



COLLEGE OF NEW CALEDONIA

Service Plan
2006/07 – 2008/09



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May 19, 2006

Honourable Murray Coell, MLA
Minister, Advanced Education
c/o Accountability Branch
B.C. Ministry of Advanced Education
PO Box 9882 STN PROV GOVT
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Dear Minister Coell,

We are pleased to provide the College of New Caledonia's multi-year service plan for 2006 – 2009. This plan integrates the College's mandate, strategic goals and directions and measurable outcomes with the Ministry of Advanced Education's service planning process.

CNC is currently involved in a year long strategic planning process; this service plan is based on the draft strategic plan, with the final plan to be approved by the Board in June 2006. The strategic plan is the outcome of extensive College and community consultation, reflection and review. We are pleased to have strong direction identified, to guide us for the next five years.

As Board Chair and President we accept responsibility for the CNC service plan, and look forward to reporting on its success.

Sincerely,



Art Robin
Chair, Board of Governors



Ralph Troschke
President



INSTITUTIONAL OVERVIEW

The College of New Caledonia is north-central BC's longest-serving post-secondary institution, having opened its doors in 1969. CNC serves a region of 117,000 square kilometres, with an overall population of 154,000. CNC's campuses are located in the larger communities: Prince George, Quesnel, Mackenzie, Burns Lake and Vanderhoof. We have smaller, sub-campuses in Valemount and Fort St. James, and offer services in many smaller communities and aboriginal reserves.

The College offers a comprehensive range of university credit, technical, career and vocational programs, as well as a broad array of continuing education and contract training programs throughout the region. In 2004-05 CNC served 4,865 students or 2,749 full-time equivalent students in credit and non-credit programs. In addition, over 12,000 course registrants were served in continuing education. International education has become an important part of the College and college-life; between 2000 and 2005 the population grew from 60 international students to over 220. The College offers associate degrees, advanced diplomas, diplomas, certificates and citations, approved through its Education Council.

By June 2006 the College will have completed an extensive, inclusive year-long process of developing a five year strategic plan. The priorities identified are in alignment with the directions and focus the College has been taking over the past few years:

- Enriching the learning and teaching environment by supporting and celebrating excellence, providing quality service to learners, improving services, ensuring services reflect the diversity of learners, and by focusing on developing leaders through our activities
- Increasing access and participation by improving processes, expanding Aboriginal access programs, partnering with other institutions to expand opportunities
- Responding to communities and the labour market by systematically gathering, assessing and responding to needs, and measuring and reporting on results

OUR MISSION

The College of New Caledonia, as a comprehensive community college, provides access to life-long learning and facilitates the achievement of personal and educational 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 programmes and promote the success of every student.

OUR VISION

The College of New Caledonia's education and training is accessible and of high quality. We work with our communities to build success. We provide opportunities for outstanding learning and service. Our graduates are confident, self-reliant citizens and leaders.

OUR VALUES

The College of New Caledonia is a learning community that CARES, SERVES, and LEADS.



OUR COMMITMENT

Community members clearly identify the College of New Caledonia as a cornerstone of their communities and an important stepping stone along their educational and personal journeys.

The College is committed to strengthening our commitment to learner success and increasing our responsiveness to the communities we serve.

OUR PLANNING CONTEXT

CNC is near the end of a year-long strategic planning process, with the 2006-2010 CNC Strategic Plan to be approved by the Board in June 2006. This extensive process of internal and community-based consultation has reaffirmed the priorities of the College, and provided us with a renewed focus and energy.

The rural, northern and remote context in which the College and its partner communities and agencies thrive is the defining context for who we are and what we do. The current external and internal contexts in which we will address our goals is outlined here.

PINE BEETLE EPIDEMIC

The devastation of the mountain pine beetle is evident throughout north-central B.C., the region served by CNC. Communities and the region are responding in a variety of ways, and the College will continue to play a key role in mitigation and diversification activities. Major new initiatives impacting the region and its planning processes include: Northern Development Initiative Trust, Cariboo-Chilcotin Beetle Action Coalition, Omineca Beetle Action Coalition, the Aboriginal Beetle Action Coalition, and the development of the 16-97 Economic Alliance for the development and implementation of a multi-year strategic economic development plan.

As well as the economic impacts of the pine beetle, communities are preparing for the social impacts associated with “boom and bust” cycles. Community agencies are attempting to manage the impacts of the current improved economy (can be increased family violence, increase of transient workers, increased wage differentiation) while preparing for the downturn anticipated in seven to ten years.

