

COAST MOUNTAIN COLLEGE BOARD OF GOVERNORS REGULAR MEETING AGENDA

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.

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. Burrows, Education Council Chair – April 25, 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, Faculty Elect – March 1, 2026	<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	1.0 Call to Order, Territorial Acknowledgement and Introduction of Board Members	<i>For Action</i>
12:05pm-12:10pm	2.0 Adoption of the March 13, 2026, Board Regular Meeting Agenda On the motion proposed by _____ and seconded by _____ Proposed: That the March 13, 2026, Board Regular Meeting agenda be adopted as presented.	<i>For Action</i>
12:10pm-12:15pm	3.0 Adoption of the February 6, 2026, Board Regular Meeting Minutes	<i>For Action</i>

	On the motion proposed by _____ and seconded by _____ Proposed: That the February 6, 2026, Board Regular Meeting minutes be adopted as presented.	
<i>New Business</i>		
12:15pm-12:45pm	4.0 Presentations 4.1 Ten Year Enrolment Analysis and Update Presentation – Dr. T. Kunkel <i>Please see the corresponding data analysis reports on pages 10-158 of the meeting package for additional information.</i>	<i>For Information</i>
12:45pm-1:00pm	5.0 President’s Presentation and Report to the Board – President & CEO, Dr. L. Wayne <i>Please see the corresponding report on pages 159-167 of the meeting package for additional information.</i>	<i>For Information</i>
1:00pm-1:10pm	6.0 Chair’s Report to the Board – Board Chair, C. Butcher 6.1 Key Decisions and Directions from the Closed Door meeting <i>Please note, as this meeting was held in camera, not all decisions or directions are reported in this section. Only information deemed appropriate for disclosure by the Board Chair is included.</i>	<i>For Information</i> <i>For Information</i>
1:10pm-1:15pm	7.0 Appointment of the Education Council Board Representative 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. Term: April 2026 to March 2027 Proposed: That the appointed Order-in-Council board member serve on the Education Council.	<i>For Action</i>
1:15pm-1:25pm	8.0 Risk Report – Vice-President Corporate Services & CFO	<i>For Information</i>

1:25pm-1:35pm	9.0 Finance & Audit Committee Report to the Board – C. Butcher	<i>For Information</i>
1:35pm-1:40pm	10.0 Policy Review Committee Report to the Board – D. Allen	<i>For Information</i>
1:40pm-1:50pm	11.0 First Nations Council Report to the Board – P. Michell	<i>For Information</i>
1:50pm-2:00pm	12.0 Education Council Report to the Board – M. Burrows	<i>For Information</i>
2:00pm	<p>13.0 Meeting Adjournment <i>On completion of the agenda, or time for adjournment, the Board Chair may declare the meeting adjourned.</i></p> <p><i>Please note that a Board only post-meeting evaluation survey will be distributed to FNC Chair, EdCo Chair, OIC and elected Board members.</i></p>	<i>For Adjournment</i>



COAST MOUNTAIN COLLEGE BOARD OF GOVERNORS REGULAR MEETING MINUTES

February 6, 2026, 12:00pm-2:30pm

Virtual Location: Microsoft Teams

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

Attendance

A. Smith, Order-in-Council – July 31, 2026
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
K. Anaka, Student Representative Elect – August 31, 2026
M. Burrows, Education Council Chair – April 25, 2026
M. Horner, Order-in-Council – July 31, 2026
M. Mehr, Order-in-Council – July 31, 2026
N. Jamieson, Order-in-Council – July 31, 2026
P. Michell, First Nations Council Chair
R. Riesen, Faculty Elect – March 1, 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

Guests

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

1.0 Call to Order, Territorial Acknowledgement and Introduction of Board Members The Board Chair, C. Butcher called the meeting to order at 12:00pm.	<i>For Action</i>
2.0 Adoption of the February 6, 2026, Board Regular Meeting Agenda On the motion made by T. MacMillan and seconded by H. Anjaria Motion: That the February 6, 2026, Board Regular Meeting agenda be adopted as presented.	<i>Motion Carried</i>

<p>3.0 Adoption of the October 31, 2025, Board Regular Meeting Minutes</p> <p>On the motion made by M. Horner and seconded by M. Mehr</p> <p>Motion: <i>That the October 31, 2025, Board Regular Meeting minutes be adopted as presented.</i></p>	<p><i>Motion Carried</i></p>
<p style="text-align: center;"><i>New Business</i></p>	
<p>4.0 President’s Presentation and Report to the Board – President & CEO, Dr. L. Waye</p> <p>Dr. L. Waye presented a report to the Board.</p> <p>2025/2026 Overview:</p> <ul style="list-style-type: none"> • Wrapping up a challenging fiscal year <ul style="list-style-type: none"> ○ Approximately 20% reduction in positions across the region ○ Asset disposition of three properties ○ Closure of the Hazelton campus ○ Ceasing of international student recruitment activities ○ Reductions in travel, overtime, and internal catering <p>Summary and Key Metrics:</p> <ul style="list-style-type: none"> • Budget <ul style="list-style-type: none"> ○ Q3 numbers are strong but Q4 is the college’s most expensive quarter <ul style="list-style-type: none"> ▪ Utility bills, severance payments, international student recruitment fees ○ Should stay within the \$3.5M of approved deficit for this fiscal year ○ Preparing to present a balanced budget for the upcoming fiscal year <ul style="list-style-type: none"> ▪ One round of cuts; multi-year cuts should not be necessary ▪ Not all public post-secondary institutions will be on budget FY 26/27 ○ Additional funding approved for an Accelerated Practical Nursing program to start in September 2026 at the Terrace campus ○ November announcement of enhanced Trades training funding, but not yet clear on how this will work <ul style="list-style-type: none"> ▪ Which trades? ▪ 25-35% lift per seat to break even? ▪ Tools and equipment? ○ Tuition capped at a 2% increase • Student enrolment trends (<i>note: full data provided March 13</i>) <ul style="list-style-type: none"> ○ Overall decrease in enrolment due to IRCC changes, of approximately 25% ○ Decreased international enrolment, with just 18 new international students this academic year 	<p><i>For Information</i></p>

<ul style="list-style-type: none"> ○ International student interest limited to ten completed applications for 2026 <ul style="list-style-type: none"> ▪ Nigeria (8), India (1), Philippines (1) ▪ Five applicants to the Early Childhood Care and Education program ○ Increased domestic enrolment (Trades, Health, Adult Upgrading) <ul style="list-style-type: none"> ▪ Adult upgrading: 43% increase from Winter 2025 semester ○ Northern Health and Northern Post-Secondary Collaborative postcard: <ul style="list-style-type: none"> ▪ 58% increase in application numbers Fall 2024 to Fall 2025 for the Nursing program ▪ 33% increase in application numbers Fall 2024 to Fall 2025 for the Healthcare Assistant Program ○ Additional staff being hired in the student recruitment department ○ Recent student tours have included: <ul style="list-style-type: none"> ▪ 23 learners from Kyah Wiget Education Society, Terrace campus ▪ High school students were hosted on a Saturday by the Centre of Training Excellence in Mining (CTEM) and CMTN, Terrace campus ● Strategic Plan <ul style="list-style-type: none"> ○ Ten-year strategic plan is coming to a close ○ BHAG: Big, hairy, audacious goal of becoming the college of choice for experiential learning by 2027 ○ Never designed for <ul style="list-style-type: none"> ▪ dramatic increase, then dramatic decrease, of international student numbers and tuition revenues ▪ the COVID-19 pandemic, which forced an online pivot ○ In process of gathering data on progress for fall wrap-up <p>Pressures and Opportunities:</p> <ul style="list-style-type: none"> ● Sector Sustainability Review <ul style="list-style-type: none"> ○ Interviewed as part of BC Colleges and as part of the Northern Post-Secondary Collaborative (NPSC) ○ CMTN submission dovetails with the submissions of those two entities ● BC Industrial Strategy & Federal Major Infrastructure Projects <ul style="list-style-type: none"> ○ Four major national projects ○ Plus: Prince Rupert Port Authority Second Terminal, AltaGas REEF facility expansion at the Port of Prince Rupert, doubled trades training funding over next three years <p>Achievements:</p> <ul style="list-style-type: none"> ● Dr. L. Wayne was asked to speak at the provincial trades training funding announcement, alongside Premier David Eby and Minister Jessie Sunner ● Dr. Titi Kunkel was nominated for the BC Business Women of the Year awards, by Heather Bastin, Executive Director of External Relations, and me ● Dr. L. Wayne was nominated for an honorary position with 4 Canadian Ranger Patrol Group, which has ten patrols in the college catchment area 	
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<p>M. Burrows raised a question about the date that the data was collected about the 10 international student.</p> <p>Dr. L. Waye noted that the data was collected between January 28-29.</p>	
<p>5.0 Chair's Report to the Board – Board Chair, C. Butcher</p> <p>The Board Chair, C. Butcher noted that there are no updates and that there is nothing to report on from the Closed Door meeting.</p> <p>5.1 Key Decisions and Directions from the Closed Door meeting 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.</p>	<p><i>For Information</i></p> <p><i>For Information</i></p>
<p>6.0 Appointment of the Education Council Board Representative</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: March 2026 to March 2027</p> <p>Proposed: 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>The Board Chair, C. Butcher requested to postpone this agenda item to the march 13, 2026 Board meeting.</p>	<p><i>Item Postponed</i></p>
<p>7.0 Amended International Student Plan – Executive Director, External Relations, H. Bastin</p> <p>On the motion made by T. MacMillan and seconded by M. Horner</p> <p>Motion: That the amended International Student Plan be adopted as presented.</p> <p>H. Bastin provided a verbal update about the amended International Student Plan.</p> <ul style="list-style-type: none"> • The previous iteration of this plan was approved by the Board at the February 2025 meeting. • Since that time, our approach to International Education has changed as part of the budget alignment activities undertaken in 2025. • In order to follow the Ministry's Education Quality Assurance (EQA) requirements for colleges offering international education, we have updated the plan to reflect the new approach. 	<p><i>Motion Carried</i></p>

<ul style="list-style-type: none"> • The proposed changes to the plan were presented for Information at Education Council on November 28. No feedback was received from Education Council about the updates. • The following changes were made: <ul style="list-style-type: none"> ○ President’s Accountability Statement Paragraph 3 – updated the 50th anniversary to be in past tense ○ In the section called “Institutional Integrity: Regional Representatives” section was removed, due to the discontinuation of our three regional representative model of recruitment. This was replaced with “Institutional Integrity: International Student Recruitment” text explaining the new limited scope of our international student recruitment activities. ○ The section called “Agent Management Plans” has been revised to explain the dissolution of our contracts with agents effective on January 31, 2026 ○ Previously there were four primary goals. These have been revised to three primary goals with the removal of the original Goal 1: Increasing Classroom Diversity at Coast Mountain College.” The diversity goal was related to our regional representatives. With our new model and a much smaller number of international students, this is no longer a primary goal. ○ The removal of this goal does not change the fact that all students from all backgrounds and identities are welcome at Coast Mountain College, as mentioned now in the introduction to the goal “Continued commitment to student success for Inbound International Students.” ○ The recently created position Student Counselor has been added to the list of key services and support ○ The number of international entrance awards has been reduced from 14 to three available awards and they are open to any new international students from any country. 	
<p>8.0 Risk Report – Vice-President Corporate Services & CFO</p> <p>M. Doyle provided a verbal risk report to the Board.</p> <p>The risk that CMTN remains under-enrolled and unable to attract sufficient students to meet its FTE target, as outlined in the Risk Register.</p> <ul style="list-style-type: none"> • CMTN is currently funded based on an FTE target. However, the college has not met its projected FTE levels. • The over-projection of FTE numbers is attributed in part to the high cost of delivering programs in Northern communities. • A key concern is the potential impact of the upcoming sustainability report and its outcomes. • The Province has indicated that there are no additional funds available, reflecting financial constraints across Canada. • Domestic tuition rates remain low, while operational costs have increased significantly. These increased costs continue to outpace revenue generated from domestic tuition. 	<p><i>For Information</i></p>

<ul style="list-style-type: none"> • Even with increased domestic enrolment, government funding does not sufficiently offset the cost of delivery. Unlike universities, colleges face greater financial pressure as enrolment increases. • There is a risk of additional budget reductions in future years, the extent of this risk remains uncertain at this time. • It was noted that the Marketing team is performing strong work in supporting domestic enrolment efforts. • Within the next two months, the college expects to have a clearer understanding of its financial position. 	
<p>9.0 Finance & Audit Committee Report to the Board – M. Mehr</p> <p>The Finance and Audit Committee Chair, M. Mehr provided a verbal report to the Board.</p> <ul style="list-style-type: none"> • The Finance and Audit Committee met on January 23, 2026. • CMTN is in a good financial position. • Under operating expenses <ul style="list-style-type: none"> ○ Service Contracts line-item amounts are specifically for IT, cybersecurity and local services providers for plumbing, electrical and HVAC. ○ Other line-item amounts include banks fees and convocation. These are expenses that do not fit in other operating expense lines. What drives this amount higher is the grants that are issued to CMTN, these grants are not guaranteed every year. <p>M. Burrows raised a question about the Amortization-Operating line-item being at zero.</p> <p>M. Mehr noted that this is not an ongoing calculation and the final number will be provided at the end of the fiscal year.</p> <p>M. Burrows raised a question about the Advertising & Promotion line-item being at 35%.</p> <p>M. Doyle noted that this is not the full cost for advertising and promotion. These costs are carried through other departments. CMTN is trying to standardize coding processes as they currently differ from department to department. The college is advertising and promoting frequently.</p> <p><i>Please see the Statement of Operations included on page 10 of the meeting minutes.</i></p>	<p><i>For Information</i></p>
<p>10.0 Policy Review Committee Report to the Board – D. Allen</p> <p>The Policy Review Committee Chair, D. Allen provided a verbal report to the Board.</p> <ul style="list-style-type: none"> • The Policy Review Committee met on January 12, 2026 • The committee reviewed the Board Governance Handbook, the Freedom of Information and Protection of Privacy policy and procedure, and the Granting of Credentials policy and procedure. 	<p><i>For Information</i></p>

<p>10.1 Adoption of the CMTN Board Governance Handbook</p> <p>On the motion made by the Policy Review Committee Chair and seconded by R. Riesen</p> <p>Motion: <i>That the CMTN Board Governance Handbook be adopted as presented.</i></p> <p>A. Kang presented the new Coast Mountain College Board Governance Handbook.</p> <p>A. Kang noted that the following amendments have been made based on the feedback from the October 31 Board meeting.</p> <ul style="list-style-type: none"> • Adding to Section 1.2: <i>“Established in 1975 in Terrace, BC, CMTN has three robust campuses serving 34 communities, 21 of which are First Nations communities. The College provides students with innovative programs that lead to sustainable careers for people in the North. Our campuses are located in Prince Rupert, Smithers, and Terrace.”</i> • Adding to Section 4.2: <i>“In accordance with the Act, the Board may seek advice from the Education Council. When the Board wishes to obtain such advice, it will do so by bringing a motion before the Board requesting that a specific matter be referred to the Education Council for consideration and advice. The Education Council will review the referred matter and provide its advice to the Board.”</i> 	<p><i>Motion Carried</i></p>
<p>10.2 Retraction of the Out of Date Board Policy Documents</p> <p>On the motion made by the Policy Review Committee Chair and seconded by T. Onuora</p> <p>Motion: <i>That the out of date Board policy documents be retracted from the CMTN website.</i></p>	<p><i>Motion Carried</i></p>
<p>10.3 Adoption of the Freedom of Information and Protection of Privacy Policy (ADM-003)</p> <p>On the motion made by the Policy Review Committee Chair and seconded by T. Onuora</p> <p>Motion: <i>That the Freedom of Information and Protection of Privacy policy (ADM-003) be adopted as presented.</i></p> <p>A. Kang presented the Freedom of Information and Protection of Privacy policy and procedure (ADM-003/ADM-003P).</p>	<p><i>Motion Carried</i></p>

<ul style="list-style-type: none"> • ADM-003 was last revised in June 2024 with a scheduled review date of June 2025. A comprehensive review identified several gaps requiring attention. Revisions now include: <ul style="list-style-type: none"> ○ updated and expanded definitions ○ strengthened privacy accountability language ○ description of the privacy management program ○ clarified personal information collection practices ○ expanded use and disclosure language ○ updated retention and deletion requirements ○ enhanced safeguards for personal information ○ refined access to information provisions ○ refined language regarding employee information ○ updated website and online privacy language ○ a dedicated section for complaints and concerns ○ a new section outlining compliance and discipline expectations <p>10.4 Adoption of the Granting of Credentials Policy (EDU-019)</p> <p>On the motion made by the Policy Review Committee Chair and seconded by H. Anjaria</p> <p>Motion: That the Granting of Credentials policy (EDU-019) be adopted as presented.</p> <p>A. Kang presented the Granting of Credentials policy and procedure (EDU-019/EDU-019P) on behalf of E. Suderman, Registrar.</p> <p>Revision process included:</p> <ul style="list-style-type: none"> • Micro-credential • Post-humous credentials • Parchment format • Micro-credential format • Recommendations for language 	<p><i>Motion Carried</i></p>
<p>11.0 First Nations Council Report to the Board – P. Michell</p> <p>The First Nations Council (FNC) Chair, P. Michell provided a verbal report to the Board.</p> <ul style="list-style-type: none"> • FNC met on January 23, 2026 • The group worked on the strategic plan, discussed goals and objectives. FNC hopes to share this with the Board during the next joint meeting. 	<p><i>For Information</i></p>
<p>12.0 Education Council Report to the Board – M. Burrows</p> <p>The Education Council (EdCo) Chair, M, Burrows provided a verbal report to the Board.</p> <ul style="list-style-type: none"> • EdCo met on November 28, 2025, December 19, 2025 and January 30, 2026 • Renewed two courses and the Education Assistant program 	<p><i>For Information</i></p>

<ul style="list-style-type: none"> • Expecting to see more course approvals closer to the end of the academic year. • There are currently three active taskforces <ul style="list-style-type: none"> ○ Bylaw Review, Program Policy, Articulation Review. 	
<p>13.0 Meeting Adjournment</p> <p>On completion of the agenda, the Board Chair, C. Butcher declared the meeting adjourned at 1:28pm.</p>	<p><i>For Adjournment</i></p>



Coast Mountain College
Statement of Operations
As at December 31, 2025

	Year-to-Date Actuals December 31, 2025	Approved Budget 2025-2026	%
Operating Revenues			
Province of British Columbia	18,333,948	25,019,527	73%
Industry Training Authority	1,220,422	1,715,680	71%
Tuition & Other Student Fees	1,925,202	2,037,363	94%
Ancillary Services	1,141,457	1,068,900	107%
Miscellaneous Revenue	653,706	684,833	95%
International Education	3,410,648	2,590,000	132%
Workforce Training & Continuing Studies	593,421	525,000	113%
Contracts	3,741,508	3,350,000	112%
Amortization	3,921,108	5,200,000	75%
Total Revenue	34,941,420	42,191,303	83%
Operating Expenses			
Wages & Benefits	19,401,018	29,174,761	66%
Service Contracts	1,584,119	1,570,939	101%
Supplies	636,698	1,125,958	57%
Cost of Goods Sold	257,745	201,310	128%
Advertising & Promotion	40,278	114,991	35%
Building & Equipment Costs	520,659	784,277	66%
Janitorial	596,661	869,000	69%
Other	479,831	296,580	162%
Telecommunications	165,019	317,312	52%
Travel	340,792	624,465	55%
Utilities	337,323	683,400	49%
International Education	520,770	1,253,310	42%
Workforce Training & Continuing Studies	401,907	475,000	85%
Contracts	3,035,180	2,800,000	108%
Amortization - Capital	4,066,720	5,200,000	78%
Amortization - Operating	0	200,000	
Total Base Operating Expenses	32,384,720	45,691,303	71%
Operating Surplus (Deficit)	2,556,701	(3,500,000)	

BOARD OF GOVERNORS - DATA REPORT PACKAGE (2026 WINTER)

(Program analysis – 10 academic years)

March 4, 2026



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EXECUTIVE OVERVIEW

Purpose

This package provides a structured, program-level overview to support Board review and informed discussion. It presents historical enrolment trends alongside key program milestones to provide context regarding delivery patterns, growth, and shifts over time.

The data contained in this report was last updated in **October 2025**. Enrolment data for the **2025–2026 academic year is partial**, reflecting information available as of the October 2025 reporting cut-off date.

The next scheduled update of this package will occur in **May 2026**, at which time 2025–2026 data will be refreshed and validated.

Reporting structure

Programs are organized into **program clusters (program areas)** to support both discipline-level and credential-level analysis. Each cluster represents a broader instructional area and may include one or more credentials.

Scope

For each active program, this package includes:

- Program title and program code
- Credential type
- Initial Education Council (EdCo) approval date
- Term first offered
- Most recent program review date (where available)
- Historical enrolment trends by academic year and student type

Where applicable, program-specific notes are included to provide additional context.

Data sources and definitions

Enrolment figures presented in this package are sourced from the **institution's official CDW (Central Data Warehouse) October 2025 Program-Level submission (CMTN) to the ministry**. Historical data is available beginning with the 2015–2016 reporting year, and enrolment trends are presented from that point forward where applicable.

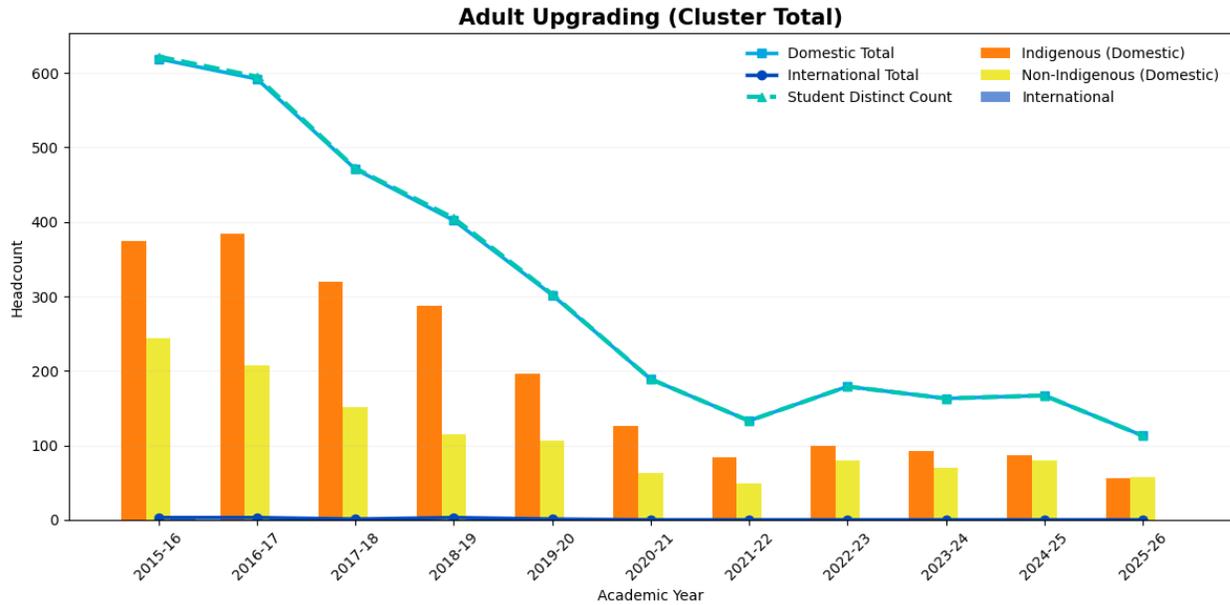
CDW Program Level reporting sums student distinct count at the program level. **Students enrolled in two programs** within the same reporting period are **counted twice** in that period's student distinct count totals. (After spot-checking and conducting a deeper review of potential duplicate records, we compared the distinct student count per academic term and year with the distinct student-program count over the past 10 years. The analysis shows an overall variance of approximately 2%, with a maximum variance of 5% in 2017 terms due to duplicate program records.)

All student distinct count figures reflect enrolment **after the official stable enrolment date** for the applicable reporting term. Only students who remained enrolled beyond the stable enrolment date are included in the final counts, ensuring consistency with institutional and ministry reporting standards.

Where enrolment is shown as 0, the program was offered but had no enrolled students during the reporting period. Where a program or cluster was **not offered**, or where enrolment data is **not applicable or unavailable**, the report displays **N/A**.



1. ADULT UPGRADING



Academic Year	Indigenous	Non-Indigenous	Domestic Total	International Total	Student Distinct Count
2015-16	375	244	619	3	622
2016-17	384	208	592	3	595
2017-18	320	151	471	1	472
2018-19	287	115	402	3	405
2019-20	196	106	302	1	303
2020-21	126	63	189	0	189
2021-22	84	49	133	0	133
2022-23	99	80	179	0	179
2023-24	93	70	163	0	163
2024-25	87	80	167	0	167
2025-26	56	57	113	0	113



1.1 Adult Upgrading (AU) | Certificate or Adult Dogwood Diploma

Program Profile:

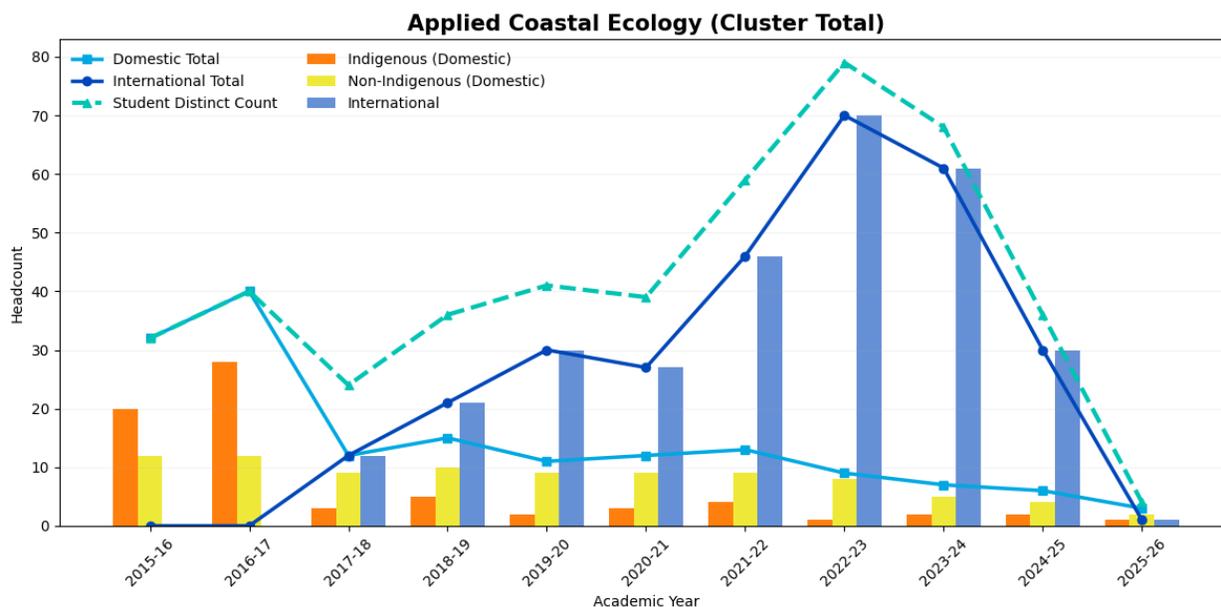
Academic Program ID	Program Title	Credential Type	Initial EdCo Approval Date	Term First Offered	Most Recent Program Review
AUGD	Adult Upgrading (AU) Certificate or Adult Dogwood Diploma	Certificate/ Diploma	2025-04-28	2025F	

1.2 Career and College Prep

Program Profile:

Academic Program ID	Program Title	Credential Type	Initial EdCo Approval Date	Term First Offered	Most Recent Program Review
CCP	Career and College Prep	Certificate/ Diploma	1996-09-01		

2. APPLIED COASTAL ECOLOGY



Academic Year	Indigenous	Non-Indigenous	Domestic Total	International Total	Student Distinct Count
2015-16	20	12	32	0	32
2016-17	28	12	40	0	40
2017-18	3	9	12	12	24
2018-19	5	10	15	21	36
2019-20	2	9	11	30	41
2020-21	3	9	12	27	39
2021-22	4	9	13	46	59
2022-23	1	8	9	70	79
2023-24	2	5	7	61	68
2024-25	2	4	6	30	36
2025-26	1	2	3	1	4

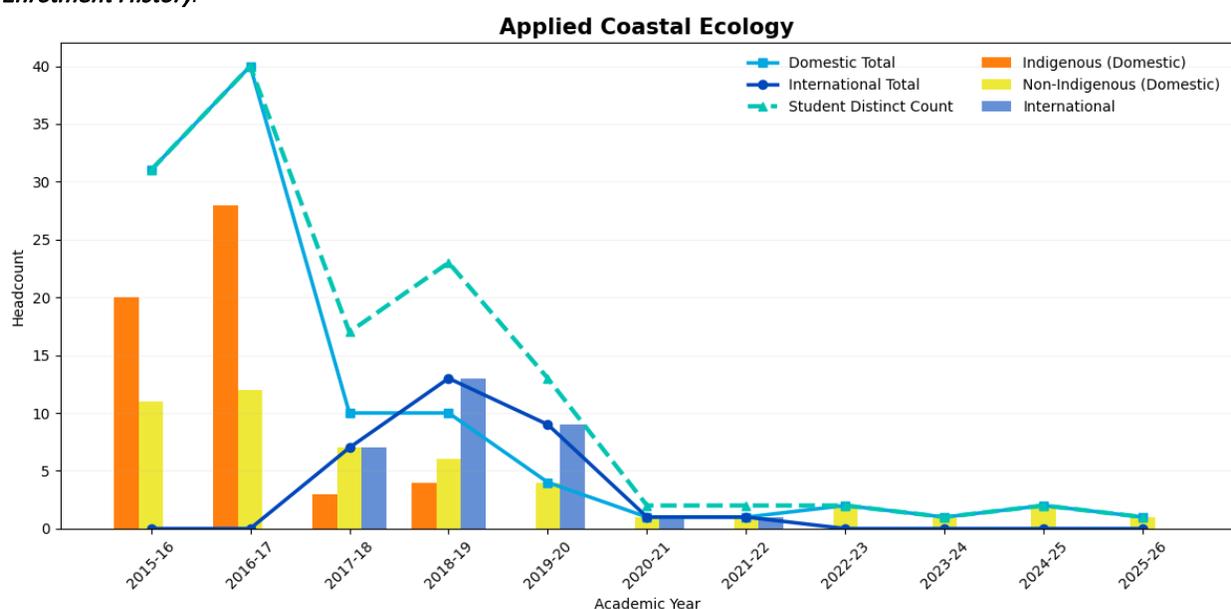
Note: ACE and ACE2 were used to report Year 1 and Year 2 students. Students who completed Year 2 received a Diploma.

2.1 Applied Coastal Ecology Year 1

Program Profile:

Academic Program ID	Program Title	Credential Type	Initial EdCo Approval Date	Term First Offered	Most Recent Program Review
ACE	Applied Coastal Ecology – Year 1	Certificate	2005-07-07	2006W	

Enrolment History.



Academic Year	Indigenous	Non-Indigenous	Domestic Total	International Total	Student Distinct Count
2015-16	20	11	31	0	31
2016-17	28	12	40	0	40
2017-18	3	7	10	7	17
2018-19	4	6	10	13	23
2019-20	0	4	4	9	13
2020-21	0	1	1	1	2
2021-22	0	1	1	1	2
2022-23	0	2	2	0	2
2023-24	0	1	1	0	1
2024-25	0	2	2	0	2
2025-26	0	1	1	0	1

2.2 Applied Coastal Ecology Year 2

Program Profile:

Academic Program ID	Program Title	Credential Type	Initial EdCo Approval Date	Term First Offered	Most Recent Program Review
ACE2	Applied Coastal Ecology – Year 2		2005-07-07		

Enrolment History:

N/A

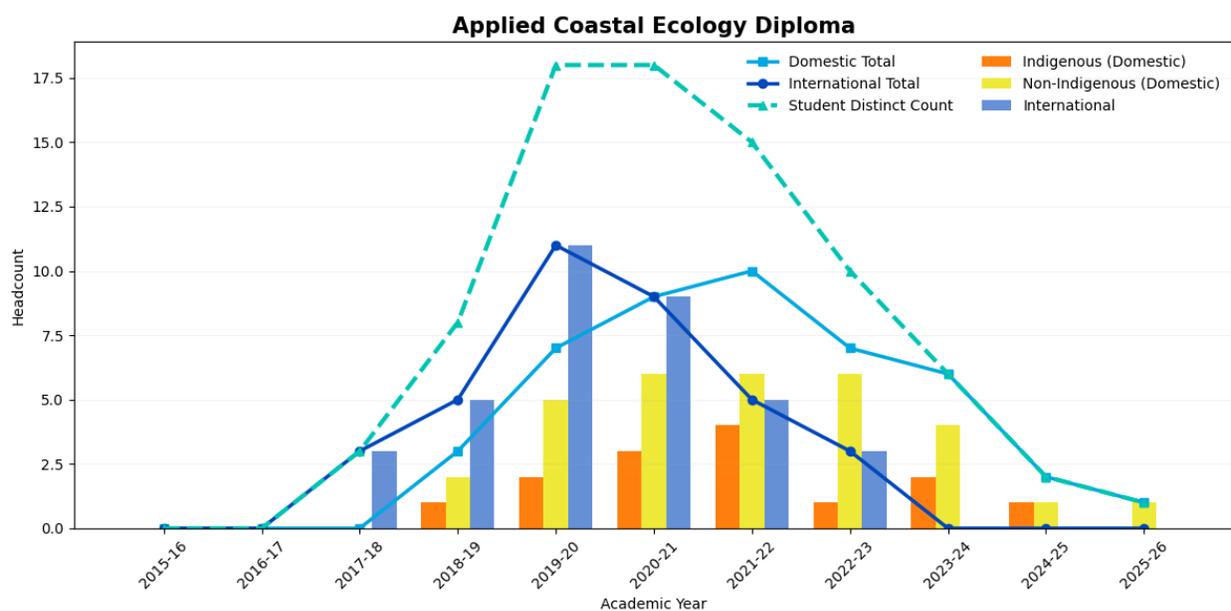
Note: Students are assigned to the ACED program.

2.3 Applied Coastal Ecology Diploma

Program Profile:

Academic Program ID	Program Title	Credential Type	Initial EdCo Approval Date	Term First Offered	Most Recent Program Review
ACED	Applied Coastal Ecology Diploma	Diploma	2017-12-15		2023

Enrolment History:



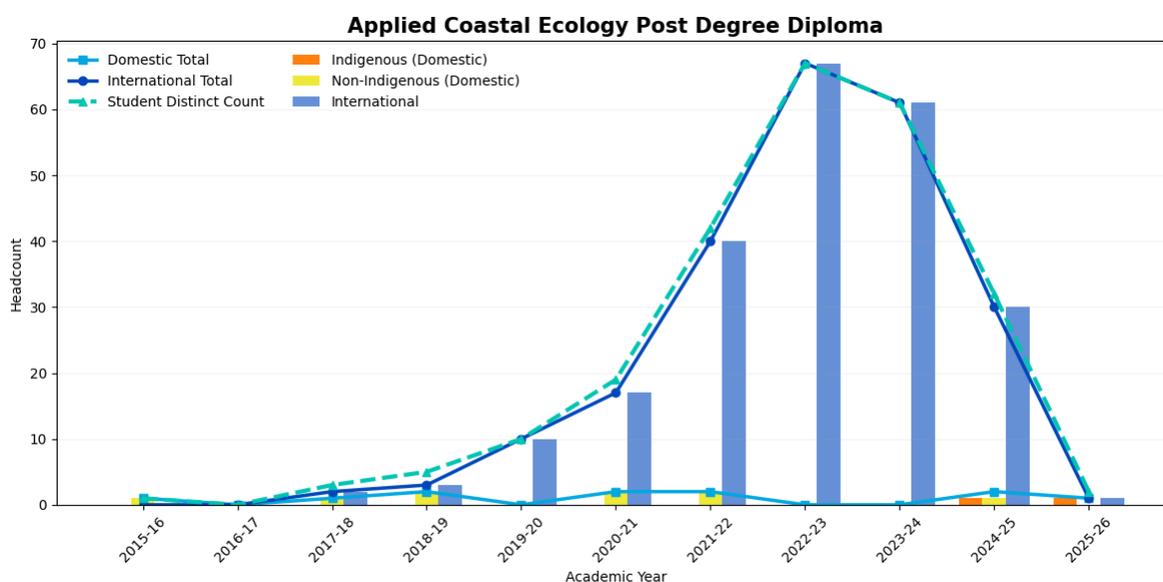
Academic Year	Indigenous	Non-Indigenous	Domestic Total	International Total	Student Distinct Count
2015-16	0	0	0	0	0
2016-17	0	0	0	0	0
2017-18	0	0	0	3	3
2018-19	1	2	3	5	8
2019-20	2	5	7	11	18
2020-21	3	6	9	9	18
2021-22	4	6	10	5	15
2022-23	1	6	7	3	10
2023-24	2	4	6	0	6
2024-25	1	1	2	0	2
2025-26	0	1	1	0	1

2.4 Applied Coastal Ecology Post Degree Diploma

Program Profile:

Academic Program ID	Program Title	Credential Type	Initial EdCo Approval Date	Term First Offered	Most Recent Program Review
ACEPD	Applied Coastal Ecology Post Degree Diploma	Post Degree Diploma	2017-07-07		

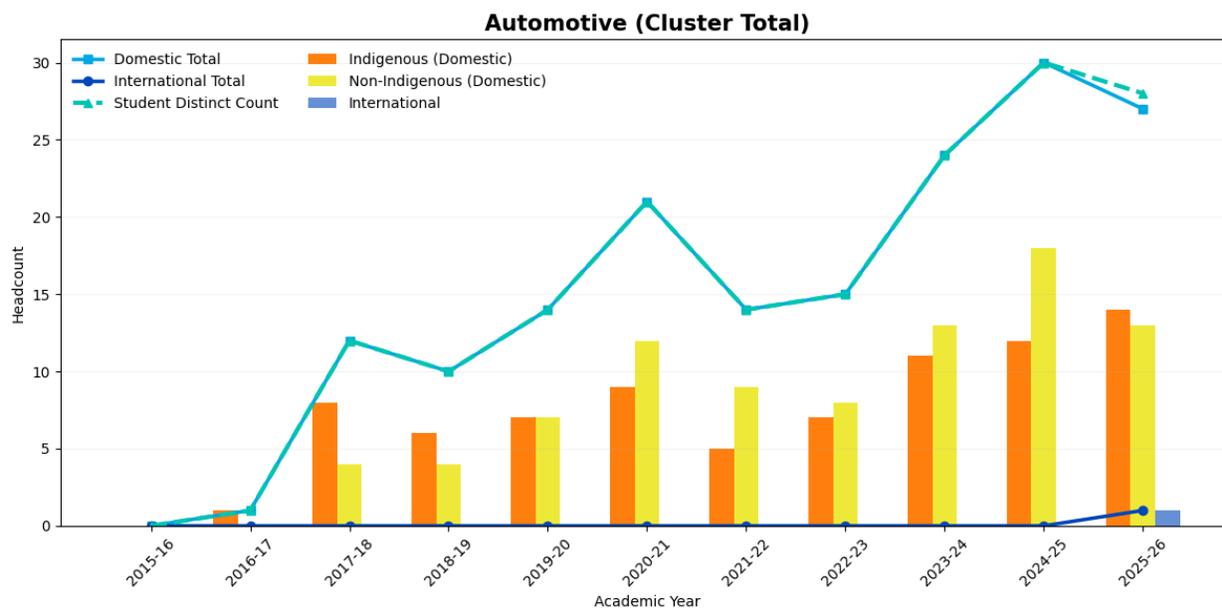
Enrolment History:



Academic Year	Indigenous	Non-Indigenous	Domestic Total	International Total	Student Distinct Count
2015-16	0	1	1	0	1
2016-17	0	0	0	0	0
2017-18	0	1	1	2	3
2018-19	0	2	2	3	5
2019-20	0	0	0	10	10
2020-21	0	2	2	17	19
2021-22	0	2	2	40	42
2022-23	0	0	0	67	67
2023-24	0	0	0	61	61
2024-25	1	1	2	30	32
2025-26	1	0	1	1	2



3. AUTOMOTIVE



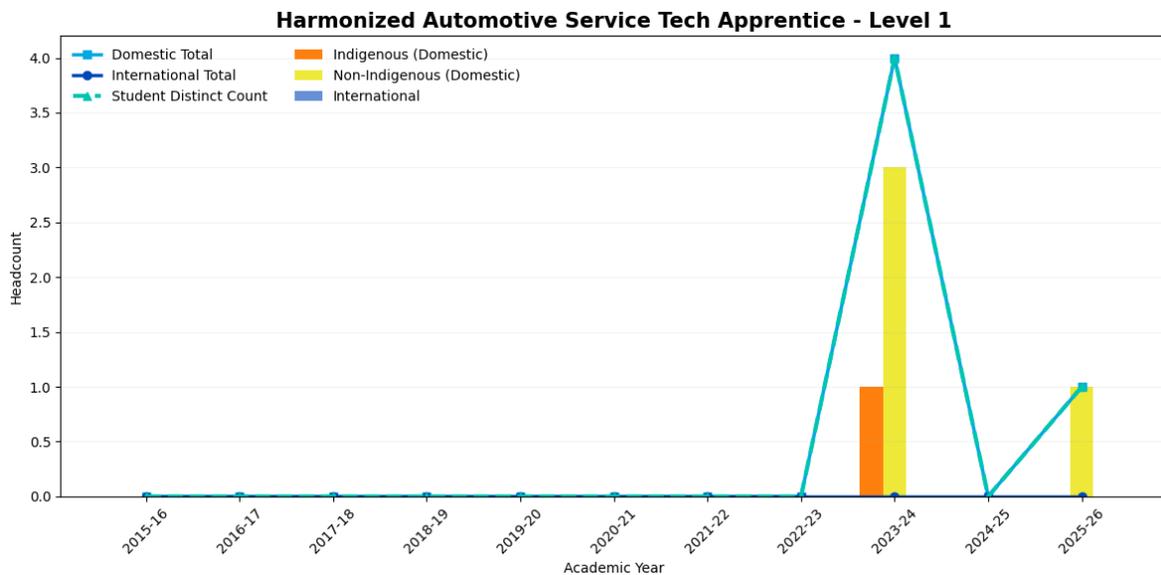
Academic Year	Indigenous	Non-Indigenous	Domestic Total	International Total	Student Distinct Count
2015-16	0	0	0	0	0
2016-17	1	0	1	0	1
2017-18	8	4	12	0	12
2018-19	6	4	10	0	10
2019-20	7	7	14	0	14
2020-21	9	12	21	0	21
2021-22	5	9	14	0	14
2022-23	7	8	15	0	15
2023-24	11	13	24	0	24
2024-25	12	18	30	0	30
2025-26	14	13	27	1	28

3.1 Harmonized Automotive Service Tech Apprentice - Level 1

Program Profile:

Academic Program ID	Program Title	Credential Type	Initial EdCo Approval Date	Term First Offered	Most Recent Program Review
HAUTAPP1	Harmonized Automotive Service Tech Apprentice - Level 1		2019-04-30	2022W	

Enrolment History:



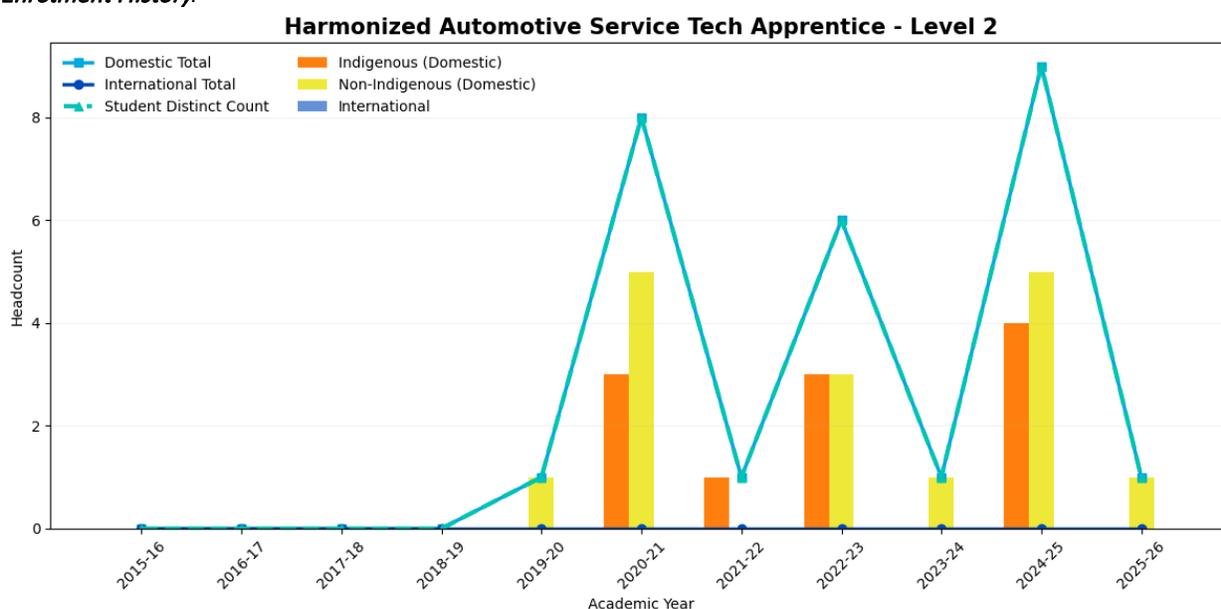
Academic Year	Indigenous	Non-Indigenous	Domestic Total	International Total	Student Distinct Count
2015-16	0	0	0	0	0
2016-17	0	0	0	0	0
2017-18	0	0	0	0	0
2018-19	0	0	0	0	0
2019-20	0	0	0	0	0
2020-21	0	0	0	0	0
2021-22	0	0	0	0	0
2022-23	0	0	0	0	0
2023-24	1	3	4	0	4
2024-25	0	0	0	0	0
2025-26	0	1	1	0	1

3.2 Harmonized Automotive Service Tech Apprentice - Level 2

Program Profile:

Academic Program ID	Program Title	Credential Type	Initial EdCo Approval Date	Term First Offered	Most Recent Program Review
HAUTAPP2	Harmonized Automotive Service Tech Apprentice - Level 2		2019-04-30	2020W	

Enrolment History:



Academic Year	Indigenous	Non-Indigenous	Domestic Total	International Total	Student Distinct Count
2015-16	0	0	0	0	0
2016-17	0	0	0	0	0
2017-18	0	0	0	0	0
2018-19	0	0	0	0	0
2019-20	0	1	1	0	1
2020-21	3	5	8	0	8
2021-22	1	0	1	0	1
2022-23	3	3	6	0	6
2023-24	0	1	1	0	1
2024-25	4	5	9	0	9
2025-26	0	1	1	0	1

