



Okanagan College Board of Governors

Open Session Meeting Agenda

June 17, 2025 at 9:30am
Room B213 (Cafeteria), Vernon Campus

The meeting will be held on the unceded traditional lands of the Indigenous people who have inhabited and used the lands since time immemorial.

Timing	Pages
<p>9:30am</p> <p>1. CALL TO ORDER</p> <p>1.1. Inspire Moment</p> <p>1.2. Oath of Office – Amanda Louie, Allan Louis, Carollynn Schafer</p> <p>2. DECLARATION OF CONFLICT</p> <p><i>As per Board Bylaws section 14.2, a Board member will immediately upon becoming aware of a potential, real, or perceived conflict of interest situation, disclose the conflict to the Chair. The member and the Chair will follow the Procedures for Disclosure under the Code of Conduct for Okanagan College Board of Governors Policy.</i></p>	
<p>3. APPROVAL OF AGENDA</p> <p><u>Recommended Motion:</u></p> <p><i>“BE IT RESOLVED THAT the Okanagan College Board of Governors approves the June 17, 2025 Open Session meeting agenda and thereby approves the consent agenda.”</i></p> <p>3.1. Consent Agenda</p> <p>3.1.1 Open Session Minutes – May 21, 2025</p> <p>3.1.2 Mandate Letter</p> <p><u>Recommended Motion:</u></p> <p><i>“BE IT RESOLVED THAT the Okanagan College Board of Governors approves the 2025 Mandate Letter.”</i></p>	<p>1-3</p> <p>4-9</p> <p>10-15</p>
<p>9:40am</p> <p>4. REPORTS</p> <p>4.1. Chair Report (D. Safinuk)</p> <p>4.2. Finance, Audit and Risk Review Committee Report (D. Safinuk)</p>	

Okanagan College Board of Governors
Open Session Meeting Agenda
 June 17, 2025

Timing		Pages
9:50am	4.2.1 Okanagan College Audited Financial Statements 2024/25 (C. Morcom) <u>Recommended Motion:</u> <i>“BE IT RESOLVED THAT the Okanagan College Board of Governors approve the Okanagan College financial statements for fiscal year ending March 31, 2025 as recommended by the Finance, Audit and Risk Committee.”</i>	16
10:05am	4.3. Governance Review 4.3.1 Board Bylaws (N. Fassina) <u>Recommended Motion:</u> <i>“BE IT RESOLVED THAT the Okanagan College Board of Governors approve the revised Bylaws Relating Generally to the Conduct of the Affairs of Okanagan College as recommended by the Governance Committee.”</i>	78
10:15am	4.4. Education Council 4.4.1 New Programs (J. Garrett) <u>Recommended Motions:</u> <i>“BE IT RESOLVED THAT the Okanagan College Board of Governors approve the new program: Solar Photovoltaic Systems Introduction and Installation Microcredential as recommended by Education Council.”</i> <i>“BE IT RESOLVED THAT the Okanagan College Board of Governors approve the new program: Solar Photovoltaic Systems for Professionals Microcredential as recommended by Education Council.”</i>	96
	4.4.2 Program Revision (J. Garrett) <u>Recommended Motion:</u> <i>“BE IT RESOLVED THAT the Okanagan College Board of Governors approve the revised Tourism Management Diploma as recommended by Education Council and as presented.”</i>	104
10:25am	5. NEW BUSINESS 5.1. Okanagan College Capital Plan (C. Morcom) <u>Recommended Motion:</u> <i>“BE IT RESOLVED THAT the Okanagan College Board of Governors approve the Okanagan College Capital Plan 2025 as presented.”</i>	110

Okanagan College Board of Governors
Open Session Meeting Agenda
 June 17, 2025

<i>Timing</i>		<i>Pages</i>
10:35am	6. OTHER BUSINESS AND BUSINESS ARISING FROM CONSENT AGENDA	
	6.1. Okanagan College Faculty Association Presentation (S. Mansiere)	244
10:45am	7. ADJOURNMENT	

NEXT MEETING DATES

Tuesday, September 16, 2025
virtual

Finance, Audit and Risk Committee
 Campus Planning
 Governance Committee
 Human Resource and Compensation
 Executive Committee

Tuesday, September 23, 2025
Salmon Arm campus

Regular Open Session
 Regular Closed Session

**Tuesday, October 21 &
 Wednesday, October 22, 2025**
Kelowna campus

Professional Development



Okanagan College Board of Governors Regular Open Session

Wednesday, May 21, 2025

Meeting held via Zoom

Draft Minutes for Approval June 17, 2025

IN ATTENDANCE

Board Members

- Dale Safinuk, Board Chair
- Andrea Alexander, Vice Chair
- Neil Fassina, President & ex-officio
- Emmarith Balili
- Cindy Battersby
- Dustyn Baulkham
- Gurjit Chand
- JoAnn Fowler
- Kevin Fukushima
- Jillian Garrett
- Sheri Hamilton
- Ben Harris
- Roger Wheeler

Administration

- Curtis Morcom, CFO and Vice President, Corporate Services
- Samantha Lenci, Provost & Vice President Academic
- Gill Henderson, Associate Vice President, People Services
- Jenn Goodwin, Associate Vice President, College Relations
- Joanna Campbell, Manager, Executive Office
- Kristen Wiebe, Governance and Privacy Coordinator
- Helen Jackman, Executive Director, Okanagan College Foundation

ACTION

1. CALL TO ORDER AND CHAIR'S REMARKS

Quorum was established and the meeting was called to order at 8:45a.m. It was respectfully acknowledged that the meeting was held on the unceded traditional lands of the Indigenous people who have inhabited and used the lands since time immemorial.

1.1. Inspire Moment (N. Fassina)

The President shared an Inspire Moment about community engagement with the regional School Districts through Experience OC.

ACTION

2. DECLARATION OF CONFLICT

There were no conflicts declared.

3. APPROVAL OF AGENDA

Motion:

“BE IT RESOLVED THAT the Okanagan College Board of Governors approves the May 21, 2025 meeting agenda and thereby approves consent agenda.”

A Alexander
CARRIED

3.1. Consent Agenda

3.1.1. Open Session Minutes – March 11, 2025

3.1.2. Policy Workplan and Progress Report

3.1.3. Education Council Chair Report

3.1.4. Investment Policy Review

3.1.5. Record of Decision – Revised Forgiveness of Foundation Receivable

Motion approved on April 14, 2025:

“BE IT RESOLVED THAT the Okanagan College Board of Governors approve the forgiveness of the 2024-25 receivable from the Okanagan College Foundation for the revised capital campaign expenses of \$460,180.”

3.1.6. Line of Credit

Motion:

“BE IT RESOLVED THAT the Okanagan College Board of Governors approve a short-term line of credit with TD Canada Trust in the amount of \$2.5 million as recommended by the Finance, Audit and Risk Committee.”

4. REPORTS

4.1. Chair Report

The Chair provided a report noting the following:

- The Finance, Audit, and Risk Committee and Executive Committee both met on May 13.
- The Finance Committee received an update on risk management and approved the Line of Credit included in the consent agenda.
- On May 7, the Chair received a letter from Minister Kang regarding policies that support safe public post-secondary environments.
- The Chair received a briefing presentation on the Infrastructure Projects Act from the Minister of Infrastructure on May 1.
- The Chair congratulated current members who were recently reappointed:
 - Gurjit Chand and Sheri Hamilton (for a two year term)

- Dustyn Baulkham (for a three year term)
- I have also been reappointed for a one year term.

4.2. President's Report and Analysis

The President provided a report including the following highlights:

- Changes to the Infrastructure Act to streamline projects through improved approval processes within the Ministry.
- The federal election and navigating new ministries as result and as they relate to post-secondary advocacy.
- That the intake for the Early Retirement Incentive Program has been completed and offset a number of layoffs.
- Continuing to build on the work of community engagement to bring value to communities.
- Completion of the Internationalization Plan and Education Quality Assurance (EQA) submission to ensure a positive experience for international students. The College has received EQA designation for this coming year.
- The College Campus Plan is nearly complete.
- Domestic recruitment is starting to see increased applicants and conversions.
- Updates on Applied Research staffing including the creation of two leadership roles.

The Chair congratulated and highlighted the success of Enactus.

4.3. Governance Committee Report

- The Committee Chair noted the Committee met on May 13 and discussed the format and presentations for the October Professional Development Session. The Committee received the Policy Report included in the consent agenda.
- The Governance Committee also conducted the governance review that takes place every two years which included a review of the Bylaws, Board Code of Conduct Policy, and the Role of the Chair.
- The Governance Committee also reviewed and are recommending the revised Violent and Threatening Behaviour Policy for approval.

4.3.1. Governance Review

4.3.1.1. Code of Conduct

- The President noted that the Code of Conduct was due for review this year. An overview of the updates was provided which included adding students to clause 6.2, and the removal of clause 8.3 with a recommendation to assess student tuition conflicts on a case-by-case basis.

Members asked for clarification on the process and it was noted that the member declares the conflict, and then the Chair and member work together to manage the conflict.

ACTION

Motion:

“BE IT RESOLVED THAT Okanagan College Board of Governors approve the revised Code of Conduct for Okanagan College Board Members Policy as recommended by the Governance Committee.”

D. Baulkham
CARRIED

4.3.1.2. Role of the Chair

The President noted that the changes are editorial and reminded that the document is for the Chair and members to understand the role of the Chair, and also serves as a recruitment tool.

Motion:

“BE IT RESOLVED THAT Okanagan College Board of Governors approve the revisions to the Role of the Chair as recommended by the Governance Committee.”

G. Chand
CARRIED

4.3.2. Violent and Threatening Behaviour Policy

The CFO & Vice President Corporate Services outlined the updates to the policy noting this is the first major review since 2005. The proposed updates align with WorkSafeBC guidelines, and include the introduction of a Threat Assessment Team. Procedures have been separated from the policy under the Policy Framework.

“BE IT RESOLVED THAT Okanagan College Board of Governors approve the revised Violent and Threatening Behaviour Policy as recommended by the Governance Committee.”

C. Battersby
CARRIED

4.4. Education Council

4.4.1. New Program

The Education Council Chair noted this is a new emphasis within the Associate of Science programming. It was noted that data analytics programs and post-baccalaureate programs are eligible for post-graduate work permits and enrolments in these programs is strong. It was also clarified that an Associate of Science is a two-plus-two pathway into a full degree program.

Motion:

“BE IT RESOLVED THAT the Okanagan College Board of Governors approve the new program: Associate of Science: Data Analytics Emphasis as recommended by Education Council and as presented.”

D. Baulkham
CARRIED

4.4.2. Program Revisions

The Education Council Chair outlined the program revisions as follows:

- The Building Employment Skills and Training (BEST) program is moving to a three-semester schedule to better align with a regular academic schedule,

ACTION

and to allow students to participate in academic programs. Learning outcomes for students are now set out through a new course for the work experience component. Program outcomes have also been established.

- Legal Administrative Assistant – Corporate / Conveyancing updates establishing the the minimum qualifications to teach in the program.
- Legal Administrative Assistant – Litigation updates were made following consultation with an industry and legal focus group and include replacing two courses on personal injury law with two courses on employment law.

Motion:

“BE IT RESOLVED THAT the Okanagan College Board of Governors approve the following program revisions as recommended by Education Council:

- ***Building Employment Skills and Training***
- ***Legal Administrative Assistant Certificate – Litigation***
- ***Legal Administrative Assistant Certificate – Corporate / Conveyancing***

G. Chand
CARRIED

5. NEW BUSINESS

5.1. Block Transfer Agreement with Vancouver Community College (VCC)

The Provost and Vice President provided an overview of the agreement, noting that it creates a student pathway into our institution. It was clarified that Block Transfer means we recognize the first two years of studies versus on a course-by-course basis.

Motion:

“BE IT RESOLVED THAT the Okanagan College Board of Governors approve the following Block Transfer Agreement from Vancouver Community College to the third-year of the Okanagan College School of Business Bachelor of Business Administration as presented.”

D. Baulkham
CARRIED

5.2. Aircraft Maintenance Engineer Tuition Rates

The Provost and Vice President noted that the proposed Aircraft Maintenance Engineer Tuition rates are for the full 74-week program, and that rates were set in line with other similar programs to be competitive. It was noted there are currently more applications than seats.

Motion:

“BE IT RESOLVED THAT the Okanagan College Board of Governors approve the tuition rates established for the Aircraft Maintenance Engineer Category “M” program as presented.”

B. Harris
CARRIED

ACTION

6. OTHER BUSINESS AND BUSINESS ARISING FROM CONSENT AGENDA

No other business was raised.

7. ADJOURNMENT

The meeting was adjourned at 9:34a.m.

CARRIED



BOARD OF GOVERNORS – BRIEFING NOTE

June 17, 2025

Agenda #: 3.1.2

Title	Mandate Letter		
Action and/or Recommendation	For Approval <u>Recommended Motion:</u> <i>“BE IT RESOLVED THAT the Okanagan College Board of Governors approves the 2025 Mandate Letter.”</i>		
Meets OC’s Inspire Plan...	Values <input checked="" type="checkbox"/> Students First <input checked="" type="checkbox"/> Community <input checked="" type="checkbox"/> Respect <input checked="" type="checkbox"/> Courage <input checked="" type="checkbox"/> Relationships <input checked="" type="checkbox"/> Distinction	Responsibilities <input checked="" type="checkbox"/> Reconciliation <input checked="" type="checkbox"/> EDISJ <input checked="" type="checkbox"/> Sustainability <input checked="" type="checkbox"/> Resilience <input checked="" type="checkbox"/> Effective and Efficient	Commitments <input checked="" type="checkbox"/> Inclusive & Equitable Access <input checked="" type="checkbox"/> Life-long learning partnerships <input checked="" type="checkbox"/> Integration and focus

Background Statement

Public post-secondary institutions in BC are issued a mandate letter from the Minister of Post-secondary Education and Future Skills. That letter provides specific directions for the College and outlines current statutory obligations and priorities for the public post-secondary system.

Mandate letters are approved by resolution of the Board and signed by the Board Chair before their submission to the Ministry.

Reference Materials

- Mandate Letter dated June 10, 2025

Supporting Analysis

Mandate letters are normally received annually and may include new directions or are issued as an interim letter that builds on or clarifies priorities and expectations from a previous mandate letter. This year’s letter includes mandates that apply for the duration of the current government term.

The College’s strategic and operational initiatives ensure the College is well-positioned to achieve the mandates outlined in the attached letter.

Alignment to the Strategic Plan Roadmap

Distinction. Integration and focus. We achieve excellence and positive impacts in our communities as we engage in planning under the directions set in the mandate.

Risk Implication & Mitigation Steps

Operational. The College anticipates themes of strategic importance within mandates and directions from government each year, maintaining a position to realign strategic priorities and operations if required.

Proposed and Prepared by

Neil Fassina, President

**Consultation
History**

Reviewed	Recommended	Group/Individual, Title	Date
<input type="checkbox"/>	<input type="checkbox"/>		Select a date.
<input type="checkbox"/>	<input type="checkbox"/>		Select a date.
<input type="checkbox"/>	<input type="checkbox"/>		Select a date.
<input type="checkbox"/>	<input type="checkbox"/>		Select a date.
<input type="checkbox"/>	<input type="checkbox"/>		Select a date.



June 10, 2025
Our Ref. 146185

Dale Safinuk
Board Chair
Okanagan College
1000 KLO Road
Kelowna, BC V1Y 4X8

Email Address: BoardChair@okanagan.bc.ca

Dear Dale Safinuk:

On behalf of Premier Eby and Executive Council, I would like to extend my thanks to you and your board members for your organization's leadership, dedication, and expertise in which you serve the people of British Columbia.

Public sector organizations—including Crown corporations, Health Authorities and Post-Secondary Institutions—support British Columbians by delivering vital public services and are accountable to the public through their Minister responsible. Your continued leadership in advancing and preserving the public interest strengthens trust in public institutions.

This mandate letter, which I am sending in my capacity as Minister responsible for post-secondary education, communicates our government's priorities for the entire public sector and provides specific direction and expectations of your organization for the duration of Government's term.

Government's priority is to make a tangible difference in people's lives through growing the economy, creating good paying jobs, strengthening health care and making our communities and neighbourhoods safer for British Columbians. British Columbians expect public sector organizations to deliver responsible, quality services equitably in all regions across the province. This includes strategic stewardship in planning, operations, financial, risk, and human resource management including information security and privacy protection. Providing equitable service requires due consideration of the diverse needs of local communities with specific attention to the unique needs of rural, remote and First Nation communities.

.../2

- 2 -

In the current economic and fiscal context including the threat of U.S. tariffs and other global economic challenges affecting British Columbian families, your organization is to work with ministry staff to review all existing programs and initiatives to ensure programs remain relevant, efficient, sustainable, grow the economy, and help keep costs low for British Columbians. Public sector organizations are expected to adhere to the principles of: cost consciousness, accountability, appropriate compensation, service, and integrity. This includes following the spirit and intent of core government fiscal management practices to make all efforts to achieve administrative and operating efficiencies while delivering core programs and services.

Strategic stewardship requires public sector organizations keep up-to-date systems and implement effective cybersecurity practices, including maintaining information management and cybersecurity policies, guidelines, and standards; assessing enterprise risk for high-value information and services, including confidential and sensitive data; and continuously evaluating and updating security practices to align with industry standards. The [Office of the Chief Information Officer](#) within the Ministry of Citizens Services is available to support and offer guidance to your organization in any of these areas including communication protocols with core government.

As required by the *Climate Change Accountability Act*, you must ensure your organization implements plans and strategies for minimizing greenhouse gas emissions and managing climate risk. Your organization is expected to work with my ministry to report out on these plans and activities as required by legislation. Public sector organizations will continue to take action on climate change, a commitment that remains foundational and key to a healthy and prosperous BC for future generations.

Underlying all this work is our partnership with Indigenous peoples and our commitment to advancing reconciliation. I expect your organization to comply with the *Declaration on the Rights of Indigenous Peoples Act*, including implementing existing commitments made under it. I expect your organization to work in partnership with First Nations rights-holders.

Public sector organizations must also adhere to government direction provided through the [Public Sector Employers' Council Secretariat](#) (PSEC) with respect to public sector compensation and bargaining mandates. Your organization's compensation decisions must be consistent with policy direction provided through PSEC. Please coordinate closely with PSEC before finalizing compensation decisions for existing CEOs or Presidents and Vice Presidents and in the recruitment of new CEOs or Presidents. PSEC consultation is also encouraged prior to hiring for Vice President positions.

- 3 -

The Crown Agencies Secretariat (CAS) in the Ministry of Finance supports public sector organizations to operate effectively, in the public interest, and aligned with government's strategic direction and priorities. Within CAS, the [Crown Agencies and Board Resourcing Office](#) will continue to support your board on recruitment, appointments and professional development by ensuring board composition and governance reflects the diversity of our province.

I expect you to ensure the important priorities and areas of focus listed in this letter are incorporated into the practices of your organization and as you develop plans to address the following priorities:

- Work with the Ministry to explore and implement strategies that support efficiency and service optimization, reduce expenses, generate revenues and help ensure long-term financial sustainability of the sector while enhancing access to high quality learning opportunities.
- The post-secondary education system is critical to supporting a prosperous, diverse and growing economy and a strong, secure British Columbia. I expect that your institution's policies and programs ensure that post-secondary education and training in British Columbia remains relevant and accessible.
- I expect your institution to develop and implement strategies that ensure safety, protection, and fair treatment on campuses for all students, staff, and faculty.
- Underlying our work is a continued commitment to lasting and meaningful Reconciliation with Indigenous partners by supporting opportunities for First Nations self-determination in the post-secondary sector leading to greater access to relevant programs for Indigenous learners.

As Board Chair you are required, upon resolution of your board, to sign this letter to acknowledge this direction from government to your institution. The signed letter is to be posted publicly on your institution's website by June 23, 2025.

I look forward to continuing to work with you and your board colleagues to ensure the sustainable delivery of the services the public relies on.

Sincerely,



Honourable Anne Kang
Minister of Post-Secondary Education and Future Skills

Distribution list to follow

.../4

- 4 -

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Dale Safinuk
Chair, Okanagan College
Date:



BOARD OF GOVERNORS – BRIEFING NOTE

June 17, 2025
 Agenda #: 4.2.1

Title	Okanagan College 2024/25 Audited Financial Statements		
Action and/or Recommendation	For Approval <u>Recommended motion:</u> <i>“BE IT RESOLVED THAT the Okanagan College Board of Governors approve the audited Okanagan College financial statements for the fiscal year ending March 31, 2025 as recommended by the Finance, Audit and Risk Committee.”</i>		
Meets OC’s Inspire Plan...	Values <input type="checkbox"/> Students First <input type="checkbox"/> Community <input type="checkbox"/> Respect <input type="checkbox"/> Courage <input type="checkbox"/> Relationships <input type="checkbox"/> Distinction	Responsibilities <input type="checkbox"/> Reconciliation <input type="checkbox"/> EDISJ <input checked="" type="checkbox"/> Sustainability <input type="checkbox"/> Resilience <input type="checkbox"/> Effective and Efficient	Commitments <input type="checkbox"/> Inclusive & Equitable Access <input type="checkbox"/> Life-long learning partnerships <input type="checkbox"/> Integration and focus

Background Statement

Okanagan College is required to prepare annual audited financial statements to satisfy financial reporting requirements of the various acts governing post-secondary institutions. These financial statements are prepared in accordance with the accounting requirements of [section 23.1](#) of the *Budget Transparency and Accountability Act* of British Columbia.

The Office of the Auditor General of British Columbia (OAG) conducted the independent audit of the financial statements for Okanagan College for the fiscal year ending March 31, 2025. The OAG is scheduled to conduct the Okanagan College audits until 2028.

The report provides information on the following areas:

1. Audit Results
2. Independent Auditor’s Report
3. Management Representation Letter
4. Audited Financial Statements

Reference Materials

- Audit results from Office of the Auditor General of British Columbia
- Audited Okanagan College Financial Statements

Supporting Analysis

Okanagan College received a qualified audit opinion for the statements ending March 31, 2025. This was due to the accounting policy adopted as required by the Province of British Columbia Treasury Board Regulation which departs from Canadian Public Sector Accounting Standards when

accounting for government and externally restricted non-government contributions. However, except for this required departure, the audit report states that the financial statements present fairly, in all material respects, the financial position of Okanagan College.

On March 12, 2024, the Board of Governors approved a balanced budget for the 2024–25 fiscal year. The College concluded the year in March 2025 with a surplus of \$4.5 million, primarily driven by higher international tuition revenue, lower-than-anticipated expenses related to the Early Retirement Incentive Program due to timing of acceptances, and significantly reduced travel expenditures compared to the budget. In addition, some of the surplus relates to our Ancillary Business Services (housing and parking) that is set aside in an internally restricted reserve to pay down debt obligations and future maintenance costs.

Balance Sheet

Financial Assets of the College have increased from \$44.7m to \$60.9m, a change of 36% over the prior year. The primary driver was an increase in cash from loan proceeds received in the current year for the student housing projects.

Liabilities also increased from \$222.4m to \$253.2m, a change of 14% over the prior year due to the increase in long term debt obtained to finance the student housing projects.

Non-Financial Assets grew from \$199.6m to \$219.5m, a change of 10%, due to an increase in tangible capital assets from completion of the student housing projects, as well as additions for assets under construction for the Recreation and Wellness Centre and the Centre for Food, Wine, and Tourism.

Accumulated surplus increased from \$21.9m to \$27.2m, a change of 24% over the prior year. The change is represented by the College's overall annual surplus of \$4.5m and a remeasurement gain on investments of \$719k. Details on the accumulated surplus breakdown are outlined in [Note 15](#) of the financial statements.

Income Statement

Total revenue was approximately \$10.4m higher than budgeted, and \$12.4m higher than prior year due to increased enrolment and annual tuition rate increases for both domestic and international students, and additional housing revenue generated from rental of newly operational student housing units. Government grants also increased from prior year due to additional operating grant revenue for bargaining mandated pay increases.

Total expenses were approximately \$5.8m higher than the original budget, and \$8.7m higher year-over-year primarily due to increased salaries and benefits, driven by annual merit-based rate increases and additional compensation for the new Employee Incentive Retirement Program. Newly constructed housing buildings also resulted in increase in amortization expense and interest expense from financing the projects.

Alignment to the Strategic Plan Roadmap

Financial Sustainability. Year-end financial results provide an indication of the financial health of the organization.

Risk Implication & Mitigation Steps

Reputational: Financial statements are a summary of past results (independently audited) and form an important part of our governance and oversight by the Board. As part of the College Integrated Resource Planning framework, management closely monitors quarterly financial results and regularly updates the Board to raise concerns or issues.

Proposed and Prepared by Curtis Morcom, CFO & Vice President, Corporate Services
Jackie Dueck, Director, Financial Services

Consultation History	Reviewed	Recommended	Group/Individual, Title	Date
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Neil Fassina, President	6/2/2025
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Finance, Audit and Risk Committee	Select a date.
	<input type="checkbox"/>	<input type="checkbox"/>		Select a date.
	<input type="checkbox"/>	<input type="checkbox"/>		Select a date.
	<input type="checkbox"/>	<input type="checkbox"/>		Select a date.



Audit Findings Report

For the year ended March 31, 2025

For presentation to the Finance, Audit and Risk Committee on June 10, 2025

Okanagan College



Contents

Report at a glance.....	3
Status of the audit	4
Presumed significant audit risks and results.....	5
Areas of audit focus and results.....	7
Significant deficiencies in internal control	9
Summary of audit misstatements.....	10
Significant accounting policies and practices.....	11
Other required communications.....	12
Appendix A: Draft independent auditor’s report	14
Appendix B: Draft management representation letter	15
Appendix C: Adjusted audit misstatements	16
Appendix D: Unadjusted audit misstatements.....	18
Appendix E: Independence letter.....	20

This communication is prepared solely for the information of the Finance, Audit and Risk Committee and is not intended for any other purpose. The Office of the Auditor General accepts no responsibility to a third party who uses this communication. All working papers and files, including reports, created by us during the audit are property of the Office of the Auditor General and are not subject to the Freedom of Information and Protection of Privacy Act.



Report at a glance

Purpose of the Audit Findings Report

- The Audit Findings Report provides a status of the audit of the financial statements of Okanagan College for the year ended March 31, 2025. The report includes a discussion on the significant audit and financial reporting matters that would be of greatest interest to the Finance, Audit and Risk Committee.

Status of the audit

- We (the Office of the Auditor General of BC) have completed the audit of Okanagan College for the year ended March 31, 2025, except for certain remaining outstanding procedures, which are highlighted on page 4 of this report.
- There were no significant changes to the audit plan, which was originally communicated to you in the audit planning report.

Areas of audit focus and results

- We continue to note a significant issue that results in a qualification on the independent auditor's report as a result of the testing of:
 - Deferred contributions and deferred capital contributions accounting departure from Canadian public sector accounting standards.
- No other significant issues were identified during the audit of significant risks and areas of focus.

Significant deficiencies in internal control

- Certain opportunities for improvement were identified in internal controls over financial reporting. The management letter, including management's response, will be provided separately.

Summary of audit misstatements

- We identified 1 misstatement that was communicated to management and **corrected** in the financial statements. See details in Appendix C.
- We identified 1 misstatement that was communicated to management and remains **uncorrected** in the financial statements. See details in Appendix D.
- None of the misstatements identified were a result of fraud or other irregularities.

Significant accounting policies and practices

- We did not identify any significant changes in the accounting policies and practices during the year.

Other required communications

- The draft independent auditor's report is in Appendix A.
- The draft management representation letter is in Appendix B.
- As required by Canadian auditing standards, we confirm we are in compliance with the ethical requirements, including independence, that are relevant with respect to Okanagan College. The independence letter is in Appendix E.
- As required by Canadian auditing standards, we wish to reconfirm during our presentation whether the Finance, Audit and Risk Committee is aware of any known, suspected, or alleged incidents of fraud by or against Okanagan College.



Status of the audit

The audit was conducted as communicated to you in the Audit Planning Report on December 3, 2024.

We have completed the audit of Okanagan College's financial statements for the year ended March 31, 2025, except for certain remaining outstanding procedures:

- Receipt of certain legal enquiry responses
- Completion of subsequent event review procedures up to date of the independent auditor's report
- Completion of certain quality management and review procedures
- Receipt of signed management representation letter at audit completion
- Board of Governors' approval of the financial statements

We will provide an update on the status of the items noted above at our upcoming meeting and issue the independent auditor's report once we have completed our audit work.



Presumed significant audit risks and results

The results of the presumed significant audit risks identified as part of the Audit Planning Report are detailed below.

Presumed risk of fraud resulting from management override of controls

All entities are presumed to have a significant risk of material misstatement of financial statements because management, through their position and influence, can manipulate financial results.

Senior management in any organization are uniquely positioned to perpetrate fraudulent financial reporting simply because of their ability to manipulate accounting records and prepare fraudulent financial statements by overriding controls that otherwise appear to be operating effectively. They can influence estimates and accounting policy changes to achieve favorable financial reporting outcomes in the current year or in the future.

Audit response

We addressed this risk by:

- Testing the appropriateness of journal entries for evidence of fraud.
- Evaluating whether the selection and application of accounting policies may be indicative of fraudulent financial reporting.
- Examining significant estimates made by management and evaluating whether the judgments and decisions indicate a possible bias that represents a material misstatement due to fraud.
- Evaluating related party transactions that are not in the normal course of business, along with other unusual transactions, to determine whether they may have been entered into to engage in fraudulent financial reporting or to conceal the misappropriation of assets.
- Inquiring about fraud risks and occurrences with the Finance, Audit and Risk Committee and management.

Findings

We did not identify any fraud related to management override of controls as a result of our testing.



Presumed risk of material misstatement due to revenue recognition

As auditors, we are required to presume that there is a risk of fraud present within revenue recognition for all entities. Fraud in revenue recognition can take many forms, including fictitious revenues, misappropriation of revenues resulting in understated revenues in the financial statements, or manipulation of the timing of revenue recognition. Misstatements due to fraud differ from misstatements due to error as they are intentional and often committed in order to reach a reporting outcome.

For the audit of Okanagan College's financial statements, we have determined that all revenue streams have the highest risk of fraud due to revenue accounts being the accounts that are most commonly affected by fraud and the potential bias to manage surplus/deficit.

Findings

We did not identify any fraud related to revenue recognition as a result of our testing.

Audit response

We addressed this risk by:

- Performing walk-throughs to gain an understanding of the processes used to record significant revenue streams.
- Performing substantive analytical procedures.
- Completing year-over-year variance analysis.
- Examining significant estimates made by management.
- Testing contracts and agreements for appropriate recognition and measurement of revenue.
- Confirming significant revenue balances.
- Performing cut-off testing of revenue recorded for a period before and after year-end.
- Substantively sampling and testing the details of revenue transaction balances.
- Assessing financial statement disclosure and presentation for compliance with Canadian PSAS.



Areas of audit focus and results

The results of the areas of audit focus identified as part of the Audit Planning Report are detailed below.

Deferred contributions and deferred capital contributions accounting departure from Canadian public sector accounting standards (PSAS)

Canadian auditing standards require us to state whether the financial statements are prepared, in all material respects, in accordance with an acceptable financial reporting framework. The acceptable financial reporting framework for Okanagan College is Canadian PSAS.

The accounting for deferred contributions and deferred capital contributions as instructed by the Province under Section 23.1 of the *Budget Transparency and Accountability Act* (BTAA) is not in accordance with Canadian PSAS.

This departure from Canadian PSAS will result in a modified independent auditor's report for Okanagan College.

Audit response

We addressed this risk by:

- Inspecting funding documents to identify terms and stipulations impacting the timing of revenue recognition.
- Quantifying the impact of not accounting for deferred contributions and deferred capital contributions in accordance with Canadian PSAS.

Findings

Okanagan College has disclosed in Note 2(a) to the financial statements the difference in accounting for deferred capital contributions in accordance with the BTAA vs. Canadian PSAS.

Had the accounting been done in accordance with Canadian PSAS, the deferred capital contributions liability would have been lower by \$166,236 thousand and revenue would have been higher by \$166,236 thousand. See Appendix D.

We have determined that the accounting for deferred capital contributions is not in accordance with Canadian PSAS. The independent auditor's report will be qualified for this departure from Canadian PSAS. See Appendix A.



Valuation of employee future benefits

Valuing employee benefits is a complex area requiring significant judgement and estimates. To address this risk, management relies on third-party actuarial specialists, Mercer, to calculate the accrued liability and other information for financial statement note disclosures. These calculations rely on management's best estimate assumptions. Changes in key assumptions can have a material impact on the liability and expenses.

Findings

We did not identify any errors during our audit work on Employee Future Benefits.

Audit response

We will address this risk by:

- Performing procedures to rely on the work of management's actuarial experts.
- Gaining an understanding of the assumptions and methods used by the actuary in determining the liability.
- Obtaining the actuarial report and other supporting documentation to test management's assumptions, calculations, and journal entries.
- Assessing financial statement presentation and disclosure for compliance with Canadian PSAS.

Funding constraint and expense management

There is a fraud risk relating to funding constraints and expense management due to government mandates and recently instituted spending and hiring freezes across the government reporting entity, in addition to pressure to meet balanced budget requirements. This risk largely impacts the timing of expense recognition (i.e., expense cut-off).

Findings

We did not identify any areas of concern in expense recognition during our audit work.

Audit response

We will address this risk by:

- Testing the appropriateness of journal entries for evidence of fraud.
- Testing expense transactions for the period before and after the fiscal year end to determine if they are recorded in the appropriate period.
- Performing subsequent payment testing while searching for unrecorded liabilities for the year ended June 30, 2025.



Significant deficiencies in internal control

The responsibility for the design and maintenance of an appropriate system of internal control to provide reasonable assurance that the accounting systems provide timely, accurate and reliable financial information, and to safeguard Okanagan College's assets is part of management's overall responsibility for the day-to-day operations of Okanagan College.

As auditors, we obtain a sufficient understanding of internal controls to plan the audit. The understanding includes knowledge about the design of policies and procedures and whether they have been implemented, but it does not necessarily extend to evaluating the operating effectiveness of these internal controls. We only evaluate and test those internal controls on which we plan to rely during our audit.

Our audit is not designed, nor should it be expected, to allow us to provide an opinion on the systems of internal controls.

Management letter

During our audit, we identified certain opportunities for improvement in internal controls. The management letter, including management's response, will be provided separately.



Summary of audit misstatements

Misstatements thresholds as communicated in the Audit Planning Report were set as follows:

- Monetary = \$145 thousand
- Classification and disclosure = \$290 thousand

Adjusted audit misstatements

There were non-trivial adjustments to the financial statements of Okanagan College for the year ended March 31, 2025.

All adjusted misstatements found during the audit and their impact on the financial statements are detailed in Appendix C.

Unadjusted audit misstatements

There are no unadjusted non-trivial misstatements of the financial statements for the year ended March 31, 2025, aside from the qualification of the financial statements as described in our independent auditor's report. The impact of the qualification is detailed in Appendix D.

None of the audit misstatements identified were as a result of fraud or other irregularities.

In accordance with Canadian auditing standards, we are required to request those charged with governance to correct these misstatements.



Significant accounting policies and practices

Basis of accounting

The financial statements have been prepared in accordance with Section 23.1 of the BTAA as directed by Treasury Board. This section requires that the financial statements be prepared in accordance with PSAS, except regarding the accounting for restricted contributions as set out through Restricted Contributions Regulation 198/2011 (Regulation).

The regulation requires Okanagan College to recognize non-capital restricted contributions into revenue in the fiscal period when the restriction the contribution is subject to is met and requires Okanagan College to recognize government transfers for the acquisition of capital assets into revenue on the same basis as the related amortization expense. Canadian PSAS requires that these grants be fully recognized into revenue unless there is a stipulation that creates a liability.

We note that Okanagan College does not have the ability to avoid application of the regulation, as directed by Treasury Board. We wish to bring to the Finance, Audit and Risk Committee's attention the section of this year's independent auditor's report reflecting the impact of adherence to the regulation.

Significant accounting policies and financial statement disclosures

Significant accounting principles and policies are disclosed in the notes to the financial statements. Within the context of the audit, management has represented to us that there have been no changes in the accounting principles and policies during the year.

Significant accounting estimates

Management has the responsibility for applying judgment in preparing the accounting estimates and disclosures contained within the financial statements. Other than the areas discussed in the areas of audit focus and results section, there are no further significant accounting estimates that need to be brought to the attention of the Finance, Audit and Risk Committee.



Other required communications

Independent auditor's report

The draft independent auditor's report is included in Appendix A.

Management's representations

We are required to inform you of the representations we are requesting from management. A copy of the management representation letter is included in Appendix B.

Independence

As required by Canadian auditing standards, we are required to comply with relevant ethical requirements, including independence, relating to the audit of Okanagan College. These standards require that we disclose all relationships that, in our professional judgment, may reasonably be thought to bear on our independence. We have not noted any relationships that we believe may reasonably be thought to bear on our independence. Our independence letter is included in Appendix E.

We confirm that we are in compliance with ethical requirements, including independence, with respect to Okanagan College, within the meaning of the Rules of Professional Conduct of the Chartered Professional Accountants of British Columbia as of May 29, 2025.

Related party transactions

No instances of significant related party transactions that were not in the normal course of operations were identified.

Continuing as your auditors

Each year, the auditor general must provide the Select Standing Committee on Public Accounts with a plan for the appointment of auditors for government organizations and trust funds for the next three years. The most recent plan, tabled in March 2025, indicated that the auditor general plans to be the auditor of Okanagan College for the next 3 years until the year ended March 31, 2028.

To check for your entity, review Appendix A of the most recent financial statement audit coverage plan at: [Financial Audit Coverage Plan for fiscal years ending in 2026, 2027, and 2028 - Office of the Auditor General B.C.](#)



Fraud

No instances of actual or suspected fraud were identified during the audit.

Compliance with laws and regulation

No instances of actual or suspected non-compliance with laws and regulations or illegal or possibly illegal acts were identified during the audit.

Reconfirm with those charged with governance:

Are you aware of any instances (actual, suspected, or alleged) of fraud by or against Okanagan College or non-compliance with laws and regulations, including misconduct or unethical behaviour related to financial reporting or misappropriation of assets?



Appendix A: Draft independent auditor's report



Draft Independent Auditor's Report

Okanagan College

Draft Independent Auditor's Report

Independent Auditor's Report

*To the Board of Governors of the Okanagan College, and
To the Minister of Post-Secondary Education and Future Skills, Province of British Columbia*

Qualified Opinion

I have audited the accompanying financial statements of the Okanagan College ("the entity"), which comprise the statement of financial position as at March 31, 2025, and the statements of operations and accumulated surplus, remeasurement gains and losses, changes in net debt, and cash flows for the year then ended, and a summary of significant accounting policies and other explanatory information.

In my opinion, except for the effects of the matter described in the Basis for Qualified Opinion section of my report, the financial statements present fairly, in all material respects, the financial position of the entity as at March 31, 2025, and the results of its operations, remeasurement gains and losses, change in its net debt, and cash flows for the year then ended in accordance with Canadian public sector accounting standards.

Basis for Qualified Opinion

I believe that the audit evidence I have obtained is sufficient and appropriate to provide a basis for my qualified opinion.

As described in Note 2(a) to the Financial Statements, the entity's accounting treatment for contributions received from governments and for externally restricted contributions received from non-government sources is to initially record them as deferred revenue (a liability) and then recognize revenue in the statement of operations either on the same basis as the related expenditures occur or, in the case of funds for the purchase or construction of capital assets, to recognize revenue on the same basis as the related assets are amortized. The entity was required to adopt this accounting policy as prescribed by Province of British Columbia Treasury Board Regulation 198/2011.

Under Canadian public sector accounting standards, the entity's method of accounting for contributions is only appropriate in circumstances where the funding meets the definition of a liability. Otherwise, the appropriate accounting treatment is to record contributions as revenue when they are received or receivable. In my opinion, certain contributions of the entity do not meet the definition of a liability, and as such the entity's method of accounting for those contributions represents a departure from Canadian public sector accounting standards.

This departure has existed since the inception of the standard, which applies to periods beginning on or after April 1, 2012. Had the entity made an adjustment for this departure in the current year, the liability for deferred contributions for tangible capital assets as at March 31, 2025 would have been lower by \$166,236 thousand, revenue, annual surplus and accumulated surplus would have been higher by \$166,236 thousand and net debt would have been lower by \$166,236 thousand.

Draft Independent Auditor's Report

Okanagan College

I conducted my audit in accordance with Canadian generally accepted auditing standards. My responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of my report. I am independent of the entity in accordance with the ethical requirements that are relevant to my audit of the entity's financial statements in Canada, and I have fulfilled my other ethical responsibilities in accordance with these requirements.

Responsibilities of Management and Those Charged with Governance for the Financial Statements

Those charged with governance are responsible for the oversight of the financial reporting process. Management is responsible for the preparation and fair presentation of the financial statements in accordance with Canadian public sector accounting standards, and for such internal control as management determines is necessary to enable the preparation of the financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is responsible for assessing the entity's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting when the entity will continue its operations for the foreseeable future.

Auditor's Responsibilities for the Audit of the Financial Statements

My objectives are to obtain reasonable assurance about whether the entity's financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes my opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with Canadian generally accepted auditing standards will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in aggregate, they could reasonably be expected to influence the economic decision of users taken on the basis of these financial statements.

As part of an audit in accordance with Canadian generally accepted auditing standards, I exercise professional judgment and maintain professional skepticism throughout the audit. I also:

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error; design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for my opinion. The risk of not detecting a material misstatement resulting from fraud is higher than one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.

Draft Independent Auditor's Report

Okanagan College

- Conclude on the appropriateness of management's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the entity's ability to continue as a going concern. If I conclude that a material uncertainty exists, I am required to draw attention in my auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify my opinion. My conclusions are based on the audit evidence obtained up to the date of my auditor's report. However, future events or conditions may cause the entity to cease to continue as a going concern.
- Evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

I communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that I identify during my audit.

I also provide those charged with governance with a statement that I have complied with relevant ethical requirements regarding independence, and communicated with them all relationships and other matters that may reasonably be thought to bear on my independence, and where applicable, related safeguards.

Signature

Sheila Dodds, CPA, CA, CIA
Acting Auditor General of British Columbia

Victoria, British Columbia, Canada
[Date]

Appendix B: Draft management representation letter



[Date]

Lisa Moore, CPA, CA
Acting Assistant Auditor General
623 Fort Street
Victoria, B.C. V8W 1G1

Dear Lisa Moore:

We are providing this letter in connection with your audit of the financial statements of Okanagan College, (the Entity) for the year ended March 31, 2025, for the purpose of expressing an opinion as to whether the financial statements present fairly in all material respects, the financial position, results of operations and accumulated surplus, remeasurement gains and losses, changes in net debt, and cash flows of Okanagan College in accordance with Canadian Public Sector Accounting Standards (PSAS).

Management's Responsibilities

We have fulfilled our responsibilities, as set out in the terms of the audit engagement letter dated November 14, 2024. In particular, we confirm to you the following representations:

- We prepared and presented fairly the financial statements in accordance with Section 23.1 of the Budget Transparency and Accountability Act, which conforms to PSAS except as modified by Treasury Board regulations.
- We designed, implemented, and maintained an effective system of internal control over financial reporting, to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.
- We designed, implemented, and maintained an effective system of internal control to prevent and detect fraud.
- We complied with legislative and other authorities that govern Okanagan College.
- We are responsible for complying with legislative and other authorities that govern Okanagan College.
- We have provided you with all relevant information and access, as agreed in the terms of the audit engagement.
- We ensured all transactions have been recorded in the accounting records and are reflected in the financial statements.

Page 2

Preparation of Financial Statements

Except where modifications by Treasury Board result in conflicts with PSAS, the financial statements are fairly presented in accordance with PSAS and include all disclosures necessary for such fair presentation and disclosures otherwise required to be included therein by the laws and regulations to which Okanagan College is subject. We have prepared Okanagan College's financial statements on the basis that the Entity is able to continue as a going concern. In addition, the financial statements have been prepared on a basis consistent with that of the preceding year.

We have appropriately reconciled our books and records (for example, general ledger accounts) underlying the financial statements to their related supporting information (for example, subledger or third-party data). All related reconciling items considered to be material were identified and included on the reconciliations and were appropriately adjusted in the financial statements. There were no material unreconciled differences or material items in the general ledger suspense accounts that should have been adjusted or reclassified to another account balance. There were no material items in the general ledger suspense accounts written off to a statement of financial position account that should have been written off to an operations account, nor were there such items written off to an operations account that should have been written off to a statement of financial position account. All intra-entity accounts have been eliminated or appropriately measured and considered for disclosure in the financial statements.

We have provided you with the documents listed above. The financial statements and this other information included in such documents are consistent with one another, and the other information does not contain any material misstatements.

Accounting Policies

We confirm that we have reviewed Okanagan College's accounting policies and, with regard to the possible alternative policies, our selection and application of accounting policies and estimation techniques used for the preparation and presentation of the financial statements are appropriate in Okanagan College's particular circumstances.

Page 3

Internal Controls Over Financial Reporting

We have designed disclosure controls and procedures to ensure that material information related to Okanagan College is made known to us by others within the Entity.

We have designed internal controls over financial reporting to provide reasonable assurance regarding the reliability of financial reporting and the preparation of the financial statements for external purposes in accordance with the accounting requirements of PSAS.

We have not identified any deficiency in the design and operation of internal control over financial reporting as at March 31, 2025.

Minutes

All matters requiring disclosure to, or approval of the Board of Governors have been brought before them at appropriate meetings and are reflected in the minutes.

Disclosure of Information

We have provided you with access to all information of which we are aware that is relevant to the preparation of the financial statements, such as records, documentation, and other matters, including:

- contracts and related data;
- information regarding significant transactions and arrangements that are outside the normal course of business;
- minutes of meetings of those charged with governance, committees of governance, and management;
- additional information that you have requested from us for the purpose of the audit; and
- unrestricted access to persons within the Entity from whom you determined it necessary to obtain audit evidence.

