



OKANAGAN COLLEGE

ACCOUNTABILITY PLAN AND REPORT

Transforms Lives and Communities

2023-24

ACKNOWLEDGEMENT OF TERRITORY

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 Secwépemc, and our Revelstoke centre is located on the traditional and unceded territories of the Ktunaxa, Secwépemc, Sinixt and Syilx Okanagan Peoples.



Dear Minister Beare,

At Okanagan College we are committed to achieving our mission of Transforming lives and communities.

Building on our more than 60 years as a publicly funded post-secondary institution, we support the educational needs of British Columbians at all stages of their lives. This allows people in our region to contribute to B.C.'s current and future economy, and to play an impactful role on the national and global stage.

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

Last fall, we welcomed thousands of students across our region, at our four campuses in Salmon Arm, Vernon, Kelowna and Penticton, as well as to our sites throughout the region as far north as Revelstoke and south as Osoyoos. OC also offers a range of programs online and is connected to learners in workplaces and communities throughout our region – regardless of whether they set foot on campus. In October, we held our first fall convocation and commencement, recognizing that our students don't always follow the typical September – June academic year, but are engaged in programs of various durations, start and finish times.

This year we celebrated the launch of a new Careers Hub, a virtual portal that links students, employers and instructors, and makes it easier for learners to find and secure work integrated learning opportunities. These include everything from internships to employment, and within months there were thousands of users across our OC community making connections aligned with their learning pathways.

OC also launched a new public engagement series, called OC Cultivates, which celebrates the Okanagan's strong and growing food, beverage and tourism sectors. As we move forward plans to build a new Centre for Food, Wine and Tourism at our Kelowna campus, OC is also contributing to these key B.C. industries through the education and training of professionals in culinary arts, beverage production, related science and technology, trades and tourism programming.

In February 2024 we were pleased to be named among BC's Top Employers, in recognition of the College's commitment to employee engagement, professional development and culture. We know that our team members are our greatest strength – and they are what enable OC's ability to transform lives and communities, as described in our vision.

Finally, we are thrilled to be getting ready to open three new student housing buildings across Okanagan College in Fall 2024, at our campuses in Salmon Arm, Vernon and Kelowna. These buildings will provide new and increased affordable access to accommodation for our students, allowing them to focus on their studies – rather than finding a safe and accessible place to call home.

While our enrolment targets have not fully rebounded to pre-COVID levels, OC continues to plan and implement strategic approaches to student recruitment, centralizing our team members and leveraging social media and other venues to reach prospective learners directly. Our programs continue to offer fresh and relevant course content aligned to Labour Market needs, including in trades, technology, health care, hospitality and early childhood education.

Okanagan College's Inspire Strategic Plan was approved by OC Board of Governors in January 2022. Now heading into the third year of this plan, we are already seeing the completion of foundational strategies in areas including Reconciliation and Equity, Diversity, Inclusion and Social Justice. The attached 2023-24 fiscal year Institutional Accountability Plan is aligned to Inspire and prepared in accordance with the Budget Transparency and Accountability Act.

We look forward to providing further updates to the impacts of Inspire in the years ahead.

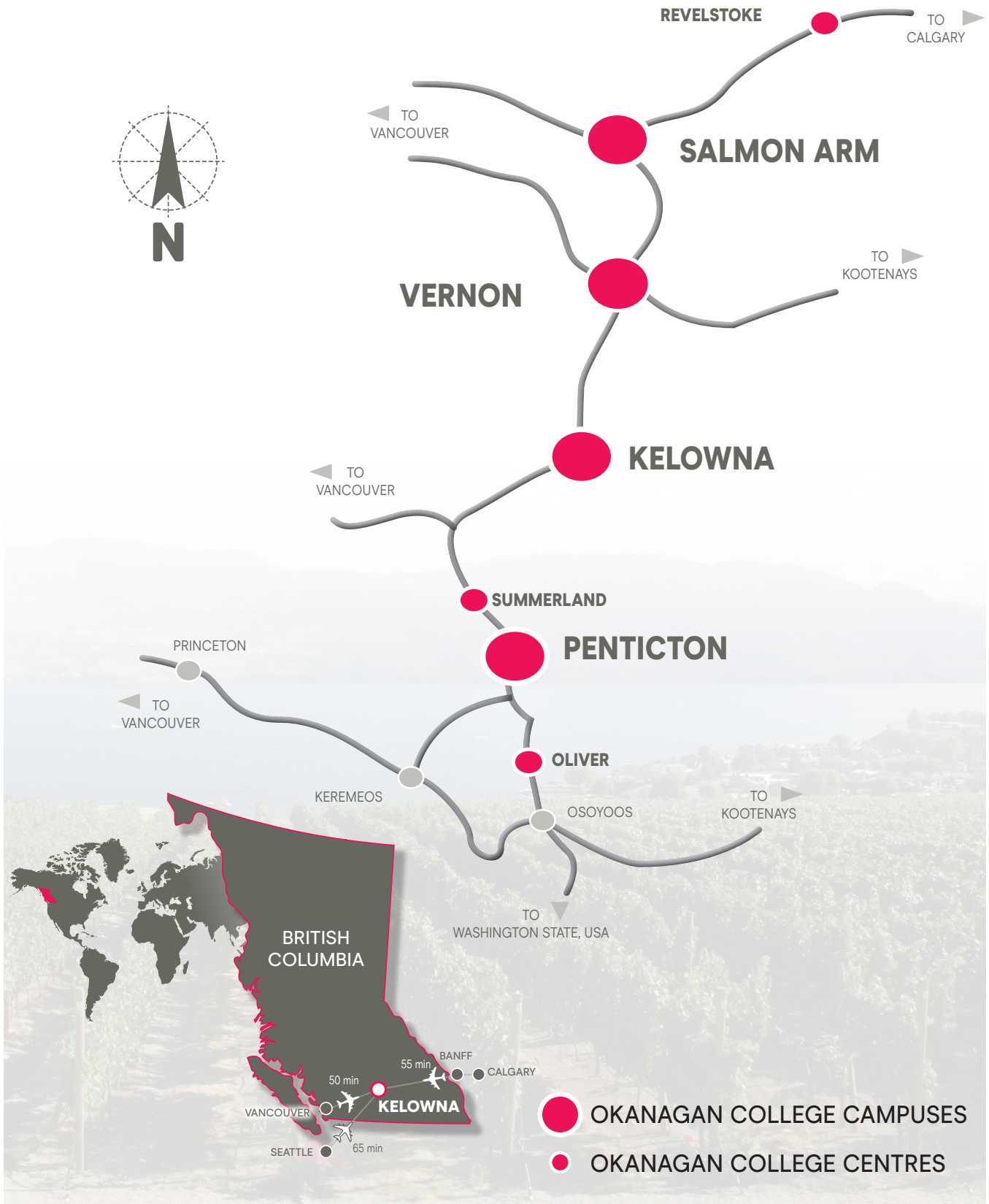


Dale Safinuk
Chair, Okanagan College Board of Governors



Dr. Neil Fassina,
President, Okanagan College

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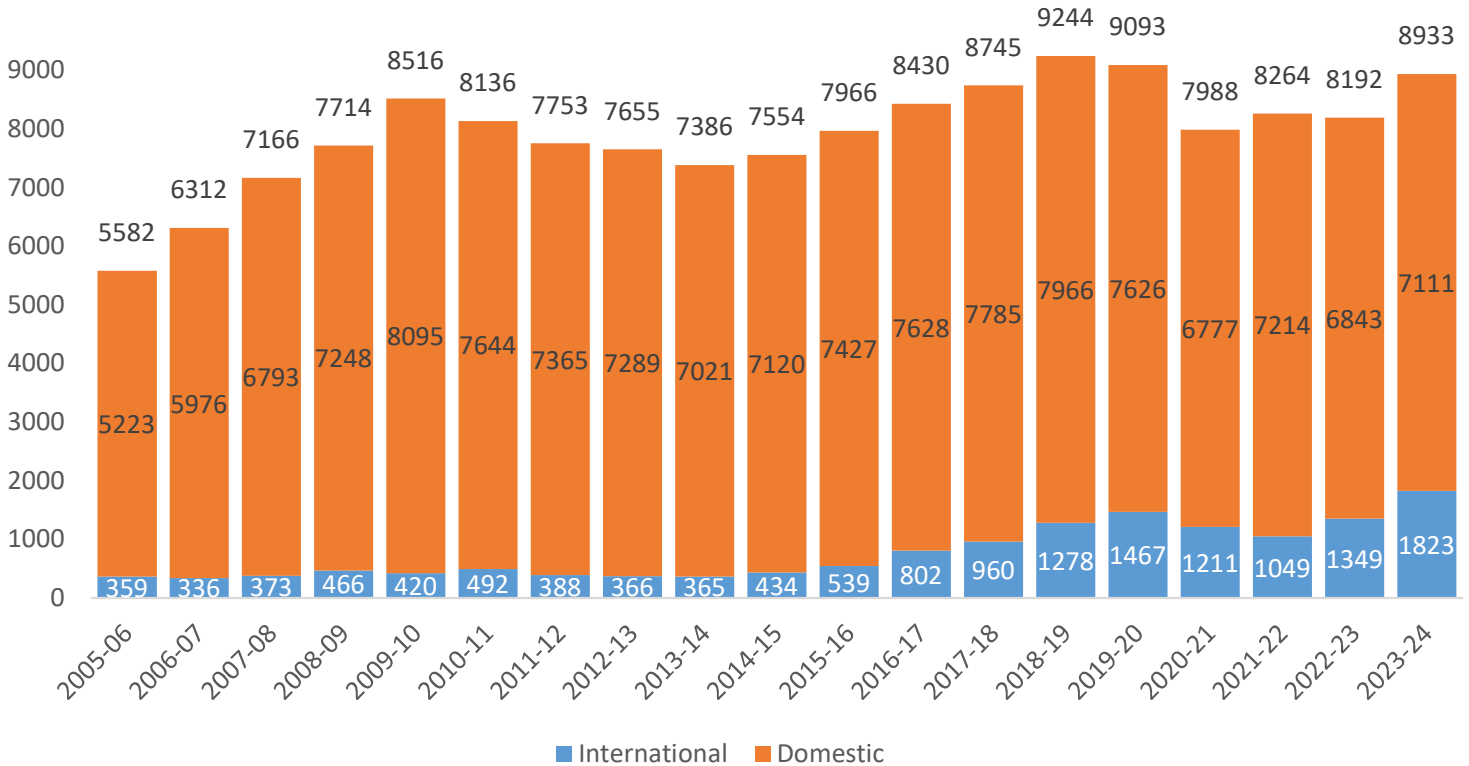
College Overview

Okanagan College is a public, post-secondary institution with over 140 certificates, diplomas, degrees and programs across a wide array of areas including Trades, Health and Social Development, Business, Arts and Foundational and Science and Technology. Programs are available for learners of all ages offering degrees, diplomas, certificates and microcredentials. The College welcomes over 17,000 students (headcount) annually including students from Indigenous communities across the B.C. Interior and International students from close to 70 countries.

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

FTEs

Okanagan College FTE Trend



OC provides training opportunities to students and works with community partners to develop new programming to meet modern learners' needs. The College offers more than 140 credential programs, ranging from post-baccalaureate diplomas to certificates, microcredentials, adult upgrading and workforce development programs. Additionally, OC offers a wide range of continuing studies, corporate training and general interest learning opportunities. Okanagan College's programming plan for 2024-25 is a combination of (a) continuance of current programming, reflecting regional labour market needs and student demand/interest, (b) maximizing targeted funding opportunities aligned to strategic areas of focus, (c) continuing to deliver our Trades and Apprenticeship Training Plan, and (d) introducing new programming, including options that enhance flexible learning offerings for students, such as microcredentials, hybrid learning, and work integrated learning (WIL).

