

COAST MOUNTAIN COLLEGE BOARD OF GOVERNORS REGULAR MEETING AGENDA

September 25, 2026, 1:45pm-3:30pm

In-Person Location: Smithers Campus, Room 122/124

Virtual Location: Microsoft Teams

Coast Mountain College serves six First Nations in Northwest British Columbia: Gitksan, Haida, Haisla, Nisga'a, Tsimshian and Wit'suwit'en and acknowledges the traditional territories its campuses reside on. We also collaborate with our close neighbors in the Tahltan Nation.

Board Members	Present	Regrets
Board Chair, C. Butcher, Order-in-Council – July 31, 2027	☐	☐
A. Smith, Order-in-Council – July 31, 2027	☐	☐
B. Gibson, First Nations Council Chair – June 20, 2028	☐	☐
D. Allen, Order-in-Council – July 31, 2029	☐	☐
Dr. L. Waye, President & CEO	☐	☐
H. Anjaria, Support Staff Elect – August 31, 2028	☐	☐
J. Rice, Order-in-Council – July 31, 2027	☐	☐
M. Mehr, Order-in-Council – July 31, 2028	☐	☐
R. Riesen, Education Council Chair – March 31, 2027	☐	☐
S. Downs, Faculty Elect – March 31, 2029	☐	☐
T. MacMillan, Order-in-Council Member – July 31, 2027	☐	☐
T. Onuora, Order-in-Council – July 31, 2027	☐	☐

Confidentiality and Privacy

All Board members are reminded of their obligation to uphold the confidentiality and privacy of information in accordance with applicable college policies and legislation. Discussions and meeting materials shared are confidential and intended solely for Board members. No part of the discussions which are held may be disclosed, recorded or distributed outside of the Board meetings.

Declaration of Conflict of Interest

Board members are asked to declare any actual, potential, or perceived conflict of interest related to any item on the agenda.

In addition, if a Board member believes that another Board member may have an actual, potential, or perceived conflict of interest, they are asked to raise the matter with the Board Chair as soon as possible and, wherever practicable, in advance of the meeting. This will allow the Chair sufficient time to consider and address the matter before the applicable agenda item is brought forward.

Any conflict of interest declared or determined will be recorded in the meeting minutes. The affected Board member will refrain from participating in the discussion or decision on the applicable matter, as required.

1:45pm-1:47pm	1.0 Call to Order, Territorial Acknowledgement & Introductions	<i>For Action</i>
1:47pm-1:48pm	2.0 Adoption of the September 25, 2026, Board Regular Meeting Agenda On the motion proposed by _____ and seconded by _____ Proposed: <i>That the September 25, 2026, Board Regular meeting agenda be adopted as presented.</i>	<i>For Action</i>
Consent Agenda		
1:48pm-1:50pm	3.0 Adoption of the September 25, 2026, Consent Agenda Items On the motion proposed by _____ and seconded by _____ Proposed: <i>That the September 25, 2026, consent agenda items be adopted as presented.</i> 3.1 Adoption of the June 12, 2026, Board Regular Meeting Minutes	<i>For Action</i>
New Business		
1:50pm-2:00pm	4.0 Chair's Report to the Board – Board Chair, C. Butcher 4.1 Key Decisions and Directions from the Closed Door Meeting <i>Please note, as this meeting was held in camera, not all decisions or directions are reported in this section. Only information deemed appropriate for disclosure by the Board Chair is included.</i> 4.2 Correspondence Received - Overdose Prevention and Response: Guidelines for the Post-Secondary Sector – June 15, 2026 <i>Please see the corresponding documents on pages 11-27 of the meeting package for additional information.</i> - Election Guidelines for Post-Secondary Sector – June 24, 2026 <i>Please see the corresponding documents on pages 28-30 of the meeting package for additional information.</i>	<i>For Information</i> <i>For Information</i> <i>For Information</i>

2:00pm–2:10pm	5.0 Finance & Audit Committee Report to the Board – M. Mehr <i>Please see the corresponding document on page 31 of the meeting package for additional information.</i>	<i>For Information</i>
2:10pm–2:20pm	6.0 First Nations Council Report to the Board – B. Gibson <i>Please see the corresponding document on page 32 of the meeting package for additional information</i>	<i>For Information</i>
2:20pm–2:30pm	7.0 Education Council Report to the Board – R. Riesen <i>Please see the corresponding document on page 33 of the meeting package for additional information.</i> 7.1 Adoption of the Applied Coastal Ecology (ACE) Certificate Program – R. Riesen On the motion proposed by _____ and seconded by _____ Proposed: <i>That pursuant to section 19(1)(d) of the College and Institute Act, the Board of Governors, on the recommendation of Education Council, approve the Applied Coastal Ecology (ACE) Certificate Program as presented.</i> <i>Please see the corresponding documents on page 34 of the meeting package for additional information.</i>	<i>For Information</i> For Action
2:30pm–2:40pm	8.0 President's Report to the Board – President & CEO, Dr. L. Wayne <i>Please see the corresponding documents on pages 35-46 of the meeting package for additional information.</i>	<i>For Information</i>
2:40pm–2:50pm	9.0 Risk Report – Vice-President Corporate Services & CFO, M. Doyle	<i>For Information</i>
2:50pm–3:00pm	10.0 Adoption of the CMTN IAPR - Vice-President, Academic, Students & International, Dr. T. Kunkel On the motion proposed by _____ and seconded by _____ Proposed: <i>That the CMTN IAPR be adopted as presented, subject to any further amendments that may be requested by the Ministry.</i>	<i>For Action</i>

	<i>Please see the corresponding documents on pages 47-128 of the meeting package for additional information.</i>	
3:00pm-3:10pm	11.0 Presentations 11.1 Past Academic Year Data - Vice-President, Academic, Students & International, Dr. T. Kunkel <i>Please see the corresponding documents on pages 129-146 of the meeting package for additional information.</i>	<i>For Information</i> <i>For Information</i>
3:10pm-3:20pm	12.0 Policy Review Committee Report to the Board – D. Allen 6.1 Adoption of the Sexual Violence Prevention and Response Policy (ADM-007) On the motion proposed by the Policy Review Committee Chair and seconded by _____ Proposed: That Sexual Violence Prevention and Response policy (ADM-007) be adopted as presented. <i>Please see the corresponding documents on pages 147-160 of the meeting package for additional information.</i>	<i>For Information</i> <i>For Action</i>
3:20pm-3:30pm	13.0 Adoption of the Annual Sexual Violence Prevention and Response Report - President & CEO, Dr. L. Waye On the motion proposed by _____ and seconded by _____ Proposed: That the Annual Sexual Violence Prevention and Response Report be adopted as presented. <i>Please see the corresponding documents on pages 161-166 of the meeting package for additional information.</i>	<i>For Action</i>
3:30pm	14.0 Meeting Adjournment On completion of the agenda, or time for adjournment, the Board Chair may declare the meeting adjourned. <i>Please note that a Board only post-meeting evaluation survey will be distributed to FNC Chair, EdCo Chair, OIC and elected Board members.</i>	<i>For Adjournment</i>

COAST MOUNTAIN COLLEGE BOARD OF GOVERNORS REGULAR MEETING MINUTES

June 12, 2026, 12:15pm-2:30pm

Virtual Location: Microsoft Teams

Coast Mountain College serves six First Nations in Northwest British Columbia: Gitksan, Haida, Haisla, Nisga'a, Tsimshian and Wit'suwit'en and acknowledges the traditional territories its campuses reside on. We also collaborate with our close neighbors in the Tahltan Nation.

Attendance

Board Vice-Chair, A. Smith, Order-in-Council – July 31, 2026
B. Markert, Order-in-Council – July 31, 2026
D. Allen, Order-in-Council – July 31, 2026
Dr. L. Waye, President & CEO
H. Anjaria, Staff Elect – August 31, 2028
K. Anaka, Student Representative Elect – August 31, 2026
M. Horner, Order-in-Council – July 31, 2026
M. Mehr, Order-in-Council – July 31, 2026
S. Downs, Faculty Elect – March 31, 2029
S. Sheeba, Student Representative Elect – August 31, 2026
T. MacMillan, Order-in-Council – July 31, 2027

Regrets

Board Chair, C. Butcher, Board Chair – July 31, 2026
N. Jamieson, Order-in-Council – July 31, 2026
P. Michell, First Nations Council Chair
R. Riesen, Education Council Chair – March 31, 2026
T. Onuora, Order-in-Council – July 31, 2027

Guests

A. Kang, Director, President's Office
Dr. T. Kunkel, Vice President, Academic, Students & International
M. Doyle, Vice President, Corporate Services & CFO

1.0 Call to Order & Territorial Acknowledgement	<i>For Action</i>
The Board Vice-Chair, A. Smith called the meeting to order at 12:15am.	
2.0 Adoption of the June 12, 2026, Board Regular Meeting Agenda	<i>Motion Carried</i>
On the motion made by H. Anjaria and seconded by B. Markert	

Motion: That the June 12, 2026, Board Regular Meeting agenda be adopted as presented.	
3.0 Adoption of the March 13, 2026, Board Regular Meeting Minutes On the motion proposed by M. Horner and seconded by B. Markert Motion: That the March 13 2026, Board Regular Meeting minutes be adopted as presented.	<i>Motion Carried</i>
4.0 President's Report to the Board – President & CEO, Dr. L. Waye Dr. L. Waye presented a report to the Board. Student Enrolment Data: • Distinct student count per academic year ○ 2021-2022: 826 ○ 2022-2023: 847 ○ 2023-2024: 884 ○ 2024-2025: 981 ○ 2025-2026: 1,062 Fall Application Update: • 712 domestic applications for Fall 2026 ○ Terrace/Kitimat: 306 ○ Prince Rupert/Coastal: 126 ○ Smithers/Eastern Region: 104 ○ Other/Out of Region: 176 Graduate Data: • Total Graduates: 355 ○ Domestic Graduates: 136 ▪ Indigenous Graduates: 59 ▪ Non-Indigenous Graduates: 77 ○ International Graduates: 219 Asset Disposition Process: • The Kitimat and Houston campuses are currently operating under month-to-month leases with existing businesses. • An update on the Hazelton campus disposition process will be provided in September. The matter is currently with the Ministry of Infrastructure, with a firm closure date of November 27.	<i>For Information</i>
5.0 Chair's Report to the Board – Board Vice-Chair, A. Smith The Board Vice-Chair, A. Smith noted the Board Chair, C. Butcher enjoyed attending all three convocation ceremonies.	<i>For Information</i>

T. MacMillan expressed appreciation for the significant behind-the-scenes work that contributed to the success of the convocation ceremonies. 5.1 Key Decisions and Directions from the Closed Door meeting <i>Please note, as this meeting was held in camera, not all decisions or directions are reported in this section. Only information deemed appropriate for disclosure by the Board Chair is included.</i> The Board Vice-Chair, A. Smith noted that there is nothing to report on from the Closed Door meeting.	<i>For Information</i>
6.0 Presentations 6.1 CMTN IAPR Presentation - Vice-President, Academic, Students & International, Dr. T. Kunkel Dr. T. Kunkel presented the 2025/2026 Institutional Accountability Plan and Report (IAPR) to the Board, providing an overview of the report, including strategic direction and context, mandate priority reporting, strategic initiatives, the performance plan and report, and performance measures. • Strategic initiatives include: ○ Sexual violence prevention and response initiatives ○ supports for former youth in care, including participation in the Provincial Tuition Waiver Program ○ K-12 transitions and dual credit programming ○ work-integrated learning ○ reporting on housing costs and availability within the region. • Dr. T. Kunkel reviewed the IAPR reporting timeline and key deadlines. The report was expected to be submitted with Board sign-off by July 10, 2026. • Following Ministry review and feedback, the final IAPR is to be resubmitted with Board sign-off in October 2026, with publication anticipated in Fall 2026. The Board Vice-Chair, A. Smith raised a question about potential duplication of student support services and how students are connected with appropriate resources, including services available within their communities. Dr. T. Kunkel noted that students on campus have several points of access to support, including the Coordination, Assessment, Response, and Education (CARE) Team, Student Health and Wellness, Campus Managers, Student Engagement, and Learning Assistance. Faculty may also identify students who may require additional support through the Early Alert Referral System (EARS), with referrals directed to the appropriate area. These services work together to help ensure students are connected with the appropriate supports. For students located in communities, many services are available online, and College employees also provide outreach within communities.	<i>For Information</i> <i>For Information</i>

The Board Vice-Chair, A. Smith raised a question about relationship-building with community service providers and whether the College is aware of and connected to resources available within each community. Dr. T. Kunkel noted that First Nations Access Coordinators (FNACs) are available across campuses and play an important role in helping students navigate community resources and advocating for students as needed. H. Anjaria noted that the FNAC team is well connected with communities throughout the region and regularly shares relevant information and resources by email. 6.2 Adoption of the CMTN IAPR On the motion made by H. Anjaria and seconded by D. Allen Motion: <i>That the CMTN IAPR be adopted as presented, with the understanding that there will be additional data from the Ministry and that any amendments required by the Ministry will be incorporated accordingly.</i>	<i>Motion Carried</i>
7.0 Risk Report – Vice-President Corporate Services & CFO, M. Doyle M. Doyle presented an overview of the CMTN Risk Register to the Board. • Risks 10, 25, 1, 15, 12, and 27 were identified as the College’s highest risks. • Many of the identified risks can be mitigated through appropriate strategies and controls. 7.1 Adoption of the CMTN Risk Register On the motion made by B. Markert and seconded by M. Mehr Motion: <i>That the CMTN Risk Register be adopted as presented.</i>	<i>For Information</i> <i>Motion Carried</i>
8.0 Finance & Audit Committee Report to the Board – M. Mehr The Finance and Audit Committee Chair, M. Mehr provided a verbal report to the Board. • The Finance and Audit Committee met on May 14, 2026. • The Board held an extraordinary meeting on June 3, 2026 to approve the Fiscal 2026 CMTN Audited Financial Statements, CMTN Budget for Fiscal Year 2026 and the Five-Year Capital Plan. • M. Mehr noted that the Board has been kept well informed through the information and updates provided.	<i>For Information</i>

8.1 Fiscal 2026 CMTN Audited Financial Statements Update – M. Mehr M. Mehr provided an update on the Fiscal 2026 CMTN Audited Financial Statements. • The auditors concluded that the financial statements were presented fairly. • The Board reviewed the financial statements, noting that the amounts presented are comparable. • M. Mehr noted that the accumulated surplus supports the College’s ability to meet its financial obligations and provides financial flexibility.	<i>For Information</i>
8.2 CMTN Budget for Fiscal 2027 Presentation – Vice-President Corporate Services & CFO, M. Doyle M. Doyle presented the CMTN Budget for Fiscal Year 2027. • Consolidated Budget: ○ Increases in union and management wages. ○ International education revenue is being removed from the budget, as the College can no longer rely on this revenue source. ○ A new structure is being developed to expand contracts, Workforce Training, and Continuing Studies. • Operating Expenses: ○ Wages and benefits may increase as contracts, Workforce Training, and Continuing Studies expands. ○ Service contract expenses are expected to decrease as the College continues to streamline its IT services. ○ No additional investment in International Education is currently planned. • A \$1.5M deficit is projected for the current fiscal year and is not expected to be exceeded, allowing the College to invest in future years.	<i>For Information</i>
9.0 Policy Review Committee Report to the Board – D. Allen The Policy Review Committee Chair, D. Allen provided a verbal report to the Board. • The Policy Review Committee last met on March 22. • One policy was reviewed by the Committee and is being brought forward to the Board for approval. 9.1 Adoption of the Social Media Policy (ADM-020) On the motion made by Policy Review Committee Chair and seconded by B. Markert. Motion: That Social Media policy (ADM-020) be adopted as presented.	<i>For Information</i> <i>Motion carried</i>
10.0 First Nations Council Report to the Board – P. Michell	<i>For Information</i>

The First Nations Council Chair, P. Michell was not available to provide a report to the Board.	
11.0 Education Council Report to the Board – R. Riesen The Education Council Chair, R. Riesen was not available to provide a report to the Board.	<i>For Information</i>
12.0 Meeting Adjournment On completion of the agenda, the Board Vice-Chair, A. Smith declared the meeting adjourned at 2:00pm.	<i>For Adjournment</i>





June 15, 2026
Our Ref. 151218

Dear British Columbia Public Post-Secondary Institution Board Chairs:

I am writing to share with you updated *Overdose Prevention and Response: Guidelines for the Post-Secondary Sector* (Guidelines).

Every life lost to the toxic drug crisis is a profound tragedy and reinforces the importance of ongoing action to protect students, staff and members of our campus communities. Following the tragic death of University of Victoria student Sidney McIntyre-Starko in 2023, the Ministry established the Overdose Prevention and Response Steering Committee (Steering Committee). In 2024, the Steering Committee oversaw the publication of overdose prevention and response guidelines for the public post-secondary sector, distribution of 1,600 nasal naloxone kits to all public post-secondary institutions and First Nations Mandated Institutions, and implementation of a public awareness campaign to educate youth and young adults about the signs of an overdose and how to respond. The Steering Committee, supported by the Ministry and leadership from public post-secondary institutions, has continued to work towards enhancing overdose prevention and response strategies within the public post-secondary sector. This work includes distributing another 1,600 nasal naloxone kits in March 2026 to replace expiring supplies and updating the existing Guidelines to ensure they align with recommendations from the BC Coroners Service as well as emerging leading practices.

The updated Guidelines include new guidance related to employee training and awareness and related policies and procedures, particularly campus safety policies and emergency contact notification protocols. Please note that some of this guidance, particularly related to campus safety policies and emergency contact notification protocols, is intended to be applicable to scenarios beyond overdose events. The Guidelines also include expanded guidance related to orientation programming and location awareness strategies. Information about resources and support services has been updated and institutions are encouraged to share these resources and supports with campus communities to amplify their reach.

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I am sharing the updated Guidelines with you now to ensure that your institution has sufficient time to prepare and implement any necessary changes to policies, procedures and/or campus resources ahead of the fall 2026 semester. Given the cross-departmental nature of these revisions, I anticipate that implementation will involve institution-wide effort and I extend my gratitude to you and your teams for undertaking this work.

Please note that these updated Guidelines are not being released publicly at this time. A second public awareness campaign, focused on raising awareness about the toxic drug crisis, is planned for late summer 2026, and the public release of these updated Guidelines will be timed to align with this campaign.

If you have any questions about the updated Guidelines or other matters related to the Steering Committee's work, please contact Kashi Tanaka, Executive Director, Post-Secondary Operating and Emergency Support, at Kashi.Tanaka@gov.bc.ca.

I wish to express my deep appreciation to Ministry staff for this important work and to the many institutions who have contributed time and expertise, including notably the Steering Committee Co-Chair, Dr. James Mandigo from University of the Fraser Valley. Together, we will continue to take meaningful action to protect the safety and wellbeing of students, staff, and campus communities across the province.

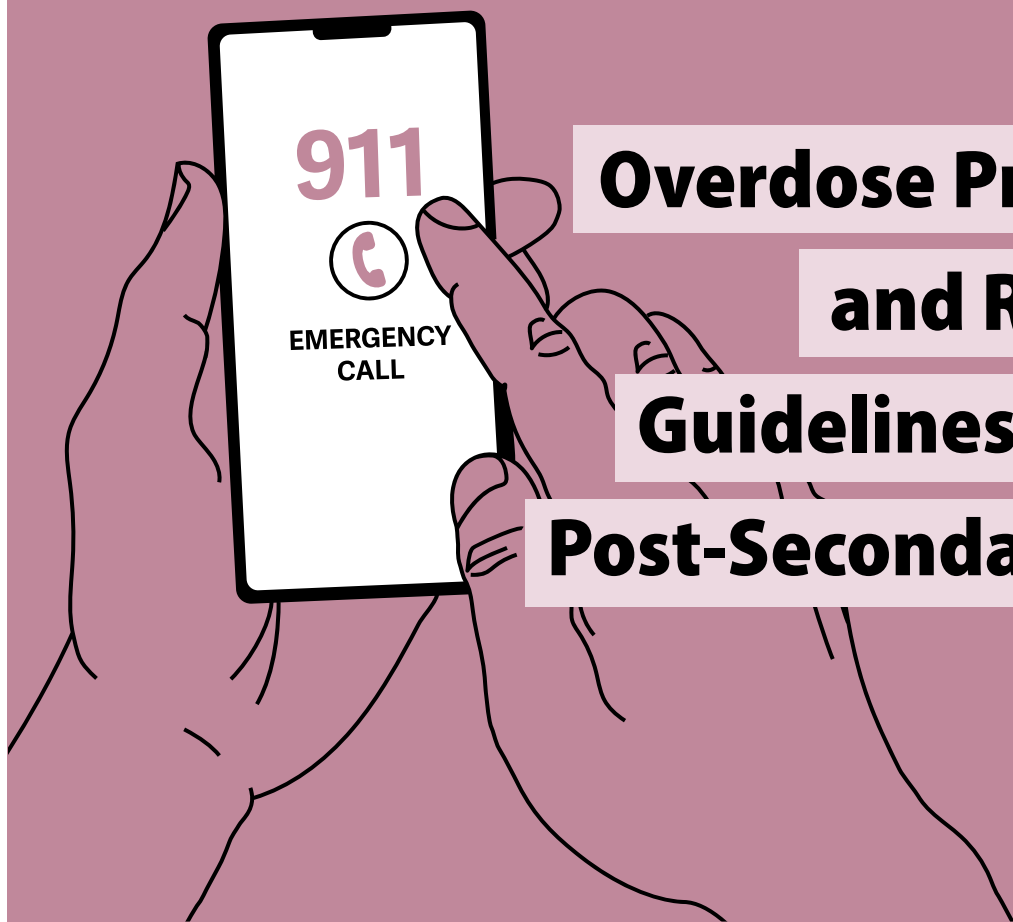
Sincerely,



Honourable Jessie Sunner
Minister of Post-Secondary Education and Future Skills

Attachment

pc: All Public Post-Secondary Institution Presidents and Association Presidents



**Overdose Prevention
and Response:
Guidelines for B.C.'s
Post-Secondary Sector**

Spring 2026 Edition

Acknowledgements

The Overdose Prevention and Response Guidelines were developed through the collaborative efforts of the Overdose Prevention and Response Steering Committee, and they reflect the perspectives of post-secondary institutions, B.C. Centre for Disease Control, First Nations Health Authority, the Office of Provincial Health Officer and various other ministries. The Guidelines were first published in 2024, and have been revised for 2026. The Guidelines are ready for implementation by post-secondary institutions for the beginning of the Fall 2026 semester.

Steering Committee

Kim Horn [Co-Chair]

Assistant Deputy Minister, Executive Financial Officer
Ministry of Post Secondary Education and Future Skills

Dr. James Mandigo [Co-Chair]

President and Vice Chancellor
University of the Fraser Valley

Dr. Alexis Crabtree

Medical Lead, Harm Reduction and Substance Use Services
B.C. Centre for Disease Control

Christie Wall

Policy Lead, Harm Reduction and Substance Use Services
B.C. Centre for Disease Control

Tara Szerencsi

VP Finance and Corporate Services
College of New Caledonia

Kristi Simpson

VP Finance and Operations
University of Victoria

Andrew Parr

VP Students (Pro Tem)
University of British Columbia

Ross Hayward

Assistant Deputy Minister, Substance Use,
Treatment and Recovery
Ministry of Health

Dr. Bonnie Henry

Provincial Health Officer
Ministry of Health

Haley Miller

Senior Advisor, Public Health Policy
Ministry of Health

Lacey Jones

Director, Toxic Drug Response
First Nations Health Authority

Kathy Riyazi

Manager, Population Health Data and Reporting
First Nations Health Authority

Dr. Nolan Hop Wo

Medical Officer, Mental Health and Wellness
First Nations Health Authority

Evan Howatson

Executive Director, Overdose Response
Ministry of Health

Kashi Tanaka

Executive Director, Post Secondary Operating
and Emergency Support
Ministry of Post Secondary Education and Future Skills

Purpose of the Guidelines

In 2016, the Province of British Columbia declared a public health emergency in response to a significant increase in drug-related overdoses and deaths. This toxic drug crisis, primarily driven by a highly potent and unregulated supply of illicit drugs, remains a complex and evolving issue. Since the crisis was declared, more than 16,000 lives have been lost in B.C. due to toxic drugs, with fentanyl—a synthetic opioid—detected in approximately 80% of unregulated drug deaths each year¹. Fentanyl's presence is not limited to opioids but has also been found in stimulants and depressants, often mixed with benzodiazepines, leading to symptoms consistent with overdose. A tiny amount of fentanyl, equivalent to three grains of salt, can cause a fatal overdose, especially in first-time users.

Given the gravity of the toxic drug crisis, all of B.C.'s 25 public post-secondary institutions (PSIs) are encouraged to develop overdose prevention and response strategies tailored to their unique communities. These strategies should build on existing frameworks and leverage best practices from within and outside of B.C. The guidelines provided here are designed to assist PSIs in preventing drug overdoses and responding effectively in the event of a suspected overdose on campus.

Raising awareness of the toxic drug crisis and responding quickly to suspected overdoses are critical to saving lives. Many students attending PSIs are in an age group that is particularly vulnerable, with recent data indicating that 50% of all deaths among B.C. residents aged 19 to 39 were due to illicit drug toxicity².

These guidelines were created to support PSIs as they continue to refine their own Overdose Prevention and Response Plans (OPRP). Dedicated OPRPs remain a valuable tool for addressing this issue. PSIs are encouraged to maintain a dedicated site on their public institutional webpage to serve as a resource and where they can post their OPRP in accordance with the guidelines outlined in this document.

Addressing this crisis over the past decade has required collective, culturally safe, multi-setting, community-wide approaches. By implementing these guidelines together with health and other partners, PSIs can take a leadership role in preventing deaths and educating leaders of the future on overdose prevention and response.

IMPORTANT CONSIDERATIONS:

People use unregulated drugs for a wide variety of personal reasons. While the rationale for using unregulated drugs does not mitigate the associated risks, it is important to understand these drivers and to shape communication about risks in a way that is relevant for the community in question, meets people where they are, and is based in harm reduction.

The historical and ongoing impacts of colonialism include intergenerational trauma, institutional racism, as well as the disruption of language and culture, which continue to permeate both the academic and non-academic setting. Through strength and resilience, Indigenous Peoples continue their healing journeys, including through the pursuit of post-secondary education. It is important to acknowledge that recent data indicates that First Nations people died of drug poisonings at 5.4 times the rate of other B.C. residents in 2025, a decrease from 6.5 times in 2024³. This data is provided, not to further stigmatize Indigenous Peoples, but to highlight the important work that needs to continue with local First Nations on harm reduction strategies that are culturally safe, respect their right to self-determination and seek to reconcile the lasting harm of colonial laws, policies, and practices on Indigenous Peoples.^{1,2}

It is strongly recommended that institutions work closely with First Nations on whose territory they are located to develop OPRPs. First Nations are another level of government, and it is critical that public PSIs, as provincial entities, work closely with First Nations on all matters that impact their communities. This is in keeping with the spirit and intent of the *Declaration on the Rights of Indigenous Peoples Act*, the Truth and Reconciliation Commission Calls to Action, and the broader commitments of the Province to First Nations.

The latest B.C. Coroners Service findings reported that approximately 20% of drug poisoning deaths occurred amongst those who worked in trades, transportation or as equipment operators. This highlights an important opportunity to educate students and PSI employees about the elevated risks of drug poisoning in trades environments.⁴

Most unregulated drug deaths in 2024 occurred indoors (48% in private homes and 35% inside public/community indoor settings)⁵. It is important to be aware of the elevated risks of drug poisoning for students living in on-campus housing and to ensure that they are aware of what to do to support someone in the event of a suspected overdose.

While most reported deaths due to toxic drug overdoses occur in large urban centres, rural communities across B.C. have also experienced high incidences of drug-related deaths¹. Not all rural settings have access to the same harm reduction supports (e.g., opioid agonist therapy prescribers and drug testing sites) as urban centres. PSIs located in rural settings should work with their local health authority on how best to increase awareness of and access to harm reduction supports.

Guidelines for Post-Secondary Institutions

Overdose Awareness

Institutions have varied welcome programs that are tailored to their unique circumstances. Inclusion of toxic drug crisis related information in the OPRP will require customization, but basic principles for consideration include:

- All students, particularly incoming students, should be provided with information that enhances their awareness of the toxic drug crisis in B.C. and in the region. Messaging should be tailored to groups who may be at higher risk in the campus community.
- Information provided should be standardized as much as possible, leveraging existing provincial materials and programs. A student who transfers from one B.C. institution to another should see similar messaging.
- Emphasize that no unregulated drug is safe, and prescription medications or unfamiliar medications should also be treated with caution.
- Promote awareness of available resources, such as:
 - » Services that can help people manage their mental health and reduce or stop drug use (e.g., *HelpStartsHere*, *Opioid Treatment Access Line*).
 - » Overdose prevention sites (e.g., *RespondToOverdose*) and virtual overdose prevention services (e.g., *Lifeguard*, *National Overdose Response Service*).
 - » Supervised consumption services.
 - » Drug checking services.
 - » Treatment and recovery services that may be available on campus or within the broader regional community.
- Institutions are encouraged to provide awareness materials to students and employees on the toxic drug crisis, availability of personal take home naloxone kits from local distribution sites, self-help materials available through *Toward the Heart* and *HelpStartsHere*, the use of Automatic External Defibrillators (AEDs), and other relevant information.

Welcome packages and orientations can provide an initial surge of information, and PSIs will need to use judgement to avoid information overload. In addition to general awareness, information regarding recognition and response to an overdose is a critical element of the OPRP. Considerations include:

- Promote the following key items within the campus community:
 - » Recognition of the signs and symptoms of an overdose.
 - » Requirement to call 9-1-1 immediately, and where feasible contact campus emergency response.
 - » Location of first aid, AEDs, and naloxone kits.
 - » Emphasis on mitigating the stigma surrounding drug use in the community.
 - » Assurance that emergency responders are coming to help to provide support for those who need it.
 - » Location awareness and wayfinding, particularly for new campus users.
 - » Awareness of the provincial *Good Samaritan Act* and the federal *Good Samaritan Drug Overdose Act*, namely the protections that are in place with respect to civil liability and criminal prosecution. Good Samaritan principles should also be applied to internal policies within an institution and broadly communicated throughout the campus community.
 - » Awareness of supports and services available to anyone involved in, or witnessing, an overdose or suspected overdose event.
- Care should be taken to separate educational toxic drug awareness from formal training programs. Awareness programs should focus on immediate actions to assist in initial responses, not certify individuals in first aid or emergency response measures.
- Consider alternate ways, beyond welcome packages and orientations, for delivering this information to avoid overload. PSIs should determine the most appropriate way to achieve the overall objective of enhancing awareness of the toxic drug crisis and how to respond to overdoses among their campus communities.

PSIs should consider including toxic drug alerts within their own campus notification systems, including notifications of specific incidents where a toxic drug supply was discovered.

- Institutions should make students and staff aware they can sign up for text messages from their local health authority and campus security apps with warnings about alarming instances of toxic drug risks in their local community. *Toward the Heart* provides such a service province-wide that can be accessed through personal mobile devices.
- PSIs may consider promoting local health authority notification resources related to toxic drug supply where available.

Elevating awareness of the dangers posed by the toxic drug supply requires consistent messaging and effort by PSIs. Awareness promotion should consider the unique characteristics of each institution. Factors such as student population, international students, and non-standard academic schedules may require adjustments. Each institution should use their best judgement while striving to follow these principles.

- Considerations for long-term, consistent messaging and support include:
 - » Make connections with regional health authorities including First Nations Health Authority (FNHA) to regularly share information on best practices, provincial initiatives, and areas where collaboration would be appropriate.
 - » Provide educational materials (e.g., posters, guest speakers, information booths and other available resources) for campus visitors to aid familiarization with the toxic drug crisis in B.C.
 - » Special attention to awareness surrounding trades-based professions when applicable.
 - » Support/amplify overdose prevention campaigns prepared by the provincial government and any similar future campaigns.

Overdose Response

The OPRP must emphasize that 9-1-1 emergency services should be the first call that is made when an incident is discovered or reported. The only exception is if the incident occurs in an area that is not serviced by 9-1-1, in which case local emergency response contact information should be used. To support this principle, PSIs should:

- Ensure existing and new materials clearly indicate that 9-1-1 should be called immediately when an overdose is discovered or reported.
- Build awareness among the campus community that 9-1-1 is the first call to make, regardless of any other legacy material that may indicate otherwise.
- Support individuals who have received naloxone in being assessed by medical professionals, such as paramedics or first responders. Transferring an individual who has received naloxone to the care of medical professionals is always preferred, as they are fully equipped to provide appropriate follow-up care and support recovery. It should be noted that naloxone is intended to disrupt the immediate effects of an overdose and wears off after being administered. Follow-up care by medical professionals allows for supplementary treatment for additional overdose side-effects.

The OPRP should clearly outline actions required by employees in the event of a suspected overdose, including:

- If an overdose is suspected, call 9-1-1 immediately and administer naloxone as soon as possible. Note that naloxone is safe to give at any time an opioid overdose is suspected.
- If campus emergency resources are contacted before 9-1-1 is called, responders should contact 9-1-1 immediately and follow all directions provided by 9-1-1.
- Campus emergency resources should be contacted after establishing communication with 9-1-1 emergency responders.
- Notification methods for campus emergency resources may vary, from bystander awareness to automated notification systems that notify campus responders whenever a 9-1-1 call is made. Consider tools and resources available to ensure that campus staff are made aware when 9-1-1 has been called.
- Develop a location awareness strategy to help emergency responders quickly identify the location of the incident, especially in buildings without distinct street addresses. This strategy should be developed in collaboration with emergency responders.
- Provide signage across campus to help individuals effectively share their location with emergency service providers. Consider the use of muster points and campus escorts to aid in timely location.

The OPRP should outline roles and responsibilities for campus resources that can assist during and after an overdose, and what training these resources should have. The OPRP should communicate this information clearly so that community members understand who may be able to assist after 9-1-1 has been called. Helpful categories for identifying personnel and community groups include:

Campus security and safety staff/first aid responders

- Regular or contracted employees who respond to emergency events. Certified training, including overdose recognition and naloxone training, is strongly encouraged for this group.
- Future contracts should include this training requirement if not currently mandated. This group should receive priority in training initiatives.
- Expected to respond to emergency events on campus and provide aid, including naloxone administration.

Faculty, staff, and student housing staff

- Faculty and general staff who may have training in first aid and naloxone administration but are not expected to respond to emergency events.
- Training may not be certified and may be less comprehensive than that for on campus first responders.
- While protections exist under the *Good Samaritan Act*, careful review of protections and coverages will be required.

General campus community (volunteers)

- Campus community members trained in first aid or naloxone administration (through PSIs or elsewhere) are more likely to assist as a bystander. This group should be made aware of their protections under the *Good Samaritan Act* and the *Good Samaritan Drug Overdose Act*.

Distribution of naloxone will be a critical component of the OPRP. In considering where and how to distribute and store naloxone, the following should be considered with respect to static (e.g., stationary naloxone cabinets) and dynamic (e.g., naloxone kits carried by staff) options for use:

- Terminology surrounding cabinets, kits and doses should remain clear. Cabinets house kits, and each kit contains multiple doses of naloxone.
- Consider co-locating naloxone with existing AED units across campus and/or locating these items in high-traffic areas on campuses. Ideally, naloxone should be accessible in a timely manner throughout campus. If a campus does not have a standalone AED unit, naloxone should be available with supplies to support CPR (e.g., pocket masks, medical gloves).
- Consider distributing naloxone so that it is appropriately accessible within student housing (e.g., one kit per building or floor).
- Consider including naloxone in first aid kits for campus emergency responders and in first aid kits for field trips, ensuring compliance with border regulations, if applicable.
- All special events held at PSI-owned or run sites should have naloxone available, particularly events where alcohol may be served.
- Engage in initiatives that will ensure that all members of the campus community are aware of where naloxone is kept, using clear signage.
- Naloxone should be stored indoors at room temperature and checked regularly for expiration.
- Consider cabinets with tamper-evident features.
- Have procedures for managing and maintaining naloxone on campus. This may include assigning responsibility to a designated department or program, requiring regular inspections, and developing processes to replace used or expired doses.
- Additional first aid supplies should be kept up to date in alignment with the *Occupational Health and Safety Regulation*.

Employee Education and Awareness

All PSI employees have roles to play in ensuring the safety of community members and upholding the PSI's duty of care. However, different employees will have different responsibilities and require different training and competencies. Considerations for training will vary, but the following themes should be considered:

- The role of those receiving training.
- The risks and protections to those providing aid.
- Ensuring cultural safety and anti-Indigenous racism practices.
- Person-centered, trauma-informed, and stigma-free practices.
- Limitations due to collective agreements, job descriptions, and liability.

Each PSI employs a wide range of staff, faculty, contracted service providers, student employees, volunteers, and others in varying roles and capacities. These employees will have different overdose prevention and response training needs based on their roles and other factors. For example, employees working in student housing will have different training needs than employees working in a registrar's office. While all employees should have an awareness of the PSI's OPRP, PSIs should identify roles that require additional, more specific training. Considerations include:

- Employees whose roles include first aid responsibilities should be aware of life-saving equipment available on campus, such as naloxone and AEDs, and be able to use this equipment when needed.
- PSIs may determine that additional employees beyond those whose roles include first aid responsibilities should be aware of and able to use life-saving equipment. These determinations may be based on roles and capacities, WorkSafeBC requirements, and the PSI's duty of care to its community.
- Employees have varying opportunities to share information about the toxic drug crisis with students on an ongoing basis and outside of orientation programs. PSIs should consider offering employees who interact with students regularly information about overdose prevention and response, such as drug checking locations and harm reduction resources, or First Nations, Inuit, or Metis cultural/traditional healing practices for Indigenous community members.

Campus safety and security employees and officers are central to ensuring the safety of community members and are often among the first to respond to serious incidents. Campus security officers and administrators may have designated roles under the OPRP and may require specific training to fulfill these roles. Considerations include:

- Ensuring campus security officers and administrators are aware of and trained on key components of the PSI's OPRP, including that 9-1-1 should be contacted immediately in emergencies.
- As campus security officers may act as first responders, ensuring they are aware of life-saving equipment available on campus, such as naloxone and AEDs, and are able to use this equipment when needed.
- Developing and documenting training requirements, including how often training materials should be reviewed, providing scheduled work time to review training materials on a regular basis, and documenting completion of training and reviews.

