

JUNE 2025

INSTITUTIONAL ACCOUNTABILITY PLAN & REPORT

2024/25

BC'S INDIGENOUS PUBLIC
POST-SECONDARY INSTITUTE



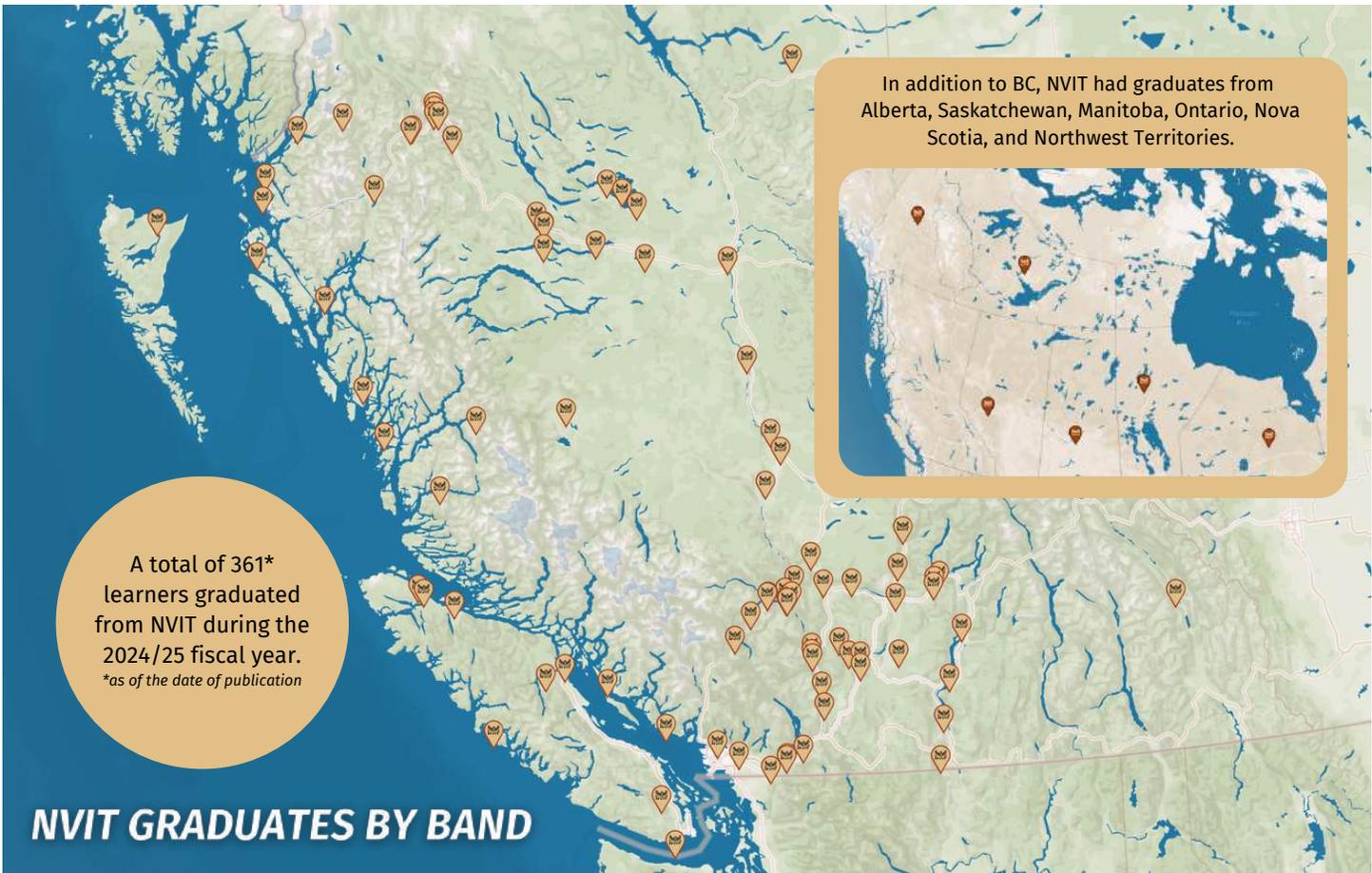
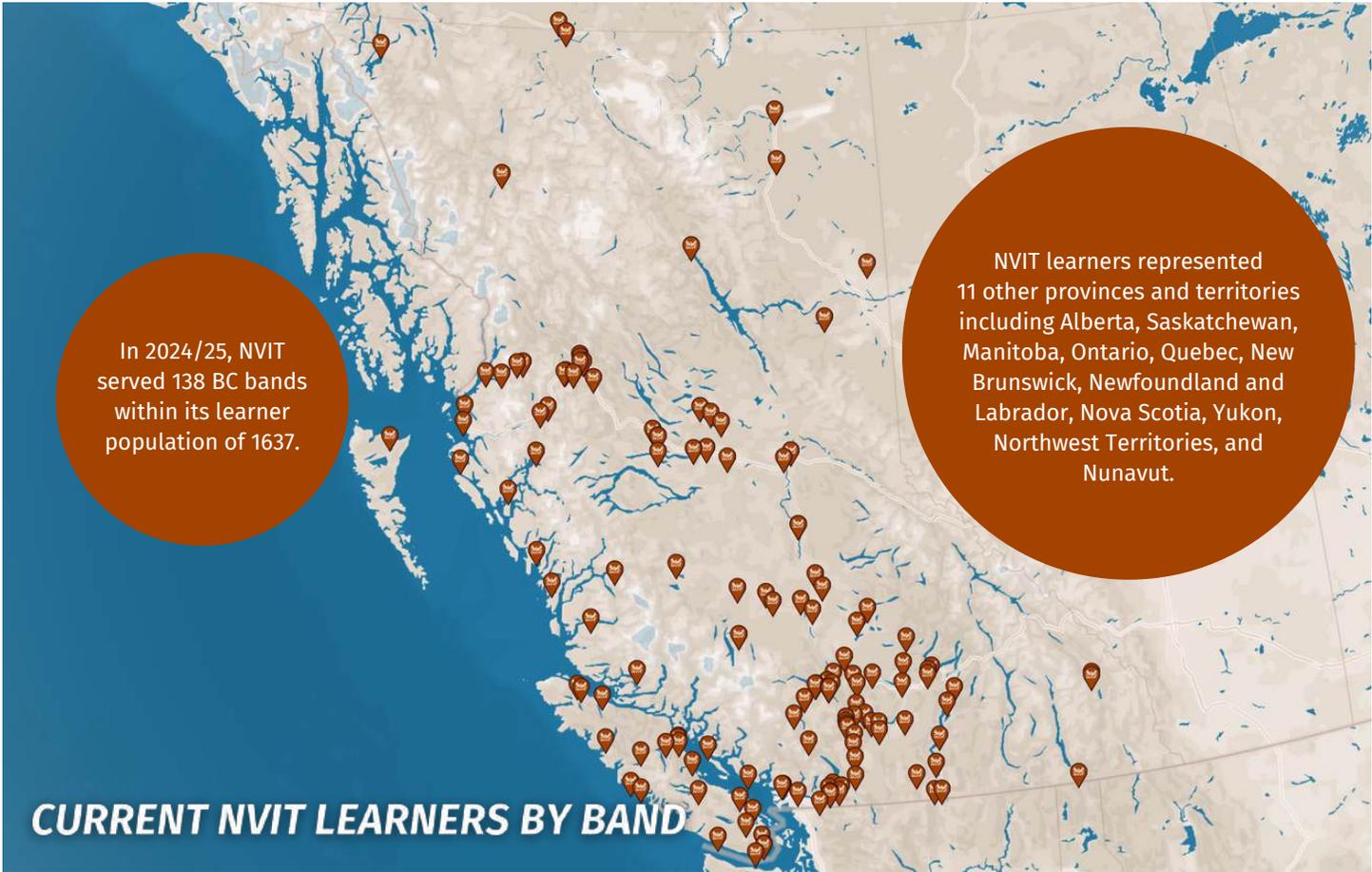


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I. Accountability Statement

Minister, Post-Secondary Education and Future Skills
c/o Governance Branch
P.O. Box 9080, Stn Prov Govt
Victoria, BC V8W 9E2

Dear Honourable Minister Sunner,

As required under the Accountability Framework guidelines provided by your Ministry, NVIT is pleased to provide you with our Institutional Accountability Plan & Report for the 2024/25 reporting cycle. Per NVIT's community protocols, this report serves as a witness statement to the accomplishments of the past year. As BC's Indigenous Public Post-Secondary Institute, NVIT is strategically positioned to play a significant role in the education of Indigenous students and support the education priorities of Indigenous communities across the province. The recognition and commitment your Ministry make to Indigenous education have a significant impact on Indigenous learners and their communities.

In the development of the Accountability Plan, NVIT considered the Ministry of Post-Secondary Education and Future Skills 2024/25 – 2026/27 Service Plan, the Aboriginal Post-Secondary Education and Training Policy Framework and Action Plan, the AEST Aboriginal Service Plan and Reporting Guidelines, as well as PSFS's Accountability Framework Standards and Guidelines Manual. NVIT's Accountability Plan & Report addresses the linkages between our goals and objectives and the system-level strategic objectives set according to the Ministry's mandate letter. NVIT's response to the 2023/24 Mandate Letter forms part of this Accountability Statement. The performance measures flow from the Ministry's Accountability Framework and NVIT's Strategic Plan and its four strategic directions. Although inception was well before the Truth and Reconciliation Report, NVIT, by its very nature, is a comprehensive response to the educational calls for action identified within the report.

As Board Chair and President, we accept responsibility for NVIT's Institutional Accountability Plan & Report and confirm that the report includes the Institute's major achievements and new or unique goals. NVIT takes pride in being BC's leader in Indigenous Post-Secondary Education. The direction, goals, and objectives that NVIT seeks to accomplish are directly related to our mission of "s'łəq̓méyt ~ na'k'úla?mnt – sharing our traditional ways."

k'uk'wscémx'w (thank you)



Lennard Joe, Board Chair



John Chenoweth, President

A. Reporting on Mandate Priorities

Mandate Letter Priorities

2023/24 Update

- 1. Delivering educational and training programming as described in the [StrongerBC Future Ready Action Plan](#) to equip British Columbians to capitalize on new opportunities and remain resilient in the face of unprecedented change, including the continued expansion of access to affordable, accessible and relevant training, such as through micro-credentials and expanded health seats.**

NVIT serves Indigenous communities and Indigenous Adult Higher Learning Association organizations across the province by supporting the diverse needs of learners and community members who work part-time or full-time but still want to “upskill” to attain greater work opportunities. The training NVIT delivers is in line with the Stronger BC Future Ready Action Plan by addressing health-care related programming, such as Practical Nursing and Health Care Assistant training and Indigenous Language Fluency certificates and diplomas.

NVIT was one of the first to offer a Youth in Care tuition waiver and continues to offer the waiver to fill the gaps in the Provincial Tuition Waiver Program. In 2024/25, NVIT saw 34 learners, up 45% from 2023/24, benefit from the tuition waiver program, totalling more than \$90000, an increase of more than 70% over the previous year. NVIT’s Academic and Financial Planners routinely ask potential learners if they are a former youth in care, PTWP promotional materials are available at key areas on campus, and the program is covered in NVIT orientation materials for on-campus and community learners. Initiatives designed to increase awareness include incorporating the PTWP information into NVIT’s Transition Team’s materials. NVIT’s Transition Team facilitates post-secondary transition with high school students in local school districts. Last year, NVIT and First Nation Technology Council (FNTC) renewed their partnership to deliver the Foundation and Innovation in Technology program to increase technology seats. The program was delivered to community members in Musqueam and Sik-E-Dakh and generated almost 50 FTE this year.

