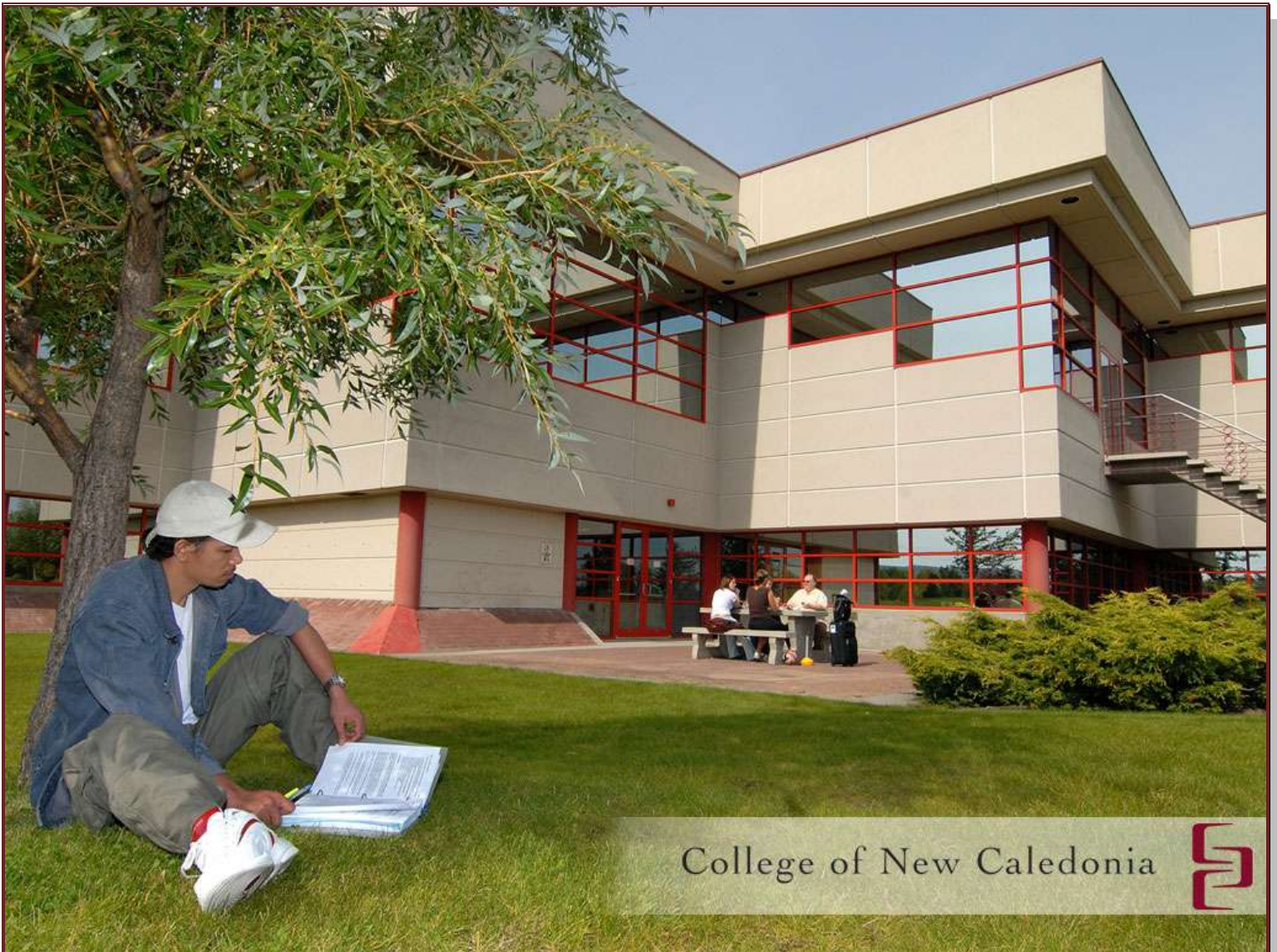


# Accountability Report and Plan 2010/11 Reporting and 2011/12 Planning Cycle

College of New Caledonia



[www.cnc.bc.ca](http://www.cnc.bc.ca)

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# College of New Caledonia

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July 15, 2011

Honourable Naomi Yamamoto  
Minister of Advanced Education  
c/o Accountability Branch, BC Ministry of Advanced Education

Dear Minister Yamamoto,

We are pleased to provide the College of New Caledonia's 2010-2011 Accountability Report and Plan. This document outlines the College's mandate, strategic goals and directions and measurable outcomes, and the Ministry of Advanced Education's service planning measures. A report on 2010-2011 actions is provided, as is the College's action plan for 2011-2012.

The College looks forward to the successful launch this fall of our Aviation Business Diploma, our Medical Radiography Technology Diploma, and to funding approval for our Civil Engineering Technology Diploma program to begin in 2012. We remain excited as well by the Aboriginal initiatives we continue to deliver and expand in collaboration with regional communities and agencies.

