



COLLEGE OF THE ROCKIES ACCOUNTABILITY REPORT AND PLAN 2020



COLLEGE OF
THE ROCKIES

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LETTER FROM THE BOARD CHAIR AND PRESIDENT

September 1, 2020

Dear Minister Mark,

On behalf of our Board of Governors, management, faculty, and staff, we are pleased to present the College of the Rockies Accountability Report and Plan for 2019/20. Our report highlights our achievements over the past year, charts goals and objectives for the year ahead, and ensures our accountability to government, students, and the communities we operate in.

Since 1975, College of the Rockies has provided post-secondary education that meets the needs and aspirations of the people, industry and businesses of our region.

Each year, we deliver instruction to approximately 10,000 learners, in a full range of programs, including: skilled trades, university studies, adult upgrading, early childhood education, health and human services, business, office administration, tourism and recreation, fire services, continuing education and general community interest.

Though our breadth of programs is wide, we strive to deliver the most personal student experience possible. Through smaller class sizes, highly personalized instruction and dedicated support services, our students are primed to succeed in the job market, or in the next stage of their academic journey.

As Board Chair and President, we acknowledge our responsibility and accountability for delivering this plan in a manner guided by our Governance Model. We are honoured to lead College of the Rockies, a truly vibrant organization, and look forward to reporting on its success. Although the 2020/21 academic year will bring unique challenges due to the COVID-19 pandemic, we are prepared for alternative delivery when necessary, and will continue to seek out creative and safe solutions to ensure our students achieve their learning objectives.

We trust you will find that the goals, objectives and performance measures set out in this plan demonstrate our ongoing commitment to the success of our students and to meeting our region's labour market needs through excellence in programming, instruction, student service and innovation.

Sincerely,



Randal Macnair
Chair, Board of Governors



Paul Vogt
President and CEO

STRATEGIC DIRECTION



COLLEGE OVERVIEW

Located in the southeastern corner of British Columbia, in the East and Central Kootenay region of the province, College of the Rockies has been providing post-secondary education and training since 1975.

The College is guided by a mission to transform lives and enrich communities through the power of education. Though our breadth of programs is wide, we strive to deliver the most personal student experience possible. We are driven by the belief that student success drives our success; that appreciation of people, land and culture is paramount; and that a constant commitment to curiosity and creativity is essential to meeting the needs of our students, employees and communities.

Our main campus and Gold Creek campus are in Cranbrook, with additional regional campuses in Creston, Golden, Invermere, Kimberley, and Fernie. We draw inspiration from our BC Rocky Mountain location and offer programming and a lifestyle that embodies our unique geography while creating pathways to further post-secondary education and fulfilling careers.

College of the Rockies offers a full range of programs that meet the needs and aspirations of the people, industry and businesses of our region. Program areas include skilled trades, university studies, adult upgrading, early childhood education, health and human services, business, office administration, tourism, recreation, fire services, continuing education and general community interest. Many of our programs are offered through non-traditional instructional methods, allowing our reach to extend well beyond our geographical region.

Our credentials include certificates in foundation and apprenticeship trades; certificates and diplomas in under-graduate and post-degree programs; and numerous continuing education certificates of completion, participation and achievement. We are proud to award our own Bachelor of Business Administration in Sustainable Business Practices degree in addition to two degrees offered in partnership with the University of Victoria (UVic): Bachelor of Education and Bachelor of Science in Nursing. Both partnership degrees can be completed fully at the College's Cranbrook campus.

Our partnership with UVic also extends to include Dual Admission and Guaranteed Admission agreements, providing students in our region the opportunity to begin their studies at home before completing their post-secondary education at UVic. The College also has a Dual Admission agreement with the University of Lethbridge.

Regardless of what path our students choose to take, College of the Rockies programs are delivered with a focus on preparing graduates for the job market and for the next stage in their academic journey. This commitment is reflected in our student outcomes, as students who begin their studies at College of the Rockies are completing university with some of the highest grade-point averages in the province. And, students who transfer from College of the Rockies to a university are scoring among some of the highest graduation rates of post-secondary institutions throughout BC and the rest of Canada¹.

¹ 2015 British Columbia Council on Admissions and Transfer (BCCAT) Report

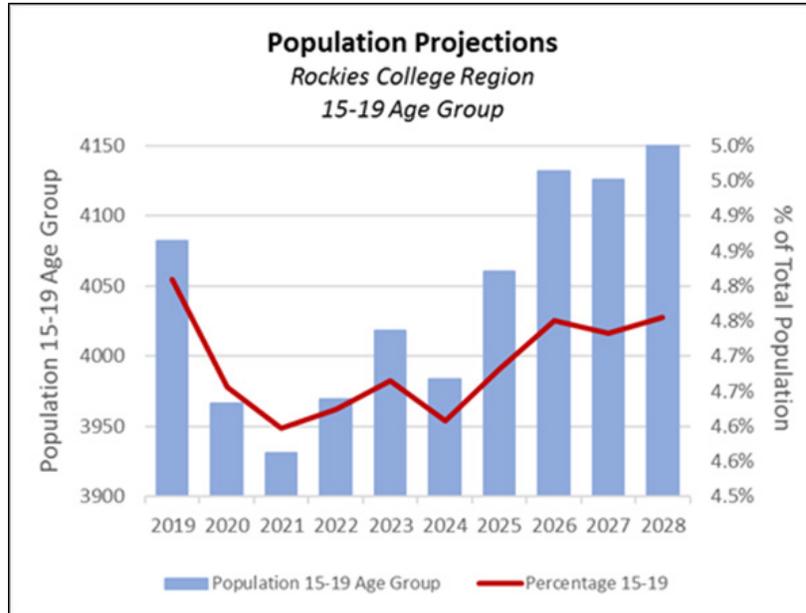
FACTS SNAPSHOT FOR 2019-20

Number of Students	<ul style="list-style-type: none"> • Approximately 10,000 full-time and part-time students • 2,363 full-time equivalent students (FTEs) (Domestic and International) • 7.2% Indigenous FTEs (self-declared at College of the Rockies)² • 16.2% international FTEs coming from 42 different countries
Program Areas with Highest Enrolment (by FTE)	<ul style="list-style-type: none"> • Trades (487.1 FTEs) • University Transfer Arts & Science (200.0 FTEs) • Business (193.5 FTEs) • Adult Basic Education (174.2 FTEs) • Health (170.7 FTEs) • Child, Youth and Family Studies (151.9 FTEs) • Tourism and Recreation Management (122.2 FTEs)
Areas of Student Growth	<ol style="list-style-type: none"> 1. Science/Engineering (41%) 2. Tourism and Recreation Management (40%) 3. Education Assistant Certificate (39%) 4. Upgrading for Academic and Career Entry (11%, domestic) 5. Trades - Foundation/Apprenticeship (8%)
Number of Credentials	<ul style="list-style-type: none"> • 696 graduates for the 2019/20 academic year as of June 2020 including domestic and international students
Degree Programs Offered	<ul style="list-style-type: none"> • Bachelor of Business Administration in Sustainable Business Practices • Bachelor of Education (partnership with University of Victoria) • Bachelor of Science in Nursing (University of Victoria in partnership with College of the Rockies)
Number of Employees	763 employees (311 FTE)
Applied Research Grants	<ul style="list-style-type: none"> • Applied Research Grants: Received \$116,431 in external funding for applied research projects. (Pets Go Raw - export process research for organic pet food (NRC-IRAP); Research Support fund - research proposal writing support and research office administration support (SSHRC); Policing Homelessness: Framing Police & Public Expectations to Create Positive Outcomes (OCR-GO); Targeted Interventional Program for Canadian-Educated Nursing Graduates who have been unsuccessful on the National Council Licensure Examination: A Pilot Study (SSHRC).
Advanced Education, Skills and Training (AEST) Facts	<ul style="list-style-type: none"> • 84.7% utilization rate

² College of the Rockies' aboriginal learners includes learners that have self identified as Aboriginal to the college at time of application or during studies at the college and will vary with other Ministry reporting that may include aboriginal self declaration when attending K-12 or at other PSI prior to enrolment at the college.

STRATEGIC CONTEXT

There are a number of internal and external forces that affect College of the Rockies' operating environment, and inform the strategic direction of the institution.



CHANGING DEMOGRAPHICS

- Impact of COVID-19. The global COVID-19 pandemic is an unprecedented event. At this time, it is unknown what impact this will have on post-secondary institutions going forward.
- The number of grade 12 students in our regional school districts (SD 5 South Kootenay, SD 6 Rocky Mountain and SD 8 Kootenay Lake) is projected to increase by 15.6% between 2019 and 2025.²
- The population of the Rockies College Region is projected to grow by 2.2% between 2019 and 2025, however the growth of the targeted 18-29 age group is projected to be -9.2% (18-21 age group -8.7%; 22-25 age group -6.5%; 26-29 age group -11.8%).³
- Local Recruiting: Ten years after high school graduation, our region shows a transition rate from high-school to post-secondary of 69.2%, which is below the provincial average of 77.6%.^[4] Immediate transition to post-secondary (within one year of high school graduation) for our region is 33.4%, significantly lower than the 51.6%^[4] provincial average. However, this transition rate is only measuring those students who transition to a BC post-secondary institution. Due to our close geographic proximity to Alberta, many of our region's students choose to attend post-secondary in that province.

