

## COAST MOUNTAIN COLLEGE BOARD OF GOVERNORS REGULAR MEETING AGENDA

**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.

Board Members	Present	Regrets
A. Smith, Order-in-Council – July 31, 2026	<input type="checkbox"/>	<input type="checkbox"/>
B. Markert, Order-in-Council – July 31, 2026	<input type="checkbox"/>	<input type="checkbox"/>
C. Butcher, Board Chair – July 31, 2026	<input type="checkbox"/>	<input type="checkbox"/>
D. Allen, Order-in-Council – July 31, 2026	<input type="checkbox"/>	<input type="checkbox"/>
Dr. L. Waye, President & CEO	<input type="checkbox"/>	<input type="checkbox"/>
H. Anjaria, Support Staff Elect – August 31, 2028	<input type="checkbox"/>	<input type="checkbox"/>
K. Anaka, Student Representative Elect – August 31, 2026	<input type="checkbox"/>	<input type="checkbox"/>
M. Horner, Order-in-Council – July 31, 2026	<input type="checkbox"/>	<input type="checkbox"/>
M. Mehr, Order-in-Council – July 31, 2026	<input type="checkbox"/>	<input type="checkbox"/>
N. Jamieson, Order-in-Council – July 31, 2026	<input type="checkbox"/>	<input type="checkbox"/>
P. Michell, First Nations Council Chair	<input type="checkbox"/>	<input type="checkbox"/>
R. Riesen, Education Council Chair – March 31, 2027	<input type="checkbox"/>	<input type="checkbox"/>
S. Downs, Faculty Elect – March 31, 2029	<input type="checkbox"/>	<input type="checkbox"/>
S. Sheeba, Student Representative Elect – August 31, 2026	<input type="checkbox"/>	<input type="checkbox"/>
T. MacMillan, Order-in-Council Member – July 31, 2027	<input type="checkbox"/>	<input type="checkbox"/>
T. Onuora, Order-in-Council – July 31, 2027	<input type="checkbox"/>	<input type="checkbox"/>

12:00pm-12:05pm	<b>1.0 Call to Order &amp; Territorial Acknowledgement</b>	<i>For Action</i>
12:05pm-12:10pm	<b>2.0 Adoption of the June 12, 2026, Board Regular Meeting Agenda</b> On the motion proposed by _____ and seconded by _____ <b>Proposed:</b> That the June 12, 2026, Board Regular Meeting agenda be adopted as presented.	<i>For Action</i>
12:10pm-12:15pm	<b>3.0 Adoption of the March 13, 2026, Board Regular Meeting Minutes</b> On the motion proposed by _____ and seconded by _____	<i>For Action</i>

	<b>Proposed:</b> That the March 13 2026, Board Regular Meeting minutes be adopted as presented.	
<i>New Business</i>		
12:15pm-12:25pm	<b>4.0 President’s Report to the Board – President &amp; CEO, Dr. L. Waye</b>  <i>Please see the corresponding documents on pages 12-19 of the meeting package for additional information.</i>	<i>For Information</i>
12:25pm-12:35pm	<b>5.0 Chair’s Report to the Board – Board Chair, C. Butcher</b>  <b>5.1 Key Decisions and Directions from the Closed Door meeting</b> <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>	<i>For Information</i>  <i>For Information</i>
12:35pm-1:20pm	<b>6.0 Presentations</b>  <b>6.1 CMTN IAPR Presentation - Vice-President, Academic, Students &amp; International, Dr. T. Kunkel</b>  <i>Please see the corresponding documents on pages 20-99 of the meeting package for additional information.</i>  <b>6.2 Adoption of the CMTN IAPR</b>  On the motion proposed by _____ and seconded by _____  <b>Proposed:</b> 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>For Information</i>  <i>For Information</i>   <i>For Action</i>
1:20pm-1:30pm	<b>7.0 Risk Report – Vice-President Corporate Services &amp; CFO, M. Doyle</b>  <b>7.1 Adoption of the CMTN Risk Register</b>  On the motion proposed by _____ and seconded by _____	<i>For Information</i>   <i>For Action</i>

	<p><b>Proposed:</b> That the CMTN Risk Register be adopted as presented.</p> <p>Please see the corresponding documents on pages 100-103 of the meeting package for additional information.</p>	
1:30pm–2:00pm	<p><b>8.0 Finance &amp; Audit Committee Report to the Board – M. Mehr</b></p> <p><b>8.1 Fiscal 2026 CMTN Audited Financial Statements Update – M. Mehr</b></p> <p>Please see the corresponding documents on pages 104-127 of the meeting package for additional information.</p> <p><b>8.2 CMTN Budget for Fiscal 2027 Presentation – Vice-President Corporate Services &amp; CFO, M. Doyle</b></p> <p>Please see the corresponding documents on pages 128-135 of the meeting package for additional information.</p>	<p><i>For Information</i></p> <p><i>For Information</i></p> <p><i>For Information</i></p>
2:00pm–2:10pm	<p><b>9.0 Policy Review Committee Report to the Board – D. Allen</b></p> <p><b>9.1 Adoption of the Social Media Policy (ADM-020)</b></p> <p>On the motion proposed by Policy Review Committee Chair and seconded by _____</p> <p><b>Proposed:</b> That Social Media policy (ADM-020) be adopted as presented.</p> <p>Please see the corresponding documents on pages 136-143 of the meeting package for additional information.</p>	<p><i>For Information</i></p> <p><i>For Action</i></p>
2:10pm-2:20pm	<p><b>10.0 First Nations Council Report to the Board – P. Michell</b></p>	<p><i>For Information</i></p>
2:20pm–2:30pm	<p><b>11.0 Education Council Report to the Board – R. Riesen</b></p>	<p><i>For Information</i></p>
2:30pm	<p><b>12.0 Meeting Adjournment</b></p> <p>On completion of the agenda, or time for adjournment, the Board Chair may declare the meeting adjourned.</p> <p>Please note that a Board only post-meeting evaluation survey will be distributed to FNC Chair, EdCo Chair, OIC and elected Board members.</p>	<p><i>For Adjournment</i></p>

## COAST MOUNTAIN COLLEGE BOARD OF GOVERNORS REGULAR MEETING MINUTES

**March 13, 2026, 12:00pm-2:00pm**

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

B. Markert, Order-in-Council – July 31, 2026
C. Butcher, Board Chair – July 31, 2026
D. Allen, Order-in-Council – July 31, 2026
Dr. L. Waye, President & CEO
H. Anjaria, Staff Elect – August 31, 2028
M. Horner, Order-in-Council – July 31, 2026
P. Michell, First Nations Council Chair
R. Riesen, Faculty Elect – March 31, 2026
S. Sheeba, Student Representative Elect – August 31, 2026
T. MacMillan, Order-in-Council – July 31, 2027
T. Onuora, Order-in-Council – July 31, 2027

### Regrets

A. Smith, Order-in-Council – July 31, 2026
K. Anaka, Student Representative Elect – August 31, 2026
M. Burrows, Education Council Chair – April 25, 2026
M. Mehr, Order-in-Council – July 31, 2026
N. Jamieson, Order-in-Council – July 31, 2026

### Guests

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

<b>1.0 Call to Order, Territorial Acknowledgement and Introduction of Board Members</b>	<i>For Action</i>
The Board Chair, C. Butcher called the meeting to order at 12:00pm.	
<b>2.0 Adoption of the March 13, 2026, Board Regular Meeting Agenda</b>	<i>Motion Carried</i>
On the motion made by B. Markert and seconded by D. Allen	

<p><b>Motion:</b> That the March 13, 2026, Board Regular Meeting agenda be adopted as presented.</p>	
<p><b>3.0 Adoption of the February 6, 2026, Board Regular Meeting Minutes</b></p> <p>On the motion made by B. Markert and seconded by T. MacMillan</p> <p><b>Motion:</b> That the February 6, 2026, Board Regular Meeting minutes be adopted as presented.</p>	<p><i>Motion Carried</i></p>
<p style="text-align: center;"><i>New Business</i></p>	
<p><b>4.0 Presentations</b></p> <p><b>4.1 Ten Year Enrolment Analysis and Update Presentation – Dr. T. Kunkel</b></p> <p>Dr. T. Kunkel presented a ten year enrolment analysis and update presentation.</p> <p>Enrolment Update:</p> <ul style="list-style-type: none"> <li>• As of March 13, 2026, there were 1,936 distinct students. <ul style="list-style-type: none"> <li>○ This is a mix of domestic and international students.</li> </ul> </li> <li>• CMTN will likely see an increase when registration opens for the spring and summer terms.</li> </ul> <p>Academic Programs Enrolment Data:</p> <ul style="list-style-type: none"> <li>• Data for program analysis was pulled on March 4, 2026 and covers a ten year academic period.</li> <li>• Applied Coastal Ecology Program <ul style="list-style-type: none"> <li>○ Experienced significant international student enrolment between 2016 and 2024.</li> <li>○ The ACE Certificate was noted as a popular option that provided students with a fast-track pathway to employment-related skills, while international students generally preferred the diploma option.</li> <li>○ The post-degree diploma continues to serve students who already hold a degree.</li> <li>○ A review of the program has been completed and is currently progressing through Education Council.</li> </ul> </li> <li>• Automotive Program <ul style="list-style-type: none"> <li>○ Continues to face enrolment challenges.</li> <li>○ International students are generally unable to progress through apprenticeship pathways due to work-hour requirements.</li> <li>○ Most trades programming is delivered in Terrace.</li> </ul> </li> <li>• Business Administration Program</li> </ul>	<p><i>For Information</i></p>

<ul style="list-style-type: none"> <li>○ Saw significant growth in international student enrolment beginning in 2015–2016 through 2023–2024, while domestic enrolment has remained fairly consistent.</li> <li>○ The program is offered across all campuses.</li> <li>○ Business Administration Open Studies continues to provide an accessible pathway for students wishing to explore post-secondary education before committing to a certificate or diploma program.</li> <li>○ The impact of reduced international enrolment has been felt across the portfolio.</li> <li>○ Public Administration continues to attract students employed in local government.</li> <li>● Early Childhood Care Education Program             <ul style="list-style-type: none"> <li>○ Experienced increased international student interest following the IRCC changes.</li> <li>○ Enrolment has begun to decline in the most recent academic year.</li> </ul> </li> <li>● Nursing Program             <ul style="list-style-type: none"> <li>○ Continues to demonstrate growth and does not recruit international students.</li> <li>○ The program benefits from dedicated nursing awards and increased recruitment efforts, including a postcard campaign.</li> <li>○ The program is delivered in partnership with CNC and UNBC.</li> <li>○ The program currently has 64 seats, with students completing years one and two at CMTN before transferring to UNBC for years three and four.</li> </ul> </li> <li>● Practical Nursing Program             <ul style="list-style-type: none"> <li>○ Receiving increased attention provincially.</li> <li>○ Government funding has been received to support an accelerated intake in the fall, with enrolment growth anticipated.</li> </ul> </li> <li>● Professional Cook Program             <ul style="list-style-type: none"> <li>○ Continues to attract interest from both international students and Indigenous communities.</li> <li>○ Program revisions are currently being explored.</li> </ul> </li> <li>● Social Service Worker Program             <ul style="list-style-type: none"> <li>○ Was streamlined into a cohort-based model in 2019.</li> <li>○ A program review is anticipated in the near future.</li> <li>○ While the program previously attracted a significant number of international students, domestic enrolment is increasing.</li> <li>○ Additional promotion is planned through future recruitment initiatives.</li> <li>○ Streamlined program in 2019 to a cohort program</li> </ul> </li> <li>● University Studies             <ul style="list-style-type: none"> <li>○ Encompasses a range of Arts and Science offerings, including certificates, diplomas, and associate degrees.</li> </ul> </li> </ul>	
---	--

<ul style="list-style-type: none"> <li>○ Updates were provided on Environmental Geoscience, which is transitioning from a specialization to a diploma.</li> <li>○ The Mountain Science Certificate is a work in progress, but students are registering.</li> <li>○ Criminology pathways within the Associate of Arts and diploma offerings.</li> </ul> <p>Continuing Studies Data:</p> <ul style="list-style-type: none"> <li>● Continuing Studies operates differently from traditional academic programming, with offerings delivered throughout the year and serving as an important source of revenue for the College.</li> <li>● Programming is primarily attended by domestic students and is delivered throughout the year based on community and industry needs.</li> <li>● Provides training opportunities both on campus and within communities across the region.</li> <li>● Continuing Studies enrolments are not counted toward FTEs.</li> </ul>	
<p><b>5.0 President’s Presentation and Report to the Board – President &amp; CEO, Dr. L. Wayne</b></p> <p>Dr. L. Wayne presented a report to the Board.</p> <p>Budget:</p> <ul style="list-style-type: none"> <li>● Current fiscal year shows we will likely not need the entire approved deficit amount <ul style="list-style-type: none"> <li>○ Purchases to refresh tools and equipment underway</li> </ul> </li> <li>● Next fiscal year plans are underway, which reflect the layoffs already made <ul style="list-style-type: none"> <li>○ Investments to plan for include HR software, a new strategic plan process, and the implementation of recommendations for the WTCS review</li> </ul> </li> <li>● Not yet accounted for: <ul style="list-style-type: none"> <li>○ Potential sale of the Kitimat, Houston, and Hazelton properties</li> </ul> </li> </ul> <p>Tumbler Ridge:</p> <ul style="list-style-type: none"> <li>● Provincial level <ul style="list-style-type: none"> <li>○ Reached out to NLC President to offer assistance</li> <li>○ Met with all college Presidents to share best practices</li> <li>○ Asked BC Colleges President to ask PSFS if they are planning a coordinated response <ul style="list-style-type: none"> <li>▪ Contacted the University of Calgary re: training video</li> </ul> </li> </ul> </li> <li>● College level <ul style="list-style-type: none"> <li>○ Struck an “active assailant” working group</li> <li>○ Called two leadership team meetings to lift the plan off the page</li> <li>○ Provided a debrief at the all-employee townhall</li> <li>○ Hosted RCMP at the Smithers and Terrace campuses at their request</li> </ul> </li> </ul>	<p><i>For Information</i></p>

<ul style="list-style-type: none"> <li>○ Focused on a balance of prevention and preparation</li> </ul> <p>Work in Progress:</p> <ul style="list-style-type: none"> <li>• Exploration of “full freight” offerings</li> <li>• Collaboration with other institutions to bring training programs to our area, e.g. BCIT (Northern Health) and CNC (BC Hydro)</li> <li>• Discussions with other post-secondary institutions around safety training videos and learning modules</li> <li>• Completed two days of meetings with BC Colleges and government relations activities in Victoria</li> </ul> <p>Achievements:</p> <ul style="list-style-type: none"> <li>• Presentation to the Board of Directors of the North Coast Local Government Association, by the Northern Post-Secondary Collaborative</li> <li>• Development of a pilot of investigations training, to apply a trauma-informed lens</li> <li>• Congratulatory letter from the Ministry of Post-Secondary Education and Future Skills regarding our 2024/2025 submission for the Institutional Accountability Plan and Report</li> <li>• Increased student recruitment activities</li> </ul> <p>T. MacMillan inquired about the full freight programming, including the cost difference between full and subsidized tuition.</p> <p>Dr. L. Waye noted that the cost difference varies by program and is approximately \$5,000 in some cases. It was noted that institutions such as Vancouver Community College charge approximately \$9,000 for similar programs and continue to fill cohorts. Cost is not always the primary barrier, as waitlists may also influence demand.</p> <p>D. Allen raised a question about how students are admitted to full freight versus subsidized programs.</p> <p>Dr. L. Waye noted that CMTN uses a first qualified, first admitted model.</p>	
<p><b>6.0 Chair’s Report to the Board – Board Chair, C. Butcher</b></p>	<p><i>For Information</i></p>
<p>The Board Chair, C. Butcher noted that there are no updates.</p>	
<p><b>6.1 Key Decisions and Directions from the Closed Door meeting</b></p>	<p><i>For Information</i></p>
<p>The Board Chair, C. Butcher noted that during the Closed Door meeting, the Board passed a motion to increase the President &amp; CEO’s compensation by 2%, as recommended by the Public Sector Employers’ Council (PSEC).</p>	
<p><b>7.0 Appointment of the Education Council Board Representative</b></p>	<p><i>Item Postponed</i></p>

<p>Each year an Order-in-Council Board member is appointed as the Education Council Board representative. The appointed Board member will serve in a non-voting capacity on the Education Council.</p> <p>Term: April 2026 to March 2027</p> <p><b>Proposed:</b> That the appointed Order-in-Council board member serve on the Education Council.</p> <p>The Board Chair, C. Butcher will continue to serve on EdCo until the seat can be filled.</p>	
<p><b>8.0 Risk Report – Vice-President Corporate Services &amp; CFO</b></p> <p>M. Doyle provided a verbal risk report to the Board.</p> <ul style="list-style-type: none"> <li>• Ongoing review and revision of the institutional risk register. It was noted that the risk register was last comprehensively reviewed in April 2025 and that the current process includes updating and removing risks where appropriate.</li> <li>• Reviewed risk number 9 from heat map.             <ul style="list-style-type: none"> <li>○ CMTN is not adequately prepared to appropriately manage potential employee and student health &amp; safety issues in field schools, field trips, on campus, or traveling between campuses. This may include serious incidents such as loss of life, debilitating injury.</li> <li>○ It was noted that the College maintains comprehensive insurance coverage through the Universities, Colleges and Institutes Protection Program (UCIP). While the likelihood of significant incidents may be low, the College remains committed to maintaining appropriate mitigation and response plans.</li> </ul> </li> <li>• An Occupational Health and Safety Officer has been hired to strengthen the College's health and safety program and support compliance with WorkSafeBC requirements. Previously, these responsibilities were managed as part of another position within Human Resources.             <ul style="list-style-type: none"> <li>○ The Occupational Health and Safety Officer will support employee and student safety initiatives.</li> <li>○ Health and safety are a shared responsibility.</li> </ul> </li> <li>• Health and safety must remain a priority and that financial considerations should not be a barrier to implementing measures that enhance safety.</li> <li>• Transportation to and from campus and injuries occurring within trades training environments as among the most significant operational health and safety risks facing the College.</li> <li>• Additional risk mitigation activities were noted, including fire drills, active shooter exercises, naloxone training, emergency preparedness activities, participant safety orientations, vehicle safety requirements, and student non-academic conduct expectations.</li> </ul>	<p><i>For Information</i></p>

<p><b>9.0 Finance &amp; Audit Committee Report to the Board – C. Butcher</b></p> <p>The Board Chair, C. Butcher provided a verbal report to the Board.</p> <ul style="list-style-type: none"> <li>• The Finance and Audit Committee met on February 19, 2026.</li> <li>• Reviewed financials as of Jan 31, February will be ready mid next week.</li> <li>• The committee met with the Audit team and discussed through the planning stage for the upcoming audit, deliverables and timing/deadline to ministry</li> </ul> <p>M. Doyle shared the current statement of operations, as of January 31, 2026.</p> <ul style="list-style-type: none"> <li>• Tuition revenue remains on target.</li> <li>• Ancillary Services revenue has increased due to higher housing and food service costs.</li> <li>• Miscellaneous revenue is exceeding projections, primarily due to investment performance.</li> <li>• International Education revenue is exceeding budget expectations by approximately \$1 million, attributable to the continuation of second-year students. It was noted that the budget had been conservatively estimated in this area.</li> <li>• Workforce Training and Continuing Studies (WTCS) is exceeding expectations and is experiencing its strongest year to date.</li> <li>• The College continues to operate within its approved budget.</li> <li>• Invest, trim and grow discussions contributed to reduced spending where possible.</li> <li>• The College remains in a stable financial position.</li> </ul>	<p><i>For Information</i></p>
<p><b>10.0 Policy Review Committee Report to the Board – D. Allen</b></p> <p>The Policy Review Committee Chair, D. Allen provided a verbal report to the Board.</p> <ul style="list-style-type: none"> <li>• The Policy Review Committee last met on January 12, 2026 and the February 20 meeting was cancelled.</li> <li>• The following policies are under development: <ul style="list-style-type: none"> <li>○ Bullying and Harassment policy and procedure</li> <li>○ Student Housing policy, procedure and handbook</li> <li>○ Sexualized Violence policy and procedure</li> <li>○ Social Media policy and procedure</li> </ul> </li> </ul>	<p><i>For Information</i></p>
<p><b>11.0 First Nations Council Report to the Board – P. Michell</b></p> <p>The First Nations Council (FNC) Chair, P. Michell provided a verbal report to the Board.</p> <ul style="list-style-type: none"> <li>• The February FNC meeting did not take place. The next meeting is scheduled for April 17.</li> </ul>	<p><i>For Information</i></p>
<p><b>12.0 Education Council Report to the Board – M. Burrows</b></p> <p>The R. Riesen provided a verbal report to the Board on behalf of M. Burrows.</p>	<p><i>For Information</i></p>

