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Institutional
Accountability
Report and Plan
2019-20 to 2022-23

July 2020



Accountability Statement

July 15, 2020

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 2019/20 Institutional Accountability report. This report outlines some of the successes and challenges as we strive towards our ambitious strategic plan to become the college of choice for experiential place-based learning.

The organization has been working with community partners on several key initiatives. Just three of particular interest include the following:

- In January 2020, and with the support of the Ministry, the College began effectively working with all 34 communities in the region to begin preparing to support the Contact North initiative. The project will allow students in rural, remote and Indigenous communities to receive the education and supports they want to be successful without leaving their home communities. If successful, the project could serve as a blueprint for the entire province.
- In light of COVID-19, with the support of the Ministry, the College was able to pivot to offering all programming via distributed learning. Working together with our staff, faculty and communities to make this immense change in such a short time was a testament to our shared desire to ensure students receive the best educational experience possible. More than 90 percent of Coast Mountain College faculty took extra training with our Centre of Learning Transformation to ensure our students are supported in the distributed learning format. CMTN also worked with BC Campus and the Ministry to create a system so faculty across the province could better share online curriculum.
- Corporate Services and Facilities personnel continue to work with the Ministry to move forward with new Student Housing for CMTN at our Terrace Campus. Representatives from the College met with Ministry officials throughout the process to clarify the expectations to ensure



everyone understands the design-build process to expedite the construction process with a goal of opening in 2021.

We expect that Coast Mountain College will continue to create adventurous pathways to transform lives and be better placed to support the Province as we move forward in the evolving conditions caused by COVID-19.

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
CMTN Board Chair



Justin Kohlman
CMTN President & CEO



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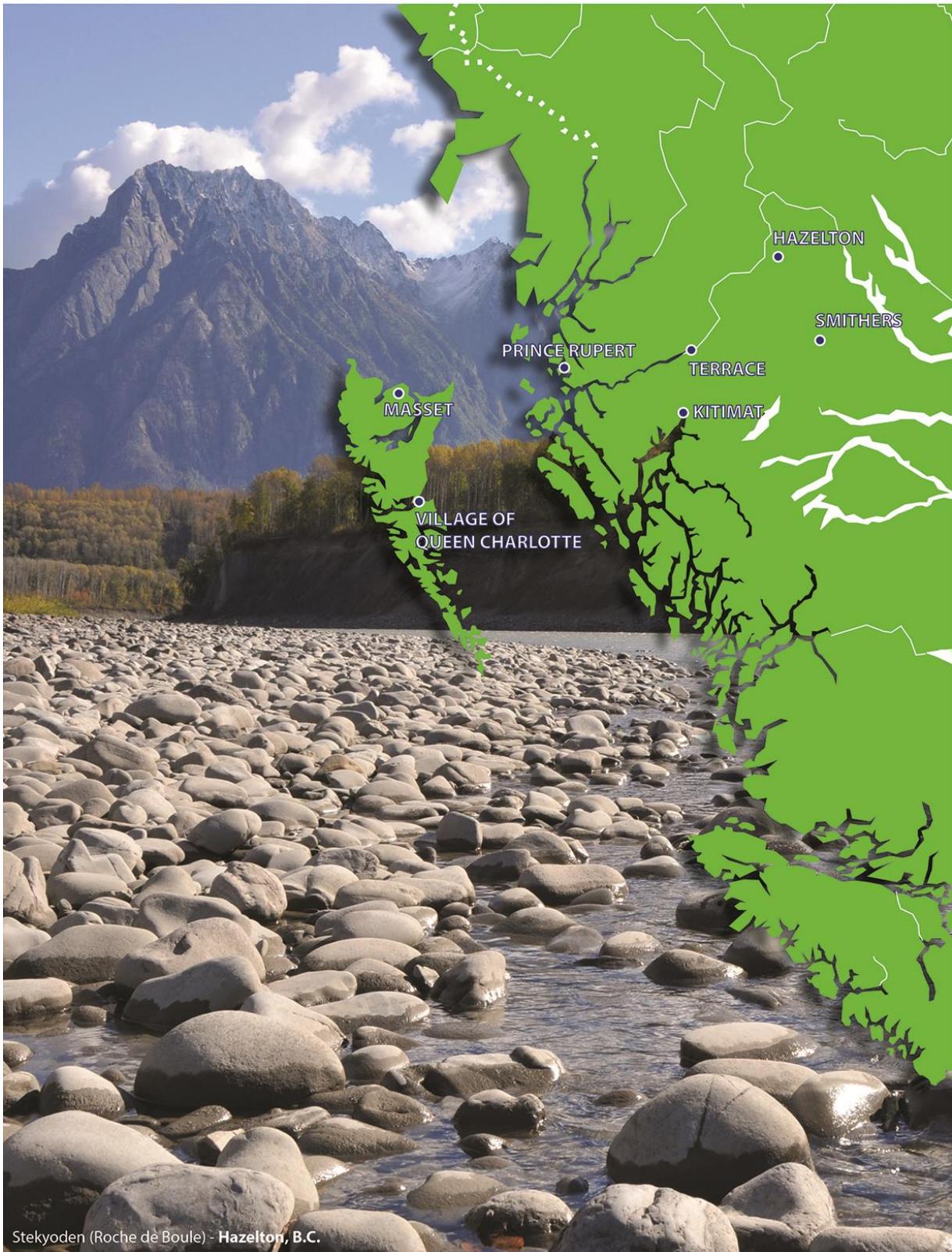
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Map of Coast Mountain College Campuses



Institutional Overview

Coast Mountain College (CMTN) campuses are located on the traditional territories of the Haida, Wet'suwet'en, Haisla, Gitksan, Nisga'a and Tsimshian Nations. The College strives to support the unique educational needs of each Nation by honouring and supporting the findings in the Truth and Reconciliation Call to Action¹ and the United Nations Declaration of Rights of Indigenous Peoples (UNDRIP)². The College's long-time partnership with First Nations Council (FNC) has improved access and supported success for Indigenous students by modernizing policies, and by adding appropriate Indigenous content into courses and programs. Indigenizing the curriculum has improved the educational experience for Indigenous, non-Indigenous and International students at the College, and this work demonstrates that Coast Mountain is the College of choice for experiential place-based learning.

Students in BC Northwest can engage in vocational training, upgrading courses, and transfer pathways in Business, Health, Arts and Science, Human Services, or Applied Sciences. Coast Mountain College provides affordable education that leads to any of the province's research and teaching universities as well as universities across Canada and around the globe.

Experiential place-based education creates a unique learning adventure that transcends the classroom and exposes students to real world training in state of the art shops and lab, healthcare practicums, fieldwork, as well as through community projects and service. Campuses are located in the coastal communities of Prince Rupert, Queen Charlotte, and Masset, and at the inland communities of Hazelton, Terrace and Smithers. Starting at a CMTN gives many



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

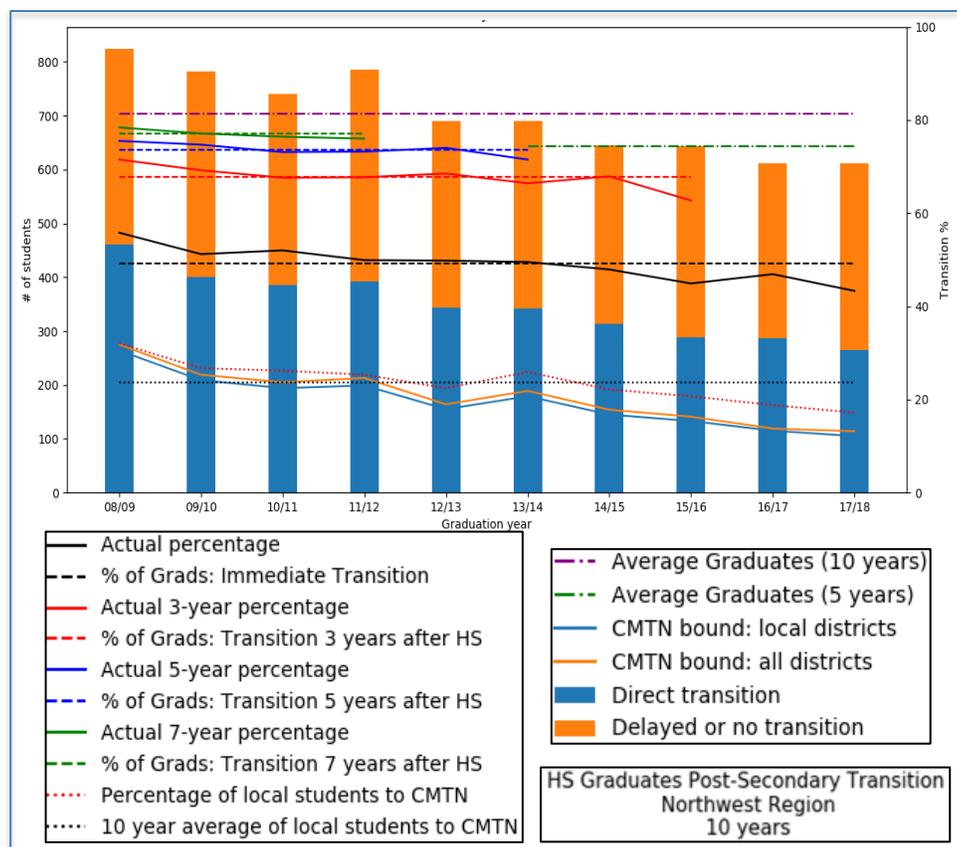
² [UN Declaration on the Rights of Indigenous Peoples \(2007\)](#)



students the confidence and self-efficacy required to be successful in their careers and in further education at larger institutions.

High school transitions

According to the Student Transition Project (STP) Transition Matrix (2020), the overall number of high-school graduates in the Northwest region has been on a steady decline over the past ten years from 824 graduates in 2008/09 to 612 graduates in 2018/19. The highschool transition graph shows an average of 704 high-school

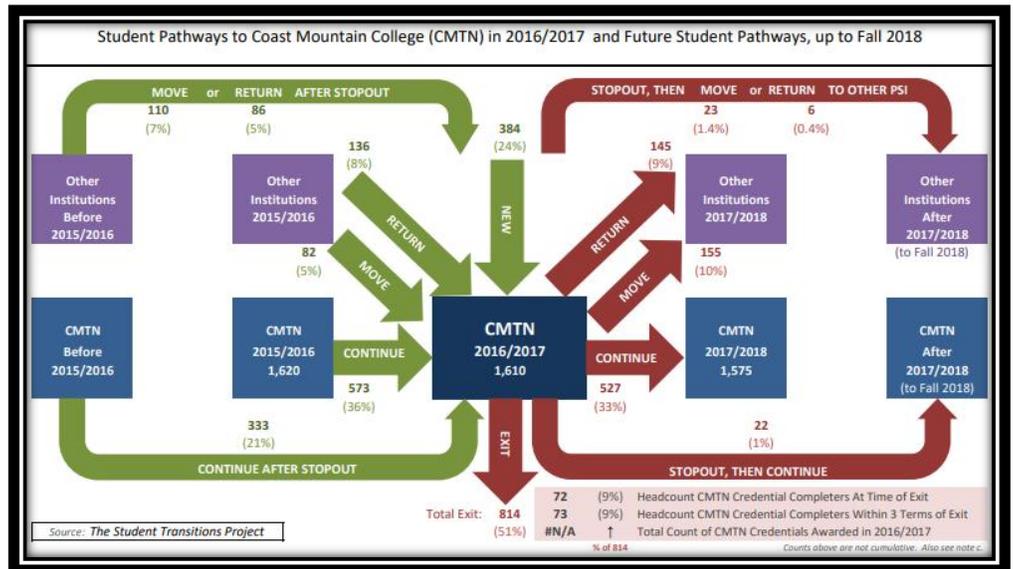


graduates each year over 10 years. With the steady decline, the five year average of 643 high-school graduates is closer to the predicted average over the next 10 years with high-school enrolment number projected to level off ([Information to support student learning](#), 2020). Although the overall number of graduates have been declining, the percentage of students transitioning in to post-secondary has stayed close to the average of 49%. Three years after graduation an average of 68% of regional high-school graduates engage in post-secondary education. By years five and seven after graduation, 74% and 78% of regional high-school graduates have engaged in some form of post-secondary education, respectively. Over the past 10 years, CMTN attracts about half of the immediate transition students, and approximately 10 immediate transition high school students from other school districts per year.

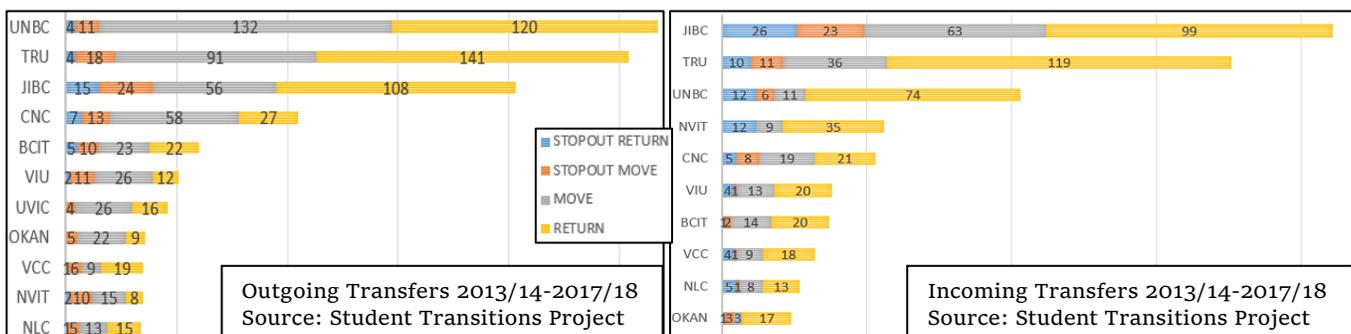


Post Secondary Mobility

British Columbia has a well-developed transfer system that provides a multitude of educational opportunities for students. In the 1970s, the first set of transfer guidelines were established providing a unidirectional pathway



from colleges to the universities. As the system evolved, some Colleges became university-colleges and then continued evolved into the provincial teaching universities.³ The mobility trends of student evolved with the institutions and by the 2010s, all provincial institutions were both sending and receiving students. This diagram shows the enrolment behaviour of students between 2016/17 and the fall of 2018. This shows that a similar number of students are going from CMTN to other post-secondary institutions as are transferring from other post-secondary institutions to CMTN. The graphs below shows the top ten schools that CMTN students transferred to, and the institutions that sent the most students to CMTN between 2013/14 and 2017/18. UNBC, TRU and JIBC are the top three institutions for both sending and receiving students over this time-period.



³ BCCAT (2020), *BCCAT History*, <https://www.bccat.ca/system/history>



Impacts and Opportunities during the COVID-19 pandemic

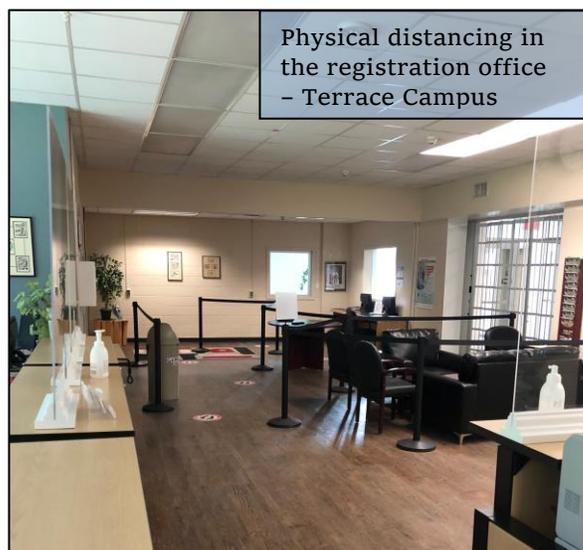
Aam ji luu-x̣hln̄aa-t'aatgwin means "it's good for you to stay home" in Nisga'a. In the Witsuwit'en language we say TSIYĪH' YIKH OH' DĪZIWLHTSIY: Stay home everybody! (Aam ji luu-x̣hln̄aa-t'aatgwin Student newsletter, April 16, 2020)

To say that COVID-19 is a major disruption to higher education understates the impact that the pandemic has also inflicted on non-academic activities, work, social support networks, and other practices that contribute to the well-being and success of students. To ensure academic continuity, CMTN pivoted to distance/distributed learning. Distributed learning is a broad category of instructional delivery that includes many modes of instruction including the use of online resources (e.g., email, a learning management system, web-conferencing, videos, social-media), traditional printed materials (e.g., textbooks, workbooks), and experiential learning. This delivery supports the local context of the institution by ensuring education is accessible to all communities in the region, including those with limited connectivity to the internet.

