

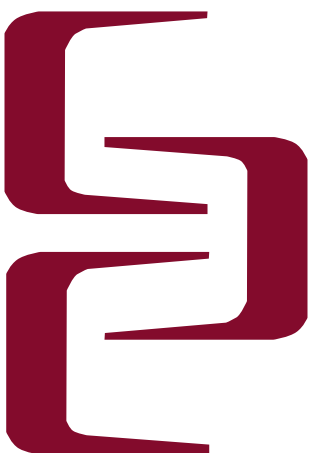


# Institutional Accountability Plan and Report

2016 - 17 Reporting Cycle  
July 2017



College of  
New Caledonia



# Accountability Statement

July 14, 2017

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

Dear Minister,

We are pleased to provide the College of New Caledonia's 2016-2017 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 2016-2017 outcomes is provided, as is the College's action plan for 2017-2018, which marks the second year of the 2016-2020 Strategic Plan. We are in the process of developing the Education Plan and Aboriginal Strategic Plan which will support and complement the College's Strategic Plan and the BC public post-secondary strategic objectives and performance measures.

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

Sincerely,



Robert (Lee) Doney  
Chair, Board of Governors



Henry Reiser  
President

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# Acknowledgments

## First Nations Traditional Territory

The College of New Caledonia is honoured to work with the Aboriginal communities in this region, inclusive of the First Nations, Métis and Inuit peoples. We acknowledge the graciousness of the First Nations peoples in welcoming those who are seeking knowledge on their traditional territories. There are many First Nations communities whose traditional territories are located within the region served by the College:

Cheslatta Carrier Nation	Nee Tahi Buhn Band
?Esdilagh (Alexandria) First Nation	Saik'uz First Nation
Kwadacha Nation	Skin Tyee Nation
Lake Babine Nation	Stellat'en First Nation
Lheidli T'enneh Nation	Takla Lake First Nation
Lhoosk'uz Dene Nation	Tl'azt'en First Nation
Lhtako Dene First Nation	Tsay Keh Dene Band
McLeod Lake Indian Band	Ts'il Kaz Koh (Burns Lake Band)
Nadleh Whut'en	Wet'suwet'en First Nation
Nak'azdli Whut'en	Yekooche First Nation
Nazko First Nation	

## CNC's Aboriginal Partners

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



# Strategic Direction and Context

## Strategic Direction

### Institutional Overview

The College of New Caledonia (CNC) is a public college dedicated to helping meet the adult and post-secondary educational needs of northern British Columbians since 1969.

Serving an area approximately 117,500 square kilometers in size, or 12% of the province, CNC plays an important role in training and educating students in health sciences, trades and technologies, social services, business and university studies.

CNC has six campuses across British Columbia's Central Interior – Prince George, Burns Lake, Fort St. James, Mackenzie, Quesnel and Vanderhoof. Across all campuses, 8,100 students in 90 distinct programs are enrolled each year.

With the second lowest tuition in the province, practical, hands-on learning and no more than 37 students per class, students can acquire the skills they need for a long-lasting, stable and successful career in as little as 10 months. CNC offers students the ability to easily transfer into the third year of degree programs, with 15 agreements amongst 10 universities in B.C., Alberta and elsewhere.



## Our Students

In 2016-17 fiscal year, CNC served 8,151 individual students including 3,787 in continuing education courses. These numbers equate to 3,443 full-time equivalent students, including 1,332 FTE in trades programs, 407 FTE in allied health programs, and 480 FTE international students.

We have an equal number of female and male students and an average student age of 28 years. In the 2016/17 Fiscal Year, CNC's International students comprised 10% of our student body. International students are predominantly studying at the Prince George campus.

## Aboriginal Students

Approximately 23%, or 1,689 of our domestic students are Aboriginal, which is almost three times the percentage of Aboriginal people (12.9%<sup>[1]</sup>) living in the College's service area. Aboriginal students at regional campuses range from 23% to 49% of the students CNC serves. Fort St. James and Burns Lake campuses both have over 30% Aboriginal students. First Nations communities are distributed throughout the College's vast service area, which makes our commitment to in-community programming and education essential to meeting the social, educational, and economic needs of Aboriginal partners.

## Our People

CNC has between 500 and 700 staff throughout the year, with fluctuations related to seasonal and contract employment of faculty and operational (*unionized*) staff. At the end of March 2017, CNC had 439 full-time and 244 part-time administrators, faculty, and operational staff.

## Strategic Planning

The College's Mission statement, Vision statement, and institutional values reflect CNC's strategic direction through to 2020.

CNC plays an important role in training and educating students, Serving an area approximately **117,500** square kilometers in size.

**23%**

of domestic students are Aboriginal.

Served **8,151** students in 2016-17 fiscal year.



[1] BC Stats. (2012) College Region 9 New Caledonia: Statistical Profile. Retrieved from <http://www.bcstats.gov.bc.ca/StatisticsBySubject/SocialStatistics/SocioEconomicProfilesIndices/Profiles.aspx> on June 5, 2017.

# CNC 2016-2020 Strategic Plan

The College of New Caledonia has entered the second year of the **2016-2020 Strategic Plan – Promoting Student Success**. During the first year of implementation the College established a planning framework to support departments in the development of annual plans in support of College priorities.



