



Capital Plan 2025

Acknowledgements

LAND ACKNOWLEDGEMENTS

Okanagan College respectfully acknowledges that our Penticton, Kelowna and Vernon campuses are located on the traditional territory of the Syilx Okanagan people and our Salmon Arm campus is located on the traditional territory of the Secwepemc.

PEOPLE ACKNOWLEDGEMENTS

Okanagan College

Thank you to the Okanagan College community for their engagement and feedback through the process. Your insights and perspectives have played a key role in shaping this plan, ensuring it reflects the needs and aspirations of the broader college community.

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Executive Summary

Overview

The Okanagan College Capital Plan establishes a strategic vision to guide the institution's long-term growth and development. The plan provides a structured framework to the College's multi-campus environment to enhance campus experience, ensuring alignment with the college's academic mission, sustainability goals, and community engagement aspirations. Through a comprehensive planning process, the Capital Plan offers recommendations to create dynamic, inclusive, and forward-thinking campuses that support student success, faculty collaboration, and institutional excellence.

Engagement

Engagement was integral to shaping the Capital Plan. Faculty, staff, and students across all campuses contributed throughout the process, ensuring diverse perspectives influenced the final recommendations.

Three key consultation methods were used:

- 1. Vision and Principles Workshop** – Sessions with executive leadership to establish the guiding vision
- 2. Focus Groups** – Targeted discussions with faculty, staff, and students to identify key needs
- 3. Open Houses** – Campus-wide events to validate recommendations and gather community feedback

Campus Review

A review of the campuses has been completed to determine the baseline conditions of all four campuses and identifies future opportunities, including:

- **Campus Structure and Quality:** Evaluating the physical organization and character of each campus
- **Best Practices:** Incorporating sustainability, landscape, and space management strategies
- **Phasing and Strategies:** Outlining implementation steps for future development



Recommendations

The Capital Plan presents a series of recommendations focused on best practices and maintaining the document as a living framework for ongoing campus development. It includes strategies for internal management to ensure continuous alignment with institutional goals and evolving needs.

Document Structure

This document is structured into three main parts. **Part 1: Context** provides an overview of the background information, including the introduction, engagement process, strategic alignment with other plans and an assessment of existing conditions for each campus. **Part 2: The Plan** outlines the overall vision, key objectives, and strategic approach, supported by detailed frameworks that guide its implementation. **Part 3: Implementation** presents a summary of recommendations and guidance on how to effectively use the plan to achieve its intended outcomes.





PART 1: CONTEXT

1.0 Introduction

THE NEED FOR A CAPITAL PLAN

The purpose of the Okanagan College Capital Plan is to articulate a shared, cohesive vision for the college's multi-campus future: one that guides and inspires its long-term growth and development. The Capital Plan provides a structured framework to strategically shape the evolution of the campus's built environment, open spaces, infrastructure, and key networks, aligning them with the college's academic mission, sustainability goals, and community engagement aspirations. It aims to create an adaptable, resilient campuses that can evolve alongside the needs of students, faculty, and the broader community over the coming decades.

At its core, the Capital Plan is shaped by a series of key drivers that inform its vision, guiding principles, and strategic recommendations:

Growth and Flexibility – Ensuring the campuses can adapt to evolving academic programs, student needs, and technological advancements while maintaining a strong foundation for future expansion

Effectiveness – enhancing the overall functionality of the campuses to support student learning and faculty collaboration

Efficiency – optimizing campus resources, infrastructure, and space utilization

Effective Student and Staff Workflow – streamlining accessibility and support services to create a seamless experience for students, staff, and faculty

Sustainability – integrating environmentally responsible practices and promote resilience

Image and Identity – strengthening Okanagan College's presence and sense of place through thoughtful design

By grounding the Capital Plan in these key drivers, Okanagan College can create dynamic, inclusive, and forward-thinking campuses that foster student success, enhance the overall experience, and reinforce the institution's role as a leader in education and innovation.



PLANNING PROCESS

The planning process unfolded across four phases: **Framework**, **Discovery**, **Exploration**, and **Recommendations**.

Framework: The initial phase involved setting up the project by reviewing key strategic documents and establishing a schedule with key milestones in collaboration with the Okanagan College project team.

Discovery: During this phase, in-depth research and analysis were conducted to understand existing campus conditions, user needs, and community context. Through data collection, interviews, and assessments, this stage clarified the current state of the campuses, identifying both strengths and areas for improvement.

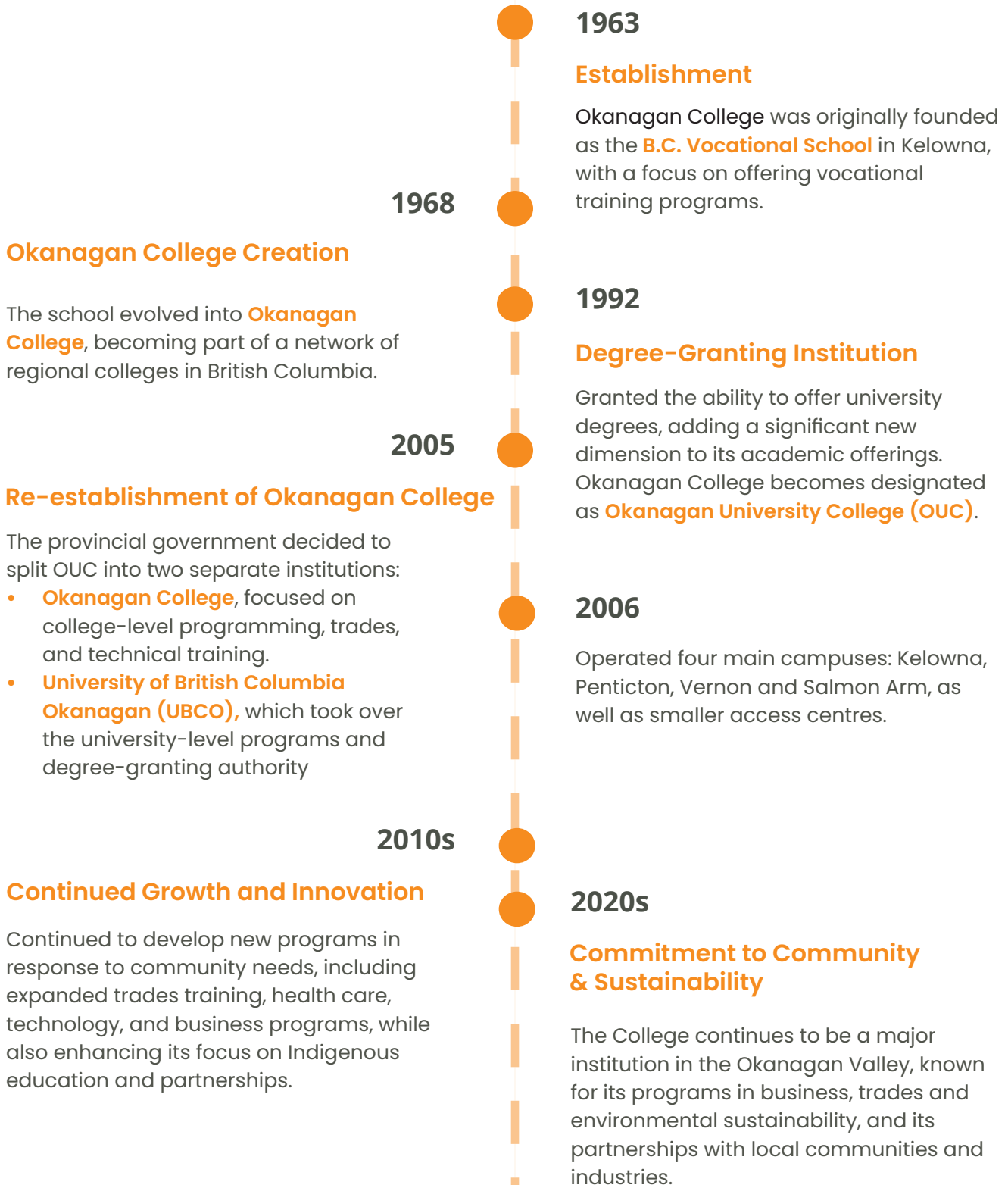
Exploration: This phase involved generating and testing potential design concepts and strategies.

Various scenarios and design possibilities were explored, each considering academic priorities, sustainability, accessibility, and community integration.

Recommendations: In the final phase, findings from the previous stages culminated in actionable recommendations. These included specific strategies and design solutions aimed at achieving the Capital Plan's vision, and ensuring a sustainable and vibrant campus environments that meets the needs of students, faculty, and the surrounding community.

Together, these four phases provided a comprehensive and systematic approach, guiding the Capital Plan's development from initial visioning to practical, forward-looking recommendations.

CAMPUS HISTORY



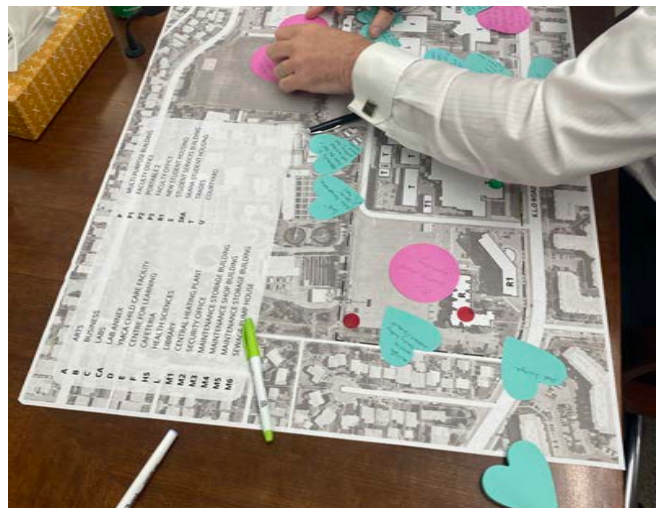
2.0 Engagement

OVERVIEW

Engaging with the Okanagan College community was essential in developing this plan. Faculty, staff, and students from all campuses collaborated and provided input at every project phase. As an iterative process, the feedback and insights provided during consultation directly impacted the Capital Plan results.

Three consultation types were used to gather feedback: (i) brainstorming with executive leadership to create the project vision and principles; (ii) detailed consultation with focus groups to define key areas of need; (iii) and open houses with each campus community to confirm the Capital Plan recommendations. These engagement sessions occurred as follows:

Engagement Type	Date
Vision and Principles	June 19, 2024
Focus Groups	September –October 2024
Open Houses	January 27-29, 2025



FEEDBACK SUMMARY

The feedback gathered in engagement sessions built upon the ideas heard in previous sessions. Seven key concepts were developed in the visioning session with senior leadership. These concepts were then explored by focus groups, creating the planning principles and space ideas within this plan.

The seven concepts include:

Growth

By growing relationships with industry and potential workplaces for its students, the College can build lateral depth. By increasing densification, increasing utilization, and right-sizing classrooms, the College can grow its programming without requiring significant increases in built space. Adapting faculty and administrative office space to accommodate flexible workstyles will allow growth without greatly expanding office footprints.

Learner-focused

Creating experiences in and out of the classroom that support students in their learning, social development, and personal development through modernized classrooms, learner support, and access to technology and resources.

Connections to the local community

Okanagan College campuses exist within vibrant, unique communities. Providing campus-specific community amenity spaces draws the community and industry to authentically engage with staff and students. These connection points strengthen the College campuses bonds within its community and provide unique learning experiences to students.

Connections to the globe- virtually

While Okanagan College is a place-based institution. It has global ambitions and reach. Connections to the larger world can occur in a virtual realm that mirrors the campus experience.

Sustainability

Okanagan College can strengthen its existing sustainability and resilience processes by enhancing transportation network integration, making sustainability visible, and exploring concepts such as the circular economy to its operations and educational experiences.

Accessibility

Equity in access for all staff and students should be embedded throughout campuses, extending from physical accessibility, mental health supports, and exploring integrated student services.

Storytelling

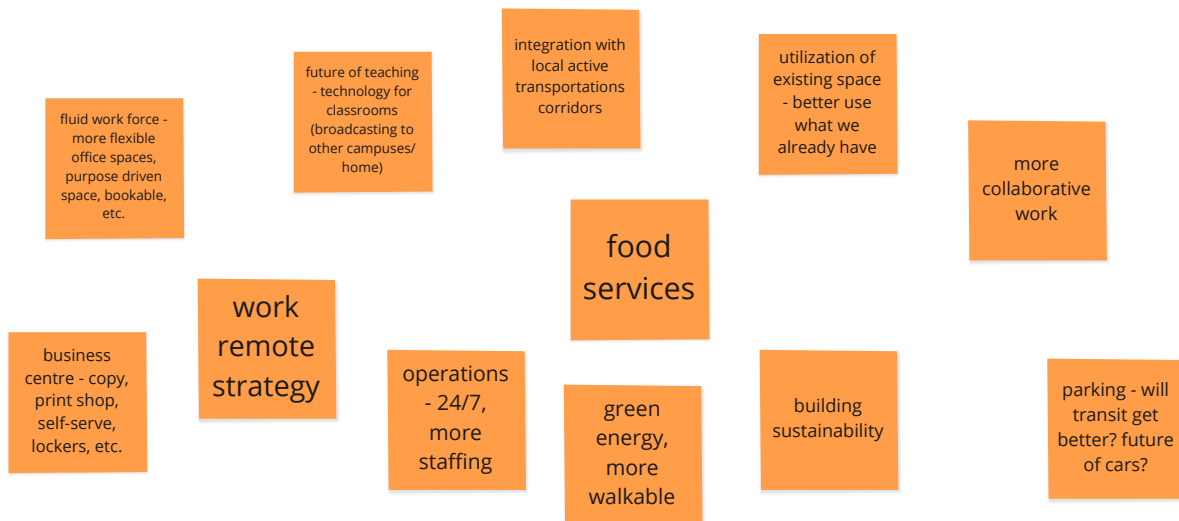
Telling the story of Okanagan College through multiple modes. Whether it is in beautiful landscape, or legible wayfinding and signage, campuses should feel like a home away from home for all who attend.

FOCUS GROUPS

While meeting with teams of Okanagan College staff and students, the project team dove deeper into the details of what is working, and what can be improved on campuses. Using the themes developed during the visioning session, the participants provided concrete recommendations and solutions to improve campus life, which became the bedrock for the solutions within the Capital Plan. The *What We Heard* document describes these solutions in detail.

A core concept arising from the workshops is the need for both campus-specific solutions and repeatable, college-wide spaces and designs that reinforce the Okanagan College differentiators. The Recommendations section will further discuss and implement these concepts.

Looking two to five years down the road, how do you see your work (how you work, which programs you deliver, how you will engage with your colleagues, students or the community) changing? What sort of growth do you anticipate?

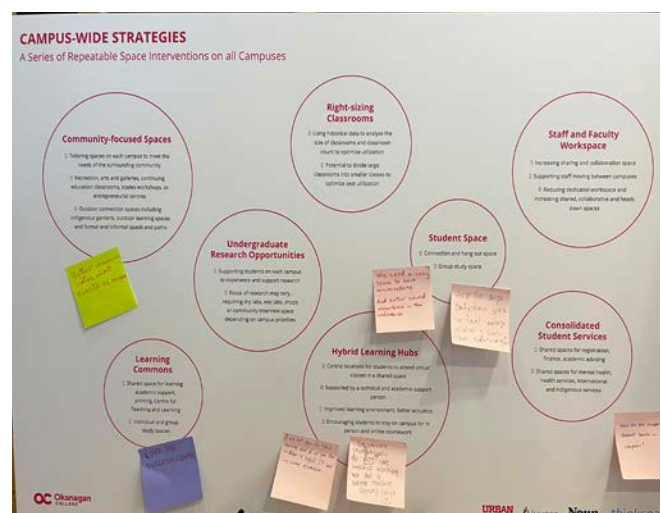
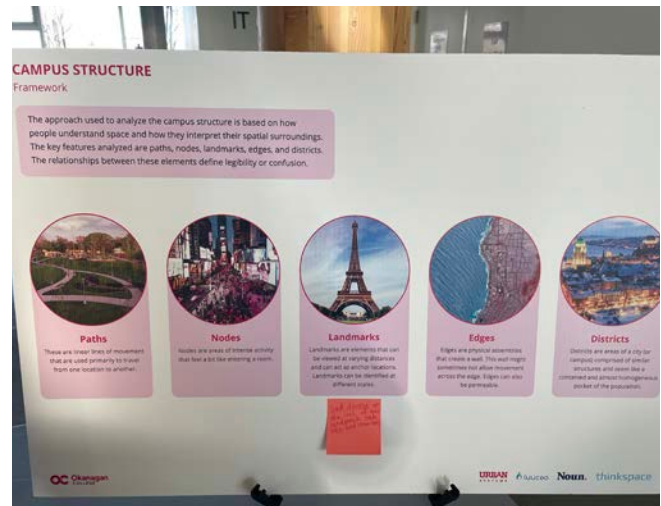


OPEN HOUSE SESSIONS

More than 170 students and staff at all four campuses responded to the findings and recommendations of the Capital Plan at half-day sessions in January 2025. Many of the comments from these sessions mirror the comments received in previous consultations. The themes and specific suggestions include:

- Increasing accessibility and inclusivity on campus.** Specific conversations included increased walking path accessibility, sensory-aware and decompression spaces, and dimmable lighting for personal preferences.
- Supporting sustainability and environmental considerations.** Specific ideas for various campuses included a berry garden and orchard to connect sustainability with academic and personal pursuits like jam-making, increased composting opportunities and adding EV chargers to parking spaces.
- Balancing landmark features and campus enhancements with infrastructural requirements.** Priorities included creating smoke-, drought-, and fire-resistant spaces, increasing shade through tree planting, and incorporating art that reflects the campus' curricular focus. Conversations also highlighted the need to maintain both indoor and outdoor trees, with specific concerns raised about leaky skylights that are essential for supporting indoor plant growth.

While these discussions did not resolve issues, they demonstrated the potential to increase dialogue, providing background information on how decisions are made.



3.0 Strategic Alignment

The Okanagan College Capital Plan is crafted to align closely with existing strategic frameworks and policies, reinforcing Okanagan College’s commitment to its mission and values. The Capital Plan supports the College’s Strategic Plan by advancing academic and operational goals, prioritizing student success, community engagement, and regional collaboration. It builds on the College’s foundational goals, aiming to create adaptable, future-ready campuses that meet evolving educational demands while serving as inclusive, accessible environments for students, staff, and the wider community.

COLLEGE AND INSTITUTE ACT

The College and Institute Act of British Columbia indicates that a college provides courses of study at the first and second-year levels of baccalaureate and applied baccalaureate degree programs, post-secondary education or training, adult basic education, and continuing education.

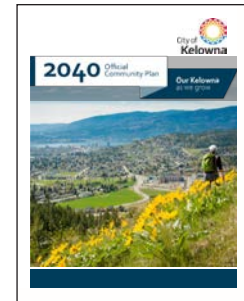
Okanagan College continues to provide courses of study at all of these levels, and this Capital Plan addresses the spaces required to meet the needs of diverse learners.

OFFICIAL COMMUNITY PLANS (OCP): MASTER PLAN ALIGNMENT

The Capital Plan aligns with the Official Community Plans (OCPs) of Kelowna, Penticton, Vernon, Coldstream and Salmon Arm, ensuring that campus development supports local growth objectives, land use policies, and sustainability goals. Although the Vernon OCP mentions the Okanagan College campus, and therefore has been included in this summary, it is important to note that the Vernon campus actually resides in the municipality of Coldstream. By integrating with these regional plans, the Capital Plan fosters mutual benefits between the College and its communities, enhancing transportation networks, strengthening local economies, and reinforcing strategic partnerships. The following section captures noteworthy mention of the Okanagan College campus’ in their respective OCPs.

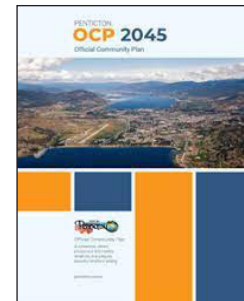
Kelowna OCP 2040

- Support the continued growth of the Kelowna campus and its integration with the Pandosy Urban Centre.
- Enhance frequent transit connections along key corridors, linking Core Area neighbourhoods and Village Centres with Urban Centres, key institutions (Kelowna General Hospital, UBCO, Okanagan College), and major recreations areas.



Penticton OCP 2045

- Strengthen and expand partnerships with Okanagan College and the University of British Columbia Okanagan (UBCO), recognizing their role in regional economic development and innovation.



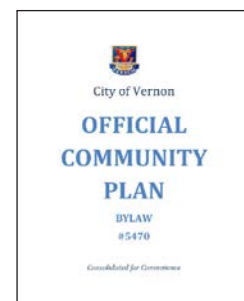
Vernon OCP 2050

- Advance transit strategies to improve connectivity.
- Collaborate with educational institutions, including UBCO, Okanagan College, and School District #22, to cultivate a skilled workforce that meets the needs of Vernon's growing industries.



District of Coldstream OCP

- Increase rental housing stock for young professionals and undergraduate students attending Okanagan College through urban infill development.



Salmon Arm OCP 2024

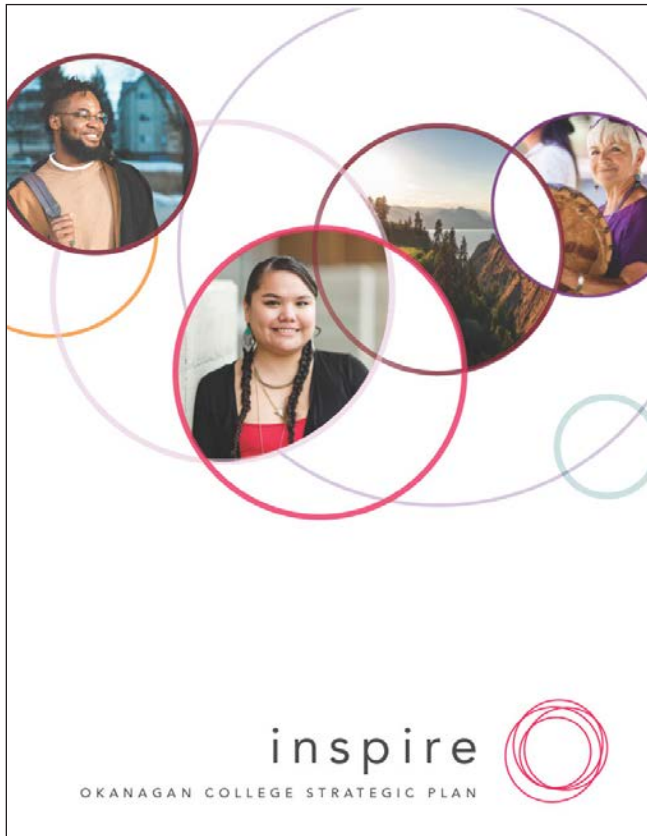
- Partner with Okanagan College to address space needs as the campus outgrows its current facility.
- Support the development of new arts and cultural facilities, leveraging multi-use partnerships for greater community impact.



STRATEGIC PLAN: CAPITAL PLAN ALIGNMENT

The Capital Plan responds to Okanagan College's strategic goals as set out in the Strategic Plan 2022 – Inspire.

Vision: We inspire and empower individuals and communities to strengthen and sustain the social, economic, environmental, and cultural resiliency of the region for current and future generations through the creation and sharing of knowledge.



Mission: We transform lives and communities.

Strategic Plan Goals:

- **Students First:** Creating meaningful life-long educational opportunities of the highest quality for alumni, current, and future students is at the heart of everything we do.
- **Community:** We are one college. We enthusiastically embrace the opportunity to work with, learn from, and support everyone we encounter collaboratively and collegially.
- **Respect:** We welcome, embrace, and celebrate that which make us unique in creating an environment in which every individual is valued, affirming our commitment to human dignity for all.
- **Courage:** We are courageous in our actions in areas that contribute to positive change in our communities and beyond. We have the courage to be vulnerable. We are truthful, sincere, and act ethically with honesty and fairness.
- **Relationships:** We steward meaningful relationships built on a foundation of reciprocity. We are compassionate, empathic, and care for the holistic well-being of students, employees, community members, and the land.
- **Distinction:** We choose activities in which we can achieve excellence and positively impact society.

PLANNING DIRECTIONS AND PRIORITIES

Okanagan College's commitments to Equity, Diversity, Inclusion and Social Justice (EDISJ), Sustainability, and Indigenous Initiatives and Spaces are embedded in the Capital Plan's guiding principles.

The College strives to be a leader in EDISJ by fostering a culture of inclusion and equitable participation for all, particularly historically and currently marginalized groups. Sustainability remains a priority, with a focus on reducing environmental impact, optimizing resource allocation, and aligning with the United Nations' Sustainable Development Goals. Additionally, Okanagan College is dedicated to advancing reconciliation by embedding Indigenous worldviews into campus life, from learning and research environments to cultural and social spaces, in collaboration with Indigenous communities.

THE IMPACT OF THE OKANAGAN POPULATION ON CAMPUS PLANNING

The student population of Okanagan College provides three distinctions that impact campus planning:

1. The median age of all Canadian undergraduate university students is 21 years old. The median age for Canadian certificate or diploma students is 30 years old, which is in line with the average age of an Okanagan College student at 26 years old. As an older demographic than a typical eighteen-year-old entering directly from high school, the Okanagan College student is seeking a direct impact on their academic experience.

The College can support these students by providing choices and control over how and where they study, socialize, and learn.

2. The Indigenous student population continues to increase. Capital Planning can support the feeling of belonging and welcome by developing and maintaining indigenized learning environments, dedicated student support and community spaces, and enhanced connections to Indigenous gardens and the natural landscape.
3. International students have comprised over 10% of all students on campus since 2021. While the International student population in Canada is changing, these students can be supported through international student centres, wayfinding and art opportunities that celebrate their home countries, and signage that uses simple fonts and text to increase legibility across language levels.

Connections from the campus to the greater community also impact planning. Considerations for the very young (through summer camps) and the young at heart (through continuing education experiences and dining at campus restaurants) include changing stations in washrooms, frequent places to sit in public spaces, accessible pathways, and amenities to support all campus visitors. Flexible spaces support activities that happen in the summer months and after-hours activities, enlivening the campus beyond the academic year.

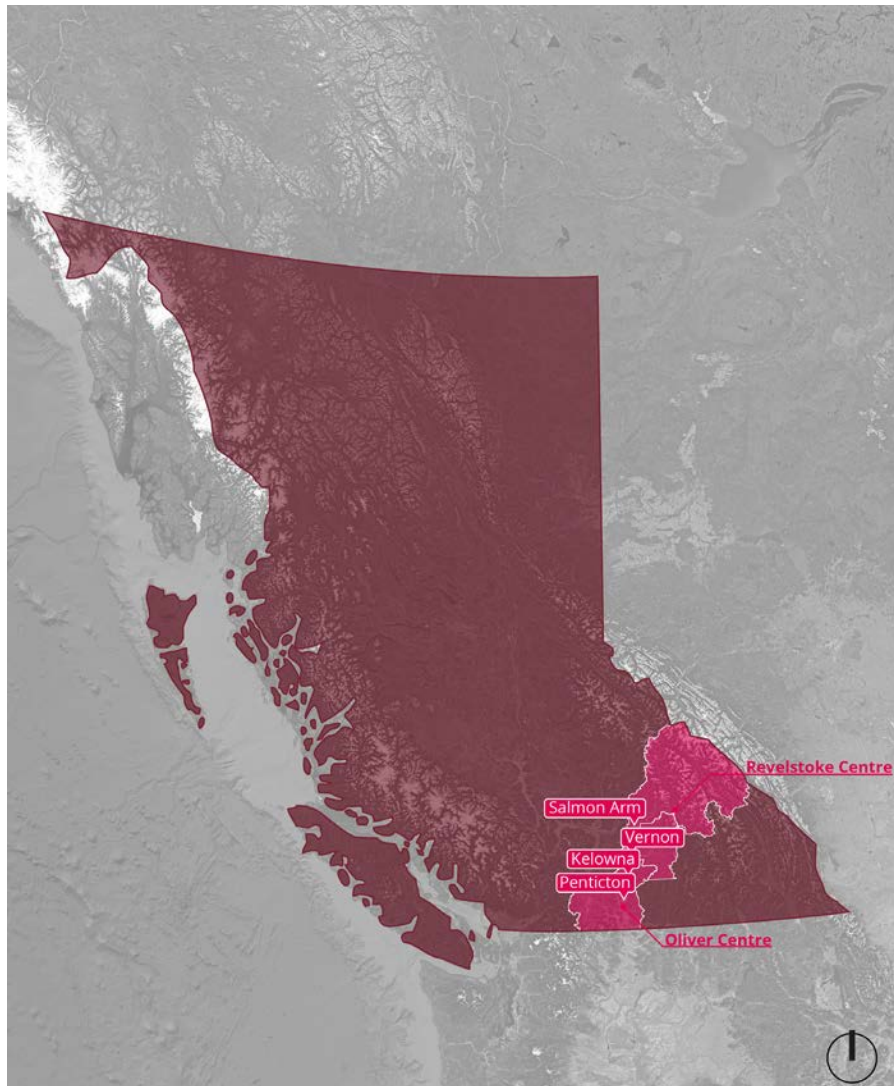
4.0 Existing Conditions

CAMPUS CONTEXT

Okanagan College operates four main campuses across the Okanagan region, located in Kelowna, Penticton, the District of Coldstream (Vernon Campus), and Salmon Arm. These campuses serve as educational hubs within the Central and North Okanagan, as well as the Okanagan-Similkameen and Columbia Shuswap regional districts.

In addition to these primary campuses, Okanagan College has small specialized training and learning centers in communities throughout the Okanagan.

The Capital Plan will focus on the development and future vision for the four main campuses.



CAMPUS COMMUNITY DEMOGRAPHICS

Enrolment Demographics

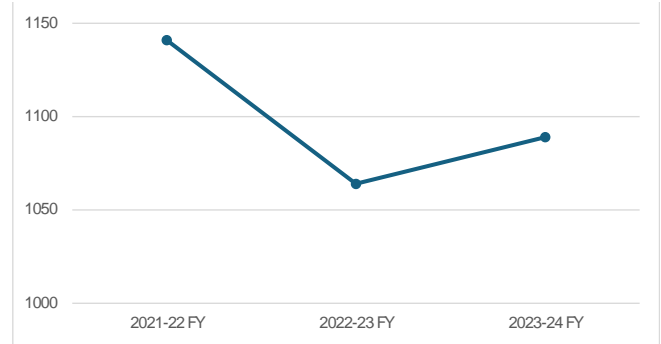
Okanagan College’s student population has been increasing steadily since the 2021–2022 academic year, increasing to 19,210 students for the 2023/2024 year from 17,616 students the year before. In terms of age distribution, the largest proportion of students by age is 20–24-year-olds, comprising 27% of the student population. The Under 19 age group has grown the most over the past three years. Of the 19,210 students, 35% were male, 40% were female and 25% were Other.

The Indigenous student population increased from the 2022/2023 year, from 1,064 to 1,089 students for the 2023/2024 academic year.

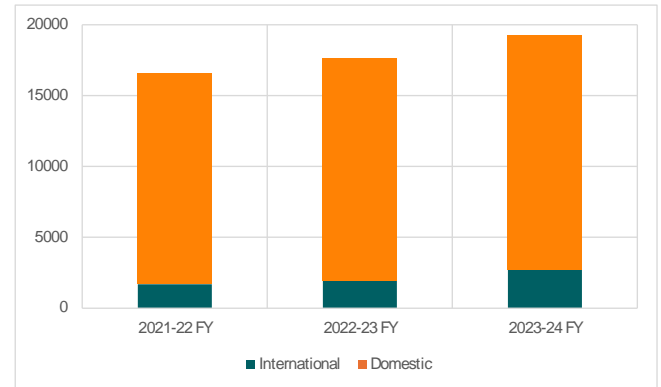
The proportion of international students has steadily increased for a number of years, comprising 14% of the population for 2023/2024, up from 11% for 2022/2023 and 10% for 2021/2022. In 2024, the federal government began implementing strategies to restrict international students, resulting in the decline of international student enrolment.

Given these trends, the Capital Plan provides a framework for Okanagan College to accommodate the projected growth of the student population while ensuring the quality of the campus experience.

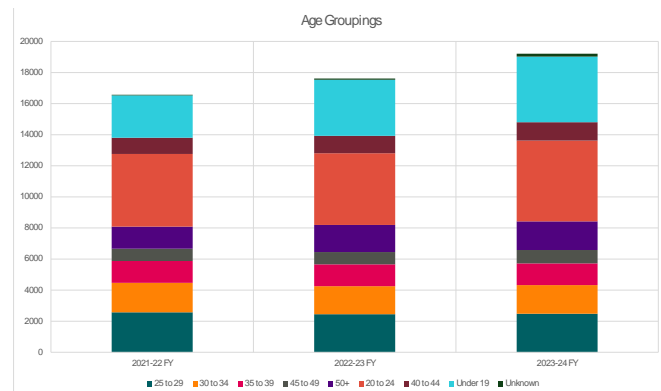
Indigenous Student Population



International Student Population



Age Groupings



ANDRAGOGY AND LEARNING IN MULTIPLE LOCATIONS

As a multi-campus institution with an average student age of 26, the facilities at Okanagan College can address unique learning requirements.

Andragogy, the method of practice and teaching of older adults, focuses on four key considerations:

1. Maximizing autonomy
2. Involving students in the planning and evaluating instruction
3. Supporting experiential learning that connects learning relevance to students' work and personal life
4. Being problem-centred rather than content-centred.

Students can be exposed to learning occurring in multiple locations, increasing the potential for hybrid or virtual courses. To support students, on-campus non-classroom learning spaces should include high-quality technology and acoustic separation from peers and can be hosted by staff providing technical support.

Combining the needs of both andragogous and virtual learning, high-quality learning spaces in professional environments should mimic work life rather than previous educational experiences. Problem-centred, flexible learning spaces should support experiential learning. High-quality technology and focus rooms should support asynchronous or synchronous learning on campus. Technical support should foster independence within a shared environment.



OVERVIEW

The types of contextual analysis will be outlined prior to examining each campus through its respective lens.

Existing Image Map

The existing image maps for each of Okanagan College's four campuses reveal a unique urban structure when viewed through the lens of Kevin Lynch's elements of city form—paths, edges, districts, nodes, and landmarks.

An image map is a visual tool that captures how people perceive and navigate a place, illustrating key spatial elements and relationships. These maps help identify the legibility and organization of the campuses, while also highlighting opportunities and constraints related to design, functionality, and accessibility.

Land Use and Zoning

The College's campuses operate within distinct municipal zoning frameworks, regulating land use, site coverage, building heights, setbacks, and other development parameters, ensuring that campus growth aligns with local planning objectives.

This section outlines the zoning classifications for each campus—Kelowna, Penticton, Vernon, and Salmon Arm—highlighting their respective regulations and development potential.

By adhering to these zoning guidelines, the college can optimize land use, maintain regulatory compliance, and support long-term institutional planning.

Existing Building Conditions

The plans illustrate the existing state of buildings across the four main campuses, informed by Facility Condition Assessments (FCAs). These assessments evaluate the physical state of each building, identifying deficiencies and projecting potential lifecycle replacements based on observed conditions.

In addition to observed conditions, the age of buildings plays a critical role in determining when renovations or replacements may be necessary, as older structures may face increasing maintenance challenges or outdated systems.

Buildings classified with a lower condition may be considered for replacement of aging and deteriorating buildings or removal. However, some facilities with lower condition ratings continue to function and support the institution's daily operations. Strategic long-term planning should prioritize the renewal, renovation, or replacement of buildings with the lowest condition ratings to enhance campus infrastructure and maintain a high-quality learning environment.

Access and Transportation

The Capital Plan considers the full spectrum of campus access—from walkability within the immediate area to regional transit and cycling infrastructure.

The plan also addresses the role of vehicle access, identifying key entry points, internal roadways, and opportunities for reconfiguring circulation to improve efficiency.

Parking needs are evaluated in relation to current use and zoning bylaw requirements, with a focus on balancing functionality with long-term sustainability goals.

Services and Infrastructure

As part of the planning process, existing services and infrastructure were reviewed. This included identifying key site services.

As new projects are introduced, a more detailed review of infrastructure capacity and sizing should be undertaken to determine any necessary upgrades or expansions. This will help ensure that essential services—such as water, sanitary, stormwater, and electrical systems—can support future development effectively. The accompanying diagrams provide a visual representation of the existing infrastructure.

Existing Space Types

Okanagan College has nearly 80,000 square metres of space across the four main campuses, encompassing a diverse range of facilities that support learning, collaboration, and campus life. These include academic spaces such as classrooms and lecture halls, specialized trades training areas, student spaces for gathering and study, administrative offices, and various support facilities. Additionally, the campuses feature recreational amenities and housing accommodations, ensuring a comprehensive environment for students, faculty, and staff.

Utilization and Optimization of Space

Each campus classroom, lab, trades shop, and studio utilization was analyzed by room and seat count. Examining how frequently rooms are booked and determining how well academic offerings suit the class assigned helps determine the number of classrooms and seats required on each campus.

Efficient room utilization (amount of time the room is used) at an institutional level is targeted at 75%. This utilization rate supports efficient scheduling while providing space for ad hoc or occasional use. Utilization below 70% indicates too much classroom and lab stock. If the use exceeds 75%, it becomes increasingly difficult for the institution to assign its course sections to space. Seat utilization in each room is targeted at 85%.

