

Ihull whuts` odutel` eh

Learning Together



College of New Caledonia
Strategic Plan 2021 - 2026





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Acknowledgement of Territories and Aboriginal Partners

CNC is honoured to work with the Aboriginal people in this region, inclusive of the First Nations, Métis and Inuit peoples. We acknowledge the graciousness of the First Nations peoples in welcoming those who are seeking knowledge on their traditional unceded territories. CNC has campuses in six communities, serving 22 First Nations communities.

It is also important to acknowledge the participation of other Indigenous groups whose participation on Aboriginal Advisory Committees and the Yinka Dene Council contributes to the success of Aboriginal Education at CNC: *Carrier Sekani Tribal Council, PG Nchako Aboriginal Employment & Training Association (PGNAETA), Métis Nation of BC, Prince George Native Friendship Centre, North Cariboo Family Program, Cariboo Chilcotin Aboriginal Training Centre, Tillicum Friendship Centre, and Aboriginal representatives from the University of Northern British Columbia as well as School Districts of Nchako-Lakes (91), Prince George (57), and Quesnel (28).*

Welcome Messages

CNC Board Chair, President and CEO



CNC launched an ambitious strategic planning project in June 2020 to set direction for the years ahead. "Learning Together" – CNC's Strategic Plan for 2021-2026 is a result of those efforts and on behalf of the Board of Governors of CNC, I am pleased to share the strategic plan.

Broad community consultation was completed and was essential to create the foundation of the strategic plan. Many hours were spent holding virtual town halls, interviews, online surveys and discussion groups. Our thanks to all those who gave generously of their time to provide input and help shape CNC's future.

It is important for CNC to anticipate the future as effectively as possible. "Learning Together" contributes to an accessible, relevant post-secondary education system. It addresses evolving needs of our community and the changing world of work.

The plan supports CNC's commitments to ongoing community engagement, relevant education and training, embracing the Truth and Reconciliation Commission of Canada: Calls to Action, as well as equity, diversity, and inclusion.

We look forward to seeing this plan in action.



Gil Malfair, Board Chair



As we imagine the future of the region CNC serves, we are excited by the opportunities as we evolve and commit to learning together.

What will an amazing CNC student experience look like? What will future CNC students need to know, and what skills will help them prosper in a world that is changing, sometimes dramatically? And, what learning will CNC employees need to address those questions for the students we serve?

Significant influences on our future will include technology, shifting demographics, climate change, rapidly-evolving economies and global events such as the COVID-19 pandemic. These influences are impacting nearly every industry and sector, including post-secondary education. This makes the work that CNC does in the future even more important, to the students we serve as well as the employers and communities we support.

This strategic plan was a group effort and the product of broad community consultation. The result addresses the significant work that CNC will do to meet the changing needs of the community and the labour market. We look forward to contributing to reconciliation and an equitable, diverse and inclusive society.

As we move forward and implement the plan, we look forward to continuing to learn together.



Dr. Dennis Johnson, President and CEO

ABOUT CNC

Over the past 50 years, tens of thousands of people have benefited from a CNC education.

ESTABLISHED 1969



6 campuses serve a 117,500-square-kilometre area, or 12 per cent of the province

Serve 22 First Nation communities, including rural and isolated communities



Provide in-community programming to meet the needs of Indigenous partners and learners



90+ programs in business, community, continuing education, health sciences, trades, technologies, upgrading, and university studies

