

# Coast Mountain College

## Institutional Accountability Report and Plan

2017-18 to 2020-21



July 6, 2018

Honourable Melanie Mark  
Ministry of Advanced Education,  
Skills and Training  
Parliament Buildings  
PO Box 9080 Stn Prov Govt  
Victoria, BC  
V8W 9E2

Dear Minister Mark;

On behalf of the Board of Governors and the employees of Coast Mountain College, we are pleased to provide you with the 2017/18 Institutional Accountability report. This report reflects upon our success over the past year as we move towards the direction laid out for the next several years under the Coast Mountain College strategic plan.

With the senior leadership in place, the organization has been working with community partners on several key initiatives:

- We have engaged our campus and local communities to undertake a priority positioning exercise, which has resulted in an exciting new name, and brand look and feel;
- Working with the Ministry we successfully launched our international education strategy, exceeding our second year goals while continuing to provide high levels of service to all students and expanding our program offerings for all students;
- Last year we rolled out a new exciting strategic plan to guide the college forward for the next decade, we are on track 'to be the college of choice for experiential place-based learning by 2027';
- We continue to reduce barriers to education and have increased our Indigenous student population by 12 per cent this year to 677 FTE, and awarded 47 per cent more credentials to this population over the previous year, and,
- We are on time, on scope, and on budget with our \$18 million Trades Building renovation, slated for completion in the fall 2018.

With these activities underway and completed, we expect that Coast Mountain College will continue ‘to create adventurous pathways to transform lives’ and be better placed to deliver increased student enrolment and by extension, workforce development in our region to support the Ministry’s 2018-19 Mandate.

We continue to work at reducing barriers and building multiple pathways to education so our learners are supported throughout their academic journeys. As Board Chair and President, we hereby affirm our commitments and accountabilities for this plan and report. We look forward to continuing the work of delivering relevant, affordable and accessible post-secondary education in British Columbia in the years ahead.

Sincerely,



Nicole Halbauer  
Chair, Board of Governors  
Coast Mountain College

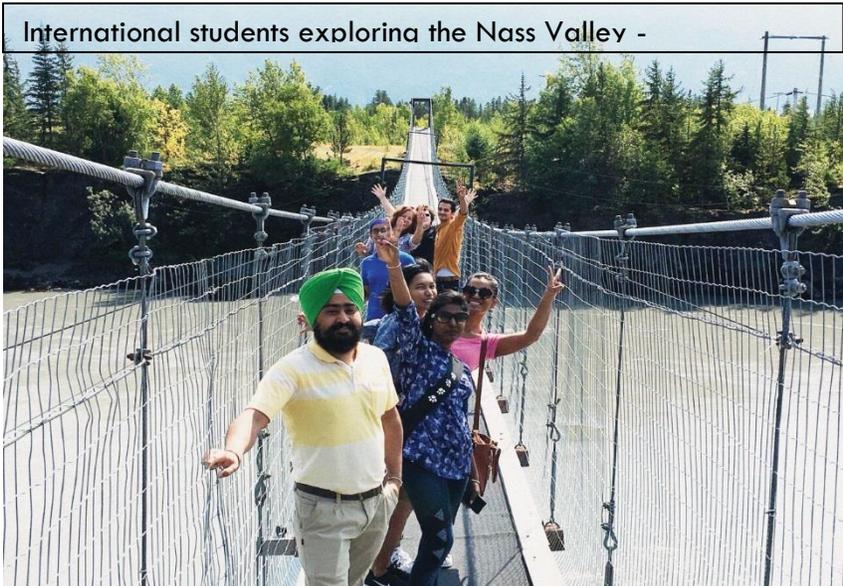


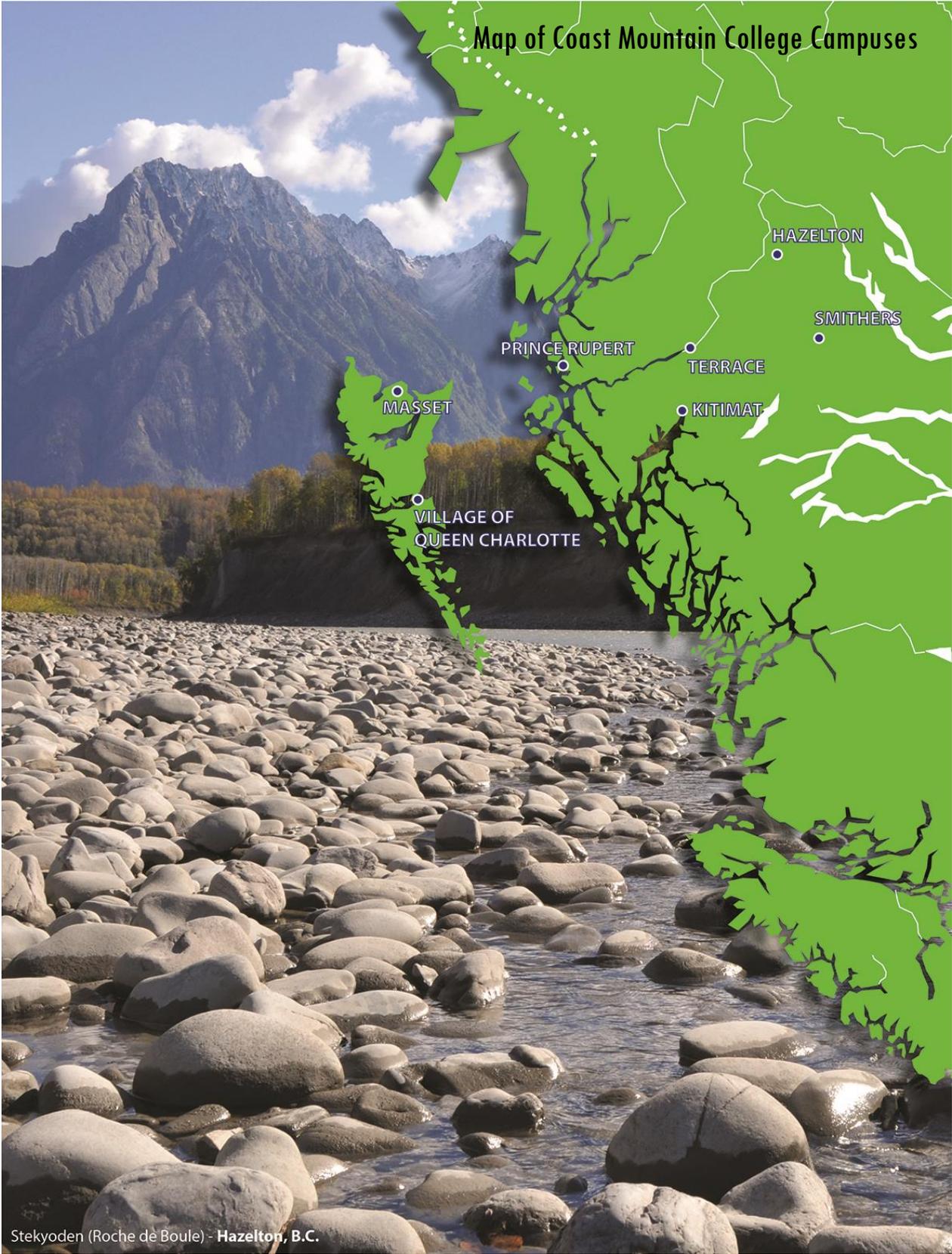
Ken Burt  
President & CEO  
Coast Mountain College

## Contents

Map of Coast Mountain College Campuses .....	5
Strategic Direction and Context .....	6
Institutional Overview .....	6
Vision and Strategy Outcomes.....	8
Core Purpose.....	9
Core Values .....	10
Visionary Goal.....	11
Coast Mountain College Value Propositions .....	12
Provincial Government Strategic Priorities .....	14
Performance Measures.....	15
Capacity .....	16
Student Spaces.....	16
Technology in the Classroom .....	19
Labour Force Supply and Demand.....	20
International Recruitment.....	26
International projects – CICAN.....	30
Credentials Awarded .....	33
Access .....	35
Aboriginal Student Space.....	35
First Nation Access Coordinators (FNACs).....	36
First Nations Council (FNC) .....	38
Aboriginal Service Plan.....	40
Quality .....	42
Student Satisfaction with Education .....	42
Student Assessment of Quality of Instruction.....	42
Student Assessment of Skill Development .....	43
Centre of Learning Transformation (COLT).....	43
Relevance .....	50
Student Assessment of Usefulness of Knowledge and Skills in Performing Job .....	50
Unemployment Rate .....	50
Facilities and Infrastructure.....	50
Efficiency.....	53
College Foundation.....	53

Appendix A: 2017/18 Accountability Framework Performance Measure Results..... 57  
Appendix B: Accountability Framework Performance Targets: 2018/19 to 2020/21 ..... 58  
Appendix C: 2017/18 Audited Financial Statements ..... 59





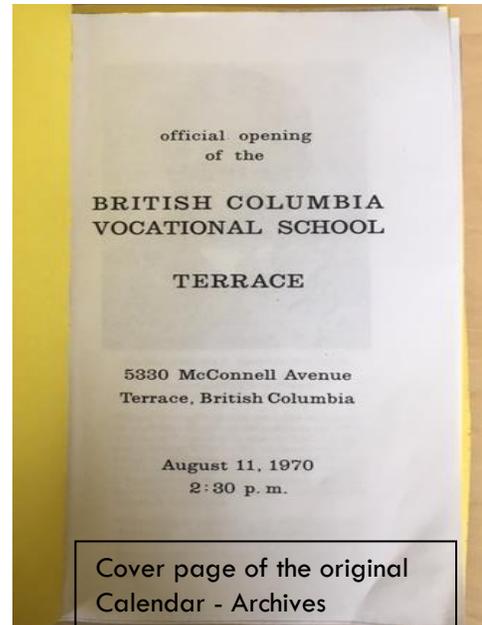
Stekyoden (Roche de Boule) - Hazelton, B.C.

## Strategic Direction and Context

### Institutional Overview

Effective June 18 2018, Northwest Community College (NWCC) official changed its name to Coast Mountain College (CMTN) through an Order in Council in the provincial legislature. This change followed two and a half years of community and staff engagement, research and strategic planning. Coast Mountain College continues to serve the rich and diverse communities of BC’s beautiful northwest region including Haida Gwaii and the Great Bear Rain Forest.

Officially opening August 11, 1970, as the British Columbia Vocational School – Terrace, residents in Terrace and Kitimat were provided access to local training that included upgrading, pre-apprentice, apprentice and vocational courses. With the addition of Continuing Education and Academic courses in 1975, Northwest College was established. The



following year the name was changed to Northwest Community College with campuses in Terrace, Kitimat, Prince Rupert and Smithers. Today, Coast Mountain College has eight regional campuses and serves 34 unique communities providing students with innovative programs that lead to sustainable and rewarding careers.

With 53 high-quality affordable education programs leading to certificates, diplomas, and associate degrees, Coast Mountain College provides experiential place-based learning opportunities that highlight the unique cultural heritages connecting students to community and a sense of place while interacting with the region’s spectacular and rugged environment. Educational journeys that begin at Coast Mountain College lead students to bachelor’s degrees at all the province’s research and teaching universities, or can take College graduates on international adventures at universities Denmark, Australia, Finland and other global destinations.

Over the past year, Coast Mountain College has been developing innovative programs and courses which includes the development of “flagship” programs for the major campus centres in the region. The goal is to attract students from across Canada and internationally to a truly Canadian experience.

To balance unique program offerings with the labour market needs of the region and ensure that the College is not over producing graduates from specific disciplines, the College has completed the three-year schedule for regional program offerings which has been shared with community partners. The goal is to ensure prospective students have time to complete any required upgrading courses and then attend training in their home communities or recruit students to an educational tourism experience in northwestern British Columbia.



Coast Mountain College is mandated to provide education programs and services to the northwest region marked by the traditional territory of Haida on the west, Wet’suwet’en on the east, Tahltan to the north, and the Haisla to the south.

Additionally, this region is the traditional territory of the Gitksan, Nisga’a and the Tsimshian. Representatives from these nations work with the College as the

curriculum and policy are updated to include indigenous content and ways of learning. First Nations Council (FNC) meets regularly with the College to support the success of Indigenous students by ensuring that cultural supports in place for students to successfully navigate the post-secondary journey. Every year Indigenous students relocate or travel from their home communities to study at Coast Mountain College; this first step gives students the confidence and self-efficacy required to be successful in larger communities at larger institutions.

Coast Mountain College remains committed to honouring and supporting the findings in the Truth and Reconciliation Call to Action<sup>1</sup> and the United Nations Declaration of Rights of Indigenous Peoples (UNDRIP)<sup>2</sup> by supporting student success, modernizing policy, and exploring opportunities to add appropriate Indigenous content to courses and programs.