Findings

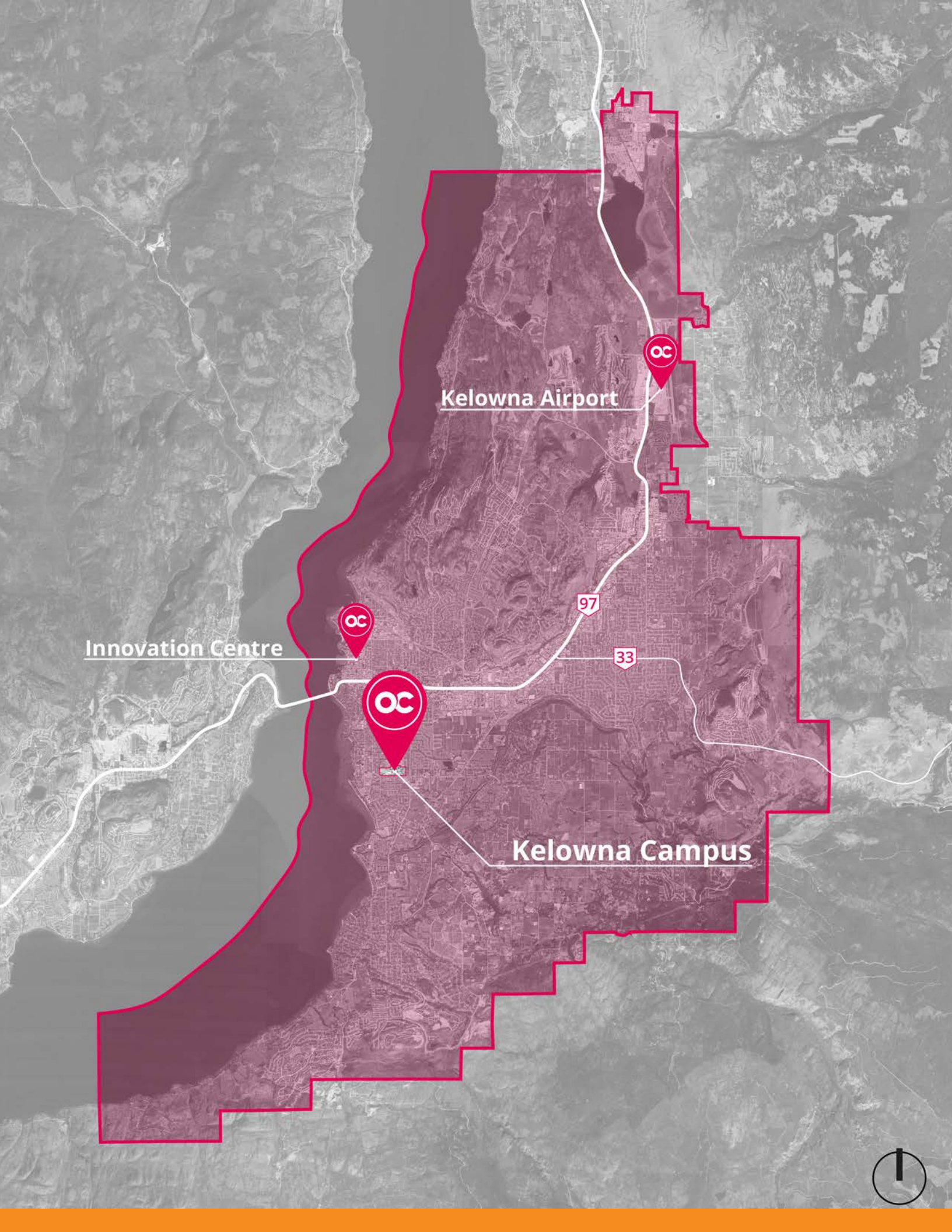
Kelowna Campus has classroom and seat utilization within a reasonable range. Seat and room utilization data show signs of block booking in all other room types, including laboratories, trades classrooms, shops, and labs. Block booking reduces optimization opportunities as it blurs actual room use. Changing booking practices to accurately reflect actual use will improve the ability to analyze and find efficiencies within existing space.

Penticton campus has classroom utilization between 40 and 60%. Seat utilization is within an acceptable-to-high, range. Classroom consolidation to increase room capacity could be warranted.

Vernon campus has 75%+ classroom and lab utilization but low (30% on average) seat utilization. This campus could benefit from right-sizing select classrooms and labs to reduce their size and keep classroom utilization within a reasonable range.

Salmon Arm campus has an abundance of rooms and seats. If additional space is required for other uses, some classes can be altered.

Further study of the Kelowna, Penticton and Vernon campuses is warranted to explore right-sizing opportunities to select banks of classroom and laboratory spaces. Booking practices could also be improved to reduce block booking and increase data transparency.



Kelowna Airport

Innovation Centre

Kelowna Campus



KELOWNA CAMPUS

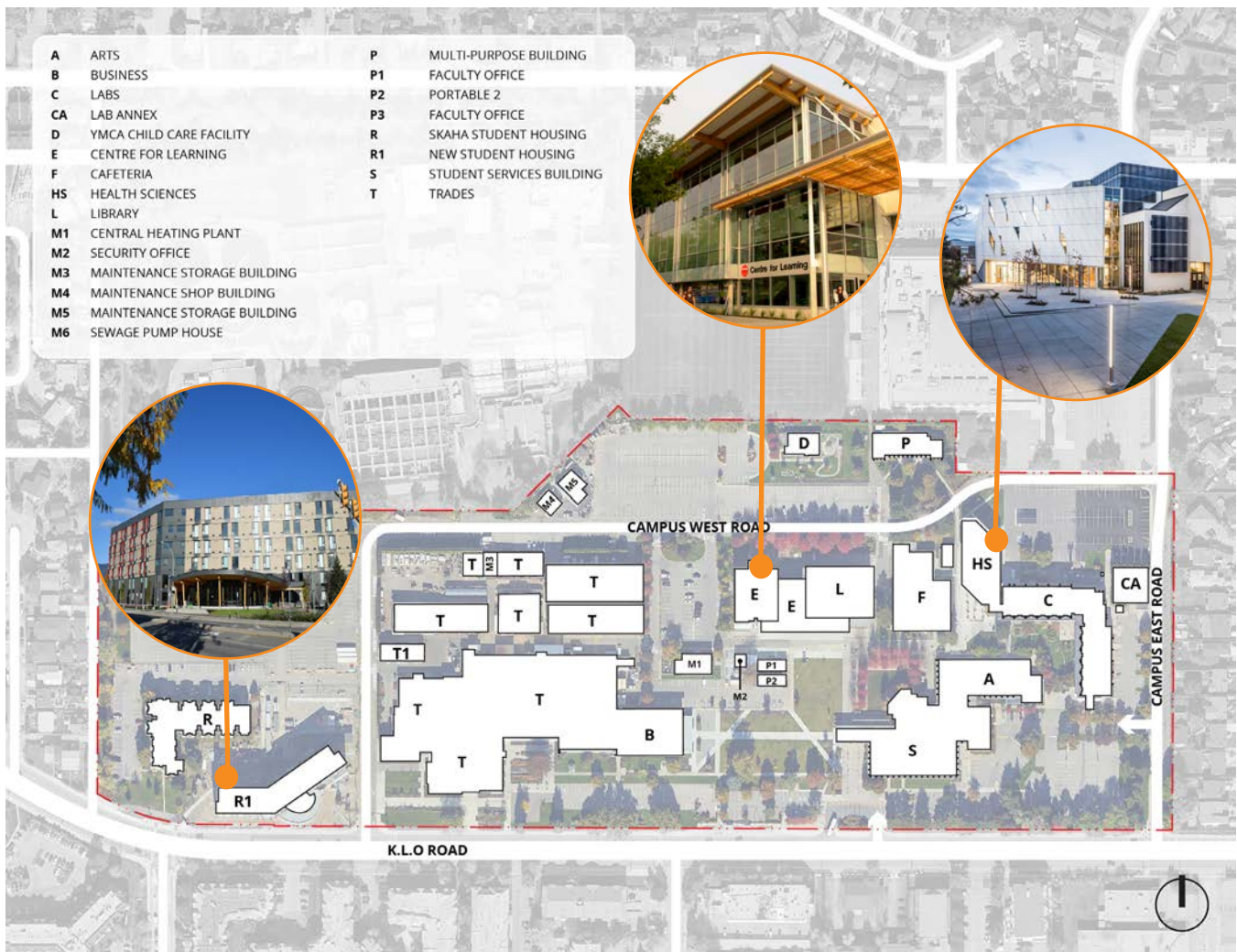
Campus Context (Central Okanagan)

Tenure: Owned

Facilities: As the largest campus, Kelowna offers a diverse range of academic, trades, and student support facilities. It features a **trades training complex** equipped with modern workshops, **health sciences labs** that provide hands-on training for healthcare programs, and the **Centre for Learning**.

The campus includes **classrooms and specialized labs** to support a variety of academic and technical programs, as well as **student service spaces** that provide advising, counseling, and career development support. **Student housing** is available for on-campus accommodations, along with a **daycare facility**.

Additional specialized programming also occurs in the Innovation Centre and at the Kelowna Airport.

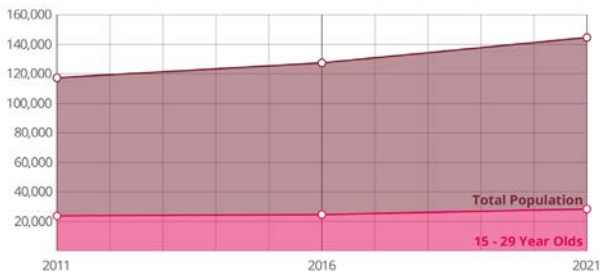


Enrolment Demographics

The City of Kelowna has seen an increase in population, growing by 7.6% from 2016 to 2021.

The population of Kelowna is getting younger, as indicated by a decreasing median age of 43.8 years old in 2016 to 42.4 years old in 2021.

Kelowna Population Change

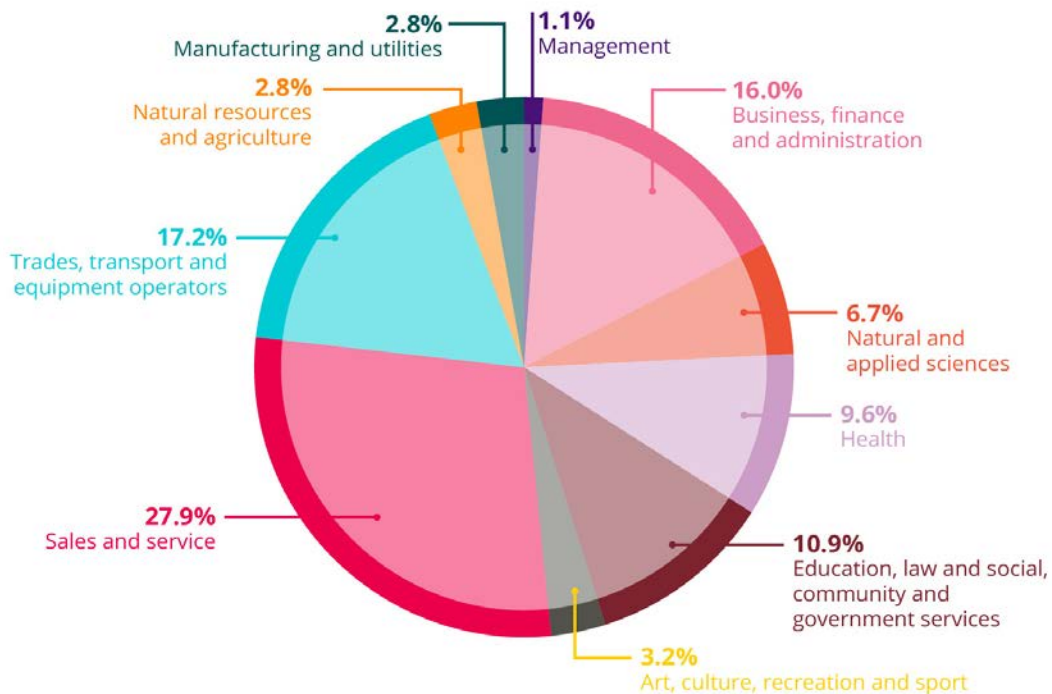


Kelowna Median Age



The largest proportion of the population is employed in the sales and service industry, followed by trades, transport, and equipment operators.

Kelowna 2021 Labour Force by Occupation

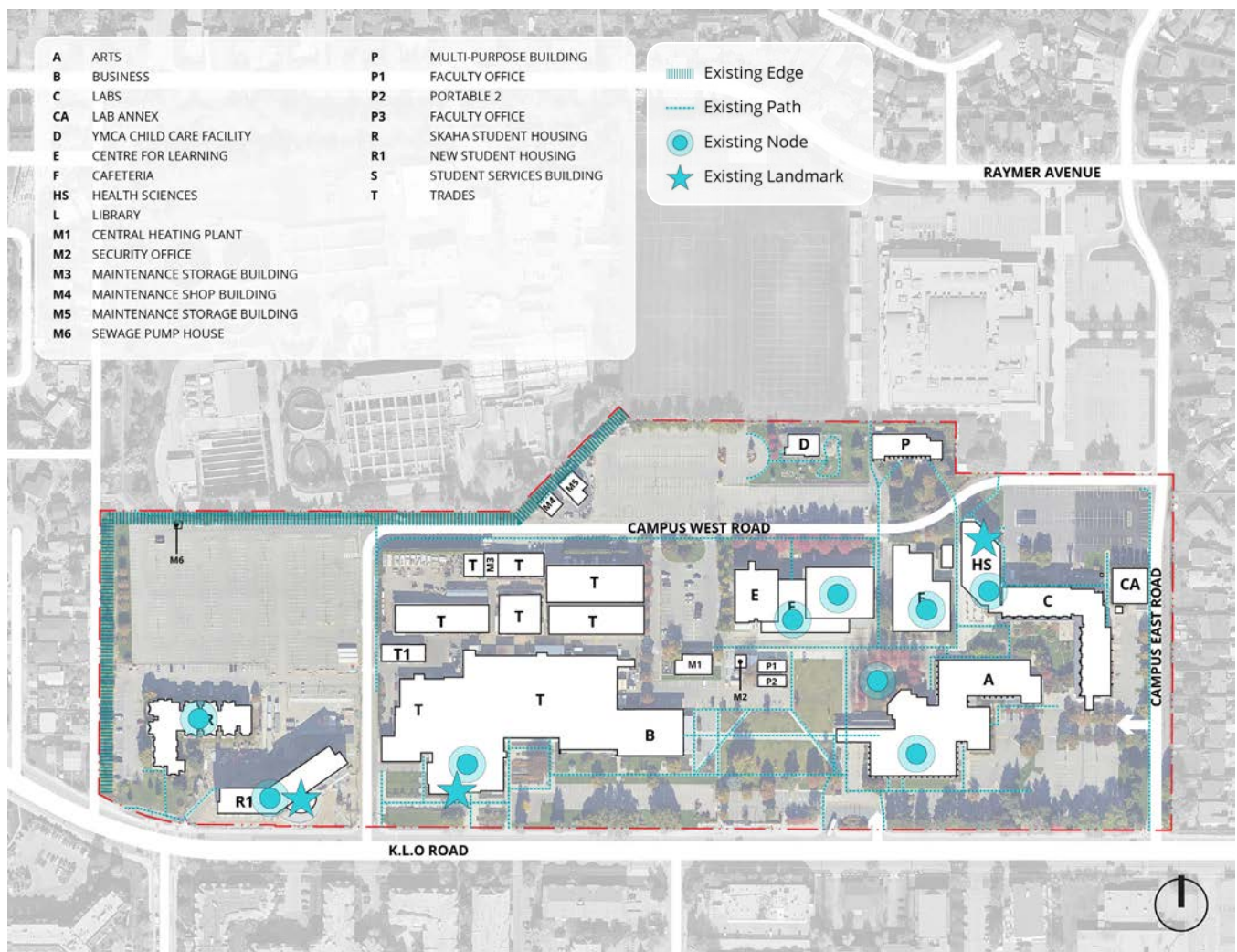


Existing Image Map

The Kelowna Campus is designed to support a range of programming within a compact layout. The campus centers around several main buildings, each serving a distinct purpose. At the heart of the campus is the Centre for Learning, a hub for academic resources with classrooms, study spaces, and library services. The main academic buildings, located nearby, house classrooms and labs dedicated to programs in trades, health, technology, and arts.

The Trades Training Complex to the west and the Health Sciences building to the east serve as prominent landmarks, aiding navigation. Green spaces and courtyards provide students with relaxed outdoor study and socialization areas.

However, the compact site layout limits expansion opportunities. Parking in the middle of campus detracts from a pedestrian-friendly environment and creates a barrier to connectivity. While perimeter parking lots help reduce congestion, additional wayfinding measures would help to improve navigation.



Land Use and Zoning

The Kelowna campus is zoned as **Education and Minor Institutional (P2)**, as per the City of Kelowna’s Zoning Bylaw No. 12375. The purpose of the P2 zone is to provide a zone for private and public educational, residential, and recreational uses and religious assemblies.

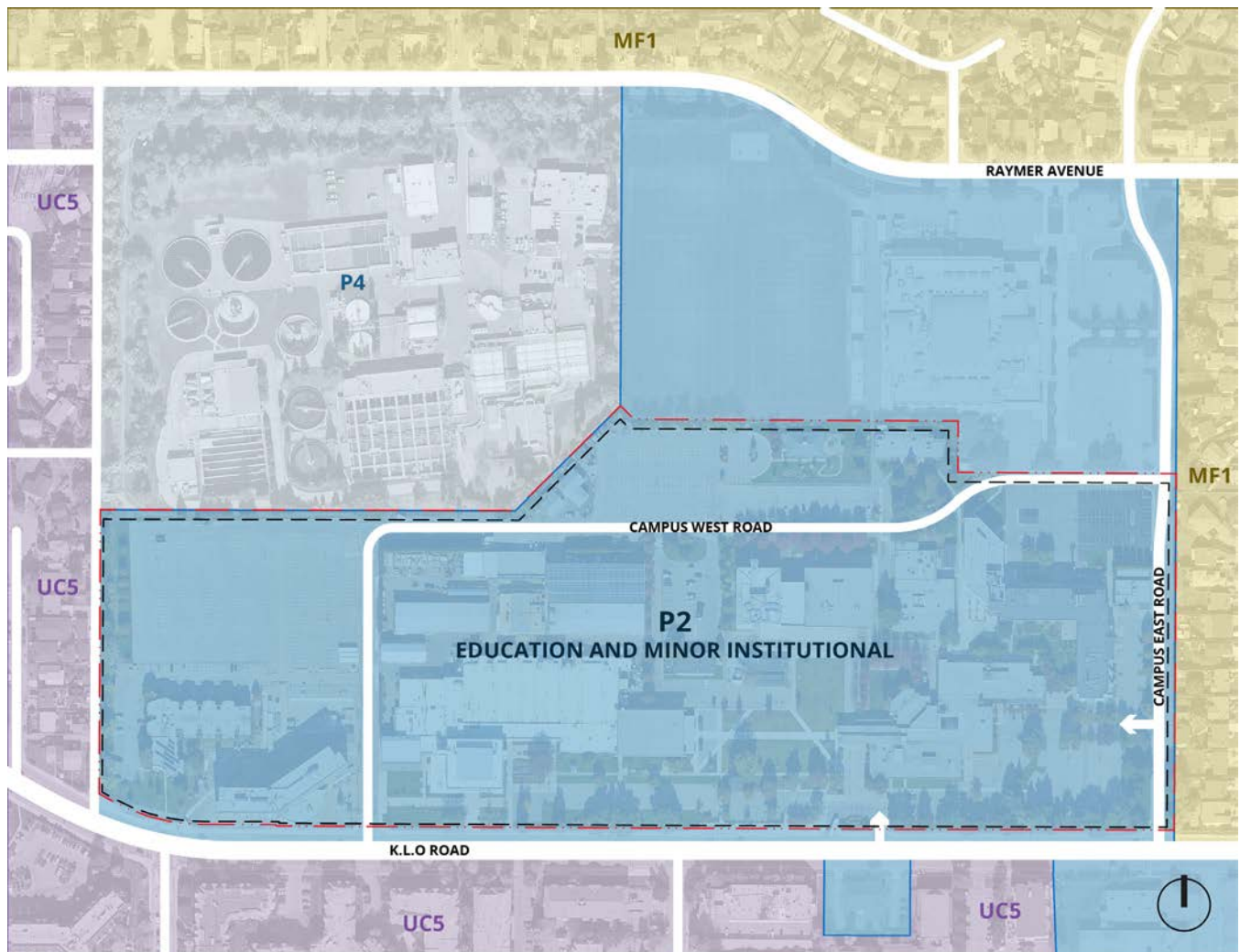
Minimum Setbacks

Front yard:	2.0 m
Flanking Side yard:	2.0 m
Side yard:	4.5 m
Rear yard:	6.0 m

Maximum Site Coverage (of all Buildings) **40%**

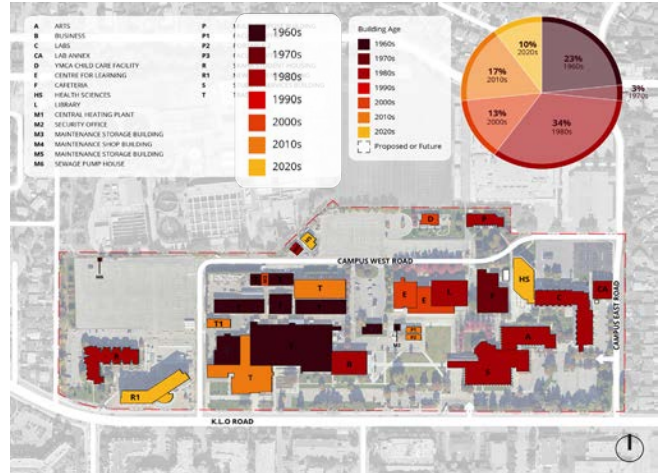
Maximum Base Density	1.0 FAR
Maximum Base Height	3 storeys, 13.5 m

Maximum Site Coverage (of all Buildings, Structures & Impermeable Surfaces) **60%**



Existing Building Conditions

Several buildings on the Kelowna campus have a Facility Condition Index (FCI) greater than 0.5, indicating aging and deferred maintenance concerns. These include the Business Building, Cafeteria, Skaha Residence, and Student Services Building. While these facilities remain operational, their condition warrants careful planning for future investment. Renovations may be feasible for some buildings to extend their usability, while others may require eventual replacement. Consideration should be given to modernizing these spaces to better align with evolving academic and student needs.



Access and Transportation

The Kelowna campus is within walking distance of the Pandosy Urban Centre, and biking distance of much of the central area. The Ethel/Casorso bike route passes along the west edge of the campus. A bicycle pathway is being extended along K.L.O. Rd in 2025.

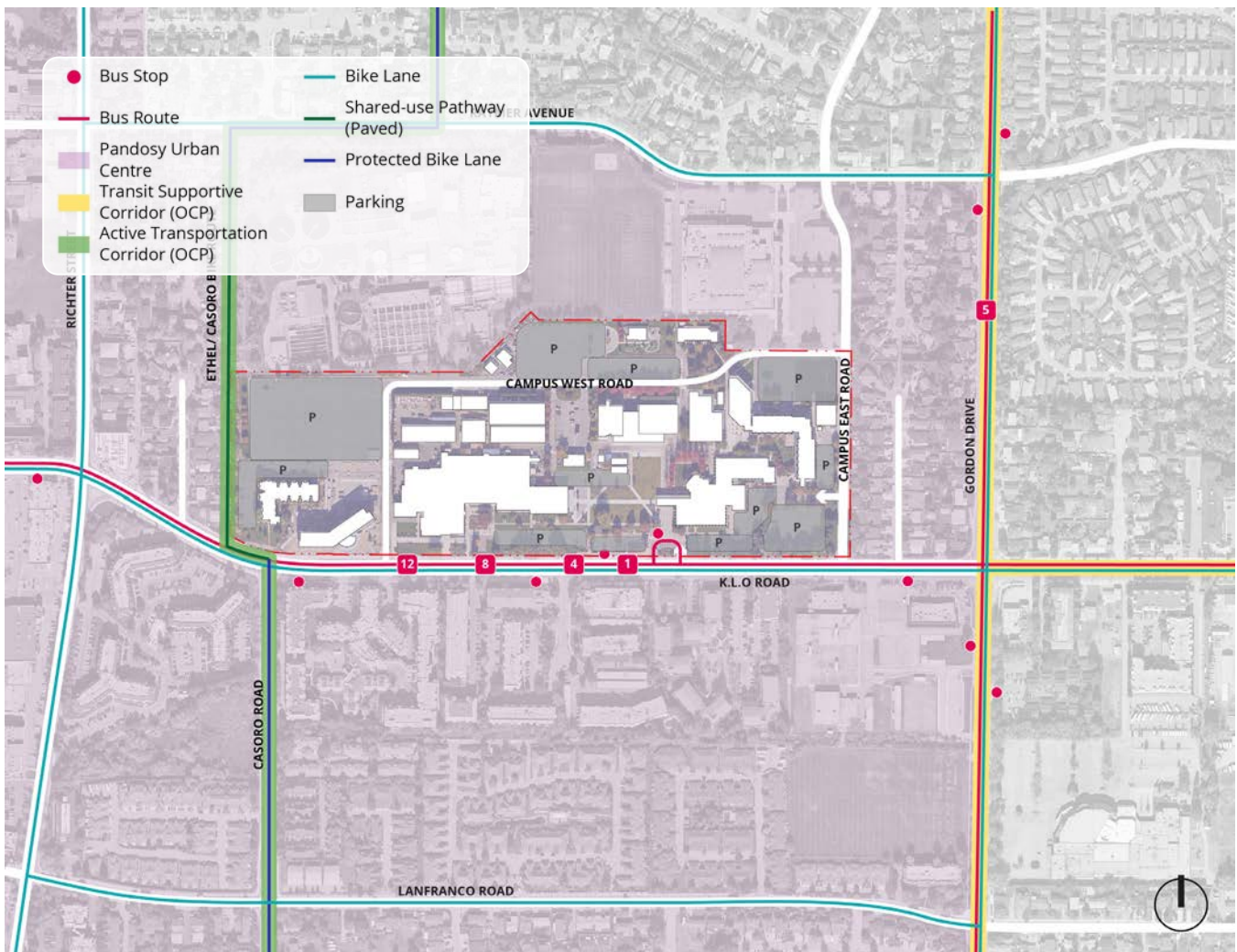
Transit access to the campus is good, with three frequent routes (Route 1, 8, and 5) and two local routes (Route 4 and 12) with hourly service in peak hours.

Three main vehicle accesses and the two internal roadways (Campus West and Campus East) provide redundancy and allow for circulation within the site. The current supply of parking is significantly above zoning requirements, although utilization rates are high.

Parking

Municipal Zoning Requirement:	607
Supply:	1414

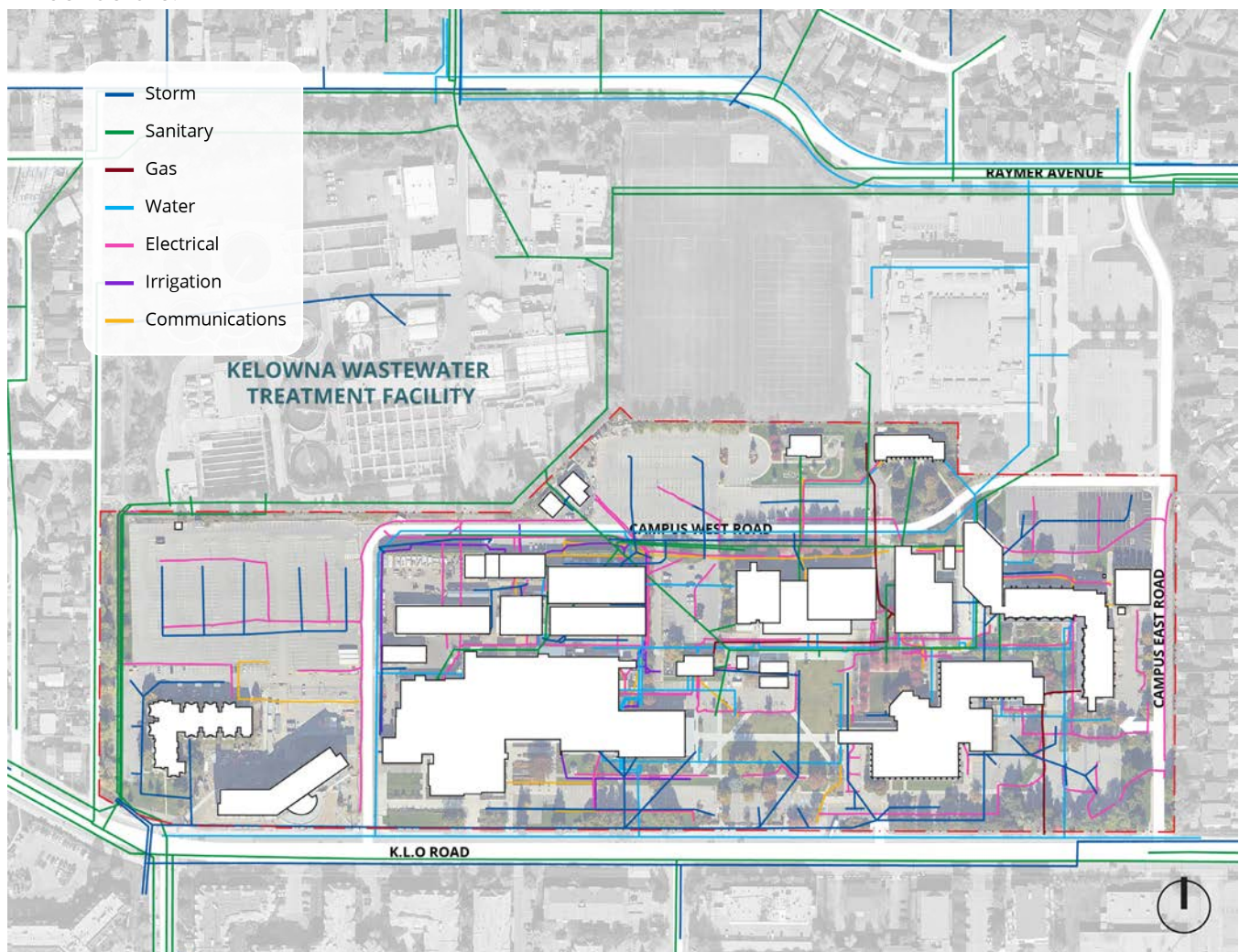
Note: The campus is part of a Provincial TOA area, so there is no parking required for future student housing

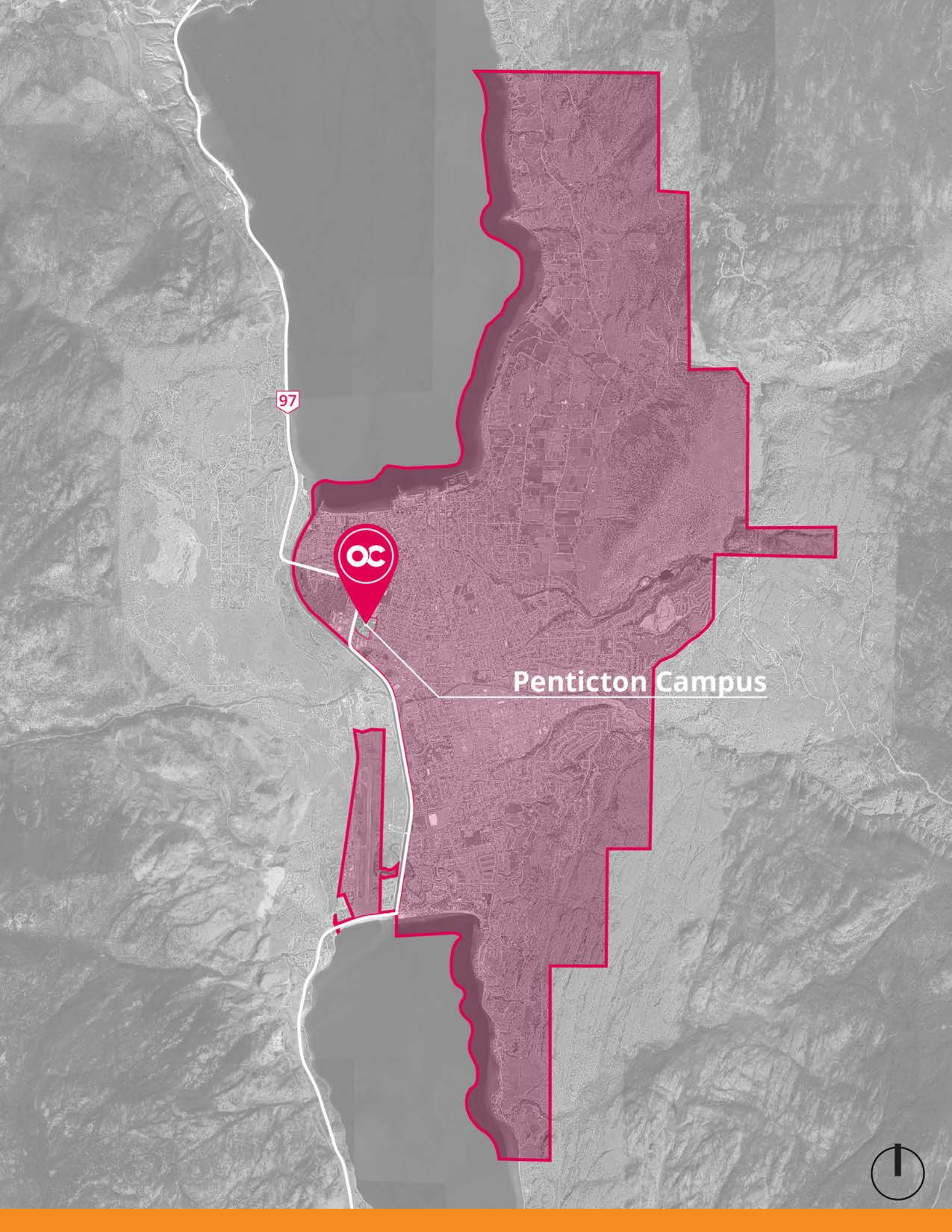


Services and Infrastructure

The Kelowna campus is supplied with multiple water services originating from KLO Road, connected to the 200mm watermain along KLO Road. These services are situated at the southern property line. One existing service extends around the northern side of the College, reconnecting to another existing service on KLO Road. The property is connected to a storm service that leads to a 525mm main on KLO Road. The details of additional storm system infrastructure are currently unknown. It is assumed that the college has an on-site stormwater retention system, which subsequently discharges into the City's infrastructure.

The property is served by two sanitary services. One connects to the existing 300mm main at the intersection of KLO Road and Casorso Road with an internal drop structure. The second service from the property is a force main service that connects at a manhole on the east property line of the Wastewater Treatment Facility on Raymer Ave.





97



Penticton Campus



PENTICTON CAMPUS

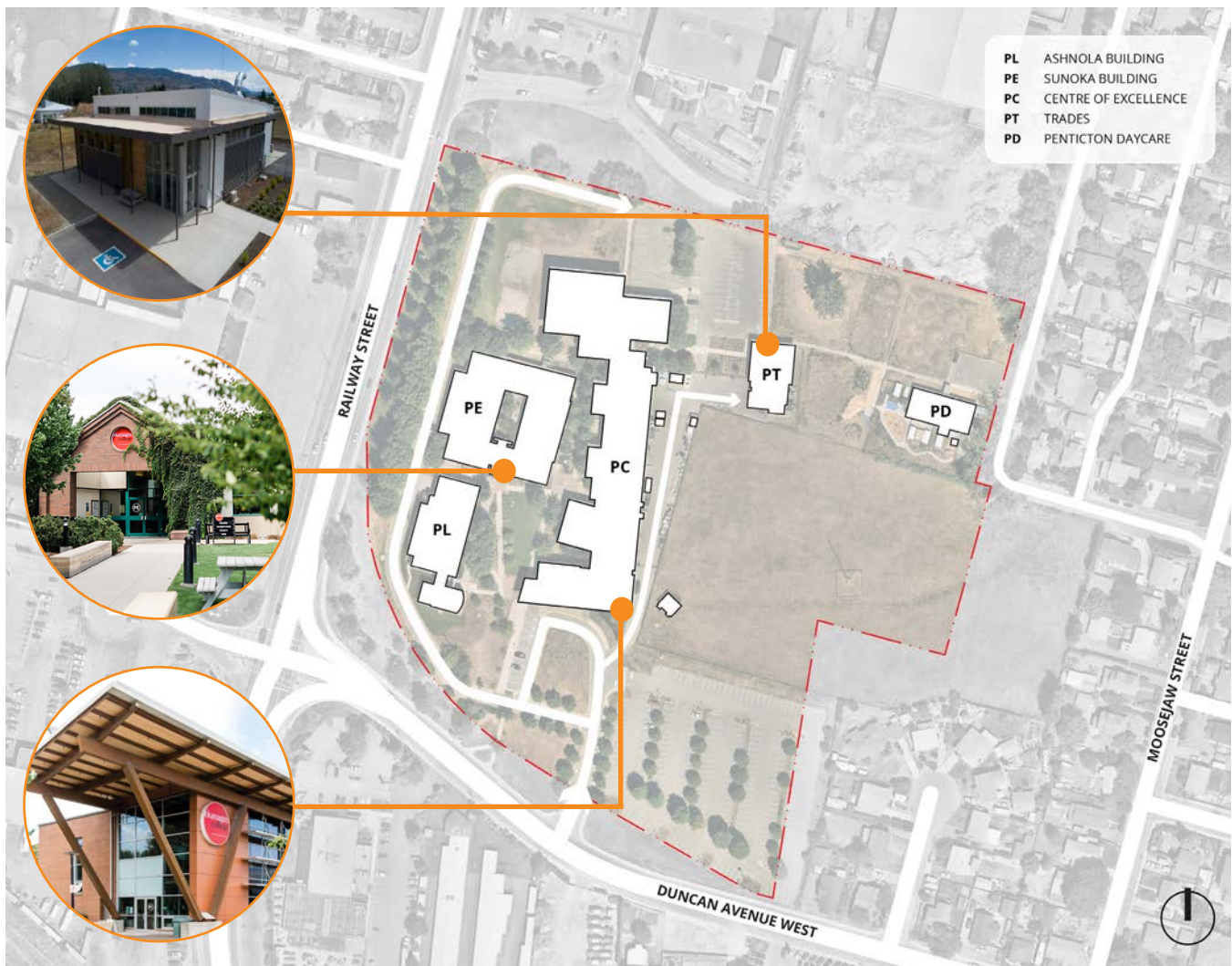
Campus Context (Okanagan-Similkameen)

Tenure: Land is Leased; Buildings are Owned. Penticton Campus includes a section that was formerly used by NAV CANADA.