In 2019/20

CNC served 8,725 students

1,613 Indigenous students

2,122 international students from 38 countries

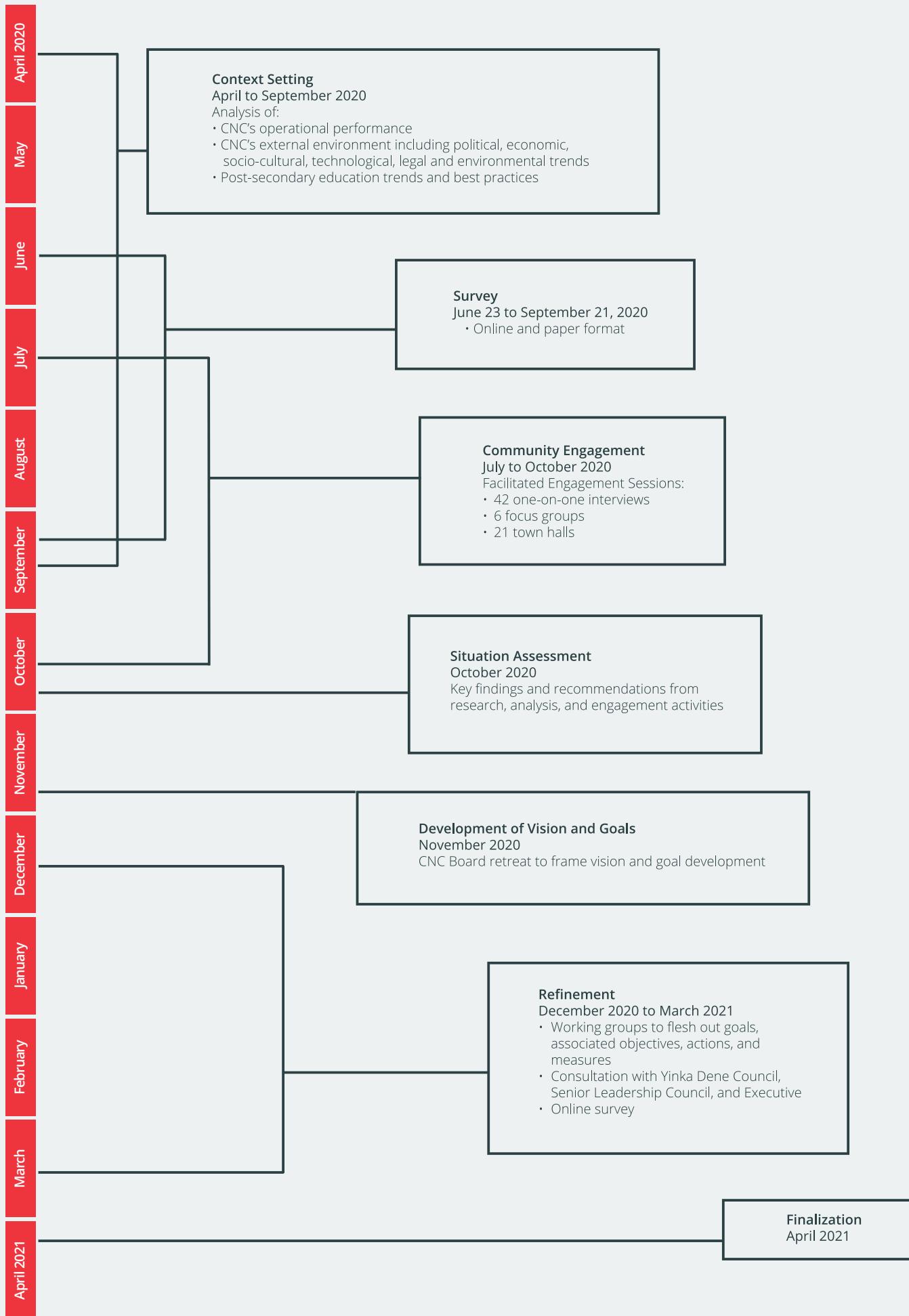
3,421 students in skills (continuing education courses)

5,611 students in academic, vocational and trades programs

Strategic Planning...



- Clarifies who we are, what we do, why we do it, and ultimately who we want to be in the future.
- Develops direction to determine where CNC is going over the next five years.
- Provides focus so that everyone is on the same page and working with the same information toward the same priorities.
- Tells the 'what we will do' story.
- The 'how we will do it' story is told through a series of cascading plans that outline the specific actions CNC's divisions, schools, and departments will take to help achieve our strategic plan goals.
- Identifies the measures we will use to monitor progress and success in achieving goals.



Strategic Plan Development

Over a seven-month period in 2020, CNC engaged in an extensive research process to better understand how well the institution is doing, what our community wants from the College in the future, and how the world around us is changing.

We spent hundreds of hours researching key trends in our environment as well as best practices in post-secondary education. Most importantly, we listened to what our community had to say about their hopes and dreams for themselves, the College, and the region.