<ul style="list-style-type: none"> <li>• OCGY 210 Research Methodologies in Marine Science successfully completed the curriculum renewal process.</li> <li>• Three Education Council task forces remain active and continue to advance the objectives established by Education Council related to Bylaw Review, Curriculum Guidelines and Expectations, and Program Policy.</li> <li>• Curriculum renewal work is ongoing, with courses continuing to progress through the review process.</li> <li>• Cluster elections are taking place this month. Following the elections, newly elected cluster representatives and Presidential appointees will begin their terms in April. Elections for the Education Council Chair and Vice-Chair positions will also take place at that time.</li> </ul>	
<p><b>13.0 Meeting Adjournment</b></p> <p>On completion of the agenda, the Board Chair, C. Butcher declared the meeting adjourned at 1:51pm.</p>	<p><i>For Adjournment</i></p>





## President's Board Report, for June 12, 2026

Laurie Waye, PHD

Prepared May 25, 2026

### 1. Summary and key metrics

#### a. Budget

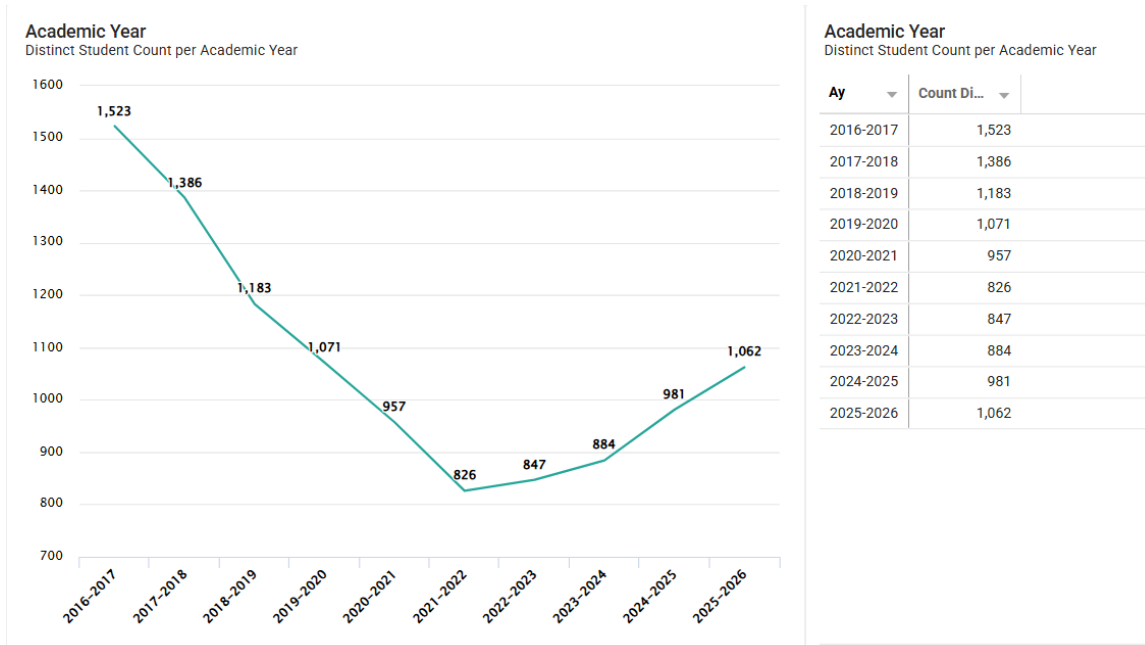
Because the audited statement from Fiscal Year (FY) 25/26 and the proposed FY 26/27 budget will be presented for approval by the Finance & Audit Committee in the same meeting as this President's Report, I will not describe in detail those documents in this report. At a high level, the college finished FY 25/26 with less of a deficit than originally approved, and some of the remaining deficit can be carried over to FY 26/27 for key investments. These include the revision of the Workforce Training and Contact Services/Continuing Studies department, which has once again become the main revenue source in addition to government funding, following the reduction in revenue from international student tuition.

In order to supplement the revenue generated by what will be called the Centre for Community Workforce Development (CCWD), and to bridge the gap between an investment in it and its increased profits, some ancillary services have had cost increases. The cost increases include raised and differentiated dorm room rates and tiered pricing in the café and cafeteria, with discounts for students (30%) and staff and faculty (20%). Cash flow has also stabilized in ancillary services by introducing a mandatory food card purchase for those who choose to live in the dorms; the modest \$700 food card gives each student the ability to purchase \$1,000 of food on campus. The mandatory food card is aligned with other post-secondary institutions' mandatory meal plans but at a lower rate, to reflect the more restricted café and cafeteria hours. By comparison, UNBC is charging \$6,876 and UVic is charging \$7,756 for the September 2026 – April 2027 period.

#### b. Student enrolment

The data on student enrolment for domestic students who are not enrolled in Continuing Education courses is as follows. Please note that this data is based on individual students, not on FTE (full-time equivalencies) and does not include data for the summer 2026 semester.

As the chart demonstrates, domestic enrolment slid steeply from Academic Year 2016/2017 to 2021/2022. Since then, CMTN enrolment numbers for domestic students has continued to rise, although the chart shows that we have a way to go to reach the 2016/2017 level. As of May 11, 2026, application numbers for fall 2026 were 7% higher than they were on the same date last year, and if that number converts to enrolments, we will almost reach the 2018/2019 level. May through August is a time of increased applications and registrations, so we are hopeful that we will continue the upward trajectory of enrolment numbers for 2026/2027.



2

**c. Strategic plan**

In the March 3 Board report, I wrote that I had hoped to share early analysis of progress and wins of the strategic plan, but this work has been delayed until the fall. Also in the fall, we will post an RFP (request for proposals) to select a consultant to help with the development and consultation process for the college’s next strategic plan.

In April, the leadership team met to review their progress on the annual Departmental Action Plans (DAPs), and it was clear that much progress was being made. The DAPs help prioritize workload and serve as a way to measure specific progress toward achieving the Big, Hairy, Audacious Goal (BHAG) of becoming the college of choice for experiential, place-based learning by 2027.

**2. Key discussions and decisions**

The asset disposition process continues for the three campus properties that are for sale. For the Kitimat campus, the Ministry of Infrastructure (MINF) has instigated its 90-day provincial-level review process (termed “ERP”), in which it determines if, despite a local entity that qualifies as “broader, public sector” having indicated interest to purchase the property, there is a provincial-level entity interested in purchasing the property, e.g. the Ministry of Health. This review process should conclude in June, after which the MINF directive is to engage in a proscribed 30-day First Nations consultation process. It is likely that the sale of this property will be concluded in the fall, if not later than that.



As for the Houston campus, the same process is underway, but with a later conclusion of the 90-day ERP process. Again, the sale of this property would happen in the fall at the earliest.

The Hazelton campus has its ERP process concluding in late June. Because there is more than one interested potential purchaser, I have asked for and received permission to extend the prescribed First Nations consultation process to 60 days. Again, a fall handover of the property is possible, but may be delayed until early winter.

As a reminder, the proceeds from the sale are put in retained earnings, and the costs saved from salary, benefits, operations, and maintenance of the campuses has already been accounted for in the 2026/2027 budget.

### **3. Key financials**

The 2025/2026 fiscal year was marked by the “Trim” part of “Invest, Trim, Grow,” with cuts made to the number of positions, the conclusion of international recruitment efforts, the closure of the Hazelton campus, and the asset disposition process of that campus, along with the Kitimat and Houston ones.

Now we can move on to the “Invest” and “Grow” part of the strategy. The 2026/2027 fiscal year will focus on moving from austerity to moderation, in budget areas like travel, equipment purchases, and employee gatherings. In addition to moderation in recurring budget areas, the college will make key investments to grow revenue, including the revision of the Workforce Training and Contract Services department; a new, easier-to-navigate website; and, the development of the next strategic plan, among other endeavours.

### **4. CEO concern**

The Sector Sustainability Review has not yet been shared by the Ministry of Post-Secondary Education and Future Skills, despite the original submission deadline of March 31. It is unclear when we will know what the report contains, and which recommendations PSFS will act on. The delay, while necessary, has a wearing effect on those who are nervous about what it contains.

While we wait for the report, its recommendations, and PSFS’s plan of action, we will continue on with fiscal responsibility, a focus on our mandate letter, and the provision of high-quality experiential education close to home.

### **5. Future plans and trends**

One of the topics at the BC Colleges level is about AI, not just in the classroom, but in our work spaces. In fall 2026, I am hoping to spend more time thinking about a logical, planned,



measurable starting point for the college, bearing in mind aspects like ethics, privacy legislation, and data sovereignty.

## 6. Disappointment

At the March 13 5 p.m. deadline, no space-usage agreement was reached with UNBC for the CMTN Terrace campus. This was disappointing because Dr. Titi Kunkel (VP Academic, Students, and International) and Yvonne Koerner (AVP Corporate Services) worked incredibly hard to determine the full cost of a space-usage agreement that includes student services, along with staff and faculty supports, and property renovation and upkeep. The “silver lining” is that this conversation has been happening since August 2020, and this last round of discussions is the closest to a win-win agreement that the two institutions have come.

## 7. Achievements

### a. **President & CEO achievements**

In March, I attended two days of meetings with the BC Colleges Council of Presidents. As part of that set of meetings, the Presidents held a reception for all MLAs to celebrate the proclamation of BC Colleges Day. Minister Jessie Sunner was the host of the event.



The Northern Post-Secondary Collaborative, comprised of CMTN, College of New Caledonia, Northern Lights College, and the University of Northern British Columbia, has continued meeting with the CEO and VPs of Northern Health to identify areas to collaborate. Among other initiatives, we launched another postcard campaign to 72,000 mailing address across Northern BC. These postcards advertise the healthcare and allied health programs available at our institutions that lead students to fill vacancies in our local health authority. CMTN was the project lead both this year and last year.



In April, I attended the Colleges and Institutes Canada (CICan) conference in Ottawa. Along with the other college presidents of the Northern Post-Secondary Collaborative (Cindy Heitman, CNC; Todd Bondaroff, NLC), I presented on the success of our approach to working together, rather than competitively, for the benefit of the students and communities in Northern BC. The session was well attended, with approximately 100 people in the room, and the feedback we received was overwhelmingly positive.



I have also continued to move forward two initiatives: improved training on investigations, and preparation for a threat-on-campus scenario. The entire leadership team participated in a 3.5-hour investigations training session that focused on administrative fairness and natural justice through defensible processes. Additional training that builds on these concepts will be provided later in the fiscal year. As well, we are moving forward with communications and conversations about how we can prepare for, and react to, a threat-on-campus scenario, at all of our campuses. This communication will be for staff, faculty, and students.

**b. Institutional achievements**

To wrap up the spring semester, there were two presentations by students to the campus community and beyond. Students in the project management class in the Systems Administration and Networking Diploma Program presented group projects to staff, students, and employers in Terrace. Three fantastic projects highlighted the creativity of the students. These included a robotic car controlled via a virtual reality headset, a 2D dungeon game, and a self-monitoring study aid which tracks eye movements to make sure you are studying and taking appropriate breaks.



5



As well, students in CMTN's Hydrology class presented a poster on their fieldwork and research on changing hydrological conditions in the Northwest.

Also worth noting is that in this academic year, Coast Mountain College gave out over \$120,000 in entrance awards alone to local high school students. We are looking forward to handing out more entrance awards, along with other student awards

and bursaries, to students in the 2026/2027 academic year. Registration opened April 30<sup>th</sup> and there was a line-up of students waiting to register, with 93 students registering that day alone. Given that the Student Recruitment team, accompanied by faculty and staff, organized and attended more than 40 events, tours, community presentations and school presentations in March, April, and May, we are hopeful that we will have strong domestic student registration for fall 2026.



The recent Terrace Career Fair brought together 26 employers, creating valuable connections between students and industry. The event welcomed several first-time participants, including the City of Terrace and the Terrace Canadian Ranger Patrol Group, as well as returning partners who have supported the resurgence of on-campus events, such as Skeena Diversity Society, Terrace and District Community Services Society, and the BC Construction Association. 76 students completed surveys providing valuable insights into learner preparedness for entering the workforce.

Industry partnerships in the Trades programming continue to grow. Starting April 1<sup>st</sup>, the Prince Rupert campus welcomed students in the 4<sup>th</sup> Class Power Engineering program. This is the second time this program has run, with the first iteration offered by both Coast Mountain College and the College of New Caledonia, in Terrace with LNG Canada as the industry partner. The Prince Rupert cohort is a continuation of the partnership with the College of New Caledonia, with AltaGas as the industry partner.

## 8. External Engagements

Date	Event
March 6	Joined the BC Colleges Executive meeting, in my role as Past Chair
March 10	Met with Executive Director Ali Prince, from the Ministry of Infrastructure, in Victoria, to discuss the asset disposition process and the potential UNBC move to the CMTN Terrace campus
March 11	<p>Attended an all-day BC Colleges meeting, which included a presentation from the Royal Canadian Navy regarding its upcoming training needs. The Post-Secondary Education and Future Skills Minister, the Honourable Jessie Sunner, was also a guest.</p> <p>As well, I hosted an evening event at the BC Legislature for all MLAs, resulting in strong connections with Finance Minister Brenda Bailey, Jobs and Economic Growth Minister Ravi Kahlon, Parliamentary Secretary for Defense Darlene Rotchford, Critic Korky Neufeld, and Minister of Environment and Parks Tamara Davidson</p>
March 12	<p>Attended an all-day BC Colleges meeting, which included a presentation from Vancouver Community College Continuing Education Department on its new curriculum-sharing platform</p> <p>Met online with Interim UNBC President, Dr. Bill Owen, to continue negotiations on a space-usage agreement for the Terrace campus</p>
March 13	Continued negotiations with Dr. Bill Owen until the 5pm deadline for the space-usage agreement



March 17	With Board of Governors Chair CJ Butcher and Director of the President's Office Aman Kang, met online with members of the Ministry of Post-Secondary Education and Future Skills and the Crown Agency and Board Resourcing Office to discuss Board matters, including membership renewals
March 27	I met with Jeff Zabudsky, President of BCIT, to discuss a potential MOU for program partnering in the CMTN catchment area
March 31	Along with Lucy Sanford, Executive Operations Associate, I met with Dr. Deanna Nyce, President of Wilp Wilxo'oskwhl Nisga'a Institute (WWNI), to further discussions about renewal of the previously signed MOU between the two institutions
April 1	Joined the BC Colleges Executive meeting, in my role as Past Chair
April 8	Attended the K'oomak'askwgum Liigit (Wishful/Hopeful Feast), at the Head Table, connecting with local Elders and Knowledge Holders as well as students
April 14	Met with Student Union representative Bushra Ansari, along with members of the Student Union Board of Directors and Dr. Titi Kunkel
April 15	Attended the Northern Post-Secondary Collaborative (NPSC) meeting with the Presidents of the other three northern BC public post-secondary institutions
April 16	Attended the BC Colleges Council of Presidents online meeting
April 16	Attended the CMTN Foundation Board meeting in my role as Director
April 17	Attended the First Nations Council meeting, focusing on the development of its strategic plan
April 17	With Dr. Titi Kunkel, met with the leadership team of Providence Living to discuss the hiring needs for the future long-term care facility being built in Smithers
April 17	With Dr. Titi Kunkel and Dean of Trades and Workforce Training Kelly Swain, met with K'uul Energy, BC Hydro, and K5T to discuss training needs for the construction of the North Coast Transmission Line
April 17	Attended and gave a speech at the Freda Diesing School of Northwest Coast Art year-end show
April 20 - 24	Went to Ottawa for the Colleges and Institutes Canada (CICan) conference, along with 565 delegates. Provided a presentation with Todd Bondaroff, President of



	Northern Lights College, and Cindy Heitman, President of College of New Caledonia, about the successes and lessons learned in the revitalization of the Northern Post-Secondary Collaborative
April 30	Attended the BC Colleges Executive meeting, in my role as Past Chair
May 7	Met with PSFS Assistant Deputy Minister Tony Laughran and Executive Director Sunjit Bains to discuss vacancies on the Board of Governors
May 13	Joined an all-day, online BC Colleges Council of Presidents meeting to brainstorm about and prepare for shifts in the BC post-secondary landscape
May 14	Sent an email to a lengthy mailing list of Chiefs, elected officials, and community members to provide an update about the sale of the Hazelton campus
May 15	Joined the half-day, online Skilled Trades Training Council (STTC) meeting, as a Director of that entity

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.*

# Table of Contents

<b>Accountability Statement</b>	iii
<b>Land Acknowledgment</b>	1
<b>Strategic Direction and Context</b>	3
Direction	3
Context	3
Truth and Reconciliation with Indigenous Peoples	4
Indigenous Community Partnerships and Community-Based Program Delivery	4
Strategic Enrolment Management	4
Focus on the Communities We Serve	4
Equity, Diversity, and Inclusion	4
Workforce Adjustment and Institutional Capacity	7
CMTN Foundation	7
High School Transition Rates	7
Student Enrolment	7
Labour Market Outlook	9
Regional Economic Development	9
Community	10
Housing	12
<b>Mandate Priority Reporting</b>	13
<b>Strategic Initiatives</b>	20
<b>Performance Plan and Report</b>	30
<b>Appendix A:</b> Institutional Goals, Performance Measures, Targets, and Results	30
<b>Appendix B:</b> Implementation of the Truth and Reconciliation Commission Calls to Action and the United Nations Declaration on the Rights of Indigenous Peoples	59
<b>Appendix C:</b> Financial Information	73



*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,

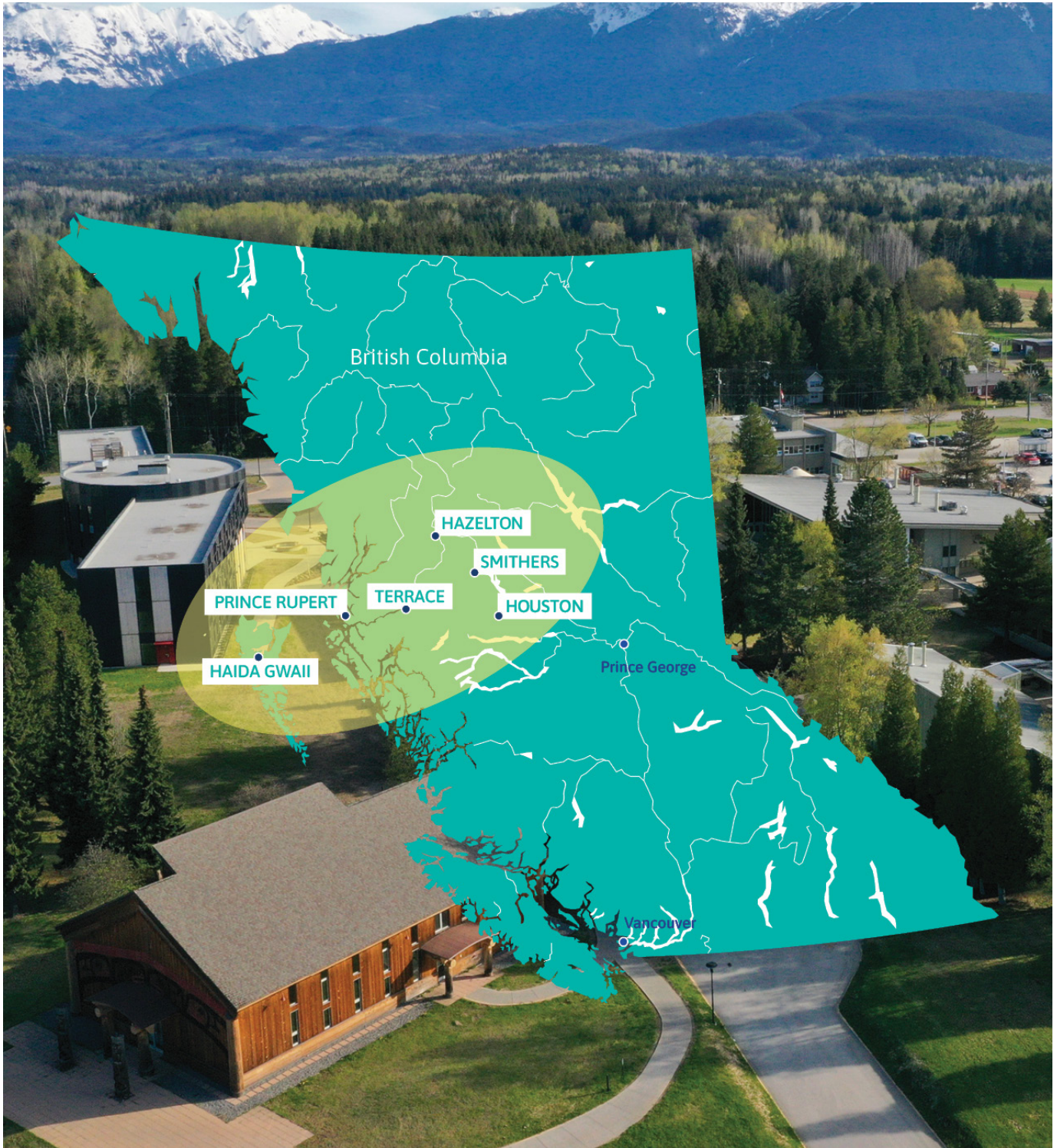
---

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, Gitxsan, 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 (Gitxsan)
- 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.