Early Crisis

The initial shift away from face-to-face learning to a distributed model happened over three days in mid-March. This quick shift ensured CMTN complied with provincial directives deterring large gatherings, and ensured students would be able to meet the learning outcomes of their courses and complete the winter term.

Spring term required another big pivot for CMTN because the bulk of courses in the summer are field schools, which provide experiential place based learning opportunities in local Indigenous communities, in local small businesses and in the natural terrain (e.g., glaciers, coastlines, forest ecosystems). COVID containment through physical distancing recommendations saw many local communities enact measures to restrict visitors,

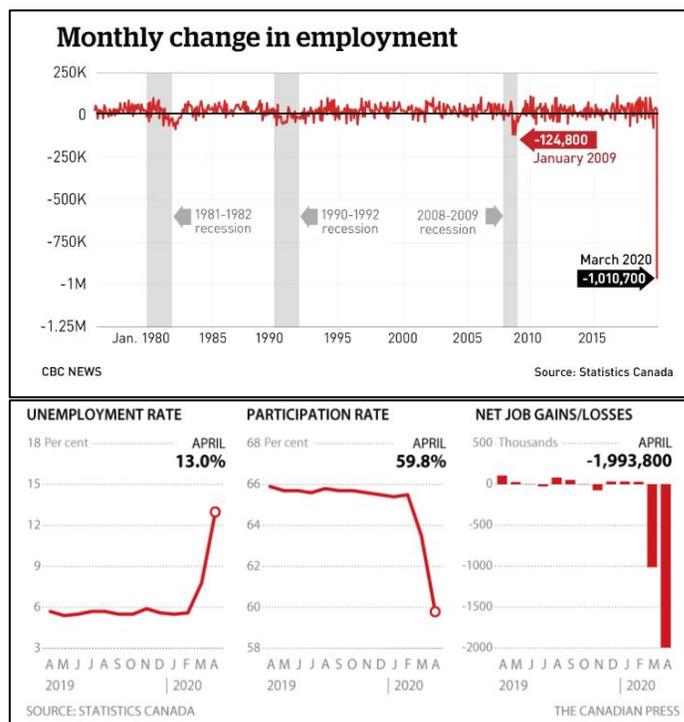


local businesses reduced operations or temporarily closed, and group travel was no longer possible. These conditions prevented many field schools from proceeding in traditional format. The College had to act quickly to ensure that students were able to continue studies through the spring and summer. The cancellation of field courses not designed for distance delivery was unavoidable. This included the Hawaii Fire and Ice field school and the Haida Gwaii field schools. For courses not cancelled, the content was pivoted to distributed learning and ran without the community field aspects. To fill in for cancelled sections, CMTN added courses to support student progression and ensure students would be able to graduate on time. Further to courses added for students, CMTN developed two new courses designed to support instructors facing a new and uncertain deliver of education to students in both the K-12 and post-secondary education systems in the upcoming Fall Term.

During the initial months of physical distancing, traditional delivery models such as practicum placements, labs and shop training required creative and collaborative problem solving within the institute and with partner organization. However, challenging the pandemic regulations have been for the organization, students are facing similar, if not greater challenges that are sure to affect progression through their studies.

Impact to Labour Market

Statistics Canada reported that 1M jobs were lost in March 2020, which was the largest single month job loss in the past 40 years (Evans, 2020⁴). An additional 2M jobs were then lost in April (Alini, 2020⁵). Approximately 260, 000 of the April job losses were in British Columbia (Zussman,

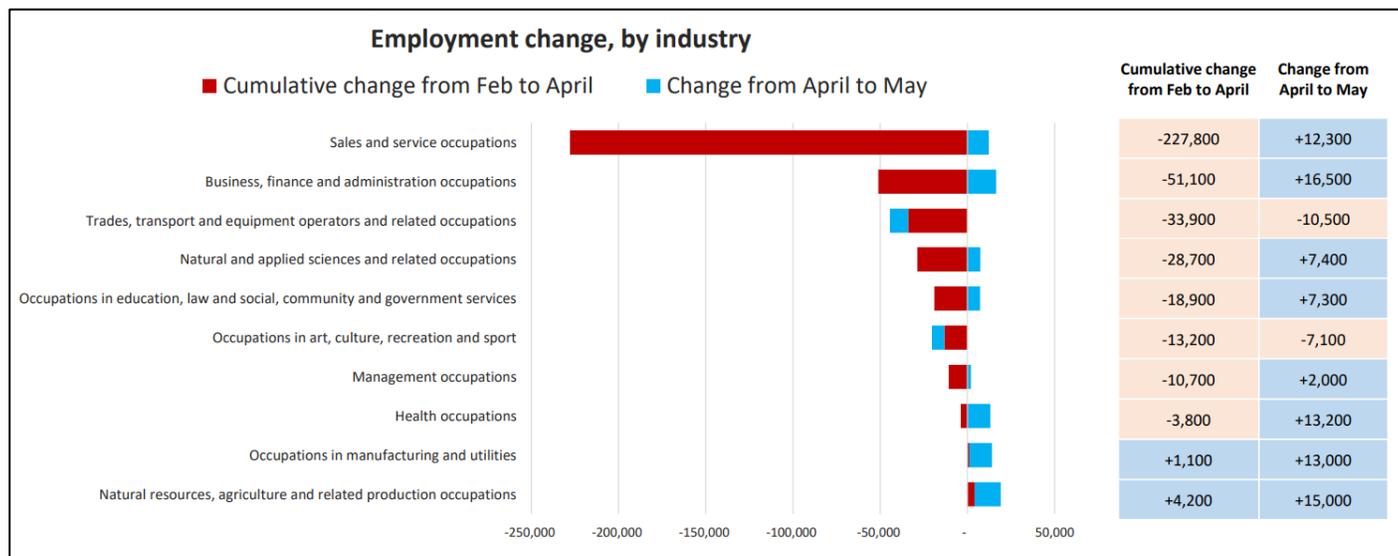


⁴ Evans, P., (2020), *Canada lost more than 1 million jobs last month as COVID-19 struck*. CBC News, [posted April 09, 2020](#)

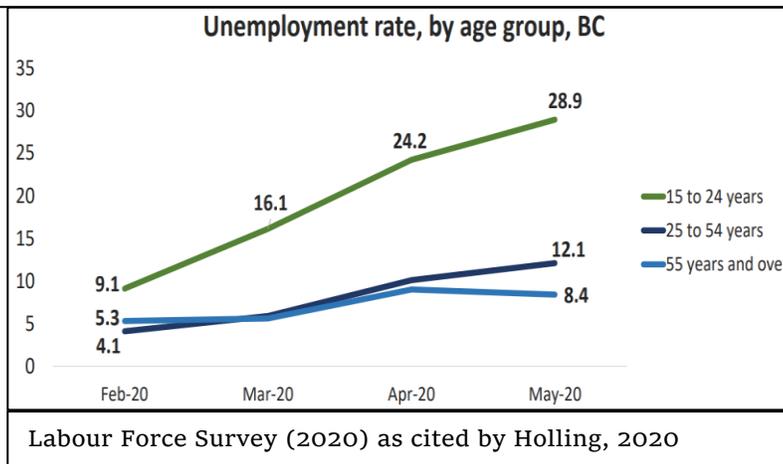
⁵ Alini, E., (2020), *Canada shed 2 million jobs in April amid COVID-19: StatCan*. Global News, [posted May 08, 2020](#)



2020⁶). The highest category for job loss was in Sales and Service. Jobs in the Sales and Service Sector traditionally employ a large number of post-secondary students. In a labour market presentation at BC Institutional Research and Planning (BCIRP), Chris Holling (2020)⁷ illustrated the impact to the Sales and Services Occupation for the two months of the initial COVID response. Employment in this sector showed a small recovery in May, but employment is still well below the February numbers.



With the losses to employment in the Sales and Service sector, it is no surprise that 15-24 year olds experienced the highest unemployment rates in the early response to COVID-19 (Holling, 2020)⁷. By end of May 2020, the labour market had recovered 10.6% employment lost to COVID-19⁸.



Income is critical for many students and the ability to eat and pay rent provides one of the foundations for student success. At the

⁶ Zussman, R., (2020), BC lost 264,100 jobs in April; unemployment rate rises to 11.5%. Global News, [posted May 08, 2020](#)

⁷ Holling, C (2020), B.C. Labour Market Outlook and COVID-19 Impact. BC Institutional Research and Planning (BCIRP). Online June 11, 2020

⁸ Labour Force Survey (2020), Measuring labour market impacts as COVID-19 restrictions gradually ease. Statcan, [released June 05, 2020](#)



outset of the pandemic, the CMTN Foundation and the Employee Giving program were able to direct funds into student grocery cards to ensure students could complete the winter term. In the spring term, the Coast Mountain College Student Union donated funds directed to provide International Students with grocery cards, and the province established a student emergency fund for the College to support domestic students through the 2020-21 academic year.

A major concern for students engaging with post-secondary education is the ability for students to finance their studies. Statistics Canada collected data for over 100,000 post-secondary students in the last two weeks of April, and found that more than “two-thirds (70%) of continuing postsecondary students were very or extremely concerned about the pandemic’s financial impacts on themselves⁹.” The most frequently cited concerns were using up savings, increased student debt, and the ability to pay for next term’s tuition and current expenses. To mitigate these concerns, the Federal Government¹⁰ modified the student loan criteria to allow more students to qualify, and a doubling of the non-repayable grant. Leveraging student wage subsidies for summer jobs, and providing grants for students doing volunteer work may influence students to continue studies in the fall. To support educational completion for international students those working in essential services can work more hours a week while studying.

Planning for September

The uncertainty surrounding the behaviour of this pandemic over the summer and into the fall made planning for fall 2020 challenging. One of the biggest challenges being that the timetables were established in the late 2019, and by March these schedules were being set up for registration in April. Original fall scheduling was halted rather abruptly as the schedules had to be recalibrated quickly to plan for the reality that physical distancing, limited gatherings and enhanced cleaning protocols will continue into the fall and winter; these needed to be ready for students to register June 1, 2020.

⁹ Statistics Canada, (2020), *COVID-19 Pandemic: Financial impacts on postsecondary students in Canada*, [posted May 15, 2020](#)

¹⁰ Government of Canada, (2020), *Support for Students and Recent Graduates Impacted by COVID-19*, [posted April 22, 2020](#)

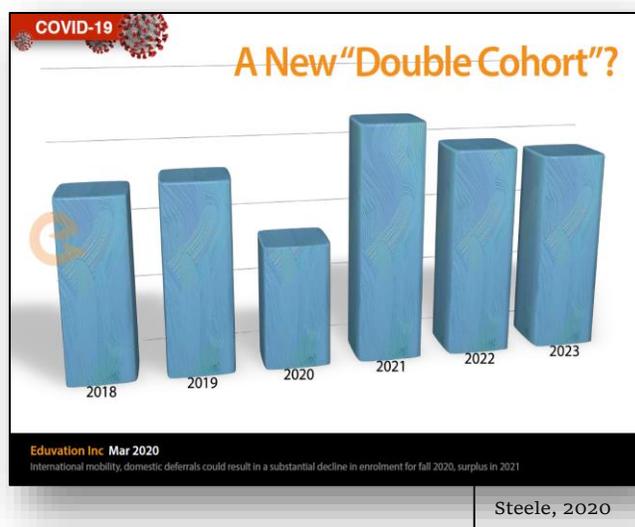


The new timetables considered the possibility that a second or third wave of COVID-19 could occur and may require additional economic slowdowns or shutdowns. These conditions have created a situation where only programs with mandatory practical training could operate with reduced students in the shops, labs and practicums. The delivery of all other courses is the distributed learning format; thus reducing the need for in-person training and accommodate students in communities with limited connectivity.

International Mobility

Also impacted is the mobility of International students. The May 2020 Smithers intake had most incoming international students deferred to the fall term, and Coast Mountain could not pivot quickly enough to take advantage of the federal changes that permitted students seeking the post-graduate work permit to begin studies in their home country. It is likely that international travel will continue to be difficult or restricted at the beginning of September 2020, as many international borders were still closed at the beginning of the summer. It is also very likely that international students will require a two-week quarantine period when they arrive in the country.

Of course, the problems of border crossing and quarantine affect International students who are still keen on travelling to Canada at the end of the summer; more problematic for the College is the number of international students now planning to defer studies to a subsequent year. In a survey of 11,000 prospective international students at the beginning of March, more than half have indicated they are going to defer ([QS Quacquarelli Symonds](#), 2020; Steele, 2020)¹¹. A further 30% of surveyed students were unsure the impact COVID-19 will have on their plans to study abroad. Eduvation Inc



¹¹ Steele K., (2020), *Coping with COVID-19: Implications for enrolment*, SEMM Virtual Town Hall, www.eduvation.ca April 16, 2020



(2020)¹² has suggested the possibility that 2021 will be a “double cohort” with accepted students for fall 2020 deferring and starting with the high-school graduates of 2021. To mitigate this risk, Coast Mountain has begun to identify programming that International students can begin overseas.

Domestic Student Recruitment

It is unclear if domestic students will choose to defer studies. Domestic high school graduates who may have planned for a “gap year” will have to reconsider plans with the disruption to both travel (restricted and less desirable), and employment prospects. The 2018/19 CMTN Accountability Report and Plan discussed the impact that the liquefied natural gas (LNG) megaproject in Kitimat will have on College enrolment, and in a boom cycle, many young people choose to go to work rather than engage in post-secondary education. Concerns around the transmission of COVID-19 tempered the LNG boom in the short-term with LNG Canada scaling back the number of employees flying in to the region. “LNG Canada says it is taking the step in an abundance of caution to protect the communities of Kitimat, Terrace and surrounding First Nations” (Financial Post, 2020)¹³. It is unclear if the reduction of workers from out of the region will create more employment opportunities for locals; however, the North Coast & Nechako region had the lowest employment loss at -5.8% (Holling, 2020¹⁴) suggesting industry has mitigated some of the impacts of the recession in the region.

Depending on how quickly employment recovers in the region, the LNG boom may yet draw prospective students into the labour force before returning to education.

Employment loss by Region (February-April 2020)

Region	Level change	Percent change
Cariboo	-5,750	-7.8%
Kootenay	-8,750	-13.1%
Lower Mainland-Southwest	-281,500	-17.0%
North Coast & Nechako	-2,250	-5.8%
Northeast	-7,500	-19.0%
Thompson-Okanagan	-29,250	-11.2%
Vancouver Island and Coast	-47,750	-12.6%

Labour Force Survey (2020) as cited by Holling (2020)

¹² EDUVATION BLOG, (March 27, 2020), *Near-term impacts of COVID -19*, <http://eduvation.ca/2020/03/covid-impacts2/>

¹³ Financial Post, (2020), *LNG Canada says it's cutting its workforce in half to protect local communities from COVID-19*, [posted March 17, 2020](#)

¹⁴ Holling, C (2020), *B.C. Labour Market Outlook and COVID-19 Impact*. BC Institutional Research and Planning (BCIRP). Online June 11, 2020



COAST MOUNTAIN COLLEGE WELCOMES A NEW PRESIDENT

On February 4, 2020, the Coast Mountain College (CMTN) Board of Governors appointed Justin Kohlman as Coast Mountain College's new President and CEO. Justin filled the role of Interim-President and CEO since September 2019. Prior to this, Justin was the Provost and Vice-President of Academic, Student and International under former President and CEO Ken Burt.



President and CEO Justin Kohlman (5th from the right with the CMTN Board of Governors

Kohlman has been a part of CMTN's leadership team since 2015. Over these years, Kohlman has recognized that the communities served by CMTN are unique, yet face many of the same barriers to engaging in College education. Kohlman is a student-focused leader whose priority is engaging indigenous communities to better understand and support the improvement of the delivery of education. Through his vision, the College saw significant growth in the recruitment of international students, which allowed for increased program offerings at all campuses of Coast Mountain College.