Between July and October, we gathered input from 356 people on their priorities for and expectations of CNC over the next five years.

That input, coupled with secondary research conducted on our current and future environment, led to the development of recommendations for areas of focus through to 2026. CNC's Board reviewed these recommendations and provided direction on CNC's vision and goals for the future.

In January, four working groups were established to further refine and define what these goals meant for CNC. Draft goal statements, objectives, and potential actions were identified along with measures of success.

The draft goal statements and objectives were shared with the community via a series of planning sessions and another online survey. Feedback was incorporated in updated goals and objectives. During this phase, 239 people provided feedback and contributed to development of the strategic framework.

CNC's Executive Team worked to finalize the goals, objectives, and measures of success. The plan was then presented to the Strategic Plan Steering Committee, which in turn reviewed and revised the plan prior to recommending it to the CNC Board for approval.



173
**community
members**

participated in interviews,
focus groups, town halls,
and planning sessions



422
**community
members**

completed a survey

A Community Driven Strategic Plan

We wanted this strategic plan to reflect the needs and aspirations of the communities we serve, so we set out to talk with as many people as we could. While the COVID-19 pandemic limited us to online methods, we nonetheless connected with hundreds of community members. We learned something from every conversation, planning session, or survey response; each one helped us understand what the people we serve want and need from us as their community college.

In all, close to 600 people contributed to development of this plan.

What We Heard

CNC's community is broad. Internally, we talked with students, faculty, employees, leadership, and the Board. Externally, we reached out to every community where CNC has a presence and held online town halls and planning sessions. We conducted interviews with the public, chiefs, mayors and council members, community groups, Northern Health, industry and industry associations, other post-secondaries, school districts, and MLAs.

CNC thanks everyone who took time to complete a survey, attend a session, or participate in an interview.



CNC is a great stepping-stone, both financially and experientially.



Community members value CNC and the impact it has in the region. We are seen as a key partner in supporting economic and social development and in helping the workforce pivot to new careers as the economy shifts away from traditional resource-based industries.



Community members described CNC as "affordable," "caring," "welcoming," "friendly," and "local." They want the College to maintain this level of accessibility and inclusivity in the future. For many, CNC is a vital community asset that allows them to gain new skills while staying in their community.



CNC provides second chances. It gives people an opportunity to come back to education and train for something new without having to travel away from home.



I admire CNC's...

... inclusiveness and how they give a very diverse group of students the opportunity to succeed in a welcoming environment.

Community members also provided feedback on areas in which CNC can improve over the next five years:

- Student success
- Indigenization and commitment to implementation of UN Declaration on the Rights of Indigenous Peoples (UNDRIP) recommendations and TRC calls to action
- Indigenous community engagement
- Regional community needs, including authentic community engagement
- Teaching and learning, including continuous lifelong learning and training, training for a new economy, and programming that reflects future workplace needs
- Workforce development
- Technology and digital learning
- Organizational culture, direction, and common purpose
- Organizational and financial sustainability, including improved infrastructure
- Employee supports and development
- Internationalization and balanced enrolment
- Partnerships

What We Learned

Our world is becoming more uncertain and complex. Over the next five years, CNC students will graduate into a society and workplaces that we may struggle to recognize. Our job is to prepare them for that unknown and to help them be successful in navigating this new and often unpredictable landscape.

From our research, we believe the following trends will have a significant impact on the education and training students need to be successful.

Industry 4.0

The Fourth Industrial Revolution is driven by the convergence of advances in the digital, biological, and physical realms. Industry 4.0 is changing the way industry and society creates, produces, exchanges, consumes, and values goods and services. The impact on how we work and live is still unfolding, but it is likely to be disruptive and transformative.

Constant adaptation and significant continuous investments in the College's infrastructure will be required to support future teaching, learning, and organizational requirements.

Workplace of the Future

Over the next decade, more than 860,000 jobs will open up throughout B.C.¹ More than 75 per cent of all jobs will require some post-secondary education or training. Automation will have a significant impact on skills required. McKinsey found that between 2016 and 2030², the need for physical and manual skills will decrease while the need for social, emotional, and technological skills will increase, with the need for technological skills increasing by 55 per cent.

