



INSTITUTIONAL ACCOUNTABILITY PLAN AND REPORT

2020 - 2021 REPORTING CYCLE
JUNE 2021

Selkirk  College

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ACCOUNTABILITY STATEMENT – LETTER FROM SELKIRK COLLEGE BOARD CHAIR AND PRESIDENT

Honourable Anne Kang
Ministry of Advanced Education and Skills Training
Victoria, British Columbia

Dear Minister Kang,

Selkirk College respectfully acknowledges the traditional territories of the First Nations of the West Kootenay and Boundary regions: the Sh̓caḡčkstx (Sinixt), the Syilx (Okanagan), the Ktunaxa, and Secwépemc (Shuswap) peoples.

On behalf of the Board of Governors and the employees of Selkirk College, we hereby affirm our commitments and accountabilities to government under the direction of the 2020-2021 Mandate Letter, Selkirk College's Strategic Plan, and the Selkirk College Accountability Plan for 2021-2024 and Report for 2020-2021.

Selkirk College is a remarkable and vibrant rural community college serving the West Kootenay and Boundary regions, the people and Province of British Columbia. Under the guidance of your Mandate Letter, our *Strategic Plan 2019-2024: Building Remarkable Futures and the Indigenization Plan 2019-2024: Our Journey Together, Land, Life, Learning*, we are a leading public post-secondary institution that prepares confident and imaginative learners for successful careers, lifelong learning pathways, and positive contribution to their communities.

We are a community college that plays a critical role in delivering high quality affordable public post-secondary education, while making a positive and comprehensive contribution to the wellbeing, economic recovery, and sustainability of our region and for the citizens of British Columbia. During the period identified in this plan, Selkirk College will continue to focus on contributing to lasting and meaningful reconciliation with Indigenous peoples, advancing equity, diversity and inclusion, social justice and environmental sustainability, while supporting innovation and economic diversification.

Despite significant challenges brought about by the global COVID-19 pandemic and the resulting changes to the ways in which we deliver our programs and services, our focus continues to be that of providing relevant and rewarding courses, programs and services for students, attracting strong enrolment across the institution, and delivering innovative education, learning experiences and training that meets the needs of employers, partner institutions and our communities.

We look forward to supporting government's strong commitment to inclusive access to affordable post-secondary education throughout the province. Government direction in expanding student housing, supporting the green economy, technology-oriented programming and additional capacity in areas of high demand such as health and trades occupations are well aligned with Selkirk College's mission into the future. Working with your ministry on these and many other priorities and opportunities is vital to Selkirk College's accountability in the coming year and will be instrumental to the successful recovery of BC's economy.

We look forward to implementing the plans, actions and accountabilities described herein, and we look forward to further discussion with your ministry.

Yours sincerely,



Scott Weatherford
Board Chair



Angus Graeme
President

Institutional Overview

Selkirk College is located in the southeast corner of British Columbia, covering a region of 45,000 square kilometres. Although the college region is defined as West Kootenay and Boundary, distance learners' study from locations across Canada and throughout the world.

Selkirk College's largest campus and administrative centre is in Castlegar. Diplomas, advanced diplomas, post-graduate diplomas, associate degrees, degrees, certificates, associate and advanced certificates, college preparatory and academic upgrading programs are offered on this campus. There are three campuses in Nelson; Tenth Street Campus, Silver King Campus and Victoria Street Campus – specializing in trades, arts, technology, and hospitality and tourism programs. Academic upgrading is also offered in Nelson with a summer school at the Silver King Campus. At the Trail Campus, health, academic upgrading, and digital fabrication and design programming are offered. Our campus in Grand Forks and learning centres in Kaslo and Nakusp, offer opportunities for academic upgrading education and support accessible offerings through the school of Health & Human Services and other programming as available. Selkirk College continues to expand program offerings through distance and hybrid delivery throughout our campus and centres.

The Community Education & Workplace Training (CEWT) department supports the many short-term and community and continuing education and workplace training and skills development courses, and these are offered at all campuses and centres across the region. CEWT partners with industry, local organizations, funders and internally to meet a diverse range of continuing education and expanding array of workforce training and micro-credential opportunities. Applied research and innovation teams and projects are located at our Applied Research & Innovation Centre (ARIC) in Castlegar, the Selkirk Technology Access Centre (STAC) in Trail and at other campuses and centres through the region. ARI also works closely with industry, local government, funders and many other partners to support community development, and create exemplary student learning and faculty experiences.

Selkirk College has more than 70 nationally recognized certificate, diploma, advanced diploma and degree programs and disciplines, and boasts more than 42,000 graduates since opening in 1966. The college is organized into three main divisions; Education, Students & Advancement, and College Services, each lead by a Vice President reporting to the College President.

The Education Division lead by the Vice President works with a structure of four deans, a director and one manager, who share responsibilities for all credit and non-credit programming including continuing education, workplace training, applied research and innovation, and international education. Academic programs are organized into schools that are each headed by a chair. These include:

- Academic Upgrading & Development
- The Arts
- Business
- Environment & Geomatics
- Health & Human Services
- Hospitality and Tourism
- Industry & Trades Training
- Selkirk International
- University Arts & Sciences

The programs in these schools reflect the local, regional, provincial, national and international needs of our students, communities, employers and transfer partners. The Education Division also includes the Teaching & Learning Institute (TLI) and the Mir Centre for Peace.

The TLI has expanded over the last three years supporting faculty and instructional staff on distance education, education development, evaluation, education technology and training.

The Education Division also leads a number of significant community and industry-based initiatives projects funded through the Natural Sciences and Engineering Research Council (NSERC), the Social Science and Humanities Research Council (SSHRC), National Research Council (NRC), Columbia Basin Trust (CBT), and many other organizations that align with the college's strategic plan. This exciting work is organized into two applied research groups – Social Sciences and Rural Development – this includes the Regional Innovation Chair in Rural Economic Development and technology-based

applied research. Technology-based applied research includes the Selkirk Geospatial Research Centre (SCRC), which leads geomatics-based projects and the Selkirk Technology Access Centre (STAC) which leads advanced manufacturing, materials and computing applied industry support. Students are at the forefront of the applied





research projects, participating and in many cases employed in Co-op education placements, student internships and Mitacs opportunities.

The Students & Advancement Division is responsible for a wide range of student support services including: Indigenous engagement/education and Indigenous student support services, academic advising and career counselling, assessment services, co-op education and employment services, accessibility and college success services, personal counselling, campus recreation, healthy campus initiatives, and other student supports and services. The division also supports the library services across our campuses and centres, campus recreation, the registrar's office and admissions, recruitment, marketing, strategic communications and public relations, alumni and donor services, community relations and institutional research.

The Students & Advancement Division is comprised of the college Registrar, a director, several managers, department heads, and a team of employees that support many important initiatives including, along with the College Services Division, a renewal of our enterprise system (Project Aurora) – replacing our human resource, finance and student records system. Recent additions to this team include a new position, manager of Indigenous

Education & Engagement, to support the development and implementation of our Indigenization Plan along with a new position, manager of Strategic Communications and Public Relations. Other significant initiatives include developments in student health and wellness service, admissions, digital marketing, public relations, institutional research, and the ongoing development of a strategic enrolment plan. The division continues to focus on service to students, student enrolment and retention, and the student experience.

The College Services Division oversees all operational aspects of Selkirk College and includes the finance, information technology services, human resources, facilities (including campus management) and maintenance departments as well ancillary services including food services, the bookstore and student housing. The division includes executive directors, managers and a team of employees. Along with Project Aurora, significant initiatives include the development of an enterprise risk registry, *Facilities Master Plan*, *Five Year Capital Plan*, and renewed HR and finance processes. Successful planning and business cases have led to a new daycare centre at our Silver King Campus, and significant campus wide improvements. Exciting proposals include student housing expansion, campus acquisition and campus renovation/modernization.

Strategic Direction & Context

A new **Strategic Plan 2019-2024, Building Remarkable Futures**, was approved by the Board of Governors in the spring of 2019, after consultation with students, faculty and staff, and the community. The Mission, Vision, Values, Commitments and Strategic Directions reflect our focus over the remaining three years of the plan.

OUR MISSION

TOGETHER WE BUILD REMARKABLE FUTURES

OUR VISION

Selkirk College provides personal experiences that build confident and imaginative learners ready to thrive in their community and in our dynamic world.

OUR VALUES

At Selkirk College we value community, access, respect, and excellence.



Our Values

COMMUNITY at Selkirk College means delivering education that builds relationships, culture, belonging, empowerment and opportunity. Selkirk College students and employees are part of an educational community that is integral to the well-being of the West Kootenay and Boundary regions and has provincial, national and global connections.

ACCESS at Selkirk College means an educational experience should be attainable to all, regardless of who or where they are, or what challenges they face. Accessibility defines a culture of inclusion, considers the services provided to learners, develops innovations to program and course delivery formats and timing, and supports technological and physical infrastructure required for student success.

RESPECT at Selkirk College means we treat ourselves, each other, members of our college community, and the world around us with respect, dignity and integrity. Respect builds trust and includes respect for diverse people, ideas and perspectives, cultures and traditions, respect for the environment, and the modelling of respectful discourse and conversation in our work.

EXCELLENCE at Selkirk College means everyone strives for the highest level of quality, accountability and professionalism. Excellence includes aspiring to the highest quality of instruction, services and operations for students, our employees, and communities. Excellence promotes creative and growth mindsets and approaches to our work that inspires innovation.

COMMITTED
TO OUR
VALUES



Our Commitments

Selkirk College integrates five fundamental commitments into delivery of programming, student and employee supports, planning, and operations.

DIVERSITY AND INCLUSION



Selkirk College is committed to diversity and inclusion, and promoting equity. We aspire to providing a safe, supportive and inclusive community for all students, faculty and staff to learn and work together. Our daily work and our vision of the future is enriched by the inclusion of diverse communities and persons of different abilities, ages, cultures, races, ethnicities, family models, gender identities and expressions, health statuses, nationalities, political views, spiritual beliefs and traditions, sexual orientations, socioeconomic statuses, and educational backgrounds. We welcome, expect and encourage the continued pursuit of universal acceptance and application of a working and learning environment without harassment, intimidation and discrimination. Our learning activities, programs and services will be designed to develop the knowledge, skills and abilities necessary to build a more diverse and inclusive community.

ENVIRONMENTAL SUSTAINABILITY



Selkirk College will continue to integrate respect for the land and natural environment, sustainable practices, carbon footprint reduction and responsible use of natural resources into student learning, services, operations and workforce development. We are committed to implementing practices that promote a healthy natural environment and climate change mitigation in our teaching practices, administration, programming, facilities and operations, funding allocations, and

applied research priorities. We are committed to developing and supporting college-wide and regional solutions to environmental remediation, cleaner transportation, lowered emissions and waste reduction. Selkirk College is a proud partner in the Sustainability Tracking Assessment and Rating (STARS) system in the Association for the Advancement of Sustainability in Higher Education (AASHE).

HEALTH AND WELLNESS



Selkirk College will continue to promote and integrate health and wellness into day-to-day operations, practices, services and educational programming. This includes physical health and wellness, and will also include creating educational experiences and campus life that promotes mental health, safety, compassion, acceptance, social justice and belonging. We recognize the critical importance of education as a key social determinant of health. Selkirk College is a proud signatory of the *Okanagan Charter, 2015*.

INNOVATION



Selkirk College is inspired by innovation. Innovation creates new thinking, new ways of delivering our programs, enhanced and flexible learning, and a willingness to expand our role in the community. Innovation includes making higher education more accessible. Because regional, national and global economies are transitioning and diversifying so rapidly, innovative partnerships

and greater collaboration between businesses, social enterprise and educators can result in the workers of tomorrow arriving on the job with the skills for success. Selkirk College recognizes that being a valued partner in community economic development and renewal, regional collaboration, social innovation, and rural capacity building is critical to our success and the success of our region.

RECONCILIATION



Selkirk College is committed to reconciliation with Indigenous Peoples. Reconciliation is the intentional process of establishing and maintaining respectful and right relationships with Indigenous governments, organizations, families and learners. Selkirk College believes that a critical part of this process involves repairing damaged trust in education systems through respect and reciprocity. We are committed to the Indigenization and decolonization of education. Supporting traditional First Nations, Métis and Inuit approaches to learning, resolving conflict, repairing harm and restoring relationships will inform the reconciliation process in our governance, curriculum and project development, human resource development, and program and service delivery. We support the principles of the *UN Declaration of the Rights of Indigenous Peoples (UNDRIP)* and continue to incorporate the relevant *Truth and Reconciliation Commission (TRC) Calls to Action* into our planning and operations. Selkirk College is a proud signatory of the College and Institutes Canada *Indigenous Education Protocol, 2015*.

Strategic Direction

To achieve our mission and vision, and to live our values and commitments, over the next five years Selkirk College will focus on five strategic directions: Learner Success, Excellence in Education, Community Development, Healthy Workplace, and Modernization of Facilities, Technology and Operations.

The *Performance Plan* section of this report details each strategic direction, identifying strategic priorities and initiatives for 2020-2021 and goals, measures and targets for 2021-2022. Selkirk College is also developing supporting plans to accomplish the Strategic Plan, including the recently completed *Our Journey Together: Land, Life, Learning, Indigenization Plan 2019-2024* and the *Campus Master Plan*.

The college will complete an *Education Plan*, *Strategic Enrolment Plan*, and *Applied Research Plan* in 2021-2022 which will add to the many strategies that continue to guide our focus including an *Internationalization Plan*, *Student Service Plan* among others.



Education Plan

After consultation, the college's renewed *Education Plan* will be finalized in 2021/22. The new three to five-year Education Plan will provide direction that reflects the new strategic direction for the college, including guidance from the *2019-2024 Strategic Plan*, *Indigenization Plan*, and other key plans.

Education Plan development has included consultations with faculty, instructors and staff from all three divisions – Education, Students & Advancement and College Services – and focus groups with community and students. The plan will guide educational programming and continue to support currency and relevancy to the students and communities served by the college along with identifying new opportunities.

Parallel with the development of an *Education Plan*, the college is renewing a quality assurance framework and guidance for program renewal, new program development and operational planning, which seek to align with the Quality Assurance Process Audit. To support the *Education Plan* and align efforts with our strategic directions and priorities, the college is also completing consultations to develop the *Strategic Enrolment, Applied Research and Education Technology Plans* in 2021/22. Alongside the *Education Plan*, the development of these plans is well under way.

Indigenization Plan



Our Journey Together: Land, Life, Learning, Indigenization Plan 2019-2024 over the past year has involved rolling out a five-part plan during a pandemic. The plan has five key areas of focus – Governance and Policy, Curricula and Programs, Supports and Services for Students, Employee Development and Tools, and Facilities and Infrastructure. A Manager of Indigenous Education and Engagement was hired to help with the implementation of the plan, and Indigenous Services was developed as a department within the Student Services Division.

Internal systemic change and inclusion in processes are being worked on while the department staff waits for further engagement with First Nation partners, who are slowly coming out of pandemic lock downs. College governance and policy is shifting where policy reviews and education council approvals include Indigenous input and advice, and the Board of Governors invite Indigenous Elders from the Elders Program to begin meetings in a cultural way. For student services, the institution has made a pilot position full time; the counsellor for Indigenous students works with students, instructional staff and administration to support student success. For facilities, the college has committed to renovate a classroom to hold Indigenous circle and cultural teachings. The classroom will be ready for a return to in-person teaching for the Fall 2021.

Capital Facilities & Equipment

A *Campus Master Plan* was completed in 2020 with extensive input from students and employees across our campuses and learning centres. This plan provides a blueprint for future project funding from our routine capital allocation as well as priorities for our *Five Year Capital Plan*. The master plan covers all Selkirk College facilities with an emphasis on the larger and dated Castlegar Campus.

Selkirk College facilities have an overall facility condition index (FCI) of 0.415. This is from the most recent audit completed in 2018. A higher FCI (>0.40) indicates poor building condition. After completion of a major renovation project at the Silver King Campus, the Castlegar Campus now has the highest FCI of all owned facilities. Two of our leased facilities; The Trail and Grand Forks Campus' have a very high FCI, greater than 0.50. A capital request has been made to address the Trail Campus condition.

Building requirements for the Castlegar Campus upgrades include: needed replacements for electrical, HVAC, plumbing and fire protection components as well as interior finishes and furnishing. This reflects the 55 year age of the original buildings on this campus. Upgrades are also required to address provincial and federal greenhouse gas (GHG) emission reduction targets.