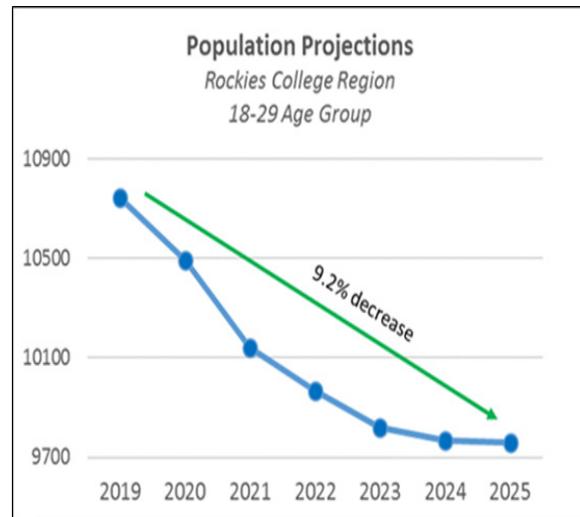
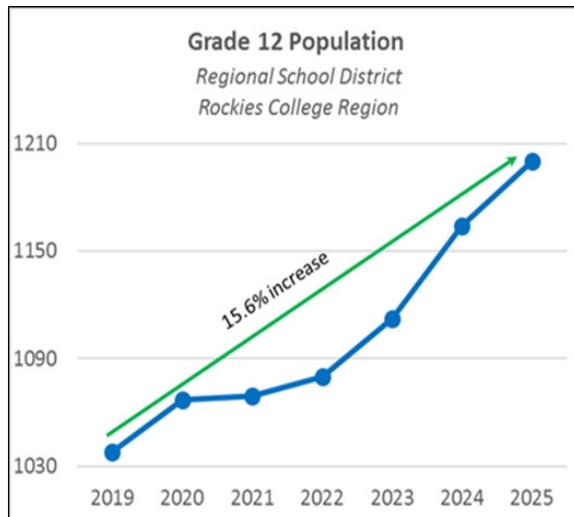
² EDUPROJ2020Mar.xlsx. BC Government Data Catalogue - Projection of Public School Aged Headcount Enrolments.

³ BC Stats Provincial Population Projections

⁴ Regional STP2019 Transition Matrices 2020-20-27.pdf.

- In 2019/20 College of the Rockies served 2,363 full-time equivalent (FTE) students. Of these, approximately 7.2 % self-declared as Indigenous upon enrolling at College of the Rockies. In the StatsCan 2016 census data⁵, 4.9% of Canada's total population are Aboriginal; 5.9% of BC population are Aboriginal and 8.5% of the population in Cranbrook agglomeration is aboriginal. Indigenous students in our region are completing high school at rates similar to non-indigenous students.⁶

- The number of international FTEs for the 2019/20 fiscal year was 383.4, a decrease of 0.07% compared with the 2018/19 fiscal year. The 2019/20 international FTEs make up 16 % of our overall FTEs and includes representation from 42 countries.



With low projected growth in the traditional domestic student base for our region, initiatives to strategically recruit and retain more students have taken on increased importance for the College.

- **Web Redesign:** In October 2019, we launched a new website designed to encourage both Millennials and Generation Y to explore the wide variety of training and education opportunities available at College of the Rockies.
- **Annual Open House** at College of the Rockies is an important recruiting tool among both high school and adult students living in the area. Our November 2019 Open House was well-attended and resulted in many new applicants to the College.
- **Local Recruitment:** Our Recruitment Officers work closely with our local high school counsellors to keep students informed of opportunities at our College. Prior to COVID-19, they conducted regular classroom visits, hosted Planning 10 classes, and facilitated “Student for a Day” programs. This focus on local recruiting is paying off. In the past ten school years (2009/2010 to 2018/2019), **74.4%** of the students in our College region who **immediately transitioned** to a BC post-secondary institution chose College of the Rockies as their BC post-secondary destination. This is the highest among BC community colleges. As a comparison, 65.9% in the Selkirk college region chose Selkirk College; 63.0% in the Northern Lights college region transitioned to the Northern Lights College.^[5]

⁵ <https://www12.statcan.gc.ca/census-recensement/2016/dp-pd/hltfst/abo-aut/Table.cfm?Lang=Eng&T=103&SR=1&S=88&O=A&RPP=9999&PR=59&D1=1&D2=1&D3=1>

⁶ BC Schools - Six Year Completion Rate. BC Government Data Catalogue

RESPONDING TO 2019|20 ACCOUNTABILITY FRAMEWORK PERFORMANCE MEASURE RESULTS

Overall Performance

- The overall performance results for 2019/20 are summarized in Appendix A. In general, College of the Rockies performed exceptionally well, having achieved or substantially achieved in all applicable categories but one -- Total Student Spaces. The circumstances that affected this category are discussed below.



Total Student Spaces

- The College met 84.7% of target for 2019/20 with 1493 total student spaces filled. There are three program areas that had low results that contributed to the target of 1762 not being achieved.

Community Literacy Outreach Program (CLOP)

It is important to note that the College does not directly deliver the community literacy program for the region. The program is delivered via partnership with Columbia Basin Adult Literacy (CBAL). The CBAL numbers are included in the performance measure for the College's domestic student FTE in 2018/19 we reported 150 while in 2019/20 we reported 85. The decline in reported FTE has impacted the increase in overall domestic enrolment we achieved in our academic programs which would have shown a 1.6% increase in domestic FTE, when excluding the CLOP FTEs.

Several factors contributed to the decline in CLOP FTEs. While some decline in actual activity is suspected and we are currently working to identify causes for this change, a number of challenges with the data reporting may account for what appears to be a significant drop.

- A misalignment of reporting cycles for the College and CBAL. As a result, a new COTR/CBAL registration form was introduced in 2019-20 to ensure CBAL activity accurately aligned with the College's fiscal year reporting. The new form resulted in some confusion and missing information. Further adjustments to the form have been made to mitigate the risk of this in future.
- CBAL has introduced improved training and coordination with community coordinators to ensure registration forms are being accurately reported within appropriate fiscal periods.
- We are working closely with the new East Kootenay Regional Manager to ensure a systematic and timely collection of registration forms going forward to help improve accuracy of reporting.



Nursing and other allied health programs

- We substantially achieved our target for nursing and allied health programs this past year with 171 spaces filled out of a targeted 184 spaces.
- Our nursing programs were well subscribed with 101.5% utilization in the Bachelor of Nursing Science and 96% in the Practical Nursing program.
- The Health Care Assistant (HCA) program had a target of 44 spaces. We were able to achieve 35, a utilization rate of 79.5%. We have seen declining enrollment in the HCA program over the past few years despite the availability of work in the health sector and our substantial recruiting efforts. In an effort to attract students to this program, we have held HCA program open house events twice per year, an annual College-wide open house, have partnered with Interior Health to publicize HCA intakes on social media platforms, and have engaged in direct recruitment efforts through leaders of long term care health services who sit on the College Advisory Committee. In the 2019/20 academic year, all HCA students who began the program successfully completed.
- The Dental Assisting program had a utilization rate of 86.4% with 19 of 22 spaces filled. We did not have any attrition and graduated all 19 students. Recruitment efforts for this program for the 2020/2021 academic year are expected to be challenging given the impact of the pandemic.

Aboriginal student spaces

- The College has focused efforts on overall growth and quality service and education for our Indigenous students. We saw a small increase in the reporting year.
- As outlined in the response below under Mandate #1, we have an active partnership with the Ktunaxa Nation and other Indigenous leaders that helps us provide excellent support to our Indigenous students.

Student assessment of usefulness of knowledge and skills performing job

- Former diploma, associate degree and certificate students – substantially achieved at 84.4%.
- The College's results over a five-year period sees some fluctuation, with an average of 87%. Student satisfaction with education and the quality of instruction is consistently high as is their assessment of skill development. One factor that can affect this performance measure is students in occupations not related to their program. This may be influencing the College's results.

RESPONDING TO THE MINISTER'S MANDATE

The following section outlines how College of the Rockies has responded to the priorities set out in Minister Mark's 2019/2020 mandate letter.

MANDATE #1

Implement the relevant education-related TRC Calls to Action 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.

COMMITMENT TO INDIGENOUS EDUCATION

In response to the Truth and Reconciliation Commission (TRC) Calls to Action and the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP), College of the Rockies is actively engaged in initiatives to support true and lasting reconciliation with Indigenous people in our region.

We work in close partnership with our Indigenous communities on the development of programs and services, indigenizing curriculum throughout our programs, and creating an inclusive environment that is welcoming and supportive of Indigenous learners. Please refer to Appendix B for details on initiatives we've undertaken in response to the TRC Calls to Action and articles of UNDRIP for public post-secondary institutions in British Columbia.

We are pleased to have a signed Memorandum of Understanding with the Ktunaxa Nation and have established an annual workplan to guide our activities. We also have an active relationship with Indigenous

Elders and Knowledge Holders that enrich the quality of our education and supports for all students. Our Indigenous Education Services team includes comprehensive support for faculty, students, staff and our Indigenous community partners with three full-time positions:

- The [Director of Indigenous Strategy and Reconciliation](#) works closely with local Indigenous communities to establish priorities for education and supports the College in creating policy and practices that are culturally appropriate.
- The [Indigenous Education Coordinator/Advisor](#) supports faculty to incorporate knowledge of Indigenous people's history and culture in curriculum and provides culturally appropriate education advising to Indigenous students.
- The [Indigenous Student Navigator](#) supports Indigenous students and Elders and organizes activities at the College's Gathering Place.

MANDATE #2

Work closely with government to support implementation of priority initiatives including those outlined in the Minister's mandate letter.

