



DO NOT GO
WHERE THE PATH
MAY LEAD,
GO INSTEAD
WHERE THERE IS
NO PATH AND
LEAVE A TRAIL.

- RALPH WALDO EMERSON

COLLEGE OF THE ROCKIES ACCOUNTABILITY REPORT AND PLAN 2023

COLLEGE OF
THE ROCKIES

Acknowledgement of Territory

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

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

TABLE OF CONTENTS

LETTER FROM THE BOARD CHAIR AND PRESIDENT	4
STRATEGIC DIRECTION	5
College Overview	5
Facts Snapshot for 2022-23	6
STRATEGIC CONTEXT	7
Changing Demographics	7
RESPONDING TO 2022/23 ACCOUNTABILITY FRAMEWORK PERFORMANCE MEASURE RESULTS	9
TWO YEAR ACTION PLAN	11
RESPONDING TO THE MINISTER'S MANDATE	13
Mandate #1	13
Mandate #2	15
REPORTING ON GOVERNMENT STRATEGIC INITIATIVES	16
PERFORMANCE PLAN AND REPORT	18
APPENDIX A:	22
College of the Rockies 2022/23 Accountability Framework Performance Measure Results	22
APPENDIX B:	26
Reporting on Lasting and Meaningful Reconciliation	26
APPENDIX C:	34
General Operating Fund Financial Report	34

LETTER FROM THE BOARD CHAIR AND PRESIDENT

July 11, 2023

Dear Minister Robinson,

On behalf of our Board of Governors, management, faculty, and staff, we are pleased to present the College of the Rockies Accountability Report for 2022/23. In issuing this report, we ensure our accountability to government, students, and the communities in which we operate.

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

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

Though our breadth of programs is wide, we strive to deliver the most personal student experience possible. Through smaller class sizes, highly personalized instruction, and dedicated support services, our students are primed to succeed in the job market, or in the next stage of their academic journey.

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

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

Sincerely,



Jared Basil
Acting Chair, Board of Governors



Paul Vogt
President and CEO

STRATEGIC DIRECTION



COLLEGE OVERVIEW

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

Our main campus and Gold Creek campus are in Cranbrook, with additional regional campuses in Creston, Golden, Invermere, Kimberley, and Fernie. We draw inspiration from our BC Rocky Mountain location and offer programming and a lifestyle that embodies our unique geography while creating pathways to further post-secondary education and fulfilling careers.

The College is guided by our mission to transform lives and enrich communities through the power of education. Though our breadth of programs is wide, we strive to deliver the most personal student experience possible.

We are driven by the belief that student success drives our success; that appreciation of people, land, and culture is paramount; and that a constant commitment to curiosity and creativity is essential to meeting the needs of our students, employees, and communities.

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

Our credentials include certificates in foundation and apprenticeship trades; certificates and diplomas in undergraduate and post-degree programs; and numerous continuing education certificates of completion, participation, and achievement. We are proud to award our own Bachelor of Business Administration in Sustainable Business Practices degree in addition to two degrees offered in partnership with the University of Victoria (UVic): Bachelor of Education and Bachelor of Science in Nursing. Both partnership degrees can be completed fully at the College's Cranbrook campus.

Our partnership with UVic also extends to include a Guaranteed Admission agreement, providing students in our region the opportunity to begin their studies at home before completing their post-secondary education at UVic. A Dual Admission agreement also exists with the University of Lethbridge.

College of the Rockies programs are delivered with a focus on preparing graduates for the job market and for the next stage in their academic journey. This commitment is reflected in our student outcomes, as students who begin their studies at College of the Rockies are completing university with some of the highest grade-point averages in the province. Students who transfer from College of the Rockies to a university are scoring among some of the highest graduation rates of post-secondary institutions throughout BC¹.

¹2020 British Columbia Council on Admissions and Transfer (BCCAT) Report

FACTS SNAPSHOT FOR 2022-23

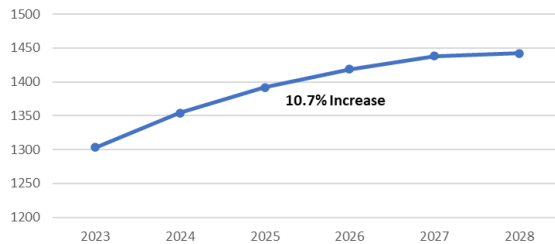
Number of Students	<ul style="list-style-type: none"> • Approximately 9,600 full-time and part-time students • 2,341 full-time equivalent students (FTEs) (Domestic and International) • 7.0% Indigenous FTEs (self-declared at College of the Rockies) • 9.3% international FTEs coming from 40 different countries
Program Areas with Highest Enrolment (by FTE)	<ul style="list-style-type: none"> • Trades (560.35 FTEs) • University Studies - Arts & Science (189.1 FTEs) • Health (183.21 FTEs) • Child, Youth and Family Studies (161.21 FTEs) • Business (117.31 FTEs) • Adult Basic Education (116.42 FTEs) • Tourism/Recreation Management/Hospitality Management (107.99 FTEs)
Areas of Student Growth	<ul style="list-style-type: none"> • English Language Program (228.4%, International 177.6%) • Tourism and Recreation Management (45.3%, International 81.4%) • Associate of Arts (28.6%, International 114.2%) • Carpenter Foundation (28.5%) • Human Service Worker Certificate (27.5%) • Kinesiology (27.3%, International 30.8%) • Continuing Education/Contract (21.0%) • Heavy Mechanical Foundation (19.2%)
Number of Credentials	Over 830 credentials awarded
Degree Programs Offered	<ul style="list-style-type: none"> • Bachelor of Business Administration in Sustainable Business Practices • Bachelor of Education (partnership with University of Victoria) • Bachelor of Science in Nursing (University of Victoria in partnership with College of the Rockies)
Number of Employees	771 employees (313.33 FTE)
Applied Research Grants	<ul style="list-style-type: none"> • \$102,000 in grant funding received for applied research projects including a Living Lab project to reduce the College's carbon footprint, a student-led business opportunity case, and a Youth Entrepreneurship project in partnership with Selkirk College and the Kootenay Association for Science and Technology. • 5 new student research jobs were created for projects
Post Secondary Education and Future Skills Facts	<ul style="list-style-type: none"> • 88.3% utilization rate

STRATEGIC CONTEXT

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

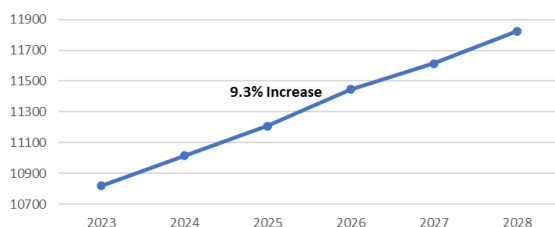
CHANGING DEMOGRAPHICS

Projection of Grade 12 Population
In SD5, SD6 and SD8



- The number of grade 12 students in our regional school districts (SD 5 South Kootenay, SD 6 Rocky Mountain and SD 8 Kootenay Lake) is projected to increase by 10.7% between 2023 and 2028². This increase rate is higher than 9.1% of the province³. With this projected growth, we are working towards engaging students at a younger age, as demonstrated with our STEAM camps (pg 17).
- The population of the Rockies College region is projected to grow by 4.5% between 2023 and 2028. The growth of the targeted 18-29 age group is projected to be 9.3% (18-21 age group 22.6%; 22-25 age group 3.9%; 26-29 age group 1.8%)⁴.

Population Projections
Rockies College Region
18-29 age group



- Local Recruiting:** Ten years after high school graduation, our region shows a transition rate from high school to post-secondary of **66.8%**, which is below the provincial average of **75.7%**. Immediate transition to post-secondary (within one year of high school graduation) for our region is **33.3%**, significantly lower than the **48.7%**⁵ provincial average. However, this transition rate is only measuring those students who transition to a BC post-secondary institution. Due to our close geographic proximity to Alberta, many of our region's students choose to attend post-secondary in that province. As shown in K-12 Transitions and Dual Credit Programming (pg 12) and Home Advantage and World Stage (pg 17), we have undertaken a number of initiatives to engage young people in post-secondary education.
- In 2022/23 College of the Rockies served 2,341 full-time equivalent (FTE) students. Of these, approximately 7% self-declared as Indigenous upon enrolling at the College. In the StatsCan 2021 census data, 5% of Canada's total population are Indigenous, 5.9% of BC population are Indigenous, and 9.6% of the population in Cranbrook agglomeration is Indigenous⁶. We highlight some of our most noteworthy activities to increase Indigenous enrolment at the College on page 14 of this report and plan, and expand further on our initiatives in Appendix B.
- The international FTEs for the 2022/23 fiscal year were 216.92, an increase of 35.7% compared with the 2021/22 fiscal year. The 2022/23 international FTEs make up 9.3 % of our overall FTEs and includes representation from 40 countries.