INDUSTRY SKILLS SHORTAGES

The industry skills shortages in north-central B.C. are as dire as elsewhere in the country. A primary challenge in the CNC region is employer engagement in addressing the issue, as the improved economy and the immediacy of the pine beetle harvest mean that industry is “flat out” and has little time for strategizing or planning. Regional and community efforts are being made; the College will continue to play a central role in both facilitating communication and initiatives, and in proactively responding to emerging needs.

The three northern colleges are collaborating on shared trades initiatives, developing models to bring industry-related training “closer to home” for smaller communities. Aboriginal and immigrant development initiatives must be closely linked to the industry skills shortages.



The College has formed the President's Industry Council to provide high-level guidance on identifying and addressing industry issues in the region.

As well as skills shortages in existing industry sectors, the region is actively pursuing diversification through inland container opportunities, tourism development, and non-timber forest products. The focus is on "growing the pie" rather than "sharing the existing pie. The employment requirements of these sectors will be challenging for existing communities to fill; a focus on attracting newcomers to the region is key to a successful future.

ABORIGINAL NEEDS AND DEMOGRAPHICS

The province's "new relationship" with First Nations reflects both the needs of Aboriginal communities and individuals, and the work that has been done for many years in north-central B.C. in support of addressing those needs. The work of the College and its partners will link closely to the government commitment to improve social and economic government, and to support cross-government implementation of programs and services to address socio-economic disparities.

Throughout its region, CNC works closely with Aboriginal organizations to support their engagement in educational and planning decisions. The College is committing increased base resources to Aboriginally-directed programs and services, to support improved access and student success, as well as responsiveness to the labour market needs of Aboriginal communities.

Through the development process for the 2006-10 Strategic Plan, Aboriginal partners strongly indicated the need for programs that include cultural relevance components, elder support for students, improved access supports, improved funding for education and living expenses while at College, improved communication with band education coordinators in the region, improved learning and social space for students.

RESOURCE SECTOR DEVELOPMENTS

Resource sector diversification is a new reality for the region. The mining sector in particular is opening up and becoming a strong presence in north-central B.C. Over the next three years community consultation, environmental, business and governmental assessments will determine the feasibility of full mine development in the region. The oil and gas sector remains more distant to the region, though exploration is beginning. The proposed oil pipeline through Northern BC to connect Alberta's oilsands to the Kitimat and Prince Rupert ports will have a major effect on expanded awareness and opportunities, as will the natural gas pipeline proposed to run from the Mackenzie Delta to the Alberta boundary, and the liquefied natural gas (LNG) project proposed for Kitimat and Prince Rupert.

It is expected that over the next three years the regional businesses servicing these sectors will become more conversant and more connected to them, which will support an increased understanding in the communities of their potential.

The planned development of stronger transportation links, and container facilities in the region, is being supported by the airport expansion, an increase in rail and freight services with the



CN/BC Rail investment partnership, and the upgrading of the Cariboo Connector, upgrading the entire length of Highway 97 between Prince George and Cache Creek.

The technology sector remains strong with more than 130 high-tech companies operating in the region. Many of these companies service the forest industry, and are looking at opportunities in the mining and oil and gas sectors.

HEALTH EDUCATION NEEDS AND DEVELOPMENTS

The demand for health education and training continues to grow. The College has traditionally focussed on nursing-related and dental-related programming, with great success. Due to increased demand in the north for other health care employees, the College is actively pursuing the Medical Laboratory Technology Diploma program, in partnership with Northern Health, the Northern Medical Association, MDS Laboratories and others.

Accessible, quality health care is a common consideration for individuals and families locating in more rural and remote areas. Community sustainability is premised on access to health care, which is dependent on a network of practitioners to provide that service. The College intends to further develop programming in this area.

Recognition and/or of immigrant credentials, as well as improved access processes for Aboriginal students in health programs are also essential to meet the labour market demand, and to acknowledge that northerners training in the north are more likely to stay in the north.

OTHER EMERGING LABOUR MARKET ISSUES

With the improved economy in the region, and the maturation of economic alliances and processes, north-central B.C. is poised to increase both its export activities and the attraction of investment/development of business. Supporting growth within the region and moving regional business beyond traditional borders is becoming a focus. As well, provincial and federal support is being provided for the development of consortia, which bring together sector competitors or those who have not traditionally coordinated their business offerings, and develop strategic one-stop marketing and delivery strategies.

SOCIAL AND COMMUNITY DEVELOPMENT ISSUES

A number of social development issues continue to play a strong role in the formation of the region. The ground-breaking work on Fetal Alcohol Spectrum Disorder, spearheaded for the past 15 years by the community of Burns Lake and CNC Lakes District, continues to grow awareness and responses to this devastating, preventable disorder. Prevention, diagnosis and early intervention for children with FASD, employment preparation for affected adults, and on-going training for those working with FASD-affected individuals remain priorities.

