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# Institutional Accountability Report

2018-19 to 2021-22

July 2019



## Accountability Statement

July 3, 2019

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 2018/19 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:

- Effective June 18, 2018 Northwest Community College officially became Coast Mountain College (CMTN). The name change comes after two and a half years of research, community engagement and a strategic planning process that involved staff, faculty, students, alumni and community members. During the last year, the college rolled out its new name with a new brand image. The name Coast Mountain College and the brand chosen was chosen both link the importance of the people, places, geography and culture that are only found in this part of the country. This new visual identity also reflects the connection to community that we know is so dearly valued by our alumni, staff, students and other stakeholders in the community. The colour is a nod to the glaciers and rivers that define the area. The logo includes C-shaped forms referring to the coastal areas of the region and an M shape that represents the mountains. The top of the visual identity is reminiscent of a mountain, also a symbol of achievement. The lower portion of the logo represents the coastline reflection and the rivers, waterways and ocean waters that connect our communities.
- Students greatly welcomed the opening of the newly renovated, state-of-the-art House of Cedar trades training facility at Coast Mountain College. Renovations and upgrades to the House of Cedar, provided students with modern classrooms, updated and enlarged trades workshops, a new atrium, learning commons space and food service area. The building also has updated mechanical, electrical and fire protection systems to reduce energy consumption and meet current building code requirements.
- The representation of indigenous students in the domestic student population increased by one percent between the 2017-18 and 2018-19 fiscal years, and indigenous students now make up 49 percent of the domestic student population. We continue to reduce barriers for indigenous learners and there was an 82 percent increase in credentials awarded to this population from 2015/16 to 2017/18 academic years (according to the [Student Transition Project](#))




- Corporate Services and Facilities personnel continue to work with the Ministry to finalize the business case to support new Student Housing for CMTN at our Terrace Campus. Representatives from the college and our consultants met with Ministry officials throughout to clarify the business case expectations to ensure everyone understands the design-build process being planned to expedite the construction process.
- Coast Mountain College and First Nations Council proudly facilitated the first, of hopefully many, Northwest Coast Language Revitalization Conference that brought together all eight nations in our service region (Haida Gwaii, Ts'msyen, Nisga'a, Tahltan, Gitksan, Witset, Haisla, and Metis) to showcase the successful language programs happening in Indigenous communities. Final registration numbers topped out at 75 with people coming from Prince Rupert, Terrace, the Nass, Kitamaat, Hazelton, Smithers and Vancouver. The favourite part of the day for most was the powerful performance by the children from the Suwilaawks Community School dance group. Feedback from participants has been wonderful, with quite a few hoping there will be future conferences.

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




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Ken Burt  
President & CEO  
Coast Mountain College



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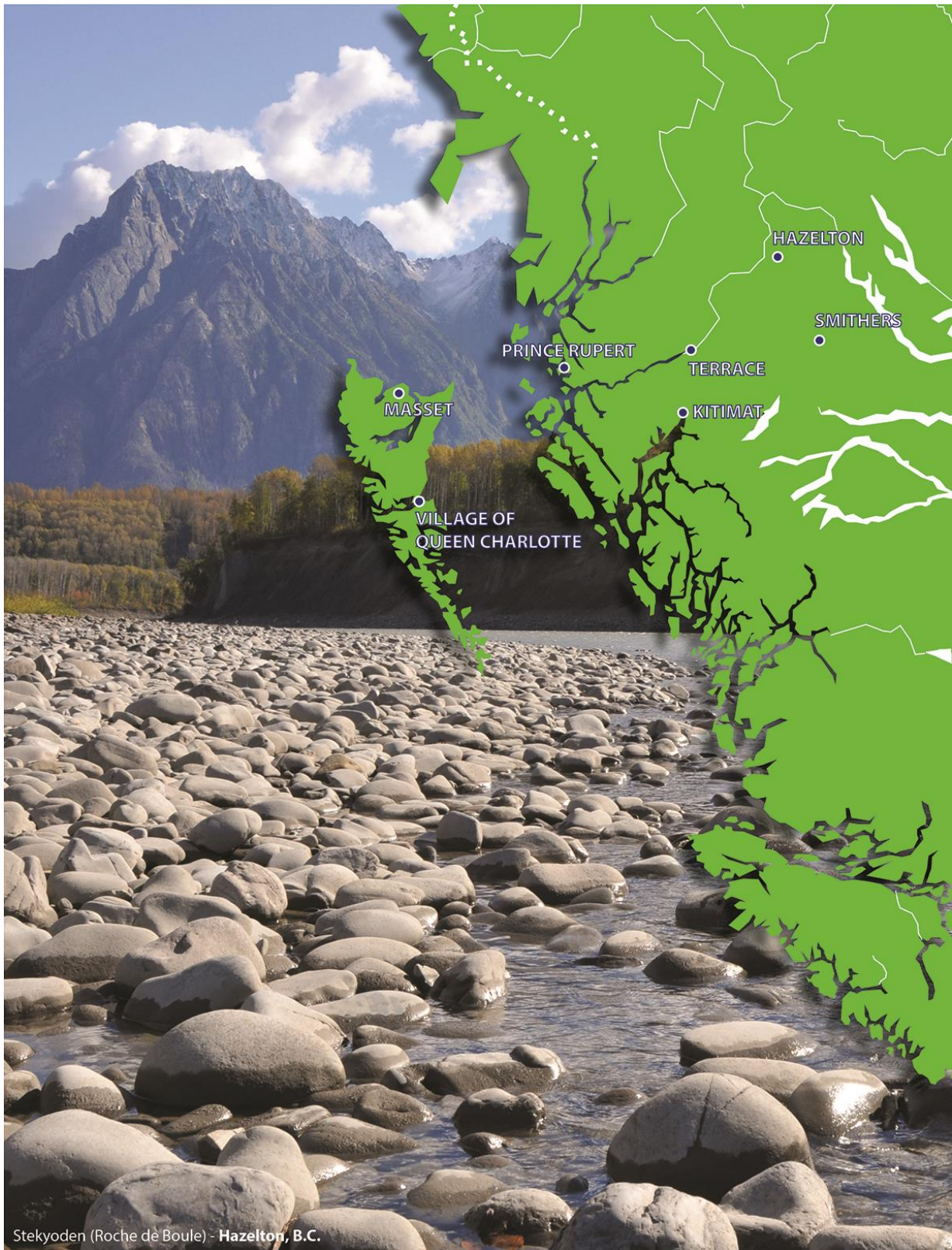
Hydrology students learn about the snowpack at Shames Mountain - 2019



Indigenous Language Conference 2019



## Map of Coast Mountain College Campuses



## Institutional Overview

Coast Mountain College (CMTN) provides quality, affordable educational opportunities to the communities of BC's rugged northwestern region including coastal campuses at Prince Rupert, Queen Charlotte, and Masset, and inland campuses at Hazelton, Terrace and Smithers. Coast Mountain College offers a unique educational experience for students who want to learn a vocation, upgrade skills, or begin an educational journey on a transfer pathway in Business, Health, Arts and Science, Human Services, or Applied Sciences leading to any of the province's research and teaching universities as well as universities across Canada and around the globe.

Coast Mountain College campuses are located on the traditional territories of multiple First Nations including Haida to the west, Wet'suwet'en to the east, Tahltan to the north, and Haisla to the south. Additionally, the region is the traditional territory of Gitksan, Nisga'a and Tsimshian people. Each nation has identified specific and, in some instances, unique education needs. To support access and success for Indigenous students, the College works closely with the First Nations Council (FNC), which is composed of representatives from these nations, and whose members have a seat on both the Board of Governors, and Educational Council.

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, by modernizing and de-colonizing policies, and by exploring opportunities to add appropriate Indigenous content into courses and programs.

Coast Mountain College aims to be the college of choice for experiential, place-based learning by facilitating learning both in the classroom and in the spectacular outdoor spaces that are unique to this part



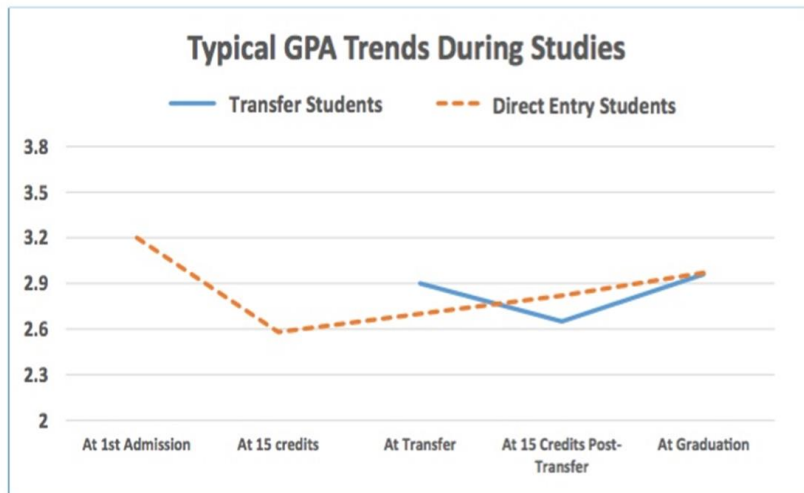
Welcome Back Feast head table – winter 2019

<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 \(2007\)](#)



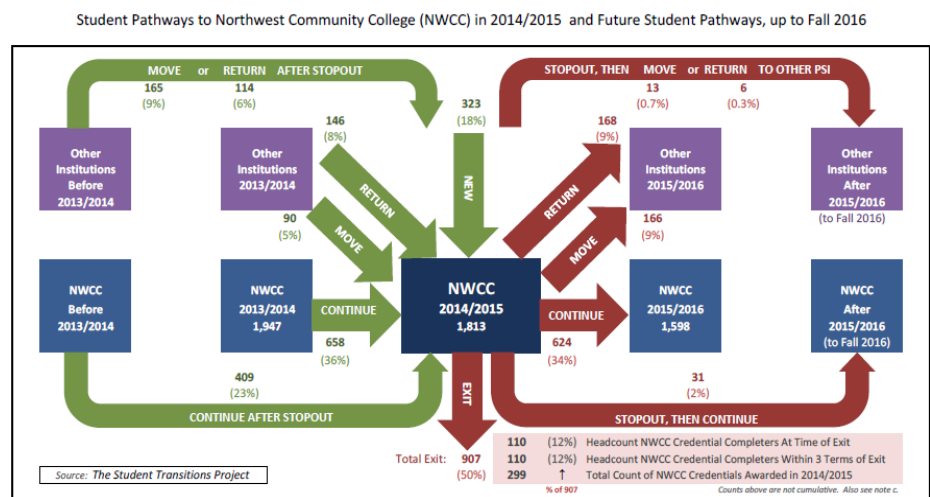
of Canada. Starting at a College gives many students the confidence and self-efficacy required to be successful at larger institutions.



Source: Fleming, R. 2019. *BC transfer system: Student transition and mobility, and BCCAT initiatives for 2019-20*. Coast Mountain College Presentation

The BC Council on Admissions and Transfer (BCCAT) has studied the success of students who transfer from Colleges and those students who directly entered the University from high school and found that the Grade Point Average (GPA) at graduation was similar for both cohorts. There are two differences in the cohorts: the tuition is lower at Colleges for the same number of credits, and the College provides a second opportunity for students who were less engaged in high school to demonstrate success at the post-secondary level. The fact that students who were

initially less prepared academically can use the College as a “stepping-stone” to access teaching and research universities “highlights the importance of adopting a systemic view of retention and student success” (BCCAT, 2019<sup>3</sup>). The student transfer pathways are not one-directional, and students who move to the Northwest region can apply credit for previously completed courses to complete a program with Coast Mountain College.



<sup>3</sup> [BCCAT Transfer](#)



## Regional Demographics

The college region services a land area of approximately 124,492 square kilometres. The population in this region is 73,390 based on BCStat's 2018-population estimate<sup>4</sup>. This translates into a population density 0.5 people per square kilometre. The 2016 Canada Census data shows the population of greater Terrace to be 15,723 with a population density of 213 people per square kilometre<sup>5</sup>. Smithers had a population of 5,401 with a density of 354 people per square kilometre<sup>6</sup>. Prince Rupert had a population of 12,220 with a density of 184 people per square kilometre<sup>7</sup>. The Hazeltons combined had a population of 771 people<sup>89</sup> with a more dense population in Hazelton Village (108.5 per km<sup>2</sup>).



Source: [iMapBC](#)

The Indian Reserves (IR) in the region (here forth referred to as Indigenous Communities) are small in area, and densely populated. For example, the population of Kitselas 1 IR<sup>10</sup> was 269 which translates to a density of 56.7 people per km<sup>2</sup>; Kitsumkaylum 1 IR<sup>11</sup> (Kitsumkalum) with a population of 334 has a density of 68.8 people per km<sup>2</sup>; Masset 1<sup>12</sup> (Old Masset) had a population of 555 with a density of 173 people per km<sup>2</sup>; and Hagwilget's population<sup>13</sup> of 191 is a density of 150.1 people per km<sup>2</sup>. Many Indigenous communities are accessible by highway, and, although the distance to a College centre varies, most are within a hundred kilometres of a campus. The Nisga'a lands are roughly 100 kms north of Terrace and, in 2016, had a population of 1880, which translates into a population density of 0.9 people per km<sup>2</sup>. Although the region has many pockets of densely populated communities, there is often a distance between them, and when

<sup>4</sup> [BCStats population estimates](#)

<sup>5</sup> [Statscan Focus on Geography Series, 2016 Census: Terrace](#)

<sup>6</sup> [Statscan Focus on Geography Series, 2016 Census: Smithers](#)

<sup>7</sup> [Statscan Focus on Geography Series, 2016 Census: Prince Rupert](#)

<sup>8</sup> [Statscan Focus on Geography Series, 2016: Hazelton, Village](#)

<sup>9</sup> [Statscan Focus on Geography Series, 2016: New Hazelton](#)

<sup>10</sup> [Statscan Focus on Geography Series, 2016 Census: Kitselas 1 Indian Reserve](#)

<sup>11</sup> [Statscan Focus on Geography Series, 2016 Census: Kitsumkaylum 1 Indian Reserve](#)

<sup>12</sup> [Statscan Focus on Geography Series, 2016 Census: Masset 1 Indian Reserve](#)