The Standard 6-year Completion Rate in College of the Rockies School Districts and Province total						
Group	Student Type	2017/2018	2018/2019	2019/2020	2020/2021	2021/2022
BC Total	Indigenous	69.0	69.2	70.7	72.4	74.6
SD5 SD6 SD8	Indigenous	74.0	75.6	76.4	78.2	78.5
BC Total	Non Indigenous	91.3	92.0	92.5	93.0	94.1
SD5 SD6 SD8	Non Indigenous	91.8	88.4	88.5	90.2	90.9

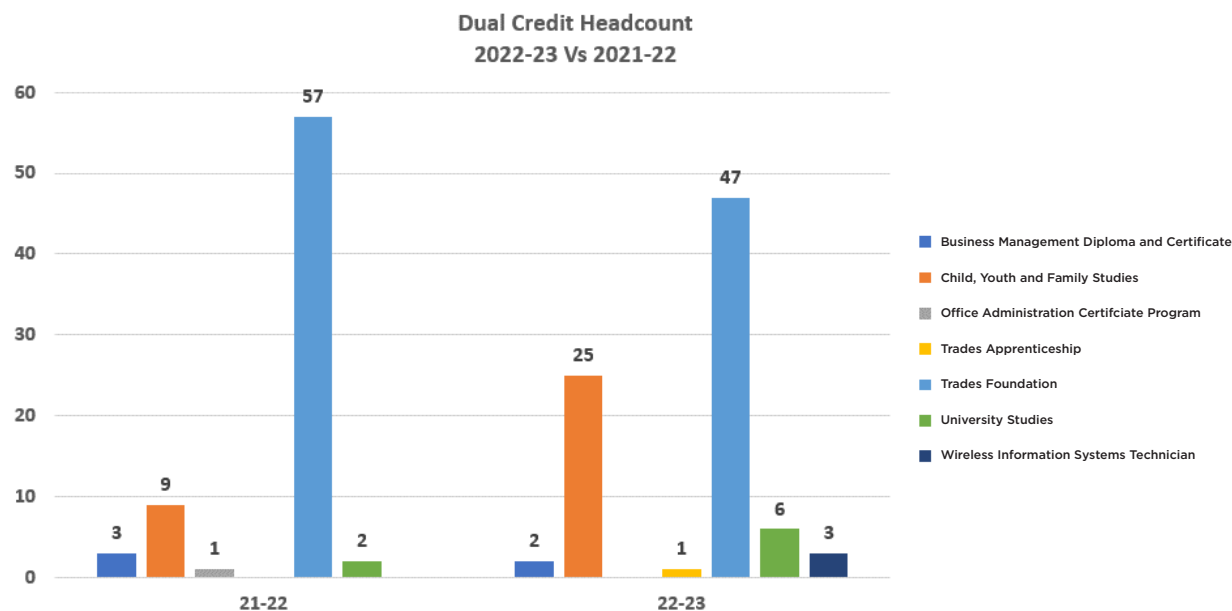
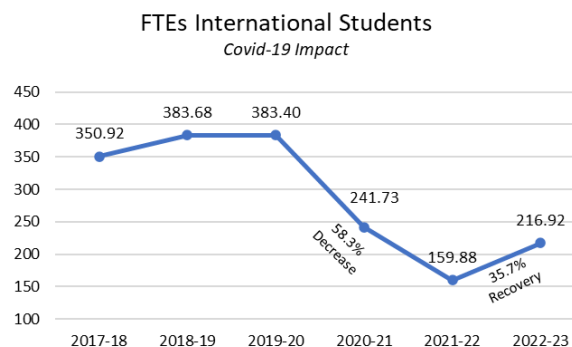
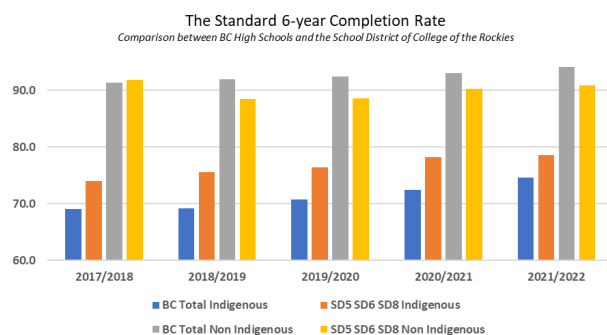
BC Schools - Six Year Completion Rate. BC Government Data Catalogue

[2] [3] <https://catalogue.data.gov.bc.ca/dataset/projection-of-public-school-aged-headcount-enrolments>.

[4] BC Stats Provincial Population Projections

[5] <https://www2.gov.bc.ca/assets/gov/education/post-secondary-education/data-research/stp/regional-transition-matrices.pdf>

[6] Profile table, Census Profile, 2021 Census of Population - Canada [Country]; British Columbia [Province]; Cranbrook [Census agglomeration], British Columbia (statcan.gc.ca).



- In the past ten academic years (2011/2012 to 2020/2021), 73.5% of the students in our College region who immediately transitioned to a BC post-secondary institution chose College of the Rockies as their BC post-secondary destination. This is the highest among BC community colleges⁷.
- The College met 88.3% of target for 2022/23, with 1589 of the targeted 1799 total student spaces filled. Part of our Smart Planning (pg 18) is the implementing of micro-credentials as well as increasing the capacity for healthcare assistant, nursing, and early childhood educator programs.
- There was an increase of 1.9% in Developmental Adult Basic Education (ABE) FTEs compared to last year (2021-22).

- Compared with last academic year (2021-22), individual Dual Credit enrolment headcounts increased by 16.7%. Although there was a decrease of Youth in Trades Training by 17.5%, there was growth in Academic Dual Credit students. The Child, Youth and Family Studies Dual Credit Semester offered to high school students in School District 5, 6, or 8 successfully prepared students to embark on a career in the health and human services field. Our work in this area is expanded upon in K-12 Transitions and Dual Credit Programming on page 15, as well as in All Points Access (pg 17).

[7] ImmedDestinations, STP2022 First ANNUAL Transitions (2023-05-05).xlsx. STP SharePoint, BC Ministry of Advanced Education and Skills Training

RESPONDING TO 2022/23 ACCOUNTABILITY FRAMEWORK PERFORMANCE MEASURE RESULTS

Overall Performance

- The overall performance results for 2022/23 are summarized in Appendix A. In general, College of the Rockies performed exceptionally well in measures of quality and student satisfaction. Assessment results indicate the College achieved or substantially achieved all targets in those categories. Although the assessment results show a rolling average of 555 credentials awarded as having substantially achieved the target of 572, it's worth noting that over 830 credentials were awarded to College of the Rockies students in the 2022/23 academic year.

Total Student Spaces

- The College met 88.3% of target for 2022/23 with 1589 total student spaces filled. There are three program areas that had low results that contributed to the target of 1799 not being achieved.
- The College increased its total student space target by 5% this year over last. Continuing Education and Contract training activity had 13% growth while Child, Youth and Family Studies saw an increase of 4.8%.
- Tuition policy eligible Developmental programs in both Adult Basic Education and English as Second Language had a small increase of 6% and did not meet the target of 137 FTEs. The marginal growth is attributable to the ongoing shortage in the labour market resulting in adult learners working rather than returning to upgrade as a pathway for future post-secondary studies. In addition, the higher completion rate in high school indicates those graduates are better prepared for immediate transition to post-secondary.

- The College did achieve 37 FTEs for Early Childhood Education achieving 100% of the target for both 2021/22 and 2022/23 funding.
- Nursing and other allied health programs did not achieve their target of 224, with 180 spaces filled.
 - The Bachelor of Science in Nursing (BSN) and Dental Assistant programs both substantially achieved their target. The utilization rate for the Dental Assistant program was 100% and BSN was 98%.
 - The Health Care Assistant (HCA) program had total target of 76 spaces and the College was able to achieve 49 student spaces for a combined utilization rate of 64%, this includes the HCA Partnership Pathway that had a 70% utilization rate and has allowed HCA certification to be more accessible to eligible students. The College continues its effort to attract students to this program, partnering with Interior Health and conducting direct recruitment efforts with long-term care health services to promote the availability of work in the health sector.
 - The Practical Nursing diploma program continues to experience a 22% decrease with total of 34 FTEs in 2022-23 compared to 44 FTES in 2021/22; the target of 50 student space resulted in a 69% utilization rate. Although there is high demand for nurses, the current burn-out and staffing shortage in the health sector may be contributing to declines.



- The College's Business Management and University Arts and Sciences programs also experienced a small decrease of 4%. This is likely attributable to the current labour shortage, with increased job availability, potential students may be postponing post-secondary studies in favour of employment.

Indigenous student spaces

- The College has focused on overall growth and quality of service and education for our Indigenous students. We saw a substantial increase in enrolment for the reporting year with compared to 212 in the previous year, a 29% increase.
- The College is proud to be in partnership with the Ktunaxa Nation and other Indigenous leaders including the Metis Nation of BC, the support and educational opportunities Indigenous students need to succeed.

Student satisfaction with education

- The College achieved or exceeded the target for former diploma, associate degree, and certificate students, as well as for Trades foundation and vocational graduates.
- Former apprenticeship students rated their satisfaction at 78.9% which substantially achieved the target.