Completeness of Transactions

All contractual arrangements entered into by Okanagan College with third parties have been properly reflected in the accounting records and/or have been disclosed to you where material (or potentially material) to the financial statements. We have complied with all aspects of contractual agreements that could have a material effect on the financial statements in the event of non-compliance. There are no side agreements or other arrangements (either written or oral) undisclosed to you.

Page 4

Fraud

We have disclosed to you:

- the results of our assessment of the risk that the financial statements may be materially misstated as a result of fraud;
- all information of which we are aware that is related to fraud, or suspected fraud, affecting Okanagan College and involving management, employees who have significant roles in internal control, or others, where the fraud could have a material effect on the financial statements; and
- all information related to any allegations of fraud, or suspected fraud, that could affect the Entity's financial statements, and that was communicated by employees, former employees, analysts, regulators, or others.

Compliance with Laws and Regulations

We have disclosed to you all aspects of laws, regulations, and contractual agreements that may affect the financial statements, including actual or suspected non-compliance with laws and regulations whose effects should be considered when preparing the financial statements.

We are not aware of any illegal or possibly illegal acts committed by Okanagan College's directors, officers, or employees acting on the Entity's behalf.

There have been no communications from regulatory agencies concerning non-compliance with or deficiencies in financial reporting practices.

All transactions of Okanagan College have been within its statutory powers and enabling legislation. Okanagan College has complied with:

- Section 23.1 of the Budget Transparency and Accountability Act
- The Financial Administration Act and regulations,
- The College and Institute Act

We are not aware of any conflicts of interest involving Okanagan College where it has, directly or indirectly, entered into any purchase, sale, or other transactions with a member of the Legislative Assembly, a member of the entity's governance body, a member of senior management or a manager; or with an organization in which any of these persons had a direct or indirect interest.

Accounting Estimates and Judgments

We are responsible for all significant estimates and judgments affecting the financial statements. These include fair value measurements and disclosures. The significant judgments we made have taken into account all relevant information of which we are aware. The methods, underlying data, and significant assumptions used in developing accounting estimates and the related disclosures are reasonable and appropriate to achieve recognition, measurement, or disclosure in the financial statements in accordance with PSAS. The methods used in developing accounting estimates have been consistently applied in the periods presented and the data used in developing accounting estimates is accurate and complete. Accounting estimates and judgments appropriately reflect management's intent and ability to carry out specific courses of action, where relevant. Disclosures related to accounting estimates are complete and reasonable under PSAS. Appropriate specialized skills or expertise have been applied in making the accounting estimates. There have been no subsequent events that would require the adjustment of any significant estimates and related disclosures.

Significant estimates and measurement uncertainties known to management that are required to be disclosed in accordance with CPA Canada Public Sector Accounting Handbook, Section PS 2130, Measurement uncertainty, have been appropriately disclosed.

Fair Value Measurements

For recorded or disclosed amounts in the financial statements that incorporate fair value measurements, we confirm the following:

- The measurement methods make maximum use of relevant and publicly available and observable market inputs.
- The significant assumptions used in determining fair value measurements represent our best estimates and are reasonable.
- The significant assumptions used in determining fair value measurements are consistent with Okanagan College's planned courses of action. We have no plans or intentions that have not been disclosed to you that may materially affect the recorded or disclosed fair values of assets or liabilities.

We have appropriately disclosed information on fair value measurements used in the financial statements in accordance with the requirements of CPA Canada Public Sector Accounting Handbook, Section PS 3450, Financial instruments. We have appropriately classified fair value measurements in Level 1, Level 2, or Level 3 of the fair value hierarchy.

Page 6

Related Parties

We confirm that we have disclosed to you the identity of Okanagan College's related parties as defined by Canada Public Sector Accounting Handbook, Section PS 2200, Related party disclosures.

The identity and relationship of, and balances and transactions with related parties have been properly recorded and adequately disclosed in the financial statements, as required by CPA Canada Public Sector Accounting Handbook, Section PS 2200, Related party disclosures. We provided support for any assertion that a transaction with a related party was conducted on terms equivalent to those prevailing in an arm's length transaction.

We confirm that we have identified to you all members of key management and close family members of key management, as defined by PS2200.

We confirm that we have disclosed to you all transactions between the Entity and related parties, including:

- transactions in the normal course of operations,
- transactions outside the normal course of operations,
- non-monetary transactions,
- transactions for nil consideration, and
- guarantees in respect of related parties.

We are not aware of any conflicts of interest involving Okanagan College arising from any of the related party transactions as disclosed to you.

Going Concern

We are not aware of any events or circumstances that may cast doubt on Okanagan College's ability to continue as a going concern and we confirm that we consider the going concern assumption appropriate in the preparation of the financial statements. We have no plans or intentions that may materially alter the carrying value or classification of assets and liabilities reflected in the Entity's financial statements (for example, to dispose of the Entity or to cease operations).

Page 7

Assets and Liabilities

Except where modifications by Treasury Board result in conflicts with PSAS, we have recorded or disclosed, as appropriate, all assets and liabilities, in accordance with PSAS.

We confirm that Okanagan College has satisfactory title or control over all assets. All liens or encumbrances on Okanagan College's assets and assets pledged as collateral, to the extent material, have been disclosed in the financial statements. All contingent assets, in accordance with CPA Canada Public Sector Accounting Handbook, Section PS 3320, Contingent assets, have been disclosed to you and are appropriately reflected in the financial statements.

We confirm that all liabilities and contingencies, including those associated with guarantees, whether written or oral, under which Okanagan College is contingently liable in accordance with CPA Canada Public Sector Accounting Handbook, Section PS 3300, Contingent liabilities, have been disclosed to you and are appropriately reflected in the financial statements.

Litigation and Claims

All known actual or possible litigation and claims, which existed at the statement of financial position date or exist now, have been disclosed to you and have been accounted for and disclosed in accordance with PSAS, whether or not they have been discussed with legal counsel.

Misstatements Detected During the Audit

Certain representations in this letter are described as being limited to those matters that are material. Solely for the purpose of this letter, the term "material" means any items referred to in this letter, individually or in the aggregate that are more than \$2,900,000. Items are also considered material, regardless of size, if they involve an omission or misstatement of accounting information that, in light of surrounding circumstances, make it probable that the judgement of a reasonable person relying on the information would have been changed or influenced by the omission or misstatement.

We confirm that the financial statements are free of material misstatements, including omissions.

Except where modifications by Treasury Board result in conflicts with PSAS, we confirm there are no uncorrected misstatements in the financial statements (see Appendix A).

The adjusted misstatements identified during your audit have been approved by us and adjusted in the financial statements.

Page 8

Events After the Statement of Financial Position Date

We have identified all events that occurred between the date of the statement of financial position and the date of this letter that may require adjustment of, or disclosure in, the financial statements, and we have made such adjustment or disclosure.

Other Items

No "letters of comfort" to financial institutions from the Entity have been issued, nor to the best of our knowledge and belief have such letters been issued by the minister responsible for the Entity. Nor have any such letters been in force at any time during the year or subsequently

Yours truly,

Okanagan College

Dr. Neil Fassina, President

Curtis Morcom, CFO and Vice President, Corporate Services

Jackie Dueck, Director of Financial Services

Appendix C: Adjusted audit misstatements





Summary of audit misstatements — adjusted

Description	Accounts Affected	Statement of Financial Position			Statement of Operations	
		Entry to correct – Debit (Credit)			Entry to correct – Debit (Credit)	
		Amount in 000's			Amount in 000's	
		Assets	Liabilities	Accumulated Surplus (Deficit)	Revenue	Expenses
Overstatement of prepaids and accounts payable due to payment setup on March 31 and payment occurring after year end.	Prepaid Assets	(\$231)				
	GST Rebate	(\$7)				
	Accounts Payable		\$238			
TOTAL		(\$238)	\$238			



Appendix D: Unadjusted audit misstatements





Summary of audit misstatements — unadjusted

Description	Accounts Affected	Statement of Financial Position Entry to correct – Debit (Credit) Amount in 000's			Statement of Operations Entry to correct – Debit (Credit) Amount in 000's	
		Assets	Liabilities	Accumulated Surplus (Deficit)	Revenue	Expenses
Deferred contributions for tangible capital assets not recorded in accordance with Canadian public sector accounting standards as they do not meet the definition of a liability.	Deferred contributions for tangible capital assets Revenue		\$166,236		(\$166,236)	
TOTAL			\$166,236		(\$166,236)	



Appendix E: Independence letter





Office of the
Auditor General
of British Columbia

623 Fort Street
Victoria, British Columbia
V8W 1G1

P: 250.419.6100
F: 250.387.1230
oag.bc.ca

May 29, 2025

Dale Safinuk
Chair, Finance, Audit and Risk Committee
Okanagan College
Kelowna, B.C. V1Y 4X8

Dear Dale Safinuk:

We have been engaged to audit the financial statements of Okanagan College for the year ended March 31, 2025.

The intent of this letter is to communicate all relationships between Okanagan College and the Office of the Auditor General of British Columbia (the office) that, in our professional judgment, may reasonably be thought to bear on our independence.

In determining which relationships to report, we considered the relevant rules and related interpretations prescribed by the Chartered Professional Accountants of British Columbia and applicable legislation, covering such matters as:

- holding a financial interest, either directly or indirectly, in a client;
- holding a position, either directly or indirectly, that gives the right or responsibility to exert significant influence over the financial or accounting policies of a client;
- personal or business relationships of immediate family or close relatives, either directly or indirectly, with a client;
- economic dependence on a client; and
- provision of services in addition to the audit engagement.

We have prepared the following comments to facilitate our discussion with you and the Finance, Audit and Risk Committee regarding independence matters since June 7, 2024, the date of our last letter.

The total fees charged to Okanagan College for audit services during the period June 7, 2024 to May 29, 2025 were \$40,000.

We are not aware of any relationships between Okanagan College and us that, in our professional judgment, may reasonably be thought to bear on our independence that have occurred during this period.

Canadian auditing standards require that we confirm our independence to the Finance, Audit and Risk Committee in the context of the Rules of Professional Conduct of the Chartered Professional Accountants of British Columbia. Accordingly, we hereby confirm that we are independent with respect to Okanagan College within the meaning of the Rules of Professional Conduct of the Chartered Professional Accountants of British Columbia as of May 29, 2025.

This report is intended solely for the use of the Finance, Audit and Risk Committee, management and others with Okanagan College and should not be used for any other purposes.

We look forward to discussing with you the matters addressed in this letter as well as other matters that may be of interest to you.

Yours truly,

Lisa Moore, CPA, CA
Acting Assistant Auditor General



Location

623 Fort Street
Victoria, British Columbia
Canada V8W 1G1

Office Hours

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Management's Report

Management's Responsibility for the Financial Statements

These financial statements are the responsibility of, and have been prepared by, management in accordance with Section 23.1 of the Budget Transparency and Accountability Act of the Province of British Columbia, and the integrity and objectivity of these statements are management's responsibility. Management is also responsible for all the notes to the financial statements and schedules, and for ensuring that this information is consistent, where appropriate, with the information contained in the financial statements. A summary of the significant accounting policies is described in Note 2 to the financial statements. The preparation of financial statements necessarily involves the use of estimates based on management's judgment, particularly when transactions affecting the current accounting period cannot be finalized with certainty until future periods.

Management is also responsible for implementing and maintaining a system of internal controls to provide reasonable assurance that reliable financial information is produced. The internal controls are designed to provide reasonable assurance that assets are safeguarded, transactions are properly authorized and recorded in compliance with legislative and regulatory requirements, and reliable financial information is available on a timely basis for preparation of the financial statements.

The Board of Governors are responsible for ensuring that management fulfills its responsibilities for financial reporting and internal controls and exercises these responsibilities through the Finance, Audit, and Risk Committee. The Finance, Audit, and Risk Committee reviews internal financial statements on a quarterly basis and external audited financial statements yearly. The Finance, Audit, and Risk Committee also discusses any significant financial reporting or internal control matters prior to their approval of the financial statements.

The external auditors, the Office of the Auditor General of British Columbia, conduct an independent examination, in accordance with Canadian auditing standards, and express their opinion on the financial statements. The external auditors have full and free access to financial management of Okanagan College and meet when required. The accompanying Auditor's Report outlines their responsibilities, the scope of their examination and their opinion on the financial statements.

On behalf of Okanagan College

[Name]
[Title]

[Name]
[Title]

OKANAGAN COLLEGE
STATEMENT OF FINANCIAL POSITION
AS AT MARCH 31, 2025

	March 31 2025	March 31 2024
Financial assets		
Cash and cash equivalents (note 3)	\$ 43,032,330	\$ 26,303,017
Investments (note 4)	15,214,709	12,964,043
Accounts receivable (note 5)		
Due from government and other government organizations	618,843	3,089,302
Other	1,676,808	1,914,568
Inventory for resale (note 6)	369,323	487,901
	60,912,013	44,758,831
Liabilities		
Accounts payable and accrued liabilities (note 8)		
Due to government and other government organizations	1,798,120	1,231,787
Other	20,435,871	28,861,315
Long term debt (note 9)	32,296,392	2,317,790
Deferred contributions (note 10)	7,361,694	7,487,704
Deferred revenue (note 11)	11,132,528	12,172,653
Deferred contributions for tangible capital assets (note 12)	166,261,686	156,996,068
Asset retirement obligation (note 13)	570,220	550,870
Employee future benefit obligations (note 14)	13,350,600	12,807,100
	253,207,111	222,425,287
Net debt	(192,295,098)	(177,666,456)
Non-financial assets		
Prepaid expenses and deposits	2,116,957	1,601,583
Tangible capital assets (note 7)	217,403,327	198,015,135
	219,520,284	199,616,718
Accumulated surplus (note 15)	\$ 27,225,186	\$ 21,950,262
Accumulated surplus is comprised of:		
Accumulated surplus	\$ 24,484,012	\$ 19,928,061
Accumulated remeasurement gains	2,741,174	2,022,201
	\$ 27,225,186	\$ 21,950,262
Contractual obligations (note 17)		
Contingent liabilities (note 18)		

Approved on behalf of the Board:

 [Name]
 Chair, Board of Governors
 [Date signed]

 Neil Fassina
 President

The accompanying notes are an integral part of these financial statements

OKANAGAN COLLEGE
STATEMENT OF OPERATIONS AND ACCUMULATED SURPLUS
FOR THE YEAR ENDED MARCH 31, 2025

	Budget		
	2025	2025	2024
Revenue			
Government grants	\$ 76,969,357	\$ 83,940,145	\$ 80,073,426
Tuition and other fees	54,109,363	56,116,579	50,298,425
Ancillary service sales	6,200,997	6,177,930	4,170,185
Contract services	4,030,767	3,568,052	3,771,380
Other administration fees and sundry	703,576	1,502,998	1,427,101
Investment income	1,090,000	2,263,332	2,311,431
Amortization of deferred contributions for tangible capital assets	6,795,773	6,757,096	5,811,882
	<u>149,899,833</u>	<u>160,326,132</u>	<u>147,863,830</u>
Expense (note 20)			
Instruction and academic support	82,518,357	84,201,659	83,748,590
Facility and institutional support	28,356,735	30,413,311	28,687,368
Enrolment management and student support	23,026,348	25,403,566	22,519,448
Ancillary operations	4,412,375	4,933,255	3,605,333
Amortization of tangible capital assets	9,993,055	9,859,991	8,295,651
Interest on long term debt	1,592,963	958,399	138,950
	<u>149,899,833</u>	<u>155,770,181</u>	<u>146,995,340</u>
Annual surplus	-	4,555,951	868,490
Accumulated surplus, beginning of year	19,928,061	19,928,061	19,059,571
Accumulated surplus, end of year	<u>\$ 19,928,061</u>	<u>\$ 24,484,012</u>	<u>\$ 19,928,061</u>

STATEMENT 3

OKANAGAN COLLEGE
STATEMENT OF REMEASUREMENT GAINS AND LOSSES
FOR THE YEAR ENDED MARCH 31, 2025

	2025	2024
Accumulated remeasurement gains, beginning of year	\$ 2,022,201	\$ 1,560,456
Unrealized gain on investments	889,395	687,812
Realized gain on investments, reclassified to statement of operations	(170,422)	(226,067)
Net remeasurement gains for the year	718,973	461,745
Accumulated remeasurement gains, end of year	\$ 2,741,174	\$ 2,022,201

OKANAGAN COLLEGE
STATEMENT OF CHANGES IN NET DEBT
FOR THE YEAR ENDED MARCH 31, 2025

	Budget		
	2025	2025	2024
Annual surplus (deficit)	\$ -	\$ 4,555,951	\$ 868,490
Acquisition of tangible capital assets	(37,215,000)	(29,248,183)	(44,999,324)
Amortization of tangible capital assets	9,993,055	9,859,991	8,295,651
	<u>(27,221,945)</u>	<u>(14,832,241)</u>	<u>(35,835,183)</u>
Acquisition of prepaid expenses and deposits	-	(2,116,957)	(1,601,583)
Use of prepaid expenses and deposits	-	1,601,583	1,219,770
	<u>-</u>	<u>(515,374)</u>	<u>(381,813)</u>
Net remeasurement gains (losses)	-	718,973	461,745
Increase in net debt	(27,221,945)	(14,628,642)	(35,755,251)
Net debt, beginning of year		<u>(177,666,456)</u>	<u>(141,911,205)</u>
Net debt, end of year	<u>\$ (27,221,945)</u>	<u>\$ (192,295,098)</u>	<u>\$ (177,666,456)</u>

OKANAGAN COLLEGE
STATEMENT OF CASH FLOWS
FOR THE YEAR ENDED MARCH 31, 2025

	2025	2024
Net cash inflow (outflow) related to the following activities		
Operating activities		
Annual surplus	\$ 4,555,951	\$ 868,490
Adjust for non-cash items:		
Realized gain on disposal of investments	(170,422)	(226,067)
Actuarial adjustment on long term debt	(160,939)	(25,149)
Accretion expense	19,350	18,045
Amortization of deferred contributions for tangible capital assets	(6,757,096)	(5,811,882)
Amortization of tangible capital assets	9,859,991	8,295,651
	<u>7,346,835</u>	<u>3,119,088</u>
Changes in non-cash working capital		
Accounts receivable	2,708,219	193,366
Prepaid expenses and deposits	(515,374)	(381,813)
Inventory for resale	118,578	(44,762)
Accounts payable and accrued liabilities	(7,859,111)	6,829,933
Deferred revenues	(1,166,135)	1,172,578
Employee future benefit obligations	543,500	792,100
	<u>1,176,512</u>	<u>11,680,490</u>
Capital activities		
Acquisition of tangible capital assets	(29,248,183)	(44,999,324)
Investing activities		
Purchase of investments	(2,211,272)	(913,053)
Proceeds from disposal of investments	850,000	595,866
	<u>(1,361,272)</u>	<u>(317,187)</u>
Financing activities		
Deferred contributions for tangible capital assets	16,022,714	29,109,604
Proceeds of long term debt	30,332,426	-
Repayment of long term debt	(192,885)	(192,885)
	<u>46,162,255</u>	<u>28,916,719</u>
Increase (decrease) in cash and cash equivalents	16,729,313	(4,719,302)
Cash and cash equivalents at beginning of year	26,303,017	31,022,319
Cash and cash equivalents at end of year	<u>\$ 43,032,330</u>	<u>\$ 26,303,017</u>
Supplemental cash flow information		
Cash paid for interest	958,399	138,950
Cash receipts from interest	1,792,207	1,849,937

The accompanying notes are an integral part of these financial statements

OKANAGAN COLLEGE
NOTES TO THE FINANCIAL STATEMENTS
YEAR ENDED MARCH 31, 2025

1. NATURE OF OPERATIONS

Okanagan College (the College) is a post-secondary educational institute funded by the Province of British Columbia (the Province) and incorporated under the College and Institute Act of British Columbia on November 26, 2004. The College is a not-for-profit entity governed by a Board of Governors, the majority of whom are appointed by the Province. The College is exempt from income tax under Section 149 of the Income Tax Act.

2. SIGNIFICANT ACCOUNTING POLICIES

(a) Basis of accounting

These financial statements are the responsibility of, and have been prepared by, management in accordance with Section 23.1 of the Budget Transparency and Accountability Act of the Province of British Columbia. This Section requires that the financial statements be prepared in accordance with Canadian public sector accounting standards (PSAS) except regarding the accounting for government transfers as set out below.

In September 2010, the Province of British Columbia Treasury Board ("Treasury Board") provided directive through Government Organization Accounting Standards Regulation 257/2010 requiring all tax-payer supported organizations in the Schools, Universities, Colleges and Hospitals sector to adopt Canadian public sector accounting standards of the Chartered Professional Accountants of Canada (CPA Canada) without not-for-profit provisions in their first fiscal year commencing on or after January 1, 2012. In March 2011, the Public Sector Accounting Board released a new *Section PS 3410 Government Transfers*. In November 2011, the Treasury Board provided a directive through Restricted Contributions Regulation 198/2011 providing direction for the reporting of restricted contributions whether they are received or receivable by the College before or after this regulation was in effect. The Treasury Board direction on the accounting treatment of restricted contributions is as described in Note 2(k).

Section 23.1 of the Budget Transparency and Accountability Act and its related regulations require the College to recognize government transfers and externally restricted contributions for tangible capital assets into revenue on the same basis as the related amortization expense. As these transfers do not contain stipulations that create a liability, Canadian public sector accounting standards would require these transfers to be fully recognized as revenue in the year received. As a result, revenue recognized in the statement of operations and certain related deferred capital contributions are recorded differently under Canadian public sector accounting standards.

(b) Cash and cash equivalents

Cash and cash equivalents include highly liquid investments with a term to maturity of three months or less at the date of purchase.

(c) Financial instruments

A contract establishing a financial instrument creates, at its inception, rights and obligations to receive or deliver economic benefits. The financial assets and liabilities portray these rights and obligations in the financial statements. The College recognizes a financial instrument when it becomes a party to a financial instrument contract.

OKANAGAN COLLEGE
NOTES TO THE FINANCIAL STATEMENTS
YEAR ENDED MARCH 31, 2025

2. SIGNIFICANT ACCOUNTING POLICIES (continued)

Financial instruments consist of cash and cash equivalents, investments, accounts receivable, and accounts payable and accrued liabilities.

All financial instruments are initially recorded at fair value. Canadian public sector accounting standards define the fair value of a financial instrument as the amount of the consideration that would be agreed upon between non-related parties in an arm's length transaction. The financial instruments measured at fair value held within each investment are classified according to a hierarchy which includes three levels, reflecting the reliability of the inputs involved in the fair value determination. The different levels are defined as follows:

- Level 1: quoted prices (unadjusted) in active markets for identical assets or liabilities;
- Level 2: inputs other than quoted prices included within Level 1 that are observable for the asset or liability, either directly (i.e. as prices) or indirectly (i.e. derived from prices); and
- Level 3: inputs for the asset or liability that are not based on observable market data (unobservable inputs).

The College's investments are all considered to be level 1 financial instruments for which the fair value is determined based on quoted prices in active markets. Changes in fair valuation methods or in the availability of market observable inputs may result in a transfer between levels. During the year there was no transfer of securities between the different levels.

All financial assets and liabilities are subsequently recorded at cost or amortized cost except for investments, which are recorded at fair value. The associated transaction costs for financial instruments that are subsequently measured at cost or amortized cost are added to their carrying value upon initial recognition. Transaction costs associated with financial instruments subsequently measured at fair value are expensed as incurred. Transaction costs are incremental costs directly attributable to the acquisition or issue of a financial asset or a liability.

Unrealized gains and losses from changes in the fair value of financial instruments are recognized in the statement of remeasurement gains and losses. Upon settlement, the cumulative gain or loss is reclassified from the statement of remeasurement gains and losses and recognized in the statement of operations. Interest and dividends attributable to financial instruments are reported in the statement of operations. All financial assets are tested annually for impairment. When financial assets are impaired, impairment losses are recorded in the statement of operations. Any reversals of previously recognized impairment losses are recognized in the statement of operations in the year the reversal occurs to the extent that the reversal of the impairment loss does not exceed the original carrying value of the asset.

For financial instruments measured using amortized cost, the effective interest rate method is used to determine interest revenue or expense.

OKANAGAN COLLEGE
NOTES TO THE FINANCIAL STATEMENTS
YEAR ENDED MARCH 31, 2025

2. SIGNIFICANT ACCOUNTING POLICIES (continued)

(d) Inventory for resale

Inventories held for resale are recorded at the lower of cost and net realizable value. Costs are assigned using the weighted average method. Net realizable value is the estimated selling price in the ordinary course of business less any applicable selling expenses.

(e) Non-financial assets

Non-financial assets are not available to discharge existing liabilities and are held for use in the provision of services. Tangible capital assets have useful lives extending beyond the current year and are not intended for sale in the ordinary course of operations.

(f) Prepaid expenses

Prepaid expenses include licenses and contract payments. Prepaid expenses are recognized as an expense in the future periods expected to benefit from them.

(g) Tangible capital assets

Tangible capital assets are recorded at cost, which includes amounts that are directly attributable to the acquisition, construction, development, or betterment of the asset as well as the cost of the asset retirement obligations. Interest is not capitalized when external debt is issued to finance the construction of tangible capital assets. The cost, less residual value, of the tangible capital assets, excluding land, is amortized on a straight-line basis over the estimated useful lives shown below. Land is not amortized as it is deemed to have a permanent value.

Category	Years
Site improvements	10
Buildings	40
Furniture and equipment	5
Computer equipment	5

Tangible capital assets are written down when conditions indicate that they no longer contribute to the College's ability to provide goods and services, or when the value of future economic benefits associated with the tangible capital assets is less than their net book value.

(h) Debt and other financial liabilities

All debt and other financial liabilities are recorded using cost or amortized cost except for the College's sinking fund investment which is recorded at fair value.

OKANAGAN COLLEGE
NOTES TO THE FINANCIAL STATEMENTS
YEAR ENDED MARCH 31, 2025

2. SIGNIFICANT ACCOUNTING POLICIES (continued)

(i) Asset retirement obligations

Liabilities are recognized for statutory, contractual, or legal obligations associated with the retirement of tangible capital assets when those obligations result from the acquisition, construction, development, or normal operation of the assets. The obligations are measured initially at fair value, determined using present value methodology, and the resulting costs are capitalized into the carrying amount of the related tangible capital asset. In subsequent periods, the liability is adjusted for accretion and any changes in the amount or timing of the underlying future cash flows. The capitalized asset retirement cost is amortized on the same basis as the related asset and the accretion expense is included in the Statement of Operations and Accumulated Surplus.

(j) Employee future benefits

The College and its employees make contributions to the College Pension Plan and the Municipal Pension Plan which are multi-employer joint trustee plans. These plans are defined benefit plans, providing a pension on retirement based on the member's age at retirement, length of service, and highest earnings averaged over five years. As the assets and liabilities of the plans are not segregated by institution, the plans are accounted for as defined contribution plans and any College contributions to the plans are expensed as incurred.

Sick leave benefits and retirement severance benefits are also available to the College's employees. The costs of these benefits are actuarially determined based on service and best estimates of retirement ages and expected future salary and wage increases. The obligation under these benefit plans is accrued based on projected benefits as the employees render services necessary to earn the future benefits. Actuarial gains and losses are amortized over the expected average remaining service life of the employees.

(k) Revenue recognition

Revenue from tuition fees is recognized as revenue over the course of the program. Any portion of the tuition fee revenue relating to the period after March 31 is deferred to the next fiscal year.

Unrestricted donations and grants are recorded as revenue when receivable if the amounts can be estimated and collection is reasonably assured. Pledges from donors are recorded as revenue when payment is received by the College or the transfer of property is completed.

The accounting treatment for restricted contributions is not consistent with the requirements of Canadian public sector accounting standards which require that government transfers be recognized as revenue when approved by the transferor and eligibility criteria have been met unless the transfer contains a stipulation that meets the criteria for liability recognition in which case the transfer is recognized as revenue over the period that the liability is extinguished.

Restricted donations and grants are reported as revenue depending on the nature of the restrictions placed on the use of the funds by the contributors as follows:

- I. Contributions for the purpose of acquiring or developing a depreciable tangible capital asset or in

OKANAGAN COLLEGE
NOTES TO THE FINANCIAL STATEMENTS
YEAR ENDED MARCH 31, 2025

2. SIGNIFICANT ACCOUNTING POLICIES (continued)

the form of a depreciable tangible capital asset, in each case for use in providing services, are recorded and referred to as deferred contributions for tangible capital assets and recognized in revenue at the same rate that amortization of the tangible capital asset is recorded. The reduction of the deferred contributions for tangible capital assets and the recognition of the revenue are accounted for in the fiscal period during which the tangible capital asset is used to provide services.

- II. Contributions restricted for specific purposes other than those to be held in perpetuity or for the acquisition or development of a depreciable tangible capital asset are recorded as deferred revenues and recognized in revenue in the year in which the stipulation or restriction on the contribution has been met.
- III. Contributions restricted to be retained in perpetuity, allowing only the investment income earned thereon to be spent, are recorded as direct increases to accumulated surplus for the portion to be held in perpetuity and as deferred contributions for the investment income earned thereon.

Investment income includes interest recorded on an accrual basis and dividends recorded as declared, realized gains and losses on the sale of investments, and write-downs on investments where the loss in value is determined to be other-than-temporary.

Externally restricted non-capital contributions are deferred and recognized as revenue in the period in which the related expenses are incurred. Externally restricted amounts can only be used for purposes designated by external parties.

Donations and post construction contributions for tangible capital assets that are not externally restricted are recognized as revenue when they are received. Post construction capital contributions are contributions received after the completion of a tangible capital asset.

Ancillary sales are recognized when the product or service is provided to the consumer.

Contributed goods and services received and used in operations of the College are recognized as revenues and expenses only to the extent that their fair values can be reasonably determined or estimated.

(l) Expenses

Expenses are reported on an accrual basis. The cost of all goods consumed, and services received during the year is expensed.

(m) Budget figures

Budget figures have been provided for comparative purposes and have been derived from the annual budget approved by the Board of Governors of the College on March 12, 2024. The budget is reflected in the Statement of Operations and Accumulated Surplus and the Statement of Changes in Net Debt.

(n) Use of estimates

The preparation of the financial statements in accordance with Canadian public sector accounting standards

OKANAGAN COLLEGE
NOTES TO THE FINANCIAL STATEMENTS
YEAR ENDED MARCH 31, 2025

2. SIGNIFICANT ACCOUNTING POLICIES (continued)

requires management to make estimates and assumptions. These estimates and assumptions affect the reported amounts of assets, liabilities, and related disclosures. Key areas where management has made estimates and assumptions include those related to the useful life of tangible capital assets and amortization of deferred contributions for tangible capital assets, the amount of allowance for doubtful accounts, deferral of tuition revenue, asset retirement obligation, and the valuation of employee future benefit obligations. Where actual results differ from these estimates and assumptions, the impact will be recorded in future periods when the difference becomes known.

3. CASH AND CASH EQUIVALENTS

	<u>2025</u>	<u>2024</u>
Cash	\$ 38,052,834	\$ 13,359,187
Cash equivalents	4,979,496	12,943,830
	<u>\$43,032,330</u>	<u>\$ 26,303,017</u>

4. INVESTMENTS

Portfolio investments:

	<u>2025</u>	<u>2024</u>
Investments held at fair value:		
Fixed income	\$ 6,188,616	\$ 5,820,201
Equity investments	8,444,371	6,606,600
Alternative investments – pooled mortgage	581,722	537,242
	<u>\$ 15,214,709</u>	<u>\$ 12,964,043</u>

OKANAGAN COLLEGE
NOTES TO THE FINANCIAL STATEMENTS
YEAR ENDED MARCH 31, 2025

5. ACCOUNTS RECEIVABLE

The following table shows the categories of accounts receivable and the related provision for doubtful accounts:

(a) Due from government and other government organizations:

	<u>2025</u>	<u>2024</u>
Due from Provincial government	\$ 191,612	\$ 2,135,696
Due from Federal government	334,150	702,653
Due from other government organizations	93,081	250,953
	<u>\$ 618,843</u>	<u>\$ 3,089,302</u>

(b) Due from other:

	<u>2025</u>	<u>2024</u>
Student receivables	\$ 976,584	\$ 696,478
Other trade receivables	1,160,688	1,638,292
	<u>2,137,272</u>	<u>2,334,770</u>
Allowance for doubtful accounts	(460,464)	(420,202)
	<u>\$ 1,676,808</u>	<u>\$ 1,914,568</u>

6. INVENTORY FOR RESALE

Inventories recognized in the statement of financial position can be analyzed as follows:

	<u>2025</u>	<u>2024</u>
Bookstore	\$ 354,530	\$ 461,994
Other	14,793	25,907
	<u>\$ 369,323</u>	<u>\$ 487,901</u>

In 2025, a total of \$1,822,982 (2024 - \$1,710,939) of inventories were included in the Statement of Operations and Accumulated Surplus as an expense. This includes an amount of \$16,779 (2024 - \$9,379) resulting from write-down of inventories.

None of the inventories are pledged as security for liabilities.

OKANAGAN COLLEGE
NOTES TO THE FINANCIAL STATEMENTS
YEAR ENDED MARCH 31, 2025

7. TANGIBLE CAPITAL ASSETS

The following tables show the cost, additions, transfers, disposals, accumulated amortization, and net book value of the College's tangible capital assets:

Cost	April 1, 2024	Additions	Disposals/ Transfers	March 31, 2025
Land	\$ 672,538	\$ -	\$ -	\$ 672,538
Site improvements	19,204,632	505,094	5,849,907	25,559,633
Buildings	210,877,767	4,925,638	60,595,625	276,399,032
Furniture and equipment	66,158,568	2,610,724	3,251,837	72,021,126
Computer equipment	19,521,200	951,528	-	20,472,729
Assets under construction	54,060,858	20,255,199	(69,721,809)	4,594,248
Total	\$ 370,495,563	\$ 29,248,183	\$ (24,440)	\$ 399,719,306

Accumulated Amortization	April 1, 2024	Amortization Expense	Disposals	March 31, 2025
Site improvements	\$ 13,840,784	\$ 1,359,162	\$ -	\$ 15,199,946
Buildings	78,970,276	5,614,944	-	84,585,220
Furniture and equipment	62,487,442	1,978,494	(24,440)	64,441,496
Computer equipment	17,181,926	907,391	-	18,089,317
Total	\$ 172,480,428	\$ 9,859,991	\$ (24,440)	\$ 182,315,979

Cost	April 1, 2023	Additions	Disposals/ Transfers	March 31, 2024
Land	\$ 672,538	\$ -	\$ -	\$ 672,538
Site improvements	19,185,618	19,014	-	19,204,632
Buildings	206,896,672	3,981,095	-	210,877,767
Furniture and equipment	64,678,369	1,480,199	-	66,158,568
Computer equipment	18,587,722	933,478	-	19,521,200
Assets under construction	15,475,320	38,585,538	-	54,060,858
Total	\$ 325,496,239	\$ 44,999,324	\$ -	\$ 370,495,563

Accumulated Amortization	April 1, 2023	Amortization Expense	Disposals	March 31, 2024
Site improvements	12,786,350	1,054,434	-	13,840,784
Buildings	74,214,978	4,755,298	-	78,970,276
Furniture and equipment	60,912,510	1,574,932	-	62,487,442
Computer equipment	16,270,839	910,987	-	17,181,926
Total	\$ 164,184,677	\$ 8,295,651	\$ -	\$ 172,480,428

OKANAGAN COLLEGE
NOTES TO THE FINANCIAL STATEMENTS
YEAR ENDED MARCH 31, 2025

7. TANGIBLE CAPITAL ASSETS (continued)

Net Book Value	March 31, 2025	March 31, 2024
Land	\$ 672,538	\$ 672,538
Site improvements	10,359,686	5,363,848
Buildings	191,813,812	131,907,491
Furniture and equipment	7,579,631	3,671,126
Computer equipment	2,383,412	2,339,274
Assets under construction	4,594,248	54,060,858
Total	\$ 217,403,327	\$ 198,015,135

Assets under construction

Assets under construction as at March 31, 2025, represent work in progress of \$4,594,248 (2024 - \$54,060,858) on housing in Penticton, the Wellness Centre in Kelowna, and the Centre for Food, Wine and Tourism in Kelowna. Amortization of these assets will commence when the assets are put into service.

8. ACCOUNTS PAYABLE AND ACCRUED LIABILITIES

The following table shows the categories of accounts payable and accrued liabilities:

(a) Due to government and other government organizations:

	<u>2025</u>	<u>2024</u>
Due to Provincial government	\$ 527,043	\$ 48,457
Due to Federal government	1,265,652	1,091,698
Due to other government organizations	5,425	91,632
	<u>\$ 1,798,120</u>	<u>\$ 1,231,787</u>

(b) Due to other:

	<u>2025</u>	<u>2024</u>
Trade payables	\$ 2,861,996	\$ 6,428,491
Accrued payables	1,883,463	6,129,072
Wage payables	4,623,669	4,802,563
Accrued vacation payables	3,493,083	3,195,706
Employee retirement incentive program	2,566,828	-
Student deposits	5,006,832	8,305,483
	<u>\$ 20,435,871</u>	<u>\$ 28,861,315</u>

OKANAGAN COLLEGE
NOTES TO THE FINANCIAL STATEMENTS
YEAR ENDED MARCH 31, 2025

9. LONG TERM DEBT

	<u>2025</u>	<u>2024</u>
Province of British Columbia – Housing \$30,619,000 bonds, unsecured, bears interest at 4.25% payable semi-annually, with the principal repayable at maturity on December 18, 2053	\$ 30,332,426	\$ -
Province of British Columbia - Centre for Learning \$4,162,000 bond, 3.35%, unsecured, sinking fund contributions at \$192,885 annually plus semi-annual interest of \$69,714, due June 9, 2029. Debt is reported net of sinking fund. The sinking fund balance in 2025 is \$2,198,034 (2024 - \$1,844,210).	<u>\$1,963,966</u>	<u>2,317,790</u>
	<u>\$ 32,296,392</u>	<u>\$ 2,317,790</u>

The principle portion of the debt repayments over the next five years and thereafter are as follows:

2025-2026	\$	-
2026-2027		-
2027-2028		-
2028-2029		-
2029-2030		4,162,000
Thereafter		30,619,000

(a) Sinking fund installments and retirement provisions

Aggregate payments for the next five fiscal years to meet sinking fund installments on externally restricted sinking funds are:

2025-2026	\$	192,885
2026-2027		192,885
2027-2028		192,885
2028-2029		192,885
2029-2030		<u>96,443</u>
	\$	<u>867,983</u>

(b) Operating line of credit

The College has an operating line of credit with TD Canada Trust for an authorized amount of \$2,500,000, bearing interest at bank prime rate minus 0.5% on outstanding balances. On March 31, 2025, the balance outstanding on the operating line of credit was \$nil (2024 - \$nil).

OKANAGAN COLLEGE
NOTES TO THE FINANCIAL STATEMENTS
YEAR ENDED MARCH 31, 2025

10. DEFERRED CONTRIBUTIONS

The following table shows the categories of deferred contributions:

	April 1, 2024	Receipts during year	Transferred to revenue	March 31, 2025
Provincial	\$ 6,312,137	\$12,126,111	\$ (12,179,173)	\$ 6,259,075
Federal	1,175,567	974,132	(1,047,080)	1,102,619
	\$ 7,487,704	\$ 13,100,243	\$ (13,226,253)	\$ 7,361,694

11. DEFERRED REVENUES

The following table shows the categories of deferred revenues:

	April 1, 2024	Receipts during year	Transferred to revenue	March 31, 2025
Deferred tuition	\$ 10,789,899	\$55,284,222	\$ (56,116,573)	\$ 9,957,548
Deferred contract fees	949,472	1,451,926	(1,836,653)	564,745
Deferred other revenue	433,282	4,747,003	(4,570,050)	610,235
	\$ 12,172,653	\$ 61,483,151	\$ (62,523,276)	\$ 11,132,528

12. DEFERRED CONTRIBUTIONS FOR TANGIBLE CAPITAL ASSETS

The amortization of deferred contributions for tangible capital assets is recorded as revenue in the statement of operations and accumulated surplus, and deferred contributions for tangible capital assets represents the contributions received for the purchase and/or construction of tangible capital assets, and the unamortized portion of deferred capital contributions for assets in use.

	<u>2025</u>	<u>2024</u>
Balance, beginning of year	\$ 156,996,068	\$133,698,346
Deferred contributions received from:		
Provincial government	14,369,747	28,802,313
Federal government	651,325	78,988
Donations	972,885	164,829
Other	28,757	63,474
	173,018,782	162,807,950
Less: Amounts amortized to revenue	(6,757,096)	(5,811,882)
Balance, end of year	\$ 166,261,686	\$156,996,068

OKANAGAN COLLEGE
NOTES TO THE FINANCIAL STATEMENTS
YEAR ENDED MARCH 31, 2025

13. ASSET RETIREMENT OBLIGATION

The asset retirement obligation is related to asbestos and other hazardous materials that have been identified in the Colleges buildings. The estimated undiscounted asset retirement obligation is \$956,926 (2024 - \$956,926). A discount rate of 3.64% (2024 – 3.47%), the BC weighted average effective rate as at March 31, 2024, was used to calculate the present value of the asset retirement obligation. The modified retroactive application was adopted in fiscal 2023, and the timing of these expenditures is estimated to occur between 2025 and 2043 with regular replacement, renovation, or disposal of assets.

	<u>2025</u>	<u>2024</u>
Opening balance	\$ 550,870	\$ 532,825
Accretion costs	19,350	18,045
Balance, end of year	\$ 570,220	\$ 550,870

14. EMPLOYEE FUTURE BENEFITS

(a) Pension benefits

The College and its employees contribute to the College Pension Plan and Municipal Pension Plan (jointly trustee pension plans). The boards of trustees for these plans, representing plan members and employers, are responsible for administering the plans, including investment of assets and administration of benefits. The plans are multi-employer defined benefit pension plans. Basic pension benefits are based on a formula. As at August 31, 2024, the College Pension Plan has about 18,000 active members, and approximately 11,200 retired members. As at December 31, 2023, the Municipal Pension Plan has about 256,000 active members, including approximately 7,000 from colleges.

Every three years, an actuarial valuation is performed to assess the financial position of the plans and adequacy of plan funding. The actuary determines an appropriate combined employer and member contribution rate to fund the plans. The actuary's calculated contribution rate is based on the entry-age normal cost method, which produces the long-term rate of member and employer contributions sufficient to provide benefits for average future entrants to the plans. This rate may be adjusted for the amortization of any actuarial funding surplus and will be adjusted for the amortization of any unfunded actuarial liability.

The most recent actuarial valuation for the College Pension Plan as at August 31, 2021, indicated a \$202 million surplus for basic pension benefits on a going concern basis.

The most recent valuation for the Municipal Pension Plan as at December 31, 2021, indicated a \$3,761 million funding surplus for basic pension benefits on a going concern basis.

The next valuation for the College Pension Plan will be as at August 31, 2024. The next valuation for the Municipal Pension Plan will be December 31, 2024.

OKANAGAN COLLEGE
NOTES TO THE FINANCIAL STATEMENTS
YEAR ENDED MARCH 31, 2025

14. EMPLOYEE FUTURE BENEFITS (continued)

The Okanagan College paid \$7,874,133 (2024 - \$7,695,754) for employer contributions to the plans in fiscal 2025.

Employers participating in the plans record their pension expense as the amount of employer contributions made during the fiscal year (defined contribution pension plan accounting). This is because the plans record accrued liabilities and accrued assets for each plan in aggregate, resulting in no consistent and reliable basis for allocating the obligation, assets and cost to individual employers participating in the plans.

(b) Employee future benefit obligations

The College does not establish plan assets to fund the employee future benefit obligations. The College has been providing and will continue to provide for the payment of these benefits as they become due.

Employees of the College are entitled to sick leave in accordance with the terms and conditions of their employment contracts. Sick leave credits accumulate for employees of the College. As they render services, they earn the right to the sick leave benefit. The College recognizes a liability and an expense for sick leave in the period in which employees render services in return for the benefits.

Retirement benefit payments represent the College's share of the cost to provide certain employees with various benefits upon retirement. These retirement benefits are determined based on collective bargaining agreements and/or the terms and conditions of employment, which provides a retiring allowance for eligible employees based on the years of service with Okanagan College. The accrued benefit obligation and the net periodic benefit cost were estimated by an actuarial valuation completed as at March 31, 2024, and the next valuation will be as at March 31, 2027.

OKANAGAN COLLEGE
NOTES TO THE FINANCIAL STATEMENTS
YEAR ENDED MARCH 31, 2025

14. EMPLOYEE FUTURE BENEFITS (continued)

Information about liabilities for the College's employee future benefit obligations is as follows:

	<u>Sick Leave</u>	<u>Retirement and other</u>	<u>2025</u>	<u>2024</u>
Benefit obligation balance, beginning of year	\$ 5,175,200	\$10,428,400	\$ 15,603,600	\$15,770,700
Current service cost	424,900	794,200	1,219,100	1,389,000
Interest cost	232,500	462,600	695,100	448,100
Benefits paid	(735,700)	(1,252,300)	(1,988,000)	(1,770,700)
Actuarial loss/(gain)	-	-	-	(261,800)
Other	-	-	-	28,300
Benefit Obligation Balance, end of year	<u>5,096,900</u>	<u>10,432,900</u>	<u>15,529,800</u>	<u>15,603,600</u>
Unamortized actuarial loss			(2,179,200)	(2,796,500)
Benefit Liability Balance, end of year			<u>\$ 13,350,600</u>	<u>\$ 12,807,100</u>
Components of net benefit expense			<u>2025</u>	<u>2024</u>
Service cost			\$ 1,219,100	\$ 1,389,000
Interest cost			695,100	448,100
Amortization of net actuarial loss			617,300	697,400
Other			-	28,300
Net benefit expense			<u>\$ 2,531,500</u>	<u>\$ 2,562,800</u>

The actuarial assumptions adopted in preparing the College's accrued benefit liability are as follows:

	<u>2025</u>	<u>2024</u>
Interest (discount) rate	4.443%	4.443%
Wages and salary escalation rate range	2 – 5.6%	2 – 5.6%
Expected average remaining service life of employees	9 years	9 years

OKANAGAN COLLEGE
NOTES TO THE FINANCIAL STATEMENTS
YEAR ENDED MARCH 31, 2025

15. ACCUMULATED SURPLUS

Accumulated surplus is comprised of the following:

	<u>2025</u>	<u>2024</u>
Investment in tangible capital assets	\$ 18,275,028	\$ 38,150,405
Internally restricted		
Faculty and department reserves	2,377,251	2,286,394
Ancillary reserves	666,939	-
Unrestricted	16,515,394	(7,701,638)
Unfunded employee future benefit obligations	(13,350,600)	(12,807,100)
Accumulated remeasurement gains	2,741,174	2,022,201
	\$ 27,225,186	\$ 21,950,262

Investment in tangible capital assets represents the cost of capital assets acquired by the College, net of funding from restricted capital contributions, debt, and asset retirement obligations.