Related Strategies, Policies, and Procedures

In addition to establishing an OPRP, PSIs should review and, where necessary, revise related strategies, policies, and procedures to ensure alignment. Each PSI should identify linkages based on their own suite of strategies, policies, and procedures; this assessment may also help to identify areas where additional approaches may need to be developed. Considerations include:

- Reviewing and revising internal policies concerning student personal drug use to reduce the fear of academic or other institutional repercussions (e.g., suspension, expulsion, removal from student housing) that may prevent a student from immediately responding to, or reporting, a safety incident where drug use is potentially involved.
- Promoting public awareness of the *Good Samaritan Act* and *Good Samaritan Drug Overdose Act*, including that:
 - » *The Good Samaritan Act* is intended to protect non-health professionals who assist in an emergency from liability in the case of a negative outcome.
 - » *The Good Samaritan Drug Overdose Act* protects individuals from criminal liability for possessing drugs for personal use when calling for help.
- Reviewing and revising location awareness and wayfinding strategies to enable campus users and emergency responders to effectively navigate around campus.
- Ensuring OPRPs align with institutional emergency response protocols.

Campus safety and security programs are often responsible for incident response policies and procedures, particularly for serious incidents such as overdoses. PSIs should review existing incident response policies and procedures to ensure alignment with the OPRP. PSIs may also consider incorporating additional leading practices to strengthen responses to serious incidents, such as:

- Requiring formal debriefings with employees involved in serious incidents. Campus safety and security programs may develop debriefing procedures and practices and lead debriefings, but other employees should participate where appropriate. Debriefings should incorporate cultural safety, trauma-informed practices, and other practices to support employee mental health, and should assess opportunities for continuous improvement in response policies and procedures.
- Requiring that campus security officers complete incident reports for serious incidents before the end of their shift, and that these reports be reviewed by management staff within a reasonable timeframe.
- Incorporating mental health supports for employees and community members into serious incident response procedures. This may include follow-up procedures to ensure employees and community members involved in serious incidents, such as overdoses, are aware of and have access to support services.
- Ensuring serious incident response policies adhere to leading practices, such as designating a single incident commander or person in charge and other key roles such as a media spokesperson and/or family liaison, and ensuring training is provided for those in these roles.

Emergency contact notification protocols play an essential role in ensuring those involved in serious incidents are effectively supported. These protocols are also complex, as they intersect with various legislation, regulations, and policies, may involve multiple departments and external agencies, and should be applicable to a range of emergent situations beyond overdoses, including accidents, medical or mental health emergencies, suicide attempts, and other serious incidents. Such protocols should also recognize the diversity of governance structures, operational models, and community needs. PSIs should consider:

- Institutions should ensure that emergency contact notification protocols adhere to relevant legislation, including the *Freedom of Information and Protection of Privacy Act* and the *Freedom of Information and Protection of Privacy Regulation*, relevant post-secondary legislation, and the *Coroner's Act*. Basic principles for consideration include:
 - » Disclosure of personal information without consent is authorized under the *Freedom of Information and Protection of Privacy Act* in limited circumstances.
 - » PSIs are not responsible for notifying individuals beyond the designated emergency contact in emergency situations such as serious injury or death.
 - » PSIs are responsible for ensuring their actions do not interfere with investigations by law enforcement, the B.C. Coroner's Service, WorkSafeBC, or other investigative agencies. If these agencies become involved, they typically assume responsibility for notifications. PSIs should take direction from these agencies to determine what actions, if any, are appropriate at the PSI level.

Unique considerations will apply as each PSI develops its protocols based on the needs and characteristics of its own community. General considerations relevant to all PSIs include:

- Ensure that authority related to emergency contact notification is clearly defined, appropriately delegated, and exercisable in real time. This includes making emergency contact information available to those who need it in a timely manner, ensuring those individuals are adequately trained and supported, and having procedures and supporting materials available to facilitate prompt notification when it is appropriate to do so.
- Ensure cultural safety in notifications, recognizing that cultural safety considerations apply to a variety of communities, including but not limited to First Nations, Inuit, or Metis communities.
- Ensure notifications are handled with care, discretion, and professionalism. Where appropriate, consider whether a community member may be experiencing heightened vulnerability or distress, and ensure notifications are approached with appropriate sensitivity to stigma-free and trauma-informed practices.
- Utilize existing review and approval pathways, including but not limited to consulting with internal departments to ensure alignment with emergency management, privacy, health and safety, and student support policies.
- Develop mechanisms to support documenting key information about emergency contact notifications, including decision-making rationale and actions taken, and retaining this information in accordance with relevant legislation, regulations, and records schedules.

For More Information

The following resources are provided to support PSIs, students and campus community members in accessing reliable information and services related to substance use, overdose prevention and harm reduction. Institutions may choose to adapt or supplement this resource list based on local needs and partnerships within their communities.

- Respond to Overdose: <https://respondtooverdose.gov.bc.ca/>
- Toward the Heart: <https://towardtheheart.com/>
 - » Harm Reduction Site Finder (B.C.): <https://towardtheheart.com/site-finder>
 - » Naloxone 101 (free online training): <https://towardtheheart.com/naloxone-course>
- Here to Help: <https://www.heretohelp.bc.ca/>
- Lifeguard App (B.C.): <https://lifeguarddh.com/>
- National Overdose Response Service (Canada): <https://www.nors.ca/>
- Good Samaritan Drug Overdose Act (Canada):
<https://www.canada.ca/en/health-canada/services/opioids/about-good-samaritan-drug-overdose-act.html>
- Drug Checking B.C.: <https://drugcheckingbc.ca/what-is-drug-checking/>

- B.C. Drug & Poison Information Centre: <http://www.dpic.org/>
- Alcohol & Drug Information and Referral Service (ADIRS): <https://uwbc.ca/helpline-services/#helplines>
- Crisis Centre B.C.: <https://www.crisiscentre.bc.ca/>
- Alcoholics Anonymous (AA): <https://bcyukonaa.org/meetings/>
- Narcotics Anonymous (NA): <https://bcna.ca/meeting/>

INDIGENOUS-SPECIFIC RESOURCES

- With Open Arms: <https://harmreduction.fnha.ca/>
- KUU-US Crisis Line Society: <https://www.kuu-uscrisisline.com/>
- First Nations Health Authority:
 - » Mental Wellness and Substance Use: <https://www.fnha.ca/what-we-do/mental-wellness-and-substance-use/mental-health-and-wellness-supports>
 - » Indigenous Harm Reduction: <https://www.fnha.ca/what-we-do/mental-wellness-and-substance-use/harm-reduction-and-the-toxic-drug-crisis/indigenous-harm-reduction>
 - » Courageous Conversations Tool Kit: <https://www.fnha.ca/Documents/FNHA-Courageous-Conversations-Tool-Kit.pdf>
 - » Substance Use and Healing: <https://www.fnha.ca/what-we-do/mental-wellness-and-substance-use/harm-reduction-and-the-toxic-drug-crisis/substance-use-and-healing>

POLICY AND PROTOCOL DEVELOPMENT RESOURCES

- Disclosure of Personal Information of Individuals in Crisis (Office of the Information and Privacy Commissioner): <https://www.oipc.bc.ca/documents/guidance-documents/2205>
- Culturally Safe Care (B.C. Centre for Disease Control): <https://www.bccdc.ca/health-professionals/clinical-resources/covid-19-care/education-and-training/culturally-safe-care>
- Respectful Language and Stigma Regarding People Who Use Substances (Toward the Heart, B.C. Centre for Disease Control, Provincial Health Services Authority): <https://towardtheheart.com/assets/uploads/1502392191GWLgQDb5w5GlajwRuiq4lPoSyhSoMkp3T7rL5ml.pdf>
- Trauma-Informed Practice (B.C. Mental Health and Substance Use Services): <https://www.bcmhsus.ca/health-professionals/clinical-resources/trauma-informed-practice>

Endnotes

1. Unregulated Drug Deaths 2025 Summary Dashboard (B.C. Coroner's Service):
<https://www2.gov.bc.ca/gov/content?id=26C257C597784B5A8A0C96226DA390C2>
2. Unregulated Drug Poisoning Emergency Dashboard (B.C. Centres for Disease Control):
<https://www.bccdc.ca/health-professionals/data-reports/substance-use-harm-reduction-dashboard>
3. First Nations and the Toxic Drug Poisoning Crisis in B.C. (First Nations Health Authority): <https://www.fnha.ca/what-we-do/mental-wellness-and-substance-use/harm-reduction-and-the-toxic-drug-crisis/toxic-drug-crisis-data>
4. More drug-poisoning prevention services for construction workers (B.C. Gov News Release Report):
<https://news.gov.bc.ca/releases/2022MMHA0003-000044>
5. An Urgent Response to a Continuing Crisis Report (B.C. Coroner's Service):
https://www2.gov.bc.ca/assets/gov/birth-adoption-death-marriage-and-divorce/deaths/coroners-service/death-review-panel/an_urgent_response_to_a_continuing_crisis_report.pdf



Spring 2026 Edition

Guidelines produced by
B.C. Post-Secondary Institutions
with the support of the Ministry of
Post-Secondary Education and Future Skills





June 24, 2026

554840

Dear Chairs of Public Sector Organizations,

Please find attached policy related to Public Sector Organization board members and chairs seeking elected office in this fall's municipal elections.

The goal of this policy is to mitigate conflict of interest for both the board and the member.

If you have any questions, please reach out to Vanessa Geary, ADM responsible for the Crown Agencies and Board Resourcing Office (CABRO), at vanessa.geary@gov.bc.ca.

Sincerely,

Jonathan Dubé
Acting Deputy Minister

cc: Vanessa Geary, Assistant Deputy Minister, Crown Agencies and Board Resourcing Office, Ministry of Finance

Enclosure

CABRO Guidelines on Public Board Members Seeking Elected Office

Overview

As a general best practice, people elected to municipal, provincial or federal office are not appointed to boards of B.C. public sector organizations. However, appointed board members do sometimes run for public office which may place them in a real, potential or perceived conflict of interest. These guidelines set out expectations for board members and chairs seeking elected office in order to mitigate any conflict as much as possible.

Conflict of Interest principles for public appointees can be found [here](#).

Guidelines

Board members seeking public office are responsible for:

- disclosing their intention to the board chair – preferably before but when public announcement made;
- taking a leave of absence effective no later than the date of the writ (Day 1 of the election), or earlier if requested by the chair.

If an existing member is elected, best practice is that they will resign from their appointment.

Chairs seeking public office are responsible for:

- notifying CABRO and the chair of the board's Governance Committee;
- taking a leave of absence consistent with the above noted guidelines for members.

If a chair is elected, best practice is that they will resign from their appointment.

Re-appointments

If a member seeking elected office is at the end of an existing term and they are eligible for re-appointment, consideration of the re-appointment will be put on hold and the vacancy will not be filled until after the election.

If the member is not elected, the chair will confirm, after consultation with the member, whether the member is still interested in serving on the board, and if they are recommended for re-appointment.

The board chair is responsible for:

- assessing any real, potential or perceived conflicts of interest once a member goes public with their campaign;
- disclosing the member's intent to seek elected office to the board Governance Committee;
- notifying CABRO in writing of the member's intent and chair's decision regarding timing of the member's leave of absence.

CABRO is responsible for:

- assessing any real, potential or perceived conflicts of interest once a board chair goes public with their campaign;
- requesting that the chair step down from their role, or to take a leave of absence from the board, as appropriate;
- informing the responsible ministry and Minister of a member or chair's Conflict of Interest and leave of absence, as appropriate;
- placing a person's board candidacy on hold if the person is seeking public office, with the option of re-instating candidacy after the election.

Please send all inquiries about these Guidelines to CABRO at ABC@gov.bc.ca.

Coast Mountain College
Statement of Operations
As at June 30, 2026

	Year-to-Date Actuals June 30, 2026	Approved Budget 2026-2027	%
Operating Revenues			
Province of British Columbia	5,957,631	24,017,227	25%
Industry Training Authority	475,167	1,637,280	29%
Tuition & Other Student Fees	1,246,508	1,962,594	64%
Ancillary Services	335,677	1,183,900	28%
Miscellaneous Revenue	301,376	694,381	43%
International Education	585,501	0	
Workforce Training & Continuing Studies	156,777	508,900	31%
Contracts	1,058,637	3,896,000	27%
Amortization	1,288,740	5,100,000	25%
Total Revenue	11,406,014	39,000,282	29%
Operating Expenses			
Wages & Benefits	5,928,041	25,091,543	24%
Service Contracts	893,946	1,321,500	68%
Supplies	169,619	1,113,996	15%
Cost of Goods Sold	26,789	205,710	13%
Advertising & Promotion	14,227	112,991	13%
Building & Equipment Costs	187,301	917,577	20%
Janitorial	184,486	839,000	22%
Other	87,295	303,184	29%
Telecommunications	56,978	317,312	18%
Travel	98,181	564,169	17%
Utilities	157,840	608,400	26%
International Education	3,793	0	
Workforce Training & Continuing Studies	120,839	458,900	26%
Contracts	816,505	3,346,000	24%
Amortization - Capital	1,329,737	5,100,000	26%
Amortization - Operating	0	200,000	
Total Base Operating Expenses	10,075,575	40,500,282	25%
Operating Surplus (Deficit)	1,330,440	(1,500,000)	



FIRST NATIONS COUNCIL REPORT TO THE BOARD OF GOVERNORS

Date of report:	August 31, 2026
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First Nations Council (FNC) Information

FNC Chair:	Brianna Gibson
FNC Meeting Date(s):	September 16, 2026
Next FNC Meeting Date(s):	October 26 th week

Purpose

This report provides the Board of Governors with an update on the work of FNC and highlights key matters arising from its meeting held on June 19th and September 16th.

Key Updates and Discussion

Provide a brief summary of the discussion, including any key information, considerations, or outcomes the Board should be aware of.

Last year FNC worked diligently on the first ever FNC Strategic plan and finalized it at our June 19, 2026 meeting. This is a major success for FNC. Hope to have printed copies to distribute. 2026 is the 30th anniversary of First Nations Council.

Recommendations to the Board

Include any matters requiring Board approval or decision. Any motions being brought forward for consideration must be submitted to the Director of the President's Office at least two weeks before the scheduled Board meeting.

The Board of Governors could craft a heartfelt message regarding the endurance of First Nations Council for the last 30 years and celebrate the first ever FNC Strategic plan that will guide their work for the next 5 years.

Items for Information

Include significant items being brought forward for the Board's awareness that do not require a decision.

Celebrate the 30th anniversary of the very active FNC and the first FNC strat plan.



EDUCATION COUNCIL REPORT TO THE BOARD OF GOVERNORS

Date of report:	Sept 8, 2026
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Education Council (EdCo) Information

EdCo Chair:	Reto Riesen
EdCo Meeting Date(s):	May 29, 2026; June 26, 2026
Next EdCo Meeting Date(s):	Sept 18, 2026

Purpose

This report provides the Board of Governors with an update on the work of EdCo and highlights key matters arising from its meeting held on _May 29, 2026 and June 26, 2026..

Key Updates and Discussion

Provide a brief summary of the discussion, including any key information, considerations, or outcomes the Board should be aware of.

Applied Coast Ecology (ACE) Certificate has been approved by EDCO after a review of its ACE course components, and the overall program outlines.

Post-Degree Diploma in Professional Accounting PDDPA has been set as inactive.
Curriculum updates are ongoing; see below for list of courses that have been approved by EDCO.

Recommendations to the Board

Include any matters requiring Board approval or decision. Any motions being brought forward for consideration must be submitted to the Director of the President's Office at least two weeks before the scheduled Board meeting.

That the Board approve the revised ACE certificate

Items for Information

Include significant items being brought forward for the Board's awareness that do not require a decision.

Approved Curriculum updates:
Chem 040 (Advanced Chemistry (CCP; equivalent to High School 11)
8 ACE Courses
NURS courses
ECCE programs



DECISION-MAKING BRIEFING NOTE

Presented To The Board of Governors

DATE: _Sept 9, 2026_____

File No.: _____

DECISION TO BE MADE: Recommend Approval of ACE certificate program

CURRENT STATUS

- Students currently can only apply to the ACE diploma program. There are no direct admission pathways to the ACE certificate.
- Student could obtain an ACE certificate by opting out of the Diploma program.

ANALYSIS

- As students will be able to apply directly for the ACE certificate program, it needs Board Approval.

RECOMMENDATION

- Recommend Approval of ACE certificate program.

APPENDICES

- N/A.

CONTACT: Reto Riesen, Associate Academic Head; 877 277 2288 ext 5735

Date	Author's Name and Role	Presented To	Approved (Y/N)



President's Board Report for September 25, 2026

Laurie Waye, PhD

Prepared September 17, 2025

1. Summary and key metrics

a. Budget

The College is following the plan for the current fiscal year, based on the result of Q1. The current budget is focused on two planned investments: a new website, and the Centre for Community Workforce Development (CCWD). The new website should help attract more learners to apply for courses and programs, including Continuing Education, and the CCWD should help grow revenue.

The concept of the CCWD was developed from the external review conducted of the Workforce Training and Contract Services (WTCS) Department earlier in 2026. Over the years, WTCS has done an admirable job of serving communities and generating revenue. The 2026 review identified several structural vulnerabilities that limit the scale of growth and the embracing of new opportunities and suggested a new structure to better take advantage of growth opportunities and revenue potential. Currently, the process is underway to hire the Dean of CCWD, who will lead the department in its upward trajectory, with the hope of generating additional revenue in the next fiscal year.

The asset disposition process for the Hazelton, Houston, and Kitimat campuses is still underway. Over the summer, the Ministry of Infrastructure provided me with the template letter for their own required First Nations consultation. This consultation is above what Associate Vice-President Corporate Services Yvonne Koerner and Director of Indigenization Ali McDougall had already done with me in the process of having discussions with territory holders, regional districts, school districts, and the Health Authority about the purchase of the properties. The period of consultation ends September 20 for Kitimat, with the Haisla Nation; September 24 for Hazelton, with the Gitksan Nation; and September 25 for Houston, with the Wet'suwet'en Nation. As of September 17, I have heard back from only the Gitksan Nation and should have met with the territory holder by the time of our September 25 Board meeting. I expect to be able to provide a further update of the asset disposition process at our November 27 Board meeting.

b. Student enrolment

Student enrolment is the key metric I am most concerned about. Despite having nearly the same number of applications from domestic students as the previous academic year, our conversion rate has lowered. CMTN had been on a trend of increased enrolments from local learners, but it looks like this academic year will not continue this trend. Once the fall semester is underway, we will look at why the conversion rate lowered, whether the applications were somehow different from the previous year (e.g., did we double the number of applications for Nursing, which has a limited number of seats?), and how we can further diversify the applications we receive through more targeted student recruitment activities.

It is not possible to predict how much enrolment will increase over the next eleven months, considering that we have programs that start later in the academic year (e.g., Electrical Level 2 in October,

Accelerated Practical Nursing in January) as well as summer intensive courses and field schools. The College could end up with similar enrolment to last academic year, but are unlikely to increase enrolments past what we had, as had been the trajectory and had been the hope.

The following chart provides a like-for-like comparison of activity recorded as of September 10 in each respective Fall term, for 2025 and 2026.

Metric	2025F at September 10, 2025	2026F at September 10, 2026	Change
Applications	1,451	1,316	↓ 9.3%
Enrolments	2,872	1,992	↓ 30.6%
Distinct Students (excluding CE)	975	693	↓ 28.9%

c. Strategic plan

Dr. Titi Kunkel, VP Academic, Students, and International, has led two engagement sessions with college staff and faculty to wrap up the current strategic plan. In these sessions, she asked participants to identify what has worked well, and less well, in the expiring strategic plan. This information will help form the basis of the work a consultant will perform for the College during the period of October 2026–March 2027. I contacted five Canadian consultancies that specialize in strategic planning for higher education and the public sector, all with strong referrals from similar organizations. Of the five, we received proposals from four, and after discussion by the senior executive, the successful proposal was selected. This information will be shared after the contract with the consultancy has been signed by both parties. The strategic planning process is set to begin in October 2026.

2. Key discussions and decisions

It is expected that the Avison Report, prepared by consultant Don Avison as an analysis of the future sustainability of the BC post-secondary sector, will be shared with Cabinet this fall, along with an action plan or set of recommendations, developed by the Ministry of Post-Secondary Education and Future Skills (PSFS). While we wait to learn what PSFS will propose to address the systemic budget shortfall of the post-secondary sector, we will continue to deliver on the institutional mandate letter requirements and plan the strategic direction of the College.

3. Key financials

At the end of July, the College received a very complimentary letter from the PSFS Post-Secondary Operating and Emergency Support Branch. In this letter, Director of Post-Secondary Finance Wendy Gronzil commented that despite a challenging economic situation for the post-secondary sector, “your institution continues to fulfil its educational and financial reporting mandates in an extraordinary manner.” She added that:

“...(A)s new requests and changes emerge, despite the many constraints you experience with respect to resources and staffing, your institution continues to prepare and submit these



deliverables with the utmost regard to accuracy and quality. Your staff should be commended for their adherence to the high standards they have set for their work and your institution's reporting obligations."

The full text of the letter received is in Appendix A.

In addition to WTCS and the new CCWD, the CMTN Foundation is an important part of the College's financial health. The Foundation, established in 2018, raises funds for student awards and bursaries as well as provides funding for experiential, place-based learning activities and teaching equipment purchases. Over the past four years, the Foundation has:

- Signed 72 funding agreements and created or completed 14 endowments
- Collected \$138,290 from Employee Giving, with annual totals up by 89%
- Increased funds distributed to students by 160%, and
- Awarded 537 CMTN students 827 awards, totalling \$795,985.

In the last fiscal year, 136 CMTN students received 203 awards, totalling \$291,750. See Appendix B for a full report on the past four years of the CMTN Foundation.

4. CEO concerns

As noted above, my concerns are about the current state of our student enrolment and what that might mean for provincial base-funding next year. Earlier this year, PSFS reallocated funding and seats for Adult Basic Education (for CMTN, Adult Upgrading and LEAP programs) across institutions, which lead to CMTN losing 50 seats of funding. As well, given that the province has a substantial deficit and faces the continuing economic threat of tariffs, it seems reasonable to expect that post-secondary spending will continue to be a focus of the government.

5. Future plans and trends

We will continue with the strategic planning process as we wait for the Avison Report. We have also internally realigned the Marketing and Student Recruitment departments to report to Dr. Titi Kunkel to bring them alongside the Registrar's Office. This should allow for a smoother transition from application to acceptance and then registration for new students.

As we start off this academic year, the leadership team also remains focused on implementing the changes made as part of the Invest, Trim, Grow strategy of last year. This means continued restrictions on travel, overtime, and internal catering. It also means investments in the website, CCWD, and the new strategic plan. I also look forward to filling some vacancies on the management team; in addition to the new Dean of the CCWD, we have leadership vacancies in HR, Student Housing, and the President's Office. While there is cost savings to be had with unfilled positions, it is also true that it is challenging to do all the work in front of us well with far fewer hands than we had before.

6. Achievements

a. President & CEO achievements

Over the summer, the law firm working with Aman Kang, Director of the President's Office, on the proposed revisions of the Board Bylaws was able to provide a solution to the CMTN Board of Governors



motion of June 2023 to give the Chair of First Nations Council (FNC) a voting seat on the Board of Governors. This 2023 motion was built on the 2013 policy decision by a past President to invite the Chair of FNC to Board meetings. In 2013 and 2023, PSFS, the Crown Agency Board Resourcing Office (CABRO), and the Board's law firm provided opinions that the motion could not stand, because it contravenes the *Colleges and Institutes Act*.

The solution the law firm suggested was to adapt what Nicola Valley Institute of Technology (NVIT) wrote into their Bylaws in January 2026. NVIT is an Indigenous-started, Indigenous-led institution that is government-funded, so while there are similarities, differences also exist. However, the law firm suggested that the FNC Chair, which is an elected position for a two-year term, could be put forward for appointment as an Order-in-Council (OIC member) for a two-year term. In a meeting Chair Butcher and I had with CABRO and PSFS mid-August, there was support for this idea. In the meantime, FNC Chair Brianna Gibson will be put forward for OIC appointment at the next opportunity, likely this fall.

While we will likely need a phased-in approach with Brianna as an OIC member for two years, by the time the FNC Chair role is up for election in 2028, we should have the ability to automatically put forward the Chair of FNC for OIC appointment. This will, at long last, provide FNC with a bona fide, continuing voting seat on the Board of Governors.

b. Institutional achievements

Despite lower enrolments, the Terrace campus had an outstanding turnout for student orientation on September 4, with over 160 new students joining us to learn about student supports and campus amenities.

We had a wonderful Galts'ap Day – our 23rd – at the North Pacific Cannery Historic Site in Prince Rupert. Galts'ap Day is held annually in late August at or near one of our campuses to bring staff and faculty together to connect and learn together. This year, we learned about the role the canneries played in the Indigenous communities of Northwest BC.

In the summer, the province shared updated recommendations for overdose prevention in the public post-secondary education sector, which was built on last year's initial set of recommendations. The CMTN Overdose Prevention and Response Plan is a working document, and work has been done this summer regarding all of the new recommendations: they have either been completed or are in progress.

The College's Health and Wellness Centre was recently featured in a MAPflow user spotlight highlighting how on-campus healthcare services are helping to improve access to care for CMTN students. The article, with national coverage, showcases the Centre's minor ailment assessment services and its role in helping students navigate the healthcare system and build confidence in managing their own health. Read the full MAPflow article at this link: [User Spotlight: How a Campus Pharmacist Is Making Healthcare Accessible at Coast Mountain College](#)

The AltaGas Power Engineering students have been a joyful addition to the Prince Rupert campus. Power Engineering in BC is not considered a skilled trade in the apprenticeship system and is therefore not a funded trade. By partnering with industry, we are able to offer this valuable training to local learners to attain work on local big projects. This model brings together the employer, the College of New Caledonia, and CMTN to provide the training, student support, and workplace experience. This model was developed by an earlier partnership with LNG-C. We look forward to repeating the success of this program with other area employers.

The Student Recruitment team has been busy connecting with communities across the region this summer. Recent engagements included the Kyah Careers & Job Fair, the Houston Pride Event, the Main Street Market in Smithers, the Student Summer Social, the Gitanyow Career Fair, and the Bulkley Valley Exhibition.

The Student Recruitment team has also been active in Prince Rupert this summer, building connections with local students, families, and community partners. In June, they connected with Pacific Coast School students and participated in the WorkBC Prince Rupert Career Fair. On August 21, they were at Prince Rupert Recreation’s Fun Friday to connect with local youth and families and share education and training opportunities available at CMTN’s Prince Rupert Campus.

Summer outreach continued with the Student Recruitment team taking part in the Kitimat Career Fair, the Skeena Valley Farmers Market, the National Indigenous Peoples Day celebration, the Student Summer Socials, Riverboat Days, and Kitsumkalum’s Knowledge Rooted in Culture event. They also joined SkeenaWild’s Learn to Be in Nature event at Lakelse Lake, which was a great opportunity to highlight CMTN’s Environmental Science and Mountain Adventure Science programs. These events help to continue building local relationships and connect people with education and training opportunities close to home.

7. External Engagements

This list covers the period of June 15 until September 16, 2026 and focuses on my external engagements and sectoral meetings.

Date	Event
June 15	Arranged and attended a campus meeting at the Hazelton campus with staff and faculty, elders, Board member Ang Smith, elected officials, and retired CMTN employee, Bridie O’Brien. Led a staff recognition ceremony and gift-giving
June 18	Attended the CMTN Foundation Board meeting, as a Director
June 19	Attended the BC Colleges Community of Presidents meeting
June 24	Held the Hazelton Campus Working Group meeting to ensure a smooth transition on June 30
June 29	Attended the Northern Post-Secondary Collaborative meeting, along with the other three presidents of Northern BC institutions



July 17	Met with Harris & Co. lawyer with Aman Kang, Director of the President's Office, to review proposed updates to the Board of Governors' Bylaws to bring them into alignment with the Governance Handbook
July 17	Hosted Terrace Mayor Sean Bujtas on campus to touch base on issues of mutual concern and importance
July 17	Met with Tony Loughran, Assistant Deputy Minister at the Ministry of PSFS
July 20	Met Mark Parker of the Regional District Bulkley Nechako to discuss issues of mutual concern and importance
July 21	With AVP Corporate Services Yvonne Koerner, met with five members of the Ministry of Infrastructure regarding the asset disposition process for the Hazelton, Houston, and Kitimat campuses
July 22	Hosted Kitimat Mayor Phil Germuth on campus to discuss issues of mutual interest and importance
July 23	Met with the Honourable Tamara Davidson, Minister of the Environment and Parks, and MLA for the North Coast Haida Gwaii region
July 24	Met with Suresh Choudry of the Terrace Chamber of Commerce to discuss the Chamber's bid to host the Minerals North 2027 conference and the request for CMTN to be a partner in this event
July 27	Hosted Skilled Trades BC CEO Shelley Gray at the Terrace campus
August 11	With Chair Butcher, met with Assistant Deputy Minister Tony Loughran of the Ministry of PSFS and Executive Director Vanessa Geary of the CABRO regarding the CMTN Board of Governors
August 17	Met with Skilled Trades Training Council CEO Ken Armour to discuss input into the provincial ask for BC's share of the \$2B federal funding for enhancing trades training opportunities
August 18	Joined the BC Colleges Executive meeting in my role as Past Chair. The Deputy Minister joined this call along with the Assistant Deputy Minister responsible for trades training to hear about the federal promise of an additional \$2B investment in trades training capacity nationwide
August 19	Met with representatives from QuadC regarding a Canadian AI product to connect students to support services to assess fit for CMTN
August 20	Attended the CMTN Foundation Board Pre-AGM meeting and celebratory luncheon for departing Board Directors Herb Pond and Ken Veldman
September 1	With Dr. Titi Kunkel, met with Catapult Consulting regarding the CMTN request for proposals for the strategic plan
September 4	Joined the BC Colleges Executive meeting as Past Chair. The Deputy Minister joined this call
September 8	Met with GBB Innovation regarding the CMTN request for proposals for the strategic plan
September 8	Met with Roots and Rivers Consulting regarding the CMTN request for proposals for the strategic plan
September 9	Attended the all-day Post-Secondary Employers Association (PSEA) AGM in Vancouver
September 11	Joined the BC Colleges Community of Presidents meeting



September 11	Met With Higher Education Strategies Associates regarding the CMTN request for proposals for the strategic plan
September 11	Met with GBB Innovation for a second meeting regarding the CMTN request for proposals for the strategic plan
September 14	Met with GBB Innovation for a third meeting regarding the CMTN request for proposals for the strategic plan



Appendix A



July 24, 2026
Our Ref. 151784

Michael Doyle
Vice-President, Corporate Services
Coast Mountain College
5331 McConnell Ave
Terrace, BC V8G 4X2

E-mail Address: mdoyle@coastmountaincollege.ca

Dear Michael Doyle:

The past year has continued to be marked by challenges for the public Post-Secondary sector, in terms of financial constraints and the coordination of educational delivery. Despite this protracted and complex fiscal context, your institution continues to fulfil its educational and financial reporting mandates in an extraordinary manner.

During the past year, the Ministry also requested additional reporting that your institution fulfilled in a timely manner. And as new requests and changes emerge, despite the many constraints you experience with respect to resources and staffing, your institution continues to prepare and submit these deliverables with the utmost regard to accuracy and quality. Your staff should be commended for their adherence to the high standards they have set for their work and your institution's reporting obligations.

..../2

**Ministry of Post-
Secondary Education
and Future Skills**

Post-Secondary Operating
and Emergency Support
Branch

Mailing Address:
PO Box 9134 Stn Prov Govt
Victoria BC V8W 9B5

Location Address:
4th Floor – 835 Humboldt Street
Victoria BC V8V 4W8

E:
psfs.financialreporting@gov.bc.ca



-2-

I would like to thank you and your team for their time, effort, and dedication to fulfilling all these reporting obligations. We look forward to continuing to collaborate with you.

Yours sincerely,

Wendy Grondzil
Director, Post-Secondary Finance
Post-Secondary Operating and Emergency Support Branch
Ministry of Post-Secondary Education and Future Skills

pc: Nina da Silva, Director of Finance
Coast Mountain College
ndasilva@coastmountaincollege.ca

Kellie Moniz, Manager, Financial Performance
Post-Secondary Operating and Emergency Support Branch
Ministry of Post-Secondary Education and Future Skills
Kellie.moniz@gov.bc.ca

Financial Reporting Mailbox
Ministry of Post-Secondary Education and Future Skills
PSFS.financialreporting@gov.bc.ca

Appendix B

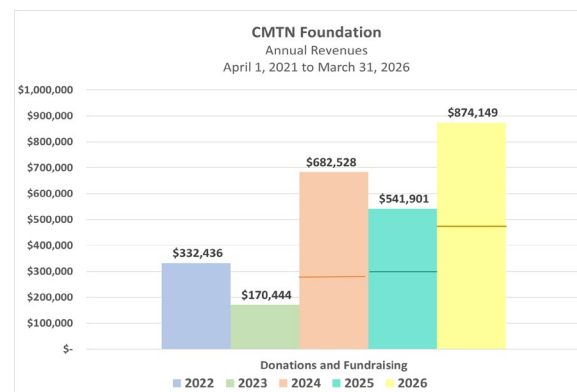
CMTN Foundation Four Year Review – 2022-2026

Prepared by Yvonne Koerner, AVP Corporate Services and Executive Director, CMTN Foundation

The CMTN Foundation was established in 2018 and has been managed the last four years with the current staff. CMTN Foundation has remained dedicated to its founding commitment to remove financial barriers for students. This document is to celebrate the successes of the last four years.

Donations & Fundraising

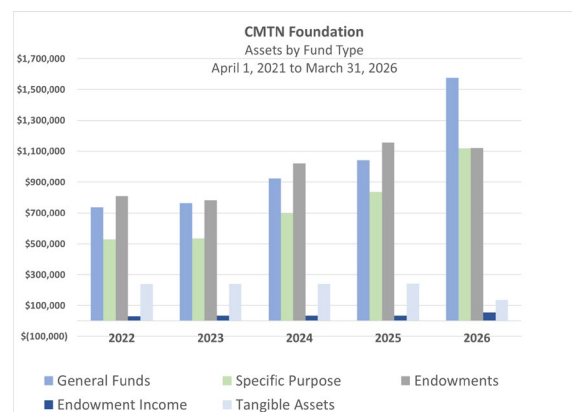
Donations and fundraising efforts have been primarily focused on the local area and local businesses. Efforts have been made to focus on the right donor for the right project with the right form of recognition. In the past four years 72 funding agreements have been signed, representing 329 of the 827 awards distributed. 14 endowments have been completed or newly created. Donations for endowments have mainly come from individuals.



The College donated \$400,000 in 2024 for the creation of an experiential place-based learning fund (EPBL). In 2025, \$250,000 was donated to establish a new domestic award to attract top local students in the region, which lead to the creation of the Northern Learner Entrance Award (NLEA). In 2026, a \$400,000 top up was donated for the EPBL, NLEA and to provide matching funds for new endowments. The Terrace Golf Scramble remains the largest source of unrestricted funds each year. Over the past four years the Scramble has raised \$163,015.

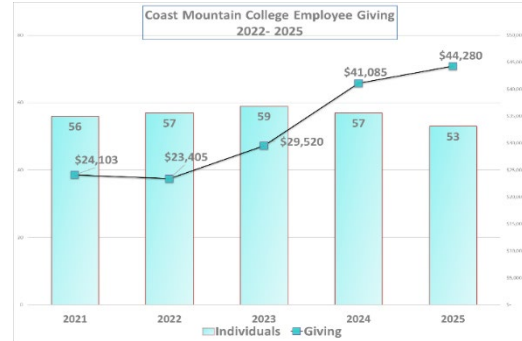
Asset Growth

CMTN Foundation assets now value over \$4 million, up \$1.6 million since 2022. This includes four main types of funds, all of which have increased steadily over the past four years. Since 2022 unrestricted general funds have grown 114%. Specific Purposes funds, restricted by donor agreements, have increased 110%. Endowed funds have increase 38%. The interest earned on the endowment funds all go to student awards. Tangible Assets are vacant land; the Terrace property sold in 2026, leaving the Smithers property as the remaining tangible asset.



Employee Giving

\$138,290 has been given by CMTN staff in the last four years. Support from CMTN employees has been steadily growing each year. Changes in staffing have led to a slight decline in the number of employees giving each pay period but annual totals are up by 89% since 2022. \$75,000 from this giving has been used to create an endowment that funds three \$1,000 awards annually.



Experiential Place-Based Learning Fund

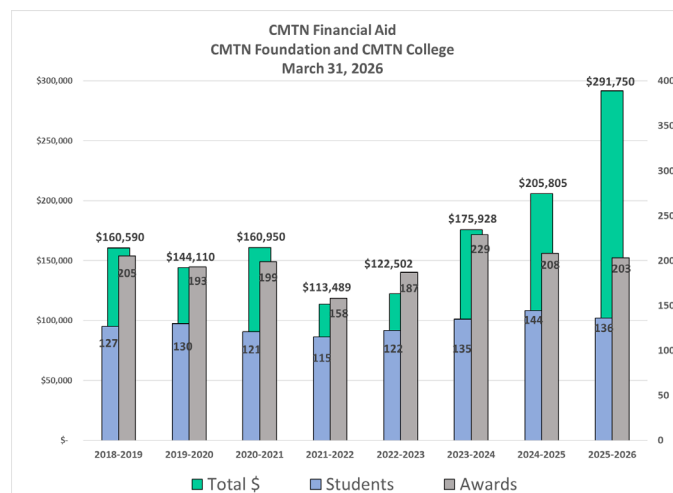
In 2024 the Experiential Place-Based Learning Fund was created and is adjudicated by a sub-committee made up of CMTN Foundation Directors. *Over the past two years over 200 students have been given unique opportunities.* 6 Students travelled to Skills Canada to represent CMTN after winning regional competitions. 29 Returning International Students received \$1,000 student awards which required proof of community involvement. 165 students benefited from approved applications for cultural experiences such as drum making, community competitions including a mini solar home building contest, and participated in field schools, two of which were international.

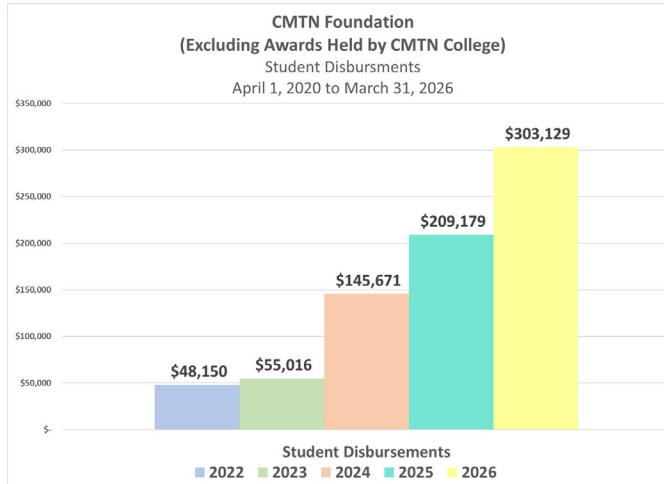
Events

The highlight each year is the rebranded Major Donor Appreciation and Student Recognition Night, where donors have the opportunity to meet their award recipients and hear the student's stories. CMTN Foundation has worked hard to expand its reach beyond the Terrace campus. Multiple events have been held in Smithers and Prince Rupert in partnership with the community's Chambers of Commerce. The Prince Rupert Chamber has provided opportunities for Prince Rupert donors to give out awards at their Business Excellence Awards Night the last three years, allowing donors to be recognized in their community. The College's 50th Anniversary created an opportunity to gather community members and alumni in all three communities with four special events.

