



## **Strategic Plan, 2011–2015: *Our Charter of Expectations and Commitments***

### **INTRODUCTION**

The College of New Caledonia (CNC) is a public community college dedicated to helping meet the adult and post-secondary educational needs of all people who wish to access our programs and services. Since we were founded in 1969, CNC has been an integral part of the Central Interior region of British Columbia, contributing greatly to its economic and social progress. Over the years, our successes and impacts can be traced to deep roots and strong connections to the communities we serve.

The College has a proud history during which we have assisted more than 110,000 individual students to achieve their personal, educational and career goals. High rates of student satisfaction, successful employment outcomes and transitions to further education are a hallmark of the CNC experience. These are attributable to our focus on teaching, learning and service, as well as the dedication and skills of the faculty, staff and administrators we employ. The College is recognized as a major and valued partner in community development, as well as a good corporate citizen and an institution that is looked to as a leader.

The college region spans a geographic area of 148,000 square kilometers and encompasses three school districts (Prince George #57, Quesnel #28 and Nechako-Lakes #91), 11 local government municipalities and 21 First Nations communities. In 2010, the total regional population is approximately 144,000 people. Aboriginal people make up a large and growing proportion of the total population. The College operates from six campuses (located in Prince George, Quesnel, Mackenzie, Vanderhoof, Fort St. James and Burns Lake) and other smaller learning centres (located in Fraser Lake, Granisle and Robson Valley). We are proud of our accessible, high quality teaching and learning facilities which provide a strong physical presence across the region, enabling students to attend classes within their home communities.

We offer more than 60 educational programs, from developmental and adult basic education, to first and second year university credit courses, as well as business, health, social services, trades, career and technical programs. In 2009/10, the College enrolled approximately 4,080 full-time equivalent students, or 10,000 individual registrants. During Fall 2010, 670 full and part-time faculty, staff and administrators were employed by the College.

This Strategic Plan, *Our Charter of Expectations and Commitments* builds on the College of New Caledonia's successes of the past and is grounded in the realization that CNC is a vital resource helping individuals and communities transform themselves through learning. Fundamentally, the Strategic Plan is about putting beliefs, expectations and commitments into action and achieving important results. It is based on awareness and understanding regarding the world in which the College operates as well as our own institutional capabilities and capacity.

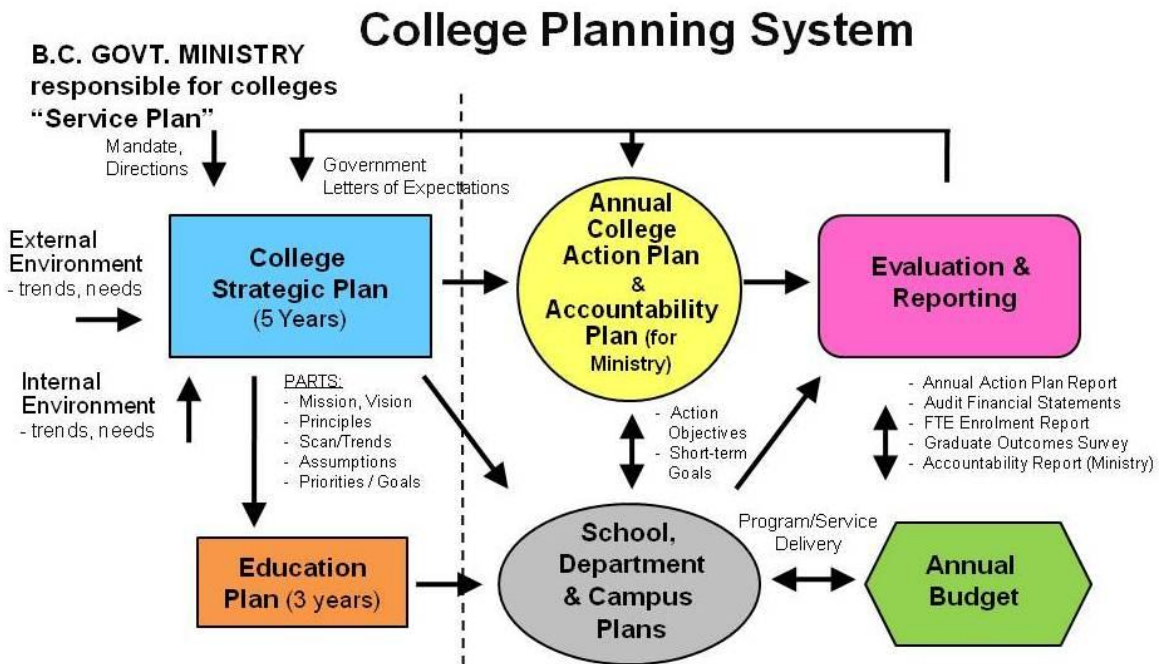
Over the next five years, this Plan provides clear direction to the College and for our stakeholders about what is to be achieved. As such, it sets the stage and provides a focus for detailed operational, educational, service and budget planning and accountability reporting that occurs on an annual basis. It is intended to ensure campus, school and department priorities and initiatives are aligned with overall College expectations and commitments.