Student assessment of usefulness of knowledge and skills performing job

- Former diploma, associate degree, and certificate students rated their satisfaction at 86.3% which substantially achieved the target of 90%. All other student target measures were achieved demonstrating a high level of student satisfaction with the relevance of their education and training.



TOGETHER

MAPPING OUT OUR JOURNEY FOR THE NEXT NORMAL 2021-2023

“ ...we should be at the forefront of helping the community. ”

COLLEGE OF THE ROCKIES EMPLOYEE

When COVID-19 hit, like many organizations and businesses, we realized we had to quickly pivot, adapt and re-think how we could deliver quality education to our students safely. We managed that shift and continuous change while maintaining organizational resiliency in our daily life at College of the Rockies.

It's hard to look past our COVID-19 world today with all the uncertainties facing us. However, there is some certainty. College of the Rockies' role, as the principal provider of career education and job skills for our region, is as important as ever. How we plan for tomorrow along with our ability to innovate and move through recovery and into the NEXT normal, are critical elements in the future success of the students, employers and communities we serve.

“ Businesses are finding it difficult to pivot to a new way of doing things. ”

SMALL BUSINESS OWNER

“ ...Improve resilience and employability. ”

REGIONAL EMPLOYER

Instead of the customary five-year strategic plan for the College, we thought it best to concentrate on the next critical two years, committing to actions that are concrete and doable and will propel our communities forward.

From October to December 2020, we put a simple question to our regional stakeholders: **“How can the College help your organization prepare for the NEXT normal?”** And similarly, we asked our employees **“How can we help our communities prepare for the NEXT normal?”** The conversations were conducted virtually but the feedback was extensive and thoughtful – over 100 touchpoints in all from internal and external stakeholders.

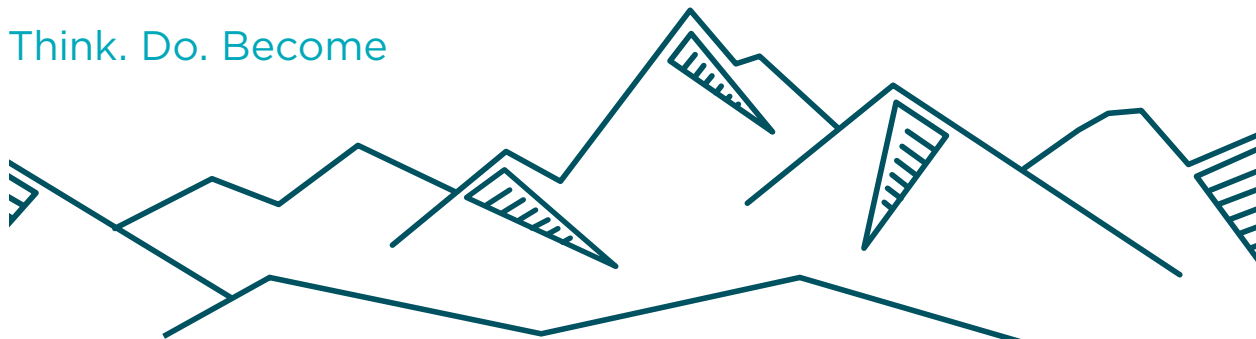
“ COVID has accelerated some workforce shifts in the region. ”

REGIONAL EMPLOYER

With sincerest thanks to all who participated, this two-year action plan is focused on three pillars:

- 1) **READY:** preparing for continuous change ;
- 2) **SET:** anticipating and addressing the needs of our students; and,
- 3) **GO:** serving as an education leader in our region.

Think. Do. Become



READY. FOR CHANGE.

Be agile, innovative and responsive to needs.



SMART PLANNING

Responsive to needs, data-driven, sustainable



TRUTH AND RECONCILIATION

Shoulder to shoulder with Indigenous partners



HOME ADVANTAGE AND WORLD STAGE

Leverage our unique Rocky Mountain brand

SET. FOR SUCCESS.

Prepare our students for the workplaces of today and tomorrow.



21ST CENTURY LEARNING

Ready to work; ready for change



ALL POINTS ACCESS

Learning options for every career stage



HEALTH AND WELLBEING

Become a health promoting College

GO. FORWARD TOGETHER.

Work with communities to plan for growth and opportunity.



EDUCATION LEADERSHIP IN OUR REGION

Information hub and wayfinding partner



OPEN FOR BUSINESS

Market-focused learning opportunities



RESPECT CHAMPION

Equity, diversity and inclusion for all

RESPONDING TO THE MINISTER'S MANDATE

The following section outlines how College of the Rockies has responded to the priorities set out in the 2022/23 Minister's Letter of Direction.

MANDATE #1

Demonstrate commitment to collaborating within your sector on new and priority initiatives, including:

1. Working to align education and skills training to goals of the BC Economic Plan
2. Supporting the implementation of Skilled Trades Certification

College Objectives

1. Be agile, innovative, and responsive to needs
2. Prepare our students for the workplaces of today and tomorrow.
3. Work with communities to plan for growth and opportunity.

Results for 2022/2023

- The College has initiated a Strategic Enrolment Management planning process to ensure alignment of education and skills training with labour market needs and the economic plans of BC. High demand careers for health, social, technology, and trades are all priorities and opportunities for expansion and/or new programming. A Strategic Enrolment Management Steering Committee was formally launched in 2022 and developed an action plan around six Key Performance Indicators.
- The College is developing plans to support the growing nursing and healthcare programs through the physical expansion of our Cranbrook campus. This expansion would allow us to enhance our health science programming through modern labs and facilities.
- In response to labour market needs, and with funding support from the Ministry, the College expanded seats in the Bachelor of Science in Nursing, Health Care Assistant, and Early Childhood Education programs.



- The College is committed to the principle of affordability for students participating in post-secondary education and seeks to keep students' costs low by providing many scholarships, bursaries, and financial awards. In the Spring of 2023, the College successfully secured over \$200,000 in CEWIL grant funding to support students in healthcare programs with their expenses associated with accessing practicums and work-integrated learning experiences.
- The College's capacity for skilled trades training aligns well with the trades in greatest demand in our region. We consistently review our multiyear training plan to ensure that we are adjusting to demand and providing opportunity for apprentices to progress in their technical training. Of the trades currently in the first phase of implementing Skilled Trades Certification (STC), Automotive Service Technician, Electrician (Construction and Industrial), and Heavy-Duty Equipment Technician, are among the in-demand trades for which we have training capacity. We are reviewing our planned intakes in consultation with employers to ensure we anticipate and adjust for enrolment changes that may result from STC implementation. With support from SkilledTradesBC, we added an additional intake of the Heavy Mechanical Foundation program in 2023 to respond to ongoing waitlists for this high demand trade.
- The College has offered a 12-week Women in Trades sampler program for women interested in pursuing a trade. A total of 16 women participated in the training which included exploration of six different trades. Activities included mentorship, workforce certificates, math for the trades, employability skills, site visits, and presentations from female Red Seal trades people. Many of the participants plan to enter trades training as a result of the program and we have a waitlist for next year's sampler.
- The College applied for and received approximately \$102,000 in funding for applied research projects in fiscal year 2022/23. New projects completed in the period included a "living lab" project to reduce the campus's carbon footprint using a circular economy approach: organic waste was collected, composted, and re-used on campus to grow leafy greens that were used in the College cafeteria and Professional Cook program. This project was one of those nationally recognized as a post-secondary institution demonstrating climate action leadership through innovation
- A student-led project researched the business opportunity case for developing an e-recreation technologies sector in the Kootenays. In 2022/23 we also continued the funded Kootenay Youth Entrepreneurship project to inspire and develop entrepreneurial mindset in the region's younger population. That project is a three-way partnership between College of the Rockies, Selkirk College, and the Kootenay Association for Science and Technology.



MANDATE #2

Contribute to Ministry engagement on upcoming initiatives, including:

1. Stronger BC: Future Ready Action Plan (formerly known as the Future Ready Skills for the Jobs of Tomorrow plan)
2. The Ministry's sexualized violence policy review
3. Further tech-relevant seat expansions
4. The funding formula review of provincial operating grants

College Objectives

1. Be agile, innovative, and responsive to needs.
2. Prepare our students for the workplaces of today and tomorrow.
3. Work with communities to plan for growth and opportunity.

Results for 2022/2023

College of the Rockies actively contributed to the Ministry's efforts on these important initiatives:

• Stronger BC: Future Ready Action Plan

College representatives participated in interviews, consultations, and submissions to contribute to the development of the Future Ready training plan. Colleges are uniquely positioned to meet the labour market needs of a rapidly changing workforce with our emphasis on applied and work-integrated learning.

The College has refreshed our Credential Framework policy to include a new category for micro-credentials and is pleased to be approved to offer four short-term training programs under the new Future Skills Grant funding for BC citizens.

The College continues to support work-integrated learning initiatives through programs and courses. We have received an immense amount of support from industry for co-op, practicum, and clinical work terms. This year we secured over \$200,000 in CEWIL grant funding to support healthcare students through a bursary to offset costs of travel and other expenses that occur by living in a rural region. The bursary project is expected to support approximately 250 students between May-December.