CNC's programming and delivery will need to shift to accommodate these changing skill requirements.

Regional and Provincial Economic Priorities

North Central B.C.'s economy is shifting away from traditional resource-based industries. Employment growth in the region is forecast to be low over the next eight years³, and education and training to help workers pivot to new careers in service and technology-based sectors will be required.

Health and environmental concerns, reconciliation with Indigenous peoples, caring for vulnerable members of society and building physical and digital infrastructure will continue to dominate provincial funding priorities, leading to increased emphasis on healthcare, social services, trades and engineering, technology, and environmental programming.

1. WorkBC. 2020. Good Jobs for Today and Tomorrow. https://www.workbc.ca/getmedia/30a4a0d6-57bd-4047-8b8b-250c54b505c3/BC_Good_Jobs_For_Today_And_Tomorrow_2019.aspx. Retrieved March 22, 2021

2. McKinsey and Company. 2018. Skill Shift: Automation and the Future of the Workforce. Retrieved March 22, 2021 <https://www.mckinsey.com/~media/mckinsey/industries/public%20and%20sector/our%20insights/skill%20shift%20automation%20and%20the%20future%20of%20the%20workforce/mgi-skill-shift-automation-and-future-of-the-workforce-may-2018.pdf>

3. WorkBC. 2019. British Columbia Labour Market Outlook: 2019 Edition. https://www.workbc.ca/getmedia/18214b5d-b338-4bbd-80bf-b04e48a11386/BC_Labour_Market_Outlook_2019.pdf.aspx. Retrieved March 22, 2021



Reconciliation

The Truth and Reconciliation Commission of Canada (TRC) published in 2015 issued 94 calls to action, several of which relate to education and education for reconciliation. Reconciliation, including implementation of UNDRIP and TRC calls to action, is a key provincial government and ministry priority.

Indigenous students currently make up 23 per cent of CNC's domestic student body, and this cohort is growing. CNC must continue to work to implement these calls to action in its plans, practices, and programming to ensure reconciliation efforts are explicitly addressed in operational planning.

Changing Student Demographics and Expectations

CNC's student body is becoming more diverse. Learners are older and from a range of cultural, economic, and educational backgrounds. Population estimates suggest that the traditional post-secondary population will decline in the next decades, with the exception of Indigenous Canadians and immigrants.

Student expectations are also changing. Learners are looking for more autonomy, control, and flexibility in terms of programming and delivery options, progression through the post-secondary system, and timelines to credential completion. Learning in the future will not only be lifelong it will also be 'lifewide,' occurring not just in an educational setting, but at multiple locations, such as in-community or non-traditional education providers, at places of employment, at home and in other settings enabled by mobile and portable technology.

Anywhere, all-the-time learning and the provision of credit for knowledge acquired through non-traditional means will become increasingly important at CNC.

Societal Shifts

We live in a more diverse, global, and interconnected society than ever before—a society that interacts almost as much online as it does in person. Many CNC students have grown up in a world where information is easily accessible and tailored to their needs and preferences. They are accustomed to learning in online and hybrid formats and in combining formal and informal learning to achieve learning outcomes. CNC will need to meet these knowledge acquisition needs and preferences.

Accessibility and Affordability

Many of CNC's students are from rural or isolated communities where access to quality education and training without travelling far from home is a key concern. In addition, post-secondary costs are on the rise. As a result, student debt in Canada has increased significantly. The average Canadian college graduate finishes school with \$15,000 in loans⁴ leading to questions about equity of access. As a community college, accessibility is a cornerstone of CNC's mandate.

Organizational Pressures

Decreasing provincial funding for post-secondary education has become the norm in recent years. COVID-19 related economic impacts are expected to exacerbate that norm and may lead to austerity budgets and cutbacks to public services. New funding sources and efficiencies will be required to fuel future College growth.

4. Statistics Canada. November 05, 2020. National Graduates Survey. Table 37-10-0036-01 Student debt from all sources, by province of study and level of study. Retrieved March 22, 2021

CNC'S New Strategic Framework

We are excited to share CNC's new strategic framework. CNC's mission and values remain the same, but we have used input from our community consultations and secondary research to develop a new vision and four new strategic goals to guide the College through to 2026.