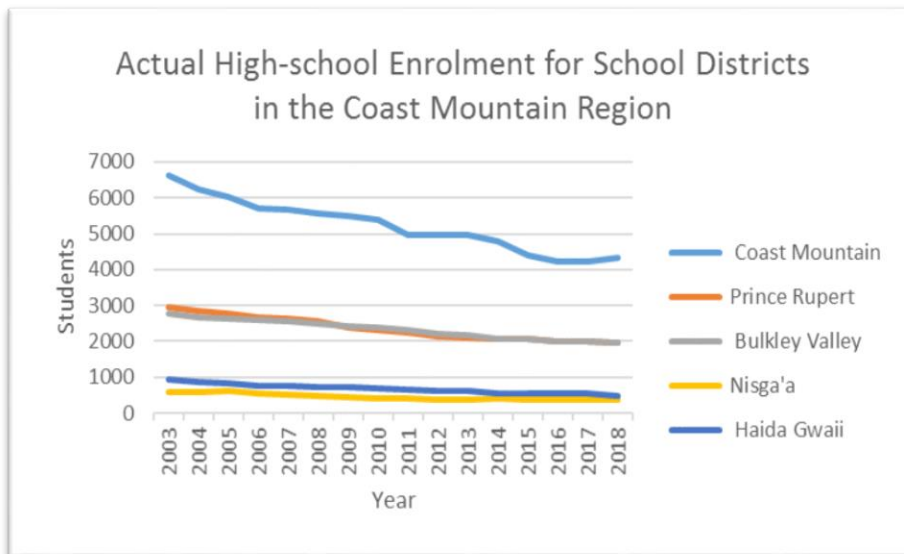
<sup>13</sup> [Statscan Focus on Geography Series, 2016 Census: Hagwilget 1 Indian Reserve](#)



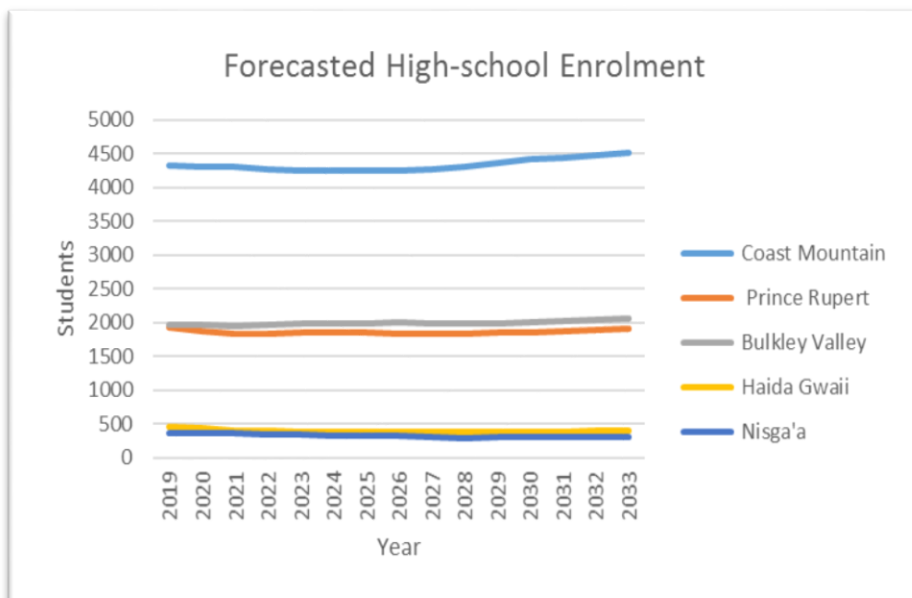
corrected for the larger communities, the population density in the region's unincorporated communities drops to ~0.1 people per km<sup>2</sup>.

## Regional high school enrolment

The projection is for regional high-school enrolment to stabilize after twelve years of steady enrolment declines in the local school districts ([Information to Support Student Learning](#), 2018). In 2003, the Coast



Mountain School District, which includes Terrace, Hazelton and Kitimat had a district wide enrolment of 6639 students. By 2018, district enrolment dropped by a third to 4327. Although the forecast line shows an increase in district-wide enrolment for Terrace by 2033, this increase is small with an increase of approximately 200 registrants.



Source: [Information to Support Student Learning](#)

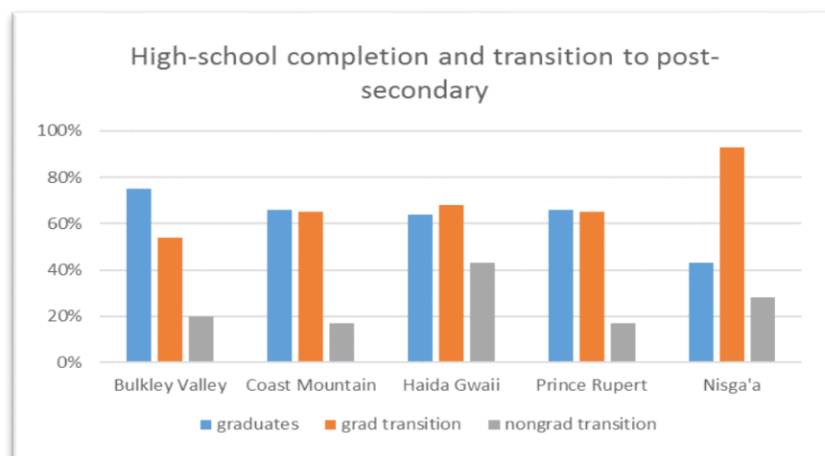
The Bulkley Valley school district (Smithers and Houston) and Prince Rupert school district have both experienced a decline of approximately 1000 registrants between 2003 and 2018. There is small enrolment increase forecast for Bulkley Valley from 2019 to 2033; however, the expectation for Prince Rupert is a slight decline over the same timeframe.

Enrolment will continue to decline in smaller school districts in the region. The Haida Gwaii School

district experienced a 50% reduction in high-school enrolment between 2003 and 2018, and the forecast is



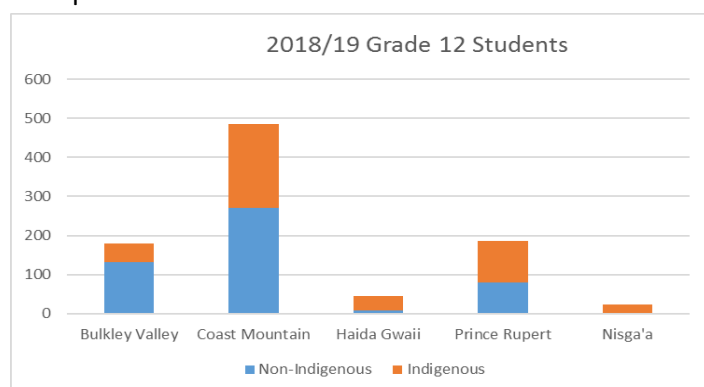
for an additional 15% decline in enrolment through 2033. The Nisga'a school district enrolment declined by 35% between 2003 and 2018, and a continued enrolment decline is forecast through 2033.



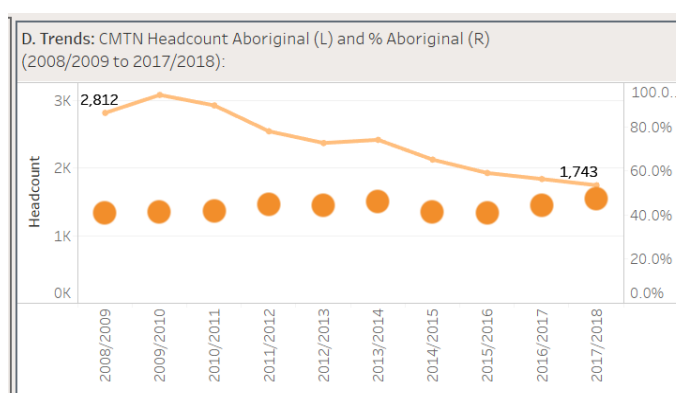
Source: [Information to Support Student Learning](#)

percentage of students graduating at 43%, but the highest post-secondary participation rates at 93% five years after graduation.

Indigenous students make up 46% of enrolment for Grade 12 among the five school districts. This enrolment percentage is similar to the Indigenous student enrolment at the College over the past 10 years. The 10-year trend shows a similar enrolment decline at the College as the regional high school enrolment over the same time-period.



Source: [Information to Support Student Learning](#)



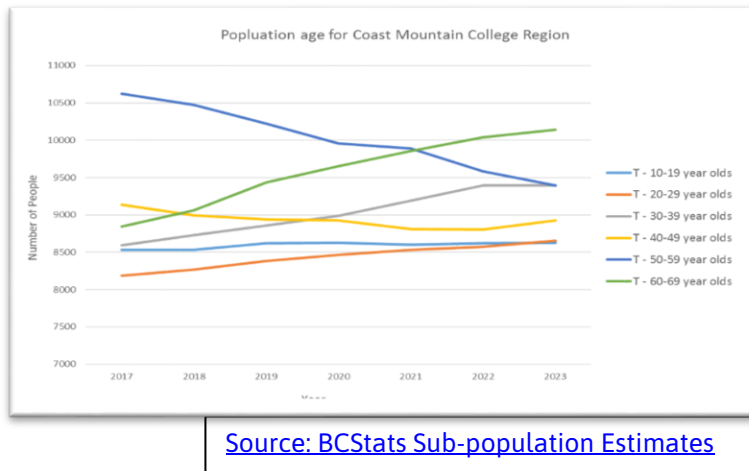
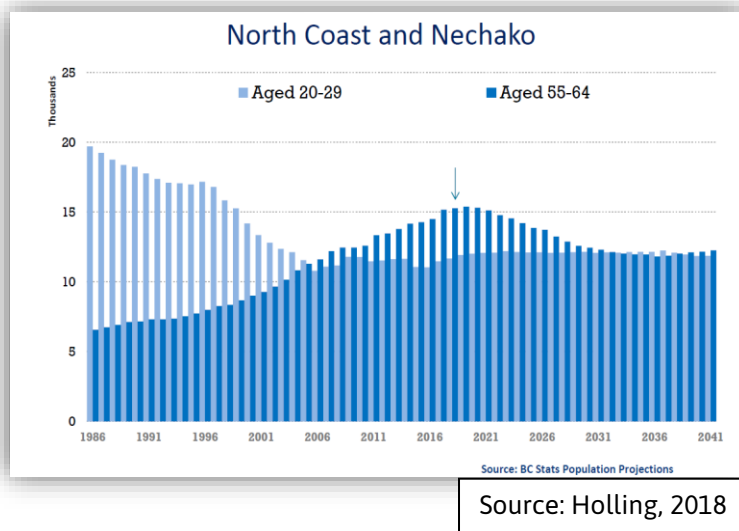
Source: 2018 Student Transition Project

## Labour Market

In October of 2018, Coast Mountain College invited Chris Holling from the BC Labour Market Information Office to provide an overview of the current and projected labour market conditions. The presentation was just before the official announcement of the LNG Canada facility in Kitimat, and it included a projection of



the labour market impact in the region should the project move forward. The capital cost and estimated jobs for this project far exceed those of any other projects already underway in the region. As the LNG project will require a large work force of both skilled and unskilled employees, there will be increased demand in all sectors. Many currently employed individuals may find new opportunities with LNG Canada especially with the unemployment rate of 5.8 in North Coast and Nechako regions in 2017<sup>14</sup>.



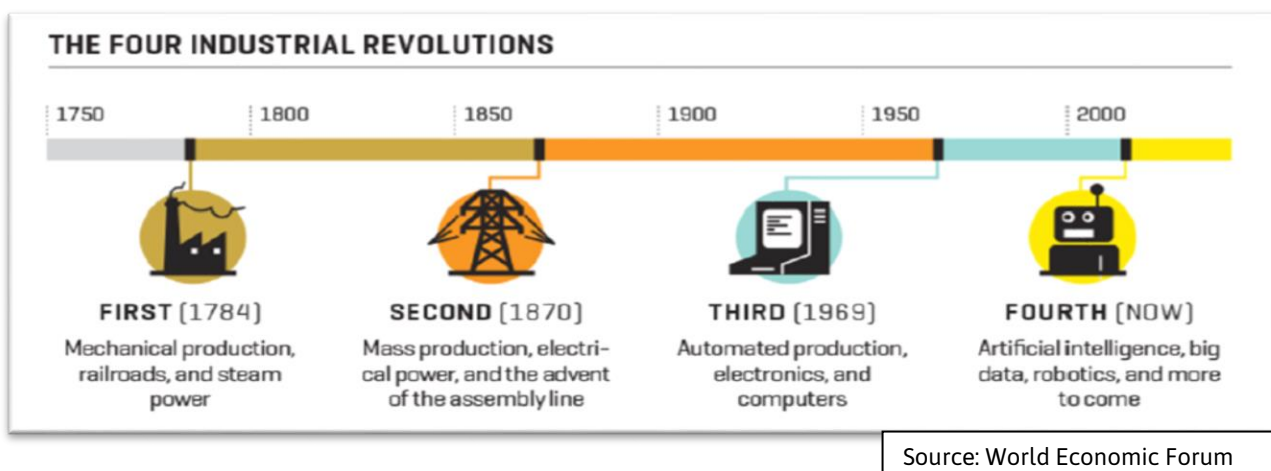
Presumably, this will see a demand for College graduates into trades, vocational, administrative and professional careers. However, high school graduates and mature students may opt for the unskilled opportunities rather than participate in higher education during the construction phase of the LNG infrastructure. As such, these opportunities will be in direct competition with the College's recruitment of regional domestic students, as high school graduates will have opportunity for well paying jobs on a mega-project.

The demand for labour will be further challenged as the age of the population in the North Coast and Nechako Regions is projected to have a higher frequency of people entering the retirement years (55-64 year olds) than entering the workforce (20-29 year olds). This projection is also observed in the Coast Mountain College Region, where

those in the retirement years (60-69 year olds) are projected to have the highest population and fastest growth. Although individuals in the 50-59 age range are projected to decline, they are still projected to make up a large percentage of the region's population.

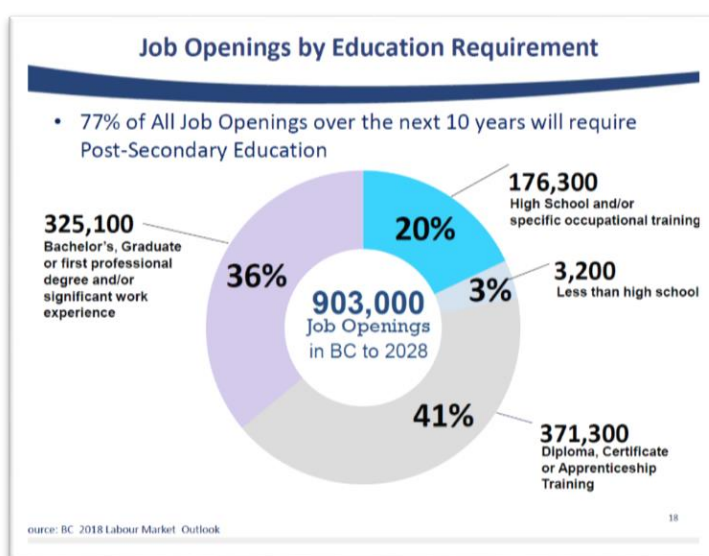
<sup>14</sup> Holling, Chris. (2018). *The future of work in British Columbia*. Coast Mountain College Presentation.





