The increase in jobs has been accompanied by a lower participation rate in the labour force, leaving 21,000 jobs unfilled. That is a record high of 7.8% of the region’s 301,900 jobs not being filled. In December 2019, 62.9% of working age residents were employed or looking for work in the region. That’s now dropped to 61.9%. Job growth has been very uneven. “Overall, employment gains were concentrated in the service sector, which was up by 3.4 per cent over that same period,” Christiansen wrote. “However, while most service industries increased employment, particularly in the public sector and professional services, customer-facing industries such as wholesale/retail trade and hospitality continued to struggle. “In addition, employment in the goods sector has not returned to pre-pandemic levels. It was down 2.2 per cent from December 2019, primarily due to a weak construction sector, the region’s largest goods sector employer, where over one-in-ten jobs have not returned.”*

Due to COVID-19 related disruptions to the migration patterns and general pandemic related impact on the regional economy over the past two years 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 B.C.

The Okanagan region's student housing demand was also reflected in the results. These observations contributed to new student housing projects at Okanagan College, which are included in the government's housing plan. Following approval in 2021, and the overall funding of \$67.5M (\$30M Loan, \$36.5M Grant, \$1M OC funded), the following projects are currently underway at Okanagan College:

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

The project status of these student housing projects at Okanagan College is as follows.

- **Kelowna Campus:** The construction contract for the Kelowna student housing project has been awarded to the design-build team through a competitive Request for Qualifications (RFQ)/Request for Proposal (RFP) process. Construction activities for the new housing building are anticipated to continue through to December of 2023 with a completion of the project scheduled for March 2024.
- **Vernon Campus:** The RFP has closed for the Vernon campus student housing project after shortlisting three preferred proponent design-build teams through a competitive RFQ/RFP process conducted in November 2021. Further steps in the selection process are underway. OC was also successful in receiving government funding to add daycare space to this project. We received \$1.5M from the government and an additional \$500K from a donor for a 44-space daycare. We have a signed Letter of Intent to work with a local operator that would operate the daycare. It is anticipated construction activities will commence on site in summer 2022 and to continue through to December of 2023 with the project scheduled for completion in March 2024.

- **Salmon Arm Campus:** The RFP has been issued for the Salmon Arm campus student housing after shortlisting three preferred proponent design-build teams through a competitive RFP/RFQ process conducted in December 2021. Construction activities are anticipated to commence on site in Salmon Arm by September 2022 and continue through to December of 2023 with total completion of the project scheduled for March 2024.

The College has submitted the required information to obtain the archaeological permits required to construct the student housing buildings in Vernon and Salmon Arm. A government project officer has been assigned to the OC permit. The College will work with the project officer to ensure the archaeological permit is obtained within a reasonable time frame.

The new student housing projects listed above will be well received in the light of housing market conditions that generally remain extremely tight in the Okanagan College region.

Canada Mortgage and Housing Corporation (CMHC) released its Rental Market Report in February 2022. The report observes that at the national level, *"the vacancy rate for purpose-built rental apartments held steady in 2021, following the pandemic-induced spike of 2020, while the pace of rent growth slowed. The vacancy rate stabilized because rental demand kept pace with supply growth in 2021 after demand fell far behind supply in 2020. Improved economic and demographic conditions supported rental demand, including recovery in youth employment and renewed net international migration, as vaccination rates increased and pandemic restrictions eased. Rental affordability continues to pose a significant challenge across the country."*

Data tables provided as a part of CMHC's latest Rental Market Report indicate that overall provincial vacancy rate in BC decreased in October 2021 to 1.4 per cent from 2.4 per cent a year before and remains relative low near the 10-year average of approximately two per cent.

In two of the four municipalities that are home to Okanagan College's major campuses – Kelowna and Vernon – the rental vacancy rates of private apartments have decreased. Rates have slightly increased in Penticton and Salmon Arm, however, for all four municipalities the rental vacancy rates for private apartments are below the provincial average (1.4 per cent).

In October 2021, Salmon Arm maintaining the lowest near-zero vacancy rate, at 0.6 per cent. Kelowna's vacancy rate decreased from 2.1 per cent in 2020 to 0.6 per cent in October 2021. Penticton had 1.1 per cent vacancy rate slightly up from 0.8 per cent in 2020. Vernon's vacancy rate was at 0.7 per cent, down from 1.0 per cent in 2020.

Average monthly rents generally continued their upward trajectory in Vernon and Penticton in 2021. A bachelor apartment in October 2021 cost \$737 in Vernon (up from \$713 in 2020), and \$767 in Penticton (up from \$721 in 2020).

Some signs of flatness or decrease in rents for bachelor apartments emerged in Kelowna with a bachelor apartment rent costing \$1,020 in 2021 down slightly from \$1,038 in 2020. The year-over-year rent change for a bachelor apartment in Salmon Arm was not available in 2021 due to the insufficient data.

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

Similar increases in housing prices were reported in other municipalities in the Okanagan region. However, as the mortgage interest rates have started rising in 2022 the housing prices are expected to moderate in the region leading to more balanced conditions over the next couple of years.





## GLOBAL ECONOMY & INTERNATIONAL FACTORS

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

As summarized in the International Monetary Fund (IMF) World Economic Outlook (WEO) – War Sets Back the Global Recovery, April 2022:

*“Global economic prospects have worsened significantly since our last World Economic Outlook forecast in January. At the time, we had projected the global recovery to strengthen from the second quarter of this year after a short-lived impact of the Omicron variant. Since then, the outlook has deteriorated, largely because of Russia’s invasion of Ukraine—causing a tragic humanitarian crisis in Eastern Europe—and the sanctions aimed at pressuring Russia to end hostilities. This crisis unfolds while the global economy was on a mending path but had not yet fully recovered from the COVID-19 pandemic, with a significant divergence between the economic recoveries of advanced economies and emerging market and developing ones. In addition to the war, frequent and wider-ranging lockdowns in China—including in key manufacturing hubs—have also slowed activity there and could cause new bottlenecks in global supply chains. Higher, broader, and more persistent price pressures also led to a tightening of monetary policy in many countries. Overall risks to economic prospects have risen sharply and policy trade-offs have become ever more challenging. Beyond the immediate humanitarian impacts, the war will severely set back the global recovery, slowing growth and increasing inflation even further. This report projects global growth at 3.6 percent in 2022 and 2023—0.8 and 0.2 percentage points lower than in the January forecast, respectively. The downgrade largely reflects the war’s direct impacts on Russia and Ukraine and global spillovers.”*

The IMF WEO report lists the following policies to sustain the recovery and improve medium-term prospects:

1. Fighting inflation.
2. A key issue for the medium term is where interest rates will settle after the pandemic.
3. Preparing for tighter financial conditions and spillovers from geopolitical volatility.
4. Supporting the vulnerable while maintaining fiscal soundness.
5. Health policies and preparedness.
6. Embracing positive structural changes.
7. Tackling the climate emergency.
8. Multilateral cooperation.

The WEO report indicates that given the international and mutual nature of many of the policy challenges, international cooperation and multilateral agencies will be essential. Main tasks include:

- Multilateral Cooperation on providing a coordinated response to the humanitarian crisis.
- Multilateral Cooperation on maintaining liquidity in the global financial system.
- Multilateral Cooperation on guaranteeing an orderly system for resolving debt.
- Multilateral Cooperation on climate policies.
- Multilateral Cooperation on providing global public health goods.
- Multilateral Cooperation on taxation and cross-border trade.



As the world grapples with the health, economic, social and climate crisis over the medium term, Canada is expected to remain one of the top desired destinations for international students. Despite some border control related delays and visa processing challenges that emerged during the pandemic, international students are expected to continue to move to Canada and BC for various reasons. These reasons include ease with which an international student can qualify post-studies for permanent residency, and the accommodative nature of both the part-time work visa for students and Post-Graduation Work Permit Program (PGWPP). This immigration policy is an important motivator for international students that gives them a chance to earn back a portion of their cost of education and makes them eligible for migrating to Canada.

The 2021 Best Countries rankings, published in partnership with BAV Group and the Wharton School of the University of Pennsylvania, were 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.”*

Overall, Canada remains one of the most welcoming destinations for immigrants. Immigration, Refugees and Citizenship Canada (IRCC) uses the Immigration Levels Plan as a guide to determine the total number of permanent residents Canada will aim to welcome each year. It also indicates which immigration categories the permanent residents will be welcomed under. A May 2022 news story published in CIC News summarizes the recent announcement of Canada’s 2022-2024 Immigration Levels Plan as follows.

*“Canada is on track to welcome record numbers of new immigrants between 2022 and 2024. Despite the pandemic, Canada reached record numbers in 2021 with over 405,000 people becoming permanent residents. For 2022, Canada has recently released a revised target of over 432,000 immigrants and even higher numbers in 2023 and 2024. The numbers may seem highly specific, but each target is based on the Canadian government’s Immigration Levels Plan 2022-2024. Over the next three years, economic class immigration will comprise 57% of Canada’s annual immigration target. This will account for over 240,000 new permanent residents arriving each year, with a projected target of 267,750 skilled workers arriving by 2024. About 25% of new permanent residents will be selected through family class sponsorship, those who are being sponsored by a relative in Canada who is already a permanent resident or citizen. Over 100,000 will be arriving each year. The remaining 18% of new permanent residents will be made up of refugees and humanitarian class immigrants. The plan targets just under 85,000 people in 2022 and with a gradual decrease in numbers into 2024. The Immigration Levels Plan is typically released once a year but 2022 has been an exception with two plans due to a delay caused by the most recent federal election. Going forward, IRCC will release the next Immigration Levels Plan for 2023-2025 by November 1st this year.”*



## 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 48)**

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 59)**

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 64)**

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 67)**

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

During 2021-22 fiscal year, Okanagan College continued to serve its mandate letter priorities, while meeting the requirements of key directions of its previous strategic plan – *Towards 2020*, while building the new *Inspire* strategic plan. COVID-19 challenges were met with innovative approaches to course delivery and student services. Various pathways, transitions and supports are well-ingrained in the delivery of Okanagan College's programming.

### Recruitment Information – Supporting Access

**MLP1, MLP2, MLP3** - A detailed description of pivoting of student recruitment events in response to COVID-related challenges was reported in last year's 2020-21 IAPR on pages 24-25. For instance, as reported in 2020-21 IAPR:

- A pan-institutional Recruitment & Marketing Task Group was established in November 2020. The mandate of the group was to develop an interim recruitment and marketing strategy designed to ensure prospective students remained 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.
- Marketing experts created digital influencer kits to replace the paper-based program information kits previously shared with high school counsellors, Work BC, and other influencers. This supported digital information-sharing of OC program options 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 such as financing your education (financial assistance, scholarships, and bursaries).

- Acknowledging that some Indigenous and rural communities may not have access to reliable Internet and technology, appointments with College recruitment staff could also be booked and conducted by phone. For some services, in-person service also remained available.

The student recruitment techniques adopted in 2020-21 were followed again in 2021-22 and are expected to continue in 2022-23. In 2021-22, the College conducted primarily virtual recruitment as well as focussed on enhancing digital marketing activities to support recruitment efforts. A series of virtual 'Experience Okanagan College' and Program Information Sessions were held. Virtual visits with service providers such as WorkBC and schools remained a focus. These virtual visits are expected to further increase during the fall 2022 student recruitment season. The College is experiencing a great surge in one-on-one recruiter-student interactions through Zoom, phone, and email. Meanwhile, as COVID-related restrictions subside, BC Reopening plan is further implemented, and COVID-19 Go-Forward Guidelines for B.C.'s Post Secondary Sector are implemented, Okanagan College continues to remain in touch with various high schools, community stakeholders and service providers that are hoping to return to in-person student recruitment experiences. While following COVID-19 Go-Forward Guidelines for B.C.'s Post-Secondary Sector, the College remains committed to more in-person student recruitment events when COVID concerns start to lessen.

Furthermore, in 2021-22, Okanagan College has started to engage with Education Planner BC (EPBC) on the move to EPBC 3.0 for online applications for admissions. Planning is underway and Okanagan College will transition to 3.0 in 2022-23. As well, Okanagan College is in the pre-planning stage for implementing EPBC's post-secondary transcript exchange and work is continuing.

In Fall 2021, to welcome students and employees back to campus, a #WelcomeHomeOC campaign was kicked off. The campaign celebrated the return to student life at Okanagan College. The message was clear that as we come back together, we encourage everyone to support each other as our OC community grows. A WelcomeHomeOC web page was designed



to enable sharing of a growing gallery of social media content to celebrate the return to campus and support our strong connections. The webpage provided a platform for new students to know more about professors and instructors, staff, fellow students, alumni, and others in the broader OC community. The OC community posted and tagged their content with #WelcomeHomeOC, as they responded to the call to share:

- A 15-30 second video message with a personal message (or written message with photo) for students using the form on the website. This message was then shared on the main OC social channels including sharing it on social media with the hashtag #WelcomeHomeOC.
- A 15-30 second video (or written message with photo) answering some, or all, of the fill-in-the-blank questions posed using the form on the website. This message was then shared on the main OC social channels including sharing it on social media with the hashtag #WelcomeHomeOC.

Several positive and supportive messages to welcome everyone back were shared.

**MLP1** - In anticipation of expanded access and on-campus services in August 2021, the College also published its Communicable Disease Plan. This living document was expected to grow and evolve over time, in step with guidance from the BCCDC, the Ministry of Health, the Provincial Health Officer (PHO), Interior Health's Chief Medical Health Officer (CMHO) and the First Nations Health Authority. Based on guidance from the province, this plan replaced previous Covid-19 Health Safety protocols. FAQs were posted online for students and employees. The College also published new mental health resources from Counselling Services to support employees and students during the return to campus, as well as an employee guide on Three Steps to Assisting Colleagues in Distress to understand the signs and potential responses. This plan anticipated that future mandates and health directives could remain in flux over the coming months.

## CELEBRATING STUDENT EXPERIENCE AND ACHIEVEMENTS

The College remains proud of success and achievements of its students. 2021-22 was no exception. Despite many challenges, including the pandemic, Okanagan College students and other stakeholders continued to celebrate these achievements.

**MLP2** - In May 2021, Okanagan College opened its doors – albeit virtually – for a popular art-and-network event which brought together industry partners, community, students, faculty, mentors and supporters in celebration of the OC Animation program's 2021 graduating class and first-year students. This Animation Industry Night event painted a picture of OC student success. Local animation studios had the opportunity to canvas the next generation of talent from Okanagan College's Animation Diploma program at the third-annual Industry Night, which showcased students' artwork, demo reels and professional portfolios.

OC student Isabelle Stuetz is a passionate Taiwanese Canadian artist who specialized in layout design, concept art and animation. For her, graduation was the next step to a life-long career in the animation industry. "I came into this program with little to no knowledge about the animation industry and now I can't imagine not being in it," said Stuetz. "This program has pushed me into new growth as an artist – in ways that I would not have been able to do on my own – and with my skills, artistry and knowledge I am empowered to launch into a career that is so inspiring."

Throughout the evening's events, Stuetz, along with the rest of the graduating students, hosted their own breakout rooms where guests joined them to chat, network and view their individual artwork. "The quality of work we're seeing from our students is very high – these are eager professionals who have honed their craft and could walk into a studio right now and start performing," said Acting Chair of the Animation Diploma program James Wood.

"The pandemic has resulted in more video consumption and the animation industry is so hot right now because of it. Some of our students have already been offered positions and it won't be long before the entire class has obtained employment in their field."

**MLP2** - Okanagan College Enactus students won first place in the brand-new Intuit Sustainability Pitch Competition category at the Enactus Canada National Exposition, making them the first post-secondary team to win this award and marking them as the team to beat in years ahead.

Enactus OC was recognized as one of the top four teams in the country after an impressive finish at the national finals on the strength of three projects: FruitSnaps, CanSave and Rising. The winning pitch and an impressive second runner-up finish for the FruitSnaps project in the Climate Action Challenge netted the College's Enactus team \$2,000 in awards – which went directly back into the programming to support current and future initiatives. This was the third year in a row that FruitSnaps was placed third in the Climate Action Challenge.

OC students Sunidhi Sobti, Gurjot Singh, Karsten Ensz and Danielle Walker made up the team who pitched their idea, Backyard Bites. The idea received accolades for its goal to reduce greenhouse gas emissions by implementing organic edible landscaping in suburban houses through providing eco-friendly gardening kits and services. Students were required to pitch to a virtual panel of judges and the OC team was named victorious after several pitch rounds.

"I am so proud of our presenting and national teams," said OC student and pitch team-member Walker. "Being the first to win in the Best Idea Pitch category is an amazing feeling and we hope to defend that title next year."

Over the past decade, Enactus programs in post-secondary institutions across Canada and the world have grown exponentially. Enactus OC has seen much success in years past and have received numerous awards on both the regional and national stages

including their most recent regional win which saw them net a trio of first place finishes. The last time OC Enactus made it to the top four teams in Canada was in 2014.

Enactus OC is also the only team in Western Canada to make it to the final round of the competition.

"Despite the many challenges of the pandemic, these students stayed committed to their Enactus initiatives and have found opportunities to expand their projects in our communities and our global community as well," said OC Business professor and FruitSnaps Faculty Advisor Andrew Klingel.

"I'm so proud of our teams and it's wonderful to see their determination, hard work, creativity and entrepreneurial spirit recognized at this level."



Enactus OC President Nicole Sapieha, who graduated that spring with her Bachelor of Business Administration, also achieved a victory of her own at the competition – she was named one of just six females from across Canada to receive the HSBC

Women's Entrepreneurial Leadership Award.

"I am honoured to have been nominated for this award and am so grateful to be one of the six females across Canada to be recognized with this award," said Sapieha. "I have been able to lead an amazing group of students during one of the most difficult years we have ever faced, and I am so incredibly proud my fellow students and the faculty that have helped advance our projects and helped us achieve such successful competition outcomes."

The award is designed to recognize, celebrate and honour female post-secondary students who exemplify success and inspire their peers, community and country through entrepreneurial leadership. She received a \$1,000 scholarship and a further \$2,500 project scholarship for her team. "It's very bittersweet to see

this chapter of my life coming to a close,” says Sapieha. “Completing my undergraduate degree as the President of Enactus Okanagan College and as one of the top teams in Canada is an accomplishment unlike any other.”

Sapieha was part of the national presenting team along with fellow students Zackery Plaxton, Rachel Cramen, MacKenna Lenarcic, Danielle Walker, Sundihi Sobti and Karsten Ensz. The students were led by Faculty Advisors and OC Business professors Dr. Kyleen Myrah, Devin Rubadeau, Mark Ziebarth and Andrew Klingel. Danielle Walker succeeded Sapieha as President of Enactus OC and did so with the confidence coming off victories in the Intuit Sustainability Pitch challenge and as Project Manager for the award-winning Enactus CanSave project.

Okanagan College’s School of Business Dean William Gillett could not be more impressed with the level of competition and talent demonstrated from OC Enactus students.

“Our students truly embody Okanagan College and everything that we do here,” says Gillett. “They are a shining example of transforming lives and communities and I am so pleased their efforts – which include hundreds of volunteer hours – and the efforts of our faculty have been recognized on such a high-profile stage. This is not the first time and will not be the last Okanagan College students will step foot on to this stage and it is only a matter of time before we join the ranks of impressive colleges and universities to vie on the global Enactus level.”

“I hope the students come away from this competition with tremendous pride, because we are certainly proud of them,” said Okanagan College President Dr. Neil Fassina. “These results and accolades are truly impressive and are a small reflection of the even more remarkable real-world positive impacts that these student-led projects continue to generate in our community.”

**MLP2** - Okanagan College offered up a series of safe, distanced but still hands-on culinary workshops in June 2021 to help participants build some new skills and explore different flavours while learning in the College’s commercial kitchens under the guidance of Red Seal Chefs. The College’s Culinary and Pastry Arts department launched four new short culinary series during the month:

- Dinner Party – Wine and Dine Series – Mediterranean, a two-day workshop was a unique opportunity to learn how to prepare a Mediterranean Feast while pairing the meal with Sandhill wines. All under the guidance of a Red Seal Chef with a Sandhill Winery wine representative on site to guide the meal experience.
- The second series offered a chance to channel the inner Julia Child with Learn to Cook – French, Two Nights in Paris. Red Seal Chef instructors explained and demonstrated the classic French culinary techniques used in the menu, from sautéing to searing to sauce-making. Participants then got to work prepping the ingredients and participating in the hands-on cooking class.
- The third series introduced the farm to table concept. The Farmers Market Tour & Cooking Class is a one-day class in which students learned to shop at the farmers market, choose seasonal and local ingredients and turn them into delicious meals. This course focused on empowering students with knowledge, confidence, and creativity with plant-based ingredients; it was taught by Red Seal Chef and Certified Holistic Nutritional Consultant, Kelsey Oudendag, who guided the students through cooking methods, nutrition and seasonal flavours.
- Finally, the participants got a chance to cozy up to OC’s Bread & Pastry Series – featuring Sourdough. This course drew heavily from the recipes and methodology from the College’s Professional Pastry and Bread-making program. Students learned how to produce a starter, produce a levain, how to tell when the starter is ready for use, produce sourdough with levain and learned about pre-ferment and sponge theory, demonstrated by instructor, Stephanie Long, Owner of The Saw Dust Bakery.

“These new culinary Trades Adults programs give adults the opportunity to explore the trades while learning new hands-on skills and techniques in our commercial kitchens at the Kelowna campus, all while following strict COVID-19 safety protocols.” said Teresa Kisilevich, Associate Dean, Trades and Apprenticeship.

**MLP2** - As a result of a unique collaboration with the Kelowna-based winery, Sandhill Wines, Culinary Arts students cooked a three-course plated dinner as part of a pop-up dinner series Aug. 10 to 13.

