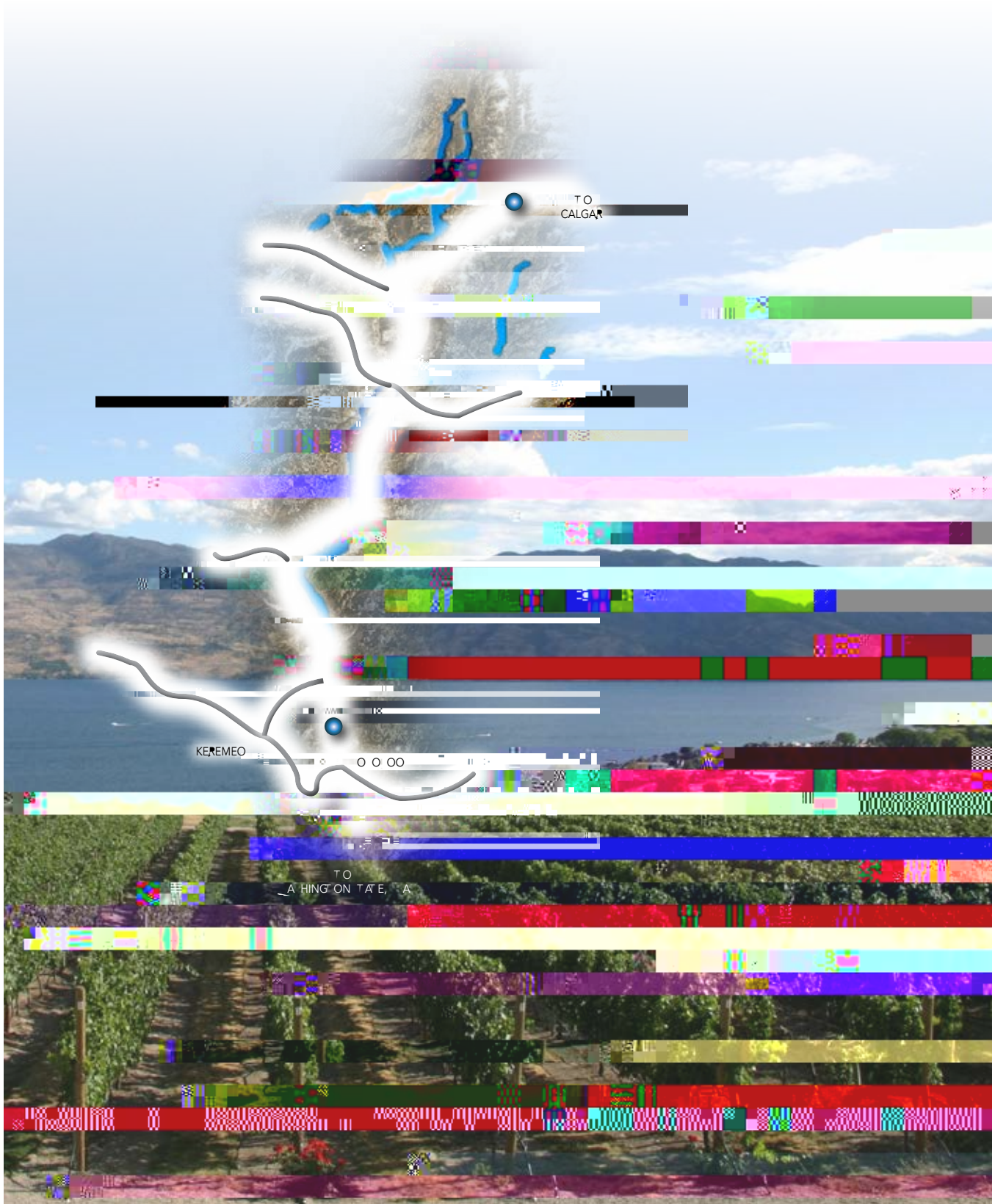


OKANAGAN COLLEGE

ACCOUNTABILITY PLAN AND REPORT

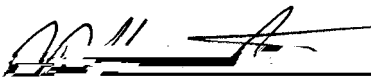
2018-19 to 2021-22





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Over the past 14 years, Okanagan College has grown to better serve the communities, employers, and citizens of its region, which is more than six times the size of Prince Edward Island, with a population of approximately 410,000.

The breadth and scope of its programs have grown, it has provided an increasing number of seats for students, its physical space has grown and its reputation as a first-class educational institution has grown.

The College now offers more than 130 programs that provide credentials, ranging from Adult Upgrading to four post-baccalaureate diplomas. A significant investment in facilities and programs over the past 14 years has resulted in Okanagan College becoming B.C.'s second-largest trades training provider.

Several programs were introduced or expanded in 2018-19 to meet student and employer needs and interests.

Those included:

- Post Baccalaureate Diploma in Marketing and Data

The headcount of individuals served by the College has grown to 20,650 in the 2017-18 academic year (ending Aug. 31, 2018) and the institution's full-time equivalent student count has grown to 9,244 – the largest the institution has been, and approximately 70 per cent larger than it was in 2005-06.

At a point when Grade 12 student numbers in the region have been falling, domestic FTEs have increased year-over-year by 181 FTEs to a total of 7,966 FTEs, or an increase of 2.3 per cent. International FTEs have increased by 318 FTEs to a total of 1,278 FTEs, or an increase of 33 per cent.



Okanagan College's first graduating class of 2019 celebrated in the Centre for Learning in January.

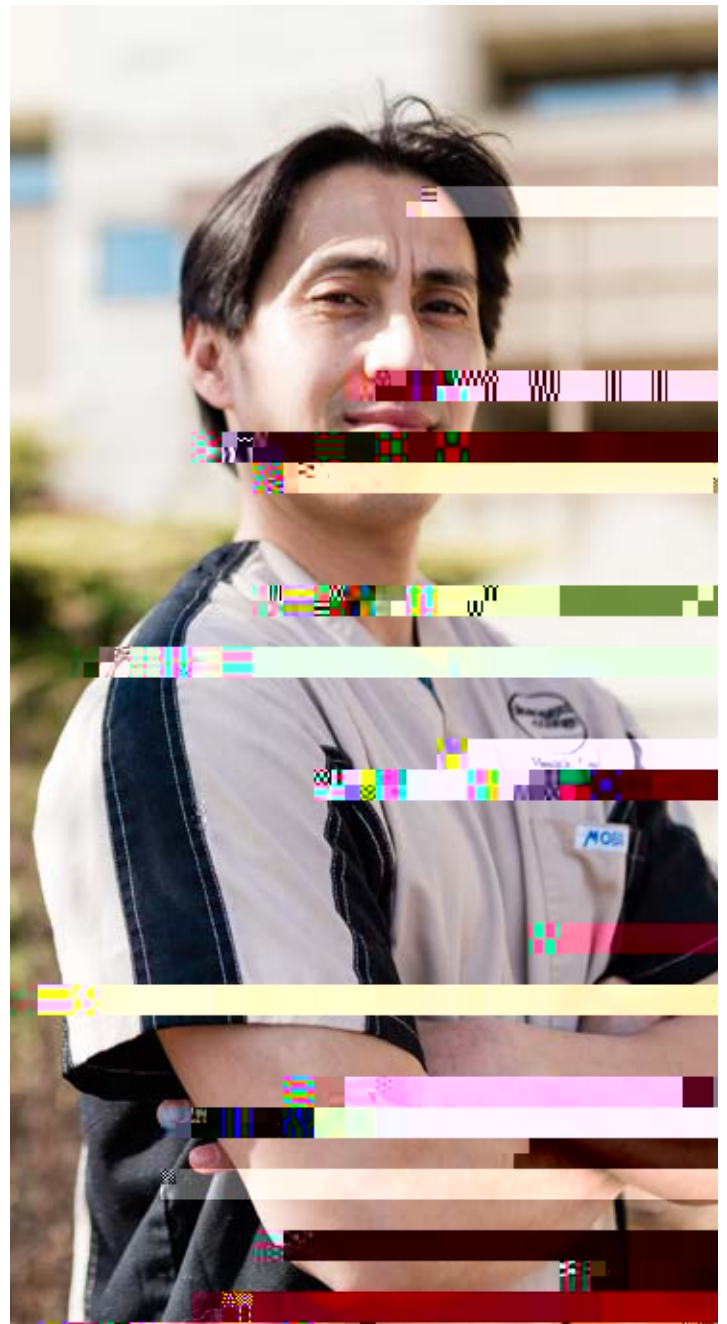
In 2018-19, Okanagan College has met or exceeded Ministry performance measures (see pages 48-50). The College has acted on the priorities of the 2018-19 Mandate Letter and continues to work towards the priorities of 2019-20 Mandate Letter. These priorities are listed as follows:

2018-19 Mandate Letter Priorities

- Actively participate in an engagement process with the Ministry and Indigenous partners to develop a comprehensive post-secondary strategy that responds to the TRC Calls to Action and UNDRIP.
- Work closely and in collaboration with government to support the implementation of priority initiatives, including those outlined in the mandate letter. Specific actions include, but are not limited to:
 - o Continue to implement tuition-free Adult Basic Education and English Language Learning programs to domestic students, and collaborate with partner organizations to effectively deliver these programs to meet the needs of adult learners.
 - o Continue to improve the education success of former youth in care who pursue post-secondary education, including implementation of the tuition waiver program and other supports at your institution.
 - o Expand technology-related programming and other programs that align with the growing knowledge-based economy.
- Improve student mental health, safety and overall well-being, including creating greater awareness of available supports.
- Align your institutional processes with the K – 12 curriculum changes to ensure the seamless transition of students entering post-secondary education.
- Work closely with Ministry of Advanced Education, Skills and Training to develop a balanced approach to international education.
- Comply with government's two percent cap on tuition and mandatory fee increases.

2019-20 Mandate Letter Priorities

- Implement the education-related TRC Calls to Action relevant to your institution and actively participate in an engagement process with the Ministry and local, regional and other Indigenous partners to develop and implement a comprehensive strategy that increases student success and responds to the TRC Calls to Action and UN Declaration.
- Work closely with government to support implementation of priority initiatives, including those outlined in the mandate letter. Specific actions include, but are not limited to:
 - o Improving access to post-secondary education with a focus on vulnerable and under-represented students.
 - o Expanding programming aligned with high demand occupations and priority sectors (such as trades, technology and health).
 - o Expanding co-op and work-integrated learning opportunities for all students.
- Improve student safety and overall well-being in the areas of mental health and the prevention of sexual violence and misconduct, including creating greater awareness of available supports.
- Ensure that students are able to seamlessly transition into post-secondary education with the implementation of the new B.C. Graduation Program.
- Continue to actively participate in the implementation of the EducationPlannerBC common application system for all undergraduate applicants.
- Work closely with the Ministry to develop a balanced approach to international education, participating in the development and implementation of a provincial framework for international education.
- Meet or exceed the financial targets identified in the Ministry's three-year Service Plan tabled under Budget 2018, including maintaining balanced or surplus financial results.
- Comply with the Tuition Limit Policy, which sets a two percent cap on tuition and mandatory fee increases for domestic students to ensure courses and programs are affordable.



Health Care Assistant student
Rejie Divinagrada in Vernon

AFFORDABILITY

In 2019, Okanagan College increased domestic student tuition fees by the allowable two per cent (as per government guidance). It was the ninth time the College's Board chose to increase domestic tuition in the 14 years since the government has established a cap on tuition fee increase. During that period Okanagan College's domestic arts tuition per semester has increased from \$1,509 per semester to \$1,739 per semester, an increase of 15.2 per cent. The cost of living in B.C. (inflation) has gone up 27.9 per cent. Okanagan College's per semester tuition is still lower than Okanagan University College's tuition in the fall of 2004 (\$1,800).

In terms of Open Educational Resources, BC Campus reports that as of November, 2018, Okanagan College ranked sixth among the 41 institutions in BC that have adopted Open Educational Resources as part of BC Campus's initiative. OC faculty, by that point, had reported 147 text adoptions since 2013, saving students an estimated \$437,211. That figure does not tell the complete story, however. In 2018-19 OC invested \$12,044 from its Emerging Opportunities Fund to purchase electronic versions of required text books, when unlimited simultaneous user licensing was available. To date 94 titles have been purchased for courses ranging from water engineering technology to nursing, business, computer science, viticulture, and English. Estimated savings to students to date is \$110,177. As well, professors are using texts from Creative Commons in their course work. An example is Economics Professor Brad Clements, who relies on such material for his Introduction to Economics course. The 425 students who have taken his course since fall 2016 have saved a minimum \$117 per textbook, for accumulated savings of approximately \$50,000.

INDIGENIZATION

Significant work has continued on development of an Okanagan College Indigenization Strategy, drawing on the advice, insight, and direction of a respected Indigenous scholar, Dr. Bill Cohen, and supplemented with direction and advice from the Okanagan Aboriginal Education Council, a body that serves both Okanagan College and UBC Okanagan. As the College continues discussions with the First Nations band and Metis organizations of the region, it is also engaging

the Okanagan (Syilx) Nation Alliance and the Shuswap Tribal Council (the Secwépemc). There were several significant events of note during 2018-19. In the fall of 2018, Okanagan College held its 10th annual PowWow, honoring two elders – Richard Jackson Jr. and Noel Ferguson – who have been stalwart supporters and participants in the PowWows. In turn, they



OC Aboriginal Transition Planner Marilyn Alexis was recognized by CICA for her leadership

presented the College with an Eagle Staff, built by Jackson. That Staff has come to be used in significant College events, including Convocation and Commencement ceremonies.

Also worthy of note was the honor accorded one of Okanagan College's Aboriginal Transition Planners, Marilyn Alexis. She was acknowledged for her leadership by Colleges and Institutes Canada for her work on an Indigenous Garden (the K'nmalka? Senqualten - Kalamalka Garden) at the College's Vernon campus. It contains Indigenous food/medicinal plant species from the Okanagan territory and was developed to be a "teaching" resource of Okanagan Indian Band's (OKIB) traditional knowledge through tours and outdoor workshops. Since its inception in 2017 the garden has experienced considerable demand and, as such, is now positioned to become an Indigenous tourism asset for the North Okanagan region.

College staff continue to work on many provincial committees that serve to advance key provincial priorities in post secondary. Those include BCCAT, (co-chaired by Okanagan College President Jim Hamilton), and the EducationPlannerBC Governance Working Group (chaired by Dr. Andrew Hay, Okanagan College's Vice President Education).

The College's Strategic Plan (2016-2020) is available on the College website and is including beginning on Page 19.

Accountability Plan and Report

As summarized by the International Monetary Fund (IMF), Canadian gross domestic product (GDP) showed the national economy grew 1.8 per cent for all of 2018 — about half of the pace of 2017. This overall GDP improvement was reflected in

both the national and provincial employment picture.

Both Canadian and BC average unemployment rates continued to improve in the last year. British Columbia currently has the lowest unemployment rate of any province in Canada.

Central 1's B.C. Economic Outlook 2019-2021 confirms that B.C.'s economic growth decelerated over the past year following robust gains in 2017.

"Growth in real gross domestic product (GDP) is estimated to have eased to 2.8 per cent in 2018 from 3.8 per cent in 2017."

"Policy-induced deceleration in the housing market and slowing consumer demand have dampened household demand. B.C. economic growth is forecasted to slow to 2.1 per cent in 2019 before rising to 2.4 per cent in 2020 and 2.8 per cent in 2021."

Lowering unemployment in the region may adversely affect enrolments. However, an overall increase in regional population as well as a transitioning economy from manufacturing and resources, to service-oriented sectors of government, tourism and technology will continue to create demand for new skills.

The Chartered Professional Accountants of British Columbia (CPABC) used Statistics Canada Census data from 2016 to build their Thompson-Okanagan Regional Check-Up 2017. The educational attainment of Thompson-Okanagan region's labour force rebounded from a decline in 2016 to achieve an all-time high in 2017 of 67.9 per cent. This gain resulted from the addition of 7,800 individuals with post-secondary accreditation to the labour force and the loss of 6,500 workers with less education.