Fig. 1

## Domestic and International Learners (Credit and Non Credit)

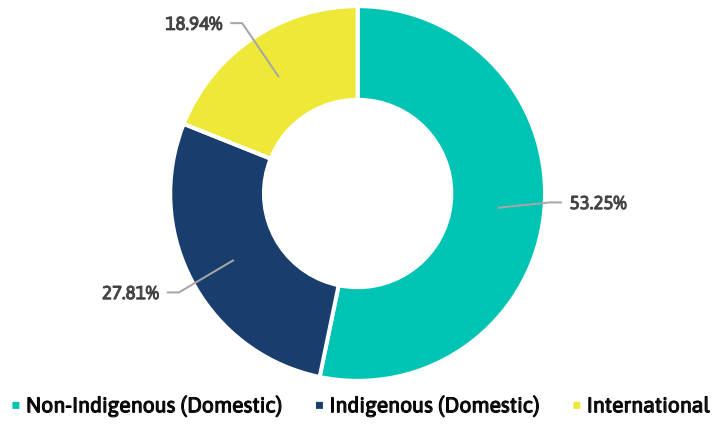


Fig. 2

## Indigenous Learners (Credit and Non Credit)

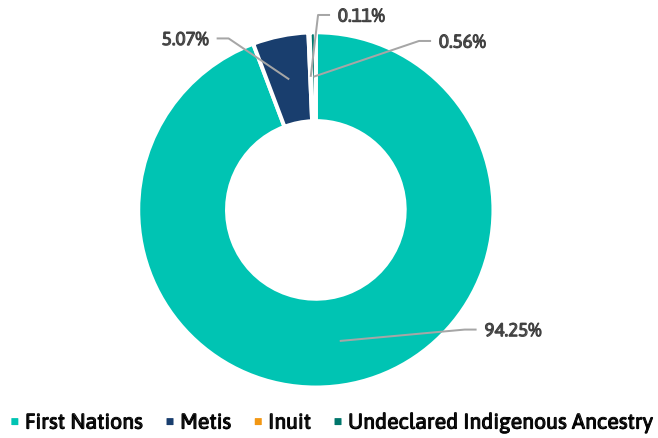


Fig. 3

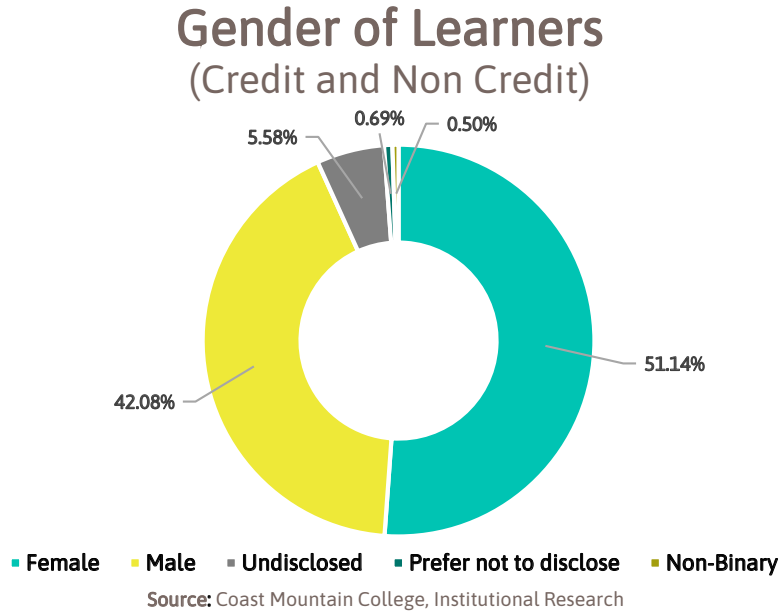
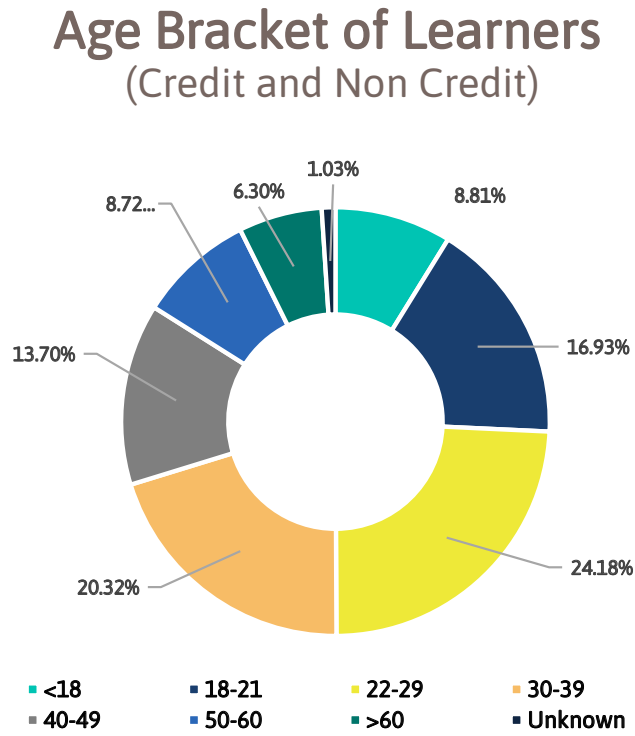


Fig. 4



## 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 areas<sup>1</sup>. 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 years<sup>2</sup>. 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 flows<sup>3</sup>.

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>.

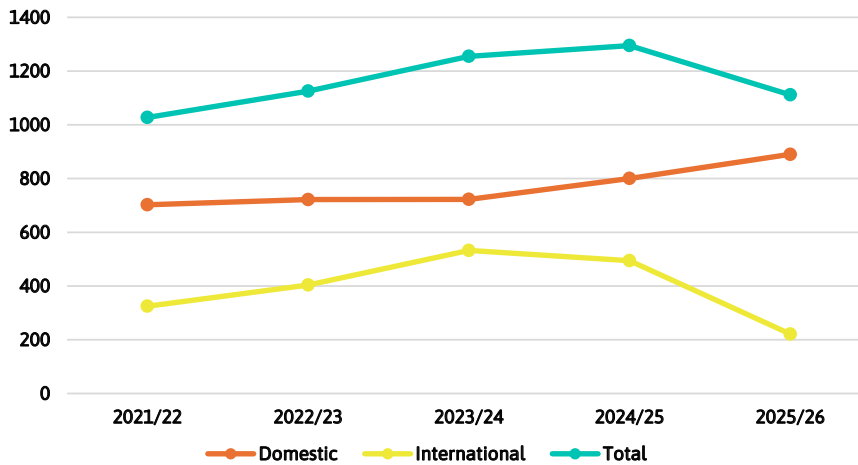
3 "Understanding student and temporary worker numbers in Canada," Immigrations, Refugees and Citizenship Canada, last modified February 28, 2026, <https://www.canada.ca/en/immigration-refugees-citizenship/corporate/reports-statistics/statistics-open-data/immigration-stats/students-workers.html>.

Fig. 5 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 52	36	44
Nisga'a SD 92	38	35
Prince Rupert SD 52	173	173
<b>TOTAL</b>	<b>888</b>	<b>844</b>

Fig. 6

### 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 2025)

Fig. 7 Top Five Industries by Total Job Openings, 2025 to 2035 – Northcoast/Nechako<sup>4</sup>

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

<sup>4</sup> “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 officers<sup>5</sup>.

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 vacancies<sup>6</sup>.

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 region<sup>7</sup>.

## 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%<sup>8</sup>.

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, 2025<sup>9</sup>.

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 review<sup>10</sup>.

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-2026<sup>11</sup>.

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 2030<sup>12</sup>.

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 expanding<sup>13</sup>.

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](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](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](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/](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.northerndevelopment.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 policies<sup>14</sup>. Population growth across the province will be impacted by the 2025/2027 Immigration Levels Plan<sup>15</sup>.

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 process<sup>16</sup>. 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 treaty<sup>17</sup>.

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 than 460 square kilometres of land and is expected to come into effect in 2028<sup>18</sup>.

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](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.

**Fig 8: Indicators by School District<sup>19</sup>**

<b>Indicator (2021 census-based)</b>	<b>Bulkley Valley (SD54)</b>	<b>Prince Rupert (SD 52)</b>	<b>Coast Mountains (SD 82)</b>	<b>Nisga'a (SD 92)</b>	<b>Entire Province of B.C.</b>
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 <sup>2</sup> )	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 2025<sup>20</sup>.

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 Rupert<sup>21</sup>.

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 purposes<sup>22</sup>.

In Kitimat, available housing information indicates high rental costs and ongoing supply pressures, with average asking rents exceeding \$2,400 in 2025 based on available listings, reflecting sustained demand linked to major industrial development (District of Kitimat, 2025. <https://www.kitimat.ca/en/our-community/resources/Attachment-A---Housing-Fact-Sheet-Fall-2025.pdf>, accessed on April 14, 2026). Similar constraints are observed in other rural

areas such as Haida Gwaii, where long-term rental supply is extremely limited<sup>23</sup>.

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 annually<sup>24</sup>.

The table below 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](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>.

**Fig. 9 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
<p>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.</p>	<p>Identify initiatives your institution has planned or implemented to improve efficiency, reduce costs, and/or increase revenue, while providing high quality education</p>	<p>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.</p> <p>All submissions were reviewed and grouped into three categories:</p> <p><b>INVEST</b> 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 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.</p> <p><b>TRIM</b> 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.</p> <p><b>GROW</b> 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.</p>

2025 Institutional Mandate Priorities	Expectations	Evidence/Progress
		<p>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.</p> <p>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.</p>
		<p><b>Workforce Impacts</b></p> <p>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.</p> <p>As part of this reorganization:</p> <ul style="list-style-type: none"> <li>• Dedicated international recruitment roles, including in-country representatives, were discontinued as CMTN shifted its focus to domestic and regional learners.</li> <li>• Services and roles across all employee groups were realigned to reflect changing enrolment patterns and reduced demand in international programming.</li> <li>• Term contracts that ended were not renewed.</li> <li>• 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.</li> </ul> <p>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.</p>
		<p><b>Campus and Service Delivery Impacts</b></p> <p>In addition to staffing changes, CMTN made several difficult decisions about facilities and service delivery:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• CMTN also began the process of selling its buildings in Houston and Kitimat to reduce ongoing maintenance and operating costs.</li> <li>• 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.</li> </ul> <p>These changes reflect a shift to more sustainable service delivery while maintaining access for learners in rural and remote communities.</p>

2025 Institutional Mandate Priorities	Expectations	Evidence/Progress
		<p><b>Program Alignment and Academic Impacts</b></p> <p>Throughout communication related to Invest, Trim, &amp; 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:</p> <ul style="list-style-type: none"> <li>• Working with program areas to streamline offerings and explore new, more flexible delivery methods.</li> <li>• Engaging faculty through CMTN Talk, a series of conversations between the VP academic, deans, and faculty.</li> <li>• Aligning programs with domestic enrolment demand and workforce needs in areas such as health, trades, and applied programming.</li> <li>• Continuing to accept international students where feasible, while no longer building the operating budget around international tuition revenue.</li> </ul> <p>No institution-wide program suspensions were announced as part of Invest, Trim, &amp; 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.</p>
<p>The post-secondary education system is critical to supporting a prosperous, diverse and growing economy and a strong, secure British Columbia. I expect that your institution's policies and programs ensure that post-secondary education and training in British Columbia remains relevant and accessible.</p>		<p>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.</p>
		<p>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.</p>
		<p>The College also worked with Haisla Nation to delvier a Business Administration certificate. In January 2026, fourteen of the students who completed the certificate continued on to the diploma program.</p>
		<p>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.</p>

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.

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.	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 reviewed 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 will continue to have coverage available through their student insurance. Students can be referred or self-referred through the Early Assist Referral System (EARS) form accessible on the CMTN website, or through our Director of Student Health Services.
		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.

2025 Institutional Mandate Priorities	Expectations	Evidence/Progress
		<p>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.</p> <p>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.</p>
		<p>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.</p>
		<p>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.</p>
	<p>Identify actions your institution has taken to support the protection and fair treatment of international students.</p>	<p>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.</p>
		<p>The CMTN Student Critical Incident Policy and Procedure is up-to-date. These documents are available on the website.</p>
		<p>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.</p>
		<p>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.</p>

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.
		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	<p>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.</p> <p>Appendix B – Template for Reporting on Lasting and Meaningful Reconciliation</p>	
Sexual Violence and Misconduct Prevention and Response	<p>Responding to sexual violence visual reference map for disclosures.</p> <p>Sexual assault reporting visual reference steps for students.</p> <p>Training for prevention of sexualized violence on campus</p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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 and published on the CMTN website. This requirement has been incorporated into policy and will take effect upon approval.</li> <li>• 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.</li> </ul>

Strategic Initiative	Details	Progress
		<p><b>Training and Education</b></p> <ul style="list-style-type: none"> <li>• All employees are required to complete the following training as part of onboarding:               <ul style="list-style-type: none"> <li>» Safer Campuses for Everyone (Employees) (sexual violence prevention)</li> <li>» Capacity to Connect: Supporting Students' Mental Health (mental health awareness and support)</li> </ul> </li> <li>• Students have access to the following training:               <ul style="list-style-type: none"> <li>» Safer Campuses for Everyone (sexual violence prevention)</li> <li>» Starting a Conversation About Mental Health (mental health awareness)</li> </ul> </li> <li>• Incentives (e.g., prize draws) and campaigns have been used to encourage student participation; however, uptake has been low. Alternative approaches are being explored.</li> <li>• A free two-day trauma-informed training seminar was offered to CARE Team members and was completed by 16 participants.</li> <li>• Additional BC Campus modules will be available for fall 2026:               <ul style="list-style-type: none"> <li>» Technology-Facilitated Sexualized Violence</li> <li>» The Medicine of the Berry Patch</li> <li>» Communication, Healthy Relationships, and Consent</li> </ul> </li> </ul>
		<p>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.</p> <p>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.</p>

Strategic Initiative	Details	Progress
		<p>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 &amp; Wellness Centre, Student Wellness Counsellor, and available training opportunities through coordinated campaigns and orientation activities.</p>

Strategic Initiative	Details	Progress
<p>Former Youth-in-Care (supports for students who are former Youth-in-Care, including participation in the Provincial Tuition Waiver Program (PTWP)).</p>	<p>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.</p> <p>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.</p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• Trauma Informed Practice training was offered in March 2026. This helped build staff capacity to provide better support for FYIC students.</li> </ul>
	<p>The Financial Aid Office continues to contact each student approved for the PTWP to encourage and assist them with their application.</p> <p>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.</p>	<p>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 \$35,457.28 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.</p>

Strategic Initiative	Details	Progress
K-12 Transitions and Dual-credit Programming	<p>The Youth Train-in-Trades (YTT) and dual-credit program are offered in partnership with SkilledTradesBC and school districts in the CMTN region.</p> <p>CMTN continues to offer dual-credit trades presentations to every high school in the region to increase knowledge and awareness of dual-credit opportunities.</p> <p>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.</p>	<p>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.</p> <p>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.</p> <p>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.</p>
	CMTN Connect – High School Outreach Series	<p>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.</p> <p>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.</p>
	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.	<p>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.</p> <p>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.</p>

Strategic Initiative	Details	Progress
Continued (K-12 Transitions and Dual-credit Programming)	K-12 Transitions	<p>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:</p> <ul style="list-style-type: none"> <li>• CMTN Foundation Entrance Award: \$35,000 disbursed</li> <li>• CMTN Foundation Bachelor of Nursing Entrance Award: \$37,500 disbursed</li> <li>• Trades Technology Instructors Scholarships: \$3,000 disbursed</li> <li>• Northern Learner Entrance Award: \$51,360 disbursed</li> <li>• Student Orientation Award: \$1,250 disbursed</li> </ul>
		<p>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.</p>
	Transfer Credit Information Session	<p>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.</p>

Strategic Initiative	Details	Progress
	School District Partnerships	<p>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.</p> <p>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.</p>



*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
		<p>Regional Program Offerings in Collaboration with School Districts</p> <p><b>SD 50 Haida Gwaii</b></p> <ul style="list-style-type: none"> <li>• Carpentry Apprenticeship in Massett</li> <li>• ECCE 104 for dual-credit students in Kaay 'Llnagaay with 23 students registered</li> </ul> <p><b>SD 54 Bulkley Valley (Houston &amp; Smithers)</b></p> <ul style="list-style-type: none"> <li>• Electrical Foundations on the Terrace Campus. There were two program offerings this academic year</li> <li>• ECCE 104 and ECCE 167 for fall 2025 had Dual enrolled and dual-credit courses;</li> <li>• Nail Technician Certificate in Smithers</li> <li>• Hairstylist Foundation in Terrace</li> <li>• Introduction to Health Careers program delivered</li> </ul> <p><b>SD 52 Prince Rupert</b></p> <ul style="list-style-type: none"> <li>• HLTH 101 Introduction to Health Careers delivered fall 2025</li> <li>• Tuesday Trades School delivered for Charles Hays Secondary School with automotive trades co-taught</li> </ul> <p><b>SD 82 Coast Mountain</b></p> <ul style="list-style-type: none"> <li>• Carpentry Foundations in Hazelton delivered from Feb 2026 until June 2026</li> <li>• Up to 55 dual-credit students attempted various trades training programs in Terrace</li> <li>• Youth Explore Trades Sampler successfully delivered with full registration in each cohort for this academic year, and 32 students registered from Caledonia Senior Secondary.</li> <li>• 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.</li> </ul>

Strategic Initiative	Details	Progress	
Work Integrated Learning (WIL)	Establishment of a WIL PAC	<p>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.</p> <p>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&amp;A panels, and targeted recruitment events.</p> <p>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.</p>	Achieved
	Career and workplace events	<p>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.</p> <p>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.</p>	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
	HCAS	info to be added	info to be added
	Practical Nursing (PN)/Access to Practical Nursing (APN)	info to be added	info to be added
Work Experience	Nail Technician	info to be added	info to be added
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
<b>TOTAL</b>			<b>117</b>

# 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
<b>Strategic Priority: Student</b>			
<b>Adventurous Learning Experience</b>	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
<b>Student Success</b>	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. <ul style="list-style-type: none"> <li>CMTN continued recruitment efforts and trades presentations at Charles Hays Secondary School (CHSS).</li> </ul>	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. <ul style="list-style-type: none"> <li>The Prince Rupert library successfully installed a quiet pod for studying and exam invigilation.</li> <li>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.</li> <li>All libraries at CMTN have noise cancelling headphones available.</li> </ul>	Substantially Achieved	Access, Capacity
	Improve processes for the Marketing and Student Recruitment Teams to ensure robust, thoughtful campaigns in our communities and beyond. <ul style="list-style-type: none"> <li>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.</li> <li>A draft standard operating procedure document has been produced and is with the program areas for review in April 2026.</li> </ul>	Substantially Achieved	