Industry is also interested in expanding opportunities for themselves and students; reaching beyond the work term. The College is expanding its course-related work-integrated learning experiences through the use of Riipen, a subscription we received through the RBC ReachUP Program.

Projects will turn theoretical assignments into ones that support small and medium-sized businesses. Additionally, Ministry funding for WIL for the next three years will enable the College to build out WIL activities and reduce barriers for students to gain experience during their education at College of the Rockies.

• Tech-relevant seat expansions.

The College submitted program proposals for new technology programs and was successful in securing ongoing funding for a new Computer Systems Technician program. For efficiency we worked with an institutional partner to acquire curriculum. We plan to launch this program in fall 2024. In addition, the College offers camps for children and youth to inspire them in Science, Technology, Engineering, Arts, and Math. The camps have been very popular and we have expanded our offerings to four communities to increase access.

• Sexualized Violence Policy Review.

The College has a policy in place and has been participating in provincial networks to share best practices. Over the 2022/23 year, we undertook consultations and a fulsome review of the policy and procedures. The input we obtained from students through the Sexual Violence Perceptions Survey was considered in the refresh of the policy and procedures. Students indicated that they needed clarification of the disclosure/reporting processes and emphasized the need for more education on the topics of consent and active bystander. In response to this feedback, we updated the policy to include a Workflow document for students and employees and have scheduled additional sexualized violence prevention and response workshops for both students and employees. Also as a result of the survey, we deemed it essential to engage with our community partners as students' responses indicated that the community supports and systems need to be in alignment with the College's. Our Board of Governors approved an updated policy in May 2023. All new employees are provided access and are required to take Safer Campuses for Everyone – Employees during their onboarding. In addition, students applying for a room in Student Housing are required to take the Safer Campuses for Everyone – Students.

• Funding formula review.

The College has recently undertaken a special program costing project to create a standard method for analyzing the direct and indirect costs of delivering programs. This exercise will be informative for Strategic Enrolment Management planning. We actively participated in engagement sessions and submissions to support a sector-wide review of operational funding that would support economic recovery and student success.

REPORTING ON GOVERNMENT STRATEGIC INITIATIVES

Progress on the Truth and Reconciliation Calls to Action and UNDRIP

In response to the Truth and Reconciliation Commission (TRC) Calls to Action and the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP), College of the Rockies is actively engaged in initiatives to support true and lasting reconciliation with Indigenous people in our region.

We work in close partnership with our Indigenous communities on the development of programs and services, Indigenizing curriculum throughout our programs, and creating an inclusive environment that is welcoming and supportive of Indigenous learners. Please refer to Appendix B for details on initiatives we've undertaken in response to the TRC Calls to Action and articles of UNDRIP for public post-secondary institutions in British Columbia.

We are pleased to have a signed Memorandum of Understanding with the Ktunaxa Nation with whom we collaborate to guide our activities. We also have an active relationship with Indigenous Elders and Knowledge Holders that enriches the quality of our education and supports for all students. Our Indigenous Education Services team includes comprehensive support for faculty, students, staff, and our Indigenous community partners with three full-time positions:

- The **Executive Director of Indigenous Strategy and Reconciliation** works closely with local Indigenous communities to establish priorities for education and supports the College in creating policy and practices that are culturally appropriate.
- The **Indigenous Education Coordinator/Advisor** supports faculty to incorporate knowledge of Indigenous people's history and culture in curriculum and provides culturally appropriate education advising to Indigenous students.
- The **Indigenous Student Navigator** supports Indigenous students and Elders and organizes activities at yaqakiᑭ 7it'qawxaxamki "The Place Where People Gather".

In May 2023, the College was honoured to receive the national bronze level Indigenous Education Excellence Award by Colleges and Institutes Canada for our collective efforts to support Indigenous learners and advance our commitments to truth and reconciliation.

Sexualized Violence and Misconduct Prevention and Response

We continue to work with our colleagues at other British Columbia small rural institutions to provide training to our students and employees on the topics of sexualized violence prevention and response. During 2022/23, in addition to offering three sessions on sexualized violence prevention and response with our partners, all current and onboarding staff were provided access to the asynchronous training Safer Campuses for Everyone (Employees) and could attend training offered during the professional development event in June. All students were also provided access to the Safer Campuses for Everyone (Students). Additionally, prior to the start of the 2022/23 academic year, we prioritized equipping our student leaders with the necessary knowledge and tools for supporting those who have experienced sexualized violence.

We completed a comprehensive review and refresh of our sexualized violence prevention and response policy and protocol this year. This process included a review of other institutions policies, our own policies (for alignment purposes), ensuring we used plain and trauma-informed language, and including an amnesty clause along with new and more-current definitions of sexualized violence. Our policy review included widespread consultation with the College community and our community partners.

Establishing a protocol for anonymous reporting, providing more advanced training to our regional campus managers who are often on the front line when it comes to supporting those who have experienced sexualized violence, and increasing the number of staff who have investigation training are priorities we will work towards in 2023/24. Additionally, we plan on making the Safer Campuses for Everyone (Students) mandatory for students living in Student Housing. We will track participation and include this requirement as part of the room assignment process.

Former Youth in Care - Supports for students who are former youth in care, including participation in the provincial tuition waiver program

The College's Student Navigator positions continue to fulfill a crucial role in supporting students. As the primary point of contact, navigators meet former youth in care students at the College entrance

and assist and facilitate connections with various departments and services. During the 2022/23 academic year, the College witnessed 12 former youth in care students benefit from the BC Government's tuition waiver program, resulting in a distribution of \$26,888.37 made up of \$23,188 in one-time funding for 2022-23 and \$3700.67 in funding carried forward from 2021-22. This amount reflects a 14% increase compared to the previous year and, despite serving the same number of students, the augmented support helped alleviate some of the financial burdens caused by inflation.

The student housing department has designated beds specifically reserved for Indigenous students and former youth in care students. Although these spots have been available, there is a need to effectively communicate this information within the College community. Out of the six reserved beds in 2022/23, only two students utilized them.

Enrolment of former youth in care will likely increase now that the age restriction has been removed and the College will review internal protocols to support students effectively. The College and our community partners discussed priorities for the 2023/24 academic year including meeting students at a location they feel more comfortable (within the community), offering the option to self-disclose on application forms (both paper and through Education Planner), enhancing internal communication regarding what supports and services are available for former youth in care (financial, housing, academic), and establishing internal privacy protocols.

K-12 Transitions and Dual Credit Programming

During the 2022/23 academic year, the number of dual credit students increased 16.7% overall.

- In February 2022, in partnership with School Districts 5, 6, and 8, the College piloted a four course Child, Youth and Family Studies semester for high school students. The semester was a success and was repeated in 2023 with a particular emphasis on Early Childhood Education (ECE). Participation doubled to 16 students with an additional 9 who took one course. All 25 can qualify to register and work as ECE Assistants while completing the ECE certificate and/or diploma. Representatives from the College have been participating in a Community of Practice with school districts and colleges as organized by the Ministry of Education and Child Care and sit at a regional round table with employers and economic developers to strategize ways to address the shortage of ECEs.

The College has longstanding success in dual credit programming in the Trades, with several foundational programs available to students. We support this activity with a part time School Transition Coordinator with external and partnership funding.

We remain committed to nurturing our relationships with the local school districts and students in our region and increasing enrolment in the dual credit program. Our instructors have noticed a rise in mental health challenges among dual credit students and have expressed the need for additional training and resources to better assist them. To enhance their ability to provide support, we intend to collaborate with Canadian Mental Health Association (CMHA) and offer a Mental Health First Aid course.



PERFORMANCE PLAN AND REPORT

The College is nearly at the end of a 2-year action plan as found on page 11 and 12. The plan is focused on three pillars:

- 1. READY:** preparing for continuous change;
- 2. SET:** anticipating and addressing the needs of our students; and,
- 3. GO:** serving as an education leader in our region.

The plan reflected the priorities of recovery from the impacts of the pandemic and being responsive to student, employee, and community needs. The College has taken important steps forward in the past year to fulfil the goals and objectives of the action plan and prepare for the future. Here are just a few highlights of achievements over the past year.

Be agile, innovative, and responsive to needs:

• Smart Planning:

- A Strategic Enrolment Management (SEM) steering committee was established with an annual workplan centred around six key performance indicators. The committee and workplan were developed with the goal of supporting data-informed decision making to optimize enrolment, improve program quality, ensure student success, and a positive student experience while being mindful of the impact across our region and responsibilities for sustainability. This SEM group is well positioned to plan for the educational and training programming as it relates to the StrongerBC Future Ready Action Plan. The credential framework policy was updated this year to include micro-credentials and the College is responding to the need for increased healthcare assistants, nurses, and early childhood educators with seat expansions.
- The College participated in a Quality Assurance Audit in Fall 2022 and received very positive feedback on the effective policies, processes, and practices that support program quality and continuous improvement. The College has created an action plan for continuous improvement, regular formal program reviews on a 5-7-year cycle, and is introducing an annual program reflection to maintain focus on implementation of review recommendations.
- The College launched our second annual student experience survey to inform our planning for programs, services, and supports to meet student needs. A total of 690 students responded with 82% indicating they feel a sense of belonging at the College and 82% likely to recommend the College to their peers.

