



College of New Caledonia

Accountability Plan and Report

2009/10 Reporting Cycle

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College of New Caledonia



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July 15, 2010

Honourable Moira Stilwell
Minister of Advanced Education and Labour Market Development
c/o Accountability Branch, B.C. Ministry of Advanced Education & Labour Market Development

Dear Minister Stilwell,

We are pleased to provide the College of New Caledonia's 2009-2010 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.

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 Aviation Business Diploma (Commercial Aviation) at our Vanderhoof Campus, multiple new mining initiatives across the region, and horticulture training at our Quesnel Campus. The CNC Research Forest is established, the Medical Radiography Technology program was approved to begin in September 2011, we have an increased number of on-line courses available to the diploma level, and we will begin a full videoconference course schedule in September 2010.

Our extensive history successfully collaborating with Aboriginal communities, and the particular success of the past 2.5 years of the Aboriginal Service Plan, has led to an even stronger commitment to Aboriginal services and programs across the region. CNC has also received approval from the BC Human Rights Tribunal for an innovative Special Program, recognizing Aboriginal ancestry as a bona fide employment qualification for specific positions at the College.

Additionally we are extremely busy with capital projects this year: multi-million dollar trades and technology facilities in Prince George and Quesnel, renovations on the Prince George campus to accommodate Medical Radiography Technology, and upgrades to that campus' cafeteria and atrium areas.

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

Sincerely,

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

Ray Gerow
Chair, Board of Governors

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

John Bowman
President

Institutional Overview

The College of New Caledonia has provided more than 40 years of exceptional service in partnership with the people and communities of north-central 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 2009-10 CNC served 4,037 full-time equivalent students, including 263 FTE in continuing education. International education has become an important part of the College and college life, with more than 190 FTE in 2009-10, an increase of 20%. The College offers associate degrees, advanced diplomas, diplomas, certificates and citations, approved through its Education Council.

In Fall 2009 the College began a one-year process of reviewing our strategic directions, and developing an updated strategic plan for 2010 – 2015. CNC is in its final year of the previous five year plan, with priorities of:

- 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.

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:

- Regional Aboriginal Advisory Committees across the campuses, and a new Aboriginal Council of representatives from the regional Committees, to provide guidance and advice to President John Bowman;
- 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: in 2009-10 this partnership has fostered mining education development, the planned Civil Engineering Technology Diploma program at CNC and the planned Civil Engineering Degree program at UNBC, and the Northern Collaborative Early Childhood Education Initiative;
- The Northern Technology & Engineering Society, formerly the Applied Technical & Engineering Education Consortium, composed of CNC, Prince George Chamber of Commerce, UNBC, Northern Lights College, Northwest Community College, Initiatives Prince George, other community organizations, school districts and industry partners such as McElhanney Engineering, AllNorth Engineering, Canfor Pulp, National Research Council, APEG BC and ASTTBC: in 2009-10 the NTES focus was on engineering program development and the strengthening of science and technology outcomes at the high school level;
- British Columbia Institute of Technology and Camosun College in partnership with CNC to develop an innovative model of provincial partnership in the delivery of Medical Radiography Technology Diploma programs;
- A partnership between CNC, the community of Vanderhoof, the Vanderhoof Airport, Guardian Aerospace, the University of the Fraser Valley and Coastal Pacific Aviation to deliver the new Aviation Business Diploma (Commercial Pilot) – funding for the planning of the initiative was provided by Western Economic Diversification and the Northern Trust;
- CNC, BCIT, Northwest Community College, Northern Lights College and School District 91 signed a Memorandum of Understanding for a Collaborative Mining Technology Diploma;
- CNC and UNBC now hold regular joint gatherings of their Boards and Executive Committees for information sharing and strategic partnership development;
- The College developed an Aboriginal trades access program in collaboration with the Prince George Nechako Aboriginal Employment & Training Association;
- In partnership with Northern Health and UNBC, CNC is able to provide primary care services through a Nurse Practitioner on the Prince George campus;
- The Lakes District campus worked with Cheslatta Carrier Nation, Skin Tyee Nation and Nee Tahi Buhn Band to enhance the College and Career Preparation outreach programming to these isolated villages;