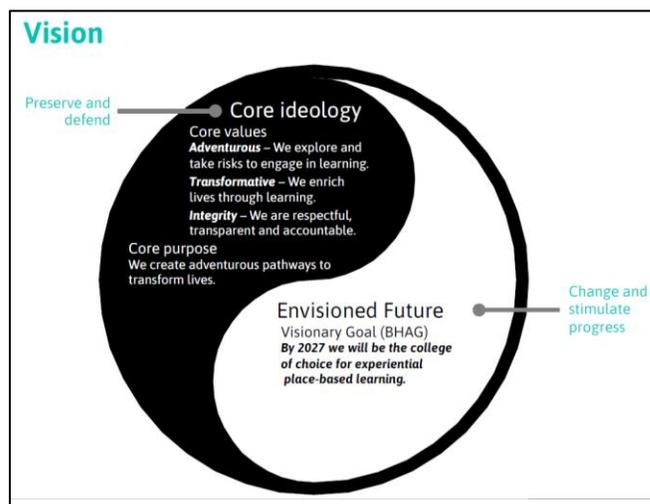
Kohlman has also been a member of boards and agencies at the national, provincial and community levels. Prior to joining Coast Mountain College, Kohlman held leadership positions in student services, academic and International education at British Columbia Institute of Technology (BCIT), University of Victoria (UVic) and Monash University in Australia.

Under Justin's leadership, the college community will continue to work toward its strategic goal of becoming the college of choice for experiential, place-based learning in Canada while striving to meet the needs of students, communities and Indigenous partners.



COAST MOUNTAIN COLLEGE VISION AND STRATEGY OUTCOMES

It has now been two years since the College name changed to Coast Mountain College. This rebranding is an outcome of the Strategic Plan, and it has strengthened the College's Strategic position in the Higher Education sector. The College continues to make changes and progress toward the visionary goal of becoming the College of choice for experiential place based learning. The clarity and stability of the College's core values and core purpose have provided momentum for the College community to support to new pedagogy, instructional methods, changes to the learning environments, and updating learning technologies.



The combination of the change stimulated by envisioned future and the stability of the core ideology creates the overall vision for Coast Mountain College.

Coast Mountain College Core Values, and how we live them

Three core values guide the College:

Adventurous, Transformative, Integrity

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

We are **Adventurous** when we:

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

Live Transformatively – *We enrich lives through learning.*

We live **Transformatively** when we:

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

Coast Mountain College Core Purpose

We create adventurous pathways to transform lives.

The following are examples of how we bring our core purpose to life, we:

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

Coast Mountain College visionary goal and vivid descriptions

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 (co-ops, field study, internship and practicums)
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 proposition goals

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.

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

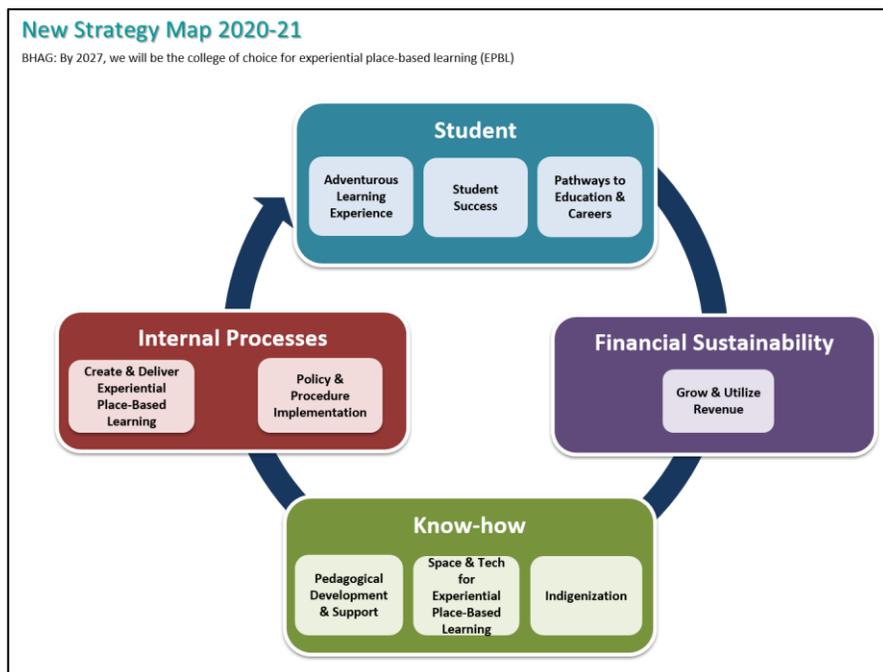
We offer experiential-learning in some programs → Our goal is to expand experiential-learning to every program. → We will do this with hands on experiences like community-based projects, and outdoor classes/labs that will enable encounters with self, others, the world, and wildlife to engage the whole 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 the classroom.



STRATEGIC OBJECTIVES AND ACHIEVEMENTS



Coast Mountain College continues to make steady progress toward the goal of being “the College of choice for experiential place-based learning. In fall 2019, the College engaged AACROA to develop a Strategic Enrolment Management (SEM) plan, and having a draft plan was instrumental in allowing the College to navigate the changes to the fall enrolment plan. The

creation of the SEM plan was a key milestone in the College’s overall Strategic Plan, and the SEM goals have been designed to be integrated and support the College’s priorities in the strategy map.

The development of quality curriculum is central to the creation and delivery of experiential placed-based learning, and in June 2020, the College deployed a curriculum inventory management (CIM) system. The CIM system supports Education Council by leveraging automated workflows in a centralized system to provide an easy process for faculty to maintain accurate and up to date curriculum. This system will ensure that the curriculum governance process is more agile and can respond to the needs of regional communities and industry. By ensuring curriculum is current, students will be able to continue leveraging the multitude of transfer pathways with success.

Coast Mountain continues to be a sector leader in supporting faculty to create more experiential learning opportunities. The third offering of the Paddles to Pedagogy field school (Feb 2020) included more than just CMTN faculty and staff with faculty joining from Capilano University, Selkirk College and Saskatchewan Polytechnic to participate in the





BCCampus Learning Symposium, 2019

professional development course focused on experiential place-based learning (EPBL); done with the experience of sea kayaking and camping for eight days in Mexico.

At the beginning of the COVID-19 pandemic, the Centre for Learning Transformation (COLT) staff successfully supported faculty in transitioning all courses to a

Distributed Learning format over three

days. This enabled all students registered in face-to-face courses to complete the term.

During this transition, COLT saw an opportunity to develop a Distributed Learning course designed to support faculty and teachers at the College and the school district. This course transfers to the Provincial Instructor Diploma Program (PIDP) offer through Vancouver Community College and saw over 50% of our instructional staff enroll.

In October 2019, BCCampus hosted its annual Learning Symposium at Coast Mountain College, the first time it has offered this provincial event outside of the lower mainland. This event was wildly successful and saw a 50% increase in registrations. CMTN Freda Diesing student, Jamie Nole, designed the logo for the event. With the theme of Learning Transformation, we welcomed Dr. Jay Roberts, author of 'Experiential Education in the College Context', to deliver a keynote on 'Risky Teaching', encouraging both K-12 teachers and post-secondary educators towards innovative teaching.



PROVINCIAL GOVERNMENT STRATEGIC PRIORITIES

Coast Mountain College continues to support the Minister's strategic priorities. Similar to previous Institutional Accountability Reports and Plans, this section contains highlights for the mandates, and additional initiatives and details are covered throughout the report.

Mandate Letter 2019/20

1. **Implement the education-related TRC Calls to Action relevant to your institution and actively participate in an engagement process with the Ministry and local, regional and other Indigenous partners to develop and implement a comprehensive strategy that increases student success and responds to the TRC Calls to Action and UN Declaration on the Rights of Indigenous Peoples.**
 - i. See [Appendix A](#) for Indigenous activity report
2. **Work closely with government to support implementation of priority initiatives, including those outlined in the Minister's mandate letter. Specific actions include, but are not limited to:**
 - a. **Improving access to post-secondary education with a focus on vulnerable and under-represented students.**
 - i. To bridge Adult Special Education (ASE) students into academic and trades training, the College used one-time funding for disabilities from the provincial government to create a cohort model to deliver English O2O (the equivalent to grade 9). The objective was to assist these students with completing their grade 10 because students who complete grade 10 qualify for most trades programming. With close to 80% retention rate for the cohort, this program was a success.
 - ii. The staff at CMTN are committed improving financial access for students and the Employee Giving Program currently has 63 staff contributing \$1,136 by-weekly to support a number of bursaries including the student emergency fund and the First Nations Student Emergency Fund. The CMTN Foundation has also created a bursary for former youth in-care that have aged out of provincial tuition free eligibility.
 - iii. CMTN Associate Dean of Trades participates in the Canadian Apprenticeship Forums' National Taskforce for Supporting Women in the Trades.
 - iv. In-depth analysis of Learning Assessments with student success rates was completed in 2019. It was a large-scale endeavor to increase the quality of data we were recording from our prescriptive assessments for students to determine, with granular-level data, how students were being affected by entering into programs by challenging pre-requisites. Findings showed that of those students who completed an entrance assessment, 92% were successful in their subsequent classes. Students who do not have traditional prerequisites



for programs fall into many distinct vulnerable categories. Allowing this prescriptive assessment path allows those students improved access into further education, and assessing these activities ensures students are provided with all the tools they need to succeed.

- v. An *Early-Alert* system comprised of a web-based form, data cataloging method, and intervention strategies was developed to allow instructors and faculty the opportunity to refer students to Student Services more easily and with trackable outcomes. We have seen extremely high response rates from students from this program and very positive instructor feedback from our initial year of the system. Fostering increased connection with students who may otherwise fail or drop out increases access to education for students who are in vulnerable categories, as well as supporting student mental health through early intervention.
 - vi. To support former youth in-care students eligible for the tuition waiver program, the College provides supports on a case-by-case basis to meet individual needs. To date, less than 10 former youth in-care have accessed this program at CMTN
- b. Expanding programming aligned with high demand occupations and priority sectors (such as trades, technology and health).**
- i. Some of the new programming created in 2019/20 include:
 - **Education Assistant** program – developed in conjunction with the Prince Rupert School district.
 - **Physical and Engineering Certificates** – both programs align with the common engineering first year established in the province to ensure grads can seamlessly transfer to second year at any provincial university.
 - **Aircraft Maintenance Technician** – offered in collaboration with Northern Lights College.
 - **West Coast Culinary Diploma** - includes indigenous food cultivation and preparation.
 - Other new trades include: **Brick-layer, Plumbing, Cosmetology Diploma of Trades, and Nail Technician**
 - **Office Careers Essentials** replaced the discontinued Applied Business Technologies.
- c. Expanding co-op and work-integrated learning opportunities for all students.**
- i. The strategic focus of experiential place-based learning at Coast Mountain provides a framework for the increased development and support of work-integrated learning (WIL) at the institution. During 2019/20, a WIL model was implemented with the goals of including WIL during curriculum development,



and ensuring policies, procedures and all pertinent forms and documents are updated to provide legal and procedural foundation for WIL activities.

- ii. Information packages about WIL have been created to provide a shared starting point for students, instructors and potential employers for the pre-, during and post- WIL experience.
- iii. Coast Mountain facilitates WIL practitioners to share templates and work-site preparatory lesson plans, and a new section of the CMTN website informs the community about how WIL integrates into the many programs at the College.
- iv. The College coordinates a WIL Working Group composed of instructors and community members that informs the development of curriculum to reflect and serve our students and community.
- v. CMTN has received an additional \$204K in funding to continue the development of WIL in the coming year to create WILD (Work Integrated Learning Division).

3. Improve student safety and overall well-being in the areas of mental health and the prevention of sexual violence and misconduct, including creating greater awareness of available supports.

- i. One of the main priorities of Accessibility Services at the College this year was creating the Student Mental Health and Wellness Strategy 2019-2021. This strategy is made up of an inventory of current supporting initiatives, and recommended actions in four main categories that include Institutional Structure: Organization, Planning and Policy; Supportive Campus Environment and Student Connections, Mental Health and Wellness Literacy, Engagement and Supports (self-management/coping, awareness education, mental health services). The initiatives in 2019/20 were designed for education/awareness, community building and stress management.
- ii. Bell “Let’s Talk Day” was a major mental health awareness event at CMTN in January 2020 with support provided by Bell Canada. CMTN hosted a free lunch to everyone on campus and a mental health speaker talked about her experience coping with mental illness. Students shared tips for keeping well by writing the tips on posters and put the posters up around campus.
- iii. Hazelton Campus hosted a Wellness Day for the Hazelton/Gitanyow CCP students in the fall of 2019. One of the main activities offered during the event was the free hair-cutting service for students. The students who received haircuts commented how their new looks boosted their self-esteem and confidence, as well as their ability to shed away their old past and get a fresh new start in their everyday life.
- iv. *Beyond the Blues* was a wellness education fair in October 2019 intended to provide education and community building. It brought 108 students, faculty and staff participants together and included four community partners. It was sponsored in part by the Here to Help BC. Educational and activity booths at the fair included depression and addiction self-screening and counsellor



debriefing, Ksan Society, Northern Health, Indigenous Medicine Wheel, Northern BC Brain Injury Society, Schizophrenic Society BC, and Foundry BC. This is planned to be an annual event.

- v. Suicide hotline information was given to 180 students on campus. As well, free participation in Safe Talk Training was offered to all students, staff and faculty. One Student Recruitment and Success department member received Safe Talk Train the Trainer which will provide the opportunity for in house Safe Talk sessions. CMTN also provided a suicide awareness workshop for staff to recognize emotional distress in students and appropriate follow up actions.
- vi. Other student safety and mental health awareness workshops included Naloxone Training with Northern Health, a tenant's rights workshop with the Upper Skeena Counselling and Legal Assistance Society, and a cancer education workshop called *Think Pink*.
- vii. In October 2019, 17 Trades staff and Faculty participated in a Diversity and Inclusion workshop presented by the BC Centre for Women in the Trades. Many of Trades Instructors passed this training on by including discussions around safe workplaces, diversity and inclusion, and women in the Trades in March 2020 for International Women's Day.

4. Ensure that students are able to seamlessly transition into post-secondary education with the implementation of the new B.C. Graduation Program.

- i. Education council has reviewed and approved all new BC high school curriculum.
- ii. The CMTN recruitment team has informed the high school counsellors in the region about how the changes in the secondary system will impact admissions at the College.

5. Continue to actively participate in the implementation of the EducationPlannerBC common application system for all undergraduate applicants.

- i. Coast Mountain College has fully on-boarded with Education Planner BC. The College is participating in the Functional Advisory Committee this summer.
- ii. The College turned on the provincial electronic transcript exchange in April 2020. This service improves access and notification of acceptance to anyone who graduated in British Columbia after 2014 by providing an electronic record of high-school grades upon the request of the student. In the post-secondary-to-post-secondary exchange, the College initially on-boarded with College of New Caledonia, and plans to be on board with all institutions in the exchange by 2021.



- 6. Work closely with the Ministry to develop a balanced approach to international education, participating in the development and implementation of a provincial framework for international education.**
- i. The commitment to deliver an experiential place-based learning experience to all students means the College is very deliberate about the number of international students accepted into each term to maintain the quality educational experience for all students. In setting the targets for 2020, considerations for each community factored in available rental units, opportunity for employment and classroom composition. Enrolment targets include diversity of International Students' countries of origin to provide a more global experience to local students.
 - ii. To maximize the number of spaces available to international applicants, CMTN has created opportunities for domestic students at regional campuses starting with a small cohort of international students. Examples of this include the offering of Business Administration in Smithers and Prince Rupert, for the past two years international enrolment has allowed for domestic students to take this program close to home. In fall of 2019, the Business program continued to leverage this growth, and expanded to offer Business Administration on Haida Gwaii.
 - iii. Coast Mountain College is also uniquely positioned to offer Health Science and trades programs to international students; a partnership with Universal Learning Institution (ULI) was created to ladder Health Care Assistant graduates from ULI into the Access to Practical Nursing (APN). Unlike institutions in areas with higher population density, the APN program has a few spaces unfilled with domestic students every year that are available to international students.
 - iv. The ULI partnership will facilitate international students to enter trades foundation programs. Coast Mountain is creating diplomas in trades that allow graduates to meet the requirements of the post-graduate work permit. An example is the Professional Cook program offering the West Coast Culinary Diploma.
 - v. Like most institutions, COVID-19 has disrupted educational plans for international students hoping to commence studies in the summer intake. Although 19 International Students accepted for the May 2020 intake of Business Administration (Diploma and Post-Degree) deferred to the September 2020 intake at the Terrace campus, the registrations numbers in the May Business Administration were only impacted slightly because the College had 11 International students who started in a Pre-Business program in January. Also, the move to distributed learning in the summer has provided an opportunity for any students wanting to improve their mark the ability to repeat courses from anywhere in the region.



