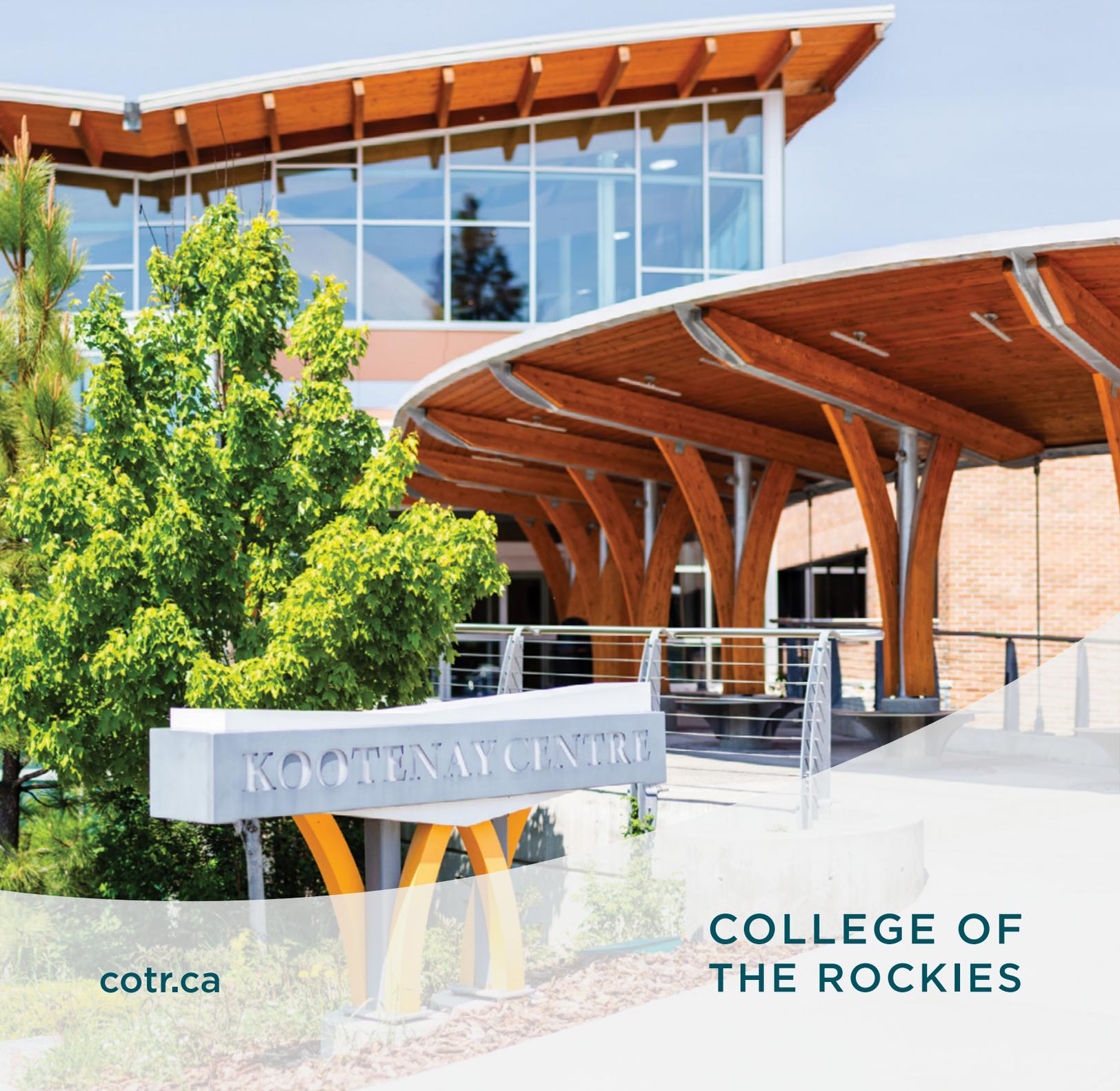


COLLEGE OF THE ROCKIES

Accountability Report and Plan 2024



cotr.ca

**COLLEGE OF
THE ROCKIES**

Acknowledgement of Territory

College of the Rockies serves the communities of the East Kootenay. All of the College's campuses are located in the traditional territory of the Ktunaxa people, which is also home to the Kinbasket people. Five First Nations bands are located in the regional boundary of the College: four of which are Ktunaxa and one is Shuswap. Additionally, the College partners with the Kootenay Regional Office of the Métis Nation, BC.

We are thankful for all our Indigenous partners and are constantly seeking new ways to support the development of our community.

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Letter from the Board Chair and President

JUNE 28, 2024

Dear Minister Beare,

On behalf of our Board of Governors, management, faculty, and staff, we are pleased to present the College of the Rockies Accountability Report for 2023/24. In issuing this report, we ensure our accountability to government, students, and the communities in which we operate.

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

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

Though our breadth of programs is wide, we strive to deliver the most personal small college student experience in Canada. With an eye on three vital cornerstones: Student Experience, Employee Experience, and Community Engagement, we aim to continue to make College of the Rockies a welcoming space for students, employees, and our community members. To advance our strategic priorities specific to student experience, our Executive Leadership team has gone through a restructuring, allowing for the recruitment of a Vice President, Student Success.

As Board Chair and President, we acknowledge our responsibility and accountability for delivering this plan in a manner guided by our Governance Model. We are honoured to lead College of the Rockies, a truly vibrant organization and look forward to reporting on its success as we continually seek out creative and positive opportunities to ensure our students achieve their learning objectives.

We trust you will find that this report demonstrates our ongoing commitment to the success of our students and to meeting our region's labour market needs through excellence in programming, instruction, student service, and innovation.

SINCERELY,



Jared Basil
Chair, Board of Governors



Paul Vogt
President and CEO

Strategic Direction

COLLEGE OVERVIEW

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

We have two campuses in Cranbrook, including our main campus, as well as four additional campuses in communities throughout our region. We draw inspiration from our BC Rocky Mountain location and offer programming and a lifestyle that embodies our unique geography while creating pathways to further post-secondary education and fulfilling careers.

The College's strategy is to move forward and upward. Like our students, College of the Rockies is here to excel, grow, and reach that highest peak.

We are grounded in a profound commitment to fostering truth and reconciliation, while championing diversity, inclusion, and belonging. By embracing these foundational principles, we honour the richness of our collective experiences and pave the way for a more equitable future for all.

Our actions as a College are also firmly committed to advancing the UN Sustainable Development Goals (SDGs) of improving health and education, reducing inequality, and spurring economic growth. With a dedicated focus on sustainability, we've woven these global goals within everything we do.

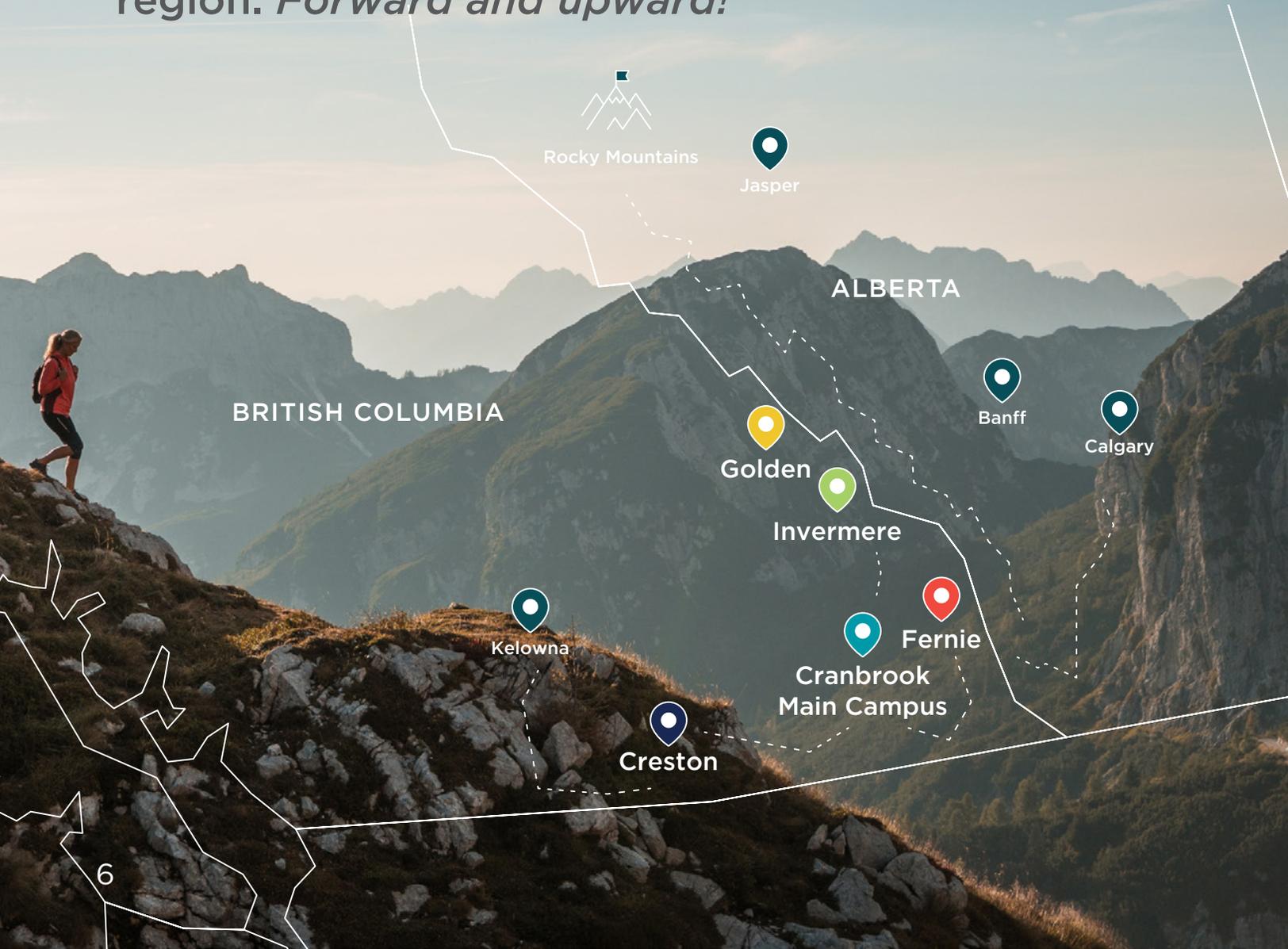
To meet the future needs of our region will require us to be responsive and agile. The world of work is changing and so are the ways we teach and prepare our students for success in their future careers.

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

We are proud to award our own Bachelor of Business Administration in Sustainable Business Practices in addition to two degrees offered in partnership with the University of Victoria (UVic): Bachelor of Education and Bachelor of Science in Nursing. Both partnership degrees can be completed fully at the College's Cranbrook campus.

As we move forward and upward, we'll be focused on three peaks: student experience, employee experience, and community engagement. We will continue to support our students through every step of their education; remain committed to being an employer of choice with a strong focus on health, safety, and wellbeing at work; and respond to the educational needs of our communities, futureproofing our regional workforce.

This is an exciting time for the College - and our region. *Forward and upward!*



STRATEGIC DIRECTION

As we approach 50 years of providing post-secondary education to the residents of the East Kootenay and beyond, *we are looking forward and upward*. Like our students, we are here to excel, grow, and reach the highest peak.

We place high importance on listening to our stakeholders: the Board of Governors, employees, regional campus communities, community stakeholders, and regional employers. We held extensive stakeholder consultations, surveys, and meetings on our way to developing a strategic plan that fits the goals of both our college and our communities.

To move forward, we will focus on three “peaks”: student experience, employee experience, and community engagement.

We will provide more opportunities and services to help students get where they want to go as efficiently as possible. We will foster a culture of respect, collaboration, engagement, and celebration at work, and will position College of the Rockies as the number one choice for learners in our region and beyond.

Our mission, vision, values, and peaks will guide us in all we do, as we set new milestones along the journey to monitor our progress and keep our communities in mind with every step.

Our Mission

We transform lives and enrich communities through the power of education.

Our Vision

To provide the best small college experience in Canada.

Our Values

1. STUDENT SUCCESS

We support students at every step of their education journey.

2. RESPECT

We act with integrity and treat others as they would like to be treated.

3. INNOVATION

We demonstrate curiosity and creativity, and strive for improvement.

Stemming from our mission, vision, and values, our future actions will be guided by three peaks. Success will be reflected in what our key stakeholders – students, employees and communities – say about us.

1 | PEAK ONE: STUDENT EXPERIENCE

We are student ready. We welcome every student on their personal learning journey, allowing them to grow and excel.

We will

- Work with our students to develop a vibrant and healthy campus experience with personalized support.
- Ensure our students have education pathways that take into account prior learning and meet their career aspirations.
- Incorporate *work-integrated learning* opportunities into every program to prepare our students for the real world of work.
- Equip students for an inter-connected world through a global engagement strategy that is student-centred and aligned with the needs of our communities.

Our students will say: “We belong and will be successful here.”

2 | PEAK TWO: EMPLOYEE EXPERIENCE

We are committed to being an employer of choice, within our region and our sector, with a strong focus on health, safety, and wellbeing at work.

We will

- Foster a culture of respect, collaboration, engagement, and celebration at work.
- Champion equity, diversity, inclusion, Indigenization, and belonging.
- Streamline organizational processes and adapt new technologies to be efficient and innovative in our work.
- Develop our talent through targeted recruitment, seamless onboarding, and ongoing support for professional growth.

Our employees will say: “We like working at the College and are proud of the work we do.”

3 | PEAK THREE: COMMUNITY ENGAGEMENT

We are responding to the educational needs of our communities and futureproofing our regional workforce.

We will

- Position College of the Rockies as the number one choice for learners from our region and beyond.
- Strengthen our regional campuses through focused growth plans and active community engagement.
- Link local employers with students to address their labour market demands and provide a work-ready experience.
- Build on our existing relationship with the Ktunaxa Nation, reinforce our Indigenous partnerships, and integrate the principles outlined in the UN Declaration of the Rights of Indigenous Peoples (UNDRIP).

Our communities will say: “We can look to the College to provide highly skilled, knowledgeable, and ready-to-work employees.”

FACTS SNAPSHOT FOR 2023-24

STUDENT ENROLMENT

9,700

Full-time and part-time students

8.0%

Indigenous FTEs (Self-declared at College of the Rockies)



2,414

Full-time equivalent students (FTEs) (Domestic and International)

11.2%

International FTEs



42

435

International students coming from **42** different countries

WHAT OUR STUDENTS SAY¹



86%

Would recommend the College to another student

83%

Would recommend their program to another student



93%

Of students feel like the College cares about their well-being

87%

Of students say they feel a sense of belonging



STUDENT SATISFACTION WITH EDUCATION - 23/24

90.0%

Former diploma, associate degree, and certificate students

91.0%

Trades foundation and trades-related vocational graduates

93.4%

Former apprenticeship students

STUDENT ASSESSMENT OF THE QUALITY OF INSTRUCTION - 23/24

92.4%

Former diploma, associate degree, and certificate students

89.7%

Trades foundation and trades-related vocational graduates

96.8%

Former apprenticeship students

Trades training programs have the largest enrolment, aligning with the Ministry's prediction of a high demand for skilled trades workers.