## Mission

The College of New Caledonia's mission, as a comprehensive community college, is to provide access to lifelong learning and to facilitate the achievement of educational and personal goals. We are responsive to the diverse needs of our students, our employees, and the communities in our region. In a dynamic, consultative environment, we deliver quality programs and promote the success of every student.



## Vision

The College of New Caledonia's vision is to deliver programs and services of the highest standard possible to our learners. CNC will be recognized regionally and internationally for implementing effective learning opportunities, which will increase educational access for our learners. Students, employees and communities will share "*one experience*" of CNC. Our programs will support the development of local, regional and global leaders.



## Values

At CNC, our values guide the work that we do and the decisions that are made.



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



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



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



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



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



The goals and actions contained within the Plan are measurable, and over the next year the College will be establishing benchmarks and developing the College-wide and departmental implementation plans to ensure these goals are achieved. **More information on the goals and strategies can be found in the Performance Plan: Goals, Objectives, Performance Measures, Targets and Results section below and on the CNC Strategic Plan webpage: [http://www.cnc.bc.ca/Exploring/Services/Administration/Our CNC Strategic Priorities.htm](http://www.cnc.bc.ca/Exploring/Services/Administration/Our_CNC_Strategic_Priorities.htm)**

## CNC Education Plan

The CNC Education Plan is in the final stages of development and is scheduled for completion in November 2017.

The development of the Educational Plan has been led by the Executive Vice President Academic, Applied Research and Students and informed by internal conversations, community consultations, and a broad-reaching survey. The development of the Plan was also supported and informed by the Education Council and an Education Planning Steering Committee to ensure the priorities and strategies outlined within the Plan meet the needs of our region and all our educational program areas.

## Community Partnerships

Through work with community, industry and educational partners, CNC works to stay relevant and proactive to industry and community needs. As the College continues to grow, so do these partnerships. With six campuses throughout CNC's College region, the needs of each area differ, and the College works with its community partners to make sure to respond to the education needs of each unique area. As economic and labour market needs change, so does our programming.

Partnerships with educational providers are also integral to student success and mobility. A number of formal agreements are in place with area school districts and post-secondary providers. In many cases, this allows students who are from the College region to stay in their home communities and access the education they desire. In October of 2016, CNC entered into a guaranteed admission agreement with UVic for CNC transfer students. It ensures eligible students enrolled in the Associate of Arts, Associate of Science,

# Our CNC Strategic Priorities

## Student Success



## Aboriginal Education



## Community Engagement



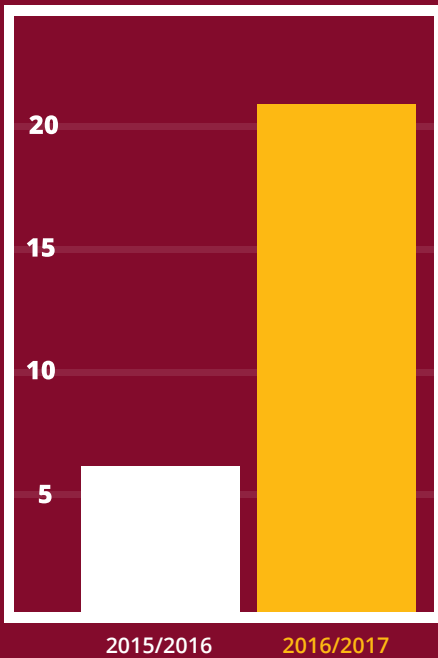
## Culture of Service



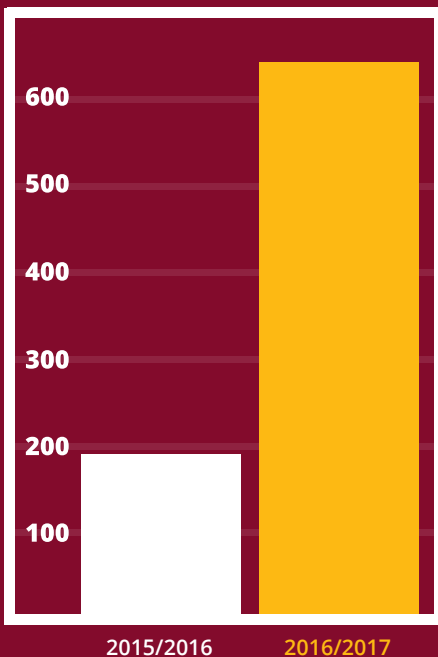
## Organizational Culture



## DDI Courses Delivered by Academic Year



## DDI Student Registrations by Academic Year



or University Studies programs may apply for guaranteed admission and course transfer to UVic's Art History and Visual Studies, Humanities, Science, and Social Science programs. In December 2016, CNC signed several block transfer agreements with Royal Roads University, increasing student mobility options for those who wish to pursue baccalaureate degrees.

The College of New Caledonia works with multiple industry partners to provide industry feedback and standards, and each year CNC identifies recipients for the Industry Partner Award. This award formally recognizes those who have gone above and beyond in supporting CNC's industry-related projects, programs, and training, and those who have willingly shared their knowledge and skills to support student success. The 2016 award was presented to the Duz Cho group of companies for the help in developing an innovative Heavy Equipment Operator (*HEO*) program, based out of the CNC Mackenzie Campus.