Vision

Learning together, changing lives, creating futures.

lhulh whuts'odutel'eh (we will learn together),
lhk'enazdulkat (we change ourselves),
nus 'uztelelh (we will create the future).

Mission

Provide access to lifelong learning and to facilitate the achievement of educational and personal goals. We are responsive to the diverse needs of our students, our employees, and the communities in our region. In a dynamic, consultative environment, we deliver quality programs and promote the success of every student.

Values

Respect

We respect and value each individual by being inclusive and embracing the diversity of our learners and college communities.

Accountability

We are accountable to each other and to the college community for our actions and for achieving our commitments.

Integrity

We act with integrity, fulfilling promises and ensuring open, respectful relationships.

Transparency

We conduct ourselves in an open, honest, and transparent manner.

Relationships

We work together to advance CNC in its academic mission and in fostering respectful relationships.

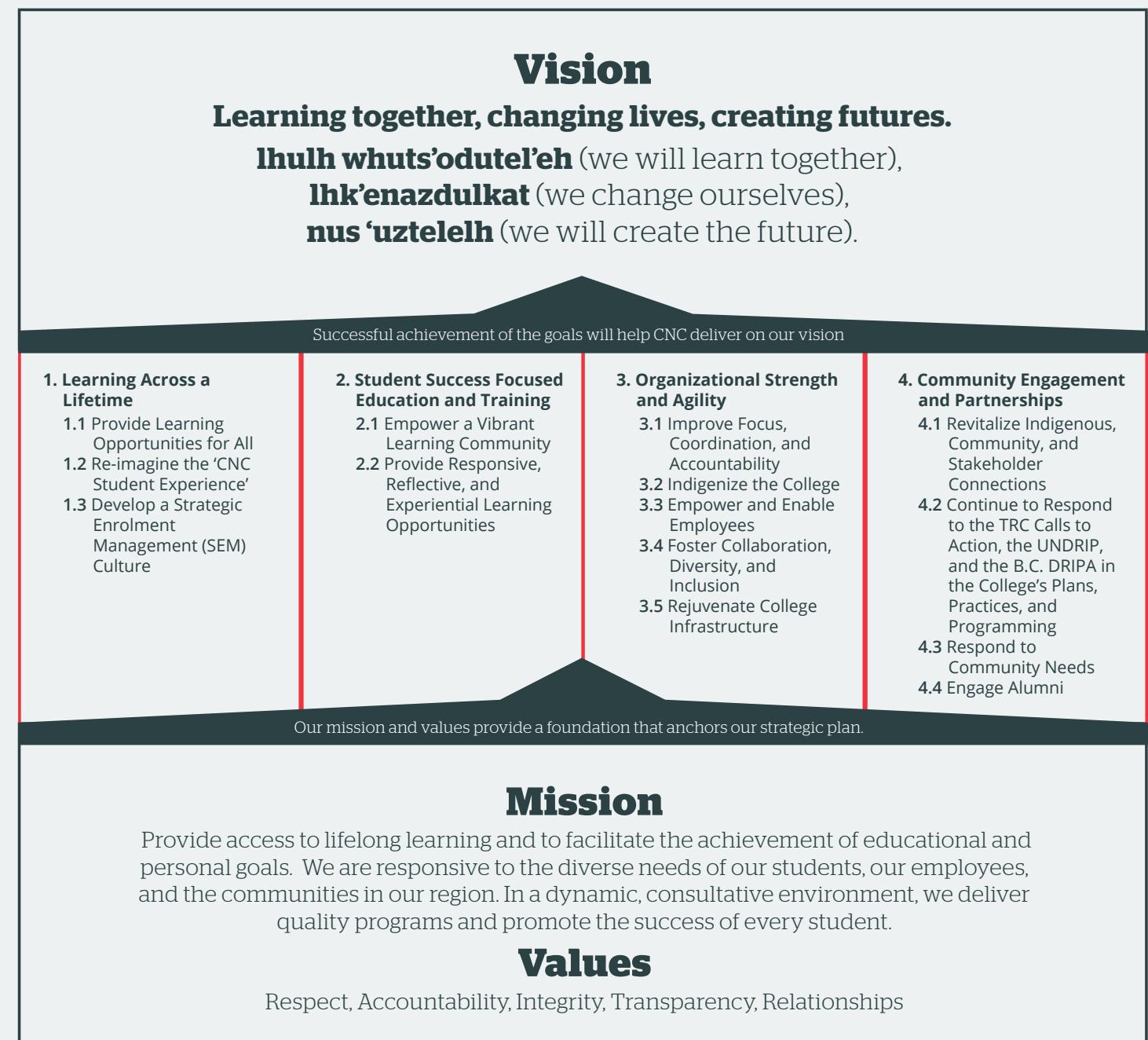
Strategic Goals

Four strategic goals have been identified to help CNC achieve our new vision and live our mission and values.

While each goal has a unique focus, they are all connected to each other. Actions taken under one goal will support actions, activities, and initiatives across the others; they all work together to help us achieve our vision.

To ensure student success, Indigenization is seen as part of everyone's job, with specific objectives related to Indigenization efforts integrated across all four goals.

CNC's Strategic Framework Overview



Indigenous Students and Communities

CNC serves 22 First Nation communities.

The College acknowledges that Indigenous student success and meaningful connections with Indigenous communities needs to be part of everyone's role at the CNC.

In our previous strategic plan, Aboriginal Education was a stand-alone goal. In terms of implementation, this meant the goal was sometimes viewed as the sole responsibility of CNC's Aboriginal Education Division. In this strategic plan, it is important that initiatives related to Indigenization reach beyond a single division, and that we all understand everyone at CNC is responsible for the College's reconciliation efforts and Indigenous student success.

We also know that true Indigenization is about more than the education we provide, it is also about our culture and practices - everything we do.

Most importantly, Indigenization can only be achieved by working collaboratively with Indigenous communities in the spirit of reconciliation.

For these reasons, the CNC Board decided to integrate specific Indigenization objectives across all four of our new strategic goals. In doing so, we made sure the Aboriginal Education Strategy goals informed and aligned with this strategic plan.

