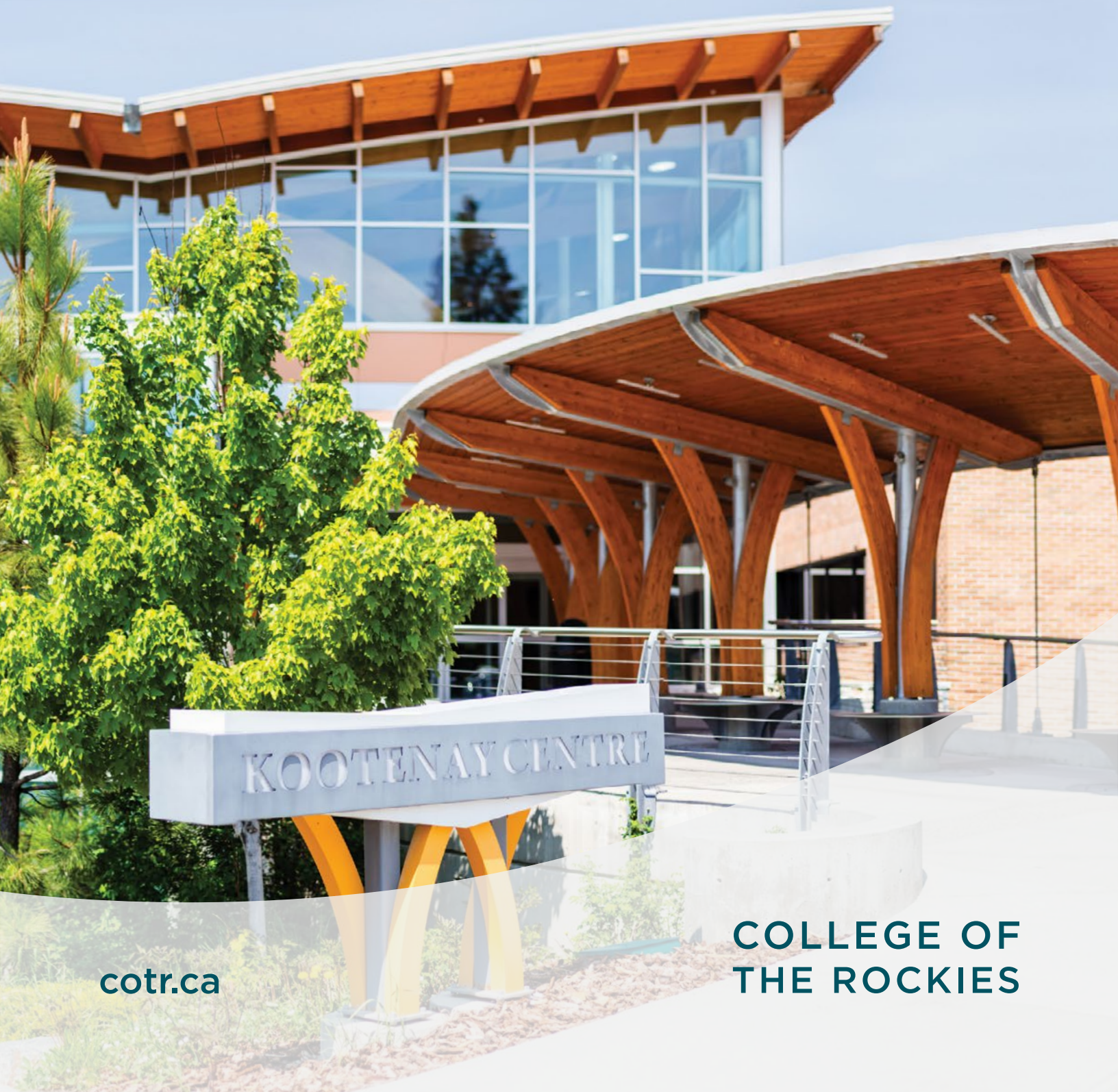


COLLEGE OF THE ROCKIES

Accountability Report and Plan 2025



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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

JULY 11, 2025

Dear Minister Kang,

On behalf of our Board of Governors, management, faculty, and staff, we are pleased to present the College of the Rockies Accountability Report for 2024/25. In issuing this report, we ensure our accountability to government, students, and the communities in which we operate.

Embarking on our 50th year, College of the Rockies continues to provide post-secondary education that meets the needs and aspirations of the people, industry, and businesses of our region.

Each year, we deliver instruction to approximately 9,400 learners, in a full range of programs, including: skilled trades, technology, university studies, adult upgrading, early childhood education, health and human services, business, office administration, tourism and recreation, fire services, continuing education, and general community interest.

Though our breadth of programs is wide, we strive to deliver the most personal 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 our students, employees, and community members.

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. College of the Rockies will continually seek creative and positive opportunities to ensure our students achieve their learning objectives and are well-prepared for their future careers.

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



Michael Crowe
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 is excited to be celebrating our 50th anniversary in the 2025/26 academic year.

We have two campuses in Cranbrook, including our main campus, and four additional campuses throughout the 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 our profound commitment to fostering truth and reconciliation, while championing equity, diversity, inclusion, Indigenization, 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.

College of the Rockies is 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 ongoing needs of our region will require us to remain responsive and agile. The world of work continues to change, 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, including 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 of our own Bachelor of Business Administration in Sustainable Business Practices, which we have offered for 15 years. We also offer two degrees 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 continually move forward and upward, we'll remain focused on our priorities of 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 in the workplace; 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 prepare to celebrate 50 years of providing post-secondary education to the residents of the East Kootenay and beyond, we remain focused on the future, striving for new heights. Like our students, we are committed to excellence, growth, and reaching our highest potential.

We value the input of our stakeholders: the Board of Governors, employees, regional campus communities, community stakeholders, and regional employers, involving them extensively when developing our current strategic plan. It is through that plan – which focuses on student experience, employee experience, and community engagement – that we aim to meet the goals of our College and our communities and to continue to provide opportunities and services to help our students meet their goals as efficiently as possible.

At College of the Rockies, we like to say that we are Rocky Mountain inspired and small college proud.

Rocky Mountain inspired. The Rocky Mountains were forged under pressure – rising strong, wild, and unyielding. It's that spirit that we bring to everything we do. We prepare students to face adversity with strength, to rise in the face of challenge, and to find their footing on shifting ground. We believe in empowering students to stay true to who they are, embrace what makes them different, and meet the world with courage – and a little wildness. ***Because like the mountains, our students were made to rise.***

Small college proud. Not only do we not shy away from being a small college – we celebrate it. Small means we focus on quality over quantity. It means professors really see our students – and root for their success. Small means less waiting for access to supports and more opportunities to help students succeed. And small fosters a sense of community, often leading to life-long friendships. ***What small isn't is "less than". Small is where big futures begin.***

Our mission, vision, values and strategic plan 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 meet every student where they are on their personal learning journey, allowing them to grow and excel.

We will

- Work with students to develop a vibrant and healthy campus experience with personalized support.
- Ensure our students have education pathways that consider 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.
- 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 needs and provide a work-ready experience.
- Build on our existing relationship with the Ktunaxa Nation, reinforce our additional 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 2024/25

STUDENT ENROLMENT

9,400

Full-time and part-time students

7.8%

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



39



2,581

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

11.8%

International FTEs

417

International students coming from 39 different countries

WHAT OUR STUDENTS SAY



95%

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

91%

Of students say they feel a sense of belonging



82%

Of students would recommend the College to another student

78%

Would recommend their program to another student



STUDENT SATISFACTION WITH EDUCATION - 24/25

92.6%

Former diploma, associate degree, and certificate students

89.1%

Trades foundation and trades-related vocational graduates

86.7%

Former apprenticeship students

STUDENT ASSESSMENT OF THE QUALITY OF INSTRUCTION - 24/25

96.5%

Former diploma, associate degree, and certificate students

87.3%

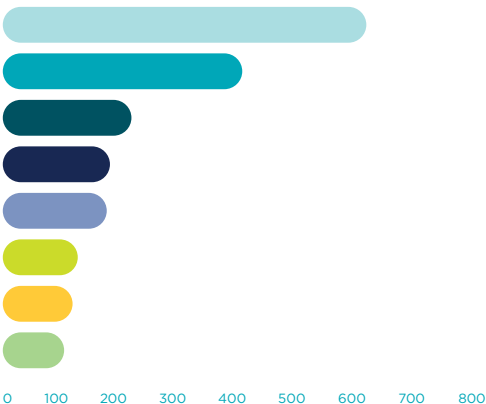
Trades foundation and trades-related vocational graduates

91.1%

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



Trades
Fire Services Training
University Arts & Science
Health
Child, Youth and Family Studies
Business
Tourism, Recreation, and Hospitality
Adult Basic Education

FTE'S

633 FTEs
519 FTEs
235 FTEs
191 FTEs
189 FTEs
140 FTEs
137 FTEs
117 FTEs

FACTS SNAPSHOT FOR 2024/25



954

CREDENTIALS AWARDED

\$301,993

IN STUDENT AWARDS DISTRIBUTED

NUMBER OF DUAL CREDIT STUDENTS

61

DUAL
CREDIT
STUDENTS



NUMBER OF EMPLOYEES

772



APPLIED RESEARCH GRANTS

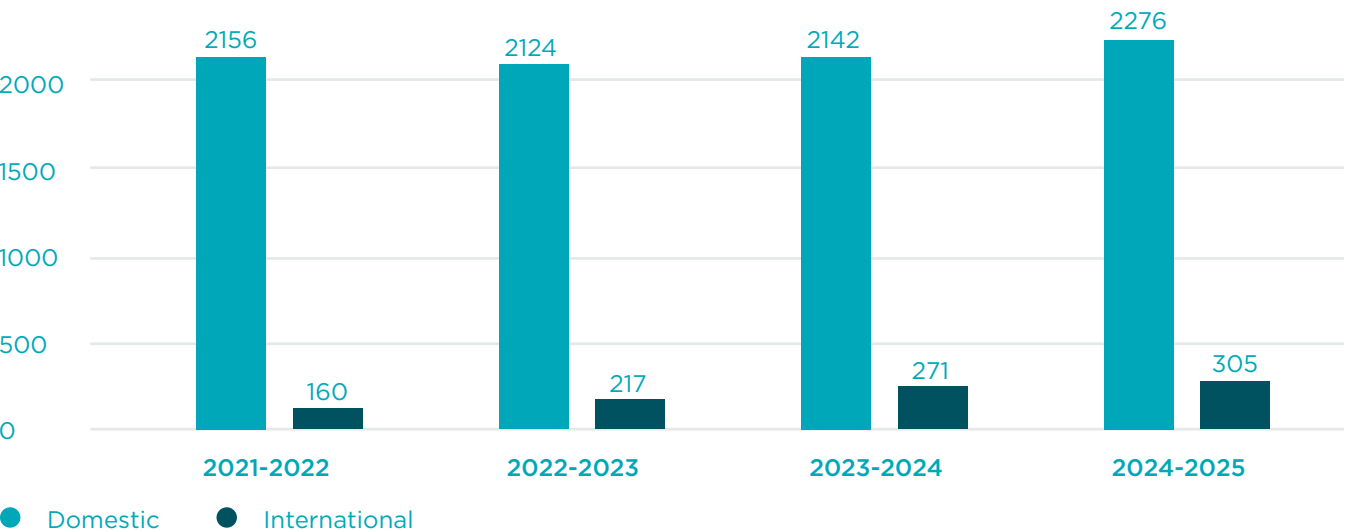


\$74,000

In applied research
funding *including:*

- the Kore ReHub Tour (repairing outdoor gear to keep it out of the landfills)
- Urban Farm project (providing healthy meals to local populations in need)

FTEs BY STUDENT TYPE



Strategic Context

POPULATION AND DEMOGRAPHICS

College of the Rockies' operations and strategic direction are impacted by several internal and external forces.