Student Awards

Funds distributed to students has increased by 160% over the last four years. The creation of new entrance awards has driven this increase. The Foundation Board funds 12 \$2,500 general entrance awards, 32 \$1,500 nursing entrance awards, plus one NLEA to each high school in the region. The NLEA is worth up to \$8,300 per student. In September 2025 the first seven students from communities across the north received the award.





CMTN Foundation has worked with the College to streamline and automate parts of the adjudication process, by leading the procurement of adjudication software Awardspring, and participating in the implementation. This has led to a new Awards Adjudication Committee and processes. Foundation staff work with the College financial aid department to adjudicate all student awards, including those older awards held by the College through the Vancouver Foundation.

In the last fiscal year 136 CMTN students received 203 awards totaling \$291,750.

Over the last four years 537 CMTN students received 827 awards totaling \$795,985!

Coast Mountain College
2025/26 Accountability Framework Reporting Cycle
Institutional Accountability Plan and Report

General Comments from the ministry	• Thank you for addressing the feedback provided on Coast Mountain College's draft IAPR. • Coast Mountain College has prepared an engaging and comprehensive report that highlights the College's impact in the region and strategic direction.
Strategic Initiatives	Former Youth in Care • Pg. 23 – Tuition waiver program disbursement adjusted amount noted at \$35,457.28 to \$8,374 to account for reassignment of funds. Sexual Violence Prevention and Response Initiatives Page 20 we adjusted: In alignment with the Sexual Violence Policy Act (Bill 18, 2025), an annual sexual violence prevention and response report will be submitted to the Board of Governors on September 25, 2026 and published on the CMTN website (link here). This requirement has been incorporated into policy and will take effect upon approval. <i>The policy approval process includes submission to President's Council on April 23, 2026, and to the Board Policy Review Committee on May 15, 2026, with earliest expected final approval by the Board of Governors on June 12, 2026.</i> Adjusted to: The policy approval process includes submission to President's Council on August 18, 2026, and to the Board Policy Review Committee on September 4, 2026, with earliest expected final approval by the Board of Governors on September 25, 2026.
Performance Measure Results	• Pg. 53 – Performance Measure Results ○ PM1 – Student Spaces and PM2 – Certificate Credentials Awarded Page 53 we added: The long-term trend of declining grade 12 graduates has created a challenging environment. The majority of students who transitioned to post-secondary in the Coast Mountain College region come to CMTN as per the High School Transitions Data of 2023. CMTN served 3,075 distinct domestic students in 2025/26 academic year. Most CMTN students continue to work as they attend classes, hence study part-time. The College continues to experiment with ways to draw domestic

	students to our campus, including innovative financial aid scholarships like the Northern Learner Award for top academic high school students. These awards have been successful in increasing enrolments for particular program areas. The College will continue to look for ways to attract students into other programs. Page 53 Indigenous Student Spaces we adjusted: 2024/25: 308. 2025-26 Target: 310 2025/26 actual: 337. 2025/26 assessment: achieved. <i>* Coast Mountain College continues to have strong Indigenous student enrolment and continues to strive in this area. Coast Mountain college continues to look for new ways to increase access for Indigenous communities.</i>
Additional Comments	- Pg. 12 – Repeated text in the following statement: “Similar constraints are observed in other rural areas such as Haida Gwaii.” Similar constraints are observed in other rural areas such as Haida Gwaii, where long-term rental supply is extremely limited...”

A young man with dark hair and safety glasses is focused on marking a wooden board with a white marker. He is wearing a dark grey Carhart hoodie. His workbench is cluttered with various tools, including a blue tape measure and a yellow level. The background is a blurred workshop environment.

coast
mountain
college

**Institutional Accountability
Plan and Report 2025 to 2026**





The first cohort of students in the Information Technology - Systems Administration and Networking Diploma program presented projects to the college community at the end of the academic year. This new program was offered in collaboration between Coast Mountain College and Vancouver Island University.

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Icefields to Oceans Field School, Summer 2025



Accountability Statement

May 19, 2026

Honourable Minister Jessie Sunner
Ministry of Post-Secondary Education and Future Skills
Parliament Buildings
PO Box 9080, Stn Prov Govt, Victoria, BC, V8W 9E2

Dear Minister Sunner:

On behalf of the Board of Governors, the employees, and the students of Coast Mountain College, we are pleased to provide you with the 2025/2026 Institutional Accountability Plan and Report.

The 2025/2026 academic year was a turbulent one across the post-secondary sector. Many difficult decisions had to be made by our Board and the executive team in the wake of federal changes to immigration policies and the resulting loss of revenue from international students. We formed our new operational plan through our “Invest, Trim, Grow” internal consultation process and are now in a strong position to continue our focus on providing quality education to students in Northwest BC, with an emphasis on experiential, place-based learning and a positive student experience.

Notable actions of the 2025/2026 academic year include the following:

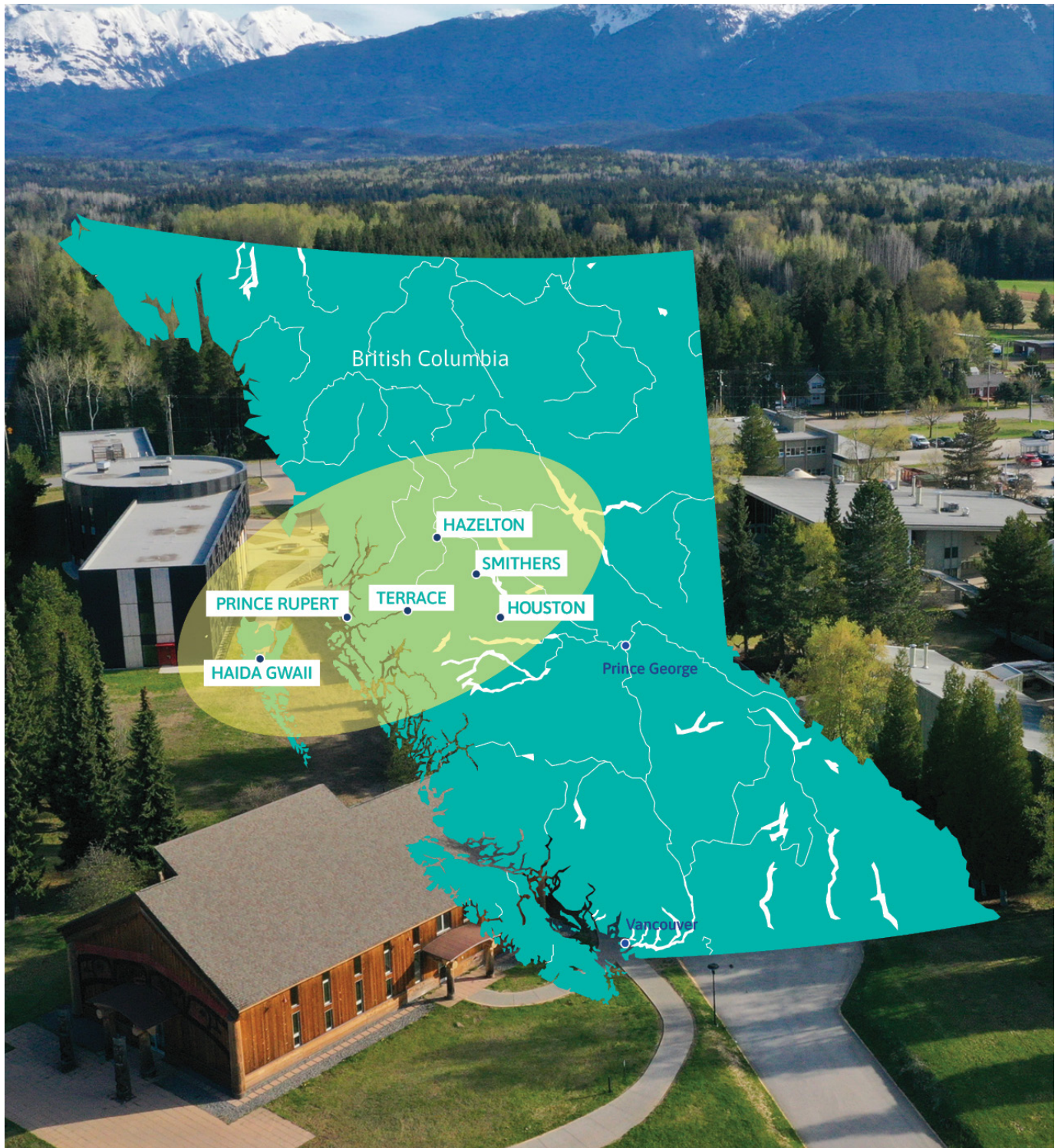
- In partnership with the Ministry of Infrastructure, the sale of two long-closed campus buildings (Kitimat and Houston) and the closure and sale of an under-utilized campus in Hazelton will rebuild our retained earnings, while decreasing the expenses needed to operate these properties. This strategic financial stewardship places us in a strong position to handle future challenges.
- Through greater investment in local student recruitment and registration support initiatives, we have increased domestic enrolment in many key program areas including trades training, healthcare programs, and adult upgrading programs to support regional economic growth and wellbeing in Northwest BC.
- Extensive improvements to our internal processes, including updating existing policies and creating new policies and procedures have been a major focus this year, supporting our goal of improving safety and security for all students, faculty, and staff, and minimizing institutional risk.
- In-community training partnerships continue to be an important part of our commitment to accessible, equitable education and training opportunities in rural, remote, and First Nations communities. In the past year we have worked with many valued partners including school districts, First Nations communities, industry employers and other BC post-secondary institutions. These collaborations highlight how integrated Coast Mountain College is with the communities and people we serve and how we work to deliver the programs where and when they are needed most. Many more agreements are in discussion now and we look forward to continuing and improving this important work following a recent operational review of our Workforce Training and Continuing Education department.

As Board Chair and President, we hereby affirm our accountability for this plan and report and include the institution's major achievements and goals. We are pleased to continue serving our communities, delivering affordable education to meet their unique needs.

Sincerely,

CJ Butcher
Chair of the Board
Coast Mountain College

Dr. Laurie Waye
President and CEO
Coast Mountain College



Land Acknowledgment

Coast Mountain College (CMTN) acknowledges the unceded traditional territories of the Haida, Ts'msyen, Nisga'a, Haisla, Gitksan, and Witsuwit'en Nations where students and employees are privileged to work, learn, and live. CMTN also acknowledges our close neighbours of the Tahltan Nation.

CMTN campuses are located in the following communities and traditional territories:

- Hazelton (Gitksan)
- Prince Rupert (Ts'msyen)
- Smithers (Witsuwit'en)
- Terrace (Ts'msyen)

CMTN also has a classroom on Haida Gwaii (Haida).



In 2025, Coast Mountain College received the donation of an electrical test bench from Brucejack Mine, operating under Newmont Canada. The bench will allow students to gain the practical, hands-on skills needed in the electrical trade.

Strategic Direction and Context

Direction

We develop educational opportunities that focus on adventure, transformation, and integrity. Coast Mountain College aims to be the college of choice for experiential, place-based learning by 2027. We strive to allow students to learn both in the classroom and in the awe-inspiring outdoor spaces in our backyards. In so doing, we incorporate our core values of adventure (exploring and taking risks to engage in learning), transformation (enriching lives through learning) and integrity (being respectful, transparent, accountable, and inclusive in everything we do).

We live adventure when we:

- move courses into the field for hands-on learning
- assist people to move into new careers
- invite others to join our learning discoveries
- implement new approaches and pedagogy
- continue to engage existing and potential partners in education
- overcome geographic challenges to make education accessible.

We live transformation when we:

- add experiential learning to complement our classroom delivery
- respond to the evolving educational landscape by transforming learning spaces
- improve people's lives, families, and communities through education
- assist people to discover new career opportunities
- recognize alumni who have transformed their lives
- deliver education in communities in the Northwest
- incorporate a cultural context into our programming.

We live integrity when we:

- do the right things, even when they are not popular
- move toward reconciliation in meaningful ways
- communicate our intentions with clarity
- are consistent and accountable in everything we do
- discuss our plans openly
- practise social, environmental, and financial sustainability.

To achieve our goal of being the college of choice for Experiential Place-Based Learning, we:

- create partnerships that allow students to start at CMTN and complete their education anywhere in the world
- integrate work and learning opportunities
- deliver transformative learning through unique classroom spaces, both indoors and out
- collaborate with Indigenous partners and Rights Holders to create unique programs that provide employees with skills and knowledge for future work
- develop community-based programming to meet the needs of the communities we serve.

Context

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

In keeping with the Truth and Reconciliation Commission 94 Calls to Action, CMTN works in partnership with Indigenous communities in the region to deliver education with transformative learning that transcends the classroom. The college provides signature experiential, place-based learning offerings where students can participate in community projects and work-integrated learning opportunities. CMTN's significant investments in state-of-the-art facilities allow students to experience world-class learning in trade shops, science and healthcare labs, simulation equipment, community-based practicums, and field schools.

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

At CMTN, students engage in vocational training, academic upgrading courses, and transfer pathways in business, health, fine arts, arts and science, human services, and applied sciences. CMTN provides education pathways into any of the province's research and

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

Truth and Reconciliation with Indigenous Peoples

CMTN continues its Truth and Reconciliation (TRC) work by updating policies and adjusting internal procedures to include Indigenous voices and protocols.

This year, Articulation and Curriculum Committee meetings, a subcommittee of Education Council, evolved to include reflection on First People's Principles of Learning. The relational agenda provides space for employees to increase their confidence and competence with Indigenous learning concepts. This subcommittee is tasked with collaborative curriculum transformation through dialogue, reflection, and relational accountability. The Education Council meetings continue to provide the space for members to share their reflections and activities in line with Truth and Reconciliation.

Work is underway by the management and the CUPE/AWU Union to Indigenousize the collective agreement. The conversations so far have been very positive.

Indigenous Community Partnerships and Community-Based Program Delivery

Coast Mountain College continues to advance meaningful reconciliation through long standing and emerging partnerships with Indigenous Nations, Indigenous owned entities, and community organizations across the Northwest. These partnerships emphasize co-development, community based delivery, culturally responsive pedagogy, and clear pathways to credentials, employment, and Red Seal certification where applicable. During the 2025/2026 reporting period, CMTN delivered and expanded partnership based programming with Kitselas Nation, Gitxsan communities, Haisla Nation, Haida Gwaii communities, Nisga'a Lisims Government, and Witset, aligning education and training with community identified priorities, workforce needs, and self determination.

Strategic Enrolment Management

The Strategic Enrolment Management model continues to build on existing college committee structure, gathering data using both qualitative and quantitative reports. Discussion on key performance indicators (KPIs) has been transformative in measuring progress on conversion and evaluating initiatives across departments. The Institutional Research Team continues to develop tools to improve discussion, measurement, and evaluation of ongoing work.

The Strategic Enrolment Management Committee has focused on discussions and actions related to institution-

wide scheduling support to improve student experience. Other supported initiatives have been included in the Community Dashboard, which indicates the ways in which education is supported or delivered to individuals across the college area.

Focus on the Communities We Serve

CMTN continues to develop better relationships with the communities in the region. The initiatives embarked on this year include memoranda of understanding with regional school districts for dual credit programming, engaging with communities through regional education advisory committees, and increasing the college's regional engagement and outreach. Through these initiatives, the college gathered information and data to better understand community needs and direct programming in the region. The initiatives have resulted in increased program delivery on Haida Gwaii, within Indigenous communities, and in underserved areas such as Houston.

Many of CMTN's most significant community engagements occur through formal partnerships with Indigenous Nations and community organizations, enabling education and training to be delivered directly within communities. Examples include community based trades training, business programming, culinary pathways, Early Childhood Care and Education, and stewardship focused program development. These were delivered across Haida Gwaii, the Nass Valley, Gitxsan territories, Kitselas Nation, Haisla Nation, and Witset. These partnerships strengthened access, improved learner retention, and ensured programming reflected local context and workforce priorities.

In the year 2024/25, CMTN had a student population that was 81.06% domestic and 18.94% international students (Fig. 1). Of the domestic students, 27.81% were Indigenous students (Fig. 1).

Equity, Diversity, and Inclusion

CMTN continues to build on the work of the Inclusion Department, IDEA+I forum. The IDEA+I (Inclusion, Diversity, Equity, Accessibility, and Interculturalism) forum facilitates conversations to raise awareness of inclusion and accessibility at the college. The forum developed the first CMTN institutional inclusion statement, which is now being used by the Human Resource Department in job postings. The forum has also developed a CMTN wide institutional statement of commitment to IDEA+I and is currently exploring training offerings for both students and employees.

Figure 1

Domestic and International Learners (Credit and Non Credit)

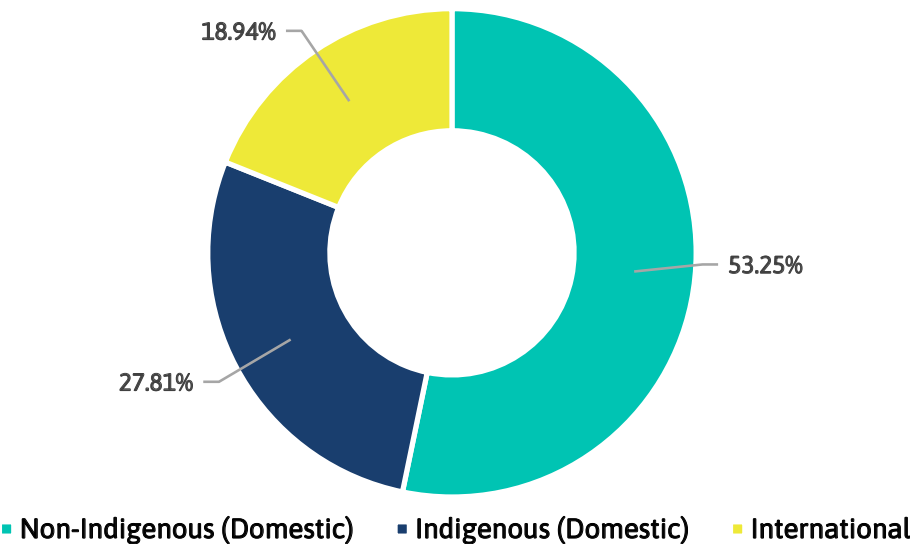


Figure 2

Indigenous Learners (Credit and Non Credit)

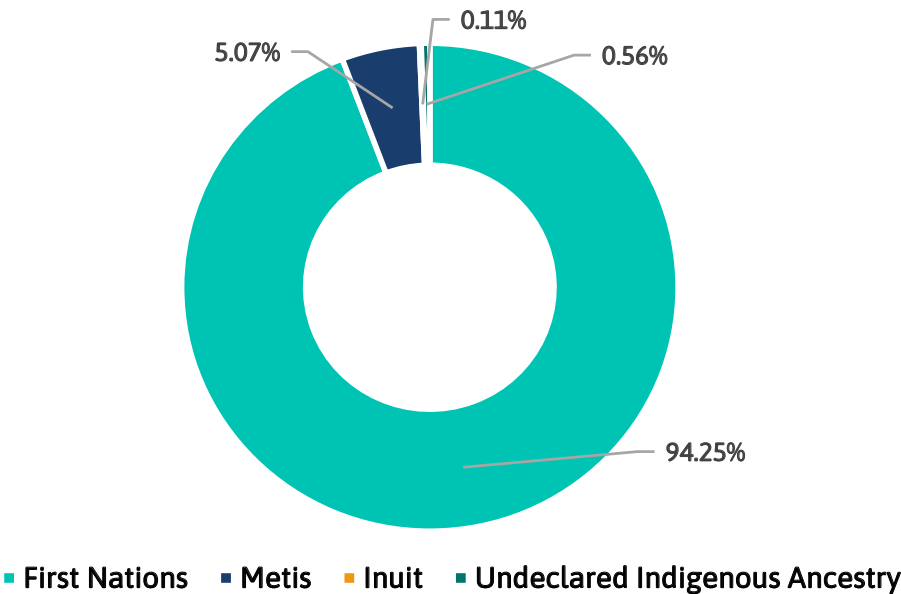
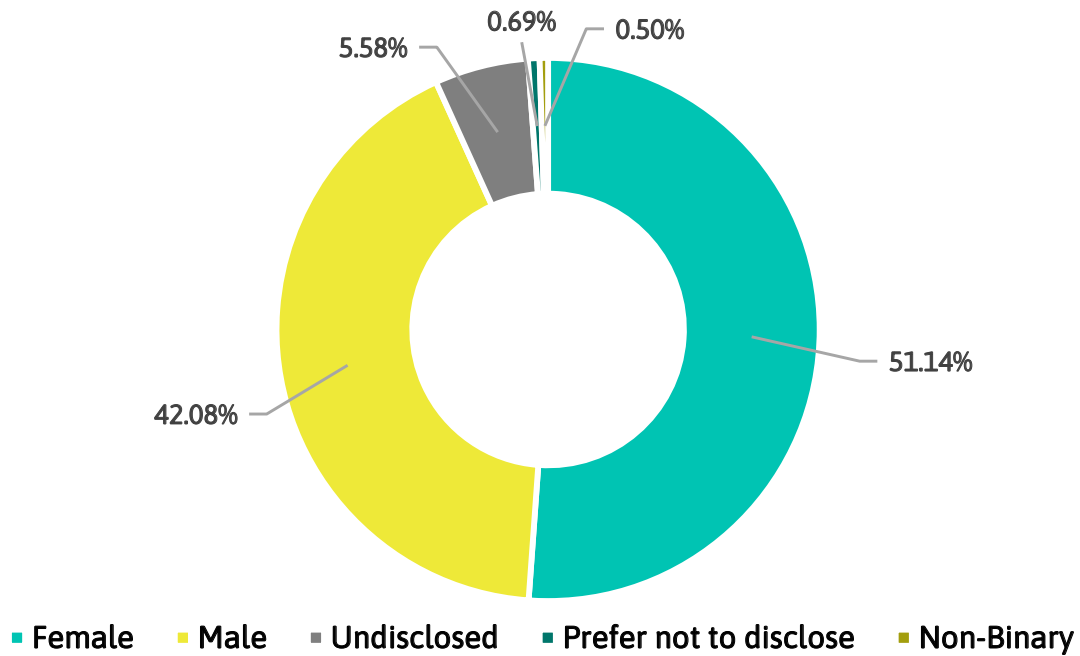


Figure 3

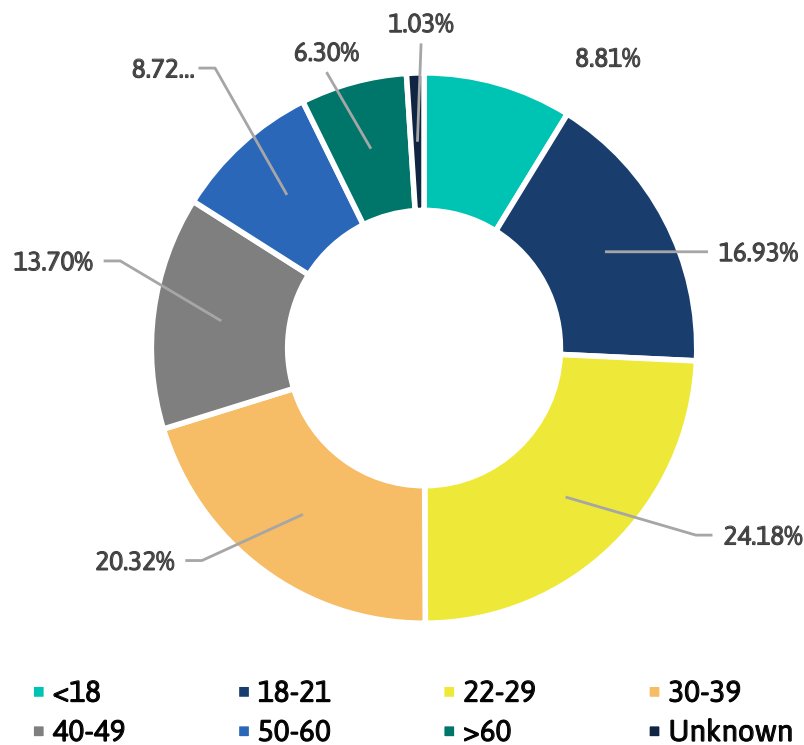
Gender of Learners (Credit and Non Credit)



Source: Coast Mountain College, Institutional Research

Figure 4

Age Bracket of Learners (Credit and Non Credit)



Workforce Adjustment and Institutional Capacity

CMTN initiated workforce adjustments in 2025 as part of broader restructuring efforts in response to declining international enrolment and associated revenue impacts. These changes, including reductions in staffing levels, have continued until the end of the fiscal year, March 2026, and were undertaken to support long-term financial sustainability.

The difficult decision to close the Hazelton Campus was made, where enrolments had been falling for several years. The campus will close on June 30, 2026. Programming plans will continue to serve the area, with a part-time position continuing to ensure ongoing communication and liaising with the community as needed.

Given the changes in the enrolment demographics and the challenges with international students obtaining study permits, CMTN decided to focus its efforts solely on domestic recruitment. While CMTN will continue to gladly accept international students who find their way to the college, the college will no longer employ dedicated international recruitment staff nor in-country representatives.

Other reorganizational changes include a shift in the service model within the Registrar's Office, a restructured Marketing and Communications Department, and a change to how the deans are supported. The college is undergoing a review of the Workforce Training and Continuing Studies Department, with a focused regional economic opportunity.

CMTN Foundation

The CMTN Foundation supports student success by relieving financial barriers in tangible ways, through scholarships, bursaries, and awards. This year, the foundation gave out \$311,750 to support 183 students. The CMTN Foundation awarded the Experiential Place-Based Learning (EPBL) Scholarship to one international field school in 2025. Through the EPBL funds, the foundation supported five students with awards to attend the skilled trades competition and provided funds for a number of summer field schools.

The Northern Learner Entrance Awards were created in 2025 for 23 top high school graduates in the region. These awards are valued at up to \$8,300 each, to cover tuition and accommodation for eligible programs. Seven students were awarded a total of \$ 51,360 for the 2025/2026 academic year.

The CMTN Foundation also continues to support High School Entrance Awards of up to \$2,500 per student, Bachelor of Nursing Entrance Awards for each first-year nursing student of \$1,500, and 15 \$1,000 awards for second-year returning international students. International Student Entrance Awards of \$5,000 for up to four international students are available through the CMTN Student Recruitment department.

High School Transition Rates

Provincial data shows that the number of students enrolled in school districts in the region served by the college is low by comparison to urban areas¹. These school districts serve very large geographic areas that are sparsely populated.

The latest student transition data, which includes data up to 2022/23, showed that approximately 50% of high school graduates in the CMTN region will attend a post-secondary institution within 10 years of high school graduation. Across the province, approximately 40% of Indigenous students transition to post-secondary within 10 years². In CMTN's region, this number is as high as 50% of Indigenous students attending post-secondary.

A 50% high school graduate transition to post-secondary within 10 years of graduation is very low, and the number of high school graduates transitioning to CMTN is even lower as evidenced by the low domestic student enrolment numbers at the college.

Student Enrolment

Between January and November 2024, IRCC announced a number of changes affecting international students and study permits, which resulted in the decline of international students coming to Canada. As expected, the number of new international students enrolled in the 2025/2026 academic year was 19, dropping from 149 new students 2024/2025.

CMTN's continued efforts to increase domestic student enrolment were met with moderate success in the 2024/2025 academic year. The recent 2024/2025 data (Fig. 6) showed a higher distinct student count by comparison to the last six years.

Recent trends indicate a clear shift in enrolment composition. Domestic enrolment has grown in areas such as trades, healthcare, and upgrading, while new international student enrolment has declined significantly. This change aligns with reports from other institutions across Canada following federal policy constraints affecting international student flows³.

1 "School District Directory," Government of British Columbia, accessed April 13, 2026, <https://studentsuccess.gov.bc.ca/all/school-districts>.

2 "Student Transitions Project," Government of British Columbia, last modified February 13, 2026, <https://www2.gov.bc.ca/gov/content/education-training/post-secondary-education/data-research/student-transitions-project>.

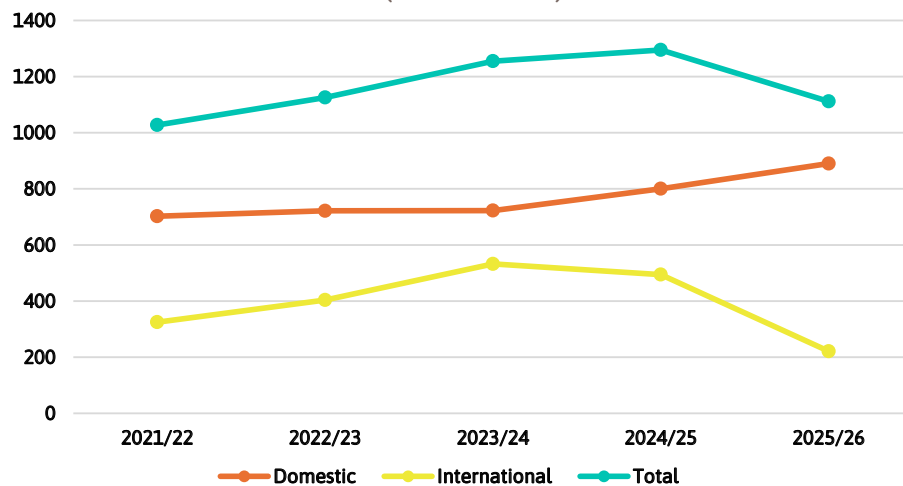
3 "Understanding student and temporary worker numbers in Canada," Immigrations, Refugees and Citizenship Canada, last modified February 28, 2026, <https://www.canada.ca/en/immigration-refugees-citizenship/corporate/reports-statistics/statistics-open-data/immigration-stats/students-workers.html>.

Table 1 High School Enrolment Data, 2026

School District (SD), 2026	Grade 11	Grade 12
Bulkley Valley SD 54	193	174
Coast Mountains SD 82	448	418
Haida Gwaii SD 50	36	44
Nisga'a SD 92	38	35
Prince Rupert SD 52	173	173
TOTAL	888	844

Figure 5

CMTN Full Time Equivalents (FTEs) (Fiscal Year)



Note: The FTEs above represents Fiscal Year FTEs for Advanced Education, Developmental, Health and Trades.
Source: CDW Submission (May 2026)

Table 2 Top Five Industries by Total Job Openings, 2025 to 2035 – Northcoast/Nechako⁴

Industry	Employment 2025	Annual Employment Growth Rate % 2025 to 2035	Job Openings 2024 to 2034		
			Expansion	Replacement	Total
All industries	46,200	0.5	2,500	11,200	13,700
Other retail trade (excluding cars and personal care)	3,600	0.9	300	800	1,100
Ambulatory health care services	1,600	2.5	500	400	900
Ports and freight transportation arrangement	1,500	2.4	400	400	800
Forestry, logging, and support activities	1,500	1.3	200	400	600
Rail transportation and support activities	500	5.5	400	200	800

⁴ “British Columbia Labour Market Outlook: 2025 – 2035 Forecast,” WorkBC, accessed May 8, 2026, <https://www.workbc.ca/sites/default/files/2025-10/B.C.%20Labour%20Market%20Outlook%20Report%202025.pdf>, 42.

Labour Market Outlook

The labour market outlook for the North Coast and Nechako regions remains strong. WorkBC projects 13,730 job openings in the region from 2025–2035, with top openings including transport truck drivers, managers, longshore workers, railway engineers, social and community service workers, carpenters, healthcare workers, and administrative officers⁵.

Northern Health reports persistent vacancy pressures, with their baseline vacancy rate decreasing slightly from 20.1% to 17.9% since spring 2025 and identifies hundreds of difficult-to-fill vacancies⁶.

Health and social services are on the list of forecasted in-demand jobs, according to WorkBC. Labour market trends in the area also show strong demand for business diploma graduates, which would help fulfill the forecasted 500 retail and wholesale managers in the North Coast and Nechako region over the next 10 years. The business diploma is also valuable for administrative officer, accounting technician, and bookkeeper positions which are high on the job demand list for the region⁷.

Regional Economic Development

The economy of Northwestern BC reflects many of the challenges experienced throughout the province. Tariffs, higher interest rates, unpredictable global events, changing markets, and the completion of major infrastructure projects indicate a period of transition. The unemployment rate in the North Coast and Nechako region is about 9% (3-month moving average), higher than the provincial average of 6.7%⁸.

Northern BC has several projects on the horizon that would benefit employment and economic development in the regions the college serves.

The region saw signals for sustained industrial and logistics activity. Liquefied natural gas (LNG) projects continue to dominate discussions in Northern BC, with LNG Canada commencing operations on June 30, 2025⁹.

Cedar LNG in Kitimat also began construction in mid-2025 and is expecting peak construction in 2026, while

Ksi Lisims LNG has been granted its environmental certificate and is awaiting a final ministerial review¹⁰.

The Prince Rupert Port Authority reported 2025 cargo volumes were up 14% year-over-year with 26.3 million tons processed in 2025 and highlights a high level of infrastructure investment expected to begin coming online in mid-2026¹¹.

Provincial energy development is accelerating through major projects on the North Coast. A 2026 memorandum of understanding between BC Hydro and Ksi Lisims LNG supports the delivery of up to 600 megawatts of clean electricity to a proposed LNG facility on Nisga'a Treaty Lands. The project includes the proposed North Coast Transmission Line (NCTL) which is expected to start in the summer of 2026. The project is expected to attract nearly \$30 billion in investment and create thousands of skilled jobs. The NCTL will support broader regional expansion and approximately 9,700 direct full-time jobs. The project is expected to conclude in 2030¹².

A major new investment also includes \$6.2 million in federal funding to the NSD Development Corporation for the NSD inland port project in Terrace. This project creates a multi-commodity inland port facility to serve as a regional hub for shipping goods to and from Northwestern BC, including the construction of rail and road access, and transloading areas for both liquid and dry bulk commodities. This project is operational and expanding¹³.

In Prince Rupert, port expansion projects continue to diversify the economy. The Port Authority has also completed site preparation for CANXPORT, a 108-acre rail-fed logistics and transloading facility which is expected to increase capacity. The facility is scheduled to begin expanded operations in mid-2026. Further logistics capacity through the South Kaien Logistics Park from the Canada Infrastructure Bank to the Metlakatla Development Corporation.

Rail infrastructure improvements are also underway, with CN's Zanardi Rapids Bridge Expansion project launched in 2025. The project includes several kilometres of new track and a 1,600-foot two-track bridge, with completion

5 "North Coast and Nechako Regional Profile: Labour Market Statistics," Work BC, accessed April 13, 2026, https://www.workbc.ca/region-profile/north-coast-and-nechako#labour_market_statistics.

6 "Northern Health Board – Public Agenda Package," Northern Health, accessed April 13, 2026, https://www.northernhealth.ca/sites/northern_health/files/about-us/leadership/documents/2025-10-22-public-agenda.pdf.

7 "High Opportunity Occupations," Work BC, accessed April 20, 2026, https://www.workbc.ca/research-labour-market/high-opportunity-occupations?q=views/ajax&field_teer_value=All&delta=4&field_hourly_salary_value=All.

8 "Labour Market Statistics for British Columbia," BC Stats, accessed April 13, 2026, https://bcstats.shinyapps.io/LFS_app/.

9 "First Cargo Puts Canada on the Map of LNG Exporting Nations," LNG Canada, July 1, 2025, <https://www.lngcanada.ca/news/first-cargo-puts-canada-on-the-map-of-lng-exporting-nations/>.

10 "State of the North Report," Northern Development, accessed May 5, 2026, <https://www.northerndevlopment.bc.ca/state-of-the-north/>.

11 "Port of Prince Rupert Cargo Volumes Grew to 26.3 Million Tonnes in 2025 Alongside Substantial Development," Prince Rupert Port Authority, effective January 14, 2026, <https://www.rupertport.com/cargo-volumes-grew-26-3-million-tonnes-2025/>.

12 "BC Hydro signs MOU with Ksi Lisims LNG for North Coast Transmission Line," Government of British Columbia News, January 20, 2026, <https://news.gov.bc.ca/releases/2026ECS0002-000043>.

13 "Services," NSD Inland Port, accessed April 13, 2026, <https://nsdinlandport.com/services-copy/>.

expected in 2027. Meanwhile, Trigon Pacific Terminals continues to work on its second marine berth, with the marine infrastructure

Community

Coast Mountain College serves a vast region in Northwestern British Columbia. Recent data from BC Statistics indicates that from 2023 to 2024, Bulkley-Nechako and the North Coast regions had small population declines of 0.1% and 0.04% respectively. Population projections for the area have been adjusted to account for current economic and historical trends as well as changes to immigration policies¹⁴. Population growth across the province will be impacted by the 2025/2027 Immigration Levels Plan¹⁵.

CMTN recognizes that it cannot address regional educational and training needs in isolation. In recent years, the college has deepened its partnerships with industry, community organizations, school districts, and other post-secondary institutions to strengthen regional capacity and improve learner outcomes.

A key area of focus has been collaboration with local industry and employers. CMTN works closely with industry partners such as LNG Canada, BC Hydro, and Rio Tinto Alcan to design training programs that align with workforce needs. For example, CMTN's partnership with LNG Canada has supported sponsored trades training and the creation of apprenticeship funding. This approach benefits both employers seeking skilled workers and students requiring financial assistance.

In the health sector, CMTN collaborates with Northern Health to align program delivery with staffing needs. This coordination has informed the reintroduction of the Practical Nursing Diploma program across multiple communities. Additionally, clinical placement partnerships have expanded to include hospitals, long-term care homes, and Indigenous health centres, thereby allowing students to train close to their home community and often transition directly into employment upon graduation.

Partnerships with K-12 school districts are another pillar of the CMTN's strategy to address low post-secondary transition rates among rural youth. The college increased the portfolio of dual-credit courses and programs in which high school students can earn both secondary and post-secondary credits.

CMTN hosts regular tours and career exploration events for high school students at all its campuses throughout the year. This initiative has increased the awareness of programs offered and has resulted in increased domestic student applications.

As an active member of the Northern Post-Secondary Collaborative, which brings together Coast Mountain College, the College of New Caledonia, Northern Lights College, and the University of Northern British Columbia (UNBC), CMTN is committed to working to provide seamless educational pathways and enhancing student mobility across Northern BC. The collaborative aims to expand access to post-secondary education, reduce duplication, and support northern learners in acquiring the skills needed to contribute to their home communities. This partnership reflects a shared commitment to equity, economic development, and educational opportunity.