Expanded programming this year includes:

- Pharmacy Technician program: nine new seats by Jan. 2025
- Health Care Access Program for Health Care Assistants
- Early Childhood Education programs in partnership with Indigenous communities
- Microcredentials including Residential Insulation Technician, Spa Practitioner, Video Game Prototyping
- Bachelor of Business Administration, Entrepreneurship specialty: Approved and in planning stages for offering to students
- Post Baccalaureate Diploma in Operations Management: In final approval stages

Major infrastructure projects in progress:

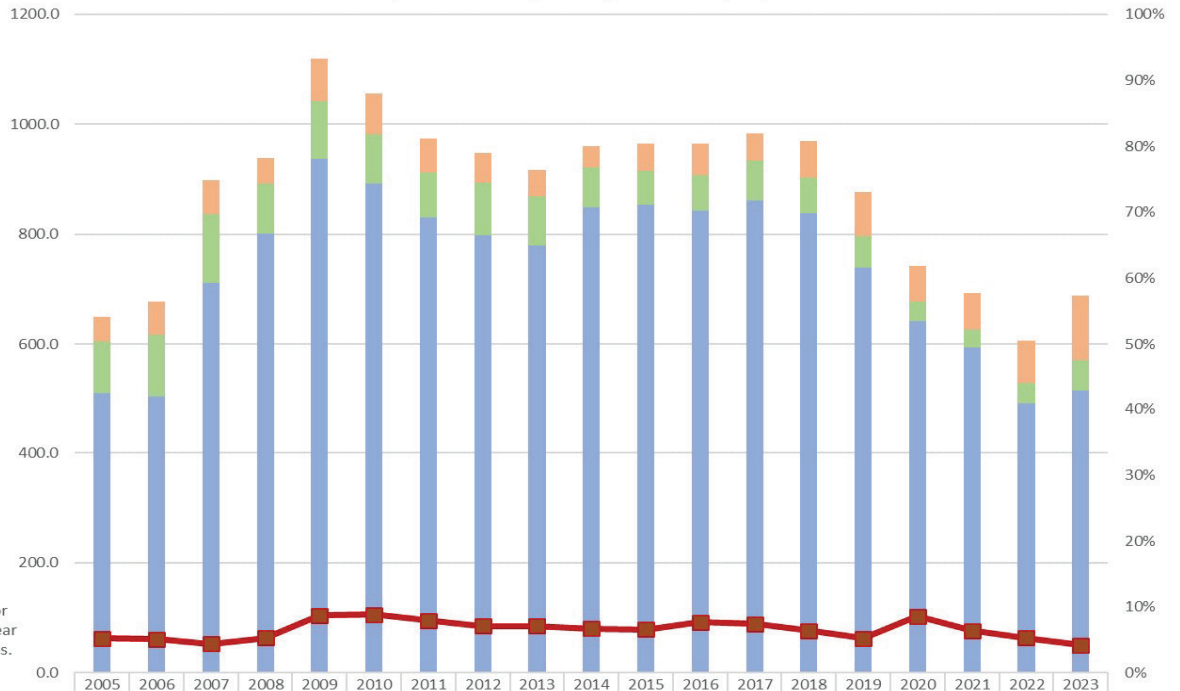
- Student housing in Salmon Arm, Vernon and Kelowna (scheduled opening Sept. 2024)
- Centre for Food, Wine and Tourism at Okanagan College – Kelowna campus (groundbreaking June 2024, scheduled opening 2026/27)
- Recreation and Wellness Centre – Kelowna Campus (scheduled opening 2025/26, College/community funded)



FACTS SNAPSHOT

- Served approximately 7,500 full-time and 11,700 part-time students in all programming areas during the 2023-24 fiscal year
- Indigenous students
 - 1,530 students
 - 9% of student body
- International students
 - 1,795 students
 - 10% of student body
 - Coming from close to 70 countries
- Second-largest Trades Training Institute in BC
- Serving a region of more than 500,000 residents
- 89% of students say attending the College has been a good experience
- Over 2,900 credentials awarded
- 101% Ministry target FTE utilization rate
- Over 1,200 employees

OC Foundational Domestic FTEs with Thompson-Okanagan Region Unemployment Rate



Note: Horizontal (X) axis indicates fiscal year for FTEs (e.g. 2005 FTE is actually 2005-06 fiscal year FTE) and calendar year for unemployment rates.

	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
English as a Second Language	45.4	61.2	63.0	47.5	77.2	74.3	60.7	54.1	48.9	37.4	49.7	57.2	49.1	66.8	80.4	64.2	66.5	79.6	117.3
Adult Special Education	95.1	114.7	124.1	91.0	104.9	89.4	83.2	95.7	89.1	73.1	61.9	64.9	73.3	64.9	57.1	36.7	31.8	36.0	57.0
Adult Basic Education	509.2	502.0	711.7	800.6	937.7	829.8	797.5	779.6	849.1	853.3	842.6	861.4	837.4	739.6	641.2	593.9	491.0	491.0	513.3
Thompson-Okanagan Region Unemployment Rate	5.2%	5.1%	4.4%	5.3%	8.7%	8.8%	7.9%	7.1%	7.1%	6.7%	6.6%	7.7%	7.4%	6.4%	5.2%	8.6%	6.4%	5.3%	4.2%



inspire



OKANAGAN COLLEGE STRATEGIC PLAN

Our Mission:

We Transform lives and Communities

Our 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.

Launched in 2022, Okanagan College's Inspire Strategic Plan charts a course of action for the organization over the next 10 years with Roadmap projects designed to set the way for the future as well as continue to support students and communities.

The Inspire Strategic Plan is designed to:

- Build on 60-plus years of **academic and instructional excellence**, continuing to offer learning opportunities for thousands of students region-wide, enabling them to gain the knowledge, skills and connections to contribute through careers, work and citizenship
- **Strengthen relationships** between learners, educators, employers, and our communities, with a shared goal to improve quality of life locally and globally, through greater access to post-secondary education
- **Transform how we work**, with focused intention on supporting our people to achieve our goals. This includes our responsibility to make real progress on the journey of reconciliation with Indigenous peoples, and our responsibility to incorporating sustainability, diversity, equity, inclusion and resilience into our workplace and all that we do
- **Deliver on our commitments** to the public, including making it easier for people of all ages and backgrounds to access Okanagan College programming, regardless of where they live. We are champions of a culture of lifelong learning, and work in collaboration with community partners to integrate and focus our expertise in those areas that are most relevant to our region



THE INSPIRE STRATEGIC PLAN VISUAL



More information on OC strategic plans are available via the following resources:

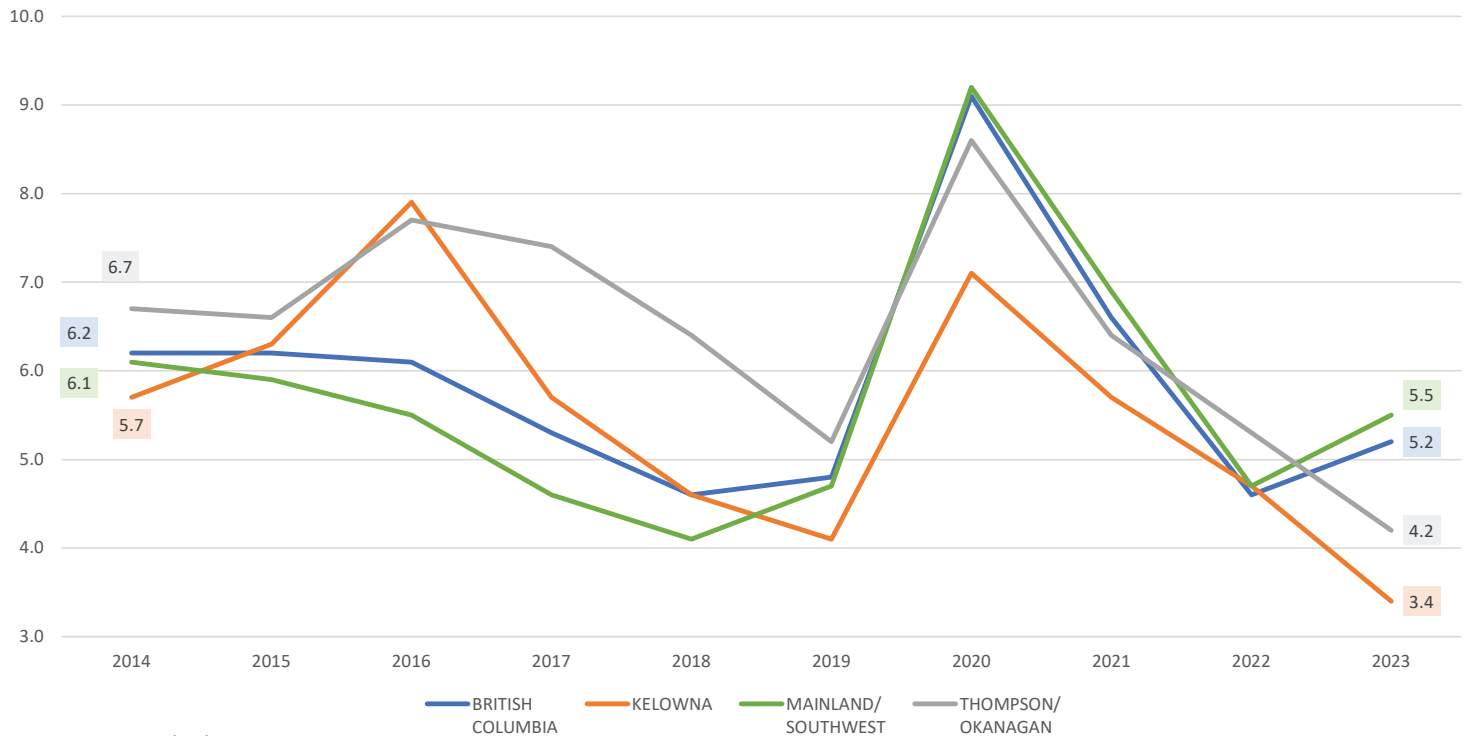
- [Inspire Strategic Plan](#)
- [Inspire Roadmap and Updates](#)
- [Indigenous Strategic Plan](#)
- [Accessibility Plan](#)
- [Learning Framework](#)
- [Wellness for Students and Staff](#)

STRATEGIC CONTEXT

Employment And Labour Market Outlook

UNEMPLOYMENT RATE

BC Unemployment Rate by Region and Metropolitan Area



Source: Statistics Canada Labour Force Survey

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

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

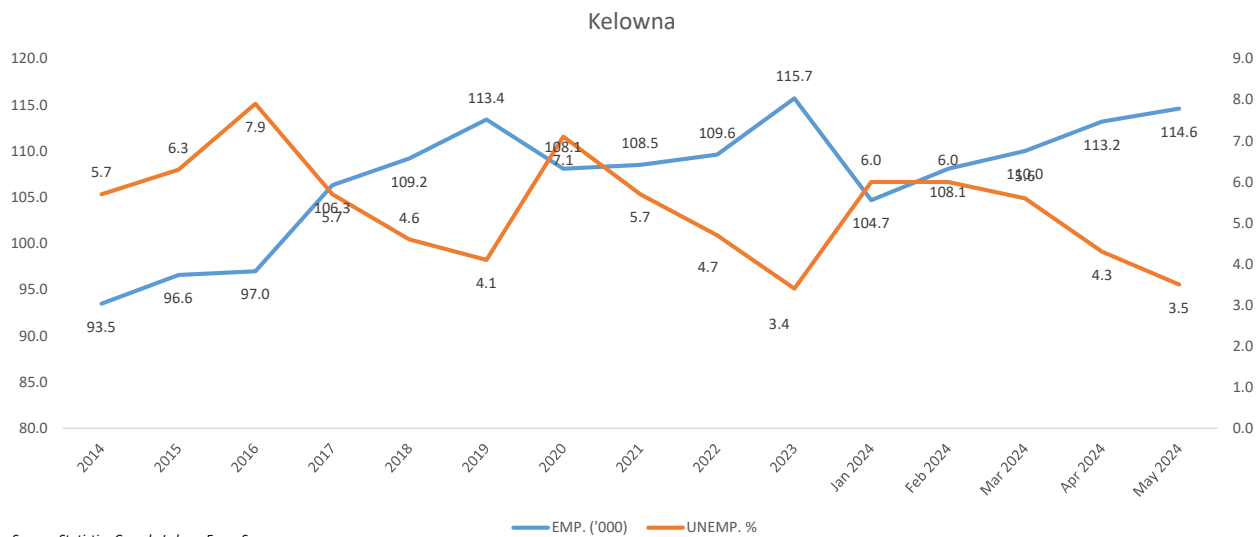


OKANAGAN REGION EMPLOYMENT RATE

Canada's unemployment rate has remained relatively steady around six per cent, according to new data released by Statistics Canada. In British Columbia, the unemployment rate increased by 0.3 percentage points in December 2023, reaching 5.6 per cent. As of May 2024, the unadjusted employment rate in the Thompson-Okanagan region was 54.4 per cent, down from 59.7 per cent in 2022.

However, recent employment trends in Canada have shown statistically significant increases across various sectors, notably in professional, scientific, and technical services, accommodation and food services, health care and social assistance, natural resources, and utilities. Okanagan College is addressing the demand for skilled trades workers by offering targeted programs that help fill these gaps.