One of the areas identified in the facility assessment for the Castlegar Campus is the well water pump houses and water distribution system. This campus is unique in that water supply is provided by college-owned well water systems and is maintained by college maintenance crews. The existing system is original to the start-up of the campus in 1966 and has reached end of life, especially with regards to instrumentation and controls.

The college's capital program priority is to address the water delivery system components on campus and connect to City of Castlegar supplied water.

Other priorities in our *Five Year Capital Plan* focus to address the dated classroom and infrastructure at the Castlegar Campus which include renewing the Health Services and Natural Resources wings, and development of a Learner Services Innovation Hub.

Construction of new student housing to address high demand and low vacancy rates in the cities of Nelson and Castlegar is also a high priority project. Installation of a biomass boiler at our Silver King Campus is currently underway and is an important project to allow for a significant reduction to the college's GHG emissions. The installation will also provide a valuable on-site plant for student experiential learning through our trades training programs.

The need for operating capital equipment for 2021/22 remains. Some significant additions were made to trades training equipment the past several years with a value of close to \$2.0M, however, there is still a need for approximately \$0.5M to address outdated shop and lab training equipment.

Financial Information

Current financial information and additional explanations including Audited Financial Statements are available at selkirk.ca/annual-reports-statements

College Campuses and Facilities



CASTLEGAR CAMPUS

The Castlegar Campus is Selkirk College's largest campus and administrative centre. It is situated on approximately 65 hectares of private land. This land is managed by the School of Environment & Geomatics for the purposes of education, wildlife and landscape ecology. The schools on this campus are: Academic Upgrading & Development (one of six locations); Business; Environment & Geomatics; Health & Human Services; Selkirk International; University Arts & Sciences; and Community Education & Workplace Training (one of six locations). Facilities at this campus include a library, cafeteria, gymnasium, student housing as well as an Indigenous Gathering Place and Mir Centre for Peace.

This campus opened in 1966 at the college's inception and, although well maintained, requires upgrading and renovations to bring it in line with current student expectations and modern education delivery methods. Renewal is also required to meet provincial greenhouse gas reduction requirements.

Renewing our Health Services and Natural Resources wings are priorities of the college's *Five Year Capital Plan*. These two buildings are original to the college opening and do not provide suitable spaces for current learning requirements such as health education simulation labs. The buildings contain hazardous construction materials that include asbestos and are not energy efficient.

The college and local community suffer from a shortage of onsite affordable student housing. Our *Five Year Capital Plan* also includes projects to address this shortage by constructing an additional 112-bed facility to complement the existing 28-year-old, 100-bed facility on campus.

In addition, potable water is delivered from two wells located on campus. The water is not treated and poses significant risk to students and employees with potential contamination. A project to abandon the untreated water system and tie-in to treated water from the City of Castlegar is a priority.

The Castlegar Campus has two solar system installations used to supplement electricity requirements that additionally provides student experiential learning.



APPLIED RESEARCH & INNOVATION CENTRE

The Applied Research & Innovation Centre (ARIC) was launched in 2016. The ARIC houses the Columbia Basin Rural Development Institute (RDI) and the Selkirk Geospatial Research Centre (SGRC), supporting community and industry-based applied research with faculty and student research teams. The Advanced Diploma in Geographic Information Systems (ADGIS) and Bachelor of Geographic Information Systems (BGIS) programs share the building with these leading-edge research centres and the Regional Innovation Chair (RIC) in Rural Economic Development. Applied research operations have expanded to the community of Trail where the Selkirk Technology Access Centre (STAC) hosts Advanced Manufacturing, Advanced Materials and Advanced Computing research.



SILVER KING CAMPUS

The Silver King Campus is located in Nelson and is home to the Schools of Industry & Trades Training, Academic Upgrading & Development; and Community Education & Workplace Training. Silver King Campus facilities include a library/bookstore and cafeteria. In 2014, the campus celebrated its 50th anniversary, opening as the Nelson Vocational School in June 1964. A complete renovation to the trades shop spaces to bring them to modern training standards has been completed. This renewal also included a new Student Centre/cafe/tertia space and Carpentry Program building. The Classroom Centre building on the Silver King Campus has also had several spaces within the building renovated and modernized over the past three years through routine capital funding.

Campus locations in the city of Nelson also suffer from a shortage of affordable housing. Our *Five Year Capital Plan* includes a 36-bed housing facility for the Silver King Campus. A new 24-space daycare facility is also being constructed at the Silver King Campus with opening for childcare expected in September 2021. This facility will be operated by the Kootenay Kids Society and will help provide much needed daycare spaces for the Nelson area community. Minimizing the campus environmental impact is also a priority. A project to significantly reduce natural gas use and GHG emissions with the installation of a biomass boiler at Silver King is underway with start-up expected for the next heating season in the fall of 2021.

STRATEGIC DIRECTION & CONTEXT



VICTORIA STREET CAMPUS

In July of 2006, Kootenay School of the Arts—now Kootenay Studio Arts (KSA)—became part of Selkirk College. This prestigious school of art and design is located in a historic granite building in the downtown area of Nelson. In September 2007, the college celebrated the reopening of the expanded and renovated facility increasing its capacity and improving the school's learning environment. The KSA studio arts programs, offered by the School of the Arts, are located on this campus.



TENTH STREET CAMPUS

Also located in Nelson, the Tenth Street Campus is home to the School of Hospitality & Tourism, additional programming in the School of the Arts including the Contemporary Music & Technology Program, the Web Developer Program and the Digital Arts Program. Tenth Street Campus facilities include a library/bookstore, gymnasium and weight room and a state-of-the-art kitchen facility for the Professional Cook Training Program. In addition, there are two separate studios: a recording studio and a performing studio known as Shambhala Music & Performance Hall. In September 2012, Selkirk College reopened the newly renovated 100-bed housing facility on this campus.



TRAIL CAMPUS

This campus is strategically situated in the downtown core of Trail. It is home to a variety of online and classroom-based programs offered by the Schools of Academic Upgrading & Development, Health & Human Services, School of the Arts, and Community Education & Workplace Training. The college is in the process of acquiring ownership of this facility from the Regional District of Kootenay Boundary (RDKB). This will increase the presence of Selkirk College in the community of Trail and provide opportunities for many additional new learning experiences.



MIR CENTRE FOR PEACE

In September of 2007, Selkirk College celebrated the restoration of this classic Doukhobor communal home on the Castlegar Campus.

Since that time, the house has served as the focal point and inspiration for the Mir Centre for Peace. It has been the site of numerous workshops, presentations, lectures, conferences and meetings, most of which are in some way aligned with the centre's mission to aid in the understanding and building of cultures of peace through education.

OTHER CAMPUSES AND LEARNING CENTRES

Additional campuses and learning centres include the Grand Forks Campus and the Kaslo and Nakusp Learning Centres. Learning centres provide vital services to the college region and increase access by providing students the opportunity to continue their education locally. The Nakusp facility is owned and both Kaslo and Grand Forks locations are leased.

Strategic Context

Located amidst the breathtaking beauty of southern British Columbia, Selkirk College is home to 70-plus nationally recognized programs serving between 2600-2700 full-time learners per year in certificate, diploma, bachelor degree, academic upgrading, co-operative education, workforce training, and community education programs. With nine campus locations and learning centres in six different West Kootenay and Boundary communities, Selkirk College offers outcomes for in-demand employment, credit transfer to a multitude of universities for degree completion and enhanced training to further career opportunities.

EXTERNAL CONTEXT

With a renewed strategic plan, Selkirk College continues to focus on improved enrolment access, excellent student learning opportunities, a memorable and transformative student experience, and improved graduate outcomes. The college has recently developed new programming offerings in Pharmacy Technician diploma, Office Technology, Web Development, and Digital Fabrication & Design, and is exploring further programming in technology fields to meet the expanding demand for graduates in these areas. As well, the college is exploring short courses that respond rapidly to meet student access and the community's workforce training needs.

Selkirk College has responded very effectively to meet governmental and industry needs, responding to funding and expanding seats in Health Care Assistant, Early Childhood Care & Education and community-based skills training. Selkirk College has also increased seats in Education Assistant & Community Support Worker, Hospitality & Tourism, international student seats in post-graduate Business programs to respond to student demand and workforce needs. Other contributions to improved enrolment include continued excellent

instruction and student service, program quality, marketing, and high student satisfaction.

The college has broadly adopted work integrated learning across a wide range of program areas, adding to the exemplary experiential learning the college is well known for delivering. Selkirk College has also expanded mental health supports to students and improved support to Indigenous students. In the coming year, Selkirk College will continue to align with the priorities of government and be fully engaged in the BC Restart Plans with a broad return to in-person instruction, the expansion of health programming seats in areas of high demand, initiatives to further Truth and Reconciliation, initiatives leading to inclusion and anti-racism, Clean Energy BC, and Stronger BC to name a few. Selkirk College continues to prioritize student housing, renewed learning and student's spaces, and expanded campuses in its capital plans. Significant initiatives are anticipated in the very near future.

While the COVID-19 pandemic negatively impacted full-time student numbers in both domestic and international students with more students moving to part-time studies, headcount enrolment continued at the same level as 2019-2020. It is expected that domestic and international enrolment of new students will both increase in 2021-2022 and this is evident in application rates (measured during spring/summer 2021). Strategies to continue to improve enrolment and retention will be supported by a renewed *Strategic Enrolment Plan*.

In terms of demographics, BC Statistics report a projected 4.5% population growth over the next 20 years in the Kootenay-Boundary catchment with the greatest increases in the seniors (>65) population. Within the local school districts, relatively stable high school enrolments are anticipated to 2027 of between 780 and 850 graduates annually.

Selkirk College is B.C.'s oldest rural community college and was formed after regional taxpayers voted in a 1965 referendum to provide a close-to-home post-secondary opportunity. The doors first opened in Castlegar in 1966 with four programs—University Arts & Sciences, Business Administration, Forest Technology and Electronics—and a total enrolment of 458 students. Over the last five decades, Selkirk College has grown to become a major economic, social and cultural contributor.

Selkirk College creates a significant positive impact on the business community and generates a return on investment to its major stakeholder groups—students, taxpayers and society. The college's importance to the Selkirk College region's economy is unlikely to change due to the COVID-19 pandemic, and the college's capacity to train new or displaced workers will be vital as the region moves through and past this crisis.

In 2018-2019, Selkirk College undertook an analysis of their economic impact in the region, using data generated by Emsi, a labour market analytics firm. This data was also presented in our 2020 report.

ECONOMIC IMPACT ANALYSIS

In fiscal year 2018-2019, Selkirk College added \$417.4 million in income to the Selkirk College region economy, a value approximately equal to 11.3% of the region's total gross regional product (GRP).

The college's impact supported 6,762 regional jobs. For perspective, the activities of Selkirk College and its students support one out of every six jobs in the region.



\$44.6 million
Operations Spending Impact



\$2.7 million
Construction Spending Impact



\$16.4 million
Student Spending Impact



\$353.6 million
Alumni Impact



\$417.4 million
TOTAL IMPACT

- OR -

6,762
JOBS SUPPORTED



FOR EVERY \$1...



Students gain
\$1.40
in lifetime earnings



Taxpayers gain
\$3.60
in added tax revenue and
public sector savings



Society gains
\$6.40
in added income and
social savings



OPERATIONS SPENDING IMPACT

- Selkirk College employed 316 full-time equivalent (FTE) employees in fiscal year 2020-2021. Payroll amounted to \$42.9 million, much of which was spent in the region for groceries, mortgage and rent payments, dining out, and other household expenses. The college spent another \$11.2 million on day-to-day expenses related to facilities, supplies and professional services.
- The net impact of the college's 2018-2019 operations spending added \$44.6 million in income to the regional economy.

CONSTRUCTION SPENDING IMPACT

- Selkirk College commissioned contractors to build or renovate facilities, generating a short-term infusion of spending and jobs in the regional economy.
- The net impact of Selkirk College's construction spending in fiscal year 2018-2019 was \$2.7 million in added income for the region.

STUDENT SPENDING IMPACT

- The expenditures of relocated and retained students in fiscal year 2016-2017 added \$16.4 million in income to the Selkirk College region's economy. Of this impact, \$7.2 million is attributable to international students who relocated to the region to attend Selkirk College.

ALUMNI IMPACT

- Over the years, students have studied at Selkirk College and entered or re-entered the workforce with newly-acquired knowledge and skills. Today, thousands of these former students are employed in the Selkirk College region.

- The net impact of Selkirk College's former students currently employed in the regional workforce amounted to \$353.6 million in added income in fiscal year 2018-2019. Of this impact, \$2.5 million is attributable to former international students working in the region.

STUDENT PERSPECTIVE

- Selkirk College's fiscal year 2018-2019 students paid a present value of \$16.4 million to cover the cost of tuition, fees and supplies. They also forewent \$57.6 million in money that they would have earned had they been working instead of attending college.
- In return for their investment, students will receive \$105.3 million in increased earnings over their working lives. This translates to a return of \$1.40 in higher future earnings for every dollar students invest in their education. Students' average annual rate of return is 9.8%.

TAXPAYER PERSPECTIVE

- Provincial taxpayers provided Selkirk College with \$30.1 million of funding in fiscal year 2018-2019. In return, they will benefit from added tax revenue, stemming from students' higher lifetime earnings and increased business output, amounting to \$105.1 million. A reduced demand for government-funded services in British Columbia will add another \$2.8 million in benefits to taxpayers.
- For every dollar of public money invested in Selkirk College, taxpayers will receive \$3.60 in return, over the course of students' working lives. The average annual rate of return for taxpayers is 28.6%.

SOCIAL PERSPECTIVE

- In fiscal year 2016-2017, British Columbia invested \$110.1 million to fully support Selkirk College. In turn, the British Columbia economy will grow by \$699.1 million, over the course of students' working lives. Society will also benefit from \$7.2 million of public and private sector savings.
- For every dollar invested in Selkirk College in fiscal year 2018-2019, people in British Columbia will receive \$6.40 in return, for as long as Selkirk College's fiscal year 2018-2019 students remain active in the provincial workforce.

Selkirk College has seen substantial growth in applied research activities and this is expected to continue for the next five years. Significant recent initiatives over the last two years includes Natural Sciences and Engineering Research Council (NSERC) funding a pair of five-year \$2 million Build Innovation Enhancement grants – one in forestry and the other advanced manufacturing. Selkirk College is implementing a five-year grant to operate the Selkirk Technology Access Centre (STAC). Other notable projects include community-based partnerships in rural development, climate adaptation, emergency preparedness with local and regional government and non-governmental organizations, technology projects with small and medium sized companies, and social science research with Indigenous communities.

All of the applied research activities are embedded with programming, faculty expertise, student learning,

and human resource and finance department support and are self-funded. Selkirk College has expanded work integrated learning, co-op education, and supports more than 20 student placements with the organization and many others with organizations across the region and province

INTERNAL CONTEXT

Selkirk College typically serves between 2600-2700 full time equivalent (FTEs) students annually. This includes 2,000 domestic and 700 international students. Including Community Education & Workplace Training, the annual headcount for students served by the college is more than 10,000 people/year. Over the past year due to COVID-19 impacts, student FTEs dropped to 2,320.

The 2020-2021 student engagement survey was completed by more than 1,000 students, a response rate of 54%. Overall, 90% of respondents were satisfied with the knowledge they gained and 86% were satisfied with the quality of instruction. Both the high response and satisfaction rates occurred during a very challenging year of transition for faculty, staff and students and the pivot to online and remote learning due to the COVID-19 pandemic. This year's successes are attributed to the tremendous efforts put forth by faculty and staff, the resiliency and commitment of students, and the support of communities and many partners. While there were very small drops in some satisfaction metrics over the past year, Selkirk College is showing a sustained and continuous improvement in student feedback over the last five years of surveys.

In response to increasing enrolment, Selkirk College has expanded service delivery to students. This includes expanding service to Indigenous students and expanded student health and wellness initiatives. The college is renewing finance, human resources and student records system planned for completion in 2021. This has been a significant initiative that will serve the institution's decision-making and service to students and employees for years to come.

Selkirk College has updated an Enterprise Risk Management and Risk Registry. This important work is contributing to knowledge of risk within the organization. The college completed a *Campus Master Plan* and is annually renewing the five-year capital plan that will support facilities decisions. Further facilities details are provided in the Capital Facilities & Equipment section of this report.