"We are thrilled to welcome the students of Okanagan College into our kitchen. They have conceptualized a mouth-watering menu which truly represents their creativity and skill. We are very excited for this collaboration," said Brittany Price, Estate Manager, Sandhill Wines.

Dinner was served in Sandhill's barrel cellar, and diners could select from three different appetizers, desserts and mains that include pan-seared sable fish, roasted duck breast or sous vide flat iron steak. Winemaker Sandy Leier's curated a wine pairing which will also be available as an add-on.

"This is very exciting. Sandhill is providing a special opportunity for Culinary Arts students, when they begin cooking in professional kitchens off-campus and providing real-world service experience," explains Culinary Arts Chef Jim Armstrong.

"We are grateful to Sandhill for welcoming Okanagan College students into their kitchen, and we are thrilled to show clients our passion for food."

This special event came on the heels of OC's Culinary Arts fourth installment of the student dinner series. More than 40 guests enjoyed an Okanagan-inspired meal on the patio of Infusions at the Kelowna campus on July 23.

The dinner was in collaboration with Vanessa Vineyards and featured acclaimed winemaker Howard Soon – a long-time instructor of OC wine programming – on hand to talk about the winery's latest vintages.

**MLP1, MLP2** - Okanagan College Culinary students and instructors helped to spread Thanksgiving gratitude to students with a holiday inspired meal. Students pulled out all the stops to prepare a Thanksgiving meal with all the trimmings for students in need as part of the innovative OC Serves Up program.

The program was launched in the middle of the pandemic last year to combat food insecurity and has just relaunched again in 2021-22 academic year. "OC Culinary Arts students serve 50 meals a day to students in need as part of the OC Serves Up program," said Culinary and Pastry Arts Manager Cari Jahns. "This is a heartwarming example of students helping students."

The meal consisted of turkey with gravy, mashed potatoes, roasted vegetables, stuffing and of course, cranberries on top. And while not every meal was a holiday delight, every meal was a large and hearty lunch with nutrition and taste at the forefront.

"Students who signed up to receive meals from the OC Serves Up program are expecting to walk in and see a week-old sandwich and when they realize what their meal is, they're blown away by the quality," said Zuzana Lehocky, Head Server at OC's Infusions Restaurant. "The response has been so wonderful, and students are super excited and grateful to receive these meals."





**MLP2, MLP3** - In one northern village, Indigenous cultural needs and massive construction projects combined to create demand for specialized Okanagan College Trades training to support community members.

Located on the north coast of British Columbia, the Gitxaala Nation's main community is in Kitkatla. It identified the need for skilled trades people several years ago, as projects such as the LNG Canada in Kitimat and port expansion in Prince Rupert were announced. But it was a smaller project closer to home that inspired Gitxaala Nation to empower its members with carpentry training.

"In the village, Lach Klan, the plan is to build a traditional longhouse as a cultural project. We're wanting to provide carpenters the opportunity to build a Kitkatla project that is going to be there as an important part of their community for years and years to come," said Evie Nance, Gitxaala CCDP Employment and Training Manager.

The BC Regional Council of Carpenters, together with Bird Construction, the Gitxaala Nation, JGC Fluor (the prime contractor for LNG Canada) and the Industry Training Authority, collaborated to develop an eight-week Introduction to Carpentry and Formwork Program. The program was designed to equip Gitxaala Nation members with skills to become carpenter apprentices.

Ten individuals, four of whom are women, successfully completed the program and are now employed with Bird on the LNG Canada (LNGC) project in Kitimat. Progression to the next level of carpentry training was essential, though, and Nance began hunting for an organization that could bring the education to the community.



"I did my research on who had the best track record working with Indigenous communities and Okanagan College was one of the institutions mentioned," Nance explained. OC Carpentry Instructor Kelly Brochu travelled to the northern community to lead Level 1 apprenticeship training to the 10 students, who ranged in age from 18 to 44 – including people with grandchildren. It was a smaller class due to pandemic classroom size restrictions, and the group quickly bonded over carpentry lessons and challenging life lessons as well.

"The students were getting hit with disasters like family emergencies, apprenticeship EI funding didn't come through, a death in the family," Nance explained. "Despite it all, the students still showed up. They still had smiles on their faces, laughing and teasing each other. They said it was really hard, but they pulled through."

At the graduation ceremony, key stakeholders such as representatives from the BC Regional Council of Carpenters who initially visited with the class during their intro program, returned to find an entirely different group of individuals.

"The comments they were telling me were so heartening. They couldn't believe how mature the students were; not only did they become tradespeople, but they had developed incredible emotional maturity," Nance said.

"Apprenticeship training is always multi-faceted, as it teaches apprentices skills but also about the importance of resiliency," said Teresa Kisilevich, Associate Dean of Trades and Apprenticeship at

Okanagan College. "It was an honour to deliver training for Gitxaala Nation in their territory and be part of the students' transformation."

The next step for Gitxaala will be to offer Level 2 Carpenter Apprentice training to be held in August. For Nance, choosing a training provider is an easy decision. "It's going to be Okanagan College, because I want it done right," she says.

**MLP1** - Okanagan College translated its diverse student population into a learning opportunity during International Education Week (IEW) as students and staff celebrated cultures and encouraged each other to experience what other countries had to offer.

On Tuesday, Nov. 16, the Kelowna campus held language lessons at the Centre for Learning atrium, where student volunteers set up booths that others can visit to learn a bit more about various languages and cultures. Languages represented included Spanish, Punjabi, Hindi, Japanese, Chinese, Korean, Bengali and Portuguese. In addition to language instruction at the booths, there were also various games and crafts.

International Student Liaison Sora Chang is one of the organizers of OC's IEW Kelowna event, and she said it was amazing to see staff and students interacting with each other face to face. "The students really loved it. Volunteers, after COVID, this is their first time chatting with other students in person," she said. "This is a great chance for international students to meet Canadian students as well and come together."

She said events and initiatives like IEW are important not only to encourage international students at the College to share their language and culture, but also to inspire other students to explore culture, but also to inspire other students to explore cultures and perspectives outside of their own.

Heather Carson with Athletics, Recreation and Student Life said they want students to be open to the possibilities of international studies. "How exciting would it be to do a semester abroad?" she said. "How else do you learn about other countries if you don't immerse yourself in the culture?"

Student volunteers Lilian Queiroz and Ana Brito said it was exciting to share facts about Brazil, their home country, Brazil as well as teach other students some Portuguese. The two students are studying

English at OC, with plans to register for other courses. "It's amazing because we can teach some words in Portuguese and others can teach us words in English and share about their countries too," Queiroz said. "It's a rich experience to teach something you know and learning with other people too."

"My teachers have been great here and I have a great opportunity here," Brito said. Another volunteer, Aziza Khan, said she felt grateful to teach other OC community members about Bangladesh and her Bengali language. She said teaching others her language and learning from other students at the same time was enjoyable.

"In Bangladesh, many Bengali people sacrificed their lives to establish this language in 1952. So sharing it is important to me and I just feel honoured and proud to be able to do this," Khan added.

**MLP2** - For the first time in the 17-year history of the Scotiabank National Case Competition, a business school has recorded back-to-back gold medals as Okanagan College climbed to the top of the podium again in March. Hosted by Vanier College in Montréal, the "real time" case competition attracts teams from across Canada looking to test their knowledge and skills.

"I am honoured to have shown to Canada that our business school has a unique approach to learning. The dedication of our coaches helped us think better, collaborate and develop creative solutions for complex problems," said Tamzin Birch, one of the gold medal winners.

This year, the case was based on Millénia Tea, operating in Saint John, N.B. Competing student teams had to read and analyze the case, identify the principal issue and develop a series of exclusive alternatives for growth. They then had to develop a fully integrated marketing communications and sales plan and a full budget and financial return for the company.



Student teams do this work under lockdown – without access to the Internet – and then make 20-minute presentations to four private-sector judges. OC students Birch, Bryan Cresswell and Cole Stregger represented the winning team, coached by Blair Baldwin, Mark Ziebarth, Caroline Gilchrist, Dan Allen and Nakita Edwards.

The team says the double-gold performance demonstrates the success of the applied learning model offered by OC's School of Business.

"Preparing our students to compete against the best and brightest across Canada is a hallmark of the Okanagan School of Business. We embrace the challenge of punching above our weight," said Business Professor and coach Mark Ziebarth.

"I am grateful to the students and coaches for their results. The work effort by all involved over three months to prepare for this competition shows the culture we have fostered here amongst students and faculty. Great results come with hard work and it is an honour for our program to achieve this recognition," says William Gillett, Dean of OC School of Business.

**MLP2** - Okanagan College business students also came out on top with their unique vision of how to reinvigorate the Royal B.C. Museum. The Royal Roads Design Thinking Challenge welcomed teams from across Canada and the United States to compete in a case competition based on the concept of revitalizing exhibits and displays at the Royal B.C. Museum with the use of design thinking principles.

Business students Vasu Singla, Rebecca Thede, Kenneth Dolera and Chantelle Gaberel represented the College and worked with their coaches, Pamela Nelson and Robert Ryan, to promote inclusivity while modernizing the museum's exhibits.

"Our team produced an excellent response to the challenge's question 'How might museums make their offerings more vibrant and alive for the people and communities they serve?'" said Ryan, professor with the Okanagan School of Business. "Tackling a question that has no obvious answer gives our students a chance to cultivate their skills in creating new ways of approaching problems that they will carry with them for the rest of their lives."

The team worked tirelessly throughout the entire weekend to develop a solution including three distinct but cohesive elements: incorporating sidewalk art and stickers, pop-up artifacts and projected digital artifacts and collections. The approach would help make exhibitions more accessible, being that they could be easily implemented at various locations. The means by which the exhibitions could be experienced incorporated both modern visual techniques as well as unique, but simple methods.

"The impact that we made, with our ideas, that will be really happening with the B.C. Royal Museum," said Thede. "We actually made an impact with a tangible result." Not only will the Royal B.C. Museum be implementing the team's solutions, but the team also received \$6,000 for placing first in the competition.

**MLP2** - In March, Okanagan College's Culinary Arts program served up a tasty opportunity for students to bring their culinary learnings to the table alongside an experienced OC alumnus. The College's restaurant, Infusions, hosted guests for a meal that was part of the Student Chef Dinner Series, which gives students an opportunity to showcase their skills and the very best of Okanagan region cuisine while working with experienced chefs.

Chef Chris Van Hooydonk of Backyard Farm's Chef Table in Oliver, B.C., returned to the OC kitchen for the dinner event.

"It's special coming back to OC to participate in the dinner as it's bringing everything back full circle," says Chef Van Hooydonk. "I did my apprenticeship under Chef Jim Armstrong and was top apprentice in 2001, so it's great to come back and use what I know to inspire young minds. Sharing knowledge is the foundation of strong mentorship."

Students spent the day learning alongside the OC alumnus as they prepared the meal. The dinner featured a menu, created by Chef Van Hooydonk, starting with handcrafted breads and highlighting Okanagan and regional produce. Each course was paired with wines from Bill Eggert's Fairview Cellars, of Oliver, B.C.

"I want to bring back the idea of breaking bread with the ones you love," says Chef Van Hooydonk. "To slow down and enjoy your experience with food. This is a shift that I believe needs to happen within the food industry."

**MLP2** - The Enactus Okanagan College student team was recognized with an Excellence in Innovation Award, bestowed when students demonstrate their commitment to tackling some of Canada's biggest challenges.

"We have come a long way this year," explains Danielle Walker, EnactusOC President. "Our team has tripled in size, we have scaled and rebranded projects, and we have also started some amazing new ones. Our team has pulled together, shown great strength, adapted in challenging times, and paved the way for future success. These awards demonstrate EnactusOC's determination, resiliency, and desire to better our community; I am extremely proud of all our members!"

The team captured first place in the Climate Action Challenge – the fourth time in a row that OC has come out on top in this category. They were recognized for the Unusually Good apple cider project, which uses discarded fruit in the agricultural process to create 100% pure, fresh orchard-pressed and pasteurized beverages. Proceeds from beverage sales support apple chip processing, which are donated to children and community members facing food insecurity.

Unusually Good was also at the heart of the team's Entrepreneurship Challenge win – a back-to-back golden performance. They were also crowned champions in the Entrepreneurship Pitch Competition, which pitted them against other teams across Canada.

EnactusOC was also named runner-up in the Financial Education Challenge, for the Ivy Collective project. New this year, Ivy Collective created an inclusive and supportive environment for immigrant and refugee youth to build their skills and confidence. They provided a free workshop series to newcomer Canadians to teach essential career skills and are now extending the reach of the program through virtual sessions being promoted in Vancouver and Toronto.

The team was coached by Business professors Andrew Klingel, Kyleen Myrah, Danielle Robinson, Sheilagh Seaton and Mark Ziebarth. "These awards speak to the tremendous impact the Enactus students have on their community. Despite the many challenges of the last two years, they have not only significantly expanded their project to reduce food insecurity and fight climate change, but even started new ones," says Klingel. "We are so proud of these students as they are a shining example of transforming lives and communities."

**MLP2, MLP3** - An Okanagan College graduate is flying high after winning gold at the 2021 Aero Skills Tournament in Kelowna.

Desarae Craig currently works at KF Aerospace as a structures technician, but before she got there, she was an Aircraft Maintenance Engineer – Structures (AME-S) student at Okanagan College. Since graduating in October 2020, her work at KF has included converting old passenger planes into cargo planes, using everything that was taught during her program.

"All the skills I learned have helped me so far," Craig says. "Everything we learn in school applies in some way or form in your working life, because they're all relevant."

So, when the Aero Skills Tournament rolled around, she says she felt ready to participate. The Aero Skills Tournament is a U.S. and Canada-based aircraft skills competition, developed by Aircraft Technologies Group (ATG). Jay Logie is the founder of ATG and he says the goal of the competition has always been to generate interest in structures, mechanics, avionics and composites.

The competition features solo and team events, where participants show off their skills through various tasks including drilling, riveting and assembling structures. Overall, it showcases to the audience how the work is done, and how well the participants do their tasks under pressure.

"There isn't anything like this in the world right now," Logie says. "Everybody who participates walks away excited and ready to learn more and do more." He said Craig won the tournament because of the quality of her work. The scores are based on quality of work (60 per cent) and the time a participant takes to do the work (40 per cent). If two participants end up in a tie, the winner is determined based on their quality score.

"Desarae competed with the other juniors. She took a little longer than the others. She took her time to work on her quality, but it paid off in the end," he said, adding it wasn't a surprise that an OC graduate placed in the tournament this year. "We've found that people who go through Okanagan College learn their skills really well and it's always evident when they compete in Aero Skills," he said.



Craig said the win is a beginner's validation for her, confirming that the work she produces is good quality and encourages her to keep going. "I would really like to see girls get into this," she says. "It's a fun, fast-paced industry and there are new tasks every day and you're always learning. I hope my presence and win inspires someone to get into this industry too."

## AWARDS AND OTHER SUPPORTS

**MLP2, MLP3** - A much-coveted subscription box from Canadian influencer and Kelowna local Jillian Harris opened opportunities to support a generation of historically excluded students at Okanagan College with every subscription sold.

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

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

The Jilly Box also ran a contest giving away one sought-after Winter 2021 Jilly Box. Each \$5 donation made by a member of The Jilly Box Insiders Club between Aug. 20 and Aug. 22, 2021 through The Jilly Box website was to gain one chance to win. Donors were encouraged to sign up for free to become an insider at [www.jillybox.com](http://www.jillybox.com).

"We will keep fundraising for this award fund in hopes that it will grow to become a self-sustaining fund that can grant additional and larger awards for years to

come," said Harris. "It is my hope that many individuals and companies will be inspired to donate. Thank you for supporting The Jilly Box Award and I look forward to making a difference with you!"

Sophie Wilson, OC student, with her daughter Sophie Wilson is a Sylix Okanagan College business student and a member of the Penticton Indian Band. Wilson said student awards have been an incredible support in her journey as a student.

"Caring for my daughter as a single parent, bursaries and awards really help us on a day-to-day basis," says Wilson. "For me to be able to provide for her, pay bills and rent. I am really thankful for the support."

Wilson added that awards specifically for Black, Indigenous and Students of Colour will help by increasing access to awards, creating more opportunities for international students as well. Helen Jackman, Okanagan College Foundation Executive Director, said the new award fund is an important part of the College's ongoing commitment to enhancing justice, equity, diversity and inclusion."

**MLP3** - Salmon Arm student Savannah Lamb has 40,000 reasons to be excited to begin her educational journey at Okanagan College in fall 2021. Thanks to an external \$40,000 scholarship from the Beedie Luminaries foundation, Lamb began the Associate of Arts program at the College's Salmon Arm campus in the fall, worry-free.

"When I found out about receiving this scholarship, I was so surprised and it took me a while to process it," said Lamb. "After it sunk in, I shared the news with my family, and we had the chance to celebrate together."

Lamb attributed her close relationship and upbringing from her grandparents as the reason for applying for the award. Lamb moved to Salmon Arm from Ponoka, Alberta, seven years ago to live with her grandparents and is one of the many students who graduated from Salmon Arm Secondary School in 2021. Lamb took courses in Psychology at high school, and it helped her realize a passion in the arts. After studying at OC, she wants to continue her education to become a therapist or counsellor.

Beedie Luminaries is a foundation that provides select students across B.C. the opportunity to advance their education, achieve their dreams and inspire others. The foundation's scholarships remove barriers to education that students with financial adversity face.

Post-secondary students across British Columbia are anticipating the excitement of returning to campus this September. Okanagan College is offering in-person classes at full class sizes with some online offerings this fall. Students will be back on campus in all regions and should review Classfinder for details on individual course delivery.

For students currently in high school, Lamb's one piece of advice is to work hard, but with that, take care of yourself throughout the process. Knowing how to balance the various aspects of being a student is important, because "working too hard to the point of breaking can kill your confidence and your motivation," said Lamb. "It's all about working hard, but knowing that if something goes wrong, you can come back from it."

In addition to external awards such as this, Okanagan College has over 500 awards, scholarships and bursaries generously funded by community donors. Awards are available for full-time or part-time students in certificate, diploma, or degree programs. Financial Aid and Awards staff can help students find resources, explain terminology, and assist with applications, including opportunities through other community partners in the Shuswap. For information, visit [www.okanagan.bc.ca/financialaid](http://www.okanagan.bc.ca/financialaid).

**MLP3** - For one Okanagan College student, embracing Tourism Management Diploma (TMD) studies at the Revelstoke Centre truly paid off. Stephanie Sonsona was named the recipient of the Revelstoke Accommodation Association's completion grant for 2021, receiving \$1,000 to support her education.

She first began exploring post-secondary study options while in her home country of the Philippines and was introduced to the TMD program through Okanagan College's International Education department. She was drawn to the new tourism-focused program, as it could support her dream to travel for a career.

"I researched the town and found that there is a lot of tourism activities to do in Revelstoke and figured that this is the best place to do the TMD program," says Sonsona. She started the diploma in 2019 – the pilot year of the new program – and found herself immersed in an entirely new environment compared to the Philippines. But it didn't take long for Sonsona to settle into her new community. "Revelstoke has grown on me, and the people are very nice," she says.

One of the key experiences was the 12-week co-operative work term that allowed her to apply learning in revenue management in a real-world environment. She worked at the Explorers Hotel, which offered her a position after her co-op term was over.

"Engaging in a co-op placement really made me experience what it's like to work in hospitality," she explains. "The program was very free flowing. I had great professors, great classmates, and it was a relaxed learning environment."

Jonathan Rouse, Associate Dean for the Okanagan School of Business, says that experience is the reason why Revelstoke was selected to launch the TMD program. "Being located in Revelstoke – the world's only inland temperate rainforest – this vibrant community breathes quality life and is the perfect location to learn the ins and outs of a unique and complex tourism industry," says Rouse. "Not only is this program a great opportunity to learn tourism management, but also to experience one of Canada's premier mountain resorts."

Joan Ragsdale, Okanagan College's Regional Dean for Shuswap Revelstoke, said the City of Revelstoke provides a unique opportunity for College students to apply and refine their skills.

"Revelstoke is a beautiful place that offers access to nature with an amazing community. There are many local businesses that are eager to help shape the next generation of tourism managers and enhance the local tourism industry," says Ragsdale. "Studying in a city that is one of the 14 designated resort municipalities in the province represents a valuable learning environment for students and contributes to the economic development of the City of Revelstoke."

**MLP3** - Winemaker George Hanson, who passed away recently, was widely acknowledged for his efforts to grow the B.C. wine scene. A new award funded by the Thompson Okanagan Tourism Association (TOTA) will commemorate his legacy, while helping a viticulture student at Okanagan College to cultivate their future in the industry Hanson so dearly loved.

TOTA has donated \$1,500 to create the George Hanson Memorial Bursary, which will be open to students in the College's Viticulture Certificate program.

"We are very pleased to be able to support this award in memory of George Hanson," said Ellen Walker-Matthews, CEO of TOTA. "George's legacy of excellence will live on in the high bar he set for future grape growers and wine makers, such as those coming out of Okanagan College. George is dearly missed, and we hope this award will plant a seed of inspiration in the heart of a budding viticulturist."

"George Hanson was truly larger than life and will be remembered as someone who left an inspirational legacy in the Okanagan wine and tourism industry," said Jonathan Rouse, Associate Dean for the School of Business and Director of Food, Wine and Tourism at Okanagan College. "We're deeply grateful to the Thompson Okanagan Tourism Association for this meaningful tribute to George, which will aid and inspire an Okanagan College viticulture student as they step out into the industry and carry on the tradition and passion of winemaking, creativity and excellence that he embodied."

By the time he retired in 2019, Hanson and his wines had garnered international attention and awards—cementing his place as a pioneer in the industry and a respected name among B.C.'s acclaimed winemakers.



**MLP3** - Shaylyn Douglas returned to the classroom in January with her sights set on training to advance her career in health care at Okanagan College. In addition to beginning the Practical Nursing Diploma program at the Penticton campus, Douglas received a financial boost to aid her studies when she won the \$5,000 OC Tuition Giveaway Contest.