We will continue to work closely with First Nations and Indigenous partner groups to achieve objectives that will benefit students, communities, and our College community.





GOAL 1

Learning Across a Lifetime

CNC will provide a positive, comprehensive, and accessible student experience for all students no matter where they are on their learning journey.

CNC will open doors.

In practice, this means:

- We know that the education and training we provide changes lives, and we act to make this a reality.
- Every student at CNC should feel encouraged, empowered, and engaged.

This goal will help CNC address community requests for increased focus on:



- Student success
- Continuous lifelong learning
- Indigenization
- Internationalization and balanced enrolment

Objectives

1.1 Provide Learning Opportunities for All

- 1.1.1 Make it easy for students to enter, progress through, transition to new opportunities, and return to CNC.

1.2 Re-imagine the 'CNC Student Experience'

- 1.2.1 Define, design, and establish a 'student first' experience where all CNC employees and processes are focused on student success.
- 1.2.2 Engage students and employees in the design, development, and continuous enhancement of student support programs and services.
- 1.2.3 Provide a welcoming, safe, and inclusive environment for all students.
- 1.2.4 Identify and deliver specialized and culturally relevant support programs and services to meet the needs of all students, emphasizing specific Indigenous and international student requirements.

1.3 Develop a Strategic Enrolment Management (SEM) Culture

- 1.3.1 Implement an institutional strategic enrolment management plan that defines enrolment goals and supporting management methodologies, practices, and systems.
- 1.3.2 Engage the College community to enable SEM in support of students' educational goals.



GOAL 2

Student Success Focused Education and Training

CNC will be an inclusive learning community, providing education and training that is open to diverse ways of learning and knowing.

Because of CNC, students will be able to study, work and thrive in this region and elsewhere.

In practice, this means:

- CNC graduates are skilled, diverse, and adaptable.
- We provide the education and skills students need to achieve their goals and be successful in an evolving world of work.
- We strive to meet the learning needs of all students and to foster a learning environment where we all benefit from each other's experiences.
- Our attitudes and mindsets embrace Indigeneity and cross-cultural ways of learning, knowing, and being.
- We reflect Indigenous knowledge and culture in our programming and learning environments.
- We promote a global perspective in our learning experiences.

