



# First Nations Traditional Territory

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

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

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-Lake s(91), Prince George (57), and Quesnel (28).

## Accountability Statement

July 15, 2016

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

Dear Minister Wilkinson,

We are pleased to provide the College of New Caledonia's 2015-2016 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 2015-2016 outcomes is provided, as is the College's action plan for 2016-2017, which marks the first year of our 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,



Jason Fisher  
Chair, Board of Governors



Henry Reiser  
President

Table of Contents

First Nation’s Traditional Territory ..... 2

Accountability Statement ..... 3

Table of Contents ..... 4

Strategic Direction and Context..... 5

    Strategic Direction ..... 5

        Institutional Overview..... 5

        Strategic Context..... 9

Performance Plan: Goals, Objectives, Performance Measures, Targets and Results..... 13

    Goals and Objectives..... 13

    Performance Measures, Targets, and Results ..... 18

Financial Information ..... 20

Contact Hour Activity Report ..... 20

Appendices..... 21

# Strategic Direction and Context

## Strategic Direction

### Institutional Overview

The College of New Caledonia (CNC) is a public community college dedicated to helping meet the adult and postsecondary educational needs of all people who wish to access our programs and services. CNC has played an important role in training and educating residents in north-central B.C. since 1969. We serve an area that is approximately 148,500 square kilometers, or 16%<sup>1</sup> of the province, with an overall population of over 138,000<sup>2</sup>. Campuses are located in Prince George, Quesnel, Mackenzie, Vanderhoof, Fort St. James and Burns Lake. CNC offers programs and services in many smaller communities, such as Southside and Fraser Lake, and in many aboriginal communities, such as Nak'azdli, Saik'uz and Cheslatta.



<sup>1</sup> BC Stats (2006). College Region 9 – New Caledonia: Socioeconomic Profiles. Retrieved from <http://www.bcstats.gov.bc.ca/StatisticsBySubject/SocialStatistics/SocioEconomicProfilesIndices/Profiles.aspx> on June 28, 2016.

<sup>2</sup> BC Stats (2015). College Region 9 – New Caledonia: Population Estimates. Retrieved from <http://www.bcstats.gov.bc.ca/StatisticsBySubject/Demography/PopulationEstimates.aspx> on June 28, 2016.

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.

The College of New Caledonia has established degree partnerships with North Island College, Thompson Rivers University, Kwantlen Polytechnic, University of British Columbia, University of Victoria, Emily Carr University of Art + Design, and the University of Northern British Columbia. These partnerships create student opportunities for seamless continued education at other post-secondary institutions across BC. We are currently exploring additional partnerships with other institutions for dual admission and transfer agreements.

Along with being one of the most affordable postsecondary institutions in the province, CNC offers small class sizes (no class is larger than 37 students), skilled instructors, hands-on practical training.

### Our Students

In 2015-16 fiscal year, CNC served 8,230 individual students including 4,162 in continuing education courses. These numbers equate to 3,467 full-time equivalent students, including 1,351 FTE in Trades programs, 413 FTE in Allied Health programs, and 364 FTE International students.

We have equal numbers of female and male students. With more than one-third of our students either self-identifying as Aboriginal or as International, CNC has a lively and diverse student population. Most of the International students are in Prince George, while Aboriginal students in Burns Lake, Vanderhoof and Fort St. James easily account for the majority of our students at those campuses. The average age of all students attending CNC is 27 years.

### Aboriginal Students

Approximately 34%, or 2,062, of our domestic students are Aboriginal, which is almost three times the percentage of Aboriginal people (12.9%<sup>3</sup>) living in the college's service area. 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 600 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 2016, CNC had 431 full-time and 273 part-time administrators, faculty, and operational staff.

---

<sup>3</sup> BC Stats. (2011) College Region 9 – New Caledonia: Statistical Profile. Retrieved from <http://www.bcstats.gov.bc.ca/StatisticsBySubject/SocialStatistics/SocioEconomicProfilesIndices/Profiles.aspx> on June 29, 2016.

## Strategic Planning

During the recent Strategic Plan development process, the college reviewed the Mission, the Vision statement, and the institutional Values to ensure they reflect where the CNC is going over the next five years.