PROGRAM AREAS WITH HIGHEST ENROLMENT



0 100 200 300 400 500 600 700 800

¹2024 College of the Rockies Student Experience Survey

FTE'S

Trades and Apprenticeship	557.76 FTEs
Fire Services	473.69 FTEs
Health and Human Services	401.81 FTEs
Developmental (Adult Upgrading/ESL/Other)	214.59 FTEs
University Arts and Science	204.17 FTEs
Continuing Education	182.73 FTEs
Tourism, Recreation, and Hospitality	169.23 FTEs
Business Management	145.47 FTEs
Office Administration and Technology	64.09 FTEs

2413.52 FTEs

FACTS SNAPSHOT FOR 2023-24

NUMBER OF CREDENTIALS AWARDED



SCHOLARSHIPS AND BURSARIES

Last three years of awards dispersed



NUMBER OF DUAL CREDIT STUDENTS



APPLIED RESEARCH GRANTS

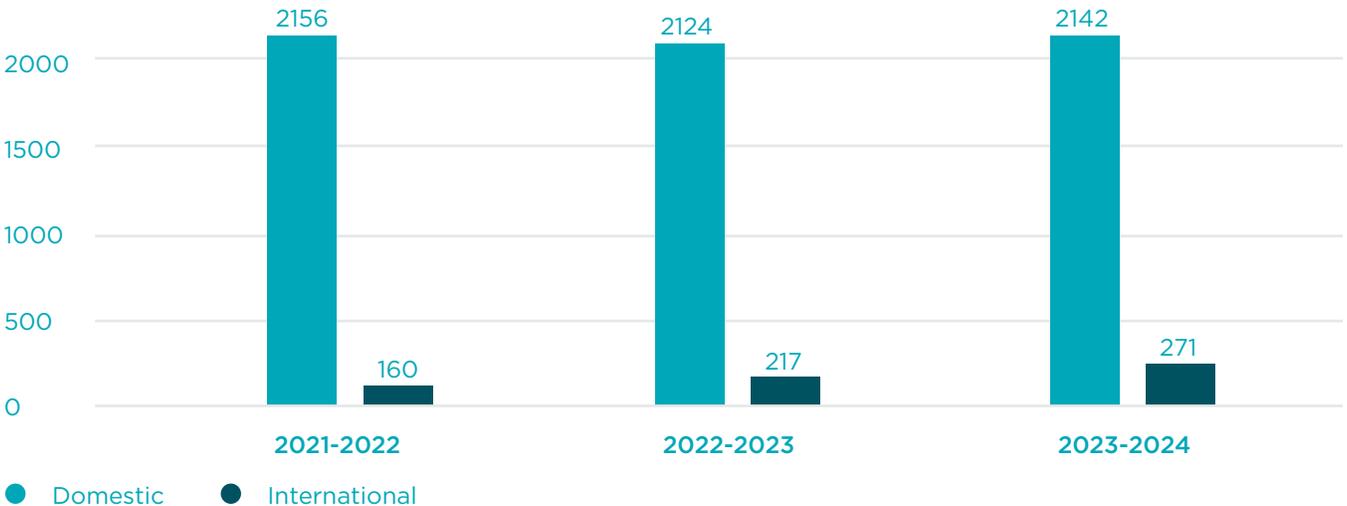


- A sustainability project for a BC-based adventure tourism company
- Our Kootenay Entrepreneurship program
- A student-led research project concerning equine hoof disease

NUMBER OF EMPLOYEES



FTEs BY STUDENT TYPE



Strategic Context

POPULATION AND DEMOGRAPHICS

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



+3.3%

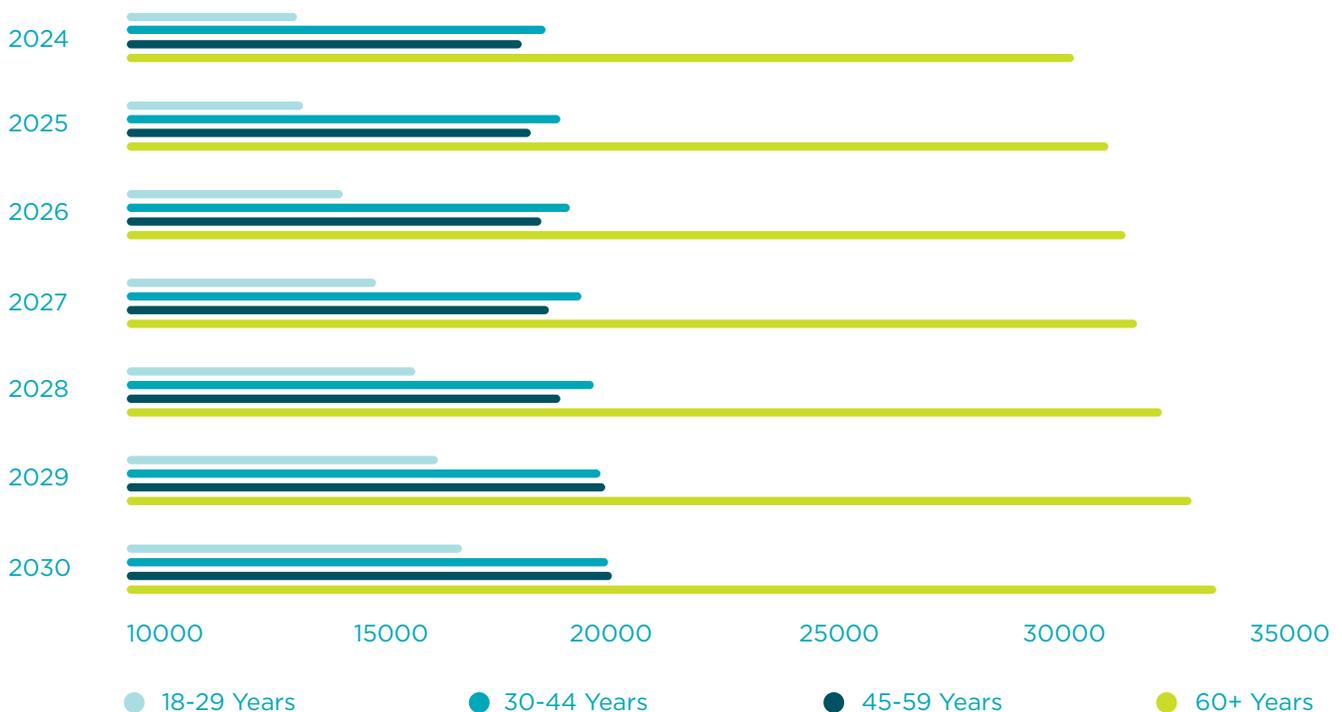
BRITISH COLUMBIA'S POPULATION HAS INCREASED BY 3.3% IN THE LAST 12 MONTHS.

British Columbia's population has increased significantly over the past three years. In the last 12 months, BCStats reported the province's annual population growth was 3.3 percent. This is the highest annual population growth since 1971. Over the past year, the provincial growth was driven by non-permanent residents moving to BC, including temporary residents holding temporary work

and study permits. The College's service region is a relatively small proportion of BC's population; however, the communities served by the College are experiencing similar growth. The Rockies region has a projected growth of 7.9 percent between 2024 and 2030, falling below the projected provincial population growth of 10.4 percent.

The growth rate of the College's targeted 18-29 age range is projected to be 22.4 percent over the next 6 years, well above the projected 15.7 percent provincial growth expected during this same timeframe.

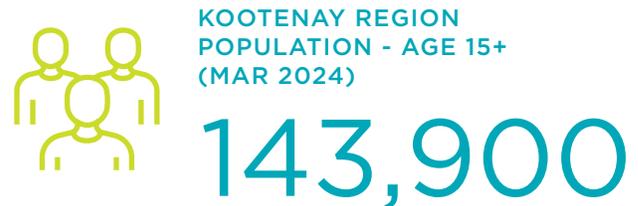
AGE POPULATION PROJECTIONS - ROCKIES REGION²



²BC Stats Provincial Population Projections

In addition to the growth of non-permanent residents, population growth in the Kootenay region is also driven by migration of individuals, families, and retirees from larger centres looking to take advantage of the region's affordability and lifestyle.

The growth in population has resulted in a lack of adequate and accessible public transportation, a housing shortage, limited rental properties (rental vacancy rates average 1.8 percent across the country), as well as workforce and economic diversification challenges for the region.



HOUSING CHALLENGES

The availability of affordable housing in the College region is heavily impacted by the resort tourism communities. A lack of affordable housing creates barriers and impacts the region's ability to expand the workforce and replace retiring workers. A lack of housing is a key contributor to employers' difficulty recruiting and retaining workers to fill the growing demand for skilled labour in trades, technical professions, and service-oriented jobs in tourism.³

VACANCY RATES (%) - CRANBROOK AREA

	2020	2021	2021	2022	2023
Total	2.9%	1.8%	1.8%	1.1%	1.8%

LABOUR MARKET OUTLOOK

The economic labour market⁴ for the College region includes tourism, forestry, mining, and health care industries with varying employment rates for each. Tourism is a major employer during peak seasons while mining and forestry provide persistent yet fluctuating employment opportunities throughout the year. The economic resilience of the region is supported by the natural resources and tourism appeal with ongoing efforts to diversify through education and technology. Current employment in the region is 84,900 jobs, with 77 percent full-time and 23 percent part-time workers.



KOOTENAY REGION
EMPLOYMENT (MAR 2024)

84,900

77% FULL-TIME EMPLOYMENT

23% PART-TIME EMPLOYMENT

Employment in the province is expected to grow moderately at 1.2 percent each year while the growth in employment demand in the Kootenay region for the next decade is expected to be at 0.5 percent.



1.2%

PROVINCIAL EMPLOYMENT IS EXPECTED TO GROW MODERATELY AT ABOUT, 1.2 PERCENT ANNUALLY.



0.5%

Employment demand in the Kootenay region is expected to grow at an average of 0.5 percent annually for the next 10 years. (25,700 job openings)

The unemployment rate in the Kootenay region has consistently been higher than the provincial unemployment rate. However, in 2023 the region's unemployment rate was 5.3 percent while the unemployment rate across the province was a very comparable 5.2 percent. Tourism activities in this region create employment opportunities in the accommodation and food services industry which currently make up 7.4 percent of all employment in the region.



7.0%

KOOTENAY REGION
UNEMPLOYMENT RATE
(MAR 2024)

³2023 SMHC Rental Market Survey
⁴Labour Market Outlook 2023 Edition

LABOUR MARKET OUTLOOK

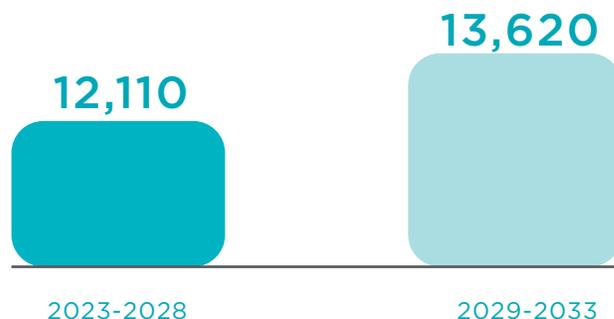
In the next decade, the Kootenay region is projected to have 25,700 job openings. Only about 16 percent of these jobs will come through economic growth with the remaining 84 percent coming from replacing existing workers, mainly due to retirement. The forecasted growth in employment is 4,350 jobs over the next 10 years, an average of 0.5 percent annually.

25,700 JOB OPENINGS



4,350

FORECASTED 10-YEAR TOTAL EMPLOYMENT GROWTH



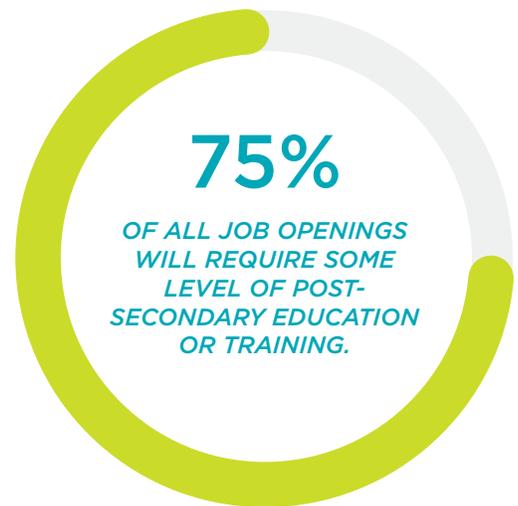
The Kootenay region's top 10 high demand occupations are:

KOOTENAY REGION | TOP OCCUPATIONS

TOP 10 OCCUPATIONS	JOB OPENINGS (2023-2033)
RETAIL AND WHOLESALE TRADE MANAGERS (NOC 60020)	1,050
TRANSPORT TRUCK DRIVERS (NOC 73300)	980
ADMINISTRATIVE OFFICERS (NOC 13100)	680
HEAVY EQUIPMENT OPERATORS (NOC 73400)	650
NURSE AIDES, ORDERLIES, AND PATIENT SERVICE ASSOCIATES (NOC 33102)	630
RETAIL SALESPERSONS AND VISUAL MERCHANDISERS (NOC 64100)	620
REGISTERED NURSES AND REGISTERED PSYCHIATRIC NURSES (NOC 31301)	490
SOCIAL AND COMMUNITY SERVICE WORKERS (NOC 42201)	400
ELEMENTARY SCHOOL AND KINDERGARTEN TEACHERS (NOC 41221)	380
FOOD COUNTER ATTENDANTS, KITCHEN HELPERS, AND RELATED SUPPORT OCCUPATIONS (NOC 65201)	370

Approximately 75 percent of all job openings between 2023 and 2033 will require some level of post-secondary education or training, or will require management or supervisory experience. That is almost 753,000 job openings.