We have successfully completed a number of capital projects this year: multi-million dollar trades and technology facilities in Prince George and Quesnel, renovations on the Prince George campus to accommodate Medical Radiography Technology, and the purchase of a new trades facility in Mackenzie.

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

Sincerely,

A handwritten signature in blue ink, appearing to read 'Ray Gerow', written in a cursive style.

Ray Gerow  
Chair, Board of Governors

A handwritten signature in black ink, appearing to read 'John Bowman', written in a cursive style.

John Bowman  
President

## Institutional Overview

The College of New Caledonia has provided more than 40 years of exceptional service in partnership with the people and communities of north-central BC. The College serves a region of 117,000 square kilometres, with an overall population of 142,000. CNC's campuses are located in the larger communities: Prince George, Quesnel, Mackenzie, Burns Lake, Fort St. James and Vanderhoof. We offer programs and services in many smaller communities, such as Southside and Fraser Lake, and in many aboriginal communities, such as Nak'azdli, Saikuz and Cheslatta.

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 2010-11 CNC served 3,898 full-time equivalent students, including 457 FTE in Allied Health programs. Twenty-four (24) percent of our domestic students are Aboriginal. International education has become an important part of the College and college life, with more than 207 FTE in 2010-11. The College offers associate degrees, post-diploma recognition, diplomas, certificates and citations, approved through Education Council.

### ***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.

### ***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.

### ***Values***

The College of New Caledonia is a teaching and learning community that cares, serves, and leads.

### ***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.

## Planning and Operational Context

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

The region, already struggling with the devastating downturn in the regional forest sector and related sectors, has been further shaken by the global economic crisis, and communities are coping with changing levels and types of employment and uncertainty. At the same time, recent developments in mining and some recovery in the forest sector give cause for optimism. Mackenzie, one of our communities hardest hit by the forest crisis, has returned to strength with about 80% employment, and new initiatives such as bioenergy being developed.

The following information reflects the evolving labour market in the region, and the flexibility of educational response required by CNC and its partners to meet the emerging needs as the region comes to terms with new economic realities. It is abundantly clear that a critical aspect of regional sustainability and economic resiliency rests with the Aboriginal people. Closing the capacity gap through improved socio-economic and educational opportunities is essential to the future health of north-central BC.

*Skills for Growth: BC's Labour Market Strategy to 2020*, notes that: "Collaboration is essential to delivering a skilled workforce to support British Columbia's economic future. The development of working partnerships – particularly within regions and communities – will ensure British Columbia's labour market is responsive to constantly changing economic conditions." The exceptional partnerships developed and maintained by CNC will continue to contribute to the well-being of the north.

### **Aboriginal Service**

*Skills for Growth: BC's Labour Market Strategy to 2020* notes that "The fact that some regions of the province have young Aboriginal populations provides an opportunity to support development of major projects and sustainable employment with targeted investments in training." The CNC region not only has a high level of young Aboriginal people seeking engagement with the labour market, but a substantial population of Aboriginal adults who are not yet supported through federal and provincial systems to achieve their potential and contribute to the capacity building of their communities and the region. As the economy continues to improve, and as Aboriginal communities become stronger political and social entities, the engagement of all citizens is critical to the well-being of the north.

The work of the College with Aboriginal communities, organizations and businesses is woven throughout this document, as it is woven throughout the life of the region. CNC is pleased to continue implementing Aboriginal Service Plans and other Aboriginal initiatives across the region in partnership with Aboriginal communities, and for those partnerships to be recognized as best practices provincially.

Throughout its region, CNC works closely with Aboriginal communities and organizations to support shared engagement in education and planning. The College has committed increased base resources to Aboriginal-directed programs and services, supporting improved access and student success, as well as responsiveness to the labour market and socio-economic needs of Aboriginal communities.

Aboriginal partners strongly indicate the need for institutional and systemic transformation that includes cultural relevance components, especially elder support for students; improved access programs and supports; improved funding for education and living expenses while at College; improved communication with band education coordinators; and improved learning and social space for students. We continue to work with community, provincial and federal partners to achieve these goals, with some recent activities including:

- Implementation of the Special Program under the BC Human Rights Tribunal, allowing CNC to recognize Aboriginal ancestry as a bona fide employment qualification;
- Establishing Aboriginal Liaison/Advisor positions at five campuses which have demonstrated the need for Aboriginal support services and community liaison functions to be an essential component of CNC's institutional processes
- Development and delivery of a Métis History and Culture curriculum;
- Development and delivery of the very successful Aboriginal Early Childhood Education Certificate program, available both on-line and through face-to-face delivery;
- Continued work on the purchase and operation of supportive housing for Aboriginal students from remote communities coming to CNC Prince George.