"I wasn't sure what career path I wanted to pursue until I had the opportunity to interact with patients in the physician's office where I worked," says Douglas. "I was drawn to the Practical Nursing program because of those experiences." The opportunity to build on those health-care skills is something Douglas is looking forward to during her training at OC.

"I've heard good things about the program from Practical Nursing graduates. Once I knew that being involved in another person's care was something I really enjoyed doing, the choice to continue to expand that knowledge at OC made sense," says Douglas.

Douglas' decision to head back to class was that much easier when she found out that she had won the OC Tuition Giveaway Contest. "Winning the tuition giveaway has been immensely helpful for me," says Douglas. "I will be returning to school after an extended time in the workforce and I was concerned about how I would afford tuition fees and support myself through the program. This tuition will take some of the strain off my personal savings, allowing me to focus more of my time on studying."

"Providing training opportunities for health-care and other in-demand careers to meet the growing needs of our community is an important part of Okanagan College's commitment to our region," said Meri Kim Oliver, Vice President Students at OC. "It is gratifying to be able to support a student like Shaylyn in pursuing her goals."

**MLP3** - The Ministry of Social Development and Poverty Reduction has recently announced a program that will provide skills training to as many as 30 eligible British Columbians to prepare them for jobs in the hospitality industry in the Okanagan and Shuswap regions. "Graduates of this skills-training project will be qualified for a variety of jobs in the hospitality and tourism sectors," said Nicholas Simons, Minister of Social Development and Poverty Reduction. "The training participants receive will prepare them for exciting careers and give them an opportunity to contribute to the growth of local businesses in their communities." Okanagan College offers significant training opportunities in this regard and anticipates that students will benefit greatly from this support.

**MLP2** - There are more than 500 student-led investment funds at colleges and universities in Canada and the United States with the funds recognized as an invaluable learning tool for finance students.

Provincially, the University of British Columbia, the University of Victoria and Thompson Rivers University also have student investment funds. OC business students are planning to engage community support to launch an ambitious investment fund.

When networking with other finance students at post-secondary institutions across Canada, Justin Rantucci and Steven Fiust learned that schools with a student-run investment fund seemed to result in a better transition to finance careers for their graduates.

Seeing an opportunity to provide hands-on experience for more OC students while building capacity locally, Rantucci, Fiust and fellow student Riley Dunsmore are looking to launch a student investment fund at Okanagan College. The group is partnering with the Okanagan College Foundation and the School of Business to invite the community to donate to their initial fundraising goal of \$100,000 in order to launch the fund. The long-term goal is to create a

\$500,000 fund that would see returns distributed back to students in the form of bursaries and grants, supporting many OC students in paying for their education.

"This is an exciting opportunity to support hands-on learning for business students and meet our community's evolving needs," says William Gillett, OC's Dean of Business. "This fund will create a formative experience for local finance students who will go on to care for personal and family investments or help local businesses grow and thrive."

The fund would be held by the Okanagan College Foundation and provide opportunities for students

to gain experience in security analysis, investment management and leadership prior to seeking careers in the industry. With the support of a dedicated advisory board comprising of business professors, finance industry experts and portfolio mentors, the students will analyze, recommend, and execute approved trades.

"As a graduate of OC's finance program, I understand the challenges of

transitioning to employment," says Rantucci, a Bachelor of Business Administration Honours graduate and Corporate Finance Associate at ECMB Capital Partners. "I am excited to be a part of the solution — the fund will have a substantial impact on the education and ability to land careers in finance for generations of OC students."

The students already have several supporters including Harold Wirick, who gave a generous gift towards the initiative which he believes will create greater financial acumen in students. "As someone who has benefited from the market, I am excited to support young people in learning the principles of investing," says Wirick.





**MLP3** - Mother, volunteer, former brewer, Business student and now, award-winner. Annika Kirk has many titles and is used to juggling work, life and every other curveball that comes her way, which helped her shine when she applied for the Colleges and Institutes Canada (CICan) Paul and Gerri Charette Bursary Award.

Kirk received the news in a unique way: Okanagan College President Neil Fassina announced she won the bursary during a meeting of the Board of Governors, of which she is a student representative.

"It was a complete shock and I cried," she said. "I called my husband and he cried. It was really quite wonderful."

In her third year of Bachelor of Business Administration studies, Kirk was one out of seven applicants from OC and one of 20 recipients of the bursary nationally. She returned to school in the fall of 2020, having worked as a brewer for seven years in Toronto and Kelowna. Knowing that an OC education could help her family start their own brewery, she jumped right into the degree program.

When she's not in school, Kirk is known for being involved in meaningful causes, such as working with her colleagues to increase diversity and inclusivity in the craft beer industry, and how that can be implemented in Kelowna. Kirk had also been working with another colleague to create and start their own non-profit with the goal of assisting breweries, distilleries, cideries and wineries in their journey to be more inclusive and diverse.

The CICan Paul and Gerri Charette Bursary program provides students who face financial challenges with support to help continue their studies. Kirk is set to receive \$5,000 from the program; given she had just given birth to her second child, the timing couldn't be better.

"This bursary is going to help us even more than I had anticipated," she said. "I'm doing some casual work, but I'm in school while also getting ready to take care of a newborn with our three-year-old. It's a lot to take on. This bursary has given us a bit of breathing room."

Kirk says supporting her family and continuing her education have been possible because of the College's support.

"The College has been incredible. I had no idea going into this program how supportive this community is and how amazing the professors here are," she said. "They've been a huge support system for me and my family."

Kirk said her professors have put together personalized plans for her so she doesn't fall behind with her studies when she gives birth and recovers. While she still expects to work hard on her courses, she said it's easier knowing that her instructors have her back and are willing to help. "Just to be able to sit down and chat with some of my professors has also been amazing," she said.

"Annika Kirk demonstrates grit and determination in her

life and in her education," said Fassina, OC President. "I was impressed by the contributions she regularly makes to her community, including the activities she has been engaged in for the BIPOC and LGBTQ2S+ communities."

Along with her studies, Kirk said she'll be continuing her volunteering efforts within the community and at the College. She's excited to tackle her new challenges head on, all because she loves learning. "I just really fell in love with being in school and learning again," she said. "It's been a different educational journey than others for sure, but I don't regret it."





## STUDENT SUPPORT AND SAFETY RESOURCES

**MLP1, MLP2, MLP3** - In 2021-22, Library Services, which includes the Kelowna Success Centre, supported student access and success through its student-centred facilities, professional staff, and curated learning resources on the four campuses of Okanagan College, and via a robust online presence. During this second year of the COVID-19 pandemic, most services returned to normal, but with an increased emphasis on assisting remote learners, many of whom were enrolled in online and/or hybrid classes. Here are some highlights of activities and initiatives that benefited students.

### Removing barriers to access:

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

### Supporting student success:

- Learning Centre Coordinators assisted students with English, Writing, Mathematics and Science, and Trades-related subjects via Moodle, Zoom and other platforms, as well as in person. In Kelowna alone, Coordinators had appointments with more than 6,000 students in the course of the year.
- Librarians offered instruction on the use of library resources to more than 4,000 students in several hundred classes, in physical, virtual, and HyFlex environments.
- In Penticton, 23 students attended the Long Night Against Procrastination in the campus library on March 17 from 8pm to midnight to work on assignments for the end of the semester, supported by faculty and staff offering research and writing help.
- In collaboration with the Campus Life Committee, the Salmon Arm campus librarian organized the Stress Less Fair, which saw 70 students each semester participate in a variety of activities designed to support mental and physical health.

### Promoting Indigenization, Decolonization, and Equity, Diversity Inclusion, and Social Justice (EDISJ):

- The Library hired its first Librarian for Indigenous Initiatives and Services, to better support Indigenous students and to begin the work necessary to incorporate Indigenous perspectives into Library operations.
- The Library hosted a group of OC Human Service Work students on their practicum to perform an accessibility audit of Library facilities and online services.
- In Salmon Arm, an average of 100 students per month visited the campus library to meet with Woof, the campus therapy dog.
- Almost all Library Services employees completed Positive Space training, to raise awareness of issues around gender and sexuality, particularly for students who identify as LGBTQ2.
- All Library Services employees attended two half-day workshops on working across differences, cognitive biases, and meaningful inclusion, to support the working of incorporating principles of EDISJ into Library Services.

**MLP1** - In response to COVID-19, Okanagan College offered most services virtually until September 2021. To ensure awareness of available services and to increase access points for prospects and students seeking information, we started offering virtual drop-ins for most of our services, piloted live chat, and increased our presence on various social media platforms. An online appointment booking system was implemented to make booking appointments with various services more accessible. We continue to offer live chat and virtual drop-ins as well as in-person drop-ins.

In the Fall of 2021, Counselling Services has offered two programs in a virtual format to provide students on all campuses to participate. The first program, Flourish, was a successful in-person program that has moved to an online format for students and employees. Flourish offers drop-in workshops, creating a safe space to support student wellness and mental health. The second program, GROW @ OC, is an online drop-in workshop series for all registered OC students to connect and learn strategies to be an effective student and practice tools to help them become more resilient and proactive. Various themes are explored and student-inspired: the challenges of being a student, time management, stress, self-care, productivity, and motivation, how not to be so hard on yourself, etc.

A doctor referral program was created for OC's largest campus in collaboration with a Kelowna-based clinic. The program supports students who need access to a local family doctor and require primary care for the duration of their studies at Okanagan College. We have referred over 60 students to date.



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

- **Indigenous Student Services Coordinator (ISSC) [formerly: Aboriginal Transition Planner]:** The ISSC position, found at each of our four major campuses, acts as a primary resource, providing holistic support for prospective and current Indigenous students throughout the student life cycle. The ATP plays a pivotal role, often acting as the first point of contact prior to admission and then becoming a focal point of support while the student is enrolled. Whether it's basic advising, assisting with funding applications, making referrals, or simply being available to listen, the ISSC is an invaluable resource.
- **Access Liaison:** The Access Liaison acts as the first point of contact for students requiring accessibility services. While the duties are diverse, a significant focus is on conducting intake appointments, clarifying medical and psycho-educational documentation requirements, assisting students with documents and funding forms, and connecting students to other community and campus supports as needed. While the Accessibility Services Coordinator is ultimately responsible for assessing documentation and approving and coordinating accommodations, the Access Liaison will often act as a troubleshooter.
- **Financial Aid & Award (FAA) Assistant:** The FAA assistant position, also found on all four major campuses, acts as the first point of contact for prospective and current students, staff, and the public for information related to student aid and awards funding. The FAA assistant provides a wide array of support and information. However, the position tends to spend a considerable amount of time helping adult upgrading students complete and submit forms for the Adult Upgrading Grant and students who require emergency funding. The position is often called upon to support students applying for and interpreting policies related to student loans.
- **Indigenous Services Assistant (ISA):** The ISA position was created in 2020 and acts as the first

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

- **Student Support Coordinator (SSC):** The SSC position was created in 2021 as part of a pilot program. This position acts as a case manager to support students of concern, students at risk, and students with complex needs, and takes the necessary steps to achieve positive outcomes. The position also facilitates the coordination or care and individual support for students experiencing significant mental health challenges or who have experienced sexualized violence. The purpose of this role is to enhance the conditions and likelihood of students' personal and academic success, to empower students to take an active role in their own well-being, and to contribute to a campus community that strives to be deeply supportive and

conducive to positive mental health and overall well-being. The pilot program has been successful, and the College has supported this position on an on-going basis for 2022/2023.

## Aligning Programming with High Opportunity and Priority Occupations

**MLP1, MLP2, MLP3, MLD1, MLD2** - Okanagan College remains focused on its commitment to develop programs that meet the needs of the region and that are in congruence with 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 and 2021-22. In particular, programs with a significant hands-on component were impacted.

Technologies - FTEs and Credentials	Fiscal Year				
	2017-18	2018-19	2019-20	2020-21	2021-22
Total Technology FTEs	321.6	332.1	317.1	283.0	285.3
Total Technology Credentials	133	105	134	114	112

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

Targeted Health Programs - FTEs							
Ministry Code	CIP Code	Program Name	Fiscal Year				
			2017-18	2018-19	2019-20	2020-21	2021-22
NURS	51.3801	Bachelor of Science in Nursing	49.8	45.3	47.6	51.3	49.3
NLPN	51.3901	Licensed Practical Nurse	170.7	94.8	152.3	137.2	117.1
NRCA	51.3902	Health Care Assistant	149.7	131.7	120.6	131.7	71.8
HLOT	51.3902	Health Care Assistant - One Time Funding	12.0	50.6	13.0	14.0	271.5
HLTH	51	Allied Health	232.9	237.0	215.2	237.8	271.2

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

Early Childhood Education - FTEs and Credentials	Fiscal Year				
	2017-18	2018-19	2019-20	2020-21	2021-22
Total Early Childhood Education FTEs	41.8	87.8	99.2	53.2	70.8
Total Early Childhood Education Credentials	25	19	58	50	32

**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				
	2017-18	2018-19	2019-20	2020-21	2021-22
Apprenticeship Total	108%	111%	118%	75%	98%
Foundation Total	114%	108%	111%	84%	112%
Trades and Apprenticeship Total	109%	108%	116%	75%	101%

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



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

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

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

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

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

## Explanation for Not Achieving 2021-22 Developmental Program FTE Targets

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

Both 2020-21 and 2021-22 were unique years due to the impact of COVID-19 related disruptions in the Okanagan College region. 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.

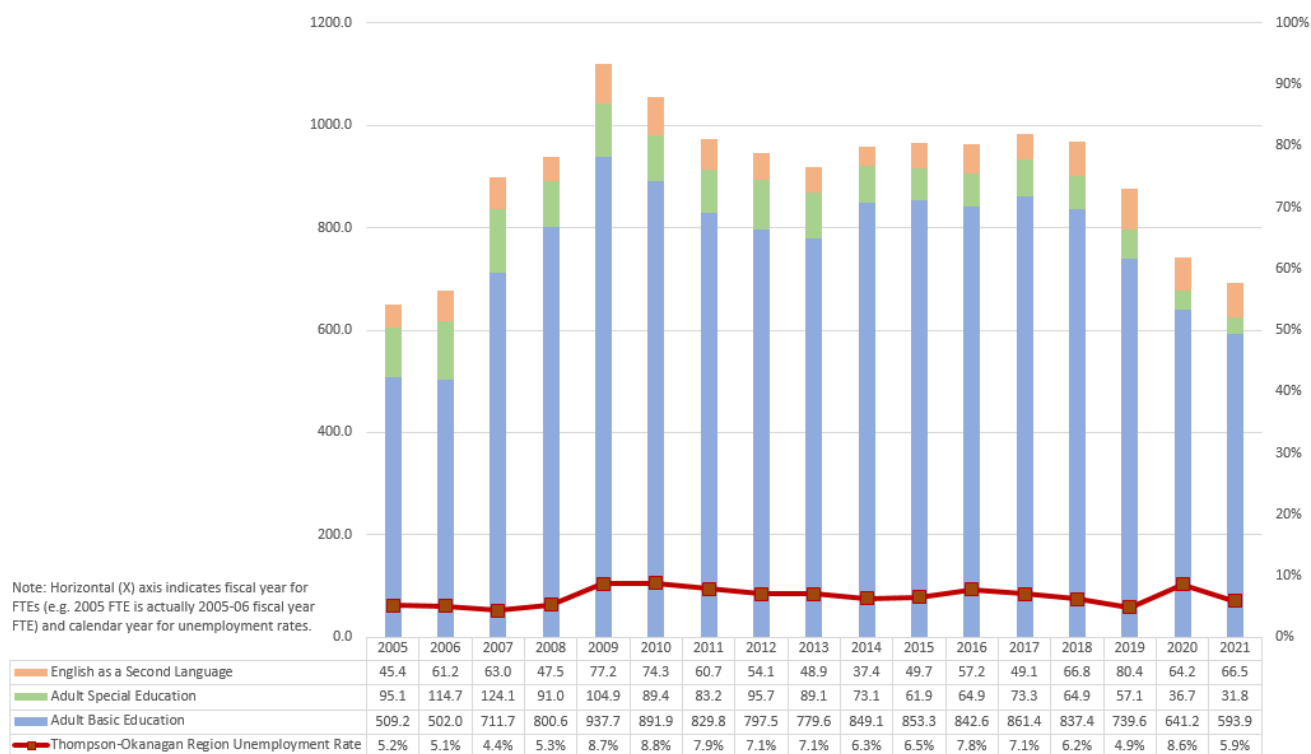
Prior to the pandemic, relatively lower unemployment rates in the region meant greater job opportunities for the prospective students of Adult Basic Education. Therefore, this decrease in Adult Basic Education enrollment could be due to the decrease in unemployment rate for the Thompson-Okanagan region. The unemployment rate dropped from 6.1% in calendar year 2018 to 4.9% in calendar year 2019 and after an increase to 8.6% in 2020 again declined to 5.9% in 2021. 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.

Change in FTEs by Fiscal Year	2018-19 to 2021-22 % Change	2018-19 to 2019-20 % Change	2019-20 to 2020-21 % Change	2020-21 to 2021-22 % Change
Adult Basic Education Domestic FTEs	-29%	-12%	-13%	-7%
Total Developmental Domestic FTEs	-29%	-9%	-15%	-7%

FTE Utilization Rate by Fiscal Year	2018-19	2019-20	2020-21	2021-22
Total Developmental Domestic FTEs	98.5%	86.8%	81.5%	80.5%

**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 2021-22 fiscal year.

## Former Youth in Care

**MLP2** - Former youth in care (FYIC) students continue to access the tuition waiver program. In 2021-22 there were 48 tuition waiver program participants. This is up from 43 participants in 2020-21. Each student who submits a consent form is sent a letter from our Financial Aid & Awards (FAA) department to outline additional supports for which they may be eligible. The FAA website has detailed information about FYIC. Student Services team arranged social media campaigns to bring more awareness to what is available to students, including awards and other funding. The College continues to consider additional ways to promote this opportunity.

## B.C. Post-Secondary Student Survey on Sexual Violence

**MLP2, MLD2B** - Okanagan College's Institutional Research Manager was part of the working group that helped develop B.C. Post-Secondary Student Survey on Sexual Violence. The survey working group consisted of members from the Ministry of Advanced Education and Skills Training (AEST), BC Campus and some BC higher education institutions. The overall purpose of the working group was to provide advice and guidance on the development of the survey. Subsequently, in the first quarter of 2022 Okanagan College participated in this provincially sponsored survey. OC is currently looking forward to the results from this survey to further inform our processes, procedures and policies as they pertain to sexual violence and misconduct.

## Sexual Violence and Misconduct Policy

**MLP2, MLD2B** - 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 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. In 2022, Okanagan College has commenced the legislated three-year review of the Sexual Violence and Misconduct Policy in order to examine any potential improvements or amendments.

The College is guided by the principle that addressing sexual violence is more than just policy development. It is also about preventative action. To that end, the College continued to partner with the Okanagan College Students' Union in the delivery of a consent campaign to students. The campaign focused on healthy sexual relationships based on consent, regardless of context (i.e. only yes means yes).

The Sexual Violence and Misconduct (SVM) Committee has shifted from its primary focus being policy to education and awareness. We've added a mandatory Sexual Violence Prevention learning module in our online student orientation. Furthermore, Okanagan College's SVM committee continues to engage both our students and staff in the following SVM related training and activities:

- 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.
- Missing and Murdered Indigenous Women (MMIW) Vigil

- All SVM committee members 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.
- Onboarding the REES software platform to report, record and track any SVM incidents on campus.
- Onboarding the REES software platform to report, record and track any SVM incidents on campus is an important area of focus. Okanagan College has partnered with REES (Respect, Educate, Empower Survivors), a 24-hour, seven-day-a-week centralized online reporting and information platform that provides increased options for students and employees to report campus sexual harassment, misconduct, and assault. REES includes multiple reporting options and critical information about resources and supports available both on campus and in community. Okanagan College joins Columbia Bible College, St. Francis Xavier University, the University of Windsor, the University of Winnipeg, and others in implementing REES.

"While our sincerest hope is that no Okanagan College student will ever have need to use this platform, sadly we know that sexual violence remains all too prevalent in our society," said Meri Kim Oliver, Vice President Students for Okanagan College.

"It is of vital importance to us that students know what tools and processes are in place to support them at the College, and that our employees understand how and where to direct students to access these supports when needed. We encourage all members of our learning community to visit OC's sexual violence information page to familiarize themselves with REES, with our Sexual Violence Policy, related policies, and the training and resources available."

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

**MLP1, MLP2, MLD2B** - Candlelight Vigils returned to OC's Vernon and Salmon Arm campuses as a symbolic commitment to end violence against women. Communities in the Okanagan and Shuswap were marking the 32nd anniversary of the École Polytechnique Massacre, in addition to the ongoing cases of missing women from the region, with a Candlelight Vigil on December 6 co-hosted by a network of organizations and volunteers.

"The SAFE Society has been partnering with Okanagan College and students for over a decade to offer the December 6 event, as an important way to remember and honour women who have lost their lives due to violence or continue to struggle with it," said Kathy McIntyre-Paul, Stopping the Violence Counsellor, SAFE Society.

In 2020, a virtual event featuring music, Indigenous Elder prayers, speeches and more was collaboratively organized by the SAFE Society, Okanagan College Students' Union (OCSU), Vernon Students' Association of OC (VSAOC) and Okanagan College.

For 2021, organizers returned to the Salmon Arm and Vernon campuses for in-person vigils – held outdoors to ensure the safety of participants and organizers.

"December 6 has come to symbolize the threat and reality of violence in women's daily lives. Every six days in Canada, a woman is killed by her intimate partner. More than 6,000 women and children sleep in shelters on any given night because it isn't safe at home. Indigenous women are almost seven times more likely to be murdered than non-Indigenous women. We must remember and then we must act – because we won't end violence against women until we achieve equality," said Micki Materi, Co-Executive Director of Programs, Archway Society for Domestic Peace.