IMPROVING ACCESS TO POST-SECONDARY EDUCATION WITH A FOCUS ON VULNERABLE AND UNDER-REPRESENTED STUDENTS

Tuition-free Adult Basic Education

In the 2017/18 academic year, tuition-free Adult Basic Education (ABE) was reinstated in BC, making adult upgrading more accessible to learners, and opening pathways to further post-secondary education. The College's ABE program (also known as Upgrading for Academic and Career Entry - UACE) encourages prompt completion, increasing the potential for these students to continue with further post-secondary

learning. In adult upgrading we have implemented an intake process in which the learner is asked to articulate their longer-term educational goals, along with also being assessed to ensure they start with the appropriate upgrading level. Students are assisted in mapping an upgrading pathway—a sequence of courses—that moves them toward their educational goals as expeditiously as possible.

Youth in care

In keeping with the provincial government's commitment to improving education success of former youth in care, the College has resources in place to support the Tuition Waiver Program. The Student

Services Accessibility Coordinator role has also been increased to accommodate an increase in demand from students. In the 2019/20 academic year, we had nine former youth in care enrolled at College of the Rockies.

Accessibility

Our new Accessibility Services Coordinator has expertise in universal design and is assisting faculty to implement these strategies in the classroom.

Student Navigators

Many students are the first in their family to attend post-secondary. These students, in particular, may benefit from assistance in navigating College processes and accessing services. We have invested in two Student Navigator positions to better support student success. One of these positions is specifically focused on meeting the unique needs of our Indigenous students. The other position is overseeing our new peer mentorship program pilot.

Since switching to alternative delivery due to COVID-19, our navigators are playing a key role

in guiding students in the use of our technical tools for online learning. In addition, student navigators are guiding new and returning students through our 2020 JumpStart and Orientation virtual programs. Starting in August, the navigators are sending students a weekly email that include tips, tasks to complete, and helpful information to prepare students for the upcoming fall term. They also assist students in connecting to the resources they need (e.g. financial aid, education advising, enrolment services, Indigenous, international, accessibility services, etc.).

International Education Advising

An International Education Advisor 0.6 FTE position was added to our existing College-wide complement of Advisors to improve access for students seeking

academic and career advice. This increases the number of Education Advisor faculty aiding students in the 2019-2020 academic year to nine (4.6 FTE).

Open Education Resources

Providing access to education is a key mandate of colleges. At College of the Rockies we see the difference this makes in the lives of our students and communities every day. Open educational resources (OERs) are an important part of making education accessible. OERs reduce the costs for students, and they allow instructors the opportunity to customize their materials to meet the unique needs of their students. We are proud to share that Mary Shier, Adult

Upgrading Instructor and Education Advisor, was awarded the BCcampus Award for Excellence in Open Education. Mary has contributed significantly to the open education movement in B.C. through her efforts to create OERs for courses in the ABE program at College of the Rockies. Mary recently developed open textbook courses for Education and Career Planning, and Student Success and is in the process of designing ancillary resources for instructors.

Women in Trades

We hosted a group of 16 female foundation and apprenticeship students to engage in a dialogue about their experiences at the College and in their workplaces. The insights gained from this consultation formed the basis of our application for funding to create a Women in Trades mentoring program.

Our 2019/20 Electrician program consisted of almost as many female students as male, a first at the College.

It has always been our goal to increase the diversity of our trades classroom and to demonstrate that there are many, great-paying careers available in the trades to both women and men. To have reached an almost fifty-fifty ratio in our Electrician program, with females filling 7 of 16 spots, is exciting and we look forward to seeing the numbers continue to rise in our other trades programs.

Expanding programming aligned with high-demand occupations and priority sectors (such as trades, technology, and health)

We're excited to be launching the Autonomous Systems Technician program in September 2020 at the Cranbrook main campus. This two-year diploma program was developed in conjunction with Teck Resources as part of Canada's Digital Supercluster in response to emerging regional needs identified by local mining and resource sectors. Students who enroll in the Autonomous Systems Technician program will be introduced to the installation, maintenance, and repair of telecommunications equipment related to autonomous (i.e. driverless) heavy vehicles and the sensor networks used in the resource sectors.

The College continues to explore options for technology programming that will be sustainable in our region and which address the future labour market. We have completed a program demand gap analysis and consultations with external stakeholders have begun.

We are currently developing curriculum to expand our computer and engineering course offerings to improve pathways for STEM students and continue to work with industry to address specific technology-related training.

Thanks to both rotating base funds and one-time

funding, we were pleased to offer the Health Care Assistant programs in three communities: Cranbrook, Creston and Golden.

College of the Rockies co-hosted a job fair with BC Infrastructure and Benefits (BCIB) to encourage unemployed individuals to seek work related to the Highway 1 (Canyon section) project. We met with BCIB to identify their training needs which included trucking (Class 1), Heavy Equipment and Asphalt Paving Technician. We have secured funds for Class 1 and have begun training in Golden (through MSDPR) and hope to secure further funds to meet additional training needs for this 4-year expansion project in the Golden area.

We have continued delivery of Advanced Forestry Skills Training in partnership with Stillwater Consulting, training primarily youth and some Indigenous students in forestry skills.

In partnership with Skymount, we piloted a drone training 11-day program in Cranbrook.

We delivered an Introduction to Trades program in Invermere for high school students in an effort to create interest in trades careers.

Expanding co-op and work-integrated learning opportunities for all students

In 2019/20, we conducted an inventory of current co-op and work-integrated learning opportunities in our existing programming. This inventory will serve as a baseline from which to set strategic goals for expanding these important opportunities for students.

The College has recently invested in ORBIS software to support and grow our capacity to deliver work-integrated learning. We are in the start-up and implementation phase for four modules: Career Management Solutions, Co-op Education Management, Co-curricular Record Management and Experiential Education. These tools will create efficiency for staff and support student success by adding valuable experience and recognition of achievement beyond the traditional academic transcript.

Curriculum development is underway to develop two unique field school courses to be delivered in the Columbia Basin. The courses will be designed based on best practices in experiential, place-based, outdoor learning and will be tied closely to Indigenous teaching and learning theory.

In 2019/20 we were successful in securing funding from ACCE-WIL (Accountability Council for Co-op Education and Work-Integrated Learning) for three work integrated initiatives: Mentoring Women in Trades, Engaging East Kootenay Employers to Build Work-Integrated Learning Opportunities, and, Institutional Orientation and Capacity Building. Project work has begun and will be continuing into the next academic year.

Our Hospitality Management Program saw a 100% participation rate in co-op placements in the spring/summer of 2019 with a total of nine industry partners in the East Kootenay region. All students completed their full 500 hours of placement and successfully passed the co-op course. Feedback from students and employers is being used to implement continuous process improvements, including electronic forms and reporting along with enhanced support and meetings for students and employers.

MANDATE #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.

THIS PAST YEAR COLLEGE OF THE ROCKIES, UNDERTOOK THE FIRST MANDATORY THREE-YEAR REVIEW OF OUR INSTITUTIONAL SEXUAL VIOLENCE AND MISCONDUCT (SVM) POLICIES. THE FOLLOWING IS A SUMMARY OF THE PROCESS AND OUTCOME OF THAT REVIEW.

1. Conducted student consultations over the past year to inform the three-year SVM policy review:
 - A survey was circulated to the College community (including students, faculty and employees as well as community partners) requesting feedback on the SVM policy. We received 147 responses.
 - Two Bachelor of Science practicum students and a couple of members from the Sexual Violence Prevention and Response Committee facilitated a student focus group on the policy and proposed website. Male, female, domestic and international students attended.
2. Made amendments/changes to original SVM policy and procedures as a result of the review:
 - Changed the policy title and the referral of 'sexual violence and misconduct' to 'sexualized violence'.
 - Expanded the scope of the policy to include incidents that have substantial connection to the College. This communicates that we provide support to survivors/ complainants and initiate interim measures when the learning or working environment is adversely affected by an incident.
 - Added the term stealthing under the definition of sexual assault. *The Best Practice Guidelines Review* (Ministry) recommended institutions include this term.
 - Included the statement 'a single incident may, in certain circumstances, constitute harassment'.
 - Distinguished between stalking and sexualized stalking.
 - We added the terms 'complainant' and 'respondent' to lessen the perception of a perceived bias when 'survivor' and 'alleged perpetrator' terms are used.
 - Clarified that under some circumstances where a disclosure reveals a significant potential safety risk, the College would have an obligation to investigate, even if the individual has not filed a report.
3. Progress made to date on implementing SVM policy and procedures:
 - The revised Sexualized Violence Prevention and Response (SVPR) policy was approved by the Board of Governors in May 2020
 - The SVPR Committee developed content for our new SVPR website. The website will be going live during JumpStart/Orientation 2020 activities. The website includes the following: *Get Support, Provide Support, Reporting Options, Education and Initiatives* (includes education and training resources for students that BCcampus resourced for us), and *Contact*.
4. Ongoing activities and future planning to sustain institutional efforts for SVM prevention and response:
 - We continue to provide Campus Sexualized Violence Prevention and Response training to front-line staff, student leaders, faculty and management several times during the year.

- Developed a Sexualized Violence Prevention and Response pamphlet to be distributed during JumpStart, Orientation and throughout the year.
- Participated in a poster campaign (sponsored by the Ministry), communicating messages to students on what sexualized violence is and how to get help.
- We have provided an online *Students in Distress Resource Folder* which includes an electronic version of our *Mental Health and Wellbeing: Assisting Students in Distress* brochure, documents on how to support

survivors of sexualized violence, and community emergency contact information and resources, etc. This folder is made available to all College of the Rockies employees.

