

coast
mountain
college

Institutional Accountability
Plan and Report 2023 to 2024





Participant in our Women of Steel Intro to Welding program developed partnership with CWB Foundation and Fluor.

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Accountability Statement

July 12, 2024

Honourable Lisa Beare
Ministry of Post Secondary Education and Future Skills
Parliament Buildings
PO Box 9080 Stn Prov Govt Victoria, BC V8W 9E2

Dear Minister Beare:

On behalf of the Board of Governors, the employees, and the students of Coast Mountain College, we are pleased to provide you with the 2023/24 Institutional Accountability Plan and Report outlining our accomplishments, work-in-progress, and opportunities as we strive to meet the labour market needs of the communities we serve, navigate the challenges presented to us, and strive towards achieving our ambitious strategic plan to become the college of choice for experiential, place-based learning by 2027.

The institution has several key initiatives to increase access to education, make education affordable, and address the mental health and wellness of students. Three initiatives of particular interest are:

1. The CMTN Foundation established a new annual award of \$85,000, Experiential, Place-Based Learning (EPBL) Fund, to support increased access and participation in activities that align with the CMTN strategic plan and big hairy audacious goal of being the college of choice for EPBL by 2027.
2. Contact North BC completed its fourth year of operations and has made significant impacts in addressing the educational needs of students living in rural, remote, and First Nations communities. Contact North BC has successfully exceeded its annual targets. For the year 2023-2024, it is also on target and set to achieve the goal of 6,000 course registrations, and to support over 1,500 students. Contact North BC is currently starting Year 5 and working on a sustainability model.
3. A new Health and Wellness Centre was opened at the Terrace campus. The centre is staffed by the new Director of Student Health Services, the Mental Health & Wellness Officer, and the Student Engagement Coordinator. The broader student wellness portfolio at the college includes the newly established Community and Student Wellbeing Manager, a Student Engagement Officer at the Smithers campus, and a Student Engagement Officer at the Prince Rupert campus. The team's work is focused on student wellbeing and raising awareness of mental health. This initiative highlights the college's commitment to fostering an environment of care and support for its students.

Coast Mountain College continues to create adventurous pathways to transform lives. We continue to collaborate with Indigenous communities and other institutions to deliver education and meet the labour market needs of the communities around us.

As Board Chair and President, we hereby affirm our accountability for this plan and report and include the institution's major achievements and goals. We look forward to continuing the work of delivering relevant, affordable, and accessible post-secondary education in British Columbia in the years ahead.

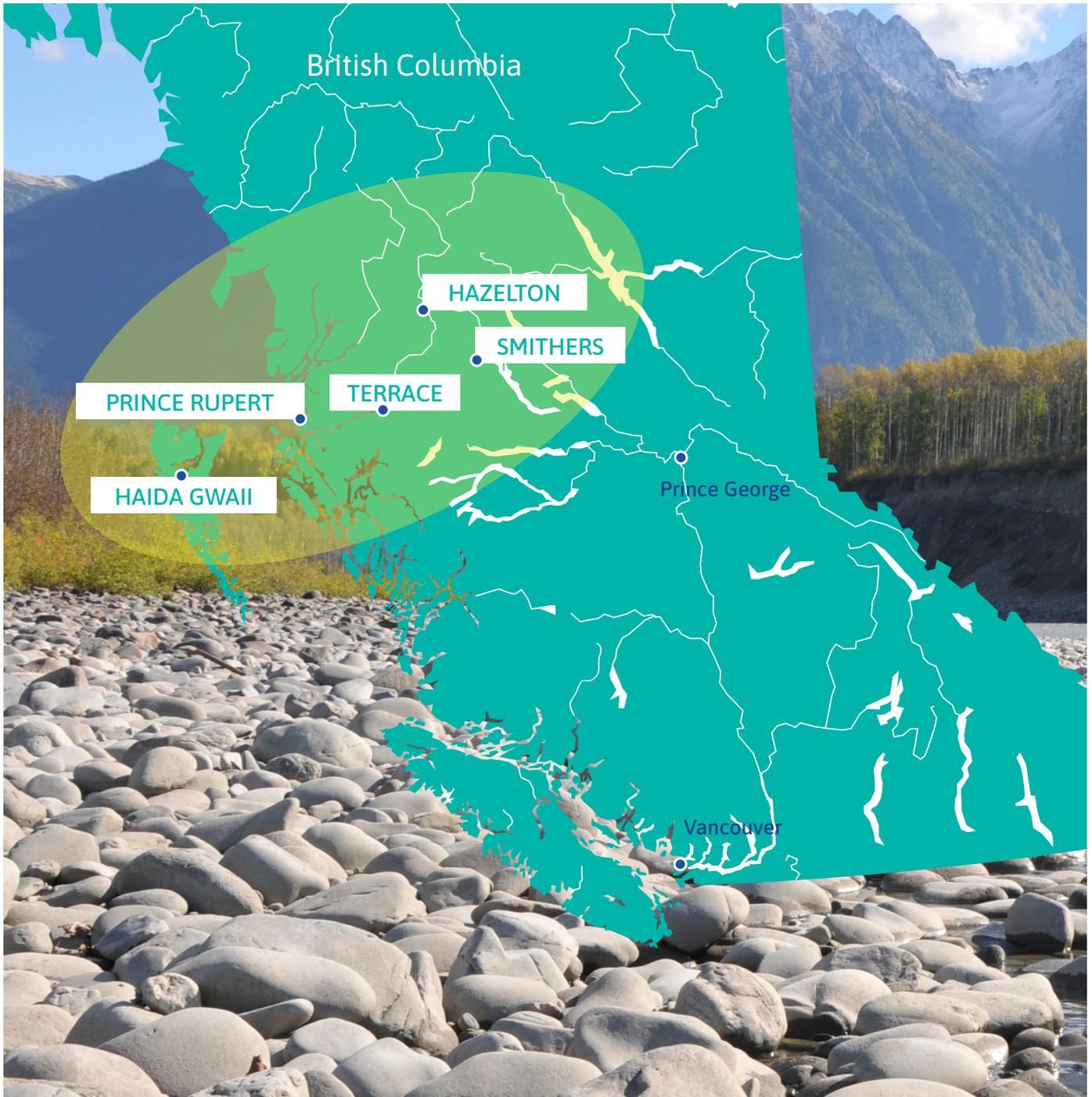
Sincerely,

Handwritten signature of Adelle Cober in black ink.

Adelle Cober
Chair of the Board
Coast Mountain College

Handwritten signature of Dr. Laurie Waye in black ink.

Dr. Laurie Waye
President and CEO
Coast Mountain College



Land Acknowledgment

Coast Mountain College (CMTN) acknowledges the unceded traditional territories of the Haida, Ts'msyen, Nisga'a, Haisla, Gitksan, and Wet'suwet'en Nations where students, staff, and faculty are privileged to work, learn, and live.

CMTN also acknowledges our close neighbours of the Tahltan Nation. CMTN campuses are located in the following communities and traditional territories:

- Hazelton, Gitksan
- Prince Rupert, Ts'msyen
- Smithers, Wet'suwet'en
- Terrace, Ts'msyen

The College has classrooms on Haida Gwaii (traditional territory of the Haida people) and Houston (traditional territory of the Witsuwit'en people).

Strategic Direction and Context

Direction

Our purpose is to create adventurous pathways to transform lives. This purpose is framed by our core values of adventure, by exploring and taking risks to engage in learning; transformation, by enriching lives through learning; and integrity, by being respectful, transparent, accountable, and inclusive in our work with students, each other, and the communities we serve.

We live adventure when we:

- explore new ways to move courses into the field
- help people on their journeys to new careers
- seek out and implement new approaches and pedagogy
- seek new ways to engage existing and potential partners in education
- make education accessible, regardless of geographic challenges.

We live transformation when we:

- include experiential learning in our programming
- transform learning spaces to respond to the evolving educational landscape
- help people improve their lives, families, and communities through education
- help people to discover new career opportunities
- recognize how alumni have transformed their lives
- take education to our communities
- embed education in a cultural context.

We live integrity when we:

- do the right things—even if they are not always popular
- communicate our intentions with clarity
- are consistent and accountable in everything we do
- discuss our plans openly
- stick to our course decisions
- practice social, environmental, and financial sustainability.

The strategic goal for Coast Mountain College is to

be the college of choice for experiential place-based learning (EPBL) by 2027.

To achieve this, we are:

- creating partnerships that allow students to start at the College and complete their education anywhere, in the world
- integrating work and learning opportunities
- delivering transformative learning through unique classroom spaces, both inside and outside
- collaborating with Indigenous partners and Rights-Holders to create unique programs that develop employees with skills and knowledge for future work
- developing community-based programming to meet the needs of the communities served.

Context

CMTN serves the diverse communities and students of BC's Pacific Northwest. The region is geographically spread out, with unique landscapes and ecosystems, and a rich diversity of natural resources, which lends itself to participatory, community-based, and experiential, place-based learning.

The College works in partnership with Indigenous communities in the region to deliver education and create transformative learning that transcends the classroom. CMTN offers students a signature experiential, place-based learning experience, participating in community projects, and work-integrated learning opportunities. With significant investments in state-of-the-art facilities, the students experience world-class learning in Trade shops, science and healthcare labs, simulation equipment, community-based practicums, and field schools.

CMTN is governed by the College and Institute Act of British Columbia and is authorized to offer comprehensive courses of study for the first and second years of baccalaureate degree programs, applied baccalaureate degree programs, post-secondary education and training, adult basic education, and continuing education. CMTN provides the opportunity for students to start their education at an affordable and high-quality institution that is connected to place.

At CMTN, students engage in vocational training, academic upgrading courses, and transfer pathways in Business, Health, Fine Arts, Arts and Science, Human Services, and Applied Sciences. CMTN provides education pathways into any of the province's research

and teaching universities as well as universities across Canada and around the globe.

Truth and Reconciliation with Indigenous Peoples

The College supports the unique educational needs of Indigenous peoples through a long-term partnership with its First Nations Council (FNC). FNC was established in 1995 as one of the recommendations made in *Stepping Stones to Improved Relationships: Aboriginal Equity and Coast Mountain College*.

The *Stepping Stones* report continues to inform the strategic direction of CMTN as we respond to the Truth and Reconciliation Commission of Canada: *Calls to Action*, and how we aspire to address the education-related articles of the United Nations Declaration of Rights of Indigenous Peoples (UNDRIP).

Last year, the College reviewed Education Council (EdCo) processes, which led to changes in the bylaws supporting the inclusion of steps to ensure curriculum Indigenization or pedagogical considerations for all courses and programs passed at EdCo. The review also led to the development of the *Braiding Pathways Through Self-Awareness Reflection Guide* for faculty members embarking on Indigenizing their curriculum. Furthermore, EdCo meetings now have a standing discussion item on land acknowledgment and efforts of reconciliation. This section of the agenda creates space for EdCo meeting participants to share the activities they engaged in as part of their reconciliation efforts.

Strategic Enrolment Management

The focus of the Strategic Enrolment Management (SEM) plan in the past year has been raising awareness within the CMTN community and the broader regions. Outreach activities were held at all campuses and some of the regional communities. These included presentations on accomplishments and gathering qualitative data from community members, students, faculty, staff, and administrators, sharing what has been accomplished, while soliciting feedback. Ten presentations were made at a Board of Governors meeting, a townhall meeting, regional campuses, and at different cluster meetings.

In 2023, CMTN formally launched the Accessibility Steering Committee, an advisory group, in accordance with *Accessible BC: B.C.'s Accessibility Plan for 2022/23 to 2024/25*. The committee reviewed accessibility at CMTN campuses and developed the CMTN Accessibility Plan, with a vision to support persons with disabilities and enable them to participate meaningfully in all activities at CMTN.

Equity, Diversity, and Inclusion

CMTN recently launched the IDEA+I forum to begin focused work on inclusion, diversity, equity, accessibility, and internationalization. Led by the Manager of Community and Inclusion, the goal of the forum is to develop formalized plans for addressing inclusivity at the College. The forum meets monthly, sharing and learning.

CMTN Foundation

The vision of the CMTN Foundation is to ensure that every student from the region has access to resources to make CMTN part of their post-secondary learning pathway. The Foundation's strategic direction for 2024-2026 is to focus on three key areas: growth in funds distributed to students, growth in communities served, and growth in investments.

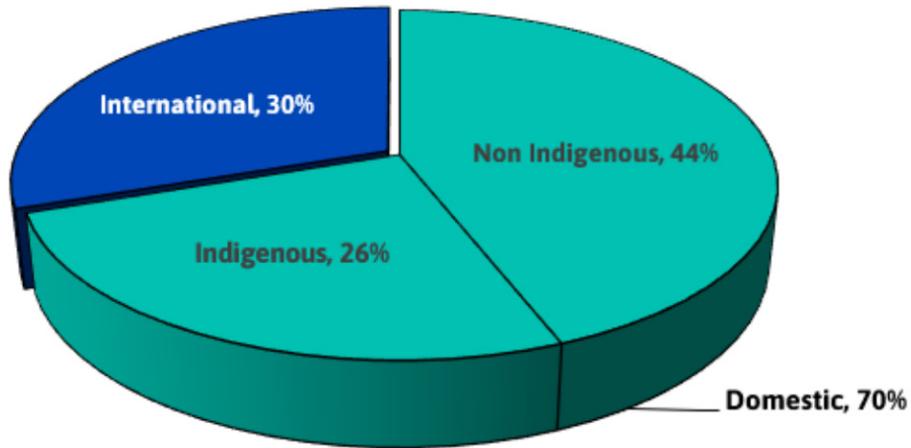
The Foundation is building a bridge between communities and students by growing and stewarding resources to support CMTN students. The Foundation achieves its mission and vision through acting with integrity and by being transparent, inclusive, and accountable to the College, its partners, and the communities.

Changing Demographics

Several internal and external factors influence strategic and operational planning at CMTN, including changing demographics, high school transition rates, domestic and international student enrolment, labour market demands, housing, the economy, and the community. CMTN delivers education in the North Coast and the Nechako economic regions.

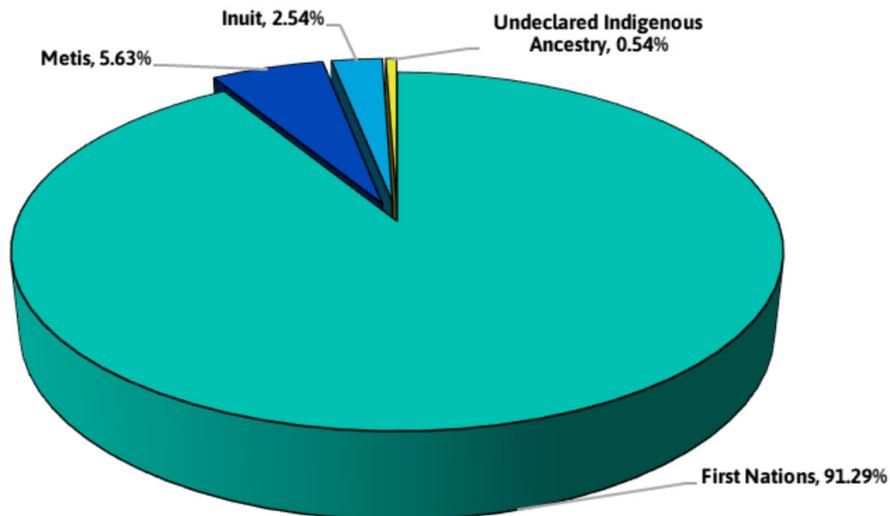
Census data for 2021 showed that the overall population for the region was 94,391. This number had increased significantly to 102,300 in 2023, according to the Province of BC. The province projects a 0.7% growth to 109,600 by 2033 (*BC Labour Market Outlook, 2023*). Most of the growth is expected to be accounted for by people aged 65 years and older. Also expected is a slight increase in people aged 15 to 64 and a small decline in ages 0 to 14.