Faculty and department reserves are professional development and alumni funds permitted to carry forward at the end of each year per the collective agreements.

Ancillary reserves represent accumulated funds held for the capital requirements of ancillaries for Parking Services and Housing.

Unrestricted represents amounts from the College's operating activities.

16. RELATED PARTY TRANSACTIONS

(a) Other agency operations:

The College is related through common ownership to all Province of British Columbia ministries, agencies, school districts, health authorities, colleges, universities, and crown corporations. Transactions with these entities, unless disclosed separately, are considered to be in the normal course of operations and are recorded at the exchange amount.

(b) Okanagan College Foundation:

The Okanagan College Foundation (the "Foundation") is a separate society formed by the community to facilitate investment in post-secondary education in the region. Their purpose as it relates to Okanagan College is to further the goals, objectives, and strategic interests of Okanagan College; stimulate and provide financial support for the development and expansion of educational programs, services, capital projects, and other initiatives as recommended by Okanagan College that support the mission and goals of Okanagan College; and provide financial support to enable students to participate in learning at Okanagan College and other institutions providing post-secondary education in Canada. The Foundation is a registered charity under the provisions of the Income Tax Act of Canada. The net assets and results of operations of the Foundation have not been included in these financial statements.

OKANAGAN COLLEGE
NOTES TO THE FINANCIAL STATEMENTS
YEAR ENDED MARCH 31, 2025

16. RELATED PARTY TRANSACTIONS (continued)

Under the Capital Campaign Line of Credit Agreement between Okanagan College and the Foundation, the College may provide funds to the Foundation, up to a maximum of \$1,250,000, by way of a line of credit so as to cover the costs to be incurred by the Foundation in operating and running the Capital Campaign(s).

The line of credit payable shall be made free of interest provided that the Foundation shall comply strictly with the terms of the agreement. The Foundation shall repay amounts owed on the line of credit payable pursuant to the terms of this Agreement on the following basis:

- On March 31 in each year, repayment of a minimum of 20% of the pledge payments that are received, to a maximum amount of all outstanding credit; and
- At any time forthwith upon demand from the College.

The balance outstanding of the line of credit payable under the Capital Campaign Line of Credit Agreement as at March 31, 2025 was \$nil (2024 - \$nil). During the year, Okanagan College approved \$460,180 (2024 - \$291,623) for forgiveness of the line of credit agreement.

During the year, the Foundation awarded to Okanagan College grants in the amount of \$496,447 (2024 - \$575,583) to fund specific programs and transferred \$661,294 (2024 -\$197,008) raised in the capital campaigns to support the Kelowna Health Sciences Building and Vernon childcare spaces.

17. CONTRACTUAL OBLIGATIONS

The College has entered into multi-year contracts for construction, property leases, and delivery of services. These contractual obligations will become liabilities in the future when the terms of contracts are met. Amounts related to the unperformed portion of the contracts are shown in the table below.

Contractual obligations related to construction, leases (equipment, fleet vehicles, and property), and delivery of services are as follows:

	2026	2027	2028	2029	2030	Thereafter	Total
Construction	\$ 13,018,885	\$ 15,169,846	\$ -	\$ -	\$ -	\$ -	\$ 28,188,731
Leases	606,918	602,256	487,292	381,155	367,262	8,556,222	11,001,106
Service contracts	1,816,565	612,096	387,313	362,696	400	-	3,179,070
	\$ 15,442,368	\$ 16,384,198	\$ 874,605	\$ 743,851	\$ 367,662	\$ 8,556,222	\$ 42,368,906

OKANAGAN COLLEGE
NOTES TO THE FINANCIAL STATEMENTS
YEAR ENDED MARCH 31, 2025

18. CONTINGENT LIABILITIES

The College is involved in litigation from time to time, which arises in the normal course of operations. Liabilities related to litigation are recognized in the financial statements when the outcome becomes reasonably determinable. In management's judgement, there is currently no significant negative exposure from existing litigation.

The College is a member of the University, College and Institute Protection Program (UCIPP), which is an actuarially valuated program of self-insurance for the Province of British Columbia that has been in place since 1987. It is one of several self-insurance programs operated within the Insurance and Risk Management Account (IRMA), a special account established under the Financial Administration Act and managed and operated by the Risk Management Branch of the Ministry of Finance. Annually, an independent actuarial firm reviews the claims history, funding levels, and balances in the various programs making up IRMA to ensure it is adequately funded to cover both known claims and incurred (but not reported) losses.

19. SEGMENTED INFORMATION

Segmentation is defined by the College as groups of activities that have in common that they serve a particular purpose that is unique and meaningful in the post-secondary sector and is well understood by the readers. Costs in these activities are salaries, wages, contracts, benefits, and non-personnel costs such as consulting, travel, printing, supplies, services, repairs, and maintenance.

The College has identified the following segments and associated groups of activities based upon the functional areas of service as provided by various departments within the College:

- (a) Instruction and academic support - This segment includes direct department cost and academic support costs of delivering programs. These costs include personnel and non-personnel operating costs directly held in academic departments.
- (b) Facility and institutional support - This segment captures costs associated with the operation of the following support departments: Board of Governors, Executive Offices, Financial Services, Human Resources, Facilities and Business Services, Information Technology Services, Legal Affairs, and Public Affairs. Costs included within these departments are costs associated with staff recruitment and termination, legal fees, custodial services, grounds maintenance, security, occupational health and safety, and shipping and receiving. In addition, institutional costs such as investment fees, insurance premiums, bank charges, audit fees and employee related costs are included here.
- (c) Enrolment management and student support - This segment, unique to the post-secondary sector, includes enrolment management and student service costs such as student recruitment, student registration, student placement, student counseling and library services. It also includes administrative costs in the Regional Dean's offices in all campus locations, and operating costs for scholarships, fundraising and alumni administration.
- (d) Ancillary operations - This segment includes the activities of the ancillary operations. An ancillary operation is one that provides goods and services to students, staff or others, and that charges a fee directly related to the cost of providing the goods or services. Ancillary operations include parking, food services, student residence and bookstores. Costs associated with this segment include administration and support costs related to these activities.

OKANAGAN COLLEGE
NOTES TO THE FINANCIAL STATEMENTS
YEAR ENDED MARCH 31, 2025

19. SEGMENTED INFORMATION (continued)

- (e) Amortization of tangible capital assets - This segment includes the amortization costs of all depreciable assets. Depreciable assets include site improvements, buildings, furniture and equipment and computer equipment.
- (f) Interest on long term debt - Disclosure is required as a separate item under PS 3230.15(f) of the Canadian public sector accounting standards.

20. EXPENSES BY OBJECT

Total expenses by object are itemized as follows:

	Budget		
	2025	2025	2024
Salary and benefits	\$ 108,765,733	\$ 113,117,001	\$108,378,861
Supplies and services	29,548,082	31,834,790	30,181,878
Amortization of tangible capital assets	9,993,055	9,859,991	8,295,651
Interest on long term debt	1,592,963	958,399	138,950
	\$ 149,899,833	\$ 155,770,181	\$146,995,340

21. FINANCIAL RISK MANAGEMENT

The College has exposure to the following risks with respect to its financial instruments: credit risk, market risk and liquidity risk.

The Board of Governors ensures that College has identified its major risks and ensures that management monitors and controls them.

(a) Credit risk

Credit risk is the risk of financial loss to the College if a customer or counterparty to a financial instrument fails to meet its contractual obligations. Such risks arise principally from certain financial assets held by the College consisting of cash and cash equivalents, investments, and accounts receivable.

The College manages its credit risk through a prudent investment policy approved by the College's Board of Governors. The College's accounts receivable are numerous and diverse and therefore the College has no significant concentration of credit risk. Accounts receivable are carefully monitored and are actively pursued, which includes the use of a collection agency for balances more than three months old. The College's exposure to credit risk is minimal and there was no significant change in exposure from the prior year.

OKANAGAN COLLEGE
NOTES TO THE FINANCIAL STATEMENTS
YEAR ENDED MARCH 31, 2025

21. FINANCIAL RISK MANAGEMENT (continued)

(b) Market risk

Market risk is the risk that changes in market factors, such as interest rates, will affect the College's income. The objective of market risk management is to control market risk exposures within acceptable parameters while optimizing the return on investments.

Interest rate risk is the risk that the fair value of the future cash flows of a financial instrument will fluctuate because of changes in the market interest rates.

It is management's opinion that the College is not exposed to significant market or interest rate risk arising from its financial instruments.

(c) Liquidity risk

Liquidity risk is the risk that the College will not be able to meet its financial obligations as they become due.

The College manages liquidity risk by continually monitoring actual and forecast cash flows from operations and anticipated investing and financing activities to ensure, as far as possible, that it will always have sufficient liquidity to meet its liabilities when due, under both normal and stressed conditions, without incurring unacceptable losses or risking damage to its reputation.



GOVERNANCE COMMITTEE – BRIEFING NOTE

June 17, 2025

Agenda #: 4.3.1

Title	Board Bylaws		
Action and/or Recommendation	For Approval <u>Recommended Motion:</u> <i>“BE IT RESOLVED THAT the Okanagan College Board of Governors approve the revised Bylaws Relating Generally to the Conduct of the Affairs of Okanagan College as recommended by the Governance Committee.”</i>		
Meets OC’s Inspire Plan...	Values <input type="checkbox"/> Students First <input type="checkbox"/> Community <input type="checkbox"/> Respect <input type="checkbox"/> Courage <input type="checkbox"/> Relationships <input type="checkbox"/> Distinction	Responsibilities <input type="checkbox"/> Reconciliation <input type="checkbox"/> EDISJ <input type="checkbox"/> Sustainability <input type="checkbox"/> Resilience <input type="checkbox"/> Effective and Efficient	Commitments <input type="checkbox"/> Inclusive & Equitable Access <input type="checkbox"/> Life-long learning partnerships <input type="checkbox"/> Integration and focus

Background Statement

The Board’s Bylaws serve as the governing rules of the Board and as the overarching governing document for the Board of Governors. A regular review of the Bylaws ensures that they provide appropriate guidance to the Board, Administration, and other interested parties on how the Board wishes to or is required to conduct its business. Under their Terms of Reference, it is the responsibility of the Governance Committee to review the Bylaws every two years and advise the Board on any areas of concern, best practices, and recommended changes.

The proposed updates to the Bylaws are outlined in the supporting analysis. These have been reviewed by the Governance Committee who provided feedback prior to recommending the changes to the Board for approval.

A notice of changes to the Bylaws was circulated to members by email on May 26, 2025 as required under the Bylaws to provide a 14-day notice period prior to the June 17, 2025 meeting date.

Reference Materials

- Revised Bylaws Relating Generally to the Conduct of the Affairs of Okanagan College

Supporting Analysis

The current Board Bylaws were approved by the Board in June 2022, and again in June 2023. At that time no changes were proposed. A governance review is included in the Board’s workplan for every two years under the Committee Terms of Reference to ensure the continued effective governance of the Board. The Bylaws have been reviewed and changes proposed with consideration of Board operations over the past three years, and based on the principles supported by the Governance Committee in March 2022, including that the Bylaws:

- Adhere to best practice; and
- Provide clear direction; and
- Incorporate revisions made to the College and Institute Act (where applicable); and
- Meet other legislative requirements; and
- Reflect similar practices in Bylaws at other British Columbia colleges; and
- The language used throughout is inclusive.

The Board may note that many of the proposed changes to the Board Bylaws are primarily housekeeping in nature. A recent review of the Education Council Bylaws allowed Administration to consider similar clarifying language for the Board Bylaws around practices for abstentions, resolutions by written procedure, and electronic participation in meetings. A brief overview of that clarifying or new language in the Bylaws is outlined further in the sections below.

Bylaws Section	Overview of proposed changes
3 – Books and Records 5 – Definitions 7 – OC Board 8 – Meetings 11 – Secretary to the Board 12 – Committees	Housekeeping changes
8.5 – Presentations/ Delegations	Added clarifying language around presentations to the Board on matters that would normally be addressed in a closed environment or through other College policies or governance structures.
8.7 - Quorum	Reduced the amount of time required before postponing a meeting to a future date. Added clarifying language members' participation in meetings electronically in alignment with the Board's Meeting Protocols.
8.8 – Voting	Added new language around record keeping for abstentions and a requirement for members to provide a reason for abstention.
8.9 – Resolution by Written Procedure	Added clarifying language that the first vote cast is considered to "move" a written resolution.
8.12 – Record of attendance	Added clarifying language to outline a practice of recording member absences during a meeting.
9 – Elections	Added clarifying language around who may serve as an Acting Chair, consistent with who may serve as Chair under the Act.
10 – Duties of the President	Added new language for reporting suspensions as required under the Act (CIA, section 37) consistent with current practice and to reflect this requirement under legislation.
10.2 – Acting President	Establishes that the Board must set a maximum term for an Acting President in order conduct a search in a timely manner.

Alignment to the Strategic Plan Roadmap

Responsibility of Effective and Efficient. With relevant and appropriate Bylaws and supporting documents in place the Board can ensure that the work they do is conducted effectively, efficiently, and in alignment with best practice.

Risk Implication & Mitigation Steps

Legal. The College and Institute Act requires the Board to have bylaws to govern its own actions and decisions. A regular review cycle minimizes the potential for the bylaws to be inconsistent with governing legislation and regulation.

Operational. A regular review of bylaws ensures that the bylaws reflect clear practices and minimizes risk with respect to board operations.

Proposed and Prepared by Neil Fassina, President

Consultation History	Reviewed	Recommended	Group/Individual, Title	Date
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Governance Committee	5/13/2025
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Board of Governors (via email)	5/26/2025
	<input type="checkbox"/>	<input type="checkbox"/>		Select a date.
	<input type="checkbox"/>	<input type="checkbox"/>		Select a date.
	<input type="checkbox"/>	<input type="checkbox"/>		Select a date.



**BYLAWS RELATING GENERALLY TO THE
CONDUCT OF THE AFFAIRS OF**

Okanagan College

INCORPORATED UNDER THE
COLLEGE AND INSTITUTE ACT

FOR APPROVAL BY RESOLUTION OF THE
OKANAGAN COLLEGE BOARD OF GOVERNORS

on June 17, 2025

Dale Safinuk
Chair, Board of Governors

Neil Fassina
President

Table of Contents

BYLAWS RELATING GENERALLY TO THE CONDUCT OF THE AFFAIRS OF OKANAGAN COLLEGE

1. PURPOSE	1
2. PRECEDENCE	1
3. FORMALITIES	1
3.1 LEGAL ADDRESS	1
3.2 SEAL	1
3.3 BOOKS AND RECORDS	1
4. INTERPRETATION	1
5. DEFINITIONS	1
6. SINGULAR/PLURAL	3
7. OKANAGAN COLLEGE BOARD	3
7.1 COMPOSITION & TERM OF OFFICE	3
7.2 RESIGNATION	3
7.3 REMOVAL	4
7.4 HONORARIA AND EXPENSES OF BOARD MEMBERS	4
8. MEETINGS OF OKANAGAN COLLEGE BOARD	4
8.1 MEETING SCHEDULE AND LOCATION	4
8.2 OPEN, CLOSED, AND IN-CAMERA MEETINGS	4
8.3 NOTICE OF MEETING	5
8.4 MEETING AGENDAS	5
8.5 PRESENTATIONS/DELEGATIONS	6
8.6 PUBLIC CONDUCT AT MEETINGS	6
8.7 QUORUM	6
8.8 VOTING	7
8.9 RESOLUTION BY WRITTEN PROCEDURE	7
8.10 RESOLUTION WILL BE EVIDENCE OF ACTION	7
8.11 PROCEDURE AT MEETINGS OF THE BOARD	7
8.12 RECORD OF ATTENDANCE	8
8.13 CIRCULATION OF RESOLUTIONS AND MINUTES	8
9. CHAIR/VICE CHAIR OF THE BOARD	8
9.1 ELECTION	8
9.2 ACTING CHAIR	9
10. THE PRESIDENT	9
10.1 DUTIES AND RESPONSIBILITIES OF THE PRESIDENT	9
10.2 ACTING PRESIDENT	10
11. SECRETARY TO THE BOARD	10
12. COMMITTEES OF THE BOARD	10
12.1 ESTABLISHMENT AND AUTHORITY OF BOARD COMMITTEES	10
12.2 MEETINGS, MINUTES, AND AGENDAS	11
13. COMMUNICATIONS AND CORRESPONDENCE OF THE BOARD	11
14. CONDUCT OF BOARD MEMBERS	11
14.1 MEMBER COMMITMENT TO ETHICAL CONDUCT	11
14.2 DISCLOSURE OF CONFLICT OF INTEREST	12
15. INDEMNIFICATION	12
16. TUITION FEES AND CHARGES TO STUDENTS	12
16.1 ESTABLISHMENT OF FEES	12
16.2 COLLECTION OF FEES ON BEHALF OF STUDENT ASSOCIATIONS	12
17. AMENDMENT OF THE BYLAWS	13

1. PURPOSE

In accordance with the College and Institute Act (the "Act"), the Board may make Bylaws for the orderly conduct of its affairs. These Bylaws address matters of Board operations and procedures.

2. PRECEDENCE

Where the Bylaws of the Board of Governors of Okanagan College are at variance with the College and Institute Act and/or at variance with regulations promulgated pursuant to the Act, the Act and/or the regulations will take precedence.

3. FORMALITIES

3.1 LEGAL ADDRESS

The legal address for Okanagan College is:

1000 KLO Road
Kelowna B.C.
V1Y 4X8

3.2 SEAL

Okanagan College has a corporate seal which will be stored in the office of the registrar.

The President, the Chair, or any delegate of the foregoing is authorized to affix the corporate seal.

3.3 RECORDS

The Board will ensure that all necessary records of Okanagan College required by the Bylaws of Okanagan College or by any applicable statute, law, or regulation are regularly and properly kept. Records include but are not limited to governing documents, Bylaws, financial statements, written agreements, contracts, Board minutes, annual reports, inventories, investment agreements, and source documents.

4. INTERPRETATION

Unless otherwise expressly provided, in all Bylaws and resolutions of the Board, words and expressions used will have the same meaning as is ascribed thereto in the Act and regulations thereunder.

5. DEFINITIONS

Act means the College and Institute Act of British Columbia.

Board means the Okanagan College Board of Governors.

Board Secretary means the individual assigned by the President to support the operations of the Board.

Bylaws means these Bylaws.

- Chair** means the individual elected as Chair of the Okanagan College Board pursuant to the election process outlined in these Bylaws.
- Closed** means a meeting of the Board that, due to the confidential nature of the discussion, is closed to the public, employees, and students of the College as outlined in the Bylaws.
- College or OC** means Okanagan College.
- Designated Resource Person** means the individual requested to participate in parts of a meeting by the Chair in consultation with the President.
- Education Council** means the Okanagan College Education Council as authorized under the Act.
- Executive Committee** Means the Okanagan College Board Executive Committee under Terms of Reference established by the Board.
- In-camera** means a meeting of the Board as outlined in the Bylaws, or part thereof, that is only attended by members of the Board, the Board Secretary and guests invited by the Board, and for which there is no agenda, no minutes are recorded, and no motions are passed.
- Instructional Staff** means any faculty member or regular vocational instructor employed by Okanagan College and represented by the OC Faculty Association or the BC General Employees' Union (BCGEU) Vocational collective agreements. Instructional staff as defined under these Bylaws is synonymous with the term Faculty as outlined in the Act.
- Member** means any individual appointed, elected, or serving ex-officio on the Board.
- Open** means a meeting of the Board that is open to any person as outlined in the Bylaws.
- Perceived Conflict** means a conflict of interest which could be said to exist where a Member's private interests would appear to a reasonable person to conflict with their duties even though there may not be an actual conflict.
- Potential Conflict** means a conflict of interest that could arise where a Member has private interests such that, while no conflict has yet arisen, one could arise.
- President** means the individual appointed by the Board to act as the chief executive officer of the College.
- Real Conflict** means a conflict of interest between the public duty and private interests of a Member, in which their private and/or personal interests could influence the performance of their duties for personal gain.
- Regular** means a meeting of the Board held based on an annually approved calendar.
- Special** means a meeting of the Board called by the Chair in consultation with the President to address matters pertinent to the Board when delaying until the next regular meeting is not feasible.

- Support Staff** Means any individual employed by Okanagan College who is a member of the BC Government and Service Employees' Union (BCGEU) Support Staff or covered by the Terms and Conditions for Exempt and Excluded Employees. Support Staff as defined under these Bylaws is synonymous with the term Support Staff as outlined in the Act.
- Suspension** Means the suspension of a student or employee for just cause under section 37 of the Act.
- Vice Chair** means the individual elected as Vice Chair of the Okanagan College Board pursuant to the election process outlined in these Bylaws.

6. SINGULAR/PLURAL

Wherever the singular is used in these Bylaws, it will be considered as if the plural has been used where the context so requires.

7. OKANAGAN COLLEGE BOARD

7.1 COMPOSITION & TERM OF OFFICE

The composition of the Board is prescribed by the Act as follows:

- **eight or more persons appointed by Order in Council** by the Lieutenant Governor who shall also determine the length of their term and any renewals thereof;
- **two students elected by students** who shall serve a one-year term and may be elected to further terms;
- **one person elected by and from Instructional Staff** who shall serve a three-year term and may be elected to further terms;
- **one person elected by and from Support Staff** who shall serve a three-year term and may be elected to further terms;
- **the President** for the fixed term of their contract; and
- **the chair of Education Council** for the fixed term coinciding with their term of office

The term of office for Members appointed by the Lieutenant Governor in Council will be for a fixed term, as prescribed by the Lieutenant Governor in Council.

7.2 RESIGNATION

Members who have been appointed by the Lieutenant Governor in Council or who have been elected may resign before the expiry of their term by providing the Chair with reasonable notice in writing setting out the effective date of their resignation.

In the event of the resignation of a Member appointed by the Lieutenant Governor in Council, the Board Secretary will notify the Minister and/or the Crown Agencies and Board Resourcing Office regarding the resignation of the Member.

In the event of the resignation of a Member elected by a constituency, the Board Secretary will notify the electorate by means of initiating a byelection to fill the remaining term of the resigned Member.

7.3 **REMOVAL**

The Board may, by two-thirds (2/3) majority resolution of the Board, recommend the removal of a Member from the Board to the Minister or Lieutenant Governor in Council. Without limiting the generality of the foregoing, the Board may recommend the removal of a Member for not fulfilling their responsibilities and duties as a Member or for breaching the Board's code of conduct, Bylaws, or policies. Not limiting the generality of the foregoing, this section does not apply to the President or the chair of Education Council.

7.4 **HONORARIA AND EXPENSES OF BOARD MEMBERS**

Members may be entitled to receive remuneration in an amount which is prescribed by Government directive. The Board may review Member remuneration from time to time as per Order in Council 0180.

In accordance with applicable policies, each Member will be reimbursed by the College for any reasonable travelling and other out-of-pocket expenses necessarily incurred in discharging their duties as a Member.

All such expenses for Members will be approved in accordance with College policies.

8. MEETINGS OF OKANAGAN COLLEGE BOARD

8.1 **MEETING SCHEDULE AND LOCATION**

Regular meetings will be held as often as necessary to transact the business of the Board, and not less than four (4) times per year as per the Act.

The date and location of Regular meetings of the Board will be established annually by resolution of the Board.

Additional Special meetings may be held as necessary and in accordance with the Bylaws. Special meetings of the Board may be called by the Chair in consultation with the President to address matters pertinent to the Board when delaying until the next regular meeting is not feasible.

Meetings may be rescheduled, postponed, or cancelled at the discretion of the Board or the Executive Committee of the Board.

Regular or Special meetings may be held in person or via electronic means or via a mixture thereof as is practical to conduct the business before the Board.

8.2 **OPEN, CLOSED, AND IN-CAMERA MEETINGS**

Regular and Special meetings or parts thereof may be designated as Open, Closed, or In-camera and will be conducted as follows:

Open Meetings

The Board will conduct its business in Open meetings whenever possible. Any person may attend Open meetings of the Board as an observer subject to space limitations and good conduct as determined by the Chair and as outlined in *Article 8.6*. All Open meeting discussions, actions, documents, motions, and resolutions are public.

Closed Meetings

The Board may conduct meetings or parts thereof in a Closed meeting to discuss matters in confidence. All Closed meeting discussions, actions, documents, motions, and resolutions will be kept in confidence by Members and attendees. Closed meetings are closed to the public, students, and employees of the College unless otherwise stated in the Bylaws. College employees or a Designated Resource Person may be requested to participate in Closed meetings or parts thereof by the Chair in consultation with the President. If the Board Secretary is excused by the Chair for a Closed meeting or part thereof, a Member will be designated by the Chair to act as Secretary for the Closed meeting.

In-Camera Meetings

The Board may conduct meetings or parts thereof In-Camera. All In-Camera meeting discussions, actions, or documentation will be kept in confidence by Members and attendees. Any resolutions discussed In-Camera must be moved to an Open or Closed meeting of the Board prior to being voted upon and will be recorded in the minutes of the Open or Closed meeting.

Only Members, the Board Secretary (or designate), and those invited by the Chair will attend an In-Camera session.

If, due to a conflict of interest, the President is not in attendance during an In-Camera meeting, the Chair will convey to the President, as appropriate, matters from the In-Camera meeting for the information and/or action of management.

8.3 NOTICE OF MEETING

At least forty-eight (48) hours' notice will be given of Regular or Special meetings. Notice of the meeting and the agenda for the meeting will be sent to each Member and others entitled to receive it by electronic or written means or as otherwise provided in these Bylaws. The Chair of the Board may waive notice of meetings of the Board in emergency situations.

Public notification of Open Regular or Open Special meetings of the Board will be posted on the College's website and will include the date, time, and location.

The foregoing does not limit the Board Secretary from notifying Members or the public of meetings through alternative means of communication.

The accidental failure to send notice of a meeting to a Member, or accidental irregularity in connection with the giving of notice or the conduct of a meeting does not invalidate any proceedings of the meeting.

8.4 MEETING AGENDAS

The Board Executive Committee will approve the agenda for each Regular meeting of the Board during a committee meeting.

For Regular meetings, a matter not on the agenda may be introduced with the agreement of two-thirds (2/3) of the Members present. The Member moving the additional agenda matter may briefly describe the matter, but otherwise the motion will not be debatable.

A consent agenda is used for regular meetings of the Board. A Member wishing to separate an item for discussion and/or vote may request that the agenda item be removed from the consent agenda during the passing of the motion to adopt the consent agenda.

Special meetings will address only those matters for which the meeting has been called.

8.5 **PRESENTATIONS/DELEGATIONS**

At the discretion of the Executive Committee, the Board may hear presentations or answer questions from individuals or groups from the College community or the public. Persons wishing to address the Board will advise the Board Secretary in writing at least ten (10) calendar days in advance of a Regular meeting and outline, in writing, the topic and purpose of the presentation.

In considering a request, the Executive Committee will not grant the request where:

- (i) the topic falls outside the Board's jurisdiction;
- (ii) the topic is related to the College's personnel matters, its collective agreements, or labour relations processes ordinarily addressed through established College policies or governance structures;
- (iii) the topic is related to a student matter ordinarily addressed through established College policies or student governance structures; or
- (iv) the topic is before a court or regulatory body (such as the Human Rights Tribunal, Labour Relations Board, or Office of the Information and Privacy Commissioner).

For each request the Chair will decide how much time will be allocated on the agenda.

8.6 **PUBLIC CONDUCT AT MEETINGS**

A person who is not a Member or a Designated Resource Person may only participate in discussion or debate of an Open meeting if said person is invited by the Chair to participate in a specified manner, or if two-thirds (2/3) majority vote of the Members present resolves to have said person invited to participate.

Attendees are expected to maintain the decorum prescribed for parliamentary galleries and act in accordance with the principles outlined in the Bylaws and the College Code of Ethical Practices Policy.

Any member of the public or employee of the College who breaches these principles or disrupts the meeting proceedings will be asked to leave and removed from the meeting.

8.7 **QUORUM**

The quorum for meetings of the Board will be a majority of the Members holding office.

If after twenty (20) minutes following the time appointed for the meeting of the Board no quorum is present, subject always to a further delay to be agreed upon by all those Members present, then the meeting will stand postponed to a date fixed by the Chair. The names of the Members present at that time will be recorded.

A member of the Board may participate in a meeting of the Board by electronic means in accordance with the established *Board of Governor's Meeting Protocols* and will be counted in quorum and be entitled to speak and vote.

8.8 **VOTING**

At all meetings of the Board all questions will be decided, and all resolutions will be passed, by the votes of a majority of voting Members present at a meeting at which a quorum is present except where specified in the Bylaws.

Each Member present, except the President and Chair of Education Council, will be entitled to one vote on the Board. Voting by proxy is not permitted.

At the request of any Member, the Board may pass a resolution to conduct a vote by secret ballot.

Abstentions made by a Member at the time of voting are considered a refusal to vote and are not counted in the number of votes cast. Members will be asked to provide a reason for their abstention. The Member's name and reason for abstention will be recorded in the minutes. Examples of acceptable reasons for abstention may include: a perceived conflict of interest; internal moral conflict; or a lack of sufficient information on which to vote.

8.9 **RESOLUTION BY WRITTEN PROCEDURE**

If it is impractical to hold a meeting of the Board, the Chair may call for a vote to pass a resolution outside of a Regular or Special meeting of the Board by written procedure. A majority of the voting Board Members are required to pass a resolution by written procedure. The results of a vote conducted using technologically assisted means will be considered valid. Resolutions passed by written procedure will be recorded as minutes or as a written resolution approved electronically. Minutes of resolutions passed by written procedure will be included in the next Regular meeting of the Board for approval.

If it is impractical to hold a committee meeting, the chair of the Board committee may call for a vote to pass a resolution outside of a committee meeting by written procedure. A majority of the voting committee members are required to pass a resolution by written procedure. The results of a vote conducted using technologically assisted means will be considered valid. Resolutions passed by written procedure will be recorded as minutes. Minutes of resolutions passed by written procedure will be included in the next meeting of the committee for approval.

When seeking Resolution by Written Procedure, the first Member (Board or committee) to respond in favour of the motion is considered to have "moved" and tabled the motion. The next Member to respond in support of the motion is considered as the "second" to that motion. The first and second responses are included as votes towards the resolution.

8.10 **RESOLUTION WILL BE EVIDENCE OF ACTION**

Unless required to be exercised by Bylaw, the action of the Board upon any matter coming before it will be evidenced by resolution, and the entry thereof in the minutes of the Board will be *prima facie* evidence of the action taken.

8.11 **PROCEDURE AT MEETINGS OF THE BOARD**

At meetings of the Board, Parliamentary Procedure will govern the procedure in all cases not specifically provided for by Bylaw or resolution.

When the Chair is called upon to decide a point of order or practice, the Chair will give the decision and state the rule applicable to the case. In the event the ruling of the Chair is challenged, the Chair will have the right to state reasons for the decision given.

An appeal from the ruling of the Chair will be put to a vote of the Members present at the meeting in question without debate.

8.12 **RECORD OF ATTENDANCE**

Members who are present at a meeting of the Board will have their attendance recorded by the Board Secretary. No Member will leave the Board meeting before the close of the meeting without notifying the Chair. A record of Member absences will be kept in the minutes, including entrances and departures during a meeting after it has been called to order.

In accordance with the Act, if a Member of the Board has not attended three (3) consecutive Regular meetings of the Board, the Member is no longer a member of the Board. Members may contact the Chair to provide rationale for their absences. If the Board determines the reasons for the absences to be sufficient, the Board may excuse the absences by resolution.

8.13 **CIRCULATION OF RESOLUTIONS AND MINUTES**

A record of passed resolutions of each Board meeting will be circulated to Members following the meeting and as soon as reasonably possible.

Minutes of Open meetings will be taken, approved by the Board at the next Open meeting of the Board as part of the consent agenda, filed with the Board Secretary, and posted on the College's website once approved.

Minutes of Closed meetings will be taken, approved by the Board at the next Closed meeting of the Board as part of the consent agenda, and filed with the Board Secretary. Approved minutes of Closed meetings are not posted publicly.

9. CHAIR/VICE CHAIR OF THE BOARD

9.1 **ELECTION**

The Chair and the Vice Chair will be elected by the Board from those Members who are appointed by the Lieutenant Governor in Council annually. Any Member may nominate an appointed Member to these positions of the Board.

Members serving as Chair and Vice Chair can stand for reappointment for up to a maximum of three consecutive years, or until the end of their current appointment during which they were elected, whichever is lesser. The election of the Chair and Vice Chair requires the affirmative votes of a majority of voting Members present at a Board meeting in which a quorum is present. In the event no candidate obtains the necessary majority on the first ballot, the two candidates with the highest number of votes will be eligible for a second ballot.

In the event of a tie vote, the tie will be broken by drawing lots.

The elections will be conducted by secret ballot.

If only one candidate is nominated, and that nominee is willing to serve, then that nominee will be elected without conducting a vote.

If there is a vacancy in the office of the Chair or the Vice Chair, an election to fill that vacancy will be held during the Regular Open meeting of the Board.

9.2 **ACTING CHAIR**

In the absence or inability to act of the Chair, the Vice Chair will act as Chair.

In the absence or inability to act of the Chair and the Vice Chair, the Chair will, when possible, appoint an acting Chair.

If an acting Chair has not been appointed, the Members may elect an acting Chair for a particular meeting from its members appointed by the Lieutenant Governor in Council.

10. THE PRESIDENT

The Board will appoint by resolution, a President who will be the chief executive officer of the College.

The President will be employed by Okanagan College, pursuant to a contract approved by the Board in consultation with government as to the terms of the contract.

10.1 **DUTIES AND RESPONSIBILITIES OF THE PRESIDENT**

Without limiting the generality of the duties and responsibilities of the President outlined in the Act or the President's employment contract and role description, the President will:

- (i) serve as a non-voting member of the Board pursuant to Article 9 of the Act, serve as a Member of Board committees as required by the Board, and serve as a resource person to Board committees as required by the Board.
- (ii) appoint employees that the President considers necessary to carry on the business and operations of the institution and define their duties and tenure, determine their remuneration and provide an organization to carry out the purposes of the institution. The President may designate a person or persons to perform such duties.
- (iii) supervise and direct the instructional, administrative, and other staff of the College to exercise such powers and perform such duties as are assigned to the President by the Act, and by the resolutions, Bylaws, policies, orders, and directions of the Board to conduct the business and operations of the College.
- (iv) establish such committees and organizational structure as the President may consider necessary to govern and carry on the business and operations of the College.
- (v) appoint the Secretary to the Board.
- (vi) ensure that the duties of all officers, agents, and employees of Okanagan College are properly performed.
- (vii) reports to the Board where an employee or student of the College receives a Suspension under section 37 of the Act.

- (viii) submit a report of the progress of the College to the Board at each Regular meeting of the Board, and an annual report thereof to the Board.
- (ix) from time-to-time report to the Board all matters within the President's knowledge that should be brought to its attention in the best interests of the College and generally communicate with the Board such matters and making such recommendations as may, in the President's opinion, be to the benefit and advancement of the College.

10.2 **ACTING PRESIDENT**

If the President is absent and unable to act, the President will appoint an acting President and inform the Board Chair and Vice Chair of the appointee and duration of appointment.

In the event that the President is unable to appoint an acting president for reasons of termination or incapacitation, the Board may appoint another person to fill the President's role on an acting basis. The Board will establish the duration of appointment for the acting President. Except under exceptional circumstances, the Board will appoint an acting President for a maximum of 24 months.

The acting President will assume on a temporary basis the functions of the President and will have all the duties and powers of the President under the Act, the Bylaws, policies, orders, and resolutions of the Board.

11. **SECRETARY TO THE BOARD**

The Board Secretary will be an employee of the College and will carry out the following duties:

- (i) preparing orders of business as directed by the Chair and/or Vice Chair;
- (ii) provide notice of meetings as appropriate;
- (iii) act as Secretary as required at all meetings of the Board;
- (iv) supervise the preparation of minutes of meetings;
- (v) maintain a permanent record of the activities of the Board including records of the Board and any committee of the Board;
- (vi) receive, co-ordinate and direct communications between Members and between the Board and any private, public or government agent or agency; and
- (vii) carry out such other duties as may be designated by the Board.

In the absence of the Secretary, the President will name an Acting Secretary in consultation with the Chair.

12. **COMMITTEES OF THE BOARD**

12.1 **ESTABLISHMENT AND AUTHORITY OF BOARD COMMITTEES**

Subject to these Bylaws, the Board may, by resolution, strike or dissolve any committees as it deems necessary.

Without limiting the generality of the foregoing, when striking a committee, the Board will determine the committee's name, whether it is standing or ad hoc, its composition, its terms of reference, and the procedures governing the committee.

The Board may delegate any of the Board's powers, duties, or functions except the power to make Bylaws or the power to strike or dissolve a committee to a committee of the Board. The Board may alter or revoke the delegation of a committee's powers, duties, and functions at any time. Delegated authorities for committees will be specified in the committee's terms of reference, except where authorities are delegated by resolution of the Board.

Standing committees will review their terms of reference at least once every three years and recommend any changes to the Board.

12.2 **MEETINGS, MINUTES, AND AGENDAS**

Committee meetings will be Closed meetings unless otherwise directed by resolution of the Board.

Minutes of committee meetings will be taken, approved by the committee at the next meeting of the committee as part of the consent agenda, and filed with the Board Secretary. Minutes of committee meetings are not posted publicly.

Committee meetings will be scheduled in accordance with the annual Board calendar and will normally meet at least four (4) times per year unless otherwise specified in the committee's terms of reference.

The Chair of each committee or their designate, will report on the committee's deliberations and actions to the Board at its next Regular meeting, in a Closed or Open meeting as appropriate for the topic being shared.

Unless otherwise stated by resolution of the Board, voting by committees will be conducted in accordance with *Article 8.8* of these Bylaws.

13. **COMMUNICATIONS AND CORRESPONDENCE OF THE BOARD**

Requests for information by Members will be communicated by the Chair to the President and Board Secretary.

Written communications sent on behalf of the Board, or a committee of the Board will be sent through the office of the Board Secretary and a copy of all such communications will be filed with the Board Secretary.

14. **CONDUCT OF BOARD MEMBERS**

14.1 **MEMBER COMMITMENT TO ETHICAL CONDUCT**

The Code of Conduct for Okanagan College Board of Governors sets out the minimum standards of conduct and principles that each Member is expected to follow. To demonstrate their commitment to effective governance and ethical conduct, each Member will review the Code of Conduct for Okanagan College Board Members Policy and declare their compliance with the Code of Conduct and these Bylaws by completing an Oath of Office before the Board at the start of their appointment and annually thereafter.

14.2 **DISCLOSURE OF CONFLICT OF INTEREST**

A Member will, immediately upon becoming aware of a Potential, Real, or Perceived Conflict of interest situation disclose the conflict to the Chair. The Member and the Chair will follow the *Procedures for Disclosure* under the *Code of Conduct for Okanagan College Board of Governors Policy*.

15. **INDEMNIFICATION**

The Board hereby agrees that every Member and officer of the Board will be deemed to have assumed office on the express understanding, agreement and condition that every Member and officer of the Board and the heirs, executors and administrators and estate and effects of every Member respectively will, at all times, be indemnified and saved harmless out of the funds of the College from and against:

- a) All costs, charges and expenses whatsoever sustained or incurred by a Member or officer in or about any action, suit or proceeding which is brought, commenced or prosecuted against such a Member or officer, for or in respect of any act, deed, matter or thing whatsoever, made, done or permitted by that Member or officer, in or about the execution of the duties performed by that individual as a Member or officer of the Board.
- b) All other costs, charges and expenses sustained or incurred in or about or in relating to affairs thereof except such costs, charges or expenses, as are occasioned by the Member's own wilful neglect or default.

16. **TUITION FEES AND CHARGES TO STUDENTS**

16.1 **ESTABLISHMENT OF FEES**

From time to time, the Board will establish fees by resolution indicating the reasons which will normally be consistent with the principles of maintaining or improving the quality and breadth of programs, student or other services of the College as expected by the students or industry, or to enhance education and other services to students, including counselling, campus life, health, athletic and library services.

Fees and charges may include mandatory instructional fees, mandatory non-instructional fees, pay for service fees, or other fees and charges as established by the Board pursuant to the Act and other applicable government regulations.

Pursuant to the Act, the fees and charges paid to the College by students will be reviewed and approved by the Board.

The fees established by the Board will remain in effect until revised by the Board.

16.2 **COLLECTION OF FEES ON BEHALF OF STUDENT ASSOCIATIONS**

In accordance with the Act, Okanagan College will collect student society fees on behalf of the student societies of Okanagan College, subject to conditions and requirements as may be determined from time to time by resolution of the Board.

17. AMENDMENT OF THE BYLAWS

These Bylaws may be amended, by resolution, at any meeting of the Board, provided that written notice of the proposed amendment has been forwarded to Members at least fourteen (14) calendar days prior to the date of the meeting.



BOARD OF GOVERNORS – BRIEFING NOTE

June 17, 2025

Agenda #: 4.4.1

Title	New Programs		
Action and/or Recommendation	For Approval <u>Recommended motions:</u> <i>“BE IT RESOLVED THAT the Okanagan College Board of Governors approve the new program: Solar Photovoltaic Systems Introduction and Installation Microcredential as recommended by Education Council.”</i> <i>“BE IT RESOLVED THAT the Okanagan College Board of Governors approve the new program: Solar Photovoltaic Systems for Professionals Microcredential as recommended by Education Council.”</i>		
Meets OC’s Inspire Plan...	Values <input checked="" type="checkbox"/> Students First <input checked="" type="checkbox"/> Community <input type="checkbox"/> Respect <input type="checkbox"/> Courage <input checked="" type="checkbox"/> Relationships <input type="checkbox"/> Distinction	Responsibilities <input type="checkbox"/> Reconciliation <input type="checkbox"/> EDISJ <input type="checkbox"/> Sustainability <input type="checkbox"/> Resilience <input type="checkbox"/> Effective and Efficient	Commitments <input type="checkbox"/> Inclusive & Equitable Access <input checked="" type="checkbox"/> Life-long learning partnerships <input type="checkbox"/> Integration and focus

Background Statement

The College and Institute Act states in section 23(1) that “An education council must advise the board, and the board must seek advice from the education council, on the development of educational policy for the following matters:

- (b) proposals about implementation of courses or programs leading to certificates, diplomas or degrees, including the length of or hours for courses or programs;
- (d) priorities for implementation of new programs and courses leading to certificates, diplomas or degrees;
- (f) evaluation of programs and educational services;
- (m) qualifications for admission policies; and
- (n) criteria for awarding certificates, diplomas and degrees...”

In alignment with its advisory role to the Board, Education Council has reviewed and is recommending Board approval of the following new programs:

- Solar Photovoltaic Systems Introduction and Installation Microcredential
- Solar Photovoltaic Systems for Professionals Microcredential

Reference Materials

- Proposal for New Programs:
 - Solar Photovoltaic Systems Introduction and Installation Microcredential

- Solar Photovoltaic Systems for Professionals Microcredential

Supporting Analysis

Please see attached proposal for the new programs.

Alignment to the Strategic Plan Roadmap

The new programs represent OC's ability to pivot to meet the demands of the community and industry and provide prospective students with programming relevant to their needs.

Risk Implication & Mitigation Steps

Lack of Participants: Mitigated by strong collaboration with community partners. Strong marketing collateral and a solid marketing plan with dedicated resources to ensure the reach of promotions throughout the Okanagan Valley.

Instructor Availability: Mitigated through collaboration between programs and faculty to source subject matter experts who will be qualified to teach.

Content Quality: This risk is mitigated with the use of subject matter experts who are currently working in the industry and are knowledgeable of the current trends, competencies and skills required.

Proposed and Prepared by

Jillian Garrett, Education Council Chair

Consultation History	Reviewed	Recommended	Group/Individual, Title	Date
	☒	☒	Education Council	6/5/2025

June 2025

Program Summary

Name of Program:	Solar Photovoltaic Systems for Professionals Micro Credential (MCSEI)
Program Outcome/Credential:	Microcredential
Program Length:	60 hours (2 courses)
Education Council Approval Date:	6/5/2025
PSIPS review:	Not required

Program Outline

Program description:	The Solar Photovoltaic Systems for Professionals Micro Credential is a program designed specifically for Red Seal Electricians wanting to expand their expertise in solar energy systems. Building on the foundational knowledge gained in the Solar Photovoltaic Systems Introduction & Installation Micro Credential, this program focuses on the specialized electrical aspects of solar photovoltaic systems. It includes two courses where students gain the skills necessary to safely commission, interconnect, and maintain grid-tied solar photovoltaic systems in compliance with current codes and regulations.
Learners served by this program:	This program serves certified Red Seal Electricians who are already experienced in electrical work and are looking to transition into or advance within the renewable energy sector. These professionals are increasingly in demand as municipalities and developers adopt solar-ready infrastructure requirements in new residential and commercial builds. By focusing on the electrical interconnection and maintenance aspects of solar photovoltaic systems, the program addresses a skills gap in the solar installation workforce.
Career Outcomes and Pathways:	Graduates of the Solar Photovoltaic Systems for Professionals program will be equipped to take on specialized roles in the solar energy industry, particularly in the commissioning, troubleshooting, and maintenance of high voltage, grid-tied photovoltaic systems. Career opportunities include positions in businesses or organizations focused on solar energy solutions, renewable energy project management, or system integration with utilities.
Program Hours:	60 hours
Admission Requirements:	Successful completion of Solar Photovoltaic Systems Introduction & Installation Micro Credential and are a Certified Red Seal Electrician.
Required Courses:	Solar Photovoltaic Systems Introduction & Installation Micro Credential Course Requirements: <ul style="list-style-type: none"> • SOLA 116 - Solar Photovoltaic Trouble Shooting & Maintenance

Program Outline

- SOLA 120 - Solar Photovoltaic System Electrical Interconnections

Graduation Requirements:

The Photovoltaic Systems Introduction & Installation Micro Credential is granted upon successfully passing the following courses:

- SOLA 116 - Solar Photovoltaic Trouble Shooting & Maintenance
- SOLA 120 - Solar Photovoltaic System Electrical Interconnections

Other comments:

Colleges and Institutes Canada (CiCan) agreed to provide funding for the program to launch as a pilot in August 2025. CiCan agreed to offer funding of up to \$3,100 per student. Additionally, this program qualifies students for the Future Skills BC grant (lifetime max of \$3,500).