The College of New Caledonia *Strategic Plan, 2011-2015: Our Charter of Expectations and Commitments* sets the mid-to-long term directions the College will follow in pursuit of its mandate, mission, and vision. The Strategic Plan includes a comprehensive set of priorities and goals to be addressed in response to key issues and trends identified through an Environmental Scan that was completed in the spring of 2010. The Environmental Scan information is presented as separate documentation as referenced in the following section.

The Planning Context also includes a set of Assumptions which have been developed regarding other facets of the external and internal environments. The results-oriented strategic goals will be translated on an annual basis into more detailed action “objectives” and specific deliverables through the College Education Plan, Annual Action Plan, as well as through alignment of school, campus and department plans.

Ultimately, the Strategic Plan is intended to identify what will be significantly different, changed and improved over the five-year planning period. It cannot, and does not, touch on every aspect of the College’s operations.

Progress towards the achievement of the College’s 18 strategic goals will be reviewed and summarized annually. The results of this review will inform the College’s annual plans for the following year. The flow chart below provides a graphic representation showing the components and inter-relationships within the integrated, multi-year and annual college planning system.



The Annual College Action Plan, 2010-2011 (November 2010) and CNC Accountability Plan and Report, 2009/10 (July 2010) are available on the College website at the following links.

[http://cnc.bc.ca/\\_shared/assets/College\\_Action\\_Plan\\_2011-201218925.pdf](http://cnc.bc.ca/_shared/assets/College_Action_Plan_2011-201218925.pdf)

[http://cnc.bc.ca/\\_shared/assets/CNC\\_Accountability\\_Report\\_and\\_Plan\\_2009-1017946.pdf](http://cnc.bc.ca/_shared/assets/CNC_Accountability_Report_and_Plan_2009-1017946.pdf)

The College Action Plan is updated annually in October/November and the Accountability Plan and Report is submitted to the provincial government Ministry responsible for colleges in July.

## PLANNING CONTEXT

### 1. Environmental Scan Highlights: Key Trends and Issues

See: <http://tinyurl.com/33kcytt> and <http://tinyurl.com/2whatgw>

### 2. Assumptions

In addition to those trends that can be measured and documented in the Environmental Scan, we can also make some assumptions regarding aspects of the environment that are more difficult to quantify and predict (e.g. cultural and societal forces, government policy and funding priorities, technology, etc.).

#### ***We foresee a post-secondary and college system under pressure. . .***

- \* Challenged by increasing costs and relatively static or flat revenue growth from government funding and student tuition
- \* Struggling to keep up with the speed and impact of technological change
- \* Increasing competition among provincial institutions (colleges, regional universities and others) and across jurisdictions (including private trainers)

#### ***Populated with learners who have evolving needs and expectations. . .***

- \* Increasingly demanding choice and customization
- \* Evaluating opportunities through cost-benefit analyses
- \* Demanding greater intra- and inter-institution mobility
- \* Requiring customized support systems for all learners

#### ***Faced with new employment and economic conditions . . .***

- \* Involving multiple careers in a lifetime
- \* Coupled with skills shortages in many sectors
- \* Placing a premium on continuous learning
- \* Necessitating close linkages with industry, business and other employers in a diversified regional economy
- \* Causing smaller communities to struggle with sustainability

#### ***Operating within a shifting political climate . . .***

- \* Requiring achievement of government objectives within funding limitations (deficits)
- \* Driving increased emphasis on accountability reporting
- \* Stressing the importance of partnerships and collaborations
- \* Competing for a fair share of provincial funding for education, health and social services

#### ***Living and working in a dynamic world . . .***

- \* Characterized by a rapidly changing and inherently unpredictable digital culture
- \* Increasingly concerned with the importance of environmental issues
- \* Creating and responding to unpredictable and volatile economic forces

## **PRIORITIES / GOALS**

The College's 18 major goals are presented below. The goals are grouped under six overall priority themes. Following each of the numbered goal statements are bulleted examples of specific results that are intended to be achieved over the five-year term.