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

For more than 30 years, post-secondary institutions have held vigils and ceremonies to remember. Families in the Shuswap and Okanagan know, however, that the acts of violence are not solely things of the past.

Candlelight vigils in the regions have grown in attendance throughout the years as more people learn how Indigenous women are more likely to experience violence than non-Indigenous women – and as people in the community experience this tragedy for themselves, with several women missing from Salmon Arm, Enderby and Vernon.

"While we know that this issue has been given national attention, we can't forget that this can and does happen close to home. Events like this reaffirm our commitment to supporting our local communities," said James Coble, Director of Student Services, Okanagan College. "Okanagan College stands in solidarity with families and friends of missing women, and know for many, this event can act as a catalyst for healing."

In January the College highlighted the Sexual Assault Awareness Month by stressing the message that every member of the college community has a role to play in creating safe collegial learning and working spaces at the institution. We encouraged OC employees, students and volunteers to visit the Sexual Violence Awareness webpage where they could find important information, resources and access to counselling and other education and support information.



## A BALANCED APPROACH TO INTERNATIONAL EDUCATION

MLP1, MLP2, MLP3 - The college continues to work closely with the Ministry of Advanced Education and Skills Training to maintain a balanced approach to international education. In order to achieve this, the department participates in:

- BC Heads of International
- BC Heads of International, Marketing subcommittee
- British Columbia Council for International Education (BCCIE) events

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

Year	Per Course International Tuition
2014	\$1,188
2015	\$1,212
2016	\$1,236
2017	\$1,298
2018	\$1,375
2019	\$1,375
2020	\$1,416
2021	\$1,444
2022	\$1,473

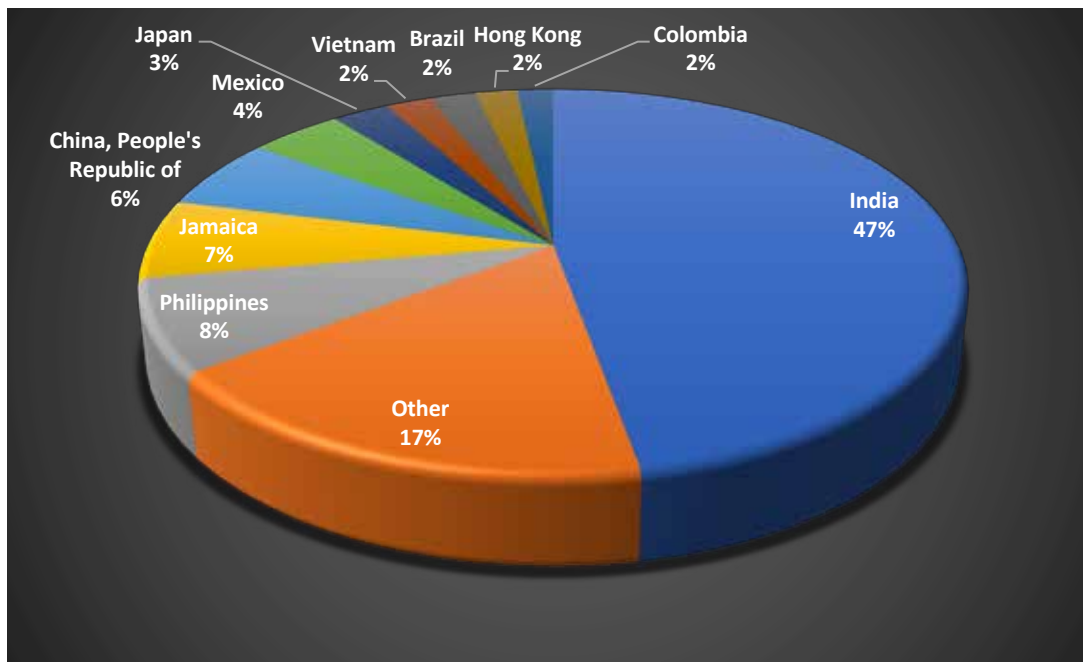
Increasing the diversity of international students at Okanagan College continues to be a priority. Students from more than 65 countries attended Okanagan College in the past year. New markets and shifts in the top source countries have occurred for each of the past three years.

In the 2021-22 fiscal year, Okanagan College served a total of 8,264 FTEs, of which 1,049 were international student FTEs. There has been an emphasis on ensuring international students are studying in programs at all regions that the college serves.

The college continues to offer programs that are attractive to international students at all campuses

and offerings were increased in 2021-22. Maintaining a balance of domestic and international students in programs at all campuses is a priority and striving for a maximum threshold of 25% of international students in any program is a focus.

Over the 2021-22 academic year, when the majority programs shifted back to face-to-face, the College was still able to offer several programs and courses in an online format allowing international students who were not able to begin studies on campus to start programs in their home country.



## International Student Support transitioning through the Pandemic

**MLP1** - To continue to provide first-rate education and services to all international students, OC and its international team had to be nimble throughout the 2021-22 fiscal year. Organizations such as Colleges and Institutes Canada (CICan), Canadian Bureau for International Education (CBIE), British Columbia Council for International Education (BCCIE) and BC Heads of International all shared information and advocated on behalf of the sector so that we were able to navigate through an ever-changing international education landscape. All recruitment activities through the year were virtual and with a strong agent network, the recruitment team was able to deliver many webinars and training sessions. This was especially true for markets to which we did not normally travel and allowed our department to increase the diversity of our international students.

For the beginning of the year, all services were offered in a virtual environment. By the fall semester, most classes had returned to in-person instruction. With a number of courses and programs continuing to offer online learning opportunities, international students were able to begin classes in their home country while waiting for study permits, or until they were comfortable travelling to Canada.

Some of the practices undertaken during the pandemic have continued, and will continue, such as offering virtual pre-departure sessions and portions of new student orientation sessions virtually. The department has continued to engage in virtual recruitment and while recruitment travel is resuming, there will be opportunities to supplement these efforts with virtual webinars in all markets. Students may choose virtual or in-person appointments to access services from the department.

Through virtual methods, employees have had the opportunity to work more collaboratively with colleagues at other post-secondary institutions throughout the Province and Canada and this will continue into the future. With strong agent relationships and collaboration with other BC post-secondary institutions, and with the support and services of provincial and national organizations, we are hopeful that growth and diversity of international students will continue.

## RESEARCH THAT SERVES THE COMMUNITY

MLP2 - Okanagan College organized another RIPE (Research, Innovation and Partnerships Expo) on May 4, 2021 as a virtual event, allowing people from across the region to attend. The event was an 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," said 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."

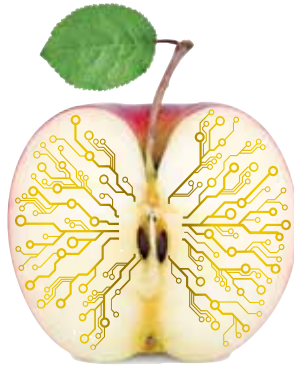
The event featured Secwepemc speakers and 2019 Governor General's Innovation Award winners, Dr. Marianne Ignace and Chief Dr. Ron Ignace who are prominently known for creating a collaborative approach to research involving Indigenous peoples and communities.

In addition, there were upwards of 14 seminars and workshops which covered a wide range of topics and interests, led by industry-leading professionals.

"Applied research and innovation continue 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," said OC Provost and Vice President Academic Dr. Andrew Hay.

### The scheduled events included:

- Early childhood outdoors education pedagogy,
- Why students matter with applied research projects,
- Funding and training supports through Mitacs,
- Using allyship to enhance your research process with marginalized populations,
- Examples of applied research with Geographic Information Systems (GIS),
- Applied research at Okanagan College,
- Disruptive prisoners: history through the lens of prison newsletters,
- Students' poster session: yeast projects, hydroponics project,
- Research Highlights: marine aquaculture, indigenous language revitalization, and land-based learning in nursing school,
- Software prototypes for digital scanning to capture, record and process hazardous materials data,
- How the maker space supports applied research and innovation,
- Incorporating Equity, Diversity and Inclusion (EDI) in research projects,
- Climate change adaptation in the British Columbia wine industry: generating biochar to sequester CO<sub>2</sub>,
- Wait time for novel chemotherapy treatment adversely impacts treatment outcomes: a simulation model,
- Counting device for processing recycled beverage containers.



# RIPE

Research Innovation Partnerships Expo

Join us for a virtual applied research educational and networking day on Zoom, where you can listen to keynote speakers, learn about our exciting research projects, take part in a grant writing workshop, pitch your research ideas, and ask your questions about applied research.

## SAVE THE DATE

Tuesday, May 4, 2021

### KEYNOTE SPEAKERS

Dr. Marianne Ignace, SFU

Dr. Ron Ignace, Chief of the

Skeetchestn Band, SFU

"Walking on Two Legs": Putting Secwepemc traditional knowledge in dialogue with Western scientific knowledge in both theory and practice.

Grant writing workshop  
with Dawn McArthur  
Recent and current  
research projects  
Research and the  
maker space

For more information: [learningandappliedresearch@okanagan.bc.ca](mailto:learningandappliedresearch@okanagan.bc.ca)  
[okanagan.bc.ca/ripe](https://okanagan.bc.ca/ripe)





**MLP3** - On May 18, 2021, Okanagan College, in collaboration with Bow Valley College, Saskatchewan Polytechnic and New Brunswick Community College, and colleagues at the YMCA and the University of Fraser Valley hosted a conference called Conversations about Outdoor Pedagogy in College Early Childhood Education (ECE) programs.

How does playing in the mud support children's cognitive and social development? Why is outdoor play such a powerful conduit for learning? How can we advance curriculum to empower current and future early childhood educators (ECEs) to tap into it? These and other questions were explored during this unique virtual conference that brought together ECE instructors and outdoor play experts from across the country.

Attendees had the opportunity to join workshops by leading ECE and outdoor play experts from across Canada. They also had a chance to hear from guest speaker Dr. Peter Gray – an internationally renowned researcher in neuroendocrinology, developmental psychology, anthropology, and education.

**MLP2** - Business Professors Dr. Kyleen Myrah, Kerry Rempel and Stacey Fenwick continue to put Okanagan College on the map when it comes to case research and writing. Myrah, Rempel and Fenwick took home the bronze from the recent North American Case Conference, hosted by the North American Case Research Association (NACRA) virtually Oct. 14 to 16.

NACRA is an organization made up of case writers, researchers and teachers from all over the world. It holds an annual North American conference and publishes a top-level peer-reviewed journal of educational teaching cases that business instructors can use in their classes.

For the 2021 conference, 200 members from over 20 countries participated, and 120 cases were submitted for the event. Myrah, Rempel and Fenwick's case explored EnactusOC, a student-run organization at Okanagan College that uses entrepreneurial activities to make a positive impact in the community. The case explored motivational theories and group dynamics during the COVID-19 pandemic.

"Our case was situated around how EnactusOC transitioned through a pandemic. In particular, how a leader continues to motivate and move a team through these times, especially a team over which they have no authority or responsibility," Rempel says.

This was Myrah and Rempel's second podium finish at NACRA two years in a row, after winning gold in 2020 for exploring how the Kelowna community incorporated the voices of the city's unhoused population into the plan to end homelessness and the ongoing challenges the pandemic posed on that strategy.

Myrah explained that even though the Enactus OC case wasn't as complex as the gold-winning case, their 2021 research highlighted the important issue of how the pandemic affected volunteer groups, such as Enactus.

"We talk a lot about faculty and students trying to manage education online but no one is talking about the extracurricular activities that disappeared," she said. "Their experience was really relatable to students and professors who want to adopt this case." Fenwick described it was special to receive the bronze medal award.

"This was my first time winning a case with Kerry and Kyleen and they're award-winning case writers so it was incredible," she said. "They're adept at storytelling and they have very robust teaching manuals with their cases, so it was a great learning experience for me." Rempel said winning another award was a great honour, especially coming from a smaller institution compared to their competitors. "We're competing against major powerhouse institutions where people are funded to do research," she said.

"To be recognized as one of the top in the world in case research and writing, it's an amazing feeling." Fenwick said the win brings exposure and sheds a light on what OC's School of Business is about and the talented people that work in the department.

**MLP2, MLP3** - An Okanagan College student's passion for protecting the environment not only earned her a prestigious award but is also serving as an encouragement for other women.

Meghan McCreight, who grew up in Coldstream, first started her Okanagan College journey in Salmon Arm where she did the first year of her Associate of Science. There, one of her professors told her about the Water Engineering Technology (WET) program at the Kelowna campus.

"My family is very outdoorsy, skiers, campers, always kind of outside, and I grew up in nature," McCreight explains, adding the WET Diploma's focus on the environment was a good fit. McCreight graduated from OC's WET program in December and has received a boost toward her next educational steps.

She was awarded the Irving K. Barber Women in Technology Scholarship within the top tier, worth \$10,000. The scholarship recognizes women who are excelling in their studies of computer/data science, engineering, or mathematics in post-secondary. The goal of the scholarship is to award women's excellence in technology and encouraging future generations of women to join a traditionally male-dominated field.

McCreight said winning the award wouldn't have been possible without the encouragement of WET program chair Allison O'Neill, who sent out the scholarship application to all the women in the program.

"Our first year, I had two classes with Allison. She's a very strong advocate for women in the program," McCreight says. "She is a prominent voice supporting female engagement in the technologies and engineering sectors."

O'Neill says she is very proud of McCreight's accomplishment and the fact that her focus, dedication, and hard work have been rewarded, paving the way for further studies in STEM.

"Women have struggled to succeed in the engineering disciplines for so long. Scholarships like these go a long way to support female students entering male-dominated environments and reverse historical trends," says O'Neill.

When McCreight found out she was one of the winners of the scholarship, she said her first feeling was shock.

"I didn't really know what to do. I was sitting at home watching TV and I called my mom," she says. "The WET program is geared a lot to utility operators.

Engineering in general, it's mostly male-dominated, but there are opportunities wherever you want them."

After she graduates from the WET program, McCreight says the plan is to pursue further studies at the University of Victoria to do a double major in biology and environmental studies, which her scholarship will support.

**MLP2, MLP3** - In what they hope will be a watershed moment for raising awareness of microplastics and their impact on both our local freshwater and downstream environments, several community partners, and Okanagan College (OC) students have teamed up to determine if there are microplastics in Okanagan Lake and municipal wastewater.

Kelowna residents Gregg Howald, Ryan Cope, and Jan Vozenilek all witnessed plastic pollution's devastating global reach, and impact on the marine wildlife while at Midway Atoll National Wildlife Refuge. From their shared experiences, an idea was borne to understand the state of plastic pollution in the Okanagan freshwater ecosystem they call home.

"Microplastics are a global issue, and we are only now beginning to investigate the implications of plastics that could persist for centuries in our ecosystems," noted Gregg Howald, CEO of FreshWater Life.

"This scoping study helps us understand the issue from a local perspective," added Ryan Cope, founder of Seven in the Ocean. "Effective collaboration always has the best outcomes, so we're thrilled with the partnerships we've formed."

Microplastics Okanagan was officially launched in August 2021, when water samples were taken from Okanagan Lake near Kelowna. Samples were collected using a manta trawl, which has a long-armed float with a mouth that skims the surface and trails a net to collect samples.

Five sampling locations were selected: north and south of the W.R. Bennett Bridge, near the outflow of Kelowna's wastewater treatment facility, around the mouth of Mission Creek, and further south of the creek. The research team then approached the City of Kelowna to collect wastewater samples from the treatment facility itself. These were collected in the fall. Eight students and professors from Okanagan College's Water Engineering Technology (WET) Diploma program worked with the researchers to analyze the samples.

An innovative capstone project conducted in their final year of studies saw students review the samples and document results from the lake and Kelowna's wastewater treatment facility. Initial results confirm that microplastics (less than 5 millimeters in diameter) are present in both water sources. More information about the project is available on the Microplastics Okanagan website.

Joshua Sztanko, who hails originally from Niagara Falls, was one of the Okanagan College students who worked on the project.

"Our work involved isolating, verifying and measuring microplastics from the samples provided," explained Sztanko. "This was a phenomenal capstone project in that it offered a real-world learning opportunity with microplastics and the chance to contribute to a study that has an impact right here in the Okanagan where we live."

"The students' report showed there were differences between the five sample sites," notes Erin Radomske, OC WET Professor. "These were very small – on the order of grams per site. The research showed us that the techniques employed are effective for detecting microplastics on the surface and that yes, sadly, microplastics are present on the surface, although not in huge abundance."

The team noted that concentrations of microplastics appear to be low, relative to other, similar studies that have been conducted in the Great Lakes, and low as compared to similar studies in the marine environment. "We are talking about teaspoons of plastic over 30,000 litres of water," Radomske adds.

"However, these findings remind us that people should continue to be mindful of their behaviours as it relates to plastics. Microplastics came from larger pieces of plastic: bags, bottles, fibres. That little bit of plastic that flies off the boat or falls in the creek, breaks down and can accumulate. We all need to be mindful of our own choices and influences."

"This is a very impressive collaboration between the folks at Freshwater Life, the City of Kelowna, and the students at Okanagan College," said Okanagan Basin Water Board (OBWB) Executive Director Anna Warwick Sears.

"Their initial findings are troubling but perhaps not unexpected. Plastic seems to have permeated all our lives. By putting a spotlight on the issue, we hope people will be encouraged to help protect Okanagan waters – the source of our drinking water and for all living things."

While additional sampling is planned, the preliminary results indicate that there is a window of opportunity to assess ongoing point sources and minimize further inputs of plastics into the lake. Partners on the project include OBWB (grant funding) and Okanagan WaterWise, OC's WET Program, Okanagan Nation Alliance, Fresh Outlook Foundation, and the Institute for Underwater Research, with collaboration from the City of Kelowna Wastewater Treatment Facility.



## AGILE PROGRAMMING THAT SERVES COMMUNITY NEEDS

**MLP1** - Okanagan College continues to offer innovative programming solutions not only to meet the needs of the Community but also in the formats that were responsive to the COVID-19 related challenges. For instance, during 2021-22 through Continuing Studies and Corporate Training (CSCT) we offered:

- Blended online and face-to-face programming (certificates, courses, series, etc.) to reduce the number of people in buildings and increase comfort levels of learners and instructors.
- Maintained lower maximum enrollment caps for courses to enable social distancing.
- Increased classroom disinfection between face-to-face classes.
- Provided training to Indigenous students through face-to-face delivery in community or online. These programs include the following:
  - Introduction to Office Administration (12 students in Shalath, BC)
  - Hospitality Service Training certificates (13 students in Shalath, BC)
  - Basic Accounting and Bookkeeping certificates (9 students online)

**MLP2, MLD2C** - In 2021-22, with the funding from the Ministry of Advanced Education and Skills Training (AEST), our CSCT team developed the Graphic Design Essentials micro-credential. This 120-hour program certificate provides a foundation of core knowledge and skills related to graphic and digital design. This program provides a balance of both theory and hands-on experience with various Adobe Creative Suite applications to prepare graphic designs for websites and publications. Topics include graphic design principles, digital asset creation, layout optimization and how to organize graphic design deliverables. Students will use software tools to produce a portfolio of graphic design projects that showcase their design skills and abilities.

Furthermore, a partnership between our CSCT and our Science and Technology portfolio resulted in the development of a 150-hour IT User Support micro-credential that was also funded by the AEST. This program will provide knowledge and skills necessary to service computers and support users of infrastructure

and computing technology systems. Work is underway to offer credit for two courses in the Infrastructure and Computing Technology diploma program.

Funded by the Shuswap Children's Association through a Canadian Workforce Recovery Grant we provided training to almost 40 students in two intakes of the Early Childhood Education Assistant certificate program in Salmon Arm.

Our CSCT team also partnered with the Lower Similkameen Indian Band and School District #53 to run a 12-student Education Assistant cohort in Cawston, which was supported by a Community Workforce Response Grant. Although this program is still in session, all students have already confirmed training-relevant employment at the conclusion of the training.

**MLP2, MLD2A** - With support from the Ministry of Health and Ministry of Advanced Education and Skills Training our Continuing Studies & Corporate Training developed the 635-hour LPN Orthopaedic certificate program.

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

The first intake was run online in January 2022 with four (4) students. Licensed Practical Nurses (LPNs) will have a learning option for advanced orthopaedic knowledge and skills that keeps them closer to home.

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

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



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

“Okanagan College’s LPN Orthopaedic Certificate is a first in B.C. and provides opportunities for people to learn in-demand skills in the health-care field,” said Anne Kang, Minister of Advanced Education and Skills Training. “This specialized program allows more people to access education and training in their home communities, and ultimately meet the needs of British Columbians.”

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

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

“The practicum component is more extensive in this program. Additional practice time is needed as skills that might normally be practiced in a lab setting will be integrated into the practicum,” said Moritz. “So allowing students to complete the practicum in a community more local to where they live will be beneficial.”

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

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

Practical Nurses will have the opportunity to learn side-by-side the same skills creating a rich learning environment.

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

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

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

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

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

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

Farrow adds that HCAP is an example of Okanagan College responding quickly to community needs. The new program nearly doubles the capacity of the College’s HCA programming and is a mix of online and in-person with cohorts running throughout the Okanagan to attract people from a range of geographical areas.

**MLP2, MLD2A** - In addition to open enrollment intakes, the College also served contracted cohorts to upskill existing health authority employees:

- Medical Device Reprocessing Technician certificate – Interior Health (32 students in 2 intakes)
- PeriAnesthesia Nursing certificate – Island Health (23 students in 2 intakes)

Two online cohorts of the Hospitality Professional Program (HPP) were offered in partnership with industry employers and support from the Ministry of Social Development and Poverty Reduction through Project Based Labour Market Training funds. A total of 28 of the 31 students who completed the training are gainfully employed.