- The College has received a total of \$6.8m in capital funding from the province for the expansion of the Invermere campus' teaching facilities and the construction of an access road on the Cranbrook Campus. Both projects were on the College's Capital Priorities List for many years. The access road will address the longstanding safety issue of having only one means of egress for vehicles and will permit a wider range of community activities to take place on our campus.

• Truth and Reconciliation:

- While the College's actions are summarized in greater detail in Appendix B, there are a few noteworthy activities to include here.
- The Education Advising team developed a commitment plan to enhance their capacity to create and maintain respectful, accessible, and inclusive student life and learning resources for Indigenous and racialized students at the College.
- The Centre for Innovation in Teaching and Learning worked collaboratively with the Indigenous Education team to develop the Five Pathways into Indigenization. This guide is intended to assist faculty and staff to start from a basis of self-awareness of their own intercultural horizons, a willingness to learn, and openness to engage other perspectives. As a first step to foster a more inclusive and equitable learning environment, staff must practice critical self-awareness and progress toward intercultural competency.
- Many events and activities were hosted by the College in partnership with Indigenous partners and Elders, including the Kairos Blanket exercise, traditional Ktunaxa games, guest speakers, drummers, and leaders participated at convocation and other events, and many employees were supported to take the 4 Seasons of Reconciliation course.
- The College was honoured to receive a national CICAN award of Excellence for Indigenous Education.
- Planning is underway to engage Indigenous partners, workers, and communities to reflect Indigenous voices in Trades training. Additionally, a project is underway to enhance spaces on campus for a more inclusive experience for Indigenous learners.

- **Home Advantage and World Stage:**

- Strengthening our engagement with high schools in the region has been a significant focus over the past year. The College hosted the signing event of School District 5's Indigenous Education Enhancement Agreement on June 23rd, of which the College is also a signatory along with representatives from School District 5 Southeast Kootenay, ʔaq'am, Yaq'it ʔa-knuq'it, the Ktunaxa Nation Council, the Rocky Mountain Métis Association, and the Elk Valley Métis Association are signatories on the Agreement.
- Our instructor and students in the Meteorology, Climatology, and Hydrology course hosted an academic poster session for local grade 11 students. Posters evaluated alpine glacier recession for seven specific glaciers in BC and Yukon. The session included an introduction to glacier terminology and dynamics, time to learn about each glacier specifically, and a conclusion of key findings. There were international students in both classes from Germany, France, Amsterdam, Norway, Australia, UK, and Mexico.
- The College's recruitment team regularly hosts visitors to the campus for tours, events, and student-for-a-day experiences. This year we offered an expanded version of our annual Trades Fair and took a new approach to Open House to engage a wide variety of learners of all ages and stages.
- The College has piloted some initiatives and is undertaking planning to best support the success of all students – domestic, Indigenous, and international. Housing for all students continues to be a particular challenge in this region.
- Strengthening high school engagement and pathways into post-secondary is a key strategy to meet labour shortages. We are thrilled with the success of our Early Childhood Education dual credit cohort model that includes four courses offered to high school students from school districts 5, 6 and 8. We launched our second cohort in February and had 16 students registered. An additional 9 students from SD5 and SD6 took one ECE course. All 25 students can qualify to work as ECE Assistants upon successful completion of this coursework.

Prepare our students for the workplaces of today and tomorrow:

- **21st Century Learning**

- Through a renewal of a key partnership with Columbia Basin Trust, the College has been undertaking significantly impactful projects to enhance the student experience, including

a revitalization of the Learning Commons, the creation of an Idea Lab for access to new technologies, and many more initiatives. The work is ongoing and will see significant enhancements to health and dental labs in the coming year, as well as fitness equipment.

- Our IT team collaborated to develop a single-sign-on (SSO) solution for our health students to access the national online system for managing practicum placements. This improvement to the student experience makes College of the Rockies one of only two post-secondary institutions in all of Canada to provide this functionality to students.

- **All Points Access**

- The College's Trades Exposition and customer appreciation event was held on October 13th. State-of-the-art technologies were available for demonstration along with interactive displays from seven different local industry representatives. The day included a free BBQ sponsored by Air Liquide. High school students were bussed in from Kimberly, Sparwood, Elkford, and Cranbrook to participate.
- College of the Rockies, in partnership with Seneca College, launched a new women's career skills enhancement program called "HERizons". This program supports women at all stages to cultivate sought-after job skills and develop entrepreneurial mindsets, completely free-of-charge. The first virtual workshop featured Dana Wesley, Executive Director Indigenous Strategy and Reconciliation and was titled "The Transformative Power of Self Advocacy". The event is one of many opportunities created by the HERizons initiative, that is helping to dismantle gender barriers in the workplace by providing career support and training for women.
- Twelve high school students successfully graduated on May 4 from the Trades Sampler program delivered at the Invermere campus and we hope to run two trades samplers next year as there are 24 high school students in Invermere wanting the program. This program has been run successfully for a number of years by accessing community partner spaces. The students also undertake building projects which benefit the community.
- The College is offering STEAM (Science, Technology, Engineering, Arts and Math) camps for the second year to inspire young people and introduce them to the post-secondary environment. We had over 70 children enrolled in 8 camps in March and our summer camps are already on track to be a huge success with nearly 200 youth enrolled in 17 camps.

This summer, our Fernie, Invermere, and Creston campuses are also offering STEM summer camps. The Lego Robotics camps have proven to be so popular, two of the campuses have added a second course to meet community demand. We provided over \$1500 in fee relief to 12 equity deserving families, including First Nations and International families. For families accessing the highest fee relief, camp fees were just over ten dollars a day.

- **Health and Well-being**

- Students from our Licensed Practical Nursing program hosted a Health Fair at the Cranbrook campus November 4th. Topics included strategies on lowering stress, self-care, healthy eating, physical activity, and much more.
- Guided by the Okanagan Charter, National Standard for Mental Health and Well-being for Post Secondary Students, National Standard for Psychological Health and Safety in the Workplace, and the College's own Health and Wellbeing Framework, we implemented several impactful initiatives, including:
 - A student foodbank drive successfully filled the on-campus food cupboard to help students struggling with food insecurity.
 - Food-From-Home-Fridays featured a weekly special, chosen by an international student, of a comfort food from their culture.
 - Student mini-grants were awarded to students to support their initiatives. For example, three students attended the Queer Out Here Conference to gain ideas to support an on-campus Pride Club. Additionally, the student housing community leaders developed a magnet with all internal and external resources for mental health supports that can be distributed to all students and staff.
 - As part of the initiatives to become a health-promoting college, students have a new source of support - on 4 legs! Starting in November, the College partnered with Therapeutic Paws of Canada (Cranbrook/Kimberley) to bring therapy dogs on campus. Over 100 students came out to enjoy access to these furry therapists several times over the stressful mid-semester and exam periods. The Pulse Check initiative focused on mental and physical health with healthy snacks, information on services and resources, and a chance to destress with the dogs.
 - Human Resources staff compiled a menu of support options for employees that will increase accessibility to these resources.

Work with communities to plan for growth and opportunity.

- **Education Leadership in our Region**

- On November 25th, the fourth-year nursing students held their 5th annual student nurse leadership conference in collaboration with University of Victoria. Participants were treated to an inspiring day as students presented their community leadership projects under the theme of Collective Leadership Perspective: Sharing Stories and Creating Change.
- We launched COTR TRAINING SOLUTIONS: LEARN LOCAL- BUILD POTENTIAL, our new contract training sales kit within the region, in late February.
- The College hosted a regional symposium for the Columbia Basin Trust May 26th and 27th, attended by over 300 people. The two-day event featured a promotion of local food production and food providers.
- With the help of our community and corporate partners as well as individual donors, College of the Rockies presented \$258,000.00 in scholarships and bursaries over the past year. On April 13th, we recognized student achievement by presenting 123 awards for over \$94,750. The contributions of our partners and donors provides College of the Rockies an opportunity to recognize student academic achievement and assist students in meeting their educational goals.

- **Open for Business**

- We have secured approval for four short-term training programs/micro-credentials to be eligible for the Stronger BC: Future Skills Grant. These are Haul Truck Operator, Summit Leadership Series, Special Events Planning, and Emergency Medical Responder. Under the grant any resident of BC currently residing in BC can access up to \$3,500.00 for short term training to enhance their employability or advancement.
- The College has partnered with Kootenay Association for Science and Technology (KAST) and Selkirk College to obtain grant funding to operate the Kootenay Youth Entrepreneurship Program. The program is a multi-faceted ongoing program that aims to introduce entrepreneurial skills to youth across the Kootenay region, both at the high school and college level, as well as youth outside of educational institutions. This program aims to expose youth aged 16-30 (free of charge) to the fundamentals of entrepreneurship and provide skills and experiences to aid in career development.