Domestic and International Learners (Credit and Non Credit)



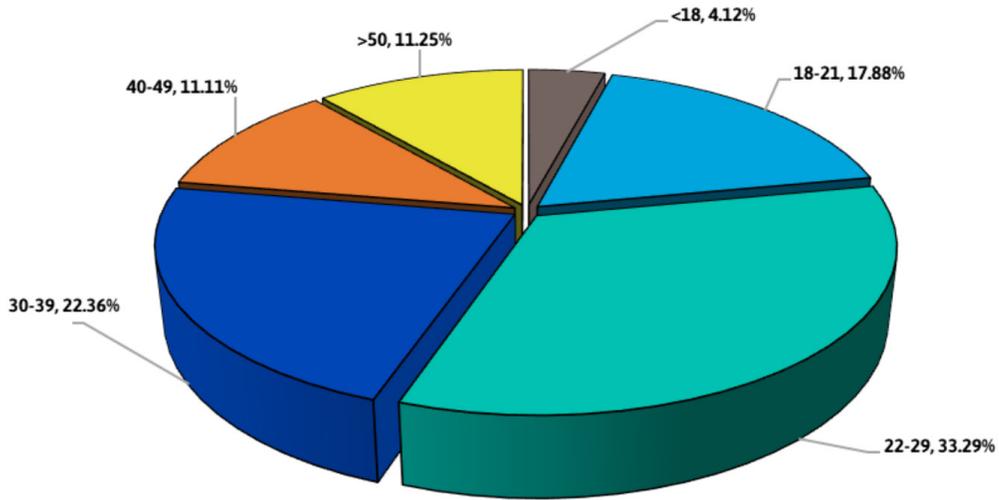
Source: Coast Mountain College, Institutional Research

Indigenous Learners (Credit and Non Credit)



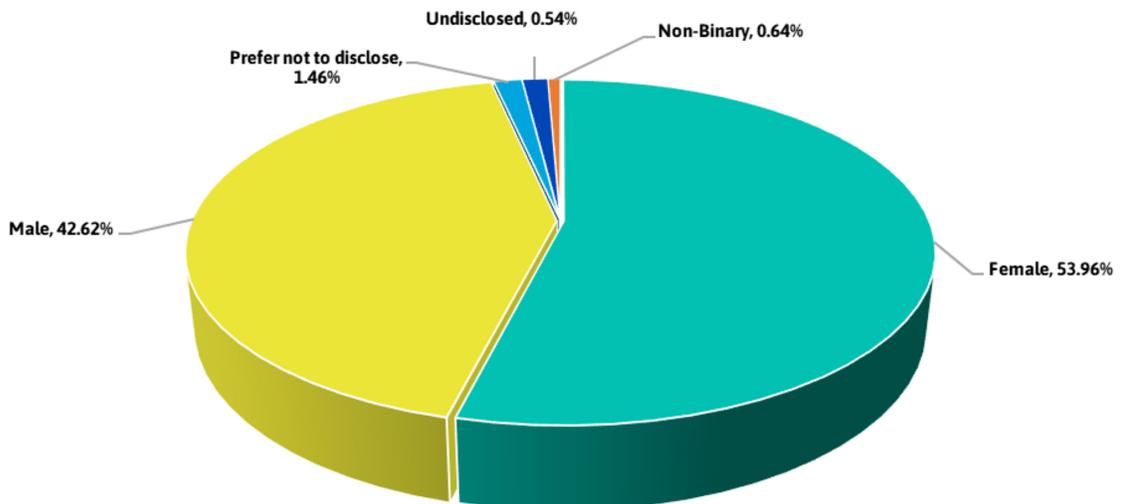
Source: Coast Mountain College, Institutional Research

Age Bracket of Learners (Credit and Non Credit)



Source: Coast Mountain College, Institutional Research

Gender of Learners (Credit and Non Credit)



Source: Coast Mountain College Institutional Research

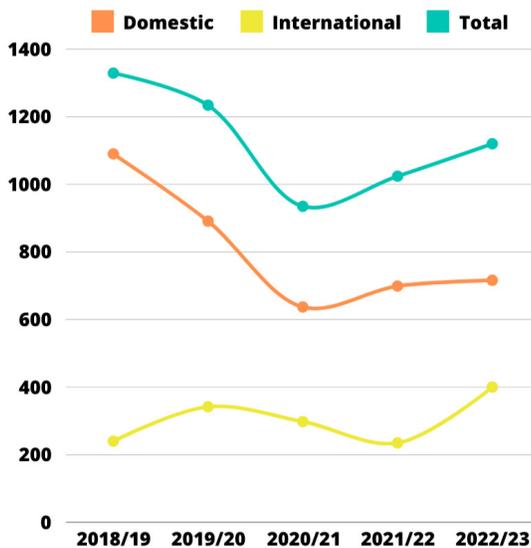
High School Transition Rates

The 2021-2022 transition data for students moving from high school to post-secondary education within the CMTN region continues to decline. Data are yet to be released for the 2022-2023 academic year.

Student Enrolment

CMTN saw a moderate growth in domestic student enrolment in the 2022-2023 academic year and this trend is expected to continue. The availability of employment associated with new construction projects in the region may lead to a significant increase in domestic registrations; however, that is still uncertain at this time.

CMTN Full Time Equivalents (FTEs) (Fiscal Year)



Note: The FTEs above represents Fiscal Year FTEs for Advanced Education, Developmental, Health and Trades.

Source: CDW Submission (October 2023)

Labour Market

North Coast and Nechako Region NOC (2021 Occupation Title)	LMO Job Openings 2023 to 2033
Transport truck drivers	950
Retail and wholesale trade managers	500
Heavy equipment operators	350
Retail salespersons and visual merchandisers	350
Longshore workers	320
Construction trades helpers and labourers	320
Carpenters	290
Administrative officers	270
Materials handlers	270
Railway and yard locomotive engineers	260
Social and community service workers	230
Registered nurses and registered psychiatric nurses	220
Nurse aides, orderlies and patient service associates	210
Accounting technicians and bookkeepers	200
Construction millwrights and industrial mechanics	180

The expected employment growth by industry and occupation suggests CMTN is well positioned to serve industry needs within the region through the mix of programs offered. However, the demand for skilled information technology workers continues throughout the region and is an area for future program development at CMTN.

New proposed programs, such as the Mountain Adventure Certificate, are designed to support the needs of the natural resource sector by responding to the demands of the professional, scientific, and technical service industries.

Housing

Housing continues to be a challenge in the Pacific Northwest, as in the rest of Canada. The BC Northern Real Estate Board, covering areas such as the North Coast and Nechako, has reported a stable housing market for the year 2023-2024, with 286 units sold, maintaining the same sales volume as the previous year. The market is not favouring buyers or sellers and is exhibiting an 8.2% increase in new listings and a 9% rise in the average home sale price to \$418,525. These figures demonstrate steady growth in the region's real estate sector. Residential building permits within the North Coast and Nechako development regions have increased by 23.5% and 94% respectively over the reporting periods of January to March 2023 and January to March 2024.

The lack of affordable housing in regions served by CMTN continues to be a challenge as it impacts the recruitment and retention of employees and students.

The new student housing at the Terrace campus, Wii Gyemsiga Siwilaawksat, is operating at capacity with a waitlist. The college hopes to have additional student housing at the Terrace campus and at the Prince Rupert and Smithers campuses soon.

A lack of available rental housing for students could be considered an important factor for those considering post-secondary studies. If CMTN were to double the amount of student housing at the Terrace campus, or add housing at the Prince Rupert and Smithers campuses, these would be immediately full with a waitlists.

Economy

The CMTN region is undergoing significant development across several key sectors, including oil and gas, mining, utilities, and healthcare. These developments, encompassing major construction projects and initiatives for green energy, transportation, and community infrastructure, are instrumental in supporting the region's economic growth and sustainability.

BC Bus North and the Northern Community Shuttle Program receive \$5 million to operate until 2026-2027, addressing transportation needs in rural communities. The Town of Smithers was awarded a \$500,000 grant from BC's Active Transportation Infrastructure Program to build a multi-use pathway, enhancing connectivity with the neighbouring Town of Telkwa. The \$750 million Ridley Island export logistics project at the Port of Prince Rupert is set to enhance economic competitiveness by offering improved logistics for Canadian exports.

The Coastal GasLink (CGL) pipeline project, connecting northeast BC's natural gas fields to Kitimat's LNG Canada facility, has increased employment opportunities in Terrace and Kitimat. There are other proposed pipeline projects in the region which could have an impact on the local economy in the near future.

Smithers has obtained over \$5.5 million in federal and provincial funding for its wastewater treatment plant upgrades. Prince Rupert has secured \$77.2 million in federal funds to upgrade its water and sewage infrastructure, part of a broader \$200 million project essential for supporting the city's expanding port infrastructure.

The Premier announced \$250 million in funding over five years for the Northwest BC Resource Benefits Alliance to support infrastructure and services in Northwest BC, thereby ensuring that communities benefit from regional resource development.

The Mills Memorial Hospital redevelopment project is in progress, with an expected completion date of November 2025.

The news of infrastructure development funding is very exciting for the region.

Community

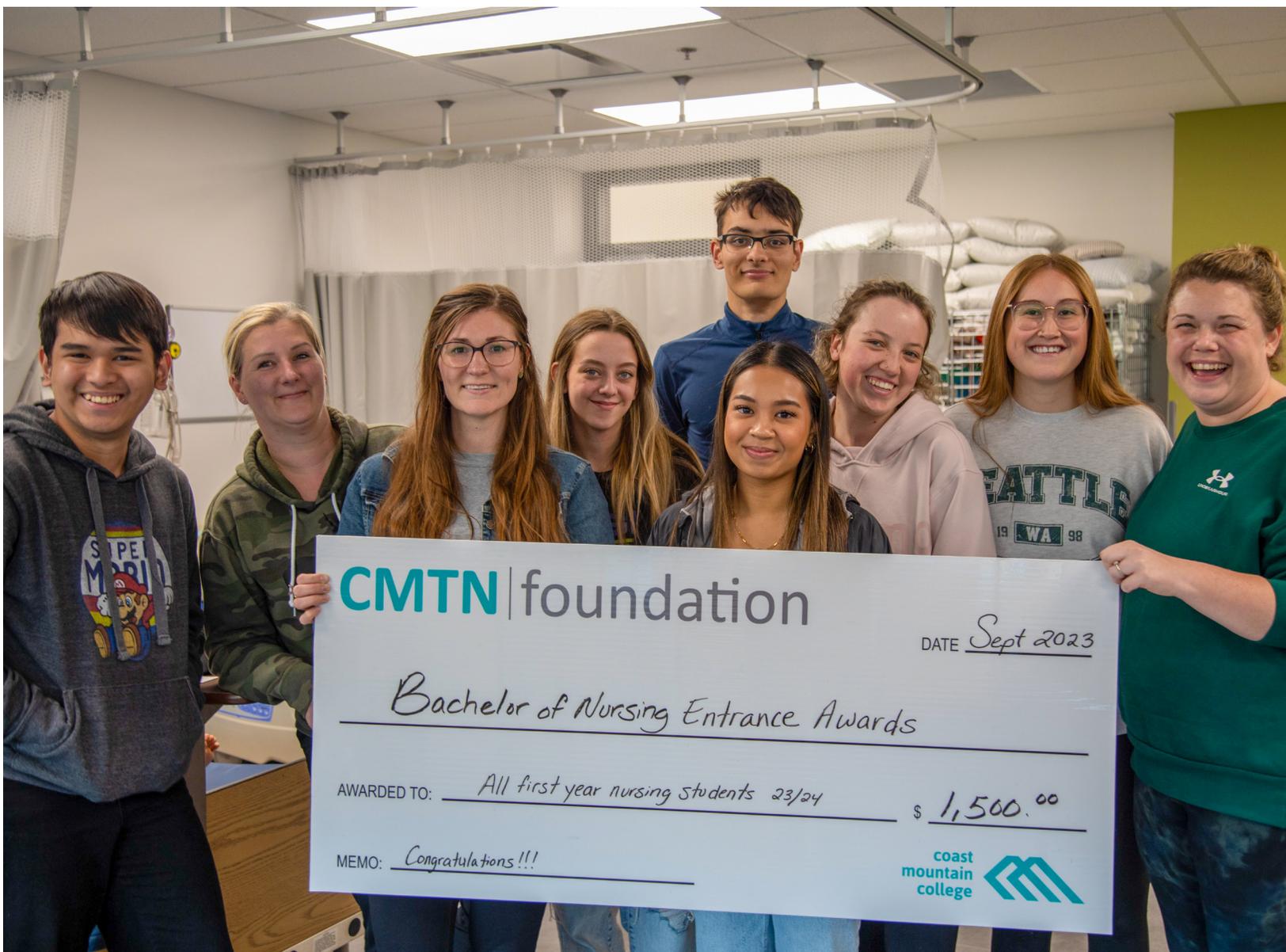
CMTN celebrated the graduation of about 420 students at Terrace, Smithers, and Prince Rupert, marking an increase from the previous year. Graduates completed 34 programs, including a new culinary diploma focused on local cuisine. The ceremonies highlighted achievements with several awards, including the distinguished alumni award, employee recognition, and the Governor-General's collegiate bronze medal. A new option allows graduates to receive parchment in their Indigenous names.

High school students from Terrace and Kitimat participated in a three-day Adventures in Healthcare Program, learning about health care careers through hands-on activities at Mills Memorial Hospital and educational sessions at the CMTN Terrace campus and at UNBC (University of Northern British Columbia). Organized by local Rotary clubs, this initiative aimed to inspire students to explore the diverse opportunities in health care, addressing the high demand for professionals in the field.

CMTN, in collaboration with MindKey Health, launched a pilot project to offer psycho-educational assessments, aimed at identifying workplace accommodations

and mental health supports for College employees. This initiative was designed to empower employees, highlighting the College's dedication to creating a supportive work environment and promoting mental health awareness.

The Gitxsan Language 102 course was launched and successfully completed at the Hazelton campus this year. This built on the success of Gitxsan Language 101, launched in the previous academic year.