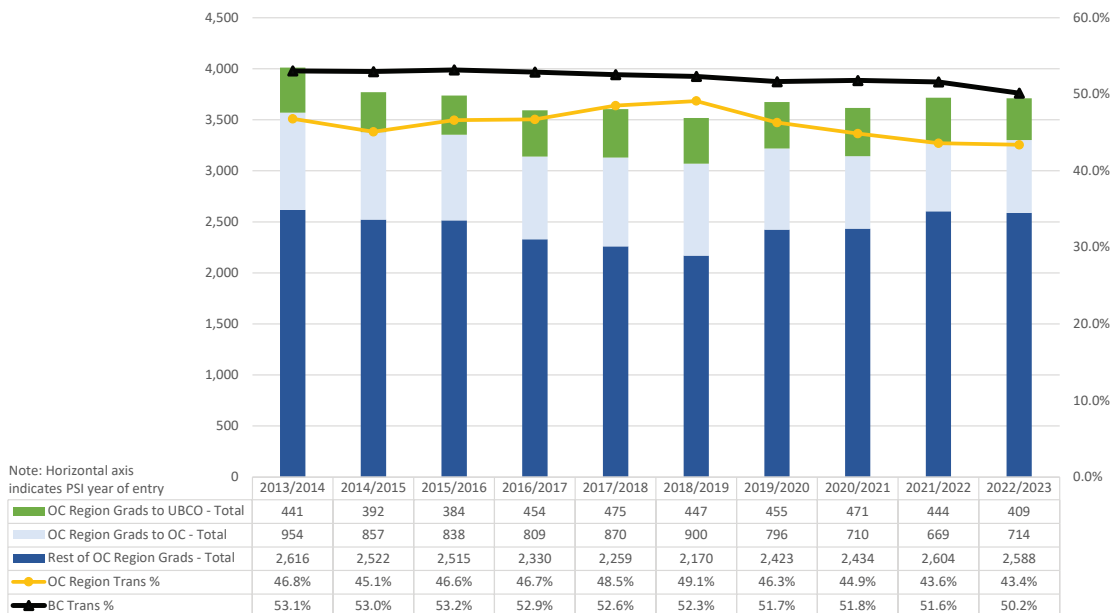
KELOWNA EMPLOYMENT



Source: Statistics Canada Labour Force Survey

Okanagan College Region and BC Immediate Transition % and OC Region Total Graduates

Source: Student Transitions Project



Note: Horizontal axis indicates PSI year of entry

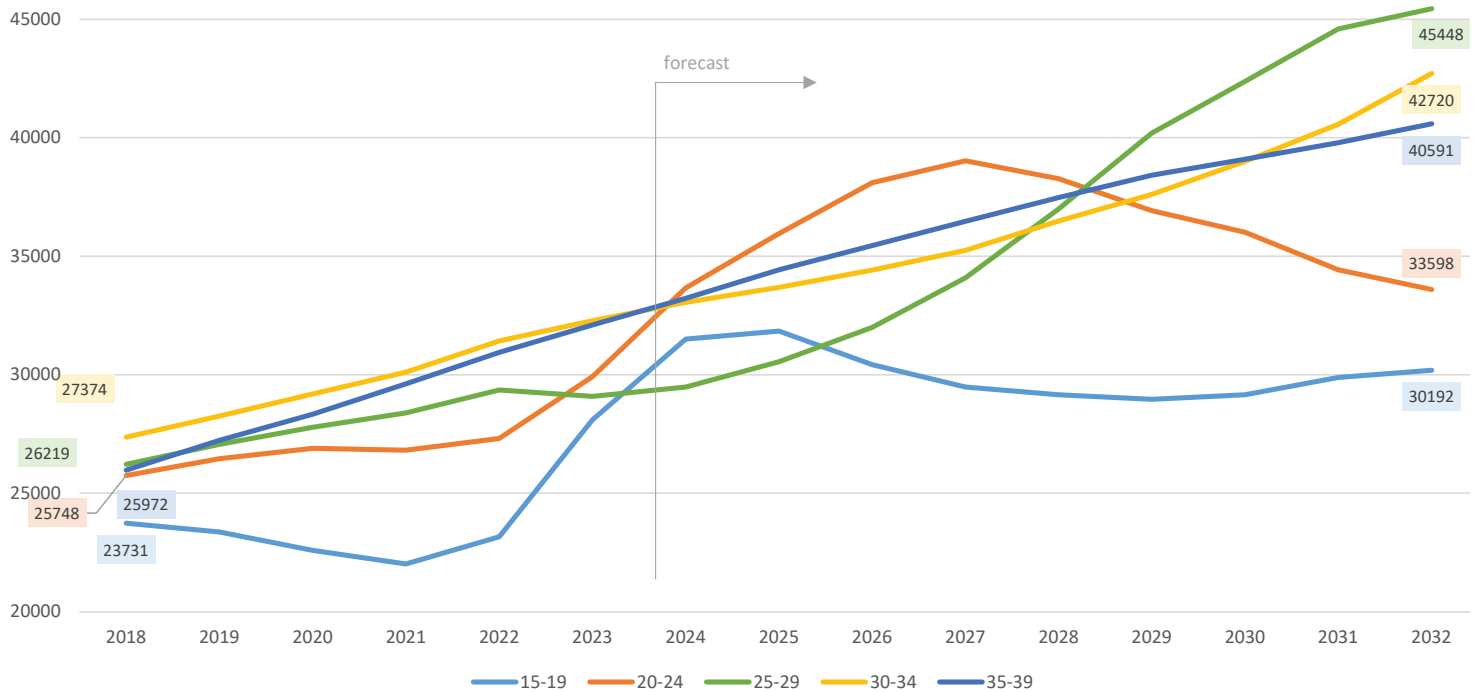
POPULATION PROJECTIONS FOR THE OKANAGAN REGION

The Okanagan Region's population dynamics for the 15-to-39 age groups play a significant role in shaping educational trends. The 15-to-19 cohort is expected to stay flat and then gradually rise. Similarly, the 20-to-24 cohort will experience

some decline and plateauing until 2025, followed by an upward trend. The 25-to-29 age group is projected to increase until 2026. Meanwhile, the 30-to-34 cohort will gradually rise with occasional plateaus from 2028 onwards, and the 35-to-39 cohort is expected to grow until 2031.

Okanagan Region School Districts Population Projection

Source: BC Stats Population Projections

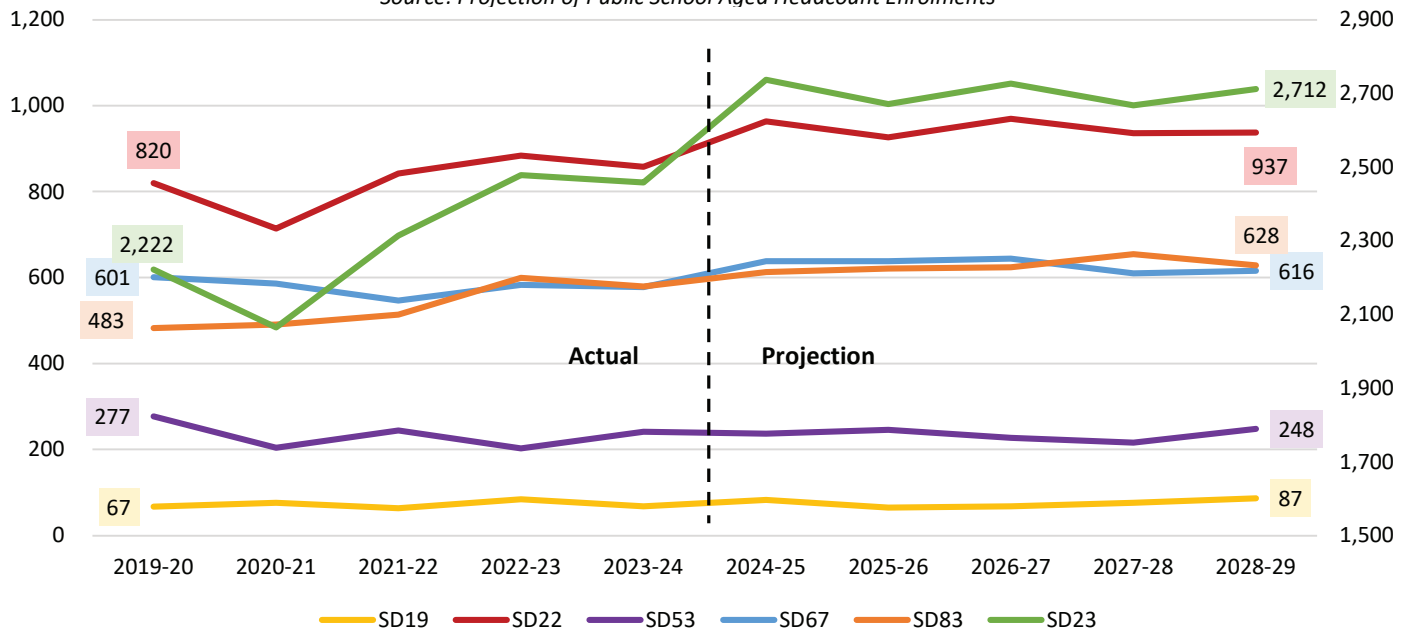


GRADE 12 HEADCOUNTS

The Central Okanagan School District has the highest Grade 12 enrolment in the Okanagan College region, surpassing the combined total of all other school districts in the area.

Grade 12 Headcounts for Okanagan College Region by School District
(SD23 on right axis)

Source: Projection of Public School Aged Headcount Enrolments

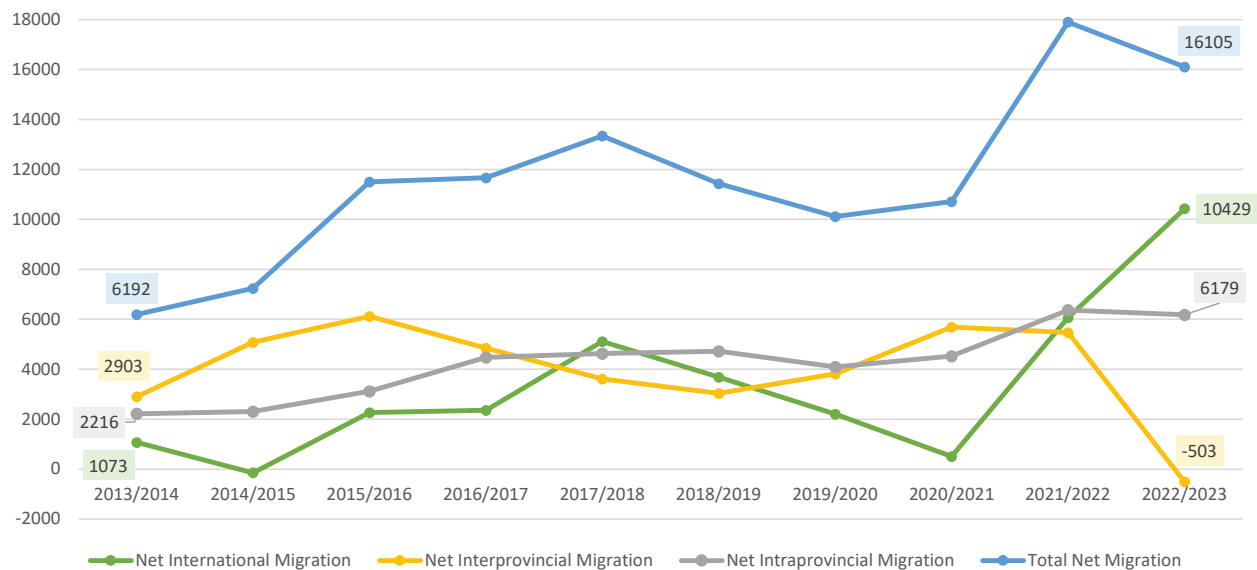


NET REGIONAL MIGRATION

In recent years, British Columbia has experienced an influx of people migrating from other provinces and increased immigration from various countries. The overarching Thompson Okanagan has benefited from the demographic trends.

Thompson Okanagan Development Region Migration Statistics

Source: Statistics Canada, Annual Demographic Estimates



The Thompson-Okanagan region in British Columbia is projected to experience significant population growth by 2043. With an estimated 592,997 residents in the four regional districts as of July 1, 2023, the region is expected to add over 239,000 residents over the next 20 years. Kelowna and West Kelowna are anticipated to be the fastest-growing municipalities, each with a remarkable 49 per cent growth rate.

“B.C.’s economy is on track for a decade of steady growth. Real Gross Domestic Product which measures economic growth, minus inflation – is projected to grow at an average of 2.2 percent per year through 2024. Employment growth is projected to be 1.2 percent.” - BC Labour Market Outlook

In the Thompson-Okanagan and Kootenay regions, employment demand is projected to be the highest in the province, growing at an average rate of 1.4 per cent per year until 2024. More than 147,900 job openings are expected, with 35 percent driven by expansion demand and the rest due to retirements. Notably, Food Manufacturing and Insurance Related Activities are anticipated to experience the strongest employment growth, exceeding four per cent per year on average.

The provincial Student Housing Demand Survey conducted in spring 2019 played a crucial role in assessing student

housing demand across British Columbia. The Okanagan region’s housing needs were also reflected in the survey results. As a result of these observations, new student housing projects are underway at Okanagan College, supported by the government’s housing plan.

These projects include:

- Kelowna Campus:** Construction of a six-storey mass timber building with 216 student beds.
- Vernon Campus:** Construction of a six-and-a-half-storey mass timber building with 100 student beds.
- Salmon Arm Campus:** Construction of a mass timber building with 60 student beds.

Canada’s Rental Market Report highlights strong demand and low vacancy rates for rental apartments. Rent growth has surged due to factors like net migration, students returning to on-campus learning, and higher mortgage rates. In British Columbia (B.C.), the overall provincial vacancy rate decreased to 1.2 per cent in October 2023.

These projects are crucial due to strong demand and low vacancy rates in B.C.’s rental market. Despite increased supply, affordable rental units remain scarce, especially in B.C.