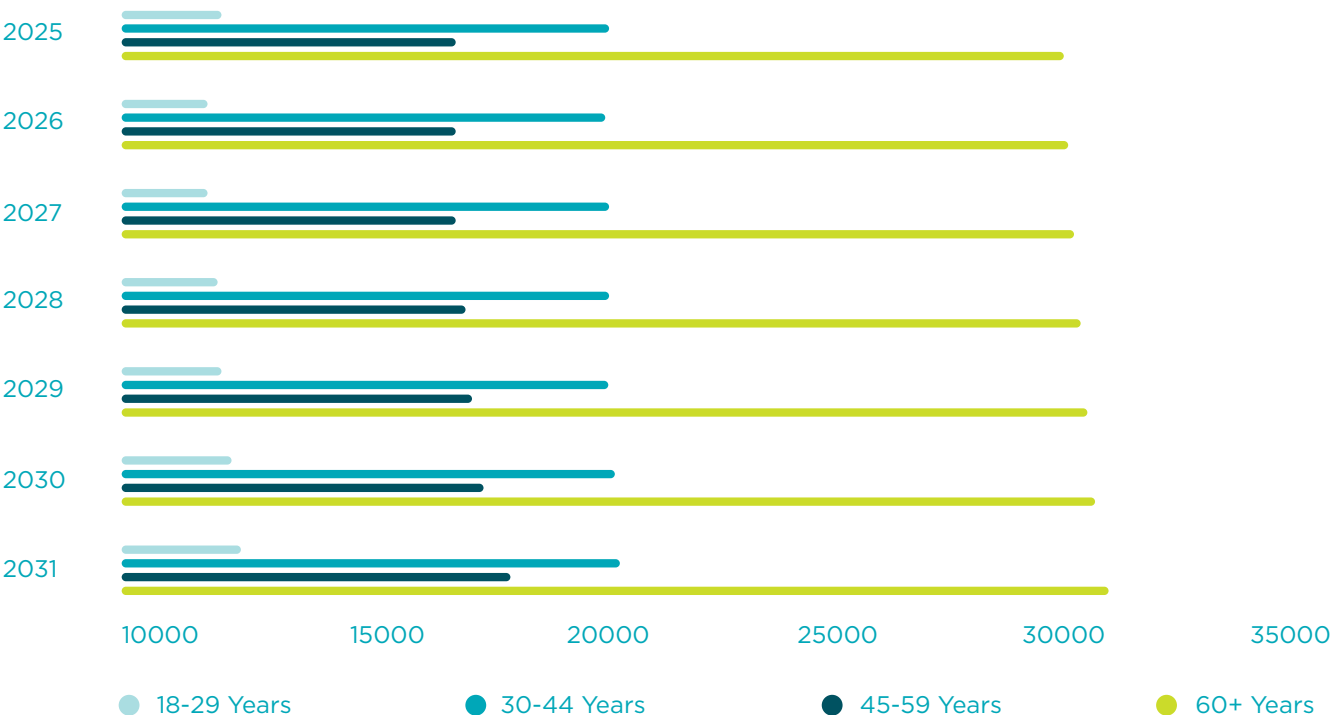
BRITISH COLUMBIA'S POPULATION HAS INCREASED BY 0.94% IN THE LAST 12 MONTHS.

In April 2025, British Columbia's population was estimated at 5,719,961, reflecting a net decline of 2,357 people (-0.04%) from the previous quarter. However, over the past 12 months, the province's population experienced a rebound with the population increasing by 53,073, representing a growth rate of 0.94%.¹

The first quarter of 2025 marked the seventh straight quarter of net interprovincial outmigration from B.C., with an estimated 1,636 more people moving to other provinces than arriving. Alberta accounted for the largest net loss, with 7,217 individuals moving from B.C. to Alberta and 5,334 moving in the opposite direction — a net loss of 1,883 to Alberta.¹

The population of BC is projected to experience a slight population decline of 0.28% in 2025-26, but an overall population growth of 4.9% by 2031.¹

AGE POPULATION PROJECTIONS - COLLEGE OF THE ROCKIES REGION²



¹BC Stats Quarterly Population Highlights

²BC Stats Population Estimates & Projections

POPULATION AND DEMOGRAPHICS

The College of the Rockies region is projected to experience a slight population decline from 2025 to 2026 of 0.92% but an overall population increase of 1.2% by 2031.¹

In BC, the population of those aged 15-29 is projected to decline sharply by 6.05% between 2025-31. Though the Rockies College Region is projected to see a slow but steady increase of 2.09% for this key demographic between 2027-31, an overall decrease of 3.22% is predicted for 2025-31.¹

The lack of population growth in our region, coupled with changes to the international student strategy, will pose a significant challenge for the College over the next several years.



THE COLLEGE OF THE ROCKIES REGION HAS A PROJECTED GROWTH OF 1.2% BETWEEN 2025 AND 2031.



COLLEGE OF THE ROCKIES
REGION POPULATION - AGE 15+
(MAY 2025)

150,000

CHALLENGES

The availability of affordable housing in the College of the Rockies region is heavily impacted by our resort tourism communities where the demand for short-term accommodations significantly impacts the availability and affordability of longer-term housing. College of the Rockies students often struggle to find affordable and secure rental options during the academic year, as many properties are prioritized for tourist use rather than longer-term tenancy. The resulting lack of affordable housing creates barriers for our students and impacts the region’s ability to expand the workforce and replace retiring workers. A lack of housing is a key contributor to employer difficulty recruiting and retaining workers for the growing demand for skilled labour in trades, technical professions, and service-oriented jobs in tourism.

CRANBROOK HOUSING VACANCY RATE²

	2020	2021	2022	2023	2024
Total	2.6%	1.7%	0.9%	1.7%	1.4%

¹BC Stats Population Estimates & Projections

²State of the Basin Vacancy Rates

LABOUR MARKET OUTLOOK

The economic labour market 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. The current employment in the region is 84,300 jobs.¹



COLLEGE OF THE ROCKIES
REGION EMPLOYMENT
(MAY 2025)

84,300

Employment in the province is expected to grow moderately at 1.4 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.²



0.5%

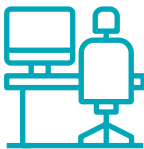
Employment demand in the College region is expected to grow at an average of 0.5 percent annually for the next 10 years. (26,320 job openings)

The unemployment rate in the Kootenay region has consistently been higher than the provincial unemployment rate. In May 2025, the region's unemployment rate was 6.7%, while the provincial rate was 6.3%.³ Tourism continues to play a role, with accommodation and food services likely still contributing to regional employment.



1.4%

PROVINCIAL EMPLOYMENT IS EXPECTED TO GROW MODERATELY AT ABOUT, 1.4 PERCENT ANNUALLY.



6.7%

KOOTENAY REGION
UNEMPLOYMENT RATE
(MAY 2025)

¹Work BC Kootenay Regional Profile

²Work BC Labour Market Outlook Report

³Stats Canada Labour Force Characteristics

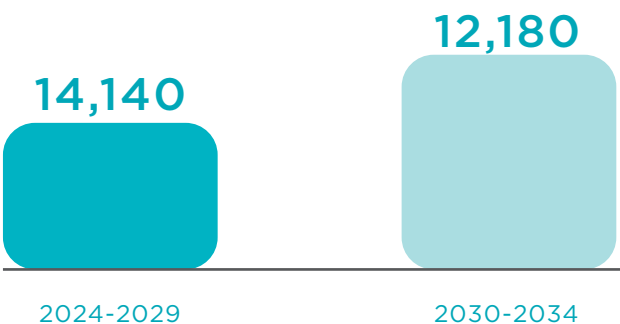
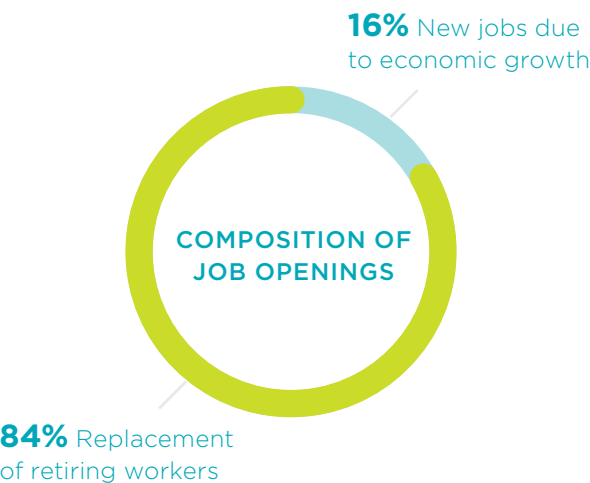
LABOUR MARKET OUTLOOK

COLLEGE OF THE ROCKIES REGION

In the next decade, the College region is projected to have 26,320 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.¹

26,320

JOB OPENINGS



COLLEGE OF THE ROCKIES REGION | TOP OCCUPATIONS¹

TOP 10 OCCUPATIONS	JOB OPENINGS (2024-2034)
TRANSPORT TRUCK DRIVERS (NOC 73300)	1,010
RETAIL AND WHOLESALE TRADE MANAGERS (NOC 60020)	930
HEAVY EQUIPMENT OPERATORS (NOC 73400)	780
ADMINISTRATIVE OFFICERS (NOC 13100)	730
RETAIL SALESPERSONS AND VISUAL MERCHANDISERS (NOC 64100)	590
NURSE AIDES, ORDERLIES AND PATIENT SERVICE ASSOCIATES (NOC 33102)	540
REGISTERED NURSES AND REGISTERED PSYCHIATRIC NURSES (NOC 31301)	490
CARPENTERS (NOC 72310)	460
SOCIAL AND COMMUNITY SERVICE WORKERS (NOC 42201)	390
ELEMENTARY SCHOOL AND KINDERGARTEN TEACHERS (NOC 41221)	390

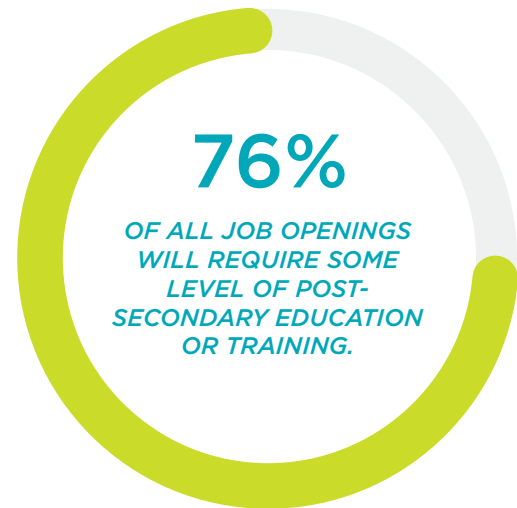
¹Work BC Kootenay Regional Profile

LABOUR MARKET OUTLOOK

BRITISH COLUMBIA

Approximately 76 percent of the 1,120,000 job openings expected between 2024 and 2034 will require post-secondary education, training, or supervisory experience. This reflects the increasing demand for skilled and educated workers across B.C.

