



College of New Caledonia

Accountability Report and Plan

2013/14 Reporting and 2014/15 Planning Cycle

Submitted to the Ministry of Advanced Education, Innovation and Technology

July 18, 2014

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College of New Caledonia



July 18, 2014

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

Dear Minister Virk,

We are pleased to provide the College of New Caledonia's 2013-2014 Accountability Report and Plan. This document outlines the College's mandate, strategic goals and directions and measurable outcomes, and the Ministry of Advanced Education's service planning measures. A report on 2012-2013 outcomes is provided, as is the College's action plan for 2014-2015, part of our 2011-2015 Strategic Plan.

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 black ink, appearing to be 'K. Playfair'.

Keith Playfair

Chair, Board of Governors

A handwritten signature in black ink, appearing to be 'H. Reiser'.

Henry Reiser

President

Institutional Overview

The College of New Caledonia has provided 45 years of exceptional service in partnership with the people and communities of north-central BC. 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 Southside and Fraser Lake, and in many aboriginal communities, such as Nak'azdli, Saik'uz 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 2013-14 CNC served 3,342 full-time equivalent students, including 1,320 FTE in Trades programs, 441 FTE in Allied Health programs, and 290 FTE from International students. Nearly 26 percent, or 2,160, of our domestic students are Aboriginal. The College offers associate degrees, post-diploma credentials, diplomas, certificates and citations approved through Education Council.

CNC is an integral part of our communities and our region, and not only as centre of learning. During times of crisis (Burns Lake and Prince George sawmill explosions), times of economic distress (Mackenzie and Fort St. James' impacted by mountain pine beetle epidemic, and the recent sawmill shutdown in Quesnel) the College plays a proactive and critical role in recovery. CNC is a critical lead in good times: our work in applied research and innovation is supporting industry and employers to create and expand, strengthening the regional economy. And our development and implementation of much-needed programs such as Medical Radiography Technology, Medical Laboratory Science Technology, mining programs and Fetal Alcohol Spectrum Disorder programs all contribute to the sustainability and health of our communities and citizens.

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.

Planning and Operational Context

The rural, northern, and remote contexts in which the College and our partner communities and agencies thrive are the defining reality for who we are and what we do. The current external and internal contexts in which we address our goals are outlined here. Of particular note: CNC has a new President, Henry Reiser, who began June 2014 and whose focus on industry and community engagement, credential integrity, and innovation are already helping to shape the College's future in alignment with the *BC Skills for Jobs Blueprint* and the *Aboriginal Services Plan*.

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

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

Access and Literacy Education and Regional Gaps

Basic and entry-level education 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, and commitments to ongoing program and service delivery at a local level. Without the literacy and numeracy education, north-central BC continues to have many jobs without people, and many people without jobs. This is a particularly significant issue for the many Aboriginal communities and populations in north-central BC as the major industrial projects get underway, and may leave behind those who are not job-ready.

CNC is increasingly engaged in Essential Skills work, modifying programming to be more applied at an earlier level, and more targeted for specific employment or further education outcomes. These offerings are largely dependent on external funding contracts, which make it challenging to provide sustainable opportunities for communities, and stress the institutional resources by requiring on-going development rather than focusing on delivery and improvement of services.

The College continues to expand its on-line course offerings, both as the sole provider and in a number of program partnerships. A Business Programs renewal initiative will improve access to certificate and diploma business courses by delivering many on-line in the near future.

Aboriginal Specific Education

The CNC region not only has a high level of young Aboriginal people seeking engagement with the labour market, but a substantial population of adults who are not yet supported through federal and provincial systems to achieve their potential and contribute to the capacity building of their communities and the region. As the economy continues to improve, and as Aboriginal communities become stronger political and social entities, the engagement of all citizens is critical to the well-being of the north.

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 continue implementing the Aboriginal Service Plan and other Aboriginal initiatives across the region in partnership with Aboriginal communities, and for those partnerships to be recognized as wise 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 and socio-economic needs of Aboriginal communities.