Mandate Priority and Strategic Initiatives Reporting

Okanagan College is committed to fulfilling our requirements to enhance educational accessibility, inclusivity, and financial responsibility. In alignment with the StrongerBC Future Ready Action Plan, the College is expanding access to affordable training through microcredentials; high-demand programs in health, early childhood, and trades; and work integrated learning (WIL). OC has collaborative partnerships with SkilledTradesBC, regional health authorities, school boards, industry groups, and Indigenous communities.

The information that follows, is a summary of specific examples and outcomes that demonstrate OC's progress in meeting the government requirements outlined in the 2023/24 Ministry Mandate Letter (MLP), 2023/24 Minister Letter of Directives (MLD), and Institutional Accountability Plan and Report (IAPR). References to requirement #s highlight specific activities with acknowledgment on comprehensive progress across reporting periods. Appendix C provides an index and overview of priorities and mandates.



Targeted Programming Meeting Labour Market Needs

MLP1

MLP2

During 2023/24, the College expanded opportunities in early childhood education (ECE). A new ECE Certificate program at the Penticton campus, running through May 2024, aims to meet critical childcare staffing demands across the Interior while providing flexibility and practical training. With space for 24 students, the program supports provincial efforts to enhance ECE training accessibility and contributes to the province's goal to increase enrolment by 40 per cent province-wide.

During the Covid-19 pandemic, health care shortages, especially in long-term care, were prominent in the province and Okanagan Valley. In partnership with Province of BC and Interior Health Okanagan College has graduated over 700 Health Care Assistants since 2021. Okanagan College has successfully graduated Indigenous Health Care Assistant cohorts, including recent graduates from Lillooet. Continued expansion across the region is ongoing, such as student groups from Westbank first Nations and Shuswap, Secwépemc and Neskonalith Nations.

Okanagan College offers over 20 Trades programs across its modern facilities in Kelowna, Vernon, Salmon Arm, and Penticton. In 2023/24 nearly 2,100 students benefited from expert instruction and hands-on learning in programs recognized locally and globally, preparing them for careers aligned with current industry demands, including Red Seal certification and specialized training. The College saw an increase in credentials awarded and achieved a 110 per cent FTE utilization rate in Trades and Apprenticeship training.

Aligning Programming with High Opportunity and Priority Occupations

MLP1

MLP2

Okanagan College remains committed to developing programs that meet regional needs and align with Ministry objectives. FTEs and credential totals for Technologies, Health, Early Childhood Educational, and Trades are presented below. Reductions related to COVID-19 disruptions are evident in 2020-21, 2021-22 and 2022-23.

FTEs and Credentials	Fiscal Year				
	2019-20	2020-21	2021-22	2022-23	2023-24
Total Technology FTEs	283.0	285.3	261.8	261.8	238.3
Total Technology Credentials	134	114	112	95	109

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

Core Health Programs – FTEs							
Ministry Code	CIP Code	Program Name	Fiscal Year				
			2019-20	2020-21	2021-22	2022-23	2023-24
NLPN	51.3901	Licensed Practical Nurse	152.3	137.2	117.1	98.0	124.9
NHCA	51.3902	Health Care Assistant	120.6	131.7	71.8	40.1	85.2
HLOT	51.3902	Health Care Assistant - One Time Funding	13.0	14.0	271.5	230.2	306.6
HLTH	51	Allied Health	215.2	237.8	271.2	284.2	319.8

Notes: 1). Licensed Practical Nurse include Access to Practical Nursing FTE values. 2). NHCA (formed called NRCA), 3). Allied Health consists of the Pharmacy Technician, Dental Assistant, and Therapist Assistant programs in addition to all programs with a CIP of 51. 4). FTE results are by fiscal year (April 1 to March 31).

Early Childhood Education - FTEs and Credentials	Fiscal Year				
	2019-20	2020-21	2021-22	2022-23	2023-24
Total Early Childhood Education FTEs	99.2	53.2	70.8	121.4	163
Total Early Childhood Education Credentials	58	50	32	20	62

Notes: 1). Fiscal year is from April 1 to March 31. 2). FTEs generally do not connect with credentials for Early Childhood Education programs as the students often do not receive a credential in the same year they start the program.

Mandate Priority and Strategic Initiatives Reporting

Trades FTE Utilization Rate - Based on 80% of Intake Capacity	Fiscal Year				
	2019-20	2020-21	2021-22	2022-23	2023-24
Apprenticeship Total	118%	75%	98%	113%	114%
Foundation Total	111%	84%	112%	102%	99%
Trades and Apprenticeship Total	116%	75%	101%	111%	110%

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

Okanagan College continues to offer programming and services designed to help students meet their career goals. The College regularly engages with students, alumni, and employers in many ways. OC hosts an annual Careers Expo and Employment Fair and participates in local career fairs, Chamber of Commerce events, and economic development employer forums. In 2023/24 the College launched a new Career Services Management system, called Careers Hub that provides career development resources for students, employer resources, and online job postings. The Careers Hub system is used to coordinate Work Integrated Learning (WIL) pathways, starting with Co-operative Education programs, that bring together approved students, employers, and program curriculum. The College also offers an OC Student Works program to provide flexible paid job opportunities to students on-campus.

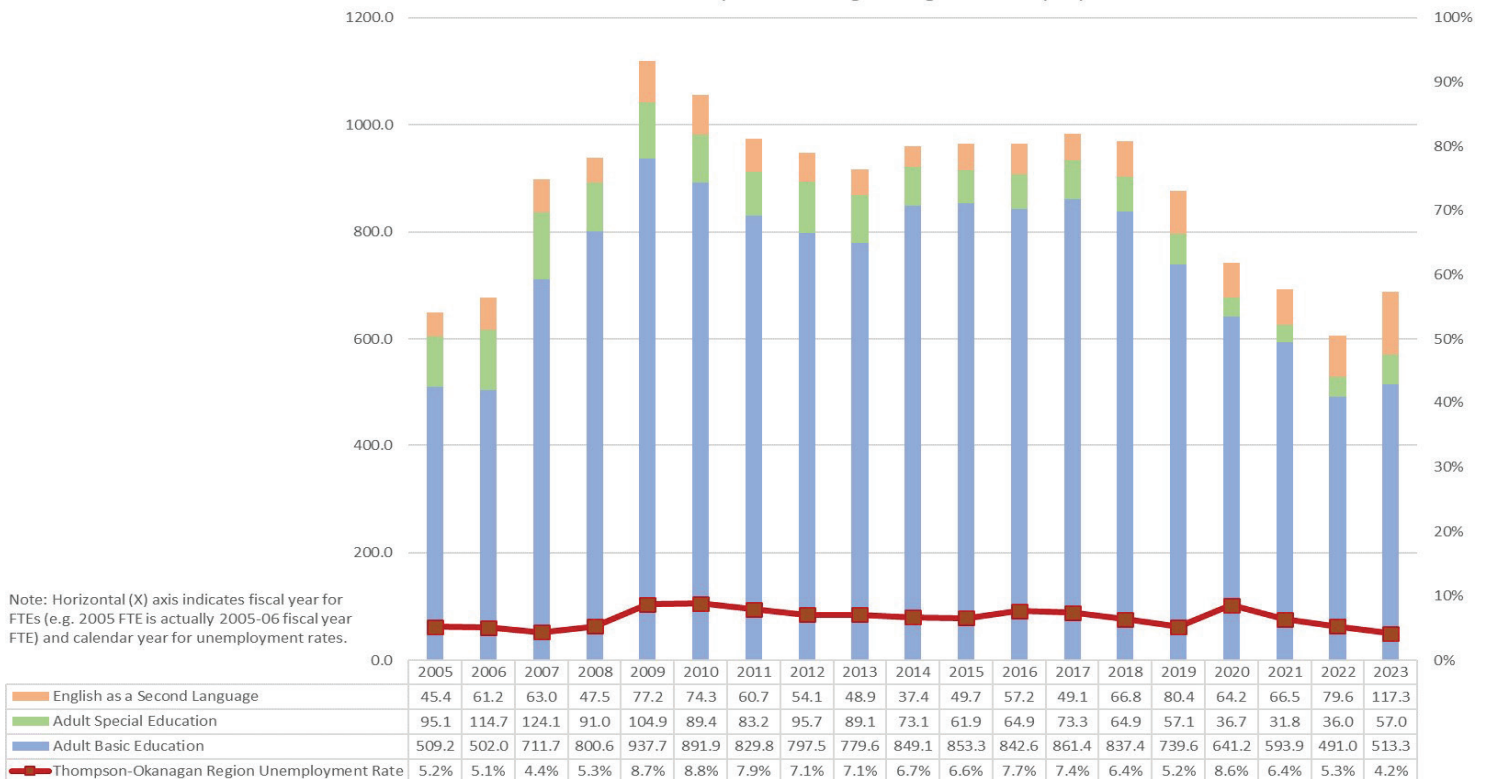
Total Developmental Domestic FTEs	Fiscal Year				
	2019-20	2020-21	2021-22	2022-23	2023-24
Adult Basic Education	739.6	641.2	593.9	491.0	513.3
Adult Special Education	57.1	36.7	31.8	36.0	57.0
English as a Second Language	80.4	64.2	66.5	79.6	117.3
Total	877.2	742.1	692.2	606.6	687.6

FTE Utilization Rate by Fiscal Year	Fiscal Year				
	2019-20	2020-21	2021-22	2022-23	2023-24
Total Developmental Domestic FTEs (Tuition Policy Eligible)	86.8%	81.5%	80.5%	73.7%	81.5%

Note: Total Developmental Domestic FTEs include Adult Basic Education, Adult Special Education and English as a Second Language programs.



OC Foundational Domestic FTEs with Thompson-Okanagan Region Unemployment Rate



Okanagan College continues to make significant, ongoing efforts towards promoting developmental programs, including piloting new pathways from ABE and ESL to high-priority careers in health, trades, and technology.

Our Continuing Journey Towards Reconciliation

MLP2

MLP3

MLD1

IPR1

Okanagan College has embarked on a comprehensive Indigenization plan aligned with its Strategic Plan, aimed at deepening engagement with Indigenous communities, enhancing cultural spaces, and integrating Indigenous knowledge across its curriculum and policies. Central to this initiative is the establishment of the Director, Indigenous Relations and Reconciliation role in 2022-23, ensuring Indigenous perspectives remain a cornerstone of the College's strategic priorities. This approach seeks to dismantle colonial legacies of exclusion and erasure, promoting Indigenous ways of knowing and doing within the College's operational framework and educational practices.

Key to Okanagan College's Indigenization strategy is the cultivation of respectful and inclusive relationships with Indigenous communities, enriching program offerings, and

fostering a supportive environment for Indigenous students, staff, and faculty. This commitment extends beyond the campus, aiming to raise awareness and appreciation of Indigenous languages, knowledge, and traditions within the broader community. Introduction of new Indigenous policies have been passed through our Board of Governors and Education Council. The College actively collaborates with Syilx Okanagan and Secwépemc Nations, integrating their perspectives into various projects, programs, and courses to promote mutual understanding and cultural exchange.

During the fiscal year 2023-24, Okanagan College disbursed approximately \$273,000 in awards and emergency funding to 121 self-declared Indigenous students, underscoring its commitment to supporting Indigenous learners' financial needs and academic success. Additionally, initiatives like the 'Sticks Up' campaign and partnerships with organizations like TD Bank Group have supported fundraising for Indigenous Students Awards.

Moreover, Okanagan College commemorates significant Indigenous cultural events such as National Indigenous

Peoples Day and the National Day for Truth and Reconciliation, offering educational events, workshops, and ceremonies that promote understanding and respect for Indigenous histories and cultures. These efforts are part of Okanagan College's ongoing commitment to reconciliation, fostering a learning environment that honors Indigenous knowledge systems and supports healing and understanding within the community.

In fall of 2023, OC held an official event with the Penticton Indian Band (PIB), raising the PIB and the Syilx Okanagan Nation flags at its Penticton campus. The College also re-signed an updated Memorandum of Understanding with the Westbank First Nation, continuing a long-standing partnership to increase opportunities for Indigenous students.

Diversity and Quality – the way forward in International Education

MLP4

Okanagan College continues to collaborate with the Ministry of Post-Secondary Education and Future Skills (PSFS) and Immigration, Refugees and Citizenship Canada (IRCC). By working with provincial and national organizations, including the British Columbia Council for International Education (BCCIE), the Canadian Bureau for International Education (CBIE), Colleges and Institutes Canada (CICan), and consulting with other international education organizations and committees, the International department remains well-positioned to respond to changes in policy and the international education industry. These alliances allow the institution to stay current on tuition fees, recruitment strategies, and emerging countries as sources of college-ready international students and opportunities for Okanagan College students to participate in mobility programs.

The diversity and quality of international students have been priorities over the past three years. OC's in-house marketing representatives have worked with the Trade Commissioner Service and carefully screened agents to expand source countries. This has led to significant growth in the number of quality students from Nigeria, Zimbabwe, and Nepal, along with an increase in applications from Ghana and Sri Lanka. As a result, Okanagan College has achieved a total of 8,933 full-time equivalent students (FTEs), including 1,823 international student FTEs, in the fiscal year 2023/24. The College's regional campuses, particularly Vernon, have seen notable growth with the introduction of new programs aimed at meeting regional educational needs under initiatives like the Rural and Northern Immigration Program.