The College is actively seeking to solidify Memorandums of Understanding with the 22 Aboriginal communities in the region. An MOU has already been signed with the Saik'uz First Nation and over the next year it's expected more agreements will be solidified. These agreements will help guide CNC and its Aboriginal partners to continue to work and learn together in a positive way.

## Digital Delivery Instruction

Digital Delivery Instruction (*DDI*) at CNC saw tremendous growth during the 2016/2017 academic year with 23 courses delivered and 643 student registrations in DDI-delivered courses. Our first Intersession DDI classes were introduced this year with Lakes District (*Burns Lake*) Campus as a new receiving location in addition to Prince George and Quesnel campuses that continue to send and receive DDI courses. All CNC campus locations are now outfitted with DDI equipment, making quality educational opportunities accessible in more locations and to more students.

## Strategic 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. CNC continues to focus on industry and community engagement, credential integrity, and innovation, helping to shape the College's future in alignment with the BC Skills for Jobs Blueprint and the Aboriginal Policy Framework & Action Plan.

The region, historically grounded in the forest sector, has been making inroads with mining, liquefied natural gas (LNG), pipeline and electrification projects. A regional focus on the capacity and engagement of Aboriginal communities in these new sectors is critical to the development and evolution of Northern BC.

The following information reflects the evolving labour market in the region, and the flexibility of the educational response required by CNC and its partners to meet emerging needs as the region comes to terms with changing economic and social realities.

## Population and Demographics

It is projected that the population in CNC's region will grow over the next four years, but more recently has been experiencing decline. The overall population in the CNC region declined between 2015 and 2016, with Burns Lake (-2.3%) and Quesnel (-3.2%<sup>[2]</sup>) being the two communities with the most significant declines in population. Many communities in northern BC are reliant on forestry and other resource extraction industries for employment and economic sustainability. These communities especially have been affected by mills and mines closing, and projects being cancelled or put on hold. The uncertainty with the US lumber and oil markets also affects population rates.

The youth of the region, specifically the 10-14 and 15-19 age groups, also decreased by 6.5% and 14%<sup>[3]</sup> respectively over the past five years, a trend that is forecasted to continue. This decline in current high school student and college-bound populations will certainly have an impact on student enrollment in the coming years.



[2] BC Data Catalogue Population Estimates - Municipalities, Regional Districts and Development Regions – Highlights and Summary Table for 2016. Retrieved from <http://www2.gov.bc.ca/gov/content/data/statistics/people-population-community/population/population-estimates> on June 29, 2017.

[3] BC Data Catalogue Sub-Provincial Population Projections College Region 9 – New Caledonia. Retrieved from <https://www.bcstats.gov.bc.ca/apps/PopulationProjections.aspx> on June 29, 2017.





## High School Completion rates

In the three school districts within the CNC region (91, 57 and 28), an average of 77%<sup>[4]</sup> of all students graduated Grade 12 within six years of beginning Grade 8. For Aboriginal students, the average across the three districts is 67.2%, an increase from 61.2% the year prior.

## Aboriginal Population

The Aboriginal population in the region is growing, and this population has demonstrated a strong desire to access education, training and jobs close to home. As reflected in the high school completion rates shown above, the number of Aboriginal students successfully completing high school and becoming post-secondary and/or employment-ready is also growing. This will have an impact on the need for regional programming and the demand for education and training, especially at CNC's community campuses which have the highest proportion of Aboriginal learners.



## Regional Labour Market and Training – Internal and External Environments

Total projected job openings between 2015 and 2025 for the northern region is 54,600. Approximately 46,400 job openings will be due to attrition, with the balance related to expansion. The fastest growing occupations in northern BC will be accommodation service managers<sup>[5]</sup>.

In 2014, the Northeast region had the lowest unemployment rate in the province, while the current unemployment rate is above the provincial average<sup>[6]</sup>. The recent downturn in the oil and gas industry has caused the employment landscape in the north to evolve, which speaks to the volatility of the labour market in the region surrounding CNC.

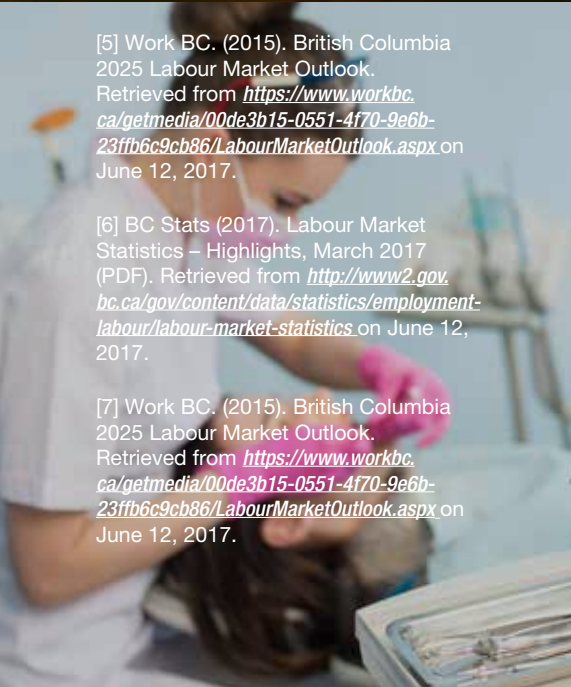
The College continually considers and integrates labour market and training needs with educational programming and direction to best serve our regional communities. The President's Industry Council, Program and Aboriginal Advisory Committees, and educational and community partnerships are examples of how the communication and coordination of college operations collaborates to address community needs.