Facilities: The Penticton Campus offers specialized learning spaces designed to support a variety of programs. It features a **Welding Shop**, the **Centre of Excellence** focused on innovative trades training, and a **Sensory Lab** that provides unique hands-on learning opportunities.

Ashnola, one of the primary buildings, houses **administration offices, a library, and a lecture theatre**.

Sunoka, another key building, contains **classrooms and labs**, supporting a range of academic disciplines. A **daycare facility** is also available on campus.

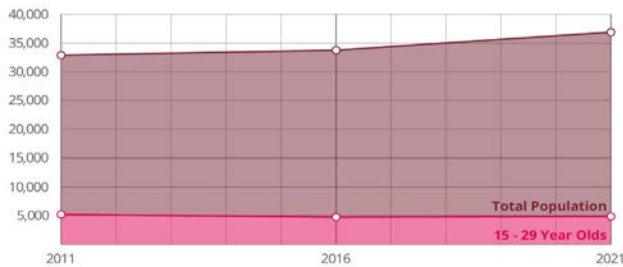


Enrolment Demographics

The City of Penticton has seen an increase in population, growing by 9.3% from 2016, 2021.

The population of Penticton is getting younger, as indicated by a decreasing median age of 52.4 years old in 2016 to 52.0 years old in 2021.

Penticton Population Change

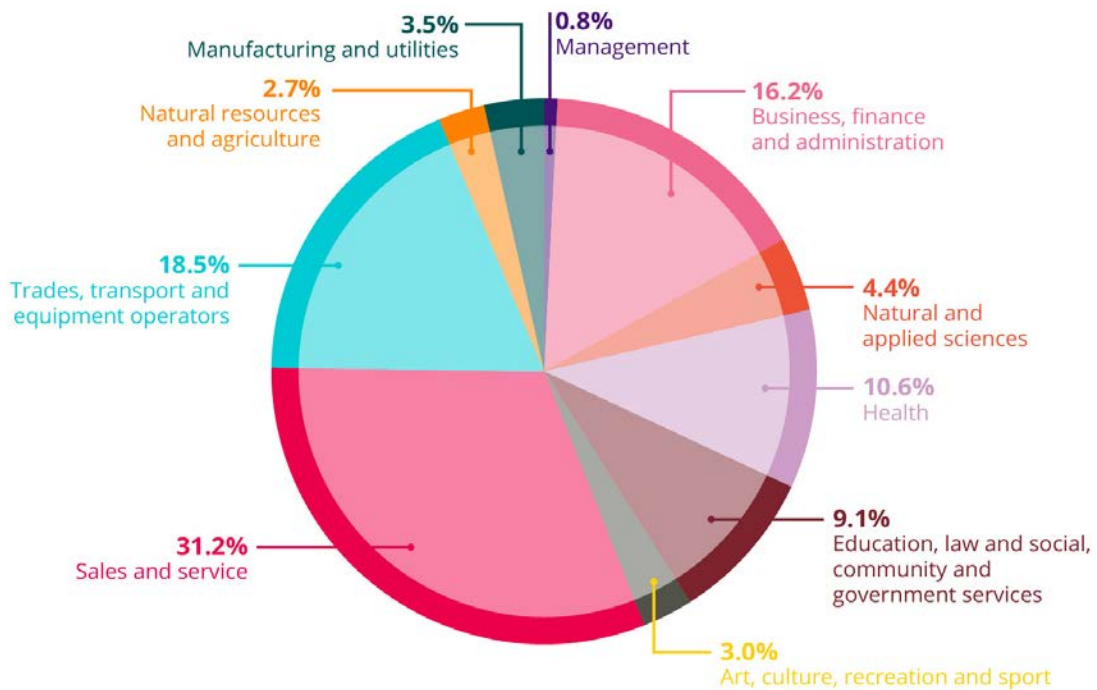


Penticton Median Age



The largest proportion of the population is employed in the sales and service industry, followed by trades, transport, and equipment operators.

Penticton 2021 Labour Force by Occupation



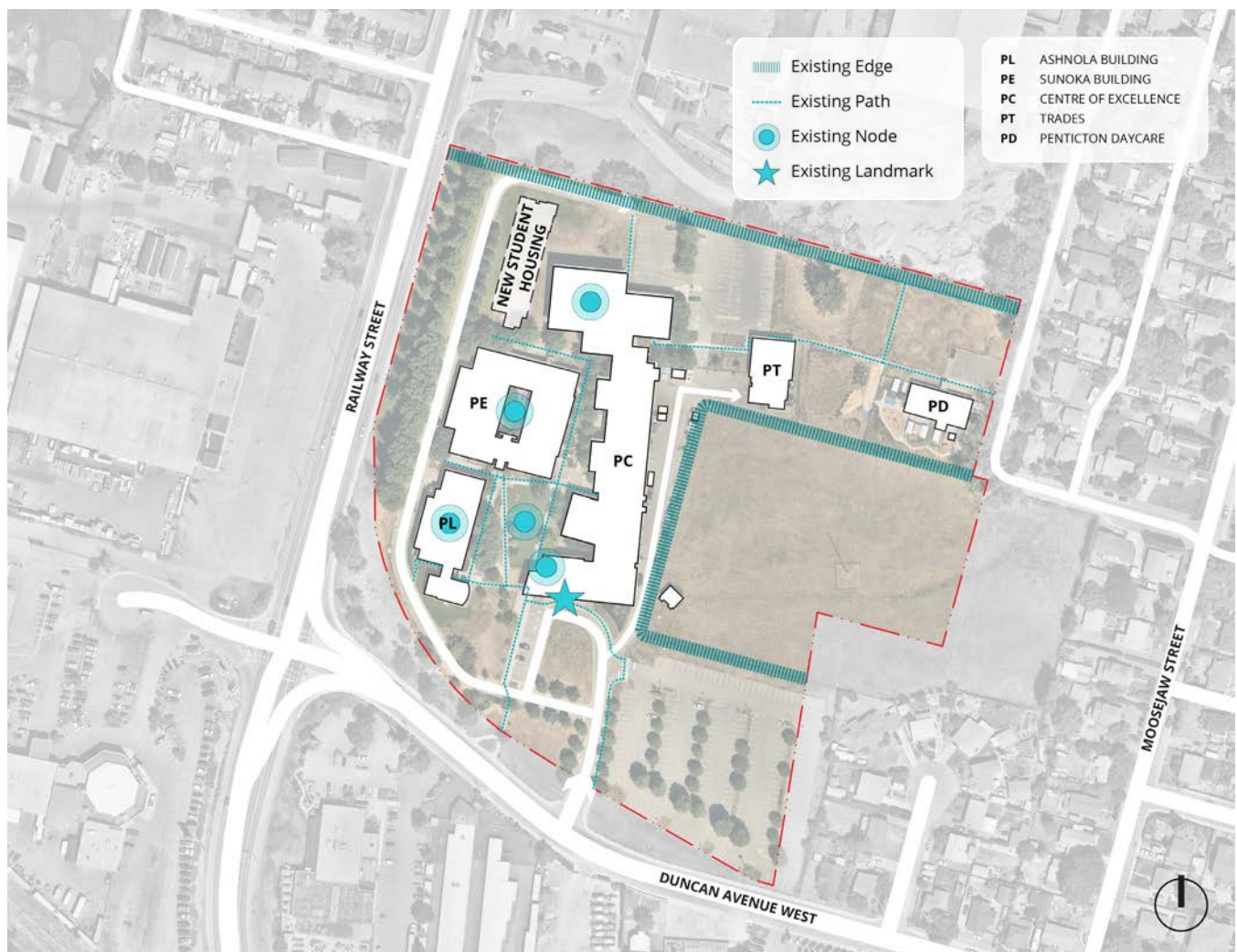
Existing Image Map

The Penticton Campus features centrally located academic buildings that house classrooms, lecture spaces, and labs. These buildings are surrounded by landscaped green areas and pathways, offering inviting outdoor spaces for students to relax, study, or socialize.

The Centre of Excellence is a prominent feature and provides a strong identity and gathering space for students and faculty. An opportunity exists to develop a nodal point at the north end of campus, which could serve as a focal destination,

drawing users to that location and improving connectivity across campus.

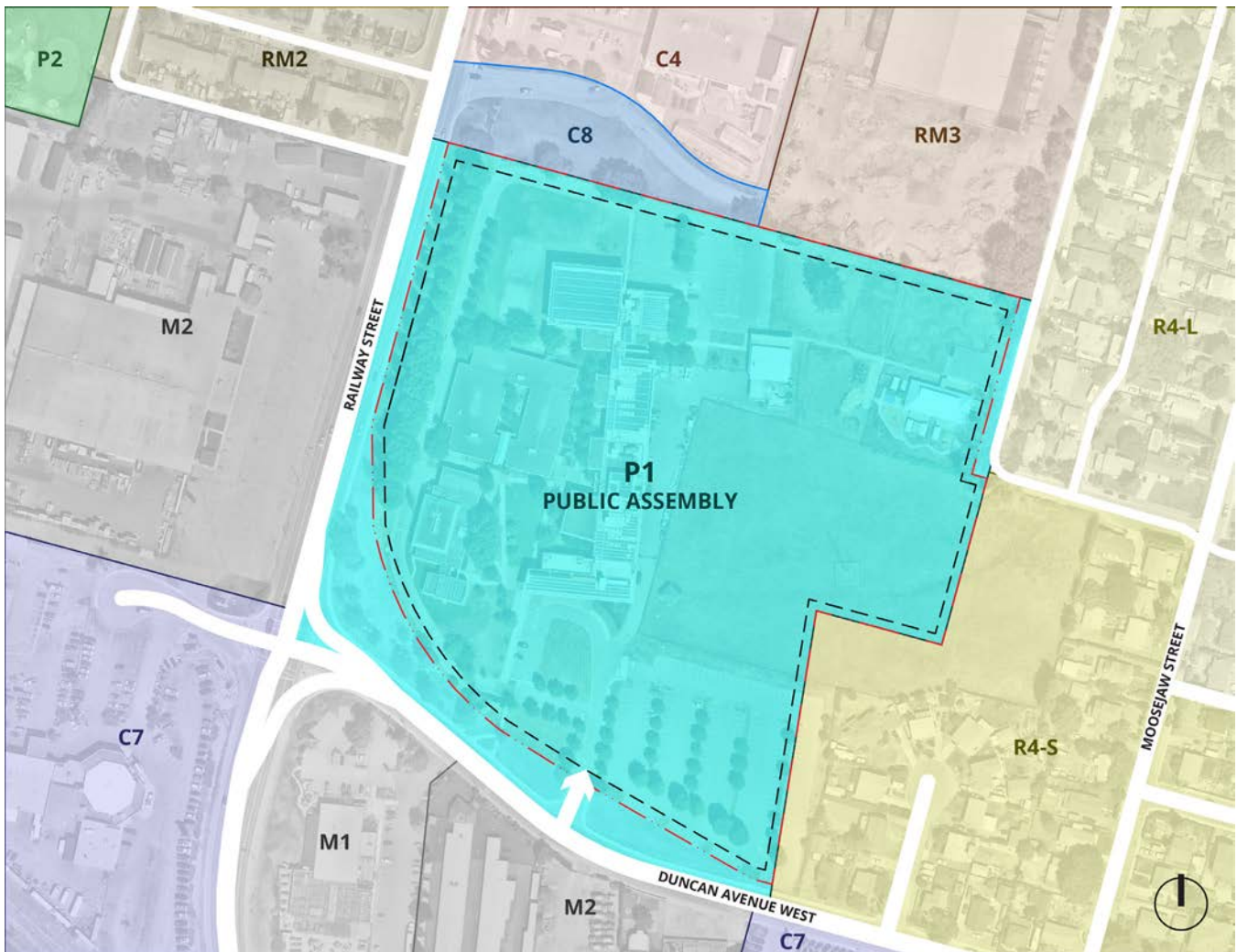
Despite these advantages, limited space for future expansion within the current campus footprint poses a challenge. Some pathways require accessibility improvements for better navigation, and the campus could benefit from enhanced wayfinding signage.



Land Use and Zoning

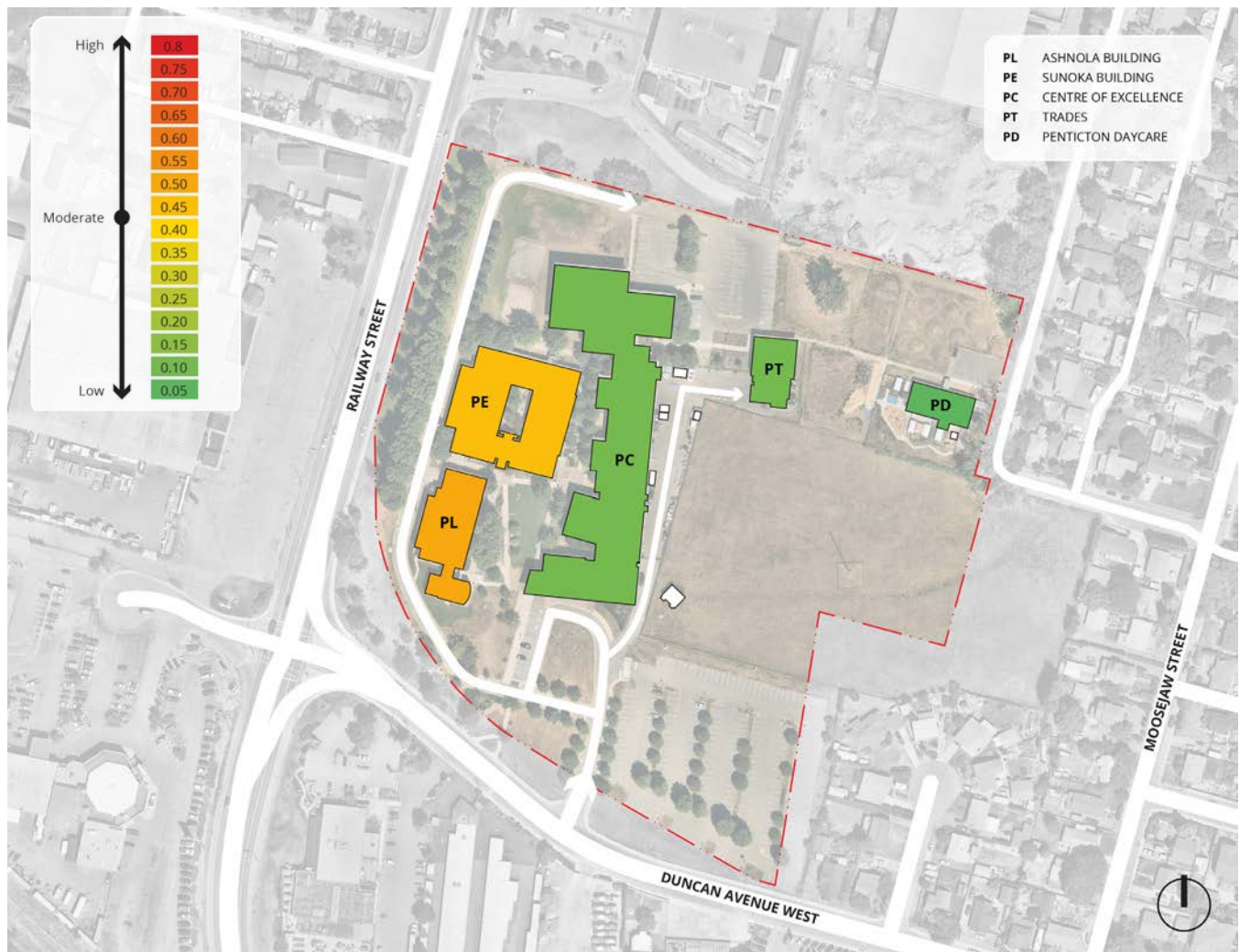
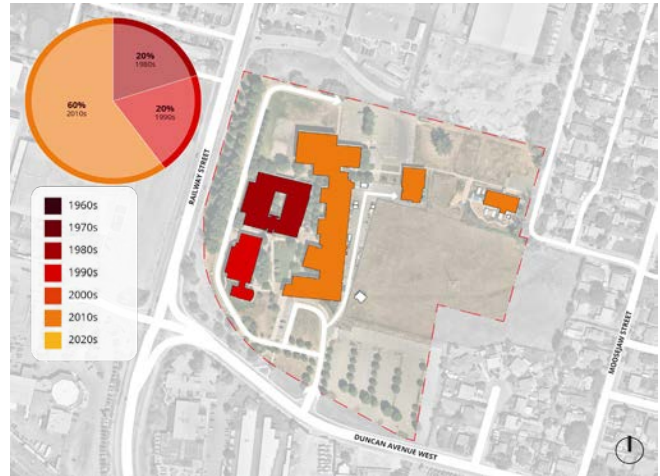
The Penticton campus is zoned as **Public Assembly (P1)**, as per the City of Penticton’s Zoning Bylaw No. 2021-01. This zone provides for governmental and institutional uses including, educational, health and recreation uses, and civic or cultural gatherings.

Maximum Lot Coverage	40%
Minimum Setbacks	
Front yard:	6.0 m
Interior side yard:	4.5 m
Exterior side yard:	6.0 m
Rear yard:	7.5 m
Maximum Base Density:	1.2 FAR
Maximum Height:	12.0 m



Existing Building Conditions

The Ashnola Building has the lowest FCI on the Penticton campus at 0.48, suggesting that it remains in serviceable condition, but targeted renovations are necessary to address existing deficiencies and extend its lifecycle. Modernization efforts should focus on improving building systems, accessibility, and energy efficiency to ensure the facility continues to meet institutional needs.



Access and Transportation

The Penticton campus is located within biking distance of many residents; however, there are currently no dedicated biking connections. For walking, there is a gravel path connecting to the daycare facility, Timmins St, and the neighbourhoods immediately east of campus.

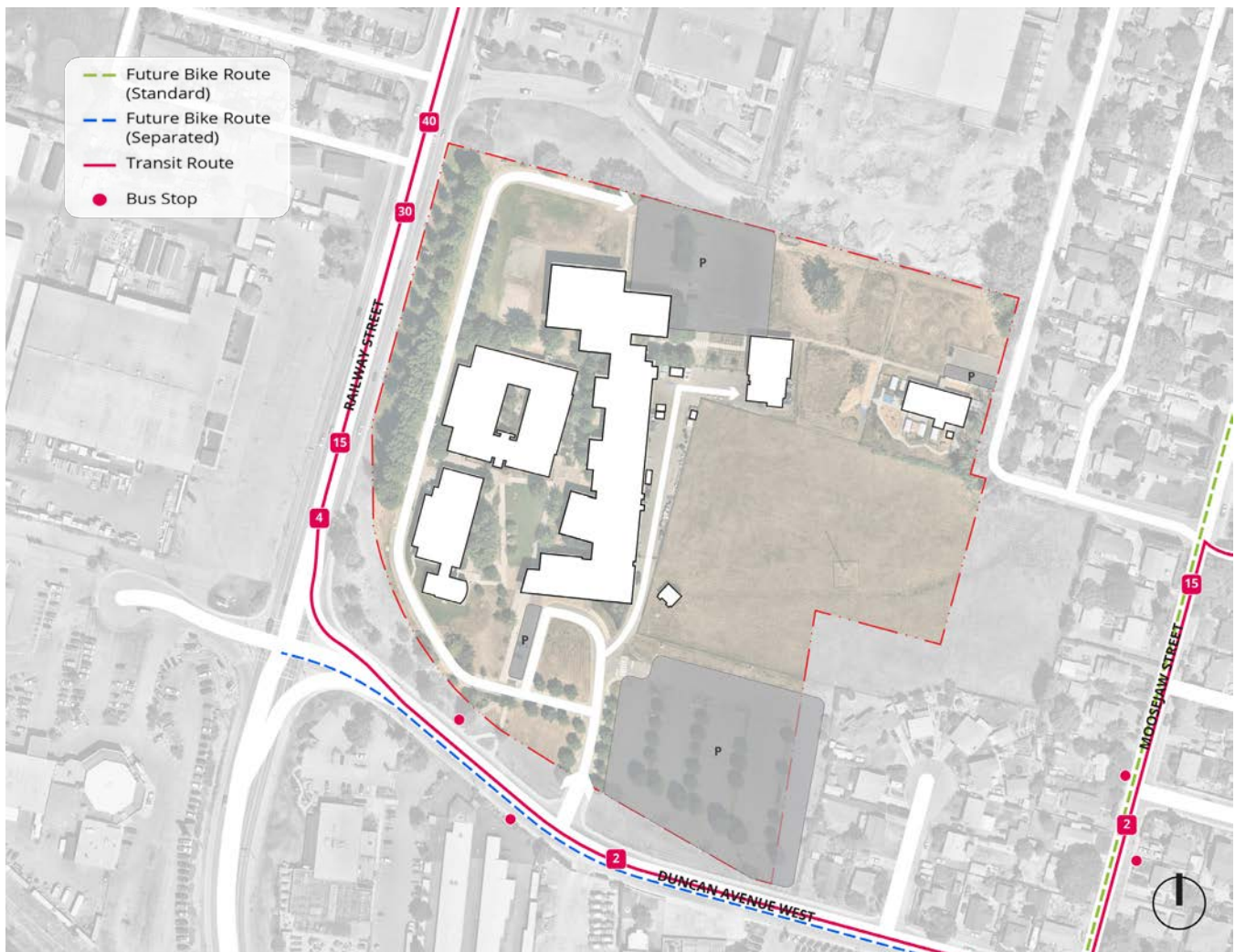
The campus is served by four transit routes. Routes 2 and 4 offer hourly service from the campus to Downtown, Cherry Lane Mall, and neighbourhoods to the east. Routes 30 and 40

are regional connections from Summerland and Osoyoos. The bus stops on Duncan Ave have shelters, although they do not fully meet standards for accessibility.

The campus has one unsignalized access from Duncan Ave, which is sufficient for the current buildout plans. The supply of parking aligns with municipal zoning requirements.

Parking

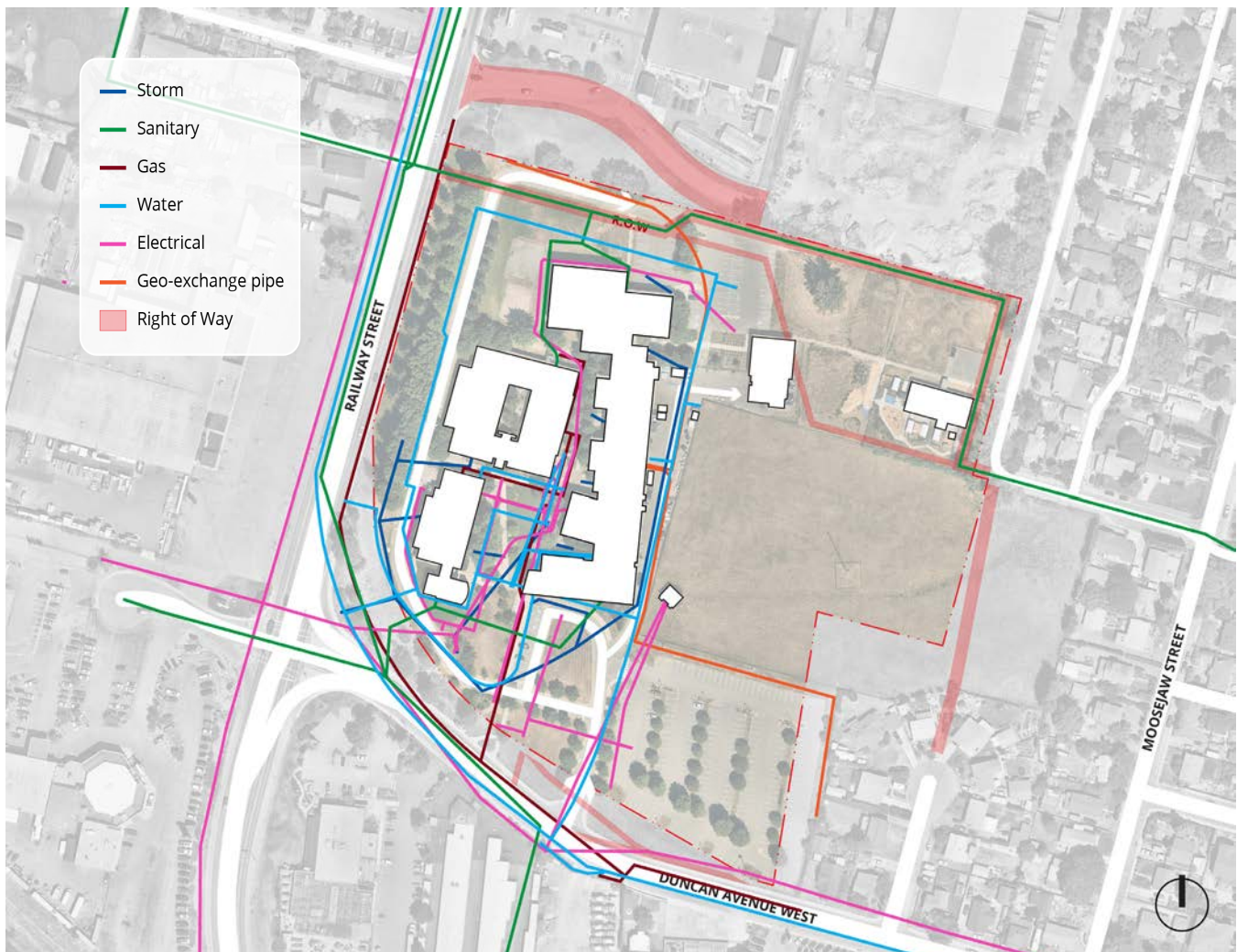
Municipal Zoning Requirement:	260
Supply:	312

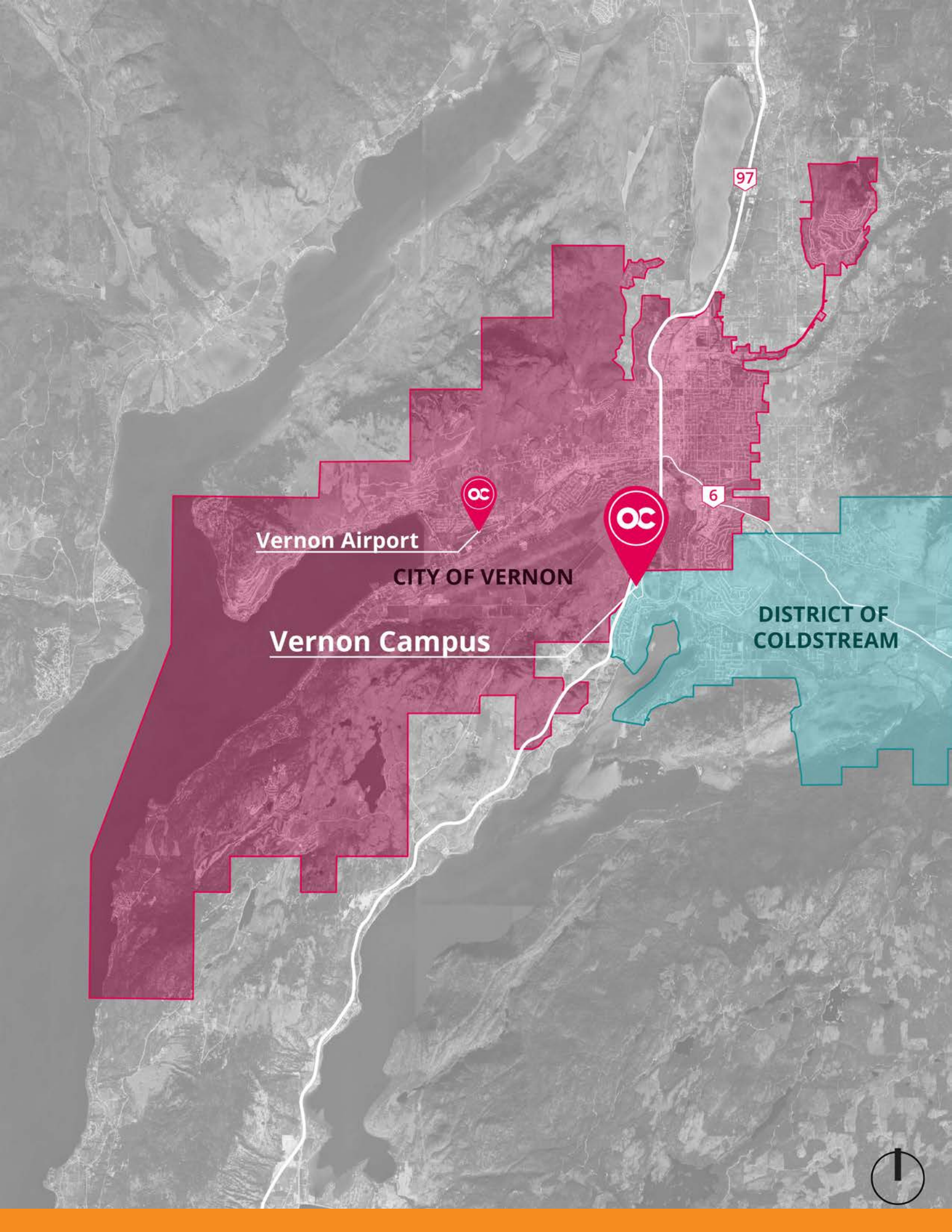


Services and Infrastructure

The Penticton campus is equipped with water, sanitary, and storm servicing. Several water connections originate from the existing 250mm watermain located at the intersection of Railway Street and Duncan Avenue. These various services are situated along the southwest edge of the property. The property features its own stormwater management service that connects to the existing gravity storm main located on Railway Street. It is presumed that the campus has an onsite stormwater retention system that subsequently discharges into the City's infrastructure.

The sanitary servicing for the property is provided by a connection to the existing 600mm sanitary gravity main, situated on the north side of the property. This main line is located along Duncan Avenue. Additionally, the property is supplied with gas service via a main line originating from both Duncan Avenue and Railway Street.





Vernon Airport



CITY OF VERNON

Vernon Campus



**DISTRICT OF
COLDSTREAM**



VERNON CAMPUS

Campus Context (North Okanagan)

Tenure: Owned

Facilities: The Vernon Campus provides a well-rounded educational environment with dedicated spaces for **trades**, academics, and student life which includes **student housing**. The Main Building is divided into several blocks, each serving a specific function:

A Block: Administration offices and a bookstore

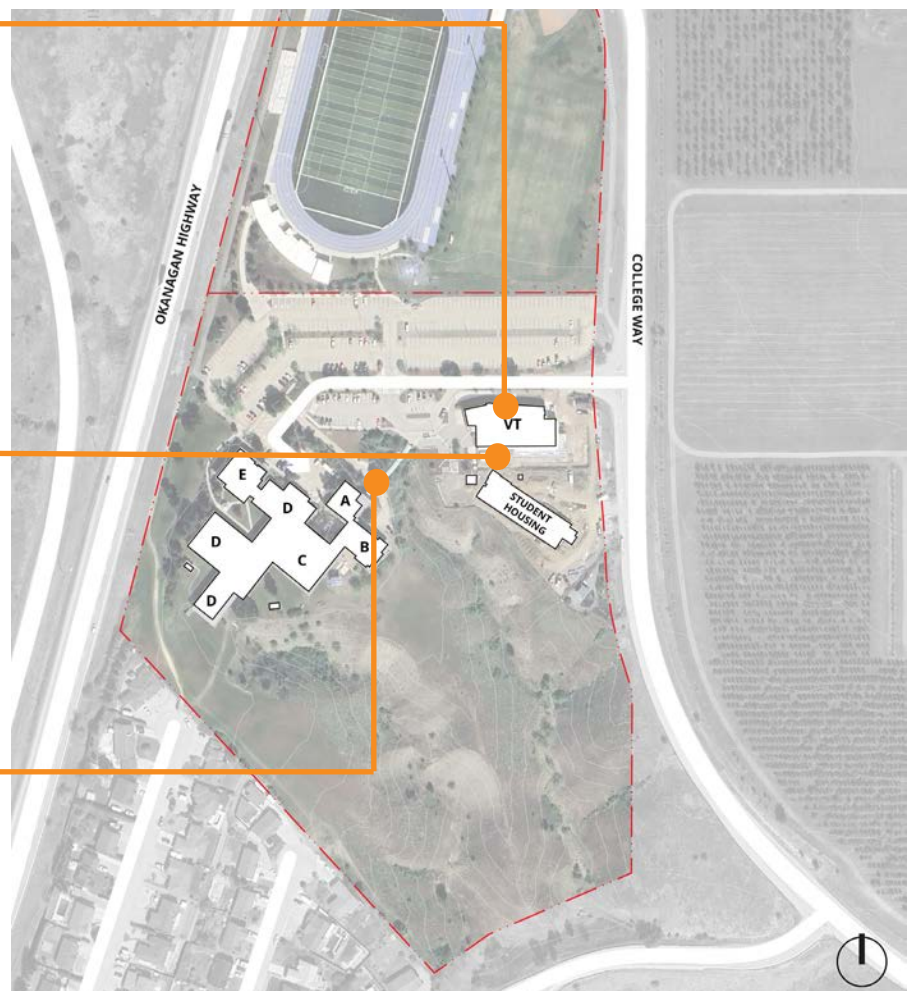
B Block: A **cafeteria** offering food options and a **weight room** for student recreation and wellness

C Block: A **library** with study spaces, digital resources, and academic support services

D Block: **Classrooms and science labs** designed for a range of disciplines

E Block: A **spa training facility** and classrooms

Additional specialized programming also occurs in the Vernon Airport.

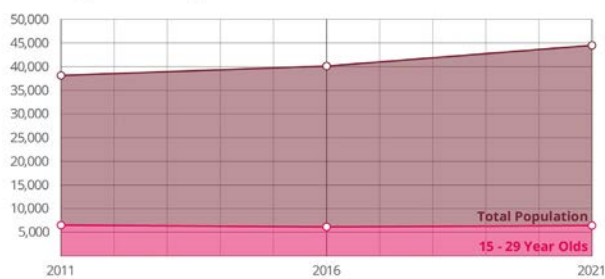


Enrolment Demographics

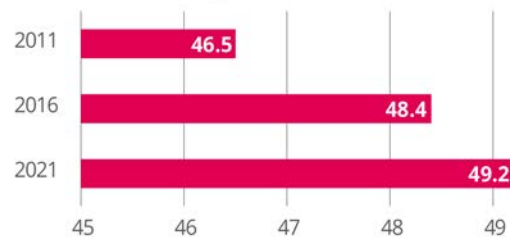
The City of Vernon and the District of Coldstream have seen a combined increase in population, growing by 9.7% from 2016 to 2021.

The population of Vernon is aging, as indicated by an increasing median age of 48.4 years old in 2016 to 49.2 years old in 2021. Similarly, the population of the District of Coldstream is also aging, as indicated by an increasing median age of 47.7 years old in 2016 to 48.4 years old in 2021.

Vernon Population Change

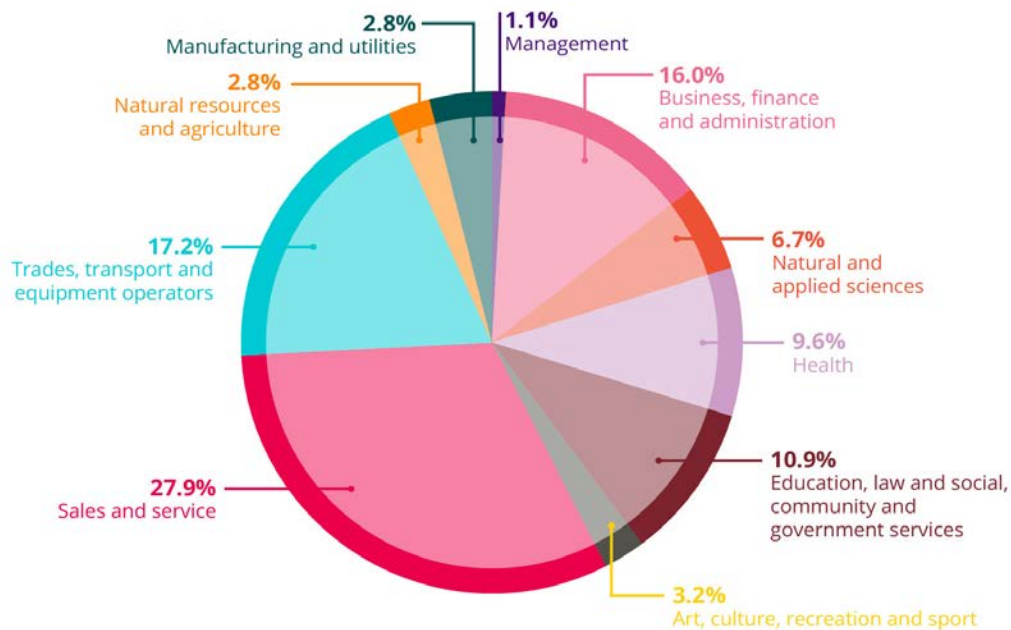


Vernon Median Age



The largest proportion of the population is employed in the sales and service industry, followed by trades, transport, and equipment operators.