- The Director of Student Affairs and the Manager, Student Life and Athletics, participate on several Sexualized Violence Prevention and Response Provincial Committees and are working on the following initiatives: Training and Resources, Rural Institution Initiatives, K-12/PSI Transitions, Safe-sport, Reporting.

Mental Health

In December, College of the Rockies kicked off the development of the Health and Wellbeing Framework Project which included the following activities during Phase I:

- Developed an environmental scan and distributed to all College employees.
- Developed a Health and Wellbeing survey for employees and distributed to all College employees.
- Facilitated interviews with contacts at the following organizations/agencies:
 - Interior Health Authority - Substance Use Team, MHSU Network
 - Primary Health Care Providers – East Kootenay Division of Family Practice
 - Community Based Victim Services

Coordinator, Summit Community Services Society

- Community Connections
- Canadian Mental Health Association (CMHA)
- School District #5 - Health Promoting Schools
- Cranbrook RCMP - Mental Health Liaison
- Facilitated the following College of the Rockies focus groups:
 - Campus Managers
 - Student Life Team
 - International Team
 - Education Advisors
 - Accessibility Services and Counselling and Wellness staff

MANDATE #4

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

In 2015, the BC government began the process of transitioning to a new curriculum for K-12 students in the province. The changes are intended to modernize the education system to provide students with an education that is rigorous, but also flexible and innovative, ensuring they gain the knowledge, skills, and abilities they need to succeed in today's modern world.

Revisions to the K-12 curriculum will require preparation, as they affect everything from admissions processes, to assumptions about readiness, to teaching and learning styles. The first cohort from the revised K-12 curriculum is expected to enter post-secondary in the fall of 2020 and we have been preparing for this transition. A review of the BC K-12 curriculum was completed in 2019 in consultation with faculty, the Curriculum Standing Committee, and Education Council regarding changes to program admission requirements and course requisites. Education Council

approved program admission requirements and course requisites for all programs and courses in December 2019. The approved changes were communicated to College staff, including Recruitment Officers, Enrolment Services – Admissions and Registration staff, and Education Advisors. Updates to the 20-21 College calendar and webpages were completed in March, as were updates to Colleague prior to early registration for new applicants.

The College has been working toward a seamless transition for students from K-12 to post-secondary; this includes liaising with other institutions, attending Ministry forums, and enhancing dual credit opportunities to support transition. A task force is continuing to address admission requisites across programming to ensure that students have the skills they need to be successful in the post-secondary environment.

MANDATE #5

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

The College continues to actively participate in the ongoing development and improvement of the EducationPlannerBC common application system for both domestic and international applicants. We participate on the Functional Advisory Committee that provides support and advice to the Executive Director, EducationPlannerBC (EPBC). This Committee advises on functional enhancements and technology developments for application services and transcript services to ensure the best user experience for applicants/users and Post Secondary Institutions (PSI).

The College also contributes to the working committee for the EPBC Master Institution List (MIL) which supports current and future data transfer and exchange initiatives being transitioned from SFU to EPBC.

We also actively work with EPBC by representing BC Colleges and Institutions that utilize Colleague as their ERP. This work includes assisting with project planning and development to upgrade the current import process of EPBC applications to Colleague.

MANDATE #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.

College of the Rockies is committed to providing international education opportunities that support diversity and inclusion and promote relationship-building between our students and other regions and cultures around the world. We have found that the recruitment of international students benefits domestic students by helping to keep programs viable and creating opportunities to develop new programming.

In recognition of the need for a balanced and comprehensive approach to international education, the College has continued to expand our support for both inbound and outbound students.

International Students

2019-2020 marked the final year of our Strategic Plan which targeted growth in international student FTE to 390 by the end of 2020. The Plan also provided context for average annual growth of 15%.

Through the period from 2015 to 2020, international student FTE increased from 260 to 383 (+47.3%) with average annual growth of 13.3%. At the end of fiscal 2019-20, international students represented 16.2% of the College's overall student FTE. Achievement of the international FTE goal improved cultural awareness throughout the College, expanded the range of academic programs of study, and diversified revenue sources. Continued growth and balance in countries of origin in the international student population remain priorities for the College.

Recruitment practice has shifted toward more strategic, data-driven approaches in key regions

within Southeast Asia, Central and South America, with some European countries being pursued for specific outdoors programs. This targeted approach is further supported by revised admission processes that enable us to admit more qualified students. These students are committed to studying at the College and we expect them to complete programs within prescribed timeframes.

COVID-19 has significantly impacted international operations and students. Traditional recruitment practices have been replaced with online, virtual ones. Participation in online recruitment fairs, region-specific webinars, and conversations with recruitment agents further support our strategic recruitment approach. At the same time, students were quickly able to pivot from face-to-face classroom instruction to alternative delivery formats. As part of the College's COVID-19 response, additional learning supports, mental wellness supports, and financial aid were provided.

Student Learning Abroad

Our commitment to global engagement reaches beyond the important revenue streams created through inbound international activity. We recognize the need for our domestic students to develop their global and intercultural competencies. Learning-abroad opportunities support the College's strategic plan by preparing students for jobs or for the next stage in their academic journey in an increasingly globalized world.

As part of our 2018/2019 Integrated Plan, the College embarked on a strategic initiative to develop a more robust student learning-abroad program. Work is

continuing to expand our range of education abroad options, including internships, semesters abroad, field schools, and field trips. Opportunities have been explored with partner institutions in Ethiopia, Tanzania, Kenya, Ireland, Denmark, Andorra and the Netherlands. We have secured agreements with the University of Andorra and Avans University (the Netherlands) to offer exchange semesters for our third year Bachelor of Business Administration program students. Domestic students can study abroad and pay College of the Rockies domestic tuition fees. Three College students to date (one in 2019, two in 2020) have completed semester abroad studies at the University of Andorra.

In February 2019, seven Bachelor of Science in Nursing students travelled to Geneva for a week-long field trip as part of their Global Health course. In February 2020, eight Practical Nursing students took part in a one-week "Nursing in Ireland" field trip. The College was also set to carry out a 15-day "Mountain Tourism and Sustainability" field school in Andorra in June 2020, however, it was cancelled as part of the College's COVID-19 response.

Subject to safety and practicalities related to COVID-19, the College is set to proceed in 2021 with nursing field trips to Geneva and Ireland, and with the field school to Andorra. In addition, the College has carried out preliminary scoping for a "sustainability" field trip to Kenya and is prepared to proceed with development work on this student learning abroad opportunity when conditions permit. The College is also in frequent contact with Colleges and Institutes Canada (CICan) regarding their upcoming call for proposals for federal government funding to support outbound student mobility.

In 2019, the College sent 10 interns on six-month internships in Kenya, Tanzania, and Dominica. Two of these interns were College of the Rockies graduates. The program, funded through Global Affairs Canada, is part of the Government of Canada's Youth Employment Strategy and provides post-secondary graduates the opportunity to gain professional experience through international development work. The College was planning to send another cohort of 10 interns abroad in June 2020 but has postponed deployment due to the COVID-19 pandemic and travel restrictions.

MANDATE #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.

The College contributed to achieving the financial targets identified by the Ministry's Service Plan by developing and achieving a balanced financial budget and reporting a small surplus on the 2019/20 audited Financial Statements. The College is required to provide regular, detailed financial results to the Ministry and our Board of Governors throughout the fiscal period to ensure revenues and expenditures are on track with the Board approved budget submission. The College continually seeks cost efficiencies and is actively engaged in opportunities for collaborative procurement of goods and services within the sector.

In 2019/20, we adjusted trades programming to ensure alignment with industry and student demand and to optimize available funding. Specifically, we consolidated Professional Cook Training into one cohort, suspended the Piping Trades foundation program, and implemented apprentice levels for the Plumber trade.

The College continually seeks cost efficiencies and is actively engaged in opportunities for collaborative procurement of goods and services with other post-secondary institutions in the province. Over the

past year we experienced cost savings from volume purchasing of office supplies, vending services, commercial cards, technology hardware/software/licenses/services and other general items. We are committed to expanding our involvement in shared procurement to identify further cost efficiencies and have College employees closely involved in various provincial teams in support of this.

Over the past year we have been engaged in a major capital construction project that will more than double our capacity for on-campus student housing. This project has included a focus on constructing highly efficient buildings that will result in improved comfort and decreased maintenance and operating costs for many years into the future.

College of the Rockies is actively engaged in developing and delivering custom training to meet the needs of industry. Our significant success in this function is critical in achieving our financial targets. Over the 2019/20 fiscal period, we supported training needs of many industry partners including those in the forestry, mining, transportation, and fire services sectors.

The College has made an investment over the past year in our brand presence in support of student recruitment and institutional reputation that ultimately supports our financial targets. In October 2019, we launched our new website which had been completely reengineered with our target markets at top of mind.

Our “Programs” section allows potential students to explore program options based on their personal interests (eg. “Work with my Hands”), which will aid those students who haven’t chosen an educational path and may need extra help in deciding to attend post-secondary.

MANDATE #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.

College of the Rockies Board of Governors approved a two per cent increase in tuition and mandatory fees for the 2019-20 academic year. College of the Rockies

has not introduced any new mandatory fees since the Ministry of Advanced Education, Skills, and Training introduced the tuition limit policy in 2005.