The world is entering the fourth industrial revolution with automation, artificial intelligence (AI) and robotics having the potential to “replace routine tasks (and change the skills profile for many occupations)” (Holling, 2018). The 2018 BC Labour Market Outlook is projecting that 20% of the job openings in British Columbia will be affected by automation, and while the lower skilled occupations have the greatest risk of being impacted by automation, it is more likely that “automation will partially affect jobs more than it will eliminate jobs” (ibid). The initial onset of AI will see the automation of routine functions and repetitive tasks of jobs; however, higher level, dynamic and variable aspects of jobs still require some human intervention to complete.

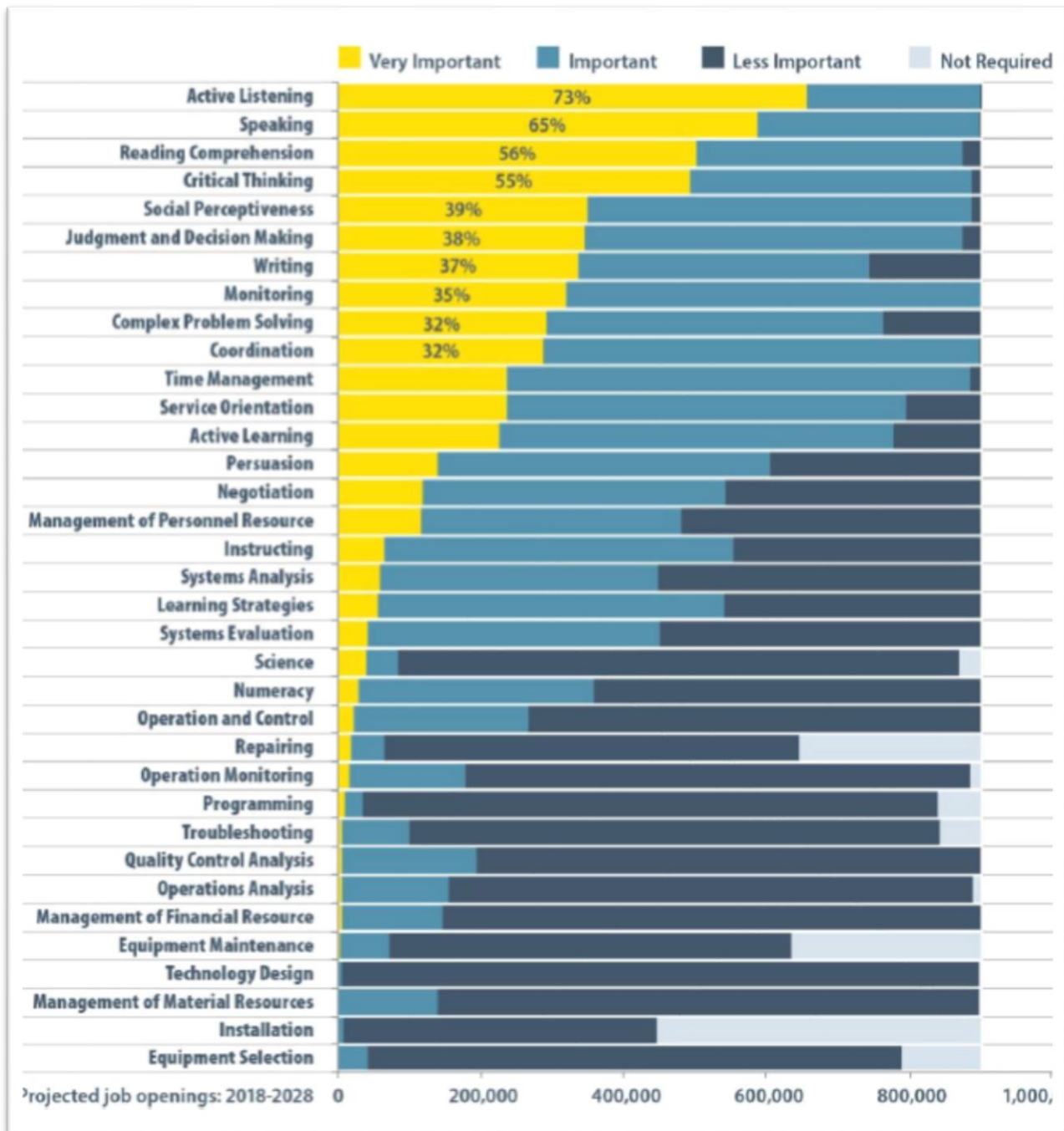
This provides an educational opportunity for Coast Mountain College as the skills and competencies required by employers is shifting from routine task to more complex and dynamic problem solving or less predictable tasks. The top four skills identified in the Skills and Competencies Demand Forecast are active listening, speaking, reading comprehension and critical thinking. Academic and business programs provide students with these skills. Higher education continues to have a role in preparing the students to join the work force of the future. Especially with a forecast that 77% of all job openings in the next decade will require some post-secondary training.



Source: Holling, 2018



The job forecast includes projections on both the replacement and expansion of the sector. Occupations with the highest number of job openings in the next 10 years in the region include, but are not limited to, management, nursing and health related fields, social and community service workers, teachers, construction millwrights and industrial mechanics, accountants, and administrative officers (Holling, 2018). All of these occupations require some level of higher education.

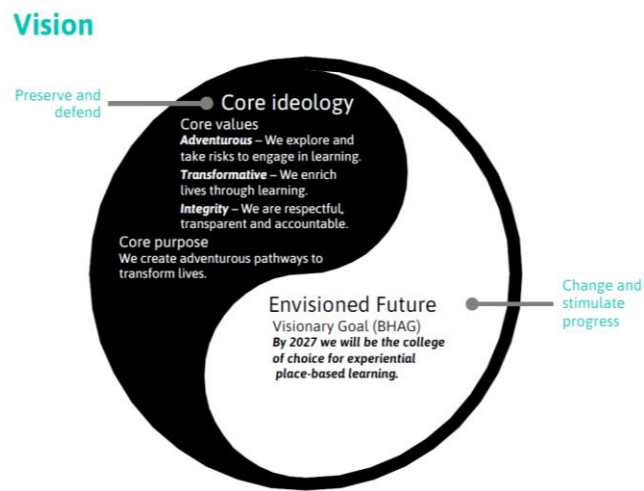


Source: Holling, 2018



## Coast Mountain College Vision and Strategy Outcomes

In response to these challenging demographic and labour market trends, the College embarked on a re-branding of the institution. It has been a year since the College name changed from Northwest Community College to Coast Mountain College, and through this process, the College has seen many changes and progress toward the visionary goal. The stability of the College's core values and purpose provided the momentum and clarity for the members of the College community to achieve the BHAG (Big Hairy Audacious Goal). The combination of the change stimulated by envisioned future and the stability of the core ideology creates the overall vision for Coast Mountain College.



### Core Values

The College is guided by three core values (Adventurous, Transformative, Integrity).

#### **Be 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



Invertebrates and their ecosystems – Field school (2019)

#### **Live Transformatively** – *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.

**Work with Integrity** – *We are respectful, transparent, accountable and inclusive.*

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



Ravi Kalhon, Parliamentary Secretary for Sport and Multiculturalism speaking to Coast Mountain College students about eliminating interest on BC student loans.

## Core Purpose

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

We bring our core purpose to life, by:

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

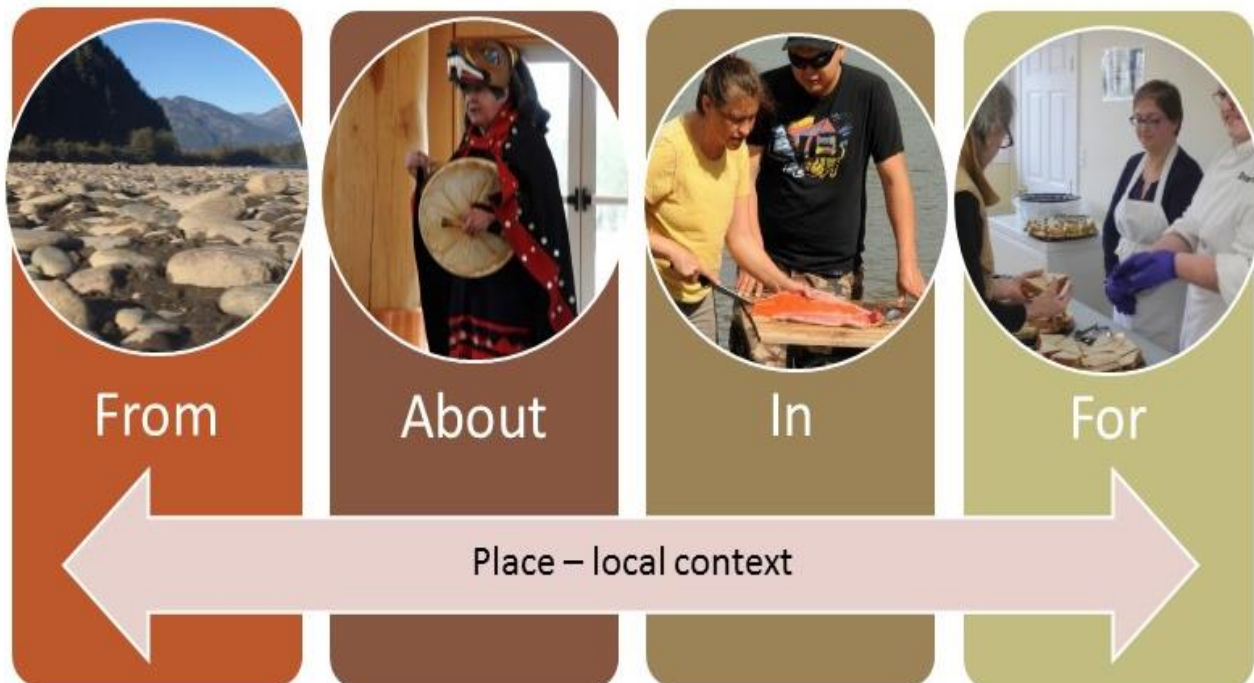


## Visionary Goal

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

The following will be what life will be like at Coast Mountain College when the vision is achieved:

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.



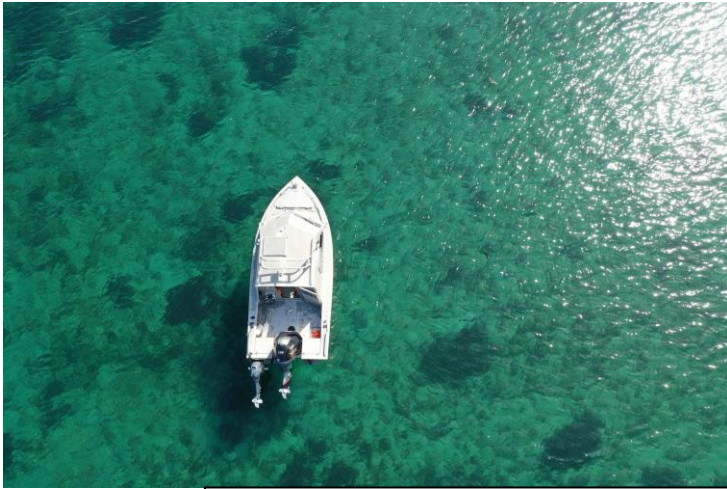
**Coast Mountain College Value Propositions** – what it means today (2018) → what it means in 2027

## Broadening Pathways

Laddering to a PSI (post-secondary institution) 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 will create internal pathways within Coast Mountain



College for students to move from one area of study to another. For example, business to science. We will be leaders in broadening student pathways externally and internally.



Applied Coastal Ecology Research Vessel

### *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 will 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 will begin by developing and marketing a couple of our leading cultural and outdoor programs to tourists outside of our region. We will focus on people who wish to travel to the Coastal Mountains to experience and learn about a different culture and or environment. We will help them gain new knowledge, insights, and competencies with unique experiential learning processes outside of classroom.



Professional Cook in training



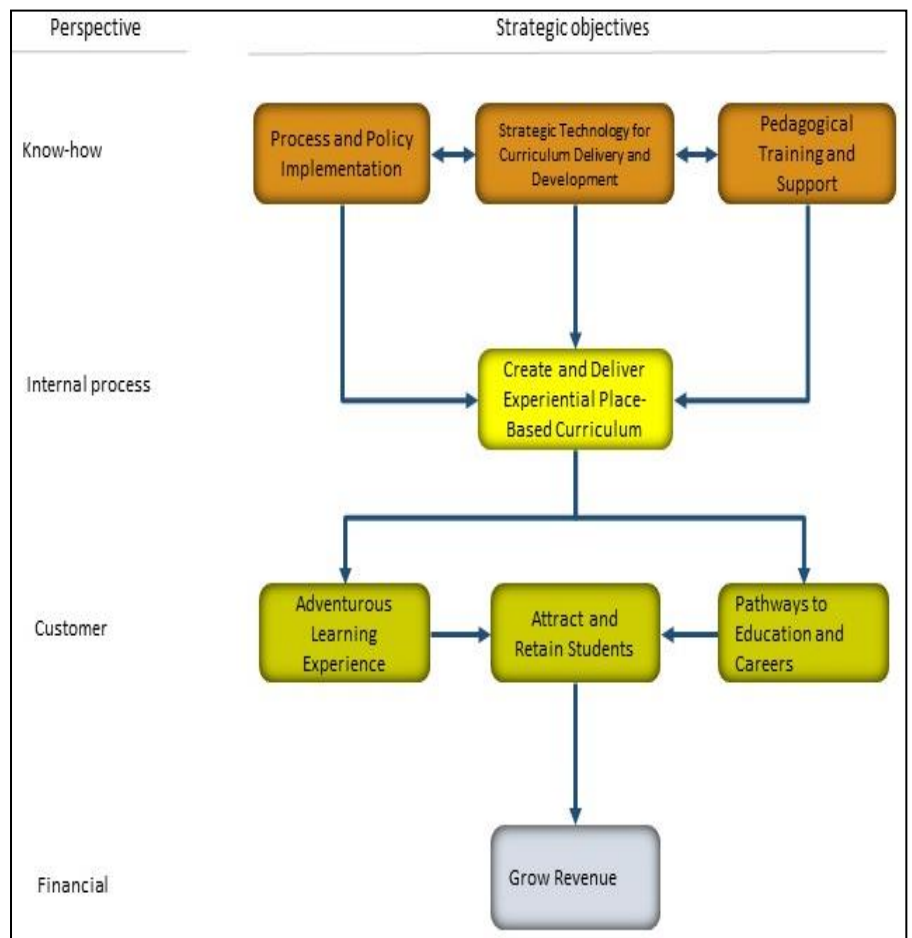
## Strategic Objectives and Achievements

Over the previous year, Coast Mountain College has reinvented the student experience. To support the new brand and the new College name, a new website launched in November of 2018. The website is now more user friendly, informative, and engaging. As part of the College's commitment to excellence in developing and delivering place-based curriculum, the website now includes a catalogue function that both ensures program information stays up to date and program information is archived for future reference.