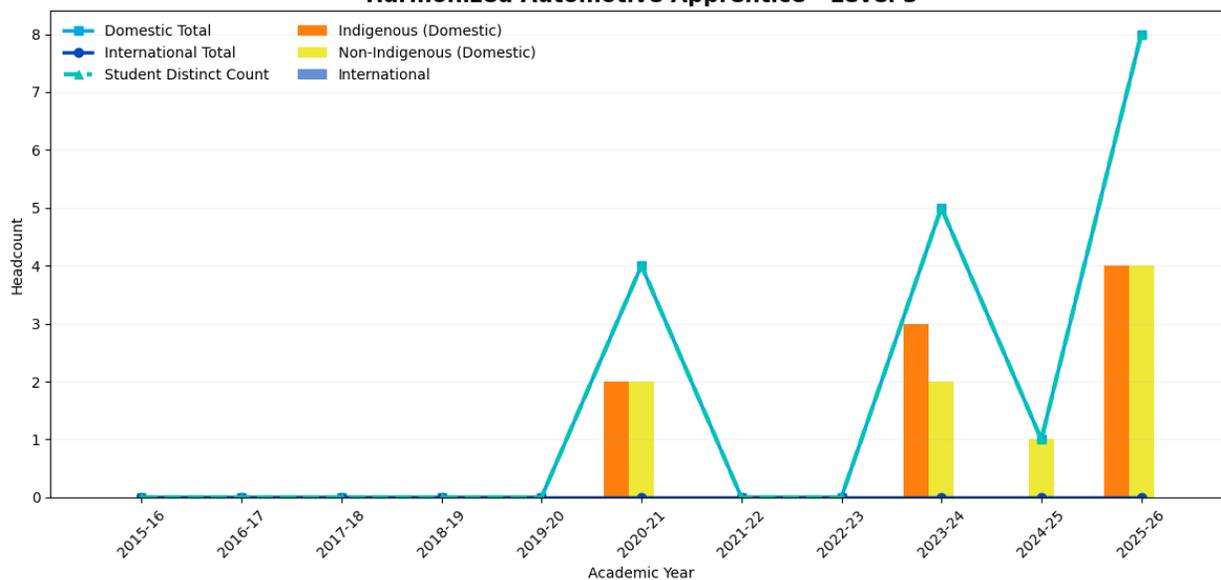
3.3 Harmonized Automotive Apprentice - Level 3

Program Profile:

Academic Program ID	Program Title	Credential Type	Initial EdCo Approval Date	Term First Offered	Most Recent Program Review
HAUTAPP3	Harmonized Automotive Apprentice - Level 3		2019-04-30	2021W	

Enrolment History

Harmonized Automotive Apprentice - Level 3



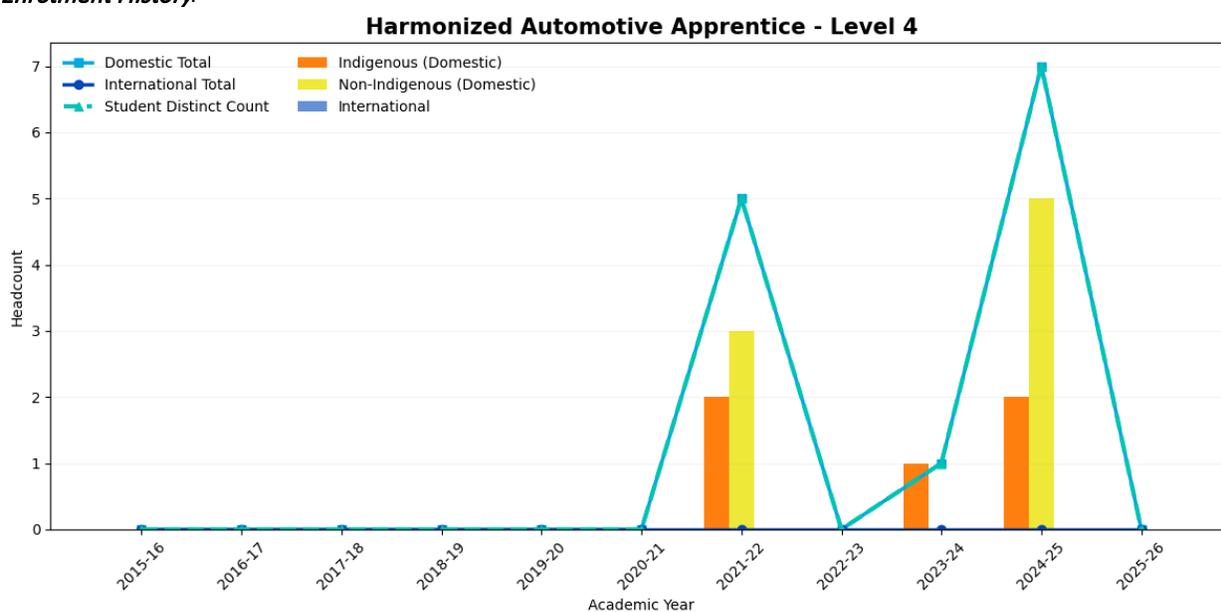
Academic Year	Indigenous	Non-Indigenous	Domestic Total	International Total	Student Distinct Count
2015-16	0	0	0	0	0
2016-17	0	0	0	0	0
2017-18	0	0	0	0	0
2018-19	0	0	0	0	0
2019-20	0	0	0	0	0
2020-21	2	2	4	0	4
2021-22	0	0	0	0	0
2022-23	0	0	0	0	0
2023-24	3	2	5	0	5
2024-25	0	1	1	0	1
2025-26	4	4	8	0	8

3.4 Harmonized Automotive Apprentice - Level 4

Program Profile:

Academic Program ID	Program Title	Credential Type	Initial EdCo Approval Date	Term First Offered	Most Recent Program Review
HAUTAPP4	Harmonized Automotive Apprentice - Level 4		2019-04-30	2022S	

Enrolment History



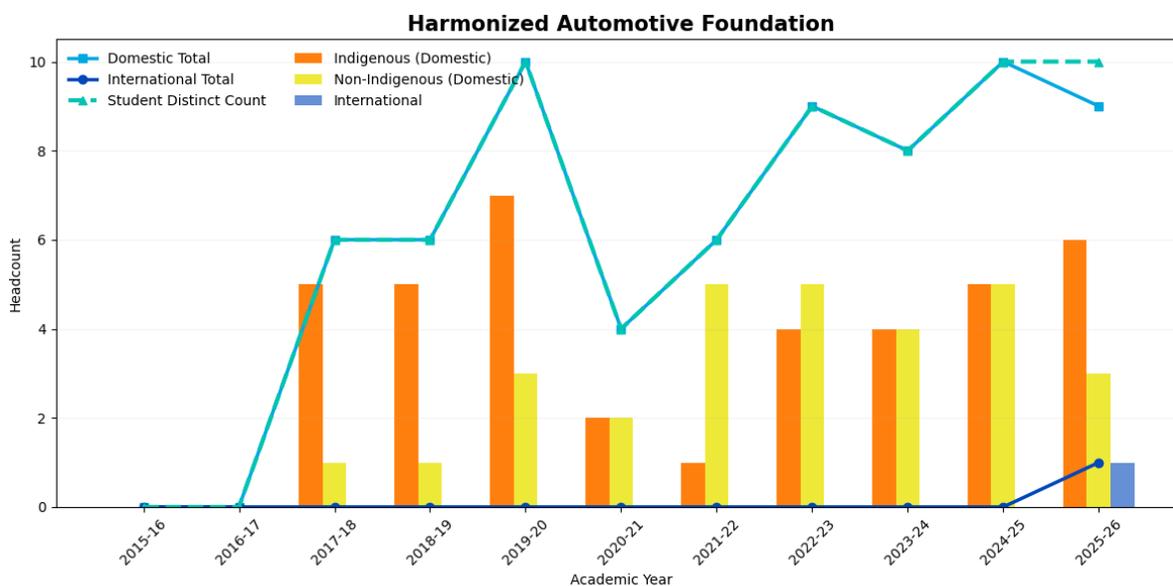
Academic Year	Indigenous	Non-Indigenous	Domestic Total	International Total	Student Distinct Count
2015-16	0	0	0	0	0
2016-17	0	0	0	0	0
2017-18	0	0	0	0	0
2018-19	0	0	0	0	0
2019-20	0	0	0	0	0
2020-21	0	0	0	0	0
2021-22	2	3	5	0	5
2022-23	0	0	0	0	0
2023-24	1	0	1	0	1
2024-25	2	5	7	0	7
2025-26	0	0	0	0	0

3.5 Harmonized Automotive Foundation

Program Profile:

Academic Program ID	Program Title	Credential Type	Initial EdCo Approval Date	Term First Offered	Most Recent Program Review
HAUTOF	Harmonized Automotive Foundation	Certificate	2017-07-15	2017F	

Enrolment History.



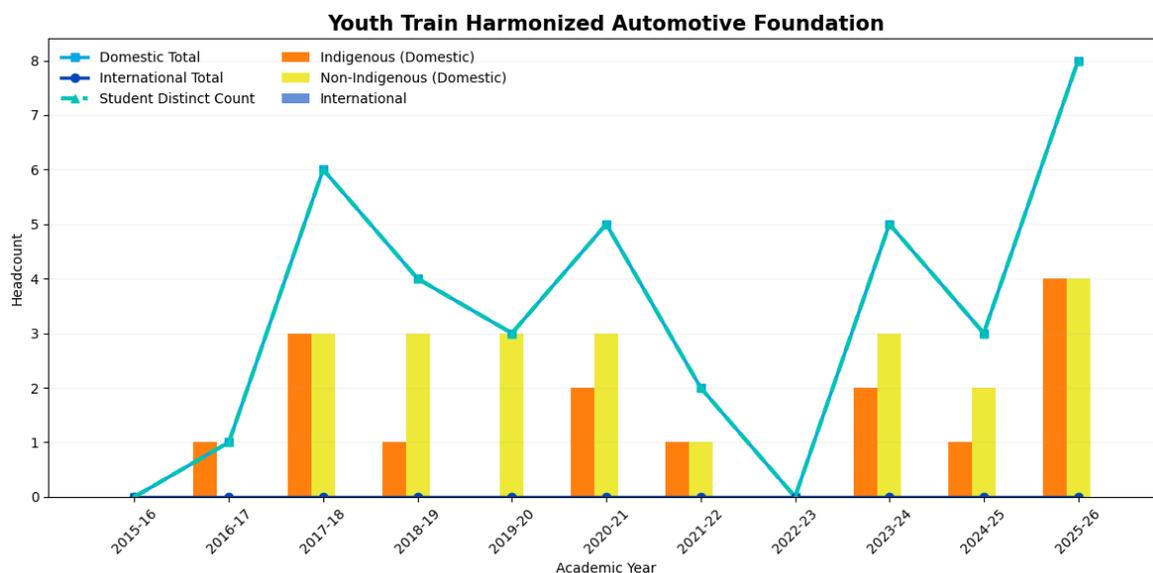
Academic Year	Indigenous	Non-Indigenous	Domestic Total	International Total	Student Distinct Count
2015-16	0	0	0	0	0
2016-17	0	0	0	0	0
2017-18	5	1	6	0	6
2018-19	5	1	6	0	6
2019-20	7	3	10	0	10
2020-21	2	2	4	0	4
2021-22	1	5	6	0	6
2022-23	4	5	9	0	9
2023-24	4	4	8	0	8
2024-25	5	5	10	0	10
2025-26	6	3	9	1	10

3.6 Youth Train Harmonized Automotive Foundation

Program Profile:

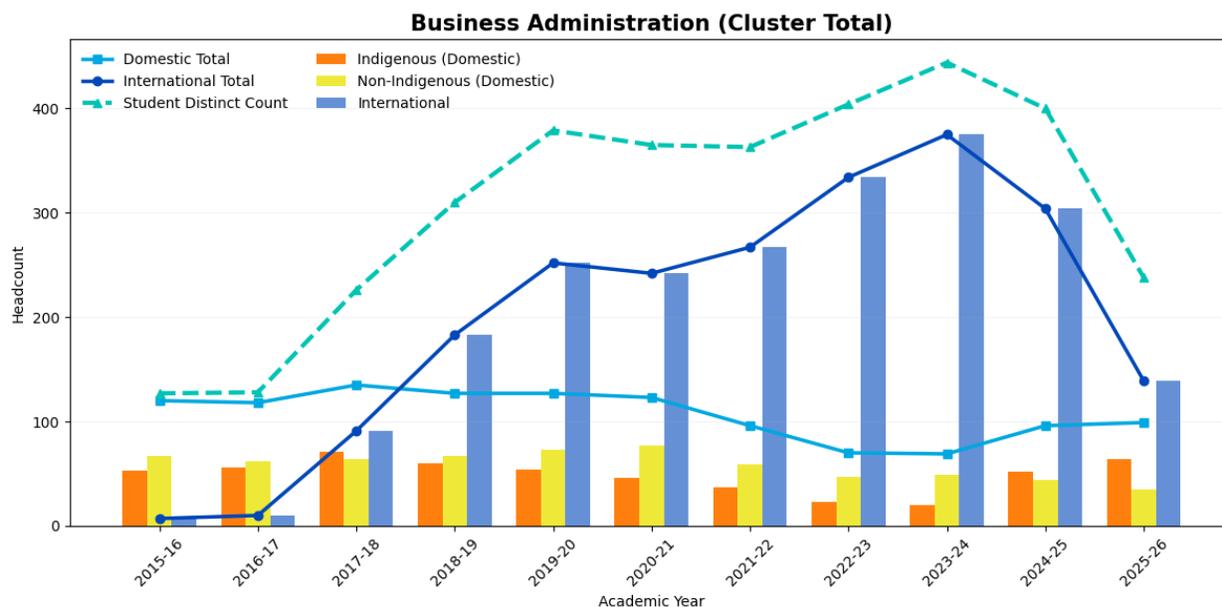
Academic Program ID	Program Title	Credential Type	Initial EdCo Approval Date	Term First Offered	Most Recent Program Review
YTHAUTOF	Youth Train Harmonized Automotive Foundation	Certificate	2017-07-15	2017F	

Enrolment History



Academic Year	Indigenous	Non-Indigenous	Domestic Total	International Total	Student Distinct Count
2015-16	0	0	0	0	0
2016-17	1	0	1	0	1
2017-18	3	3	6	0	6
2018-19	1	3	4	0	4
2019-20	0	3	3	0	3
2020-21	2	3	5	0	5
2021-22	1	1	2	0	2
2022-23	0	0	0	0	0
2023-24	2	3	5	0	5
2024-25	1	2	3	0	3
2025-26	4	4	8	0	8

4. BUSINESS ADMINISTRATION



Academic Year	Indigenous	Non-Indigenous	Domestic Total	International Total	Student Distinct Count
2015-16	53	67	120	7	127
2016-17	56	62	118	10	128
2017-18	71	64	135	91	226
2018-19	60	67	127	183	310
2019-20	54	73	127	252	379
2020-21	46	77	123	242	365
2021-22	37	59	96	267	363
2022-23	23	47	70	334	404
2023-24	20	49	69	375	444
2024-25	52	44	96	304	400
2025-26	64	35	99	139	238

4.1 Advanced Diploma- Professional Accounting

Program Profile:

Academic Program ID	Program Title	Credential Type	Initial EdCo Approval Date	Term First Offered	Most Recent Program Review
ADDPA	Advanced Diploma- Professional Accounting	Advanced Diploma	2024-03-28	2026F	

Enrolment History:

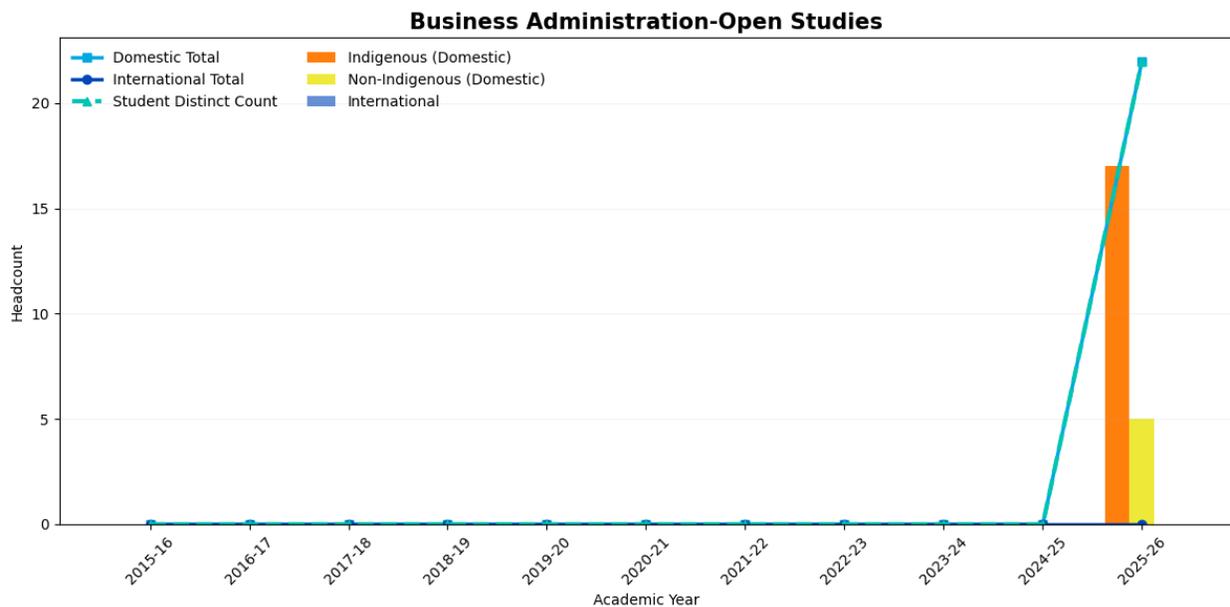
N/A

4.2 Business Administration-Open Studies

Program Profile:

Academic Program ID	Program Title	Credential Type	Initial EdCo Approval Date	Term First Offered	Most Recent Program Review
B1OPEN	Business Administration-Open Studies			2025F	

Enrolment History:



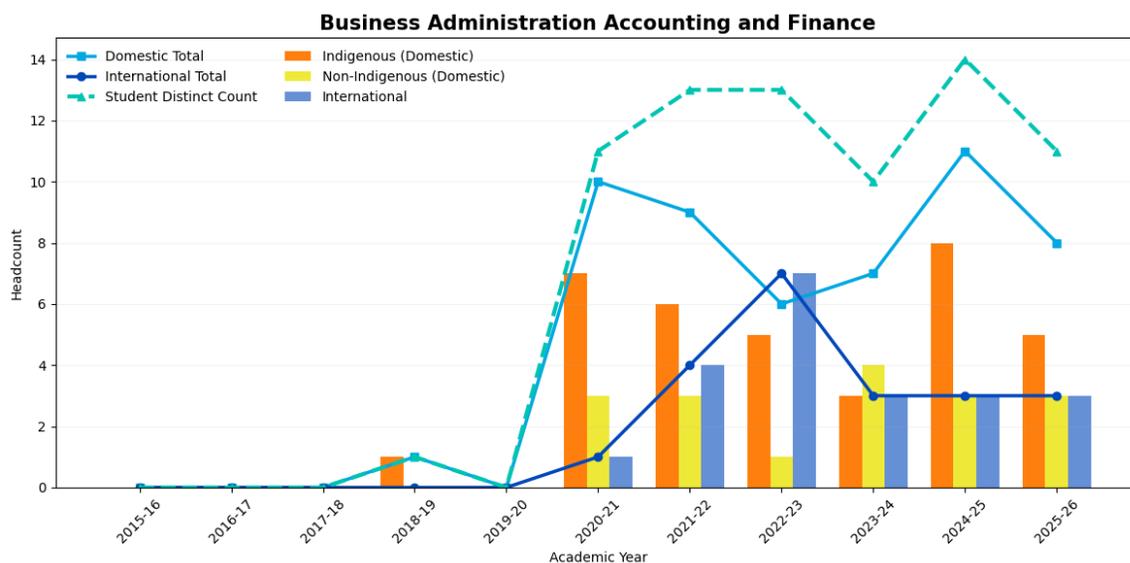
Academic Year	Indigenous	Non-Indigenous	Domestic Total	International Total	Student Distinct Count
2015-16	0	0	0	0	0
2016-17	0	0	0	0	0
2017-18	0	0	0	0	0
2018-19	0	0	0	0	0
2019-20	0	0	0	0	0
2020-21	0	0	0	0	0
2021-22	0	0	0	0	0
2022-23	0	0	0	0	0
2023-24	0	0	0	0	0
2024-25	0	0	0	0	0
2025-26	17	5	22	0	22

4.3 Business Administration Accounting and Finance

Program Profile:

Academic Program ID	Program Title	Credential Type	Initial EdCo Approval Date	Term First Offered	Most Recent Program Review
B2ACCT	Business Administration Accounting and Finance	Diploma	2019-06-13	2019S	

Enrolment History.



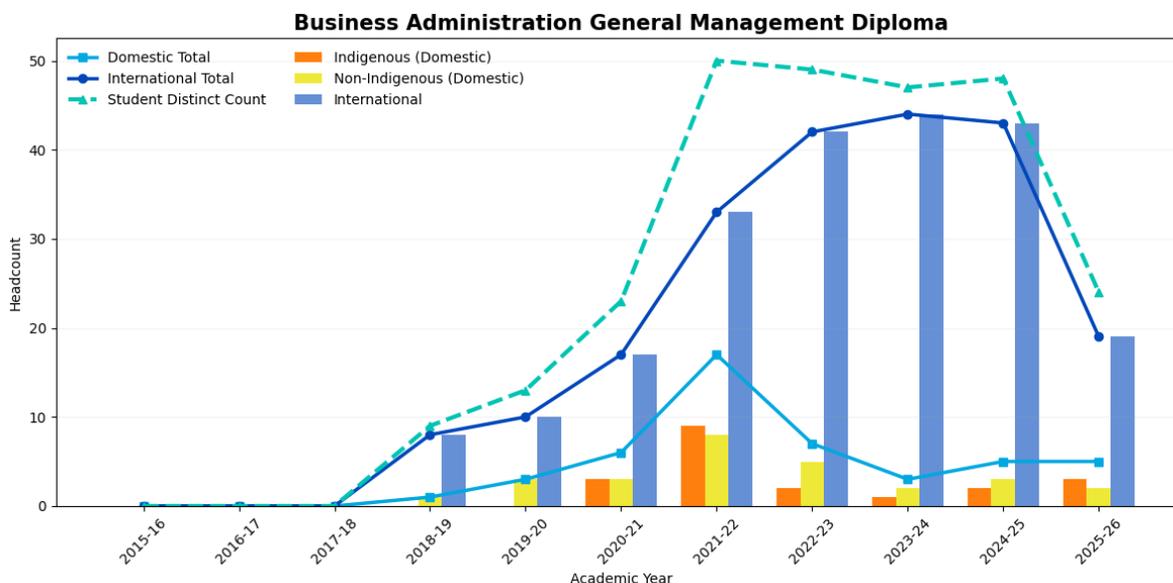
Academic Year	Indigenous	Non-Indigenous	Domestic Total	International Total	Student Distinct Count
2015-16	0	0	0	0	0
2016-17	0	0	0	0	0
2017-18	0	0	0	0	0
2018-19	1	0	1	0	1
2019-20	0	0	0	0	0
2020-21	7	3	10	1	11
2021-22	6	3	9	4	13
2022-23	5	1	6	7	13
2023-24	3	4	7	3	10
2024-25	8	3	11	3	14
2025-26	5	3	8	3	11

4.4 Business Administration General Management Diploma

Program Profile:

Academic Program ID	Program Title	Credential Type	Initial EdCo Approval Date	Term First Offered	Most Recent Program Review
B2GMGT	Business Administration General Management Diploma	Diploma	1968-01-01	1984F	2021

Enrolment History:



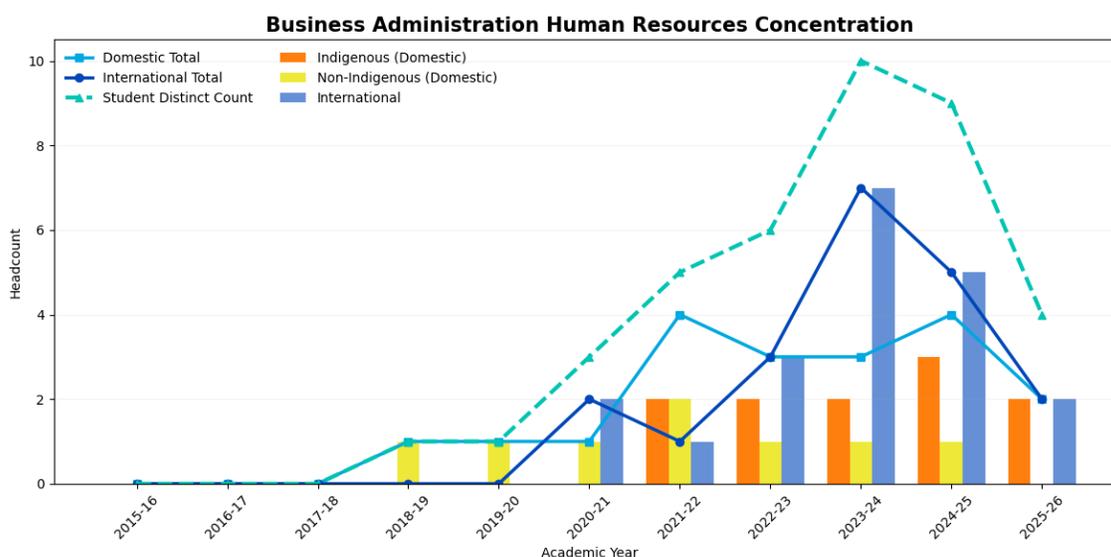
Academic Year	Indigenous	Non-Indigenous	Domestic Total	International Total	Student Distinct Count
2015-16	0	0	0	0	0
2016-17	0	0	0	0	0
2017-18	0	0	0	0	0
2018-19	0	1	1	8	9
2019-20	0	3	3	10	13
2020-21	3	3	6	17	23
2021-22	9	8	17	33	50
2022-23	2	5	7	42	49
2023-24	1	2	3	44	47
2024-25	2	3	5	43	48
2025-26	3	2	5	19	24

4.5 Business Administration Human Resources Concentration

Program Profile:

Academic Program ID	Program Title	Credential Type	Initial EdCo Approval Date	Term First Offered	Most Recent Program Review
B2HRCS	Business Administration Human Resources Concentration	Diploma	2019-06-13	2019S	

Enrolment History:



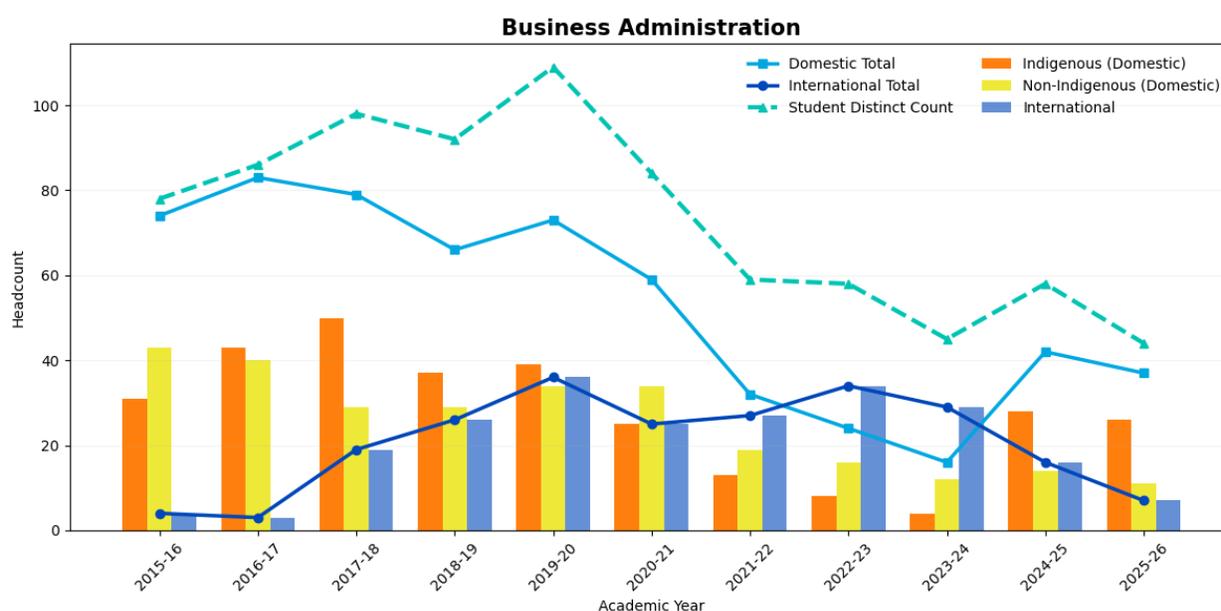
Academic Year	Indigenous	Non-Indigenous	Domestic Total	International Total	Student Distinct Count
2015-16	0	0	0	0	0
2016-17	0	0	0	0	0
2017-18	0	0	0	0	0
2018-19	0	1	1	0	1
2019-20	0	1	1	0	1
2020-21	0	1	1	2	3
2021-22	2	2	4	1	5
2022-23	2	1	3	3	6
2023-24	2	1	3	7	10
2024-25	3	1	4	5	9
2025-26	2	0	2	2	4

4.6 Business Administration (Certificate)

Program Profile:

Academic Program ID	Program Title	Credential Type	Initial EdCo Approval Date	Term First Offered	Most Recent Program Review
BADM	Business Administration	Certificate	1968-01-01	1984F	

Enrolment History.



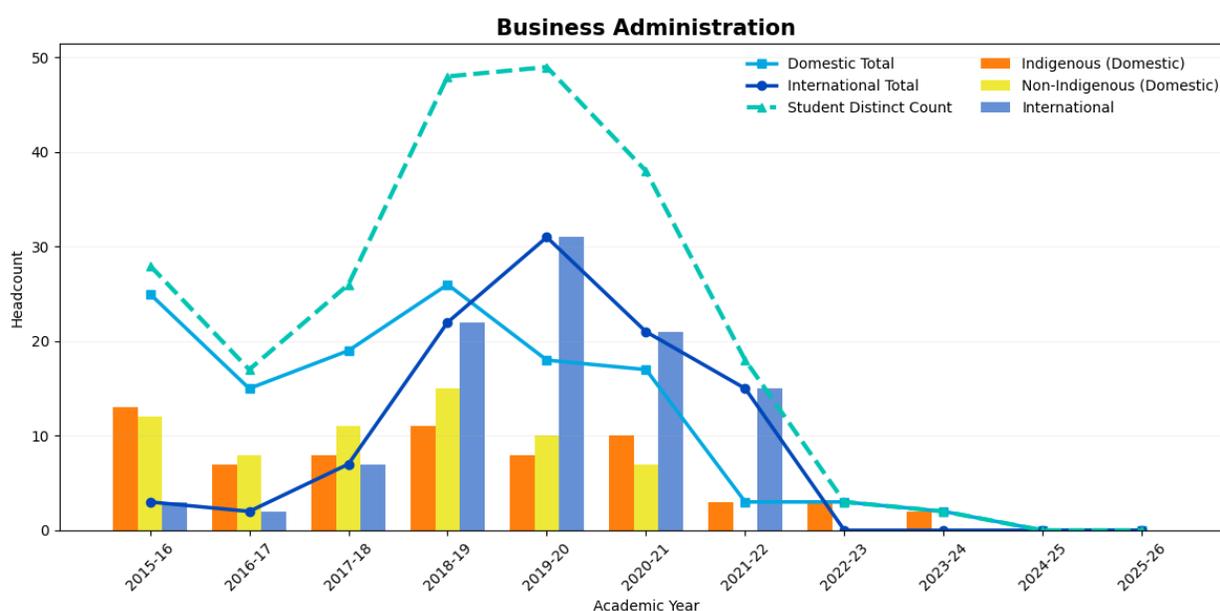
Academic Year	Indigenous	Non-Indigenous	Domestic Total	International Total	Student Distinct Count
2015-16	31	43	74	4	78
2016-17	43	40	83	3	86
2017-18	50	29	79	19	98
2018-19	37	29	66	26	92
2019-20	39	34	73	36	109
2020-21	25	34	59	25	84
2021-22	13	19	32	27	59
2022-23	8	16	24	34	58
2023-24	4	12	16	29	45
2024-25	28	14	42	16	58
2025-26	26	11	37	7	44

4.7 Business Administration (Diploma)

Program Profile:

Academic Program ID	Program Title	Credential Type	Initial EdCo Approval Date	Term First Offered	Most Recent Program Review
BADM2	Business Administration	Diploma	1980-01-01	1984F	

Enrolment History



Academic Year	Indigenous	Non-Indigenous	Domestic Total	International Total	Student Distinct Count
2015-16	13	12	25	3	28
2016-17	7	8	15	2	17
2017-18	8	11	19	7	26
2018-19	11	15	26	22	48
2019-20	8	10	18	31	49
2020-21	10	7	17	21	38
2021-22	3	0	3	15	18
2022-23	3	0	3	0	3
2023-24	2	0	2	0	2
2024-25	0	0	0	0	0
2025-26	0	0	0	0	0

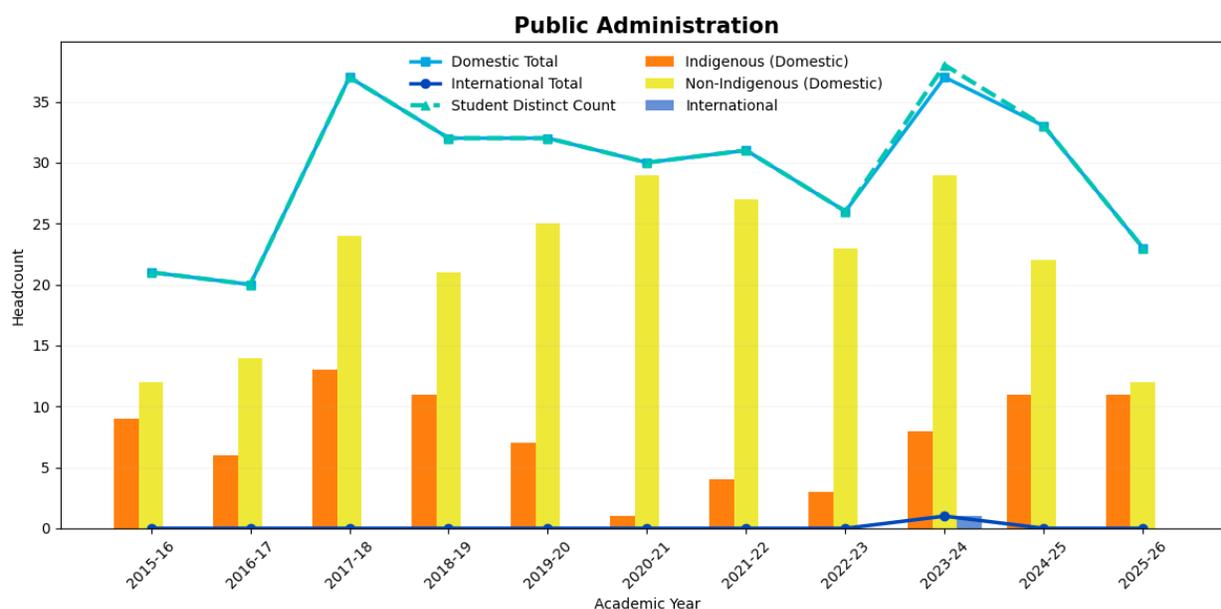


4.8 Public Administration

Program Profile:

Academic Program ID	Program Title	Credential Type	Initial EdCo Approval Date	Term First Offered	Most Recent Program Review
PADM	Public Administration	Certificate	2008-01-01	2008W	

Enrolment History



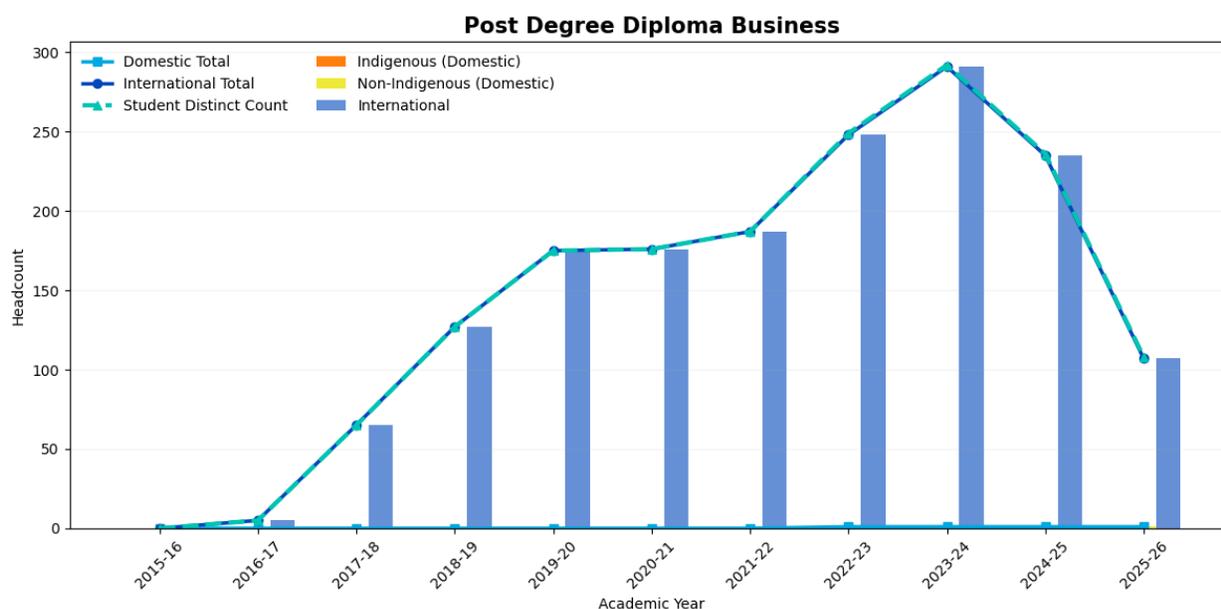
Academic Year	Indigenous	Non-Indigenous	Domestic Total	International Total	Student Distinct Count
2015-16	9	12	21	0	21
2016-17	6	14	20	0	20
2017-18	13	24	37	0	37
2018-19	11	21	32	0	32
2019-20	7	25	32	0	32
2020-21	1	29	30	0	30
2021-22	4	27	31	0	31
2022-23	3	23	26	0	26
2023-24	8	29	37	1	38
2024-25	11	22	33	0	33
2025-26	11	12	23	0	23

4.9 Post Degree Diploma Business

Program Profile:

Academic Program ID	Program Title	Credential Type	Initial EdCo Approval Date	Term First Offered	Most Recent Program Review
PDDBA	Post Degree Diploma Business	Post Degree Diploma	2016-10-21	2017F	

Enrolment History



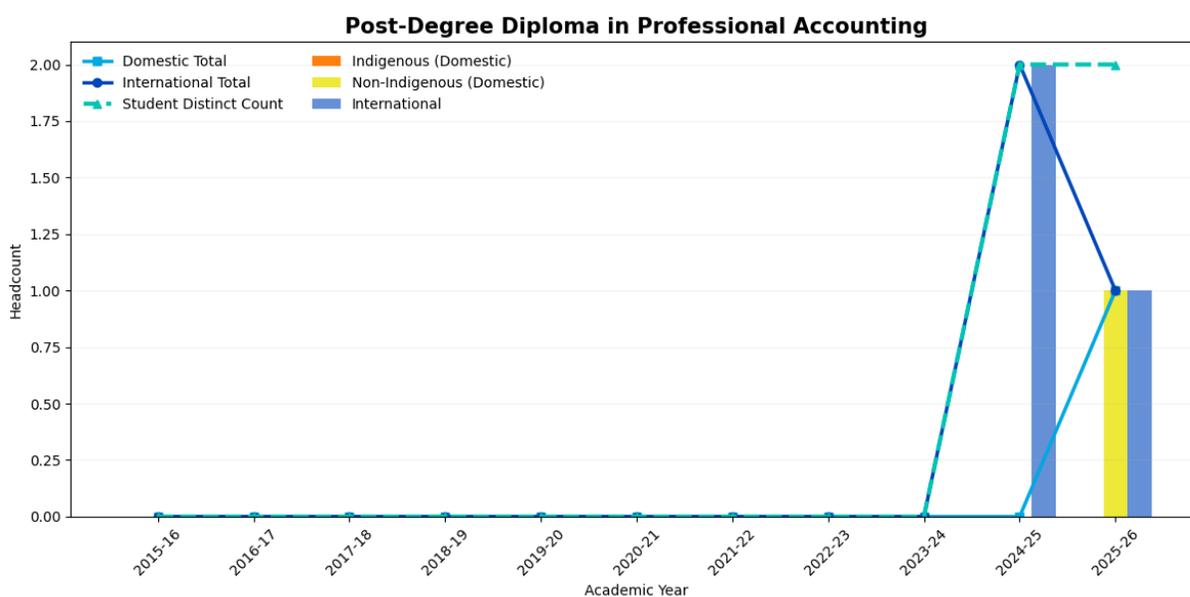
Academic Year	Indigenous	Non-Indigenous	Domestic Total	International Total	Student Distinct Count
2015-16	0	0	0	0	0
2016-17	0	0	0	5	5
2017-18	0	0	0	65	65
2018-19	0	0	0	127	127
2019-20	0	0	0	175	175
2020-21	0	0	0	176	176
2021-22	0	0	0	187	187
2022-23	0	1	1	248	249
2023-24	0	1	1	291	292
2024-25	0	1	1	235	236
2025-26	0	1	1	107	108

4.10 Post-Degree Diploma in Professional Accounting

Program Profile:

Academic Program ID	Program Title	Credential Type	Initial EdCo Approval Date	Term First Offered	Most Recent Program Review
PDDPA	Post-Degree Diploma in Professional Accounting	Post Degree Diploma	2022-06-01	2024F	

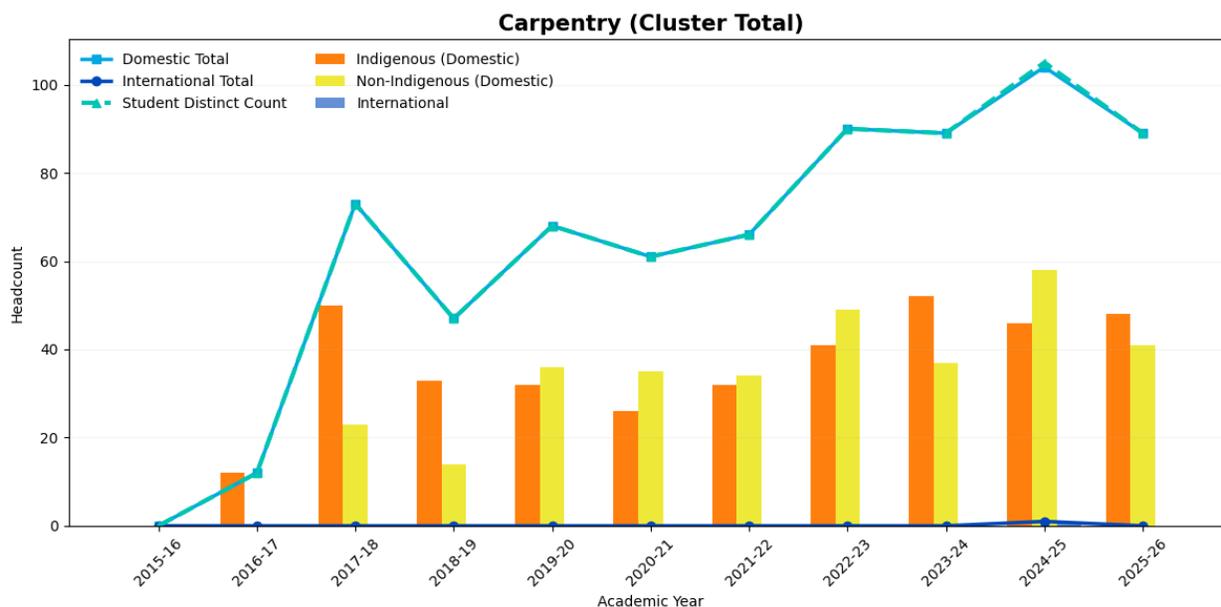
Enrolment History:



Academic Year	Indigenous	Non-Indigenous	Domestic Total	International Total	Student Distinct Count
2015-16	0	0	0	0	0
2016-17	0	0	0	0	0
2017-18	0	0	0	0	0
2018-19	0	0	0	0	0
2019-20	0	0	0	0	0
2020-21	0	0	0	0	0
2021-22	0	0	0	0	0
2022-23	0	0	0	0	0
2023-24	0	0	0	0	0
2024-25	0	0	0	2	2
2025-26	0	1	1	1	2



5. CARPENTRY



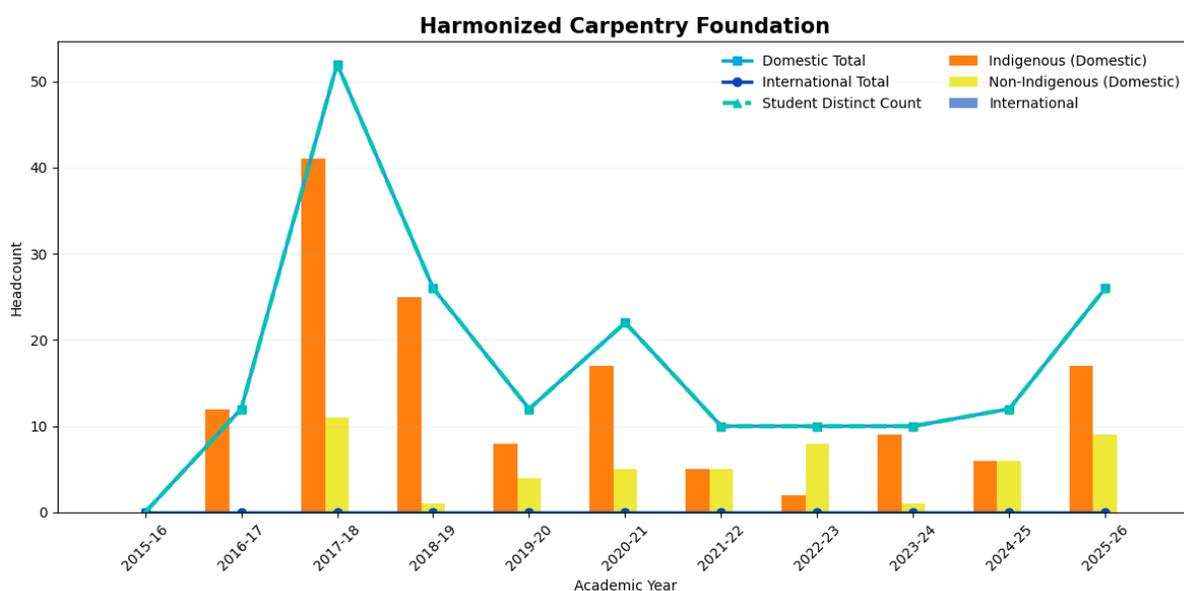
Academic Year	Indigenous	Non-Indigenous	Domestic Total	International Total	Student Distinct Count
2015-16	0	0	0	0	0
2016-17	12	0	12	0	12
2017-18	50	23	73	0	73
2018-19	33	14	47	0	47
2019-20	32	36	68	0	68
2020-21	26	35	61	0	61
2021-22	32	34	66	0	66
2022-23	41	49	90	0	90
2023-24	52	37	89	0	89
2024-25	46	58	104	1	105
2025-26	48	41	89	0	89

5.1 Harmonized Carpentry Foundation

Program Profile:

Academic Program ID	Program Title	Credential Type	Initial EdCo Approval Date	Term First Offered	Most Recent Program Review
HCARPF	Harmonized Carpentry Foundation	Certificate	2017-05-01	2017S	

Enrolment History:



Academic Year	Indigenous	Non-Indigenous	Domestic Total	International Total	Student Distinct Count
2015-16	0	0	0	0	0
2016-17	12	0	12	0	12
2017-18	41	11	52	0	52
2018-19	25	1	26	0	26
2019-20	8	4	12	0	12
2020-21	17	5	22	0	22
2021-22	5	5	10	0	10
2022-23	2	8	10	0	10
2023-24	9	1	10	0	10
2024-25	6	6	12	0	12
2025-26	17	9	26	0	26