[4] Province of BC Ministry of Education (Oct 2015) – District Reports. Retrieved from <http://www.bced.gov.bc.ca/reporting/district.php> on June 29, 2017.

[5] Work BC. (2015). British Columbia 2025 Labour Market Outlook. Retrieved from <https://www.workbc.ca/getmedia/00de3b15-0551-4f70-9e6b-23ffb6c9cb86/LabourMarketOutlook.aspx> on June 12, 2017.

[6] BC Stats (2017). Labour Market Statistics – Highlights, March 2017 (PDF). Retrieved from <http://www2.gov.bc.ca/gov/content/data/statistics/employment-labour/labour-market-statistics> on June 12, 2017.

[7] Work BC. (2015). British Columbia 2025 Labour Market Outlook. Retrieved from <https://www.workbc.ca/getmedia/00de3b15-0551-4f70-9e6b-23ffb6c9cb86/LabourMarketOutlook.aspx> on June 12, 2017.



## New Programs and Investments

### Heavy Duty Mechanic Facility

The Piping Foundation and the expanded Heavy Equipment Operator trades programs have helped to address industry needs in line with the BC Skills for Jobs Blueprint. The 15 million dollar investment into a new Heavy Duty Mechanic facility in Prince George ensures CNC is providing up-to-date training facilities for our students and doubles the amount of training in the region. Construction of the new facility is underway and scheduled to be completed in April 2018.

### Sonography Program

Sonography has again been identified as one of the top priority health professions by the province of BC<sup>[7]</sup> and CNC has responded. A new diagnostic Medical Sonography Diploma Program offered by the College in the fall of 2018 will provide access to more students wishing to pursue a career in ultrasound. The expectation is for 16 new graduates per year and the new program will increase the overall number of sonography graduates in the province, in addition to addressing regional demand by encouraging students to learn, live and work in the northern interior of BC.

### Refreshed Dental Hygiene Program

With a newly developed curriculum, the new Dental Hygiene program will offer 18 seats in September 2017. The new CNC Dental Hygiene program has been created in consultation with the dental community to ensure it meets the unique needs of the region, meets the provincially-mandated outcomes within the program timeframe, and includes new dental hygiene practices. The new curriculum and clinic model will ensure graduates are current in their practice with the appropriate skills and knowledge required by the dental community.


### Quesnel Expansion and 3rd Class Power Engineering

A planned expansion to the trades building in Quesnel will allow for 3rd Class Power Engineering program delivery. Upgrades include the installation of a new 1.26 million dollar boiler system and will help CNC offer relevant and up to-date-training for power engineering students who wish to pursue a trade close to home.

### New Vanderhoof Campus

Students attending the Nechako Region campus of the College of New Caledonia (CNC) in Vanderhoof will have a new education and training facility following the purchase of several buildings that sit on 2.38 acres (0.96 hectares) of land. The new campus will consolidate a variety of programs including trades to one location in a much newer building. It is located on 139 East First Street and has more than an acre that can be developed in the future depending on demand and approvals. The new building will allow the College to move the trades program onto the same location as other programs.





## Regional Needs

Physiotherapists (PTs) and Occupational Therapists (OTs) are also included in the provincial top priority health professions list, and the need for these health professionals is mirrored in the northern BC health region. It is difficult to attract and retain these professionals, especially when they are not from the northern region and the salaries in Alberta for the same roles are significantly higher. Northern Health is unable to compete for these professionals, which is negatively impacting health care services for northerners. Non-resident PTs and OTs are used to periodically serve small and rural communities. To address this and improve the standard of care, Northern Health and the College (*among other partners*) are exploring the feasibility of a Rehabilitation Assistant program. Given the limited resources available and the non-resident nature of specialist health service providers serving rural communities in northern BC, establishing teams of non-resident professionals and resident rehabilitation assistants would extend the reach of the specialist between visits to underserved communities.

Northern BC is also experiencing a broad shortage of skilled technologists and engineers. This shortage is already impacting business and economic activity in our region, and these impacts are expected to last for decades. These workers are urgently required across many fields to support the development of major proposed projects in the region as well as other important industry sectors including forestry and manufacturing. Sustained economic and social development in northern BC requires that this shortage be addressed promptly. CNC has recognized and responded to this immediate need through the development of program proposals for an Instrumentation and Control Engineering Technology Program and a Civil Engineering Technology program. Labour market data also indicates a strong demand for power engineers in BC for at least the next decade, with over 1,400 power engineer job openings forecast for the province between now and 2025. In northern BC, power engineering is considered one of the top 10 “*careers in demand*”, particularly in the Prince George region<sup>[8]</sup>. Numerous labour market analyses and interviews confirm that employers in our region experience difficulty hiring for this occupation, given the high degree of specialization required in this occupation, and difficulties retaining workers in the north central area. Power engineers work in a wide variety of

**Labour market data also indicates a strong demand for power engineers in BC for at least the next decade, with over 1,400 power engineer job openings forecast for the province between now and 2025.**