Partnerships with SD58 – Nicola-Similkameen, SD22 – Vernon, and SD36 – Surrey Schools delivered dual credit programming to 57 students in Trades programs, Nle’kepmx Language courses, a Criminal Justice Studies course, and an Indigenous Early Childhood Education Assistant Micro-Credential program. An additional 12 SD58 learners enrolled in a Youth Explore Trades Sampler program offered at NVIT.

NVIT’s CO-OP courses assisted 42 learners from trades, environmental resources, office administration, business, and language programs develop workplace essential skills and employability skills, establish relevant industry contacts, and confirm career paths. Placement partners include Spius Creek Fish Hatchery, Lower Nicola Indian Band, Williams Lake Forestry, Sagebrush Golf Course, Emcon Services and the City of Merritt.

Initiatives to increase ECE spaces include deliveries of the Indigenous Early Childhood Education program with community deliveries in Bonaparte, Cook’s Ferry, Dease Lake, Keremeos, Lax Kw’alaams, Lytton, Prince George, Prince Rupert, and Smithers and an on-campus delivery in Merritt. The Indigenous Early Childhood Educator Assistant Micro-Credential program had deliveries in Vernon (part of the dual credit partnership with SD22) and on campus in Merritt.

NVIT is extremely proud of the partnerships that foster the revitalization of Indigenous language. Language fluency program deliveries in Dakelh, Nleʔkepmx, Nsyilxcen, Secwépemc, and St'át'imcets provided access to 268 learners, many of these learners are Elders.

NVIT continues to partner with the Interior Health Authority offering the Health Care Assistant Partnership Pathway (HCAP) program. NVIT delivered HCAP on the Merritt campus, in the South Okanagan, and the West Kootenays.

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.

NVIT is the smallest trades training school, and, as such, doesn't have the workshop space, instructional staff, curriculum, or equipment to run or contemplate expanding additional trades offerings. NVIT is always available to support Indigenous communities and other PSIs in addressing the need of having a skilled Indigenous workforce. This year, Skilled Trades BC-sponsored deliveries include Culinary Arts Professional Cook 1, Electrician Foundation, Residential Construction Foundation, and Welder Foundation programs. NVIT schedules trades training deliveries to coincide with the semester system of the local school district to allow dual credit students to participate. Skilled Trades BC-funded programs at NVIT provided trades training to 32 learners; almost 60% of those identify as Indigenous. NVIT participates in the STBC Indigenous Advisory Committee.

3. Continuing to provide culturally sensitive and safe learning environments for Indigenous learners to maximize their participation and success in post-secondary education.

NVIT's mandate ensures that on-campus and community programming is delivered through an Indigenous lens. Curriculum is carefully considered to ensure that learners have a keen sense of the socio-historical realities of Indigenous communities and that the staff and faculty have a deep understanding of these realities when considering the student body. Online and in-person support, including Elder support, is available to all learners to maximize the potential for success. Ongoing collaboration with the NVIT community ensures the relevancy of the Sexual Violence Policy. Key deliverables from the 2023 review include upgrades to campus security and plans for educational workshops. A draft of the updated Sexual Violence Policy was presented and approved at the November 2024 Board meeting.

4. Developing and implementing protections for international students that support their fair treatment.

NVIT closed applications to international students during the pandemic. In being true to our mandate of Indigenous education, NVIT has permanently suspended the intake of international students except for the intake of students from the Indigenous peoples. NVIT will continue to accept the intake of students from the Indigenous peoples in accordance with [UNDRIP](#).

5. Meeting or exceeding the financial targets identified in the Ministry's Service Plan tabled under Budget 2023.

NVIT strives to ensure our fiduciary responsibility to the government is met.

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.

NVIT adheres to the Tuition Limit Policy and its reporting requirements.

II. Strategic Direction and Context

A. Institutional Description

Purpose

The Nicola Valley Institute of Technology was founded in 1983 by the Coldwater, Shackan, Nooaitch, Upper Nicola, and Lower Nicola Indian Bands to offer a relevant and high-quality educational experience for Indigenous learners. Designated as a Provincial Institute under the British Columbia College and Institute Act on September 1, 1995, NVIT now operates as an accredited public post-secondary institute and is an independent and equal member of BC's post-secondary education system with legislated authority to grant its own certificates, diplomas, and associate degrees. The Institute also has the authority to jointly confer a Bachelor of Social Work Degree with Thompson Rivers University.

In response to *Indian Control of Indian Education* (1972), NVIT was constructed over forty years ago to improve the quality of life for Indigenous people of the Nicola Valley. Today, this global vision is reinforced through the emerging landscape that seeks to Indigenize education through the adoption of the recommendations of the Truth and Reconciliation Commission (TRC), the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) and the Royal Commission on Aboriginal Peoples (RCAP). NVIT responds to community needs throughout British Columbia and Canada by ensuring public post-secondary education remains accessible and relevant. In being committed to its vision, NVIT not only continues to support our communities and create Indigenous academic space but also expands our Indigenous circle of belonging among those with whom we serve.

Response

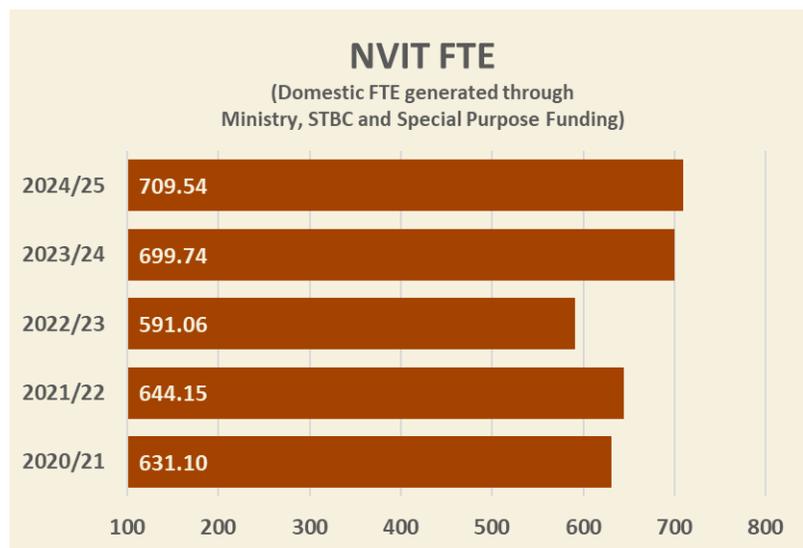
As the Indigenous Centre for Excellence in public post-secondary education for the Province of British Columbia, NVIT enjoys an award-winning main campus situated in Merritt, BC, a satellite campus in Burnaby, BC, and in any given year partners with an average of 30 Indigenous communities and agencies across BC and Canada to deliver community-based education. NVIT offers innovative, relevant credentials for future Indigenous leaders in a comprehensive range of courses and programs from literacy to a four-year baccalaureate degree. While face-to-face instruction is the primary means for delivering on and off-campus courses, online learning using the Moodle Learning Management System and Microsoft Teams are also utilized to increase access and support to learners. The overall programming focus of the Institute, regardless of a program's field and credential, is on inspiring learners to strengthen community.

The importance of partnerships is a key deliverable within the Aboriginal Post-Secondary Education and Training Policy Framework. A core focus in the day-to-day operations, as well as in NVIT's vision for the future, is working in partnership with other organizations and Indigenous communities. NVIT believes this approach not only enhances services but also provides a leveraging effect to serve more students and communities. NVIT has working relationships with communities throughout British

Columbia and continually strives to serve them effectively, particularly by meeting the communities' needs with relevant training that recognizes and respects their traditional cultures and values. Examples of ongoing collaborations with post-secondary institutions include Thompson Rivers University (Bachelor of Social Work) and the University of the Fraser Valley (Bachelor of General Studies Degree-Indigenous Holistic Wellness and Addictions). Partnerships that support specific program delivery or accreditation include the First Nations Wellness/Addictions Counsellor Certification Board (Indigenous Holistic Wellness and Addictions); BC Aboriginal Child Care Society (Indigenous Early Childhood Education); and Interior Health Authority (Health Care Assistant Pathway Program). NVIT is proud of our educational affiliation with Indigenous Adult and Higher Learning Association (IAHLA) partners that deliver programs at all levels in community, for community. NVIT continues to expand its program delivery beyond BC, including Indigenous Human Services Certificate programs in partnership with the Innu Round Table Secretariat in Labrador and the Council of Yukon First Nations in Whitehorse. We are also proud of our relationships with the First Nation Education Steering Committee (FNESC), the Council for the Advancement of Native Development Officers (CANDO), and First Nations Public Service Secretariat - Indigenous organizations that prioritize Indigenous education. Indigenous language reclamation and revitalization are critically important for cultural preservation, community well-being, and reconciliation. NVIT has strong partnerships with Scw'exmx Tribal Council, En'owkin Centre, Chief Atahm School, School District 58, Lillooet Tribal Council, and the Stellat'en First Nation delivering Indigenous language programs. A block transfer agreement with the University of British Columbia – Okanagan Campus allows the Language Fluency Diploma graduates to transfer to UBCO's Language Fluency Degree program. Exciting new and upcoming collaborations include progress toward a Bachelor of Education Degree with UBC and discussion with Thompson Rivers University for a Master's of Education Degree.

Results

In fiscal year 2024/25, NVIT's combined full and part-time student body was over 1600 students. This year, 82% of NVIT's domestic full-time equivalent students identify as Indigenous. In 2024/25, NVIT's student body represented 138 or 68% of British Columbia's First Nations communities as well as First Nations communities in 11 other provinces and territories across Canada. NVIT's FTE production continues to produce solid results; this year, NVIT operated at 103.5% of our PSFS FTE target.



In addition to being part of British Columbia's public post-secondary system as a provincial institute within the Ministry of Post-Secondary Education and Future Skills, NVIT is a member of:

- Colleges and Institutes Canada (CICAN)
- the Canadian Association of College & University Student Services (CACUSS)
- BC Council of Senior Student Affairs Leaders (CSSAL)
- the British Columbia Registrars' Association (BCRA)
- the B.C. Association of Institutes and Universities (BCAIU)
- the Western Association of Registrars of the Universities and Colleges of Canada (WARUCC)
- the B.C. Indigenous Adult and Higher Learning Association (IAHLA)
- the National Association of Indigenous Institutes of Higher Learning (NAIIHL)
- BCNET
- the Administrative Systems Consortium (ASC)
- numerous program and services-related organizations.

B. Strategic Direction

NVIT's Board of Governors approved the current 2023-28 Strategic Plan on November 22, 2022. Continuing with the four strategic directions, NVIT's new plan is built upon Indigenous Ways of Knowing, Being and Doing, and provides Indigenous people and our allies the education, strength, and leadership required to rebuild, enhance, and grow Indigenous communities. NVIT's updated Vision, Mission, and Values are as follows:

NVIT's Vision

yéhełčl ~ ǰstcawt – our spirit, essence, emotions, intelligence are good

NVIT's Mission

sǰǰǰméyt ~ nak'úlaǰmnt – sharing our traditional ways

NVIT'S Values Aligned with the Four Strategic Directions

zǰǰzo ǰwt ~ k'ck'act – strength – Academic Excellence:

We are leaders in academia that value and embrace diversity, grounded in Indigenous pedagogy.

q'ǰmq'ǰmt ~ q'ǰm q'ǰmt – balance/ beauty – Learner Centred:

NVIT ignites curiosity, highlights opportunities, and supports growth in a welcoming, inclusive, safe place.

nkseytkn ~ nǰqsíłt – the all, people you travel with – Community Relevance:

Responding to community needs, NVIT provides access to education opportunities that champion community advancement.

sneǰm ~ máyntwíx'w - song/ our spirit – Organizational Effectiveness:

NVIT is an accountable and transparent organization.