### Vision and Strategy Outcomes

In 2016/17, the College embarked on a refresh of its strategic direction. This included a brand review, and a conscious effort to build upon the strengths of the faculty and region by making experiential-place based learning the cornerstone of pedagogical practice. The name change was a highly visible outcome of these planning efforts over the past few years, yet the name itself is not the “brand.” The name and logos are vessels to be filled with stories and experiences of students and faculty. These are beacons to the community that high quality education offered at Coast Mountain College is creating the leaders of tomorrow. A sign to employers that graduates have the hands-on skills necessary to make an impact in the workplace.

As part of the rebranding several high priority initiatives are underway. Of note, the institutional website is being re-launched on a new platform that is mobile responsive, easier to update and easier for prospective students to navigate.



Although, the website is the primary recruitment medium for the College, it is still just a tool. To focus recruitment and retention effort, the College is developing a Strategic Enrolment Management Plan to complement the website and the Institutional Strategic Plan. The goal is to

---

<sup>1</sup> [Truth and Reconciliation Commission of Canada: Call to Action \(2015\) - pdf.](#)

<sup>2</sup> [UN Declaration on the Rights of Indigenous Peoples \(2007\)](#)

ensure that the right students are in the right programs and that their successes are supported throughout the academic journey.

As Coast Mountain College moves into the third year of the strategic plan many activities are underway to achieve the goal of becoming the “College of Choice for Experiential Place-based Learning.” In addition to the rebrand, website re-launch and the development of flagship programming, the Centre for Research Transformation (COLT) has supported faculty in the integration of experiential learning into obvious and unlikely courses. Curriculum development and renewal is also central to the Institutional Strategic Plan. The policies and systems that support the curriculum development process are being redesigned to make the process easier for faculty and allow for the College to respond with agility to changing labour markets.

### Core Purpose

**We create adventurous pathways to transform lives.**

Examples of how we bring our core purpose to life, we:

1. Create partnerships to allow students to start at Coast Mountain College and finish almost anywhere in the world
2. Enable students to experience and learn from true work simulations
3. Transform learning through unique classroom spaces
4. Engage with stakeholders and First Nations partners to create unique programs that develop valuable potential employees
5. Embed community projects to develop student pride and a sense of community contribution
6. Develop unique community based programming



## Core Values

To support the core purpose and strategic direction, the College has identified three core values making it easy for all members of the institution relate to, and live the values of the organization.



**Adventurous** – *We explore and take risks to engage in learning.*

1. Explore new ways to move courses into the field
2. Love to help potential students explore new career journeys
3. Seek to discover new ways to apply pedagogy to our teaching processes
4. Seek unique ways to engage partners and *non-traditional* partners
5. Don't let geography or climate prevent us from making education accessible

**Transformative** – *We enrich lives through learning.*

1. Include experiential learning in our program renewal
2. Transform learning spaces to respond to an ever-changing educational landscape
3. Help others improve their lives, families and communities through education.
4. Help others in the communities we serve, to seek new career opportunities to improve their lives.
5. Award and recognize how distinguished alumni have transformed their lives
6. Use mobile training units to take education to our communities
7. Embed our schools in a cultural context.



**Integrity** – *We are respectful, transparent and accountable.*

1. Do the right things when at times it might not be popular
2. Communicate with clarity so everyone can understand our intent
3. Are consistent and accountable in everything we do
4. Communicate and discuss our plans through town hall meetings
5. Stick to our course decisions
6. Practise social, environmental, and financial sustainability

**Visionary Goal**

**By 2027 we will be the college of choice for experiential place-based learning.**

Vivid descriptions:

1. We will be recognized by our peers as the leader in experiential place-based learning
2. Coast Mountain College will be recognized as a very desirable place in Canada to study
3. More students will enroll with us
4. More employers will want to hire our graduates



5. A significant portion of our enrollment growth will come from international students
6. We'll be experiencing substantially less turnover in our management team
7. Our completion rates will be among the highest in B.C.

Coast Mountain College Value Propositions – what it means today (2018) → what it means in 2027.

### Broadening Pathways

Laddering to a PSI is what we presently offer our students → Our goal is to significantly grow the number and types of pathways our students will be able to take; provincially, nationally, and internationally. → In addition, we'll create internal pathways within Coast Mountain College for students to move from one area of study to another. For example, business to science. We'll be leaders in broadening student pathways externally and internally.



### Place-based Programing

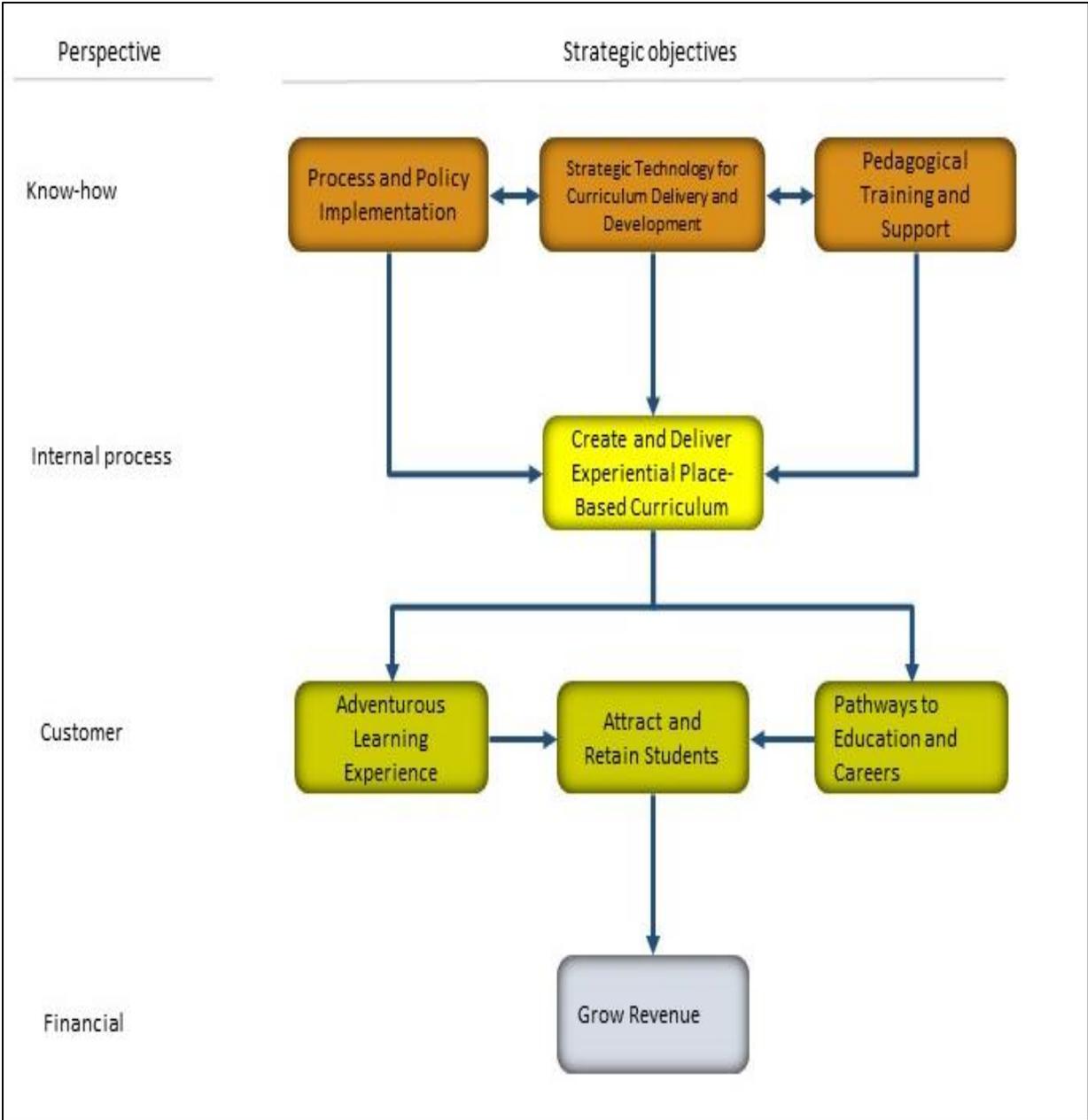
We offer affordable college programs where our learners live in northwest B.C. → Our goal is to update our infrastructure, student housing, and our programs to exceed at delivering on the needs of our students (e.g. local trades training, video conferencing, and enhanced delivery through improved technology). We'll be leaders in offering programs to wherever our students live in the region.

### Experiential Learning

We offer experiential-learning in some programs → Our goal is to expand experiential-learning to every program. → We will do this with hands on experiences like community based projects, and outdoor classes/labs that will enable encounters with self, others, the world, and wildlife to engage the whole student through quality experiences to ignite their passion, expand their horizons, and grow them into great people.

### Educational Tourism

Our goal is to start, grow, and lead in educational tourism. → We'll begin by developing and marketing a couple of our leading cultural and outdoor programs to tourists outside of our region. We'll focus on people who wish to travel to the Coastal Mountains to experience and learn about a different culture and or environment. We'll help them gain new knowledge, insights, and competencies with unique experiential learning processes outside of classroom.



## Provincial Government Strategic Priorities



College Presidents, Minister Melanie Mark, other cabinet ministers and NWCC student Jaimie Davis on BC Colleges Day in Victoria in March 2018.

The 2017 Minister's Mandate letter provided updated direction with respect to the government's priorities; the College continues to pursue the goals and this report will provide details on the goals achieved and the plans to the coming year.

Coast Mountain College implemented tuition free adult basic education and

created a process to allow former youth-in-care students to access tuition waivers in the fall of 2017. To support the goal of improving student mental health and well-being, and campus safety, Coast Mountain College implemented 24/7 counselling, and adopted a Sexual Violence and Misconduct Policy.

The Strategic Plan of the College includes the renewal of the *Stepping Stones* document. This document was co-authored in 1998 with the First Nations Council and College administration. *Stepping Stones* has identified key priorities to Indigenizing curriculum and creating an inclusive campus. Through almost two decades of progress on the original goals identified in the *Stepping Stone*, the Coast Mountain College continues to be a leader in implementing the goals identified in the UN Declaration of the Rights of Indigenous People and the recommendations of the Truth and Reconciliation Commission.

In the coming years, the College will partner with First Nations Council to review, renew, and add and retire goals in *Stepping Stones* to ensure that the progress made toward the goals in the first *Stepping Stones* will be updated to continue to improve the educational outcomes of Indigenous learners. New appointments to the College Board of Governors in 2018 included three Indigenous community members, one of whom stepped up to be chair the Board.

Coast Mountain College is actively participating in the Policy Working Group to support the success of the transition of the online application (Education Planner BC) to a provincial non-

profit entity. In the coming year, staff will be involved in the Data Governance working group, and the College’s Education Council is re-aligning entry requirements to reflect the changes in the K-12 sector.



## Performance Measures

The purpose of the performance measures is to have clear alignment with the “Ministry’s Service Plan and Institutional Mandate Letter” and institutional performance and objectives.

Five specific goals have been created to address capacity, efficiency, relevance, access and quality in the post-secondary system. For a current description of each measure consult the 2017/18 Standards Manual<sup>3</sup>. The assessment scale and descriptions in the table to the

Target assessment scale	Description
Exceeded	110% or more of the target
Achieved	100% - 109% of the target
Substantially achieved	90% - 99% of the target
Not achieved	Less than 90% of the target
Not assessed	Survey results with less than 20 respondents or a margin of error of 10% or greater, descriptive measures, and measures without targets

right are used to measure the College’s progress on the goals. Follow each performance measure is a narrative of factors impacting the targets and College activities contributing to the attainment of the institutional goals.