- Lunch and breakfast programming in conjunction with School District 91 and Cheslatta Carrier Nation was very successful for learning and retention of students in the Burns Lake and Southside foundational programs;
- CNC delivers the Northern Collaborative Information Technology program in partnership with Northern Lights College, Northwest Community College, and Yukon College;
- The Lakes District campus was able to secure \$2.3 million for program and service activities in collaboration with the Ministry for Children and Family Development, School District 91, Northern Health, National Crime Prevention, and others. These partnerships are vital to maintaining community based education and training, as well as a hub model of support services;
- 16-97 Economic Alliance, a collaboration of economic development practitioners from the region, working towards improved regional planning through the identification and implementation of relevant industry clusters;
- School District 57 and CNC continue to offer the highly successful Career Technical Centre programs in Prince George, supporting high school students in their career choices and early start for post-secondary education;
- 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;
- The Developmental Standards Term Certificate, a partnership program between Lake Babine Nation, UNBC and CNC moved into its second year with 20 of the 22 students moving to the second year.

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 related sectors, has been further shocked by the global economic crisis, and communities are coping with changing levels of employment, changing types of employment, and uncertainty. At the same time, recent developments in mining and some recovery in the forest sector give cause for optimism.

Regional Demographic Summary

Population

- The total CNC college region population decreased slightly from 2004 to 2009 (from 144,519 to 142,505).
- Over the next five years (2010-2105) the population is projected to increase only marginally (+1.0%) compared to the overall B.C. population (+8.2%).

Aboriginal Population

- The CNC region (2009) includes a larger proportion of Aboriginal people (13.1%, 18,000 individuals) than does the BC population overall (4.8%).
- The Aboriginal population overall is younger than the non-Aboriginal (37% are under 18 years, compared to 22% of non-Aboriginals).
- The population of Aboriginal people in the CNC region grew by 38 percent between 1996 and 2006, while the overall region total population shrank by 9.5% during the same ten year period.
- Over the next decade, the Aboriginal population in the College Region will grow to approximately 25,000 people.

Immigration

- Immigrants comprise approximately 10 percent of the CNC region population compared to 27 percent of the BC total.
- In recent years (2005-2008) the number of net international immigrants into the CNC region has been low (approximately 150-200 per year).

Age Structure

- Over the next five years, the 0-17 and 18-24 year old age cohorts are projected to decrease as a proportion of the total CNC region population (-1.7% and -1.4% respectively)
- The proportion of the population 65 years of age and older is projected to increase substantially over the next decade (from 12% of the region total in 2009 to 15% in 2015).

Economy and Labour Market

- The CNC region has an increasingly diversified economy; however forest-related economic activities remain very significant.
- Mining and oil/gas employment in the region is expected to grow, as are transportation and warehousing related opportunities
- KPMG Competitive Alternatives study (March 2010) recognizes modern and/or emerging industries in the CNC region to include: distribution/logistics, environmental technologies and engineering, and transportation services.

- Health, education and government service regional infrastructure continues to be an essential stabilizing economy for the region.
- Unemployment rates in the region, although improving, remained among the highest in the province in early 2010.
- Employment in the region is concentrated mostly in the service-producing sector, although the goods-producing sectors account for roughly one-third of employment.
- Small business dominates in the region; the majority of firms have fewer than 20 employees.
- Employment is declining fastest in forestry and logging.

