Institutional Accountability Plan and Report

2024 - 2025 Reporting Cycle

CNC

Accountability Statement

Dear Minister Kang,

We are honoured to present the College of New Caledonia's 2024-25 Institutional Accountability Plan and Report. This comprehensive document defines our mandate, strategic objectives, and outcomes, in alignment with the Ministry of Post-Secondary Education and Future Skills' priorities.

The dynamic landscape of higher education necessitates that CNC continually adapt our programs to meet the evolving needs of students, employers, and the community. Our efforts are guided by the Strategic Plan, Academic Plan, Indigenous Education Plan, Strategic Enrolment Management Plan, International Education Plan, Accessibility Plan, and Equity, Diversity, Inclusion and Belonging (EDIB) Plan. CNC has initiated an Alignment of Programs and Academic Schools, fostering revitalization across the College to enhance institutional strength, program quality, and a culture of professional growth. Furthermore, CNC has achieved financial efficiencies through resource optimization and strategic partnerships.

Annually, we provide instruction to approximately 7,000 learners across a diverse array of programs. Regardless of the field of study, CNC is dedicated to delivering exceptional student experiences. We maintain a strong focus on students' needs throughout their educational journey, ensuring they are well-prepared for employment or further academic pursuits. Our mission is to deliver high-quality programs and promote the success of every student.

Sincerely,

Judy Vasily
Board Chair

Cindy Heitman
President and CEO

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Acknowledgement of First Nations Territories and Indigenous Partners

First Nations Traditional Territory

The College of New Caledonia (CNC) is honoured to work with the Indigenous communities in this region, inclusive of the First Nations, Métis, and Inuit Peoples. We acknowledge the graciousness of the First Nations Peoples in welcoming those seeking knowledge on their traditional territories. There are 22 First Nations communities whose traditional territories are located within the region served by the College:

Binche Whut'en First Nation
McLeod Lake Indian Band
Takla Lake First Nation
Cheslatta Carrier Nation
Nadleh Whut'en
Tl'azt'en Nation
?Esdilagh First Nation
Nak'azdli Whut'en
Tsay Keh Dene Nation
Kwadacha Nation
Nazko First Nation
Ts'il Kaz Koh
Lake Babine Nation
Nee Tahi Buhn Band
Wet'suwet'en First Nation
Lheidli T'enneh First Nation
Saik'uz First Nation
Yekooche First Nation
Lhoosk'uz Dene Nation
Skin Tyee Nation
Lhtako Dene Nation
Stellat'en First Nation

CNC's Aboriginal Partners

Please note that both the terms 'Indigenous' and 'Aboriginal' will be used throughout this report to honour the preferences of Indigenous Peoples in our region. Senior Advisor to President, Policy & Indigenous Relations made this decision in consultation with local First Nations and Indigenous communities.

In addition to the 22 First Nations, it is important to acknowledge the participation of all Indigenous groups who support the Aboriginal Advisory Committees and the Yinka Dene Council, contributing to the success of Aboriginal Education at CNC. These groups include the Carrier Sekani Tribal Council, Carrier Sekani Family Services, Métis Nation B.C., Aboriginal Business Development Centre, North Cariboo Métis Association, Cariboo Chilcotin Aboriginal Training Employment Centre, Quesnel Tillicum Friendship Centre, PG Native Friendship Centre, PG Nechako Aboriginal Employment & Training Association, Burns Lake Native Development Corporation, the Echen Healing Society, and Indigenous representatives from the University of Northern British Columbia and the School Districts of Nechako Lakes (SD 91), Prince George (SD 57), and Quesnel (SD 28).

The communities served by CNC

22 First Nations communities and nine municipalities served by CNC

About CNC

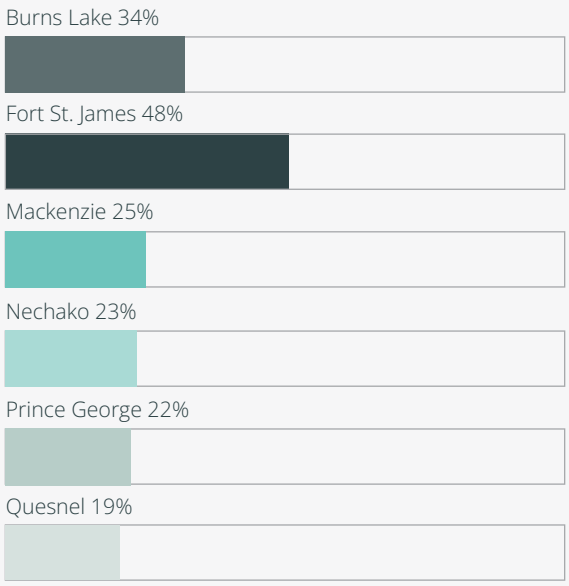
The College of New Caledonia (CNC) is a public community college serving Northern B.C. since 1969. Covering 12 per cent of the province, CNC provides hands-on, career-focused education in areas such as business, health sciences, trades, technologies, and university studies. Many programs can be completed in 10 months, and students can easily transfer into third-year university programs across B.C. and beyond. CNC is committed to supporting Indigenous learners through accessible, in-community programming tailored to the unique needs of rural and remote First Nations communities.

80+ Programs **6** Campuses

8,123 Students **29** Average Age

1,427 Aboriginal Students 23% of domestic

Percentage of Aboriginal students by campus



1,972 International Students 24% of total

From 47 countries

2,748 students

in Skills (Continuing Education) Courses

5,635 students

in Academic, Vocational & Trades

Students by select program area

Art & Sciences	Business Management	Developmental	Engineering & Applied Science	Health	Human & Social Services	Trades
25%	21%	7%	5%	15%	8%	16%

4,217*** Full-Time Equivalents (FTE)

- **1117** in Trades*
- **526** in Nursing & Allied Health Programs*
- **181** in Development*
- **168** in tuition policy eligible developmental**

*** Includes International FTE

*Excludes International FTE ** Domestic tuition policy eligible FTE only

Strategic Direction and Context

Strategic Direction

This past year has been one of transformation for CNC. Responding to the revenue decline due to the reduction of international students, CNC made significant changes across the college region to ensure students continue to receive quality educational experience that aligns with the Strategic Plan, lhulh whuts'odutel'eh | Learning Together.

CNC's integrated planning approach aligns strategy, operations, and finances around a shared vision, allowing the college to quickly adapt to B.C.'s evolving post-secondary landscape—realigning academic schools, renewing community campuses, and refocusing on continuing education.

Over the coming year, CNC will continue to focus on the strategic priorities identified in its five-year Strategic Plan, lhulh whuts'odutel'eh | Learning Together, along with those identified in the College's Academic, Indigenous Education, International, and Strategic Enrolment plans as well as the Ministry's mandate letter priorities.

It is important to acknowledge that although the College needed to make significant adjustments to the operational plans in response to the enrolment changes, CNC continued to put student learning at the forefront and worked to achieve strategic priorities that were identified for the 2024-25 academic year.

LEARNING ACROSS A LIFETIME

CNC demonstrates learning across a lifetime by providing learning opportunities for ALL. Learning opportunities that support student learning needs, and support professional development learning opportunities for staff. Focusing on the student experience we will:

- Support ongoing EDIB training organized by the Office of Equity, Diversity, Inclusion and Belonging. The Executive team will further CNC's commitment to fostering an inclusive and welcoming environment for all students and staff, promoting equity and diversity in all aspects of college life.
- Develop and implement a new EDIB policy to support equity across the college community.
- Fostering intentional incorporation of Indigenization into our pedagogy will ensure that Indigenous perspectives and methodologies are integral to the educational experience at CNC.

STUDENT SUCCESS FOCUSED EDUCATION AND TRAINING

CNC demonstrates student success focused education and training when we deliver responsive, reflective and experiential learning opportunities. Through a rigorous program review process that includes:

- Ongoing program reviews to assess quality and relevance, ensuring CNC programs remain accredited and increase student satisfaction and retention. This required an update to the Program Review Policy and Procedures.
- Continue to incorporate Work-Integrated Learning (WIL) framework into existing and new CNC programs.
- Ensure programs are relevant, sustainable and aligned with the Labour Market Outlook and identify opportunities for new programs and courses.
- Continue to work towards reducing barriers for students by providing more flexible times for classes and a variety of modalities. This will support student success and program completion.

ORGANIZATIONAL STRENGTH AND AGILITY

CNC recognizes the importance of empowering and enabling employees across the College as we clarify roles and responsibilities throughout the organization. Clarity ensures enhanced decision-making processes and improves the collaboration required for system cohesion.

- Administer employee engagement surveys in the fall and spring, assess the data by school/ department and portfolios.
- Develop action plans for each department and school based on a college-wide employee engagement initiative.
- Emphasize a strengths-based approach that encourages individuals to recognize and apply their own strengths and those of their teams. Providing targeted training and development for current and emerging professionals will help build effective guidance and decision-making across all levels of the organization.

COMMUNITY ENGAGEMENT AND PARTNERSHIPS

CNC demonstrates community engagement and partnership when we respond to community needs.

- CNC will continue the re-imagining of the rural education experience at smaller community campuses by creating sustainable supports for student success and ensuring program offerings align with community and industry needs.
- CNC will improve connections with the community campuses offering more services either in person or virtually.
- CNC will continue to foster meaningful engagement with Indigenous communities as we develop or revise MOUs with each First Nation we serve.
- CNC will continue to establish meaningful relationships and partnerships with industry and businesses.

STRATEGIC PRIORITIES

Based on the successes of the priorities established for the 2024-25 academic year, 14 of the 19 objectives developed were realized and priorities have been identified to guide our strategic goals and decision-making for 2025-26 academic year. In addition to working towards the goals outlined in the five-year strategic plan, we will focus systematically on:

1.1 Provide Learning Opportunities for All

2.2 Deliver Responsive, Reflective and Experiential Learning Opportunities

3.1 Improve Focus, Coordination and Accountability

4.3 Respond to Community Needs

CNC has developed plans to support these strategic priorities and looks forward to reviewing and analyzing the measurable outcomes in the year ahead.

CNC's departments and schools in collaboration with their teams, will develop strategies to align with the strategic priorities college-wide. It is essential that all employees are a part of the process to ensure we have a systems approach to our work.

Links to Plans

Strategic Plan

Academic Plan

Indigenous Education Plan

International Plan

Strategic Enrolment Plan

Strategic Context

The current economic, political, social, and technological landscape of post-secondary education in Canada and B.C. has shifted significantly over a relatively short period of time and has influenced CNC's operating environment. CNC's strategic context includes considerations of population and immigration trends, policy changes affecting international student recruitment, admissions and retention, labour market, and opportunities in partnerships, communities, and program reviews.

Population Growth and Immigration Trends

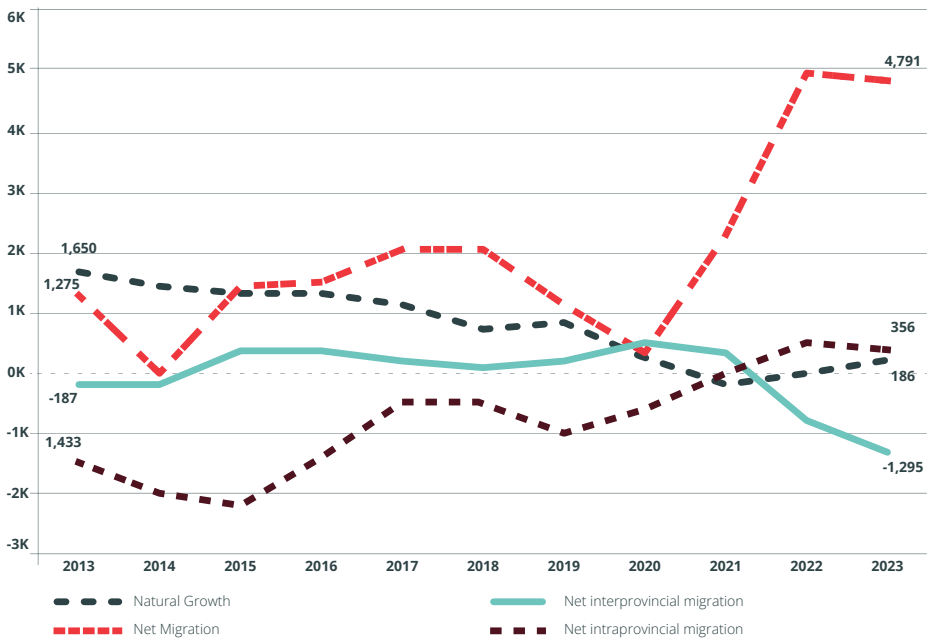
British Columbia's population was estimated at 5.5 million in 2023, representing a +1.9 per cent[1] increase from 2015 (4.8 million). Despite declining natural population growth (births minus deaths), the province has seen strong growth likely driven by immigration. Looking ahead, B.C.'s population is projected to grow steadily over the next two decades, reaching 6.83 million by 2046.

In Northern B.C., population growth followed a similar but more modest pattern. The region's population rose by about +0.4 per cent between 2015 (330,000) and 2023 (340,000). However, unlike the province, Northern B.C.'s population is projected to decline—by approximately -0.4 per cent—over the same period, falling to 320,153 by 2046.

Significant demographic changes show what's driving B.C.'s population growth. Natural population growth has turned negative, and interprovincial migration has shifted from a net gain to a net loss.