<sup>3</sup> See [http://www.aved.gov.bc.ca/framework/docs/standards\\_manual.pdf](http://www.aved.gov.bc.ca/framework/docs/standards_manual.pdf).  
coastmountaincollege.ca

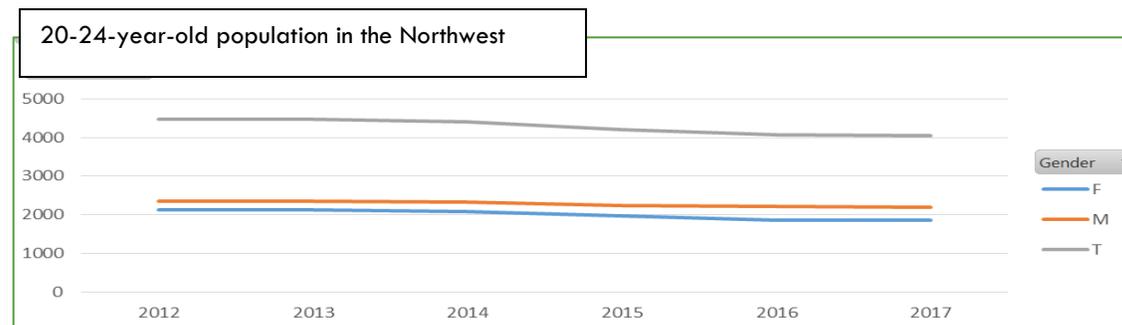
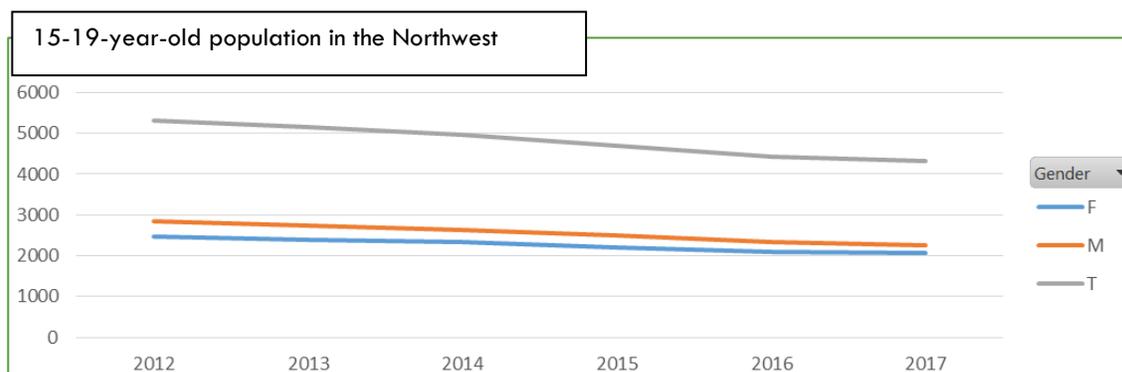
## Capacity

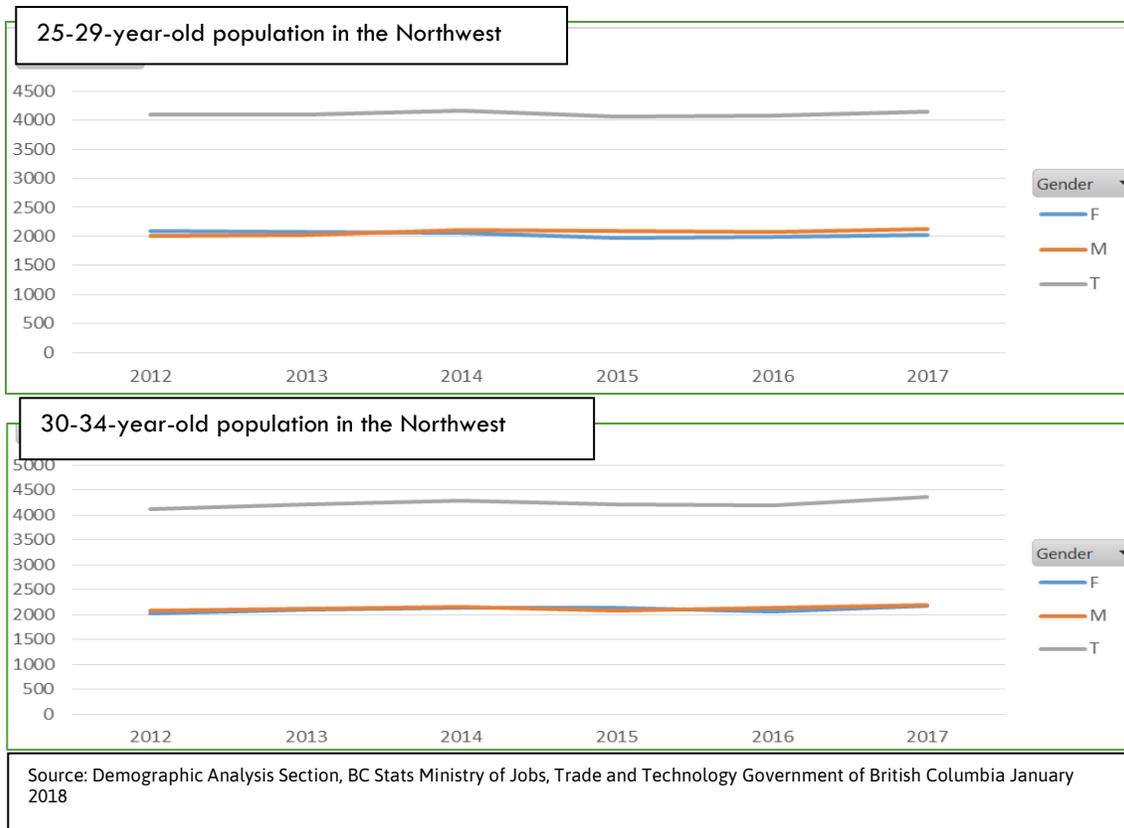
*The BC public post-secondary system has sufficient capacity to meet the evolving needs of the province*

## Student Spaces

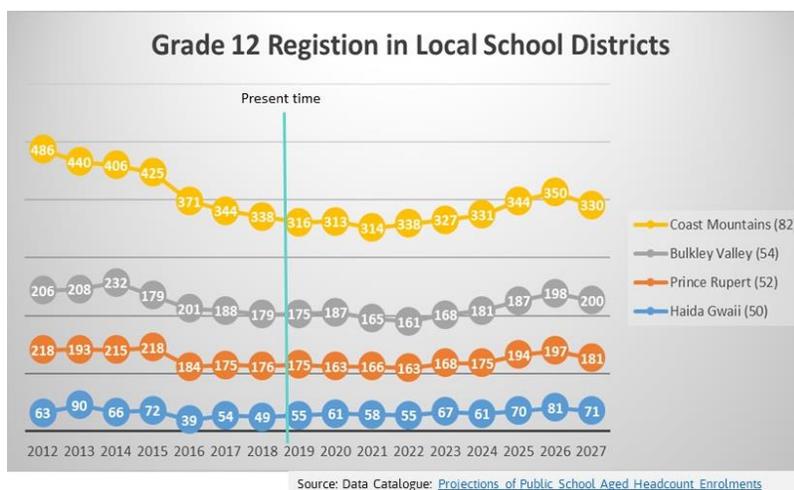
Performance measure	Reporting year			
	2016/17 Actual	2017/18 Target	2017/18 Actual	2017/18 Assessment
<b>Student spaces</b>				
Total student spaces	959	1,690	779	Not achieved
Nursing and other allied health programs	73	123	78	Not achieved
Developmental programs	221	559	242	Not achieved

The regional population of both high school aged students looking to enter College (15-19) and traditional aged College students (20-24) have been steadily declining in the region over the past twenty years and this trend has continued for the past five years. The demographic currently increasing in the region are in the mature student category both those aged 25-29 and



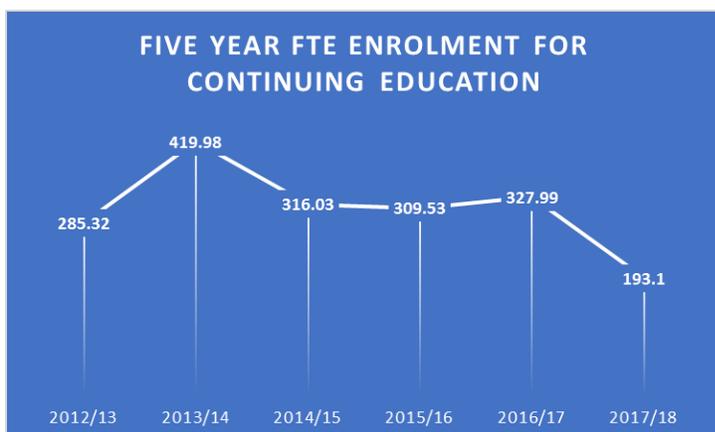


30-34. This decline in the College aged individuals in region saw the closure of the Houston Campus in the summer of 2017, which resulted in a reduction of ~50 FTEs. In 2015/16, all School District in the catchment of Coast Mountain College saw a decline in enrolment for grade 12 students. This enrolment is expected to stabilize over the next ten years with a slight increase in 2026, but not to the pre-2015 levels. The College is developing a Strategic Enrolment Management (SEM) plan to identify high priority programs that require specific recruitment tactics and recruit students from specific sub-populations that are strategically important to the success of the College. A 3-year



Academic Plan was finalized in 2017/18 to better communicate upcoming regional offerings and provide prospective students time to upgrade and save money for offerings in their home community.

Northern institutions in British Columbia are collaborating with the ministry to recruit students from the lower mainland and Vancouver Island into the first two years of University Credit or Business at a College and continue at UNBC in an initiative dubbed Study North. The Coast Mountain College value proposition “Edu-tourism” aligns with the recruitment of waitlisted apprentices at institutions in Greater Vancouver and the Capital Region. These students will be able to a jump on their studies and have a northern adventure.



### Continuing Education

The most significant loss in FTE for Coast Mountain College in 2017/18 occurred for courses in the Continuing Studies Department; generally, these short duration courses are tied to industry training needs, and with the renewed possibility of LNG and other

resource development projects, these courses may see increased demand in the coming years.

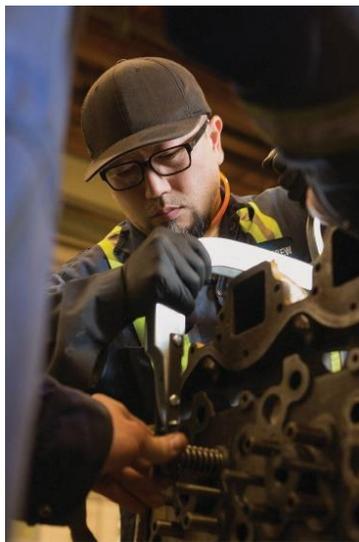
Continuing Education, Contract Services and Trades programs were all the focus of a SEM planning session in mid-June. These sessions brought faculty, support staff and administrators from key departments to identify opportunities and challenges in the current environment.

Although the College has seen a decline in Continuing Education, specialized academic training, dual credit programs and high-school upgrading have seen an increase in enrolment in the past year.

### Dual Credit

Dual credit has also been identified as a strategic priority for the College. Having students begin the post-secondary journey while completing high-school allows for accelerated post-secondary training and entry into meaningful employment.

Modeled after the Youth Explore Trades Program, the Intro to Health Professions has been offered to grade 10-12 students in local school districts with the goal of attracting students into health-related programs.



The summer of 2018, will see the first dual credit field school, designed for current high school students to gain six (6) credits of first year University and credit toward graduation giving a new twist to summer school. Youth Train in Trades (YTT) programming continues to expand at the College with sections in Heavy Mechanical Trades and Hair Design. New this year is the Esthetics program in Terrace. The YTT programs rotate training to the various schools in the region with Professional Cook being taught in Hazelton and Prince Rupert.

### Technology in the Classroom

Aligned with the province's goal of expanding technology-related programming and other programs that align with the growing knowledge-based economy. The College has opened innovation labs and set up iMotion Biometrics learning stations.

### Innovation lab in Prince Rupert and Terrace

The new high-tech 3D lab was set up with Virtual Reality (VR), 3D printing and 3D scanning workstations, and drone technology. VR has allowed faculty to work with both college and local high school students to provide extraordinary virtual learning experiences, and has led to the creation



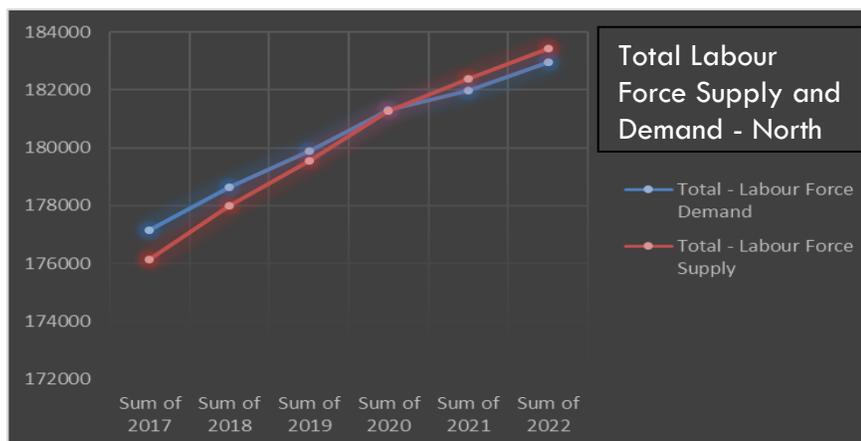
of some custom VR content related to our local ecosystems and First Nations culture. The plan is to continue to expand on the use of VR as another education platform, as well as, to explore new Augmented and Mixed Reality (AR / MR) technologies. 3D scanning stations have allowed students to scan real-world elements for use in VR (e.g. fish and bird specimens). Students have also completed 3D design work, building and 3D printing custom parts for drones and others.