Educational Attainment

- Compared to the BC population as a whole, people 25-54 years of age within the CNC region are more likely to have not completed High School (18.2% vs. 11.1%) and to have not completed any Post-secondary Education (49.6% vs. 37.2%)
- People 20 years of age and older, in the CNC region are less likely than the BC population overall to have completed a university degree (13% vs. 24%)

K-12 School Enrolments and Secondary School Completion

- The three school districts within the CNC region have all experienced significant enrolment decreases over the past 5 years (in total -9.6%)
- Over the next five years, K-12 enrolments in the region are projected to decrease by a further -4.7%
- The BC Ministry of Education calculates a “six year completion rate” (students who graduate within six years of first enrolling in Grade 8). Overall average rates for the school districts in the college region (2007 to 2009): SD57 68%, SD28 74%, SD91 69%. This is compared to the provincial average of 79% during the same period.
- The 2009 rates for Aboriginal students are considerably lower: SD57 47%, SD28 55%, SD91 53%.

The BC Labour Market Outlook, 2009 – 2019 notes the following:

“While economic conditions affect the labour market, the available labour supply also affects overall economic growth. A labour force that is ill-prepared to meet labour market demands, whether manifested as a shortage of labour or mismatched skills, has a dampening effect on economic growth. The interplay between these dynamics influences the economic and labour market conditions that prevail.”

(<http://www.workbc.ca/docs/BCLMOutlook.pdf>)

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

Forest Sector Crisis and Response

The devastation of the Mountain Pine Beetle crisis remains evident throughout north-central B.C. 2009-10 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 had some recovery, with mills restarting certain shifts, and Terrane Metals’ Mount Milligan Gold and Copper Mine project proceeding. Fort St. James and the western CNC communities continue to face many difficulties, as

do Quesnel and Prince George. The communities of the Canoe and Robson Valleys remain severely challenged by nearly two decades of economic downturn and shifting of workforces and populations. While the long-term future of the communities remains positive, the short-term is extremely challenging. The College has an essential role to play in re-skilling and in community capacity building during the difficult times.

Technology, Engineering-Related and Trades Skills Shortages

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

The 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. With extensive support from industry through the Northern Technology & Engineering Society (formerly the Applied Technical & Engineering Education Consortium) and in partnership with UNBC, Camosun College, Northern Lights College and Northwest Community College, CNC has submitted a proposal for a Civil Engineering Technology Diploma program to ALMD. It is hoped this program will begin in September 2012, with the first graduates available in summer 2014 to meet critical industry needs.

Both the ITA and the Ministry of Advanced Education continue to provide substantial funding for trades training in the CNC region, recognizing both the current levels of unemployment (allowing individuals to upgrade skills) and the looming skills shortage. This funding has allowed expansion of apprenticeship programs to the regional communities, with great success. In Mackenzie this is also supporting the development of niche programming in steam/pipefitter trades and crane operator certification.

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.

Mining Education

The mining sector in particular is opening up and becoming a strong presence in north-central B.C. CNC is working in concert with multiple partners, including the Omineca Beetle Action Coalition, whose Regional Strategies include “building upon expertise to become a centre of excellence for minerals and mining post secondary education”. Terrane Metals’ Mount Milligan Gold and Copper mine project is particularly exciting as it is the most immediate, with direct positive impact for Mackenzie, Fort St. James and Prince George.

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

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 the 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, and improved learning and social space for students. We continue to work with community, provincial and federal partners to achieve these goals, with some recent activities including:

- Special Program approval received from the BC Human Rights Tribunal to allow CNC to recognize Aboriginal ancestry as a bona fide employment qualification;
- Development and delivery of a Metis History and Cultural curriculum;
- 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;
- Continued work on the purchase and operation of supportive housing for Aboriginal students from remote communities coming to CNC Prince George to study.

Economic Diversification

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

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

- The development of intermodal and logistics opportunities is strengthening northern B.C. and CNC is responding with plans for a Business Aviation/Commercial Pilot Program in Vanderhoof, and anticipates new programming in transportation and logistics studies to coincide with initiatives such as the Prince George Boundary Road Connector, the new Prince George Global Logistics Park, and the extensive development at the Prince George Airport;
- Regional interest in cluster development continues, with active clusters in mining/manufacturing, bioenergy and biomass activity, clean technology and information technology;
- Agriculture, horticulture and bioproduct is an emerging sector in the Quesnel region.