- The HERizons Project, in partnership with Seneca College and funded by the federal government, is underway. A launch event was held November 17 at the Cranbrook main campus. This program provides free workshops and mentoring, as well as upgrading where needed, to help women to change careers or start a business post-Covid.
 - The Office of Applied Research held consultation sessions in December to help shape and refine the themes that make up the College's Applied Research Program Pillars. These Pillars will form the basis for our application for the NSERC Mobilize grant which aims to open opportunities for employees and students to conduct inquiry-based, collaborative research projects. This would facilitate the generation of new knowledge and solutions with local partners and collaborators. Funding will allow us to create research jobs for staff, faculty, and students, and obtain new equipment and facilities to strengthen our innovation capacity.
- **Respect Champion**
- The College partnered with Selkirk and North Island Colleges to offer a 4-part Health and Well-being Training Series. The second workshop called The Active Bystander Intervention training was free to all College students and employees and helps learners acquire the knowledge and skills needed to recognize and intervene in an incident of sexualized violence as well as discuss strategies for creating a safer campus community. It introduces learners to the 4D's (Direct, Distract, Delegate, Delay) intervention model.
 - The Centre for Innovation in Teaching and Learning hosted the Regional Learning Symposium on October 6th and 7th at the Cranbrook campus and online in partnership with Selkirk College. The theme was Dis/Re-Orientation: Meaningful Conversations About Race and Equity with keynote speaker Dr. Ian Williams. The event was well attended by faculty, staff, and administrators who enjoyed a full two days of learning together.
 - The Student Services team distributed an updated comprehensive set of resources for all employees to help them support students in distress and all employees and students were encouraged to complete a Safer Campuses for Everyone training course on the new Articulate Rise platform. The training focuses on the meaning and impact of sexual violence, some of the reasons why sexual violence happens, the importance of consent in all relationships and how to intervene to prevent sexual violence and support someone who has experienced sexual violence.
 - The Trades and Technology department offered a Be More Than a Bystander course for all instructors in the department in August. This intensive program trains male leaders and influencers from the skilled trades industry to Be More Than a Bystander with a 3-day workshop about intervention strategies for gender-based bullying, harassment, and violence. The program was facilitated by EVA BC anti-violence experts and former Canadian Football League players. Trained faculty will now be able to deliver workshops to the apprentices in their classes. We are one of only 2 post-secondary institutions in BC that have provided this training!
 - The College launched a multi-year, comprehensive strategy to promote Equity, Diversity, Inclusion, Indigenization, and Belonging (EDIIB). An EDIIB Working Group will be formed to support College members (employees and students) who want to be involved in organizing education events and celebrations, to maintain a year-round calendar of College events and list of resources, and to ensure long-term support for student groups.
- The College has initiated planning for our next strategic plan and is engaging stakeholders over the next few months to inform the priorities to best serve our students and communities as we move into the future. As part of this planning process, the College will be aligning strategies with the Minister's mandate letter of June 2023 and other system objectives.

APPENDIX A

COLLEGE OF THE ROCKIES

2022/23 ACCOUNTABILITY FRAMEWORK PERFORMANCE MEASURE RESULTS

PERFORMANCE MEASURE	REPORTING YEAR				
	2020/21 ACTUAL	2021/22 ACTUAL	2022/23 ACTUAL	2022/23 TARGET	2022/23 ASSESSMENT

STUDENT SPACES²

Total student spaces (PSFS)	1,446	1,595	1,589	≥ 1,799	Not Achieved
Nursing and other allied health programs	183	201	180	≥ 224	Not Achieved
Developmental programs	105	107	113	≥ 137	Not Achieved

CREDENTIALS AWARDED³

Number	573	553	555	≥ 572	Substantially Achieved
--------	-----	-----	-----	-------	------------------------

INDIGENOUS STUDENT SPACES⁴

Total Indigenous student spaces	245	212	274	Increase	
Ministry (PSFS)	179	141	180		
SkilledTradesBC	66	70	94		

STUDENT SATISFACTION WITH EDUCATION^{5,6}

Former diploma, associate degree and certificate students	93.1% +/- 1.6%	92.4% +/- 1.8%	88.1% +/- 2.2%	≥ 90%	Achieved
Trades foundation and trades-related vocational graduates	95.7% +/- 3.1%	84.2% +/- 6.4%	92.6% +/- 5.0%		Achieved
Former apprenticeship students	96.2% +/- 3.4%	93.8% +/- 5.5%	78.9% +/- 7.5%		Substantially Achieved
Bachelor degree graduates	N/A	N/A	N/A		Not Assessed

STUDENT ASSESSMENT OF THE QUALITY OF INSTRUCTION^{5,6}

Former diploma, associate degree and certificate students	95.3% +/- 1.3%	95% +/- 1.5%	93% +/- 1.7%	≥ 90%	Achieved
Trades foundation and trades-related vocational graduates	98.6% +/- 1.8	93.0% +/- 4.5	98.2% +/- 2.5		Achieved
Former apprenticeship students	96.2% +/- 3.4%	93.8% +/- 5.5%	84.2% +/- 6.7%		Achieved
Bachelor degree graduates	N/A	N/A	N/A		Not Assessed

STUDENT ASSESSMENT OF SKILL DEVELOPMENT^{5,6}

Former diploma, associate degree and certificate students	90.4% +/- 1.8%	87.9% +/- 2.6%	87.2% +/- 2.4%	≥ 85%	Achieved
Trades foundation and trades-related vocational graduates	91.3% +/- 4.1%	87.9% +/- 6.3%	90.1% +/- 4.8%		Achieved
Former apprenticeship students	89.6% +/- 6.0%	89.4% +/- 6.7%	84.5% +/- 6.5%		Achieved
Bachelor degree graduates	N/A	N/A	N/A		Not Assessed

APPENDIX A (CONTINUED)

COLLEGE OF THE ROCKIES

2022/23 ACCOUNTABILITY FRAMEWORK PERFORMANCE MEASURE RESULTS

PERFORMANCE MEASURE	REPORTING YEAR				
	2020/21 ACTUAL	2021/22 ACTUAL	2022/23 ACTUAL	2022/23 TARGET	2022/23 ASSESSMENT

STUDENT ASSESSMENT OF USEFULNESS OF KNOWLEDGE AND SKILLS IN PERFORMING JOB

Former diploma, associate degree and certificate students	90.3% +/- 2.9%	81.6% +/- 4.0%	86.3% +/- 3.3%	≥ 90%	Substantially Achieved
Trades foundation and trades-related vocational graduates	83.0% +/- 8.4%	79.2% +/- 8.5%	82.2% +/- 8.6%		Achieved
Former apprenticeship students	94.0% +/- 4.5%	100.0% +/- 0.0%	91.1% +/- 5.3%		Achieved
Bachelor degree graduates	N/A	N/A	N/A		Not Assessed

UNEMPLOYMENT RATE ^{5,6}

Former diploma, associate degree and certificate students	6.9% +/- 2.3%	5.6% +/- 2.2%	4.4% +/- 1.9%	≤ 12.9%	Achieved
Trades foundation and trades-related vocational graduates	21.3% +/- 7.2%	11.1% +/- 5.8%	8.0% +/- 5.6%		Achieved
Former apprenticeship students	2.0% +/- 2.6%	0.0% +/- 0.0%	1.8% +/- 2.4%		Achieved
Bachelor degree graduates	N/A	N/A	N/A		Not Assessed

FORMER DIPLOMA, ASSOCIATE DEGREE AND CERTIFICATE STUDENTS' ASSESSMENT OF SKILL DEVELOPMENT

Skill development	90.4% +/- 1.8%	87.9% +/- 2.6%	87.2% +/- 2.4%	≥ 85%	Achieved
Written communication	89.6% +/- 2.1%	89.6% +/- 2.2%	86.0% +/- 2.6%		
Oral communication	86.6% +/- 2.4%	82.0% +/- 3.0%	79.9% +/- 3.0%		
Group collaboration	90.0% +/- 1.9%	89.4% +/- 2.2%	84.2% +/- 2.6%		
Critical analysis	94.8% +/- 1.4%	89.8% +/- 2.0%	90.9% +/- 2.0%		
Problem resolution	88.4% +/- 2.0%	85.1% +/- 2.5%	86.4% +/- 2.4%		
Learn on your own	90.1% +/- 1.9%	91.6% +/- 1.9%	90.1% +/- 2.1%		
Reading and comprehension	91.1% +/- 1.8%	88.1% +/- 2.2%	91.1% +/- 2.0%		

APPENDIX - STUDENT ASSESSMENT OF SKILL DEVELOPMENT

COLLEGE OF THE ROCKIES

2022/23 ACCOUNTABILITY FRAMEWORK PERFORMANCE MEASURE RESULTS

PERFORMANCE MEASURE	REPORTING YEAR				
	2020/21 ACTUAL	2021/22 ACTUAL	2022/23 ACTUAL	2022/23 TARGET	2022/23 ASSESSMENT

TRADES FOUNDATION AND TRADES-RELATED VOCATIONAL GRADUATES' ASSESSMENT OF SKILL DEVELOPMENT

Skill development	91.3% +/- 4.1%	87.9% +/- 6.3%	90.1% +/- 4.8%	≥ 85%	Achieved
Written communication	82.1% +/- 9.9%	90.3% +/- 8.8%	N/A		
Oral communication	86.7% +/- 7.8%	N/A	N/A		
Group collaboration	88.4% +/- 4.9%	89.3% +/- 5.5%	90.6% +/- 5.7%		
Critical analysis	95.6% +/- 3.2%	94.4% +/- 4.3%	98.1% +/- 2.6%		
Problem resolution	92.6% +/- 4.1%	86.8% +/- 6.4%	92.5% +/- 5.1%		
Learn on your own	92.8% +/- 4.0%	88.9% +/- 5.8%	85.5% +/- 6.6%		
Reading and comprehension	95.6% +/- 3.2%	96.4% +/- 3.4%	96.2% +/- 3.8%		