### iMotions Biometrics Station

A single pilot facial recognition/biometrics lab was established in Prince Rupert. Faculty from Business, Psychology, Sociology and Computer Science are being trained to use the technology. In 2018/19, incoming students will learn to apply the technology to their respective disciplines.

### Labour Force Supply and Demand

The labour market outlook supply and demand models show that the supply will slightly exceed demand for all occupations in the Northern region of British Columbia;



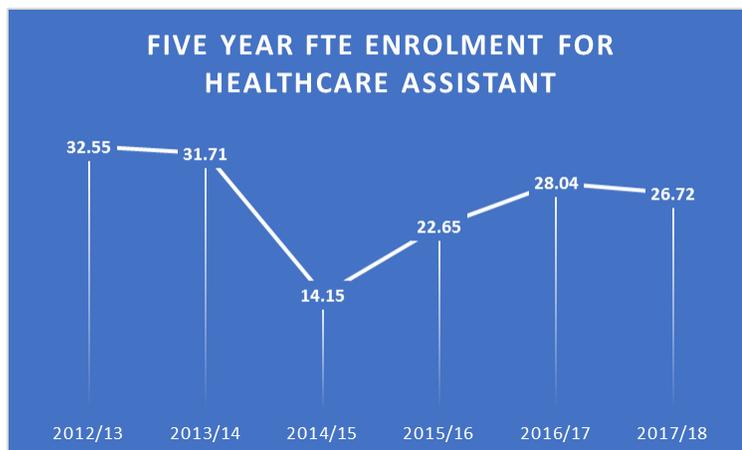
although the total required demand continues to increase in the region.

### Nursing and Healthcare Assistant

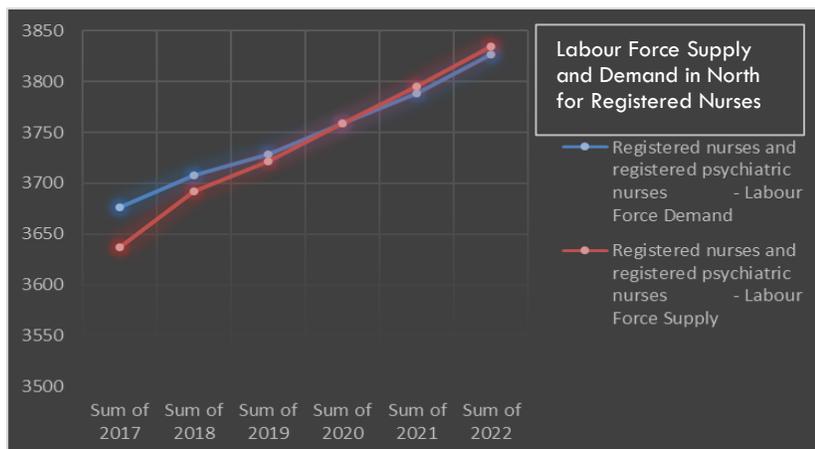
After a two-year hiatus, the practical nursing (PN) program was brought back, this time under the Access to PN model which allows HCA Certificate holders to train for careers in practical nursing. This program commenced in April 2018.

Under one-time funds, two new

HCA cohorts have been established. One in Smithers, focused on First Nations learners, and



another in Masset starting in the fall of 2018.

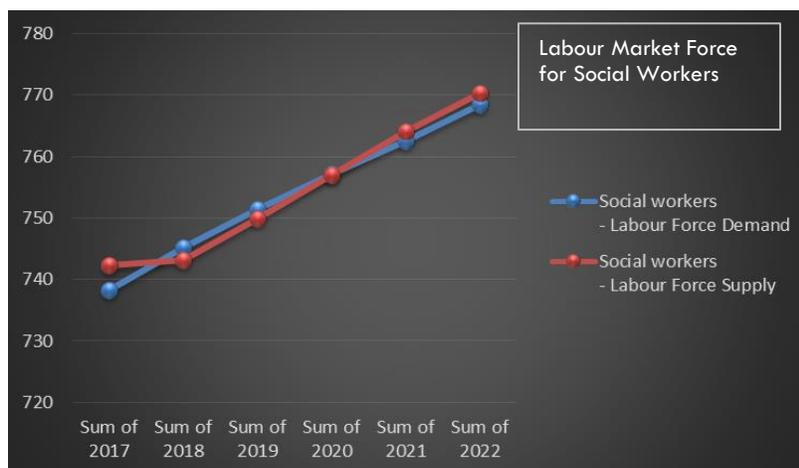


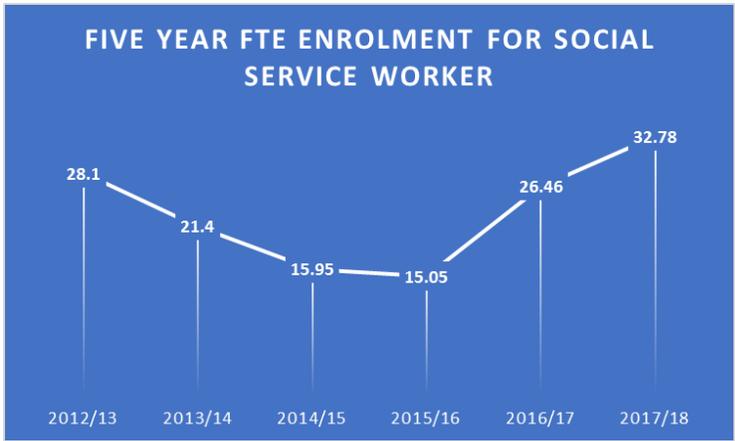
Demand for the collaboratively offered Bachelor of Science Nursing remains very strong and the College continues to have nearly 200 applications for 24 seats in the program. The

Labour Force data shows the increasing need for registered nursing although supply will exceed demand slightly by 2022.

### Social Service Worker

The Social Service Worker Diploma is another strategically important program and the Labour Force Supply and Demand Model indicates continued



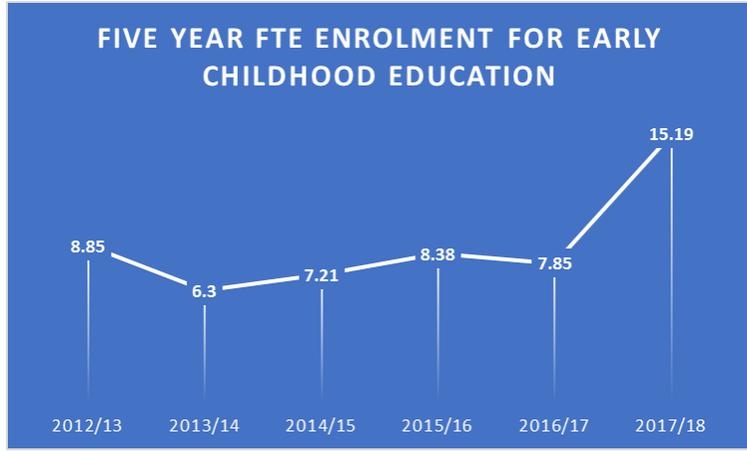


growth in this sector for the coming years. Enrolment in this program has been steadily increasing and the FTE for this program is at a five-year high. Current application and registration numbers show this trend continuing into 2018/19.

Graduates find employment as family counsellors, community developers, probation officers and other careers in human services.

**Early Childhood Education**

Aligned with the provincial initiative for affordable childcare, the Early Childhood Education program has been reconfigured into a diploma, and has seen increased student



interest. This program is also at a five-year high for enrolment, and current application and enrolment data shows this trend continuing into 2019.



**First Nations Fine Arts – Advanced Diploma**

The Freda Dieising School of Northwest Coast Art has added an Advanced Diploma to its credential roster. Running every second year, former graduates from the Diploma program are invited to return to complete business and entrepreneurship courses, and

spend concentrated time working under the tutelage of Master carvers and jewelry makers to take their art-form to the next professional level.

**Field Schools maximize experiential learning**

The summer of 2018 will see the largest number of field schools that Coast Mountain College has embarked on in a single term. Located in theme relevant places, students will travel to a range of natural locations (from mountains to rivers to oceans and icefields), as well as, a variety of cultural sites, such as, a First Nations seaweed camp, anthropologic sites and more.

**Business Administration**

Beginning May 2018, the Business Administration Diploma and Post-Degree programs have launched the first cohort at the Smithers Campus. The addition of this semester now means that the College offers Business courses full-time twelve months of the year, and at three major campus centres to better services students in the community.

Aligned with the Academic Plan, three definitive intakes of the Business program are tied to different campuses scheduled to start three different times of year. Terrace begins its Business program in September, Prince Rupert in January, and Smithers in May. Having clear intake times and locations will allow the College to maximize face-to-face offerings and provide predictability of programming, as well as increased utilization of regional campuses. As mentioned the cohort in Smithers should improve utilization on this campus with regular and predictable programming. In its first year, this program launched with 40 students. The success of this cohort was greatly

helped by the government’s granting of funding for temporary housing for the students and support from the town of Smithers.

Coast Mountain College has welcomed many international students to the three campuses



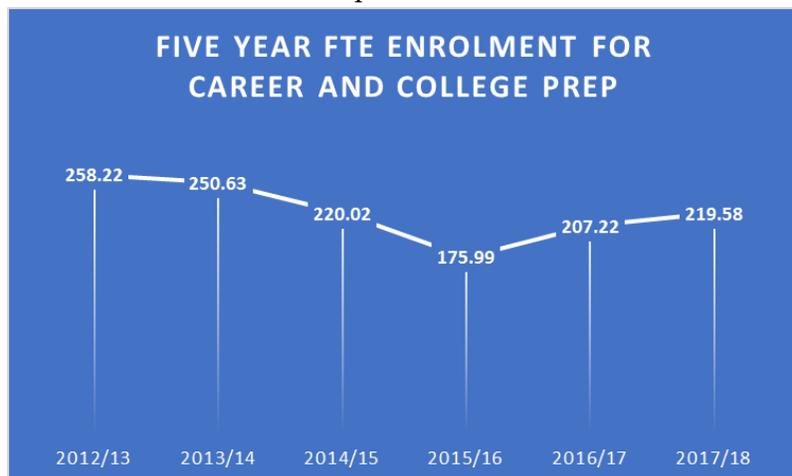
where Business programs are run. Having International Students in Business means that a greater suite of programming can be scheduled for each campus, and the plan is to leverage this enrolment to offer Business programming at the Masset campus for January 2019. These students would have instructors rotate in-person teaching between Masset and Prince Rupert using Video Conference tools to bridge the classrooms.

The College plans to recruit more domestic students by assuring that all courses can be completed in their home communities. Despite the declining College aged students in the region, the goal is to increase domestic FTEs over the next three years. This increase will be the result of advertising to people who are already employed but would like to hone their skill set and by creating dual credit agreements with local public and independent high schools.

In line with the College’s Strategic Plan, opportunities for job shadowing and work-integrated learning are being pursued to create a more meaningful experience for students. The department is also exploring how experiential learning can be woven into the entire curriculum of the Business program. Other opportunities being considered are ACBSP (Accreditation Council for Business Schools and Programs) accreditation and additional 1+1, entry pathway, and exit pathway options to provide as much flexibility and potential schooling to students as possible.

### Career and College Preparation

With the introduction of tuition-free ABE in August 2017, the number of waitlisted students increased dramatically; however, when new sections were opened, few waitlisted students registered for these classes. As well, while classes were showing as full on the registration list, attendance has been poor and completion rates even poorer. As a result, with one-time funding an internal review of the College



and Career Preparation (CCP) program was conducted. The report includes data from interviews with 73 CCP students at four campuses as well as 20 interviews with faculty and frontline staff. Preliminary findings of the review suggest that the curriculum requires updating, students struggle to succeed in self-paced learning, students at the fundamental level require more support, and that communication challenges and job description confusion make it difficult for students to receive accurate and timely information, or consistent follow up.

Aligned with the mandate of Advanced Education, Skills and Training for adoption of open textbooks, SAAF (Senior Academic Administrators Forum) awarded the College funding for an English 030 online, open source textbook project. This project will be published on the BCcampus site by June 2018. This project will engage instructors in rethinking their opinions regarding open source textbooks.

#### Adult Special Education

Thanks to one-time government disabilities funding, the College was able to develop and offer two sections of an eight-week Adult Special Education program, Workplace Literacy and Numeracy, at the Smithers campus. Both sections (fall 2017 and spring 2018) were successful. Workplace Literacy and Numeracy addresses learning at the 010 and 020 levels, and two students from the fall were later enrolled in Adult Basic Education programming at the college. Workplace Literacy and Numeracy has succeeded in both getting students better work and welcoming them back to the learning environment.

The College will hire a Universal Design for Learning Specialist position. This role will help faculty identify and rectify barriers to learning in their curriculum and program design, coach frontline staff in seeing ability rather than disability, and help instructors employ instructional techniques to meet all learning needs. This position will run August 2018 until April 2019.