PERFORMANCE PLAN

2015 - 2020 STRATEGIC PLAN



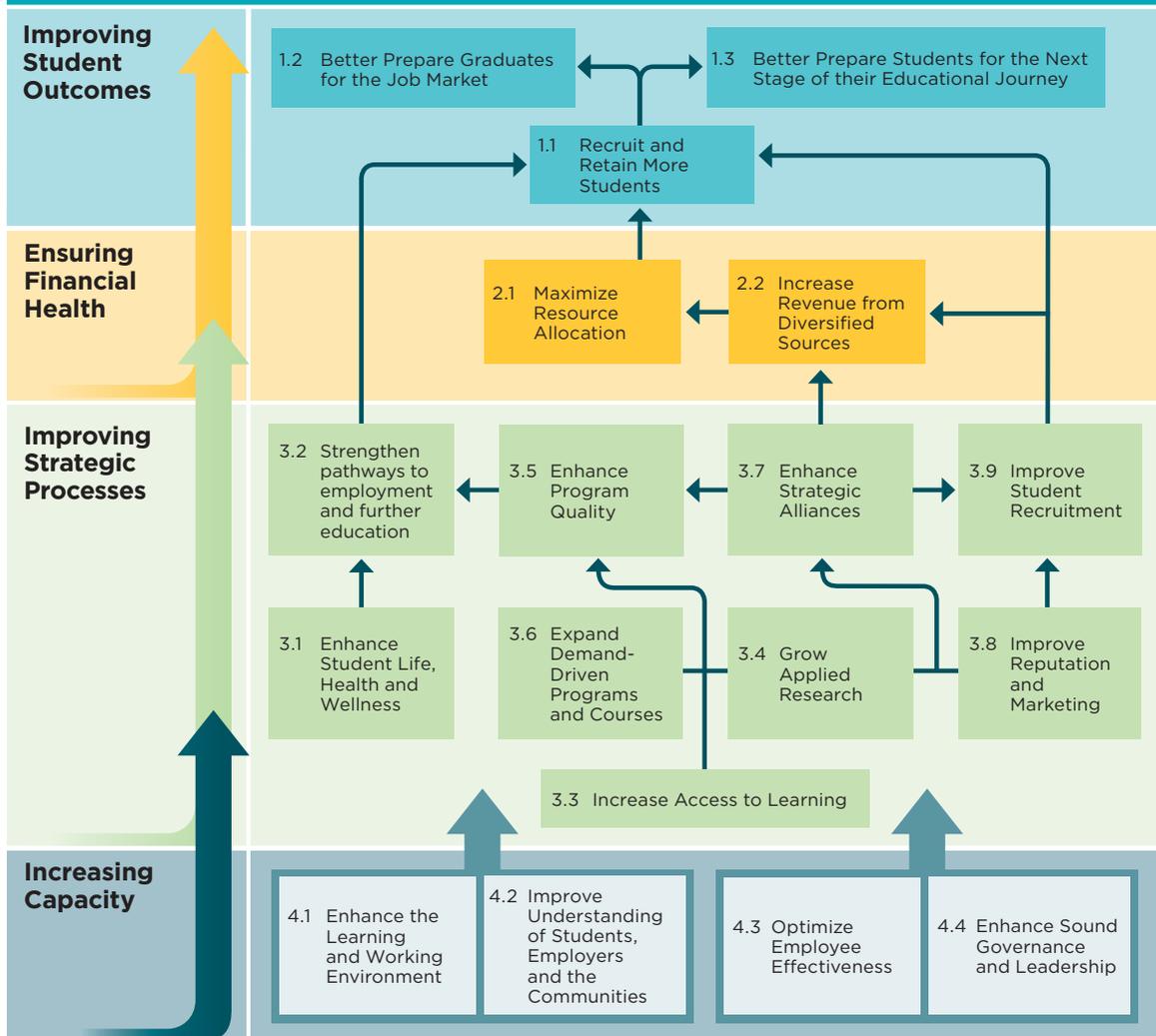
COLLEGE OF THE ROCKIES

OUR MISSION:

To transform lives and enrich communities through the power of education

OUR VISION:

To create and deliver the most personal student experience in Canada



OUR VALUES:

- Student Success Drives our Success
- Appreciate People, Land and Culture
- Listen and Accelerate Understanding
- Be Curious and Creative

MANDATE #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.

College Objectives

- 1.1 Recruit and retain more students
- 1.2 Better prepare graduates for the job market
- 1.3 Better prepare students for the next stage of their educational journey

Planned Tactics 2020/2021

- Continue to augment the \$125,000 'one-time' funding provided by the Ministry to maintain the three FTE positions that make up our Indigenous Services team: the Director Indigenous Strategy and Reconciliation, the Indigenous Coordinator / Education Advisor, and the Indigenous Student Navigator.
- Continue an Indigenous speaker and film series.
- Continue learning sessions for faculty, staff, management including Kairos Blanket exercise, Box-Circle Experiential exercise, workshops, and our Ktunaxa 100 Introduction to the Ktunaxa People course.
- Re-establish our Indigenous Advisory Committee, including representatives of each band and Metis organizations within the College of the Rockies region, and meet quarterly.
- Conduct virtual interviews and create videos with Ktunaxa Nation, Metis Association and other Indigenous organizations to describe local resources and services available for students.
- Orientation Week/Jumpstart Activities will be designed to engage students and staff. Videos were created to communicate the Indigenous supports and services available through the Indigenous Education Team. Virtual student and staff coffee sessions will be designed to allow for questions and clear descriptions of supports and services available.
- Begin development of an Indigenous Plan for achieving strategic priorities.
- Develop a program proposal and curricula for an Indigenous Studies certificate or diploma. This program will include new courses that can also be taken as electives or incorporated into other programs, such as Aboriginal Support Worker or Human Service Worker Programs.
- Offer Indigenous awareness events including: Student activities for Orange Shirt Day, Moose Hide Campaign, Red Dress Campaign, Indigenous History Month, Indigenous People's Day, etc.
- Include Indigenous Knowledge and Culture - We continue to assist faculty with inclusion of Indigenous topics, materials and resources. We have developed presentations and resources for use in classrooms and department meetings to assist faculty and management in incorporating content and perspective into programming and practice. We actively engage Elders and Knowledge Keepers as part of our community of learning.

MANDATE #2

Contribute to an accessible and relevant post-secondary system by:

Implementing initiatives to increase participation and success of students, including vulnerable and underrepresented groups, and promoting gender parity

College Objectives

- 1.1 Recruit and retain more students
- 1.2 Better prepare graduates for the job market
- 1.3 Better prepare students for the next stage of their educational journey

Planned Tactics 2020/2021

- Develop a peer mentorship program which would see peer mentors support and guide peer mentees as they transition to the College. Mentors help their mentees navigate their first year of college through one-on-one support and other events organized by the Student Services and Student Life staff. The program will be piloted in Fall 2020 for students with disabilities and international students. Further expansion will take place in 2021.
- Deliver a high-quality virtual JumpStart program to set students on the path to success. The JumpStart program will be enhanced in consideration of the new safety measures and alternative delivery requirements due to the COVID_19 pandemic. The program will be made available for students to access virtually in advance of starting their studies.
- Continue to deliver the Education and Skills for Employment program (ESEP), designed to increase the success of people with cognitive disabilities in a variety of areas of employment. Through individual learning plans, courses introduce students to workplace skills, provide the opportunity to demonstrate employment readiness, and open the door for future learning and employment in our communities and beyond. This program combines an interactive classroom experience with work placement within the community.
- The number of international students has increased during the past two years. International students have unique needs for Education Advising. Following a pilot in 2019-20 we will continue with an ongoing .6 FTE position for International Education Advising.
- Former Youth in Care students continue to access the tuition waiver program at a stable rate of about 9 or 10 students per year. We will continue to support and promote this program.
- Student Navigators will participate in Ministry-led Campus Navigator Community of Practice



Ensuring student safety and inclusion

College Objectives

- 1.1 Recruit and retain more students
- 3.1 Enhance student life, health and wellness

Planned Tactics 2020/2021

- We are making careful adjustments to student life and student housing protocols following Public Health Office, WorksafeBC and Go Forward Guidelines to ensure safe participation in campus-based activities and housing.
- We are excited to be adding 100 student housing spaces to be open starting in late-fall 2020.
- For fall 2020, we will distribute web-based, sexualized violence training to our students as part of our JumpStart/Orientation activities. The topics include: *Consent, Relationships and Boundaries, Active Bystander, and How to Support a Survivor of Sexual Violence.*
- Complete an environmental scan of health and wellness to identify strengths and opportunities for improvement. In 2019, College of the Rockies kicked off the development of the Health and Wellbeing Framework Project. In 2020, Phase 2 of the project will include a focus groups with an adapted agenda based on the results of the Campus Mental Health Survey results (student and employee surveys), and the Environmental Scan Survey results. BSN practicum students will be placed in Student Services to assist on the project.
- Participate in the Sexual Violence and Misconduct Student Climate Survey 2021 and Investigative Training in Fall 2020
- Conduct an evaluation of our sexualized violence training and resources using the Toolkit for BC Post-Secondary Institutions and enhance existing training for student leaders, peer mentors, athletes, Student Association, etc.; create an online orientation course for student athletes and promote our SVPR training resources
- Develop SVPR training for employees

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

College Objectives

- 1.1 Recruit and retain more students
- 1.2 Better prepare graduates for the job market
- 1.3 Better prepare students for the next stage of their educational journey

Planned Tactics 2020/2021

- Expand access to learning tools such as LinkedIn Learning for all registered students
- Implementing ORBIS software to build capacity for work integrated learning. Modules will include supports for career services, co-op, work integrated learning, and co-curricular records of experiential learning for students.
- Procure Curriculum Management software to support the quality assurance process of managing and maintaining curriculum. This software will increase efficiency and accuracy of documents by replacing manual processes with digital solutions. The software will assist the Curriculum Standing Committee and work of the Education Council.
- Replace outdated telephone and voice messaging system to ensure reliable communication systems are available to support all users.
- Implement the Ellucian Intelligent Learning Platform (ILP) to provide integration between Colleague and Moodle. The ILP synchronizes data between Colleague and Moodle for online and hybrid courses thereby allowing students to get the most up-to-date grade information from a single location. Administrative tasks will be streamlined to increase efficiency and reduce data entry errors.
- Implement multi-factor authentication for cybersecurity to add credential security and strengthen mitigation against cyber-attacks.
- Enhance technology resources for remote teaching and learning to facilitate synchronous



and asynchronous delivery of courses and generally support working and learning remotely. Computers, recording equipment and accessories will be purchased, installed and distributed to build capacity.