According to British Columbia Labour Market Outlook 2018 edition in the Thompson-Okanagan region:

"Over the 10-year forecast period, employment demand is anticipated to increase by 0.7 percent on average each year. Over the next 10 years, 91,190 job openings are expected, of which 79 per cent are needed to replace retirees and 21 per cent are due to economic growth."

"The fastest growing industries from now until 2028 are anticipated to be Warehousing and Storage, Telecommunications and Nursing and



POPULATION PROJECTIONS AND GRADE 12 HEADCOUNTS

Below are the population projections for the 15 to 39 age cohorts for the Okanagan Region; these age groups account for more than 90 per cent of the fall term headcount at the College. Overall, the regional population for the 15 to 19 age cohort will continue to decline until 2021. The 20 to 24 age cohort, after rising over the last few years, peaked in 2018;

NET REGIONAL MIGRATION

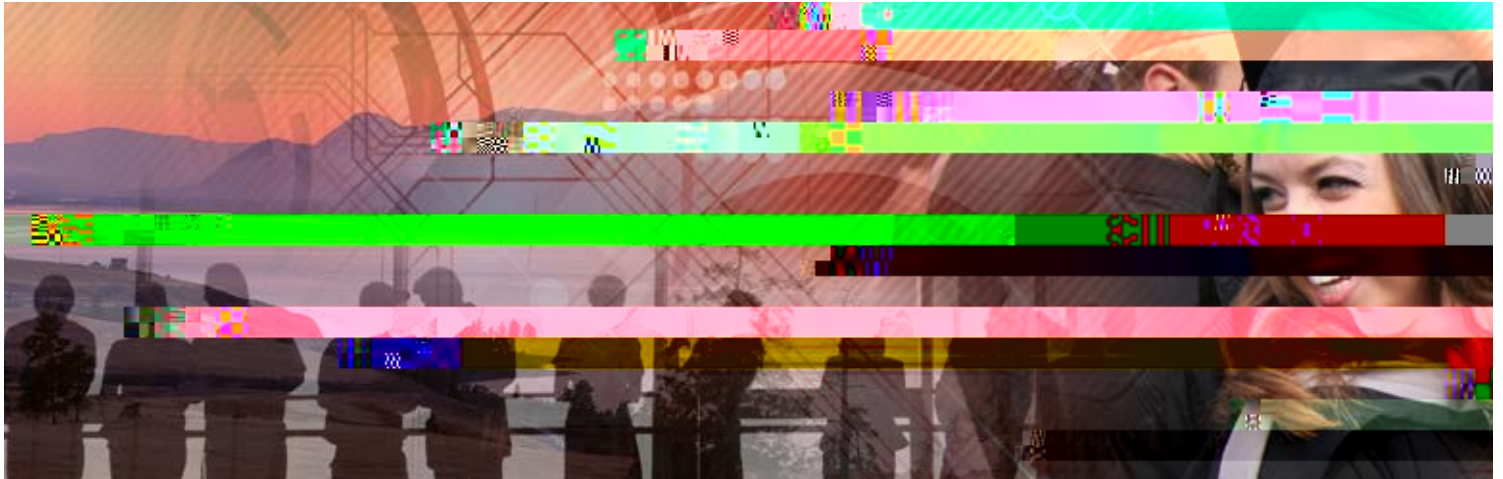
In recent years, there has been an increase in the number of people migrating to BC from other provinces, as well as an increase in immigration from other countries. In-migration from these two sources is anticipated to continue, albeit at a slower rate. According to the CPABC Regional Check-Up 2017,

72 per cent of the new residents in the Thompson-Okanagan Region were migrants from Alberta and other provinces. The population growth was concentrated in the Central Okanagan Regional District, attracting 83 per cent of the new residents. Some of the interprovincial migration may be British Columbians returning to BC after working in other provinces, especially in the oil and gas patch in Alberta.

Down from 7.8 per cent in 2017 and after averaging 6.6 per cent in 2018, the average Alberta unemployment rate is forecast to stay at this level in 2019. With fairly slow prospects of improvement in the Alberta labour market the influx of

workers to BC as well Thompson-Okanagan region from Alberta is expected to continue in 2019. However, as the Alberta economy picks up momentum over a longer horizon there is a possibility of reversal over the coming years.

Due to general slowdown in world economic outlook the emerging market currencies may also remain under pressure. Over the past few years, top two source countries of international students to BC have been the emerging market countries of India and China. As the currencies of both these countries continue to stay weak relative to US dollar, the dip in the Canadian dollar's outlook against the US dollar may not have any material impact on international student budgets from these countries. For instance, due to the currency exchange rate of approximately one Canadian dollar staying near or above 50 Indian Rupees, the rapidly increasing share of BC international students from India will continue to face significant economic challenges to support their cost of education in Canada.



MISSION

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CORE VALUES

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KEY DIRECTIONS

Supporting Learning, Reading, and Success (See page 22)

The Department of Education is committed to providing all students with the opportunity to succeed. We will continue to invest in our students and staff, and we will work to ensure that every student has the opportunity to learn and grow.

Ensuring Teaching, Learning, and Assessment Readiness (See page 37)

We will continue to invest in our teachers and staff, and we will work to ensure that every teacher has the opportunity to learn and grow. We will also work to ensure that every student has the opportunity to learn and grow.

Working Well, and Learning from the Field (See page 40)

We will continue to invest in our staff, and we will work to ensure that every staff member has the opportunity to learn and grow. We will also work to ensure that every student has the opportunity to learn and grow.

Supporting and Engaging the Community (See page 42)

We will continue to invest in our community, and we will work to ensure that every member of our community has the opportunity to learn and grow. We will also work to ensure that every student has the opportunity to learn and grow.

Facilitating Organizational Sustainability (See page 46)

We will continue to invest in our organization, and we will work to ensure that every member of our organization has the opportunity to learn and grow. We will also work to ensure that every student has the opportunity to learn and grow.

PATHWAYS AND TRANSITIONS

Starting in March, 2019 a new Gateway to Technology Program, funded by AEST and in collaboration with School District 67, equipped 16 Grade 10-12 students in Penticton with an enhanced understanding of how various technologies function. Students completed the program in June.

In September, 2018 Okanagan College brought a new Trades and Technology Teacher Education (TTTE) program to life,



Melanie Mark, Minister of Advanced Education, Skills and Training and Stephen Fuhr, MP for Kelowna-Lake Country joined Okanagan College students and officials to open the doors of the new Trades Training Centre at the Vernon campus.

A class of Plumbing and Piping Foundation trades students were the first to step through the doors of the newly completed Trades Training Centre at the Vernon campus at 7 a.m. on Aug. 7 in early August, 2018. A few hours later, they helped to officially open the space where they honed their trade. The Hon. Melanie Mark, Minister of Advanced Education, Skills and Training and Stephen Fuhr, Member of Parliament for Kelowna - Lake Country, joined OC President Jim Hamilton and other College officials, donors, industry and community members, students and alumni in a ribbon cutting ceremony.

The new 1,250 square-metre (13,450 square-foot) centre can accommodate about 150 students per year in Carpentry, Welding, Electrical, Plumbing and Piping, and Women in Trades programs. The centre will also bring trades students back to campus who were previously training at leased facilities near the Vernon airport. It was constructed to meet the minimum Leadership in Energy and Environmental Design (LEED) Gold standard, building on the college's commitment to delivering highly sustainable facilities.

On Aug. 20, 2018, College officials, students, industry partners and community members gathered at the Penticton campus to mark the opening of OC's new \$2.2-million, 465-square-metre (5,000 square ft.), welding facility. Among them was a class of

16 Welder Foundation students, who, under the tutelage of instructor Mark Stathers, were the first to train in the facility. The shop is one of the most advanced and sustainable in the province, informed by extensive input from industry.

The new facility also affords the College enhanced space and flexibility to be able to offer other trades programs on campus.



CampOC offers youth an opportunity to explore the trades.