This past academic year the Retail Services Program ran at the Terrace campus. The program was once again successful and saw students engage in work placements at a variety of local businesses. Of note, the practicum was used to pilot a partnership with the local Aboriginal Friendship Centre, Kermode. One practicum student placed with Kermode took part in the Indigenous Leadership Development program where a leader and an elder took six clients into

Tahltan territory to live in the woods for five days in the early spring. The student physically trained alongside the other participants, helped pack his own gear, and prepared some of his own food for the adventure. The student has reported a dramatic increase in his self-esteem, feelings of self-efficacy, and his connection to his Aboriginal heritage. We hope this sort of innovative partnering will help diversify future practicum opportunities for our learners.

**English as a Second Language**

The LINC (Language Instruction for Newcomers to Canada) sponsored English as a Second Language (ESL) program offered at the Prince Rupert Campus was discontinued March 31, 2018. The federal government agreed to provide only one year of funding (April 2017 – March 2018) to effectively support the community as the program is completing.

Although, the Federal Government has indicated the contract would be posted for bidding, and contracted to another community group, at the time of submission, there does not seem to be another entity in Prince Rupert running the LINC program.



**International Recruitment**

In advancement of the strategic plan, Coast Mountain College has developed inbound and outbound pathways to both attract international students to all campuses and provide graduates with greater opportunities to further their education worldwide. The addition of International students to the campus community has

provided opportunity for students to develop intercultural competencies.

In 2017-2018, Coast Mountain College saw hosted 144 unique students and diversified the country of origins with students coming to the Northwest from 12 different countries. These numbers have surpassed the original goals set in 2016 when the College’s international strategy was developed.

1. Bahamas	7. Japan
2. Brazil	8. Mexico
3. Chile	9. Nigeria
4. China	10. Philippines
5. Germany	11. South Africa
6. India	12. United Kingdom

International Headcount	2016-17 (Year 1)	2017-18 (Year 2)	2018-19 (Year 3)	2019-20 (Year 4)	2020-21 (Year 5)
Target / (Actual)	10 (27)	40 (144)	50	60	70

The increase in International Student registrations has seen a positive impact on the communities in the region by creating a critical mass of students to allow for additional face-to-face classes at the Prince Rupert Campus and this growth has allowed for new programming to be delivered at the Smithers Campus with face-to-face offerings for the Business Administration Diploma and the Post-Degree Business Administration Diploma.

Over the past three years, Coast Mountain College has become a front runner in creating agreements that allow students to complete their studies in the province, Canada, and around the world. The goal of these agreements is to provide cost-effective opportunities for



Coast Mountain students to access and complete credentials that they would not otherwise be able to consider. Coast Mountain College is leveraging this expertise to facilitate an agreement between the BC Council on Admissions and Transfer (BCCAT) and Monash University, in Australia, to explore the possibility of all BC College's accessing the transfer pathway to Monash University.

For outgoing student exchanges, 2017-18 saw the first Coast Mountain College student travel to VIA University in Aarhus, Denmark to complete a Business Degree. He has been blogging about his experiences, and in 2018-19 three more graduates have applied for study abroad. The College continues to actively engage with the BC Council for International Education (BCCIE) to develop additional partnerships and recruitment pathways. In 2017-18, agreements allowed students to access more options for bachelor and master degree pathways in Finland, Portugal and the United States. In addition to student exchanges, Coast Mountain College is exploring opportunities to allow faculty and staff to take advantage of adventurous pathways with faculty members applying for opportunities in 2018-19.

Following BCCIE's appointment as Canada's National secretariat in the University Mobility in Asia and the Pacific (UMAP) Consortium,

Coast Mountain College became the first Canadian institution to gain membership in UMAP. UMAP promotes student exchanges among 570 colleges and universities in 35 countries in Asia and on the Pacific Rim. As a member organization,



Coast Mountain students and faculty have increase mobility via reciprocal exchanges; Coast Mountain students get access to scholarships for opportunities to study in Japan and Taiwan. The College also gains a foothold in emerging and existing markets for international recruitment, and can leverage strategic partnerships with UMAP partner institutions that share values and vision around internationalization in higher education.

### Scholarships

Coast Mountain College and the Ministry of Education, Science and Technology in the Bahamas signed an Memorandum of Understanding (MOU) to collaborate on a joint scholarship initiative that will support students from the public-school system in the Bahamas to pursue areas of study required to further advance the economy of the Bahamas. This Scholarship Outreach Initiative will allow access to qualified applicants by providing a maximum of ten (10) scholarships per year to students attending Coast Mountain College. Students graduating from private high schools will be eligible for \$7,500 USD and students graduating from public school in the Bahamas will be eligible for \$10,000 USD.

### Proyecta 10,000

During the February 2014 North American Leaders' Summit, Mexico and Canada agreed that education and innovation are among the strategic priorities of cooperation between our two countries. Following the summit, the Mexican government launched the Proyecta 10,000 program, an



ambitious and transformational program whose goal is to have 10,000 Mexican undergraduate students, teachers and researchers study English in Canada by 2018. The importance of this strategic priority was reaffirmed during the June 2016 state visit to Canada of President Enrique Peña Nieto. The Mexican Ministry of Foreign Affairs aimed to send 1,150 students to Canada in 2017, and Coast Mountain College hosted 18 of these scholarship recipients. The students stayed in homestay in Terrace with local families, some of whom were faculty and staff. The plan is for another Proyecta cohort to study at Coast Mountain College in the fall of 2018.

**Recruitment**

In February 2018, the College created and filled a new position, International Student Advisor, designed to help support international students by providing incoming international students pre-arrival information, orientation, and support services at all campuses.

In line with the strategic goal of diversifying the student body, the College has worked with BCCIE to explore new recruitment markets. Coast Mountain College also participated in EduCanada Fairs in the Philippines and Vietnam organized by the Canadian Trade Commissioner Service.

**International projects – CICAN  
Mozambique**

Coast Mountain College has been working with CICan in Mozambique on the Skills and Training Development for Employment (STEM/CTEM) since 2016. The objective of this project is to increase economic opportunities for female and male learners from



Industry visit to promote TVET student internship program

training institutes in Mozambique, and STEM 12 is specifically focused on implementing principles of Student Services to improve student recruitment, retention, achievement, and



Student Services Coordinator in Tete

outcomes at five Technical Vocational Education and Training (TVET) institutes in two provinces in Mozambique. Coast Mountain College visited Mozambique on a second mission in May 2017 with

the purpose of hiring Student Services Coordinators (SSC). The third mission took place September 2017 and focused on providing training and support to the two SSCs and to introduce the concept of Student Services to key people in the schools including the Directors and the Gender Focal Point.

### Colombia

In October 2016, CiCAN contracted Coast Mountain College to compare certification processes of skills between Colombia and Canada. The evaluation and certification of job skills facilitates increased labour market participation, productivity, competitiveness, and mobility. The work of this project contributed to the definition of a national qualification framework, and built on previous initiatives related to labour market and competencies, such as the comparison of National Occupational Standards in Mining.

The overall objective of this project was for a comparative analysis of the evaluation and certification process in Canada compared to the process in Colombia in order to strengthen the process that exists in Servicio Nacional de Aprendizaje (SENA). Since SENA provides education at the technician and technologist level (i.e. largely one and two-year vocational training respectively), comparisons focused on Canadian certification for occupations at equivalent levels of

education. The comparison and analysis included the governance, methodologies and procedures of evaluation and certification of competencies



between Colombia and Canada. The analysis utilized examples from the mining, agriculture

and health sectors to illustrate relevant certification processes, with a focus on skilled trades and regulated occupations.

This project was formally complete in July 2017. The College presented via Skype at the wrap up conference in Cartagena in November 2018. Colombia project on credentialing and certification of workers also resulted in a two-way exchange of ideas, and a delegation of six SENA staff traveling to BC in April 2018. Thanks to support from the Ministry, outreach to related ministries, and working with institutions, regulatory bodies and industry in BC, the SENA delegation had a productive trip to Canada. The Colombian delegation met with and visited the following:

<ul style="list-style-type: none"> <li>• Ministry of Advanced Education, Skills and Training</li> <li>• Ministry of Jobs, Trades and Tourism</li> <li>• Ministry of Health</li> <li>• Ministry of Education</li> <li>• Vancouver Community College</li> <li>• British Columbia Institution of Technology</li> </ul>	<ul style="list-style-type: none"> <li>• University of the Fraser Valley</li> <li>• Industry Training Authority</li> <li>• Mining Association of BC</li> <li>• Applied Science Technologists and Technicians of BC</li> <li>• New Afton Mine</li> </ul>
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

The project resulted in an exchange of methodologies and models on certification and credentialing, and built relationship with our Colombian partners.

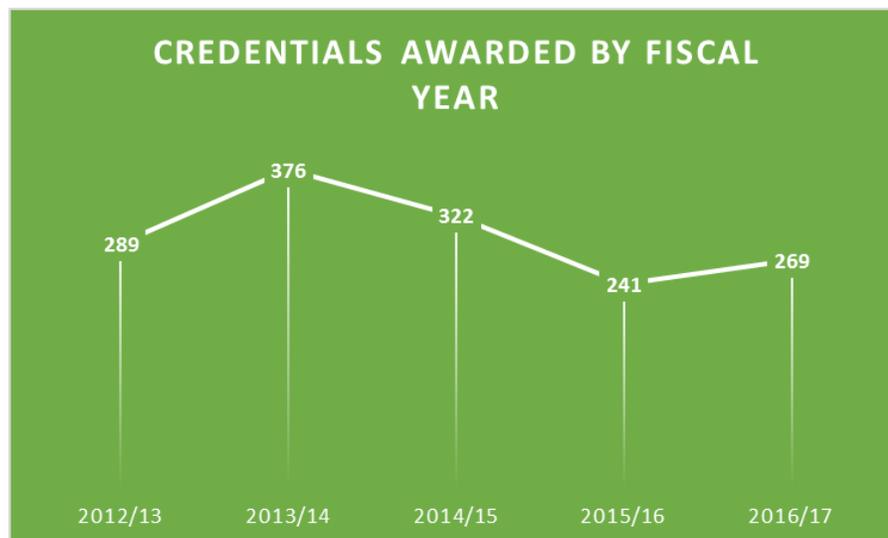
### Credentials Awarded

Annual performance is measured using a rolling three-year average of the most recent fiscal years, e.g., the results for the 2017/18 reporting year are a three-year average of the 2014/15, 2015/16, and 2016/17 fiscal years. A notable change this year is that only domestic students are included in the credentials awarded total. Results from the 2016/17 reporting year have been recalculated to reflect the change in methodology.



Credentials Awarded	Reporting year			
	2016/17 Actual	2017/18 Target	2017/18 Actual	2017/18 Assessment
Number	310	308	270	Not Achieved

As this performance measure is a 3-year average of credentials awarded at Coast Mountain College, this graph shows that graduation had a spike in 2013/14 and 2014/15. This was followed by two lower years. The 5-year average is 300, but the 3-year average is only 270 due to the clustering of high and low years.



Retention forms one pillar of the Strategic Enrolment Management (SEM) plan. The distance between locations presents challenges in delivering traditional support service, like counselling, and orientation activities. The increase of international students was a catalyst for instructors to seek support for non-instructional classroom concerns. Instructors are subject matter experts, [coastmountaincollege.ca](http://coastmountaincollege.ca) 1.877.277.2288

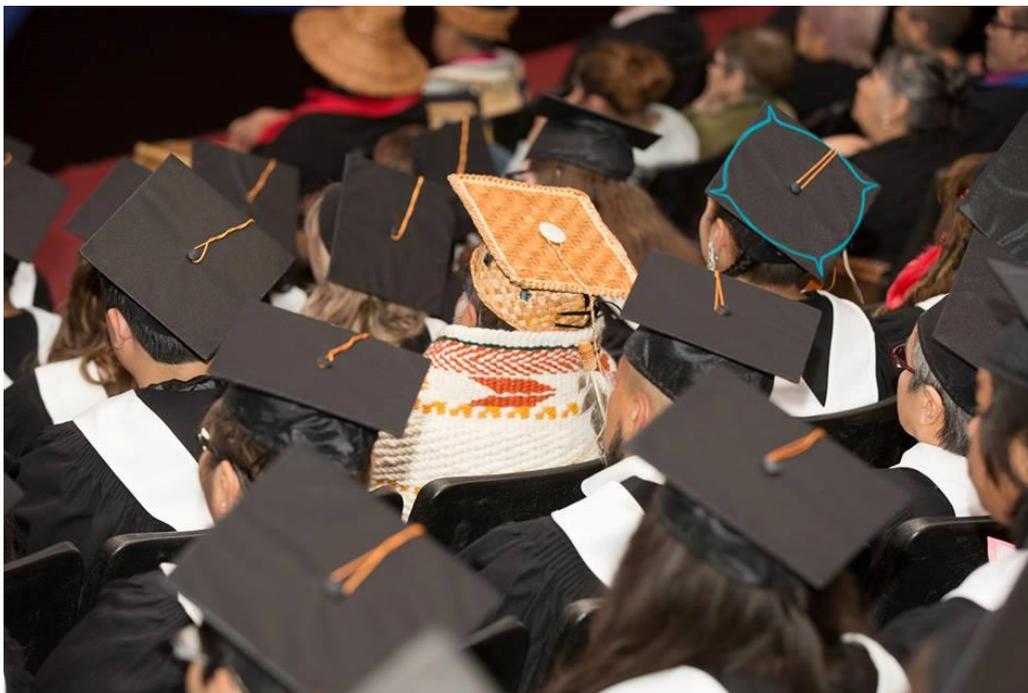
and when students present issues not related to the topic of the course, instructors have been encouraged to refer students to Student Services. Instructors can also refer students to the newly launched *Keep Me Safe* program, which is available to all students, and provides free, confidential counseling services to all students in multiple languages and is accessible 24/7 through multiple formats.