- Adopt a new theme for Moodle learning management system to enhance the teaching and learning environment.
- Launch RegisterBlast software to enhance student services including processes such as online exam registration and scheduling and customizing of accessibility accommodations.
- Implement a new housing management software system to create efficiencies in the operations of student housing including application, room assignment, communication and billing. The software will provide data to support informed decision-making, replace manual systems, and optimize the student experience.
- Implement Microsoft Bookings which allows students to book an in-person, Teams or phone appointment with one of our student services professionals (education advisors, financial aid, co-op and employment, accessibility services, counselling and wellness, writing lab, International services) using the MS Bookings scheduling application. In addition to serving our online students more effectively, wait times for appointments will be reduced as the online meeting option will increase the accessibility of the advisors located at our regional campuses.

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

College Objectives

- 1.1 Recruit and retain more students
- 1.2 Better prepare graduates for the job market
- 1.3 Better prepare students for the next stage of their educational journey

Planned Tactics 2020/2021

- Launch the two-year pilot of Autonomous Systems Technician program, developed in conjunction with Teck Resources Limited and Canada's Digital Technology Supercluster to respond to the resource industry's need for technicians skilled at installing and supporting wireless sensor and controller network systems. The program is also designed such that graduates may find employment in a variety of telecommunication industry settings.
- Launch the new Financial Services diploma. The field of financial services is forecasted to have significant job openings over the next ten years, including in the Kootenay region. Our new Financial Services diploma prepares



students with the skills and knowledge needed to enter this in-demand field and/or to continue to a Bachelor of Business Administration program.

- Offer Health Care Assistant programming in three communities: Fernie, Invermere and Cranbrook in Fall 2020.
- Deliver Class 1 Truck Driver (17-week program funded by Ministry of Social Development and Poverty Reduction) twice in Golden to meet the need for truckers in Highway 1 expansion.
- Deliver Introduction to Construction (17-week program funded by MSDPR) in Cranbrook twice and Fernie once to meet demand for construction labourers.

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

College Objectives

- 1.1 Recruit and retain more students
- 1.2 Better prepare graduates for the job market
- 1.3 Better prepare students for the next stage of their educational journey
- 3.1 Enhance student life, health and wellness
- 3.5 Enhance program quality
- 3.9 Improve student recruitment

Planned Tactics 2020/2021

- COVID-19 has reinforced the importance of a strategic, multi-pronged approach to recruitment and has reaffirmed the importance of student retention. We will continue to update and create process maps throughout 2020/21 to support our focus on recruitment and retention.
- The Manager, International Education will continue to work closely with Deans and the Registrar to determine seat capacities in programs and classes. As well, we will continue to support and promote programs with co-op learning components, including the Hospitality



Management diploma program and the new Financial Services diploma program.

- COVID-19 has necessitated that we move more learning and services online. Over the next year, we will continue a College-wide approach to virtual learning, student support, and orientation events to support International students. Another focus over the next year will be to help International students develop and enhance their soft skills.
- To continually improve upon communication with international students, the International

Office will contact every current and new student more regularly and through a variety of channels.

- We are working more closely with Guard.me and keepme.SAFE to actively make students aware of the wellness resources that are available to them. As well, through Guard.me, we are exploring the implementation of a pre-departure app which will assist us in providing pre-departure information in a more timely fashion.
- We will continue to access and use labour market data to understand which industries may demand graduates 2-3 years in the future - allowing us to better target and inform prospective students.
- We will continue to work more closely with our super-agent in India to ensure their agent network is seeking the most qualified

applicants, especially those applicants who view College of the Rockies as their preferred institution of study.

- We will explore new and emerging contemporary mediums (i.e. online platforms) to recruit students using a data-driven approach to evaluate these online platforms and the geographic regions we are targeting.
- In 2020-21 we will assign staff to oversee key recruitment regions as specialists rather than viewing recruitment through a generalist lens.
- Will continue to, participate in virtual recruitment fairs and webinars throughout 2020-21.
- In the fall of 2020, we will undertake a visioning exercise to evaluate how we recruit students and why, to more effectively plan our recruiting strategy.

MANDATE #3

Develop and recognize flexible learning pathways for students to access post-secondary education and skills training, including:

Actively engaging with local school districts to expand dual credit opportunities for students

College Objectives

- 1.1 Recruit and retain more students
- 1.2 Better prepare graduates for the job market
- 1.3 Better prepare students for the next stage of their educational journey
- 3.1 Enhance student life, health and wellness
- 3.5 Enhance program quality
- 3.9 Improve student recruitment

Planned Tactics 2020/2021

- Strengthen high school partnerships with a comprehensive recruitment and engagement plan, including dual credit opportunities, to streamline students' successful transition to post-secondary, resulting in an increase in enrollment at the College, and subsequent retention of these students.
- With the support of funding through Columbia Basin Trust, invest in a flexible mobile lab/classroom established to increase the College's connection with communities across the East



Kootenay. This mobile lab/classroom would facilitate specialized on-site workforce training, applied demonstrations for student recruitment purposes, and enhance participation in community outreach events.

- Develop a user-friendly handbook for dual credit opportunities that focusses on the information needs of secondary students and their parents.

Support lifelong learning pathways across the public post-secondary system

College Objectives

- | | |
|---|---|
| 1.1 Recruit and retain more students | 3.1 Enhance student life, health and wellness |
| 1.2 Better prepare graduates for the job market | 3.5 Enhance program quality |
| 1.3 Better prepare students for the next stage of their educational journey | 3.9 Improve student recruitment |

Planned Tactics 2020/2021

- With the support of funding through the Columbia Basin Trust, we will engage in student success through the Community Linkages initiative to support regional industry competitiveness, enhance employer-student-graduate connections, increase opportunities to keep graduates in the region's workforce, and augment the College's ability to impact the region's economy. Alumni Network development will foster a sense of Basin identity while improving the student experience through role modelling and mentoring of current students embarking on their careers. Linkages between the region's job market and employment opportunities, along with the training and education offered by the College, will contribute to a stronger and more resilient regional economy. Lastly, providing students with pathways and a smooth transition from secondary to post-secondary to employment will be a key objective.
- Continue to seek credit transfer recognition for our students and graduates. In June 2020 we received CPA approval of two accounting courses as meeting the prerequisites for entry into the CPA Professional Education Program. Additional courses will be adjusted to meet the competencies as we seek further recognition in the 2020-21 academic year.

Advance and support open learning resources

College Objectives

- | | |
|---|---|
| 1.1 Recruit and retain more students | 3.1 Enhance student life, health and wellness |
| 1.2 Better prepare graduates for the job market | 3.5 Enhance program quality |
| 1.3 Better prepare students for the next stage of their educational journey | 3.9 Improve student recruitment |

Planned Tactics 2020/2021

- BC Campus has jointly awarded College of the Rockies and Selkirk College an Open Education Foundation Grant for the development of OE ancillary resources (vodcasts, podcasts, screencasts, homework systems, multimodal assessment, etc.) at the two institutions. Our goals for this project are to:
 1. Identify faculty needs as well as existing resources for open education development and use at each of our colleges.
 2. Use these data to develop an Open Learning Resource Inventory (OLRI) and determine directions for future development of open education ancillary resources.
 3. Assist faculty with design, training, and support of projects that fill gaps for ancillary resources.
 4. Showcase the developed open education resources (OER) at the annual Learning Region Symposium, to be hosted next year at Selkirk College.
- An investment in our Office Administration program was made to develop online course resources associated with the OFAD 157 Business Math course. The online Business Math learning resources will launch in Sept 2020 and provide students with improved learning resources leading to increased success, and cost savings due to the elimination of the need to purchase a textbook.

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

College Objectives

- | | |
|---|---|
| 1.1 Recruit and retain more students | 3.1 Enhance student life, health and wellness |
| 1.2 Better prepare graduates for the job market | 3.5 Enhance program quality |
| 1.3 Better prepare students for the next stage of their educational journey | 3.9 Improve student recruitment |



Planned Tactics 2020/2021

- The Health Care Assistant program will be available in three communities this year: Invermere, Fernie, and Cranbrook.
- We will launch the two-year pilot of Autonomous Systems Technician program, developed in conjunction with Teck Resources Limited and Canada's Digital Technology Supercluster to respond to the resource industry's need for technicians skilled at installing and supporting wireless sensor and controller network systems. The program is also designed such that graduates may find employment in a variety of telecommunication industry settings.
- With ACCE-WIL funding received for the Women in Trades Mentoring Project we will help women persist through their apprenticeship journey. When operational, this will include pairing apprentices with journeymen for support and mentoring, training mentors, running networking events, social media/Facebook site to share information and resources for women in trades.
- Enrolments in high priority occupation areas have been trending upwards in Trades, Early Childhood Education, Human Service Worker, University Studies – Science and Business and Tourism Management. We will continue to seek opportunities to build capacity to increase these high demand program areas.
- We are pleased to have received Ministry funding to expand seats in our Early Childhood Education programs from 30 to 55 FTEs. We are collaborating with community partners to create solutions to fill the labour market need.