The College has created extensive pathways for students who have completed studies at the College, to continue studies at institutions in Canada or around the globe. This past year, three Coast Mountain College students took advantage of partnerships to complete credentials in Europe.

Locally, Coast Mountain College is continuing discussions with the University of Northern BC (UNBC) with a goal of enhancing pathways for students who want to continue studies and remain in the north. To facilitate access, the College is working both with the local school districts to improve dual credit partnerships, and language training institutions to establish entrance pathways.

Coast Mountain College has increased experiential learning in the classroom. The second Paddles to Pedagogy course has enabled more than 20 faculty and staff to make their teaching more experiential, and over the past year, more than 90 percent of faculty have engaged with the Centre of Learning Transformation (COLT) to enhance the classroom experience.





Coast Mountain College will be hosting the Learning Transformation Fall Symposium in October of 2019. Experiential place-based learning is the theme for this event, and it is the first time the event will be held outside the lower mainland.

Over the past year, faculty in University Credit and Business programs have participated in joint field schools with Lapland University in Finland, and Coast Mountain College staff and faculty have presented about experiential place-based learning in Finland, Ontario and Vancouver.

The value proposition of educational tourism has been realized through two cohorts of Mexican students who came to CMTN during the past year. They lived in the community and took short-term programs to enable them to experience the Terrace region. In summer 2019, plans are underway to bring the first Mexican cohort to Smithers.

Coast Mountain College has been modernizing the kitchens and bathrooms in the aging housing at the Terrace campus to improve the experience of residents. A request is currently pending with ministry for new housing at the Terrace campus.

### Provincial Government Strategic Priorities

Coast Mountain College continues to make headway on the Minister's strategic priorities for the sector. One change to the Institutional Accountability Report this year is to weave institutional progress and goals supporting Truth and Reconciliation Commission's (TRC) Calls to Action and the UN Declaration on the Rights of Indigenous People (UNDRIP) throughout the report.

From the 2018/19 Mandate Letter, the College implemented tuition free adult basic education in September 2017, and over the past year, adult learners have subscribed to additional contact hours which has created a better learning experience. Coast Mountain College continues to support the former youth-in-care students to access tuition waivers. The goal of expanding technology-related programming expansion is demonstrated in the classrooms, shops and labs with faculty incorporating relevant and current technologies in their pedagogy. For instance, Geography field schools are using handheld devices for remote temperature sensing, the Applied Coastal Ecology program has incorporated drones to assist with mapping the coastline, and the newly renovated trades building has modernized the technology in the shop spaces. The Computer Science courses have seen an increase in enrolment in the past year.



To support the goal of improving student mental health, well-being, and campus safety, Coast Mountain College implemented 24/7 counselling (Keep me Safe), and adopted a Sexual Violence and Misconduct Policy. The changes to the senior levels of high school have passed through the College's governance, so students entering grade 12 will be able to plan the appropriate courses to take to qualify for a chosen program. After a rapid growth in International enrolments, the College has set a stable target to plateau international enrolment into the future. The College is actively seeking to diversify the countries of origin for incoming international students.

For the 2019/20 Mandate Letter, the College continues to articulate access pathways for vulnerable and under-represented student to participate and succeed in higher education. Programming and training for high demand occupations is a high priority for Coast Mountain College because the LNG mega-project will create a tight labour market in the region. In May of 2019, the College commissioned a market research report for Trades and Workforce training with the goal of better understanding the specific training needs in the region, including over and under represented skills in the region. In March 2019, the Coast Mountain College commissioned Dr. Chelsey Armstrong to review the current state of Work Integrated Learning (WIL) and provide recommendations for strengthening WIL at the College.

The College remains committed to improving the overall well-being of students by improving awareness of supports available to students both for academic success and for mental health issues, the promotion of campus safety, and creating a discourse to prevent sexual violence and misconduct. To support these ends, the College invited retired BC Lion JR LaRose for a special presentation of *Be More Than a Bystander*, which is an "initiative between the Ending Violence Association of British Columbia (EVA BC) and the BC Lions aimed at increasing the understanding regarding the impact of men's violence against women."<sup>15</sup> To support student mental health, the College is drafting a Mental Health and Wellness Strategy, and has facilitated workshops on Stigma Free Zones, and suicide intervention (safeTalk).

Coast Mountain College has been actively working both with Education Planner BC (EPBC) to improve the online application service, and with BC Campus to roll out the high-school transcript XML upload, and the post-secondary transcript exchange. These services will help to reduce barriers for students applying to the College. What follows in the Institutional Accountability Plan and Report will highlight institutional activity that supports the Mandate from the Ministry, the Coast Mountain College Strategic Plan and the goals identified in Truth and Reconciliation Commission's Call to Action.

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<sup>15</sup> [Be More Than a Bystander \(2019\)](#)



## Performance Measures

The purpose of the performance measures is to align the goals of the Coast Mountain College to the annual Institutional Mandate Letter and the Ministry of Advanced Education Skills and Training Service Plan. Each institutional performance measure links to one of five strategic objectives for the public post-secondary education system: capacity, efficiency, relevance, access and quality<sup>16</sup>. To ensure that institutions are making progress on the strategic objectives, specific targets are assigned to each performance measure. The targets in the report are reported through the assessment scale. The table below provides the description of the rating in the assessment scale. In the upcoming sections, the strategic objective will include the related performance measures and the associated targets. Each section will include a narrative of the factors impacting the targets, goals designed to support achievement and any activities over the past year that supported the goals.

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

## Capacity

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

## Student Spaces

Performance measure	Reporting year			
	2017/18 Actual	2017/18 Target	2018/19 Actual	2018/19 Assessment
<b>Student spaces</b>				
Total student spaces	779	1715	699	not achieved
Nursing and other allied health programs	78	148	110	not achieved
Developmental programs	242	559	233	not achieved

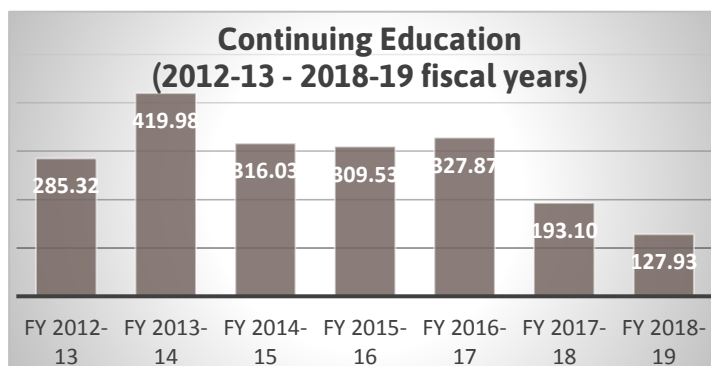
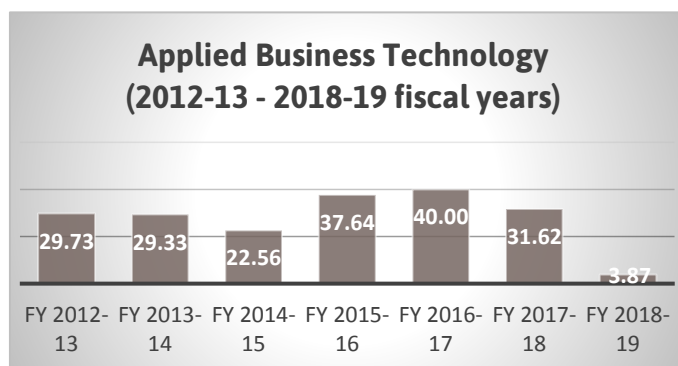
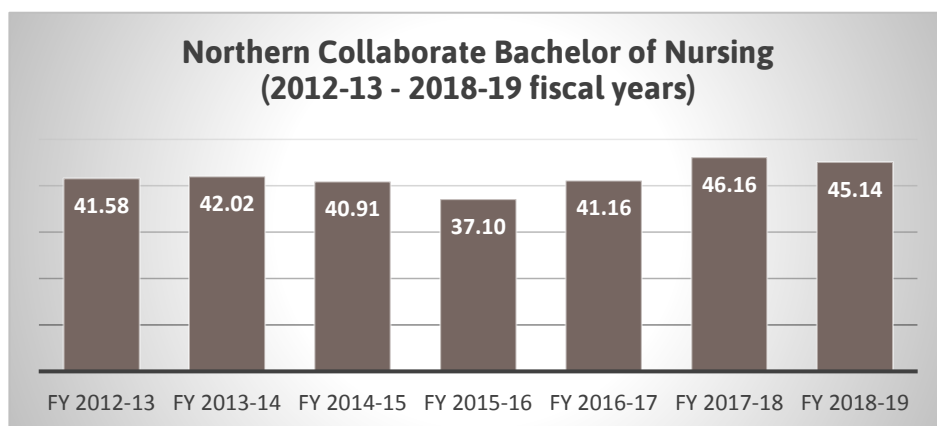
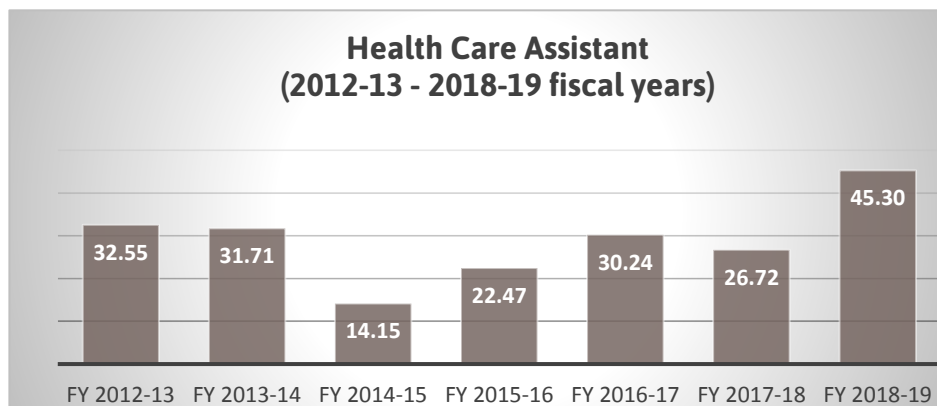
<sup>16</sup> [Accountability Framework 2018/19 Reporting Cycle](#)



The Ministry of Advanced Education Skills and Training defines student spaces as “the number of full-time equivalent (FTEs) student enrolments delivered overall and in designated program areas” (p.18). This performance measure deals strictly with programs funded by the Ministry of Advanced Education Skill and Training (AEST), and does not include foundation trades and apprentice training. For the purpose of this report, courses and programs supported by the Industry Training Authority will be included.

#### *Student Spaces - AEST*

Coast Mountain College saw a decline of 80 domestic full time equivalent (FTE) over the previous fiscal year. One factor for this decline is the decline in the population of traditional aged students (those in grade 11, 12 and recent high school graduates) in the region. Although regional demographics only contribute to a small portion of the FTE decline, as enrolment was further strained with the discontinuation of the Applied Business Technology Program – a provincial collaborative program delivered entirely online through BCCampus - and the closures of both the Houston Campus and the Kay Llnagaay campus on Haida Gwaii. These three situations combined account for a loss ~69 FTEs.

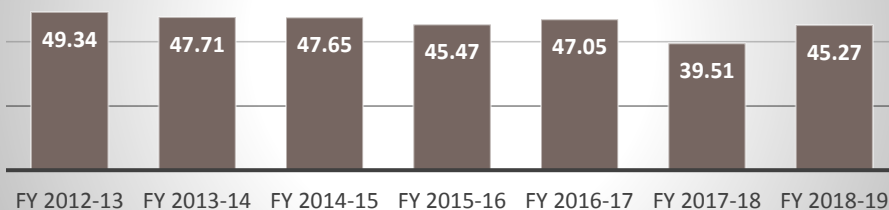


Continuing Education enrolment, which has historically seen high enrolment during a booming labour market and primarily attracts domestic students, has also seen a reduction of 200 FTE since the 2016/17 fiscal year (fy). Factors contributing to this reduction include a stagnant economy pre-LNG, the declining population of mature students, and an increase in competition from both private and indigenous training institutions offering short skills and certifications like first aid, WHMIS and drivers education. Even with this increased competition, the College still delivered 140 contract courses and programs in indigenous Communities in the 2018-19 fiscal year.

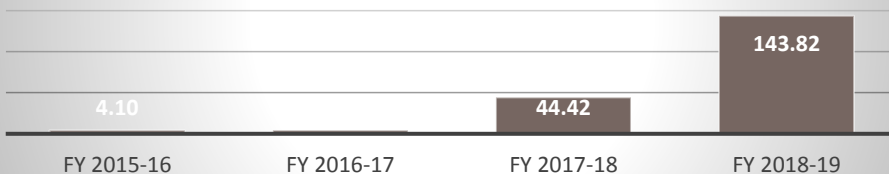
Mining programs based at the Smithers Campus are counted with Continuing Education FTEs. This program area has experienced a sharp reduction in industry demand for contract training in mining. The job openings forecast for mining and oil and gas extraction

predicts a low replacement and expansion demand at 4400 and 1800 employees respectively. It will be

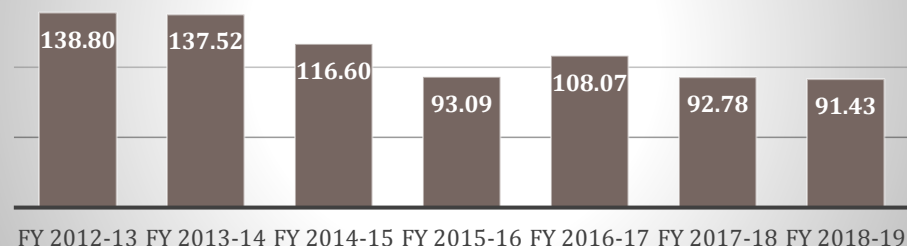
### Domestic Business Administration (2012-13 - 2018-19 fiscal years)



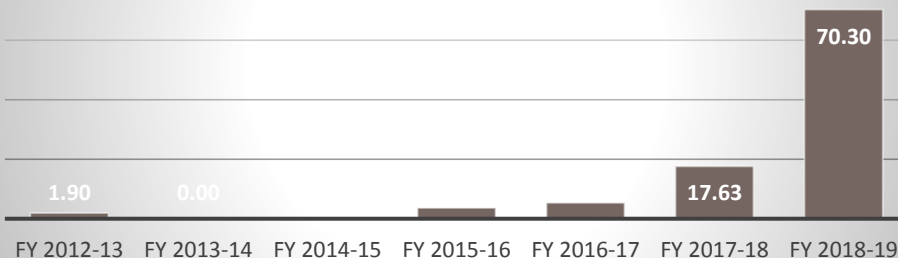
### International Business Administration (2015-16 - 2018-19 fiscal years)



### Domestic Univeristy Credit (2012-13 - 2018-19 fiscal years)

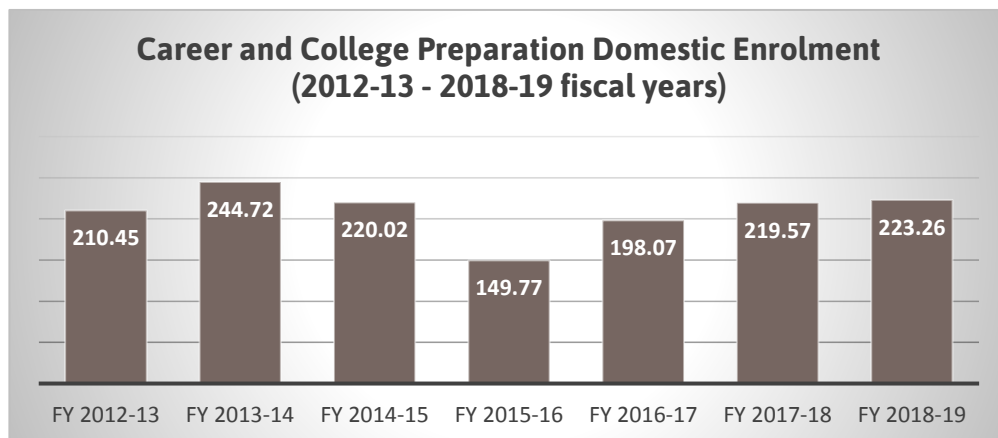


### International Univeristy Credit (2012-13 - 2018-19 fiscal years)



interesting to see the change that LNG makes to the 2019 Labour Market forecast. Regardless, the fact that LNG will push the region back into a boom cycle should increase the demand for certifications related to occupations and industry contracts offered through Continuing Education.