MENTAL HEALTH PROGRAMS AND SUPPORTS

While continuing to serve its mandate of delivering programs that transform lives and communities, Okanagan College currently offers a two-year Human Service Work Diploma. The curriculum reflects the expanding responsibilities and evolving practice standards for graduates from non-degree social service programs. Students develop a theoretical knowledge base, a foundation of professional ethics and values, critical thinking skills, essential support skills, and a process for integrating all of their learning into a functional practice framework. Students apply this practice framework to develop empowering, purposeful relationships that promote increased levels of health and wellbeing in individuals, families and groups. Skills and theoretical concepts include emotional support, positive behavioural change, group theory and facilitation, interpersonal relationships, systems theory and community building. In addition, students learn to integrate and operationalize such professional values as non-judgement, boundary setting, confidentiality, respect, individualization, objectivity, self-determination, and valuing diversity. Graduates of this diploma are prepared to work with individuals who are vulnerable or disadvantaged in some way. They provide support to individuals experiencing personal and social barriers due to compromised mental health, addictions, homelessness, abuse, poverty, disabilities, and unemployment. Graduates are well positioned to seek career opportunities as support workers in child and youth care services, a variety of services to people with developmental disabilities, people with brain injuries, people who experience a mental illness, residential treatment centres for addictions, women's emergency shelters, and schools.

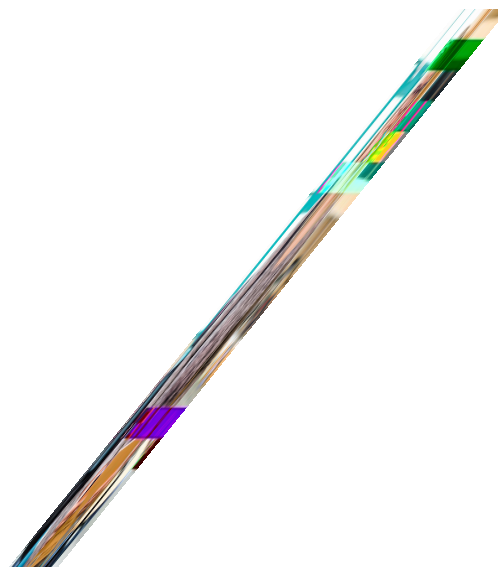
An integral part of Okanagan College's Student Services are the Counselling Services that provide professionally-trained counsellors and other resources to assist students in coping with problem areas that may interfere with maximizing academic and social potential.

Counselling Services received 1.0 additional FTE for the Kelowna campus in the 2018-19 budget year which increase the campus' FTE from 1.6 FTE to 2.6 FTE. For the 2019-20 budget year Okanagan College received 0.3 FTE that was shared between the Penticton campus (0.2 FTE) which means one additional day per week and the Salmon Arm campus (0.1 FTE) which means an additional half day per week.

Okanagan College also supports the health and wellness of students and the campus community by providing information on services and resources available in the Okanagan region. These resources include direct links to Guided Mindfulness Apps & Resources, such as:

- Mindshift: a free app that can be used to learn about anxiety, assess anxiety, plan strategies for dealing with it, and help with relaxation.
- thinkFULL: a free app that helps users manage stress to enrich life. This app is powered by a rich library of life tips to relieve stress, solve problems and live well.
- Calm: an app (free & paid subscription) that can be used for meditation and mindfulness. Users can assess 100+ guided meditations to help manage anxiety, lower stress and sleep better.
- Insight Timer: a free app that is home to over 5,500,000 meditators.
- Buddhify: an app where users can find guided meditations for walking, stress & difficult emotion, work break, going to sleep, waking up and many other different categories.
- Self-compassion: a website that has guided meditations, handouts and other information. This is an all-in-one resource for self-compassion.

The College nurtures an organic culture of fostering mental and physical health through regular initiatives and support programs. Yoga for Everybody and Drop in Mindful Meditation are two in-person programs that are offered free of cost to students at the



The Ministry of Advanced Education, Skills and Training provided Okanagan College with a one-time contribution of \$40,000 in the 2019-20 budget year to establish a mental health

While supporting the nationally recognized Bell Let's Talk day, employees and students were encouraged to wear blue on January 30, 2019 to show support for mental health awareness. Student Services hosted a Bell Let's Talk Cafe on the Kelowna campus in collaboration with Athletics, Recreation & Student Life, the Library, Counselling and Okanagan College Student Union (OCSU). The OCSU also hosted events at the Penticton and Salmon Arm campuses. Bell Let's Talk is a multi-year charitable program dedicated to the promotion and support of mental health across Canada. Since 2010, Bell has committed to donate at least \$100 million to support a wide range of mental health organizations, large and small, from coast to coast focusing on anti-stigma, care and access, workplace mental health and research. Their goal is to help keep the conversation going all year long and make every day a day it is okay to talk about mental health.

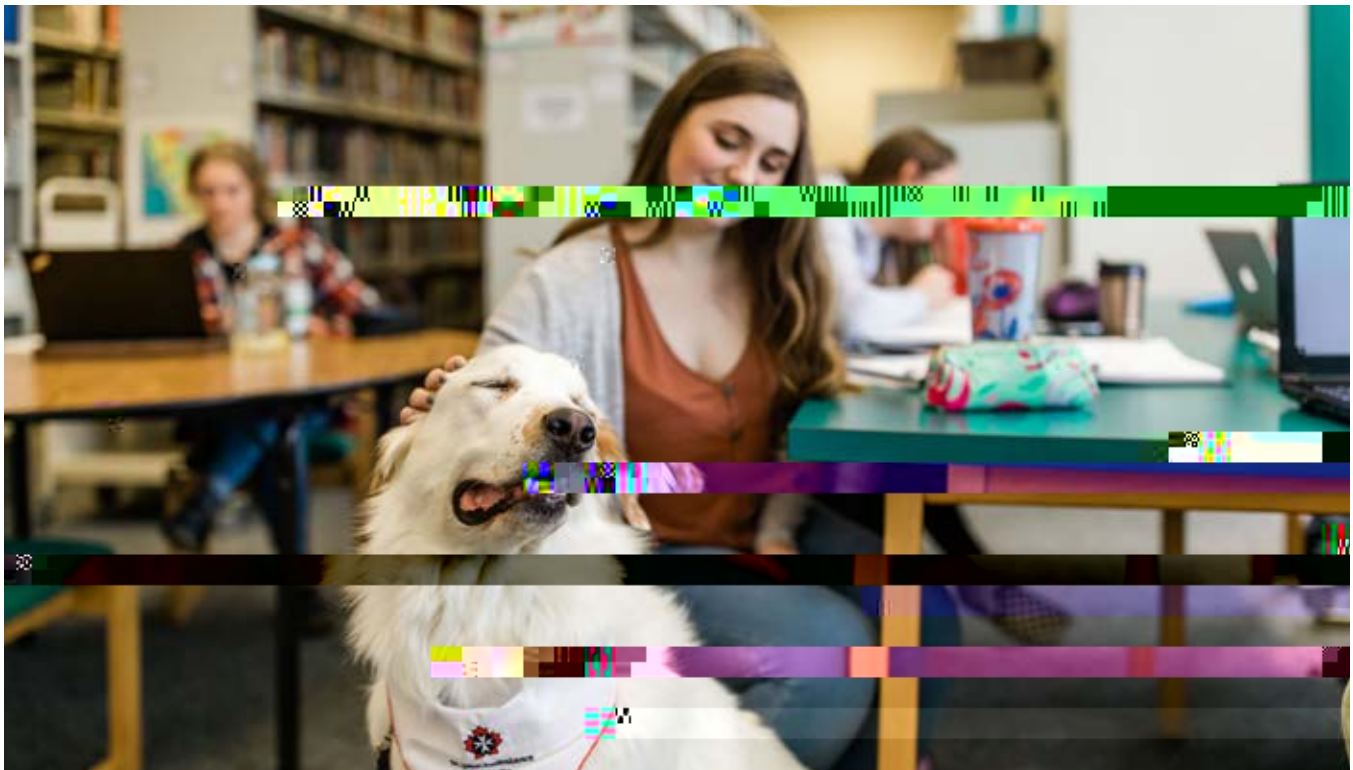
Another successful Long Night Against Procrastination was held at the Penticton campus on Nov. 22, 2018 where more than 50 students buckled down from 9 p.m. – 2 a.m. to finish major school projects, homework and studying, supported by faculty and staff. The event gives students mind-breaks throughout the evening with prize draws, pizza, coffee, snacks and stress-busting activities. The event happens every semester, approximately two weeks before the end of term.