June 2025

Program Summary

Name of Program:	Solar Photovoltaic Systems Introduction & Installation Micro Credential (MCSPS)
Program Outcome/Credential:	Microcredential
Program Length:	65 hours (3 courses)
Education Council Approval Date:	6/5/2025
PSIPS review:	Not required

Program Outline

Program description:	The Solar Photovoltaic Systems Introduction & Installation Micro-Credential is a specialized training program designed to meet the growing demand for skilled professionals in the renewable energy sector. As solar energy becomes vital for reducing greenhouse gas emissions, enhancing energy independence, and improving grid resilience, this program equips learners with foundational knowledge and practical skills in solar photovoltaic technologies. The micro credential includes three courses that provide a comprehensive overview of clean energy solutions, the science and components of solar photovoltaic systems, and hands-on training in system installation.
Learners served by this program:	This program is designed for builders, contractors, architects, designers, tradespeople, and homeowners who are interested in integrating solar energy into residential or commercial projects. With many municipalities now requiring solar-ready infrastructure in new developments, there is a growing need for professionals who understand how to plan and implement solar photovoltaic systems.
Career Outcomes and Pathways:	Graduates will be well-positioned to pursue careers in the increasingly expanding solar energy industry. They will be prepared for roles related to the design, installation, maintenance, and troubleshooting of solar photovoltaic systems. Potential career paths include positions in businesses or organizations focused on solar energy solutions, renewable energy project management, or system integration with utilities.
Program Hours:	65 hours
Admission Requirements:	There are no admission requirements for the program.
Required Courses:	Solar Photovoltaic Systems Introduction & Installation Micro Credential Course Requirements: <ul style="list-style-type: none"> • RENW 100 - Introduction to Clean Energy Technologies • SOLA 100 - Introduction to Solar Photovoltaic Systems • SOLA 110 - Solar Photovoltaic System Installation The courses must be taken in the order above.

Program Outline

Graduation Requirements:	The Photovoltaic Systems Introduction & Installation Micro Credential is granted upon successfully passing the following courses: <ul style="list-style-type: none">• RENW 100 - Introduction to Clean Energy Technologies• SOLA 100 - Introduction to Solar Photovoltaic Systems• SOLA 110 - Solar Photovoltaic System Installation
Other comments:	Colleges and Institutes Canada (CiCan) agreed to provide funding for the program to launch as a pilot in August 2025. CiCan agreed to offer funding of up to \$3,100 per student. Additionally, this program qualifies students for the Future Skills BC grant (lifetime max of \$3,500).



BOARD OF GOVERNORS – BRIEFING NOTE

June 17, 2025

Agenda #: 4.4.2

Title	Program Revision		
Action and/or Recommendation	For Approval <u>Recommended Motion:</u> <i>“BE IT RESOLVED THAT the Okanagan College Board of Governors approve the revised Tourism Management Diploma as recommended by Education Council and as presented.”</i>		
Meets OC’s Inspire Plan...	Values <input checked="" type="checkbox"/> Students First <input checked="" type="checkbox"/> Community <input type="checkbox"/> Respect <input type="checkbox"/> Courage <input type="checkbox"/> Relationships <input type="checkbox"/> Distinction	Responsibilities <input type="checkbox"/> Reconciliation <input type="checkbox"/> EDISJ <input type="checkbox"/> Sustainability <input type="checkbox"/> Resilience <input type="checkbox"/> Effective and Efficient	Commitments <input checked="" type="checkbox"/> Inclusive & Equitable Access <input checked="" type="checkbox"/> Life-long learning partnerships <input checked="" type="checkbox"/> Integration and focus

Background Statement

In alignment with its advisory role to the Board, Education Council has reviewed and is recommending that the Board approve revisions to the following program:

- Tourism Management Diploma

The College and Institute Act states in section 23(1) that “An education council must advise the board, and the board must seek advice from the education council, on the development of educational policy for the following matters:

- (e) cancellation of programs or courses offered by the institution or changes in the length of or hours for courses or programs offered by the institution;
- (f) evaluation of programs and educational services;
- (i) policies on faculty member qualifications; and
- (n) criteria for awarding certificates, diplomas and degrees”

Reference Materials

- Proposal for Program Revision: Tourism Management Diploma

Supporting Analysis

See attached proposal for program revision.

Alignment to the Strategic Plan Roadmap

- Increase meaningful work and purposeful lives for college graduates and alumni.
- Improve student and alumni engagement.
- Increase participation and success of historically and currently marginalized populations.

Risk Implication & Mitigation Steps

Content Quality: Mitigated by consulting with subject matter experts who are currently working in the industry and are knowledgeable of the current trends, competencies and skills required.

Proposed and Prepared by

Jillian Garrett, Education Council Chair

Consultation History	Reviewed	Recommended	Group/Individual, Title	Date
	☒	☒	Education Council	06/05/2025

June 2025

Program Revision Summary

Name of Program:	Tourism Management Diploma
Program Outcome/Credential:	Diploma
Program Length:	60 credits
Proposed Revision Effective:	Fall 2025
Education Council Approval Date:	06/05/2025

Proposed Revised Program Outline

Program description:	<p>The Tourism Management Diploma equips students with the knowledge, skills, and opportunities to advance their careers in the tourism sector. The program includes courses that address tourism and business management functions as well as providing opportunities to network and build connections within the sector. Students benefit from industry guest speakers, field trips, and hands-on projects, enhancing their learning experience and preparing them for diverse roles in the tourism industry. The curriculum covers essential topics such as marketing, management, and sustainable tourism practices.</p>
Program revision process:	<p>Changes to the Tourism Management Diploma included improving the structure of the Tourism Sector Study course (TOUR 200) to better align with the academic calendar. The course was previously offered as a 6-credit course that takes place continuously over both the fall and winter semesters. TOUR 200 will now be divided into two separate 3-credit courses taking place separately in the fall and winter semesters: TOUR 200A (Tourism Sector Study A) and TOUR 200B (Tourism Sector Study B).</p> <p>The co-op requirement was adjusted to be an option for students rather than a requirement because previously students were faced with many barriers when attempting to complete the co-op requirement.</p> <p>Other revisions include:</p> <ul style="list-style-type: none"> • Updating the wording of the program description to reflect the revisions to the co-op placement. • Updating admission requirements to match other School of Business programs. • Revising the program outline to include the new courses TOUR 200A and 200B. • Updating the graduation requirements to indicate that the co-op work term is not a requirement. • Including the minimum qualifications required to teach the program.
Career Outcomes and Pathways:	<p>Graduates are well-suited for supervisory or front-line management positions in tourism. They can build strong networks to advance their careers through practical experience and industry connections. Additionally, graduates may</p>

pursue further studies or certifications to specialize in areas such as event planning, hospitality management, or sustainable tourism.

Proposed Revisions:	Current	Proposed
<p>☒ Program Description:</p>	<p>The world of tourism requires talented and passionate individuals with a broad understanding of the complex, interdisciplinary nature of the industry and its ability to thrive within communities and the global marketplace. The Tourism Management Diploma provides students with an overview of the tourism industry along with management skills for this diverse and integrated industry. The program includes courses that address tourism and business management functions as well as providing opportunities to network and build connections within the sector.</p> <p><u>An integral part of the program is a co-op, as well as a faculty-supervised tourism sector study course, which will allow students to engage in experiential learning within the tourism community.</u></p> <p>Core themes include tourism and hospitality operations, sustainability, service management, marketing, and industry diversity. Upon graduation, students are well-suited for supervisory or front-line management positions in tourism and hospitality.</p> <p>There will not be a Fall 2025 intake of this program for the Revelstoke campus. Stay tuned for updates about future Tourism Management Diploma (TMD) offerings in Revelstoke and in the meantime check out our Tourism Management Diploma (TMD) program offered in Kelowna.</p>	<p>The world of tourism requires talented and passionate individuals with a broad understanding of the complex, interdisciplinary nature of the industry and its ability to thrive within communities and the global marketplace. The Tourism Management Diploma provides students with an overview of the tourism industry along with management skills for this diverse and integrated industry. The program includes courses that address tourism and business management functions as well as providing opportunities to network and build connections within the sector.</p> <p>A faculty-supervised tourism sector study course allows students to engage in experiential learning within the tourism community and there is also the option to complete a co-op term.</p> <p>Core themes include tourism and hospitality operations, sustainability, service management, marketing, and industry diversity. Upon graduation, students are well-suited for supervisory or front-line management positions in tourism and hospitality.</p> <p>There will not be a Fall 2025 intake of this program for the Revelstoke campus. Stay tuned for updates about future Tourism Management Diploma (TMD) offerings in Revelstoke and in the meantime check out our Tourism Management Diploma (TMD) program offered in Kelowna.</p>
<p>☒ Admission Requirements:</p>	<p>Regular Applicants</p> <p>B.C. secondary school graduation or equivalent.</p> <p>Students graduating from secondary school in or prior to 2012:</p> <p>Principles of Mathematics 11, or an equivalent Advanced Level Adult Basic Education mathematics course; or a minimum grade of 70% in Introductory</p>	<p>Regular Applicants</p> <p>B.C. secondary school graduation (or equivalent).</p> <p>English 12 or alternatives.</p> <p>Math requirement:</p> <p>A minimum of 50% in any of:</p> <ul style="list-style-type: none"> • Pre-calculus Grade 11

Proposed Revisions:	Current	Proposed
	<p>Mathematics 11; or a minimum grade of 60% in Applications of Mathematics 11.</p> <p>Students entering Grade 10 in or after 2010 and/or completing the new mathematics curriculum:</p> <p>A minimum of 60% in one of Pre-calculus Grade 11, Foundations of Mathematics Grade 11, or Apprenticeship and Workplace Mathematics Grade 11, Workplace Mathematics 11, or the equivalent Advanced Level Adult Basic Education mathematics course.</p> <p>English 12 with minimum 60% or alternatives.</p> <p>Senior secondary students who enter the Tourism Management Diploma program with a minimum grade of 73% in Accounting 12 may receive credit for TOUR 115.</p> <p>Senior secondary students who enter the Tourism Management Diploma program and who have completed and passed both Entrepreneurship 11 and Marketing 11 may receive credit for BUAD 116 (or TOUR 130 as courses are equivalent).</p>	<ul style="list-style-type: none"> • Foundations of Mathematics Grade 11 • Principles of Mathematics 11 • Applications of Mathematics 11 • Apprenticeship and Workplace Mathematics Grade 11 • Apprenticeship Mathematics 11 • Adult Basic Education MATH 011 • Adult Basic Education MATH 080 • Adult Basic Education MATH 084 and MATH 085 • Adult Basic Education IALG 011 <p>Or a minimum score of 16/25 on the Okanagan College Mathematics Diagnostic Test.</p>
	<p>Mature Applicants</p> <p>Mature applicants are at least 19 years of age and have been out of full-time <u>senior</u> secondary study for at least one year.</p> <p>Senior secondary graduation will be waived for mature applicants.</p> <p>Mature applicants without English 12 can write the LPI and must receive a minimum score of level 4.</p> <p>Mature applicants without Mathematics 11 can take the mathematics diagnostic test, administered by Okanagan College. A minimum score of 16/25 is required.</p>	<p>Mature Applicants</p> <p>Mature applicants are at least 19 years of age and have been out of full-time <u>secondary study</u> for at least one year.</p> <p>Secondary graduation will be waived for mature applicants.</p> <p>Mature applicants must meet the English and Mathematics requirements.</p>
	<p>Qualifying Status</p> <p>Applicants who ultimately fail to satisfy the specific English and/or math entrance requirements may be granted admission to and be allowed to remain enrolled in <u>the Tourism Management</u></p>	<p>Qualifying status:</p> <p>Applicants who ultimately fail to satisfy the specific English and/or math entrance requirements may be granted admission to and be allowed to remain enrolled in the <u>business</u> program as</p>

Proposed Revisions:	Current	Proposed
	<p><u>Diploma program</u> as qualifying students subject to the availability of space after the admission and registration of qualified applicants.</p> <p>Qualifying students may concurrently register in a maximum of three first-year <u>business or tourism courses</u>, any three for which they satisfy the prerequisites.</p> <p>Qualifying first-year <u>tourism management</u> students will not be considered to be continuing students and will, therefore, be allowed to continue in the program after the qualifying year only if all outstanding course entrance requirements have been successfully completed.</p> <p>Program requirements:</p> <p>A personal laptop is required. See the program for computer specifications.</p>	<p>qualifying students subject to the availability of space after the admission and registration of qualified applicants.</p> <p>Qualifying students may concurrently register in a maximum of three first-year business courses, any three for which they satisfy the prerequisites.</p> <p>Qualifying first-year business students will not be considered to be continuing students and will, therefore, be allowed to continue in the program after the qualifying year only if all outstanding course entrance requirements have been successfully completed.</p> <p>Program requirements:</p> <p>A personal laptop is required. See the program for computer specifications.</p>
☒ Program Outline:	<p><u>Year 1</u></p> <p>Term 1</p> <p>Fall Term</p> <p>TOUR 105 - Introduction to Tourism CMNS 112 - Professional Writing I BUAD 123 - Management Principles BUAD 128 - Computer Applications I TOUR 130 - Tourism Marketing</p> <p>Term 2</p> <p>Winter Term</p> <p>TOUR 115 - Accounting for Tourism BUAD 176 - Professional Sales BUAD 200 - Digital Marketing TOUR 220 - Hotel Management TOUR 209 - Tourism Law TOUR 209: Tourism Law (BUAD 209: Business Law may be offered instead.)</p> <p><u>Summer Session</u></p> <p><u>Complete All of the following:</u></p> <p><u>Summer Co-op work term</u></p>	<p><u>Year 1</u></p> <p>Term 1</p> <p>Fall Term</p> <p>TOUR 105 – Introduction to Tourism CMNS 112 – Professional Writing I BUAD 123 – Management Principles BUAD 128 – Computer Applications I TOUR 130 – Tourism Marketing</p> <p>Term 2</p> <p>Winter Term</p> <p>TOUR 115 – Accounting for Tourism BUAD 176 – Professional Sales BUAD 200 – Digital Marketing TOUR 220 – Hotel Management TOUR 209 – Tourism Law TOUR 209: Tourism Law (BUAD 209: Business Law may be offered instead.)</p> <p>Summer Session</p> <p><i>Not applicable</i></p>

Proposed Revisions:	Current	Proposed
	<u>Year 2</u>	<u>Year 2</u>
	Complete All of the following:	Complete All of the following:
	Term 1	Term 1
	Fall Term	Fall Term
	<u>TOUR 200 – Tourism Sector Study</u>	TOUR 200A – Tourism Sector Study A
	TOUR 215 – Restaurant Management	TOUR 215 - Restaurant Management
	TOUR 240 – Service Design for Tourism	TOUR 240 - Service Design for Tourism
	BUAD 269 – Human Resources Management	BUAD 269 - Human Resources Management
	TOUR 225 – Emerging Trends in Destination Management	TOUR 225 - Emerging Trends in Destination Management
	<u>Note: TOUR 200: Tourism Sector Study (6 credits) part 1</u>	
	Term 2	Term 2
	Winter Term	Winter Term
	<u>TOUR 200 – Tourism Sector Study</u>	TOUR 200B – Tourism Sector Study B
	TOUR 245 – Tourism for Small and Medium Enterprises	TOUR 245 - Tourism for Small and Medium Enterprises
	BUAD 262 – Organizational Behaviour	BUAD 262 - Organizational Behaviour
	<u>Note: TOUR 200: Tourism Sector Study (6 credits) part 2</u>	1st Elective from list below
	1 st Elective from list below	2nd Elective from list below
	2 nd Elective from list below	
	Electives	Electives
	Electives courses Options ** Not all electives will be available every semester.	Electives courses Options ** Not all electives will be available every semester.
	TOUR 230 – Wine and Culinary Tourism	TOUR 230 - Wine and Culinary Tourism
	TOUR 235 – Rural and Agri-Tourism Development	TOUR 235 - Rural and Agri-Tourism Development
	TOUR 250 – Eco & Adventure Tourism	TOUR 250 - Eco & Adventure Tourism
	TOUR 299 – Conventions Management	TOUR 299 - Conventions Management
	BUAD 334 – Events Planning	BUAD 334 - Events Planning
	BUAD 308 – Multicultural Management	BUAD 308 - Multicultural Management
	Note: BUAD 334: Events Planning – 2 nd Year Standing (substitution approval required. See education advisor)	Note: BUAD 334: Events Planning - 2nd Year Standing (substitution approval required. See education advisor)

Proposed Revisions:	Current	Proposed
	<p>Note: BUAD 308: Multicultural Management – 2nd Year Standing (substitution approval required. See education advisor)</p>	<p>Note: BUAD 308: Multicultural Management - 2nd Year Standing (substitution approval required. See education advisor)</p> <p>Students have the option to complete a co-op term.</p>
<p>☒ Graduation Requirements:</p>	<p>Successful completion of the prescribed and elective courses as listed in the program outline with a minimum graduating grade average of 60%.</p> <p><u>Students are also required to successfully complete a co-op work term.</u></p>	<p>Successful completion of the prescribed and elective courses as listed in the program outline with a minimum graduating grade average of 60%.</p>
<p>☒ Faculty/Instructor Qualifications:</p>	<p>None</p>	<p>Relevant Master's degree and 5 years industry experience.</p>



BOARD OF GOVERNORS – BRIEFING NOTE

June 17, 2025

Agenda #: 5.1

Title	Okanagan College Capital Plan		
Action and/or Recommendation	For Approval <u>Recommended Motion:</u> <i>“BE IT RESOLVED THAT the Okanagan College Board of Governors approve the Okanagan College Capital Plan 2025 as presented.”</i>		
Meets OC’s Inspire Plan...	Values <input checked="" type="checkbox"/> Students First <input checked="" type="checkbox"/> Community <input type="checkbox"/> Respect <input type="checkbox"/> Courage <input type="checkbox"/> Relationships <input type="checkbox"/> Distinction	Responsibilities <input type="checkbox"/> Reconciliation <input type="checkbox"/> EDISJ <input checked="" type="checkbox"/> Sustainability <input type="checkbox"/> Resilience <input checked="" type="checkbox"/> Effective and Efficient	Commitments <input type="checkbox"/> Inclusive & Equitable Access <input type="checkbox"/> Life-long learning partnerships <input type="checkbox"/> Integration and focus

Background Statement

In alignment with Okanagan College’s strategic plan, *Inspire*, the Renewed Okanagan College Capital Plan was identified as a key deliverable to guide the future development of the College’s campuses. To support this initiative, the College engaged Thinkspace Architecture and Planning in April 2024, marking the formal commencement of the College capital planning process.

Over the spring and summer of 2024, Thinkspace gathered relevant data, reviewed existing plans, and engaged in preliminary consultations to inform their approach.

Throughout fall 2024 and winter 2025, various stakeholder engagement sessions were held, inviting faculty, staff, students, and community partners to provide feedback and insights, ensuring that a diverse range of perspectives would shape the emerging plan. A series of town hall meetings were held at each campus in January 2025 to enable the College community the opportunity to review the draft plan, ask questions and provide feedback.

Reference Materials

- Okanagan College Capital Plan 2025

Supporting Analysis

The renewed Okanagan College Capital Plan provides a planning tool for all four Okanagan College campuses. It has incorporated the feedback provided by faculty, staff, students and the community to ensure it is a shared vision. This Plan reflects the College’s long-term vision for sustainable growth, modernized infrastructure and enhanced services. By strategically addressing facility upgrades, capacity expansion and financial stewardship, the Plan provides a strong foundation for Okanagan College’s future. The Plan will provide the ongoing basis for the 5-Year Capital Plan that the College is required to submit to the Ministry annually.

Alignment to the Strategic Plan Roadmap

The Okanagan College Capital Plan is a deliverable on the Strategic Plan Roadmap.

Risk Implication & Mitigation Steps

Strategic Risk: Although the Plan is aligned with both the College’s strategic and broader community plans and initiatives, education, economic, regulatory, and environmental trends could impact the Plan’s implementation. To mitigate this risk, the Plan is designed to be adaptable to changes in these trends and grounded in the College’s long-term strategic vision.

Proposed and Prepared by

Curtis Morcom, CFO & Vice President, Corporate Services

Consultation History	Reviewed	Recommended	Group/Individual, Title	Date
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	OC Executive Team	4/9/2025
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Neil Fassina, President	6/12/2025
	<input type="checkbox"/>	<input type="checkbox"/>		Select a date.
	<input type="checkbox"/>	<input type="checkbox"/>		Select a date.
	<input type="checkbox"/>	<input type="checkbox"/>		Select a date.



Capital Plan 2025

Acknowledgements

LAND ACKNOWLEDGEMENTS

Okanagan College respectfully acknowledges that our Penticton, Kelowna and Vernon campuses are located on the traditional and unceded territory of the Syilx Okanagan people, our Salmon Arm campus is located on the traditional and unceded territory of the Secwepemc, and our Revelstoke centre is located on the traditional and unceded territories of the Ktunaxa, Secwepemc, Sinixt and Syilx Okanagan peoples.

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.

Executive Team

Dr. Neil Fassina, President
 Dr. Samantha Lenci, Provost and Vice President, Academic
 Curtis Morcom, CFO and Vice President, Corporate Services
 Jenn Goodwin, Vice President, Enrolment and College Relations
 Gillian Henderson, Associate Vice President, People Services
 Helen Jackman, Executive Director, Okanagan College Foundation

Steve Robinson, Director, Campus Planning and Facilities Management

Consultant Team:

Thinkspace
 Noun
 Luceo
 Urban Systems



Contents

Acknowledgements	3	EXECUTIVE SUMMARY	6
		PART 1: CONTEXT	8
		1.0 Introduction	10
		2.0 Engagement	13
		3.0 Strategic Alignment	17
		4.0 Existing Conditions	21
		PART 2: THE PLAN	58
		5.0 Vision, Guiding Principles and Approach	60
		6.0 Frameworks	63
		PART 3: IMPLEMENTATION	103
		7.0 Summary of Recommendations	105
		8.0 Phasing	118
		9.0 Using the Plan	127
		DEFINITIONS	129

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.

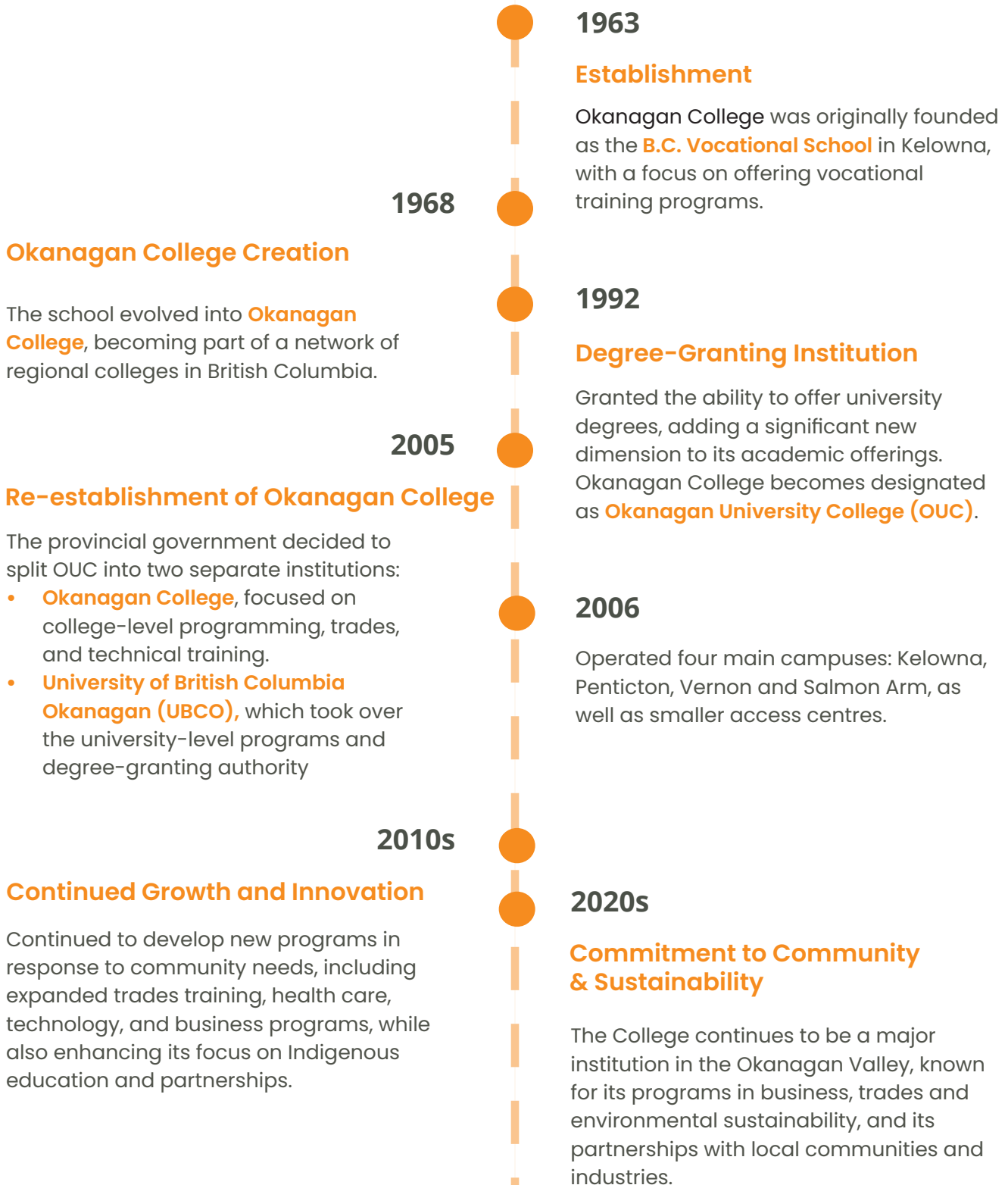
Exploration: This phase involved generating and testing potential design concepts and strategies.

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

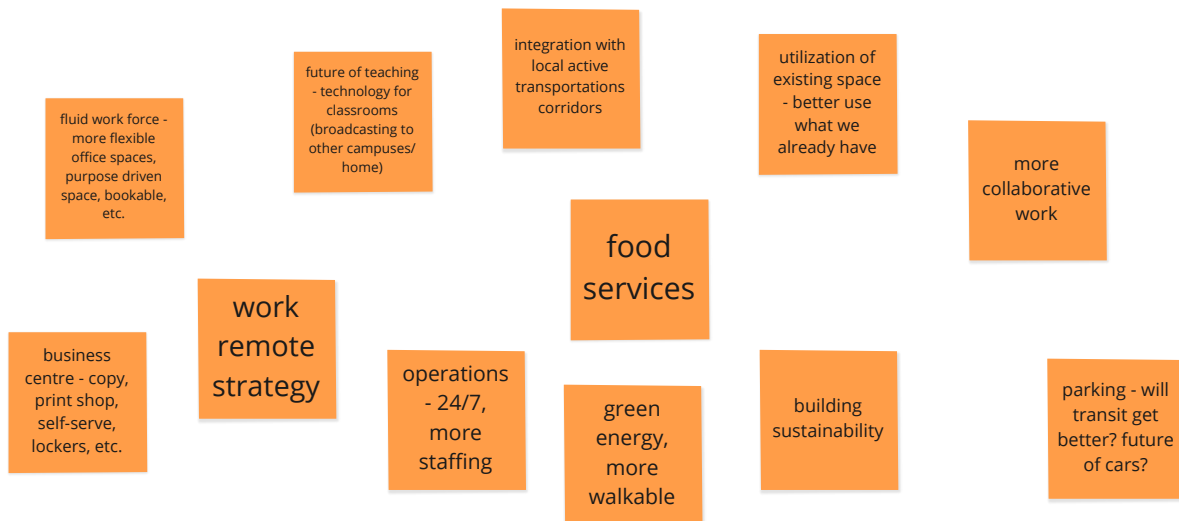
Telling the story of Okanagan College through multiple modes. Whether it is in beautiful landscape, or legible wayfinding and signage, campuses should feel like a home away from home for all who attend.

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?

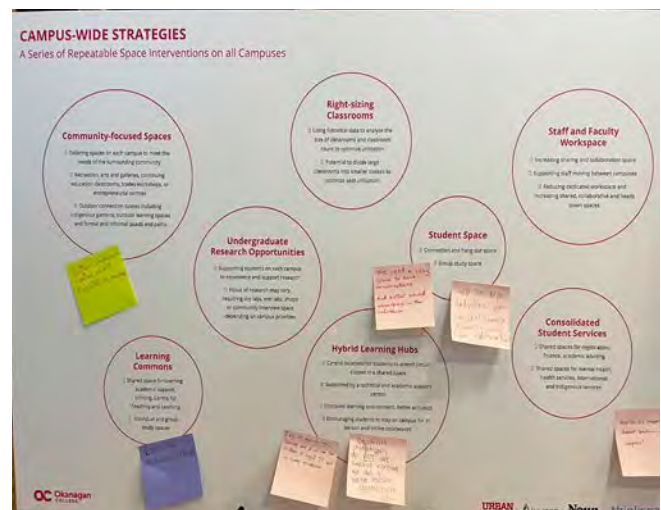
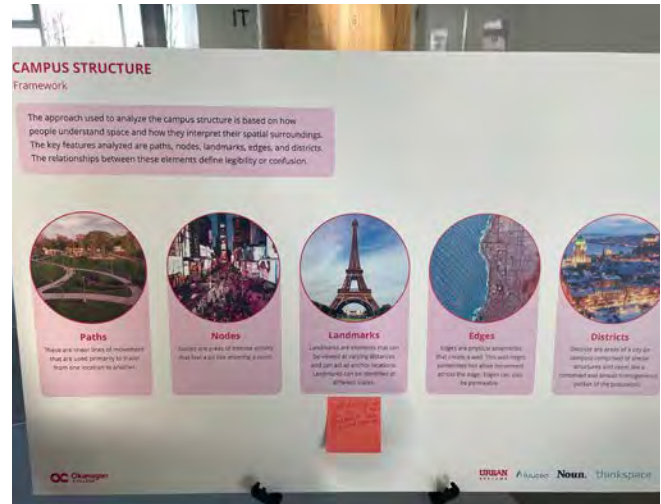


OPEN HOUSE SESSIONS

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.

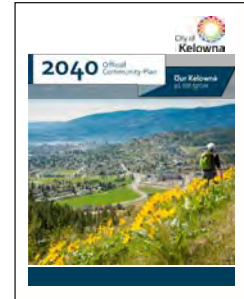
Okanagan College continues to provide courses of study at all of these levels, and this Capital Plan addresses the spaces required to meet the needs of diverse learners.

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.



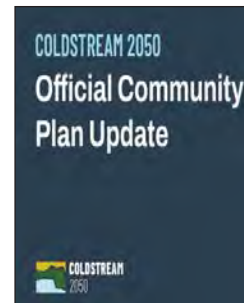
Penticton OCP 2045

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



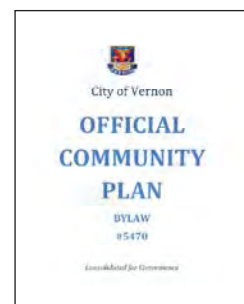
Vernon OCP 2050

- 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

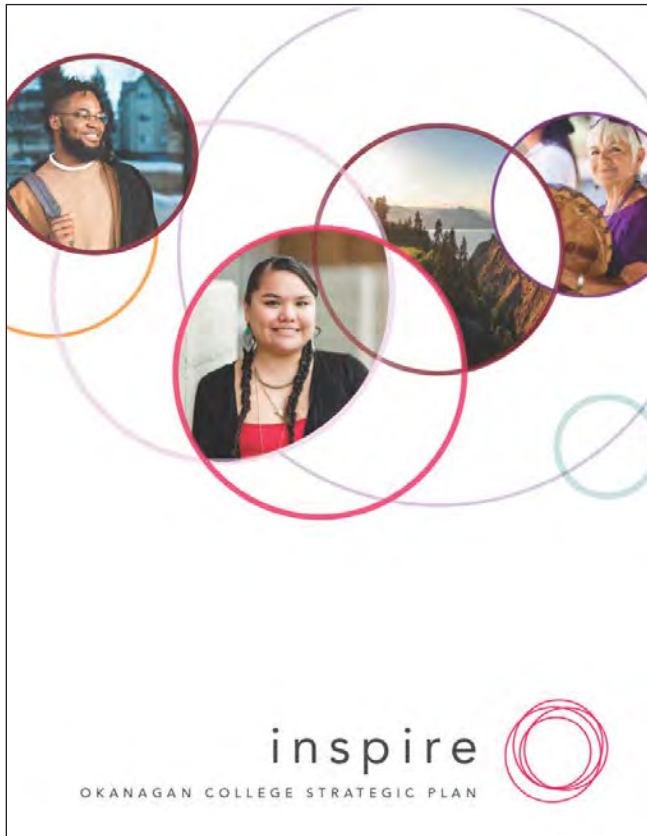
- Partner with Okanagan College to address space needs as the campus outgrows its current facility.
- Support the development of new arts and cultural facilities, leveraging multi-use partnerships for greater community impact.



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.

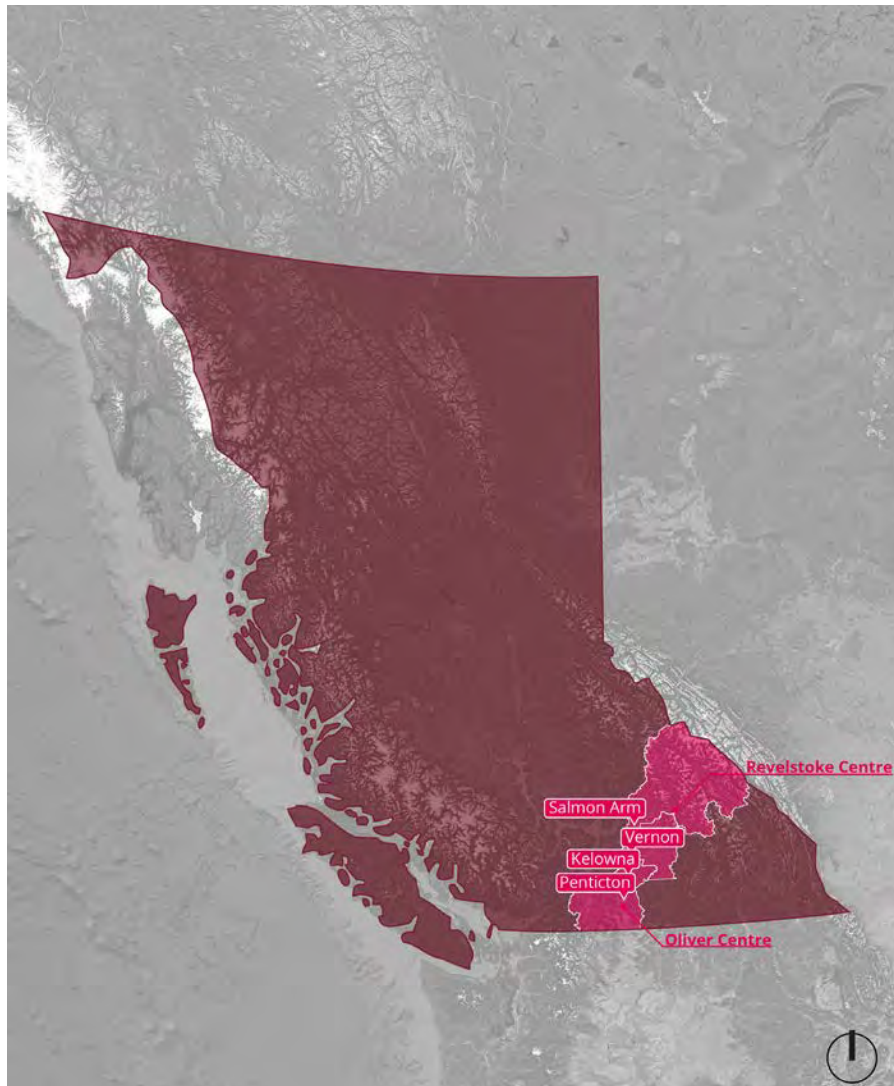
4.0 Existing Conditions

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

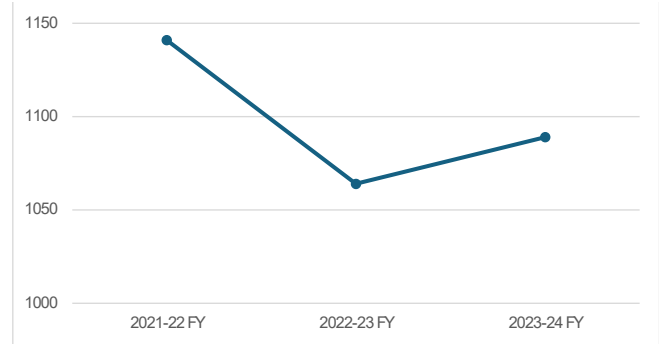
Okanagan College’s student population has been increasing steadily since the 2021–2022 academic year, increasing to 19,210 students for the 2023/2024 year from 17,616 students the year before. In terms of age distribution, the largest proportion of students by age is 20–24-year-olds, comprising 27% of 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.

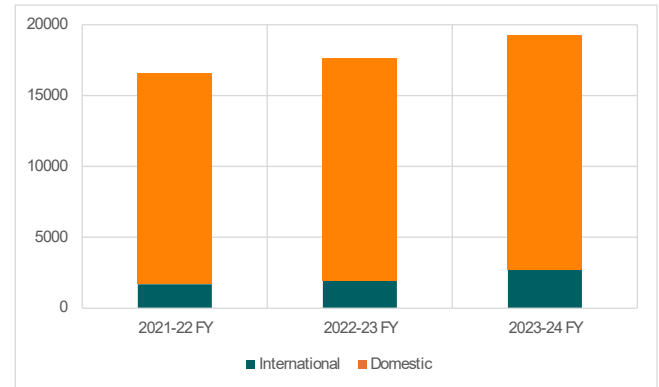
The proportion of international students has steadily increased for a number of years, comprising 14% of the population for 2023/2024, up from 11% for 2022/2023 and 10% for 2021/2022. In 2024, the federal government began implementing strategies to restrict international students, resulting in the decline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

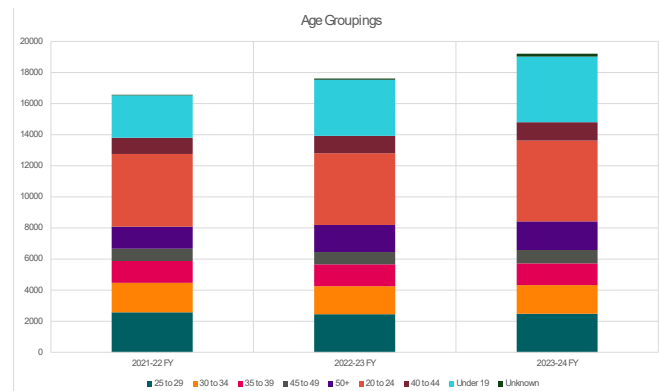
Indigenous Student Population



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

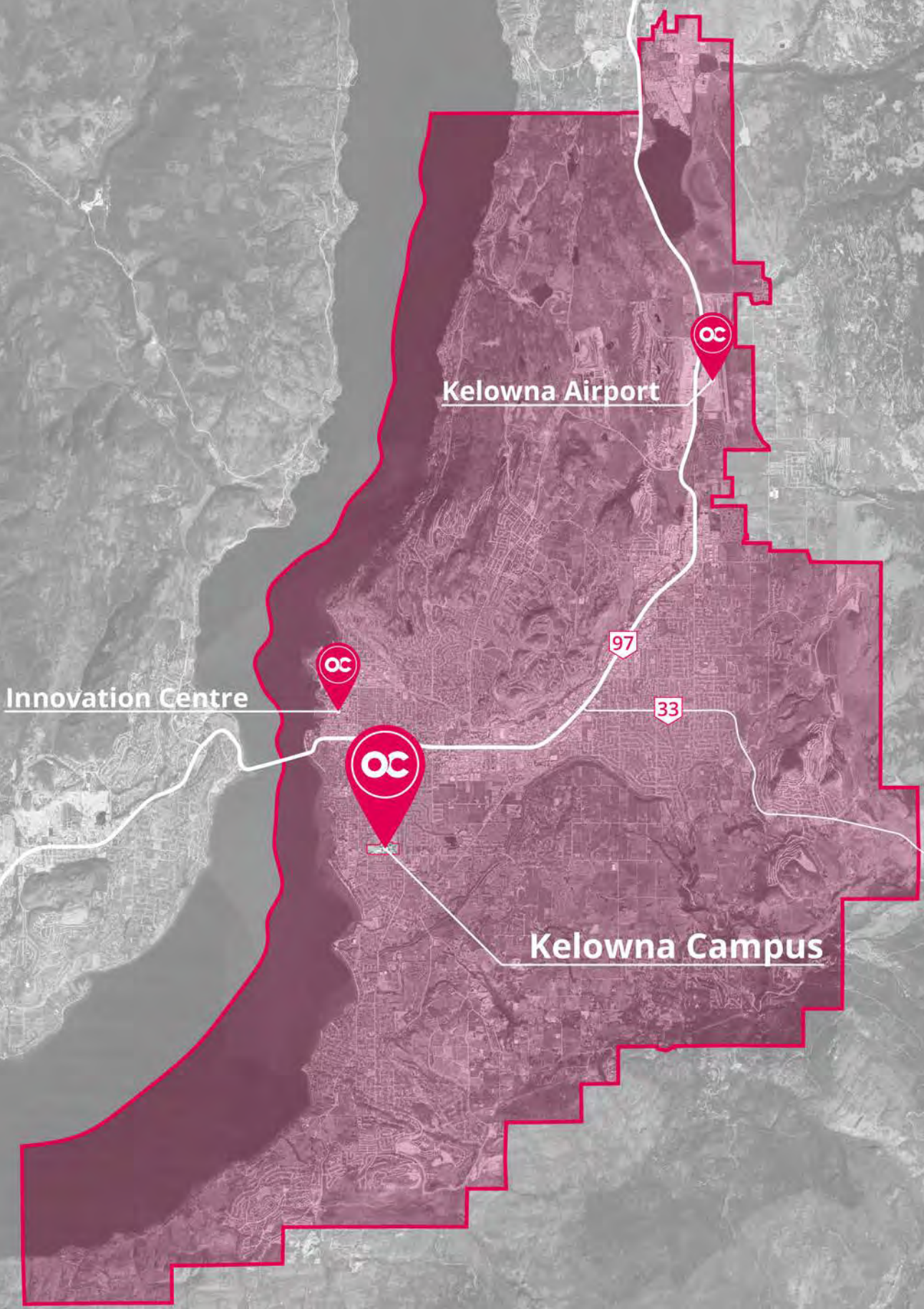
Kelowna Campus has classroom and seat utilization within a reasonable range. Seat and room utilization data show signs of block booking in all other room types, including laboratories, trades classrooms, shops, and labs. Block booking reduces optimization opportunities as it blurs actual room use. Changing 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.



Innovation Centre

Kelowna Airport

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.

