



OKANAGAN COLLEGE

# ACCOUNTABILITY PLAN AND REPORT

Transforms Lives and Communities

2024-25

## ACKNOWLEDGEMENT OF TERRITORY

Okanagan College respectfully acknowledges that the Penticton, Kelowna and Vernon campuses are located on the lands of the Syilx Okanagan People and the Salmon Arm campus is located on the lands of the Secwépemc People. We honour our relations and hold up their knowledge, welcoming all to our house of learning.



Dear Minister Kang,

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

Building on our strong 60-year history, we support the educational needs of British Columbians at all stages of their lives, so they can contribute to B.C.'s current and future economy and play an increasingly impactful role on the national and global stage.

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

Changes introduced to federal regulations that impact international students are having an effect at post-secondary institutions across Canada, including Okanagan College. Despite these challenges and others, we are proud of the way our students and employees continue to thrive.

In September, we welcomed thousands of students across 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. We have programs that begin throughout the year both in person and online.

While our international enrolment is changing, we have seen increases in domestic enrolment in key areas, including skilled trades, health and social development, and science and technology. We continue to prioritize expanding access to post-secondary for more students, through offering programming in different and new ways, including in-community and through hybrid/online modalities. OC programs offer fresh and relevant course content aligned to Labour Market needs.

Okanagan College's Inspire Strategic Plan was approved by the OC Board of Governors in January 2022 and we have seen the completion of foundational strategies including those related to Equity, Diversity, Inclusion and Social Justice (EDISJ), student journey mapping, program revitalization employee training and supports and more. Our teams are looking at ways to adapt to the learners of today, and those looking for career pivots.

The attached 2024-25 fiscal year Institutional Accountability Plan is aligned with Inspire and prepared in accordance with the Budget Transparency and Accountability Act. We look forward to providing further updates on the impacts of Inspire in the years ahead.



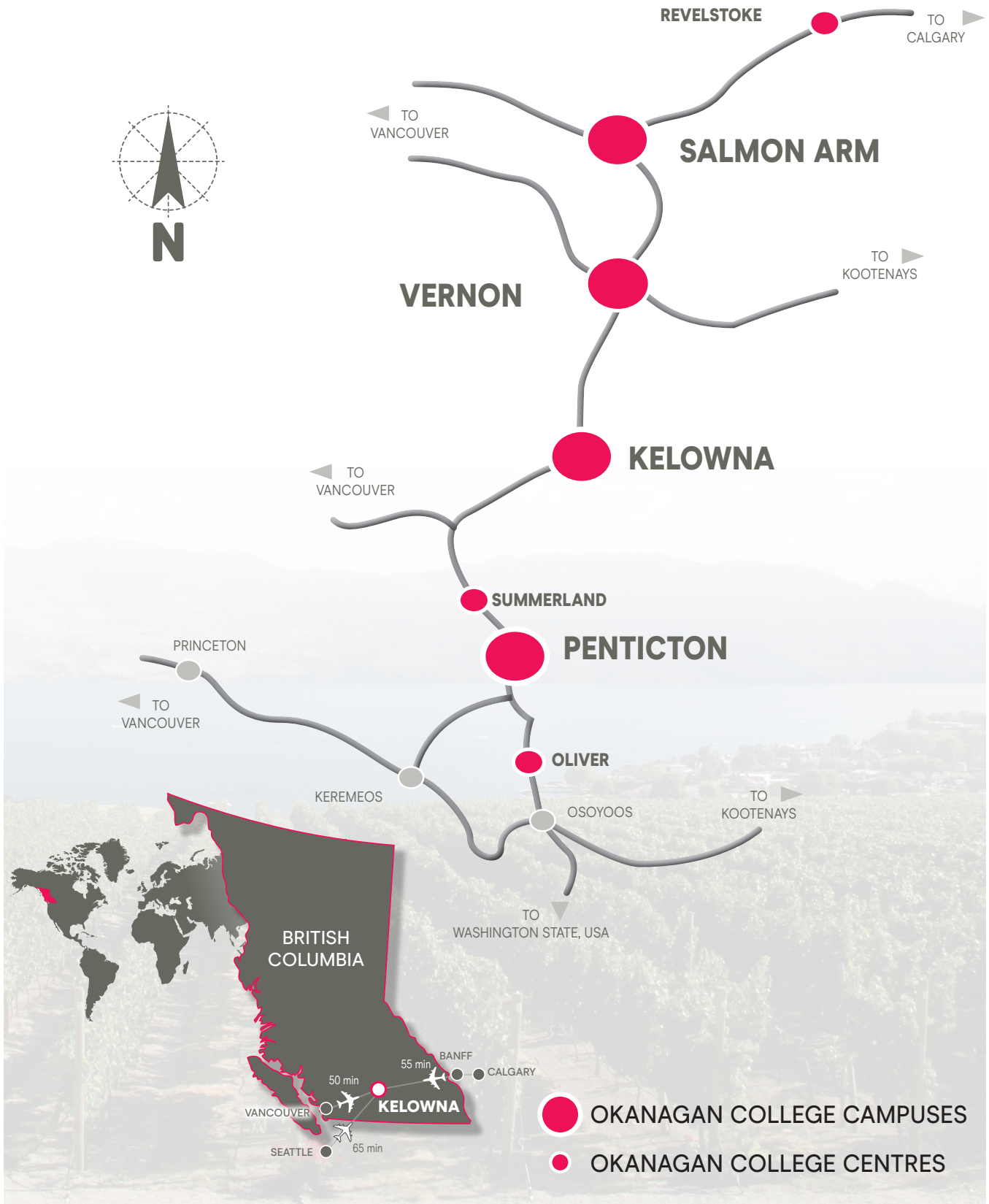
Dale Safinuk  
Chair, Okanagan College Board of Governors



Dr. Neil Fassina,  
President, Okanagan College

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## Strategic Direction

### College Overview

Okanagan College (OC) is a public, post-secondary institution with over 170 programs across a wide array of areas including Trades & Apprenticeship, Health and Social Development, Business, Arts and Foundational, Continuing Studies, and Science and Technology. These programs are available for learners of all ages. The College offers about 4 bachelor's degrees, 36 diplomas, including associate degrees, diplomas, and post-degree Diplomas, 129 certificates, including advance certificates, certificates, micro-credentials, developmental credentials, short certificates, and apprenticeships, and 10 non-credentials programs, including, adult upgrading and workforce development programs, corporate training and general interest learning opportunities. OC has collaborative partnerships with SkilledTradesBC, regional health authorities, school boards, industry groups, and Indigenous communities.

OC is committed to providing more training opportunities to students and working with community partners to develop new programming to meet modern learners' needs. OC's programming plan for 2024-25 is a combination of (a) continuance of current programming, reflecting regional labor 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 micro-credentials, hybrid learning, and WIL.

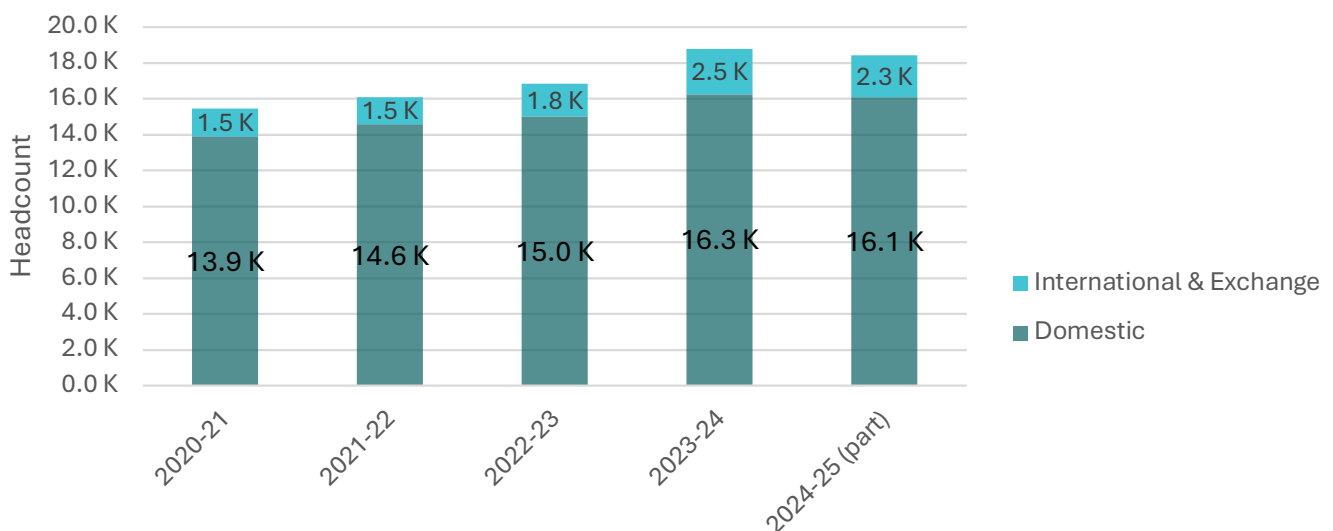
Expanded programming this year includes (for instance):

- Supportive Care Assistant Micro-credential (Allied Health)
- Trauma-Informed Practice Micro-Credential (Allied Health)
- Practical Cybersecurity for IT Professionals Micro-credential (Allied Health)
- Community Administrator Microcredential (Indigenous)

Therefore, OC split multiple micro-credentials into smaller stackable micro-credentials that were former longer certificate programs in areas such as Geographic Information Systems and Spa and Esthetics, to fulfill better the regional market needs.

Regarding the student body, since academic year<sup>1</sup> 2020-21, the College has welcomed 17,000 unique students (headcount) annually on average including students from Indigenous communities across the B.C. Interior (approx. 900 on average, 5.6% of the total headcount) and international students (approx. 2,000 on average, 11.5% of the total headcount) from an average of 88 countries.

### Headcount by Residency



Source: Ellucian Banner (Enterprise Resource Planning (ERP) system and Student Information System (SIS) designed for higher education institutions).

<sup>1</sup> An Academic Year goes from September 1 of the year of analysis to August 31 one year after the year of analysis. Example: Academic Year 2018-29 goes from September 1, 2018, to August 31, 2019.

## Headcount by Indigeneity



Source: Ellucian Banner (ERP system and SIS designed for higher education institutions). Non-Indigenous headcount excludes international and exchange students.

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

Regarding the employee body, since the fiscal year 2020-21, the College has had an average of 1,450<sup>2</sup> unique employees (headcount) annually, including vocational instructors (approx. 280 on average), faculty positions (Non-Union and OCFA) (approx. 660 on average), support staff (approx. 450 on average), and excluded<sup>3</sup> (approx. 180 on average). Out of those, 46% were faculty (Non-Union and OCFA) on average.

## Headcount by Employee Group



Source: Ellucian Banner (ERP system and SIS designed for higher education institutions).

<sup>2</sup> This number might have duplicates because some employees might be under one or more groups within the same Fiscal Year.

<sup>3</sup> Includes Senior Managers, Administrators, Excluded Support and Invigilators.