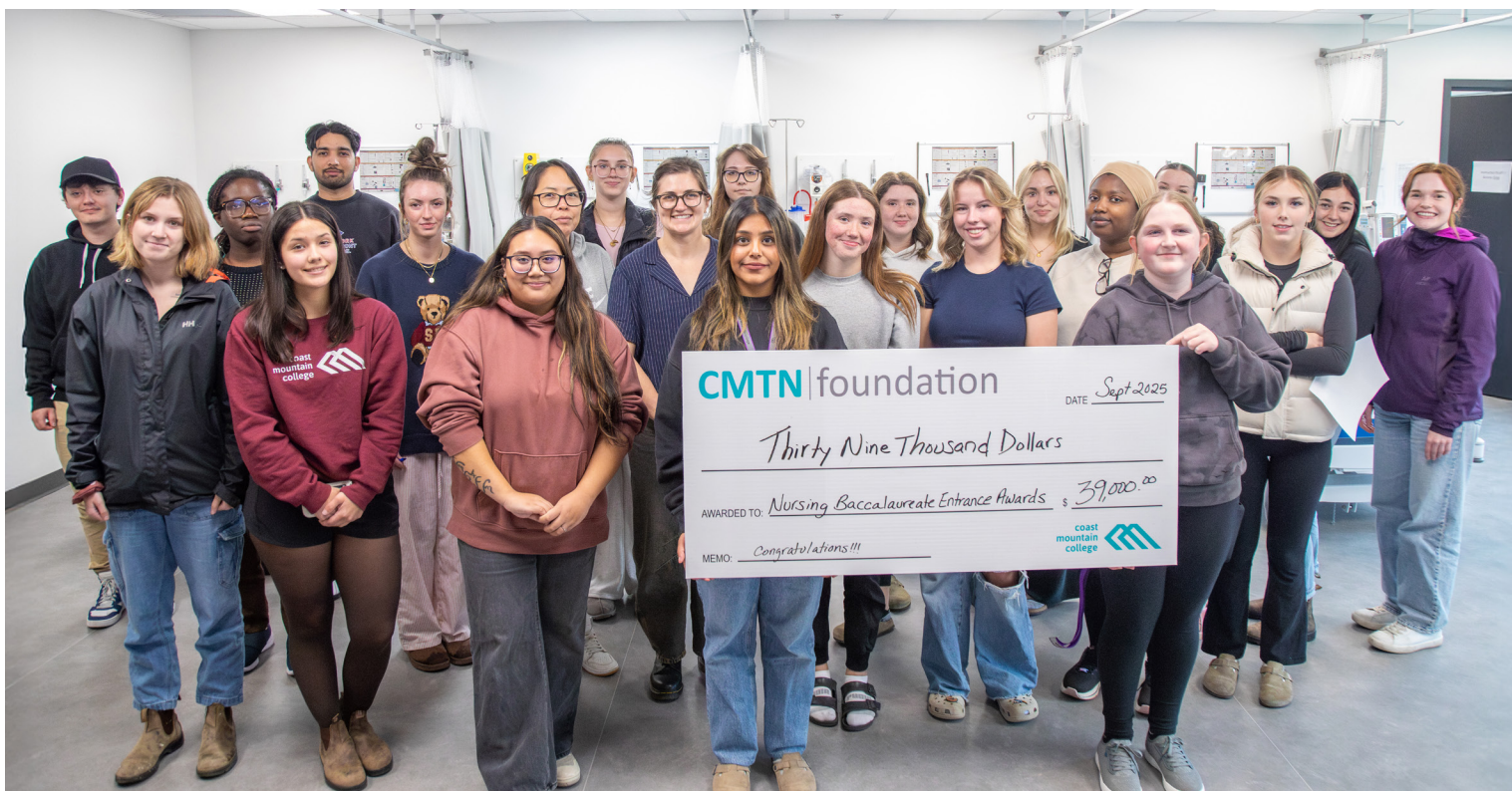
CMTN Strategic Objective	Department Action Plan (DAP) Goals and Results/Update	Results	System-Strategic Objective
Student Success Continued	<p>Increase student wellbeing.</p> <ul style="list-style-type: none"> <li>In collaboration with food services, student wellness successfully phased out the availability of energy drinks on the Terrace Campus.</li> <li>CMTN no longer stocks energy drinks on campus in vending machines or in food services locations.</li> </ul>	Achieved	
	<p>Renewal of Applied Coastal Ecology as a biology program certificate.</p> <ul style="list-style-type: none"> <li>The program is in the final stages of curriculum renewal and is expected to be finalized in spring of 2026.</li> </ul>	Substantially Achieved	Access, Capacity, Relevance
	<p>Coordinate mandatory student training across all health programming.</p> <ul style="list-style-type: none"> <li>This goal would ensure that all students are able to complete their clinical placement requirements in a timely manner.</li> </ul>	Not Achieved	Access, Capacity, Efficiency
	<p>Student Housing Handbook</p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> <li>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.</li> </ul>	Substantially achieved	Quality, Capacity, Relevance
	<p>Food Security</p> <p>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.</p> <ul style="list-style-type: none"> <li>Where possible, campuses can grow their own food for use within the campus. Microgreens are now being planted as pilots at the different campuses.</li> <li>The Student Engagement Department is working on making connections with local food suppliers to have extra food given to the campuses to bolster foodbanks.</li> <li>Funding secured for future terms with a budget line in place to support this food security initiatives.</li> </ul>	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. <ul style="list-style-type: none"> <li>Student or alumni success stories are now being posted on social media channels and the CMTN website every eight weeks.</li> </ul>	Achieved	Access, Capacity, Quality
	Finance - Reduce unpaid student health and dental accounts. <ul style="list-style-type: none"> <li>During the winter of 2025, the student union began hosting drop-in sessions on Wednesdays to answer students' questions about their coverage.</li> <li>Plan to increase awareness of the opt-out period with an additional information session during fall 2026 Student Orientation</li> </ul>	Ongoing	Access, Quality, Relevance
	Elevate the Indigenous student experience at CMTN by providing additional and new cultural activities that celebrate student success. <ul style="list-style-type: none"> <li>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.</li> <li>The timeline for the first Indigenous Convocation Celebration is 2027.</li> </ul>	Substantially Achieved	Access, Quality, Relevance
	Provide an Indigenous space for students and employees at the Smithers Campus. <ul style="list-style-type: none"> <li>Targeting cultural safety for students and staff, this will be a space where cultural practices and ceremony are allowed.</li> <li>The space has been identified on campus, and there is significant progress to having that ready for students by fall 2026.</li> </ul>	Substantially Achieved	Access, Relevance, Quality
	Increase access to trades training. <ul style="list-style-type: none"> <li>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.</li> <li>Implement a trades waitlist system that would guarantee seats for waitlisted applicants.</li> </ul>	Ongoing	Capacity, Efficiency
	Public website redevelopment and accessibility. <ul style="list-style-type: none"> <li>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.</li> </ul> <p><b>Impact:</b> 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.</p>	Substantially Achieved	Access, Quality

CMTN Strategic Objective	Department Action Plan (DAP) Goals and Results/Update	Results	System-Strategic Objective
Student Success Continued	<p>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.</p> <ul style="list-style-type: none"> <li>• A Student Wellness Counsellor was hired December 2025 and this position will be ongoing.</li> <li>• Practical resources were developed for frontline support.</li> <li>• The CARE Team now holds regular meetings.</li> </ul>	Achieved	
	<p>Implement a mandatory meal plan.</p> <ul style="list-style-type: none"> <li>• Food Services and the CMTN Foundation continued implementation planning for a mandatory housing meal plan, building on voluntary participation introduced in 2024–25.</li> <li>• During 2025–2026, voluntary meal card use continued, hours of operation were expanded, and menu offerings were adjusted based on student feedback.</li> <li>• 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.</li> <li>• Although full implementation had not occurred by year end, foundational policy approvals, student communication planning, and collaboration with Finance, IT, and Communications were completed.</li> </ul> <p><b>Impact:</b> This initiative supports predictable ancillary revenue, food security for residential students, and improved financial sustainability of on campus services.</p>	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.		
	<p>Launch the Northern Learner Entrance Award.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• Seven students received awards for the 2025–2026 academic year.</li> <li>• Nominations for the 2026–2027 intake are underway, with confirmed recipients identified prior to the March 31 application deadline.</li> <li>• While the initiative remains in progress, early results indicate improved alignment between award criteria and institutional recruitment goals.</li> </ul>	Substantially Achieved	Access, Capacity, Quality
	<p>Involve students in Global WIL opportunities to promote WIL, EPBL, sustainable development goals, and community involvement.</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	Achieved	Capacity, Access
	<p>Increase engagement for Former-Youth-in-Care.</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	Ongoing	Access
	<p>Increase access to the Health Care Assistant program.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• CMTN now saves two seats at each campus for fee paying students.</li> </ul>	Achieved	Access
	<p>Increase access to adult upgrading.</p> <ul style="list-style-type: none"> <li>• Pilot an Adult Upgrading concierge. Increase conversion of accepted applicants to registered students by 25%.</li> <li>• In collaboration with the Registrar’s Office, a program-specific advisor was hired to support this initiative.</li> <li>• Enrolment in Adult Upgrading courses has improved to a 40% conversion rate from accepted to registered, with a 20% increase enrolment.</li> </ul>	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. <ul style="list-style-type: none"> <li>Following workforce reduction, CMTN created succession planning for the department.</li> <li>Several WIL activities were pre-planned for the winter and spring to ensure continuity beyond anticipated retirements.</li> <li>Further restructuring will continue into the fall of 2026 subject to funding availability.</li> </ul>	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
<b>Strategic Priority: Financial Sustainability</b>			
<b>Institutional Sustainability</b>	Grow and use revenue in a responsible manner for the sustainability of the institution.		
	<p>Increase efficiency in nursing lab use and resources.</p> <ul style="list-style-type: none"> <li>• Optimize nursing lab spaces and resources.</li> <li>• Divide resources and supplies equitably amongst all programs using the labs.</li> <li>• Review of lab supplies to reduce waste and support cost sharing on supplies across programs.</li> <li>• The lab spaces have also been significantly adjusted to allow for drop-in time for students to practise.</li> </ul>	Substantially Achieved	Efficiency, Quality, Capacity
<p>Registrar's Office</p> <ul style="list-style-type: none"> <li>• During a period of significant institutional restructuring, the Registrar's Office reimagined a variety of roles to create efficiencies and consolidate services.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> </ul> <p><b>Impact:</b> These efforts helped ensure that restructuring changes did not negatively impact the student experience.</p>	Achieved	Efficiency, Quality, Capacity	

<b>CMTN Strategic Objective</b>	<b>Department Action Plan (DAP) Goals and Results/ Update</b>	<b>Results</b>	<b>System-Strategic Objective</b>
<i>Institutional Sustainability Continued</i>	<p>Increase involvement with SD 52.</p> <ul style="list-style-type: none"> <li>• Conduct monthly communications with the School District staff.</li> <li>• Attend parent teacher interview events at Charles Hayes Secondary School.</li> <li>• Continue outreach by inviting SD 52 staff to CMTN events at the Prince Rupert Campus.</li> <li>• Engage with the Prince Rupert Regional Education Advisory Committee meetings.</li> <li>• Attend the SD 52 graduation ceremony in June.</li> </ul>	Achieved	Access, Relevance
	<p>Implement Positive Pay to reduce cheque alteration or forgery.</p> <ul style="list-style-type: none"> <li>• The Finance Department worked in collaboration with Scotiabank and OA Solutions to implement this fraud prevention technology in fall 2025.</li> </ul>	Achieved	Quality
	<p>Improve document accessibility.</p> <ul style="list-style-type: none"> <li>• Expanded SoftDocs digital document management solution to two additional departments to streamline workflows and improve document accessibility.</li> <li>• Conducted training sessions for department staff using SoftDocs for document management.</li> <li>• Monitored adoption and provide support to ensure a smooth transition.</li> </ul>	Substantially Achieved	Efficiency, Quality, Capacity
	<p>Increase quality programs.</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	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.		
	<p>Increase access to quality programs.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• The NCBNP program has steadily increased enrolment since the introduction of additional financial supports for students in the program in 2023.</li> </ul>	Substantially Achieved	Capacity, Access
	<p>Establish and sustain a Haida Gwaii Regional Education Advisory Committee (REAC).</p> <ul style="list-style-type: none"> <li>• Membership is current, and meetings have been consistent with the Terms of Reference created.</li> </ul>	Achieved	Access, Capacity, Relevance
	<p>Increase environmental sustainability awareness.</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	Achieved	Efficiency, Quality
	<p>Increase efficiency in HR Department.</p> <ul style="list-style-type: none"> <li>• Modernize HR systems to track incoming requests and completion timelines.</li> <li>• Reduce human hours spent calculating monthly staffing reports.</li> <li>• Update information on the website to include a labour update portion.</li> <li>• Testing is underway to implement self-serve leave tracking in the spring of 2026, and full implementation is set for January 2027.</li> </ul>	Substantially Achieved	Efficiency, Quality

CMTN Strategic Objective	Department Action Plan (DAP) Goals and Results/ Update	Results	System-Strategic Objective
People, Resources, Climate, Finance Continued	<p>Improve building energy efficiency.</p> <ul style="list-style-type: none"> <li>Facilities continued work on Phase 2 of HVAC controls optimization to improve building efficiency and reduce energy consumption across campus facilities.</li> <li>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.</li> <li>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.</li> </ul> <p><b>Impact:</b> This initiative directly supports institutional climate accountability efforts and long term cost containment.</p>	Not Achieved, Ongoing	Efficiency, Quality
	<p>Boiler replacement (Terrace Campus).</p> <ul style="list-style-type: none"> <li>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.</li> <li>During the reporting period, schematic design was completed, multiple system options were reviewed, and a preferred solution was selected.</li> <li>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.</li> <li>The intention is to train or recruit staff who are able to maintain boilers rather than contracting out.</li> </ul> <p><b>Impact:</b> 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.</p>	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	<p>Endowment procedure review.</p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul> <p><b>Impact:</b> This work remains a priority to ensure alignment with evolving financial stewardship practices and long term institutional sustainability.</p>	Not Achieved, Ongoing	Quality
	<p>Reconciliation actions.</p> <ul style="list-style-type: none"> <li>Support Indigenous language revitalization and create a welcoming space in post-secondary education for Indigenous people.</li> <li>Ran two successful academic level courses for the Gitxsan language at the Hazelton Campus.</li> <li>The Smithers Campus now has a room identified to use for an Indigenous welcoming space.</li> </ul>	Achieved	Access, Quality, Relevance
	<p>Health care programs efficiency.</p> <ul style="list-style-type: none"> <li>Create a CMTN Health Chair role to encompass all health offerings at the college.</li> <li>This goal is on pause due to Collective Agreement concerns and will be revisited in the future.</li> </ul>	Ongoing	Quality, Efficiency
	<p>Improve wellbeing of students living in Wii Gyemsiga Siwilaawksat.</p> <ul style="list-style-type: none"> <li>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.</li> <li>Work towards shifting the tone of communication to focus on student wellbeing is ongoing across departments.</li> <li>The Fitness Centre policy review and changes are completed.</li> <li>A Student Housing policy review is in progress.</li> <li>A Student Housing manual update is in progress.</li> <li>Student Housing Department restructuring is in progress.</li> </ul>	Substantially Achieved	Capacity, Relevance, Efficiency

CMTN Strategic Objective	Department Action Plan (DAP) Goals and Results/ Update	Results	System-Strategic Objective
<i>People, Resources, Climate, Finance Continued</i>	<p>Strengthen operational integrity and student safety.</p> <ul style="list-style-type: none"> <li>• The Student Housing Department advanced the development and implementation of standardized operating procedures, including room entry protocols and access control system reviews.</li> <li>• These initiatives established clear, consistent practices that respect student privacy while meeting safety and regulatory requirements.</li> <li>• Housing access permissions were reviewed and updated to ensure students only access authorized areas, reducing security risks and enhancing confidence in campus safety.</li> <li>• Together, these operational improvements increase efficiency, support staff training, and reinforce a culture of accountability and care.</li> </ul> <p><b>Impact:</b> The work ensures that Student Housing operations align with institutional values and provide a reliable, safe foundation for student success.</p>	Achieved	Quality, Efficiency
	<p>Update Student Housing Policies and Procedures.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• The updated policies and procedures support consistent application across campuses, strengthen accountability, and provide a clearer foundation for staff training and compliance.</li> </ul> <p><b>Impact:</b> Collectively, these improvements enhanced student well-being and ensured that Student Housing governance effectively enables a safe, respectful, and accessible living environment.</p>	Achieved	Quality, Access

CMTN Strategic Objective	Department Action Plan (DAP) Goals and Results/ Update	Results	System-Strategic Objective
<b>Strategic Priority: Internal Processes</b>			
<b>Create and Deliver EPBL</b>	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

<b>CMTN Strategic Objective</b>	<b>Department Action Plan (DAP) Goals and Results/ Update</b>	<b>Results</b>	<b>System-Strategic Objective</b>
<i>Create and Deliver EPBL Continued</i>	<p>Complete design and installation of new bilingual signage in Waap Sa'mn and hold a community celebration to share this achievement.</p> <ul style="list-style-type: none"> <li>• Registrar's Office staff began using name cards highlighting languages in which we can provide service starting in spring 2025.</li> <li>• The Sm'algyax language incorporation for the Waap Sa'mn building i has been paused.</li> <li>• 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.</li> </ul>	Ongoing	Access, Relevance
	<p>Implement a student experience survey for students.</p> <ul style="list-style-type: none"> <li>• Create a question bank, survey policy, and institutional research process. Explore Blue as a survey platform.</li> <li>• Our first student experience survey was delivered in March 2026. Results will be reviewed this summer.</li> </ul>	Achieved	Capacity, Quality, Efficiency
	<p>Coordinate collaborative health simulation activities between CMTN and UNBC.</p> <ul style="list-style-type: none"> <li>• The PN, APN, and NCBNP faculty formed a working group to ensure that workload allows for shared simulation efficiencies.</li> </ul>	Achieved	Access, Relevance, Efficiency
	<p>Collaborate with UNBC for shared peer mentorship across the NCBNP program in relation to health simulation activities.</p> <ul style="list-style-type: none"> <li>• CMTN is continuing to work with NH and UNBC to identify opportunities for this in 2026.</li> </ul>	Ongoing	Access, Efficiency
<b>Policy and Procedure Implementation</b>	Identify and address policy and procedure gaps to support education being delivered according to EPBL.		
	<p>Introduce a Community of Practice (CoP) at CMTN to provide support and guidance as educational structures change.</p> <ul style="list-style-type: none"> <li>• Monthly meetings are held to discuss education and AI.</li> <li>• Monthly meetings are held for the Brightspace Users Group (BUG).</li> <li>• These additional supports, initiated in September 2025, have been immensely helpful for faculty.</li> <li>• Evaluation of the efficiency will be reviewed in May 2026.</li> </ul>	Achieved	Access, Quality, Relevance

<b>CMTN Strategic Objective</b>	<b>Department Action Plan (DAP) Goals and Results/ Update</b>	<b>Results</b>	<b>System-Strategic Objective</b>
<i>Policy and Procedure Implementation Continued</i>	Develop a framework for Student Health Services. <ul style="list-style-type: none"> <li>• A cohesive approach for strategic direction is underway to support the growth of the Student Health Services team and the vision for students.</li> <li>• A draft document has been completed and will be presented to management by spring 2026.</li> </ul>	Substantially Achieved	Access, Quality, Relevance
	Standardize operating procedures for the Finance Department. <ul style="list-style-type: none"> <li>• SOP development for all positions (roles and tasks) has started.</li> <li>• With support from OA Solutions, several existing training documents have been updated.</li> <li>• A repository of required accesses by position has been developed, and the work is going for a fulsome overview for each position.</li> </ul>	Substantially Achieved	Quality
	Improve student clinical placement coordination. <ul style="list-style-type: none"> <li>• Secured clinical placements for all health program students at local sites.</li> <li>• Standardized the clinical placement evaluation process.</li> </ul>	Achieved	Access, Capacity, Efficiency
	Introduce immunization waivers. <ul style="list-style-type: none"> <li>• 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.</li> </ul>	Substantially Achieved	Access, Capacity, Efficiency
	<ul style="list-style-type: none"> <li>• Created a work-integrated learning policy to provide a framework for including WIL experiences at CMTN. This was completed in fall 2025.</li> </ul>	Achieved	Relevance, Quality
	Create a culture of safety for CMTN employees. <ul style="list-style-type: none"> <li>• Develop systems to capture safety reports, statistics, and track corrective actions.</li> <li>• A reporting tool has been created for incident reports as well as corrective actions to address any departmental concerns.</li> <li>• Further development of an electronic submission system is anticipated to be completed in fall 2026.</li> </ul>	Substantially Achieved	Relevance, Quality
	Accessibility <ul style="list-style-type: none"> <li>• Reviewed the current CMTN Accessibility Plan, update, and prepared an institutional long-term plan.</li> </ul>	Substantially Achieved	Quality, Relevance

CMTN Strategic Objective	Department Action Plan (DAP) Goals and Results/ Update	Results	System-Strategic Objective
Policy and Procedure Implementation Continued	<p>Board of Governors operation.</p> <ul style="list-style-type: none"> <li>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.</li> <li>The revised handbook was adopted by the Board of Governors at the February 6, 2026 meeting.</li> </ul>	Achieved	Efficiency, Quality
	<p>Indigenize collective agreements.</p> <ul style="list-style-type: none"> <li>Implement the recommendations from the Indigenization of the Collective Agreement Committee in Human Resources practices by December 2024.</li> </ul>	Ongoing	Access, Capacity, Efficiency, Quality
	<p>Implement a coordinated approach to enterprise cybersecurity and risk management.</p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p><b>Impact:</b> Improved risk visibility and governance, increased staff awareness of cybersecurity responsibilities, and strengthened institutional compliance with FOIPPA and sector expectations.</p>	Ongoing	Efficiency, Quality
	<p>IT Policy Implementation and Risk Management.</p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p><b>Impact:</b> Improved organizational awareness of cybersecurity risks, stronger alignment with FOIPPA obligations, and incremental enhancement of institutional risk management practices.</p>	Partially Achieved	Quality, Efficiency