Community-based delivery remains central to the college's approach. CMTN has active memoranda of understanding with several First Nations communities and tribal councils to deliver programs within communities. CMTN offered the Cook's Helper program in Masset on Haida Gwaii, funded through an Indigenous People in Trades Training Project Grant. This culinary program incorporated Indigenous food knowledge and was delivered in community settings, demonstrating how programs can be adapted to reflect local context and culture. Other programs offered within Indigenous communities include Carpentry, Business Administration, and Early Childhood Care and Education.

Recent progress toward treaty implementation among local First Nations is also opening the door to expanded partnerships and workforce development opportunities. Kitselas First Nation voted to ratify Treaty in April 2025 and are now on stage 5 of the Treaty negotiation process¹⁶. They are currently on track to implement treaty in 2028. As a part of the process, Kitselas has identified a list of jobs that will be required to implement their treaty¹⁷.

Kitsumkalum First Nation also voted to ratify treaty on October 8, 2025, and the community is anticipating rapid growth in capacity. The Kitsumkalum treaty grants more the 460 square kilometres of land and is expected to come into effect in 2028¹⁸.

By working in partnership with industry, schools,

14 "Population Estimates of B.C. at the Regional District Level and Outlook for 2046," Government of British Columbia, accessed April 20, 2026, https://www2.gov.bc.ca/assets/gov/data/statistics/people-population-community/population/population_projections_regional_district_level.pdf.

15 "2025-2027 Immigration Levels Plan," Immigration, Refugees and Citizenship Canada, accessed April 20, 2026, <https://www.canada.ca/en/immigration-refugees-citizenship/news/2024/10/20252027-immigration-levels-plan.html>.

16 "Kitselas First Nation," Government of British Columbia, last modified April 29, 2026, <https://www2.gov.bc.ca/gov/content/environment/natural-resource-stewardship/consulting-with-first-nations/first-nations-negotiations/first-nations-a-z-listing/kitselas-nation>.

17 "Kitselas Treaty Information Booklet 31: Implementation," Kitselas First Nation, November 27, 2024, <https://kitselastreaty.ca/our-treaty/treaty-information-session-summary/>.

18 "Kitsumkalum First Nation ratifies treaty and constitution," CBC News, last modified November 3, 2025, <https://www.cbc.ca/news/canada/>

Indigenous communities, and post-secondary peers, the college helps build a more integrated and inclusive regional education ecosystem.

CMTN employees are actively involved in local community committees and advisory boards, including those focused on economic and social development such as the Chamber of Commerce, Community Services, and Rotary. These organizations in turn support CMTN initiatives like Adventures in Healthcare, an annual program for high school students organized by the Rotary in the Terrace area.

Through these strategic and collaborative efforts, CMTN enhances access, relevance, and responsiveness across its service region.

Table 3: Indicators by School District¹⁹

Indicator (2021 census-based)	Bulkley Valley (SD54)	Prince Rupert (SD 52)	Coast Mountains (SD 82)	Nisga'a (SD 92)	Entire Province of B.C.
Unemployment rate (%)	9.04%	10.00%	10.62%	20.45%	8.27%
Median family income – economic families (before tax)	\$106,090	\$116,267	\$106,250	\$86,018	\$113,137
Adults aged 25–64 with post secondary credentials (%)	38.72%	32.81%	36.57%	27.54%	42.06%
Lone parent families (% of families)	5.48%	5.87%	5.59%	8.33%	4.29%
Population density (people per km ²)	412	2020	806	148	3,644
All students	1,826	1,777	4,270	308	620,454

british-columbia/kitsumkalum-first-nation-successfully-ratify-treaty-9.6963857.

19 “School District Directory,” Government of British Columbia, accessed April 1, 2026, <https://studentsuccess.gov.bc.ca/all/school-districts>.

Housing

According to Northern Development, the median income for an individual before tax in Terrace was \$50,350 in 2023, while Prince Rupert was \$46,560 and experienced strong income growth in 2025²⁰.

Housing availability across the region remains a significant constraint. Canada Mortgage and Housing Corporation (CMHC) reported very low vacancy rates in Terrace (1.0%) and Prince Rupert (1.6%) compared to the provincial average (3.5%), based on October 2025 data. Average rents were reported at \$1,274 in Terrace and \$1,064 in Prince Rupert²¹.

In smaller communities such as Smithers, Kitimat, and Haida Gwaii, formal vacancy and rental data are limited. A 2024 housing needs report indicates that vacancy rates are likely below the provincial benchmark and may be effectively near zero for planning purposes²².

In Kitimat, available housing information indicates high rental costs and ongoing supply pressures. Similar constraints are observed in other rural areas such as Haida Gwaii, where long-term rental supply is extremely limited²³.

On-campus housing is available at the Terrace Campus, with room rates of approximately \$630 per month effective fall 2025. The student housing building, Wii Gyemsga Siwilaawksat, has 108 beds. This is below demand and as a result there are a significant number of people on waitlists annually²⁴.

Table 4 presents the most comparable housing indicators available for each community. CMHC values reflect primary rental market statistics (row and apartment units) based on October 2025 data. Where CMHC does not publish community-level data, “data not available” is indicated, consistent with limitations noted in local housing needs reports.

These conditions create access and retention challenges for students, particularly those relocating from outside the region and also impact the institution’s ability to recruit and retain staff.

CMTN provides housing-related supports, including a rental housing information webpage and partnerships with local organizations such as Skeena Diversity Society in Terrace. While these supports help students navigate the local rental market, they do not fully offset broader housing supply constraints.

20 “State of the North Report,” Northern Development, accessed April 16, 2026, <https://www.northerndevlopment.bc.ca/state-of-the-north/>.
21 “British Columbia — Rental Market Statistics Summary by Metropolitan Areas, Census Agglomerations and Cities,” Canadian Mortgage and Housing Corporation, accessed April 14, 2026, <https://www03.cmhc-schl.gc.ca/hmip-pimh/en/TableMapChart/TableCategory?categoryLevel1=Primary+Rental+Market&categoryLevel2=Summary+Statistics&geographyId=59&geographyType=Province>.
22 “Housing Needs Report 2024,” Town of Smithers, accessed April 14, 2026, <https://www.smithers.ca/sites/default/files/2024-11/Housing%20Needs%20Report%20%281%29.pdf>.
23 Electoral Area E Housing Needs Report,” North Coast Regional District, accessed April 14, 2026, https://www.ncrdbc.com/sites/default/files/docs/2024-12-23_-_ncrd_area_e_hnr.pdf.
24 “Housing Application: Terrace Campus,” Coast Mountain College, accessed April 14, 2026, <https://www.coastmountaincollege.ca/docs/default-source/student-services/student-housing/housing-application-form-2026.pdf>.

Table 4 Local Housing

Location	On-campus Housing	Monthly rate (on-campus)	Waitlist status	Off-campus rent (ave.)	Vacancy Rate	Source Summary
Terrace	108 beds	\$630	waitlist in place	\$1,274	1.0%	CMTN housing & CMHC (Oct 2025)
Prince Rupert	none	n/a	n/a	\$1,064	1.6%	CMHC (October 2025); capital planning context
Kitimat	none	n/a	n/a	\$2,400 +	data not available	District of Kitimat (2025) ; local listings
Smithers	none	n/a	n/a	data not available	near zero	Town of Smithers (2024); housing needs report
Haida Gwaii	none	n/a	n/a	data not available	extremely limited	North Coast Regional District (2024)

Mandate Priority Reporting

2025 Institutional Mandate Priorities	Expectations	Evidence/Progress
Work with the ministry to explore and implement strategies that support efficiency and service optimization, reduce expenses, generate revenues, and help ensure long-time financial sustainability of the sector while enhancing access to high quality learning opportunities.	Identify initiatives your institution has planned or implemented to improve efficiency, reduce costs, and/or increase revenue, while providing high quality education	In response to ongoing financial pressures affecting the post-secondary sector, CMTN launched the Invest, Trim, Grow initiative in early 2025. This college-wide approach focused on long-term financial sustainability while maintaining learner access, program quality, and alignment with regional priorities. Employees were invited to share ideas on how to improve sustainability, and many contributed suggestions. The initiative has been communicated regularly through town halls, college-wide emails, and updates from the President and senior leadership, reinforcing that all departments share responsibility for adapting operations and planning. All submissions were reviewed and grouped into three categories: INVEST focused on opportunities to strengthen key areas of CMTN. Ideas in this category highlighted technology, new and innovative programs, and partnerships with regional and provincial organizations. Actions have prioritized strategic investments that support local and regional learners. This includes joint recruitment and marketing mail-outs and referral incentives through the Northern Post-Secondary Collaborative, particularly in health and allied health programs, as well as continued support for access pathways such as adult upgrading, community-based programming, and targeted learner supports. These efforts aim to support stable enrolment and respond to labour market needs. TRIM actions focused on managing costs and improving efficiency. Employees were given clear direction to reduce overtime, limit travel—especially outside the region—and restrict spending on hospitality and catering. Approval processes for staffing-related expenses were strengthened. Staff and managers were encouraged to plan events, recruitment, and operations using scaled or alternative approaches where possible, while maintaining core services. Use of fleet vehicles for regional travel was also reinforced. GROW initiatives focused on building sustainable revenue and enrolment over time, rather than short-term increases. Actions included modest adjustments to some fees, exploring new programs aligned with regional demand, and increasing focus on domestic and Indigenous student recruitment. Growth efforts were guided by evidence and long-term planning. On-campus housing fees were adjusted effective September 1, 2025—the first increase in over five years—and remained below comparable rental rates in the Terrace area. Food Services updated meal planning to reduce waste and improve efficiency through better forecasting, with some price increases where appropriate. A meal card system was also introduced to support more accurate planning.

2025 Institutional Mandate Priorities	Expectations	Evidence/Progress
		Across all communications, CMTN emphasized that Invest, Trim, Grow is an ongoing approach, not a one-time cost-cutting exercise. The framework follows a plan, do, study, act cycle to guide continuous improvement. Activities are regularly reviewed to assess what is working and where adjustments are needed, with changes made over time based on results. Managers were responsible for aligning their planning documents, including department action plans and institutional reporting, with a focus on efficiency, sustainability, and strategic investment. This approach supports CMTN's commitment to operating sustainably while continuing to deliver high-quality, community-responsive education across the region. Workforce Impacts CMTN completed a planned workforce restructuring during the 2025–26 fiscal year. This future-focused process reduced staffing levels and reorganized services. Services related to international recruitment were reduced or discontinued. Senior leadership confirmed the restructuring was carried out in a single phase to limit prolonged uncertainty for employees and help stabilize the organization. As part of this reorganization: • Dedicated international recruitment roles, including in-country representatives, were discontinued as CMTN shifted its focus to domestic and regional learners. • Services and roles across all employee groups were realigned to reflect changing enrolment patterns and reduced demand in international programming. • Term contracts that ended were not renewed. • At the March 2026 Town Hall, leadership confirmed that the main phase of workforce reductions was complete and no further layoffs were expected in the coming fiscal years under current funding assumptions. These changes were necessary to balance the budget and support long-term financial sustainability. Staffing is the largest area of expense for CMTN, and revenue from international students had been a significant funding source. Campus and Service Delivery Impacts In addition to staffing changes, CMTN made several difficult decisions about facilities and service delivery: • The Hazelton Campus is scheduled to close on June 30, 2026, following several years of declining enrolment. The plan is to continue delivering programs in the region, supported by a part-time role to maintain communication and partnerships with local communities. • CMTN also began the process of selling its buildings in Houston and Kitimat to reduce ongoing maintenance and operating costs. • Day-to-day operations were adjusted to reduce expenses, including continued limits on overtime, travel, and discretionary spending, along with greater use of alternative formats for meetings and events. These changes reflect a shift to more sustainable service delivery while maintaining access for learners in rural and remote communities.

2025 Institutional Mandate Priorities	Expectations	Evidence/Progress
		Program Alignment and Academic Impacts Throughout communication related to Invest, Trim, & Grow, CMTN emphasized its commitment to maintaining access to high-quality learning opportunities by prioritizing programs that align with regional labour market needs. While some post-secondary institutions across the province pursued widespread program suspensions, CMTN focused on: • Working with program areas to streamline offerings and explore new, more flexible delivery methods. • Engaging faculty through CMTN Talk, a series of conversations between the VP academic, deans, and faculty. • Aligning programs with domestic enrolment demand and workforce needs in areas such as health, trades, and applied programming. • Continuing to accept international students where feasible, while no longer building the operating budget around international tuition revenue. No institution-wide program suspensions were announced as part of Invest, Trim, & Grow. However, delivery methods were adjusted to allow programs to run across multiple campuses at the same time, helping meet minimum enrolment requirements. In addition, CMTN reduced the number of electives offered each semester. CMTN also acknowledged the need to be more focused and strategic in future program development.
The post-secondary education system is critical to supporting a prosperous, diverse and growing economy and a strong, secure British Columbia.	The institution's policies and programs ensure that post-secondary education and training in British Columbia remains relevant and accessible.	The Information Technology (IT) Systems and Network Diploma was launched in partnership with Vancouver Island University in 2025 fall. A robust cohort of 12 students started the program and anticipate graduation in the spring of 2027. These graduates will enter a field of high demand in the north. This diploma program fits the Look West strategy of doubling tech-sector employment and expanding market potential of emerging technologies.
		CMTN partnered with the Kitselas First Nation to offer selected Business Administration courses. CMTN Partnered with the Kitselas First Nation to offer selected Business Administration courses. The partnership leveraged the work of Nation's not-for-profit organization, Kitselas Five-Tier (K5T) to ensure that what students were learning met the needs of Kiteselas Nation.
		The College also worked with Haisla Nation to deliver a Business Administration certificate. In January 2026, fourteen of the students who completed the certificate continued on to the diploma program.
		The development of a new program, Mountain Adventure Science (MAS), was completed. This is now ready for a fall 2026 intake. This program is tailored to meet the demands of employers, and includes critical hands-on experience in the field, as well as additional training certificates such as swift water rescue, avalanche training, and wilderness first aid. This skills-based certificate would ensure that students are employable after graduation. The development of MAS included guidance from the external Program Advisory Committee, which is comprised of leaders in the region in Indigenous fisheries management offices, environmental consulting firms, and industry partners.
		Applied Coastal Ecology paused intake for the 2025/2026 academic year to focus on curriculum revitalization. The program area is moving through the stages of curriculum approval and anticipates new and updated program outcomes to align with work in the Prince Rupert area.

2025 Institutional Mandate Priorities	Expectations	Evidence/Progress
		University studies faculty are currently reviewing associate degree specializations with a view of tailoring to offer concentrations such as Indigenous Studies and Anthropological & Cultural Resource Management.
		In September 2025, the Business Administration (BADM) launched 'BADM – Open Studies'. Geared towards working or mid-career professionals, this program allows students to take up to 21 credits of business courses using a streamlined application process. Rather than committing to a full diploma or certificate program, participants can choose just the courses that are most relevant to their goals. Participants can then choose to enter into the certificate or diploma program if they wish.
		More than 50 students have signed up to take business open studies, and initial analysis shows that these students are obtaining the same level of success as students admitted through certificate or diploma pathways.
		CMTN is incorporating a learning foundational skills model into the Education Assistant program to ensure student success and to make the program more accessible to professionals already working in the schools. This included analyzing admission requirements and specifically focusing on communication and language skills in the program curriculum.
		With support from ministry funding, the Adult Upgrading program piloted a concierge model. Under this model, an educational advisor was assigned to support students from application to registration. This resulted in a 13% increase in the number of FTEs for the 2025/2026 year. Innovative delivery of services included experimenting with SMS support, increasing touch points for students, and cooperating and collaborating more closely with the program area to help students navigate the program successfully.
		The Prince Rupert Port Authority partnered with CMTN to provide students with a hands-on introduction to some of their state-of-the-art research equipment in a recently re-articulated oceanography class. This class demonstrated the complexity of conducting research on the ocean and provided practical, valuable experience for future careers.
		In alignment with the Look West Strategy, CMTN partnered with AltaGas, LNG Canada, and the College of New Caledonia to offer two cohorts of Fourth-Class Power Engineering program. The collaboration provided opportunities to develop the local workforce for industry in the Northwest region. AltaGas selected participants they believed had a high probability of success based on their previous work experience.
		Coast Mountain College has enrolled 96 students across Terrace, Witset, and Kitimat in the Trauma Informed Practice micro-credential. This is a 35% increase from last year. Over 86% successfully completed this microcredential.
		CMTN is developing Indigenous Entrepreneurship as a micro-credential. The curriculum development for this micro-credential wrapped up on April 30. There are plans to offer this micro-credential online, as five courses totaling 75 hours of instruction.
		The Small Business Essentials micro-credential is active and currently has no enrolments.

2025 Institutional Mandate Priorities	Expectations	Evidence/Progress
I expect your institution to develop and implement strategies that ensure safety, protection, and fair treatment on campuses for students, staff, and faculty.	Identify actions your institution has taken to ensure a safe campus environment for all students.	The Applied Rural and Indigenous Community Economic Development micro-credential, is being developed in partnership with rural College across BC. North Island College has taken the lead on this micro-credential and they are coming up to Northwest BC in summer to meet with Economic Development Officers in the region.
		CMTN hired an occupational health and safety officer in May 2025. The Officer is responsible for ensuring the implementation, compliance, and continuous improvement of health and safety programs at the college. This position has helped to coordinate response initiatives for a variety of safety concerns for students and employees.
		The Information Technology Department coordinated mandatory institution-wide training on cybersecurity. The training covered avoiding scams, identifying phishing attempts, safeguarding sensitive information, and understanding how cyber criminals target victims. The course included a deepfake video of the CMTN president, created with the help of artificial intelligence, to illustrate how convincing and sophisticated scams can be.
		The Registrar's Office worked with program areas throughout the year to develop scheduling measures ensuring at least two evening classes run concurrently in a given building. This supports student and faculty safety by enabling access to assistance if needed. These measures complement the installation of panic buttons in classrooms and offices.
		Improvements were made in security systems at both the Prince Rupert and Terrace campuses. Back-up security was arranged for the Terrace Campus to cover in case of staff illness or vacation. This has helped to ensure a more consistent security presence on the Terrace Campus. The Prince Rupert Campus also added security presence on campus.
		CMTN adopted a wellness-first principle for working with students. This principle requires that all student conduct complaints are viewed through a trauma-informed, wellness-first lens rather than criminalization. A new student investigation approach and reporting process underpinned by this principle was developed and rolled out for fall 2025. Special attention was paid to supporting student mental health and wellbeing through investigative processes. The process looks for opportunities to further educate students where appropriate, has mechanisms in place to support students through any punitive measures, and initiates intervention at an early stage. As a result of this new approach, complaint policies and non-academic student conduct policies are currently under review.
		The Health and Wellness Department hired a part-time student wellness counsellor. The counsellor is based on the Terrace campus, but is available to all CMTN students on all campuses for virtual and in-person appointments. Students who wish to access counselling services outside the college continue to have coverage available through their student insurance. Students can be referred or self-referred through the Early Assist Referral System (EARS) form on the CMTN website, or through our Director of Student Health Services.
		Violence Threat and Risk Assessment (VTRA) Level 1 training was delivered to 25 CMTN employees. The training raised awareness of the need for VTRA, provided knowledge on how to identify threats, and ways of supporting others who may be at risk of violence.

2025 Institutional Mandate Priorities	Expectations	Evidence/Progress
		The Student Health and Wellness Department has been leading the Coordination, Assessment, Response, and Education (CARE) Team for the institution. The CARE Team consists of representation from all campuses and provide participants with information on how to respond to students in distress or who are exhibiting behaviours that are inconsistent with safe campus spaces. The team have received training on topics including trauma informed care, mental health first aid, and more.
		The college’s IDEA+I forum brings people together to raise awareness of Inclusion, Diversity, Equity, Accessibility, and Interculturalism. The forum organizes training programs for employees to help create safer, more inclusive campuses. A range of provincial, federal, and non-profit training options were reviewed, and planning is underway to support delivery to staff and students. While some milestones were not achieved within the reporting period due to the time required to coordinate partners, promotion, and registration, the initiative remains active and will continue into 2026. This work supports institutional culture change by expanding access to inclusive education and capacity-building opportunities, while laying the groundwork for ongoing EDI learning aligned with CMTN’s values and strategic priorities.
		The November 2025 Top Harvest focused on creating culturally safe learning environments through relational practice. This reflection linked reconciliation work with safety, care, and responsibility, particularly in relation to gender based violence and the 16 Days of Activism Against Gender Based Violence. Employees were encouraged to consider how solidarity, listening, and reciprocity contribute to safe spaces for Indigenous women, girls, and 2SLGBTQIA+ people. A memorial acknowledgment of Eunice Esther “Snooksie” Bird was included to ground discussions of safety in Indigenous histories and lived realities.
	Identify actions your institution has taken to support the protection and fair treatment of international students.	Given the low visa acceptance rate of students to college programs across the province, CMTN has made the ethical and strategic decision to stop active recruitment of international students abroad and no longer has agreements with international student recruitment agents abroad. However, CMTN would welcome and support international students who choose to study at any of the campuses. To this end, the college has two staff members who have the Regulated Canadian Immigration Consultant (RCIC) designation and one employee with a Regulated International Student Immigration Advisors (RISIAs) licence. This ensures that current and future international students continue to receive timely and accurate advice.
		The CMTN Student Critical Incident Policy and Procedure is up-to-date. These documents are available on the website.
		The CMTN International Education Strategic Plan 2026 to 2028 was updated and approved by our Board of Governors this year. It reflects an adjusted approach to International Education following major shifts in this sector and details three primary goals including Goal 1: Continued Commitment to Student Success for Inbound International Students. The full report can be viewed here: https://www.coastmountaincollege.ca/docs/default-source/about/sem-reporting/cmtn-international-education-strategic-plan-2026-to-2028.pdf
		The college embraces diversity in classrooms and celebrates different cultures. Cultural events and activities are organized throughout the academic year by student engagement officers at each of the CMTN campuses.

2025 Institutional Mandate Priorities	Expectations	Evidence/Progress
		CMTN hosts an annual career fair at the Terrace Campus, and biannual fairs at the Smithers and Prince Rupert campuses. Employers from across the region are invited to attend and connect with students. The fair provides opportunities for international students to meet local employers and learn about employment opportunities. Through the CMTN Foundation, the college provides bursaries and awards for international students. International Students are eligible to apply for 41 awards valued at \$37,600, with \$19,500 for international students only. Some international students who are eligible to work are able to secure employment on campus during their program. After graduation, some international students also transition into regular positions with the college. The college has the cost of programs displayed on its website as part of its program tuition transparency. This provides students with accurate information to plan for their education.
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.	Implementing education related to the TRC Calls to Action and In Plain Sight.	The Articulation and Curriculum Committee (ACC) underwent a transformative change to its meetings. The agenda has been Indigenized to include time to reflect on First Peoples Principles of Learning, which supports the confidence and competence of faculty to incorporate and reflect on the ways in which they can Indigenize curriculum. This supports the committee's purpose: "to integrate Indigenous and general articulation processes, ACC reflects the college's commitment to Indigenization and collaborative curriculum transformation through dialogue, reflection, and relational accountability." The Freda Diesing School of Northwest Coast Art at CMTN opened a new classroom. This much needed space allows for the expansion of safe and accessible carving and painting activities within the First Nations Fine Arts program and increase of studio time for students. CMTN is delivering a carpentry program on Haida Gwaii for the Haida Nation. The college is working collaboratively with the Haida Nation to develop a stewardship program that will also be delivered on Haida Gwaii. The First Nations Access Coordinators (FNACs) continue to provide comprehensive, culturally-appropriate supports for Indigenous students. They organize programs and events to support student wellness including Tea with Elders, Food Thursdays, Chat with a FNAC, and Weekend Warriors, and assist students in accessing college services and supports. The FNACs also organize Indigenous cultural events and workshops for students and the wider CMTN community. These include the Welcome Back Learning Feast in September, K'oomak'askwgum Lilgit (wishful/hopeful feast) in April, storytelling events, and various workshops throughout the year where students can learn traditional crafts like regalia making, beading, and cedar weaving. Recently the FNACs provided direction to help students Indigenize their graduation caps (mortarboards) and weave cedar headbands to wear at the 2026 CMTN convocation ceremonies.
		The Indigenization Department hosted youth from Indigenous communities in the region for College Knowledge 101, a two-day event at the Terrace Campus designed to introduce prospective Indigenous students to life at the Terrace Campus. Participants had the opportunity to stay in Wii Gyemsiga Siwilaawksat (the student housing building on the Terrace Campus), try out cafeteria food, attend workshops with some faculty members, and learn more about the programs and services CMTN offers.

Strategic Initiatives

Strategic Initiative	Details	Progress
Progress on the Truth and Reconciliation Calls to Action and UNDRIP	For CMTN progress on implementing the Truth and Reconciliation Commission (TRC) Calls to Action, the articles of the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP), and the recommendations for public post-secondary institutions found in the In Plain Sight: Addressing Indigenous-Specific Racism and Discrimination in BC Health Care report, see Appendix B. Appendix B – Template for Reporting on Lasting and Meaningful Reconciliation	
Sexual Violence and Misconduct Prevention and Response	Responding to sexual violence visual reference map for disclosures. Sexual assault reporting visual reference steps for students. Training for prevention of sexualized violence on campus	- During the 2025/2026 reporting period, CMTN advanced its sexual violence prevention and response framework to improve clarity, accountability, and trauma-informed practice. The Sexualized Violence Policy and Procedure are being renamed the Prevention of Sexual Violence Policy and the Prevention of Sexual Violence and Response Procedure (ADM-007/ADM-007P) to better reflect both prevention and institutional response obligations. The revised policy and procedure underwent comprehensive consultation from December 18, 2025, to January 7, 2026, involving all three employee unions, the Coast Mountain Student Union, the CARE Team, First Nations Access Coordinators, the Accessibility Advisory Committee, the Education Policy Committee, and Collaborative Administrative Team members. This process supports accountability and reflects a campus-wide commitment to safety and fair treatment. - The policy approval process includes submission to President's Council on August 18, 2026, and to the Board Policy Review Committee on September 4, 2026, with earliest expected final approval by the Board of Governors on September 25, 2026. - In alignment with the Sexual Violence Policy Act (Bill 18, 2025), an annual sexual violence prevention and response report will be submitted to the Board of Governors on September 25, 2026 and published on the CMTN website. This requirement has been incorporated into policy and will take effect upon approval. - To support consistent, trauma-informed investigations, the leadership team completed specialized training with Veritas Collective to strengthen the college's capacity to respond to disclosures and formal allegations.

Strategic Initiative	Details	Progress
		Training and Education • All employees are required to complete the following training as part of onboarding: » Safer Campuses for Everyone (Employees) (sexual violence prevention) » Capacity to Connect: Supporting Students' Mental Health (mental health awareness and support) • Students have access to the following training: » Safer Campuses for Everyone (sexual violence prevention) » Starting a Conversation About Mental Health (mental health awareness) • Incentives (e.g., prize draws) and campaigns have been used to encourage student participation; however, uptake has been low. Alternative approaches are being explored. • A free two-day trauma-informed training seminar was offered to CARE Team members and was completed by 16 participants. • Additional BC Campus modules will be available for fall 2026: » Technology-Facilitated Sexualized Violence » The Medicine of the Berry Patch » Communication, Healthy Relationships, and Consent During the reporting period, CMTN undertook several initiatives to prevent sexual violence and increase awareness. New investigation guidelines and procedures were developed to standardize practices for sexual violence-related cases. Clear post-incident guidance materials were also created for those receiving disclosures, individuals who have experienced sexual violence, and respondents. On-campus supports were strengthened with access to the Student Wellness Counsellor, and CARE Team members received trauma-informed training to enhance responses to disclosures. Additional initiatives included a Safer Campuses poster campaign across all campuses and participation in the provincial "See Something Wrong? Do What's Right." bystander awareness campaign. CMTN representatives also joined a provincial working group led by the Ending Violence Association of BC to support development of a gender-based violence bystander intervention campaign for post-secondary institutions.

Strategic Initiative	Details	Progress
		Results from the Student Perceptions of Sexual Violence Survey indicate that CMTN is generally aligned with, or performing above, sector averages, while also identifying opportunities to strengthen awareness of sexual violence prevention, reporting processes, and available supports. In response, the college is using these findings to inform targeted awareness, prevention, and education initiatives, including updating sexual violence-related information on the college website, enhancing student orientation materials, and increasing promotion of existing supports and resources such as the CARE Team, Health & Wellness Centre, Student Wellness Counsellor, and available training opportunities through coordinated campaigns and orientation activities.

Strategic Initiative	Details	Progress
Former Youth-in-Care (supports for students who are former Youth-in-Care, including participation in the Provincial Tuition Waiver Program (PTWP)).	CMTN continues to promote the program through a pre-recorded video session available on the college website. The session provides information PTWP, Youth Futures Education Fund, and Youth Educational Assistance Fund programs for Former Youth-in-Care. Prospective students may also book an appointment with the financial aid coordinator or any educational advisor to learn more about the PTWP. Accessibilities coordinators and learning specialists have also become familiar with the support available for former Youth-in-Care. The Financial Aid Office continues to contact each student approved for the PTWP to encourage and assist them with their application. Student information sessions about the PTWP and various funding programs are still being offered twice per year in the fall and winter semesters. These sessions are advertised on appropriate CMTN channels.	- During the 2025/2026 academic year, support for Former Youth-in-Care (FYIC) students continued through the Student Engagement Coordinator. This helped maintain some capacity for outreach, including emails, check-ins, and sharing information about available supports; however, despite consistent outreach attempts, there were no records of institutional support accessed by FYIC students, and overall engagement was lower than in the previous year. This was largely due to staffing transitions in the coordinator role. With short-term coverage and multiple staff changes, the approach focused on maintaining a steady, relationship-based presence rather than pushing for high engagement, to avoid overwhelming students. - CMTN First Nations Access Coordinators planned a College Knowledge 101 session specifically for FYIC aged 19 to 26 in August 2025; however due to extremely low registrations, the session was cancelled. Additional outreach still happened through invitations, general communication, and promoting available services. Even though uptake was limited, the intention has been to create awareness of supports available and how to connect if needed. - Trauma Informed Practice training was offered in March 2026. This helped build staff capacity to provide better support for FYIC students. In the 2025/2026 fiscal year, the institution saw 12 students benefit from the B.C. Government FYIC tuition waiver program, with a total of \$8,374 distributed in waivers. This represented a 25% decrease in program recipients, and a 2% decrease in total tuition waivers distributed, over the previous fiscal year.

Strategic Initiative	Details	Progress
K-12 Transitions and Dual-credit Programming	The Youth Train-in-Trades (YTT) and dual-credit program are offered in partnership with SkilledTradesBC and school districts in the CMTN region. CMTN continues to offer dual-credit trades presentations to every high school in the region to increase knowledge and awareness of dual-credit opportunities. CMTN continues its very successful YTT program that sees dual-credit students achieve their high school graduation requirements while also completing the first level of technical training in a SkilledTradesBC program.	In 2025/2026, CMTN had a total of 174 dual-credit students, which includes students in Youth Train-in-Trades (YTT), Youth Explore Trades, apprenticeships, Early Childhood Care and Education, and Business Administration and University credit courses. This is an increase of 27% over the previous year. CMTN's efforts to increase dual-credit offerings on Haida Gwaii have been successful throughout the year with our first Carpentry Foundations program starting in March of 2026, and Early Childhood Care and Education courses provided in the fall of 2025. The CMTN Foundation and the college announced the Northern Learner Entrance Awards for top high school graduates in the CMTN region. This scholarship is intended to make studying at CMTN more appealing and accessible for students in the North. The award covers up to \$3,500 towards tuition fees and books, as well as a \$600 monthly housing supplement for up to eight months. There are 23 awards available, one for every school in the CMTN region where a student can obtain their Dogwood Diploma, as well as one for an at-home learner. Last year, the award was offered to students in trades, academic programs, and healthcare.
	CMTN Connect – High School Outreach Series	A recurring in-person outreach series, CMTN Connect, was initiated and led by the student recruitment team. This initiative involves monthly visits to regional high schools to present CMTN programs and pathways. The initiative began in Terrace and expanded to Smithers, Hazelton, and Prince Rupert. These visits strengthen relationships with students and guidance counsellors, provide valuable information regarding program offerings, transfer credit, and allow time for questions. From January until the end of May 2026, there have been 15 visits to six high schools in the region. The student recruitment team has also been present at a number of parent-teacher nights at local high schools to help parents understand the available dual-credit and post-secondary options.
	Some dual-credit programs and courses were offered, in partnership with school districts, to high school students in the region who are interested in earning credit towards a certificate, diploma, or university transfer program.	CMTN offers dual-credit programs for high school students from across the region. Programs include trades, healthcare, Early Childhood Care and Education (ECCE), Business Administration, and university credit courses. CMTN offers the Introduction to Health Practices program for high school students in Smithers and Prince Rupert. This program enables students to learn about careers in healthcare before they graduate. Students explore a variety of careers by meeting practitioners, visiting healthcare sites, learning in classroom, and gaining hands-on practice. Last year, 39 students participated in the program.

Strategic Initiative	Details	Progress
Continued (K-12 Transitions and Dual-credit Programming)	K-12 Transitions	Awards, bursaries and scholarships are available for students transitioning from high school to post-secondary. Entrance awards, the Northern Learner Award, and awards for attending orientation help to ease the financial burden of high school students when they come to CMTN. For 2025/2026 a total of \$128,000 in transition awards were given to CMTN students: • CMTN Foundation Entrance Award: \$35,000 disbursed • CMTN Foundation Bachelor of Nursing Entrance Award: \$37,500 disbursed • Trades Technology Instructors Scholarships: \$3,000 disbursed • Northern Learner Entrance Award: \$51,360 disbursed • Student Orientation Award: \$1,250 disbursed
		The Indigenization Department created College Knowledge 101, a program for youth in Indigenous communities in the region, to gain College experience. This two-day program is gaining momentum in attracting grades 11 and 12 students. Some students who had participated in the program in prior years are now enrolling at the college for their Post Secondary education.
	Transfer Credit Information Session	CMTN started a new initiative called “Start here. Go anywhere!” The initiative provides information sessions for high school students, guidance counsellors, parents, and adult learners who are exploring post-secondary options. The sessions focus on an interactive explanation of the BC transfer credit system, ensuring that participants understand and can appropriately plan transfer pathways for future study. The first session was a success, and the idea is gaining traction, with future sessions anticipated. The initial session has already proved beneficial in linking current and prospective students with advisors and information to help them plan their future education.

Strategic Initiative	Details	Progress
	School District Partnerships	CMTN is in the process of reviewing and revising its memoranda of understanding (MOUs) with all the school districts in its region. The process involves meeting with all the superintendents to build new relationships and maintain existing ones. CMTN held at least one engagement meeting with each school district. This work includes thoughtful discussions around accessibility, shared resources, and student support. MOUs in progress include SD 54 Bulkley Valley and SD 82 Coast Mountain. An MOU has been signed for SD 50 Haida Gwaii and SD 52 Prince Rupert. Discussions have also started with SD 71 Comox Valley as this district provides oversight for homeschooled students in some northern communities in the CMTN region. Partnerships with regional School Districts continue to be a critical mechanism for improving youth transitions into post secondary education. During the reporting year, CMTN delivered dual-credit and early exposure programming with School Districts 82, 54, 52, 50, and 92, including the Youth Explore Trades Sampler, Introduction to Health Careers, Early Childhood Care and Education courses, and trades focused dual-credit pathways. These initiatives support improved transition rates, particularly for Indigenous and rural learners, and align with the CMTN's mandate to expand access and relevance for secondary students across Northwestern BC.



Hairstylist Foundations students compete in the regional Skills Canada competition. This Hairstylist cohort includes several dual-credit students who will graduate with in-demand skills in 2026.

Strategic Initiative	Details	Progress
		Regional Program Offerings in Collaboration with School Districts SD 50 Haida Gwaii • Carpentry Apprenticeship in Massett • ECCE 104 for dual-credit students in Kaay 'Llnagaay with 23 students registered SD 54 Bulkley Valley (Houston & Smithers) • Electrical Foundations on the Terrace Campus. There were two program offerings this academic year • ECCE 104 and ECCE 167 for fall 2025 had Dual enrolled and dual-credit courses; • Nail Technician Certificate in Smithers • Hairstylist Foundation in Terrace • Introduction to Health Careers program delivered SD 52 Prince Rupert • HLTH 101 Introduction to Health Careers delivered fall 2025 • Tuesday Trades School delivered for Charles Hays Secondary School with automotive trades co-taught SD 82 Coast Mountain • Carpentry Foundations in Hazelton delivered from Feb 2026 until June 2026 • Up to 55 dual-credit students attempted various trades training programs in Terrace • Youth Explore Trades Sampler successfully delivered with full registration in each cohort for this academic year, and 32 students registered from Caledonia Senior Secondary. • Adventures in Health Care delivered in collaboration with UNBC, Northern Health, and the Rotary Club in May 2025 with students from SD 82, 52, and 92.

Strategic Initiative	Details	Progress	
Work Integrated Learning (WIL)	Establishment of a WIL PAC	The Work Integrated Learning and Development (WILD) Department advanced work-integrated learning and career readiness through a range of coordinated employer and student engagement activities. In collaboration with the Communications Department and regional partners, WILD facilitates annual career fairs for the Terrace Campus and biannual fairs for the Prince Rupert and Smithers campuses. The planning process includes employer outreach, event logistics, and post-event evaluation to inform continuous improvement. Additional student-employer engagement activities include participation in inter-institutional and partner-led events such as the Co-Career Collective, resume development sessions, Indigenous Intern Leadership Program information sessions, employer Q&A panels, and targeted recruitment events. WILD also facilitated a face-to-face employer engagement event, Bridging the Gap: Workplace Realities, in collaboration with the WIL Program Advisory Committee, providing students with opportunities to engage directly with employers on workplace expectations and job readiness. Complementary student-focused supports included resume and cover letter pop-up sessions and career readiness workshops. Through these combined initiatives, WILD connected with approximately 241 CMTN learners, supporting career awareness, employment readiness, and strengthened employer partnerships.	Achieved
	Career and workplace events	Many student outreach initiatives have been supported, attended, and even conceived by this highly engaged group. One of WILD's key deliverables was the establishment of the WIL Program Advisory Committee (PAC), and its success has exceeded expectations. WIL PAC has evolved into a dynamic group that actively contributes to student and program development. The WIL PAC has also been essential in crafting a survey tool designed to gauge learners' preparedness to enter the workforce. This tool has been implemented at the last two Terrace Campus Career Fairs, generating valuable data to guide the PAC's efforts and priorities. Insights gathered through this process directly informed the creation of the "Bridging the Gap" event. At the time of this report, the data continues to be analyzed and will be presented at the next WIL PAC meeting to further support informed decision making and ongoing program enhancement.	Achieved
	Policy Development	WILD worked on the development of a Work Integrated Learning policy. The policy established guiding principles for WIL at CMTN and the reciprocal relationship between learners and external partners. This policy covers internships, cooperative education, community and industry research projects, practicums and clinical placements, apprenticeships, entrepreneurship, field placement, and Service Learning and Community Service Learning (CSL).	Achieved

Type of WIL	Program	Duration	Number of WIL experiences
Work Experience	Hairstylist Foundations	1 week	14
Work Experience	Link to Employment and Academic Pathways (LEAP)	3 weeks	10
Mandatory Professional Practicum	Early Childhood Care and Education	150 hours	61
Mandatory Professional Practicum	Education Assistant	180 hours	12
Mandatory Professional Practicum	Social Service Worker	210 hours	6
Mandatory Professional Practicum	Bachelor of Science Nursing (BScN)	180 hours	24
Mandatory Professional Practicum (Virtu-WIL)	Bachelor of Science Nursing (BScN)	30 hours	24
Mandatory Professional Practicum	Health Care Assistant (HCAS)	270 hours	46
Mandatory Professional Practicum	Practical Nursing (PN)/Access to Practical Nursing (APN)	185 hours	7
Work Experience	Nail Technician	280 hours	6
Community and Industry Research & Projects (WACE Global Challenge)	Work-integrated Learning Division	4 weeks	3
Field Placement	Culture and Spirituality: Psychology Field School in Japan	2 weeks	14
Field	Criminal Justice Field School	3 weeks	9
TOTAL			236

Note: Some programs are longer than one year in length and hours completed outside of this academic year are not included.