752,900 JOB OPENINGS



In BC, the highest opportunity careers for students with a diploma or apprenticeship of two or more years fit well with College of the Rockies' programming:

HIGH OPPORTUNITY CAREERS	OPENINGS	COLLEGE OF THE ROCKIES PROGRAMMING
Social and community service workers (NOC 42201)	14,930	Human Service Worker, Social Work Pre-Major (400 jobs expected in the Kootenay region by 2033)
Early childhood educators and assistants (NOC 42202)	12,310	Early Childhood Education (2,010 jobs expected in the Kootenay region by 2033)
Police officers (except commissioned) (NOC 42100)	4,360	Criminal and Social Justice (120 jobs expected in the Kootenay region by 2033)
Licensed practical nurses (NOC 32101)	4,280	Practical Nurse (130 jobs expected in the Kootenay region by 2033)
Computer network and web technicians (NOC 22220)	4130	Computer Information Systems Technology (4,130 jobs expected in the Kootenay region by 2033)

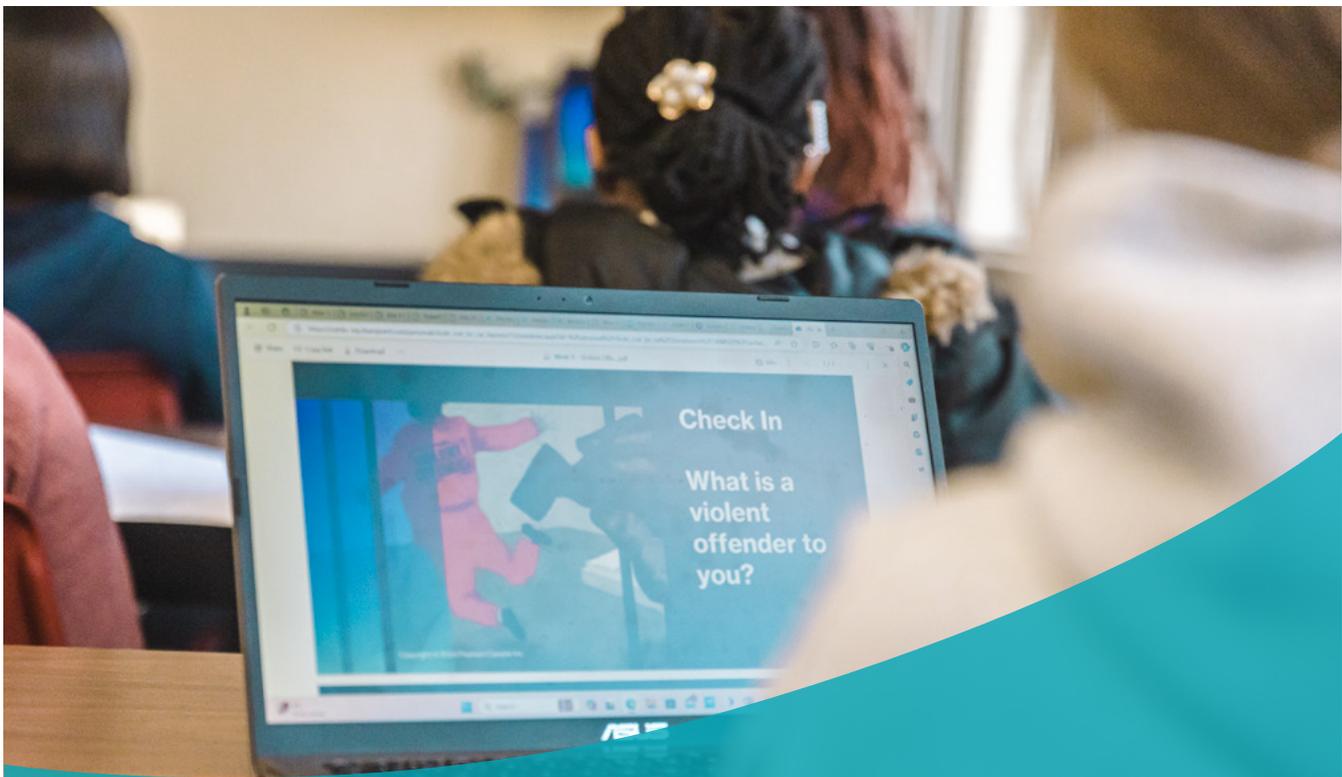
The Kootenay region, unlike the rest of BC, lists heavy-duty equipment mechanics (NOC 72401) as a high opportunity career with 250 positions anticipated in the Kootenay region by 2033.



The College trained 137 Heavy Duty apprentices across four levels of training and 30 of those students completed and received their credential for Heavy Duty Equipment Technician Apprenticeship Level 4. An additional 23 students completed the Heavy Mechanical Foundation Certificate in 2023-24 with another 11 students in-progress to complete in September 2024.

College of the Rockies graduates of programs under two years may be in a good position to enter the workforce in a high opportunity career. Some of these career opportunities include:

HIGH OPPORTUNITY CAREERS	OPENINGS	COLLEGE OF THE ROCKIES PROGRAMMING
Nurse aides, orderlies and patient service associates (NOC 33102)	22,480	Health Care Assistant (630 jobs expected in the Kootenay region by 2033)
Administrative officers (NOC 13100)	18,530	Administrative Assistant (350 jobs expected in the Kootenay region by 2033)
Dental assistants and dental laboratory assistants (NOC 33100)	2,320	Dental Assistant (80 jobs expected in the Kootenay region by 2033)
Correctional service officer (NOC 43201)	1,230	Criminal and Social Justice (20 jobs expected in the Kootenay region by 2033)
By-law enforcement and other regulatory officers (NOC 43202)	600	Criminal and Social Justice (30 jobs expected in the Kootenay region by 2033)
Border services, customs, and immigration officers (NOC 43202)	550	Criminal and Social Justice (40 jobs expected in the Kootenay region by 2033)



“ I feel by obtaining my Criminal and Social Justice diploma at College of the Rockies, I was more prepared for a university course load and adjusting to the differences between college and university ”

Mackenzie – Criminal & Social Justice

COLLEGE LANDSCAPE

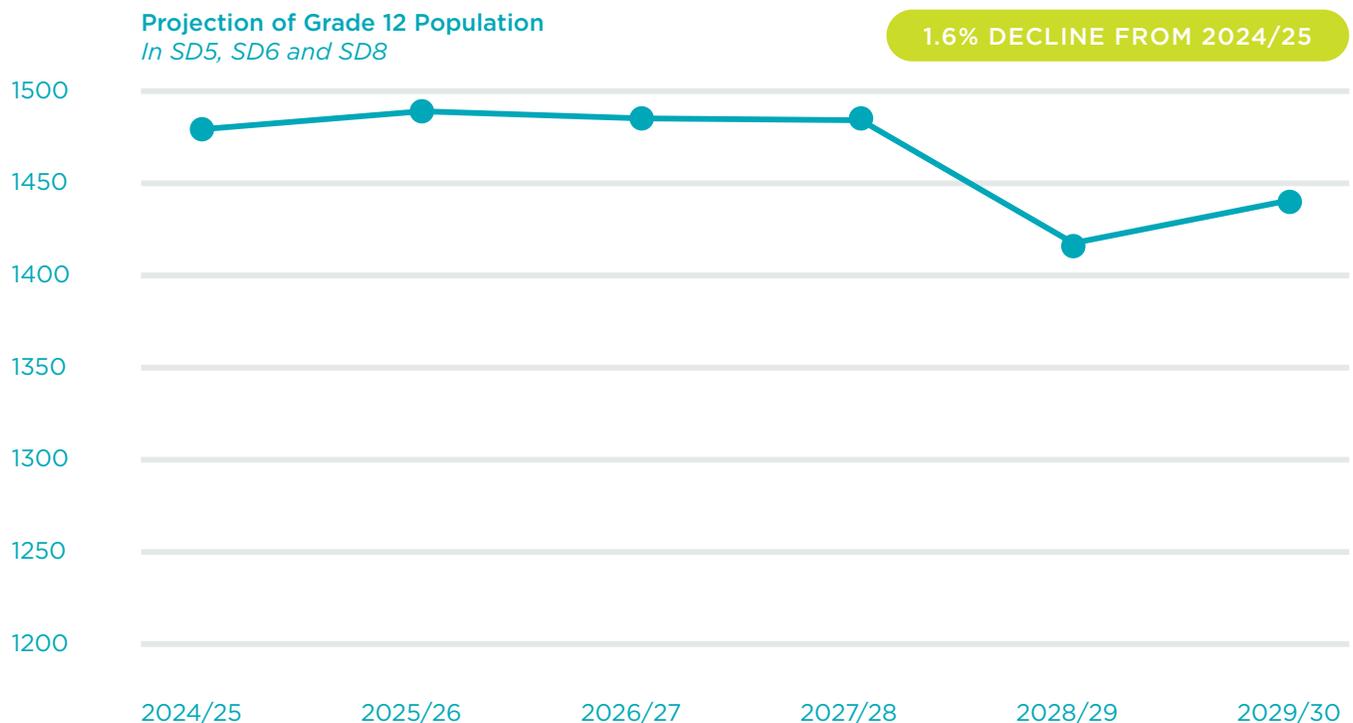
The College is well positioned to contribute to the current and future labour market demands for the region with the mix of program offerings that supports the growth in job openings in the areas of health, human services, trades, and technology.

Our region shows a transition rate from high school to post-secondary of 68.7 percent, below the provincial average of 75.1 percent, and an immediate transition to post-secondary (within one year of high school graduation) of 33.4 percent, significantly lower than the 50.2 percent provincial average. The transition rate, however, is only measuring those students who transition to a BC post-secondary institution. Due to our close geographic proximity to Alberta, many of our region's students choose to attend post-secondary in that province. Creating pathways such as the University of Victoria Guaranteed Admission and University of Lethbridge Dual Admissions agreements continues to facilitate student mobility. Local students are encouraged to begin their studies at home before completing their undergraduate studies at other post-secondary institutions by promoting the College's "Home Advantage".

Over 136 College of the Rockies students transferred credits from over 75 post-secondary institutions in 2023/24, an indication that the College is attracting students from outside the region with previous post-secondary education

Although the regional population growth of individuals aged 18 to-29 is expected to grow over the next six years, the number of grade 12 students in regional school districts SD 5 South Kootenay, SD 6 Rocky Mountain, and SD 8 Kootenay Lake is projected to decrease by 1.6 percent between 2024/25 and 2029/30.

Though this decrease is lower than the provincial decline of 2.1 percent, we are actively using Strategic Enrolment Management (SEM) to revitalize recruitment efforts within and outside of the region and to increase the conversion of applicants to registrants.

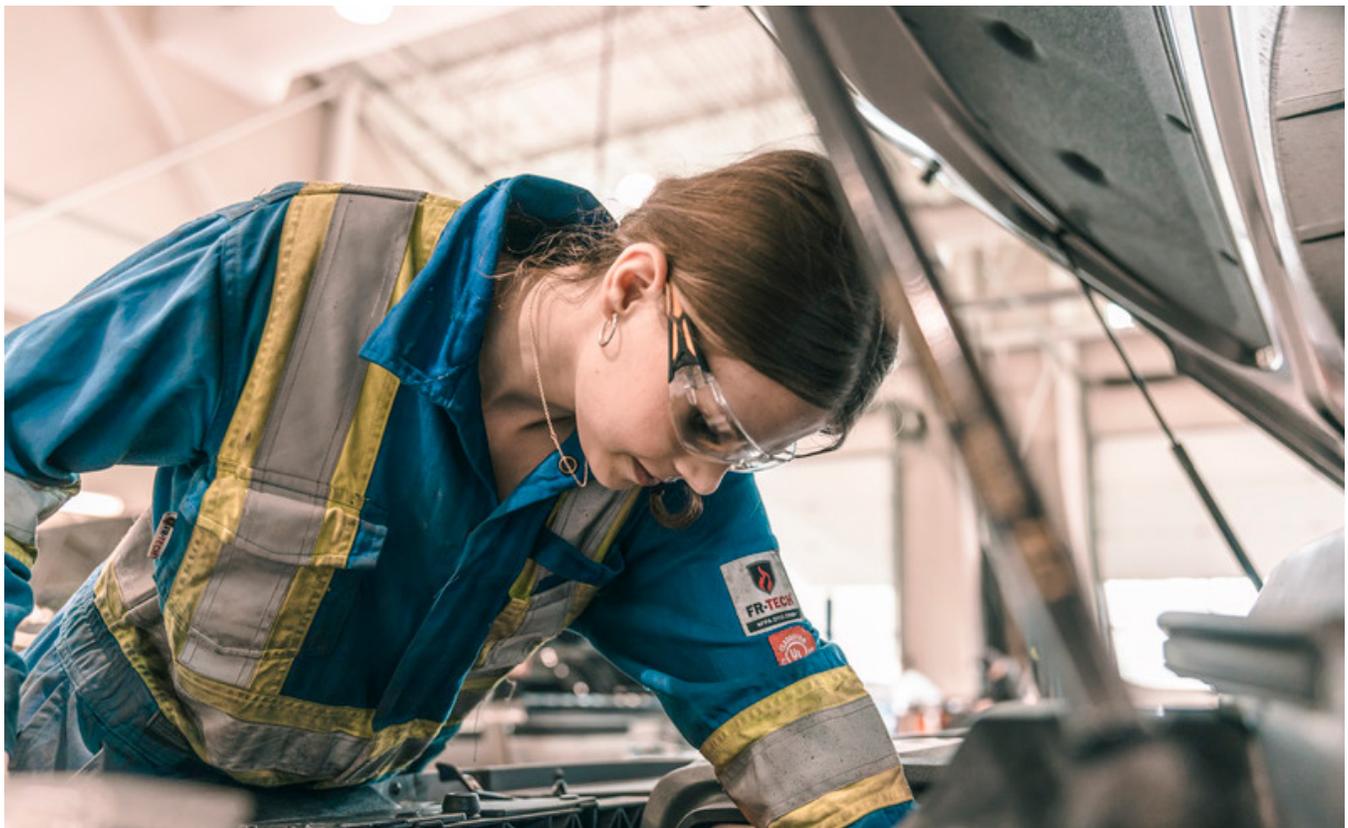


The School Districts in our service area continue to achieve high completion rates. To advance future program offerings, we have developed an internal funding allocation to develop curriculum focused on micro-credentials/short programs, increasing the funds to \$25,000, up from \$10,000 the previous year. These funds will be used to develop programs and courses that respond to the future needs of the region and province.

Overall, the East Kootenays are characterized by a blend of traditional economic activities and emerging opportunities, supported by a strong commitment to community engagement and sustainable development. We continue to be a key community partner in supporting the economic growth and development of the province and our region through our commitment to providing relevant and quality education.

COMPLETION RATES IN COLLEGE OF THE ROCKIES SCHOOL DISTRICTS AND PROVINCE TOTAL

Group	Student Type	2020/21	2021/22	2022/23
BC Total	Indigenous	72.4%	74.6%	73.7%
SD5 SD6 SD8	Indigenous	78.2%	78.5%	85.1%
BC Total	Non Indigenous	93.0%	94.1%	94.6%
SD5 SD6 SD8	Non Indigenous	90.2%	90.9%	91.0%



Responding to 2023/24 mandate letter priorities and indicators

2023/24 MANDATE PRIORITY #1

College of the Rockies is delivering educational and training programming as described in the [StrongerBC Future Ready Action Plan](#) to equip British Columbians to capitalize on new opportunities and remain resilient in the face of unprecedented change. This includes the continued expansion of access to affordable, accessible, relevant training through the expansion of seats in our health programs, and the introduction of micro-credentials.