### *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.

## 2016-2020 Strategic Plan Development

The College of New Caledonia recently completed the 2016-2020 Strategic Plan – Promoting Student Success. The new Strategic Plan is the culmination of a thorough and thoughtful consultation with our students, our employees, our communities, our partners and many other integral stakeholders. An online copy can be found at [www.cnc.bc.ca/strategicplan](http://www.cnc.bc.ca/strategicplan).

The new Strategic Plan identifies five strategic directions that will guide the college over the next five years. They are: enhancing the student experience, establishing a culture of service, supporting Aboriginal students and integrating Aboriginal culture and knowledge, improving organizational culture and employee satisfaction, and engaging communities and stakeholders regularly.

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.

### CNC Education Plan

CNC's Vice President Academic joined the college in the fall of 2015 and, together with the CNC Education Council, has begun the development of CNC's first Education Plan, with the intent of engaging and consulting with all relevant areas within CNC. Once developed, this Plan will help ensure that CNC has a common academic standard, vision, and direction that will be applied across all programs within the CNC region, and will ensure our students receive consistent high quality education at all of our campuses and regions.

### Community Partnerships

CNC has a strong and proud history of great partnerships, including school districts within the New Caledonia college region. CNC and the CNC Faculty Association have recently partnered with SD 57 on a new dual credit agreement. Through this agreement, the college will deliver college level accounting, biology, economics, English, history, math, marketing, psychology and more, and students will receive credit towards high school graduation and post-secondary credentials.

The college has a longstanding relationship and educational partnership with Canfor. Together, we work on workforce planning and recruitment, promotion of the pulp and paper industry, and specialized training and development. Canfor also supports the college with student work placements and by promoting the Career and Technical Centre pathway program.

The Northern Health (NH) and CNC partnership has been formally established since 2011, through which we have supported joint health training initiatives that are identified through a collaborative effort. Together we have supported initiatives in areas such as Medical Radiography Technology, perioperative nursing, and health informatics. More recently, NH provided funding for the college to support the implementation of a Learning Management System based with the Provincial Health Service Authority.

### College Restructuring

The College undertook a fundamental administrative reorganization in 2015 in order to better align academic and community education models throughout the region. The restructuring was also intended to help address a projected \$2.8 million dollar deficit in 2015/2016 fiscal. These changes, along with higher than anticipated student enrolments and increased contract revenues, led to an operating surplus at the end of the 2015/2016 fiscal.

The restructuring redefined how we plan, coordinate, and support learning and teaching, which will help to ensure that every student continues to experience the highest quality of education and service at CNC. This has also provided opportunities for us to build on our already strong community outreach and post-secondary education planning with smaller communities.



More recently, CNC has aligned community and continuing education within the Academic portfolio. Initial restructuring involved the deans taking responsibility for regional academic programs, and CNC has decided to move all educational programming under the Vice President Academic. This change aligns directly with our new Strategic Plan and continues to build on our commitments to better serve our students and communities across the region.

### Digital Delivery Instruction

CNC's Digital Delivery Instruction (DDI, previously Digital Delivery Initiative) allows real-time synchronous delivery of instructor-led lectures to classrooms across multiple CNC campuses. CNC is well into the first year of the three year roll-out, and experiencing great success. During the 2015/2016 year CNC delivered five courses from the Prince George Campus to the Quesnel Campus, and two courses from the Quesnel Campus to the Prince George Campus. These seven courses allowed students in receiving communities to access courses that otherwise wouldn't be available to them at those times or in those locations. This delivery method helped to reduce the costs of course delivery without sacrificing learning outcomes, and more than 90 percent of the registered students successfully completed the courses.

The DDI project was supported by both Enbridge and TransCanada Pipelines, who together contributed \$400,000 toward the project during the last year. The Provincial Government contributed \$702,000 towards the initiative as well in 2016. This kind of support from our industry and provincial partners demonstrates the shared goal to provide people across the north with access to quality education and training, and to build the skills that will support strong communities well into the future.

### 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. The current external and internal contexts in which we address our goals are outlined here. 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 the new sectors is critical to the development and evolution of the north.