Vernon and District of Coldstream 2021 Labour Force by Occupation



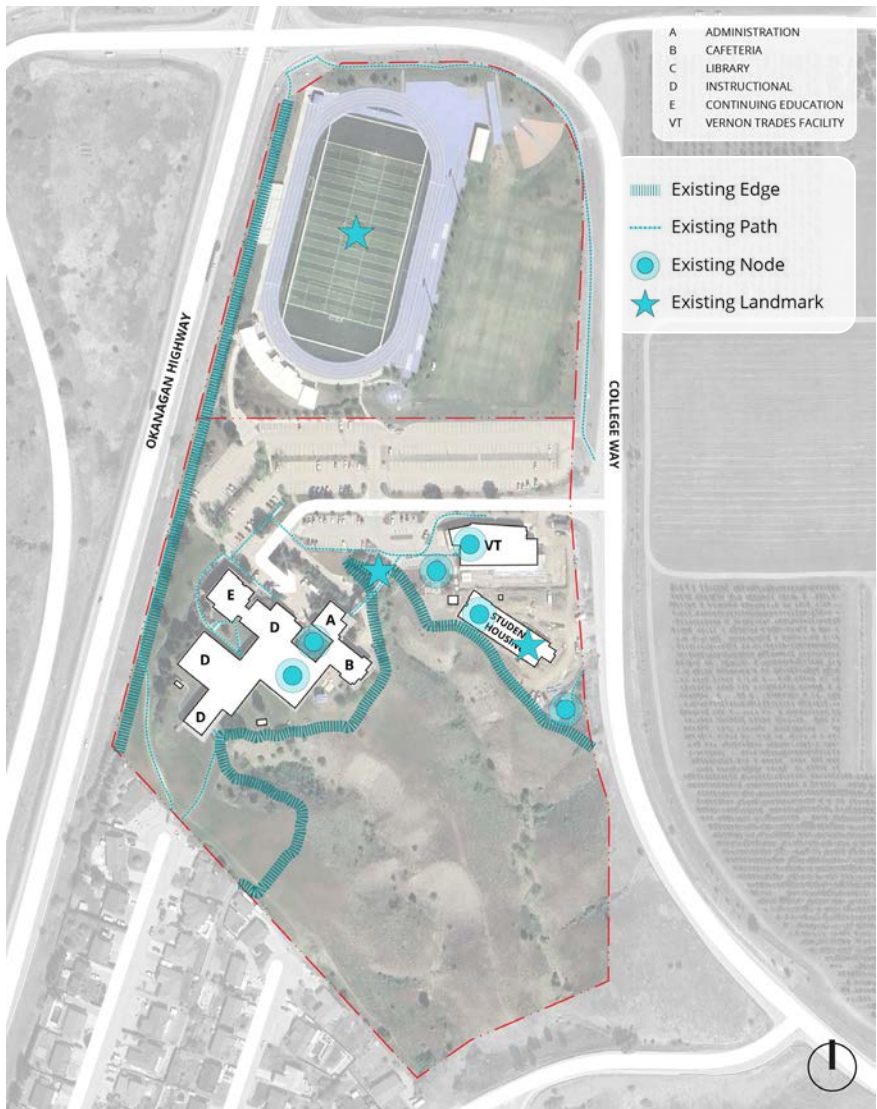
Existing Image Map

The Vernon Campus is unique due to its natural features and views of Kalamalka Lake. The trades building sits at the entrance, acting as a landmark, while the new student housing building is positioned behind it, offering lake views. The main academic building is broken into smaller blocks, each serving a specific function.

The natural setting and lake views create an attractive and engaging environment for students. An opportunity exists to strengthen

the connection to the adjacent athletic field park, which could enhance recreational and community engagement opportunities, transforming the area into a community hub.

However, the sloped topography makes wayfinding and accessibility challenging. Existing pathways may require modifications to improve mobility between buildings, and the entrance could benefit from additional wayfinding elements to enhance campus navigation.



Land Use and Zoning

The Vernon campus is zoned as **Civic One Zone (P1)**, as per the District of Coldstream Zoning Bylaw No. 1838. The intent of the P1 Zone is to accommodate civic, institutional, and public uses.

Maximum Height of Principal Buildings: **11 m**

Maximum Height of Accessory Buildings: **8 m**

Lot Coverage

- a) **50%** for all Buildings and Structures;
- b) **20%** for impervious hard-surfaced areas

Front Lot Line:

- a) **6.0 m**
- b) **1.5 m** if abutting a sidewalk with off-street parking located at the rear of Building

Rear Lot Line:

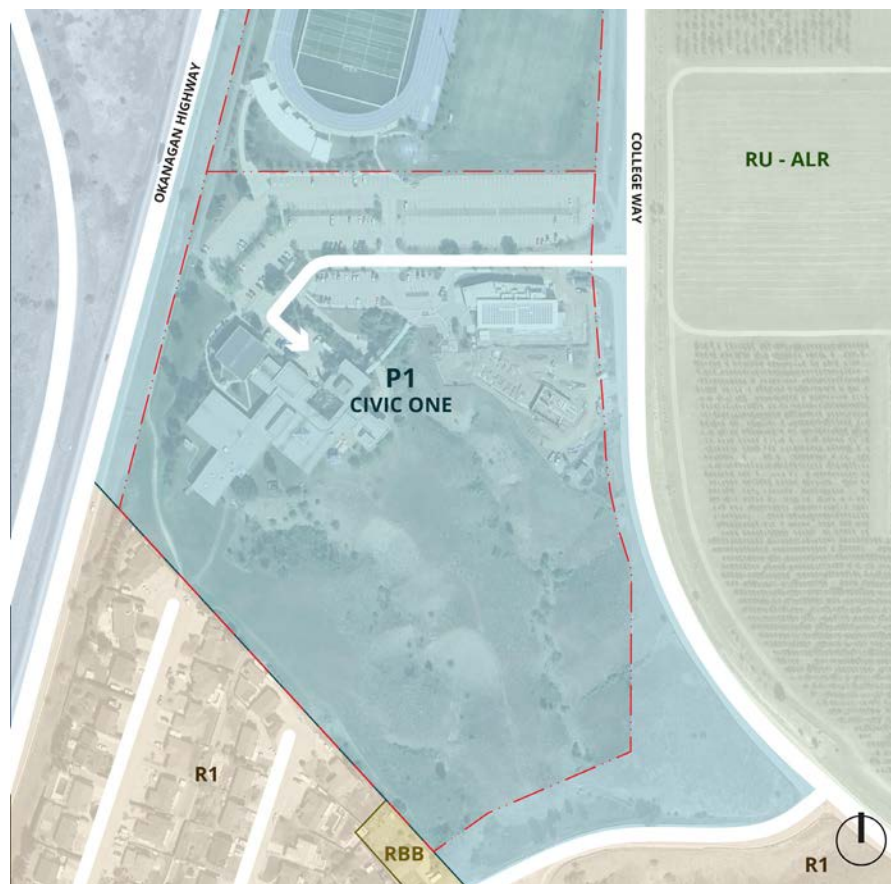
- a) **6.0 m**
- b) **1.5 m** on a lot abutting a Civic or Commercial Zone

Interior Lot Line:

- a) **2.0 m**

Exterior Lot Line:

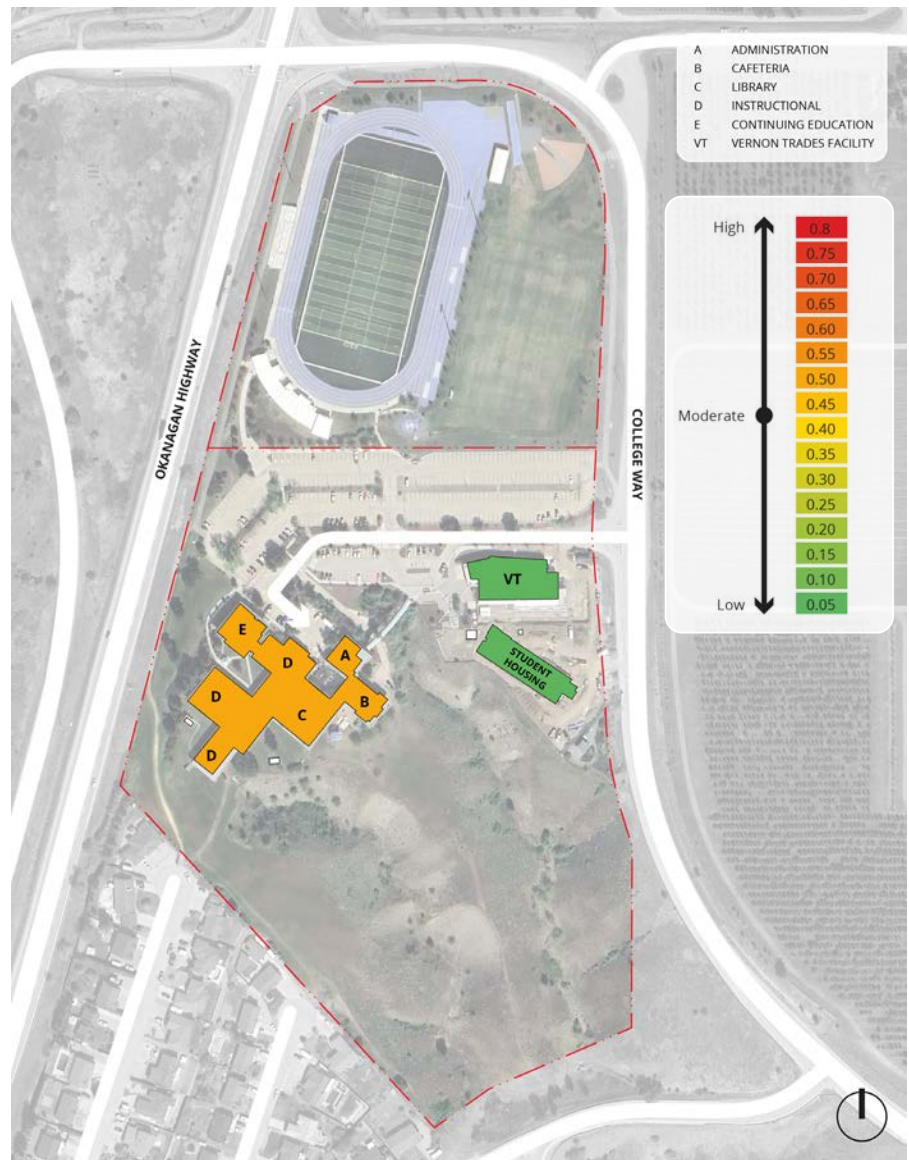
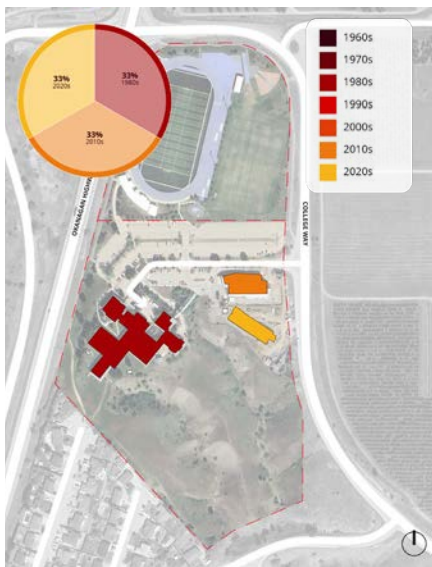
- a) **4.0 m**
- b) **1.5 m** if abutting a sidewalk



Existing Building Conditions

The Main Building at the Vernon campus has an FCI of 0.5, indicating a need for strategic renovations. Priority should be given to addressing accessibility concerns, including compliance with universal design standards to improve inclusivity for all students and staff.

Additional upgrades should target essential building systems, structural integrity, and energy performance to enhance sustainability and operational efficiency. Planning efforts should also explore opportunities to reconfigure spaces to better support student services and academic functions.



Access and Transportation

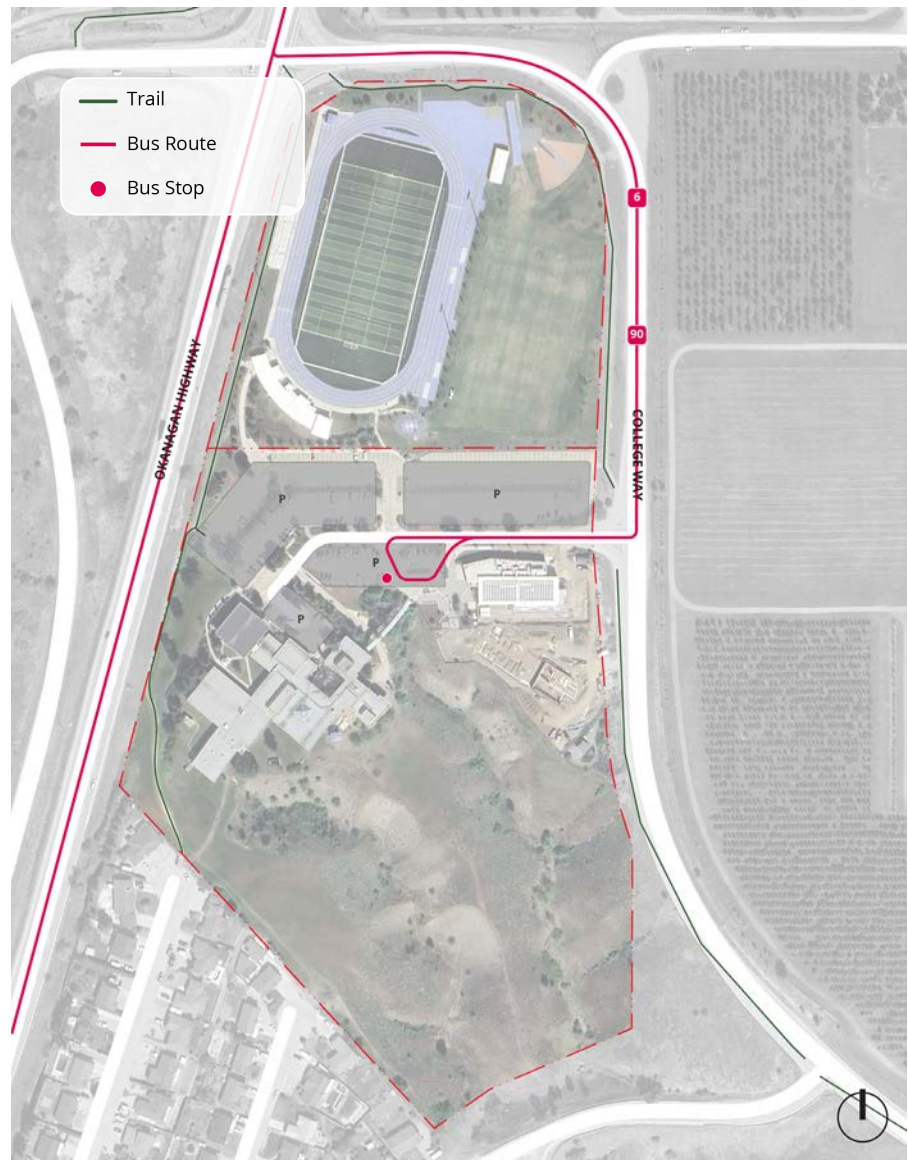
The location and topography near the Vernon campus somewhat limits the potential for walking and biking. The multi-use pathway on College Way provides a strong connection to the Okanagan Rail Trail and Kalamalka Lake waterfront.

BC Transit's Route 6 offers direct service from Vernon's downtown to the campus roughly every 30 minutes.

Vehicle access to the campus is good with the nearby signal at Highway 97 and College Way. The supply of parking aligns with municipal zoning requirements.

Parking

Municipal Zoning Requirement:	272
Supply:	278

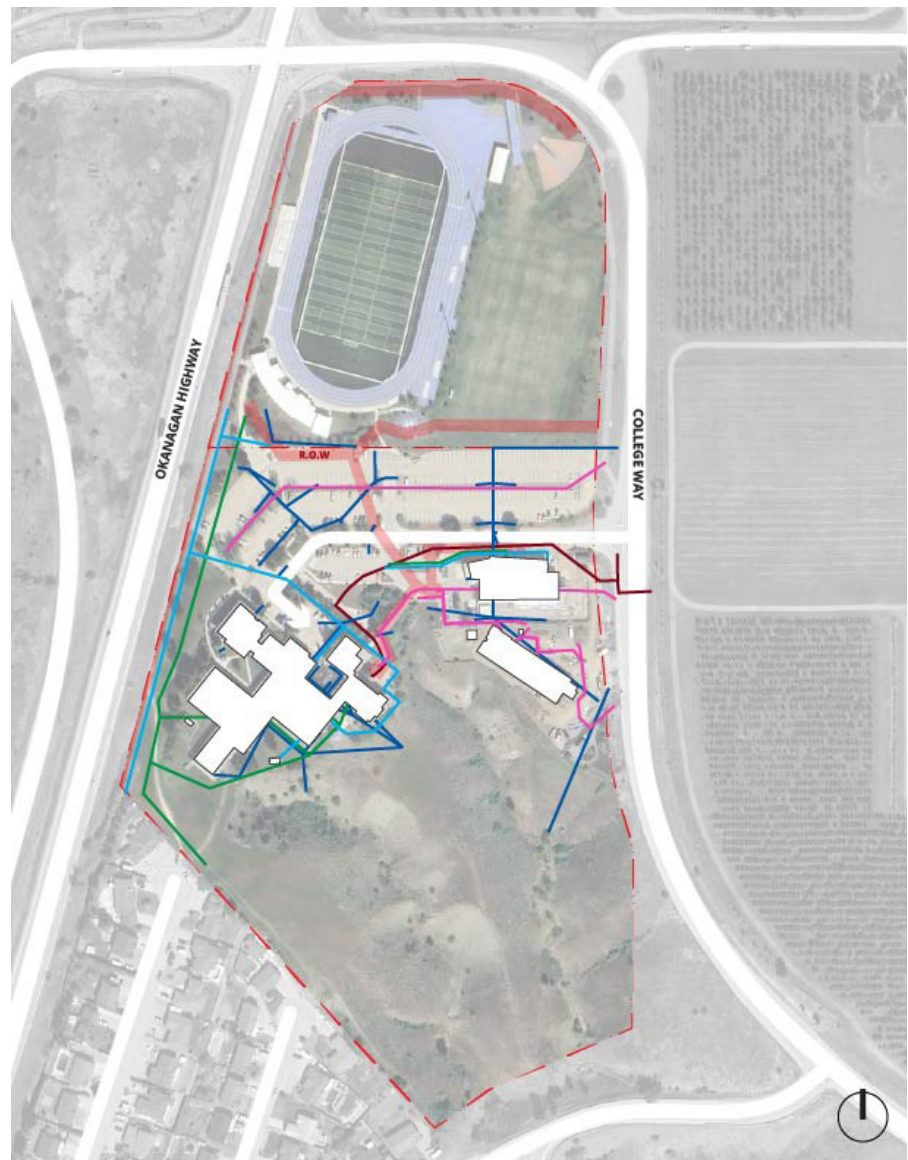


Services and Infrastructure

The campus property is located in Coldstream and receives water service from Greater Vernon Water. The property is serviced by a 200mm sanitary main running along the south property line. Additionally, there is a 300mm storm main along the property line. Large ditches along College Way help to attenuate stormwater and direct it down the slope.

Water supply is provided by a 150mm watermain that loops along the south property line and connects to College Drive. The campus also has gas and electrical services originating from College Way.

- Storm
- Sanitary
- Gas
- Water
- Electrical
- Right of Way





Salmon Arm Campus

Salmon Arm Trades



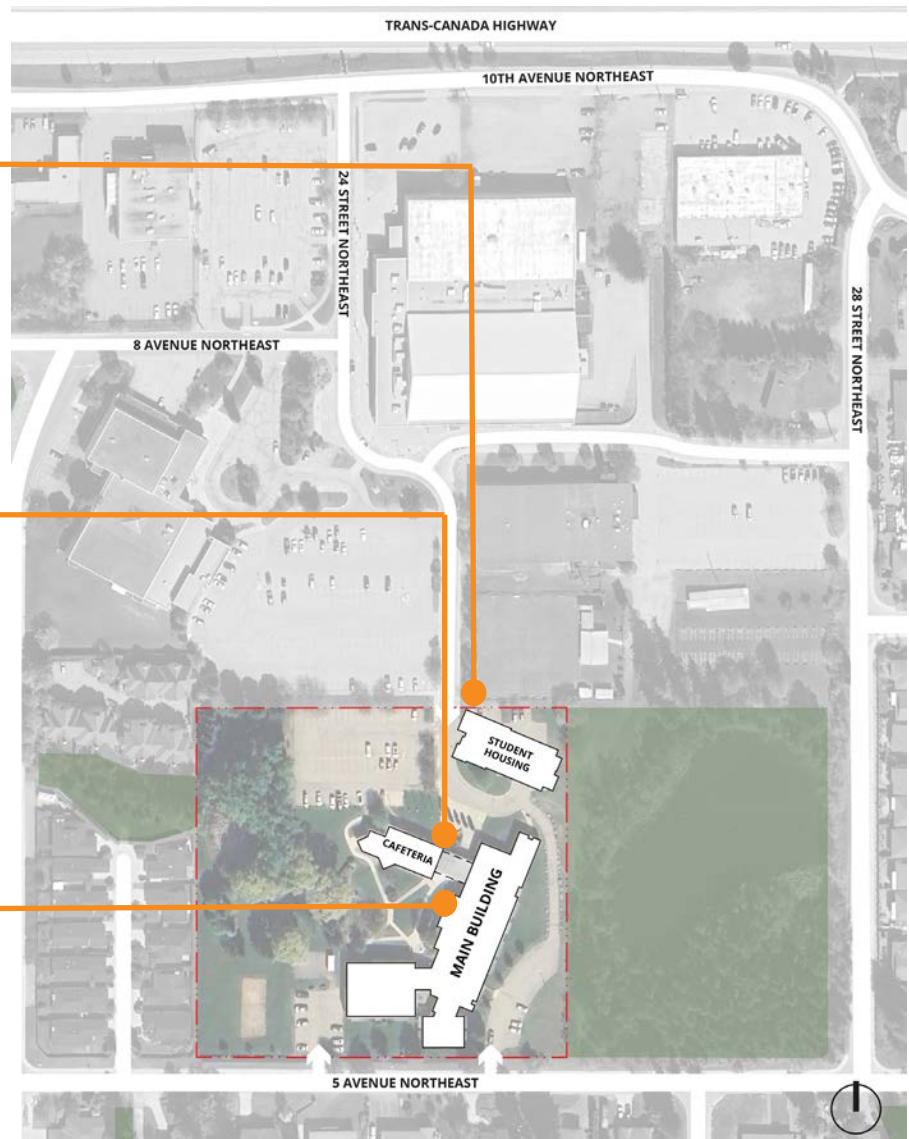
SALMON ARM CAMPUS

Campus Context (Columbia Shuswap)

Tenure: Owned

Facilities: The Salmon Arm Campus provides a supportive and dynamic learning environment, featuring **student housing** for those who require on-campus accommodations.

The **Main Building** serves as the academic and administrative hub, housing **administration offices, classrooms, science and technology labs, and a library** with a range of resources and study spaces. The campus also includes a **cafeteria space** and an **Indigenous gathering space**. Trades facilities are located off-campus, providing specialized training environments to support hands-on learning.

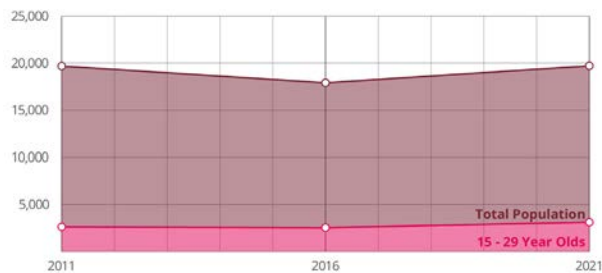


Enrolment Demographics

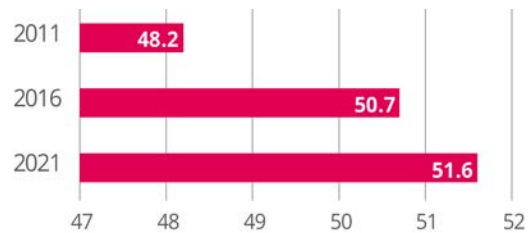
The City of Salmon Arm has seen an increase in population, growing by 10.1% from 2016 to 2021.

The population of Salmon Arm is aging, as indicated by an increasing median age of 50.7 years old in 2016 to 51.6 years old in 2021.

Salmon Arm Population Change

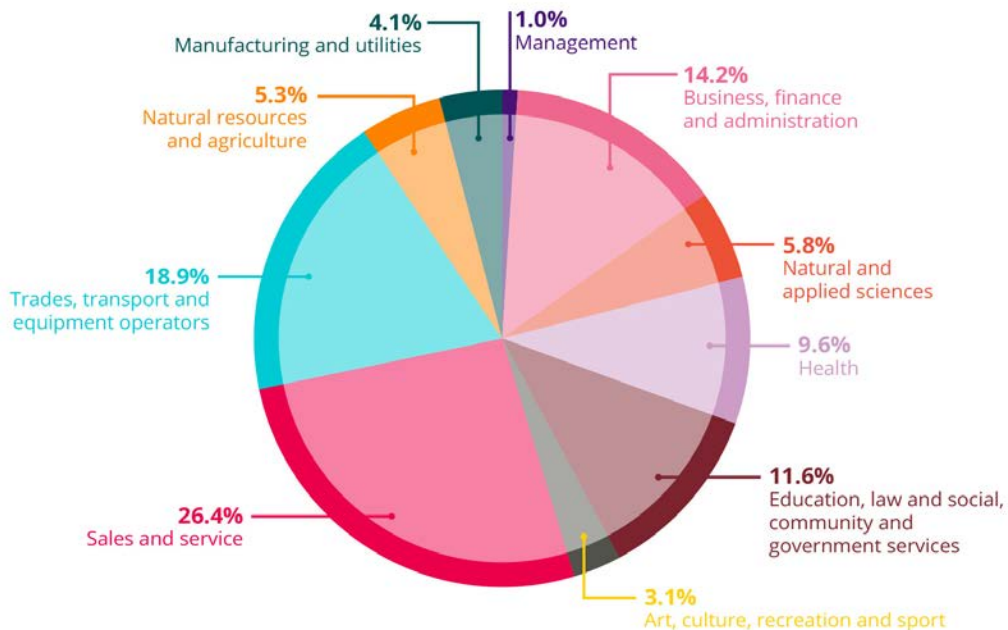


Salmon Arm Median Age



The largest proportion of the population is employed in the sales and service industry, followed by trades, transport, and equipment operators.

Salmon Arm 2021 Labour Force by Occupation

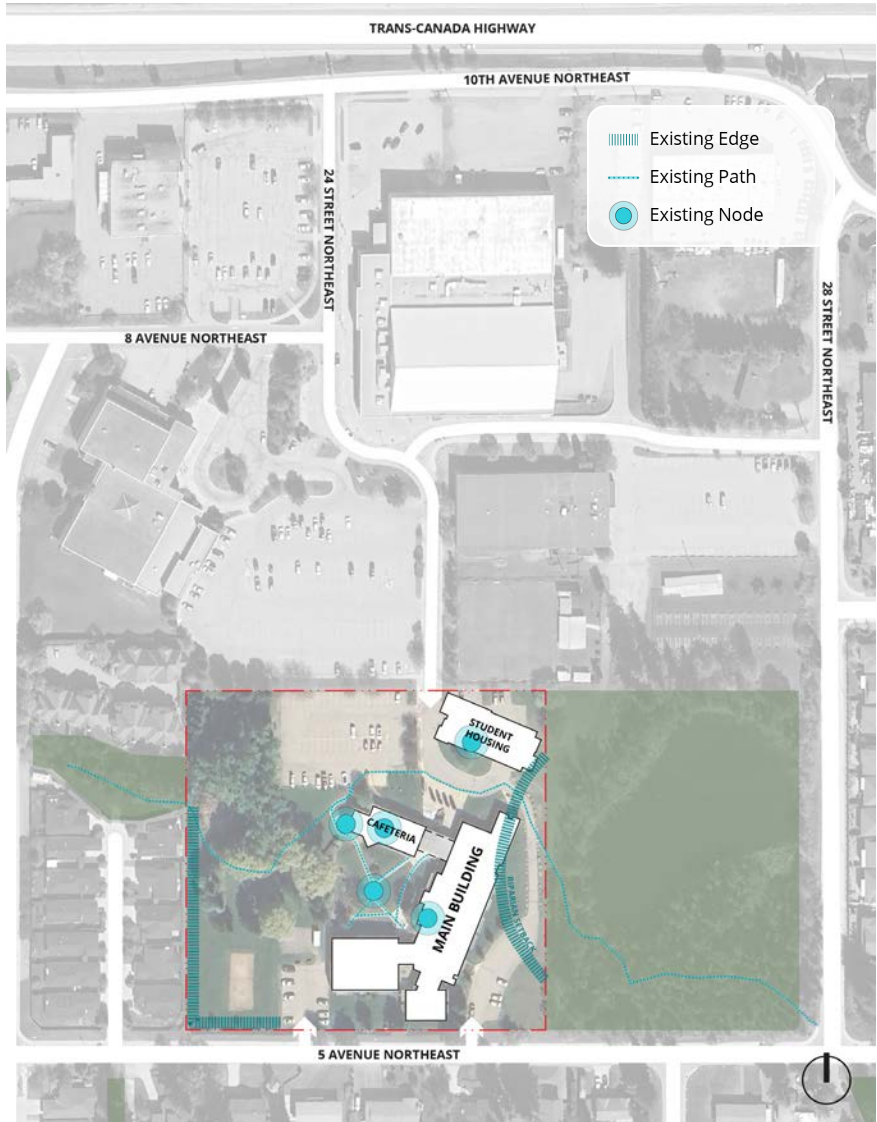


Existing Image Map

The Salmon Arm Campus is located in a zone of recreational and community spaces off the Trans-Canada Highway. It is obscured by the recreation centre and parking lots, making it somewhat difficult to locate. The campus is compact but features trails connecting it to the broader community. The new student housing building acts as a landmark, while the main building serves as the central hub, housing key gathering spaces such as the library, cafeteria, and other communal areas.

Trail connections enhance access to the surrounding community and recreational amenities, fostering greater engagement between the campus and its environment.

Despite these strengths, the campus's location behind the recreation centre can make navigation challenging. Improved signage and wayfinding measures are needed to enhance accessibility and ensure ease of movement within the campus.



Land Use and Zoning

The Salmon Arm campus is zoned as **Institutional Zone (P3)**, as per the City of Salmon Arm's Zoning Bylaw No. 2303. The P3 Zone is intended to accommodate uses which are charitable, correctional, educational, governmental, philanthropic or religious in nature.

Front and exterior parcel line: **6.0 m**

Rear parcel line:

- a) **6.0 m** if adjacent to a lane
- b) **1.0 m** in all other case

Interior side parcel line: **3.0 m**

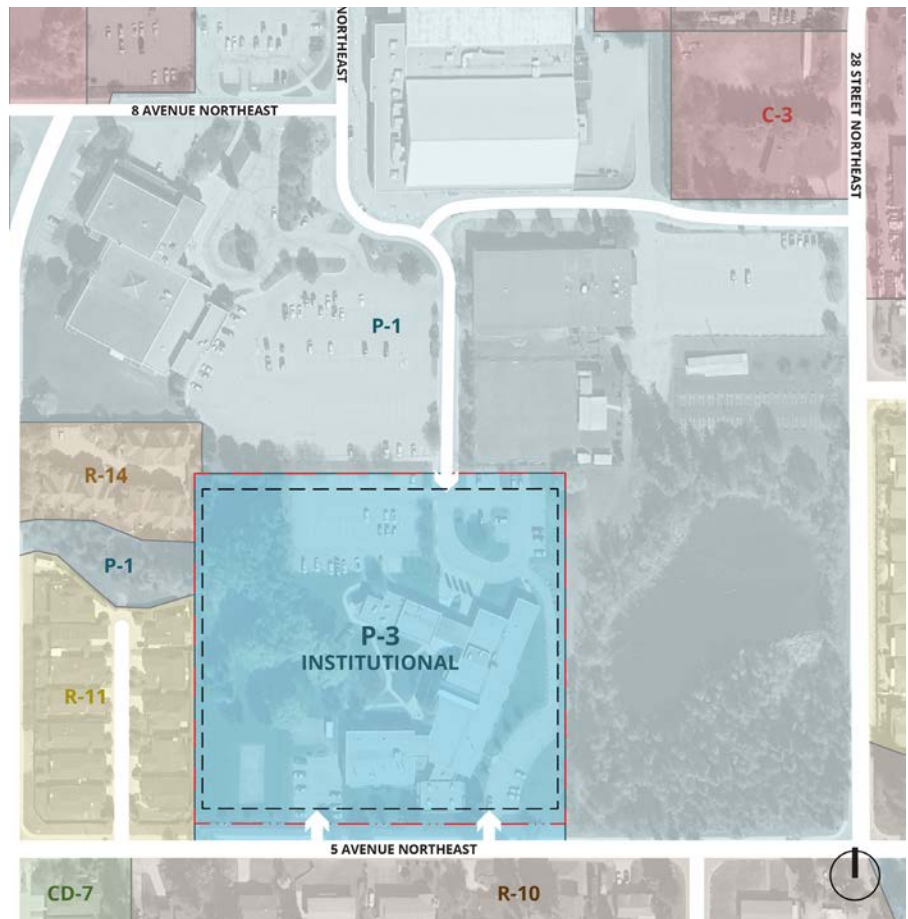
Maximum Height of Principal Buildings: **12.0 m**

Maximum Height of Accessory Buildings: **6.0 m**

Maximum Parcel or Site Coverage: **40% of parcel**

Minimum Parcel Size or Site Area: **465 m²**

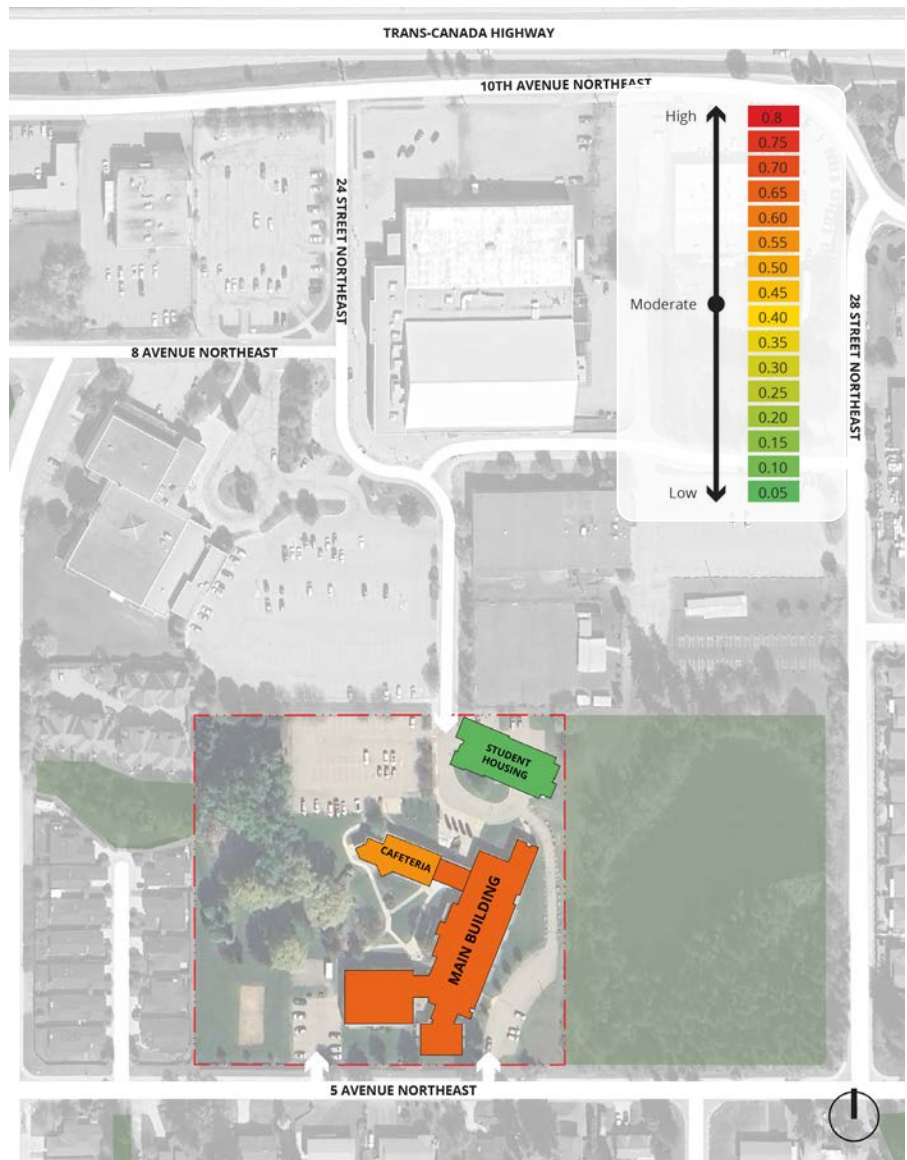
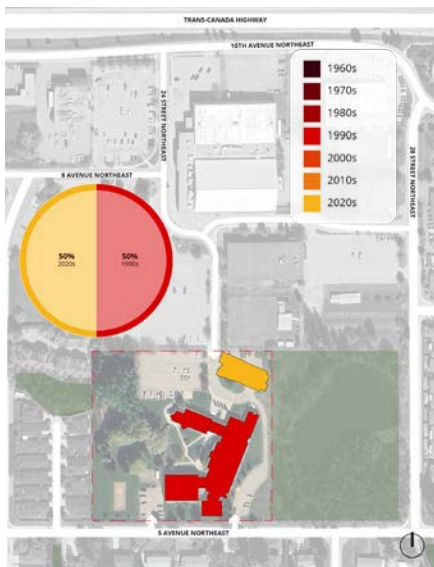
Minimum Parcel Size or Site Width: **15.0 m**



Existing Building Conditions

The Main Building and Cafeteria at the Salmon Arm campus both have an FCI greater than 0.5, indicating a need for targeted renovations. These upgrades should focus on enhancing accessibility, improving building systems, and increasing energy efficiency to extend the longevity of these facilities.

Renovations should also consider modernizing interior spaces to better support academic programs and student services.



Access and Transportation

The campus is within biking distance of most Salmon Arm residents, although the potential for active transportation is somewhat limited by hills. There are currently no dedicated biking connections to the campus.