Access for Women

College of the Rockies, in partnership with Seneca Polytechnic, delivered an 18-month online professional development program for women throughout the province. The HERizons program was offered at no cost and included career training, networking events, and career supports. HERizons provided barrier-free access to women at all stages in their career, including new Canadians, women re-entering the workforce, professionals wishing to upskill, and entrepreneurs. Throughout the province, 817 women participated in at least one HERizons webinar; 211 of those women registered for the program at College of the Rockies. HERizons registration also included access for eligible participants to complete a complementary 8-week business communication and/or math upgrading course provided through our adult upgrading program. Finally, HERizons provided \$150,000 in microgrants to 38 entrepreneurs throughout the Kootenay region with the generous support of the Government of Canada Women's Employment Readiness pilot program.

Micro-Credentials

Over the past year, we worked with our Education Council to approve a refresh of our Credential Framework Policy to include micro-credentials.

We define micro-credentials as those that offer competency-based learning experience(s) designed to develop skills in a narrow set of skills. These can include Continuing Education Certificates of Completion, Certificates of Achievement, or Associate certificates. The micro-credentials include assessment of demonstrated competence as a critical element.

We have re-developed the curriculum for the Activity Assistant Program to fit within the guidelines of a micro-credential and are gearing up to offer the revised program in 2024-25. This is our first for-credit micro-credential outside of the trades where we offer an Electric Vehicle Maintenance Technology program. Both short programs have been approved by Education Council.

We were successful in securing PSFS funding on the latest micro-credential call for proposals to develop a Water Monitoring micro-credential in partnership with Living Lakes Canada, Teck, and other community partners. We will develop this micro-credential in concert with industry and plan for a pilot delivery in the Elk Valley for fall 2024. Additional micro-credentials are in development to meet local needs.

Future Skills Funding

College of the Rockies expanded access to micro-credentials in fiscal 23-24 through the Future Skills Grant (FSG) allocation. We had 75 students access the FSG across four short programs:

3 students - Haul Truck (Fernie)

10 students - EMR (across BC)

23 students - Special Events (across BC)

39 students - Summit Leadership program (Golden, Fernie, Creston, Cranbrook, and Invermere).

To advance future program offerings, we have developed an internal funding allocation to develop curriculum focused on micro-credentials/ short programs, increasing the funds to \$25,000, up from \$10,000 the previous year. These funds will be used to develop programs and courses that respond to the future needs of the region and province.

Expanded Health Seats

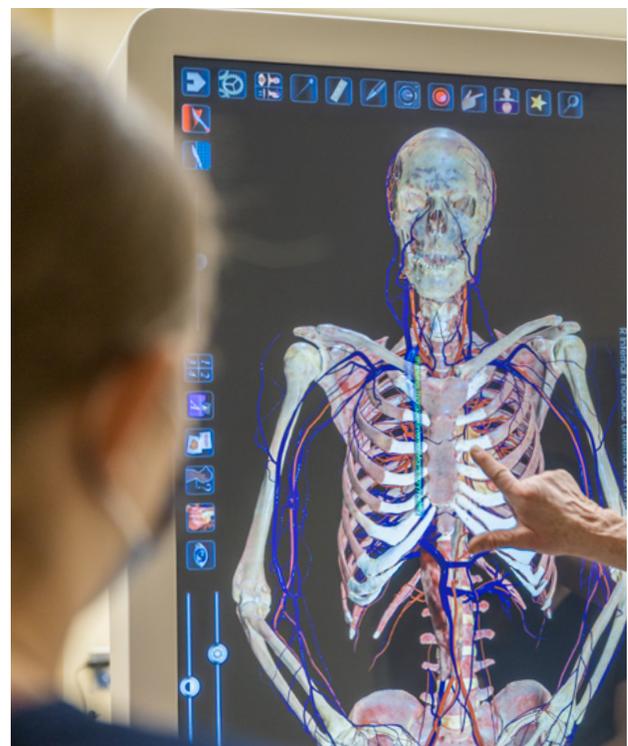
In September 2023, the Bachelor of Science in Nursing (BSN) program welcomed a second intake of 40 students into Year 1. This marked the second year of a four-year seat expansion for the program. Twenty percent more students have access to a BSN education entirely at our Cranbrook campus. The increased numbers of students required the program to expand its capacity for all types of learning opportunities through simulation, practice-based learning, and global field schools, all of which support student development as we prepare the next generation of nursing professionals in our region and our province.

Significant investments have been made to purchase high fidelity simulation and virtual reality software to prepare students for learning in complex health care environments.

Students' health assessment skills develop as they learn through simulated changes in patient health, including cardiac arrest, overdose, and supporting patients through everything from birthing to end-of-life care.

Through innovative practicum and global learning experiences, students contribute to positive health outcomes at local, provincial, and international levels. From harm reduction and health promotion in our local communities and with partners in Kenya, to contributing to system-level changes through work with the BC Ministry of Health, our students are learning the roles of professional nurses while enacting meaningful change within health systems. Every year, Year 3 and 4 students have the opportunity to travel to Geneva, Switzerland to meet with global health leaders from the World Health Organization, the International Council of Nurses, the Red Cross, and Médecins Sans Frontieres. Recently, our students' work on transformative practice models, with the Nursing Policy Secretariat Office of the Ministry of Health, was recognized in an edition of [NPS Newsletter May \(gov.bc.ca\)](https://www2.gov.bc.ca/gov2/newsletters/2023/05/20230501_nps)

This 3D digital Anomatage Table is enhancing student learning.



Health Career Access

The Health Care Access Partnership Pathway (HCA-PP) program has doubled our capacity to educate qualified Health Care Assistants in the East Kootenay region. In September and April of each year, students across the region balance learning and working in their home communities as the majority of the program is available online. Ministry funding to support student tuition, books, and travel for face-to-face skills-based learning and practicum experiences allows students to maintain connection with their families and health employers while they complete program requirements to become Health Care Assistants.

Program graduates have told us that without the funding through HCA-PP, they would not have been able to afford to transition into a full-time program and they are excited about their new role in health care. Employers have estimated that at least 10 staffing lines in Cranbrook and Kimberley have been filled by our HCA-PP graduates in the past year.



2023/24 MANDATE PRIORITY #2

College of the Rockies is working with SkilledTradesBC, Indigenous leadership, and Indigenous partners to ensure Indigenous voices are reflected in trades training decision-making that impacts Indigenous workers, businesses and communities.

Program Advisory Committees (PACs) guide and support various programs at the College, including hairstylist, professional cook, automotive, mechanical, and construction trades. Historically, Indigenous representation has been present on many PACs, however, we have shifted towards a more unified strategy. The Dean of Trades and Technology is working in tandem with the Executive Director of Indigenous Strategy and Reconciliation to establish meaningful ties within Indigenous communities, aiming to bolster Indigenous representation across PACs in trades and technology where possible. Further, we are ensuring Indigenous voices are represented as part of each comprehensive program review for trades programs, which occur every five to seven years. These endeavors seek to integrate regional Indigenous aspirations, perspectives and values into the continuous review and enhancement of programs, and annual trades training decision-making.

Additionally, the trades and technology programs will seek strategic insights from the forthcoming Indigenous Advisory Committee, currently being established by the College and slated to convene for its inaugural session in the fall of 2024. The “Making Space for Indigenous Voices at College of the Rockies” report underscores a recommendation from Indigenous partners to acknowledge the human resources limitations within Indigenous communities.

Accordingly, one aspect of honoring these constraints involves establishing strategic connections with Indigenous partners through the Indigenous Advisory Committee. This committee will serve as a platform for Indigenous stakeholders to champion their educational requirements and bolster Indigenization efforts at the College, including within trades and technology.

We have recently partnered with ʔAq̓amnik School to provide students with an early introduction to the trades. In May 2024, students from the school attended the Trades Sampler program at our campus in Cranbrook to learn about woodworking and metalworking trades and gain some basic skills as they explore these career paths. This initiative was developed in response to a request from the leadership of this Indigenous school to provide an opportunity that was not otherwise available to these students. We were pleased to respond to this community need.

A number of bursaries and awards are available to support Indigenous students to pursue trades training. Most recently, the Brandon Alpine Memorial Bursary has been established with \$25,000 available for Indigenous students as they pursue their studies in the construction trades. In addition, these financial supports are available to support Indigenous students as they pursue their education:

- Teck Entrance Scholarship (six, \$2,000 scholarships are available to students entering the College in the Heavy Mechanical or Electrician Foundation program in the fall or winter semester. These scholarships will be awarded to two female students, two Ktunaxa Nation members, and two other students in either program.)
- Ujamaa Bursary (up to \$1500 offered by College of the Rockies Faculty Association - The student must be a member of the Black, Indigenous, or People of Colour (BIPOC) Community.)
- BC Scholarship Society Indigenous Student Awards - \$1000-\$5000 (renewable annually) for students pursuing trades training, apprenticeship, diploma, certificates, degree, or post-degree programs.)

Training Seats and Utilization Rates

The College develops its annual trades training schedule to meet apprentice training needs and pre-employment student demand for the major trades represented in the region. The College was funded in 2023/24 for 536 Apprenticeship seats and 160 Foundation seats and filled 426 and 140 seats, respectively. This equates to utilization rates of 79.5 percent and 87.5 percent compared with targets of 85.4 percent and 84.5 percent, respectively. Trades enrolment in most program areas is full or nearly so, with waitlists developing in several areas, including heavy duty and welder trades.



2023/24 MANDATE PRIORITY #3

College of the Rockies is continuing to provide culturally sensitive and safe learning environments for Indigenous learners to maximize their participation and success in post-secondary education.

The College has made significant strides in creating culturally sensitive and safe learning environments for Indigenous students. Key achievements include the integration of Indigenous perspectives into the curriculum, the development of collaborative partnerships with local First Nations and Métis communities, and the promotion of the Pathways into Indigenization resource. The Pathways, created by Indigenous Education and the Centre for Innovation in Teaching and Learning, has enhanced the overall understanding of reconciliation efforts across the institution. Additionally, faculty have participated in professional development focused on decolonizing pedagogy, and program and course reviews now involve consultation with Indigenous Education. Additional initiatives include reserved seats for Indigenous students in nursing programs, the inclusion of Indigenous content in early childhood education and social work courses, and the formation of an Indigenous Advisory Committee to ensure continuous representation and feedback. The College also hosts various events and activities throughout the year to celebrate Indigenous History Month and other significant Indigenous observances, further promoting representation and a sense of belonging for Indigenous learners.

In June 2024, the addition of an Indigenous art project, covering three walls of our primary lecture theatre, has helped to make the campus more inclusive and will improve student experience. The artwork was created by Darcy Roshau of the Ktunaxa Nation in collaboration with the College's Indigenous Education department, Elders, and Indigenous students.



2023/24 MANDATE PRIORITY #4

College of the Rockies is developing and implementing protections for international students that support their fair treatment.



We have developed and implemented an eleven-point Internationalization Framework rooted in the values of being student-centred, ethical, and sustainable. The framework begins with an outline for international student recruitment that puts student success first starting from who we choose to partner with and how we work with them. By working in true partnership we can ensure that future students are receiving accurate information that truly reflects the unique selling proposition of a college like ours. College of the Rockies is working to diversify its recruitment efforts in order to be less dependent on particular markets and support heterogeneity of the classroom, campus, and community. Admissions and enrolment processes are being reviewed and aligned with leading practices in the industry to ensure there is integrity and strategic management of the process.

A holistic student support model is being implemented that addresses the unique needs of international students from pre-departure and arrival, throughout their studies, and upon

graduation. Webinars held before the start of each term provide students with the information they need to know as they plan their travels to Canada. In-person orientation has been focussed on welcoming students as new members of our community; providing them with the information they need to be successful living and learning in Canada. This includes Canadian classroom expectations, tenant rights and responsibilities, working in Canada, avoiding scams, accessing health care, good mental health, sexual consent, supports on campus, and study strategies.

A team member in the international office has taken the training to become a Regulated International Student Immigration Advisor (RISIA) and will be supporting individual students and conducting information sessions at all campuses. New resources and strategies are being implemented to support faculty with effectively managing a more diverse classroom. Internationalization efforts on campus range from reviewing policies to ensure they best serve all students, the development of an Equity Diversity Inclusivity Indigenous and Belonging (EDIIB) calendar of events, and the celebration of those events that reflect our student body. In addition, the College has partnered with Happipad, to support students in finding off-campus housing with compatible homeowners in the area. Happipad has several measures in place designed to protect students, including flexible terms, a contract, background checks, and insurance options.



Our Priorities for International Enrolment

INTERNATIONAL STUDENTS' ROLE IN THE LABOUR MARKET

International students provide a growing source of labour for the Canadian - and BC - market. Since 2010, there has been higher participation in the post-graduate work permit (PGWP) program among students finishing studies at the College or master's level, compared to the bachelor or PHD level. The number of PGWP holders has grown 13 times the size in the ten year period from 10,300 in 2008 to 135,100 in 2018.⁵



SUSTAINABLE LEVEL OF INTERNATIONAL ENROLLMENTS

The Canadian government has made changes to the international student acceptance process, impacting institutions across the country. College of the Rockies plans for a sustainable level of international enrolment.

INTERNATIONALIZATION FRAMEWORK

The College has implemented an 11-point Internationalization Framework rooted in the values of being student-centred, ethical, and sustainable. This framework will be applied through international students' entire experience with the College, from recruitment to graduation and beyond.



⁵International students as a source of labour supply: A summary of recent trends (statcan.gc.ca) <https://www150.statcan.gc.ca/n1/pub/36-28-0001/2022003/article/00001-eng.htm>

2023/24 MANDATE PRIORITY #5

College of the Rockies is meeting or exceeding the financial targets identified in the Ministry's Service Plan tabled under Budget 2023.

College of the Rockies has exceeded the financial target of having a balanced financial outcome required by the Budget Transparency and Accountability Act (BTAA). This achievement is substantiated by our audited financial statements which indicate an annual surplus for the year ended March 31, 2024 of \$787,185. The College has also met all fiscal year financial reporting requirements outlined in the BTAA and in the schedule of quarterly financial reports.



2023/24 MANDATE PRIORITY #6

College of the Rockies is complying with the Tuition Limit Policy, which sets a two percent cap on tuition and mandatory fee increases for domestic students to ensure programs are affordable.