### **Natural Resources**

While the devastation of the mountain pine beetle crisis remains evident throughout north-central BC, 2010-11 saw some improvement in economic and employment activity, and hope for the future. Mackenzie has had substantial economic recovery in the past year, with mills restarting and Thompson Creek's Mount Milligan gold and copper mine project proceeding. Fort St. James is also benefitting from the Mount Milligan project, and the community is experiencing strong economic activity again, with three mills back up and shipping goods overseas, primarily to China. There are new value-added wood initiatives developing in several communities, such as fence posts being produced and sold from Fort St. James. The communities of the Canoe and Robson Valleys remain severely challenged by nearly two decades of economic downturn and shifting of workforces and populations. While the long-term future of the communities remains positive, the short-term is extremely challenging.

The mining sector is opening up and becoming a stronger presence in north-central BC, alongside the traditional forestry sector. CNC is working in concert with multiple partners, including the Omineca Beetle Action Coalition, whose Regional Strategies include "building upon expertise to become a centre of excellence for minerals and mining post secondary education". As well as substantial capital improvements to the Endako molybdenum mine, mining exploration continues in the Nechako basin with the Chu molybdenum project and the Blackwater gold project. In the Mackenzie region, Taseko's Aley niobium project is actively exploring.

CNC has continued to play an important facilitating role, through the 16/97 Economic Alliance, for the development of supply chain clusters related to mining, particularly with companies formerly dependent on the forest sector. The Northern Interior Mining Group is growing in the region, assisting companies to make the transition, and to work more closely together to benefit all.

The College has run mining certificate programs in Fort St. James and Burns Lake, and will run them in Vanderhoof, Quesnel and Mackenzie in 2011-12. Employment outcomes from these entry-level programs have been strong.

### **Technology and Skilled Trades**

The industrial skilled labour shortages in north-central BC are as dire as elsewhere in the country, though the current global economic situation has extended the projected crisis point for labour shortages out to 2011 from 2009. The lack of skilled labour and related stresses are becoming felt across the north as industry re-orientes and develops. Regional and community efforts are being made to address these shortages, through collaboration and planning between industry and institutions.

The College continues to play a central role in facilitating communication and initiatives throughout the region, and in proactively responding to emerging needs.

The Northern Technology & Engineering Society has supported CNC in its proposal for a Civil Engineering Technology diploma program to start in September 2012, producing 28 graduates annually. CNC has worked closely with the University of Northern British Columbia to align curriculum to support transition of a small number of diploma graduates into the proposed UNBC degree in civil engineering. Once the civil engineering technology program is launched, industry wants programs in mechanical engineering technology and geomatics (surveying) to meet high demand areas. The focus remains on training in the north, for the north to support a sustainable and effective labour supply.

Skilled trades training continues to be a priority for CNC, though the current Industry Training Authority model of paying on a per seat basis does not allow expansion to regional communities, as is required in the north. The College looks forward to provincial action on Objective 3, Priority Area 1 of the *Skills for Growth* plan: improving the alignment of the apprenticeship training system with regional economic needs using labour market forecasting information, and continuing to expand and develop apprenticeship training initiatives that encourage underrepresented populations to enter trades training.

CNC is working closely with the Central Interior Logging Association in both Prince George and Burns Lake, on initiatives to improve employment in the log and chip hauling industry. The development of an industry portal to promote careers and attract potential employees, along with focused training, should assist in meeting the labour market needs of this sector, which is in dire straits and whose success has a major impact on multiple other sectors in the region.

CNC continues to work with the Prince George Nechako Aboriginal Employment & Training Association on essential skills development for pipeline work, trades access and engineering access.

### **Economic Diversification and Applied Research**

Diversification is a reality for the region. The work of the Omineca Beetle Action Coalition and the Cariboo Chilcotin Beetle Action Coalition, the Northern Development Initiative Trust, Initiatives Prince George and the 16/97 Economic Alliance all reference both the need for diversification, and the many initiatives underway. CNC is closely involved with all of the education and training initiatives.

Along with mining, health and engineering-related post-secondary education initiatives, the following are rapidly evolving sectors that CNC is engaged with:

- Development of training related to BC Hydro's Site C, and related supply chains
- Training related to the electrification of Highway 37, and related supply chains
- Evolving intermodal and logistics opportunities, linked to the expansion of the Prince Rupert port, the growth of the Prince George Airport, and the improvements in northern highways
- Development of bioenergy and bioproduct sectors, including activity in Burns Lake, with one pellet plant open and another planned
- Close-to-home agriculture initiatives

In 2010-11 CNC received approval from the Natural Sciences and Engineering Research Council (NSERC) for funding eligibility. To date the College has submitted a proposal to NSERC for a project titled "Preparing for assisted migration of commercial tree species in north central British Columbia".