Selkirk College will continue to focus on the development and implementation of *COVID-19 Recovery Framework* and plans for 2021-2022. Under the *BC Restart Plan*, and with direction from the Ministry of Advanced Education & Skills Training, the Public Health Office, and WorkSafeBC, the college will continue to evolve safe work procedures and safe return to campus protocols towards a full resumption of in-person learning for the Fall of 2021. Educational programming and services have shifted to new models that will continue to evolve in ways that best support student access and learning, maximize enrolment, and improve operational effectiveness.



2020/21 Institutional Measures, Targets & Results

Strategic Direction 1: Learner Success

STRATEGIC PRIORITY 1.1

Enable transitions to the workforce by providing students with experiential and work integrated learning, co-op education and internships, student academic support, and employment transitions programming.

PERFORMANCE MEASURE	TARGET & INITIATIVE	LINKAGE TO MINISTRY & GOVERNMENT GOALS	ACTUAL PERFORMANCE
A foundation for improved student applied learning continues to be developed.	<p>1. In 2020-2021, we will continue to develop and implement a college-wide framework for experiential and work integrated learning that aligns and links with co-op and student internships, student academic support, and employment transitions programming.</p> <p>Initiatives:</p> <ul style="list-style-type: none"> • Implemented Work Integrated Learning (WIL) Hub. This included improved employer support, executing student and employer communication/ outreach plans, hosting a career fair, completing seven WIL project pilots, and faculty training. • Expanded on our Co-op offerings, adding placements to Digital Fabrication and Design and Digital Arts programs. • Examples of other initiatives: Piloted Business Math/Accounting tutor position for Business students Winter 2021 semester, Creative Writing and Digital Arts students collaborated to produce and launch the Black Bear Review. 	<p>Capacity, Access, Quality, Relevance, Efficiency</p> <p>Affordability, Improved Service, Good Jobs & Sustainable Economy</p>	<p>Achieved</p>
	<p>2. Applied research and innovation projects will continue to support co-op and internship placements with work term placement and position funding from funders (e.g., NSERC, Innovate BC, Mitacs).</p> <p>Initiatives:</p> <ul style="list-style-type: none"> • 57 students engaged in paid applied research and innovation internships with industry and community partners. • 28 students enrolled in Co-op work terms with the college, including 4 students in apprenticeships. • Total of \$540,000 in wages paid out to applied research and innovation internship students (30 of the 57 students not connected to a for credit WIL experience). • Rural Homelessness and COVID 19 Project (NSERC) included \$20,000 in grant funding for 4 nursing students and 1 instructor to engage in applied research. 		

STRATEGIC PRIORITY 1.2

Expand educational pathways by increasing the number and quality of transfer and articulation agreements, educational partnerships with regional school districts, and study abroad opportunities with other post-secondary institutions in specific program areas.

PERFORMANCE MEASURE	TARGET & INITIATIVE	LINKAGE TO MINISTRY & GOVERNMENT GOALS	ACTUAL PERFORMANCE
<p>Improve our processes to expand and increase the quality of educational pathways including articulation, educational partnerships, and study abroad.</p>	<p>1. Implement improved processes for cataloguing, partnership development, and assessing articulation agreements to improve student mobility. Update or initiate two articulation agreements aligning with BCCAT and COVID-19 related frameworks.</p>	<p>Capacity, Access, Quality, Relevance, Efficiency</p>	<p>Achieved</p>
	<p>Initiatives:</p> <ul style="list-style-type: none"> • Implemented articulation processes. • Updated and improved agreements in several programs: Thompson Rivers University/Business and UNBC/Integrated Environment Planning block transfers, block transfer from 3-year Rural Pre-Medicine Associate Certificate to UNBC Bachelor of Health Science, and first Year Engineering transfer program courses updated to match provincial common core, facilitating transfer to UBCO, UBC, UVic. 		
	<p>2. Plan and develop two initiatives with the School Districts including development of dual credit initiative and supporting high school student transfer to mitigate impacts from COVID-19.</p>		<p>Achieved</p>
	<p>Initiatives:</p> <ul style="list-style-type: none"> • Continued development of Health Care Assistant dual credit, launching a February intake Winter 2020 with two dual credits students. • Development of Educational Assistant and Community Support Worker and Early Childhood Care and Education dual credit programs with School District partners. • Co-hosted Anti-racism and Intercultural Awareness conference with School District 8 for college, school district, and community participants. 		
	<p>3. Postponement or rescheduling of study abroad initiatives through 2020-2021 is likely due to COVID-19.</p>		<p>Achieved</p>
	<p>Initiatives:</p> <ul style="list-style-type: none"> • Physical mobility study abroad opportunities were canceled for 2020-2021 academic year, however Selkirk International offered 3 virtual study abroad opportunities for Health and Human Service and TESOL students in Mexico, Uganda, and Jamaica with CIGan Outbound student mobility funding. 		

STRATEGIC PRIORITY 1.3

Improve recruitment, retention, completion and related supports for all students and students facing barriers to access, including Indigenous learners, international learners, learners with disabilities, elder learners and others.

PERFORMANCE MEASURE	TARGET & INITIATIVE	LINKAGE TO MINISTRY & GOVERNMENT GOALS	ACTUAL PERFORMANCE
Initiatives undertaken to minimize enrolment reductions as a result of COVID-19.	1. Program and service adjustments related to COVID-19 will be designed where possible to reduce barriers and lead to improved access, enrolment, retention, or completion for students facing barriers, during the COVID-19 pandemic.	Capacity, Access, Quality, Relevance, Efficiency Affordability, Improved Service, Good Jobs & Sustainable	Achieved
	Initiatives: <ul style="list-style-type: none"> • A Digital Equity fund for vulnerable students was created and financial aid distributed to students. • Facilitated connection for students to technology grants, computer equipment and training for students in SOAR (Adult Special Ed) and Academic Upgrading to enable them to participate in classes. • Piloted Business Math/Accounting tutor position Winter 2021. • All Student Services departments pivoted to online delivery in order to continue offering services to students. This included Student Access and Support, Co-op Education and Employment Services, Athletics and Recreation, Campus Life and, Healthy Campus (Including the student ambassador program). • Shifted components of developmental programming on-line and provided in-person support and instruction at each of our six centres, maintaining student pathways. • Hosted and responded to student engagement using ThoughtExchange, a web-based engagement tool, on what's working/concerning about college during a pandemic. 		
	2. Complete recruitment strategies to address enrolment challenges and opportunities for all students, developing specific responses to COVID-19 pandemic, communicating effectively with students. Specific focus on meeting workplace outcome, transfer, accessibility, recruitment, and retention.		Achieved
	Initiatives: <ul style="list-style-type: none"> • Completed program enrolment plans. • Provided additional resources to marketing department to increase targeted digital marketing campaigns. • Submitted and implement several workforce training proposals. • Full-time Counsellor for Indigenous Students implemented who participated in online recruitment activities. • Hosted numerous recruitment activities for students: Admissions on the Spot, Virtual Open House, Evening with RPM (one in-person/one virtual) for parents and prospects, and the Creative Writing program hosted Black Bear Review launch party and A Stone's Throw literary event, both serving recruitment and retention. 		

PERFORMANCE MEASURE	TARGET & INITIATIVE	LINKAGE TO MINISTRY & GOVERNMENT GOALS	ACTUAL PERFORMANCE
Initiatives undertaken to minimize enrolment reductions as a result of COVID-19.	3. Assess current levels of support for students to identify, renew, and achieve targeted objectives for future planning and budgeting during the COVID-19 pandemic.	Capacity, Access, Quality, Relevance, Efficiency	Achieved
	Initiatives: <ul style="list-style-type: none"> • Increased the number of peer tutors for Fall and Winter 2020-2021. • Increased counselling support on Nelson Campuses. • Added 'Homeroom' program to improve international student retention and success. • Provided Indigenous students additional support with full time Counsellor for Indigenous Students. 	Affordability, Improved Service, Good Jobs & Sustainable	

STRATEGIC PRIORITY 1.4

Develop a consistent relationship-focused student service standard across all campuses and learning centres

PERFORMANCE MEASURE	TARGET & INITIATIVE	LINKAGE TO MINISTRY & GOVERNMENT GOALS	ACTUAL PERFORMANCE
Students will be able to expect and experience a consistent high-quality relationship-focused service standard across all campuses and centres during COVID-19 recovery and related impacts.	1. Expected outcomes for high quality relationship focused service will be defined and developed for the academic year.	Access, Quality, Relevance, Efficiency	Achieved
	Initiatives: <ul style="list-style-type: none"> • Using remote access, increased the number of student appointments in both Counselling and Accessibility Services with less missed appointments. • Athletics and Recreation revised programming to meet COVID-19 safety protocols. • Co-op Education and Employment Services held three events for students to develop soft skills. • Created online system for developmental student intake, assessment, registration, and funding applications, including technology assessments and support. 	Improved Service	

STRATEGIC PRIORITY 1.5

Enhance student health and wellness programming and supports.

PERFORMANCE MEASURE	TARGET & INITIATIVE	LINKAGE TO MINISTRY & GOVERNMENT GOALS	ACTUAL PERFORMANCE
Learning environments continue to be built upon a Healthy Campus framework that supports the whole student with new standards related to COVID-19 impacts.	1. Renew and further develop a plan that supports student health, student wellness programming and high-quality student life experiences.	Access, Quality, Relevance, Efficiency	Substantially Achieved
	Initiatives: <ul style="list-style-type: none"> • Developed and delivered a variety of workshops with themes including: bystander training, mental health and wellness topics, sexual consent, and equity diversity and inclusion. • Delivery of cultural program and Elders program for reduced in person Indigenous student wellness. 	Improved Service	

STRATEGIC PRIORITY 1.6

Expand offerings in priority program areas: technology and digital applications, skills development and workplace training for in-demand occupations, and cohort-based programs that are in key sectors of need in the labour market forecast and that are regionally relevant.

PERFORMANCE MEASURE	TARGET & INITIATIVE	LINKAGE TO MINISTRY & GOVERNMENT GOALS	ACTUAL PERFORMANCE
<p>Expand new program development and delivery to meet in-demand that have regional relevance.</p>	<p>1. Commence delivery of one new priority program in 2020-2021 and initiate development of one new program for future delivery - both to respond to workforce needs.</p>	<p>Capacity, Access, Quality, Relevance, Efficiency</p> <p>Affordability, Improved Service, Good Jobs & Sustainable Economy</p>	<p>Achieved</p>
	<p>Initiatives:</p> <ul style="list-style-type: none"> • Commenced delivery of Health Care Assistant Partnership Pathway (HCA-PP) delivering – 63 students in 2020-2021 and an additional 24 seats in 2021-2022 planned. These seats are in addition to our 40 annual HCA seats. • Commenced delivery of Digital Fabrication and Design diploma program (with 12 students). • Piloted and developed Core Skills: Refrigeration Operations online micro-credential and Core Skills: Facilities Maintenance micro-credential to respond to workforce needs through future delivery. 		
	<p>2. Collaborate on the development of a program or capacity building initiative with an Indigenous partner specific to an identified need.</p>		<p>Achieved</p>
	<p>Initiatives:</p> <ul style="list-style-type: none"> • School of Environment and Geomatics (SEG) and Regional Indigenous Partner co-developed Environmental Technician Associate Certificate. Indigenous partner is planning to host a cultural networking event with SEG faculty throughout summer 2021 (dependent on current COVID-19 restrictions). • Selkirk International co-hosted virtual Student Study abroad with Nicola Valley Institute of Technology Health and Human Services students. 		





Strategic Direction 2: Excellence in Education

STRATEGIC PRIORITY 2.1

Expand access to learning through improved scheduling of offerings, increased availability of blended and online delivery, and increased program availability throughout the region.

PERFORMANCE MEASURE	TARGET & INITIATIVE	LINKAGE TO MINISTRY & GOVERNMENT GOALS	ACTUAL PERFORMANCE
Ensure programming continuity and recovery and quality of programming and offering during the COVID-19 pandemic.	1. Commence delivery of one new priority program in 2020-2021 and initiate develop of a one new program for future delivery - both to respond to workforce needs.	Capacity, Access, Quality, Relevance, Efficiency	Achieved
	Initiatives: <ul style="list-style-type: none"> • As per Priority 1.6. 	Affordability, Improved Service, Good Jobs & Sustainable Economy	Achieved
	2. Adjust Fall 2020 programming to support program delivery and requirements required to meet safety standards related to COVID-19.		Achieved
	Initiatives: <ul style="list-style-type: none"> • All Selkirk College programs (over 70) adjusted delivery to meet COVID-19 safety requirements, developing Safe Work Procedures (SWP) that adhered to Public Health Office, Ministry of Advanced Education and Skills Training, WorksafeBC requirements, and Selkirk College protocols. 		

STRATEGIC PRIORITY 2.2

Advance innovations in teaching and learning through the achievement of institutional level learning outcomes, targeted professional development in the areas of educational technologies, Indigenous ways of knowing, innovative curriculum development, experiential learning, strategic partnerships, and intercultural teaching strategies.

PERFORMANCE MEASURE	TARGET & INITIATIVE	LINKAGE TO MINISTRY & GOVERNMENT GOALS	ACTUAL PERFORMANCE
Excellence in teaching and learning will be supported through improved planning and targeted support to achieve institutional goals in the Education Plan, and other key plans including Indigenization and Internationalization Plans.	1. Expanded team provides on-going support to COVID-19 related educational shifts, supporting Quality Assurance Framework site visit, program renewal and review pilots, and instructional support.	Capacity, Access, Quality, Relevance, Efficiency	Achieved
	Initiatives: <ul style="list-style-type: none"> • Added resources to Teaching and Learning Institute (TLI): E-Learning staff support (.80 FTE), academic integrity education developer, inclusion and diversity education developer, work integrated learning education developer and level 3 program review support. • Completed draft Quality Assurance Process Audit (QAPA) self-study. • Completed 5 Level 3 reviews. • Updated Program Advisory, operational planning tools and resources. • Finalized drafts of Level 3 program review template, new program development template, and Quality Assurance framework. 	Improved Service	

PERFORMANCE MEASURE	TARGET & INITIATIVE	LINKAGE TO MINISTRY & GOVERNMENT GOALS	ACTUAL PERFORMANCE
Excellence in teaching and learning will be supported through improved planning and targeted support to achieve institutional goals in the <i>Education Plan</i>, and other key plans including <i>Indigenization</i> and <i>Internationalization Plans</i>.	2. Support faculty and staff with transition to distance education in the COVID-19 recovery.	Capacity, Access, Quality, Relevance, Efficiency	Achieved
	Initiatives: <ul style="list-style-type: none"> • Selkirk College TLI trainers provided a wide range of e-learning training (over 700 attendees and 2500+ total hours of contact). • Instructional staff also supported to undertake training offered through BC Campus and others. • Developed partnership with College of the Rockies to share instructor/faculty training between institutions. 	Improved Service	

STRATEGIC PRIORITY 2.3

Renew and implement strategic enrolment plans.

PERFORMANCE MEASURE	TARGET & INITIATIVE	LINKAGE TO MINISTRY & GOVERNMENT GOALS	ACTUAL PERFORMANCE
Strategic enrolment will be based on current best practices and lead to improved enrolment, retention, and completion.	2. Renew the college's <i>Strategic Enrolment Plan</i> to align with the new <i>Strategic Plan</i> , <i>Education Plan</i> and other key plans.	Capacity, Access, Quality, Relevance, Efficiency	Substantially Achieved
	Initiatives: <ul style="list-style-type: none"> • Plan is being renewed for completion Fall 2021. • Continue to implement <i>Internationalization Plan</i>, including activities to support student diversity 	Affordability, Improved Service, Good Jobs & Sustainable Economy	

STRATEGIC PRIORITY 2.4

Renew specific plans for Education, Indigenization, International, Student Life and Campus Services, Advancement, Marketing, and Educational Technology.