The campus is served by Bus Route 22, which offers hourly service in a clockwise loop from downtown Salmon Arm. Much of the existing campus is oriented towards the north; however,

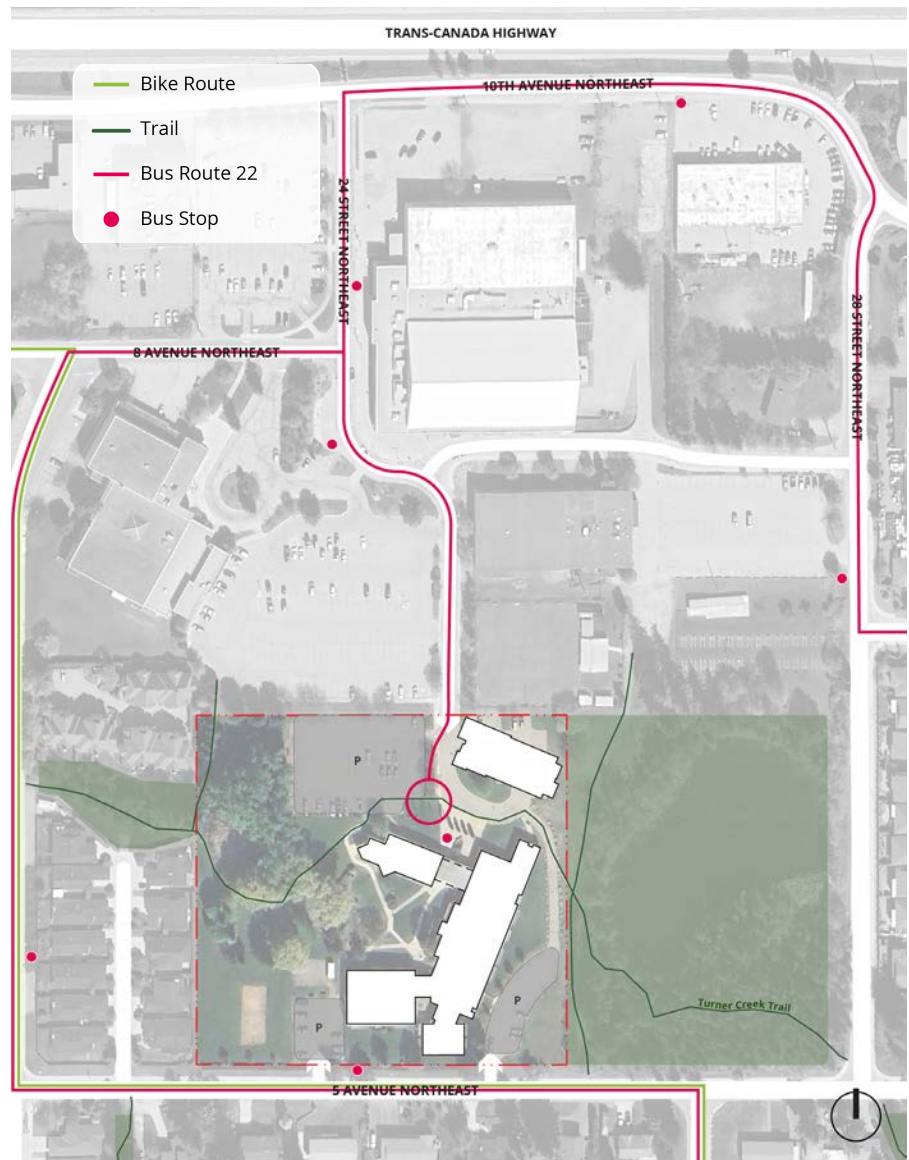
the one-way loop of Route 22 means that most people would use the bus stops on the south side of campus. This stop currently has no shelter or seating and does not meet accessible standards. The walking connections from the stop to the campus buildings are also poor.

Vehicle access is available from the north and south edges of the campus, and the supply of parking exceeds municipal zoning requirements.

Parking

Municipal Zoning Requirement:	122
Supply:	92

Note: The College has an agreement with the City to use parking at the adjacent Recreation Centre

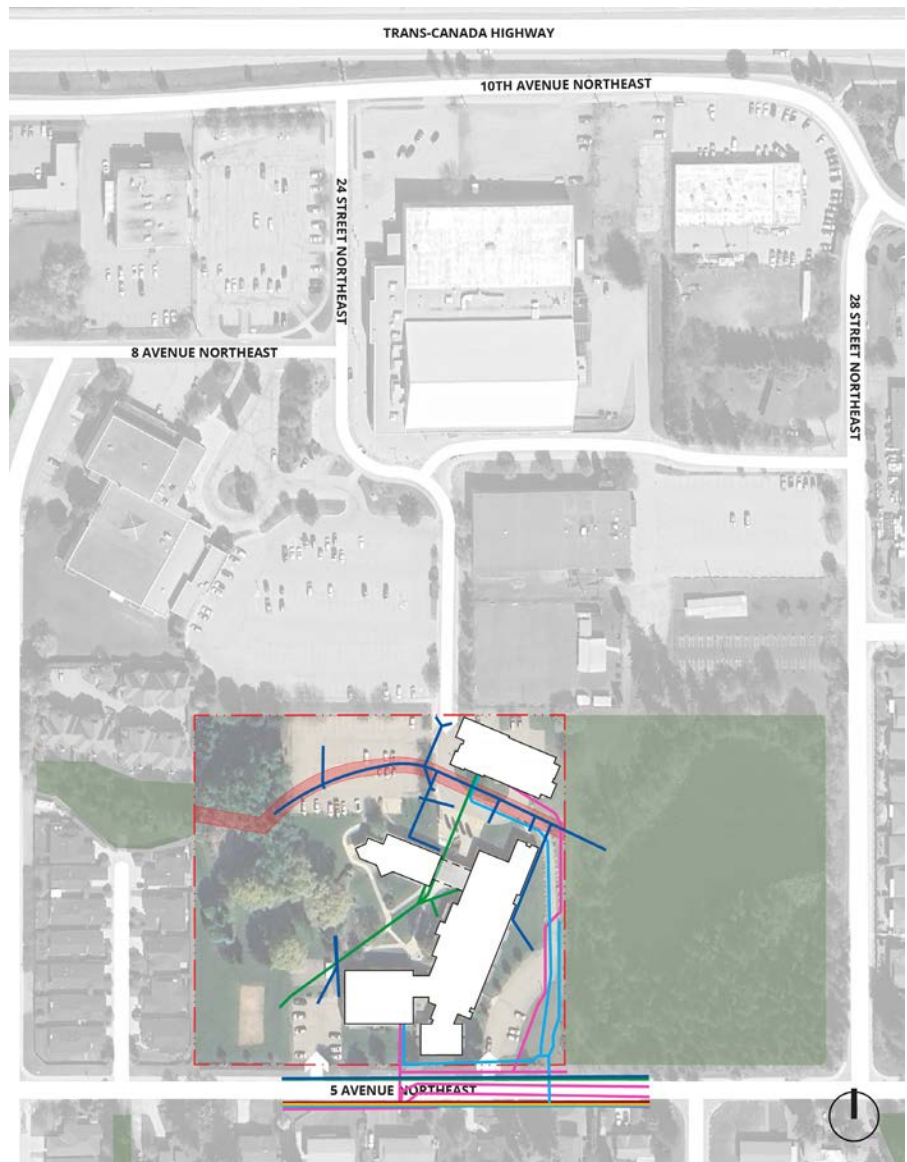


Services and Infrastructure

The property is primarily serviced from 5th Ave. Northeast. The sanitary system is connected through an existing 150mm gravity main located at the southwest corner of the site. Stormwater management is facilitated on-site via a 600mm main towards the northern property boundary, situated between two stormwater ponds for collection from the site.

A 150mm watermain runs along 5th Ave. Northeast, providing water service to the property. Additionally, both electrical and gas services are supplied to the property from 5th Ave. Northeast.

- Storm
- Sanitary
- Gas
- Water
- Electrical
- Right of Way





The JIM PATTON
Centre of Excellence

Centre of Excellence
in Business, Health, Technology
and Research Group Co-ordinator



PART 2: THE PLAN

5.0 Vision, Guiding Principles and Approach

VISION AND GUIDING PRINCIPLES

Vision

The vision for the Okanagan College Capital Plan is centered around seven key statements that support the definition of the future for Okanagan College, and includes:

1. A welcoming campus that emphasizes collaboration, beauty, integration with nature, and connectivity.
2. Aim to achieve international recognition while reflecting the Okanagan's values of being welcoming, accessible, and carbon neutral.
3. Focus on increased enrolment, physically and virtually establishing a welcoming hub.
4. Implementation of effective wayfinding systems.
5. Commitment to growth through new programs, emphasizing the uniqueness and sustainable leadership of the Okanagan.
6. Promote lifelong learning, offering educational opportunities anytime, anywhere.
7. Aspire towards a 22nd-century integrated campus accessible globally.

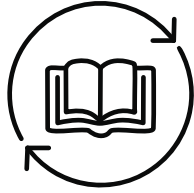
Guiding Principles

To support the decision-making process during the Capital Plan development, we will use the following principles. These principles can also be used as a test during and after the project to confirm that the intent of the final recommendations meets the needs of Okanagan College and its people.



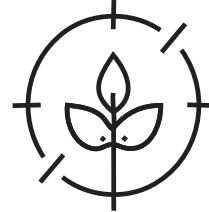
Accessibility

The Okanagan campuses are rooted in their landscapes. Whether urban, like the Kelowna campus, or following the curves of Vernon's hill, the interior and exterior spaces should be navigable by all. Accessibility is more than safe travel paths or washrooms for all. It's also spaces that are adjustable, sensory-aware, scent-aware, rooted in nature, and supporting individuals and groups in their learning and working journeys.



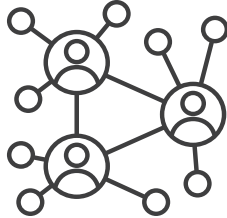
Learner focused

The plan will prioritize learners' needs and experiences. Every decision will reflect the commitment to enhancing students' academic and personal growth.



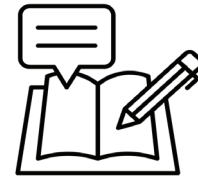
Sustainability

The plan promotes sustainability in all aspects of the word. Its focus is on the environment, the people and the financial impact of the college on the planet. Sustainable development best practices are embedded and implemented into decision-making on campus.



Connections: both to their local communities and to the globe virtually

Okanagan College learners connect to campus, big ideas and each other. Whether in person in their home community or virtually from across the globe, we bring them together to make something more significant than the individual parts.



Storytelling

Storytelling is an essential aspect of campus identity. The plan will create spaces that are legible, aesthetically pleasing, and easy to navigate. Okanagan College's commitment to Equity, Diversity, Inclusion, Social Justice (EDISJ), and Truth and Reconciliation will be woven into the fabric of all campuses. The history of the place and its people, the current work and lives of students and staff and the forward-looking, globally accessible community it will become are showcased and celebrated in the buildings, landscaping, art and wayfinding features throughout campus.

APPROACH

Creating a Capital Plan involves a carefully considered approach that balances functional requirements, user experience, and long-term sustainability. Key elements such as legibility, a strong sense of arrival, connectivity, and flexibility must be seamlessly integrated to create a vibrant and inviting campus environment.

Legibility

Legibility ensures that the campus is easy to navigate and understand. A clear organizational structure, such as a network of pathways, outdoor plazas/ quads, and building clusters, provides intuitive wayfinding and promotes a cohesive campus identity. Landmarks, whether buildings or natural elements, serve as anchor points, helping students and visitors orient themselves. Effective signage and visual cues further reinforce legibility, ensuring the campus feels welcoming and user-friendly.

Sense of Arrival

The sense of arrival sets the tone for the campus experience. Thoughtfully designed entry points, such as gateways or plazas, create memorable first impressions while signaling the institution's character and values. These arrival zones should be easily identifiable, visually striking, and integrated with transportation networks to accommodate various modes of access, including vehicles, bicycles, and pedestrians.

Connectivity

Connectivity fosters inclusivity and collaboration by ensuring seamless movement across the campus. Pedestrian pathways should link academic, housing, and community areas in a logical and efficient manner. Incorporating multi-modal transit options and aligning them with activity hubs enhances accessibility while reducing reliance on personal vehicles. The use of green corridors, covered walkways, and bridges can strengthen connectivity while mitigating the impacts of weather and topography.

Flexibility

A Capital Plan must anticipate the evolving needs of the institution. Flexible spaces that can accommodate changes in technology, pedagogy, and enrolment are critical. Designing multifunctional buildings, adaptable open spaces, and expandable infrastructure ensures that the campus remains relevant and functional for decades.

6.0 Frameworks

SUSTAINABILITY FRAMEWORK

Okanagan College strives to embed sustainable practices into the development of all physical and social spaces and within college economic practices and decision making. For all campuses, the College is committed to incorporating sustainable design practices across building construction, campus development projects, utility conservation, operations management and leveraging human resources practices that embrace equity, diversity, inclusion and social justice principles. It is recommended that Okanagan College leverage sustainability rating systems and frameworks like Leadership in Energy and Environmental Design (LEED), the Envision framework for sustainable infrastructure, and the WELL Building Standard, and go beyond these approaches to embed holistic and regenerative design practices into campus development.

It is important that Okanagan College makes sustainability visible across the four campuses and through both physical and virtual spaces. The College has committed to supporting the United Nations Sustainable Development Goals through campus initiatives.

It is a recommendation of this Plan, that college sustainability information be transparently shared with students to promote a culture of accountability across college sustainability initiatives. Beyond campus planning and development, it is recommended that sustainability be embedded in campus programming as the college strives to grow hands-on learning and research opportunities for students to study sustainability and promote interdisciplinary collaboration across programs.

Okanagan College has defined seven areas of sustainability for campus activities and development: **campus footprint, waste management, operations, water conservation, energy management, transportation, and respecting traditional Indigenous ways of knowing and doing**. Recommendations that align with the College's priorities and goals have been made for each of these areas.



Campus Footprint

Okanagan College is responsible for managing approximately 93.5 acres across four campuses. 41 of these acres are planted with trees, turf, natural grassland and various perennials and Indigenous flora. Much of this vegetated area is considered natural wildlife habitat and two campuses border natural wetland. The College values the green space offered to students and is committed to preserving the natural environment for future generations. The following are recommendations of this Plan to maximize the campus footprint and develop more sustainably and resiliently:

- Continue to develop spaces more sustainably, working with natural systems and maximizing green space.
- Develop each campus to be more resilient to climate change impacts. This includes combatting the effects of local forest fires and being more resistant to fire, smoke, and drought.
- Become a safe and resilient gathering place for the communities the college serves when extreme events occur.



Waste Management

Okanagan College aims to minimize waste produced by campus construction projects and operations and maintenance activities. The College will divert waste from the landfill and maximize the use of recycling, salvage and organics streams. The following are recommendations of this Plan to promote proper and effective waste management throughout college activities:

- Implement the use of segregated waste bins with consistent and intuitive signage to educate users on waste sorting practices and encourage the diversion and proper disposal of waste.
- Require contractors to maximize waste diversion and demonstrate the use of salvage, recycling and reuse programs for major construction projects.
- Explore composting programs for each campus to determine the best fit given availability in each location.
- Identify opportunities to reuse or repurpose valuable byproducts from college activities and programs either internally on campus or with external partners to contribute to a circular economy. For example, compost produced on campus could be applied to campus gardens and test vineyards.
- Reduce waste through purchasing items with reduced packaging, encouraging the use of reusable mugs and bottles, and offering food items in compostable packaging.



Operations

Okanagan College is committed to implementing sustainability best management practices for operations and maintenance activities across the four campuses. This includes leveraging more natural products that meet eco-friendly criteria such as GreenSeal or EcoLogo. To formalize this approach and ensure consistency across activities, the following recommendations have been made:

- Develop a formal sustainable procurement policy to define sustainable procurement objectives for the college, which will apply to all four campuses, including minimizing packaging and promoting the purchasing of more sustainable products.
- Provide a variety of healthy, sustainable, and affordable food options on all four campuses.
- Where possible, seek to offer food and beverage options that meet sustainability criteria such as Oceanwise or Fair Trade.
- Establish consistent practices for landscape management and campus cleaning and maintenance across the four campuses which include the use of more natural and low-toxicity products.



Water Conservation

Okanagan College aims to reduce the amount of potable water used for operations and maintenance of campus facilities and amenities. The following are recommendations to further conserve water throughout the college:

- Install low-flow and more efficient fixtures for all new buildings and renovations.
- Perform maintenance regularly to detect and manage leaks.
- For campus landscaping, select plantings that are native and drought tolerant to avoid the need for regular watering or installation of permanent irrigation.
- Explore opportunities to reduce potable water use through the implementation of grey water and rainwater harvesting systems.



Energy Management

Energy management and the reduction of greenhouse gas emissions are important practices for Okanagan College. In 2020, the College published a Carbon Neutral Action Report to demonstrate leadership and commitment to exceeding the provincially mandated Bill 44 targets for carbon emissions reductions. Okanagan College is committed to reducing annual carbon emissions by 80 tons each year, to achieve a total reduction of 80% by 2050. As a result, the College is pursuing a Carbon Zero designation and will leverage lean methodology and other sustainability best practices to reduce fossil fuel reliance for campus operations.

As a result, the College is pursuing a Carbon Zero designation and will leverage lean methodology and other sustainability best practices to reduce fossil fuel reliance for campus operations. The following are recommendations of this Plan to enhance energy efficiency and reduce the college's reliance on fossil fuels:

- Continue to leverage sustainability best management practices from the Leadership in Energy and Environmental Design (LEED) rating system for all new buildings.
- Explore opportunities to apply other design frameworks and rating systems including those with sustainable, regenerative, and passive design approaches to promote energy reductions and efficiencies for new spaces.
- Transition all lighting to LED bulbs across the four campuses.
- Identify opportunities for on-site renewable energy generation, specifically solar panels, as potential siting opportunities arise.
- Educate college visitors on on-site renewables, through making these projects visible with educational signage and promoting them through marketing initiatives.



Transportation

Each campus has its own distinct challenges and opportunities related to sustainable transportation. Overall, the following recommendations have been made to improve flow and movement throughout each campus and enhance access and sustainable transportation options to and from campus:

- Consider working with local transit authorities to expand access and frequency of public transit options as needed.
- Implement safe and accessible integration with pedestrian and cyclist routes adjacent to the campuses through continuing these routes throughout campus to support those who use active modes of transportation to get to and from campus.
- Improve and expand amenities such as lockers, changing room and shower facilities, and secure bicycle storage to further promote cycling and active transportation.
- Provide parking with electric vehicle charging.
- Consider impacts from the development of local car share programs and how these could be integrated throughout campus.



Respecting traditional Indigenous ways of knowing and doing

Okanagan College respectfully acknowledges that the Penticton, Kelowna and Vernon campuses are located on the traditional and unceded territory of the Syilx Okanagan people and the Salmon Arm campus is located on the traditional and unceded territory of the Secwepemc people. The Syilx Okanagan and Secwepemc peoples have taken care of their homelands for thousands of years. Okanagan College is respectful of the Syilx-Okanagan and Secwepemc peoples, their knowledge, language and history, as well as their ongoing relationship to the land and natural world. To support the College’s direction of Indigenization, the following are recommendations of the Plan:

- Leverage and embed Indigenous ways and traditional knowledge into landscape and environmental management for campus plantings and green spaces.
- Expand and maintain Indigenous Garden spaces on all four campuses.
- Provide educational signage and programming to increase awareness and understanding of traditional Indigenous practices.
- Provide safe and accessible spaces for Indigenous students on all four campuses.



TRANSPORTATION FRAMEWORK

The Transportation Framework is designed to foster a more connected, sustainable, and accessible campus environment. It aims to gradually reduce the reliance on driving as the primary mode of transportation for students and staff, promoting more sustainable and space-efficient options like walking, biking, transit.

This section starts with the general themes of improving accessibility, increasing transportation options, and optimizing parking supply across the four campuses. It then provides specific recommendations for each campus.

Enhancing Accessibility

Ensuring that students, staff, and community members with disabilities can navigate the campus safely and conveniently is critical. Key actions include incorporating best practices such as the BC Active Transportation Design Guide or CSA’s Accessible Design for the Built Environment through campus redevelopment. Consistent infrastructure treatments are particularly important for people with limited vision to navigate the campus. This includes providing cane-detectable edges, such as curbs, score lines, and tactile indicators along pathways and at junctions. This concept of “shorelining” is especially important when considering open plazas, as well as connection to and from transit. Additionally, it is essential to ensure that there are accessible parking spaces close to building entrances.



Increasing Transportation Options

- Biking is an affordable and low-carbon transportation option for medium length trips, approximately 3 to 5km, or a 20-minute ride. In addition to safe routes to and from campus, encouraging more people to bike requires convenient internal circulation on campus, and a range of bike parking, from short-term racks to longer-term covered and secure bicycle rooms or cages.
- Transit is best alternative to driving for longer distance trips, as well as the main link to campus for people with disabilities. Public transit service is currently limited in the smaller communities (e.g. Penticton, Vernon, Salmon Arm). Bus routes in these communities are often large one-way loops from a central hub. This can be the best option to cover large areas in smaller communities; however, they can lead to lengthy journey times to campus if people need to connect through a central hub. The College should participate in future transit planning exercises, provide available data on where students are commuting from, and advocate for more frequent and direct service to the campus from more neighbourhoods.
- With regards to transit infrastructure, the College should also work with local governments to ensure that the closest bus stops and exchanges are accessible and have amenities like seating and shelters to improve the user experience.

Optimizing Parking Supply

While the Transportation Framework focuses on increasing transportation options, the need for vehicle parking will remain. Increasing the availability of parking can benefit students and staff; however, providing parking also requires land and resources that may be put to better use. Strategies for optimizing parking supply include:

- Look for ways to improve the efficiency of parking layouts through infill development, especially by consolidating smaller, disconnected lots.
- Provide landscaping and walkways through larger parking lots to improve safety and reduce paved areas.
- Periodically review rates to ensure they are in line with the cost of maintaining parking lots.
- Continuing to offer flexible parking passes that allow people to the best way to get to campus on a given day.



PUBLIC REALM FRAMEWORK

The public realm plays a crucial role in ensuring the stability and continuity of campus development while maintaining long-term quality. A well-planned, clearly defined, and interconnected public realm provides a framework for organized growth, enabling expansion without compromising the integrity of the campus environment. While traditionally associated with spatial continuity and accessibility, this plan elevates the public realm's role by emphasizing design excellence and establishing it as a no-build zone.

The Public Realm Framework takes a strategic approach to enhancing outdoor spaces across all Okanagan College campuses. By identifying key opportunities for improvement, the framework outlines broad college-wide recommendations as well as campus-specific recommendations. These recommendations are tailored to reflect the distinct characteristics of each campus while promoting a cohesive and well-connected public realm.



Placemaking

Creating inviting and vibrant spaces that foster community engagement, social interaction, and learning opportunities. Enhancing outdoor areas with seating, gathering spaces, and interactive elements encourages a sense of belonging and campus identity.

Accessibility

Ensuring that all campus environments are inclusive and accessible for users of all abilities. This includes barrier-free pathways, intuitive circulation, and amenities that support mobility and ease of use.

Designing for the Seasons

Incorporating design strategies that respond to seasonal variations, ensuring year-round usability of outdoor spaces. Elements such as shade structures, wind protection, and appropriate landscaping enhance comfort in all weather conditions.

Wayfinding

Enhancing navigation through clear, consistent signage and intuitive spatial organization. Wayfinding elements should integrate seamlessly into the campus landscape to create a user-friendly environment.

Campus Safety and Security

Applying Crime Prevention Through Environmental Design (CPTED) principles to improve visibility, eliminate blind spots, and foster a secure environment. Adequate lighting, clear sightlines, and active campus monitoring contribute to overall safety.

CAMPUS STRUCTURE & QUALITY FRAMEWORK

A well-designed campus is much more than a collection of buildings; it is an interconnected environment that supports learning, collaboration, and a sense of belonging. Successful campus planning requires careful attention to the spatial and functional relationships between key elements such as paths, nodes, landmarks, edges, and districts. Each of these components plays a vital role in shaping the user experience, fostering connectivity, and creating a sense of place.



Landmarks offer visual cues and cultural significance, helping users orient themselves while reinforcing the campus's unique identity.



Paths guide movement, enabling intuitive navigation and linking different areas of the campus.



Edges delineate boundaries and transitions, balancing openness with structure.



Nodes, as hubs of activity, provide spaces for social interaction, academic engagement, and communal gathering.



Districts organize the campus into distinct functional zones that promote efficient use of space and purposeful interaction.

DEVELOPMENT POTENTIAL AND PARCELLING

The Okanagan College Capital Plan outlines potential future development sites across the campus, aligning with the long-term strategic moves outlined in the recommendations section. These sites have been carefully identified to support the campus's evolving needs while maintaining a cohesive and functional built environment.

A key component of the plan is the establishment of a well-defined public realm framework that integrates with areas designated for future development. By strategically aligning open spaces, pedestrian pathways, and key campus nodes with potential growth zones, the plan can start to create a seamless relationship between the built and natural environments.

Through this process, specific parcels of land can be identified and designated as development areas. These sites present opportunities for various types of expansion, including the construction of new buildings, renovations, and adaptive reuse of existing facilities. Each development area is assessed for its potential to accommodate growth while preserving the campus's structure and identity, with the long-term vision.

UNIVERSAL DESIGN

To create an accessible campus, all types of physical access need to be addressed. This includes multiple modes of transportation, ease of facility access, and clarity and wayfinding of location and movement. If the intended users cannot get into or around the campus, it will not succeed. Good, accessible design benefits more people than just those with ability differences – universal design is about designing buildings and environments that are accessible to all people, regardless of age, ability, or other factors and allow for flexibility in use. Improving pathways, wayfinding, and reducing hazards are all ways to meet a universal design.



Seven principles for universal design were developed in 1997, by a group of researchers at the Centre for Universal Design at North Carolina State University, can help guide design decisions:

- **Equitable Use**—The design is useful and marketable to people with diverse abilities.
- **Flexibility in Use** — The design accommodates various individual preferences and abilities.
- **Simple and Intuitive Use**—The design is easy to understand, regardless of the user's experience, knowledge, language skills, or current concentration level.
- **Perceptible Information**—The design effectively communicates necessary information to the user, regardless of ambient conditions or the user's sensory abilities.
- **Tolerance for Error**—The design minimizes hazards and the adverse consequences of accidental or unintended actions.
- **Low Physical Effort**—The design can be used efficiently, comfortably, and with a minimum of fatigue.
- **Size and Space for Approach and Use**— Appropriate size and space are provided for reach, manipulation, and use regardless of the user's body size, posture, or mobility.



This section takes the overarching principles and objectives outlined in the frameworks and applies them specifically to each campus, demonstrating how these guiding elements translate into campus-specific strategies, priorities, and design considerations.

KELOWNA CAMPUS

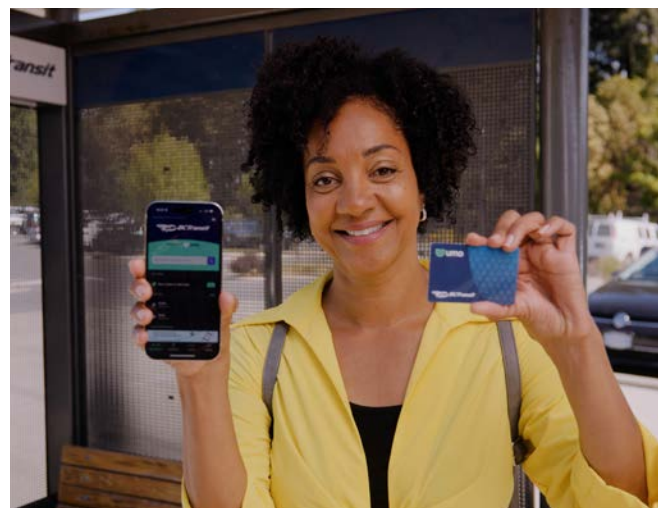


Transportation Framework

The College could support the Students' Union in exploring U-Pass partnerships, similar to UBC Okanagan, where transit passes are included in student fees. BC Transit's new digital fare payment system offers more flexibility for monthly passes or other short-term options rather than semester-based passes.

Additionally, the College could advocate for the City of Kelowna to advance the Pandosy Village Active Transportation Corridor, which will link the campus to the Pandosy Urban Centre.

The College could also focus infill development on smaller parking lots with less efficient layouts, particularly closer to the centre of campus, with consideration for loading and accessibility.



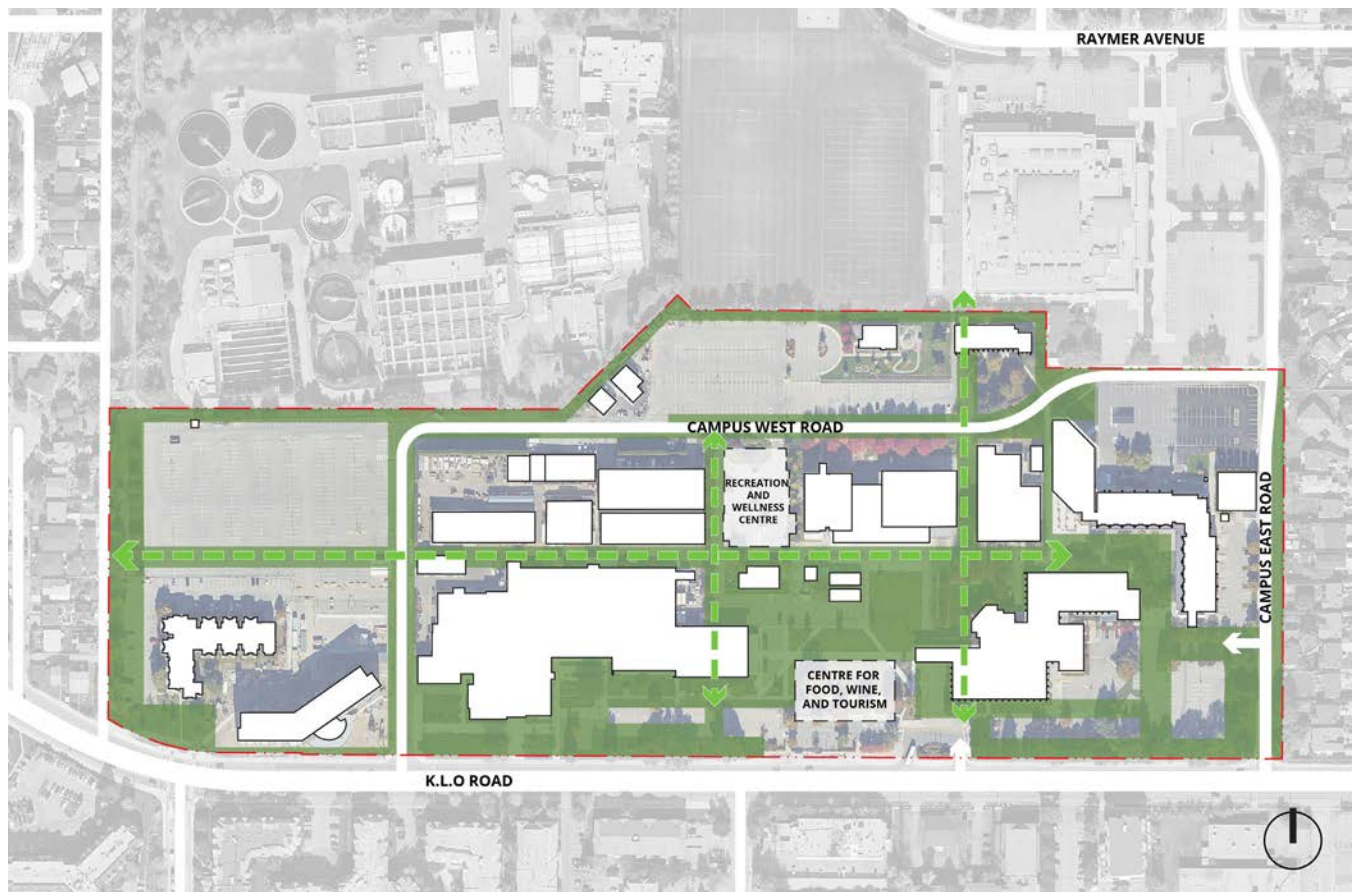
Public Realm Framework

Kelowna’s public realm strategy focuses on creating dynamic and welcoming outdoor spaces that support social interaction, recreation, and learning. Enhancements prioritize activating quads, improving outdoor gathering areas, and strengthening campus pathways to enhance connectivity with the surrounding community.

The campus could feature inviting and flexible spaces with comfortable seating, interactive public art, and landscaping that fosters a strong sense of identity. Pathways and outdoor areas could be designed for accessibility, ensuring barrier-free movement and intuitive circulation for all users.

Seasonal design strategies enhance year-round usability, incorporating shade structures, wind protection, and durable materials suited to Kelowna’s climate. A comprehensive wayfinding system would improve navigation through clear signage and intuitive spatial organization.

Safety and security could be prioritized by applying Crime Prevention Through Environmental Design (CPTED) principles, including well-lit pathways, open sightlines, and thoughtful landscape design. These improvements create a more inclusive, connected, and engaging campus environment.



Campus Structure and Quality Framework

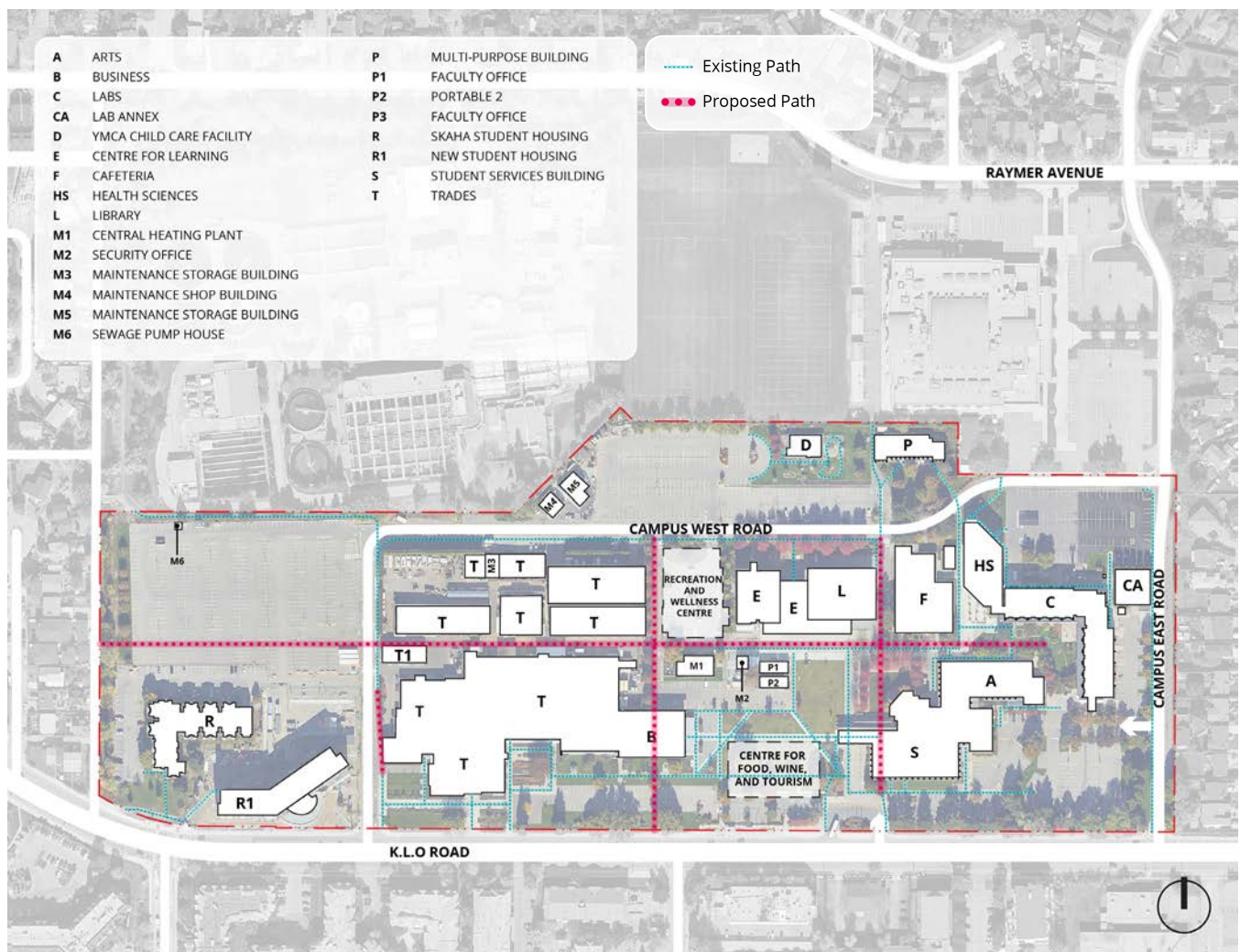
Paths

The main pathways connect various buildings, including the Centre for Learning, the Student Building, and Trades. The campus has well-defined circulation routes that help to guide visitors and students. These pathways also connect to transportation access points, including:

- Bus stops located along K.L.O. Road, offering public transit options
- Parking lots distributed around the campus to accommodate those commuting by car

Additionally, the campus includes secondary pathways that lead to outdoor courtyards, gathering spaces, and green areas.

The plan aims to strengthen campus circulation by reinforcing key pathways in both east-west and north-south directions. This improves overall accessibility, streamline movement between buildings, and creates a more cohesive experience throughout.