By contrast, net migration (i.e. international immigrants) has emerged as the primary contributor to the province's population growth, especially in the post-pandemic period. These dynamics suggest that B.C.'s demographic outlook increasingly depends on its ability to attract and retain immigrants. In Northern B.C., international immigration has emerged as the primary driver of population growth. Over the past decade, natural growth in the region has been steadily declining. By 2023, the region's natural growth already declined by 20 per cent (Figure 1).

Figure 1. Northern BC Population Components Change



Note:
Natural growth - The number of births minus the number of deaths
Net migration - Difference btw int'l immigrants (NPR included) immigrate into and emigrate from BC
Net interprovincial migration - Difference btw residents move in and move out from Northern BC
Net intraprovincial migration - Difference btw residents move in and move out of BC
Source: Statistics Canada. (2025). Table 17-10-0153-01 Components of population change by census division, 2021 boundaries.

1 **Compound Annual Growth Rate is used for the longitudinal data in this section.**

Northern B.C. continues to experience a net loss from intra and inter provincial migration. In the last seven out of 10 years, there were a substantial number of residents in the region moving to other parts of the province. This trend has started to shift slightly in the most recent year, with the region already having lost over 8,500 residents from intra-provincial migration (Figure 1). Furthermore, an increasing number of residents have recently left Northern B.C. to other provinces. Since 2022, there have been 2,000 residents from the region emigrating to other provinces. While natural growth and internal migration have exerted downward pressure on the region's population, the influx of immigrants has offset these losses. In fact, the region saw a record number of international immigrants in 2022 and again in 2023, with nearly 4,800 newcomers arriving each year (Figure 1).

Despite this strong immigration-driven growth, the region's overall population change has remained modest, suggesting that Northern B.C. mirrors provincial patterns—but on a smaller scale.

A Decade of Net Migration Trends in Northern B.C.

In the past decade, the growth of net migration has been unevenly distributed across the eight regional districts in Northern B.C.

Fraser-Fort George experienced the fastest growth of international immigrants among the eight regional districts in the region, with a growth of 21per cent from 2013-14[2] to 2023-24 alone, the regional district welcomed over 2,000 immigrants - the largest increase in Northern B.C. of the year (Table 1).

The Peace River Regional District also observed a notable increase, with a growth of 11 per cent over the same period. In 2023-24, the District saw an influx of 1,331 newcomers, the second largest in Northern B.C. that year (Table 1).

Table 1. Net migration growth across regional districts in Northern B.C. 2013/14-2023/24

Regional District	2013-14	2023-24	Compound Annual Growth Rate
Cariboo	92	214	9%
North Coast	68	196	11%
Kitimat-Stikine	265	798	12%
Bulkley-Nechako	44	102	9%
Fraser-Fort George	311	2,092	21%
Peace River	469	1,331	11%
Stikine	3	8	10%
Northern Rockies	23	50	8%
Total Northern B.C.	**1275**	**4,791**	**14%**

Source of Table 1: Calculation based on data from Statistics Canada. Table 17-10-0153-01 Components of population change by census division, 2021 boundaries.

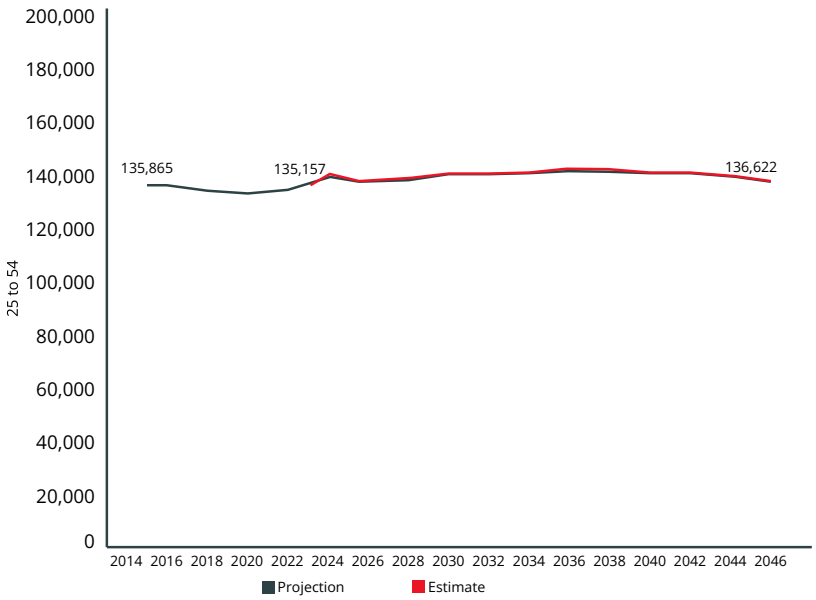
Diverging Trends in Core-aged (aged 25-54) Labour Growth

British Columbia's core-aged labour force is projected to experience modest growth, increasing by 1.2 per cent over the next decade and by 1.0 per cent over the entire projection period (2024–2046) By contrast, Northern B.C.'s core-aged labour force is expected to remain nearly unchanged (0.1 per cent) between 2024 and 2034, with a slight decline of 0.1 per cent by 2046 (Figure 2).

2 **The CAGR, which is based on 11 data points from 2013/14 to 2023/24. Table 1 shows the first and final years only.**

International Students and Federal and Provincial Policy Changes

Figure 2. Estimate & projection of core-aged group in Northern B.C.



Source BC Stats. (2025). Population Estimates & Projections for British Columbia.

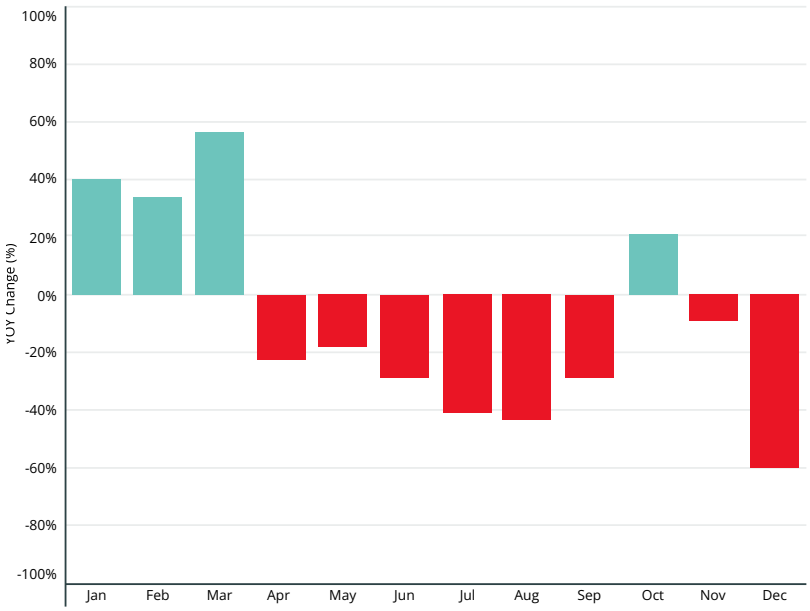
In 2024-25, three key changes impacted international student recruitment, admissions, and retention. First, the IRCC implemented a cap on study permit applications, marking a major shift in how international student intake is managed. Building on this approach, IRCC has introduced new targets for 2025, including a national limit on study permits and specific provincial allocations tied to PAL/TAL requirements. Second, new limitations were introduced to the Post Graduate Work Permit processes where only select college program graduates whose program aligned with high labour market demand would be eligible to apply for permits. Finally, the province introduced new Education Quality Assurance (EQA) Policy and Procedures and a new Code of Practice to strengthen protection and supports for international students. These policy changes have had immediate impacts on post-secondary institutions (PSIs) and communities across Canada. To PSIs, reduced international admissions will affect enrolment planning, program delivery, and financial sustainability. At the same time, the changes will also affect the supply of labour force, especially in regions and sectors that rely heavily on international graduates.

Dramatic Shift in Study Permit Trends

In 2024, IRCC issued 372,570 post-secondary study permits, marking a significant 29 per cent decline from the 526,435 permits granted in 2023.[3] This national downturn reflects the impact of new policy changes, including the federal government's cap on international student permits announced early in the year.

British Columbia experienced the second largest loss in the country, with year-over-year (YOY) drops of -23 per cent.[4] Despite the overall downward trend, British Columbia experienced a surprising surge in Q1, where permit issuances jumped by 45 per cent YOY (Figure 3).

Figure 3. YOY Changes of Post-Secondary Study Permits Issued, B.C., 2024 versus 2023



Source: IRCC. (2025). Canada - study permit holders by province/territory of intended destination, study level and year in which permit(s) became effective, January 2015 - December 2024.

3 Labour Market Outlook. (2023). Job openings by type and occupation for B.C. and regions.

4 Labour Market Outlook. (2023). Job openings by type and occupation for B.C. and regions.

This spike likely corresponds to a rush of applications submitted before the 2024 cap was publicly announced.

From April onward (Q2 to Q4), study permit numbers declined consistently, with particularly steep drops in the summer and year-end months. December saw the most severe contraction, with a YOY decrease of nearly 60 per cent, underscoring the cumulative effects of tighter regulations and processing constraints (Figure 3).

Rising Competition in the International Education Market Landscape

The international education market is becoming more competitive because of interconnected factors such as macroeconomic conditions and geopolitical tensions.[5,6] These factors are accelerating a shift in student demand away from the traditional "Big Four" destinations (Canada, the U.S., the U.K., and Australia) toward emerging alternatives in Europe and Asia.[6] These newer destinations are gaining appeal through more accessible immigration pathways and lower tuition fees.[6]

In this evolving landscape, PSI leaders in Canada face mounting pressure. According to the Global Survey of International Education Leaders 2024, 92 per cent of Canadian respondents expect the next couple of years will be extremely competitive in the recruitment of international students, compared with 31per cent in 2022.[5]

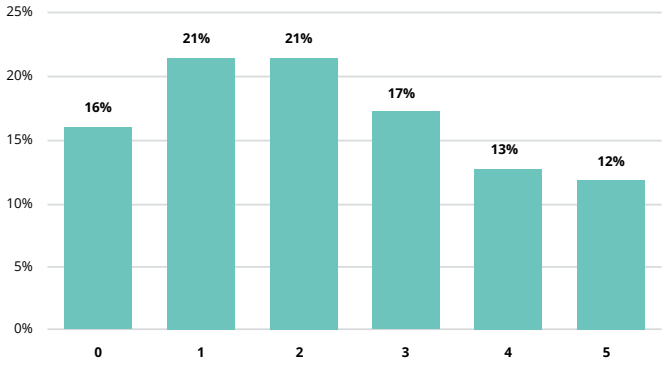
Under these circumstances, institution leaders in the Global Survey 2024 anticipated market diversification, budget cuts, aggressive enrolment goals, staffing cuts, large changes to academic programs, expanding online programs, and the use of artificial intelligence in recruitment and enrolment over the next 12 months.[6]

Labour Market - Northern B.C. is a Hub for College-Level Occupations in the Next Ten Years

By 2034, British Columbia is expected to see approximately 1.1 million job openings. Of these over one million job openings, 38 per cent (or 429,613) will be "college-level occupations" which typically require some level of college education or training (Figure 4).

In Northern B.C., the projected job openings will be concentrated in the middle tiers (TEER 2 & 3).[7] Of the region's projected 50,000 job openings, nearly 49 per cent—or about 24,355—will be college-level occupations (Figure 2). This is 11 percentage points higher than the rest of the province. By contrast, both higher-skilled (TEER 0 & 1) and lower-skilled (TEER 4 & 5) occupations each account for about 25 per cent to 27 per cent of projected openings (Figure 5).

Figure 4. Share of Job Openings by TEER, B.C., 2025-2034



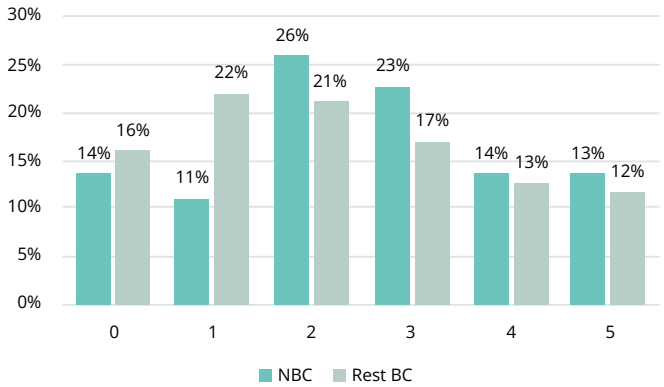
Note. BC Stats. (2025). Job openings by type and occupation for BC and regions.

5 Nous Group. (2025). Global Survey of International Education Leaders (GSIEL).
6 NAFSA, Oxford Test of English and Study Portals. (2024). The Global Enrolment Benchmark Survey.
7 B.C. Stats uses economic development regions for regional labour market data. In this section, "Northern B.C." includes Cariboo, North Coast & Nechako, and North East. "Rest of B.C." includes the remaining four economic development regions.

Unlocking Opportunity: The Top Ten College-level Occupations Driving Future Job Openings

B.C. is projected to have a total of 429,000 new college-level occupations by 2034. Table 2 ranks the top 10 new college-level occupations in B.C. by projected job openings over the next decade. Together, these top 10 occupations account for over one-third (141,000) of all anticipated new college-level positions in the region. Of these, the large majority (81 per cent or 114,100) will come from the services-producing sector.

Figure 5. Share of Job Openings by TEER, Northern B.C. & Rest of B.C., 2025-2034



Note. BC Stats. (2025). Job openings by type and occupation for BC and regions.