7. **Meet or exceed the financial targets identified in the Ministry’s three-year Service Plan tabled under Budget 2018, including maintaining balanced or surplus financial results.**
 - i. Coast Mountain College achieved a surplus financial result for 2019/2020. This was in support of meeting or exceeding the financial targets identified in the Ministry’s three year Service Plan tabled under Budget 2018.
8. **Comply with the Tuition Limit Policy, which sets a two percent cap on tuition and mandatory fee increases for domestic students to ensure courses and programs are affordable.**
 - i. In February 2019, the Board approved the 2% increase to tuition and mandatory fees. The College continues to remain an affordable option for both domestic students and international students.

Mandate Letter 2020/21

1. **Support lasting reconciliation with Indigenous peoples, through initiatives that increase the participation and success of Indigenous learners and implementation of the education-related Calls to Action of the Truth and Reconciliation Commission.**
 - i. See [Appendix A](#) for Indigenous activity report
2. **Contribute to an accessible and relevant post-secondary system by:**
 - a. **Implementing initiatives to increase participation and success of students, including vulnerable and underrepresented groups, and promoting gender parity;**
 - i. “Reclaiming Power and Place: The Final Report of the National Inquiry into Missing and Murdered Indigenous Women and Girls” (MMIWG 2019¹⁵) is a historic milestone for reconciliation-centered framework for prevention of and response to sexual violence and misconduct (SVM). Through new leadership in the Student Services Department, CMTN is now beginning the transformation of our SVM Policy to a specifically relevant set of MMIWG 2019 “Calls to Justice for All Canadians”. This transformed policy will be in place for September 2021.

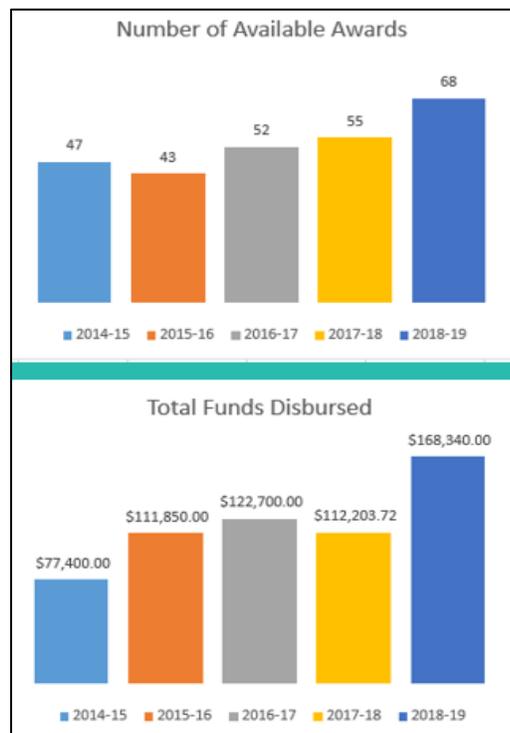
Phase one of the policy transformation is underway with a review of the existing SVM policy informed by students and a professional plain language editor who made recommendations for improving clarity and process flow. The plain language policy scheduled for presentation to the CMTN Board of

¹⁵ [Reclaiming Power and Place: The Final Report of the National Inquiry into Missing and Murdered Indigenous Women and Girls](#)



Governors in fall 2020 will create a foundation for the transformation to a policy informed by the MMIWG framework.

- ii. Former youth in care who have aged out of eligibility for ministry funding are now eligible for a bursary from the CMTN Foundation aimed at supporting access and persistence.
- iii. The College Advancement/ CMTN Foundation team is committed to providing funding to high achieving students, and easing the financial burden to increase the opportunity for all students in our region to gain post-secondary education. In partnership with community and annual events, the CMTN Foundation and College Advancement team have helped to distribute \$50,000 more than previously to students through awards scholarships, and bursaries. The CMTN Foundation continues to enhance the portfolio of scholarships, awards and bursaries with the goal of having opportunities available for all students, in all program areas at each regional campus.
- iv. To create an inclusive environment, the College is looking to update the common application to include the two-part gender question¹⁶ in 2020/21. This will allow transgender individuals to see themselves at the College.



b. Ensuring student safety and inclusion;

- i. In 2020, the Accessibility Services Coordinator in Terrace became a certified Safe Talk Trainer (Suicide Alertness for Everyone). Over the coming year, training will be provided to the broader campus community with 3 half-day workshops planned for staff and students at all campuses.
- ii. In 2020, Coast Mountain participated in the Canadian Campus Well-Being Survey (CCWS). And the College will be participating in the Sexual Violence and Misconduct (SVM) Survey.

¹⁶ B.C. Council on Admissions and Transfer, (2017). [Being Seen, Being Counted: Establishing Expanded Gender and Naming Declarations](#)



c. Enhancing system innovation through participating in a post-secondary digital system strategy, including delivery of Education Planner and other digital learning activities and initiatives;

- i. The Registrar's Office is working with Education Planner BC to deploy the document upload capabilities of the online application.
- ii. CMTN Director of IT will be participating on the provincial Cybersecurity and Identity Management Committee.
- iii. The College is a long time member of the ASC, which is the shared technical support agreement between Colleague (Student Information System) institutions. The ASC collaborates on technical matters, functional enhancements, upgrades and updates. This arrangement has created system cost savings because a small, shared development team is supporting multiple institutions, and directed by one voice.

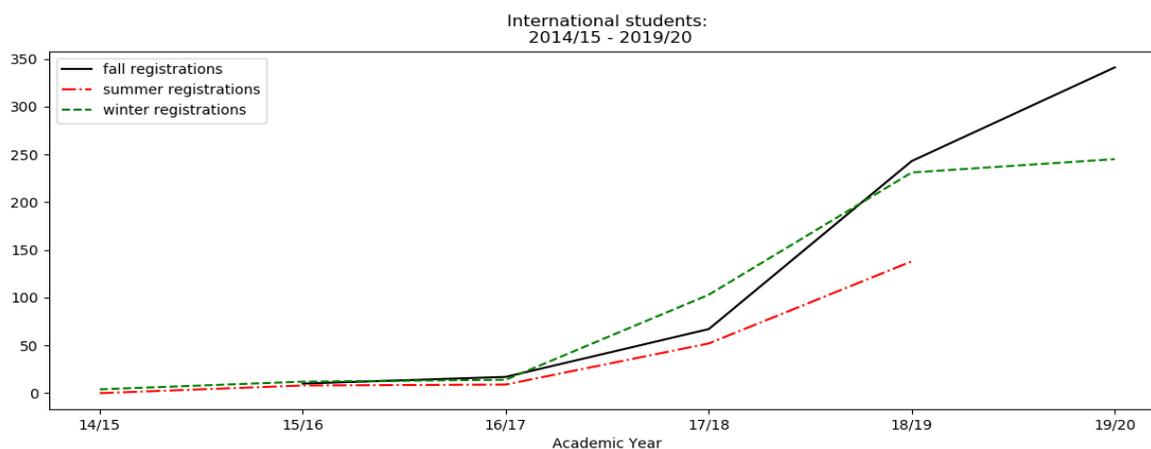
d. Providing programming that meets local, regional or provincial labour market and economic needs;

- i. The second Mobile Campus Unit (MCU) was commissioned in November 2019, and the MCU is fully booked for the coming year serving as a classroom in remote communities that can be configured to offer any number of trades and academic programs.
- ii. Working with Kitimaat Valley Education Society (KVES) to offer Career and College Preparation (CCP) courses at Kitimaat Valley Institute (KVI). Eight students began this program in Jan 2020 taking English 040, 050, First Nations studies 050, Math 030, 040, Social studies 040.
- iii. Coast Mountain's trades department, with the support of Gitksan Development Corporation (GDC) and the Industry Training Authority (ITA), delivered a Carpentry Level 1 to eight Indigenous students in Hazelton (March 2020). All students in the program are employed with GDC. COVID-19 forced the program into a distributed learning model, and individualized learning plans were created for each student. Seven of the eight students (including one indigenous woman) successfully completed the program. The College continues to support GDC's effort to create work and community projects and Level 2 Carpentry has been scheduled for these students to continue in the fall.
- iv. CMTN Trades Department hosted the Canadian Welding Bureau (CWB) Foundations Arc & Sparks Welding camp funded by LNG Canada in Prince Rupert and Terrace in the Summer of 2019. This youth camp provided an opportunity for both indigenous and non-indigenous youth to engage with the welding trade through indigenized curriculum. Included in the delivery was an elder from local First Nations communities to support students and provide a local context to the camp. CMTN has received additional funding for the 2020 Summer for 3 similar programs



e. Working with the Ministry to implement a student-centred international education framework that supports the success of domestic and international students.

- i. While Coast Mountain College has seen a rapid increase in international students across three campuses in the Northwest, the College's SEM plan calls for stabilizing the overall (new and returning) international students to ~400. International growth will be limited to new programs and programs that have no international students currently registered. An example are the trades and health programs. The College is hoping to build on past successes in the communities of Smithers and Prince Rupert by recruiting a small number of international students into strategically important educational programming.



- ii. International students add value to the classroom by creating a global experience for domestic students. International students add value to the communities by contributing to local economies both in the labour force and as consumers.
- iii. All international students that completed the incoming student survey reported either a good or excellent experience integrating into the communities served by CMTN.
- iv. Coast Mountain is evaluating the courses that can be delivered to international students in their home countries.

3. Develop and recognize flexible learning pathways for students to access postsecondary education and skills training including:

a. Actively engaging with your local school districts to expand dual credit opportunities for students;

- i. Coast Mountain College continues to offer its dual credit Health Care Assistant (HCA) Certificate and Introduction to Health Practices (ItoHP) course yearly. To date, ItoHP has been offered exclusively in School District 54. Thanks to one-time Ministry funding, ItoHP can be offered in three communities this upcoming academic year. CMTN is working with School Districts 52, 54, and 82 to move delivery plans forward next year and beyond.



- ii. This year also saw the Health department engage with northwest Rotary Clubs, School Districts and the Northern Health Authority on a programming opportunity 'Adventures in Healthcare'. Adventures in Healthcare is a 3-day program with the primary aim of increasing youth awareness of educational and career opportunities within health care in the northwest. Planning is underway to offer the program spring of 2021.
- iii. The college worked with various school districts to make programs and courses available as dual credits for High School students. The success of these programs increased the number of students enrolled at the Smithers campus. UC dual credit programs delivered during the academic year included the Intro to health program.
- iv. Test Drive for Teachers is a newly developed high school teacher engagement program, which included a variety of workshops from the different program areas at the College. The goal is to inform and educate the teachers and counsellors from School Districts in our catchment area of our programming and CMTN's experiential way of learning. Coast Mountain instructors developed a dynamic experiential workshop or activity for the participants. They have also designed a professional development day for K-12 teachers, counsellors, and Education Coordinators from local First Nations. Keeping a strong relationship with teachers and counsellors is imperative to ensure students have a seamless transition into post-secondary, including dual credit opportunities. Holding events on campus provided teachers and counsellors and CMTN faculty and staff an opportunity to connect, network, and ask questions, which allows the College to improve processes to support the needs of each school district.

b. Supporting lifelong learning pathways across the public postsecondary system;

- i. Coast Mountain renewed the block transfer pathways to Royal Roads University.
- ii. The new Engineering and Physical Sciences Certificates commence in September 2020 and deliver the provincially articulated first year sciences to allow CMTN graduates to transfer to any provincial university offering Engineering and Science Degrees.
- iii. Realign the intakes for the Social Service Worker Diploma so students can transition into the UNBC Bachelor of Social Work
- iv. With the implementation of the curriculum inventory management system, academic departments will begin a review process of all course outlines to refresh and reinforce learning outcomes.



c. Advancing and supporting open learning resources.

- i. The CMTN library is acquiring ebook copies of textbooks (if possible) and purchasing a limited number of print textbooks on reserve to ensure that all students have access to the materials they need to succeed.
- ii. Through the BC Campus ZTC (Zero Textbook Cost) initiative, faculty the CMTN Prince Rupert campus are collaborating with faculty at COTR to update the provincial fundamental level Math workbooks.
- iii. The Centre of Learning Transformation (COLT) received a \$32K grant from BCcampus to advance Open Education at Coast Mountain College. This funding has enabled:
 - i. An Open Education Practices Launch Event focused on trades, which guests from BCIT, VIU, and BCcampus to share ways that open education is changing the landscape of trades' education.
 - ii. An Open Textbook Adoption Incentive program at the College. Thirteen instructors adopted open textbooks for 18 courses. This saved CMTN students approximately \$55K.
 - iii. A professional development course in Open Education are being schedule for instructions in the fall.
- iv. COLT also received \$5K Trades Open Education grant to work with the welding department. This open education initiative focused on using the current ITA curriculum and guidelines to improve engagement and deepen learning through the creation of instructor and student-generated activities in the welding program.

4. Strengthen workforce connections for student and worker transitions by:

a. Aligning programming with high opportunity and priority occupations (such as trades, technology, early childhood educators and health);

- i. Coast Mountain continues to collaborate with local industry to expand the delivery of programs that meet local labour market demands. In 2020W, CMTN delivered a Heavy Mechanical Apprenticeship Level 2 for 18 apprentices, which is the enrolment for Level 2 apprentices offered at the College. CMTN will build on this success by including a Heavy Mechanical Apprenticeship level 3 in the 2020 Training plan, which will provide locally trained apprentices in this high demand occupation.
- ii. In collaboration with the ITA and Trades department, COLT received \$15K to work with the Trades instructors on their course designs to orient classroom activity towards experiential place-based learning.

b. Increasing co-op and work-integrated learning opportunities;

- i. Coast Mountain College has received an additional \$204K in funding to continue the development of WIL in the coming year to create WILD (Work



Integrated Learning Division) and an additional \$65K as part of a Northern Collaborative with CNC and NLC to engage Riipen to bring industry and community projects into learning.

c. Responding to the reskilling needs of British Columbians to support employment and career transitions;

- i. Northern Savings Credit Union and Workforce Training partnered to offer a Wealth Management Seminar for students, staff and the public.
- ii. CMTN will be offering “POWER, People Obtaining Workplace Employment Readiness” in the 2020/21 Academic year. This program provides an opportunity for those who are under employed, not engaged in the workforce or those who desire to transition to careers with the skills and education necessary to be successful in their trades education and future Career.
- iii. CMTN has developed a regional Trades training academic plan that focuses on engaging learners throughout our region to transition to in demand careers. Included in these are our Trades Sampler programs for Youth and Adults, Trades Foundations Programs and Level 1 Apprenticeship programs.
- iv. In the 2020-2021 academic year, CMTN’s First Nations Fine Arts program will be reviewing the piloted Year 3 of our program and begin development on Year 4 of the program which will increase our ability to promote intergenerational cultural revitalization among Indigenous Communities in northwest BC. The final two years of the program will integrate new art forms along with business, marketing and entrepreneurial skills of learners, which will support learners’ ability to maintain sustainable income from their art as their careers develop.

d. Supporting students’ awareness of career planning resources (such as the Labour Market Outlook).

- i. The CMTN Trades Department Career Counselor and Case Manager will continue to work with individual students and prospective students to ensure that students are aware of local, regional and provincial labour market resources including the Labour Market Outlook report. This position works with individual students and classes assisting them in choosing their career paths as well as their transition into the workforce. Included in an effort to share relevant labour market data will be an inclusion of industry partners and potential employers in the classroom (virtually or face-to-face).
- ii. CMTN offers Trades Sampler programs for Youth and Adults. This program provides students with an opportunity to learn trades safety, engage with a variety of trades activities and understand the apprenticeship system in BC. CMTN faculty will ensure that students are exposed to labour market data, which will inform their education and career paths moving forward.
- iii. CMTN will be increasing virtual recruitment and engagement activities related the Trade and Academics. In doing so, CMTN staff will draw attention



to programs that specifically meet labour shortages in the region and the province.

