



College of New Caledonia

Accountability Plan and Report

2008/09 Reporting Cycle

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July 15, 2009

Honourable Moira Stilwell
Minister of Advanced Education and Labour Market Development
c/o Accountability Branch
B.C. Ministry of Advanced Education
PO Box 9882 STN PROV GOVT
V8W 9T6

Dear Minister Stilwell,

We are pleased to provide the College of New Caledonia's accountability report for 2008-09 and accountability plan for 2009 – 2012. This plan outlines the College's mandate, strategic goals and directions and measurable outcomes, and the Ministry of Advanced Education's service planning measures.

The College continues to work with its community, industry and business partners throughout the region, identifying and meeting education, training, community and economic development goals. CNC is particularly pleased this year to move forward with the new CNC Research Forest and Natural Resources and Environmental Technology Diploma, the Medical Radiography Technology program development, and engineering diploma initiatives, in close collaboration with community and organizational partners. Additionally, are extremely pleased to be planning new trades and technology facilities in Prince George and Quesnel, as part of the BCNorthT²EC initiative.

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

Sincerely,

Bruce Sutherland
Chair, Board of Governors

John Bowman
President

Institutional Overview

In 2009 the College of New Caledonia will celebrate 40 years of exceptional service in partnership with the people and communities of north-central B.C. The College serves a region of 117,000 square kilometres, with an overall population of 142,000. CNC's campuses are located in the larger communities: Prince George, Quesnel, Mackenzie, Burns Lake, Fort St. James and Vanderhoof. We offer programs and services in many smaller communities, such as Valemount and Fraser Lake, and in many aboriginal communities, such as Tsey Keh, Saikuz and Cheslatta.

The College offers a comprehensive range of university credit, technical, career and vocational programs, as well as a broad array of continuing education and contract training programs throughout the region. In 2008-09 CNC served approximately 5,000 individual students, or 3,689 full-time equivalent students in credentialed programs. In addition, more than 8,140 course registrants were served in continuing education (2007-08 count). International education has become an important part of the College and college-life; between 2000 and 2009 the population grew from 60 international students to approximately 220 students annually, positively affecting the College and our communities. The College offers associate degrees, advanced diplomas, diplomas, certificates and citations, approved through its Education Council.

In June 2006 the College completed an extensive, inclusive year-long process of developing a five year strategic plan. The priorities identified are in alignment with the directions and focus the College has been taking over the past few years. CNC's goals to 2010 are to continue:

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

Please see http://www.cnc.bc.ca/_shared/assets/Strategic_Plan_2006-20101764.pdf for a full copy of the CNC Strategic Plan. The College will be reviewing and updating its Strategic Plan in 2009-10.

Mission

The College of New Caledonia, as a comprehensive community college, provides access to life-long learning and facilitates the achievement of personal and educational goals. We are responsive to the diverse needs of our students, our employees and the communities in our region. In a dynamic, consultative environment, we deliver quality programmes and promote the success of every student.

Vision

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

Values

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

Commitment

Community members clearly identify the College of New Caledonia as a cornerstone of their communities and an important stepping stone along their educational and personal journeys. The College is committed to strengthening our commitment to learner success and increasing our responsiveness to the communities we serve.

Partnerships

CNC has a long history of partnerships, both regionally and provincially. We develop and maintain long-standing, productive relationships for the betterment of our region. A few of our current partnerships include:

- Northern Post-Secondary Council, with the Ministry of Advanced Education & Labour Market Development, University of Northern British Columbia, Northwest Community College and Northern Lights College;
- Collaboration with the Council of Forest Industries, forest sector companies and the Ministry of Forests and Range to establish a CNC Research Forest and initiate applied research projects;
- 16-97 Economic Alliance, a collaboration of economic development practitioners from the region, working towards improved regional planning through the identification and implementation of relevant industry clusters;
- Applied Technical & Engineering Education Consortium, composed of CNC, Prince George Chamber of Commerce, Innovation Resource Centre, UNBC, Northern Lights College, Northwest Community College, Initiatives Prince George, other community organizations, school districts and industry partners such as AllNorth Engineering, Canfor Pulp, First Nations Technology Council, National Research Council, APEG BC and ASTTBC;
- Thompson Rivers University, Vancouver Island University and Kwantlen Polytechnic University, for new agreements in degree laddering, joint student admissions and other services to support learner access and transition;
- A strong partnership with Northern Health and the Northern Medical Society for the delivery of the CNC Medical Laboratory Technology Sciences Diploma, and with those partners and Interior Health for the development of a new CNC Medical Radiography Technology Diploma program;
- School District 91 and the CNC Lakes District Campus continue to partner effectively for Adult Basic Education throughout that region, and to ensure other program and service connections are planned to serve the communities;
- School District 57 and CNC continue to offer the highly successful Career Technical Centre programs in Prince George, supporting high school students in their career choices and early start for post-secondary education;
- The North Cariboo Post Secondary Council in Quesnel continues to drive post-secondary programming and services in that region and was successful in spring 2009 in leading the drive for the \$10 million technical education facility approval, part of the federal-provincial infrastructure initiative;..