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 the 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 2014 and 2015, with Burns Lake (-7.7%) and Quesnel (-6.2%)<sup>4</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 population in the CNC region is aging, something that many other regions in the province and in Canada are also experiencing. The population between the age of 55 and 90 in the college region has grown 36% since 2006 and is forecasted to continue on upward incline. Looking to the youth of the region, the 10-14 and 15-19 age groups have decreased by 23% and 16%<sup>5</sup> respectively, a trend that is also forecasted to continue. The decline in current high school students and college-bound populations will certainly have an impact on student enrollments in the coming years.

## High School Completion rates

In the three School Districts within the CNC region (91, 57 and 28), an average of 73%<sup>6</sup> of all students graduate Grade 12 within six years of beginning Grade 8. For Aboriginal students, the average across the three districts is 61.2%, an increase from 53.4% 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. In addition to this, 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 regional campuses which have the highest proportions of Aboriginal learners.

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.

---

<sup>4</sup> BC Stats (2015) Population Estimates - Municipalities, Regional Districts and Development Regions – Highlights and Summary Table. Retrieved from <http://www.bcstatprojects.gov.bc.ca/StatisticsBySubject/Demography/PopulationEstimates.aspx> on June 30, 2016.

<sup>5</sup> BC Stats (2015). College Region 9 – New Caledonia: Population Estimates. Retrieved from <http://www.bcstats.gov.bc.ca/StatisticsBySubject/Demography/PopulationEstimates.aspx> on July 2, 2016

<sup>6</sup> Province of BC Ministry of Education (Oct 2015) – District Reports. Retrieved from <https://www.bced.gov.bc.ca/reporting/district.php> on June 29, 2016.

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

Total projected job openings between 2014 and 2024 for the northern region is 57,900. Approximately 46,800 job openings will be due to attrition, with the balance related to expansion. The fastest growing occupations in the north will be mining/metals work and public sector professionals.<sup>7</sup>

In 2014, the North East region had the lowest unemployment rate in the province, while the North Coast and Nechako regions had the highest unemployment rates. This speaks to the fact that each community's situation, along with their specific needs, are unique. 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 directions 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 to address community needs take place.

CNC is hearing the regional communities when they say skilled labour shortages in north-central BC are dire, with the most serious concern being the gap between available workers and the skills required. The lack of skilled labour is being felt across the north. Regional and community efforts are being made to address these shortages and the College continues to play a central role in facilitating communication and initiatives throughout the region, and in proactively responding to emerging needs.

The 200+ business members of the Northern Technology & Engineering Society continue to stress the need for a civil engineering technology diploma program. Civil Engineers are on the *100 Top Opportunity Occupations in BC* list.<sup>8</sup> Without Civil Engineering education programs in the north, the struggle to recruit and retain these workers in the northern region will continue.

Our industry partners have also expressed the need for mechanical engineering technology and geomatics (surveying) educational programs, and there is interest in the development of mechatronics. The focus remains on training in the north, for the north to support a sustainable and effective labour supply for the huge economic activity that's planned, and already underway.

To fill emerging skills gaps and labour shortages, the College has the capacity for substantially more skilled trades training than is currently occurring, but northern employers in the skilled trades are challenged to support apprenticeships. There is a real need to improve 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. The College currently works closely with Canfor and West Fraser on a number of trades and industry related initiatives.

---

<sup>7</sup> Work BC. (2014). British Columbia 2024 Labour Market Outlook. Retrieved from [https://www.workbc.ca/getmedia/9e0cadba-16d9-49d5-971b-7e9afd2561d7/BC-LM-Outlook-2014-2024\\_C.pdf.aspx](https://www.workbc.ca/getmedia/9e0cadba-16d9-49d5-971b-7e9afd2561d7/BC-LM-Outlook-2014-2024_C.pdf.aspx) on June 28, 2016

<sup>8</sup> Work BC. (2014). British Columbia 2024 Labour Market Outlook. Retrieved from [https://www.workbc.ca/getmedia/9e0cadba-16d9-49d5-971b-7e9afd2561d7/BC-LM-Outlook-2014-2024\\_C.pdf.aspx](https://www.workbc.ca/getmedia/9e0cadba-16d9-49d5-971b-7e9afd2561d7/BC-LM-Outlook-2014-2024_C.pdf.aspx) on June 28, 2016

A planned expansion of the Heavy Duty Mechanic facilities in Prince George will double the amount of training in the region. The new Piping Foundation and the expanded Heavy Equipment Operator trades programs have helped to address industry needs and are in line with the BC Skills for Jobs Blueprint.