Through the COVID-19 pandemic, the College developed an enhanced orientation program including a pre-departure series. Building on this success, we added ongoing webinars and face-to-face sessions on academic advising, immigration advising, and presentations from social service and government agencies. These efforts have resulted in better-prepared and informed international students. Collaboration with academic and non-teaching departments has enhanced support for students and increased student satisfaction. The International department has also raised awareness and provided support for students facing mental health challenges, continuing to work with internal and external support services to meet the needs of the growing number of international students from various cultural backgrounds.

Okanagan College continues to develop select international partnerships that provide meaningful opportunities for students. In early 2024, an MOU was signed with Weihai Jingyi Foreign Language School to create pathways for students wishing to continue their studies in Canada. Mobility is also a priority, and the institution has been able to provide airline travel grants for Okanagan College students attending study abroad programs. By working closely with University Mobility in the Asia Pacific (UMAP), Okanagan College sent a large delegation of students to attend the Winter Discovery Camp in Indonesia, offered through Institut Teknologi Sepuluh Nopember (ITS). There has been increased demand for short-term summer study abroad programs in Finland, Japan, and Korea.

The institution is committed to providing a welcoming and supportive environment for all international students and opportunities for all students to participate in study abroad so that Okanagan College learners receive a global education experience.

The 2023-2028 Okanagan College Internationalization Plan

To always ensure that, the institution has completed the 2023-2028 Internationalization Plan on May 2023. This plan will allow us to continue designing internal policies and implement procedures that make sure the international students but also the institution benefit the most from the international student program. In the same line, we are committed to have a plan that reflects the latest changes to the program by IRCC and any provincial policy related. The revised plan will also align to the new Federal and Provincial International Education Strategies. The plan will be revised later this year.

A Focus on Equity Diversity Inclusion and Social Justice

IAPR3

Okanagan College is actively advancing its commitment to equity, diversity, inclusion, and social justice (EDISJ). A multifaceted approach is in its Inspire Strategic Plan with an EDISJ Project Team ensuring the implementation of embedded responsibilities. In 2023/24, the College conducted a Global Diversity, Equity, and Inclusion Benchmark (GDEIB) survey to inform an OC EDISJ Action Plan focused on policies and practices that promote equity and inclusivity campus wide.

Staff from various campuses and departments, representing diverse segments of the College help to share EDISJ best practices, address implementation challenges, foster a culture where inclusivity is a lived reality across campuses and departments, and raise awareness, promote dialogue, and support a College environment where every individual feels valued and respected.

The College has working groups to address specific EDISJ issues including developing formal EDISJ credentials, fostering spaces to enhance inclusion, and creating an OC EDISJ Policy Checklist. Efforts are underway to formalize recognition of significant days and to enhance student recruitment through EDISJ-focused strategies. The College takes a proactive stance in advancing equity and inclusion, ensuring that EDISJ principles are integrated into institutional practices.

Integral to Okanagan College's EDISJ strategy is ongoing stakeholder consultation, facilitated by the Institutional Research team in collaboration with internal partners. This includes conducting comprehensive climate surveys among both employees and students, yielding valuable insights that inform accessibility planning and inclusivity enhancements. By continuously gathering feedback and data, Okanagan College ensures that its EDISJ initiatives remain responsive to the evolving needs of its community. Through robust training programs covering topics from anti-bias education to creating inclusive cultures, the College equips its community members with essential skills to contribute actively to a diverse and respectful campus environment.

K-12 Transitions and Dual Credit Programming

IAPR4

Dual credit courses are offered at OC's campuses in Kelowna, Salmon Arm, Vernon and Penticton, in programs ranging from health, culinary, trades, technology and childcare.

Okanagan College has continued to promote K-12 transitions and dual credit programming opportunities in collaboration with local school districts. The Trades and Apprenticeship portfolio is now piloting a revised priority seat model with school district partners for dual-credit seats, which provides some ability to customize and flex priority seats to align to individual school district needs, releasing unused seats sooner to general applicants.

Work Integrated Learning (WIL)

IAPR5

In 2023/24, the College secured four-year grant funding (\$320K) to increase awareness of the Indigenous Intern Leadership Program (IILP) among students, alumni and employers. The IILP is a career transition, support, and networking program for Indigenous professionals post-graduation. The College also secured two-year funding (\$40K) to develop a series WIL Co-op online learning modules to better prepare students and employers for WIL/ Co-op work terms in a variety of diverse workplaces.

Last year, the College launched a new online portal (the Symplicity Career Services Module), under the name and branding of "OC Careers Hub" with new online job postings, WIL pathways, virtual info sessions and career fairs, and extensive resources for students, new grads, alumni, and employers. Over 1,000 students access the system every three months, and over 1,000 employers have signed up and posted WIL/ student jobs since Sept. 2023.

OC offers a diverse range of WIL opportunities through many degree, diploma, and certificate programs in Science and Technology, Arts and Foundational, Business, Trades, Health and Social Development, and Continuing Studies.

Type of Work-Integrated Learning activity	Number of WIL experiences 2023/24 (approx.)
Community and Industry Research & Projects	900
Community Service Learning	40
Co-op Education	225
Professional Practicum/Clinical Placements	500
Work Experience	100

Student Supports and Resources

MLP4

IAPR3

In 2023/24, Okanagan College continued to support students in their learning journey and foster welcoming and inclusive campuses.

1. Innovative Learning Resources: Access to high-quality learning resources was enhanced including e-texts and open educational resources (OER) to enrich the learning experience, promote sustainability and flexibility in learning materials, and align with modern educational practices.
2. Library and Academic Enrichment: Library Services at all campuses provided personalized research support and information literacy instruction to more than 11,000 students through in-class instruction and one-on-one assistance delivered in-person and online. Success Centres supported more than 10,500 students with individual learning assistance related to writing, math, sciences, and trades. Almost 300,000 visits to our campus libraries to utilize study spaces, learning resources, and academic supports. Librarians and success centre coordinators provided virtual research and writing assistance to students using provincial AskAway and WriteAway services to ensure barrier-free access to academic supports regardless of their location.
3. Advancements in Equity and Inclusion: Significant strides were made to advance equity, diversity, inclusion, and social justice (EDISJ) at all campuses. A dedicated EDISJ committee organized EDISJ workshops and awareness events as part of Campus Student Life and Library Services. These initiatives aimed to foster inclusive campus culture and support the diverse needs of students from various backgrounds.
4. Specialized Student Support Services: Specialized roles to address the diverse needs of the student body and promote student success include a Student Support Coordinator, Orientation and Student Success Coordinator, Former Youth in Care Support Navigator, and Indigenous Student Services Coordinators. These roles provided holistic support to students facing complex challenges, ranging from student orientation and retention supports, funding applications to personal mentorship and community referrals.
5. Expansion of Disability Access Services: Additional staffing was added to the Disability Access Services team to ensure an inclusive learning environment for students with disabilities. The services include collaborating closely with students to provide equal access to educational opportunities. There continues to be increases in accommodated exam requests, reflecting both the department's responsiveness to student needs and the growing demand for accessible educational resources.
6. Student Feedback and Satisfaction: Recent surveys of students show most students are satisfied with the services for students at the College. Feedback indicated that services for students were instrumental in enhancing student well-being and academic performance, reinforcing the institution's commitment to student-centred excellence.

Sexual Violence and Misconduct Policy Update

IAPR2

In 2023/24, Okanagan College participated in the Ministry's sexualized violence action plan validation. Based on the BC provincial sexual violence post-secondary survey data, the College developed a three-year Sexual Violence Action plan with three phases: Do Enough, Do A Good Job, Do It Right. The plan strengthens the College's efforts with sexual violence disclosure and response, prevention, and education with students, staff, and the wider College community.

Summary of activities performed related to Sexual Violence Prevention

Over the past year, the OC Sexual Violence Prevention Committee engaged in the following activities:

- Reviewed and updated the OC Sexual Violence and Misconduct Policy and related procedures to include updated definitions of sexual violence to include intimate images with references to the Intimate Images Protection Act, 2024, and clarification of procedures for accommodations for students and staff who experience sexual violence.
- Updated the OC webpages for sexual violence disclosure, response, and resources, and education and training, see [Sexual violence education and prevention | Okanagan College](#) and [Sexual Violence Awareness](#)
- Released an online learning module, Safer Campuses for Everyone for OC staff, adapted from BC Campus.
- Received a report and recommendations from a student employee analyzing 40 Post-Secondary Institutes' sexual violence prevention, education, and response online resources across BC and Canada.
- Developed OC Sexual Violence Awareness, Reporting, and Education posters, social media ads, and campus TV ads to draw students and staff to the updated webpages and online training.
- Supported campus and Student Union activities to promote sexual violence awareness, resources, and education.
- Participated in the ongoing development of BC Campus Sexual Violence training and education resources.

Training programs for Employees

In the Fall 2023, the institution launched "*Safer Campuses for Everyone*" online self-paced training for employees. The course covers the meaning and impact of sexual violence as well as examines reasons why sexual violence occurs, the importance of consent in all relationships and how to

intervene to prevent sexual violence, and how to find support or support others who have experienced sexual violence. During fiscal year 2023-24, 40 employees accessed the training module and 27 of them completed it (67.5%).

Training programs for Students

Similarly, as a part of our online student orientation program, we offer students the opportunity to take an online "*Consent & Sexual Violence*" Course ([Sexual violence education and prevention | Okanagan College](#)). So far, this course is voluntary, but we are actively encouraging students to take the training. During fiscal year 2023-24, 666 students accessed the training module and 576 of them completed it (86.49%), whereas in fiscal year 2022-23, 411 students accessed the module and 351 of them completed (85.4%). Complementary, the [Sexual Violence Awareness](#) webpage at OC is aimed to provide sexual violence reporting and support resources to the students.

All campuses hosted sexual violence prevention activities as part of campus student life and staff wellness plans. Currently, the OC is working on modernizing the course delivery platform accessible by the employees and students to make the sexual violence courses mandatory for all employees and students whether they are existing or new, with the ability for administrators to monitor its adherence.

OC Sexual Violence and Misconduct Policy

Here is a summary of the main updates made to the policy and related procedures:

- Expanded policy definition of sexual violence to include without limitation: 'the distribution of an intimate image, within the meaning of the Intimate Images Protection Act, without the consent of the individual depicted in the image', and 'threaten to distribute an intimate image depicting an individual, as another form of sexual misconduct'
- Updated links to OC sexual violence prevention and response online resources
- Updated procedures to outline supports for students who experience sexual violence to work with student services professionals and request academic accommodation and supports for employees who experience sexual to seek assistance through the College's Employee and Family Assistance Program and seek appropriate accommodations through the medical accommodation process.
- Alignment of the procedures used to response to reports of sexual violence with the ones set for the Student Non-academic Misconduct Policy.

Former Youth in Care

IAPR3

Okanagan College remains steadfast in its commitment to supporting Former Youth in Care (FYIC) students through dedicated initiatives and resources. Central to this support is the FYIC Support Navigator role, which serves as the primary point of contact for FYIC students, offering streamlined access to essential resources such as the Provincial Tuition Waiver Program, Learning for Future Grant, Youth Futures Education Fund, MCFD programs, emergency funding, and student loans. New FYIC students are identified through self-identification on their application, enabling proactive outreach to inform them about the Tuition Waiver program and provide comprehensive information on available support.

Okanagan College continues to facilitate a seamless transition for FYIC students from high school to post-secondary education by actively engaging with local high schools. This proactive approach includes providing guidance and assistance to FYIC students in securing tuition waiver approvals and accessing necessary resources well in advance of their enrolment at OC. During the Fiscal Year 2023-24, the institution saw 80 former youth in care students benefit from the BC Government's tuition waiver program, representing an increase of 70.21% from the Fiscal Year 2022-23 (47 students). Similarly, a total of \$288,093 was distributed in the Fiscal Year 2023-24, representing an increase of 107.93% over the previous fiscal year (\$160,250).

Research that Serves the Community

Okanagan College continues to support the growth of research undertaken at the institution and in the community. Recent projects span diverse fields such as environmental sustainability, technology innovations, health sciences, and community development. Applied research at the College is aimed at addressing community and industry challenges in small and large ways. OC does this through providing research opportunities for students, partnering with businesses and community organizations and keeping industry informed of new innovations in their spaces. The College is also home to the BC Beverage Technology Access Centre (BCBTAC), a dedicated space for innovation in the beverage industry. BCBTAC supports research and development in beverage technology, enhancing the capabilities of local businesses and providing valuable hands-on experience for students.



In June 2024, Okanagan College received a new a \$1.75 million grant from The Natural Sciences and Engineering Research Council of Canada as well as \$100,000 annually from the Province of BC to continue running the Technology Access Centre as part of its College and Community Innovation program.

Providing students with the critical skills and knowledge they will need to take the next steps in their careers is a cornerstone at Okanagan College. Students support the ongoing research activities of various projects from conducting hands-on work in the laboratory to collecting community data through focus groups. Okanagan College employed approximately 30 students as research assistants over 2022/23. This complements the hundreds of students engaged in hands-on research activities through capstone courses and work-integrated learning opportunities.