- Expanded partnerships with Korean colleges, Chinese, Italian and Slovakian universities, to offer programs, student and faculty exchanges and to promote the internationalization of CNC curriculum;
- A long-standing partnership with the Ministry of Children and Family Development for family and community-based programs in the Lakes District, including the Family Centred Program, Early Intervention and Community Therapy Services, and a Toy Lending Library;
- A partnership with the Northern Alberta Institute of Technology for delivery of CNC's Medical Laboratory Technology Sciences Diploma;
- A partnership with the British Columbia Institute of Technology and Camosun College for the collaborative development of expanded Medical Radiography Technology programs in B.C.;
- CNC and UNBC now hold regular joint gatherings of their Boards for information sharing and strategic partnership development;
- The diverse nature of the partnerships developed through the Aboriginal Service Plan in 2008-09 reflects the diversity of the partners: First Nations, Métis and Inuit people and Aboriginal organizations have become involved. There is little homogeneity; the First Nations are in some cases geographically remote and inwardly focused, and in other cases their members are more urban and dispersed. Each partner has unique needs and a unique identity to preserve. The methods of engagement reflect the diversity of the partners, and include formal steering committee meetings with appointed or elected representatives; one-on-one meetings with Chiefs and other band members; and less formal contact by phone and email. In Prince George, for example, the Aboriginal Advisory Committee meets monthly in addition to maintaining regular informal contact. Most of the Committee members are affiliated with Aboriginal organizations. Similarly, in Quesnel, a strong collaborative partnership has been formed with a local Aboriginal organization. In contrast, partnership building at Mackenzie Campus requires that College staff fly in to remote reserves (a minimum two-day trip) to meet with Chiefs, Council, and the Elder Societies. At Nechako Campus, a vibrant and engaged ASP Steering Committee is evolving that includes representation from six local bands and local youth. Despite similar demographics, at Lakes Campus it has proven to be most effective to work one-on-one with representatives from local First Nations to engage a core group that has now become the Steering Committee. Through these diverse partnerships, mutual development of processes has resulted in draft Terms of Reference and protocols for working together. Several activities are now solidified by Memorandums of Understanding and other formal agreements;
- A particularly creative partnership is the one developed between CNC and Emily Carr University of Art and Design. Students completing the CNC Certificate in Fine Arts with a B grade or better receive confirmed entry into ECUAD's second year of programming. As well, CNC Diploma students in Fine Arts, who combine CNC courses with the programs offered by our Italian partner, Scuola Lorenzo de' Medici, are granted advanced credit at ECUAD.

Planning and Operational Context

The rural, northern and remote contexts in which the College and its 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 will address our goals are outlined here.

The region, already struggling with the advent and acceptance of the beetle crisis realities and the devastating downturn in the regional forest sector and its related sectors, has been further shocked by the global economic crisis, and unemployment rates have continued to rise.

Forest Sector Crisis and Response

The devastation of the mountain pine beetle is evident throughout north-central B.C. 2008-09 saw continued community impacts of the beetle, coupled with the impacts of the downturn in the global economy leading to more job losses. Mackenzie has lost more than 1,500 direct jobs, while Fort St. James has lost 400. In small communities these are huge job losses with extensive spin-off impact. In Prince George the April 2009 unemployment rate was 11.5%, with another 205 jobs lost at Canfor's Rustad Sawmill in May 2009, and in Quesnel the unemployment as of April 2009 was 12% (<http://www.bcstats.gov.bc.ca/data/lss/lfs/ur0904.pdf>). This is compared to a B.C. average unemployment rate of 7.6%. While the long-term future of the communities remains positive, the short-term is extremely challenging. The College has an essential role to play in re-skilling and in community capacity building during the difficult times.