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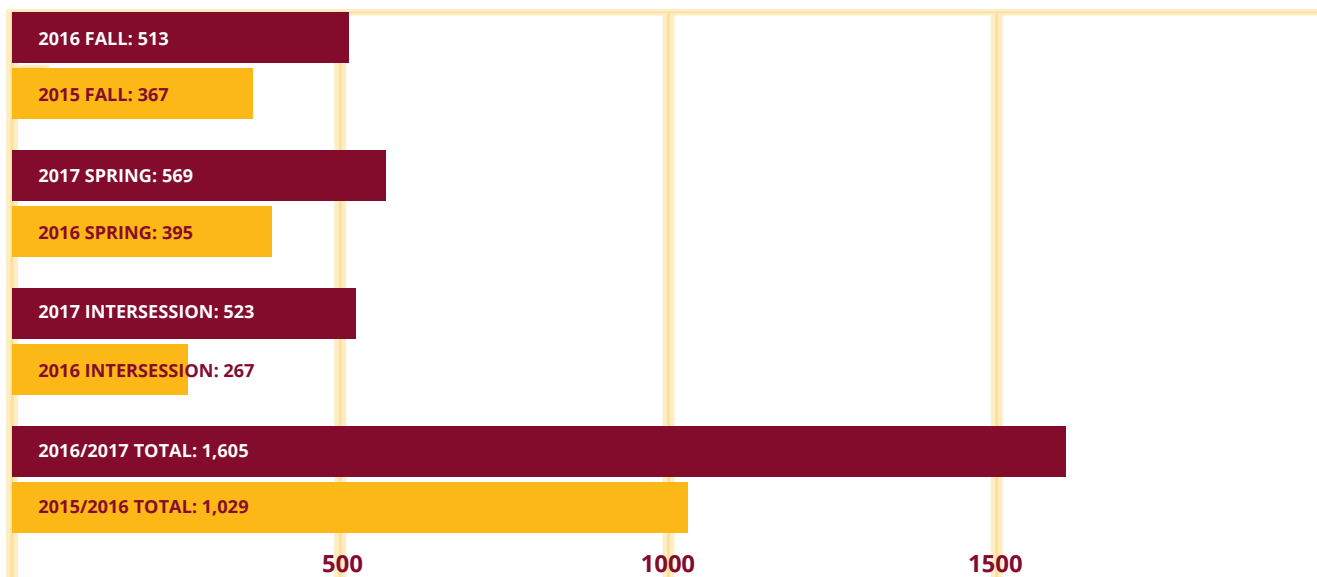
[8] Work BC. (2015). British Columbia 2025 Labour Market Outlook. Retrieved from <https://www.workbc.ca/getmedia/00de3b15-0551-4f70-9e6b-23ffb6c9cb86/LabourMarketOutlook.aspx> on June 28, 2017

industrial and commercial facilities. Power engineers are employed in almost all important industry sectors in northern BC including sawmills, pulp and paper mills, upstream oil and gas facilities, oil refineries, water and waste water plants, petrochemical industries, power generation, and bioenergy plants. The 2 Year Power Engineering program CNC has developed has recently been accredited by the BC Safety Authority and will be submitted to the Ministry of Advanced Education for approval in the coming months.

Program initiatives targeted for specific employment/educational outcomes are largely dependent on external funding contracts, making it challenging to provide sustainable opportunities for communities. These funding dependent contracts put a stress on institutional resources by requiring on-going development, revision, and submission of proposals rather than focusing on continuous delivery and improvement of services. However, CNC continues to be successful as a proponent of many contracts, and is appreciative of the opportunity respond to community needs through these short-term initiatives.

## International Education

CNC welcomed 788 individual international students during the 2016/2017 fiscal year, or 480 FTE representing 35 different countries. For the first time, CNC had students from Mauritius and Iran. CNC's two main markets for incoming international students continue to be India and China, followed by Nigeria and the Philippines.



**CNC's overall international student enrollment per semester has been as follows:**

In September 2016, CNC welcomed a cohort of Mexican students through the Mexican Mobility Program, an initiative funded by the Government of Mexico and coordinated by a consortium of Mexican technological universities. Fifty students from universities across Mexico attended fourteen weeks of ESL and various university-transfer courses during the Fall 2016 semester. CNC was one of seven Canadian college and universities to participate, along with five community colleges across the USA. As well as studying, the students took part in many of the international student activities throughout the semester, including a trip to Vancouver to watch a Vancouver Whitecaps game, celebrations for Mexican Independence Day, and cultural celebrations such as Halloween and Christmas.

In April 2017, CNC partnered with UNBC, Northwest Community College and Northern Lights College to host the Great Northern Familiarization Tour, a two-day event attended by sixteen international recruitment

agents from around the world. The visit to Prince George included presentations from each institution, visits to the Northern Lights Estate Winery and Otway Nordic Centre, campus tours, the Presidents' Dinner at UNBC and the signing of a new MOU to facilitate transfer pathways for international students between the three northern BC colleges and UNBC.

CNC's expanding study abroad opportunities, the increase in number of international students and countries represented, and a continual focus throughout the year on enhancing international students' experience demonstrate the many ways in which the College is working toward objectives defined in the Ministry's International Education Strategy.