There is increased emphasis on responding to immigrant needs as well, particularly given the skilled trades shortages. Strategies to support for immigrant attraction and success are being implemented in the region.



As previously noted, the pine beetle epidemic and harvest are increasing the need for support for community planning in response to economic diversification, and the current boom/bust concerns around the harvest. Community vulnerability, susceptibility and resilience are consistent topics in regional planning, particularly as they relate to the northern, rural and remote context of our region.

GENERAL DEMOGRAPHIC ISSUES

Like all post-secondary institutions, CNC continues to be challenged in aligning organizational structure with changing external and internal demographics. Fewer high school graduates in the region and an aging workforce in the communities contribute to declining enrolments in many long-term programs. Internally, it is increasingly difficult to attract faculty, staff and administration as our existing employees retire. The College will continue to develop and implement strategic retention and recruitment plans to ensure we can continue to provide quality services to our communities.

CAPITAL PROJECTS

The College of New Caledonia completed two major capital projects in 2005: the North Cariboo Community Campus in Quesnel and the John A. Brink Trades & Technology Centre in Prince George. CNC has begun consultations internally and externally on the development of a Student and Aboriginal centre at the Prince George campus.

THE COLLEGE'S LEADERSHIP ROLE IN COMMUNITY

The College of New Caledonia has long played a key research, facilitation and coordination role in its communities, along with its more obvious roles in education and training. Whether it is bringing together groups concerned about the apprenticeship system, the need for northern-trained health practitioners, or the effects of Fetal Alcohol Spectrum Disorder, CNC is at the forefront, and is looked to by community partners as an important component of community planning.

The College continues to assign resources to this community-based work with industry, business and social organizations. The role of the College as a "neutral", skilled convenor of people, sectors and information is key to our ability to respond effectively to emerging and shifting needs.

STRATEGIC GOALS, OBJECTIVES AND PERFORMANCE MEASURES

This plan outlines the College's goals and objectives as they align with both CNC's measures of achievement and the Ministry of Advanced Education (AVED) identified performance measures.

The College's measures are identified by the College Board and College community as more specific achievable outcomes that are meaningful to our communities and our students. These are outlined in more detail below.



The Ministry's key criteria are a set of themes for categorizing efforts to improve post-secondary education, taken at a provincial level. They are: quality, relevance, accessibility, capacity, and efficiency.

OUR GOALS

Committed to our learners and communities, all of us at the College of New Caledonia will. . .

1. *Enrich the Learning and Teaching Environment*

1.1. Support Excellence

- Ensure curriculum quality and vitality
- Engage in reflective practice
- Provide quality classroom resources
- Celebrate excellence

1.2. Provide Quality Services to Learners

- Improve integration, consistency, and usefulness of services
- Increase services to reflect the diversity of learners

1.3. Develop Leaders

- Embrace leadership opportunities for learners and for the broader college community
- Create service-learning opportunities
- Enhance portfolio development from high school to employment

1.4. Enrich Student Life

- Increase recreational and social activities
- Develop dynamic Student Centres

2. *Increase Access and Participation*

2.1. Promote Learner Success

- Increase opportunities for learners to enter programs
- Improve pre-admissions assessment and selection processes
- Expand Aboriginal access programs
- Provide flexible delivery to accommodate diverse learner needs
- Celebrate student achievement

2.2. Link, Ladder and Partner

- Link learners to opportunities
- Ladder to certificates, programs, diplomas, and degrees
- Partner to expand options for learners

3. *Respond to Communities and the Labour Market*

3.1. Involve Stakeholders

- Systematically listen to, incorporate, and evaluate community and regional needs
- Involve community members in delivering quality programs and services
- Extend CNC's programs to the global market
- Explore opportunities for applied research
- Report annually on strategic plan progress



3.2. Provide 'Right Programs, Right Place, Right Time'

- Develop and deliver programs to meet labour market demands
- Increase program offering to reduce wait lists
- Expand programming throughout the region

3.3. Foster Community Leadership

- Support active citizenship and development of community leaders
- Extend CNC's active participation in the local, regional and global communities

4. Create a Dynamic Learning Organization

4.1. Ignite Passion

- Engage individual employees in the overall mission of the college
- Expand internal "college building" activities
- Celebrate best practices, institutional, team and employee achievements

4.2. Extend Influence

- Develop leadership capacity within the college
- Establish and review plans and benchmarks, making proactive adjustments
- Promote the achievement of individual goals and accountabilities