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 will begin offering the much-needed Medical Radiography Technology Diploma Program in 2011, as part of a provincial collaboration with BCIT and Camosun College. Research continues into the regional need for Psychiatric Nursing, Pharmacy Technicians, Respiratory Therapy, and Physiotherapy Assistants.

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 affect the region, and direct the College's role within the different communities. 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 Mountain 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.

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

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.

Additional capital work is occurring at the Prince George campus on the Atrium roof, the server area of the Cafeteria, and classroom renovations to accommodate the new Medical Radiography

Technology program. The development of videoconferencing facilities at all CNC campuses remains a focus and program delivery using that technology will begin in fall 2010.

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 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 \$175,000 in donations for College programs.

CNC is undertaking a Strategic Energy Management Plan 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, including identifying niche program specializations in each of its regional operations:

- Medical Radiography Technology Diploma Program (Prince George)
- Civil engineering technology programming (Prince George)
- Mining programs (regional and on-line)
- Business aviation/commercial pilot programs (Vanderhoof)
- Teacher replacement training (Burns Lake, on-line)
- Agriculture and bio-product programs (Quesnel)
- Aboriginal Early Childhood Education (Mackenzie, on-line)
- Psychiatric Nursing (Prince George)
- Crane operator training (Mackenzie)

Goals and Performance Measures

This plan outlines the College's goals and objectives for 2010 – 2013, pending completion of the updated CNC Strategic Plan, as linked to 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 25 post-secondary institutions in the province, CNC's region spans 117,000 square kilometres with a population of approximately 142,000.

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

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

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

Our Goals

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 2009/10 And Performance Targets 2010/11 to 2012/13						
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 ^{1 2} (percentage who rated quality 'very good', 'good', or 'adequate')	2008/09 Actual	2009/10 Target	2009/10 Actual	2009/10 Performance Assessment and Context			
				82.2% (+/- 2.0%)	≥ 90%	95.6% (+/- 1.4%)	<p>Achieved</p> <p>CNC continues to support excellence in the learning and teaching environment, and actively works towards continued improvement and success in this area.</p>			
				2010/11 Target			≥ 90%			
				2011/12 Target						
2012/13 Target										

Performance Measures, Targets and Results

CNC Goal	CNC Institutional Objectives	Ministry Objectives	Performance Measure	Target Assessment 2009/10 And Performance Targets 2010/11 to 2012/13				
				2008/09 Actual	2009/10 Target	2009/10 Actual	2009/10 Performance 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	i. Satisfaction with Education (percentage who responded as 'very satisfied' or 'satisfied')	94.7% (+/- 1.2%)	≥ 90%	94.5% (+/- 1.1%)	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							
					2010/11 Target	≥ 90%		
				2011/12 Target				
				2012/13 Target				

Performance Measures, Targets and Results

CNC Goal	CNC Institutional Objectives	Ministry Objectives	Performance Measure	Target Assessment 2009/10 And Performance Targets 2010/11 to 2012/13				
				2008/09 Actual	2009/10 Target	2009/10 Actual	2009/10 Performance 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	ii. Skill Development (average percentage who rated development 'very well' or 'well')	80.7% (+/- 2.3%)	≥ 85%	81.5% (+/- 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.
	Provide quality services to learners							
	Develop leaders							
	Enrich student life							
					2010/11 Target	≥ 85%		
					2011/12 Target			
					2012/13 Target			