1.12 Million
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:¹

OCCUPATION	TRAINING/EDUCATION	OPENINGS	COLLEGE OF THE ROCKIES PROGRAMMING
Retail/wholesale trade managers	Management	33,970	Management diploma/BBA
Registered nurse/ Psychiatric nurse	Bachelor Degree	30,190	Bachelor of Science in Nursing
Nurse Aides/ Orderlies/Patient Service Associates	Diploma or Apprenticeship (<2 years)	22,810	Health Care Assistant
Senior Managers/ Public & Private Sector	Management	21,510	Management diploma/BBA
ECE Educators/ Assistants	Diploma or Apprenticeship (2+ years)	13,820	Early Childhood Education diploma

¹Work BC, High Opportunity Occupations

COLLEGE LANDSCAPE

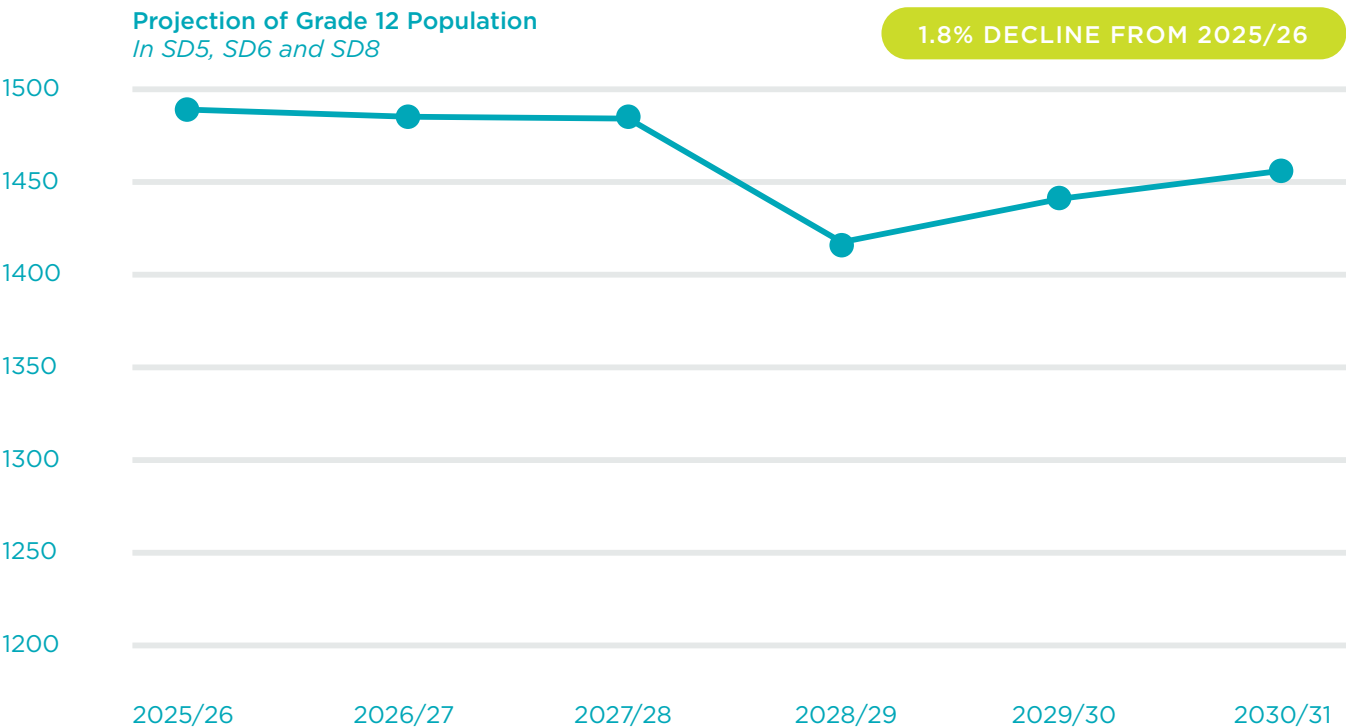
The College is well-positioned to contribute to the current and future labour market demands for the region with a mix of program offerings that supports the growth in job openings in the areas of health, human services, trades, and technology.

Our region shows a transition rate from high school to post-secondary of 66 percent, below the provincial average of 75.2 percent, and an immediate transition to post-secondary (within one year of high school graduation) of 32.8 percent, significantly lower than the 51.1 percent provincial average.¹ 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”.

Each year, College of the Rockies welcomes students transferring credits from dozens of post-secondary institutions, a reflection of the College’s growing appeal among learners with previous post-secondary experience.

Both the regional population of individuals aged 18 to 29 and the number of grade 12 students in school districts SD5, SD6, and SD8 are projected to decline slightly between 2025/26 and 2030/31 – by 3.4% and 1.8%, respectively.^{2,3}

To help counter these projected declines, we are actively using Strategic Enrolment Management (SEM) to revitalize recruitment efforts within and outside the region, and to increase the conversion of applicants to registrants.



¹BC Student Transitions Project Research

²BC Stats Population Estimates & Projections

³BC Schools Enrolment Projections

COLLEGE LANDSCAPE

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. These funds will be used to develop programs and courses that respond to the future needs of the region and province.

Overall, the East Kootenay is 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	2021/22	2022/23	2023/24
BC Total	Indigenous	75.0%	74.3%	75.5%
SD5 SD6 SD8	Indigenous	78.5%	85.1%	86.7%
BC Total	Non Indigenous	91.4%	91.8%	91.4%
SD5 SD6 SD8	Non Indigenous	88.0%	89.6%	91.4%

Indigenous completion rates in SD5, SD6, and SD8 have consistently outperformed the provincial average, increasing from 74.04% to 86.67%, a 12.63 percentage point gain, over 7 years.¹

Though SD5, SD6, and SD8 have fallen below the BC average of completion rates for all students in previous years, the gap has narrowed steadily, and by 2023/24, performance was virtually equal (91.40% vs. 91.42%). The local student completion rate grew from 88.27% to 91.40%, a 3.13 percentage point gain.¹

¹BC Schools Six Year Completion Rate

Responding to 2024/25 Priorities and Areas of Focus in the Minister's Mandate Letter

2024/25 PRIORITY #1

Explore and implement strategies that support efficiency and service optimization, reduce expenses, generate revenues and help ensure long-term financial sustainability of the sector while enhancing access to high quality learning opportunities.

College of the Rockies has restructured some of its leadership positions and College-wide processes as we continue to explore cost reductions and strategic solutions in the new post-secondary environment. Our VP, Finance position has been replaced by a VP, Strategy, Budget, and Operations. This role was structured to emphasize leadership in strategic planning, bringing together budget, operations, and financial management while nurturing a culture of continuous innovation. The VP has, with the leadership team, revised a previously projected deficit budget to create a balanced one in line with the requirements set forth by legislation. This balanced budget reflects a commitment to responsible financial planning with a clear focus on the needs of our college and our students. Additional changes implemented by the executive leadership team, through this VP position, include:

- A new fully integrated budget model which includes more robust consultation to ensure a more accurate reflection of expected costs and a clearer picture of how resources are tied to our strategic priorities.
- Clear priorities presented by the executive leadership team to ensure we are investing in the right initiatives.
- Early identification of slippage through earlier monitoring so funds may be reallocated to initiatives that align with our strategic objectives.
- Rubric-based proposal ranking to provide a more transparent and standardized system for ranking proposals brought forward by employees.
- Addressing longstanding disparities in workstation and computer device standards, which will also lead to significant reductions in ongoing energy consumption, proactively address employee concerns and reduce overall IT service request volumes.
- Fulsome review of business processes to identify opportunities to increase service efficiency across service and administrative units, including (25/26) a planned migration from traditional telephony to a hosted telecommunications service, leveraging existing licensing.

2024/25 PRIORITY #2

Ensure that post-secondary education and training in British Columbia remains relevant and accessible.

Skilled Trades

In 2024/25, the College continued to optimize seat utilization to meet regional apprentice demand. The College was funded for 554 Apprenticeship seats and 144 Foundation seats and achieved utilization rates of 88% and 97% respectively. The most recent provincial data indicates that College of the Rockies' Foundation and Apprenticeship students have 90+% satisfaction with their programs.

Forty-eight students completed Trades Sampler programs with several then moving into Foundation programs. Enrolment remains strong in many trades areas, with ongoing waitlists for high-demand programs including Heavy Duty Equipment Technician, Electrician, and Welder.

Women in Trades

College of the Rockies has delivered a Women in Trades Sampler program annually since April 2021. The 12-week, full-time program provides women the opportunity to explore a variety of trades (carpenter, welder, electrician, plumber,

automotive, and millwright) with the goal of finding one best suited to meet their personal goals. The program is tuition-free thanks to funding from Skilled Trades BC.

In addition to receiving valid workforce certifications such as forklift training, Basic Fall Arrest, Basic First Aid, and WHMIS, the Women in Trades Sampler program introduces students to the importance of Occupational Health and Safety standards related to industrial and construction work sites.

A mentorship component of the program is supported by the British Columbia Centre for Women in Trades Training (BCWITT), an organization which supports women to help them overcome barriers in predominantly male work environments.

Since its inception, 43 women have completed the Women in Trades Sampler, with several going on to enroll in Apprenticeship and Trades Foundation programs.





Expanded Health Seats

In September 2024, Year 1 of the Bachelor of Science in Nursing (BSN) program welcomed its third intake as part of a four-year seat expansion initiative.

In 2025, we celebrated our first graduate from the Perioperative Learning Pathway offered in partnership with Interior Health and East Kootenay Regional Hospital. As part of the Ministry of Health's 2022 Health Human Resources Strategy, the Learning Pathways project provides student-focused opportunities in specialized nursing practice areas - both during their studies and as they enter the workforce as graduate nurses. Students now have access to additional learning pathway experiences in the Emergency Departments at East Kootenay Regional Hospital in Cranbrook and Elk Valley Hospital in Fernie.

In April, health program faculty and leaders hosted the Integrated Project Team (IPT) from Vancouver Community College as part of the provincial Student Practice Education Simulation Strategy, supporting Action 70 of the Health Human Resources Strategy-Student Practice Education Capacity Building. Our faculty showcased the innovative ways simulation is used to enhance student practice education

within nursing and other health programs and through interprofessional learning with Education Assistant, Criminal and Social Justice, and Human Service Worker programs. We look forward to our continued participation in this provincial-wide initiative.

Health Career Access

We continue to see the positive impact of the Health Career Access Partnership Pathway (HCA-PP) program for Health Care Assistant students in our communities. For many students, the financial assistance available through this program was their only route into the HCA program. This program supports the career goals of many participants while others have gone on to pursue further education in nursing and social work. Employers in the region report that more than sixty percent of their HCA roles are filled by graduates of the HCA-PP program at College of the Rockies.

Micro-Credentials

The College has been building our micro-credential capacity, currently offering Activity Assistant (230-hour); Environmental Water Monitoring (120-hour hybrid delivery); Special Events (110-hour), Haul Truck Operator (160-hour simulator-based); Summit Leadership Program (36 hours); and Electric Vehicle Maintenance Technology (30 hour). We also have access to several micro-credentials developed in partnership with other institutions under the Continuing Education and Training Association of BC (CETABC) umbrella, including Facilities Maintenance, Digital Literacy, Rural and Indigenous Economic Development, and Regenerative Soils.

In 2024/25, we were successful in securing funding to develop and pilot the Environmental Water Monitoring micro-credential and have submitted a funding proposal to develop and pilot Timber Scaling in partnership with Canfor, Ktunaxa Nation Council, and other companies. We are also a named partner on a micro-credential proposal for Wildland Firefighting.

Through \$118,000 in Future Skills Grant Funding, we were able to support 42 individuals to enroll in micro-credentials in 2024/25.

2024/25 PRIORITY #3

Develop and implement strategies that ensure safety, protection and fair treatment on campuses for all students, staff and faculty.

College of the Rockies has implemented new policies and procedures in compliance with the Education Quality Assurance requirements and as part of our ongoing commitment to ensuring a safe and positive experience for international students.

The College's Director of International has developed and delivered a workshop - Insulating International Students from Exploitation - designed to help foster a culture of belonging and combat exploitation.

In support of our student emergency policy, we have developed an Emergency Response Guide for Students with contacts for on-campus and off-campus resources and information on how to deal with emergencies like accidents and injuries, alcohol and drug abuse, sexual violence, violence, and fire.

The College continues to offer training sessions on sexualized violence prevention and response to both students and employees.

The College hosts awareness-raising events to recognize days of significance, including International Day for the Elimination of Violence Against Women, Red Dress Day, and Consent Awareness Week.

Education Council's policy and curriculum committees have refreshed many academic policies to ensure they include student-friendly language and reduce barriers to student progression. The Centre for Innovation in Teaching and Learning provides a robust selection of workshops and training for faculty to support quality of instruction. This spring, the College offered training on Prior Learning Assessment and Recognition as part of our commitment to supporting students of all stages of life to meet their educational goals.