4.3. Improve core systems and processes

- Develop shared understandings to build better integrated systems
- Apply continuous improvement principles and methods
- Expand the use of cross-functional teams to enhance institutional results

5. Strengthen Resources

5.1. Influence funding organizations

- Develop strong relationships with regional, provincial, and national governments and agencies

5.2. Use Resources Effectively

- Steward public funds responsibly
- Fundraise and develop partnerships
- Align funding opportunities with community needs

6. Deepen Awareness

6.1. Inform and communicate

- Build CNC's position and image in the marketplace
- Develop advocates for CNC's strategic directions, programs and services
- Effectively market "possibility and opportunity"
- Promote student, community, and employee successes



OUR ORGANIZATIONAL CONTEXT

The College of New Caledonia has been serving the north-central region of British Columbia since 1969. One of 22 post-secondary institutions in the province, CNC's region spans 117,000 square kilometres with a population of approximately 154,000.

The past 37 years have seen the College grow from a fledgling institution housed in a portable building to large, modern facilities with campuses in Prince George, Burns Lake, Mackenzie, Quesnel, and Vanderhoof, as well as sub-campuses in several smaller communities. Dedicated to excellence in education, CNC offers a wide range of upgrading, career, technical, vocational, and university credit programs.

In the north-central region, CNC's roots are tied to its communities. Its role has been to facilitate access to post-secondary education, to further its learners along their educational journey, and to cultivate leadership with and for its communities.

In a rapidly changing economic, political, social, and demographic environment the College of New Caledonia is focusing on directions and initiatives that will improve and enhance the College's ability to respond to public needs with superior services.

GOAL 1: ENRICH THE LEARNING AND TEACHING ENVIRONMENT

CNC is committed to providing the best learning and education opportunities possible, for all students in all programs. While the College has a strong history of responsive programming in many areas, program renewal activities can continue to strengthen ties with community and industry. A commitment to supporting curriculum and instructional development is essential for success.

**Objectives: Support Excellence;
Provide Quality Services to Learners;
Develop Leaders; and, Enrich Student Life**

Ministry or System Strategic Objective(s): Quality

Quality learning experiences, leading to effective outcomes for individuals, are the goal of CNC. The College is committed to focusing on excellence throughout the institution, both through support and celebration. The College has long recognized that it can improve direct services to students. In 2006 CNC will undertake a systemic review and revitalization of services such as advising, admissions, assessment and developmental services for student success, financial and other supports for students, and student/campus life activities. In 2006-07 as the new Strategic Plan is put into action, the following areas have been identified as essential to learner and institutional success:

- Ensure curriculum quality and vitality
 - CNC will continue to support instructional excellence through expanded professional development opportunities, and continued support for the CNC Institute for Learning and Teaching
 - CNC will continue to support the program renewal process, working with faculty and community partners to ensure curriculum and connections are as strong and relevant as possible



- Engage in reflective practice
 - CNC's Institute for Learning and Teaching has developed services to support instructors in active reflection as professionals; additionally, many instructors are engaging learners in reflective practice within their programs
- Provide quality classroom resources
 - CNC commits to continued assessment and upgrading of resources for instructional areas. This includes defining suitable resources and identifying college-wide standards, as well as identifying and piloting new instructional resources
- Celebrate excellence
- Improve integration, consistency, and usefulness of services
 - In 2006-07 CNC will assess and define a variety of access and learner support services, and move forward with an improved service-centred model encompassing advising, assessments, admissions, developmental supports and student life
- Increase services to reflect the diversity of learners
 - As the improved service-centred model is developed, recognition will be given to the identified needs of Aboriginal learners, international students, mature learners and learners accessing the College in non-traditional ways. This includes recognition that for some learners, high levels of technology are the norm, while for others in-person and face-to-face access and support is required
- Embrace leadership opportunities for learners and for the broader college community
 - CNC will seek out and new and increased opportunities for students and college employees to assume leadership roles both within the college organization and in the community as a whole
- Create service-learning opportunities
 - From 2006 on, the College will encourage the inclusion of "service learning" opportunities in program and curriculum development
- Enhance portfolio development from high school to employment
 - From 2006 on, the College will support the increased use of learning portfolios
- Increase recreational and social activities
 - In 2006-07 the College will develop and implement a plan to enhance student life (social, recreational and extracurricular activities) at the Prince George campus
- Develop dynamic Student Centres
 - The College will develop a concept and functional space plan for a new "Student and Aboriginal Centre" at the Prince George campus