Strategic Directions

The following four strategic directions are fundamental for NVIT to achieve its vision and mission. NVIT strives to achieve excellence in each of the identified directions. The NVIT Board of Governors reaffirmed these foundational strategic directions in the 2023-2028 NVIT Strategic Plan.

NVIT's four strategic directions are:



III. Strategic Context

A. External Scan: Post-Secondary Indigenous Student Context

This section provides selected Indigenous population and student data relevant to NVIT as an Indigenous public post-secondary institute. It describes elements of the external operating environment that influence the development of institutional direction and action. It is important to note that this data, both at the provincial and, to some extent, national level, is important to NVIT for the following reasons:

- NVIT has a provincial mandate to provide Indigenous post-secondary education.
- NVIT has campuses in Merritt and Vancouver.
- NVIT delivers programs, on average, in 30 Indigenous communities across the province.
- In 2024/25, approximately 82% of NVIT's learners identified as Indigenous and reflected 138 (68%) of BC's First Nations communities.
- According to the Ministry of Children and Family Development's reporting portal, Indigenous children accounted for 69% of BC's Children and Youth in Care (CYIC) as of March 31, 2024.
- NVIT has partnerships with industry, post-secondary institutions, and other Indigenous organizations that are committed to Indigenous education including First Nations Education Steering Committee (FNESC), First Nations Technology Council (FNTC), Indigenous Adult and Higher Learning Association (IAHLA), Indigenous Skills and Employment Training (ISET), School District #58 (Nicola Similkameen) and Steps Forward.

1. Statistical Attributes of Prospective and Current Indigenous Learners

a) Young and Expanding

Changes to federal legislation have generated opportunities for traditionally non-registered Indigenous people to qualify for registered status. This change created significant increases in the registered Indigenous population across Canada. On a national level, census data indicates the Indigenous population increased by 9.4% since 2016, almost twice as fast as the rest of the population and now comprises 5% of Canada's total population. Population growth viewed over a longer period of 2006 – 2021 shows the Indigenous population grew by 56.8%, nearly four times faster than the non-Indigenous population in the same period (15.4%). Statistics Canada projects the Indigenous population could reach between 2.5 million and 3.2 million by 2041. The average age of the Indigenous population in Canada is 33.6 years, almost 8 years younger than the non-Indigenous population. Young people aged 15 to 24 make up a larger portion of the Indigenous population (17%) than the non-Indigenous population (12%).

Currently, BC has 203 (32%) of Canada's 630+ First Nations communities recognized by the British Columbia Assembly of First Nations and the B.C. Treaty Commission. This number reflects 17.2% (180,080) of Canada's First Nations population, suggesting the average size of BC First Nations communities is approximately half that of the average for Canada (887 vs. 1664). According to the 2021 census data, British Columbia's Indigenous population increased by 7% to 290,210. For the first time since 2001, BC's non-Indigenous population increased by a higher percentage, 8%, than the Indigenous population. In 2016 and 2021, BC's Indigenous population was 5.8% of the total population compared to 5.4% in 2011, 4.8% in 2006, and 4.4% in 2001. First Nations people made up 2.8% of Canada's population in 2021, while Metis people comprised 1.7% and Inuit people 0.2%, the same as in 2016.

The 2021 Census data indicate the average age of BC's Indigenous population is 34.3, nine years younger than the average age of the non-Indigenous population. Related to this, the Indigenous 0-14 age cohort is 25.8% of the Indigenous population as compared to 14.5% of the non-Indigenous population. Similarly, the Indigenous 15-24 age cohort is 16.7% of the Indigenous population as compared to 11.6% of the non-Indigenous population.

b) Education

The BC Ministry of Education's 2023/24 Aboriginal Students: How Are We Doing? Report shows the Six-Year High School Completion rate (Dogwood or Adult Dogwood) for Indigenous students is 75% compared to 94% for non-Indigenous students. The percentage of Grade 12 Indigenous students who took English 12 (combined) in 2023/24 and received a C+ grade or better was 66% as compared to 84% for non-Indigenous students. The 2023/24 data for Math shows 72% of Indigenous students who took Foundations of Math 12 received a C+ or higher compared to 74% of non-Indigenous students.

As BC's Indigenous post-secondary institute, NVIT has an intimate understanding of the struggles that current and prospective Indigenous learners experience when attempting to access and be successful at pre-requisite level studies. Family commitments, access, readiness, funding, and confidence are

primary considerations. Federal government education funding policies and reductions, combined with family commitments and personal readiness, severely reduce the likelihood of Indigenous learners in rural and remote communities relocating to access and/ or recognize success in developmental-level studies on established campuses. This year, NVIT delivered developmental-level programming and support services on campus and in community in partnerships with the following seven communities: Lax Kw'alaams, Gitxsan Wet'suwet'en Education Society (Hazelton), En'owkin Centre (Penticton and Okanagan Indian Band), Lip'alhayc Learning Centre (Bella Coola), St'uxwtews Education Centre (Bonaparte), Council of Yukon First Nations (Whitehorse). Despite these deliveries providing opportunities for 108 students to enroll in one or more developmental-level courses in their community or online, NVIT did not meet its developmental FTE target. NVIT delivers two additional developmental-level programs that do not count towards our developmental FTE target. Bridging to Trades Certificate and Employment Skills Access Certificate programs include developmental level courses and generated almost 20 FTE in 2024/25. NVIT will continue to work with communities to ensure they know that bridging the gap for those who require developmental level (including literacy and numeracy) programming to access post-secondary level studies remains a constant priority for the Institute. NVIT estimates that there are approximately 35,000 prospective Indigenous post-secondary learners in British Columbia without a Grade 12 education.

Long before the Ministry of Post-Secondary Education and Future Skills mandated tuition-free ABE, NVIT delivered all developmental level courses tuition-free and will continue to deliver developmental studies on a tuition-free basis. Through the delivery of NVIT's College Readiness programming, NVIT was able to increase access to training within communities. These programs align with NVIT's commitment to maintaining affordable access to literacy, numeracy and essential skills education and development.

An examination of 2023/24 Student Transitions Project data indicates the five-year transition rate (rate of enrolment in a BC public post-secondary institute within five years of graduation) for Grade 12 Indigenous students is 60% compared to 68% for non-Indigenous students. The 2023/24 report shows the 10-year transition rate of Grade 12 Indigenous students to post-secondary is 70% (2424) compared to 76% (30,337) of non-Indigenous students. While these gaps may appear small, the reality is that many Indigenous students do not make it to Grade 12. Additionally, if one factors in the decrease in potential earnings due to a 10- or even 5-year delay in transition, promoting immediate entry becomes even more beneficial.

NVIT continues to be cognizant of the existing demands and needs of its target population. The Institute responds to current and anticipated trends by reviewing existing programs while exploring and developing new program areas and partnerships.

c) Employment

British Columbia's First Nations communities tend to be rural and economically underdeveloped. The on-reserve population faces a much higher unemployment rate than the non-Indigenous population.

Anecdotal information from communities suggests the real unemployment rate is far greater than that formally reported.

Further insight into Indigenous unemployment is provided by comparing educational attainment and unemployment data offered by the Labour Force Survey. In general, employment rates increase with education level. In 2024, 18% of the Indigenous people in the labour force, aged 25 years and over, had less than a high school education compared to 10% for non-Indigenous, while 55% of Indigenous people in the same group had completed a post-secondary education compared to 69% of non-Indigenous people. The corresponding unemployment rate gap for those who have less than a high school education is 7.5% and falls to 1.7% for those who completed a post-secondary education. Despite post-secondary education attainment, Indigenous students continue to experience higher unemployment rates upon return to their community. Many communities do not have a sufficient economic base to provide them with employment.

Labour market indicators had shown some economic improvement for Indigenous people aged 25 to 54 in 2022 when the Labour Force Survey employment rate was 77.3% (the highest rate since the LFS started) and 84.7% for non-Indigenous people of the same age; a gap of only 7.6%. The gap increased to 10.4% in 2023 when the rate for Indigenous people dropped almost 3% to 74.5% and the rate for non-Indigenous increased slightly to 84.9%. LFS data shows the gap decreased slightly in 2024 to 9.8%. It is important to note that the Labour Force Survey does not include on-reserve data, so the true employment rate for Indigenous people is likely significantly lower than the LFS suggests.

In 2022, 58.1% of Indigenous youth, ages 15-24, were employed, only 0.3% lower than their non-Indigenous counterparts at 58.4%, the smallest gap since the inception of the LFS. The gap increased again in 2023 when 53.6% of Indigenous youth were employed vs 57.7% of non-Indigenous youth. The gap increased again in 2024 to 5.7%, the largest gap since the pandemic. The 2024 participation rate, the number of labour force participants expressed as a percentage of the population, for Indigenous youth was 59.6%, down 2.8% from 2023, compared to 62.9%, down 1.8%, for non-Indigenous people in the same age group. The overall labour force participation rate in 2024, for ages 15 and over, was 65.3%. As baby boomers age out of the labour force, overall participation rates are projected to drop to between 59.7% and 62.6% by 2031, the lowest levels since the late 1970s.

Note that the unemployment rate of post-secondary graduates is one accountability measure used by the Ministry to assess institutional performance, and this measure cannot be assessed for NVIT due to on-reserve unemployment rates. The on-reserve unemployment rates may also affect the ability of Indigenous students to repay their Canada Student Loan, resulting in Indigenous students potentially having higher default rates than non-Indigenous students.

B. External Scan: Institutional Context

1. Meeting the Increasing Demand

The combination of the socio-economic realities for NVIT's target population and communities, gaps in success and completion for Indigenous learners in the K-12 system, and pressures from industry for skilled talent confirm the need for NVIT's unique mandate. The current environmental context also emphasizes the importance of NVIT's relevance to its prospective and current learners and their communities. NVIT is pleased that BC has placed significant priority on improving the quality of life for Indigenous people. NVIT is a key strategic partner for the Ministry toward meeting the capacity, quality, access, relevance, and efficiency performance measures related to Indigenous education.

Ministry priorities related to Indigenous education in the province increase the profile of Indigenous learners. BC's mainstream public post-secondary institutions have progressed significantly in addressing the needs of their Indigenous students in terms of programming relevance, access, and support. The focused priority on Indigenous education system-wide also increases competition for NVIT's Indigenous learners, faculty, and staff. Responding to the growing Indigenous education priorities and competition necessitated the implementation of strategic enrolment management practices at NVIT.

Strategic enrolment management at NVIT brings together all the parts of the Institute to integrate a combination of educational options and services for prospective learners with a means to effectively communicate these options and services while nurturing current learner engagement and achievement. Moving forward, NVIT hopes to explore the how and why of our learners attending NVIT and to reimagine NVIT's enrolment funnel.

The higher rate of increase for the Indigenous population and its younger median age than the non-Indigenous population and the vast provincial locale of the Indigenous communities provide a significant opportunity for NVIT. This information suggests NVIT must focus on providing relevant on-campus programs and services while expanding community-based curriculum delivery and support. There are 203 First Nation communities with small populations – increasing the likelihood of low enrolment numbers. The data highlights the continuing challenges in providing in-community delivery in cost-effective ways.

2. Learner and Community Relevance

A high percentage of the Indigenous population has less than a high school graduation as their highest education level. According to the Ministry of Education's *Aboriginal Report 2023/24 How Are We Doing?* a five-year average of the six-year completion rate indicates 26% of Indigenous students have not graduated from high school or received an Adult Dogwood within six years from the first time they enroll in Grade 8 compared to 7% of non-Indigenous students. This challenge compounds when considering the rural locale and number of prospective Indigenous learners, high school graduates or not, who lack the academic prerequisites for post-secondary.