Recipients of the Northern Collaborative Baccalaureate of Nursing Program Entrance Awards, funded by the CMTN Foundation in 2023

Mandate Priority Reporting

CMTN Mandate Letter 2023/24	Expectations	Evidence/Progress
<p>Delivering educational and training programming as described in the StrongerBC Future Ready Action Plan to equip British Columbians to capitalize on new opportunities and remain resilient in the face of unprecedented change, including the continued expansion of access to affordable, accessible and relevant training, such as through micro-credentials and expanded health seats.</p>	<p>Expansion of access to affordable, accessible and relevant training.</p>	<p>CMTN contributes to the expansion of access to affordable, accessible and relevant training. Some examples include:</p> <ol style="list-style-type: none"> 1. Contact North BC is wrapping up its fourth year and has successfully exceeded annual targets set each year. 2023-2024 is also on track to achieve the target goal of 6,000 course registrations, and to support the target goal of 1,500 students. Contact North BC is presently wrapping up Year 4. Through this CMTN project, learners in rural and remote areas of the North Coast and Nechako be able to access relevant training and education at BC post-secondary institutions and other training providers without leaving their communities. 2. CMTN collaborated with Tricorp and Gitwangak Education Society to deliver the Nail Technician Program. Ten students participated in the course and six completed successfully. 3. CMTN offered a dual enrolment program, Introduction to Power Engineering, to 19 high school students in Kitimat and Terrace. 4. The College, in partnership with Contact North BC and Northern Entrepreneurs Accessing Training (NEAT), supported the registration in online courses for Indigenous entrepreneurs in Northern BC. One hundred and two students completed the program. 5. CMTN's Trades Department piloted a blended offering of Carpentry Level 1 Apprenticeship through Contact North BC (CNBC). The intent of the program was to bring apprenticeship training to communities where students may struggle in accessing a campus due to family, financial, or cultural responsibilities and barriers. This offering had seven students registered in the program at stable enrolment, with six completing the program to the end. Five successfully achieved their Level 1 technical training through Skilled Trades BC. The sixth student will re-write his SLE and may yet achieve certification. Due to the success of this program, CMTN plans to deliver Carpentry Level 2 Apprenticeship.
		<p>Adult Upgrading is being offered in communities and online to ensure future pathways for students into further education.</p>
		<p>A working group comprised of Workforce Training and Continuing Studies and the Registrar's Office is developing a policy to guide curriculum standards that will support the work of micro-credentials. This policy will help to form the framework of stackable micro-credentials in credit-based programs. It will also provide employers with quality standards, consistency and flexibility with the development of new or customized micro-credentials.</p>
		<p>The Practical Nursing Program was approved through EdCo in January 2024, with a first intake planned for October 2024.</p>

CMTN Mandate Letter 2023/24	Expectations	Evidence/Progress
Continued (Delivering educational and training programming...)	Continued (Expansion of access to affordable, accessible and relevant training.)	<p>Given the challenges experienced to fill the expanded seats in the Northern Collaborative Baccalaureate of Nursing Program, CMTN participated in the EducationPlannerBC Nursing enrolment research prepared by Academica Group. Their final report was distributed in February 2024. The objectives of the research were to explore the educational choices of people who declined enrolment in a nursing program and to understand the reasons behind individual decisions to decline an offer from one of the programs. CMTN offers targeted awards to nursing students.</p> <p>CMTN has increased Apprenticeship offerings outside of our Terrace Campus:</p> <ul style="list-style-type: none"> • Carpentry Level 1 – Blended Contact North BC (2023S – six students) extended program by one week to accommodate • Carpentry Level 1 – Gitanyow – 10 students – 2023W extended program (nine weeks in length) • Carpentry Level 3 – Kitselas – 10 Students – 2023F extended program (nine weeks) • Carpentry Level 3 Gitxaala (in Prince Rupert) – 2024W four students • Carpentry Level 3 Massett (Old Masset Village Council contract) end of March 2024 start date • Carpentry Level 1 Smithers – 2023F six students – regular base funded program seven weeks <p>Some of the regional Trades programs for 2023 – 2024 include:</p> <ul style="list-style-type: none"> • Carpentry Foundations – Gitlaxtaamiks – Dual credit partnership (combining adult participants and five dual credit students) Nisga’a Elementary Secondary School (NESS) Nisga’a SD 92 • Professional Cook Level 1 – Hazelton (four dual credit students/six adult students) – one of the Hazelton dual credit students received first in our Regional Skills Canada Secondary School Competition and took part in Provincial Skills Canada in April. <p>Increase of Trades kids camps:</p> <ul style="list-style-type: none"> • Three welding camps for children aged 12 to 16 hosted by CMTN in partnership with CWB Foundation and LNG Canada • Partnered in two welding camps with Kitimat Valley Education Society (KVES) for delivery in Kitimat by providing equipment • One self-funded carpentry summer camp (ages 12 to 16) <p>First Nations Fine Arts student awards were expanded to include an Elder Award for students to increase access to the program by the Elders who may receive a tuition-free seat due to age but are ineligible for funding such as a living allowance from their Nation.</p>

CMTN Mandate Letter 2023/24	Expectations	Evidence/Progress
<p><i>Continued (Delivering educational and training programming...)</i></p>	<p><i>Continued (Expansion of access to affordable, accessible and relevant training.)</i></p>	<p>The Post-Degree Diploma in Professional Accounting and IT Diploma in Systems Administration and Networking will be offered in 2024 and 2025, respectively. Both were developed to meet the needs of some high demand jobs in our regions.</p>
		<p>CMTN strives to continue to engage with rural, remote, and First Nations communities to assess and provide programs and supports when needed.</p> <p>Examples include:</p> <ul style="list-style-type: none"> • Lateral violence workshop offered in communities • In response to community request, CMTN provided the Nail Technician Certificate Program in Gitwangak in partnership with TRICORP and Gitwangak Educational Society. • Professional Cook Level 1 students provided community lunches at 'Ksan Place at least three times last year. 'Ksan Place is a local centre that provides food security programs for low-income families.
		<p>Work is underway to increase accessibility to CMTN's Human Services programs. This includes:</p> <ul style="list-style-type: none"> • plans to increase enrolments and to increase representation from Indigenous learners by allowing oral or interview style resumes • working on reframing admissions requirements for the English 12 requirement and/or equivalents.
		<p>CMTN Foundation has been diligently working to support students through awards and bursaries.</p> <p>Examples include:</p> <ul style="list-style-type: none"> • Four new endowment funds were set up and fundraising is underway, one with a sufficient balance at year end to begin offering an award next year. • Three endowments were completed after multiple years of fundraising. • Four annual award agreements were renewed resulting in the continuation of 11 awards. • Ten brand new donor agreements were signed creating 36 new one-time awards and four new ongoing annual awards. • Successful reimbursed tuition reimbursement for 21 students in mining related courses. • The Foundation internally sponsored: <ul style="list-style-type: none"> - four LEAP Program student awards - 12 high school entrance awards - 28 Nursing entrance awards.
<p>CMTN increased marketing efforts through the new edition of <i>CMTN Connection</i> magazine and social media advertising, targeting learners who are over 55 years old with focused information.</p>		

CMTN Mandate Letter 2023/24	Expectations	Evidence/Progress
<p>Working with SkilledTradesBC, Indigenous leadership and partners to ensure Indigenous voices are reflected in Trades training decision-making that impacts Indigenous workers, businesses, and communities.</p>	<p>Incorporate any feedback or direction from SkilledTradesBC, Indigenous leaders, and other partners into Trades training programming as it relates to Indigenous Students.</p>	<p>CMTN’s Dean of Trades, First Nations Fine Arts, and Workforce Training is a member of the SkilledTradesBC Indigenous Advisory Committee. Through this committee, the Dean participates in information and knowledge-sharing to improve the delivery of Trades programs and to contribute to provincial discourse on Indigenization of Trades programs.</p> <p>CMTN’s Trades Department schedules regional and community offerings in the annual SkilledTradesBC training plan.</p>
	<p>Include information on training seats and utilization rates.</p>	<p>The Trades Department and leadership work closely with SkilledTradesBC and Indigenous communities to increase access to apprenticeship programs that meet the economic and community development needs of partners.</p>
		<p>The Trades Department has initiated program advisory committees that include partners from Indigenous communities, employers, and organizations.</p>
		<p>The Trades Department offered a blended (online and in-person) Carpentry Level 1 in the summer of 2023, with a focus of recruiting students in rural and remote communities. This pilot program was extended from the standard seven weeks to eight, building on the success of a partnership with Kitselas 5 Tier (K5T) and an innovative delivery model with Gitxsan Development Corporation several years ago. The goal of this program was to increase training opportunities for apprentices living and working in remote communities. The Contact North centres were engaged in this process to ensure that learners had access to reliable Internet, as well as engaging in the recruitment process. This pilot was free for students, using Skilled Trades BC funding as well as an internal subsidy, which included tuition, books, tool kits, and housing, food, and transportation during the in-person component. Over 80% of the participants in the program were Indigenous.</p> <p>The past programs showed that an extended program and a flexible blended version would have benefits for Indigenous apprentices. Hence, five weeks were delivered through a synchronous and asynchronous online platform. Three weeks of training were intensive on the Terrace campus. From the success of the pilot program, a similar extended program for Carpentry Apprenticeship was offered in Kitselas, Gitanyow, and Gitxaala. Each community approach was unique and differed. The combination of Skilled Trades BC funding and additional contracts allowed flexibility for instructor travel time and tailoring each offering to students’ needs.</p>
		<p>The work done in strengthening CMTN’s relationships and partnerships with Indigenous communities and increasing access to Trades programs led to a 25% increase in Indigenous enrolment in our Trades programs from 2022-23 to 2023-24 (from 93 students to 117.) Overall, Indigenous students comprise 36% of our Trades student population, compared to 32% in 2022-23.</p>
		<p>The Trades Department continues to increase access to apprenticeship programs to ensure Indigenous apprentices can progress towards Red Seal certification. Examples include the following programs: blended Carpentry Level 2, Carpentry Level 4 in Kitselas, Carpentry Level 3 in Gitxaala, and Carpentry Level 2 in Massett.</p>
		<p>The Trades department continues to bring foundation programs to communities such as Gitlaxtaamiks that assist Indigenous people launch their careers in Trades.</p>

CMTN Mandate Letter 2023/24	Expectations	Evidence/Progress
Continued (Working with SkilledTradesBC, Indigenous leadership and partners...)	Continued (Incorporate any feedback or direction from SkilledTradesBC, Indigenous leaders, and other partners into Trades training)	CMTN is continuously engaging with partners and prospective partners to explore all options to provide the education they need. Examples include the Haisla Active Measures Program, Kitselas Five Tier (K5T), Smithers Community Services Association, Friendship houses and many more.
Continuing to provide culturally sensitive and safe learning environments for Indigenous learners to maximize their participation and success in post-secondary education.	Implementing the education related to TRC Calls to Action and In Plain Sight recommendations relevant to your institution. The progress report is included in Appendix B	<p>CMTN offered the Truth and Reconciliation project in September 2023, three workshops were held with an average of 20 staff per workshop.</p> <p>The Indigenization Department scheduled cultural awareness sessions for the Aboriginal Service Plan (ASP) year, December 2023 to November 2024. These were well attended.</p> <p>The Indigenization Department collaborated with the Freda Diesing School of Northwest Coast Art to offer a Lateral Kindness workshop. The program was also well received with very good attendance.</p>



Teens participate in Adventures in Healthcare, jointly organized by CMTN and the Rotary Clubs of Terrace and The Skeena Valley

CMTN Mandate Letter 2023/24	Expectations	Evidence/Progress
<p>Continued (... provide culturally sensitive and safe learning environments for Indigenous learners...)</p>	<p>Continued (Implementing the education related to TRC Calls to Action and In Plain Sight..)</p>	<p>The Trades programs are focused on weaving Indigenous learning in as many ways as possible. Some highlights include:</p> <ul style="list-style-type: none"> Professional Cook Level 1 and West Coast Culinary Diploma (WCCD) students participated in providing catering using locally sourced food from the Nisga'a territory for the Ni'isjoohl Memorial Pole repatriation to the Nisga'a Museum from Scotland. Hairstylist students visited the Nisga'a Museum and learned from a speaker about the cultural significance of hair in the Nisga'a culture. A hairstylist guest speaker/stylist shared information on highly textured hair. CMTN Trades programs are reviewing learning outcomes to ensure a local and cultural context is included in the learning. Tea Creek visits from CMTN's Professional Cook Level 1 classes, learning lots about First Peoples agriculture in the Kitwanga area. A harvesting and foraging elective was included in our West Coast Culinary Diploma (WCCD), where students learned about local foods. Field trips included a Gitau (Indigenous garden) with local hosts and a visit to a kelp farm and a scallop farm with Ecotrust Canada. Baking (WCCD) hosted a Traditional Knowledge Keeper and alumni of the Freda Diesing School of Northwest Coast Art and the Culinary programs to share local culture and artwork in making chocolate boxes. The department is exploring a variety of delivery options for rural and remote communities that include blended delivery, with online portions both synchronous and asynchronous, as well as in-person intensives that reduce travel and accommodation. Or, with off campus intensives where instructors travel to the students. <p>The students at the Smithers campus participated in the end of year traditional Witsuwit'en feast at the campus. Students in attendance included Business, Upgrading, and Carpentry. They witnessed the feast, which was led by Matriarchs and Hereditary Chiefs.</p> <p>Business Students at the Smithers campus participated in the Totem pole raising at Smithers' Walnut Park Elementary School to commemorate the Witsuwit'en traditional territory known in history as "Indian Town."</p> <p>Students in the Freda Diesing School of Northwest Coast Art had a field trip to participate in the final show opening of Dempsey Bob's historical exhibition "Wolves" at the Kelowna Art Gallery. shared their stories, songs, and a brief description of who they are during the opening. They attended the Artist Talk the following day and participated in the tour of the Cultural Centre of the Okanagan First Nation.</p> <p>The Freda Diesing School of Northwest Coast Art incorporated traditional colour theory into the programs and increased the incorporation of Indigenous language into the teachings.</p>

CMTN Mandate Letter 2023/24	Expectations	Evidence/Progress
<p>Developing and implementing protections for international students that support their fair treatment.</p>	<p>Update International Education Strategic Plan and discuss its goals, objectives, and priority actions.</p>	<p>The International Education Strategic Plan 2024/25 - 2027/28 was presented to and adopted by the Board in April 2024. Its four primary goals are:</p> <ol style="list-style-type: none"> 1. increasing classroom diversity at CMTN: <ol style="list-style-type: none"> a. Indigenization with internationalization b. diversify recruitment efforts 2. continued focus on student success for inbound international students to CMTN: <ol style="list-style-type: none"> a. student service supports, including bursaries and awards b. student preparedness, including a change to in-country recruitment representatives c. institutional and community sustainability, including reviewing and supporting housing and employment by community 3. program alignment to meet local labour market needs in Northwest BC: <ol style="list-style-type: none"> a. program offerings to meet the current labour market needs and that of international students looking to study and stay within Northwest BC 4. expanding CMTN's outbound international education program to better serve local students and faculty: <ol style="list-style-type: none"> a. develop thoughtful partnerships to support our specific goals b. review and update transfer agreements.
		<p>CMTN changed its process for recruiting international students from using aggregators to in-country representatives. The in-country representatives came to Canada to spend some time at the College. As part of their orientation, they toured all the campuses, stayed in student housing, visited with employees, and got to know the College and its communities better. This ensured that incoming students were getting accurate and up-to-date information about the College, the programs, the regions served by the College, cost of living, information about accommodation, and employment opportunities.</p>
		<p>The primary objectives with CMTN's International Education Strategic Plan focuses on some initiatives that are ongoing, such as Indigenization with internationalization, and others that are new, which is changing the international recruitment model from an agent-based version that relied on as many applications as possible to a model that focuses on developing excellent relationships with the in-country representatives. Better and more direct communication with in-country representatives will lead to a reduction in overall applications; however, this will be offset by an increase in the quality and preparedness of our international applicants as they transition to students.</p>
		<p>Other objectives include increased program options for international students in high labour market demand sectors, including Healthcare, Trades, and Technology. Program alignment with labour market demand is key and CMTN is working to develop more programming options in high-demand so that international students who choose to stay in Canada after their program finishes are successful and our region also benefits.</p>