The College continues to partner with businesses and organizations throughout the Okanagan region and beyond to engage in innovative research opportunities. Highlights for this year included bringing several new multi-year grants with new community and industry partners. Over \$1.5 million in research funded projects were invested in Okanagan College research and technology teams.

Okanagan College continues to focus on communicating the results of research projects to community and industry with a goal to ensure that research and innovation happening at the College is accessible to the public. This means research teams engage in a variety of methods to connect their work to community including community reports, academic publications and published teaching cases. In addition, the College again hosted the annual RIPE conference. RIPE (Research Innovation Partnership Expo) provides an opportunity for participants to learn from over 20 different presenters who showcase their applied research projects.

Environmental Sustainability

MLD2

Okanagan College spans four campuses and two centres, with campus sites totaling approximately 93.5 acres, featuring a balance of built infrastructure and expansive green spaces. The campus footprint includes 16.9 acres for buildings and 35.5 acres dedicated to parking, with the remaining 41.1 acres consisting of natural habitats, xeriscape areas and treed landscapes. These green spaces not only enhance campus aesthetics but also serve as vital wildlife habitats, supporting biodiversity within the region. Notably, nearly 75 per cent of these green areas are landscaped with local plants, minimizing water usage and promoting ecological sustainability.

Water conservation is a core focus at Okanagan College, exemplified by initiatives such as efficient irrigation practices and the use of native plant species across a majority of landscaped areas. The College has retrofitted water fountains with bottle fillers to encourage sustainable hydration practices among students and staff. Additionally, ongoing plans include the gradual replacement of non-native vegetation with Indigenous flora, aligning with the institution's commitment to environmental stewardship through practical, campus-wide measures.

Community partnerships play a crucial role in Okanagan College's sustainability efforts. The Penticton Campus Community Habitat Memorial Garden, jointly maintained with the local Garden Society, exemplifies this commitment. This garden features all-natural plantings that contribute to the beauty of the campus while providing a hands-on learning environment for students interested in ecological conservation. Furthermore, Okanagan College collaborates with the South Okanagan–Similkameen Conservation Society, supporting initiatives focused on preserving local species at risk and fostering environmental education within the community.

Infrastructure upgrades at Okanagan College emphasize sustainability and energy efficiency. Okanagan College boasts several LEED-certified buildings, such as the Jim Pattison Centre of Excellence in Penticton and the Trades Tower and Health Sciences building in Kelowna, demonstrating a commitment to high environmental standards in construction. The College's adherence to BC Step Code 4 and BC's Wood First Initiative for recent housing projects underscores its dedication to reducing carbon footprints through energy-efficient building practices. These initiatives reflect Okanagan College's proactive approach to environmental responsibility and its role as a leader in sustainable higher education.

Cyber Security

MLD5

Okanagan College has implemented robust cybersecurity measures to safeguard its digital infrastructure and protect sensitive information. This includes revamped information security policies, regular monitoring through a security operations centre, frequent network scans and penetration tests to address vulnerabilities swiftly. OC has also begun retiring outdated systems and overhauling its network to bolster defenses against evolving cyber threats.

In response to emerging and ongoing cybersecurity threats, Okanagan College has intensified efforts to regularly educate employees as well as leadership on emerging threats through awareness campaigns and training sessions. These initiatives empower staff to recognize and report suspicious activities and emails, reducing the risk of falling victim to cyberattacks. By prioritizing proactive monitoring, ongoing employee education, and rigorous testing, Okanagan College remains committed to providing a secure digital environment for students, faculty, and staff.

Fiscal Sustainability and Risk Management

MLP5

MLD4

MLD5

MLD6

MLP6

BC's post-secondary sector continues to adapt following recent challenges. Okanagan College continues to focus on our fiscal responsibility, enrolment strategies and risk management.

The province concluded its final year of deficit approvals, while Okanagan College saw some revenue recovery, though not yet to pre-pandemic levels. International student enrolments showed improvement, while domestic enrolment remained a challenge. Looking ahead to 2024-25, Okanagan College anticipates limited growth in domestic student enrolment and provincial limits on domestic tuition increases with stable international enrolment for the fall of 2024 and a decline in the winter of 2025. Despite these challenges the College continues to align to the Tuition Limit Policy while aiming for a balanced budget supported by a modest increase in revenue from contract training opportunities and parking.

For detailed financial information, Okanagan College's 2023-24 Financial Statements are included in the appendix to this report as a link to our website.

In the Fall 2023, Okanagan College updated its risk management processes, introducing comprehensive Enterprise Risk Management (ERM) Guidelines. These guidelines clarify risk ownership and responsibilities across the institution. Oversight rests with the new Manager, Risk and Safety Services and the Finance, Audit, and Risk Committee, which reviews and approves risk management frameworks annually.



The following performance plan and report demonstrates Okanagan College's progress towards meeting system strategic objectives that are aligned with institutional-specific strategic goals (Appendix A), and commitment to lasting and meaningful reconciliation (Appendix B). Appendix C provides an overview of the priorities and mandates assigned to Okanagan College.



Appendix A: Performance Plan Metrics

The performance measures listed below align with the Ministry's goals and objectives as defined by the 2023/24 Accountability Framework. Measures are provided along with a short summary of the results.

SYSTEM OBJECTIVE 1: CAPACITY

Student Spaces

Student spaces is the number of Full-Time Equivalent (FTE) student enrolments delivered overall and in designated program areas. Institutional totals include all PSFS FTEs; SkilledTradesBC FTEs are not included in the calculation.

Performance Measure 1	2021/22 ACTUAL	2022/23 ACTUAL	2023/24 ACTUAL	2023/24 TARGET	2023/24 Assessment
Student Spaces (FTE)					
Total Student Spaces	5,094	4,893	5,100	≥ 5,048	ACHIEVED
Health Spaces	781	700	837	≥ 586	ACHIEVED
Developmental Spaces	660	571	631	≥ 774	NOT ACHIEVED

2023-24 Developmental Program FTE targets

Developmental programming FTEs have fallen below the target in recent years. While a comprehensive and complete analysis of all the factors that have impacted enrolment is not feasible, there are some contributors that are known to have impacted uptake.

In the case of Adult Basic Education (ABE), FTEs from 2020-2023 have been impacted by trends arising from the pandemic years; post-pandemic changes in employment rates for the Thompson-Okanagan region have likely led to greater job opportunities for prospective students of Adult Basic Education. However, ABE enrolment in 2023 is showing positive signs of recovery, though it has not yet returned to pre-pandemic levels.

FTEs in English Language (ESL) and Accessible Education and Training (AET, formerly Adult Special Education) have been trending upwards since the pandemic, with ESL returning to pre-pandemic levels in 2023.

SYSTEM OBJECTIVE 2: CREDENTIALS AWARDED

	2021/22 ACTUAL	2022/23 ACTUAL	2023/24 ACTUAL	2023/24 TARGET	2023/24 Assessment
OC Credentials Awarded Total	1,818	1,846	2,033	n/a	NOT ASSESSED
Bachelors	not applicable	not applicable	190	≥ 198	SUBSTANTIALLY ACHIEVED
Certificate	not applicable	not applicable	1,019	≥ 1,062	SUBSTANTIALLY ACHIEVED
Developmental	not applicable	not applicable	36	≥ 38	SUBSTANTIALLY ACHIEVED
Diploma	not applicable	not applicable	457	≥ 539	NOT ACHIEVED
Graduate and First Professional	not applicable	not applicable	20	n/a	NOT ASSESSED
Short Certificate	not applicable	not applicable	311	≥ 404	NOT ACHIEVED

Fiscal Years prior to 2023/24 aggregated credentials Awarded Actuals and Targets across all Types. In 2023/24, credentials were broken into their types.

Credentials awarded by Okanagan College to domestic and international graduates have increased 10.2 per cent over 2022/23-2023/24 not including Graduate and First Professional credential making the College substantially achieve the Ministry targets for credentials. This can be attributed to the variety of comprehensive and well-structured programs that the College has designed. These programs provide robust support to students, guiding them effectively through the completion of their respective courses.

SYSTEM OBJECTIVE 3: ACCESS

The Ministry's Strategic Objective of Access ensures that the BC public post-secondary system provides equitable and affordable access for residents.

	2021/22 ACTUAL	2022/23 ACTUAL	2023/24 ACTUAL	2023/24 TARGET	2023/24 Assessment
Total Indigenous Student Spaces	752	929	883	TBI	
Ministry (PSFS)	549	682	634	TBI	
SkilledTradesBC	203	248	249	TBI	

Targets are set as objectives by OC. Okanagan College will continue to seek out opportunities for Indigenous learners through consultation with key partners and stakeholders. OC will be an important partner in ensuring the post-secondary experience is positive and supportive for Indigenous learners, while creating clear pathways to success, from K-12 to employment. The institution continues to implement our Indigenous Strategic Framework to ensure systemic change and student success.

SYSTEM OBJECTIVE 4: Quality

Student Satisfaction with Education

Percentage of former OC students and graduates surveyed were very satisfied with the education they received.

	2021/22 ACTUAL	2022/23 ACTUAL	2023/24 ACTUAL	2023/24 TARGET	2023/24 Assessment
Former diploma, associate degree, and certificate students	93.6% +/- 1.0%	90.7% +/- 1.3%	92.8% +/- 1.3%	≥ 90%	ACHIEVED
Trades foundation and trades-related vocational graduates	89.8% +/- 3.0%	89.0% +/- 3.7%	95.4% +/- 2.4%	≥ 90%	ACHIEVED
Former apprenticeship students	93.3% +/- 2.2%	89.9% +/- 2.8%	91.0% +/- 3.5%	≥ 90%	ACHIEVED
Bachelor's degree graduates	98.3% +/- 1.6%	98.8% +/- 1.8%	97.3% +/- 3.0%	≥ 90%	ACHIEVED

~Source: BC Student Outcomes Survey

Student satisfaction is influenced by several factors. Interpersonal interactions play a crucial role, including the quality of relationships with peers and instructors. Additionally, course content and design impact satisfaction; engaging materials and effective teaching contribute significantly. Lastly, human and design factors, such as instructor knowledge and course structure, also affect overall satisfaction. Studies have highlighted the importance of factors like student interactions with each other and faculty members, support, student freedom, quality of educational technology, and student self-efficacy in shaping academic satisfaction.

OC has more than 95 per cent satisfaction rate with Trade's foundation and Bachelor's degree programs and more than 90 per cent satisfaction with other offerings such as diplomas, associates degrees, and apprenticeships.

Student Assessment of the Quality of Instruction

Percentage of students who rated the quality of instruction in their program positively.

	2021/22 ACTUAL	2022/23 ACTUAL	2023/24 ACTUAL	2023/24 TARGET	2023/24 Assessment
Former diploma, associate degree, and certificate students	96.1% +/- 0.8%	94.1% +/- 1.0%	96.0% +/- 1.0%	≥ 90%	ACHIEVED
Trades foundation and trades-related vocational graduates	93.3% +/- 2.5%	93.2% +/- 3.0%	95.4% +/- 2.4%	≥ 90%	ACHIEVED
Former apprenticeship students	94.9% +/- 2.0%	93.4% +/- 2.3%	95.3% +/- 2.6%	≥ 90%	ACHIEVED
Bachelor's degree graduates	99.2% +/- 1.1%	98.8% +/- 1.7%	97.3% +/- 3.0%	≥ 90%	ACHIEVED

Student satisfaction is crucial for OC' academic success. Satisfied students tend to perform better academically and are more likely to complete their programs. OC has more than 95 per cent positive responses from our participating pool of students.

~Source: BC Student Outcomes Survey

Student Assessment of Skill Development

Percentage of former OC students and graduates surveyed who indicated the institution was 'Very Helpful' or 'Helpful' in developing various skills.

	2021/22 ACTUAL	2022/23 ACTUAL	2023/24 ACTUAL	2023/24 TARGET	2023/24 Assessment
Former diploma, associate degree, and certificate students	89.5% +/- 1.3%	85.0% +/- 1.6%	86.4% +/- 1.4%	≥ 85%	ACHIEVED
Trades foundation and trades-related vocational graduates	84.4% +/- 3.4%	88.9% +/- 3.7%	89.4% +/- 2.8%	≥ 85%	ACHIEVED
Former apprenticeship students	88.3% +/- 2.5%	83.1% +/- 3.3%	85.2% +/- 3.9%	≥ 85%	ACHIEVED
Bachelor's degree graduates	92.4% +/- 2.4%	93.6% +/- 2.6%	91.6% +/- 4.0%	≥ 85%	ACHIEVED

~Source: BC Student Outcomes Survey

SYSTEM OBJECTIVE 5: RELEVANCE

Student Assessment of the usefulness of knowledge and skills in performing the job

Percentage of former OC students and graduates surveyed who indicated the institution was 'Very Helpful' or 'Helpful' in performing their main jobs.