Performance Plan and Report

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

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

CMTN Strategic Objective	Department Action Plan (DAP) Goals and Results/Update	Results	System-Strategic Objective
Strategic Priority: Student			
Adventurous Learning Experience	Deliver learning that actively engages the student's whole being, connects their learning to place, and helps them succeed with increased confidence, capabilities, and care for themselves, others, and the world.		
	CMTN health programs to reflect Indigenous ways of knowing, being, and caring across programs. Incorporate community events into program delivery and integrate Knowledge Keepers and guest speakers into the classroom.	Ongoing	Quality, Relevance
	Establish partnership with Fine Arts programs from other institutions to increase CMTN FNFA student exposure to different mediums of art. Initial discussions with Red Deer Polytechnic but further conversations required.	Ongoing, Not Achieved	Quality, Relevance
Student Success	Achieve and maintain optimum recruitment, retention, and employment rates with minimal financial indebtedness and improved access to further education.		
	Increase dual-credit and Youth Train-in-Trades enrolment from School District 52 Prince Rupert. • CMTN continued recruitment efforts and trades presentations at Charles Hays Secondary School (CHSS).	Substantially Achieved	Relevance, Quality, Efficiency
	Improve the experience for students who require extra support to participate in course content and test taking, as well as create quiet spaces on campuses to provide less distractions for students. • The Prince Rupert library successfully installed a quiet pod for studying and exam invigilation. • Seasonal Affective Disorder (SAD) study stations have been installed in Prince Rupert and are currently being installed in Terrace and Smithers for students to access light therapy. • All libraries at CMTN have noise cancelling headphones available.	Substantially Achieved	Access, Capacity
	Improve processes for the Marketing and Student Recruitment Teams to ensure robust, thoughtful campaigns in our communities and beyond. • Develop standard operating procedures for marketing requests by program area, including a clear timeline and deadline for requests to ensure they will be successfully executed. • A draft standard operating procedure document has been produced and is with the program areas for review in April 2026.	Substantially Achieved	

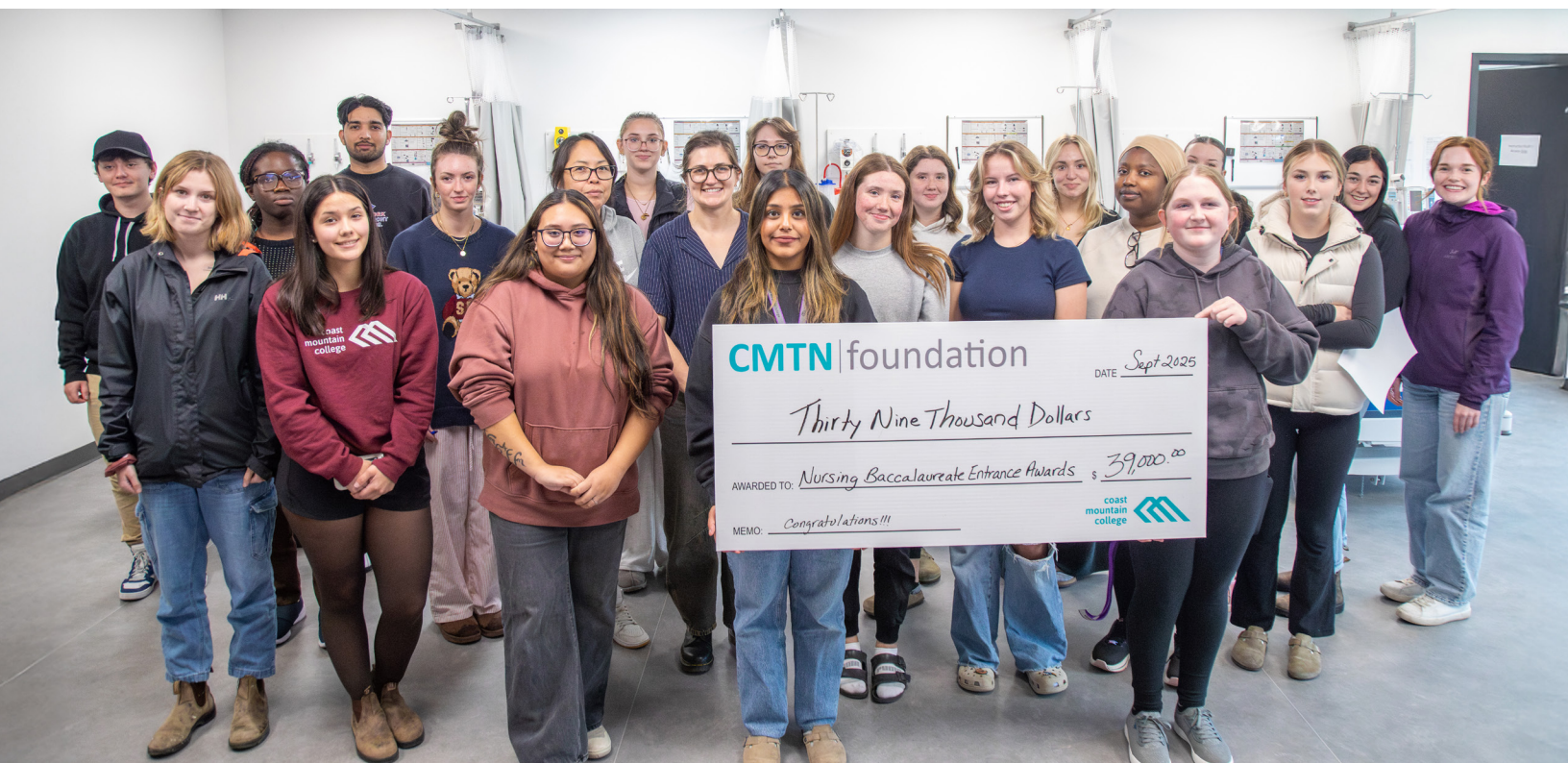
CMTN Strategic Objective	Department Action Plan (DAP) Goals and Results/Update	Results	System-Strategic Objective
<i>Student Success Continued</i>	Increase student wellbeing. • In collaboration with food services, student wellness successfully phased out the availability of energy drinks on the Terrace Campus. • CMTN no longer stocks energy drinks on campus in vending machines or in food services locations.	Achieved	
	Renewal of Applied Coastal Ecology as a biology program certificate. • The program is in the final stages of curriculum renewal and is expected to be finalized in spring of 2026.	Substantially Achieved	Access, Capacity, Relevance
	Coordinate mandatory student training across all health programming. • This goal would ensure that all students are able to complete their clinical placement requirements in a timely manner.	Not Achieved	Access, Capacity, Efficiency
	Student Housing Handbook • CMTN completed a comprehensive review and revision of the Student Housing Handbook to ensure it remains current, accessible, and responsive to the evolving needs of students. • The updated handbook reflects current institutional policies, applicable government regulations, and best practices related to safety, privacy, and community standards, while also clarifying student rights, responsibilities, and housing processes. • By improving clarity and consistency in housing communications, the revised handbook supports student understanding, reduces confusion and disputes, and promotes shared responsibility within housing communities. • This work contributes directly to improved student experience, transparency, and retention for learners who rely on on-campus housing to access post secondary education in a constrained regional housing market.	Substantially achieved	Quality, Capacity, Relevance
	Food Security The goal is to move away from the ad hoc funded model to a more secure, ongoing, dedicated, and consistent and stable resource for food security at all campuses. • Where possible, campuses can grow their own food for use within the campus. Microgreens are now being planted as pilots at the different campuses. • The Student Engagement Department is working on making connections with local food suppliers to have extra food given to the campuses to bolster foodbanks. • Funding secured for future terms with a budget line in place to support this food security initiatives.	Substantially Achieved	Access, Capacity

CMTN Strategic Objective	Department Action Plan (DAP) Goals and Results/Update	Results	System-Strategic Objective
Student Success Continued	Increase CMTN visibility and engagement on social media. • Student or alumni success stories are now being posted on social media channels and the CMTN website every eight weeks.	Achieved	Access, Capacity, Quality
	Finance - Reduce unpaid student health and dental accounts. • During the winter of 2025, the student union began hosting drop-in sessions on Wednesdays to answer students' questions about their coverage. • Plan to increase awareness of the opt-out period with an additional information session during fall 2026 Student Orientation	Ongoing	Access, Quality, Relevance
	Elevate the Indigenous student experience at CMTN by providing additional and new cultural activities that celebrate student success. • Implement a CMTN Indigenous convocation ceremony. The First Nations Access Coordinators held events for students to create cedar headbands and Indigenize graduation caps for the 2026 convocation events. • The timeline for the first Indigenous Convocation Celebration is 2027.	Substantially Achieved	Access, Quality, Relevance
	Provide an Indigenous space for students and employees at the Smithers Campus. • Targeting cultural safety for students and staff, this will be a space where cultural practices and ceremony are allowed. • The space has been identified on campus, and there is significant progress to having that ready for students by fall 2026.	Substantially Achieved	Access, Relevance, Quality
	Increase access to trades training. • The implementation of online registration for trades programs is an ongoing effort between the Trades Department and the Registrar's Office. This is expected to be completed within two years. • Implement a trades waitlist system that would guarantee seats for waitlisted applicants.	Ongoing	Capacity, Efficiency
	Public website redevelopment and accessibility. • CMTN completed Phase 1 Discovery and Evaluation for redevelopment of its public website, with a focus on improving accessibility, usability, governance, and compliance with privacy and security requirements. While full redesign and implementation have not yet been completed, the discovery phase provided critical information regarding site architecture, accessibility compliance obligations, and future governance models. Impact: Established a clear foundation to support future delivery of an accessible, user centred public website aligned with WCAG 2.1 AA standards and institutional branding goals.	Substantially Achieved	Access, Quality

CMTN Strategic Objective	Department Action Plan (DAP) Goals and Results/Update	Results	System-Strategic Objective
Student Success Continued	Improve student mental health support by strengthening access to counselling services available on the Terrace Campus, thereby reducing the need for students to go off-site for counselling support, and increase the usage of these supports, while also improving employee confidence in responding to students in distress. • A Student Wellness Counsellor was hired December 2025 and this position will be ongoing. • Practical resources were developed for frontline support. • The CARE Team now holds regular meetings.	Achieved	
	Implement a mandatory meal plan. • Food Services and the CMTN Foundation continued implementation planning for a mandatory housing meal plan, building on voluntary participation introduced in 2024–25. • During 2025–2026, voluntary meal card use continued, hours of operation were expanded, and menu offerings were adjusted based on student feedback. • The mandatory component was formally approved by President’s Council and is scheduled to take effect in fall 2026, requiring students in Housing to purchase a \$1,000 per semester meal card. • Although full implementation had not occurred by year end, foundational policy approvals, student communication planning, and collaboration with Finance, IT, and Communications were completed. Impact: This initiative supports predictable ancillary revenue, food security for residential students, and improved financial sustainability of on campus services.	Substantially Achieved	Access, Relevance

CMTN Strategic Objective	Department Action Plan (DAP) Goals and Results/Update	Results	System-Strategic Objective
Pathways to Education and Careers	Create and increase transformative pathways for students, such as financial support, dual-credit, and strategic partnerships. Increase student pathway utilization, with student mobility and internal progression.		
	Launch the Northern Learner Entrance Award. • In its second year, the Northern Learner Entrance Award continued as a targeted financial support mechanism to encourage domestic student enrolment from across the CMTN service region. • The award structure and application process were revised after year one based on feedback from participating high schools, including adjustments to eligible program lists to align with enrolment priorities. • Seven students received awards for the 2025–2026 academic year. • Nominations for the 2026–2027 intake are underway, with confirmed recipients identified prior to the March 31 application deadline. • While the initiative remains in progress, early results indicate improved alignment between award criteria and institutional recruitment goals.	Substantially Achieved	Access, Capacity, Quality
	Involve students in Global WIL opportunities to promote WIL, EPBL, sustainable development goals, and community involvement. • Two students successfully completed the World Association for Cooperative Education (WACE) Global Challenge in winter 2026. This virtual program provides students with an opportunity to work with cross-cultural teams to address challenges for organizations that are aligned with the UN Sustainable Development Goals.	Achieved	Capacity, Access
	Increase engagement for Former-Youth-in-Care. • Create a version of the successful College Knowledge 101 for Former Youth in Care in 2026. This requires curriculum development for participants aged 19 to 26.	Ongoing	Access
	Increase access to the Health Care Assistant program. • Merge the Northern Health and Health Care Assistant partnership with the regular offering of the program to ensure that we can provide access to individuals who may not elect or be able to go through the partnership with Northern Health. • CMTN now saves two seats at each campus for fee paying students.	Achieved	Access
	Increase access to adult upgrading. • Pilot an Adult Upgrading concierge. Increase conversion of accepted applicants to registered students by 25%. • In collaboration with the Registrar's Office, a program-specific advisor was hired to support this initiative. • Enrolment in Adult Upgrading courses has improved to a 40% conversion rate from accepted to registered, with a 20% increase enrolment.	Achieved	Capacity, Access, Quality, Efficiency

CMTN Strategic Objective	Department Action Plan (DAP) Goals and Results/Update	Results	System-Strategic Objective
Pathways to Education and Careers Continued	Restructure WILD. - Following workforce reduction, CMTN created succession planning for the department. - Several WIL activities were pre-planned for the winter and spring to ensure continuity beyond anticipated retirements. - Further restructuring will continue into the fall of 2026 subject to funding availability.	Substantially Achieved	



First-year nursing students received entrance awards of \$1500 each. These awards are provided through the CMTN Foundation.

CMTN Strategic Objective	Department Action Plan (DAP) Goals and Results/ Update	Results	System-Strategic Objective
Strategic Priority: Financial Sustainability			
Institutional Sustainability	Grow and use revenue in a responsible manner for the sustainability of the institution.		
	Increase efficiency in nursing lab use and resources. • Optimize nursing lab spaces and resources. • Divide resources and supplies equitably amongst all programs using the labs. • Review of lab supplies to reduce waste and support cost sharing on supplies across programs. • The lab spaces have also been significantly adjusted to allow for drop-in time for students to practise.	Substantially Achieved	Efficiency, Quality, Capacity
	Registrar's Office • During a period of significant institutional restructuring, the Registrar's Office reimagined a variety of roles to create efficiencies and consolidate services. • The Registrar's Office implemented structured change-management strategies to support continuity of core academic and enrolment operations, aligning with institutional priorities related to student access and service delivery while undergoing the transition. • Priority processes, including scheduling, admissions, enrolment services, academic records, and policy implementation, were reviewed and adapted to mitigate risk, maintain compliance, and reduce escalation and rework during organizational change. The timing of transitions was carefully considered to reduce operational impacts. • Ongoing engagement with Registrar's Office staff, Deans, Directors, and key service areas supported early identification of cross-functional dependencies and informed adjustments to staffing, workflows, and procedures. Impact: These efforts helped ensure that restructuring changes did not negatively impact the student experience.	Achieved	Efficiency, Quality, Capacity

CMTN Strategic Objective	Department Action Plan (DAP) Goals and Results/ Update	Results	System-Strategic Objective
<i>Institutional Sustainability Continued</i>	Increase involvement with SD 52. • Conduct monthly communications with the School District staff. • Attend parent teacher interview events at Charles Hayes Secondary School. • Continue outreach by inviting SD 52 staff to CMTN events at the Prince Rupert Campus. • Engage with the Prince Rupert Regional Education Advisory Committee meetings. • Attend the SD 52 graduation ceremony in June.	Achieved	Access, Relevance
	Implement Positive Pay to reduce cheque alteration or forgery. • The Finance Department worked in collaboration with Scotiabank and OA Solutions to implement this fraud prevention technology in fall 2025.	Achieved	Quality
	Improve document accessibility. • Expanded SoftDocs digital document management solution to two additional departments to streamline workflows and improve document accessibility. • Conducted training sessions for department staff using SoftDocs for document management. • Monitored adoption and provide support to ensure a smooth transition.	Substantially Achieved	Efficiency, Quality, Capacity
	Increase quality programs. • Develop a pharmacy technologist program proposal for CMTN in partnership with Selkirk College. Planning and feasibility discussions are underway with the timeline of 1 – 2 years to implement this program.	Ongoing	Access, Relevance

CMTN Strategic Objective	Department Action Plan (DAP) Goals and Results/ Update	Results	System-Strategic Objective
People, Resources, Climate, Finance	Contribute to the social, cultural, and environmental sustainability of the communities we serve.		
	Increase access to quality programs. • Increase enrolment for PN/APN, HCA, and NCBNP programs year-over-year as a result of the joint marketing campaign by CMTN, Northern Health, UNBC, College of New Caledonia, and Northern Lights College. • Collaboration with Northern Health for the APN program in September 2026 is currently in progress and interest has increased from the last offering in winter of 2025. • The NCBNP program has steadily increased enrolment since the introduction of additional financial supports for students in the program in 2023.	Substantially Achieved	Capacity, Access
	Establish and sustain a Haida Gwaii Regional Education Advisory Committee (REAC). • Membership is current, and meetings have been consistent with the Terms of Reference created.	Achieved	Access, Capacity, Relevance
	Increase environmental sustainability awareness. • The Smithers Campus created an environmental sustainability committee to actively promote environmental education at the campus and to lead green projects for CMTN community. The committee involves members of all departments and has a high level of commitment.	Achieved	Efficiency, Quality
	Increase efficiency in HR Department. • Modernize HR systems to track incoming requests and completion timelines. • Reduce human hours spent calculating monthly staffing reports. • Update information on the website to include a labour update portion. • Testing is underway to implement self-serve leave tracking in the spring of 2026, and full implementation is set for January 2027.	Substantially Achieved	Efficiency, Quality

CMTN Strategic Objective	Department Action Plan (DAP) Goals and Results/ Update	Results	System-Strategic Objective
People, Resources, Climate, Finance Continued	Improve building energy efficiency. - Facilities continued work on Phase 2 of HVAC controls optimization to improve building efficiency and reduce energy consumption across campus facilities. - During the reporting period, Digital Direct Control (DDC) programming was advanced, and deficiencies identified during Phase 1 were addressed through targeted repairs and system fine tuning. - While progress has been made and early indicators suggest a reduction in natural gas consumption, one major piece of equipment remains under engineering review, delaying full implementation. As a result, this goal was not fully achieved within the reporting year, though the work remains active and foundational improvements have been realized. Impact: This initiative directly supports institutional climate accountability efforts and long term cost containment.	Not Achieved, Ongoing	Efficiency, Quality
	Boiler replacement (Terrace Campus). - To address aging infrastructure and improve energy efficiency, the Facilities Department advanced planning for the replacement of Boilers 2 and 3 at the Terrace Campus. - During the reporting period, schematic design was completed, multiple system options were reviewed, and a preferred solution was selected. - Detailed design work is underway, with plans to proceed to procurement and construction through BC Bid. As implementation is tied to the five year capital plan, construction was not completed within the reporting period. - The intention is to train or recruit staff who are able to maintain boilers rather than contracting out. Impact: While the goal has not yet been achieved, this work represents a significant step toward improving system redundancy, operational reliability, and long term sustainability of campus infrastructure.	Not Achieved, Ongoing	Quality, Efficiency

CMTN Strategic Objective	Department Action Plan (DAP) Goals and Results/ Update	Results	System-Strategic Objective
People, Resources, Climate, Finance Continued	Endowment procedure review. - The CMTN Foundation undertook a review of endowment procedures, focusing on the use of perpetual versus fixed term endowments where capital may be drawn in future years. - During the reporting period, comparative research was conducted, options and best practices were identified, and preliminary findings were documented; however, formal updates to procedures, templates, and governance documentation were not completed by February 2026 as originally planned. Impact: This work remains a priority to ensure alignment with evolving financial stewardship practices and long term institutional sustainability.	Not Achieved, Ongoing	Quality
	Reconciliation actions. - Support Indigenous language revitalization and create a welcoming space in post-secondary education for Indigenous people. - Ran two successful academic level courses for the Gitksan language at the Hazelton Campus. - The Smithers Campus now has a room identified to use for an Indigenous welcoming space.	Achieved	Access, Quality, Relevance
	Health care programs efficiency. - Create a CMTN Health Chair role to encompass all health offerings at the college. - This goal is on pause due to Collective Agreement concerns and will be revisited in the future.	Ongoing	Quality, Efficiency
	Improve wellbeing of students living in Wii Gyemsiga Siwilaawksat. - Improve communications to students living in Housing to reflect wellbeing as the priority in our interactions. This will build trust, and increase transparency and empathy for individuals who reside in Student Housing and access the Fitness Centre. - Work towards shifting the tone of communication to focus on student wellbeing is ongoing across departments. - The Fitness Centre policy review and changes are completed. - A Student Housing policy review is in progress. - A Student Housing manual update is in progress. - Student Housing Department restructuring is in progress.	Substantially Achieved	Capacity, Relevance, Efficiency

CMTN Strategic Objective	Department Action Plan (DAP) Goals and Results/ Update	Results	System-Strategic Objective
People, Resources, Climate, Finance Continued	Strengthen operational integrity and student safety. - The Student Housing Department advanced the development and implementation of standardized operating procedures, including room entry protocols and access control system reviews. - These initiatives established clear, consistent practices that respect student privacy while meeting safety and regulatory requirements. - Housing access permissions were reviewed and updated to ensure students only access authorized areas, reducing security risks and enhancing confidence in campus safety. - Together, these operational improvements increase efficiency, support staff training, and reinforce a culture of accountability and care. Impact: The work ensures that Student Housing operations align with institutional values and provide a reliable, safe foundation for student success.	Achieved	Quality, Efficiency
	Update Student Housing Policies and Procedures. - During the 2025–2026 reporting period, CMTN undertook a comprehensive review and update of Student Housing policies and procedures to ensure alignment with institutional standards, legislative requirements, and contemporary practices. This work focused on clarifying roles, expectations, and decision making frameworks while integrating a student-wellness-first lens across Housing operations. - The updated policies and procedures support consistent application across campuses, strengthen accountability, and provide a clearer foundation for staff training and compliance. Impact: Collectively, these improvements enhanced student well-being and ensured that Student Housing governance effectively enables a safe, respectful, and accessible living environment.	Achieved	Quality, Access

CMTN Strategic Objective	Department Action Plan (DAP) Goals and Results/ Update	Results	System-Strategic Objective
Strategic Priority: Internal Processes			
Create and Deliver EPBL	Create, refine, and revise programs and courses with ease. Incorporate Indigenization. Create signature Experiential Place-Based Learning (EPBL) programs. Orient and aim support services, safety, and mobility towards EPBL.		
	Increase student engagement and ability for the library to support EPBL by creating a makerspace in Terrace and developing a Library of Things in Prince Rupert, Hazelton, and Smithers. • This initiative has been paused due to space capacity.	Not Achieved	Quality, Relevance, Efficiency
	Support safe EPBL. • CMTN set up access to “Grab & Go First Aid” and naloxone kits through campus libraries for off-campus education and activities. • All three libraries now maintain a supply of kits that can be borrowed by employees for outings, field trips, and field schools. • Ensured compliance with both the Ministry’s Overdose Prevention and Response Guidelines and CMTN’s Off-Site Educational Program and Field Trip Policy and Procedures.	Achieved	Efficiency, Quality, Access
	Create a single tool to document and catalog the CMTN art collection. • This project will span over the next year to ensure that all artwork across our multiple campuses is properly documented in collaboration with the Freda Diesing School of Northwest Art at CMTN.	Ongoing	Efficiency
	Map, implement, adjust or benchmark existing EPBL courses in science and arts programs.	Ongoing	Efficiency
	International exchange for students and faculty and study abroad opportunities. • Developed a checklist and guidelines. • The following were developed under International Field School: » Process flow chart for EPBL funding, research, development of field school, and President’s Council approval » A one-pager for faculty, staff, and students for travel » Proposal and risk assessment document » Links to offsite procedures.	Achieved	Access, Efficiency
	Automate the integration with our student information system and learning management system solution by the end of 2024. • Project has completed the planning, gathering, and scoping phases, and is now waiting for the statement of work from the vendor. • Initial configuration has been completed and testing is planned for June 2025. This upgrade has significantly reduced the amount of IT Service Tickets submitted in the fall of 2025.	Achieved	Efficiency, Capacity, Quality

CMTN Strategic Objective	Department Action Plan (DAP) Goals and Results/ Update	Results	System-Strategic Objective
<i>Create and Deliver EPBL Continued</i>	Complete design and installation of new bilingual signage in Waap Sa'mn and hold a community celebration to share this achievement. - Registrar's Office staff began using name cards highlighting languages in which we can provide service starting in spring 2025. - The Sm'algyax language incorporation for the Waap Sa'mn building i has been paused. - Further consultation with First Nations Council will happen in 2026 to determine if there are other language revitalization projects that would be more meaningful. In the meantime, we will proceed with English and Braille sign installation to support navigation in Waap Sa'mn, our main classroom building on the Terrace campus.	Ongoing	Access, Relevance
	Implement a student experience survey for students. - Create a question bank, survey policy, and institutional research process. Explore Blue as a survey platform. - Our first student experience survey was delivered in March 2026. Results will be reviewed this summer.	Achieved	Capacity, Quality, Efficiency
	Coordinate collaborative health simulation activities between CMTN and UNBC. The PN, APN, and NCBNP faculty formed a working group to ensure that workload allows for shared simulation efficiencies.	Achieved	Access, Relevance, Efficiency
	Collaborate with UNBC for shared peer mentorship across the NCBNP program in relation to health simulation activities. CMTN is continuing to work with NH and UNBC to identify opportunities for this in 2026.	Ongoing	Access, Efficiency
Policy and Procedure Implementation	Identify and address policy and procedure gaps to support education being delivered according to EPBL.		
	Introduce a Community of Practice (CoP) at CMTN to provide support and guidance as educational structures change. - Monthly meetings are held to discuss education and AI. - Monthly meetings are held for the Brightspace Users Group (BUG). - These additional supports, initiated in September 2025, have been immensely helpful for faculty. - Evaluation of the efficiency will be reviewed in May 2026.	Achieved	Access, Quality, Relevance

CMTN Strategic Objective	Department Action Plan (DAP) Goals and Results/ Update	Results	System-Strategic Objective
<i>Policy and Procedure Implementation Continued</i>	Develop a framework for Student Health Services. • A cohesive approach for strategic direction is underway to support the growth of the Student Health Services team and the vision for students. • A draft document has been completed and will be presented to management by spring 2026.	Substantially Achieved	Access, Quality, Relevance
	Standardize operating procedures for the Finance Department. • SOP development for all positions (roles and tasks) has started. • With support from OA Solutions, several existing training documents have been updated. • A repository of required accesses by position has been developed, and the work is going for a fulsome overview for each position.	Substantially Achieved	Quality
	Improve student clinical placement coordination. • Secured clinical placements for all health program students at local sites. • Standardized the clinical placement evaluation process.	Achieved	Access, Capacity, Efficiency
	Introduce immunization waivers. • Introduced self-report immunization and waiver forms for health programs to support faster confirmation for clinicals. This was needed due to reduced availability from the local health units.	Substantially Achieved	Access, Capacity, Efficiency
	• Created a work-integrated learning policy to provide a framework for including WIL experiences at CMTN. This was completed in fall 2025.	Achieved	Relevance, Quality
	Create a culture of safety for CMTN employees. • Develop systems to capture safety reports, statistics, and track corrective actions. • A reporting tool has been created for incident reports as well as corrective actions to address any departmental concerns. • Further development of an electronic submission system is anticipated to be completed in fall 2026.	Substantially Achieved	Relevance, Quality
	Accessibility • Reviewed the current CMTN Accessibility Plan, update, and prepared an institutional long-term plan.	Substantially Achieved	Quality, Relevance

CMTN Strategic Objective	Department Action Plan (DAP) Goals and Results/ Update	Results	System-Strategic Objective
Policy and Procedure Implementation Continued	Board of Governors operation. - Board of Governors handbook containing all policies and procedures was comprehensively updated to consolidate governance resources, clarify board roles and responsibilities, and reflect the current legislative, policy, and procedural framework of CMTN. - The revised handbook was adopted by the Board of Governors at the February 6, 2026 meeting.	Achieved	Efficiency, Quality
	Indigenize collective agreements. Implement the recommendations from the Indigenization of the Collective Agreement Committee in Human Resources practices by December 2024.	Ongoing	Access, Capacity, Efficiency, Quality
	Implement a coordinated approach to enterprise cybersecurity and risk management. Information Technology undertook foundational work to align cybersecurity practices with the NIST Cybersecurity Framework (CSF) 2.0, including conducting baseline assessments, identifying control gaps, and embedding risk based review processes into ongoing IT operations. In parallel, CMTN advanced implementation of a comprehensive IT policy suite, strengthened cybersecurity training participation across the institution, and established regular risk reporting mechanisms. Collectively, this work supports regulatory compliance, improves organizational readiness to respond to cyber threats, and enhances confidence in the college's digital environment for students and employees. Impact: Improved risk visibility and governance, increased staff awareness of cybersecurity responsibilities, and strengthened institutional compliance with FOIPPA and sector expectations.	Ongoing	Efficiency, Quality
	IT Policy Implementation and Risk Management. CMTN made measurable progress toward strengthening enterprise data security and risk management through partial implementation of its IT policy suite and related governance practices. During the year, key cybersecurity related policies were advanced, staff security training participation increased, and regular risk discussions were incorporated into operational planning. While full policy rollout and a complete institutional IT Risk Register were not finalized, the college demonstrated steady progress toward improved oversight, accountability, and compliance with privacy and security obligations. Impact: Improved organizational awareness of cybersecurity risks, stronger alignment with FOIPPA obligations, and incremental enhancement of institutional risk management practices.	Partially Achieved	Quality, Efficiency

CMTN Strategic Objective	Department Action Plan (DAP) Goals and Results/ Update	Results	System-Strategic Objective
Policy and Procedure Implementation Continued	IT Governance and Oversight. Planned establishment of a formal Unified IT Governance Committee was not achieved during the reporting year due to staffing capacity constraints. However, governance principles—including risk awareness, prioritization, and accountability—were incorporated into selected IT initiatives and project level decision making processes. While formal committee structures remain under development, the work completed reflects an incremental approach to strengthening governance practices in advance of full implementation. Impact: Increased consistency in how technology risks and priorities are considered during project planning, despite the absence of a formal governance committee.	Not Achieved	Quality, Efficiency
	Digital Infrastructure Modernization and Cost Optimization. Information Technology advanced planning and preparatory work to modernize core digital infrastructure and reduce long term operating costs. Progress was made toward consolidation of enterprise licensing and evaluation of Microsoft Teams Phone as a replacement for legacy telephony systems. While full implementation was not completed within the reporting period, vendor evaluations and cost analyses were undertaken to support informed decision making and responsible financial stewardship. Impact: Increased clarity regarding future cost saving opportunities and improved readiness for modernization initiatives aligned with institutional sustainability goals.	Partially Achieved	
	IT policies, procedures, operational maturity. Information Technology advanced the development of several internal policies, procedures, and operational standards intended to strengthen consistency, accountability, and resilience of IT operations. Draft policies for change management, incident response, software configuration management, and operational continuity were developed or partially implemented. While several initiatives extend into future planning horizons, the work completed this year represents meaningful progress toward increased operational maturity. Impact: Reduced reliance on informal practices, improved clarity of roles and expectations, and strengthened institutional capacity to manage system changes and incidents.	Ongoing	Quality, Relevance

CMTN Strategic Objective	Department Action Plan (DAP) Goals and Results/ Update	Results	System-Strategic Objective
Policy and Procedure Implementation Continued	Cybersecurity awareness and workforce preparedness. The college successfully implemented enhanced cybersecurity awareness training through adoption of a new, adaptive training platform. This initiative expanded institutional capacity to address evolving threats, including social engineering and AI enabled attacks, through targeted, scenario based learning. The shift from static compliance-based training to risk informed, role specific education improved engagement and staff preparedness across the institution. Impact: Increased cybersecurity awareness, reduced likelihood of preventable incidents, and strengthened institutional culture of shared responsibility for information security.	Achieved	Efficiency, Relevance
	Data protection. - Review backup policy and procedure to ensure data integrity and availability through regular data backups and secure storage protocols - Establish automated backup schedules. - Conduct regular recovery tests. - Secure backup storage both on-site and off-site.	Ongoing	Efficiency, Quality
	IT Change Management Policy. - Minimize disruptions and ensure quality by implementing structured change management processes for IT systems. - Develop a change request system. - Establish a change review board. - Schedule regular maintenance windows.	Ongoing	Efficiency, Quality
	Implement Portfolio Management Policy and Procedure. - Align projects with strategic goals - Maximize value across the portfolio of IT initiatives. - Develop a project selection and prioritization framework. - Conduct portfolio reviews. - Communicate strategic alignment to all teams.	Ongoing	Efficiency, Quality
	Standardize project management practices across the team for consistent delivery and improved outcomes. - Implement project management guidelines. - Conduct project management training. - Use TeamDynamix project management.	Ongoing	Efficiency, Quality
	IT Risk Management Policy and Procedure. Met to review IT risk and develop mitigation and management controls to manage risks.	Substantially Achieved	Efficiency, Quality

CMTN Strategic Objective	Department Action Plan (DAP) Goals and Results/ Update	Results	System-Strategic Objective
Strategic Priority: Employees			
Employees	Fostering the growth and development of everyone at Coast Mountain College and celebrating the accomplishments of our staff, faculty, and management.		
	Increase acknowledgment of instructor and other department accomplishments. • Create an Award Application Community of Practice Group for instructors to meet bi-monthly to share resources and work on applications. • Create merit-based award criteria in conjunction with the unions, and the Education Council subcommittee. • Organize and promote events with instructors, administration and communications. Recruit new instructors to present and attend. • Nominate one instructor for West Coast Teaching Awards. • Internal awards ongoing due to instructor delays. • Submit an instructor for the CIGan award. This work is ongoing; submissions were due fall 2024. Update – Postponed to 25/26. Chose to focus on applications for the Westcoast Teaching Award as a ladder into the 3M. Department focus instead.	Substantially Achieved	Quality, Relevance
	IDEA+I training and awareness. • Identify and review available training resources for CMTN employees and students to participate in for the 2025/2026 academic year. • Many free events have been shared throughout the academic year through EGALE and other resource groups. • Progress is ongoing for specific CMTN training opportunities.	Ongoing	Capacity, Relevance
	Finance and Accounting • Staff Training and Development – Find relevant training. Safetalk, FSEAP, etc. • Encouraged staff to sign up to support internal/external opportunities such the annual golf scramble, orientation, and convocations. Two staff attended the Canadian Ellucian Users Group (CEUG) conference in November and two helped with orientation.	Achieved	Efficiency, Quality
	HR - Implement a regularly scheduled information notice for excluded team members, as well as a version for the wider college community to inform of important updates (e.g. staffing, processes, and for excluded: legal, actions items and more). • HR has been consistently delivering timely information to the college community and excluded staff since fall 2025. • Provide Leadership Due Diligence training and follow up coaching for all management staff. The first session of this occurred in February 2026 and will be a recurring training opportunity for management moving forward.	Achieved	Efficiency, Quality

CMTN Strategic Objective	Department Action Plan (DAP) Goals and Results/ Update	Results	System-Strategic Objective
Employees Continued	HR - Address equity, inclusion, and belonging gaps. To ensure overall employee satisfaction and obtain baseline equity data, a survey is under development for spring 2026 in consultation with the manager of community and inclusion, and the Communications Department.	Ongoing	Efficiency, Quality
	HR – Implement performance evaluation. - Implement a performance measurement plan for excluded employees (first phase) by August 2024. - Draft templates have been developed and are under review to align with current practices. Adjusted target of spring 2026.	Ongoing	Capacity, Efficiency, Quality
	Ensure long term institutional sustainability following restructuring. - The Registrar’s Office implemented change management practices focused on role clarity, staff readiness, and shared service vision across impacted units. - Structured visioning, training, and orientation activities were used to embed new organizational structures, align expectations, and strengthen service accountability. These actions improved operational consistency across enrolment, records, advising, financial aid, and systems functions, reinforcing CMTN’s capacity to deliver reliable student services during and beyond periods of change.	Achieved	Efficiency, Capacity
	Stabilize and optimize trades administrative and program support. - Throughout 2025/2026, the Trades portfolio undertook targeted restructuring efforts to enhance coordination, cost effectiveness, and sustainability of program growth. - A significant structural change included transitioning from two full time equivalent (FTE) trades coordinators to a single program chair. This shift clarified accountability, streamlined decision making, and enabled the department to maintain high service levels while focusing on strategic priorities. - Concurrently, the department identified operational pinch points related to anticipated Trades program expansion, particularly in response to provincial government funding commitments. This analysis highlighted the need for more streamlined internal processes and improved cross departmental workflows to support growth without compromising service quality. Impact: Improved coordination and clearer leadership structures support continued Trades program growth while enhancing operational efficiency and fiscal stewardship.	Substantially Achieved	Efficiency, Capacity

CMTN Strategic Objective	Department Action Plan (DAP) Goals and Results/ Update	Results	System-Strategic Objective
Employees Continued	Improve Dean-level support. • In response to institutional restructuring and operational demands, administrative and program support staff were consolidated to provide coordinated support across four deans beginning in January 2025. This shared support model remained in place throughout the reporting year, enabling continuity of operations during a period of organizational change. • Staff supported priority identification, project coordination, and preparation for the upcoming academic year, while also managing logistics for field schools and trades programming. • Ongoing collaboration with program areas ensured responsiveness to evolving operational needs. Impact: This approach improved service continuity and optimized staff capacity during a period of significant institutional transition.	Achieved	Efficiency
	Registrar's Office information sharing. • Create a current repository of information for the Registrar's Office to support training, information sharing with accuracy, and clarity amongst all roles. • A SharePoint site has been developed to share relevant forms, SOPs, and training videos. This site has restricted access for adding content to ensure that the right information is being presented to staff.	Substantially Achieved	Relevance, Access, Efficiency