The *Sexual Violence and Misconduct Policy* has been in place this past year, and staff have received training on *Responding to Disclosures of Sexual Violence*, and this fall, Student Services will be providing *Be More than a Bystander* training. A program aimed at breaking the silence surrounding violence against women and girls by providing tools, language and practical ideas about how to be more than a bystander, how to speak up and how to communicate that violence and abuse is not acceptable.

Safe TALK training has been provided to the staff to become a suicide-alert helper. Further training is scheduled for the coming year. Additional College staff are being trained in the administration of Naloxone in the event of an overdose.

Student Services has incorporated these topics in to a day-long and enhanced orientation that will include community guests, faculty and staff participation, student panels, and activities. The first enhanced orientation was offered to the incoming business students May 2018.

Coast Mountain College has started a Leaders in Action program to involve students in leadership activities throughout the College and within the community.



## Access

*The BC public post-secondary system provides equitable and affordable access for residents*

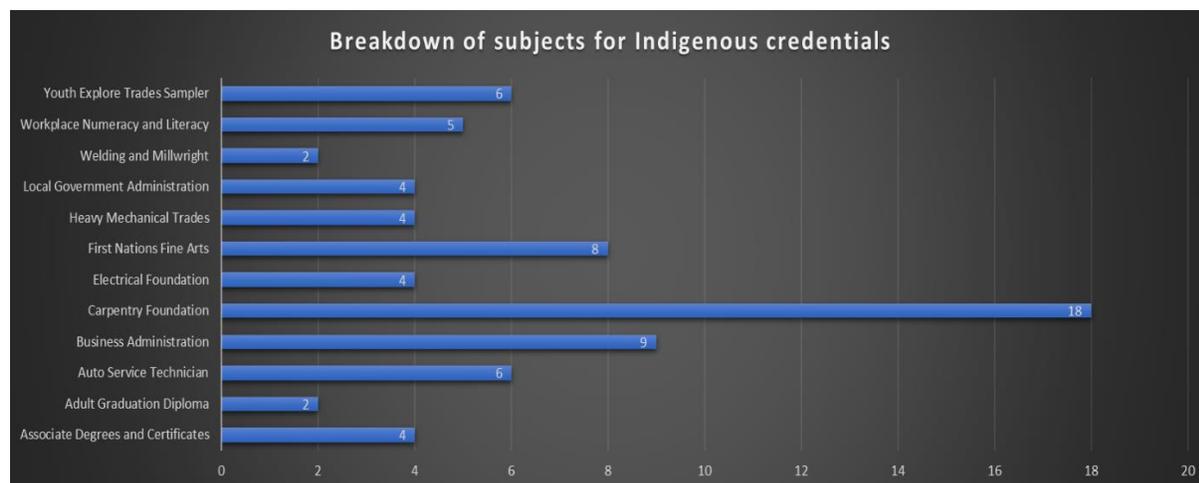
## Aboriginal Student Space

Results from the 2016/17 reporting year are based on data from the 2015/16 fiscal year; results from the 2017/18 reporting period are based on data from the 2016/17 fiscal year.

Performance measure	Reporting year			
	2016/17 Actual	2016/17 Target	2017/18 Actual	2017/18 Assessment
<b>Aboriginal student spaces</b>				
Total Aboriginal student spaces	602	600	677	Achieved
Ministry (AVED)	442		513	
Industry Training Authority (ITA)	160		164	

Through shared collaboration and partnerships, Coast Mountain College’s goal is to enhance education outcomes for Aboriginal students by ensuring they can participate fully and prosper within the economy. In the fall of 2017, Indigenous Student enrolment was 480 self-disclosed students. A total of 554 students had not yet disclosed. The Central Data Warehouse reports 677 Indigenous students at the College.

Considering the large student population of students of Indigenous descent, Coast Mountain College continues to acknowledge and strive to accommodate the unique needs of the seven Nations in the region through increased services and collaboration to respond to the varied needs of communities throughout the region. From June 1, 2017 to May 30, 2018, 78 Indigenous Students were awarded credentials.

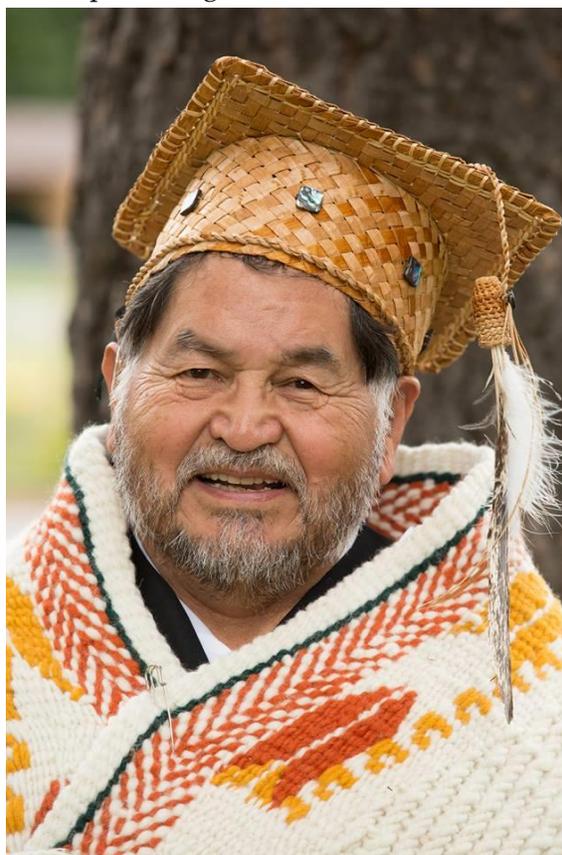


Over and above the Aboriginal Service Plan (ASP) Community Based programming, Coast Mountain College has successfully partnered with First Nations communities to deliver 102 community based programs in Aboriginal communities in 2017/2018.

### First Nation Access Coordinators (FNACs)

Funding through ASP allowed the College to increase FNAC hours by 190%. There are five full time First Nations Access Coordinators (FNACs): one at each campus and 1.5 at the Terrace campus. FNACs work directly with Aboriginal learners providing educational, financial, emotional, and cultural support. The goal of these services is to provide a welcoming environment and provide a successful transition to Coast Mountain College.

The College also uses ASP funding to offer regular teachings of Aboriginal cultural practices and art forms. The teachings are offered at a variety of times during the day, evening and weekends at each campus, as well as at the Longhouse at the Terrace campus, increasing the opportunities for intercultural awareness and student life. First Nations Access Coordinators reports indicate 6400 student interactions were made for either: student access, retention, outreach and cultural events.



Since the hiring of the first FNAC in 1995, the Aboriginal Student Services team at Coast Mountain College has grown to include both the Aboriginal Relations and Executive Advisor to the President's Office and the Associate Dean, Aboriginal Learning Transformation. These individuals work collaboratively to increase and enhance First Nations community relations and student services. The College has Indigenous student representatives on the First Nations Council, Board of Governors and the Aboriginal Course, Program, Articulation Committee



(ACPAC). Student feedback is used to guide in the planning and improvement of Student Services and campus life.

#### Aboriginal Emergency Assistance Funding

Advanced Education, Skills and Training (AEST) provides grant funding to Coast Mountain College with the purpose of assisting Aboriginal students with unforeseen and urgent financial needs that may affect their ability to continue their studies. FNACs are responsible for conducting student interviews to determine need and distribute the grant. The maximum grant amount an individual student may receive in each academic year is \$700. The College provides AEST with regular annual reports indicating the number of students who received funding and the total amount disbursed. For 2017/18, a total of 80 Aboriginal Emergency Assistance grants were distributed to support Aboriginal Students throughout the region.

#### Scholarships and Bursaries

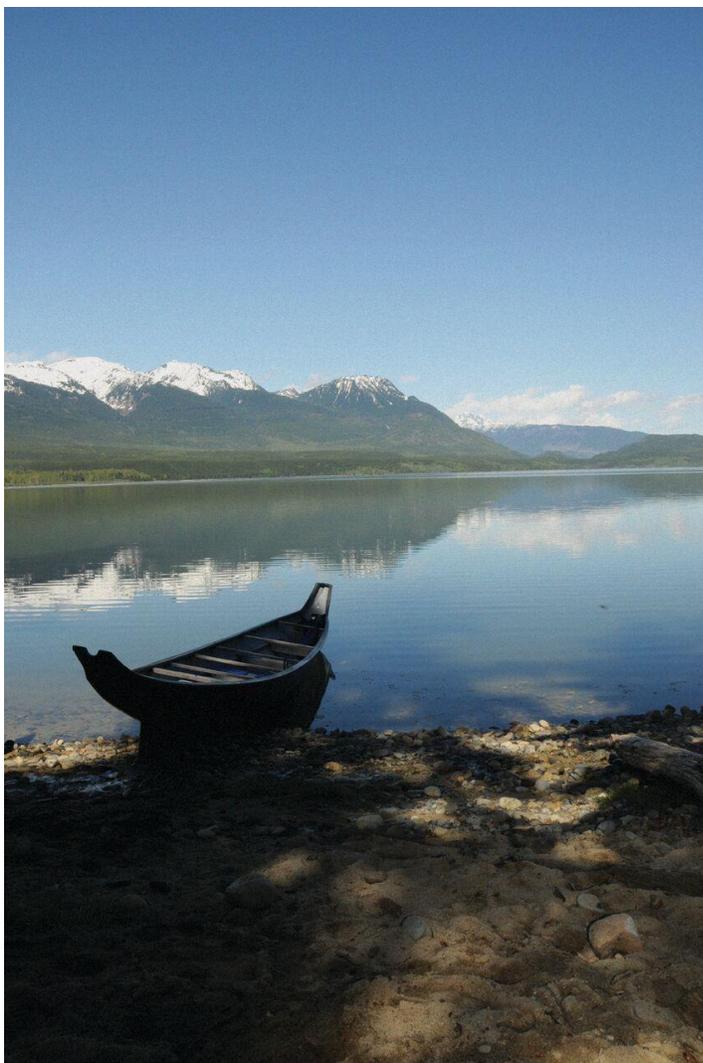
The College Advancement department supports Indigenous Students with opportunities to apply for scholarships, bursaries and awards. Two awards are available to students in the Freda Diesing School of Northwest Coast Art with a mature student award and general bursary. Additional, all students have access to numerous local, provincial and national scholarships, bursaries, and awards, and Indigenous students are



encouraged and supported by FNACs to apply for these funds.

### First Nations Council (FNC)

In 1996, the Board of Governors created the First Nations Council. FNC has provided the College with invaluable advice and guidance. The First Nations Council is comprised of representatives from the 27 First Nations communities and Bands served within the region of Coast Mountain College, Aboriginal institutes, the Metis Nation northwest region, Friendship Centres and the College. The Council serves as the consortium responsible for the implementation of the key intentions of the Aboriginal communities and Coast Mountain College. FNC meetings take place regularly, meetings are rotated amongst the College campus locations and community venues.



First Nations Council members serve as liaisons and are accountable to their Bands, the Metis Council and/or First Nations organizations. First Nations Council recommendations focus on Indigenous student services and advocacy, access to education, program promotion in communities, Indigenous curriculum development, cultural issues, and evaluation of program and education services.

### Stepping Stones to Improved Relationships

The Stepping Stones document outlines many initiatives to increase Aboriginal learner access, retention and success. It is a living document that directs and guides consultation with Aboriginal communities. Coast Mountain College

continues to meet regularly, throughout the year, with First Nations Council to review these priorities and initiatives.