FORMER APPRENTICESHIP STUDENTS' ASSESSMENT OF SKILL DEVELOPMENT

Skill development	89.6% +/- 6.0%	89.4% +/- 6.7%	84.5% +/- 6.5%	≥ 85%	Achieved
Written communication	85.0% +/- 8.4%	N/A	N/A		
Oral communication	N/A	N/A	N/A		
Group collaboration	89.6% +/- 6.1%	93.5% +/- 5.8%	87.5% +/- 7.1%		
Critical analysis	96.1% +/- 3.6%	90.6% +/- 6.6%	87.5% +/- 6.2%		
Problem resolution	90.0% +/- 5.7%	84.4% +/- 8.2%	83.3% +/- 7.2%		
Learn on your own	84% +/- 7.0%	93.5% +/- 5.8%	89.3% +/- 5.8%		
Reading and comprehension	94.1% +/- 4.4%	96.7% +/- 4.4%	91.1% +/- 5.3%		

BACHELOR DEGREE GRADUATES

Skill development	N/A	N/A	N/A	≥ 85%	Not Assessed
Written communication	N/A	N/A	N/A		
Oral communication	N/A	N/A	N/A		
Group collaboration	N/A	N/A	N/A		
Critical analysis	N/A	N/A	N/A		
Problem resolution	N/A	N/A	N/A		
Learn on your own	N/A	N/A	N/A		
Reading and comprehension	N/A	N/A	N/A		

2022/23 ACCOUNTABILITY FRAMEWORK PERFORMANCE MEASURE RESULTS

NOTES:

Please consult the 2021/22 Standards Manual at <https://www2.gov.bc.ca/gov/content/education-training/post-secondary-education/institution-resources-administration/accountability-framework> for a current description of each measure.

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

STUDENT SPACES

Results from the 2022/23 reporting year are based on data from the 2022/23 fiscal year; results from the 2021/22 reporting year are based on data from the 2021/22 fiscal year. Only Ministry funded Full-Time Equivalents are included.

INDIGENOUS STUDENT SPACES

For Indigenous Student Spaces, results for the previous fiscal year are reported. Results from the 2022/23 reporting year are based on data from the 2021/22 fiscal year; results from the 2021/22 reporting year are based on data from the 2020/21 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 a rolling three-year average of the most recent fiscal years; e.g. results for the 2022/23 reporting year are a three-year average of the 2019/20, 2020/21, and 2021/22 fiscal years.

STUDENT OUTCOMES MEASURES

Results from the 2022/23 reporting year are based on 2022 survey data; results from the 2021/22 reporting year are based on 2021 survey data.

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

CREDENTIALS AWARDED TO INDIGENOUS STUDENTS

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

ASSESSMENT SCALE

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

TARGET ASSESSMENT SCALE	DESCRIPTION
Achieved	100% or more of the target
Substantially achieved	90% - 99% of the target
Not achieved	Less than 90% of the target
Not assessed	Survey results with less than 20 respondents or a margin of error of 10% or greater, descriptive measures, and measures without targets

APPENDIX B

REPORTING ON LASTING AND MEANINGFUL RECONCILIATION

Progress on Implementation of Truth and Reconciliation Commission's (TRC) Calls to Action and articles of the United Nations Declaration (UN Declaration) on the Rights of Indigenous Peoples at Public Post-Secondary Institutions in B.C.

The provincial government is committed to implementing the UN Declaration on the Rights of Indigenous Peoples and the TRC Calls to Action. Institutions will have addressed relevant TRC Calls to Action and articles of the UN Declaration on the Rights of Indigenous Peoples to varying degrees. Please complete the following table to provide an at-a-glance summary of your institution's progress.

TRC CALL TO ACTION [8] AND UN DECLARATION ON THE RIGHTS OF INDIGENOUS PEOPLES ARTICLE	
PROGRESS	INITIATIVES AND PARTNERSHIPS
Identify whether the initiative is: <ul style="list-style-type: none"> • New [9] • Planned / In Progress / Implemented or Ongoing 	Provide key details on initiatives relating to each Call to Action and UN Declaration on the Rights of Indigenous Peoples article and how your institution's relations and collaborative partnerships with local First Nations and Métis communities are contributing to implementation. Include links where relevant. Add rows to report on additional initiatives as required.
1: SOCIAL WORK	
We call upon the federal, provincial, territorial, and Aboriginal governments to commit to reducing the number of Aboriginal children in care by ... Ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the history and impacts of residential schools. ... Ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the potential for Aboriginal communities and families to provide more appropriate solutions to family healing.	
PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIIP
Ongoing	Use of Indigenous guest speakers, as well as College of the Rockies-produced videos of Indigenous people discussing their experiences with Social Systems and Residential Schools are being used by faculty to showcase Indigenous voices in their classrooms and course work.
Ongoing	Meetings with faculty to assist with Indigenous content, Indigenizing of programming, invitations to virtual and in-person speakers, activities, etc.
New	Faculty are using the First Peoples Principles of Learning to guide course material, assessments, and in-class support.

8 "... represents omitted text not related to post-secondary education from the original Call to Action.

9 New initiatives start in the current reporting year and have not been previously reported on.

12. EARLY CHILDHOOD EDUCATION

We call upon the federal, provincial, territorial, and Aboriginal governments to develop culturally appropriate early childhood education programs for Aboriginal families.

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIP
Ongoing	Use of Indigenous Guest Speakers, as well as College of the Rockies produced videos where Indigenous people have discussed their experiences with Child Care Services and Residential Schools are being used by faculty to showcase Indigenous voices in their classrooms and course work.
Ongoing	Meetings with faculty to assist with Indigenous content, Indigenizing of programming, invitations to virtual and in-person speakers, activities, etc.

16. INDIGENOUS LANGUAGE DEGREE AND DIPLOMA PROGRAMS

We call upon post-secondary institutions to create university and college degree and diploma programs in Aboriginal Languages.

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIP
Ongoing	Work continues toward offering of an Indigenous Studies program. Completion of course enhancement/renaming of six existing Indigenous-focused courses and completion of one new course occurred in 2021. These courses, combined with other existing courses, will continue to be reviewed for potential offering in a credentialed program and/or offered as electives or course requirements in a range of other programs.
Ongoing	Ktunaxa 100 – Introduction to the Ktunaxa People, developed by the Ktunaxa Nation is a popular offering to students at College of the Rockies, and is offered to all College of the Rockies staff free of charge.
Ongoing	Ktunaxa 101 & 102 – The Ktunaxa Language Courses, developed with the Ktunaxa Nation, will not be offered in the 2023/2024 year because they are currently being reviewed by the Nation. The pedagogy and delivery will be revisited and they will continue to work with the College for delivery in 2024/2025.

23. HEALTH-CARE PROFESSIONALS

We call upon all levels of government to increase the number of Aboriginal professionals working in the health-care field, ensure the retention of

Aboriginal health-care providers in Aboriginal communities, and provide cultural competency training for all healthcare professionals.

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIP
Ongoing	An Indigenous-specific micro-credential of Skills for Home Support was developed and discussion continues on how to offer it at College of the Rockies.
Ongoing	Health and Dental Assistant program faculty have continued to incorporate the In Plain Sight Report into course curriculum.
Ongoing	Use of Indigenous guest speakers, as well as College of the Rockies produced videos where Indigenous People have discussed their experiences with Health Care Services and Residential Schools are being used by faculty to showcase Indigenous voices in their classrooms and course work.
Ongoing	Meetings with faculty to assist with Indigenous content, Indigenizing of Programming, invitations to virtual and in-person speakers, activities, etc.