### **Student Access, Learning and Success**

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.
  - Increase the total number and proportion of regional secondary school leavers who make a direct transition to CNC programs
  - Increase headcount and course registration enrolments in both university transfer and business programs (by a total of 25% in first year and 50% in second year, over five years)
  - Expand "access" program deliveries for applied and technical programs
  - Increase cross-college access to holistic and multidimensional student learning supports and services, including those for non-traditional students, and students with disabilities
  
2. Expand and strengthen program and service delivery partnerships with UNBC and other post-secondary institutions.
  - Improve existing programs articulations, transfers and pathways
  - Establish new degree program partnerships
  - Increase student enrolment and program options
  
3. Expand and strengthen program and service delivery partnerships with School Districts 91, 57 and 28.
  - Create new program and course delivery partnerships
  - Increase "dual credit" course options and deliveries
  - Expand Career Technical Centre (CTC) programs and student enrolment
  
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.
  - Increase number of courses, student enrolments and completions
  - Create new, additional and more flexible teaching, learning and meeting spaces and schedules

### **Responsiveness to Community**

5. Implement new programs and services in response to community and student needs. New and expanded program initiatives over the 2011-2015 time period are expected to include:
  - Medical Radiography Technology
  - Civil Engineering Technology
  - Psychiatric Nursing
  - Agriculture-related programming
  - Mining-related programming
  - Aviation Business Diploma
  - Transportation-related programming
  - Bioenergy-related programming

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).
  - Achieve optimal enrolment and sustainable program and service growth at each campus

### **Aboriginal Education and Indigenization**

7. Increase Aboriginal student access, enrolment, satisfaction, persistence and successful completion of college certificate and diploma programs.
  - Increase enrolment/program completions by 7 percent annually and 35 percent over five years
  - Enhance partnerships, community liaison, engagement and local direction
  - Improve coordination of programs and services across campuses and communities
  - Increase communication and awareness of CNC's success and leadership in Aboriginal education
8. Increase inclusion of indigenous culture, language and perspectives into student services, curriculum and program delivery, employee education and campus life.
  - Raise awareness and understanding within the College and regional communities regarding local indigenous cultures, languages, history, knowledge and perspectives
  - Increase Aboriginal participation and direction in college advisory and governance processes (e.g. regional Aboriginal Service Plan Committees and the college-wide Yinka Dene Council)
  - Increase Aboriginal community engagement in program and curriculum development
  - Enhance links between the College and Aboriginal communities and organizations

### **College Resources and Capacity**

9. Preserve and improve the College's overall financial health and stability.
  - Develop and implement an overall long-term financial sustainability strategy
  - Develop and implement new entrepreneurial/business partnerships and activities
  - Increase the percent of annual operating revenues that are derived from sources other than base provincial grants and student tuition and fees
  - Acquire additional funds to support instructional equipment, information and educational technology and facilities improvements.
10. Develop and implement a new Five-year Capital Facilities Plan.
  - Complete development of a Master Site Development Plan for the Prince George Campus
  - 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.
  - Include prioritization of major maintenance and facilities improvement projects.
11. Increase college participation in effective government and community communication, partnerships and advocacy related activities.
  - Develop and strengthen relationships at the local, regional, provincial and national levels designed to garner additional, sustainable college funding levels, as well as public policy decisions supportive of the college mandate and mission.
  - Increase effectiveness, contributions and involvement of campus, sectoral and program advisory committees.