Performance Measures, Targets and Results

CNC Goal	CNC Institutional Objectives	Ministry Objectives	Performance Measure	Target Assessment 2009/10 And Performance Targets 2010/11 to 2012/13					
				2008/09 Actual	2009/10 Target	2009/10 Actual	2009/10 Performance 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 (average percentage who rated development 'very well' or 'well')	Written Communication	74.8% (+/- 2.9%)	Contribute toward average skill development target of $\geq 85\%$	76.2% (+/- 2.6%)	Contribute toward average skill development target of $\geq 85\%$	
	Provide quality services to learners			Oral Communication	75.8% (+/- 3.0%)		75.4% (+/- 2.6%)		
	Develop leaders			Group Collaboration	87.0% (+/- 1.9%)		85.3% (+/- 1.7%)		
	Enrich student life			Critical Analysis	82.8% (+/- 2.0%)		83.7% (+/- 1.8%)		
				Problem Resolution	80.0% (+/- 2.2%)		81.4% (+/- 2.0%)		
				Learn on your own	82.3% (+/- 2.1%)		83.0% (+/- 1.8%)		
				Reading and Comprehension	82.4% (+/- 2.1%)		85.3% (+/- 1.7%)		
					2010/11 Target		Contribute toward average skill development target of $\geq 85\%$		
					2011/12 Target				
					2012/13 Target				

Performance Measures, Targets and Results

CNC Goal	CNC Institutional Objectives	Ministry Objectives	Performance Measure	Target Assessment 2009/10 And Performance Targets 2010/11 to 2012/13			
				2008/09 Actual	2009/10 Target	2009/10 Actual	2009/10 Performance 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) FTE = Full time equivalent student	2,207 FTE	3,197 FTE	2,357 FTE	Not Achieved Although CNC did not achieve the FTE target, CNC achieved an increase of 150 FTE compared to 2008/09 for ALMD funded programs, and an increase of 164 FTE when ITA programs are included.
				2010/11 Target		3,113 FTE	
				2011/12 Target		3,106 FTE	
				2012/13 Target		3,125 FTE	

Performance Measures, Targets and Results

CNC Goal	CNC Institutional Objectives	Ministry Objectives	Performance Measure	Target Assessment 2009/10 And Performance Targets 2010/11 to 2012/13			
				2008/09 Actual	2009/10 Target	2009/10 Actual	2009/10 Performance Assessment and Context
Increase access and participation (continued)	Promote learner success	Access	Number and percent of public post-secondary students who are Aboriginal ³	Total number : 1,918	≥ previous year	Total number : 2,086	Achieved
				Percent : 19.3%		Percent : 21.8%	Exceeded Implementation of CNC's Aboriginal Service Plan and expanded educational delivery at CNC's Regional Campuses continues to have a positive impact on this measure. CNC will continue to work closely with our aboriginal partners.
	2010/11 Target			Total number 2,086 Percent 21.8%			
	2011/12 Target			≥ previous year			
	2012/13 Target						

Performance Measures, Targets and Results

CNC Goal	CNC Institutional Objectives	Ministry Objectives	Performance Measure	Target Assessment 2009/10 And Performance Targets 2010/11 to 2012/13			
				2008/09 Actual	2009/10 Target	2009/10 Actual	2009/10 Performance 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) FTE = Full time equivalent student	552 FTE	522 FTE	580 FTE	Exceeded College & Career Prep (CCP) plays an important role in post-secondary access and economic diversification in the CNC region. CNC responded effectively in 2009/10 to an increased demand for CCP education.
				2010/11 Target		522 FTE	
				2011/12 Target		522 FTE	
				2012/13 Target		522 FTE	

Performance Measures, Targets and Results

CNC Goal	CNC Institutional Objectives	Ministry Objectives	Performance Measure	Target Assessment 2009/10 And Performance Targets 2010/11 to 2012/13			
				2008/09 Actual	2009/10 Target	2009/10 Actual	2009/10 Performance 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 ⁴	771	Under review	839	Not assessed
				2010/11 Target		To be determined	
				2011/12 Target			
				2012/13 Target			