BC Indigenous students are more likely to have to relocate from their home community to study compared to non-Indigenous students. Indigenous students are also more likely to be single parents and interrupt their studies for financial reasons. The high on-reserve annual population growth rate also points to an increasing opportunity for community-based programming. The current situation highlights the need for NVIT to address the literacy and numeracy gaps, both on-campus and in communities, to bridge the learners to post-secondary education – a critical element to ensuring equivalent participation and completion rates in post-secondary education between the Indigenous and non-Indigenous population. NVIT's community-based assessment initiatives and Youth in Care Tuition Waiver policy are examples of NVIT's ongoing efforts to remain relevant and provide access.

Feedback from Indigenous students in BC's post-secondary system includes the desire for more Indigenous content (e.g., Elders' input, accurate Indigenous history, aspects of traditional beliefs and values, and traditional ecological knowledge) in their curriculum. Indigenous learners also raised the need for more student support, including increased tutoring, accommodations and support, smaller classes, and more time with instructors. NVIT's Education Plan identifies these learner priorities by ensuring all programs are based in Indigeneity, epistemology, and taxonomies.

Unless pathways to high school completion and completion of course and program prerequisites are facilitated, many Indigenous students will not be able to enter post-secondary education and training. The fundamental issue is that post-secondary access for Indigenous students is significantly addressed when NVIT can arrange for programs and supports to be available in Indigenous communities. Despite the challenges that exist in providing cost-effective delivery of such programs, the need and opportunity exist for NVIT to expand activities related to flexible, off-campus delivery of curriculum and services.

3. Programs and Skills that Lead to Jobs

In many remote and rural areas of the province, particularly Indigenous communities, connectivity to participate in the anticipated tech sector is limited. This includes the opportunity for prospective learners to access educational opportunities within the alternative delivery/ virtual learning environments. As BC's Indigenous Public Post-Secondary Institute, NVIT is well positioned to support the advancement of technology sector training within Indigenous communities. NVIT is flexible and innovative in its relationships with partner post-secondary schools and industry to meet the digital education and training needs of Indigenous communities.



NVIT is responsive to in-demand job training by offering Trades programs such as Bridging to Trades, Electrician Foundation, Piping Foundations, Residential Construction Foundations, Culinary Arts Professional Cook 1, and Welder Foundation.



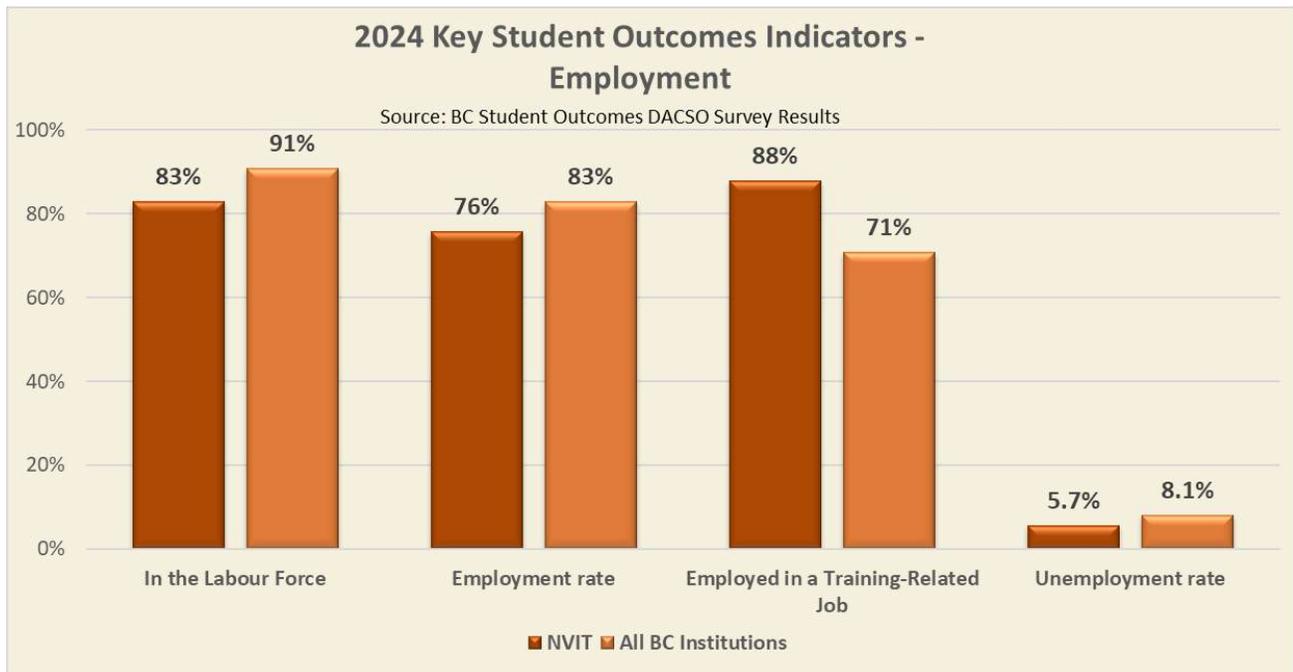
Additionally, FTE in NVIT’s Indigenous Early Childhood Education Assistant Micro-Credential and Indigenous Early Childhood Education programs has doubled in the last three years.



NVIT has participated in the Health Care Access Program (HCAP) since its inception four years ago. Although NVIT met the HCAP FTE target last year, the target increased by 22 for 2024/25. The new target of 54 would require maximum enrolment of 18 in each of the three deliveries this year. Delivery details like location and enrolment in HCAP are determined by Interior Health and are out of NVIT’s scope of influence. Current health targets for Access to Practical Nursing and Health Care Assistant (not HCAP) exceed the

capacity of one delivery and would require NVIT to spread space and human resources too thin. This, along with moderate enrolment numbers in the Merritt campus deliveries and low numbers in the Kamloops delivery, contributed to NVIT falling short of its Health programming FTE target.

IT-related jobs are identified as in-demand. NVIT’s Foundations in Innovation and Technology Certificate Program, offered in partnership with First Nations Technology Council, generated almost 50 FTE in 2024/25, exceeding the Technology Expansion FTE target.



4. Conclusions

Whereas Indigenous demographics point to opportunities for NVIT as the province's Indigenous Post-Secondary Institute, the institutional operating environment nevertheless contains some threats and challenges. At the forefront among these, and possibly the longer lasting, is the competition NVIT faces for Indigenous students and faculty. In response to increased competition, labour market demands, and multiple Key Performance Indicators and accountability measures, NVIT relies on its strategic enrolment management initiatives and Indigenous institutional partnerships to ensure strategic positioning within the post-secondary system and First Nations communities. Not only does NVIT offer an Indigenous educational experience on our campuses, but we are also the most sought-after public post-secondary school to deliver programming within Indigenous communities.

NVIT differentiates itself from other public post-secondary institutions by ensuring enhanced use of Indigenous epistemologies, philosophies, traditional ecological knowledge, and taxonomies that serve the "Indigenous identity" that is lacking in other post-secondary institutions. NVIT's commitment to providing highly efficient, effective, and relevant programs and services directly aligns with the spirit and intent of the Ministry's Aboriginal Framework and Aboriginal Service Plan.

In short, NVIT will compete most effectively for students and faculty if the Institute remains true to its origins and mandate. NVIT will continue to empower learners by strengthening their voice and identity through an accessible and relevant educational experience.

C. Internal Scan

1. NVIT's Strengths - People

Students

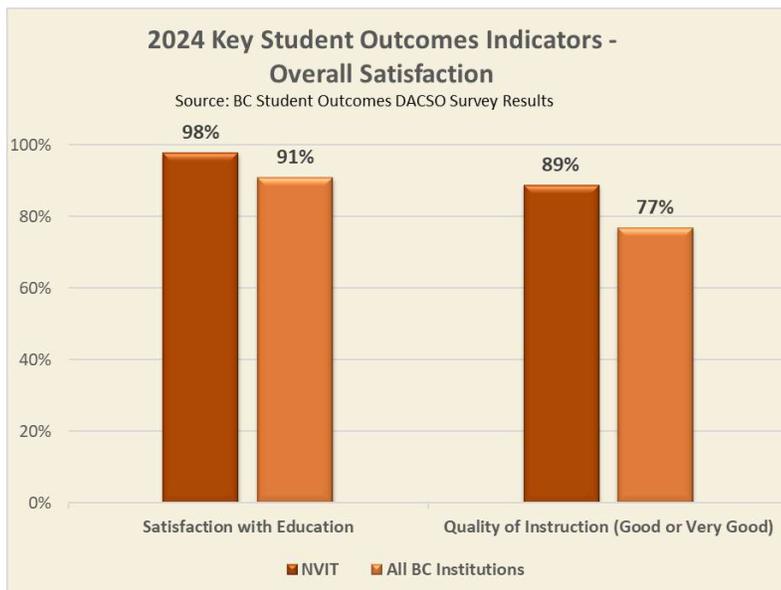
Over the past five fiscal years, an average of 80% of NVIT's student body self-identified as Indigenous. In the 2024/25 reporting cycle, learners from 138 First Nations communities across British Columbia and 11 provinces and territories

NVIT Learners: Age by Academic Year

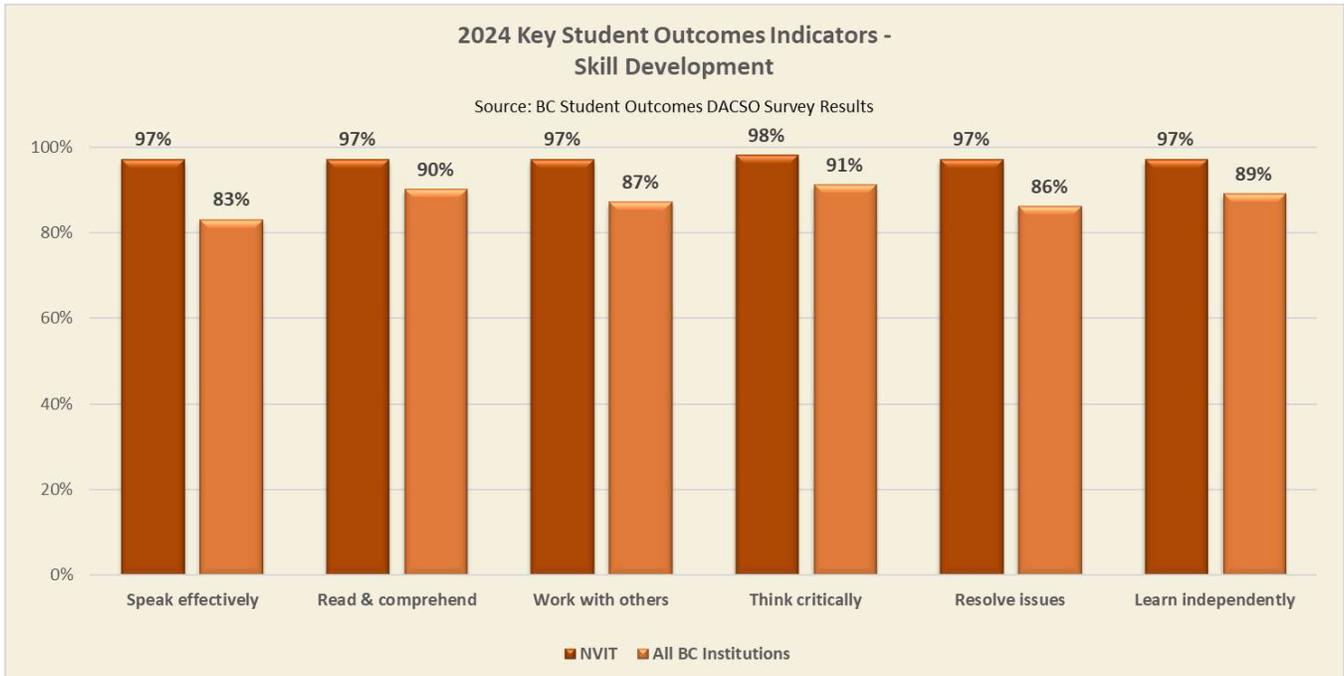
Age Range	2019/20	2020/21	2021/22	2022/23	2023/24
17 & <	3%	3%	9%	8%	6%
18 to 21	14%	13%	11%	11%	14%
22 to 24	9%	9%	7%	7%	7%
25 to 29	14%	14%	11%	11%	12%
30 to 39	23%	22%	25%	25%	25%
40 to 49	17%	18%	17%	18%	17%
50 to 64	15%	15%	16%	16%	16%
65 plus	4%	4%	3%	4%	3%

committed to the NVIT experience. NVIT's learner population serves a vast age range, with a predominant 30 – 39-year-old group. In total, NVIT served 1637 learners on-campus, in-communities and online in the 2024/25 fiscal year. More than 360 learners successfully completed programs and attended graduation ceremonies in Merritt, Vancouver, or in their community.