The Board of Governors reviews and approves the tuition rates each September for the following academic year so fees are transparent to students before the annual recruitment cycle begins. In September 2023, the Board of Governors approved a two percent fee increase for domestic students for 2024-25. The College routinely submits annual tuition and mandatory fees data to the Ministry.



Reporting on Government Strategic Initiatives

PROGRESS ON THE TRUTH AND RECONCILIATION CALLS TO ACTION AND UNDRIP

The College is committed to advancing Truth and Reconciliation Calls to Action and UNDRIP. Please see Appendix B for a summary of the many ways in which we are working to respond to these priorities.



SEXUALIZED VIOLENCE PREVENTION AND RESPONSE

College of the Rockies is committed to enhancing sexualized violence awareness and prevention activities and providing policies and response mechanisms to protect and support our students. In March, the Director of Student Affairs took part in the Sexualized Violence Action Plan engagements, offering feedback that highlighted the experiences and perspectives of a small rural institution.

Throughout the 2023/24 year, we provided both in-person and online Sexualized Violence Prevention and Response (SVPR) training sessions for students and employees. Some of these sessions were delivered in collaboration with our Small Rural Institution (SRI) partners, North Island College and Selkirk College, and included:

- Providing Safe and Inclusive Campuses
- Consent and Sexualized Violence (6 students)
- Active Bystander (4 students and 6 employees)
- Supporting Survivors of Sexualized Violence (8 students and 8 employees)

We also offered asynchronous SVPR training, *Safer Campuses for Everyone*, to our students and employees. This year, for the first time, 192 students applying for student housing were required to complete the training either before arriving on campus or shortly after their arrival. Additionally, 10 Student Leaders (Housing, Peer Mentors) and 32 Avalanche athletes were mandated to complete the training. As part of orientation and onboarding procedures, all new employees are required to participate in *Safer Campuses for Everyone - Employees*. A Training Acknowledgement Form is signed by employees upon completion and are submitted to the Human Resources department for tracking participation purposes.

In May, we honored the National Day of Awareness of Missing and Murdered Indigenous Women and Girls. One of our Elders shared her personal story,

providing a powerful and moving testament to the importance of this day.

Participants commemorated the day by beading red dress pins, symbolizing their solidarity and remembrance. To raise further awareness about Red Dress Day, the Learning Commons created an informative display and placed red dresses throughout the College. The prominent display of the dresses prompted many inquiries, giving us the opportunity to educate the community about the significance of Red Dress Day and its impact.

During the 2022/23 year, the Sexualized Violence Prevention and Response (SVPR) Committee reviewed and updated the [Sexualized Violence Prevention and Response Policy](#). Key updates included the separation of [student](#) and [employee](#) processes and the creation of process flowcharts for [students](#) and [employees](#) that included QR codes for easy access to more detailed information on our website. The committee followed Plain Language Best Practices and incorporated trauma-informed wording and tone. References to 'survivor' were replaced with 'those impacted by sexualized violence,' the definition of the College community was expanded, and the term 'sanction' was removed. An amnesty clause was added to encourage reporting, and descriptions for 'Rape Culture' and 'technological-facilitated sexualized violence' were included. The committee also reviewed policies from other institutions and related College policies for consistency of process and tone. Additional legislative references were embedded in the policy too. The refreshed policy



SUPPORTS FOR FORMER YOUTH IN CARE

College of the Rockies is enhancing supports for students who are former youth in care, including participation in the provincial tuition waiver program.

Participation:

- In 2023/24 academic year, College of the Rockies saw 26 youth in care benefit from the BC Government's Tuition Waiver Program, with a total of \$40,378 distributed in 2023/24 representing a 216 percent increase in the number of students and a 154 percent increase in dispersed funds.

Highlights:

The College's Student Navigator joined the Campus Navigator Community of Practice. This will be a good resource to learn and share best practices in identifying and supporting former youth in care students.

- In May 2024, the College met with people in our community who support former youth in care students. These annual meetings are beneficial for both the College and community partners as it provides an opportunity to collaborate with each other and become familiar with each other's roles, ensuring a coordinated effort to support this vulnerable population. It also allows for the exchange of information and best practices, enabling the College to better understand the evolving needs and challenges faced by former youth in care. This regular dialogue also facilitates the development of tailored support services and initiatives.
- Our housing policy has recently been updated to ensure priority housing for former youth in care and Indigenous students. Currently, six student housing beds are reserved for former youth in care/Indigenous individuals until June 1st, emphasizing the importance of self-identification. Additionally, housing staff not only assist with college support connections but also provide aid with roommates, laundry, and essential life skills.

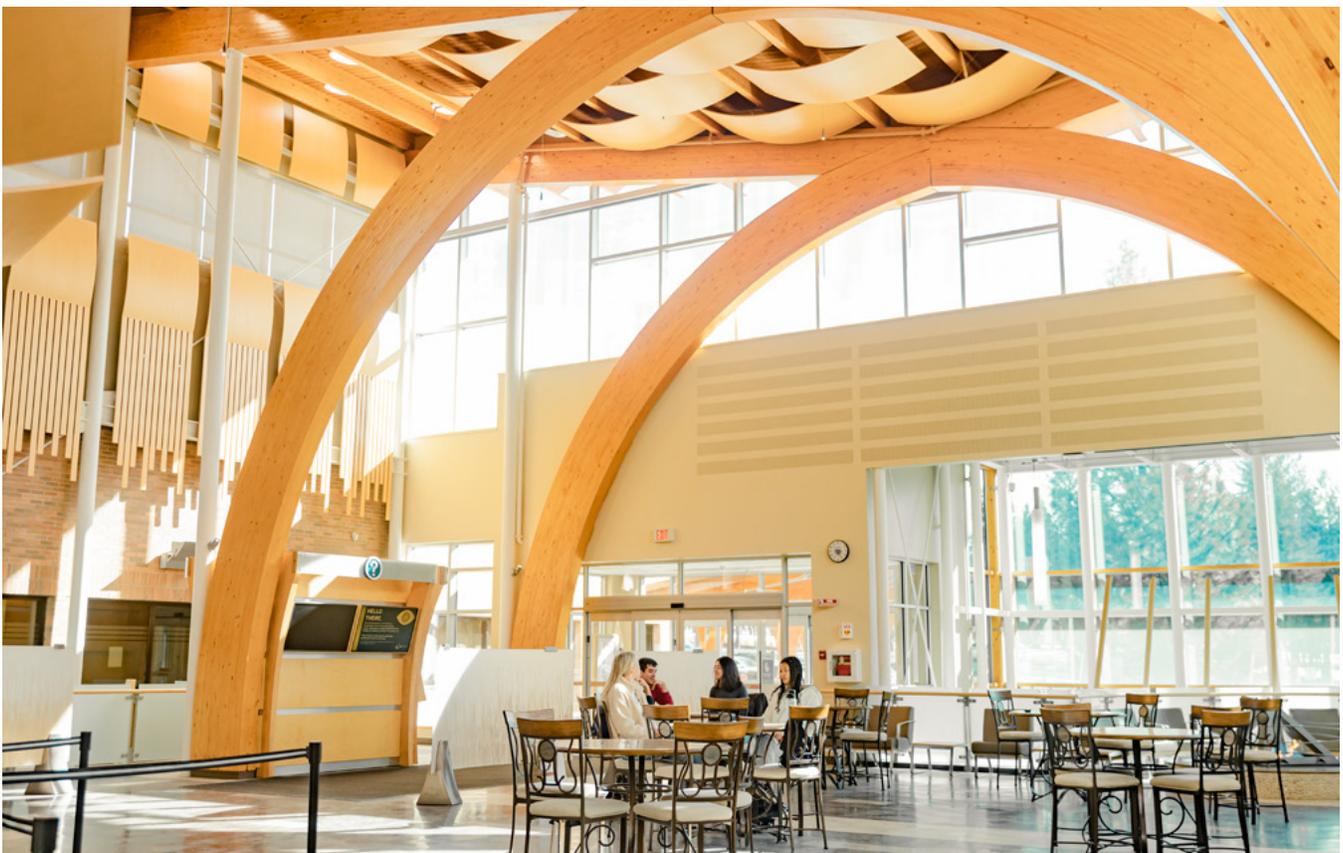


Future Plans for Former Youth in Care Supports

- Presently, students who self-identify receive the Navigator's contact information for support. In the future, staff will introduce the Navigator to the student so that they can meet with the student to better understand their needs and to refer them to the services they may require.



- To promote the Former Youth in Care (FYIC) program more widely, we plan to update the Online BaseCamp Course (orientation for new students) with detailed information about financial aid options. In addition, we plan to include details about FYIC funding opportunities on the College's paper application and add relevant information and contact referrals to the College's website. Admissions letters will be updated to inform FYIC students about self-identification and available resources.
- This fall, our intention is to visit schools and present students with an overview of our services to aid them in their post-secondary decision-making. Our Student Navigator is coordinating a comprehensive approach, with Recruitment Officers providing an overview of the "Student for a Day" program, the Financial Aid Officer providing information on the Tuition Waiver Program, Student Housing clarifying the room reservation procedure, and Student Services staff outlining services they offer (e.g., education advising, accessibility services and counselling and wellness).
- Our education advisors provide tuition waiver information to all new students who meet with them. We plan to create posters for the advising office to raise the visibility of the former youth in care program.
- The College's application form, available through EducationPlannerBC, does not currently ask applicants about whether they are a former youth in care. Updates to EducationPlannerBC's application service are anticipated in fall 2024, including questions aimed at determining eligibility for former youth in care status as well as for those requesting Accessibility Services. Through contact with these applicants the College will have an opportunity to connect early in their educational journey and to provide holistic supports for their post-secondary studies.



K-12 TRANSITIONS AND DUAL CREDIT PROGRAMMING

College of the Rockies partners with school districts to support participation in Dual Credit programming and the transition of students from high school to college.

College of the Rockies is passionate about creating learning and networking opportunities for youth through participation in Dual Credit programming. The College also organizes and/or contributes to many engaging events throughout the year, creating both learning and relationship-building opportunities.

College of the Rockies Recruitment Officers regularly host personal campus tours and Student for a Day experiences for youth from across the region, province, and country, and recently welcomed Indigenous students from three Elk Valley high schools for a Student for a Day experience. The students selected classes they would like to attend and even took part in classroom activities. Our Recruitment Officers also welcomed several groups of Career Life Education 10 students from the local Mount Baker High School to help them get to know us better, feel comfortable on campus, and discover pathways into post-secondary education.

Faculty from some of our programs also reach out to connect with students. Our Criminology program instructor invited 55 Mount Baker High School students to attend a lecture, while our Accounting program held a networking event to connect youth with the College and employers in the industry.

Our Trades department was very active this year in engaging youth. The British Columbia Regional Skills Competition, co-hosted by the College and Fab Rite Services, invited secondary students from across the Kootenay region to showcase their skills in the Trades.



The College hosted youth at the Cranbrook and Invermere campuses for youth trades samplers, 12-weeks of education covering various trades areas, encouraging them to consider full-time trades training for their future. New this year, the College partnered with Aqamnik Elementary School in offering a trades sampler for some of their students. Through an additional partnership with Air Liquide we are able to host an annual Trades Expo at the Cranbrook campus. In 2023, approximately 115 high school students from across the region attended, learning about trades training and career opportunities from College representatives and industry employers.

Project Heavy Duty is an annual multi-day program aimed at engaging high school students in learning about trades and trades-related career opportunities. The 24 student participants completed Occupational First Aid Level 1, engaged with industry partners, learned about and operated heavy duty equipment (on loan from industry partners), and had the opportunity to try out the College's Haul Truck Simulator. Students also enjoyed a tour of the Cranbrook campus, including the trades spaces.

Supporting the idea that it is never too early to get into STEAM (science, technology, engineering, art, and math), College of the Rockies continues to organize STEAM Camps for both the K-12 spring and summer breaks. The camps are held on campus and in the community to introduce children (ages 7 to 14) to STEAM and the College. Future STEAM Camps will include enhanced Indigenous programming. Employees who attended the American Indian Science and Engineering Society in Canada gathering in 2023 will integrate the best practices and Indigenous STEM lesson plans they gleaned from the experience.

College of the Rockies also partakes in community events to connect with youth. The annual East Kootenay Regional Science Fair was hosted by the College and showcased the creativity and innovation of students in grades 6-12. We saw about 150 children stop at our booth at the annual Kootenay Children's Festival where they learned about the College while exploring a variety of science demonstrations. We also took part in the Future is Now event, a sustainability, technology, and innovation fair held at McKim Middle School in Kimberley, BC. The College's booth showcased student research projects and experiences and was visited by at least 700 grade 4 to 12 students.



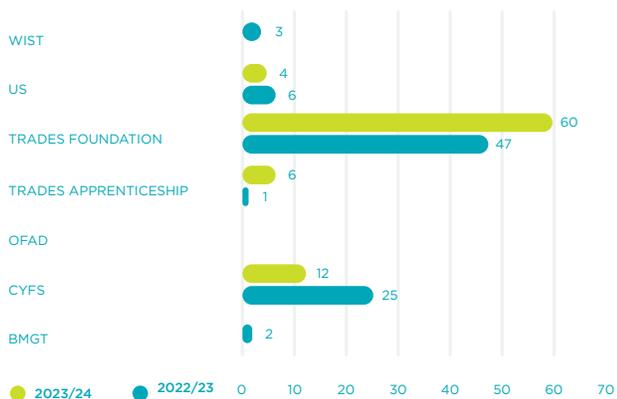
Each year the College organizes an East Kootenay Career and Job Fair. The 2024 event saw classes from the Elk Valley, Laurie Middle School, Mount Baker High School, and Selkirk Secondary visit our Cranbrook campus and speak to College employees and industry employers about what education they would need for future careers.

We also look for opportunities to partner with other institutions and/or organizations to bring opportunities to youth. Partnering with Selkirk College and Kootenay Association for Science and Technology (KAST), the College offered a region-wide Kootenay Youth Entrepreneurship Program with the goal of introducing entrepreneurial skills to youth across the region to aid in skill and career development. In addition to the program, Selkirk College and College of the Rockies hosted the Startup Showdown: a two-day business simulation for entrepreneurial-minded high school and college students to compete as teams or individually. A mixed team of local high school and College of the Rockies students won top prize for best business simulation.

Compared with last academic year (2022-23), individual Dual Credit enrolment headcounts decreased by 2.4 percent. Though we saw a decrease of 52 percent in Child Youth and Family studies (CYFS), in addition to small decrease for University Studies (US), Business Management (BMGT) and other programs we were helped with an increase of 27.7 percent in Trades Foundation and Apprenticeship programs plus a 1.08 percent increase in Exploring Trades Sampler program .