- iv. Coast Mountain College Trades programs such as Millwright, Heavy Mechanical, Automotive, Electrical and Hairstylist, all align with the BC Labour Market Outlook 2019 edition as high in demand occupations in the North Coast/Nechako Region. These programs align with industry need throughout our region including the construction of industry related to the LNG Canada project, expansion of the Prince Rupert Port and other major infrastructure projects in our regions such as our own building of student housing, the Mills Memorial Hospital build and others. CMTN continues to work directly with industry to ensure our program aligns with local, regional and provincial high demand occupations.
- v. CMTN has seen increased enrolment in many of our trades programs, particularly in apprenticeship programs. In 2019/20, Heavy Mechanical Level 2 increased to 18 students from six or eight students in previous years. This allowed for the scheduling of Heavy Mechanical Level 3 into the 2020/21 training plan. The goal is to expand this training so Heavy Mechanical apprentices can complete their technical training at CMTN from Foundations through to Red Seal.
- vi. Coast Mountain is investigating opportunities to expand other apprenticeship offerings where industry support and student demand exists. New to the CMTN Training plan in 2020/21 is the Parts and Warehouse Apprenticeship and Foundation.
- vii. CMTN Trades staff continue to connect with industry and employers in the region to inform program expansion throughout the 2020/21 academic year. Due to physical distancing requirements, we have decreased the overall number of seats open however, the Trades Department continues to determine creative solutions for modest increases to capacity based on demand.

Performance Measures

Performance measures align the goals of 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 quality¹⁷. Specific targets assigned to each performance measure ensure Coast Mountain College is making progress on the strategic objectives of the province. The table below provides the

¹⁷ [Accountability Framework 2019/20 Reporting Cycle](#)



description of the rating in the assessment scale used to report each measure. In the upcoming sections, the strategic objective will include the related performance measures and the associated targets. Each section includes a narrative of the factors influencing the targets, goals designed to support achievement, and any activities that supported the goals.

Target assessment scale	Description
Achieved	100% - 109% of the target
Substantially achieved	90% - 99% of the target
Not achieved	Less than 90% of the target
Not assessed (N/A)	Survey results with less than 20 respondents or a margin of error of 10% or greater, 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			
	2018/19 Actual	2019/20 Target	2019/20 Actual	2019/20 Assessment
Student spaces				
Total student spaces	699	1680	604	not achieved
Nursing and other allied health programs	110	113	75	not achieved
Developmental programs	233	235	185	not achieved

Some early indications of the impact to enrolment of COVID-19 at Coast Mountain College occurred in the Continuing Education (CE) programs. These courses could not easily pivot to the Distributed Learning format, and saw cancellation of courses beginning mid March. At the time of submission, the inability to offer in-person training has seen a reduction of approximately 800 individual CE course registrations for winter 2020 when compared to the same period in winter 2019. Continuing Education was already undergoing restructuring triggered by declining enrolment over the previous four years.¹⁸

¹⁸ [Coast Mountain College, Institutional Accountability Report: 2018-19 to 2021-22](#)



Developmental programs have also been in a process of restructuring. Faculty retirement in Hazelton was one factor contributing to an unexpected decline in enrolment in the 2020 winter term. It is unclear what other factors contributed to this decline. COVID-19 affected some self-paced Career and College Prep (CCP) courses ended six to seven weeks early.

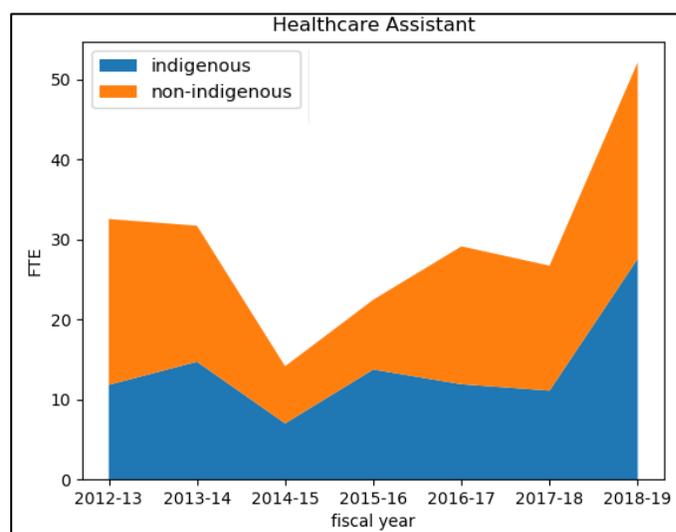
The Northwest region is experiencing a resource boom with the development of the LNG facility in Kitimat. The regional demand for labour has seen prospective students choosing to enter the labour market. Travel restrictions imposed by COVID-19 magnified the local labour market demand attracting more prospective local students into the workforce.

The following section details activity and plans for specific program areas at Coast Mountain College. The graphs to follow show the breakdown by student type (Indigenous, non-Indigenous and International, where appropriate) using 2018/19 fiscal year numbers.

Health Care Assistant (HCA)

This past April saw CMTN's Smithers and Terrace HCA cohorts successfully transition to a blended delivery model because of the COVID-19 pandemic and CMTN's subsequent move away from face-to-face teaching and learning. Students completed the remaining HCA theory courses through distributed learning, and a combination of distributed learning and face-to-face intensives allowed students to complete labs. Clinical placements are to resume in summer 2020 (pandemic conditions and practicum placements permitting).

The Health department is revising curriculum and working with the HCA regulatory body to offer the blended delivery model on an ongoing basis. This model will better serve the northwest by allowing students to stay in their home communities with short residency at a campus for practical training. Enrolment in HCA is expected to be higher next year thanks to Ministry one-time funding providing a winter 2021 intake of HCA in Kitimat.



Access to Practical Nursing

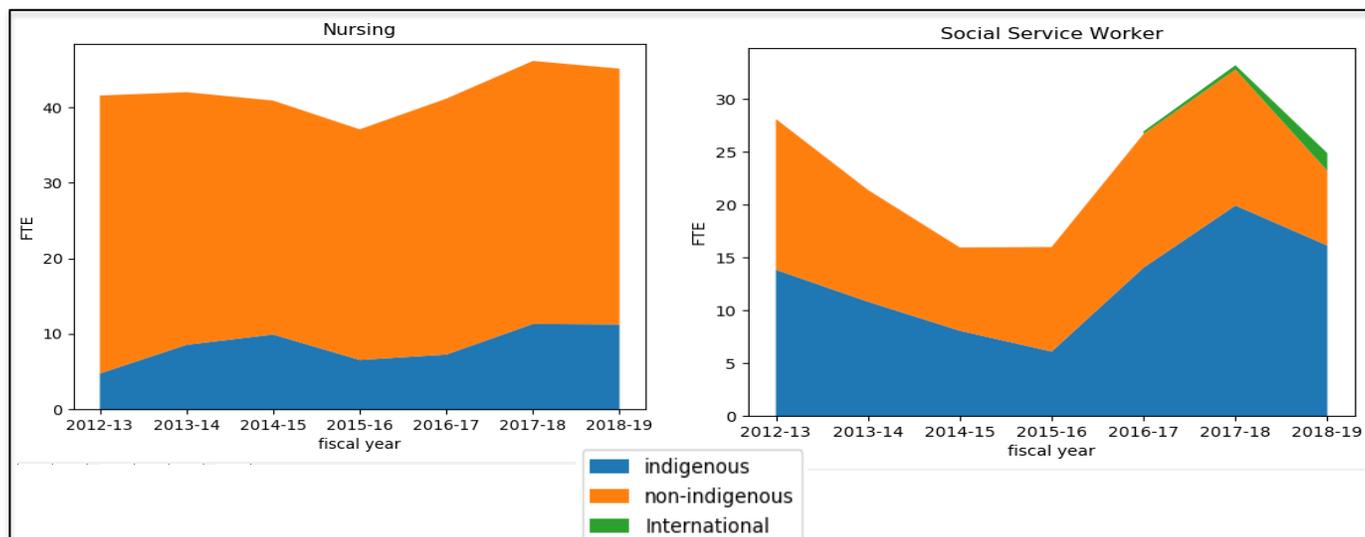
In response to the COVID-19 measures, CMTN temporally suspended the Access to Practical Nursing program in March 2020. Programming resumed in May via a blended distributed learning, face-to-face delivery model.

The Health department is developing a two-year Practical Nursing Diploma to increase student access into the practical nursing stream and to better meet health sector demand across the Northwest. Running concurrently with overlapping delivery, students will have two pathways to achieve a career in Practical Nursing.

Baccalaureate Nursing Program

The Northern Collaborative Baccalaureate Nursing Program continued as scheduled throughout the COVID-19 situation thanks to a speedy pivot by Faculty to a distributed learning model and ongoing collaboration with Northern Health to maintain safe and high quality clinical placements.

Over the past year, UNBC, CMTN and CNC have renewed the agreement to continue providing the Nursing program in the north. The MOU signed by CMTN and CNC is awaiting UNBC Senate approval in the summer of 2020.



Human Services Fields

Courses in the human services fields (Social Service Worker and Early Childhood Education) transitioned to a distributed learning model at the beginning of the COVID-19 crisis. Student



practicum placements in the spring semester postponed into the summer and fall terms, as the College worked closely with practicum sites to ensure a safe return to studies.

The 2020-21 academic year will see changes to the scheduling of these programs to better align programming needs with delivery:

Social Service Worker Program (SSW)

A new rotational delivery model - or cohort model - will see the SSW Diploma Program delivered over a two-year rotation. Beginning in 2020, scheduling of year one (Certificate) courses and year two (Diploma) courses will alternate. The rotational offering aligns with the year three intake of (UNBC's) Bachelor of Social Work Program to provide students an efficient transfer pathway.

Early Childhood Care & Education (ECCE)

The ECCE program adopted rotational scheduling in 2020. In an effort to increase access across the region to the ECCE, curriculum updates will allow for a blended distributed learning, face-to-face program delivery next year and developing an intensive style student practicum.

Education Assistant Program

The Education Assistant Program replaced the Special Education Assistant program. The Educational Assistant curriculum was developed in consultation with local school district and has embedded recommendations from the TRC and UNDRIP in the learning outcomes. Originally scheduled in Prince Rupert, the Educational Assistant program has pivoted to distributed learning for the 2020-21 academic year, which increases access for students outside Prince Rupert.

Continuing Education Trades

Enrolments in Continuing Education continue to see a decline. The regional campuses of Smithers, Hazelton, and Rupert had staffing vacancies that went unfilled in an effort to meet the financial target. Unfortunately having no staff at those campuses, resulted in a decline in offerings at those campuses. To further challenge enrolment in Continuing Education, COVID-19 has forced the cancellation of all of face-to-face courses for the end of March through June 2020. Many Continuing Education Courses cannot easily pivot to the distributed learning



model due to the short duration and focus on practical teaching (e.g. Occupational First Aid). Efforts are underway to evaluate how to safely deliver short practical courses over the summer and into the next academic year.

In 2019/20, the Trades, Workforce Training, and Continuing Studies department divided into a revenue-generating Workforce Training and Continuing

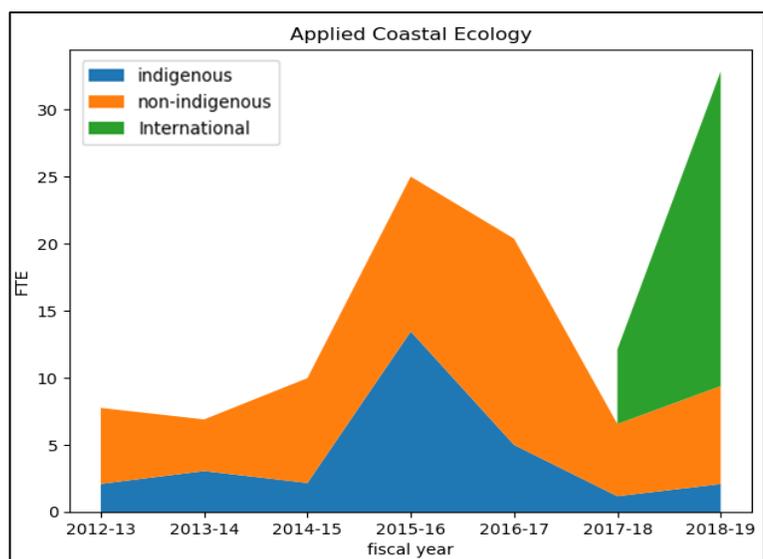
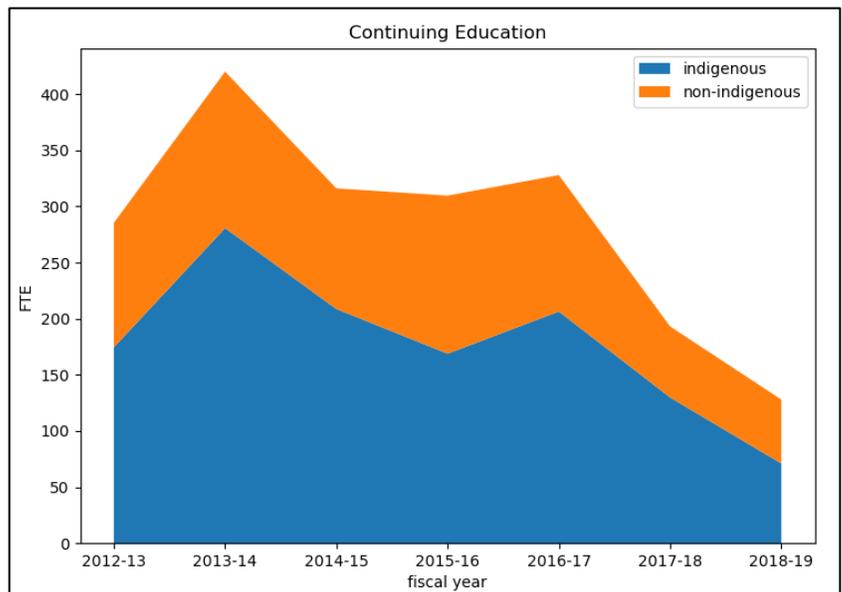
Education department and a Trades Department. This change quickly saw results stemming from an increased focus on Trades programming and separately, a focus revenue generation.

Over the next academic year, a Competitive Committee made up of the BCGEU Instructors Union and CMTN management will assess if the Continuing Education department can continue to be competitive while paying instructors on union scale. The development of a five-year plan will focus on growth for both FTEs and revenue in Continuing Education.

Applied Coastal Ecology

The Applied Coastal Ecology (ACE) program is the flagship program for the Prince Rupert Campus. Domestic students enroll from all over the province and the Post Degree Diploma has become a program of choice for International Students with science backgrounds.

As part of the Quality Assurance Program Audit (QAPA), the ACE



Program is undergoing a program review that scheduled for completion in summer 2020. To increase the experiential training, the program received a technology grant to purchase a boat, some kayaks and much needed equipment to establish a mobile marine classroom. The marine classroom will enhance the quality of the program immensely.

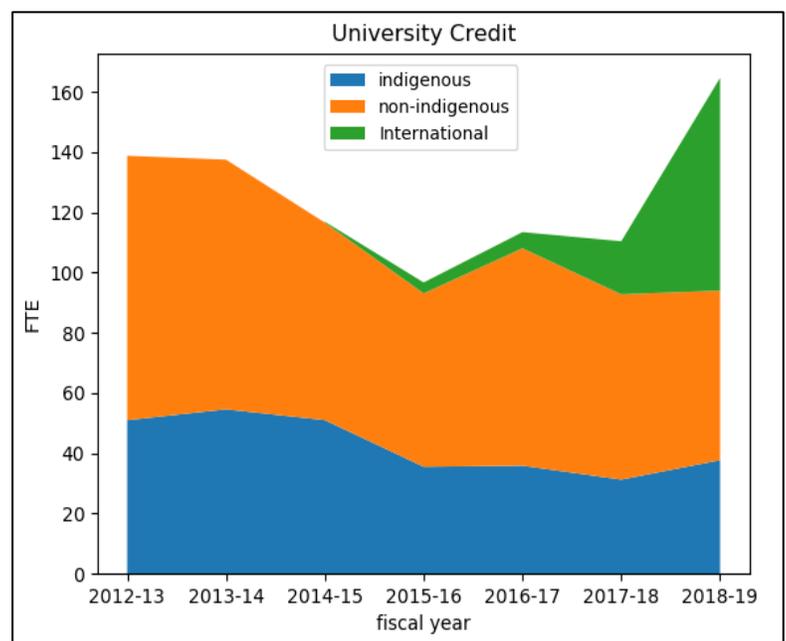
Engineering Program and Physical Sciences

Historically math and physics courses have low enrolment; however, the demand for engineering programs has increased in the Terrace and Prince Rupert areas. To address this need, the College has implemented the common first year engineering curriculum. This new certificate has the same courses as all colleges, and transfers to all BC universities offering Engineering. This curriculum development provided the opportunity to revise and redevelop the science program by offering a Certificate in Physical Sciences, with five choices for specializations. Education Council has approved both the Engineering and the Physical Sciences programs, which will facilitate student registrations in the fall of 2020.