Community and industry advocacy, with targeted support from and collaboration with the Council of Forest Industries, forest sector companies such as Canfor and Dunkley Lumber, and the Ministry of Forests and Range, led to the development of the CNC Research Forest in spring 2009, and the renewal of forestry-related programming at CNC. The new Natural Resources and Environmental Technology Diploma program will be full for September 2009, and graduates will have a broad-based knowledge and skill set to support the northern resource sectors. The Research Forest will open opportunities for CNC to engage in industry-relevant applied research projects.

CNC Mackenzie experienced an incredible 89.1% increase in FTE from 2007-08 to 2008-09 for a total of 170 FTE in a community of fewer than 4,000. This community has been devastated by the forest sector crisis. The Ministry of Advanced Education and the Industry Training Authority provided substantial additional educational resources to provide access to education in Mackenzie in 2008-09, allowing programs in College & Career Preparation, Culinary Arts, Foundations Carpentry, Welding, Heavy Equipment Maintenance, Foundations Millwright and Home Support/Resident Care Attendant.

The CNC Nechako region experienced a 25.7% increase in FTE in Vanderhoof and Fort St. James from 2007-08 to 2008-09 for a total of 207.3 FTE. This included programming in Foundations Electrical, Culinary Arts, Carpentry Apprenticeship, Foundations Plumbing, Welding, Residential Building Maintenance Worker, Early Childhood Education and College & Career Preparation.

CNC Lakes District continues to provide extensive community-based programming, for a total of 368.2 FTE in a regional community of 7,000. Programs include the Carrier Developmental Standard Term Certificate for language teaching, Aboriginal Environmental Technician, Welding, Culinary Arts, and Carpentry and Electrical Apprenticeships.

Technology, Engineering-Related and Trades Skills Shortages

The industry skills and labour shortages in north-central B.C. are as dire as elsewhere in the country, though the current global economic situation has extended the projected crisis point for labour shortages out to 2011 from 2009. Regional and community efforts are being made to address these shortages, through collaboration and planning between industry and institution. The College continues to play a central role in facilitating communication and initiatives throughout the region, and in proactively responding to emerging needs.

The three northern colleges are collaborating on initiatives in trades, engineering-related technologies, and information technology education, developing models to bring industry-relevant training “closer to home” for students and employers. The Northern Collaborative Information Technology certificate program was launched in 2008, with the diploma to follow in 2009. This partnership between CNC, Northwest Community College, Northern Lights College and Yukon College creates opportunities for both on-line and face-to-face deliveries. UNBC will consider a transfer arrangement to a degree program.

The Applied Technical & Engineering Education Consortium, led by the Prince George Chamber of Commerce, the Innovation Resource Centre and CNC, comprises industry, business, related organizations, post-secondary institutions and school districts across the north. Major research was completed in February 2008, directing CNC to develop a diploma program in civil engineering, and UNBC to develop a degree program in civil engineering, as initial outcomes. See www.ateec.ca for detailed information.

This collaborative work forms the foundation of BCNorthT²EC (BC North Trades and Technical Education Centre), building on CNC’s many years of exceptional trades programming. With the new technical education facilities in Prince George and Quesnel, along with improved trades training facilities in Mackenzie, Fort St. James and Burns Lake, CNC looks forward to expanding opportunities in the region, and for the north.

Both the ITA and the Ministry of Advanced Education have provided substantial new funding for trades training in the CNC region. In particular, this has allowed expansion of apprenticeship programs to the regional communities, with great success.

Additionally, CNC is dedicating resources to developing applied research expertise, working with the new Northern BioEnergy Forum for the formalization of an industry cluster centred in the region, and, in Quesnel, working on new initiatives related to horticulture and bioproduct development.

Aboriginal Service

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

Throughout its region, CNC works closely with Aboriginal communities and organizations to support shared engagement in education and planning. The College has committed increased base resources to

Aboriginal-directed programs and services, supporting improved access and student success, as well as responsiveness to the labour market needs of Aboriginal communities.

Through the development process for the 2006-10 Strategic Plan and CNC Aboriginal Services Plan, Aboriginal partners strongly indicated the need for programs that include cultural relevance components, elder support for students, improved access supports, improved funding for education and living expenses while at College, improved communication with band education coordinators in the region, improved learning and social space for students. We continue to work with community, provincial and federal partners to achieve these goals, with some recent activities including:

- Development of a Metis History and Cultural Curriculum;
- Assistance to Emily Carr University of Art and Design in developing a regional Metis arts and crafts curriculum, to be piloted at CNC Prince George in June 2009;
- Strengthening of the Pathways to Success: Access to Health Sciences initiatives, supporting Aboriginal learners to enter and successfully complete health-related programs. Northern Health and Health Canada have added resources, allowing for additional student recruitment initiatives, and increased tutoring for students;
- Development and delivery of the very successful Aboriginal Early Childhood Education Certificate program, available both on-line and through face-to-face delivery;
- Delivery of the Aboriginal Environmental Technician Certificate in partnership with Vancouver Island University;
- Continued work on the purchase and operation of a shared home for Aboriginal students from remote communities coming to CNC Prince George to study.