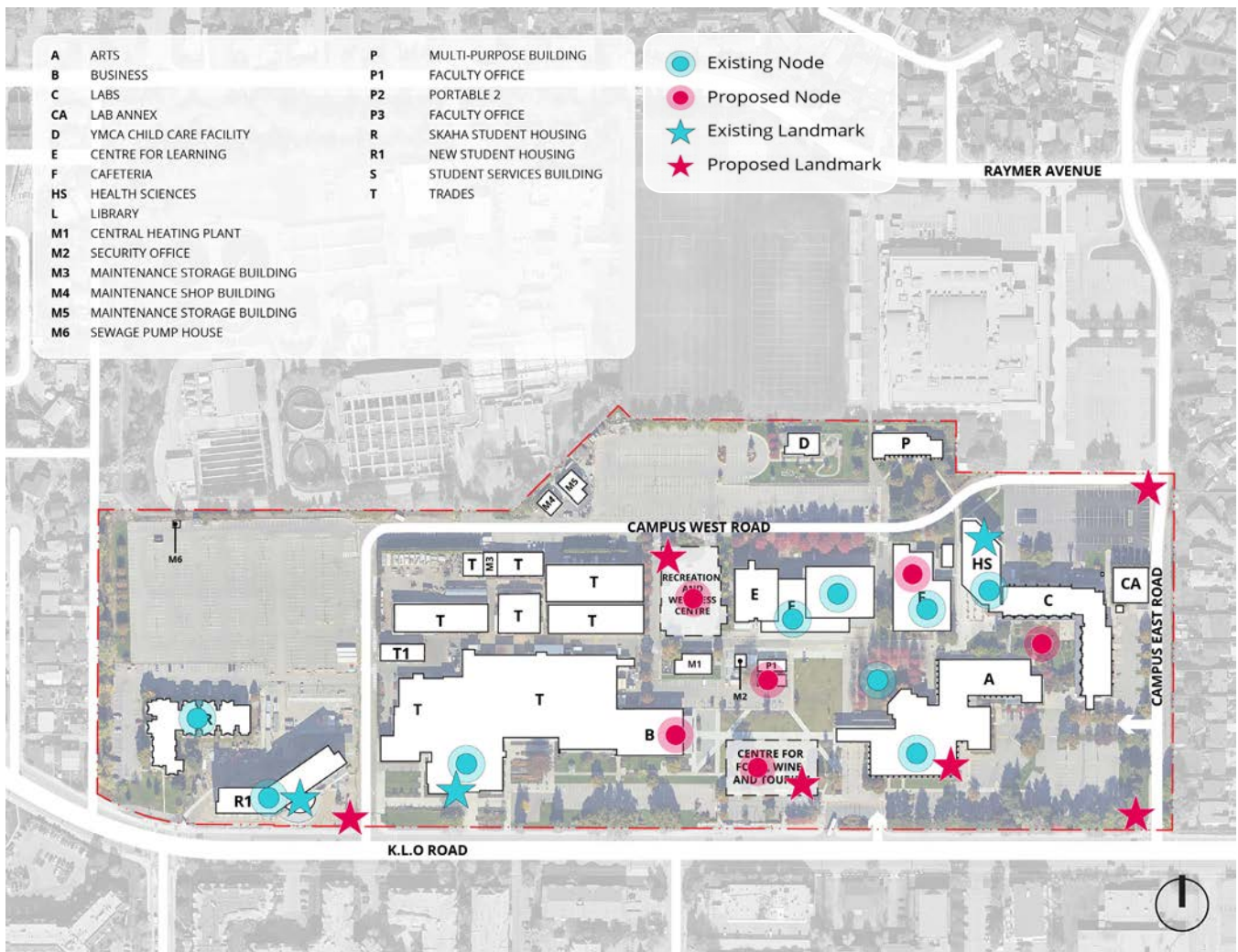


Nodes & Landmarks

The campus is organized around key hubs that support learning, social interaction, and student services. Existing hubs include the Centre for Learning and the Library. The Cafeteria serves as a central gathering space, while Student Services provides essential support to students. The Trades building promotes hands-on learning and industry connections for skilled trades students, and the Outdoor Courtyard offers a versatile space for socializing and outdoor activities. Future additions include the Centre for Food, Wine, and Tourism, and the Recreation and

Wellness Centre. Existing landmarks include the Trades Facility expansion, and new student housing. Additional landmarks are planned to enhance the campus's identity and functionality. The Centre for Food, Wine, and Tourism will serve as a signature facility, connecting academic learning with industry innovation.

New campus Gateways improve wayfinding and establish a welcoming identity, incorporating signage, landscaping, and public art to create a strong sense of place.



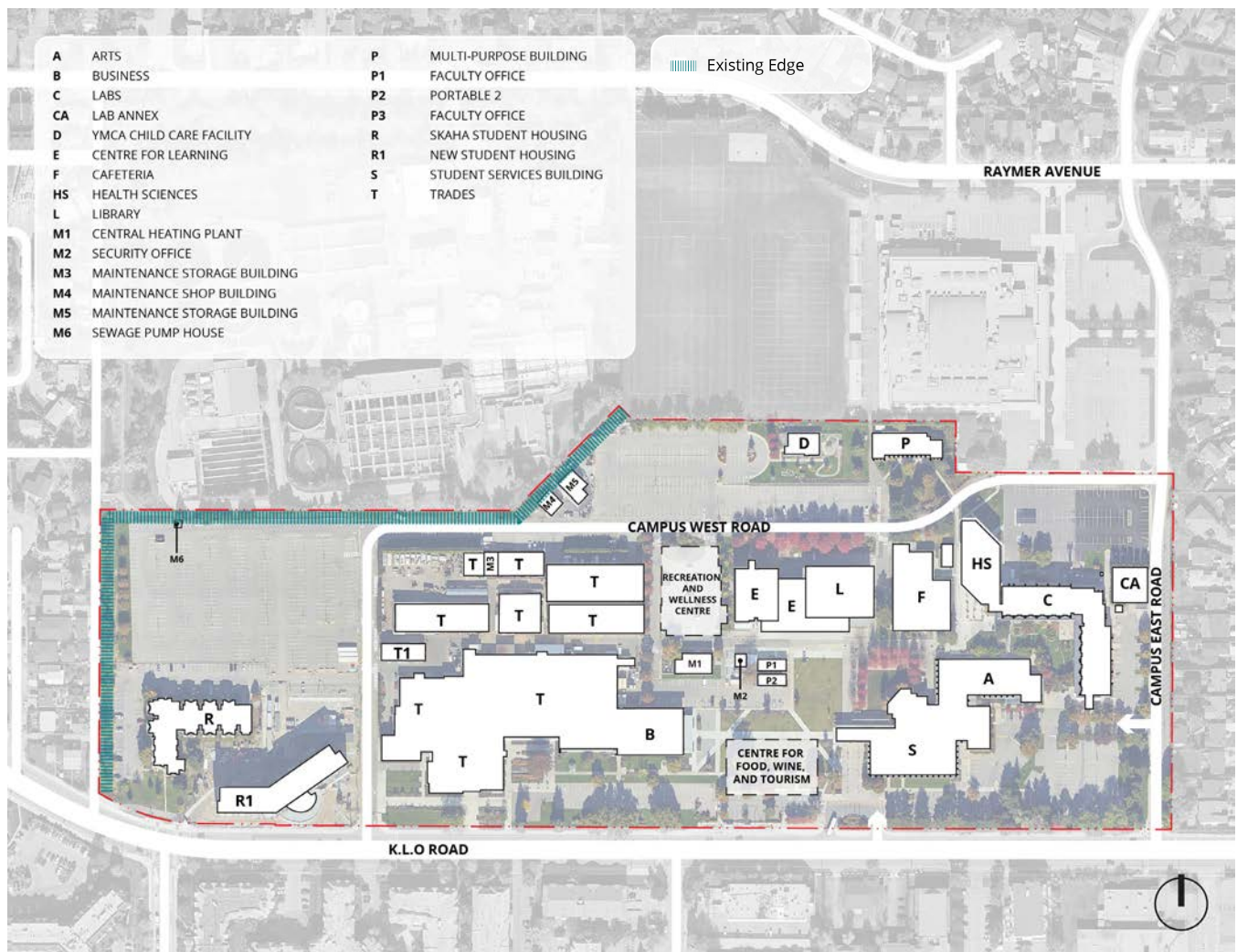
Edges

The campus is framed by a mix of educational, industrial, and residential areas.

North edge: Bordered by the Kelowna Wastewater Treatment Facility and Kelowna Secondary School, creating a distinct separation between the college and adjacent infrastructure.

South edge: Defined by K.L.O. Road, a major arterial route that provides primary vehicular and transit access to the campus.

East and West Edge: Adjacent to Campus East Road and Conlin Ct with residential neighborhoods residing on either side.



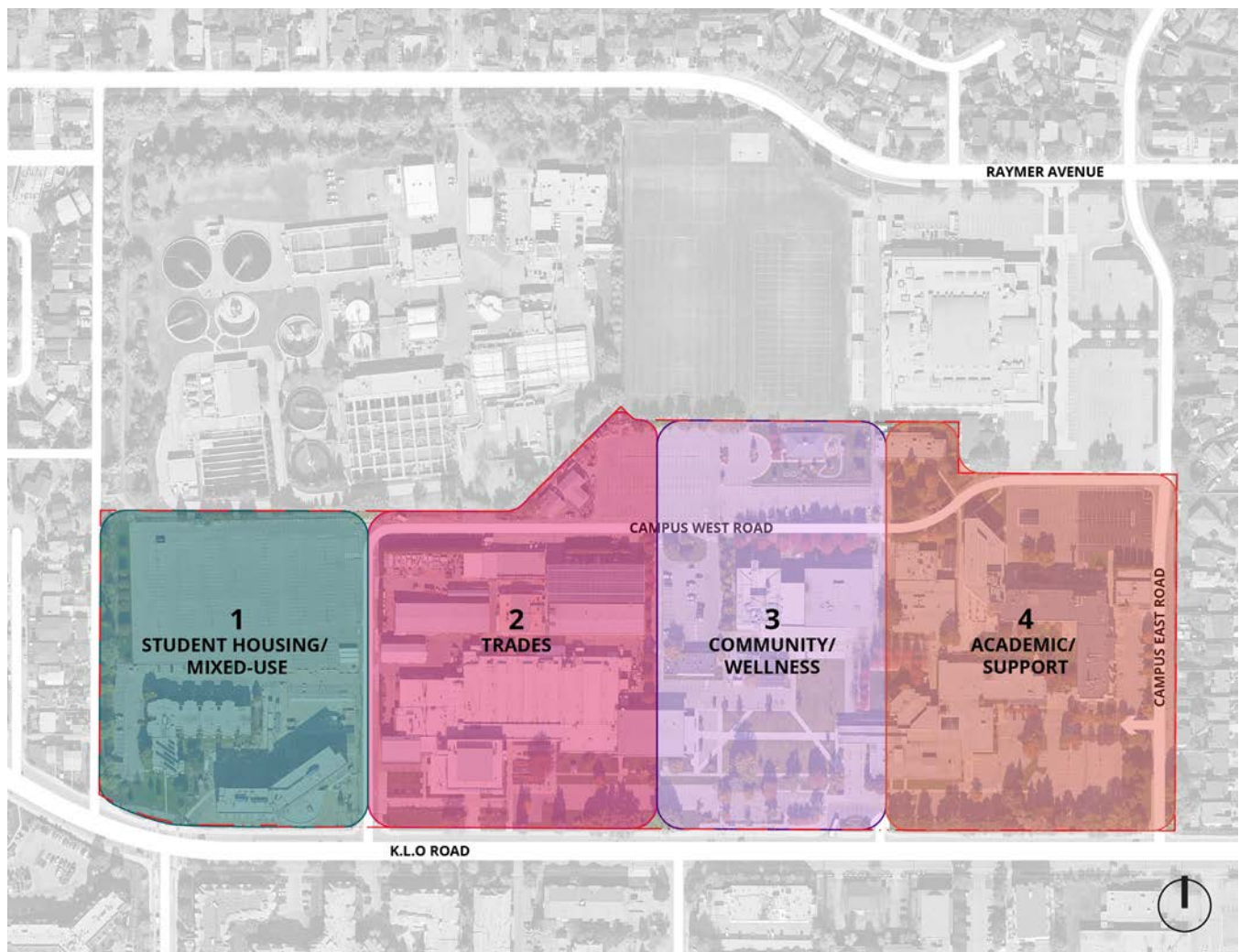
Districts

District 1 provides opportunity to continue to consolidate student housing on the western edge of campus, bolstering connections to community with mixed-use functions on the main floor, including commercial and retail spaces, drawing the surrounding community to campus.

District 2 fosters trade activities on campus.

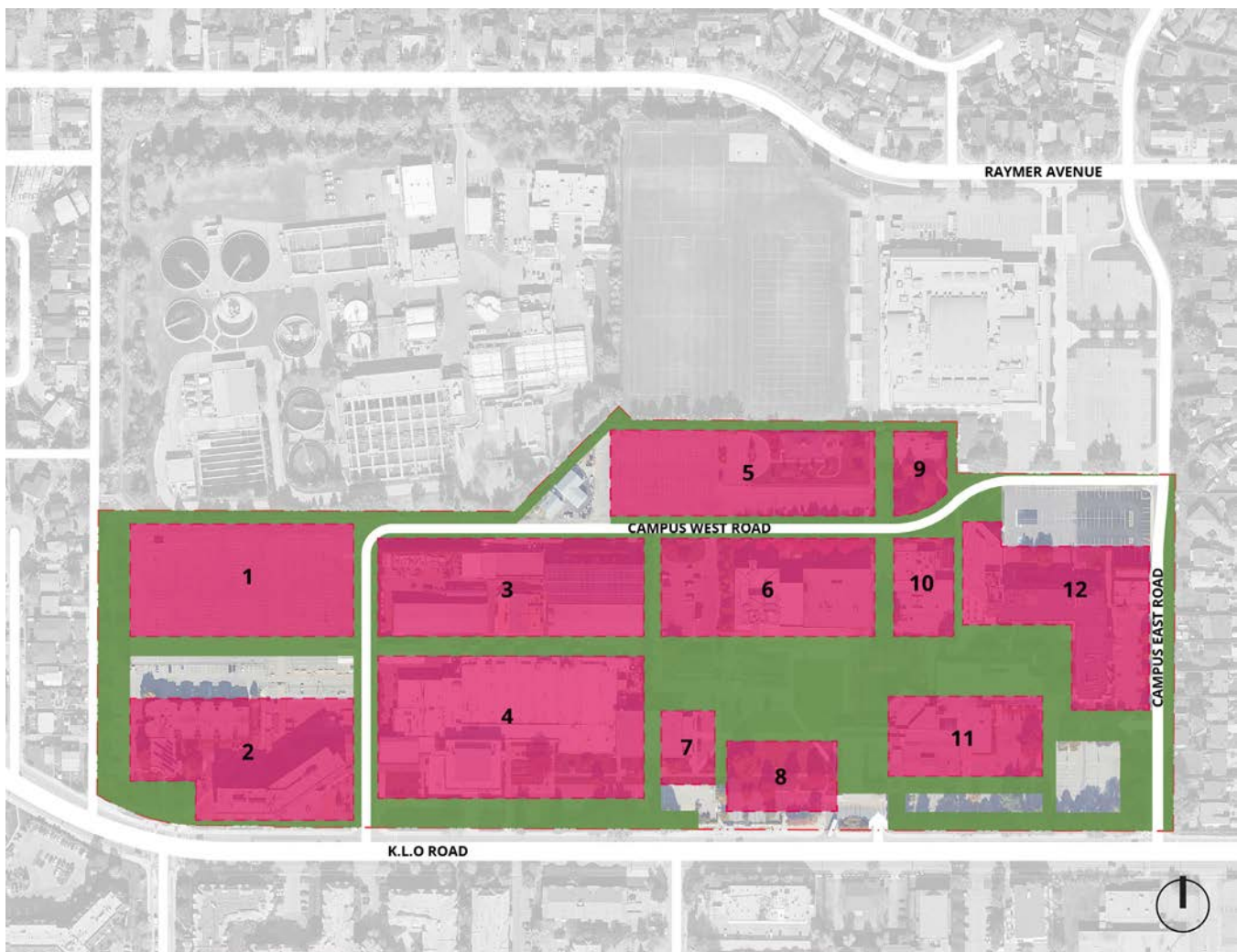
District 3 connects the community and wellness spaces through new buildings and the consolidation of student services and supports.

District 4 locates academic, administrative, and student experience spaces on the eastern edge of campus.



Development Potential and Parcelling

LOCATION		SITE PARAMETERS			PROPOSED	
CAMPUS	PARCEL	AREA SM	SITE COVERAGE	FAR	SITE COVERAGE	SM
Kelowna						
	1	10,370.00	40%	1.00	4,148.00	10,370.00
	2	10,145.00	40%	1.00	4,058.00	10,145.00
	3	10,760.00	40%	1.00	4,304.00	10,760.00
	4	15,572.00	40%	1.00	6,228.80	15,572.00
	5	9,235.00	40%	1.00	3,694.00	9,235.00
	6	8,648.00	40%	1.00	3,459.20	8,648.00
	7	1,635.00	40%	1.00	654.00	1,635.00
	8	3,188.00	40%	1.00	1,275.20	3,188.00
	9	1,687.00	40%	1.00	674.80	1,687.00
	10	2,433.00	40%	1.00	973.20	2,433.00
	11	5,086.00	40%	1.00	2,034.40	5,086.00
	12	9,134.00	40%	1.00	3,653.60	9,134.00
	Public Realm	49,326.89				
		157,945.00			35,157.20	87,893.00
					Existing Area	31,239.00
					Additional Area Available	3,918.20
					Overall FAR	0.56
					Total Coverage	22.26%



PENTICTON CAMPUS



Transportation Framework

Improving campus connectivity and site efficiency could be achieved through several key initiatives.

Paving and adding lighting to the connection to Timmins St would enhance safety and usability for pedestrians and cyclists.

The College could also advocate for the City of Penticton to advance the Duncan Ave protected bike lane.

A secondary vehicle access could increase the efficiency of the site layout and allow for repurposing the internal road linking to the north parking lot. Options for a second access include an internal roadway to the existing access on Timmins Ave or exploring a shared access agreement with property to the north.



Public Realm Framework

In Penticton, the priority is to strengthen connections between the campus and surrounding areas, enhancing accessibility and integration. Improvements will focus on reinforcing pedestrian and bicycle pathways while addressing safety through better lighting, open sightlines, and the application of CPTED principles.

An opportunity exists to create an inviting landscaped gathering space in the northeast corner of the campus. Previous conceptual design efforts have explored this area, and further refinement could build upon this work.

Thoughtful enhancements, such as seating, shade, and landscaping, could transform this space into a vibrant hub for social interaction and informal learning.

Wayfinding and accessibility upgrades ensure intuitive circulation, supporting ease of movement for all users. Seasonal design strategies could enhance comfort year-round, making outdoor spaces more inviting in all weather conditions. These improvements create a safer, more connected, and engaging campus environment.



Campus Structure and Quality Framework

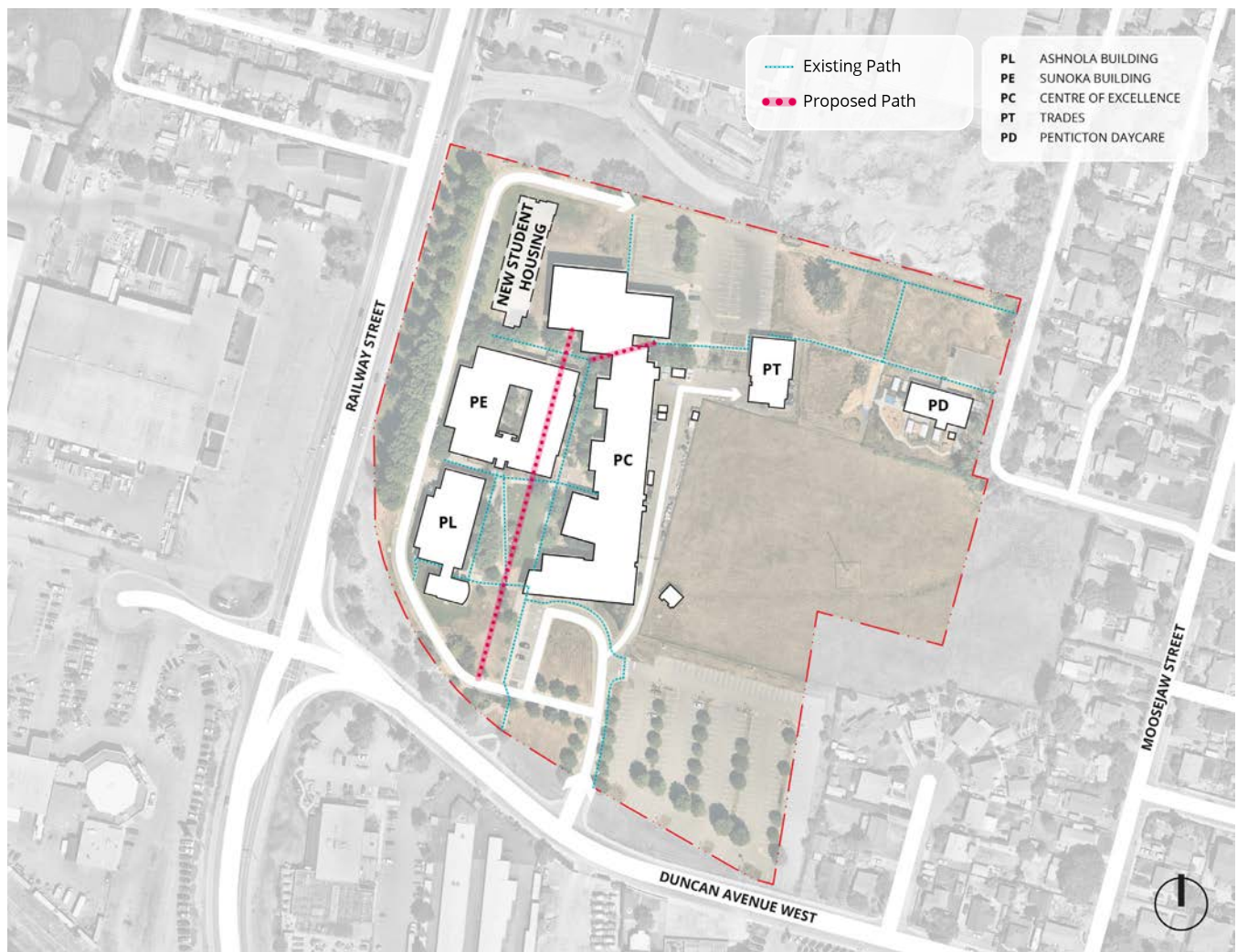
Paths

The existing pathways on the Penticton campus provide connections from parking lots to building entrances; however, they vary in quality, accessibility, and directness. Some paths lack clear wayfinding, while others may not provide the most efficient or accessible routes to key destinations.

A key opportunity for improvement is strengthening the connection through the central quad, ensuring a more cohesive and navigable pedestrian experience.

Additionally, enhancing pathways from the new campus housing to the east side of the campus could improve circulation, better integrate residential areas with academic and student spaces, and create a more seamless movement network across the site.

Expanding multi-use paths further support diverse modes of transportation, including walking and cycling, promoting greater accessibility and connectivity throughout the campus.



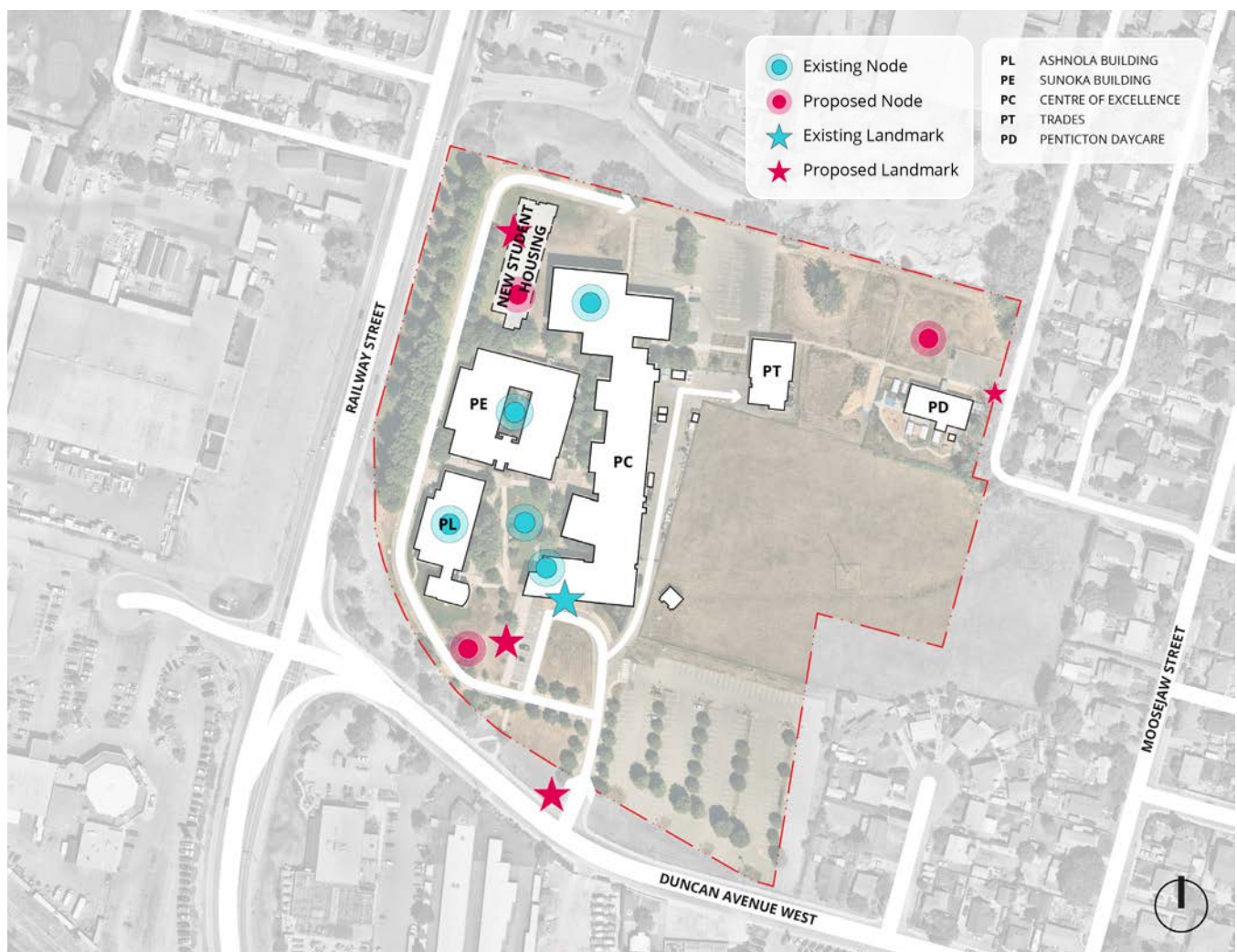
Nodes & Landmarks

The Penticton campus includes several key nodes that serve as central gathering and activity spaces, including the Indigenous gardens (courtyard), Library, campus quad, open area, and gym.

As a defining architectural and functional landmark, the Centre for Excellence serves as the primary point of arrival and reflects the campus’s commitment to sustainability and innovation.

The new student housing, in addition to providing residential space, will become a prominent campus landmark, enhancing the campus identity and overall student experience.

New gateways further define campus entry points, improving wayfinding, accessibility, and the sense of arrival for students and visitors.

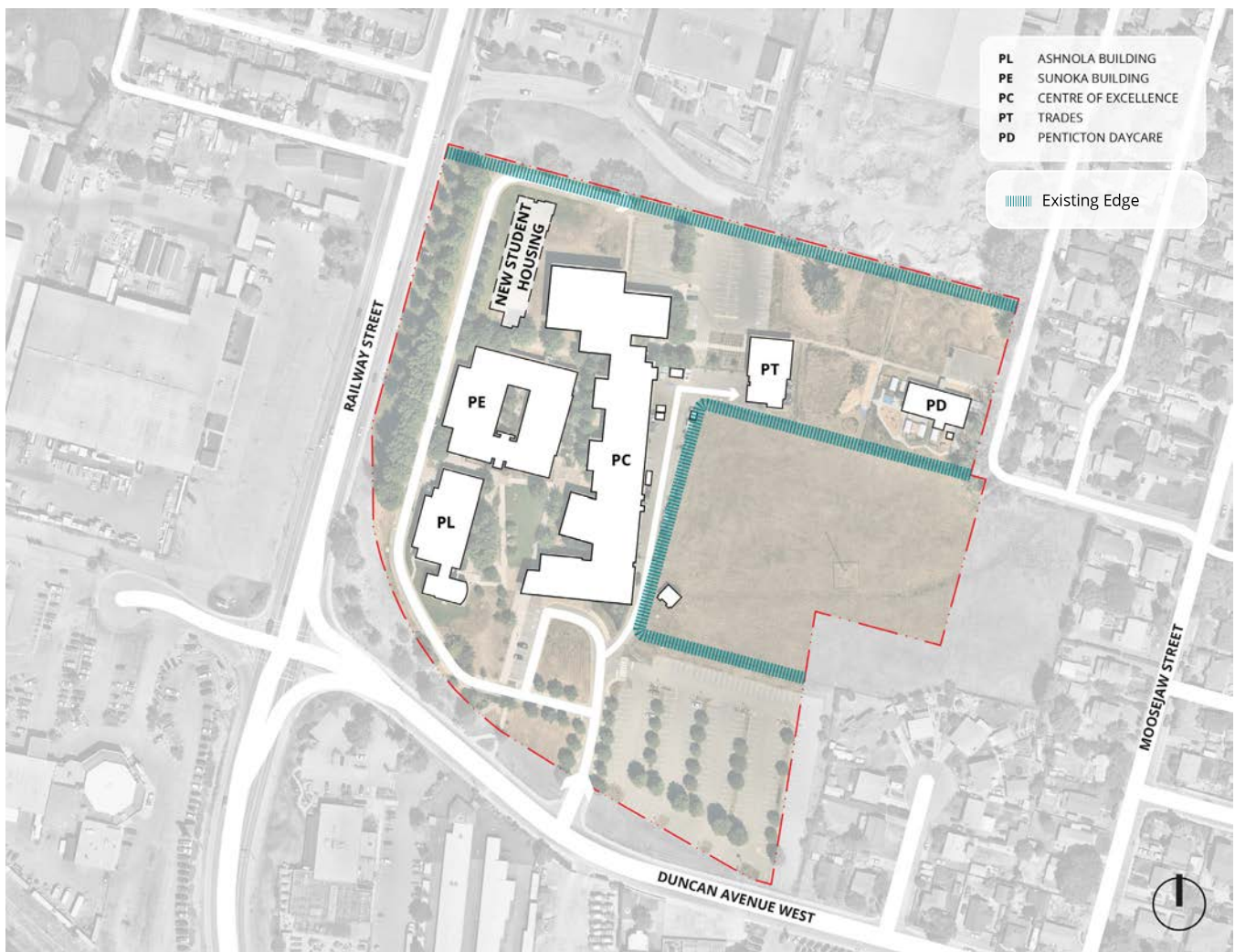


Edges

The Penticton campus has defined boundaries that influence movement, visibility, and connectivity.

The fence line serves as a physical edge along certain areas, shaping how users navigate the site. The decommissioning of the NAV CANADA tower will provide further opportunities in the future to break down the edge carving a hole in the east side of campus.

To the north, planned new development will introduce changes to the campus edge. This expansion offers an opportunity to redefine how the campus interfaces with its surroundings, potentially introducing new or improved connections.



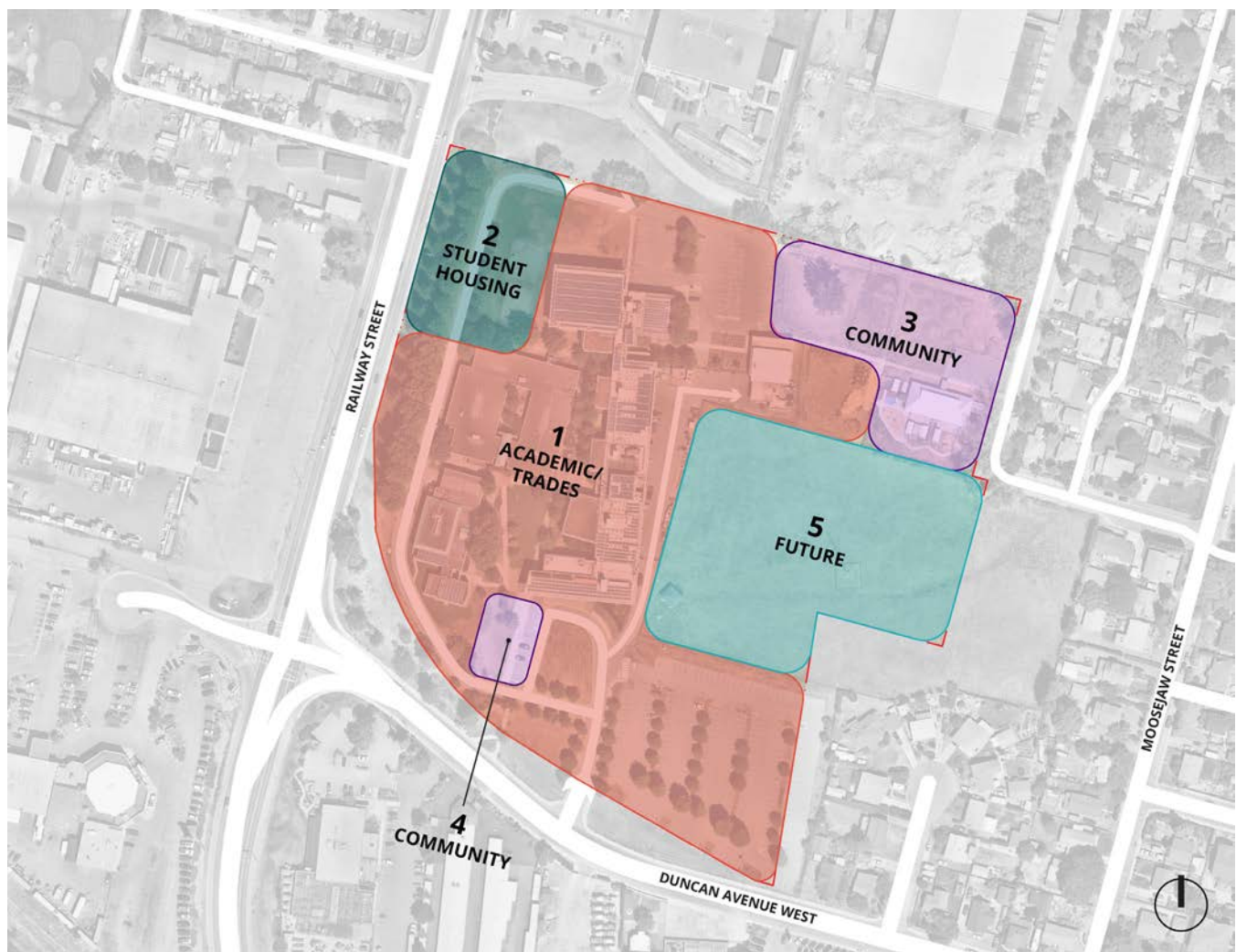
Districts

District 1 includes all of the academic and student support spaces on campus, including future development potential.

District 2 is emerging with the development of new student housing.

District 3 and 4 connects the community buildings on campus with the greater community, including new commercial, housing, and recreation facilities just beyond the edge of campus. The new spaces have the potential to create a wellness corridor between campus - including residence and the campus recreation and the campus Recreation and Wellness spaces - and the community.

District 5 provides future development potential to the campus.



Development Potential and Parcelling

LOCATION		SITE PARAMETERS			PROPOSED	
CAMPUS	PARCEL	AREA SM	SITE COVERAGE	FAR	SITE COVERAGE	SM
Penticton						
	1	1,661.00	40%	1.20	664.40	1,993.20
	2	1,402.00	40%	1.20	560.80	1,682.40
	3	1,574.00	40%	1.20	629.60	1,888.80
	4	419.00	40%	1.20	167.60	502.80
	5	10,681.00	40%	1.20	4,272.40	12,817.20
	6	5,473.00	40%	1.20	2,189.20	6,567.60
	7	722.00	40%	1.20	288.80	866.40
	8	1,587.00	40%	1.20	634.80	1,904.40
	Public Realm	23,775.97				
		56,110.79			9,407.60	28,222.80
					Existing Building Area	21,348.30 - 7,933.60
					Additional Area Available	- 11,940.70 36156.40

Overall FAR 0.50
Total Coverage 16.77%



VERNON CAMPUS



Transportation Framework

Enhancing transportation access to the campus in Vernon will require coordinated efforts to address both infrastructure gaps and network design.

Like many smaller communities, Vernon has a radial transit network where most routes are loops that start and end Downtown. This structure creates a very indirect routing to the campus from Coldstream or Middleton.

To improve active transportation links, the College should work with the City of Vernon and Ministry of Transportation and Transit to connect the gap in the Jack Schratter multi-use pathway along Clerke Rd and through the Highway 97/College Way intersection.

Advocating for the District of Coldstream to advance the Kalmalka Road multi-use path would further enhance regional connectivity.

The College could consider paving and lighting the trail connection to Varsity Dr to better integrate with the neighbourhood to the south.



Public Realm Framework

Vernon's enhancements leverage the campus's natural topography and scenic views to create a stronger sense of place. Landscape designs play a key role in improving circulation, managing stormwater, and optimizing vantage points while addressing topographical constraints through strategic planning.

Opportunities exist to enhance and preserve key views, ensuring the surrounding landscape remains an integral part of the campus experience.

The entrance to the main building could be improved to create a stronger sense of arrival, using landscaping, signage, and architectural elements to establish a welcoming gateway.

Outdoor gathering areas should be thoughtfully integrated into the sloped terrain, creating inviting and functional spaces that connect with the land. Seating, pathways, and planting strategies work with the natural contours to provide comfortable and accessible spaces for social interaction and learning. These enhancements strengthen campus identity while making the most of Vernon's unique setting.



Campus Structure and Quality Framework

Paths

The Vernon campus has a network of existing pathways that provide access to the buildings and facilities. However, some of these pathways may be limited in connectivity, accessibility, or overall condition. The routes leading to key destinations may require upgrades to improve pedestrian flow and user experience.