PERFORMANCE MEASURE	TARGET & INITIATIVE	LINKAGE TO MINISTRY & GOVERNMENT GOALS	ACTUAL PERFORMANCE
Develop a framework to align and link plans, to monitor, evaluate and report plan outcomes, and to update plans.	1. Implement a framework to align and link plans.	Quality, Relevance, Efficiency	Substantially Achieved
	Initiatives: <ul style="list-style-type: none"> • Completed several initiatives including implementing Smart Catalogue an online system to manage curriculum changes and Academic Calendar content; completing our enterprise reporting system including student module (Unit4 SM) that is linked to the completed Human Resources and Finance Modules (Unit4 Business World). 	Improved Service	
Renew identified plans to meet the new strategic directions for the College and respond to COVID-19 Recovery Plan.	1. Complete the development of an <i>Education Plan</i> and <i>Strategic Enrolment Plan</i> .	Capacity, Access, Quality, Relevance, Efficiency	Substantially Achieved
	Initiatives: <ul style="list-style-type: none"> • <i>Education Plan</i> and <i>Strategic Enrolment Plan</i> completion scheduled for Fall 2021. 	Improved Service	

PERFORMANCE MEASURE	TARGET & INITIATIVE	LINKAGE TO MINISTRY & GOVERNMENT GOALS	ACTUAL PERFORMANCE
Renew identified plans to meet the new strategic directions for the College and respond to COVID-19 Recovery Plan.	2. Education Plan supported by IT governance framework.	Capacity, Access, Quality, Relevance, Efficiency	Achieved
	Initiatives: • IT Governance process in place and contributing to the development of <i>Education Technology Plan</i> , <i>Education Plan</i> , and other Plans.	Improved Service	
	3. Implementation of <i>Indigenization Plan</i> to: support relevant and respectful learning spaces, continue to engage and build relationships with Nation partners and Indigenous organizations and colleges, and increase Indigenous staff and faculty.		Achieved
	Initiatives: • Plan is implemented: engagement, governance and policy review, creation of an Education Council sub-committee, additional staff and student support, renovation of a classroom to support Indigenous ways of teaching.		

STRATEGIC PRIORITY 2.5

Support program renewal and development through policy and curriculum process improvements such as the Quality Assurance Process Audit (QAPA), alignment with accreditation, articulation and reporting requirements, student service improvements, and capacity building tools and training.

PERFORMANCE MEASURE	TARGET & INITIATIVE	LINKAGE TO MINISTRY & GOVERNMENT GOALS	ACTUAL PERFORMANCE
Program renewal and development will support program excellence and achievement of strategic initiatives and plans and continuous quality initiatives.	1. Tools and processes for program review and renewal continue to be implemented with two pilots underway in 2020-2021.	Capacity, Access, Quality, Relevance, Efficiency	Achieved
	Initiatives: • Tools, processes and guidebooks in place and completed 5 level 3 pilots. • Also see initiatives for target 2.2.1.	Improved Service	
	2. Program review and renewal processes are internally assessed and aligned with Quality Assurance Process Audit (QAPA) requirements.		Achieved
	Initiatives: • In place, hosting QAPA site visit scheduled for Fall or Winter 2021.		

STRATEGIC PRIORITY 2.6

Improve the quality and efficiency of programs and services through data-driven decision-making.

PERFORMANCE MEASURE	TARGET & INITIATIVE	LINKAGE TO MINISTRY & GOVERNMENT GOALS	ACTUAL PERFORMANCE
A system (Aurora/Unit 4) continues to be developed to modernize the delivery of programs and services and support improved decision-making.	1. Continued development and implementation of the Unit 4 modules through Project Aurora: Finance, Human Resources and Students. This support involves resources, engagement, communication, and training.	Access, Quality, Relevance, Efficiency	Achieved
	Initiatives: <ul style="list-style-type: none"> • Finance and Human Resource modules implemented with training and support on-going. • Student module expected to be completed Fall 2021. 	Affordability, Improved Service	

Strategic Direction 3: Community Development

STRATEGIC PRIORITY 3.1

Build strategic partnerships that enhance the student learning experience and contribute to socioeconomic development in the communities we serve.

PERFORMANCE MEASURE	TARGET & INITIATIVE	LINKAGE TO MINISTRY & GOVERNMENT GOALS	ACTUAL PERFORMANCE
Strategic partnerships will enable further success of our graduates, our faculty and staff, and our community partners.	1. Implement new community-based experiential learning pilots for students increasing opportunity for Work Integrated Learning.	Capacity, Access, Quality, Relevance, Efficiency	Achieved
	Initiatives: <ul style="list-style-type: none"> • Completed 7 pilot WIL projects in 2020-2021 in several program and school areas (Business, Environment and Geomatics, Hospitality and Tourism, Nursing, University Arts and Sciences, School of the Arts, Health and Human Services.). • 57 student work integrated learning placements supported by the department of Applied Research and Innovation. • Developing 7 new pilot WIL proposals for 2021-2022. 	Affordability, Improved Service, Good Jobs & Sustainable Economy	
	2. Provide training and resources to support faculty and staff with partnership development processes.		
	Initiatives: <ul style="list-style-type: none"> • Partnered with three other PSIs to pilot and develop Core Skills: Facilities Maintenance micro-credential with Selkirk College as the lead – provided on-the-job training for Community Education and Workplace Training (CEWT) staff during this initiative. • External team program review tools and resources currently under development, with planned roll-out for Summer 2021. • Access to free CETABC virtual forum in May 2021 for all CEWT Coordinators, as an avenue to focus on developing strategic partnerships. • WIL HUB Handbook produced and learning event hosted through the Learning Region framework (with College of the Rockies and School Districts). 		

STRATEGIC PRIORITY 3.2

Strengthen relationships with regional First Nations and Métis governments, Indigenous community services providers, and Indigenous post-secondary partners to advance the educational goals of Indigenous communities.

PERFORMANCE MEASURE	TARGET & INITIATIVE	LINKAGE TO MINISTRY & GOVERNMENT GOALS	ACTUAL PERFORMANCE	
To achieve the Indigenization plan, annual operational planning projects will be prioritized.	1. Implement <i>Indigenization Plan</i> for Selkirk College and demonstrable initiation of action on plan objectives.	Capacity, Access, Quality, Relevance, Efficiency	Achieved	
	Initiatives: <ul style="list-style-type: none"> • See target 2.4.3 initiatives. • Delivery of Indigenous 100: Regional Perspectives on Language and Culture, blended online and in-person w/ broad community & college participation. • Delivered Truth and Justice Speaker Series offered as collaboration of Indigenous Services and Mir Centre for Peace, included Cindy Blackstock, Tanya Talaga, and Jesse Thistle, with books featured in the Readers for Racial Justice book club. • Delivered Anti-Racism and Intercultural Awareness conference held Fall 2020 featuring workshops and speakers focused on truth and reconciliation. 	Affordability, Improved Service, Good Jobs & Sustainable Economy		
	2. Implement two new partnership projects with Indigenous Nation partners, partner educational institutions, and/or community services partners.			
	Initiatives: <ul style="list-style-type: none"> • See initiatives for target 1.6.2. 			

STRATEGIC PRIORITY 3.3

Integrate applied research, innovation and entrepreneurship into educational programs to respond to an evolving labour market.

PERFORMANCE MEASURE	TARGET & INITIATIVE	LINKAGE TO MINISTRY & GOVERNMENT GOALS	ACTUAL PERFORMANCE
Applied research and innovation (ARI) initiatives will support achievement of learning, entrepreneurship, graduate outcomes, and workforce development.	1. Continue to increase faculty and student participation in Applied Research Initiatives (ARI), increased level of satisfaction with ARI initiatives from partner evaluation.	Capacity, Access, Quality, Relevance, Efficiency	Achieved
	Initiatives: <ul style="list-style-type: none"> • With a \$3.9 million contribution to Applied Research and Innovation: completed a total number of 97 project with 106 staff (including students) working on the projects. • Total number of jobs: 36 FTE (full time employment) 18 student jobs, 18 non-student jobs. • 42 Faculty contributed to applied research and innovation-focused Work Integrated Learning. • Worked with 84 industry, small business, non-profit, provincial and local government partners, with a value of partner contributions: \$330,000. • Offered 5 training with 243 participants and 5,014 training hours and an estimated FTE generation: 8.4 FTE. • \$490,000 of funding supported the purchase of specialized equipment and software. 	Affordability, Improved Service, Good Jobs & Sustainable Economy	

STRATEGIC PRIORITY 3.4

Collaborate with our community partners to ensure student experiences outside of the college and in the community are effective, inclusive and supportive.

PERFORMANCE MEASURE	TARGET & INITIATIVE	LINKAGE TO MINISTRY & GOVERNMENT GOALS	ACTUAL PERFORMANCE
Effective student experience in community-based projects.	1. Assess student experience in community-based projects.	Quality, Relevance, Efficiency, Improved Service	Achieved
	Initiatives: <ul style="list-style-type: none"> • Projects embed assessment of student experience. Examples follow: • Street nursing outreach project – collaboration between Selkirk College nursing students/faculty and community social service organizations. Providing street outreach services in Castlegar, Nelson, & Trail. • HCAP – partnership between Interior Health and Health Care Assistant (HCA) program. HCA students engage in work and study periods in community long term care facilities. • Development of a pre- and post- work integrated learning student survey guided by a literature review of best practices. Piloting the survey Summer 2021. 		

STRATEGIC PRIORITY 3.5

Support regional socioeconomic development through collaborative, innovation-driven projects that address shared challenges and opportunities.

PERFORMANCE MEASURE	TARGET & INITIATIVE	LINKAGE TO MINISTRY & GOVERNMENT GOALS	ACTUAL PERFORMANCE
Effective support from Applied Research with community COVID-19 recovery.	1. Activities and proposals target community COVID-19 recovery.	Capacity, Access, Quality, Relevance, Efficiency Affordability, Improved Service, Good Jobs & Sustainable Economy	Achieved
	Initiatives: <ul style="list-style-type: none"> • Development of Workforce training activities. Examples include: • Training related to Rural Homelessness and COVID-19 & the Impact of COVID-19 on Senior's Mental and Physical Health projects, both had outcomes to improve the wellness of these populations, • Province of BC funding in partnership with Regional Districts of Central Kootenay, Kootenay Boundary, and East Kootenay supported the development of economic development disaster planning in 8 College region communities pre- and during the pandemic. 		

Strategic Direction 4: Healthy Workplace

STRATEGIC PRIORITY 4.1

Improve employee orientation, inclusion, health and safety, and wellness programming.

PERFORMANCE MEASURE	TARGET & INITIATIVE	LINKAGE TO MINISTRY & GOVERNMENT GOALS	ACTUAL PERFORMANCE
Engagement and effective processes continue to improve the culture of the organization and support people during the COVID-19 pandemic.	1. Orientation programs for new employees and new to positions will be implemented and will reflect COVID-19 requirements. Initiatives: <ul style="list-style-type: none"> • New one on one quarterly orientation over the last year, with new employee and Human Resources team. • Updates made into the employee welcome email to support Covid-19 requirement protocols and working from home guidelines. 	Capacity, Access, Quality, Relevance, Efficiency Affordability, Improved Service, Good Jobs & Sustainable Economy	Achieved
	2. A plan to improve diversity and inclusion will be implemented to meet planned targets. This target will be supported by professionals. Initiatives: <ul style="list-style-type: none"> • Equity, Diversity and Inclusion (EDI) working groups completed consultation with reports provided to EDI Leadership committee's consideration and Advisory Committee's feedback. Working groups included Gender in Leadership, System Change, and Student Experience. • EDI training being delivered to Selkirk college community by training group. • Indigenous Education Developer will be added in fall 2021 to the Indigenous Services and Teaching and Learning Institute team to support Indigenization of curriculum and inclusive teaching practice. 		Achieved
	3. COVID-19 Recovery Plan includes initiatives to support safety. Initiatives: <ul style="list-style-type: none"> • Selkirk College Health and Safety coordinator a member of PSI Go Forward expert panel. • Developed and posted safety guidance, adhering to Public Health, AEST, and WorksafeBC requirements. • All program and service areas developed and successfully implemented Safe Work Procedures. • Campuses and centres maintained excellent safety standards supported by Health and Safety staff. 		Achieved

PERFORMANCE MEASURE	TARGET & INITIATIVE	LINKAGE TO MINISTRY & GOVERNMENT GOALS	ACTUAL PERFORMANCE
Engagement and effective processes continue to improve the culture of the organization and support people during the COVID-19 pandemic.	4. Create and implement a wellness online/hard copy news quarterly letter to highlight wellness programs. Available to the employees and students.	Capacity, Access, Quality, Relevance, Efficiency	Achieved
	Initiatives: <ul style="list-style-type: none"> Initiated a Health and Wellness committee and developed and shared websites, to showcase wellness initiatives and provide access to resources for staff and students. 	Affordability, Improved Service, Good Jobs & Sustainable Economy	

STRATEGIC PRIORITY 4.2

Develop improved plans and approaches to supporting Indigenization, diversity and inclusion in employee recruitment, career development, and leadership development.

PERFORMANCE MEASURE	TARGET & INITIATIVE	LINKAGE TO MINISTRY & GOVERNMENT GOALS	ACTUAL PERFORMANCE
Improved planning processes and plans will support engagement and employee development.	1. Prioritize and implement initiatives in the <i>Indigenization Plan</i> related to employees.	Capacity, Access, Quality, Relevance, Efficiency	Achieved
	Initiatives: <ul style="list-style-type: none"> Plan is prioritized and implemented. Initiatives articulated in targets 2.4.3, 3.2.1, 3.2.2, and TRC and UNDRIP table. 	Affordability, Improved Service, Good Jobs & Sustainable Economy	
	2. Career development planning tools developed; pilots implemented and aligned with articulated development plans.		Substantially Achieved
	Initiatives: <ul style="list-style-type: none"> BCGEU/ SCFA tools career development tools finalized. Reviewed and updated Exempt Evaluations Tool with development and career section. Reviewed 360 evaluation tool and input into new Survey tool- for leaders. 		
3. Support employees to participate in leadership training and conversations at Discovery Day; develop an internal diversity in leadership plan and program.			Achieved
Initiatives: <ul style="list-style-type: none"> Supported several School Chairs, Deans, Directors, Managers annually with leadership training opportunities. Women in Leadership Discovery Day Winter 2021 session presented by leading scholar. Discovery day was successfully reimagined to support ongoing development for employees utilizing online platforms. 			

PERFORMANCE MEASURE	TARGET & INITIATIVE	LINKAGE TO MINISTRY & GOVERNMENT GOALS	ACTUAL PERFORMANCE
Improved planning processes and plans will support engagement and employee development.	4. Complete a review of the recruitment process for barriers to diversity and inclusion and commence research and implementation of targeted recruitment strategy for identified areas.	Capacity, Access, Quality, Relevance, Efficiency Affordability, Improved Service, Good Jobs & Sustainable Economy	Achieved
	Initiatives: <ul style="list-style-type: none"> • Full review of 2019 orientation implementation of changes, as well as virtual orientation prepared and launched 2020-2021. • Follow up one on one session with new employee and Human Resources group, as part of effective onboarding. • Equity Diversity and Inclusion (EDI) Systemic Group, identified the requirement for a dedicated employee recruitment group, to look at credentials, inclusive hiring, and strategy as sub task group of EDI. 		

STRATEGIC PRIORITY 4.3

Expand performance monitoring and related improvement processes for career fulfilment, professional growth, retention and succession planning for employees.

PERFORMANCE MEASURE	TARGET & INITIATIVE	LINKAGE TO MINISTRY & GOVERNMENT GOALS	ACTUAL PERFORMANCE
Support employees for career planning and development.	1. Implement the post ratification stage of the three three-year collective agreements and through the process increase collaborative culture and labour strategy.	Quality, Relevance, Efficiency Good Jobs, Sustainable Economy	Achieved
	Initiatives: <ul style="list-style-type: none"> • Have implemented post ratification stage for all three collective agreements and maintaining joint labour management, Joint Occupational Health and Safety and other collaborative processes. • Updated Exempt Agreement. 		

STRATEGIC PRIORITY 4.4

Enhance programming for employee training and development, sharing of best practices, and professional development for faculty and staff.

PERFORMANCE MEASURE	TARGET & INITIATIVE	LINKAGE TO MINISTRY & GOVERNMENT GOALS	ACTUAL PERFORMANCE
Training and professional development opportunities will continue to improve to support employees and to achieve strategic initiatives.	1. Education Division to provide support to employees to participate in advanced leadership training.	Quality, Relevance, Efficiency Improved Service, Good Jobs, Sustainable Economy	Achieved
	Initiatives: <ul style="list-style-type: none"> • Several School Chairs, 2 Deans, 1 Director undertook leadership training (CICan Chair Academy or other). • Promoted Selkirk College's in-house Leadership training program through CEWT to all employees. 		

PERFORMANCE MEASURE	TARGET & INITIATIVE	LINKAGE TO MINISTRY & GOVERNMENT GOALS	ACTUAL PERFORMANCE
Training and professional development opportunities will continue to improve to support employees and to achieve strategic initiatives.	2. Encourage and support professional development of our staff through existing effective use of evaluations systems and programs. Initiatives: <ul style="list-style-type: none"> • Evaluation system in place for all union groups and exempt employees. • All exempt employees evaluated annually where PD opportunities can be identified. 	Quality, Relevance, Efficiency Improved Service, Good Jobs, Sustainable Economy	Achieved
	3. Continue to deliver appropriate and timely training to support effective implementation of Project Aurora. Initiatives: <ul style="list-style-type: none"> • Training on-going for Project Aurora implementation. • Delivered Microsoft Outlook training to employees. 		Achieved

STRATEGIC PRIORITY 4.5

Diversify and improve communication, and employee engagement processes.