The CNC Research Forest Society and Board of Directors were formally constituted in 2010, and will be a critical component of CNC's applied research development.

### **Health Education Needs and Developments**

The demand for health education and training in the north-central interior continues to grow, as communities seek to become more sustainable and supports the health of their citizens close to home. Due to increased demand in the north for allied health care employees, CNC began offering the Medical Laboratory Technology Diploma program in January 2008. We have accepted 16 students into the Medical Radiography Technology Diploma program starting September 2011, with the support of partners such as Northern Health, the Northern Medical Society, Interior Health, British Columbia Institute of Technology and Camosun College. Research continues into the regional need for Psychiatric Nurses, Pharmacy Technicians, and Physiotherapy Assistants. CNC is now incorporating simulation into its nursing labs for the Nursing degree program, Practical Nurse, Health Care Assistants, and Medical Laboratory Technology programs.

Accessible, quality health care is a common consideration for individuals and families located 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 health technologies, based on labour market demand. Within the next five years, it is our goal to have an operational Centre for Education in Health Technologies, in partnership with the health sector and communities, offering programs in a variety of specializations.

### **Access and Literacy**

Literacy and numeracy issues in the region remain a major concern: educational and skill gaps are linked directly to employability skills. Bridging these gaps requires specialized resources for assessment and planning throughout the entire region, a very challenging task. Without the literacy and numeracy education, north-central BC continues to have many jobs without people, and many people without jobs.

CNC is increasingly engaged in Essential Skills work, modifying programming to be more applied at an earlier level, and more targeted for specific employment or further education outcomes.

The College continues to expand its on-line course offerings, both as the sole provider and in a number of program partnerships. Videoconferencing is becoming an increasingly important opportunity for individuals across the region to connect for increased access to more specialized courses and programs which would otherwise not be available in all communities.

### **Capital Projects**

CNC has successfully completed the Prince George and Quesnel trades and technology facilities, with nearly \$30 million in federal-provincial Knowledge Infrastructure funding. Additional capital work is occurring at the Prince George campus on renovations to accommodate the new Medical Radiography Technology program. With provincial support CNC also purchased and is retrofitting a trades facility in Mackenzie.

Energy improvements continue to be a focus for CNC, with a strong energy-management program in place, and funding received for a solar water-heating project at the Student Residence in Prince George.

The College continues to be actively engaged with partners in pursuing the development of a Student and Cultural Centre at the Prince George campus. The CNC Student Union has committed \$750,000 for capital development, and participation in the operation of the Centre on an on-going basis.



### **Service Projects**

The College is actively engaged in systems improvements. New workflow processes across the institution save time and resources and prevent errors. Improved data submission systems, on-line scheduling systems in Student Services, and document scanning and filing across the College departments are decreasing paperwork and increasing efficiencies. CNC successfully launched self-service internet/web registration for all programs at the Prince George campus, except Trades, and has made income tax forms for students and employees available on-line for the first time. Scholarships and bursaries are now applied for on-line, and inventory systems in a number of program areas have improved efficiencies.

### **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 with engineering-related education, 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 non-aligned, skilled convenor of people, sectors and information is critical to our ability to respond effectively to emerging and shifting needs.

## Goals and Performance Measures

This section outlines the College's achievements in 2010-2011, including the 2010-2011 CNC Accountability Framework Performance Measures, Results and Targets, based on CNC objectives under the last Strategic Plan, and identified Ministry strategic objectives.

This section also outlines the College's Strategic Plan for 2011-2015. The College's Annual Action Plan for 2011-2012 will be approved by the CNC Board in October 2011 and recognizes that for the first year of the Strategic Plan, many activities are already underway. The 2011-12 Accountability Report and Plan, produced in July 2012, will document performance against desired outcomes and will link to identified Ministry strategic objectives.

### **Our Organizational Context**

The College of New Caledonia has been serving the north-central region of British Columbia since 1969. One of 25 post-secondary institutions in the province, CNC's region spans 117,000 square kilometres with a population of approximately 142,000.

The past 40 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, Vanderhoof and Fort St. James, 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.

The College is ideally placed, and continually builds relationships and partnerships, to address Priority 1 of *BC's Labour Market Strategy to 2020*: increasing the skill level and labour market success of British Columbians. The College will continue to be heavily engaged with responsive labour market programs, particularly the implementation of new training initiatives aligned with major regional economic development projects, and aligning apprenticeship programs with regional economic needs, using labour market forecasting and by encouraging apprenticeship initiatives for under-represented populations. CNC's Research Forest, role in the new Wood Innovation & Design Centre, and development of programs such as Civil Engineering Technology, will allow us to collaborate in centres of specialization, supporting targeted training for regional economic development.