Priority initiatives identified within the Stepping Stones document are to:

1. Increase Student Services to Aboriginal students;
2. Increase Partnerships; and
3. Recognize and integrate First Nations culture into program delivery

First Nations Council has been instrumental in bringing about changes within the College. A representative of the First Nations Council actively participates on Education Council (EDCO), the Aboriginal Course Program Articulation Committee (ACPAC) and has a non-voting seat on the Board of



Spirit Lake Trail – Haida Gwaii

Governors (BOG). First Nations Council representation on these boards, councils and committees ensures and promotes an inclusive curriculum and services which reflects and respects Aboriginal culture diversity and is inclusive of Indigenous knowledge.

In collaboration with First Nations Council, Coast Mountain College is undergoing a comprehensive review and reinvigoration of the First Nations Council's Stepping Stones Improved Relations Action Plan through 2018-19. With respect to Truth and Reconciliation, and the changes in Ministry of Education Skills and Training mandates, the College looks forward to working collaboratively with First Nations Council to identify First Nations community priorities and recommendations on how to effectively implement and support Indigenous communities and students.

### Aboriginal Service Plan

Aboriginal Service Plan (ASP) goals are to:

- Increase access, retention, completion and transition opportunities for Aboriginal learners;
- Strengthen partnerships and collaboration in Aboriginal post-secondary education; and
- Increase the receptivity and relevance of post-secondary institutions and programs for Aboriginal learners, including providing support for initiatives that address systemic barriers.

First Nations Council ASP priorities:

1. Increasing First Nations Access Coordinators time on campus
2. Elders on Campus
3. Cultural competencies for both staff and students
4. Language Revitalization

In 2017, 201 Aboriginal students responded to the College's Indigenous survey. Of those to respond, 78% indicated Coast Mountain College was excellent or good in providing effective personal supports, and 89% indicated the College provided safety and respect on campus and in the classroom. The FNACs' reports indicate that approximately 3200 students attended either student lead activities or events, cultural practice teachings, events, Elders on campus and or outreach activities. Each campus hosts a minimum of five cultural gatherings and has a minimum of three elders on campus throughout the school year. Coast Mountain College continues to strive to collaborate with students to identify the gaps and needs students require to be successful.

### Cultural Awareness and Sensitivity Training

One of the priorities identified by First Nations Council was to increase cultural awareness and sensitivity of College staff and personnel. Through Cultural Awareness Training offered over the past year with Indigenous Corporate Training Inc, Coast Mountain College employees have an increased awareness of Indigenous history, traumas and culture. Workshops cover topics including pre- and post contact, the Indian Act and Residential school in a non-threatening,

non-judgemental, safe environment. To date, 161 Faculty, Administrators, and staff have attended the workshop.

Coast Mountain College staff need to have an awareness, and understanding of Indigenous culture and Canadian history to increase the level of cultural competency. Diversity and inclusion are crucial aspects of a strong and stable public service. This training increases understanding of Aboriginal culture, enhances awareness, and promotes a spirit of inclusion. This training also reaffirms Indigenous values and partnerships as a key foundation of Coast Mountain College, based on respect, recognition, and responsibility. Training will be in partnership with outside resources while at the same time, in-house orientations will be created, and aligned to the goals of the Aboriginal Service Plan. For example:

**ASP Goal 1:** Systemic change means that the public post-secondary education system is relevant, responsive, respectful and receptive to Aboriginal learners and communities: increases student retention and support.

**Aboriginal Education and Training Policy Framework Goal 1:** Systemic change means that the public post-secondary education system is relevant, responsive, respectful, and receptive to Aboriginal learners and communities and relationships between public post-secondary institutions and Aboriginal communities are based on mutual respect.

## Quality

*The BC public post-secondary system provides quality through enriched educational experiences that meet the learning objectives of students*

### Student Satisfaction with Education

Student Satisfaction with Education <sup>4</sup>	Reporting year <sup>5</sup>					
	2016/17 Actual		2017/18 Target	2017/18 Actual		2017/18 Assessment
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	91.7%	3.0%	≥ 90%	95.3%	2.9%	Achieved
Former apprenticeship students	95.7%	4.1%		86.1%	8.0%	Achieved

### Student Assessment of Quality of Instruction

Student Assessment of the Quality of Instruction <sup>3</sup>	Reporting year <sup>4</sup>					
	2016/17 Actual		2017/18 Target	2017/18 Actual		2017/18 Assessment
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	93.5%	2.7%	≥ 90%	97.2%	2.3%	Exceeded
Former apprenticeship students	95.7%	4.1%		91.7%	6.4%	Achieved

<sup>4</sup> Please consult the [Accountability Framework: Standards Manual and Guidelines 2017/18](#) for a current description of each measure.

<sup>5</sup> Results from the 2016/17 reporting year are based on 2016 survey data; results from the 2017/18 reporting year are based on 2017 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%.

### Student Assessment of Skill Development

Student Assessment of Skill Development <sup>36</sup>	Reporting year <sup>4</sup>					
	2016/17 Actual		2017/18 Target	2017/18 Actual		2017/18 Assessment
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	91.0%	2.5%	≥ 85%	90.0%	3.9%	Exceeded
Former apprenticeship students	90.3%	6.0%		89.0%	7.4%	Exceeded

### Centre of Learning Transformation (COLT)

The Centre of Learning

Transformation (COLT) offers a variety of initiatives conceived to create the conditions necessary for growth in teaching and learning such as space and facilitation promoting critical reflection, connection and practice to transform what we do in helping our students learn to



the best of their abilities. In the past year, COLT provide 14 different types of offerings that saw 72% of instructors engage an average of four times each. Below is a description of these offerings and their outcomes.

---

<sup>6</sup> Changes have been made to the Student assessment of skill development methodology to better reflect the answers provided by individual students. The details of the new methodology can be found on page 21 of the 2017/18 Standards Manual. Results from the 2016/17 reporting year have been recalculated to reflect the change in methodology.

### Paddles and Pedagogy

Paddles and Pedagogy was an eight-day field school professional development opportunity for instructors in the form of a sea kayak learning journey in Mexico designed to develop their



understanding of the theory and practice of experiential place-based learning (EPBL). During this course, participants paddled, camped and had class sessions. The learning outcomes were that upon completion of this field school, instructors would be able to: Propose new ways to incorporate EPBL in their courses and programs; Design, deliver and evaluate learning in accordance to EPBL principles; Create a professional development session to share EPBL with their clusters; Advocate for the increase of EPBL in all of our courses; Exemplify adoption of EPBL; Envision the lived reality of achieving our BHAG of becoming the experiential place based learning college of choice by 2027. We achieved these

and so much more, including a re-connection with peers and to the college as well as inspiration for transformation.

One instructor's reflections on his participation:

*"Paddles and Pedagogy was legitimately a transformative experience for me as an instructor. It really brought into focus the flaws of conventional teaching practices and highlighted the advantages our college has to be trailblazers in Experiential Place Based Learning. It helped me identify the things I was already doing right but more importantly it provided tons of feedback about how I can improve the things that aren't aiding my students' learning."* Biology Instructor

### One to One Meetings

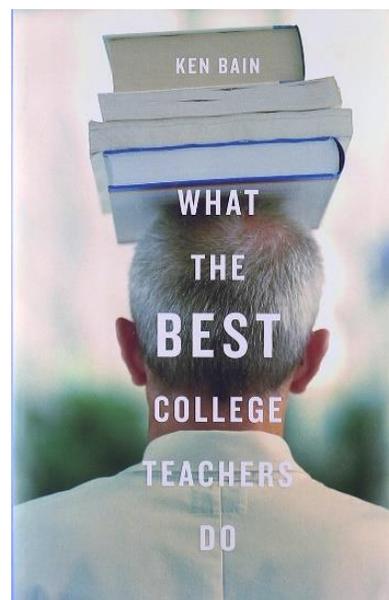
COLT staff met 61 times on a 1:1 basis with faculty building relationships and coaching.

### Community of Practice: What the Best College Teachers Do

Gathering faculty together who share a concern or a passion for teaching and want to learn how to do it better is one of the best avenues for growth and support. One means of doing this through ‘Community of Practice’ sessions that gathered six times over the year to work our way through Ken Bain’s book on ‘What the Best College Teachers Do’. Over those six lunch meetings, an average of 9 instructors participated.

### Provincial Instructors Diploma Program (PIDP)

The college has an MOU in place with Vancouver Community College to offer three courses (Curriculum Development, Delivery of Instruction and Evaluation of Learning) that transfer into the PIDP. This past year, COLT taught two of these three courses with 14 instructors participating. These courses provide an excellent foundation for designing the best approach to planning for, teaching and assessing learning.



### Curriculum Support

For instructors that are bringing program and/or course changes through our Education Council, COLT provides support regarding the design of learning outcomes and evaluation profiles. This year 16 different program and course changes were supported in the areas of Business, First Nations Fine Arts, Applied Coastal Ecology as well as College and Career Prep.

### Program Review

As part of our quality assurance processes, COLT supports program review. This year, it aided in the review of Early Childhood Care & Education in addition to playing a key role in the creation of a program review policy and a program review handbook.

### Conference Presentations

COLT presented at BCcampus’s Symposium 2017: Scholarly Teaching & Learning in Post-Secondary Education in October 2017 on ‘Scholarly Teaching in Community of Practice’ and at BCcampus’s Festival of Learning in May 2018 on ‘What the Yurt? Exploring Round Teaching’.

### Cluster Meetings

All programs are part of clusters that meet regularly on matters both organizational and pedagogical. COLT sometimes does topical presentations at these meetings. This year, the presentations were done by COLT staff and/or Paddles and Pedagogy participants on the topic of experiential place based learning.

### Field School Course Support

COLT staff participated in the Field School Courses of eight faculty. The purpose of this participation is fourfold: make it easier for faculty to be in the field with students with extra support such as driving, get to observe faculty lead these classes, learn about this aspect of our programming and about our place to enable COLT staff to help others imagine how to do more of this and connect with students to find out about their learning experiences.

### Research

For direct support of research, this involved helping one instructor navigate external funding opportunities and connecting those opportunities to the college. Additionally, an MOU was created and signed with UNBC about accessing and participating in their Animal Care Committee and their Research Ethics Board. Finally, COLT has been pursuing direct certification from the Canadian Council of Animal Care for research involving animals. The purpose of these initiatives is to create pathways for instructors engaged in research to do so in an ethical manner with opportunity for funding to enhance their work and the learning they offer students.

### Classroom Observations

One way for instructors to improve their craft of teaching is to invite COLT staff into their class to observe their teaching and provide feedback. COLT staff visited six classrooms for this purpose this year.

### Galts'ap Day

'Galts'ap' means community in Tshimshian. Galts'ap Day at Coast Mountain College is a day for gathering our community of college employees for fun and learning. COLT provided three workshops to over 75 participants, including 42 faculty, on 'What to do on the First Day of Class', 'Teaching International Students' and 'Virtual Reality in the Classroom'. These workshops were designed to prepare instructors for the academic year ahead that saw the College increase in international students from 16 to 110, introduce 3 virtual reality labs at 3 different campuses and to consider how to start class off on the right foot.



### Eat, Share, Grow

COLT hosted nine 'Lunch and Learns' on the topic of best practices with international students. These meetings, which saw an average of 9 faculty attend, were discussion based with opportunity for faculty to share challenges and solutions to ensuring we are meeting the needs of our international students in the classroom.



### The Teaching Lab Yurt

In January 2018, COLT opened the college's teaching lab yurt which is a place for inspiration and innovation to promote and elevate teaching and learning. Here, faculty are invited and supported to explore experiential place based ways of designing curriculum, delivering instruction and assessing

learning. Yurts are the traditional nomadic home of Mongolia and surrounding regions, typically referred to as a Ger, which have been widely used for thousands of years. Key factors in defining a yurt are that it is portable, circular, has an accordion lattice wall, a tension band, radial rafters leading up to a central compression ring and is covered in felt or fabric. The Coast Mountain College yurt has been open as a classroom for 22 weeks seeing an average of 22 hours a week of programming in it giving it a 62% utilization rate.

COLT had three reasons for building a teaching lab yurt:

1. Physical shape directs usage – a yurt is round, lending itself easily to active, participatory learning.
2. It stands out as different which creates intrigue and invites users out of their comfort zones to help facilitate experimentation with teaching and learning.
3. The yurt is a visual artefact that signifies our intentions to move towards becoming more experiential place based in our teaching and learning.



The yurt is used, in order of priority: As an innovative teaching and learning space for classes, where instructors are invited to work with COLT facilitators to form action research projects where they identify, try and reflect on one thing they could do differently in their teaching to move towards more experiential, place based learning; as a much needed additional meeting space that is comfortable and spacious; as space for community connections, such as professional development opportunities for K-12 educators; and, as a revenue generating rental space.