Faculty and students celebrated Convocation 2025 in Prince Rupert

CMTN Strategic Objective	Department Action Plan (DAP) Goals and Results/ Update	Results	System-Strategic Objective
Strategic Priority: The Communities We Serve			
The Communities We Serve	Engagement with the many communities we serve throughout Northwest BC by ensuring our active participation in committees and forums and ensuring we establish and continue to build off the many partnerships we have developed.		
	Partner with the Chamber of Commerce in Terrace to provide short training sessions to business owners. Similar events are being planned with the Chambers of Commerce in Smithers and Prince Rupert.	Ongoing	Access, Capacity, Quality
	Create ongoing partnership with 'Ksan Society to increase northern food security education while providing WIL opportunities for students and raising CMTN's profile in the community. Freeze dryer is on site and can be used by CMTN students. The project aimed to reduce gas emissions by helping to eliminate food waste and to support and collaborate with Traditional Knowledge Keepers. The project emphasized experiential learning, interdisciplinary collaboration, and applying the Five R's of Reconciliation.	Achieved	Capacity, Quality, Access
	Prince Rupert Campus/Community –improved CMTN's visibility and presence in the community of Prince Rupert, campus goal for the 2024/2025 academic year was to participate in and engage the public in at least one major community event.	Substantially Achieved	Access, Capacity, Quality
	Launched a second in-community Business Administration Certificate program.	Achieved	Access, Capacity
	Focus on making our programs and courses more accessible to seniors. Developed articles for seniors to access education. This will be widely circulated in our CMTN Connection magazine and shared with community organizations and on social media. Senior-specific outreach is under development. A flat sheet was created that is available at community events. We also featured the information in our CMTN Connection 2024 magazine. Another campaign aimed at older adults will be considered for summer and fall 2025.	Achieved	Access, Capacity

CMTN Strategic Objective	Department Action Plan (DAP) Goals and Results/ Update	Results	System-Strategic Objective
The Communities We Serve	Expand First Nation Fine Arts (FNFA) Outreach and community-based programming - The FNFA portfolio expanded outreach and community based delivery across multiple regions during the 2025–2026 reporting year. - An introductory FNFA formline course was launched at the Haida Heritage Centre, beginning in April 2026, increasing access to FNFA programming in Haida Gwaii. - In Prince Rupert, a mentorship offering was added, alongside a formline course that also commenced in April. - Outreach to Kitimat and Nisga’a Valley experienced scheduling constraints. Kitimat outreach remains pending for a future offering, while Nisga’a Valley programming was deferred to fall 2026 due to alumni availability. - Planning also commenced for a 20 year Freda Diesing School of Northwest Coast Arts Alumni Exhibition, supporting alumni engagement and program visibility. Impact: These initiatives expanded access to FNFA programming, strengthened community relationships, and enhanced student and alumni engagement across the Northwest.	Substantially Achieved	Relevance, Access



Field trip to Shames Mountain to for snow studies in the Environmental Geosciences Diploma program

Standard Performance Measures

Performance Measure	Reporting Year					System Strategic Objectives	
	2024/25 Actual	2025/26 Target	2025/26 Actual	2025/26 Assessment			
Student Spaces						Capacity	
Total Student Spaces	460	1756	476	Not Achieved			
Nursing and Other Allied Health Programs	87	161	84	Not Achieved			
Developmental programs – Tuition Compensation-Eligible	76	131	86	Not Achieved			
* The long-term trend of declining grade 12 graduates has created a challenging environment. The majority of students who transitioned to post-secondary in the Coast Mountain College region come to CMTN as per the High School Transitions Data of 2023. CMTN served 3,075 distinct domestic students in the 2025/26 fiscal year. Most CMTN students continue to work as they attend classes, hence study part-time. The College continues to experiment with ways to draw domestic students to our campus, including innovative financial aid scholarships like the Northern Learner Award for top academic high school students. These awards have been successful in increasing enrolments for particular program areas. The College will continue to look for ways to attract students into other programs.							
Credentials Awarded							
Domestic Credentials Awarded	194		188	Not Assessed			
Certificates	154	178	136	Not Achieved			
Developmental	N/A	N/A	10	Not Assessed			
Diplomas	32	39	42	Achieved			
* Students at CMTN manually apply to be assessed for graduation. Credentials can fluctuate depending on whether students seek official graduation.							
Indigenous Student Spaces						Access	
Total Spaces	308	310	337	Achieved			
Ministry (PSFS)	177		213				
SkilledTradesBC	131		124				
* Coast Mountain College continues to have strong Indigenous student enrolment and continues to strive in this area. Coast Mountain College continues to look for new ways to increase access for Indigenous communities.							
Student Satisfaction with Education	%	+/-		%	+/-	Quality	
Former certificate, diploma and associate degree students	87.2	3.3	≥ 90%	92.5	2.9		Achieved
Former apprenticeship students	N/A			N/A	Not Assessed		
Trades foundation and trades-related vocational students	94.4	5.8		96.9	5.0		Achieved
Student Assessment of Quality of Instruction	%	+/-		%	+/-		
Former certificate, diploma and associate degree students	91.3	2.8	≥ 90%	94.3	2.6		Achieved
Former apprenticeship students	N/A			N/A	Not Assessed		
Trades foundation and trades-related vocational students	94.6	5.6		96.9	5.0		Achieved
Student Assessment of Skill Development	%	+/-		%	+/-		
Former certificate, diploma and associate degree students	88.1	3.6	≥ 85%	91.4	3.2		Achieved
Former apprenticeship students	N/A			N/A	Not Assessed		
Trades foundation and trades-related vocational students	91.8	4.9		89.4	7.7		Achieved

Student Assessment of the Usefulness of Knowledge and Skills in Performing Job	%	+/-		%	+/-		Relevance
Former certificate, diploma and associate degree students	91.7	3.8	≥ 90%	90.6	4.1	Achieved	
Former apprenticeship students	N/A			N/A		Not Assessed	
Trades foundation and trades-related vocational students	N/A			N/A		Not Assessed	
Graduate/Student Unemployment Rate	%	+/-		%	+/-		
Former certificate, diploma and associate degree graduates	3.1	2.3	≤ 13.1%	5.7	3.1	Achieved	
Former apprenticeship	N/A			N/A		Not Assessed	
Trades foundation and trades-related vocational graduates	N/A			N/A		Not Assessed	



Adult upgrading students on a field trip to the Nisga'a museum.

2025/26 Accountability Framework Performance Measures

Standard Performance Measures

Performance Measure	Reporting Year					
	2024/25 Actual	2025/26 Target	2025/26 Actual	2025/26 Assessment		
Former diploma, associate degree and certificate students’ assessment of skill development						
	%	+/-	≥ 85%	%	+/-	Achieved
Skills development	88.1	3.6		91.4	3.2	
Written communication	90.1	3.2		90.9	3.3	
Oral communication	88.3	3.4		93.8	2.8	
Group collaboration	91.6	2.8		94.7	2.5	
Critical analysis	91.7	2.8		93.0	2.8	
Problem resolution	83.4	3.8		88.6	3.7	
Learn on your own	86.5	3.4		93.6	2.7	
Reading and comprehension	87.5	3.4		91.1	3.2	
Trades foundation and trades-related vocational graduates' assessment of skill development						
	%	+/-	≥ 85%	%	+/-	Achieved
Skills development	91.8	4.9		89.4	7.7	
Written communication	N/A			N/A		
Oral communication	N/A			N/A		
Group collaboration	97.1	4.4		90.3	8.8	
Critical analysis	97.2	4.2		96.9	5.0	
Problem resolution	91.9	6.8		90.3	8.8	
Learn on your own	88.9	8.0		96.8	5.2	
Reading and comprehension	91.7	7.1		87.1	9.9	
Former apprenticeship students’ assessment of skill development						
	%	+/-	≥ 85%	%	+/-	Not Assessed
Skills development	N/A			N/A		
Written communication	N/A			N/A		
Oral communication	N/A			N/A		
Group collaboration	N/A			N/A		
Critical analysis	N/A			N/A		
Problem resolution	N/A			N/A		
Learn on your own	N/A			N/A		
Reading and comprehension	N/A			N/A		

Please consult the 2025/26 Standards Manual for a current description of each measure.

Student Spaces

Results from the 2025/26 reporting year are based on data from the 2025/26 fiscal year; results from the 2024/25 reporting year are based on data from the 2024/25 fiscal year. Only Ministry funded Full-Time Equivalents are included. Indigenous Student Spaces

Indigenous Student Spaces

For Indigenous Student Spaces, results for the previous fiscal year are reported. Results from the 2025/26 reporting year are based on data from the 2024/25 fiscal year; results from the 2024/25 reporting year are based on data from the 2023/24 fiscal year. Both Ministry and SkilledTradesBC (formerly the Industry Training Authority) funded Full-Time Equivalents are included. Institutions provide their own target and assessment for Indigenous Student Spaces.

Credentials Awarded

Annual performance is measured using the most recent fiscal year; e.g. results for the 2025/26 reporting year are credentials awarded in the 2024/25 fiscal year. The institution-specific target is based on the average number of credentials awarded by the institution in the 2021/22 to 2023/24 fiscal years.

Student Outcome Measures

Results from the 2025/26 reporting year are based on 2025 survey data; results from the 2024/25 reporting year are based on 2024 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



Early Childhood Care and Education students and Freda Diesing School of Northwest Coast Art collaborate on a drum-making workshop.

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

Truth and Reconciliation Commission Calls to Action	
1: Social Work	
We call upon the federal, provincial, territorial, and Aboriginal governments to commit to reducing the number of Aboriginal children in care by ... Ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the history and impacts of residential schools. Ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the potential for Aboriginal communities and families to provide more appropriate solutions to family healing.	
Progress: In-progress initiative	Initiatives and Partnerships Update: The Social Service Worker Certificate curriculum was renewed and approved by Education Council during this cycle. Amended admission requirements allow additional flexibility and respect oral traditions. Program learning outcomes were refined with input from the Learning Transformation Specialist – Indigenization faculty.. Practicums often strive to include placements in Indigenous agencies. The Social Service Worker Certificate and Diploma program review has been paused due to limited human resources; however, delivery of the curriculum does contain culturally appropriate content and actively seeks to respond meaningfully to the Truth and Reconciliation Calls to Action. Namely, attention and integration of teaching and learning content related to “building student capacity for intercultural understanding, empathy, and mutual respect;” providing “cultural competency training for all-health care professionals;” remediating “gaps in health outcomes between Aboriginal and non-Aboriginal communities;” reducing “the number of Aboriginal children in care;” and eliminating “the overrepresentation of Aboriginal people in custody.” Including these issues pertaining to the TRC Calls to Action aligns with CMTN’s decolonization and Indigenization efforts.
12: Early Childhood Education	
We call upon the federal, provincial, territorial, and Aboriginal governments to develop culturally appropriate early childhood education programs for Aboriginal families.	
Progress: In-progress initiative	Initiatives and Partnerships The program review of the Early Childhood Care and Education (ECCE) program continues. An important aspect of the review includes assessing the curriculum for accurate inclusion of Indigenous history, including the impacts of the residential school system, and inclusion of culturally sensitive educational approaches. The ECCE certificate and diploma program curricula are updated to ensure culturally appropriate and meaningful content and alignment with CMTN’s decolonization and Indigenization efforts, and evidence-based practice. The ECCE program area continues to offer and deliver the program in meaningful and accessible ways, ensuring that regional, remote learners can attend from their home communities. Specific ECCE courses are also being offered to specific communities. CMTN offered a course in Gamadiis (Port Clements) that makes students eligible for the Early Childhood Educator Assistant designation through the Early Childhood Educators of BC. In Gitwangak, the diploma program continues to be offered for the 2025/2026 academic year. Neither program is a dual-credit offering.

Truth and Reconciliation Commission Calls to Action

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:	Initiatives and Partnerships
Ongoing	CMTN continues to offer the Gitksanimx (GITK 101 and GITK 102) in Hazelton. GITK 101 and 102 had 14 and 5 students respectively. Plans are underway to deliver these two courses online. CMTN is looking into the development and delivery of Witsuwit'en language courses at the Smithers Campus.

23: Health Care Professionals

We call upon all levels of government to increase the number of Aboriginal professionals working in the healthcare field, ensure the retention of Aboriginal healthcare providers in Aboriginal communities, and provide cultural competency training for all healthcare professionals.

Progress:	Initiatives and Partnerships
Implemented and ongoing	As of spring 2025, all instructors in the Health Care Assistant program now complete a cultural safety training to maintain standards set by the BC College of Nurses and Midwives (BCCN&M). CMTN also has in-house training, Braiding Pathways through Self-Awareness, for instructors and staff designed and delivered by an Learning Transformation Specialist – Indigenization faculty. Five of the eight regular NCBNP faculty and staff have participated.

24: Medical or Nursing Schools

We call upon medical and nursing schools in Canada to require all students to take a course dealing with Aboriginal health issues, including the history and legacy of residential schools, the United Nations Declaration 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:	Initiatives and Partnerships
Ongoing	The Introduction to First Nations Health (NURS 205) course continues to be delivered to all students enrolled in the Northern Collaborative Baccalaureate Nursing Program (NCBNP). In addition, five local Indigenous people gave presentations and a video by the co-editor of the textbook used in the course was also presented. Over the 2025 and 2026 spring and summer terms, a total of 14 Nursing students participated in field school experiences at CMTN. Participation increased from five students in spring 2025 to nine students in spring 2026, indicating growing engagement and reflecting opportunities for continued Experiential Place-Based Learning. Field school and field trip offerings included the Haida Gwaii field school, People of the Skeena field school, Culture and Spirituality field school, and Traditions in Bloom field school, providing direct, community-based learning with Indigenous communities.

Truth and Reconciliation Commission Calls to Action

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 United Nations 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:

Ongoing

Initiatives and Partnerships

The Learning Transformation Specialist – Indigenization faculty continues to work closely with employees to bring First Peoples knowledge into their teaching and learning at all campuses. The engagement includes activities such as:

- working with faculty and the Centre of Learning Transformation (COLT) to Indigenize all courses
- Indigenous-centred book clubs
- digital drop-in space to connect with Elders and work on decolonization.

Top Harvests weekly newsletter continues to inspire faculty to weave Indigenous content into their curriculum, share resources and ideas, and create a space for different stories and voices. The Braiding Pathways through Self-Awareness course continues to be offered to the CMTN community. A co-hosted online discussion space, titled ChatReconciliACTION, which cultivates community as a catalyst for decolonizing learning and reconciliation is also active.

The Education Council has sustained space on its agenda at every meeting to allow sharing, reflection, and learning around reconciliation. The sharing spans what faculty are doing in their classrooms to personal experiences or readings. The CMTN community brings awareness to lived experiences and a place to bring forward new growth or learnings.

Detailed descriptions of Indigenous community partnerships, co developed programming, and community based delivery models are included in the main body of the IAPR and contribute directly to implementation of TRC Calls to Action and UNDRIP commitments related to education, access, and self determination.

Truth and Reconciliation Commission Calls to Action

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:	Initiatives and Partnerships
Ongoing	The CMTN community comes together at the beginning of the academic year for Galts'ap Day (Community Day). Events and cultural activities are held, including workshops for all employees. Last year, the event was held at the Terrace Campus, where employees participated in traditional teachings, culture, and workshops. CMTN offers intentional and focused methods for faculty to receive education on integrating Indigenous Knowledge Systems and teaching methods into their classrooms. Some of these methods are discussed below: At Articulation and Curriculum Committee (ACC) meetings, faculty members present one principle from the First Peoples Principles of Learning and describe how they have implemented this principle in their classrooms. The ACC agenda transformed in February 2026 to allow for relational accountability, reflection, and sharing on the lessons shared. These discussion spaces collectively serve as platforms for teaching and learning about Indigenous Knowledge Systems from one another. All faculty members seeking to amend course curricula or programs engage with the Learning Transformation Specialist – Indigenization faculty (LTS-Indigenization) before embarking on the EdCo process. This allows all instructors to integrate Indigenous Knowledge Systems and teaching methods into their classrooms, enriching both their professional and personal lives. The Top Harvest initiative is a recurring, faculty oriented reconciliation practice, functioning alongside other Indigenization supports such as faculty learning courses and facilitated dialogue spaces. Across multiple editions, Top Harvest reflections emphasized reconciliation as an ongoing, relational responsibility integrated into everyday teaching and institutional practice, rather than as discrete or one time activities. The LTS-Indigenization has created YouTube video resources on how to develop Territorial Acknowledgements for the several Indigenous communities served by CMTN. These videos also provide guidance on ways of effectively using Territorial Acknowledgements in both classrooms and meetings. Ensuring the relevance of Indigenous knowledge and wisdom in all levels of education is important, and it is crucial that this is done in culturally appropriate and respectful ways. Bringing in guest speakers, including Elders, Cultural Knowledge Holders, and Indigenous scholars, ensures the relevancy of what is being taught. This ties into the Indigenization of the academy, which is often about infusing Indigenous cultures and knowledge into the fabric of courses and programs. At EdCo meetings, faculty members describe ways in which they are implementing TRC in their classrooms. The space to talk also becomes a space for teaching and learning about Indigenous knowledge from each other.

Truth and Reconciliation Commission Calls to Action

- The Indigenization Department's LTS-Indigenization collaborates closely with faculty, curriculum developers, and the Centre of Learning Transformation (COLT) to weave Indigenous knowledge into their teaching and learning across all campuses. This collaboration includes activities such as:
- Workshops and Training – Offering professional development opportunities for faculty to learn about Indigenous pedagogies and methodologies:
 - » Len Pierre Allyship and Anti-Racism workshop in September was available for management, faculty, and staff. It explored the responsibilities of non-Indigenous allies in educational spaces, offering tools and insights to support anti-racist practices and Indigenous cultural safety in classrooms, programs, and policies.
 - » ChatReconciliACTION Workshops for Faculty: Hosted by LTS (COLT), LTS-Indigenization, and guests. These workshops provide inspiration for weaving Indigenous content into curriculum and instructional methods through the exchange of resources and ideas on a monthly basis during the academic year.
 - » Virtual Discussion Series for Faculty: Decolonization is Not a Metaphor: Pathways to Decolonizing Teaching Practice (five-weeks).
 - » Book Studies (faculty and staff): focusing on Indigenous literature and themes to promote deeper understanding and discussion (fall, winter, spring semesters).
 - Resource Creation – Developing and providing educational resources that reflect Indigenous histories, cultures, and contributions:
 - » CMTN supported employee engagement in reconciliation through the ongoing Top Harvest reflections, a recurring communication initiative led by learning transformation specialist – Indigenization. These reflections invited employees to engage with Indigenous Ancestral Knowledge Systems, relational accountability, and reflective teaching practices through story based teachings and curated resources. Topics addressed included relationship centred pedagogy, safety in learning environments, solidarity with Indigenous communities, and personal and professional responsibility within reconciliation work.
 - » Braiding Pathways Through Self-Awareness: A three-part, self-directed set of modules, with a reflection guide available to employees through the Indigenization Department. The modules which include Indigenous Peoples, Colonization, and Decolonization, were created to promote increased understanding about Indigenous Peoples and their place and space in Canada, past and present.
 - Support Services – Providing guidance and support to faculty in implementing Indigenous knowledge in their teaching practices:
 - » YouTube Video Resources: Created by the LTS-Indigenization, these videos provide guidance on ways to develop Territorial Acknowledgements for several of the Indigenous communities served by the college, for use in classroom and meetings.
 - » The Hub: The First Peoples Information and Resources Centre -- An online learning hub on Brightspace designed to help faculty infuse more Indigenous content into their practice. The Hub is structured around five modules, each supporting one of the five principles of the 5 R's: Relationships, Respect, Relevance, Reciprocity, and Responsibility.

CMTN continues to offer field schools in partnership with Indigenous communities to allow faculty members and students to learn directly from Knowledge Holders and Keepers. Some of the field schools this year are held in the following traditional territories:

- Gitxsan Territory: People of the Skeena
- Haida Territory: Haida Gwaii Field School
- Nisga'a Territory: Environments and Society: The Golden Triangle
- Ts'msyen Territory: Life in the Oceans

Truth and Reconciliation Commission Calls to Action

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 United Nations Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.

Progress:	Initiatives and Partnerships
Ongoing	The Business Department has partnered with the Kitselas 5 Tier (K5T) of the Ts'msyen Nation to offer the Business Administration Certificate onsite. The program provides additional support for students, including adjusting the curriculum to pace the students, and K5T may offer other wrap around support services to students. This initiative is ongoing, and the Business Department continues to adjust the program (e.g., adapted schedule) to meet student needs.



A group of new students learning about the Indigenous reading circle in the Terrace campus library during Orientation, September 2025.

UN Declaration on the Rights of Indigenous Peoples

Article 14

1. Indigenous Peoples have the right to establish and control their educational systems and institutions providing education in their own languages, in a manner appropriate to their cultural methods of teaching and learning.
2. Indigenous individuals, particularly children, have the right to all levels and forms of education.

Progress:	Initiatives and Partnerships
In-progress initiative	CMTN built a new classroom for the First Nations Fine Arts (FNFA) program. The opening ceremony was conducted by Ts'msyen Matriarchs and Knowledge Holders. Also present were master carvers and students. The new classroom space will provide the opportunity for the FNFA program to increase its capacity and its ability to welcome additional new learners into the FNFA program. Kitselas Nation/Kitselas 5 Tier Limited Partnership (K5T) CMTN delivered and expanded multiple education and trades pathways in partnership with the Kitselas Nation and K5T during 2025/2026. A Business Administration Certificate partnership began in and will continue into 2026/27, including field school based delivery. Trades partnerships have included carpentry apprenticeship training, beginning with level 1 in fall 2025 and progressing toward Red Seal completion with planned level 2 delivery in fall 2026. Landscape Horticulture programming was delivered through a staged, codeveloped model, with level 1 offered in spring 2025 and level 2 codeveloped and delivered in fall 2025. Level 1 was reoffered in winter 2026, and development of level 3 is planned for spring 2026. K5T also partnered in the Camp Cook to Professional Cook Level 1 (PC1) pathway delivered with the Nisga'a Lisims Government. College representation on the K5T Trades Steering Committee supported long term planning, including the codevelopment of a two-year trades training plan and continued discussion of new partnership opportunities for 2026/2027. Through these initiatives, numerous K5T supported and funded learners participated in CMTN Trades programming.
	Gitxsan Communities CMTN partnered with Gitxsan communities through Workforce Development Agreement (WDA) funding under the SkilledTradesBC Indigenous People in Trades Training initiative. In 2025/2026, a Cook's Helper program was delivered in Sik E Dakh. Funding has been renewed for 2026/2027, supporting planned delivery in partnership with Gitanmaax and the Upper Skeena Development Society. Additional Gitxsan region programming included Carpentry Foundations delivered at the Hazelton Campus, serving a mixed cohort of Dual-Credit students from School District 82 and adult learners, as well as the continuation of the Gitwangak Early Childhood Care and Education partnership, with the final course scheduled for delivery in spring 2026. A contract has also been secured to deliver the Business Administration Certificate in the Hazelton region for the 2026/2027 academic year.
	Haisla Nation CMTN continued its successful business administration partnership serving the Haisla Nation, supported by Tricorp. Building on strong outcomes from the certificate level delivery, programming advanced into second year diploma level coursework. In addition, exploratory discussions regarding Early Childhood Care and Education and carpentry programming continued throughout the year, with the intention of securing new community based deliveries for the 2026/2027 academic cycle.
	Witset First Nation The partnership with Witset First Nation continued to grow through WTCS supported programming. Planning is underway for Cook's Helper program delivery in fall 2026, with Kyah Wiget Education Society as the primary partner and funding supported through SkilledTradesBC's Indigenous People in Trades Training initiative. CMTN also supported Kyah Wiget Education Society in proposal development for a health care assistant program submission through the FNEC Post Secondary Partnership Program.

UN Declaration on the Rights of Indigenous Peoples

Haida Gwaii (Old Massett, Skidegate, Council of the Haida Nation)

In partnership with the Haida Heritage Centre, CMTN delivered a First Nation Fine Arts Formline workshop, with discussions initiated during 2025/2026 and delivery commencing in April 2026. Trades partnerships expanded significantly across Haida Gwaii. In Masset, Carpentry Level 4 was delivered in spring 2025 in collaboration with Old Massett Village Council and Tricorp, followed by level 1 delivery in spring 2026, including a Mathematics refresher component to support learner success. A Cook's Helper program was delivered in Masset through SkilledTradesBC's Indigenous People in Trades Training funding, incorporating the hiring and support of a local Haida instructor. In Skidegate, CMTN delivered an Introduction to Carpentry in fall 2025 and Carpentry Foundations from fall 2025 through March 2026 at the Haida Heritage Centre, funded through the Post Secondary Partnership Program. CMTN is working collaboratively with Tricorp and community partners on a three-year Apprenticeship training plan to enable learners in Masset and Skidegate to complete Red Seal technical training on Haida Gwaii. In addition, CMTN partnered with the Council of the Haida Nation to develop a Haida specific stewardship focused program aligned with regional needs and existing guardian and environmental programming.

Nass Valley (Nisga'a Lisims Government)

In fall 2025, CMTN partnered with Nisga'a Lisims Government, Nisga'a Employment and Skills Training (NEST), and KST to deliver an innovative Camp Cook program to direct entry Professional Cook Level 1 (PC1) pathway. Learners participated in an initial three week Camp Cook Introduction in Terrace, with accommodation and supports provided through KST and NEST, followed by two months of industry work placements arranged by the Nisga'a Lisims Government. Students then returned to CMTN to complete an extended eight week direct entry of the PC1 technical training. The model supported strong outcomes, including progression of learners into PC2 training and continued employment in industry and community contexts. CMTN has supported a subsequent funding application to enable a 2026/2027 delivery.

Article 15

1. Indigenous peoples have the right to the dignity and diversity of their cultures, traditions, histories and aspirations which shall be appropriately reflected in education and public information.

Progress:

Initiatives and Partnerships

Implemented and ongoing

CMTN recognizes and supports Indigenous cultural awareness and activities, including the recognition of Missing and Murdered Indigenous Women and Girls (MMIWG), National Day for Truth and Reconciliation, National Indigenous Peoples Day, Every Child Matters, and Moose Hide Campaign Day.

The First Nations Access Coordinators host Indigenous cultural activities on campuses, including two feasts each academic year: the Welcome Back Learning Feast at the beginning of the year and the year-end feast, K'oomak'askwgum Liłgit (Wishful/Hopeful Feast) in April.

Matriarchs and Elders from Ts'msyen and Nisga'a nations were present at the annual K'oomak'askwgum Liłgit in April 2025. They shared protocols, stories, knowledge, prayers, and well wishes with students who were concluding their studies. The Feast was an opportunity to celebrate all the achievements throughout the academic year.

In September 2025, the annual Welcome Back Learning Feast took place in Smithers. Prior to the feast, the First Nations Access Coordinators arranged for Witsuwit'en Elders to visit classes at the Smithers Campus to teach students and employees about feast protocols. During the visit, the Elders shared teachings and knowledge, and worked with students to make their feast bags. At the Feast students, employees, and invited guest listened to Matriarchs, Elders, and Knowledge Holders who welcomed the students to their territory and shared history and cultural knowledge. The Feast was hosted by the Cassyex House of the Gitdumden Clan. The event provided an opportunity for the students to participate and learn directly from the Knowledge Holders and witness how the Witsuwit'en people conduct their cultural business.

UN Declaration on the Rights of Indigenous Peoples

	Employees usually volunteer at the feasts, which provides them with an opportunity to understand how feasts are run and why things are done the way they are. Throughout the academic year, Elders and Cultural Knowledge Holders were also involved in other activities and events, including the 'Xbisuunt dance group practices, the Gitlaxdax Sayt-K'ilim Goothl Nisga'a dance group practices, and convocation ceremonies.
	In September 2025, Education Council at CMTN unanimously passed a revised learning and inclusion statement, which will appear on all official CMTN course outlines beginning in the winter 2026 semester. The statement reads: "At Coast Mountain College, we recognize and honour the deep relationships between Indigenous Peoples and the lands where our campuses are located. Our teaching is guided by the First Peoples Principles of Learning, which emphasize respect, reciprocity, and the interconnectedness of all knowledge. We are committed to creating inclusive learning environments that reflect and support the diverse cultures, traditions, and values of learners, and to walking alongside Indigenous communities in meaningful and ongoing ways." The new statement was proposed to better reflect relational and culturally grounded values, making the commitments feel more lived, inclusive, and actionable.
	In support of Indigenous Peoples' right to dignity and cultural respect within educational environments, the First Nations Access Coordinators implemented the 'Bee'ing Kind' initiative to promote lateral kindness and address the impacts of lateral violence within Indigenous communities. The initiative encouraged students and employees to recognize and acknowledge acts of kindness across campuses, with recognition materials featuring Indigenous languages from across the region. By visibly affirming kindness, respect, and cultural representation in public campus spaces, the initiative supports a welcoming institutional culture grounded in Indigenous values and community well being.
Article 21	
1. Indigenous peoples have the right, without discrimination, to the improvement of their economic and social conditions, including, inter alia, in the areas of education, employment, vocational training and retraining, housing, sanitation, health, and social security.	
Progress: Ongoing	Initiatives and Partnerships First Nations Access Coordinators (FNACs) continue to assist Indigenous students with navigating CMTN services. They provide a welcoming presence and contribute to a positive and inclusive experience for Indigenous Peoples at CMTN campuses. FNACs work with local community organizations such as Friendship Centres, band offices, and Indigenous-owned organizations to organize community events and to connect students with local services. Community support can include counselling services, food security resources, housing options and supports, transportation, addiction resources, residential school survivor supports, and local funders. FNACs also organize cultural events on campus that are student-focused. FNACs also assist in administering the College's emergency bursary for students to support financial emergencies. CMTN has a student foodbank and emergency grocery cards to support students in need of groceries. Access to these supports contributes to the educational success of Indigenous students.
	To support Indigenous student social well being and access to education, CMTN implemented the Weekend Warrior Project, led by the FNACs. The initiative provides backpacks filled with food to support Indigenous students over weekends and is available at the Smithers, Hazelton, Terrace, and Prince Rupert campuses. Funded through the Aboriginal Service Plan, the program helps reduce food insecurity, supporting students' ability to persist in their studies and contributing to improved social and economic conditions.

UN Declaration on the Rights of Indigenous Peoples

To support equitable access to education and reduce systemic barriers affecting Indigenous learners, CMTN has engaged in the Indigenizing English Placement Assessment (IEPA) initiative. The initiative responds to concerns that conventional English placement assessments do not adequately reflect Indigenous worldviews, forms of knowledge, or ways of expression, which can result in inappropriate course placement and barriers to student progression. CMTN has participated in institutional discussions regarding support for this work through the Education Council and senior leadership, recognizing the importance of culturally responsive assessment practices in improving Indigenous students' educational outcomes and long term access to credential pathways.



The Freda Diesing School of Northwest Coast Art, opening the mid-year exhibition and art sale in Waap Galts'ap on the Terrace campus.

In Plain Sight Report Recommendations Reporting for Post-Secondary Institutions

In Plain Sight recommendation #8: Please list all health programs offered by your institution and any accreditation standards that relate to cultural safety and humility training. If an accredited program does not have a related standard, indicate N/A for the program.

Program Name	Accreditation Standard Details (If none exist, N/A)
HCAP (Health Care Aide)	Accredited by BC Care Aide
APN (Access to Practical Nursing)	Accredited by BCCNM (British Columbia College of Nurses and Midwives)
PN (Practical Nursing)	Accredited by BCCNM (British Columbia College of Nurses and Midwives)
NCBNP (Northern Collaborative Baccalaureate Nursing Program) – Year 1 & 2	Accredited by BCCNM (British Columbia College of Nurses and Midwives); CASN (Canadian Association of Schools of Nursing)

In Plain Sight recommendation #14: The B.C. government, PHSA, the five regional health authorities, B.C. colleges and universities with health programs, health regulators, and all health service organizations, providers and facilities recruit Indigenous individuals to senior positions to oversee and promote system change.

For all health programs offered at your institution, please identify what new, ongoing, or completed actions have supported the recruitment of Indigenous individuals to senior positions to oversee and promote system change, and the quantitative impact of these actions.

Program Name	Progress	Actions
Institutional Initiative	Completed	Develop a statement of inclusion to guide hiring practices. The Manager of Community and Inclusion developed a document and inclusion statement to be included on all job postings. The Human Resources statement reads: "CMTN is dedicated to employment equity and diversity by providing a workplace that is inclusive and welcoming. We aim to reflect the diversity found in our unique region throughout CMTN's workforce. Our team is committed to recognizing the rights of Indigenous peoples. CMTN is also committed to inclusion, diversity, equity, accessibility, and interculturalism. All qualified candidates are encouraged to apply; however, Canadians and permanent residents of Canada will be given priority. If you anticipate needing accommodations at any stage of the hiring process, in the application or interviewing stage, or in the workplace, please contact HR in confidence prior to the closing date. We look forward to hearing from you."

In Plain Sight Report Recommendations Reporting for Post-Secondary Institutions

In Plain Sight recommendation #18 - The B.C. government require all university and college degree and diploma programs for health professionals in B.C. to implement mandatory strategies and targets to identify, recruit and encourage Indigenous enrolment and graduation, including increasing the safety of the learning environment for Indigenous students.

Please identify any existing strategies your institution has, targets that have been identified by program area, and outcomes related to the identification, recruitment, and graduation of Indigenous students. Note - the B.C. government has not yet set mandatory strategies and targets related to recommendation #18. Information collected in the first year of In Plain Sight Reporting will be used to identify promising policies and practices that have already been implemented by post-secondary institutions.

Strategies	Targets by Program Area	Outcomes
First Nations Access Coordinators (FNACs) work closely with Indigenous students throughout their program, providing them with support all the way to graduation. FNACs also work to create culturally safe space on campus, through regular cultural activities and being visibly present. The college has FNAC members at each campus.	The target is for all programs at all campuses.	Ongoing
Increased access and clarity for financial aid for Indigenous students.	The Financial Aid Office has streamlined programs vis-à-vis the AwardSpring platform.	Improves access by providing a single-application point for scholarships, awards, bursaries, and financial aid for students.
CMTN always encourages local and surrounding Indigenous students to consider and enrol in health programs. This is achieved by multiple in-community recruitment activities and Regional Education Advisory Committees. As well, CMTN has found that it works best to offer most theory classes online so students can study in their home communities and only leave home for labs. Many students can also participate at local clinical or practicum facilities. In the 2025/2026 academic year, there were a total of 85 distinct students in health programs, and 20 students who self-identified as Indigenous.	The target is to have up to 40% Indigenous students per healthcare program.	Not Achieved, Ongoing
CMTN has piloted alternative methods to a written resume and reference letters. For example, the Educational Assistant (EDUA) program now accepts verbal statements provided as recordings or first-hand by telephone or virtual meeting to a program coordinator (e.g., as orally-related or recorded resumes). This option is also made available for character references for EDUA learners applying to the program. These improvements to access for students enrolling are expected to expand to other human services programs in the near future.	Reduce this red tape for all Indigenous students in all programs	In progress

In Plain Sight Report Recommendations Reporting for Post-Secondary Institutions

In Plain Sight recommendation #21: All B.C. university and college degree and diploma programs for health practitioners include mandatory components to ensure all students receive accurate and detailed knowledge of Indigenous-specific racism, colonialism, trauma-informed practice, Indigenous health and wellness, and the requirement of providing service to meet the minimum standards in UNDRIP.

For all health programs offered at your institution, please identify whether mandatory cultural safety and humility training components are new this year, ongoing, or fully implemented. Under actions, please list and describe the mandatory training components. If there are none, please indicate N/A for that program.

Program Name	Progress	Actions
Northern Collaborative Baccalaureate in Nursing Program (NCBNP)	Completed	All faculty members are encouraged to attend cultural awareness training and events. The chapter, “Engaging with humility: Authentic interpersonal communication in partnership with Indigenous people”, by Sheila Blackstock, who identifies as being of Gitksan and mixed European and Russian origins¹ has been used in the first-year Communication Theory and Practice course and in the second-year Introduction to First Nations Health course. The chapter addresses Indigenous Ways of Knowing and Being.
Health Care Assistant Program	In Progress	BC Care Aide has new mandatory benchmarks to ensure all instructors in the HCA program complete the training in cultural safety and humility. CMTN has surveyed programs, created a list of recommended programs, and is supporting and tracking existing and new instructors to take one or more trainings.

- 1 Blackstock, Sheila, “Engaging with humility: Authentic interpersonal communication in partnership with Indigenous people,” in Arnold and Boggs’s *Interpersonal relationships: Professional communication skills for Canadian nurses*, ed. C. Mallette & O. Yonge (Elsevier Canada 2021), 128-146.

Appendix C: Financial Information

For the most recent financial information for CMTN, please see the 2024/2025 Audited Financial Statements available through the Ministry of Post-Secondary Education and Future Skills. The 2025/2026 Audited Financial Statements will be available September 30, 2026.



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2026 FALL BOARD OF GOVERNORS - DATA REPORT PACKAGE

September 3, 2026



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FAST FACTS OVERVIEW

Overview:

All the data for the **Fast Facts Overview** encompasses **totals of the past six academic years (as of September 3, 2026)**. This also **includes** data on all distinct students who enrolled in our **Continuing Education**. After presenting the Fast Facts of Enrolment Count by Credit Type, we will include data on **Graduation Data per Academic Year, Full-Time Equivalents (FTE) per Fiscal Year, and All New and Returning Students per Academic Year**.

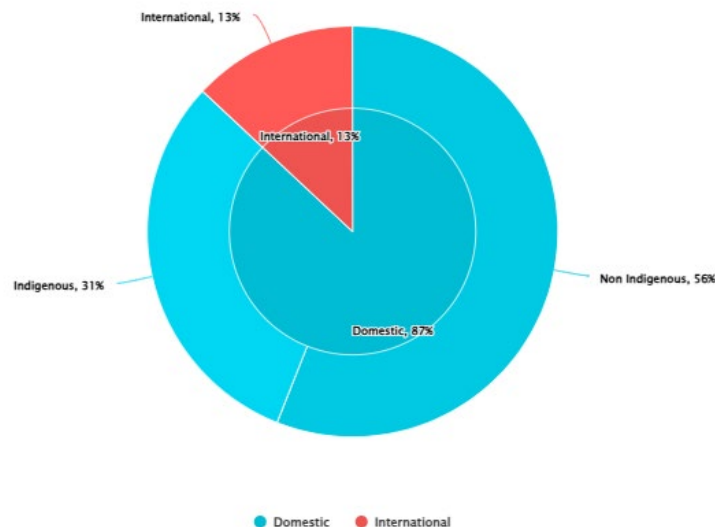
This data package includes an overview of student enrolment patterns for the last six academic years. The 2025–26 Academic Year officially ends on September 4, 2026. At the time this report was prepared, one remaining Continuing Education (CES) course section was scheduled to begin on September 3, 2026. As a result, the final 2025-26 figures may vary slightly once the academic year is fully complete. Given the size of this remaining section relative to the overall enrolment totals, any resulting variance is expected to be immaterial to the overall trends and findings presented in this report.