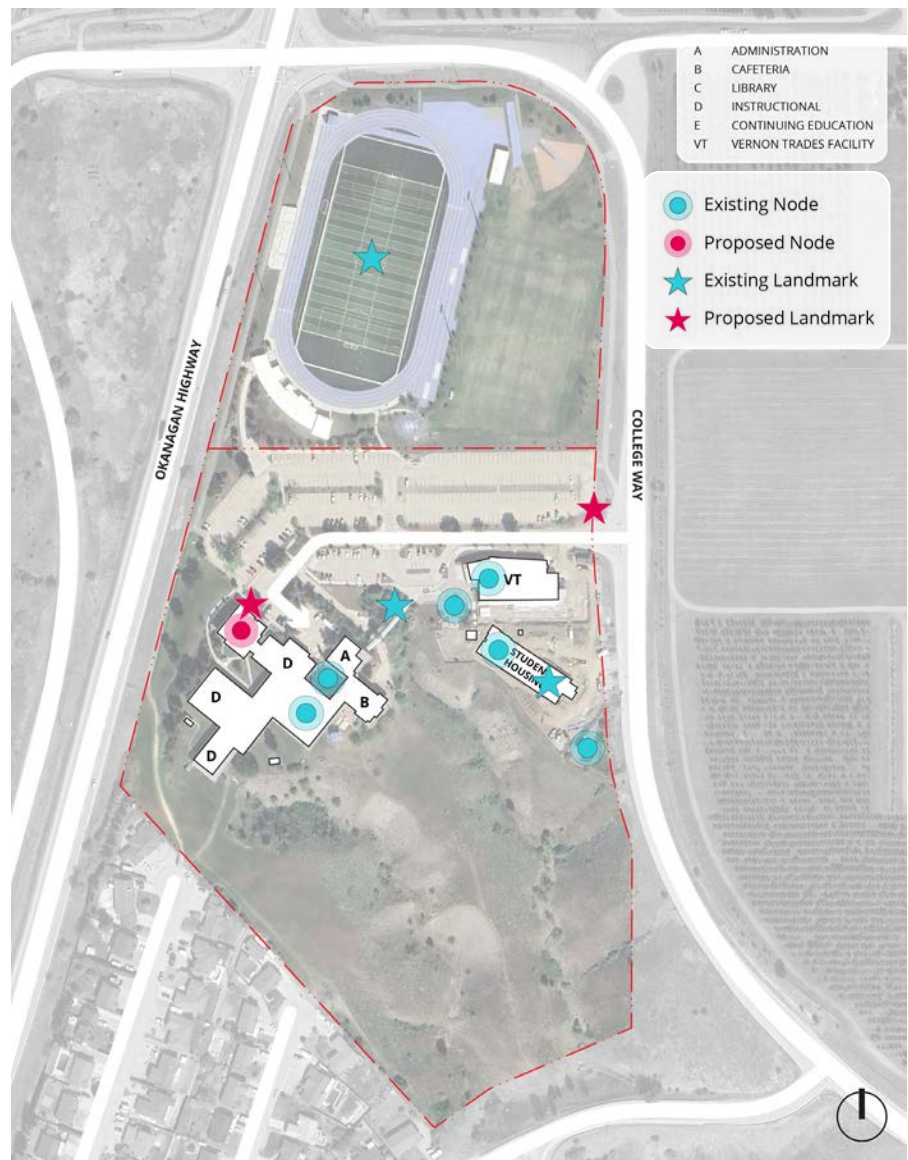
To enhance connectivity and accessibility, the plan includes improvements to pathways to campus buildings and the sports field. Enhancements may involve resurfacing pathways, widening key routes, and improving wayfinding elements. The pathways to the sports field could be upgraded to ensure a more direct, and accessible connection for students, athletes, and visitors.



Nodes & Landmarks

Key nodes on the campus currently include the trades atrium, winter plaza, Indigenous gardens, library, fountain, and student housing. These spaces serve as important gathering and activity areas for students and staff.

Similarly, notable landmarks on campus include the existing student housing and a proposed gateway entrance. These elements help define the campus identity and improve wayfinding for students, staff, and visitors.



Edges

This campus is defined by its natural topographical constraints that impact site accessibility, development, and circulation. The edges on campus include steep slopes that limit expansion and require careful planning for pathways, infrastructure and building placement.



Districts

District 1 represents all of the space occupied by Okanagan College on the site. As a compact campus, academic, trades, student support and housing are consolidated in a single zone.

District 2 cascades down the hill toward Kick Willie Loop Road with a vista toward Kalamalka Lake.

District 3 includes the Greater Vernon Athletics Park, providing health and wellness opportunities for the College and community.



Development Potential and Parcelling

LOCATION		SITE PARAMETERS			PROPOSED	
CAMPUS	PARCEL	AREA SM	SITE COVERAGE	FAR	SITE COVERAGE	SM
Vernon						
	1	2,054.00	50%	1.00	1,027.00	2,054.00
	2	2,033.00	50%	1.00	1,016.50	2,033.00
	3	3,203.00	50%	1.00	1,601.50	3,203.00
	4	7,092.00	50%	1.00	3,546.00	7,092.00
	5	9,986.00	50%	1.00	4,993.00	9,986.00
	Public Realm	62,330.62				
		90,230.00			12,184.00	24,368.00
					Existing Building Area	7,933.60
					Additional Area Available	4,250.40
						3019.70

Overall FAR 0.27
Total Coverage 13.50%



SALMON ARM CAMPUS



Transportation Framework

The College should work with the City of Salmon Arm to upgrade the southern bus stop on 5th Ave NE. This could include an accessible boarding platform, and consideration for a shelter and seating. It may also be beneficial to shift the bus stop; either west as part of the new community/trades facility, or closer to the east edge of the property, where new walking connections could be provided to the fire lane or rear entrance of the Main Building.

Salmon Arm's transit route structure also requires a transfer for people living south or west of Downtown to reach the campus (via Route 21 and 22). One-way loops like these are often the best option for covering large areas in smaller communities; however, these should be reconsidered periodically as the community grows.

Bike routes on 30th St NE and 5th Ave are identified as high priorities in Salmon Arm's Active Transportation Plan (2022). The College should advocate for the completion of routes to make it safer and more comfortable to bike to campus from the south and west.

Advocating for lighting and safety improvements to the Hwy 1 underpass near 21st St NE would make it more comfortable riding to campus from the north.

Public Realm Framework

Salmon Arm's approach focuses on enhancing connectivity by linking campus pathways with broader community trail networks. Strengthening these connections will provide seamless access while preserving the natural character of the campus. The integration of existing wetlands into the public realm would support ecological preservation while offering educational and recreational opportunities.

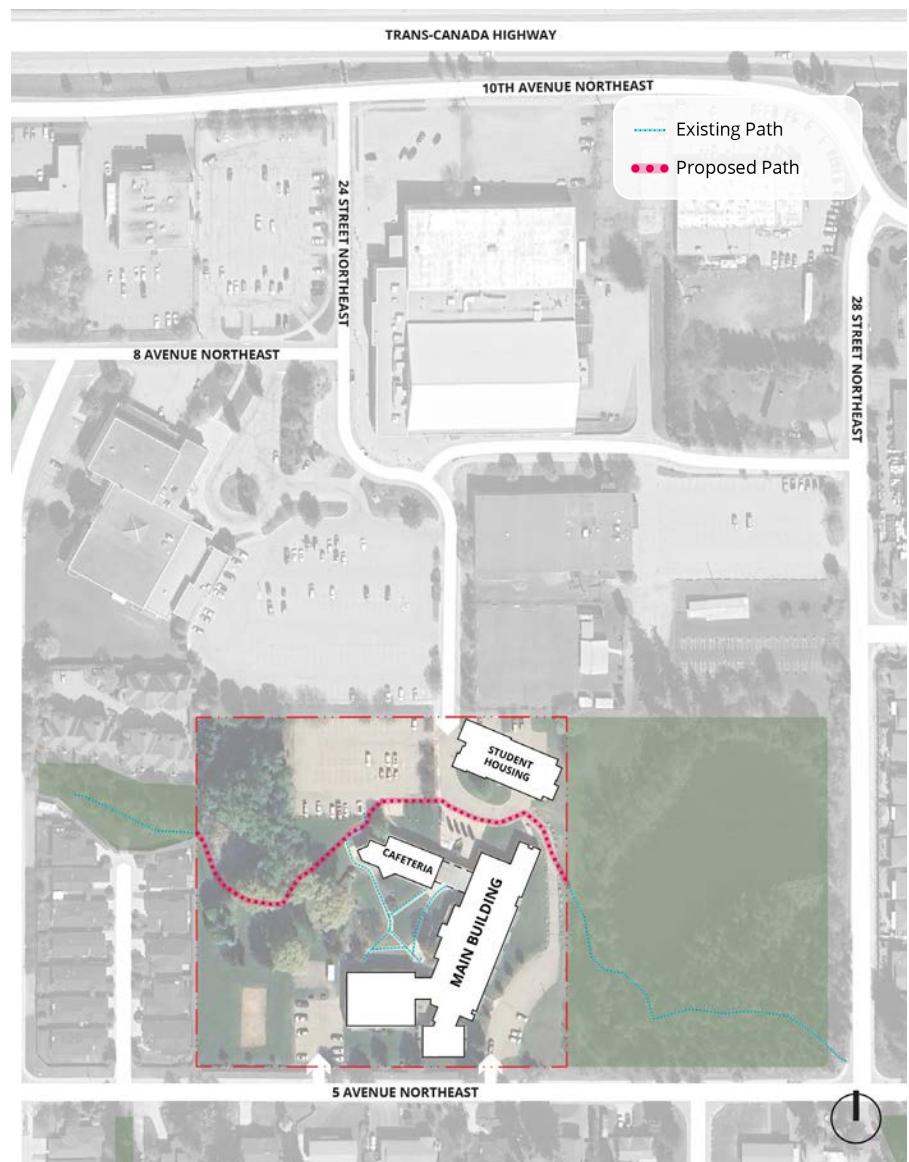
Creating a stronger sense of arrival will also be important, with the potential for public art or a distinctive node to announce entry to the campus. This feature serves as both a landmark and a welcoming element, reinforcing campus identity.



Campus Structure and Quality Framework

Paths

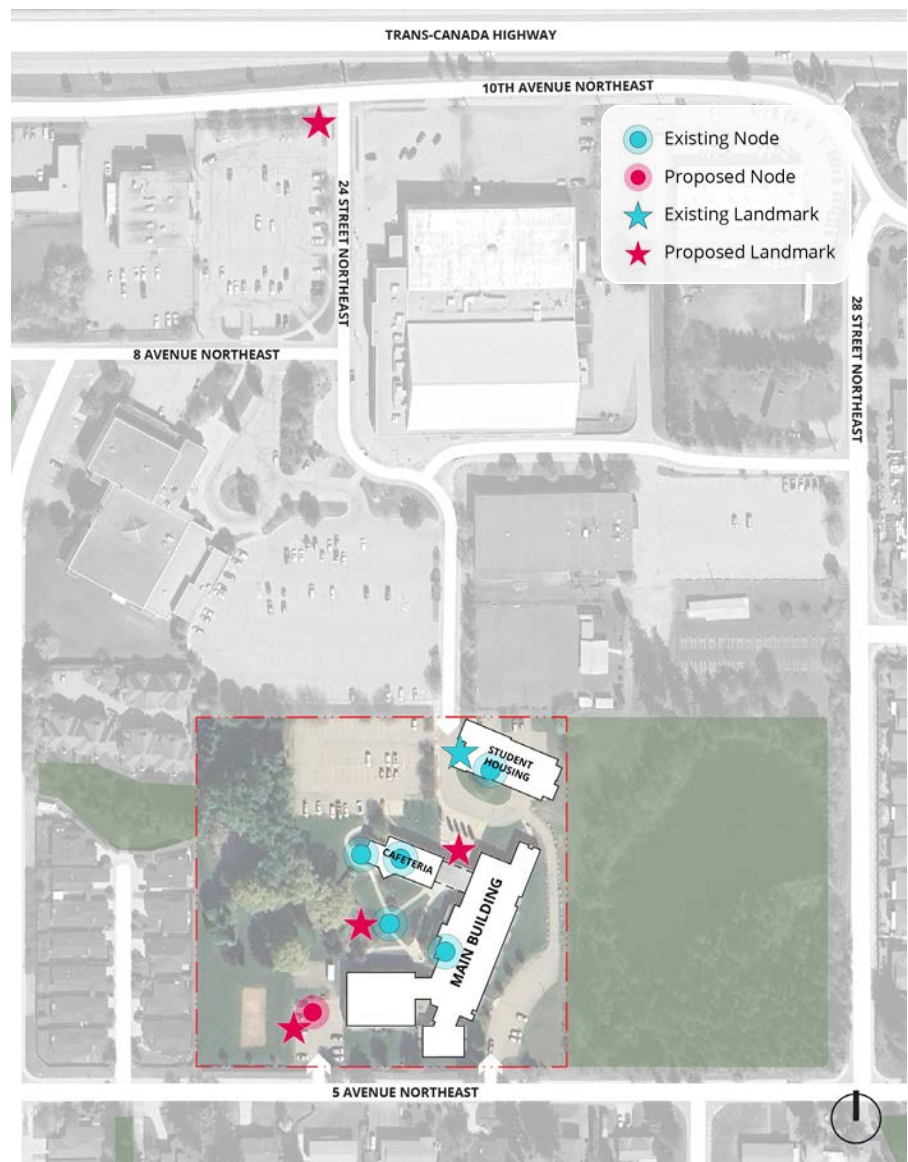
The Salmon Arm campus features a series of pathways that connect key academic areas to the rest of the community. Planned improvements enhance connectivity, with particular attention to linking the new student housing to the main buildings and community spaces.



Nodes & Landmarks

The Salmon Arm campus includes key gathering spaces such as the Cafeteria, Indigenous Gathering Space, Library, and Gazebo, which support social, cultural, and academic activities. The student housing will create a new hub for campus life, strengthening the residential community. In addition to providing accommodations, it serves as a prominent campus landmark.

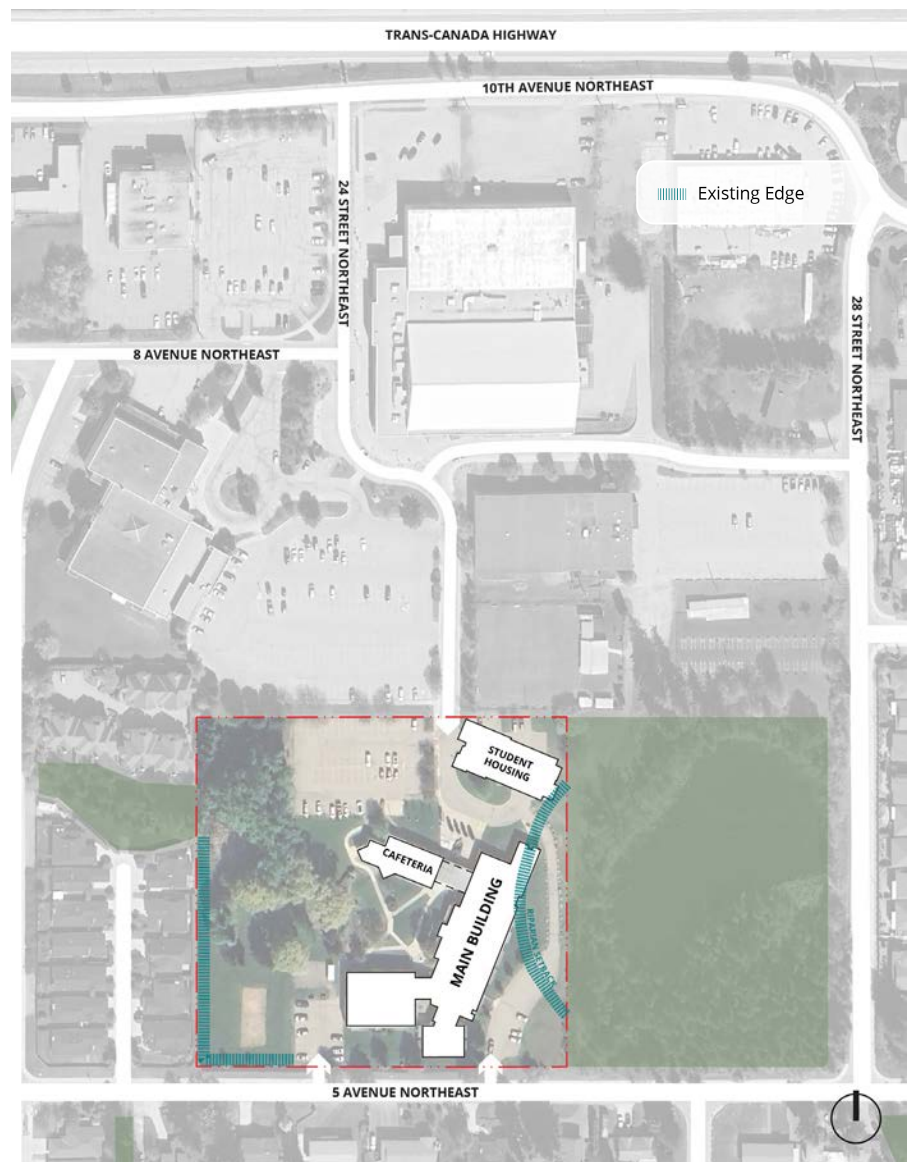
A new gateway would further enhance the campus entrance, improving wayfinding and creating a welcoming arrival experience.



Edges

The Salmon Arm campus is defined by two key edges that shape its relationship with the surrounding environment. The edge between the campus and the residential area provides a transition between academic spaces and the nearby community, influencing accessibility and connections for students and residents.

The edge between the campus and the wetland highlights the campus's natural setting, offering opportunities for ecological stewardship and outdoor learning while ensuring the protection of sensitive habitats.

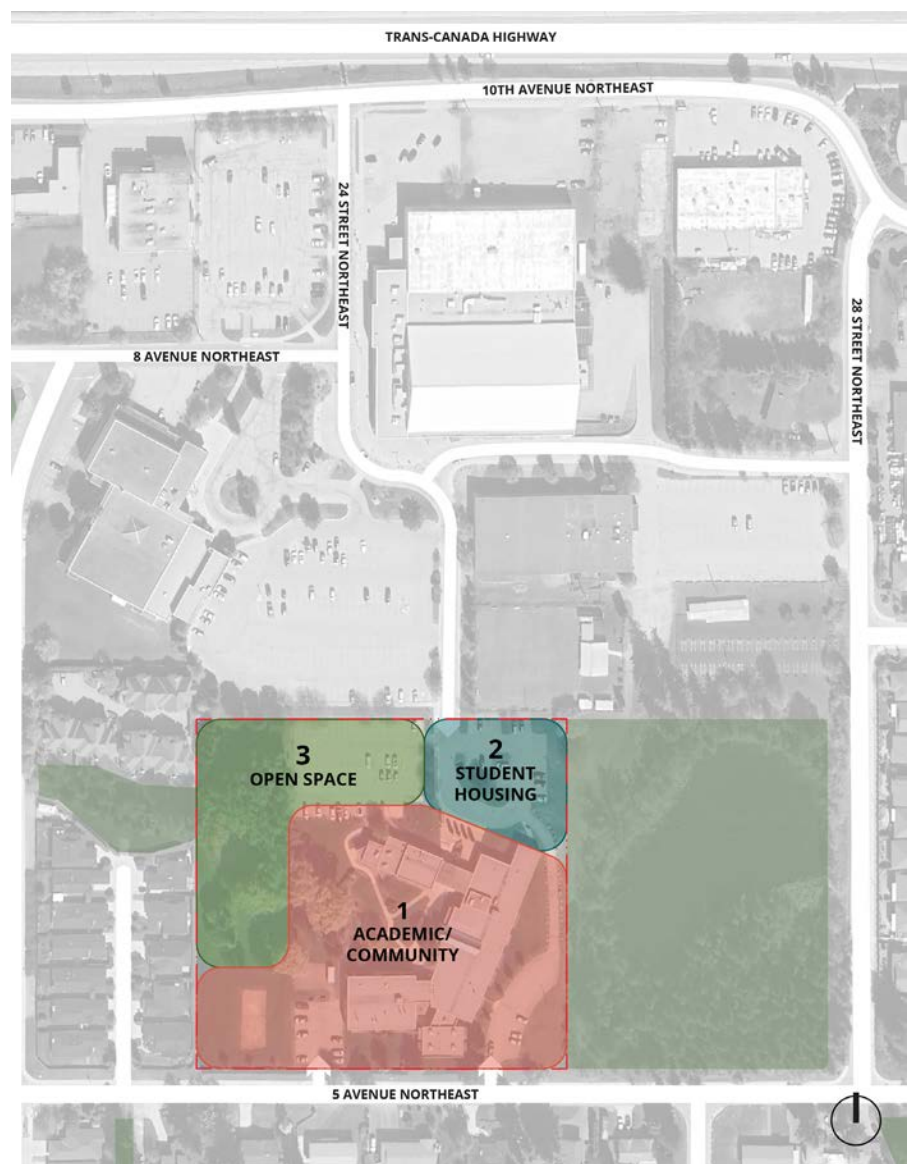


Districts

District 1 provides space for academic and community functions on campus.

District 2 includes student housing on campus.

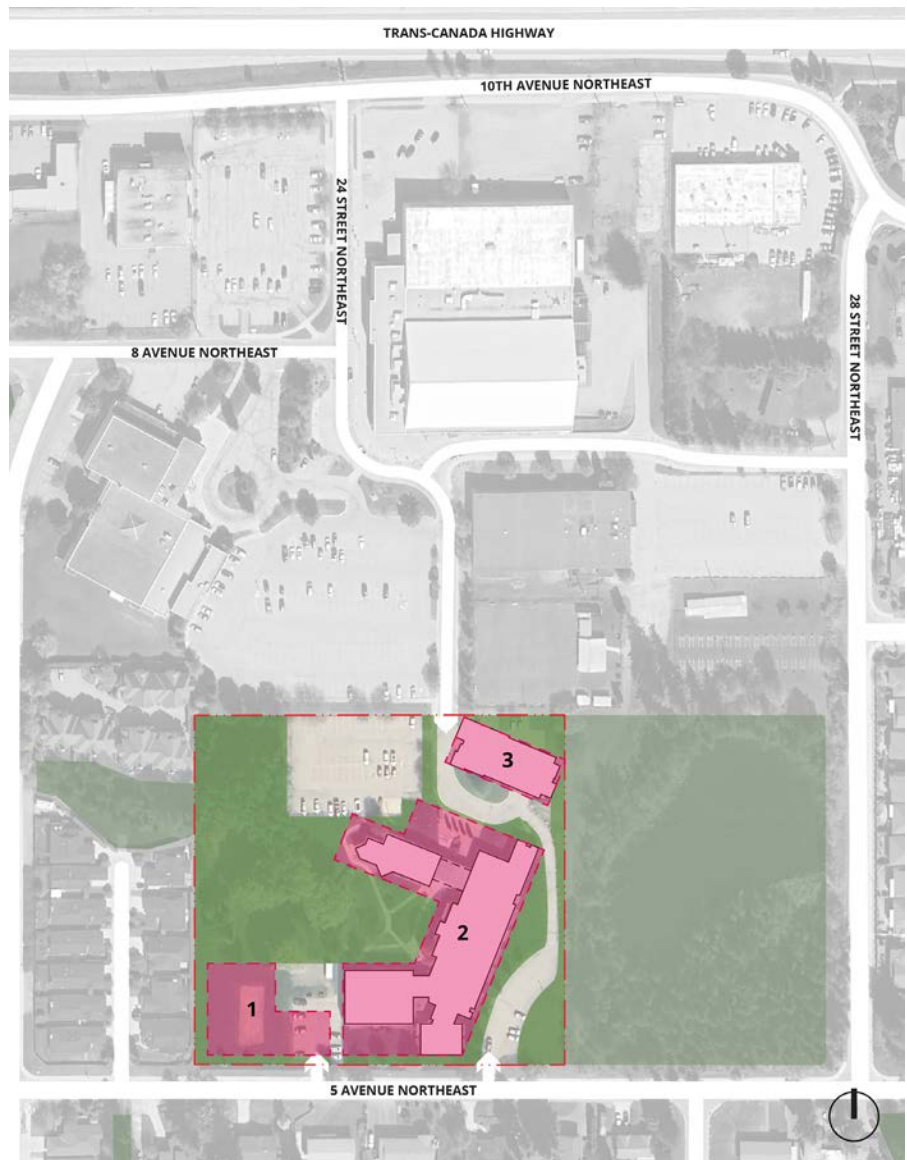
District 3 connects the College to the greater community, both through the shared parking zones to the north, and the green spaces and trails running adjacent to and through the campus.



Development Potential and Parcelling

LOCATION		SITE PARAMETERS			PROPOSED	
CAMPUS	PARCEL	AREA SM	SITE COVERAGE	FAR	SITE COVERAGE	SM
Salmon Arm						
	1	1,341.00	40%	1.20	536.40	1,609.20
	2	4,863.00	40%	1.20	1,945.20	5,835.60
	3	849.00	40%	1.20	339.60	1,018.80
	Public Realm	8,792.38				
		20,215.00			2,821.20	8,463.60
					Existing Building Area	5,476.30
					Additional Area Available	2,655.10

Overall FAR 0.42
Total Coverage 13.96%





PART 3: IMPLEMENTATION

7.0 Summary of Recommendations

COLLEGE-WIDE STRATEGIES

The recommendations of the Okanagan College Capital Plan extend into the existing built space of its campus buildings. The following repeatable moves can be incorporated on each campus in relatively small renovations aligning with the vision and principles of the Capital Plan.

Accessibility

Based on the Accessibility Assessment Study conducted by Francl Architecture in 2024, several key areas need to be addressed to improve accessibility throughout the site. Recommendations include:

- **Open Space and Parking:** Designated accessible parking and clear pathways to entrances.
- **Building Entrances and Exits:** Ensure wheelchair-accessible entrances and exits with ramps and non-slip surfaces.
- **Emergency Systems:** Implement both visual and auditory alarms, and ensure accessible evacuation routes.
- **Furniture and Workstations:** Provide adjustable, flexible furniture and spacious workstations for individuals with varying abilities.
- **Wayfinding and Signage:** Use clear, intuitive messaging and consistent designs for all campuses, including directional and room signage, strengthening the image and brand of the College.

All Space is College Space

A space policy that clearly allocates space management to the College, which is assigned typically to Facilities underlines that all space is owned and overseen by the college. Space is a resource that is most effectively optimized and utilized without individual ownership.

Student Space

Create flexible, comfortable spaces for students, including equity-seeking groups to relax, study and socialize. Consider the power and data requirements of each space, as well as consider interior and exterior locations.

Consolidated Student Services

Consolidate student services into one-stop shops for student support, including health, mental health, accessibility, exam services. Consider similar student service centre models for registration, finance and student advising services. Support mobile access in lounge spaces in campuses not served by consolidated service centres.

Learning Commons- supported by the RPG Libraries Report

Using the RPG report for detailed recommendations, consider refocusing Learning Commons as an academic student support space, including group and individual study spaces and hang-out space. Consider further supporting teaching and learning by including the Centre for Teaching and Learning in Learning Commons spaces.

Connection and Hangout Space

Create collaboration space for student-to-faculty interactions: advising rooms and informal collaboration zones. Create collaboration space for faculty-to-faculty interactions: shared lunch spaces, informal meeting spaces.

Teaching Space

Right-size classrooms to optimize classroom and seat utilization. Increase flexible furniture options to support collaborative teaching methods. Create learning spaces that support increased virtual reality and simulation learning through mobile simulation labs and flexible learning spaces to support innovative practical learning modes.

Hybrid Learning Hubs

Create facilitated learning spaces supporting a blended learning model: online, face-to-face and in community workplaces.

Undergraduate Research Lab

Support interdisciplinary undergraduate research activities through dedicated, collaborative research lab space.

Indigenization

Include Indigenous considerations in all infrastructure projects. Recognize and celebrate the pre-existing Indigenous connections already existing on all campuses.

Connections to Local Planning

Explore and enhance strategies in local Official Community Plans to further draw connections between local communities and Okanagan College campuses.

Staff and Faculty Workspace

Explore new workspace models including staff business centres on each campus to support faculty, staff, and visitors working remotely, including self-serve printing, lockers, focus space and collaborative spaces.

Community-Focused Space

Create a community-engaged research lab that includes a flexible lab, office space, focus groups and data analytics support, community engagement spaces, and focus rooms. The community research space could provide welcoming neutral territory for the community to connect with Okanagan College. Expand community access across all age groups and throughout the evenings and weekends.

Bring the Community in

Okanagan College is opening more spaces to bring the community to campuses. The Centre for Food, Wine and Tourism will bring together all food, wine, and tourism programming on campus. The centre will enable collaboration between students and businesses in the food, beverage, hospitality and resort sectors, and expand opportunities for students to pursue vibrant hospitality careers in the growing tourism and hospitality sector. The new Wellness and Recreation Centre on the Kelowna campus will be available for us by community members, further integrating the College with the community, as the gym in Penticton and the fields and track in Vernon already do.

Outdoor Space

Tell the Okanagan College story through a warm, inviting outdoor environment. Using art, paths, colour and textures, the outdoors and transitions to indoor spaces will link together and cause you to pause and appreciate nature.

LANDSCAPE GUIDELINES

The landscape design and management approach plays a critical role in shaping a cohesive, resilient, and inclusive campus environment. By integrating best practices in sustainability, safety, and cultural inclusivity, the landscape serves as both a functional and aesthetic asset. These principles prioritize ecological stewardship, accessibility, and the celebration of the campus's natural beauty, ensuring that outdoor spaces contribute to a vibrant, welcoming, and enduring setting.

The following guidelines and best management practices outline key campus-wide considerations for landscape design, operations, maintenance, stormwater management, and accessibility, reinforcing a holistic approach to campus planning and sustainability.

Design

- Unless specified otherwise, all design and maintenance practices should conform to Canadian Landscape Standard and MMCD, current editions.
- Enhance the cohesiveness of campus buildings and landscapes by standardizing building placement, massing, material palettes, furniture, and lighting.
- Highlight campuses natural beauty and sense of place by integrating the surrounding landscape, celebrated views, and strong indoor-outdoor connections.
- Design spaces that reflect and respect the diverse cultural backgrounds of the campus community, integrating elements such as multicultural gardens, gathering spaces, and public art.
- Incorporate FireSmart principles by using fire-resistant plant species, maintaining defensible spaces around buildings, and reducing flammable vegetation near structures.
- Use tree canopy and vegetation strategically to provide shade, reduce heat-island effects, and enhance comfort in outdoor spaces.
- Apply CPTED (Crime Prevention Through Environmental Design) principles including: utilizing clear sightlines, well-lit pathways, low-maintenance landscaping, and open spaces to enhance visibility, deter crime, and promote safety on campus.
- Work with an Arborist to retain existing trees wherever possible to maintain/enhance the overall tree canopy coverage, prioritizing ecological benefits and campus aesthetics.
- Create multi-purpose spaces that can accommodate a variety of cultural events, performances, and social gatherings, promoting cross-cultural exchange and community engagement.



Operations and Maintenance

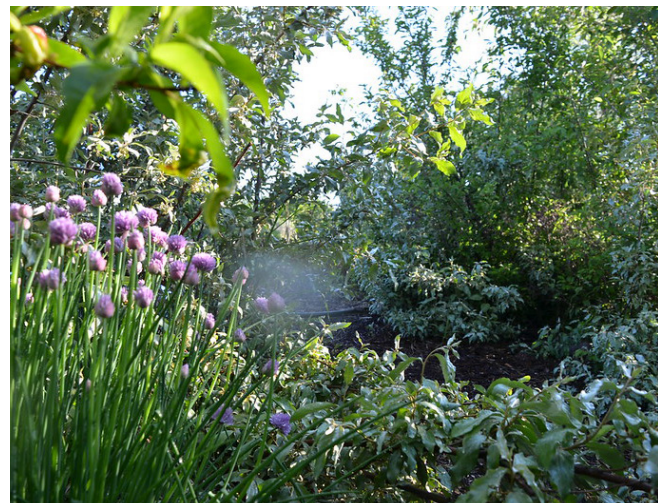
- Minimize manicured landscapes (limit to sports fields, or spaces servicing social, recreational, or event uses).
- Use drought-tolerant native species to reflect Okanagan grassland, wetland, and pine woodland typologies.
- Incorporate design features such as textured surfaces, strategically placed benches, and metal clips on edges to discourage skateboarding in high-traffic or sensitive areas.
- Design hard and soft landscaping with reinforced pathways, durable surfaces, and wide access routes to accommodate maintenance vehicles without damaging surrounding landscapes.

Stormwater Management

- Incorporate permeable surfaces, bioswales, and rain gardens to manage runoff and improve water quality.
- Integrate natural systems like wetlands, green roofs, and urban forests to manage stormwater, enhance biodiversity, and improve air and water quality, fostering a sustainable campus environment.
- Where possible, implement underground or above-ground detention systems to temporarily store and gradually release stormwater, reducing flooding risks and minimizing impact on local drainage systems.

Accessibility and Inclusivity

- Ensure pathways, seating, and recreational areas are accessible to all users, fostering inclusivity and connectivity across campus.
- Provide clear, tactile, and visually contrasting signage and wayfinding systems to guide all users, including those with visual or cognitive impairments, to key campus areas.



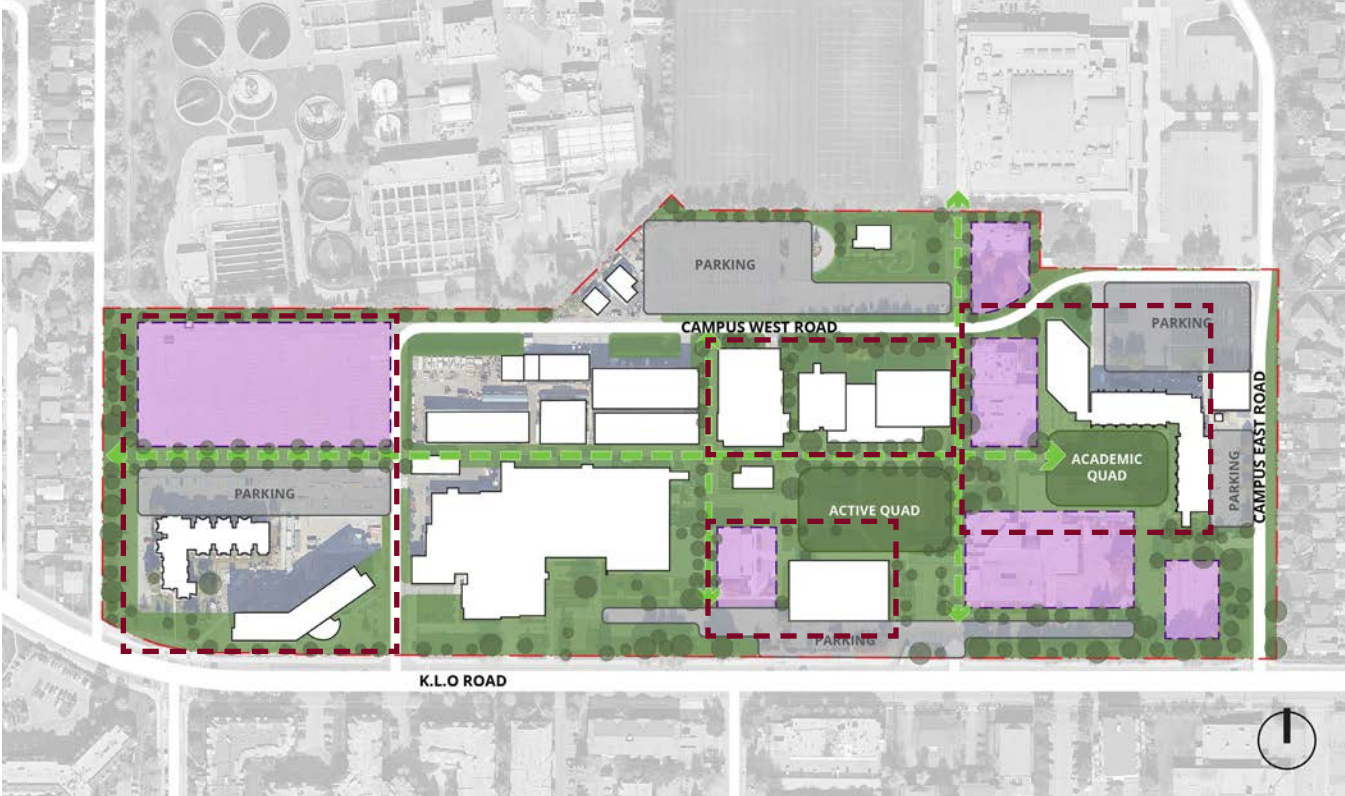
THE “WEATHERMAP” - CAMPUS STRATEGIES BY CAMPUS

Introduction

While the Capital Plan strives to support Okanagan College as a whole, through college-wide strategies, there are specific moves and growth potential on each campus to be examined.

Kelowna Campus

Embedded in a vibrant urban setting, the Kelowna Urban campus can continue to evolve as a dense, thriving community of multi-story, mixed use buildings. The feel of this campus benefits from the variety of building styles and types that already exist- and will be further amplified with the construction of the Centre for Food Wine and Tourism and the Recreation and Wellness Centre. As a land locked campus, future development will need to replace existing single-story buildings with multi-story, mixed use buildings. These buildings will continue the layered style of the Food, Wine and Tourism building, putting commercial and enterprise at grade, stacking academic learning spaces on higher floors, capped off with office spaces on top floors.



Precincts

While the campuses have been examined by districts, they can be further refined into themed precincts, providing an even, more nuanced character to campus.

In order to support natural wayfinding and navigability, the Kelowna Campus can further expand on existing planning to develop themed precincts, anchored by feature buildings.

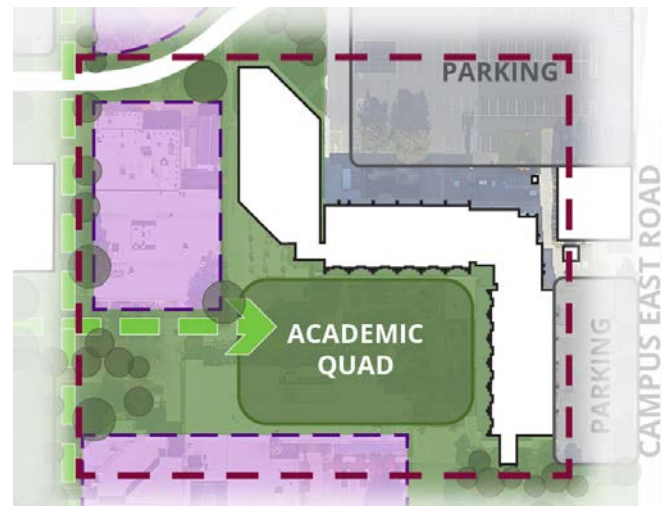
STEM/Resilient Communities Precinct

As a further refinement of the Science and Health Buildings on the east side of campus, this precinct can add a future Allied Health building flanking HS building, either on the site of F or A buildings. The location of this Allied Health Building will be determined based on timing of development. While each location has unique benefits and proximities, both provide opportunities to expand on the health and science labs in place on east campus, creating either a STEM or resilient communities-themed academic precinct.