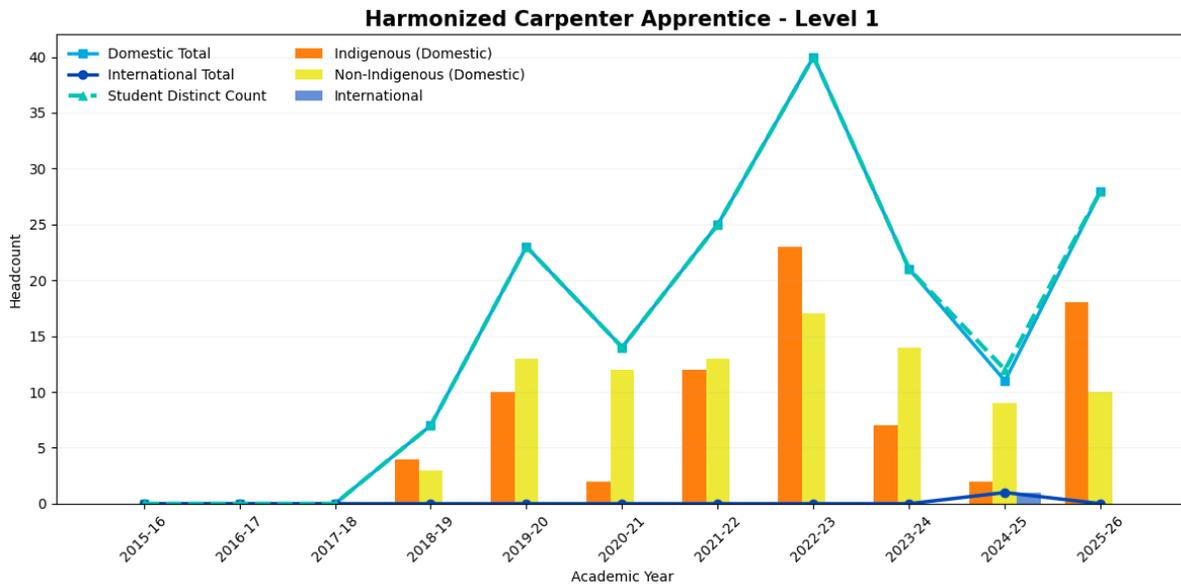


5.2 Harmonized Carpenter Apprentice - Level 1

Program Profile:

Academic Program ID	Program Title	Credential Type	Initial EdCo Approval Date	Term First Offered	Most Recent Program Review
HCRPAPP1	Harmonized Carpenter Apprentice - Level 1		2018-03-15	2019W	

Enrolment History:



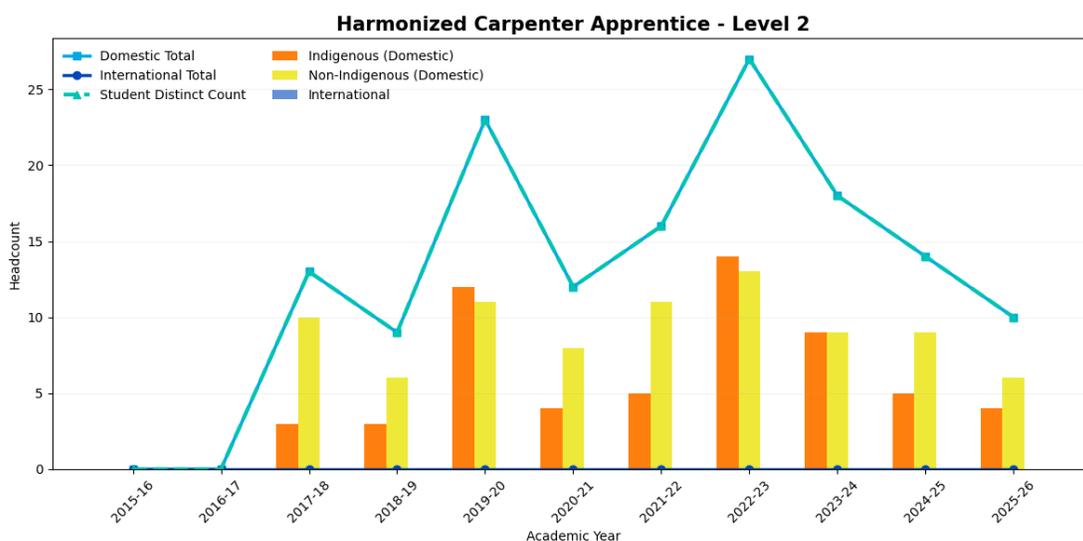
Academic Year	Indigenous	Non-Indigenous	Domestic Total	International Total	Student Distinct Count
2015-16	0	0	0	0	0
2016-17	0	0	0	0	0
2017-18	0	0	0	0	0
2018-19	4	3	7	0	7
2019-20	10	13	23	0	23
2020-21	2	12	14	0	14
2021-22	12	13	25	0	25
2022-23	23	17	40	0	40
2023-24	7	14	21	0	21
2024-25	2	9	11	1	12
2025-26	18	10	28	0	28

5.3 Harmonized Carpenter Apprentice - Level 2

Program Profile:

Academic Program ID	Program Title	Credential Type	Initial EdCo Approval Date	Term First Offered	Most Recent Program Review
HCRPAPP2	Harmonized Carpenter Apprentice - Level 2		2018-03-15	2018W	

Enrolment History:



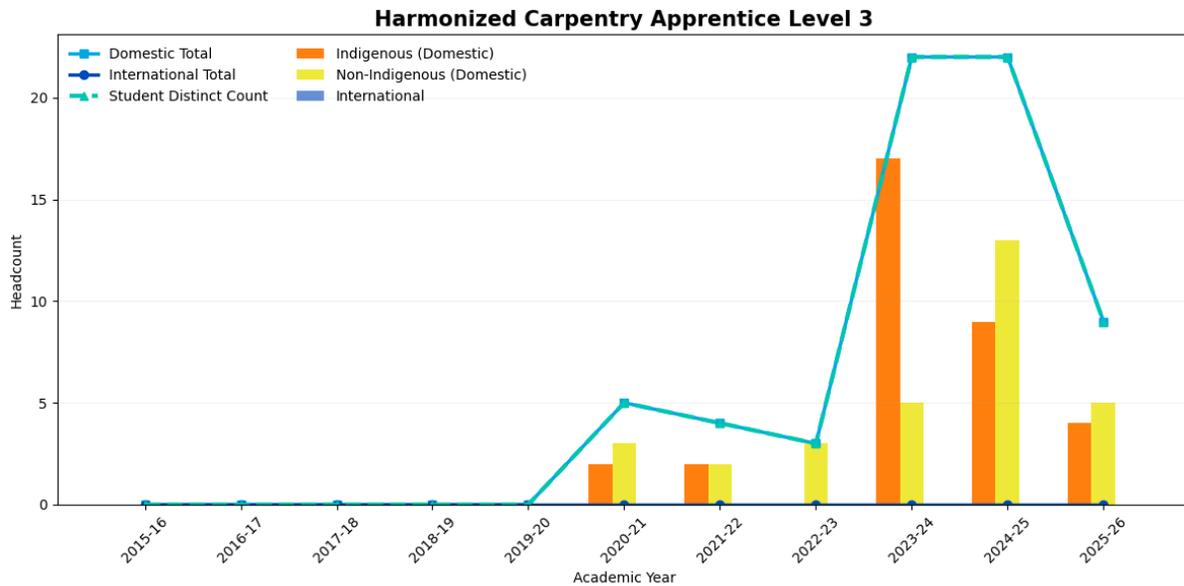
Academic Year	Indigenous	Non-Indigenous	Domestic Total	International Total	Student Distinct Count
2015-16	0	0	0	0	0
2016-17	0	0	0	0	0
2017-18	3	10	13	0	13
2018-19	3	6	9	0	9
2019-20	12	11	23	0	23
2020-21	4	8	12	0	12
2021-22	5	11	16	0	16
2022-23	14	13	27	0	27
2023-24	9	9	18	0	18
2024-25	5	9	14	0	14
2025-26	4	6	10	0	10

5.4 Harmonized Carpentry Apprentice Level 3

Program Profile:

Academic Program ID	Program Title	Credential Type	Initial EdCo Approval Date	Term First Offered	Most Recent Program Review
HCRPAPP3	Harmonized Carpentry Apprentice Level 3		2018-03-15	2020F	

Enrolment History:



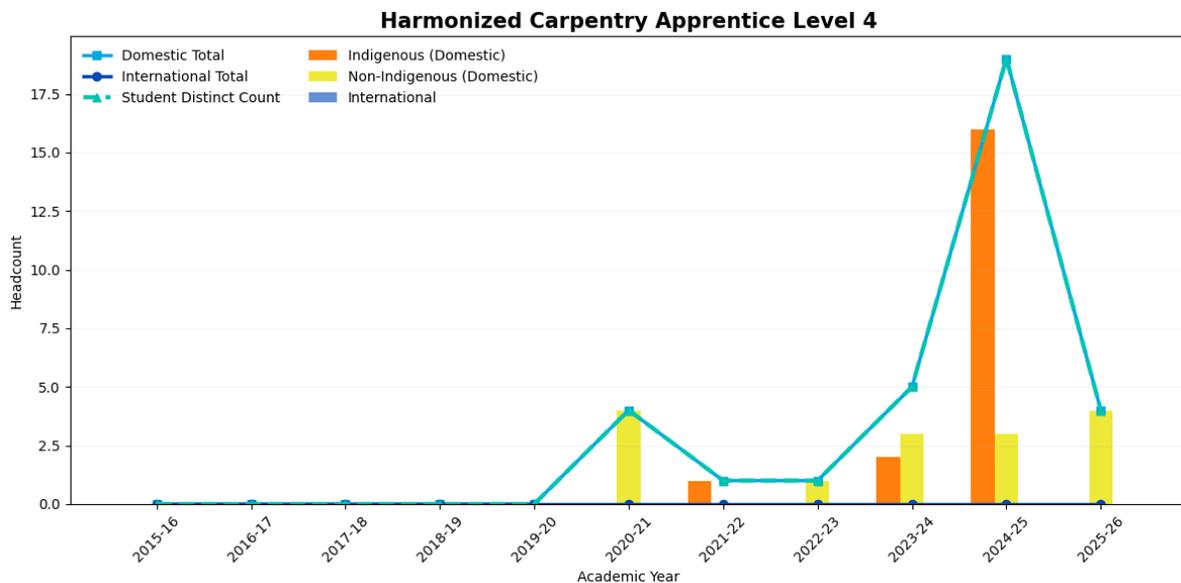
Academic Year	Indigenous	Non-Indigenous	Domestic Total	International Total	Student Distinct Count
2015-16	0	0	0	0	0
2016-17	0	0	0	0	0
2017-18	0	0	0	0	0
2018-19	0	0	0	0	0
2019-20	0	0	0	0	0
2020-21	2	3	5	0	5
2021-22	2	2	4	0	4
2022-23	0	3	3	0	3
2023-24	17	5	22	0	22
2024-25	9	13	22	0	22
2025-26	4	5	9	0	9

5.5 Harmonized Carpentry Apprentice Level 4

Program Profile:

Academic Program ID	Program Title	Credential Type	Initial EdCo Approval Date	Term First Offered	Most Recent Program Review
HCRPAPP4	Harmonized Carpentry Apprentice Level 4		2018-03-15	2020F	

Enrolment History:



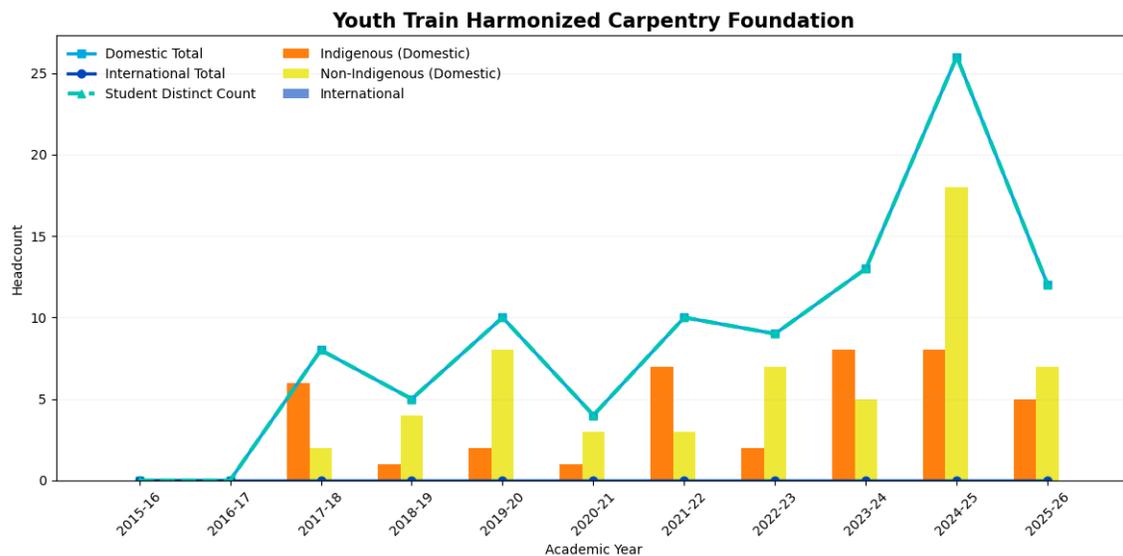
Academic Year	Indigenous	Non-Indigenous	Domestic Total	International Total	Student Distinct Count
2015-16	0	0	0	0	0
2016-17	0	0	0	0	0
2017-18	0	0	0	0	0
2018-19	0	0	0	0	0
2019-20	0	0	0	0	0
2020-21	0	4	4	0	4
2021-22	1	0	1	0	1
2022-23	0	1	1	0	1
2023-24	2	3	5	0	5
2024-25	16	3	19	0	19
2025-26	0	4	4	0	4

5.6 Youth Train Harmonized Carpentry Foundation

Program Profile:

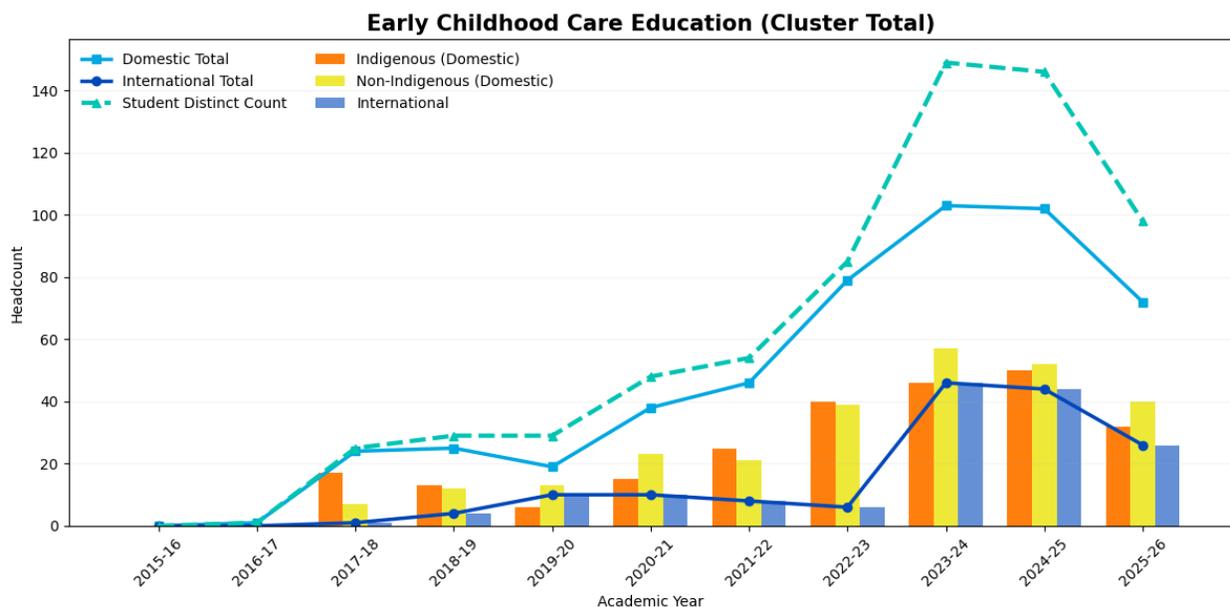
Academic Program ID	Program Title	Credential Type	Initial EdCo Approval Date	Term First Offered	Most Recent Program Review
YTHCARPF	Youth Train Harmonized Carpentry Foundation	Certificate	2017-05-13	2017F	

Enrolment History:



Academic Year	Indigenous	Non-Indigenous	Domestic Total	International Total	Student Distinct Count
2015-16	0	0	0	0	0
2016-17	0	0	0	0	0
2017-18	6	2	8	0	8
2018-19	1	4	5	0	5
2019-20	2	8	10	0	10
2020-21	1	3	4	0	4
2021-22	7	3	10	0	10
2022-23	2	7	9	0	9
2023-24	8	5	13	0	13
2024-25	8	18	26	0	26
2025-26	5	7	12	0	12

6. EARLY CHILDHOOD CARE EDUCATION



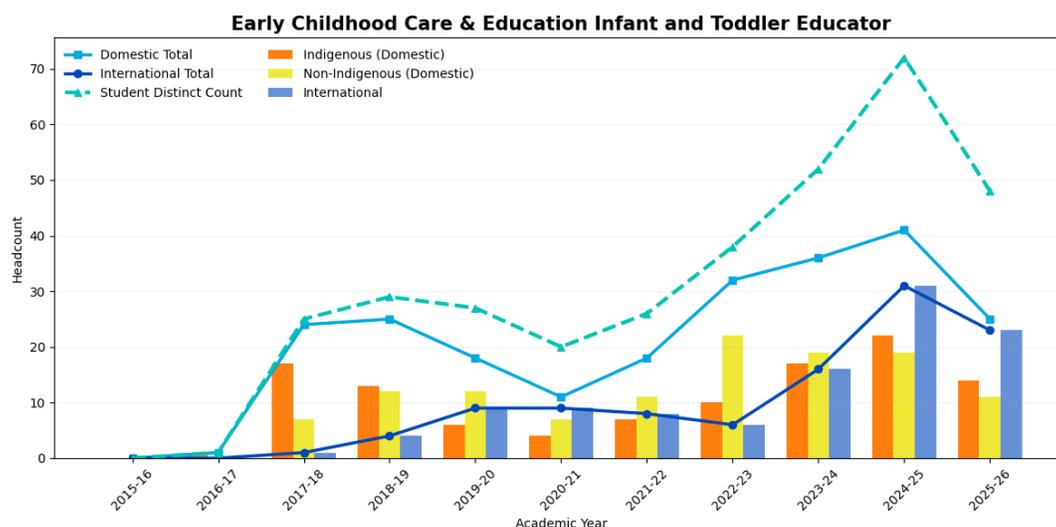
Academic Year	Indigenous	Non-Indigenous	Domestic Total	International Total	Student Distinct Count
2015-16	0	0	0	0	0
2016-17	1	0	1	0	1
2017-18	17	7	24	1	25
2018-19	13	12	25	4	29
2019-20	6	13	19	10	29
2020-21	15	23	38	10	48
2021-22	25	21	46	8	54
2022-23	40	39	79	6	85
2023-24	46	57	103	46	149
2024-25	50	52	102	44	146
2025-26	32	40	72	26	98

6.1 Early Childhood Care & Education Infant and Toddler Educator

Program Profile:

Academic Program ID	Program Title	Credential Type	Initial EdCo Approval Date	Term First Offered	Most Recent Program Review
ECCE	Early Childhood Care & Education Infant and Toddler Educator	Diploma - can opt out for a certificate after 45 required credits	2017-05-09	2017F	

Enrolment History.



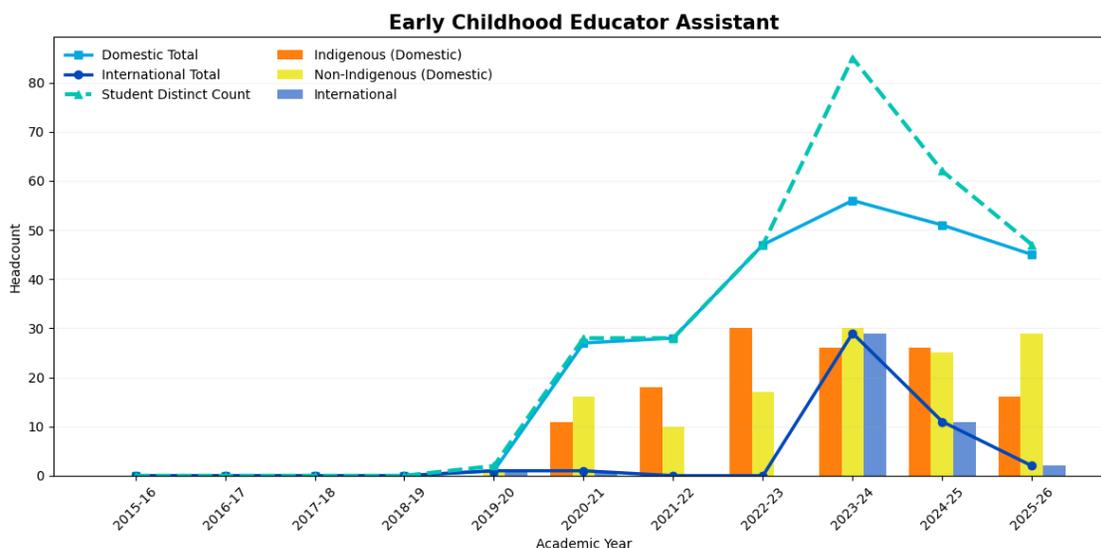
Academic Year	Indigenous	Non-Indigenous	Domestic Total	International Total	Student Distinct Count
2015-16	0	0	0	0	0
2016-17	1	0	1	0	1
2017-18	17	7	24	1	25
2018-19	13	12	25	4	29
2019-20	6	12	18	9	27
2020-21	4	7	11	9	20
2021-22	7	11	18	8	26
2022-23	10	22	32	6	38
2023-24	17	19	36	16	52
2024-25	22	19	41	31	72
2025-26	14	11	25	23	48

6.2 Early Childhood Educator Assistant

Program Profile:

Academic Program ID	Program Title	Credential Type	Initial EdCo Approval Date	Term First Offered	Most Recent Program Review
ECEA	Early Childhood Educator Assistant	designation through Provincial Registry	2018-01-22	2018W	

Enrolment History.



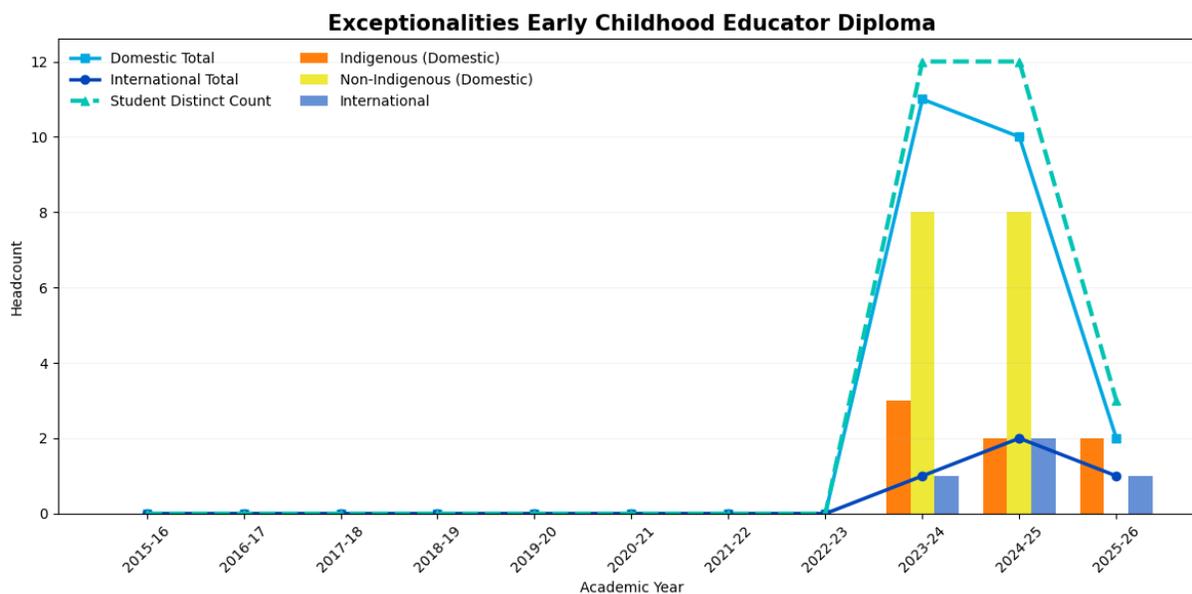
Academic Year	Indigenous	Non-Indigenous	Domestic Total	International Total	Student Distinct Count
2015-16	0	0	0	0	0
2016-17	0	0	0	0	0
2017-18	0	0	0	0	0
2018-19	0	0	0	0	0
2019-20	0	1	1	1	2
2020-21	11	16	27	1	28
2021-22	18	10	28	0	28
2022-23	30	17	47	0	47
2023-24	26	30	56	29	85
2024-25	26	25	51	11	62
2025-26	16	29	45	2	47

6.3 Exceptionalities Early Childhood Educator Diploma

Program Profile:

Academic Program ID	Program Title	Credential Type	Initial EdCo Approval Date	Term First Offered	Most Recent Program Review
ECEE	Exceptionalities Early Childhood Educator Diploma	Diploma	2024-01-26	2024W	

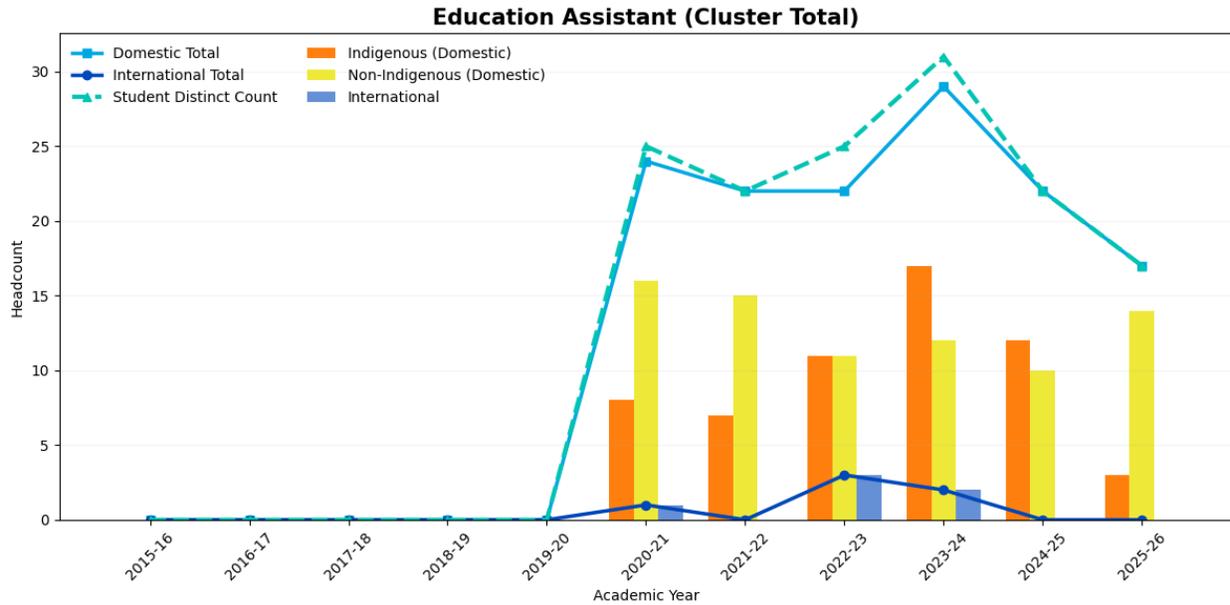
Enrolment History:



Academic Year	Indigenous	Non-Indigenous	Domestic Total	International Total	Student Distinct Count
2015-16	0	0	0	0	0
2016-17	0	0	0	0	0
2017-18	0	0	0	0	0
2018-19	0	0	0	0	0
2019-20	0	0	0	0	0
2020-21	0	0	0	0	0
2021-22	0	0	0	0	0
2022-23	0	0	0	0	0
2023-24	3	8	11	1	12
2024-25	2	8	10	2	12
2025-26	2	0	2	1	3



7. EDUCATION ASSISTANT



Academic Year	Indigenous	Non-Indigenous	Domestic Total	International Total	Student Distinct Count
2015-16	0	0	0	0	0
2016-17	0	0	0	0	0
2017-18	0	0	0	0	0
2018-19	0	0	0	0	0
2019-20	0	0	0	0	0
2020-21	8	16	24	1	25
2021-22	7	15	22	0	22
2022-23	11	11	22	3	25
2023-24	17	12	29	2	31
2024-25	12	10	22	0	22
2025-26	3	14	17	0	17

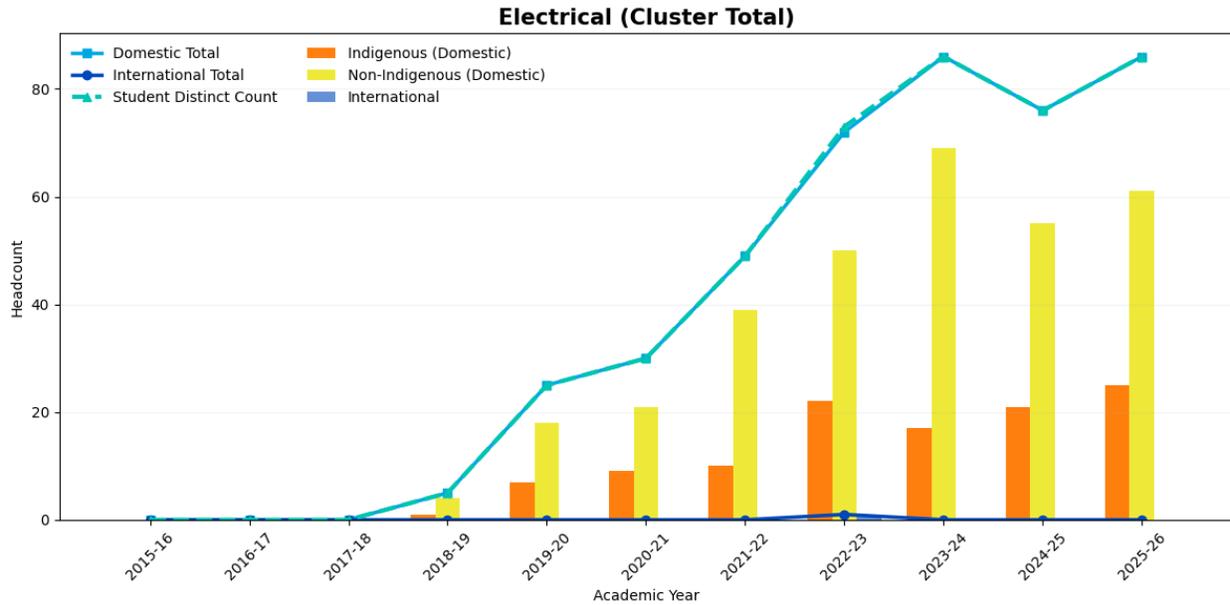
7.1 Education Assistant

Program Profile:

Academic Program ID	Program Title	Credential Type	Initial EdCo Approval Date	Term First Offered	Most Recent Program Review
EDUA	Education Assistant	Certificate	2020-02-21	2020F	



8. ELECTRICAL



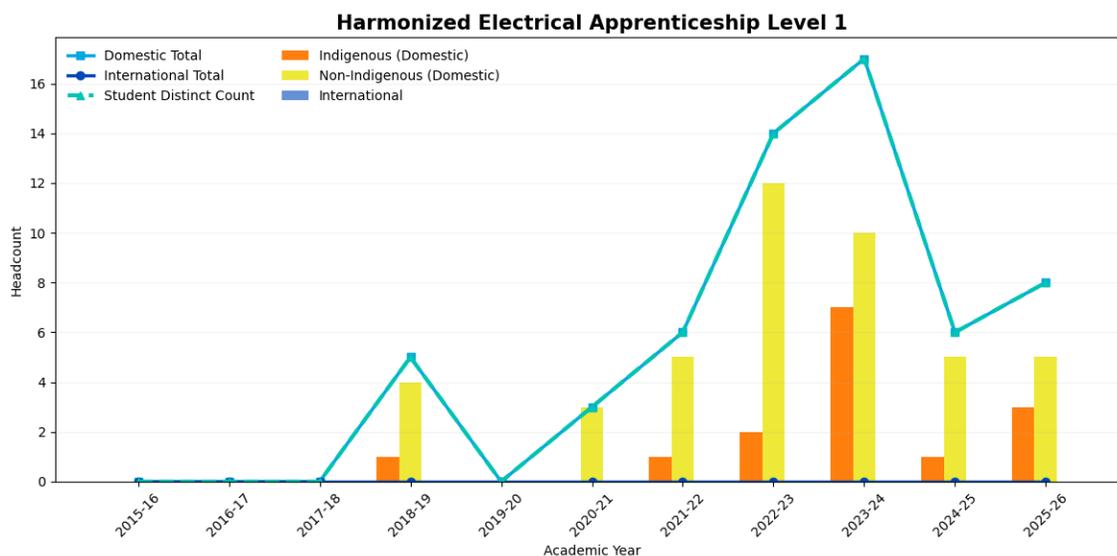
Academic Year	Indigenous	Non-Indigenous	Domestic Total	International Total	Student Distinct Count
2015-16	0	0	0	0	0
2016-17	0	0	0	0	0
2017-18	0	0	0	0	0
2018-19	1	4	5	0	5
2019-20	7	18	25	0	25
2020-21	9	21	30	0	30
2021-22	10	39	49	0	49
2022-23	22	50	72	1	73
2023-24	17	69	86	0	86
2024-25	21	55	76	0	76
2025-26	25	61	86	0	86

8.1 Harmonized Electrical Apprenticeship Level 1

Program Profile:

Academic Program ID	Program Title	Credential Type	Initial EdCo Approval Date	Term First Offered	Most Recent Program Review
HELTAPP1	Harmonized Electrical Apprenticeship Level 1		2019-05-04	2019S	

Enrolment History.



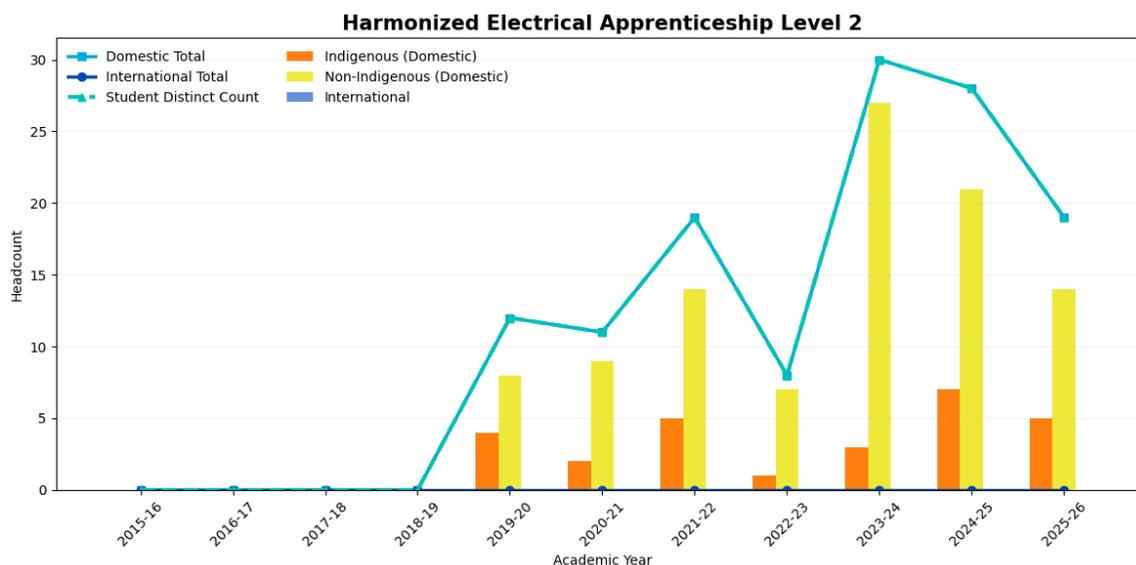
Academic Year	Indigenous	Non-Indigenous	Domestic Total	International Total	Student Distinct Count
2015-16	0	0	0	0	0
2016-17	0	0	0	0	0
2017-18	0	0	0	0	0
2018-19	1	4	5	0	5
2019-20	0	0	0	0	0
2020-21	0	3	3	0	3
2021-22	1	5	6	0	6
2022-23	2	12	14	0	14
2023-24	7	10	17	0	17
2024-25	1	5	6	0	6
2025-26	3	5	8	0	8

8.2 Harmonized Electrical Apprenticeship Level 2

Program Profile:

Academic Program ID	Program Title	Credential Type	Initial EdCo Approval Date	Term First Offered	Most Recent Program Review
HELTAPP2	Harmonized Electrical Apprenticeship Level 2		2019-05-04	2019F	

Enrolment History.



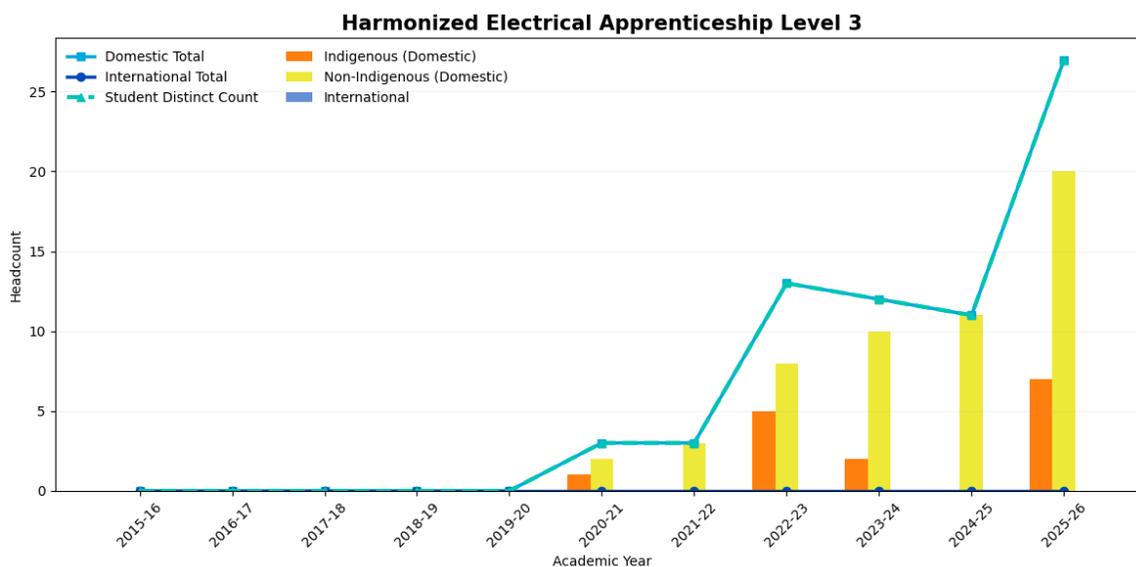
Academic Year	Indigenous	Non-Indigenous	Domestic Total	International Total	Student Distinct Count
2015-16	0	0	0	0	0
2016-17	0	0	0	0	0
2017-18	0	0	0	0	0
2018-19	0	0	0	0	0
2019-20	4	8	12	0	12
2020-21	2	9	11	0	11
2021-22	5	14	19	0	19
2022-23	1	7	8	0	8
2023-24	3	27	30	0	30
2024-25	7	21	28	0	28
2025-26	5	14	19	0	19

8.3 Harmonized Electrical Apprenticeship Level 3

Program Profile:

Academic Program ID	Program Title	Credential Type	Initial EdCo Approval Date	Term First Offered	Most Recent Program Review
HELTAPP3	Harmonized Electrical Apprenticeship Level 3		2019-05-04	2020W	

Enrolment History.



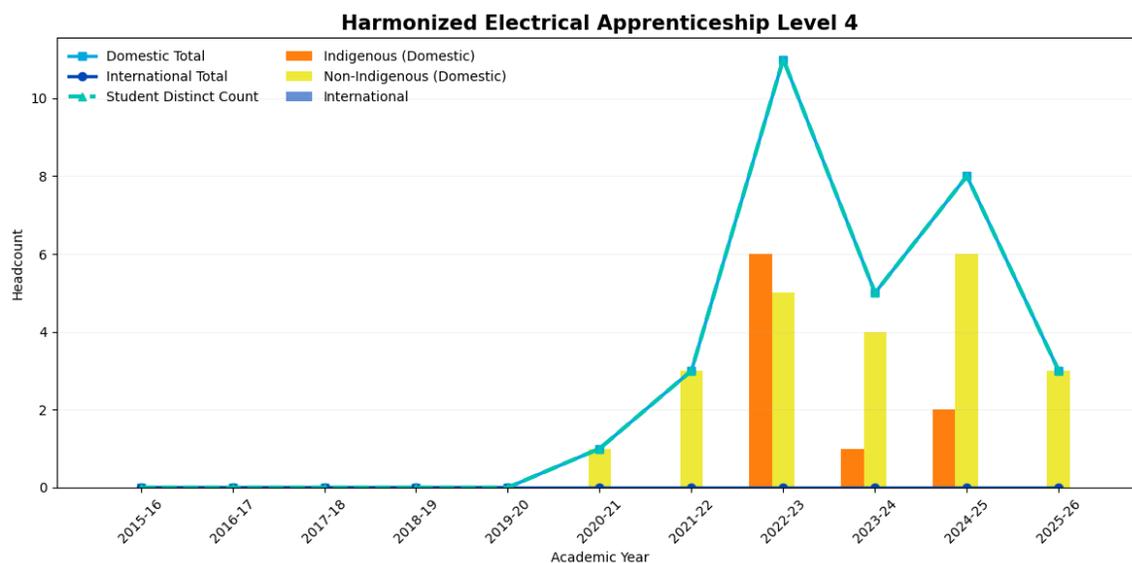
Academic Year	Indigenous	Non-Indigenous	Domestic Total	International Total	Student Distinct Count
2015-16	0	0	0	0	0
2016-17	0	0	0	0	0
2017-18	0	0	0	0	0
2018-19	0	0	0	0	0
2019-20	0	0	0	0	0
2020-21	1	2	3	0	3
2021-22	0	3	3	0	3
2022-23	5	8	13	0	13
2023-24	2	10	12	0	12
2024-25	0	11	11	0	11
2025-26	7	20	27	0	27

8.4 Harmonized Electrical Apprenticeship Level 4

Program Profile:

Academic Program ID	Program Title	Credential Type	Initial EdCo Approval Date	Term First Offered	Most Recent Program Review
HELTAPP4	Harmonized Electrical Apprenticeship Level 4		2019-05-04	2021W	

Enrolment History.



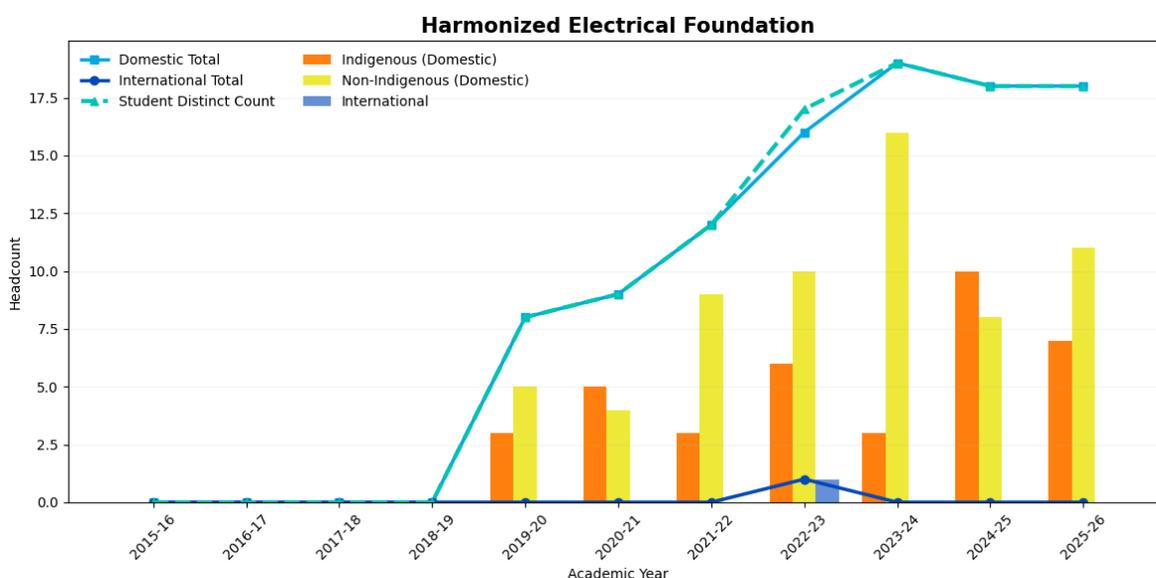
Academic Year	Indigenous	Non-Indigenous	Domestic Total	International Total	Student Distinct Count
2015-16	0	0	0	0	0
2016-17	0	0	0	0	0
2017-18	0	0	0	0	0
2018-19	0	0	0	0	0
2019-20	0	0	0	0	0
2020-21	0	1	1	0	1
2021-22	0	3	3	0	3
2022-23	6	5	11	0	11
2023-24	1	4	5	0	5
2024-25	2	6	8	0	8
2025-26	0	3	3	0	3

8.5 Harmonized Electrical Foundation

Program Profile:

Academic Program ID	Program Title	Credential Type	Initial EdCo Approval Date	Term First Offered	Most Recent Program Review
HELTRF	Harmonized Electrical Foundation	Certificate	2019-06-27	2019W	

Enrolment History:



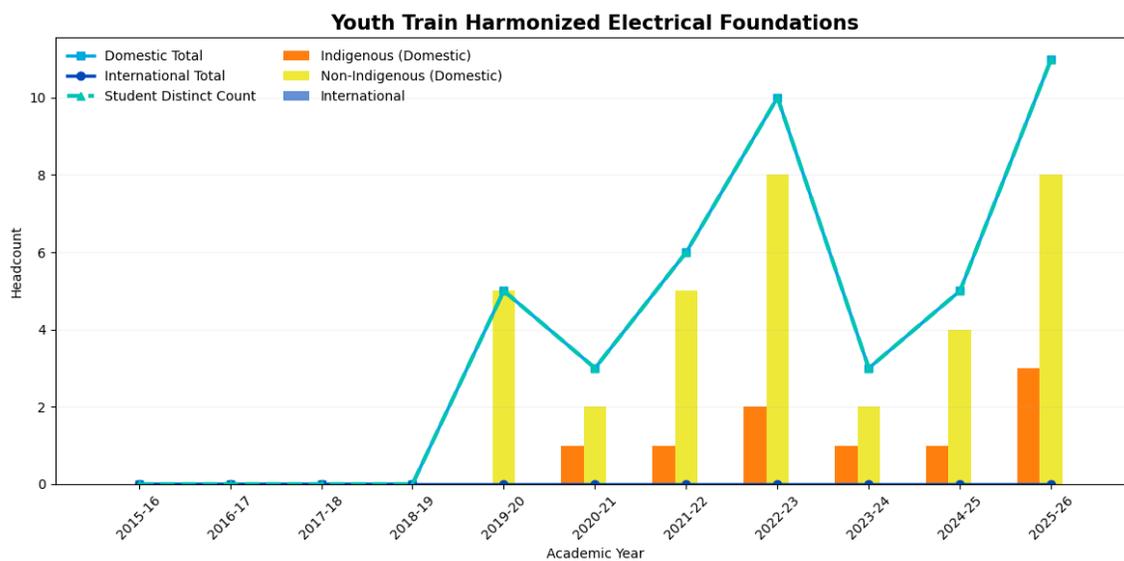
Academic Year	Indigenous	Non-Indigenous	Domestic Total	International Total	Student Distinct Count
2015-16	0	0	0	0	0
2016-17	0	0	0	0	0
2017-18	0	0	0	0	0
2018-19	0	0	0	0	0
2019-20	3	5	8	0	8
2020-21	5	4	9	0	9
2021-22	3	9	12	0	12
2022-23	6	10	16	1	17
2023-24	3	16	19	0	19
2024-25	10	8	18	0	18
2025-26	7	11	18	0	18

8.6 Youth Train Harmonized Electrical Foundations

Program Profile:

Academic Program ID	Program Title	Credential Type	Initial EdCo Approval Date	Term First Offered	Most Recent Program Review
YTHELTRF	Youth Train Harmonized Electrical Foundations	Certificate	2019-06-27	2019W	

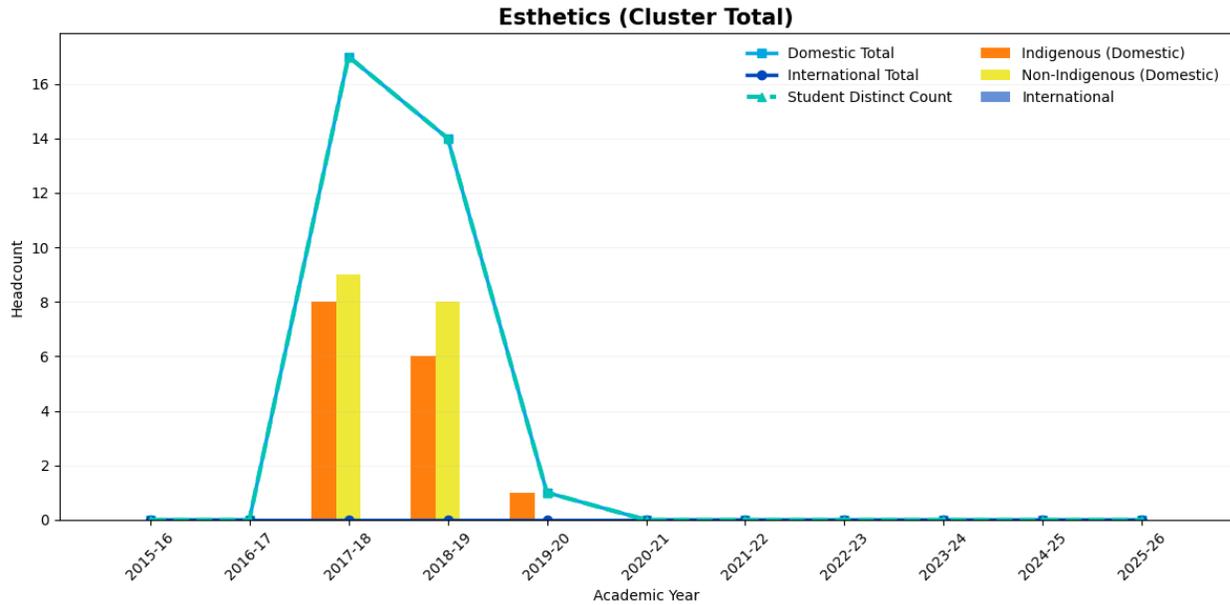
Enrolment History.