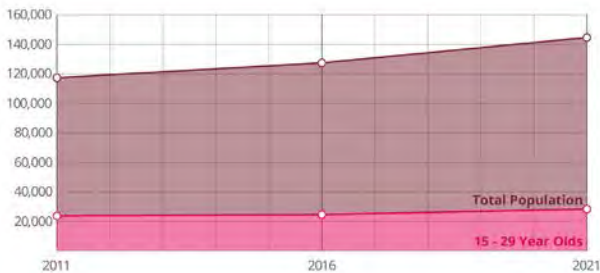


Enrolment Demographics

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

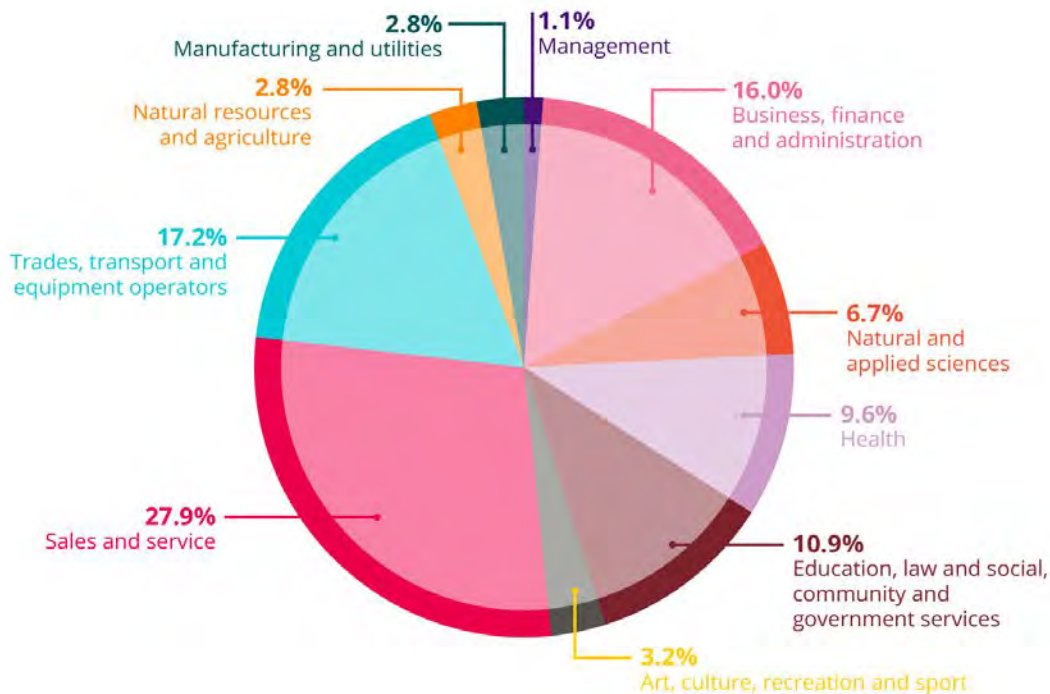


Kelowna Median Age



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

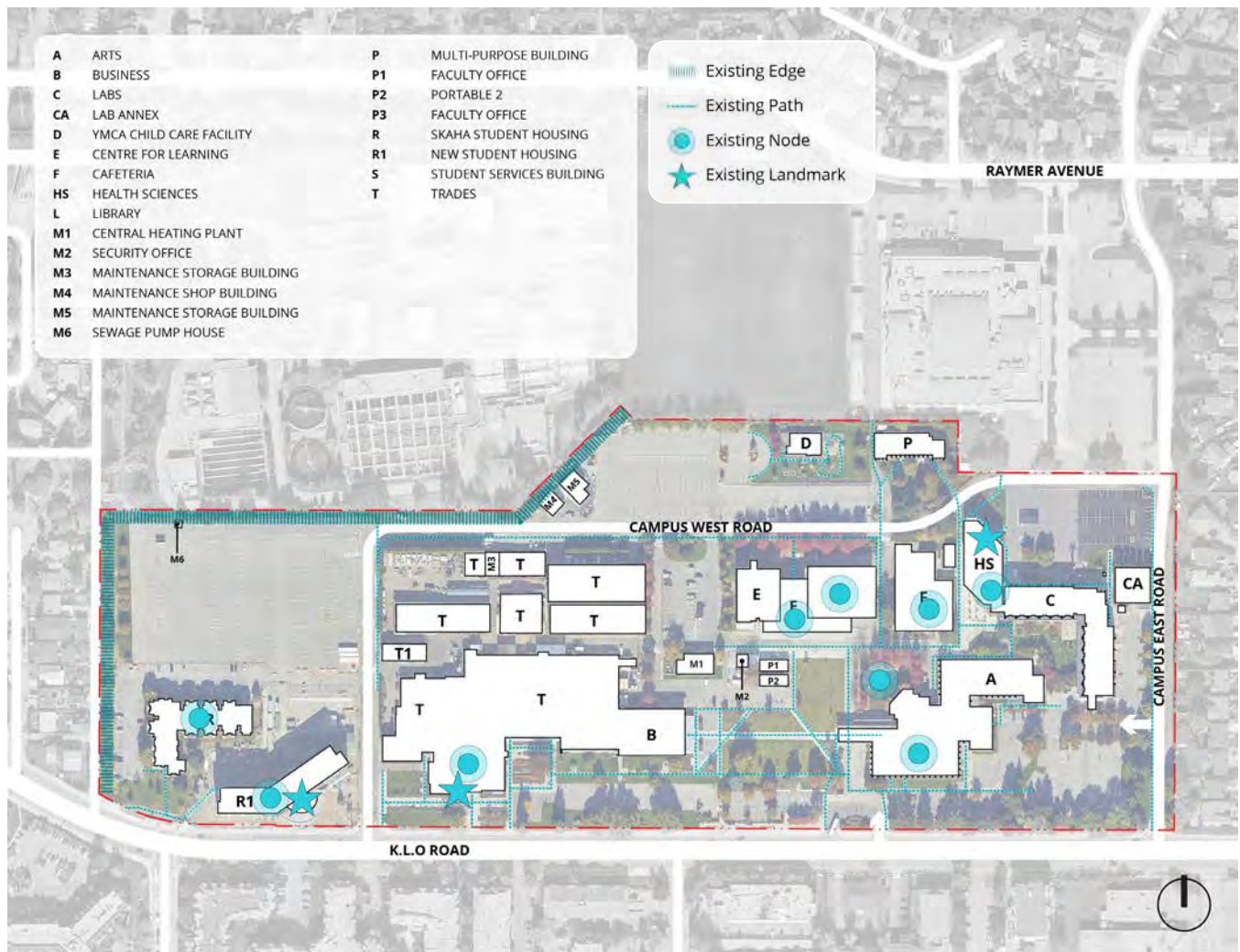


Existing Image Map

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.

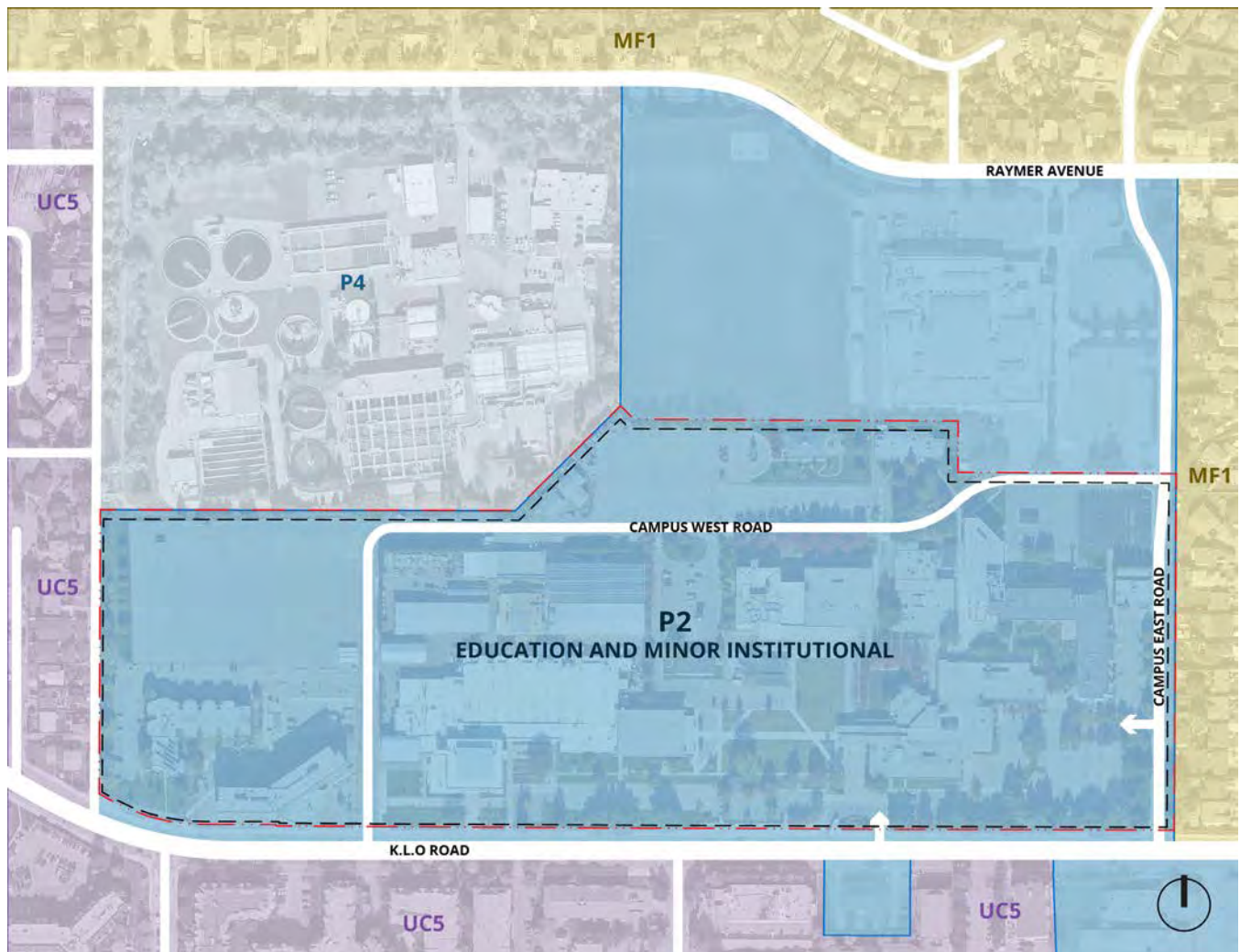
Minimum Setbacks

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

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

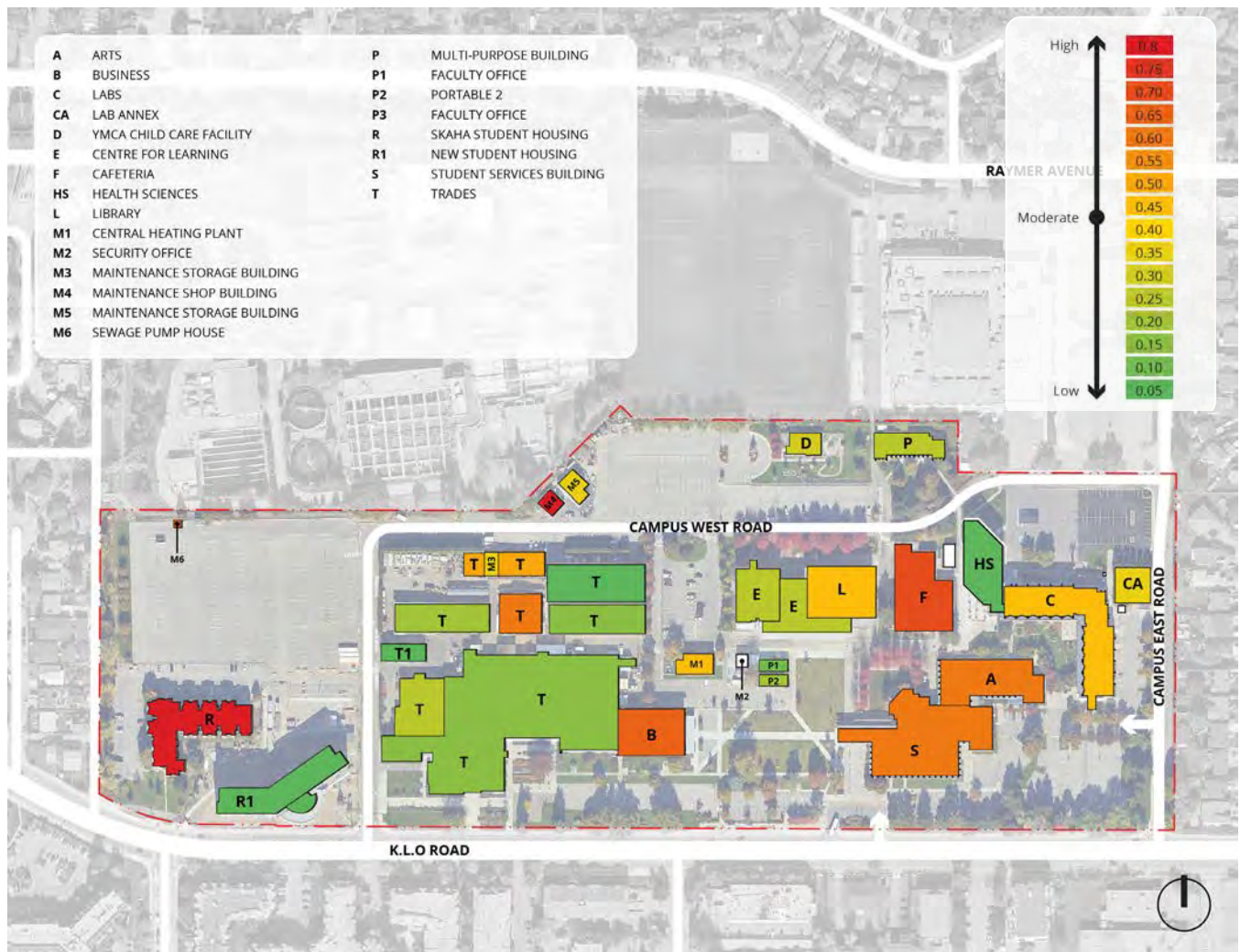
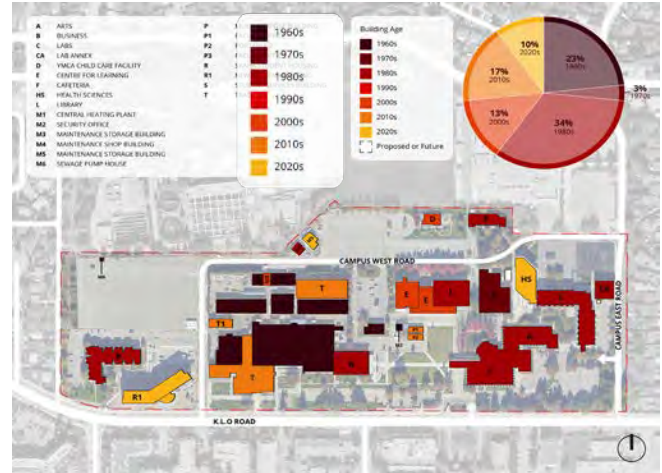
Maximum Site Coverage (of all Buildings) **40%**

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.

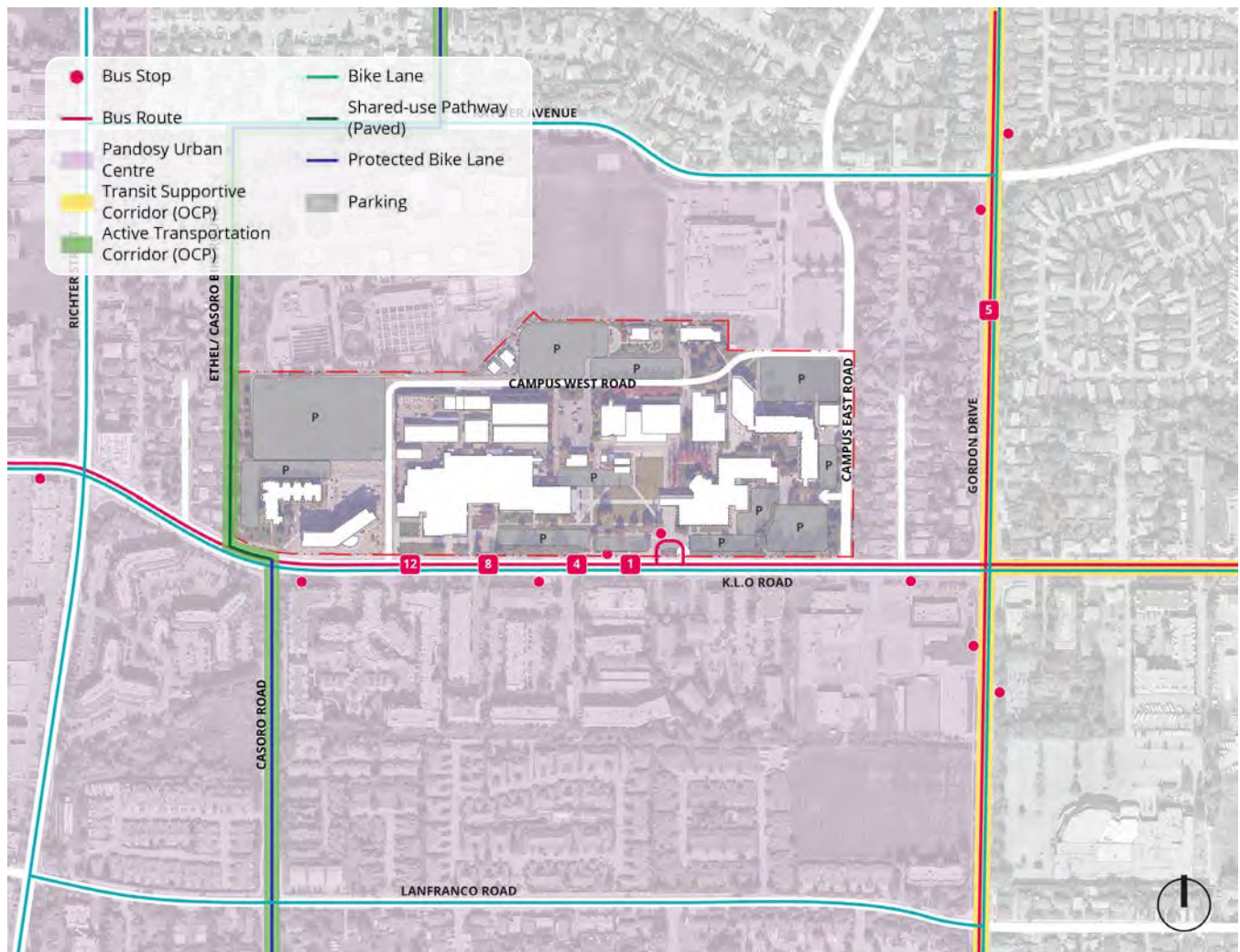
Transit access to the campus is good, with three frequent routes (Route 1, 8, and 5) and two local routes (Route 4 and 12) with hourly service in peak hours.

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

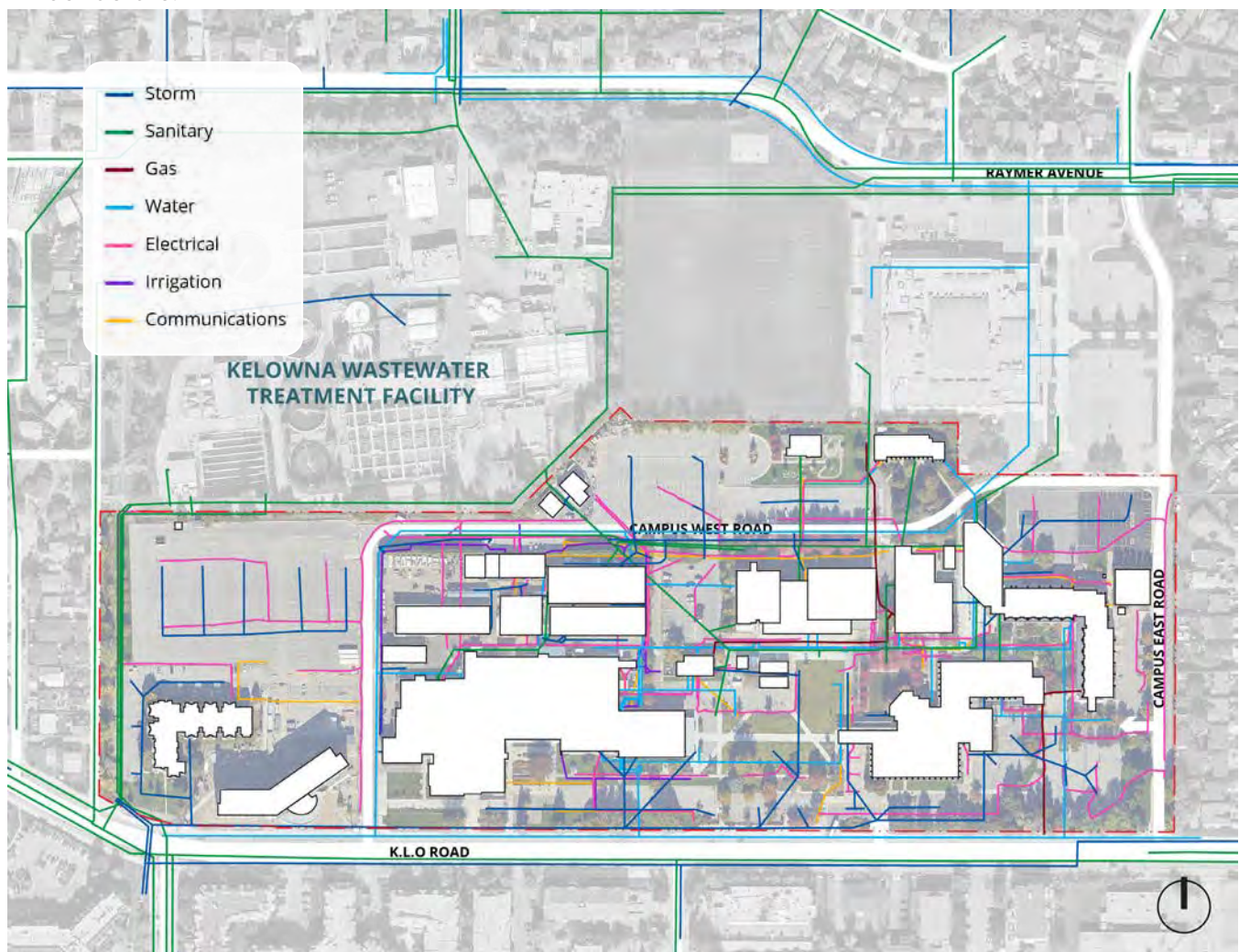
Note: The campus is part of a Provincial TOA area, so there is no parking required for future student housing

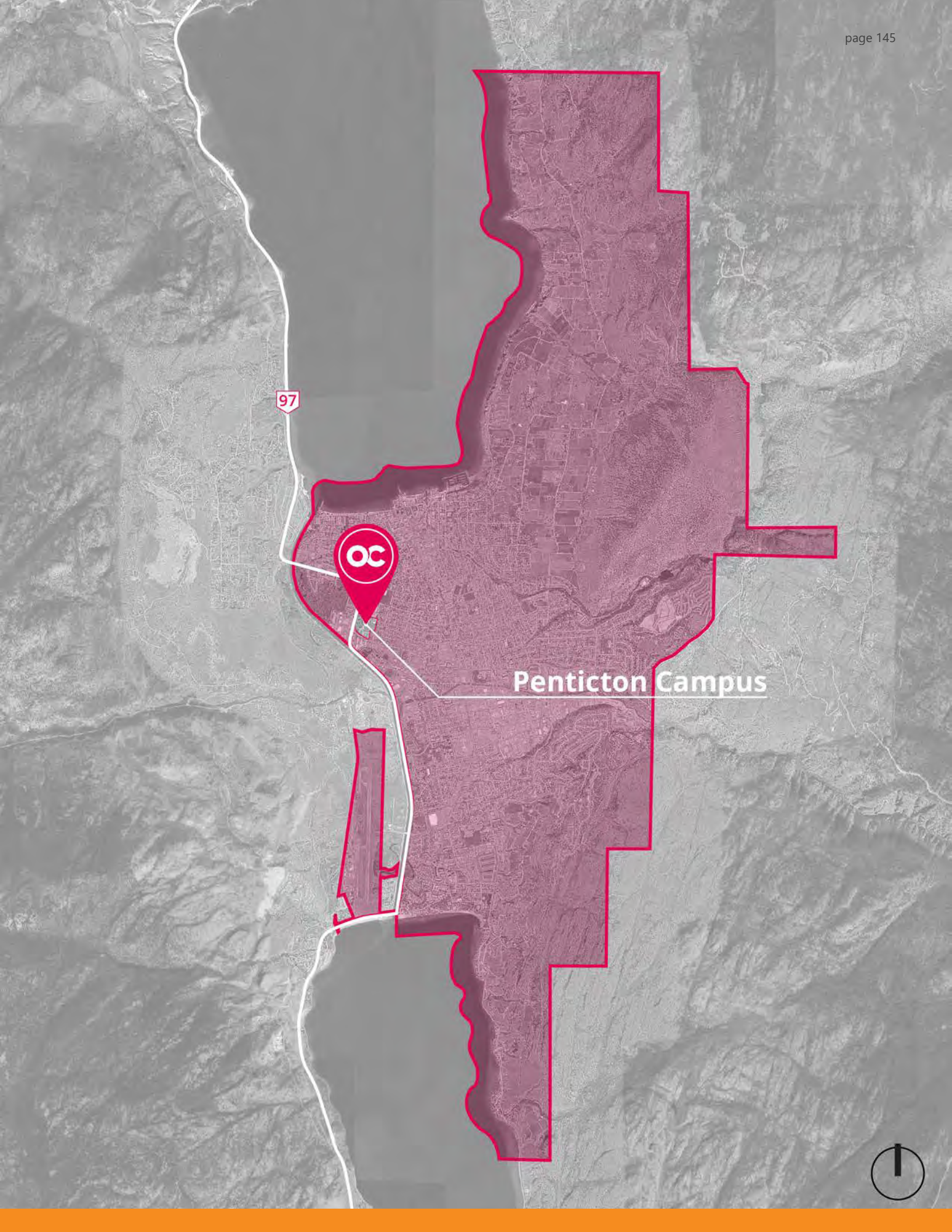


Services and Infrastructure

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.





Penticton Campus



PENTICTON CAMPUS

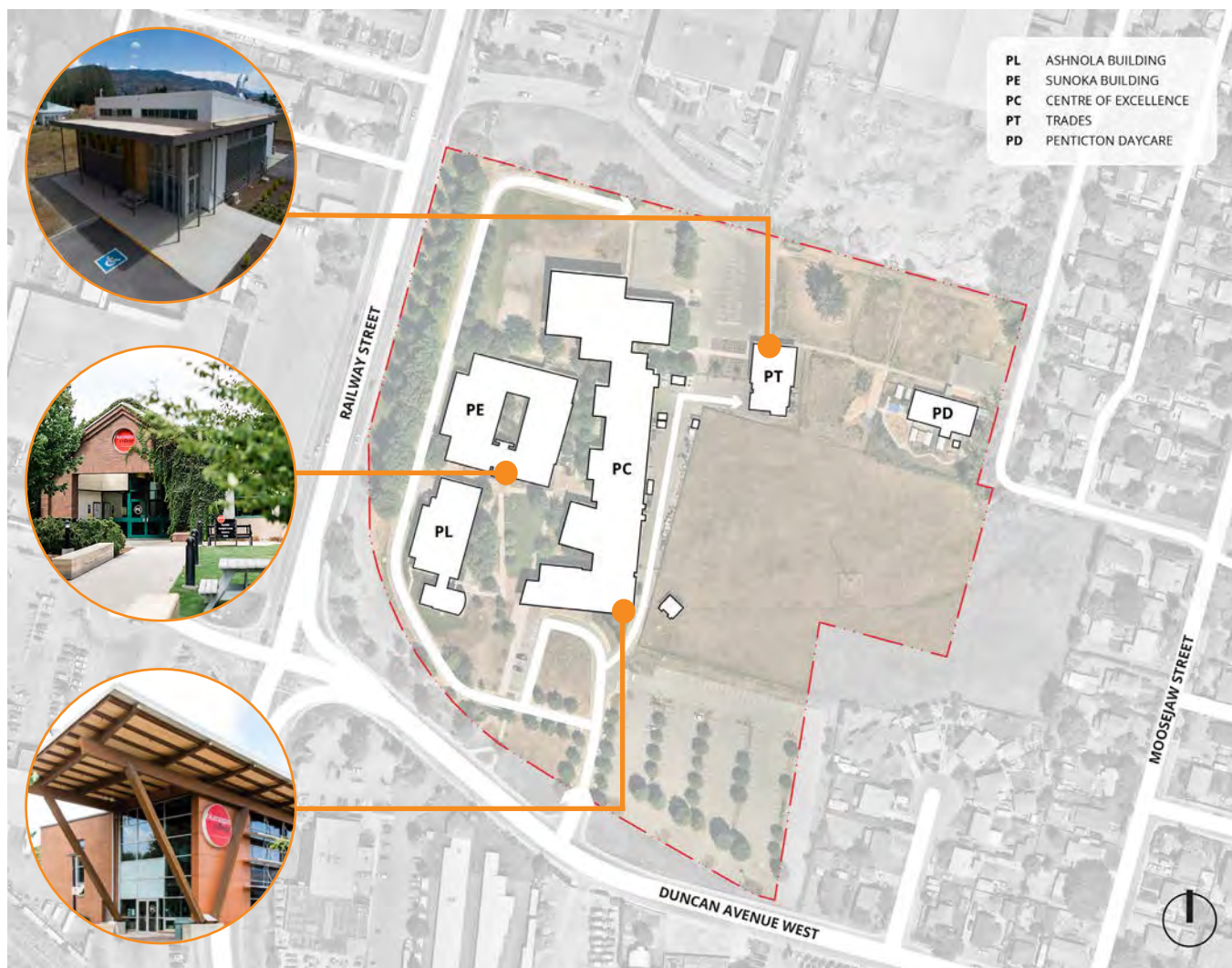
Campus Context (Okanagan-Similkameen)

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.

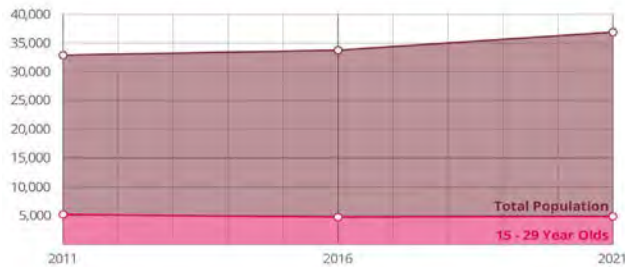


Enrolment Demographics

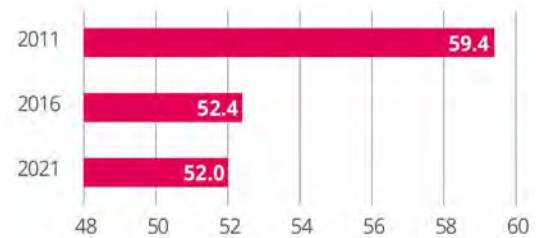
The City of Penticton has seen an increase in population, growing by 9.3% from 2016, 2021.

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

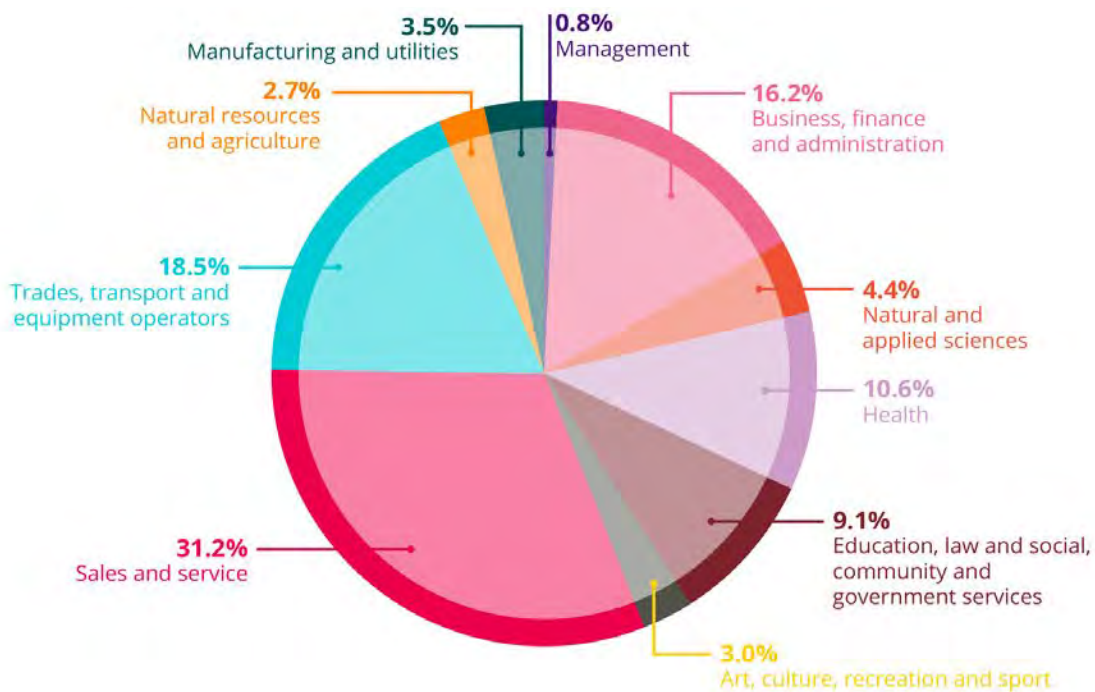


Penticton Median Age



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



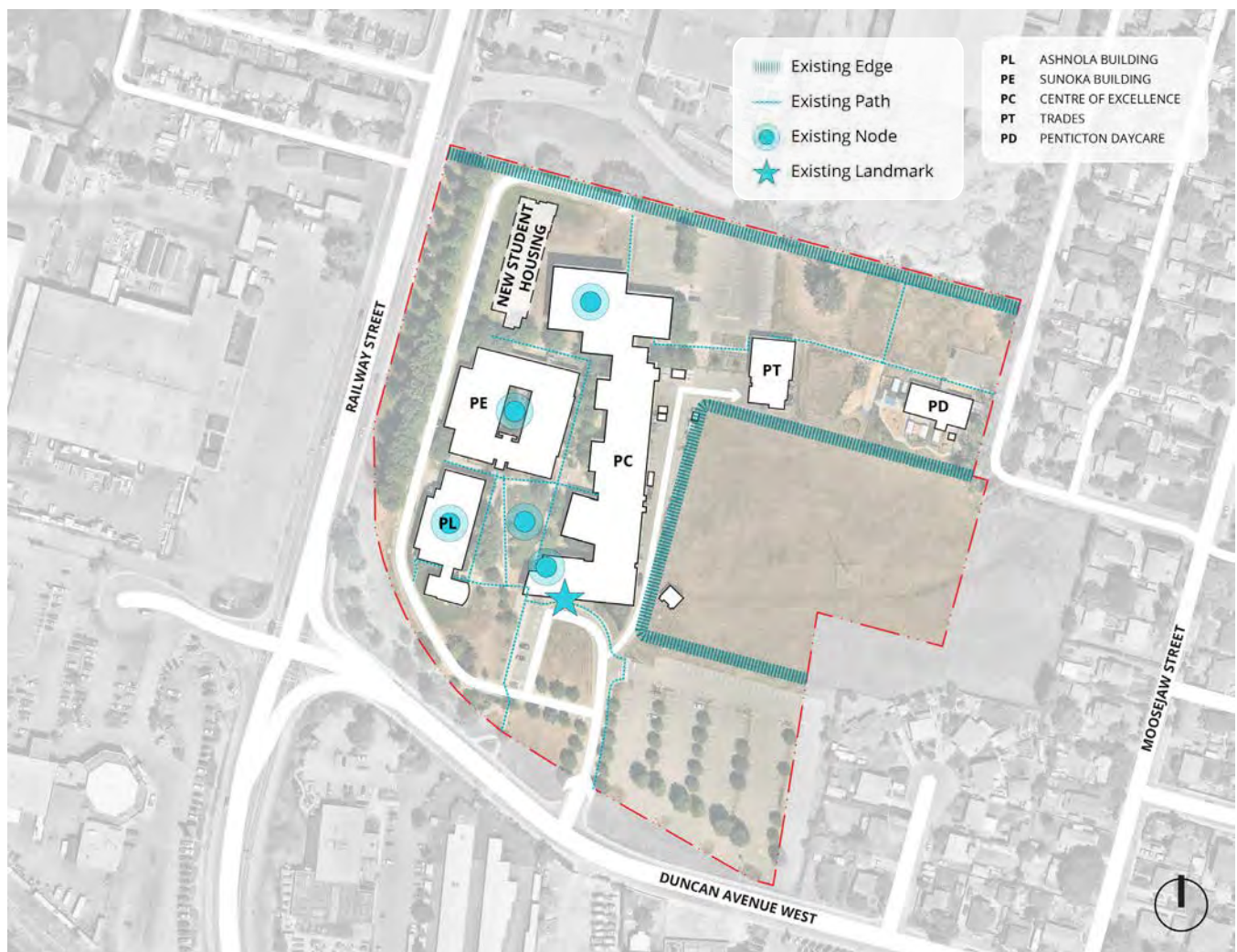
Existing Image Map

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.

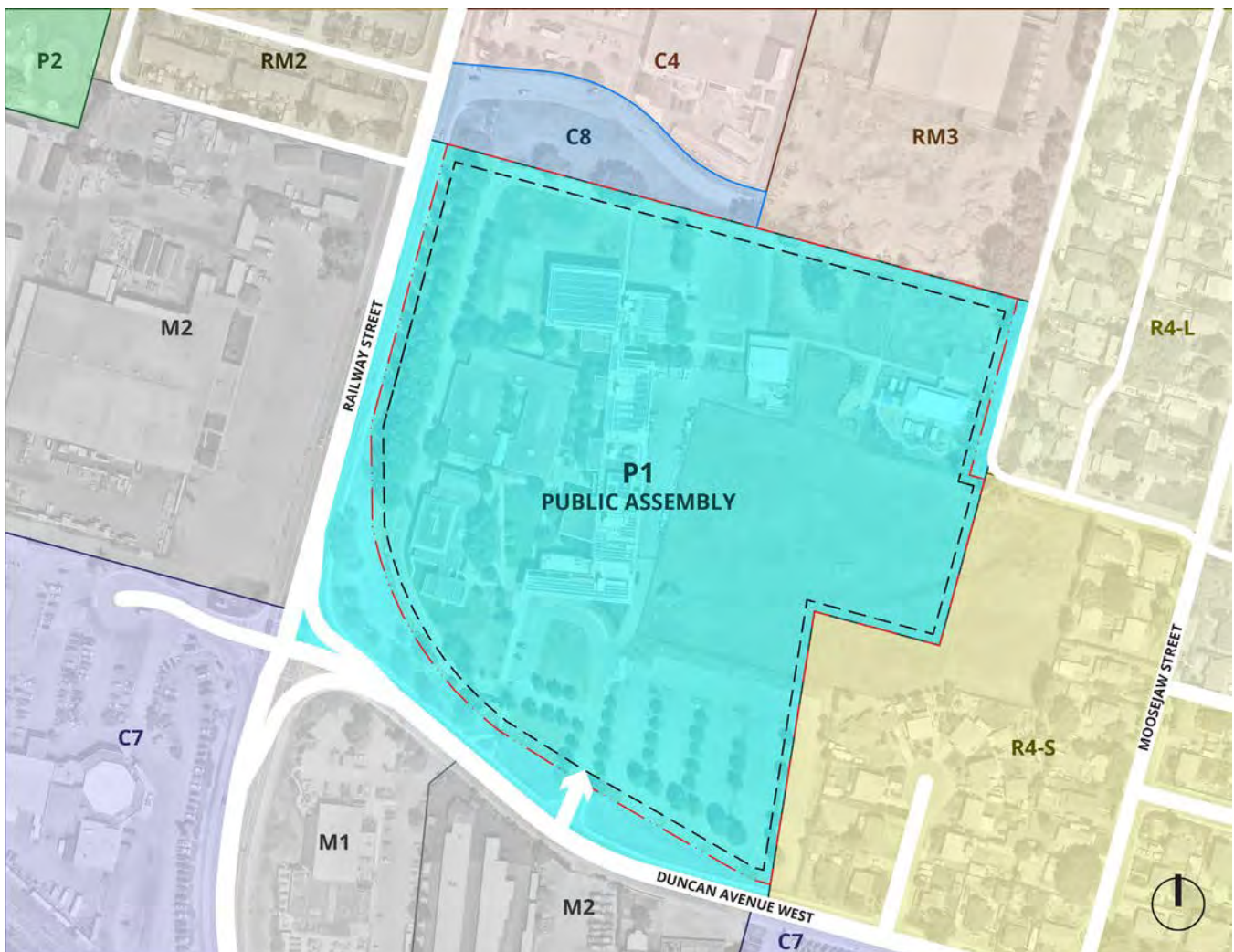
Despite these advantages, limited space for future expansion within the current campus footprint poses a challenge. Some pathways require accessibility improvements for better navigation, and the campus could benefit from enhanced wayfinding signage.



Land Use and Zoning

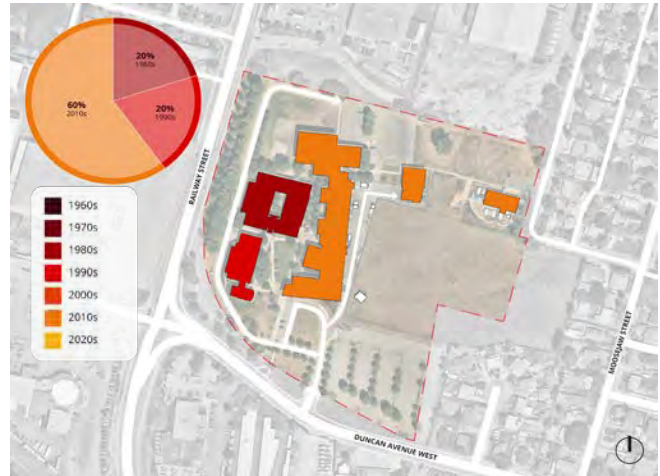
The Penticton campus is zoned as **Public Assembly (P1)**, as per the City of Penticton’s Zoning Bylaw No. 2021-01. This zone provides for governmental and institutional uses including, educational, health and recreation uses, and civic or cultural gatherings.

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.