Stress Busters is another innovative program at Okanagan College that is quite popular with more than 150 students taking part in the Penticton campus' latest event. The event was full of fun activities to help students beat the stress including aromatherapy, beading, board games, colouring, stress ball making, yoga and some therapy dogs were on site as well. Several nursing students also came to the event to showcase strategies for combating stress through exercise, sleep, test anxiety information and for time management.

Therapy dogs have been bonding with the Okanagan College students for about eight years at the Kelowna campus. Pet Paws as well as Stress Buster events are strategically organized around the exam dates.

The Stress Less Fair, sponsored by the Salmon Arm Campus Life Committee, took place on April 4, 2019 and encouraged students to focus on de-stressing. Students had a blast playing games, spending time with the St. Johns Ambulance therapy dogs, book spine poetry, adult colouring book table, eating healthy snacks and learning about success strategies and stress release activities they can do on their own time.

Regular recreation events also engage students and employees alike in extra-curricular activities. Fall 2019 Activity Guide is published at the following link: [okanagan.bc.ca/Assets/Departments+\(Administration\)/Student+Services/Student+Life/Fall+2019+Activity+Guide.pdf](https://okanagan.bc.ca/Assets/Departments+(Administration)/Student+Services/Student+Life/Fall+2019+Activity+Guide.pdf)



Sexual Violence, Misconduct and Campus Safety

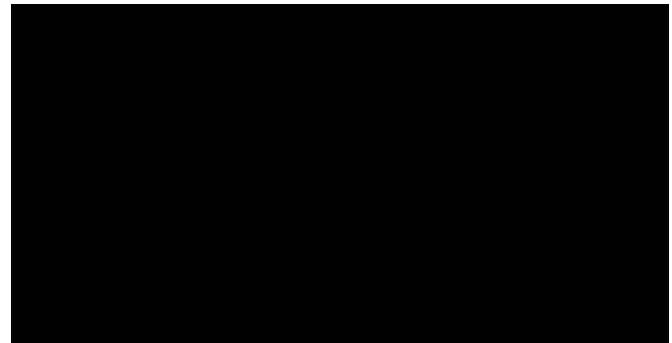
Employees and students at Okanagan College support the development and maintenance of a collegial environment that is characterized by mutual respect, safety, inclusivity, and free inquiry. This culture of respect is supported through policies, resources, and programs, and requires a commitment from all campus community members to keep Okanagan College a safe, inclusive place to learn. Below is a list of Okanagan College policies that formalize the College's commitment to the safety and well-being of the College community.

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

Each policy outlines different procedures for reaching resolution depending on the nature, initiator, and context of the complaint. Okanagan College approved and implemented its Sexual Violence and Misconduct (SVM) Policy in June 2016. Following a formal review in the first quarter of 2019 the SVM policy was updated in June 2019. The current policy incorporates a careful review of best practices in policy development, other post-secondary institutions' policies, and consideration of new provincial government legislation. The College has worked closely with the Okanagan College Student Union (OCSU) and Vernon Student Association OC (VSAOC) to implement related training as well as promote the policy and processes.

Okanagan College has also partnered in fall 2019 with SafeColleges Training to provide online prevention training programs, to help empower our students to prevent and appropriately respond to sexual violence.

By the second week of classes, more than 100 people had watched Not Anymore a video-based sexual violence prevention series. These reality-driven videos are designed to educate students about consent, healthy relationships, bystander intervention, as well as the realities of sexual assault, dating violence, domestic violence, and more. Featuring student presenters and survivors, the series includes scenarios, testimonials, and key advice for dealing with these crucial topics.



Through SafeColleges, Okanagan College is also providing access to Extra Video series including:

- Bystander Intervention- Every Choice
- Alcohol and Other Drugs
- Prescription Addiction
- Clarifying Consent
- Rethinking Relationships
- Verbal Defense and Relationships

An OC Safe App was also launched in March 2018, the app provides immediate access to 911, campus security, emergency procedures, Work/Study Alone check-in, campus maps, support services and more. The development of the app was initiated by the Kelowna Joint Occupational Health and Safety Committee in partnership with Security and Crisis Management, Student Services and Health and Safety. Additional input was received from the Regional Deans, Public Affairs, and IT Services who collectively contributed to the content, look, and structure of the app.

Furthermore, in June 2019, the honourable Melanie Mark, Minister of Advanced Education, Skills and Training, announced funding to build capacity to prevent and respond to sexualized violence and misconduct at British Columbia's 25 public post-secondary institutions. As a result of that funding announcement, a student climate survey related to student perceptions of sexualized violence and misconduct at B.C.'s post-secondary institutions, is currently being developed. The purpose of the student climate survey is to provide a temperature check of the post-secondary environment for students regarding the issue of Sexual Violence and Misconduct and to establish baseline information.

believed me. I was bullied for speaking up. The lack of support from my parents forced me out of home. I had enough.”

By the time she was 19 years old, relatives in the Okanagan had adopted her younger brothers. Kimberly found a place nearby and continued building a life for herself independently.

“My uncle loves planes and he enrolled my brothers in air cadets. One day, I had to drive them to cadets and ended up flying in a small plane — a dream come true! This solidified my decision to explore my passion for aviation. I was back up in the air two weeks later, working on my private pilot’s licence. Six months after that I was enrolled in Okanagan College’s commercial aviation diploma program. Here I am, a small-town girl who lived in poverty and in care, working towards my dreams. I’m able to attend school thanks to the Tuition Waiver Program my social workers helped me with. I wouldn’t be where I am without their hard work.”

“I want to be a role model, a big sister. I also want to encourage young adults to take pride in who you are and what you have accomplished.”

Full video of a CTV news story on Ms. Alaric’s experience can be found at the following link: bc.ctvnews.ca/fostering-hope-former-youth-in-care-shares-story-1.4467725

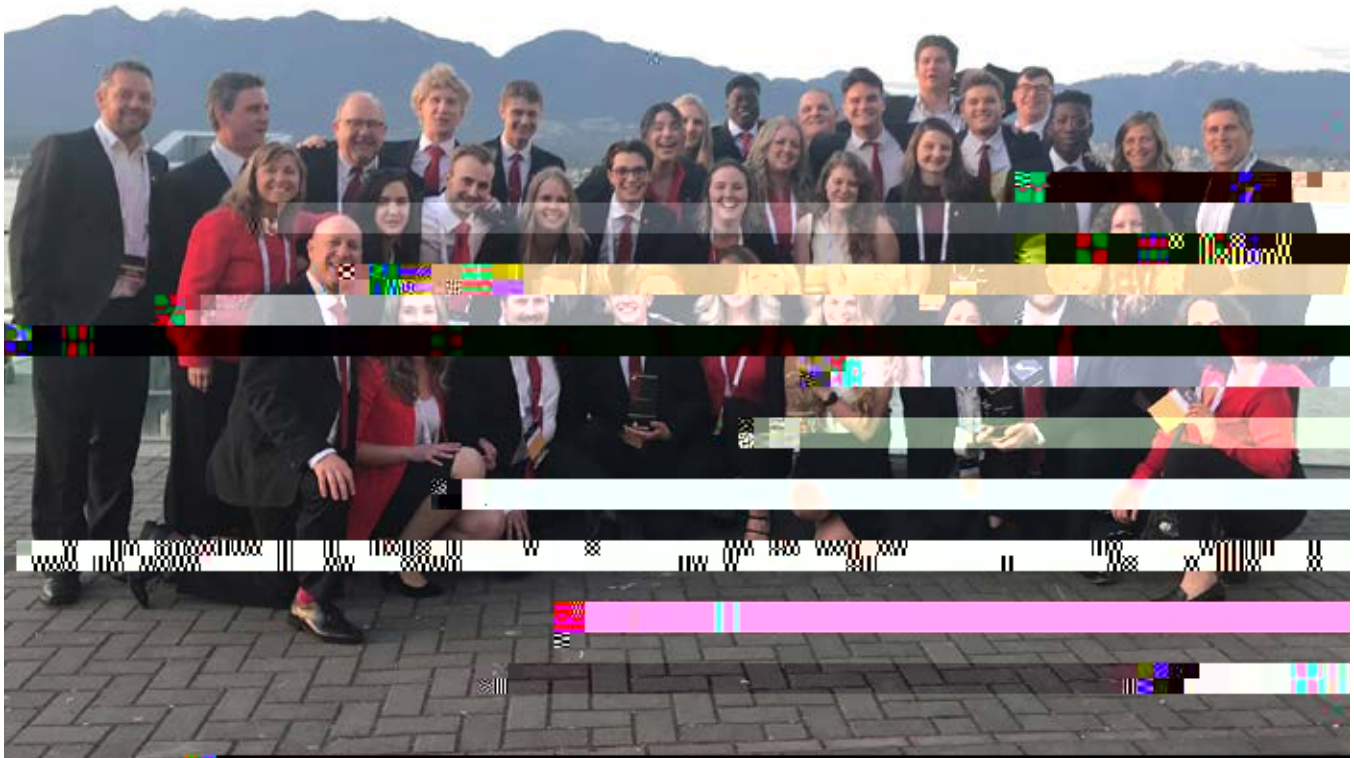
Alignment of Institutional Processes with the K – 12 Curriculum Changes