Table 2. Top 10 College-level Occupations, B.C., ranked by the projected 10 year total job openings, 2025-2034

NOC	Occupation (TEER 2 & TEER 3)	10 Year Total
33102	Nurse aides, orderlies & patient service associates	22,809
13100	Administrative officers	20,303
73300	Transport truck drivers	15,157
42201	Social and community service workers	14,967
42202	Early childhood educators and assistants	13,816
13110	Administrative assistants	13,410
72310	Carpenters	11,879
12200	Accounting technicians and bookkeepers	11,771
63200	Cooks	9,165
43100	Elementary & secondary school teacher assistants	7,879

Source of Table 2: Labour Market Information, Reporting & Evaluation Office. (2025). Job openings by type and occupation for BC and Regions.

Northern B.C.'s economy is primarily driven by the goods-producing sector, with key industries including agriculture, forestry, mining, and oil and gas extraction.[8] Consequently, a substantial proportion of new college-level positions are projected to come from these key industries.

Table 3 ranks the top 10 new college-level occupations in Northern B.C. by projected job openings over the next decade. Together, these occupations account for 42 per cent (10,000) of all anticipated new college-level positions in the region. Of these, the majority (56 per cent or 5,700) will be in key industries, including roles such as truck drivers, heavy equipment operators, automotive service technicians, and power engineers.

Table 3. Top 10 Occupations (TEER 2 & 3), Northern B.C., ranked by the projected 10 year total job openings, 2025-2034

NOC	Occupation (TEER 2 & TEER 3)	10 Year Total
73300	Transport truck drivers	2,707
13100	Administrative officers	1,053
73400	Heavy equipment operators	1,037
33102	Nurse aides, orderlies and patient service associates	1,031

8 Trade and Invest British Columbia. (n.d.). Economic Regions of British Columbia. For the purposes of this report, Northern B.C. includes Cariboo, Northeast, Nechako, and North Coast economic regions. Key industry sectors for each region are listed on the Economic Regions of British Columbia page.

Table 3. Top 10 Occupations (TEER 2 & 3), Northern B.C., ranked by the projected 10 year total job openings, 2025-2034

42201	Social and community service workers	1,010
12200	Accounting technicians and bookkeepers	767
72310	Carpenters	762
13110	Administrative assistants	697
72410	Automotive service technicians, truck & bus mechanics / mechanical repairers	606
92100	Power engineers and power systems operators	597

Source of Table 3: Labour Market Information, Reporting & Evaluation Office. (2025). Job openings by type and occupation for BC and Regions.

In summary, there are regional differences regarding the projected labour market outlook 2025-2034.

- The proportion of college-level occupations will be higher in Northern B.C. than in the rest of the province.
- From the type of top 10 college-level occupations, it is likely that job openings are related to regional economy.

    In Northern B.C., the majority of new occupations like truck drivers, heavy equipment operators, automotive service technicians, and power engineers, etc. are closely related to the key industries in the goods-producing sector.

    By contrast, new college-level occupations are likely from the services-producing sector in the rest of the province.

Partnerships, Community, and Program Reviews

As part of continuous improvement, CNC is currently reviewing and realigning the five smaller campuses in the greater region. Each campus is transitioning to a community campus with intentional partnerships with community key constituents and rights holders. As the communities change, CNC must respond with relevant programming to meet the labour market needs in the regions.

Partnerships with industry will be essential for work to progress at CNC. As part of the Northern Post-Secondary Collaborative, CNC is deepening its connections to industry. In the Fall of 2025, CNC will once again be meeting with industry leaders across the region. The purpose is to strengthen partnerships and expand opportunities for learners in the North.

This academic year, CNC partnered with Coast Mountain College (CMTN) to offer Power Engineering at the Terrace Campus. This partnership allowed 15 CMTN students to obtain the CNC credential while staying in their community. It is programs such as this, that have set the foundation for future collaborations to offer programming in other communities as we work together to strengthen British Columbia's economy.

Mandate Priority Reporting

Delivering educational and training programming as described in the Stronger BC 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.

CNC's progress on each mandate letter priority for the 2024-2025 reporting year is outlined below.

Future Skills Grant

The Future Skills Grant (FSG) was well received with 156 students accessing the grant to register in 185 CNC courses, including:

- Bookkeeping
- Management Skills for Supervisors
- Project Management Essentials and Fundamentals
- Occupational First Aid 3
- Medical Terminology
- ABCs of Digital Marketing
- Dental Office Reception
- Indigenous Cultural Competency
- Introduction to Dakelh Language
- Commercial Vehicle Inspection

Responding to Demand for Trades Training

Thanks to the province's skilled trades initiative, the School of Trades and Technologies has seen increased demand from industry for trades programs in the region. The Automotive Collision and Refinishing Foundation and Pipe Trades Foundation programs were both full for the first time in many years. Also, CNC's high demand courses, such as foundation level Electrical, Heavy Mechanical Trades, Industrial Mechanic, and Automotive Service Technician were all full with waitlists. An extra delivery of Heavy Mechanical Trades Apprenticeship Level 2 was delivered due to high demand.

Increased Interest in Technology Programs

CNC's future student team worked to promote technology programs in 2024-25. CNC saw its first graduating class for the Information Technology and Networking diploma. Following five years of delivery, the Civil Engineering Diploma program went through a renewal process which will result in program changes for the 2026-27 delivery.

CNC launched TekX – a Dual Credit technology exploration program designed for high school students to sample different topics in technology. The program was a hit, surpassing the goal we held for our first cohort.

The ABCs of Digital Marketing continues to be offered as a CE course, following its original development as a FSG course. This marketing course was developed by one of the Marketing instructors who teaches these

competencies within a three credit course currently in the Business Management program. Offering it as three distinct modules enabled individuals to gain valuable skills without disrupting their current workplace commitments.

Micro-credentials at CNC

CNC recognized 503 achievements, which included Community and Continuing Education (CCE) non-credit courses. Some students accessed Future Skills Grant funding and certain offerings may align with the Ministry of Post-Secondary Education and Future Skills' definition of a micro-credential. CNC is working through institutional policies to fully align our continuing education and for-credit offerings, where appropriate, with the new micro-credential framework for the province.

Supporting Students with Financial Aid

In the 2024–25 academic year, CNC offered a total of 225 awards, scholarships, and bursaries valued at $289,815 to support current students. In addition, 14 entrance awards worth $45,250 were made available to new incoming students. This year also saw the introduction of 19 brand new awards, collectively valued at $68,650. To further support students facing financial challenges, CNC provided $44,150 in emergency funding to both domestic and international students experiencing financial hardship.

Supporting Workers to Reskill

CNC offers five Community and Career Programs (CCPs) designed to equip individuals with the skills needed to begin new careers in residential construction, tourism and hospitality, and mining. These short training programs, ranging from 12 to 23 weeks, focus on delivering essential occupational and employability skills. Examples of these programs include Transition to Mining, Mining Potential, Intro to Mining with Digital Fundamentals, Spring into Trades, Residential Building Maintenance Worker, Mobilizing Access to Possibilities, Pathways “Find Your Future,” Pathways to Post-Secondary, Handyperson Fundamentals, Pathway to Employment and Essential Service Worker program.

Training for In-Demand Jobs

CNC supported individuals looking to reskill for in-demand jobs by providing professional driver training to students at the Vanderhoof and Quesnel campuses with 13 students receiving their full Class 1 driver's license. Most of the students have already found employment in the trucking industry.

The Early Childhood Care and Learning (ECCL) program is working with Lheidli T’enneh First Nation to develop three courses that reflect land and culture. The program is also developing a model called Learning-integrated Work, which brings college to students in their workplaces. This approach supports those who want to upskill and earn a credential without stepping away from their jobs.

Training Indigenous Teachers

CNC and UNBC entered into an agreement to offer courses to the Northern Indigenous Teacher Education Program (NITEP) students from Lake Babine Nation in Burns Lake. The program aims to recruit Indigenous students into teaching careers, hoping many will return to their home communities and ensuring sustainable education for future generations. The first intake saw 31 Indigenous students registered in English, history and math courses.

The NITEP was not continued in 2024-25. We remain open to this collaboration should UNBC resume the program in the future.

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.

Community Partnerships

Recent efforts to engage existing Aboriginal Steering Committees located in CNC's community campus locations have been prioritized in 2024-25. In an effort to revisit consultation and engagement, CNC's VP Indigenization and Indigenous Advisors and Community Liaisons have prioritized Indigenous voices in college planning and offerings. A three-pronged approach engaging Indigenous communities, organizations/industry, and municipalities in the communities has shown early promise in identifying community needs, programming relevance, and offerings that are relevant to industry trends in the North Central Interior of B.C.

In addition, Continuing Education explored an opportunity to offer programming in partnership with Nations and neighbouring colleges to ensure Indigenous communities have access to the learning they want when they need it. This refocus, in the early stages, is set to progress with more involvement from Indigenous communities at the beginning stages of college planning and course offerings.

We were approached by the Skwah First Nation in fall 2024 to offer a Residential Building Maintenance Worker (Level 1) program in their community. This is a STBC accredited program. The program began in March of 2025 and recently ended with a high number of successful students (eight of the 11 students who began the program). Skwah First Nation is looking forward to working with CNC to run this program again in the future.

Additional offerings in community have included a series of offerings of Skilled Worker Maintenance Program and Handyperson at the community campuses.

Indigenous Trades Discovery Program

CNC partnered with School District 57 to support Indigenous high school students to participate in a Trades Discovery program. The program was well received with a full cohort of 16 students attending. CNC is continuously exploring partnerships with local School Districts to enhance high school transition opportunities for Indigenous youth.

Professional Cook Program Indigenization

Professional Cook faculty continue to make significant advances towards Indigenization through the curriculum as well as introducing Indigenous ingredients, art and language in Kodiaks – CNC's student-run fine dining restaurant. Progress continues in consultation with the College's Cultural Advisor, student housing Elder and other local guest mentors. The initiatives include:

- Integrating First Nations culinary terms and foraging activities in the curriculum.
- Hosting a buffet to raise funds for kitchen equipment.
- Using decolonizing teaching methods such as talking circles.

- Creating a culturally inspired menu and organizing competitions.
- Displaying First Nation's artwork in the restaurant, inviting Elders and knowledge holders in the classroom.
- Providing smudging for students.

The initiatives have been well received by students, the college community and restaurant guests.

Provincial Discussions on Indigenization

CNC's Dean of Trades and Technologies and the new Vice President Academic are actively participating in provincial discussions with other Trades Deans and SkilledTradesBC to discuss how to support relevant programming offered to First Nations while monitoring industry trends.

Indigenous Considerations

The School of Trades and Technologies continues to provide learning opportunities inclusive of Indigenous considerations for faculty, staff and students. The College encourages students and employees to attend CNC Indigenous events. In addition to these efforts within the School of Trades, connections have consistently been made and maintained with the school by the new Indigenous Wholistic Support position housed within the Aboriginal Resource Centre (ARC).

SkilledTradesBC Capacity and Utilization

In 2024-25, CNC partnered with SkilledTradesBC to offer 1,344 seats in trades courses and programs. Of these, 244 seats were filled by Indigenous students. Over the year, CNC offered 880 seats in apprenticeship training with a utilization rate of 85 per cent, 304 seats in foundation level training with a utilization rate of 90 per cent, other trades related vocational, 48 seats with a utilization rate of 88 per cent and 112 seats in trades discovery programs with 71 per cent utilization rate.

Continuing to provide culturally sensitive and safe learning environments for Indigenous learners to maximize their participation and success in post-secondary education.

Lhk'enazdulkat (We Change Ourselves)

In the Spring of 2024, CNC completed Lhk'enazdulkat (We change ourselves) – an Indigenous Education Plan that will serve as a guide for CNC over the next four years. Consultations took place over the summer and fall of 2023 through a survey, meetings and community visits. First Nations and Indigenous partners emphasized the importance of removing systemic barriers to enhance Indigenous student success rates. The Plan officially launched on May 27, 2024 and opportunities to activate the plan have been operationalized across the college in various departments. The plan upholds the main themes of Connect, Empower, and Understand which have determined several initiatives and changes in CNC's approach to Indigenization.

Supporting Indigenous Students at CNC

The Aboriginal Resource Centre (ARC) is a cornerstone of the main campus in Prince George where a safe and culturally grounded space is available for Indigenous students and allies. Within the ARC are various student supports including dedicated Indigenous staff operating as a Navigator, Advisor, Wholistic Support, and Elder/Cultural advisor. The ARC staff continually offer programming and events campus wide

which includes extensive coordination of National Truth and Reconciliation Day learning exposure events (September), participation in Indigenous Peoples Day events at all campuses, National Aboriginal History/ Education Week (March), and many other opportunities for educational experiences.

Recent efforts have seen stronger connections built between the ARC and student advising and most recently with Recruitment and Future Students. A current agreement with the Learning Commons provides tutoring services directly in the Aboriginal Resource Centre by two CNC faculty members.

CNC's Campus Housing Cultural Advisor offers regular activities for students living in Nahoonai-a, Aboriginal Student Housing, in support of overall holistic wellness. The Cultural Advisor meets one-on-one with all students living in Nahoonai-a each month to proactively identify barriers to academic and personal success while at CNC.