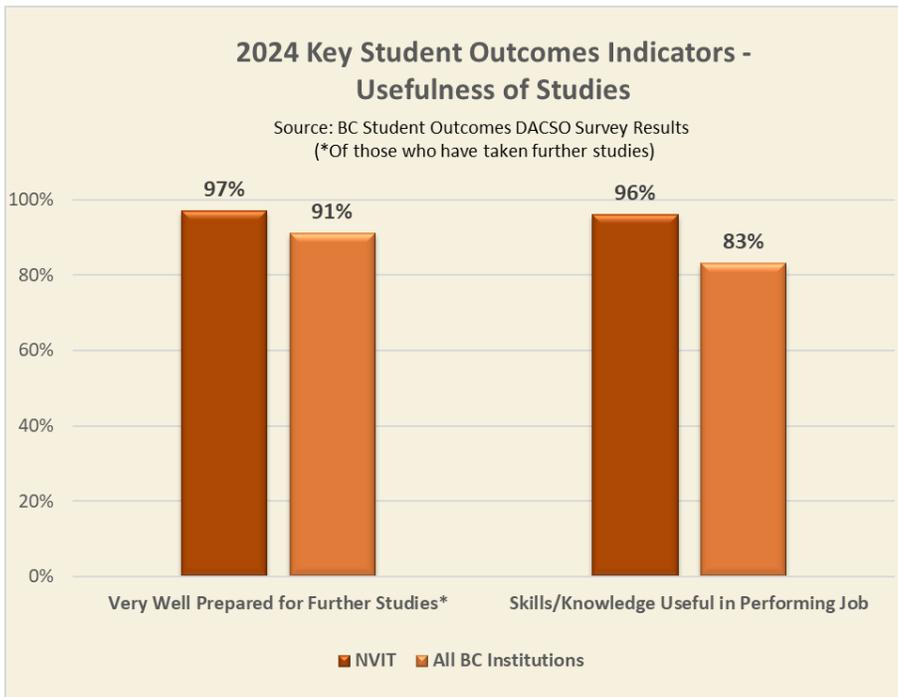
The NVIT community is strengthened by an increasingly engaged and committed student population who actively participate in NVIT's Board of Governors, Education Council, Strategic Enrolment Management Committee, Indigenization Committee, Student forums, provincial and national initiatives, and various campus-wide events. In addition to NVIT achieving all outcomes targets, the 66 NVIT respondents to the Student Outcomes Survey for Diploma, Associate Degree and Certificate programs, consistently rated their NVIT experience higher than the system norm in the areas of overall satisfaction, quality of instruction, and skill development. Just as they are NVIT's strength, we are confident our learners will strengthen communities.



Students continue to indicate overall satisfaction with their NVIT experience. Student outcomes data support that NVIT's learners reflect a high level of satisfaction with their education and instruction at NVIT and further rate their skill development higher than the system-wide averages. (See chart on next page.)



The success of our learners after their NVIT experience is critical. Employed graduates of NVIT's diploma, associate degree and certificate programs assessed the skills and knowledge from their program as useful or very useful in performing their job, higher than their BC counterparts and were more inclined to indicate their program prepared them for further studies.



Staff and Faculty

NVIT prides itself on having staff who are committed to the advancement of our vision and mission; to improve the quality of life of Indigenous people. NVIT takes responsibility for ensuring that our staff have opportunities to grow academically through partnerships with PSIs to offer graduate-level studies to continually develop from within.

Elders' Council

NVIT's Elders' Council is integral to NVIT's success. Elders are recommended by Council members and communities and are representative of the traditional territories of our Merritt and Vancouver campuses, including the Métis. For in-community services, local Elder support is planned and integrated into the service delivery. NVIT's Elders' Council members participate in campus-wide activities, including attending classes, committees, governance, and curriculum development. Elders support NVIT's learners and staff by sharing traditional and cultural knowledge, advice, and support.

Board of Governors

NVIT is fortunate to have a 100% First Nations appointed Board of Governors possessing expertise in governance, education, finance, and law. The relevant and strong collective competency of NVIT's board members is a primary strength. The Order in Council appointed Board members are drawn from across British Columbia while maintaining linkages to NVIT's five founding bands. With a student body representing 68% of BC's First Nation communities, the Board of Governors is reflective of perspectives and communities across the province. Appointing two Board members from NVIT's founding bands ensures the Institute remains grounded in its founding communities and purpose.

2. Collaborative Partnerships

NVIT's ability to collaborate and create purposeful and effective relationships with other post-secondary institutes, First Nations communities, and Indigenous and non-Indigenous organizations across BC and Canada provides access, relevance, and efficiencies. NVIT strives to address community priorities through program development and works collaboratively with community partners for the successful delivery of educational programs and services. Collaboration with other organizations is a key factor in NVIT's ability to offer an expanded range of programming. Examples include the Bachelor of General Studies – Indigenous Holistic Wellness and Addictions with the University of the Fraser Valley and the Bachelor of Social Work Degree with Thompson Rivers University. NVIT continues to work with UBC to deliver Indigenous Language Degrees in addition to numerous programs with our Indigenous Adult Higher Learning Association (IAHLA) partners.

This year, when the Upper Nicola Band's N'Kwala School was damaged due to flooding, NVIT delivered two of our mobile trailers to Upper Nicola so the kindergarten to Grade 12 students could continue their education without interruption.

Through the B.C. Student Outcomes Project, NVIT's former students consistently report a high level of satisfaction with NVIT programs and their relevance to employment. NVIT courses and programs

are recognized at public post-secondary institutions throughout British Columbia under the course transfer framework of the B.C. Council of Admissions and Transfer. Programs have also increasingly formed the foundation for collaborative degree programs with partner universities. NVIT is incredibly pleased to receive reports that some of our graduates have gone on not just to baccalaureate degrees, but also to the successful completion of graduate degree programs. NVIT will continue to enhance the readiness of graduates to find employment or to succeed at higher levels of education through its Education Plan and associated program reviews.

NVIT continuously seeks opportunities to better meet the needs of Indigenous students and their communities. As many of NVIT's learners are situated in rural and remote communities, exploring ways of providing access to Indigenous public post-secondary education remains a priority for NVIT. Through extensive support from the Ministry in partnership with Urban Native Youth Association, NVIT continues to work on the concept plan. Over the past year, NVIT, UNYA, City of Vancouver and Infrastructure British Columbia have been working diligently on the completion of the business plan for a campus in downtown Vancouver. It is expected that the business plan will be completed and submitted to the Treasury Board for approval in Fall 2025.

Regarding dual credit initiatives, NVIT has partnerships with local school districts, including the delivery of a course within NVIT's Community and Public Safety Professional Program (CAPS) with Surrey School District 36, Indigenous Early Childhood Education Assistant Micro-Credential program with Vernon School District 22, Nle'kepmx Language courses offered at Merritt Secondary School, and an MOU with Nicola-Similkameen School District 58 that supports the district's students who wish to enroll in the Trades Foundation or Youth Explore Trades Sampler programs offered at NVIT through the ACE-IT program. In total, 57 dual credit students were enrolled at NVIT in 2024/25, and an additional 12 SD58 students enrolled in the Youth Explore Trades Sampler.

NVIT is a flexible, responsive institute. To achieve relevant and effective services, NVIT uses multiple and often integrated approaches in the delivery of programs such as:

- on-campus face-to-face instruction.
- in community face-to-face instruction.
- online and blended delivery courses and programs.
- technology-assisted instruction using the Moodle learning management system and Microsoft Teams classes.
- mobile computer lab for delivery in First Nations communities.
- semester, weekend, or periodic scheduling.

3. Efficiencies

NVIT is a very small post-secondary school with a unique mandate. We know that we deliver well beyond the reach we ought to with the funding we receive. NVIT is very well situated to support the province in addressing the goals of DRIPA. What is required is a champion in the government to fully support NVIT to continue to address the goals of NVIT and thereby, DRIPA. Our mandates are

identical. NVIT has been a DRIPA-focused institution before the concept of DRIPA existed. NVIT recommends that the province harness the uniqueness of NVIT to expand our ability to support more communities and learners across the province by increasing our base-operated funding.

While NVIT remains the smallest public post-secondary Institute in the province, the results are impressive. In 2024/25, NVIT achieved 103.5% of its FTE target. The NVIT Board of Governors and Senior Management Team believe that NVIT has demonstrated the capacity and is strategically positioned to increase FTEs. NVIT's Centre for Excellence in Sustainability provides space for NVIT to deliver in-demand programs related to sustainability and green technologies, as well as culinary arts. The greenhouse enhances the experiential learning components of the Environmental Resources program and provides opportunities for students and Elders to grow traditional foods. The building includes a gymnasium and fitness centre to provide recreational facilities and equipment to promote holistic wellness across the campus community.



The culinary arts program allows NVIT to augment the partnership with the local school district to provide ACE-IT spaces, expand our opportunities for dual credits, support the SkilledTradesBC initiative of increasing female and Indigenous apprentices, and lastly, meet the needs of Indigenous youth and Indigenous communities.

NVIT selectively uses online classes between campuses to increase student choice. NVIT continues to develop faculty expertise who utilize online learning in their classes. This option allows students and employees to connect online using Microsoft Teams and Moodle and is used for classes, meetings, and instructor support. The use of hybrid learning models is becoming more popular with students. The ability to combine online learning with face-to-face instruction has proved to be very popular. NVIT delivered several courses using a hybrid learning model.

4. Opportunities

NVIT's Strategic Plan provides the Institute with an Indigenized mission and vision along with four strategic directions to guide operations. Having a significant portion of Indigenous employees and continuing to grow the Institute in student FTEs and headcount through on-campus, in-community, and online curriculum delivery has contributed to NVIT's success. NVIT is committed to a growth strategy and wishes to see both the FTE target and related funding increase substantially.

The AEST Service Plan and Aboriginal Framework identify Indigenous youth, trades, and partnerships as priorities over the coming years. BC's Aboriginal Service Plan (ASP) identifies increasing access, retention, completion, and transition for learners. NVIT is strategically positioned to assist the Ministry in fulfilling these mandates. NVIT's unique mission, vision, and comprehensive strategic directions and initiatives directly link to the priorities identified by the government related to Indigenous public post-secondary education. As BC's Indigenous Public Post-Secondary Institute, NVIT supports these initiatives and recommends that NVIT's funding be targeted towards Indigenous programming. With 68% of BC's First Nations Bands represented by our student body, a First Nations Board of Governors, an Elders' Council, and 82% of our students self-identifying as Indigenous, targeting NVIT's funding under Indigenous programming will assist the Ministry in meeting that target.