The aforementioned programs and campus closures should have seen a much larger reduction in FTEs, and although the overall trend is reduction in domestic FTE, there are academic programs that are seeing stable or increased



enrolment. The Northern Baccalaureate Nursing Program continues to have stable enrolment at 45 FTE compared to 46 the previous year and 41 the year before last. The Health Care Assistant Program has nearly doubled the FTE from last year (up from ~27 in 2017/18 to ~45 in 2018/19). This is the highest enrolment for this program in the past seven years.

Career and College Preparation (CCP) – Adult Basic Education- saw an increase when the program returned to tuition free in 2017/18. This increase continued in 2018/19 with the second highest FTE count in the past seven (7) years. Academic and Business Programs maintaining enrolment at the four (4) year average FTE count with Business up from the previous fiscal year.



Waap Amgam (House of

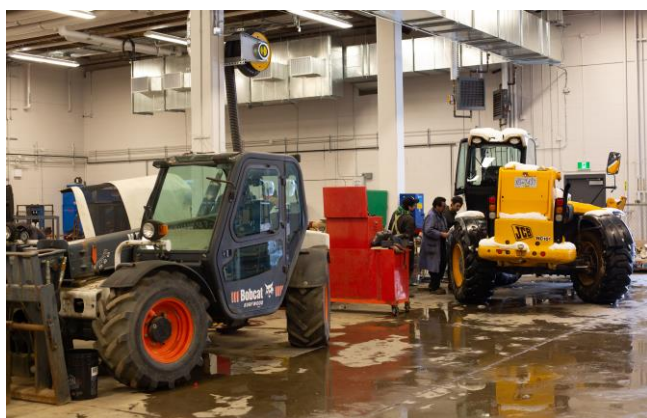
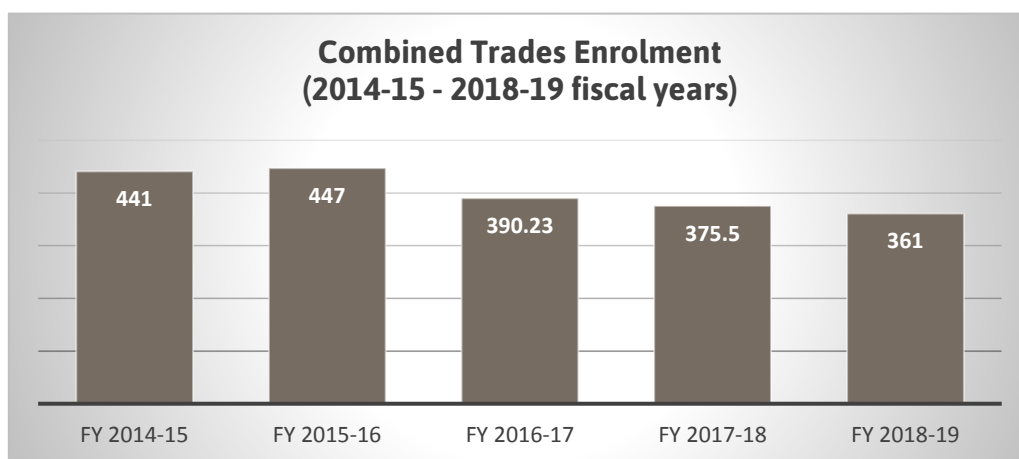
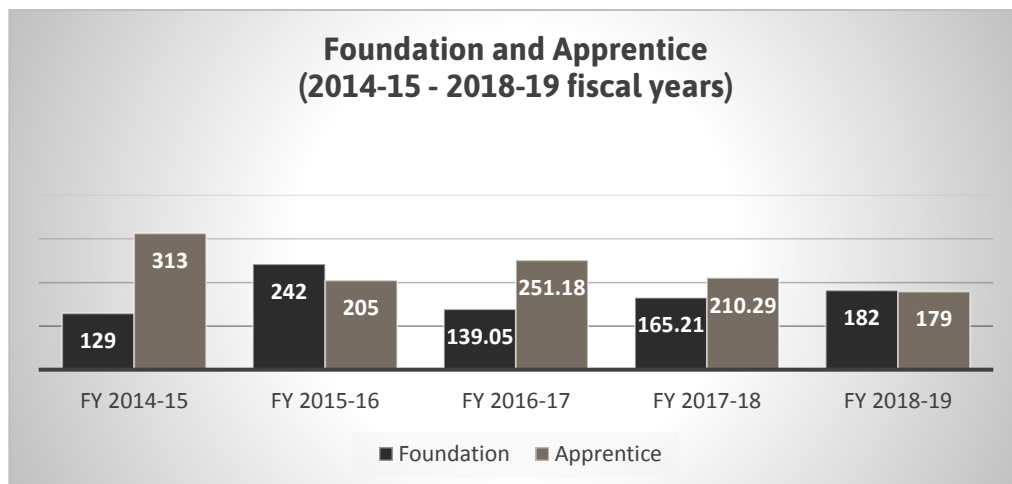
The two-year growth of international students is a contributing factor to the success of the stability of the Business and University Credit programs. Having an increased demand for courses has enabled the College to offer Business Administration and Post Degree Business Programs in Smithers, ensured that previously undersubscribed courses were not cancelled, and allowed for the creation of additional offerings for high demand subjects. As noted in the provincial mandate letter, Coast



Mountain College is developing “a balanced approach” to international education by setting maximum international enrolment targets, and diversifying the recruitment markets to ensure a more global classroom experience.

#### *ITA Student Spaces*

In September 2018, the Coast Mountain College celebrated the grand opening of the Waap AMGAM (House of Cedar) which houses many of the foundation and apprentice trades programs. The new classrooms and shops are equipped with up-to-date technologies providing the opportunity for our instructors to teach to the core values of the College. Programs include carpentry, electrical, welding, heavy mechanics, automotive service technician, parts & warehouse, and youth explore trades sampler. The new building is also home to the cedar cafe and learning commons. This space is a thriving area where students eat, drink, study and connect with fellow students.



Heavy Mechanical Trades

Foundation training is up from the previous fiscal year, and Apprentice enrolment is down from the previous year. These programs are not taken by international students due to the short durations, and thus are reflecting the declining domestic population. Competition for journeyman trades people further complicates enrolment because good instructors have opportunities as skilled workers on projects that can pay better than the College.

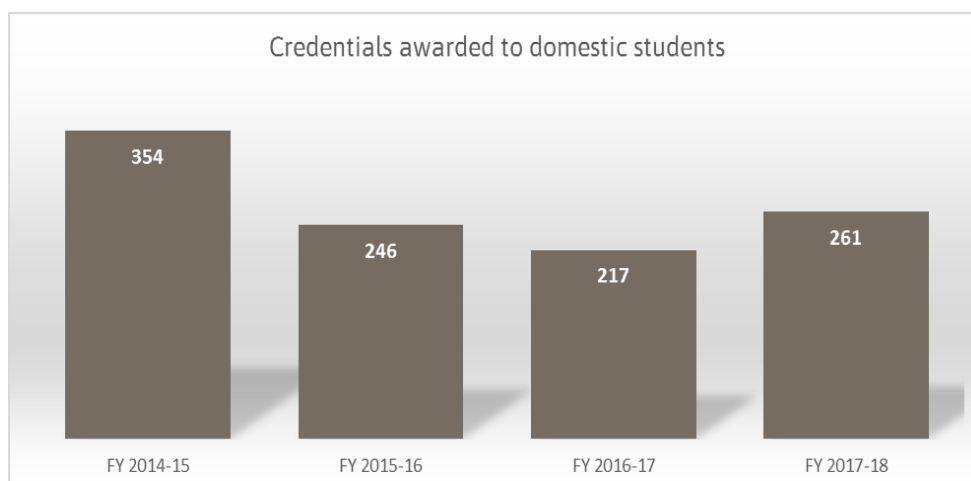


## Credentials Awarded

Annual performance is measured using a rolling three-year average of credentials awarded to domestic students of the most recent fiscal years, e.g., the results for the 2018/19 reporting year are a three-year average of the 2015/16, 2016/17, and 2017/18 fiscal years.

Credentials Awarded	Reporting year			
	2017/18 Actual	2018/19 Target	2018/19 Actual	2018/19 Assessment
Number	270	285	241	Not Achieved

As the graduation rate is a three-year average of graduates, the graph below show the individual numbers of credentials awarded in each of the three years used in the performance metric. In the 2017/18 fiscal year, the number of credentials awarded increased to 261, which was up from 217 the previous fiscal year. This is also an increase from 2015/16 fiscal year where the College awarded 246 credentials. The higher totals of graduates in 2014/15 is reflective of higher student enrolment in the 2012-2014 academic years.



The College has a limitation in achieving this metric because students who complete the courses required for graduation are required to apply for the credential. A number of students who are eligible for Associate Degrees and Diplomas may not apply for a credential because their goal is a Bachelor's Degree, and the credits earned at the College will transfer to the Teaching and Research Universities in the province. The Registrar's Office at Coast Mountain College is implementing a solution to automate the credentialing process and award all students who have completed the requirements for a credential. Regional convocation events continue to be hosted in Terrace, Smithers and Prince Rupert. This practice allows students to celebrate with family and friends closer to their home community. At convocation, the College has implemented a "Distinguished Alumni Award", a "Community Service Award" and an "Employee



Recognition Award". These awards recognize outstanding members of the community for service to making the Northwest an excellent place to live.



Community Award Recipient Hung La with Northcoast MLA Jennifer Rice



CMTN Graduates

## Access

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

## Aboriginal Student Space

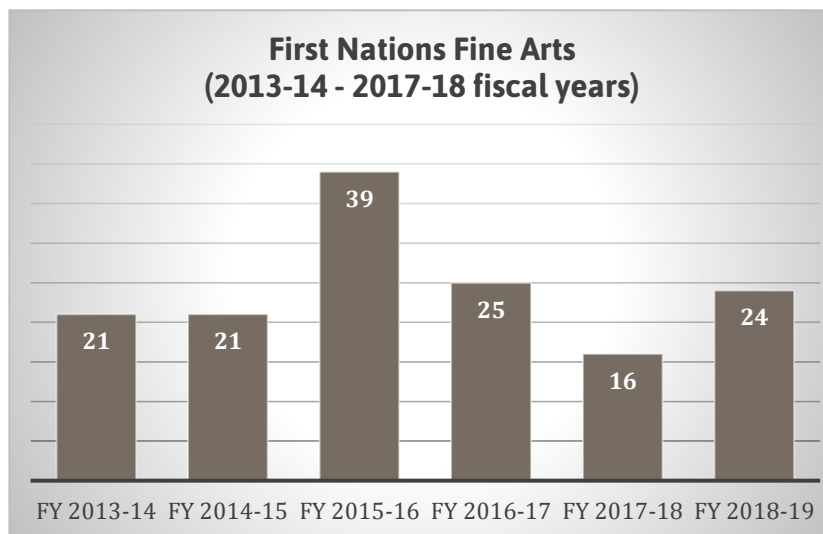
The Results from the 2017/18 reporting year are based on data from the 2016/17 fiscal year; the results from the 2018/19 reporting period are based on data from the 2017/18 fiscal year.

Performance measure	Reporting year			
	2017/18 Actual	2018/19 Target	2018/19 Actual	2018/19 Assessment
<b>Aboriginal student spaces</b>				
Total Aboriginal student spaces	677	600	651	Achieved
Ministry (AEST)	513		449	
Industry Training Authority	165		202	



### Freda Diesing School of Northwest Coast Art

The Freda Diesing School of Northwest Coast Art is a unique program focused on teaching traditional First Nations Pacific Northwest Coast art. Coast Mountain College created the Freda Diesing School of Northwest Coast Art to honour, recognize and continue the legacy of Haida artist Freda Diesing, a master carver, painter, tireless educator, and champion of First Nations art and culture. Students of Aboriginal descent develop a solid foundation in First Nations Northwest coast art learning and practicing the traditional art of woodcarving and painting alongside world-renowned master artists. The program includes field trips to important cultural events and sites, museums and galleries. Visiting artists, dignitaries and cultural advocates enhance the learning environment with their knowledge, wisdom and experience. Students mount a number of public art exhibits each year to acquire the skills required by professional artists to display, promote and sell their own creative work. In 2018, the school added an Advanced Diploma program, where past diploma graduates could advance their artistic skill, and take Business courses including Marketing, Economics and Entrepreneurship.



Kari Morgan – Raven on Round Wood Panel

Two talented artists from the Freda Diesing School of Northwest Coast Art at Coast Mountain College received the Coast Mountain College President's Art Award. These awards were established five years ago by President Ken Burt and recognize the high calibre of work being produced by students at the Fine Arts Programs. This year, the award for first place was increased from \$1,000 to \$2,500, and the 2019 recipient was Kari Morgan K'alaajex for her stunning work of a raven on a round wood panel. The Raven in Northwest Coast Art is known for

being a mischievous and inquisitive character, and just like a student, the Raven strives for a higher



education. Morgan is from Northwest British Columbia her background is Nisga'a from the house of Gwisk'ayn, European, and Metis ancestry. A 2019 graduate of the Advanced Diploma program at The Freda Diesing School of Northwest Coast Art at Coast Mountain College, Morgan aims to bring her cultural background into her future pieces to display the strengths of her past, her family's past, and the past of her ancestors. "With help from receiving this bursary I will be able to focus completely on my courses and my art career. As art is already a full-time job on top of a full course load, there really isn't any time to pick up a part time job," she says. "Because of hard work and bursaries like this my career has matured with me being able to spend more time practicing my profession, focusing on my studies and extracurricular activities, and less time worrying about my finances."