CMTN Strategic Objective	Department Action Plan (DAP) Goals and Results/ Update	Results	System-Strategic Objective
Policy and Procedure Implementation Continued	<p>IT Governance and Oversight.</p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p><b>Impact:</b> Increased consistency in how technology risks and priorities are considered during project planning, despite the absence of a formal governance committee.</p>	Not Achieved	Quality, Efficiency
	<p>Digital Infrastructure Modernization and Cost Optimization.</p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p><b>Impact:</b> Increased clarity regarding future cost saving opportunities and improved readiness for modernization initiatives aligned with institutional sustainability goals.</p>	Partially Achieved	
	<p>IT policies, procedures, operational maturity.</p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p><b>Impact:</b> Reduced reliance on informal practices, improved clarity of roles and expectations, and strengthened institutional capacity to manage system changes and incidents.</p>	Ongoing	Quality, Relevance

CMTN Strategic Objective	Department Action Plan (DAP) Goals and Results/ Update	Results	System-Strategic Objective
Policy and Procedure Implementation Continued	<p>Cybersecurity awareness and workforce preparedness.</p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p><b>Impact:</b> Increased cybersecurity awareness, reduced likelihood of preventable incidents, and strengthened institutional culture of shared responsibility for information security.</p>	Achieved	Efficiency, Relevance
	<p>Data protection.</p> <ul style="list-style-type: none"> <li>Review backup policy and procedure to ensure data integrity and availability through regular data backups and secure storage protocols</li> <li>Establish automated backup schedules.</li> <li>Conduct regular recovery tests.</li> <li>Secure backup storage both on-site and off-site.</li> </ul>	Ongoing	Efficiency, Quality
	<p>IT Change Management Policy.</p> <ul style="list-style-type: none"> <li>Minimize disruptions and ensure quality by implementing structured change management processes for IT systems.</li> <li>Develop a change request system.</li> <li>Establish a change review board.</li> <li>Schedule regular maintenance windows.</li> </ul>	Ongoing	Efficiency, Quality
	<p>Implement Portfolio Management Policy and Procedure.</p> <ul style="list-style-type: none"> <li>Align projects with strategic goals</li> <li>Maximize value across the portfolio of IT initiatives.</li> <li>Develop a project selection and prioritization framework.</li> <li>Conduct portfolio reviews.</li> <li>Communicate strategic alignment to all teams.</li> </ul>	Ongoing	Efficiency, Quality
	<p>Standardize project management practices across the team for consistent delivery and improved outcomes.</p> <ul style="list-style-type: none"> <li>Implement project management guidelines.</li> <li>Conduct project management training.</li> <li>Use TeamDynamix project management.</li> </ul>	Ongoing	Efficiency, Quality
	<p>IT Risk Management Policy and Procedure.</p> <ul style="list-style-type: none"> <li>Met to review IT risk and develop mitigation and management controls to manage risks.</li> </ul>	Substantially Achieved	Efficiency, Quality

CMTN Strategic Objective	Department Action Plan (DAP) Goals and Results/ Update	Results	System-Strategic Objective
<b>Strategic Priority: Employees</b>			
<b>Employees</b>	Fostering the growth and development of everyone at Coast Mountain College and celebrating the accomplishments of our staff, faculty, and management.		
	<p>Increase acknowledgment of instructor and other department accomplishments.</p> <ul style="list-style-type: none"> <li>• Create an Award Application Community of Practice Group for instructors to meet bi-monthly to share resources and work on applications.</li> <li>• Create merit-based award criteria in conjunction with the unions, and the Education Council subcommittee.</li> <li>• Organize and promote events with instructors, administration and communications. Recruit new instructors to present and attend.</li> <li>• Nominate one instructor for West Coast Teaching Awards.</li> <li>• Internal awards ongoing due to instructor delays.</li> <li>• Submit an instructor for the CIGan award. This work is ongoing; submissions were due fall 2024.</li> </ul> <p><b>Update</b> – Postponed to 25/26. Chose to focus on applications for the Westcoast Teaching Award as a ladder into the 3M. Department focus instead.</p>	Substantially Achieved	Quality, Relevance
	<p>IDEA+I training and awareness.</p> <ul style="list-style-type: none"> <li>• Identify and review available training resources for CMTN employees and students to participate in for the 2025/2026 academic year.</li> <li>• Many free events have been shared throughout the academic year through EGALE and other resource groups.</li> <li>• Progress is ongoing for specific CMTN training opportunities.</li> </ul>	Ongoing	Capacity, Relevance
	<p>Finance and Accounting</p> <ul style="list-style-type: none"> <li>• Staff Training and Development – Find relevant training. Safetalk, FSEAP, etc.</li> <li>• 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.</li> </ul>	Achieved	Efficiency, Quality
	<p>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).</p> <ul style="list-style-type: none"> <li>• HR has been consistently delivering timely information to the college community and excluded staff since fall 2025.</li> <li>• 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.</li> </ul>	Achieved	Efficiency, Quality

CMTN Strategic Objective	Department Action Plan (DAP) Goals and Results/ Update	Results	System-Strategic Objective
Employees Continued	<p>HR - Address equity, inclusion, and belonging gaps.</p> <ul style="list-style-type: none"> <li>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.</li> </ul>	Ongoing	Efficiency, Quality
	<p>HR – Implement performance evaluation.</p> <ul style="list-style-type: none"> <li>Implement a performance measurement plan for excluded employees (first phase) by August 2024.</li> <li>Draft templates have been developed and are under review to align with current practices. Adjusted target of spring 2026.</li> </ul>	Ongoing	Capacity, Efficiency, Quality
	<p>Ensure long term institutional sustainability following restructuring.</p> <ul style="list-style-type: none"> <li>The Registrar’s Office implemented change management practices focused on role clarity, staff readiness, and shared service vision across impacted units.</li> <li>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.</li> </ul>	Achieved	Efficiency, Capacity
	<p>Stabilize and optimize trades administrative and program support.</p> <ul style="list-style-type: none"> <li>Throughout 2025/2026, the Trades portfolio undertook targeted restructuring efforts to enhance coordination, cost effectiveness, and sustainability of program growth.</li> <li>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.</li> <li>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.</li> </ul> <p><b>Impact:</b> Improved coordination and clearer leadership structures support continued Trades program growth while enhancing operational efficiency and fiscal stewardship.</p>	Substantially Achieved	Efficiency, Capacity

CMTN Strategic Objective	Department Action Plan (DAP) Goals and Results/ Update	Results	System-Strategic Objective
<i>Employees Continued</i>	<p>Improve Dean-level support.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Staff supported priority identification, project coordination, and preparation for the upcoming academic year, while also managing logistics for field schools and trades programming.</li> <li>• Ongoing collaboration with program areas ensured responsiveness to evolving operational needs.</li> </ul> <p><b>Impact:</b> This approach improved service continuity and optimized staff capacity during a period of significant institutional transition.</p>	Achieved	Efficiency
	<p>Registrar’s Office information sharing.</p> <ul style="list-style-type: none"> <li>• Create a current repository of information for the Registrar’s Office to support training, information sharing with accuracy, and clarity amongst all roles.</li> <li>• 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.</li> </ul>	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
<b>Strategic Priority: The Communities We Serve</b>			
<b>The Communities We Serve</b>	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
	<p>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.</p> <ul style="list-style-type: none"> <li>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.</li> </ul>	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
	<p>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.</p> <ul style="list-style-type: none"> <li>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.</li> </ul>	Achieved	Access, Capacity

CMTN Strategic Objective	Department Action Plan (DAP) Goals and Results/ Update	Results	System-Strategic Objective
The Communities We Serve	<p>Expand First Nation Fine Arts (FNFA) Outreach and community-based programming</p> <ul style="list-style-type: none"> <li>• The FNFA portfolio expanded outreach and community based delivery across multiple regions during the 2025–2026 reporting year.</li> <li>• An introductory FNFA formline course was launched at the Haida Heritage Centre, beginning in April 2026, increasing access to FNFA programming in Haida Gwaii.</li> <li>• In Prince Rupert, a mentorship offering was added, alongside a formline course that also commenced in April.</li> <li>• 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.</li> <li>• Planning also commenced for a 20 year Freda Diesing School of Northwest Coast Arts Alumni Exhibition, supporting alumni engagement and program visibility.</li> </ul> <p><b>Impact:</b> These initiatives expanded access to FNFA programming, strengthened community relationships, and enhanced student and alumni engagement across the Northwest.</p>	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			
<b>Student Spaces</b>					Capacity		
Total Student Spaces	xxx	≥1752	xxx	Not Achieved			
Nursing and Other Allied Health Programs	xx	≥161	xx	Not Achieved			
Developmental programs – Tuition Compensation-Eligible	xx	≥131	xx	Not Achieved			
<b>Credentials Awarded</b>							
Domestic Credentials Awarded	xxx		xxx	Not Assessed			
Certificates	xxx	≥ 160	xxx	Substantially Achieved			
Developmental		N/A		Not Assessed			
Diplomas	xx	≥ 41	xx	Not Achieved			
* Students at CMTN manually apply to be assessed for graduation. Credentials can fluctuate depending on whether students seek official graduation.							
<b>Indigenous Student Spaces</b>					Access		
Total Spaces	xxx	xxx	xxx	Not Achieved			
Ministry (PSFS)	xxx	N/A	xxx	Not Assessed			
SkilledTradesBC	xxx	N/A	xxx	Not Assessed			
* Coast Mountain College continues to have strong Indigenous student enrolment and continues to strive for ambitious goals in this area. Coast Mountain college continues to look for new ways to increase access for Indigenous communities, after the end of the successful Contact North BC project.							
<b>Student Satisfaction with Education</b>	%	+/-		%	+/-	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
<b>Student Assessment of Quality of Instruction</b>	%	+/-		%	+/-		
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
<b>Student Assessment of Skill Development</b>	%	+/-		%	+/-		
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	5.8	3.1	≤ 8.1%	3.1	2.3	Achieved	
Former apprenticeship	N/A			N/A		Not Assessed	
Trades foundation and trades-related vocational graduates	3.0	4.7		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	
<b>1: Social Work</b>	
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.	
<b>Progress:</b>  In-progress initiative	<p><b>Initiatives and Partnerships</b></p> <p><b>Update:</b> 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.</p> <p>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.</p>
<b>12: Early Childhood Education</b>	
We call upon the federal, provincial, territorial, and Aboriginal governments to develop culturally appropriate early childhood education programs for Aboriginal families.	
<b>Progress:</b>  In-progress initiative	<p><b>Initiatives and Partnerships</b></p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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 Gitwagak, the diploma program continues to be offered for the 2025/2026 academic year. Neither program is a dual-credit offering.</p>

## 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

<b>Progress:</b>	<b>Initiatives and Partnerships</b>
Ongoing	<p>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.</p> <p>CMTN is looking into the development and delivery of Witsuwit'en language courses at the Smithers Campus.</p>

### 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.

<b>Progress:</b>	<b>Initiatives and Partnerships</b>
Implemented and ongoing	<p>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&amp;M).</p> <p>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.</p>

### 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.

<b>Progress:</b>	<b>Initiatives and Partnerships</b>
Ongoing	<p>The Introduction to First Nations Health (NURS 205) course continues to be delivered to all students enrolled in the Northern Collaborative Baccalaureate Nursing Program (NCBPN).</p> <p>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.</p> <p>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.</p>

## 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.

<p><b>Progress:</b></p> <p>Ongoing</p>	<p><b>Initiatives and Partnerships</b></p> <p>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:</p> <ul style="list-style-type: none"><li>• working with faculty and the Centre of Learning Transformation (COLT) to Indigenize all courses</li><li>• Indigenous-centred book clubs</li><li>• digital drop-in space to connect with Elders and work on decolonization.</li></ul> <p>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.</p> <p>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.</p> <p>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.</p>
--	--

## 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.

<p><b>Progress:</b></p> <p>Ongoing</p>	<p><b>Initiatives and Partnerships</b></p> <p>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.</p> <p>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:</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>
--	--

## 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.

<p><b>Progress:</b></p> <p>In-progress initiative</p>	<p><b>Initiatives and Partnerships</b></p> <p>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.</p> <p><b>Kitselas Nation/Kitselas 5 Tier Limited Partnership (K5T)</b></p> <p>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.</p>
	<p><b>Gitxsan Communities</b></p> <p>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.</p>
	<p><b>Haisla Nation</b></p> <p>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.</p>
	<p><b>Witset First Nation</b></p> <p>The partnership with Witset First Nation continued to grow through WTCS supported programming. Planning is underway for Cook's Helper progra 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 FNEsc Post Secondary Partnership Program.</p>

## 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 K5T 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 K5T 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.

<b>Progress:</b>	<b>Initiatives and Partnerships</b>
Implemented and ongoing	<p>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.</p> <p>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.</p> <p>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.</p>

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

	<p>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.</p> <p>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.</p>
	<p>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:</p> <p style="padding-left: 20px;">“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.”</p> <p>The new statement was proposed to better reflect relational and culturally grounded values, making the commitments feel more lived, inclusive, and actionable.</p>
	<p>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.</p>

### 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.

<p><b>Progress:</b> Ongoing</p>	<p><b>Initiatives and Partnerships</b></p> <p>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.</p> <p>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.</p>
-------------------------------------	---

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
<p>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.</p>	<p>The target is for all programs at all campuses.</p>	<p>Ongoing</p>
<p>Increased access and clarity for financial aid for Indigenous students.</p>	<p>The Financial Aid Office has streamlined programs vis-à-vis the AwardSpring platform.</p>	<p>Improves access by providing a single-application point for scholarships, awards, bursaries, and financial aid for students.</p>
<p>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.</p>	<p>The target is to have up to 40% Indigenous students per healthcare program.</p>	<p>Not Achieved, Ongoing</p>
<p>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.</p>	<p>Reduce this red tape for all Indigenous students in all programs</p>	<p>In progress</p>

## 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 origins <sup>1</sup> 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.

<sup>1</sup> 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.



**Contact information:**

5331 McConnell Avenue, Terrace, BC V8G 4X2  
Phone: 250.635.6511 | Toll free: 1.877.277.2288  
Email: [info@coastmountaincollege.ca](mailto:info@coastmountaincollege.ca)  
[coastmountaincollege.ca](http://coastmountaincollege.ca)

Risk #	Risk Category	Risk Title	Risk Description	Reviewed Likelihood	Reviewed Impact	Risk Rating26	Ranking26
10	Operational	Information Management & Security	The risk that CMTN does not have the mechanisms and expertise in place to effectively manage and safeguard information, resulting in the potential for breaches, data loss, disruptions and impacts to operational effectiveness.	5.0	4.0	20.0	1.0
25	Strategic	Academic Programming	The risk that CMTN is unable to offer relevant, current academic programs that meet the shifting demands and <i>needs of the communities</i> that it serves. (Separated from 20)	4.0	4.0	16.0	2.0
1	Facilities	Facilities Management	The risk that CMTN is unable to adequately maintain and renew its facilities (and supporting equipment) to continually meet academic programming and student services.	4.0	4.0	16.0	3.0
15	People	Capacity of Resources	The risk that CMTN employees may be over-tasked within their roles and do not have adequate capacity to meet or complete their responsibilities.	4.0	3.0	12.0	4.0
12	Operational	Non-Compliance	The risk that CMTN is exposed to increased student, contractor and employee claims and/or litigation due to legal/regulatory compliance breaches.	4.0	3.0	12.0	5.0
27	Operational	Information Management & Security	The risk from the emergence of AI and its impact on academic integrity	5.0	2.0	10.0	6.0
28	Governance	Organizational Governance	The risk of future changes coming out of recommendations from the Province's Sustainability Report	5.0	2.0	10.0	7.0
21	Strategic	Competition/Shifting Higher Education Landscape	The risk that shifts in CMTN's competitive landscape enables other Higher Education providers to attract students away from CMTN. (Split)	3.0	3.0	9.0	8.0
2	Facilities	Housing Availability	The risk that CMTN may not provide sufficient student housing options, including accommodations for families, which could deter potential students who wish to relocate their families to the community.	3.0	3.0	9.0	9.0
20	Strategic	Academic Programming	The risk that CMTN is unable to offer relevant, current academic programs that meet the shifting needs, <i>expectations and demands of both potential and current students</i> . (Split)	3.0	3.0	9.0	10.0
5	Financial	Government Funding	The risk of a decrease or significant change in government funding for post-secondary education.	3.0	3.0	9.0	11.0
23	Strategic	Strategic Enrollment Management	The risk that CMTN remains under-enrolled and is unable to attract and retain quality students to achieve its enrollment targets.	3.0	3.0	9.0	12.0

Risk #	Risk Category	Risk Title	Risk Description	Reviewed Likelihood	Reviewed Impact	Risk Rating26	Ranking26
9	Operational	Health & Safety	The risk that CMTN is not adequately prepared to appropriately manage potential employee and student health & safety issues in field schools, field trips, on campus, or traveling between campuses. This may include serious incidents such as loss of life, debilitating injury, student harassment, assault, etc.	3.0	3.0	9.0	13.0
3	Financial	Centralized Procurement	The risk that CMTN may adopt varying methods or standards for the acquisition of services and supplies without unified procurement processes or system, potentially leading to challenges in maintaining purchased equipment and the emergence of shadow IT.	3.0	3.0	9.0	14.0
11	Operational	Information Technology / Systems	The risk that CMTN is unable to effectively implement and support robust, standardized automation/digitization initiatives, administrative and financial systems that meet strategic and operational requirements.	3.0	3.0	9.0	15.0
26	People	Mental Health	The risk of CMTN falling short in providing sufficient resources for STUDENTS dealing with mental health issues, potentially leading to mental health emergencies and periods of absence. (Separated from 13)	3.0	3.0	9.0	16.0
8	Operational	Critical Incident / Business Interruption Risk	The risk of significant business interruptions due to an incident or natural disaster that leads to the unavailability of IT, labour, facilities or other resources.	4.0	2.0	8.0	17.0
17	People	Employee Recruitment and Retention	The risk that CMTN is unable to recruit and retain highly skilled employees in key positions to meet stakeholder and programming needs.	2.0	3.0	6.0	18.0
13	People	Mental Health	The risk of CMTN falling short in providing sufficient resources for STAFF dealing with mental health issues, potentially leading to mental health emergencies and periods of absence. (Split)	2.0	3.0	6.0	19.0
4	Financial	Financial Fraud	The risk of fraudulent activities perpetrated by employees, stakeholders and/or students against CMTN for personal gain (e.g., misappropriation of information, financial or physical assets, misuse of funds, etc.).	3.0	2.0	6.0	20.0
18	People	Labour Disruption	The risk that an agreement cannot be reached with employee groups, leading to a strike or other forms of labor disruption.	1.0	5.0	5.0	21.0
19	People	Performance Management	The risk that CMTN staff to experience delays in receiving performance evaluations due to the absence of a systematic and timely feedback mechanism, which could lead to issues in staff development and performance improvement.	2.0	2.0	4.0	22.0
22	Strategic	Reputation	Given the small size of the communities around CMTN and the volatile political climate globally, regionally, and federally, there is a risk that any stance taken by the institution or its staff on divisive issues could significantly impact its reputation	2.0	2.0	4.0	23.0