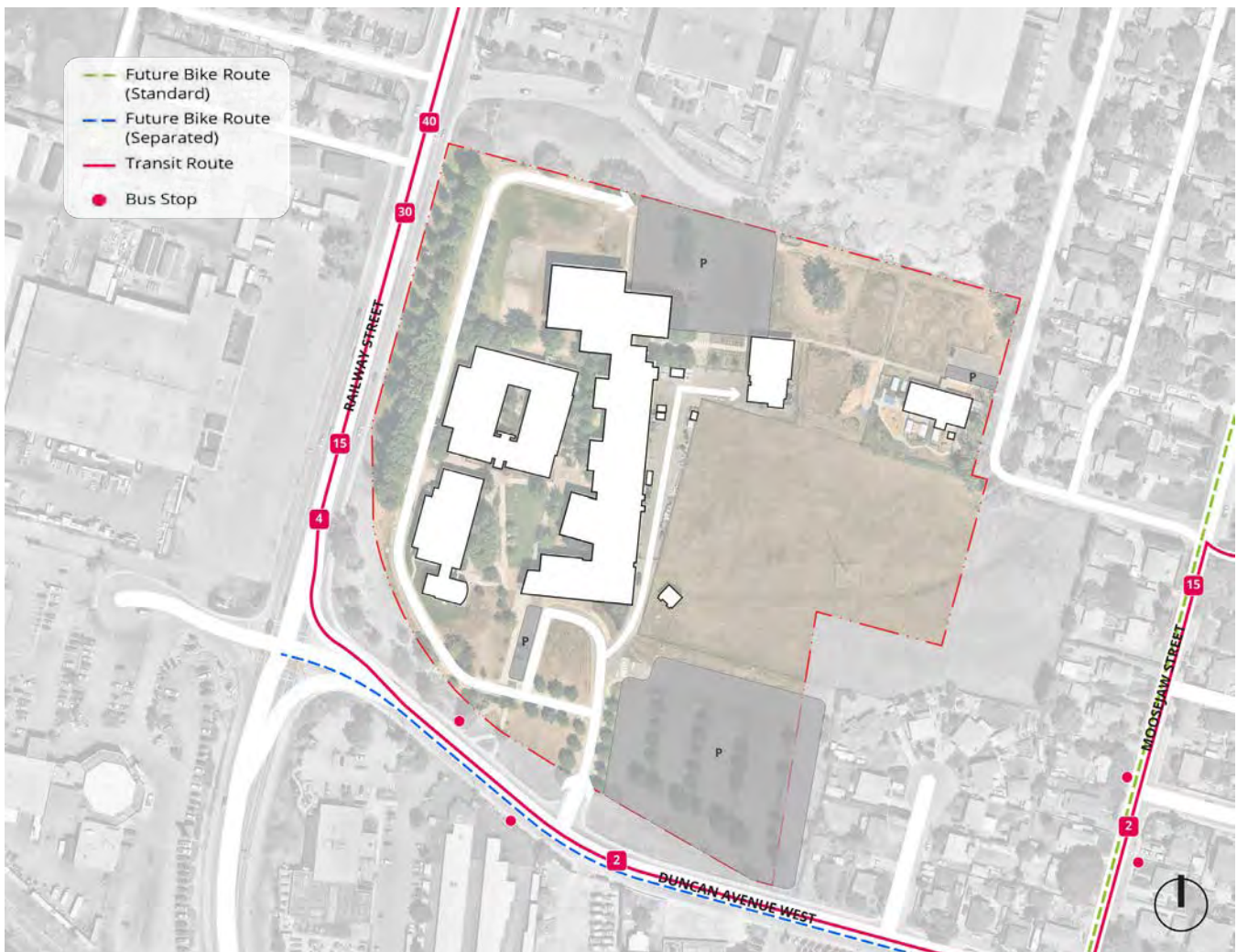
The campus is served by four transit routes. Routes 2 and 4 offer hourly service from the campus to Downtown, Cherry Lane Mall, and neighbourhoods to the east. Routes 30 and 40

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

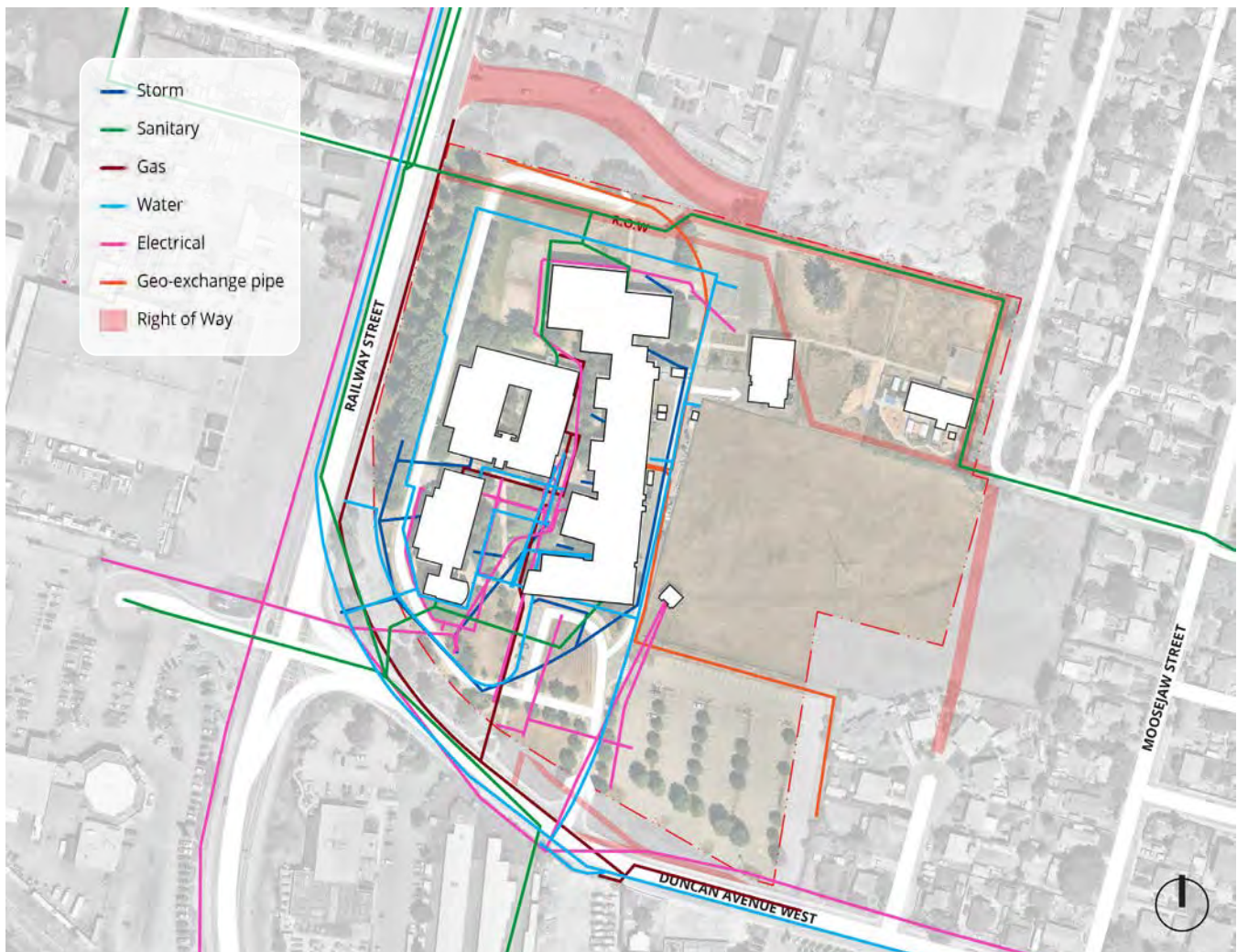
Municipal Zoning Requirement:	260
Supply:	312

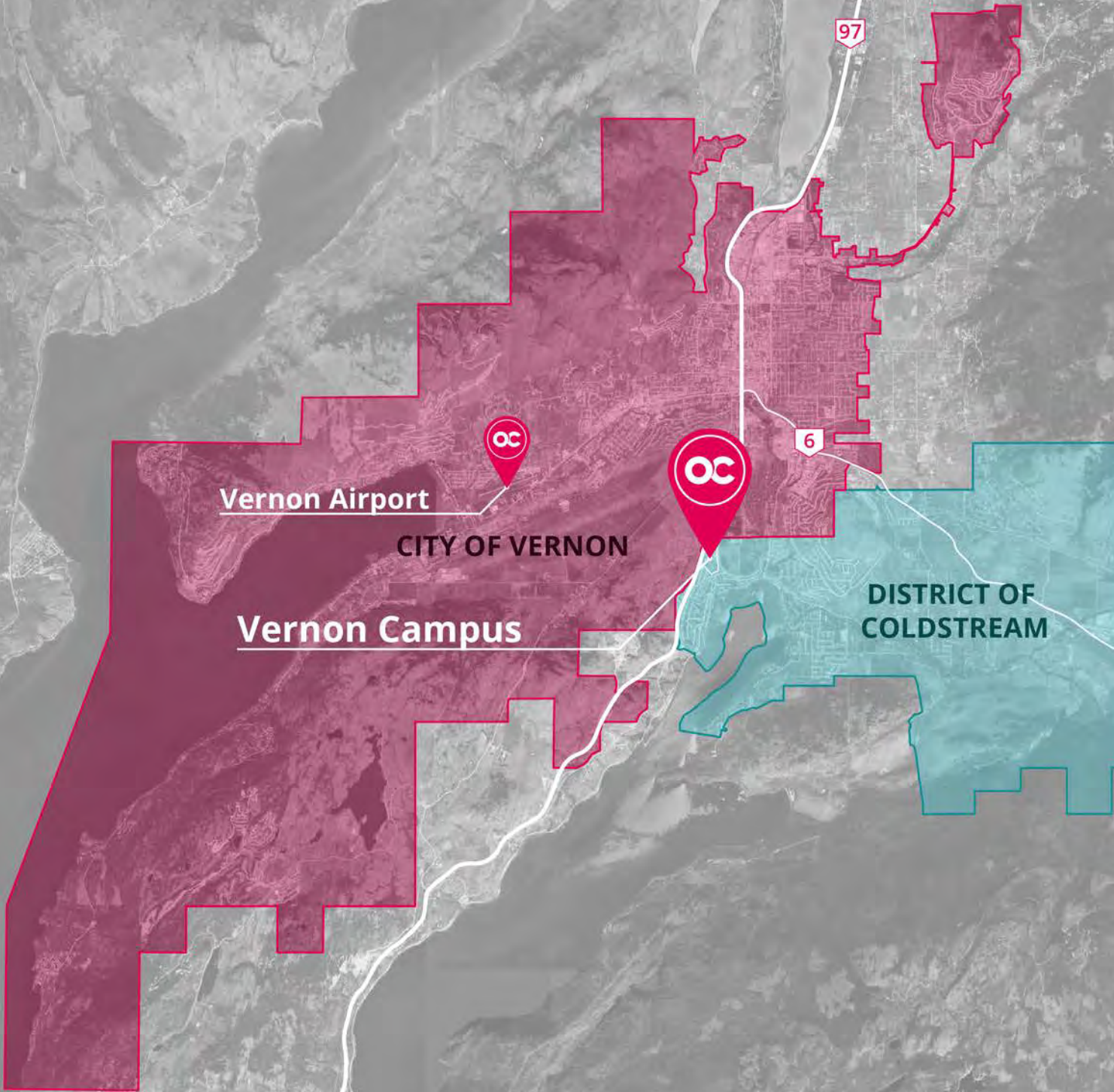


Services and Infrastructure

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 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

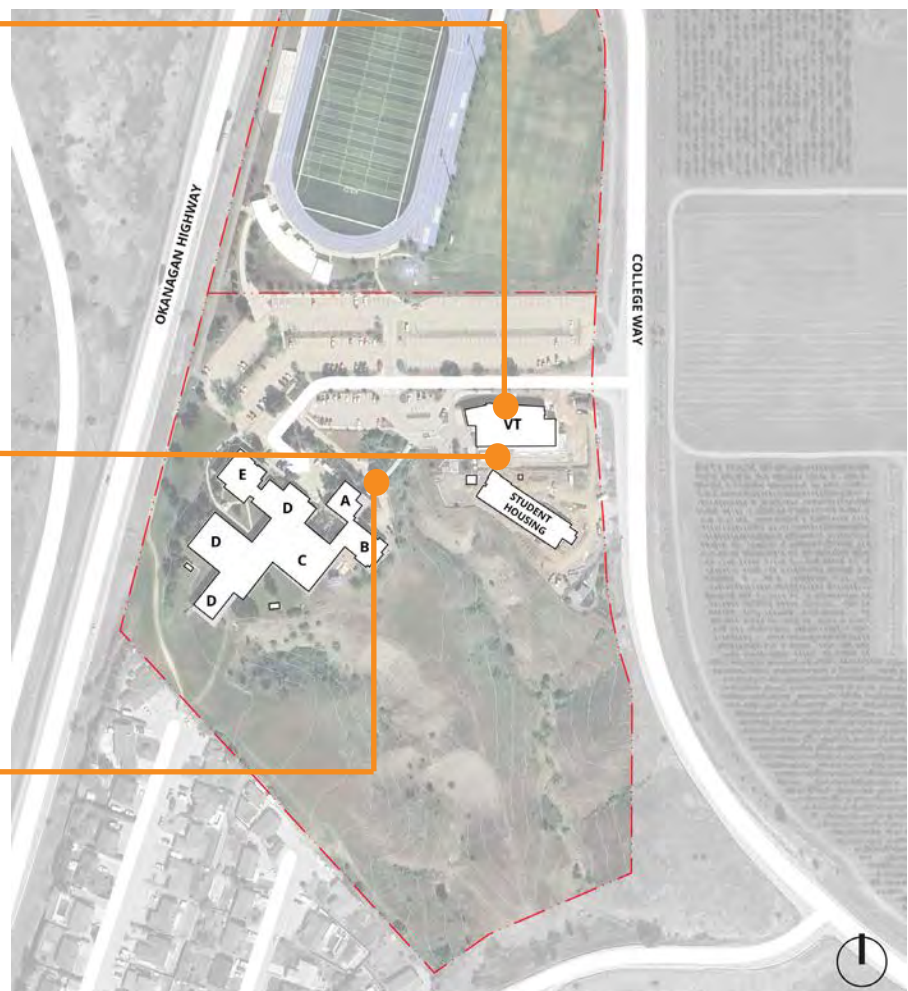
weight room for student recreation and wellness

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.

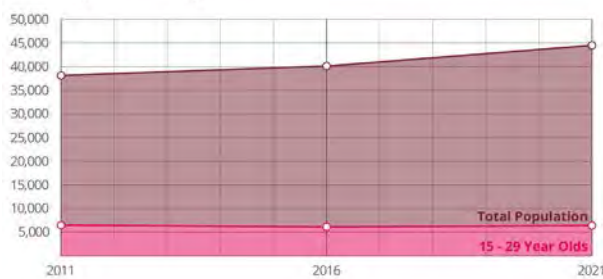


Enrolment Demographics

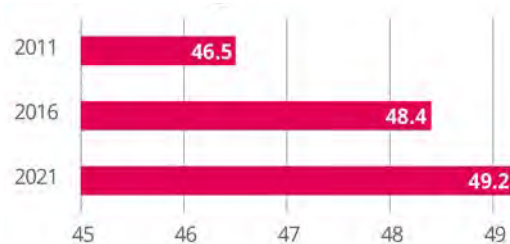
The City of Vernon and the District of Coldstream have seen a combined increase in population, growing by 9.7% from 2016 to 2021.

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

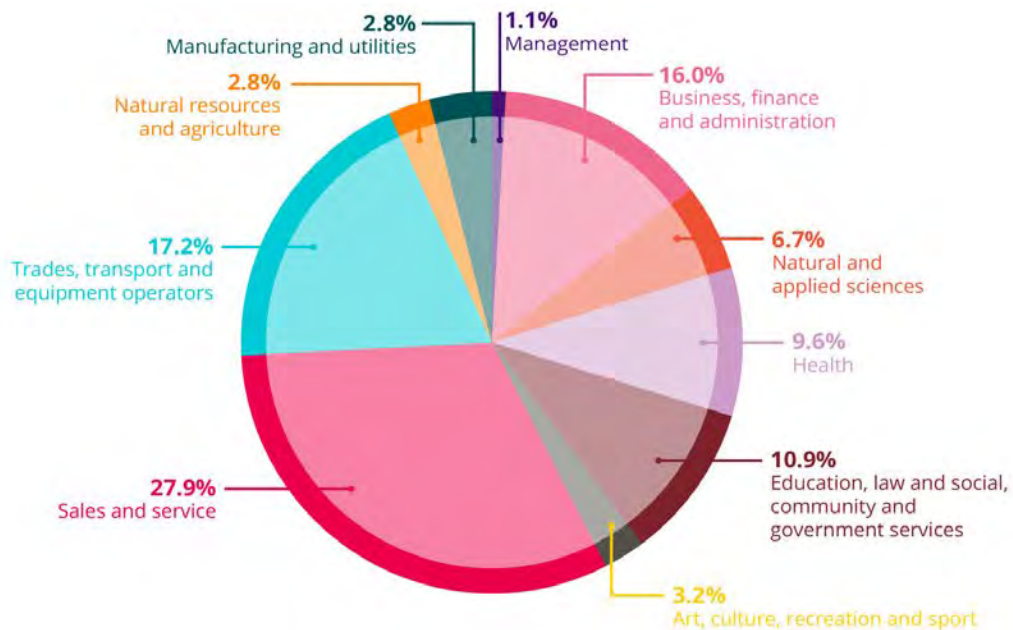


Vernon Median Age



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



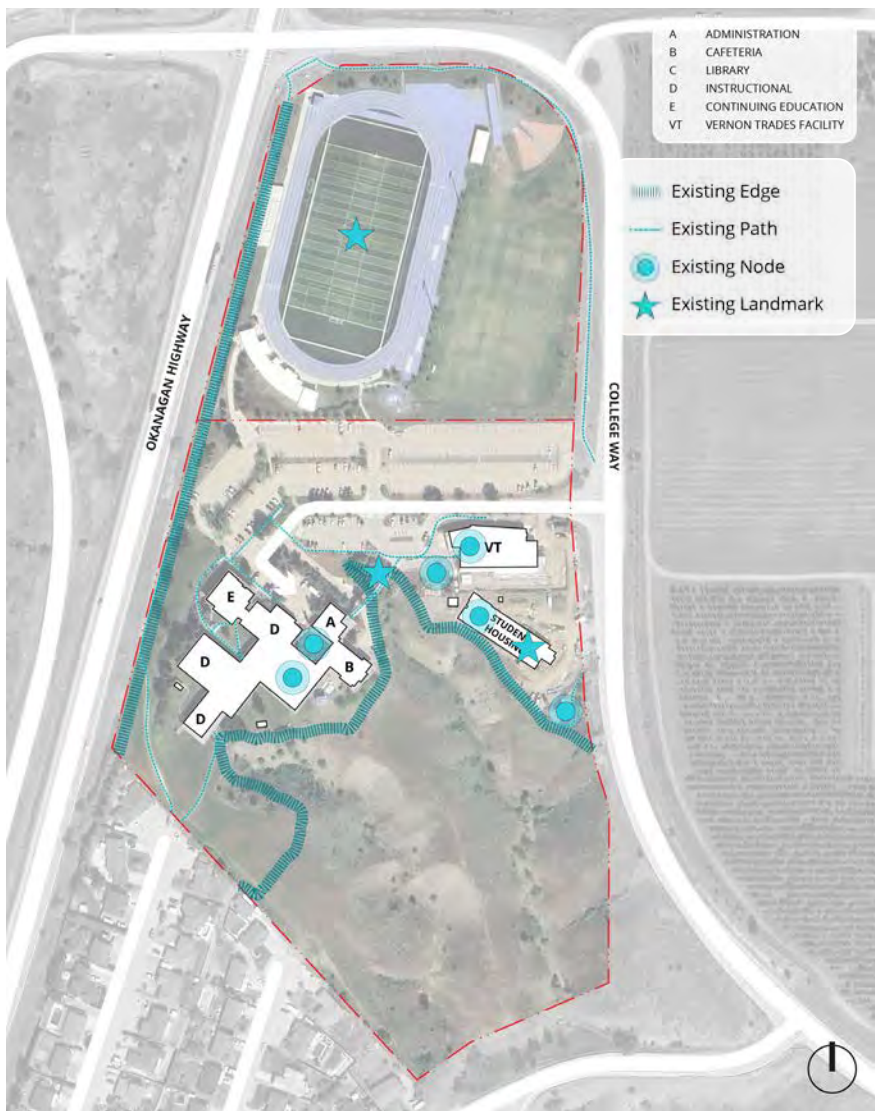
Existing Image Map

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:

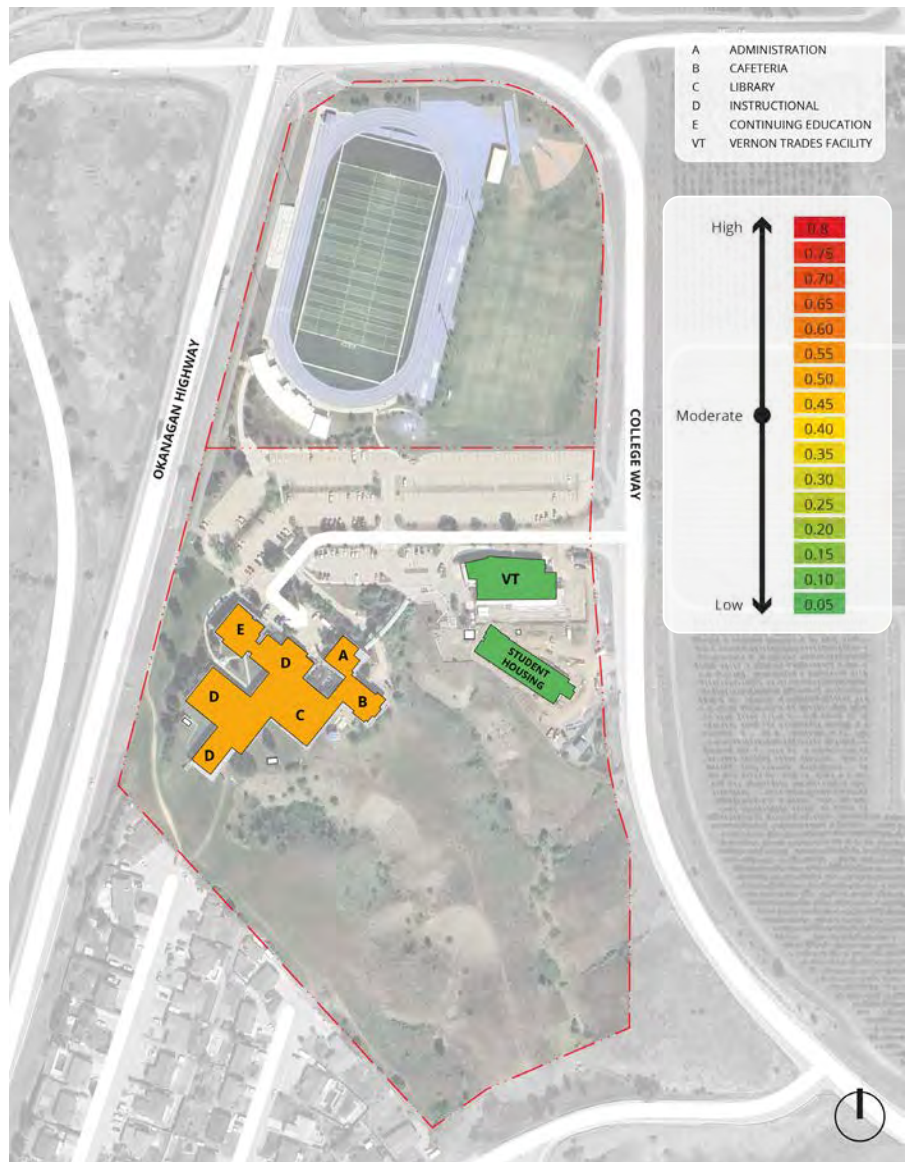
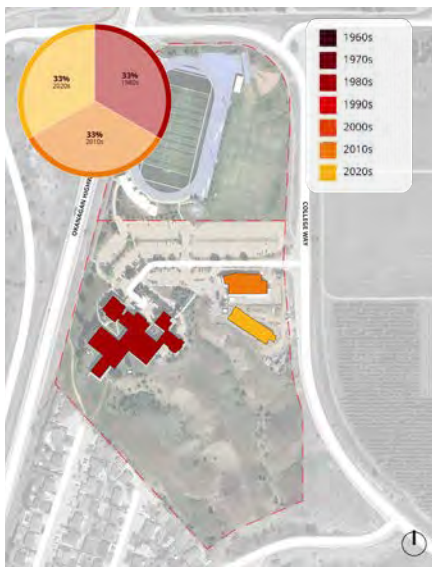
- a) **4.0 m**
- b) **1.5 m** if abutting a sidewalk



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

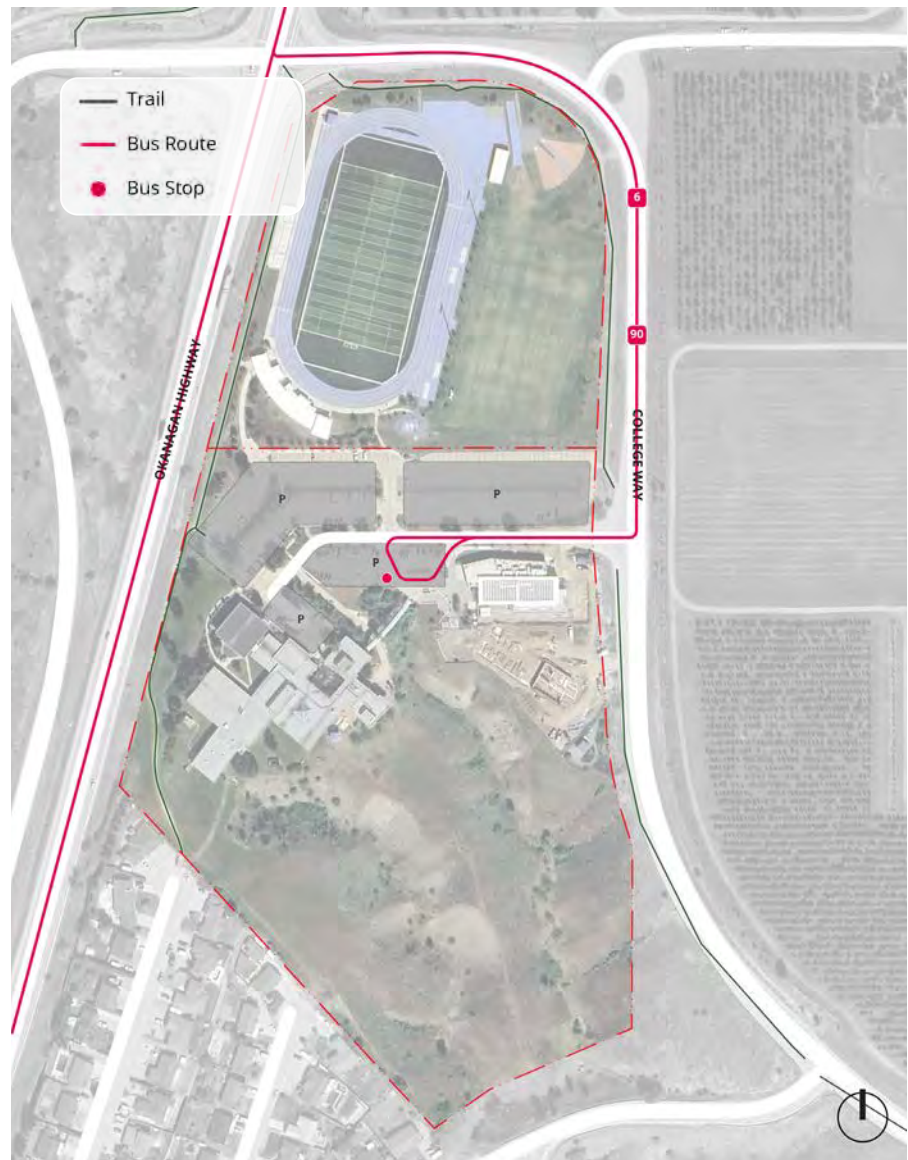
The location and topography near the Vernon campus somewhat limits the potential for walking and biking. The multi-use pathway on College Way provides a strong connection to the Okanagan Rail Trail and Kalamalka Lake waterfront.

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

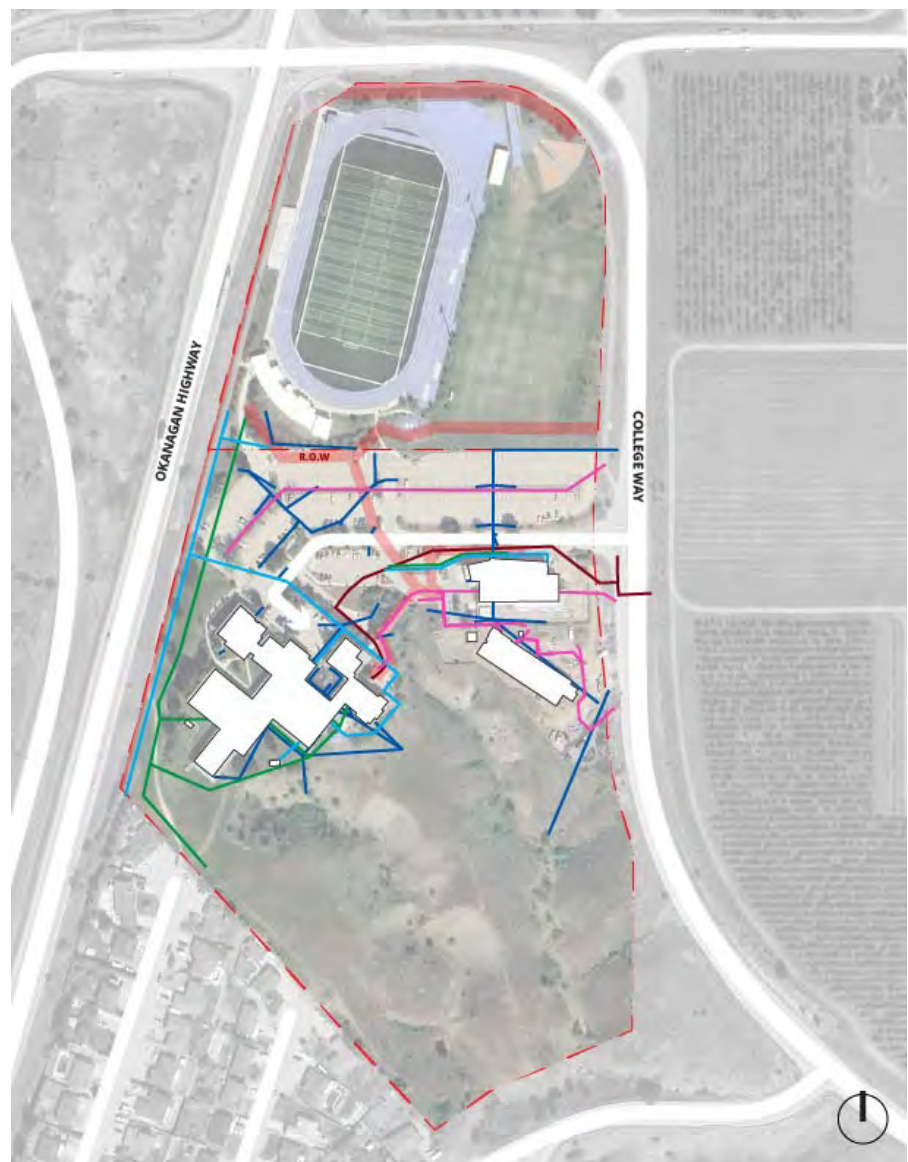


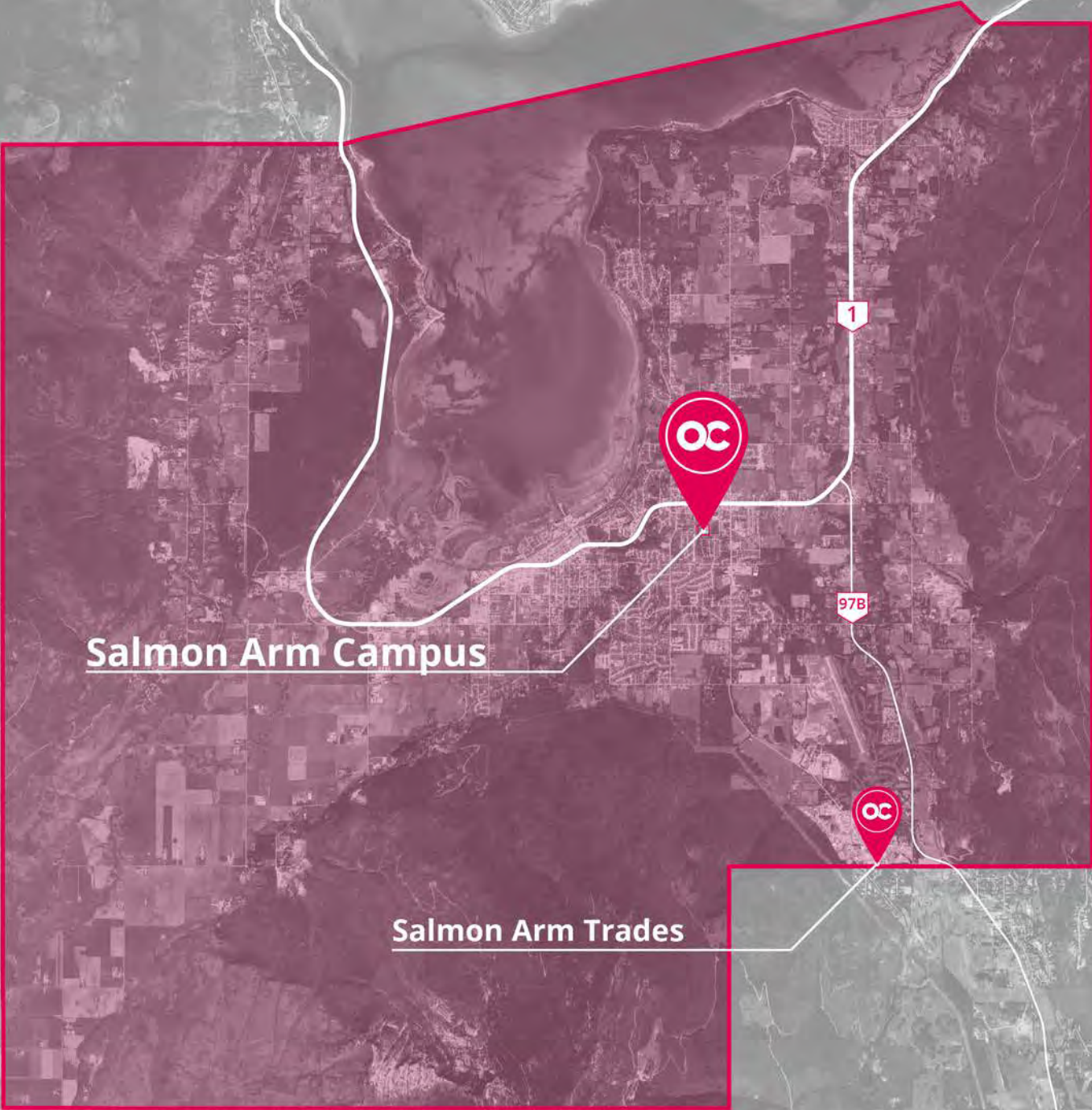
Services and Infrastructure

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



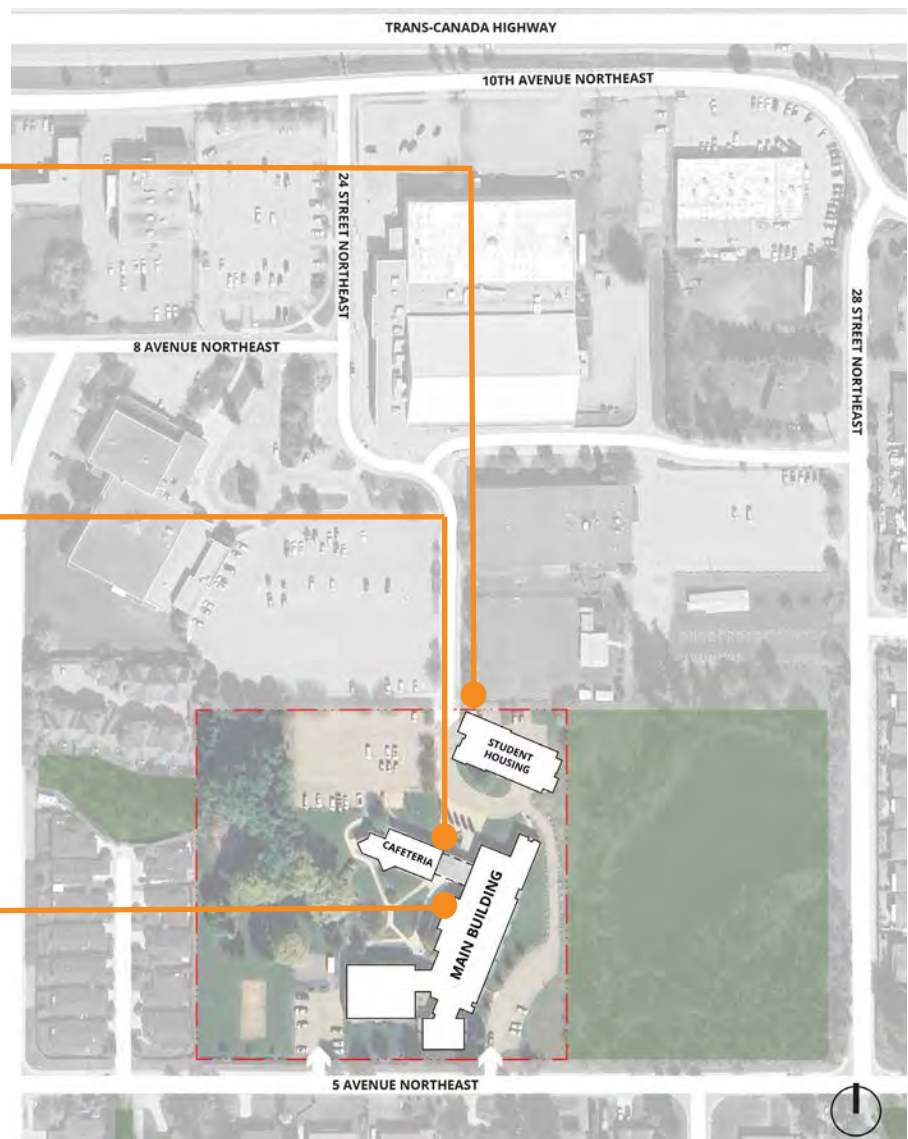
SALMON ARM CAMPUS

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.

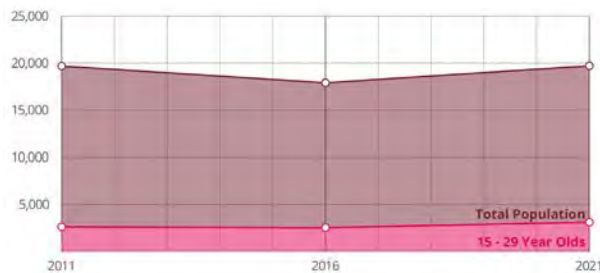


Enrolment Demographics

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

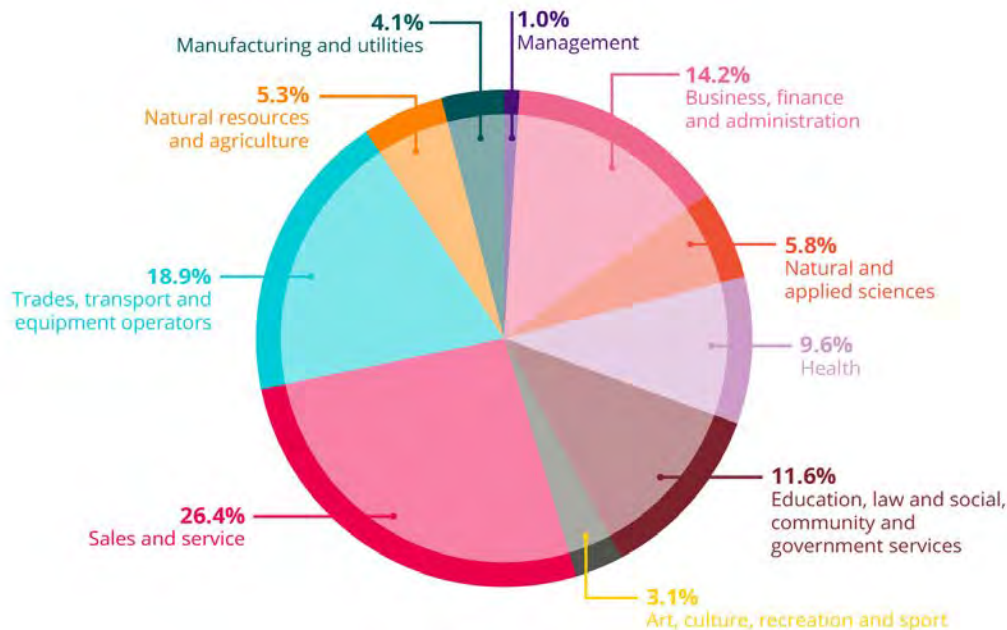


Salmon Arm Median Age



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

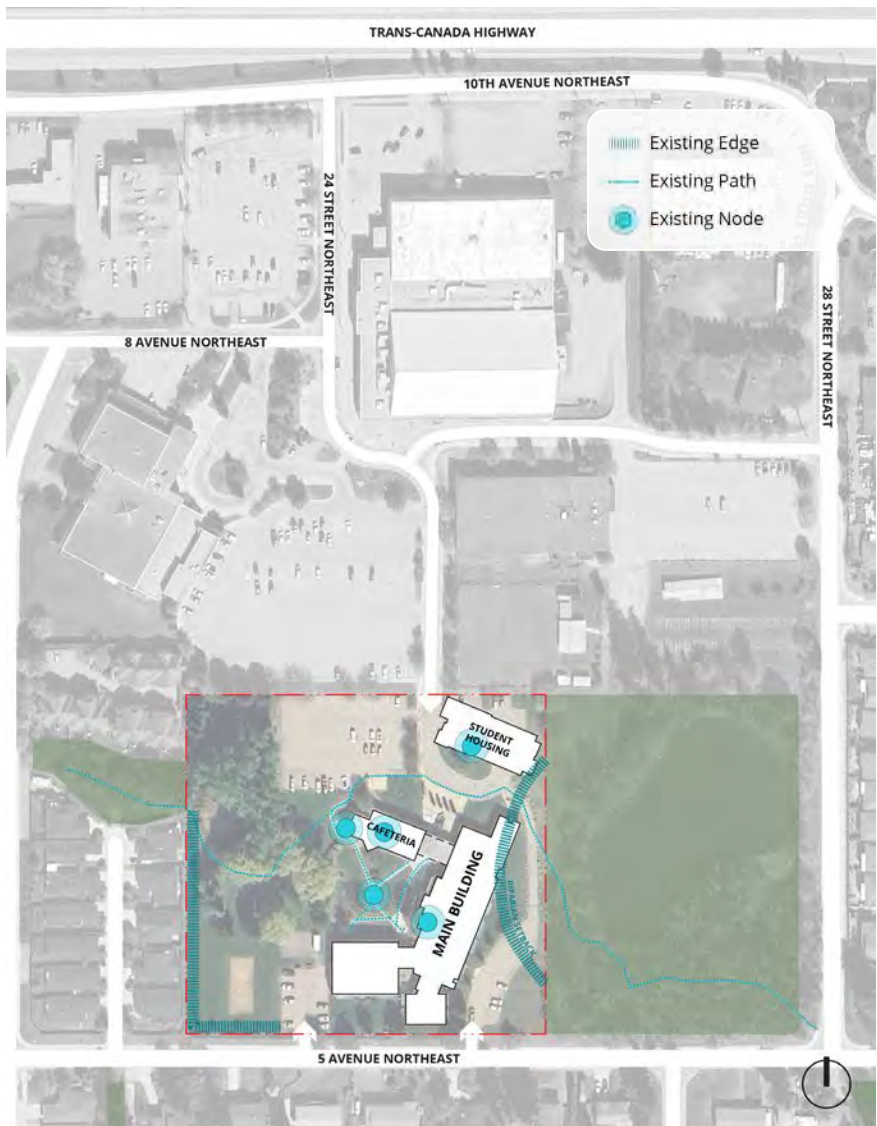


Existing Image Map

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**

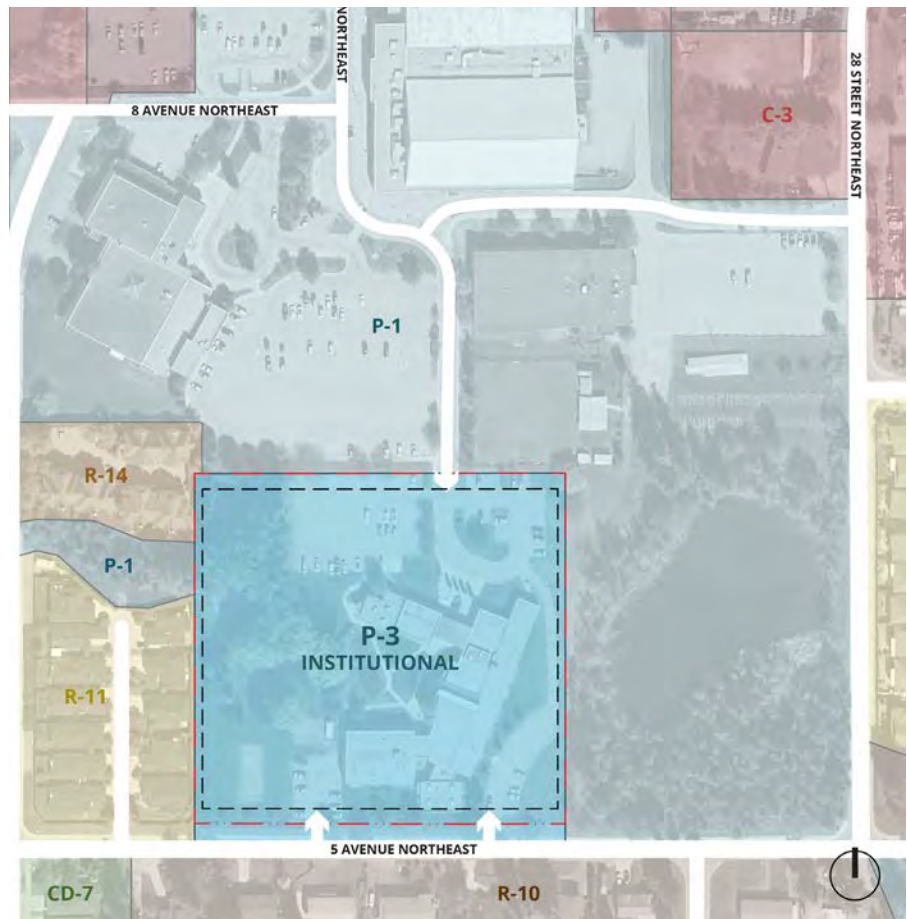
Maximum Height of Principal Buildings: **12.0 m**

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

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

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

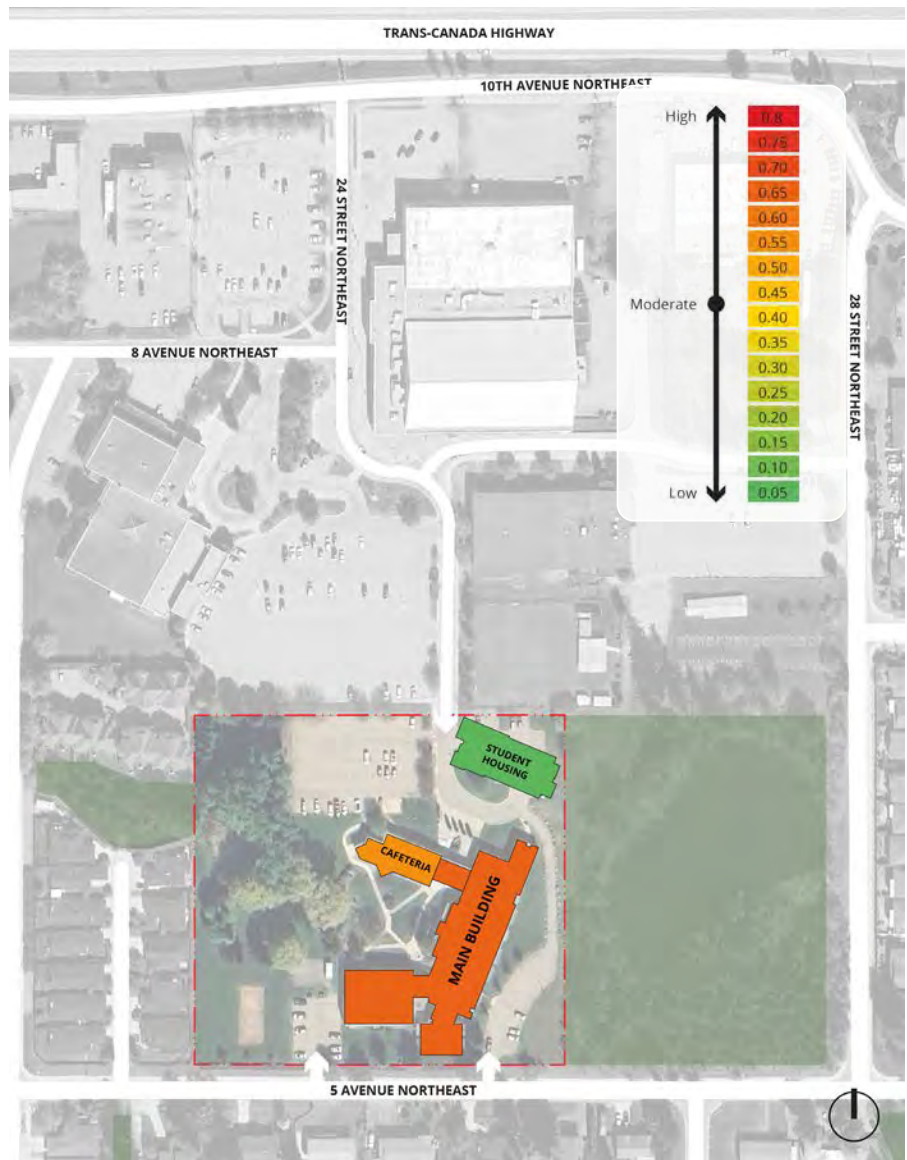
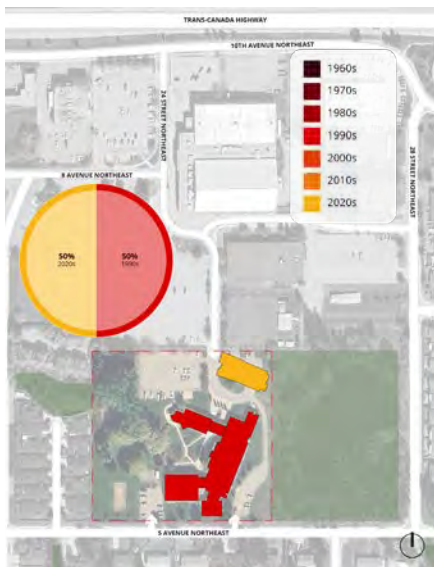
Minimum Parcel Size or Site Width: **15.0 m**



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,

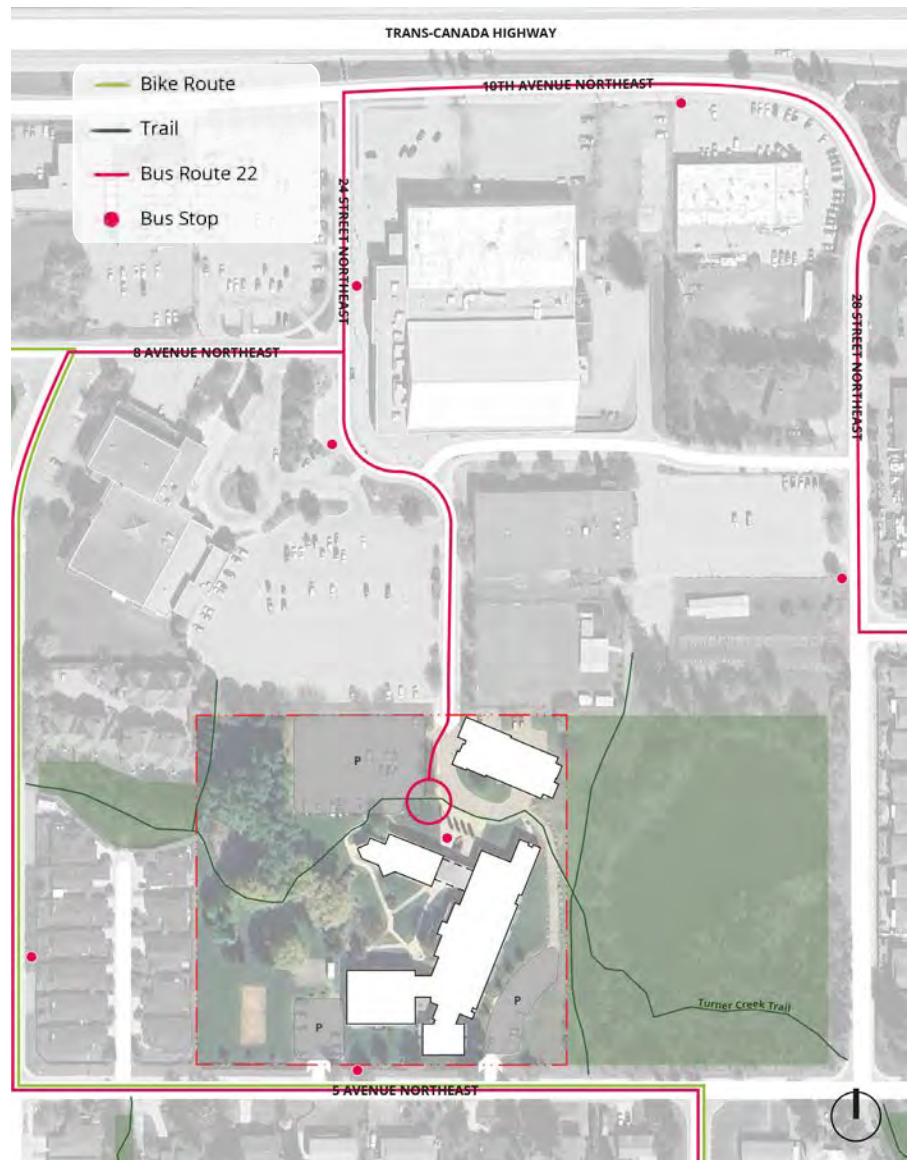
the one-way loop of Route 22 means that most people would use the bus stops on the south side of campus. This stop currently has no shelter or seating and does not meet accessible standards. The walking connections from the stop to the campus buildings are also poor.