# Performance Plan: Goals, Objectives, Performance Measures, Targets and Results

## Goals and Objectives

This section describes CNC's goals and objectives, and shows how they align with the five long-term system objectives for public post-secondary institutions in BC: capacity, access, efficiency, quality and relevance. System objectives are indicated in bold. Objectives from CNC's Mandate Letter and the Taxpayer Accountability Principles that relate to institutional goals are also included and identified below.

Institutional goals and objectives are based on the strategic directions and actions outlined in CNC's 2016-2020 Strategic Plan – Promoting Student Success.

<b>STRATEGIC DIRECTION 1: STUDENT SUCCESS</b>		
Support and enhance the student experience to enable the engagement and success of our learners.		
Institutional Objective	System Objective	Strategies
1.1	Ensure quality, relevant, and responsive curriculum and programs.	<ul style="list-style-type: none"> <li>• CNC Education Plan created with input from program and community members through the College region to ensure a common academic standard, vision, and direction that will be applied across all programs and will ensure our students receive consistent high quality education at all of our campuses and regions.</li> <li>• Increase access to educational opportunities through flexible delivery of programs, including online, blended, and the real-time, instructor-led Digital Delivery Instruction (DDI).</li> <li>• Support strong connections with community organizations to ensure program relevance.</li> <li>• International Education department's strategic plan updated to ensure it continues to advance the Ministry of Advanced Education's International Education Strategy.</li> <li>• Continue to expand existing and establish new transfer options for students to other post-secondary institutions provincially, nationally and internationally to enhance student options for further education.</li> <li>• Increase accessibility of awards and bursaries by streamlining application and awards systems.</li> </ul> <p>*Jobs Blueprint: CNC Mandate Letter Key Strategy **International Education Strategy: CNC Mandate Letter Key Strategy</p>
1.2	Increase access to quality educational opportunities through a variety of learning delivery methods.	
1.3	Increase partnerships and agreements with community organizations and educational institutions.	
1.4	Increase student access to international activities.	
1.5	Increase the number of articulation agreements.	
		<p><b>Quality, Relevance, Jobs Blueprint*</b></p> <p><b>Access</b></p> <p><b>Relevance</b></p> <p>International Education Strategy**</p> <p><b>Access</b></p>

## STRATEGIC DIRECTION 2: CULTURE OF SERVICE

Ensure quality service and an excellent experience for students and all stakeholders engaging with CNC.

Institutional Objective	System Objective	Strategies
2.1 Ensure quality integrated, user-focused and efficient systems and services.	<b>Efficiency,</b> Cost Consciousness*	<ul style="list-style-type: none"> <li>• Continue to ensure service enhancements and changes increase internal efficiency and are aligned with student needs.</li> <li>• Engage front-end, service-oriented, and public-facing departments to develop a standard of customer services to be used across the College.</li> </ul>
2.2 Ensure future renovations to college campuses maximize accessibility for all users.	Respect**	<ul style="list-style-type: none"> <li>• Develop standardized operating procedures for use in all departments and all college campuses.</li> <li>• Participate and contribute in the EducationPlannerBC initiative.</li> </ul>
2.3 Develop process for receiving feedback.	<b>Efficiency,</b> Cost Consciousness*	<ul style="list-style-type: none"> <li>• Ensure accessibility and student spaces are key considerations when planning renovations and campus development to support inclusive, diverse, and welcoming campuses.</li> <li>• Establish process for collecting feedback to promote continuous service improvements.</li> </ul> <p>*Cost consciousness: Taxpayer Accountability Principle **Respect: Taxpayer Accountability Principle</p>

## STRATEGIC DIRECTION 3: ABORIGINAL EDUCATION

Work in collaboration with Aboriginal communities to incorporate Aboriginal cultures throughout CNC campuses and programming.

Institutional Objective	System Objective	Strategies
3.1 Support Aboriginal students to participate, complete, and be successful in CNC courses and programs.	<b>Access</b>	<ul style="list-style-type: none"> <li>• Expand services targeted to Aboriginal learners to enhance their experience and probability of success.</li> <li>• Develop and implement an Aboriginal Education Plan to guide the College in its support of Aboriginal learners with targeted and culturally relevant support services.</li> </ul>
3.2 Incorporate more Aboriginal culture, history, teachings, and knowledge in CNC courses, programs and on campus.	<b>Relevance</b>	<ul style="list-style-type: none"> <li>• Increase inclusion of Aboriginal culture, history, teachings, and knowledge in CNC courses, programs and on campus to enrich all student and staff experience.</li> </ul>
3.3 Develop a CNC Aboriginal Strategic Plan that supports the Aboriginal Post-Secondary Education and Training Policy and Action Plan.	Aboriginal Education and Training Policy Framework*	<ul style="list-style-type: none"> <li>• Embed the Indigenization consideration into new course/program proposal process.</li> <li>• Increase collaboration efforts with Aboriginal communities, Aboriginal Advisory Committees, and the Yinka Dene Council to ensure Aboriginal Education is meeting the needs of the Aboriginal peoples within our region.</li> </ul>
3.4 Build relationships with and be accountable to Aboriginal communities for educational goals.	<b>Relevance</b>	<p>*Aboriginal Education and Training Policy Framework: Mandate Letter key strategy</p>



## STRATEGIC DIRECTION 4: ORGANIZATIONAL CULTURE

Create a values-based organizational culture rooted in the established institutional values.