Professional Logging Truck Driver training was offered to eight learners in Vernon through support of PBLMT funding and in partnership with the BC Forest Safety Council. Seven of the eight program participants are working in their field of training.

In collaboration with the Trades department, our CSCT division offered a 10-learner cohort of the Gateway to Culinary program to youth in Revelstoke. This program was offered in partnership with the Revelstoke Chamber of Commerce through Canada Workforce Recovery Grant funding.

A proposal for a 450-hour Phlebotomy Technician program was also submitted to the Ministry of Advanced Education and Skills Training in August 2021. This program will train healthcare professionals to obtain blood specimens from patients and prepare the samples for testing. If funding is approved for the curriculum design phase, we propose a launch date of the inaugural cohort for Fall 2023.



**MLP2** - In March 2022 Okanagan College's Penticton campus launched Trades General Interest courses.

The courses provide community members with the opportunity to learn hands-on skills in state-of-the-art trades shops with qualified instructors. The courses are scheduled in the evening and on weekends.

Courses are also available for children in the evening and during summer camps. Participants will gain knowledge in various trades, build projects and learn how to properly use tools.

"We are bringing courses to the South Okanagan so that our community members can have the opportunity to come to campus, learn a new skill and become members of the Okanagan College community," said Piper Yacheson, Trades Program Administrator for the South Okanagan. "Before we even started advertising, we already had people signing up for our Small Engine Repair, so we know that this is something people have been wanting from us."

The College's Associate Dean of Trades & Apprenticeship, Teresa Kisilevich, and her family members have attended similar general interest courses. She noted that TGI courses fill a particular niche market within trades. "You never know what interest will be sparked by just reading through the list of available courses."

The examples of these courses include: small engine repair, motorcycle maintenance, building custom-made farm benches and planter boxes and car maintenance for women.

## Supporting Vulnerable and Underrepresented Groups

**MLP2** - Following are some of the initiatives that are being pursued to support vulnerable and underrepresented groups.

- OC partnered with Kelowna Community Resources to offer the Medical Office Assistant program (9 students) and Custodial Building Support Worker (16 students) programs to multi-barriered students. This partnership was made possible through funding from the Skills Training for Employment program which supports young adults at risk who are not employment ready and may include current or former youth in care.
- With support from the Ministry of Advanced Education and Skills Training, OC offered two cohorts of 12 students of the Experience Works program in Revelstoke and Salmon Arm to increase the employable skills of workers aged 55+ who were unemployed, precariously employed, or low-income who need to reskill and/or upskill to adapt to the changing job market.
- The Horticulture Landscape program was offered to one intake of six special needs students in Penticton with funding from the Skills Development Employment Benefit program.
- The Settlement Services program was offered to 72 newcomers to Canada in Revelstoke through a grant from the Government of Canada's Immigration, Refugees and Citizenship Canada program.
- The Indigenous Landscape Gardener program was offered through



funding from a Community Workforce Response Grant in partnership with Okanagan Training Development Council to 14 Indigenous participants in Vernon.

- The Hospitality Service Training (HOST) certificate program was offered to an intake of six students with disabilities at the Penticton campus through internal Okanagan College funding. The HOST program prepares learners to successfully launch a career in the hospitality and tourism industry and includes theory, demonstrations, and practical-skill training in various areas of the hospitality industry. Additional instructional hours and job coaching were offered for the duration of this project. A student stipend was also provided to cover ad hoc needs of the students.
- A combined dual-credit and open enrollment cohort of the Education Assistant program was hosted at George Elliott Secondary School. Four of the students in the class were School District #23 students.
- The New Programs section of the 2020-21 IAPR submitted last year included information on one of OC's newer programs. The Applied Bachelor of Arts: Community Research and Evaluation is a four-year baccalaureate degree based out of the College's Kelowna campus with some courses offered in Salmon Arm, Vernon, and Penticton. Supervised field experience is a central component of the program. It opens up exciting new pathways for students and creates opportunities for the many organizations around us with community research

and program evaluation needs. One of those pathways will be a smooth transition to graduate studies. Due to an

innovative partnership with the University of British Columbia Okanagan's School of Social Work, up to 15 qualifying graduates will be eligible each year to receive guaranteed entry into one of UBCO's Master of Social Work (MSW) graduate studies programs – and of those 15 seats, five will be held specifically for students who are members of an indigenous group and identify as a First Nation, Metis, Inuit, or Indigenous person.

## Co-op & Work Integrated Learning and Dual Credit Programming

**MLP2, MLP3** - The College successfully secured grant funding through the Provincial Co-op and Work-Integrated Learning (WIL) Initiative. The funds are being used to support a Work-Integrated Learning (WIL) project. The intent of the grant is to gather institutional data on WIL and to continue to support our rural communities within our region by having 3 positions (0.6 FTE each) at each of our rural campuses (Salmon Arm, Vernon, and Penticton). The WIL institutional data gathering part of the project is set to wrap up on August 31, 2022.

OC has received an extension towards all three rural positions until December 31, 2022. The College continues to leverage Riipen and Orbis web-based technologies. Both online platforms will hopefully continue to increase student participation in co-op and other forms of Work Integrated Learning. Both platforms advertise diverse WIL opportunities from across Canada.

Through Continuing Studies, the College 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).

We also offer 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).

## Continued Programming for the Job Plan of Tomorrow

**MLP2, MLP3, MLD1, MLD2** - Looking forwards to 2022-23 and beyond, Okanagan College, through its Continuing Studies and Corporate Training team, continues to work on future ready skills for the job plan of tomorrow. Following are some of the examples of the relevant activity:

- The Hospitality Professional Program offered online in partnership with the Thompson Okanagan Tourism Association and funded by the Government of Canada through the Sectoral Initiatives Program. The first cohort will be begin June 2022.
- Interest has been expressed by multiple health authorities to run cohorts of their employees through our medical programs, including the Medical Device Reprocessing Technician, LPN Orthopaedic, and PeriAnesthesia Nursing Certificate programs.
- OC will continue to work with provincial health authorities to provide contracted cohorts to upskill existing health authority employees to meet demand. These contracted cohorts will be offered in addition to open enrollment intakes for each of our health and social development programs. Okanagan College also continues to explore the development of a Phlebotomy certificate.



- An online digital literacy program was offered to precariously employed learners in partnership with North Island College and funding from a Community Workforce Recovery Grant. The program trains participants to understand business concepts that include digital branding, communications, marketing, and online sales. Nineteen of the 20 participants are now self-employed. We plan to continue this programming for the 2022-2023 year.
- Continuing to offer IT User Support Micro Credential and Graphic Design Essentials Micro Credential (also mentioned earlier in this report). We are piloting a dual-credit IT User Support micro-credential program in five school districts (SDs 22, 23, 53, 67, and 83) in Spring 2022 and plan to offer another intake in the Winter 2023 semester.
- Education Assistant program is delivered as a dual credit program with School District 23. We are looking to expand this program with other school districts in the Okanagan region.
- With continued support from ScotiaRISE, the Gateway to Technology program will continue to be offered in five school districts. Due to increased interest, we plan to raise the maximum class size to 25 students.
- In addition to preparing for anticipated (2-4) additional intakes for Automotive Service Technician and Auto Body and Collision apprenticeship in 2023-24, we are engaging with our Program Advisory Committees to share information from the ITA on Skilled Trades Certification as it becomes available. OC will be information sheets for employers and new apprentices as well, following the receipt of scope of trade and other details after June 2022.
- OC is increasing our delivery of youth programming, with an increased number of Youth Trades Samplers (7), and (3) Adult Trades Samplers (for newcomers to Canada and those interested in Motive Power trades). It is anticipated this programming will increase the number of students interested in Foundation and apprenticeship programming. OC is also reviewing strategies to increase access to Trades Foundation programming for female and Indigenous persons and tracking transition for all students from Trades Sampler to Trades Foundation programming.
- Our Trades program area and the Registrar's Office are working together to increase priority Foundation seats for Indigenous applicants and adding priority seats for female applicants, including creating a more secure training pathway for Women in Trades Gateway completers.
- The specialty in Entrepreneurship in the Bachelor of Business Administration Degree is currently under review by the Degree Quality Assessment Board to determine if it will require review as a new degree program. Once completed and approved, the College will be in a position to offer this specialty.
- In addition to details on continuing to offer our regular programs, Okanagan College's 2022-23 programming plan includes offering a new intake for the diploma in Computer Information Systems in Vernon, a second intake of the Early Child Education diploma in Vernon, additional training for Health Care Assistants supported by targeted funding from the Provincial Government through the Health Career Access Program, and Electric Vehicle training.
- It is expected that several micro-credentials will also be offered, supported by Provincial Government funding.





**MLP2** - For 18 years, the Okanagan College Alumni Association (OCAA) has honoured OC graduates whose extraordinary contributions have positively impacted those close to home and around the world.

2020 was a year like no other and for the first time in the awards' history during the ceremony that was held in April 2021, the OCAA celebrated multiple recipients of this prestigious award: essential workers.

"This pandemic has reminded our community of the vital role that essential workers play and we wanted to show our continuous support and appreciation." said OCAA Vice President Nick Melemenis.

In addition to the plaque, the OCAA also awarded two bursaries to deserving students in a Health and Social development program.

"We have a breadth of health care workers come from Okanagan College that have been instrumental on the frontlines of our hospitals across the Interior. We want to help make it possible for students considering getting into this line of work and are pleased to be offering two bursaries of \$1,000 each," added Melemenis.

For 2021 the awards returned to the normal format of awarding two individual awards: a Distinguished Alumni Award and a Young Alumni Award.



**MLP2** - A new partnership between Okanagan College and produce supplier company Farm Bound is bringing locally sourced organic foods to the doorstep with delicious summer-ready recipes crafted by OC Culinary Arts students.

Food-lovers can now order the OC Inspiration Box from the Farm Bound website. The box has fully portioned ingredients for recipes to make Middle Eastern Chicken Za'atar, Carrot and Radish Salad, Pea Risotto with Asparagus, and a spice blend to make the Za'atar Spice Mix. Not only will customers learn new recipes but also a few culinary techniques as well thanks to several how-to videos students created, showcasing how to make each dish and sharing some tricks of the trade.

"By purchasing the OC Inspiration Box, you're supporting our students, local businesses and hard-working families in our community," said Stephen Speers, Okanagan College Dean of Trades and Apprenticeship. "It allows our students to demonstrate the skills they've learned during their program here at the College and it keeps us engaged with our community outreach initiatives regardless of the challenges the pandemic has presented."

Farm Bound is a local supplier that bridges the gap from farm to table, supporting only local and regional farmers who grow, harvest and cultivate organically. The OC Inspiration Box features chicken from Hoisington Organic Farms in Armstrong, chicken broth from Wild Moon Organics in Armstrong, radishes from Wise Earth Farms in Kelowna and asparagus from Sutcliffe Farms in Creston.

"We built our company around community and food – good food," explained Farm Bound CEO Jaye Siegmüller. "The College is a big part of this community and being able to incorporate students and help fulfill their learning curriculum feels incredible, especially in this current climate."

As a mother who believes in local organic nutritional foods, Siegmüller launched Farm Bound as a way to bring a better connection between people and where they get their food from as a way of reminding them of their roots. The company offers sustainably produced foods from local farmers and producers and people can order produce year-round.

**MLP1, MLP3** - A partnership between Okanagan College's Penticton campus and the Medical Arts Research Group is helping to root out food insecurity amongst students and local families. An edible garden program is being established on the north end of the Penticton campus, with the aim to provide fresh vegetables to OC students and food bank patrons in the community.

Medical Arts Research Group donated the wood and fence material for the project. Raised garden beds were built in May 2021 by students in the Women in Trades Training program, and installed outside Penticton's newest building, the Welding Shop. The beds were planted alongside Indigenous landscaping specifically to support bees and butterfly colonies.

As part of its "Dirt Therapy" projects, the Medical Arts Research Group collaborates with community partners to build garden boxes throughout Penticton. The aim is to build two garden boxes with each project partner: one to grow local fresh produce that can be used by families or organizations, with extra produce supplied to the food bank.

"In the spring a shortfall of 90,000 pounds of food was predicted and this shortage has been exacerbated by COVID-19. On a global scale, COVID-19 has increased food insecurity in a major way," said Donna Benson, the Co-Vic Garden Box Project Lead in Penticton.

Garden Works donated seedlings for the vegetable plants, as the edible garden establishes itself as a teaching space throughout the summer. The Continuing Studies department offered a Horticulture and Landscape program for adults with special needs, who were maintaining and harvesting the garden in June and July. Food distribution began in July and continued into fall. Students were able to pick up produce in Penticton on a first come-first served basis. Additional donations were made to the food bank in Penticton to benefit the wider community.

"With the applied learning component of the edible garden project, students are gaining hands-on skills while making a difference in the lives of their peers and families," said Meri Kim Oliver, Vice President Students.

"The College is grateful for donations from Medical Health Research Group and Garden Works, which has allowed *the Penticton campus to give back to the community.*"

**MLP2** - New awards and opportunities for mentorship with FortisBC are making it easier for female and female Indigenous students to be successful with their trades education.

FortisBC recently set up three scholarships for women in trades with a focus on supporting female students who are at the mid-point in their education. The scholarship comes with the potential for the student to meet with FortisBC representatives and connect with someone working in a role they may be interested in pursuing in the future.

"We wanted to support students in paying for school but we also wanted to help students get connections and networking opportunities with people in their industry," explained Erinn Mah, Indigenous Talent Specialist with FortisBC. Mah added recruiting women and Indigenous students is part of the company's focus to ensure their employees reflect the diverse communities FortisBC serves. "These scholarships allow us to support the career pathways of these students and provide an opportunity for us to build relationships with talented individuals who may consider a future career with us."

Alanah Coss is Métis, and upon completing her Electrician Pre-Apprenticeship at Okanagan College, she received a FortisBC scholarship. Coss said the funds came at an important time. During her studies, Coss had been working evenings in a cabinetry shop. But when exam time drew near, she stopped working to prioritize her education. Her efforts paid off: Coss completed her program with 95 per cent, but her bills were piling up.

"I'm very grateful to have been selected for this award. The funds will help reduce some financial stress and allow me to move forward focusing on my career," said Coss.

Nadine Lanz is taking Mechanical Engineering and received a Technology Scholarship from FortisBC. Lanz, who is a member of the Métis Nation B.C., said going to school as a mature student means she juggles her mortgage and other expenses while focusing on full-time studies. The scholarship gave her some relief, helping her remain committed to her education. Lanz added the opportunity to meet female leaders at FortisBC and ask questions was helpful for planning her future career path.

"To connect with FortisBC is fantastic and seeing women in roles that I could see myself in the future with mentorship is inspiring," said Lanz. Nancy Darling, Women in Trades Training Program Administrator, said these types of awards from FortisBC are meaningful to women in trades who are often feeling some financial and emotional stress at the mid-point in their studies.

"The award comes at a time when women need a little support to keep the focus squarely on completing their education," said Darling. "Mentorship from women at FortisBC combined with the financial support, really takes the pressure off our students, and empowers these women to plan their futures. We are thankful to FortisBC for their support."

**MLP2, MLP3** - Enactus Okanagan College has received their largest grant to date, enabling the volunteer team to launch and expand more student-led projects that create community and environmental impact. The Economic Trust of the Southern Interior (ETSI-BC) is investing in Enactus social entrepreneurs with a \$25,000 grant.

Laurel Douglas, CEO of ETSI-BC, says her organization's mission is to support economic development projects that will have long-lasting and measurable benefits in the region.

"We are excited to see how this grant helps Enactus grow, teaching more people entrepreneurship and community development skills while generating insights and learning for future projects," said Douglas.

Danielle Walker is the current president of Enactus OC and a fourth-year Bachelor of Business Administration student specializing in accounting. She said the funding will make an incredible difference during a year when the organization has seen record interest from students.

"We are seeing a huge need from students who want to get connected with the community and it's been driven by the pandemic. There is a real desire to get back to connecting with people and making a difference," said Walker.

Enactus already runs several successful projects that will now be able to scale up thanks to the funding. This includes Unusually Good Food Co., which combats both climate change and food insecurity by collecting apples that would otherwise go to waste and turning them into food products.

Last year, Unusually Good was able to prevent 25,000 lbs of apples from languishing on trees because they were too small or imperfect to sell, turning the apples into 900 boxes of fresh pressed cider. The funds from the juice sales help Unusually Good produce Apple Bites, a dehydrated apple snack, that is distributed to schools and food banks for children.

The funding will also help Enactus expand and launch new initiatives. Rising is a social enterprise that educates youth about prevalent issues in society, providing learning modules for teachers on issues like sustainable fashion, homelessness and social media.

Another new project includes a collaboration with the Ki-Low-Na Friendship Society to empower Indigenous youth to channel their creativity while learning entrepreneurial skills. Sending more students to business competitions will also be a priority, enabling Enactus to develop student talent.

For Walker, the best part of receiving the funding is knowing more OC students will get to experience personal transformation within the Enactus program that blends community engagement with problem solving.



**MLP2** - Patrick Michell, Chief of the Kanaka Bar Indian Band, announced in January that they have entered into an agreement with the Southern Alberta Institute of Technology (SAIT) on a pilot project focused on climate-resilient housing options for evacuees who lost their homes in the June 30, 2021, Lytton, B.C., wildfire. The project is expected to reveal sustainable new build and retrofitting solutions not only for Kanaka Bar's members, Lytton residents and the surrounding region, but also all Canadians looking to make their homes resilient to ever-increasing extreme weather events.

The Kanaka Bar Resilient Housing Solutions project is a community-led and community-driven initiative. The project will see SAIT leading a collaborative team with participants from Okanagan College, Foresight Canada and Seko Construction over 10 months to create foundational options for rebuilding in the Lytton region.

"Okanagan College is looking forward to being involved with this innovative and collaborative applied research project. This project will provide learners, educators, industry and community with real-world opportunities to pool their skills, knowledge and expertise, in the pursuit of a highly important and beneficial cause," said Dr. Andrew Hay, Provost and Vice President Academic, Okanagan College.

The applied research project leverages the expertise and reach of the team to issue an immediate call for commercially approved, Canadian housing building material technology providers/product options. The pilot project will include the design and build of four to eight homes to test and validate material properties, climate resiliency, energy performance and affordability. The goal is to develop a suite of viable options for the region, and other communities, throughout medium and long-term rebuilding activities.

This agreement showcases the leadership of Kanaka Bar and their desire to help the greater Lytton region and beyond. The project brings together leading polytechnic institutions from western Canada and Foresight, Canada's cleantech accelerator, to create an unbiased, multi-disciplinary team of experts that will assess the long-term needs of the greater region and develop a plan for the future. The vision is to build more resilient structures and address future climate impacts with meaningful solutions.

The Kanaka Bar Resilient Housing Solutions project involves several phases:

- Applied research and community engagement led by Chief Michell and SAIT's Applied Research and Innovation Services (ARIS), specifically its Green Building Technologies (GBT) division, in collaboration with Okanagan College, Foresight and Seko Construction.
- An Innovation Challenge will be issued by Foresight and SAIT to source resilient and sustainable commercially available solutions and construction products needed to rebuild housing structures. The solutions will meet the criteria for BC Step code 5 with respect to fire/water/wind resiliency, energy efficiency, long-term sustainability and affordability.
- After selection of the Innovation Challenge winners, the initial phase of the project will conclude with the construction of four to eight housing structures ready for occupancy by September 2022.

"We are delighted to bring together leaders in applied research and innovation to tackle the urgent need to build back our region. We are combining the power of our community with the latest building practices to ensure new housing and its supporting systems, as well as older buildings in the region are made sustainable and climate-resilient," said Chief Patrick Michell, Kanaka Bar Indian Band.

"The Kanaka Bar Resilient Housing Solutions project will be a truly collaborative effort. It will bring together communities, institutions, and innovative solution providers. This will impact all Canadians, especially for our hardest hit neighbours in B.C., through public sharing of the processes and innovations used in the project," said Mark Butler, Interim Vice President Corporate Development, Applied Research and International, SAIT.

"Foresight is pleased to bring our proven successful Innovation Challenges model to this critical effort. We will tap into our extensive network of cleantech ventures in the built environment space to help source solutions that will help rebuild this community on a solid foundation of sustainability, resiliency, and adaptation," said Jeanette Jackson, CEO of Foresight Canada.



“Clearly the most challenging health and safety issue faced today by First Nations, throughout all points of Canada, is the urgent need to effectively address the quality and standard of on-reserve housing that unfortunately, has plagued Indigenous leadership, and government, for decades. Attached to this ongoing crisis is the issue of affordability as value for dollar is equally critical. We at Seko Construction, commend Chief Michell and the Kanaka Bar Indian Band for providing us the opportunity to participate in this exciting endeavour and we have the utmost confidence that this innovative initiative will bring about the much needed, and long-awaited solution, for countless Indigenous communities and their memberships,” said Peter Shoulak, Vice President, Seko Construction (Vancouver) Ltd.

**MLP2** - Children had a unique opportunity to express their creativity and engage their sense of wonder at the outdoor playday on Saturday, March 5, 2022 at Okanagan College’s Kelowna campus.

The outdoor play day was hosted by Okanagan College in collaboration with Bow Valley College, Saskatchewan Polytechnic, New Brunswick Community College, and the University of Fraser Valley as part of an ongoing research project funded by the Lawson Foundation.

Children had the opportunity to discover and explore playing with loose parts – a trending concept in the world of unstructured outdoor play. Feedback was gathered from children and their families throughout the session on the types of materials, activities, and spaces they prefer.

“Research shows that when children visit traditional play spaces, they spend about six minutes on the play equipment,” said Dr. Beverlie Dietze, Director of Learning and Applied Research at Okanagan College. “They spend more time playing with the gravel and the items that are underneath the play apparatus.”