College of the Rockies' Accessibility Plan was developed and finalized in June 2024, with the goal of reducing and/or eliminating barriers for students, employees, and the public when accessing programs and services at our campuses. This plan

contains 28 recommendations across 7 focus areas: education, program design and delivery, policies and procedures, facilities and the built environment, information and communication, and technology and employee services. A work plan is in place, and engagement is underway with those responsible for implementing the recommendations.

An Employee Experience Advisory Committee, comprised of union and management representatives, was established to develop a work plan with a focus on health, safety and well-being; equity, diversity, inclusion, Indigenization, and belonging; talent; culture; compensation; and innovative work practices.

The Committee created and administered an employee experience survey focused on 25 dimensions identified as contributors to positive employee experience. In-person and online consultations were held with employees at all campuses at the conclusion of the survey period.

As part of the Employee Experience strategic priority, all department leaders have been developing departmental employee experience plans.

The Advisory Committee on the Experience of Black Students and Employees, co-chaired by a student and employee, gathered insights into the experiences of Black students and employees to better understand and address issues related to belonging and inclusion. During Black History Month, the committee organized a range of events, culminating with a presentation on anti-Black racism in higher education.

A gap analysis of our Occupational Health and Safety program was conducted, and a report developed with prioritized implementation recommendations. Areas of focus included the various lab and shop environments to ensure the safety of students learning in those settings.

We have engaged an expert in Emergency Management and are taking part in training and tabletop exercises as we refine and build our Emergency Management Framework, including our incident command structures.

A Respect in the Work Environment working group, created in partnership with College of the Rockies' Faculty Association and CUPE 2773 employees, is working to build a collaborative and practical model for healthy and respectful work relationships.

2024/25 PRIORITY #4

Underlying our work is a continued commitment to lasting and meaningful Reconciliation with Indigenous partners by supporting opportunities for First Nations self-determination in the post-secondary sector leading to greater access to relevant programs for Indigenous learners.

The College continues to expand institution-wide efforts to create safe and welcoming environments for Indigenous learners through intentional programming, cultural representation, and curriculum renewal. The *Pathways into Indigenization* resource remains a foundational tool, supporting employee engagement with reconciliation, while professional development opportunities such as the *Towards Decolonizing Pedagogy* series and *Dialogues with Indigenous Peoples* sessions continue to support decolonized teaching practice.

For the first time in the College's history, an Indigenous Advisory Committee has been formally established to provide strategic guidance and critical feedback on programs, services, and institutional priorities. This newly created committee includes representatives from the Ktunaxa Nation Council, ʔaq'am, Yakan Nukiy, ʔakisq̓nuk First Nation, Yaq'it ʔa-knuq̓iʔit, Shuswap Band, and the Rocky Mountain Métis Association, ensuring Indigenous voices and perspectives are meaningfully reflected in College decision-making.

In 2024, Indigenous representation was further embedded across governance with Ktunaxa leaders holding two seats on the Board of Governors - including the Board Chair. In addition, a third Board member identifies as Métis.

Indigenous cultural representation has grown significantly on campus through multiple art installations created by Ktunaxa artist Darcy Roshau, reflecting Indigenous visibility and belonging across student spaces such as the Lecture Theatre, Student Housing, Cafeteria, and Class Act Dining Room. Additional Indigenous artwork, created by Ktunaxa artist Carol Louie, has been installed at our Creston campus.



Progress was made in integrating Indigenous content, local perspectives, and culturally responsive practices across health, education, and social work programs. Trauma-informed approaches and Indigenous knowledge have been embedded in course content of programs like Education Assistant, with new Indigenous-focused learning outcomes incorporated into several courses following program reviews.

The College continues to create space for Indigenous student celebrations, including the annual Indigenous Graduate and Family Reception at convocation, Ktunaxa drumming at ceremonies, and cultural programming throughout the year recognizing Indigenous History Month, National Day for Truth and Reconciliation, Moose Hide Campaign, Red Dress Day, and Indigenous Languages Day.

Health programs continue to integrate the *In Plain Sight* recommendations, with mandatory cultural safety, humility, and anti-racism content embedded across BSN, PN, and HCA curricula. Two reserved seats for Indigenous students in the BSN program remain in place to support access and representation in the healthcare field.

Finally, the Indigenous Education team has been anchored by three full-time positions: Executive Director of Indigenous Strategy and Reconciliation, Indigenous Cultural Coordinator, and Indigenous Student Success Coordinator, ensuring sustained institutional leadership and cultural support for Indigenous learners.



PERFORMANCE PLAN AND REPORT:

Goals and Objectives, Performance Measures, Targets and Results

Reporting on Government Strategic Initiatives

STRATEGIC INITIATIVE #1

PROGRESS ON THE TRUTH AND RECONCILIATION CALLS TO ACTION AND UNDRIP

As part of the College's ongoing commitment to advance the Truth and Reconciliation Commission's Calls to Action and the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP), the College formally established an Indigenous Advisory Committee (IAC) in fall 2024. This represents a significant step forward in strengthening Indigenous governance and partnership structures at the institutional level.

The establishment of the IAC followed an extensive engagement process with Indigenous partners, culminating in the report *Making Space for Indigenous Voices at College of the Rockies*. The Committee is composed of education representatives from Indigenous communities and organizations with longstanding partnerships with the College, alongside key College leadership, including the President, Executive Director of Indigenous Strategy and Reconciliation, Dean-level representation, and the Chair of Education Council. This structure ensures that discussions at the IAC are both community-informed and directly linked to the College's internal decision-making processes. The inclusion of senior institutional leadership allows issues and priorities identified by Indigenous partners to be elevated to the appropriate College bodies for timely action and response.

In 2024/25, the IAC convened four meetings, with strong and consistent engagement from all partners. Focuses included advising on program development and Indigenization initiatives, strengthening Indigenous representation within program advisory processes, guiding the development of funding proposals such as the Indigenous Pathways and Partnerships (IPP) program, and providing feedback on the Indigenization Strategy. Emerging priorities identified this year include Indigenous language programming, professional development for Indigenous language instructors, targeted Indigenous student supports, and continued strengthening of collaborative governance through the IAC.

The establishment and ongoing work of the Indigenous Advisory Committee directly supports the College's 2024/25 Strategic Initiative #1 priorities and reflects measurable progress in advancing institutional and provincial reconciliation commitments.

STRATEGIC INITIATIVE #2

SEXUALIZED VIOLENCE PREVENTION AND RESPONSE INITIATIVES

The 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 the 2024/25 academic year, College of the Rockies' sexualized violence prevention and response activities included:

- Training sessions for both students and employees
- A College-wide event recognizing *International Day for the Elimination of Violence against Women*
- An open session for students, employees, local high school students, and community members on *Creating Awareness of Gender Based Violence*
- *Consent Awareness Week* events with support from Criminal and Social Justice students

Over the academic year, three *Supporting Survivors* workshops were offered to employees and 10 consent and sexualized violence presentations were offered for students. New employees were mandated to take *Safer Campuses for Everyone* training as part of the onboarding process. This training was also provided to 36 student athletes, 13 housing Community Leaders, 6 peer mentors, and 187 students living in student housing.

The College's three-year sexualized violence policy was updated in 2022/23 and is scheduled for review, as required by the *Sexual Violence and Misconduct Policy Act*, during the 2026/27 academic year.

Results from the *Student Perceptions of Sexualized Violence Survey* provided the College with the opportunity to review how students access supports and resources, to determine if these supports and resources are easily available and easily understandable, and to make changes if necessary. Results will also help us to better understand challenges students may be facing with respect to reporting or disclosing and to better understand who students feel most comfortable disclosing to. This information will assist with the scheduled policy review, website updates, and the refresh of both in-person and online training sessions.

STRATEGIC INITIATIVE #3

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.

Thirty-one former youth in care (FYIC) benefitted from the province's tuition waiver program at College of the Rockies in the 2024/25 fiscal year. A total of \$68,111 was distributed in waivers, an increase of 19% over the previous fiscal year.

College of the Rockies' Student Navigator and Financial Aid and Awards Officer continue to take part in the Campus Navigator Community of Practice (COP), which opens opportunities to learn and share best practices for supporting FYIC students.

Our annual mandatory student orientation - Online BaseCamp - includes detailed information about financial aid options, including details on FYIC funding opportunities, and College Education Advisors provide information to new students during advising appointments. Students are also invited to a gathering each semester where they can meet their support network and other FYIC students. Posters providing information on the FYIC program are displayed in the student services department.

The introduction of self-declaration for FYIC students on their application through EducationPlannerBC has improved our capacity to provide them with support. With access to this information, the College's Student Navigator and Financial Aid and Awards Officer work together to ensure that students who have identified as FYIC receive a welcome email outlining the supports and resources available to them, both on campus and in the community.

If a student has not self-declared and is, therefore, unknown to the Student Navigator and/or Education Advisors, they can learn about opportunities for FYIC students on our website, via posters in high traffic areas, and through College employees in front-facing roles.

Annual FYIC meetings are hosted each year with our community partners, including high school counsellors, Strengthening Abilities and Journeys of Empowerment (SAJE) representatives, Indigenous youth, recruitment officers, and College support workers. Strategies to ensure students are aware of the resources and supports available to them continue to be identified and actioned.

College of the Rockies sets aside six student housing beds for former youth in care, holding them until June 30 of each year, to ensure this population has access to student housing.



STRATEGIC INITIATIVE #4

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.

Youth Train in Trades

College of the Rockies is very active in engaging youth and providing opportunities for them to learn about the trades. The College has worked to simplify the process for high school students interested in enrolling in the Youth Train in Trades program, by revamping and improving the application and admission process.

In March 2025, seven Youth Train in Trades (YTT) students competed in the 2025 Skills BC regional competition in welding, electrical, carpentry, and cabinet making contests, with three earning spots in the provincial competition. Opportunities to participate in events like this provide students a platform to demonstrate their abilities, enhance their resumes, and prepare for successful careers in skilled trades. All students represented the College with professionalism and skill, a testament to the quality of College programs and the dedication of our instructors.

Three YTT students were part of a 24-student cohort participating in the College's annual Project Heavy Duty. The event was hosted in Sparwood and participants, in addition to receiving Basic First Aid level 1 training, also enjoyed tours of Elk Valley Resources and Komatsu.

For the 2025/26 academic year, 55 Youth Train in Trades students are projected for Foundation-level courses with an additional four projected in Level 1 apprenticeship programs.

Academic Dual Credit

The 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 participates in many events throughout the year, creating both learning and relationship-building opportunities.

The College partnered with SD6 and SD8 to request grant funding from the Ministry of Education and Child Care. These grant funds are intended to be used for continued Dual Credit opportunities upon an MOU renewal with SD5, SD6 and SD8. This project includes a regional approach to promote academic dual credit, updating both School District and the College's Dual Credit webpages, and streamlining the admissions process for dual credit applicants and sponsorship of tuition fees. The work is ongoing.

College of the Rockies signed an MOU with Pathways Academy in Prince George, which will see students from Prince George, Surrey, Osoyoos, and the Island enrolling in 25/26 academic courses at the College.

College faculty are very active in reaching out and engaging with high school students. In May, Criminology faculty attended Selkirk Secondary to meet with law and social justice students, introducing dual credit opportunities. This type of outreach is just one way we promote dual credit to high school students in our region.

STRATEGIC INITIATIVE #5

WORK-INTEGRATED LEARNING

The College continues to build sustainable work-integrated learning (WIL) and career opportunities for students. Bringing life to Peak One of our strategic plan - Student Experience - we have solidified partnerships with the City of Cranbrook and Riipen that will enable students to engage in meaningful experiential and work-integrated learning projects that have an impact in the Cranbrook community and broader region.