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

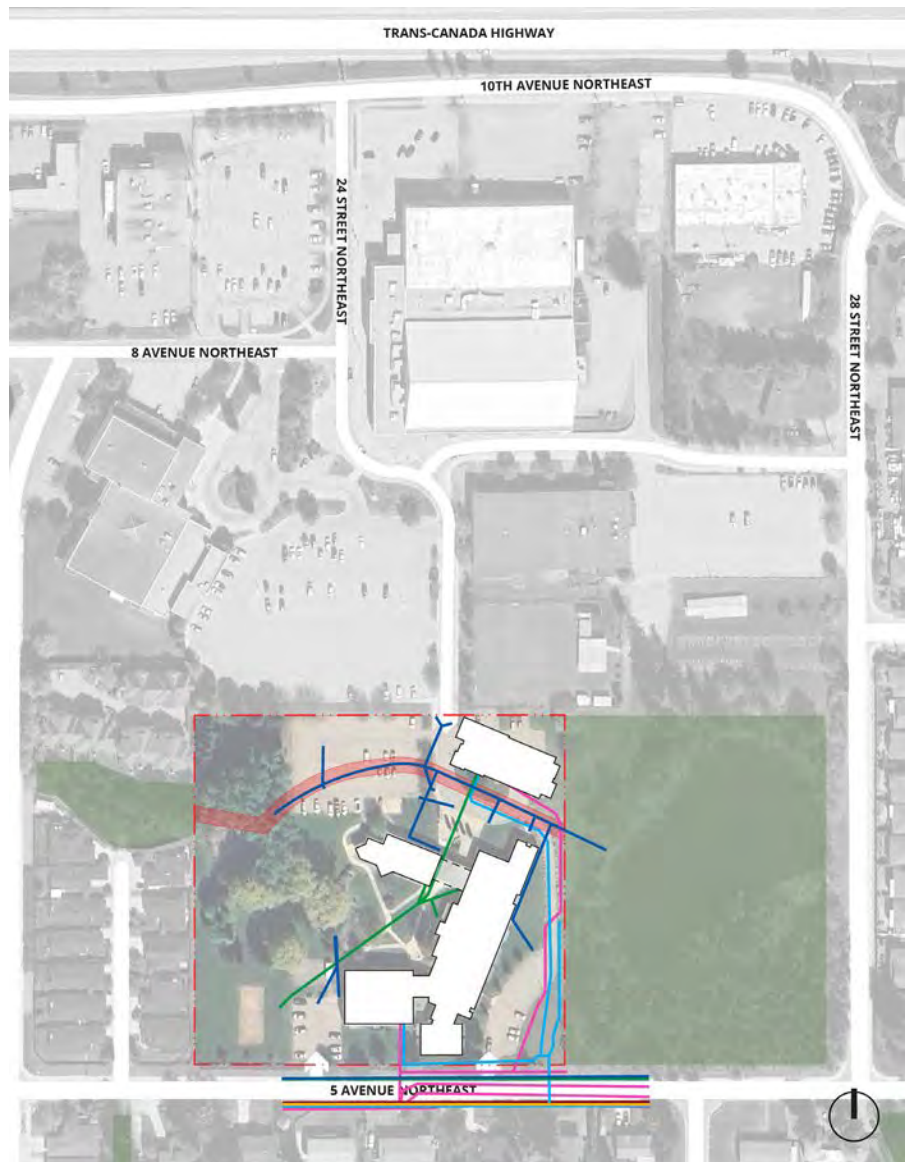


Services and Infrastructure

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





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in Business, Health, Science
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.

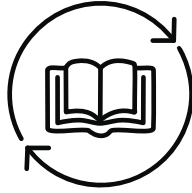
Guiding Principles

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.



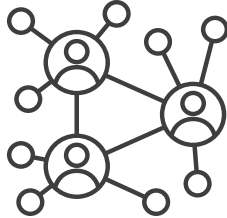
Learner focused

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

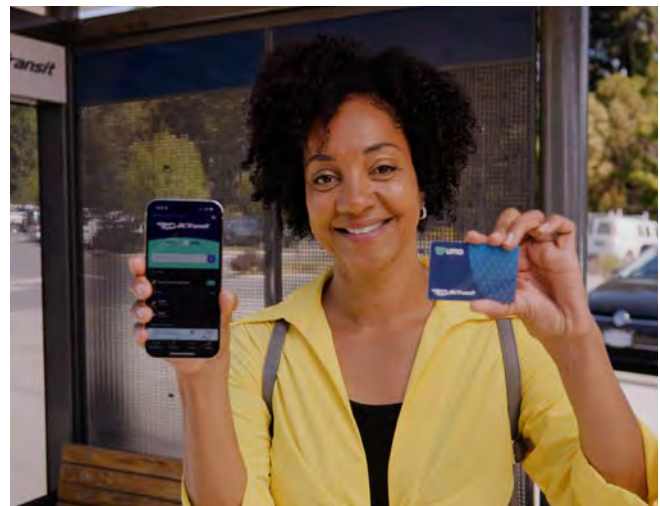


Transportation Framework

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.



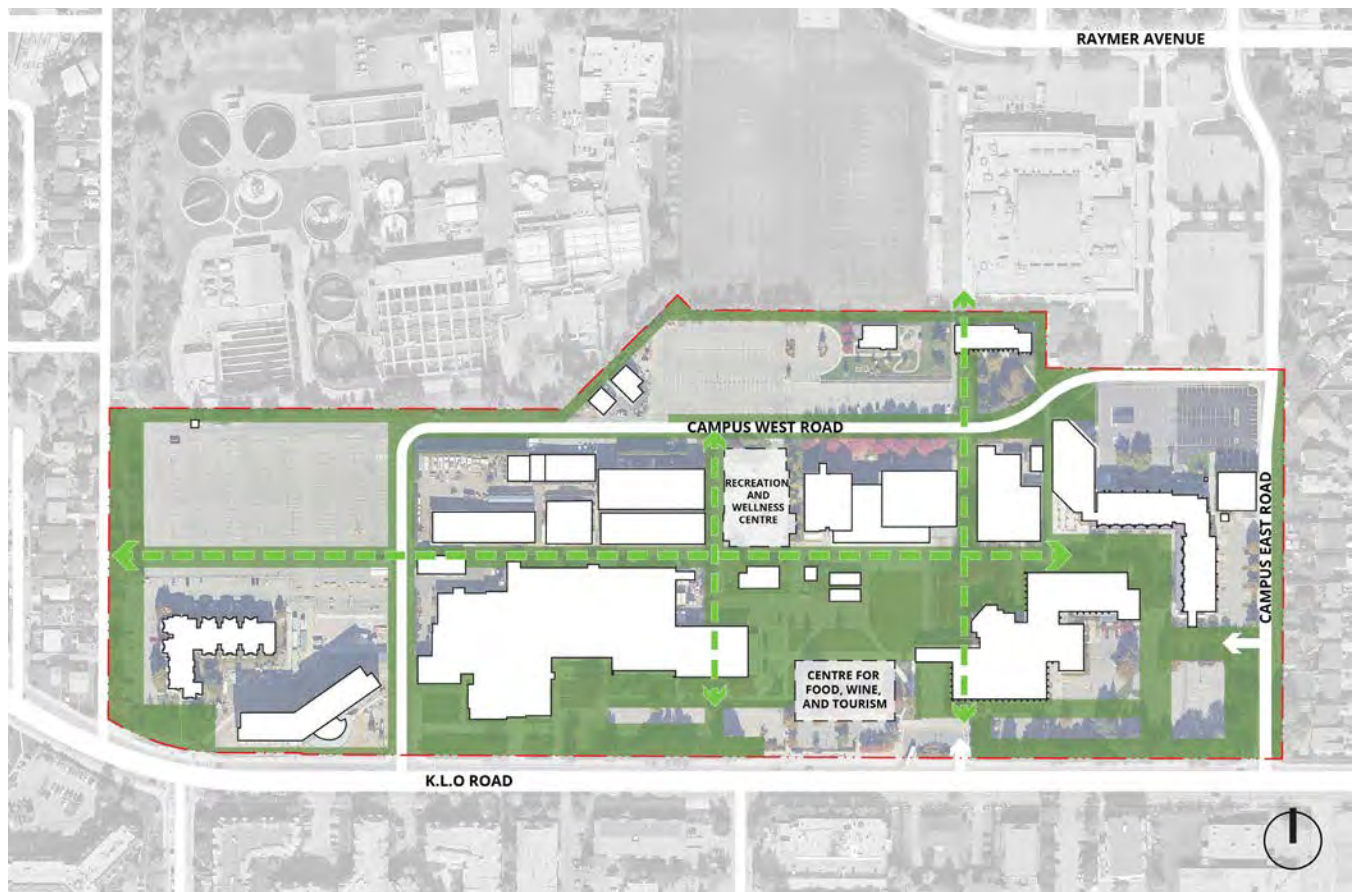
Public Realm Framework

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

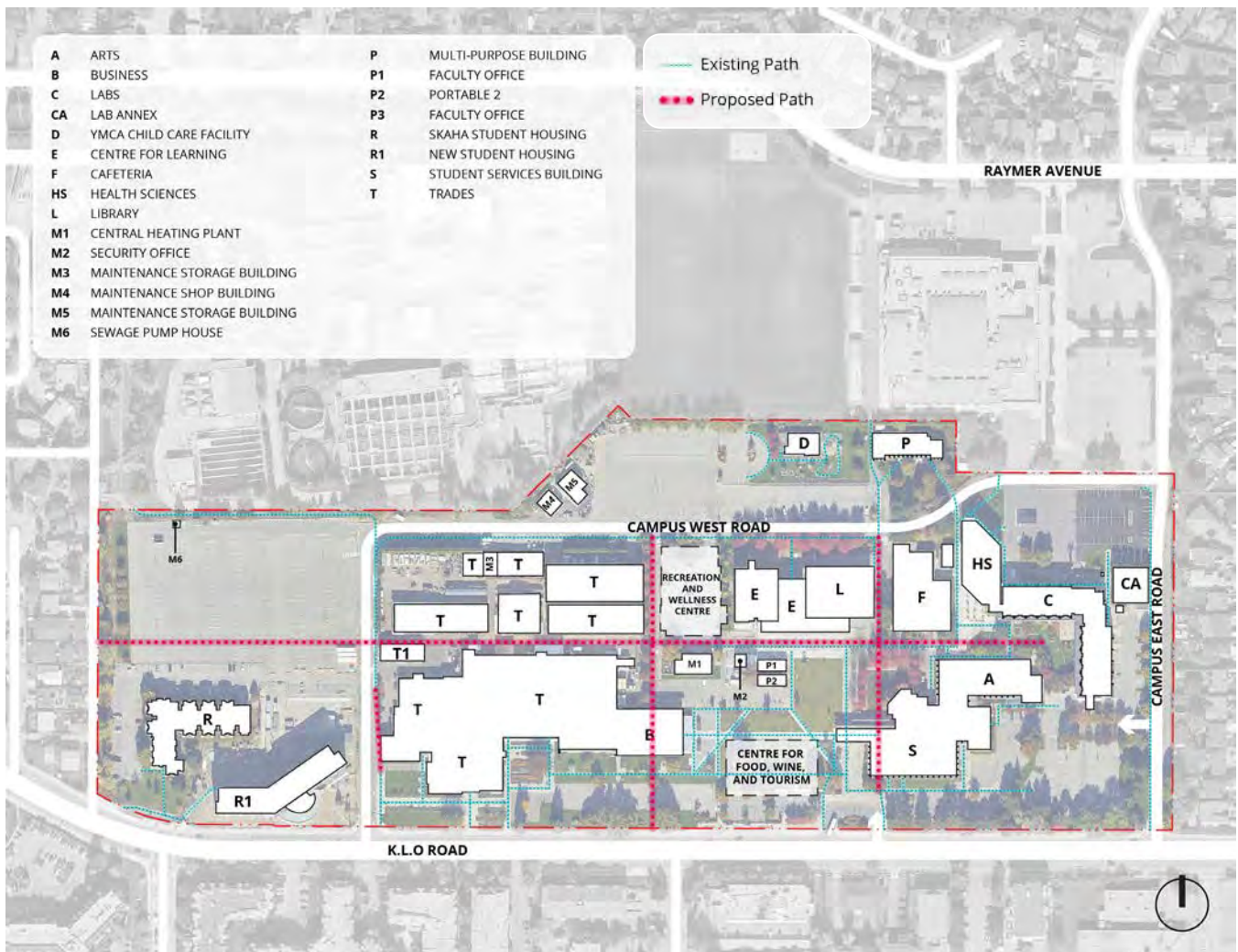
Paths

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.

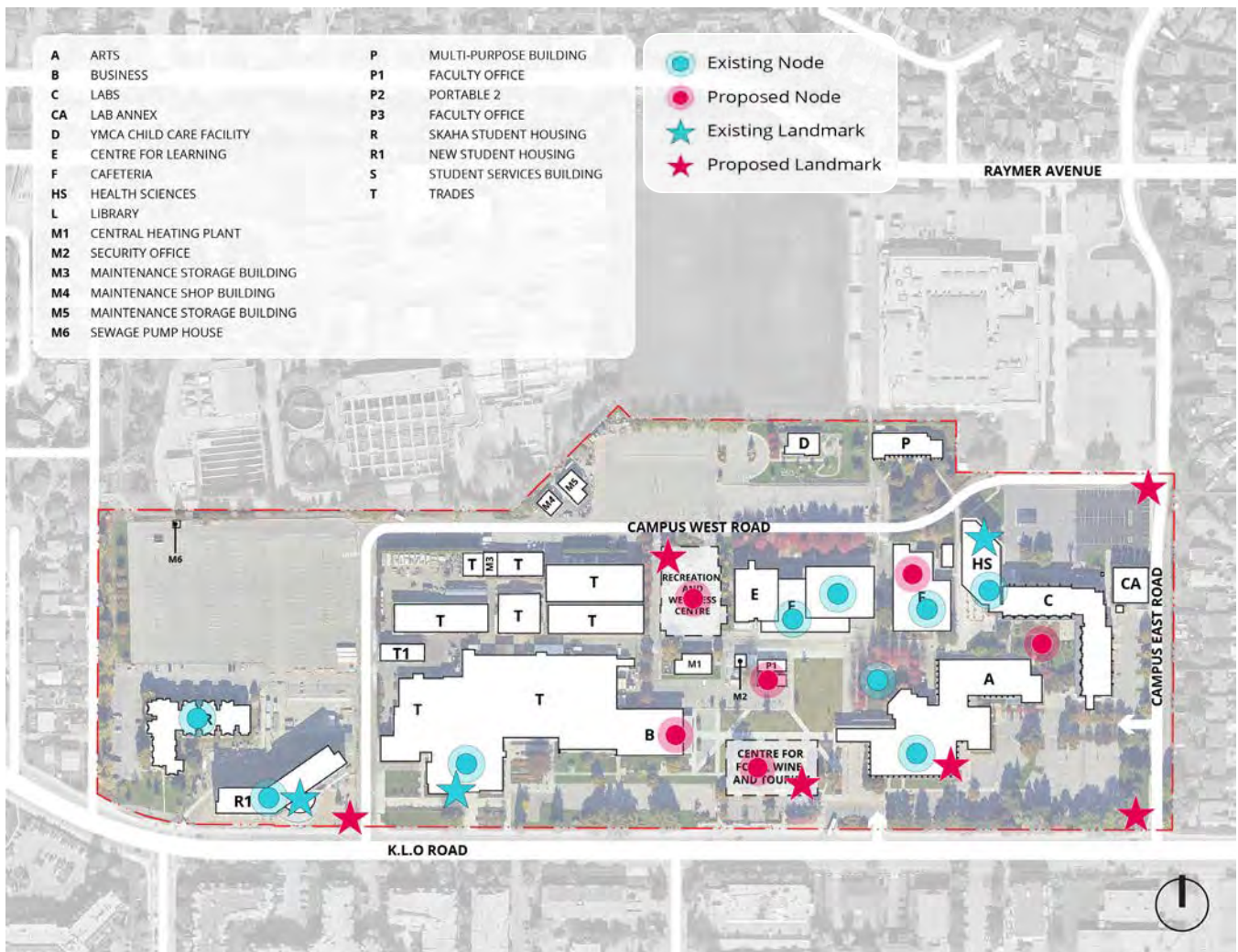


Nodes & Landmarks

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.



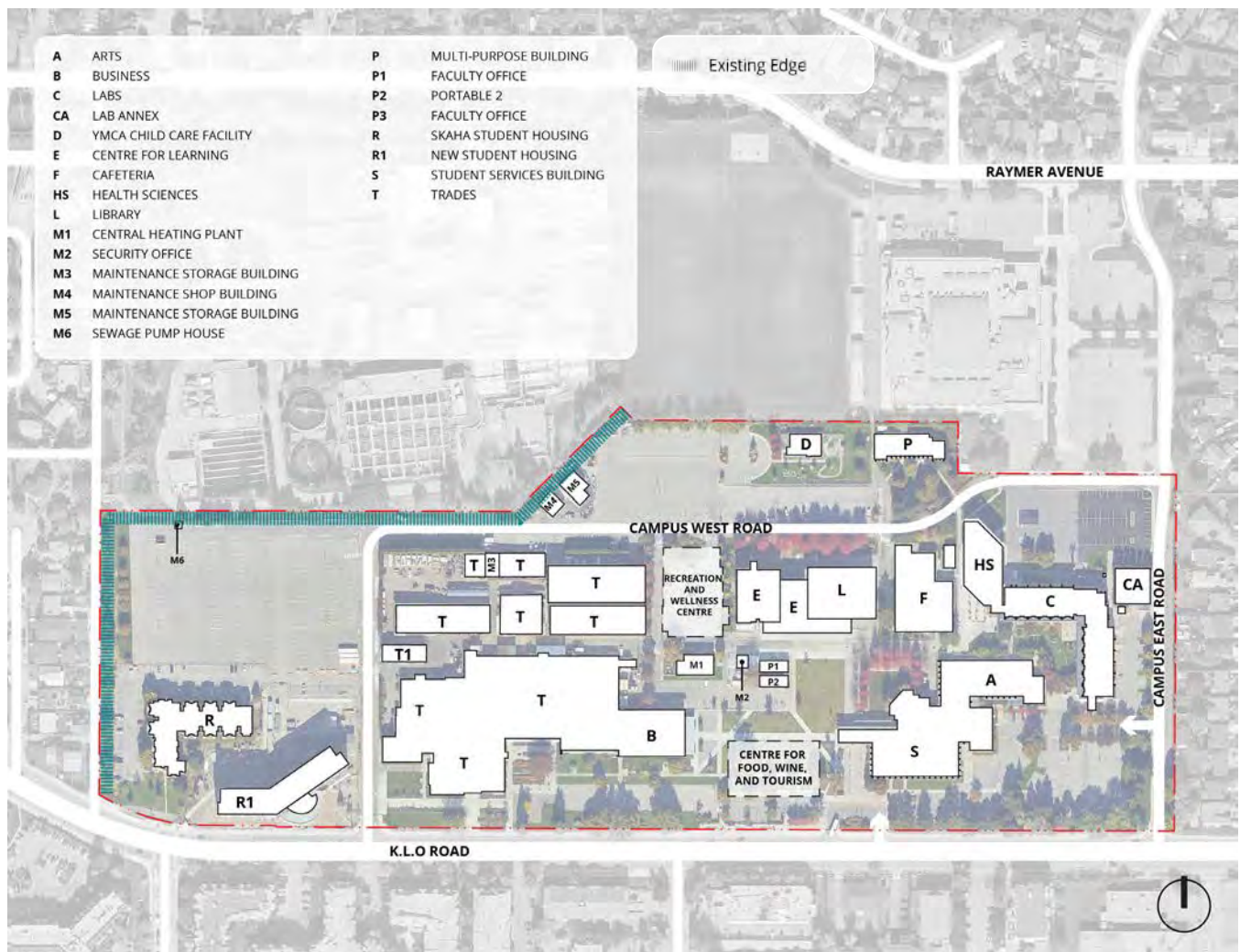
Edges

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.



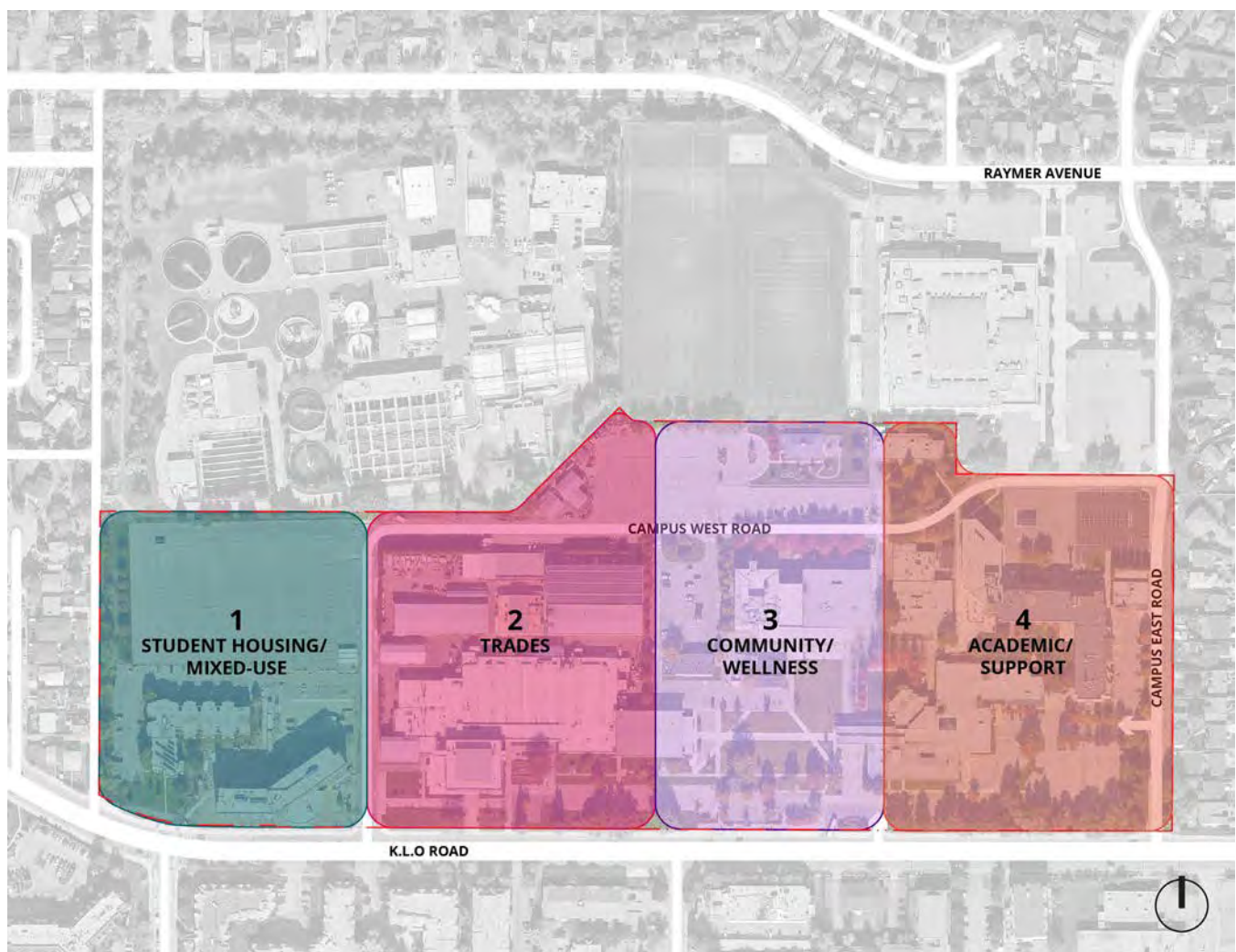
Districts

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.

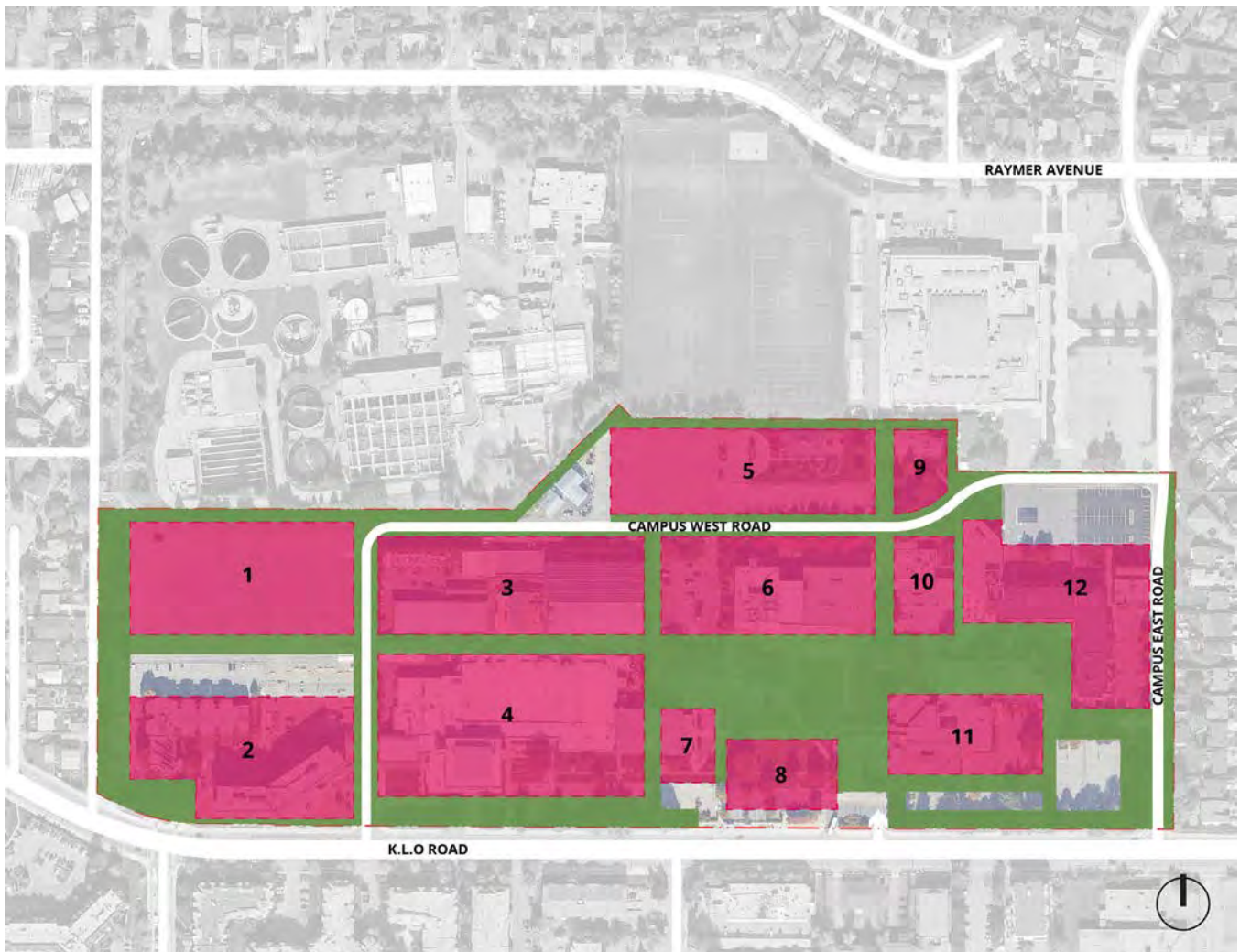
District 3 connects the community and wellness spaces through new buildings and the consolidation of student services and supports.

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

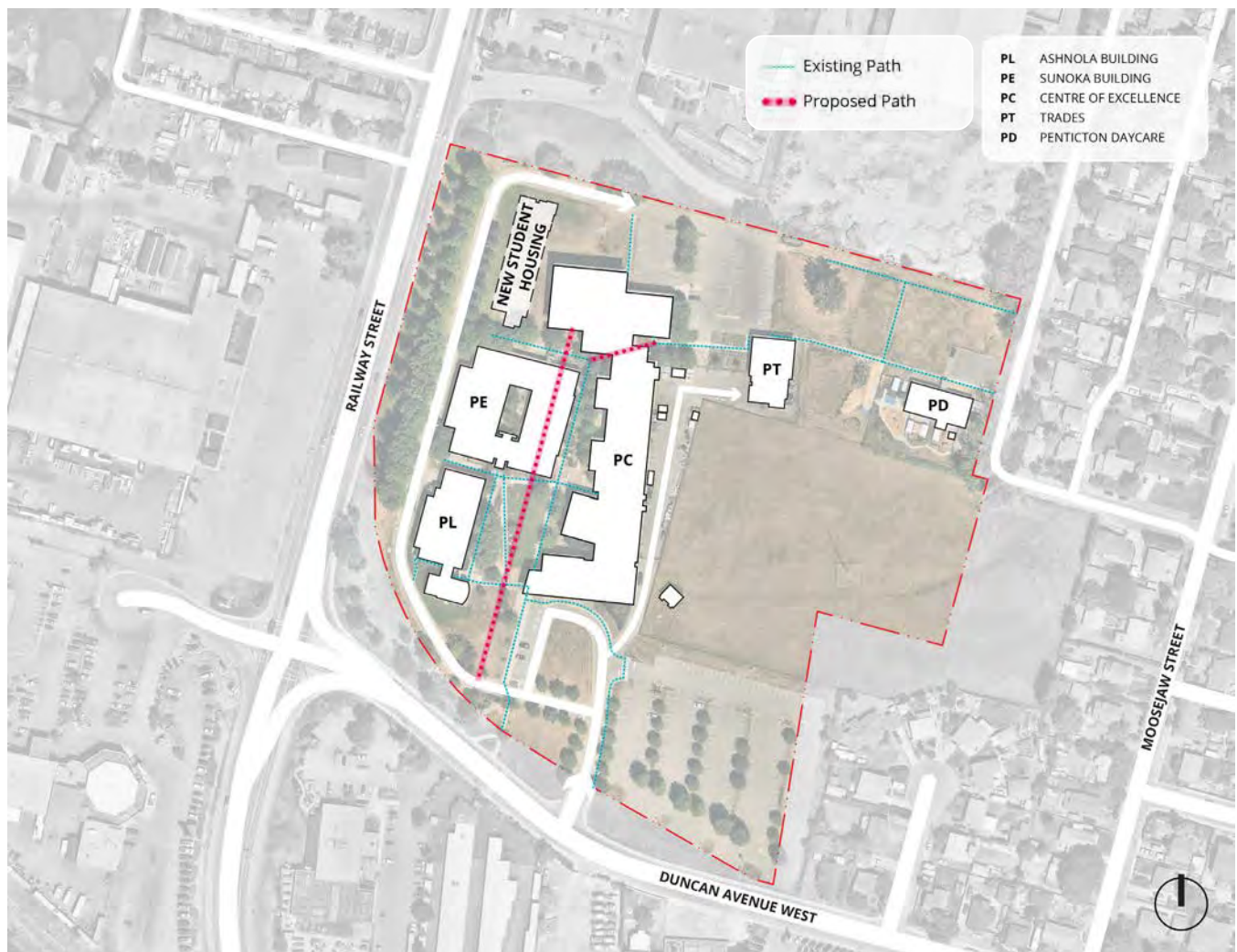
Paths

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.



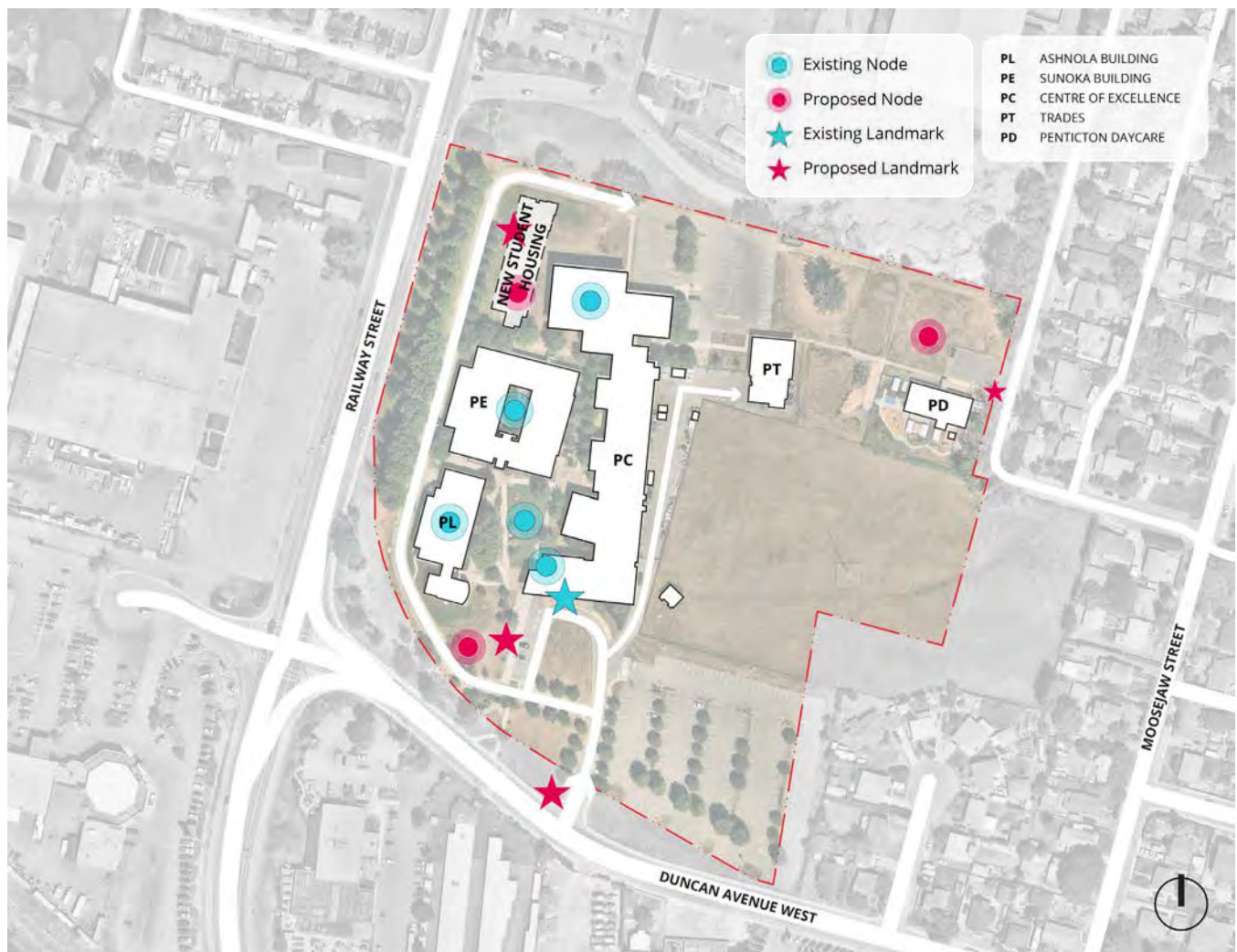
Nodes & Landmarks

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.

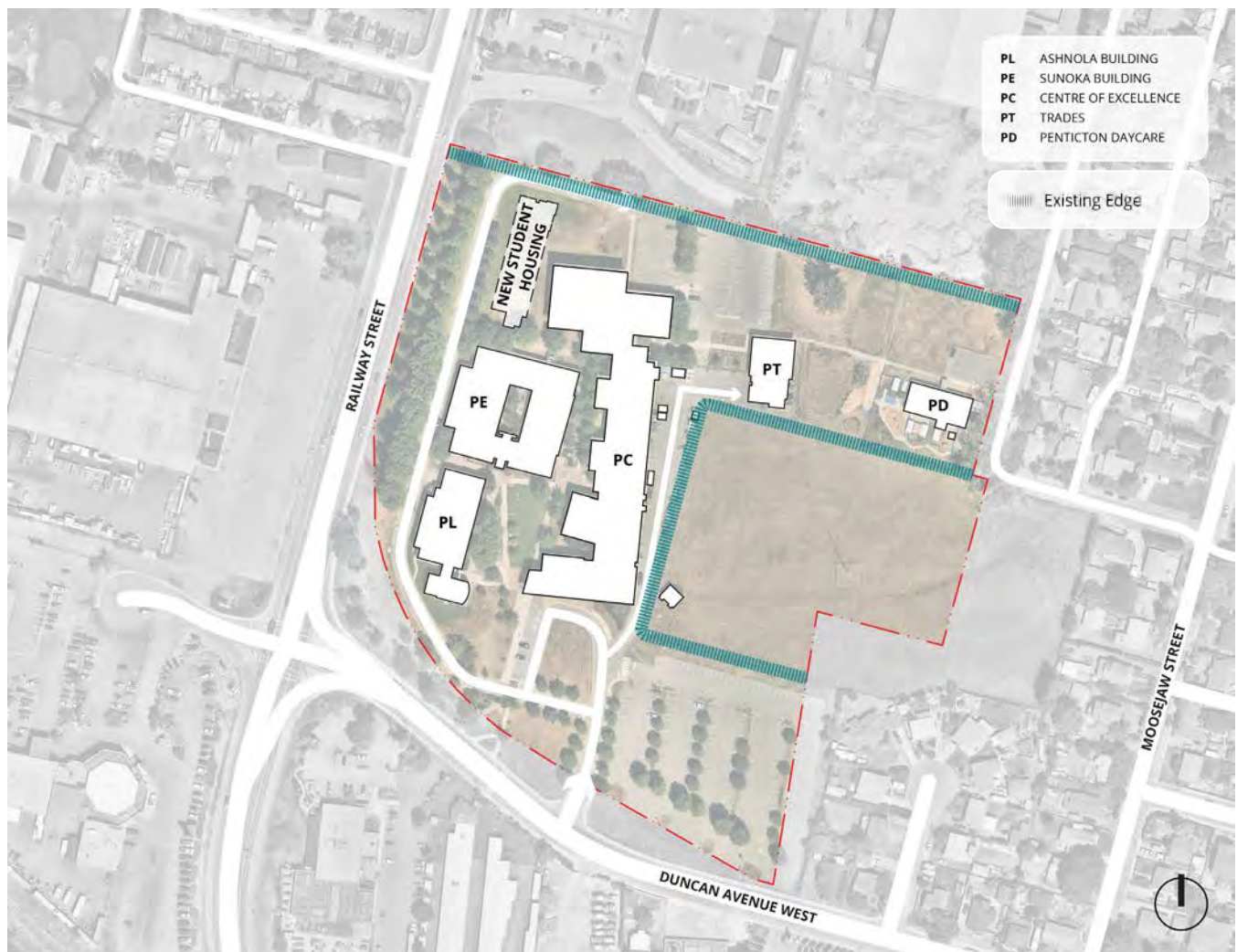


Edges

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.