Academic Year	Indigenous	Non-Indigenous	Domestic Total	International Total	Student Distinct Count
2015-16	0	0	0	0	0
2016-17	0	0	0	0	0
2017-18	0	0	0	0	0
2018-19	0	0	0	0	0
2019-20	0	5	5	0	5
2020-21	1	2	3	0	3
2021-22	1	5	6	0	6
2022-23	2	8	10	0	10
2023-24	1	2	3	0	3
2024-25	1	4	5	0	5
2025-26	3	8	11	0	11



9. ESTHETICS



Academic Year	Indigenous	Non-Indigenous	Domestic Total	International Total	Student Distinct Count
2015-16	0	0	0	0	0
2016-17	0	0	0	0	0
2017-18	8	9	17	0	17
2018-19	6	8	14	0	14
2019-20	1	0	1	0	1
2020-21	0	0	0	0	0
2021-22	0	0	0	0	0
2022-23	0	0	0	0	0
2023-24	0	0	0	0	0
2024-25	0	0	0	0	0
2025-26	0	0	0	0	0

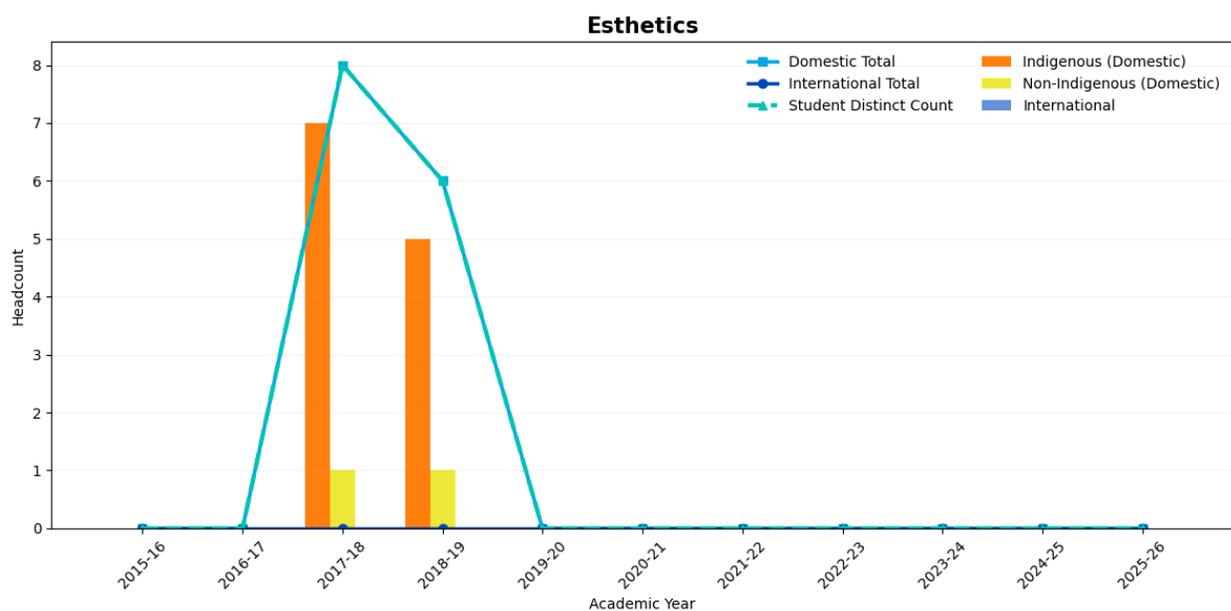


9.1 Esthetics

Program Profile:

Academic Program ID	Program Title	Credential Type	Initial EdCo Approval Date	Term First Offered	Most Recent Program Review
ESTH	Esthetics	Certificate	2017-07-04	2017F	

Enrolment History



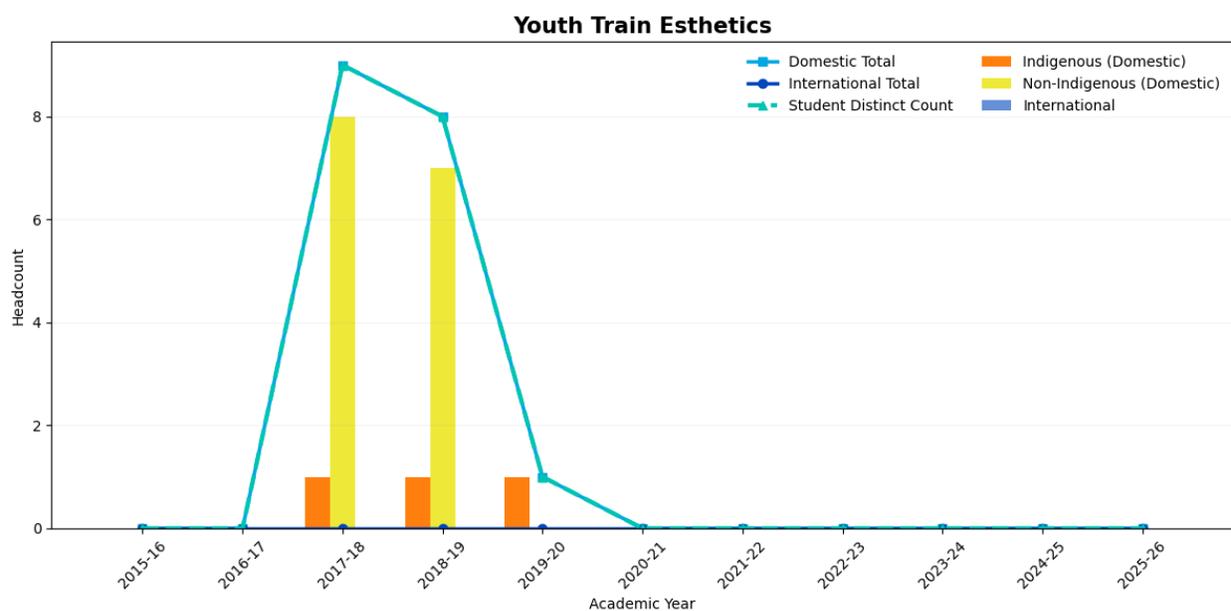
Academic Year	Indigenous	Non-Indigenous	Domestic Total	International Total	Student Distinct Count
2015-16	0	0	0	0	0
2016-17	0	0	0	0	0
2017-18	8	9	17	0	17
2018-19	6	8	14	0	14
2019-20	1	0	1	0	1
2020-21	0	0	0	0	0
2021-22	0	0	0	0	0
2022-23	0	0	0	0	0
2023-24	0	0	0	0	0
2024-25	0	0	0	0	0
2025-26	0	0	0	0	0

9.2 Youth Train Esthetics

Program Profile:

Academic Program ID	Program Title	Credential Type	Initial EdCo Approval Date	Term First Offered	Most Recent Program Review
YTESTH	Youth Train Esthetics	Certificate	2017-07-04	2018W	

Enrolment History

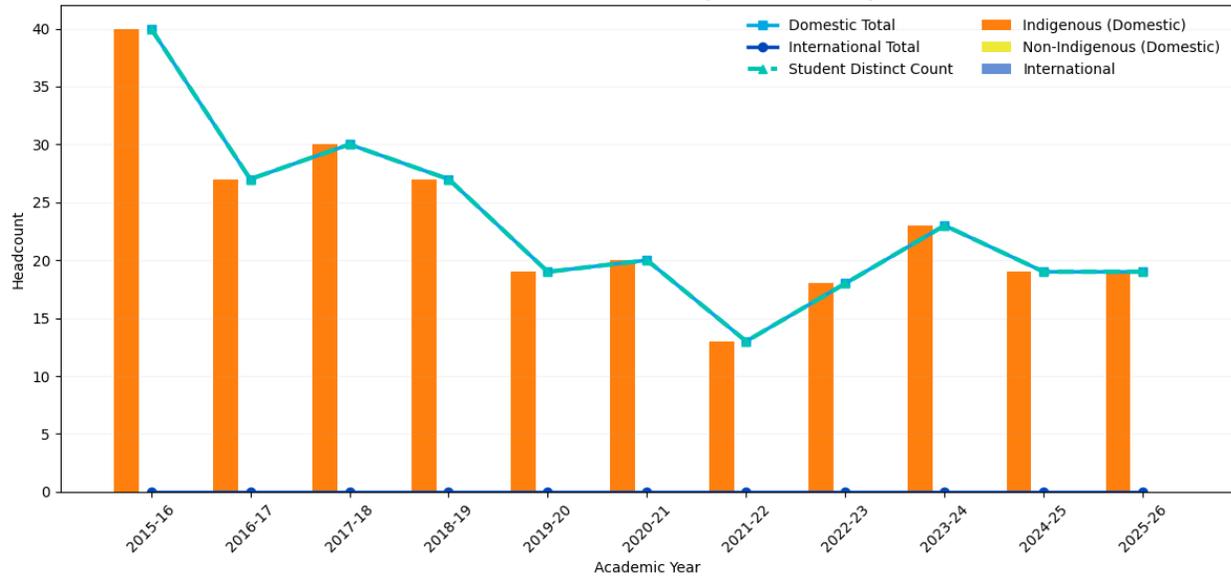


Academic Year	Indigenous	Non-Indigenous	Domestic Total	International Total	Student Distinct Count
2015-16	0	0	0	0	0
2016-17	0	0	0	0	0
2017-18	1	8	9	0	9
2018-19	1	7	8	0	8
2019-20	1	0	1	0	1
2020-21	0	0	0	0	0
2021-22	0	0	0	0	0
2022-23	0	0	0	0	0
2023-24	0	0	0	0	0
2024-25	0	0	0	0	0
2025-26	0	0	0	0	0



10. FIRST NATIONS FINE ARTS

First Nations Fine Arts (Cluster Total)



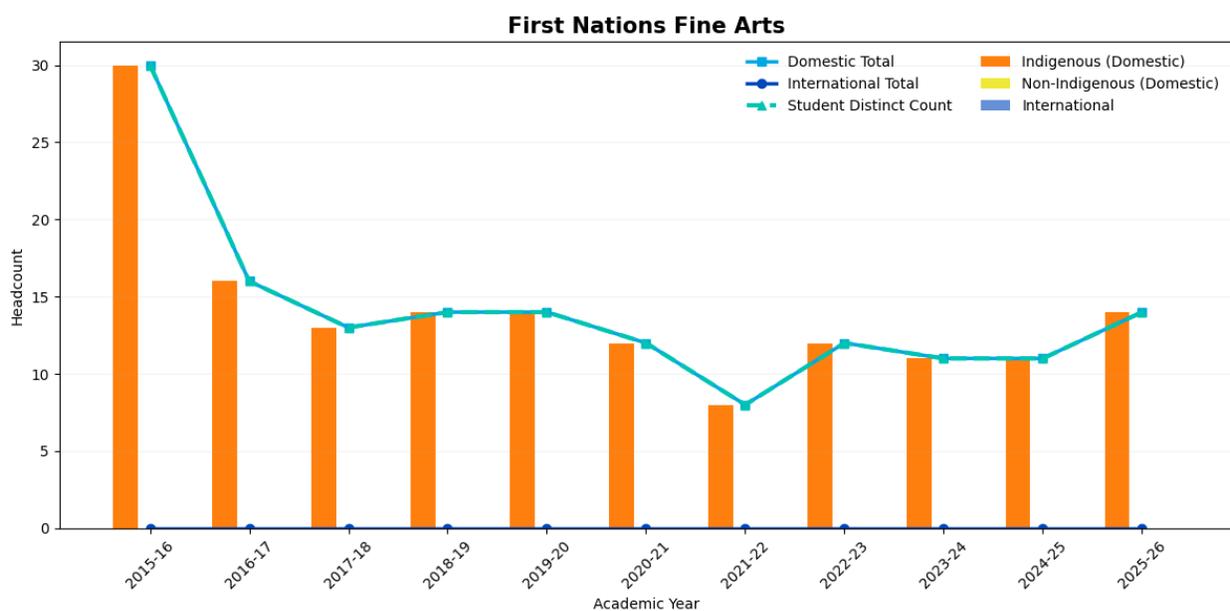
Academic Year	Indigenous	Non-Indigenous	Domestic Total	International Total	Student Distinct Count
2015-16	40	0	40	0	40
2016-17	27	0	27	0	27
2017-18	30	0	30	0	30
2018-19	27	0	27	0	27
2019-20	19	0	19	0	19
2020-21	20	0	20	0	20
2021-22	13	0	13	0	13
2022-23	18	0	18	0	18
2023-24	23	0	23	0	23
2024-25	19	0	19	0	19
2025-26	19	0	19	0	19

10.1 First Nations Fine Arts Year 1

Program Profile:

Academic Program ID	Program Title	Credential Type	Initial EdCo Approval Date	Term First Offered	Most Recent Program Review
FNFA	First Nations Fine Arts Year 1	Certificate	2007-08-03	2007F	

Enrolment History



Academic Year	Indigenous	Non-Indigenous	Domestic Total	International Total	Student Distinct Count
2015-16	30	0	30	0	30
2016-17	16	0	16	0	16
2017-18	13	0	13	0	13
2018-19	14	0	14	0	14
2019-20	14	0	14	0	14
2020-21	12	0	12	0	12
2021-22	8	0	8	0	8
2022-23	12	0	12	0	12
2023-24	11	0	11	0	11
2024-25	11	0	11	0	11
2025-26	14	0	14	0	14

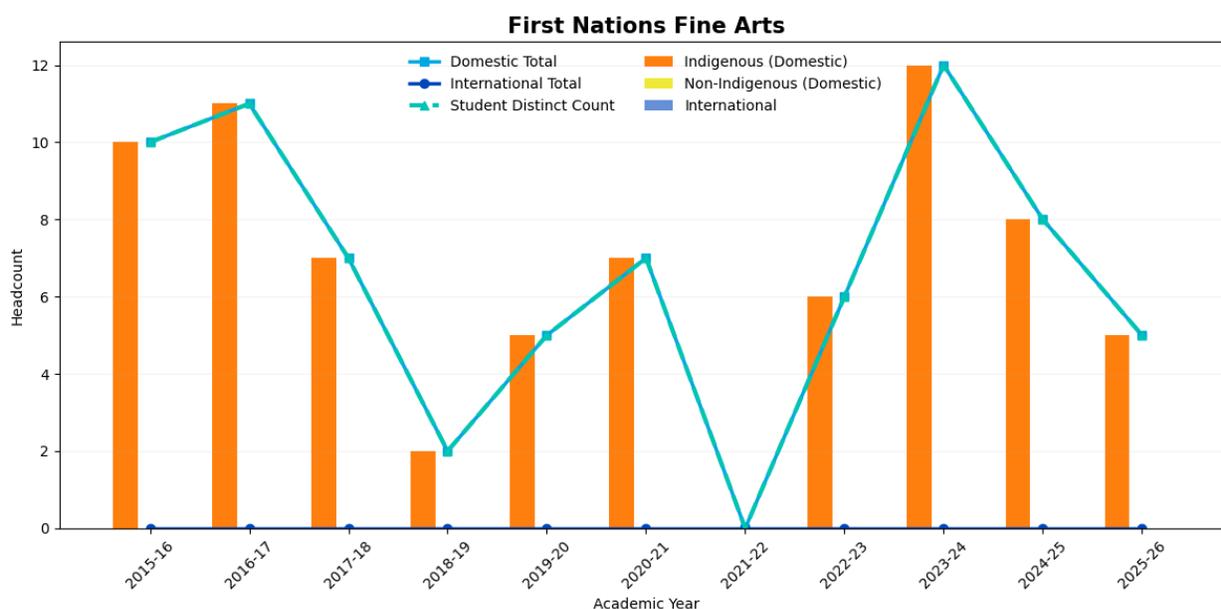


10.2 First Nations Fine Arts Year 2

Program Profile:

Academic Program ID	Program Title	Credential Type	Initial EdCo Approval Date	Term First Offered	Most Recent Program Review
FNFA	First Nations Fine Arts Year 2	Diploma	2007-08-03	2007F	

Enrolment History



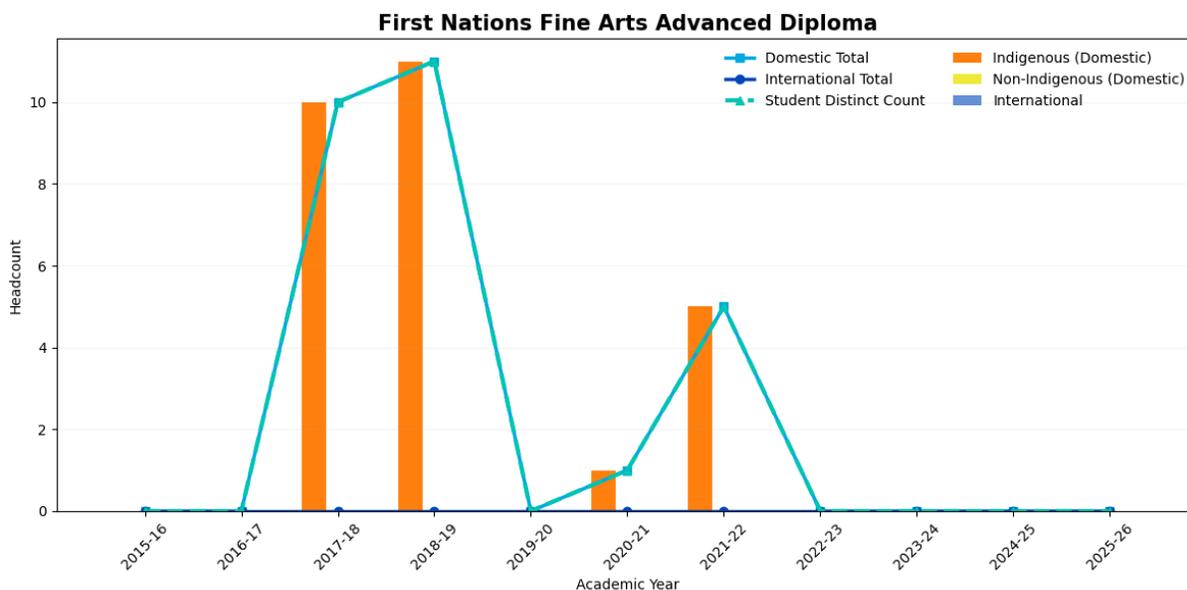
Academic Year	Indigenous	Non-Indigenous	Domestic Total	International Total	Student Distinct Count
2015-16	10	0	10	0	10
2016-17	11	0	11	0	11
2017-18	7	0	7	0	7
2018-19	2	0	2	0	2
2019-20	5	0	5	0	5
2020-21	7	0	7	0	7
2021-22	0	0	0	0	0
2022-23	6	0	6	0	6
2023-24	12	0	12	0	12
2024-25	8	0	8	0	8
2025-26	5	0	5	0	5

10.3 First Nations Fine Arts Advanced Diploma

Program Profile:

Academic Program ID	Program Title	Credential Type	Initial EdCo Approval Date	Term First Offered	Most Recent Program Review
FNFAD	First Nations Fine Arts Advanced Diploma	Advanced Diploma	2018-02-22	2018W	

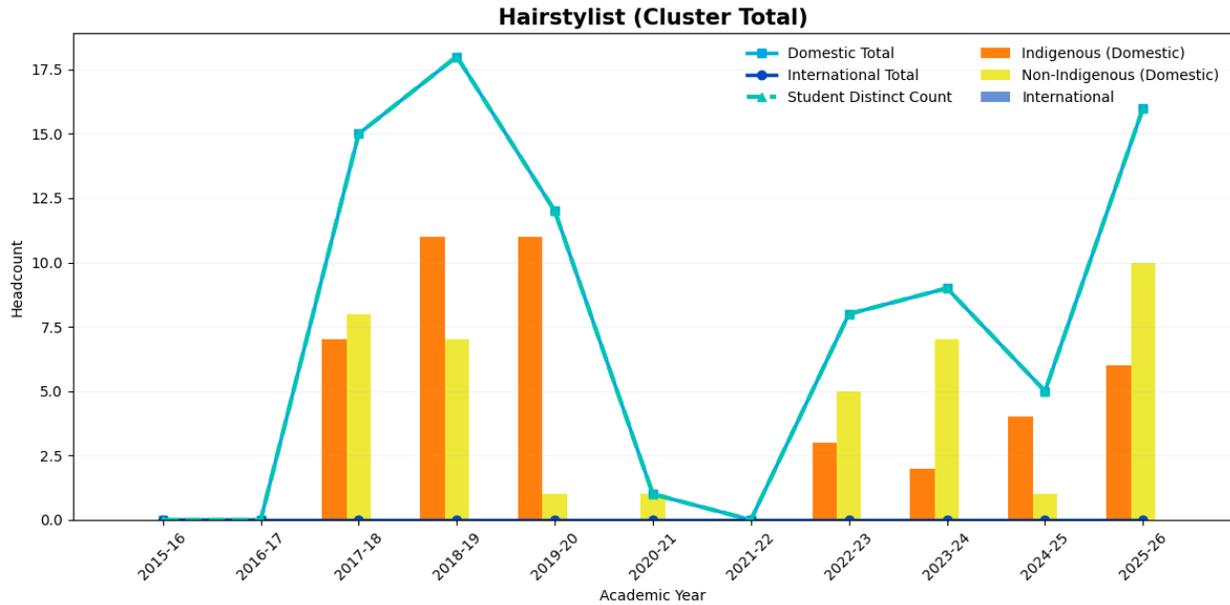
Enrolment History:



Academic Year	Indigenous	Non-Indigenous	Domestic Total	International Total	Student Distinct Count
2015-16	0	0	0	0	0
2016-17	0	0	0	0	0
2017-18	10	0	10	0	10
2018-19	11	0	11	0	11
2019-20	0	0	0	0	0
2020-21	1	0	1	0	1
2021-22	5	0	5	0	5
2022-23	0	0	0	0	0
2023-24	0	0	0	0	0
2024-25	0	0	0	0	0
2025-26	0	0	0	0	0



11. HAIRSTYLIST



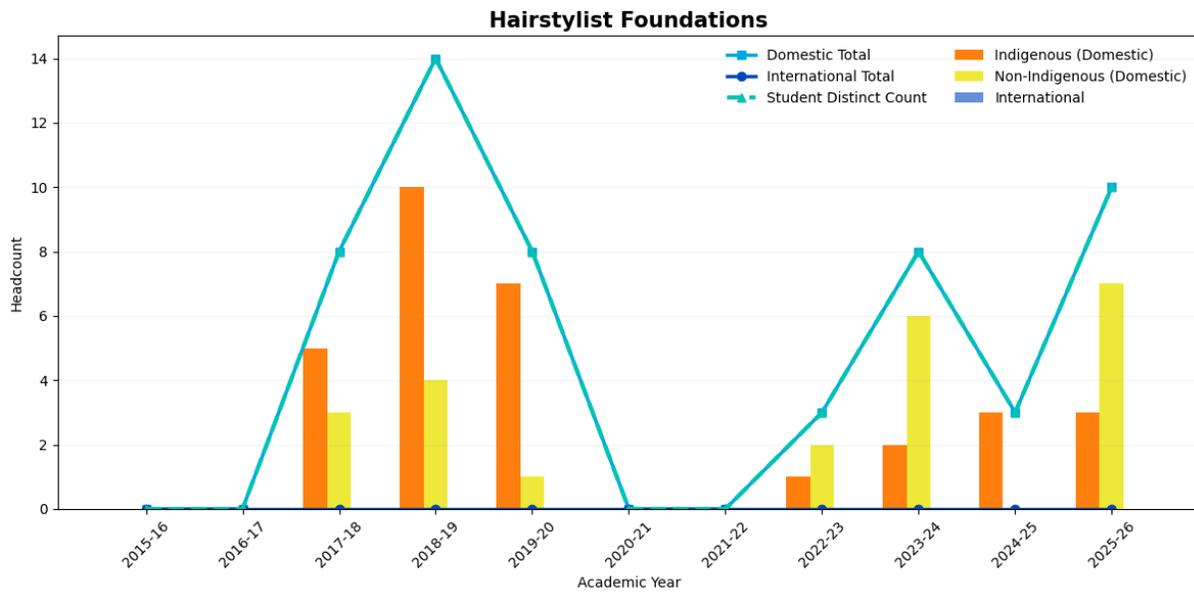
Academic Year	Indigenous	Non-Indigenous	Domestic Total	International Total	Student Distinct Count
2015-16	0	0	0	0	0
2016-17	0	0	0	0	0
2017-18	7	8	15	0	15
2018-19	11	7	18	0	18
2019-20	11	1	12	0	12
2020-21	0	1	1	0	1
2021-22	0	0	0	0	0
2022-23	3	5	8	0	8
2023-24	2	7	9	0	9
2024-25	4	1	5	0	5
2025-26	6	10	16	0	16

11.1 Hairstylist Foundations

Program Profile:

Academic Program ID	Program Title	Credential Type	Initial EdCo Approval Date	Term First Offered	Most Recent Program Review
HAIR	Hairstylist Foundations	Certificate	2015-10-14	2017F	

Enrolment History:



Academic Year	Indigenous	Non-Indigenous	Domestic Total	International Total	Student Distinct Count
2015-16	0	0	0	0	0
2016-17	0	0	0	0	0
2017-18	5	3	8	0	8
2018-19	10	4	14	0	14
2019-20	7	1	8	0	8
2020-21	0	0	0	0	0
2021-22	0	0	0	0	0
2022-23	1	2	3	0	3
2023-24	2	6	8	0	8
2024-25	3	0	3	0	3
2025-26	3	7	10	0	10

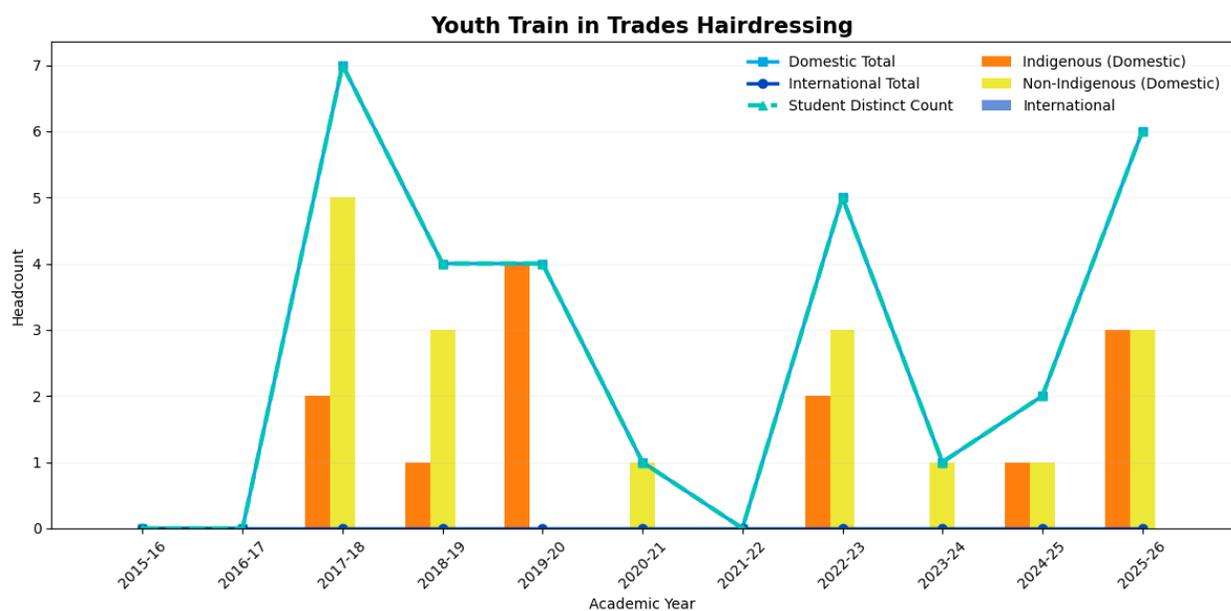


11.2 Youth Train in Trades Hairdressing

Program Profile:

Academic Program ID	Program Title	Credential Type	Initial EdCo Approval Date	Term First Offered	Most Recent Program Review
YTHAIR	Youth Train Esthetics	Certificate	2017-05-13	2017F	

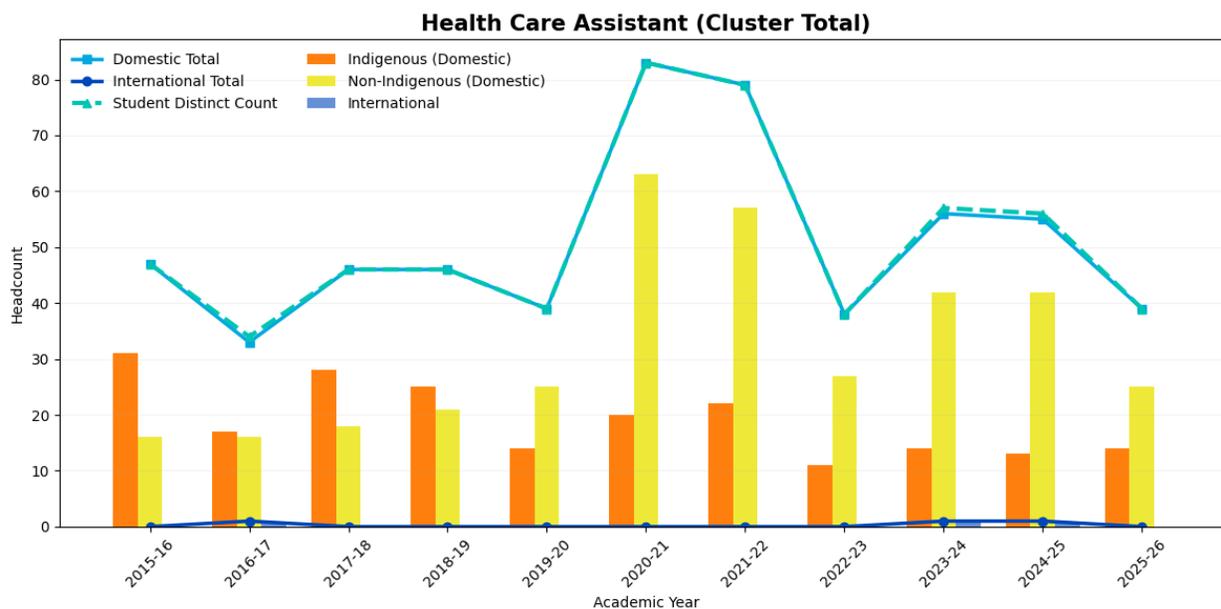
Enrolment History



Academic Year	Indigenous	Non-Indigenous	Domestic Total	International Total	Student Distinct Count
2015-16	0	0	0	0	0
2016-17	0	0	0	0	0
2017-18	2	5	7	0	7
2018-19	1	3	4	0	4
2019-20	4	0	4	0	4
2020-21	0	1	1	0	1
2021-22	0	0	0	0	0
2022-23	2	3	5	0	5
2023-24	0	1	1	0	1
2024-25	1	1	2	0	2
2025-26	3	3	6	0	6



12. HEALTH CARE ASSISTANT



Academic Year	Indigenous	Non-Indigenous	Domestic Total	International Total	Student Distinct Count
2015-16	31	16	47	0	47
2016-17	17	16	33	1	34
2017-18	28	18	46	0	46
2018-19	25	21	46	0	46
2019-20	14	25	39	0	39
2020-21	20	63	83	0	83
2021-22	22	57	79	0	79
2022-23	11	27	38	0	38
2023-24	14	42	56	1	57
2024-25	13	42	55	1	56
2025-26	14	25	39	0	39

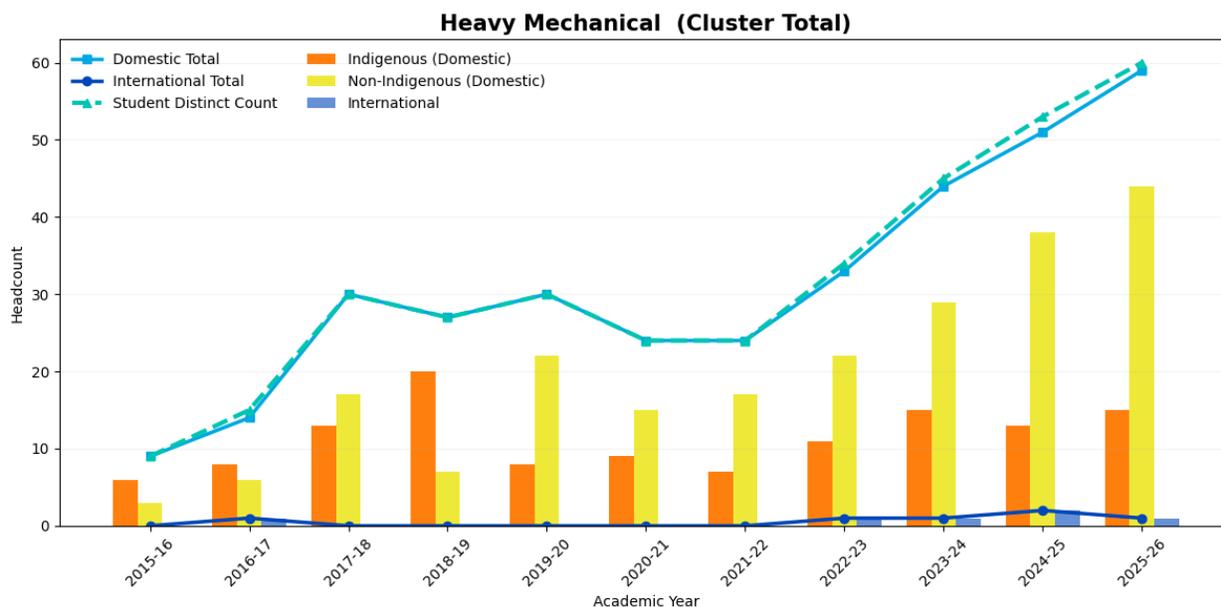
12.1 Health Care Assistant

Program Profile:

Academic Program ID	Program Title	Credential Type	Initial EdCo Approval Date	Term First Offered	Most Recent Program Review
HCAS	Health Care Assistant	Certificate	2009-07-21	2009F	



13. HEAVY MECHANICAL



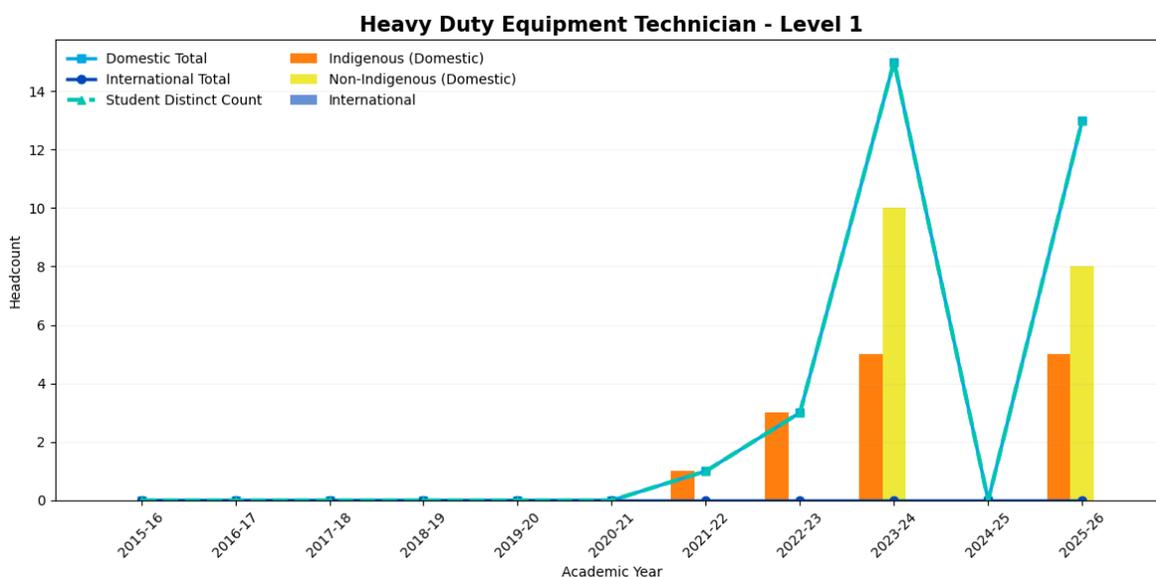
Academic Year	Indigenous	Non-Indigenous	Domestic Total	International Total	Student Distinct Count
2015-16	6	3	9	0	9
2016-17	8	6	14	1	15
2017-18	13	17	30	0	30
2018-19	20	7	27	0	27
2019-20	8	22	30	0	30
2020-21	9	15	24	0	24
2021-22	7	17	24	0	24
2022-23	11	22	33	1	34
2023-24	15	29	44	1	45
2024-25	13	38	51	2	53
2025-26	15	44	59	1	60

13.1 Heavy Duty Equipment Technician - Level 1

Program Profile:

Academic Program ID	Program Title	Credential Type	Initial EdCo Approval Date	Term First Offered	Most Recent Program Review
HDETAPP1	Heavy Duty Equipment Technician - Level 1		2021-11-19	2022W	

Enrolment History:



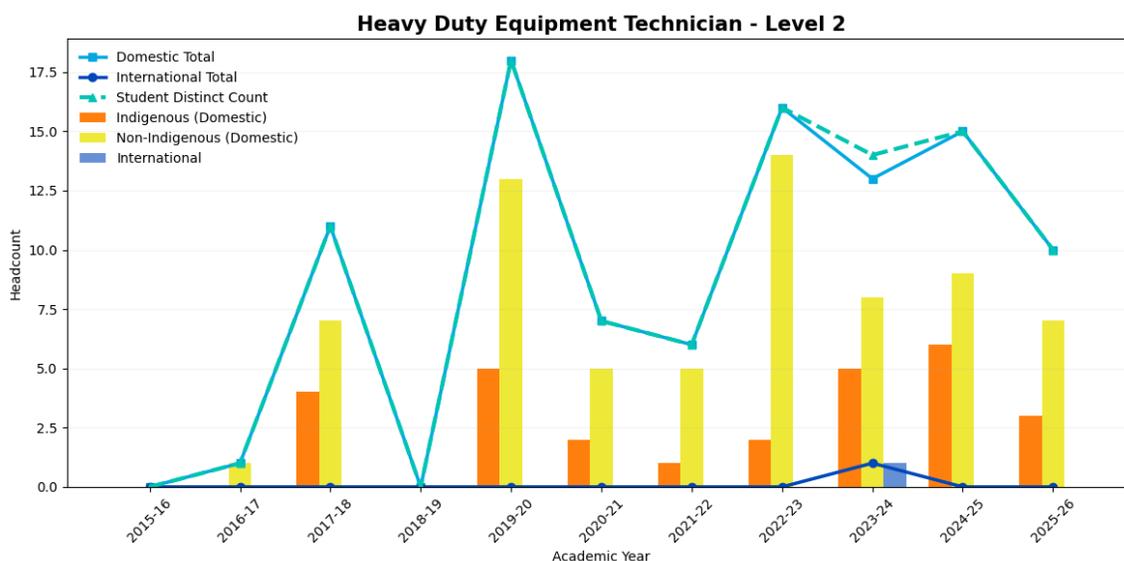
Academic Year	Indigenous	Non-Indigenous	Domestic Total	International Total	Student Distinct Count
2015-16	0	0	0	0	0
2016-17	0	0	0	0	0
2017-18	0	0	0	0	0
2018-19	0	0	0	0	0
2019-20	0	0	0	0	0
2020-21	0	0	0	0	0
2021-22	1	0	1	0	1
2022-23	3	0	3	0	3
2023-24	5	10	15	0	15
2024-25	0	0	0	0	0
2025-26	5	8	13	0	13

13.2 Heavy Duty Equipment Technician - Level 2

Program Profile:

Academic Program ID	Program Title	Credential Type	Initial EdCo Approval Date	Term First Offered	Most Recent Program Review
HDETAPP2	Heavy Duty Equipment Technician - Level 2		2021-11-19 (recent approval date)	2016W	

Enrolment History:



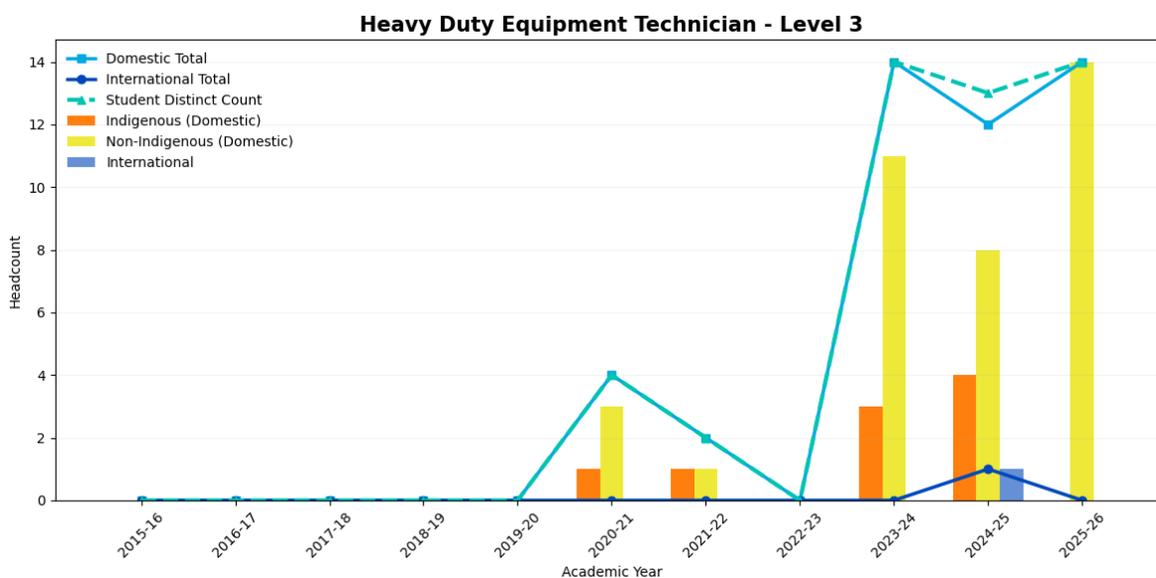
Academic Year	Indigenous	Non-Indigenous	Domestic Total	International Total	Student Distinct Count
2015-16	0	0	0	0	0
2016-17	0	1	1	0	1
2017-18	4	7	11	0	11
2018-19	0	0	0	0	0
2019-20	5	13	18	0	18
2020-21	2	5	7	0	7
2021-22	1	5	6	0	6
2022-23	2	14	16	0	16
2023-24	5	8	13	1	14
2024-25	6	9	15	0	15
2025-26	3	7	10	0	10

13.3 Heavy Duty Equipment Technician - Level 3

Program Profile:

Academic Program ID	Program Title	Credential Type	Initial EdCo Approval Date	Term First Offered	Most Recent Program Review
HDETAPP3	Heavy Duty Equipment Technician - Level 3		2016-07-25	2021W	

Enrolment History:



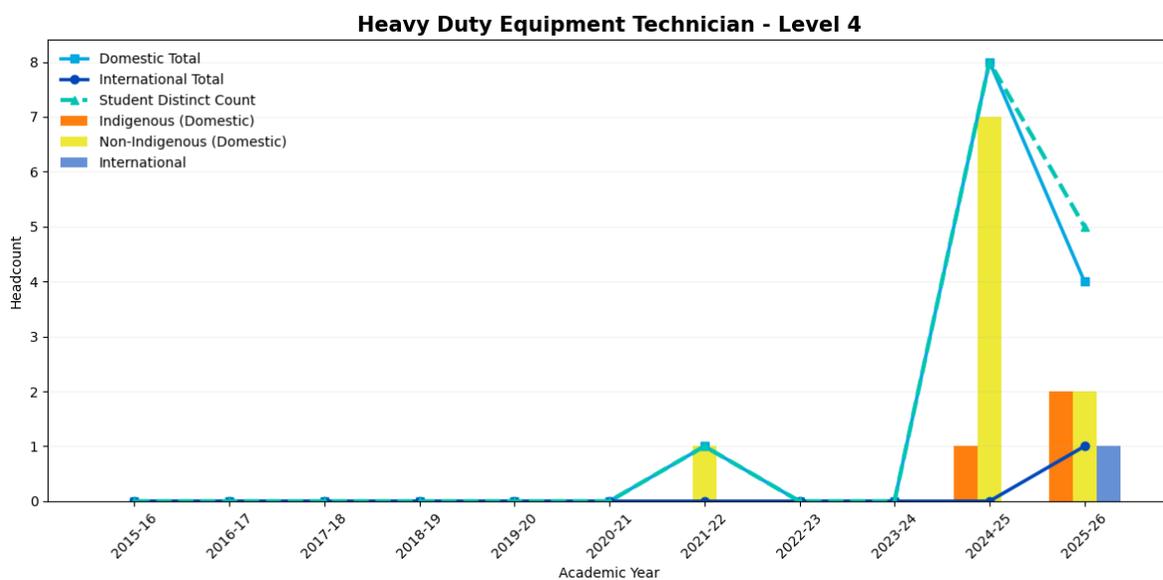
Academic Year	Indigenous	Non-Indigenous	Domestic Total	International Total	Student Distinct Count
2015-16	0	0	0	0	0
2016-17	0	0	0	0	0
2017-18	0	0	0	0	0
2018-19	0	0	0	0	0
2019-20	0	0	0	0	0
2020-21	1	3	4	0	4
2021-22	1	1	2	0	2
2022-23	0	0	0	0	0
2023-24	3	11	14	0	14
2024-25	4	8	12	1	13
2025-26	0	14	14	0	14