## **People, Planning and Organizational Development**

12. Increase and diversify employee learning, leadership development and succession opportunities.
  - Increase faculty, staff and administration participation in high-quality, college-sponsored professional development activities
  - Provide support for employees who wish to develop and share (confidentially and at their discretion) Individual Learning Plans (ILP) and career goals
  - Increase employee access to and participation in leadership development education, exchanges, secondments, short-term project assignments, and mentoring relationships
  - Review and modify (where appropriate) the college administrative organization and team structures as well as staff and administrative job descriptions to support additional pathways of progression within the College
  
13. Expand and strengthen employee recruitment, recognition, health, retention and celebration of excellence initiatives.
  - Increase numbers of qualified applicants for college positions
  - Develop and implement new initiatives to showcase outstanding student, employee and community accomplishments
  - Create stronger shared sense of “one College with many programs and campuses”
  
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).
  - Successfully implement the five year Human Rights Special Program
  - Continue to develop and begin to implement a full employment equity program.

## **Innovation**

15. Increase the College’s capacity to undertake applied research and implement successful projects.
  - Develop and complete projects in partnership with other organizations. Focus areas are expected to be in Natural Resources and Environmental Technology, Health, Aboriginal Education/Culture, Trades and Heritage Conservation
  - Obtain Natural Sciences and Engineering Research Council (NSERC) and other agency grant funding in support of projects
  - Increase the number of faculty and staff involved in applied research projects
  
16. Support ongoing improvements to information and educational technology systems and tools.
  - Continuously improve college website and implement a web portal system
  - Implement document/records management and imaging system
  - Implement improvements to student and administrative systems including increased access to on-line services
  - Increase cross-college integration and connection to the whole institution

17. Demonstrate environmental stewardship in the management and development of our facilities, programs and services.
  - Achieve Strategic Energy Management Plan (SEMP) energy conservation targets and greenhouse gas emission reductions
  - Develop and implement a College Sustainability Policy and related processes
  - Increase college initiatives designed to “reduce, reuse and recycle”
  
18. Expand International Education programs, contracts and services and provide appropriate student and college supports.
  - Increase the number of international students enrolled (25-35 percent over five years)
  - Achieve a greater proportional balance among students from various countries of origin, and increase the total number of countries from which CNC attracts students
  - Increase cultural and social diversity in curriculum and campus activities
  - Provide greater opportunities for employees and students to learn about cross-cultural settings

## **GUIDING PRINCIPLES**

The following principles will guide the College’s operations and permeate the culture of the institution. Individual and organizational behavior that is aligned with these foundational ideas is expected and essential to supporting fulfillment of the College Mandate, Mission and Goals.

### **Focus on students and learning**

All our activities support the teaching and learning processes for students and community members.

### **Respect for every individual**

Mutual respect between people is expected and fostered. The contributions of all are important to the success of the whole institution.

### **Teamwork and collaboration**

Teamwork, collaboration and effective communication within and across college departments and campuses enable development of positive and productive win-win relationships.

### **Leadership through involvement and by example**

College management is actively involved in facilitating and supporting positive change and improvements.

### **Quality and continuous improvement of methods and outcomes**

The College is dedicated to excellence and continuous improvement.

### **Evidence-based approach to decision-making**

Decisions are based on data and an understanding of the cause and effect mechanisms at work in any system.

### **Process and systems orientation**

We strive to understand and improve the many interdependent work processes that comprise the College’s service and program related systems.

### **Environmental sustainability**

Principles and best practices of environmental sustainability are incorporated into the College’s operations.

## **Diversity**

Diversity enriches student learning, campus life and our society as a whole. We will value and celebrate the different social and cultural characteristics of our learners and communities.

## **Indigenous perspectives**

We recognize the importance of Aboriginal peoples' culture, history, traditional knowledge and territories. We will strive to honour and learn from them.

## **Partnerships and community connections**

Cooperation with other institutions and organizations is a core approach for achieving desired results for students and stakeholders. Program and community advisory committees provide an essential mechanism for consultation, feedback and learning.

## **Trust and integrity**

Trust flows from honesty and integrity. The existence of trust is a key determinant in the effectiveness and success of relationships at all levels, including the interpersonal, organizational, student, and community levels. We will strive to build trust at each of these levels through aligning behaviour with our values and guiding principles.

## **Accountability**

As a part of the larger society, the College has important responsibilities and expectations to fulfill for all its internal and external stakeholders. We are accountable through effective planning, decision-making, evaluation and reporting systems that are open and transparent.

# **MANDATE**

The College of New Caledonia operates within a legislative framework provided under the British Columbia Colleges and Institutes Act. The College mandate is set out in the Act and through both multi-year and annual Ministry Service Plans, Government Letters of Expectation (GLE), as well as various Ministerial directives (e.g. June 8, 2008 letter).