## Report on 2010-2011 Goals

2010-11 was the final year of CNC's 2006-2010 Strategic Plan. To fulfill the reporting requirement of this document, the College's Strategic Goals for 2006 – 2010 are outlined in summary below, along with specific Action Plan accomplishments for 2010-11. This narrative accompanies the Performance Measures, Targets and Results section of the Accountability Report and Plan.

**Goal 1:** Increasing access and participation by improving processes, expanding Aboriginal access programs, partnering with other institutions to expand opportunities.

During 2010-11 the College achieved the following:

- The President established a college-wide structure to enable Aboriginal communities and stakeholder agencies to provide advice and direction for the College's Aboriginal education programs, services and policies.
- The College's Aboriginal Services Plan achieved significant positive results including increased Aboriginal students enrolments and program completions, and enhanced relationships between the College, Aboriginal communities and other partners. This included establishing five Aboriginal Community Liaison/Academic Advisors within each CNC region
- Among other programming initiatives in 2010-11 the College: developed an Associate of Arts (Aboriginal Studies) degree; increased the number of Carrier language courses offered an online course in Métis Studies; delivered a First Nations Forestry Training Program; worked with the Lhtako Dene First Nation to establish occupational training so students could be employed at a micro-mill and pellet plant.
- CNC is in the process of developing a new ACCESS program to include components of Essential Skills and College and Career Preparation (CCP) English and Mathematics curriculum. The CCP Fundamental English and Math curriculum is being reconfigured to have seven levels. Access to College and Career Preparation courses has been expanded by offering evening and weekend self paced course, addressing the needs of people who work rotating shift hours and are not able to attend day-time classes.
- The College continued to support the collaborative on-line delivery of Aboriginal Early Childhood Education, Applied Business Technology and Information Technology program in partnership with other institutions and BCCampus.
- In 2010/11, the College completed a one-year pilot program of course deliveries utilizing videoconference which included: Applied Business Technology co-delivered between Mackenzie and Quesnel; Quesnel campus delivered Accounting 151 to Fort St. James, History 103 and 104 to Prince George campus; Quesnel received delivery of Nursing 203, Physics 106 (lecture only), and two Social Service Worker courses from Prince George.
- CNC was approved as a Pearson Vue test site, allowing students to write on-line certification tests in Prince George rather than having to travel to Prince Rupert or Kelowna.

**Goal 2:** Responding to communities and the labour market by systematically gathering, assessing and responding to needs, and measuring and reporting on results, as well as developing strengths in applied research.

During 2010-11 the College achieved the following:

- The Medical Radiography Technology program will have its first intake in September, 2011. Faculty have been hired, qualified student applicants are currently being selected, clinical placement sites are being arranged with Northern Health, and the radiography lab is under construction.

- Based on industry identified need and support, CNC has submitted a proposal to offer a Civil Engineering Technology Diploma, using a partnership arrangement with Camosun College. If full funding approval is received by August 2011, the program can begin in September 2012. The College is awaiting a decision on the part of the provincial government regarding the Wood Innovation and Design Centre (WIDC) in Prince George which could have an impact on the timing and location plans for the Civil Engineering Technology program.
- The College has completed development of the Aviation Business program in preparation for delivery beginning in September, in Vanderhoof. This has included: partnership development and memorandums of agreement with our aviation training partner (Guardian Aerospace) and Fraser Valley University (FVU); and successfully accessing funding to purchase two full motion flight training simulators to be used in program.
- The Mine Industry Certificate program was delivered in Mackenzie, Burns Lake, Fort St. James and Vanderhoof. The College has been working with BCIT for online development of mine-related content for the first year of the Mining and Mineral Exploration Technology Diploma.
- The College is continuing to explore a one-time offering of a collaborative psychiatric nursing degree program. The program would involve a partnership with Northern Health, community service providers, and a post-secondary partner such as Kwantlen Polytechnic University.
- Health Sciences incorporating simulation in the nursing lab for the Nursing Degree (NCBNP), Practical Nurse, Health Care Assistants and Medical Laboratory Technology programs.
- New trades training initiatives included Hydraulic Crane (80 Tons) Apprenticeship, Piping Foundation, Surface Diamond Driller's Helper and Pipeline Essential Skills.
- During 2010/11 the College successfully applied to and received approval from the Natural Sciences and Engineering Research Council (NSERC) for funding eligibility. The College is now actively developing our capacity for applied research.
- The CNC Research Forest Society and Board of Directors were formally constituted.