This semester saw seven instructors (Biology, Business, Early Childhood Care & Education, Automotive, Geosciences and Social Work) teach one course each in the yurt. To see the yurt in action and hear initial results, please see [https://www.youtube.com/watch?v=7XDKI3IVR\\_0](https://www.youtube.com/watch?v=7XDKI3IVR_0).

This cohort of instructors met monthly to discuss observations and support one another as they shifted their teaching to ‘round teaching’. Additionally, this cohort was granted one of three provincial scholarly teaching fellowships for their work in the yurt.



**COLT by the numbers (May 2017-May 2018)**

Event	#	hours	Event	#	hours
One to One	61	61	Curriculum Support	18	18
Community of Practice	56	56	Program Review	2	10
Eat, Share, Grow	81	81	Cluster Meetings	41	41
Courses	13	390	Field School Course Participation	8	128
Paddles and Pedagogy	10	960	Research	5	5
Yurt Teaching & Meetings	36	300	Classroom Observations	6	6
Galts’ap Day	42	42	Conference Presentations	2	4
<b>Totals</b>	<b>359</b>	<b>unique attendances and engaged with COLT (by comparison, this year is up by 297 unique attendances over last year)</b>			
	<b>1832</b>	<b>people hours (an average of 29 hours per participating instructor)</b>			
	<b>63</b>	<b>participating instructors (72% of our teaching staff) participating an average of 6 times each</b>			

## Relevance

*The BC public post-secondary system is relevant, having the breadth and depth of programming to meet the evolving economic needs of the province*

## Student Assessment of Usefulness of Knowledge and Skills in Performing Job

Please consult the [Accountability Framework: Standards Manual and Guidelines 2017/18](#) for a current description of each measure.

Student Assessment of Usefulness of Knowledge and Skills in Performing Job	Reporting year <sup>7</sup>					
	2016/17 Actual		2017/18 Target	2017/18 Actual		2017/18 Assessment
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	73.9%	7.7%	≥ 90%	74.6%	9.5%	Substantially achieved
Former apprenticeship students	*	*		*	*	Not assessed

## Unemployment Rate

Unemployment Rate	Reporting year <sup>6</sup>					
	2016/17 Actual		2017/18 Target	2017/18 Actual		2017/18 Assessment
	%	+/-		%	+/-	
Diploma, associate degree and certificate graduates	12.6%	5.2%	≤ 12.7%	20.0%	7.4%	Achieved
Former apprenticeship students	N/A	N/A		N/A	N/A	Not assessed

## Facilities and Infrastructure

The Trades Building Construction continues on the Terrace Campus and major completion is scheduled for August 31, 2018. This phased renovation of Coast Mountain's Trades training spaces includes a complete renewal of electrical and mechanical infrastructure for the building

<sup>7</sup> Results from the 2016/17 reporting year are based on 2016 survey data; results from the 2017/18 reporting year are based on 2017 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%.

as well as structural upgrades to meet modern seismic standards. More importantly, the renovation includes new formal and informal learning spaces that align with the College’s strategic Learning and Teaching Plan. This includes five (5) flexible classrooms, technology-enabled student commons, student lounge, four (4) project rooms and three (3) huddle spaces. This focus on student spaces will transform the way our faculty are able to engage our students and will help build a community of engagement and collaboration among our students. This project will provide a blueprint for future functional improvements to learning spaces at Coast Mountain College and enable us to modernize curriculum design, lesson planning and assessment methods.

### Labour Report

(Up to March 31, 2018)

Description	Hours to date	This period	% of Job
Total hours worked	43048	2974	100.00%
CMTN graduates	14495	1197	33.67%
Apprentices	8471.5	559.5	19.68%
First Nations employees	8493	634	19.73%
Job Fair hires	9851.5	1055	22.88%

*April 2018 Labour Report to be submitted beginning of May 2018*

### Student Housing

To support additional educational opportunities at the Smithers Campus Coast Mountain College has constructed a temporary housing facility to provide residence for 20 to 24 students commencing Business programs in May 2018. This project was possible through government funding and the support of the Bulkley Senior Citizen Housing Society. Moving forward, a lack of affordable housing and a low rental vacancy rate creates a barrier to further growth of programming at the Smithers Campus, and Coast Mountain College has included permanent student housing for Smithers in the five--year capital plan, and aims to have a permanent solution by 2021.



This will create opportunities for additional program and course offerings for all students at the Smithers Campus. The prospect of offering more post-secondary education in the Bulkley Valley has been well received by partner organizations including the Town of Smithers, School District 54, the Chamber of Commerce and local businesses.

In August 2018, Coast Mountain College hired a new Manager of Student Housing and Engagement to support the growing demand for student housing. The vision of Coast Mountain College student housing is to advance the strategic plan by providing an exceptional student experience through living and learning communities that connect our students locally and globally. The Office of Student Housing and Engagement has added two staff to enhance the student experience in our Terrace and Smithers campuses.

### Other Infrastructure Updates That Support NWCC’s Relevance

The Campus Store on the Terrace campus is being relocated in 2018 from the current library location to an above ground store front in the cafeteria building. This move will provide students with easier access in a central location on campus. This project will see upgrades to the point-of-sale system and the creation of an e-store.



## Efficiency

*The BC public post-secondary system is efficient, providing multiple and flexible student pathways with clear returns on public and individual investments*

The College continues to be actively involved in the Support and Services to student initiatives including the implementation of XML transcript exchange, the Open Educational Resources and the common application platform (EPBC).

For the XML transcript exchange, Coast Mountain College continues to work with OA Solutions and the other provincial Colleague institutions to implement transcript exchange in three phases: first is the incoming transfers from post-secondary institutions, second is the incoming transfer from the high schools, and the final phase is the outgoing transfer. The College is scheduled to onboard with the transcript exchange for the summer of 2018.



Over the past two years, Coast Mountain College has committed resources to support the Policy Working Group for Education Planner BC (EPBC), and a resource has been assigned to inform the newly formed Data Governance Committee.

The College continues to support the research efforts of BC Student Outcomes, Adult Special Education and the Student Transitions Program through collaboration and data submissions to both the Ministry of Advanced Education, Skills and Training, and to BC Stats.

## College Foundation

In 2017/18, the newly formed Coast Mountain College Foundation was finalized, giving the College greater fundraising abilities and opportunities. The Foundation has formed relationships with other foundations, corporations, community members, and alumni to raise funds to support and enhance the educational needs of students and future students at Coast [coastmountaincollege.ca](http://coastmountaincollege.ca)

1.877.277.2288

Mountain College. The Foundation Board is responsible to steward private funds and designate dispersal for scholarships, awards, bursaries, programs and capital projects.

**Learning Lunch Series**

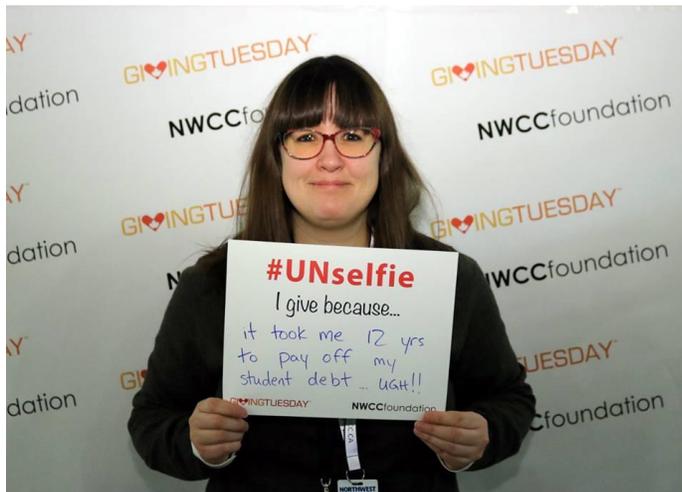
In September 2017, the NWCC Foundation launched the Learning Lunch Series. This monthly event invited a variety of community organizations to speak on different topics. Students, staff, and the public could donate to the student food bank to attend lunch sessions on topics that included Nutrition, Fitting in Fitness, Investing, and Mental Health.

**Employee Giving**

The Employee Giving incentive gives employees the opportunity to donate to scholarships, awards and bursaries of their choice via bi-weekly or monthly deductions from their paychecks.

Fiscal year	Amount Dispersed
15/16	\$89,500
16/17	\$116,000
17/18	\$99,000

Employee giving has been an evolving event over the past few years. In 2013, 5 employees gave a total of \$2,866, in 2014 there were 9 employees who donated \$3,290, and as of the end of 2017, there were 62 employees who gave \$19,479. The growth in such a short time



period is a testament to the giving environment of the Coast Mountain employees who are committed to the success of the students and communities we serve. The goal for Foundation is to have 100 percent of management contributing and 75% of the entire college community contributing.

### Professional Cooks and Fundraising

Linking students to the fundraising makes for great events at the College, and the participation of Professional Cook program in fine dining, donor recognition events and golf scrambles provide a great opportunity for the students to show culinary skills.

Donor recognition events are hosted annually in Terrace and Smithers. These dinners thank donors for supporting the Coast Mountain fundraising events, and an opportunity for donors and students to make the



connections. It lets the donors meet the students they are supporting and gives the students a chance to say thank you and network with potential employers.

The Professional Cook level 1 students also prepared dinner for the 4th Annual Valentine's Day fine dining and silent auction. This event took place at the Terrace campus with approximately 85 people in attendance and amount raised over \$9,000.



The annual Terrace and Smithers Golf Scrambles have become coveted events in the communities. Corporate sponsors and players are treated to on-course food prepared by the culinary students. These events have raised more than \$47,000 to continue to provide financial opportunities to students through bursaries, scholarships and awards.

The Giving Tuesday movement is relatively new to Canada but has been around since 2012 and is gaining recognition around the world. It is an



international day of giving that follows Black Friday and Cyber Monday each year.

Professional Cook students prepared food for the first annual Pancake Breakfast event in support of Giving Tuesday. For more information on Giving Tuesday at NWCC Foundation go to <http://givingtuesday.ca/partners/northwest-community-college>



## Appendix A: 2017/18 Accountability Framework Performance Measure Results

Performance measure	Reporting year					
	2016/17		2017/18	2017/18		2017/18
	Actual	+/-	Target	Actual	+/-	Assessment
<b>Former diploma, associate degree and certificate students' assessment of skill development</b>						
	%	+/-		%	+/-	
Skills development (avg. %)	91.0%	2.5%	≥ 85%	90.0%	3.9%	Exceeded
Written communication	88.2%	4.2%		79.7%	7.1%	
Oral communication	79.5%	5.5%		79.5%	6.9%	
Group collaboration	93.3%	2.8%		96.1%	2.8%	
Critical analysis	96.1%	2.1%		92.2%	3.8%	
Problem resolution	88.1%	3.6%		90.8%	4.3%	
Learn on your own	92.1%	3.0%		93.2%	3.6%	
Reading and comprehension	96.7%	2.0%		92.3%	3.7%	
<b>Former apprenticeship students' assessment of skill development</b>						
	%	+/-		%	+/-	
Skills development (avg. %)	90.3%	6.0%	≥ 85%	89.0%	7.4%	Exceeded
Written communication	*	*		*	*	
Oral communication	*	*		*	*	
Group collaboration	90.2%	6.6%		90.6%	7.6%	
Critical analysis	97.7%	3.1%		90.9%	7.3%	
Problem resolution	88.1%	7.1%		91.2%	7.0%	
Learn on your own	93.3%	5.1%		97.1%	4.0%	
Reading and comprehension	95.5%	4.4%		94.3%	5.6%	

## Appendix B: Accountability Framework Performance Targets: 2018/19 to 2020/21

Performance measure	2018/19	2019/20	2020/21
<b>Student spaces</b>			
Total student spaces	1,715	1,664	1,664
Nursing and other allied health programs	148		
Developmental programs	559		
<b>Credentials awarded</b>			
Number	285	TBD	TBD
<b>Student satisfaction with education</b>			
Former Diploma, associate degree and certificate students	≥ 90%		
Former apprenticeship students			
<b>Student assessment of the quality of instruction</b>			
Former Diploma, associate degree and certificate students	≥ 90%		
Former apprenticeship students			
<b>Students' assessment of skill development (average %)</b>			
Former Diploma, associate degree and certificate students	≥ 85%		
Former apprenticeship students			
<b>Student assessment of usefulness of knowledge and skills in performing job</b>			
Former Diploma, associate degree and certificate students	≥ 90%		
Former apprenticeship students			
<b>Unemployment rate</b>			
Diploma, associate degree and certificate graduates	11.1%	< unemployment rate of individuals with high school credentials or less	
Former apprenticeship students			

## Appendix C: 2017/18 Audited Financial Statements

At the time of submission the financial statements for 2016/17 had not been posted to the Audited Financial Statements page on the Advanced Education website. The link provided goes to the financial statements landing page.

<http://www2.gov.bc.ca/gov/content/education-training/post-secondary-education/institution-resources-administration/financial-reporting/audited-financial-statements>