CMTN Mandate Letter 2023/24	Expectations	Evidence/Progress
Continued (Developing and implementing protections for international students..)	Continued (Update International Education Strategic Plan)	Activities over the next years include increasing classroom diversity, with a goal of having no single program filled by international students, except for international-only cohorts. By 2027/28 our targets will be adjusted to stay between 360 and 425 international full-time equivalents (FTEs) in any given year across all campuses and programs.
	Identify actions your institution has taken to develop and implement protections for international students that support their fair treatment.	CMTN employs highly trained staff to support international students with their needs around future pathways to immigration. Three team members are certified as regulated international student immigration advisors (RISAs) and more are in training for this certification, which means they have the training and detailed knowledge to advise students on their journey through CMTN. CMTN also employs a regulated Canadian immigration consultant (RCIC), who is an authorized immigration and citizenship representative. This staff member is qualified to provide reputable advice related to immigration, refugee, and citizenship pathways for Canada.
		The CMTN Foundation has secured new international student awards. Several new awards have been finalized, including the Bravo Perseverance Awards and the Terrace Filipino Association Community Award. International students now have the same number of awards as domestic students. Securing new awards is ongoing.
		The Awards Steering Committee reviewed the criteria required for emergency bursary funding. As of December 2023, the emergency bursaries are open to international and domestic students.
		Where possible, the CMTN Foundation is advertising the option for donors to include international student eligibility awards.
		CMTN continues to develop and maintain strong relationships with community partners such as Kermode Friendship Society, Hecate Strait, Smithers Community Services, and Skeena Diversity. These non-profits help international students with settlement questions, labour laws, and other support outside the scope of the College. CMTN is also part of the Local Immigration Partnership along with Kermode FS and Skeena Diversity, to help welcome newcomers to Terrace.
CMTN faculty and instructors offer “Eat, Care, Grow” workshops to support successful cross-cultural relationships.		
Meeting or exceeding the financial targets identified in the Ministry’s Service Plan tabled under Budget 2023.	Meet or exceed the targets identified in your annual institution budget letter	CMTN consistently runs a balanced budget and has exceeded its financial targets for the past nine fiscal years. The Board of Governors approved a balanced budget for the upcoming year.
Complying with the tuition limit policy, which sets a two percent cap on tuition and mandatory fee increases for domestic students to ensure programs are affordable.	Confirm institutional compliance with the tuition limit policy.	CMTN complies with the tuition limit policy. CMTN has processes in place to ensure that tuition and fees do not increase by more than 2% for domestic students. All fee increases require approval by the Board of Governors.
	Continue to submit annual tuition and mandatory fees data to the Ministry.	CMTN continues to submit its annual tuition and mandatory fee data to the Ministry each year.

Strategic Initiatives

Strategic Initiative	Details	Progress
<p>Progress on the Truth and Reconciliation Calls to Action and UNDRIP</p>	<p>Progress on Implementing Truth and Reconciliation Commission’s (TRC) Calls to Action, articles of the United Nations Declaration (UN Declaration) on the Rights of Indigenous Peoples, and In Plain Sight: Addressing Indigenous-Specific Racism and Discrimination in BC Health Care Report Recommendations for Public Post-Secondary Institutions in BC. See Appendix B for details on CMTN’s actions.</p> <p>Appendix B – Template for Reporting on Lasting and Meaningful Reconciliation</p>	
<p>Sexual Violence and Misconduct Prevention and Response</p>	<p>Responding to sexual violence investigation training for CMTN employees.</p> <p>Responding to sexual violence visual reference map for disclosures.</p> <p>Sexual assault reporting visual reference steps for students.</p>	<p>CMTN has completed an internal review of its sexual violence and misconduct policy and procedures based on valuable feedback received from students and staff. The feedback and suggestions from the Ministry of Post-Secondary Education and Future Skills were also included in the review.</p> <p>CMTN has completed the implementation of anonymous reporting. A new sexualized violence poster, designed after consultations with students and staff, will be uploaded in May/ June 2024. The poster has details of how students, faculty, staff, and members of the College community can directly or anonymously report incidents of sexualized violence.</p> <p>The membership of the Coordination Assessment Response Education (CARE) Team continues to increase, with faculty members from the Humanities Program. In December, four members of the team attended a two-day training – Conducting Sexual Misconduct Investigations: University and College Edition. Faculty members are proposing some in-house workshops to assist CARE Team members in providing the best support to students at all campuses.</p> <p>The College is offering a training module ‘Safer Campuses for Everyone’ recommended for all members of the campus community: students, faculty, administrators, and staff. In the course learners have the opportunity to increase their knowledge about the types and impacts of sexual violence and to examine some of the reasons why sexual violence happens. The attendees will learn about the importance of consent in all relationships and how to safely intervene to prevent sexual violence. As well, they will learn about how to find support for themselves or how to support someone else who has experienced sexual violence.</p> <p>The Safer Campuses for Everyone training is based on eight key principles:</p> <ul style="list-style-type: none"> - Accessible - Culturally located - Decolonial approach - Evidence-informed - Gender-inclusive - Intersectional - Trauma-informed - Survivor-centered

Strategic Initiative	Details	Progress
<p><i>Continued (Sexual Violence and Misconduct Prevention and Response)</i></p>		<p>We are also part of the Canadian Association of College & University Student Services (CACUSS) Sexual Violence Prevention and Response Community of Practice (CoP) that provides an opportunity to share research and promising practices in respect to the evolving field of sexual violence at post-secondary institutions. CoP discuss current best practices cross-institutionally and promotes knowledge sharing in respect to, but not limited to, sexual violence prevention practices, training, communication, support and intervention, and response efforts.</p> <p>A new Wellness Centre, recently opened at the Terrace campus, is staffed by the Director of Student Health Services, the Mental Health and Wellness Officer, and the Student Engagement Coordinator. Scheduled events at the Wellness Centre include meditation, art therapy, self-defense, yoga, and the distribution of Green Day goodie bags, offering a holistic approach to health for the CMTN community.</p> <p>As part of the student wellbeing and engagement team, CMTN has hired the Manager of Community and Student Wellbeing, three student engagement team members for all the campuses, who are all focused on the mental health and wellness of the student.</p>

Strategic Initiative	Details	Progress
<p>Former Youth-in-Care (supports for students who are former Youth-in-Care, including participation in the Provincial Tuition Waiver Program (PTWP)).</p>	<p>CMTN continues to promote the program through a pre-recorded video session available on the College website. The session provides information on the Provincial Tuition Waiver Program (PTWP), Youth Futures Education Fund, and Youth Educational Assistance Fund programs for former Youth-in-Care.</p> <p>Prospective students may also book an appointment with the financial aid coordinator or any educational advisor to learn more about the PTWP. Accessibilities coordinators and learning specialists have also become familiar with the support available for former youth-in-care.</p> <p>The Financial Aid Office continues to contact each student approved for the TWP to encourage and assist them with their application.</p> <p>Student information sessions about the TWP and various funding programs are still being offered twice per year in the fall and winter semesters. These sessions are advertised on CMTN social media channels.</p> <p>Throughout 2023/24, the financial aid coordinator attended virtual conferences about funding for former youth-in-care. A recording of once virtual conference can be viewed here.</p>	<p>In 2023/24, CMTN saw 12 former youth in care students benefit from the BC government’s tuition waiver program, with \$39,289 in tuition and fees provided to students between September 2023 and April 2024, representing an increase of 100% over last year. Several initiatives helped double the number of students from last year.</p> <p>CMTN identified the need to further engage former youth-in-care students, including intentional invitations to student engagement events. A team of accessibility services, learner support specialists, and the student engagement coordinator are working on coordinated and intentional efforts to reach out to these students to ensure that their unique needs are met and are included in student engagement activities.</p> <p>Students have been increasingly identified as Former Youth in Care because we have posters around campus and have shared the program on social media. We share information about Former Youth in Care programs during info sessions and orientation events. We have also increased recruitment’s awareness of the programs, and they have included the information during High School visits. Our accessibilities and learning assistance specialists have included FYIC information during intake session meetings with students. For non-attending students Coast Mountain College has reached out to them to provide them with information regarding new supports. A new strategy for future intakes is to include a question on our Education Planner BC application to identify Former Youth in Care during the application process. We hope to have this implemented for October 2024.</p> <p>CMTN continues to participate in the Ministry-led Campus Navigator Community of Practice and participates in:</p> <ul style="list-style-type: none"> • building relationships, collaborating, and resolving issues related to supporting former youth in care. • sharing knowledge and resources • continued dialogue on best practices for supporting youth in care to access post- secondary education, and to achieve positive learning outcomes.

Strategic Initiative	Details	Progress
<p>K-12 Transitions and Dual Credit Programming</p>	<p>The Youth Train in Trades programming and dual credit programming is offered in partnership with SkilledTradesBC and school districts in the region.</p> <p>CMTN continues to work on offering dual credit trades presentations to every high school in the College region to increase knowledge and awareness of dual credit opportunities.</p> <p>CMTN continues its very successful Youth Train in Trades (YTT) Program that sees dual credit students achieve their high school graduation requirements while also completing the first level of technical training in a SkilledTrades BC program. Thirty-four students enrolled in six different Foundations programs. CMTN had two dual credit students in Heavy Duty Equipment Technician Apprenticeship Level One.</p> <p>In addition, some dual credit programs and courses were offered in partnership with some school districts to high school students in the region who are interested in earning credit towards a certificate, diploma, or university transfer credit program.</p> <p>CMTN's Introduction to Health Care Professionals course continues to be a popular offering in the region. This course provides an overview of a range of health careers and the building of foundational health-related knowledge.</p>	<p>Dual credit students from across the College's region can complete dual credit programming in Trades, Health, Human Services, Business, and University Credit.</p> <p>CMTN had a total of 97 dual credit students, which includes YTT, Youth Explore Trades, apprenticeship and academic programming.</p> <p>To help more people choose trades, CMTN conducted Youth Explore Trades Samplers (Grade 10), organized presentations to high schools in the region, attended the Women in Trades event at Smithers Secondary School, organized welding and carpentry summer camps, and organized the Women in Steel Program.</p> <p>HLTH 101 – Introduction to Health Careers will be offered as a dual credit program to School Districts 52 (Prince Rupert, Fall 2024), 82 (Terrace, Fall 2024), and 54 (Smithers and Houston – transport depending, 2024).</p> <p>Two Early Childhood Care Education (ECCE) courses were offered as dual credit to 34 students in Coast Mountain School District 82 (Terrace) and Bulkley Valley School District 54 (Smithers); and one Early Childhood Care Education Assistant (ECEA) course is planned for School District 52 (Prince Rupert, Winter 2025).</p>

Strategic Initiative	Details	Progress
Work-Integrated Learning	<p>Create work-integrated learning (WIL) opportunities for students.</p> <p>Create a new position to support WIL.</p> <p>The Work-Integrated Learning Team applied for and successfully received a grant of \$25,000 from CICAN (Colleges and Institutes Canada) for the Campus Living Labs Demonstration Project.</p>	<p>In partnership with the College of New Caledonia, CMTN developed the Northern WIL Hub, a career resource centre to connect employers to students in the North.</p> <p>CMTN created a new full-time WIL position to work directly with students to ensure job readiness skills, assist instructors in developing WIL-related assignments, and community members looking for new team members.</p> <p>The team will be working with 'Ksan Place and CMTN programs to reduce greenhouse gas emissions and food waste while promoting food security in the north. This is a year-long project that began in April 2024.</p>

Type of co-op/work-integrated learning activity	Duration	Number of students with WIL experiences during fiscal year 2023/24
Work Experience – Hairstylist Foundations	One week	9
Work Experience – Link to Employment and Academic Pathways (LEAP)	Three weeks	9
Practicum – Early Childhood Care and Education	150 hours	22
Entrepreneurship – Business Administration, Entrepreneurship	Two weeks	70
Community Service Learning – Business Administration, Marketing	Two weeks	16
Practicum – Virtu-WIL, Practical Nurse (PN)	30 hours	26
Mandatory Professional Practicum/Clinical Placement – Health Care Assistant	180 hours	20
Mandatory Professional Practicum/Clinical Placement – Practical Nurse (PN)	180 hours	12
Mandatory Professional Practicum/Clinical Placement – Northern Collaborative Baccalaureate in Nursing (NCBNP)	180 hours	15
Mandatory Professional Practicum/Clinical Placement – Social Service Worker	Seven weeks	5
Apprenticeship – Heavy Duty Mechanics	1590 hours	2
Apprenticeship – Professional Cook	1000 hours	15
Totals		221



Engineering Certificate student working in the lab.

Performance Plan and Report

The following performance plan and report demonstrates CMTN’s progress towards meeting system-strategic objectives that are aligned with institutional-specific strategic goals (Appendix A), and commitment to lasting and meaningful reconciliation (Appendix B). Appendix C provides an overview of the economic impact of the College and a link to the audited financial statements..