## Major infrastructure projects in progress:

- Completed Student housing projects in Salmon Arm (Jan. 2025), Vernon (Sep. 2024), and Kelowna (Mar. 2024)
- Student housing projects in Penticton to be completed in Jun. 2026
- Recreation and Wellness Centre – Kelowna Campus (scheduled opening Aug. 26, College/community funded)
- Centre for Food, Wine and Tourism at OC – Kelowna campus (groundbreaking Summer 2025, scheduled opening Sep. 2027)

## Facts Snapshot

- Second-largest Trades Training Institute in B.C.
- Serving a region of more than 500,000 residents<sup>4</sup>.
- One out of three prospective students applied at least once to OC<sup>5</sup>.
- 77.7% of former students are employed in a program-related job<sup>6</sup>.
- 77.8% of former students stayed in the Thompson-Okanagan region to work after two years of program completion<sup>6</sup>.
- 90.5% of former students were very satisfied and satisfied with the education received by the program<sup>6</sup>.
- 79.2% of former students think the quality of instruction received was very good and good<sup>6</sup>.
- 79.2% of students find the knowledge and skills gained in the program very useful and somewhat useful in performing their main job<sup>6</sup>.
- 85.2% of students find their program prepared them very well and somewhat well to engage in further studies<sup>6</sup>.
- 92.2% of the employees are committed and satisfied with their employment at the college<sup>7</sup>.
- 81.4% of the employees feel included and respected in the work environment<sup>7</sup>.
- Over 2,500 credentials were awarded<sup>8</sup>.
- 104% Ministry target FTE utilization rate.

## Inspire - Okanagan College's 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.

### Inspire Strategic Plan

Launched in 2022, Inspire is OC's 10-year strategy guiding projects that support students, strengthen communities, and prepare for the future.

The plan focuses on:

**Academic Excellence:** Continuing our 60+ year legacy by providing students across the region with the education and connections needed to succeed.

**Stronger Partnerships:** Deepening collaboration with learners, educators, employers, and communities to expand access and improve quality of life.

**Transforming How We Work:** Supporting our people through a focus on reconciliation, sustainability, equity, inclusion, and resilience.

**Accessibility & Lifelong Learning:** Reducing barriers to education and working with community partners to deliver relevant, lifelong learning opportunities.

<sup>4</sup> Source: B.C. Stats.

<sup>5</sup> Source: Source: Ellucian Banner (ERP system and SIS designed for higher education institutions) and HubSpot (CRM). Academic year 2024-25.

<sup>6</sup> Source: B.C. Outcomes Surveys (BGS, DACSO and APPSO). Weighted average for survey years 2024.

<sup>7</sup> Source: Employee Experience Survey (EES) 2024.

<sup>8</sup> Source: Student Transitions Project. Information sent by the Ministry as part of the Round 2 of Results for 2024/25 Accountability Framework.

THE INSPIRE STRATEGIC PLAN VISUAL



More information on OC strategic plans is available here: [Inspire Strategic Plan](#)

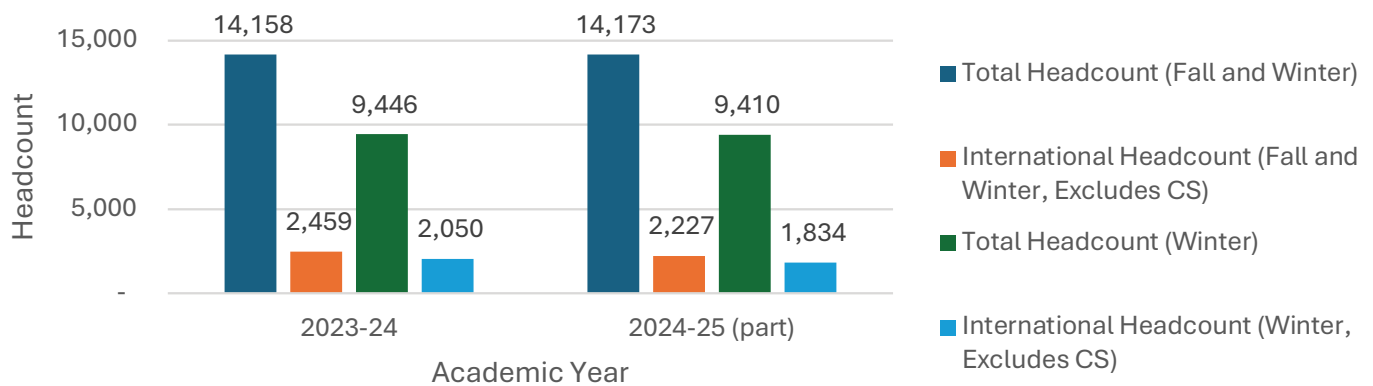
## Strategic Context

### IMMIGRATION POLICY SHIFT

In March 2024, the Immigration, Refugees and Citizenship Canada (IRCC) announced plans to reduce temporary residents from 6.5% to 5% of Canada’s population over three years, targeting temporary foreign workers and international students<sup>9</sup>. On January 22, 2024, a cap on international student permit applications and related restrictions was introduced to relieve the strain on housing, healthcare, and other services. The government projected 360,000 approved study permits for 2024 (35% below 2023), and 305,900 for 2025 and 2026 (15% below 2024)<sup>10</sup>. Additional limits on post-graduation work permits are also aimed at reducing future international student numbers<sup>11</sup>.

International students have made up an average of 18.8%<sup>12</sup> of college headcount since the academic year 2018-19. From 2023-24 to 2024-25, total headcount declined 0.1%, with a 9.5% drop in international students<sup>12</sup>. While the fall 2024-25 term remained stable due to early admissions, the winter term saw a 0.4% decline in total students and 10.6% in international students<sup>12</sup>.

Drop in Number of Unique Students



Source: Ellucian Banner (ERP system and SIS designed for higher education institutions).



<sup>9</sup> Source: [Actions taken to strengthen Canada’s temporary residence programs and migration pathways - Canada.ca](#)

<sup>10</sup> Source: [Notice – Supplementary Information for the 2025-2027 Immigration Levels Plan - Canada.ca](#)

<sup>11</sup> Source: [Canada to stabilize growth and decrease number of new international student permits issued to approximately 360,000 for 2024 - Canada.ca](#)

<sup>12</sup> Calculated excluding Continuing Studies and excluding Summer Term for both Academic Years.

## THREAT OF U.S. TARIFFS AND POTENTIAL RETALIATORY MEASURES

The province of British Columbia (B.C.) may face economic challenges in 2025 and 2026, including a projected 0.6% annual Gross Domestic Product (GDP) decline, rising unemployment (6.7% in 2025; 7.1% in 2026), and reduced income tax revenues (\$1.6B–\$2.5B). Although U.S. tariff threats are still uncertain, they are expected to negatively affect the economy<sup>13</sup>.

While the education sector may not be directly targeted, increased costs and delays from disrupted U.S. supply chains could strain institutional budgets, as many rely on imported tools and equipment<sup>14</sup>. In response, OC is adapting by offering shorter, job-focused programs and new training aligned with key sectors like healthcare, childcare, technology, and trades to better meet current economic needs.

## B.C. JOB MARKET OUTLOOK<sup>15</sup>

B.C. anticipates 1.12 million job openings over the next decade (2024-2034)- 40% (449,000) from new jobs and 60% (671,000) from retirements. Young people (aged 29 or younger) (47%) and new immigrants (46%) will fill most roles, with the rest filled by interprovincial migrants and returning workers.

About 75.6% of the job openings will require post-secondary education. Over half will be in Health care and social assistance (16%), Professional, scientific and technical services (13%), Retail trade (11%), Construction (9%) and Educational Services (7%).

Regionally, the Thompson-Okanagan will account for nearly 11% (121,900) of openings, just behind the Mainland/Southwest (754,700) and Vancouver Island/Coast (166,700) regions, despite slower population growth (1.4% annual population growth for the next 10 years).

Five occupational groups are expected to account for approx. 80% of the projected job openings in B.C.: i) Sales and service (23%); Business, finance, and administration (18%); Trades, transport and equipment operators and related (17%); Education, law and social, community and government services (12%); and Natural and applied sciences and related (10%). Furthermore, key industries in the Thompson-Okanagan region include retail (excluding autos and personal care), hospitals, specialty trades, food services, and residential construction.



<sup>13</sup> Source: [BC Gov News](#)

<sup>14</sup> Source: [Trade War Impact on the Canadian Education Sector](#)

<sup>15</sup> Source: [B.C.'s Labour Market Outlook | WorkBC](#)

## PAUSED PROGRAMS

Looking towards 2025-26, the college is not currently planning to close or cancel any programs permanently. However, the following programs are being paused for 2025-26:

Program Area	Program	Reason	Action
Arts	International Development Diploma	Curriculum and program structure Continued and projected low enrolments (domestic and international)	Curriculum and program revitalization
Business	All Post Baccalaureate Certificates and Diploma	Primarily for international students not PGWP eligible	Program review
Technologies	Sustainable Building Technology Diploma	Curriculum and program structure Continued and projected low enrolments (domestic and international)	Curriculum and program revitalization
Trades	RV Technician Foundation and Apprenticeship	Continued low enrolments (domestic)	Review and reassess offering (w. STBC)

## RECRUITMENT & ENROLMENT STRATEGY 2025-2028

OC is executing a data-driven strategy focused on targeted outreach, personalized engagement, and retention as outlined in the 2025–2028 Recruitment & Enrolment Strategy Framework. Key initiatives include:

- **Territory-Based Outreach:** Future Student Advisors (FSAs) and Education Planning Advisors (EPAs) are assigned to specific schools and regions to build strong relationships with youth, mature learners, and community partners.
- **Customer Relationship Management (CRM) Engagement:** Personalized email campaigns and geo-targeted digital ads guide prospects from inquiry to enrolment.
- **Recruitment Events:** Signature events like Experience OC, Open Houses, Indigenous-focused sessions, Parent/Guardian Nights, and adult learner info nights continue to attract diverse applicants.
- **Retention Support:** Recruiters and EPAs collaborate with student services and the Registrar's Office for early support from application through to registration, including Plan Ahead events and 1:1 advising for at-risk applicants.
- **Data-Driven Forecasting:** Real-time enrolment and CRM data are being leveraged—with IT and analytics support—to fine-tune outreach and improve enrolment predictions.

In the international scope, OC is enhancing international student recruitment through a five-pillar strategy that emphasizes high-quality, globally relevant education. These are the five pillars:

- 1) **Industry-Driven Recruitment:** Empowering global professionals with flexible, career-focused programs that address critical labor market needs and industry demands.
- 2) **Partnerships:** Building transformative, mutually beneficial partnerships that drive global impact and innovative learning solutions.
- 3) **PGWP Pathways:** Creating pathways to employment through education, equipping graduates with skills that meet local and national workforce shortages.
- 4) **Long-term study abroad:** Delivering exceptional academic experiences that attract globally minded students seeking high-quality education without an immigration focus.
- 5) **Short-term study abroad:** Offering immersive, customizable study-abroad programs that combine cultural enrichment with academic excellence

## CONTINUED INVESTMENT IN EMPLOYEE SUPPORT & RETENTION

OC's recent efforts have clearly shown that investing in employee wellbeing, engagement, and professional development yields strong results—both in staff satisfaction and institutional resilience. Initiatives such as The Working Mind, Homewood Health wellness supports, and the OC Wellness Fair have fostered a healthier, more resilient workforce. At the same time, expanded learning and leadership development—through programs like Leading Your Team Through Change and Coaching and Developing Employees—have empowered employees to grow and lead effectively.

A renewed focus on recognition, through the new Employee Recognition & Appreciation Framework, leadership workshops such as Engaging Your Workforce, and appreciation events such as Employee Excellence and Long Service Awards, as well as Winter Social, have further reinforced a culture of belonging and value.

Employee feedback confirms the impact:

- 85% feel supported during personal or family challenges
- 90% experience personal accomplishment at work
- 88% report professional growth
- 86% had opportunities to build their skills over the past year

These results underline a clear message: sustained investment in employee well-being and development is not just beneficial, it is essential to retaining talent and maintaining a thriving organizational culture. Continued focus in this area will help OC remain an employee of choice and a leader in employee engagement in the post-secondary sector.