Objectives

2.1 Empower a Vibrant Learning Community

- 2.1.1 Encourage students and employees to engage in diverse ways of learning, knowing, and being.
- 2.1.2 Promote a rich learning environment by integrating a range of teaching and delivery strategies to meet diverse learning needs and styles.
- 2.1.3 Work with faculty to identify the pedagogical, technological, and training supports required to enhance teaching and delivery.
- 2.1.4 Develop Indigenization and internationalization plans that help CNC realize the benefits of campus diversity.

2.2 Deliver Responsive, Reflective, and Experiential Learning Opportunities

- 2.2.1 Enhance processes and mechanisms for continuous improvement and renewal of programming.
- 2.2.2 Focus programming and learning experience design on current and future-forward skill and competency development, including digital, intercultural, and professional workplace skills.
- 2.2.3 Incorporate Indigenous history, perspectives, and knowledge in curriculum and delivery.

This goal will help CNC address community requests for increased focus on:



- Student success
- Indigenization
- Internationalization
- Skills development and training for a new economy
- Programming that reflects future workplace needs
- Workforce development
- Technology and digital learning



GOAL 3

Organizational Strength and Agility

The CNC community will be a strong cohesive team, working together to help students thrive.

In practice, this means:

- Everyone at CNC is focused on student success. We are an organization that cares.
- We welcome and respect everyone, embracing diversity and celebrating differences.
- Our institution is responsive, well managed, sustainable, and resilient.

This goal will help CNC address community requests for increased focus on:



- Organizational culture, direction, and common purpose
- Organizational and financial sustainability, including improved infrastructure
- Employee supports and development
- Indigenization

Objectives

3.1 Improve Focus, Coordination, and Accountability

- 3.1.1 Clarify the role and mandate of CNC and all six campuses. Develop a long-term cross-campus plan.
- 3.1.2 Set clear institutional, academic, and departmental goals with defined accountabilities that stay true to the mandate, cascade from the strategy, and inspire every employee to make a difference.
- 3.1.3 Increase collaboration across the College and make decisions with student success in mind.
- 3.1.4 Use proven frameworks and tools to promote sound management practices.

3.2 Indigenize the College

- 3.2.1 In collaboration with First Nations and Métis peoples, investigate how to meaningfully change College practices, approaches, and organization so that Indigenous ways of knowing and doing are integrated and a culture of inclusion is fostered.
- 3.2.2 Review and refine employee recruitment and progression policies, standards, processes, and criteria to identify and remove inherent biases against Indigenous peoples.
- 3.2.3 Inspire the next generation of Indigenous leaders.
- 3.2.4 Reflect Indigenous cultures in CNC's physical and virtual spaces.

3.3 Empower and Enable Employees

- 3.3.1 Review and align organizational structure, required competencies, and accountabilities. Support employees in the development of required competencies.
- 3.3.2 Refine employee recruitment policies, criteria, standards, and processes.
- 3.3.3 Engage employees by supporting, encouraging, and planning for their success.
- 3.3.4 Promote employee health and wellness.

3.4 Foster Collaboration, Diversity, and Inclusion

- 3.4.1 Engage employees in the development of a cross-campus collaborative culture.
- 3.4.2 Challenge racism and promote equity and social justice through College processes, practices, programming, training, and supports.

3.5 Rejuvenate College Infrastructure

- 3.5.1 Develop and implement a technology plan in support of institutional goals.
- 3.5.2 Revitalize CNC's physical environment to deliver a high-quality learning experience.
- 3.5.3 Provide welcoming and safe learning and social spaces for all students and employees.
- 3.5.4 Increase efforts to reduce CNC's carbon footprint and integrate energy-saving and sustainable practices into future building and renovation projects.



This goal will help CNC address community requests for increased focus on:



- Indigenization and commitment to implementation of UNDRIP recommendations and TRC calls to action
- Indigenous community engagement
- Regional community needs, including authentic community engagement
- Training for a new economy and programming that reflects future workplace needs
- Workforce development
- Partnerships

GOAL 4

Community Engagement and Partnerships

CNC will foster community relationships to maintain the relevance of its programs and services and to expand student learning opportunities.