AVED Performance Measures for Goal 1		Baselines	2006/07 Targets	2007/08 Targets	2008/09 Targets
Student assessment of quality of education – student satisfaction with education		97.0% (2005 CISO survey)	Meet or exceed benchmark (90%)		
Student assessment of quality of instruction		85.1% (2005 CISO survey)	Meet or exceed benchmark (90%)		
Student assessment of quality of education - skill development		Data from 2005 CISO survey:	Individual skills should contribute toward meeting skill development average benchmark target of 85 %		
	Written communication	78.6 %			
	Oral communication	78.2 %			
	Group collaboration	87.3 %			
	Critical analysis	87.8 %			
	Problem resolution	77.8 %			
	Reading and comprehension	84.2 %			
	Learn on your own	83.5 %			
	Average:	82.5 %			

Additional CNC measures for Goal 1:

- Increased enrolment at all CNC campuses
- Increased number of access programs
- Improved access and success services for students
- Improved retention and completion rates for students
- Increased use of “service learning” opportunities and portfolio development opportunities, as reflected in curriculum
- Increased number of faculty accessing resources from the CNC Institute for Learning and Teaching
- Improved resources for classrooms/teaching/learning spaces – space, technology, equipment
- Increased technological assistance available to students
- Development and implementation of student life strategy at the Prince George campus



GOAL 2: INCREASE ACCESS AND PARTICIPATION

CNC is committed to improving opportunities for learners throughout the region to access our programs and services. This requires systems improvements, as well as a collaborative and directed approach to meeting Aboriginal needs in the region, and to address growing needs for flexible access to education.

Objectives: Promote Learner Success; Link, Ladder and Partner

Ministry or System Strategic Objective(s): Capacity and Access

To increase access and participation, the College has identified a number of short-term objectives:

- Increase opportunities for learners to enter programs
 - The College will continue to review, update and streamline program admissions requirements in order to remove unnecessary barriers
- Improve pre-admissions assessment and selection processes
 - In 2006-07 CNC will examine assessment and selection processes as part of its overall review and development of service-centred systems. As well, CNC will revise assessment and selection processes in a number of its trades and industry-related programs, based on industry input
- Expand Aboriginal access programs
 - In 2006-07 the College will provide base funding for a Forest Technology Diploma Access Program, intended for Aboriginal learners. As well, CNC will provide base funding for an Aboriginal elder at the Prince George campus, and will commit resources to assessing and planning – with stakeholders – strategic activities for increased Aboriginal access and success across the CNC region
- Provide flexible delivery to accommodate diverse learner needs
 - The College will continue to work in partnership with BCCampus to provide access to on-line course delivery and services
 - In 2006-07 the College will implement improved (more student-centred) policies and procedures with respect to Academic Scheduling and space allocation
- Celebrate student achievement
 - In 2006-07 CNC will implement new and improved student celebrations, including the first Mary John Award presentation in recognition of community leadership within the student body
- Link learners to opportunities
 - Access to advising services and program/course transfer information will be increased through additional staffing and improved on-line services through the CNC Web site
- Ladder to certificates, programs, diplomas, and degrees
 - The College will continue its work in supporting transitional learning opportunities; in particular, in 2006-07 the new CNC-Thompson Rivers University “2+2” agreement will take effect, supporting planned transitions for CNC students to further study



- Partner to expand options for learners
 - The College has long been a provincial leader in developing and implementing strong partnerships to meet learner needs. This will continue in with planned partnerships in medical laboratory technology, wood manufacturing, nursing, and expansion of Fetal Alcohol Spectrum Disorder training

AVED Performance Measures for Goal 2	Baselines	2006/07 Targets	2007/08 Targets	2008/09 Targets
Total student spaces (excludes Industry Training)	2004/05 Actual: 2,235 FTE * 2005/06 Target: 2,945 FTE *	3,012 FTE	3,098 FTE	3,184 FTE
Number and percent of public post-secondary students that are Aboriginal	Data for 2004/05 Academic Year: Total number – 883 Percent – 13.9 %	Maintain or increase	Maintain or increase	Maintain or increase
Student spaces in developmental programs	2004/05 Actual: 539 FTE * 2005/06 Target: 522 FTE *	Maintain or increase	Maintain or increase	Maintain or increase

* A new method for counting Full Time Equivalent (FTEs) students was implemented in the 2005/2006 Fiscal Year. Student FTE counts from previous years are not directly comparable as a different methodology was used. For more information, please refer to Appendix 1 of the 2006/07 – 2008/09 Ministry of Advanced Education Service Plan available at: http://www.aved.gov.bc.ca/accountability/service_plans.htm.