## CYBER SECURITY IMPROVEMENTS

OC has implemented a comprehensive cybersecurity strategy to fortify its digital infrastructure and safeguard sensitive information. Key initiatives include enhanced information security policies, continuous monitoring through a dedicated Security Operations Centre, frequent network scans, and rigorous penetration testing to promptly mitigate vulnerabilities. Additionally, the College has mandated Multi-Factor Authentication (MFA), retired outdated systems and undertaken a network modernization effort to strengthen defenses against evolving cyber threats.

Recognizing the dynamic nature of cybersecurity risks, OC has elevated its commitment to ongoing education for employees and leadership through targeted awareness campaigns and specialized training sessions. These initiatives equip staff with the knowledge to identify and report potential threats, significantly reducing the risk of cyber incidents. By prioritizing proactive monitoring, continuous workforce education, and robust security testing, OC remains steadfast in its mission to maintain a secure and resilient digital environment for students, faculty, and staff.



## Mandate Priority Reporting

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 Minister's Mandate Letter, and any updates regarding the mandates priorities outlined in the 2023/24 Mandate Letter (MLP). References to each requirement highlight specific activities with acknowledgment of comprehensive progress across reporting periods. Appendix C provides an index and overview of priorities and mandates.

## ALIGNING PROGRAMMING WITH THE B.C. JOB MARKET NEEDS AND THE STRONGER B.C. FUTURE READY ACTION PLAN

MLP1

MLD1

MLD2

### Targeted Programming

OC supports students with education and training aligned with the B.C. Job Market Outlook and Stronger B.C.'s high-demand sectors.

The School of Business offers about 28 programs in Business, Finance, and Administration, including the Business Administration Diploma, Bachelor of Business Administration, and various certificates such as Bookkeeping Accounting Technician Certificate, and Administrative and Office Assistant Certificates. Its business programs received 10-year renewed accreditation<sup>16</sup> in 2024-25, reflecting market alignment.

In Sales and Service, OC offers the Culinary Arts Certificate, Culinary Management Diploma, Pastry Arts Certificate, and Tourism Management Diploma.

OC provides about 41 apprenticeships and foundational programs in high-demand Trades and Construction areas such as Electrical, Carpentry, Plumbing, Refrigeration and Air Conditioning, and Welding, as well as the 2-year Aircraft Maintenance Engineer – Mechanical program approved by Transport Canada.

In the Science and Technology sector, OC offers a diverse range of programs that include the Computer Information Systems Diploma and Bachelor of Computer Information Systems Degree; the Infrastructure and Computing Technology Diploma; the Kinesiology Diploma; three Data Science-oriented post-baccalaureate diplomas; and four

Engineering Technology Diploma programs, for Water, Civil, Mechanical, and Electronic Engineering.

### Micro-credentials

OC acknowledges the importance of micro-credentials to benefit learners and professionals in every stage of their professional growth. OC has developed and continues to develop credentials that benefit areas such as Healthcare, Technology, Business and Trades such as: Community Administrator, Office Basics, GIS Database Management, GIS Essentials, 3D Modeling and Remote Sensing in GIS, Advanced GIS, Graphic Design Essentials, Esthetics and Spa Therapy, Spa Operations and Management, Spa Practitioner Foundations, Nail Technician, Supportive Care Assistant, Trauma-Informed Practice, IT User Support, Practical Cybersecurity for IT Professionals, Residential Insulation Technician and Window and Door Quality Retrofit.

### Expanded Health Seats

During 2024-2025, the College continues to deliver Early Childhood Education (ECE) opportunities in rural and regional communities. We continue to build on the expansion of ECE in 2023-2024 by continuing to support community needs in those areas. OC works collaboratively with communities that are seeking one-time grant program delivery programming. We continue to meet community demand by supporting high school dual credit for ECE education. The Work Integrated Learning model has been successful and will continue to be offered in ECE education.

While Healthcare shortages continue throughout the province, the School of Health and Social Development (HSD) programs continue to have stable enrolment, high graduation rates, and meet community needs. In 2024, the School of HSD graduated over five hundred learners collectively in all portfolios.

The Practical Nurse program (PNP) continues to meet the nursing shortage by expanding the Access to Practical Nurse (APN) program by increasing program seats by 33%. This program supports career progression for the Health Care Assistant (HCA) graduates seeking to advance into the role of the Practical Nurse.

OC has successfully graduated Indigenous Health Care Assistant cohorts, including recent graduates from Secwépemc and Westbank First Nation.

<sup>16</sup> Accreditation Council for Business School Programs

## 2023-24 Vs 2024-25 FTES for prioritized programs

Portfolio	Sub portfolio	Program	Fiscal Year		Var. Rate %
			2023-24	2024-25	
School of Business	Business and Office Administration	Business Administration Diploma	670.8	665.7	-0.8%
		Bachelor of Business Administration	649.7	634.3	-2.4%
		Bookkeeping Accounting Technician Certificate	58.0	97.7	68.3%
		Administrative Assistant Certificate	48.7	47.1	-3.3%
		Office Assistant Certificate	41.0	53.4	30.2%
	Food, Wine and Tourism	Culinary Arts Certificate	27.7	37.5	35.5%
		Culinary Management Diploma	30.6	20.8	-32.2%
		Pastry Arts Certificate	13.6	19.9	46.5%
		Tourism Management Diploma	12.1	23.8	96.7%
Trades and Apprenticeship	Apprenticeship	Electrician	272.0	322.0	18.4%
		Carpenter	355.0	340.0	-4.2%
		Plumbing and Piping Trades	159.0	190.0	19.5%
		Refrigeration and Air Conditioning Mechanic	81.0	96.0	18.5%
		Welding	33.1	48.0	45.2%
		Aircraft Maintenance Engineer Category S (Structures)	24.4	31.8	30.4%
	Foundation	Electrician	74.0	77.0	4.1%
		Carpenter	16.0	24.0	50.0%
		Plumbing and Piping Trades	41.0	47.3	15.3%
		Refrigeration and Air Conditioning Mechanic	29.0	48.0	65.5%
		Welding	120.9	108.0	-10.7%
Science and Technology	Science	Computer Information Systems Diploma	128.1	124.1	-3.1%
		Bachelor of Computer Information Systems Degree	96	98.2	2.3%
		Kinesiology Diploma	55.3	33.7	-39.1%
		Data Science-oriented Post-Baccalaureate Diploma (New Diploma)	n.a	n.a	
	Technologies	Infrastructure and Computing Technology Diploma	46.6	35.4	-24.0%
		Engineering Technology Diploma (Water, Civil, Mechanical, and Electronic Engineering)	174.0	186.4	7.1%
Continuing Studies	Micro credentials	Healthcare	152.1	219.0	44.0%
		Computer and Technology	53.9	87.5	62.4%
		Business	84.1	71.5	-15.0%
		Trades Non-Certificate	36.0	41.6	15.5%

Portfolio	Sub portfolio	Program	Fiscal Year		Var. Rate %
			2023-24	2024-25	
Healthcare and Social Development		Early Childhood Education Diploma and Certificate	163.0	160.9	-1.3%
		Practical Nursing Diploma	111.1	107.5	-3.2%
		Access to Practical Nursing Diploma	13.9	35.1	152.2%
		Health Care Assistant Certificate	395.4	310.2	-21.5%
<b>Total</b>			<b>4267.0</b>	<b>4443.4</b>	<b>4.1%</b>

Source: Central Data Warehouse (CDW). N.a.: Not applicable.

## ENSURE INDIGENOUS VOICES ARE REFLECTED IN TRADES TRAINING DECISION-MAKING THAT IMPACTS INDIGENOUS WORKERS, BUSINESSES AND COMMUNITIES

MLP2

MLD4

MLD5

OC has a long history of reaching out to ensure Indigenous voices are included in identifying programming needs, including trades training. In 2024-25, Regional Indigenous Partnership Tables were formed across the College region as part of the new Indigenous Engagement Structure. This structure, led by the Director of Indigenous Relations and Reconciliation and supported by the academic team, ensures Indigenous voices and direction are included in program and service decisions. As a result, OC has worked with several First Nations communities to explore potential in-community delivery of trades exploration programs as well as other vocational programming initiatives. These tables also included discussions on how to work together to reduce barriers for Indigenous learners in dual credit programs. Consequently, OC has seen higher participation of Indigenous youth in dual credit programming. We look forward to the future outcomes of this new formalized structure.

## PROVIDE CULTURALLY SENSITIVE AND SAFE LEARNING ENVIRONMENTS FOR INDIGENOUS LEARNERS TO MAXIMIZE THEIR PARTICIPATION AND SUCCESS IN POST-SECONDARY EDUCATION

MLP3

MLD4

MLD5

Meeting this mandate continues to be a priority for OC. The College has Indigenous Student Service Coordinators at each campus, who, along with the Director of Indigenous Relations and Reconciliation (DIRR), are available to support program areas in understanding Indigenous learner needs and to support students and communities should any situations arise. In 2024-25, the College expanded its training program; in addition to cultural sensitivity training being available to all OC employees, the College provided a localized Syilx cultural awareness training series to its entire Leadership Team, including senior and middle management. Expanded funds to provide training by Traditional Knowledge Holders were also made available to various program areas, including some practicum sponsors. For the first time, the College reported on its employee training program to its Indigenous partners, including information on how many individuals participated as well as feedback on the impact of the training. In addition to expanded training, the College worked collaboratively with Indigenous communities to develop Informed Practice Guidelines to assist with program delivery considerations. The College also jointly developed a Guideline for Indigenous Involvement in Recruitment, which it is working on implementing. In 2025-26 the College is looking forward to starting its new Indigenous Teaching and Learning Advisor position, which will also work to support this mandate.

## DEVELOPING AND IMPLEMENTING PROTECTIONS FOR INTERNATIONAL STUDENTS THAT SUPPORT THEIR FAIR TREATMENT

### MLP4

OC continues to collaborate with the Ministry of Post-Secondary Education and Future Skills (PSFS), IRCC, British Columbia Council for International Education (BCCIE), the Canadian Bureau for International Education (CBIE), Colleges and Institutes Canada (CICan) and University Mobility in Asia and the Pacific (UMAP)

Diversification strategies include:

**Region Diversification:** Already hosting students from 70+ countries, OC sustains recruitment in Latin America, Africa, and Southeast Asia to strengthen existing partnerships.

**Program Diversification:** Introduce new programs aligned with global demand (e.g. sustainability, technology, healthcare). Develop short-term certificates and micro-credentials and reinforce co-op placements and internships.

**Partnership Diversification:** Extend international partnerships, dual-degree programs, and articulation agreements. Establish joint research initiatives with global universities and continue engagement in exchange programs. OC builds targeted international partnerships that create meaningful student opportunities, including study abroad programs supported by airline travel grants.

**Student Experience Diversification:** Continue to offer support services (academic advising, immigration and mental health), and foster inclusive campus programs that celebrate cultural diversity, and provide enhanced English language support.

The 2025 launch of the Rural Community Immigration Pilot—building on the former Rural and Northern Immigration Pilot—offers OC an opportunity to strategically engage its Salmon Arm and Vernon campuses. By attracting international students, OC can support local labor market needs, regional economic development, and campus diversification in the North Okanagan Shuswap region.

## The Okanagan College Internationalization Plan

As committed in the 2023-24 report, OC has revised and submitted the 2025-2028 Internationalization Plan in April 2025. This plan provides a framework under which the institution develops, implements and maintains internal policies and procedures that align with the institution's strategic plan and federal and provincial government mandates to support diversity, ethical recruitment, and student support initiatives across all campuses. It includes the comprehensive inventory of services and supports in place at OC to protect and ensure the fair treatment of international students for their full cycle from application through post-graduation transition.

## 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

### MLP6

OC continues to comply with the province's tuition limit policy. For 2024/25, domestic undergraduate tuition will increase by 2%. OC has been submitting the tuition and mandatory fee report annually demonstrating compliance with the Tuition Limit Policy. We will continue to submit the report to the Ministry.