DUAL CREDIT HEADCOUNT

2022-23 vs 2023-24



In partnership with School Districts 5, 6, and 8 and with SkilledTrades BC, our Youth Train in Trades (YTT) program continues to be popular with high school students as it gets them started on their future Trades programs while also earning high school credits. This year 60 students participated in YTT programs across the trades: automotive service technician, carpenter, professional cook, electrician, hairstylist, heavy mechanical, industrial mechanic (millwright), and welder.

For the third consecutive year, we've entered into an agreement with School Districts 5, 6 and 8 for a term partnership for Child, Youth and Family Services/Early Childhood Education (CYFS/ECE) Dual Credit programming. Participating as their own cohort, students complete courses that will lead into future CYFS/ ECE education and careers.

To further support the capacity to build Dual Credit, especially across the local rural communities, the College has also partnered with School Districts 6 and 8 in their application for the Dual Credit Program Expansion Grant funding submitted this spring.

To further our efforts to reach all of these potential students and to grow Dual Credit at the College, we also employ a part-time regional transition coordinator who liaises with local schools and school districts to create and reinforce partnerships and to strengthen supports for students transitioning from secondary to post-secondary school. The regional transition coordinator is often involved in the many activities for youth at the College.

Our faculty and employees make an effort to make youth visiting our campuses feel welcome and encourage them to build a relationship with us so they feel comfortable turning to us for future post-secondary education and career pathways.



WORK-INTEGRATED LEARNING

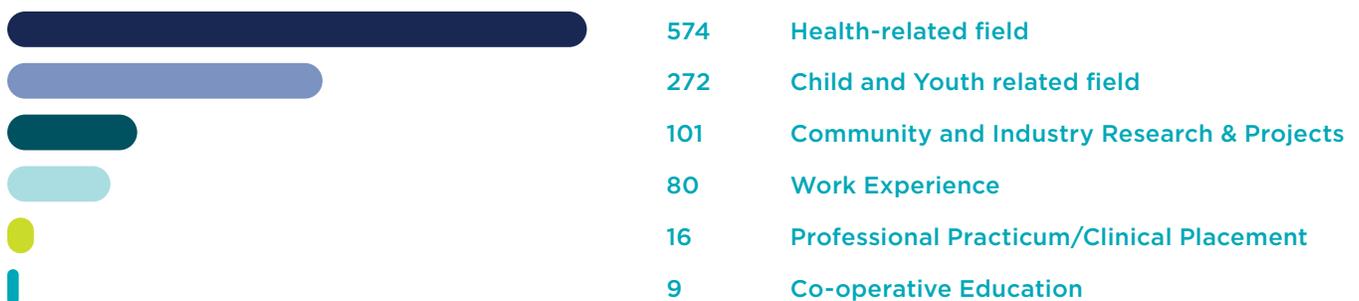
The College continues to enhance work-integrated learning (WIL) and career opportunities for students. Most recently the value of work-integrated learning was recognized in our Strategic Plan's Peak 1 - Student Experience, allowing for an emphasis on more opportunities for students to engage in meaningful experiential and work-integrated learning projects through assignments, co-operative education, and applied research. Participation in WIL has also facilitated the building of connections between students and employers, a benefit to students transitioning from the College into the workplace. In 2023, we were pleased to receive notice of Ministry funding to further support work-integrated learning initiatives. This boost in funds enabled the co-op and Career Services Office to hire a second co-op coordinator, build discipline capacity, increase regional engagement with industry, and augment employment supports for students.

Highlights:

- Delivered employability workshops to underrepresented students in our Education and Skills for Employment (ESEP) program resulting in five local employers hiring students as part of a work experience.
- Attended Chamber of Commerce events
- Delivered presentations to College Program Advisory Committees, faculty departments, and employer workshops

- Expanded our presence at local career fairs, the College Open House, and one-on-one employment sessions
- Celebrated WIL Month with a symposium of projects completed through the Riipen platform for coursework.
- The co-op and work-integrated learning staff attended several conferences and learning opportunities to build their knowledge of WIL and how to support the College in its implementation.
- In March, we hosted the 2024 East Kootenay Career and Job Fair with 75 vendors from various industries (trades, health, services, education, etc.). Over 800 attended the event, including College students, community members, classes from the Elk Valley, Laurie Middle School, Mount Baker, and Selkirk Secondary. Vendors indicated they recruited over 135 individuals from this event!
- 319 students, including 19 Indigenous students, benefited from \$160,700 in CEWIL funding through bursaries created to help cover student expenses related to participation in practicum and activities. Total funds access by Indigenous students was \$9,600.

Number of Work-Integrated Learning Experiences broken down by type of WIL between May 1 2023- April 30 2024.



Performance Plan and Report

Overall Performance

In 2023/24 College of the Rockies served 2,414 full-time equivalent (FTE) students, an increase of 3.1 percent over the 2022/23 fiscal year. Approximately 8 percent self-declared as Indigenous upon enrolling at the College and 11.2 percent of our overall FTEs were from 271.4 international FTEs representing 42 countries. Indigenous student FTEs that self-declared to the College increased 19.3 percent and international FTEs increased 25.1 percent compared over the 2022/23 fiscal year. The overall performance results for 2023/24 are summarized in Appendix A.

College of the Rockies continues to perform exceptionally well in measures of quality and student satisfaction. Assessment results indicate the College achieved, or substantially achieved, all targets, evidence of our commitment to the Quality Assurance process of formal program reviews and continuous improvement to provide the best small college experience in Canada.

Total Student Spaces

- The College met 89 percent of target for 2023/24, with 1,585 of the targeted 1,782 total domestic student spaces filled.
- Nursing and other allied health programs did not achieve their target of 224, with 181 spaces filled.
 - The Bachelor of Science in Nursing (BSN) program achieved 88 percent of the program target of 84 FTEs. Year 1 of the program falling short of the 40 students goal combined with attrition of students entering Year 2 and 3 resulted in the target not being achieved. Other BC post-secondary institutions have also experienced a lower number of applicants. At the College, we found many applicants we had offered admission to had applied to more than one post-secondary institution and chose to withdraw their offer of admission when offered late admission to another school. This posed a challenge with us trying to fill the seat prior to the start date of fall term.
- The Dental Assistant program achieved 86 percent of the program target of 22 FTEs. The program also experienced 18 percent fewer applicants compared to the previous year and was not fully subscribed.
- The Practical Nursing Diploma program reached 44 percent of the program target of 50 FTEs. Year 2 of the program had lower enrolment because of lower number of students (8) entering the program the previous year. The number of new students entering the program in Year 1 increased to 17 students including 4 international students, however several students admitted were not successful or withdrew from the program. Although there is high demand for nurses, the challenges in the health sector may be contributing to declines.
- The Health Care Assistant and Health Care Assistant Partnership Pathway did achieve the target of 44 and 24 FTEs, with 95 percent and 100 percent of the targets being met. We continue our efforts to attract students to this program, partnering with Interior Health and conducting direct recruitment efforts with long-term care health services to promote the availability of work in the health sector. The Health Care Assistant Partnership Pathway has been able to support recruitment and enrolment in the program with Ministry funding to support student tuition, books, and travel.

- The Developmental Adult Basic Education (ABE) programs eligible for the tuition free policy achieved 86 percent of the program target of 137 FTEs. There was an increase of 5.3 percent in Developmental FTEs compared to last year (2022-23) with a small growth of FTEs for domestic English as Second Language (ESL). The recent years of decline in ABE is attributable to the ongoing shortage in the labour market resulting in adult learners working rather than returning to upgrade as a pathway for future post-secondary studies. In addition, the higher completion rate in high school indicates those graduates are better prepared to transition to postsecondary. The growth in ESL is attributed to new temporary residence (conventional refugees) such as Canada-Ukraine authorization for emergency travel (CUAET) and temporary foreign workers, as well as new permanent residents enrolling in English Language training to improve their level of English proficiency.
- The College did achieve 20 FTEs for Early Childhood Education, 100 percent of the target for both 2022/23 and 2023/24 funding.
- The College's Business Management and University Arts and Sciences programs also experienced a 5.8 percent increase in domestic FTEs 2022/23, and Child, Youth and Family Studies programs increased 3.1 percent.
- Continuing Education and Contract training activity saw 4.3 percent growth, attributable to the increased interest in non-credit short duration training such as the micro-credential programs funded by the Future Skills Grant.

Indigenous Student Spaces

- The Indigenous students' spaces reported in Appendix A include self-declaration at the College in addition to self-declaration at K-12 and other post-secondary institutions. The 2023/24 academic year saw a decline from 274 FTEs in 2022/23 to 256 FTEs in 2023/24. We have focused on overall growth, quality of service, and quality of education for our Indigenous students. Those who self-declared as Indigenous at the College experienced a 19.3 percent increase of FTEs over the previous reporting year. The College is proud to be in partnership with the Ktunaxa Nation and other Indigenous leaders including the Métis Nation of BC, to provide the support and educational opportunities Indigenous students need to succeed.

Credential Awarded

- The assessment results show 618 credentials were awarded for the 2022/23 fiscal year and achieved the credential awarded targets with 586 credentials, 437 certificates, 46 developmental certificates, including the Adult Graduation diploma, and 94 diplomas during the 2022/23 fiscal year. Over 800 credentials were awarded to College of the Rockies students over the 2023/24 academic year.



Student Satisfaction, Quality of Instruction, and Assessment of Skills

- The College achieved the target for student satisfaction with education. Ninety percent of former diploma, associate degree, and certificate students expressed their satisfaction, as did 91 percent of trades foundation and trades related vocational programs students, while 93.4 percent of former apprenticeship students indicated they were satisfied with their education.
- We also achieved the target for student assessment of the quality of instruction with 92.4 percent of former diploma, associate degree, and certificate students, 89.7 percent of trades foundation and trades related vocational programs, and 96.8 percent for former apprenticeship students.
- All student target measures for Student Assessment of Skill Development were achieved, demonstrating a high level of student satisfaction with the relevance of their education and training.
- The unemployment rate performance targets were also achieved. The unemployment rate for former diploma, associate degree, and certificate students was 4 percent, Trades foundation and trades related vocational programs were 9.8 percent, and former apprenticeship students were 0 percent. Students completing their studies at the College demonstrated that their education and training resulted in employment opportunities, addressing the provincial and regional labour market needs.



Institutional Goals and Objectives

The College's new strategic plan, Forward and Upward, launched in 2024, emphasizes Student Experience, Employee Experience, and Community Engagement. These three priorities form the basis for future planning and are used to guide decision making and resource allocation. In the spring of 2024, President Paul Vogt implemented an organizational structural re-alignment to ensure accountability for advancing these priorities. As one example of the College living our values of Student Success, Respect, and Innovation, spring 2024 also saw these strategic priorities reflected in the allocation of operating capital resources.

The College has made a commitment to evidence-informed planning through internal processes of quality assurance and feedback mechanisms. Our approach is guided by a philosophy of being a student-ready college, which recognizes that students come to the College as a whole person with individual strengths, needs, and life circumstances. We see it as our duty to meet the needs of students to help them achieve their educational goals and as such, we are taking steps to increase our understanding of those needs and refreshing our services and supports in a spirit of continuous improvement.



Despite experiencing the financial pressures of limited resources while also facing various external pressures to attract and meet the needs of students in a geographically large, mostly rural region, the College has made considerable progress in using a Strategic Enrolment Management (SEM) approach. The SEM model includes a comprehensive approach to engaging people and data from across the institution to plan and implement strategies to improve the student experience and support student success. The model centres around six Key Performance Indicators: Enrolment, Program Quality, Student Success, Student Experience, Regional Impact, and Sustainability. A steering committee of cross-departmental representatives establishes an annual work plan of initiatives and maintains a data dashboard for guiding decisions and reporting on results.

We are emphasizing Student Experience before, during, and after students study with us. As part of this work, the College conducts an annual Student Experience Survey to collect information and feedback from our students. In 2024, 85.5 percent of our students told us they would recommend the College to other potential students, 87.1 percent reported feeling a sense of belonging, and 93 percent indicated they feel like the College cares about their wellbeing.

College of the Rockies values the natural environment and social and economic prosperity which are the pillars of sustainability. Our composting, recycling, and water bottle filling stations complement our numerous solar installations, lights out program, Leed certifications, and more. On June 19, 2024, President Paul Vogt reaffirmed the College's commitment to sustainability with the signing of the Sustainable Development Goal Accord and the Sustainable Development Solutions Network committing the College to continuing to make sustainable practices a priority.



Quality of education is paramount to how we serve our communities. As such, the College has developed a robust Quality Assurance process of formal program reviews on a 5-7 year cycle and supplemented by an annual reflection and planning process. These reviews identify our programs' strengths and help focus on areas where improvements or innovations can help students succeed. In 2023-24, the College completed several program reviews that included feedback by external examiners from other institutions and discipline-related industries. At the end of each year, we analyze the various reports to draw on common themes across programs and departments that are then used to inform institutional-level planning and priorities for resources.

In recognition of the valuable life experiences that many students bring to the College in pursuit of their educational goals, the College has set Prior Learning Assessment and Recognition (PLAR) as a key priority. In 2023-24, our PLAR policies were refreshed, and approved by the Education Council, giving clarity and increased opportunity to grant credit for students' relevant learning outside of formal education. In addition, the College has invested in the creation of a system and process to recognize students' non-credit-based experiences on a co-curricular record. This experience record is planned to be launched in 2024 and give students one more way to demonstrate to employers their many skills and competencies. In the upcoming year, the College will be providing training to employees on best practices in PLAR and promoting these opportunities for students.



Through our partnership with, and funding from, Columbia Basin Trust (the Trust) we have been able to support initiatives that enhance the student experience across the region. In the past year, we have utilized the Trust's funds for seven "sub-projects" aimed at supporting innovation in programming and enhanced student experience.



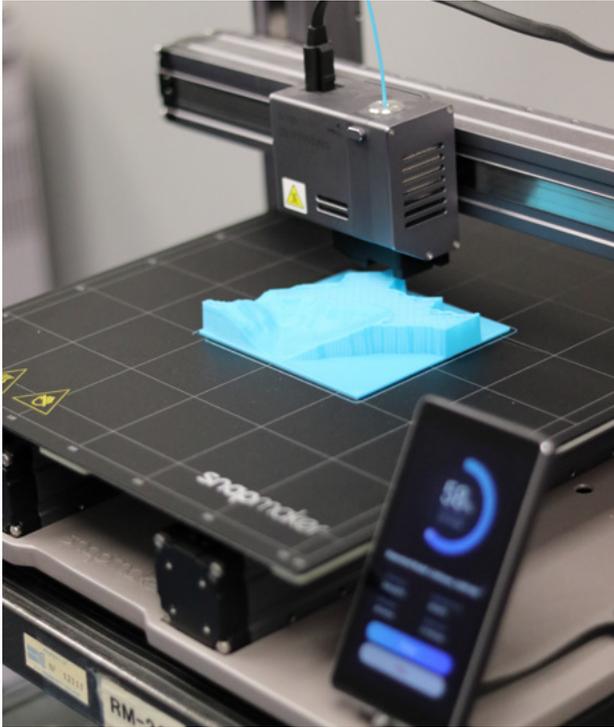
- New state-of-the-art health and dental lab equipment including 3D dental imaging, virtual reality patient care, and an Anatomage Table, the most technologically advanced 3D anatomy visualization and virtual dissection tool available. Anatomy and physiology students will greatly benefit from this technology.