Okanagan College has updated admission requirements for degree, diploma, and certificate programs to reflect the B.C. provincial K – 12 curriculum changes to ensure the seamless transition of students entering post-secondary education.

In 2018-19, these initial updates were approved by Education Council in November 2018. Okanagan College has reviewed the B.C. Graduation Program Implementation Guide, published in July 2019, and is committed to further review of program admission requirements as the new Provincial 10-12 Curriculum is implemented through 2019-20 and 2020-21. In keeping with best and past practice, B.C. high school graduates who completed high school under the previous curriculum will not be disadvantaged as Okanagan College assesses credentials based on the curriculum requirements in place at the time of graduation.

In July 2019, Okanagan College on-boarded with EducationPlannerBC for domestic applicants. This has simplified the post-secondary planning and application process for B.C. high school graduates. As noted by EducationPlannerBC leadership, Okanagan College is also participating in the provincial planning and data movement system that will enable the transfer of applicant and transcript data from a centralized service. Okanagan College will be able to leverage new types of system-wide applicant data to help make informed decisions about recruitment and enrolment strategies. Through 2019/20, Okanagan College is planning participation in the High School Transcript Exchange, the extension of BCCAT’s Transfer Credit System, and evaluating the Post-Secondary Transcript Exchange.





Okanagan College Enactus students at the national championships in Vancouver.

EXPERIENTIAL LEARNING

Trades, Technology, Aviation

In June 2018, an Okanagan College-trained carpenter was recognized among the best in the country at the Skills Canada National competition (SCNC). Lukas Pfob, a Level 4 Carpenter apprentice, brought home the silver medal in the carpentry competition at SCNC, which took place in Edmonton on June 4-5.

The challenge required competitors to build an intricate play house from scratch in just 12 hours spread over the course of two days. The medal was his first at Nationals and fifth overall at Skills Canada competitions, including consecutive gold medals at Provincials the past two years. Pfob was joined by two other OC students at Nationals. Vernon's Bradley Vanlerberg competed in the Aerospace Technology category and Kelowna's Conner McLaren competed in the Automotive Service category. All three students won gold at the Provincial Skills Canada competition on April 18, 2018.

BUSINESS AND FOOD, WINE & TOURISM

Neither freezing temperatures nor strong competition from some of the top business schools in the west could stop Okanagan College Business students as they cruised to four

In January, 2019 Okanagan College School of Business students proved once again they are among the cream of the crop in Canada, cruising to a first-place finish and two runner-up finishes in the country's oldest and most prestigious case competition over the weekend. From Jan. 17-19, teams of students from business schools all across Canada, the United States and around the world converged upon Queen's University in Kingston, ON, for the Inter-Collegiate Business Competition (I.C.B.C.). The College fielded four teams of two in the Accounting, Ethics, Debate and Human Resources categories. The top three teams from each category were announced during a wrap-up banquet. Rowan Nevard and Derek Monsen, who made up the College's Accounting team, had the unique thrill of hearing their names called as winners in a category that boasted some strong competition. The pair were coached by Adrian Fontenla and Mary Ann Knoll. They came out on top of teams from runner-up University of Calgary and third-place Concordia University. Nevard and Monsen weren't the only ones to experience the thrill of stepping onto the podium as the College notched one of its best-ever showings.

OC's Ethics team, comprised of Ryan Buchanan and Jason Greaves, coached by Dr. Barry McGillivray, Associate Dean of the School of Business, took second place behind the University of Calgary. Mitchell Folk and Mark Fellhauer proved a dynamic duo in the debate category, notching a second-place showing also falling just short of the team from the University of Calgary. They came out on top of the team from host Queen's University.

In June, 2018 OC Level 2 Apprentice culinary student Erin MacDougall cooked her way to victory and an all-expenses paid trip to Italy at the third annual OC Road to Riccione Cook-off competition on Friday, June 22. The competition saw four OC students design and prepare their own Italian-themed menu. They were tasked with creating a main entrée featuring arctic char and a dessert, all in a little over two hours. MacDougall's winning dishes consisted of oak crusted arctic char, mushroom risotto, sautéed eggplant, seared asparagus heads, fennel, citrus slaw and golden beets laid onto of a vibrant spread of

asparagus coulis. For her dessert, she presented crepes with a lemoncello lemon curd, whipped mascarpone, macerated raspberries and candied hazelnuts. While cooking and preparing their dishes, competitors were judged on their technical skills, station organization, safety and sanitation. Their final dishes were then judged on presentation, timing, doneness, innovation, textures and portion sizes during a blind tasting evaluation.

A team of second-year Okanagan School of Business students took home the silver medal at a February 2019 competition in BC for pitching a way to make festivals more accessible. Now in its third year, go2HR's Winning Pitch is a competition held at the British Columbia Tourism Industry Conference where post-secondary students pitch business plans to develop a local tourism activity. This year the teams were asked to develop a new product or service that supports the development of accessible tourism opportunities in their region. Zachary Plaxton along with teammates Emily Pilon, Bryan Cresswell, and Celina Matte won the Regional Competition in November, earning the opportunity to compete against three other Regional finalists, fourth-year students from Vancouver Island University, BCIT, and College of the Rockies.



Pastry Arts student Leigh Holubuf .

CONTINUING STUDIES

A BALANCED APPROACH TO INTERNATIONAL EDUCATION

International Tuition

Okanagan College's approach to international student tuition is focused on ensuring sustainable programs and services that meet student expectations, and market competitiveness.

International tuition rate change proposals are based on considerations related to institutional sustainability, ensuring tuition rates cover expenses, provide for provision of support services for students, and support College infrastructure through a net contribution.

Tuition rates are at levels to ensure Okanagan College will remain competitive in the marketplace, maintaining its position as an institution of choice for international students. Many institutions in BC and across Canada use extremely high ratios, some as high seven times the domestic tuition rate. International

Strategic Approach

After two years of strategic consultation and planning, Okanagan College has adopted its first ever International Strategic Plan approved by the Board of Governors in spring 2019. The implementation and strategic actions of this inaugural plan are well underway and will provide a balanced and thoughtful approach to globalization.

Regionalization and Balanced Enrolment

Strategic Enrolment planning entails looking for strategies to have international students in all of our regions. Currently we have balanced enrolments in programs that are suitable and have international demand. Okanagan College is striving to create a strategic balance between domestic and international students at a maximum rate of approximately 25 per cent international students. In addition Okanagan College has achieved its goal of attracting international students to all campuses across our regions. (Kelowna, Penticton, Vernon, Salmon Arm and Revelstoke) Okanagan College had an international Headcount of 1,990 of its overall 21,405 student body headcount in fiscal 2018-19.

TUITION FREE ABE, ELL AND ASE PROGRAMS

Okanagan College has been offering tuition free Adult Basic Education (ABE), English Language Learning (ELL) and Adult Special Education (ASE) programs to domestic students for several years prior to the 2017 policy announcement. The College also continues to offer significant financial aid for qualifying students to cover other education costs such as supplies and transportation.