Economic Diversification

Diversification is a reality for the region. The mining sector in particular is opening up and becoming a strong presence in north-central B.C. Terrane Metals' Mt. Milligan project is particularly exciting. Additional mining activity in the CNC region includes the Serengeti Resources discovery, the Alpha Gold Corp exploration program, Eastfield Resources Indata exploration program, and the Solomon Resources Col-Magnet exploration program.

The oil and gas sector remains more distant to the region, though exploration is underway, and Enbridge's \$4 billion Gateway pipeline project in northern B.C. remains active.

The development of intermodal and logistics opportunities is strengthening northern B.C. and CNC is responding with plans for a Commercial Pilot Program in Vanderhoof, and anticipates new programming in transportation and logistics studies.

Regional interest in cluster development continues, with active clusters in mining/manufacturing, bioenergy and biomass activity, clean technology and information technology. As the Valemout region moves from identifying as a forest-based economy to a tourism-based economy, a focused cluster in that sector is anticipated.

Health Education Needs and Developments

The demand for health education and training continues to grow, despite other economic and community challenges. The College has traditionally focussed on nursing-related and dental-related programming, with great success. Due to increased demand in the north for other health care employees, CNC began offering the Medical Laboratory Technology Diploma program in January

2008, and in January 2009 increased the student intake to 24. With the advocacy and support of partners such as Northern Health, the Northern Medical Society and Interior Health, CNC is finalizing plans to offer the much-needed Medical Radiography Technology Diploma Program in 2010, as part of a provincial collaboration with BCIT and Camosun College.

Accessible, quality health care is a common consideration for individuals and families located in more rural and remote areas. Community sustainability is premised on access to health care, which is dependent on a network of practitioners to provide that service. The College intends to further develop programming in health technologies, based on labour market demand. Within the next five years, it is our goal to have an operational Centre for Education in Health Technologies, in partnership with the health sector and communities, offering programs in a variety of specializations.

Social and Community Development Issues

A number of social development issues continue to play a strong role in the success of the region. The ground-breaking work on Fetal Alcohol Spectrum Disorder, spearheaded for the past 18 years by the community of Burns Lake and CNC Lakes District Campus, continues to grow awareness and responses to this devastating, preventable disorder. Prevention, diagnosis and early intervention for children with FASD, employment preparation for affected adults, and on-going training for those working with FASD-affected individuals remain priorities.

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

In response to identified student and community interest, CNC has developed a new series of programming with its Leadership Labs, which form part of Business diplomas.

General Demographic Issues

Like all post-secondary institutions, CNC continues to be challenged in aligning organizational structure with changing external and internal demographics. Internally, it is increasingly difficult to attract faculty, staff and administration as our existing employees retire. The College will continue to develop and implement strategic retention and recruitment plans to ensure we can continue to provide quality services to our communities. We are fortunate that a growing number of qualified Aboriginal individuals are applying for, and getting, employment with CNC; to support this CNC is seeking a Human Rights exemption for certain positions.

CNC's Institute for Learning & Teaching continues to play a leadership role in professional development for all staff at the College. Additionally, this unit provides guidance and leadership in distributed learning initiatives, and will support the applied research being undertaken by CNC in the near future.

Capital Projects

CNC is delighted to be the recipient of nearly \$30 million in federal-provincial Knowledge Infrastructure funding for the Prince George and Quesnel trades and technology facilities, to be complete by March 2011. Additionally, CNC Fort St. James and CNC Prince George benefited in

2008-09 from the Gathering Places initiative of the provincial government providing funds for Aboriginal-focused renovations.

CNC invested resources into renovating the Admissions area at the Prince George campus in 2009, with great success. The student-friendly changes to the environment have also provided opportunities to streamline business systems and increase communication.

The development of videoconferencing facilities at CNC campuses remains a focus and program delivery using that technology will begin in fall 2009.