In addition to two cultural advisors on the main campus, CNC has dedicated Indigenous advisors/liaisons at the Burns Lake, Mackenzie, Nechako, and Quesnel community campuses. These advisors/liaisons support students, faculty and staff by offering culturally relevant input into college activities and decisions while also acting as a conduit to connecting First Nations community representation at Aboriginal Steering Committee meetings which inform the College on community wants and directed programming decisions benefiting the 22 Nations we serve.

The Future Students department includes an Indigenous student recruiter who actively engages with local School Districts by organizing campus tours, art activities, and drumming sessions to support Indigenous students. The team also includes a future student advisor and a student navigator.

In 2023-24, the Aboriginal Resource Centre (ARC) organized workshops on First Nations history, beading, ribbon skirts, and painting. Additionally, the ARC hosted monthly potlucks open to everyone at CNC. These events provided Indigenous students with opportunities for cultural learning and a safe space to connect with members of the college community.

Commitment to Indigenous Education

The President's Office successfully recruited a VP Indigenization in September 2024. The leadership position is the first of its kind in BC post-secondary. Main activities of this position are inspired by Lhk'enazdulkat (We change ourselves), CNC's Aboriginal Education Plan, and continually supporting opportunities to remove systemic barriers for Indigenous learners entering post-secondary studies.

Several early indications of progress have occurred through community partnership prioritization and active exploration of education agreements removing further barriers to obtaining post-secondary education for Indigenous learners.

CNC Drumming Group

In October 2023, a drum group was established within the Student Affairs portfolio to celebrate Indigenous culture, foster community connections, and provide cultural learning opportunities to Indigenous and non-Indigenous students. The group meets weekly on Wednesdays throughout the year and is open to current students, staff and faculty. The group numbers fluctuate with a steady average of ten participants a week. In April 2025, the drum group was transferred to the VP Indigenization portfolio for increased supports and to be sustainably housed within the Aboriginal Resource Centre.

Engaging with Indigenous Alumni

Communications Services consulted with Aboriginal alumni to engage students and provide role models and mentors to Indigenous students. The report made seven recommendations to better engage and support an Indigenous alumni cohort. After the first alumni event in 2025, reach outs to surrounding Indigenous communities were made to build connections with alumni back to CNC.

Removing Barriers

Ongoing Strategic Enrolment Management (SEM) work offered details on barriers faced by Indigenous students in post-secondary environments. As a result of this detailed analysis of Indigenous student experience, CNC mapped the student journey to identify supports for Indigenous students leading to CNC's application and admissions processes being reviewed to remove student barriers.

Developing and implementing protections for international students that supports fair treatment.

CNC's International Plan

In 2024-25, the International department, guided by a steering committee and with the support of cross-campus working groups, successfully implemented key objectives of the second year of the International Plan. Objectives for 2025-26 have been identified with input from the working groups, and plans developed to meet these objectives in the coming year.

The International Plan was first launched in 2023 to support the international student experience and enrolment, and has a life cycle of five years. The plan has four main goals:

- Managing marketing, recruitment and enrolment planning
- Delivering an integrated and inclusive student experience
- Creating a vibrant and diverse learning environment
- Building collaborative and beneficial partnerships

Coffee with the Director and Associate Director

Over the past year, the Director and Associate Director of International have continued to host informal monthly get-togethers for international students to stop by the International office and enjoy some treats and coffee together. These gatherings allow students to connect with the team, network with their peers, and learn more about the services and supports available through the international department. Special guests, including CNC's President, Vice-Presidents, Deans and Directors, can meet with the students and learn more about their cultures, their reasons for choosing CNC, and their plans after graduation.

Education Quality Assurance (EQA) Framework and Code of Practice

In January 2025, the provincial government updated the Education Quality Assurance (EQA) Framework and launched the new International Education Code of Practice. The Code of Practice sets consistent standards for all institutions which enroll international students. These standards cover a broad range of topics including marketing and promotion, international student enrolment planning, agent management, student orientation and supports, and student safety and well-being.

A committee led by the International department engaged in extensive work over January and February

2025 to ensure that CNC meets all the requirements for the Code of Practice. In April 2025, CNC successfully renewed our EQA designation for 2025-26. The International department continues to monitor all activities under the Code of Practice to ensure that standards continue to be met.

International Student Enrolment Planning, Marketing and Recruitment

The policy changes announced by IRCC in Fall 2024 have had an impact on future international student enrolment, with a limited number of programs now available to new international students. To maximize awareness of program opportunities and ensure continued applications, the International department has engaged with our agency partners and in-country representatives in a variety of ways. These activities have included a series of regional webinars with our agency partners, onboarding sessions with new agents in target markets, and a digital marketing campaign in Latin America, which in turn supported in-person recruitment activities in Colombia and Brazil. Over the coming year, CNC will continue to utilize technology as a means of engaging with potential students and to enhance awareness of CNC's brand and value proposition.

Study Abroad and International Partnerships

Following a four-year hiatus during the COVID-19 pandemic, the International department has begun the process of reintroducing our Study Abroad program, along with a renewal of our international partnerships. Over the past year, the International department has created a new risk management framework for Study Abroad, as well as a framework for vetting and approving new international MOUs.

Meeting or exceeding the financial targets identified in the Ministry's Service Plan tabled under Budget 2023.

CNC is dedicated to evolving its educational offerings to align with changing landscapes and student needs. While the College's full-time equivalent (FTE) targets have not been reached, these decade old benchmarks have not been updated to reflect current program delivery models and student demographics.

In 2024-25, CNC had 1,506 total FTEs in ministry-funded programs compared to the target of 3,350, resulting in an overall utilization rate of 45 per cent. When including FTEs from SkilledTradesBC (STBC) for Total Domestic, CNC achieved a utilization rate of 78 per cent, an increase of five per cent compared to the previous reporting period. Excluding "AVED all other programs," the overall utilization rate for programs with specific FTE targets was 88 per cent. This high utilization rate demonstrates CNC's effective resource management and commitment to maximizing student enrolment in targeted programs. These figures reflect the College's commitment to providing quality education while effectively managing resources to meet the needs of the student population in the region.

CNC's Strategic Enrolment Management initiative is a key strategy for increasing domestic Indigenous and non-Indigenous student enrolment. As a result, the College has seen encouraging growth in applicant-to-registrant conversion rates for domestic students in ministry-funded spaces. CNC is committed to accessible education, waiving application fees for eligible programs and offering a range of entrance scholarships. The College focuses its marketing efforts regionally and continues to achieve provincial, national and international accreditations for its programs.

Complying with the Tuition Limit Policy, which sets a two per cent cap on tuition and mandatory fee increases for domestic students to ensure programs are affordable.

Compliance with Tuition Limit Policy

CNC continues to comply with the provincial Tuition Limit Policy. In September 2024, the CNC Board of Governors approved a two per cent tuition increase for domestic students registering in classes starting on or after August 1, 2025.

Long-Term Strategic Initiatives

Sexualized Violence Prevention and Response Initiatives

In the 2024–25 fiscal year, CNC actively engaged in Ministry-led initiatives to support the development and validation of the provincial Sexualized Violence Action Plan. The Director of Student Services participated in key events, including a webinar on Intimate Images Protection and a workshop on the 2025 Student Perceptions of Sexualized Violence Survey. CNC also contributed to the survey itself, conducted from February 10 to 28, 2025, and took part in validation sessions to ensure the survey's effectiveness. A Board of Governors report was also submitted to support broader institutional awareness.

CNC also hosted 28 awareness and prevention activities for students reaching more than 1,150 participants. Activities included prevention workshops, informational events, awareness and education campaigns, training, and policy workshops. Highlights included the Moose Hide Campaign, multiple Pride Showcases, and the Empower and Power Campaign. The institution also marked national and international observances such as the 16 Days of Activism against Gender-Based Violence, National Stalking Prevention Month, and Sexual Assault Awareness Month. These efforts were supported by digital signage, social media campaigns, and interactive events like Consent Culture Jenga and Consent & Connect pop-ups.

CNC delivered numerous training and educational sessions to students, staff, and faculty to build capacity in responding to and preventing sexual violence. These included pre-arrival webinars, REES information sessions, and targeted training such as Sexual Violence Disclosure Training and Student Sexual Misconduct Policy Leadership Training. Specialized sessions like Women's Self Defense Training and the Women2Women REES overview further supported student empowerment and safety.

As part of its mandated three-year review under the Sexual Violence and Misconduct Policy Act, CNC undertook a comprehensive update of its sexualized violence policy. This process included consultations with students, partner reviews, and a legal assessment of the revised policy and procedures. To enhance accessibility and reduce the risk of re-traumatization, CNC also introduced standardized forms and streamlined procedures for both students and employees.

The results from the Student Perceptions of Sexualized Violence Survey received in June, will be used to increase awareness activities, better target prevention campaigns, and inform the learning outcomes of educational opportunities. The Student Sexual Misconduct Policy is currently undergoing a plain language review.

Former Youth in Care

In the 2024–25 academic year, 83 Former Youth in Care (FYIC) students at CNC benefited from the Provincial Tuition Waiver Program (PTWP). This is an increase of 151 per cent from the previous year. A total of $124,756 was distributed as part of the PTWP, a slight drop of 1.3 per cent despite a higher number of students utilizing the PTWP.

This year, CNC supported 13 FYIC students through the Youth Futures Education Fund (YFEF), with $6,300 distributed. This is an increase of 68 per cent in funding from the previous year. This funding is available to students attending their program under the PTWP and can help cover living expenses, school supplies, and other costs.

This year, 42 FYIC students received the Learning for Future Grant (LFG), with $393,120 distributed. This is an increase of 110 per cent in funding distributed as compared to last year. The LFG provides each eligible student with $3,500 to support the costs of books, supplies, technology, and any other items or services needed for schooling.

CNC participates in the Campus Navigator Community of Practice monthly meetings hosted by the Ministry of Post-Secondary Education and Future Skills. These meetings connect CNC with other institutions throughout the province regarding services and supports for FYIC. Participation has provided knowledge, resources, and access to information that has improved CNC's support of FYIC.

In 2024–25, CNC undertook several initiatives to support and engage First-Year Indigenous College (FYIC) students. Email communications were sent out with detailed information on available resources, including Ministry programs, awards, the Youth Futures Education Fund (YFEF), and the Learning Fund Grant (LFG). Outreach efforts included classroom visits and dedicated information sessions to connect directly with students. A new FYIC Resource Guide was developed and distributed, offering information specifically tailored to the needs of FYIC students.

In partnership with the Aboriginal Resource Centre (ARC), CNC hosted an information session in Fall 2024, inviting current FYIC students to learn more about the supports and services available to them. Additionally, CNC engaged with community partners and external contacts to share resources and provide support to potential FYIC students even before they arrived on campus.

To further raise awareness, a targeted marketing campaign was launched to promote FYIC resources and a May information session. As part of this campaign, 5,601 postcards were mailed throughout the Prince George area. Digital versions of the postcards and invitations were also emailed to 25 community programs and service providers across the region. Social media posts and online event invitations were shared to extend the campaign's reach and encourage participation.

Work-Integrated Learning

This year, we were pleased to receive a Walmart Community Grant, which has provided welcome support for our community engagement efforts.

We have deepened our collaboration with AimHi, a cornerstone of community service in our region for over 65 years and a recognized leader in delivering inclusive, high-impact programming for adults with special needs.

Our institutional network continues to grow through active outreach and dialogue with universities and colleges across Canada, including UNBC, VCC, VIU, McMaster University, and York University.

We have sustained productive engagement with City Hall, contributing to civic discussions relevant to regional education and workforce development.

Our practicum placements remain robust across disciplines; while the overall number of placements has remained consistent with the previous year, our reporting methods have become significantly more refined. We will now offer clearer data disaggregation by program area, placement type, and duration, reflecting a system that is better positioned to demonstrate continuity and improvement year over year.

The Community Leadership Academy project is set up to deliver transformative opportunities for Indigenous participants and others facing systemic barriers, offering accessible, affordable pathways to reskilling and leadership development that will lead to a micro-credential or digital badge. The program is explicitly designed to dismantle structural impediments to participation across educational, economic, and social domains.

Internally, we have conducted a series of strategic meetings with program leads, including those in Job Education Training (JET) and the Aboriginal Resource Centre (ARC), to ensure alignment between curricular aims and emerging Work-Integrated Learning (WIL) opportunities. We are also exploring the possibility of creating additive WIL placements for IWIL (Indigenous WIL) students.

We are identifying new opportunities for paid WIL placements in Service Learning, providing students with structured, financially supported pathways into meaningful professional engagement.

Applications are actively underway for Tri-Agency funding, micro-credential development, and CEWIL tuition subsidy programs—all of which are aimed at increasing access to and sustainability of WIL initiatives.

Our commitment to sustainable WIL partnerships has taken new forms, including the integration of student-led sharing circles, community craft nights at the ARC designed for high school engagement, and the use of our greenhouse as a site for both applied learning and environmental stewardship.

The institution appointed a new Educational Developer specializing in Experiential and Work-Integrated Learning, signaling a clear investment in leadership dedicated to expanding and enriching Work-Integrated Learning.

We continue to explore both additive and integrated models of WIL, seeking new avenues that align student experiences more closely with curricular goals and sectoral demands.

Finally, we have initiated collaboration with Student Services on a series of co-curricular events, including industry networking nights, a “Dragons’ Den”-style pitch competition, and a forthcoming innovation conference—all designed to showcase student talent and foster direct engagement with employers.

The numbers in the table below reflect the number of courses with WIL placements that ran in 2024-25.