Additional CNC measures for Goal 2:

- Increased enrolment at all CNC campuses
- Increased numbers of Aboriginal students enrolled and successful
- Improved satisfaction with education and training, and improved employment rates for Aboriginal students
- Improved retention rates into second term and second year
- Improved admissions/registration systems, reflected by an increased number of student-controlled processes
- Maintenance of transfer rates and success
- Increased number of on-line and evening/weekend deliveries, with increased evidence of improved access for students



GOAL 3: RESPOND TO COMMUNITIES AND THE LABOUR MARKET

CNC has long been engaged with its communities in assessing and responding to labour market needs, particularly in the smaller communities. The current labour market shortages, combined with the pine beetle epidemic and regional responses, increase the urgency for the College to connect with all its communities in a more systemic manner, to ensure the required educational and support services are available as needed.

Objectives: **Involve Stakeholders;**
Provide ‘Right Program, Right Place, Right Time’; and,
Foster Community Leadership
Ministry or System Strategic Objective(s): Relevance and Capacity

The College will continue to actively involve external and internal partners to develop and deliver appropriate programming and services. The College will also work collaboratively across its campuses and across northern British Columbia to maximize learner opportunities in regions with demographic challenges. The strategies include:

- Systematically listen to, incorporate, and evaluate community and regional needs
 - The College has a strong history of inclusive process for program and service development and will continue to do this as a central component of its planning and delivery. Additional resources will be provided to program renewal activities in 2006-07
- Involve community members in delivering quality programs and services
 - CNC has an excellent reputation for connecting with relevant stakeholders in its programming strategies. As the College undertakes an assessment of and planning for service-centred systems, community members will be involved
- Extend CNC’s programs to the global market
 - International Education has become an integrated unit within CNC. Strategic international partnerships will continue to be developed in China, Korea, Chile and elsewhere
- Explore opportunities for applied research
- Report annually on strategic plan progress
- Develop and deliver programs to meet labour market demands
 - The College will continue to research and assess regional labour market needs, and work with partners to develop, renew and deliver programming in the areas of industry training, health services education, and Aboriginal access
- Increase program offerings to reduce wait lists
 - In 2006-07 CNC will strategically resource trades programming to reduce waitlists in areas most in demand, while maintaining access to programming important to employers
- Expand programming throughout the region
 - CNC will continue to seek the necessary resources to expand much needed industry training (entry level trades, welding, lumber manufacturing and forest equipment operator programs) in multiple communities



- Support active citizenship and development of community leaders
 - In 2006-07 the College will begin development of a new “Student Leadership Program”
- Extend CNC’s active participation in the local, regional and global communities
 - Through employees and students, CNC will continue to develop its relationships and partnerships at all levels. This includes active participation with community agencies, advisory bodies at the local and provincial level, participation with the Association of Canadian Community Colleges, and the extension of student and faculty activities through international field schools and other international learning opportunities

AVED Performance Measures for Goal 3	Baselines	2006/07 Targets	2007/08 Targets	2008/09 Targets
Total credentials awarded	799 (2004/05 3 year average)	780	781	780
Student spaces in nursing and other allied health programs (RNs, LPNs and RCAs and other Allied Health programs)	2004/05 Actual: 273 FTE * 2005/06 Target: 351 FTE *	363	363	363
Number of trainees in Industry Training (ELTT & Apprenticeship)	2004/05 Actual: 866 FTE *	Maintain or increase	Maintain or increase	Maintain or increase
Student assessment of usefulness of knowledge and skills in performing job:	76.6 % (2005 CISO survey)	Meet or exceed benchmark (90%)		
Student outcomes – unemployment rate	9.0 % (2005 CISO survey)	Maintain unemployment rate of former CNC students below rate for persons with only high school credentials or less		

* A new method for counting Full Time Equivalent (FTEs) students was implemented in the 2005/2006 Fiscal Year. Student FTE counts from previous years are not directly comparable as a different methodology was used. For more information, please refer to Appendix 1 of the 2006/07 – 2008/09 Ministry of Advanced Education Service Plan available at: http://www.aved.gov.bc.ca/accountability/service_plans.htm.

Additional CNC measures for Goal 3:

- Improved enrolment at all CNC campuses
- Improved laddering/transition opportunities provided for students
- Maintained or increased inter-institutional partnerships
- Documented input from advisory committees, and College responses
- Maintained or increased participation by CNC staff in community advisory groups relevant to programming decisions
- Annual report provided publicly on CNC strategic and operational plans
- Reduced waitlists in targeted programs



GOAL 4: CREATE A DYNAMIC LEARNING ENVIRONMENT

Learning is by engagement. CNC is committed to furthering its excellent learning and teaching environment by celebrating and expanding achievements, supporting leadership and planning for succession.