Appendix A: Institutional Goals, Performance Measures, Targets, and Results

CMTN Strategic Objective	Department Action Plan (DAP) Goals and Results/Update	Results	System Strategic Objective
Strategic Priority: Student			
Adventurous Learning Experience	Deliver learning that actively engages the student’s whole being, connects their learning to place, and helps them succeed with increased confidence, capabilities, and care for themselves, others, and the world.		
	Facilitate understanding of artificial intelligence (AI) for students and faculty for academic adoption and use. Support instructors to understand AI and identify an acceptable level of usage in their classes. <ul style="list-style-type: none"> • Hosted a two-day Assessment and Artificial Intelligence Workshop, Fall 2023. This workshop was developed for faculty. • Delivered AI Skills Building Workshop series on writing prompts, AI citations, ChatGPT and other apps for students. • Co-hosted weekly AI Information Workshops with BC Northern Library Consortium. This workshop is targeted to both instructors and students. • Created AI library guide for students and faculty. 	Achieved	Quality, Efficiency, Relevance, Access
	Support a cohesive discussion of artificial intelligence (AI) in academia, specific to the context of CMTN. <ul style="list-style-type: none"> • Develop AI statements for syllabus templates, supporting consistency through a variety of acceptable levels depending on the course, faculty, and learning outcomes. • Pass AI statement through Education Council. • Create an AI module in Brightspace for students. 	Ongoing	Quality, Relevance, Efficiency
	Launch the Mountain Adventures Science certificate/ specialization. Some curriculum development had started, these conversations have been revitalized. A faculty lead has been identified and timelines established. A plan to coordinate transferability with external institutes is being developed.	Ongoing	Quality, Relevance
	To develop innovative learning experience for students, a new Pyxis medication delivery system, purchased with community donations to the CMTN Foundation, has been installed. Staff training on this new equipment is complete and the subscription to Nursing Central is active.	Achieved	Quality, Relevance, Efficiency
	Develop the first phase of community garden that can foster student learning with connections of growing food, supporting pollinators, culturally relevant plans while improving the aesthetics of the Prince Rupert campus. Funding has not yet been received. The garden project is being re-evaluated.	Not Achieved	Relevance, Quality, Access

CMTN Strategic Objective	Department Action Plan (DAP) Goals and Results/Update	Results	System Strategic Objective
<i>Continued Adventurous Learning Experience</i>	Ecuador field school for Business Administration students. The Introduction to Marketing was to explore and support rural small businesses in Ecuador in February 2024. Funding was received to take at least eight students. Although the field school was fully subscribed, political unrest forced the field school to be cancelled for the safety of the students.	Not Achieved	Relevance, Quality
	The Business Administration cluster proposed a goal of offerings four experiential, place-based learning opportunities through field schools. Unfortunately, with the cancellation of the Ecuador field school and an unexpected instructor leave, only two field schools will be offered.	Not Achieved	Quality, Access
	Career and College Preparation developed a framework for incorporating experiential place-based learning in all in-person classes. The model is complete and approved by the cluster. Implementation is ready for Fall 2024.	Achieved	Access, Quality, Relevance
	Develop inclusive student consultation practices for policies and procedures that impact students. Implement a protocol for EdCo policy development, revision, and retraction that includes 30 days (about four and a half weeks) for community feedback before going to EdCo for approval. This protocol will ensure that the College community, including student representatives, can participate and comment on policies.	Ongoing	Access, Quality
	Develop and implement a Hairstylist student field trip to learning conferences. Achieved the first field trip to Anaheim in California.	Achieved	Relevance, Quality, Access
	Develop and implement a Women in Steel Program in partnership with CWB Foundation and Fluor for up to 10 students	Achieved	Relevance, Quality, Access
	Prepare Freda Diesing School of Northwest Coast Art students for the market by integrating three student exhibitions per year and guest speakers including gallery owners, and successful Indigenous artists in the market.	Achieved	Relevance, Quality, Access
	By 2027/28 offer experiential-based cultural awareness sessions in communities.	Ongoing	Relevance, Access
	Increase Indigenous employee numbers at CMTN by 5% over three years.	Ongoing	Relevance
	Develop Truth and Reconciliation activities for September in recognition of September 30th. We have successfully completed the activities for the first year.	Achieved	Relevance, Quality, Access
Student Success	Achieve and maintain optimum recruitment, retention, and employment rates with minimal financial indebtedness and improved access to further education.		
	Reinforce student academic integrity, especially among English language learners and students arriving from external educational systems. Decrease academic integrity non-compliance incidents; increase the number of check-ins between faculty and students. Develop Brightspace course on academic integrity It currently includes a resource list. The second phase includes additional research and discussion with faculty.	Achieved	Relevance, Quality, Efficiency

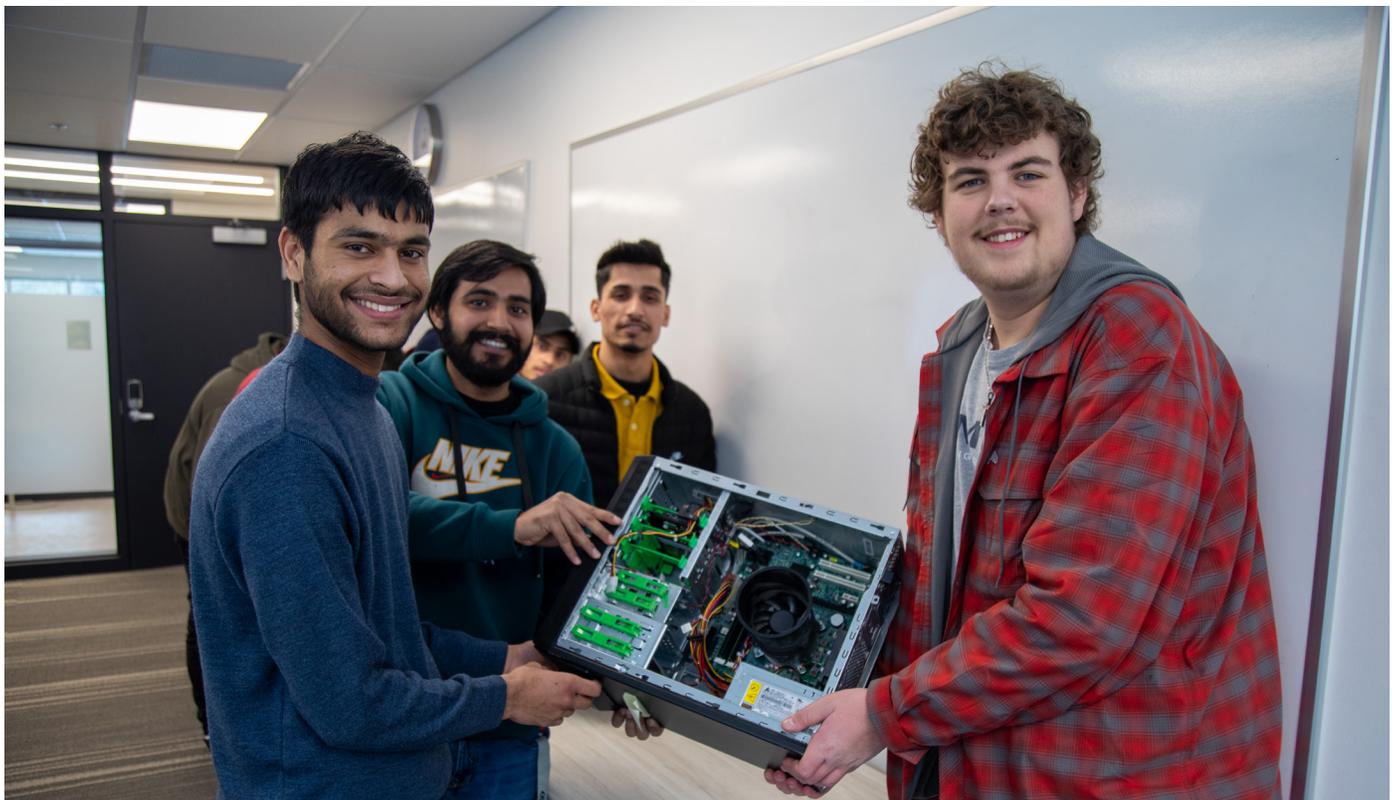
CMTN Strategic Objective	Department Action Plan (DAP) Goals and Results/Update	Results	System Strategic Objective
Continued (Student Success)	Develop a Northern Collaborative Baccalaureate of Nursing Program (NCBNP) strategic enrolment management plan in collaboration with partner institutions. Currently, NCBNP partners are sharing information, including recruitment and admissions teams at CMTN. This is a long-term, strategic goal.	Ongoing	Relevance, Efficiency, Access
	<p>Streamline health and dental plans, including the Student Union extended health and dental, and the emergency bridging health insurance required until students have secured MSP. The target is to reduce the number of unpaid student accounts.</p> <ul style="list-style-type: none"> • Ongoing work is being done to support students to either pay for the extended health and dental or opt out. • Orientation sessions and support are offered to international students who require bridging health insurance to enroll in MSP early to avoid additional health insurance payments. 	Ongoing	Efficiency, Access
	Improve the technology in libraries by adding two additional computers at the Smithers and Terrace libraries, as well as monitors for project rooms.	Substantially Achieved	Quality, Efficiency, Access
	Indigenization of recruitment with a goal to hire and retain Indigenous community ambassadors. Hiring for the Indigenous community ambassadors has been challenging. The title and job description were reviewed and were updated to Indigenous recruitment coordinator. However, the hiring was not successful.	Not Achieved	Access, Capacity, Quality
	Establish monthly meetings between Marketing and the Recruitment team to discuss requests and ideas regarding recruitment material and timeliness from First Nations Access coordinators and regional advisors.	Achieved	Access, Capacity, Quality
	CMTN Connection magazine printing has been moved forward to March to accommodate prospective students who are seeking band funding and need to get their training requests in by funding deadlines.	Achieved	Access, Capacity, Quality
	<p>Increase domestic student enrolment at the College by 20% in Fall 2024, compared to the Fall 2023 student count. This goal includes increasing out-of-catchment area enrolment at the College by Fall 2024, measured by student count.</p> <p>In October 2023, domestic student recruitment and engagement developed plans at the regional level and have continued to add to these as opportunities presented themselves.</p> <p>Marketing and communications activities have been extensive, including digital ads, social media ads, financial aid magnets, and sponsorship for events that included targeted advertising opportunities.</p>	Ongoing	Access, Capacity

CMTN Strategic Objective	Department Action Plan (DAP) Goals and Results/Update	Results	System Strategic Objective
Continued (Student Success)	<p>Diversify international student enrolment by maintaining the number of international students while recruiting them from a wider range of home countries. The goal is to have more students from Central and South America, the Caribbean, Eastern Europe, Africa, and East Asia. This measure will be tracked against student counts from Fall 2023.</p> <ul style="list-style-type: none"> Increased diversification of source markets. We are working on several initiatives to support further diversification and reducing the risk of overreliance on one country. Exploring options for chat systems or alternatives. 70% utilization rate of the current international student entrance awards for students from underrepresented countries. 	Substantially Achieved	Access, Capacity, Quality
	Engaged a new partner in India with a focus on recruiting students from different regions within India and with a broader range of program interests. This new partnership is based on a different engagement model to enhance alignment with CMTN values.	Achieved	Access, Capacity, Quality
	CMTN recently finalized our International Education Strategic Plan, 2024-2028. This strategic plan consists of four primary goals, with related, measurable key performance indicators. Operational plans to support these strategic goals will be developed by the relevant departments and the CMTN Global Strategy Committee. The four goals include - Increasing classroom diversity at CMTN, continued focus on student success for inbound international students to Coast Mountain College, program alignment to meet local labour market needs in Northwest BC and expanding CMTN's outbound international education program to better serve local students and faculty.	Achieved	Access, Capacity, Quality
	Develop a new fund for assisting with student travel. The CMTN Foundation has developed criteria, evaluation, and guidelines for the newly launched EPBL Fund. The EPBL Fund supports experiential, place based learning (EPBL) activities that increase access and participation. A wide range of activities will be considered, and the application process aligns with the CMTN strategic plan.	Achieved	Access, Quality, Relevance
	Create new international student awards. Although this will be an ongoing activity, it is substantially achieved. Several new awards have been finalized, including the Bravo Perseverance Awards, Terrace Filipino Association Community Award, and the EPBL Fund.	Achieved	Access, Capacity
	Increase website functionality and accuracy, with a clear focus on recruitment and student service functions as a priority. There have been noticeable improvements in Google analytics and Hotjar analytics and website editors have been trained in each key department.	Substantially Achieved	Access, Efficiency
	Upgrade the College website to Sitefinity 14.4 and move to Azure hosting, which is more secure than the previous hosting solution with improved cybersecurity for the institution.	Achieved	Access, Efficiency

CMTN Strategic Objective	Department Action Plan (DAP) Goals and Results/Update	Results	System Strategic Objective
Continued (Student Success)	Migrating website content from Webforms to MVC format is complete. A Site Sync platform has been implemented so that the website updates twice a day with new edits, which prevents staff from editing the live site and improves quality control and user experiences.	Achieved	Access, Efficiency
	A working group will be created to help streamline website content in each area. A responsibilities matrix has been created.	Substantially Achieved	Access, Efficiency
	Photo descriptors are being gradually added to website content to improve accessibility for users. Photo updates to more recent photography have not been started yet but will be a project for Summer 2024.	Not Achieved, Ongoing	Access
	Establish a post-secondary institution partner for West Coast Culinary courses to explore transferability of electives to other diploma programs. This goal is on pause for the time being.	Not Achieved	Capacity, Access, Quality
	Develop a workforce training plan with the community on Haida Gwaii to leverage the new space in Skidegate.	Ongoing	Capacity, Access, Efficiency, Relevance
Pathways to Education and Careers	Create and increase transformative pathways for students, such as financial support, dual credit, and strategic partnerships. Increase student pathway utilization, with student mobility and internal progression.		
	<p>Improve accessibility to the Education Assistant certificate and other Human Services programs by increasing the number of enrolments and increasing the number of Indigenous students in the program.</p> <ul style="list-style-type: none"> • Piloting has begun to admit students based on permission of instructor where standard entry requirements were creating unintentional barriers. • New admissions requirements are being developed for approval at EdCo for deployment in the next intake cycle. • Communication with Indigenous communities has begun. 	Ongoing	Access, Capacity, Quality
	<p>Continue to advocate for the Licensed Practical Nurse (LPN) to Registered Nurse (RN) pathway program within the Northern Collaborative Baccalaureate of Nursing Program (NCBNP) that serves the northern population. Consultation has been initiated with NCBNP and British Columbia College of Nursing and Midwives (BCCNM).</p> <ul style="list-style-type: none"> • Advocate for policy change at Student Admission and Progression Committee (SAPC). • Research LPN to RN bridging programs that are currently operational in British Columbia. 	Not Achieved, Ongoing	Capacity, Access
	Launch the Post-Degree Professional Accounting diploma. This program will greet the first intake of students in Fall 2024.	Substantially Achieved	Access, Relevance
	Pilot a Career and College Preparation concierge. Increase conversion of accepted applicants to registered students by 25%. This is in progress; the concierge job description has been finalized. Hiring and implementation are not yet completed.	Not Achieved, Ongoing	Capacity, Access, Quality, Efficiency

CMTN Strategic Objective	Department Action Plan (DAP) Goals and Results/Update	Results	System Strategic Objective
Continued (Pathways to Education and Careers)	Recruit students completing their program into a career at CMTN. Current students are invited to join our on-call student banquet workers. Two graduates of CMTN's Business Program have been hired as part of the Student Housing team and Campus Store Coordinator positions.	Achieved	Capacity, Efficiency
	Increase Freda Diesing School of Northwest Coast Art students' participation in EPBL field trips. A group of students went to Kelowna to participate and witness the Dempsey Bob exhibition called Wolves.	Achieved	Quality, Relevance
	Engage in a research project regarding the impact of the Freda Diesing School of Northwest Coast Art. This goal has been substantially achieved. We continue to work towards completing the research.	Substantially Achieved	Capacity, Relevance, Efficiency
	Develop a flagship accredited program for Smithers (based on Applied Coastal Ecology success). The goal is to launch the certificate with sufficient enrolment. Initial conversations with employers, faculty, and community representatives have been completed.	Ongoing	Capacity, Relevance, Access
Strategic Priority – Financial Sustainability			
Grow and Utilize Revenue			
	<p>Implement a document management system to maintain confidentiality and security of applicant/ student documentation, ensuring ease of records retrieval. The target is to move from an outdated version of current software Image Now and implement Softdocs, which fully integrates with Colleague.</p> <ul style="list-style-type: none"> This software has workflow functionality, permissions and controls for increased security, and document retention rules. We have completed initial Discover sessions. The current implementation schedule has the software launching by July 2024. 	Achieved	Efficiency, Quality, Capacity
	Hire a purchasing agent and have 0.5 FTE (full time equivalents) in place. A budget was created for the 2024-25 fiscal year. Work is being done to develop the job description.	Ongoing	Capacity, Quality, Efficiency
	<p>Provide a holistic approach and required training and/or guidance to ensure sustainability measures are maximized from every angle at CMTN. This will result in heightened awareness, less products used, more financial savings, and a reduction of CMTN's carbon footprint. This will instill a culture of sustainability within CMTN and contribute to the environmental sustainability of the communities we serve. The tactics and action items include:</p> <ul style="list-style-type: none"> global emails to explain simple ways everyone can contribute. conversion of paper from standard to up to 100% recycled product so even if paperless is not chosen by staff and students, their paper usage will be a sustainable option that is recognized by the carbon neutral government. posters as reminders, placed strategically across campuses. 	Not Achieved	Efficiency

CMTN Strategic Objective	Department Action Plan (DAP) Goals and Results/Update	Results	System Strategic Objective
Continued (Grow and Utilize Revenue)	<p>The College has started the construction of EV charging stations. Underground electrical conduit has been installed for 105 EV charging stations. This is significantly more than our current requirements, but it allows for future growth as well as underground access for new builds and power.</p> <p>Issued for Construction drawings for the EV electrical were received on March 19, 2024. Adjustments have been forwarded to the Electrical Engineer.</p> <p>A recent meeting was held with ChargePoint focused on CMTN campus requirements and what ChargePoint can offer for an EV charging station package to enhance our sustainability. ChargePoint software was also discussed to track and to offset carbon use through credits obtained from EV charger use.</p>	Achieved	Efficiency, Quality
	<p>Discussions with other colleges and universities occurred regarding submetering best practices, with projects recently awarded at UNBC and Trinity Western University. Submetering is in the planning stages with priority areas being determined, with the hopes that submetering will enhance campus efficiency and increase sustainable practices.</p>	Ongoing	Efficiency, Quality



Computer Science students participating in a team project.