PERFORMANCE MEASURE	TARGET & INITIATIVE	LINKAGE TO MINISTRY & GOVERNMENT GOALS	ACTUAL PERFORMANCE
Improved communications and employee engagement processes will support collaboration and achievement of the strategic plan.	1. Facilitate a comprehensive employee engagement survey in 2020-21. Initiatives: <ul style="list-style-type: none"> • A student engagement and an EDI survey were completed. • Employee survey developed and will be launched in fall 2021. 	Quality, Relevance, Efficiency Improved Service, Good Jobs, Sustainable Economy	Achieved



Strategic Direction 5: Modernization of Facilities, Technology and Operations

STRATEGIC PRIORITY 5.1

Renew and utilize the *Campus Master Plan* for Selkirk College to reflect the strategic directions envisioned for the facilities, both owned and leased, at the College.

PERFORMANCE MEASURE	TARGET & INITIATIVE	LINKAGE TO MINISTRY & GOVERNMENT GOALS	ACTUAL PERFORMANCE
Effective engagement and review lead to a successful <i>Campus Master Plan</i>.	1. <i>Campus Master Plan</i> is completed and provides key direction to priorities, proposals, and business cases.	Access, Quality, Relevance, Efficiency	Achieved
	Initiatives: <ul style="list-style-type: none"> • <i>Campus Master Plan</i> completed and is being implemented and supporting 5-year capital and business cases. 		

STRATEGIC PRIORITY 5.2

Ensure the efficient operation and effective use of the existing facilities and continue to modernize our infrastructure and make investments in technology, connectivity, facilities, welcoming spaces, learning commons spaces and capital equipment.

PERFORMANCE MEASURE	TARGET & INITIATIVE	LINKAGE TO MINISTRY & GOVERNMENT GOALS	ACTUAL PERFORMANCE
Prioritize small and large capital projects to align with the <i>Campus Master Plan</i> and maintenance priorities. Utilize the Facilities Committee procedures to determine project priorities. Focus also on COVID-19 adjustments.	1. Complete high priority projects and use project resources effectively.	Access, Quality, Relevance, Efficiency	Achieved
	Initiatives: <ul style="list-style-type: none"> • Multiple projects completed and future planning in place for 2021 and 2022 including the renewal of the Lardeau wing and updating of the physics lab on the Castlegar Campus. 		
	2. Support facilities adjustments across campuses and centres to mitigate risk of infection from COVID-19.	Affordability, Improved Service	Achieved
Initiatives: <ul style="list-style-type: none"> • Selkirk College continued to monitor the evolving situation with COVID-19 and adapted its cleaning regimes, infection control procedures, exposure control plan and rapidly evolving PHO guidance into its day-to-day operations and communications with employees and students. 			

STRATEGIC PRIORITY 5.3

Modernize finance, human resources and student records, and education technology and online delivery systems, plans and processes to improve efficiency, effectiveness, measurement and reporting, and accountability; including the completion and effective implementation of Project Aurora.

PERFORMANCE MEASURE	TARGET & INITIATIVE	LINKAGE TO MINISTRY & GOVERNMENT GOALS	ACTUAL PERFORMANCE
Development and implementation of the Enterprise Resource Planning (Project Aurora) developments will be designed to modernize and meet the needs of the institution.	1. Complete launch of finance module, human resources and student modules.	Quality, Relevance, Efficiency,	Substantially Achieved
	Initiatives: <ul style="list-style-type: none"> • Finance and Human Resource modules implemented with training and support on-going. • Student module expected to be completed Fall 2021 	Improved Service	

STRATEGIC PRIORITY 5.4

Further reduce the College's carbon emissions and waste production and invest in new approaches and technologies to model and contribute to climate change mitigation.

PERFORMANCE MEASURE	TARGET & INITIATIVE	LINKAGE TO MINISTRY & GOVERNMENT GOALS	ACTUAL PERFORMANCE
Through prioritization with the Sustainability Committee, continue to reduce the College's carbon emissions by implementing of energy efficient technologies including fuel switching and solar energy demonstration/ production systems.	1. Continued reduction in college's carbon emissions and reduced environmental impact; implementation of the <i>Sustainability Plan</i> ; support key sustainability initiatives	Quality, Relevance, Efficiency	Achieved
	Initiatives: <ul style="list-style-type: none"> • Selkirk College continues to promote and operationalize the reduction of GHG emissions, this includes a recent biomass boiler project at the Silver King campus which is expected to come into full operation by Fall 2021. • In 2015, all 193 member-states of the United Nations signed onto the Sustainable Development Goals (SDGs) which is a universal call to action to end poverty, protect the planet and ensure all people can enjoy peace and prosperity by 2030. As the effort moves into its push for a decade of action, Selkirk College is one of the first Canadian post-secondary institutions to sign onto the SDG Accord for the world's colleges and universities. 	Affordability, Improved Service	

Mandate Letter: 2020/21 Priorities

The following initiatives are linked to the priorities outlined in the annual Ministry Mandate letter provided to the institution for 2020-2021.

MANDATE PRIORITY 1

Support lasting reconciliation with Indigenous peoples, through initiatives that increase the participation and success of Indigenous learners and implementation of the education-related Calls to Action of the Truth and Reconciliation Commission.

INITIATIVE	PROGRESS	INITIATIVE DETAILS
See summary initiatives in Implementation of the TRC's Calls to Action and UN Declaration on the Rights of Indigenous Peoples, page 54.	Implemented	As described.
Initiate Indigenous Education Council First meetings planned for Summer/Fall 2020. Committee will advise Indigenous sub-committee.	In progress	Committee members to be selected by Nations in our renewed memorandum of understanding agreements.
Enrolment Initiatives.	In progress	Collaborated with Indigenous Nation Partner to support their submission of educational proposal with results of proposal Summer 2020. Still looking at future program commencement. Implement initiatives to support Indigenous students during COVID-19.

MANDATE PRIORITY 2

Contribute to an accessible and relevant post-secondary system by:

- Implementing initiatives to increase participation and success of students, including vulnerable and underrepresented groups, and promoting gender parity.
- Ensuring student safety and inclusion.
- Enhancing system innovation through participating in a post-secondary digital system strategy, including delivery of Education Planner and other digital learning activities and initiatives.
- Providing programming that meets local, regional or provincial labour market and economic needs.
- Working with the Ministry to implement a student-centred international education framework that supports the success of domestic and international students.

INITIATIVE	PROGRESS	INITIATIVE DETAILS
Develop and implement Safe Workplace Procedures for in-person activities on campus during COVID-19 pandemic.	Implemented	Detailed safe work procedures and plans implemented to ensure student, employee and community activities in all campuses, centres, classrooms, labs meet COVID-19 Ministry and Worksafe BC guidelines and Ministry and Public Health Office requirements.

INITIATIVE	PROGRESS	INITIATIVE DETAILS
Initiatives to reduce barriers for vulnerable students.	Implemented	<p>Marketing and Communications initiatives provided a range of information to help students in making program choice and building awareness for supports offered at Selkirk College.</p> <p>Youth in Care students supported in transition and assisted by Student Services personnel (5-7, the same as 2019-2020) to create a transition plan.</p> <p>Strategies implemented to support Indigenous and other students who require technology support (connectivity and laptops) to engage online even during enrolment. Indigenous student counsellor position is supported. Have designated staff in Indigenous Services, Financial Aid, Student Access and Support, and Healthy Campus to support vulnerable and under-represented students – all serve to support Campus navigation. (see TRC and UNDRIP table)</p>
Student mental health initiative.	Implemented	<p>Developed web resources and issued a communication plan to share student mental health information and implemented service adjustments and additions to support students during the COVID-19 pandemic.</p>
Youth In Care tuition support.	Implemented	<p>The college currently supports between 5-7 Youth In Care students with tuition waivers. Additional awareness building initiatives in place, linked to Youth In Care awareness week.</p>
Gender parity and survey participation.	Implemented	<p>Initiating conversation and delivered workshops on equity diversity and inclusion.</p> <p>Working to make spaces gender neutral e.g., gender neutral bathrooms and change rooms, adjustments to housing, and participating in Sexual Violence and Misconduct Survey development.</p> <p>Offering workshops in Bystander, Sex and Consent and Sex Positive, and Healthy Relationships. The Director sits on two provincial committees and contributed to the Sexual Violence Forum hosted by BC Campus and 8 other schools.</p>
Digital strategy.	Implemented	<p>Developing an <i>Education Technology Plan</i>. Some projects include work with local organizations on a regional broadband initiative, developed and delivering innovative programs that build digital outcomes for students, upgrading our enterprise finance, Human Resources and student records systems, and supporting the shift to more online and remote learning with technology and training.</p>
Expanded programming to meet local, regional or provincial needs.	Implemented	<p>Commenced two new programs in 2019/20 (Web Applications, Office Technology) and commenced a third in 2020-21 (Digital Fabrication and Design); Successful start-up of Technology Access Centre with embedded student internships, courses and training, and industry projects.</p>
	Implemented	<p>Partnered with Interior Health on the Health Career Access Program (HCAP) which provides a path for individuals to receive Health Care Assistant training as part of their employment. Move upgrading courses online to improve accessibility for local population unable to attend previously due to income, geography, work or childcare schedules.</p>
	In progress	<p>Planning for future ideas on-going. Post-pilot assessment underway of Core Skills: Refrigeration Occupations and Core Skills: Facilities Maintenance micro-credentials for future delivery plans.</p>
Work with AEST on international strategy.	In Progress	<p>Manager of Selkirk International part of the working group and also participates in heads of international. Selkirk College has a <i>Internationalization Plan</i> in place that includes success of domestic and international students.</p>

MANDATE LETTER: 2020/21 PRIORITIES

MANDATE PRIORITY 3

Develop and recognize flexible learning pathways for students to access post-secondary education and skills training including:

- Actively engaging with your local school districts to expand dual credit opportunities for students.
- Supporting lifelong learning pathways across the public post-secondary system; and
- Advancing and supporting open learning resources.

INITIATIVE	PROGRESS	INITIATIVE DETAILS
Provide Zoom offerings of Learning in Retirement (LiR) sessions.	Implemented	Due to COVID-19, looking to offer LiR sessions through Zoom to continue to encourage lifelong learning and safety.
K-12 Admission criteria updated in use for 2020/21. Supports for K-12 to post-secondary transition.	Implemented	New K-12 admission criteria inform entrance to Selkirk College programs. Improved transfer information for new K-12 courses and supportive initiatives with counselors, instructional staff and administration.
College-wide initiative to increase use of Open Education Resources.	Implemented In progress Implemented	Several program and courses used Open Education Resources (OER) in 2020-2021 including texts, and other resources. Other initiatives included renewal of our text book ordering process to simplify use of open source materials, and collaborated with College of the Rockies to offer training and information for faculty to switch to open education resources. Expanding number of programs and courses adopting OER into 2021-2022. Offered Understanding Racism as an open online 8-week, non-credit course. Pilot to be shared through BC Campus.
Dual credit expansion.	Implemented In progress	The College has expanded dual credit to Health Care Assistant programming. Developing dual credit partnerships with School Districts to offer human service programming including Early Childhood Care and Education and Educational Assistant and Community Support Worker.

MANDATE PRIORITY 4

Strengthen workforce connections for student and worker transitions by:

- Aligning programming with high opportunity and priority occupations (such as trades, technology, early childhood educators and health);
- Increasing co-op and work-integrated learning opportunities;
- Responding to the reskilling needs of British Columbians to support employment and career transitions; and
- Supporting students' awareness of career planning resources (such as the Labour Market Outlook).

INITIATIVE	PROGRESS	INITIATIVE DETAILS
Conduct preliminary assessment of two postgraduate technology programs in data analytics and web/mobile app development.	In progress	Conducting market assessment and feasibility for data analytics program. Submitted ESDC proposal Winter 2021 including data analytics and other technology training.
Continue to develop Joint Problem-based Labour Market training program.	Implemented	If funding is approved (on hold because of COVID-19), then deliver introduction to forestry sector experiential training focusing on year-round employment: firefighting, fuel management, intro surveying November 2020-March 2021.

INITIATIVE	PROGRESS	INITIATIVE DETAILS
Implement Digital Fabrication & Design diploma program.	Implemented	Commenced delivery in 2020-2021 to meet innovative technology workforce needs in the region.
Develop Part-time online bookkeeping credential.	Implemented	Based on results from first year pilot of the Office Technology Program.
Increased training and enrolment.	Implemented	Selkirk College commenced two technology programs in 2019-2020 - Web Applications and Office Technology and will commence a third, Digital Fabrication and Design in 2020-2021. Have expanded seats in many programs to respond to opportunity in high demand occupations including Health Care Assistant, Early Childhood Care, Educational Assistant and Community Support Worker, Business, Environment programs, Engineering, and Hospitality & Tourism. Trades programming continued in all areas with reduced capacity due to COVID-19 restrictions.
Increased student co-op and WIL opportunities.	Implemented	Selkirk College has successfully launched two AEST funded WIL initiatives, expanded Co-op in University Arts and Sciences and Arts programming, successfully launching Mitacs funded projects, and a broad array of co-op, student internships and WIL related to ongoing social science and technology-based research.
Employment transition supports.	Implemented and In progress	Several WIL and co-op initiatives, forestry worker skills training initiative (Implemented – Entry Level Forest Worker program in partnership with BCFSC completed Fall 2021), and online course development and delivery to improve access to academic upgrading and development courses.
Career planning resources.	Implemented	Expanded Career Counseling services provided Student Access and Support; expansion of job preparation, job hunting and job access through Co-op Education and Employment Services.



2021/22 to 2023/24 Ministry Accountability Framework Performance Targets

PERFORMANCE MEASURE ¹	TARGET 2021/22	TARGET 2022/23	TARGET 2023/24
STUDENT SPACES²			
Total student spaces	2,412	2,352	2,352
Nursing and other allied health programs	200		
Developmental programs - Tuition Compensation Eligible	322		
DOMESTIC³ CREDENTIALS AWARDED			
Number	565	TBD	TBD
STUDENT OUTCOMES			
Student satisfaction with education	≥ 90%		
Student assessment of the quality of instruction			
Student assessment of usefulness of knowledge and skills in performing job			
Students' assessment of skill development (average %)	≥ 85%		
Unemployment rate	≤ unemployment rate of the population aged 18-29 with high school credentials or less		

TBD – For measures where results are still to be received, the fields have been labeled as “To Be Determined”

1. Please consult the 2020/21 Standards Manual for a current description of each measure.

2. FTE Student Enrolment Targets at June 1, 2021

3. Credentials awarded to international students are excluded, except for those awarded to international graduate students at research intensive universities. Credentials awarded by other agencies, such as the ITA, are excluded. The institution-specific credential target is based on the average number of credentials awarded by an institution in the last three years and the year over year change in FTEs. See 2020/21 Standards Manual for details.



2021/22 Institutional Goals, Measures & Targets

Strategic Direction 1: Learner Success

STRATEGIC PRIORITY 1.1

Enable transitions to the workforce by providing students with experiential and work integrated learning, co-op education and internships, student academic support, and employment transitions programming.

PERFORMANCE MEASURE	TARGET	LINKAGE TO MINISTRY & GOVERNMENT GOALS
Continue to advance applied learning and Work Integrated Learning (WIL).	<ol style="list-style-type: none"> In 2021-2022 Selkirk College will continue to implement a college-wide framework for experiential and Work Integrated Learning (WIL) that aligns and links with program requirements, Co-op Education and Employment Services (CEES) and student internships, student academic support, and employment transitions programming, and expand partnerships. Applied Research and Innovation (ARI) projects will continue to support co-op and internship placements with work term placement and position funding from funders (e.g., NSERC, Innovate BC, Mitacs). 	<p>Capacity, Access, Quality, Relevance, Efficiency</p> <p>Affordability, Improved Service, Good Jobs & Sustainable Economy</p>

STRATEGIC PRIORITY 1.2

Expand educational pathways by increasing the number and quality of transfer and articulation agreements, educational partnerships with regional school districts, and study abroad opportunities with other post-secondary institutions in specific program areas.