Aboriginal partners strongly indicate the need for institutional and systemic transformation that includes cultural relevance components, especially elder support for students; improved access programs and supports; improved funding for education and living expenses while at College; improved communication with band education coordinators; 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:

- Continuation of CNC's unique Special Program under the BC Human Rights Tribunal, allowing the College to recognize Aboriginal ancestry as a bona fide employment qualification;
- Establishing Aboriginal Liaison/Advisor positions at five campuses which have demonstrated the need for Aboriginal support services and community liaison functions to be an essential component of CNC's institutional processes;
- Development of the Yinka Dene Council, advising the president and College on appropriate directions and priorities for the Aboriginal people of the region;
- Continued work on the purchase and operation of supportive housing for Aboriginal students from remote communities coming to the Prince George campus;
- Implementation of the provincial emergency student loan system at all campuses, in collaboration with the Ministry of Advanced Education.

Natural Resources

The regional economy remains highly dependent on natural resources and resource extraction, as does the province. LNG opportunities and the potential Gateway Project by Enbridge are guiding educational planning throughout the region. The College's applied research and related experiential learning is engaged primarily with the forest sector to date, with extensive industry interest in partnering for new knowledge and improved efficiencies.

Technology and Skilled Trades

The industrial skilled labour shortages in north-central BC are as dire as elsewhere in the country, with the most serious concern being the gap between available workers and the skills required. The lack of skilled labour and related stresses are being felt across the north as industry re-orientes and develops. 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 200 business members of the Northern Technology & Engineering Society continue to support CNC in its proposal for a civil engineering technology diploma program. Once the civil engineering technology program is launched, industry wants programs developed for mechanical engineering technology and

geomatics (surveying) to meet high demand areas. The focus remains on training in the north, for the north to support a sustainable and effective labour supply for the huge economic activity already underway.

Skilled trades' training continues to be a priority for CNC, although northern employers are challenged to hire more apprentices to fill their emerging skills gaps and labour shortages; it is hoped that the initiatives outlined in the *Jobs Blueprint* will address this issue. The College has the capacity for substantially more training than is currently occurring, should industry be able to support apprenticeships. The College looks forward to working with provincial and regional partners to improve the alignment of the apprenticeship training system with regional economic needs using labour market forecasting information, and continuing to expand and develop apprenticeship training initiatives that encourage underrepresented populations to enter trades training. The College is very pleased to continue working closely with Canfor and West Fraser on a number of trades and industry related initiatives, outlined in our agreements and annual action plans.

A planned expansion of the Heavy Duty Mechanic facilities in Prince George will double the amount of training in the region. And development of new pipe trades and expanded heavy equipment operating trades will address industry needs.

CNC continues to work with regional school districts on the ACE-IT initiatives, and in collaboration with School District 57 has redesigned the signature Career Technical Centre model in Prince George.

Economic Diversification and Applied Research

Diversification is a reality for the region. The work of the Omineca Beetle Action Coalition and the Cariboo Chilcotin Beetle Action Coalition, the Northern Development Initiative Trust, Initiatives Prince George, the Prince George Nechako Aboriginal Employment & Training Association, and the 16/97 Economic Alliance all focus on both the need for diversification, and the many initiatives underway. CNC is closely involved with all of the education and training initiatives.

Along with resource, health and engineering-related post-secondary education initiatives, the following are rapidly evolving sectors that CNC is engaged with:

- Liquefied natural gas initiatives
- Aboriginal leadership
- Definition and addressing of social and community impacts of cumulative resource development activities
- Evolving intermodal and logistics opportunities, linked to the expansion of the Prince Rupert port, the growth of the Prince George Airport, and the improvements in northern highways
- Development of bioenergy and bio-product sectors
- Close-to-home agriculture initiatives

CNC's Office of Applied Research & Innovation is very active in developing relationships and securing contracts for industrial research projects, which link back to the classroom, experiential learning for students and the development of the essential skills identified in the Conference Board of Canada's Innovation 2.0 documents. The CNC Research Forest Society and Board of Directors are critical component of CNC's applied research development, as well as providing supportive funding resource for the Natural Resources & Environmental Technology Diploma Program.

Health Education

The demand for health education and training in the north-central interior continues to grow, as communities seek to become more sustainable and support the health of their citizens close to home. Due to increased demand in the north for allied health care employees, CNC began offering the Medical Laboratory Technology Diploma program in January 2008. In September 2011 we accepted the first 16 students into the Medical Radiography Technology Diploma program. These initiatives are successful through the support of partners such as Northern Health, the Northern Medical Society, Interior Health, British Columbia Institute of Technology and Camosun College. Regional partners are now requesting the College establish a Rehabilitation Assistant Diploma program.