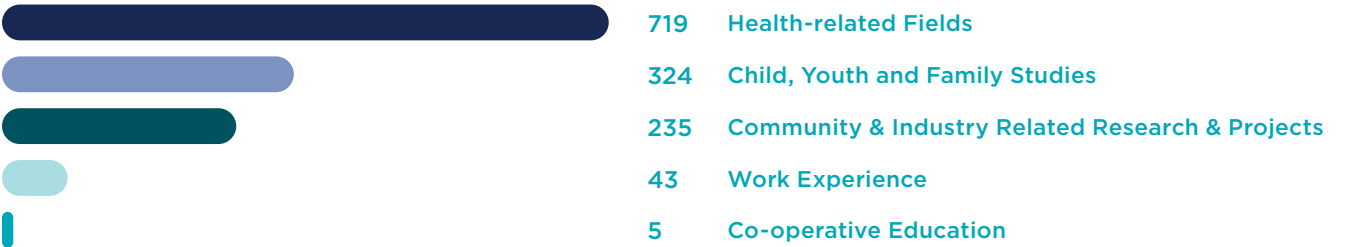
We continue to support students who wish to have a co-operative education experience and take part in applied research initiatives. Through this work we've leveraged our connections with employers, engaging them earlier in a student's journey. In 2024, we received our second year of funding from the Ministry's StrongerBC: Future Ready Action Plan which allowed the Co-op and Career Services Office to extend the term of a second co-op coordinator, hire another quarter-time employee, and to focus on creating a strategy for program growth for upcoming years. We are reviewing all programs with work-integrated learning components with a lens to realign into a structure that streamlines resources, supports student opportunities, and increases visibility of our commitment to WIL.

Highlights:

- We expanded our WIL presence in the College through digital displays, a WIL board, regular information tables, and classroom visits.
- Delivered a series of targeted career workshops to students in business, tourism, dental, nursing, hair stylist, and adventure tourism programs.
- Increased employer attendance at our annual Career and Employment Fair

- Signed a joint initiative with City of Cranbrook to co-create and develop social innovation and change for the community-at-large through a new partnership with CityStudio. This project brings together City staff, students, faculty, and the broader community to collaboratively develop innovative projects and help make Cranbrook more sustainable, equitable, livable, and inclusive. We are incredibly proud of the valuable contributions our students will bring to shaping and strengthening our community.
- The College has continued our relationship with Riipen, allowing for approximately 190 students to participate in a course-based WIL assignment in the 2024/25 academic year.
- The Co-op and Career Services Office collaborated on a capstone project with a Bachelor of Business Administration student that asked, *'How can College of the Rockies develop a culture of volunteerism.'*
- Delivered *What is Co-Op* student information sessions to share benefits of a co-operative work term.
- Held two WIL Symposiums, expanding the opportunities to present their projects to the College community.
- Shared student stories through the Co-op and WIL webpage.
- Celebrated a staff member who earned their WIL Certified Practitioner designation.
- All staff continue to build their capacity through workshops, webinars, conferences, and certifications in the tools required for a sustainable WIL office.

NUMBER OF WORK-INTEGRATED LEARNING EXPERIENCES



STRATEGIC INITIATIVE #6

DEVELOPING AND IMPLEMENTING PROTECTIONS FOR INTERNATIONAL STUDENTS THAT SUPPORT THEIR FAIR TREATMENT

The College developed an eleven-point framework for engagement with international activities prior to the significant changes in the International Student Program implemented by the Government of Canada. As a result, several points required modification due to the impact of the changes. Working with relevant areas of the college, these changes are being updated over the coming semester to ensure alignment with the college's vision of international education. The foundation of the framework which is rooted in a student-centered, ethical, and sustainable approach to internationalization, remains strong. Decision-making continues to be based on the pillars within this framework.

College of the Rockies has implemented new Education Quality Assurance policies and procedures as part of our commitment to ensuring a positive experience for international students. Items outlined in the code of practice were largely in place at the College and only required minor adjustments. Implementation continues to be refined as we work through the annual lifecycle.

The greatest challenge this past year has been supporting students to adapt to the changes in the International Student Program and navigate the ambiguity as processes catch up to policy. International students continue to express feelings of vulnerability as they pursue more precarious pathways to meet their intended goals. The College ensures these students are kept informed through one-on-one conversations and expertise from our Regulated International Student Immigration Advisor. The international advisor also works with education advisors and counsellors to provide holistic support to students.



In early spring we held a *Chai and Chat*, bringing international students together to share firsthand the stress and uncertainty they are experiencing since the changes to immigration policy. The event was very well received, with students saying they felt heard and cared for by the institution. The College will continue with activities like this to reinforce the message that international students belong and are valued members of our community - from pre-departure orientation to convocation and beyond.

Following a year of rapid change and continual adaptations to support our international students, it is our hope that we will now see greater stability and can return to developing supports and programming that help international students to achieve their goals. We are developing a broader range of career services that support transitions to the labour market, revising recruitment and admission practices to support retention, deepening mental health supports, and providing more information to support international students with challenges like housing, accessing health care, and academic success.

Performance Plan and Report

Overall Performance

In 2024/25 College of the Rockies served 2,581 full-time equivalents (FTE), an increase of just under 7 percent over the 2023/24 fiscal year. Approximately 8 percent self-declared as Indigenous upon enrolling at the College and 11.8 percent of our overall FTEs were from 417 international students representing 39 countries. Self-declared Indigenous student FTEs remained stable from 2023/24 while international FTEs increased by .6 percent over the previous fiscal year. The overall performance results for 2024/25 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, most 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

Total domestic institutional FTEs increased 6.2 percent over last fiscal year, and met 90 percent of target for 2024/25, with 1,616 of the targeted 1,795 total domestic student spaces filled. Nursing and other allied health programs did not achieve their target of 227, with 191 spaces filled, an increase of 5% from the previous year.

- Though we received 125 applications for the program, 40 percent of those applicants withdrew their applications or did not respond to offers. Many applicants we provided offers to had applied to more than one post-secondary and chose to withdraw their application to the College when offered late admission to another school. This attrition at such a late date posed a challenge to fulfilling the target. As a result, we admitted 33 students, falling short of the 40-seat goal. In addition, the attrition of students entering Year 2 and 3 resulted in the target not being achieved.

- The Certified Dental Assistant program achieved 80% of the program target of 22 FTEs. The program continues to experience fewer qualified applicants. Our program admissions requirements were reviewed and updated for 2025/26 academic year to align with other post-secondary institutions in BC offering the program.
- The Practical Nursing Diploma program reached 53% of the program target of 50 FTEs, a 9% increase over 2023/24. The number of new students entering the program declined by 15% which included 13 domestic and 3 international students. Although there is high demand for nurses, the current burn-out and staffing shortage in the health sector may be contributing to decrease in the number of applications. In addition, Year 1 and 2 of the program experienced attrition as a result of students not being successful in their studies or withdrawing from the program for other reasons. The College initiated promotional and recruitment efforts for the program and to date the total number of applicants to the program has increased with 25 applicants offered admission for fall 2025.
- The Health Care Assistant program and Health Care Access Partnership Pathway did achieve the target of 44 and 24 FTEs, with 100% and 90% of the targets being met. The Health Care Access Partnership Pathway continues to support recruitment and enrolment in the program with Ministry funding to support student tuition, books, and travel. Partnering with Interior Health and conducting direct recruitment efforts with long-term care health service providers continues to support the enrolment in the program to meet the in-demand jobs for this sector of health services.

- The Developmental Adult Basic Education (ABE) programs eligible for the tuition policy achieved 85 percent of the program target of 137 FTEs with a small decline of 3 FTEs from the previous year. 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 for immediate transition to post-secondary. The College has experienced a decline of six domestic FTEs in the English as a Second Language program. This, combined with a continued decline of international ESL students has resulted in the suspension of the program.
- The College's University Arts and Sciences, and Business Management programs also experienced a 3.8 percent increase in domestic FTEs in 2024/25 and maintained 20 FTEs for Early Childhood Education, 100 percent of the target. The College continued to achieve 20 FTEs for Early Childhood Education, 100 percent of the target. Overall, FTEs for Child, Youth and Family Studies programs (Early Childhood Education, Education Assistant, and Human Service Worker) increased by 7.5 percent over the previous year. The Office Administration program also increased 11 percent compared to last fiscal year.
- The SkilledTradesBC funded programs continue to experience growth with Foundation Trades seeing an increase of 3.7 percent and apprenticeship training growing by 16 percent compared to the previous year. High demand continues for Trades foundation training, including Youth Trades in Training Dual Credit seats. Apprentices from outside our region also continue to seek out training at the College due to waitlists with other training providers.
- The decline in enrolment in personal enrichment courses is attributed to inflationary pressures and reduced disposable income being experienced by community members. Increased competition from private training providers is also impacting enrolment in industry skills training like first aid.

Indigenous Student Spaces

- Enrolment numbers for Indigenous students reported in Appendix A include those who self-declared at the College and those who self-declared within the K-12 system or at other post-secondary institutions. The 2024/25 reporting year achieved 299 self-declared Indigenous FTEs, an increase over the 256 FTEs in the 2023/24 reporting year. Those who self-declared as Indigenous at the College increased 4.3 percent FTEs over the previous fiscal year, resulting in 7.8 percent of the total FTEs at the college being self-declared indigenous students. 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.

Credentials Awarded

- Although the assessment results show 611 credentials were awarded for the 2023/24 fiscal year, it's worth noting that, in fact, over 900 credentials were actually awarded to College of the Rockies during the 2024/25 academic year. We achieved the credential awarded targets with 458 certificates, and 46 developmental certificates, including the Adult Graduation diploma, and substantially achieved our diploma target with 102 awarded during the 2024/25 fiscal year.



Student Satisfaction

- The College achieved the target for student satisfaction with education. Ninety-three percent of former diploma, associate degree, and certificate students expressed their satisfaction, as did 89 percent of Trades Foundation and Trades-related vocational programs students. Of former apprenticeship students, approximately 87 percent indicated they were satisfied with their education.
- We also achieved the target for student assessment of the quality of instruction with 96.5 percent of former diploma, associate degree, and certificate students, 87.3 percent of Trades Foundation and Trades-related vocational programs, and 91.1 percent of former apprenticeship students giving high marks for quality of instruction.
- 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.
- Unemployment rate performance targets were also achieved at 4.4 percent for former diploma, associate degree, and certificate students, 5.8 percent for Trades Foundation and Trades-related vocational programs and 0 percent for former apprenticeship students. Achieving these goals indicate the education and training students receive at the College are meeting provincial and regional labour market needs.



Institutional Goals and Objectives

The College's Strategic Plan, Forward and Upward, is focused on three peaks:

1 / PEAK ONE: STUDENT EXPERIENCE

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

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.

3 / PEAK THREE: COMMUNITY ENGAGEMENT

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

The plan reflects our mission, vision, and values and will be reflected in what our key stakeholders – students, employees, and communities – say about us.



1 / **PEAK ONE:** **STUDENT EXPERIENCE**

Smart Planning

The Strategic Enrolment Management (SEM) steering committee, established in 2022, continues to follow and update an annual work plan centred around six key performance indicators. The action plan for 2024-25 included:

1. Enrolment

- Specifically looking at enrolment planning and recruitment targeting in alignment with new EQA requirements.
- Developing recruitment strategies for both domestic (including Indigenous) and international markets that include target markets, recruitment and agent activities, aligning with EQA standards, and high school engagement activities.
- Analyzing the application process to streamline the student experience.

2. Program Quality

- Extend course evaluations across all courses for consistent and increased student feedback opportunities.
- Implement program development and review processes to maintain a program mix in alignment with labour market needs.
- Roll out the *Pathways to Indigenization* across curriculum.

3. Student Success

- Reimagine education advising model, including Navigators, to increase access, create efficiencies, and reduce wait times.
- Implement new Prior Learning Assessment and Recognition (PLAR) policy and provide training to encourage increased use.

- Eliminate unnecessary barriers to learning by reducing prerequisites and improving technology access and consistency in online experience.

4. Student Experience

- Increase Work-Integrated Learning, including the exploration of the CityStudio model and implement co-curricular record.
- Health and Wellbeing food-related initiatives: secure new food service provider, update dining area through CBT funding project, and enhance food security initiatives.
- Enhance student life activities across all campuses for a vibrant atmosphere.