## NEW STUDENT HOUSING

MLD6

MLD7

With the support of the government's housing plan, new student housing projects have been completed on three of the four main campuses at OC with construction underway on the Penticton campus. These projects include

- 1. Kelowna Campus:** The construction of a six-story mass timber building with 216 student beds was completed in March 2024. With the current existing 144 bed inventory, Kelowna now has a total of 360 beds.
- 2. Vernon Campus:** The construction of a six-and-a-half-story mass timber building with 101 student beds was completed in September 2024.
- 3. Salmon Arm Campus:** The construction of a mass timber building with 60 student beds was completed in December 2024.
- 4. Penticton Campus:** The construction of a mass timber building with 101 student beds is scheduled to be completed in June 2026.

These projects, which are exclusively for students registered at the institution, will contribute to accounting for the upcoming demand of students, and will help us to retain students looking for affordable housing options who are impacted by higher rental prices and low vacancies in B.C.'s rental market. This will also help the rental markets from where the college operate by relieving some pressure from them.

## Naloxone and Overdose Awareness on Campus

As of fall 2024, OC student housing buildings and facilities across all campuses have naloxone cabinets, automated external defibrillators, and enhanced first aid protocols. Along with expanded training, overdose awareness campaigns and other health and wellness resources, we are working hard to contribute to collective community-based efforts to prevent deaths and combat the toxic drug crisis in this province.

## A FOCUS ON EQUITY DIVERSITY INCLUSION AND SOCIAL JUSTICE

MLP2

MLP3

MLD2

MLD4

MLD5

OC is advancing its commitment to EDISJ through its Inspire Strategic Plan, which includes EDISJ goals in Academic Mission, Responsibilities, Commitments, and Relationships. The first three-year Inclusive Community Plan, which will be presented in June 2025, will outline targeted initiatives to achieve mid-term goals that support long-term EDISJ commitments. This development is informed by comprehensive surveys, including the EDISJ Climate Survey 2024, and the Global Diversity, Equity, and Inclusion Benchmark (GDEIB) in 2023/2024, along with more targeted engagement and collaborative planning during 2024/2025.

The College emphasizes shared responsibility for inclusivity across all levels and regions through its EDISJ Steering Committee and five working groups focused on strategy development, policies, learning and recruitment, anti-racism, and 2sLGBTQQIA+ inclusion. These groups promote best practices, address challenges, and foster dialogue, contributing to a campus culture where inclusiveness and respectfulness are a lived reality.

Initiatives include the creation of an EDISJ credential within Continuing Studies, equity-focused policy reviews, developing a College-wide EDISJ Policy, and new recruitment approaches. Professional development opportunities and Strategic Enrollment Management (SEM) efforts further support the integration of EDISJ principles into student recruitment and retention, with a particular focus on Trades programs to increase female and gender-diverse learners.

OC's EDISJ strategy is reinforced through stakeholder consultation and data-driven planning led by Data, Analytics and Reporting Department. Regular climate surveys capture community feedback, informing accessibility and inclusivity improvements. Through targeted training programs, the College equips its members with the skills to contribute to a diverse and respectful campus environment.

## STUDENT SUPPORT AND RESOURCES

MLP2	MLP3	MLD2
MLD4	MLD5	MLD6
MLD7		

OC continued to support student learning, focusing on retention and academic pathways in 2024/25.

- **Skilled Trades Support:** A second Trades Success Centre Coordinator was added through donor funding to support trades students.
- **Library and Academic Supports:** Over 8,500 students received personalized research support, and 10,500 students accessed learning assistance for writing, math, science, and trades. Virtual supports like AskAway and WriteAway enhanced regional learning access.
- **Digital Learning and Resources:** Libraries contributed to B.C.'s Digital Learning Strategy with new digital and physical resources, including support for micro-credentials. The electronic textbook project provided 200+ titles across 30 departments, saving students money. Open Educational Resources (OER) were promoted to ensure affordability.

- **Indigenous Knowledge and Copyright Policy:** Policies were amended to recognize Indigenous Knowledge holders and encourage OER, reducing costs for students.
- **ARCA Implementation:** The Library began using ARCA to allow wider sharing of student and faculty research.
- **Accessible Learning Spaces:** Donor funding enabled all campus libraries to create accessible workstations and provide loanable equipment like noise-canceling headphones and adaptive keyboards.
- **EDISJ Initiatives:** Library Services advanced EDISJ through the IDEAL (Inclusion, Diversity, Equity, Accessibility in Libraries) Committee and activities like the Anti-Racism Book Club. Campus Life hosted cultural workshops to support diverse student representation.
- **Specialized Support Services:** Roles like the Student Support Coordinator and Indigenous Student Services Coordinators provided holistic support, including mentorship and community referrals. Two online portals were launched for survivors of sexual violence and early intervention for at-risk students.
- **Student Housing Expansion:** In Fall 2024, OC added 378 new beds across three campuses, increasing capacity to 522 beds. Housing prioritizes equity-deserving groups, supporting an inclusive and wellness-focused environment.



## Strategic Initiatives Reporting

### OUR CONTINUING JOURNEY TOWARDS RECONCILIATION

MLP2

MLP3

MLD4

MLD5

OC is advancing a comprehensive Indigenization plan aligned with its Strategic Plan, focused on deepening engagement with Indigenous communities, enhancing cultural spaces, and embedding Indigenous knowledge across curricula and policies. A key milestone was the creation of the Director, Indigenous Relations and Reconciliation role in 2022–23, reinforcing Indigenous perspectives as central to the College's strategic direction and supporting the dismantling of colonial legacies in education.

The strategy emphasizes reciprocal, inclusive relationships with Indigenous communities, expanding program relevance and creating a supportive environment for Indigenous students, staff, and faculty. This includes raising awareness of Indigenous languages, knowledge, and traditions within the broader community. New Indigenous admissions and naming policies, along with a revitalized Indigenous Engagement Structure, ensure that inherent rights and Indigenous leadership guide the College's reconciliation journey.

In 2024–25, OC provided approximately \$380,000 in awards and emergency funding to 146 self-declared Indigenous students. Programs like Former Youth in Care, Indigenous Partnerships and Pathways, and partnerships (e.g., TD Bank Group) further strengthen support services.

The College collaborates with Syilx Okanagan and Secwépemc Nations to integrate their priorities into programming and curricula, promoting cultural exchange and mutual understanding. In 2024–25, initiatives included Cultural Awareness training for executive and leadership, and various employee and student groups, Indigenous community programming, development of Informed Practice Guidelines, and hiring an Indigenous Teaching and Learning Advisor. Elders and Knowledge Keepers also contributed to ceremonies, events, and courses.

Key public events in 2024 further solidified these commitments: OC and the Okanagan Indian Band raised the OKIB flag and named the new Vernon campus student housing; later, OC partnered with Westbank First Nation for the naming of the Kelowna campus housing facility. These efforts reflect OC's dedication to reconciliation, cultural respect, and inclusive education.

## SEXUAL VIOLENCE AND MISCONDUCT POLICY UPDATE

In 2024/25, the College participated in the B.C. provincial sexualized violence post-secondary survey and received adequate responses with an anticipated provincial and college-level report later in 2025. Based on the results from the 2022 B.C. provincial sexualized violence post-secondary survey, we continued to implement our three-year Sexual Violence Action plan across three areas: 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:

- Ensured the OC Sexual Violence and Misconduct Policy remains current with the latest updates in March 2024 that included updated references and procedures related to the B.C. Intimate Images Act.
- Maintained the OC webpages for sexual violence disclosure, responses and resources, see Sexual Violence Support
- Completed major revisions and updates to the Sexual Violence Education and Prevention webpage including expanded education and prevention resources on consent and intersectional violence.
- Received a report and recommendations from a student employee analyzing online sexual violence consent and prevention resources available through B.C. Campus.
- Promoted the B.C. provincial sexualized violence post-secondary survey to all eligible OC students through various communication channels.
- Promoted sexual violence awareness and related events at all campuses through social ads, online event listing, posters and campus TV ads.
- Organized a sexual violence art exhibit, What Were You Wearing at all 4 campuses and 1 centre.
- Hosted a sexual violence awareness campus and community event, Together We Act, United We Change: Sexual Violence Film Screening and Panel Discussion at our largest campus.
- Supported campus student life and Student Union activities to promote sexual violence awareness, resources and education.

- Ensured the College's sexual violence online learning modules, Consent (students and employees), Respect in the Workplace (employees) and Safer Campuses for Everyone (employees) are available for orientation and professional development.
- Participated in the ongoing development and sharing of B.C. Campus Sexual Violence training and educational resources.

## Training programs for Employees

All employees continued to be provided with online sexual violence prevention and disclosure education during their orientation and on the College's professional development platform. During the fiscal year 2024-25, 28 employees accessed the training modules and 16 of them completed it (57.1%).

## Training programs for Students

Similarly, as part of our online student orientation program, we continued to offer students the opportunity to take an online Consent and Sexual Violence course. This course is voluntary, but we actively encourage students to take the training. During the fiscal year 2024/25, 581 students accessed the training module and 462 of them completed it (79.5%). Students are also encouraged to access support information and education and community resources through the College's Sexual Violence Support and Sexual Violence Education and Prevention webpages.

## OC Sexual Violence and Misconduct Policy

The OC Sexual Violence and Misconduct Policy remains current with the latest updates completed in March 2024 including updated webpage links, procedures to support students to work with student services professionals and access academic accommodations, procedures to support employees to seek assistance through the College's Employee and Family Assistance Program and access medical accommodations as needed, alignment of procedures with the Student Non-Academic Misconduct Policy, and expanded policy definitions, references and procedures related to the B.C. Intimate Images Act.

## FORMER YOUTH IN CARE

OC 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.

OC 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. Collaborations with high school counselors across the Okanagan region further enhance this support network, equipping them with detailed resource information to better assist FYIC students in securing tuition waiver approvals and accessing necessary resources well in advance of their enrolment at OC. Through these efforts and partnerships with community organizations such as Interior Health, the Safe Society, Children's Society, MCFD, and others, OC reaffirms its commitment to creating an inclusive and supportive environment where FYIC students can thrive academically and personally.

During the Fiscal Year 2024-25, the institution saw 109 former youth in care students benefit from the B.C. Government's tuition waiver program, representing an increase of 36.3% from the Fiscal Year 2023-24 (80 students). Similarly, a total of \$402,633<sup>17</sup> was distributed in the Fiscal Year 2024-25, representing an increase of 39.8 % over the previous fiscal year (\$287,931<sup>17</sup>).

<sup>17</sup> The amount excludes GST.

## K-12 TRANSITIONS AND DUAL CREDIT PROGRAMMING

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

OC 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. There has been a significant increase in demand for dual-credit seats in Trades programs this year. We are challenged to meet the demand from school districts and private schools for both Trades Sampler and Foundation programs. An Engineering Sampler program was offered for the first time in the Winter 2025 and was fully subscribed with 22 students.

The School of HSD offers dual credit program opportunities in ECE, HCA, and Practical Nursing. New opportunities for Pharmacy Technician for Fall 2026 may be available. The pilot Health Sampler was highly successful and will continue at OC.

## WORK INTEGRATED LEARNING (WIL)

In 2024/25, the College continued work with the four-year grant funding (\$320K, 2023-2027) 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 completed two-year funding (\$40K, 2023-2025) to develop and implement a series of WIL Co-op online learning modules to better prepare students and employers for WIL/Co-op work terms in a variety of diverse workplaces.