The second award of \$1,000 was given to Stephanie Anderson for her piece called Laksilyu Frogs. Inspired by her clan crest, Laksilyu, which means small frog, she painted the design to represent family. "Every family has a member that is the foundation of its structure and in my own case it is the matriarch or grandmother. This is the person who holds the family together, the one you look to for wisdom," says Anderson. "Winning the Second Place Presidents Choice award has given me recognition for my work and a sense of confidence that the work I produce is of a high quality – something that I strive for."



Stephanie Anderson – Laksilyu Frogs

### *First Nations Council*

In collaboration with Indigenous community representatives, Coast Mountain College established a First Nations Council (FNC) in 1996. The First Nations Council is an integral part of Indigenous students' success. FNC's role is guiding and, when necessary, correcting CMTN to ensure the College is providing the best possible services and experiences to Indigenous students.

In 1996, Coast Mountain College engaged in a consultative process with all communities in the region to develop the Stepping Stones to Improved Relationships Aboriginal Equity and CMTN Action Plan document (*Stepping Stones*). The intent of the Action Plan was to improve relations between CMTN and local Indigenous Communities. The *Stepping Stones* document outlines many initiatives that were believed to increase Indigenous learner access, retention and success. It is a living document that directs and guides



the collaboration with local Indigenous communities. CMTN continues to meet regularly with FNC to review and address their respective community priorities, initiatives, and recommendations.

Priority initiatives identified within the *Stepping Stones* document:

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 many changes within the College. A representative of FNC actively participates on the Education Council (EDCO), Aboriginal Course Program

Articulation Committee (ACPAC) and has a non-voting seat on the Board of Governors (BOG). FNC representation on these boards and committees ensures and promotes an inclusive student experience reflective and respectful of Indigenous knowledge and cultures.

Coast Mountain College and First Nations Council are currently in process of reviewing and refreshing the existing *Stepping Stones* documents vision and purpose. Considering the many changes in relation to Truth and Reconciliation Calls to Action and United Nations Declaration of Human Rights of Indigenous Peoples, and the fact that much progress has been made in the original document, it is time to refresh the relationships guide to shared responsibility for indigenous student success.

First Nations Council continues to meet regularly to address student supports, student services, cultural knowledge, and to prioritize Aboriginal Service Plan initiatives.

#### *First Nation Access Coordinators (FNAC)*

Within this vast geographical area, Coast Mountain College has five First Nations Access Coordinators (FNACs) working directly with Aboriginal students providing educational, financial, emotional, and cultural support. The goal of these services is to provide a welcoming environment and provide a successful transition to College.



Bannock and Roti – Food culture exchange





Coast Mountain College has been very fortunate to be receiving the Aboriginal Service Plan grant (ASP) allowing the College to increase FNACs hours by 190%. Allowing for five full time FNACs, one at each campus and 1.5 at the Terrace campus. FNACs gather Indigenous student feedback in order to offer requested traditional Northwest Coast cultural workshops and events. This year, CMTN has offered a variety of student lead activities: designing and sewing regalia, drums, cedar weaving, medicinal salves, traditional foods, and residential school awareness. Students have requested movie nights; an area of interest is Indigenous focused films. Like many of these popular activities, screenings are also hosted in Waap Galts'ap, the longhouse at the Terrace campus. Indigenous focused events are offered at a variety of times during the day, evening and weekends at each campus, increasing the opportunities for intercultural awareness and student life. First Nations Access Coordinators have spent time in community at Indigenous

community events, celebrations and career fairs.

Since the hiring of First Nations Access Coordinators in 1995/96, the Aboriginal Student Services team at CMTN has grown to include the Indigenous Relations and Executive Advisor and the Associate Dean. Both the Associate Dean and the Indigenous Relations and Executive Advisor work collaboratively to maintain and enhance Indigenous community relations, First Nations Council support and collaboration, and manage the Indigenous student services team. It is important to CMTN to involve Indigenous students and First Nations Council in aspects of the College that may impact the Indigenous student experience. Coast Mountain College has an Indigenous student representative on First Nations Council, and encourages participation on the Board of Governors and Education Council.

### *ASP Highlight*

This year, First Nations Council and CMTN collaborated on the identified goal of hosting a Northwest Coast Language Revitalization Conference in the region. The Language Conference provided an opportunity for Indigenous Communities across the College region to come together to share their struggles, successes and best practices in their efforts to revitalize their respective Indigenous languages. The Conference was hosted in the CMTN Waap Galts'ap (longhouse) on May 3<sup>rd</sup>, 2019. Presenters and participants reported back



that the gathering was successful in achieving its goal to bring together people from various backgrounds to discuss efforts to revitalize Indigenous languages. Local Indigenous leaders in Language revitalization were there to present, support, encourage and demonstrate the path to accomplishing great progress in Indigenous language revitalization. The conference also took place when the world is thinking more about Indigenous language given that 2019 is also the UN's International Year of Indigenous Languages.

One participant commented:

*'The conference was a wonderful showcase of language revitalization in the northwest. There were many takeaways from the presentations. The present is looking bright and the future brighter. A big thank you to all the presenters. The Suwilaawks Community School Dance Group was beyond heartening. Overall, the conference was well organized and provided an important venue to showcase language revitalization in Northwest communities and available resources. Thank you (T'oyaxsut'nüün)'*

Coast Mountain College has offered a three-year continuing community-based education program in collaboration with Wilp Wilxo'oskwhl Nisga'a Institute (WWNI). The program was designed to offer Indigenous community members the opportunity to participate in Career and College Preparation courses to prepare them to move into second year, Introduction to Trades, and then further on to Trades Training in year three.

### *Indigenization*

Moving forward, with the support and direction of First Nations Council, CMTN is committed to enhancing and expanding on Indigenization within the College's teaching, learning, administration and policies. Although the College has been actively integrating local Indigenous voice and knowledge into the College's day-to-day activities, there is more work to be done.



Indigenous Language Conference 2019

Coast Mountain College is committed to supporting Truth and Reconciliation Calls to Action and the UN Declaration of Human Rights of Indigenous Peoples. Through this process, CMTN will work closely with FNC to begin the understanding of, and defining what it means to indigenize and de-colonize the College. CMTN



will continue to offer Cultural Awareness training for all staff and faculty, group indigenization discussions, and increase supports for faculty in their efforts to indigenize their respective courses.

## Quality

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

For the upcoming measures, results from the 2017/18 reporting year are based on 2017 survey data, and the results from the 2018/19 reporting year are based on 2018 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 Satisfaction with Education

Student Satisfaction with Education	Reporting year					
	2017/18 Actual		2018/19 Target	2018/19 Actual		2018/19 Assessment
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	95.3%	2.9%	≥ 90%	91.5%	3.9%	Achieved
Former apprenticeship students	86.1%	8.0%		90.3%	7.4%	Achieved

### Student Assessment of Quality of Instruction

Student Assessment of the Quality of Instruction	Reporting year					
	2017/18 Actual		2018/19 Target	2018/19 Actual		2018/19 Assessment
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	97.2%	2.3%	≥ 90%	95.3%	2.9%	Achieved
Former apprenticeship students	91.7%	6.4%		93.5%	6.1%	Exceeded

### Student Assessment of Skill Development

Student Assessment of Skill Development	Reporting year					
	2017/18 Actual		2018/19 Target	2018/19 Actual		2018/19 Assessment
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	90.0%	3.8%	≥ 85%	88.1%	4.2%	Achieved
Former apprenticeship students	89.0%	7.3%		88.3%	7.1%	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. Specifically, COLT offers workshops, curriculum and program review support, one to one meetings and classroom observations as well as teach courses that transfer to the Provincial Instructor Diploma Program and on Experiential Place-based Learning. Eighty-three (83) instructors (92% of our total instructional employees) (up by 20 or 19 %) for 1419 unique engagements with COLT (up by 1038) for an average of 17 engagements (up 13) and 27 hours per instructor. What follows is an overview of key offerings as well as data on COLT by the numbers.

### *Paddles and Pedagogy*

Paddles and Pedagogy was offered for a second time in Dec. 2018. This endeavour is an eight-day field school professional development opportunity for instructors. Together, participants go sea kayaking and camping in Mexico where a course is delivered in experiential place-based learning (EPBL). Instructors reflected how this learning taught them to liven up their classrooms, take risks without fear of failure and created space for curiosity. This endeavour contributes towards efforts of Indigenization as the course material engages instructors in considering how their teaching may, in pedagogy and content, connect to Indigenous ways of knowing as well as to the seven Nations (Haida, Tsimshian, Nisga'a, Haisla, Gitksan, Wet'suwet'en and Tahltan) upon whose traditional territories the College operates.

The learning outcomes were that instructors would complete the course 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 PD 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.

Further to these achievements, participants felt a re-connection with peers and to the college as well as inspiration for transformation.

### Workshops

COLT offers a variety of workshop series, each with a specific focus to support instructor growth. Below lists our series with descriptions

- **Eat, Share, Grow** – focused on best practices for intercultural teaching with topics such as: Indigenization; Cultivating Curiosity across Cultures; and Place-Based Experiential Education with International Students
- **Community of Practice** - gathering faculty in conversation around Parker Palmer's book 'Courage to Teach'.
- **Provincial Instructors Diploma Program (PIDP)** – with an MOU in place with Vancouver Community College, we offer 3 transferable courses (Curriculum Development, Delivery of Instruction and Evaluation of Learning).
- **Universal Design of Learning** - UDL is an educational framework based on flexible learning environments that make learning more accessible and responsive. This series explores different techniques, tools, and concerns within the UDL realm in an informal, supportive group atmosphere including topics such as incorporating diverse learners and developing my UDL toolkit.
- **Pints and Pedagogy** – an informal gathering for faculty to unwind and share what they are doing and what they want to try in their classes. This unique and out-of-the-ordinary setting for a workshop is intended to create and grow open-mindedness, acceptance, and sincerity with each other while encouraging curiosity and discovery around teaching and learning.
- **Educational Tech User Group** - a gathering with instructors, COLT staff and IT staff to dialogue about which tech tools are wanted or how tech is going, such as when Brightspace (D2L) releases a new tool.



- **Tech Bites** - help to get to know the technologies in the classroom and software available to help students learn, including projectors, document readers and software as well as Brightspace, our Learning Management System (LMS), including using quizzes, assignment drop boxes, discussion groups and more.

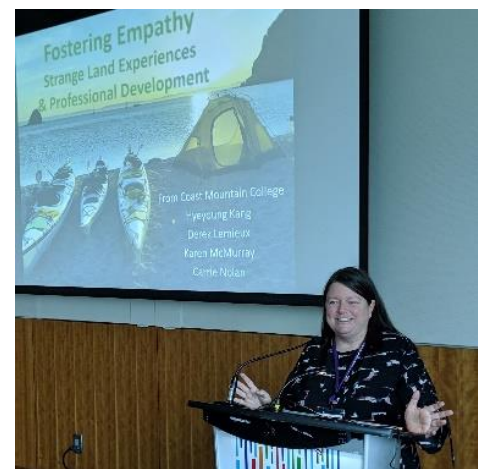
### *Quality Assurance*

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. COLT also supports program review. This year three programs began the review process: Geosciences, Applied Coastal Ecology and Business.

### *Conference Presentations*

COLT collaborates with instructors to share our work at conferences. This past year saw Coast Mountain College represented at International, National and Provincial Conferences with the following presentations:

- Waye, L., Nolan, C., and Sorensen, A. "We All Do Better When We All Do Better: Bringing a First-year Business Class into a Rural, Indigenous Community." Association of Cooperative Education-Work Integrated Learning. Victoria, BC. May 2019
- Nolan, C., Lemieux, D., McMurray, K., and Kang, H. "Fostering Empathy: Strange Land Experiences & Professional Development." CICAN. Niagara, ON. May 2019
- Nolan, C., and McMurray, K. "What the Yurt!?! Exploring Round Teaching." CICAN Pre-Conference on Sustainability in Rural, Northern and Small Colleges. Owen Sound, ON. May 2019.
- Nolan, C., Van Dyk, E., and Lemieux, D. "Fostering Empathy: Strange Land Experiences & Professional Development for International Education." Canadian Bureau for International Education. Ottawa, ON. Nov. 2018.
- Nash, A., and Beedle, M. "Field Schools and Yurts: Transforming how we think about teaching and learning the traditional class." BCCampus Fall Symposium on Teaching and Learning. Vancouver, BC. Nov. 2018
- Nolan, C., Fullerton, K., and White, K. "What the yurt? Round teaching and scholarly inquiry within a community of practice." International Society for the Scholarship of Teaching and Learning. Bergen, Norway. Oct. 2018.



- Nolan, C., and White, C. "Paddles and Pedagogy: Journeying towards a learning culture." International Society for the Scholarship of Teaching and Learning. Bergen, Norway. Oct. 2018.
- Nolan, C., Nash, A., and Weary, G. "What the Yurt? Exploring 'Round' Teaching." Festival of Learning. Vancouver, BC. June 2018.

### *The Teaching Lab Yurt*

This past year at Coast Mountain College, nine faculty have undertaken action research in collaboration with the Center of Learning Transformation. The research revolved around instructing in the college's Yurt Teaching Lab and exploring how built pedagogy influences teaching and learning. Three themes emerged regarding student learning experience: equality, accountability and permeability.

**Equality** - Regarding equality, students found that the round shape of the learning environment had positive effects in disrupting the typical hierarchy that exists in a classroom. In any classroom, there is an inherent positionality structure that places people in different spots with power implications. In any learning space you enter, ask where the power resides. In a typical classroom set up power exists at the front of the classroom which is often where the instructor is located. In contrast, the front of class does not exist in a round teaching space. The power, it would seem, is either centrally located or peripherally located which changes the dynamic and student experience to be more inclusive and democratic. Students noticed how their instructors felt like one of the group and were more like facilitators than usual in this environment and how they felt more a part of their learning.

**Accountability** - Related to the shift in location of power, we found that round teaching inherently increases student accountability. Students noticed that there was "no corner to hide in" and "no back of the class to loaf in". Even arriving late felt worse to students as there was no way to do so discreetly. Additionally,



being checked out of the learning is more difficult in a round learning space because every single learner is front and center. This is a strength and a challenge for both learners and instructor. It did invite students to



step out of their comfort zones, voice their opinions and get to know one another. However, adapting to being consistently present to the learning is demanding of students. As well, for more introverted students or reluctant learners there is no place to find relief. One student noted that the more intimate setting was exciting and intimidating. Instructors needed to keep these strengths and challenges in mind and provide opportunity for relief from the 'exposure' through movement and smaller group work and breaking up sustained circle engagement while taking hold of the opportunity of students that were more accountable to the learning.