Accessible, quality health care is a common consideration for individuals and families located in the northern half of the province. 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 few 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.

International Education

International Education at CNC continues to expand, both in terms of the recruitment of incoming international students and through international partnerships and the Study Abroad program. The internationalization of curriculum is well-supported at the College, with programs such as Dental Hygiene, Dental Assisting, Nursing, Natural Resources and Environmental Technology all engaging students in accessing global learning opportunities. Integration of students and community remains a focus; international student numbers were up 22% in 2013-14, and the leadership work on-campus in Prince George and in the community by international students is readily evident and appreciated.

Capital Projects

Regional industry is very supportive of the development of a new Heavy Duty Mechanics training facility, which would allow the College to substantially increase foundation, apprenticeship and Career Technical Centre intakes for that program. As well, the Nechako region (School District 91 and the communities of Vanderhoof, Fort St. James, Fraser Lake, and First Nations bands) is actively engaged in planning for new post-secondary facilities to meet increased needs.

The College continues to work with partners to develop and fund a Student and Cultural Centre at the Prince George campus. The CNC Students' Union has committed \$750,000 for capital development, and participation in the operation of the Centre on an on-going basis. The creation of a staffed and supportive Aboriginal House on the Prince George campus remains a priority, to assist students from more remote communities in being successful in their first year.

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 participant in 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.

Goals and Performance Measures

This section outlines the College's achievements in 2013-2014, including the 2013-2014 CNC Accountability Framework Performance Measures, Results and Targets, based on CNC objectives and identified Ministry strategic objectives. This section also outlines the College's Strategic Plan for 2011-2015, and sets forth the preliminary Action Plan for 2014-15.

Our Organizational Context

Throughout 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. The College has campuses in Prince George, Burns Lake, Mackenzie, Quesnel, Vanderhoof and Fort St. James, as well as sub-campus and services in several smaller communities, including many Aboriginal communities. Dedicated to excellence in education, CNC offers a wide range of upgrading, career, technical, vocational, and university credit programs.

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.

The College continually builds relationships and partnerships, increasing the skill level and labour market success of British Columbians. The College will continue to be heavily engaged with responsive labour market programs, particularly the implementation of new training initiatives aligned with major regional economic development projects, and aligning apprenticeship programs with regional economic needs, using labour market forecasting and by encouraging apprenticeship initiatives for under-represented populations.

Report on 2013-2014 Goals and Outcomes

The College's Strategic Goals for 2011 – 2015 can be found at

[http://cnc.bc.ca/shared/assets/CNC Strategic Plan 2011-2015 Final February 16 2011 19325.pdf](http://cnc.bc.ca/shared/assets/CNC%20Strategic%20Plan%202011-2015%20Final%20February%2016%202011%2019325.pdf)

The 2012-2013 objectives are outlined below, along with specific Action Plan accomplishments for the past year. This narrative accompanies the Performance Measures, Targets and Results section of the Accountability Report and Plan.

Student Access, Learning and Success

Objectives included: Implement a strategic enrolment management/student success plan and related strategies to increase and improve overall student access, recruitment, engagement, retention, persistence and program completion; increase cross-college access to student learning supports and services, including those for non-traditional students and students with disabilities.

Selected outcomes:

- Implemented the Back on Track early-warning system for at-risk students at the Prince George campus: in 2013-14 107 BoT referrals to Counselling/Advising were received and followed-up, 76% of those students had not accessed any Student Central Services in the semester of referral.

More than 25% of BoT referrals were in their first semester at CNC, and anxiety, depressing and academic issues were the most common identified student concerns.

- CNC campuses continue to seek out and use learning support resources, including through the Aboriginal Services Plan and the Labour Market Agreement funds linked to Trades training.
- A number of programs are actively supported throughout the region, focusing on individuals with special needs and/or developmental disabilities:
 - Job readiness training programs (JET and TARGET programs)
 - Introduction to college and humanities for individuals with multiple barriers (Street Humanities program)
 - Specialized program for adults affected with Fetal Alcohol Spectrum Disorder (Focus program)
- In early 2013, CNC began developing a Strategic Education Plan, as part of an overall integrated planning process for the College. The goal is to identify college-wide Institutional Learning Outcomes (ILOs) that will be implemented across the entire institution.