Institutional Objective		System Objective	Strategies
4.1	Encourage a culture of accountability.	Accountability*	<ul style="list-style-type: none"> <li>• Continue to work towards a values-based organizational culture with the change management and organizational development initiatives already underway.</li> <li>• Ensure standardization of performance management and accountability measures.</li> <li>• Acknowledge and celebrate the achievements of our employees.</li> <li>• Increase the overall satisfaction and experience of all those we reach.</li> </ul> <p>*Accountability: Taxpayer Accountability Principle **Financial Targets: CNC Mandate Letter Key Priority</p>
4.2	Promote team building, employee engagement, and a workplace design that supports employee success.	Efficiency	
4.3	Improve professional development opportunities and increase employee satisfaction.	Quality	
4.4	Develop and implement initiatives to enhance team and departmental effectiveness.	Financial Targets**	

## STRATEGIC DIRECTION 5: COMMUNITY ENGAGEMENT

Ensure active connections to community by ensuring those connected to the college are engaged with and informed of college activities.

Institutional Objective		System Objective	Strategies
5.1	Expand community involvement by engaging a broader base of community members in college activities.	Access, Relevance	<ul style="list-style-type: none"> <li>• Develop a comprehensive Communications plan to support strong relationships and timely and relevant engagement.</li> <li>• Increase communication with students, Aboriginal communities, employers, industry groups, employees, and others to ensure those connected to the college are involved with CNC's decisions and activities</li> <li>• Increase community participation on CNC's Program Advisory Committees to ensure courses and programs are relevant and meeting the needs of communities and employers.</li> <li>• Continue to build relationships with and be accountable to communities for educational goals.</li> <li>• Establish an integrated communications approach, utilizing timely and creative channels.</li> </ul>
5.2	Implement a communications and engagement plan to strengthen relationships with communities.	Relevance	
5.3	Increase awareness of the college educational opportunities.	Capacity, Access	

# 2016 - 17 Performance Measures, Targets, and Results

Performance Measure 1	Actual 2015/16		Target 2016/17	Actual 2016/17		Assessment 2016/17	Targets 2017/18 2018/19	
	Student spaces <sup>2</sup>							
Capacity	Total student spaces	1,752	3,125	1,630		Not Achieved	3,141	3,125
	Nursing and other allied health programs	413	455	407		Not Achieved	471	
	Developmental programs	220	522	172		Not Achieved	522	
Credentials awarded <sup>3</sup>								
	Number	987	925	901		Substantially Achieved	TBD	
Aboriginal student spaces <sup>4</sup>								
Access	Total Aboriginal student spaces	871	450	779		Exceeded	398	
	Ministry (AVED)	609		546				
	Industry Training Authority (ITA)	262		234				
Student satisfaction with education <sup>5</sup>								
		%	+/-		%	+/-		
	Former diploma, associate degree and certificate students	95.2%	1.2%	≥ 90%	92.9%	1.4%	Achieved	≥ 90%
	Former apprenticeship students	95.9%	2.2%		91.4%	2.6%	Achieved	
Student assessment of the quality of instruction <sup>5</sup>								
		%	+/-		%	+/-		
Quality	Former diploma, associate degree and certificate students	93.5%	1.4%	≥ 90%	92.5%	1.4%	Achieved	≥ 90%
	Former apprenticeship students	97.3%	1.8%		95.7%	1.9%	Achieved	
	Student assessment of skill development <sup>5</sup>							
		%	+/-		%	+/-		
	Former diploma, associate degree and certificate students	90.4%	1.7%	≥ 85%	89.2%	1.8%	Achieved	≥ 85%
	Former apprenticeship students	88.8%	4.1%		84.2%	4.2%	Achieved	
Student assessment of usefulness of knowledge and skills in performing job <sup>5</sup>								
		%	+/-		%	+/-		
Relevance	Former diploma, associate degree and certificate students	89.2%	2.8%	≥ 90%	84.5%	2.9%	Substantially Achieved	≥ 90%
	Former apprenticeship students	94.1%	3.2%		93.1%	2.7%	Achieved	
	Unemployment Rate <sup>5,6</sup>							
		%	+/-		%	+/-		
	Former diploma, associate degree and certificate students	11.2%	2.6%	≥ 9.8%	11.4%	2.3%	Exceeded	12.7%
	Former apprenticeship students	15.0%	4.2%		10.5%	2.9%	Exceeded	
		≤ unemployment rate for individuals with high school credentials of less						

Target assessment scale	Description
Exceeded	110% or more of the target
Achieved	100% - 109% of the target
Substantially achieved	90% - 99% of the target
Not achieved	Less than 90% of the target
Not Assessed	Survey results with less than 20 respondents or a margin of error of 10% or greater, descriptive measures, and measures without targets.