**Goal 3:** Enrich 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.

During 2010-11 the College achieved the following:

- The College entered the second year of a five year Human Rights Special Program enabling the College to designate Aboriginal ancestry as a bona fide employment qualification for certain positions. There is strong support from both unions for this initiative, and communication across the region was the focus of work this year.
- The College raised \$26,000 to provide student financial assistance (bursaries and scholarships) for Medical Radiography Technology students and an endowment fund is being established.
- Approximately 50 college employees have taken part in leadership training during 2010/11. The Leadership Development group is also providing support to college departments who request assistance with team development and internal communication.
- The College has successfully completed work on several revised and new work processes/systems including: new employee workflow; Medical Radiography clinical placement system; pension data submission system; inventory system (Dental); Clockworks scheduling system (Student Services); and employee web pay advice. PPC work has also begun or is continuing on: document scanning and filing systems; a college-wide internet portal system; an inventory system for Medical Laboratory Technology, and an online scholarships and bursaries application system. As well, T2202As were made available on-line to all students, a paperless resume system for job competitions reduced paper while streamlining the process.
- During the past two years, the College has been implementing a number of renewal projects and improvements to the Student Residence on the Prince George campus. These have included new furniture in

the student lounges, heater upgrades in all rooms, new carpeting, refinishing of bathroom showers, a new roof, installation of a solar hot water heating system, and new exterior doors.

- The Quesnel Campus Phase II expansion successfully reached substantial completion on March 30, 2011 and achieved occupancy on March 31, 2011. This project came in on schedule and on budget. The trades training facility at the Quesnel Campus will enable the delivery of a variety of programs including: Plumbing, Electrical, Power Engineering, Carpentry, and Welding.
- The Prince George Campus, Technical Education Centre (TEC) successfully reached substantial completion and occupancy on June 14, 2011. The project came in slightly behind schedule due to issues with civil in-ground conditions early on in the project and poor weather through the winter months; the project came in on budget.
- During the past year, the College also completed the purchase of a Trades Training Building in Mackenzie. Renovations to the building will be completed in 2011/12.
- Information Technology Services completed several energy related projects during the past year: the PulseHydro project network implementation and support; power reduction management for desktops; and data centre migrations from physical servers to new virtual technology.

### Partnerships

CNC has a long history of partnerships, locally, regionally and provincially. We develop and maintain long-standing, productive relationships for the betterment of our communities and the development of our region.

As well as those mentioned above, some of our current partnerships include:

- Northern Post-Secondary Council, with the Ministry of Advanced Education & Labour Market Development, University of Northern British Columbia, Northwest Community College and Northern Lights College;
- The Northern Innovation & Entrepreneurship Partnership, comprised of CNC, UNBC, Initiatives Prince George, Community Futures – Fraser Fort George, Aboriginal Business Development Corporation, Prince George Chamber of Commerce, National Research Council;
- The College developed an Aboriginal trades access program in collaboration with the Prince George Nechako Aboriginal Employment & Training Association. This partnership has been expanded to include pipeline access training, and engineering access programming;
- In partnership with Northern Health and UNBC, CNC is able to expand provision primary care services through a part-time physician to work with the nurse practitioner on the Prince George campus;
- CNC works with Cheslatta Carrier Nation, Skin Tyee Nation and Nee Tahi Buhn Band to enhance the College and Career Preparation outreach programming to these isolated villages;
- The College is an active member of the 16-97 Economic Alliance, a collaboration of economic development practitioners from the region, working towards improved regional planning through the identification and implementation of relevant industry clusters;
- School District 57 and CNC continue to offer the highly successful Career Technical Centre programs in Prince George, supporting high school students in their career choices and early start for post-secondary education;
- CNC works in concert with many industry partner organizations including: Canfor Pulp LP (recruitment/retention of skilled trades people); BC Hydro (Core Electronics program); Canfor (Fibre Transportation Program); and, Finning Tractor (recruitment/retention – job fair); British Columbia Construction Association (Skilled Trades Employment Program); School District 57 (Career Technical Centre); Information and Communications Technology Council (collaborate to deliver information technology programming); Chieftain Auto Parts; Spectra Energy; ICBC;
- CNC developed a new partnership with "Friends of the Park" and the National Historic Park in Fort St. James for Professional Cook students to gain work experience hours, embarked on Joint Venture Training with Thompson Creek Metals for the Mt. Milligan project, delivered an Alternative Energy Program at Takla First Nation with Prince George Nechako Aboriginal Employment & Training Association and Selkirk College, and delivered Pre-employment Trades program and Environmental Reclamation initiatives in both Yekooche and Takla Lake First Nations.