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

Service Projects

The College has committed to three major initiatives to improve student and administrative services. CNC implemented the EnCampus timetabling and exam scheduling software, significantly streamlining administrative workloads while continuing to focus on quality program schedules for students. College-wide business processes are being reviewed, analyzed and improved through system assessment and the implementation of appropriate computer-based solutions. The third focus is on establishing a solid foundation for fundraising activities for equipment, facilities, student financial aid, and programs. Since January 2009 this has led to more than \$30,000 in donations for College programs.

CNC is also undertaking a Total Energy and Environmental Management Strategy, with funding from BC Hydro. This major assessment and planning initiative will lead to reductions in costs, and improvements in efficiencies and the College's carbon footprint.

The College's Leadership Role in Community

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

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

Regional Priorities

In summary, to continue to meet the immediate and long-term needs of north-central B.C., CNC has identified the following program development priorities and is actively partnering to establish the new programs:

- Medical Radiography Technology Diploma Program
- Engineering technology programming
- Mining programs

Goals and Performance Measures

This plan outlines the College's goals and objectives for 2007 – 2010, and the Ministry of Advanced Education's identified performance measures.

Our Organizational Context

The College of New Caledonia has been serving the north-central region of British Columbia since 1969. One of 22 post-secondary institutions in the province, CNC's region spans 117,000 square kilometres with a population of approximately 142,000.

The past 40 years have seen the College grow from a fledgling institution housed in a portable building to large, modern facilities with campuses in Prince George, Burns Lake, Mackenzie, Quesnel, Vanderhoof and Fort St. James, as well as sub-campuses in several smaller communities. Dedicated to excellence in education, CNC offers a wide range of upgrading, career, technical, vocational, and university credit programs.

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

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

Our Goals to 2010

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

1. Enrich the Learning and Teaching Environment

1.1. Support Excellence

- 1.1.1. Ensure curriculum quality and vitality*
- 1.1.2. Engage in reflective practice*
- 1.1.3. Provide quality classroom resources*
- 1.1.4. Celebrate excellence*

1.2. Provide Quality Services to Learners

- 1.2.1. Improve integration, consistency, and usefulness of services*
- 1.2.2. Increase services to reflect the diversity of learners*

1.3. Develop Leaders

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

1.4. Enrich Student Life

- 1.4.1. Increase recreational and social activities*

1.4.2. Develop dynamic Student Centres

2. Increase Access and Participation

2.1. Promote Learner Success

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

2.2. Link, Ladder and Partner

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

3. Respond to Communities and the Labour Market

3.1. Involve Stakeholders

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

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

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

3.3. Foster Community Leadership

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

4. Create a Dynamic Learning Organization

4.1. Ignite Passion

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

4.2. Extend Influence

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

4.3. Improve core systems and processes

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

5. Strengthen Resources

5.1. Influence funding organizations

5.1.1. Develop strong relationships with regional, provincial, and national governments and agencies

5.2. Use Resources Effectively

5.2.1. Steward public funds responsibly

5.2.2. Fundraise and develop partnerships

5.2.3. Align funding opportunities with community needs

6. Deepen Awareness

6.1. Inform and communicate

6.1.1. Build CNC's position and image in the marketplace

6.1.2. Develop advocates for CNC's strategic directions, programs and services

6.1.3. Effectively market "possibility and opportunity"

6.1.4. Promote student, community, and employee successes

Performance Measures, Targets and Results

CNC Goal	CNC Institutional Objectives	Ministry Objectives	Performance Measure	Target Assessment 2008/09 And Performance Targets 2009/10 to 2011/12						
	Enrich the learning and teaching environment Support excellence Provide quality services to learners Develop leaders Enrich student life	Quality	Former Diploma, Certificate, and Associate Degree student assessment of quality of instruction ^{i ii} (percentage who rated quality 'very good' or 'good')	2007/08 Actual	2008/09 Target	2008/09 Actual ⁱⁱⁱ	2008/09 Target Assessment and Context			
				85.2% (+/- 1.7%)	≥ 90%	82.2% (+/- 2.0%)	Substantively Achieved CNC continues to support excellence in the learning and teaching environment, and actively works towards continued improvement and success in this area. CNC's Institute for Learning & Teaching is integral to our success.			
				2009/10 Target			≥ 90%			
				2010/11 Target						
2011/12 Target										