WIL Placements	47 courses
Field Placement	3 courses
Practicum/Clinical Placement	76 courses
Service Learning	2 courses
Work Experience	9 courses
Number of registrations with WIL Placements	2,175

Summary of K-12 Dual Credit & Transitions 2024-25

The 2024-2025 academic year saw the launch of a new Dual Credit program TekX: Technology Exploration (Associate Certificate). This program is a tri-partite agreement between School District 57, CNC and the University of Northern British Columbia (UNBC). This program was popular with 19 students enrolled in the September 2024 semester, and Spring 2025 had 10 registrants. There are 15 applicants registered for TekX in September 2025. In Fall 2024, Cedars Christian School was added to the TekX MOU, allowing their students to enroll in the Dual Credit program as of the Spring 2025 semester.

CNC partnered with the three local School Districts (28, 57, and 91) and UNBC to apply for Dual Credit Enhancement Grants. The proposal was approved, and a new Dual Credit Enhancement Coordinator was hired by the School Districts to engage with post-secondary institutions to increase participation in Dual Credit programs, including the Career Technical Centre (CTC). This collaborative work will continue into Fall 2025 and beyond.

A summary of accomplishments and current initiatives related to Dual Credit/CTC is displayed in the table below.

✓ Process mapping & improvements	✓ Dedicated CNC staff time & resources
✓ MOUs updated & renewed, with requests for new agreements (schools & industry)	✓ Enhanced orientation & onboarding for Dual Credit students (e.g. TekX)
✓ Reducing administrative barriers	✓ Increased visibility in schools
✓ New application packages	✓ New promotional materials: video, posters
✓ Expanding programs and course offerings, especially in health & human service programs	✓ Engagement & Collaboration - Retreats, Lunch n Learns
✓ Dedicated info sessions, school visits, field trips	✓ Enhancing accessibility & course modalities
✓ Creation of Dual Credit handbook	✓ Align courses to student demand & regional labour market needs
✓ CNC Executive meet with SD representatives in Prince George, Vanderhoof & Quesnel	✓ Applied for Dual Credit expansion grants (as a North Central Partnership)
✓ Hosting all SD Career & Learning Education 10 classes at CNC	✓ Sessions with School District staff and Student Affairs on CNC orientation, onboarding & first-year transition supports

Dual Credit Student Headcounts Fiscal Year 2024-25	
Grand Total	**297**
Electrical Foundation	16
Heavy Mechanical Trades Foundation	14
Welder Foundation	17
Technology Exploration Associate Certificate	29
Trades Discovery	111
Other Trades Programs*	32
University Studies**	84

* Other Trades Programs includes, Auto Service Technician, Auto Collision and Refinishing, Industrial Mechanic/Machinist, Pipe Trades, and Professional Cook.

** University Studies, includes academic, for-credit courses outside of the Trades programs, Early Childhood Education, General Arts and Science, Social Work, and Criminology.

Progress on the Truth and Reconciliation (TRC) Calls to Action and United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP)

See Appendix B – Reporting on Lasting and Meaningful Reconciliation

Performance Plan and Report

Goals and Objectives

The College of New Caledonia continues to be guided by its five-year Strategic Plan, lhulh whuts'odutel'eh | Learning Together. This framework outlines four strategic directions that have shaped institutional priorities and actions. The 2024–25 achievements aligned with these directions are summarized below, while planned objectives for the year are detailed in the Strategic Direction section of this report.

Notably, the original five-year plan has evolved into a ten-year transformation initiative, reflecting the depth and scope of the change envisioned. As the current plan approaches its conclusion in 2026, CNC will undertake a comprehensive review and update of its strategic goals and objectives during the 2025–26 academic year to ensure alignment with the institution's evolving context and community needs. While significant progress has been made, substantial work remains.

Learning Across a Lifetime

CNC will provide a positive, comprehensive, and accessible student experience for all students no matter where they are on their learning journey.

CNC will open doors. In practice, this means:

- We know that the education and training we provide changes lives, and we act to make this a reality.
- Every student at CNC should feel encouraged, empowered, and engaged.

1.1 Provide Learning Opportunities for All

1.2 Re-imagine the 'CNC Student Experience'

1.3 Develop a Strategic Enrolment Management (SEM) Culture

Aligns with:

- Capacity
- Access
- Quality
- Efficiency
- Putting people first
- Equity and anti-racism

CNC's 2024–25 Achievements

In June 2025, CNC proudly conferred credentials upon 1,300 graduates, with 700 students participating in convocation ceremonies. This marks an increase of over 200 graduates compared to the previous year.

In September 2024, CNC launched the implementation of its Strategic Enrolment Management (SEM) Plan. This initiative has been instrumental in navigating significant shifts in enrolment patterns, particularly in response to the decline in international student numbers.

CNC continued to prioritize student-centered engagement through a variety of initiatives aimed at easing transitions into post-secondary education. These included targeted open houses for K–12 students, campus tours and interactive activities for all grade levels, and Dual Credit information sessions for

students and their families.

To enhance student support, Student Services introduced a comprehensive Student Resource Guide, now distributed at open houses and program orientations. A corresponding guide for faculty and staff was also developed to facilitate effective referrals to student services.

In alignment with CNC's commitment to "Learning Across a Lifetime," Continuing Education underwent a strategic transformation to improve program efficiency, relevance, and accessibility. Recognizing that previous offerings did not fully meet community needs, the department was restructured as an independent unit with a renewed focus on community engagement and economic development across all six campuses.

The student experience remained a central focus, with a notable increase in student-led events fostering greater campus engagement. CNC also expanded outreach to future students by hosting elementary school visits that included campus tours, interactive activities, and cultural experiences such as drumming. Age-appropriate materials were provided at open houses to engage young attendees and their families.

CNC maintained its partnership with Devant, offering students access to a robust online career support platform designed to enhance career readiness.

To support academic success, additional private study pods were installed in the Learning Commons, providing flexible spaces for individual and group study.

As part of the renewal of small community campuses, Academic Upgrading faculty were added to each site. This expansion responded to community demand for prerequisite and Adult Dogwood courses. As a result, Fall 2024 saw an increase of 50 students accessing upgrading opportunities.

Student Success Focused Education and Training

CNC will be an inclusive learning community, providing education and training that is open to diverse ways of learning and knowing.

Because of CNC, students will be able to study, work and thrive in this region and elsewhere.
In practice, this means:

- CNC graduates are skilled, diverse, and adaptable.
- We provide the education and skills students need to achieve their goals and be successful in an evolving world of work.
- We strive to meet the learning needs of all students and to foster a learning environment where we all benefit from each other's experiences.
- Our attitudes and mindsets embrace Indigeneity and cross-cultural ways of learning, knowing, and being.
- We reflect Indigenous knowledge and culture in our programming and learning environments.
- We promote a global perspective in our learning experiences.

2.1 Empower a Vibrant Learning Community

2.2 Deliver Responsive, Reflective, and Experiential Learning Opportunities

Aligns with:

- Quality
- Relevance
- Efficiency
- Putting people first
- Equity and anti-racism

CNC's 2024–25 Achievements

A significant institutional milestone was the redesign of CNC's Academic Schools. Through comprehensive planning and collaborative change management, CNC transitioned from a four-school to a three-school model. This realignment, developed in partnership with Deans, faculty, and executive leadership, aims to streamline student pathways and support the expansion of relevant, high-demand programming. The new structure will officially launch in August 2025. The three schools will be School of University Transfer, Access and Business, (UTAB), School of Health Sciences and Human Services (HSHS), and School of Technologies, Applied Arts & Trades (STAAT).

CNC welcomed a new Vice President of Indigenization, a role dedicated to advancing the Indigenization of curricula and the decolonization of institutional systems that pose barriers to student success.

The Academic Success Centre expanded its tutoring services to the Aboriginal Resource Centre, providing additional academic support for Indigenous students.

CNC's Academic Plan emphasizes quality as a foundational principle, with a focus on experiential learning within a community college context. This year, the Centre for Teaching and Learning introduced a renewed curriculum review process to ensure programs remain responsive, efficient, and aligned with community needs. The College is working toward a regular review cycle for all programs.

The Aboriginal Resource Centre once again hosted Aboriginal History Week, with events and activities

held across all campuses. This year, CNC extended invitations to local school district students, broadening community engagement and awareness.

Organizational Strength and Agility

The CNC community will be a strong cohesive team, working together to help students thrive.

In practice, this means:

- Everyone at CNC is focused on student success. We are an organization that cares.
- We welcome and respect everyone, embracing diversity and celebrating differences.
- Our institution is responsive, well managed, sustainable, and resilient.

3.1 Improve Focus, Coordination, and Accountability

3.2 Indigenize the College

3.3 Empower and Enable Employees

3.4 Foster Collaboration, Diversity, and Inclusion

3.5 Rejuvenate College Infrastructure

Aligns with:

- Capacity
- Access
- Quality
- Efficiency
- Lasting and meaningful reconciliation
- Equity and anti-racism
- A better future through fighting climate change and meeting our greenhouse gas reduction commitments
- A strong, sustainable economy that works for everyone

CNC's 2024–25 Achievements

CNC prioritized employee empowerment and engagement throughout the year. An institution-wide employee engagement survey provided valuable insights, leading to organizational changes such as updated role descriptions and the development of departmental action plans to enhance engagement across all employee groups.

In a meaningful act of reconciliation, a meeting room originally intended as an Elder's space was returned to the Aboriginal Resource Centre (ARC). Renovation plans are currently underway to improve the space.

The College advanced its integrated planning framework, aligning individual growth plans with departmental objectives and the broader strategic plan.

CNC appointed a Manager of Equity, Diversity, Inclusion, and Belonging (EDIB) to lead institutional efforts in this area. The Manager facilitated a series of EDIB Talks for both students and staff, fostering dialogue and awareness.

Cybersecurity remained a strategic priority, with ongoing Cybersecurity Governance meetings addressing updates and reinforcing CNC's cybersecurity protocols and planning.

Community Engagement and Partnerships

CNC will foster community relationships to maintain the relevance of its programs and services and to expand student learning opportunities.

- Collaborative partnerships bring together resources and expertise that will help CNC enrich students' learning, respond to labour market needs, and contribute to the social and economic vibrancy of this region.

In practice, this means:

- We engage and work with local, provincial, national and international partners to understand and support education and training needs.
- We listen, we share, we collaborate, we communicate progress, and we celebrate mutual successes.
- We make realistic promises to community partners and we keep them.
- We recognize the importance of First Nations and Métis partnerships in fulfilling CNC's commitments to reconciliation and the UN Declaration on the Rights of Indigenous peoples.
- We build sustainable and relevant international partnerships.

4.1 Revitalize Indigenous, Community, and Partner Connections

4.2 Continue to Respond to the TRC Calls to Action, the UNDRIP, and the B.C. DRIPA in the College's Plans, Practices, and Programming

4.3 Respond to Community Needs

4.4 Engage Alumni

Aligns with:

- Access
- Relevance
- Lasting and meaningful reconciliation

CNC's 2024–25 Achievements

CNC reaffirmed its commitment to Indigenous engagement by initiating efforts to renew or establish Memoranda of Understanding (MOUs) with all 22 First Nations within its service region. In 2024–25, the Vice President of Indigenization collaborated with the Lheidli T'enneh Nation—on whose traditional territory the main campus is located—to develop a draft MOU. This agreement, anticipated to be signed in 2025, will serve as a foundational model for future agreements with other Nations.

In May 2025, the CNC Research Forest Society Legacy Fund approved $450,000 in funding for ecosystem restoration and community-based projects with social and environmental benefits. Nine initiatives were selected, representing communities from Burns Lake to Quesnel and Mackenzie.

CNC also strengthened its partnerships with regional School Districts. In March, the College hosted a collaborative session with District staff to explore new partnership opportunities, building on existing Dual Credit agreements and shared educational goals.

In response to the planned addition of over 900 long-term care beds across the region, CNC, in partnership with Northern Health, formalized an agreement with Providence Living to address the anticipated demand

for healthcare professionals. This collaboration underscores CNC's role in supporting regional workforce development.

In February, CNC hosted its inaugural Alumni Event, welcoming over 100 former students for an evening of networking and engagement. The event aimed to foster ongoing relationships between alumni and the institution, and to explore opportunities for alumni involvement in CNC's future.

To further support the healthcare sector, CNC participated in a joint promotional campaign with Northern Health, the University of Northern British Columbia (UNBC), Coast Mountain College, and Northern Lights College. The campaign highlighted health sciences programs across the institutions, reinforcing the message: "Train in the North, Work in the North."

Finally, CNC partnered with BC Hydro to facilitate the installation of a fast-charging electric vehicle (EV) hub on campus. This facility, the first of its kind in Northern British Columbia, accommodates up to 16 EVs simultaneously and represents a significant step toward sustainable infrastructure development in the region.