**Objectives: Ignite Passion;
Extend Influence; and,
Improve Core Systems and Services**

A passion for learning – as learner, instructor or support – creates an organization of benefit to all. CNC will:

- Engage individual employees in the overall mission of the college
 - Starting with the 2005-06 Strategic Plan development process, CNC is entering a new era of engagement for planning. The 2006-07 development of operational plans based on the Strategic Plan will provide the next level of invitation, participation and ownership of College direction and activities
- Expand internal “college building” activities
 - In 2006-07, the College will develop and implement an annual program of special events designed to increase the sense of community and connectedness of all college personnel
- Celebrate best practices, institutional, team and employee achievements
 - Increased awareness and recognition of individual and group successes and accomplishments within the College will be supported through a new awards program, and through print and electronic publications
- Develop leadership capacity within the college
 - The College actively supports opportunities for employees to expand their experiences through professional development, term positions, participation on the Board, Education Council and other internal committees
- Establish and review plans and benchmarks, making proactive adjustments
- Promote the achievement of individual goals and accountabilities
- Develop shared understandings to build better integrated systems
- Apply continuous improvement principles and methods
 - In 2006-07, the College will increase support for the application of systematic, and evidence-based approaches to the improvement of work processes and systems
- Expand the use of cross-functional teams to enhance institutional results
 - New cross-functional team projects will be initiated in support of new program development, space management, software systems implementation, and integration of student services

CNC measures for Goal 4:

- Conduct and measure an Employee Climate Survey against baseline survey of 2004-05
- Establish baseline of resources and activities for internal “college building” activities
- Establish and review plans and benchmarks, based on CNC Strategic Plan 2006 – 10



GOAL 5: STRENGTHEN RESOURCES

To achieve our objectives, the College will focus on strategically building and allocating resources.

Objectives: Influence Funding Organizations; and, Use Resources Effectively

As a smaller, northern college in a large, rural and remote region, resource development and use is a constant challenge. Labour market needs, particularly in the smaller communities, change often, and the numbers involved are small. This requires on-going program development and change, which requires substantial amounts of resources. The College will:

- Develop strong relationships with regional, provincial, and national governments and agencies
 - The College will continue to stress effective and frequent communication and interactions with all levels of government and related agencies, in order to keep them apprised of our needs, challenges and successes
- Steward public funds responsibly
 - Ensuring that the College makes best possible use of public funds will be supported through continued improvements to the annual budget and planning cycle as well as continual efforts to identify efficiencies and reduce costs where appropriate
- Fundraise and develop partnerships
 - In 2006-07, the College will continue to its fundraising and community partnership programs
- Align funding opportunities with community needs
 - The College will maintain a focus on the region as a whole as it seeks to create synergy and alignment between funding and program delivery opportunities

AVED Performance Measures for Goal 5	Baselines	2006/07 Targets	2007/08 Targets	2008/09 Targets
Student satisfaction with transfer	88.5 % (2005 CISO survey)	Contribute toward achievement of system level benchmark (90%)		
Percent of annual education activity occurring between May and August	9.19 % (2004/05 fiscal year)	Contribute toward achievement of system level target of 21%		

Additional CNC measures for Goal 5:

- Identify baseline for fundraising and community partnership programs



GOAL 6: DEEPEN AWARENESS

Research shows that, while regional residents know of CNC, they do not have a full understanding of the College's programs, services and strengths. Growing that awareness will assist in achieving the college's and communities' objectives for the next five years.

Objective: Inform and Communicate

The College has undertaken a two-year process of measuring and analyzing public awareness of CNC. In 2006-07 the College will "launch" a new brand identity, and improved marketing strategies. The College will:

- Build CNC's position and image in the marketplace
 - In 2006-07, the College will begin applying a new set of consistent Visual Identity/Graphic Standards and message guidelines across its publications and related communication media
- Develop advocates for CNC's strategic directions, programs and services
 - In addition to existing advisory committees and sectoral councils, the College will actively enlist the support of a broader constituency of alumni, and other "Friends of CNC"
- Effectively market "possibility and opportunity"
 - The College will update its Strategic Enrollment Management and Marketing Plans
- Promote student, community, and employee successes
 - In 2006-07, the college will increasingly highlight and communicate publicly the successes and achievements of our students and employees through the College's Website, Community Report, and the creation of a CNC "Expert's Guide"

CNC measures for Goal 6:

- Improved public awareness and perception of CNC, as assessed through a Public Perception Research survey, compared to baseline of 2004-05
- Development of a baseline for CNC awareness through a Secondary School Student Survey
- Service Review Results



SUMMARY FINANCIAL OUTLOOK

This section describes high level financial projections for revenue and expenditures over the following three years. The information below is from the 2005-08 CNC Service Plan; information for the 2006-09 CNC Service Plan will be provided in July 2006, in alignment with requirements from the Ministry of Finance.