CMTN Strategic Objective	Department Action Plan (DAP) Goals and Results/Update	Results	System Strategic Objective
Continued (Grow and Utilize Revenue)	<p>Coordinate the compilation of a sustainability plan that considers strategies and actions to ensure the long-term success, impacts, and sustainability of the Contact North BC project. Support a distinctions-based approach to economic prosperity of First Nations and underserved communities within the College region.</p> <ul style="list-style-type: none"> The Contact North BC project was created with the goal of expanding post-secondary access for Indigenous students living in remote and rural communities. The project was developed in response to a longstanding concern expressed by Coast Mountain College’s First Nations Council about the need for greater access to training in the communities, where students could be better supported and manage any caregiving or work responsibilities. The project continues to support 22 community-based access centres within First Nations and underserved communities in the regions served by North Lights College and CMTN. Host communities provide in-kind space and operating costs, a significant contribution as this type of infrastructure is in high demand. Contact North BC provides the learning equipment and pays for ongoing centre and regional staffing costs and career, and academic support, as well as tech support and marketing. Contact North BC has successfully exceeded annual targets set each year. The access centre staff have been working hard coordinating targeted recruitment campaigns with public post-secondary colleges and universities. The campaign is designed to give an opportunity for all publicly funded post-secondary institutions to highlight their respective courses and programs to Contact North BC employees. Contact North BC employees then promote and recruit through word-of-mouth, joint marketing materials, and social media. As a result, students have registered for various learning opportunities: college and university programs, courses, continuing studies, employment training, and soft skills. 	Substantially Achieved, Ongoing	Access, Quality, Efficiency
	Reduce costs generated by waste in Food Services by 20% within the next three years to contribute to a cleaner environment. Established a waste record to monitor items produced by the kitchen and sold at the cafe.	Ongoing	Efficiency
	Increase CMTN Food Services sustainability practices to reduce CMTN’s carbon footprint. Local producers have been contacted to identify if they can supply necessary produce. Additionally, strengthened our vendor-to-consume relationship with our distributor, collaborating on a steady supply for cafe and kitchen operations.	Achieved	Efficiency, Quality
	Increase catering services promotion. To increase our marketing reach a mock set up was created, with plated food, for a photo shoot for marketing deliverables.	Achieved	Efficiency, Quality

CMTN Strategic Objective	Department Action Plan (DAP) Goals and Results/Update	Results	System Strategic Objective
Strategic Priority – Internal Processes			
Create and Deliver EPBL	Create, refine, and revise programs and courses with ease. Incorporate Indigenization. Create signature EPBL programs. Orient and aim support services, safety, and mobility towards EPBL.		
	Improve off-site field trip resources for faculty and students. Create an off-site safety manual for faculty to use when planning activities, and as an off-site emergency resource.	Substantially Achieved	Quality, Relevance, Efficiency
	Establish a northern trades excellence award for faculty with College of New Caledonia and Northern Lights College.	Not Achieved	Capacity, Efficiency, Quality
	All Trades apprenticeship, foundation and diploma program curriculum refreshed through Education Council. This includes reviewing opportunities for Indigenous content and learning outcomes. System changes will accompany these changes to allow Trades students to register and pay on our student self-service portal myCMTN.	Ongoing	Capacity, Quality, Relevance, Efficiency
	Design three new micro-credentials that meet employer needs and increase employability of students. Funding not received.	Not Achieved	Capacity, Access, Quality
	Consistent process and plans developed of hosting visitors to the Terrace campus by fall 2024.	Substantially Achieved	Efficiency, Quality
	Sustainability goals that integrate refinements, improved access, Indigenization, and two signature EPBL programs: <ul style="list-style-type: none"> · Applied Coastal Ecology (ACE) on the Prince Rupert campus · Applied Earth and Environmental Studies (AEES) offered on the Terrace and Prince Rupert campuses · in development: Mountain Adventure Science program. 	Ongoing	Capacity, Access, Quality
	First Nations Fine Arts certificate and diploma have been renewed through Education Council with sequence changes.	Achieved	Efficiency, Quality, Access
	Ensure College representation is happening at large and significant community events to build strategic partnerships and promote CMTN visibility in the communities we serve. <ul style="list-style-type: none"> · Attended totem pole rematriation to the Nisga'a Nation. · Attended totem pole raising at Walnut Park Elementary School in commemoration of the Witsuwit'en Nation's "Indian Town." 	Achieved	Efficiency
	Collaborate across campuses and departments to ensure communication regarding regional major events and the activity calendar. This will help support attendance of major events by CMTN personnel in an official capacity.	Achieved	Efficiency
	Create Libguide on comprehensive searching for Indigenous materials.	Achieved	Quality, Efficiency, Relevance

CMTN Strategic Objective	Department Action Plan (DAP) Goals and Results/Update	Results	System Strategic Objective
Continued (Create and Deliver EPBL)	International exchange for students and faculty and student abroad opportunities: <ul style="list-style-type: none"> Develop a checklist and guidelines. Initial planning phase in progress with an expected completion of June 2024. 	Ongoing	Access, Efficiency
	Develop international visitors' information package for pre-arrival for guests from other countries; outline CMTN regions, knowledge of Indigenous communities, appropriate seasonal clothing, and profile of key employees. <ul style="list-style-type: none"> Develop a travel checklist and guidelines. 	Substantially Achieved	Access, Efficiency
	Provide classrooms with video conference (VC) ability across the College: <ul style="list-style-type: none"> four VC rooms in Waap Sa'mn and two in Waap Amgam have been installed and are operational on the Terrace Campus three VC rooms have been installed and are operational on the Prince Rupert campus three VC rooms have been installed and are operational on the Smithers campus two VC rooms have been installed and are operational on the Hazelton campus. 	Achieved	Capacity, Quality, Access
	Automate the integration with our student information system and learning management system solution by the end of 2024. Project has completed the planning, gathering, and scoping phases, and is now waiting for the statement of work from the vendor.	Ongoing	Access, Quality, Efficiency
	Update the CMTN Foundation's Strategic Plan 2024-2026. Adopted by the Board.	Achieved	Capacity, Quality, Efficiency
	Truth and Reconciliation project: August to end of September to increase Indigenization awareness. The first project was successful with 50-75 employees taking part in workshops offered in the week leading up to Truth and Reconciliation on September 30th. The President's Office will continue this annually.	Achieved	Access, Relevance, Capacity
	Develop standard operating procedures for Cafe Operations. <ul style="list-style-type: none"> Creating a Welcoming Atmosphere Opening Procedures and Operations Fundamentals of Brewing Espresso Machine Menu Knowledge Food Preparation Cleaning and Maintenance Up-selling and Promotions Closing Procedures. 	Achieved	Quality, Efficiency

CMTN Strategic Objective	Department Action Plan (DAP) Goals and Results/Update	Results	System Strategic Objective
Policy and Procedure Implementation	Identify and address policy and procedure gaps to support education being delivered according to EPBL.		
	<p>Created policies, procedures, and guidelines to guide information technology.</p> <ul style="list-style-type: none"> The guidelines are implemented and published on the website. Policies and procedures are being reviewed at the President’s Council. 	Substantially Achieved	Relevance, Efficiency
	Develop cyber-attack procedures and communication processes. Communications considerations were added to the IT policies and procedures. A communication strategy is being finalized for August 2024.	Substantially Achieved	Quality, Efficiency
	Developed an off-site safety policy and procedure and accompanying documentation that is in the process of being adopted.	Substantially Achieved	Quality, Relevance, Efficiency
	Develop a workforce training credentialing policy that includes micro-credential guidelines.	Substantially Achieved	Access, Capacity, Quality
	Rename Career and College Preparation (CCP) to Adult Upgrading. The faculty cluster agrees in principle. The curriculum will go through the approval process to Education Council.	Ongoing	Relevance, Quality
	Non-academic policies reflect commitment to experiential, place-based learning (EPBL), equity, inclusion, and Indigenization. Close the gaps in non-academic policies and procedures that impact inclusive student experience in EPBL and overall learning at CMTN.	In Progress	Relevance, Quality
	Improve employee engagement in College initiatives: Accessibility plan, Strategic Enrolment Management plan, and Strategic Plan	Achieved	Access
	Improve employee engagement in College initiatives (Accessibility plan, Strategic Enrolment Management plan, policy development and review, Board of Governors, sustainability/ climate). A bi-monthly email to the CMTN community covers key goals and outcomes of initiatives in the Director, President’s Office portfolio.	Not Achieved	Access
	<p>Develop inclusive employee training and consultation practices for policies and procedures:</p> <ul style="list-style-type: none"> Reliable, predictable, consistent policy training for employees that aligns with CMTN’s required accountability as an employer. <p>Employee consultation processes were implemented for policies and procedures not affiliated with EdCo to ensure accessibility, relevance, and inclusion.</p>	Ongoing	Access, Capacity, Quality, Relevance

CMTN Strategic Objective	Department Action Plan (DAP) Goals and Results/Update	Results	System Strategic Objective
Continued (Policy and Procedure Implementation)	<p>Board of Governors onboarding and governance processes are being clarified and formalized.</p> <ul style="list-style-type: none"> Planning and preparation for orientation of Board members in the fall. Working with the President and Chair with respect to advance planning for Board work. 	Ongoing	Efficiency
	<p>Improve the onboarding processes for management and staff by January 2024. This will be measured through employee/management feedback and processing timelines (decreased time needed to release letters of appointment and getting new employees paid on time). The onboarding tool has been finalized, now monitoring for feedback and modifications.</p>	Substantially Achieved	Quality, Efficiency
	<p>Implement a performance measurement plan for excluded employees (first phase) by August 2024.</p>	Ongoing	Capacity, Efficiency, Quality
	<p>Implement the recommendations from the Indigenization of the Collective Agreement Committee in Human Resources policies and practices by December 2024.</p>	Ongoing	Access, Capacity, Efficiency, Quality
	<p>Creation of donor recognition matrix with CMTN Foundation. Approved April 2024.</p>	Achieved	Capacity, Relevance
	<p>Develop a cultural leave policy. Recent collective agreement bargaining included two days of cultural leave.</p>	Achieved	Access, Relevance, Quality
	<p>Develop a catering policy to deliver complete dining services using institutional funds.</p>	Not Achieved	Capacity, Efficiency
	<p>Create a Housing Advisor policy, including streamlined procedures for room and inventory checks.</p>	Achieved	Capacity, Efficiency
	<p>Improve internal communications with regard to data required for decision making, offerings, policies and procedures, as well as external communications through the website to increase the student experience.</p>	Achieved	Capacity, Efficiency
	<p>Implement procedures to regularly review and update the website under the scope of the Registrar's Office.</p> <ul style="list-style-type: none"> Developed website review and maintenance process. 	Achieved	Capacity, Efficiency
	<p>Improve the scheduling process by developing a SharePoint site to share information about room availability and improve efficiency in the process.</p> <ul style="list-style-type: none"> Weekly reports with upcoming course offerings by campus to relevant staff. Dashboards with relevant aggregate data for program areas to make decisions. 	Achieved	Capacity, Efficiency

CMTN Strategic Objective	Department Action Plan (DAP) Goals and Results/Update	Results	System Strategic Objective
<i>Continued (Policy and Procedure Implementation)</i>	Develop terms of reference for Academic Heads, Program Coordinators, and Chairs for ongoing meetings to share information about educational policies, operational processes, and relevant topics within the educational cycle.	Achieved	Capacity, Efficiency
Strategic Priority – Employees			
Employees	Fostering the growth and development of everyone at Coast Mountain College and celebrating the accomplishments of our staff, faculty, and management.		
	Increased the acknowledgment of instructor accomplishments. Revived the end-of-semester highlight event on all campuses. Opened invitations to the showcase event to the College community.	Achieved	Quality
	Plan and deliver an award-winning workshop with guest speakers to encourage instructors to apply for awards. Currently planned for Summer 2024.	Not Achieved	Capacity, Quality
	Increase EPBL knowledge, understanding of international students, and ChatGPT through the College. Revived the Eat, Care, Grow Workshop series on how to work successfully cross-culturally, with a faculty/ instructor audience.	Achieved	Quality
	<p>Improve staff retention for students facing positions in the Registrar’s Office. Having consistent service will improve the student experience.</p> <ul style="list-style-type: none"> • Compiled exit interview results and some common themes for employees leaving for internal and external positions. • Reviewed job descriptions and officially updated duties to reflect the current scope of the position. • Cross-training initiatives were developed and were implemented in May 2024. 	Substantially Achieved	Capacity, Efficiency
	Finance staff training: An ongoing effort, the department is looking at group sessions that would be beneficial to the Finance Department.	Ongoing	Capacity, Efficiency, Quality
	Submit an instructor for CICAN award. This work is ongoing, submissions are due Fall 2024.	Ongoing	Quality
	Provide Facilities training, both targeted and general to increase safety and in-house response times, as well as provide guidance and advice on a variety of subjects. This includes ASIST (Applied Suicide Intervention Skills Training; suicide intervention skills training) for security personnel.	Ongoing	Access, Relevance, Quality
	Develop employee award criteria, form a committee, and have terms of reference in place for the 2024 Galts’ap Day employee recognition awards. Terms of reference and committee membership have been determined. Indigenization of Galts’ap Day.	Ongoing	Quality, Relevance
	The Recruitment, Marketing, and Communications Department is conducting team building through interpersonal communications training. Complete a strength deployment inventory (SDI) training for team members and host a related online training session. SDI assessments are complete and a full team workshop was held in May 2024.	Achieved	Efficiency

CMTN Strategic Objective	Department Action Plan (DAP) Goals and Results/Update	Results	System Strategic Objective
Strategic Priority – The Communities We Serve			
The Communities We Serve	Engagement with the many communities we serve throughout Northwest BC by ensuring our active participation in committees and forums, and ensuring we establish and continue to build off the many partnerships we have developed.		
	Increase dual credit trades presentations in every high school in our CMTN region; increase knowledge and awareness of dual credit opportunities.	Substantially Achieved	Access, Capacity, Quality
	Host four community outreach events in the academic year. #CoffeeChat sessions were held in Houston, Smithers, Hazelton, Terrace, and Haida Gwaii.	Achieved	Access, Capacity
	Focus on making our programs and courses more accessible to seniors. Developed articles for seniors to access education. This will be widely circulated in our <i>CMTN Connection</i> magazine and shared with community organizations and on social media. Senior-specific outreach is under development.	Ongoing	Access, Capacity
	HR collaboration with northern Post-Secondary Institutions to develop partnerships with other HR leads. The goal of these partnerships is to create a network to gain synergy in practices.	Ongoing	Efficiency
	Create partnerships with local employment centres and platforms to align the needs of the community at all our campus locations.	Ongoing	Access, Relevance, Efficiency



Freda Diesing School of Northwest Coast Art student preparing for the end of year show.