**Permeability** - The yurt is a tent. Its walls are made of vinyl fabric. Sound permeates the learning space. Birds calling or rain on the roof were amplified in this learning environment. So were the sounds of snow removal and traffic. Some students mentioned finding this distracting but many noted that the permeability contributed to a "peaceful and energetic" learning environment with some of the sound being "relaxing and soothing". Additionally, between the skylight, windows and fabric, natural light is typically sufficient and adds to the ambience rather than the typical glare of fluorescents. A student mentioned that the yurt was calming and that their mood and marks both were improved while another called it a healing environment. Another student said "I enjoyed the yurt learning environment because it was a more vivid experience and very interactive. Most classes indoors are boring and tend to provoke sleepiness, while the yurt keeps me awake. It is not necessarily the teaching style present that I enjoy but the environment in which it takes place." Interesting to note that it was the yurt identified as keeping the student awake.

The idea behind this action research project has been to explore built pedagogy – how shape shapes learning. The round shape of the yurt has facilitated a more democratized learning environment where students found themselves a greater part of the learning and experienced their instructors to be positioned, literally, as facilitators of learning rather than keepers of the knowledge, where student accountability was inherent and an auditory/experiential connection to the world beyond the classroom created "aliveness" in learning. Given the generally positive feedback about learning in a round space and that not all our classrooms are yurts, we must consider how our learning environments are shaped and design them to consider equality, accountability and permeability.



## COLT by the numbers (May 2018-May 2019)

Offering	Current Year May 2018-2019		For Comparison May 2017-2018	
	# of Instructors	hours	# of Instructors	hours
Paddles and Pedagogy	10	960	10	960
One to One	202	202	61	61
Community of Practice	48	48	56	56
Eat, Share, Grow	54	54	81	81
ETUG & Tech Bites	116	116		
Pints & Pedagogy	43	43		
PIDP Courses	10	300	10	300
Universal Design of Learning	116	116		
Brightspace Support	121	60.5		
Other Learning Tech Support	47	23.5		
Yurt Teaching/Support	10	10	36	36
Galts'ap (Community) Day	35	35	42	42
Curriculum Support	12	12	18	18
Program Review	51	51	2	10
Cluster Meetings	19	10	41	41
Field School Support	21	106	8	64
Research	4	4	5	5
Classroom Observations	10	10	6	6
5ers (brief meetings)	353	58.8		
Conference Presentations	11	11	2	4
<b>TOTALS</b>	<b>1419</b>	<b>2230.8</b>	<b>381</b>	<b>1684</b>
<b>We engaged 83 instructors (92% of our total instructional employees) (up by 20 or 19 %) for 1419 unique engagements with COLT (up by 1038) for an average of 27 hours per instructor.</b>				



### *CMTN Library and Space Planning*

In August 2018, the library at the Terrace campus had a major flood, which made the existing library space unusable. To ensure students still had access to resources required for study, a pop-up library was set up in the atrium of Waap Amgam, the House of Cedar (the newly commissioned Trades Building). Stacks were moved to storage and students could pick up requested resources at the pop-up space.



Once the temporary library was established, work began on designing a new library in consultation with faculty, staff and students. The new library space – and existing regional libraries – will have innovations spaces that will include 3D printers, Mac Computers and Virtual Reality capabilities. The space will also integrate other learning space including a classroom, pathways lab and faculty offices to enhance collaboration opportunities. The library is further leveraging technology to assist students by including search and information panels in every course with online components.

The Library continues to support the TRC Calls to Action as well as the Canadian Federation of Library Associations recommendations. This includes ongoing collection development, staff training and workshops as well as the use of BC First Nations Subject Headings.



Textbook costs have been identified as a major barrier to student success and access. This year the Library initiated a Textbook Affordability Report that was written with input from students, faculty, staff and librarians. The recommendations outlined in the report are currently being implemented (including increasing the use of open textbooks) and students will be saving on

textbooks in the coming academic year.

The Library supports the College strategic plan and has embraced place-based experiential learning. This includes lending bicycles as well as class sets of snowshoes so that students can go an experience and learn



in the amazing northwest. The Library has also purchased 3D printers and other equipment that will support students in preparing for the digital economy. The Library has also engaged in its own strategic planning in consultation with students, faculty and staff. This is an important step to ensure that the Library can best support students, faculty, and the College strategic plan.

The Learning Space Planning Task Group has implemented standardized technology and furniture for formal learning spaces. This includes short-throw projectors with interactive whiteboard technology and document cameras as well as nesting mobile tables with whiteboard surface that facilitates student collaboration and group work.

The College began construction of a 3300 square foot Wellness Center that includes a bright open space with natural light for gym equipment as well as a small bookable studio for student and staff events such as spin class and yoga. The project has a substantial completion date of August 2<sup>nd</sup>, 2019 and will be ready for students on September 3<sup>rd</sup>.

## 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

Student Assessment of Usefulness of Knowledge and Skills in Performing Job	Reporting year					
	2017/18 Actual		2018/19 Target	2018/19 Actual		2018/19 Assessment
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	74.6%	9.5%	≥ 90%	86.6%	5.9%	Achieved
Former apprenticeship students	*	*		85.7%	9.6%	Achieved

## Unemployment Rate

Unemployment Rate	Reporting year					
	2017/18 Actual		2018/19 Target	2018/19 Actual		2018/19 Assessment
	%	+/-		%	+/-	
Diploma, associate degree and certificate graduates	20.0%	7.4%	≤ 11.1%	11.7%	5.0%	Exceeded
Former apprenticeship students	N/A	N/A		9.7%	7.4%	Exceeded



## Work Integrated Learning

In March of 2019, Coast Mountain College conducted a review of Work Integrated Learning (WIL) with Dr. Chelsey Armstrong<sup>17</sup>. The goal was to understand the current state of WIL by identifying what the College is doing well and opportunities for WIL to be included in curriculum.

*WIL perceptions and expectations drastically differ among and between instructors, students, and College personnel. Yet it is clear that all stakeholders are dedicated to enhancing and promoting WIL experience and programs... Health and Social Services and Trades have a strong grounding in traditional WIL practices like clinicals and practicums, but have room to improve soft skill development... Business and University Credit have cultivated well-rounded students through a traditional liberal arts model, but should expand direct work experience through increased research... technological innovations, and supporting instructors who are modernizing traditional classroom models. The Nursing program and Freda Diesing School have a unique balance of...WIL (Armstrong, 2019)*

This report confirmed that CMTN currently deploys WIL in some form; however, growth can be realized through the nurturing and celebrating of faculty and programs that practice this instructional technique. Other recommendations include better community partnerships to provide real world opportunities to students for work and research.



Applied Coastal Ecology  
– Field Trip



Invertebrates and their Ecosystems  
– Field school

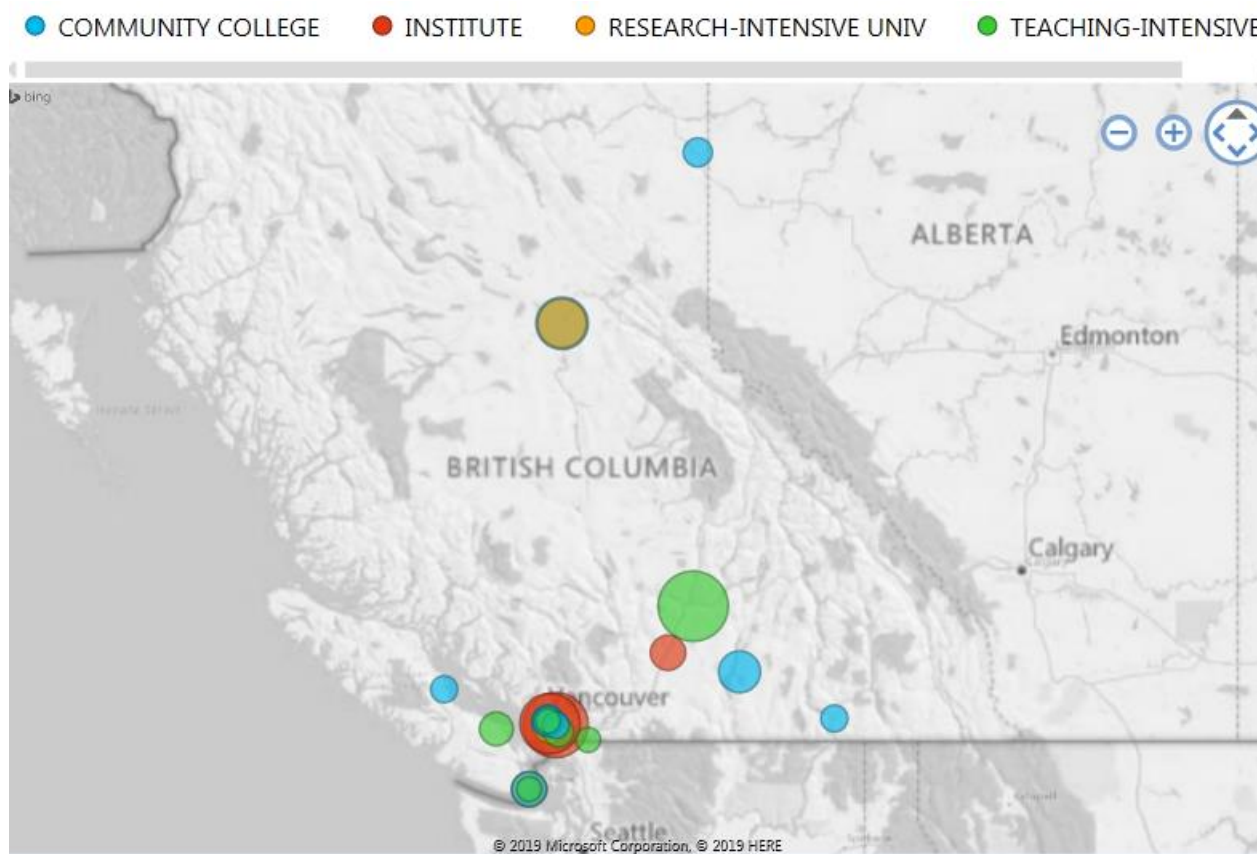
<sup>17</sup> Armstrong, Chelsey. (2019) Work-integrated learning research and review: Prospects for Coast Mountain College. Report



## Efficiency

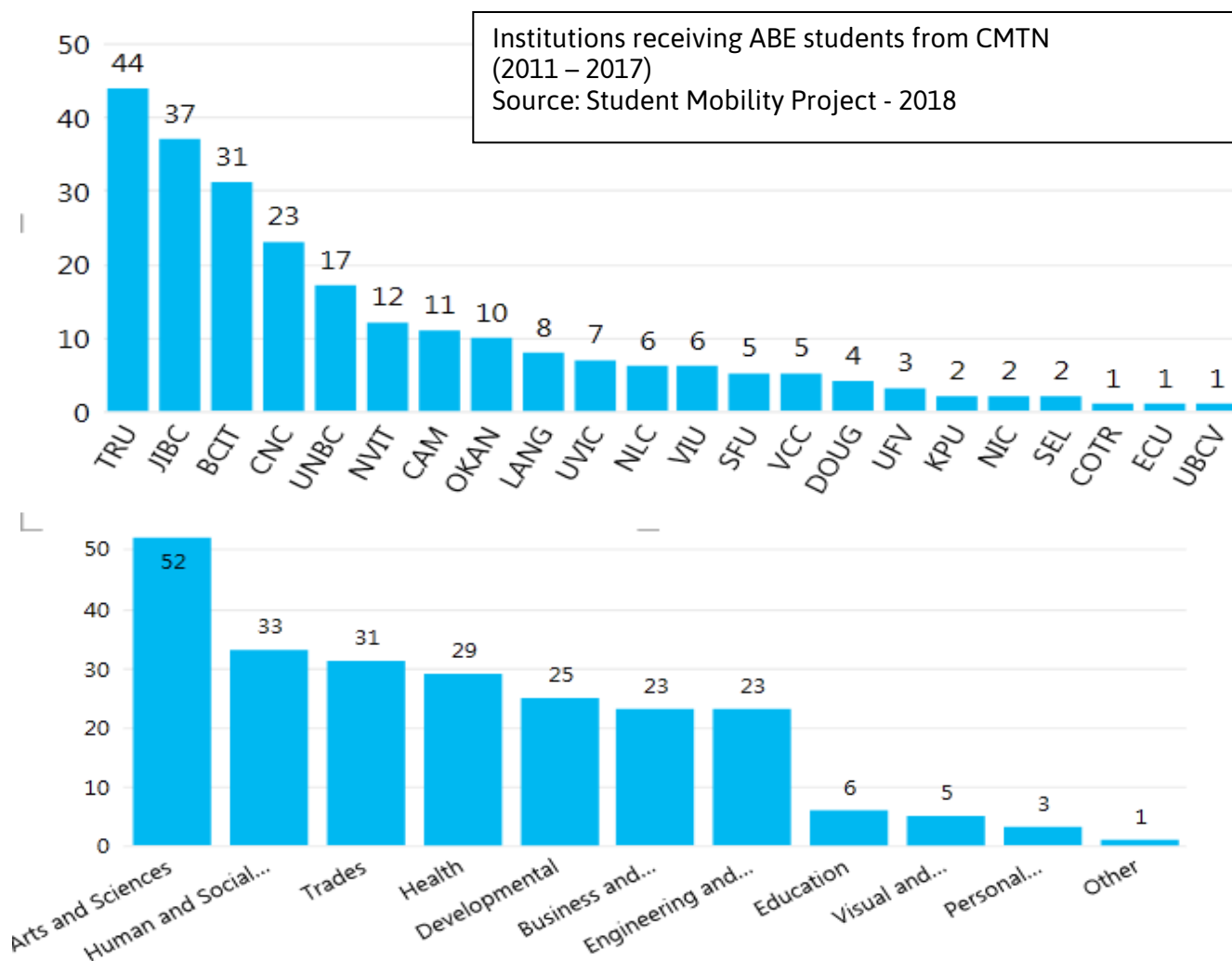
*The BC public post-secondary system is efficient, providing multiple and flexible student pathways with clear returns on public and individual investments*

With the return to tuition free Adult Basic Education (ABE), the following section will look at the mobility of students who begin their educational journey at Coast Mountain College in the ABE program. This map shows the destinations of ABE students who studied at CMTN between 2011 and 2017. This map excludes students who continued to academic programming at Coast Mountain College. The charts on the next page show the frequency of ABE students who transferred to institutions in the province and the variety of programs students have registered into. The final chart shows the students who began in ABE and continued into advance training at CMTN. Adult Basic Education provides the foundational education for students to be successful in academic, vocational and other training; the College's strategic priority is to continue strengthening and articulating pathways for students to upgrade and transform their lives.