Ultrasonography has been identified as one of the top priority health professions by the province of BC.<sup>9</sup> Physiotherapists (PTs) and Occupational Therapists (OTs) are also included in the provincial list, and the need for all three of these health professionals is mirrored in the north. It is difficult to attract and retain these professionals, especially when they aren't from the northern region and the salaries in Alberta for the same roles are significantly higher. Northern Health is stuck and unable to compete for these professionals, which is negatively impacting the health care services for northerners. Northern Health, the Health Employers Association of BC, and CNC among others are exploring ways to address the province wide Ultra sonographer shortage, which includes a potential program in the CNC region.

PTs and OTs are difficult to attract and retain, which is why non-resident professionals 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 RAs would extend the reach of the specialist between visits to underserved communities.

With additional Ministry of Advanced Education funding, the CNC Burns Lake campus is offering "Pathway into Practical Nursing" beginning in September 2016. This program will allow students to complete upgrading and entry requirements for the Practical Nursing program while staying in their small community. CNC hopes to offer the PN program in Burns Lake starting in January 2018.

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

There were 456 individual international students in 2015/2016, or 364 FTE. 125 of these International students enrolled in September 2016 were new to the college. For the first time, CNC had students from the Philippines, and numbers from Rwanda have increased from two students in September 2015, to eight students in September 2016. CNC's two main markets for incoming international students continue to be India and China.

---

<sup>9</sup> Work BC. (2014). British Columbia 2014 Labour Market Outlook. Retrieved from [https://www.workbc.ca/getmedia/9e0cadba-16d9-49d5-971b-7e9afd2561d7/BC-LM-Outlook-2014-2024\\_C.pdf.aspx](https://www.workbc.ca/getmedia/9e0cadba-16d9-49d5-971b-7e9afd2561d7/BC-LM-Outlook-2014-2024_C.pdf.aspx) on June 28, 2016

In 2015-2016 24 domestic students participated in Study Abroad programs, and four CNC faculty supported students in these travels. New this year, a cohort of twelve second year nursing students and two instructors from CNC participated in a nursing field school in Bangalore, India. All participating students have accessed funding from various scholarships and bursaries through CNC’s International Education Department. International Education at CNC continues to expand, both in terms of the recruitment of incoming international students and through international partnerships and the Study Abroad program.

## 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 recently developed 2016-2020 Strategic Plan.

### **Goal 1: Support and enhance the student experience to enable the engagement and success of our learners.**

The College of New Caledonia serves the region by providing high quality, relevant, and cost efficient programs and courses that meet the labour market demands and specific needs of our communities. It is estimated that by 2024, 78% of the nearly 1 million job openings will require some form of post-secondary education and training.<sup>10</sup> By supporting students in achieving their educational goals, and increasing access and participation of learners, CNC will support residents of our communities to become contributing members of a strong diverse regional economy.

Institutional Objective		System Objective
1.1	Ensure quality, relevant, and responsive curriculum and programs.	<b>Quality, Relevance, Jobs Blueprint*</b>
1.2	Increase access to quality educational opportunities through a variety of learning delivery methods.	<b>Access</b>
1.3	Increase partnerships and agreements with community organizations and educational institutions.	<b>Relevance</b>

<sup>10</sup> Work BC. (2014). British Columbia 2024 Labour Market Outlook. Retrieved from [https://www.workbc.ca/getmedia/9e0cadba-16d9-49d5-971b-7e9afd2561d7/BC-LM-Outlook-2014-2024\\_C.pdf.aspx](https://www.workbc.ca/getmedia/9e0cadba-16d9-49d5-971b-7e9afd2561d7/BC-LM-Outlook-2014-2024_C.pdf.aspx) on June 28, 2016

1.4	Increase student access to international activities.	International Education Strategy**
1.5	Increase the number of articulation agreements.	<b>Access</b>

\* Jobs Blueprint: CNC Mandate Letter Key Strategy

\*\*International Education Strategy: CNC Mandate Letter Key Strategy

Strategies:

- ❖ Develop a CNC Education Plan 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.
- ❖ Continue to align college programs with BC’s Skills for Jobs Blueprint.
- ❖ Increase access to educational opportunities through flexible delivery of programs, including online, blended, and the real-time, instructor-led Digital Delivery Instruction (DDI).
- ❖ Support strong connections with community organizations to ensure program relevance.
- ❖ Update the International Education department’s strategic plan to ensure it continues to advance the Ministry of Advanced Education’s International Education Strategy.
- ❖ 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.