	2021/22 ACTUAL	2022/23 ACTUAL	2023/24 ACTUAL	2023/24 TARGET	2023/24 Assessment
Former diploma, associate degree, and certificate students	84.9% +/- 2.3%	84.3% +/- 2.2%	86.0% +/- 2.3%	≥ 90%	SUBSTANTIALLY ACHIEVED
Trades foundation and trades-related vocational graduates	82.5% +/- 4.9%	84.9% +/- 4.9%	94.6% +/- 3.1%	≥ 90%	ACHIEVED
Former apprenticeship students	94.2% +/- 2.2%	91.0% +/- 2.8%	92.0% +/- 3.4%	≥ 90%	ACHIEVED
Bachelor's degree graduates	95.3% +/- 2.9%	93.2% +/- 4.4%	90.9% +/- 5.7%	≥ 90%	ACHIEVED

Okanagan College's unwavering commitment to ensuring that students can effectively apply the knowledge gained during their education directly translates into their success in the job market.

~Source: BC Student Outcomes Survey

Unemployment Rate

Percentage of graduates who were unemployed at the time of the survey, compared with the percentage of unemployed individuals with high school credentials or less.

	2021/22 ACTUAL	2022/23 ACTUAL	2023/24 ACTUAL	2023/24 TARGET	2023/24 Assessment
Former diploma, associate degree, and certificate students	6.7% +/- 1.5%	3.3% +/- 1.0%	3.1% +/- 1.1%	≤ 8.9%	ACHIEVED
Trades foundation and trades-related vocational graduates	15.1% +/- 4.0%	4.4% +/- 2.6%	9.2% +/- 3.6%	≤ 8.9%	ACHIEVED
Former apprenticeship students	4.0% +/- 1.8%	1.2% +/- 1.1%	1.8% +/- 1.6%	≤ 8.9%	ACHIEVED
Bachelor's degree graduates	1.8% +/- 1.8%	3.8% +/- 3.2%	4.2% +/- 3.8%	≤ 8.9%	ACHIEVED

~Source: BC Student Outcomes Survey



Appendix B - Implementation of Truth and Reconciliation Commission Calls to Action and the United Nations Declaration on the Rights of Indigenous Peoples

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

The provincial government is committed to implementing the UN Declaration on the Rights of Indigenous Peoples, the TRC Calls to Action, and In Plain Sight Report Recommendations. Institutions will have addressed relevant TRC Calls to Action and articles of the UN Declaration on the Rights of Indigenous Peoples, and In Plain Sight Report recommendations to varying degrees.

TRC CALL TO ACTION1 and UN DECLARATION on the RIGHTS OF INDIGENOUS PEOPLES ARTICLE

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

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



1: SOCIAL WORK

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

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
Ongoing	<p>Human Service Work (HSW) Diploma Program</p> <ul style="list-style-type: none"> Wellness Wheel - Students complete a two-step assignment that involves looking at various Indigenous Models of Wellness, sometimes referred to as a Medicine Wheel, to take a holistic perspective and understand the value in different ways of being and knowing, and how they can apply them in their own life. Some students identify this as being their most valuable assignment Hobiye - Introduces students to Indigenous cultural celebrations beyond Eurocentric norms, emphasizing the resilience rooted in Indigenous communities through ritual and cultural connection Generational trauma - Encourages students to recognize strength before need in their work with all communities, with a specific focus on affirmative action in supporting Indigenous Peoples Thomas King's "Totem" - Students participate in breakout group discussions on this story, which uses metaphor and symbolism to explore the historical and current relationships between Indigenous Peoples and the Canadian government, fostering critical inquiry and awareness of personal biases Candy Palmater video - Watched prior to discussing Thomas King, this video provides a starting point for inclusive language and approach to sensitive subjects Other cultural practices and philosophies referenced across courses including two Sufi tales, one illustrating Human Service Worker values and another prompting discussions on human nature and its applications While the stories are often in text or video/audio format, we choose to read aloud in class to emphasize the value of oral knowledge transmission Additionally, grounding techniques are taught including examples from Japanese culture (Ma) and Buddhist culture (finding meaning in daily tasks), integrated to support client work and personal well-being Indigenous engagement - maintains collaborative relationships with local Indigenous organizations, regularly inviting speakers into the classroom. Friendship Centres and Band-administered Social Service Programs are active partners in our practicum community Program development - instructors contributed to the development of the Indigenous Community Support Worker Certificate Program offered by Continuing Studies. Efforts continue to formalize a laddering/transfer relationship with the ACSW Program, moving from case-by-case transfer credit assessment to a structured process Local Friendship Centres and Band administered Social Service Programs are not only active partners in our practicum community, but representatives are also regularly presenting to students and staff
Ongoing	<ul style="list-style-type: none"> Local Friendship Centres and Band administered Social Service Programs are not only active partners in our practicum community, but representatives are also regularly presenting to students and staff
Implemented	<p>Indigenous Community Support Worker Certificate (ICSW)</p> <p>ICSW prepares learners to support and assist Indigenous Individuals and families, both on- and off-reserve, to enhance their quality of life. This program emphasizes a person/family-centred and holistic approach to community support work. Graduates are prepared to work in entry-level positions under direction and supervision, and practice professionally as part of a support team in community-based organizations that work with Indigenous persons. The program is offered online and has a single intake each year.</p>

12: EARLY CHILDHOOD EDUCATION

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

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
Ongoing	<ul style="list-style-type: none"> Instructors in the Early Childhood Education (ECE) program are continuously updating and embedding content that is relevant to our sector and is reflective of local Indigenous communities OC continues to partner with Indigenous communities to provide ECE courses to their communities, this partnership has been expanding in the last few years through our Continuous Studies department The BC Early Learning Framework (ELF) has a strong connection to Indigenous world views Instructors are continuously implementing and embedding the ELF throughout our curriculum
Implemented	<p>OC partnered with the Shuswap Nation Alliance to offer the ECE certificate to band members at the SA campus.</p> <ul style="list-style-type: none"> ECE Diploma Salmon Arm for Fall 24 will deliver to an all Indigenous cohort The program extended to offer some students with the courses to complete the full diploma and some to get the additional Infant toddler certificate The SA program staff worked with the Indigenous community to Indigenize the ECE curriculum and have shared their lessons learned to date with all ECE instructors. Formal evaluation conducted to review other gaps to consider OC partnered to provide two ECEA programs for the Indigenous communities of Lillooet and Chase

16: INDIGENOUS LANGUAGE DEGREE AND DIPLOMA PROGRAMS

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

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
N/A	N/A



23: HEALTH-CARE PROFESSIONALS

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

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
Ongoing	<p>Therapist Assistant Diploma:</p> <ul style="list-style-type: none"> • Courses have a unit introducing students to principles of Cultural Safety in health care, providing an overview of the history of colonialism and the current content of anti-Indigenous racism in health care in Canada • Courses currently include the published works of Canadian Indigenous authors, Indigenous perspectives in health care (such as holistic models for health care based on the medicine wheel), and continue to work to weave Indigenous content into our course materials • Curriculum updated to include information on the First Nations Health Authority in courses discussing Federal and Provincial Health Care Systems • Curriculum includes learning about the role of the Aboriginal Patient Navigator in Acute, Community, Long Term Care and Palliative care settings • Students listened to a podcast from CBC “White Coat Black Art” on Indigenous cultural safety training • Students take part in mandatory assignments that require the student to visit various local Indigenous services including the Ki-Low-Na Friendship Society • One course contains a lecture on cultural responses to pain. Indigenous cultural response to pain is presented and discussed • One instructor in the program is an ambassador for EDISJ, cultural sensitivity, and TRC and is tasked with gathering pertinent information, attending continuing education, participating on appropriate committees, and sharing the information with the department to inform ongoing curriculum development and teaching practices • Designated Seats for Indigenous students in all our health programs • Incorporated cultural safety in all health program curriculum • Trauma Informed Practice training and courses for students for all health programs • Staff have participated in Four seasons and University of Alberta training courses
Implemented	<p>Certified Dental Assistant Program</p> <p>Curriculum to include Oral health and Indigenous peoples - prevention and care</p> <ul style="list-style-type: none"> • Students and Instructors provided oral health presentations to indigenous community centres- 2024
Ongoing	<p>Health Care Assistant Education:</p> <ul style="list-style-type: none"> • HCA 102 course- incorporating Indigenous End of Life Care incorporated into the Student Course Guides • Local First Nation/Metis Communities provide classroom mentoring/education • HCA 102—Health Concepts of Practice. Provides education on Multiculturalism and Diversity— instructors of our program have planned with the Indigenous resources of the College to come and present to the students. This has been well received by the students • Provide the opportunity for Instructor Education on Indigenous Services at Okanagan College. • Presenter from Indigenous Services joins classroom • HCA-PP indigenous cohorts Fall 2024 – 1) Westbank First Nations 2) Neskonlith, Salmon Arm, Shushwp • Review Indigenous training credentials of all HCA instructors and support those that do not have to be obtained by 2023

24: MEDICAL AND NURSING SCHOOLS

We call upon medical and nursing schools in Canada to require all students to take a course dealing with Aboriginal health issues, including the history and legacy of residential schools, the United Nations Declaration (UN Declaration) on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, and Indigenous teachings and practices. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
Ongoing	<ul style="list-style-type: none"> • OC nursing programs include Indigenous health issues and history in their curriculum. The PN students must take the UVIC modules in their program • The BC College of Nurses and Mid Wives (BCCNM) Nursing Registry Revised the Practical Nursing curriculum to ensure learning outcomes were aligned with the Truth and Reconciliation Calls for Action, cultural humility and safety, intercultural competency, LGBTQ2 and trauma-informed practice • The Provincial Practical Nursing (PN) Curriculum is currently in revision and due out in summer 2023. Once revisions are released the PN Program will implement any changes within 12 months • Nursing Program curriculum was developed with Indigenous learning resources which are included in the BCCNM Provincial guides • Elders attend classrooms as guest speakers, identifying own cultural beliefs and values and researching traditional indigenous healing therapies are themed throughout our Health promotion and Lab nursing courses • Practical Nursing students engage in Cultural Safety reflection by working through the University of Victoria's Cultural Safety modules: Cultural Safety: Module One Peoples Experiences of Colonization (uvic.ca). These Modules are revisited in each semester to allow students to reflect on their knowledge of cultural safety and how it applies to their practice • Local First Nation bands and Indigenous health navigators from Interior Health attend nursing classes to speak to the students and provide teaching sessions • OC has affiliation agreements with three Okanagan First Nation bands for nursing students to complete their practicums • During clinical practicums PN students are placed within the local First Nations health units across the Okanagan • Pharm Tech & CDA - New Draft changes 2024 – standards for curriculum changes • HCA/PN have standards allocated to TRC- Cultural Safety and Humility • ECE/TAD - Instructors are required to have education from Indigenous courses/Interior Health/OC

28: LAW SCHOOLS

We call upon law schools in Canada to require all law students to take a course in Aboriginal people and the law, which includes the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and antiracism.

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
N/A	N/A

57: PUBLIC SERVANTS

We call upon federal, provincial, territorial, and municipal governments to provide education to public servants on the history of Aboriginal peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
Ongoing	As part of Okanagan College's ongoing commitment to Reconciliation, we have aimed to grow our staff's understanding, skills, and competencies. This effort includes the launch of an Indigenous OC plan with guiding principles for our future actions. Additionally, all Okanagan College leadership completed Syilx Cultural Training led by Elders Grouse and Pam. We have also introduced 4 Seasons of Reconciliation training accessible to all staff, along with numerous events held throughout the year that are well-attended by our staff.

62: TEACHER EDUCATION

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

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
Ongoing	Education Assistant Program In partnership with Adams Lake, Little Shuswap, Splatstin, Neskonlith and the Métis Association Okanagan College offers an Education Assistant program to prepare participants for employment within the schools as an Education Assistant.

86: JOURNALISM AND MEDIA SCHOOLS

We call upon Canadian journalism programs and media schools to require education for all students on the history of Aboriginal peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations.

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
Ongoing	Okanagan College currently offers a Diploma in Communications, Culture and Journalism Studies. At this time there is an elective course (Introduction to Indigenous Studies) that students can choose to take in year one of the program.

92: BUSINESS SCHOOLS

We call upon the corporate sector in Canada to ... Provide education for management and staff on the history of Aboriginal peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
Ongoing	The Office Assistant Certificate through the Okanagan College School of Business was provided to the Neskonlith Indian Band. The program intake had 14 students and the relevant program delivery dates were April 2022 – October 2023.

UNITED NATIONS DECLARATION ON THE RIGHTS OF INDIGENOUS PEOPLES IMPLEMENTATION

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

Article 14

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

Article 15

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

Article 21

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

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
Implemented	<ul style="list-style-type: none"> • ECE Work Integrated Learning Diploma – indigenous bands cohort – North Okanagan Indigenous bands partnerships • HCA-PP – Indigenous bands cohort – North Okanagan and West bank First nations • Partnerships with the bands and continuing studies to deliver programming



In Plain Sight Report Recommendations Reporting for Post-Secondary Institutions

In Plain Sight recommendation #8 - please list all health programs offered by your institution and any accreditation standards that relate to cultural safety and humility training. If an accredited program does not have a related standard, indicate N/A for the program.