Appendix A

Performance Measures, Targets and Results

2024-25 Accountability Framework Performance Measure Results

		Actual 2022-23	Actual 2023-24	Actual 2024-25	Target 2024-25	Assessment 2024-25
Student spaces	Total student spaces (*PSFS*)	1,367	1,411	1,506	≥3,350	Not Achieved
	Nursing and other allied health programs	522	503	526	≥622	Not Achieved
	Developmental programs	112	150	168	≥135	Achieved
Credentials awarded	Total Credentials	587	758	658		Not Assessed
	Certificate		478	422	≥416	Achieved
	Developmental		92	76	≥67	Achieved
	Diploma		188	159	≥177	Not Achieved
	Graduate, First Professional and Post-Degree					Not Assessed
Indigenous student spaces	Total Indigenous student spaces	580	552	609	≥317	Achieved
	Ministry (*PSFS*)	348	317	360		
	SkilledTradesBC	232	235	249		
Student satisfaction with education	Former diploma, associate degree, and certificate students	90.0% +/- 1.6%	88.2% +/- 2.1%	91.3% +/- 1.9%	≥90%	Achieved
	Trades foundation and trades-related vocational graduates	93.1% +/- 3.5%	91.1% +/- 3.5%	91.8% +/- 3.8%		Achieved
	Former apprenticeship students	90.9% +/- 4.6%	80.2% +/- 6.3%	89.2% +/- 6.0%		Achieved
Student assessment of the quality of instruction	Former diploma, associate degree, and certificate students	91.9% +/- 1.4%	92.0% +/- 1.8%	93.6% +/- 1.6%	≥90%	Achieved
	Trades foundation and trades-related vocational graduates	97.1% +/- 2.3%	96.0% +/- 2.4%	94.6% +/- 3.1%		Achieved
	Former apprenticeship students	94.3% +/- 3.7%	82.8% +/- 5.9%	92.3% +/- 5.1%		Achieved
Student assessment of skill development	Former diploma, associate degree, and certificate students	88.8% +/- 1.6%	87.3% +/- 2.1%	89.1% +/- 2.0%	≥85%	Achieved
	Trades foundation and trades-related vocational graduates	93.0% +/- 2.8%	86.7% +/- 3.9%	91.0% +/- 3.3%		Achieved
	Former apprenticeship students	85.9% +/- 4.8%	80.4% +/- 6.5%	87.9% +/- 5.4%		Achieved
Student assessment of usefulness of knowledge and skills in performing job	Former diploma, associate degree, and certificate students	87.2% +/- 2.5%	90.1% +/- 2.8%	87.7% +/- 3.0%	≥90%	Achieved
	Trades foundation and trades-related vocational graduates	92.4% +/- 4.6%	88.2% +/- 4.7%	88.1% +/- 5.6%		Achieved
	Former apprenticeship students	90.8% +/- 4.6%	84.5% +/- 5.9%	92.1% +/- 5.3%		Achieved

		Actual 2022-23	Actual 2023-24	Actual 2024-25	Target 2024-25	Assessment 2024-25
Unemployment Rate	Former diploma, associate degree, and certificate students	7.8% +/- 1.9%	7.5% +/- 2.3%	5.4% +/- 2.0%	≤8.1%	Achieved
	Trades foundation and trades-related vocational graduates	13.0% +/- 5.1%	10.3% +/- 4.0%	15.5% +/- 5.3%		Not Achieved
	Former apprenticeship students	0.0% +/- 0.0%	1.2% +/- 1.7%	1.6% +/- 2.4%		Achieved
Former diploma, associate degree, and certificate students	Skill development	88.8% +/- 1.6%	87.3% +/- 2.1%	89.1% +/- 2.0%	≥85%	Achieved
	Written communication	89.9% +/- 1.7%	86.7% +/- 2.4%	89.5% +/- 2.3%		
	Oral communication	85.8% +/- 1.9%	84.1% +/- 2.6%	88.3% +/- 2.4%		
	Group collaboration	88.5% +/- 1.7%	86.9% +/- 2.3%	87.9% +/- 2.3%		
	Critical analysis	90.7% +/- 1.5%	90.7% +/- 1.9%	93.0% +/- 1.7%		
	Problem resolution	87.3% +/- 1.8%	83.3% +/- 2.5%	85.8% +/- 2.4%		
	Learn on your own	88.0% +/- 1.7%	87.4% +/- 2.2%	88.4% +/- 2.2%		
	Reading and comprehension	91.8% +/- 1.5%	91.2% +/- 1.9%	92.0% +/- 1.9%		
Trades foundation and trades-related vocational graduates	Skill development	93.0% +/- 2.8%	86.7% +/- 3.9%	91.0% +/- 3.3%	≥85%	Achieved
	Written communication	84.4% +/- 7.4%	69.4% +/- 8.9%	88.9% +/- 6.1%		
	Oral communication	89.3% +/- 5.6%	82.4% +/- 6.2%	81.7% +/- 6.8%		
	Group collaboration	95.8% +/- 2.9%	89.5% +/- 3.7%	92.6% +/- 3.7%		
	Critical analysis	94.9% +/- 3.1%	89.3% +/- 3.8%	97.2% +/- 2.3%		
	Problem resolution	91.8% +/- 3.9%	87.1% +/- 4.1%	89.6% +/- 4.4%		
	Learn on your own	91.8% +/- 3.9%	86.4% +/- 4.2%	92.7% +/- 3.6%		
	Reading and comprehension	97.9% +/- 2.0%	91.9% +/- 3.4%	94.5% +/- 3.2%		
Former apprenticeship students	Skill development	85.9% +/- 4.8%	80.4% +/- 6.5%	87.9% +/- 5.4%	≥85%	Achieved
	Written communication	80.8% +/- 9.3%	N/A	N/A		
	Oral communication	80.0% +/- 9.1%	N/A	N/A		
	Group collaboration	84.4% +/- 6.4%	86.7% +/- 6.1%	89.5% +/- 6.5%		
	Critical analysis	88.4% +/- 5.2%	86.7% +/- 5.6%	93.3% +/- 5.1%		
	Problem resolution	85.9% +/- 5.7%	82.5% +/- 6.4%	86.9% +/- 6.8%		
	Learn on your own	88.4% +/- 5.2%	82.4% +/- 6.1%	94.7% +/- 4.8%		
	Reading and comprehension	91.9% +/- 4.4%	83.1% +/- 6.1%	93.8% +/- 4.7%		

Notes:

Please consult the 2024-25 Standards Manual for a current description of each measure.

Student Spaces

Results from the 2024-25 reporting year are based on data from the 2024-25 fiscal year; results from the 2023-24 reporting year are based on data from the 2023-24 fiscal year. Only Ministry funded Full-Time Equivalents are included.

In 2024-25, CNC had 1,506 total FTEs in ministry-funded programs compared to the target of 3,350, resulting in an overall utilization rate of 45 per cent. When including FTEs from SkilledTradesBC (STBC) for Total Domestic, CNC achieved a utilization rate of 78 per cent, an increase of five per cent compared to the previous reporting period. Excluding "AVED all other programs," the overall utilization rate for programs with specific FTE targets was 88 per cent.

Nursing and Other Allied Health Program

The number of student FTEs in nursing and allied health programs remains below the target. However, there has been steady improvement over the past two years. In fact, 2024-25 saw a higher FTE count compared to both 2022-23 and 2023-24, with an average target utilization of 84 per cent this year. Work is underway to strengthen local partnerships that support program delivery and student placement. Projects upcoming in the Prince George Region are also expected to increase demand for graduates in this sector, helping to improve enrolment and capacity in the years ahead.

Credentials Awarded

The total number of credentials awarded are reported but only the credentials awarded for each credential type are assessed. The credential target assessment is based on the number of credentials awarded in the most recent fiscal year as a percentage of the average number of credentials awarded in the previous three fiscal years. Targets are set in the previous reporting year for the next reporting cycle. In accordance with the data masking policy, any value less than 10 has been excluded to protect confidentiality.

Prior to the 2023-24 reporting cycle, the credential target was based on the average number of credentials awarded in the last three fiscal years and the year over year change in FTEs.

Diploma Credentials Awarded

The number of diploma credentials awarded in 2023-24 reflects a decline compared to the previous year, primarily due to enrolment shifts that occurred in 2022-23. That year saw lower domestic enrolment in diploma programs, particularly in business and social work, which directly impacted the number of graduates eligible for credentialing the following year.

Indigenous Student Spaces

For Indigenous Student Spaces, results for the previous fiscal year are reported. Results from the 2024-25 reporting year are based on data from the 2023-24 fiscal year; results from the 2023-24 reporting year are based on data from the 2022-23 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.

Unemployment Rate – Trades Foundation and Trades-Related Vocational Graduates

The unemployment rate for domestic graduates of Trades Foundation programs exceeded the target this year. However, this should be viewed in the context of the broader training-to-career pathway. Foundation programs are intended to prepare students for entry into apprenticeship training, not necessarily for immediate employment. Therefore, the higher unemployment rate may reflect delays in securing apprenticeship placements rather than a lack of demand in the labour market.

Several programs with higher unemployment rates—such as Welding, Carpentry, and Industrial Mechanics—are linked to occupations that continue to be in high demand across Northern B.C. This trend is not unique to CNC; other institutions in the sector are also seeing a slight increase in unemployment rates. CNC is committed to investigating this further to better understand the underlying factors.

CNC is actively working to strengthen the transition from Foundation programs to employment by enhancing industry partnerships, improving placement support, and introducing new engagement strategies.

Student Outcomes Measures

Results from the 2024-25 reporting year are based on 2024 survey data; results from the 2023-24 reporting year are based on 2023 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 per cent.

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

Financial Information

For the most recent financial information, please see the Audited Financial Statements available at *https://cnc.bc.ca/docs/default-source/budget/audited-financial-statements-year-ended-march-31-2025.pdf?sfvrsn=ea69e987_0.*

Appendix B

Reporting on Lasting and Meaningful Reconciliation

Implementation of Truth and Reconciliation Commission Calls to Action and the United Nations Declaration on the Rights of Indigenous Peoples

As part of the College of New Caledonia's commitment to Truth and Reconciliation Calls to Action and the United Nations Declaration on the Rights of Indigenous Peoples, CNC works with Indigenous partners throughout the region to develop and implement culturally relevant programming, services and initiatives that support Indigenous student success. The following tables provide an at-a-glance summary of the College of New Caledonia's progress in these critical areas.

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	INITIATIVE AND PARTNERSHIP
In Progress	CNC is continuing to review the application package for its Social Work programs with the intention of reimagining the process to meet the original intent of the application review, while removing barriers that can make it an onerous process. This will have a positive impact for Indigenous learners at first point of contact with CNC's Social Work programs. - continuing.
Planned	Program review is ongoing.

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	INITIATIVE AND PARTNERSHIP
In Progress	Lheidli T'enneh has received funding to look at reviewing and collaborating on incorporating their world view and cultural knowledge into ECCL curriculum (ECCL 150 – Development Perspectives; ECCL 156 – Care and Guidance; ECCL 172 – Health and Wellness).
Implemented or Ongoing	ECCL coordinators are actively working with an Indigenous Curriculum Developer to implement Indigenization within existing courses and activities. As course reviews begin to take place, the coordinators will collaborate with the Indigenous Curriculum Developer – Ongoing, and now working with a local Indigenous Elder from Lheidli T'enneh to add more local nation content to some of the courses. Work-Integrated Learning (*WIL*) focused ECE pilot will be implemented Fall 2025. Course release was approved for Spring 2025 to support this work. The WIL ECE pilot will provide enhanced student support of learning within a cohort model. In addition, prior learning and work duties will be assessed through WIL. This prior learning assessment will inform and support learning activities within the cohort.
Planned	Implemented

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	**INITIATIVE AND PARTNERSHIP**
New	CNC continues to offer ABST 150 – Conversational Carrier, ABST 250 – Carrier Language & Grammar Level I at the Prince George and Quesnel campuses. ABST 252 Carrier Language & Grammar Level II was not offered and has been inactivated due to lack of enrolment.
Implemented or Ongoing	CNC Faculty members are building on the BCcampus Pulling Together guides by developing content that defines Indigenous Ways of Knowing and Learning for educators, including direction for how to meaningfully Indigenize as a non-knowledge holder.
Planned	An Indigenous Instructor was found for the 2024-25 academic year. HUB program reviews will include collaboration with the Centre for Teaching and Learning and the Indigenous Curriculum Developer to assist and lead Indigenization efforts.

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	**INITIATIVE AND PARTNERSHIP** Dental Hygiene
New	Students attended Interprofessional Education Day (IPE) which focused on Cultural Safety in healthcare, biases and Truth and Reconciliation Commission (TRC) Calls to Action. Attendance was mandatory for second year students. Second year students participated in an Indigenous talking circle as part of their community health course.
Implemented or Ongoing	Dental Hygiene students continue to provide dental care to students at Nusdeh Yoh Elementary School (*four sessions this year*). This initiative aims to create a welcoming environment for children and is expanding to more students at the school. Students provided care to 66 children including fluoride treatments, debridement (*cleaning*), sealants, and oral hygiene instruction. Dental Hygiene students valued this service-learning experience as they found that they could connect with each child and learn about some of the challenges they might be facing in life and related to their health. The dental hygiene program in the School of Health Sciences continue to reserve up to 20 per cent of seats for qualified Indigenous students. CNC's Collaborative Care Clinic (*Dental Assisting and Dental Hygiene*) partnered with community dentists and the Emergency Dental Outreach Clinic to provide restorative treatment to patients, primarily serving those without access to regular dental care.
Planned	We are hopeful that we can plan to work with First Nations Health Authority (*FNHA*) where students supported FNHA in redoing/developing their existing health promotion and educational resources in the next academic year.
PROGRESS	**INITIATIVE AND PARTNERSHIP** Dental Assisting
New	Students and faculty attended the second annual Interprofessional Education Day (IPE) featuring Sage Salt from Len Pierre Consulting. The focus of this interprofessional practice experience was Cultural Safety in healthcare, cultural biases, Truth and Reconciliation Commission (TRC). This was an interactive lecture with a dynamic guest speaker. Attendance was mandatory for all DENT students.
Implemented or Ongoing	Select programs in the School of Health Sciences continue to reserve up to 20 per cent of seats for qualified Indigenous students. CNC's Collaborative Care Clinic (*Dental Assisting and Dental Hygiene*) partnered with community dentists and the Emergency Dental Outreach Clinic to provide restorative treatment to patients, primarily serving those without access to regular dental care.
Planned	Faculty continue to explore meaningful ways to incorporate conversations and content surrounding cultural safety, TRC, EDIB and what it means to providing patient-centered, competent healthcare into course content and into the classroom and clinical settings.
PROGRESS	**INITIATIVE AND PARTNERSHIP** Medical Radiology
New	Students and faculty were encouraged to attend Interprofessional Education Day (IPE) featuring Sage Salt from Len Pierre Consulting https://www.lenpierreconsulting.com/
Implemented or Ongoing	Continued incorporation of Indigenous guest speakers from the CNC Aboriginal Resource Centre (ARC), often serving the role of Cultural Advisor, to provide cultural perspectives, fostering awareness of Indigenous healthcare experiences.