Increasing co-op and work-integrated learning opportunities

College Objectives

- | | |
|---|---|
| 1.1 Recruit and retain more students | 3.1 Enhance student life, health and wellness |
| 1.2 Better prepare graduates for the job market | 3.5 Enhance program quality |
| 1.3 Better prepare students for the next stage of their educational journey | 3.9 Improve student recruitment |



Planned Tactics 2020/2021

- We have recently invested in ORBIS software as a system to support and grow our capacity to deliver work-integrated learning. We are in the start-up and implementation phase for four modules: Career Management Solutions, Co-op Education Management, Co-curricular Record Management, and Experiential Education. These tools will create efficiency for staff and support student success by adding valuable experience and recognition of achievement beyond the traditional academic transcript. Implementation will continue throughout the year with training for staff as modules are completed.
- Curriculum development is underway for two unique field school courses to be delivered in the Columbia Basin. The courses will be designed based on best practices in experiential, place-based, outdoor learning and be tied closely to Indigenous teaching and learning theory.
- In 2019/20 we were successful in securing funding from ACCE-WIL (Accountability Council for Co-op Education and Work-Integrated Learning) for three work integrated initiatives: Mentoring Women in Trades, Engaging East Kootenay Employers to Build Work-Integrated Learning Opportunities, and Institutional Orientation and Capacity Building. Project work has begun and will be continuing into the next year. The capacity building project will build an institutional framework to support the expansion of co-op options across programs at College of the Rockies.

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

College Objectives

- | | |
|---|---|
| 1.1 Recruit and retain more students | 3.1 Enhance student life, health and wellness |
| 1.2 Better prepare graduates for the job market | 3.5 Enhance program quality |
| 1.3 Better prepare students for the next stage of their educational journey | 3.9 Improve student recruitment |

Planned Tactics 2020/2021

- We are working with Continuing Education colleagues across the system to develop a Building Maintenance (custodial) program including additional COVID sanitation pieces that will serve the needs of the province.
- We are exploring the potential to make ABE available to more communities through alternative delivery methods.
- Over the past year, our Recruitment team has been working with Kootenay Employment Services (KES) to present education and career options to KES clients in various demographic groups: Aspire (adults recently out of high school), Encore (55+ adults), and Shift (female focused group). These presentations will continue via virtual methods throughout the 2020/21 academic year. The Recruitment team will hold open virtual events targeted specifically to adults looking to make career transitions.
- During the summer of 2020, we launched a local online ad campaign to encourage adults who may have been negatively impacted by COVID-19, to explore new educational and career options. This campaign will continue throughout 2020/21.

Supporting students' awareness of career planning resources (such as the Labour Market Outlook)

College Objectives

- | | |
|---|---|
| 1.1 Recruit and retain more students | 3.1 Enhance student life, health and wellness |
| 1.2 Better prepare graduates for the job market | 3.5 Enhance program quality |
| 1.3 Better prepare students for the next stage of their educational journey | 3.9 Improve student recruitment |

Planned Tactics 2020/2021

- Expand our co-op program offerings and infrastructure.
- Creation of the COTR Experience Portal (Orbis Software) will offer students, employers and staff an interactive platform including features, such as: events calendar, workshop information, reporting functions, interview scheduling, application package storage, tracking of co-curricular activities, etc. thereby, enhancing students' employability.
- Create a campaign to help alumni set up accounts in the Experience Portal so they can have continual support should they chose to advance their careers or switch careers.
- The Experience Portal makes a connection between job postings and related programs that are offered at the College, giving businesses the opportunity to search out students in specific programs that match their industry needs.
- Adapt our annual Career and Job Fair to an online platform to support students in their career journey.
- Create a campaign to attract businesses locally/provincially/nationally to use the College's job bank, highlighting the programs offered by the College.
- Offer employment workshops online.
- Pilot a Peer Mentor Program.
- Transform the annual Jumpstart and Orientation programming from a face-to-face to a virtual delivery format.
- Use tools such as EMSI Analyst and WorkBC LMO to assess employer needs in the region, including expected job openings, high demand occupations, required education and training, assumptions about the future such as retirement rates, economic growth rates and immigration levels, etc..

APPENDIX A

COLLEGE OF THE ROCKIES 2019/20 ACCOUNTABILITY FRAMEWORK PERFORMANCE MEASURE RESULTS

Performance measure ¹	Reporting year		2019/20 Actual	2019/20 Assessment
	2018/19 Actual	2019/20 Target		
STUDENT SPACES²				
Total student spaces	1,573	1,762	1,493	Not achieved
Nursing and other allied health programs	194	184	171	Substantially achieved
Developmental programs	316	171	178	Achieved
CREDENTIALS AWARDED³				
Number	544	543	570	Achieved
ABORIGINAL STUDENT SPACES⁴				
Total Aboriginal student spaces	230	Increase	254	Achieved
Ministry (AEST)	169		175	
Industry Training Authority (ITA)	61		79	

STUDENT SATISFACTION WITH EDUCATION ^{5,6}						
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	92.0%	1.7%	≥ 90%	90.1%	1.8%	Achieved
Trades foundation and trades-related						
Vocational graduates	90.4%	4.2%		96.6%	2.5%	Achieved
Former apprenticeship students	89.6%	5.6%		89.1%	5.4%	Achieved
Bachelor degree graduates	N/A	N/A		N/A	N/A	Not assessed
STUDENT ASSESSMENT OF THE QUALITY OF INSTRUCTION ^{5,6}						
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	92.9%	1.6%	≥ 90%	93.5%	1.5%	Achieved
Trades foundation and trades-related						
Vocational graduates	90.4%	4.2%		95.4%	2.9%	Achieved
Former apprenticeship students	87.5%	6.1%		95.7%	3.6%	Achieved
Bachelor degree graduates	N/A	N/A		N/A	N/A	Not assessed
STUDENT ASSESSMENT OF SKILL DEVELOPMENT ^{5,6}						
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	87.3%	2.4%	≥ 85%	87.3%	2.5%	Achieved
Trades foundation and trades-related						
Vocational graduates	87.2%	5.2%		93.1%	3.0%	Achieved
Former apprenticeship students	85.9%	6.5%		88.7%	5.6%	Achieved
Bachelor degree graduates	N/A	N/A		N/A	N/A	Not assessed
STUDENT ASSESSMENT OF USEFULNESS OF KNOWLEDGE AND SKILLS IN PERFORMING JOB ^{5,6}						
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	90.4%	3.1%	≥ 90%	84.4%	3.7%	Substantially achieved
Trades foundation and trades-related						
Vocational graduates	72.6%	8.5%		93.0%	4.4%	Achieved
Former apprenticeship students	91.3%	5.4%		97.7%	2.8%	Achieved
Bachelor degree graduates	N/A	N/A		N/A	N/A	Not assessed
UNEMPLOYMENT RATE ^{5,6}						
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	6.7%	2.5%	≤ 13.0%	5.4%	2.2%	Achieved
Trades foundation and trades-related						
Vocational graduates	13.7%	5.6%		5.3%	3.7%	Achieved
Former apprenticeship students	4.2%	3.7%		4.3%	3.6%	Achieved
Bachelor degree graduates	N/A	N/A		N/A	N/A	Not assessed

Notes:

TBI - Institutions are required to include their target and assessment.

N/A - Not assessed

1 Please consult the 2019/20 Standards Manual for a current description of each measure. See https://www2.gov.bc.ca/assets/gov/education/post-secondary-education/institution-resources-administration/accountability-framework/standards_manual.pdf

2 Results from the 2018/19 reporting year are based on data from the 2018/19 fiscal year; results from the 2019/20 reporting period are based on data from the 2019/20 fiscal year.

3 Annual performance is measured using a rolling three-year average of the most recent fiscal years, e.g., the results for the 2019/20 reporting year are a three-year average of the 2016/17, 2017/18, and 2018/19 fiscal years.

4 Results from the 2018/19 reporting year are based on data from the 2017/18 fiscal year; results from the 2019/20 reporting period are based on data from the 2018/19 fiscal year.

5 Results from the 2018/19 reporting year are based on 2018 survey data; results from the 2019/20 reporting year are based on 2019 survey data. For all survey results, if the result plus or minus the margin of error includes the target, the measure is assessed as achieved. In all cases, the survey result and the margin of error are used to determine the target assessment. Survey results are not assessed if the number of respondents is less than 20 or the margin of error is greater than 10%.

6 As of the 2019/20 reporting year, the trades foundation and trades-related vocational graduates have been split out from the former diploma, associate degree and certificate students. 2018/19 actuals have been restated using the revised student groupings.

As of the 2019/20 reporting year, the "exceeded" category has been re category scale: Achieved, Substantially Achieved, or Not Achieved.