NVIT has demonstrated the ability to deliver relevant, quality programs and services for Indigenous learners and communities. We have used designated ASP funding to develop and implement various bridging (K-12 and stop-outs), persistence (on-campus) and transition (industry, workplace, and further post-secondary) activities, as well as provided access to relevant programming through the delivery of curriculum in communities. NVIT continues to request that the Ministry support NVIT's strategic efforts through capital expansion and an increase in our FTE target and related funding levels. NVIT has been very successful at fulfilling its mandate of providing quality Indigenous education to British Columbia's Indigenous students while advancing the Ministry's Indigenous education priorities. NVIT is proud to be BC's Indigenous Public Post-Secondary Institute.



IV. 2024/25 Reporting Cycle Results Summary

The 2024/25 Reporting Cycle is based upon NVIT's Strategic Plan and is presented in NVIT's four strategic directions of Learner-Centred, Academic Excellence, Community Relevance and Organizational Effectiveness which support Ministry objectives identified in the current Ministry of Advanced Education and Skills Training Service Plan; Aboriginal Post-Secondary Education and Training Policy Framework and Action Plan; and Ministry of Post-Secondary Education and Future Skills Accountability Framework Standards and Guidelines Manual.

NVIT Strategic Direction⁵: Learner Centred NVIT ignites curiosity, highlights opportunities, and supports growth in a welcoming, inclusive, safe space.		
NVIT Goals ⁵	Government Priorities	NVIT Key Strategies ⁵
1.1 Motivated & engaged learners 1.2 Commitment to a learner-centred environment 1.3 Opportunities for NVIT learners 1.4 Services & supports honouring Indigenous Ways of Knowing	<p><u>PSFS Service Plan¹</u> Goal 1: British Columbians have access to post-secondary education and training to respond to the urgent need for more and new skills Goal 2: British Columbia has a high-quality post-secondary and training system that is relevant, responsive and innovative Goal 3: Advance reconciliation and self-determination with First Nations, Métis and Inuit in BC through post-secondary education and skills training.</p> <p><u>Aboriginal Framework²</u> Goal 1: Systemic change Goal 3: Financial barriers Goal 4: Aboriginal learners' transition Goal 5: Continuous improvement</p> <p><u>Accountability Framework³</u> Strategic Objective: Access</p> <p><u>Aboriginal Service Plan⁴</u> Increase access, retention, completion and transition</p>	1. An environment where learners are motivated and actively engaged in learning, campus life and governance. 2. Create an environment of shared responsibility and accountability. 3. Expand initiatives that promote academic and career pathways. 4. Provide culturally responsive student services and supports.

NOTES: ¹Ministry of Post-Secondary Education and Future Skills 2024/25 – 2026/27 Service Plan February 2024
²Aboriginal Post-Secondary Education and Training Policy Framework and Action Plan
³Ministry of Post-Secondary Education and Future Skills 2024/25 Accountability Framework Standards and Guidelines Manual
⁴Ministry of Advanced Education and Skills Training Aboriginal Service Plan and Reporting Guidelines
⁵Nicola Valley Institute of Technology 2023 – 2028 Strategic Plan

NVIT Strategic Direction⁵: Academic Excellence We are leaders in academia that value and embrace diversity, grounded in Indigenous pedagogy.		
NVIT Goals ⁵	Government Priorities	NVIT Key Strategies ⁵
2.1 School of excellence 2.2 Academic integrity 2.3 Indigenize education 2.4 Innovative programming & supports	<p><u>PSFS Service Plan¹</u> Goal 1: British Columbians have access to post-secondary education and training to respond to the urgent need for more and new skills Goal 2: British Columbia has a high-quality post-secondary and training system that is relevant, responsive and innovative Goal 3: Advance reconciliation and self-determination with First Nations, Métis and Inuit in BC through post-secondary education and skills training.</p> <p><u>Aboriginal Framework²</u> Goal 1: Systemic change Goal 5: Continuous improvement</p> <p><u>Accountability Framework³</u> Strategic Objective: Quality</p> <p><u>Aboriginal Service Plan⁴</u> Increase the receptivity and relevance</p>	<ol style="list-style-type: none"> 1. Excellence and relevance in teaching, supports, and curriculum. 2. Deliver transferrable programs that meet or exceed industry standards. 3. Deliver programming that reflects flexible and innovative approaches to teaching and learning. 4. Provide educators with the tools to effectively facilitate learning.

NOTES: ¹ Ministry of Post-Secondary Education and Future Skills 2024/25 – 2026/27 Service Plan February 2024
² Aboriginal Post-Secondary Education and Training Policy Framework and Action Plan
³ Ministry of Post-Secondary Education and Future Skills 2024/25 Accountability Framework Standards and Guidelines Manual
⁴ Ministry of Advanced Education and Skills Training Aboriginal Service Plan and Reporting Guidelines
⁵ Nicola Valley Institute of Technology 2023 – 2028 Strategic Plan

NVIT Strategic Direction⁵: Community Relevance

Responding to community needs, NVIT provides access to educational opportunities that champion community advancement.

NVIT Goals ⁵	Government Priorities	NVIT Key Strategies ⁵
3.1 Advocate for Indigenous education 3.2 Indigenous language revitalization 3.3 Partnerships 3.4 Meet the educational & training needs of Indigenous communities & organizations	<p><u>PSFS Service Plan¹</u> Goal 1: British Columbians have access to post-secondary education and training to respond to the urgent need for more and new skills Goal 2: British Columbia has a high-quality post-secondary and training system that is relevant, responsive and innovative Goal 3: Advance reconciliation and self-determination with First Nations, Métis and Inuit in BC through post-secondary education and skills training.</p> <p><u>Aboriginal Framework²</u> Goal 2: Community-based delivery of programs</p> <p><u>Accountability Framework³</u> Strategic Objective: Relevance</p> <p><u>Aboriginal Service Plan⁴</u> Strengthen partnerships and collaboration</p>	<ol style="list-style-type: none"> 1. Provide access and support to meet the needs identified by Indigenous communities. 2. An environment where learners are motivated and actively engaged in learning campus life and governance. 3. Positive relationships with government, industry, and other stakeholders. 4. Positive strategic relationships with Indigenous communities and organizations.

- NOTES:**
- ¹ Ministry of Post-Secondary Education and Future Skills 2024/25 – 2026/27 Service Plan February 2024
 - ² Aboriginal Post-Secondary Education and Training Policy Framework and Action Plan
 - ³ Ministry of Post-Secondary Education and Future Skills 2024/25 Accountability Framework Standards and Guidelines Manual
 - ⁴ Ministry of Advanced Education and Skills Training Aboriginal Service Plan and Reporting Guidelines
 - ⁵ Nicola Valley Institute of Technology 2023 – 2028 Strategic Plan

NVIT Strategic Direction⁵: Organizational Effectiveness NVIT is an accountable and transparent organization.		
NVIT Goals ⁵	Government Priorities	NVIT Key Strategies ⁵
4.1 Evidence-based planning and decision-making 4.2 Trusted financial processes 4.3 Engaged employees 4.4 Value-based HR practices	<p><u>PSFS Service Plan¹</u> Goal 3: Advance reconciliation and self-determination with First Nations, Métis and Inuit in BC through post-secondary education and skills training.</p> <p><u>Aboriginal Framework²</u> Goal 1: Systemic change Goal 5: Continuous improvement</p> <p><u>Accountability Framework³</u> Strategic Objectives: Capacity, Efficiency</p> <p><u>Aboriginal Service Plan⁴</u> Strengthen partnerships and collaboration</p>	<ol style="list-style-type: none"> 1. Create a culture of accountability through planning and informed decision-making. 2. Ensure that financial processes support the accountability and viability of NVIT. 3. Everybody, every day, embraces and models a respectful and positive environment. 4. Recruit and retain committed employees.

NOTES: ¹ Ministry of Post-Secondary Education and Future Skills 2024/25 – 2026/27 Service Plan February 2024
² Aboriginal Post-Secondary Education and Training Policy Framework and Action Plan
³ Ministry of Post-Secondary Education and Future Skills 2024/25 Accountability Framework Standards and Guidelines Manual
⁴ Ministry of Advanced Education and Skills Training Aboriginal Service Plan and Reporting Guidelines
⁵ Nicola Valley Institute of Technology 2023 – 2028 Strategic Plan

2024/25 Indicators of Strategic Advancement		
NVIT Goals	PSFS System Objectives	Indicators of Strategic Advancement
2.1, 4.2	Access	<i>Awards:</i> Approximately, \$146,000 in scholarships, bursaries, and gifts were awarded to 84 recipients. Awards are available to learners from the Merritt and Vancouver campuses and all community delivery locations. \$71,000 of this total was provided to 27 Immediate Entry Bursary recipients for the 24-25 Academic Year.
1.2, 2.2, 4.4	Quality	Policy and Curriculum Committees continued to review institutional policies and curriculum additions/ changes before presentation to Education Council and/ or the Board.
1.1, 2.4	Quality	Change of Season Ceremonies, participated in local MMIWG walks
4.1	Efficiency	Central Data Warehouse submission completed. All Ministry data quality thresholds were met or exceeded.
4.2	Efficiency	Year-end Audit complete.
4.3	Capacity Access Relevance	Nine employees took advantage of the computer purchase plan. The plan supports continuing employees by offering the opportunity to purchase a computer to encourage access to and development of information technology.
4.3	Access	Health Benefit – 55 employees utilized this plan.
1.2, 4.3	Relevance Access	Active occupational health and safety committee. <ul style="list-style-type: none"> ▪ Ensured all first aid kits are up to date ▪ Updated and posted new Merritt campus accessibility map
1.2, 4.3	Access Efficiency	As part of the onboarding experience, all new employees review NVIT's Human Rights Policy online and complete training on bullying and harassment to reinforce a culture of respect at NVIT. Cybersecurity training is also part of the onboarding process.
4.3	Capacity Quality	Long Service Awards presented during Welcome Back event held at the UFV Chilliwack Gathering Place. Two employees were recognized for 25 years of service and one for 15 years. The day included several updates, the long service awards, team building exercises, and introductions of new employees.

4.1	Efficiency	Coordinated & prepared the Ministry FTE Report.
4.1, 4.4	Quality Efficiency	HR employees continue to review all HR policies and practices and participate in the Healthy Campus Charter. New NVIT People Leaders group where supervisors are provided information and support to ensure consistent, accurate, quality information is shared with employees. Elders are working on a framework to guide future policy updates.
1.1, 1.4	Relevance Access	Healthy Minds/Healthy Campus initiatives include promoting the new health and wellness space, renewing counselling contracts, providing health and wellness workshops and training, and promoting Here2Talk – the 24/7 counselling and referral helpline.
1.4, 4.3, 4.4	Quality	The Employee Wellness Committee, which includes members from across NVIT, continues to meet to share resources and tools for employee health. The committee, in collaboration, with NVIT’s Indigenization Committee, provides workshops and gathers traditional medicines. Additional initiatives this year include Fitness Challenge, and campus clean up and BBQ, pop-up ice cream social. The Committee’s work includes monthly recognition and celebrations (Orange Shirt Day, Employee Welcome Back, Employee Birthdays, World Diabetes Day, Bell Let’s Talk, Pink Shirt Day, World Mental Health Day, Employee Christmas Celebrations, TRC National Day ceremony, Moosehide Campaign).
3.2, 3.4, 4.3, 4.4	Quality	46 new employee postings and 432 employment agreements/ contracts
1.1, 1.3, 1.4	Access Quality Efficiency	Learning Commons initiatives: <ul style="list-style-type: none"> ▪ Lunch and Learn sessions on doing taxes, artificial intelligence, Database/ Online Research skills, and APA/MLA citation provide an opportunity for learners to become more familiar with Learning Commons resources and a free lunch. ▪ Storytelling with Elder Casey ▪ Speaker series with author Don Gayton ▪ Joined the Reciprocal Research Network. Formed by the Musqueam, Stó:lō, and U’mista Nations in concert with the Museum of Anthropology, the RRN provides access to high-quality photographs and detailed notes on indigenous belongings from across the Northwest Coast (and beyond!),