University Credit

Students in the Health, Humanities and Applied Coastal Ecology programs continue to take University Credit (UC) courses for mandatory or elective courses. These students along with the increased number of international students have become the staple for UC programming at the Terrace campus. The increase in international students has resulted in higher number of enrollment at the Terrace campus and Prince Rupert Campus. In an effort to maximize face-to-face offers, faculty members teaching popular courses are opting not to use videoconference rather than reduce class sizes in line with the collective agreement.

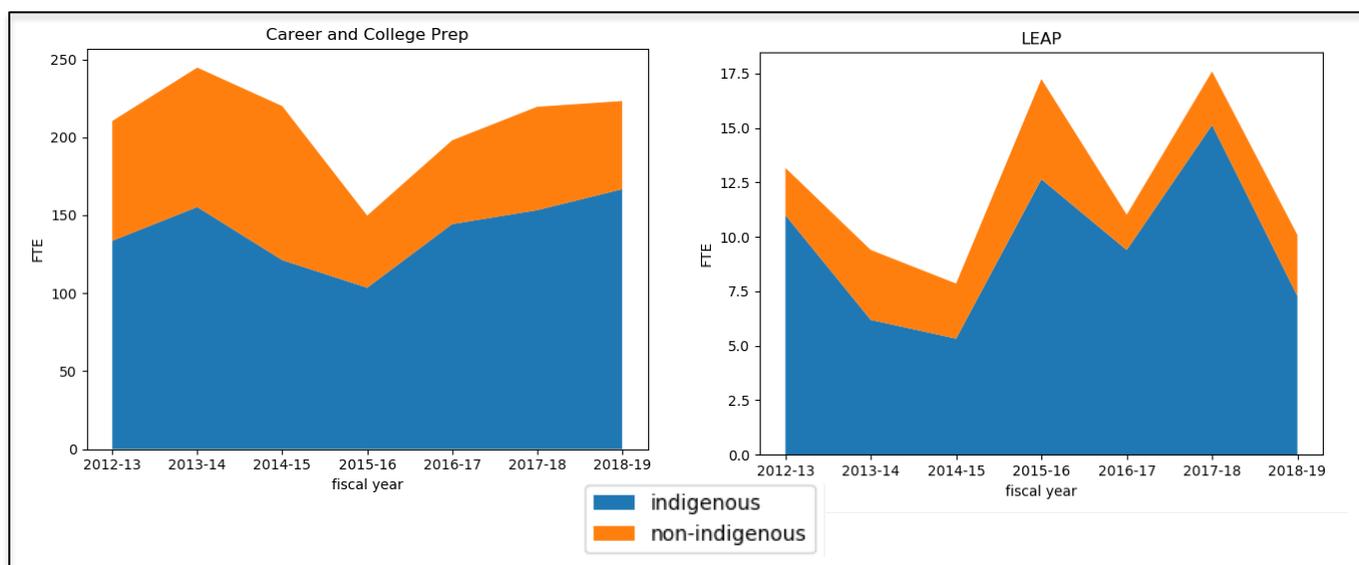
A limited number of instructors are consistently broadcasting courses through videoconference to the



Smithers and Hazelton campuses creating a predictable and stable offering of courses at the regional campuses.

Career and College Prep and Link to Employment for Academic Pathways (LEAP)

One-time funding for disabilities from the provincial government allowed CMTN to pilot a program for students in LEAP to bridge into Adult Basic Education. This program focused supporting students at the O20 (grade nine) level of English and Math to achieve the English 10 and Math 10 levels, which would allow these students to meet the entrance requirements for six vocational programs at CMTN. Students were added as part of a cohort at the Terrace and Smithers campuses. In all, 15 Terrace students and 13 Smithers students benefitted from the additional fundamentals sections, and retention over the two semesters was over 75% (78% for Terrace and 77% for Smithers).



Business Programs

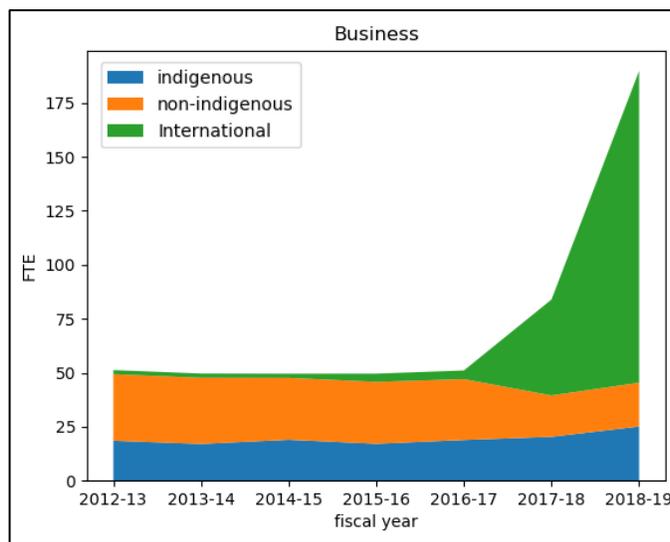
In line with the strategic goal of being the “College of choice for experiential place-based learning”, the Business program has developed a marketing field school (Rural Challenges in Marketing). Students have the opportunity to assist local businesses and non-profit organizations in designing a marketing strategy.

Enrolment has been consistent for domestic registrants, and has seen an increase in international registrations. This has provided access to more students across the region and



the move to distributed learning should continue to see students able to complete Business credentials from their home communities.

The Business programs are well suited to take advantage of the Immigration, Refugee and Citizenship Canada (IRCC) changes that allow international students to complete half a credential from outside of Canada and still be eligible for the post-graduate work permit. The College will need to leverage this expertise if international travel continues to be restricted in the fall due to COVID-19.



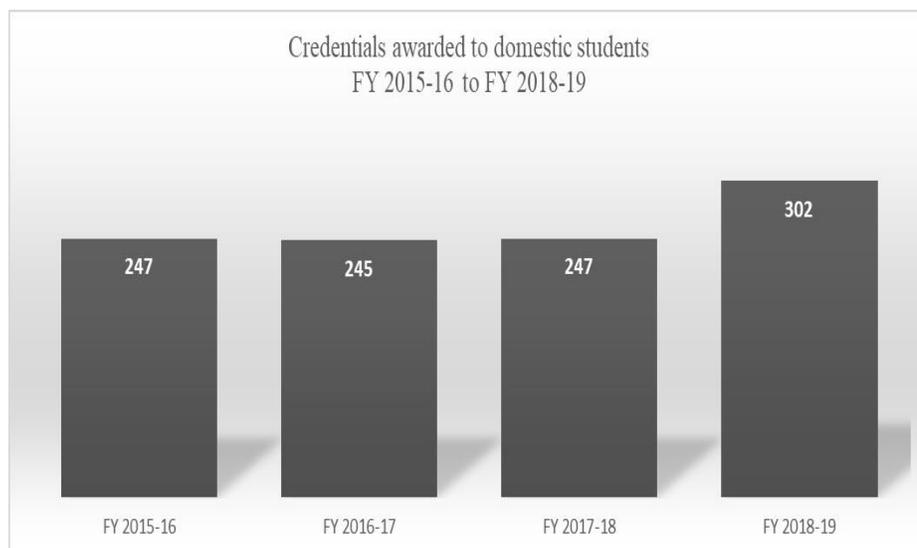
Credentials Awarded

This annual performance measure uses a rolling average of credentials awarded to domestic students of the previous three fiscal years. The results for the 2019/20 reporting year are the three-year average of graduates for the 2016/17, 2017/18, and 2018/19 fiscal years. For Coast Mountain College, these include, certificates, diplomas, associate degrees, advanced diplomas and certificates and developmental program graduates.

Credentials Awarded	Reporting year			
	2018/19 Actual	2019/20 Target	2019/20 Actual	2019/20 Assessment
Number	241	206	261	Achieved

The 2019/20 credentials awarded is calculated by the three year average of domestic graduates from 2015/16 to 2018/19 fiscal years. The graph shows the numbers of credentials awarded in each of the three years used in the performance metric and one additional year (which represents the average presented in the 2018/19 IAPR). Most courses at CMTN have been set up with the automated degree audit, which automatically awarded credentials to





eligible students that never applied to graduate. In the 2018/19, the number of credentials awarded increased to 302 a substantial increase from the 247 awarded in the previous fiscal year, and an even greater increase than the 245 graduates reported in the 2018/19 IAPR¹⁹. The

graduation trend is a reflection of the strategic growth in international registrations providing critical mass to offer Certificates, Diplomas and Associated Degrees in communities with low population densities.

In February 2020, the CMTN Board of Governors approved two new credential types, the Diploma of Trades and Certificate of Trades. These new credentials will allow the College to enhance trades offerings by providing diploma equivalent programs. Having Trades Diplomas facilitates international recruitment, which will create opportunities to offer additional cohorts for domestic students.

Coast Mountain College has implemented functionality in the Student Information System (SIS) to automate the auditing of courses leading to credentials. The first programs had simple graduation requirements with no elective courses (e.g., Healthcare Assistant, Electrical Foundation, etc). Programs that are more complex were next to be automated such as Business Administration, which has three specializations and numerous elective choices.

This initiative has improved the student experience because students are more quickly informed that they have met the graduation requirements, and it will improve CMTN's ability to increase the number of credentials awarded because students in cohort programs no longer

¹⁹ [Coast Mountain College, Institutional Accountability Report: 2018-19 to 2021-22](#)



have to apply to graduate. In the coming years, the goal is to bring onboard the complex University Credit specializations, which could see an increase in credentials awarded to eligible students.

Over the past year, the College made changes to the timing and location of convocation ceremonies to celebrate the success of CMTN students. In the summer of 2019, a special convocation ceremony in Old Masset celebrated the cohort of Health Care Assistant students. It was a well-attended event.

Historically, convocation on the Smithers campus was held in June to coincide with convocations in Terrace and Prince



Masset Convocation – August 2020

Rupert. This past year, the ceremony moved to January 2020 because the inaugural Business cohort completed the final term in December 2019, and celebrated the success of many international students. Other programs on the Smithers campus complete in the summer and normally students waited a full year to graduate. By rescheduling, more students from summer courses chose to attend the graduation ceremony. With the increase in graduates and guests, the Smithers convocation ceremony returned to a larger venue.

Due to COVID-19 and the restriction from large gatherings, the College made the difficult decision to postpone the June convocations scheduled for Terrace and Prince Rupert. Celebrating student success and acknowledging the effort required to complete a credential at the College is an important tradition and an important rite for students. The College commissioned Kari Morgan, a past-graduate of the Frieda Diesing School of Northwest Coast Art, to design a commemorative art piece honouring the graduating class of 2020.





Message to the Graduates:

Congratulations graduates of 2020, you have persevered and succeeded throughout these strange times, all while facing the largest pandemic of this century. This Frog and Fireweed Design is a symbol for both the struggles you have faced and to celebrate your strengths, which have helped you along the way.

The beautiful fireweed is one of the first plants to grow after a devastating forest fire, and just like the graduates of 2020, it proves that if you persist through even the largest of epidemics there is still hope to grow and flourish.

The frog is a symbol of rebirth and renewal.

Because of their drastic changes throughout their lifetime, they also symbolize one's own ability to adapt and transform. Here the frog has its arm reaching out, as a representation to always continue reaching for your goals, even through these very unusual times. - Kari Morgan

Access

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

Aboriginal Student Space

The results for the aboriginal student spaces measure for the 2018/19 reporting year are based on data from the 2017/18 fiscal year. The results from the 2019/20 reporting period are based on data from the 2018/19 fiscal year.

Performance measure	Reporting year			
	2018/19 Actual	2019/20 Target	2019/20 Actual	2019/20 Assessment
Aboriginal student spaces				
Total Aboriginal student spaces	651	600	602	Achieved
Ministry (AEST)	449		413	
Industry Training Authority	202		189	

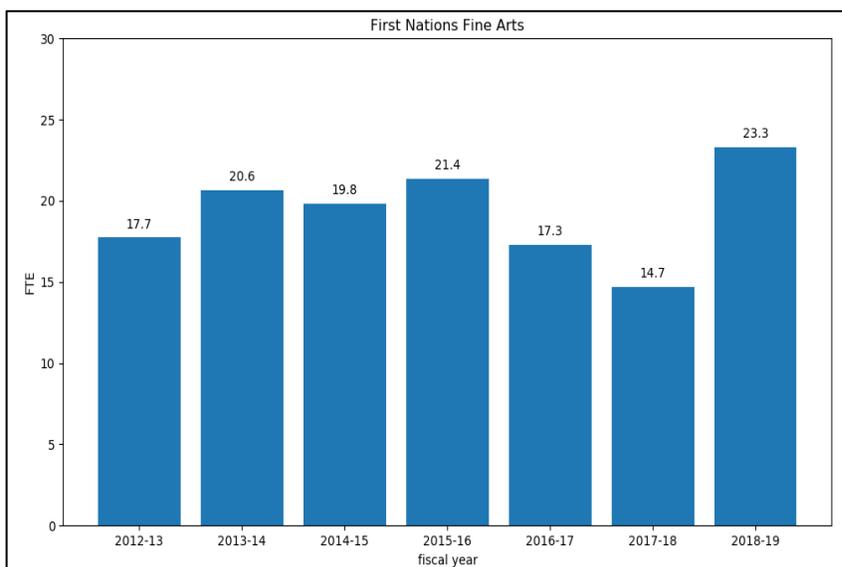


Coast Mountain College saw reduction in FTE for Indigenous students. The graphs in the [Student Spaces](#) Section show a large decline in registration for [Continuing Education](#), a program that historically attracted a large number of Indigenous students. [Developmental programs](#) have a high frequency of Indigenous students we compared to non-Indigenous students. The [Business](#) have seen sharp growth in international registrations and a small growth in Indigenous student registrations. The [Health Care Assistant](#) program and [Social Service](#) program are attracting more students that are Indigenous in the 2018/19 fiscal year.

Freda Diesing School of Northwest Coast Art

The Margaret A. Cargill Philanthropies has renewed the grant for the Freda Diesing School of Northwest Coast Art, providing \$350,000 USD over the next two-year fiscal years. This

funding helps make the education at the Freda Diesing School of Northwest Coast Art experiential by providing additional opportunities for the intergenerational exchange of cultural knowledge and practices through field trips and guest speakers. Coast Mountain College is grateful to the Margaret A. Cargill



Philanthropies as the funding ensures Indigenous Students continue to receive education connected to First Nations culture and traditional practices.

Enrolment in the First Nations Fine Arts program is relatively consistent. After a slight dip in 2017/18, the first offering of the Advanced Diploma 2018/19 saw enrolment rebound. Although the Advanced Diploma is offered alternating years, COVID-19 has delayed this program to 2021.

COVID-19 postponed a series of community-based First Nations Art courses planned for delivery in smaller communities. The goal was to provide a pathway for artist in the small



communities to engage in the program and gain advance entry in to the First Nations Fine Arts program at the Terrace Campus. These courses rescheduled for fall 2021.

With the advent of 3D printing, there is an opportunity for reaching Northwest Coast First Nations Art by printing replicas of Northwest Coast artifacts. These replicas used for both viewing and physical handling have provided an opportunity for students to get a more intimate examination of the art form. Historic Northwest Coast artifacts exist primarily in museums, art galleries, or private collections distant from where they originated.

Transportation and insurance makes transportation to non-museum environment prohibitive, and photographs of these art forms, while helpful, are not able to capture the subtleties and thickness of the carved forms. The idea piloted with a 19th century oil dish. Made of hard durable plastic, students were able to pass around a 3D replica of the dish, touch and feel the thickness, and explore all the subtle curves of a classic Northwest Coast oil dish.