Planned	Moving forward, the program hopes to expand patient partner involvement, refine existing projects, and integrate innovative resources into the curriculum to ensure a comprehensive, patient-centered educational experience.
PROGRESS	**INITIATIVE AND PARTNERSHIP** Sonography
Implemented or Ongoing	Students were given time, and encouraged, to attend cultural and interprofessional activities/events on campus.
PROGRESS	**INITIATIVE AND PARTNERSHIP** Healthcare Program Assistants
New	Students were given time to attend cultural activities on campus, like smudges, art vendors, and Aboriginal History week. Students participate in Moose Hide Campaign.
Implemented or Ongoing	Students complete the Learning Hub course related to cultural safety and the 7 Generations framework, and they also watch the DVDs The Warmth of Love and 4 Seasons.
Planned	Media awareness of Aboriginal Makers Market on May 24th at the Quesnel campus.
PROGRESS	**INITIATIVE AND PARTNERSHIP** Medical Lab Technology Science
Implemented or Ongoing	MLTS students participated in the interprofessional day featuring Sage Salt from Len Pierre Consulting. 20 per cent of seats reserved for qualified students who self-identify as Indigenous.
Planned	Not able (*at this time*) to implement program changes as planned.
PROGRESS	**INITIATIVE AND PARTNERSHIP** Nursing Baccalaureate Program
Implemented or Ongoing	**Curriculum and Pedagogy: Fostering Culturally Safe and Inclusive Health Education** The NCBNP has undertaken a comprehensive curriculum review, leading to the development of a robust social justice framework that is indented to guide all faculty to working towards Decolonizing and Indigenizing their course(*s*). This framework ensures consistent messaging and integration of key themes across all four years of the program, fostering a learning environment that is culturally safe, inclusive, and responsive to the needs of Indigenous communities. **Key areas of integration include:** • **Truth and Reconciliation:** This foundational theme underpins all curriculum development, emphasizing the historical and ongoing impacts of colonization on Indigenous health. • **Decolonization and Indigenization:** We are actively working to decolonize nursing education by integrating Indigenous world views, knowledge systems, and healing practices into the curriculum. This includes centring Indigenous perspectives on health and well-being. • **Cultural Safety and Humility:** All students receive foundational and progressive education on cultural safety and humility, equipping them with the knowledge and skills to provide respectful and effective care to Indigenous clients. This involves understanding power imbalances, systemic racism, and the importance of self-reflection. • **Anti-Racism and Microaggressions:** The curriculum addresses anti-racism principles and provides strategies for identifying and addressing microaggressions in healthcare settings, creating a safer environment for Indigenous patients and healthcare providers. • **Adverse Childhood Experiences (ACEs) & Trauma-Informed Care:** Recognizing the disproportionate impact of intergenerational trauma on Indigenous communities, the curriculum deeply integrates trauma-informed care principles and teaching strategies. This ensures future nurses understand the root causes of health disparities and can provide compassionate, trauma-sensitive care. • **Equity, Diversity, Inclusion, and Accessibility (EDIA):** We are committed to inclusive learning environments, incorporating Universal Designs for Learning (*UDL*) and addressing topics such as Sexual Orientation and Gender Identity (*SOGI*) to create an equitable and welcoming space for all learners. To ensure consistency and empower faculty, a faculty support manual has been developed. This manual provides resources and guidance on all these topics, enabling instructors to implement changes that align with our reconciliation and decolonization efforts. These themes are not isolated but are woven throughout all NCBNP courses from years 1-4, with content appropriately leveled to build upon students' prior learning. **Our institutional commitment to working with local Indigenous partners is demonstrated through:** • **Collaborative Institutional Structure:** The first two years of the NCBNP are offered by CNC and Coast Mountain College (*CMTN*), with the final two years taught by the University of Northern British Columbia (*UNBC*). This collaborative model allows us to leverage the strengths and community connections of each institution.

	• **Connections and Consultation with Vice President Indigenization:** Through these combined efforts in curriculum development and strong CNC & community partnerships, the NCBNP is connecting with the VP Indigenization for input, perspectives and feedback of faculty driven initiatives such as the faculty resource manual for Decolonization. The VP Indigenization provides high-level strategic leadership perspective and advocacy for Indigenous initiatives. • **Connections and Consultation with the Cultural Advisor:** The Elder offers invaluable cultural guidance and support to students, faculty, and staff. Providing support, resources, and feedback for faculty to implement these actions and changes. She has been an advocate for promoting relationship building for the NCBNP CNC-PG, the School of Health Sciences and the CNC Community and provided so much support and encouragement for us to be involved in making and leading these changes towards decolonization and Indigenization of our curriculum. • **The Aboriginal Resource Centre (ARC):** A vital hub offering academic, cultural, and social support to Indigenous students. The ARC provides a culturally safe space and resources to promote student success and retention. The staff have offered and facilitated learning, and craft for the NCBNP students in the classroom and in the ARC. • **Connecting students to dedicated Indigenous Student Supports at CNC:** CNC has established robust internal supports for Indigenous students and initiatives through the ARC and Student Services. • **Coordinating and Collaborating with Aboriginal Studies Department:** This contributes to the Indigenization of curriculum across the institution and offers courses relevant to Indigenous knowledge and history. Ensuring the NCBNP is aligned and leveling the NURS 205 and NCBNP with the foundational content learned in ABST 100/101. • **Decolonization, Reconciliation and Indigenization Faculty Sub-Committee (DRISC):** NCBNP faculty are active members of the committee which works to engage faculty and support systemic change across the School of Health Sciences and CNC. • NCBNP actively engages with Community Key Partners and Advisory Committees specific to each program site to address the local and regional needs and nuances. These committees ensure that the NCBNP curriculum and practices are culturally relevant and responsive to the unique needs and priorities of local Indigenous communities. This direct community input is critical for ensuring the program is aligned with local health priorities and helps to foster a sense of belonging and support for Indigenous students. We are addressing TRC Calls to Action #18 - 24, by aiming to prepare culturally aware health-care professionals and supporting the success and retention of Indigenous nursing students. Ultimately, contributing to a more equitable and responsive healthcare system in British Columbia. **Additional Ongoing:** 20 per cent of BScN seats are reserved for students who self-identify as Indigenous (determined by UNBC). Two strike rules have been adapted, which stipulate that students are required to withdraw from the program upon failure of any two courses in the program. This was proving to be a barrier to program progression. As a result, withdrawal requirements were changed to apply only to nursing-specific courses. Students who are at risk for failure receive a School of Health Sciences Letter, Thrive follow up and success plans as needed. Alternative methods of assessment such as authentic assessments and current assessments are shifting towards a proactive supported developmental approach vs. punitive ie. Removal of a “high stakes "pass/fail, summative practical exam OSCE, to a Formative Assessment (*OSCA*) where an unsuccessful outcome results in a Success Plan to carry out to the clinical setting for continued development.
Planned	Faculty developed framework and guide for Decolonization and Indigenization of courses to accompany curriculum review and updates – in development stage.

24: MEDICAL AND 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	**INITIATIVE AND PARTNERSHIP** Nursing Baccalaureate Program
Implemented or Ongoing	The NCBNP is committed to ensuring our students receive accurate and detailed knowledge directly addressing health inequities and epistemic racism while equipping students with a foundation to help inform and assist them in providing culturally safe, competent, and ethical care to all. This is achieved through a combination of mandatory coursework, integrated curriculum themes, specialized learning modules, self-reflective practice, and rich community engagement. Foundational Learning: All NCBNP students are required to complete ABST 100 or ABST 101 (Indigenous Studies). This foundational course provides essential context on Indigenous histories, cultures, contemporary issues, and the profound impacts of colonialism across Canada. This prerequisite sets the stage for deeper learning within the nursing program.

Building on this, NURS 205 is a mandatory core course, specifically redesigned to ensure the detailed requirements of the TRC calls to Action, UNDRIP, MMIWG National Inquiry, In Plain Sight and other recommendations from the CNA, BCCNM & CASN are addressed, with core concepts revisited and expanded throughout the four-year program.

Explicitly Addressing Key Knowledge Areas:

- **Indigenous-Specific Racism and Colonialism:** Our curriculum thoroughly explores the historical and ongoing impacts of colonialism, including the Royal Proclamation, the Indian Act, residential schools, and Indian hospitals. This directly illuminates the systemic nature of Indigenous-specific racism in healthcare. We analyze how past policies, as highlighted by TRC Call to Action #18, continue to shape Indigenous health outcomes. Students engage with powerful articles, memoirs, testimonies, and videos of lived experiences to foster a deep understanding of systemic discrimination. We also introduce critical concepts like bias exploration, self-concept, positionality, power, and privilege to help students recognize and address their own biases and the broader dynamics of racism. Anti-racism principles and strategies for addressing microaggressions are integrated, promoting a professional culture that actively dismantles discrimination.
- **Trauma-Informed Practice:** Recognizing the pervasive effects of intergenerational trauma on Indigenous communities, our program dedicates significant attention to Adverse Childhood Experiences (*ACEs*) and trauma-informed practice. Students delve into the principles and application of trauma-informed care and teaching strategies, ensuring they can provide compassionate and effective care. This commitment is solidified through a mandatory Trauma-Informed Care learning module in NURS 203, with these crucial concepts reinforced in NURS 205, and revisited withing the context of clinical practice and provision of care and clinical settings.
- **Indigenous Health and Wellness:** The NCBNP emphasizes a holistic understanding of Indigenous health and wellness, contrasting Indigenous world views with western medical approaches. We thoroughly examine the social determinants of health specific to Indigenous peoples, aligning with TRC Call to Action #19 to identify and close health outcome gaps. Our content addresses individual and systemic health issues impacting specific Indigenous demographics, including the disproportionate challenges faced by Indigenous women, children (*e.g., related to child apprehensions and Jordan's Principle*), and men. We also specifically acknowledge the distinct health needs of First Nations, Métis, and Inuit peoples, as per TRC Call to Action #20. Crucially, the curriculum highlights Indigenous strengths, resilience, and self-determination, moving beyond a deficit-based approach. TRC Call to Action #22, which recognizes the value of Aboriginal healing practices, is enacted through the intentional inclusion of diverse Indigenous ways of knowing and being, storytelling, and direct engagement with local Elders and knowledge holders as classroom guests.
- **Providing Service to Meet UNDRIP Minimum Standards:** Students receive a comprehensive introduction to the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) and its direct implications for healthcare practice. This includes understanding the relevance of various TRC Calls to Action, particularly Call to Action #24, which mandates education on Indigenous health issues, UNDRIP, Treaties, and Aboriginal rights for all medical and nursing students. The core concepts of Cultural Safety and Humility are taught as essential professional standards for ethical and respectful care. Furthermore, students are required to complete the BCCNM Cultural Safety and Humility Learning Series, which provides explicit guidance on professional responsibilities for nurses in B.C.

Beyond the Classroom: Integrated Learning and Community Engagement

Our commitment extends beyond coursework. We foster a safe learning environment for "brave and authentic conversations," setting clear expectations for respectful dialogue. Evaluation methods are evolving to incorporate facilitated self-reflection and move towards inclusive models.

Our collaborative regional approach ensures we build and maintain strong ties with local First Nations and Métis communities. Students benefit from the presence of Indigenous professionals and Elders as classroom guests, including figures from the UHNBC Indigenous Patient Liaison team and community leaders. We are actively working and building vital connections with organizations like Carrier Sekani Family Services, and Positive Living North and the Fire Pit, CINH, the community's connections, resources and supports available to patients and families in the region. We offer opportunities for students to engage in self-directed, immersive learning experiences as a part of their curricula. We also actively participate in and promote significant awareness campaigns such as the Red Dress Campaign, Moose Hide Campaign, and Truth and Reconciliation Week events, ensuring our students are immersed and engaged in relevant community dialogues and events.

Continuous Program Enhancement: Our commitment to continuous improvement is evident through ongoing faculty development, including sessions dedicated to Truth and Reconciliation. We have intentionally leveled introductory concepts from NURS 205 into earlier courses (NURS 101 and NURS 102), ensuring that these critical themes are introduced earlier in the program. Furthermore, additional NURS courses are currently undergoing a deliberate decolonization process, with a clear focus on integrating Indigenous Ways of Knowing and Being, reflecting our program-wide dedication to truly embedding these principles.

Ongoing Identified Needs: Formalized facilitated Cultural Safety training throughout years 1-4 for students, faculty, and program staff.