Performance Measures, Targets and Results

CNC Goal	CNC Institutional Objectives	Ministry Objectives	Performance Measure	Target Assessment 2008/09 And Performance Targets 2009/10 to 2011/12				
				2007/08 Actual	2008/09 Target	2008/09 Actual ³	2008/09 Target Assessment and Context	
Enrich the learning and teaching environment (continued)	Support excellence	Quality	Former Diploma, Certificate, and Associate Degree student assessment of quality of education ^{1 2}	i. Satisfaction with Education (percentage who responded as 'very satisfied' or 'satisfied')	96.0% (+/- 1.0%)	≥ 90%	94.7% (+/- 1.2%)	Achieved Former students continue to report a high level of satisfaction with the quality of their education at CNC.
	Provide quality services to learners							
	Develop leaders							
	Enrich student life							
					2009/10 Target		≥ 90%	
					2010/11 Target			
					2011/12 Target			

Performance Measures, Targets and Results

CNC Goal	CNC Institutional Objectives	Ministry Objectives	Performance Measure	Target Assessment 2008/09 And Performance Targets 2009/10 to 2011/12				
				2007/08 Actual	2008/09 Target	2008/09 Actual ³	2008/09 Target Assessment and Context	
Enrich the learning and teaching environment (continued)	Support excellence	Quality	Former Diploma, Certificate, and Associate Degree student assessment of quality of education ^{1 2}	ii. Skill Development (average percentage who rated development 'very well' or 'well')	83.1% (+/- 2.1%)	≥ 85%	80.7% (+/- 2.3%)	Substantively Achieved CNC continues to support excellence in the learning and teaching environment, and actively works towards continued improvement and success in this area.
	Provide quality services to learners							
	Develop leaders							
	Enrich student life							
					2009/10 Target		≥ 85%	
					2010/11 Target			
					2011/12 Target			

Performance Measures, Targets and Results

CNC Goal	CNC Institutional Objectives	Ministry Objectives	Performance Measure	Target Assessment 2008/09 And Performance Targets 2009/10 to 2011/12			
				2007/08 Actual	2008/09 Target	2008/09 Actual	2008/09 Target Assessment and Context
Increase access and participation	Promote learner success Link, ladder and partner	Capacity	Total student spaces in public institutions (based on fiscal year, excludes Industry Training)	2,179 FTE	3,181 FTE	2,207 FTE	Not Achieved Although CNC did not achieve the FTE target, CNC achieved an increase of 28 FTE compared to 2007/08 for ALMD funded programs, and an increase of 247 FTE when ITA programs are included.
				2009/10 Target			TBD
				2010/11 Target			TBD
				2011/12 Target			TBD

Performance Measures, Targets and Results

CNC Goal	CNC Institutional Objectives	Ministry Objectives	Performance Measure	Target Assessment 2008/09 And Performance Targets 2009/10 to 2011/12			
				2007/08 Actual	2008/09 Target	2008/09 Actual	2008/09 Target Assessment and Context
Increase access and participation (continued)	Promote learner success	Access	Number and percent of public post-secondary students who are Aboriginal ^{iv}	Total number : 1,319	≥ previous year	Total number : 1,710	Exceeded
				Percent : 15.5%		Percent : 17.5%	Exceeded
	2009/10 Target			Total number 1,710 Percent 17.5%			
	2010/11 Target			≥ previous year			
	2011/12 Target						

Performance Measures, Targets and Results

CNC Goal	CNC Institutional Objectives	Ministry Objectives	Performance Measure	Target Assessment 2008/09 And Performance Targets 2009/10 to 2011/12			
				2007/08 Actual	2008/09 Target	2008/09 Actual	2008/09 Target Assessment and Context
Increase access and participation (continued)	Promote learner success Link, ladder and partner	Access	Student spaces in public institutions: student spaces in developmental programs (based on fiscal year)	583 FTE	522 FTE	552 FTE	Achieved CNC continues to serve the needs of students in College & Career Prep, English Second Language and Adult Special Education programs.
				2009/10 Target		TBD	
				2010/11 Target		TBD	
				2011/12 Target		TBD	

Performance Measures, Targets and Results

CNC Goal	CNC Institutional Objectives	Ministry Objectives	Performance Measure	Target Assessment 2008/09 And Performance Targets 2009/10 to 2011/12			
				2007/08 Actual	2008/09 Target	2008/09 Actual	2008/09 Target Assessment and Context
Respond to communities and the labour market	Involve Stakeholders Provide 'right programs, right place, right time' Foster community leadership	Capacity	Total credentials awarded ^v	726	780	725	Substantively Achieved CNC has experienced growth in programs which are not credentialed by CNC (Baccalaureate Nursing, Apprenticeship programs certificated by ITA). CNC also serves a substantial number of students in university transfer and Continuing Education programming.
				2009/10 Target		TBD	
				2010/11 Target		TBD	
				2011/12 Target		TBD	