5. Regional Impact

- Expand Dual Credit opportunities across the region, specifically partnering with School Districts on expansion grant that includes development costs for a strategy and youth engagement activities.
- Increase housing options for students across the region.
- Develop a strategy for regional campuses to meet local needs, optimize operations, and increase engagement among campuses.

6. Sustainability

- Implement program costing tool to inform program decisions, and develop a program analysis tool with contribution margins for each program.
- Implement strategic process for optimizing space utilization: class scheduling, needs for allocation/renovation, and consider cross-departmental priorities in planning resources, including sources of funding such as CBT partnership funds.

The SEM steering committee is co-chaired by the VP Academic and the VP Student Success with the goal of supporting data-informed decision-making to optimize enrolment, improve program quality, ensure student success and a positive student experience, while being mindful of the impact across our region and our responsibilities for sustainability. To support the work the SEM group is doing, the College is investing in the creation of data reporting tools.

The College launched our third annual student experience survey to further inform our program, service, and support planning. Results of the survey indicated that 91% of respondents feel a sense of belonging at the College and 82% are likely to recommend the College to their peers. 95% of students feel like the College cares about their well-being.



Truth and Reconciliation

While the College's actions are summarized in greater detail in Appendix B, there are a few noteworthy activities to include here.

Recent position openings have provided the opportunity to rethink how Indigenous Education is structured at the College. The Executive Director, Indigenous Strategy and Reconciliation, is working to reimagine the department to truly reflect the needs of Indigenous learners and communities and provide increasingly personalized supports.

As part of this restructuring, the Indigenous Student Navigator position will be reimaged to more holistically support Indigenous student services, and two new roles will be added to enhance our capacity to serve Indigenous students and advance the College's broader commitments to reconciliation.

A new space in the College's main building (Kootenay Centre) to support Indigenous students will foster a sense of belonging and bring the Indigenous Education team together to strengthen collaboration and support for students.

The College continues to support the Indigenousization of campus spaces with recent Ktunaxa art installations in each student housing building, the UACE classroom and the cafeteria. The housing units – many named after local Indigenous communities, feature art that reflects these themes, while the cafeteria pieces focus on water and salmon, highlighting their cultural importance to Ktunaxa people.



Home Advantage and World Stage

In line with Peak Three of our Strategic Plan - Community Engagement - College of the Rockies students and employees are actively involved in initiatives both within our local communities and abroad.

Three groups of nursing students and faculty travelled abroad to learn about approaches to health and health care systems in a variety of contexts. Year 1 & 2 Practical Nurse students and two faculty members travelled to Browns Town College in Jamaica to engage with Jamaican student nurses, educators, health professionals and community members. This international experience provided students and faculty from both countries the opportunity to explore approaches to health promotion, health care service delivery, and nursing education. Year 2 BSN students and an instructor travelled to Denmark to engage with students and faculty from Aurora College and VIA University in Holstebro, Denmark, where they explored ways in which nurses can effect positive change toward achieving the Sustainable Development Goals. Year 3&4 BSN students travelled to Geneva, Switzerland where they met with leaders in global health and engaged in discussions about the role of nurses in responding to and improving health outcomes at the global level.

In January, three BSN students attended the National Canadian Nursing Students' Association (CNSA) Conference in Halifax as representatives of CNSA at College of the Rockies. The conference, *Together for Tomorrow: Driving Change for More Inclusive Healthcare*, presented a critical opportunity to engage with nursing leaders across Canada and to advocate for a more equitable and inclusive healthcare system, demonstrating the College's ongoing commitment to leadership, diversity, and meaningful change within the nursing profession.

The College's recruitment team regularly hosts visitors to the campus for tours, events, and student-for-a-day experiences. The recruitment team attended and presented at seven high school Career Life Exploration 10 classes.

Seven students participated in the Skills BC competition in various fields. A student from our Heavy Duty program was awarded a silver medal in the competition.

21st Century Learning

College of the Rockies understands that creating an engaging student experience in the 21st century requires moving beyond the classroom.

To support this understanding, the College introduced a co-curricular record, documenting the experiences students take part in outside of the traditional classroom setting which complement their academic learning and help to develop employment, leadership, teamwork, and other skills essential for their careers.

Community members, students, and employees celebrated *World Tourism Day* through an event arising from a partnership between the College's Tourism Management department and St. Eugene Mission Resort. This event shone a light on tourism's role in, and responsibility to, peace and reconciliation in an industry that sees over 1 billion people travel the globe each year.

In spring 2025, College of the Rockies hosted a Kootenay-wide entrepreneurship pitch competition. Approximately 170 students, forming 42 teams, participated in the Kootenay Entrepreneurship Showdown (KES), including 60 College of the Rockies students from the Business Management and Tourism Management programs. Events like the KES are an exciting way for our business and tourism students, as well as high school students, to not only use what they are learning in the classroom to solve real-world simulations but also to expand their creativity, persistence, analytical thinking, and problem solving skills.

The College has again, through a partnership with Columbia Basin Trust, undertaken projects to enhance the student experience. This past year saw the revitalization of the cafeteria space. The improvement to student experience is evidenced in this area quickly becoming the most popular place to study, work on projects and connect with one another. Two new projects through Columbia Basin Trust are underway:

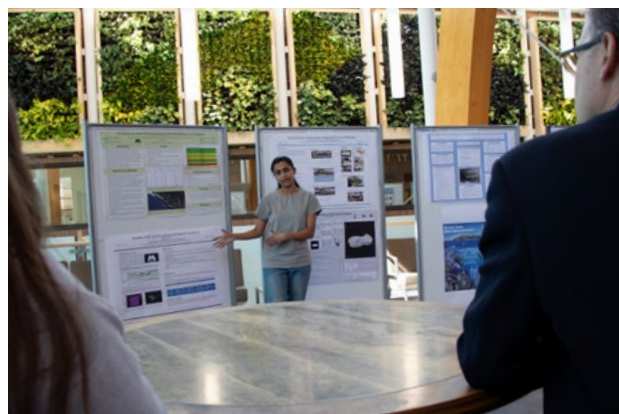
- **Future Forward Classrooms** - This project will modernize several classrooms across our campuses, introducing furniture and technology that provide state-of-the-art spaces for learning and connecting.
- **Creating a Connected Community Campus** - This project recognizes that education extends beyond the classroom and will create spaces across campus where students can collaborate in small groups.

All Points Access

College of the Rockies is committed to engaging youth early in an effort to foster positive connections with post-secondary education and inspire them to see the College as a welcoming and achievable path for their future.

We were proud to continue our decade-long support of Project Heavy Duty, a program which introduces Heavy Equipment Operation careers to high school students by exposing them to a dozen pieces of equipment (with operators). The College's Mobile Haul Truck Simulator also provided students the experience of driving a haul truck. The College has supported this event for over a decade.

The College is offering STEAM (Science, Technology, Engineering, Arts and Math) camps for the fourth year to inspire young people and introduce them to the post-secondary environment. Three different camps are available: 5 Day Outdoor Education and Adventure for children aged 5-10; Lego Robotics for children



Student presents her Riipen-facilitated Work-Integrated Learning project.

aged 8-13; and Build-It Bootcamp Lasers and Layers for children aged 12 -16. There are fee relief subsidies available for each of these camps. The College hosted the annual regional science fair for SD5, SD 6, and regional charter school (Fernie Academy). In addition to presenting three awards to competitors, we also hosted a variety of activities, including tours of the Practical Nursing simulation lab as well as the physics, biology, and geology labs; held a math puzzles workshop, and introduced Riipen-facilitated student Geology projects.

Our Kinesiology students and instructors hosted school children from Kootenay Orchards School (grades 4-6) for several fun and engaging sessions on fitness and movement.

AP Biology students from Mount Baker Secondary were invited to our Cranbrook campus to participate in a three-hour Crime Scene Investigation Lab where they took part in polymerase chain reaction (PCR) based DNA profiling of several "suspects" and evidence collected at the crime scene. Profiles were visualized using gel electrophoresis and analyzed to determine "whodunit". BSN faculty followed up with visits to two high schools to encourage their participation in future CSI Lab events and to inspire them to look at sciences for their educational paths.



BSN students sustainability initiative

Health and Well-being

Practical Nurse and Kinesiology students led a health fair in early November 2024, showcasing health promotion booths and harm reduction activities.

Two Bachelor of Science in Nursing students, with the support of a student mini-grant, presented information about food security and healthy school snacks to K-12 students across SD5. The two students presented approximately ten times per week throughout the month of November.

The College continues to partner with Therapeutic Paws of Canada to bring therapy dogs on campus during the stressful mid-semester and exam periods. Therapy dogs continue to be very popular among students (and employees).



Therapy dogs bring stress relief during exam periods.



BSN students interviewed by CTV News

Education Leadership in our Region

Three Bachelor of Science in Nursing (BSN) fourth-year students developed an innovative sustainability initiative aimed at reducing medical plastic waste in perioperative units, specifically focusing on PVC plastics like IV bags, oxygen masks, and tubing. This first-of-its-kind disposal method allows for the safe recycling of these PVC materials. Students were interviewed by CBC Radio and CTV News.

On November 28th, fourth-year nursing students held their 7th annual student nurse leadership conference where they presented project work done in collaboration with health industry leaders locally and from across the province. The theme for the 2024 Conference was *Shaping the Future of Healthcare Through Collaboration, Education, and Advocacy*.

A Business program instructor accompanied a local Chartered Professional Accountant on visits to local high schools to discuss how the College's BBA program prepares students for direct entry into the CPA certification program.

Career Exploration classes from Selkirk Secondary and Mount Baker Secondary attended the College's annual Career and Job Fair where, as part of an interactive assignment, they had the opportunity to speak with, and ask questions of, coordinators from a variety of College programs.

An *Explore the Skills* program welcomed 48 middle school students from SD5 (Cranbrook, Fernie, Sparwood and Elkford) to meet with industry representatives, tour College shops, and engage in hands-on learning with College faculty in electrical, carpentry, and welding.

Since fall 2022, students in law classes at Mount Baker Secondary School join Criminology 101 students on campus in a participatory lecture. In December 2024, 40 students attended.

In April 2025, our Criminal and Social Justice (CSJD) program hosted a Justice Fair, inviting classes from all high schools in SD5 along with Selkirk Secondary (Kimberley), Invermere (David Thompson), and Creston (Kootenay River Secondary). Fifteen community and government organizations had representatives present at the Fair, including approximately 30 attendees from criminal and social justice fields. College faculty and RCMP hosted ten workshops, and Criminology students presented projects on various criminology topics to more than 100 high school students (an additional 50 students from Kimberley were unable to attend due to a snowstorm).



Justice Fair - RCMP workshops

Between February and April 2025, students from the College's Access to Justice Criminology class connected with students at Mount Baker Secondary, including discussing youth justice issues with approximately 90 students and taking part in facilitated group discussions with law class students.

Computer Information Systems Technology (CIST) students at College of the Rockies now have a pathway to the Bachelor of Technology program at Northern Alberta Institute of Technology (NAIT). Upon meeting NAIT's entrance requirements, CIST graduates will be able to complete the degree through a 2 + 2 program structure (two years at each institution). This presents a tremendous opportunity for College of the Rockies students as NAIT's program is the only one of its kind in Alberta and one of only a few in Canada. The degree builds on the strong technical background CIST students receive while adding a focus on leadership skills needed in a management or supervisory role.

Criminal and Social Justice diploma (CSJD) students will also benefit from a transfer agreement with Lethbridge Polytechnic. After completing the Criminal and Social Justice diploma, and meeting Leth Poly's admission requirements, students can enter directly into the third year of the Bachelor of Criminal Justice.

In May 2024, eight students from Lethbridge Polytechnic and six students from College of the Rockies joined their faculty at the postgraduate course on Victimology, Victim Assistance, and Criminal Justice in Dubrovnik, Croatia where they both participated and presented.