The College continued to promote and use “OC Careers Hub” (Simplicity Career Services Module) with students and employers to access online job postings, WIL pathways, virtual information sessions and career fairs, and extensive Career Skills Training resources. Over 1000 students engage in the application in a 3-month period with over 3900 unique students accessing the application in the last year. About 1200 employers have signed up and posted WIL/ student jobs since Sept. 2023. Approximately 1000 students and 90 employers participated in an annual in-person Careers Expo and Employment Fair with a concurrent online job fair event in Careers Hub application.

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. In 2024/25, the College submitted 7 Co-op Education programs for national re-accreditation through Co-op Education Work-Integrated Learning Canada (CEWIL).

Type of Work-Integrated Learning activity	Number of WIL experiences 2024/25 (approx.)
Co-op Education	125
Field Placement	412
Professional Practicums/ Clinical Placements	1453
Service Learning	393
Work Experience	174

## Diverse Educational Delivery Across Campuses and Communities

Okanagan College services the educational needs of communities throughout the southern interior through four campuses:

- As our biggest campus, the **Kelowna** campus is a diverse and welcoming place with an inclusive learning community that offers a wide variety of educational programs, activities, and amenities for all students. With a mix of academic challenges, applied research, and student life opportunities, students connect with peers, instructors, and community members on a bustling and welcoming campus. Experiential learning is at the heart of Okanagan College's programs with real-world assignments in science labs, trades shops, and health clinics that challenge and inspire students. Educational amenities on campus are among the most sustainable in the world, with the Centre for Learning and Kelowna Trades Training Complex certified to LEED Platinum standards. This campus environment reminds students of the greater role they play in sustainability as they embark on their careers. Most popular programs in this campus include Applied Bachelor of Arts-Community Research and Evaluation, Audio Engineering and Music Production, Common First-Year Engineering, and Culinary and Pastry Arts.
- **Penticton** campus has an active and energetic learning community that offers an active environment designed for social connection and physical and mental well-being. Educational amenities on campus provide an innovative and inspiring place for students to explore programs. Built with LEED Platinum certification, the Jim Pattison Centre for Excellence is one of the most sustainable post-secondary buildings in Canada and serves as a living lab for students in sustainability and trades programs. The BC Beverage Technology Access Centre, located on the campus, provides services focused on research and development, technical and sensory, and training for industry and students. Most popular programs in this campus include Associate of Arts, Associate of Science, Business, Criminal and Social Justice, Kinesiology, Sustainability Building Technology, Viticulture and Wine Studies.
- **Vernon** campus features a dedicated learning community and relaxed atmosphere that offers intellectual challenges to students in a casual environment where they learn from Okanagan-Silyx knowledge keepers in the Kalamalka Indigenous Garden, where native plant species support Indigenous healing practices, medicines, and traditional remedies. Educational amenities on campus provide a comfortable place to focus on studies, including health laboratories, a trades facility, a spa training centre, and a functioning letterpress printshop. Vernon campus students experience hands-on learning to help them become poised and confident about their prospects. Most popular programs in this campus include Associate of Arts, Associate of Science, Business, Writing and Publishing Diploma, Esthetics and Spa Technology Microcredential, and Health Care Assistant Certificate.
- **Salmon Arm** campus is a warm campus with a big heart where opportunity meets community, which offers students close connections with instructors and access to programs that get them started on their career journey. Educational amenities on campus provide a warm and supportive place for students to explore programs. Most popular programs in this campus include Associate of Arts, Associate of Science, Health Care Assistant Certificate, Business Administration, and Adult Upgrading.

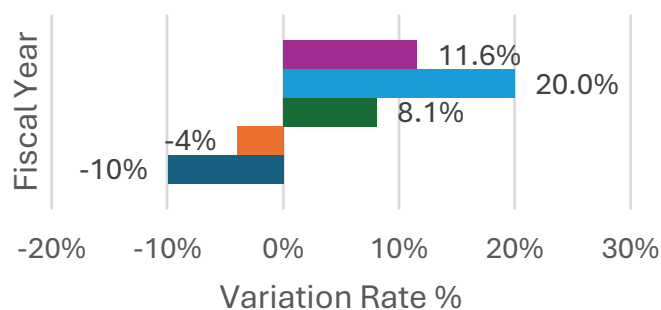
Okanagan College also operates several smaller Centres throughout the region with a focus on aerospace (Kelowna and Vernon), innovation and animation (Kelowna), trades (Salmon Arm), and continuing studies (Revelstoke and Oliver).

## Budget Outlook

### MLD3

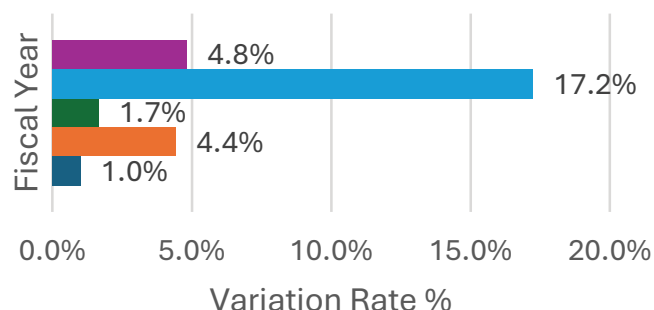
B.C.'s post-secondary sector continues to adapt following recent challenges. OC continues to focus on our fiscal responsibility, enrolment strategies and risk management.

### Tuition and other fees interannual variation rate



- 2024-25 vs 2023-24
- 2023-24 vs 2022-23
- 2022-23 vs 2021-22
- 2021-22 vs 2020-21
- 2020-21 vs 2019-20

### Government grants interannual variation rate



- 2024-25 vs 2023-24
- 2023-24 vs 2022-23
- 2022-23 vs 2021-22
- 2021-22 vs 2020-21
- 2020-21 vs 2019-20

Source: Financial Statements. A Fiscal Year goes from April 1 of the year of analysis to March 31 one year after the year of analysis. Example: Fiscal Year 2018-29 goes from April 1, 2018, to March 31, 2019.

Our budget is influenced by enrolment and other factors. From fiscal years<sup>18</sup> 2022-23 to 2024-25, it grew by 8% (from \$147.9M to \$160.1M), slower than the 18% growth seen from fiscal years 2022-23 to 2023-24, significantly impacted by international enrolments in the winter semester due to the immigration policy turnover. Meanwhile, domestic enrolments continued to be a challenge. Both factors are affecting the current year's bottom line. Over five years, 72.8% of funding came from tuition/fees and government grants on average. Tuition and fees grew 11.3% from 2023-24 (\$50.3M) to 2024-25 (\$56.1M) less than the 20% increase seen from 2022-23 (\$41.9M) to 2023-24 (\$50.3M), aligning with post-pandemic trends. Government funding grew only 4.8% from 2022-23 (\$80.1M) to 2024-25 (\$83.9M), down from the 17.2% growth from 2022-23 to 2023-24.

Looking ahead to 2025-26, OC anticipates limited growth in domestic student enrolment with continued provincial limits on domestic tuition rates and a significant decline in international enrolment for the fall and winter of 2025-2026. Since international students pay roughly four times the tuition of domestic students<sup>19</sup> as well as the low domestic enrolment, our 2025-26 budget will be impacted to reflect projected lower enrolment and to prepare for potential financial challenges.

<sup>18</sup> A fiscal year goes from April 1, from the year of analysis to March 31, from one year in addition to the year of analysis. Example: fiscal year 2018-29 goes from April 1, 2018, to March 31, 2019.

<sup>19</sup> Source: [Canadian and international tuition fees by level of study \(current dollars\)](#)

To mitigate this situation, the College is looking at program viability, mix, and delivery, restructuring to eliminate functions not required, and improving processes and automation.

For detailed financial information, OC's 2024-25 Financial Statements are included in Appendix D of this report as a link to our website.

OC continues to enhance Enterprise Risk Management frameworks in alignment with ISO 31000 risk management standards. Key initiatives include the incorporation of enhanced risk analysis tools into Integrated Resource Planning processes and the automation of risk reporting dashboards.



## Appendix A: Performance Measure Results

The following performance plan and report demonstrate OC'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 OC.

The performance measures listed below align with the Ministry's goals and objectives as defined by the 2024/25 Accountability Framework. Measures are provided along with a short summary of the results.

## STANDARD PERFORMANCE MEASURES

### 2024/25 Accountability Framework Performance Measures Results

Performance Measure	Intent	Detail	Fiscal Year				Assessment
			Actual			Target	
			2022/23	2023/24	2024/25	2024/25	
Student Spaces	Capacity	Total Student Spaces	4,893	5,100	5,218	≥5,041	Achieved
		Nursing and other allied health programs	700	837	805	≥578	Achieved
		Developmental programs (Tuition Compensation Eligible) (Adult Basic Education and English as a Second Language)	571	631	762	≥774	Substantially Achieved
Domestic Credentials Awarded	Capacity	Total Credentials	1,846	2,033	2,567	n.a	Not Assessed
		Bachelor	n.a	190	165	≥192	Not Achieved
		Certificate	n.a	1,019	1,345	≥1,040	Achieved
		Diploma	n.a	457	542	≥493	Achieved
		Graduate, First Professional and Post-Degree	n.a	20	n.a	n.a	Not Assessed
		Short Certificate	n.a	311	414	≥363	Achieved
		Development	n.a	36	98	≥37	Achieved
Indigenous Student Spaces (Domestic)	Accessibility	Total Indigenous Student Spaces	929	883	875	≥794	Achieved
		Ministry (PSFS)	682	634	623	≥570	Achieved
		SkilledTradesBC	248	249	252	≥224	Achieved
Student Satisfaction with education	Quality	Former diploma, associate degree and certificate students	90.7%	92.8%	92.7%	≥90%	Achieved
			+/- 1.3%	+/- 1.3%	+/- 1.2%		
		Trades foundation and trades-related vocational graduates	89.0%	95.4%	88.4%		Achieved
			+/- 3.7%	+/- 2.4%	+/- 4.4%		
		Former apprenticeship students	89.9%	91.0%	89.2%		Achieved
			+/- 2.8%	+/- 3.5%	+/- 4.3%		
Bachelor's degree graduates	98.8%	97.3%	100.0%	Achieved			
	+/- 1.8%	+/- 3.0%	+/- 0.0%				

# Appendix A: Performance Measure Results

Performance Measure	Intent	Detail	Fiscal Year				Assessment
			Actual			Target	
			2022/23	2023/24	2024/25	2024/25	
Student assessment of the quality of instruction	Quality	Former diploma, associate degree and certificate students	94.1%	96.0%	94.8%	≥90%	Achieved
			+/- 1.0%	+/- 1.0%	+/- 1.0%		
		Trades foundation and trades-related vocational graduates	93.2%	95.4%	91.7%		Achieved
			+/- 3.0%	+/- 2.4%	+/- 3.8%		
		Former apprenticeship students	93.4%	95.3%	91.5%		Achieved
+/- 2.3%	+/- 2.6%		+/- 3.9%				
Bachelor's degree graduates	98.8%	97.3%	100.0%	Achieved			
	+/- 1.7%	+/- 3.0%	+/- 0.0%				
Student assessment of skill development	Quality	Former diploma, associate degree and certificate students	85.0%	86.4%	87.9%	≥90%	Achieved
			+/- 1.6%	+/- 1.4%	+/- 1.4%		
		Trades foundation and trades-related vocational graduates	88.9%	89.4%	86.6%		Achieved
			+/- 3.7%	+/- 2.8%	+/- 4.1%		
		Former apprenticeship students	83.1%	85.2%	86.5%		Achieved
+/- 3.3%	+/- 3.9%		+/- 4.0%				
Bachelor's degree graduates	93.6%	91.6%	90.2%	Achieved			
	+/- 2.6%	+/- 4.0%	+/- 5.4%				
Student assessment of usefulness of knowledge and skills in performing job	Relevance	Former diploma, associate degree and certificate students	84.3%	86.0%	88.6%	≥90%	Achieved
			+/- 2.2%	+/- 2.3%	+/- 1.9%		
		Trades foundation and trades-related vocational graduates	84.9%	94.6%	93.3%		Achieved
			+/- 4.9%	+/- 3.1%	+/- 3.9%		
		Former apprenticeship students	91.0%	92.0%	89.3%		Achieved
+/- 2.8%	+/- 3.4%		+/- 4.6%				
Bachelor's degree graduates	93.2%	90.9%	87.8%	Achieved			
	+/- 4.4%	+/- 5.7%	+/- 9.0%				
Unemployment Rate	Relevance	Former diploma, associate degree and certificate students	3.3%	3.1%	4.8%	≤11.2%	Achieved
			+/-1.0%	+/-1.1%	+/-1.2%		
		Trades foundation and trades-related vocational graduates	4.4%	9.2%	8.8%		Achieved
			+/-2.6%	+/-3.6%	+/-4.1%		
		Former apprenticeship students	1.2%	1.8%	0.0%		Achieved
+/-1.1%	+/-1.6%		+/-0.0%				
Bachelor's degree graduates	3.8%	4.2%	4.7%	Achieved			
	+/-3.2%	+/-3.8%	+/-5.6%				