- Collaborative partnerships bring together resources and expertise that will help CNC enrich students' learning, respond to labour market needs, and contribute to the social and economic vibrancy of this region.

In practice, this means:

- We engage and work with local, provincial, national and international partners to understand and support education and training needs.
- We listen, we share, we collaborate, we communicate progress, and we celebrate mutual successes.
- We make realistic promises to community partners and we keep them.
- We recognize the importance of First Nations and Métis partnerships in fulfilling CNC's commitments to reconciliation and the UN Declaration on the Rights of Indigenous peoples.
- We build sustainable and relevant international partnerships.

Objectives

- 4.1 Revitalize Indigenous, Community, and Stakeholder Connections**
 - 4.1.1 Collaborate with regional communities and partners to identify where and how CNC can add value within the scope of its mandate.
 - 4.1.2 Foster meaningful relationships with First Nations and Métis peoples' leadership and communities. Proactively consult on training and programming needs.
 - 4.1.3 Assess and develop strategic, effective, and mutually beneficial agreements with local, provincial, national, and international partners.
- 4.2 Continue to Respond to the TRC Calls to Action, the UNDRIP, and the B.C. DRIPA in the College's Plans, Practices, and Programming**
 - 4.2.1 Develop a reconciliation strategy in collaboration with First Nations and Métis peoples.
- 4.3 Respond to Community Needs**
 - 4.3.1 Use community insights and rigorous labour market analysis to guide plans and programming decisions.
 - 4.3.2 Connect students to relevant service and work integrated learning opportunities.
 - 4.3.3 Proactively support innovation and related activities that enhance student learning.
- 4.4 Engage Alumni**
 - 4.4.1 Develop alumni network.
 - 4.4.2 Provide lifelong value to CNC alumni through networking, professional development, upskilling, and reskilling opportunities.
 - 4.4.3 Generate proactive alumni support and advocacy.

Implementation

A strategy is only as good as its implementation.

Ihulh whuts`odutel`eh - Learning Together, CNC's Strategic Plan 2021-2026, tells the story of what we want to achieve over the next five years. How we will achieve this is defined in a series of cascading plans and strategies that outline specific actions each area - Academic, Student Affairs, Aboriginal Education, Human Resources, Finance and Corporate Services, and Marketing and Communications - will take.

Many of these plans are already in development, others will follow in 2021-22. These in turn will cascade into division, school, and department plans and then on into individual employee performance plans. This ensures a clear line of sight from each employee to the strategic goals.

This is a five-year plan. Each year, specific strategic goals and/or objectives will be prioritized. These annual priorities will provide direction for CNC's operational planning for that year and will be aligned to the annual budgeting process, so we know we can resource what we want to accomplish.

To ensure we are on track to achieve our plan, we will monitor progress on goals using both quantitative and qualitative measures. Where possible, baselines and realistic targets will be established in the first year of implementation and reported on annually.

Our Implementation Commitments

- We will communicate out to all communities on the annual goals and/or objectives and explain why they have been selected over others.
- We will communicate out to all communities on progress with the plan and whether we are on track to meet our goals.
- We will continue to seek input and feedback as we implement the plan so we can respond to the changing needs of internal and external communities.
- We will support and resource implementation appropriately.
- We will adjust as necessary to account for new information and new circumstances, or when we are not achieving the desired results.

Thank You

The development of Ihulh whuts`odutel`eh - Learning Together took nearly a year of dedicated effort.

The completion of the new plan would not have been possible without the contributions of many individuals and groups.

Our thanks go to the individuals and leaders in the communities we serve who shared their time and perspective through community surveys, participation in open forums, interviews, and focus groups on goals. Your contributions helped us realize the special role of the College for the communities we serve, and our responsibility to ensure CNC is the best it can be.

We are grateful for the on-going work and support of members of the CNC community including faculty members, operational staff, and leaders. You shared your passion for student success and CNC's role in the community, and have focused on ensuring the community's vision for the College can become reality through this plan's lifetime.

We also want to thank CNC students and alumni for their contributions to this plan. CNC has touched the lives of more than 100,000 people in its first 50 years of service. Your perspective helps us focus on keeping student success at the heart of everything we do.



The communities served by CNC

22 First Nations communities and nine municipalities served by CNC





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