Standard Performance Measures

Performance Measure	Reporting Year				System Strategic Objectives	
	2022/23 Actual	2023/24 Target	2023/24 Actual	2023/24 Assessment		
Student Spaces					Capacity	
Total Student Spaces	428	≥1718	403	Not Achieved		
Nursing and other allied health programs	86	≥133	87	Not Achieved		
Developmental programs – Tuition Compensation Eligible	77	≥131	86	Not Achieved		
Credentials Awarded						
Domestic Credentials Awarded	210	≥ 198	228	Achieved		
Certificates		≥ 162	179	Achieved		
Developmental		N/A	N/A	Not Assessed		
Diplomas		≥ 32	44	Achieved		
Indigenous Student Spaces					Access	
Total Spaces	308	400	306	Not Achieved		
Ministry (PSFS)	213	TBI	197			
SkilledTrades BC	95	TBI	109			
Student Satisfaction with Education					Quality	
Former certificate, diploma and associate degree students	92.8	3.2	≥ 90%	96.8 1.8		Achieved
Former apprenticeship students	N/A		≥ 90%	N/A		Not Assessed
Trades foundation and trades-related vocational students	N/A	N/A	≥ 90%	100.0 0.0		Achieved
Student Assessment of Quality of Instruction						
Former certificate, diploma and associate degree students	96.1	2.4	≥ 90%	94.3 2.4		Achieved
Former apprenticeship students	N/A		≥ 90%	N/A		Not Assessed
Trades foundation and trades-related vocational students	N/A		≥ 90%	100.0 0.0	Achieved	
Student Assessment of Skill Development						
Former certificate, diploma and associate degree students	92.2	3.4	≥ 85%	89.8 3.2	Achieved	
Former apprenticeship students	N/A		≥ 85%	N/A	Not Assessed	
Trades foundation and trades-related vocational students	87.1	8.5	≥ 85%	86.8 5.7	Achieved	
Student Assessment of the Usefulness of Knowledge and Skills in Performing Job					Relevance	
Former certificate, diploma and associate degree students	91.3	4.2	≥ 90%	90.7 4.3		Achieved
Former apprenticeship students	N/A		≥ 90%	N/A		Not Assessed
Trades foundation and trades-related vocational students	78.3	9.6	≥ 90%	N/A		Not Assessed
Graduate/Student Unemployment Rate						
Former certificate, diploma and associate degree graduates	3.7	2.7	< 14.5%	5.8 3.1		Achieved
Former apprenticeship	N/A		< 14.5%	N/A	Not Assessed	
Trades foundation and trades-related vocational graduates	N/A		< 14.5%	3.0 4.7	Achieved	

2023/24 Accountability Framework Performance Measures
Standard Performance Measures

Performance Measure	Reporting Year					
	2022/23 Actual		2023/24 Target	2023/24 Actual		2023/24 Assessment
Former diploma, associate degree and certificate students' assessment of skill development						
	%	+/-	≥ 85%	%	+/-	Achieved
Skills development	92.2	3.4		89.8	3.2	
Written communication	91.8	3.5		92.2	3.1	
Oral communication	92.6	3.4		89.9	3.3	
Group collaboration	92.7	3.3		90.1	3.2	
Critical analysis	95.2	2.7		92.1	2.9	
Problem resolution	91.9	3.5		91.0	3.2	
Learn on your own	90.2	3.8		87.5	3.6	
Reading and comprehension	92.7	3.3		91.6	2.9	
Trades foundation and trades-related vocational graduates' assessment of skill development						
	%	+/-	≥ 85%	%	+/-	Achieved
Skills development	87.1	8.5		86.8	5.7	
Written communication	N/A			N/A		
Oral communication	N/A			N/A		
Group collaboration	N/A			94.7	5.5	
Critical analysis	N/A			97.4	3.9	
Problem resolution	N/A			86.8	8.3	
Learn on your own	N/A			79.5	9.7	
Reading and comprehension	96.0	6.4		94.7	5.5	
Former apprenticeship students' assessment of skill development						
	%	+/-	≥ 85%	%	+/-	Not Assessed
Skills development	N/A			N/A		
Written communication	N/A			N/A		
Oral communication	N/A			N/A		
Group collaboration	N/A			N/A		
Critical analysis	N/A			N/A		
Problem resolution	N/A			N/A		
Learn on your own	N/A			N/A		
Reading and comprehension	N/A		N/A			

Please consult the 2022/23 Standards Manual at https://www2.gov.bc.ca/assets/gov/education/post-secondary-education/institution-resources-administration/accountability-framework/standards_manual.pdf for a current description of each measure.

Institutional Accountability Plans and Reports, which report on and provide context on these performance measures, are also published at <https://www2.gov.bc.ca/gov/content/education-training/post-secondary-education/institution-resources-administration/accountability-framework>

Student Spaces

Results from the 2023/24 reporting year are based on data from the 2023/24 fiscal year; results from the 2022/23 reporting year are based on data from the 2022/23 fiscal year. Only Ministry-funded full-time equivalents are included.

Coast Mountain College (CMTN) pulls from a region of approximately 65,000, of which approximately 20,000 or 30.8% are of an age (20-44) potentially expected to attend post-secondary education. However, much of this population is widely dispersed, which limits access to the college. From 2013/14 to 2022/23 the graduation rate from high schools in the CMTN region declined from 659 to 534, a decrease of 18.06%. The rate at which students transition to post-secondary after high school has also decreased from 50% in 2013/14 to about 38.2% in 2022/23.

When considering CMTN student numbers measured in full-time equivalents (FTEs), it is important to note that the average age of students at the college is 33 years. While we served 1,383 individuals taking for credit courses in the 2023/24 academic year and we also served 1,109 students who took non-credit courses. Most of our students studied part-time in order to maintain their work and family obligations and to pay for the high costs of food and housing.

Studying part-time is normal in the North Coast and Bulkley-Nechako communities we serve. With the availability of jobs in the region, more people study part time. The delicate balancing of work and part-time studies is required to keep the economy going in these communities. Although the average number of credit courses per student across 2023/24 has marginally increased from 2.799 in 2023Fall to 2.910 in 2024Winter, more and more students are choosing part time studies, or have employers who can only accommodate part time studying.

Although most students attend the college part-time, the same level of student services and supporting structures are required to support these students to enable them to be successful. Student services provided by the college, include financial aid, learning assistance, accessibility assistance, mental health and wellbeing services, accommodation, library services, and other teaching and learning supports. Although the services are provided for the students with a goal of student success, these services are also required for them to be successful in the workplace.

Indigenous Student Spaces

For Indigenous student spaces, results for the previous fiscal year are reported. Results from the 2023/24 reporting year are based on data from the 2022/23 fiscal year; results from the 2022/23 reporting year are based on data from the 2021/22 fiscal year. Both Ministry and SkilledTradesBC (formerly the Industry Training Authority) funded full-time equivalents are included. Institutions provide their own target and assessment for Indigenous student spaces.

Credentials Awarded

Annual performance is measured using the most recent fiscal year; e.g., results for the 2023/24 reporting year are credentials awarded in the 2022/23 fiscal year. The institution-specific target is based on the average number of credentials awarded by the institution in the 2019/20 to 2021/22 fiscal years.

Student Outcomes Measures

Results from the 2023/24 reporting year are based on 2023 survey data; results from the 2022/23 reporting year are based on 2022 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%.

Credentials Awarded to Indigenous Students

The target for this measure is currently under review. Assessment will show as “Increased” or “Decreased” over the previous year.

Assessment Scale

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

Target Assessment Scale	Description
Achieved	100% or more of the target
Substantially Achieved	90% to <100% of the target
Not Achieved	<90% of the target

Appendix B: Template for Reporting on Lasting and Meaningful Reconciliation
 Implementation of the Truth and Reconciliation Commission Calls to Action and the United Nations Declaration on the Rights of Indigenous Peoples

TRC Call to Action and UN Declaration on the Rights of Indigenous Peoples	
1: Social Work	
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.	
Progress: In-progress initiative	<p>Initiatives and Partnerships</p> <p>Program reviews for the Social Service Worker Certificate and Diploma Program are ongoing. An important aspect of the program is that its curriculum includes instruction on Indigenous history, including the impacts of the residential school system. The curriculum for the certificate and diploma program will be updated, as necessary, to ensure culturally appropriate content and alignment with CMTN's decolonization and Indigenization efforts.</p> <p>Update: The Social Service Worker Certificate and Diploma Program review has been paused due to limited human resources. However, delivery of the curriculum does contain culturally appropriate content and actively seeks to respond meaningfully to the Truth and Reconciliation Calls to Action. Namely, attention and integration of teaching and learning content related to "building student capacity for intercultural understanding, empathy, and mutual respect;" providing "cultural competency training for all-health care professionals;" remediating "gaps in health outcomes between Aboriginal and non-Aboriginal communities;" reducing "the number of Aboriginal children in care;" and eliminating "the overrepresentation of Aboriginal people in custody." Including these issues pertaining to the TRC Calls to Action aligns with CMTN's decolonization and Indigenization efforts.</p>
12: Early Childhood Education	
We call upon the federal, provincial, territorial, and Aboriginal governments to develop culturally appropriate early childhood education programs for Aboriginal families.	
Progress: In-progress initiative	<p>Initiatives and Partnerships</p> <p>The program review of the Early Childhood Care and Education Program continues. An important aspect of the review includes assessing the curriculum for accurate inclusion of Indigenous history, including the impacts of the residential school system, and inclusion of culturally sensitive educational approaches.</p> <p>The ECCE Certificate and Diploma Program curricula are being updated to ensure culturally appropriate and meaningful content and alignment with CMTN's decolonization and Indigenization efforts, and evidence-based practice.</p> <p>The ECCE Diploma was offered in Kitimat (2023). Plans are underway to offer the ECCE Program in Gitwangak for the 2024/2025 academic year. Neither program is a dual credit offering.</p>

TRC Call to Action and UN Declaration on the Rights of Indigenous Peoples	
16: Indigenous Language Degree and Diploma Programs	
We call upon post-secondary institutions to create university and college degree and diploma programs in Aboriginal Languages	
Progress: Completed	<p>Initiatives and Partnerships</p> <p>Gitksanimx (GITK) 101 was offered at the Hazelton campus from March 2023 to June 2023. Twenty-five participants took part in person and by video. GITK 102 was offered from September 2023 to December 2023, with 10 participants.</p> <p>A lively and engaged cohort of students continued to advance their skills. The instructor focused on both instruction of vocabulary and ample practise. Because teaching resources for this language were not readily available, the instructor brought to life the language through developing and integrating her own reality to deliver meaningful lessons.</p> <p>GITK 101 is scheduled to be offered again in the upcoming academic year to a new cohort that wants to develop language skills.</p>
23: Health Care Professionals	
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.	
Progress: Implemented and ongoing	<p>Initiatives and Partnerships</p> <p>In the most recent academic year, additional instructors in the Healthcare Assistant, Access to Practical Nursing, and the Northern Collaborative Baccalaureate of Nursing Program have participated in the Free Five-Workshop series on Implementing the TRC Calls to Action in Nursing Education offered by the Canadian Association of Schools of Nursing. This brings the number to five instructors at CMTN who have engaged with this professional development.</p>
24: Medical or Nursing Schools	
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.	
Progress: Ongoing	<p>Initiatives and Partnerships</p> <p>The Introduction to First Nations Health (NURS 205) continues to be delivered to all students enrolled in the Northern Collaborative Baccalaureate Nursing Program (NCBNP).</p> <p>In addition, there were presentations by five local Indigenous presenters and a presentation of a video by the co-editor of the textbook used in the course.</p> <p>All Nursing students studying at CMTN participate in field schools to Indigenous communities in the summer. This year, the students will be participating in field schools to Haida Gwaii, where they will learn firsthand from Haida people about contemporary issues facing Indigenous peoples in Canada.</p>
57: Public Servants	
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.	

TRC Call to Action and UN Declaration on the Rights of Indigenous Peoples

Progress:

Ongoing

Initiatives and Partnerships

A learning transformation specialist (LTS)-Indigenization position was piloted for 2021–2023. This position has now become permanent and ongoing. The LTS-Indigenization works closely with faculty and staff to bring First Peoples knowledge into their teaching and learning at all campuses, including activities such as:

- working with faculty and the Centre of Learning Transformation (COLT) to Indigenize all courses before they are passed through Education Council (EdCo)
- offering professional development opportunities to faculty and staff:
 - a. Indigenous-centred book clubs have been formed.
 - b. Virtual Tea Party with Auntie Bigfoot and Friends was launched. This is a digital drop-in space to connect with Elders and work on decolonization.
 - c. The Cultivating Safe Spaces for Reconciliation series is still active.
 - d. The Top Harvests newsletter is issued weekly. The purpose of Top Harvests is to inspire faculty to weave Indigenous content into their curriculum, share resources and ideas, and create a space for different stories and voices.
 - e. An asynchronous course, Braiding Pathways through Self-Awareness, has been created and is open to the CMTN College community. The three self-paced modules in this course were created to promote increased understanding about Indigenous Peoples and their place and space in Canada, past and present.
 - f. A co-hosted online discussion space was been created with COLT titled ChatReconciliACTION to cultivate community as a catalyst for decolonizing learning and reconciliation.

TRC Call to Action and UN Declaration on the Rights of Indigenous Peoples

62: Teacher Education

We call upon the federal, provincial, and territorial governments, in consultation and collaboration with Survivors, Aboriginal peoples, and educators, to: ... Provide the necessary funding to post-secondary institutions to educate teachers on how to integrate Indigenous knowledge and teaching methods into classrooms.