This comprehensive approach ensures that NCBNP graduates are well-equipped with the knowledge and skills necessary to provide culturally safe, trauma-informed, and anti-racist care that respects Indigenous rights and supports Indigenous health and wellness in British Columbia.

Planned	• Curricular and program updates and consultations and approval processes to continue in collaboration with NCBNP partner sites: CNC PG & Quesnel, UNBC PG & Quesnel, and Coast Mountain Collage, Terrace. ie. EDCO, UNBC Senate Administrative, local community partners and advisory boards, BCCNM, CASN etc. • Truth and Reconciliation Week at CNC – Session Planning, Participation, and Volunteering NCBNP with our classes & students for 2025-26.

PROGRESS	INITIATIVE AND PARTNERSHIP Practical Nursing
New	Five seats within Practical Nursing (PRAN) are reserved for qualified self-identified Canadian Aboriginal applications. Students attended a screening of "Lii Michif Niiyanaan: We are Metis" on CNC campus. Students completed the BCCNM learning series "From Awareness to Action: Indigenous Cultural Safety, Cultural Humility, and Anti-Racism learning series" in Health Promotion I. The Aboriginal Resource Centre was invited to speak to students during Orientation Week and describe their services and role on campus. PRAN students participated in the Interprofessional Education Day (IPE) featuring Sage Salt from Len Pierre Consulting. Guest speakers have attended class to speak on a variety of cultural relevant issues. In clinical rotations, students continue to be evaluated on BCCNM's "Standards" including Standard 4.6: "identifies the effect of own values, beliefs, and experiences when providing nursing care". Students were encouraged to attend cultural and interprofessional activities/events on campus. All courses feature Learning Objectives regarding Aboriginal health as part of the curriculum. Instructors follow these Learning Objectives when teaching and evaluating.
Planned	Develop testing strategies (*in particular end-of-semester*) that align with our provincial counterparts and best practices of teaching and learning.

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.

PROGRESS	INITIATIVE AND PARTNERSHIP
New	VP Indigenization hired in September 2024. Indigenous Wholistic Support worker hired in October 2024. Manager of Equity, Diversity, Inclusion, and Belonging (*EDIB*) in November 2024.
In Progress	Speaker series coordination. Teaching resources, college EDIB commitment approved by executive, and website development. Launch of "You're Safe with me at CNC" and supporting Pride events. Linking EDIB efforts with the existing Aboriginal Resource Centre staff to uphold efforts focused on Indigenization, Reconciliation and EDIB.
Implemented or Ongoing	Leadership at CNC remains committed to National Truth and Reconciliation Day and Aboriginal History/Education Week.
Planned	For 2025, CNC leadership has blocked their week for events happening during National Truth and Reconciliation Week and Aboriginal History/ Education Week.

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.

PROGRESS	INITIATIVE AND PARTNERSHIP
New	Following the success of the partnership with Vancouver Island University and Nanaimo Correctional Center, Inside-Out in Criminology – Restorative Justice was offered in partnership with Kwìkwèxwelhp Healing Village. Conversations are ongoing to provide the same offerings at Prince George Regional Correctional Centre.

In Progress	NITEP program was not continued for 2024-2025. Plans were made to continue with courses through UBC.

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	INITIATIVE AND PARTNERSHIP
Planned	The business program has undergone a review and recommended changes are forthcoming which will include the implementation of program learning outcomes.

UNITED NATIONS DECLARATION ON THE RIGHTS OF INDIGENOUS PEOPLES IMPLEMENTATION

How is your institution working with Indigenous peoples and communities to implement the United Nations Declaration on the Rights of Indigenous Peoples, and in particular the articles related to education, which include the following:

Article 14

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.

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.

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	INITIATIVE AND PARTNERSHIP
Implemented or Ongoing	The Indigenous Education Plan informed the hiring of an Indigenous Holistic Support worker to be housed in the Aboriginal Resource Centre after a notable gap supporting Indigenous student wellness was identified. The addition of the VP Indigenization portfolio offered new opportunities to strengthen relationships and connections between the Aboriginal Resource Center, Student Wellness Team, Trades, and Recruitment and Future Students' Office. Support initiatives such as the Aboriginal Service Plan (now the Indigenous Pathways and Partnerships Program), the Indigenous Emergency Assistance Fund, and Mastercard Laptop fund were more accessible than they have ever been to Indigenous students. Eleven students were supported by the Indigenous Emergency Assistance Fund (IEAF) provided by the Ministry. The College was successful in requesting a deferral to continue this funding for the 2025-26 academic year. Aboriginal Advisories and the Yinke Dene Council were attended, and the College is looking for opportunities to connect with community to amplify these partnership opportunities even more for 2025-2026. Consultation and engagement began with Lheidli T'enneh First Nation in the creation of the first Memorandum of Understanding (MoU) to bring more learners from the Nation to the college. Plans to finalize the MoU are in motion for June 2025 to begin in September 2025. This MoU will serve as a template to begin consultation with the remaining 21 Nations served within the college's service area. The College's Drum group has been shifted to the VP Indigenization to continue supporting students through weekly gatherings to drum and share culture in a safe space.

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)
Dental Assisting	Behavioural science content must be up-to-date and comprehensive, enabling students to apply their knowledge in client- and group-centered care. This includes demonstrating effective strategies to promote, improve, and support the oral health and well-being of diverse populations, while also developing the communication skills needed to succeed in a multicultural workplace.
Dental Hygiene	
Diagnostic Medical Sonography	Utilizing the Health Standards Organization Allied Health Education Program Standard for accreditation: provides guiding principles that refer to cultural humility and patient centered care.
Medical Laboratory Technology Science	
Medical Radiography Technology	

Northern Collaborative Baccalaureate Nursing	• Indigenous cultural safety, cultural humility, and anti-racism (*bccnm.ca*) • CASN & CNA Cultural Safety & Humility Standards for Nursing Education 2025
Practical Nursing	
Health Care Assistant	N/A

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 CNC, 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	Progress	Actions
College-wide	Ongoing	The position of Vice President of Indigenization has been filled. The new VP is actively working to develop cultural competencies for professionals who engage with Indigenous clients and patients. This work emphasizes the importance of understanding the truths about systemic racism, helping others recognize why this work is essential. Additionally, this work supports the integration of Indigenous perspectives into educational curricula.

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
All Health Science programs at CNC reserve 20 per cent of program seats for Indigenous applicants until a scheduled release date. This prioritizes seats for Indigenous students.	Dental Assisting – 4 seats Dental Hygiene – 3 seats Diagnostic Medical Sonography – 3 seats Medical Laboratory Technology Science – 7 seats Medical Radiography Technology – 3 seats Northern Baccalaureate Nursing Program – 24 seats in the first-year program Practical Nursing – 4 seats Health Care Assistant – Variable	33 of the 48 prioritized seats were used by incoming qualified Indigenous students.

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
All program areas		Cultural safety and humility training is ongoing across all health programs at the CNC. These efforts align with the institution-wide implementation of the Indigenous Education Plan, which supports the integration of Indigenous perspectives and practices across programs and services. The School of Health Sciences is committed to this work and continues to prioritize learning opportunities for students, faculty, and staff. **Actions and Mandatory Training Components:** For all Health Sciences programs, the following training components and initiatives are either mandatory or embedded into the curriculum and professional development strategies:

All program areas		**Professional Development with the VP Indigenization** The VP Indigenization has been working closely with the School of Health Sciences to support the creation of culturally safe spaces within post-secondary education. The sessions focused on deepening understanding of cultural humility, Indigenous knowledge, and the responsibilities of educators and health care professionals in advancing reconciliation. Through shared learning experiences, reflection, and dialogue, the VP Indigenization encourages faculty and staff to examine their practices and consider how to meaningfully embed Indigenous ways of knowing and being into both teaching and workplace culture. **Cultural Humility Workshop with Saje Salt** Faculty, staff, and students participated in a learning session led by Saje Salt, who facilitated discussions on cultural humility and the importance of relationship-building in health care. **Engagement with the Aboriginal Resource Centre (ARC)** The School of Health Sciences engaged in multiple learning opportunities with the ARC, including cultural sessions and a guided tour of Health Sciences spaces to foster stronger relationships and cultural understanding between the ARC and health faculty, staff, and students. These activities reflect a coordinated and sustained effort to embed cultural safety and humility into health education at CNC. While implementation levels may vary slightly by program, the overarching approach is ongoing and continually evolving in collaboration with Indigenous leaders, community partners, and the CNC Indigenous Education team.
Practical Nursing		Local Indigenous Elders were invited as guest lecturers.
Health Care Assistant		N/A
Northern Collaborative Baccalaureate Nursing	**Ongoing and Growing**	** See previous & attached Appendix for detailed inventory of curricular content inclusions Required learning to support understanding of Cultural Safety and Humility: • BCCNM Cultural Safety Learning Series • Trauma Informed Care learning modules by AHS • TRC and UNDRIP Modules by Ontario Cancer Care
		Introductions to conflict resolution and foundational leadership concepts are integrated into NURS 101, 102, 203, and 205. These courses also address topics such as lateral violence, psychological safety, and professional responsibility in alignment with the BCCNM Professional Practice Standards, the Health Professions Act, and the shared duty of employees and employers to uphold a psychologically safe work environment. Students are supported in understanding their roles and responsibilities as both learners and future professionals. • Calling In and Calling Out • Student awareness of foundational principles of Universal Design for Learning • First Peoples Principles of Learning • SOGI Nursing Learning Modules • Chronic Disease Preventions for Indigenous People learning module
Dental Assisting		N/A
Dental Hygiene		N/A
Sonography		N/A
Medical Radiography		N/A
Medical Laboratory Technology Science		N/A

****NCBNP Detailed inventory of NBCNP Curricular inclusions to support TRC Calls to Action & UNDRIP. Additional relevant TRC Calls to Action; Calls to Action 18 – 24NURS 205 Content to support Calls to Action 18-24**

- Intention Setting:
  - 4 R's: Respect, Reciprocity, Relationships, and Relevance – supports TRC Call to action #22, 23, 24.
  - The inclusion and use of different Ways of Knowing and Being, is purposeful, intentional, and communicated clearly – supports TRC Call to action #22, 23, 24.
- Co-creating and maintaining a safe Learning Environment for brave and authentic conversations in our classrooms – setting expectations, norms and boundaries with students for which we are all accountable.
- Colonization & Impacts with inclusions of Global/Canadian/BC/ Regional and Local contexts. Royal Proclamation, Indian Act, residential schools, Indian hospital, etc. related to TRC Call to Action – supports TRC Call to action #18, 19, 23, 24.
- ACES & Intergenerational Trauma – supports meeting TRC Call to action #18, 20, 22, 23, 24.
- Introduction to bias exploration, self-concept, positionality and subjectivity, awareness of perspectives and worldview, power and privilege – supports TRC Call to action #24.
- Introduction to UNDRIP & the TRC Calls to Action, related to TRC Call to Action, First Peoples Principle of Learning – supports TRC Call to action #18, 24.
- Ways of Knowing and Being – intentional inclusion and transparency of course design choices ie. storytelling, including local knowledge holders and elders to our classes to share. Students always want to know more about Indigenous medicine and healing practices, spirituality, ritual – stressed the wide variety and need to understand local contexts and not broadly assume/generalize ie. creation stories. Students may partake in practices for their immersive learning experience if they choose – sweat lodges, foraging for natural medicine with healers to learn alongside the knowledge holder, jewelry creation and crafting etc. – supports TRC Call to action #22.
- Social Determinants of Health to meet TRC Call to action – supports TRC Call to action #19.
- Understanding the difference in perspectives of health ie. Wholeism vs Western medicine's tertiary approach – supports TRC Call to action #22.
- Content focused towards individual and systemic health issues and impacts of specific demographics and the impacts epistemic racism – supports TRC Call to action # 18, 19, 20, 22, 23, 24;
  - Women ie. National Inquiry for Missing and Murdered Indigenous Women and Girls, "Birth alerts", healthcare violence.
  - Children, MCFD and Child apprehensions and disproportionate rates of Indigenous children in Ministry care, Jordan's Principle, youth suicide.
  - Men's health; chronic disease prevalence, self-harm & suicide.
  - First Nations (Local, regional, BC and National), Metis & Inuit.
  - Acute and Chronic illness prevention for Indigenous People; health protection and promotion & Primary Care.
- Strengths based focus & resilience, self-determination (individuals and communities) – supports TRC Call to action # 18, 23, 24.
- Core Concepts of Cultural Safety & Humility – supports meeting TRC Call to action # 23,24.
- Introductions to Anti-racism, Calling In & Calling Out – supports meeting TRC Call to action #23, 24.
- Introductions to Leadership & Conflict Resolution included in NURS 203 – supports meeting TRC Call to action #24.
- Professionalism, co-creating a profession with a safe culture, beyond patient care, with and for each other – supports meeting TRC Call to action #22, 23, 24.
- Self-Directed, Immersive learning and Authentic Assessments – supports TRC Call to action # 18, 23, 24.
- Changes to evaluation methods - Facilitated self-reflection & moving away from colonial structures with instructor determined grading and moving towards inclusive module with self-determination theory and "Grade Application" conversations, students to provide rationale and self-advocate – supports TRC Call to action # 23, 24.

Learning together, changing lives, creating futures.

lhulh whuts'odutel'eh
(we will learn together),

lhk'enazdulkat
(we change ourselves),

nus 'uztelelh
(we will create the future).