Performance Measures, Targets and Results

CNC Goal	CNC Institutional Objectives	Ministry Objectives	Performance Measure	Target Assessment 2009/10 And Performance Targets 2010/11 to 2012/13			
				2008/09 Actual	2009/10 Target	2009/10 Actual	2009/10 Performance 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) FTE = Full time equivalent student	480 FTE	431 FTE	462 FTE	Achieved CNC continues to develop partnerships for new program offerings such as Sterile Processing Technician & Primary Care Paramedic certificate programs. This has increased opportunities for local residents to train and work in the North, and has contributed to this success.
				2010/11 Target		427 FTE	
				2011/12 Target		436 FTE	
				2012/13 Target		455 FTE	

Performance Measures, Targets and Results

CNC Goal	CNC Institutional Objectives	Ministry Objectives	Performance Measure	Target Assessment 2009/10 And Performance Targets 2010/11 to 2012/13			
				2008/09 Actual	2009/10 Target	2009/10 Actual	2009/10 Performance Assessment and Context
Respond to communities and the labour market (continued)	Involve Stakeholders Provide 'right programs, right place, right time' Foster community leadership	Capacity	CNC institutional goal: Student spaces in ITA funded Foundation, CTC and Apprenticeship programs (based on fiscal year) FTE = Full time equivalent student	1,479 FTE	≥ previous year	1,493 FTE	Achieved CNC continued to expand Trades program offerings at regional campuses contributing to resource sector diversification and community transition during the forest sector downturn.
				2010/11 Target		≥ previous year	
				2011/12 Target			
				2012/13 Target			

Performance Measures, Targets and Results

CNC Goal	CNC Institutional Objectives	Ministry Objectives	Performance Measure	Target Assessment 2009/10 And Performance Targets 2010/11 to 2012/13			
				2008/09 Actual	2009/10 Target	2009/10 Actual	2009/10 Performance 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 of graduates who rated usefulness as 'very useful' or 'somewhat useful')	73.2% (+/- 3.2%)	≥ 90%	82.5% (+/- 3.3%)	<p>Substantially Achieved</p> <p>For CNC, this measure appears to be influenced by the relevance of the graduate's main job to their training.</p> <p>CNC's performance result for this measurement improves to 97.2% for graduate's in jobs that the respondent rated as 'very' or 'somewhat' related to their training.</p>
				2010/11 Target			≥ 90%
				2011/12 Target			
				2012/13 Target			

Performance Measures, Targets and Results

CNC Goal	CNC Institutional Objectives	Ministry Objectives	Performance Measure	Target Assessment 2009/10 And Performance Targets 2010/11 to 2012/13			
				2008/09 Actual	2009/10 Target	2009/10 Actual	2009/10 Performance 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 5}	11.3% (+/- 2.1%)	≤19.9%	17.4% (+/- 2.9%)	Achieved CNC continues to play an important role in the economic diversification of the region, as well as prepare underrepresented groups for participation in the labour force. Providing training in the North for people in the North helps address labour market shortages in CNC's region.
				2010/11 Target			Maintain unemployment rate of former CNC students below rate for individuals with high school credentials or less
				2011/12 Target			
				2012/13 Target			

¹ Results from the 2008/09 reporting year are based on 2008 survey data; results from the 2009/10 reporting year are based on 2009 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.

² The 2009/10 results are calculated using a new method and should not be compared with the 2008/09 results.

³ Results from the 2008/09 reporting year are based on data from the 2007/08 academic year, results from the 2009/10 reporting year are based on data from the 2008/09 academic year.

⁴ Annual performance is measured using a rolling three year average of the most recent academic years (September to August), e.g. the 2009/10 results are a three year average of the 2006/07, 2007/08 and 2008/09 academic years, using data snapshots each October.

⁵ The target is the unemployment rate for those aged 18 to 29 with high school credentials or less for the North region.

Summary Financial Outlook

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

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