To be in congruence with the provincial policy directive at that time, fall 2016 briefly saw the introduction of tuition for Adult Basic Education courses at Okanagan College. A focused effort by the College to promote the availability of grants to help offset tuition and other costs – notably the Adult Upgrading Grant and a new Okanagan College Upgrading Grant – led to less than a 10 per cent decrease in the number of FTEs in the College's Adult Academic and Career Prep program area.

In September 2017, the current British Columbia government eliminated tuition fees on Adult Basic Education and English Language Learning programs. We successfully promoted the resumption of tuition-free Adult Basic Education and English Language Learning for domestic students at Okanagan College and other BC postsecondary institutions. College officials developed communications materials and strategies for those students who were already enrolled when the policy decision was formalized by the province, those who were in the application process, and for the general public.

Tuition-free Adult Basic Education (ABE) programs at Okanagan College continue to enable students to complete prerequisites for post-secondary programs, complete high school graduation requirements, upgrade high school marks, develop reading, writing, and mathematics skills, and improve their career opportunities. Throughout all the campuses the College offers tuition-free courses in literacy, English, mathematics, biology, chemistry, physics, science, social studies and computer studies. Students can also upgrade while enrolled in university courses and other College programs.

Tuition-free English Language Learning includes two certificate programs: English Language Certificate that has three levels, and English for Academic Purposes (EAP) Certificate that has four levels.

In a similar proactive fashion, students that have a disability or a special learning need are supported by the Adult Special Education programs at Okanagan College to reach for their best. Okanagan College continues to demonstrate leadership in providing tuition-free Adult Special Education (ASE) through four certificate programs to the eligible domestic students who wish to work on academic skills, independent living skills, and employment preparation skills. These ASE programs are:

- Independent Living Skills Certificate Programs: Course work focuses on basic literacy and math, interpersonal and self-management skills, creativity and self-expression, and workplace awareness. Levels include, Basic Skills Certificate A (BSCA), Basic Skills Certificate B (BSCB), and Advanced Skills Certificate (ASC).
- Preparing for Access to Careers and Education (PACE)



OC Director of Learning and Applied Research Dr. Beverlie Dietze has studied children's outdoor play theories and behaviours in countless settings in the Okanagan and across Canada. Her observations have fueled two new works released in mid-2018 that are part of a new collection designed to inspire Canadian early childhood educators to join the outdoor play movement. Less than a year after the publication of their book Empowering Pedagogy for Early Childhood Education, Dietze and co-author Dianne Kashin have published an all-new text entitled Outdoor & Nature Play Early Childhood Education through Pearson Canada. Since becoming Director

March 9, 2019 marked the 10th Annual Aboriginal Student Recognition Ceremony at Okanagan College and students, educators and community members came together to celebrate students' accomplishments and acknowledge those who inspired and supported them along the way.

The ceremony included performances by Metis Jigger, Mary Ouillette, Powwow dancers, Arnold and Deanna Ackachuk, Inuit Throat Singer, Shirley Amguttitairiq, and keynote speakers. Okanagan College President, Jim Hamilton was among those present to congratulate students.

The sense of community and collaboration at the ceremony is something Okanagan College business student Wendy Terbasket picked up on during the event and says reflected her experience at OC.

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Hundreds of people turned out in early September, 2018 as the family of Ron Jacobsen announced a \$1 million gift to Okanagan College to help further trades training at the institution.

Muriel Jacobsen and her children Rhonda and Shayne donated \$1 million to support the Kelowna Trades Training Complex in honour of their late husband and father. Ron owned and operated Jacobsen Pontiac Buick for more than 40 years.

“My dad always wanted to give back to the community that supported him,” noted Rhonda Jacobsen-Lebedoff. “As someone who loved and valued the importance of learning and improving, he would be delighted to know his success is supporting future automotive leaders.”

The funding announcement was made in the courtyard of the

Students from SD 67 stopped by the College's Penticton campus for the inaugural Inquiry Fair on June 5, 2018. For participants, it was an opportunity to learn about the important questions that youth are exploring. The event featured 36 student projects covering a wide range of topics in science, business, reading/writing, culture, music, sport and fitness. Students shared their work with each other and had the opportunity to practice their presentation skills in front of parents, teachers and community members in a supportive and non-competitive environment. After project presentations, students joined OC faculty for a series of interdisciplinary activities which emphasized the value of inquiry and teamwork.

The need for speed should not be defined by gender. In March, 2019, approximately 100 girls between eight and 13 years descended on the Penticton campus of Okanagan College to

The series of monthly presentations kicked off featuring the vibrant culture of Brazil. A different country was featured in each session and was led by international students who have been busy putting together presentations to share their country's culture and history with OC. The first session was led by OC students, Fabio Chakkour, Sophia Martins and Rodrigo Bruno who are all from Brazil. They presented on the country's culture, music, sports, festivals, education systems, statistics





Okanagan College's new Trades Training Centre in Vernon, which opened its doors to students in August, is already being recognized for its innovative construction. The centre took home the Institutional Award at the 10th Annual Thompson Okanagan Kootenay Commercial Building Awards held on Sept. 20, 2018 in Kelowna, presented by MNP LLP, RE/MAX Commercial and the Southern Interior Construction Association (SICA). "We had three goals in mind when we set out to construct our new Trades facility in Vernon," said OC President Jim Hamilton. "We knew we wanted to provide students with the highest-quality learning environment possible, to build a facility that will help meet the demand for skilled trades people in the North Okanagan and beyond, and, finally, to continue to raise the bar for ourselves in sustainability. The facility was constructed to meet the minimum Leadership in Energy and Environmental Design (LEED) Gold standard, building on the College's commitment to delivering sustainable facilities.

Okanagan College can now boast having two of the 14 LEED (Leadership in Energy and Environmental Design) Platinum-certified buildings in all of Canada's post-secondary sector.

OC received news in February, 2019 that its Trades Training Complex building in Kelowna has been certified by the Canada Green Building Council. This is not the first time the College has received LEED Platinum – the first was the Jim P4-secondar r.yC0 -n

Appendix: Performance Measures

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2018-19 2021-22
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Notes:

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Target assessment scale	Description
E	110%
A	100% - 109%
	90% - 99%
N	L 90%
N	20 10%



Otago College
2018/19 Accountability Framework Performance Measure Register

Performance Measure	Reporting Area			

Appendix – Reporting Template for Mandate Priority #1

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

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

TRC CALL TO ACTION¹ and UN DECLARATION on the RIGHTS OF INDIGENOUS PEOPLES ARTICLE	PROGRESS (N/A, In Progress, Implemented) ²	INITIATIVE AND PARTNERSHIP DETAILS (Please provide key progress details for 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. Please include links where relevant/possible.)

1 "...” represents omitted text not related to post-secondary education from the original Call to Action.
 2 Use N/A if there is no relevant program on this subject offered at institution.