In 2019, the Freda Diesing School partnered with the University of Victoria and Emily Carr University of Art and Design to host Artist-Based Aboriginal Canadian Entrepreneurs (A-ACE); an artist summer residency for Freda Diesing School alumni and practicing Aboriginal Artists to develop business and marketing skills.

Indigenous Learner Support

A substantial number of our Indigenous students interested in pursuing their diploma of First Nations Fine Arts were discontinuing their studies after completion of their first year. One of the major barriers for students was securing funding to support their studies. The Advancement/Foundation team was very fortunate to receive a major gift from an anonymous benefactor used to create a \$300,000 endowment. Through this endowment, the CMTN Foundation created the Freda Diesing School of Northwest Coast Art Diploma Award to support Indigenous learners undertaking their second year of Fine Art.

In total, 13 Freda Diesing students received \$20,250 in bursaries during the 2019/20 academic year for Freda Diesing students. By assisting students to complete the diploma creates opportunity for students to transition to other post-secondary institutions to complete their undergraduate studies, and in 2019, a second Freda Diesing School graduate received a Bachelor of Fine Arts from the articulation agreement with Emily Carr University.



Witset Trade Fair

Coast Mountain College sponsored and participated in a trade fair organized in the community of Witset. All the participants that attended the event visited the CMTN table to learn about new programming and receive information about further training opportunities. Industry looking for employees had tables in the feast hall and provided insight into the upcoming labour market, and provided insight on the programs students could take to fill the labour market demand.

Gitanyow BBQ/CCP Open House

The Hazelton Campus ran many community outreach activities throughout the 2019 fall term. One event was the Gitanyow BBQ/CCP Open House. This event provided access to several new students that registered into the CCP program.

Planning committee of annual “Get Connected Career Fair” in Gitanmaax and Giitanyow, BC – February/March 2020

As a co-founding member, Coast Mountain College participated in the planning committee meetings of the annual “Get Connected Career Fair”. Information tables were set up at the Career Fairs in Gitanmaax and Giitanyow. CMTN engaged with 265 local K-12 students and community members from local First Nations in the Campus Region, which are the communities of Gitanmaax, Kispiox, Sik-e-dakh, Hagwilget, Gitsegukla, Gitwangak, and Gitanyow. Secondary students learned the admission requirements for CMTN programs and importance of completing the required courses. These students explored their education pathway to post-secondary programs of their choice. It was very important to ensure that students were able to seamlessly transition into post-secondary education by making them aware of program admission requirements.



Indigenizing and Internationalizing Student Engagement

War Canoe Paddle – July 2019

The Smithers campus welcomed a group of 13 Mexican students in July 2019 into the 4-week Summer English Language and Cultural Immersion Program. This program was a great example of blending indigenization and internationalization into the student learning experience. Of all the student engagement events incorporated into this program, the War Canoe Paddle was a highlight for these students.



Mel Basil from the Friendship Centre and Ewk Hiya Hozdli presented to the Mexican class about indigenous culture and history. The class went out to Tyhee Lake for lessons on how to paddle the war canoe and learned some basic We'suwet'en language on the water. This was successful because it was fun, experiential learning and brought good will with the partnership with the Friendship centre. Mel loves to take the war canoe out but it needs a group of people to be able to paddle it and he was thrilled to share Indigenous history with International students. The international students enjoyed time on a local lake on the yinta (territory), and they got a glimpse into the vibrant culture of the area that lives alongside the colonizing culture. There is a similar dynamic in Mexico with which they could draw correlation.

Videotape Keepers of knowledge on the yinta gathering basic wild foods or medicine

Coast Mountain continues to look for opportunities to connect indigenous students with their cultures. By showing the local plant found on the territory, students are inspired to get out on the territory themselves. Students bring the plants/berries back and process them into food or salves. Indigenous workshops have introduced students to making salves, canning salmon, trapping and snaring demonstrations, and hide tanning, which were communal events in the past. In response to COVID-19, the First Nations Access Coordinators are planning to videotape the process to accommodate remote learning and physical distancing. This



initiative increases the participation and success of Indigenous learners by acknowledging the value of some of their traditional ways and increases their mental health through healthy living examples and providing the visual instruction on how to get started.

Quality

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

For the following measures, the results for the 2018/19 reporting year are based on data from the 2018 survey. The results from the 2019/20 reporting year are based on data from the 2019 survey. Measures are considered achieved if the survey result and the margin of error meets the target. If the number of respondents is less than 20 or the margin of error is greater than 10%, the survey results are not assessed (N/A). New this reporting year, the trades foundation and trades-related vocational graduates were assessed separately from the former diploma, associate degree and certificate students. The 2018/19 actuals were recalculated using the revised student groupings²⁰.

Student Satisfaction with Education

Student Satisfaction with Education	Reporting year					
	2018/19 Actual		2018/19 Actual	2019/20 Actual		
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	92.3%	5.3%	≥ 90%	88.1%	5.3%	Achieved
Former apprenticeship students	90.3%	7.4%		N/A	N/A	Not Assessed
Trades Foundation and trades-related vocational graduates	91.0%	5.2%		95.7%	3.6%	Achieved

²⁰ [Accountability Framework 2019/20 Reporting Cycle](#)



Student Assessment of Quality of Instruction

Student Assessment of the Quality of Instruction	Reporting year					
	2018/19 Actual		2018/19 Actual	2019/20 Actual		2019/20 Actual
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	94.9%	4.4%	≥ 90%	93.3%	4.0%	Achieved
Former apprenticeship students	93.5%	6.1%		87.0%	9.2%	Achieved
Trades Foundation and trades-related vocational graduates	95.5%	3.8%		93.1%	4.4%	Achieved

Student Assessment of Skill Development

Student Assessment of Skill Development	Reporting year					
	2018/19 Actual		2019/20 Target	2019/20 Actual		2019/20 Assessment
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	85.5%	7.6%	≥ 85%	90.1%	5.0%	Achieved
Former apprenticeship students	88.3%	7.1%		93.8%	5.2%	Achieved
Trades Foundation and trades-related vocational graduates	89.6%	5.1%		92.1%	3.9%	Achieved

Coast Mountain College continues to achieve the assessment measures for quality with graduates reporting a high satisfaction for education. Former students from all program areas felt that CMTN offered high quality of instruction and skill development.

To support student success and achieve our institutional vision of becoming the college of choice for experiential place-based learning involves supporting faculty success. A mainstay of professional development at Coast Mountain College is the Centre of Learning Transformation (COLT), which offers a variety of initiatives oriented towards creating the conditions necessary for growth in teaching and learning. Specifically, offering 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 courses



on Experiential Place-based Learning. Over the past academic year, COLT engaged 100 instructors, including 17 new instructors (92% of our total instructional employees) for 1809 unique engagements (up by 390) for an average of 60 hours per instructor (an increase from last year of more than double the time). These stats, showing such growth in faculty engagement, are indicative of an institution invested in the success of students and a faculty contingent that cares to come together and grow.

Instructor Orientation and Welcome Packages

To welcome new faculty, COLT has created a multi-prong approach that includes an orientation session, supporting resources on Brightspace and a welcome package. This provided a positive onboarding experience for 30 new instructors this year, which helped them find their way in designing and delivering quality learning for our students.

COLT by the numbers (May 2019 - May 2020)

In addition to key initiatives and scholarly activity, COLT provided numerous opportunities for faculty to share and grow in their knowledge, skills and abilities in teaching for student learning. Here is an accounting for faculty engagement through this past year:

Offering	Current Year May 2019-2020		Previous Year May 2018-2019		For Comparison May 2017-2018	
	# of Instructors	hours	# of Instructors	hours	# of Instructors	hours
Paddles and Pedagogy	10	960	10	960	10	960
One to One	162	162	202	202	61	61
Covid Support	245	122				
Community of Practice	18	18	48	48	56	56
Eat, Share, Grow	39	39	54	54	81	81
ETUG & Tech Bites	43	43	116	116		
Pints & Pedagogy	43	43	43	43		
PIDP Courses	80	3495	10	300	10	300
Universal Design of Learning			116	116		
Brightspace Support	140	70	121	60.5		
Other Learning Tech Support	90	45	47	23.5		
Yurt Teaching/Support			10	10	36	36
Galts'ap (Community) Day	37	37	35	35	42	42
Curriculum Support	85	85	12	12	18	18
Program Review	20	20	51	51	2	10
Cluster Meetings	25	12	19	10	41	41
Field School Support	11	55	21	106	8	64



Research	2	2	4	4	5	5
Treat Tuesday	50	50				
Classroom Observations	5	5	10	10	6	6
5ers (brief meetings)	508	84	353	60		
Conference Presentations	14	14	11	11	2	4
Work Integrated Learning	5	5				
Open Education Resources	30	73				
Trades Teaching and Learning Enhancement	45	45				
Learning Symposium	45	315				
Liberating Structures	10	80				
Welcome Packages	30	30				
Instructor Orientation	17	51				
TOTALS	1809	5960	1419	2230.8	381	1684
We engaged 100 instructors (92% of our total instructional employees) (on par with last year (though up by 17 instructors) for 1809 unique engagements with COLT (up by 390) for an average of 59.6 hours per instructor (up by more than double for each instructor).						

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

For the following measures, the results for the 2018/19 reporting year are based on data from the 2018 survey. The results from the 2019/20 reporting year are based on data from the 2019 survey. Measures are considered achieved if the survey result and the margin of error meets the target. If the number of respondents is less than 20 or the margin of error is greater than 10%, the survey results are not assessed (N/A). New this reporting year, the trades foundation and trades-related vocational graduates were assessed separately from the former diploma, associate degree and certificate students. The 2018/19 actuals were recalculated using the revised student groupings²¹.

²¹ [Accountability Framework 2019/20 Reporting Cycle](#)



Student Assessment of Usefulness of Knowledge and Skills in Performing Job

Student assessment of usefulness of knowledge and skills in performing job	Reporting year					
	2018/19 Actual		2019/20 Target	2019/20 Actual		2019/20 Assessment
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	96.2%	5.8%	≥ 90%	88.0%	6.4%	Achieved
Former apprenticeship students	85.7%	9.6%		100.0%	0.0%	Achieved
Trades Foundation and trades-related vocational graduates	82.1%	8.1%		N/A	N/A	Not Assessed

Unemployment Rate

Unemployment Rate	Reporting year					
	2018/19 Actual		2019/20 Target	2019/20 Actual		2019/20 Assessment
	%	+/-		%	+/-	
Diploma, associate degree and certificate graduates	10.3%	8.3%	≤ 13.4%	2.0%	2.7%	Achieved
Former apprenticeship students	9.7%	7.4%		4.3%	5.6%	Achieved
Trades foundation and trades-related vocational graduates	12.3%	6.1%		25.8%	8.7%	Not achieved

The students have provided high marks for the assessment of usefulness of knowledge and skills in performing the job rates. Former apprentice students have rated 100% for this measure. The unemployment rate for diploma, associate degree and certificate graduates and former apprenticeship students have met the target. The unemployment rate for former trades foundation and trades-related vocational graduates is much higher than expected given the labour market demand projected for the LNG mega-project.

Marketing with local businesses

The Business program collaborated with Eco-Trust Canada to engage small businesses in Prince Rupert to provide students in this marketing class with hands-on experience in developing strategic marketing plans. The business owners worked directly with the students in 3 - 5 student



‘consulting groups’. Two staff from Eco-Trust Canada provided inspiring support by class visits and guest lecturing to bring young expert perspectives to the class. Students and business owners alike learned and applied many theoretical concepts of modern marketing, and each business owner finished with a custom tailored marketing strategy specific to their business.

Scholarly activity

To promote relevance of education at CMTN, instructors and staff are encouraged to share knowledge through research, publications and conference presentations. The following are scholarly activities undertaken by CMTN faculty and staff this past year:

Papers

Nolan, C. (in press). “What the yurt: Round Teaching and Architecture as Pedagogy”. *International Journal of Teaching and Learning in Higher Education*.

Conferences

- Baird, E., van Soest, C., Carrelli, C. and E. Suderman. “*On Boarding XML Transcript Exchange in Colleague Schools*”. Canadian Ellucian Users Groups (CEUG). Vancouver, BC. Oct. 2019
- Chan, C. and S. Salem. “*BC Student Outcomes: 30 Years of Innovation*”. Pacific Northwest Association of Institutional Research and Planning (PNAIRP). Richmond, BC. Nov. 2019
- Colombo, J., Dorval, L. and E. Suderman “*Duplicates Panel*”. Canadian Ellucian Users Groups (CEUG). Vancouver, BC. Oct. 2019
- Dyck, J. and T. Dyck. “*Team Based Learning*”. BCcampus Learning Symposium. Terrace, BC. Oct. 2019.
- McIntyre, K., White, C., Weary, G. and E. Van Dyk. “*Paddles & Pedagogy*”. BCcampus Learning Symposium. Terrace, BC. Oct. 2019.
- Nolan, C. and T. Roberts. “*Liberating Structures*”. BCcampus Learning Symposium. Terrace, BC. Oct. 2019
- Nolan, C. and R. Hilperts. “*Bacon Grease and Buoy Clinging: Adventures in Affording Students the Dignity of Their Own Suffering.*” BCcampus Learning Symposium. Terrace, BC. Oct. 2019.
- Nolan, C., Roy W. and B. Neid. “*They Snooze, They Lose: Wake Up Your Students with Active Engagement in the Classroom.*” BCcampus Learning Symposium. Terrace, BC. 2019.
- Suderman, E. “*Student Billing*”. Canadian Ellucian Users Groups (CEUG). Vancouver, BC. Oct. 2019



Applied Research

Dr. Matt Beedle, Geosciences Instructor has begun research on Climate Change, Glaciers, and Salmon in the Meziadin Watershed and Gitanyow Lax'yip. This is a project that funded by the Skeena Fisheries Commission and Gitanyow Hereditary Chiefs/Gitanyow Fisheries Authority (GHC/GFA). After analyzing the watershed and the glaciers, the project will create a model looking forward to projected impacts until the year 2100. Three student researchers are supporting this project.

Efficiency

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

In 2019, the portfolio for the VP Academic and Student Services reorganized resulting in the hiring of the new role, Director of Student Recruitment and Success, and another new role, Manager of Learner Services. Both positions are cost neutral due to the reorganization. One of the priorities of these positions is to determine how to move student support services and academic advising into an online environment in preparation of another season of COVID-19.

In March, the Accessibility Services Coordinator (Terrace) became a certified Safe Talk Trainer (Suicide Alertness for Everyone). Safe Talk workshops for staff and students are planned for next year at all campuses.

CMTN library and space planning

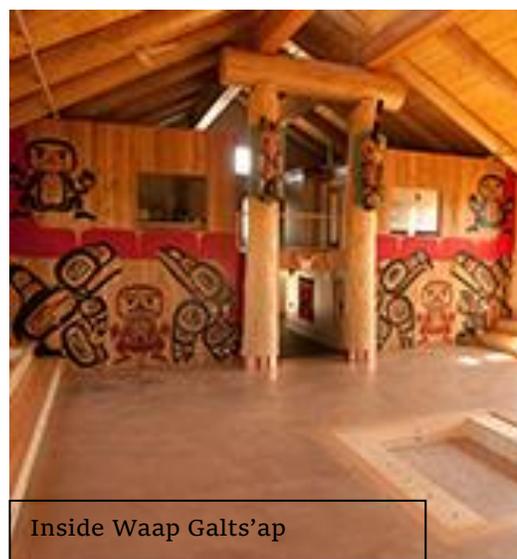
As reported last year, the library at the Terrace campus had a major flood in the summer of 2018. This made the existing library space unusable, and for the past two academic years, students have accessed the resources required for study at the “pop-up” library by ordering requested material through the librarians. A design committee that included students, library staff, indigenous representation and administrators have finalized the plans for the new library. Experiential place-based learning are central themes in the design.

A large piece of Northwest Indigenous Art will greet students as they enter the hall. Surrounded by natural and wood elements, focused on flexibility, the library will provide many options for seating and study places to accommodate individual quiet study, small



group study and larger group instruction. The centrepiece of the space - currently called the Indigenous Reading Lounge - is a large, round feature space with bench seating that reflects the styles found in Waap Galts'ap (The Longhouse). The indigenous reading collection will be on the outer walls of the Indigenous Reading Lounge.