- A fully refreshed fitness centre with new equipment at the Cranbrook campus that is being used by an average of 60 students per day.
- New pottery wheels and kilns in Cranbrook and Golden to support an expansion of fine arts classes which are in high demand.
- Renovations to modernize the Learning Commons space, furniture and active learning lab which has seen a dramatic increase in use over the past year.



- Workshops for students and instructors to learn to use 3D printers and scanning equipment in the Idea Lab.



- Work-integrated learning experiences and training provided for students with disabilities to help them prepare for employment.
- A fully refreshed Indigenous student lounge in yaqakiḱ ʔit'qawxaxamki (the Place Where People Gather) at the Cranbrook campus.



“ Attending the College for the first couple years of my education made me a more confident learner. The smaller class sizes and more intimate setting allowed me to discover more about myself and my style of learning before attending a much larger institution. The College’s main campus is beautiful and is filled with staff who genuinely care about your success.”

Kendall - University Science

Appendix A

College of the Rockies

2023/24 ACCOUNTABILITY FRAMEWORK PERFORMANCE MEASURE RESULTS

PERFORMANCE MEASURE	REPORTING YEAR				
	2021/22 ACTUAL	2022/23 ACTUAL	2023/24 ACTUAL	2023/24 TARGET	2023/24 ASSESSMENT
STUDENT SPACES					
Total student spaces (PSFS)	1,595	1,589	1,585	≥1,782	Not Achieved
Nursing and other allied health programs	201	180	181	≥224	Not Achieved
Developmental programs	107	113	119	≥137	Not Achieved
CREDENTIALS AWARDED					
Total Credentials	553	555	618		Not Assessed
Bachelor			*	N/A	Not Assessed
Certificate			447	≥406	Achieved
Developmental			55	≥40	Achieved
Diploma			110	≥104	Achieved
INDIGENOUS STUDENT SPACES					
Total Indigenous Student Spaces	212	274	256	Maintain or Increase	Substantially Achieved
Ministry (PSFS)	141	180	176		Substantially Achieved
SkilledTradesBC	70	94	81		Substantially Achieved
STUDENT SATISFACTION WITH EDUCATION					
Former diploma, associate degree and certificate students	92.4% +/- 1.8%	88.1% +/- 2.2%	90.0% +/- 2.1%	≥90%	Achieved
Trades foundation and trades-related vocational graduates	84.2% +/- 6.4%	92.6% +/- 5.0%	91.0% +/- 4.7%		Achieved
Former apprenticeship students	93.8% +/- 5.5%	78.9% +/- 7.5%	93.4% +/- 4.0%		Achieved
Bachelor degree graduates	N/A	N/A	N/A		Not Assessed

APPENDIX A

(CONTINUED) COLLEGE OF THE ROCKIES 2023/24 ACCOUNTABILITY FRAMEWORK PERFORMANCE MEASURE RESULTS

PERFORMANCE MEASURE	REPORTING YEAR				
	2021/22 ACTUAL	2022/23 ACTUAL	2023/24 ACTUAL	2023/24 TARGET	2023/24 ASSESSMENT
STUDENT ASSESSMENT OF THE QUALITY OF INSTRUCTION					
Former diploma, associate degree and certificate students	95.0% +/- 1.5%	93.0% +/- 1.7%	92.4% +/- 1.9%	≥90%	Achieved
Trades foundation and trades-related vocational graduates	93.0% +/- 4.5%	98.2% +/- 2.5%	89.7% +/- 4.9%		Achieved
Former apprenticeship students	93.8% +/- 5.5%	84.2% +/- 6.7%	96.8% +/- 2.8%		Achieved
Bachelor degree graduates	N/A	N/A	N/A		Not Assessed
STUDENT ASSESSMENT OF SKILL DEVELOPMENT					
Former diploma, associate degree and certificate students	87.9% +/- 2.6%	87.2% +/- 2.4%	86.6% +/- 2.6%	≥85%	Achieved
Trades foundation and trades-related vocational graduates	87.9% +/- 6.3%	90.1% +/- 4.8%	87.3% +/- 4.5%		Achieved
Former apprenticeship students	89.4% +/- 6.7%	84.5% +/- 6.5%	84.7% +/- 5.4%		Achieved
Bachelor degree graduates	N/A	N/A	N/A		Not Assessed
STUDENT ASSESSMENT OF USEFULNESS OF KNOWLEDGE AND SKILLS IN PERFORMING JOB					
Former diploma, associate degree and certificate students	81.6% +/- 4.0%	86.3% +/- 3.3%	88.4% +/- 3.4%	≥90%	Achieved
Trades foundation and trades-related vocational graduates	79.2% +/- 8.5%	82.2% +/- 8.6%	78.2% +/- 8.2%		Achieved
Former apprenticeship students	100.0% +/- 0.0%	91.1% +/- 5.3%	93.3% +/- 4.1%		Achieved
Bachelor degree graduates	N/A	N/A	N/A		Not Assessed

APPENDIX A

(CONTINUED) COLLEGE OF THE ROCKIES 2023/24 ACCOUNTABILITY FRAMEWORK PERFORMANCE MEASURE RESULTS

PERFORMANCE MEASURE	REPORTING YEAR				
	2021/22 ACTUAL	2022/23 ACTUAL	2023/24 ACTUAL	2023/24 TARGET	2023/24 ASSESSMENT
UNEMPLOYMENT RATE					
Former diploma, associate degree and certificate students	5.6% +/- 2.2%	4.4% +/- 1.9%	4.0% +/- 2.0%	≤8.9%	Achieved
Trades foundation and trades-related vocational graduates	11.1% +/- 5.8%	8.0% +/- 5.6%	9.8% +/- 5.4%		Achieved
Former apprenticeship students	0.0% +/- 0.0%	1.8% +/- 2.4%	0.0% +/- 0.0%		Achieved
Bachelor degree graduates	N/A	N/A	N/A		Not Assessed
FORMER DIPLOMA, ASSOCIATE DEGREE AND CERTIFICATE STUDENTS					
Skill development	87.9% +/- 2.6%	87.2% +/- 2.4%	86.6% +/- 2.6%	≥85%	Achieved
Written Communication	89.6% +/- 2.2%	86.0% +/- 2.6%	87.8% +/- 2.7%		
Oral Communication	82.0% +/- 3.0%	79.9% +/- 3.0%	79.2% +/- 3.3%		
Group collaboration	89.4% +/- 2.2%	84.2% +/- 2.6%	84.9% +/- 2.7%		
Critical Analysis	89.8% +/- 2.0%	90.9% +/- 2.0%	89.1% +/- 2.2%		
Problem resolution	85.1% +/- 2.5%	86.4% +/- 2.4%	86.5% +/- 2.5%		
Learn on your own	91.6% +/- 1.9%	90.1% +/- 2.1%	89.6% +/- 2.2%		
Reading and comprehension	88.1% +/- 2.2%	91.1% +/- 2.0%	89.2% +/- 2.3%		
TRADES FOUNDATION AND TRADES-RELATED VOCATIONAL GRADUATES					
Skill development	87.9% +/- 6.3%	90.1% +/- 4.8%	87.3% +/- 4.5%	≥85%	Achieved
Written Communication	90.3% +/- 8.8%	N/A	N/A		
Oral Communication	N/A	N/A	82.7% +/- 7.9%		
Group collaboration	89.3% +/- 5.5%	90.6% +/- 5.7%	90.8% +/- 4.9%		
Critical Analysis	94.4% +/- 4.3%	98.1% +/- 2.6%	91.0% +/- 4.7%		
Problem resolution	86.8% +/- 6.4%	92.5% +/- 5.1%	87.5% +/- 5.7%		
Learn on your own	88.9% +/- 5.8%	85.5% +/- 6.6%	84.1% +/- 6.4%		
Reading and comprehension	96.4% +/- 3.4%	96.2% +/- 3.8%	92.4% +/- 4.4%		

APPENDIX A

(CONTINUED) COLLEGE OF THE ROCKIES 2023/24 ACCOUNTABILITY FRAMEWORK PERFORMANCE MEASURE RESULTS

PERFORMANCE MEASURE	REPORTING YEAR				
	2021/22 ACTUAL	2022/23 ACTUAL	2023/24 ACTUAL	2023/24 TARGET	2023/24 ASSESSMENT
FORMER APPRENTICESHIP STUDENTS					
Skill development	89.4% +/- 6.7%	84.5% +/- 6.5%	84.7% +/- 5.4%	≥85%	Achieved
Written Communication	N/A	N/A	N/A		
Oral Communication	N/A	N/A	N/A		
Group collaboration	93.5% +/- 5.8%	87.5% +/- 7.1%	81.8% +/- 7.0%		
Critical Analysis	90.6% +/- 6.6%	87.5% +/- 6.2%	96.6% +/- 3.0%		
Problem resolution	84.4% +/- 8.2%	83.3% +/- 7.2%	90.2% +/- 4.8%		
Learn on your own	93.5% +/- 5.8%	89.3% +/- 5.8%	88.1% +/- 5.4%		
Reading and comprehension	96.7% +/- 4.4%	91.1% +/- 5.3%	86.4% +/- 5.7%		
BACHELOR DEGREE GRADUATES					
Skill development	N/A	N/A	N/A	≥85%	Achieved
Written Communication	N/A	N/A	N/A		
Oral Communication	N/A	N/A	N/A		
Group collaboration	N/A	N/A	N/A		
Critical Analysis	N/A	N/A	N/A		
Problem resolution	N/A	N/A	N/A		
Learn on your own	N/A	N/A	N/A		
Reading and comprehension	N/A	N/A	N/A		
BACHELOR DEGREE GRADUATES					
Skill development	N/A	N/A	N/A	≥85%	Not Assessed
Written Communication	N/A	N/A	N/A		
Oral Communication	N/A	N/A	N/A		
Group collaboration	N/A	N/A	N/A		
Critical Analysis	N/A	N/A	N/A		
Problem resolution	N/A	N/A	N/A		
Learn on your own	N/A	N/A	N/A		
Reading and comprehension	N/A	N/A	N/A		

**CREDENTIALS AWARDED (RESTATED) COLLEGE OF THE ROCKIES
2023/24 ACCOUNTABILITY FRAMEWORK PERFORMANCE MEASURE RESULTS**

PERFORMANCE MEASURE	REPORTING YEAR				
	2018/19 ACTUAL	2019/20 ACTUAL	2020/21 ACTUAL	2021/22 ACTUAL	2022/23 ACTUAL

CREDENTIALS AWARDED (RESTATED)					
Total Credentials	555	583	598	483	586
Bachelor	*	*	*	*	*
Certificate	402	435	440	341	437
Developmental	36	58	43	32	46
Diploma	113	86	112	107	94
Graduate, First Professional and Post-Degree	*				
Short Certificate			*		

2023/24 ACCOUNTABILITY FRAMEWORK

PERFORMANCE MEASURE RESULTS NOTES

Please consult the 2023/24 Standards Manual for a current description of each measure.

Student Spaces

Results from the 2023/24 reporting year are based on data from the 2023/24 fiscal year; results from the 2022/23 reporting year are based on data from the 2022/23 fiscal year. Only Ministry funded Full-Time Equivalents are included.

Indigenous Student Spaces

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

Credentials Awarded

Annual performance is based on the number of credentials awarded in the most recent fiscal years; e.g. results from the 2023/24 reporting year are based on data from the 2022/23 fiscal year. Targets are set in the previous reporting year for the next reporting cycle; e.g. targets for the 2023/24 reporting year are a three-year average of the 2020/21, 2021/22, and 2022/23 fiscal years.

However, before the 2023/24 reporting year, annual performance is measured using a rolling three-year average of the most recent fiscal years; e.g. results from the 2021/2022 reporting year are based on a three-year average of the 2018/19, 2019/20, and 2020/21 fiscal years; results from the 2022/2023 reporting year are based on a three-year average of the 2019/20, 2020/21, and 2021/22 fiscal years.

Credentials Awarded (Restated)

Credentials Awarded data are included for the institution's reference only where trending data may be of use in the assessment of 2023/24 performance measure results. Credentials awarded follow PM2 measure specifications (e.g., 2022/23 credentials are for the 2021/22 fiscal year). Numbers less than 10 have been masked with an *. This is not a reporting requirement in the Institutional Accountability Plan and Report.

Student Outcomes Measures

Results from the 2023/24 reporting year are based on 2023 survey data; results from the 2022/23 reporting year are based on 2022 survey data. For all survey results, if the result plus or minus the margin of error includes the target, the measure is assessed as achieved. In all cases, the survey result and the margin of error are used to determine the target assessment. Survey results are not assessed if the number of respondents is less than 20 or the margin of error is greater than 10%.

Assessment Scale

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

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

Appendix B

College of the Rockies

REPORTING ON LASTING AND MEANINGFUL RECONCILIATION

Progress on Implementation of Truth and Reconciliation Commission’s (TRC) Calls to Action, articles of the United Nations Declaration (UN Declaration) on the Rights of Indigenous Peoples, and In Plain Sight: Addressing Indigenous-specific Racism and Discrimination in BC. Health Care Report Recommendations for Public Post-Secondary Institutions in BC.

College of the Rockies has addressed relevant TRC Calls to Action and articles of the UN Declaration on the Rights of Indigenous Peoples, and In Plain Sight report recommendations.