		<p>including over 500,000 items held by almost thirty different institutions, including MOA itself.</p> <ul style="list-style-type: none"> ▪ Implemented WriteAway, which provides 24/7 access to writing support for NVIT learners ▪ Hosted program information sessions, scholarship and bursary workshops, cultural activities (Metis pointillism art, beading, moccasin making, and ribbon skirt making)
1.1, 1.3, 1.4, 2.1,4.3	Access	<p>Student Success Centre initiatives: Disabilities funding supported peer and professional tutoring online or in-person. Each academic term saw approximately 50 students receive accommodation or disability supports to ensure their success throughout the academic year.</p>

Appendix A - Performance Measure Results 2024/25

Nicola Valley Institute of Technology						
2024/25 Accountability Framework Performance Measure Results						
		Actual			Target	Assessment
		2022/23	2023/24	2024/25	2024/25	2024/25
Student Spaces	Total student spaces (PSFS)	566	665	670	≥647	Achieved
	Nursing and other allied health programs	49	45	41	≥102	Not Achieved (see pg 16 explanation)
	Developmental programs	30	32	22	≥34	Not Achieved (see pg 12 explanation)
Credentials Awarded	Total Credentials	293	399	380		Not Assessed
	Bachelor		40	38	≥30	Achieved
	Certificate		241	175	≥201	Not Achieved
	Developmental		13	37	N/A	Not Assessed
	Diploma		88	113	≥78	Achieved
	Short Certificate		17	17	N/A	Not Assessed
Indigenous student spaces	Total Indigenous student spaces	495	470	575	≥75% of FTE target	Achieved
	Ministry (PSFS)	452	454	554		
	SkilledTradesBC	43	16	21		
Student satisfaction with education	Former diploma, associate degree and certificate students	96.0% +/- 2.5%	97.8% +/- 1.5%	98.5% +/- 2.2%	≥90%	Achieved
	Trades foundation and trades-related vocational graduates	N/A	N/A	N/A		Not Assessed
	Bachelor degree graduates	N/A	N/A	95.7% +/- 5.3%		Achieved
Student assessment of the quality of instruction	Former diploma, associate degree and certificate students	98.0% +/- 1.8%	98.5% +/- 1.2%	98.5% +/- 2.2%	≥90%	Achieved
	Trades foundation and trades-related vocational graduates	N/A	N/A	N/A		Not Assessed
	Bachelor degree graduates	N/A	N/A	100% +/- 0%		Achieved
Student assessment of skill development	Former diploma, associate degree and certificate students	95.7% +/- 2.2%	92.0% +/- 3.2%	96.8% +/- 2.8%	≥85%	Achieved
	Trades foundation and trades-related vocational graduates	N/A	N/A	N/A		Not Assessed
	Bachelor degree graduates	N/A	N/A	96.9% +/- 5.0%		Achieved
Student assessment of the usefulness of knowledge and skills in performing job	Former diploma, associate degree and certificate students	95.5% +/- 4.0%	95.7% +/- 2.5%	96.0% +/- 4.4%	≥90%	Achieved
	Trades foundation and trades-related vocational graduates	N/A	N/A	N/A		Not Assessed
	Bachelor degree graduates	N/A	N/A	95.2% +/- 6.2%		Achieved

2024/25 Accountability Framework Performance Measure Results

APPENDIX – Student Assessment of Skill Development

		2022/23	Actual 2023/24	2024/25	Target 2024/25	Assessment 2024/25
Former diploma, associate degree and certificate students	Skill development	95.7% +/- 2.2%	92.0% +/- 3.2%	96.8% +/- 2.8%	≥85%	Achieved
	Written communication	94.4% +/- 3.4%	94.6% +/- 2.4%	95.2% +/- 4.0%		
	Oral communication	95.7% +/- 2.9%	96.2% +/- 2.1%	96.7% +/- 3.4%		
	Group collaboration	93.9% +/- 3.2%	91.8% +/- 2.8%	96.8% +/- 3.3%		
	Critical analysis	93.1% +/- 3.2%	92.5% +/- 2.7%	98.4% +/- 2.3%		
	Problem resolution	93.8% +/- 3.2%	87.3% +/- 3.4%	96.6% +/- 3.5%		
	Learn on your own	99.0% +/- 1.3%	91.0% +/- 2.9%	96.8% +/- 3.2%		
	Reading and comprehension	100% +/- 0.0%	96.3% +/- 1.9%	96.9% +/- 3.2%		
Trades foundation and trades-related vocational graduates	Skill development	N/A	N/A	N/A	≥85%	Not Assessed
	Written communication	N/A	N/A	N/A		
	Oral communication	N/A	N/A	N/A		
	Group collaboration	N/A	N/A	N/A		
	Critical analysis	N/A	N/A	N/A		
	Problem resolution	N/A	N/A	N/A		
	Learn on your own	N/A	N/A	N/A		
	Reading and comprehension	N/A	N/A	N/A		
Bachelor degree graduates	Skill development	N/A	N/A	96.9% +/- 5.0%	≥85%	Achieved
	Written communication	N/A	N/A	100% +/- 0%		
	Oral communication	N/A	N/A	100% +/- 0%		
	Group collaboration	N/A	N/A	95.5% +/- 5.7%		
	Critical analysis	N/A	N/A	90.9% +/- 7.9%		
	Problem resolution	N/A	N/A	95.5% +/- 5.7%		
	Learn on your own	N/A	N/A	95.7% +/- 5.3%		
	Reading and comprehension	N/A	N/A	100% +/- 0%		

**2024/25 Accountability Framework Performance Measure Results
Notes**

Please consult the 2024/25 Standards Manual for a current description of each measure.

Student Spaces

Results from the 2024/25 reporting year are based on data from the 2024/25 fiscal year; results from the 2023/24 reporting year are based on data from the 2023/24 fiscal year. Only Ministry funded Full-Time Equivalents are included.

Indigenous Student Spaces

For Indigenous Student Spaces, results for the previous fiscal year are reported. Results from the 2024/25 reporting year are based on data from the 2023/24 fiscal year; results from the 2023/24 reporting year are based on data from the 2022/23 fiscal year. Both Ministry and SkilledTradesBC (formerly the Industry Training Authority) funded Full-Time Equivalents are included. Institutions provide their own target and assessment for Indigenous Student Spaces.

Credentials Awarded

The total number of credentials awarded are reported but only the Credentials awarded for each credential type are assessed. The credential target assessment is based on the number of credentials awarded in the most recent fiscal year as a percentage of the average number of credentials awarded in the previous three fiscal years. Targets are set in the previous reporting year for the next reporting cycle. In accordance with the data masking policy, any value less than 10 has been excluded to protect confidentiality. Prior to the 2023/24 reporting cycle, the credential target was based on the average number of credentials awarded in the last three fiscal years and the year over year change in FTEs.

Student Outcomes Measures

Results from the 2024/25 reporting year are based on 2024 survey data; results from the 2023/24 reporting year are based on 2023 survey data. For all survey results, if the result plus or minus the margin of error includes the target, the measure is assessed as achieved. In all cases, the survey result and the margin of error are used to determine the target assessment. Survey results are not assessed if the number of respondents is less than 20 or the margin of error is greater than 10%.

Assessment Scale

Performance measure results are assessed on a three-category scale: Achieved, Substantially Achieved, or Not Achieved. N/A = not assessed

Target assessment scale	Description
Achieved	100% or more of the target
Substantially achieved	90% to <100% of the target
Not achieved	<90% of the target

V. Conclusion

The Centre for Excellence in Indigenous Public Post-Secondary Education

Being the Indigenous centre of excellence in education in British Columbia requires the vision and leadership of the Indigenous community and a solid foundation based on Indigenous culture, tradition, and knowledge. NVIT's 2023 – 2028 Strategic Plan ensures that learners seeking an education grounded in relevant experiences and Indigenous Knowledge find their way to NVIT. NVIT's Strategic Plan sets a clear vision for the future.

NVIT will continue to expand on the success of its past by working toward the identified strategic directions and goals. The directions and goals support NVIT as a leading comprehensive Indigenous public post-secondary institute. Our combined directions ensure that NVIT can anticipate and respond to the educational needs of our communities, one learner at a time. Our learners are our family, and through an unwavering commitment to providing an educational environment that empowers learners so they can strengthen communities and champion change, NVIT welcomes, embraces, and celebrates the achievements of our family.

Through NVIT's Strategic Plan and the work NVIT is involved in on a day-to-day basis, NVIT continues to advance the original vision of the five founding bands of the Nicola Valley while meeting government priorities and objectives. The results of our key performance measures in the preceding section reflect the overall outcomes of our initiatives and activities toward achieving Ministry targets. NVIT is a true success story.

Financial Information:

Audited Financial Statements can be found on the NVIT website or follow this link: [NVIT audited financial statements to March 31, 2025.](#)

Appendix B – Report on Lasting and Meaningful Reconciliation

Progress on Implementation of Truth and Reconciliation Commission’s (TRC) Calls to Action, articles of the United Nations Declaration (UN Declaration) on the Rights of Indigenous Peoples, and In Plain Sight: Addressing Indigenous-specific Racism and Discrimination in B.C. Health Care Report Recommendations for Public Post-Secondary Institutions in B.C.

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

TRC CALL TO ACTION¹ and UN DECLARATION on the RIGHTS OF INDIGENOUS PEOPLES ARTICLE	
<p>PROGRESS</p> <p>Identify whether the initiative is:</p> <ul style="list-style-type: none"> • New² • Planned / In Progress / Implemented or Ongoing 	<p>INITIATIVES AND PARTNERSHIPS</p> <p>Provide key details on initiatives relating to each Call to Action and UN Declaration on the Rights of Indigenous Peoples article and how your institution’s relations and collaborative partnerships with local First Nations and Métis communities are contributing to implementation. Include links where relevant. Add rows to report on additional initiatives as required.</p>

¹ “...” represents omitted text not related to post-secondary education from the original Call to Action.

² New initiatives start in the current reporting year and have not been previously reported on.

1: SOCIAL WORK	
<p>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.</p>	
PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
Ongoing	<p>NVIT offers an Indigenous Bachelor of Social Work Degree in partnership with Thompson Rivers University. This degree has been offered for over 25 years and is unique in Canada.</p> <p>NVIT has designed, developed, and implemented an Indigenous Human Services Certificate and Diploma (IHMS) that ladders into the Bachelor of Social Work degree. This program is delivered on campus as well as in Indigenous communities.</p> <p>Community IHMS cohorts in partnership with Iskut 3 Nations (Iskut), Okanagan Nation Alliance (Penticton), and Innu Round Table Secretariat (Labrador) continued this year.</p>
New	<p>New cohort deliveries started in partnership with the Council of Yukon First Nations (Whitehorse) and T'kémłúps te Secwépemc (Kamloops).</p>