# Appendix A: Performance Measure Results

Performance Measure	Intent	Detail	Fiscal Year				Assessment
			Actual			Target	
			2022/23	2023/24	2024/25	2024/25	
Former diploma, associate degree and certificate students	Relevance	Skill development	85.0%	86.4%	87.9%	≥85%	Achieved
			+/- 1.6%	+/- 1.4%	+/- 1.4%		
		Written Communication	86.5%	85.5%	86.1%		
			+/- 1.7%	+/- 2.0%	+/- 1.8%		
		Oral Communication	79.8%	80.2%	82.4%		
			+/- 2.0%	+/- 2.3%	+/- 1.9%		
		Group collaboration	82.9%	83.0%	85.3%		
			+/- 1.8%	+/- 2.0%	+/- 1.7%		
		Critical Analysis	88.5%	92.3%	92.3%		
			+/- 1.4%	+/- 1.4%	+/- 1.2%		
Problem resolution	84.2%	85.8%	87.2%				
	+/- 1.7%	+/- 1.8%	+/- 1.6%				
Learn on your own	85.9%	87.4%	88.9%				
	+/- 1.6%	+/- 1.7%	+/- 1.5%				
Reading and comprehension	88.5%	91.4%	92.9%				
	+/- 1.5%	+/- 1.5%	+/- 1.2%				
Trades foundation and trades-related vocational graduates	Relevance	Skill development	88.9%	89.4%	86.6%	≥85%	Achieved
			+/- 3.7%	+/- 2.8%	+/- 4.1%		
		Written Communication	84.1%	71.6%	74.7%		
			+/- 6.5%	+/- 8.1%	+/- 8.2%		
		Oral Communication	85.1%	77.5%	83.0%		
			+/- 6.1%	+/- 6.8%	+/- 6.6%		
		Group collaboration	86.6%	94.5%	88.3%		
			+/- 4.2%	+/- 2.8%	+/- 4.4%		
		Critical Analysis	92.4%	92.1%	88.4%		
			+/- 3.2%	+/- 3.2%	+/- 4.4%		
Problem resolution	88.7%	90.5%	86.6%				
	+/- 3.9%	+/- 3.5%	+/- 4.7%				
Learn on your own	86.2%	89.7%	86.6%				
	+/- 4.1%	+/- 3.7%	+/- 4.7%				
Reading and comprehension	94.9%	96.0%	89.9%				
	+/- 2.8%	+/- 2.3%	+/- 4.2%				

# Appendix A: Performance Measure Results

Performance Measure	Intent	Detail	Fiscal Year				Assessment
			Actual			Target	
			2022/23	2023/24	2024/25	2024/25	
Former apprenticeship students	Relevance	Skill development	83.1%	85.2%	86.5%	≥85%	Achieved
			+/- 3.3%	+/- 3.9%	+/- 4.0%		
		Written Communication	64.6%	75.5%	n.a		
			+/- 6.9%	+/- 7.6%			
		Oral Communication	71.4%	76.2%	74.3%		
			+/- 6.0%	+/- 7.2%	+/- 8.9%		
		Group collaboration	86.1%	91.4%	88.1%		
			+/- 3.5%	+/- 3.7%	+/- 4.8%		
		Critical Analysis	88.7%	89.6%	90.4%		
			+/- 3.1%	+/- 3.8%	+/- 4.2%		
Problem resolution	83.3%	87.6%	89.6%				
	+/- 3.6%	+/- 4.1%	+/- 4.4%				
Learn on your own	86.3%	84.4%	86.9%				
	+/- 3.3%	+/- 4.6%	+/- 4.9%				
Reading and comprehension	88.7%	88.1%	92.7%				
	+/- 3.1%	+/- 4.1%	+/- 3.8%				
Bachelor degree graduates	Relevance	Skill development	93.6%	91.6%	90.2%	≥85%	Achieved
			+/- 2.6%	+/- 4.0%	+/- 5.4%		
		Written Communication	94.9%	93.0%	93.0%		
			+/- 3.7%	+/- 4.8%	+/- 6.8%		
		Oral Communication	93.8%	90.0%	84.4%		
			+/- 4.0%	+/- 5.7%	+/- 9.4%		
		Group collaboration	91.5%	91.7%	91.1%		
			+/- 4.5%	+/- 5.1%	+/- 7.4%		
		Critical Analysis	97.5%	95.9%	97.8%		
			+/- 2.6%	+/- 3.6%	+/- 3.8%		
Problem resolution	93.9%	87.3%	88.9%				
	+/- 3.8%	+/- 6.2%	+/- 8.1%				
Learn on your own	93.8%	91.7%	90.9%				
	+/- 3.9%	+/- 5.1%	+/- 7.6%				
Reading and comprehension	89.9%	92.8%	86.0%				
	+/- 5.0%	+/- 5.0%	+/- 9.2%				

## 2024-25 Bachelor's credentials awarded Target Not Achieved

The number of bachelor's credentials awarded in a year can be affected by external factors and internal factors. Related to the former, provincial and federal education policies (change in funding, regulations, and immigration policies), economic conditions (weaker economy may push students to change to programs that have better job prospects), labor market demand (lower market demand to the bachelor's degrees OC is offering), immigration trends (immigration policies shifts towards restricting pathway of international students to permanent residency status), competitive landscape (presence of alternative education such as short certificates and micro-credentials may be encouraging students to drop from traditional academic programs), etc. Among the latter, factors such as program availability and relevance, institutional funding and resources, student support services, and stricter graduation requirements and academic policies may be discouraging students from completing their bachelor's programs leading to drop, poor retention, or even probation delaying their progress towards obtaining the credential.

OC is committed to mitigating the risk of internal factors by developing, updating, and implementing better support student resources and programs, looking for alternative sources of funding for grants and scholarships, while continue guaranteeing the availability of our programs. Also, OC looks forward to advocating with the provincial and federal governments for sustainable immigration levels that we can benefit from.

## 2024-25 Developmental Programming FTE Targets Substantially Achieved

Developmental programming FTEs are recovering well since reaching pandemic lows in 2022-23. Both Adult Basic Education and English Language have seen year-over-year increases in both 2023-24 and 2024-25, this year attaining a 98% utilization rate.



## 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 continues to be a priority for Okanagan College and its Indigenous partners.

### 1: TRC CALL TO ACTION<sup>1</sup> and UN DECLARATION on the RIGHTS OF INDIGENOUS PEOPLES ARTICLE

Okanagan College's **Indigenous Strategic Framework** established in 2023-24 outlines our strategic directions and accountability to the 2007 United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP), the 2015 Truth and Reconciliation Commission of Canada: Calls to Action (TRC), the 2019 BC Declaration on the Rights of Indigenous People Act (DRIPA), the 2022-2027 Declaration on the Rights of Indigenous Peoples Act Action Plan, and Section 35 of the Constitution Act. The framework is built around a 4 Pillars model representing the traditional Q'wci'?, C7iskten (Pit House) that encompass Indigenous Principles, ways of being, and ways of knowing of the people of the lands. Each of the four pillars—Teaching and Learning Development, Governance and Decision-Making, Infrastructure and Design, and Relationships—contains four goals, all of which are designed to support the overarching goal of community and reconciliation.

In 2024/25 a multiyear Indigenous OC Workplan was developed and organized under each pillar of the framework outlining the tangible plan in working towards reconciliation with Indigenous partners.

PROGRESS	INITIATIVES AND PARTNERSHIPS
<b>New</b> 2024-2030 Indigenous OC Work Plan	Activities completed in 2024/25 include: 2024-2030 Indigenous OC Work Plan. A six-year workplan outlining OC's steps towards reconciliation, with actions directly aligned to the 4 pillars and goals of the Strategic Framework, TRC and DRIPA.
<b>In-Progress</b> - Revised Indigenous Engagement Structure	Review and renewal of OC's Indigenous Engagement structure. A review of the College's engagement structure was completed, with the goal of jointly developing a shared decision-making structure that respects and reflects Indigenous rights and incorporates Indigenous direction. Regional Indigenous Partnership Tables are in place and providing direction to OC. Work is underway to jointly establish a Council level table with senior leadership.
<b>New</b> – Informed Practice Guidelines	Informed Practice Guidelines. Working with Indigenous partners program development and implementation were developed outlining ways to best support Indigenous learners as well as the steps and protocols needed to weave in multiple ways knowing and being into program deliveries.
<b>New</b> – Indigenous Teaching and Learning Advisor Position	Indigenous Teaching and Learning Advisor Position. An ongoing faculty position in teaching and learning office was created to provide educators with the assistance needed to embed multiple ways of knowing in ways into teaching, learning and content, in ways that respect and reflect inherent rights. Ongoing focus on Indigenization of teaching, learning and curriculum will continue to be a focus for 25/26.
<b>New</b> – Indigenous Access Policy	Indigenous Access Policy. Updates admissions process to recognizes Traditional Knowledge and life experience as legitimate ways to meet entrance requirements. Outlines process to increase access, identify dedicated program seats and eliminate barriers with the goal of increasing participation of Indigenous learners.
<b>New</b> – Use of Indigenous Language on College Property Policy	Use of Indigenous Language on College Property Policy. Supports the use of local Indigenous languages on College property in ways that reflect inherent rights and support the revitalization of local languages.

<b>New</b> – Updated Sponsor form & process	Updated Sponsorship Form and Process. A new sponsorship form was jointly developed and implemented that better meets the needs of learners, OC systems and Band systems.
<b>New</b> – Indigenous Community Involvement in Hiring Practices Guidelines	Indigenous Community Involvement in Hiring Practices Guidelines. Reviewed by Indigenous partners, outlines when, where and how to involve Indigenous partners in OC hires.
<b>Ongoing</b> – employee training, including administrative and instructional training	Employee training in cultural awareness and learner wellness and safety considerations was enhanced with increased training opportunities and mentorship provided. Localized cultural awareness training and on the land learning opportunities were provided to the entire Leadership Team as well as targeted program areas (e.g. Health). Regular reporting out and review of efficacy of these initiatives was initiated at the Regional Indigenous Partnership Tables.
<b>Ongoing</b> – Gathering Centers	Gathering places for Indigenous learners supported by Indigenous Student Services Coordinators, continue at each campus. These centers support learners on their path and work to inform the programming/academic side of the house on what learners need for success.
<b>Ongoing</b> – Inclusion of Elders and Traditional Knowledge Holders	Funds and support provided to include local Elders and Traditional Knowledge Holders within program deliveries and to provide employee and practicum host training.