Performance Measures, Targets and Results

CNC Goal	CNC Institutional Objectives	Ministry Objectives	Performance Measure	Target Assessment 2008/09 And Performance Targets 2009/10 to 2011/12			
				2007/08 Actual	2008/09 Target	2008/09 Actual	2008/09 Target Assessment and Context
Respond to communities and the labour market (continued)	Involve Stakeholders Provide 'right programs, right place, right time' Foster community leadership	Capacity	Student spaces in public institutions: Student spaces in nursing and other allied health programs (based on fiscal year)	425 FTE	415 FTE	480 FTE	Exceeded Year 2 intake of Medical Lab Tech program and additional health program offerings including at CNC's Regional Campuses have contributed to this success.
				2009/10 Target			TBD
				2010/11 Target			TBD
				2011/12 Target			TBD

Performance Measures, Targets and Results

CNC Goal	CNC Institutional Objectives	Ministry Objectives	Performance Measure	Target Assessment 2008/09 And Performance Targets 2009/10 to 2011/12			
				2007/08 Actual	2008/09 Target	2008/09 Actual	2008/09 Target Assessment and Context
Respond to communities and the labour market (continued)	Involve Stakeholders	Capacity	CNC institutional goal: Student spaces in ITA funded Foundation, CTC and Apprenticeship programs (based on fiscal year)	1,260 FTE	≥ previous year	1,479 FTE	Exceeded CNC continued to expand Trades program offerings at regional campuses contributing to resource sector diversification and community transition during the forest sector downturn.
	Provide 'right programs, right place, right time'			2009/10 Target		≥ previous year	
	Foster community leadership			2010/11 Target			
				2011/12 Target			

Performance Measures, Targets and Results

CNC Goal	CNC Institutional Objectives	Ministry Objectives	Performance Measure	Target Assessment 2008/09 And Performance Targets 2009/10 to 2011/12			
				2007/08 Actual	2008/09 Target	2008/09 Actual ³	2008/09 Target Assessment and Context
Respond to communities and the labour market (continued)	Involve Stakeholders Provide 'right programs, right place, right time' Foster community leadership	Relevance	Former Diploma, Certificate, and Associate Degree student assessment of usefulness of knowledge and skills in performing job ^{1,2} (percentage who rated usefulness as 'very useful' or 'somewhat useful')	79.7% (+/- 2.5%)	≥ 90%	73.2% (+/- 3.2%)	Not Achieved For CNC, this measure appears to be influenced by the relevance of the former student's main job to their training. CNC's performance result for this measurement improves to 95.1% for former students in jobs that the respondent rated as 'very' or 'somewhat' related to their training.
				2009/10 Target			≥ 90%
				2010/11 Target			
				2011/12 Target			

Performance Measures, Targets and Results

CNC Goal	CNC Institutional Objectives	Ministry Objectives	Performance Measure	Target Assessment 2008/09 And Performance Targets 2009/10 to 2011/12			
				2007/08 Actual	2008/09 Target	2008/09 Actual	2008/09 Target Assessment and Context
Respond to communities and the labour market	Involve Stakeholders Provide 'right programs, right place, right time' Foster community leadership	Relevance	Former Diploma, Certificate, and Associate Degree student outcomes – unemployment rate ^{1 2 vi}	6.8% (+/- 1.5%)	n/a	11.3% (+/- 2.1%)	Not assessed
				2009/10 Target			Maintain unemployment rate of former CNC students below rate for individuals with high school credentials or less
				2010/11 Target			
				2011/12 Target			

¹ 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.

¹ Results from the 2007/08 reporting year are based on 2007 survey data; results from the 2008/09 reporting year are based on 2008 survey data.

¹ 2008 was the first survey year CNC fully participated in the mixed mode data collection methodology (web-based and telephone survey), with just over 18% of CNC's respondents participating in the web-based survey. The remainder of CNC's respondents participated using the traditional telephone interview method. Analysis of CNC's data differences between responses collected using web versus telephone methodology consistently showed web respondents reporting lower levels of satisfaction/agreement. These findings are consistent with an analysis of the 2007 survey results by BC Stats when mixed mode was piloted by a sample of institutions.

¹ Results based on academic year prior to reporting year e.g. 2007/08 reporting year data based on 2006/07 academic year; results from the 2008/09 reporting year are based on data from the 2007/08 academic year.