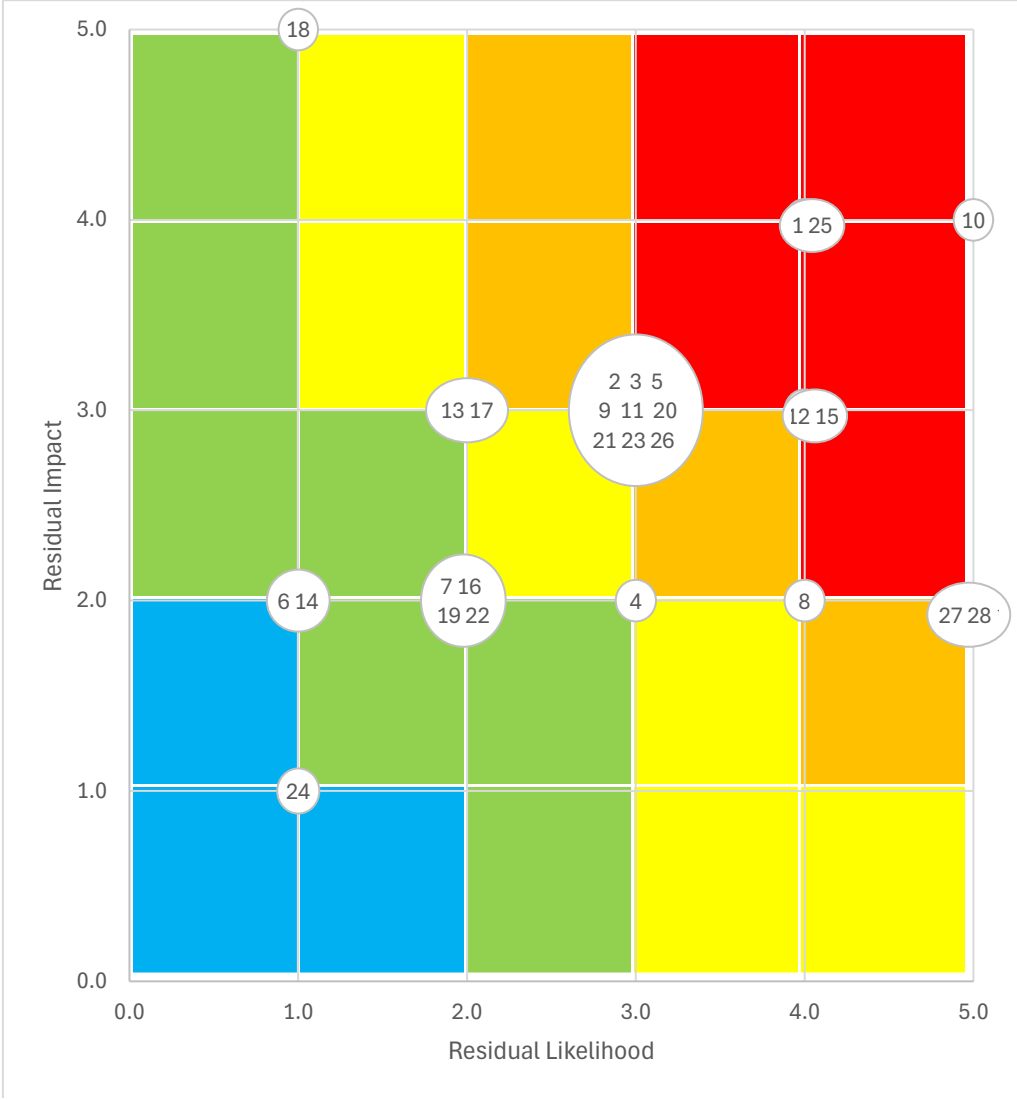


Risk #	Risk Category	Risk Title	Risk Description	Reviewed Likelihood	Reviewed Impact	Risk Rating26	Ranking26
16	People	Employee Engagement	The risk that CMTN is unable to invest in, and provide its employees with the resources and enabling environment necessary to professionally grow/develop them and keep them engaged.	2.0	2.0	4.0	24.0
7	Governance	Organizational Governance	The risk that CMTN's board governance practices and organizational alignment, including lines of authority and accountability, may be unclear, potentially leading to overreaching requests and/or conflicts of interest.	2.0	2.0	4.0	25.0
14	People	Alignment of policies and collective agreements	The risk that CMTN is unable to align its policies and collective agreements with employee groups with the strategic priorities and needs of CMTN.	1.0	2.0	2.0	26.0
6	Governance	Leadership Change	The risk that a significant turnover of board members may bring different strategic priorities or lack of experience, which could potentially disrupt the organization's strategic direction and overall performance.	1.0	2.0	2.0	27.0
24	Strategic	Competition/Shifting Higher Education Landscape	The risk from changes in regulations pertaining to International Students that shifts in CMTN's competitive landscape. (Separated from 21)	1.0	1.0	1.0	28.0

New in 2026

Split in 2025

**Coast Mountain College**  
**Risk Heatmap**  
**Top Risks - Ranked**  
**As of: May 2026**



**Financial Statements of**

# **Coast Mountain College**

**Year ended March 31, 2026**

## **Contents**

Management's Report	
Independent Auditor's Report	
Statement of Financial Position	1
Statement of Operations and Accumulated Surplus	2
Statement of Change in Net Debt	3
Statement of Cash Flows	4
Notes to the Financial Statements	5

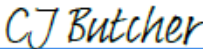
# Coast Mountain College

## Statement of Financial Position

As at March 31, 2026

[in thousands of dollars]

	<u>Note</u>	<u>March 31, 2026</u>	<u>March 31, 2025</u>
<b>Financial assets</b>			
Cash and cash equivalents	3	\$ 13,571	\$ 15,107
Accounts receivable	4	1,703	568
Inventory		558	563
		<u>15,832</u>	<u>16,238</u>
<b>Liabilities</b>			
Accounts payable and accrued liabilities	5	1,574	1,913
Accrued employee entitlements	6	2,221	1,667
Payroll liabilities	7	1,622	996
Asset retirement obligation	8	1,864	1,864
Deferred revenue	9	5,078	5,085
Deferred contributions	10	482	369
Deferred capital contributions	11	77,083	81,202
		<u>89,924</u>	<u>93,096</u>
<b>Net debt</b>		<u>(74,092)</u>	<u>(76,858)</u>
<b>Non-financial assets</b>			
Tangible capital assets	12	78,862	82,832
	14	<u>\$ 4,770</u>	<u>\$ 5,974</u>
<i>Contractual obligations</i>	16		
<i>Contingent liabilities</i>	17		

Signature   
CJ Butcher (Jun 3, 2026 11:38:16 PDT)

CJ Butcher, Chair, Board of Governors

Signature   
\_\_\_\_\_

Michael Doyle, Vice President, Corporate Services

The accompanying notes are an integral part of these financial statements.

# Coast Mountain College

## Statement of Operations and Accumulated Surplus

For the Year Ended March 31, 2026

[in thousands of dollars]

	Note	Budget Note 2(k)	2026	2025
<b>Revenues</b>				
Government transfers		\$ 28,235	\$ 28,916	\$ 30,726
Tuition and other fees		4,972	5,250	8,360
Contract services and other		2,715	4,321	3,753
Ancillary services		1,069	1,389	1,316
Gain on disposal of capital assets		-	-	28
Amortization of deferred capital contributions	11	5,000	5,228	5,183
		<u>41,991</u>	<u>45,104</u>	<u>49,366</u>
<b>Expenses</b>				
Instruction and support		38,455	39,037	41,959
Ancillary		1,836	1,849	1,848
Amortization		5,200	5,422	5,539
	18	<u>45,491</u>	<u>46,308</u>	<u>49,346</u>
<b>Annual (deficit) surplus</b>		<u>(3,500)</u>	<u>(1,204)</u>	<u>20</u>
<b>Accumulated surplus, beginning of year</b>			<u>5,974</u>	<u>5,954</u>
<b>Accumulated surplus, end of year</b>			<u><u>\$ 4,770</u></u>	<u><u>\$ 5,974</u></u>

The accompanying notes are an integral part of these financial statements.

# Coast Mountain College

Statement of Change in Net Debt  
For the Year Ended March 31, 2026  
[In thousands of dollars]

	<b>Budget Note 2(k)</b>	<b>2026</b>	<b>2025</b>
Annual (deficit) surplus	\$ (3,500)	\$ (1,204)	\$ 20
Acquisition of tangible capital assets	-	(1,452)	(12,629)
Amortization of tangible capital assets	5,200	5,422	5,539
	5,200	3,970	(7,090)
<b>(Increase) decrease in net debt</b>	<b>1,700</b>	<b>2,766</b>	<b>(7,070)</b>
<b>Net debt at beginning of year</b>	<b>(76,858)</b>	<b>(76,858)</b>	<b>(69,788)</b>
<b>Net debt at end of year</b>	<b>\$ (75,158)</b>	<b>\$ (74,092)</b>	<b>\$ (76,858)</b>

The accompanying notes are an integral part of these financial statements.

# Coast Mountain College

## Statement of Cash Flows

For the Year Ended March 31, 2026

[In thousands of dollars]

	<b>Note</b>	<b>2026</b>	<b>2025</b>
<b>Cash flows from operating transactions</b>			
Annual (deficit) surplus		\$ (1,204)	\$ 20
Items not involving cash:			
Gain on disposal of tangible capital assets		-	(28)
Amortization of tangible capital assets		5,422	5,539
Amortization of deferred capital contributions		(5,228)	(5,183)
		(1,010)	348
Decrease in non-cash operating items	19	(289)	(2,266)
Increase (decrease) in deferred revenues		106	(172)
Cash applied to operating transactions		(1,193)	(2,090)
<b>Capital transactions</b>			
Acquisition of tangible capital assets		(1,452)	(12,629)
Proceeds from sale of tangible capital assets		-	28
Cash utilized to invest in capital		(1,452)	(12,601)
<b>Financing transactions</b>			
Deferred capital contributions received		1,109	11,440
<b>Increase (decrease) in cash</b>		(1,536)	(3,251)
<b>Cash at beginning of year</b>		15,107	18,358
<b>Cash at end of year</b>		<b>\$ 13,571</b>	<b>\$ 15,107</b>

The accompanying notes are an integral part of these financial statements.

# Coast Mountain College

## Notes to the Financial Statements

Year Ended March 31, 2026 with comparative figures for 2025

[in thousands of dollars]

---

### 1. Authority and Purpose

Coast Mountain College (the "College") is a post-secondary educational institution incorporated under the provisions of the College and Institute Act of British Columbia. The College is a not-for-profit entity governed by a Board of Governors and is funded principally by the provincial government of British Columbia through the Ministry of Post-Secondary Education and Future Skills. The College is a registered charity and is therefore exempt from income taxes under section 149 of the *Income Tax Act*.

### 2. Significant Accounting Policies

#### (a) Basis of accounting

These financial statements have been prepared in accordance with Section 23.1 of the Budget Transparency and Accountability Act (BTAA) of the Province of British Columbia and the Restricted Contribution Regulation 198/2011 issued pursuant to it. This requires that these financial statements be prepared in accordance with Canadian public sector accounting standards (PSAS) issued by the Public Sector Accounting Board except that the contributions received or receivable by the College for the purpose of acquisition of tangible capital assets are accounted for as deferred capital contributions.

The basis of accounting that the College has adopted is different from PSAS with respect to the timing of revenue recognition for government transfers. If the College had recorded government transfers under PSAS rather than the accounting policy described in note 2(g)(i), capital contributions recognized as revenue and the annual surplus for the year ended March 31, 2026 would have decreased by \$4,119 (March 31, 2025 – \$6,257). Consequentially, as at March 31, 2026, deferred capital contributions would have decreased and the accumulated surplus would have increased by \$77,083 (March 31, 2025 – \$80,926). Under PSAS, the total cash flows from operating, financing, and capital transactions for the years ended March 31, 2026 and 2025 would have been the same as reported in these financial statements.

#### (b) Cash and cash equivalents

Cash and cash equivalents include a term deposit with a term to maturity of twelve months at the date of purchase.

#### (c) Financial assets

Financial assets are classified into two categories: fair value or cost.

- (i) Fair value category: Portfolio instruments that are quoted in an active market and derivative instruments are reflected at fair value as at the reporting date. Transaction costs related to the acquisition of financial assets is recorded as an expense. There were no financial instruments designated in the fair value category.

# Coast Mountain College

## Notes to the Financial Statements

Year Ended March 31, 2026 with comparative figures for 2025

[in thousands of dollars]

---

### 2. Significant Accounting Policies (cont'd)

(c) Financial assets (cont'd)

- (ii) Cost/Amortized cost category: Assets are recorded at amortized cost, being original cost plus accumulated interest using effective interest method. Gains and losses are recognized in the Statement of Operations and Accumulated Surplus when the financial asset is derecognized due to disposal or impairment. Sales and purchases of financial assets are recorded on the trade date. Transaction costs related to the acquisition of financial assets are included in the cost of the related financial assets.

Accounts receivable, accounts payable and accrued liabilities are measured at amortized cost using the effective interest method. Any gains, losses or interest expense is recorded in the annual surplus depending on the nature of the financial liability that gave rise to the gain, loss or expense.

(d) Non-financial assets

Non-financial assets are not available to discharge existing liabilities and are held for use in the provision of services. They have useful lives extending beyond the current year and are not intended for sale in the ordinary course of operations.

(i) Tangible capital assets

Tangible capital assets are recorded at cost, which includes amounts that are directly attributable to acquisition, construction, development or betterment of the asset. Interest is capitalized whenever external debt is issued to finance the construction of tangible capital assets. The cost, less residual value, of the tangible capital assets, excluding land, are amortized on a straight line basis over their estimated useful lives shown below. Land is not amortized as it is deemed to have a permanent value:

---

Land improvements	10 years
Buildings	
- Wood frame	20 years
- Concrete/steel	40 years
Furniture and equipment	5 years
Computer hardware and software	4 years
Library materials	10 years
Landscaping	15 years

---

Work in progress is not amortized until the asset is available for productive use.

# Coast Mountain College

## Notes to the Financial Statements

Year Ended March 31, 2026 with comparative figures for 2025

[in thousands of dollars]

---

### 2. Significant Accounting Policies (cont'd)

(d) Non-financial assets (cont'd)

(i) Tangible capital assets (cont'd)

Tangible capital assets are written down when conditions indicate that they no longer contribute to the College's ability to provide goods and services, or when the value of future economic benefits associated with the tangible capital assets are less than their net book value.

Contributed tangible capital assets are recorded at their fair value on the date of contribution. When fair value of a contributed asset cannot be reliably determined, the asset is recorded at nominal value.

(ii) Works of art and historic assets

Contributed works of art and historic assets are not recorded as assets in these financial statements.

(iii) Leased tangible capital assets

Leases which transfer substantially all of the benefits and risks incidental to ownership of property are accounted for as leased tangible capital assets and amortized over their useful life. All other leases are accounted for as operating leases and the related payments are charged to expenses as incurred.

(e) Accrued employee entitlements

(i) Defined benefit plans

The College and its employees contribute to the College Pension Plan and Municipal Pension Plan (jointly trustee pension plans). The boards of trustees for these plans, representing plan members and employers, are responsible for administering the plans, including investment of assets and administration of benefits. The plans are multi-employer defined benefit pension plans. Basic pension benefits are based on a formula. As at August 31, 2025, the College Pension Plan has about 17,500 active members, and approximately 11,800 retired members. As at December 31, 2024, the Municipal Pension Plan has about 273,000 active members, including approximately 7,000 from colleges.

Every three years, an actuarial valuation is performed to assess the financial position of the plans and adequacy of plan funding. The actuary determines an appropriate combined employer and member contribution rate to fund the plans. The actuary's calculated contribution rate is based on the entry-age normal cost method, which produces the long-term rate of member and employer contributions sufficient to provide benefits for average future entrants to the plans. This rate may be adjusted for the amortization of any actuarial funding surplus and will be adjusted for the amortization of any unfunded actuarial liability.

# Coast Mountain College

## Notes to the Financial Statements

Year Ended March 31, 2026 with comparative figures for 2025

[in thousands of dollars]

---

### 2. Significant Accounting Policies (cont'd)

(e) Accrued employee entitlements (cont'd)

(i) Defined benefit plans (cont'd)

The most recent actuarial valuation for College Pension Plan as at August 31, 2024, indicated a \$3.8 million unfunded liability for basic pension benefits. This was covered by a transfer from the rate stabilization account leaving the basic pension account balanced at the valuation date on a going concern basis.

The most recent valuation for the Municipal Pension Plan as at December 31, 2024, indicated a \$2,675 million funding surplus for basic pension benefits on a going concern basis.

The next valuation for the College Pension Plan will be as at August 31, 2027. The next valuation for the Municipal Pension Plan will be as at December 31, 2027.

Coast Mountain College paid \$2,051 for employer contributions to the plans in fiscal 2026 (2025 - \$2,088).

Employers participating in the plans record their pension expense as the amount of employer contributions made during the fiscal year (defined contribution pension plan accounting). This is because the plans record accrued liabilities and accrued assets for each plan in aggregate, resulting in no consistent and reliable basis for allocating the obligation, assets and cost to individual employers participating in the plans.

(ii) Retirement allowances and sick leave cash out benefits

Certain benefits are also available to the College's employees. The costs of these benefits are actuarially determined based on service and best estimates of retirement ages and expected future salary and wage increases. The obligation under these benefit plans are accrued based on projected benefits as the employees render services necessary to earn the future benefits. Actuarial gains and losses are amortized over the expected average remaining service life of the employees.

(iii) Short-term employee benefits

Short-term employee benefit obligations are measured on an undiscounted basis and are expensed as the related service is provided.

The College's short-term employee benefits include accrued vacation, banked overtime and early retirement incentives. Employees of the College do not accumulate sick leave beyond one year and therefore there is no liability recognized.

# Coast Mountain College

## Notes to the Financial Statements

Year Ended March 31, 2026 with comparative figures for 2025

[in thousands of dollars]

---

### 2. Significant Accounting Policies (cont'd)

(f) Payroll liabilities

Payroll liabilities are measured on an undiscounted basis and are expensed as the related service is provided.

The College's payroll liabilities include wages and payroll remittance accruals, employee benefits, professional development accruals, payments to the College and Municipal Pension Plans, and other short-term payroll accruals.

(g) Revenue recognition

Revenue is recognized when the College has the ability to claim or retain an inflow of economic resources and a past transaction or event giving rise to the asset has occurred.

Tuition and other fees are reported as revenues over the duration of the course or school year. Tuition fees are deferred for the portion of the courses held in the next fiscal year and for those students who need to delay their start date. The sale of goods, contract services and ancillary services are reported as revenue at the time the services are provided or the products are delivered, and collection is reasonably assured.

Unrestricted grants and donations are recorded as revenue when receivable if the amounts can be estimated and collection is reasonably assured. Pledges from donors are recorded as revenue when payment is received by the College or the transfer of property is completed.

Restricted grants and donations are reported as revenue depending on the nature of the restrictions on the use of the funds by the contributors as follows:

- (i) Contributions for the purpose of acquiring or developing a depreciable tangible capital asset or in the form of a depreciable tangible capital asset, for use in providing services are recorded and referred to as deferred capital contributions and recognized in revenue at the same rate that amortization of the tangible capital asset is recorded. The reduction of the deferred capital contributions and the recognition of the revenue commences when the tangible capital asset is put into use to provide services.
- (ii) Contributions restricted for specific purposes other than for those to be held in perpetuity or the acquisition or development of a depreciable tangible capital asset are recorded as deferred contributions and recognized in revenue in the year in which the stipulation or restriction on the contribution have been met.

Investment income includes interest recorded on an accrual basis and write-downs on investments where the loss in value is determined to be other-than-temporary.

# Coast Mountain College

## Notes to the Financial Statements

Year Ended March 31, 2026 with comparative figures for 2025

[in thousands of dollars]

---

### 2. Significant Accounting Policies (cont'd)

(h) Use of estimates

The preparation of the financial statements in accordance with Canadian public sector accounting standards requires management to make estimates and assumptions. These estimates and assumptions affect the reported amounts of assets, liabilities, and related disclosures. Key areas where management has made estimates and assumptions include those related to estimated useful life of tangible capital assets, accrued liabilities, and the present value of employee future benefits, contingencies and commitments, and asset retirement obligations. Where actual results differ from these estimates and assumptions, the impact will be recorded in future periods when the difference becomes known.

(i) Asset retirement obligation

An asset retirement obligation is recognized when, as at the financial reporting date, all of the following criteria are met:

- There is a legal obligation to incur retirement costs in relation to a tangible capital asset;
- The past transaction or event giving rise to the liability has occurred;
- It is expected that future economic benefits will be given up; and
- A reasonable estimate of the amount can be made.

A liability for the removal of asbestos in several of the buildings owned by the College has been recognized based on estimated future expenses on closure of the site and post-closure care.

The recognition of a liability resulted in an accompanying increase to the respective tangible capital assets. The increase to the tangible capital assets is being amortized in accordance with the depreciation accounting policies outlined in Note 2(d)(i).

(j) Foreign currency translation

The College's functional currency is the Canadian dollar. Transactions in foreign currencies are translated into Canadian dollars at the exchange rate in effect on the transaction date. Monetary assets and liabilities denominated in foreign currencies are reflected in the financial statements in equivalent Canadian dollars at the exchange rate in effect on the balance sheet date. Any gain or loss resulting from a change in rates between the transaction date and the settlement date or balance sheet date is recognized in the Statement of Operations.

(k) Budget figures

Budget figures have been provided for comparative purposes and have been derived from the College's Fiscal 2025/2026 Budget approved by the Board of Governors of the College on May 15, 2025. The budget is reflected in the Statement of Operations and Accumulated Surplus.