STUDENT ENROLMENT OVERVIEW (over 6 academic year intakes)

Total Enrolment (over 6 academic year intakes):



Over the 6 academic year intakes, CMTN has seen a total of 10,124 distinct students, comprising 87% domestic students (8,805) and 13% international students (1,319). **CMTN's international reach extends across 33 different countries.**





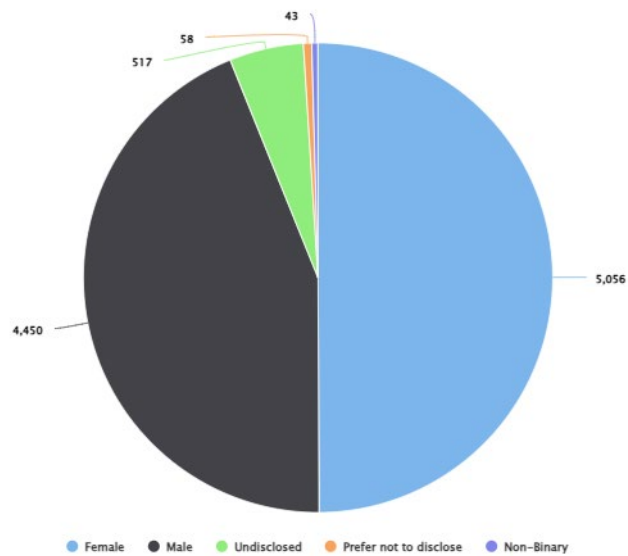
Student Type Descriptions (over 6 academic year intakes):

Indigenous (Domestic) Students: 3,135 (31%)

Non-Indigenous (Domestic) Students: 5,670 (56%)

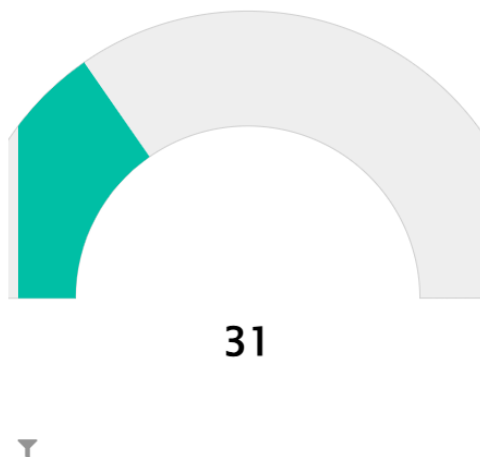
International Students: 1,319 (13%)

Gender distribution of our 10,124 distinct students (over 6 academic year intakes):



Average Age of Students (over 6 academic year intakes):

Average Age of Students
Average Age



Average Age of Non Indigenous Students
Average Age

32



Average Age of Indigenous Students
Average Age

33



Average Age of International Students
Average Age

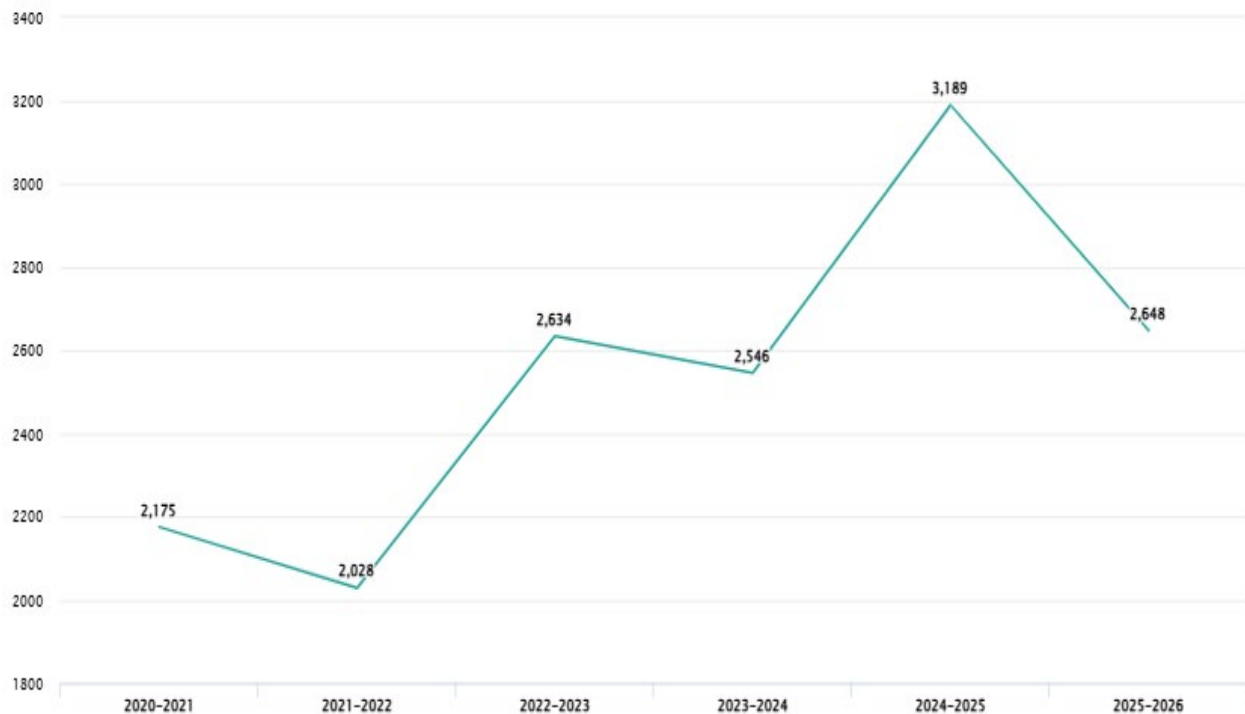
26



BEYOND THE FAST FACTS: A DATA DEEP DIVE (over 6 academic year intakes)

The data presented below offers a **detailed information** provided above. It encompasses counts from the **past six academic years** and **includes** distinct students who enrolled in our **Continuing Education**.

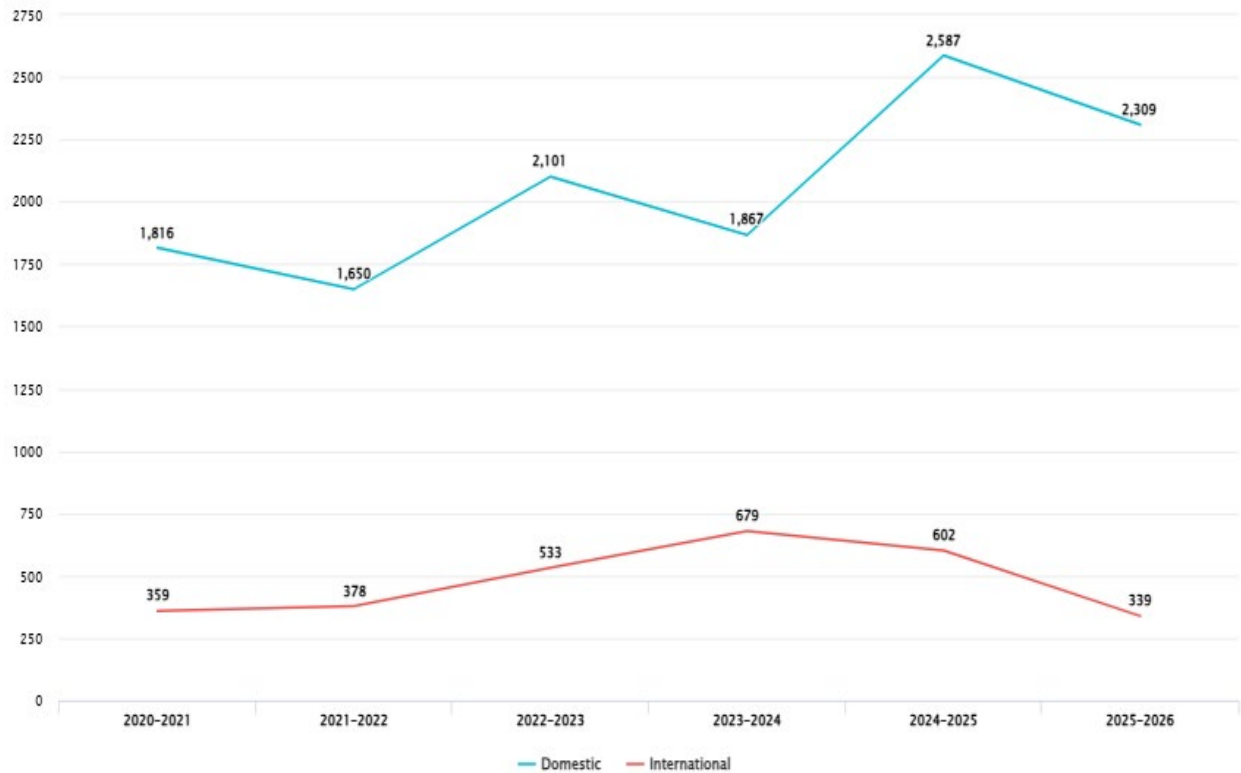
Distinct Student Count (over 6 academic year intakes):



Academic Year	Distinct Student Count
2020-2021	2,175
2021-2022	2,028
2022-2023	2,634
2023-2024	2,546
2024-2025	3,189
2025-2026	2,648



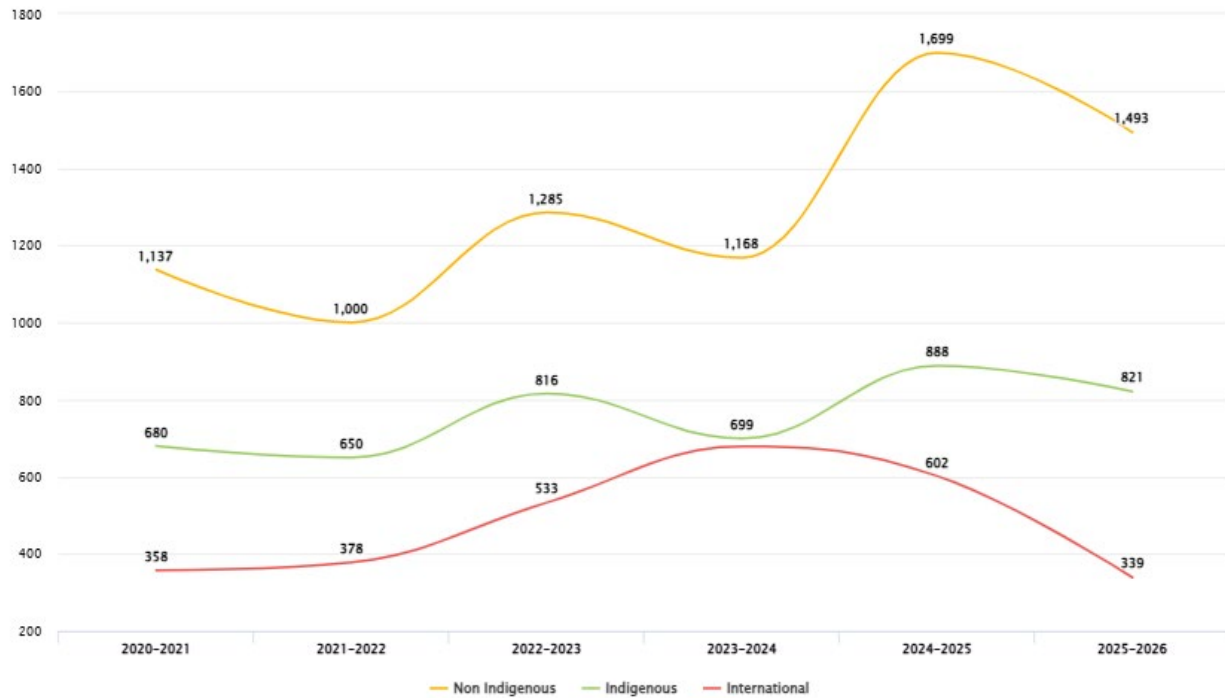
Distinct Student Count per Student Type (over 6 academic year intakes):



Academic Year	Total Domestic Distinct Student Count	Total International Distinct Student Count
2020-2021	1,816	359
2021-2022	1,650	378
2022-2023	2,101	533
2023-2024	1,867	679
2024-2025	2,587	602
2025-2026	2,309	339

For the *Student Type Description*, please refer to the table and graph on the next page.

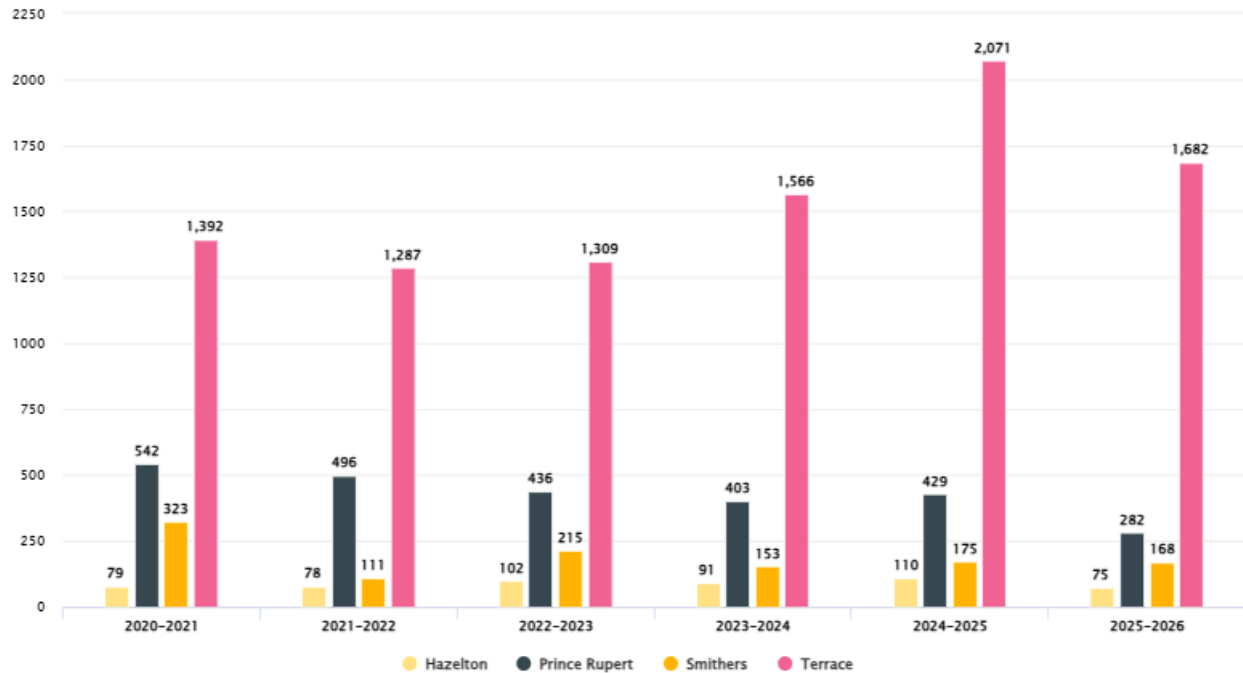
Distinct Student Count per Student Type Description (over 6 academic year intakes):



Academic Year	Domestic Distinct Count		International Distinct Count
	Non-Indigenous Distinct Student Count	Indigenous Distinct Student Count	
2020-2021	1,137	680	358
2021-2022	1,000	650	378
2022-2023	1,285	816	533
2023-2024	1,168	699	679
2024-2025	1,699	888	602
2025-2026	1,493	821	339



Campus Distinct Count (over 6 academic year intakes):



Campus Distinct Count				
Academic Year	Terrace	Prince Rupert	Smithers	Hazelton
2020-2021	1,392	542	323	79
2021-2022	1,287	496	111	78
2022-2023	1,309	436	215	102
2023-2024	1,566	403	153	91
2024-2025	2,071	429	175	110
2025-2026	1,682	282	168	75

Please note that this is the campus distinct count (four main campuses). If the total number of distinct students across all campuses are added together, there might be some duplicates, as students take courses at different campuses.

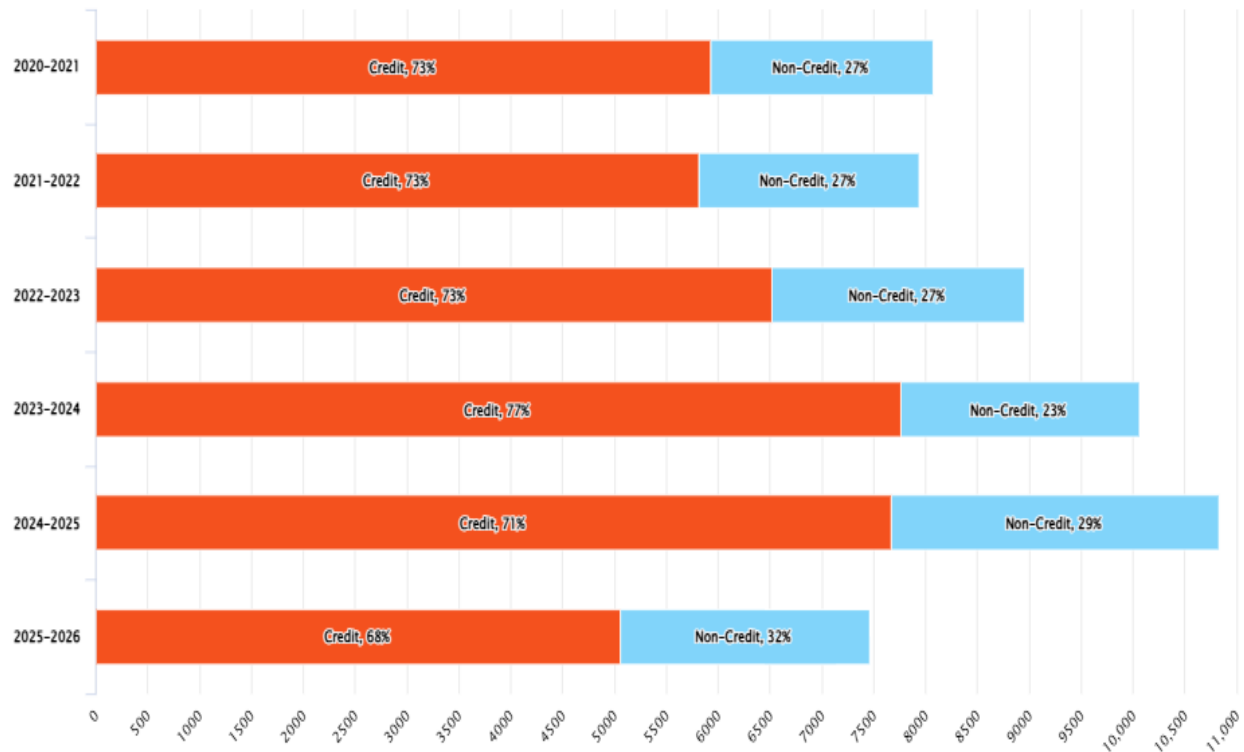
Program Area Distinct Count (over 6 academic year intakes):

Program Area	Program Area Distinct Count											
	Academic Year											
	2020-2021		2021-2022		2022-2023		2023-2024		2024-2025		2025-2026	
	Domestic	International	Domestic	International	Domestic	International	Domestic	International	Domestic	International	Domestic	International
ACE	12	13	11	43	7	57	4	50	5	11		
AUAPP	10		6		6		10		17		8	
AUTOF	5		6		7		11		12		15	1
BADM	95	227	73	250	54	314	46	359	64	304	103	142
CARPA	38		47		63		68		64	1	69	
CARPF	22		14		15		20		34		43	
CCP	193	4	137	7	151		142		168	1	189	
CES	1210	15	1077	7	1494	12	1135	85	1845	90	1466	53
ECE	38	3	54	2	77	4	97	48	92	48	105	34
EDUA	22	2	19		24	3	27	3	26	10	21	2
ELAPP	28		36		41		60		52		61	
ELTRF	10		15		23	1	17		22		27	
FNFA	18		11		18		23		19		19	
HAIR					7		8		5		14	
HCAS	54		34		22		39	1	37		35	
HDET	11		9		20		43	1	35	1	42	1
HMF	12		12		10	1			14	1	16	
LEAP	11		7				6				10	
MILLF	6				15							
NAIL	18		23		6						6	
NURS	48		44		32		26		26		42	
PADM	30		31		27		38	1	33		33	
PARTS	6											
PCOOK	17		25		13	3	27	4	32	5	21	3
PNUR	5		15		19		18		12		8	
RSP					7				9			
SSW	21	2	22	1	13	2	30	15	17	11	18	11
UC	285	126	248	132	210	221	195	277	251	270	226	156
WELD							1		1			
WELDA			1				1		3			
WELDB			3				5		5			
WELDF	10		11		13		20		13		11	
YETS	37		60		44		27		32		30	

Please note that the data above represents a program area distinct count. Students are counted once per program area but may appear in multiple program areas.



Enrolment Count by Credit Type (over 6 academic year intakes):



Enrolment Count by Credit Type		
Academic Year	Credit Type	
	Credit	Non-Credit
2020-2021	5,922	2,153
2021-2022	5,811	2,129
2022-2023	6,518	2,430
2023-2024	7,763	2,293
2024-2025	7,664	3,158
2025-2026	5,051	2,412

Please note that credit courses are all courses except for Continuing Education (CE) courses, as CE courses are Non-Credit.

NEW AND RETURNING STUDENTS WITHOUT CE (over 6 academic years)

Please note that the numbers below **do not include CE students**, and since the data is being presented on a term-by-term basis, **there will be duplication in the total distinct student count** per academic year as students are registered in multiple terms.

All International and Domestic Students without CE							
Academic Year	Fall		Winter		Spring		Total Distinct Student
	Domestic	International	Domestic	International	Domestic	International	
2020-2021	583	267	620	267	203	127	2,067
2021-2022	509	316	542	385	145	102	1,999
2022-2023	499	405	555	403	125	159	2,146
2023-2024	557	516	573	534	104	154	2,438
2024-2025	620	548	624	422	193	105	2,512
2025-2026	735	292	666	173	121	32	2,019

New International and Domestic Students without CE							
Academic Year	Fall		Winter		Spring		Total Distinct Student
	Domestic	International	Domestic	International	Domestic	International	
2020-2021	138	37	157	72	53	20	477
2021-2022	167	119	116	49	30	23	504
2022-2023	174	146	179	107	40	36	682
2023-2024	166	201	131	109	6	19	632
2024-2025	201	128	148	16	16	1	510
2025-2026	215	16	144	1	7	0	383

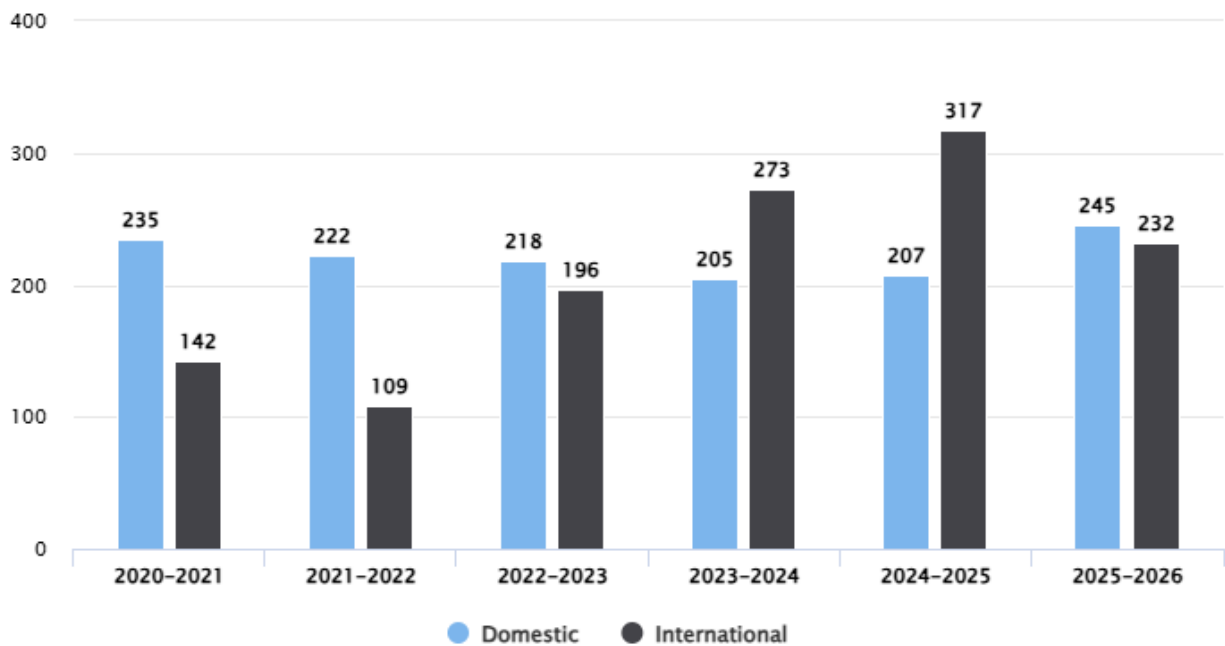
Returning International and Domestic Students without CE							
Academic Year	Fall		Winter		Spring		Total Distinct Student
	Domestic	International	Domestic	International	Domestic	International	
2020-2021	445	230	463	195	150	107	1,590
2021-2022	342	197	426	336	115	79	1,495
2022-2023	325	259	376	296	85	123	1,464
2023-2024	391	315	442	425	98	135	1,806
2024-2025	419	420	476	406	177	104	2,002
2025-2026	520	276	522	172	114	32	1,636

Please note that CE students are excluded to provide a clearer view of enrolments in our credit programs, like academic, trades, business, and health programs. Including CE may skew new and returning student trends due to their short-term, course-based nature.



GRADUATION DATA (over 6 academic years)

Graduation Data per Student Type (over 6 academic years):



Graduation Count					
Academic Year	<i>Non-Indigenous</i>	<i>Indigenous</i>	Domestic	International	Total Graduates
2020-2021	144	91	235	142	377
2021-2022	145	77	222	109	331
2022-2023	146	72	218	196	414
2023-2024	134	71	205	273	478
2024-2025	135	72	207	317	524
2025-2026	154	91	245	232	477

MINISTRY FULL-TIME EQUIVALENTS AND DISTINCT STUDENT COUNTS (over 6 fiscal years)

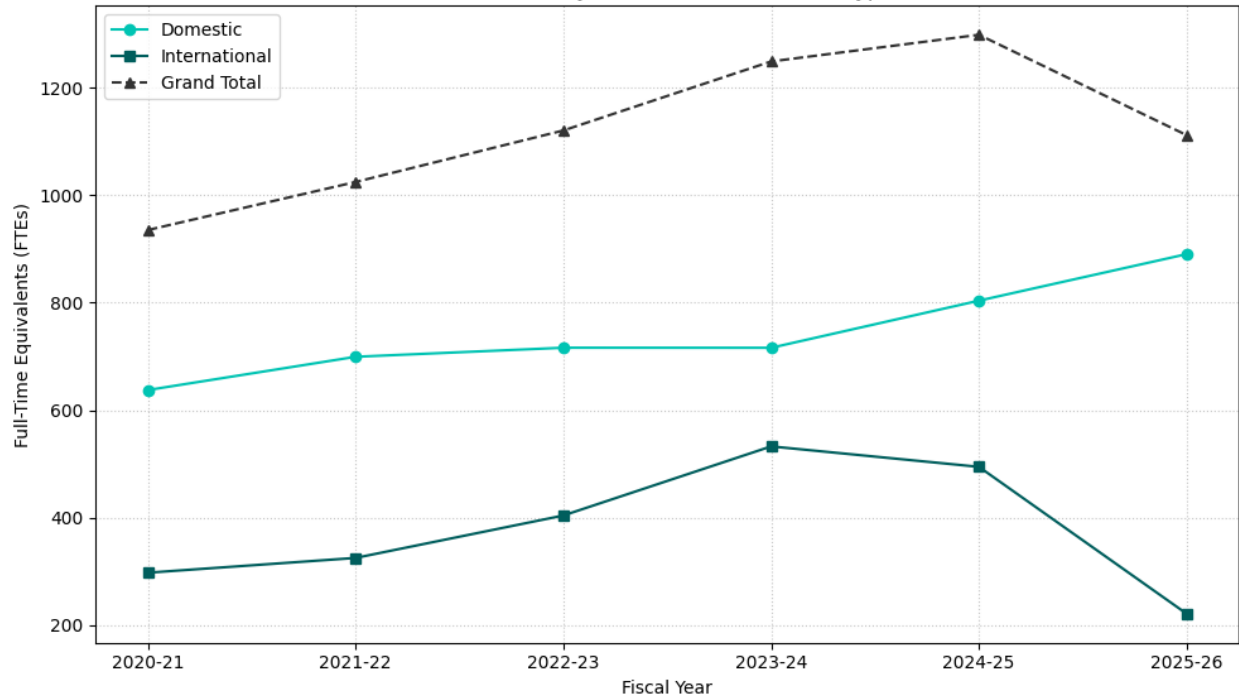
CMTN FTEs from Central Data Warehouse of the Ministry (over 6 fiscal years):

The data presented below comes from our submission to the Central Data Warehouse of the ministry. Please note that we report our Full-Time Equivalents (FTEs) on a fiscal year basis (April 1 to March 31).

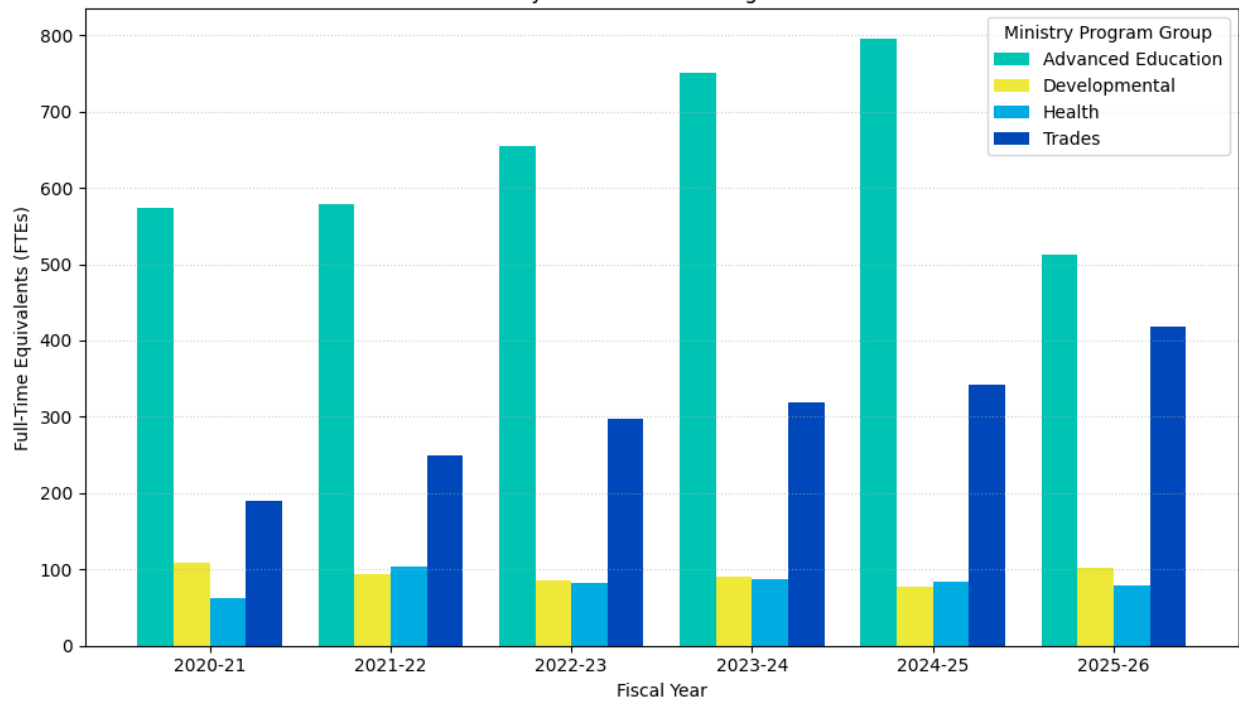
FTEs	Student Type		
Fiscal Year	Domestic	International	Grand Total
2020-21	637.43	297.67	935.1
Advanced Education	279.39	295.03	574.43
Developmental	106.7	2.64	109.34
Health	62.34		62.34
Trades	189		189
2021-22	699.34	325.16	1,024.5
Advanced Education	258.15	319.65	577.8
Developmental	88.09	5.5	93.6
Health	104.23		104.23
Trades	248.88		248.88
2022-23	716.18	404.13	1,120.31
Advanced Education	255.57	398.72	654.29
Developmental	86.07		86.07
Health	82.89		82.89
Trades	291.65	5.41	297.06
2023-24	716.04	532.65	1,248.69
Advanced Education	223.99	527	750.99
Developmental	90.34		90.34
Health	86.64	1.39	88.03
Trades	315.07	4.26	319.33
2024-25	803.72	494.59	1,298.31
Advanced Education	304.64	490.10	794.74
Developmental	76.59		76.59
Health	84.39		84.39
Trades	338.10	4.49	342.59
2025-26	890.29	221.29	1,111.58
Advanced Education	294.9	217.17	512.07
Developmental	102.81		102.81
Health	78.69		78.69
Trades	413.89	4.12	418.01



CMTN FTEs by Fiscal Year and Student Type



CMTN FTEs by Fiscal Year and Program Distribution



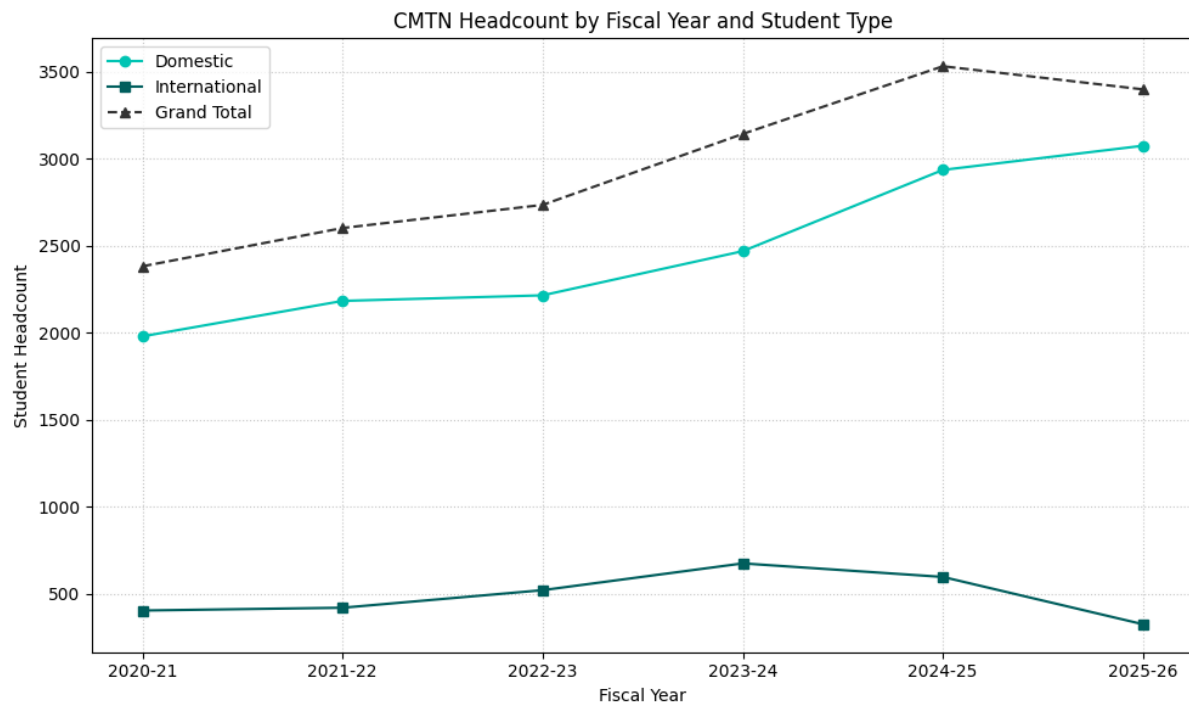
CMTN Distinct Student Count from Central Data Warehouse of the Ministry (over 6 fiscal years):

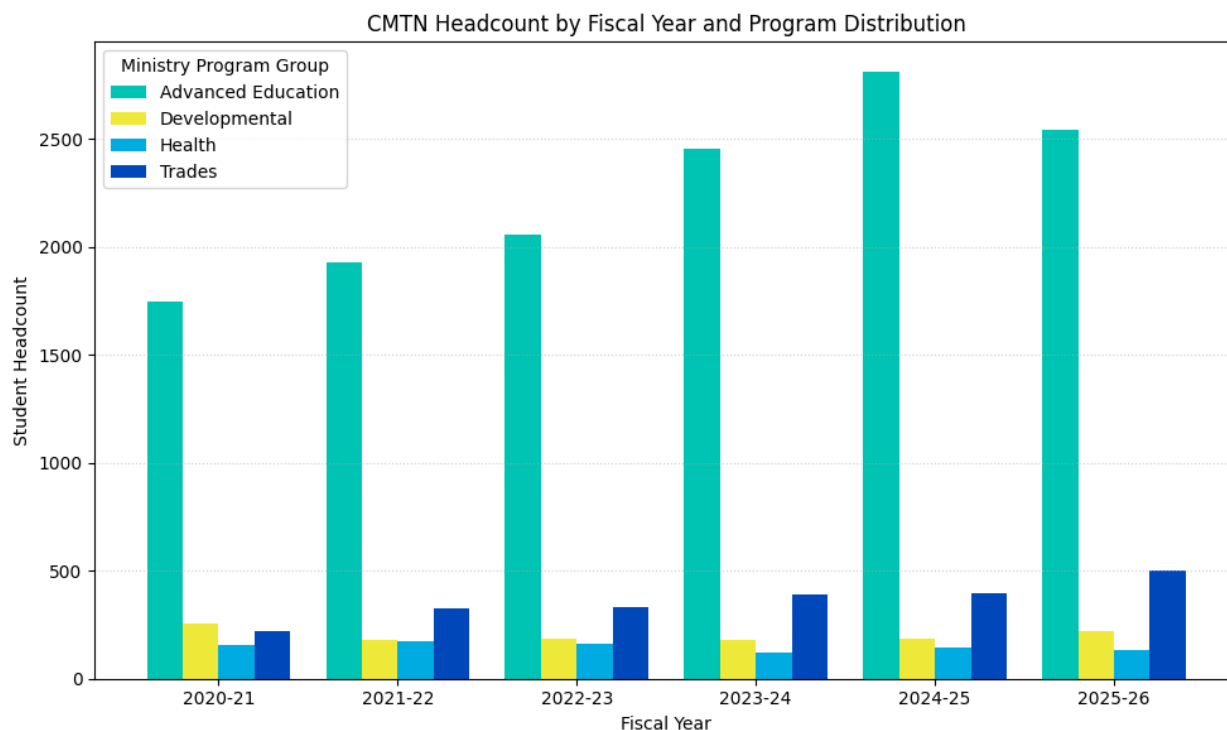
The data presented below comes from our submission to the Central Data Warehouse of the ministry. Please note that we report our Distinct Student Count. on a fiscal year basis (April 1 to March 31).