24. MEDICAL AND NURSING SCHOOLS

We call upon medical and nursing schools in Canada to require all students to take a course dealing with Aboriginal health issues, including the history and legacy of residential schools, the United Nations Declaration (UN Declaration) on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, and Indigenous teachings and practices. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIP
Ongoing	There is a requirement from the BC College of Nurses and Midwives for both the BSN and PN Programs to demonstrate integration of the Practice Standard of Cultural Safety, Cultural Humility, and Anti-Racism. Programs continue to respond to that requirement and incorporate it into course work.
Ongoing	All Year 1 BSN students will be required to take an Indigenous Studies course as one of their non-nursing electives to satisfy their Nursing program requirement. Discussion continues with faculty to strategize on means and resources to address recommendations of the In Plain Sight Report.
Ongoing	Use of Indigenous guest speakers, as well as College of the Rockies produced videos where Indigenous people have discussed their experiences with Health Care Services and Residential Schools are being used by faculty to showcase Indigenous voices in their classrooms and course work.
Ongoing	Meetings with faculty to assist with Indigenous content, Indigenizing of programming, invitations to virtual and in-person speakers, activities, etc.
New	BSN faculty have taken students on field trips to a local former residential school to learn about the impacts that residential schools have had on local Indigenous communities.
Ongoing	BSN students are engaged in placements with local Indigenous communities and Indigenous leaders.
New	Professional development regarding truth and reconciliation for BSN faculty is encouraged, including the Canadian Association of Schools of Nursing Workshop Series on Implementing the TRC Calls to Action in Nursing Education.
Ongoing	<p>The following topics are currently addressed throughout PN and BSN programs, and faculty are consistently engaging with the Indigenous Education team, and Nation partners for enhancement and alternate activities:</p> <ul style="list-style-type: none"> • Addressing Indigenous health issues, including the history and legacy of residential schools, the United Nations Declaration (UN Declaration) on the Rights of Indigenous Peoples, • Exploring treaties and Indigenous rights, and Indigenous teachings and practices; • Including skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.

28. LAW SCHOOLS

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

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

57. PUBLIC SERVANTS

We call upon federal, provincial, territorial, and municipal governments to provide education to public servants on the history of Aboriginal peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal-Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIP
Ongoing	<p>Ongoing discussions, presentations at departmental meetings with Indigenous Education Team;</p> <p>Indigenous team-members hold key positions on committees and regular meeting schedules to provide an Indigenous lens and share knowledge.</p> <p>Ktunaxa 100 offered free to all employees.</p> <p>Intercultural competency, conflict resolution, human rights, and anti-racism are all key topics for professional development events.</p>
New	The Blanket Exercise was offered for summer professional development days.
New	Every Child Matters: 4 Seasons of Reconciliation virtual course was encouraged as a professional development opportunity.



62. TEACHER EDUCATION

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

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIP
Ongoing	Use of Indigenous guest speakers, as well as College of the Rockies produced videos where Indigenous people have discussed their experiences with education services and Residential Schools are being used by faculty to showcase Indigenous voices in their classrooms and course work.
Ongoing	Meetings with faculty to assist with Indigenous content, Indigenizing of programming, invitations to virtual speakers, activities, etc.
Ongoing	Consultation and a plan in place to ensure a variety of appropriate Indigenous resources are available for faculty, students, and practicum use.
Ongoing	The Pre-Education certificate has incorporated Indigenous Studies courses as electives in the program.
Ongoing	The Education Assistant certificate program embeds the First Peoples Principles of Learning into both the design of courses and as a foundational concept in the program. The history of the residential school and 60s scoop and subsequent impact on K-12 students is explicitly taught. Time is allocated for reflection and connection to the role EAs play in supporting K-12 students' intercultural curiosity, understanding, and respect.
New	The Education Assistant certificate program is incorporating storytelling and a focus on connection to Indigenous lands throughout the program. Program students learn how to support K-12 using these practices.
New	Child, Youth and Family Studies program faculty are collaborating with Indigenous leaders in local school districts to support recruitment for Indigenous Education Assistants.

86 JOURNALISM AND MEDIA SCHOOLS

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

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIP
Ongoing	Indigenous History Month is always recognized at the College with an event that features Indigenous Elders and Knowledge Holders. This year the event was Traditional Ktunaxa games. Participants learned about their cultural significance, how they ensured that survival skills were transferred within the community, and how the games served as a celebration of life.

92. BUSINESS SCHOOLS

We call upon the corporate sector in Canada to ... Provide education for management and staff on the history of Aboriginal peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal-Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIIP
Ongoing	Appointment of Indigenous (local Ktunaxa) member to Program Advisory Committee, facilitated by Indigenous Education team.
Ongoing	From the Program Quality Assurance process, a number of Indigenous strategies and outcomes for program Indigenousization have been identified as program needs. Discussions are ongoing regarding how to address these needs.
New	Indigenous content is being added to courses including local Ktunaxa history and approaches to sustainability, concepts of Indigenous data sovereignty, and business law discussions on First Nations rights and treaties.

UNITED NATIONS DECLARATION ON THE RIGHTS OF INDIGENOUS PEOPLES IMPLEMENTATION

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

Article 14

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

Article 15

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

Article 21

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	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIIP
New	<ul style="list-style-type: none"> • Partnered with Ktunaxa Nation Council's Elders group to name the new student housing buildings, with signage installed in the winter. The five new buildings are collectively referred to as ʔa-kikʔnam which translates to "village" in the Ktunaxa language. The individual buildings are named: ʔakisqnuq (Columbia Lake), Yađit ʔa-knuqʔit (Tobacco Plains), ʔađam (St. Mary's), Yaqan Nuʔkiy (Lower Kootenay) and Kyaknuqʔit/Kenpesq't (Kinbasket Shuswap). • Two Indigenous Student Mentors were hired through the Student Opportunity Fund and have been supporting the Indigenous Education team's cultural programming.

UNITED NATIONS DECLARATION ON THE RIGHTS OF INDIGENOUS PEOPLES IMPLEMENTATION

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIP
Ongoing	<ul style="list-style-type: none"> The Indigenous Education team has collaborated with the Centre for Innovation in Teaching and Learning to create a series called “Dialogues with Indigenous People”. The series is interactive and has several stages including preparing learners (students and employees) to engage with invited Indigenous speakers, Indigenous guest speakers presentations; and continuing engagement post-presentation through reflection and a reciprocity event where learners get to meet with the Indigenous speakers again to talk about lessons learned and express their gratitude for the knowledge sharing. Discussions with local Indigenous partners continue so that the College can address their educational needs. This past year that includes the College offering Continuing Education courses for band members through a partnership with the Akisqnuq First Nation, Shuswap Indian Band, and Tobacco Plains Indian Band. We have maintained the three FTE positions that make up our Indigenous Education team: the Executive Director Indigenous Strategy and Reconciliation, the Indigenous Coordinator/Education Advisor, and the Indigenous Student Navigator. We are in the process of re-establishing our Indigenous Advisory Committee, which will include representatives from each band/community in our region and the Ktunaxa Nation Council.
Ongoing/Continuing	<ul style="list-style-type: none"> Métis Elders Tech Course - The course is a partnership between College of the Rockies and the Rocky Mountain Metis Association. The course ran for 9 weeks and was hosted twice a week at yaqakił 7itqawxamki (“The Place Where People Gather”) at the College’s Cranbrook main campus. The Métis Elders learned a variety of skills on their iPads including setting up email, how to search the internet, save pictures, facetime with friends and family, and use the calendar and reminder applications. The course wrapped up with a small food share and jigging celebration. Two local Ktunaxa representatives currently sit on the College of the Rockies Board of Governors, one as a Vice-Chair. We are planning enhancements to Indigenous displays, signage, languages, and greetings throughout our campuses. We have also constructed an outdoor classroom at our Cranbrook campus that will lend itself well to Indigenous topics, events, discussions, etc. Continued offerings of Indigenous speakers and film series. Incorporation of Ktunaxa culture and Knowledge Holders into events at the College – Convocation 2022 featured Nasukin Joe Pierre and the Numa Kakin Singers (and 2023 will feature the same), and this previous spring the College hosted the PACWEST Volleyball Tournament and featured the Numa Kakin Singers as well as Kathryn Teneese, KNC Board Chair. The College has been working with School District 5 (SD5) and partners to collaborate on the 2023 Indigenous Education Enhancement Agreement (IEEA). This IEEA replaces the 2017 version, on which the College was also a signatory. The College is a signatory to the new agreement and hosted the signing ceremony.

UNITED NATIONS DECLARATION ON THE RIGHTS OF INDIGENOUS PEOPLES IMPLEMENTATION

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIP
New	<ul style="list-style-type: none"> Developing a program and curricula for an Indigenous Studies certificate or diploma. This program will include new courses that can also be taken as electives or incorporated into other programs, such as Aboriginal Support Worker or Human Service Worker programs. Offer Indigenous awareness events including: student activities for Orange Shirt Day, Moose Hide Campaign, Red Dress Campaign, Indigenous History Month, Indigenous People's Day, the National Day for Truth and Reconciliation, etc. Include Indigenous Knowledge and Culture – We continue to assist faculty with inclusion of Indigenous topics, materials and resources. We have developed presentations and resources for use in classrooms and department meetings to assist faculty and management in incorporating content and perspective into programming and practice. We actively engage Elders and Knowledge Keepers as part of our community of learning. Indigenous Education hosted their first ever Year End Feast for Indigenous students with an Indigenous honouring ceremony led by a Ktunaxa Knowledge Holder and Ktunaxa drum group.



APPENDIX C

GENERAL OPERATING FUND FINANCIAL REPORT

For financial information, please see our Audited Financial Statements for Year End March 2023, available on our website here.

[Board Financial Reports - College of the Rockies \(cotr.bc.ca\)](https://cotr.bc.ca/Board-Financial-Reports)