PERFORMANCE MEASURE	TARGET	LINKAGE TO MINISTRY & GOVERNMENT GOALS
Continue to expand and increase educational pathways for students.	<ol style="list-style-type: none"> Continue to update and expand with 3 new or renewed articulation agreements, updates to BCCAT, and improve student awareness of articulation agreements within program areas. Continue to develop and improve dual credit initiatives within the School of Industry and Trades Training, and programs including Health Care Assistant (HCA) and Educational Assistant and Community Support Worker (EACSW) programs. Look to renew study abroad opportunities for students in 2022 with the development of 1-2 MOUs with partners. 	<p>Capacity, Access, Quality, Relevance, Efficiency</p> <p>Affordability, Improved Service</p>

STRATEGIC PRIORITY 1.3

Improve recruitment, retention, completion and related supports for all students and students facing barriers to access, including: Indigenous learners, international learners, learners with disabilities, elder learners and others.

PERFORMANCE MEASURE	TARGET	LINKAGE TO MINISTRY & GOVERNMENT GOALS
Continue and expand targeted program and college-wide initiatives to improve student enrolment and retention through the recovery from the COVID-19 pandemic.	<ol style="list-style-type: none"> 1. Improve and implement program and service design related to post pandemic recovery that focus on reducing barriers and lead to improved access, enrolment, retention, or completion for students facing barriers. 2. Design recruitment strategies to address enrolment challenges and opportunities for all students, developing specific post-pandemic responses, communicating effectively with students. Specific focus on meeting workplace outcome, transfer, accessibility, recruitment, and retention 3. Continue to develop student retention strategies and planning for a student retention framework. 4. Commence a multiyear redevelopment of the college website with a student recruitment focus. 	<p>Capacity, Access, Quality, Relevance, Efficiency</p> <p>Affordability, Improved Service</p>

STRATEGIC PRIORITY 1.4

Develop a consistent relationship-focused student service standard across all campuses and learning centres.

PERFORMANCE MEASURE	TARGET	LINKAGE TO MINISTRY & GOVERNMENT GOALS
Student services will continue to expand and improve with service standards and consistent and targeted initiatives.	<ol style="list-style-type: none"> 1. Student services will continue to define service standards. 2. Athletics and Recreation and Campus Life will complete a 3–5-year business plan to increase access and diversify programming for students. 3. Pilot a hybrid (in-person and online) student service model. 	<p>Access, Quality, Relevance, Efficiency</p> <p>Improved Service</p>

STRATEGIC PRIORITY 1.5

Enhance student health and wellness programming and supports.

PERFORMANCE MEASURE	TARGET	LINKAGE TO MINISTRY & GOVERNMENT GOALS
Learning environments will continue to be built upon a Healthy Campus framework that supports the whole student as we renew from the COVID-19 pandemic.	<ol style="list-style-type: none"> 1. Continue to embed Equity Diversity and Inclusion (EDI) principles into Healthy Campus and Student Ambassador initiatives 2. Developing new programming and awareness initiatives specific to suicide prevention. For example: podcasts, mini video series, offering safe talk start to employees. 	<p>Access, Quality, Relevance, Efficiency</p> <p>Improved Service</p>

STRATEGIC PRIORITY 1.6

Expand offerings in priority program areas: technology and digital applications, skills development and workplace training for in-demand occupations, and cohort-based programs that are in key sectors of need in the labour market forecast and that are regionally relevant.

PERFORMANCE MEASURE	TARGET	LINKAGE TO MINISTRY & GOVERNMENT GOALS
<p>Expand existing program delivery to meet in-demand needs that have regional significance.</p>	<ol style="list-style-type: none"> 1. Commence the first delivery of year 2 of Digital Fabrication and Design Program (DFAB). 2. Increase seats in high demand programs areas in Health Care Assistant (HCA and HCA-PP), Early Childhood Care and Education, Rural Pre-Medicine and throughout the School of Hospitality and Tourism. 3. Offer additional workforce training opportunities in high demand areas including advanced manufacturing. 	<p>Capacity, Access, Quality, Relevance, Efficiency</p> <p>Affordability, Improved Service, Good Jobs & Sustainable Economy</p>



Strategic Direction 2: Excellence in Education

STRATEGIC PRIORITY 2.1

Expand access to learning through improved scheduling of offerings, increased availability of blended and online delivery, and increased program availability throughout the region.

PERFORMANCE MEASURE	TARGET	LINKAGE TO MINISTRY & GOVERNMENT GOALS
Support programming continuity, quality, availability and renewal during the shift out of the COVID-19 pandemic to meet key access and flexibility goals.	<ol style="list-style-type: none"> 1. Support a return to in-person programming and instruction to meet student needs, across a wide range of programming. 2. Design program delivery with improved scheduling, more hybrid delivery options with targeted programs offering on-line learning. 3. Offer each upgrading course (Adult Basic Education) in remote format, along with a complement of in-person course offerings to meet students' access and support needs. 	<p>Capacity, Access, Quality, Relevance, Efficiency</p> <p>Affordability, Improved Service, Good Jobs & Sustainable Economy</p>

STRATEGIC PRIORITY 2.2

Advance innovations in teaching and learning through the achievement of institutional level learning outcomes, targeted professional development in the areas of educational technologies, Indigenous ways of knowing, innovative curriculum development, experiential learning, strategic partnerships, and intercultural teaching strategies.

PERFORMANCE MEASURE	TARGET	LINKAGE TO MINISTRY & GOVERNMENT GOALS
Continue to expand support for teaching and learning excellence through targeted support.	<ol style="list-style-type: none"> 1. Provide ongoing professional development opportunities through the Teaching and Learning Institute (TLI) – focus on educational technologies, innovative curriculum development, experiential learning, strategic partnerships, and intercultural teaching strategies. These initiatives will be supported through increased Education Developer positions. 2. Hire an Indigenous Education Developer and additional E-learning support. 3. Continue to stimulate and support instructional innovations through funded initiatives related to online and hybrid learning, education technology, and Work Integrated Learning. 4. Continue supporting instructional staff to bring in Indigenous guest speakers and access Elders to come into classrooms to provide traditional practice and teachings when relevant and appropriate. 	<p>Capacity, Access, Quality, Relevance, Efficiency</p> <p>Affordability, Improved Service, Good Jobs & Sustainable Economy</p>
Complete and begin to implement the Education Plan.	<ol style="list-style-type: none"> 1. Renew <i>Education Plan</i>, completing and implementing during the 2021-2022 academic year. 	<p>Capacity, Access, Quality, Relevance, Efficiency</p> <p>Affordability, Improved Service, Good Jobs & Sustainable Economy</p>

STRATEGIC PRIORITY 2.3

Renew and implement strategic enrolment plans.

PERFORMANCE MEASURE	TARGET	LINKAGE TO MINISTRY & GOVERNMENT GOALS
Maintain program enrolment planning and complete and implement <i>Strategic Enrolment Plan</i> for the college.	<ol style="list-style-type: none"> 1. Complete program enrolment plans. 2. Finalize renewal and implement the college's <i>Strategic Enrolment Plan</i> to align with the new <i>Strategic Plan</i>, <i>Education Plan</i> and other key plans. 	<p>Capacity, Access, Quality, Relevance, Efficiency</p> <p>Affordability, Improved Service, Good Jobs & Sustainable Economy</p>

STRATEGIC PRIORITY 2.4

Renew specific plans for Education, Indigenization, International, Student Life and Campus Services, Advancement, Marketing, and Educational Technology.

PERFORMANCE MEASURE	TARGET	LINKAGE TO MINISTRY & GOVERNMENT GOALS
Complete and implement key educational plans that support achievement of the college's <i>Strategic Plan</i>.	<ol style="list-style-type: none"> 1. Complete the development of an <i>Education Plan</i>, <i>Strategic Enrolment Plan</i>, <i>Applied Research and Innovation</i> and <i>Education Technology Plan</i> during the 2021-22 academic year. 2. Implementation of <i>Indigenization Plan</i> to: support relevant and respectful learning spaces, continue to engage and build relationships with Nation partners and Indigenous organizations and colleges, facilitate and support staff cultural competency, and increase Indigenous staff and faculty. 	<p>Capacity, Access, Quality, Relevance, Efficiency</p> <p>Improved Service</p>
Continue to develop tools and a framework to align and link plans, to monitor, evaluate and report plan outcomes, and to update plans.	<ol style="list-style-type: none"> 1. Continue renewal of academic and governance policies. 2. Support effective integration of new curriculum planning software (SmartCatalog, and student management system)Unit 4 Student Module) with academic policy and governance. 	<p>Capacity, Access, Quality, Relevance, Efficiency</p> <p>Improved Service</p>

STRATEGIC PRIORITY 2.5

Support program renewal and development through policy and curriculum process improvements such as the Quality Assurance Process Audit (QAPA), alignment with accreditation, articulation and reporting requirements, student service improvements, and capacity building tools and training.

PERFORMANCE MEASURE	TARGET	LINKAGE TO MINISTRY & GOVERNMENT GOALS
Program renewal and development will support program excellence and achievement of strategic initiatives and plans and continuous quality initiatives.	<ol style="list-style-type: none"> 1. Complete 12-16 Level 3 program reviews in 2021-2022 using new Level 3 program review template. 2. Submit Quality Assurance Process Audit Self-Study report and complete site visit. 3. Review data points such as Program Accountability and Sustainability Report and Student Engagement Survey that contribute to program reviews. 4. Work with Indigenization Standing Committee to indigenize Level 3 program review with an Indigenous perspective and lens. 	<p>Capacity, Access, Quality, Relevance, Efficiency</p> <p>Improved Service</p>

STRATEGIC PRIORITY 2.6

Improve the quality and efficiency of programs and services through data-driven decision-making.

PERFORMANCE MEASURE	TARGET	LINKAGE TO MINISTRY & GOVERNMENT GOALS
Continue to expand and implement enterprise system (Project Aurora)	1. Continue to Implement Finance and Human Resource modules. Complete Student module.	Access, Quality, Relevance, Efficiency
	2. Complete a set of employee and student metric dashboard for equity, diversity and inclusion.	Affordability, Improved Service
	3. Integrate student records system (Unit 4/ Project Aurpra) report/metrics into program planning and timely data-based decision making.	
	4. Benchmark Board metrics and provide regular updates.	

Strategic Direction 3: Community Development

STRATEGIC PRIORITY 3.1

Build strategic partnerships that enhance the student learning experience and contribute to socioeconomic development in the communities we serve.

PERFORMANCE MEASURE	TARGET	LINKAGE TO MINISTRY & GOVERNMENT GOALS
Continue to develop strategic partnerships to enable success of graduates, alumni, employees, and our community partners with targeted initiatives.	1. Implement round 2 community-based experiential learning pilots for students increasing opportunity for Work Integrated Learning (WIL).	Capacity, Access, Quality, Relevance, Efficiency
	2. Implement projects in program, department and service areas.	Improved Service, Good Jobs & Sustainable Economy

STRATEGIC PRIORITY 3.2

Strengthen relationships with regional First Nations and Métis governments, Indigenous community services providers, and Indigenous post-secondary partners to advance the educational goals of Indigenous communities.

PERFORMANCE MEASURE	TARGET	LINKAGE TO MINISTRY & GOVERNMENT GOALS
Continue to prioritize actions and projects in the <i>Indigenization Plan</i>, with annual operational planning.	1. Pending Regional Indigenous Partner confirmed need, deliver co-developed Environmental Technician Associate Certificate.	Capacity, Access, Quality, Relevance, Efficiency
	2. Indigenous Services and the School of University Arts and Sciences will begin development of an Indigenous Studies program.	Improved Service, Good Jobs & Sustainable Economy
	3. Indigenous Services and the Mir Centre for Peace will renew the Truth and Justice speaker series and Readers for Racial Justice book club.	
	4. Indigenous Services and the school of Industry and Trades training to continue dialogue with Metis Nation of BC on trades programming opportunities for Metis citizens as stand-alone cohorts and/or priority seating.	
	5. Indigenous Services and Community Education and Workplace Training will explore ways to meet community requests for cultural competency and sensitivity training.	

STRATEGIC PRIORITY 3.3

Integrate applied research, innovation and entrepreneurship into educational programs to respond to an evolving labour market.

PERFORMANCE MEASURE	TARGET	LINKAGE TO MINISTRY & GOVERNMENT GOALS
Applied Research and Innovation (ARI) initiatives will continue to support achievement of learning, entrepreneurship, graduate outcomes, and workforce development.	<ol style="list-style-type: none"> 1. Continue to prioritize employee and student participation in Applied Research and Innovation (ARI) initiatives, and increased level of satisfaction with ARI initiatives from partner evaluation. 2. ARI will provide targeted training and collaborate with Community Education and Workforce Training with targeted activities. 3. Continue to innovate with WIL, Co-op, student internships and Mitacs related student learning opportunities. 	<p>Quality, Relevance, Efficiency</p> <p>Improved Service, Good Jobs & Sustainable Economy</p>

STRATEGIC PRIORITY 3.4

Collaborate with our community partners to ensure student experiences outside of the college and in the community are effective, inclusive and supportive.

PERFORMANCE MEASURE	TARGET	LINKAGE TO MINISTRY & GOVERNMENT GOALS
Continue to support effective student experiences in community-based projects.	<ol style="list-style-type: none"> 1. Various programs, Applied Research and Innovation and Co-op Education and Employment Services to continue to support student participation in WIL and other experiential opportunities in the community. 2. Mir Centre for Peach to host community conversations in support of anti-racist and inclusivity learning, supported further by Speaker Series and book club. 	<p>Quality, Relevance, Efficiency</p> <p>Improved Service, Good Jobs & Sustainable Economy</p>
Indigenous Services will work collaboratively with Indigenous peoples and communities.	<ol style="list-style-type: none"> 1. Reciprocal Indigenization support with organizations to Indigenize organization procedures and practice when working with Indigenous Peoples across the region. 2. Work on key initiatives, proposals and activities with Indigenous organizations and communities and Nations. 	<p>Quality, Relevance, Efficiency</p> <p>Improved Service, Good Jobs & Sustainable Economy</p>

STRATEGIC PRIORITY 3.5

Support regional socioeconomic development through collaborative, innovation-driven projects that address shared challenges and opportunities.

PERFORMANCE MEASURE	TARGET	LINKAGE TO MINISTRY & GOVERNMENT GOALS
Continue collaborative work with the communities across the region to support socioeconomic development.	<ol style="list-style-type: none"> 1. Pilot 1-2 technology focused workplace training sessions to address regional workforce needs. 2. Continue to implement the Selkirk Technology Access Center (STAC) to support community innovation. 3. Continue to implement other key Applied Research and Innovation (ARI) initiatives with community partners. 4. Implement key program-specific initiatives with the communities. 	<p>Capacity, Access, Quality, Relevance, Efficiency</p> <p>Affordability, Improved Service, Good Jobs & Sustainable Economy</p>

Strategic Direction 4: Community Development

STRATEGIC PRIORITY 4.1

Improve employee orientation, inclusion, health and safety, and wellness programming.

PERFORMANCE MEASURE	TARGET	LINKAGE TO MINISTRY & GOVERNMENT GOALS
Engagement and effective processes continue to improve the culture of the organization and support people.	1. New EDI Leadership Committee and Advisory Committee review recent 18-month action plan reports and identify 1-3 priorities for implementation.	Quality, Relevance, Efficiency
	2. Continue to communicate and host Discovery Day for employees offering activities, guest speakers, trainings and events through the winter semester. Season of Discovery Model.	Improved Service, Good Jobs & Sustainable Economy

STRATEGIC PRIORITY 4.2

Develop improved plans and approaches to supporting Indigenization, diversity and inclusion in employee recruitment, career development, and leadership development.

PERFORMANCE MEASURE	TARGET	LINKAGE TO MINISTRY & GOVERNMENT GOALS
Continued improved planning processes and plans will support engagement and employee development.	1. New EDI Leadership Committee and Advisory Committee review recent 18-month action plan reports and identify and guide the recruitment and selection process within the College that is required to support an inclusive workforce.	Quality, Relevance, Efficiency
	2. Continue phase 2 of EDI Advisory and Leadership Committees to identify further on-going actions and a planning and execution of for systemic change initiatives.	Improved Service, Good Jobs & Sustainable Economy
	3. Explore and implement ways of including Indigenous competencies in job descriptions and developing Indigenous specific positions across the institution.	
	4. Implement <i>Education, Education Technology, and Applied Research</i> plans and continue implementation of <i>Indigenization Plan</i> focus areas that support engagement.	