**Goal 2: Ensure quality service and an excellent experience for students and all stakeholders engaging with CNC.**

Ease of access to student services and college information is a key factor in a positive student experience. With some of the college’s systems and processes becoming outdated, a focus on enhancing administrative systems and increasing efficiency is essential.

Internally, the development of standardized operating procedures will support staff and departments to achieve efficiency, quality output, and uniformity of performance. This standardization will also support the Administrative Service Delivery Transformation Initiative.

Institutional Objective		System Objective
2.1	Ensure quality integrated, user-focused and efficient systems and services	<b>Efficiency,</b> Cost Consciousness*
2.2	Ensure future renovations to college campuses maximize accessibility for all users	Respect**
2.3	Develop process for receiving feedback	<b>Efficiency,</b> Cost Consciousness*

\*Cost consciousness: Taxpayer Accountability Principle

\*\*Respect: Taxpayer Accountability Principle

Strategies

- ❖ Ensure service enhancements and changes increase internal efficiency and are aligned with student needs.

- ❖ Develop standardized operating procedures for use in all departments and all college campuses.
- ❖ Support and contribute to a single unified application system in partnership with other BC post-secondary institutions.
- ❖ Ensure accessibility is a key consideration when planning renovations and campus development to support inclusive, diverse, and welcoming campuses.
- ❖ Establish process for collecting feedback to promote continuous service improvements.

### **Goal 3: Support Aboriginal Education and incorporate Aboriginal culture, traditions and knowledge throughout the college.**

Approximately 34% of CNC students self-identify as Aboriginal, and at some CNC campuses Aboriginal learners make up the majority of the student population. With Aboriginal youth one of the fastest growing segments in Canada<sup>11</sup> and a prominent part of our region’s diverse demographics, it’s important to ensure targeted learning supports are in place to address the specific needs of Aboriginal learners. Aboriginal culture, history, and knowledge enhance the experience for all students and staff and help to create a diverse and welcoming campus culture. CNC appreciates the ongoing funding support of the government through the Aboriginal Service Plan and the support of Aboriginal Advisory groups that make the plan a reality.

Institutional Objective		System Objective
3.1	Support Aboriginal students to participate, complete, and be successful in CNC courses and programs.	<b>Access</b>
3.2	Incorporate more Aboriginal culture, history, teachings, and knowledge in CNC courses, programs and on campus	<b>Relevance</b>
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*
3.4	Build relationships with and be accountable to Aboriginal communities for educational goals	<b>Relevance</b>

\* Aboriginal Education and Training Policy Framework: Mandate Letter key strategy

#### Strategies:

- ❖ Expand services targeted to Aboriginal learners to enhance their experience and probability of success.
- ❖ Develop and implement an Aboriginal Education Plan that supports the BC Aboriginal Education and Training Policy and Action Plan.
- ❖ Increase inclusion of Aboriginal culture, history, teachings, and knowledge in CNC courses, programs and on campus to enrich all student experience.
- ❖ Increase collaboration efforts with Aboriginal communities, Aboriginal Advisory Committees, and the Yinka Dene Council to ensure Aboriginal Education is meeting the needs of Aboriginal people.

<sup>11</sup> Statistics Canada - Population Projections by Aboriginal Identity in Canada, 2006 to 2031. Retrieved from <http://www.statcan.gc.ca/pub/91-552-x/91-552-x2011001-eng.htm> on July 5, 2016

## Goal 4: Create a values-based organizational culture rooted in the established institutional values

People are the building blocks of the education we deliver at CNC. By creating an environment and culture where our people feel appreciated, respected, engaged, and part of the team, the experience of all those interacting with the college will be enhanced. CNC's values are Respect, Accountability, Integrity, Transparency, and Relationships and we want to foster an environment where these values truly guide all that we do.