“With a natural play space, children will spend as much time as you allow them. There are options for them to pick up rocks and look at the bugs underneath. They can challenge themselves to balance on a tree stump or walk the length of a log,” added Dietze. “The play opportunities are open and expansive. When you add in man-made materials, called ‘loose-parts,’ then all of those pieces require the child to do something, to actively engage in the play.”

**MLP1, MLP2** - Okanagan College’s popular Business Expo & Employment Fair is come back for its 14th year, once again connecting students and community members with an abundance of local, provincial, and national employment opportunities.

The Okanagan College School of Business and OC’s Student, Graduate and Co-op Employment Centre presented the 14th Annual Business Expo & Employment Fair on March 30. The event is held at Okanagan College’s Kelowna campus and was free and open to the public. The event came back this year with an impressive list of exhibitors, said Jamie Morrow, Okanagan School of Business Program and Event Coordinator.

“We’re very excited to be hosting this event again. We’ve got an incredible line up of exhibitors – more than 60 employers from a host of sectors. There really is something for everyone, no matter what field you’re looking to get into, or advance your career,” said Morrow. Participants had the opportunity to network with more than 60 local, provincial, and national employers and even apply for positions as many exhibitors are hiring.

“Attending the business expo provides students with a great opportunity to network with people in the industry,” said Matt Gabelhei, Civil Engineering Technologist with the Transportation group at Urban Systems. The company has attended the event for more than 10 years. “Even if they don’t come out of it with a job or a co-op position, the expo gives students a great idea of what possibilities there are for their future.”

“As professionals we look forward to this event so we can see the next generation of technologists and provide them with some guidance as they take their next steps in their professional careers,” continued Gabelhei. “It’s also a great benefit for employers to build connections with these students, at some point our paths will cross – whether as a future hire or collaborating on projects. Okanagan College has a great reputation for producing graduates with the knowledge they need to be successful.”



Okanagan College continues to engage in a number of initiatives with our Indigenous community partners to support Indigenization. From student housing capital projects, seeking input into the development of a yet to be finalized Indigenization strategy, to working with local knowledge keepers to inform program development, we regularly look for opportunities to collaborate.

Under the new strategic plan, *Inspire*, OC re-affirms its pledge to incorporate and reflect Indigenous worldviews into all aspects of college life as part of the institution's journey toward reconciliation. From learning and research environments to physical, cultural, social and spiritual spaces on campuses, to structures, policies and practices, *Inspire* outlines an unwavering commitment to working with, listening to and learning from Indigenous communities throughout this journey.

In addition to some stories throughout this IAPR and a dedicated appendix related to Template for Reporting on Lasting and Meaningful Reconciliation, we have included additional information from 2021-22 fiscal year that involved us working with and learning from the Indigenous community.

**MLP2** - When Saige Girouard arrived at Okanagan College to have her photo taken during a grad experience event in May 2021, she took home much more than a snapshot. She left with provincial recognition of her outstanding efforts to bring people together.

Girouard, a Bachelor of Business Administration student, became the first OC student to ever receive the Lieutenant Governor's Medal for Inclusion, Democracy and Reconciliation.

The Lieutenant Governor's Medal has been a symbol of academic excellence since 1979. In 2019, eligibility for the Lieutenant Governor's Medal was expanded to recognize post-secondary students with outstanding contributions in support of inclusion, democracy and reconciliation, on or off campus.

Girouard, who identifies as Métis, forged a bond with an Indigenous peer in her second year of studies over their shared curiosity to learn more about their respective cultures. This peer was later instrumental in encouraging Girouard to take the leap towards cultural reconnection. After winning a bursary to attend the Indigenous Women's Leadership Summit (IWLS), Girouard recognized that she wasn't the only individual

who felt disconnected from her culture.

"I never thought I was Indigenous enough to be involved in my own culture, but at the summit I learned I wasn't the only Indigenous person who felt that way. That shared experience made me realize I could use my power and privilege, combined with the skills I was learning in my education, to do something about it."

As part of her honours research project, Girouard collaborated with OC's Indigenous Services department to uncover how and why Indigenous students self-identify and engage with Indigenous services and supports. This led to a deep-dive into the history of colonization, in addition to helping peers become responsive and action reconciliation in their personal and professional roles.

Girouard was also the student leader in the Fraser Institute's Student Leaders Colloquium in 2020, leading discussions on the complex policy issues within society and the global economy, in addition to sharing her personal story of exploring her Indigenous identity as a panelist for the Spring Series of Pulling Together. In addition, she was an active member of the Okanagan Business Students' Association, exemplifying how to hold space for conversations on the Truth and Reconciliation Commission's calls to action.

"My education went above and beyond my expectations for post-secondary studies, but I never expected to discover this appreciation and understanding for my culture and heritage," she said. "OC has done a lot for me, so I want to give back in any way I can."

The medal presentation was very memorable for Girouard, as she was unaware she had been selected to be an award recipient. After donning her cap and gown and entering the photo area, Girouard was bestowed with the award by Okanagan College President Neil Fassina.

"We are a reflection of our learners and their passion and commitment to make this world a better place," said Fassina. "Saige's story is an example of how students sharing their perspectives, experience and knowledge can transform communities in positive ways. On behalf of Okanagan College, I want to express how incredibly proud we are to have Saige in our College community, and how pleased we are to have been able to present her with this significant honour in person."

**MLP2** - On Thursday, June 24, 2021 the Cowessess First Nation confirmed the discovery of 751 unmarked graves at the site of the former Marieval Indian Residential School.

On behalf of Okanagan College and the Board of Governors, our condolences and deepest sympathies were offered. We recognized with concern and profoundly heavy hearts that this horrific news came at a time when many Indigenous members of our internal community, and in communities in the region and across the province, were already in mourning. It came a mere month after the Tk'emlups te Secwepemc First Nation announced their discovery of the remains of 215 children buried in unmarked graves at the site of the former Kamloops Indian Residential School.

Sadly, we know Syilx and Secwepemc children attended the Kamloops school and were among those who did not return. Flags at Okanagan College campuses remained at half-mast in memory of those who lost their lives and in recognition of the survivors and all those affected. In terms of immediate support OC students, employees and the public were informed to access resources available on a webpage at OC website. Information and resources about the residential school system, survivor stories, Indigenous news and knowledge sources, and the Truth and Reconciliation Commission's 94 Calls to Action were all made available.

Cowessess Chief Cadmus Delorme had called the people of Canada to "stand by us as we heal." On that note, we invited everyone to join us in taking action on the path toward reconciliation. We asked everyone to join us in reading and making a personal commitment to acting on the Truth and Reconciliation Commission's 94 Calls to Action through the I Pledge Campaign. It is our sincere hope that what began as a space for our students and employees to voice their personal commitment to engaging with this important topic can provide a channel for others to do so as well.

**MLP2** - A nine metre, hand-cut metal sculpture by local Indigenous artist Clint George is now installed and proudly on display in Okanagan College's new Health Sciences Centre. The sculpture represents the Four Food Chiefs, and depicts the Syilx Okanagan oral history (or **captikw4**) on how food was given.

James Coble, Director of Student Services and Indigenous Task Force Chair at Okanagan College, says the sculpture demonstrates the College's commitment to creating welcoming spaces for Indigenous students.

"The opportunity to create a large-scale art piece in the main entryway was presented to us at the beginning of the project and it feels incredible to see it is now a reality," said Coble, adding the intent is to interweave Indigenous design into all new buildings including opportunities for art and cultural installments like the Four Food Chiefs. "We're excited to have such an amazing work of art so prominently displayed. One of our goals is to use expressions of Indigenous culture, like this one, as a way to initiate meaningful conversations for the benefit of all learners at Okanagan College."

George, whose traditional name is Wapupxn, said the art will create opportunities to explore health and wellness from an Indigenous perspective. "When I had the opportunity to build a sculpture for the College, especially in Kelowna, I chose one of the most important stories we have, which is our Four Food Chiefs," explained George, who is a member of the Penticton Indian Band (**SnPink'tn**).

"I think it's very important when any image of the Four Food Chiefs goes up in the Okanagan or anywhere, that you give it an image that people are going to ask questions about and in that case, it helps teach people about who we are and where we came from."

The sculpture spans all three stories of the Health Sciences Centre offering unique views on each floor where student study and meeting spaces are located.

"This beautiful sculpture creates a culturally relevant space where we can offer more Indigenous-based programming such as storytelling, workshops and ceremonial activities all with the goal of increasing our education and awareness amongst the OC community," added Anthony Isaac, Okanagan College's Indigenous Project Manager.

At the early ideation stage, the project and its focus on the Four Food Chiefs was guided by engagement with Westbank First Nation (WFN) and the WFN Public Arts Committee. From there, the generous support of a group of donors involved in the building helped bring it to fruition. The sculpture was supported by the building architect GEC Architecture, project manager Faction Projects and the construction team Stuart Olson Construction. The companies saw the art as a way to contribute in a meaningful way to the Health Sciences Centre, in alignment with the College's efforts to incorporate Indigenous ways of knowing and doing into all aspects of the project from design to completion.

"We had meaningful engagement with Westbank First Nation, which helped galvanize our design thinking at the outset," explained Peter Osborne, a partner with GEC Architecture. "This engagement led to the notion of weaving, which is reflected in the exterior cladding to the mass timber frame used instead of concrete. The landscape architecture was selected in collaboration with WFN on their traditional uses of medicine. Interior glass panels also feature Indigenous etching designs."

The College's commitment to learning and working with Indigenous communities resonates with Faction Projects, noted CEO Tim McLennan. "The Four Food Chiefs sculpture is something we are incredibly proud to be part of supporting as a celebration of Indigenous culture," said McLennan. "As we look to the future, this project is a reminder to us that there is so much we can continue to learn from Indigenous peoples. From how we build buildings to inhabiting space and retaining a connection to the natural environment."

Rick Andison, Stuart Olson's Director, Business Development for Southern Alberta and Interior B.C., said working on any large-scale new building creates an emotional attachment for their team. "It's always been very important to our company to participate in the community and leave a lasting impression. Our team was moved by this art, and we are thrilled to see how the Four Food Chiefs sculpture will inspire students and the community."

**MLP2** - Osoyoos Indian Band Chief Clarence Louie discussed his book, *Rez Rules: My Indictment of Canada's and America's Systemic Racism Against Indigenous People*, during a talk at Okanagan College's Penticton campus in March 2022.

Louie was elected chief of the Osoyoos Indian Band in 1984 and has led his community for four decades since. He is known for focusing on economic and business independence in order to strengthen his community, which struggled with poverty.

"Chief Clarence Louie is one of the most recognized First Nations leaders in Canada, known for his passionate voice and vision," said Francie Greenslade, Okanagan College English Professor. "As he says in his new book, *Rez Rules*, reconciliation starts with the truth. His visit to Okanagan College offers a rare opportunity for those of us living and working in Syilx territory to hear his candid truth firsthand."

In his book, Louie writes about growing up in Osoyoos, attending a largely white school in Oliver, and working in vineyards within the region. He writes about getting involved with activism, including the first treaty bundle run to Ottawa. At the age of 24 he was elected chief, and since then has worked alongside the OIB Council and band to attract business investment, encourage self-sufficiency and foster independence. Chief Louie holds many accomplishments, including being named one of Maclean's "Top 50 Canadians to Watch" in 2013, the recipient of the Ernst & Young Entrepreneur of the Year Award in 2008, and the first Indigenous person inducted into the Canadian Business Hall of Fame.

"We're honoured and grateful that Chief Louie is bringing this talk to Okanagan College and sharing his knowledge and lived experiences with members of our learning community and surrounding communities," said Okanagan College President Neil Fassina.

"This is an invaluable opportunity for us all to listen, learn and consider the meaningful actions we can take toward reconciliation and the dismantling of systemic racism toward Indigenous peoples in Canada."

## CAMPUS FACILITIES

**MLP2, MLP3, MLD1A, MLD2A** - British Columbians looking for rewarding health-care careers now have access to a state-of-the-art learning environment with Okanagan College's new Health Sciences Centre, which opened to students in Fall 2021.

"If COVID-19 has taught us anything, it's how essential health-care workers are to our province," said Adrian Dix, Minister of Health. "We know B.C. needs more health-care professionals and are committed to training a new generation of the people who care for us when we need it. Okanagan College's new Health Sciences Centre is a modern, new facility that will help set both students and our province up for success."

Opened at the Kelowna campus in September 2021, the 2,822-square-metre (30,375-square-foot) facility includes student-centred labs, classrooms and office space for a wide array of health and social development programs. The cutting-edge learning environments have been equipped with the latest education technology and designed to reflect spaces students will encounter in industry. The building will support a total of 591 students in programs that train students for in-demand jobs such as certified dental assistant, health-care assistant, pharmacy technician and more.

"The new Health Sciences Centre at Okanagan College is helping meet the demand for employment growth and the health-care services people in the Southern Okanagan and B.C. Interior rely on every day," said Anne Kang, Minister of Advanced Education and Skills Training. "This building is a showcase of our commitment to building learning spaces that meet the growing demand for services, while ensuring these structures reflect the best in sustainable building practices."

Health-care professionals are in high demand in the province and across Canada. The 2021 BC Labour Market Outlook projected 142,900 job openings in health professions by 2031. Okanagan College students in programs ranging from its Bachelor of Science in nursing to health-care assistant, pharmacy technician and dental assistant will study in the new building.

"This new facility will provide Okanagan College students with a world-class learning environment that will only further enhance the already outstanding education and training they are receiving at the college," said Neil Fassina, president, Okanagan

College. "We are grateful to the Province and to the community donors and industry partners across the region who have stepped to help us open these doors at a time when well-trained health-care and social development professionals are needed more than ever."

Aligned with the Province's CleanBC goals for energy-efficient buildings, the building is one of 16 projects in the Canada Green Building Council's (CaGBC) Zero Carbon Pilot Program, the results of which will help CaGBC refine the Zero Carbon Building Standard. The CaGBC is a not-for-profit founded in 2002 that works to advance green building and sustainable community development practices in Canada. Several donations have helped with this important development. Some 2021-22 fiscal year donor stories are as below:

- Okanagan College Students' Union (OCSU) donated \$15,000 to the Okanagan College Foundation's Our Students, Your Health campaign to complete construction of a new Health Sciences Centre on the Kelowna campus. "It's always good to invest in education, but the pandemic has really brought to the forefront how important nurses and other health care providers are," says Joseph Welton, OCSU board member. "These professionals are doing incredible work and they need to be supported not just morally but also financially."
- The Stewart family donated \$50,000 to support the education of health care professionals at Okanagan College. The gift will recognize Rosemary and Richard "Dick" Stewart. Dick, a founder of Quails' Gate Estate Winery and Kelowna City Councillor, passed away at the age of 94. According to his son Ben Stewart, MLA for Kelowna West, the gift reflects his father's passion for education. "My dad believed education creates opportunities for people to lead independent and fulfilling lives," says Ben. "He saw education as a transformative investment."

Dick is also remembered for his ethos of giving back to the community including Okanagan College. In the 1990s, Dick volunteered on the Bold Horizons campaign to create a new vision for Okanagan University College (OUC). He later served on OUC's Board of Governors.

Dick was also a founding member of the Central Okanagan Foundation and its President for nine years.



"He was never one to sit on the sidelines. If he believed in something he would get involved. That's the way he lived his whole life," says Ben. Rosemary is happy to see her husband's legacy honoured. "He did a lot for the city because it meant it a lot to him," says Rosemary. "Anytime he was asked to go out and raise money he got his shoes on and went. He did it because he loved his community." The Stewart family gift will support a student study lounge on the third floor of the Health Sciences Centre. According to the family, the view overlooks one of Dick's earlier orchards.

- 123Dentist, Canada's largest majority dentist-owned network of dental practices, gave \$30,000 to support Okanagan College's state-of-the-art dental space is located Health Sciences Centre. The new clinic is a major upgrade for Certified Dental Assistant (CDA) students, who can now learn in private operatories comparable to today's dental practices along with smart cameras and monitors for teaching and instruction.

Ali Bozorgzad, Co-Founder and Executive Vice President of 123Dentist, said his organization was inspired to support the College and students because of the important role CDAs play in our 123Dentist clinics and in the patient care we deliver. "We are tremendously proud to partner with and support the growth of Okanagan College and its students to accelerate their learning, skills and confidence throughout their academic journey," said Bozorgzad. He went on to say

"Giving back to communities where we live and work, supporting the advancement of our dental industry and future leaders is an important part of the culture at 123Dentist." 123Dentist's gift will support a demonstration dental operator, equipped with a hands-free video camera that will allow any procedure to be streamed to students who can see the smallest of details projected on monitors and follow along in their own operatories.

Joanne Gibbons-Smyth, Chair of Okanagan College's CDA program, said the new dental clinic strikes the perfect balance between teaching and real-world practice and will create optimal learning experiences for students. "We are thrilled that OC students will be able to achieve their dreams in a state-of-the-art training facility," said Gibbons-Smyth. CDAs are in high-demand in the Okanagan and across British Columbia.

- A local oral surgery group with offices in Kelowna and Vernon also invested in the education of Certified Dental Assistants (CDAs) with a gift to Okanagan College's Our Students, Your Health campaign. Dr. Richard Bell, Dr. Russell Naito and Dr. Tom White of Okanagan Oral and Maxillofacial Surgery Associates donated \$30,000 to support the state-of-the-art dental clinic in the College's new Health Sciences Centre.

"We want to show our support for CDAs and the profession," said Bell. "We also wanted to recognize what the College has done for our practice. We have more than 20 CDAs working with us and many of them received their education at Okanagan College."

Naito is from Kelowna and started his post-secondary education at the College. While he remembers many of his outstanding professors, several of his classes were in portables at the time.

"To be able to contribute to this great facility for students to learn in and instructors to teach in feels incredible," said Naito.

The gift will support a large and modern sterilization room for CDAs to practice disinfecting instruments and learn the importance of infection control. These skills are essential to any dental clinic and especially for CDAs at Okanagan Oral and Maxillofacial Surgery Associates.



- Canada's leading and fastest-growing network of dental practices, dentalcorp is giving \$35,000 in support of a new dental clinic inside Okanagan College's Health Sciences Centre. The modern clinic will educate CDAs for the Okanagan and beyond.

"It's important to our network and our industry as a whole to foster innovative, best-in-class professional development, among our next generation of clinicians," explained Guy Amini, President, dentalcorp.

"We know that working with cutting-edge technology under the guidance of industry-leading instructors will attract talented, ambitious individuals to dentistry and help fill the many current and emerging roles we have today."

With a network of over 430 practices across Canada, dentalcorp has four clinics in Kelowna and 12 across the Okanagan. dentalcorp's gift will support a dental operatory and a new panoramic X-ray room for students. Okanagan College has been educating CDAs since the 1970s.

- The CEO of Catalyst Healthcare gave the Pharmacy Technician students a dose of support with a gift to the Our Students, Your Health campaign. Shane Bishop, founder and CEO of Catalyst Healthcare, donated \$30,000 in support of Okanagan College's Health Sciences Centre on the Kelowna campus.

Bishop spent his first two years of post-secondary at the College, and the gift was his way of paying it forward to the organization and its students.

"Okanagan College provides access to future careers and I wanted to be part of supporting students entering the pharmacy sector," he said. "This new Health Sciences Centre is an incredible advancement in the capability of what the College can offer and it's great to be part of it."

Bishop is no stranger to innovation in health care. Starting his career at a time when technology was poised to transform the pharmacy sector, he

began exploring how automation could improve medication packaging and care instructions. This focus on technology and innovation led to the founding of Catalyst Healthcare, a company specializing in medication management for pharmacies and patients.

Catalyst Healthcare's gift will support a new ante room where Pharmacy Technician students will practice making custom medications along with undergoing strict cleaning and gowning protocols before entering an aseptic lab.

"This gift creates pride and encouragement for our students who see that an alumnus and owner of a health care business is investing in their education," said Yvonne Moritz, OC's Interim Dean of Science, Technology and Health.

- Skogie's car washes are celebrating 50 years of business by making the ride for Okanagan College students a little easier. For every year the family-run business has been in operation, Skogie's donated \$1,000 to Okanagan College — for a total of \$50,000 in honour of their half-century anniversary.

"We've hired a lot of Okanagan College students over the years," says David Skoglund, who founded the company in 1971. "We want to support young people and help them get ahead and we also wanted to give back to our community."

The gift will support the Our Students, Your Health campaign for the new Health Sciences Centre on the Kelowna campus. There will also be two annual awards set up for students in the Automotive Service Technician and Therapist Assistant Diploma programs.

"We know how hard it is for young people to go to school and have the funding to pay for their living expenses and education," adds Moyra Skoglund, who is a retired school teacher. "We hope this helps students achieve their career goals."

- Royal Bank of Canada (RBC) in British Columbia contributed \$35,000 to the Our Students, Your Health campaign for the new Health Sciences Centre on the Kelowna campus while \$40,000 will support future investment in the campus.

According to Courtney Hesse, RBC's Regional Vice President for the Okanagan and Kootenays, supporting the College aligns strongly with RBC's focus on empowering youth for the jobs of tomorrow.

"Okanagan College plays a critical role in providing the skilled employees that power our region's economy," said Hesse. "Whether that's an in-demand health care professional or a budding entrepreneur, we're proud to support education and equipping our young people to become tomorrow's leaders."

RBC has a strong history of giving to Okanagan College. Since 2005, RBC Foundation has donated \$300,000 to support a range of projects including two upcoming programs: preparing high school students for careers in technology and the Experiential Entrepreneurship program. In 2019, RBC launched RBC on Campus, a physical location on the College's Kelowna campus that provides financial literacy support for students, including budgeting and planning.

"This gift is incredibly timely as we open the Health Sciences Centre and continue to purchase the final pieces of equipment for students," said Okanagan College Foundation Executive Director Helen Jackman. "Our many thanks to RBC for giving to health care education and OC's future where we will continue to serve our communities with leadership and relevant skills training."