2 / PEAK TWO: EMPLOYEE EXPERIENCE

While Indigenous Education has held events to recognize National Indigenous History Month in past years, in 2025 College employees will have a new way to engage. Through a collaboration with Human Resources, the *4 Seasons of Reconciliation* course is available to all employees. This self-paced, certificate-bearing training includes new content not previously offered in other 4 Seasons courses, including an emphasis on economic reconciliation, aligning with the College's role in increasing the capacity of employees to champion equity, diversity, inclusion, Indigenization, and belonging.

An Employee Experience Advisory Committee, comprised of union and management representatives, was established to develop a work plan with a focus on health, safety and well-being; equity, diversity, inclusion, Indigenization, and belonging; talent; culture; compensation; and innovative work practices.



Black History Month presentation

The Committee created and administered an employee experience survey focused on 25 dimensions identified as contributors to positive employee experience. In-person and online consultations were held with employees at all campuses at the conclusion of the survey period.

As part of the Employee Experience strategic priority, all department leaders have been developing departmental employee experience plans.

The *Advisory Committee on the Experience of Black Students and Employees* organized numerous activities for Black History Month which concluded with a presentation on anti-Black racism in higher education. The committees work is ongoing as they continue to gather information on the experiences of Black Students and Employees to help support inclusion and belonging. The committee is co-chaired by an employee and a student.

A *Respect in the Work Environment Working Group*, in partnership with College of the Rockies Faculty Association and CUPE employees, has been established with the aim of building a collaborative and practical model for healthy and respectful work relationships. This Committee hosted an anti-bullying event and is exploring how the institution can move forward to address improving interpersonal interactions and encourage healthy relationships.



Anti-bullying event

3 / PEAK THREE: COMMUNITY ENGAGEMENT

We continue to be committed to building deeper, more reciprocal relationships with Indigenous partners and communities. In response to this commitment, the Executive Director, Indigenous Strategy and Reconciliation has taken important steps to strengthen the College's relationships with Indigenous communities. One key piece of feedback she received was the need for a formal space where Indigenous partners could offer input and guidance. In response, the College created the Indigenous Advisory Committee which has become a space for connection and collaboration. Feedback has been gathered which will help to shape the College's first Indigenous Strategy – a shared path forward, ensuring Indigenous worldviews are meaningfully woven throughout the institution.

The College signed a joint initiative with City of Cranbrook to co-create and develop social innovation and change for the community-at-large through a new partnership with CityStudio. This project brings together City staff, students, faculty, and the broader community to collaboratively develop innovative projects and help make Cranbrook more sustainable, equitable, livable, and inclusive.

The College's Museia lecture series continues to be extremely popular with students, employees, and community members. A recent lecture featuring Dr. Nicholas Kinar entitled *An Unconventional Geological History of Cranbrook* attracted over 150 attendees. Upcoming presentations include *Jesus vs Superman* (Dr. Nathan Dueck) and *UFO Religions* (Dr. Shaun Longstreet) Recordings of the presentations are also aired on local cable television to reach a wider audience.

The College, in partnership with Selkirk College and Kootenay Outdoor Recreation Enterprise Society (KORE Outdoors), launched the KORE RE-Hub Tour pilot project, a mobile outdoor gear repair and education project with sustainability at its core. The mobile Hub, housed within College of the Rockies Mobile Education Lounge, will spend the summer travelling to East and West Kootenay festivals and events, piloting the project.



KORE RE-Hub: a mobile outdoor gear repair and education project

Some of Cranbrook's most vulnerable community members receive at least one healthy meal each week thanks to an initiative offered through a partnership with the College and Community Connections Society of Southeast BC (CCS). The pilot, a work-integrated learning project, sees a College student use fresh produce from CCS's Urban Farm, supplemented with nutritionally dense food from their Food Recovery program, to create individually packaged fresh salads. Each week, a College of the Rockies pre-education student delivers 30 freshly prepared salads to several locations around Cranbrook, with the assistance of partners at Public Health Outreach and the RCMP.

Financial Information

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 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 budget as required by the Budget Transparency and Accountability Act (BTAA). This achievement is substantiated by our audited financial statements which indicate an annual surplus before endowment funding for the year ended March 31, 2025, of \$18,900. The College has also met all fiscal year financial reporting requirements outlined in the BTAA and in the schedule of quarterly financial reports.

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 fall for the following academic year, ensuring fee transparency before the annual recruitment cycle begins. The College routinely submits annual tuition and mandatory fees data to the Ministry.

GENERAL OPERATING FUND FINANCIAL REPORT

For financial information, please see our Audited Financial Statements for Year End March 2025, available [on our website](#), or download it at:

[COTR-Audited-Financial-Statements-March-31-2025.pdf](#)

Appendix A

College of the Rockies

2024/25 ACCOUNTABILITY FRAMEWORK PERFORMANCE MEASURE RESULTS

PERFORMANCE MEASURE	REPORTING YEAR				
	2022/23 ACTUAL	2023/24 ACTUAL	2024/25 ACTUAL	2024/25 TARGET	2024/25 ASSESSMENT
STUDENT SPACES					
Total student spaces (PSFS)	1,589	1,585	1,616	≥1,795	Substantially Achieved
Nursing and other allied health programs	180	181	191	≥227	Not Achieved
Developmental programs	113	119	116	≥137	Not Achieved
CREDENTIALS AWARDED					
Total Credentials	555	618	611		Not Assessed
Bachelor				N/A	Not Assessed
Certificate		447	458	≥409	Achieved
Developmental		55	46	≥44	Achieved
Diploma		110	102	≥104	Substantially Achieved
INDIGENOUS STUDENT SPACES					
Total Indigenous Student Spaces	274	256	299	Maintain or increase	Achieved
Ministry (PSFS)	180	176	180		
SkilledTradesBC	94	81	118		
STUDENT SATISFACTION WITH EDUCATION					
Former diploma, associate degree and certificate students	88.1% +/- 2.2%	90.0% +/- 2.1%	92.6% +/- 2.1%	≥90%	Achieved
Trades foundation and trades-related vocational graduates	92.6% +/- 5.0%	91.0% +/- 4.7%	89.1% +/- 5.5%		Achieved
Former apprenticeship students	78.9% +/- 7.5%	93.4% +/- 4.0%	86.7% +/- 7.5%		Achieved
Bachelor degree graduates	N/A	N/A	N/A		Not Assessed

APPENDIX A

(CONTINUED) COLLEGE OF THE ROCKIES 2024/25 ACCOUNTABILITY FRAMEWORK PERFORMANCE MEASURE RESULTS

PERFORMANCE MEASURE	REPORTING YEAR				
	2022/23 ACTUAL	2023/24 ACTUAL	2024/25 ACTUAL	2024/25 TARGET	2024/25 ASSESSMENT
STUDENT ASSESSMENT OF THE QUALITY OF INSTRUCTION					
Former diploma, associate degree and certificate students	93.0% +/- 1.7%	92.4% +/- 1.9%	96.5% +/- 1.5%	≥90%	Achieved
Trades foundation and trades-related vocational graduates	98.2% +/- 2.5%	89.7% +/- 4.9%	87.3% +/- 5.9%		Achieved
Former apprenticeship students	84.2% +/- 6.7%	96.8% +/- 2.8%	91.1% +/- 6.3%		Achieved
Bachelor degree graduates	N/A	N/A	N/A		Not Assessed
STUDENT ASSESSMENT OF SKILL DEVELOPMENT					
Former diploma, associate degree and certificate students	87.2% +/- 2.4%	86.6% +/- 2.6%	86.6% +/- 2.5%	≥85%	Achieved
Trades foundation and trades-related vocational graduates	90.1% +/- 4.8%	87.3% +/- 4.5%	86.0% +/- 7.0%		Achieved
Former apprenticeship students	84.5% +/- 6.5%	84.7% +/- 5.4%	86.1% +/- 7.3%		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	86.3% +/- 3.3%	88.4% +/- 3.4%	90.7% +/- 3.3%	≥90%	Achieved
Trades foundation and trades-related vocational graduates	82.2% +/- 8.6%	78.2% +/- 8.2%	87.2% +/- 6.9%		Achieved
Former apprenticeship students	91.1% +/- 5.3%	93.3% +/- 4.1%	93.3% +/- 5.5%		Achieved
Bachelor degree graduates	N/A	N/A	N/A		Not Assessed

APPENDIX A

(CONTINUED) COLLEGE OF THE ROCKIES 2024/25 ACCOUNTABILITY FRAMEWORK PERFORMANCE MEASURE RESULTS

PERFORMANCE MEASURE	REPORTING YEAR				
	2022/23 ACTUAL	2023/24 ACTUAL	2024/25 ACTUAL	2024/25 TARGET	2024/25 ASSESSMENT
UNEMPLOYMENT RATE					
Former diploma, associate degree and certificate students	4.4% +/- 1.9%	4.0% +/- 2.0%	4.4% +/- 2.2%	≤11.2%	Achieved
Trades foundation and trades-related vocational graduates	8.0% +/- 5.6%	9.8% +/- 5.4%	5.8% +/- 4.4%		Achieved
Former apprenticeship students	1.8% +/- 2.4%	0.0% +/- 0.0%	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	87.2% +/- 2.4%	86.6% +/- 2.6%	86.6% +/- 2.5%	≥85%	Achieved
Written communication	86.0% +/- 2.6%	87.8% +/- 2.7%	86.7% +/- 3.0%		
Oral communication	79.9% +/- 3.0%	79.2% +/- 3.3%	81.5% +/- 3.5%		
Group collaboration	84.2% +/- 2.6%	84.9% +/- 2.7%	83.6% +/- 3.2%		
Critical analysis	90.9% +/- 2.0%	89.1% +/- 2.2%	90.9% +/- 2.4%		
Problem resolution	86.4% +/- 2.4%	86.5% +/- 2.5%	85.3% +/- 3.0%		
Learn on your own	90.1% +/- 2.1%	89.6% +/- 2.2%	89.9% +/- 2.5%		
Reading and comprehension	91.1% +/- 2.0%	89.2% +/- 2.3%	90.3% +/- 2.4%		
TRADES FOUNDATION AND TRADES-RELATED VOCATIONAL GRADUATES					
Skill development	90.1% +/- 4.8%	87.3% +/- 4.5%	86.0% +/- 7.0%	≥85%	Achieved
Written communication	N/A	N/A	N/A		
Oral communication	N/A	82.7% +/- 7.9%	N/A		
Group collaboration	90.6% +/- 5.7%	90.8% +/- 4.9%	86.5% +/- 6.4%		
Critical analysis	98.1% +/- 2.6%	91.0% +/- 4.7%	88.2% +/- 6.2%		
Problem resolution	92.5% +/- 5.1%	87.5% +/- 5.7%	82.4% +/- 7.3%		
Learn on your own	85.5% +/- 6.6%	84.1% +/- 6.4%	86.8% +/- 6.2%		
Reading and comprehension	96.2% +/- 3.8%	92.4% +/- 4.4%	88.7% +/- 5.8%		

APPENDIX A

(CONTINUED) COLLEGE OF THE ROCKIES 2024/25 ACCOUNTABILITY FRAMEWORK PERFORMANCE MEASURE RESULTS

Performance Measure	Reporting Year				
	2022/23 Actual	2023/24 Actual	2024/25 Actual	2024/25 Target	2024/25 Assessment
Former Apprenticeship Students					
Skill development	84.5% +/- 6.5%	84.7% +/- 5.4%	86.1% +/- 7.3%	≥85%	Achieved
Written communication	N/A	N/A	N/A		
Oral communication	N/A	N/A	N/A		
Group collaboration	87.5% +/- 7.1%	81.8% +/- 7.0%	84.2% +/- 9.3%		
Critical analysis	87.5% +/- 6.2%	96.6% +/- 3.0%	93.0% +/- 5.9%		
Problem resolution	83.3% +/- 7.2%	90.2% +/- 4.8%	88.1% +/- 7.6%		
Learn on your own	89.3% +/- 5.8%	88.1% +/- 5.4%	88.6% +/- 7.2%		
Reading and comprehension	91.1% +/- 5.3%	86.4% +/- 5.7%	87.8% +/- 7.9%		
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		

2024/25 ACCOUNTABILITY FRAMEWORK

PERFORMANCE MEASURE RESULTS NOTES

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

Student Spaces

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

Indigenous Student Spaces

For Indigenous Student Spaces, results for the previous fiscal year are reported. Results from the 2024/25 reporting year are based on data from the 2023/24 fiscal year; results from the 2023/24 reporting year are based on data from the 2022/23 fiscal year. Both Ministry and SkilledTradesBC (formerly the Industry Training Authority) funded Full-Time Equivalents are included. Institutions provide their own target and assessment for Indigenous Student Spaces.