<p>Progress:</p> <p>Ongoing</p>	<p>Initiatives and Partnerships</p> <p>CMTN has Indigenization as an Institutional pedagogy. All employees participate in Indigenous cultural activities on campus throughout the year, raising Indigenous consciousness and awareness of contemporary issues. Hence, Indigenous knowledge is disseminated and acquired in different ways, places, spaces, and context throughout the institution. In addition, there are intentional and focused ways for faculty to receive education on how to integrate Indigenous knowledge and teaching methods into their classrooms. Some of these are discussed below:</p> <p>The review of EdCo processes resulted in the creation of a voting Indigenous Scholar Faculty seat. This member is also a member of the Articulation and Curriculum Committee (ACC). The Indigenous scholar Faculty seat ensures that Indigenous voices are heard at cluster meetings at the EdCo and at ACC. All faculty members seeking to amend course curriculum or programs engage with the LTS-Indigenization prior to the EdCo process. This allows for all instructors to integrate Indigenous knowledge and teaching methods in their classrooms.</p> <p>The LTS-Indigenization created YouTube video resources on how to create Land Acknowledgements for the different Indigenous communities served by the College and how to use these in classrooms.</p> <p>At EdCo meetings, faculty members are given the space to talk about how they are implementing TRC in their classrooms. The space to talk also becomes a space for teaching and learning about Indigenous knowledge from each.</p> <p>CMTN runs fields schools in partnership with Indigenous communities to allow faculty members and students to learn directly from Knowledge Holders and Keepers. Some of the field schools this year are at the following traditional territories:</p> <ul style="list-style-type: none">- Gitxsan territory: People of the Skeena- Gitga’at territory: People and Place: Indigenous Connections to Place and Landscape in Northwest BC- Haida Territory: Ethics and Globalization- Haida Territory: Haida Gwaii: First Nations Culture and Language- Seafood (Fish and Shellfish)- Harvesting, Foraging, and Processing- Wild Game and Fowl.
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TRC Call to Action and UN Declaration on the Rights of Indigenous Peoples

92: Business Schools

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.

Progress:	Initiatives and Partnerships
Ongoing	<p>All Business course outlines have been updated. As part of the process, faculty members work with the LTS-Indigenization to include Indigenous content or pedagogy.</p> <p>The Business Program runs field schools with Indigenous community partners. This year, Ethics of Globalization (INTB 210) is part of a field school to Haida Gwaii.</p> <p>The Applied Coastal Ecology program works with the Haida Nation for their annual fields, studying the ecosystems and ecology on different areas of the Island.</p> <p>Business students had the opportunity to witness the totem raising at Walnut Park Elementary School in Smithers. The totem pole was a commemoration of the history of Indigenous people on the land called Smithers, the traditional territory of the Witsuwit'en people.</p> <p>Business students also had the opportunity to witness Indigenous feasts at all campuses during the academic year.</p>

United Nations Declaration on the Rights of Indigenous Peoples Implementation

Article 14	<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.
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Progress:	Initiatives and Partnerships
Implemented and ongoing	<p>Contact North BC, in partnership with Indigenous communities, is now wrapping up its fourth year. It continues to be successful in achieving its goals of bringing education to rural, remote, underserved, and Indigenous communities. With 22 access centres, over 6,000 student registrations were processed in the fourth year, serving more than 1,500 students.</p> <p>Following feedback from Indigenous communities, the CMTN Trades Department worked with Contact North BC to deliver a hybrid Carpentry Level 1 Apprenticeship Program. Students in Indigenous communities were able to participate in this program from their home communities without disruption to their local support and home networks.</p> <p>CMTN is working on Indigenous names for buildings and assets at all campuses. The College collaborated with Indigenous communities in naming assets and spaces on campus. Work is underway with Elders to create signage in the local Prince Rupert Tsimshian dialect. This would see on-campus signage written in the Indigenous language, thereby providing more opportunity for language education.</p>

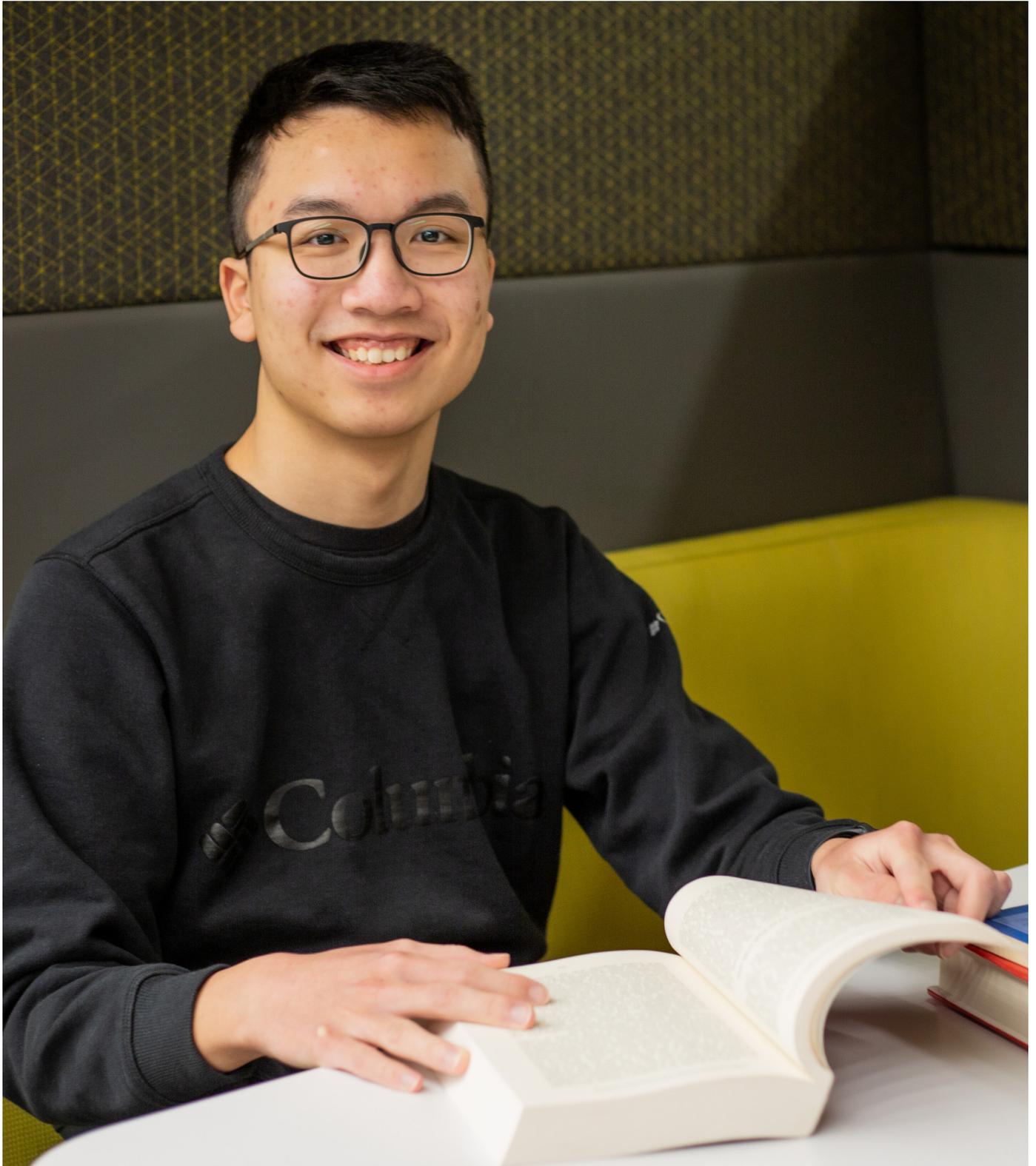
TRC Call to Action and UN Declaration on the Rights of Indigenous Peoples	
Article 15	1. Indigenous peoples have the right to the dignity and diversity of their cultures, traditions, histories and aspirations which shall be appropriately reflected in education and public information.
Progress: Implemented and ongoing	<p>Initiatives and Partnerships</p> <p>CMTN recognizes and supports Indigenous cultural awareness activities, recognition of Missing and Murdered Indigenous Women and Girls, National Day for Truth and Reconciliation, Every Child Matters, and holds sacred Indigenous cultural activities on campus.</p> <p>The Indigenization Department organized two feasts each academic year, the Welcome-Back Feast at the beginning and the Farewell Feast at the end of the year. The location of the feast is moved between different campuses. Each feast is performed according to the rites of the territory where it is being held to celebrate the diversity of their cultures and traditions. This year, the feast was held at the Terrace campus and the Smithers campus, celebrating the diversity of the Tsimshian and Witsuwit'en peoples.</p> <p>Elders and Knowledge Keepers are back to attending in-person activities in large groups on campus. Elders and Knowledge Keepers were involved in several activities and events, including a welcome-back feast, Xbisuunt dance group practices, Gitlaxdax Nisga'a Dance group, the Farewell Feast, welcoming external reviewers for the quality assurance process audit (QAPA), and convocation ceremonies.</p>
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.
Progress: Ongoing	<p>Initiatives and Partnerships</p> <p>First Nations Access Coordinators (FNACs) continue to assist Indigenous students with navigating the services at the College. They provide a welcoming presence and contribute to a positive and inclusive experience for Indigenous peoples at CMTN campuses. FNACs work with local community organizations such as friendship centres, band offices, Indigenous owned organizations to organize community events and to connect students with local services. Community support can at times include counselling services, food security, housing options and supports, transportation, addiction resources, residential school survivor supports, and local funders. FNACs also organize cultural events on campus that are student-focused. CMTN provides an Indigenous emergency bursary fund for students to support financial emergencies. The College has a foodbank and emergency grocery cards to support students in need of groceries. Access to these supports contribute to educational success of Indigenous students.</p>
	<p>The FNACs hosted the farewell feast for students in April 2024 at the Terrace campus. Student attendance was close to 100. This has been a steady increase post-pandemic. A welcome feast was held in September at the Smithers campus.</p> <p>Management and staff volunteered at the feast, which gave non-Indigenous employees the opportunity to understand how feasts are run and why things are done the way they are.</p> <p>The FNAC at each campus offers various cultural events throughout the academic year. At the Terrace campus, two Indigenous dance groups practise every week in Waap Galts'ap, which allows any student to participate or watch. On April 11th, the Nisga'a Gitlaxdax dance group hosted dance groups locally and from Saskatchewan – the longhouse was filled to capacity while witnessing some amazing dancing.</p> <p>The recently completed collective bargaining successfully introduced two days of cultural leave for Indigenous employees. This allows any Indigenous employee to participate in relevant cultural responsibilities or events they previously were unable to take part in.</p>

In Plain Sight Report Recommendations Reporting for Post-Secondary Institutions		
In Plain Sight recommendation #8 : Please list all health programs offered by your institution and any accreditation standards that relate to cultural safety and humility training. If an accredited program does not have a related standard, indicate N/A for the program.		
Program Name	Accreditation Standard Details (If none exist, N/A)	
HCAP (Health Care Aide)	Accredited by BCCNM (British Columbia College of Nurses and Midwives)	
APN (Access to Practical Nursing)	Accredited by BCCNM (British Columbia College of Nurses and Midwives)	
NCBNP (Northern Collaborative Baccalaureate Nursing Program) – Year 1 & 2	Accredited by BCCNM (British Columbia College of Nurses and Midwives); CASN (Canadian Association of Schools of Nursing)	
In Plain Sight recommendation #14: The B.C. government, PHSA, the five regional health authorities, B.C. colleges and universities with health programs, health regulators, and all health service organizations, providers and facilities recruit Indigenous individuals to senior positions to oversee and promote system change.		
For all health programs offered at your institution, please identify what new, ongoing, or completed actions have supported the recruitment of Indigenous individuals to senior positions to oversee and promote system change, and the quantitative impact of these actions.		
Program Name	Progress	Actions
Indigenous Healthcare Assistant Program (HCAP)	New (new this academic year and is ongoing). In the process of being created.	It is crucial that we maintain strong relationships with Indigenous communities. Our primary goal is to establish and develop health programs that cater to Indigenous health and knowledge. This program will assist Healthcare Aide workers in meeting the specific health needs of the Indigenous community. It will be accessible to students both within their communities and on-campus, providing greater educational opportunities for Indigenous learners.
In Plain Sight recommendation #18 - The B.C. government require all university and college degree and diploma programs for health professionals in B.C. to implement mandatory strategies and targets to identify, recruit and encourage Indigenous enrolment and graduation, including increasing the safety of the learning environment for Indigenous students.		
Please identify any existing strategies your institution has, targets that have been identified by program area, and outcomes related to the identification, recruitment, and graduation of Indigenous students. Note - the B.C. government has not yet set mandatory strategies and targets related to recommendation #18. Information collected in the first year of In Plain Sight Reporting will be used to identify promising policies and practices that have already been implemented by post-secondary institutions.		
Strategies	Targets by Program Area	Outcomes
FNACs work closely with Indigenous students throughout their program, providing them with support all the way to graduation. FNACs also work to create a culturally safe space on campus, through regular cultural activities and being visibly present.	The target is for all programs at all campuses.	Ongoing
CMTN is working to expand the recruitment team, to add an Indigenous recruiter. This has been ongoing for a while without success. Currently, regional contracts officers are working with different Indigenous communities and are promoting all CMTN programs.	Increase Indigenous student recruitment for all Healthcare programs.	Ongoing

In Plain Sight Report Recommendations Reporting for Post-Secondary Institutions		
<i>Continued - In Plain Sight recommendation #18</i>		
Healthcare programs always encourage local and surrounding Indigenous students to enroll in Health programs. This was achieved by having all theory classes online so that students can study in their communities but only leave home for their labs and can participate at clinical or practicum facilities.	The target is to have up to 40% Indigenous students per Healthcare program.	Not Achieved, Ongoing
CMTN's Enrolment Services has developed a process to ensure that students to be sponsored by their community do not lose their seats while they are waiting for their community to confirm their sponsorship.	Reduce this red tape for all Indigenous students in all programs.	Achieved
CMTN is planning for alternative methods to a written resume. For example, accepting verbally recorded resumes.	Reduce this red tape for all Indigenous students in all programs.	In progress
In Plain Sight recommendation #21 : All B.C. university and college degree and diploma programs for health practitioners include mandatory components to ensure all students receive accurate and detailed knowledge of Indigenous-specific racism, colonialism, trauma-informed practice, Indigenous health and wellness, and the requirement of providing service to meet the minimum standards in the UN Declaration.		
For all health programs offered at your institution, please identify whether mandatory cultural safety and humility training components are new this year, ongoing, or fully implemented. Under actions, please list and describe the mandatory training components. If there are none, please indicate N/A for that program.		
Program	Progress	Actions
Northern Collaborative Baccalaureate in Nursing Program (NCBNP)	Completed	All faculty members are encouraged to attend cultural awareness and events. The chapter Engaging with Humility: Authentic Interpersonal Communication in Partnership with Indigenous peoples, written by Sheila Blackstock, who identifies as being "of Gitxsan and mixed European and Russian origins," (in Mallette & Yonge, p. 138) was used in the NCBNP 1st Year Communication: Theory and Practice course in 2023F, and also shared in the Introduction to First Nations Health course in 2nd year. The chapter addresses Indigenous Ways of Knowing and Being (p. 134).
Northern Collaborative Baccalaureate in Nursing Program (NCBNP)	Completed	CMTN offered a field school in the summer of 2023. Some 1st year Nursing students participated in the field school. The field school location was the Ts'eliksit Language Culture Camp on the Gitxsan traditional territory. The field school was taught by Gitxsan Knowledge Holders and included Indigenous Ways of Knowing.

Appendix C: Financial Information

For the most recent financial information for CMTN, please see the 2022/23 Audited Financial Statements available through the Ministry of Post Secondary and Future Skills. The 2023/24 Audited Financial Statements will be available September 30, 2024.



Business student at work in the recently renovated library.



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