- A \$25,000 gift from the Okanagan Sikh Temple and Cultural Society will empower health care students as they pursue their education at Okanagan College. The Sikh Community began collecting donations from their congregation to support the College's \$5-million Our Students, Your Health campaign and was able to raise the funds in six months.

Amarjit Singh Lalli, President of the Okanagan Gurudwara, said their community believes in the importance of acquiring knowledge and passing it on to future generations, which made it easy to get behind the project.

"Our community felt an obligation to support a facility that will change countless peoples' lives," says Lalli. "Going through this pandemic we all understand the importance of health care."

Lalli graduated from the OC business school. His son is also a recent graduate of OC's Bachelor of Business Administration program.

Gurpreet Dhatt is a member of the Okanagan Gurduara and teaches in the College's nursing department. While Dhatt said her day job is educating new nurses, she felt compelled to get involved in fundraising for the state-of-the-art Centre.

"I felt a responsibility to get involved and give back. We received a really enthusiastic response from the community that they wanted to be part of the fundraiser too," said Dhatt, adding the Sikh community also raised funds for the north campus of Okanagan University College when it was fundraising years ago. "I'm very proud that our community is making a difference."

- The Merrifield Family Foundation donated \$100,000 to the Our Students, Your Health campaign for Health Sciences Centre. The gift will support technology upgrades and new equipment for eight professions ranging from Pharmacy Technician Assistants and nurses to Therapist Assistants.

Lane Merrifield, a well-known entrepreneur, said he values the College's focus on applied learning where students engage directly in hands-on skills to better understand their craft.

"I know I've benefitted from hands-on learning in my career and health care is no different. Having opportunities to try your skills in learning labs will greatly enhance students' skills and confidence," says Merrifield, who was named an Okanagan College Honorary Fellow, the College's highest honour, in 2012.

"Our family values the role frontline health-care professionals play in supporting us all to live healthy lives, and we're proud to be part of this incredible new Centre that will serve our community."

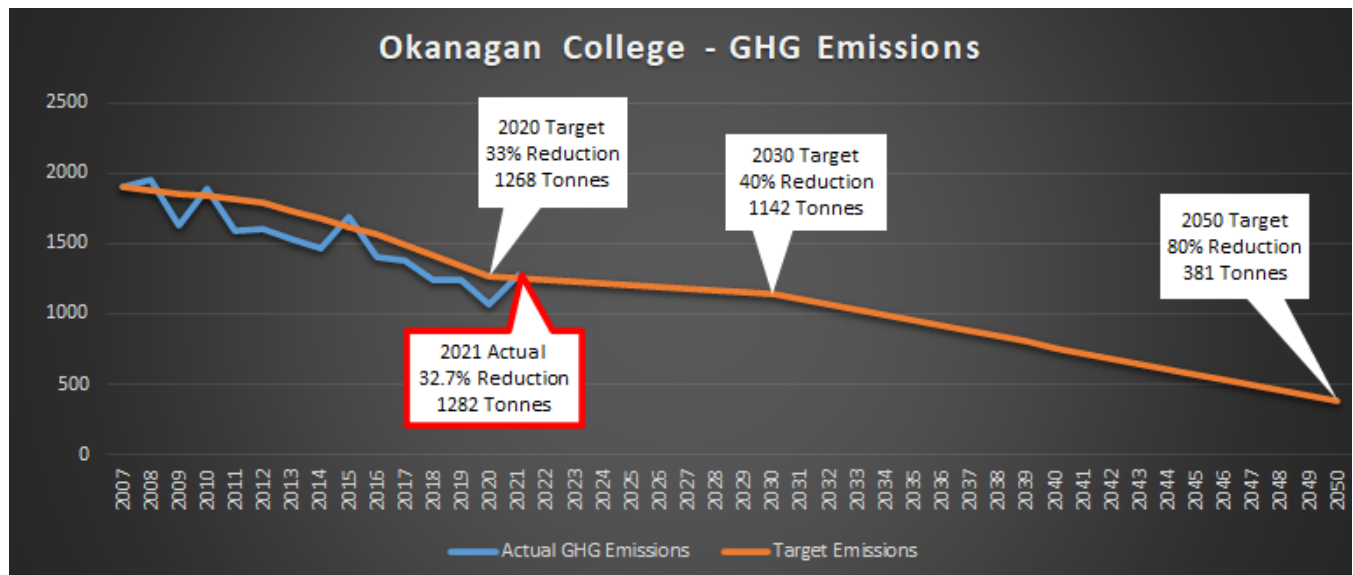
## A GREEN FOCUS

**MLP3** - Okanagan College continues to develop and enhance its focus on sustainability from the perspective of an organization with responsibility for education, training, and community development.

While the effects of the COVID-19 pandemic restrictions compelled Okanagan College to shift away from normal operating practices in 2020, operations returned to a 'new normal' in 2021. Some of the changes brought about by the pandemic remained in place, with the potential to reduce GHG emissions in the upcoming years. Members of the OC community telecommute more, print less and are also far more flexible in office arrangements – allowing for better

space utilization. Some of the related emissions reductions (such as reduced commuting) are not tracked as part of the provincial carbon neutral program but are still considered significant climate victories for our community. The quest for improvement is ongoing.

The institution has established a goal to exceed the provincially mandated Bill 44 targets for carbon emissions with an annual carbon emission reduction of 80 tons per year. OC was managing to stay ahead of that pace and reached the original Provincial 2020 target by 2018, a full two years ahead of schedule; however, 2021 ended with a long cold snap which drove our heating related emissions up significantly.



**MLP3** - Calculations completed in April 2021 showed that OC had reduced its total overall greenhouse gas emissions (GHG) by 44 per cent since 2007 – this in the face of an overall growth in space of 44 per cent in the same period. The calculations showed that OC had managed to decrease its per-square-metre emissions by more than 61 per cent over that 14-year period. It had already exceeded its 2030 target, producing 1,064 tonnes of GHG in 2020, compared to the 2030 target of 1,142 tonnes. OC's emission calculations are based on energy usage in its buildings, fuel consumption and use of paper. More than 90 per cent of emissions are associated with heating, lighting, and cooling its buildings.

“The built environment is a major contributor to the world’s emissions, and Okanagan College has shown what is possible when an organization takes a dedicated, determined approach to incorporating sustainability in new construction and retrofits,” observed Okanagan College President Dr. Neil Fassina. “Our efforts to further reduce our environmental impact will continue in support of regional, provincial and national targets.”

Okanagan College has constructed two LEED (Leadership in Energy and Environmental Design) Platinum-certified buildings since 2007: the Jim Pattison Centre of Excellence in Penticton and the Trades Tower at the Kelowna campus. Okanagan



College's Centre for Learning (Kelowna), its welding building (Penticton), and its Vernon Trades Centre are all LEED-Gold-certified.

Innovative projects, such as using greywater from the Kelowna Wastewater Treatment Plant to help heat and cool the Kelowna campus and extensive solar arrays in Penticton, Kelowna and Vernon, have helped reduce the institution's energy consumption.

One example of Okanagan College's commitment is a partnership with UBC Okanagan to establish a Green Construction Research and Training Centre (GCRTC) that will provide new research options and create hands-on practical training opportunities for students. The GCRTC will generate and expand knowledge in the areas of green (environment-friendly) construction—including materials, structural components and systems, and construction management. The objectives are to create civil infrastructure that is safe, durable, energy-efficient and affordable through innovative technologies. Industry collaborations are already underway with anticipated spin-off companies creating a community that supports self-sustainability and local economic development.

Another example is Okanagan College's role in a national consortium of select colleges and polytechnics – Canadian Colleges for a Resilient Recovery (C2R2) – that is focused on green research and training as the country emerges from the pandemic-prompted recession. Among its green-focused programs, Okanagan College offers a diploma in Sustainable Building Technology (formerly the Sustainable Construction Management Technology program, which was established in 2011) and diplomas in Environmental Studies and Water Engineering Technology.

**MLP3** - Okanagan College's leadership as a champion of sustainability continues after receiving another LEED certification for the new Health Sciences Centre (HSC), which officially opened at the Kelowna campus in October. Leadership in Energy and Environmental Design (LEED) is the most widely used green building rating system that certifies the level of sustainability-related features incorporated in a building's design.

In addition to earning LEED Platinum standing, the Jim Pattison Centre of Excellence at the Penticton campus

was named the most sustainable post-secondary building in Canada. "Sustainability is one of the cultural foundations of Okanagan College, and serves as a key factor in our learning and research environments," said Okanagan College President Neil Fassina. "Achieving LEED Gold certification for the Health Sciences Centre is just one of the many tangible ways in which the College is embracing and advancing a holistic commitment to sustainability."

More than the physical features, the HSC was also designed to the WELL Building Standard®. According to Facilities Management Director Steve Robinson, the WELL Building Standard is a vehicle for buildings and organizations to deliver more thoughtful and intentional spaces that enhance human health and well-being. WELL is composed of over one hundred Features that are applied to each building project, and each WELL Feature is designed to address issues that impact the health, comfort, or knowledge of occupants.

"We have a responsibility to our community to design and build energy-efficient and environmentally responsible infrastructure," Robinson said. "It is often a challenging endeavour, but when the certification is complete, everyone is proud of what has been accomplished and excited about how we can stretch further on the next project."



**MLP3** - Okanagan College took some major strides in reducing our mobile emissions. OC registered to participate in the provincial 'Go Electric Fleets' program and also replaced two aging fleet vehicles with two plug-in electric vehicles.

These vehicles are available for all staff to reserve for intercampus travel. With a range of 400 km, range anxiety has not been a challenge. Feedback has been all positive and utilization

is steadily increasing. An online booking system to be implemented in 2022 will likely increase usage even further. There is a desire to add a 3rd EV, but supply chain issues may force the College to wait until 2023.

Currently Okanagan College has a total of 20 Electric Vehicle Level 2 Charging Stations. The location breakdown is as follows: Salmon Arm – 2; Vernon – 4; Penticton – 4; Kelowna – 6; 2 additional for fleet vehicles; 2 additional in automotive shop for educational purposes.

## CYBERSECURITY

**MLP3** - The College remains committed to being at the forefront of enhanced cybersecurity measures working in close partnership with and guidance of provincial and national offices of the Chief Information Officer. The following enhanced cybersecurity measures were taken for 2021-22 and beyond at OC.

### Provincial Participation / Partnerships

#### Services via BCNET

- We are a member of the sector BCNET Distributed Cybersecurity Incident Response Team (0.2 of an FTE is dedicated towards this initiative).
- SEIM (Security Event and Incident Management) as a service named FortiSIEM was onboarded in the first quarter of 2022.
- Nessus Vulnerability Scanning was introduced.
- Netscout DDOS (Distributed Denial of Service) Detection and reporting service.

#### External Security Services

- Emergency Notifications.
- Awareness Program.
- Vulnerability Notifications.
- Information Sharing Conference Calls.



### National Participation / Partnerships

- Via Canadian Cyber-Security Center
  - Enrolment in Canadian CyberSecurity Center (CCCS) Critical Alerts and Vulnerability Alerts Service.
  - Enrolment and participation in CCCS Academic Sector Briefing meetings (Bi-weekly).
  - Enrolment in CCCS Threat Briefing meeting series.
- Via CANARIE Cybersecurity Initiatives Program
  - CIRA D-Zone DNS (Domain Name System) Firewall in use since 2020.
  - CANSSOC (Canadian Shared Security Operations Centre) Threat Feeds implemented Q1 2022.
  - Intrusion Detection System (IDS) implemented in 2021.
  - CUCCIO (Canadian University Council of Chief Information Officers) Cybersecurity Benchmarking Program (BitSight), implemented in the first quarter of 2021.

### Okanagan College Led Internal Projects

- Initiated multi-factor authentication (MFA) rollout for all users in January 2022.
- Standardized Cybersecurity score card – NIST (National Institute of Standards and Safety) CSF (Cybersecurity Framework) Assessment Tool piloted in March 2022.
- Implemented FortiWeb Web Application Firewall enhanced rules and bot blocking features for web traffic in March 2022.
- Firewall, Open port review and mitigation in November 2021.
- Cybersecurity Awareness Training initiated in March 2022.
- Incident Management training done with all operational and security IT Staff (20 IT staff).

## FISCAL SUSTAINABILITY

MLP2, MLD1, MLD2, MLD2D - COVID-19 related impacts on B.C.'s postsecondary 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 this context, Okanagan College continued to remain fiscally responsible in 2021-22 fiscal year. The College experienced some recovery of revenues as compared to 2020-21 fiscal year, but did not amount to the pre-pandemic levels. Although the projected budget shortfall was almost four million dollars for 2021-22 fiscal year, this was reduced to a deficit of under \$500,000 through various College cost review efforts and due to the enhanced revenue of approximately four million dollars over the previous year (2020-21 fiscal year). A continuing decline in international student enrolments remained a significant challenge in 2021-22 fiscal year.

Looking ahead, the 2022-23 fiscal year is expected to see continued recovery of enrolments as well as on campus services. The institution will still be challenged to provide a balanced budget as it maintains services through the recovery period of the pandemic. The College will be participating in a provincial post-secondary funding review that is expected to begin in early fiscal 2022-23.

A link to Okanagan College's 2021-22 Financial Statements is included as an appendix to this report.

		Actual			Target	Assessment
		2019/20	2020/21	2021/22	2021/22	2021/22
Student spaces	Total student spaces (AEST)	5,156	4,911	5,094	≥4,944	Achieved
	Nursing and other allied health programs	549	572	781	≥597	Achieved
	Developmental programs	820	705	660	≥820	Not Achieved
Credentials Awarded	Credentials	1,842	1,862	1,818	≥1,768	Achieved
Indigenous student spaces	Total Indigenous student spaces	1,000	931	752	≥ 2020-21	Not Achieved
	Ministry (AEST)	691	657	549		Not Achieved
	Industry Training Authority (ITA)	309	273	203		Not Achieved
Student satisfaction with education	Former diploma, associate degree and certificate students	92.8% +/- 1.2%	93.3% +/- 1.0%	93.6% +/- 1.0%	≥90%	Achieved
	Trades foundation and trades-related vocational graduates	91.2% +/- 2.7%	94.0% +/- 2.2%	89.8% +/- 3.0%		Achieved
	Former apprenticeship students	93.9% +/- 1.8%	94.1% +/- 1.9%	93.3% +/- 2.2%		Achieved
	Bachelor degree graduates	96.8% +/- 2.6%	97.0% +/- 2.4%	98.3% +/- 1.6%		Achieved
Student assessment of the quality of instruction	Former diploma, associate degree and certificate students	95.6% +/- 0.9%	95.0% +/- 0.9%	96.1% +/- 0.8%	≥90%	Achieved
	Trades foundation and trades-related vocational graduates	92.6% +/- 2.5%	93.2% +/- 2.4%	93.3% +/- 2.5%		Achieved
	Former apprenticeship students	96.0% +/- 1.5%	96.0% +/- 1.6%	94.9% +/- 2.0%		Achieved
	Bachelor degree graduates	96.7% +/- 2.7%	99.0% +/- 1.4%	99.2% +/- 1.1%		Achieved
Student assessment of skill development	Former diploma, associate degree and certificate students	86.6% +/- 1.5%	88.1% +/- 1.2%	89.5% +/- 1.3%	≥85%	Achieved
	Trades foundation and trades-related vocational graduates	86.8% +/- 2.2%	86.0% +/- 2.0%	84.4% +/- 3.4%		Achieved
	Former apprenticeship students	87.7% +/- 1.6%	87.4% +/- 1.7%	88.3% +/- 2.5%		Achieved
	Bachelor degree graduates	92.1% +/- 3.6%	93.0% +/- 3.1%	92.4% +/- 2.4%		Achieved
Student assessment of usefulness of knowledge and skills in performing job	Former diploma, associate degree and certificate students	89.5% +/- 2.0%	87.2% +/- 2.1%	84.9% +/- 2.3%	≥90%	Substantially Achieved
	Trades foundation and trades-related vocational graduates	91.5% +/- 3.5%	88.6% +/- 3.5%	82.5% +/- 4.9%		Substantially Achieved
	Former apprenticeship students	94.7% +/- 1.8%	93.2% +/- 2.2%	94.2% +/- 2.2%		Achieved
	Bachelor degree graduates	94.3% +/- 3.7%	97.8% +/- 2.2%	95.3% +/- 2.9%		Achieved
Unemployment Rate	Former diploma, associate degree and certificate students	5.0% +/- 1.4%	6.7% +/- 1.5%	6.7% +/- 1.5%	≤11.9%	Achieved
	Trades foundation and trades-related vocational graduates	11.8% +/- 3.5%	8.4% +/- 2.8%	15.1% +/- 4.0%		Achieved
	Former apprenticeship students	4.4% +/- 1.6%	5.5% +/- 1.9%	4.0% +/- 1.8%		Achieved
	Bachelor degree graduates	4.4% +/- 3.1%	5.1% +/- 3.1%	1.8% +/- 1.8%		Achieved



		Actual			Target	Assessment
		2019/20	2020/21	2021/22		
Former diploma, associate degree and certificate students	Skill development	86.6% +/- 1.5%	88.1% +/- 1.2%	89.5% +/- 1.3%	≥85%	Achieved
	Written Communication	83.8% +/- 1.9%	87.0% +/- 1.6%	90.8% +/- 1.4%		
	Oral Communication	80.4% +/- 2.0%	82.9% +/- 1.7%	84.4% +/- 1.7%		
	Group collaboration	87.4% +/- 1.5%	88.0% +/- 1.4%	89.4% +/- 1.4%		
	Critical Analysis	90.1% +/- 1.4%	92.1% +/- 1.1%	93.7% +/- 1.0%		
	Problem resolution	85.5% +/- 1.7%	87.2% +/- 1.5%	87.4% +/- 1.5%		
	Learn on your own	86.5% +/- 1.6%	86.2% +/- 1.5%	87.1% +/- 1.5%		
	Reading and comprehension	90.4% +/- 1.4%	92.7% +/- 1.1%	93.1% +/- 1.1%		
Trades foundation and trades-related vocational graduates	Skill development	86.8% +/- 2.2%	86.0% +/- 2.0%	84.4% +/- 3.4%	≥85%	Achieved
	Written Communication	74.4% +/- 7.9%	71.0% +/- 7.5%	71.5% +/- 6.8%		
	Oral Communication	81.6% +/- 6.0%	77.3% +/- 6.0%	72.3% +/- 6.1%		
	Group collaboration	87.7% +/- 3.4%	89.0% +/- 3.1%	87.4% +/- 3.4%		
	Critical Analysis	88.3% +/- 3.2%	88.2% +/- 3.1%	84.3% +/- 3.8%		
	Problem resolution	86.4% +/- 3.5%	84.4% +/- 3.5%	88.2% +/- 3.4%		
	Learn on your own	88.7% +/- 3.2%	87.7% +/- 3.2%	85.9% +/- 3.6%		
	Reading and comprehension	93.4% +/- 2.5%	92.9% +/- 2.5%	90.0% +/- 3.1%		
Former apprenticeship students	Skill development	87.7% +/- 1.6%	87.4% +/- 1.7%	88.3% +/- 2.5%	≥85%	Achieved
	Written Communication	71.5% +/- 5.6%	75.9% +/- 5.3%	79.4% +/- 5.8%		
	Oral Communication	75.4% +/- 5.1%	81.6% +/- 4.5%	79.6% +/- 5.5%		
	Group collaboration	89.9% +/- 2.5%	88.1% +/- 2.8%	88.3% +/- 3.1%		
	Critical Analysis	93.0% +/- 2.0%	92.3% +/- 2.2%	92.0% +/- 2.5%		
	Problem resolution	88.8% +/- 2.5%	90.3% +/- 2.5%	91.6% +/- 2.6%		
	Learn on your own	88.1% +/- 2.6%	85.4% +/- 3.0%	87.4% +/- 3.2%		
	Reading and comprehension	92.4% +/- 2.1%	92.1% +/- 2.3%	94.2% +/- 2.2%		
Bachelor degree graduates	Skill development	92.1% +/- 3.6%	93.0% +/- 3.1%	92.4% +/- 2.4%	≥85%	Achieved
	Written Communication	90.8% +/- 4.5%	93.8% +/- 3.5%	92.9% +/- 3.4%		
	Oral Communication	93.2% +/- 3.9%	92.9% +/- 3.7%	92.2% +/- 3.5%		
	Group collaboration	91.1% +/- 4.3%	93.1% +/- 3.5%	91.5% +/- 3.5%		
	Critical Analysis	93.3% +/- 3.8%	97.0% +/- 2.4%	95.8% +/- 2.5%		
	Problem resolution	94.5% +/- 3.4%	90.1% +/- 4.2%	89.7% +/- 3.9%		
	Learn on your own	94.4% +/- 3.5%	92.9% +/- 3.7%	90.5% +/- 3.7%		
	Reading and comprehension	89.9% +/- 4.6%	92.9% +/- 3.7%	94.6% +/- 3.0%		

## Notes

### N/A = Not Assessed

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

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

### Student Spaces

Results from the 2021/22 reporting year are based on data from the 2021/22 fiscal year; results from the 2020/21 reporting year are based on data from the 2020/21 fiscal year. Only Ministry funded Full-Time Equivalents are included.

### Indigenous Student Spaces

For Indigenous Student Spaces, results for the previous fiscal year are reported. Results from the 2021/22 reporting year are based on data from the 2020/21 fiscal year; results from the 2020/21 reporting year are based on data from the 2019/20 fiscal year. Both Ministry and Industry Training Authority (ITA) funded Full-Time Equivalents are included. Institutions provide their own target and assessment for Indigenous Student Spaces.

### Credentials Awarded

Annual performance is measured using a rolling three-year average of the most recent fiscal years; e.g. results for the 2021/22 reporting year are a three-year average of the 2018/19, 2019/20, and 2020/21 fiscal years.