Sections 6 and 26 of the Colleges and Institutes Act stipulate:

### **6 Objects of a college**

The objects of a college are to provide comprehensive

- (a) courses of study at the first and second year levels of a baccalaureate degree program,
- (a.1) courses of study for an applied baccalaureate degree program,
- (b) post secondary education or training,
- (b.1) adult basic education, and
- (c) continuing education.

### **26 Functions and duties of college or Provincial institute**

Subject to this Act and the resources available to the board, an institution must do the following:

- (a) establish and maintain courses of instruction;
- (b) establish fellowships, scholarships, exhibitions, bursaries, prizes, awards and other aids to encourage proficiency in the subjects taught at the institution;
- (c) provide a program of continuing education;
- (d) generally promote the objects of the institution

For further details see: [http://www.bclaws.ca/EPLibraries/bclaws\\_new/document/ID/freeside/00\\_96052\\_01](http://www.bclaws.ca/EPLibraries/bclaws_new/document/ID/freeside/00_96052_01)



The Ministry of Advanced Education Service Plan, 2010/11 to 2012/13 provides details regarding the provincial government's goals, objectives, strategies and performance measures for the BC post-secondary education system (including colleges). For further details see: <http://www.bcbudget.gov.bc.ca/2010/sp/pdf/ministry/almd.pdf>

In a letter to College Boards (June 8, 2008) the Minister of Advanced Education reaffirmed and outlined the mandate of the college sector to: ([http://cnc.bc.ca/\\_shared/assets/Mandate\\_Letter13033.pdf](http://cnc.bc.ca/_shared/assets/Mandate_Letter13033.pdf))

- Provide education and training to all who choose to attend a community college at any point in their adult life;
- Focus on teaching-intensive activities using state of the art pedagogical practices that reflect the experiences, culture and social context of their students;
- Design and offer programs and courses that reflect the current and emerging needs of business and industry, and the needs of the province's society in general;
- Graduate students whose knowledge and skills satisfy employers and institutions that receive them as transfer students; and, work with local groups and organizations to promote the growth and development of the local community.

Within this context, colleges are mandated to offer programs in the following categories:

- Para-professional, career, technical and applied studies;
- Trades and apprenticeship;
- Developmental education, including programs for students with disabilities;
- Undergraduate degree programs in applied areas; and,
- University transfer studies and associate degree programs.

## MISSION

*The College of New Caledonia, as a comprehensive community college, provides access to lifelong 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 programs and promote the success of every student*

## VISION

*The College of New Caledonia's education and training are 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.*

## THE PLANNING PROCESS

The roles and responsibilities of the College Board of Governors, Education Council and College President are outlined in the B.C. College and Institute Act, College Board Bylaws, Education Council Handbook and College Policies.

The process implemented to develop this Strategic Plan reflected the overall responsibility and accountability vested in the Board of Governors, Education Council and the College President for governance and management of the College. The plan development was also predicated on core beliefs about the importance of organizational learning, inclusion, stakeholder involvement and shared ownership for effective planning, implementation and achievement of institutional results.

In the fall of 2009, the College adopted a “*Process to Review and Update College Strategic Directions*” following an internal consultation process.

The process included the following major components:

- creation of a Strategic Directions Committee (SDC) comprised of college board members, faculty, staff, administrators and students to oversee and guide the planning process;
- development of an Environmental Scan detailing key information, trends and issues in both the external and internal college environments;
- Campus Conversations/Strategy Sessions held at each campus in the spring of 2010 to discuss the Environmental Scan and to identify key issues and potential college directions;
- a review and assessment of the previous CNC Strategic Plan, 2006-2010;
- publication of a draft Strategic Plan, 2011-2015 on October 4, 2010;
- discussion of the draft Strategic Plan at internal forums including Strategic Directions Committee meetings, College Board Planning Session, Education Council meetings, Management Team meetings, campus and departmental meetings, as well as, a joint College Board, Education Council and Strategic Directions Committee workshop;
- discussion of the draft Strategic Plan at several local external community and college advisory committee meetings;
- revisions to the first draft based on the feedback received and publication of a second draft;
- review and revision of the second draft; and,
- preparation of a “final” draft for approval by the College Board of Governors.

In total and over the course of the year-long strategic planning process, approximately 300 college employees, students and community members participated directly in and contributed to the development of the Strategic Plan.