13.4 Heavy Duty Equipment Technician - Level 4

Program Profile:

Academic Program ID	Program Title	Credential Type	Initial EdCo Approval Date	Term First Offered	Most Recent Program Review
HDETAPP4	Heavy Duty Equipment Technician - Level 4		2021-12-06	2022W	

Enrolment History:



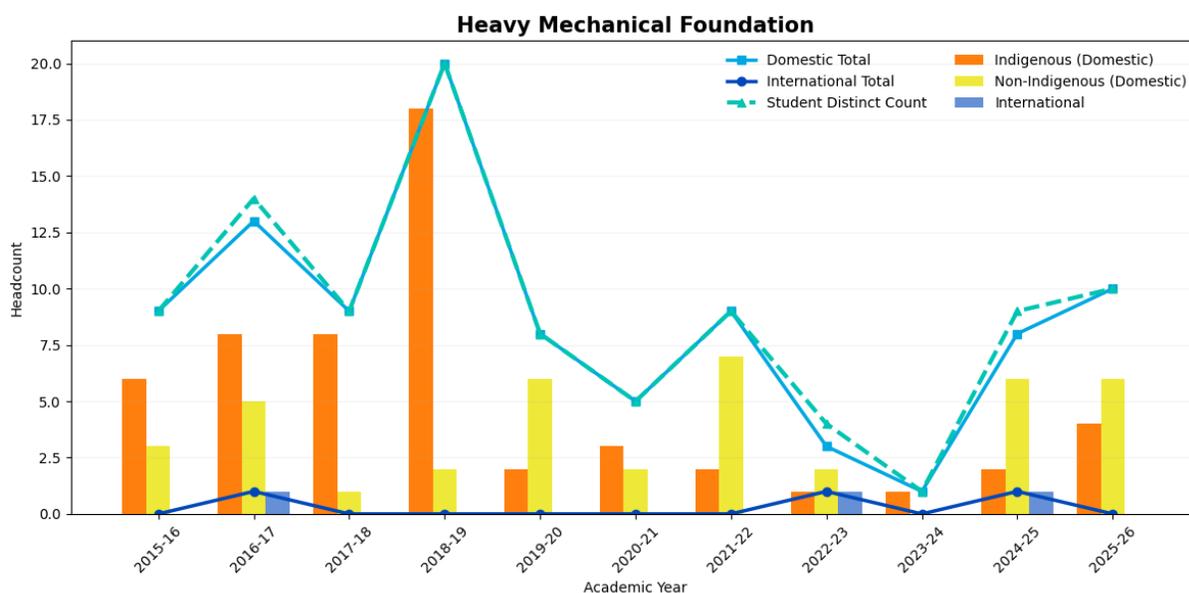
Academic Year	Indigenous	Non-Indigenous	Domestic Total	International Total	Student Distinct Count
2015-16	0	0	0	0	0
2016-17	0	0	0	0	0
2017-18	0	0	0	0	0
2018-19	0	0	0	0	0
2019-20	0	0	0	0	0
2020-21	0	0	0	0	0
2021-22	0	1	1	0	1
2022-23	0	0	0	0	0
2023-24	0	0	0	0	0
2024-25	1	7	8	0	8
2025-26	2	2	4	1	5

13.5 Heavy Mechanical Foundation

Program Profile:

Academic Program ID	Program Title	Credential Type	Initial EdCo Approval Date	Term First Offered	Most Recent Program Review
HMF	Heavy Mechanical Foundation	Certificate	2014-05-09	2014F	

Enrolment History:



Academic Year	Indigenous	Non-Indigenous	Domestic Total	International Total	Student Distinct Count
2015-16	6	3	9	0	9
2016-17	8	5	13	1	14
2017-18	8	1	9	0	9
2018-19	18	2	20	0	20
2019-20	2	6	8	0	8
2020-21	3	2	5	0	5
2021-22	2	7	9	0	9
2022-23	1	2	3	1	4
2023-24	1	0	1	0	1
2024-25	2	6	8	1	9
2025-26	4	6	10	0	10

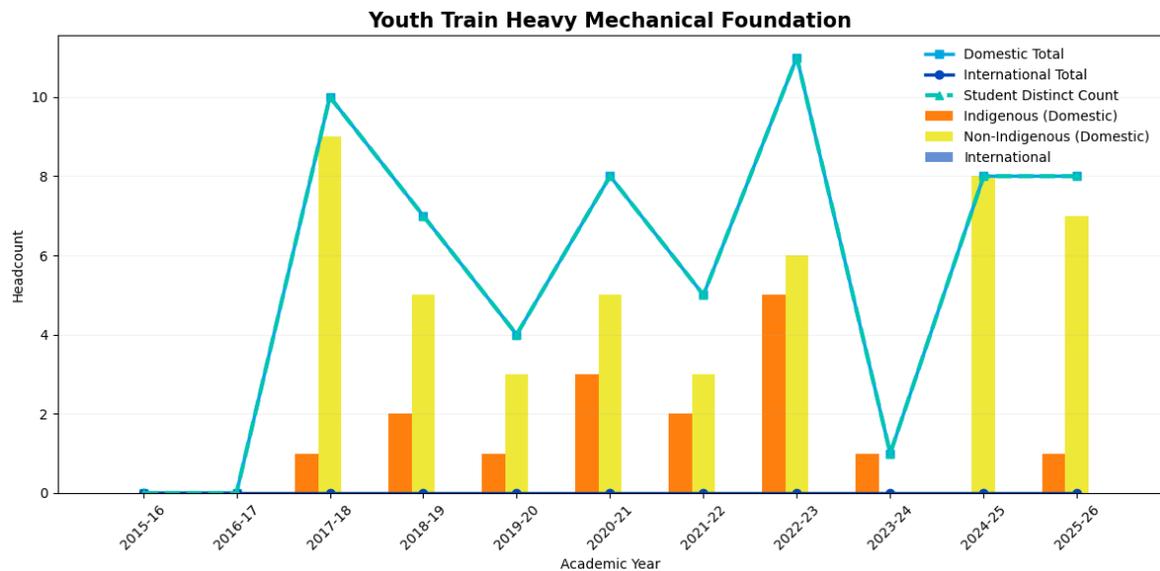


13.6 Youth Train Heavy Mechanical Foundation

Program Profile:

Academic Program ID	Program Title	Credential Type	Initial EdCo Approval Date	Term First Offered	Most Recent Program Review
YTHMF	Youth Train Heavy Mechanical Foundation	Certificate	2017-05-18	2017F	

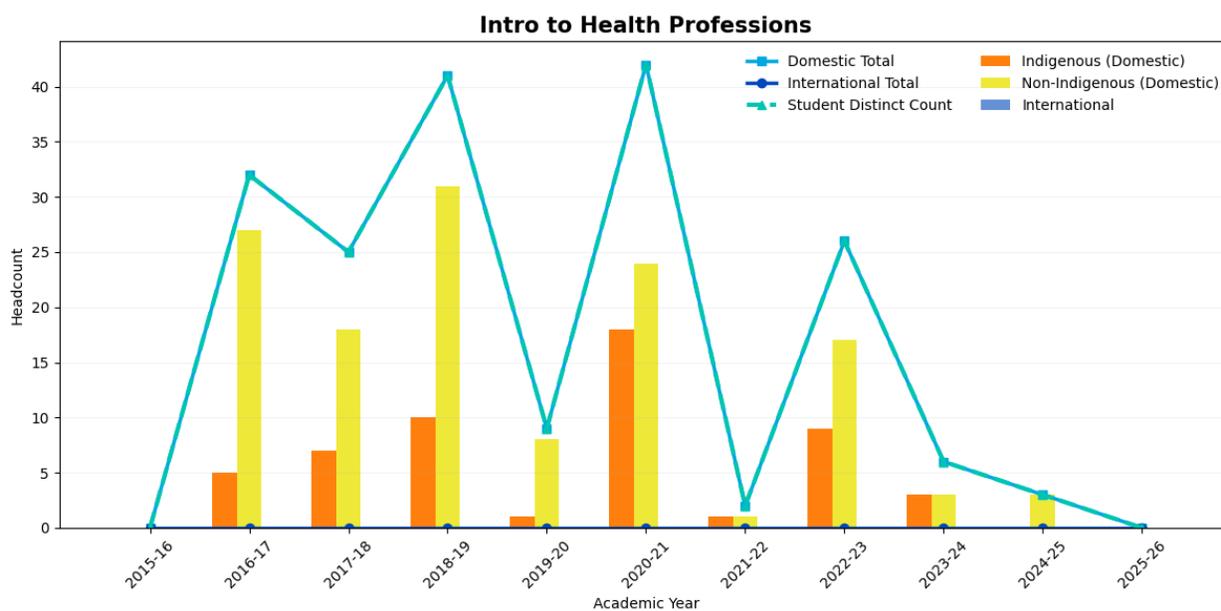
Enrolment History:



Academic Year	Indigenous	Non-Indigenous	Domestic Total	International Total	Student Distinct Count
2015-16	0	0	0	0	0
2016-17	0	0	0	0	0
2017-18	1	9	10	0	10
2018-19	2	5	7	0	7
2019-20	1	3	4	0	4
2020-21	3	5	8	0	8
2021-22	2	3	5	0	5
2022-23	5	6	11	0	11
2023-24	1	0	1	0	1
2024-25	0	8	8	0	8
2025-26	1	7	8	0	8



14. INTRODUCTION TO HEALTH PROFESSIONS



Academic Year	Indigenous	Non-Indigenous	Domestic Total	International Total	Student Distinct Count
2015-16	0	0	0	0	0
2016-17	5	27	32	0	32
2017-18	7	18	25	0	25
2018-19	10	31	41	0	41
2019-20	1	8	9	0	9
2020-21	18	24	42	0	42
2021-22	1	1	2	0	2
2022-23	9	17	26	0	26
2023-24	3	3	6	0	6
2024-25	0	3	3	0	3
2025-26	0	0	0	0	0

14.1 Intro to Health Professions

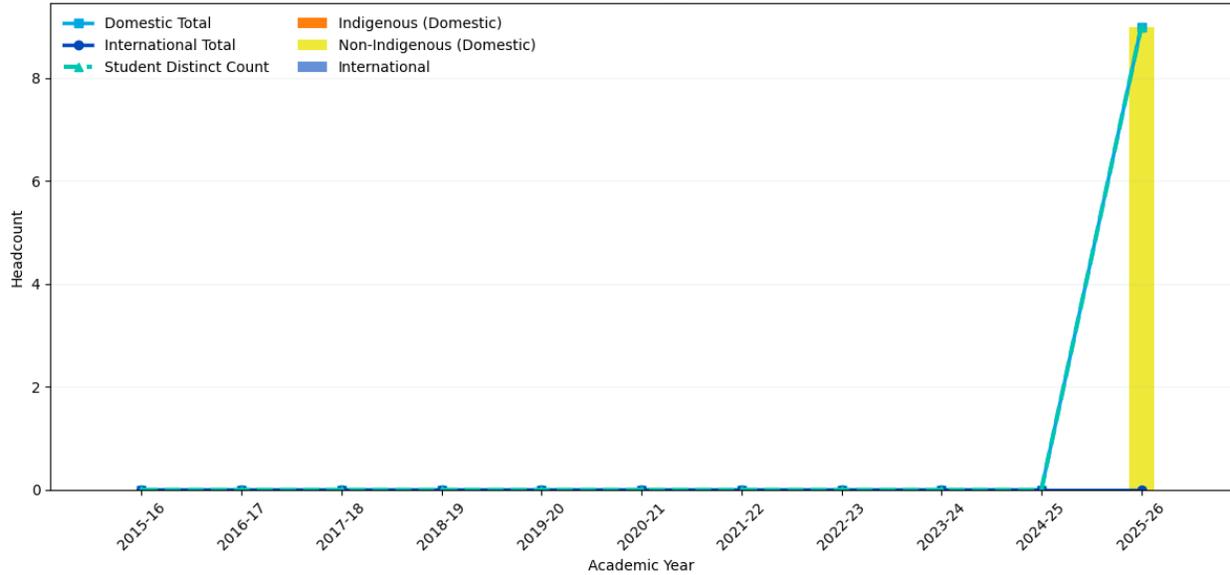
Program Profile:

Academic Program ID	Program Title	Credential Type	Initial EdCo Approval Date	Term First Offered	Most Recent Program Review
HLPR	Intro to Health Professions		2017-01-01	2017W	



15. INFORMATION TECHNOLOGY

Information Technology (Cluster Total)



Academic Year	Indigenous	Non-Indigenous	Domestic Total	International Total	Student Distinct Count
2015-16	0	0	0	0	0
2016-17	0	0	0	0	0
2017-18	0	0	0	0	0
2018-19	0	0	0	0	0
2019-20	0	0	0	0	0
2020-21	0	0	0	0	0
2021-22	0	0	0	0	0
2022-23	0	0	0	0	0
2023-24	0	0	0	0	0
2024-25	0	0	0	0	0
2025-26	0	9	9	0	9

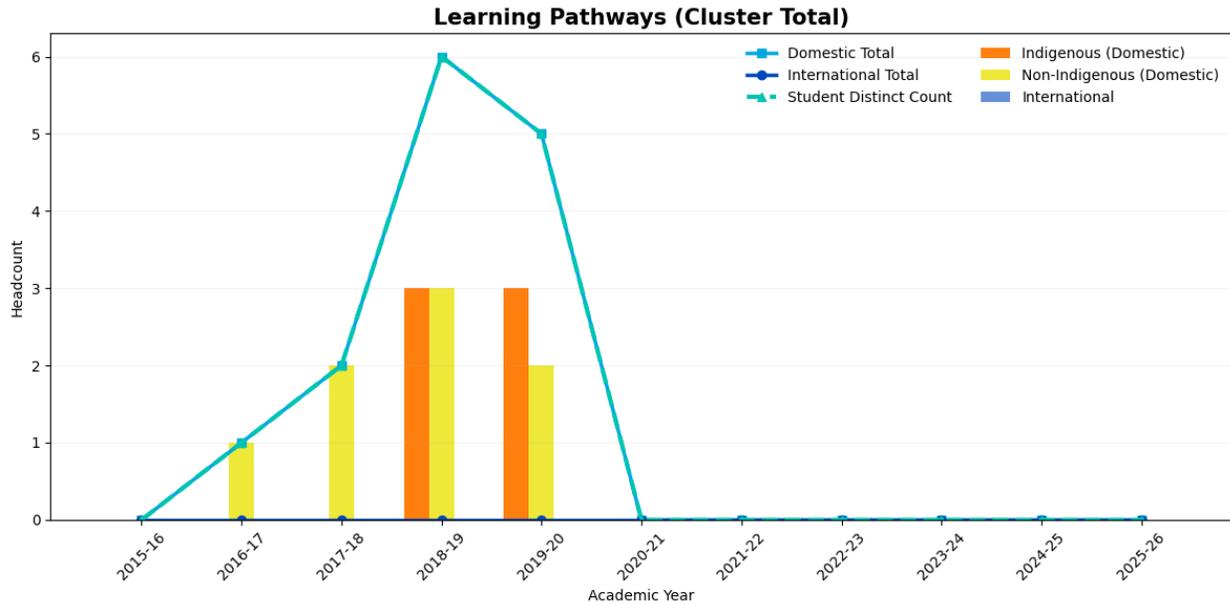
15.1 Systems Administration and Networking Pilot Program

Program Profile:

Academic Program ID	Program Title	Credential Type	Initial EdCo Approval Date	Term First Offered	Most Recent Program Review
SANP	Systems Administration and Networking Pilot Program	Issued through CE and VIU currently	2025-02-25	2025F	



16. LEARNING PATHWAYS



Academic Year	Indigenous	Non-Indigenous	Domestic Total	International Total	Student Distinct Count
2015-16	0	0	0	0	0
2016-17	0	1	1	0	1
2017-18	0	2	2	0	2
2018-19	3	3	6	0	6
2019-20	3	2	5	0	5
2020-21	0	0	0	0	0
2021-22	0	0	0	0	0
2022-23	0	0	0	0	0
2023-24	0	0	0	0	0
2024-25	0	0	0	0	0
2025-26	0	0	0	0	0

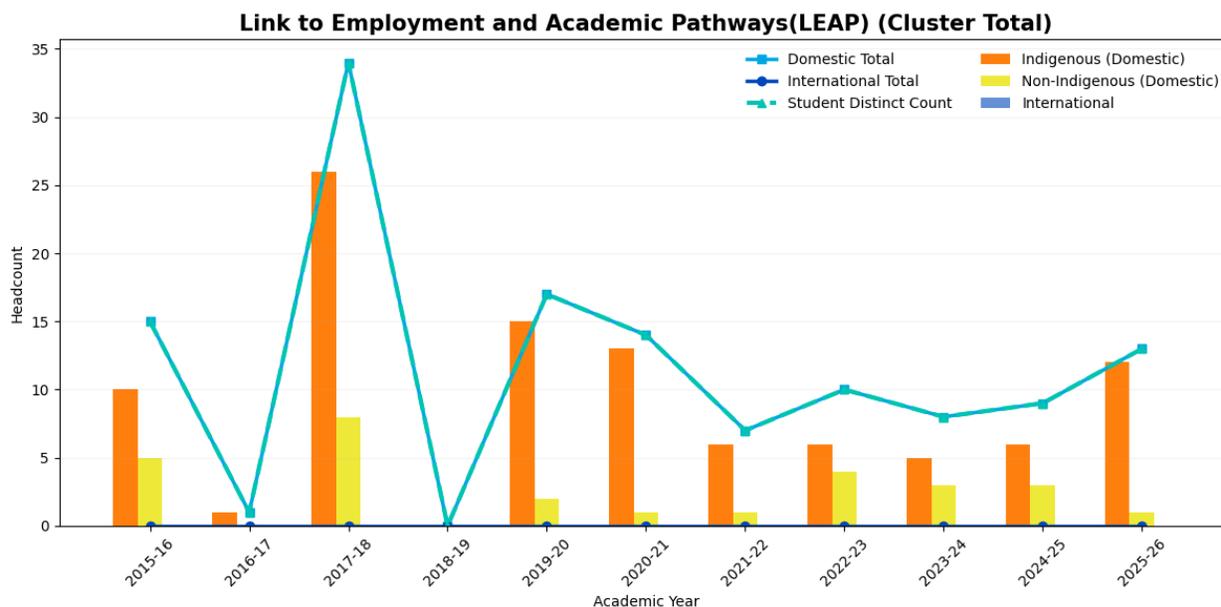
16.1 Learning Pathways

Program Profile:

Academic Program ID	Program Title	Credential Type	Initial EdCo Approval Date	Term First Offered	Most Recent Program Review
LPAT	Learning Pathways		2007-07-06	2007S	



17. LINK TO EMPLOYMENT AND ACADEMIC PATHWAYS (LEAP)



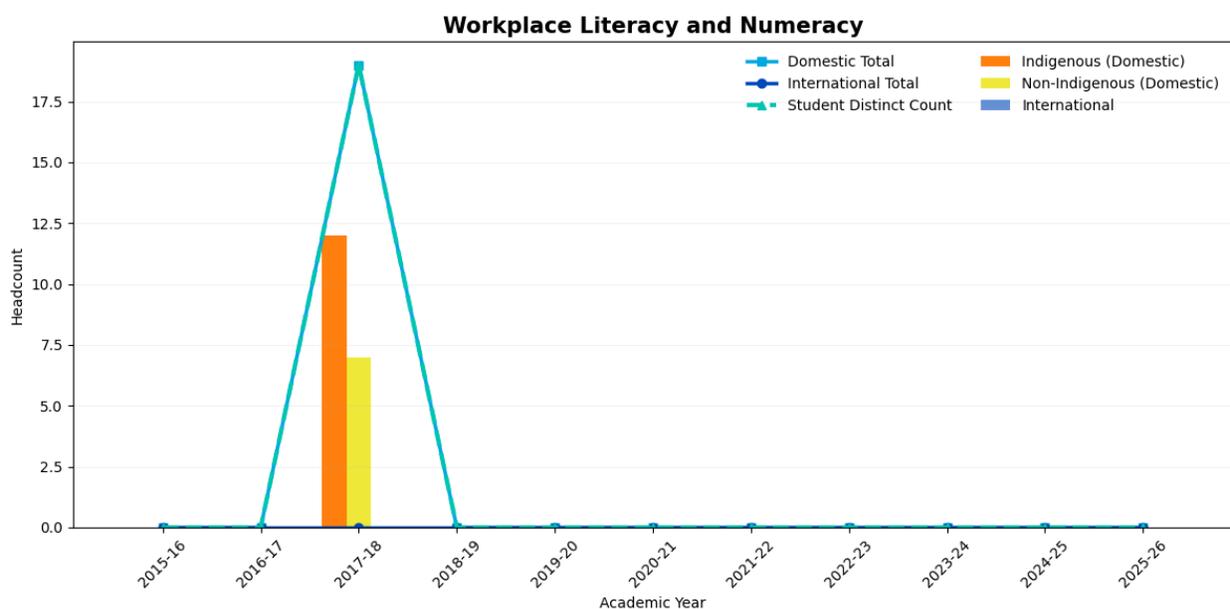
Academic Year	Indigenous	Non-Indigenous	Domestic Total	International Total	Student Distinct Count
2015-16	10	5	15	0	15
2016-17	1	0	1	0	1
2017-18	26	8	34	0	34
2018-19	0	0	0	0	0
2019-20	15	2	17	0	17
2020-21	13	1	14	0	14
2021-22	6	1	7	0	7
2022-23	6	4	10	0	10
2023-24	5	3	8	0	8
2024-25	6	3	9	0	9
2025-26	12	1	13	0	13

17.1 Workplace Literacy and Numeracy

Program Profile:

Academic Program ID	Program Title	Credential Type	Initial EdCo Approval Date	Term First Offered	Most Recent Program Review
WLN	Workplace Literacy and Numeracy	Certificate	2017-06-01	2017F	

Enrolment History:



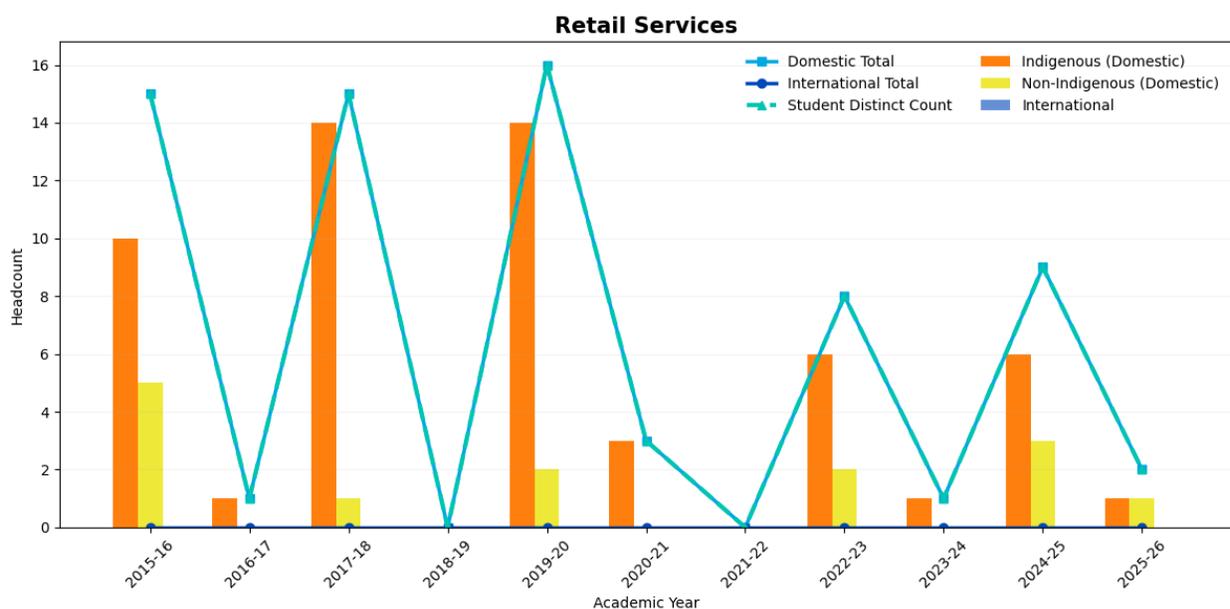
Academic Year	Indigenous	Non-Indigenous	Domestic Total	International Total	Student Distinct Count
2015-16	0	0	0	0	0
2016-17	0	0	0	0	0
2017-18	12	7	19	0	19
2018-19	0	0	0	0	0
2019-20	0	0	0	0	0
2020-21	0	0	0	0	0
2021-22	0	0	0	0	0
2022-23	0	0	0	0	0
2023-24	0	0	0	0	0
2024-25	0	0	0	0	0
2025-26	0	0	0	0	0

17.2 Retail Services Program

Program Profile:

Academic Program ID	Program Title	Credential Type	Initial EdCo Approval Date	Term First Offered	Most Recent Program Review
RSP	Retail Services Program	Certificate	2015-03-23	2015F	2025

Enrolment History:



Academic Year	Indigenous	Non-Indigenous	Domestic Total	International Total	Student Distinct Count
2015-16	10	5	15	0	15
2016-17	1	0	1	0	1
2017-18	14	1	15	0	15
2018-19	0	0	0	0	0
2019-20	14	2	16	0	16
2020-21	3	0	3	0	3
2021-22	0	0	0	0	0
2022-23	6	2	8	0	8
2023-24	1	0	1	0	1
2024-25	6	3	9	0	9
2025-26	1	1	2	0	2



17.3 Work Skills Training

Program Profile:

Academic Program ID	Program Title	Credential Type	Initial EdCo Approval Date	Term First Offered	Most Recent Program Review
WST	Work Skills Training	Certificate	2019-06-21	2019F	2025

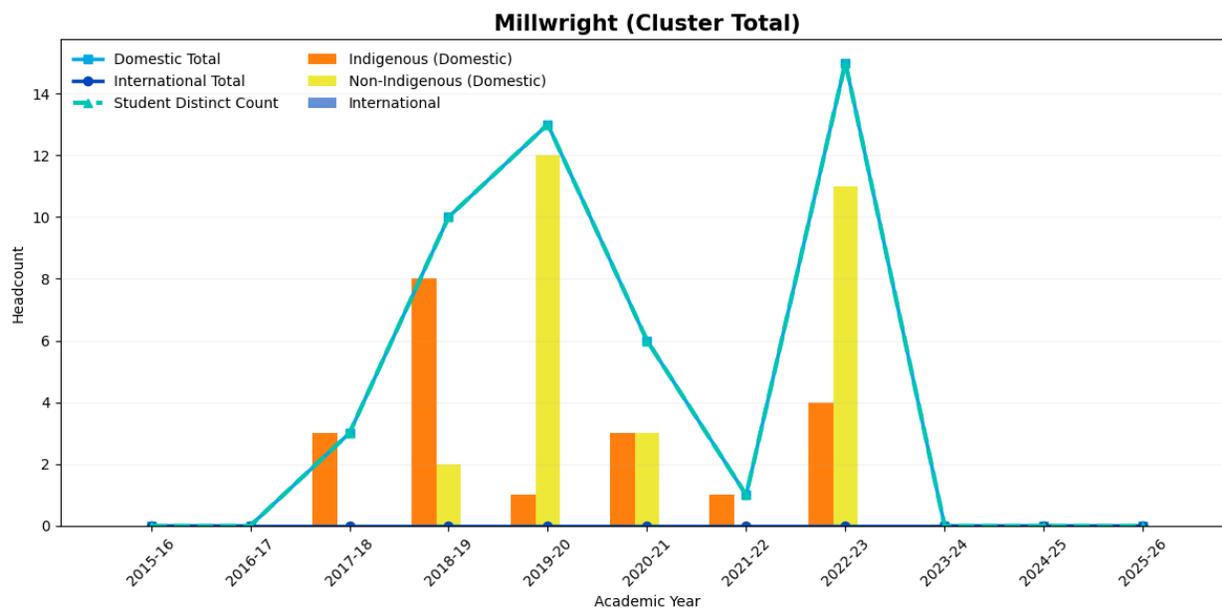
Enrolment History:



Academic Year	Indigenous	Non-Indigenous	Domestic Total	International Total	Student Distinct Count
2015-16	0	0	0	0	0
2016-17	0	0	0	0	0
2017-18	0	0	0	0	0
2018-19	0	0	0	0	0
2019-20	1	0	1	0	1
2020-21	10	1	11	0	11
2021-22	6	1	7	0	7
2022-23	0	2	2	0	2
2023-24	4	3	7	0	7
2024-25	0	0	0	0	0
2025-26	11	0	11	0	11



18. MILLWRIGHT



Academic Year	Indigenous	Non-Indigenous	Domestic Total	International Total	Student Distinct Count
2015-16	0	0	0	0	0
2016-17	0	0	0	0	0
2017-18	3	0	3	0	3
2018-19	8	2	10	0	10
2019-20	1	12	13	0	13
2020-21	3	3	6	0	6
2021-22	1	0	1	0	1
2022-23	4	11	15	0	15
2023-24	0	0	0	0	0
2024-25	0	0	0	0	0
2025-26	0	0	0	0	0

18.1 Harmonized Millwright Apprentice Level 1

Program Profile:

Academic Program ID	Program Title	Credential Type	Initial EdCo Approval Date	Term First Offered	Most Recent Program Review
HMILLAPP1	Harmonized Millwright Apprentice Level 1		2019-11-17		

Enrolment History:

N/A

18.2 Harmonized Millwright Apprentice Level 2

Program Profile:

Academic Program ID	Program Title	Credential Type	Initial EdCo Approval Date	Term First Offered	Most Recent Program Review
HMILLAPP2	Harmonized Millwright Apprentice Level 2		2019-11-17		

Enrolment History.

N/A

18.3 Harmonized Millwright Apprentice Level 3

Program Profile:

Academic Program ID	Program Title	Credential Type	Initial EdCo Approval Date	Term First Offered	Most Recent Program Review
HMILLAPP3	Harmonized Millwright Apprentice Level 3		2019-11-17		

Enrolment History:

N/A

18.4 Harmonized Millwright Apprentice Level 4

Program Profile:

Academic Program ID	Program Title	Credential Type	Initial EdCo Approval Date	Term First Offered	Most Recent Program Review
HMILLAPP4	Harmonized Millwright Apprentice Level 4		2019-11-17		

Enrolment History:

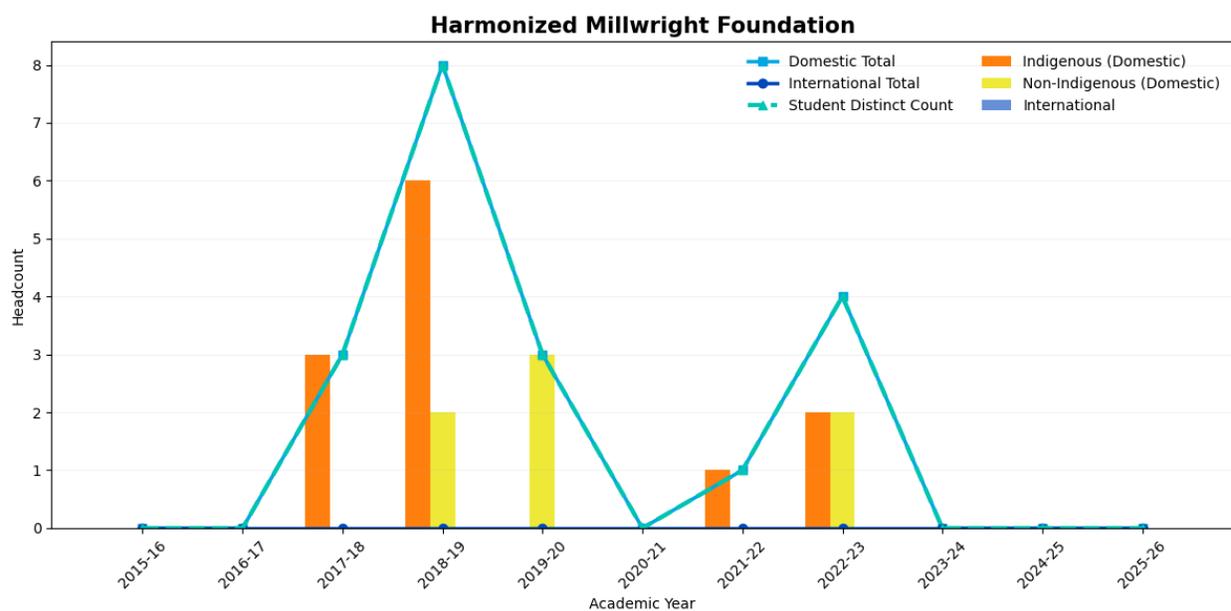
N/A

18.5 Harmonized Millwright Foundation

Program Profile:

Academic Program ID	Program Title	Credential Type	Initial EdCo Approval Date	Term First Offered	Most Recent Program Review
HMILLF	Harmonized Millwright Foundation	Certificate	2018-01-19	2018W	

Enrolment History:



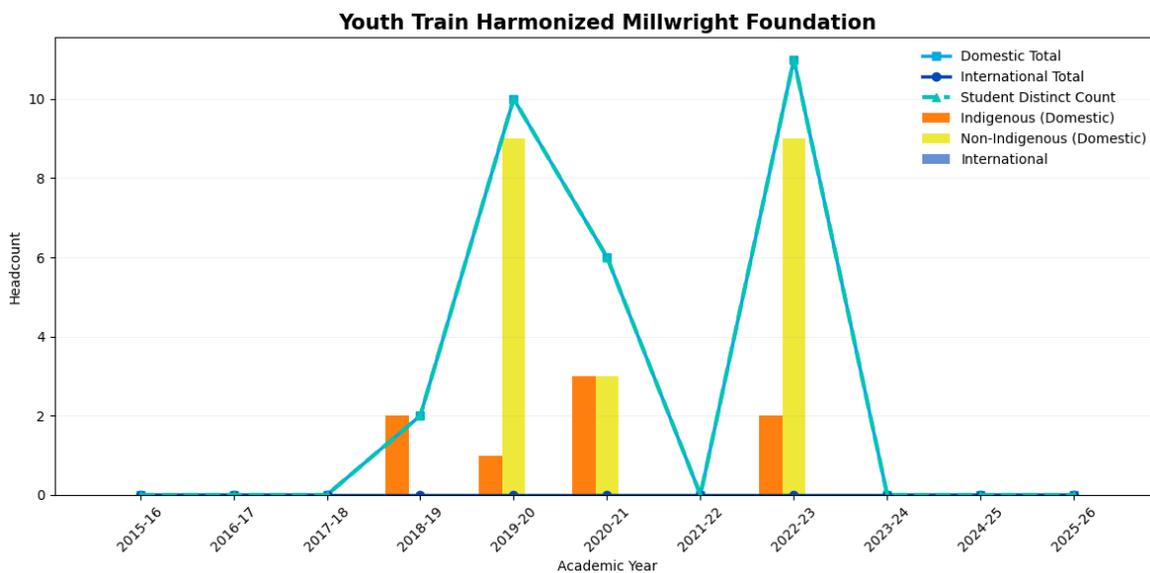
Academic Year	Indigenous	Non-Indigenous	Domestic Total	International Total	Student Distinct Count
2015-16	0	0	0	0	0
2016-17	0	0	0	0	0
2017-18	3	0	3	0	3
2018-19	6	2	8	0	8
2019-20	0	3	3	0	3
2020-21	0	0	0	0	0
2021-22	1	0	1	0	1
2022-23	2	2	4	0	4
2023-24	0	0	0	0	0
2024-25	0	0	0	0	0
2025-26	0	0	0	0	0

18.6 Youth Train Harmonized Millwright Foundation

Program Profile:

Academic Program ID	Program Title	Credential Type	Initial EdCo Approval Date	Term First Offered	Most Recent Program Review
YTHMILLF	Youth Train Harmonized Millwright Foundation	Certificate	2018-01-19	2018F	

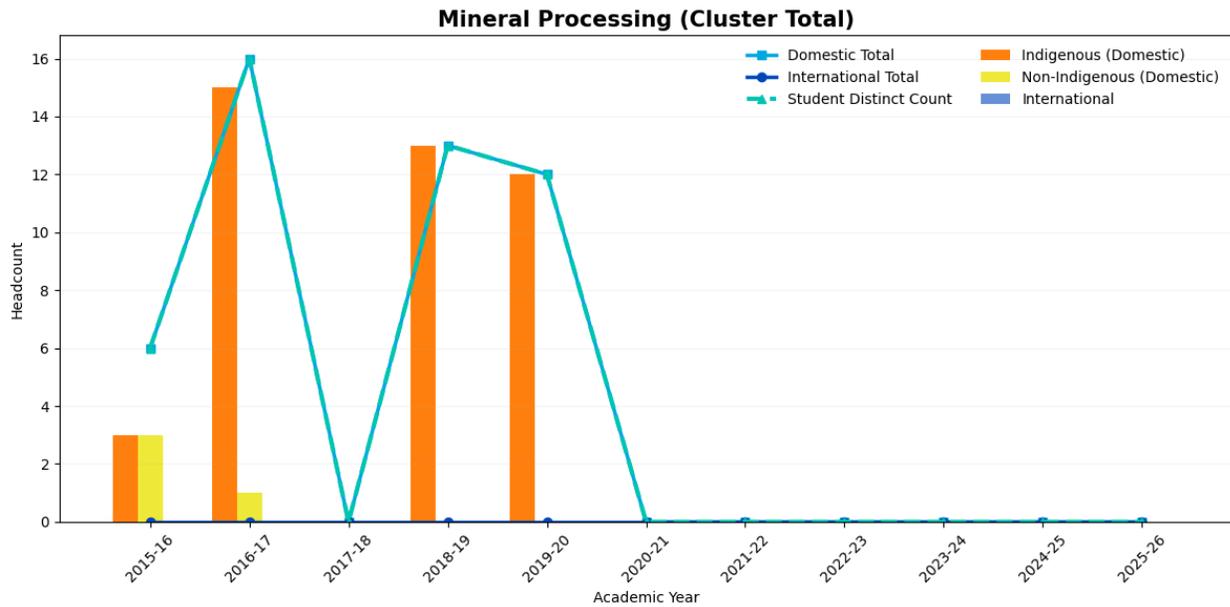
Enrolment History:



Academic Year	Indigenous	Non-Indigenous	Domestic Total	International Total	Student Distinct Count
2015-16	0	0	0	0	0
2016-17	0	0	0	0	0
2017-18	0	0	0	0	0
2018-19	2	0	2	0	2
2019-20	1	9	10	0	10
2020-21	3	3	6	0	6
2021-22	0	0	0	0	0
2022-23	2	9	11	0	11
2023-24	0	0	0	0	0
2024-25	0	0	0	0	0
2025-26	0	0	0	0	0



19. MINERAL PROCESSING



Academic Year	Indigenous	Non-Indigenous	Domestic Total	International Total	Student Distinct Count
2015-16	3	3	6	0	6
2016-17	15	1	16	0	16
2017-18	0	0	0	0	0
2018-19	13	0	13	0	13
2019-20	12	0	12	0	12
2020-21	0	0	0	0	0
2021-22	0	0	0	0	0
2022-23	0	0	0	0	0
2023-24	0	0	0	0	0
2024-25	0	0	0	0	0
2025-26	0	0	0	0	0

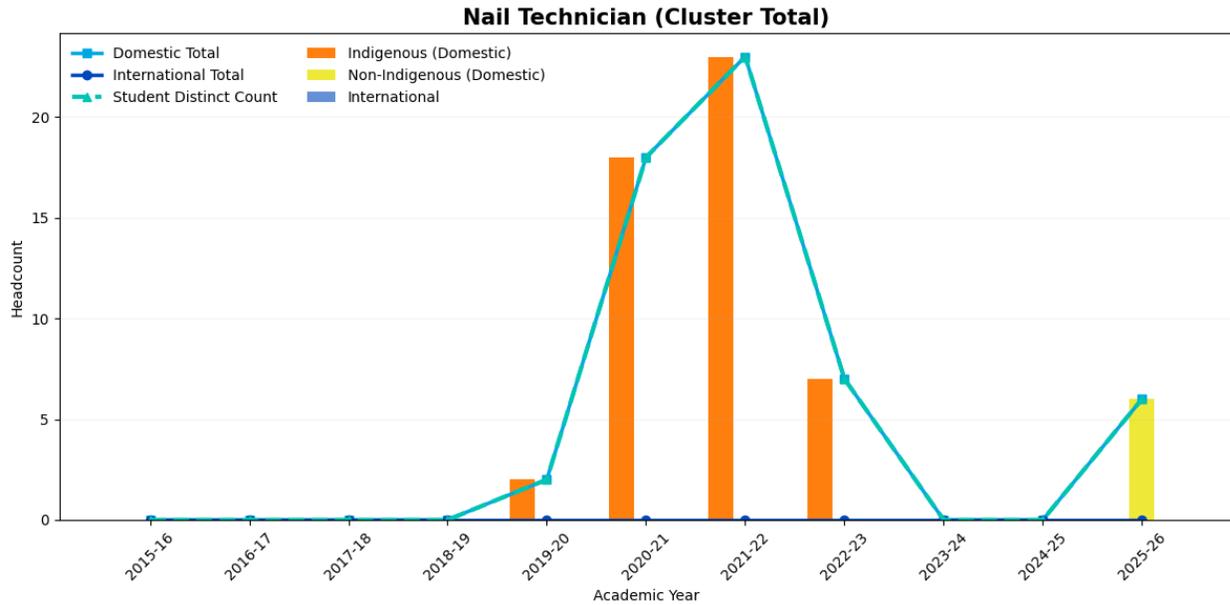
19.1 Mineral Processing Operator

Program Profile:

Academic Program ID	Program Title	Credential Type	Initial EdCo Approval Date	Term First Offered	Most Recent Program Review
MPO	Mineral Processing Operator	Certificate	2014-02-03	2014F	



20. NAIL TECHNICIAN



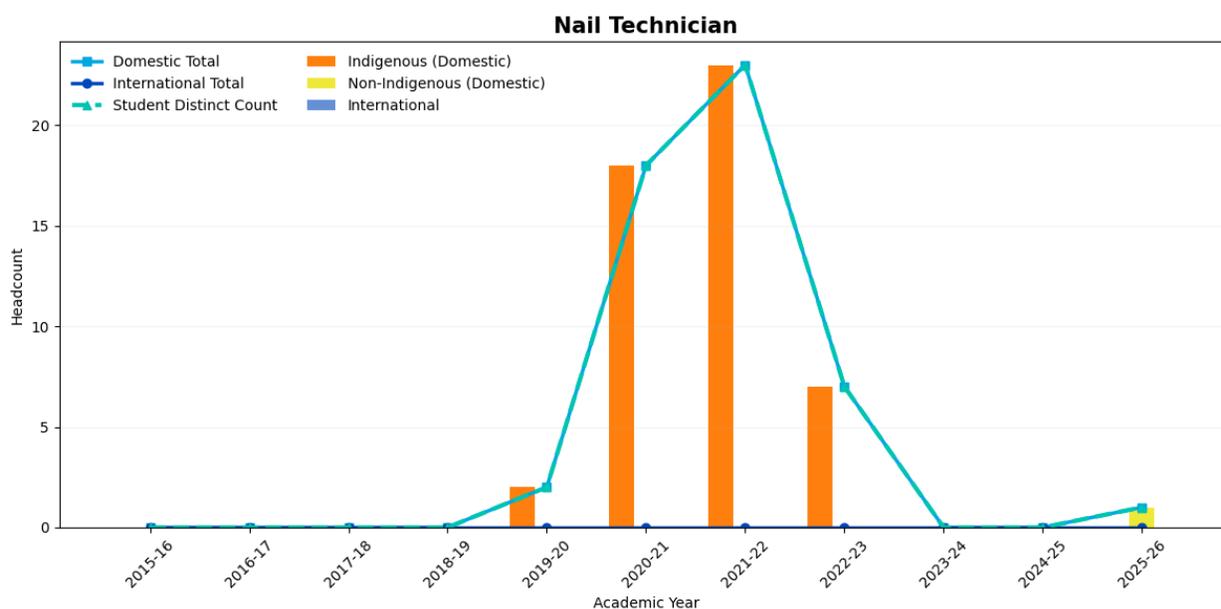
Academic Year	Indigenous	Non-Indigenous	Domestic Total	International Total	Student Distinct Count
2015-16	0	0	0	0	0
2016-17	0	0	0	0	0
2017-18	0	0	0	0	0
2018-19	0	0	0	0	0
2019-20	2	0	2	0	2
2020-21	18	0	18	0	18
2021-22	23	0	23	0	23
2022-23	7	0	7	0	7
2023-24	0	0	0	0	0
2024-25	0	0	0	0	0
2025-26	0	6	6	0	6

20.1 Nail Technician

Program Profile:

Academic Program ID	Program Title	Credential Type	Initial EdCo Approval Date	Term First Offered	Most Recent Program Review
NAIL	Nail Technician	Certificate	2020-02-12	2020W	

Enrolment History:



Academic Year	Indigenous	Non-Indigenous	Domestic Total	International Total	Student Distinct Count
2015-16	0	0	0	0	0
2016-17	0	0	0	0	0
2017-18	0	0	0	0	0
2018-19	0	0	0	0	0
2019-20	2	0	2	0	2
2020-21	18	0	18	0	18
2021-22	23	0	23	0	23
2022-23	7	0	7	0	7
2023-24	0	0	0	0	0
2024-25	0	0	0	0	0
2025-26	0	1	1	0	1

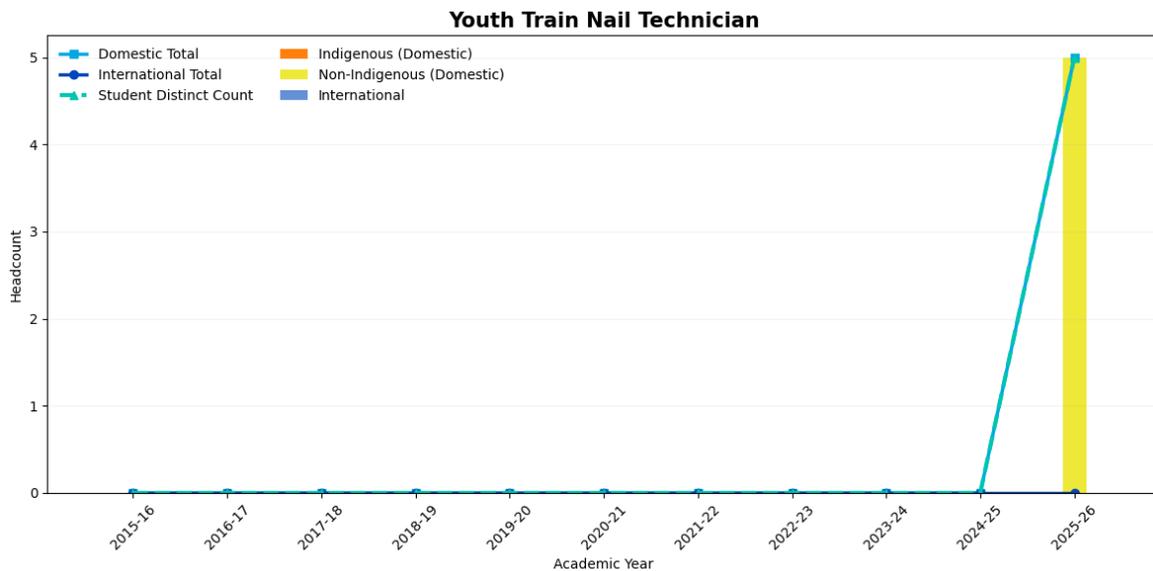


20.2 Youth Train Nail Technician

Program Profile:

Academic Program ID	Program Title	Credential Type	Initial EdCo Approval Date	Term First Offered	Most Recent Program Review
YTNAIL	Youth Train Nail Technician	Certificate	2020-02-12	2020W	

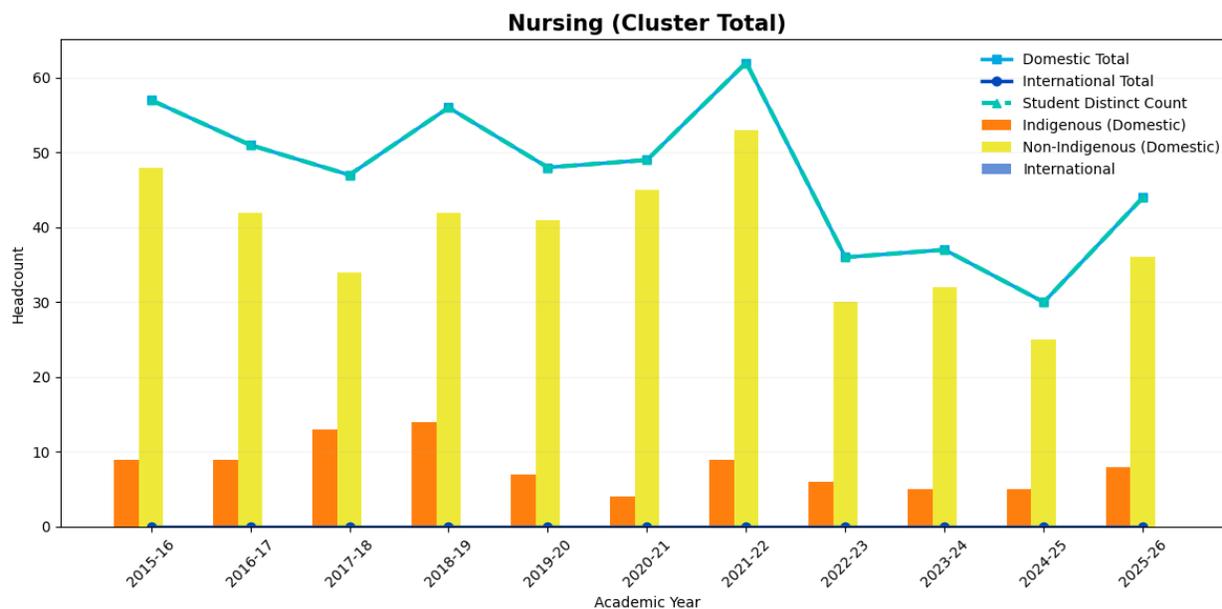
Enrolment History:



Academic Year	Indigenous	Non-Indigenous	Domestic Total	International Total	Student Distinct Count
2015-16	0	0	0	0	0
2016-17	0	0	0	0	0
2017-18	0	0	0	0	0
2018-19	0	0	0	0	0
2019-20	0	0	0	0	0
2020-21	0	0	0	0	0
2021-22	0	0	0	0	0
2022-23	0	0	0	0	0
2023-24	0	0	0	0	0
2024-25	0	0	0	0	0
2025-26	0	5	5	0	5



21. NURSING



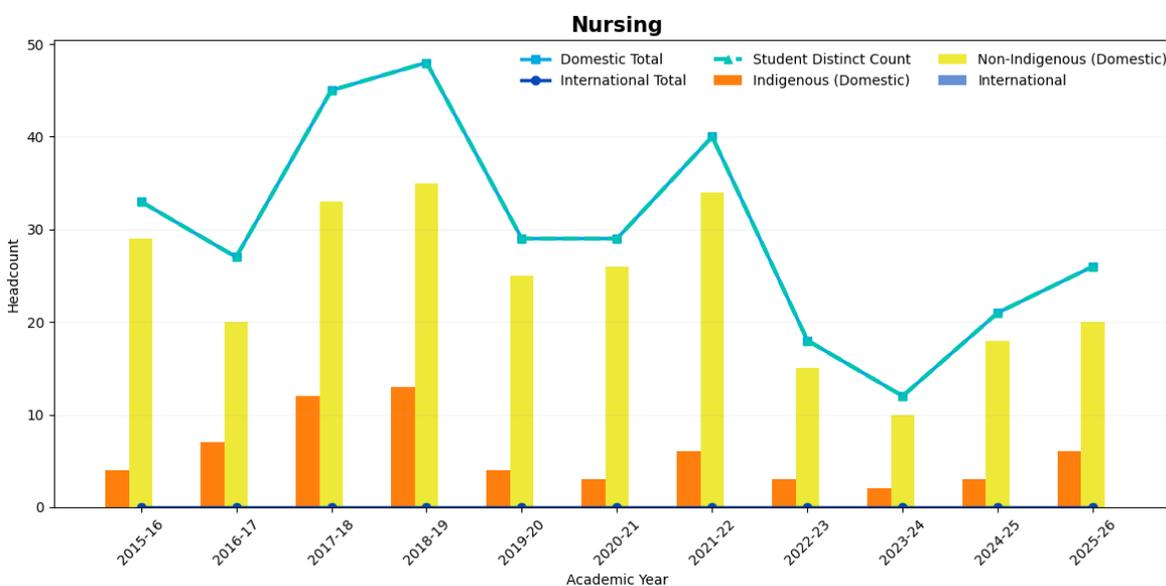
Academic Year	Indigenous	Non-Indigenous	Domestic Total	International Total	Student Distinct Count
2015-16	9	48	57	0	57
2016-17	9	42	51	0	51
2017-18	13	34	47	0	47
2018-19	14	42	56	0	56
2019-20	7	41	48	0	48
2020-21	4	45	49	0	49
2021-22	9	53	62	0	62
2022-23	6	30	36	0	36
2023-24	5	32	37	0	37
2024-25	5	25	30	0	30
2025-26	8	36	44	0	44

21.1 Nursing

Program Profile:

Academic Program ID	Program Title	Credential Type	Initial EdCo Approval Date	Term First Offered	Most Recent Program Review
NURS	Nursing		2005-06-16	2005F	

Enrolment History:



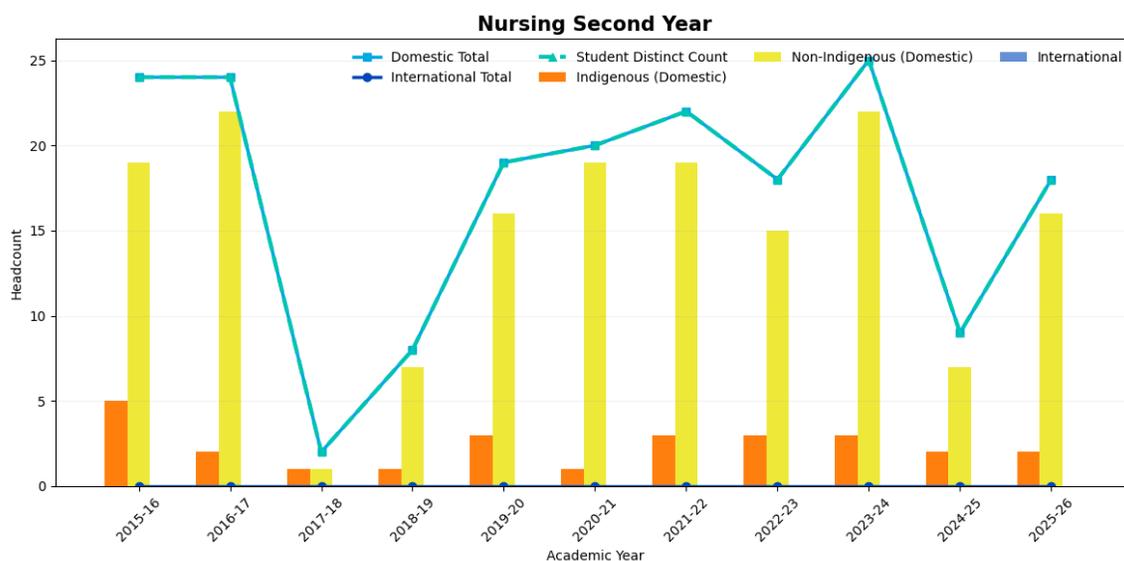
Academic Year	Indigenous	Non-Indigenous	Domestic Total	International Total	Student Distinct Count
2015-16	4	29	33	0	33
2016-17	7	20	27	0	27
2017-18	12	33	45	0	45
2018-19	13	35	48	0	48
2019-20	4	25	29	0	29
2020-21	3	26	29	0	29
2021-22	6	34	40	0	40
2022-23	3	15	18	0	18
2023-24	2	10	12	0	12
2024-25	3	18	21	0	21
2025-26	6	20	26	0	26

21.2 Nursing Second Year

Program Profile:

Academic Program ID	Program Title	Credential Type	Initial EdCo Approval Date	Term First Offered	Most Recent Program Review
NURS2	Nursing Second Year		2005-06-16	2005F	

Enrolment History:

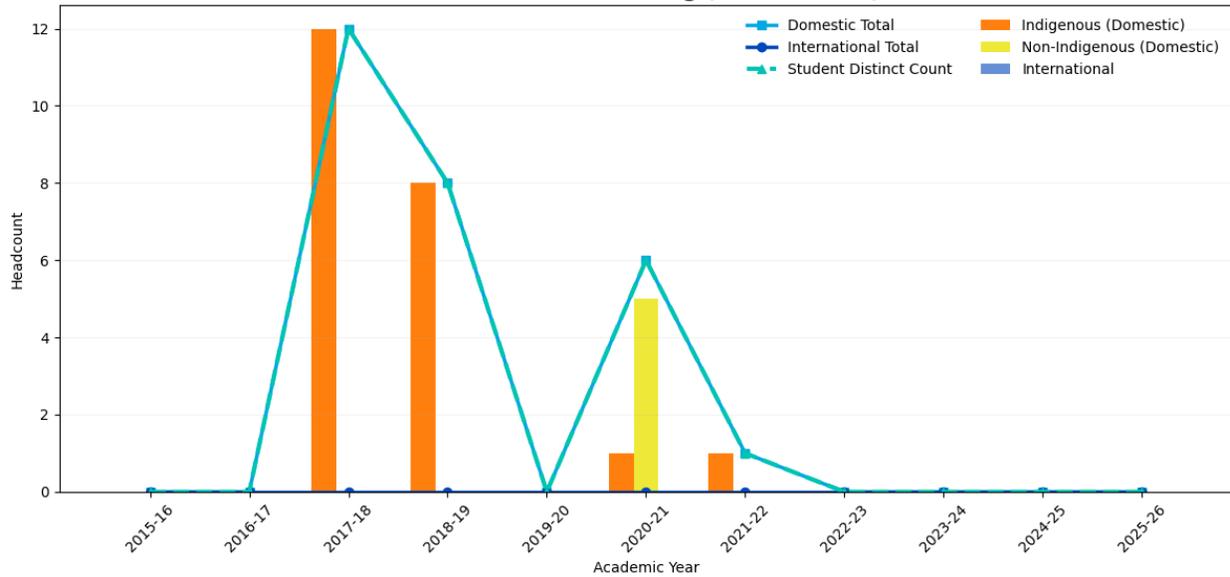


Academic Year	Indigenous	Non-Indigenous	Domestic Total	International Total	Student Distinct Count
2015-16	5	19	24	0	24
2016-17	2	22	24	0	24
2017-18	1	1	2	0	2
2018-19	1	7	8	0	8
2019-20	3	16	19	0	19
2020-21	1	19	20	0	20
2021-22	3	19	22	0	22
2022-23	3	15	18	0	18
2023-24	3	22	25	0	25
2024-25	2	7	9	0	9
2025-26	2	16	18	0	18



22.PARTS AND WAREHOUSING

Parts and Warehousing (Cluster Total)



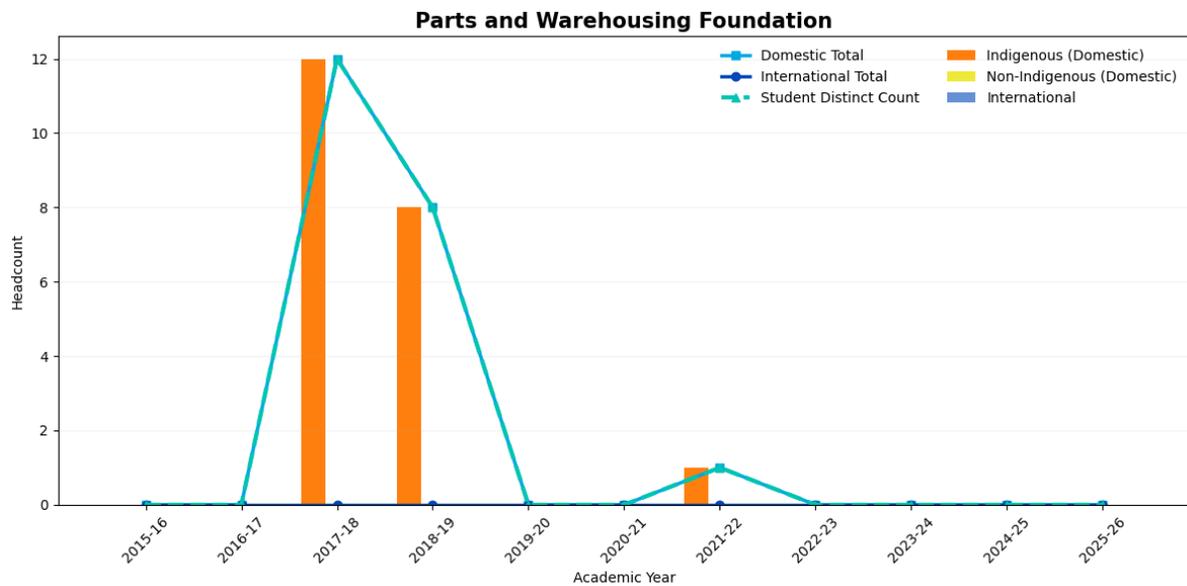
Academic Year	Indigenous	Non-Indigenous	Domestic Total	International Total	Student Distinct Count
2015-16	0	0	0	0	0
2016-17	0	0	0	0	0
2017-18	12	0	12	0	12
2018-19	8	0	8	0	8
2019-20	0	0	0	0	0
2020-21	1	5	6	0	6
2021-22	1	0	1	0	1
2022-23	0	0	0	0	0
2023-24	0	0	0	0	0
2024-25	0	0	0	0	0
2025-26	0	0	0	0	0

22.1 Parts and Warehouse Foundation

Program Profile:

Academic Program ID	Program Title	Credential Type	Initial EdCo Approval Date	Term First Offered	Most Recent Program Review
PWHF	Parts and Warehouse Foundation	Certificate	2018-02-01	2018W	

Enrolment History:



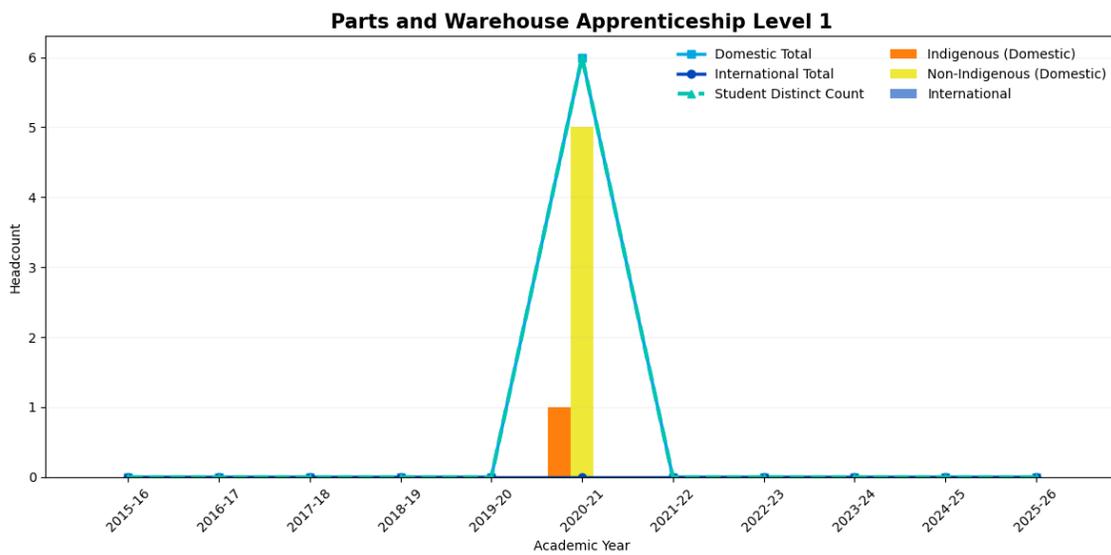
Academic Year	Indigenous	Non-Indigenous	Domestic Total	International Total	Student Distinct Count
2015-16	0	0	0	0	0
2016-17	0	0	0	0	0
2017-18	12	0	12	0	12
2018-19	8	0	8	0	8
2019-20	0	0	0	0	0
2020-21	0	0	0	0	0
2021-22	1	0	1	0	1
2022-23	0	0	0	0	0
2023-24	0	0	0	0	0
2024-25	0	0	0	0	0
2025-26	0	0	0	0	0

22.2 Parts and Warehouse Apprenticeship Level 1

Program Profile:

Academic Program ID	Program Title	Credential Type	Initial EdCo Approval Date	Term First Offered	Most Recent Program Review
PARTAPP1	Parts and Warehouse Apprenticeship Level 1		2020-01-31	2020F	

Enrolment History



Academic Year	Indigenous	Non-Indigenous	Domestic Total	International Total	Student Distinct Count
2015-16	0	0	0	0	0
2016-17	0	0	0	0	0
2017-18	0	0	0	0	0
2018-19	0	0	0	0	0
2019-20	0	0	0	0	0
2020-21	1	5	6	0	6
2021-22	0	0	0	0	0
2022-23	0	0	0	0	0
2023-24	0	0	0	0	0
2024-25	0	0	0	0	0
2025-26	0	0	0	0	0

22.3 Parts and Warehouse Apprenticeship Level 2

Program Profile:

Academic Program ID	Program Title	Credential Type	Initial EdCo Approval Date	Term First Offered	Most Recent Program Review
PARTAPP2	Parts and Warehouse Apprenticeship Level 2		2020-01-31		

Enrolment History.

N/A

22.4 Parts and Warehouse Apprenticeship Level 3

Program Profile:

Academic Program ID	Program Title	Credential Type	Initial EdCo Approval Date	Term First Offered	Most Recent Program Review
PARTAPP3	Parts and Warehouse Apprenticeship Level 3		2020-01-31		

Enrolment History.

N/A

22.5 Parts and Warehouse Apprenticeship Level 4

Program Profile:

Academic Program ID	Program Title	Credential Type	Initial EdCo Approval Date	Term First Offered	Most Recent Program Review
PARTAPP4	Parts and Warehouse Apprenticeship Level 4		2020-01-31		

Enrolment History.

N/A

22.6 Youth Train Parts and Warehousing Foundation

Program Profile:

Academic Program ID	Program Title	Credential Type	Initial EdCo Approval Date	Term First Offered	Most Recent Program Review
YTHPWHF	Youth Train Parts and Warehousing Foundation	Certificate	2020-05-27		

Enrolment History:

N/A



23. PLUMBING

N/A

23.1 Harmonized Plumber Foundations

Program Profile:

Academic Program ID	Program Title	Credential Type	Initial EdCo Approval Date	Term First Offered	Most Recent Program Review
HPLUMF	Harmonized Plumber Foundations	Certificate	2020-02-12	not offered	

Enrolment History:

N/A

23.2 Youth Train Plumbing Foundations

Program Profile:

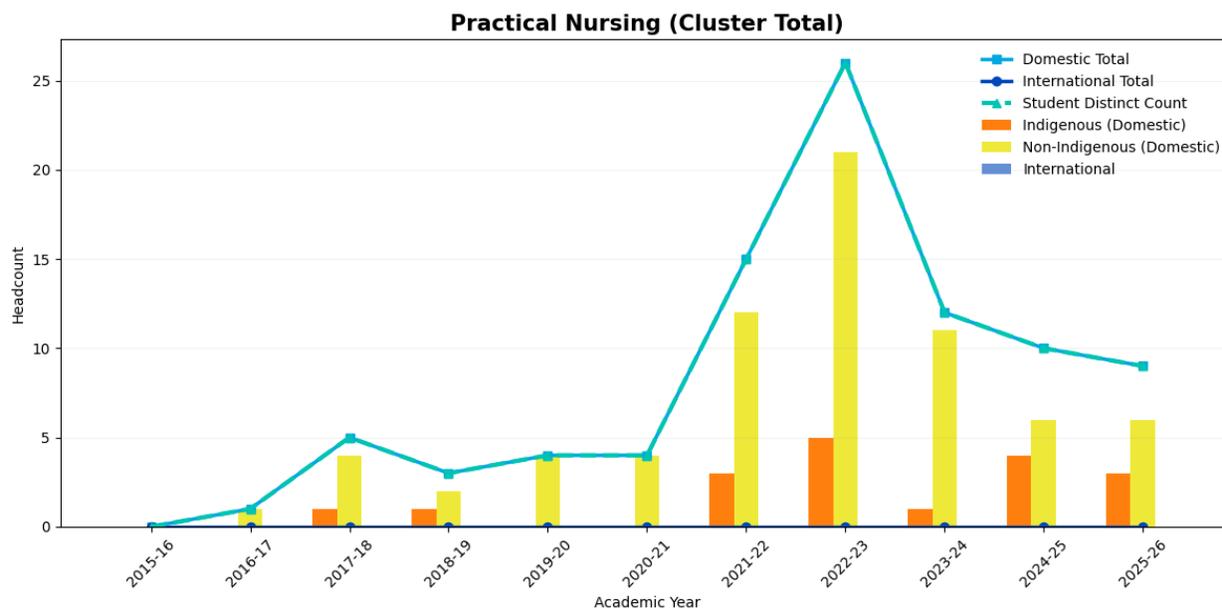
Academic Program ID	Program Title	Credential Type	Initial EdCo Approval Date	Term First Offered	Most Recent Program Review
YTPLUMF	Youth Train Plumbing Foundations	Certificate	2020-02-12	not offered	

Enrolment History:

N/A



24. PRATICAL NURSING



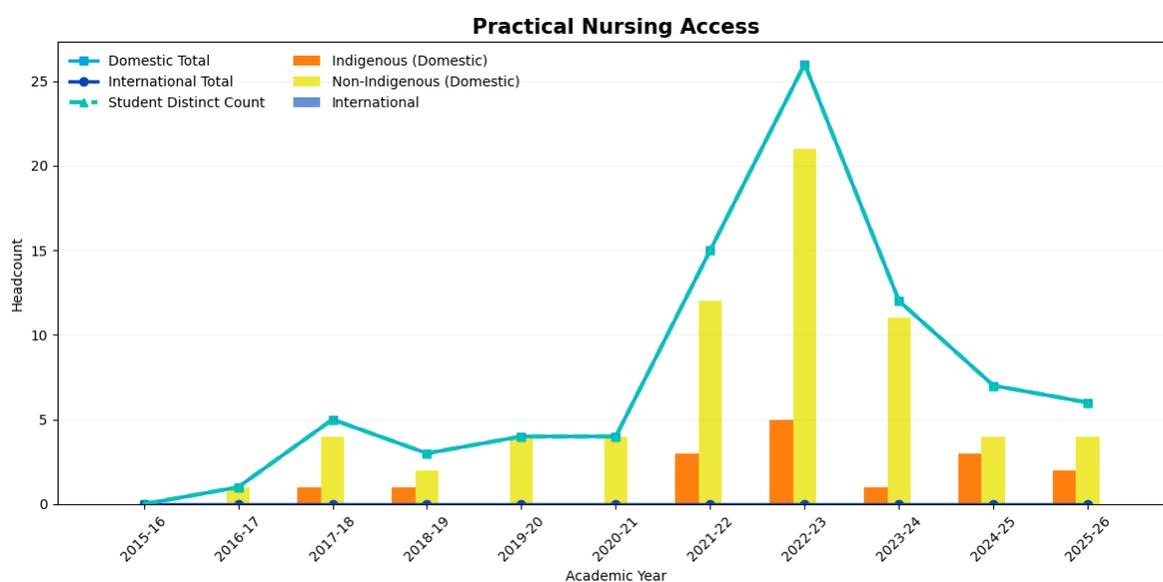
Academic Year	Indigenous	Non-Indigenous	Domestic Total	International Total	Student Distinct Count
2015-16	0	0	0	0	0
2016-17	0	1	1	0	1
2017-18	1	4	5	0	5
2018-19	1	2	3	0	3
2019-20	0	4	4	0	4
2020-21	0	4	4	0	4
2021-22	3	12	15	0	15
2022-23	5	21	26	0	26
2023-24	1	11	12	0	12
2024-25	4	6	10	0	10
2025-26	3	6	9	0	9

24.1 Practical Nursing Access

Program Profile:

Academic Program ID	Program Title	Credential Type	Initial EdCo Approval Date	Term First Offered	Most Recent Program Review
PNAC	Practical Nursing Access	Diploma	2016-09-22 (recent approval date)	2008F	

Enrolment History:



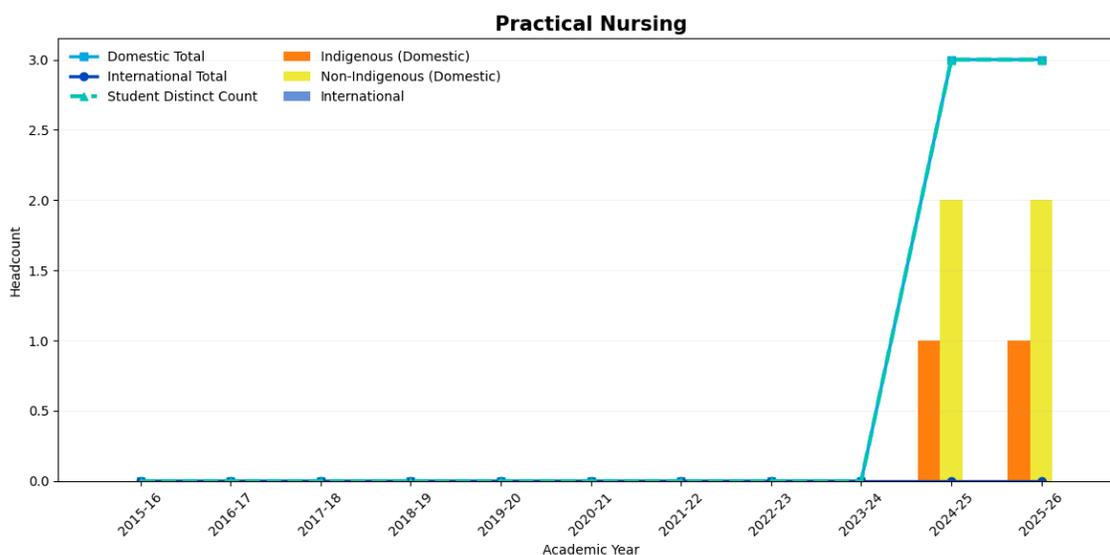
Academic Year	Indigenous	Non-Indigenous	Domestic Total	International Total	Student Distinct Count
2015-16	0	0	0	0	0
2016-17	0	1	1	0	1
2017-18	1	4	5	0	5
2018-19	1	2	3	0	3
2019-20	0	4	4	0	4
2020-21	0	4	4	0	4
2021-22	3	12	15	0	15
2022-23	5	21	26	0	26
2023-24	1	11	12	0	12
2024-25	3	4	7	0	7
2025-26	2	4	6	0	6

24.2 Practical Nursing

Program Profile:

Academic Program ID	Program Title	Credential Type	Initial EdCo Approval Date	Term First Offered	Most Recent Program Review
PNUR	Practical Nursing	Diploma	2024-02-16 (recent approval date)	2009W	

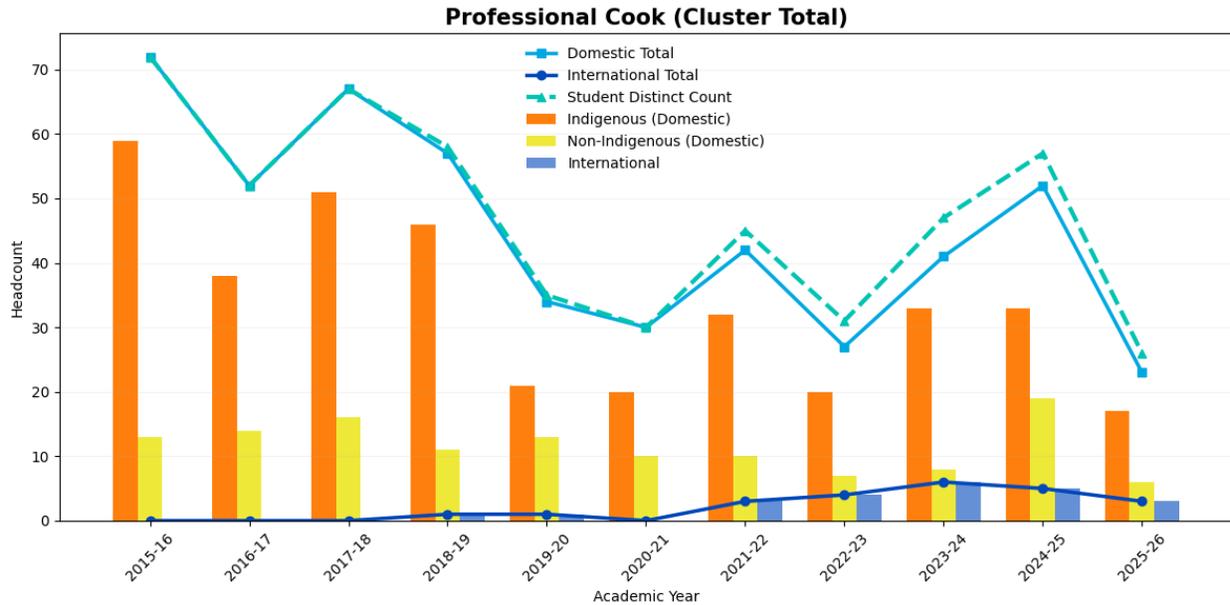
Enrolment History:



Academic Year	Indigenous	Non-Indigenous	Domestic Total	International Total	Student Distinct Count
2015-16	0	0	0	0	0
2016-17	0	0	0	0	0
2017-18	0	0	0	0	0
2018-19	0	0	0	0	0
2019-20	0	0	0	0	0
2020-21	0	0	0	0	0
2021-22	0	0	0	0	0
2022-23	0	0	0	0	0
2023-24	0	0	0	0	0
2024-25	1	2	3	0	3
2025-26	1	2	3	0	3



25. PROFESSIONAL COOK



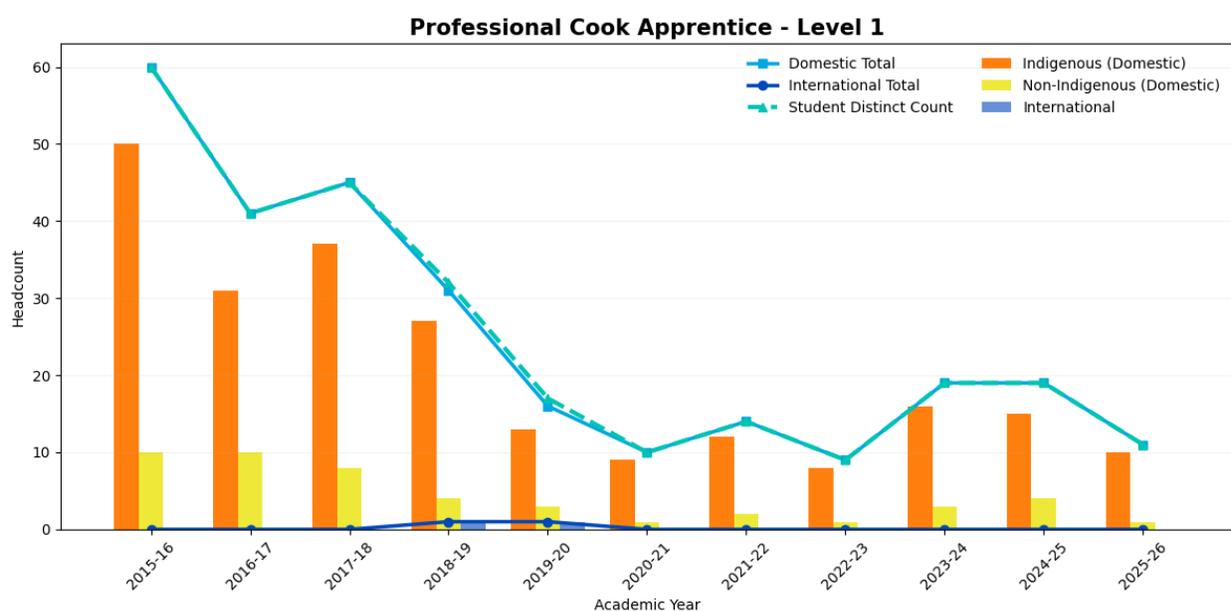
Academic Year	Indigenous	Non-Indigenous	Domestic Total	International Total	Student Distinct Count
2015-16	59	13	72	0	72
2016-17	38	14	52	0	52
2017-18	51	16	67	0	67
2018-19	46	11	57	1	58
2019-20	21	13	34	1	35
2020-21	20	10	30	0	30
2021-22	32	10	42	3	45
2022-23	20	7	27	4	31
2023-24	33	8	41	6	47
2024-25	33	19	52	5	57
2025-26	17	6	23	3	26

25.1 Professional Cook Apprentice - Level 1

Program Profile:

Academic Program ID	Program Title	Credential Type	Initial EdCo Approval Date	Term First Offered	Most Recent Program Review
PCOOKAP1	Professional Cook Apprentice - Level 1		2011-04-12	2011F	

Enrolment History:



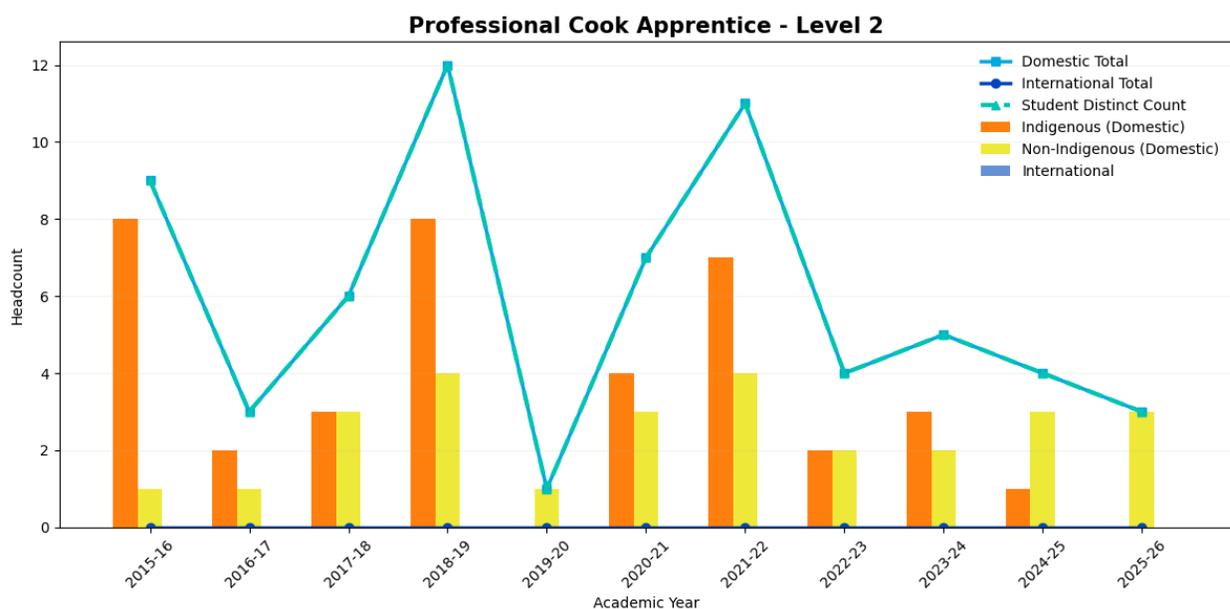
Academic Year	Indigenous	Non-Indigenous	Domestic Total	International Total	Student Distinct Count
2015-16	50	10	60	0	60
2016-17	31	10	41	0	41
2017-18	37	8	45	0	45
2018-19	27	4	31	1	32
2019-20	13	3	16	1	17
2020-21	9	1	10	0	10
2021-22	12	2	14	0	14
2022-23	8	1	9	0	9
2023-24	16	3	19	0	19
2024-25	15	4	19	0	19
2025-26	10	1	11	0	11

25.2 Professional Cook Apprentice - Level 2

Program Profile:

Academic Program ID	Program Title	Credential Type	Initial EdCo Approval Date	Term First Offered	Most Recent Program Review
PCOOKAP2	Professional Cook Apprentice - Level 2		2011-04-12	2012W	

Enrolment History:



Academic Year	Indigenous	Non-Indigenous	Domestic Total	International Total	Student Distinct Count
2015-16	8	1	9	0	9
2016-17	2	1	3	0	3
2017-18	3	3	6	0	6
2018-19	8	4	12	0	12
2019-20	0	1	1	0	1
2020-21	4	3	7	0	7
2021-22	7	4	11	0	11
2022-23	2	2	4	0	4
2023-24	3	2	5	0	5
2024-25	1	3	4	0	4
2025-26	0	3	3	0	3

25.3 Professional Cook Apprentice - Level 3

Program Profile:

Academic Program ID	Program Title	Credential Type	Initial EdCo Approval Date	Term First Offered	Most Recent Program Review
PCOOKAP3	Professional Cook Apprentice - Level 3		2009-05-27	2010W	

Enrolment History:



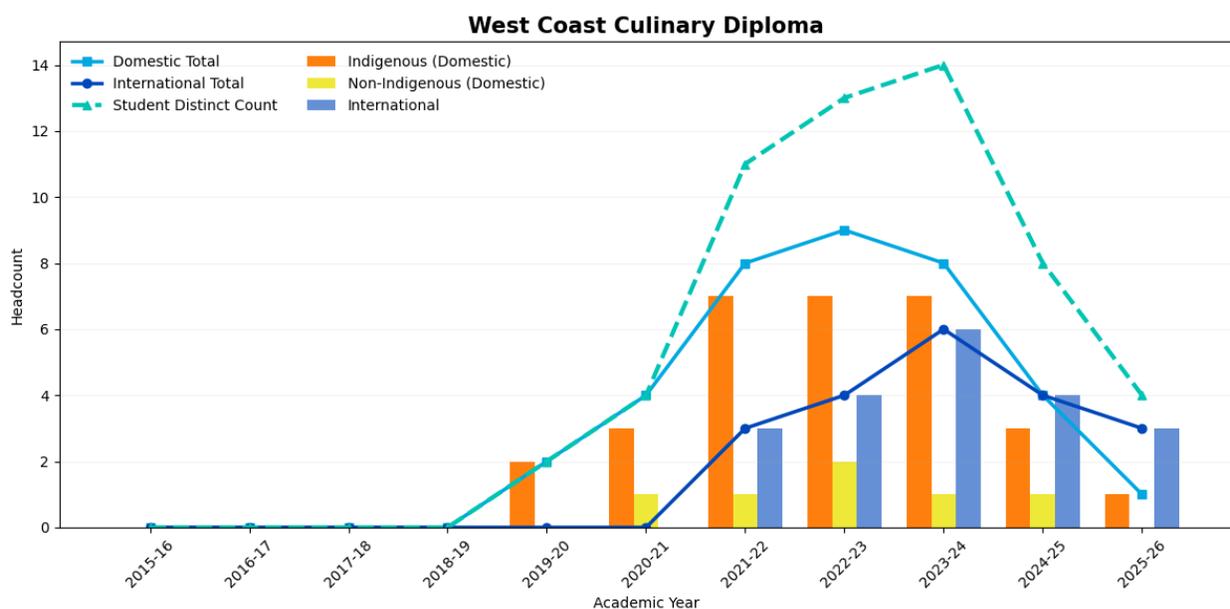
Academic Year	Indigenous	Non-Indigenous	Domestic Total	International Total	Student Distinct Count
2015-16	1	2	3	0	3
2016-17	2	0	2	0	2
2017-18	0	0	0	0	0
2018-19	1	0	1	0	1
2019-20	2	1	3	0	3
2020-21	0	0	0	0	0
2021-22	0	0	0	0	0
2022-23	0	0	0	0	0
2023-24	0	0	0	0	0
2024-25	7	1	8	1	9
2025-26	0	0	0	0	0

25.4 West Coast Culinary Diploma

Program Profile:

Academic Program ID	Program Title	Credential Type	Initial EdCo Approval Date	Term First Offered	Most Recent Program Review
WCCD	West Coast Culinary Diploma	Diploma	2020-01-17	2020S	

Enrolment History:



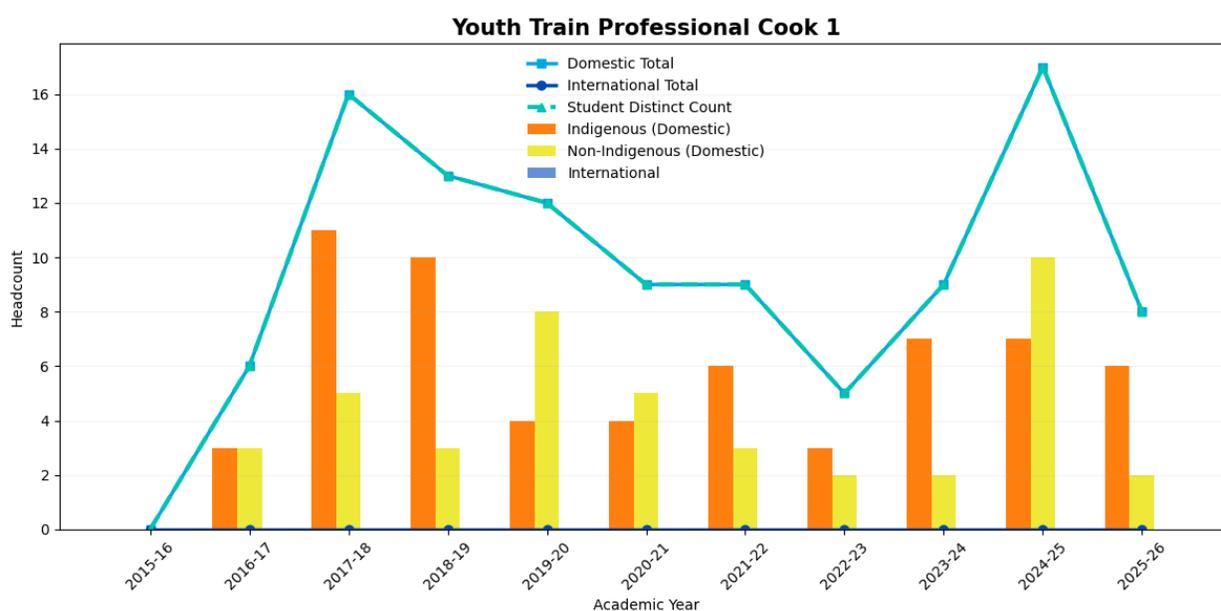
Academic Year	Indigenous	Non-Indigenous	Domestic Total	International Total	Student Distinct Count
2015-16	0	0	0	0	0
2016-17	0	0	0	0	0
2017-18	0	0	0	0	0
2018-19	0	0	0	0	0
2019-20	2	0	2	0	2
2020-21	3	1	4	0	4
2021-22	7	1	8	3	11
2022-23	7	2	9	4	13
2023-24	7	1	8	6	14
2024-25	3	1	4	4	8
2025-26	1	0	1	3	4

25.5 Youth Train Professional Cook 1

Program Profile:

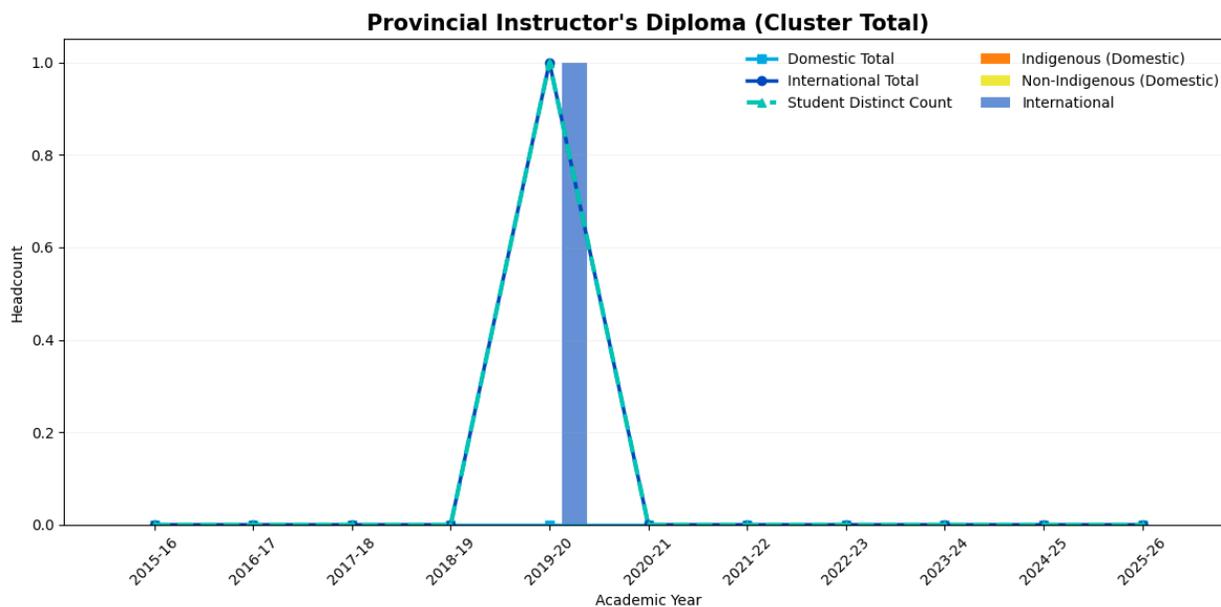
Academic Program ID	Program Title	Credential Type	Initial EdCo Approval Date	Term First Offered	Most Recent Program Review
YTCOOK1	Youth Train Professional Cook 1		2009-05-27	2010W	

Enrolment History:



Academic Year	Indigenous	Non-Indigenous	Domestic Total	International Total	Student Distinct Count
2015-16	0	0	0	0	0
2016-17	3	3	6	0	6
2017-18	11	5	16	0	16
2018-19	10	3	13	0	13
2019-20	4	8	12	0	12
2020-21	4	5	9	0	9
2021-22	6	3	9	0	9
2022-23	3	2	5	0	5
2023-24	7	2	9	0	9
2024-25	7	10	17	0	17
2025-26	6	2	8	0	8

26. PROVINCIAL INSTRUCTOR'S DIPLOMA



Academic Year	Indigenous	Non-Indigenous	Domestic Total	International Total	Student Distinct Count
2015-16	0	0	0	0	0
2016-17	0	0	0	0	0
2017-18	0	0	0	0	0
2018-19	0	0	0	0	0
2019-20	0	0	0	1	1
2020-21	0	0	0	0	0
2021-22	0	0	0	0	0
2022-23	0	0	0	0	0
2023-24	0	0	0	0	0
2024-25	0	0	0	0	0
2025-26	0	0	0	0	0

Note: In some cases, students taking this program may be entered under Continuing Education (CE) program, which may affect program-level counts.