If located on the site of F building, the Allied Health building could further emphasize the notion of resilient communities, connecting student food options and hang out space that support the high school student population from the north. F building could also be modestly renovated in the short term to provide entrepreneurial opportunities for small scale commercial food product development and packaging.

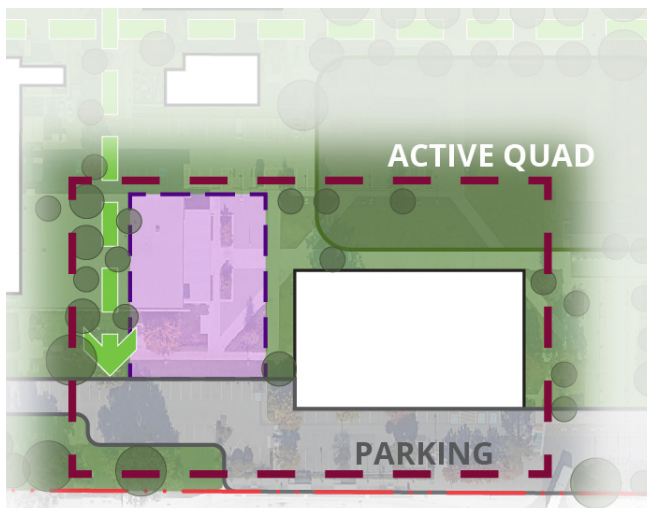
If located on the site of the A building, the Allied Health building could emphasize the link to science and technology spaces in C and CA to the HS buildings, supported by STEM-themed academic quad.

Supporting these hands-on learning spaces, a general access classroom building would provide additional teaching space for a variety of programs. Class scheduling and seat optimization would be supported through consistent space design and technology supports, allowing any program to access the classrooms. Hybrid learning and virtual learning could also be supported through the addition of Virtual Reality scenario rooms that could be adapted with minor physical changes.



Business and Trades Precinct

This southern precinct is anchored by the Centre for Food Wine and Tourism and flows west toward the housing precinct. Replace B building with a multi-story applied research hub, linking industry, community, and commercial innovation enterprises. Research and collaboration spaces further link trades and food, wine, and tourism to the leisure, production, and manufacturing markets of Kelowna in a single precinct. Reconsidering the circulation paths through the zone rationalizes the zones of PPE and heavy industry training with the lively year-round outdoor paths on campus.

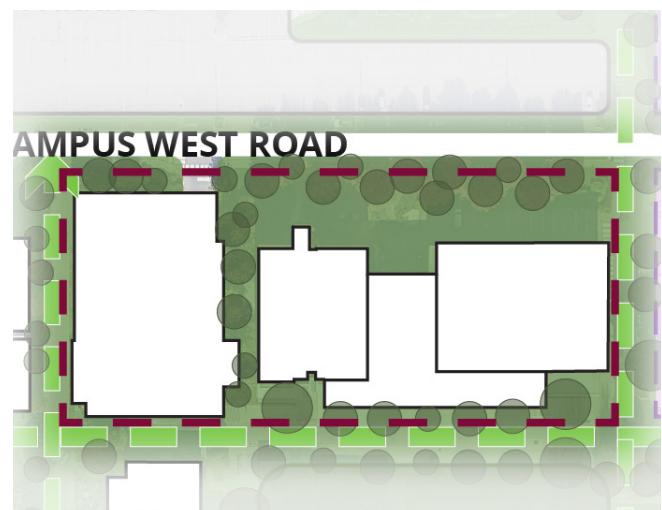


Wellness Precinct

Building on the recommendations of the Library Assessment Study, the wellness precinct consolidates health and wellness, learning and academic supports and integrated student services into the Centre for Learning and the Recreation and Wellness Centre.

By moving the deans and faculty to a shared administrative building in or replacing S building, the existing L and E buildings could be repurposed to support the whole student, co-locating all student-facing services together. Supported by the daycare to the North, the wellness precinct provides for the needs of the whole student, and whole community.

In the long term, the S building could be replaced by a multi-story building with a Welcome Centre and External relations/Foundation offices on the lowest level, administrative and back of house offices on upper levels, with possible academic spaces located between.

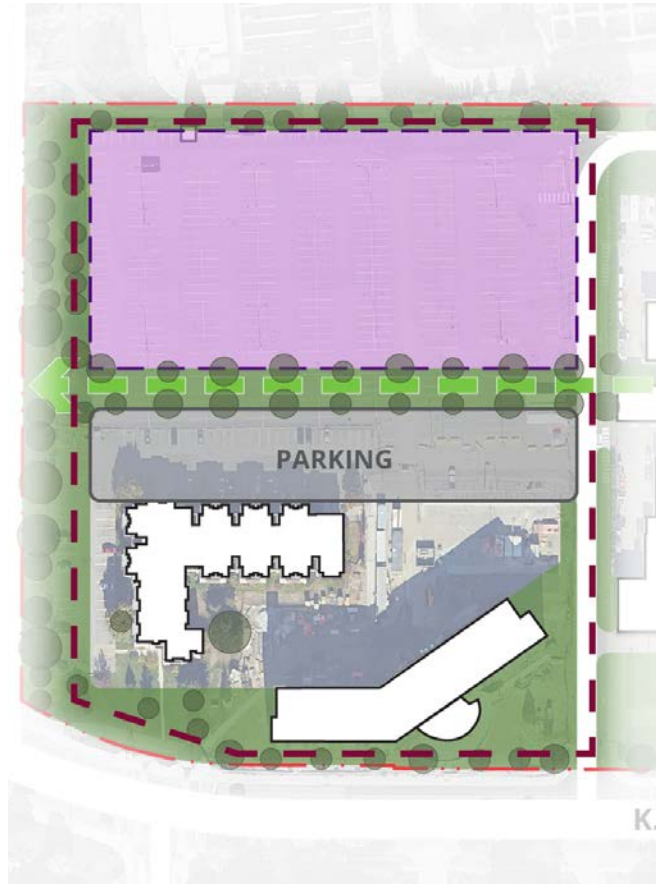


Housing Precinct

Following the stacking and layering method in the academic precincts, the housing precinct will also layer commercial and service spaces at grade with housing spaces overhead. Lot 17 provides significant density opportunities for market and student housing typologies.

In a precinct of multiple housing buildings, thoughtful consideration can be made to locating shared resources at grade in each building, providing opportunities for building communities to come together in shared food, community and laundry facilities.

There is also potential within this zone to explore land trusts or other monetizing opportunities with external commercial enterprise.



Penticton Campus

With the high-quality and flexible Centre for Excellence in the heart of campus, Penticton is noted for the development potential of Ashnola and Sunoka Buildings, either as renovations or multi-story replacements as well as the reconfiguration of the circulation spine of the campus with development to the north of campus. The potential for future development to the east in the former NavCan site could amplify the connections from the far northeast corner of campus to the south.

As this campus develops, the built form, whether buildings, pathways, landscape, art or signage, aim to knit together the people and places on campus with the surrounding commercial and communities. A common language of signage, paving patterns, outdoor furniture and art help create a campus feel.



Precincts

Supporting natural wayfinding and navigability, the Penticton Campus can further expand on existing planning to develop themed precincts anchored by feature buildings and topography elements.

Community Precinct: South

Adding a Wine and Beer tasting room at the front door to campus could encourage community members to explore the College in an inviting, Penticton-friendly way.



Academic/ Trades Precinct

Renovating and replacing the Ashnola and Sunoka buildings and adding a campus quad, including enhanced built and outdoor Indigenous teaching and support spaces, enhance the student experience. The Centre for Excellence and the Trades Building are well-placed, flexible spaces that honour trades education and create the eastern edge of the new quad.



Community Precinct: North

Bridging the northern edge of campus, this precinct includes new student housing, health and recreation facilities, and daycare facilities for campus. With new developments to the north, there are opportunities to explore future transportation connections through multi-use paths and internal road connections. The landscape in this precinct would benefit from thoughtful planning to balance the needs of community access, safety, and family and child use while protecting the natural world.



Future Development Precinct

With the closure of the NavCan facilities, there is an opportunity to explore how the campus could expand. While there is currently a hard edge surrounding this land, effectively creating a C-shaped campus, there is potential to break down the barriers and connect the campus into a cohesive whole. This new precinct could enhance the north-south connections between community spaces and enhance potential academic opportunities on campus.



Vernon Campus

As a series of buildings cascading into the valley, Vernon campus is connected to its surroundings. The existing buildings can be enhanced by internal renovations that open up the current pinch points at hallway intersections.

Opening the building from the inside will help increase mental mapping and wayfinding. Future development can be explored, both through the renovation or replacement of Block E or through the west corner.

The success of this campus lies in its further connection to the landscape and to the surrounding community.



Salmon Arm Campus

Internal renovations of the Salmon Arm provide opportunities to co-locate Learning Commons, student services, student clubs and food options. Linking these student-facing services in the current cafeteria building would support the whole student in a single space and provide additional academic teaching opportunities within the main building.

Exploring if the trades and technology programs could be brought back to campus to increase access to housing and student supports without relying on public transit. While technology programs may be more easily integrated into the community and natural landscape of the Salmon Arm campus, there is potential to site a trade building away from residential neighbourhoods.



8.0 Phasing

The Okanagan College Capital Plan has been developed after a comprehensive evaluation of campus needs, strategic priorities, and engagement. This process has identified the following as key projects aligning with Okanagan College's vision while considering funding opportunities and institutional priorities. The prioritization of these projects will be shaped by available resources, strategic initiatives, and the evolving needs of students, faculty, and the broader community.

FIRST BIG WINS (PLANNING FOR):

As the capital plan developed, a few high-impact projects emerged as immediate opportunities to enhance the campus experience.

- **Kelowna:** Building F repurpose/replacement – A modernized student gathering building including a new cafeteria, classrooms, and hang-out spaces to enhance campus life.

Allied Health Building - Adjacent to the Health Building, a supplementary health learning space for allied professionals.

Campus moves: East/West path through the Trades precinct—linking the campus and improving student pathways through PPE zones.

- **Penticton:** Wine Tasting/Brew Pub – strengthening industry connections and experiential learning opportunities.

Campus moves: Pathways through and into campus.

- **Vernon:** Block E renovation/addition – addressing infrastructure needs to improve learning spaces and campus functionality.

Campus moves: Enhance the sense of arrival to campus—bolster the landscape and wayfinding elements to support E building as the front door of campus.

- **Salmon Arm:** Outdoor Gathering space – creating a welcoming and flexible environment for students and the community.

Campus moves: Linking pathways and entrances to connect the community and to enhance the student experience.

SHORT-TERM (1-3 YEARS)

To establish a strong foundation for the long-term vision, short-term initiatives can be implemented in existing campus space and focus on optimizing campus spaces, enhancing student experiences, and refining policies across all campuses. These efforts will ensure that future development aligns with institutional goals, sustainability principles, and evolving academic needs.

Internal Moves – All Campuses

- Renovations can occur on all campuses to support the student and staff community. While each campus could incorporate some or all of these moves, the design or operational solution may vary.
- Hybrid Hub Program and Concept Design : A supportive space for students to gather on campus while completing online or asynchronous course work.
- Staff Workspace Optimization: Activity-based work and touchdown work zones on each campus to support staff, visitors and faculty in a shared environment away from their home campus.
- Right-sizing classrooms: Aligning classroom design to current class sizes to optimize academic spaces.
- Learning Commons Program and Concept Design: Aligning library, tutoring and study spaces to provide learning and working spaces that support students
- Integrated Student Services Functional Space Program: Consolidating student services on each campus to support all aspects of student wellbeing and support.

Policies – All Campuses

Okanagan College-wide administrative standards and guidelines should be developed to provide consistency and alignment to institutional strategic goals:

- Wayfinding and signage standards, including building naming policy, to increase campus navigability and understanding, as well as define entrances and landmarks, strengthening connections to the community.
- Sustainability Guidelines to focus initiatives across administrative, academic, and operational units.
- Campus Design Guidelines, including public spaces and furniture, to provide a cohesive, beautiful, safe, accessible, and welcoming space for all students, staff, and visitors.
- Space Management Policy, including space guidelines, to optimize the development and utilization of space on campus.
- Transportation Demand Management Plan, connecting the transportation networks and parking accommodations on campus to the needs of current and future campus users.

Feasibility Studies – Campus-Specific

Exploration of key themes from each campus. These studies range from building assessments and programming exercises to conceptual designs to define the scope and scale of future development projects.

- **Kelowna:** Building F repurpose/replacement, building assessment Cafeteria, classrooms, student gathering, refine conceptual designs for Landscaping plans for Quad development
- **Penticton:** Wine Tasting/Brew Pub Functional Space Program. Landscaping plans for Quad development and landscape area adjacent to the daycare and welding buildings.
- **Vernon:** Building E rebuild: Functional Space Program, Indigenous garden review
- **Salmon Arm:** Concept design for outdoor gathering, indigenous landscape and community garden, campus circulation, recreation. Connective canopy linking campus buildings, student housing and opening toward the community.

MEDIUM-TERM (3-5 YEARS)

Building on the momentum of early successes, the medium-term recommendations focus on turning initial studies and policy frameworks into tangible projects. These recommendations prioritize the construction of “First Big Wins,” the implementation of strategic policies, and the integration of findings from completed studies.

- Construction of “First Big Wins”
- Implementation of policy
 - Based on results from studies
- Housing study: housing models and typology, scenario modelling
- Initiate design/business cases for the long-term projects:
 - Kelowna: B Replacement to Applied Research/Community Hub
 - Penticton: Sunoka Replacement and Quad Development
 - Penticton: Ashnola Renovation
 - Vernon: Interior Renovations and Campus Accessibility
 - Salmon Arm: Trades Consolidation/Community Space

LONG TERM (5+ YEARS)

The long-term phase focuses on constructing major projects that are planned and designed in the earlier stages of the Capital Plan.

As part of the long-term strategy for campus development, future moves/projects will focus on optimizing land use through densification while enhancing sustainability and functionality. A key priority is to rebuild within improved footprints, ensuring that new and replacement facilities are more efficient, better integrated, and responsive to evolving needs.

Construction of Long-Term Projects

Kelowna

- B Replacement to Applied Research/Community Hub – redevelop B building into a dynamic community hub that integrates applied research collaboration spaces to support community and industry partnerships
- Replacement of S and A buildings are identified for eventual replacement. This redevelopment would provide updated facilities that align with academic and operational needs.

Penticton

- Sunoka Replacement – deliver a modernized academic facility to support programming and create a campus quad to enhance the student experience
- Ashnola Renovation – undertake the planned renovations to enhance learning spaces, improve accessibility and overall functionality

Vernon

- Interior Renovations and Campus Accessibility – complete renovations and accessibility upgrades

Salmon Arm

- Cultural Space – implement the construction of a dedicated trades or community space, providing a hub for academic programming and community engagement

FUTURE DEVELOPMENT POTENTIAL (10+ YEARS)

While most of the projects shown in the long-term development plans for each campus are described above, some additional opportunities extend beyond a likely 10-year development timeframe. These potential developments, indicated in the campus plans, could be pursued in response to strategic opportunities or held for future expansion.

Development Parcelling and Potential

Academic Support

- Future academic support spaces may be developed to address emerging institutional needs. Strategic land use planning will determine how these parcels are allocated to ensure flexibility for future growth while maintaining an efficient campus layout.

Student Housing

- As student populations grow, there may be a need for additional on-campus housing options.

Kelowna Campus

Reserve parking for mixed-use, future housing and/or academic buildings

Implement formal "Public Realm" as infrastructure

Build Recreation and Wellness Centre

Consolidate student services, learning and academic supports into the Centre for Learning

Build an Allied Health Building and/or repurpose/replace with new cafeteria, classrooms and student gathering

Redevelop Active Quad

Redevelop Academic Quad

Define campus gateways

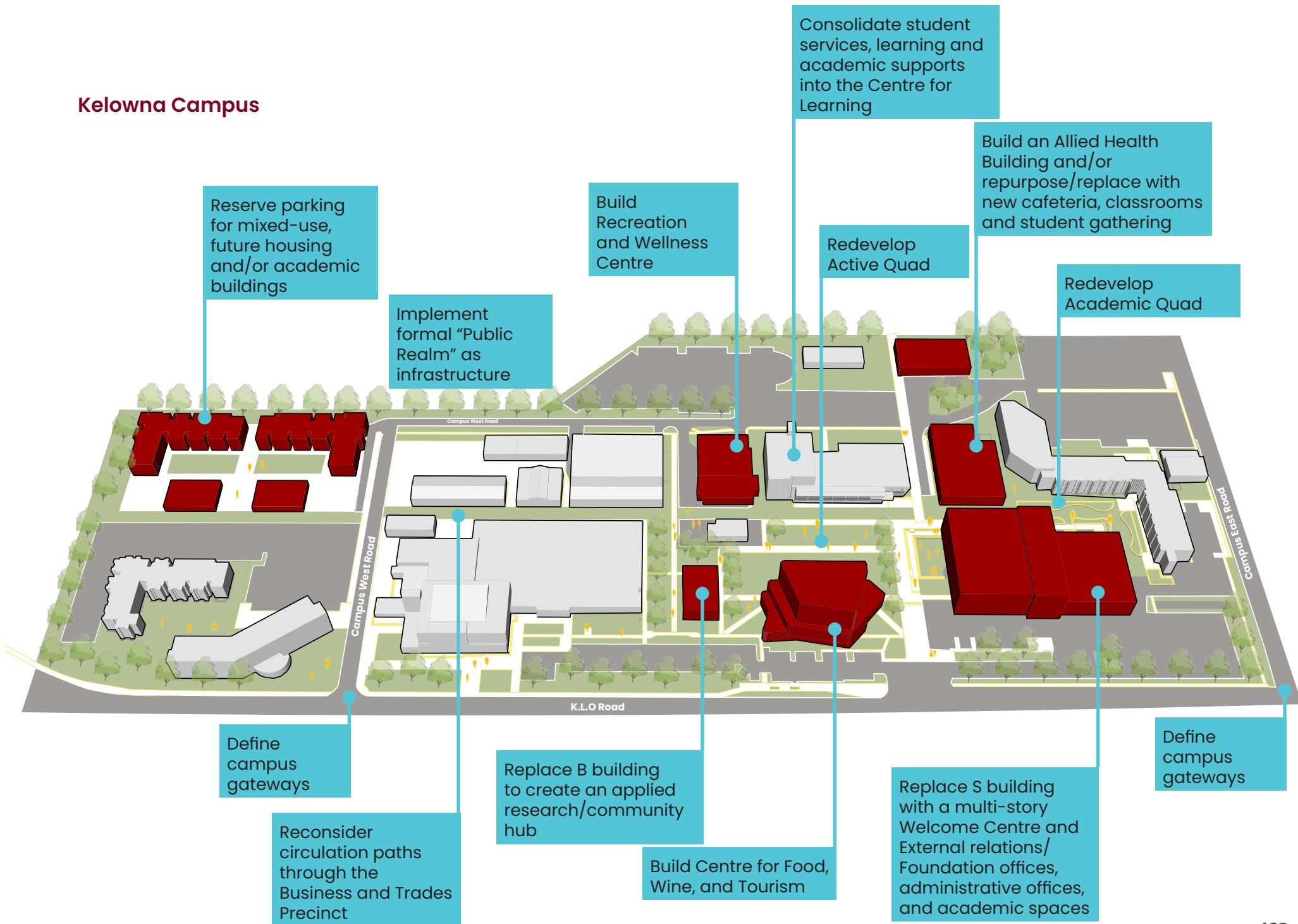
Reconsider circulation paths through the Business and Trades Precinct

Replace B building to create an applied research/community hub

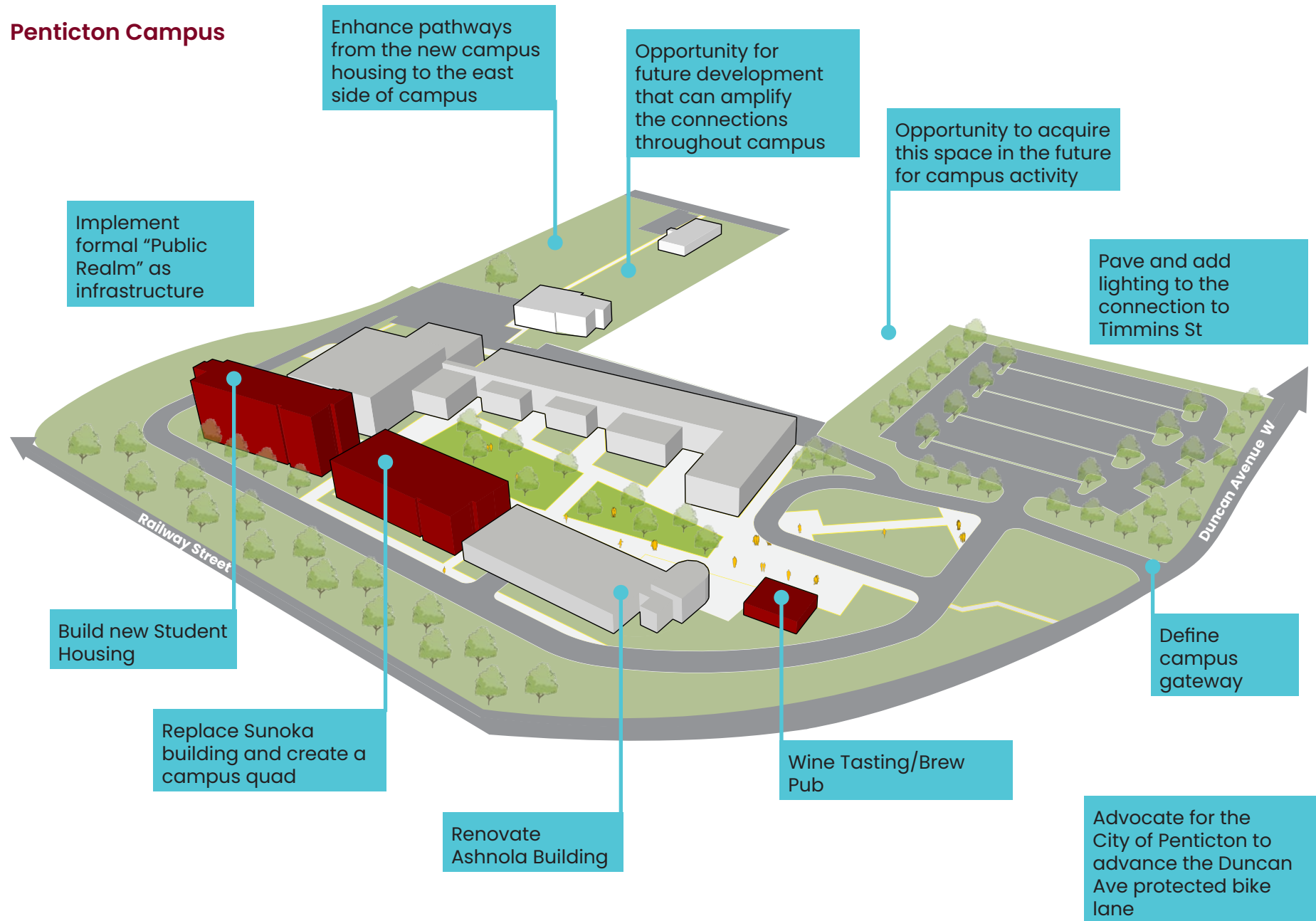
Build Centre for Food, Wine, and Tourism

Replace S building with a multi-story Welcome Centre and External relations/ Foundation offices, administrative offices, and academic spaces

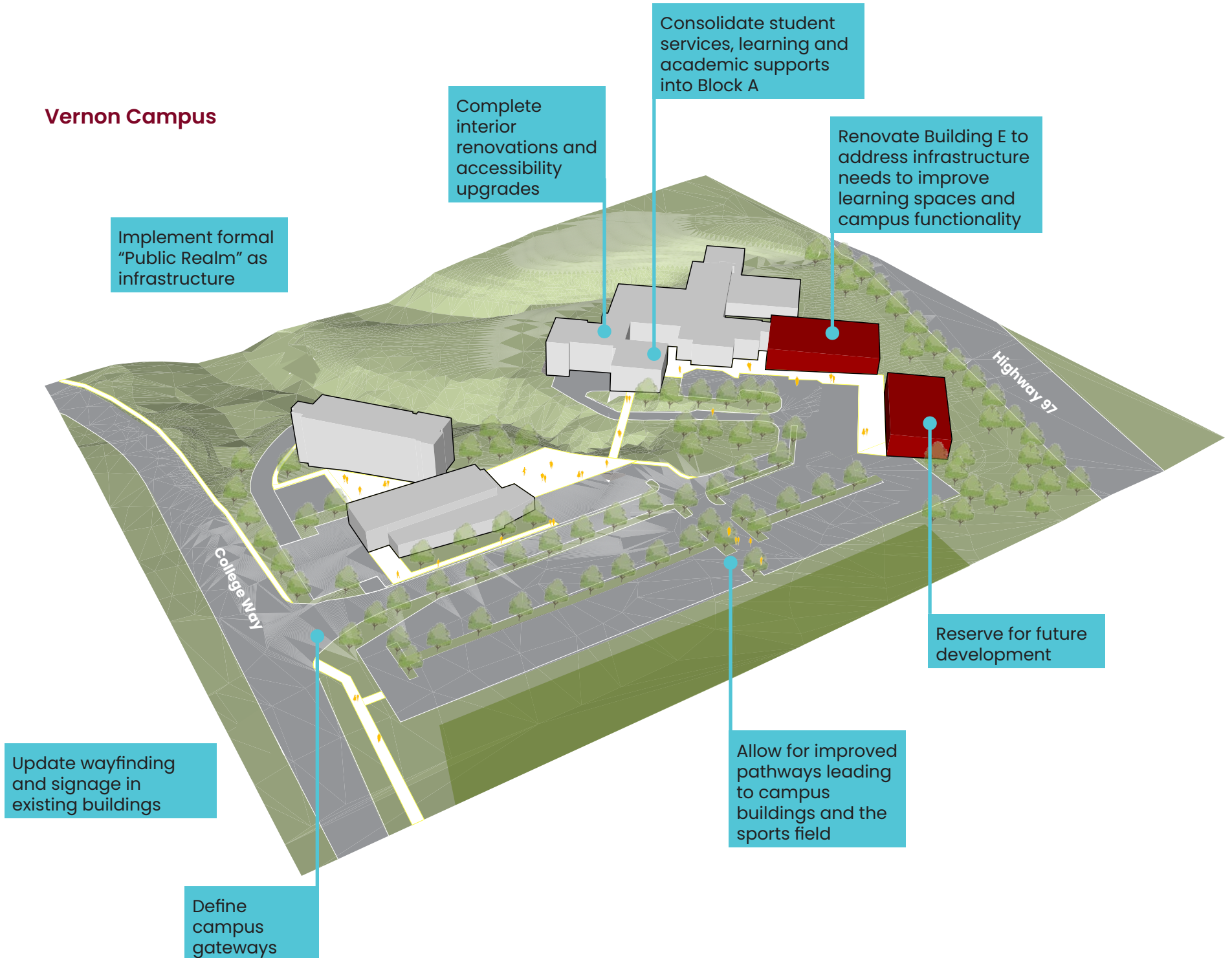
Define campus gateways



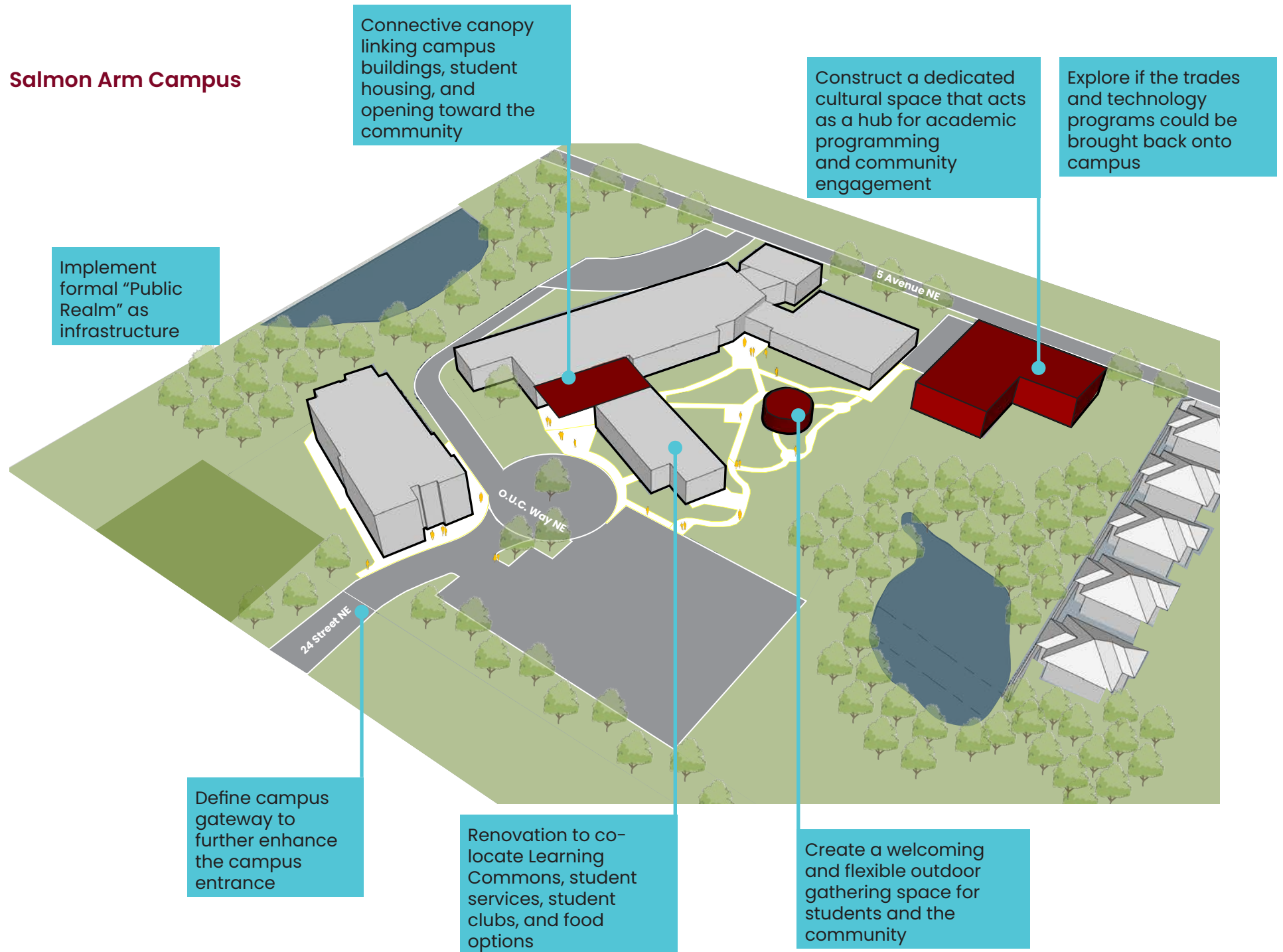
Penticton Campus



Vernon Campus



Salmon Arm Campus



9.0 Using the Plan

A LIVING DOCUMENT

Creating a “living document” means developing a framework that can evolve over time, reflecting new insights, changing conditions, and ongoing feedback. Unlike static plans, a living document remains dynamic and adaptable, designed to be reviewed, updated, and refined as circumstances shift or as additional information and perspectives emerge. This adaptability ensures that the document remains relevant, practical, and aligned with long-term goals and the needs of those it serves.

For the Okanagan College Capital Plan, a living document approach is essential in guiding campus development in a way that can adjust to future educational demands, community growth, and technological advancements. By embracing a continuous improvement model, the plan can incorporate new best practices in sustainability, equity, inclusion, and evolving academic standards, making it resilient to both anticipated and unforeseen changes. Regular reviews and user input will ensure the Capital Plan is an active, responsive tool that grows with the college and remains a foundational resource for informed decision-making for years to come. This approach not only safeguards the plan’s relevance but also fosters transparency, accountability, and community involvement in its ongoing development.

ADMINISTERING AND MONITORING THE PLAN

Administering and monitoring the Okanagan College Capital Plan involves a structured approach to ensure that the plan’s objectives and strategies are effectively implemented, evaluated, and adjusted over time. The administration of the Capital Plan begins with the establishment of a dedicated oversight committee, comprising representatives from college administration, faculty, students, and other key users. This committee is responsible for overseeing each phase of the plan, setting priorities, and allocating resources in alignment with Okanagan College’s goals and values. Clear roles and responsibilities are essential, as well as a timeline for implementation milestones, to guide the college’s long-term development in a systematic and organized manner.

Monitoring the Capital Plan requires regular assessment steps to track progress, measure outcomes, and evaluate the effectiveness of implemented strategies. This process includes annual reviews of completed projects, periodic evaluations against established metrics, and the gathering of feedback from campus users and community members. These reviews help identify areas where adjustments may be needed to remain aligned with evolving institutional needs or external factors, such as changes in student demographics, technological advancements, or environmental challenges. Additionally, a reporting framework will keep everyone informed, fostering transparency and accountability in the administration process. By integrating these steps into an ongoing cycle of planning, action, assessment, and refinement, Okanagan College can ensure that its Capital Plan remains a relevant and effective tool for shaping its campuses over the coming years.

POLICY AND OPERATIONAL CONSIDERATIONS

While a Capital Plan focuses on the campus's built environment, accompanying policy and operational considerations aim to improve the campus experience for the Okanagan College community.

Building and Service Hours

Extended building and service hours for food service, library, and administrative support would increase campus utilization, helping students and the community extend their visits.

Classroom Scheduling and Documentation

Though a classroom and laboratory utilization review was completed as part of this Capital Plan, further scheduling policies could be explored to standardize and optimize classroom scheduling, which would increase campus utilization, helping students and the community extend their visits.

Wayfinding

A wayfinding system is a set of tools and signs that help people navigate a space. Wayfinding systems can include maps, colours, symbols, and kiosks. An integrated wayfinding and signage system helps people orient themselves, reduces confusion, and improves user experience, allowing visitors to feel more comfortable and confident. A wayfinding Capital Plan should include a plan for the design and location of the room, building, gateway, and interpretive signage. Wayfinding systems can include building and room numbering schema, permanent and temporary signage elements, landmarks and artworks, and digital interfaces.

The next steps for collaborating with municipalities include hosting staff workshops, as well as scheduling meetings with municipalities or districts to review the recommendations outlined in the Capital Plan. These efforts aim to foster alignment, gather feedback, and support the implementation of shared goals.





DEFINITIONS

Community Hub

A collision space for campus and community members to create, research and experience Okanagan College together. Community research spaces, meeting and learning spaces and great collaborative community spaces.

Community Integration

Bringing the greater Okanagan community of all ages onto OC campuses, connecting through food, wellness, recreation and learning.

Cultural Space

A space for community and campus art and craft activity focused on creation and sharing. May include flexible studio spaces for dance or theatre, art studios, and informal gallery/presentation spaces. Does not include formal theatres, art galleries or professional production spaces.

Densification

Replacing or repurposing existing one-story buildings with a multi-story building. Increases the functional use of campus without reducing green space

District

A high-level campus space type denoting major uses

First Big Win

Key initial infrastructure projects that reinforce the mandate and strategic intent of the campus facilities plan and strategic ambitions of an institution. Examples include the restoration of a historic quad, and a collaborative student hub, including a community kitchen and maker space

Functional Space Program

A planning document focused on the development or redevelopment of a program, unit or building. The planning process includes reviews of existing space, people, functional operations and adjacencies. The recommendations of a functional space program find solutions in existing space or defined expansions.

Hybrid Hub

A student workspace supporting multiple students attending online classes simultaneously. Including individual focus rooms and small group rooms, the space may include a staff host who can provide IT and space booking support.

Integrated Student Services

Bringing together the supports and services a student requires through their journey in a one-stop shop model. These centres are developed based on the needs of students on campus, and frequently, focus on either the enrolment experience, bringing together registration, financial services and academic planning or student wellness, bringing together student health, mental health, and academic support services. Indigenous support spaces and international student support spaces may also be co-located, depending on the needs of campus.

Modeling: Student Housing Types

The matrix of student housing options on a campus aligned to student demand including bed count, room configurations, and assistance type (food, housing staff and activity levels)

Precinct

A medium-level campus zone denoting use themes or focus

Quad

An outdoor campus space. Historically includes flat, grassy expanses with crisscrossing footpaths linking building entrances. Modern quads may also be themed e.g. wellness, indigenous landscaping, recreation, academics.

Rebuild/ Renovate

A medium to major renovation that improves internal circulation or implements other major campus wins, within the existing footprint and with similar program elements.

Replace

Reconstruction of a campus space or building on the former location of a partially or fully demolished asset.

Repurpose

A major renovation that significantly alters the function of a space or building. May include major structural or infrastructural changes along with a major renovation.

Right-sizing classrooms

Renovating existing classrooms to increase or decrease the size to optimize seat utilization with current headcounts. Optimal seat utilization is 80% occupancy. Right sizing can also address technological upgrades and furniture upgrades to increase flexibility and collaboration.

Staff Workspace Touchdowns

Shared spaces on each campus to support visiting administrators and faculty. These hubs support short term usage and can be used as models for shared activity-based faculty workspaces over time.

Wayfinding

A system of markings and built elements that support the identity and navigation to and within a campus, while also supporting the identity and brand of an institution. Wayfinding systems can include building and room numbering schema, permanent and temporary signage elements, and landmarks and artworks, and digital interfaces.