# Our 2011-2015 Goals and the foundation of our 2011-12 Action Plan

Committed to our learners and communities, the College of New Caledonia will:

1. Develop and implement a Strategic Enrolment Management (SEM) Plan and related strategies to increase and improve overall student access, recruitment, engagement, retention, persistence and program completion.
2. Expand and strengthen program and service delivery partnerships with UNBC and other post-secondary institutions, including improving existing programs articulations, transfers and pathways and increasing student options.
3. Expand and strengthen program and service delivery partnerships with School Districts 91, 57 and 28.
4. Expand and effectively support the use of alternative and enhanced face-to-face instructional delivery methods utilizing on-line, videoconference and other educational technologies.
5. Implement new programs and services in response to community and student needs. New and expanded program initiatives are expected to include:
  - Medical Radiography Technology
  - Mining-related programming
  - Civil Engineering Technology
  - Aviation Business Diploma
6. Identify, develop and support the delivery of magnet or niche program specializations at each campus (while maintaining existing local core programs close to home).
7. Increase Aboriginal student access, enrolment, satisfaction, persistence and successful completion of college certificate and diploma programs.
8. Increase inclusion of indigenous culture, language and perspectives into student services, curriculum and program delivery, employee education and campus life.
9. Preserve and improve the College's overall financial health and stability.
10. Develop and implement a new Five-year Capital Facilities Plan. Major priorities include: Student and Cultural Centre – Prince George, Aboriginal and family-oriented student housing – Prince George; Nechako and Lakes District region multi-use technical education facilities; and, Nursing Laboratory Facilities – Prince George.
11. Increase college participation in effective government and community communication, partnerships and advocacy related activities.
12. Increase and diversify employee learning, leadership development and succession opportunities.
13. Expand and strengthen employee recruitment, recognition, health, retention and celebration of excellence initiatives.
14. Ensure college employee demographic composition more closely reflects the populations of communities served and is inclusive of designated groups (women, people with disabilities, Aboriginal peoples, and visible minorities). Continue the implementation of the five year Human Rights Special Program and work towards a full employment equity program.

15. Increase the College's capacity to undertake applied research and implement successful projects.
16. Support ongoing improvements to business, information and educational technology systems and tools. Implement a document/records management and imaging system and provide increased access to on-line services.
17. Demonstrate environmental stewardship in the management and development of our facilities, programs and services.
18. Expand International Education programs, contracts and services and provide appropriate student and college supports.

## 2010/11 Accountability Framework Performance Measures, Results, and Targets

Goal 1: Increase Access and Participation									
CNC Institutional Objectives	Ministry Strategic Objectives	Performance Measure	Actual	Target	Actual	Target Assessment	Performance Targets		
			2009/10	2010/11	2010/11	2010/11	2011/12	2012/13	2013/14
Promote learner success  Link, ladder and partner	Capacity	Total student spaces <sup>i</sup>							
		FTE (Full Time Equivalents) number	2,357	3,113	2,351	Not achieved	3,106	3,125	TBD
		Student spaces in developmental programs <sup>i</sup>							
	Access	FTE number	580	522	502	Substantially achieved	522	522	TBD
		Aboriginal student headcount <sup>ii</sup>							
		Number of students who are Aboriginal	2,212	≥ previous year	2,321	Achieved	2,321	≥ previous year	
		Percent of students who are Aboriginal	23.0%		24.2%	Achieved	24.2%		

**Performance Context:**

Total student spaces - Although CNC did not achieve the total student spaces (FTE) target, CNC achieved close to a 2% increase in FTE utilization in 2010/11 compared to 2009/10 for AVED funded programs.

Student spaces in developmental programs - Developmental programs such as College and Career Prep (CCP) continue to play an important role in post-secondary access in the CNC region.

Aboriginal student headcount – CNC’s Aboriginal Service Plan continues to have a positive impact on the Aboriginal student headcount. CNC will continue to work closely with our aboriginal partners.



## Goal 2: Respond to Communities and the Labour Market

CNC Institutional Objectives	Ministry Strategic Objectives	Performance Measure	Actual	Target	Actual	Target Assessment	Performance Targets		
			2009/10	2010/11	2010/11	2010/11	2011/12	2012/13	2013/14
Involve stakeholders	Capacity	Student spaces in Nursing and other allied health programs <sup>i</sup>							
		FTE number	462	427	457	Achieved	436	455	TBD
		Credentials awarded <sup>iii</sup>							
		Number	877	898	974	Achieved	1,004	TBD	
Provide 'Right Programs, Right Place, Right Time'	Relevance	Student assessment of usefulness of knowledge and skills in performing job <sup>v</sup>							
		Former diploma, associate degree and certificate graduates	82.5% (+/- 3.3%)	≥ 90%	83.7% (+/- 2.8%)	Substantially achieved	≥ 90%		
		Apprenticeship graduates <sup>iv</sup>	N/A		95.6% (+/- 2.4%)	Achieved			
		Unemployment rate <sup>v, vi</sup>							
		Former diploma, associate degree and certificate graduates	17.4% (+/- 2.9%)	≤ 15.8%	13.8% (+/- 2.3%)	Achieved	≤ unemployment rate for individuals with high school credentials or less		
		Apprenticeship graduates <sup>iv</sup>	N/A		9.3% (+/- 3.1%)	Exceeded			

### Performance Context:

CNC continues to play an important role in the economic diversification of the region, as well as prepare under-represented groups for participation in the labour force. Providing training in the North for people in the North helps address labour market shortages in CNC's region.