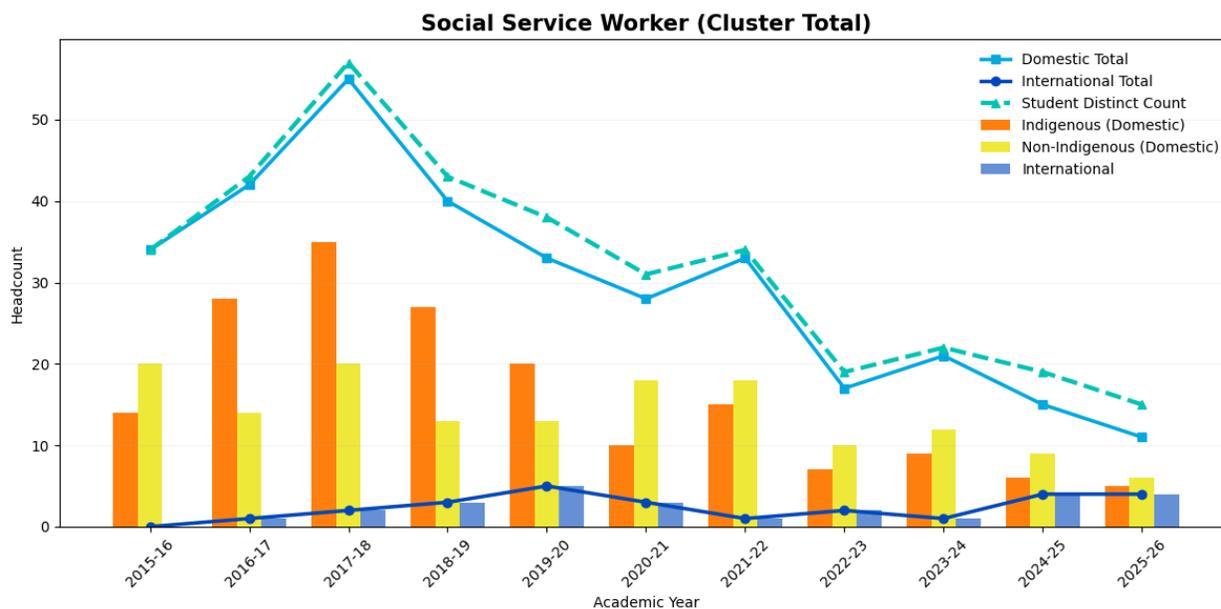
26.1 Provincial Instructor's Diploma

Program Profile:

Academic Program ID	Program Title	Credential Type	Initial EdCo Approval Date	Term First Offered	Most Recent Program Review
PIDP	Provincial Instructor's Diploma	No credential type students transfer these to VCC	2016-01-01	2016F	



27. SOCIAL SERVICE WORKER



Academic Year	Indigenous	Non-Indigenous	Domestic Total	International Total	Student Distinct Count
2015-16	14	20	34	0	34
2016-17	28	14	42	1	43
2017-18	35	20	55	2	57
2018-19	27	13	40	3	43
2019-20	20	13	33	5	38
2020-21	10	18	28	3	31
2021-22	15	18	33	1	34
2022-23	7	10	17	2	19
2023-24	9	12	21	1	22
2024-25	6	9	15	4	19
2025-26	5	6	11	4	15

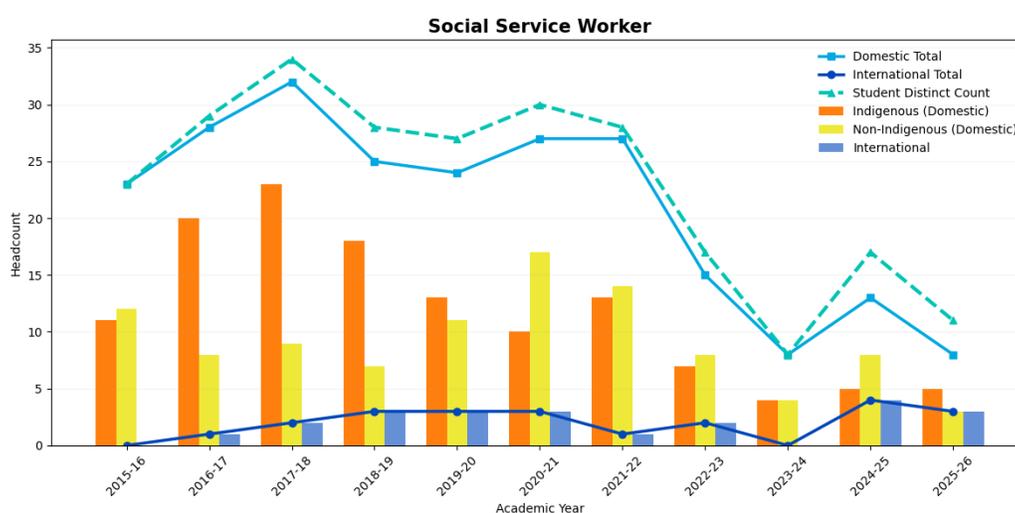
Note: The practice of updating students from SSW to SSW2 after one academic year was not applied consistently. Some students remain tagged under SSW instead of transitioning to SSW2. Program-level comparisons between SSW and SSW2 should therefore be interpreted with caution.

27.1 Social Service Worker Certificate

Program Profile:

Academic Program ID	Program Title	Credential Type	Initial EdCo Approval Date	Term First Offered	Most Recent Program Review
SSW	Social Service Worker Certificate	Certificate	2005-09-01	2005f	

Enrolment History:



Note: The practice of updating students from SSW to SSW2 after one academic year was not applied consistently. Some students remain tagged under SSW instead of transitioning to SSW2. Program-level comparisons between SSW and SSW2 should therefore be interpreted with caution.

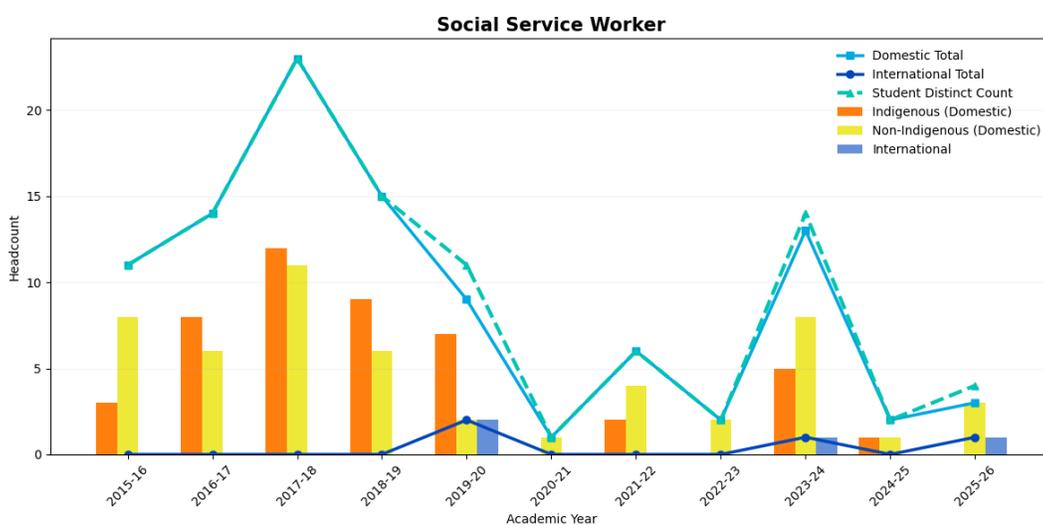
Academic Year	Indigenous	Non-Indigenous	Domestic Total	International Total	Student Distinct Count
2015-16	11	12	23	0	23
2016-17	20	8	28	1	29
2017-18	23	9	32	2	34
2018-19	18	7	25	3	28
2019-20	13	11	24	3	27
2020-21	10	17	27	3	30
2021-22	13	14	27	1	28
2022-23	7	8	15	2	17
2023-24	4	4	8	0	8
2024-25	5	8	13	4	17
2025-26	5	3	8	3	11

27.2 Social Service Worker Diploma

Program Profile:

Academic Program ID	Program Title	Credential Type	Initial EdCo Approval Date	Term First Offered	Most Recent Program Review
SSW2	Social Service Worker Diploma	Diploma	2005-09-01	2005f	

Enrolment History:



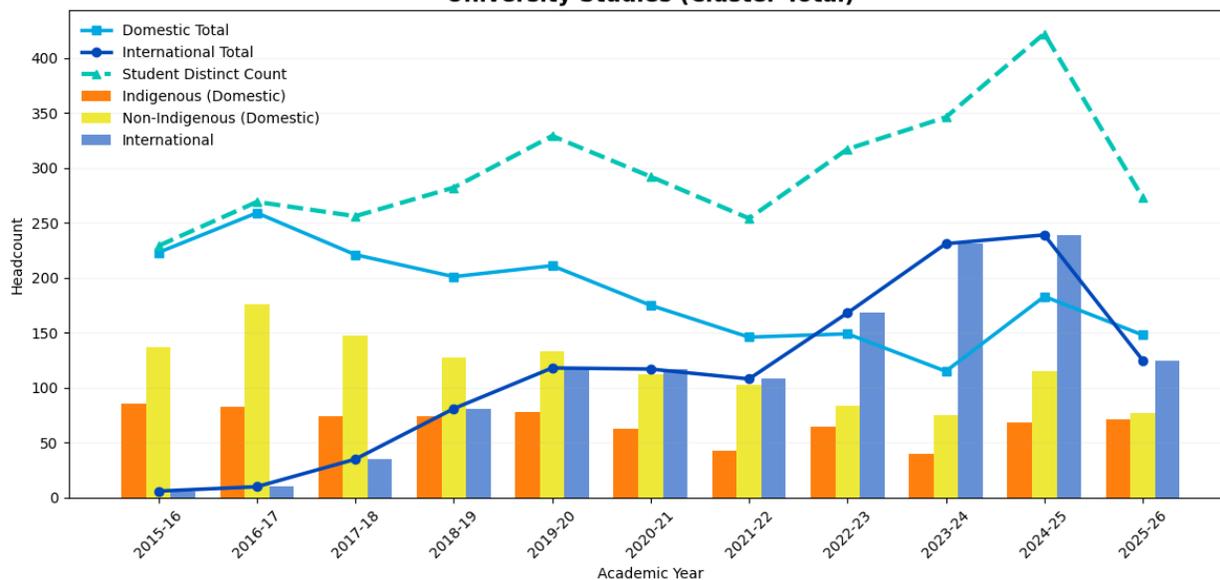
Note: The practice of updating students from SSW to SSW2 after one academic year was not applied consistently. Some students remain tagged under SSW instead of transitioning to SSW2. Program-level comparisons between SSW and SSW2 should therefore be interpreted with caution.

Academic Year	Indigenous	Non-Indigenous	Domestic Total	International Total	Student Distinct Count
2015-16	3	8	11	0	11
2016-17	8	6	14	0	14
2017-18	12	11	23	0	23
2018-19	9	6	15	0	15
2019-20	7	2	9	2	11
2020-21	0	1	1	0	1
2021-22	2	4	6	0	6
2022-23	0	2	2	0	2
2023-24	5	8	13	1	14
2024-25	1	1	2	0	2
2025-26	0	3	3	1	4



28. UNIVERSITY STUDIES

University Studies (Cluster Total)



Academic Year	Indigenous	Non-Indigenous	Domestic Total	International Total	Student Distinct Count
2015-16	86	137	223	6	229
2016-17	83	176	259	10	269
2017-18	74	147	221	35	256
2018-19	74	127	201	81	282
2019-20	78	133	211	118	329
2020-21	63	112	175	117	292
2021-22	43	103	146	108	254
2022-23	65	84	149	168	317
2023-24	40	75	115	231	346
2024-25	68	115	183	239	422
2025-26	71	77	148	125	273

Note: University Studies Arts Associate Degree specializations (e.g., Archaeological & Cultural Resource Management, First Nations, Sustainable Communities) are not stand-alone approved programs and therefore do not have separate enrolment data. Enrolments for these pathways are reported under their parent credential (UC2).

The earliest catalogue offering for each specialization is as follows:

- Archaeological & Cultural Resource Management – 2010F
- First Nations – 2009F
- Sustainable Communities – 2008F

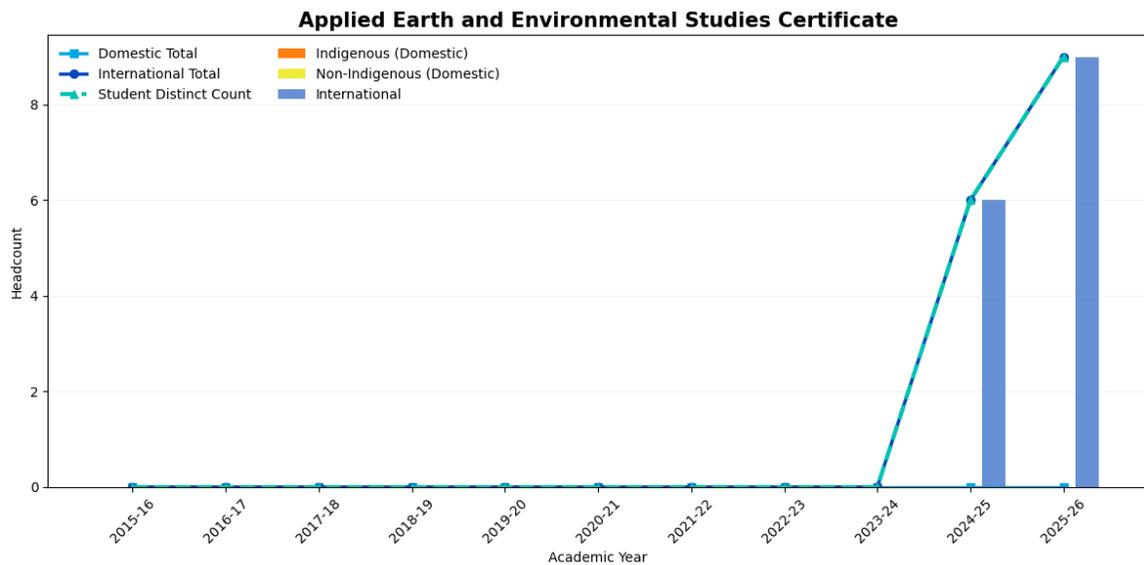
28.1 Applied Earth and Environmental Studies Certificate

Program Profile:

Academic Program ID	Program Title	Credential Type	Initial EdCo Approval Date	Term First Offered	Most Recent Program Review
U1AEES	Applied Earth and Environmental Studies Certificate	Certificate	2024-03-28	2024F	

Note: This was offered under UC beginning in 2017 with the introduction of ACEPD.

Enrolment History:



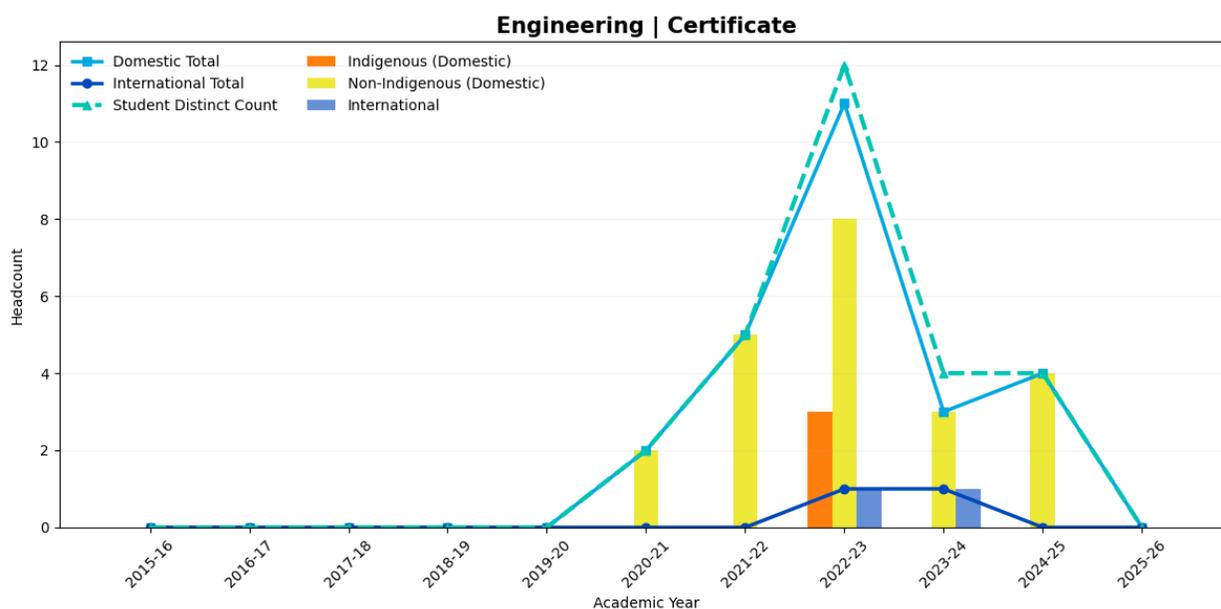
Academic Year	Indigenous	Non-Indigenous	Domestic Total	International Total	Student Distinct Count
2015-16	0	0	0	0	0
2016-17	0	0	0	0	0
2017-18	0	0	0	0	0
2018-19	0	0	0	0	0
2019-20	0	0	0	0	0
2020-21	0	0	0	0	0
2021-22	0	0	0	0	0
2022-23	0	0	0	0	0
2023-24	0	0	0	0	0
2024-25	0	0	0	6	6
2025-26	0	0	0	9	9

28.2 Engineering

Program Profile:

Academic Program ID	Program Title	Credential Type	Initial EdCo Approval Date	Term First Offered	Most Recent Program Review
ENGR	Engineering	Certificate	2020-04-17	2020F	

Enrolment History:



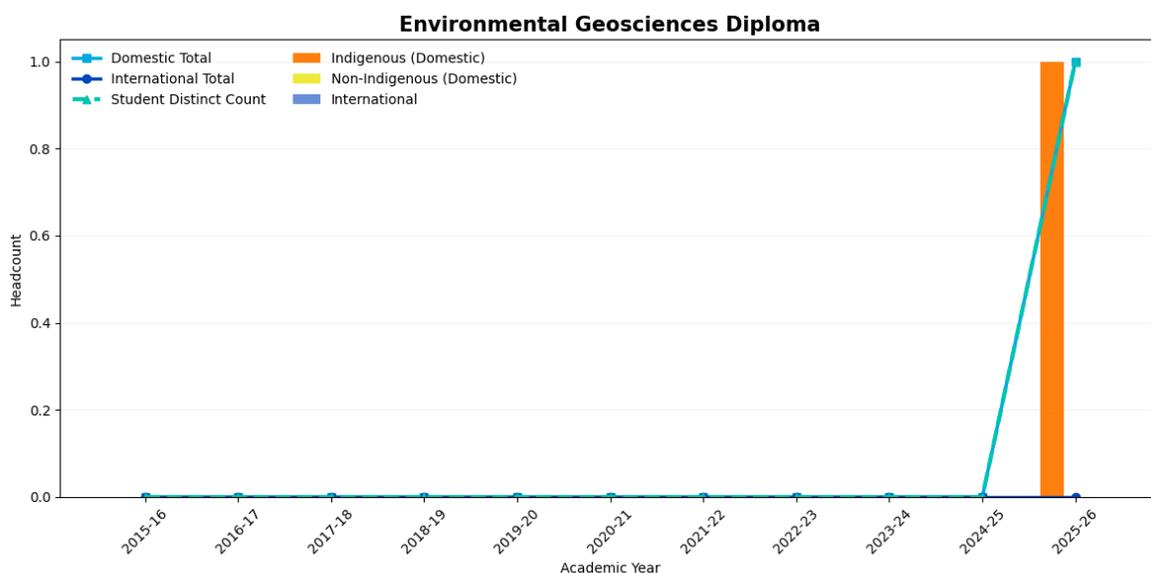
Academic Year	Indigenous	Non-Indigenous	Domestic Total	International Total	Student Distinct Count
2015-16	0	0	0	0	0
2016-17	0	0	0	0	0
2017-18	0	0	0	0	0
2018-19	0	0	0	0	0
2019-20	0	0	0	0	0
2020-21	0	2	2	0	2
2021-22	0	5	5	0	5
2022-23	3	8	11	1	12
2023-24	0	3	3	1	4
2024-25	0	4	4	0	4
2025-26	0	0	0	0	0

28.3 Environmental Geosciences Diploma

Program Profile:

Academic Program ID	Program Title	Credential Type	Initial EdCo Approval Date	Term First Offered	Most Recent Program Review
UDGESC	Environmental Geosciences Diploma	Diploma	2025-05-25	2025F	

Enrolment History:



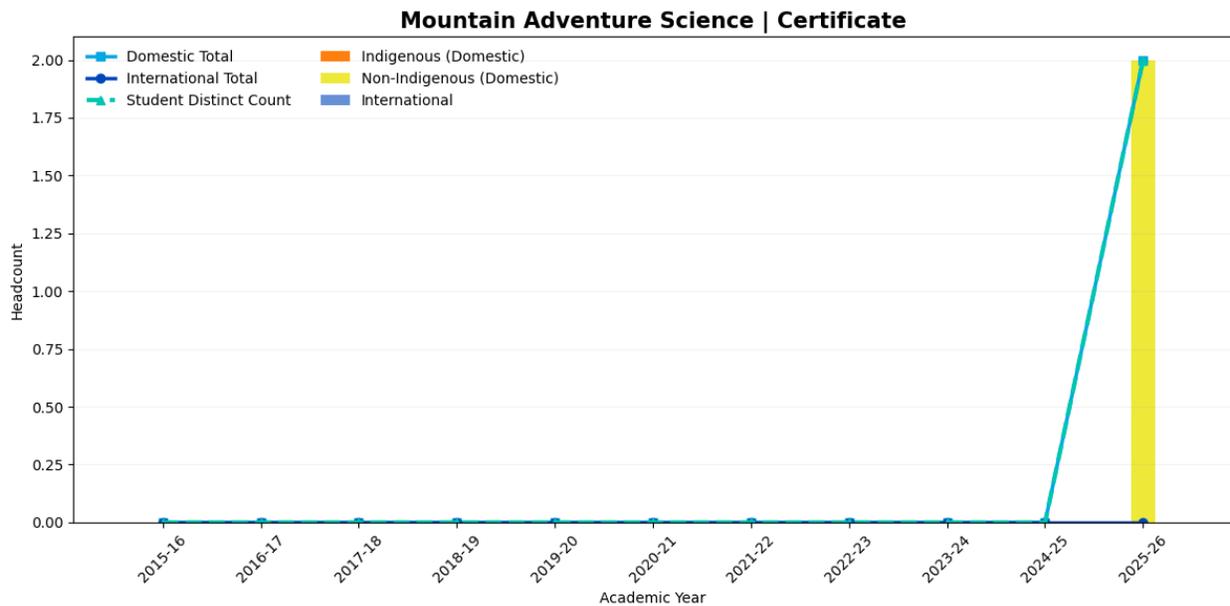
Academic Year	Indigenous	Non-Indigenous	Domestic Total	International Total	Student Distinct Count
2015-16	0	0	0	0	0
2016-17	0	0	0	0	0
2017-18	0	0	0	0	0
2018-19	0	0	0	0	0
2019-20	0	0	0	0	0
2020-21	0	0	0	0	0
2021-22	0	0	0	0	0
2022-23	0	0	0	0	0
2023-24	0	0	0	0	0
2024-25	0	0	0	0	0
2025-26	1	0	1	0	1

28.4 Mountain Adventure Science | Certificate

Program Profile:

Academic Program ID	Program Title	Credential Type	Initial EdCo Approval Date	Term First Offered	Most Recent Program Review
U1MTAS	Mountain Adventure Science Certificate	Certificate	2025-04-25	2025F	

Enrolment History:



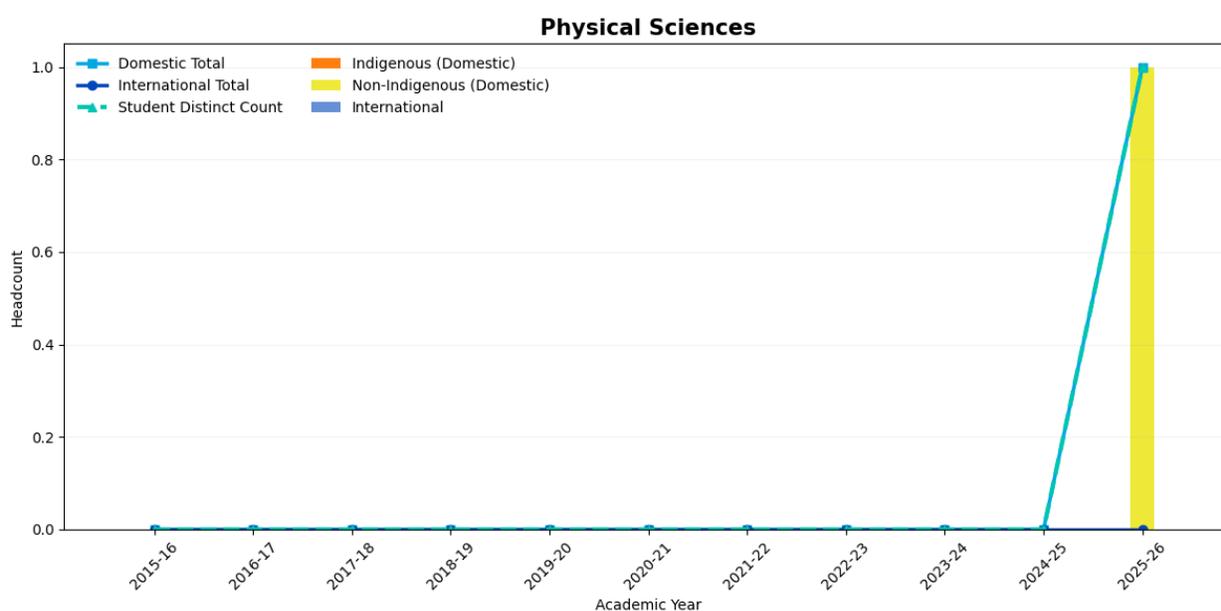
Academic Year	Indigenous	Non-Indigenous	Domestic Total	International Total	Student Distinct Count
2015-16	0	0	0	0	0
2016-17	0	0	0	0	0
2017-18	0	0	0	0	0
2018-19	0	0	0	0	0
2019-20	0	0	0	0	0
2020-21	0	0	0	0	0
2021-22	0	0	0	0	0
2022-23	0	0	0	0	0
2023-24	0	0	0	0	0
2024-25	0	0	0	0	0
2025-26	0	2	2	0	2

28.5 Physical Science

Program Profile:

Academic Program ID	Program Title	Credential Type	Initial EdCo Approval Date	Term First Offered	Most Recent Program Review
PHSC	Physical Science	Certificate	2020-04-17	2020F	

Enrolment History:



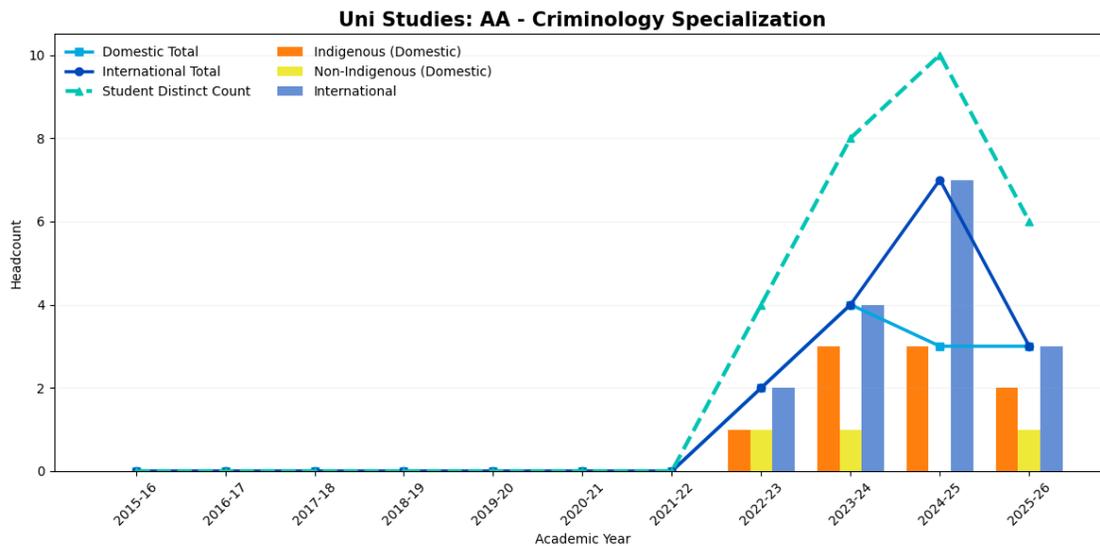
Academic Year	Indigenous	Non-Indigenous	Domestic Total	International Total	Student Distinct Count
2015-16	0	0	0	0	0
2016-17	0	0	0	0	0
2017-18	0	0	0	0	0
2018-19	0	0	0	0	0
2019-20	0	0	0	0	0
2020-21	0	0	0	0	0
2021-22	0	0	0	0	0
2022-23	0	0	0	0	0
2023-24	0	0	0	0	0
2024-25	0	0	0	0	0
2025-26	0	1	1	0	1

28.6 Uni Studies: AA - Criminology Specialization

Program Profile:

Academic Program ID	Program Title	Credential Type	Initial EdCo Approval Date	Term First Offered	Most Recent Program Review
U2CRIM	Uni Studies: AA - Criminology Specialization	Associate Degree	2022-05-20	2022F	

Enrolment History:



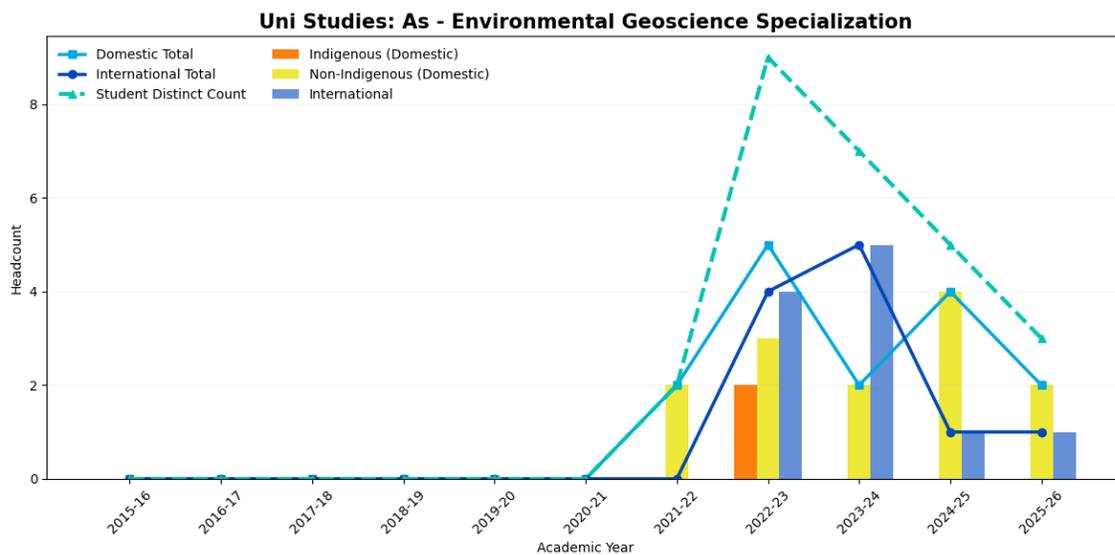
Academic Year	Indigenous	Non-Indigenous	Domestic Total	International Total	Student Distinct Count
2015-16	0	0	0	0	0
2016-17	0	0	0	0	0
2017-18	0	0	0	0	0
2018-19	0	0	0	0	0
2019-20	0	0	0	0	0
2020-21	0	0	0	0	0
2021-22	0	0	0	0	0
2022-23	1	1	2	2	4
2023-24	3	1	4	4	8
2024-25	3	0	3	7	10
2025-26	2	1	3	3	6

28.7 Uni Studies: As - Environmental Geoscience Specialization

Program Profile:

Academic Program ID	Program Title	Credential Type	Initial EdCo Approval Date	Term First Offered	Most Recent Program Review
U2GESC	Uni Studies: As - Environmental Geoscience Specialization	Associate Degree	2021-05-27	2021F	2023

Enrolment History



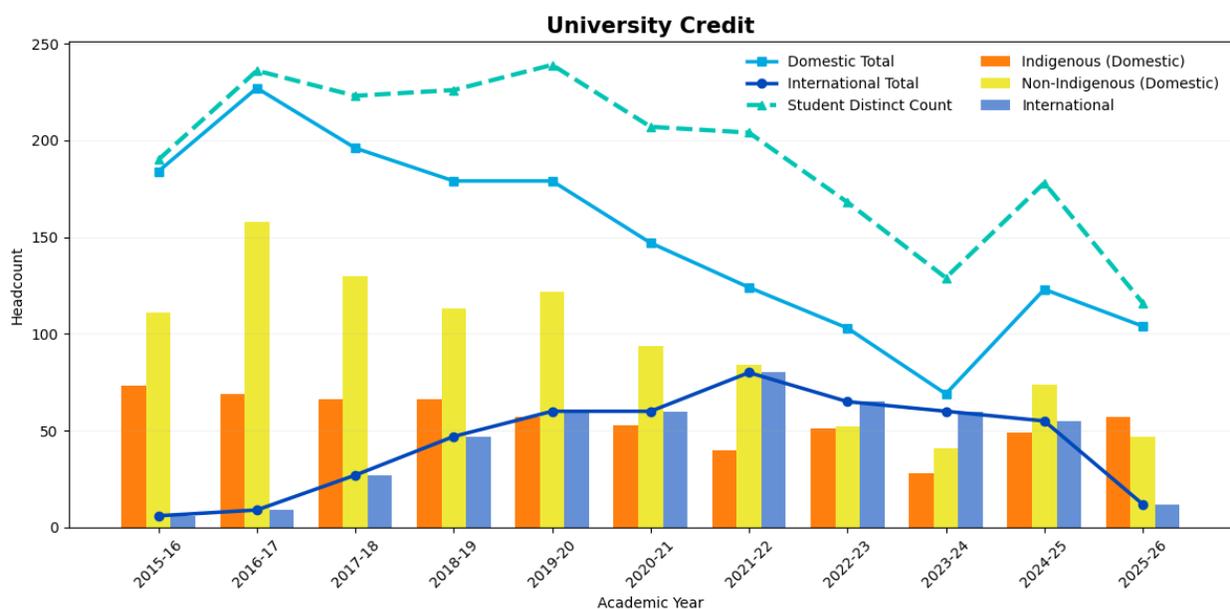
Academic Year	Indigenous	Non-Indigenous	Domestic Total	International Total	Student Distinct Count
2015-16	0	0	0	0	0
2016-17	0	0	0	0	0
2017-18	0	0	0	0	0
2018-19	0	0	0	0	0
2019-20	0	0	0	0	0
2020-21	0	0	0	0	0
2021-22	0	2	2	0	2
2022-23	2	3	5	4	9
2023-24	0	2	2	5	7
2024-25	0	4	4	1	5
2025-26	0	2	2	1	3

28.8 University Credit - First Year

Program Profile:

Academic Program ID	Program Title	Credential Type	Initial EdCo Approval Date	Term First Offered	Most Recent Program Review
UC	University Credit - First Year		1990-01-01	1990F	

Enrolment History:



Academic Year	Indigenous	Non-Indigenous	Domestic Total	International Total	Student Distinct Count
2015-16	73	111	184	6	190
2016-17	69	158	227	9	236
2017-18	66	130	196	27	223
2018-19	66	113	179	47	226
2019-20	57	122	179	60	239
2020-21	53	94	147	60	207
2021-22	40	84	124	80	204
2022-23	51	52	103	65	168
2023-24	28	41	69	60	129
2024-25	49	74	123	55	178
2025-26	57	47	104	12	116

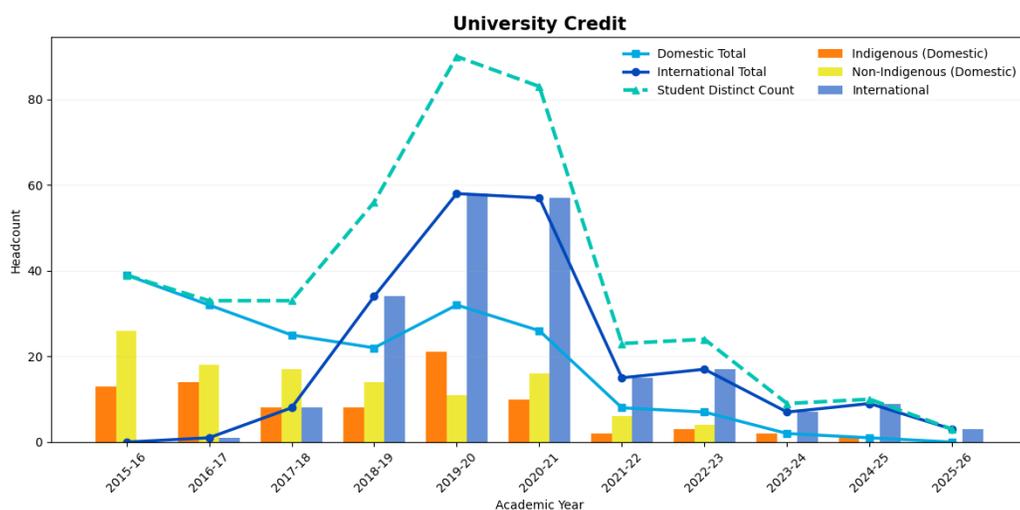
28.9 University Credit - Second Year

Program Profile:

Academic Program ID	Program Title	Credential Type	Initial EdCo Approval Date	Term First Offered	Most Recent Program Review
UC2	University Credit - Second Year		1990-01-01	1990F	

Note: University Studies Arts Associate Degree specializations (e.g., Archaeological & Cultural Resource Management, First Nations, Sustainable Communities) are not stand-alone approved programs and therefore do not have separate enrolment data. Enrolments for these pathways are reported under their parent credential (UC2). The earliest catalogue offering for each specialization is as follows: Archaeological & Cultural Resource Management – 2010F, First Nations – 2009F, and Sustainable Communities – 2008F.

Enrolment History:



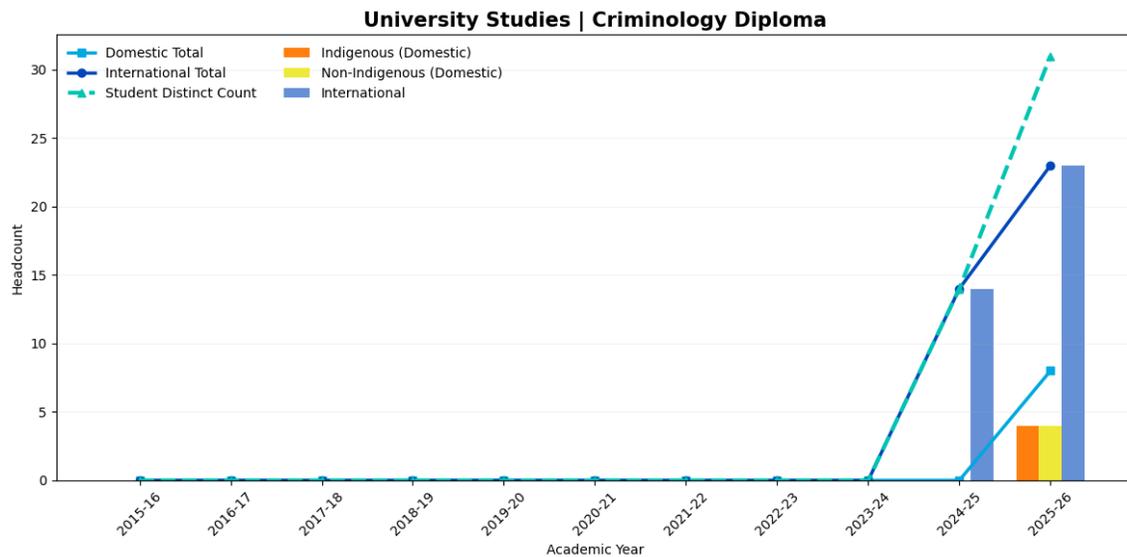
Academic Year	Indigenous	Non-Indigenous	Domestic Total	International Total	Student Distinct Count
2015-16	13	26	39	0	39
2016-17	14	18	32	1	33
2017-18	8	17	25	8	33
2018-19	8	14	22	34	56
2019-20	21	11	32	58	90
2020-21	10	16	26	57	83
2021-22	2	6	8	15	23
2022-23	3	4	7	17	24
2023-24	2	0	2	7	9
2024-25	1	0	1	9	10
2025-26	0	0	0	3	3

28.10 University Studies | Criminology Diploma

Program Profile:

Academic Program ID	Program Title	Credential Type	Initial EdCo Approval Date	Term First Offered	Most Recent Program Review
UDCRIM	University Studies Criminology Diploma	Diploma	2025-01-07	2025W	

Enrolment History:



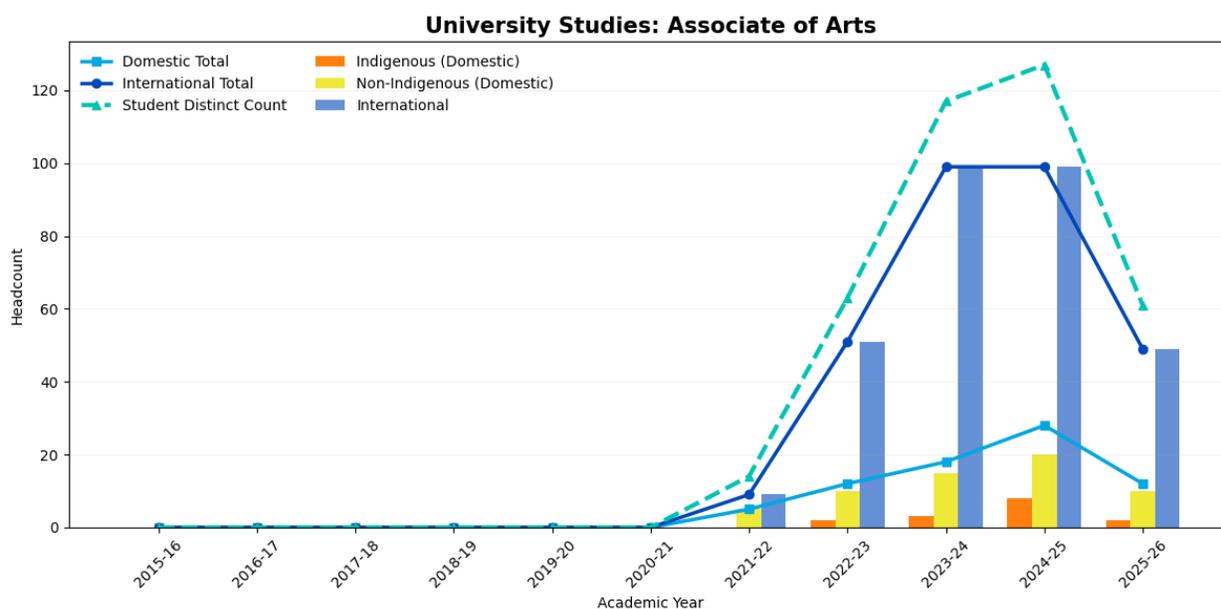
Academic Year	Indigenous	Non-Indigenous	Domestic Total	International Total	Student Distinct Count
2015-16	0	0	0	0	0
2016-17	0	0	0	0	0
2017-18	0	0	0	0	0
2018-19	0	0	0	0	0
2019-20	0	0	0	0	0
2020-21	0	0	0	0	0
2021-22	0	0	0	0	0
2022-23	0	0	0	0	0
2023-24	0	0	0	0	0
2024-25	0	0	0	14	14
2025-26	4	4	8	23	31

28.11 University Studies: Associate of Arts

Program Profile:

Academic Program ID	Program Title	Credential Type	Initial EdCo Approval Date	Term First Offered	Most Recent Program Review
U2ARTS	University Studies: Associate of Arts	Associate Degree	2021-05-03	2021F	

Enrolment History:



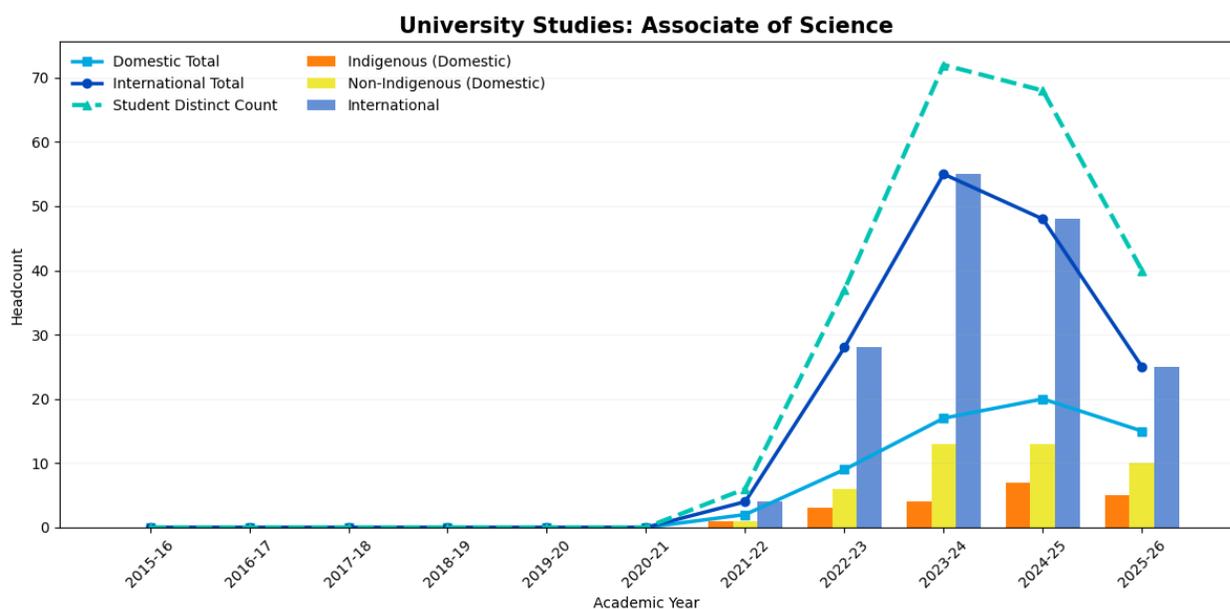
Academic Year	Indigenous	Non-Indigenous	Domestic Total	International Total	Student Distinct Count
2015-16	0	0	0	0	0
2016-17	0	0	0	0	0
2017-18	0	0	0	0	0
2018-19	0	0	0	0	0
2019-20	0	0	0	0	0
2020-21	0	0	0	0	0
2021-22	0	5	5	9	14
2022-23	2	10	12	51	63
2023-24	3	15	18	99	117
2024-25	8	20	28	99	127
2025-26	2	10	12	49	61

28.12 University Studies: Associate of Science

Program Profile:

Academic Program ID	Program Title	Credential Type	Initial EdCo Approval Date	Term First Offered	Most Recent Program Review
U2SCIE	University Studies: Associate of Science	Associate Degree	2021-05-26	2021F	

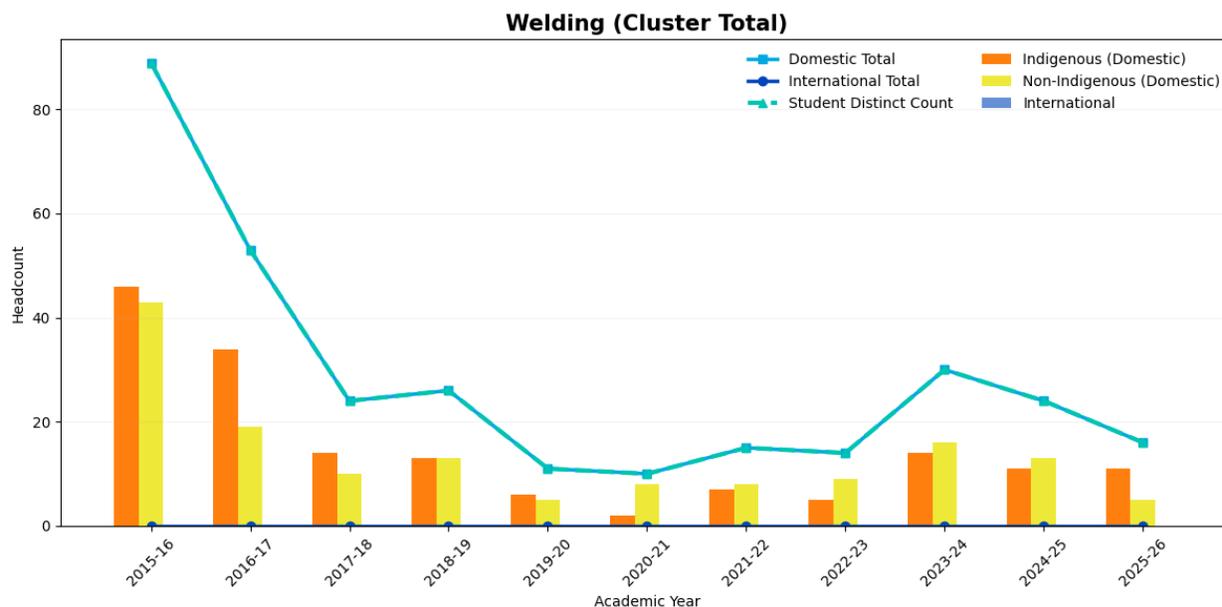
Enrolment History:



Academic Year	Indigenous	Non-Indigenous	Domestic Total	International Total	Student Distinct Count
2015-16	0	0	0	0	0
2016-17	0	0	0	0	0
2017-18	0	0	0	0	0
2018-19	0	0	0	0	0
2019-20	0	0	0	0	0
2020-21	0	0	0	0	0
2021-22	1	1	2	4	6
2022-23	3	6	9	28	37
2023-24	4	13	17	55	72
2024-25	7	13	20	48	68
2025-26	5	10	15	25	40



29. WELDING



Academic Year	Indigenous	Non-Indigenous	Domestic Total	International Total	Student Distinct Count
2015-16	46	43	89	0	89
2016-17	34	19	53	0	53
2017-18	14	10	24	0	24
2018-19	13	13	26	0	26
2019-20	6	5	11	0	11
2020-21	2	8	10	0	10
2021-22	7	8	15	0	15
2022-23	5	9	14	0	14
2023-24	14	16	30	0	30
2024-25	11	13	24	0	24
2025-26	11	5	16	0	16

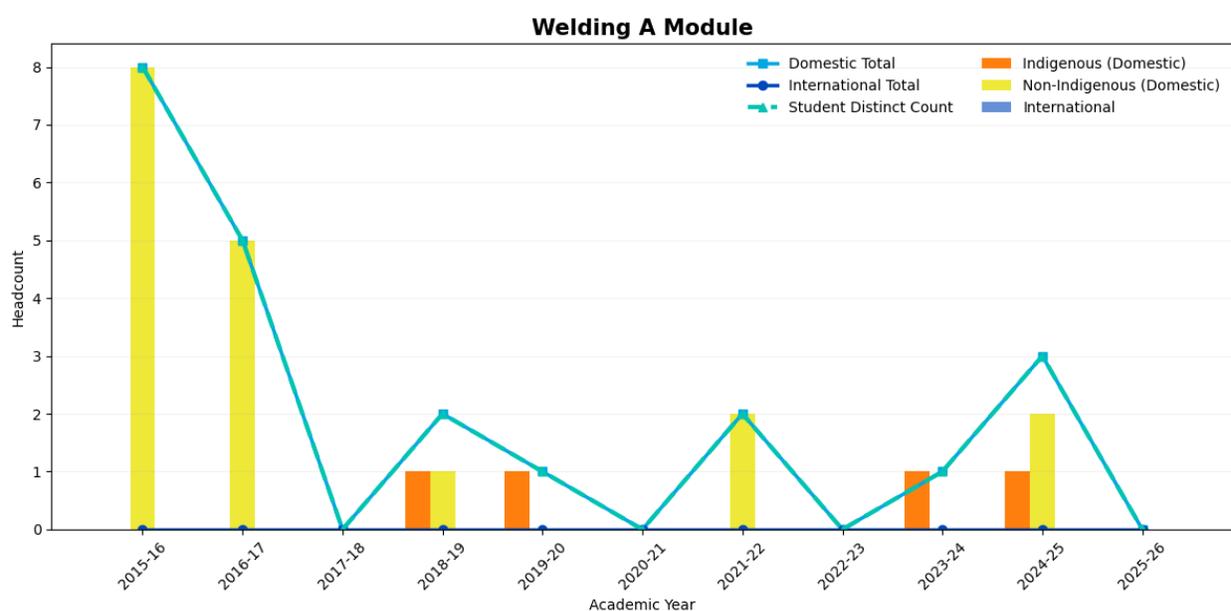
Note: For WELDAP 1 to 4: The courses were discontinued in May 2023; however, no formal motion was made to discontinue the programs. These items are scheduled for discussion on the February 2026 EdCo agenda.