TRC CALL TO ACTION [8] AND UN DECLARATION ON THE RIGHTS OF INDIGENOUS PEOPLES ARTICLE	
⁸ "..." represents omitted text not related to post-secondary education from the original Call to Action.	
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	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
Ongoing	Faculty are using the First Peoples Principles of Learning to guide course material, assessments, and in-class support.
New	College was presented with CIGan bronze award for Indigenous Education Excellence

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	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
Ongoing	Meetings with faculty to assist with Indigenous content, Indigenizing of programming, invitations to virtual and in-person speakers, activities, etc.
New	Faculty professional development: Monthly meetings with the Centre for Innovation in Teaching and Learning to work towards decolonizing of courses; participating in Towards Decolonizing Pedagogy Conversation series; Becoming Story Ready; Dialogues with Indigenous Peoples; Indigenous Canada (online course through University of Alberta); Four Seasons of Reconciliation course Course Redesign Institute workshop and working session to focus on decolonizing three courses. Land acknowledgements by students and faculty throughout courses/semester. Added learning outcomes to ECED253 Inclusive Practice: Seek guidance and incorporate Indigenous perspectives, knowledge, cultural values, and practices related to working with children who have diverse abilities.
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	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
Planned	Ktunaxa 100 - Ktunaxa 100 is no longer offered at the College. It required pedagogical changes and updates that must come from the Ktunaxa Nation Council (KNC). KNC has said that they will not be working on these updates at this time. KTUN 100 will be reintroduced when there is an updated course outline and learning outcomes.
Planned	Ktunaxa 101 & 102 - The Ktunaxa language courses, developed with the Ktunaxa Nation, will not be offered in the 2024/2025 year because they are currently being reviewed by the Nation. These courses will be reintroduced when there are updated course outlines and learning outcomes.
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	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
Ongoing	Health and Dental Assistant Program faculty have continued to incorporate the In Plain Sight Report into course curriculum.
Ongoing	Meetings with faculty to assist with Indigenous content, Indigenizing of programming, invitations to virtual and in-person speakers, activities, etc.
New and ongoing	The BSN Program is allocating two Indigenous admission seats.
New and ongoing	HCA Program recognition updates require instructors to participate in additional cultural safety and humility courses such as San'Yas Indigenous Cultural Safety Training.

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	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
Ongoing	There is a requirement from the BC College of Nurses and Midwives for both the BSN and PN programs to demonstrate integration of the Practice Standard of Cultural Safety, Cultural Humility, and Anti-Racism. Programs continue to respond to that requirement and incorporate it into course work.
Planned	All Year 1 BSN students will be required to take an Indigenous Studies course as one of their non-nursing electives to satisfy their Nursing program requirement. This course is considered a core course in the new BSN curriculum expected to roll out in fall 2025.
Ongoing	Discussion continues with faculty to strategize on means and resources to address recommendations of the In Plain Sight Report.
New	Meetings with faculty to assist with Indigenous content, Indigenizing of programming, invitations to virtual and in-person speakers, activities, etc.
Ongoing	BSN, PN and CDA faculty have taken students on field trips to a former local residential school to learn about the impacts that residential schools have had on local Indigenous communities. Site visits were made to Aqam, and faculty and students participated in Ktunaxa health fair.
New	BSN Students are engaged in placements with local Indigenous communities and Indigenous leaders.
Ongoing	<p>Professional Development regarding truth and reconciliation for BSN/PN faculty is encouraged, including the Canadian Association of Schools of Nursing Workshop Series on Implementing the TRC Calls to Action in Nursing Education.</p> <p>The following topics are currently addressed throughout PN, BSN and CDA programs, and faculty are consistently engaging with Indigenous Education Team and Nation partners for enhancement and alternate activities:</p> <ul style="list-style-type: none"> • dealing with Indigenous health issues, including the history and legacy of residential schools, the United Nations Declaration (UN Declaration) on the Rights of Indigenous Peoples, • treaties and Indigenous rights, and Indigenous teachings and practices; • including skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.

28: LAW SCHOOLS

We call upon law schools in Canada to require all law students to take a course in Aboriginal people and the law, which includes the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal-Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and antiracism.

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
	Not applicable

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	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
Ongoing	Ongoing discussions, presentations at departmental meetings with Indigenous Education Team; Indigenous Education team members hold key positions on committees and attend regular meetings to provide an Indigenous lens and share knowledge.
Ongoing	Intercultural Competency, Conflict Resolution, Human Rights and Anti-Racism are all key topics for professional development events.
New	Every Child Matters: 4 Seasons of Reconciliation, Season 2 Learning from the Land, virtual course was encouraged as a professional development opportunity.
New	A partnership with Indigenous Works has been established which includes access to their Webinar Series for all College employees.

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	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
Ongoing	Meetings with faculty to assist with Indigenous content, Indigenizing of programming, invitations to virtual speakers, activities, etc.
Ongoing	Consultation and a plan in place to ensure a variety of appropriate Indigenous resources are available for faculty, students, and practicum use.
Ongoing	The Pre-Education Certificate has incorporated Indigenous Studies courses as electives.
Ongoing	The Education Assistant Certificate program embeds the First Peoples Principles of Learning into both the design of courses and as a foundational concept in the program. The history of the residential school and 60s scoop and subsequent impact on K-12 students is explicitly taught. Time is allocated for reflection and connection to the role EAs play in supporting K-12 students' intercultural curiosity, understanding, and respect.
New	The Education Assistant Certificate program is incorporating storytelling and a focus on connection to Indigenous lands throughout the program. Program students learn how to support K-12 using these practices.
New	Child, Youth and Family Studies program faculty are collaborating with Indigenous leaders in local school districts to support recruitment for Indigenous Education Assistants.

86: JOURNALISM AND MEDIA SCHOOLS

We call upon Canadian journalism programs and media schools to require education for all students on the history of Aboriginal peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal-Crown relations.

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
	Not applicable.

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	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
Ongoing	Appointment of Indigenous (local Ktunaxa) member to Program Advisory Committee, facilitated by Indigenous Education Team.
Ongoing	From Program Quality Assurance process, a number of Indigenous strategies and outcomes for program Indigenization have been identified as program needs. Discussions are ongoing regarding how to address these needs.
New	Indigenous content is being added to courses including local Ktunaxa history and approaches to sustainability, concepts of Indigenous data sovereignty, and business law discussions on First Nations rights and treaties.
UNITED NATIONS DECLARATION ON THE RIGHTS OF INDIGENOUS PEOPLES IMPLEMENTATION	
<p>Article 14</p> <p>1. Indigenous peoples have the right to establish and control their educational systems and institutions providing education in their own languages, in a manner appropriate to their cultural methods of teaching and learning.</p> <p>2. Indigenous individuals, particularly children, have the right to all levels and forms of education</p> <p>Article 15</p> <p>1. Indigenous peoples have the right to the dignity and diversity of their cultures, traditions, histories and aspirations which shall be appropriately reflected in education and public information.</p> <p>Article 21</p> <p>Indigenous peoples have the right, without discrimination, to the improvement of their economic and social conditions, including, inter alia, in the areas of education, employment, vocational training and retraining, housing, sanitation, health and social security.</p>	
PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
Ongoing/continuing	<ul style="list-style-type: none"> • Welcoming Indigenous Students: An Indigenous Student Ambassador was hired through the Student Opportunity Fund at the College and has been supporting the Indigenous Education Team's cultural programming and welcoming Indigenous students into yaqaki# ?itqawxaxamki (Place Where People Gather) .
Ongoing/continuing	The Dialogues with Indigenous Peoples: The program continued this year with a slightly different format due to many Indigenous speakers needing to attend to local community rebuilding after the St. Mary's River wildfire. We are planning to return to the original format next year.
Ongoing/continuing	<ul style="list-style-type: none"> • We have maintained the three FTE positions that make up our Indigenous Education team: the Executive Director Indigenous Strategy and Reconciliation, the Indigenous Coordinator / Education Advisor, and the Indigenous Student Navigator through the 23/24 Fiscal Year.
Ongoing/continuing	<ul style="list-style-type: none"> • Ktunaxa Representation in Governance: One local Ktunaxa representative currently sits on the College of the Rockies Board of Governors, holding the position of Chair.
Ongoing/continuing	<ul style="list-style-type: none"> • Indigenous Representation at Convocation: Convocation 2023 featured a Ktunaxa speaker as well as a Ktunaxa drum group that performed during the procession. Additionally, space was set up for the Ktunaxa Nation Council and the Rocky Mountain Métis Association for outreach to their graduating students. The College continues to look for opportunities to meaningfully incorporate Indigenous culture into Convocation.
Ongoing/continuing	<ul style="list-style-type: none"> • Collaborating with School District 5: The College worked with School District 5 and partners to collaborate on, and sign, the 2023 Indigenous Education Enhancement Agreement (IEEA). This replaces the 2017 edition, on which the College was also a signatory. The College hosted the 2023 signing ceremony.

UNITED NATIONS DECLARATION ON THE RIGHTS OF INDIGENOUS PEOPLES IMPLEMENTATION	
PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
New	<ul style="list-style-type: none"> • Offer Indigenous awareness events including: Activities, panel discussions, social media posts, and informational displays were offered for Orange Shirt Day, Moose Hide Campaign, Red Dress Campaign, Indigenous History Month, Indigenous People's Day, the National Day for Truth and Reconciliation, Indigenous Languages Day, etc. .
New	<ul style="list-style-type: none"> • Year End Feast: Indigenous Education hosted the annual Year End Feast for Indigenous students with an Indigenous honouring ceremony led by a Ktunaxa Knowledge holder and Ktunaxa drum group.
New	<ul style="list-style-type: none"> • Indigenous Student Reception at Convocation: Before Convocation, an inaugural reception was organized for Indigenous students and their families. This event allowed Indigenous students to celebrate with their relatives and connect with Indigenous Education staff, Elders, as well as the Ktunaxa speaker and Ktunaxa drum group.
New	<ul style="list-style-type: none"> • Elders on Campus: Two Ktunaxa Elders have been welcomed to the College to assist the existing two Elders in ongoing efforts to integrate Indigenous perspectives into the curriculum via Dialogues with Indigenous Peoples, enhancing cultural programs, and collaborating with Facilities to reflect Indigenous elements in our physical environments.
New	<ul style="list-style-type: none"> • Creating Space for Indigenous Voices at College of the Rockies: A series of sessions, including both an Indigenous Advisory Feedback Circle and individual one-on-one meetings, were conducted to engage with Indigenous partners in shaping the vision for an Indigenous Advisory Committee at the College. The insights gathered from these sessions were consolidated into a comprehensive document titled "Creating Space for Indigenous Voices at College of the Rockies." This document presents recommendations for the establishment and operationalization of an Indigenous Advisory Committee at the College.
New	<ul style="list-style-type: none"> • Computer Training for Métis Community: The course is a partnership between College of the Rockies and the Elk Valley Métis Association, held over four weeks at the College's Fernie campus. Métis community members from the Elk Valley learned a variety of skills using the campus computer lab.
New	<ul style="list-style-type: none"> • Pathways into Indigenization: Developed by the College in 2023, the Pathways document provides five different avenues for employees at the College to enter into understanding Indigenization. The document has become the standard of understanding reconciliation efforts across the College.
New	<ul style="list-style-type: none"> • Decolonizing Pedagogy: The Towards Decolonizing Pedagogy Series is a blended, 7-week short course geared toward College of the Rockies instructors and staff with the goal to increase their understanding of the colonial roots of the academy, the movement to transform colleges to be more inclusive of Indigenous peoples, and to inspire them to move toward decolonizing their pedagogies and practices.
New	<ul style="list-style-type: none"> • Quality Assurance: The program and course review process at the College includes consultation with Indigenous Education employees as well as two seats on the Program Quality Assurance Committee allocated for the Indigenous Education team to provide meaningful contributions to Indigenization of quality assurance.

IN PLAIN SIGHT REPORT RECOMMENDATIONS REPORTING FOR POST-SECONDARY INSTITUTIONS

IN PLAIN SIGHT RECOMMENDATION #8 - PLEASE LIST ALL HEALTH PROGRAMS OFFERED BY YOUR INSTITUTION AND ANY ACCREDITATION STANDARDS THAT RELATE TO CULTURAL SAFETY AND HUMILITY TRAINING. IF AN ACCREDITED PROGRAM DOES NOT HAVE A RELATED STANDARD, INDICATE N/A FOR THE PROGRAM.			
PROGRAM NAME	ACCREDITATION STANDARD DETAILS		
Bachelor of Science in Nursing	Indigenous Cultural Safety, Cultural Humility, and Anti-racism Practice Standard		
Practical Nursing	Indigenous Cultural Safety, Cultural Humility, and Anti-racism Practice Standard		
Health Care Assistant	N/A		
Certified Dental Assistant	N/A		
IN PLAIN SIGHT RECOMMENDATION #14 - THE BC GOVERNMENT, PHSA, THE FIVE REGIONAL HEALTH AUTHORITIES, BC COLLEGES AND UNIVERSITIES WITH HEALTH PROGRAMS, HEALTH REGULATORS, AND ALL HEALTH SERVICE ORGANIZATIONS, PROVIDERS AND FACILITIES RECRUIT INDIGENOUS INDIVIDUALS TO SENIOR POSITIONS TO OVERSEE AND PROMOTE SYSTEM CHANGE.			
For all health programs offered at your institution, please identify what new, ongoing, or completed actions have supported the recruitment of Indigenous individuals to senior positions to oversee and promote system change, and the quantitative impact of these actions.			
STRATEGIES	TARGETS BY PROGRAM AREA		OUTCOMES
Recruitment for all positions, including those in Health and Human Services programs, includes an effort to encourage Indigenous applications. All job postings include this statement: "In the spirit of reconciliation, we are committed to increasing Indigenous representation throughout the institution and encourage applicants to self-identify as First Nation, Metis or Inuit within cover letters and/or resume." When recruiting senior positions, a member of Ktunaxa Nation Council is invited to participate in the selection process as agreed to in our Memorandum of Understanding.	This initiative is ongoing and continuous in our efforts to increase representation.		We currently have one Indigenous instructor teaching Indigenous studies courses in health and human service programs. We regularly engage Elders in our programming with students and support Indigenous students with an Indigenous Education team, led by an Executive Director, Indigenous Strategy and Reconciliation, who is Indigenous.
IN PLAIN SIGHT RECOMMENDATION #18 - THE BC GOVERNMENT REQUIRE ALL UNIVERSITY AND COLLEGE DEGREE AND DIPLOMA PROGRAMS FOR HEALTH PROFESSIONALS IN BC 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.			
PROGRESS	STRATEGIES	TARGETS BY PROGRAM AREA	OUTCOMES
New	Increasing Indigenous students in the BSN program through reserved seats.	Two reserved seats for Indigenous students in the BSN program.	An increase in Indigenous student representation in the BSN program.
IN PLAIN SIGHT RECOMMENDATION #21 - ALL BC 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.			
PROGRAM	PROGRESS		ACTIONS
Education Assistant	New		<ul style="list-style-type: none"> EAP151 Trauma and Challenging Behaviours Course includes one week on understanding impacts of trauma on the brain and how this relates to behaviour and providing trauma sensitive approaches and strategies in the K-12 classroom. Includes historical and residential school trauma.

Appendix C

College of the Rockies

GENERAL OPERATING FUND FINANCIAL REPORT

For financial information, please see our Audited Financial Statements for Year End March 2024, available [on our website, or download it at:](#)

cotr.bc.ca/wp-content/uploads/COTR-Audited-Financial-Statements-March-31-2024-Final.pdf