### Student Outcomes Measures

Results from the 2021/22 reporting year are based on 2021 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%.

### Credentials Awarded to Indigenous Students

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

### Assessment Scale

Performance measure results are assessed on a three-category scale: Achieved, Substantially Achieved, or Not Achieved.

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

## Appendix B – Template for Reporting on Lasting and Meaningful Reconciliation

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

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

TRC CALL TO ACTION and UN DECLARATION on the RIGHTS OF INDIGENOUS PEOPLES ARTICLE	
<p><b>PROGRESS</b></p> <p>Identify whether the initiative is:</p> <ul style="list-style-type: none"> <li>• New<sup>2</sup></li> <li>• Planned / In Progress / Implemented or Ongoing</li> </ul>	<p><b>INITIATIVES AND PARTNERSHIPS</b></p> <p>Provide key details on initiatives relating to each Call to Action and UN Declaration on the Rights of Indigenous Peoples article and how your institution’s relations and collaborative partnerships with local First Nations and Métis communities are contributing to implementation. Include links where relevant. Add rows to report on additional initiatives as required.</p>

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

2 New initiatives start in the current reporting year and have not been previously reported on.



## 1: SOCIAL WORK

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

### PROGRESS

### NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS

Ongoing

#### Social Work Specific Courses

Okanagan College offers a range of Social Work courses, from 2nd to 4th year. These courses feature prominently in the now-launched (and renamed) Applied Bachelor of Arts: Community Research and Evaluation degree that provides access to a 2-year Master of Social Work (MSW) program at UBC-Okanagan and includes a direct pathway for students of Indigenous ancestry to gain entry to the MSW. The applied degree curriculum focuses on cultural diversity, including Indigenous language courses and Indigenous Studies courses that educate students in regional Indigenous histories and perspectives. A central purpose of the degree is to prepare graduates (entrants to the Master's program) with an undergraduate degree rich in applied and experiential learning of regional Indigenous communities and families.

#### Human Service Work Diploma Program

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



	<ul style="list-style-type: none"> <li>• 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.</li> <li>• The Human Service Worker (HSW) program continues to invite Indigenous speakers into the classroom.</li> <li>• HSW Department instructors contributed to development of Aboriginal Community Support Worker (ACSW) Certificate Program, offered by Continuing Studies and Corporate Training (CSCT).</li> <li>• Collaboration with CSCT and ACSW Program to ladder with the HSW program. Previously, transfer credit was awarded on a case by case basis.</li> <li>• HSW actively maintains a collaborative relationship with local Indigenous Organizations and Programs. Local Friendship Centers and Band administered social service programs are active partners in our practicum community, and their representatives regularly present in our classes to our students and instructors.</li> </ul>
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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

#### New & implemented

- 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.
- Health and Social Development (HSD) 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.
- 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.
- The Salmon Arm Campus program staff worked with the Indigenous 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.
- HSD partnered with CS on two ECEA programs for the Indigenous communities of Lillooet and Chase.

## 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

#### New

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

## 23: HEALTH-CARE PROFESSIONALS

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

### PROGRESS

### NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS

Ongoing

#### Therapist Assistant Diploma

- Courses have a unit introducing students to principles of Cultural Safety in healthcare, providing an overview of the history of colonialism and the current content of anti-Indigenous racism in healthcare in Canada.
- Courses currently include the published works of Canadian Indigenous authors, Indigenous perspectives in healthcare (such as holistic models for healthcare based on the medicine wheel), and we continue to work to weave Indigenous content into our course materials.
- Curriculum updated to include information on the First Nations Health Authority in courses discussing Federal and Provincial Health Care Systems.
- Curriculum includes learning about the role of the Aboriginal Patient Navigator in Acute, Community, Long Term Care and Palliative care settings.
- Students take part in mandatory assignments that require the student to visit various local Indigenous services including the Ki-Low-Na Friendship Society.
- An Indigenous student from a northern community gave a very thoughtful presentation to her class on Indigenous health beliefs and practices. She then gave a similar presentation to the first year TAD class culminating in the students making medicine bags. It is hope that as a graduate of the program, that this student may be able to continue giving this presentation to future class via Zoom and to coordinate this with a tour of the OC Indigenous Garden by a First Nations speaker or elder.
- THER 230 (PTA II) contains a lecture on cultural responses to pain. Indigenous cultural response to pain is presented and discussed.

#### Other Health Care Retention and Learning Initiatives

- The Health Sciences Building has an OC wide available classroom space designed for smudging ceremonies.
- Indigenous sculptures and Artwork are throughout the Health Sciences Building.
- 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 included Trauma Informed Practice in our nursing courses and provided education to the instructors of those programs.
- Health programs have been involved in cultural competency training for staff and focused professional development opportunities such as: Equity, Diversity, and Inclusive Teaching.
- Nursing Program Staff have registered for the San'yas Indigenous Cultural Safety Courses.

## 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
<p>Ongoing &amp; implemented</p>	<ul style="list-style-type: none"> <li>• OC nursing programs include Indigenous health issues and history in their curriculum.</li> <li>• 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.</li> <li>• The BCCNM Nursing Registry Revised the Practical Nursing curriculum to ensure learning outcomes were aligned with the Truth and Reconciliation Calls for Action, cultural humility and safety, intercultural competency, LGBTQ2 and trauma-informed practice.</li> <li>• Nursing Programs curriculum was developed with Indigenous learning resources which are included in the BCCNM Provincial guides.</li> <li>• Elders attend classrooms as guest speakers, identifying own cultural beliefs and values and researching traditional indigenous healing therapies are themed throughout our Health promotion and Lab nursing courses.</li> <li>• Practical Nursing students engage in Cultural Safety reflection by working through the University of Victoria’s Cultural Safety modules: <a href="#">Cultural Safety: Module One   Peoples Experiences of Colonization (uvic.ca)</a>. These Modules are revisited in each semester to allow students to reflect on their knowledge of cultural safety and how it applies to their practice.</li> <li>• Local First Nation bands and Indigenous health navigators from Interior Health attend nursing classes to speak to the students and provide teaching sessions.</li> <li>• OC has affiliation agreements with 3 Okanagan First Nation bands within the Okanagan for nursing students to complete their practicums.</li> <li>• During clinical practicums PN students are placed within the local First Nations health units across the Okanagan.</li> <li>• BSN program partners with the Westbank First Nations community for student’s community practicums.</li> <li>• BSN has implemented a TRC working group to integrate Cultural humility and safety and trauma informed practice into their curriculum this is further supported by the Registry BCCNM.</li> </ul>

## 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

New & ongoing

As Okanagan College continues to implement its *Inspire - Strategic Plan*, the theme of equity, diversity, inclusion and social justice (EDISJ) will continue to be affirmed as a cultural foundation for the institution. EDISJ values have been inherent in the work of many members of the institution who have contributed through learning and teaching, research, lived personal and professional standards, and through activities such as work with the Positive Space Committee, the Sexual Violence Committee, the *Indigenization* Task Force, the Mental Health and Wellness Committee, Enactus OC, and so many other initiatives. Currently Okanagan College is conducting an EDISJ Employee Survey that will help provide a baseline assessment of the state of EDISJ at the College.

## 62: TEACHER EDUCATION

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

### PROGRESS

### NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS

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

Ongoing

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

## 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 & ongoing

As Okanagan College continues to implement its *Inspire - Strategic Plan*, the theme of equity, diversity, inclusion and social justice (EDISJ) will continue to be affirmed as a cultural foundation for the institution. EDISJ values have been inherent in the work of many members of the institution who have contributed through learning and teaching, research, lived personal and professional standards, and through activities such as work with the Positive Space Committee, the Sexual Violence Committee, the Indigenization Task Force, the Mental Health and Wellness Committee, Enactus OC, and so many other initiatives. Currently Okanagan College is conducting an EDISJ Employee Survey that will help provide a baseline assessment of the state of EDISJ at the College.





## UNITED NATIONS DECLARATION ON THE RIGHTS OF INDIGENOUS PEOPLES IMPLEMENTATION

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

### Article 14

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

### Article 15

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

### Article 21

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

## PROGRESS

## NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS

### New & ongoing

College representatives meet with various Indigenous community representatives on a quarterly basis within each College region. These meetings provide opportunities to identify community based educational and training needs in a way that aligns with community interests and plans. When and where viable, Continuing Studies and Corporate Training, Trades, and Academic portfolios, deliver educational programming both locally and occasionally in more rural Indigenous communities outside of our region. For example, one of our community driven/focused programs this past year included the I'm Learning on the Land summer skills 5-week paid training program for students in grades 9-12. The program included practical, project-based training, active engagement, community building, and fun outdoor activities. The College is aiming to expand vocational training within Trades, such as the Women in Trades Training, Sisters program, or the Indigenous Professional Cook program, for example.

The College is committed to enhancing the participation rate of Indigenous peoples in post-secondary education to a level which is representative of the Indigenous population of the region served by the College. We will strive to increase and maintain our Indigenous student population to a level reflective of this ratio. The College, in collaboration with departments, will annually set aside a predetermined number of places specifically for Indigenous students, the number being commensurate with student interest, available teaching and learning support resources. While the number may vary from program to program, it will not normally exceed six per cent of the intake capacity for any given program in a particular year. The Indigenous Services department continually strives to increase access to the College through numerous related recruitment and community engagement initiatives. In addition to career fairs, the College will visit secondary schools for recruitment, mentorship and program advisement with students. Hosting school tours and bringing youth onto campus for tours, Indigenous garden programming or other activities are used as a means to foster familiarity within the College environment and with the intention of spurring interest to pursue post-secondary schooling. The Indigenous Services department has expanded employment opportunities for Indigenous students, and where viable, financially support Knowledge Sharers and Elders through service contract agreements, that support our cultural revitalization efforts. The College has also started to include EDISJ hiring practices to our employment opportunities, in efforts to grow the diversity of our College staff, and increase the prospective opportunities for Indigenous peoples.

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

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

The College 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 Indigenization Task Force, Indigenous Services and other departments the College is continually looking to provide a campus climate that strives to foster an inclusive learning environment that is culturally validating. Working with and learning from the local Indigenous community has been paramount in building programming that interweaves traditional values and concepts.

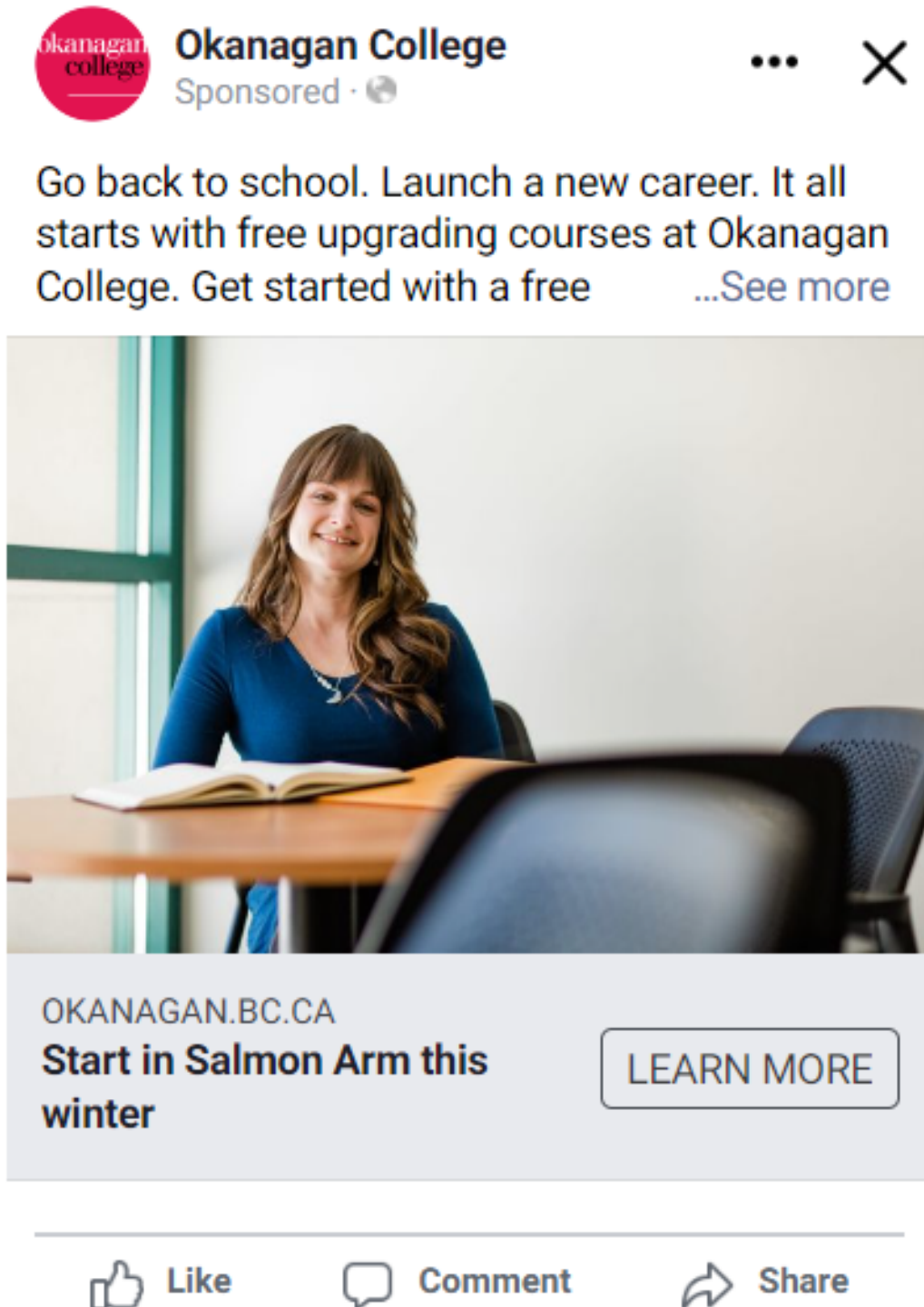
### OC Developmental Programs Promotion 2021-2022



Building upon the fundamental work done over the previous years and as reported in previous Institutional Accountability Plan and Reports (IAPRs), Okanagan College continues to put significant effort into promoting developmental programs inclusive of upgrading and foundational opportunities. For instance, in previous years OC laid the foundation for continuing promotion of developmental programs via a six-month rolling campaign from May – September 2020 for the Fall 2020 start. Similarly, 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 recent activities (not including those undertaken by our recruitment and events or transition planning personnel):




- Viewbook Promotion: Adult Upgrading and Foundational programs are prominently featured in the College’s Viewbook, which is a key recruitment promotional material. Approximately 8,000 copies were distributed to high school students throughout the four service regions of the College.
- Website Improvements: Upgrading and Foundational programs webpages were optimized last January to improve user experience and facilitate streamlined program entry. The webpages can be viewed here: <https://www.okanagan.bc.ca/adult-upgrading>
  - o The online contact form for Upgrading received 477 submissions from prospective students between January 20, 2022 and March 31, 2022.
- Digital Advertising:
  - o Social media marketing on Facebook, Instagram and Instagram Stories in Salmon Arm: 17,550 reach, 40,297 impressions, 81 clicks.
  - o Social media marketing on Facebook, Instagram and Instagram Stories in all regions (\$392 ad spend): 29,301 reach, 100,639 impressions and 1,506 clicks.
  - o Google Ad Network (\$264 ad spend): 105,455 impressions, 304 clicks.
  - o Upgrading was also part of the special “Summer session” campaign on social media (\$400 ad spend), which generated 1,441 clicks, 46,520 reach, 97,404 impressions.
- Traditional Advertising:
  - o Salmon Arm region: a month-long series of ads included in the weekly FridayAM community flyer featured Adult Upgrading.

Examples of Salmon Arm and Revelstoke Region Promotions






 **Okanagan College**  
Sponsored · 

Go back to school. Launch a new career. It all starts with free upgrading courses at Okanagan College. Get started with a free [...See more](#)



OKANAGAN.BC.CA  
**Start in Salmon Arm this winter** [LEARN MORE](#)

 Like  Comment  Share

Examples of Salmon Arm and Revelstoke Region Promotions



**Okanagan College**  
Sponsored · 🌐



Go back to school. Launch a new career. It all starts with free upgrading courses at Okanagan College. [...See more](#)



Like



Comment



Share



Examples of Salmon Arm and Revelstoke Region Promotions



**KNOWLEDGE  
AT THE COLLEGE  
YOUR  
CONTINUING STUDIES  
CONNECTION**

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**Register online  
campoc.ca**

**July 12 – 16**  
Mon-Fri 8:30-3:00

- ★Mini Mad Scientist
- ★Grades 2-3
- ★Jr. Art Academy
- ★Grades 4-6



**July 19 – 23**  
Mon-Fri 8:30-3:00

- ★Mini Art Academy
- ★Grades 2-3
- ★Jr. Mad Scientist
- ★Grades 4-6 \*FULL\*

**Red Cross Babysitting ONLINE**

- ★July 13, 14 & 15, Tue-Thu 9-11:45am
- ★Aug. 17, 18 & 19, Tue-Thu 9-11:45am

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**BUSINESS & OFFICE ADMIN**

Study a variety of areas within the business world through our first-year business courses. Complete a Business Administration Certificate or transfer to a diploma or degree.

**Interested in office administration?**

We offer an Office Assistant Certificate and Administrative Assistant Certificate. Both are offered online, full-time at low costs.

**Welder Foundation**  
Spots still available for the in-person August intake in Salmon Arm  
[www.okanagan.bc.ca/apply](http://www.okanagan.bc.ca/apply)

For more info: [okanagan.bc.ca/salmonarm](http://okanagan.bc.ca/salmonarm)

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**CO-OP & STUDENT EMPLOYMENT**

Job Board - connect with skilled students

★ Funding options & supports ★

**For more info contact:**  
[Jessica.Jandau@okanagan.bc.ca](mailto:Jessica.Jandau@okanagan.bc.ca) or [Alison.abeumont@okanagan.bc.ca](mailto:Alison.abeumont@okanagan.bc.ca)

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**THINK ABOUT UPGRADING?**

**Who?** Any adult over 19, or out of high school for a year

**Upgrading Courses?** English, Math, Computer Studies, Social Studies, Chemistry, Physics, or Biology.

**No Transcripts?** No problem! Schedule an online English or math skills assessment.

☎ 250-832-2126 or [triley@okanagan.bc.ca](mailto:triley@okanagan.bc.ca)

Tuition is Free!

For additional information, register for courses or apply to certificates go to:  
[www.okanagan.bc.ca/es](http://www.okanagan.bc.ca/es)  
or  
call the Salmon Arm campus: 250-832-2126

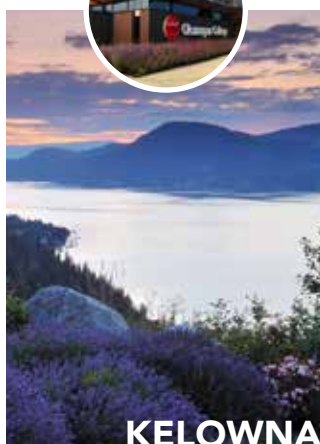
2021-22 Mandate Letter Priorities and 2022-23 Minister's Letter of Direction Directives	Mandate Letter Priority and Directive Number	Notes	2021-22 IAPR Page Numbers
<b>2021-22 Mandate Letter Priorities</b>			
1. Work with the Ministry to resume full on-campus learning and services for students, faculty and staff by fall 2021, following the direction and guidance of the Provincial Health Officer and the COVID-19 Go-Forward Guidelines for B.C.'s Post-Secondary Sector, and support your academic communities throughout 2021/22 as you respond to COVID-19 impacts and recovery.	MLP1		Pages: 24, 25, 28, 30, 38, 39, 40, 45, 46, 47, 53, 60, 63
2. Work with the Ministry and your communities, employers, and industry to implement post-secondary education and skills training for British Columbians, particularly those impacted by COVID-19 and vulnerable and underrepresented groups, to participate fully in economic recovery and growing career opportunities.	MLP2		Pages: 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 36, 38, 39, 40, 43, 44, 45, 46, 48, 50, 51, 53, 54, 55, 56, 57, 59, 60, 61, 62, 63, 64, 65, 66, 67, 74
3. Fully engage with government in implementing mandate commitments to support a future-ready workforce and post-secondary system, increasing access to post-secondary education and skills training and high opportunity jobs for British Columbians. This includes cross-government, community, sector, and stakeholder collaboration to support mandate commitments where education, innovation and equity play a role, and that builds upon government's CleanBC strategy and supports a clean economic future.	MLP3		Pages: 24, 29, 32, 33, 34, 35, 36, 37, 38, 40, 46, 50, 51, 54, 57, 60, 61, 67, 71, 72, 73
<b>2022-23 Minister's Letter of Direction</b>			
1. Demonstrate your commitment to collaborating within your sector on new and priority initiatives, including:	MLD1	Generic number assigned to cover some or all sub-components of the relevant directive of Minister's Letter of Direction.	Pages: 40, 57, 74
A. Working to align education and skills training to goals of the BC Economic Plan.	MLD1A		Pages: 54, 67
B. Supporting the implementation of Skilled Trades Certification.	MLD1B		Page: 58
2. Contribute to Ministry engagement on upcoming initiatives, including:	MLD2	Generic number assigned to cover some or all sub-components of the relevant directive of Minister's Letter of Direction.	Pages: 40, 57, 74
A. The Future Ready: Skills for the Jobs of Tomorrow plan.	MLD2A		Pages: 53, 54, 55, 67
B. The Ministry's sexualized violence policy review.	MLD2B		Pages: 43, 44, 45
C. Further tech-relevant seat expansions.	MLD2C		Page: 53
D. The funding formula review of provincial operating grants.	MLD2D		Page: 74

Financial Statements for Okanagan College are available here:

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



**PENTICTON**



**KELOWNA**



**VERNON**



**SALMON ARM**