STRATEGIC PRIORITY 4.3

Expand performance monitoring and related improvement processes for career fulfilment, professional growth, retention and succession planning for employees.

PERFORMANCE MEASURE	TARGET	LINKAGE TO MINISTRY & GOVERNMENT GOALS
Continue to support employees for career planning and development	1. Commence research on the question of "Career Planning and development" systems within Post Secondary and development recommendations.	Quality, Relevance, Efficiency
	2. Develop an informal mentorship program, that supports professional and career development.	Improved Service, Good Jobs & Sustainable Economy

STRATEGIC PRIORITY 4.4

Enhance programming for employee training and development, sharing of best practices, and professional development for faculty and staff.

PERFORMANCE MEASURE	TARGET	LINKAGE TO MINISTRY & GOVERNMENT GOALS
Continue with additional training and professional development opportunities and continue to improve to support employees to achieve strategic initiatives.	1. Broaden the utilization of the Service Enhancement Fund to support BCGEU instructor-driven innovations and the leadership forum.	Quality, Relevance, Efficiency
	2. Continue to align supports such as resource, time, budget for strategic initiatives such as EDI, reconciliation, sustainability, experiential learning, health and wellness, access, that improves service to students and staff.	Improved Service, Good Jobs & Sustainable Economy

STRATEGIC PRIORITY 4.5

Diversify and improve communication, and employee engagement processes.

PERFORMANCE MEASURE	TARGET	LINKAGE TO MINISTRY & GOVERNMENT GOALS
Continued improvements to communications and employee engagement processes will support collaboration and achievement of the strategic plan.	1. Facilitate a comprehensive employee engagement survey in 2021-22.	Quality, Relevance, Efficiency
	2. Facilitate an open and transparent search for Selkirk Colleges new President.	Improved Service, Good Jobs & Sustainable Economy
	3. Facilitate, collaborative and open communication pathways as we prepare for return to campus and upcoming bargaining with union groups.	

Strategic Direction 5: Modernization of Facilities, Technology & Operations

STRATEGIC PRIORITY 5.1

Renew and utilize the *Campus Master Plan* for Selkirk College to reflect the strategic directions envisioned for the facilities, both owned and leased, at the College.

PERFORMANCE MEASURE	TARGET	LINKAGE TO MINISTRY & GOVERNMENT GOALS
Successfully implement <i>Campus Master Plan</i> including development of 5-year capital plans	1. 5-year capital plans will align with <i>Campus Master Plan</i> priorities including student housing, campus renewal, and campus expansion.	Access, Quality, Relevance, Efficiency
	2. Plans will support improved proposal development and business cases.	

STRATEGIC PRIORITY 5.2

Ensure the efficient operation and effective use of the existing facilities, and continue to modernize our infrastructure and make investments in: technology, connectivity, facilities, welcoming spaces, learning commons spaces and capital equipment.

PERFORMANCE MEASURE	TARGET	LINKAGE TO MINISTRY & GOVERNMENT GOALS
Prioritize small and large capital projects to align with the <i>Campus Master Plan</i>, 5-year capital plans and maintenance priorities. Utilize the Facilities Committee procedures to determine project priorities. Focus also on return to campus post COVID-19 adjustments.	<ol style="list-style-type: none"> 1. Conclude Trail Campus ownership with RDKB 2. Complete high priority projects and use project resources effectively. 3. Support facilities adjustments across campuses and centres for a Fall 2021 safe return to campus post COVID-19. 	<p>Access, Quality, Relevance, Efficiency</p> <p>Affordability, Improved Service</p>

STRATEGIC PRIORITY 5.3

Modernize finance, human resources and student records, and education technology and online delivery systems, plans and processes to improve efficiency, effectiveness, measurement and reporting, and accountability, including the completion and effective implementation of Project Aurora.

PERFORMANCE MEASURE	TARGET	LINKAGE TO MINISTRY & GOVERNMENT GOALS
Development and implementation of the Enterprise Resource Planning (Project Aurora) modules will continue phases of implementation to modernize and meet the needs of the institution.	<ol style="list-style-type: none"> 1. Continue to implement and develop Finance and Human Resource modules in Unit 4 (Project Aurora) in 2021-2022. 2. Complete Student module and begin implementation in 2022-2023 academic year. 	<p>Quality, Relevance, Efficiency</p> <p>Improved Service,</p>
Development and implementation of a new Selkirk College website	<ol style="list-style-type: none"> 1. Modernize the online student and key stakeholder experience. 2. Opportunity to develop e-commerce opportunities for Ancillary Services, events and Community Education and Workforce Training. 	<p>Access, Quality, Relevance, Efficiency</p> <p>Affordability, Improved Service</p>

STRATEGIC PRIORITY 5.4

Further reduce the College's carbon emissions and waste production and invest in new approaches and technologies to model and contribute to climate change mitigation.

PERFORMANCE MEASURE	TARGET	LINKAGE TO MINISTRY & GOVERNMENT GOALS
Through prioritization with the Sustainability Committee, continue to reduce the College's carbon emissions by implementing of energy efficient technologies including fuel switching and solar energy demonstration/ production systems.	<ol style="list-style-type: none"> 1. Use UN's Sustainability Development Goals to inform Remote Work Policy and track reduction in GHGs through reduced commuting. 2. Implement targeted activities to contribute to reduced carbon emissions. 	<p>Quality, Relevance, Efficiency</p> <p>Affordability, Improved Service</p>

Mandate Letter: 2021/22 Priorities

Selkirk College received Minister Kang's Mandate letter June 1, 2021. While not required for this year, find below initiatives we have planned that overlap and align with the Ministry's mandate and the foundational principles of putting people first, lasting and meaningful reconciliation, equity and anti-racism, fighting climate change, and an economy for everyone.

RESUMPTION OF ON-CAMPUS PROGRAM AND SERVICE DELIVERY AND FOLLOWING GO-FORWARD AND PRIMER GUIDANCE PROVIDED BY THE MINISTRY.

INITIATIVE	INITIATIVE DETAILS
Resumption to more on-campus programming and campus services.	<p>Selkirk College is planning near full resumption to on-campus programming and returning to full shop and lab capacity. Exceptions include programming that was online prior to the pandemic, a shift to online and hybrid delivery of a program improves accessibility, and to support international students who may not be able to study in-person starting in the Fall of 2021.</p> <p>Most services will shift to on-campus delivery unless online design options improve access and service delivery to students.</p>

IMPLEMENT POST-SECONDARY EDUCATION AND SKILLS TRAINING THAT INCLUDES INITIATIVES FOR VULNERABLE AND UNDER-REPRESENTED PEOPLES.

INITIATIVE	INITIATIVE DETAILS
Support specific initiatives to for vulnerable and under-represented peoples.	Tuition and other support to Youth-in-Care students. Intake and retention support for Academic Upgrading students. Program renewal and new activities for students in the Steps to Opportunities, Academics, and Readiness (SOAR) program. Adult literacy programming. Continue to develop and build expanded health and wellness services for students. Offer training activities that include opportunity for vulnerable and under-represented peoples – also responding to government calls for proposal.
Support specific initiatives for Indigenous students and communities.	See summary in TRC and UNDRIP table and strategic direction goals.

IMPLEMENT POST-SECONDARY EDUCATION AND SKILLS TRAINING THAT IMPROVES ACCESS TO EDUCATION.

INITIATIVE	INITIATIVE DETAILS
Continue to improve access to education at Selkirk College.	Improving information to students on entrance requirements. Increase the number of programs with hybrid learning opportunity to expand reach of programs in the Region in high demand programming e.g., Health Care Assistant, Early Childhood Care and Education, Educational Assistant and Community Support Worker). Increase seats in a range of programs in Hospitality and Tourism, Business, and Rural Pre-Medicine, and others. Deliver more online programming e.g., Web Development, Geomatics in the Workplace



Implementation of the TRC's Calls to Action and UN Declaration

The following table outlines Selkirk College's 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.

TRC CALL TO ACTION ¹ AND UN DECLARATION ON THE RIGHTS OF INDIGENOUS PEOPLES ARTICLE	
PROGRESS: New or Continuing, and N/A, In Progress, or Implemented ²	
NEW INITIATIVES AND PARTNERSHIPS: New initiatives begun in 2019/20 and how relations and collaborative partnerships with local First Nations and Métis communities are contributing to implementation.	
CONTINUING INITIATIVES AND PARTNERSHIPS: Initiatives begun prior to and continued through 2019/20 and how relations and collaborative partnerships with local First Nations and Métis communities are contributing to implementation.	
¹ "... " represents omitted text not related to post-secondary education from the original Call to Action. ² N/A – Not Applicable when there is no relevant program on this subject offered at the College.	

This colour legend will guide you through the charts below

INSTITUTION-WIDE	
Depending on Regional Indigenous Partner need, deliver co-constructed Environmental Technician associate certificate Spring/Summer 2022.	New, In Progress
Actions identified from <i>Indigenization Plan</i> .	New, In Progress
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.	
Social Service Worker (SSW) diploma students take INDG (Indigenous Studies) 287: Introduction to Indigenous Teachings and Practices as a required course in year two of the program.	Continuing, Implemented
The KAIROS blanket exercise has been embedded in SSW program in year one course work. This activity is led by community/college Elders and Indigenous Services.	Continuing, Implemented
There is a dedicated section in the course FAM 180: Family Dynamics to explore culturally appropriate solutions to family healing. When available the program faculty invite our Indigenous community partners to support this module.	Continuing, Implemented
Teams within the school of Health and Human Services will conduct a review of the "In Plain Sight" report and the BCcampus Indigenization Guides as a part of their ongoing team development.	Continuing, Implemented
By the end of 2023, all Health and Human Service Instructional staff will complete the San'yas Indigenous Cultural Safety course as a component of their ongoing professional development.	Continuing, Implemented

12: EARLY CHILDHOOD EDUCATION

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

By the end of 2023, all Health and Human Service instructional staff will complete the San'yas Indigenous Cultural Safety course as a component of their ongoing professional development.	Continuing, Implemented
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Teams within the school of Health and Human Services will conduct a review of the "In Plain Sight" report and the BCcampus Indigenization Guides as a part of their ongoing team development.	Continuing, Implemented
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Early Childhood care & Education (ECCE) diploma students take INDG (Indigenous Studies) 287: Introduction to Indigenous Teachings and Practices as a required course in year two of the program.	Continuing, Implemented
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There is a dedicated section in FAM 180: Family Dynamics to explore culturally appropriate solutions to family healing. When available we invite our Indigenous community partners to support this module.	Continuing, Implemented
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The ECCE program has developed a relationship with local Indigenous organizations that provide services to children – these organizations regularly participate in our core courses as guests to ensure that students develop culturally appropriate programming.	Continuing, Implemented
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The ECCE Program is available online with practicum in-person and has a Work Integrated Learning option, this improves accessibility for students across the region.	Continuing, Implemented
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The KAIROS blanket exercise has been embedded in our year one course work. This activity is led by community/College Elders and Indigenous Services.	Continuing, Implemented
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16: INDIGENOUS LANGUAGE DEGREE AND DIPLOMA PROGRAMS

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

INDG 100: Introduction to the Regional Indigenous Perspectives course adapted for hybrid, remote delivery with appropriate support for instructional staff from our Nation partners. This course could deliver instruction safely and seamlessly without travel in Fall 2020. Delivery plans for Fall 2021 seek to accommodate instructional staff safety and comfort preferences for delivery mode. This course consistently draws a mix of current students, employees and community members.	Continuing, Implemented
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Develop Indigenous Studies diploma and establish transfer paths and agreements into Indigenous Studies degree programs. Diploma development will build upon Selkirk's existing Indigenous programming and require one new foundation course: Indigenous Studies 101. Future development may include several local language and culture courses.	New, In Progress
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23: HEALTH CARE PROFESSIONALS

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

Bachelor of Science Nursing (BSN) program has reserved seats for Indigenous students.	Continuing, Implemented
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By the end of 2023, all Health and Human Service Instructional staff will complete the San'yas Indigenous Cultural Safety course as a component of their ongoing professional development. (Nursing, Health Care Assistant, Pharmacy Technician, Nursing Unit Clerk).	Continuing, Implemented
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The BSN program will engage in a strategic doing activity over the 2021.2022 academic year with a focus on Indigenous, anti-racist, equity, diversity and inclusion to inform curriculum content and delivery, student support and needs.	Continuing, Implemented
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Health Care Assistant Program (HCA) was offered online with in-person lab & practicum, improving regional accessibility for students .	Continuing, Implemented
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The school of Health and Human Services programs are using updated resources that includes content on providing culturally safe care, free of systemic racism and bias for any marginalized person, including First Nations, Inuit, Metis and urban Indigenous people	New, Implemented
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Teams within the school of Health and Human Services will conduct a review of the "In Plain Sight" report and the BC Campus Indigenization Guides as a part of their ongoing team development. (Nursing, Health Care Assistant, Pharmacy Technician, Nursing Unit Clerk).	New, In Progress
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To support the Rural Pre-Medicine program's ongoing focus on Indigenous health care, all instructional staff will review "In Plain Sight" report and identify how the program and its participants can effect change in health care professions.	New, In Progress
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24: MEDICAL AND NURSING SCHOOLS	
<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>	
Three of the University of Victoria Cultural Safety Modules have been integrated in the Relational Practice courses Year 1, 2, & 3 Bachelor of Science in Nursing (BSN) Program.	Continuing, Implemented
INDG 302 is a required course for year one BSN students. Ways of knowing, including Indigenous ways of knowing are key concepts in year one of the BSN program.	Continuing, Implemented
Conflict resolution is included in Relational Practice III; human rights in NURS 342 (Global Health).	Continuing, Implemented
Students can take INDG 100 as a non-nursing elective.	Continuing, Implemented
Teams within the school of Health and Human Services will conduct a review of the "In Plain Sight" report and the BC Campus Indigenization Guides as a part of their ongoing team development. (Nursing, Health Care Assistant, Pharmacy Technician, Nursing Unit Clerk).	Continuing, Implemented
Rural Pre-Medicine (RPM) students are encouraged to attend, promote, and volunteer at a variety of community anti-racism and Indigenous events such as anti-racism conferences and community conversations, Truth and Justice speaker series, and Readers for Racial Justice book club.	Continuing, Implemented
RPM instructional staff will review "In Plain Sight" report and the BC Campus Indigenization Guides and discuss how to best implement recommendations and provoke ongoing change for increased cultural safety in the health care system.	New, In Progress
Ongoing training for practicing professionals: Local doctors' organization with a focus on anti-racism was a lead sponsor in the anti-racism and intercultural awareness conference held in Fall 2020, attended by over 400 people.	New, In Progress
28: LAW SCHOOLS	
<p>We call upon law schools in Canada to require all law students to take a course in Aboriginal people and the law, which includes the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal– Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and antiracism.</p>	
The Truth and Justice Speakers Series followed up last year's Indigenous-focused film series. Indigenous Services and the Mir Centre for Peace collaborated to host Cindy Blackstock (Jan 2021), Tanya Talaga (March 2021), and Jesse Thistle (June 2021). Students and employees from the Rural Pre-Law and Justice Studies program, along with many others, attended these online lectures.	Continuing, Implemented
Rural Pre-Law and Justice Studies continues to incorporate Nation Partners' guests to speak on local impacts of the legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal– Crown relations	Continuing, Implemented
An 8-week, open, online, not-for-credit course called Understanding Racism offered Spring 2021 as a pilot to 20 community members. This course attracted pre-law students and an array of professionals to explore many aspects of cultural safety and ethnic relations.	Continuing, Implemented

<p>57: PUBLIC SERVANTS</p> <p>We call upon federal, provincial, territorial, and municipal governments to provide education to public servants on the history of Aboriginal peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.</p>	
Participants in both INDG 100, Regional Perspectives on Language and Culture in Fall 2020, and Understanding Racism in Spring 2021, included an array of senior public servants from local organizations, including libraries, art galleries, local government, K-12 school system, and the healthcare system.	New, In Progress
An anti-racism and intercultural awareness conference held in Fall 2020 was co-sponsored by School District 20 and 8, and supported widely by local governments, healthcare, law enforcement, businesses, and not-for-profit organizations.	New, Implemented
Recruitment and Selection as well as employee onboarding includes mandatory training to be completed for all employees entering the workplace “Creating a Respectful Workplace”. As part of the College’s process and protocols, there are also extensive policies regarding harassment, human rights, employee code of conduct as well as processes within collective agreements to address such issues. Included is a Territorial Acknowledgement Policy.	New, In Progress
Annual Reconciliation Speaker’s series with different themes each year. This past year years speakers included: Tanya Talaga, Cindy Blackstock, and Jessie Thistle.	Continuing, Implemented
<p>62: TEACHER EDUCATION</p> <p>We call upon the federal, provincial, and territorial governments, in consultation and collaboration with Survivors, Aboriginal peoples, and educators, to: ... Provide the necessary funding to post- secondary institutions to educate teachers on how to integrate Indigenous knowledge and teaching methods into classrooms.</p>	
Partnered with local school districts to host an anti-racism and intercultural awareness conference on a K-12 professional development day. Conference focus included BIPOC speakers with lived experience, scholars, and local Indigenous leaders. Teachers and administrators from all four local SDs attended, as well as many from outside the region (Okanagan, French).	New, Implemented
<p>86: JOURNALISM AND MEDIA SCHOOLS</p> <p>We call upon Canadian journalism programs and media schools to require education for all students on the history of Aboriginal peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations.</p>	
Selkirk College does not have programming in this area.	N/A
<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>	
Members of the School of Business attended the Tanya Talaga event.	New, In Progress
Current events continue to be discussions in Economics and Strategy courses.	New, In Progress

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.