PROGRAM NAME	ACCREDITATION STANDARD DETAILS (If none exist, N/A)
Practical Nursing Diploma	<ul style="list-style-type: none"> • Obtains knowledge of and responds to the Calls to Action of the Truth and Reconciliation Commission of Canada • Preserves the dignity of clients in all personal and professional contexts • Advocates for equitable access, treatment and allocation of resources, particularly for vulnerable and/or diverse clients and populations • Curriculum Standard: The curriculum provides the learning experiences necessary for students to achieve the Entry Level Competencies for Licensed Practical Nurses and to meet BCCNM Standards of Practice for Licensed Practical Nurses (Practice Standards, Professional Standards, and Scope of Practice Standards) <ul style="list-style-type: none"> Indicator a: The curriculum clearly describes how the program incorporates the Entry Level Competencies for Licensed Practical Nurses and BCCNM Standards of Practice (Practice Standards, Professional Standards, and Scope of Practice Standards) Indicator b: The program learning outcomes incorporate the Entry Level Competencies for Licensed Practical Nurses and BCCNM Standards of Practice (Practice Standards, Professional Standards, and Scope of Practice Standards) • Students Standard: Students demonstrate progress towards achieving the Entry Level Competencies for Licensed Practical Nurses and meeting BCCNM Standards of Practice for Licensed Practical Nurses (Practice Standards, Professional Standards, and Scope of Practice Standards) <ul style="list-style-type: none"> Indicator e: Program policies support faculty to fail students or remove them from the practice setting for reasons of unprofessional/unethical behaviour or unsafe practice • Graduates Standard: Graduates of the program achieve the Entry Level Competencies for Licensed Practical Nurses and meet BCCNM Standards of Practice (Practice Standards, Professional Standards, and Scope of Practice Standards)
Health Care Assistant	<p>Program Learning Outcomes</p> <ol style="list-style-type: none"> 1. Provide person-centred care and assistance that recognizes and respects the uniqueness of each individual client 2. Use an informed problem-solving approach to provide care and assistance that promotes the physical, psychological, cognitive, social, and spiritual health and well-being of clients and families 3. Communicate clearly, accurately, and sensitively with clients and families in a variety of community and facility contexts

In Plain Sight Report Recommendations Reporting for Post-Secondary Institutions Continued...

<p>Pharmacy Technician Certificate</p>	<ul style="list-style-type: none"> • Criterion 3.4: The curriculum addresses Indigenous health and cultural safety, including Canada’s history and legacy of residential schools, past and present practices of colonialism, Indigenous rights to self-determination, anti-Indigenous racism, and Indigenous teachings and practices • Criterion 3.5: The curriculum provides an appropriate understanding and addresses attitudes related to anti-racism, anti- oppression, cultural safety, and health equity • Standard 11: The College and Program recognize and are committed to the Truth and Reconciliation Commission (TRC) of Canada’s Calls to Action, and/or celebrate local Indigenous cultures, and engage in respectful and reciprocal relationship building • Standard 12: The College and Program recognize and commit to anti-racism and anti- oppression of equity-deserving groups, celebrate a diversity of cultures, and engage in respectful and reciprocal relationship building • Standard 15: The Program has a robust recruitment process that is transparent in its intention to attract a diverse pool of well-qualified applicants • Criterion 15.2: The process includes recruitment of individuals from equity-deserving groups • Criterion 15.3: The process includes recruitment of Indigenous students consistent with TRC Call to Action 23 • Criterion 16.2: Admissions processes include attention to equity, diversity, inclusion, anti- racism, and anti-oppression in its selection of candidates, with a specific focus on Indigenous applicants consistent with TRC Calls to Action 23. These processes include procedures to ensure the reduction of systemic reviewer biases towards applicants • Criterion 19.2: Faculty members and staff participate in training on systemic oppression and anti-racism, including but not limited to information on Indigenous health and wellness, and the historical and current policies, practices, and effects of colonialism
<p>Certified Dental Assistant Implementation January 2025</p>	<p>3. The curriculum must include foundation knowledge in the following areas: Indigenous health issues (see Truth and Reconciliation Commission of Canada: Calls to Action #24: http://trc.ca/assets/pdf/Calls_to_Action_English2.pdf)</p> <p>4. Indigenous health issues should include content on the “history and legacy of residential schools, the United Nations Declaration on the Rights of Indigenous Peoples, Treaties and Indigenous rights, and Indigenous teachings and practices. This will require skills-based training in intercultural competency, conflict resolution, human rights and anti-racism.” From Call to Action #24: http://trc.ca/assets/pdf/Calls_to_Action_English2.pdf)</p> <p>3.2.0 Faculty and Faculty Development-Faculty members assigned responsibilities for program instruction must have current content knowledge and experience related to their instructional assignments and training in educational theory and methodology, ethics and EDI and Indigenous populations</p>
<p>Therapist Assistant Diploma Recreational Therapy Assistant certificate</p>	<p>N/A</p>
<p>Human Service Worker Diploma</p>	<p>N/A</p>

In Plain Sight recommendation #14 - The B.C. government, PHSA, the five regional health authorities, B.C. colleges and universities with health programs, health regulators, and all health service organizations, providers and facilities recruit Indigenous individuals to senior positions to oversee and promote system change.

For all health programs offered at your institution, please identify what new, ongoing, or completed actions have supported the recruitment of Indigenous individuals to senior positions to oversee and promote system change, and the quantitative impact of these actions.

PROGRAM	PROGRESS	ACTIONS
Health and Social Development	Ongoing	Senior positions are held by management that oversee all programs in their portfolio- hiring and recruitment policy has been established that indigenous representation is present for recruitment of employees into these positions.

In Plain Sight recommendation #18 - The B.C. government require all university and college degree and diploma programs for health professionals in B.C. to implement mandatory strategies and targets to identify, recruit and encourage Indigenous enrolment and graduation, including increasing the safety of the learning environment for Indigenous students.

Please identify any existing strategies your institution has, targets that have been identified by program area, and outcomes related to the identification, recruitment, and graduation of Indigenous students. Note - the B.C. government has not yet set mandatory strategies and targets related to recommendation #18. Information collected in the first year of In Plain Sight Reporting will be used to identify promising policies and practices that have already been implemented by post-secondary institutions.

STRATEGIES	TARGETS BY PROGRAM AREA	OUTCOMES
Indigenous cohorts -HCA -Cert	40FTE- Fall 2024-2025	Westbank FN & Neskonlith (Shuswap, Salmon Arm Bands)
Indigenous cohorts -ECE WIL DIP	6-9 FTE 2023-2024	Graduating class Lillooet (Shuswap, Salmon Arm Bands)
Seat allocation in CDA-Cert	4-5 FTE annually	Ongoing annually intakes Sept.-June

In Plain Sight recommendation #21 - All B.C. university and college degree and diploma programs for health practitioners include mandatory components to ensure all students receive accurate and detailed knowledge of Indigenous-specific racism, colonialism, trauma-informed practice, Indigenous health and wellness, and the requirement of providing service to meet the minimum standards in the UN Declaration.

For all health programs offered at your institution, please identify whether mandatory cultural safety and humility training components are new this year, ongoing, or fully implemented. Under actions, please list and describe the mandatory training components. If there are none, please indicate N/A for that program.

PROGRAM	PROGRESS	ACTIONS
Practical Nursing Diploma	ongoing	Violence prevention- trauma informed practice courses-this is mandatory for all students in the program. BCCNM resources are used for many courses within the program- Videos such as Anti-racist practice (taking action) Implemented Remembering Keegan: a B.C. First Nations Case Study Reflection into the professional communications courses. Trauma informed care-e learning series-parts are mandatory for students-health promotion courses. San'yas Anti-racism Indigenous Cultural Safety Training Program-this is mandatory for all faculty in PN program.
Health Care Assistant	ongoing	Violence prevention- trauma informed practice courses
Human Service Worker Dip	ongoing	Violence prevention- trauma informed practice courses

Appendix C – Priorities Index

Mandate Letter Priority #1 (MLP1)	Delivering educational and training programming as described in the StrongerBC Future Ready Action Plan to equip British Columbians to capitalize on new opportunities and remain resilient in the face of unprecedented change, including the continued expansion of access to affordable, accessible and relevant training, such as through microcredentials and expanded health seats.
Mandate Letter Priority #2 (MLP2)	Working with Skilled Trades BC, Indigenous leadership and partners to ensure Indigenous voices are reflected in trades training decision-making that impacts Indigenous workers, businesses and communities.
Mandate Letter Priority #3 (MLP3)	Continuing to provide culturally sensitive and safe learning environments for Indigenous learners to maximize their participation and success in post-secondary education.
Mandate Letter Priority #4 (MLP4)	Developing and implementing protections for international students that support their fair treatment.
Mandate Letter Priority #5 (MLP5)	Meeting or exceeding the financial targets identified in the Ministry’s Service Plan tabled under Budget 2023.
Mandate Letter Priority #6 (MLP6)	Complying with the Tuition Limit Policy, which sets a two percent cap on tuition and mandatory fee increases for domestic students to ensure programs are affordable.
Minister’s Letter of Directive #1 (MLD1)	“Continue working towards lasting and meaningful Reconciliation by supporting opportunities for Indigenous Peoples to be full partners in the province we are building together and delivering on specific commitments as outlined in the Declaration on the Rights of Indigenous Peoples Act action plan.”
Minister’s Letter of Directive #2 (MLD2)	“please ensure your institution implements targets and strategies for minimizing greenhouse gas emissions and managing climate risk, including achieving carbon neutrality each year and aligning with the CleanBC target of a 50 per cent reduction in public sector building emissions and a 40 per cent reduction in public sector fleet emissions by 2030.”
Minister’s Letter of Directive #3 (MLD3)	“As part of this work, your organization is expected to adopt the Gender- Based Analysis Plus (GBA+) lens to ensure gender equity is reflected in your operations and programs.”
Minister’s Letter of Directive #4 (MLD4)	“This requires strategic stewardship of planning, operations and policies in the areas of financial, risk and human resource management including information security and privacy protection.”
Minister’s Letter of Directive #5 (MLD5)	“maintain up to date systems and effective cybersecurity practices, including maintaining current information management and cybersecurity policies, guidelines and standards; evaluating your organization against industry standards and maintaining appropriate security and privacy practices.”

Appendix C – Priorities Index Continued

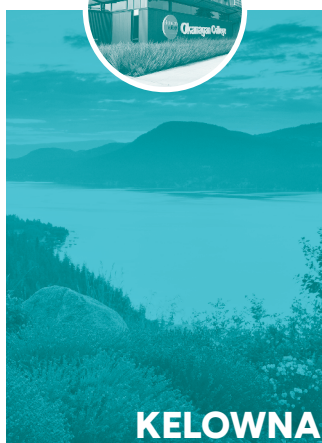
Minister’s Letter of Directive #6 (MLD6)	“Public sector organizations must also implement and maintain an effective fraud risk management strategy. The Office of the Comptroller General and the Risk Management Branch in the Ministry of Finance are available for consultation.”
Institutional Accountability Plan and Report #1 (IAPR1)	Update Appendix B for reporting on lasting and meaningful reconciliation
Institutional Accountability Plan and Report #2 (IAPR2)	<p>Outline their participation in engagement to validate the Ministry’s sexualized violence action plan.</p> <p>Provide an update on any awareness and prevention activities.</p> <p>Provide information on the type and number of education or training sessions offered to students, staff and/or faculty.</p> <p>Provide an update on their progress on their three-year sexualized violence policy review, as required by the Sexual Violence and Misconduct Policy Act</p>
Institutional Accountability Plan and Report #3 (IAPR3)	<p>Describe how PSI is working or planning to coordinate and augment wrap around supports for former youth in care (FYIC), vulnerable, and under-represented students, both on campus and within the community.</p> <p>Describe strategies your institution employs to identify FYIC students on campus, including those interested in post-secondary education who may not be attending, and how your institution supports students to self-identify as FYIC to institution representatives.</p>
Institutional Accountability Plan and Report #4 (IAPR4)	Provide updates on the uptake of K-12 Transitions and Dual Credit programming at the institution.
Institutional Accountability Plan and Report #5 (IAPR5)	Number of students involved in work-integrated learning (WIL) and types of services

Financial Statements for Okanagan College are available here:

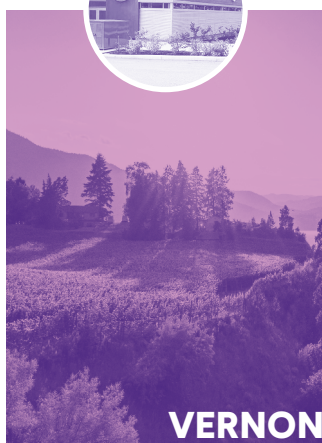
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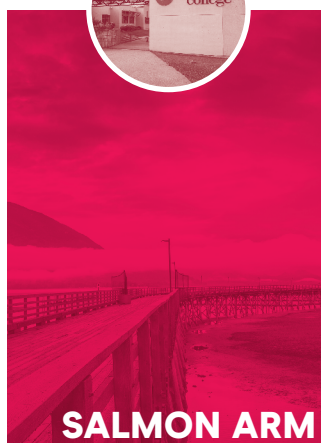
PENTICTON



KELOWNA



VERNON



SALMON ARM