## 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
N/A	N/A

## 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	<p>The Early Childhood Education (ECE) program continues to integrate content that reflects the realities of the sector and is responsive to the cultures and knowledge of local Indigenous communities. Instructors consistently update and embed content that is relevant to our sector, incorporate the BC Early Learning Framework (ELF) throughout the curriculum, and align it with Indigenous worldviews.</p> <p>Collaborations with Indigenous communities remain active and have steadily expanded in recent years through the Continuing Studies department. These partnerships enable the delivery of ECE courses directly within Indigenous communities, fostering accessible and culturally grounded education.</p> <p>Staff from the Salmon Arm (SA) campus have contributed to the ongoing Indigenization of the ECE curriculum, drawing on insights from their work with local Indigenous partners. These efforts have informed broader instructional practices across the program. ECE instructors have completed or are actively engaged in Indigenous training credentials (For Seasons of Reconciliation).</p> <p>The ECE Work-Integrated Learning (WIL) program continues to provide specialized opportunities for advanced learning, while previously implemented partnerships remain in effect. These include:</p> <ul style="list-style-type: none"> <li>• Delivery of ECE - certificate based on regional need and in partnership with continuing studies and indigenous communities</li> </ul>
Implemented	<p>OC partnered with the Shuswap Nation Alliance to offer the ECE certificate to band members at the SA campus.</p> <p>ECE Diploma SA delivered programming at the SA campus to an Indigenous cohort.</p> <p>OC partnered with Continuing Studies to provide two ECEA programs for the Indigenous communities of Lillooet and Skeetchestn/Neskonlith.</p>

## 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 all levels of government to increase the number of Aboriginal professionals working in the health-care field, ensure the retention of Aboriginal health-care providers in Aboriginal communities, and provide cultural competency training for all healthcare professionals.

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
Ongoing	<p><b>Therapist Assistant Diploma</b></p> <p>Courses in the Therapist Assistant Diploma program continue to incorporate a dedicated learning unit on Cultural Safety in health care, introducing students to the historical impacts of colonialism and the presence of anti-Indigenous racism in Canada’s health system.</p> <p>Course materials actively include works by Canadian Indigenous authors and integrate Indigenous health perspectives, such as holistic care models informed by the medicine wheel. These efforts support the program’s ongoing goal of embedding Indigenous content throughout the curriculum.</p> <p>The curriculum remains up to date with relevant health structures, including content on the First Nations Health Authority and the role of the Aboriginal Patient Navigator across acute, community, long-term, and palliative care settings.</p> <p>Students engage with current Indigenous health topics through required activities, including listening to the CBC’s “White Coat Black Art” podcast on cultural safety training, and completing assignments that involve visiting local Indigenous service organizations such as the Ki-Low-Na Friendship Society.</p> <p>Cultural perspectives on pain are addressed in coursework through lectures that examine diverse cultural responses, including those specific to Indigenous traditions.</p> <p>Within the department, one instructor serves as an EDISJ ambassador, leading initiatives related to cultural sensitivity and the Truth and Reconciliation Commission (TRC) by attending relevant training, contributing to committees, and sharing insights to inform curriculum development and teaching.</p> <p>The program continues to uphold the 10% Indigenous-designated seat allocation across all Health and Social Development (HSD) programs and maintains embedded instruction on cultural safety and trauma-informed practice for students. Faculty and staff have also completed professional development through Four Seasons of Reconciliation and University of Alberta training programs.</p>

<p>Ongoing</p>	<p><b>Human Service Worker Program</b></p> <p>The Human Service Worker Program continues to maintain strong partnerships with local Friendship Centres and Band-administered social service agencies, which remain active in hosting practicum placements and presenting to students and instructional staff throughout the two-year diploma.</p> <p>A holistic learning approach is emphasized through assignments exploring Indigenous Models of Wellness, such as the Medicine Wheel, helping students appreciate diverse worldviews and apply these perspectives in both personal and professional contexts.</p> <p>Oral storytelling continues to play a central role in classroom learning, with stories read aloud to reinforce the significance of oral knowledge transmission. Key activities include:</p> <ul style="list-style-type: none"> <li>• Hobiye: Introduces students to Indigenous cultural celebrations and highlights the strength and resilience found in community traditions.</li> <li>• Generational Trauma: Encourages a strengths-based, culturally responsive approach to supporting Indigenous Peoples.</li> <li>• Thomas King’s “Totem”: Facilitates group discussions that critically examine the relationship between Indigenous Peoples and the Canadian government through symbolism and metaphor, fostering deeper awareness and self-reflection.</li> </ul> <p>The program maintains collaborative relationships with local Indigenous organizations, providing practicum opportunities and sustained engagement between students, staff, and Indigenous communities.</p> <p>Across courses, other cultural philosophies and practices—such as Sufi tales—are used to explore values and human nature, encouraging intercultural understanding and ethical reflection.</p> <p>Faculty continue professional development in reconciliation and cultural competency through participation in the Four Seasons of Reconciliation training and workshops.</p> <p>The program also upholds a commitment to access and inclusion by reserving designated Indigenous seats.</p>
<p>Ongoing</p>	<p><b>Indigenous Community Support Worker Certificate</b></p> <p>The Indigenous Community Support Worker Certificate continues to equip students with the skills to support Indigenous individuals and families both on- and off-reserve, with a focus on improving quality of life through holistic, person- and family-centered approaches.</p> <p>Graduates are prepared for entry-level roles within community-based organizations, working under supervision as part of interdisciplinary support teams that serve Indigenous communities.</p> <p>This fully online program remains available through a single annual intake, offering flexible access to learners across regions. Indigenous instructors update curriculum and instruct in this program.</p>
<p>Implemented</p>	<p><b>Certified Dental Assistant Program</b></p> <p>The CDA program continues to integrate content on oral health education and Indigenous Peoples, with a focus on prevention and culturally informed care.</p> <p>To meet regional workforce needs, the program has expanded its reach through Work-Integrated Learning (WIL) delivery.</p> <p>Faculty and staff remain engaged in reconciliation efforts through continued participation in Four Seasons of Reconciliation training and workshops.</p>

New	<p>The CDA program fall 2025 - plans to celebrate in stories and sharing for National Indigenous Oral Health Day October 15– alongside representation from OC Indigenous services.</p> <p>Invitation for guest speakers from IDAC (Indigenous Dental Association) to join the class to share Jordan's principles with students and staff as an educational session.</p>
Ongoing	<p>Currently, the CDA program has three indigenous seats, which account for 10% of the class capacity. These seats are evaluated on an annual basis to ensure a more equitable distribution.</p>
Ongoing	<p><b>Pharmacy Technician Program</b></p> <p>The Pharmacy Technician Program continues to incorporate cultural safety and trauma-informed practices, with instructors participating in cultural training and workshops, while students are required to complete Provincial Violence Prevention training through the Student Practice Education Core Orientation hub.</p> <p>Curriculum activities remain focused on Indigenous cultural perspectives, including a “Plant Walk” in pharmacology courses to introduce students to Indigenous medicines, followed by a written reflection to support personal and professional learning.</p> <p>Curriculum revisions, finalized in January 2025, include standards tied to the Truth and Reconciliation Commission (TRC)—specifically emphasizing Cultural Safety and Humility in pharmacy practice.</p>
Ongoing	<p><b>Health Care Assistant Education</b></p> <p>The HCA curriculum continues to include practices related to Indigenous approaches to End-of-Life care, while also emphasizing multiculturalism and diversity in health care delivery.</p> <p>Instructional teams and students benefit from story-sharing and guidance provided by Indigenous resource staff, including Elders and community partners, who collaborate directly with faculty to enrich course content.</p> <p>Local First Nations and Métis communities contribute to classroom learning through mentoring and educational sessions, while Indigenous Services at Okanagan College regularly joins HCA classrooms to offer orientation and support for both students and staff.</p> <p>The program also continues to work with Continuing Studies and regional Indigenous bands to expand access to HCA program offerings through collaborative delivery models.</p>
Implemented	<p>HCA-PP indigenous cohorts Fall 2024 – 1) Westbank First Nations 2) Neskonlith, Salmon Arm, Shuswap- 2025 graduation date. The Lillooet Tribal Council cohort graduated in August 2024.</p> <p>HCA instructors have completed or are actively engaged in Indigenous training credentials. (San'Yas or Four Seasons of Reconciliation).</p>

## 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	<p><b>Practical Nursing Diploma</b></p> <p>The Practical Nursing (PN) curriculum at Okanagan College continues to incorporate Indigenous health and history, aligned with standards set by the BC College of Nurses and Midwives (BCCNM). In Term I, students engage with cultural safety modules, including options such as The Unforgotten or BCCNM resources on discrimination and anti-racism. In Term II, students complete the BCCNM module Keegan’s Story and a Cultural Reflection assignment.</p> <p>The BCCNM nursing registry has revised the provincial curriculum to align with the Truth and Reconciliation Commission’s Calls to Action, emphasizing cultural humility, intercultural competency, LGBTQ2 inclusion, and trauma-informed practice. The revised Provincial PN Curriculum, currently in progress, is expected by early 2026, with implementation by OC within 12 months of release.</p> <p>OC’s PN curriculum has been developed using Indigenous learning resources, as guided by BCCNM provincial materials. Cultural safety modules are embedded across all semesters, allowing students to revisit and reflect on these principles in relation to professional practice.</p> <p>The program maintains ongoing engagement with local First Nation bands and Indigenous health navigators from Interior Health, who participate in classes and offer student-facing information sessions.</p> <p>OC holds affiliation agreements with three Okanagan First Nation bands, supporting community-based practicums, and PN students complete clinical placements within First Nations health units across the Okanagan.</p> <p>Both the Health Care Assistant and PN programs remain aligned with TRC-related standards, particularly in Cultural Safety and Humility.</p>



## 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 local cultural awareness events held throughout the year that are well-attended by our staff. A network of local Traditional Knowledge holders and Elders have been established allowing for increased training opportunities within leadership teams, portfolio areas and program deliveries. In 24/25 the College jointly developed Informed Practice Guidelines with our Indigenous partners as a guide for program development and implementation. Box and Circle sessions with Dr Janet Derrick were completed with all levels of the academic leadership teams and some practicum host site staff. This year the College began to report out on and seek direction from its Regional Indigenous Partnership Tables on ways to enhance its employee training plans with plans to include recommendations in 25/26. In addition, the College has recently hired Indigenous Teaching and Learning Advisor Position, which will also work to meet this objective from an instructional support perspective.