# Coast Mountain College

## Notes to the Financial Statements

Year Ended March 31, 2026 with comparative figures for 2025

[in thousands of dollars]

---

### 2. Significant Accounting Policies (cont'd)

(k) Budget figures (cont'd)

As the budget was prepared in the spring of 2025 the estimates were based on Ministry and Contract funding secured at the time of preparation. Variances from budget often occur, as management will obtain additional funding contracts throughout the year and incur related expenditures once funding is approved.

(l) Future accounting pronouncements

These standards and amendments were not effective for the year ended March 31, 2026, and have therefore not been applied in preparing these financial statements. Management is currently assessing the impact of the following accounting standards updates on the future financial statements.

(i) Concepts Underlying Financial Performance. The revised conceptual framework will replace the existing conceptual framework, which consists of Section PS 1000, Financial Statement Concepts, and Section PS 1100, Financial Statement Objectives. The conceptual framework is to be adopted prospectively. This revised conceptual framework is effective for fiscal years beginning on or after April 1, 2026.

(ii) PS 1202, Financial Statement Presentation, will replace the current section PS 1201. The College is currently assessing the impact of this standard on the future financial statements. Prior period amounts would need to be restated to conform to the presentation requirements for comparative financial information. This standard is effective for fiscal years beginning on or after April 1, 2026.

(iii) PS 3251, Employee Benefits, will replace the current sections PS 3250 and PS 3255. The proposed section is currently undergoing discussions where further changes are expected as a result of the re-exposure comments. Effective date is currently not determined.

# Coast Mountain College

## Notes to the Financial Statements

Year Ended March 31, 2026 with comparative figures for 2025

[in thousands of dollars]

### 3. Cash and cash equivalents

	2026	2025
Guaranteed investment certificates	\$ -	\$ 9,379
Restricted	482	369
Unrestricted	13,089	5,359
Total	<u>\$ 13,571</u>	<u>\$ 15,107</u>

Guaranteed investment certificates were with the Scotiabank. They were non-redeemable, with maturity dates of August 2025 to January 2026.

Restricted cash is comprised of funds held for externally restricted purposes and is related to bursary funds and funds held in trust (Note 10).

### 4. Accounts receivable

Accounts receivable are recorded net of allowance for doubtful receivables of \$33 (2025 - \$23).

### 5. Accounts payable and accrued liabilities

	2026	2025
Trade accounts payable	\$ 601	\$ 1,023
Accrued liabilities	664	312
Capital projects and associated holdbacks	-	37
Other accrued liabilities	39	58
Student deposits	270	483
Balance, end of year	<u>\$ 1,574</u>	<u>\$ 1,913</u>

# Coast Mountain College

## Notes to the Financial Statements

Year Ended March 31, 2026 with comparative figures for 2025

[in thousands of dollars]

### 6. Accrued employee entitlements

Accrued employee entitlements are comprised of the following:

	2026	2025
Accrued vacation	\$ 690	\$ 616
Accrued overtime	33	36
Retirement allowances	780	701
Executive benefits and days in lieu	9	128
Early retirement incentives	223	186
Severance	486	-
Balance, end of year	<u>\$ 2,221</u>	<u>\$ 1,667</u>

Retirement allowances:

The College provides retirement allowances to its eligible employees based on eligibility, years of service and final salary. These allowances include retirement allowance benefits for BCGEU instructors and support staff and sick leave cash-out benefits for CUPE members. The liability associated with these benefits is calculated based on the present value of expected future payments pro-rated for services.

The fair value has been determined using a discounted cash flow analysis with an appropriate discount factor, which at March 31, 2026 was determined to be 4.50% (2025 – 3.25%).

	2026	2025
<b>Retirement allowances</b>		
Balance, beginning of year	\$ 701	\$ 683
Current service cost	57	55
Interest cost	24	23
Amortization of net actuarial losses	3	8
Benefits paid	(5)	(68)
Accrued benefit liability, end of year	<u>\$ 780</u>	<u>\$ 701</u>

# Coast Mountain College

## Notes to the Financial Statements

Year Ended March 31, 2026 with comparative figures for 2025

[in thousands of dollars]

### 6. Accrued employee entitlements (cont'd)

An actuarial valuation for these benefits was performed to determine the College's accrued benefit obligation as at March 31, 2026. The difference between the actuarially determined accrued benefit obligation of \$727 (2025 - \$719) and the accrued benefit liability of \$780 (2025 - \$701) is an unamortized actuarial gain of \$53 (2025 - \$18 loss). The actuarial gain is amortized over a period equal to the employees' average remaining service lifetime of 10 years.

	2026	2025
<b>Accrued benefit obligation</b>		
Liability, end of year	\$ 780	\$ 701
Unamortized actuarial (gain) loss	(53)	18
Balance, end of year	<u>\$ 727</u>	<u>\$ 719</u>

### 7. Payroll liabilities

Payroll liabilities are comprised of the following:

	2026	2025
Payroll accruals	\$ 1,508	\$ 899
Pension benefits	4	7
Professional development accruals	110	90
Balance, end of year	<u>\$ 1,622</u>	<u>\$ 996</u>

### 8. Asset retirement obligation

Asbestos obligation

The College owns and operates several buildings that are known to have asbestos, which represents a health hazard upon demolition of the building and there is a legal obligation to remove it. Following the adoption of PS3280 - Asset retirement obligations, the College recognized an obligation relating to the removal and post-removal care of the asbestos. As at March 31, 2026, the liability has an outstanding balance of \$1,864 (2025 - \$1,864).

# Coast Mountain College

## Notes to the Financial Statements

Year Ended March 31, 2026 with comparative figures for 2025

[in thousands of dollars]

### 9. Deferred revenue

Deferred revenue is comprised of contract services and deferred tuition revenue.

Changes in deferred revenue are as follows:

	<b>2026</b>	<b>2025</b>
Balance, beginning of year	\$ 5,085	\$ 5,248
Contributions received during the year	5,431	8,594
Revenue recognized	(5,438)	(8,757)
Balance, end of year	<u>\$ 5,078</u>	<u>\$ 5,085</u>

### 10. Deferred contributions

Deferred contributions are funds restricted for bursaries and scholarships:

	<b>2026</b>	<b>2025</b>
Balance, beginning of year	\$ 369	\$ 378
Contributions received during the year	417	322
Revenue recognized	(304)	(331)
Balance, end of year	<u>\$ 482</u>	<u>\$ 369</u>

### 11. Deferred capital contributions

Changes in the deferred capital contributions balance are as follows:

	<b>2026</b>	<b>2025</b>
Balance, beginning of year	\$ 81,202	\$ 74,945
Contributions received during the year	1,109	11,440
Revenue recognized	(5,228)	(5,183)
Balance, end of year	<u>\$ 77,083</u>	<u>\$ 81,202</u>

Included in deferred capital contributions at March 31, 2026 is \$NIL of contributions not yet spent on tangible capital assets (2025 - \$276).

# Coast Mountain College

## Notes to the Financial Statements

Year Ended March 31, 2026 with comparative figures for 2025

[in thousands of dollars]

### 12. Tangible capital assets

Cost	Balance at March 31, 2025	Additions	Disposals	Transfers	Balance at March 31, 2026
Land and land improvements	\$ 1,623	\$ -	\$ -	\$ -	\$ 1,623
Buildings	132,144	748	-	24	132,916
Furniture and equipment	21,790	637	-	-	22,427
Computer hardware and software	2,583	-	-	-	2,583
Library materials	1,720	-	-	-	1,720
Work in progress	24	67	-	(24)	67
<b>Total</b>	<b>\$ 159,884</b>	<b>\$ 1,452</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 161,336</b>

Accumulated amortization	Balance at March 31, 2025	Amortization expense	Disposals	Balance at March 31, 2026
Buildings	\$ 53,226	\$ 4,544	\$ -	\$ 57,770
Furniture and equipment	19,950	753	-	20,703
Computer hardware and software	2,156	125	-	2,281
Library materials	1,720	-	-	1,720
<b>Total</b>	<b>\$ 77,052</b>	<b>\$ 5,422</b>	<b>\$ -</b>	<b>\$ 82,474</b>

	Net book value March 31, 2026
Land and land improvements	\$ 1,623
Buildings	75,146
Furniture and equipment	1,724
Computer hardware and software	302
Work in progress	67
<b>Total</b>	<b>\$ 78,862</b>

# Coast Mountain College

## Notes to the Financial Statements

Year Ended March 31, 2026 with comparative figures for 2025

[in thousands of dollars]

### 12. Tangible capital assets (cont'd)

Cost	Balance at March 31, 2024	Additions	Disposals	Transfers	Balance at March 31, 2025
Land and land improvements	\$ 1,623	\$ -	\$ -	\$ -	\$ 1,623
Buildings	119,035	11,795	-	1,314	132,144
Furniture and equipment	21,563	453	(226)	-	21,790
Computer hardware and software	2,226	357	-	-	2,583
Library materials	1,720	-	-	-	1,720
Work in progress	1,314	24	-	(1,314)	24
<b>Total</b>	<b>\$ 147,481</b>	<b>\$ 12,629</b>	<b>\$ (226)</b>	<b>\$ -</b>	<b>\$ 159,884</b>

Accumulated amortization	Balance at March 31, 2024	Amortization expense	Disposals	Balance at March 31, 2025
Buildings	\$ 48,952	\$ 4,274	\$ -	\$ 53,226
Furniture and equipment	18,973	1,203	(226)	19,950
Computer hardware and software	2,101	55	-	2,156
Library materials	1,713	7	-	1,720
<b>Total</b>	<b>\$ 71,739</b>	<b>\$ 5,539</b>	<b>\$ (226)</b>	<b>\$ 77,052</b>

	Net book value March 31, 2025
Land and land improvements	\$ 1,623
Buildings	78,918
Furniture and equipment	1,840
Computer hardware and software	427
Work in progress	24
<b>Total</b>	<b>\$ 82,832</b>

# Coast Mountain College

## Notes to the Financial Statements

Year Ended March 31, 2026 with comparative figures for 2025

[in thousands of dollars]

---

### 12. Tangible capital assets (cont'd)

(a) Work in progress

Work in progress has not been amortized. Amortization of these assets will commence when the asset is put into service.

(b) Works of art and historical treasures

The College manages and controls various works of art and non-operational historical cultural assets including buildings, artifacts, paintings and sculptures located at the College sites and public display areas. These assets are not recorded on these financial statements.

(c) Write-down of tangible capital assets

There was no write-down of tangible capital assets during the year (2025 - \$NIL).

### 13. Financial risk management

The College has exposure to the following risks from its financial instruments: credit risk, market and interest rate risk, liquidity risk and fair value. The Board of Governors ensures that the College has identified its major risks and ensures that management monitors and controls them.

(a) Credit risk

Credit risk is the risk of financial loss to the College if a customer or counterparty to a financial instrument fails to meet its contractual obligations. Such risks arise principally from certain financial assets held by the College consisting of cash and cash equivalents and accounts receivable.

The College manages its credit risk by reviewing the credit history of new customers before extending credit and by conducting regular reviews of its existing customer's credit performance. An allowance for doubtful accounts is established based upon factors surrounding the credit risk of specific accounts, historical trends and other information. The College has a significant number of customers which minimizes the concentration of credit risk. The College limits its exposure to credit risk by placing its cash with chartered banks and the Ministry of Finance.

(b) Market and interest rate risk

Market risk is the risk that changes in market prices, such as interest rates, will affect the College's income. The objective of market risk management is to control market risk exposures within acceptable parameters while optimizing the return on risk.

Interest rate risk is the risk that the fair value of future cash flows of a financial instrument will fluctuate because of changes in the market interest rates.

# Coast Mountain College

## Notes to the Financial Statements

Year Ended March 31, 2026 with comparative figures for 2025

[in thousands of dollars]

---

### 13. Financial risk management (cont'd)

(b) Market and interest rate risk (cont'd)

It is management's opinion that the College is not exposed to significant market or interest rate risk arising from its financial instruments. Cash equivalents include deposits held in the Ministry of Finance's Central Deposit Program which are recorded at cost plus accrued interest. These deposits earn interest at 2.45%.

(c) Liquidity risk

Liquidity risk is the risk that the College will not be able to meet its financial obligations as they become due.

The College manages liquidity risk by continually monitoring actual and forecasted cash flows from operations and anticipated investing and financing activities to ensure, as far as possible, that it will always have sufficient liquidity to meet its liabilities when due, under both normal and stressed conditions, without incurring unacceptable losses or risking damage to the College's reputation. It is management's opinion that the College is not exposed to material liquidity risk.

### 14. Accumulated surplus

Accumulated surplus is comprised of the following:

	<b>2026</b>	<b>2025</b>
Operating - unrestricted	\$ 4,855	\$ 5,932
Invested in tangible capital assets	(85)	42
Total	<u>\$ 4,770</u>	<u>\$ 5,974</u>

# Coast Mountain College

## Notes to the Financial Statements

Year Ended March 31, 2026 with comparative figures for 2025

[in thousands of dollars]

### 15. Endowments

The College transferred endowment funds to the Vancouver Foundation. The funds are permanent funds with the Foundation and provide income for scholarships and bursaries at the College. The Funds are not under College ownership or control and therefore have not been included in the financial statements. The College has recorded its contributions to the Fund as donation expenditures. The College received income of \$71 (2025 - \$70) from the Funds during the year. Income related to scholarships, awards or bursaries is recorded as deferred contributions until disbursed.

Endowment balances at year end are:

	2026		2025	
	Cost	Market Value	Cost	Market Value
Coast Mountain College Endowment Fund	\$ 590	\$ 936	\$ 590	\$ 941
Morice Legacy Fund	181	258	181	260
Coast Mountain College School of Exploration and Mining Endowment Fund	204	290	204	314
Balance, end of year	\$ 975	\$ 1,484	\$ 975	\$ 1,515

### 16. Contractual obligations

The nature of the College's activities can result in multiyear contracts and obligations whereby the College will be committed to make future payments. Significant contractual obligations related to operations that can be reasonably estimated are as follows:

	2027	2028	Thereafter	Total
Lease agreements	\$ 117	\$ 99	\$ 33	\$ 249

### 17. Contingent liabilities

The nature of the College's activities is such that there is litigation pending or in progress at any time. With respect to unsettled claims at March 31, 2026, management is of the opinion that the College has valid defences and appropriate insurance coverage in place, or if there is unfunded risk, such claims are not expected to have material effect on the College's financial position. Outstanding contingencies are reviewed on an ongoing basis and any unfunded risk is provided for based on management's best estimate of the ultimate settlement.

# Coast Mountain College

## Notes to the Financial Statements

Year Ended March 31, 2026 with comparative figures for 2025

[in thousands of dollars]

### 18. Expenses by object

The following is a summary of expenses by object:

	<b>2026</b>	<b>2025</b>
Personnel	\$ 30,178	\$ 28,999
Instruction and service contracts	3,800	7,656
Supplies	1,392	1,245
Cost of goods sold	390	279
Advertising and promotion	191	155
Building and equipment maintenance	1,288	1,460
Janitorial	808	874
Other	1,301	1,315
Telecommunications	218	245
Travel	705	853
Utilities	615	726
Amortization	5,422	5,539
Total	<u>\$ 46,308</u>	<u>\$ 49,346</u>

### 19. Supplementary cash flow information

Net change in non-cash working capital

	<b>2026</b>	<b>2025</b>
Accounts receivable	\$ (1,135)	\$ 149
Inventory held for resale	5	(56)
Accounts payable and accrued liabilities	(339)	(1,923)
Accrued employee entitlements	554	(167)
Payroll liabilities	626	(269)
	<u>\$ (289)</u>	<u>\$ (2,266)</u>

# Coast Mountain College

## Notes to the Financial Statements

Year Ended March 31, 2026 with comparative figures for 2025

[in thousands of dollars]

---

### 20. CMTN Foundation

The College has an economic interest in the CMTN Foundation ("Foundation"). The net assets and results of operations of the Foundation have not been included in these financial statements as it is controlled by a separate Board. The Foundation is a separate organization formed to provide scholarships and bursaries for students of the College and to raise funds and awareness to enrich the learning experience at the College. The College provides some financial support to the Foundation. During the year, financial support of \$450 (2025 - \$250) was provided to the Foundation.

### 21. Related parties

The College is related through common ownership to all Province of British Columbia ministries, agencies, crown corporations, school districts, health authorities, universities and colleges that are included in the provincial government reporting entity. Transactions with these entities, unless disclosed otherwise, are recorded at the exchange amount, which is the amount of consideration established and agreed by the related parties.

**2026- 2027 Draft  
Consolidated Budget**

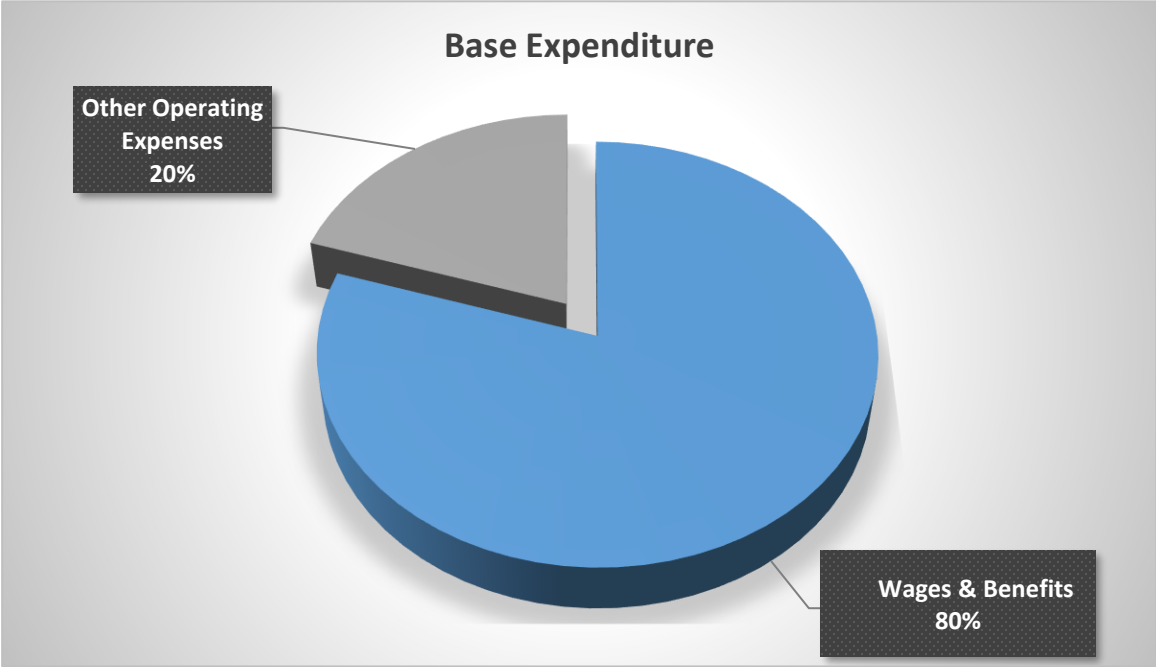
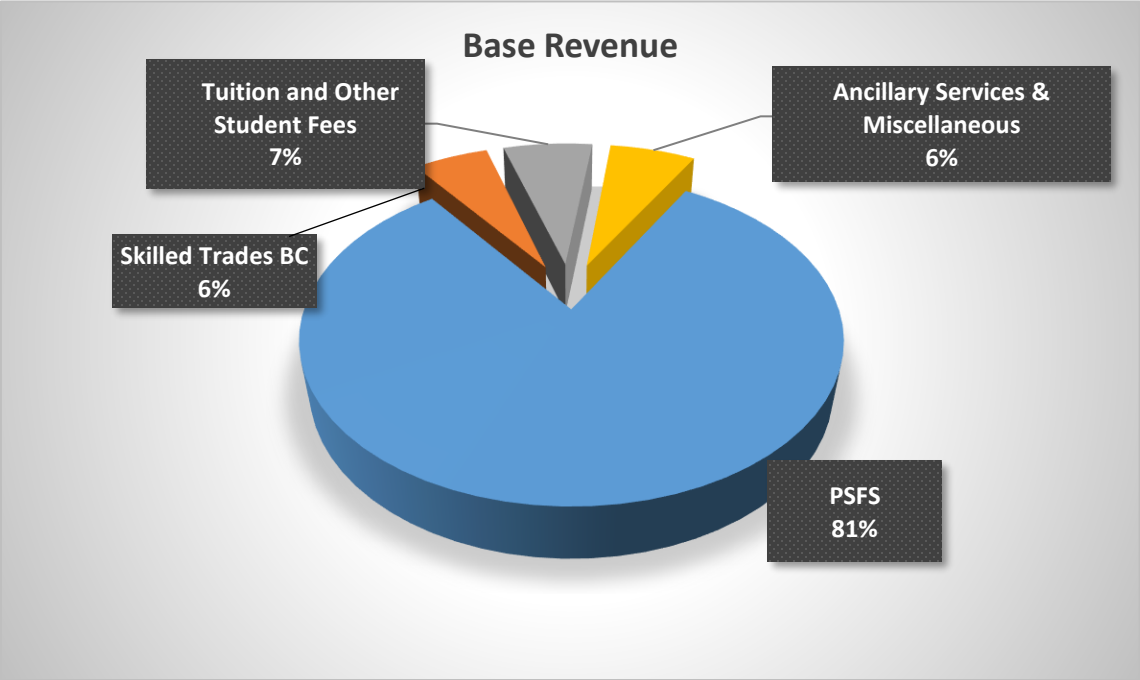
May 14, 2026