	Student Type		
Fiscal Year	Domestic	International	Grand Total
2020-21	1979	403	2382
Advanced Education	1347	399	1746
Developmental	252	4	256
Health	158		158
Trades	222		222
2021-22	2183	419	2602
Advanced Education	1515	410	1925
Developmental	170	9	179
Health	175		175
Trades	323		323
2022-23	2215	520	2735
Advanced Education	1541	515	2056
Developmental	185		185
Health	162		162
Trades	327	5	332
2023-24	2469	674	3143
Advanced Education	1787	668	2455
Developmental	178		178
Health	120	1	121
Trades	384	5	389
2024-25	2936	596	3532
Advanced Education	2221	587	2808
Developmental	183		183
Health	143	1	144
Trades	389	8	397
2025-26	3075	324	3399
Advanced Education	2226	318	2544
Developmental	222		222
Health	134		134



Trades	493	6	499
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IR DATA DICTIONARY

Advanced Education: Includes post-secondary credit programs that lead to credentials such as certificates, diplomas, associate degrees, and post-degree diplomas. These programs are typically transferable to universities or serve as final credentials at Coast Mountain College. Advanced Education includes, for example, programs in Business, University Credit, Early Childhood Education, Education Assistant, Engineering, First Nations Fine Arts, and Continuing Education.

Campus Distinct Count: This counts a student only once per campus, regardless of whether they are enrolled in multiple courses or programs. *Students may be counted twice if they attend different campuses.*

CDW: The BC Post-Secondary Central Data Warehouse is populated by submissions of student level enrolment data in a standard format from the post-secondary institutions on a regular submission cycle, and according to established protocols.

Department Distinct Count: Counts a student only once per department. A student may be counted more than once if they are concurrently enrolled in multiple departments.

Developmental: Covers foundational and preparatory programs that help learners build the academic, personal, and employment skills needed to transition to further study or the workforce. This includes, for example, Adult Upgrading (formerly College and Career Preparation or CCP) and Link to Employment and Academic Pathways (LEAP) programs, which support adults with diverse learning needs and promote independence and job readiness.

Distinct/Unique Student Count: It represents the distinct count of students enrolled at CMTN in a specific term or year.

Distinct Student Count: The number of individual students registered in courses in a given period of time. Since students can be registered in more than one program or more than one institution at a time, a unique headcount is sometimes called 'unduplicated headcount'. (*Ministry Definition*)

Enrollment Count: represents the number of students registered in various courses at Coast Mountain College. It is essential to note that this count is based on Course Section Registration data, and there are specific considerations related to campus locations and potential duplication.

Fiscal Year: An annual period of time April 1 to March 31, representing a financial period for the BC government. Student FTEs are calculated on a fiscal year, according to the stable enrolment date for each course.

Health: Includes programs that prepare students for employment in healthcare and community wellness fields, emphasizing clinical, interpersonal, and practical skills. Health programs include, for example, Health Care Assistant, Practical Nursing, Access to Practical Nursing, and Nursing.

Program Area/Department Distinct Count: This counts a student only once per program/department. Students may be counted twice if they are concurrently enrolled in two programs/departments.

Stable Enrolment Date: This is the date when a student is considered to have stable enrolment, typically after the first week of classes. Starting in the 2026 Fall term (2026F), the stable enrolment date is 5 days after the program or course start date.

Student Count: It represents the count of students enrolled in a course. It may count individual students more than once if they are enrolled in multiple courses.

Student FTE: A full-time equivalent student (student FTE) represents one student completing all the requirements of a full-time program in a period that extends for one normal academic year. FTEs are collected by program of study and provide a measure of total student enrolment by program if all students had been full-time. (*Ministry Definition*)

Trades: Covers programs that provide technical and apprenticeship-based training leading to Red Seal certification or direct employment in skilled trades.



DECISION-MAKING BRIEFING NOTE

Presented To The Board of Governors

DATE: August 13, 2026

File No.: N/A

DECISION TO BE MADE: To approve the revisions to the Sexual Violence Prevention and Response policy (ADM-007).

CURRENT STATUS

The Sexual Violence Prevention and Response Policy (ADM-007), formerly the Sexual Violence and Misconduct Policy (EDU-007), has undergone a comprehensive rewrite.

This work began in May 2025 and restarted in October 2025 following the release of [Bill 18](#) and has been completed collaboratively by the Director of the President's Office, Director of Student Health Services, and Director of Human Resources. The policy is Ministry mandated, and the College is approximately two years overdue in completing the required review and update.

The change in title from "Sexual Violence and Misconduct" to "Sexual Violence Prevention and Response" is intentional. The revised title and policy framework move away from a primarily punitive lens and instead emphasize prevention, wellness, trauma-informed response, support, accountability, and procedural fairness.

As part of the review, the following groups were provided with an opportunity to review the proposed policy documents and provide feedback:

- Union groups, Students' Union (virtual consultation session held with 5 members), CARE Team, Accessibility Advisory Committee, Education Policy Committee, First Nations Access Coordinators (FNACs) and CAT members.

Approximately seven individuals provided direct feedback. The Director of the President's Office, Director of Student Health Services, and Director of Human Resources subsequently held four dedicated review sessions to carefully consider the feedback received and determine appropriate amendments to the policy documents.

ANALYSIS/CAUTIONARY NOTES

The proposed policy represents a full rewrite rather than a routine policy revision. Considerable effort has been made to ensure the documents meet legislative and Ministry requirements while establishing a wellness-first, trauma-informed and procedurally fair approach to sexual violence prevention and response.

Key changes and enhancements include:

- refined and expanded definitions
- clearer College roles and responsibilities
- recognition that sexual violence can occur in a variety of physical, virtual and other environments
- clarification regarding the age of consent and the requirements for obtaining consent to sexual activity
- clearer processes for making and responding to a disclosure or formal allegation
- clarification of College-initiated processes and the circumstances in which the College may need to act
- recognition of the rights and wellbeing of all individuals involved in a sexual violence response process, including the reporting party, respondent and individuals supporting the response
- refined confidentiality and privacy expectations
- clearer timelines and greater transparency regarding the investigation and decision-making process
- clarification of potential consequences and outcomes and the available avenue to appeal a consequence or outcome
- records management and retention requirements
- clearer expectations for training, awareness, prevention and education opportunities
- establishment of a Sexual Violence Prevention and Response Advisory Committee
- a compliance provision establishing the expectation that members of the College community understand and comply with the policy and procedure
- requirements for an annual report to be presented to the Board of Governors and published on the College website
- a requirement for the policy to be formally reviewed every three years, in accordance with Bill 18.

Together, these changes are intended to provide greater clarity and transparency while ensuring that the College's response to sexual violence prioritizes safety, wellbeing, trauma-informed practice, procedural fairness and the rights of all individuals involved.

OPTIONS/RECOMMENDATION

Recommendation: Approve the revised Sexual Violence Prevention and Response Policy (ADM-007) as presented, subject to any amendments directed by the Board of Governors.

CONCLUSION/NEXT STEPS

- following Board approval, Aman will upload the approved policy documents to the College website and coordinate communication to the College community
- Shannon Doyle will update the applicable forms and supporting materials associated with the revised policy and procedure.

CONTACT: Aman Kang, akang@coastmountaincollege.ca

Date	Author's Name and Role	Presented To	Approved (Y/N)
August 13, 2026	Aman Kang, Director, President's Office	President's Council	

Policy Name:	SEXUAL VIOLENCE PREVENTION AND RESPONSE	
Approved By:	Board of Governors	
Approval Date:	2026	
Next Scheduled Renewal Date:	2027	
Policy Holder:	VP, Academic, Students, and International and VP, Corporate Services & CFO	
Operational Lead:	Director, Student Health Services and Director, Human Resources	
Policy Number:	ADM-007	

SEXUAL VIOLENCE PREVENTION AND RESPONSE POLICY

1.00 PURPOSE

- 1.1 The purpose of this policy is to establish Coast Mountain College's (the College's) commitment to providing a safe, secure, and respectful learning, living, and working environment that is free from Sexual Violence.
- 1.2 This policy defines roles and responsibilities of individuals in implementing and carrying out programs and practices for the prevention of, and in response to, Sexual Violence.

2.00 DEFINITIONS

- 2.1 **College Community:** Students, applicants, alumni, Employees, contractors, subcontractors, volunteers, visitors, and members of the Board of Governors, the First Nations Council, and the Coast Mountain College Foundation Board.
- 2.2 **Consent:** The clear, voluntary, and ongoing agreement to engage in, and continue to engage in, sexual activity. Consent must be freely given, informed, and affirmatively communicated through words or conduct. Silence, passivity, or lack of resistance does not constitute consent. Consent may be withdrawn at any time, and once withdrawn, the sexual activity must stop immediately.
- 2.3 **Disclosing Party:** An individual who has made a Disclosure about an experience of Sexual Violence that occurred or may have occurred.
- 2.4 **Disclosure:** A communication, other than a Formal Allegation, that Sexual Violence occurred or may have occurred. This does not initiate a formal reporting process, unlike a Formal Allegation, but does allow the Disclosing Party access to support services.
- 2.5 **Employee:** An individual employed by the College in any capacity, including administrators, faculty, and staff. Employment may be full-time, part-time, regular, term, or on-call. Individuals who are employed by the College in any capacity and are also registered in a College program or course are considered Employees for the purposes of this policy and related procedures.

- 2.6 **Formal Allegation:** A report to the College, alleging that Sexual Violence occurred, and requesting that the College take action in response to the alleged Sexual Violence.
- 2.7 **Procedural Fairness:** A fair, impartial, and transparent process that provides individuals with a meaningful opportunity to be heard and to respond before decisions are made.
- 2.8 **Reporting Party:** An individual who has submitted a Formal Allegation, alleging that Sexual Violence occurred.
- 2.9 **Respondent:** A person or persons alleged to have caused or contributed to an act of Sexual Violence and against whom a Formal Allegation is made.
- 2.10 **Retaliation:** Any adverse action or threat of adverse action taken against an individual because they have made a Disclosure, filed a Formal Allegation, participated in an investigation or resolution process, or sought or received support related to Sexual Violence. Retaliation may be direct or indirect and can include, but is not limited to, intimidation, harassment, coercion, threats, exclusion, negative academic or employment consequences, or damage to reputation.
- 2.11 **Sexual Violence:** Is a broad term that encompasses any sexual act or act targeting an individual's sex, sexuality, gender identity, or gender expression, whether the act is physical or psychological in nature, that is committed, threatened, or attempted against an individual without that individual's Consent. It can be perpetrated by anyone – an acquaintance, a classmate, a teacher, a family member, a colleague, a friend, a dating partner, a spouse, or a stranger. It can occur in person or by other means, including through the use of technology. It includes, but is not limited to:
 - a. Sexual assault: any non-consensual, forced, or coerced sexual act or physical contact of a sexual nature, including, but not limited to, kissing, touching, and sexual penetration.
 - b. Sexual exploitation: any actual or attempted abuse of a position of power, authority, trust, or influence or exploitation of another's vulnerability, for sexual purposes, including, but not limited to, profiting monetarily, socially, or politically.
 - c. Sexual harassment: any unwelcome conduct of a sexual nature that makes someone feel intimidated, humiliated, or offended and creates a hostile environment. It includes, but is not limited to, sexual jokes, comments about body/clothing, staring, catcalling, displaying or sharing offensive material, unwanted propositioning, or unwanted repeated requests for dates.
 - d. Stalking or cyber-stalking: a pattern of persistent, unwanted behaviours that cause a person to fear for their safety or wellbeing. This includes, but is not limited to, physical surveillance, unwanted communication, monitoring, unauthorized tracking, threats, and digital harassment.
 - e. Indecent exposure: the intentional, non-consensual display of one's genitals or intimate body parts in a public or private place with the intent to cause alarm or distress to another person, or for the purpose of sexual gratification.
 - f. Voyeurism: the non-consensual observation or recording of another person in a location where there is reasonable expectation of privacy and where the observation or recording is done for a sexual purpose.

- g. **Stealthing:** the act of intentionally removing or damaging a condom or other protective device during sexual activity without Consent, or deliberately misrepresenting the use of contraception.
- h. **Image-based sexual abuse:** the distribution of an intimate image or video, within the meaning of the *Intimate Images Protection Act*, without the consent of the individual depicted in the image or video.

- 2.12 **Student:** An individual who is registered in any course or program at the College. This includes individuals enrolled in part time studies, individuals participating in Continuing Education and Workforce Training, and individuals registered through contract services or partnership arrangements such as dual credit or dual admission. This definition applies to Students engaged in College activities on site or off site.
- 2.13 **Support Person:** An individual, either internal or external to the College, who provides emotional, cultural, accessibility, informational, advisory, advocacy, or representative support to a person involved in an incident of Sexual Violence. A Support Person may include, but is not limited to, a family member, legal guardian, friend, Elder, translator, legal counsel, union representative, students' union representative, or another trusted individual chosen by the person receiving support.
- 2.14 **The College:** Coast Mountain College (CMTN).
- 2.15 **Trauma-Informed:** An approach that recognizes the impacts of trauma on individuals and responds in a manner that promotes empowerment and recovery, while minimizing re-traumatization.
- 2.16 **Vulnerable Person:** An individual who, due to age, disability, or other temporary or permanent circumstances, is in a position of dependency on others or is at a greater risk, compared to the general population, of being harmed by someone in a position of trust or authority.

3.00 SCOPE AND APPLICATION

- 3.1 This policy applies to all incidents of Sexual Violence involving a member of the College Community that are disclosed or for which a Formal Allegation has been reported. This includes incidents that occur:
 - a. on College property or in College housing facilities
 - b. during College activities, including College-sponsored events, practicums, field education, off-site training and education, work terms required by a program of study at the College, and other activities connected to the College
 - c. in online or virtual environments connected to the College, including online classes, virtual meetings, College email, messaging applications, learning platforms, and College-managed social media platforms
 - d. in other circumstances where the conduct has the potential to impact the safety, wellbeing, participation, learning, working, or living environment of the College Community.

4.00 POLICY STATEMENT

- 4.1 Coast Mountain College does not tolerate or condone any form of violence, including Sexual Violence. The College is committed to providing and maintaining a safe, secure,

and a respectful learning, living, and working environment that is free from violence, including Sexual Violence.

- 4.2 The College acknowledges the profound and lasting impacts that Sexual Violence can have on individuals and those around them, including impacts on a person's wellbeing, sense of safety, trust, and ability to function as they did prior to the incident. The College recognizes that Sexual Violence may disproportionately impact certain individuals and groups and is committed to responding in a manner that is trauma-Informed, compassionate, respectful, and responsive to the diverse needs and experiences of those affected.
- 4.3 The College will respond to Disclosures and Formal Allegations of Sexual Violence in accordance with this policy and related procedures, ensuring that all parties involved are treated with dignity, respect, and Procedural Fairness throughout the process.
- 4.4 The College will make reasonable efforts to ensure supports, resources, and accommodations are available to all parties involved in a Disclosure or Formal Allegation of Sexual Violence, recognizing that individuals may have different needs based on their circumstances, experiences, and barriers to accessing support, and that these needs may vary throughout the process.
- 4.5 Members of the College Community who are alleged to have committed an act of Sexual Violence may be subject to College administrative processes and may also be subject to the criminal justice system.

5.00 AGE OF CONSENT

- 5.1 In British Columbia, the statutory age of consent to sexual activity is 16.
 - a. Limited exceptions apply for individuals under the age of 16 where the individuals involved are close in age and the relationship meets the requirements of the close-in-age provisions under federal law.
- 5.2 Although the statutory age of consent in British Columbia is 16 years of age, sexual activity with an individual who is 16 or 17 years old may be prohibited where the relationship involves exploitation arising from a position of trust, authority, dependency, or another power imbalance. This includes circumstances where:
 - a. the other individual is in a position of trust or authority, such as a teacher, coach, caregiver, or another individual in a similar role
 - b. the individual who is 16 or 17 years old is dependent on the other individual for care, support, or basic needs
 - c. the relationship is exploitative due to an actual or perceived power imbalance, vulnerability, or the nature of the relationship.
- 5.3 The College may address concerns involving sexual activity involving individuals under the age of 18 in accordance with this policy, College procedures, and applicable legislation.

6.00 OBTAINING CONSENT TO SEXUAL ACTIVITY

- 6.1 The College recognizes that Consent is a fundamental component of healthy and respectful interactions and relationships. Consent must be present throughout all sexual activity and must be obtained in a manner that is voluntary, informed, and ongoing.

- 6.2 Consent is specific to each sexual activity and each instance of sexual activity. The responsibility for obtaining Consent rests with the initiator. Consent can be withdrawn at any time, and if withdrawn, the sexual activity must stop. For clarity:
- a. Consent is required for all forms of sexual activity and cannot be assumed based on the nature of the sexual activity (including kissing or other forms of physical contact of a sexual nature), relationship status, or previous sexual activity or Consent.
 - b. Consent to one type of sexual activity does not imply Consent to another.
 - c. Consent cannot be obtained through coercion, pressure, threats, manipulation, fraud, fear of consequences, or abuse of a position of trust, power, or authority.
 - d. An individual cannot give Consent if, at the time of the sexual activity, they are incapable of understanding the nature of the activity or making a voluntary decision, including when they are asleep, unconscious, incapacitated by alcohol or drugs, or under the legal age of Consent as provided in the [Criminal Code of Canada](#).
 - e. In situations involving vulnerable adults, consent may be invalid where the vulnerability is exploited or where there is an abuse of trust, power, or dependency.
 - f. An individual's sexual history or reputation is not relevant to determining whether Consent was given.
- 6.3 The [Criminal Code of Canada](#) requires Consent for sexual activity. Sexual activity without Consent is prohibited under this policy and may constitute a criminal offence.

7.00 OFF-CAMPUS AND ONLINE INCIDENTS OF SEXUAL VIOLENCE

- 7.1 The College recognizes that Sexual Violence may occur in a variety of contexts, including on campus, off campus, and in online or virtual environments.
- 7.2 Incidents of Sexual Violence that occur outside of College property, activities, or online environments connected to the College may still fall within the scope of this policy where the conduct has the potential to impact the safety, wellbeing, participation, learning, working, or living environment of the College Community.
- 7.3 In determining whether to respond to an incident occurring outside of College property, activities, or online environments connected to the College, the College will consider the nature of the conduct and its potential impact on the College Community.

8.00 COLLEGE ROLES AND RESPONSIBILITIES

- 8.1 The College is committed to responding to all Disclosures and Formal Allegations of Sexual Violence in a manner that is Trauma-Informed, timely, supportive, compassionate, and consistent with the principles of Procedural Fairness.
- 8.2 The College will:
- a. respond promptly and in accordance with this policy and related procedures when made aware of an incident of Sexual Violence
 - b. take reasonable steps to support the safety and wellbeing of individuals involved and the broader College Community
 - c. provide access to appropriate supports, services, and accommodations to individuals involved in or affected by a Disclosure or Formal Allegation of Sexual Violence, recognizing that the needs of individuals may vary throughout the process.

- 8.3 Employees who experience, witness, receive a Disclosure of, or otherwise become aware of an incident of Sexual Violence must report the matter without delay in accordance with the procedures established under this policy.
- 8.4 The College will designate appropriate officials responsible for receiving, reviewing, responding to, and coordinating the resolution of Disclosures and Formal Allegations of Sexual Violence. Designated officials may conduct investigations or assign investigations to qualified internal or external investigators, where appropriate.
- 8.5 The College will fulfill all applicable legal and regulatory reporting obligations, including obligations related to child protection, vulnerable adults, and suspected criminal offences.
- 8.6 Concerns about potential violations of College policies related to drugs, alcohol, smoking, Student housing, Student non-academic conduct, or similar matters should not deter or prevent an individual from seeking support, making a Disclosure, or submitting a Formal Allegation of Sexual Violence.
 - a. Where such policy violations are identified solely as a result of an individual seeking support, making a Disclosure, or submitting a Formal Allegation of Sexual Violence, punitive action will not be taken.

9.00 WELLBEING FOR INDIVIDUALS INVOLVED IN SEXUAL VIOLENCE RESPONSES

- 9.1 The College recognizes that responding to a Disclosure or participating in a process related to a Formal Allegation of Sexual Violence can be stressful and emotionally challenging. Individuals involved in these processes may experience a range of impacts, including stress, emotional distress, or secondary trauma responses.
- 9.2 Individuals who receive Disclosures or participate in responding to Formal Allegations are encouraged to prioritize their own wellbeing while taking reasonable steps to ensure that the individual making the Disclosure or Formal Allegation is connected with appropriate supports, resources, or designated College officials.
- 9.3 The College will provide reasonable access to supports, services, resources, and accommodations as needed for individuals involved in responding to or participating in a Disclosure or Formal Allegation of Sexual Violence. Individuals are encouraged to seek support through available College and external resources.

10.00 COLLEGE INITIATED PROCESS

- 10.1 The College may initiate a response process under this policy and related procedures, including an investigation, without a Formal Allegation where:
 - a. there is a significant risk to the health, safety, or wellbeing of one or more College Community members
 - b. action is necessary to address concerns that may significantly impact the safety or learning, working, or living environment of the College Community
 - c. an investigation is required by legislation, another College policy, collective agreement, or other applicable agreement.
- 10.2 In determining whether to initiate an investigation without a Formal Allegation, the College will consider relevant factors, including:
 - a. the nature and severity of the alleged conduct

- b. any potential risk to the College Community
- c. whether there is a pattern of similar concerns or allegations.

11.00 RIGHTS OF INDIVIDUALS INVOLVED IN A DISCLOSURE OR FORMAL ALLEGATION

- 11.1 The College is committed to ensuring that all parties involved in a Disclosure or Formal Allegation of Sexual Violence are treated in a manner that is respectful, Trauma-Informed, and consistent with the principles of Procedural Fairness.
- 11.2 All parties involved in a Formal Allegation of Sexual Violence have the right to:
 - a. be treated with dignity and respect throughout the process
 - b. be informed of available supports, services, accommodations, and resources that may assist them throughout the process and support their wellbeing
 - c. receive information about the process and have access to this policy and its accompanying procedures
 - d. have the matter addressed in a timely manner
 - e. be accompanied by one Support Person of their choosing during meetings related to the Formal Allegation.
 - i. A party may have legal counsel present at any meeting. A minimum of seven business days notice should be provided where possible. Where sufficient notice cannot be provided, the meeting may be delayed.
- 11.3 The Reporting Party has the right to:
 - a. have their Formal Allegation reviewed and addressed in accordance with this policy and related procedures
 - b. present relevant information and respond to information gathered during the investigation, where appropriate
 - c. be informed of the status of the Formal Allegation and, where appropriate, interim measures the College has taken or plans on taking, and the outcome of the process, subject to privacy and confidentiality obligations
 - d. be protected from Retaliation for making a Disclosure or Formal Allegation.
- 11.4 The Respondent has the right to:
 - a. receive reasonable notice of the allegations and sufficient information to understand and respond to them, consistent with the requirements of Procedural Fairness
 - i. The information provided will depend on the circumstances of the matter and may be limited where necessary to protect privacy, maintain confidentiality, comply with legal obligations, preserve the integrity of the process, or address health, safety, or other significant concerns.
 - b. present relevant information and respond to the allegations and information gathered during the investigation
 - c. be informed of any interim measures and the outcome of the process, subject to privacy and confidentiality obligations.
- 11.5 The College will balance the rights of all parties while taking reasonable steps to safeguard the safety, wellbeing, and privacy of those involved and the broader College Community.

11.6 In certain circumstances, the College may implement interim measures or take steps to address immediate safety concerns before notifying the Respondent of a Formal Allegation.

- a. This may occur where immediate notification could place the Reporting Party or members of the College Community at increased risk of harm or compromise the integrity of the process.

12.00 PROTECTION FROM RETALIATION

12.1 Retaliation against any individual who makes a Disclosure or Formal Allegation of Sexual Violence, participates in a process under this policy, or seeks or receives support related to Sexual Violence is strictly prohibited.

12.2 The College will review and address allegations of Retaliation in accordance with applicable legislation, collective agreements, contracts, governance documents, and College policies.

12.3 Individuals who engage in Retaliation may be subject to disciplinary or other appropriate action.

13.00 CONFIDENTIALITY AND PRIVACY

13.1 The College is committed to protecting the privacy and confidentiality of Disclosing Parties, Reporting Parties, Respondents, and others involved in matters arising under this policy, in accordance with the [Freedom of Information and Protection of Privacy Act](#) (FOIPPA) and other applicable legislation.

13.2 Information will be collected, used, disclosed, and retained only as necessary to:

- a. support the safety and wellbeing of individuals
- b. provide supports, services, or accommodations
- c. administer this policy and related procedures
- d. comply with legal obligations
- e. ensure a fair and effective process

13.3 The College will make every reasonable effort to maintain the confidentiality of information received under this policy; however, information may be disclosed without an individual's authorization, where necessary to:

- a. address an imminent or significant risk of harm to self, another individual, or the College Community
- b. comply with legal obligations
- c. ensure Procedural Fairness in an investigation or response process
- d. obtain legal advice.

13.4 Maintaining confidentiality does not necessarily mean that anonymity can be preserved. Depending on the circumstances, it may be necessary to disclose sufficient information to respond appropriately to a Disclosure or Formal Allegation, ensure Procedural Fairness in a response or investigation, or comply with legal obligations.

13.5 Except where disclosure is authorized or required under Section 13.3 or by law, the College will seek an individual's authorization before sharing personal information

beyond those individuals who require the information to fulfill their responsibilities under this policy.

- 13.6 Any decision to share information with the broader College Community or the media will be made with careful consideration of individual privacy, safety, and the College's legal obligations.
- a. Communication will occur only when necessary to address safety concerns or to fulfill public accountability requirements and will only be made by the College President and Chief Executive Officer (CEO) or their delegate.

14.00 SEXUAL VIOLENCE PREVENTION AND RESPONSE ADVISORY COMMITTEE

14.1 The College will establish and maintain a Sexual Violence Prevention and Response Advisory Committee to provide advice and recommendations regarding:

- a. the Sexual Violence Prevention and Response policy and procedure
- b. efforts to prevent, respond to, and raise awareness about Sexual Violence.

14.2 The committee will include:

- a. the Director of Student Health Services
- b. the Director of Human Resources
- c. the Director of Indigenization
- d. the Director of the President's Office, and
- e. at least one Student of the College.

14.3 The College must make reasonable efforts to ensure that the membership of the committee reflects the diversity of persons in BC.

15.00 COMMITMENT TO TRAINING, AWARENESS, AND PREVENTION

15.1 The College is committed to addressing and preventing Sexual Violence by making awareness, education, and training opportunities related to Sexual Violence available to members of the College Community and by actively promoting participation in these opportunities.

15.2 The College will identify awareness, education, and training programs related to Sexual Violence, including required training for designated members of the College Community.

15.3 The College will monitor and review best practices in Sexual Violence prevention and response across the post-secondary sector and identify opportunities to enhance awareness programs, campaigns, workshops, and printed and online resources related to the prevention of Sexual Violence within the College Community.

16.00 SURVEY

16.1 The Minister of Post-Secondary Education and Future Skills may direct the College to conduct a survey for the purpose of assessing the effectiveness of the College's:

- a. Sexual Violence Prevention and Response policy
- b. other efforts to prevent, respond to, and raise awareness about Sexual Violence.

16.2 When directing the College to conduct a survey, the minister may specify:

- a. who the College must include in the survey
- b. questions that the College must include in the survey
- c. the manner in which the College must conduct the survey
- d. the date by which the College must submit the survey results to the minister.

16.3 When the minister directs the College to conduct a survey, the College must:

- a. conduct the survey
- b. comply with any matters specified by the minister under section 16.2
- c. submit the survey results to the minister on or before the date, if any, specified by the minister under section 16.2.

17.00 ANNUAL REPORT

17.1 Each year, the President & CEO must submit an annual report to the Coast Mountain College Board of Governors on the implementation of the College's Sexual Violence Prevention and Response policy.

17.2 The annual report must include a summary of the College's:

- a. responses to Sexual Violence
- b. efforts to prevent and raise awareness about Sexual Violence
- c. consultations conducted in relation to the Sexual Violence Prevention and Response policy
- d. changes to the Sexual Violence Prevention and Response policy in response to those consultations
- e. prescribed information.

17.3 The College must make annual reports publicly available on its website.

18.00 COMPLIANCE

18.1 Compliance with this policy and its related procedures is a condition of employment, enrolment, and participation in College activities.

18.2 All members of the College Community are expected to understand and comply with this policy and its related procedures, including their responsibilities regarding the prevention of, response to, Disclosure of, and reporting of Sexual Violence.

18.3 Failure to comply with this policy or its related procedures may result in corrective, disciplinary, or other appropriate action in accordance with applicable legislation, collective agreements, contracts, and College policies.

18.4 Members of the College Community are expected to take reasonable steps to familiarize themselves with this policy and its related procedures. A lack of awareness of the policy or procedures will not relieve an individual of their responsibilities under them.

19.00 REVIEW

19.1 This policy and its associated procedure, [ADM-007P, Sexual Violence Prevention and Response Procedure](#), will be reviewed at least every three years, or sooner if required due to legislative, regulatory, operational, or organizational changes.

- 19.2 The review process will be led jointly by the Director of Student Health Services and the Director of Human Resources and will include consultation with Students, Employees, and the broader College Community.

20.00 RELATED POLICIES, PROCEDURES, AND GUIDELINES

- 20.1 [ADM-003, Freedom of Information and Protection of Privacy Policy](#)
 20.2 [ADM-009, Student Non-Academic Conduct Policy](#)
 20.3 [ADM-007P, Sexual Violence Prevention and Response Procedure](#)
 20.4 [EDU-015, Student Complaints Referral Policy](#)
 20.5 [HMR-001, Employee Code of Conduct Policy](#)
 20.6 [HMR-003, Bullying, Harassment, and Discrimination Policy](#)
 20.7 [HMR-003P, Bullying, Harassment, and Discrimination Procedure](#)

21.00 OTHER SUPPORTING DOCUMENTS

- 21.1 [Bill 18 – 2025: Sexual Violence Policy Act](#)
 21.2 [BC Adult Guardianship Act](#)
 21.3 [BC Child, Family and Community Services Act](#)
 21.4 [BC College and Institute Act](#)
 21.5 BC *Freedom of Information and Protection of Privacy Act*, [RSBC 1996, c165](#)
 21.6 BC *Human Rights Code*, [RSBC 1996, c210](#)
 21.7 [BC Intimate Images Protection Act](#)
 21.8 BC *Sexual Violence and Misconduct Policy Act*, [SBC 2016, c23](#)
 21.9 [BC Workers Compensation Act](#)
 21.10 CMTN [Formal Sexual Violence Complaint](#)
 21.11 CMTN [Sexual Violence Anonymous Incident Disclosure](#)
 21.12 [Criminal Code of Canada](#)

22.00 HISTORY

Created/Revised/ Reviewed	Approval Date	Author's Name and Role	Approved By
Created	June 6, 2021	Dean Student Success	President's Council
Revised		Director, Student Health Services and Director, Human Resources & Payroll	



DECISION-MAKING BRIEFING NOTE

Presented To The Board of Governors

DATE: September 9, 2026

File No.: N/A

DECISION TO BE MADE: Approval of the Sexual Violence Policy Act Annual Report.

CURRENT STATUS

- Coast Mountain College (CMTN) is required under section 9 of the [Sexual Violence Policy Act](#) to prepare an annual report on the implementation of its Sexual Violence Prevention and Response policy (ADM-007) and submit the report to the Board of Governors.
- In accordance with the Act, the annual report includes:
 - a summary of CMTN's disclosures, formal allegations and responses to sexual violence
 - a summary of efforts to prevent and raise awareness about sexual violence
 - a summary of consultations conducted in relation to the Sexual Violence Prevention and Response policy and procedure (ADM-007/ADM-007P)
 - a summary of changes made to the policy in response to those consultations.

ANALYSIS/CAUTIONARY NOTES

- The annual report has been prepared based on information and records available to CMTN for the reporting period.
- In accordance with section 9(3) of the Sexual Violence Policy Act, the final annual report must be made publicly available on a website maintained by or on behalf of CMTN.

RECOMMENDATION

- Approval of the Sexual Violence Policy Act Annual Report.

CONCLUSION/NEXT STEPS

- Following Board approval, the Annual Report will be published on the CMTN website in accordance with the requirements of the Sexual Violence Policy Act.

CONTACT: Aman Kang, akang@coastmountaincollege.ca

Date	Author's Name and Role	Presented To	Approved (Y/N)
September 9, 2026	A. Kang, Director, President's Office	President's Council	

CMTN Annual Report – Sexual Violence Policy Act

September 1, 2026

The [Sexual Violence Policy Act](#) establishes a framework for British Columbia post-secondary institutions to prevent and respond to sexual violence and to promote awareness, safety, and accountability within post-secondary communities.

Under section 9 of the *Sexual Violence Policy Act*, the President of a post-secondary institution must submit an annual report to the Board of Governors on the implementation of the institution's sexual violence policy. The annual report must include information regarding the institution's responses to sexual violence, efforts to prevent and raise awareness about sexual violence, consultations conducted in relation to the policy, changes made to the policy in response to those consultations, and any information prescribed by regulation.

For the period of September 1, 2025 to August 31, 2026, the following information is reported:

Section	Reporting Requirement	CMTN Report and Actions
9(2)(a)(i)	Number of disclosures of sexual violence received.	1
9(2)(a)(i)	Number of formal allegations of sexual violence received.	1
9(2)(a)(i)	Number of investigations commenced as a result of a formal allegation.	1
	I. Substantiated	0
	II. Not substantiated	1
9(2)(a)(ii)	Efforts to prevent and raise awareness about sexual violence.	CMTN continued to support sexual violence prevention and awareness through education, training, and campus-wide initiatives. Key activities included: Safer Campuses Training: All CMTN employees are required to complete Safer Campuses training annually. The training is also available to students. During the

		reporting period, 26 employees and 27 students completed Safer Campuses training, for a total of 53 participants. Sexual Violence Prevention Campaigns: CMTN delivered, and will continue to deliver, awareness initiatives focused on preventing sexual violence, promoting consent, and increasing awareness of available supports and resources. Shared Spaces, Shared Respect Campaign: CMTN launched the Shared Spaces, Shared Respect campaign to promote respectful behaviours and reinforce expectations for safe, inclusive, and respectful learning environments. Safe Campuses BC Posters: Safe Campus BC awareness posters are displayed across CMTN campuses in prominent and frequently accessed areas, including entrances, student support areas, hallways, student lounges, libraries, and other shared spaces. These materials support ongoing awareness of sexual violence prevention and consent.
9(2)(b)(i)	Summary of any consultations conducted under section 7 in relation to the sexual violence policy of a post-secondary institution.	As part of the review of the new Sexual Violence Prevention and Response policy and procedure, ADM-007/ADM-007P, the College undertook consultation consistent with section 7 of the <i>Sexual Violence Policy Act</i>. Consultation opportunities were provided to students, the Students' Union, employee union groups, the CARE (Coordination, Assessment, Response and Education) Team, Accessibility Advisory Committee, Education Policy Committee, First Nations

		Access Coordinators, and College Administration Team. A dedicated virtual consultation session was held with five students to provide an opportunity for direct student input. In addition to this session, approximately seven individuals provided direct feedback throughout the broader consultation process. Following the consultations, the Director of the President's Office, Director of Student Health Services, and Director of Human Resources held four dedicated review sessions to consider the feedback received and determine appropriate amendments to the policy and procedure. The review began in March 2025 and was subsequently paused. It resumed in October 2025 following the introduction of the <i>Sexual Violence Policy Act</i>.
9(2)(b)(ii)	Summary of changes to the sexual violence policy in response to those consultations.	The Sexual Violence Prevention and Response policy and procedure, ADM-007/ADM-007P, formerly the Sexual Violence and Misconduct policy and procedure, EDU-007/EDU-007P, underwent a comprehensive rewrite. The revised policy and procedure move away from a primarily punitive framework and place greater emphasis on prevention, wellness, trauma-informed response, support, accountability, and procedural fairness. Feedback received through the consultation process was considered alongside legislative requirements in determining the final amendments. Key changes include:

		Definitions and Scope: Refined and expanded definitions, clarification of consent and age-of-consent requirements, and recognition that sexual violence may occur in physical, virtual, and other environments. Roles and Responsibilities: Clearer roles and responsibilities for responding to sexual violence, including the establishment of a Sexual Violence Prevention and Response Advisory Committee. Response Processes: Clearer processes for disclosures, formal allegations, investigations, decision-making, outcomes, and appeals, with greater recognition of the rights and wellbeing of reporting parties, respondents, and others involved in the response process. Privacy and Records Management: Strengthened privacy and confidentiality provisions and clearer requirements for records management and retention. Prevention and Education: Clearer expectations related to sexual violence prevention, education, awareness, and training across the College community. Accountability and Reporting: Requirements for annual reporting on the implementation of the policy to the Board of Governors and publication of the annual report on the College website. The procedure was also enhanced through the development of three practical post-incident guidelines for individuals who have experienced sexual violence, individuals
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		who receive a disclosure, and respondents involved in a sexual violence response process. Given the extent of the revisions, the College will pilot the revised policy and procedure for one year. During this period, implementation will be monitored and the documents may be adjusted, as needed, in response to operational experience, feedback, and identified opportunities for improvement. Following this initial implementation period, the policy and procedure will return to a regular three-year review cycle. Together, these changes are intended to provide greater clarity, transparency, and accessibility while supporting a wellness-first, trauma-informed, and procedurally fair approach to sexual violence prevention and response.
9(2)(c)	Any other information prescribed by regulation.	NA

In accordance with section 9(3) of the *Sexual Violence Policy Act*, this annual report will be made publicly available on a website maintained by Coast Mountain College.

Information contained in this report is presented in a manner that protects the privacy and confidentiality of individuals. Information that could reasonably identify an individual affected by sexual violence, including a person who has made a disclosure or formal allegation or participated in an institutional response process, has not been included.

For more information, please refer to the Sexual Violence Prevention and Response policy and procedure (ADM-007/ADM-007P).



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President & CEO