The newly renovated space will include faculty offices to create more collaboration and sharing. The library designed as a learning/classroom space creates more integration between the library, teaching and learning.



Inside Waap Galts'ap

Digital literacy and resources

The College is committed to supporting digital literacy, and the library has expanded the digital resources and support for them. Each library has a 3-D printer available to students. Two computer basics workshops were offered to students and the public were fully registered.

IT stewardship and data governance

To create better internal support for the increase in software solutions requested by the different business units across campus, the IT Stewardship Committee was established in early 2020 with mission to prioritize software implementation, support and upgrades. A Data Governance Council established in 2019 provides oversight to the use, storage and disposal of College records.

College Advancement/CMTN Foundation

The activities in the College Advancement department align with the Mission and Vision of the CMTN Foundation:

Our mission is to grow and steward resources to support Coast Mountain College.



Our vision is to ensure that every student from the region will have access to resources to make CMTN a part of their post-secondary learning pathway.

Terrace Golf Scramble

The 2019/20 events began with the Terrace Golf Scramble, which took place at the Skeena Valley Golf and Country Club. The event raised funds through corporate sponsorships, player fees and silent auction, with all of the proceeds going to student scholarships, awards, and bursaries. Professional Cook Students prepared and presented snacks on the course; a highly popular component of the event.

Smithers Golf Scramble

The College Advancement/CMTN Foundation team hosted the June golf scramble at the Smithers Golf and Country Club. There was excellent participation by the College partners located in the Bulkley Valley, and through their generosity, the funds raised created an endowed award for students in this region.

Employee Giving Luncheon

In September, the team hosted a luncheon for all employees who participate in the Employee Giving Campaign. College employees donate to scholarships, awards and bursaries of their choice via payroll deductions. Employee Giving has seen massive growth of the past few years. Back in 2013, five employees gave a total of \$2,866.00, by 2014 there were nine employees who donated \$3,290.00, and at the end of 2019, there were 56 participants with total donations in excess of \$28,000. The growth in Employee Giving reflects the commitment Coast Mountain Employees have to the success of both the students and communities. Students in the Professional Cook program served the luncheon, which was a token of gratitude for the generosity of Coast Mountain Employees.

Donor Recognition Dinner

To celebrate and thank donors who generously supported our fundraising initiatives throughout the year, the College hosted a dinner prepared and presented by students in the Professional Cook program. Recipients of student awards sat with the Donors to provide networking opportunities as many of the Donors are in industries of interest to future graduates. The evening included the presentation of cheques to the student recipients. In all, 85 Donors attended the event.



Giving Tuesday

In December, the CMTN Foundation hosted the Giving Tuesday Pancake Breakfast. This event was sponsored by several businesses including Scotiabank/ Scotia Wealth who generously matched the funds raised and provided staff to serve food prepared by the Professional Cook students.

Fine Dining

The final fundraising event of 2019/20 was the Annual Valentines Fine Dining Fundraiser. This five-course gourmet dinner prepared by Professional Cook students included a silent auction, and all money raised funded student scholarships, awards, and bursaries.

Enhanced Spaces – Wellness Centre

Students at the Terrace Campus, particularly those living in Student Housing, identified the lack of amenities as being a significant obstacle to their well-being while undertaking their studies. Coast Mountain College Advancement secured a \$250,000 grant to support the construction of a Wellness Centre completed in December of 2019. The Centre includes a fully equipped cardio and weight training area as well as a studio for yoga, spin, dance and other fitness/wellness activities. Industry and personal donors have also sponsored the space Cedar (Trades) Building. The sponsorships provides funding to support classroom, technology and shop upgrades that are necessary for keeping pace with industry standards.



The COVID 19 pandemic has created some challenges but also opportunities for creative thought regarding CMTN Foundation events for the 2020/21 enrollment year. The team is working on plans for hosting events that utilize social distancing protocols as well as technology to create fundraising opportunities to support all students during this time.



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. For additional details, please review the [Aboriginal Student Space](#) Section of the Institutional Accountability Report.

<p>TRC CALL TO ACTION¹ and UN DECLARATION on the RIGHTS OF INDIGENOUS PEOPLES ARTICLE</p> <p>1 “...” represents omitted text not related to post-secondary education from the original Call to Action.</p>	<p>NEW INITIATIVES AND PARTNERSHIPS (NIP)</p> <p>(Please provide key details for new initiatives begun in 2019/20 relating to each Call to Action and UN Declaration on the Right 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.)</p>
<p>PROGRESS</p> <p>Please identify if</p> <p>New (NIP) or Continuing (CIP)</p> <p>and if</p> <p>N/A, In Progress, Implemented²</p> <p>² Use N/A if there is no relevant program on this subject offered at institution.</p>	<p>CONTINUING INITIATIVES AND PARTNERSHIPS (CIP)</p> <p>(Please provide key progress details for initiatives begun prior to and continued through 2019/20 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.)</p>
<p>1: SOCIAL WORK</p> <p>We call upon the federal, provincial, territorial, and Aboriginal governments to commit to reducing the number of Aboriginal children in care by ... Ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the history and impacts of residential schools. ... Ensuring that social workers and others who conduct child-welfare investigations are properly</p>	<p>Implemented (CIP) 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</p>

<p>educated and trained about the potential for Aboriginal communities and families to provide more appropriate solutions to family healing.</p>	<p>Indigenous organizations; students are introduced to alternative ways of managing child welfare issues and realities.</p>
<p>12: EARLY CHILDHOOD EDUCATION</p> <p>We call upon the federal, provincial, territorial, and Aboriginal governments to develop culturally appropriate early childhood education programs for Aboriginal families.</p>	<p>Implemented (CIP) CMTN College works in collaboration with Indigenous communities in the development of grant proposals to access the resources needed to host Indigenous community based Early Childhood Care and Education (ECCE) programs. Although, 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>Implemented (CIP) ECCE faculty have worked directly with Indigenous organizations to support the development of childcare facilities and programs in remote Indigenous communities. The ECE department has strong representation of Indigenous communities on its advisory committee with one of the goals being to '[enable] parents to fully participate in the education of their children' (CTA, Legacy, 10.vi).</p> <p>Implemented (NIP) At the request of Indigenous communities, the College provides free workshops in the area of early years/childcare issues and concerns.</p> <p>Implemented (CIP) Due to funding limitations, CMTN discontinued the Indigenous Specialization in the ECCE Diploma as it is not a requirement for the provincial certification requirement. Therefore, it has not been part of the core programming as funding. Although the</p>

	<p>specialized courses are no longer offer, the ECCE curriculum embeds local Indigenous knowledge, culture, values and history into the teaching and learning throughout the program.</p> <p>In Progress (NIP) ECCE faculty have identified the necessity to create a Strategic Plan that incorporates First Nation consultation for program implementation that will promote post secondary education and support First Nations students for successful certification (CTA, Legacy, 10.ii).</p>
<p>16: INDIGENOUS LANGUAGE DEGREE AND DIPLOMA PROGRAMS</p> <p>We call upon post-secondary institutions to create university and college degree and diploma programs in Aboriginal Languages.</p>	<p>In progress (NIP) CMTN was in the process of hiring a Gitksan speaker and educator to develop Gitksan 101 and 102 course resources and materials to align with the existing course outlines. The Gitksan 101 scheduled for July 2020, at the Hazelton campus, on the traditional territories of the Gitksan people was postponed due to COVID-19.</p>
<p>23: HEALTH-CARE PROFESSIONALS</p> <p>We call upon all levels of government to increase the number of Aboriginal professionals working in the health-care field, ensure the retention of Aboriginal health-care providers in Aboriginal communities, and provide cultural competency training for all healthcare professionals.</p>	<p>Implemented (NIP) 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.</p> <p>Implemented (CIP) CMTN College offers annual cultural awareness training for staff, management and faculty.</p>
<p>24: MEDICAL AND NURSING SCHOOLS</p> <p>We call upon medical and nursing schools in Canada to require all students to take a course dealing with Aboriginal health issues, including the history and legacy of residential</p>	<p>Implemented (CIP) 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</p>

<p>schools, the United Nations Declaration (UN Declaration) on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, and Indigenous teachings and practices. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.</p>	<p>Nations Health (NURS 205) are both mandatory credits, which focus entirely on Indigenous Peoples. The remaining courses touch on the unique health, cultural and communication considerations in respect to Indigenous Peoples.</p> <p>Implemented (CIP) A minimum of two seats are reserved for Indigenous Students in the Bachelor of Nursing program.</p>
<p>28: LAW SCHOOLS</p> <p>We call upon law schools in Canada to require all law students to take a course in Aboriginal people and the law, which includes the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and antiracism.</p>	<p>N/A</p>
<p>57: PUBLIC SERVANTS</p> <p>We call upon federal, provincial, territorial, and municipal governments to provide education to public servants on the history of Aboriginal peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.</p>	<p>Implemented (CIP) CMTN College offers annual Cultural Awareness training to all staff, management and faculty. The training includes the history of Aboriginal peoples, Indian Act and the legacy of residential schools. The College has expanded this training to include UNDRIP. Plans are to offer T&R Calls to Action, Indigenous Rights and Title, anti- racism and human rights in the future.</p>

<p>62: TEACHER EDUCATION</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>86: JOURNALISM AND MEDIA SCHOOLS</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>92: BUSINESS SCHOOLS</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, Indigenous law, and Aboriginal–Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.</p>	<p>Implemented (CIP) Many 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>In Progress (NIP) Faculty have focused on the development of further Indigenous initiatives within the program overall as well as within</p>

	<p>specific courses. A couple of important initiatives being developed, tested and evaluated, are:</p> <ul style="list-style-type: none"> • Incorporating place-based case studies on Indigenous issues (ie. the Unistoten/CGL conflict) into course subjects • Guest presentations by Indigenous leaders on topics such as Law, Government Relations, Consultation, Revenue Agreements, etc. • Invitations to local Indigenous business professionals to participate in BADM Program Advisory Committee (planning stage)
<p>UNITED NATIONS DECLARATION ON THE RIGHTS OF INDIGENOUS PEOPLES IMPLEMENTATION</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><i>Article 14</i></p> <ol style="list-style-type: none"> 1. Indigenous peoples have the right to establish and control their educational systems and institutions providing education in their own languages, in a manner appropriate to their cultural methods of teaching and learning. 2. Indigenous individuals, particularly children, have the right to all levels and forms of education <p><i>Article 15</i></p> <ol style="list-style-type: none"> 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. 	<p>Article 14.1</p> <ol style="list-style-type: none"> i. Implemented (CIP) Freda Diesing School of Northwest Art. Instructs indigenous students on traditional Art and Culture. ii. Implemented (NIP) In partnership with Friendship centre, CMTN participated in the National Indigenous Day celebration at the Friendship Centre Hall in June 2019. Coast Mountain had an information booth there accompanied by the Indigenous Esthetic students who did demonstrations on volunteers. International students from the Business program volunteered their time during the day as well setting up and running the BBQ. This was successful because it showed CMTN’s support for the important event in which all of the Indigenous of Canada showcased their cultural aspects and had some fun together. It is an excellent experiential learning opportunity for

Article 21

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

the Business students to be immersed in the local culture for a day. It made an impact on the organizers and attendees to see the international students ready to lend a hand as well as to feel proud of the indigenous Esthetic students working hard to learn a new skill. Student success was created by giving students confidence in interaction with the public. The Esthetic students were learning how to promote themselves. The international students were having direct, informal contact in the community. Both programs were able to take that learning back to the classroom.

- iii. **Implemented (NIP)** CMTN partnered with the Friendship centre to create a Witsuwit'en language coloring book. Language is the core of culture and continuing to expand Witsuwit'en speakers is the way to keep the culture strong.

Article 14.2

- i. **Implemented (CIP)** First Nations Access Coordinators (FNACs) assist and advise Indigenous learners on the various educational opportunities at CMTN
- ii. **Implemented (CIP)** Indigenous Student Emergency Bursary has been established to support Indigenous Students who have unexpected financial challenges.

Article 15.1

- i. **Implemented (CIP)** Since 1996, the College has integrated local Indigenous culture, practices and values including:

	<p>longhouse, arts, ceremonial regalia, songs and dances, traditional territory welcome, totem poles, language revitalization supports, speaker series, Elders and more into each campus.</p> <p>ii. Implemented (CIP) In 2018, the College underwent a rebrand eliminating an expropriated logo. CMTN aims to be mindful and respectful of how Indigenous culture is acquired and showcased.</p> <p>iii. In progress (NIP) The plans for new dorms have provided an opportunity to include elder residency, and culturally appropriate design.</p> <p>iv. In progress (CIP) The designs for the rebuilding of the flooded library space will include culturally appropriate study and gathering space.</p> <p>Article 21.1</p> <p>i. In progress (CIP) The College collaborates with Indigenous communities in support of their aspirations to improve their economic and social conditions.</p> <p>ii. Implemented (NIP) CMTN sponsored and participated in a Trade Fair in the community of Witset. Industry looking for employees had tables in the feast hall and provided insight into the upcoming job market. Industry partners were able to provide insight for what programs would be valuable for the labour market in the northwest.</p>
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	<p>iii. In progress (NIP) Coast Mountain College and First Nations Council identified an opportunity for the government of British Columbia to replicate Contact North Contact Nord, Ontario's provincially funded online learning support organization as a solution to long standing barriers for Indigenous communities to access a variety of post-secondary education and training needs in community. The model will:</p> <ul style="list-style-type: none">• Increase participation in education and training opportunities by residents of the 34 identified First Nation communities and organizations by providing local access to a broader selection of online education and training options.• Develop and nurture a high level of relationships, partnerships and collaboration by offering local wraparound support services in each community. <p>Coast Mountain College was successful in attaining support from the Province of BC to implement year 1 of a 3-year pilot project that involves establishing the community online learning access centres in the 34 communities and organizations across the Coast Mountain College region. These access centres will provide the opportunity and support for local residents to participate in online and distance education programs and courses, from post-secondary Institutes in BC, without having to leave their community.</p> <p>Access Centres are schedule to open January 2021. In light of COVID 19, this schedule may vary slightly.</p>
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Appendix B: 2020/21 Accountability Framework Performance Measure Results

Performance measure	Reporting year					
	2018/19 Actual		2019/20 Target	2019/20 Actual		2019/20 Assessment
Former diploma, associate degree and certificate students' assessment of skill development						
	%	+/-		%	+/-	
Skills development (avg. %)	85.5%	7.6%	≥ 85%	90.1%	5.0%	Achieved
Written communication	88.9%	6.9%		92.6%	4.8%	
Oral communication	82.4%	8.9%		90.6%	5.5%	
Group collaboration	89.5%	6.3%		86.7%	5.5%	
Critical analysis	81.6%	8.0%		93.7%	3.9%	
Problem resolution	91.2%	6.6%		84.7%	5.9%	
Learn on your own	83.8%	7.9%		94.6%	4.0%	
Reading and comprehension	94.4%	5.0%		93.2%	4.2%	
Trades foundation and trades-related vocational graduates' assessment of skill development						
	%	+/-		%	+/-	
Skills development (avg. %)	89.6%	5.1%	≥ 85%	90.1%	5.0%	Achieved
Written communication	N/A	N/A		N/A	N/A	
Oral communication	N/A	N/A		80.0%	9.3%	
Group collaboration	95.4%	3.9%		92.9%	4.6%	
Critical analysis	92.5%	4.8%		97.1%	3.0%	
Problem resolution	96.9%	3.2%		97.0%	3.2%	
Learn on your own	90.6%	5.5%		91.4%	5.0%	
Reading and comprehension	90.9%	5.3%		95.8%	3.6%	
Former apprenticeship students' assessment of skill development						
	%	+/-		%	+/-	
Skills development (avg. %)	88.3%	7.1%	≥ 85%	93.8%	5.2%	Achieved
Written communication	N/A	N/A		N/A	N/A	
Oral communication	N/A	N/A		N/A	N/A	
Group collaboration	90.9%	7.7%		95.0%	6.9%	
Critical analysis	93.3%	6.4%		95.2%	6.4%	
Problem resolution	89.7%	8.1%		100.0%	0.0%	
Learn on your own	93.3%	6.4%		95.5%	6.0%	
Reading and comprehension	90.0%	7.7%		95.2%	6.4%	



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: 2019/20 Audited Financial Statements

At the time of submission the financial statements for 2019/20 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>