Credentials Awarded

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

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

Student Outcomes Measures

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

For all survey results, if the result plus or minus the margin of error includes the target, the measure is assessed as achieved. In all cases, the survey result and the margin of error are used to determine the target assessment. Survey results are not assessed if the number of respondents is less than 20 or the margin of error is greater than 10%.

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

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 B.C. Health Care Report Recommendations for Public Post-Secondary Institutions in B.C.

TRC CALL TO ACTION ¹ AND UN DECLARATION ON THE RIGHTS OF INDIGENOUS PEOPLES ARTICLE	
PROGRESS	INITIATIVES AND PARTNERSHIPS
Identify whether the initiative is: <ul style="list-style-type: none"> • New² • Planned / In Progress / Implemented or Ongoing 	Provide key details on initiatives relating to each Call to Action and UN Declaration on the Rights of Indigenous Peoples article and how your institution’s relations and collaborative partnerships with local First Nations and Métis communities are contributing to implementation. Include links where relevant. Add rows to report on additional initiatives as required.

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	Meetings with faculty to assist with Indigenous content, Indigenizing of programming, invitations to virtual and in-person speakers, activities, etc.
Ongoing	Faculty are using the First Peoples Principles of Learning to guide course material, assessments, and in-class support.

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.
Ongoing	Faculty professional development: Monthly meetings with the Centre for Innovation in Teaching and Learning to work towards decolonizing of courses; participating in <i>Towards Decolonizing Pedagogy Conversation</i> series; <i>Becoming Story Ready</i> ; <i>Dialogues with Indigenous Peoples</i> ; <i>Indigenous Canada</i> (online course through University of Alberta); <i>Four Seasons of Reconciliation</i> course <i>Course Redesign Institute</i> workshop and working session to focus on decolonizing three courses. Land acknowledgements by students and faculty throughout courses/semester.
New	ECE program review underway and opportunities to add learning outcomes to courses that reflect Indigenous ways of knowing, being and doing as related to early learning and childcare practices.
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.
Planned	Ktunaxa 100 will be reintroduced when there is an updated course outline and learning outcomes. Ktunaxa 101 & 102 – The Ktunaxa Language Courses, developed with the Ktunaxa Nation, will not be offered in the 2025/2026 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 <i>In Plain Sight</i> 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.
Ongoing	The BSN program continues to allocate two Indigenous admission seats.
Ongoing	HCA program recognition updates require instructors to participate in additional cultural safety and humility courses such as <i>San'Yas Indigenous Cultural Safety Training</i> .
New	All regular full-time and part-time HCA faculty have completed San'Yas 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 Bachelor of Science in Nursing (BSN) and Practical Nurse (PN) programs to demonstrate integration of the <i>Practice Standard of Cultural Safety, Cultural Humility, and Anti-Racism</i> . 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 <i>In Plain Sight Report</i> .
Ongoing	Meetings with faculty to assist with Indigenous content, Indigenizing of programming, invitations to virtual and in-person speakers, activities, etc.
Ongoing	BSN, PN and Dental Assistant (CDA) faculty continue to take students on field trips to a local former residential school to learn about the impacts that residential schools have had on local Indigenous communities. Site visits are still made to Aqam, and faculty and students participated in Ktunaxa health fair.
Ongoing	BSN students are engaged in practicum placements with local Indigenous communities and Indigenous leaders.
Ongoing	Professional development regarding truth and reconciliation for BSN/PN faculty is encouraged, including the Canadian Association of Schools of Nursing Workshop Series on <i>Implementing the TRC Calls to Action in Nursing Education</i> .
Ongoing	<p>The below 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"> • Issues affecting Indigenous people's health, 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 and presentations at departmental meetings with Indigenous Education Team;
Ongoing	Indigenous team members hold key positions on committees and regular meetings scheduled to provide Indigenous lens and share knowledge.
Ongoing	Intercultural Competency, Conflict Resolution, Human Rights and Anti-Racism are all key topics for professional development events.
	<i>4 Seasons of Reconciliation</i> virtual courses were encouraged as a professional development opportunity.
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 in the program.
New	The Criminal and Social Justice program has incorporated three Indigenous Studies courses as required courses in the program
New	The Associate of Arts in Social Work program has incorporated two Indigenous Studies courses as required courses in the program
Ongoing	The Education Assistant Certificate program embeds the <i>First Peoples Principles of Learning</i> 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.
Ongoing	The Education Assistant Certificate program has incorporated storytelling and a focus on connection to Indigenous lands throughout the program. Program students learn how to support K-12 using these practices.
Ongoing	Child, Youth and Family Studies program faculty have collaborated with Indigenous leaders in local school districts to continue 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.
Ongoing	Indigenous content continues to be 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	
How is your institution working with Indigenous peoples and communities to implement the United Nations Declaration on the Rights of Indigenous Peoples, and in particular the articles related to education, which include the following:	
<p><i>Article 14</i></p> <ol style="list-style-type: none"> 1. Indigenous peoples have the right to establish and control their educational systems and institutions providing education in their own languages, in a manner appropriate to their cultural methods of teaching and learning. 2. Indigenous individuals, particularly children, have the right to all levels and forms of education <p><i>Article 15</i></p> <ol style="list-style-type: none"> 1. Indigenous peoples have the right to the dignity and diversity of their cultures, traditions, histories and aspirations which shall be appropriately reflected in education and public information. <p><i>Article 21</i></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, funded through the College's Student Opportunity Fund, plays a vital role in supporting cultural programming and warmly welcoming Indigenous students into yaqakiᑭ ʔitqawxaxamki (Place Where People Gather).
Ongoing/continuing	<ul style="list-style-type: none"> • <i>Dialogues with Indigenous Peoples</i>: Now in its successful multi-year run, this impactful program has significantly advanced the integration of Indigenous knowledge and worldviews into College curriculum. Thanks to this initiative, over 10% of students have engaged directly with Indigenous Elders and Knowledge Holders, fostering deeper understanding and respect for Indigenous perspectives across disciplines.
Ongoing/continuing	<ul style="list-style-type: none"> • Sustained Indigenous Education Team: The College maintained its three full-time Indigenous Education positions throughout 2023–24: Executive Director, Indigenous Strategy and Reconciliation; Indigenous Coordinator / Education Advisor; and Indigenous Student Navigator, ensuring continuity and leadership in Indigenous initiatives.
Ongoing/continuing	<ul style="list-style-type: none"> • Indigenous Representation at Convocation: Convocation 2024 featured a Ktunaxa speaker and drum group during the procession, and dedicated outreach space for the Ktunaxa Nation Council and Rocky Mountain Métis Association. The College continues to create meaningful opportunities to include Indigenous culture in its ceremonial events.
Ongoing/continuing	<ul style="list-style-type: none"> • Collaborating with School District 5: The College remains an active partner in developing the next <i>Indigenous Education Enhancement Agreement</i> with SD5 and Indigenous communities. It was also a proud signatory and host of the 2023 IEEA signing ceremony.
Ongoing/continuing	<ul style="list-style-type: none"> • Indigenous Awareness Events: The College offered culturally grounded programming for key dates including the Moose Hide Campaign, Red Dress Day, Indigenous History Month, Indigenous People's Day, the National Day for Truth and Reconciliation, and Indigenous Languages Day, using activities, displays, and social media to increase awareness and engagement.
Ongoing/continuing	<ul style="list-style-type: none"> • Indigenous Student and Family Reception at Convocation: A special pre-Convocation reception was held for Indigenous students and their families—offering space to celebrate with Elders, Indigenous staff, and the Ktunaxa speaker and drum group.

UNITED NATIONS DECLARATION ON THE RIGHTS OF INDIGENOUS PEOPLES IMPLEMENTATION	
PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
Ongoing/continuing	<ul style="list-style-type: none"> Elders on Campus: Two Ktunaxa Elders continue 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.
Ongoing/continuing	<ul style="list-style-type: none"> Pathways into Indigenization: Developed in 2023, the <i>Pathways into Indigenization</i> resource outlines five distinct entry points for College employees to engage with Indigenization. It continues to be a foundational guide for understanding reconciliation efforts institution wide.
Ongoing/continuing	<ul style="list-style-type: none"> Decolonizing Pedagogy: The <i>Towards Decolonizing Pedagogy Series</i>—a blended 7-week course—equips faculty and staff with the knowledge to challenge colonial norms in academia and begin transforming their pedagogies to better reflect Indigenous voices and ways of knowing.
New	<ul style="list-style-type: none"> Quality Assurance: The program and course review process at the College includes consultation with Indigenous Education staff. Additionally, there are two seats on the Program Quality Assurance Committee for Indigenous Education staff to provide meaningful contributions to Indigenization of quality assurance across the College.
New	<ul style="list-style-type: none"> Indigenous Art: Indigenous art installations by Ktunaxa artist Darcy Roshau were created in collaboration with Elders, Knowledge Holders, students, and staff to enhance Indigenous visibility and cultural belonging across the Cranbrook Campus, including the Lecture Theatre, Student Housing, Cafeteria, and the Class Act Dining Room.
New	<ul style="list-style-type: none"> Ktunaxa Representation in Governance: Two local Ktunaxa representatives serve on the College Board of Governors, with one holding the position of Chair—demonstrating strong Indigenous leadership at the highest level of governance.
New	<ul style="list-style-type: none"> Indigenous Advisory Committee: Following the release of “Creating Space for Indigenous Voices at College of the Rockies”, the Indigenous Advisory Committee was struck and met regularly throughout the year to guide programs, services, and institutional priorities. The committee includes representatives from the College as well as representatives from ʔaᑭam, Yaᑭit ʔa-knuᑭiʔit, ʔakisᑭnuk, Yakan Nukiy, Shuswap Band, the Rocky Mountain Métis Association, and the Ktunaxa Nation Council. Engagement was strong, and partnerships continue to deepen as the committee plays a key role in advancing Indigenization across the College.

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 Canadian Schools of Nursing Cultural Humility and Cultural Safety Standards for Nursing Education in Canada	
Practical Nursing	Indigenous Cultural Safety, Cultural Humility, and Anti-racism Practice Standard	
Health Care Assistant Certified Dental Assistant	N/A	
IN PLAIN SIGHT RECOMMENDATION #14 - THE B.C. GOVERNMENT, PHSA, THE FIVE REGIONAL HEALTH AUTHORITIES, B.C. COLLEGES AND UNIVERSITIES WITH HEALTH PROGRAMS, HEALTH REGULATORS, AND ALL HEALTH SERVICE ORGANIZATIONS, PROVIDERS AND FACILITIES RECRUIT INDIGENOUS INDIVIDUALS TO SENIOR POSITIONS TO OVERSEE AND PROMOTE SYSTEM CHANGE.		
For all health programs offered at 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.		
STRATEGIES	TARGETS BY PROGRAM AREA	OUTCOMES
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	Ongoing	<ul style="list-style-type: none">EAP151 <i>Trauma and Challenging Behaviours</i> 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.

OUR CAMPUSES



CRANBROOK



GOLDEN



CRANBROOK - GOLD CREEK



INVERMERE



CRESTON



FERNIE



ST MARY'S ALPINE PROVINCIAL PARK, BC
GLASS HORIZON PHOTO

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