Institutional Objective		System Objective
4.1	Encourage a culture of accountability	Accountability*
4.2	Promote team building, employee engagement, and a workplace design that supports employee success.	<b>Efficiency</b>
4.3	Improve professional development opportunities and increase employee satisfaction.	<b>Quality</b>
4.4	Develop and implement initiatives to enhance team and departmental effectiveness.	Financial Targets**

\*Accountability: Taxpayer Accountability Principle

\*\*Financial Targets: CNC Mandate Letter Key Priority

### Strategies:

- ❖ Continue to work towards a values-based organizational culture with the change management and organizational development initiatives already underway.
- ❖ Ensure standardization of performance management and accountability measures.
- ❖ Acknowledge and celebrate the achievements of our employees.
- ❖ Increase the overall satisfaction and experience of all those we reach.

## Goal 5: Ensure active connections to community by ensuring those connected to the college are engaged with and informed of college activities.

The college is committed to developing and improving relationships with the communities it serves. The strategic planning process identified areas for development and CNC is committed to ensuring open lines of communication with communities in our region, with First Nations, and with our educational and industry partners. Ensuring positive, constructive, and mutually beneficial relationships exist in all parts of the region is key to linking educational delivery to community need.

Institutional Objective		System Objective
5.1	Expand community involvement by engaging a broader base of community members in college activities.	<b>Access, Relevance</b>
5.2	Implement a communications and engagement plan to strengthen relationships with communities	<b>Relevance</b>
5.3	Increase awareness of the college educational opportunities	<b>Capacity, Access</b>



Strategies:

- ❖ 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.
- ❖ Increase community participation on CNC's Program Advisory Committees to ensure courses and programs are relevant and meeting the needs of communities and employers.
- ❖ Continue to build relationships with and be accountable to communities for educational goals.
- ❖ Establish an integrated communications approach, utilizing timely and creative channels.

## Performance Measures, Targets, and Results

System Objective	Performance Measure	Actual	Target	Actual	Performance Assessment	Targets	
		2014/15	2015/16	2015/16	2015/16	2016/17	2017/18
Capacity	Total student spaces <sup>2</sup>						
	FTE (Full Time Equivalents) number	1,871	3,161	1,752	Not Achieved	3,125	3,125
	Student spaces in developmental programs <sup>2</sup>						
	FTE number	344	522	220	Not Achieved	522	522
	Student spaces in Nursing and other allied health programs <sup>2</sup>						
	FTE number	437	491	413	Not Achieved	491	491
	Credentials awarded <sup>3</sup>						
Number	1,020	954	987	Achieved	925	TBD	
Access	Aboriginal student headcount <sup>8</sup>						
	Number of students who are Aboriginal	2,204	> previous year	2,062	Substantially Achieved	> 2,062	> previous year
	Percent of students who are Aboriginal	32.64%		34.53%	Achieved	> 34.53%	
	Aboriginal student spaces <sup>4</sup>						
	Total Aboriginal student spaces	946	N/A	871	Not Assessed	TBD	
	Ministry (AVED)	680		609			
	Industry Training Authority (ITA)	266		262			
Quality	Student satisfaction with education <sup>5</sup>						
	Former diploma, associate degree and certificate students	93% (+/- 1.5%)	≥ 90%	95.2%(+/- 1.2%)	Achieved	≥ 90%	
	Apprenticeship graduates	92.9%( +/- 2.6%)		96% (+/- 2.2%)	Achieved		
	Student assessment of skill development <sup>5,7</sup>						
	Former diploma, associate degree and certificate students	Not Comparable	≥ 85%	90.4%(+/- 1.7%)	Achieved	≥ 85%	
	Apprenticeship graduates	Not Comparable		88.8%(+/- 4.1%)	Achieved		
	Student assessment of quality of instruction <sup>5</sup>						
	Former diploma, associate degree and certificate students	94.5% (+/- 1.4%)	≥ 90%	93.5% (+/- 1.4%)	Achieved	≥ 90%	
Apprenticeship graduates	95.3%( +/- 2.1%)		97.3%(+/- 1.8%)	Exceeded			
Relevance	Student assessment of usefulness of knowledge and skills in performing job <sup>5</sup>						
	Diploma, associate degree and certificate graduates	89.9% (+/- 2.9%)	≥ 90%	89.2% (+/- 2.8%)	Achieved	≥ 90%	
	Apprenticeship graduates	88.7% (+/- 3.6%)		94.1% (+/- 3.2%)	Achieved		
	Unemployment rate <sup>5,6</sup>						
	Diploma, associate degree and certificate graduates	5.7% (+/- 1.6%)	≤ 10.9%	11.2% (+/- 2.6%)	Achieved	9.8% ≤ unemployment rate for individuals with high school credentials or less	
Apprenticeship graduates	6.8% (+/- 2.7%)		15% (+/- 4.24%)	Achieved			
	International Student headcount & diversity <sup>8</sup>						
	Number of International Students	391	> 391	456	Exceeded	> previous year	
	Number of International Student countries	26	> 26	32	Exceeded	> previous year	