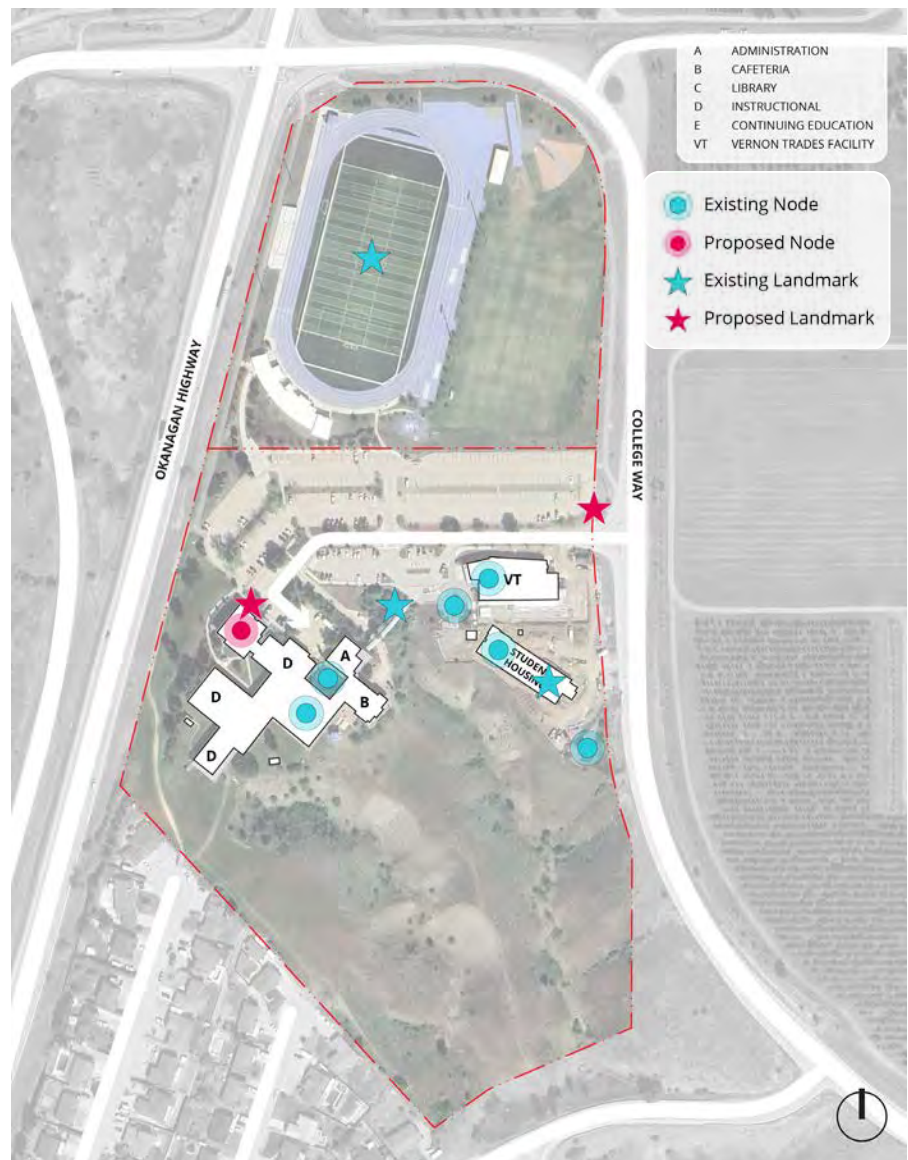
To enhance connectivity and accessibility, the plan includes improvements to pathways to campus buildings and the sports field. Enhancements may involve resurfacing pathways, widening key routes, and improving wayfinding elements. The pathways to the sports field could be upgraded to ensure a more direct,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

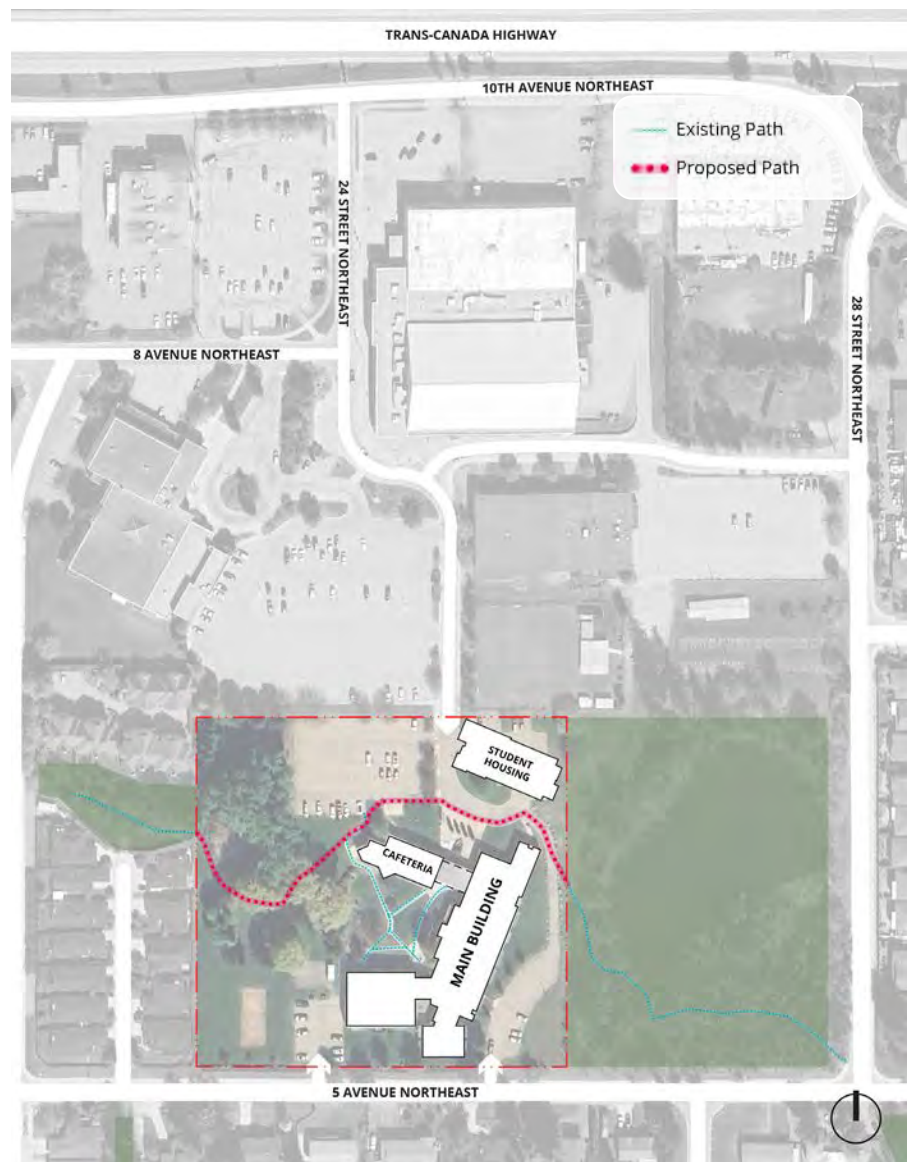
Creating a stronger sense of arrival will also be important, with the potential for public art or a distinctive node to announce entry to the campus. This feature serves as both a landmark and a welcoming element, reinforcing campus identity.



Campus Structure and Quality Framework

Paths

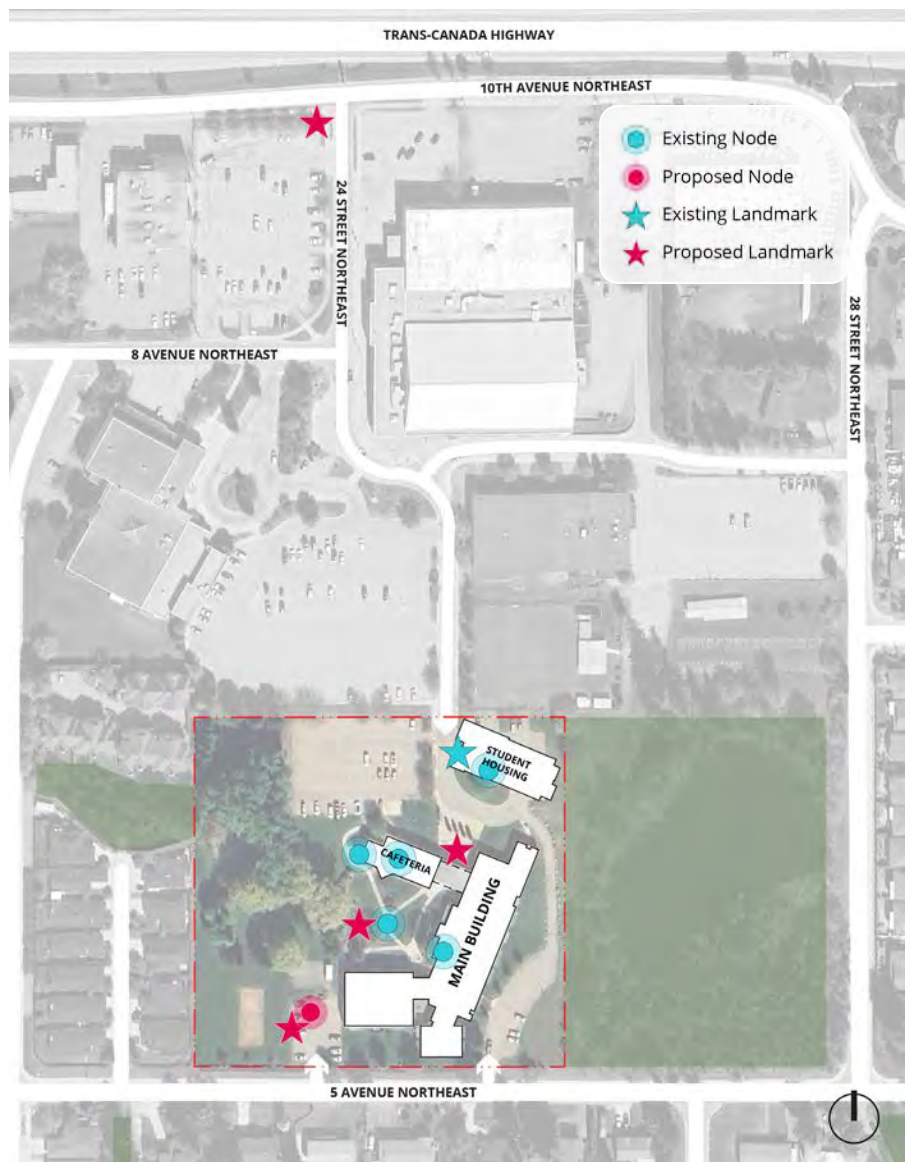
The Salmon Arm campus features a series of pathways that connect key academic areas to the rest of the community. Planned improvements enhance connectivity, with particular attention to linking the new student housing to the main buildings and community spaces.



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.

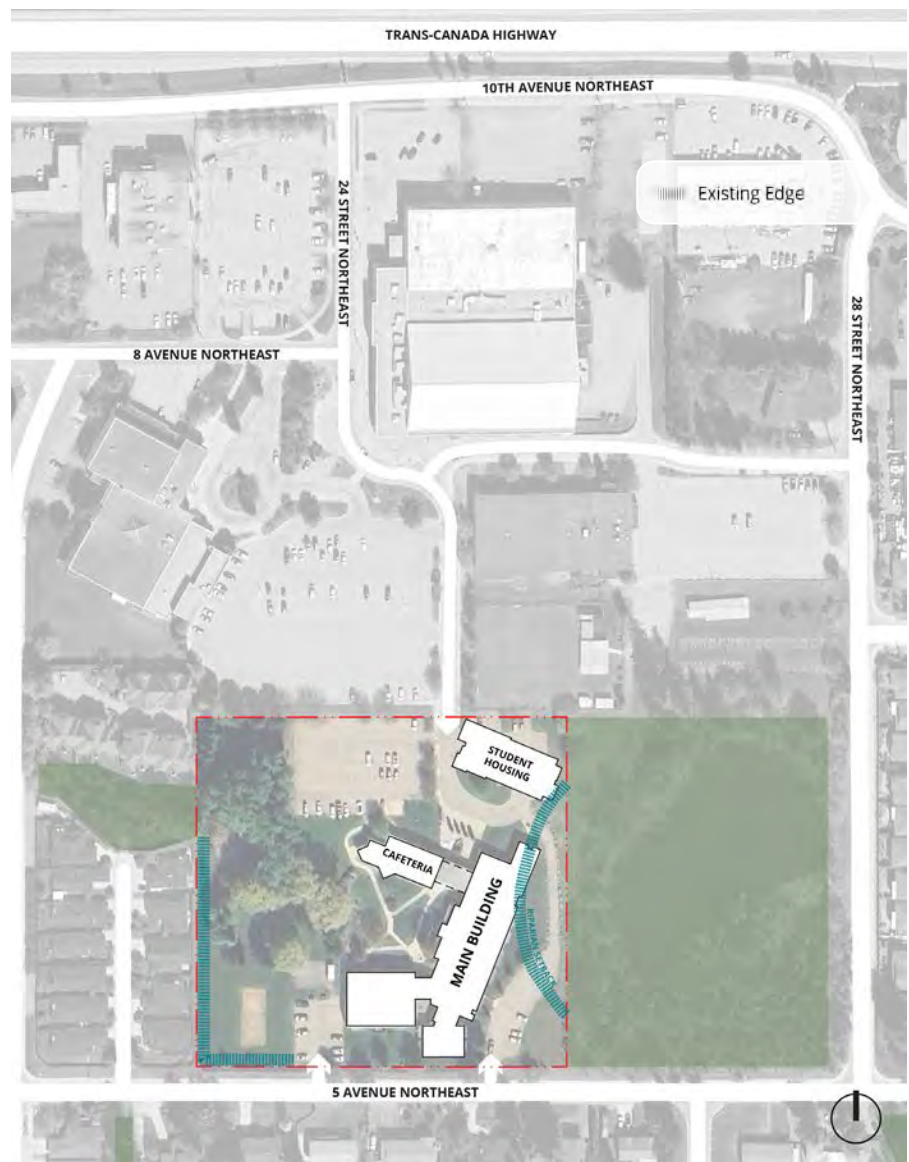
A new gateway would further enhance the campus entrance, improving wayfinding and creating a welcoming arrival experience.



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.

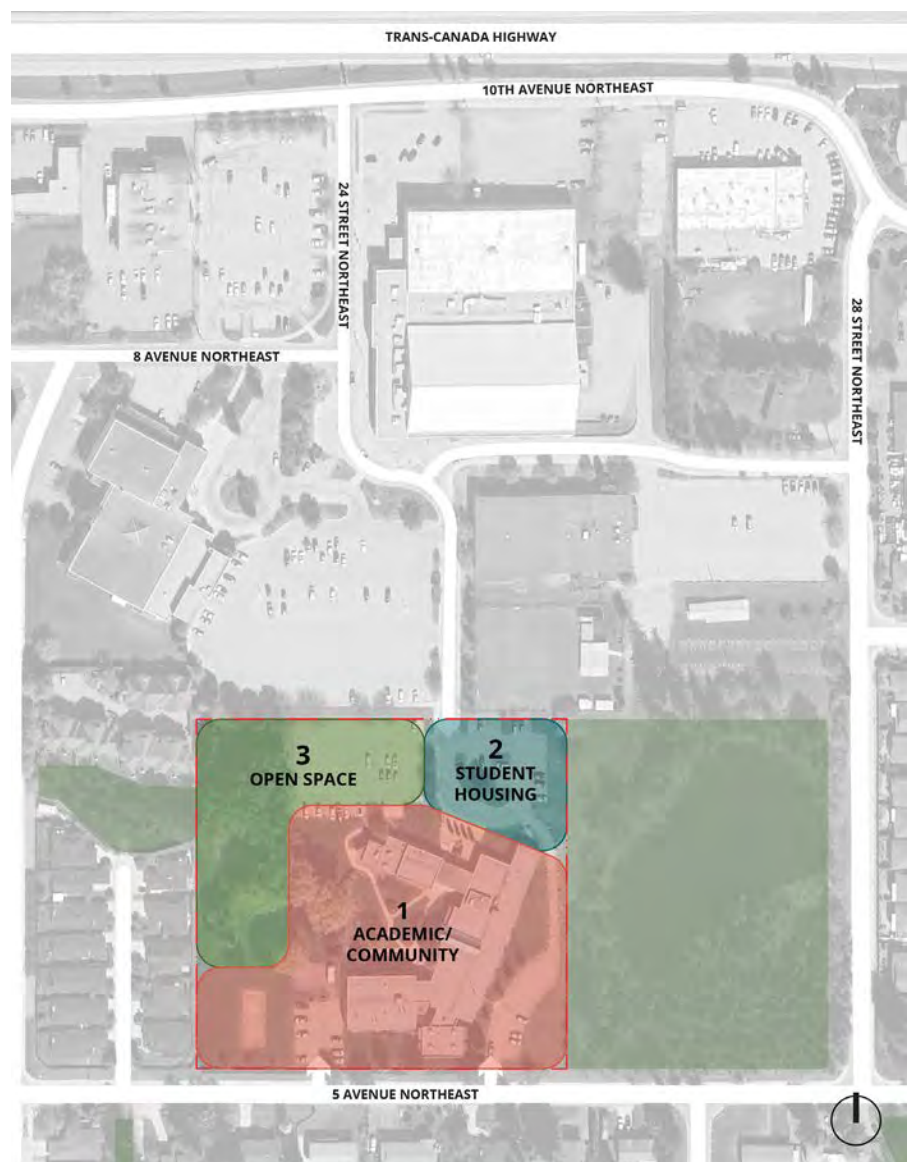


Districts

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

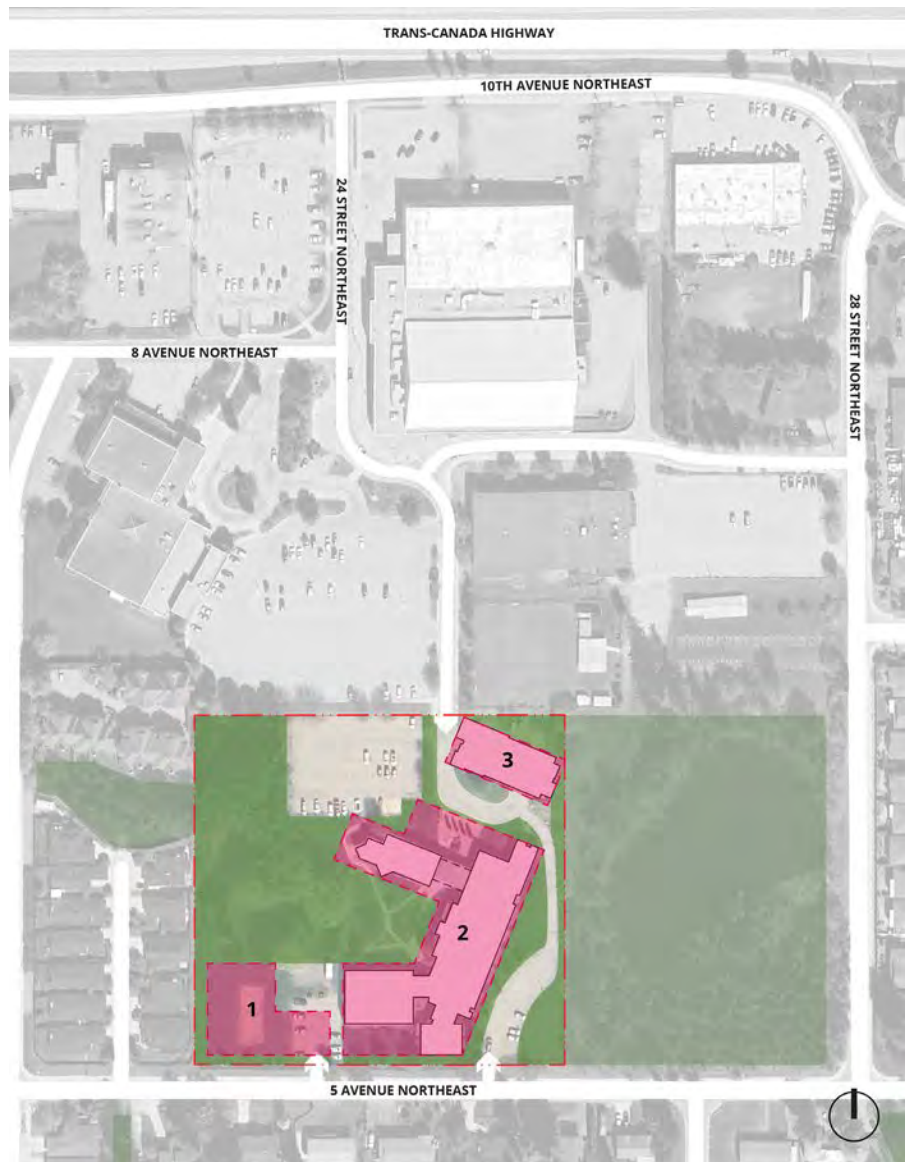
District 2 includes student housing on campus.

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	2,987.30
					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

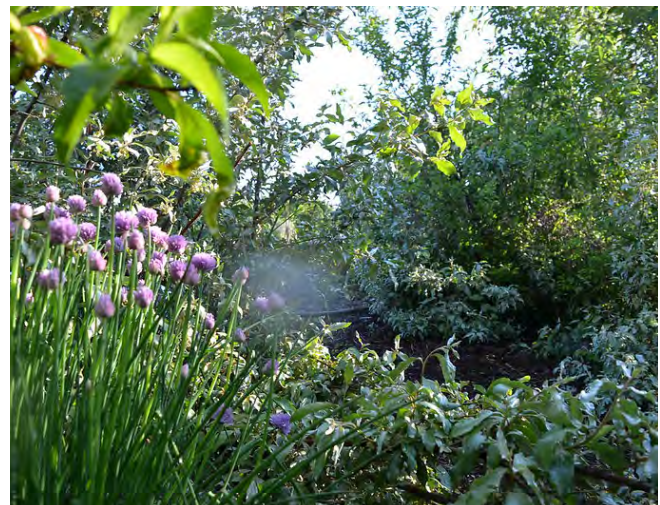
- Minimize manicured landscapes (limit to sports fields, or spaces servicing social, recreational, or event uses).
- Use drought-tolerant native species to reflect Okanagan grassland, wetland, and pine woodland typologies.
- Incorporate design features such as textured surfaces, strategically placed 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.

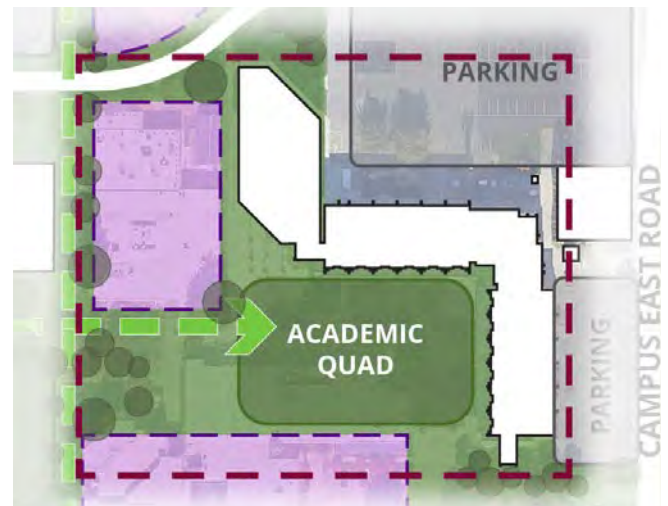
STEM/Resilient Communities Precinct

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.

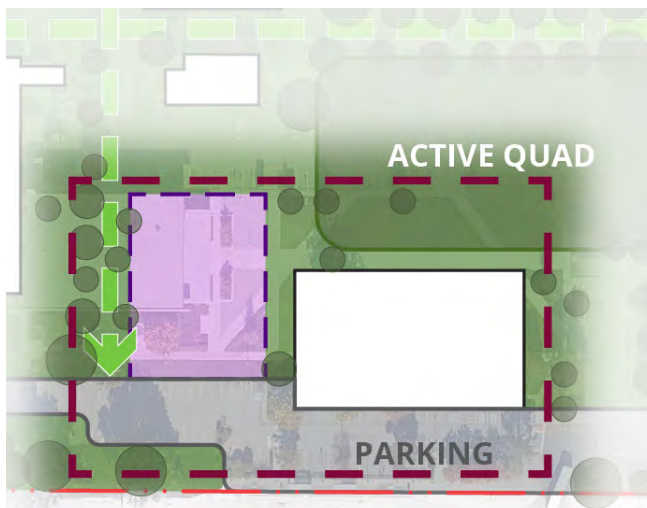
If located on the site of the A building, the Allied Health building could emphasize the link to science and technology spaces in C and CA to the HS buildings, supported by STEM-themed academic quad.

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.

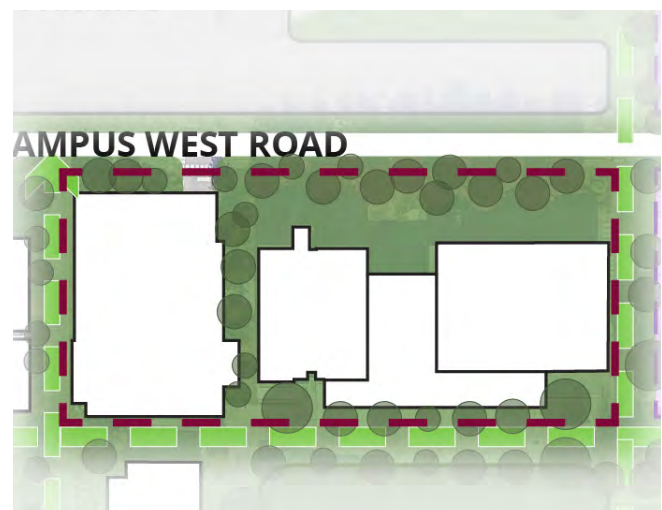


Wellness Precinct

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.

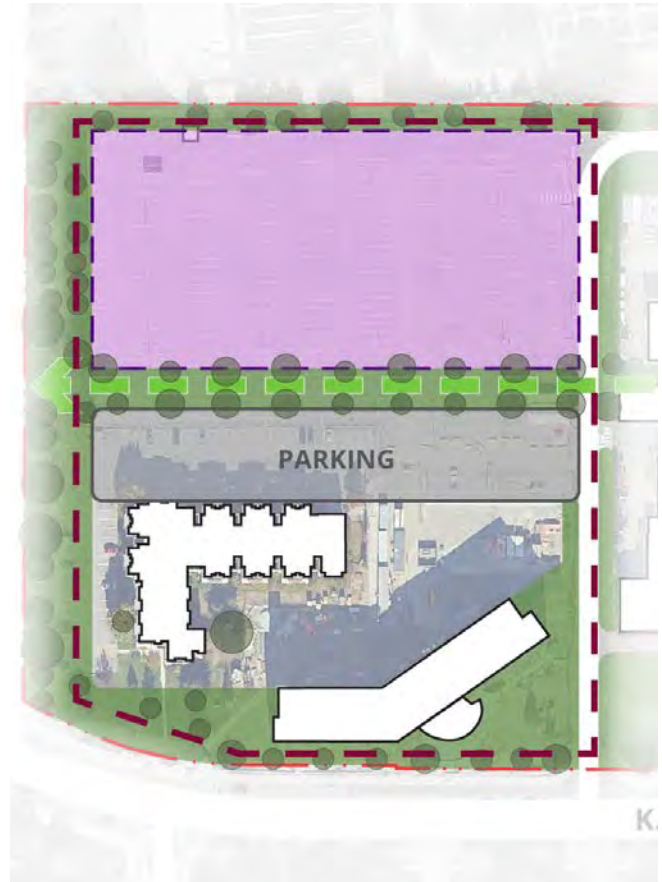


Housing Precinct

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.

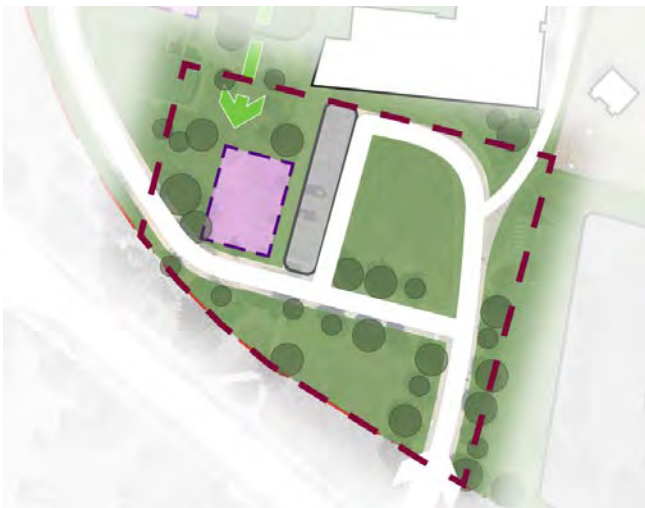


Precincts

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.

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

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.



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

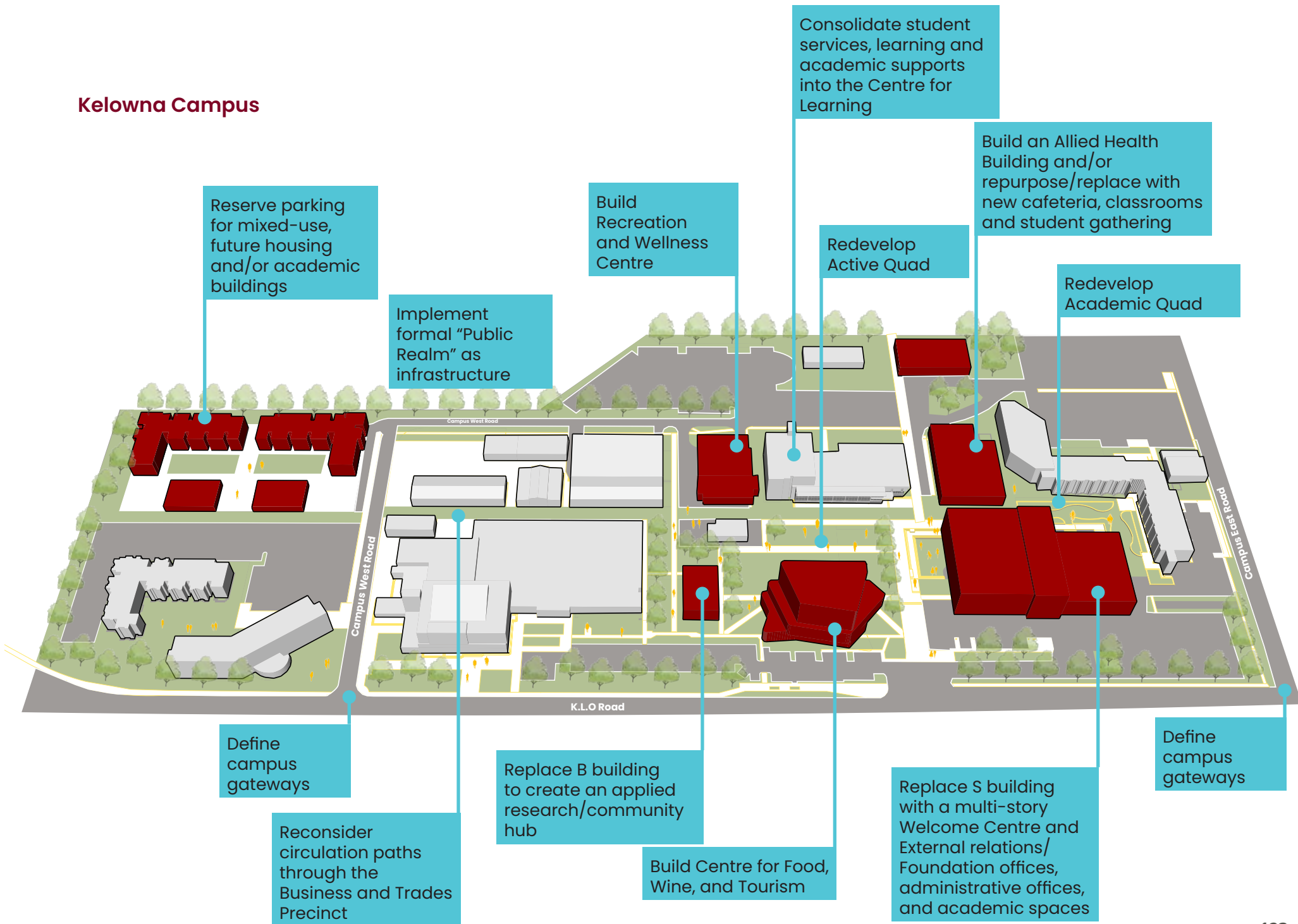
Academic Support

- 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.

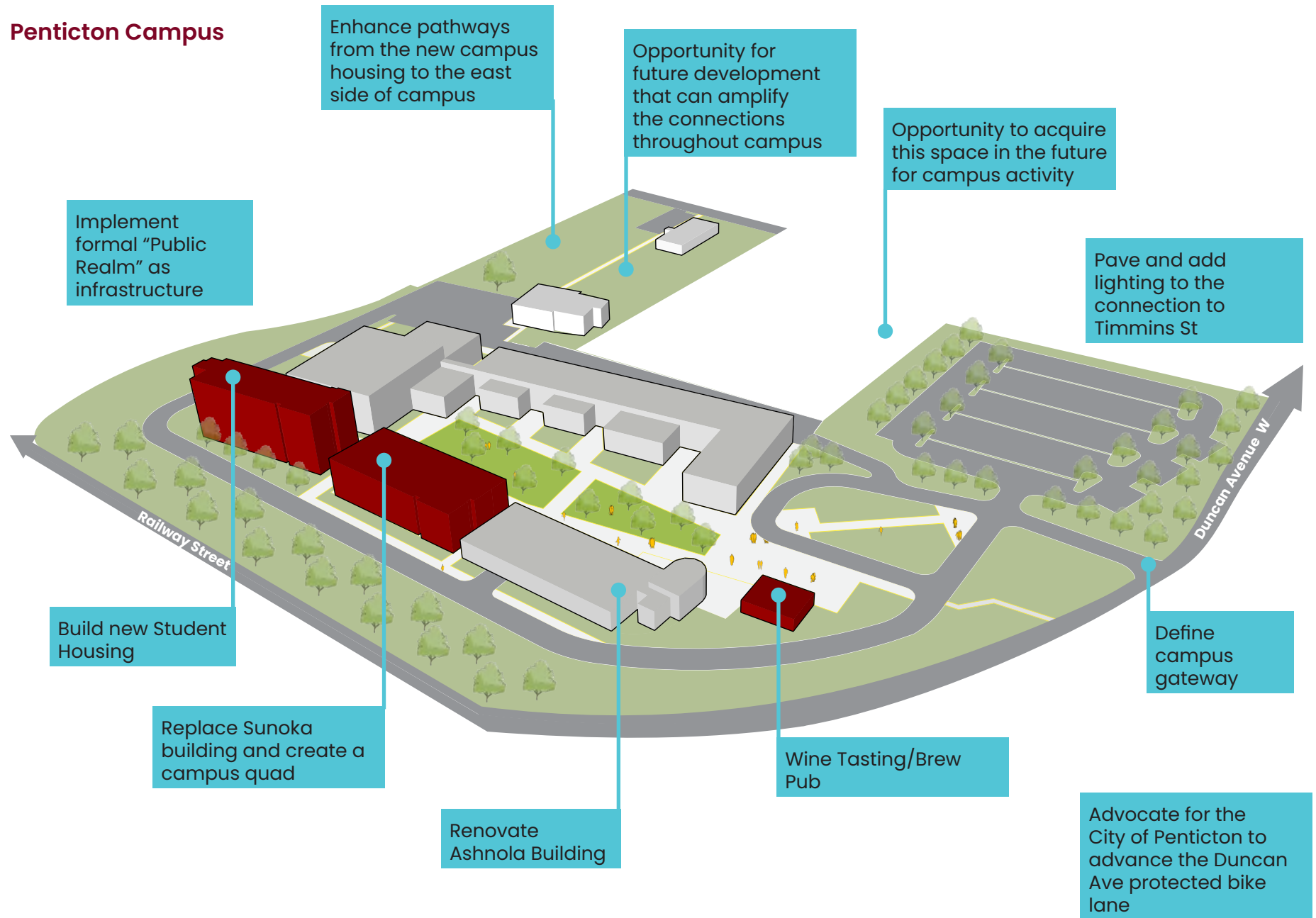
Student Housing

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

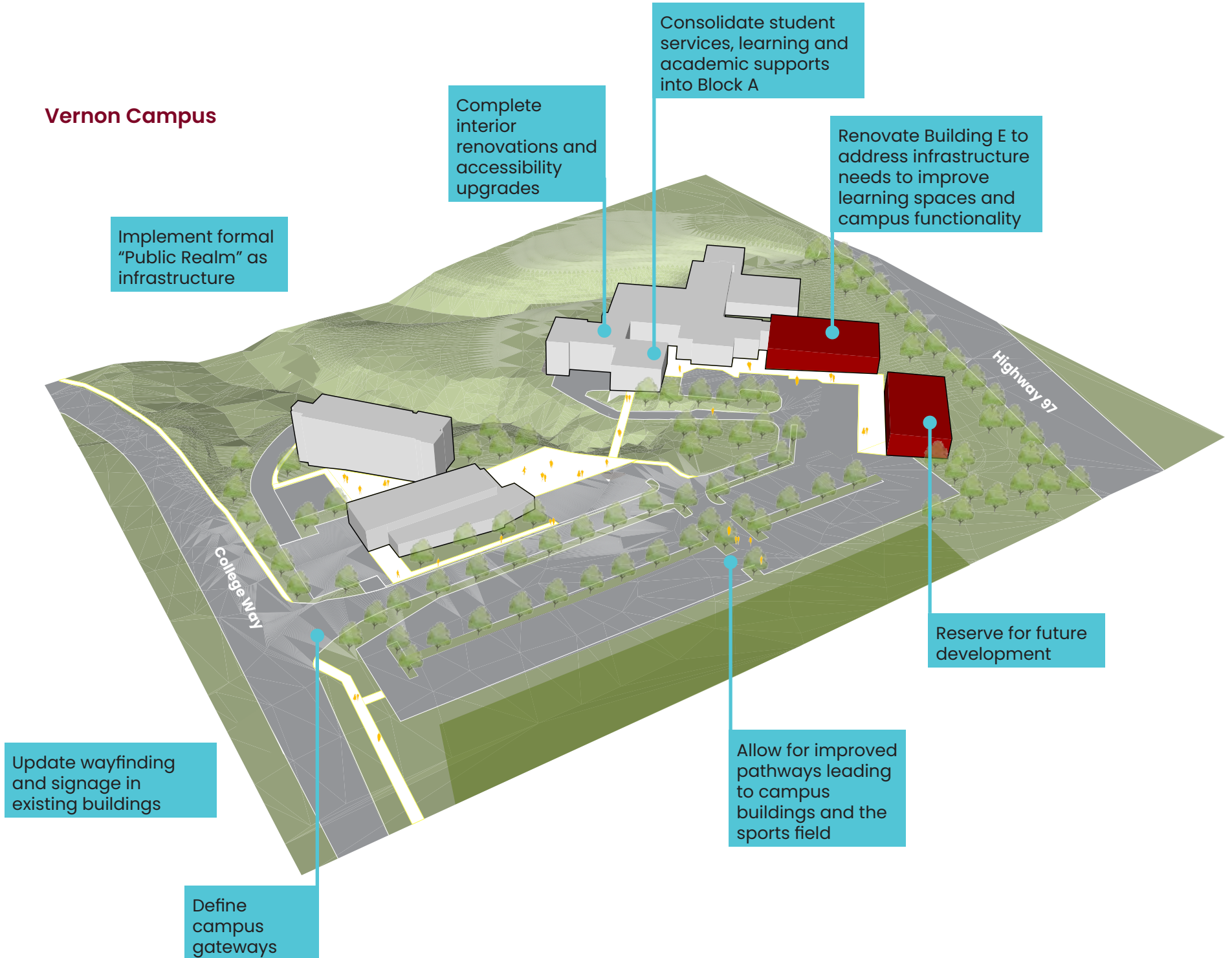
Kelowna Campus



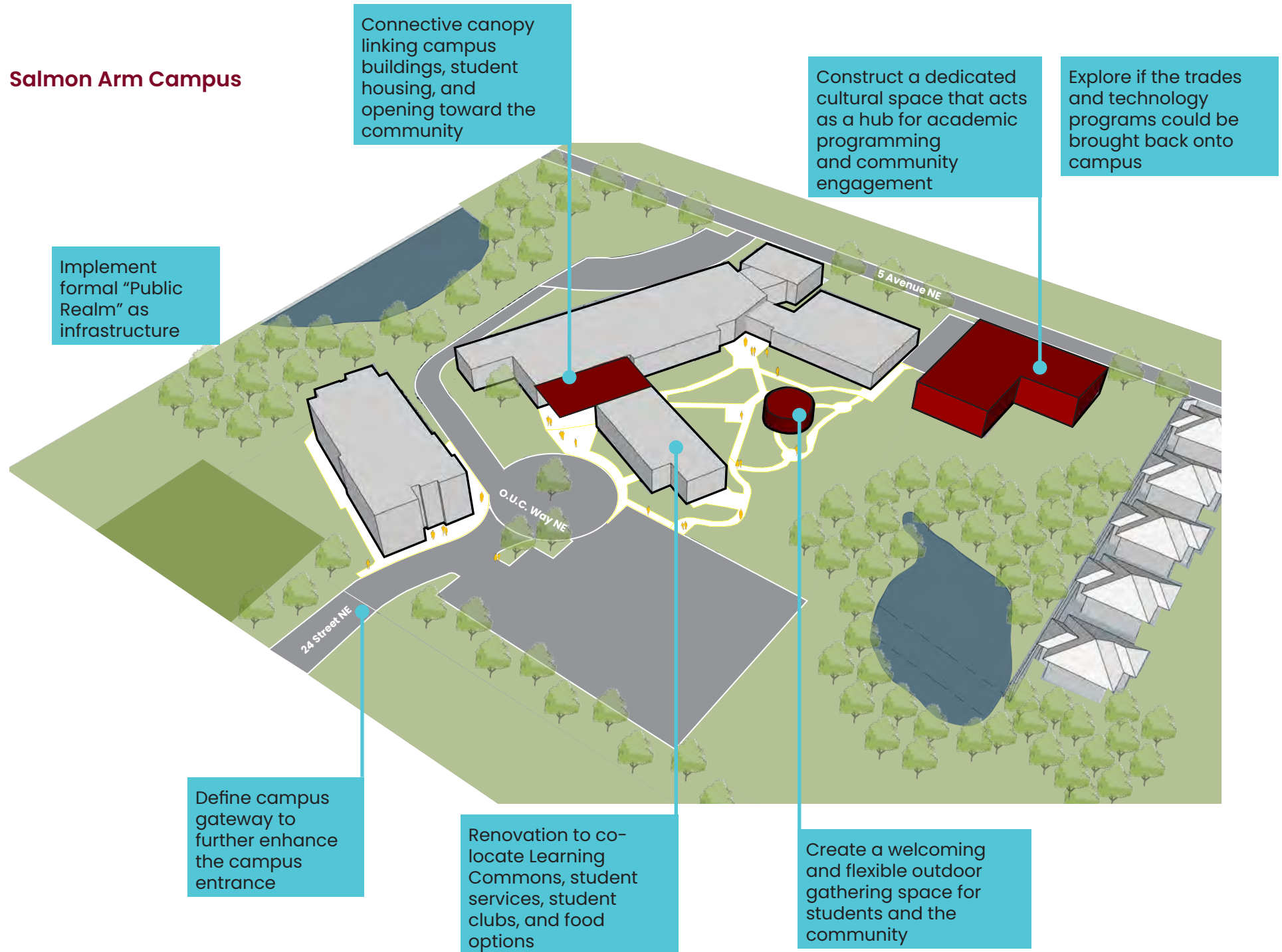
Penticton Campus



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.



BOARD OF GOVERNORS – BRIEFING NOTE

June 17, 2025

Agenda #: 6.1

This document is intended to be a cover sheet only (e.g. two pages)

To complete this briefing note, please fill in the greyed sections. Please attach and list any supporting reports or reference materials as below.

Title	Okanagan College Faculty Association Presentation		
Action and/or Recommendation	For Information		
Meets OC's Inspire Plan... <i>check all that apply to this proposal</i>	Values <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Students First <input checked="" type="checkbox"/> Community <input checked="" type="checkbox"/> Respect <input checked="" type="checkbox"/> Courage <input checked="" type="checkbox"/> Relationships <input type="checkbox"/> Distinction 	Responsibilities <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Reconciliation <input checked="" type="checkbox"/> EDISJ <input type="checkbox"/> Sustainability <input checked="" type="checkbox"/> Resilience <input type="checkbox"/> Effective and Efficient 	Commitments <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Inclusive & Equitable Access <input checked="" type="checkbox"/> Life-long learning partnerships <input checked="" type="checkbox"/> Integration and focus

Background Statement

This briefing note accompanies a presentation by the President of the Okanagan College Faculty Association (OCFA) to the Board of Governors. The presentation will convey collective faculty concerns regarding institutional governance practices and their alignment with the spirit and responsibilities outlined in the *College and Institute Act*, particularly as they relate to our commitments and obligations in the communities we serve. It will also reflect on how leadership decisions and direction can shape how collegial governance is understood, valued, and practiced within the institution.

This briefing note is being provided as background information and context prior to the presentation.

The situation is that there has been a significant decline in faculty trust and morale, stemming from the current institutional governance model and decision-making practices. This decline is not only affecting faculty engagement and confidence in leadership, but is also having an impact on students, who are increasingly concerned about program cancellations and reduced access to in-person learning opportunities. Additionally, questions are being raised by community members and stakeholders—particularly in regional areas—about the long-term implications of reduced programming and the perceived erosion of the College's community-serving mandate.

This presentation is important because it marks the first time in the OCFA President's seven-year tenure that the Faculty Association has been formally directed by its membership to address the Board—a reflection of the severity and urgency of faculty concern. Faculty morale has been steadily declining since well before the current international student enrolment crisis, and the situation has now reached a critical point. More than 50 messages collected from faculty across campuses and disciplines speak to a deepening sense of exclusion from collegial governance, a loss of trust in communication and decision-making processes, and growing reputational risk as programs are reduced or altered without clear rationale or transparent consultation.

These changes are not only affecting institutional culture but are contributing to the loss of experienced and dedicated faculty talent—individuals who have long been the partners and stewards of academic excellence and student success. While students may not be voicing these concerns directly, they are increasingly impacted by them. At the same time, communities are sounding the

alarm, and faculty are echoing those concerns—calling for renewed Board-level oversight and a reaffirmation of the College’s commitment to transparent, accountable, and inclusive governance.

Reference Materials

- Cards from faculty scanned and transcribed



OCFA Card Messages
to Leadership.pdf



Card Messages to
Leadership Transcribe

- Letter applying for an opportunity to speak to the Board



OCFA Request to
Present Faculty Conce

Supporting Analysis

Alignment to the Strategic Plan Roadmap

- *Inspire Values*: Respect, Relationships, Courage
- *Strategic Commitments*: Inclusive & Equitable Access; Integration and Focus
- *Roadmap Themes*: Governance Integrity; Community Connection; Academic Resilience

Risk Implication & Mitigation Steps

Governance Risk

Collegial governance, as envisioned in the *College and Institute Act*, is not limited to formal bodies like Education Council; it extends through departments, where faculty leadership plays a central role in shaping academic quality, program relevance, and the student experience. When departmental voices are sidelined, the institution loses the insight and expertise needed to make informed, credible academic decisions.

At the same time, the erosion of collaboration between departments and Deans is weakening Okanagan College’s ability to deliver relevant, high-quality programming that reflects both student needs and regional priorities. The current disconnects between faculty and administration, particularly around consultation, transparency, and academic decision-making, have undermined trust and contributed to declining faculty morale.

The role of Education Council must also be reaffirmed within the College’s governance framework, including its advisory function to the Board of Governors. The OCFA strongly supports both the authority of the Board of Governors and the central role of Education Council as part of a transparent, accountable, and inclusive governance model.

Mitigation:

Receiving this presentation, reflecting on its implications, and reaffirming the Board’s commitment to transparent, collegial governance will help rebuild trust, restore confidence in institutional processes, and strengthen academic integrity. Re-engaging departments and Education Council in meaningful

academic planning will reinforce the legitimacy of decision-making structures and uphold the shared governance model that underpins high-quality post-secondary education.

Reputational Risk

Okanagan College’s reputation as a stable, community-anchored institution is at risk due to growing perceptions of internal instability, declining faculty morale, and reduced transparency in decision-making. Concerns about program pauses without reinstatement timelines, outright cancellations, limited access to in-person learning—particularly at regional campuses—and unclear academic priorities may erode confidence among prospective students, families, community partners, and potential employees. This is especially concerning in regions where the College plays a vital educational and economic role.

Mitigation:

Visible leadership by the Board—including increased transparency, timely communication, and responsiveness to faculty and community concerns—can help rebuild trust and restore the College’s public credibility. Reaffirming the academic leadership of departments, the collaborative function of Deans, and the advisory authority of Education Council will further reinforce the institution’s commitment to integrity, stability, and community relevance.

Proposed and Prepared by

Sharon Mansiere, President, Okanagan College Faculty Association

Consultation History	Reviewed	Recommended	Group/Individual, Title	Date
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