12: EARLY CHILDHOOD EDUCATION	
<p>We call upon the federal, provincial, territorial, and Aboriginal governments to develop culturally appropriate early childhood education programs for Aboriginal families.</p>	
PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
<p>Ongoing</p>	<p>NVIT offers both a one-year certificate and a two-year diploma in Indigenous Early Childhood Education (IECE) offered in communities across British Columbia.</p> <p>The recent review and indigenization of the IECE program included a partnership with British Columbia Aboriginal Childcare Society. The program is delivered on campus and in community so students can take the program immersed in the culture of their specific community.</p> <p>NVIT’s Indigenous Early Childhood Education Assistant Micro-Credential provides learners with the skills and knowledge to work alongside certified Early Childhood Educators and provide quality care and education for young children. The IECE Assistant micro-credential intends to encourage employment while completing the additional academic requirements to attain a certificate in Indigenous Early Childhood Education at NVIT. The program honours Indigenous ways of knowing and being by placing local and traditional child development practices at the center of the program and by preparing Early Childhood Educators to work with children in the community in which they reside.</p> <p>The micro-credential program was delivered in partnership with SD22 (Vernon) again this year and on campus in Merritt.</p>
16: INDIGENOUS LANGUAGE DEGREE AND DIPLOMA PROGRAMS	
<p>We call upon post-secondary institutions to create university and college degree and diploma programs in Aboriginal Languages.</p>	
PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
<p>Ongoing</p>	<p>NVIT is a member of the Language Fluency Degree Framework working group. This working group has collaboratively developed a language fluency degree model. NVIT's existing two-year language program has established the framework for the degree.</p> <p>NVIT has approved the Nadut'en, St'át'imcets, Nsyilxcen, Nteʔkepmxcin, Dakelh, Niwhkinic and Secwépemc Language Fluency Certificate and Diploma Programs.</p> <p>NVIT’s Language Diploma programs ladder into UBC’s Language Degrees.</p>
<p>New</p>	<p>More than 250 learners enrolled in NVIT’s Language programs/ courses in 2024/25, many of them are Elders, generating over 100 FTE.</p>

23: HEALTH-CARE PROFESSIONALS	
<p>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.</p>	
PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
Ongoing	<p>NVIT currently offers the Health Care Assistant programs on campus in Merritt as well as in First Nation communities across British Columbia. This program includes cultural competency training for the learners.</p> <p>NVIT continues to partner with the Interior Health Authority offering the Health Care Assistant Partnership Pathway (HCAP) program. NVIT delivered HCAP on the Merritt campus, in the South Okanagan, and the West Kootenays.</p>
24: MEDICAL AND NURSING SCHOOLS	
<p>We call upon medical and nursing schools in Canada to require all students to take a course dealing with Aboriginal health issues, including the history and legacy of residential schools, the United Nations Declaration (UN Declaration) on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, and Indigenous teachings and practices. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.</p>	
PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
Ongoing	<p>NVIT currently offers the Access to Practical Nursing program at our campus in Merritt. The curriculum includes Indigenous health issues, 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. The program includes skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.</p>
New	<p>The APN program, in partnership with the Aboriginal Skills & Employment Training Strategy in Kamloops, concluded with 5 graduates.</p>

28: LAW SCHOOLS	
<p>We call upon law schools in Canada to require all law students to take a course in Aboriginal people and the law, which includes the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and antiracism.</p>	
PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
<p>Ongoing</p>	<p>NVIT offers Associate of Arts degrees in First Nation Studies, General Arts and Criminology. Although NVIT does not currently have a Law program, students benefit from courses infused with Indigenous knowledge and immersed in an Indigenous learning experience. Rather than one course as suggested, the many courses and experiences at NVIT provide historical context and legacies relevant to Indigenous people and the law. Graduates will have a breadth of knowledge to transfer into the third year of studies at any research or teaching-intensive institute. Many NVIT Associate of Arts-Criminology and First Nations Studies students go on to pursue careers or further education in the Law field (court workers, border security, policing, and law).</p> <p>Through NVIT’s Continuing Studies program, NVIT offers an Indigenous Court Orientation Program course, which is offered to Indigenous Elders and Knowledge Keepers to prepare them to participate in Indigenous Courts and other justice initiatives. The overrepresentation of Indigenous peoples in the Canadian criminal justice system is attributable to the lingering impacts of colonization on Indigenous individuals and communities. In recognition of these impacts, the Criminal Code of Canada now requires that in sentencing, judges must pay "particular attention to the circumstances of Aboriginal offenders" (sometimes called Gladue factors). This course is intended to assist and orientate Indigenous Elders and Knowledge Keepers to understand court principles, procedures, and the goals of Indigenous (First Nations) Courts so that they can contribute their knowledge and experiences to the sentencing of Indigenous individuals and assist Judges in crafting probation conditions and healing plans consistent with Indigenous values and traditions. This course is designed for delivery in the province of British Columbia, including class activities and court watching in an existing Indigenous Court and a regular Provincial Court. Sessions are designed to take place in a circle setting and to encourage the incorporation of local cultural protocols and resources. In 2024/25, the course was delivered to 33 participants.</p>

57: PUBLIC SERVANTS	
<p>We call upon federal, provincial, territorial, and municipal governments to provide education to public servants on the history of Aboriginal peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.</p>	
PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
Ongoing	<p>NVIT offers an Aboriginal Leadership and Governance Program designed specifically for the Chief and Council of Indigenous communities. Program delivery is targeted to the growing number of Indigenous working professionals/ public servants from First Nation communities, administrators, councils/ governments, Tribal Councils, Indigenous organizations (for-profit and not-for-profit), and aspiring Indigenous leaders. Curriculum supports the growth and establishment of ethical, effective leaders and public servants who contribute to improving governing systems and sustainable development outcomes in Indigenous communities and institutions for the benefit of current and future generations.</p>
New	<p>At the request of Lake Babine Nation (LBN), NVIT developed the Nadut’en Community Leadership Certificate program with a vision to offer high-quality post-secondary community education and training opportunities that allow their learners to acquire the education they need to pursue fulfilling employment. The program supports LBN’s development of a workforce that can seize emerging opportunities in their governments and businesses and allows LBN to exercise jurisdiction over their education and language programming, in alignment with the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) and the Calls to Action in the Truth and Reconciliation Commission’s (TRC) 2015 Report.</p>

62: TEACHER EDUCATION	
<p>We call upon the federal, provincial, and territorial governments, in consultation and collaboration with Survivors, Aboriginal peoples, and educators, to: ... Provide the necessary funding to post-secondary institutions to educate teachers on how to integrate Indigenous knowledge and teaching methods into classrooms.</p>	
PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
Ongoing	<p>NVIT offers Associate of Arts degrees in First Nation Studies, General Arts and Criminology. Although NVIT does not currently have a Teacher Education program, students benefit from courses infused with Indigenous knowledge and immersed in an Indigenous learning experience. The courses and experiences at NVIT provide historical context and legacies relevant to Indigenous people. Graduates from these programs transfer to various degrees.</p> <p>Further, NVIT offers the Indigenous Adult Instructor Diploma (IAID). The IAID program Indigenizes the standardized PID.</p> <p>NVIT’s Building Indigenous Theory Micro-Credential program creates access for non-traditional learners who do not meet the admission requirements of a Master’s program. The micro-credential is designed to assist learners and Indigenous communities build upon their academic foundation to achieve success in graduate studies and includes courses from NVIT’s Indigenous Adult Instructor Diploma program.</p>
New	<p>NVIT is developing and offering a Joint Degree of Bachelor of Indigenous Education in partnership with UBC Vancouver, starting with bridging courses in Fall 2025. NVIT’s Education Council has approved the Arts elective courses.</p>
86: JOURNALISM AND MEDIA SCHOOLS	
<p>We call upon Canadian journalism programs and media schools to require education for all students on the history of Aboriginal peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations.</p>	
PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
Ongoing	<p>NVIT offers Associate of Arts degrees in First Nation Studies, General Arts and Criminology. Although NVIT does not currently have a Journalism and Media program, students benefit from courses infused with Indigenous knowledge and immersed in an Indigenous learning experience. The courses and experiences at NVIT provide historical context and legacies relevant to Indigenous people and the law. Graduates will have a breadth of knowledge to transfer into the third year of studies at any research or teaching-intensive institutes.</p>

92: BUSINESS SCHOOLS	
<p>We call upon the corporate sector in Canada to ... Provide education for management and staff on the history of Aboriginal peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.</p>	
PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
Ongoing	<p>NVIT offers a one-year certificate and a two-year diploma in Administrative Studies. We also offer a two-year diploma in Public Administration and Aboriginal Community Economic Development. In these programs, there is a commitment to educate on the history of Indigenous peoples, the skills required to work in Indigenous communities, for Indigenous organizations, and the importance of working in a cross-cultural workplace.</p>
New	<p>In 2024/25, the Administrative Studies certificate and diploma were revamped into a new Indigenous Business Diploma program. The new IBUS diploma program is designed to empower learners with essential skills and knowledge to navigate the complex landscape of business within Indigenous contexts, with a particular emphasis on land governance and sustainable economic practices. Guided by Storywork, this two-year diploma program consists of 20 carefully curated courses deeply rooted in Community-led Indigenous Knowledge Systems. By integrating Indigenous teachings with contemporary business principles, this program equips learners with a comprehensive understanding of the unique challenges and opportunities faced by Indigenous Communities in the modern economy. Program offerings start in 2025 Fall.</p>

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

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
Ongoing	<p>NVIT is BC's Indigenous Public Post-Secondary Institution. With a First Nations Board of Governors, Indigenous programs, a strong connection to Indigenous communities, and a resolute and committed staff, NVIT is Indian control of Indian Education. NVIT's program breadth either offers or prepares learners to advance in all areas.</p> <p>In addition, NVIT is a member of the Indigenous Adult Higher Learning Association (IAHLA), a consortium of Indigenous Education Institutions and is an advocacy and policy table.</p> <p>NVIT exists to improve the lives of Indigenous people. Every program offered, every support provided, and every decision made is for the betterment of Indigenous people and communities.</p>

In Plain Sight Report Recommendations Reporting for Post-Secondary Institutions

NVIT’s response to the In Plain Sight Report recommendations:

In response to *Indian Control of Indian Education* (1972), NVIT was constructed over forty years ago to improve the quality of life for Indigenous people of the Nicola Valley. Since 1983, NVIT’s original vision has expanded to include all Indigenous people. All NVIT curriculum is Indigenized. Hiring procedures give preference to Indigenous applicants. Priority is given to Indigenous program applicants in high-demand programs.

Every program offered, every support provided, and every decision made is for the betterment of Indigenous students and communities.

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)	
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.		
<i>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.</i>		
Program	Progress	Actions
<i>Instructions: Please identify program area here.</i> <i>Example: Certified Medical Laboratory Assistant</i>	<i>Instructions: Identify whether the initiative is:</i> <ul style="list-style-type: none"> • <i>New (new this academic year and is ongoing).</i> • <i>Ongoing (has been previously reported on and is ongoing)</i> • <i>Completed (completed this year)</i> <i>Example: New</i>	<i>Instructions: Please provide key details on initiatives relating to In Plain Sight recommendation #14 for all health programs that are offered or being developed at your institution. If there are no new, ongoing, or completed initiatives for a program, comment N/A.</i> <i>Example: One Indigenous professor recruited that will begin in Fall 2023.</i>
Health Care Assistant	Ongoing	<ul style="list-style-type: none"> • Dean, Associate Dean and Department Chair responsible for all Health programs are Indigenous.

Access to Practical Nursing	Ongoing	<ul style="list-style-type: none"> Dean, Associate Dean and Department Chair responsible for all Health programs are Indigenous.
<p>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.</p>		
<p><i>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.</i></p>		
Strategies	Targets by Program Area	Outcomes
<p>In Plain Sight recommendation #21 - All B.C. university and college degree and diploma programs for health practitioners include <u>mandatory</u> 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.</p>		
<p><i>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.</i></p>		
Program	Progress	Actions
<p><i>Instructions: Please identify program area here.</i></p> <p><i>Example: Certified Medical Laboratory Assistant</i></p>	<p><i>Identify whether the initiative is:</i></p> <ul style="list-style-type: none"> <i>New (new this academic year and is ongoing).</i> <i>Ongoing (has been previously reported on and is ongoing)</i> <i>Completed (completed this year)</i> <p><i>Example: Completed</i></p>	<p><i>Instructions: Please provide key details on initiatives relating to In Plain Sight recommendation #21 for all health programs that are offered or being developed at your institution. If there are no new, ongoing, or completed initiatives for a program, comment N/A.</i></p> <p><i>Example: Curriculum expanded to include a one-day course on Indigenous-specific racism.</i></p> <p><i>See response at the top of this section.</i></p>