¹ Annual performance is measured using a rolling three year average of the most recent academic years (September to August), e.g. the 2008/09 results are a three year average of the 2005/06, 2006/07 and 2007/08 academic years, using data snapshots from each October following the academic year end. Using a data snapshot results in an undercount for CNC as students generally must request their credential and if they delay their request, it may not be captured in that academic year's "snapshot" due to timing of the request.

¹ The target unemployment rate for the Cariboo region for those (age 18 to 29) with high school credentials or less was unavailable this year due to a small sample size in the Labour Force Survey for this region. As a result, the measure is not assessed for the 2008/09 reporting year.

Summary Financial Outlook

Please refer to:

http://www.cnc.bc.ca/_shared/assets/CNC_Financial_Statements_Year_Ended_March_31_200915633.pdf

for the summary financial information and outlook for the College.

Contact Hour Activity

This report, requested by the Capital Unit of the Funding and Analysis Branch, along with accurate and up-to-date Facilities Space Inventory data, forms the foundation of the review of institutions' requests to Government for facilities expansion. To meet the requirements of the Space Standards, data is to be separately reported by Campus and Space Type (Class/Lab or Shop/Teaching Kitchen), and with activity delivered to international students separated from all other activity. Please complete this document as part of your Institutional Accountability Plan and Report (IAPR) for the Ministry of Advanced Education and Labour Market Development (Information and Data Management Branch) by 15 July 2009.

Table A: Contact Hour Activity for Fiscal Year 2008/09								
Campus Name	Onsite Activity SCH/CHE ¹				Offsite Activity SCH/CHE ²			
	Domestic Students		International Students		Domestic Students		International Students	
	Class/Lab	Shop / Teaching Kitchen	Class/Lab	Shop / Teaching Kitchen	Class/Lab	Shop / Teaching Kitchen	Class/Lab	Shop / Teaching Kitchen
NC 01 - Prince George	1,111,739.48	210,403.35	95,878.00	-	93,971.50	-	2,157.00	-
NC 02 - Ft St James	51,033.30	16,416.00	-	-	10,766.00	5,952.00	-	-
NC 03 - Mackenzie	71,665.02	-	-	-	30,698.50	33,588.00	-	-
NC 04 - Nechako	35,341.50	-	-	-	6,178.00	6,648.00	-	-
NC 05 - Lakes District	194,176.55	19,822.00	-	-	61,992.50	9,552.00	-	-
NC 06 - Quesnel	108,557.50	-	-	-	32,112.00	30,342.00	-	-
NC 08 – Nichol森 (PG)	22,848.00	40,572.00	-	-	-	-	-	-
TOTAL	1,595,361.35	287,213.35	95,878.00	-	235,718.50	86,082.00	2,157.00	-

Table B: Summer Usage May 2008 to August 2008 ³	
Onsite Activity Only (Institutional total. Do not report by individual campus.)	
Categorization of Activity	Conventional Activity (SCH)
Domestic Students	243,804.45
International Students	23,103.72
TOTAL	266,908.17

Comments:

NC 02 Ft St James is a new campus as of 2008/09 fiscal year. In previous years, CHE was delivered at Ft St James in rented facilities and reported as NC 04 Nechako - Offsite activity.

**DEFINITIONS FOR CONTACT HOUR
ACTIVITY**

¹ **SCH/CHE:** The Student Contact Hour (SCH) is a measure dependent on an instructor's presence and a student's physical location, a CHE is independent of delivery mode and does not require an instructor to be physically in the same location as the student. For example, a business class that was normally taught in a conventional manner in a classroom might involve 3 hours class time per week for 15 weeks over one semester for a total of 45 SCH per student. The same course taught non-conventionally would be assigned 45 CHE. This is the standard average contact time that would be required had the course been delivered in a classroom. Neither the SCH nor CHE measure is intended to capture time the student spends in a library or open lab completing assignments or studying. A Course Hour Equivalent (CHE), also called Contact Hour Equivalent, is defined as equivalent to one hour of scheduled class time. A CHE is a means of recognizing an amount of educational activity comparable to a conventional Student Contact Hour (SCH), but not specific to a mode of delivery.

² Offsite activity should include instruction delivered offsite as well as training to employees at worksites and training at rented/donated locations. Also included should be distance education, on-line, PLAR and other "non-conventional" activity.

³ Activity spanning the May - August period, i.e. start date is in April and completion date in August, CHEs are to be prorated on the basis of the logical allocation of the activity to each period.