29.1 Welding A Module

Program Profile:

Academic Program ID	Program Title	Credential Type	Initial EdCo Approval Date	Term First Offered	Most Recent Program Review
WELDA	Welding A Module	Certificate	2005-04-01	2006F	

Enrolment History:



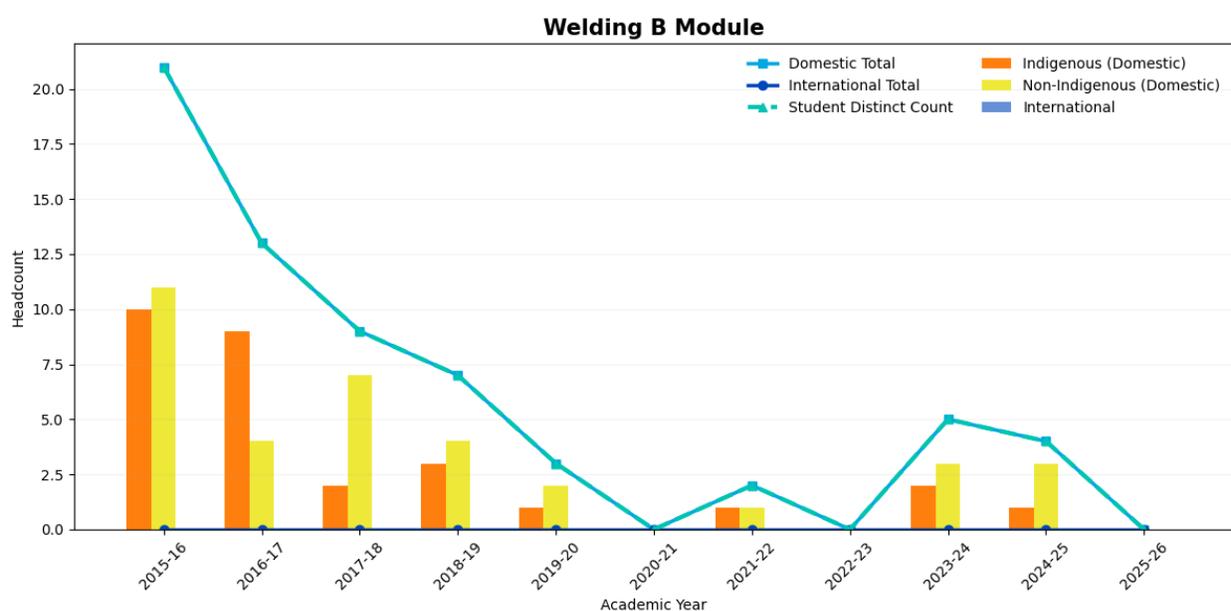
Academic Year	Indigenous	Non-Indigenous	Domestic Total	International Total	Student Distinct Count
2015-16	0	8	8	0	8
2016-17	0	5	5	0	5
2017-18	0	0	0	0	0
2018-19	1	1	2	0	2
2019-20	1	0	1	0	1
2020-21	0	0	0	0	0
2021-22	0	2	2	0	2
2022-23	0	0	0	0	0
2023-24	1	0	1	0	1
2024-25	1	2	3	0	3
2025-26	0	0	0	0	0

29.2 Welding B Module

Program Profile:

Academic Program ID	Program Title	Credential Type	Initial EdCo Approval Date	Term First Offered	Most Recent Program Review
WELDB	Welding B Module	Certificate	2005-04-01	2006F	

Enrolment History:



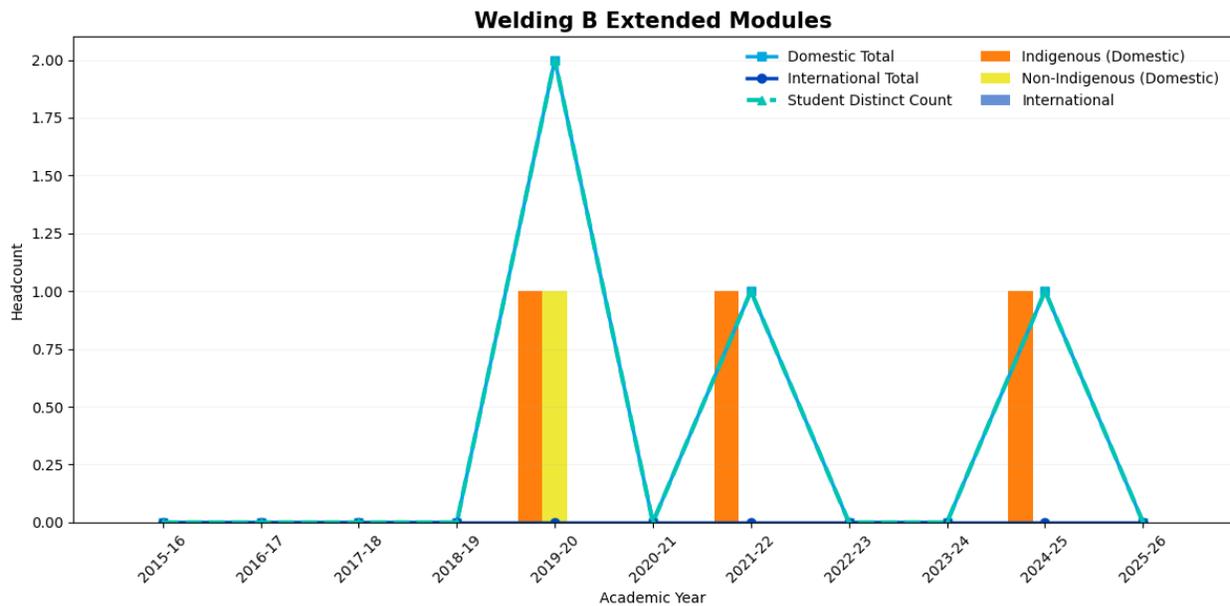
Academic Year	Indigenous	Non-Indigenous	Domestic Total	International Total	Student Distinct Count
2015-16	10	11	21	0	21
2016-17	9	4	13	0	13
2017-18	2	7	9	0	9
2018-19	3	4	7	0	7
2019-20	1	2	3	0	3
2020-21	0	0	0	0	0
2021-22	1	1	2	0	2
2022-23	0	0	0	0	0
2023-24	2	3	5	0	5
2024-25	1	3	4	0	4
2025-26	0	0	0	0	0

29.3 Welding B Extended Modules

Program Profile:

Academic Program ID	Program Title	Credential Type	Initial EdCo Approval Date	Term First Offered	Most Recent Program Review
WELDBEX	Welding B Extended Modules	Certificate	2017-06-01	2019F	

Enrolment History:



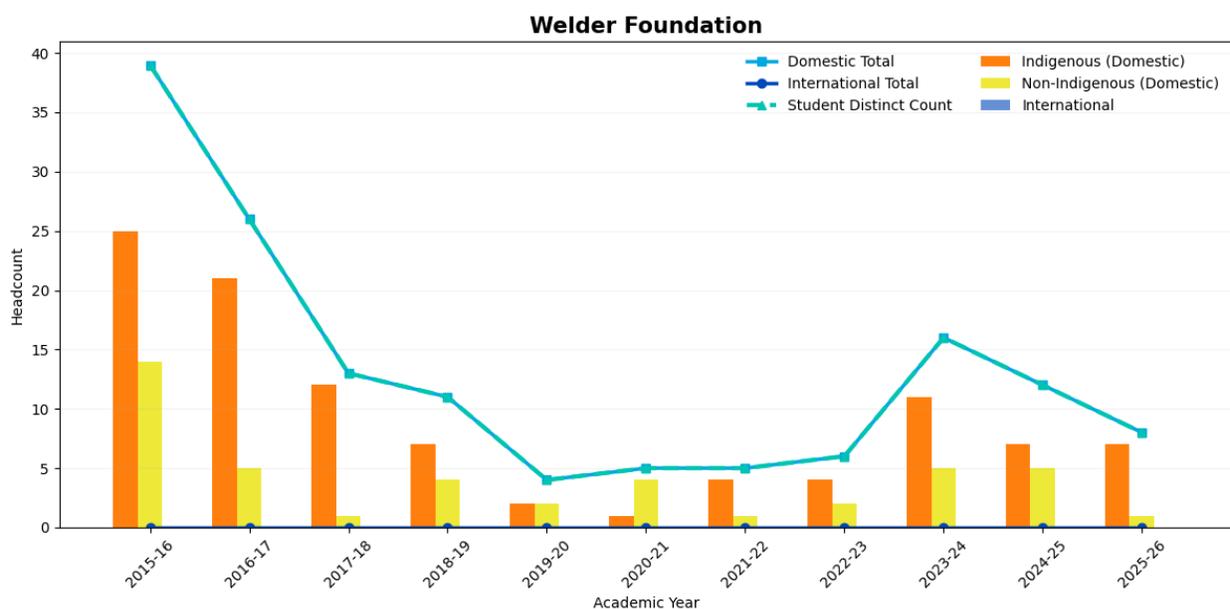
Academic Year	Indigenous	Non-Indigenous	Domestic Total	International Total	Student Distinct Count
2015-16	0	0	0	0	0
2016-17	0	0	0	0	0
2017-18	0	0	0	0	0
2018-19	0	0	0	0	0
2019-20	1	1	2	0	2
2020-21	0	0	0	0	0
2021-22	1	0	1	0	1
2022-23	0	0	0	0	0
2023-24	0	0	0	0	0
2024-25	1	0	1	0	1
2025-26	0	0	0	0	0

29.4 Welder Foundation

Program Profile:

Academic Program ID	Program Title	Credential Type	Initial EdCo Approval Date	Term First Offered	Most Recent Program Review
WELDF	Welder Foundation	Certificate	2014-09-02	2014F	

Enrolment History:



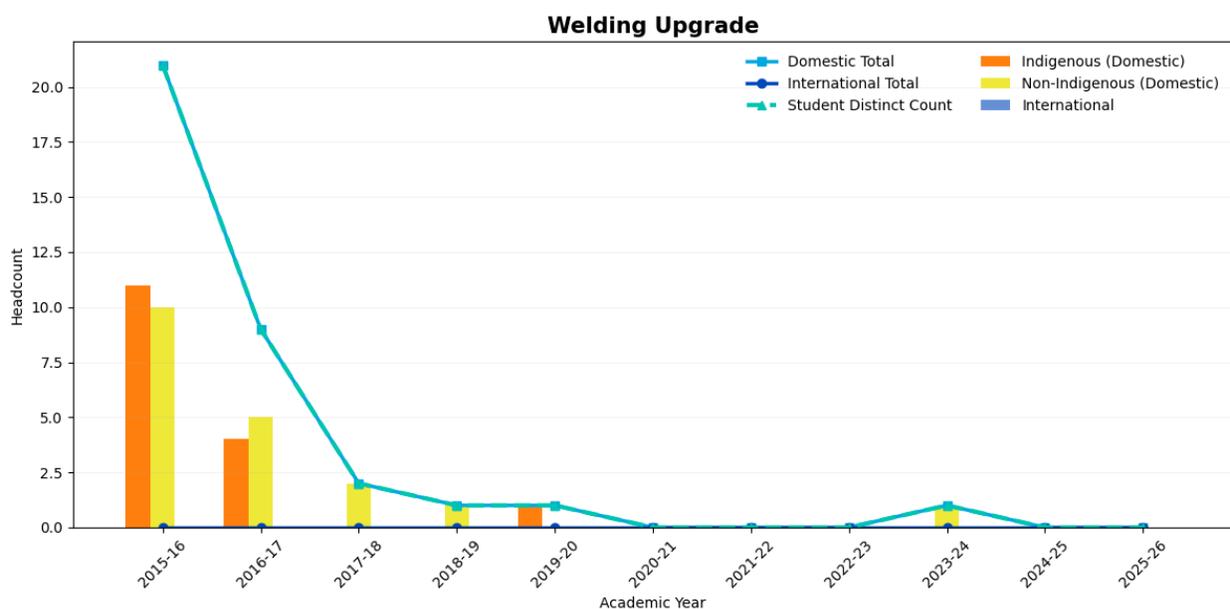
Academic Year	Indigenous	Non-Indigenous	Domestic Total	International Total	Student Distinct Count
2015-16	25	14	39	0	39
2016-17	21	5	26	0	26
2017-18	12	1	13	0	13
2018-19	7	4	11	0	11
2019-20	2	2	4	0	4
2020-21	1	4	5	0	5
2021-22	4	1	5	0	5
2022-23	4	2	6	0	6
2023-24	11	5	16	0	16
2024-25	7	5	12	0	12
2025-26	7	1	8	0	8

29.5 Welding Upgrade

Program Profile:

Academic Program ID	Program Title	Credential Type	Initial EdCo Approval Date	Term First Offered	Most Recent Program Review
WELDUP	Welding Upgrade		1996-09-03	2002S	

Enrolment History:



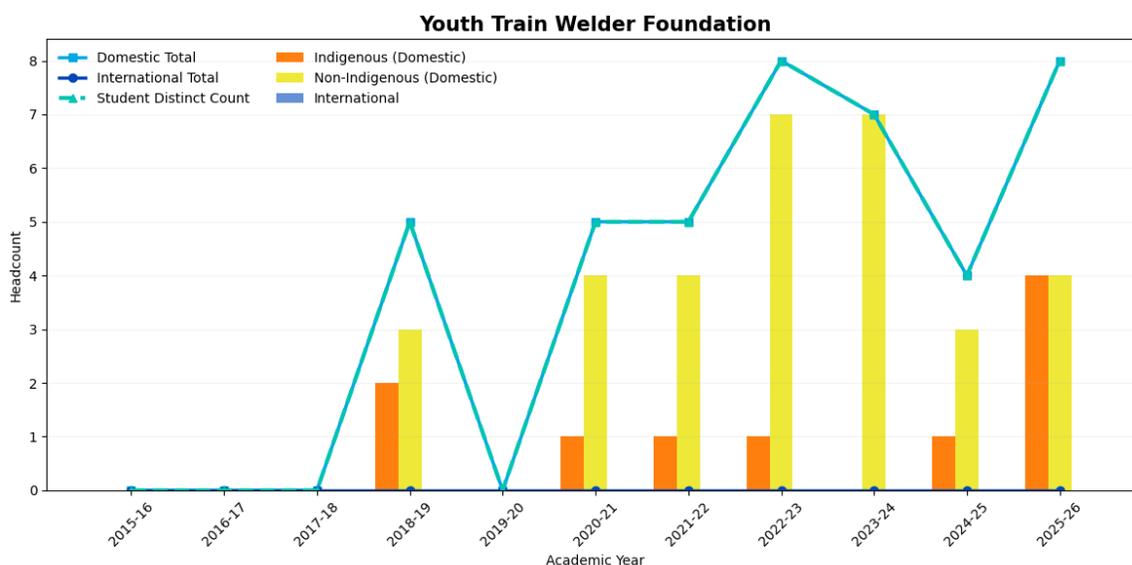
Academic Year	Indigenous	Non-Indigenous	Domestic Total	International Total	Student Distinct Count
2015-16	11	10	21	0	21
2016-17	4	5	9	0	9
2017-18	0	2	2	0	2
2018-19	0	1	1	0	1
2019-20	1	0	1	0	1
2020-21	0	0	0	0	0
2021-22	0	0	0	0	0
2022-23	0	0	0	0	0
2023-24	0	1	1	0	1
2024-25	0	0	0	0	0
2025-26	0	0	0	0	0

29.6 Youth Train Welder Foundation

Program Profile:

Academic Program ID	Program Title	Credential Type	Initial EdCo Approval Date	Term First Offered	Most Recent Program Review
WELDF	Youth Train Welder Foundation	Certificate	2017-06-08	2018F	

Enrolment History:



Academic Year	Indigenous	Non-Indigenous	Domestic Total	International Total	Student Distinct Count
2015-16	0	0	0	0	0
2016-17	0	0	0	0	0
2017-18	0	0	0	0	0
2018-19	2	3	5	0	5
2019-20	0	0	0	0	0
2020-21	1	4	5	0	5
2021-22	1	4	5	0	5
2022-23	1	7	8	0	8
2023-24	0	7	7	0	7
2024-25	1	3	4	0	4
2025-26	4	4	8	0	8



30. YOUTH ENTREPRENEURSHIP

N/A

30.1 Youth Entrepreneurship

Program Profile:

Academic Program ID	Program Title	Credential Type	Initial EdCo Approval Date	Term First Offered	Most Recent Program Review
YENT	Youth Entrepreneurship	Certificate	2015-06-08	not offered	

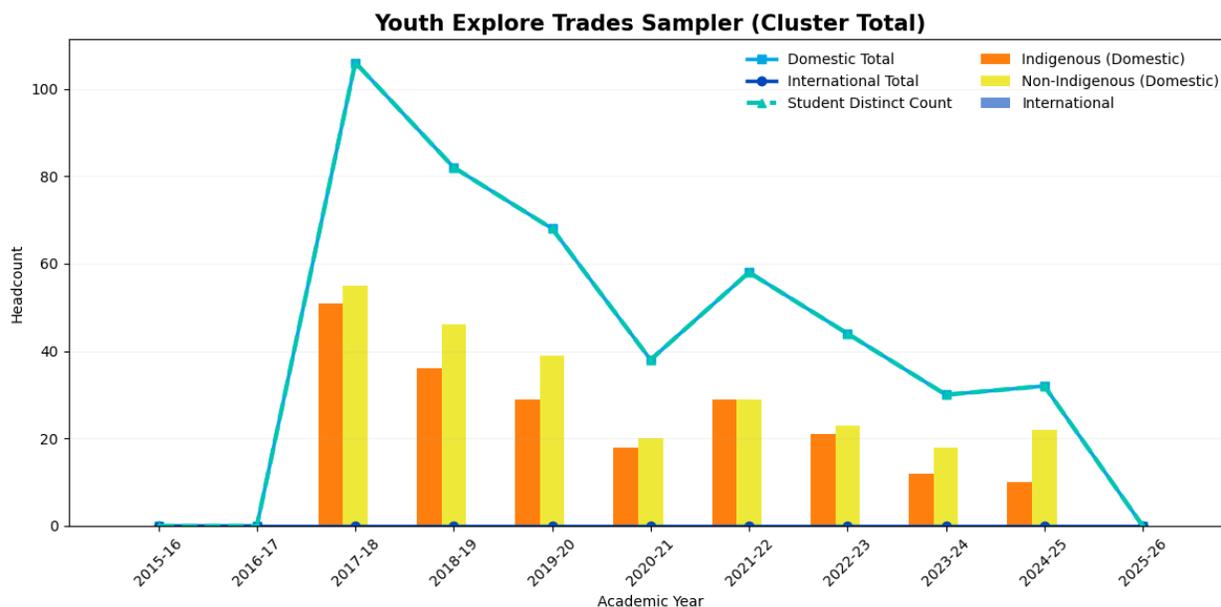
Enrolment History:

N/A

Note: The courses were never offered and have since been end-dated; however, the program itself has not been formally end-dated. There is no motion recorded in the Summary of Motions to discontinue the program. This item is scheduled for discussion on the February EdCo agenda.



31. YOUTH EXPLORE TRADES SAMPLER



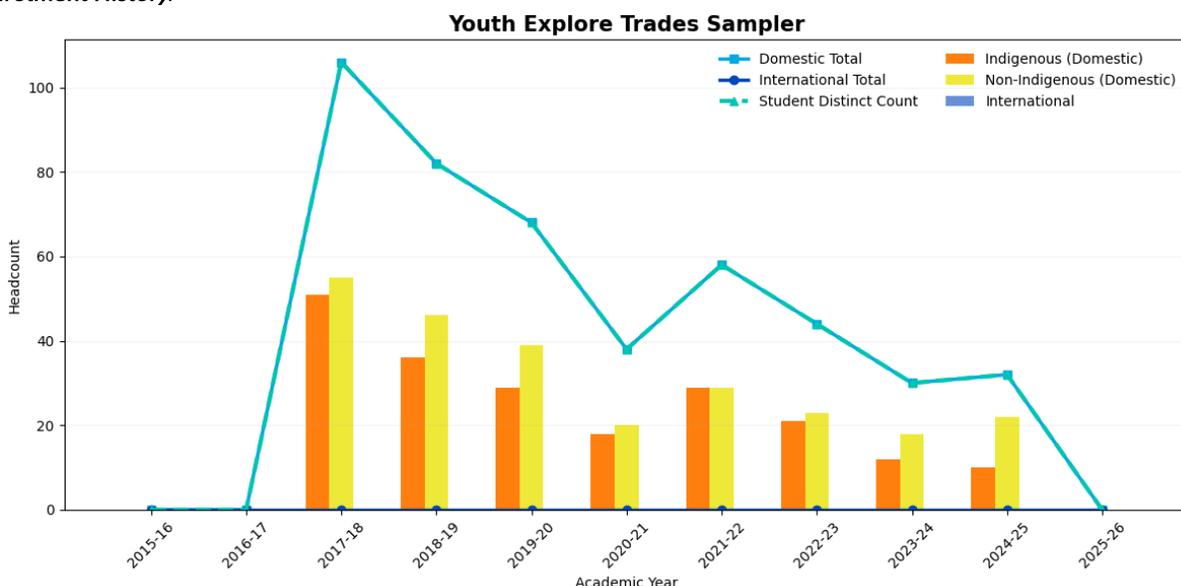
Academic Year	Indigenous	Non-Indigenous	Domestic Total	International Total	Student Distinct Count
2015-16	0	0	0	0	0
2016-17	0	0	0	0	0
2017-18	51	55	106	0	106
2018-19	36	46	82	0	82
2019-20	29	39	68	0	68
2020-21	18	20	38	0	38
2021-22	29	29	58	0	58
2022-23	21	23	44	0	44
2023-24	12	18	30	0	30
2024-25	10	22	32	0	32
2025-26	0	0	0	0	0

31.1 Youth Explore Trades Sampler

Program Profile:

Academic Program ID	Program Title	Credential Type	Initial EdCo Approval Date	Term First Offered	Most Recent Program Review
YETS	Youth Explore Trades Sampler	Certificate	2017-07-13	2017F	

Enrolment History:



Academic Year	Indigenous	Non-Indigenous	Domestic Total	International Total	Student Distinct Count
2015-16	0	0	0	0	0
2016-17	0	0	0	0	0
2017-18	51	55	106	0	106
2018-19	36	46	82	0	82
2019-20	29	39	68	0	68
2020-21	18	20	38	0	38
2021-22	29	29	58	0	58
2022-23	21	23	44	0	44
2023-24	12	18	30	0	30
2024-25	10	22	32	0	32
2025-26	0	0	0	0	0

BOARD OF GOVERNORS - DATA REPORT PACKAGE (2026 WINTER)

(Program analysis (Continuing Education) – 10 academic years)

February 25, 2026



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EXECUTIVE OVERVIEW

Purpose

This section provides a structured overview of Continuing Education (CE) programming to support Board review and informed discussion. It presents historical enrolment trends to provide context regarding delivery patterns, participation levels, and shifts over time within CE offerings.

The data contained in this section was last updated in October 2025. Enrolment data for the 2025–2026 academic year is partial, reflecting information available as of the October 2025 reporting cut-off date.

The next scheduled update will occur in May 2026, at which time 2025–2026 data will be refreshed and validated.

Scope

This package includes:

- Program or offering title and code
- Historical enrolment trends by academic year and student type
- Course category or instructional area
- Current active CE course categories as of the reporting cut-off date

Fields such as Education Council approval dates, credential requirements, and formal program review cycles may not apply to all CE offerings due to the operational structure of Continuing Education delivery.

Data sources and definitions

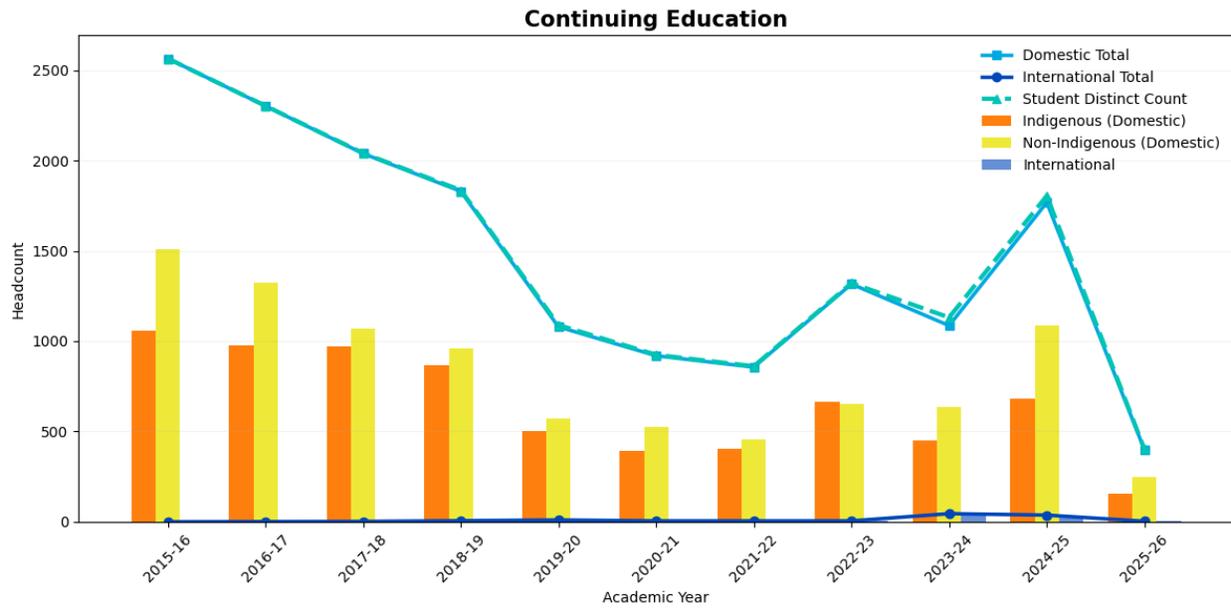
Enrolment figures presented in this section are sourced from the institution's official CDW (Central Data Warehouse) October 2025 Program-Level submission (CMTN) to the ministry.

Historical data is available beginning with the 2015–2016 reporting year, and enrolment trends are presented from that point forward where applicable.

Student distinct count reflects enrolment after the official stable enrolment date for the applicable reporting term. Only students who remained enrolled beyond the stable enrolment date are included in the final counts, ensuring consistency with institutional and ministry reporting standards.



CONTINUING EDUCATION (CES)



Academic Year	Indigenous	Non-Indigenous	Domestic Total	International Total	Student Distinct Count
2015-16	1056	1508	2564	0	2564
2016-17	975	1326	2301	1	2302
2017-18	969	1069	2038	2	2040
2018-19	868	961	1829	6	1835
2019-20	505	574	1079	10	1089
2020-21	393	526	919	5	924
2021-22	402	454	856	5	861
2022-23	663	653	1316	5	1321
2023-24	453	633	1086	45	1131
2024-25	683	1084	1767	37	1804
2025-26	153	246	399	3	402



Program Profile:

Current Active Continuing Education Courses

As of the October 2025 reporting cut-off, the following Continuing Education course categories are currently active and available for delivery.

Course Code	Course Code Title
CEAGRI	CE Agriculture Related
CEARTS	CE Arts
CEBSNS	CE Business and Management
CECOMP	CE Computer Training
CECONF	Conference
CEEDUC	CE Education Related
CEELDR	CE Elder College
CEFAID	CE First Aid
CEGENI	CE General Interest and Leisure
CEHLTH	CE Health and Safety
CEINFO	CE Information Session
CELANG	CE Language Related
CENAUT	CE Boating and Marine
CENREN	CE Non-renewable Resources
CENRES	CE Natural Resources
CEPSTR	CE Personal Service and Tourism
CES	General Interest
CETRAD	CE Trades General
CETRAN	CE Transportation
CEUPGR	CE Developmental Upgrading



President's Board Report, for March 13, 2026

Laurie Waye, PhD

Prepared March 03, 2026

1. Summary and key metrics

a. Budget

The Statement of Operations as of January 31, 2026 does not cause concern. While the initial operating surplus looks healthy, Q4 is always the most expensive quarter of the fiscal year because it is when the utility bills are the highest and when agent fees are paid to overseas international recruitment firms. It currently looks like we will finish this fiscal with less of a deficit than originally anticipated and approved.

Preparations for the 2026/2027 budget are underway; this budget will reflect the cuts made to date as well as some of the investments that were identified through the Invest, Trim, Grow exercise. Two growth initiatives – the new strategic plan consultation and development, along with the new model of Continuing Education – will require additional investment. We are currently considering a budget for these two activities and from where the funding for them will be drawn.

The \$80,000 cut to the college's Adult Upgrading budget, made by the Ministry of Post-Secondary and Future Skills, is unfortunate. Other program-specific cuts may be coming but unless they are significant, we likely can absorb them for the 26/27 fiscal year, and adjust our budget for 27/28 accordingly.

At the provincial level, the budget released on February 17 signaled status quo for our sector, likely pending the outcome of the sector sustainability report.

b. Student enrolment

In January 2025, the Board of Governors approved moving \$250,000 to the CMTN Foundation to create the Northern Learner Entrance Award, which provides award winners with up to \$8,300 to cover tuition and offset housing costs. For September 2026, our second cohort of recipients has eight students, representing the communities of Houston, Smithers, Stewart, Terrace, Kitimat, and Prince Rupert. They will be studying Nursing, Sciences, Social Work, and Criminology.

At the March 13th Board of Governors meeting, Dr. Titi Kunkel, Vice President Academic, Students, and International will present a detailed account of enrolment at CMTN, both for the current academic year and for the past ten years. To avoid duplication, enrolment data will not be included in this President's Report to the Board.

c. Strategic plan

Each department has a Department Action Plan (DAP) to ensure we drive forward and analyze key metrics of the strategic plan. The leadership team will be sharing with each other their DAP activities, successes, challenges, and future plans in May. We continue to work on gathering the achievements of the current strategic plan in order to celebrate them in fall 2026, while simultaneously determining what



our envisioned process is for a consultative, robust strategic planning process for 2027 and beyond. My hope is that at the June 12th Board meeting, I will present the planned strategic planning process for the next plan for Board input and approval.

2. Key discussions and decisions

We are still working with a consultant to revamp our Workforce Training and Continuing Studies department, in order to better serve communities and increase revenue. Building on suggestions from the Board of Governors, part of the plan will need to include investing in more staff to ensure we can best take advantage of the many industry-related opportunities that are available in our region. We will need to move quickly on the recommended staffing framework.

Another key discussion is about the possibility of UNBC moving on to our Terrace campus. While UNBC rents office space at the Prince Rupert campus, the UNBC presence in Terrace would be impactful because of the amount of space they want to rent and the number of staff, faculty, and students that would be on campus. Ensuring no CMTN students or faculty are displaced or disrupted in a potential move and maintaining our college identity is of primary importance.

3. Key financials

We are ensuring that tools, equipment, and teaching supplies are being refreshed if required, ahead of the March 31 fiscal year-end. While the college will be in a deficit position, we must also ensure that learning and working spaces are safe and well stocked.

Overall, going into the next fiscal, we need strategic investments in technology, new income streams, and a new strategic plan to guide the next five to ten years of the college. With the cuts made, and investments to come, CMTN is in a good position to continue to serve communities and remain sustainable for many years to come.

4. CEO concerns

The tragic events in Tumbler Ridge have been top of mind. My immediate response was twofold: to reach out to the president of Northern Lights College, which has a campus space within Tumbler Ridge Secondary School, to offer support; and to assess CMTN's preparation for the unlikely, but possible, repeat at one of our campuses.

To start this assessment, I called a working group to help pull together information, questions and concerns; we met the day after the event took place (Wednesday, February 11th). From there, I called a leadership team meeting for Friday, February 13th, to debrief the terrible events and to engage leaders in the important work of having conversations with their teams about how the emergency plan for an active shooter scenario could look in their departments and spaces.

On Thursday, February 12th, I met with the other nine college presidents to share what resources and best practices we have in regard to an active shooter scenario.



On Friday, February 20th, the working group met to share new information, and the leadership team met again to share in small groups what conversations they had with their respective teams and what questions or concerns were raised. The leadership team was asked to submit concerns and questions coming from their staff and faculty to the Occupational Health and Safety Officer, Jennie Hogan.

On Monday, February 23rd, I spoke at our all-employee townhall about what happened at Tumbler Ridge. In addition to acknowledging the feelings and fears people had, I wanted to share that the college is starting to “lift the plans off the paper” and that our emergency plans will be practiced, refined, then drilled. This is new territory for post-secondary in BC, but I believe it is very important.

As well, we welcomed RCMP onto our campuses in Smithers and Terrace for more focused walk-throughs of our buildings and spaces. These site visits will increase and continue in the coming weeks and months as both the college and the RCMP refine their response plans.

Of course, response plans are not enough. Almost all school shootings could have been predicted, and so prevention must also be a major focus of the college; a balance of prevention and preparation is required. Our Jennie Hogan, the Occupational Health and Safety Officer, Shannon Doyle, the Director of Student Health Services will work on ensuring we have solid prevention activities and systems in place, and that our preparation is robust. Below are some prevention tactics we already have in place to promote and assess student wellbeing at CMTN.

Prevention (students and employees)
Early Assist Referral System of staff and faculty reporting concerns about students
Violence Threat Risk Assessment training for employees (August 2025)
Annual Bell Let’s Talk Day, accompanied by week-long activities that promote conversations about mental health
Annual Beyond the Blues student activities that help de-stigmatize struggles with mental health and coping with winter darkness
Orientation hand-outs for all new students with CMTN and external community mental health resources specific to each campus
Hired a new Student Wellness Counsellor, so students can access counselling and supports easily
Wellness checks through HR for staff and faculty
Sharing of mental health resources and practices between departments
Encouragement of regular use of FSEAP (employee assistance plan), to build resilience



Preparation (employees)
Reminding staff and faculty about the emergency response plans
Working with RCMP to ensure they feel familiar with our buildings and spaces
Preparing emergency response training materials to help staff and faculty feel more prepared
Identifying potential responses and issues for departments and spaces; addressing as possible
Practicing, learning, and refining: lifting the plans off of the paper
Conducting drills, and further refining our plans

5. Future plans and trends

Going forward, I am focused on maximizing the teaching spaces we have in order to offer additional programming, particularly in the Trades. I am also discussing “full freight” programming as an option to programs with a waitlist; two other public colleges in BC are piloting this and I am watching how it unfolds. “Full freight” means that there is no tuition subsidy for the program, either from the province or from Skilled Trades BC; the students would opt to pay the full cost of instruction.

As well, I am in active conversations with other post-secondary institutions to understand how we can better work together in innovative ways to serve the needs of the North.

4

6. Disappointments

The discussion with UNBC regarding their desire to move to the CMTN Terrace campus continues. With the fall semester six months away, the college is timetabling its classes for the fall and winter semester and renovations to the main floor of the Lakelse Building will require a number of months, due to asbestos abatement. I had hoped that an MOU could be agreed upon ahead of March 1, but have had to extend the deadline to March 13, to allow for further discussions regarding cost, space, and supports. It will be a relief to all involved to have a decisions from UNBC.

7. Achievements

a. President & CEO achievements

The Northern Post-Secondary Collaborative (NPSC) engagement is on the upswing, with an invitation to the Northern Development Initiative Trust (NDIT) Board dinner – at which I met the Mayor of Hazelton and a Councillor from Masset - and the invitation to Dr. Titi Kunkel to be a part of their legislative review process. The NPSC also met with Northern Health to follow up on questions around capacity, practicums, data, and staffing. These increased connections and enhanced collaborations with northern entities are of great benefit to CMTN and the people in its catchment area.

The NPSC was also invited to present to the North Central Local Government Association (NCLGA) Board of Directors. Our 90-minute presentation showcased our achievements to mayors and councillors who



serve on the Board, building on UBCM Resolution #C28 from 2016, which agreed that local government should be more closely tied to local post-secondary institutions.

As well, I arranged for training for college leaders in investigative questioning with a trauma-informed approach, given how often we are in the role of inquiring about student behaviour and employee issues. I created this opportunity for the leadership team after hearing some of their concerns about their confidence in conducting investigations.

Last, I had success in reaching out to the University of Alberta and the University of Calgary to ask about their active assailant training materials. Both entities were very generous with their responses and because of that, we will have training material for staff, faculty, and students very shortly. While the material will not be branded as CMTN, it will be helpful and timely. As well, we can brand the materials after the Alertus system is more functional, to make reference to the system and its app.

b. Institutional achievements

On January 26, I received from the Ministry of Post-Secondary Education and Future Skills a letter regarding the CMTN 2024/2025 Institutional Accountability Plan and Report (IAPR). As a reminder, the annual IAPR is like a scorecard to measure CMTN's success as measured against the previous year's mandate letter. The letter is complimentary, and includes this passage:

5

“Your institution has done well to address the priorities from the 2023/24 Mandate Letter in its IAPR. Your institution's efforts and the mandate priorities create momentum for future collaboration and advancing shared goals.

We are pleased to recognize CMTN's overall performance measure results and success in achieving or substantially achieving nearly all its Ministry-established performance measures. Despite not achieving the target for student spaces, the continued growth in total student spaces is positive and I commend the college's ongoing efforts to increase domestic student enrolment.”

The full text is in Appendix A, for your reference.

Our emphasis on coordinated student recruitment efforts has started to have an impact. The student recruitment team has developed a *CMTN Connect* series in partnership with local high schools. This monthly series will see our team visiting various high schools once a month to showcase programs and connect with students face-to-face. *CMTN Connect* started at Caledonia Secondary School in Terrace and Nisga'a Elementary Secondary School in Gitlaxt'aamiks, and will expand in March to include high schools in Smithers, Hazelton, and Prince Rupert. At many of these student recruitment events, local staff and faculty have attended with the recruiters and/or helped the recruitment team make connections, which makes all the difference.



We have a number of programs running in community and at our regional campuses. The Nail Technician program is running in Smithers, and Carpentry Foundations is being delivered on the Hazelton campus through the Mobile Training Unit. And, Workforce Training has multiple contracts in place on Haida Gwaii, including Carpentry Foundations in Skidegate at the Haida Heritage Centre and upcoming Carpentry Apprenticeship Level 1 in Masset in partnership with Old Masset Village Council. Workforce Training has also received an extension to the Indigenous People in Trades Training, Workforce Development Agreement funding, which allows CMTN to partner with two new communities to deliver Cook’s Helper training in the next fiscal year. We have secured a partnership with Kyah Wiget Education Society and are currently confirming the second partner community.

8. External Engagements

This list covers the period of February 2 until March 5, 2026 and focuses on my external engagements.

Date	Event
February 2	Interviewed by MNP on behalf of Pacifican to help build a picture of Northwest readiness for the major infrastructure projects planned in the area
February 3	Met with Northern Health CEO, Ciro Panessa, as a member of the Northern Post-Secondary Collaborative, along with CNC President, Cindy Heitman
February 3	Met online with MLA Sharon Hartwell, who was visiting the Smithers campus, hosted by Dr. Titi Kunkel
February 4	Engaged with the Board of Governors for the College of the Rockies in the probationary review of new president Michael Crowe
February 5	Attended the Freda Diesing School of Northwest Coast Art show opening at the Terrace Art Gallery
February 6	Attended a BC Colleges Executive call, in my role as Past Chair
February 10	With Dr. Titi Kunkel, met with the CMTN Student’s Union, including its Board members
February 11	Attended an extra BC Colleges Executive meeting, at the call of the Chair
February 12	With Dr. Titi Kunkel, met with consultant Brenda Munroe regarding her analysis and plan for the Workforce Training and Continuing Studies department, to help generate more revenue and increase service to communities
February 17	Met with Dr. Bill Owen, Interim President of UNBC, regarding UNBC’s interest in leasing space from the CMTN Terrace campus and the draft MOU
February 19	Attended the CMTN Foundation Board meeting, in my role as Director
February 20	Met with District of Houston staff members, CAO Gerald Pinchbeck and Project Coordinator Scott Sanders, regarding the District’s interest in purchasing the campus from CMTN



February 24	Met with NDIT (Northern Development Initiative Trust) staff members, CEO Ben Campbell and Director of Communications Anna Duff, along with NDIT Board of Directors members, including Julie Maitland, Mayor of Hazelton, and Barry Pages, Councillor for Masset, in Prince George
February 25	Met with CEO Ciro Panessa and VP Professional Practice Angela De Smit and VP HR David Williams at Northern Health, along with Interim UNBC President Dr. Bill Owen and CNC President Cindy Heitman, to discuss support for practicums, educators, and enhanced northern allied health programming
February 26	Attended the luncheon to honour former faculty member and Freda Diesing School founder, Stan Bevan following his appointment to the Order of British Columbia
February 27	As part of the NPSC, presented to the North Coast Local Government Association (NCLGA) Board of Directors on the role of post-secondary training and education in northern BC development and community resiliency
February 27	Met with Jeff Zabudsky, President of BCIT, regarding opportunities for collaboration between our institutions
March 2	With Dr. Titi Kunkel and Michael Doyle, met with Interim UNBC President Dr. Bill Owen and Provost Dr. Michel Beaulieu, to discuss the potential MOU for the Terrace campus



Appendix A



Date: January 26, 2026
Our Ref. 148943

Dr. Laurie Waye
President & CEO
Coast Mountain College
5331 McConnell Avenue
Terrace BC V8G 4X2

Email Address: lwaye@coastmountaincollege.ca

Dear Dr. Laurie Waye:

On behalf of the Ministry, I would like to thank you for Coast Mountain College's (CMTN) Institutional Accountability Plan and Report (IAPR) for the 2024/25 reporting cycle. IAPRs demonstrate accountability for the public's investment in post-secondary education and are an important record of how post-secondary institutions are supporting students and the labour market.

I am pleased to advise that my team has reviewed the report, and the following feedback is provided.

Your institution has done well to address the priorities from the 2023/24 Mandate Letter in its IAPR. Your institution's efforts and the mandate priorities create momentum for future collaboration and advancing shared goals.

We are pleased to recognize CMTN's overall performance measure results and success in achieving or substantially achieving nearly all its Ministry-established performance measures. Despite not achieving the target for student spaces, the continued growth in total student spaces is positive and I commend the college's ongoing efforts to increase domestic student enrolment.



Thank you again for your IAPR submission. I look forward to continuing to work together in the coming year to provide an accountable, high quality post-secondary education system for all British Columbians.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Joanna White', with a stylized flourish at the end.

Joanna White
Assistant Deputy Minister
Labour Market Development and Immigration Division
Ministry of Post-Secondary Education and Future Skills

pc: Chelsea Chalifour, Executive Director
Labour Market Development and Immigration Division
Ministry of Post-Secondary Education and Future Skills