## 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	<p><b>Education Assistant Certificate Program</b></p> <p>In partnership with Adams Lake, Little Shuswap, Splitsin, Neskonlith and the Métis Association, Okanagan College offers an Education Assistant program to prepare participants for employment within schools as an Education Assistant. It is open enrolment with seven cohorts scheduled annually. The curriculum includes a 21-hour workshop, <i>Reconciliation Through Indigenous Education</i>.</p>

## 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, and a full program review is scheduled for 2026-27.

## 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
Completed	During April 2022 to October 2023, 14 members of the Neskonlith Indian Band benefit from the Office Assistant Certificate through the Okanagan College School of Business. 86% of them (12 students) successfully completed the program in 2023.
Completed	The Canim Lake Indian Band started the Office Assistant Certificate in April 2024 with 6 students enrolled. Currently, 1 student has completed the program in April 2025.
Ongoing	<p>First Nations students are also coming into our Office Administration programs through individualized funding from their bands.</p> <p>Back in the Winter of 2021, Métis Nation British Columbia (MNBC) started sending students through cohorts of Accounting/Bookkeeping and the Office Assistant Certificates, who completed the certificates in the Fall of 2022. There were 162 students admitted to these two programs with 43.6% (75 students) successfully completed the programs.</p>

New	<p>Three business courses are having indigenous modules developed for integration into their curriculum materials beginning fall 2025. Two of these courses are required at the diploma level: Buad 262 (Organizational Behaviour) which is projected to reach 350 students (2025/26 academic year), and Buad 269 (Human Resources Management) which is projected to reach 286 students (2025/26 academic year). The third course, Buad 370, (leadership) is an upper-level management specialty course with a project enrolment (2025/26 academic year) of 145 students. These modules have been developed in consultation with Indigenous educators, learning and teaching advisors and utilizing indigenous created curriculum materials, to bring Indigenous worldviews, perspectives, and experiences into the business curriculum with learning assessments and resources to support instruction. Another course, Buad 341 (Introduction to Non-profit Management) that is offered each fall (with average enrolment of 25 students) has an 'Indigenous Perspectives in the Non-profit sector' module that is taught as part of the course curriculum.</p>
New	<p>A new Program Learning Outcome (PLO) has been developed and approved (May 2025) by the Business department that will guide course and program development moving forward: Business Practices Grounded in Truth and Reconciliation. The intended outcome of this PLO is that graduates will:</p> <ul style="list-style-type: none"> <li>• Develop an understanding of Indigenous perspectives in relation to business, with attention to place, stewardship, reciprocity, and relational ways of knowing.</li> <li>• Explore the impacts of colonization and the responsibilities of reconciliation through intercultural learning and engagement.</li> <li>• Strengthen their capacity for meaningful collaboration with Indigenous Peoples and communities, emphasizing storytelling, traditional knowledge, and holistic learning approaches</li> <li>• Foster awareness of diverse worldviews and support inclusive, responsive approaches to leadership and decision-making in business.</li> </ul>
Ongoing	<p>Indigenization of the business curriculum is offered through several other courses and work-integrated learning experiences. Indigenous perspectives and experiences are integrated into student learning through:</p> <ul style="list-style-type: none"> <li>• Guest speaking (for example, Jamie Bourne with Indigenous Tourism BC came to the Tourism Industry event, winter 2025, Dorothy Goodeye and Sherry Landry, indigenous members of the Lived Experience Circle on Homelessness, have co-facilitated a module on allyship with the course instructor in the Service Leadership course)</li> <li>• Field trips: In winter 2024 the Buad 449 (Sustainable Tourism &amp; Stewardship) class went on a field trip to Sncewips Heritage Museum.</li> <li>• Engagement in projects and partnerships with Indigenous organizations enhancing class presentations and peer feedback: Two projects in the winter 2025 with the 3rd year events management course (Buad 334) and Buad 309 (Social Entrepreneurship). Finally, a 2-year project called Accelerate Youth which paired college business students with Indigenous youth, teaching them skills in idea generation, marketing, selling, and finance, and mentoring them to achieve entrepreneurial, career and educational goals.</li> </ul>

## 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
New	<ul style="list-style-type: none"> <li>• The Director of Indigenous Relations and Reconciliation has undertaken a throughout review of the College's Indigenous Engagement structure to ensure that inherent rights are respected and included in practice. In 2024/25 Regional Indigenous Partnership Tables were formed. These tables provide the opportunity for Indigenous communities to identify programming needs, offer direction on ways to reduce systemic barriers for Indigenous learners, suggest improvements for space and place improvements and they serve as table for the College to seek guidance on representation and protocol in areas of ceremony as well as languages, cultures and histories.</li> </ul>
New	<ul style="list-style-type: none"> <li>• Indigenous Access Policy. Updates admissions process to recognizes Traditional Knowledge and life experience as legitimate ways to meet entrance requirements. Outlines process to increase access, identify dedicated program seats and eliminate barriers with the goal of increasing participation of Indigenous learners.</li> </ul>
Ongoing	<ul style="list-style-type: none"> <li>• Okanagan College's Indigenous Strategic Framework established in 2023-24 outlines our strategic directions and accountability to the 2007 United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP), the 2015 Truth and Reconciliation Commission of Canada: Calls to Action (TRC), the 2019 BC Declaration on the Rights of Indigenous People Act (DRIPA), the 2022-2027 Declaration on the Rights of Indigenous Peoples Act Action Plan, and Section 35 of the Constitution Act. The framework is built around a 4 Pillars model representing the traditional Q'wci'?, C7iskten (Pit House) that encompass Indigenous Principles, ways of being, and ways of knowing of the people of the lands. Each of the four pillars—Teaching and Learning Development, Governance and Decision-Making, Infrastructure and Design, and Relationships—contains four goals, all of which are designed to support the overarching goal of community and reconciliation.</li> <li>• In 2024/25 a multiyear Indigenous OC Workplan was developed and organized under each pillar of the framework outlining the tangible plan in working towards reconciliation with Indigenous partners.</li> </ul>
Implemented	<ul style="list-style-type: none"> <li>• ECE Work Integrated Learning Diploma – indigenous bands cohort – North Okanagan Indigenous bands partnerships.</li> <li>• HCA-PP – Indigenous bands cohort – North Okanagan and West bank First nations</li> <li>• Partnerships with the bands and continuing studies to deliver programming.</li> </ul>

## 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"> <li>• Obtains knowledge of and responds to the Calls to Action of the Truth and Reconciliation Commission of Canada.</li> <li>• Preserves the dignity of clients in all personal and professional contexts.</li> <li>• Advocates for equitable access, treatment and allocation of resources, particularly for vulnerable and/or diverse clients and populations.</li> <li>• Provide culturally safe, person-centered care across the lifespan that recognizes and respects the uniqueness of everyone and is sensitive to cultural safety, cultural humility and diversity.</li> </ul> <p><b>Curriculum Standard:</b> The PN 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).</p>
Health Care Assistant	<p><b>Program Learning Outcomes part of the curriculum standard</b></p> <ul style="list-style-type: none"> <li>• Provide person-centred care and assistance that recognizes and respects the uniqueness of each individual client.</li> <li>• 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.</li> <li>• Communicate clearly, accurately, and sensitively with clients and families in a variety of community and facility contexts.</li> </ul>

<p>Pharmacy Technician Certificate</p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Criterion 3.5: The curriculum provides an appropriate understanding and addresses attitudes related to anti-racism, anti- oppression, cultural safety, and health equity.</li> <li>• 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.</li> <li>• 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.</li> <li>• Standard 15: The Program has a robust recruitment process that is transparent in its intention to attract a diverse pool of well-qualified applicants.</li> <li>• Criterion 15.2: The process includes recruitment of individuals from equity-deserving groups.</li> <li>• Criterion 15.3: The process includes recruitment of Indigenous students consistent with TRC Call to Action 23.</li> <li>• 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.</li> <li>• 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.</li> </ul>
<p>Certified Dental Assistant Implemented January 2025</p>	<ul style="list-style-type: none"> <li>• The curriculum must include foundation knowledge in the following areas: Indigenous health issues (see Truth and Reconciliation Commission of Canada: Calls to Action #24): <a href="http://trc.ca/assets/pdf/Calls_to_Action_English2.pdf">http://trc.ca/assets/pdf/Calls_to_Action_English2.pdf</a></li> <li>◊ 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: <a href="http://trc.ca/assets/pdf/Calls_to_Action_English2.pdf">http://trc.ca/assets/pdf/Calls_to_Action_English2.pdf</a>)</li> <li>• 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, EDI and Indigenous populations.</li> </ul>
<p>Therapist Assistant Diploma/ Recreational Therapy Assistant Certificate</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.

Programs	Progress	Actions
Health & 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 -Certificates	40 FTE- Fall 2024-2025	Westbank FN & Neskonlith & Shuswap/ Salmon Arm Bands
Indigenous cohorts -ECEA and ECEC	16 FTE 2024-2025	Graduated class from Chase (Neskonlith, Shuswap/Salmon Arm Bands)
Seat allocation in CDA-Certificates	4-5 FTE annually	Ongoing annually intake in September. Pilot CDA WIL intake in January 2025 and 2026.
Indigenous Access Policy	Identifies and holds Indigenous Seats for all program areas	Increase in Indigenous student participation

## Appendix B: - In Plain Sight Report Recommendations Reporting for Post-Secondary Institutions

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	<ul style="list-style-type: none"> <li>• Violence prevention- trauma informed practice courses-this is mandatory for all students in the program.</li> <li>• BCCNM resources are used for many courses within the program- Videos such as Anti-racist practice (acting)</li> <li>• Implemented Remembering Keegan: a B.C. First Nations Case Study Reflection into the professional communications courses.</li> <li>• Trauma informed care-e learning series-parts are mandatory for students-health promotion courses.</li> <li>• San'yas Anti-racism Indigenous Cultural Safety Training Program-this is mandatory for all faculty in PN program.</li> </ul>
Health Care Assistant	ongoing	Violence prevention- trauma informed practice courses
Therapy Assistant Diploma	ongoing	Violence prevention- trauma informed practice courses
Human Service Worker Diploma	ongoing	Violence prevention- trauma informed practice courses
Support Care Assistant Microcredential	ongoing	Violence prevention-trauma informed practice courses
Community Support Program	implemented	Violence prevention-trauma informed practice courses

MLP1	Mandate Letter Priority #1	Delivering educational and training programming as described in the Stronger BC 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 micro-credentials and expanded health seats.
MLP2	Mandate Letter Priority #2	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.
MLP3	Mandate Letter Priority #3	Continuing to provide culturally sensitive and safe learning environments for Indigenous learners to maximize their participation and success in post-secondary education.
MLP4	Mandate Letter Priority #4	Developing and implementing protections for international students that support their fair treatment.
MLP5	Mandate Letter Priority #5	Meeting or exceeding the financial targets identified in the Ministry's Service Plan tabled under Budget 2023.
MLP6	Mandate Letter Priority #6	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.
MLD1	Minister's Mandate Letter Priority #1	In order to protect key services that British Columbians rely on, work with the Minister of Finance to review all existing Ministry of Post-Secondary Education and Future Skills programs and initiatives to ensure our programs remain relevant, are efficient, offer meaningful training opportunities for British Columbians, grow the economy, and help keep costs low. This is important in the context of current Provincial budget constraints, the job opportunities available and projected to be available for British Columbians in the near future, and the threat of American tariffs.
MLD2	Minister's Mandate Letter Priority #2	Work with ministerial colleagues who have identified shortages of key skilled workers and professionals that are constraining economic growth or service delivery to find practical, fast, and efficient ways to address shortages of those workers through training, credential recognition, career laddering, and other innovative approaches
MLD3	Minister's Mandate Letter Priority #3	Work with post-secondary institutions to evaluate and advocate federally in relation to the funding challenges caused by the federal government's changes related to international students. Support schools in identifying structural solutions, new revenue streams, and cost reductions to ensure strong, sustainable public post-secondary schools, and training providers, who offer British Columbians the training and skills they need to be successful and help grow our provincial economy
MLD4	Minister's Mandate Letter Priority #4	Continue work with Indigenous partners to ensure that Indigenous learners can achieve their higher educational goals in ways that reflect a diversity of Indigenous cultures and values.
MLD5	Minister's Mandate Letter Priority #5	Support the Minister of Social Development and Poverty Reduction to enhance employment services and skills training for people facing multiple and complex barriers to assist them in exiting a cycle of poverty and build a dignified life.
MLD6	Minister's Mandate Letter Priority #6	Work with the Minister of Housing and Municipal Affairs to ensure that post secondary institutions that have identified opportunities in relation to using housing as an economic development tool are supported in delivering that housing urgently.
MLD7	Minister's Mandate Letter Priority #7	Work with the Minister of Housing and Municipal Affairs to enable privately owned new purpose-built rental buildings that, if partnered with a public post-secondary institution, receive special provision under the Residential Tenancy Act to be exclusively for students registered at that institution.

Financial Statements for Okanagan College are available here:

[Financial Services | Okanagan College](#)