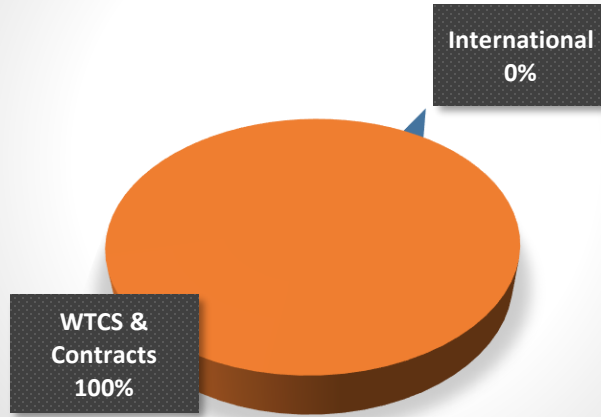
## Coast Mountain College Consolidated Budget

	Draft Budget 2026-2027 <i>as of May 14, 2026</i>	Net Change	Approved Budget 2025-2026 Final
<b>Operating Revenues</b>			
Province of British Columbia	24,017,227	(1,002,300)	25,019,527
Skilled Trades BC	1,637,280	(78,400)	1,715,680
Tuition & Other Student Fees	1,962,594	(74,769)	2,037,363
Ancillary Services	1,183,900	115,000	1,068,900
Miscellaneous Revenue	694,381	9,548	684,833
International Education	0	(2,590,000)	2,590,000
Workforce Training & Continuing Studies	508,900	(16,100)	525,000
Contracts	3,896,000	546,000	3,350,000
Amortization	5,100,000	(100,000)	5,200,000
<b>Total Revenue</b>	<b>39,000,282</b>	<b>(3,191,021)</b>	<b>42,191,303</b>
<b>Operating Expenses</b>			
Wages & Benefits	25,091,543	(4,083,218)	29,174,761
Service Contracts	1,321,500	(249,439)	1,570,939
Supplies	1,113,996	(11,962)	1,125,958
Cost of Goods Sold	205,710	4,400	201,310
Advertising & Promotion	112,991	(2,000)	114,991
Building & Equipment Costs	917,577	133,300	784,277
Janitorial	839,000	(30,000)	869,000
Other	303,184	6,604	296,580
Telecommunications	317,312	-	317,312
Travel	564,169	(60,296)	624,465
Utilities	608,400	(75,000)	683,400
International Education	0	(1,253,310)	1,253,310
Workforce Training & Continuing Studies	458,900	(16,100)	475,000
Contracts	3,346,000	546,000	2,800,000
Amortization - Capital	5,100,000	(100,000)	5,200,000
Amortization - Operating	200,000	-	200,000
<b>Total Base Operating Expenses</b>	<b>40,500,282</b>	<b>(5,191,021)</b>	<b>45,691,303</b>
<b>Operating Surplus (Deficit)</b>	<b>(1,500,000)</b>	<b>2,000,000</b>	<b>(3,500,000)</b>

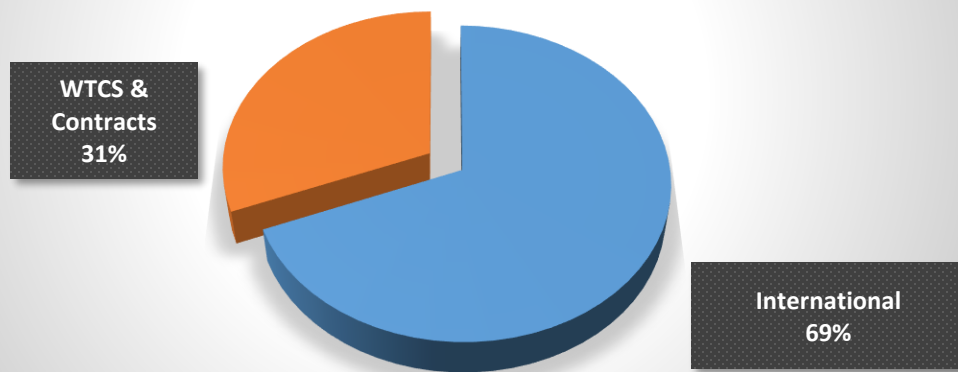




### Non-Base Contribution - 26-27



### Non-Base Contribution - 25-26



## 2026 – 2027 Budget

### Assumptions

#### Operating Revenues

##### Province of British Columbia

The BC government provides the largest revenue component of the college budget. Funding is estimated at \$24,017,227 for 2026-27. The net decrease reflects Balanced Measures Mandate funding that was accrued in 2025-26, as well as reduced funding for the IT Networking Diploma and ABE/ELL programs.

##### Tuition and Other Student Fees

Tuition revenues for Skilled Trades BC (Trades Training BC) programs have been realigned. In addition, a reduction in miscellaneous fees is anticipated due to lower international student enrolment. Tuition rates increase by 2% annually.

##### Ancillary Services

The revenue budget for Student Housing was increased to reflect changes to housing rental rates.

##### International Education

International Education has been removed from the budget due to changes to Canada's International Student Program, resulting in low enrolment.

##### Workforce Training & Continuing Studies and Contracts

The net contribution from WTCS remains unchanged, with a target of \$50,000. The net contribution from Contracts remains unchanged, with a target of \$550,000.

#### Operating Expenses

##### Wages & Benefits

The net decrease reflects the workforce reduction mitigation measures that have been implemented. Anticipated future wage increases have also been incorporated.

##### All Other Operating Expenses

Operating expenses were adjusted based on historical trends and expected future activity.



## 2026 – 2027 Budget

### Components

#### Operating Revenues

##### Province of British Columbia

Funding from the Province of British Columbia supports base operations. This funding is comprised of both base and one time funding.

##### Skilled Trades BC (Trades Training BC)

Skilled Trades BC provides funding to CMTN to deliver trades programs for eligible Indigenous peoples, women, immigrants, and other BC residents facing barriers to entering the trades. An annual training plan supports selected trades programs both at the Foundation and Apprentice levels.

##### Tuition & Other Student Fees

Charges to students are established in accordance with Government of BC guidelines and approved by the Board of Governors of Coast Mountain College.

##### Ancillary Services

Revenue generated from campus store sales, food services and student housing.

##### International Education

Revenues associated with the provision of education to international students.

##### Workforce Training & Continuing Studies

Revenue generated from the delivery of short term, non-credit training courses to the general public.

##### Contracts

Revenue generated from the delivery of training programs under contracts to external organizations.

##### Amortization of Deferred Capital Contributions

Capital contributions from external sources includes funds received from government and donors to purchase long-term assets. The funds are recognized as income over the useful life of the assets purchased.



## **2026 – 2027 Budget**

### **Components – cont'd**

#### **Operating Expenses**

##### **Wages & Benefits**

Compensation paid to all college employees, including statutory deductions, workers' compensation, pension and group benefits.

##### **Service Contracts**

Charges incurred to third parties for services and service delivery.

##### **Supplies**

Costs incurred for office and administrative items.

##### **Cost of Goods Sold**

Food, campus store items and miscellaneous goods purchased for resale.

##### **Advertising and Promotion**

Media, promotional items and marketing costs.

##### **Building & Equipment Costs**

Small repairs and maintenance costs, as well as capital items costing less than \$5,000 per item. Amounts also include space rental and insurance.

##### **Janitorial**

Third-party charges for cleaning of premises.

##### **Other**

Miscellaneous items, events, green initiatives, bank charges, bad debts, licences and fees, graduation costs, third-party contract costs and sustainability costs.

##### **Telecommunications**

Internet and telephone charges.



## 2026 – 2027 Budget

### Components – cont'd

#### Travel

Staff travel between campuses and to offsite meetings and conferences, including costs such as hotels, air travel, vehicle rentals, and per diems.

#### Utilities

Includes utilities such as electricity, gas, water, sewer, garbage, and propane.

#### International Education

Costs directly associated with the provision of education to international students.

#### Workforce Training & Continuing Studies

Wages, benefits and supply costs incurred in delivering short-term non-credit courses.

#### Contracts

Costs incurred in delivering contracted training services to external organizations.

#### Amortization

The annual portion of capital asset costs expensed over the useful life of the assets.





## DECISION-MAKING BRIEFING NOTE

Presented to the Board of Governors

**DATE:** May 12, 2026

**File No.:** N/A

### DECISION TO BE MADE:

- To approve the new Social Media Policy.

### CURRENT STATUS

The Social Media policy is new for Coast Mountain College. It has been developed to provide clarity and boundaries on the use, content and management of social media platforms by CMTN for the purposes of community outreach, alumni relations and student recruitment.

This work has been based on the policies and procedures of other institutions in BC, and customized to meet the specific needs of Coast Mountain College.

### ANALYSIS/CAUTIONARY NOTES

- When issues or questions arise, it is helpful to have a policy to reference and guide decision making. Not all potential issues can be anticipated, but this policy addresses the ones that have come up most for the communications team in the past and can help frame decisions on future issues.
- The policy is scheduled to be reviewed more frequently than others because of the speed at which the social media landscape changes.

### OPTIONS/RECOMMENDATION


- Recommendation to approve Social Media Policy as is, or with revisions, based on discussions at the Board meeting on June 12, 2026

### CONCLUSION/NEXT STEPS

- If any changes are required by the board, Aman will action them
- The approved policy will be posted to the CMTN website and communicated to the CMTN community

**CONTACTS:** Aman Kang Director, President's Office (akang@coastmountaincollege.ca) and Heather Bastin, Executive Director, External Relations (hbastin@coastmountaincollege.ca)

Date	Author's Name and Role	Presented To	Approved (Y/N)
March 19, 2026	Heather Bastin, ED External Relations	President's Council	N
April 7, 2026	Heather Bastin, ED External Relations	President's Council	Y
May 22, 2026	Heather Bastin, ED External Relations	Policy Review Committee	

Policy Name:	SOCIAL MEDIA POLICY	 <p>coast mountain college</p>
Approved By:	Board of Governors	
Approval Date:		
Next Scheduled Renewal Date:	June 2028 or as required	
Policy Holder:	VP, Corporate Services & CFO	
Operational Lead:	Executive Director, External Relations	
Policy Number:	ADM-020	

## SOCIAL MEDIA POLICY

### 1.00 PURPOSE

#### 1.1 The purpose of this policy is to:

- a. establish the way in which official accounts are created and used by employees who represent the College to enhance marketing, communications and customer service.
- b. support community members having a consistent and positive experience of the college, across all platforms following communications best practices.
- c. establish parameters for Social Media usage with respect to protecting College information and reputation and moving forward considered strategies of engagement, based on communications best practices.
- d. limit the use of College logos by external accounts to CMTN approved instances only.

1.2 This policy is not intended to limit private use of social media by staff and faculty, or their academic freedom or freedom of speech, but rather to maintain the brand and reputation of Coast Mountain College delivering on our mandate as a public post-secondary institution.

### 2.00 DEFINITIONS

- 2.1 **Authorised CMTN Social Media Communicator:** Any Employees or volunteers (including Digital Ambassadors) of the College who use College Social Media channels for business purposes. Social media use should be included in the job description of any such individual and they should have relevant training and experience prior to assignment.
- 2.2 **Employee:** An individual who is employed by the College, including administrators, faculty members, staff, contractors, and students when employed by the College (e.g., as student assistants).
- 2.3 **Participant:** In this policy, Participant refers to a member of the public, a Student, or an employee who is not an Authorised CMTN Social Media Communicator who participates on a Social Media platform and comments, shares, or adds to College posts on official college Social Media channels.

- 2.4 **Student:** An individual who is registered in, or applying to, 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.
- 2.5 **Social Media:** A form of publicly available and interactive online communication in which users can generate and share content such as text, images, audio, and/or video, to inform, share, promote, collaborate, or network.
  - a. For purposes of this policy, Social Media includes, but is not limited to, sites such as Facebook, Instagram, LinkedIn, YouTube, TikTok, and Reddit.
  - b. The absence of, or lack of, explicit reference to a specific social platform does not limit the extent of the application of this policy. As new platforms are introduced, this policy will be equally applicable to them without advance notice.
  - c. Some social media channels permit the creation of community discussion groups, which are separate from the official college profile on that platform. This policy and its related procedure equally apply to college-related community groups that are administered or moderated by college faculty or employees.
- 2.6 **The College:** Coast Mountain College (CMTN).

### 3.00 OVERVIEW

- 3.1 Social Media platforms are powerful tools that have a significant impact on the college's reputation. They should be used with strategic intention and provide quality content to enhance that reputation, based on the strategic communications plan of the College.
  - a. The selection of Social Media platforms used by Coast Mountain College will align with the college values and the platforms that reach our intended audience in Northwest BC. Platforms that are not aligned will not be considered. Platforms that no longer meet these criteria can be discontinued at the discretion of the Executive Director, External Relations. New platforms can be added with the understanding that only a limited number will be active at any one time to ensure manageability.
- 3.2 Social Media can be used to quickly and efficiently communicate accurate information.
  - a. In the event of a public relations crisis, emergency, or natural disaster, only the Executive Director, External Relations or their designate will issue an official statement as the spokesperson for the College on College Social Media platforms.
- 3.3 The official CMTN Social Media channels will not be used for student-led projects, donation requests (excluding CMTN Foundation), labour relations, or similar topics.
- 3.4 All requests for specific posts to College Social Media accounts must be submitted to the Communications department for review and approval. These will be evaluated based on their alignment with the strategic communications plan and this policy and its related procedure.
- 3.5 New technologies and social networking tools continually evolve. This policy will be updated as part of the regular policy review cycle.

- 3.6 The College does not permit or endorse the unauthorized use of its logo, wordmarks, or other visual identity elements in any format on Social Media accounts that are not official to the College (student study groups for example).

#### 4.00 TERMS AND CONDITIONS OF USE

- 4.1 The Communications Team reserves the right to unpublish or delete any comments made by a Participant if it is determined that the College is being misrepresented or factually incorrect information is being shared.
- 4.2 Using personal Social Media accounts or user IDs for College business is prohibited, except where this is the only alternative, such as on unofficial Facebook groups. Contact [communications@coastmountaincollege.ca](mailto:communications@coastmountaincollege.ca) for advice.
- 4.3 Employees must not use their College email address to register personal Social Media accounts unless the account is authorized for official College use.
- 4.4 Access to social media accounts and pages should be limited to only those that need it.
- 4.5 Denigration of competitors, the College, or College affiliates, is not permitted in College Social Media posts or in Participant comments.
  - a. Communication should be respectful.
  - b. Hateful language and unlawful posts or Participant comments will be deleted.

#### 5.00 LIMITATIONS OF COLLEGE SOCIAL MEDIA ENGAGEMENT

- 5.1 The College does not endorse any opinions, images, or other types of material not specifically posted by the official Social Media accounts.
- 5.2 The College is not responsible for the accuracy of the claims, information, advice, or comments posted by Participants on official College Social Media channels or on public pages and forums.
- 5.3 The College will not endorse any external agency or event, community group, student-led group or event, or Students' Union event on the official Social Media accounts.
  - a. Exceptions can be made when there is an established partnership with an organization, and these exceptions are at the discretion of the Executive Director, External Relations, or a Vice-President, AVP, or President of the College.
- 5.4 All College accounts must adhere to the internal branding guidelines, *CMTN Visual Identity Guidelines*, and the *CMTN Writing Style Guide*.
- 5.5 The College Communications Team will:
  - a. determine who will have the authority to contribute content to official College Social Media channels
  - b. assign an Employee or team to manage and respond to Social Media conversations concerning the College, if required.

#### 6.00 PRIVACY AND CONFIDENTIALITY

- 6.1 Content that discloses private personal information in any way should never be posted by an Authorised CMTN Social Media Communicator.

- a. The College will not publish personal information about anyone without first gaining written consent.
- b. Failure to comply with this policy and the related procedure could lead to discipline.
- c. Third-party sites' terms and conditions must be followed.

6.2 Personal information shared in a comment by a Participant will be deleted by an Authorised CMTN Social Media Communicator as soon as possible.

6.3 Confidential matters should not be addressed on social media, including but not limited to matters before the courts or under police investigation,

#### 7.00 PERSONAL BLOGS AND SOCIAL MEDIA ACCOUNTS

7.1 The College takes no position on a Participant's personal decision to participate in Social Media activities outside of work.

- a. Users identifying themselves as a College employee on a social network should be mindful that their profile and related content are consistent with ADM-020P Social Media Procedure and with the Related Policies, Procedures, and Guidelines listed below.

#### 8.00 STUDENTS AND EDUCATION

8.1 A person's decision to participate in Social Media or not, is their choice and should not impact their educational experience. For this reason, instructors will use Brightspace and/or college emails to communicate with students about their course work. Social Media groups and platforms should not be used for this purpose.

8.2 If a student follows an instructor's personal Social Media account and is upset by the content, they can opt to unfollow their instructor without penalty.

8.3 Incidents of hate speech on Social Media may be reported by the witness to the RCMP for investigation.

#### 9.00 COMPLIANCE AND DISCIPLINE

9.1 Compliance with this policy is a condition of employment at the College. Any breaches of this policy or corresponding procedure will be investigated under the [HMR-001, Employee Code of Conduct](#) policy.

- a. All employees, contractors, and volunteers are expected to understand and adhere to the policy and the related procedure in their daily work.
- b. Failure to comply with this policy, related procedures, or FOIPPA may result in disciplinary action, up to and including termination of employment or contract.
- c. In cases involving willful or negligent breaches, the College may also pursue legal remedies or report the matter to the appropriate authorities.

9.2 Violations of this policy may result in disciplinary action, including suspension of access to College technology, or legal action in the event of criminal activity.

- a. Criminal activity may include, but is not limited to, bullying, discrimination, defamation, harassment, hate speech, or other unlawful conduct.

10.00 PSYCHOLOGICAL SAFETY ON SOCIAL MEDIA

- 10.1 The procedure provides recommendations for how to respond to Participant comments, whether by deletion or direct message.
- 10.2 In some cases, a Participant comment might be triggering for an Authorised CMTN Social Media Communicator. If this is the case, the Authorised CMTN Social Media Communicator can opt out of the situation by bringing it to the attention of Executive Director, External Relations or their designate.

11.00 RELATED POLICIES, PROCEDURES, AND GUIDELINES

- 11.1 [ADM-002, Copyright Policy for Faculty and Employee](#)
- 11.2 [ADM-002G, Copyright Guidelines](#)
- 11.3 [ADM-003, Freedom of Information and Protection of Privacy Policy](#)
- 11.4 [ADM-009, Student Non-Academic Conduct Policy](#)
- 11.5 [ADM-015, Employee Use of Artificial Intelligence for Workplace Tasks Policy](#)
- 11.6 ADM-020, Social Media Procedure
- 11.7 [HMR-001, Employee Code of Conduct](#)
- 11.8 [HMR-017, Public Interest Disclosure Policy](#)
- 11.9 [INF-001, Acceptable Use of Information Resources Policy](#)
- 11.10 [INF-002, Cybersecurity Policy](#)
- 11.11 [INF-002P, Cybersecurity Procedure](#)
- 11.12 [INF-003, User Account Management Policy](#)
- 11.13 [INF-004, Password and Authentication Policy](#)
- 11.14 [INF-004P, Password and Authentication Procedure](#)
- 11.15 [INF-005, College Data Classification Policy](#)
- 11.16 [INF-005P, College Data Classification Procedure](#)

12.00 OTHER SUPPORTING DOCUMENTS

- 12.1 Canadian [Copyright Act](#)
- 12.2 [CMTN Media Release Form – 18 and Under](#)
- 12.3 [CMTN Media Release Form – 19 and Over](#)
- 12.4 [CMTN Writing Style Guide](#)
- 12.5 [Coast Mountain College Logo Usage Quick Guide](#)
- 12.6 [CMTN Branding Guidelines](#)
- 12.7 *CMTN Visual Identity Guidelines*
- 12.8 [BC Freedom of Information and Protection of Privacy Act](#)

13.00 HISTORY

Created/Revised/ Reviewed	Date	Author's Role	Approved By
Created	2025	Executive Director, External Relations	

DRAFT