TARGET ASSESSMENT SCALE	DESCRIPTION
Achieved	100% or more of the target
Substantially achieved	90% - 99% of the target
Not achieved	Less than 90% of the target
Not assessed	Survey results with less than 20 respondents or a margin of error of 10% or greater, descriptive measures, and measures without targets

College of the Rockies

2019/20 Accountability Framework Performance Measure Results

Performance measure	Reporting year			
	2018/19	2019/20	2019/20	2019/20
	Actual	Target	Actual	Assessment

FORMER DIPLOMA, ASSOCIATE DEGREE AND CERTIFICATE STUDENTS' ASSESSMENT OF SKILL DEVELOPMENT						
	%	+/-		%	+/-	
Skills development (avg. %)	87.3%	2.4%	≥ 85%	87.3%	2.5%	Achieved
Written communication	85.2%	2.4%		87.1%	2.4%	
Oral communication	81.1%	2.8%		78.8%	3.0%	
Group collaboration	88.7%	2.1%		85.3%	2.2%	
Critical analysis	90.7%	1.8%		89.5%	1.9%	
Problem resolution	84.7%	2.3%		87.1%	2.1%	
Learn on your own	90.7%	1.9%		92.7%	1.6%	
Reading and comprehension	88.7%	2.1%		88.1%	2.0%	

TRADES FOUNDATION AND TRADES-RELATED VOCATIONAL GRADUATES' ASSESSMENT OF SKILL DEVELOPMENT						
	%	+/-		%	+/-	
Skills development (avg. %)	87.2%	5.2%	≥ 85%	93.1%	3.0%	Achieved
Written communication	72.9%	8.8%		82.2%	9.4%	
Oral communication	82.5%	7.1%		91.1%	6.0%	
Group collaboration	97.5%	2.3%		93.0%	3.6%	
Critical analysis	90.1%	4.4%		92.9%	3.7%	
Problem resolution	90.0%	4.4%		93.0%	3.6%	
Learn on your own	86.3%	5.1%		95.4%	2.9%	
Reading and comprehension	95.0%	3.2%		97.7%	2.1%	

FORMER APPRENTICESHIP STUDENTS' ASSESSMENT OF SKILL DEVELOPMENT						
	%	+/-		%	+/-	
Skills development (avg. %)	85.9%	6.5%	≥ 85%	88.7%	5.6%	Achieved
Written communication	N/A	N/A		N/A	N/A	
Oral communication	N/A	N/A		N/A	N/A	
Group collaboration	84.4%	7.2%		86.8%	7.4%	
Critical analysis	93.5%	4.8%		90.7%	5.5%	
Problem resolution	91.7%	5.1%		93.2%	4.7%	
Learn on your own	80.9%	7.4%		83.7%	7.1%	
Reading and comprehension	87.0%	6.5%		95.5%	3.9%	

APPENDIX B

Mandate Priority #1 Progress Report

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

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

TRC CALL TO ACTION of[1] and UN DECLARATION on the RIGHTS OF INDIGENOUS PEOPLES ARTICLE	PROGRESS	NEW INITIATIVES AND PARTNERSHIPS	CONTINUING INITIATIVES AND PARTNERSHIPS
<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 educated and trained about the potential for Aboriginal communities and families to provide more appropriate solutions to family healing.</p>	<p>Continuing: The College's Social Work pre-major program has a great deal of Indigenous content. This department also utilizes local input and guidance through our Indigenous Education team, guest speakers, and tours of St Eugene Mission.</p>	<p>Renowned Metis Social Worker/ Speaker Maurice Trudel was brought in to speak to a specific class and made two appearances in the lecture theatre to College staff and students.</p> <p>Our Indigenous Education Team working closely to provide guidance in implementing local content.</p> <p>We are working on digital interviews with Knowledge Holders on specific course topics that will be included in online courses.</p>	<p>Graduated a cohort of Indigenous students in an enhanced Human Service Worker Program in Jan. 2020. The program was developed in partnership with the Ktunaxa Nation.</p> <p>The use of Elders and Knowledge Holders in this program in the form of guest speakers was established.</p> <p>A clear partnership has been developed between the College and Ktunaxa Kinbasket Child & Family Services and other Indigenous agencies, for collaboration on content, as well as practicum placement opportunities.</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>Continuing: Our ECE program has a great deal of Indigenous content, and faculty also incorporate local input and guidance through our Indigenous Education team, guest speakers, and tours of St Eugene Mission.</p>	<p>We are working closely with this department to fully integrate Ktunaxa/ Metis/Indigenous content and perspective into core courses.</p>	<p>Partnerships, (practicum, field visits) with two daycare centers located in Ktunaxa communities.</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>Continuing : College of the Rockies offers two Ktunaxa language courses, and Ktunaxa 100 - Introduction to the Ktunaxa People, which is offered free to all staff. These three courses can be used as dual credit for regional high school students.</p>	<p>Work on Indigenous Studies certificate and diploma programs began in September 2019. A Ktunaxa instructor was hired in January 2020 to complete the work. Four existing courses have been enhanced, and the program, including course detail, has been mapped out.</p>	<p>Work on the Indigenous Studies certificate & diploma will continue throughout this year, with potential implementation September, 2021.</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>Continuing: Our Healthcare programs have a great deal of Indigenous content, and faculty also employ local input and guidance through our Indigenous Education team, guest speakers, and tours of St Eugene Mission.</p>	<p>We are working closely with this department to fully integrate Ktunaxa/ Metis/Indigenous content and perspective into core courses.</p> <p>Cultural safety, humility, awareness, sensitivity, and competency are main themes.</p> <p>We are working on digital interviews with Knowledge Holders on specific course topics which can be uploaded into online courses.</p>	<p>Long-standing partnerships related to practicum placements with Health-Care Assistants within local Indigenous communities.</p> <p>Use of Elders and Knowledge Holders in this program in the form of guest speakers is established.</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 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>Continuing: Our nursing programs have a great deal of Indigenous content, and faculty also employ local input and guidance through our Indigenous Education team, guest speakers, and tours of St Eugene Mission.</p>	<p>We are working closely with this department to fully integrate Ktunaxa/ Metis/Indigenous content and perspective into core courses.</p> <p>Cultural safety, humility, awareness, sensitivity, and competency are main themes of presentations and guest speakers.</p> <p>We are working on digital interviews with Knowledge Holders on specific course topics which can be uploaded into online courses.</p>	<p>Intercultural (Ktunaxa) competency modules completed in 2009 are still in use by this faculty.</p> <p>Enhancements to these modules with focus on anti-racism and increasing awareness of Intergenerational Trauma are underway.</p>

<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>Article 14</p> <p>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.</p> <p>2. Indigenous individuals, particularly children, have the right to all levels and forms of education</p> <p>Article 15</p> <p>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> <p>Article 21</p> <p>1. Indigenous peoples have the right, without discrimination, to the improvement of their economic and social conditions, including, inter alia, in the areas of education, employment, vocational training and retraining, housing, sanitation, health and social security.</p>	<p>Continuing:</p> <p>Ktunaxa 101/102 - Ktunaxa Language courses and Ktunaxa 100 - Introduction to the Ktunaxa People have been developed by and are taught by Ktunaxa Scholars within our institution. These courses can be used as dual credit for regional high school students.</p> <p>Providing a culturally sensitive and safe learning environment for all Indigenous students at the College is a priority for all departments.</p> <p>Incorporating Indigenous content, perspective, world view, and principles into all College programming is an ongoing goal.</p> <p>Orientation Week/ Jumpstart Activities - Video creation is underway to communicate what Indigenous Supports and Services are available through our Indigenous Education Team.</p> <p>Zoom/Teams student & staff coffee sessions designed to allow for questions and clear descriptions of support and services available.</p>	<p>Our Indigenous team was expanded last year to better meet the needs of faculty and achieve greater progress in meeting the calls to action.</p> <p>An MOU was signed with the Ktunaxa Nation June/2019, and a joint annual work plan was developed.</p> <p>An extensive guideline regarding Land Acknowledgements was produced in collaboration with local Elders and Nation members. We invite Elders and Nation members for land blessing ceremonies when we embark on major capital projects.</p> <p>Professional Development among both staff and students has been on-going, and Acknowledgements are becoming commonplace within meetings, staff email signatures, and in our classrooms.</p> <p>An outdoor classroom, circular in shape, has been built and will be erected at our main campus in Cranbrook. Learning on the land, in Ktunaxa traditional territory will be a new opportunity for College of the Rockies staff and students.</p> <p>Elders In Residence - Staff, students & community enjoy stories with Elders, have opportunities to ask questions, discuss issues, share food, etc. These activities to resume when able to comply with pandemic requirements.</p>	<p>Our Gathering Place yaqakiḡ ʔitqawxamki - “Place where people gather” was opened in October 2014. It is considered a safe haven where students, staff, faculty, and community members feel welcome, respected and engaged. Respect is the underlying principle of the Gathering Place and all scheduled activities must celebrate diversity, inclusiveness and Indigenous knowledge.</p> <p>A major focus of interviews and presentations from local Knowledge Holders are centered around aspirations and goals of Indigenous people and organizations and how the College, can continue to be a significant ally in achievement of these goals.</p> <p>Course Development</p> <p>Development of an Indigenous Studies certificate/diploma program is in progress. This program will include new courses that can also be taken as electives or incorporated into other programs, such as Aboriginal Support Worker or Human Service Worker Programs.</p>
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[1] “...” represents omitted text not related to post-secondary education from the original Call to Action.

[2] Use N/A if there is no relevant program on this subject offered at institution.

<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>Our Business programs have typically brought in Knowledge Holders or arranged tours to learn about local Indigenous businesses and organizations.</p>	<p>Our Program Quality Assurance Review process has initiated a working relationship to begin more incorporation of Indigenous topics within our business programs.</p> <p>We are working on digital interviews from Knowledge Holders on specific course topics that can be uploaded into online courses.</p>	<p>Continued and increased partnerships with local Indigenous businesses is, and will continue to be, a key focus to establishing greater understanding among our business programs.</p>
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APPENDIX C

General Operating Fund Financial Report

For financial information, please see our Audited Financial Statements, available on our website here.

<https://cotr.bc.ca/about-us/college-overview/board/board-financial-reports/>