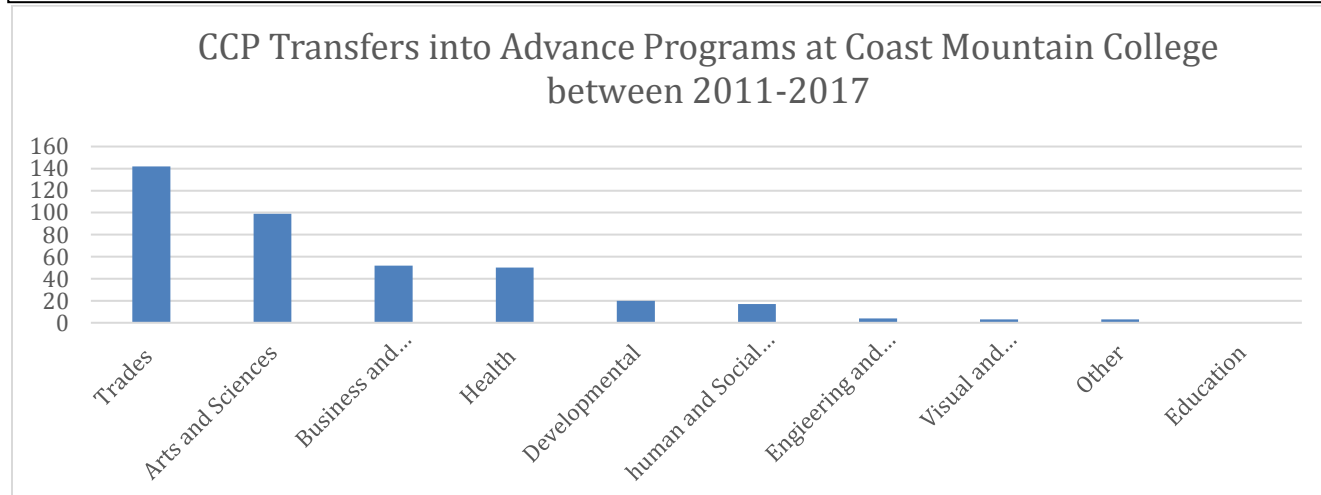


ABE Student Mobility (2011-2017)  
Source: Student Transitions Project - 2018





Programs that CMTN ABE students transfer into at other institutions.  
(2011 – 2017)  
Source: Student Mobility Project - 2018



## Workforce training and contract services

The College is engaging meaningfully to development and delivery innovative training with Indigenous communities through contract services. This training provides opportunity for graduates to obtain and maintain high paying jobs in the current economic boom. This section includes four examples.

### Parts and Warehousing Foundation

In partnership, Coast Mountain College has delivered two Parts and Warehouse Foundations Programs in Prince Rupert and one in Terrace for Indigenous students. A lack of red sealed Parts and Warehouse people in the region made it challenging to find a qualified instructor, so the College partnered with SaskPoly to provide students with the online curriculum that met the ITA learning outcomes. CMTN then hired a local instructor with knowledge of online learning and the occupation to support students through the online curriculum to provide face-to-face essential skills, coordinate work experience and facilitate student connections to employers. The innovative model of blended delivery and work integrated learning provided an opportunity for indigenous students to receive training in their local area that previously was not provided.

### Gas Process/Operator Training Program

Coast Mountain College collaborated with AltaGas, Metlakatla, Lax K'walaams, South Alberta Institute of Technology (SAIT) and Coastal Training Centre to provide an innovative, employer and community driven program. AltaGas was committed to providing local training for local people and required operators with Gas Process Operating Tickets. The College does not offer this program, so a partnership with SAIT was established where SAIT would deliver online training and CMTN provided an instructor in the classroom to support the students through the materials and provide hands on learning as well.

In consultation with Indigenous communities, the need for face-to-face instruction is the best option to ensure local student success. Students for the program were recruited from local Indigenous and non-indigenous communities by AltaGas and were hired by AltaGas as temporary employees. Students were located in both Terrace and Prince Rupert. The instructor rotated from teaching in Prince Rupert and video conferencing to Terrace and vice versa. Coastal Training Centre (operated by Metlaktla) provided the safety certificates for the program. Students also were able to travel to one of AltaGas' currently operating locations in Alberta to experience what it would be like to work in a plant, and to understand AltaGas' corporate culture. In addition, CMTN purchased simulation equipment to support hands on learning. Of the 14 students who initially enrolled in the program, 11 completed and were hired by AltaGas. These graduates are now working on the Ridley Island Propane Export Terminal (RIPET). CMTN is currently customizing this model to provide a similar program with Pembina for their Export Terminal and will be looking to support



employers in Kitimat with similar customized training. Here is a YouTube video for the AltaGas program <https://www.youtube.com/watch?v=p97fPEjBfNw#action=share> and one about the propane export terminal (the program is highlighted as well) <https://www.youtube.com/watch?v=vD6bKrPSqoo>

#### Building Maintenance Worker

In a partnership with Gitwinksihlkw, CMTN delivered in community training with customized curriculum from Northern Lights College to meet the skills set required by the community. This program was delivered using ASP funds in the Mobile Trades Training Unit with mobile equipment. Through this innovative delivery, students have an opportunity to learn and live in their community. Students have gained skills in light carpentry work, basic plumbing and electrical as well as finishing work in order to maintain homes and residential buildings in their community. Experiential projects are creating immediate benefit to the community including the renovations to Elders' homes and building a new Elder's building.



#### Construction Trades Helper and Labourers

Coast Mountain College delivered Construction Trades Helpers and Labourers (CTH&H) program in the Kitselas community of Gitau. This program is located in community and provides students with up to thirteen (13) safety/industry certifications required for work on construction job sites. Students also participate in two weeks of Essential Skills and eight weeks of Construction Modules.

This community-based model integrated occupational skills as well as cultural components and hands on projects including the construction of a community greenhouse. Kitselas is innovating with CMTN on the employment of students by recruiting students from the Kitselas' day labourer program to participate in the CTH&L. Students were gaining work experience in the community, and then were able to join the program. Once students received the technical training and safety certificates they were often able to find employment. The support of the Kitselas community and staff was integral to the success, and the model continually review to ensure the program supports cultural needs and food harvesting responsibilities, and that the program will continue to integrate hands on, community legacy projects. Coast Mountain College and Kitselas have recently submitted a proposal for continued funding of this program.



## Appendix A – Reporting Template for Mandate Priority #1

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

The provincial government is committed to implementing the UN Declaration on the Rights of Indigenous Peoples and the TRC Calls to Action. Institutions will have addressed relevant TRC Calls to Action and articles of the UN Declaration on the Rights of Indigenous Peoples to varying degrees. Please complete the following table to provide an at-a-glance summary of your institution's progress.

TRC CALL TO ACTION <sup>18</sup> and UN DECLARATION on the RIGHTS OF INDIGENOUS PEOPLES ARTICLE	PROGRESS  (N/A, In Progress, Implemented) <sup>19</sup>	INITIATIVE AND PARTNERSHIP DETAILS  (Please provide key progress details for 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. Please include links where relevant/possible.)
<b>1: SOCIAL WORK</b>  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	Implemented	CMTN offers a Social Work Program – certificate and Diploma. The program offers an introductory study of First Nations peoples of B.C.. The course highlights land claims, education, aboriginal rights, Indigenous status and political actions, giving students an overview of Indigenous issues at a local level. The program also has a Social Service Worker practicum 1 & 2. Many Indigenous communities have their own Child Welfare Committees. Students take part in practicums in Indigenous communities within Indigenous organizations; students are also introduced to alternative ways of managing child welfare issues and realities.

<sup>18</sup> "... " represents omitted text not related to post-secondary education from the original Call to Action.

<sup>19</sup> Use N/A if there is no relevant program on this subject offered at institution.

<p>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>		
<p><b>12: EARLY CHILDHOOD EDUCATION</b></p> <p>We call upon the federal, provincial, territorial, and Aboriginal governments to develop culturally appropriate early childhood education programs for Aboriginal families.</p>	Implemented	<p>CMTN College works in collaboration with Indigenous communities in the development of grant proposals to access the resources needed to host Indigenous community based ECE programs. These efforts are not always successful due to funding limitations. This act of collaboration has provided a wealth of learning and understanding about the unique needs, traditions values and beliefs as it relates to child care in Indigenous cultures and communities.</p> <p>ECE faculty have worked directly with Indigenous organizations to support the development of child care facilities and programs in remote Indigenous communities. The ECE department has strong representation of Indigenous communities on its advisory committee. At the request of Indigenous communities, the College provides free workshops in the area of early years/childcare issues and concerns.</p> <p>Some years ago, CMTN developed an ECE Indigenization specialization (3 courses). This Indigenous specialization is not a provincial certification requirement. Therefore, it has not been part of the core programming as funding is limited. For this reason, the program is no longer offered. Although the ECE curriculum does not offer the specialization courses or Indigenous specific courses, such as First Nations Studies, the College does embed local Indigenous knowledge, culture, values and history into the teaching and learning throughout the program.</p>

<b>16: INDIGENOUS LANGUAGE DEGREE AND DIPLOMA PROGRAMS</b>  We call upon post-secondary institutions to create university and college degree and diploma programs in Aboriginal Languages.	N/A	
<b>23: HEALTH-CARE PROFESSIONALS</b>  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.	Implemented	In collaboration with Indigenous communities Health Care Assistance programs are delivered in indigenous communities, with a video conference option. Program curriculum is curtailed to the specific and unique needs of Indigenous communities.  CMTN College offers annual cultural awareness training for staff, management and faculty.
<b>24: MEDICAL AND NURSING SCHOOLS</b>  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,	Implemented	CMTN offers a two year the Northern Collaborative Baccalaureate Nursing – registered Nurse program consisting of 136 credits, 95 of which are required credits in nursing; Intro Social and Cultural Anthropology – ANTH 102 and Intro to First Nations Health - NURS 205 are mandatory credits, focusing entirely on Indigenous Peoples. The remaining courses touch on the unique health, cultural and communication considerations in respect to Indigenous Peoples.

conflict resolution, human rights, and anti-racism.		
<b>28: LAW SCHOOLS</b>  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.	N/A	
<b>57: PUBLIC SERVANTS</b>  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.	Implemented and In progress	CMTN College offers annual Cultural Awareness training to all staff, management and faculty. The training includes: the history of Aboriginal peoples, including the history, Indian Act and legacy of residential schools. The College would like to expand this training to include, UNDRIP, T&R Calls to Action, Indigenous Rights and Title, anti- racism and human rights.

<p><b>62: TEACHER EDUCATION</b></p> <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>	N/A	
<p><b>86: JOURNALISM AND MEDIA SCHOOLS</b></p> <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>	N/A	
<p><b>92: BUSINESS SCHOOLS</b></p> <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,</p>	Implemented and In Progress	<p>Various courses within the Business Department have embedded Indigenous culture, history, colonization, rights and title, land claims, impacts and realities of Indian Act into course outlines and curriculum. For those courses that, at this time, do not have local indigenous content embedded into course outlines, faculty have, to varying degrees, incorporated Indigenous history, culture and values into course curriculum.</p>

<p>Indigenous law, and Aboriginal–Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.</p>		
<p><b>UNITED NATIONS DECLARATION ON THE RIGHTS OF INDIGENOUS PEOPLES IMPLEMENTATION</b></p> <p>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:</p> <p><b>Article 14</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>2. Indigenous individuals, particularly children, have the right to all levels and forms of education</li> </ol> <p><b>Article 15</b></p> <ol style="list-style-type: none"> <li>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.</li> </ol>	<p>Implemented – In Progress</p>	<p><b>Article 14.</b></p> <ol style="list-style-type: none"> <li>1. In collaboration with the College’s First Nation Council Terrace campus held a Northwest Regional Indigenous Language Conference. The College is committed to continuing to work alongside the Indigenous communities to support their efforts to strengthen their respective languages.</li> <li>2. N/A</li> </ol> <p><b>Article 15.</b></p> <ol style="list-style-type: none"> <li>1. Since 1996, the College has integrated local Indigenous culture, practices and values including: longhouse, arts, ceremonial regalia, songs and dances, traditional territory welcome, totem poles, language revitalization supports, speaker series, Elders and more into each campus. 2018 The College underwent a rebrand eliminating an expropriated logo to be mindful and respectful of how Indigenous culture is acquired and showcased.</li> </ol> <p><b>Article 21</b></p> <ol style="list-style-type: none"> <li>1. The College collaborates with Indigenous communities in support of their aspirations to improve their economic and social conditions. In 2018 140 courses were delivered in Indigenous communities across the College region.</li> </ol>

<p>Article 21</p> <p>1. Indigenous peoples have the right, without discrimination, to the improvement of their economic and social conditions, including, inter alia, in the areas of education, employment, vocational training and retraining, housing, sanitation, health and social security.</p>		
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## Appendix B: 2018/19 Accountability Framework Performance Measure Results

Performance measure	Reporting year					
	2017/18 Actual		2018/19 Target	2018/19 Actual		2018/19 Assessment
Former diploma, associate degree and certificate students' assessment of skill development						
	%	+/-		%	+/-	
Skills development (avg. %)	90.0%	3.8%	≥ 85%	88.1%	4.2%	Achieved
Written communication	79.7%	7.1%		80.2%	6.9%	
Oral communication	79.5%	6.9%		81.6%	7.1%	
Group collaboration	96.1%	2.8%		93.2%	3.6%	
Critical analysis	92.2%	3.8%		88.6%	4.4%	
Problem resolution	90.8%	4.3%		94.9%	3.2%	
Learn on your own	93.2%	3.6%		88.1%	4.7%	
Reading and comprehension	92.3%	3.7%		92.2%	3.9%	
Former apprenticeship students' assessment of skill development						
	%	+/-		%	+/-	
Skills development (avg. %)	89.0%	7.3%	≥ 85%	88.3%	7.1%	Exceeded
Written communication	*	*		*	*	
Oral communication	*	*		*	*	
Group collaboration	90.6%	7.6%		90.9%	7.7%	
Critical analysis	90.9%	7.3%		93.3%	6.4%	
Problem resolution	91.2%	7.0%		89.7%	8.1%	
Learn on your own	97.1%	4.0%		93.3%	6.4%	
Reading and comprehension	94.3%	5.6%		90.0%	7.7%	



## Appendix C: Accountability Framework Performance Targets: 2019/20 to 2021/22

Performance measure	2019/20	2020/21	2021/22
Student spaces			
Total student spaces	1,664	1,664	1,680
Nursing and other allied health programs	97		
Developmental programs	235		
Credentials awarded			
Number	206	TBD	TBD
Student satisfaction with education			
Former Diploma, associate degree and certificate students	≥ 90%		
Former apprenticeship students			
Student assessment of the quality of instruction			
Former Diploma, associate degree and certificate students	≥ 90%		
Former apprenticeship students			
Students' assessment of skill development (average %)			
Former Diploma, associate degree and certificate students	≥ 85%		
Former apprenticeship students			
Student assessment of usefulness of knowledge and skills in performing job			
Former Diploma, associate degree and certificate students	≥ 90%		
Former apprenticeship students			
Unemployment rate			
Diploma, associate degree and certificate graduates	8.6%	< unemployment rate of individuals with high school credentials or less	
Former apprenticeship students			



## Appendix D: 2018/19 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>