Summary Financial Outlook	2004/05 Actual	2005/06 Forecast	2006/07 Forecast
Revenues			
Operating	37,317,000	37,995,000	37,885,000
Ancillary Services	2,875,000	2,888,000	2,900,000
Other	1,320,000	1,133,000	1,150,000
Total Revenues	41,512,000	42,016,000	41,935,000
Expenditures			
Operating	37,316,000	37,991,000	37,884,000
Ancillary Services	2,844,000	2,794,000	2,800,000
Other	1,318,000	1,133,000	1,100,000
Total Expenditures	41,478,000	41,918,000	41,784,000
Net Results	34,000	98,000	151,000

MINISTRY OF ADVANCED EDUCATION & CNC STRATEGIC OBJECTIVES MATRIX

CNC Goal	CNC Institutional Objectives	AVED Strategic Objectives	Performance Measures		Baseline data for Service Plan	Performance Targets		
						2006-07	2007-08	2008-09
Enrich the learning and teaching environment	Support excellence	Quality	Student assessment of quality of education – student satisfaction with education		97.0% (2005 CISO survey)	Meet or exceed benchmark (90%)		
	Provide quality services to learners		Student assessment of quality of instruction		85.1% (2005 CISO survey)	Meet or exceed benchmark (90%)		
	Develop leaders		Student assessment of quality of education - skill Development	Data from 2005 CISO survey:		Individual skills should contribute toward meeting skill development average benchmark target of 85 %		
	Enrich student life	Written communication		78.6 %				
		Oral communication		78.2 %				
		Group collaboration		87.3 %				
		Critical analysis		87.8 %				
		Problem resolution		77.8 %				
		Reading and comprehension		84.2 %				
		Learn on your own		83.5 %				
	Average:		82.5 %					
Increase access and participation	Promote learner success	Capacity	Total student spaces (excludes Industry Training)		2004/05 Actual: 2,235 FTE * 2005/06 Target: 2,945 FTE *	3,012 FTE	3,098 FTE	3,184 FTE
	Link, ladder and partner	Access	Number and percent of public post-secondary students that are Aboriginal		Data for 2004/05 Academic Year: Total number – 883 Percent – 13.9 %	Maintain or increase	Maintain or increase	Maintain or increase
			Student spaces in developmental programs		2004/05 Actual: 539 FTE * 2005/06 Target: 522 FTE *	Maintain or increase	Maintain or increase	Maintain or increase

CNC Goal	CNC Institutional Objectives	AVED Strategic Objectives	Performance Measures	Baseline data for Service Plan	Performance Targets		
					2006-07	2007-08	2008-09
Respond to communities and the labour market	Provide 'right programs, right place, right time'	Capacity	Total credentials awarded	799 (2004/05 3 year average)	780	781	780
	Involve Stakeholders		Student spaces in nursing and other allied health programs (RNs, LPNs and RCAs and other Allied Health programs)	2004/05 Actual: 273 FTE * 2005/06 Target: 351 FTE *	363	363	363
			Number of trainees in Industry Training (ELTT & Apprenticeship)	2004/05 Actual: 866 FTE *	Maintain or increase	Maintain or increase	Maintain or increase
	Foster community leadership	Relevance	Student assessment of usefulness of knowledge and skills in performing job:	76.6 % (2005 CISO survey)	Meet or exceed benchmark (90%)		
			Student outcomes – unemployment rate	9.0 % (2005 CISO survey)	Maintain unemployment rate of former CNC students below rate for persons with only high school credentials or less		
Strengthen resources	Use resources effectively	Efficiency	Student satisfaction with transfer	88.5 % (2005 CISO survey)	Contribute toward achievement of system level benchmark (90%)		
	Influence funding organizations	Capacity	Percent of annual education activity occurring between May and August	9.19 % (2004/05 fiscal year)	Contribute toward achievement of system level target of 21%		
Create a dynamic learning organization	Ignite passion						
	Extend influence						
	Improve core systems and processes						
Deepen awareness	Inform and communicate						

* A new method for counting Full Time Equivalent (FTEs) students was implemented in the 2005/2006 Fiscal Year. Student FTE counts from previous years are not directly comparable as a different methodology was used. For more information, please refer to Appendix 1 of the 2006/07 – 2008/09 Ministry of Advanced Education Service Plan available at: http://www.aved.gov.bc.ca/accountability/service_plans.htm.