Student assessment of usefulness of knowledge and skills in performing job - For CNC, this measurement appears to be influenced by the relevance of the graduates' main job to their training. CNC's performance result for former diploma, associate degree and certificate graduates improves to 98% for graduates in jobs that the respondent rated 'very' or 'somewhat' related to their training.

### Goal 3: Enrich the Learning and Teaching Environment

CNC Institutional Objectives	Ministry Strategic Objectives	Performance Measure	Actual	Target	Actual	Target Assessment	Performance Targets		
			2009/10	2010/11	2010/11	2010/11	2011/12	2012/13	2013/14
Support excellence Provide quality services to learners Develop leaders Enrich student life	Quality	Student satisfaction with education <sup>v</sup>							
		Former diploma, associate degree and certificate students	94.5% (+/- 1.1%)	≥ 90%	93.8% (+/- 1.1%)	Achieved	≥ 90%		
		Apprenticeship graduates <sup>iv</sup>	N/A		96.1% (+/- 2.0%)	Achieved			
		Student assessment of skill development <sup>v</sup>							
		Former diploma, associate degree and certificate students: Skill development (avg. %)	81.5% (+/- 2.0%)	≥ 85%	79.3% (+/- 2.0%)	Substantially achieved	≥ 85%		
		Written communication	76.2% (+/- 2.6%)		70.7% (+/- 2.6%)				
		Oral communication	75.4% (+/- 2.6%)		71.9% (+/- 2.6%)				
		Group collaboration	85.3% (+/- 1.7%)		85.7% (+/- 1.6%)				
		Critical analysis	83.7% (+/- 1.8%)		83.5% (+/- 1.6%)				
		Problem resolution	81.4% (+/- 2.0%)		79.6% (+/- 1.9%)				
		Learn on your own	83.0% (+/- 1.8%)		81.4% (+/- 1.7%)				
		Reading and comprehension	85.3% (+/- 1.7%)		82.2% (+/- 1.7%)				
		Student assessment of quality of instruction <sup>v</sup>							
		Former diploma, associate degree and certificate students	95.6% (+/- 1.4%)	≥ 90%	94.1% (+/- 1.0%)	Achieved	≥ 90%		
		Apprenticeship graduates <sup>iv</sup>	N/A		98.0% (+/- 1.5%)	Exceeded			

#### Performance Context:

CNC continues to support excellence in the learning and teaching environment, and actively works towards continued improvement and success toward this goal.

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## Notes

There have been a number of changes to the performance measures for the 2010/11 reporting cycle. Please consult the standards manual for a description of each measure. The standards manual can be viewed at: <[http://www.aved.gov.bc.ca/framework/documents/standards\\_manual.pdf](http://www.aved.gov.bc.ca/framework/documents/standards_manual.pdf)>.

<sup>i</sup> Results from the 2009/10 reporting year are based on data from the 2009/10 fiscal year (April 1 to March 31); results from the 2010/11 reporting year are based on data from the 2010/11 fiscal year.

<sup>ii</sup> Results from the 2009/10 reporting year are based on data from the 2008/09 academic year (September 1 to August 31); results from the 2010/11 reporting year are based on data from the 2009/10 academic year.

<sup>iii</sup> Annual performance is measured using a rolling three-year average of the most recent fiscal years, e.g., the results for the 2010/11 reporting year are a three-year average of the 2007/08, 2008/09, and 2009/10 fiscal years. This is the first reporting cycle using the new credentials target formula and a fiscal year basis. The previously reported credential actual for the 2009/10 reporting cycle (by academic year) was 839 for CNC.

<sup>iv</sup> The 2010/11 reporting cycle is the first time Apprenticeship (APPSO) survey results have been included. 'N/A' indicates prior data not applicable.

<sup>v</sup> Results from the 2009/10 reporting year are based on 2009 survey data; results from the 2010/11 reporting year are based on 2010 survey data. For all survey results, if the result plus or minus the margin of error includes the target, the measure is assessed as achieved. In all cases, the survey result and the margin of error are used to determine the target assessment. Survey results are not assessed if the number of respondents is less than 20 or the confidence interval is 10% or greater.

<sup>vi</sup> Target is the unemployment rate for those aged 18 to 29 with high school credentials or less for the North region.

AVED's Accountability Framework assesses targets according to the following scale:

Target assessment scale	Description
Exceeded	More than 10% above target
Achieved	Up to 10% above target
Substantially achieved	Up to 10% below target
Not achieved	More than 10% below target

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## Summary Financial Outlook

For the most recent financial information, please see the Audited Financial Statements for the College of New Caledonia available at:

<http://www.aved.gov.bc.ca/gre/financial.htm>