**Notes:** TBI - Institutions are required to include their target and assessment. N/A - Not applicable.

1. Please consult the 2016/17 Standards Manual for a current description of each measure. See [http://www.aved.gov.bc.ca/framework/docs/standards\\_manual.pdf](http://www.aved.gov.bc.ca/framework/docs/standards_manual.pdf)
2. Results from the 2015/16 reporting year are based on data from the 2015/16 fiscal year; results from the 2016/17 reporting year are based on data from the 2016/17 fiscal year. Excludes Industry Training Authority student spaces.
3. Annual performance is measured using a rolling three-year average of the most recent fiscal years, e.g., the results for the 2016/17 reporting year are a three-year average of the 2013/14, 2014/15, and 2015/16 fiscal years.
4. Results from the 2015/16 reporting year are based on data from the 2014/15 fiscal year; results from the 2016/17 reporting period are based on data from the 2015/16 fiscal year. The Institutional Aboriginal Spaces target is to maintain actual Aboriginal Spaces as a percent of domestic student population for the same reporting year.
5. Results from the 2015/16 reporting year are based on 2015 survey data; results from the 2016/17 reporting year are based on 2016 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 margin of error is greater than 10%.
6. Target is the unemployment rate for those aged 18 to 29 with high school credentials or less for the province.

## Performance Measures Not Achieved

### Student Spaces

**A. Total student spaces** - The provincial FTE model has been under discussion for many years and still needs to be reviewed, particularly for institutions with multiple rural and remote campuses. FTE targets remain too high to reasonably be met with existing core resources in a multi-campus environment serving many students facing personal, educational, and geographic barriers. There has been significant recovery at the Quesnel campus, however.

**B. Nursing and Allied Health** – The CNC targets for this measure do not account for attrition in the second year of health science programs, which often occurs. CNC is taking steps to ensure retention of students into the second year of the program by way of increased student supports and resources to encourage student success. 2016-17 FY saw the effects of the second year of the suspension of the Dental Hygiene program. This was a reduction of 32 student spaces in total (*16 first years and 16 second years*). CNC's student spaces were not changed in the FTE/Skills Gap Planning to accommodate the suspension of the Dental Hygiene program. 2017-18 FY will see the first intake of CNC's new Dental Hygiene program.

**C. Student spaces in Developmental Programs** – Two years ago, tuition fees were implemented for Academic Upgrading (*previously College and Career Preparation*) courses. This has created a barrier for students looking to access these courses to obtain their Dogwood, or to upgrade high school courses and qualify for further education. Additionally, a major school district contract has been substantially reduced in Burns Lake so fewer adult learners are accessing upgrading in that community. Signs of recovery may be noted through the introduction of ongoing developmental at the Fort St. James campus.

### Credentials Awarded

Several reasons can be identified as to why this target was substantially achieved. During the 2015/2016 year the New Media Communications and Design program was cancelled and replaced with the Web and Graphic Design program. The Web and Graphic Design program has so far seen less students applying for credentials, even though there are multiple credential exit points.



Career Technical Centre (or ACE-IT) student intakes are smaller and yielding less graduates. Also, credentials for Foundation Trades programs are dependent on funding from the ITA and AVED and can fluctuate accordingly—one-time funding in previous Fiscal Years can unintentionally spike targets in years where we do not receive one-time funding. Additionally, changes in both the Practical Nursing Program and the Dental Hygiene Program have left us with a gap year of credentials.

CNC works to continue to offer our students the opportunity to transfer to any institution in the province, with or without first earning a credential, which is part of a larger pattern of student mobility through the province.

### **Student Assessment of Usefulness of Knowledge and Skills in 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 diploma, associate degree and certificate graduates improves to 97% for graduates in jobs that the respondent rated 'very' or 'somewhat' related to their training.

### **Financial Information**

For the most recent financial information, please see the Audited Financial Statements available at [http://www.cnc.bc.ca/Working/Financial\\_Services.htm](http://www.cnc.bc.ca/Working/Financial_Services.htm)

### **Contact Hour Activity Report**

The Contact Hour Activity Report has been uploaded to the Ministry of Advanced Education's Accountability Framework SharePoint site.

## Appendices

Performance measure1	Actual 2015/16		Target 2016/17	Actual 2016/17		Assessment 2016/17
Former diploma, associate degree and certificate students' assessment of skill development						
	%	+/-		%	+/-	
Skills development (avg. %)	90.4%	1.7%	≥ 85%	89.2%	1.8%	Achieved
Written communication	83.5%	2.4%		83.5%	2.4%	
Oral communication	85.4%	2.3%		84.0%	2.4%	
Group collaboration	94.2%	1.3%		91.0%	1.6%	
Critical analysis	91.6%	1.6%		92.0%	1.5%	
Problem resolution	92.2%	1.5%		89.9%	1.7%	
Learn on your own	92.7%	1.5%		90.3%	1.6%	
Reading and comprehension	93.6%	1.4%		92.0%	1.5%	
Former apprenticeship students' assessment of skill development						
Skills development (avg. %)	88.8%	4.1%	≥ 85%	84.2%	4.2%	Achieved
Written communication	75.3%	7.0%		69.3%	7.0%	
Oral communication	82.1%	6.3%		67.4%	7.7%	
Group collaboration	94.0%	3.0%		84.8%	3.9%	
Critical analysis	93.6%	2.9%		91.7%	2.7%	
Problem resolution	92.1%	3.2%		86.8%	3.5%	
Learn on your own	92.2%	3.2%		84.9%	3.7%	
Reading and comprehension	92.1%	3.2%		92.8%	2.7%	



COLLEGE OF NEW CALEDONIA