**Notes:**

TBD - for measures where results are still to be received, the fields have been labelled as "To Be Determined".

N/A - Not applicable

- 1 Please consult the 2015/16 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 2014/15 reporting year are based on data from the 2014/15 fiscal year; results from the 2015/16 reporting year are based on data from the 2015/16 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 2015/16 reporting year are a three-year average of the 2012/13, 2013/14, and 2014/15 fiscal years.
- 4 Results from the 2014/15 reporting year are based on data from the 2013/14 fiscal year; results from the 2015/16 reporting period are based on data from the 2014/15 fiscal year.
- 5 Results from the 2014/15 reporting year are based on 2014 survey data; results from the 2015/16 reporting year are based on 2015 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.
- 7 In 2015 the wording of the skills development questions changed. Until 2014, respondents were asked to indicate the "extent to which their in-school training provided them with opportunities to develop various professional skills" and used a five-point scale. In 2015, respondents were asked "how helpful their program was at developing a number of professional skills" and used a four-point scale.
- 8 Annual performance measure result is from the October 2015 Central Data Warehouse Pivots for Institution Demographics and describe the 2014/2015 Academic year.

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

### Performance Measures Not Achieved

*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.

*Student spaces in Developmental Programs* – This past year, 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.

*Student Spaces in Nursing and Other Allied Health Programs* – The CNC targets for this measure do not account for attrition in the second year of the nursing program, 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. Additionally, during the 2015 intake process there weren't enough qualified domestic students to fill the program so the seats were opened to international students. There were 15 FTE in the Nursing program that came from qualified international students and these FTEs are not represented here.

## 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

### Appendix A – Skills Development Student Survey Results

Skills Development	Actual	Target	Actual	Performance Assessment
	2014/15	2015/16	2015/16	2015/16
<b>Former diploma, associate degree and certificate students:</b>				
Skill development (avg. %)	78.8% (+/- 2.6%)	≥ 85%	90.4% (+/- 1.7%)	Achieved
<i>Written communication</i>	72.3% (+/- 3.1%)		83.5% (+/- 2.4%)	
<i>Oral communication</i>	72.8% (+/- 3.1%)		85.4% (+/- 2.3%)	
<i>Group collaboration</i>	82.4% (+/- 2.3%)		94.2% (+/- 1.3%)	
<i>Critical analysis</i>	83.6% (+/- 2.2%)		91.6% (+/- 1.6%)	
<i>Problem resolution</i>	77.3% (+/- 2.6%)		92.2% (+/- 1.5%)	
<i>Learn on your own</i>	83% (+/- 2.3%)		92.7% (+/- 1.5%)	
<i>Reading and comprehension</i>	80.2% (+/- 2.4%)		93.6% (+/- 1.4%)	
<b>Apprenticeship graduates:</b>				
Skill development (avg. %)	74.2% (+/- 5.3%)	≥ 85%	88.8% (+/- 4.1%)	Achieved
<i>Written communication</i>	67.1% (+/- 8%)		82.1% (+/- 6.3%)	
<i>Oral communication</i>	67.1% (+/- 8%)		82.1% (+/- 6.3%)	
<i>Group collaboration</i>	81.6% (+/- 4.2%)		94% (+/- 3%)	
<i>Critical analysis</i>	77.1% (+/- 4.3%)		93.6% (+/- 2.9%)	
<i>Problem resolution</i>	73.8% (+/- 4.7%)		92.1% (+/- 3.2%)	
<i>Learn on your own</i>	73% (+/- 4.7%)		92.2% (+/- 3.2%)	
<i>Reading and comprehension</i>	79.1% (+/- 4.4%)		92.1% (+/- 3.2%)	