Through our partnership with Columbia Basin Alliance for Literacy (CBAL), Selkirk College has promoted and assisted in broadening awareness of the TRC Calls to Action and improving Indigenous content and perspectives in adult and family literacy programs and services throughout the Columbia Basin and Boundary areas.	Continuing, Implemented
Academic Upgrading program has included Indigenous course content materials in many courses, especially Social Studies and English.	Continuing, Implemented
Academic Upgrading is developing Indigenous Fine Arts, a regional course which will count as credit toward the Adult Dogwood certification.	Continuing, Implemented
Academic Upgrading and Adult Special Education instructional staff have participated in numerous Indigenization courses, conferences, programs, and events in order to build individual and collective understanding, knowledge, skills, and perspective to better serve our students.	Continuing, Implemented
Land-Based Dogwood explored as an avenue for high school completion, including use of portfolios, prior learning, ethno-botany, Indigenous literature, arts, and language.	New, In Progress
Education Council (EdCo) has been Indigenizing governance processes, including beginning our year with an Indigenous blessing, participating in the creation of a college-wide <i>Indigenization Plan</i> , exploring how to best evaluate curricula and programs, and raising awareness of our role in the TRC Calls to Action. Edco has created a standing committee on Indigenization to support this work.	New, In Progress
The Selkirk College Gathering Place, hosts annual observances including, Orange Shirt Day, a vigil for Missing and Murdered Indigenous women and girls, Holiday Celebrations, and community luncheons.	Continuing, Implemented
Dedicated counsellor for Indigenous students supports current and prospective students through promoting and supporting access to funding options. This includes extensive knowledge and awareness of diverse funding sources and processes related to scholarships, bursaries, First Nations and Métis funding, employment and training resources, and former youth in care funding.	Continuing, Implemented
Selkirk College completed a multi-year reconciliation research project within the Southern Interior of BC. The project, funded by the Social Science and Humanities Research Council (SSHRC), was to determine what the role of public post-secondary institutions in the Southern Interior have in the work of reconciliation. Recommendations from First Nations involved in the project include ways for inclusion, voice, and collaborative input into courses and programs. The project involved six Indigenous faculty researchers representing the diverse population of First Nations and Indigenous community.	Implemented
The Selkirk College Indigenization Plan: Our Journey Together 2019-2024 is a five-year plan, that was co-developed with community input over the last several years. It is a living document.	Continuing, In Progress

UNITED NATIONS DECLARATION ON THE RIGHTS OF INDIGENOUS PEOPLES IMPLEMENTATION CONTINUED	
<p>Elders on Campus Program - This was our third year executing a formalized program with three Elders. The Elders are Selkirk College employees through temporary employment contracts for the academic year and are provided honoraria when conducting spiritual and cultural work beyond their contract requirements. They hosted regularly scheduled days throughout the year, being often invited into classrooms, to sit on committees and to help out with other events happening on the campuses. Elders are frequently called upon to support instructors with their learning and class instruction and they engage with students through cultural sharing such as fire teachings and drumming.</p>	Continuing, Implemented
<p>Cultural Connections is a successful way to connect with students, staff and community. Selkirk College offered classes at the Castlegar and Silver King campuses. Indigenous and non-Indigenous students come together in a safe place to experience, share and practice culture. Participants get to learn traditional arts and crafts, hear stories and history behind their projects and connect through ceremony. Students continually express their gratitude for the connections that they make in the Gathering Place and through attending Cultural Connections events. This past year involved a multitude of projects including, rattles, mittens, moccasins, many different style beadwork projects, head pieces, and dream catchers. Teachings from all different Nations are shared. Students share that they feel comfortable within this safe space, and are free to ask questions. They are grateful for the exposure to Elders and experiences offered, but mostly appreciate having a space that they feel they belong to. This program supported .over 100 physical interactions to comply with health and safety protocol as a result of the COVID-19 pandemic.</p>	Continuing, Implemented
<p>Indigenous students can access a full-time counsellor for academic and personal counselling. This position has moved from grant funding to base funding for 2021-2022.</p>	Continuing, Implemented
<p>Employment and Education: Specific partnerships between Indigenous Services and Co-op Education and Employment services Strive to enhance and accommodate the needs of Indigenous learners seeking employment opportunities through diverse programs offered provincially, a web-resource was developed to provide information about opportunities for Indigenous graduates.</p>	New initiative and partnership
<p>Completed second year pilot Nurse Practitioner Clinic offered on Castlegar Campus. Informal conversation with Indigenous Services and Elders for future delivery considerations.</p>	Not continuing in 2020/21





Appendix A: 2020/21 Ministry Performance Measures, Targets & Results

2020/21 ACCOUNTABILITY FRAMEWORK PERFORMANCE MEASURE RESULTS

PERFORMANCE MEASURE ¹	REPORTING YEAR			
	2019/20 ACTUAL	2020/21 TARGET	2020/21 ACTUAL	2020/21 ASSESSMENT

STUDENT SPACES²

Total student spaces	1,538	2,411	1,395	Not Achieved
Nursing and other allied health programs	204	205	215	Achieved
Developmental programs	322	345	291	Not Achieved

Comment: See discussion section below for more information on total student spaces and developmental programs.

CREDENTIALS AWARDED³

Number	668	587	589	Achieved
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INDIGENOUS STUDENT SPACES⁴

Total Indigenous student spaces	214	223	229	Achieved
Ministry (AEST)	168		180	
Industry Training Authority (ITA)	46		49	

Comment: See discussion section below for more information.

STUDENT SATISFACTION WITH EDUCATION^{5,6}

	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	90.6%	2.1%	≥ 90%	94.0%	1.7%	Achieved
Trades foundation and trades-related vocational graduates	91.6%	4.2%		90.7%	4.5%	Achieved
Former apprenticeship students	90.6%	6.6%		88.9%	8.5%	Achieved

STUDENT ASSESSMENT OF THE QUALITY OF INSTRUCTION^{5,6}

	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	95.4%	1.5%	≥ 90%	94.7%	1.5%	Achieved
Trades foundation and trades-related vocational graduates	95.2%	3.2%		94.7%	3.5%	Achieved
Former apprenticeship students	93.8%	5.5%		100.0%	0.0%	Achieved

STUDENT ASSESSMENT OF SKILL DEVELOPMENT^{5,6}

	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	87.7%	2.4%	≥ 85%	87.9%	2.4%	Achieved
Trades foundation and trades-related vocational graduates	88.2%	4.7%		87.6%	5.5%	Achieved
Former apprenticeship students	85.1%	8.4%		83.9%	7.7%	Achieved

STUDENT ASSESSMENT OF USEFULNESS OF KNOWLEDGE AND SKILLS IN PERFORMING JOB^{5,6}

	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	81.3%	6.0%	≥ 90%	90.2%	4.1%	Achieved
Trades foundation and trades-related vocational graduates	83.6%	7.4%		83.0%	8.0%	Achieved
Former apprenticeship students	95.8%	6.1%		90.9%	9.3%	Achieved

UNEMPLOYMENT RATE^{5,6}

	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	7.2%	3.8%	≤ 20.3%	15.1%	4.3%	Achieved
Trades foundation and trades-related vocational graduates	15.1%	6.1%		16.9%	6.7%	Achieved
Former apprenticeship students	17.2%	9.5%		12.0%	9.4%	Achieved

NOTES:

N/A - Not assessed

¹ Please consult the 2020/21 Standards Manual for a current description of each measure.

² Results from the 2020/21 reporting year are based on data from the 2020/21 fiscal year; results from the 2019/20 reporting period are based on data from the 2019/20 fiscal year. 2020/21 actuals and targets are as of June 1, 2021.

³ Annual performance is measured using a rolling three-year average of the most recent fiscal years, e.g., the results for the 2020/21 reporting year are a three-year average of the 2017/18, 2018/19, and 2019/20 fiscal years.

⁴ Results from the 2020/21 reporting year are based on data from the 2019/20 fiscal year; results from the 2019/20 reporting period are based on data from the 2018/19 fiscal year.

⁵ Results from the 2019/20 reporting year are based on 2019 survey data; results from the 2020/21 reporting year are based on 2020 survey data. For all survey results, if the result plus or minus the margin of error includes the target, the measure is assessed as achieved. In all cases, the survey result and the margin of error are used to determine the target assessment. Survey results are not assessed if the number of respondents is less than 20 or the margin of error is greater than 10%.

⁶ As of the 2019/20 reporting year, the trades foundation and trades-related vocational graduates have been split out from the former diploma, associate degree and certificate students.

TARGET ASSESSMENT SCALE	DESCRIPTION
Achieved	100% or more of the target
Substantially Achieved	90% to <100% of the target
Not Achieved	< 90% of the target
Not Assessed	Measures without targets or survey results with less than 20 respondents or a margin of error of 10% or greater

Discussion:

TOTAL STUDENT AND DEVELOPMENTAL SPACES

Selkirk College did not achieve two targets, total student spaces and developmental spaces during the 2020-2021 fiscal year.

Selkirk College domestic FTE have ranged between a high point of 2456 in 2015-2016 to 1913 in 2019-2020. While domestic FTE numbers were growing over the past two years prior to the pandemic, final domestic FTE for 2020-2021 are 1686. International student FTEs also dropped due to the pandemic from 812 in 2019-2020 to 625 in 2020-2021, with many students studying from their home country. Key reasons for the drop in domestic FTEs are directly attributed to the COVID-19 pandemic including cancelation of some spring/summer programming in 2020, reduced student capacity in the school of Industry & Trades Training (intakes from 18 to 12 students), and reduced FTE in a range of programs including developmental, Community Education & Workplace Training, and others. Interestingly, while domestic FTE dropped between 2019-2020 and 2020-2021 student headcount did not. Students continued to come to school but more students were part time. Application rates for the 2021-2022 academic year are returning to pre-pandemic levels.

In non-pandemic years, domestic FTE is influenced by many variables including demographics (e.g. high school graduates), regional unemployment, program employment outcomes, one-time self-funded projects, program access, and new programming. Selkirk College continues to invest in marketing, recruitment, and admissions improvements to increase domestic enrolments. Strategic enrolment planning renewal continues with a focus on all aspects of enrolment, retention and completion. Selkirk College started one new credit programs in 2020-2021 and added seats and will continue to do so in 2021-2022 in a range of programs. Selkirk College is also very active in WIL initiatives and other quality initiatives. New program development and adding seats to existing program, and improving accessibility are part of the longer-term strategy for Selkirk College.

The student FTE estimate for development spaces was adjusted for 2020-2021 however learning online and remaining full time for many learners was a challenge. The goal for 2021-2022 is to return to pre-pandemic enrolment numbers and continue to plan for incremental increases through improved access to courses (online and in-person), intake and retention support, improving pathways for students, and identifying new opportunities for students within the region.

INDIGENOUS STUDENT ENROLMENT

An initial baseline for Indigenous students at Selkirk College was proposed by the Ministry of Advanced Education Skills and Training in 2017-2018. Working with the College, the Ministry adjusted this proposed baseline using the College's 2015-2016 Indigenous student enrolment actuals.

Selkirk College has maintained annual targets based on the previous year's Indigenous student actual enrolment. Indigenous student numbers are influenced by several factors. For example, Indigenous students must self-declare on their application to Selkirk College, and it is highly likely that some Indigenous students do not declare. When reviewing FTEs or headcount data in CDW pivot tables from the Ministry, it is broken down now so the data presented is based on those students who self-declared at Selkirk College, within the K-12 system, etc.; totals are based off all those points. The Ministry refers to this as "Aboriginal Ever" meaning if the student declared at any point in their education to date, they will be shown as Aboriginal.

Selkirk College has typically proposed smaller enrolment in targeted Indigenous program intakes. For example, for several years the Indigenous Youth Train in Trades (Blade Runners) intake estimate was set at 5% of the student FTE total with actuals closer to 10%. Selkirk College has placed an emphasis on student support, service, and retention over the past five years. Within the new *Indigenization Plan (2019-2024) Our Journey Together: Land, Life, Learning*, selkirk.ca/strategic-plan/indigenization-plan clear direction is provided around indigenizing curricula, programs, and enrolment. The College is developing a Strategic Enrolment Plan and included will be approaches to sustained and steady growth of Indigenous students at Selkirk College.

DISCUSSION

The target and actual numbers have remained very consistent since 2015-2016. Using a total student FTE of between 2400 and 2700 over the same time the Indigenous student population ranges between 8 - 10% of the total student population. Through initiatives outlined in both *Indigenization Plan* and *Strategic Plan* the college looks to increase Indigenous student enrolment through program development, and improved student enrolment and retention.

Each year Selkirk College undertakes a wide range of initiatives around recruitment and retention. A more detailed summary was provided to the BC Aboriginal Post-Secondary Coordinators (BCAPSC), and to the Ministry of Advanced Education Skills and Training by Selkirk College's Counsellor for Indigenous Students and summarized in our *Institutional Accountability Plan and Report (IAPR)*.

2020/21 ACCOUNTABILITY FRAMEWORK PERFORMANCE MEASURE RESULTS

PERFORMANCE MEASURE	REPORTING YEAR					2020/21 ASSESSMENT
	2019/20 ACTUAL	2020/21 TARGET	2020/21 ACTUAL	2020/21 ASSESSMENT		
FORMER DIPLOMA, ASSOCIATE DEGREE & CERTIFICATE STUDENTS' ASSESSMENT OF SKILL DEVELOPMENT						
	%	+/-		%	+/-	
Skill development (avg. %)	87.7%	2.4%	≥ 85%	87.9%	2.4%	Achieved
Written communication	85.1%	2.9%		88.9%	2.4%	
Oral communication	87.6%	2.7%		82.5%	3.0%	
Group collaboration	87.3%	2.5%		89.0%	2.3%	
Critical analysis	90.4%	2.1%		93.4%	1.7%	
Problem resolution	85.4%	2.6%		89.2%	2.2%	
Learn on your own	87.8%	2.4%		86.5%	2.4%	
Reading and comprehension	90.8%	2.1%		89.3%	2.2%	
TRADES FOUNDATION AND TRADES-RELATED VOCATIONAL GRADUATES' ASSESSMENT OF SKILL DEVELOPMENT						
	%	+/-		%	+/-	
Skill development (avg. %)	88.2%	4.7%	≥ 85%	87.6%	5.5%	Achieved
Written communication	*	*		*	*	
Oral communication	80.4%	9.1%		83.7%	8.4%	
Group collaboration	93.8%	3.7%		93.1%	4.1%	
Critical analysis	91.6%	4.2%		89.2%	4.9%	
Problem resolution	91.1%	4.5%		89.0%	5.0%	
Learn on your own	87.7%	5.1%		86.1%	5.6%	
Reading and comprehension	90.2%	4.6%		90.1%	4.9%	
FORMER APPRENTICESHIP STUDENTS' ASSESSMENT OF SKILL DEVELOPMENT						
	%	+/-		%	+/-	
Skill development (avg. %)	85.1%	8.4%	≥ 85%	83.9%	7.7%	Achieved
Written communication	*	*		*	*	
Oral communication	*	*		*	*	
Group collaboration	88.9%	8.5%		*	*	
Critical analysis	87.1%	7.9%		92.6%	7.1%	
Problem resolution	*	*		*	*	
Learn on your own	87.1%	7.9%		88.5%	8.9%	
Reading and comprehension	90.0%	7.3%		92.6%	7.1%	

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