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<p>12: EARLY CHILDHOOD EDUCATION</p> <p>We call upon the federal, provincial, territorial, and Aboriginal governments to develop culturally appropriate early childhood education programs for Aboriginal families.</p>	<p>Implemented and In progress</p>	<p>The Science, Tech, and Health (STH) portfolio, partnered with Continuing Studies (CS) and the Shuswap Nation Tribal Council to offer the Early Childhood Education (ECE) certificate to local band members at the Salmon Arm (SA) campus.</p> <p>The SA program staff worked with regional Indigenous communities to Indigenize the ECE curriculum and have shared their lessons learned to date with all ECE instructors. We plan to complete a formal evaluation after the program is completed to establish lessons learned and ways to further Indigenize the entire ECE program.</p> <p>12 students began the ECE program in SA, of which 10 are completing their second of three semesters. The two who are not, completed enough to be able to register as ECE Assistants.</p> <p>STH partnered with CS on two ECEA programs for the Indigenous communities of Lillooet and Chase. The two ECEA programs completed with great success.</p> <p>Supplemental to this, Okanagan College co-hosted a two-day ECE conference with Early Childhood Educators of BC (ECEBC) and the Boys and Girls Club, with a conference theme focused on Truth and Reconciliation.</p>
<p>16: INDIGENOUS</p> <p>pr nal fam8.84rther progregLanguagen SA,.6823be.333 (ograms for the)Tj0 -18 (ogramFirst) and tsi3 Td(IndigeEA p Tdlus a fECert</p>		

<p>24: MEDICAL AND NURSING SCHOOLS</p> <p>We call upon medical and nursing schools in Canada to require all students to take a course dealing with Aboriginal health issues, including the history and legacy of residential schools, the United Nations Declaration (UN Declaration) on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, and Indigenous teachings and practices. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.</p>		<p>Our nursing programs include Indigenous health issues and history in their curriculum.</p> <p>The Practical Nursing (PN) students are required to take the University of Victoria's modules in their program and our Bachelor of Science in Nursing (BSN) students complete their training in year 3 at UBC-Okanagan. In 2017 the Practical Nursing curriculum was revised to ensure learning outcomes were aligned with the Truth and Reconciliation Calls for Action, cultural humility and safety, intercultural competency, LGBTQ2 and trauma-informed practice. Language and learning objectives in the curriculum were updated to ensure these learning outcomes were being met. In order to achieve these learning outcomes our students engage in multiple learning activities throughout the program. Our curriculum was developed with Indigenous learning resources included in the Provincial guide. Activities such as Weighty Blankets - inviting Elders as guest speakers, identifying own cultural beliefs and values and researching traditional indigenous healing therapies are in our Professional Practice, Communication, Health Promotion, Integrated Nursing Practice and</p>



<p>92: BUSINESS SCHOOLS</p> <p>We call upon the corporate sector in Canada to ... Provide education for management and staff on the history of Aboriginal peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills based training in intercultural competency, conflict resolution, human rights, and anti-racism.</p>	<p>In progress</p>	<p>There are currently no courses being offered in Business that respond to this call to action, nor is there any institutional training for business management and staff.</p> <p>In conjunction with the Industry Training Authority (ITA) and Okanagan Training and Development Council, Okanagan College hosted a two day planning session that began the work of Indigenizing the Professional Cook (PC) Level 1 offering. This program is infused with Indigenous knowledge, ingredients and techniques. The program is currently being delivered. There will be a formal evaluation following the completion of the program, with recommendations and an action plan to Indigenize subsequent PC levels, and look at the prospect of having an annual intake for this program.</p> <p>Okanagan College is currently in discussion with Aboriginal Financial Officer's Association (AFOA) regarding the Certified Aboriginal Financial Management program.</p> <p>For the AFOA Canada Certified Aboriginal Financial Management (CAFM) courses, AFOA has revised the 12-week online format to adapt each to a shorter term blended delivery model. This will enable them to offer each course to students in a combined online / in-class format. Our intent is to commence each blended delivery course with an in person weekend gathering to build a sense of belonging and inclusiveness, as well as covering some instruction and any additional cultural support, peer mentorship, or guidance as needed. There would then be online requirements and at least one additional 'teaching' weekend gathering. Having said this though, the model is meant to be flexible to meet the needs of the students. Similar blended delivery models are being tested with Indigenous business students in Alberta and proving to be a successful means of supporting the success of Indigenous students.</p> <p>AFOA is in the process of revising the Ethics and Workplace Skills course to combine it with the CAFM Indigenous Ethics Case Study as a single blended delivery course with the Indigenous case study as the final project/assessment.</p> <p>Moving forward, AFOA and OC hope to identify students at OC who might be interested in joining this provincial cohort and studying toward obtaining the CAFM designation. We feel it will be important to meet with potential students to gain a sense of their needs, best means and timing in delivering the CAFM courses to them as a cohort. It will be important that they participate, and provide feedback, in designing the structure and delivery model of this cohort. Our hope would be to initially bring potential students together for a talking circle with the students from other schools, educators, Indigenous support staff, and AFOA members.</p>
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**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,

Relevant Links

okanagan.bc.ca/Student_Services/students/aboriginal/apply.html

Call # 1 – Social Work

Aboriginal Community Support Worker

webapps-5.okanagan.bc.ca/ok/Calendar/aboriginal-community-support-worker-certificate

Call # 62 – Business Schools

afoa.ca/afoaen/Education/CAFM/en/Certification/CAFM/CAFM_Welcome.aspx

Continuing Studies Indigenous Programs and Courses

Central Okanagan

- Ki-low-na Friendship Society – Feb 2018 Non-violent Crisis Intervention Workshop
- WFN – Leadership Skills Certificate Program - Two intakes (Fall 2017 and Spring 2018)

North Okanagan

- Project name - Stepping Forward (in final year of a three-year contract)
 - o Community(s) - Vernon
 - o Internal partners – Arts and Foundation Department
 - o External partners – Okanagan Indian Band, Okanagan Training and Development Council (support)
 - o Value of contract - \$242,049 (final fiscal of the project) – Total Contract \$725,261 for 2015 to 2018
 - o Notes/comments – provided 14 participants with life skills, employment skills and ABE upgrading to move them along their employability pathway in 2017-18
- Aboriginal Community Support Worker certificate program – open enrolment

South Okanagan

- February 15 to May 11, 2018
 - o Series of nine short courses: MGR 405: Interpersonal Communication Skills, OFA Level 1(2 sections), PS124: SuperHost: Foundations of Service Quality, OFA 004: Cashier Training, OFA 015: Retail Sales, Foodsafe, COSS 030: Intro to Word (2 sections) and COSS 031: Intro to Excel (2 sections)
 - o Osoyoos Indian Band, Leona Baptiste
 - o \$4,800
 - o Five of the nine courses took place. Maximum attended the Word/Excel classes (10 participants) and only four attended SuperHost. Courses took place at our Oliver Centre.
- February 20 to 22, 2018
 - o MGR 404: Motivational Interviewing
 - o OTDC, Karen Abramsen, Program Manager
 - o \$5,345.00
 - o 11 participants who were Employment Assistance workers. Took place at the Penticton Campus.
- July 3 to 6, 2018
 - o Youth Employability Training (Interpersonal Communication Skills, Resolving Conflict and SuperHost)
 - o Osoyoos Indian Band, Myrah Baptiste, Jarrah Feist and Joyce Lavallee
 - o Was to be \$6,850 for up to 10, and \$450 for a further 10 (maximum 20 participants)
 - o CANCELLED as only three participants - was to take place in Oliver.
- Project name - Aboriginal Community Support Worker ACBTP
- Community(s) - Oliver
- External partners – Osoyoos Indian Band, Okanagan Training and Development Council (support)
- Value of contract - 387,208 (two fiscal project)
- In progress - to be completed by June 2019
- Notes/comments – 10 participants will be trained as ASCWs in the South Okanagan College

Shuswap/Revelstoke

- Fast track to Office Salmon arm 2017/18 - Neskonlith, Splatsin, Adams lake, Little Shuswap - \$74,000
- Fast track to Office Chase 2017/18 - Neskonlith, Adams Lake, Little Shuswap - \$74,000
- Forest Operator 2017/18 - Neskonlith and Adams lake
(partner - Interfor, Gorman and forest companies that took work experience students - \$329,000
- Lytton Health and Healing 2017/18 – Lytton - \$72,000
- ECE 2017-2019 - Neskonlith, Splatsin, Adams lake, Little Shuswap, Metis
(partner – STH, Child care centres that took practicum students) - \$550,000 – in progress
- PC 1 2018/19 - Neskonlith, Splatsin, Adams lake, Little Shuswap, Metis (partner – FWT) – \$312,000 – in progress
- ECE Assistant Salmon Arm 2018/19 – Neskonlith (partner – STH) - \$50,000
- SNTC ECE Assistant 2018/19 - Ashcroft, Lytton, Lillooet (partner – STH) - \$49,000
- SNTC Pre-Employment 2018/19 - Ashcroft, Lytton, Lillooet
- Aboriginal Community Support Worker Certificate Program – Salmon Arm campus – open enrolment

Financial Statements for Okanagan College are available here:

okanagan.bc.ca/financialstatements



SALMON ARM



VERNON



KELOWNA



PENTICTON