Responsiveness to Community

Objectives included: Strengthen program and service delivery partnerships with UNBC and other post-secondary institutions; respond to regional implications and opportunities presented by the BC Jobs Plan, regional economic development and labour market initiatives; continue planning for the Civil Engineering Technology program; complete renewal of the CNC Business programs; expand and strengthen program and service delivery partnerships with School Districts 91, 57 and 28.

Selected outcomes:

- CNC continues to work with the Northern Post-Secondary Council to advance education in the north, with focus on: coordination of pathways for business and management programs; co-admission and co-enrolment strategies; instructor co-appointments; continuing studies; Aboriginal student access collaboration; effective distance learning strategies.
- Various CNC programs are undergoing review/renewal processes in 2013-2014 and 2014-2015, with the objective of more closely aligning the program content to community and industry needs, and/or streamlining program processes and models to support increased access and student success and decrease system inefficiencies:
 - Business Certificate and Diploma Programs
 - Early Childhood Education/Aboriginal Early Childhood Education Certificates
 - New Media Communications & Design Diploma
 - Social Service Worker Certificate and Diploma Programs
- In 2013/14 the College worked closely with School District 57 to create a new model for CTC, based on student outcomes and interest, and available funding within the two organizations. This realignment of programs and services will save the College approximately \$332,000/year once fully implemented in 2016/17. By using a blended model of high school and adult learners, the model will also improve seat utilization in currently undersubscribed programs such as Professional Cook and Automotive.
- Advocacy for provincial funding for the Civil Engineering Technology Diploma program continues, with strong industry support.

- Based on requests from the northern health care sector, CNC is developing a proposal for a Rehabilitation Assistant Diploma Program, with the desire to have it base funded.

Aboriginal Education and Indigenization

Objectives: Implement 2011/12 Aboriginal Service Plan (ASP) Transition and complete planning for Phase II of the ASP (2012/13 to 2014/15); finalize the business plan and secure funding resources for an Aboriginal Student Housing service in Prince George.

Selected outcomes:

- Outcomes for Aboriginal learners in the CNC region continue to be very positive. Enrollments by Aboriginal learners remained essentially stable. Over the six years that CNC has been tracking outcomes for the Aboriginal Services Plan, Aboriginal FTEs have increased 46 percent. The number of credentials achieved by Aboriginal learners has increased 54 percent since 2006-07.
- Meaningful partnerships and community-driven activities were the focus of the CNC's ASP through 2013-14. The partnerships with Aboriginal communities and organizations were supported by several key ASP activities: the five campus-based Aboriginal Advisories; the College-wide Yinka Dene Council; the Aboriginal Liaison positions at each campus; and the community-based Community Coordinator positions.
- CNC's ASP activities in 2013-14 focused on providing supports for students in order to ease their transition into the post-secondary system and address barriers to persistence and success. These supports included counseling, advising and tutoring services provided on campus from employees of Aboriginal ancestry; Elders on Campus; and delivery of skills training on reserve.
- The College continued to work towards indigenization of the institution through professional development for faculty, staff and administration; enhancement of curriculum (6 programs); and cultural workshops and events for students, employees and the general public. Elders and Traditional Knowledge Holders played a strong role in development and delivery of the cultural content that was incorporated into many programs. More than 1000 students, employees and community members were engaged in over forty language and culture events throughout the year. 17 professional development events took place, including online training and a series of workshops.
- Work continues on updating the Aboriginal education policy at CNC.
- 16 formal Aboriginal Advisory meetings were held in 2013-14, as well as many individual contacts and email updates.
- The Yinka Dene Council, which provides direction in Aboriginal education to the President and Board of Governors, met twice this year. The YDC is comprised of representatives from each campus Aboriginal Advisory.
- Work continues on the development of an Aboriginal Student House in Prince George, to serve students coming from the more remote communities.

College Resources and Capacity

Objectives: Review and update Five Year Capital Plan; replace the Prince George Campus Power Plant (HVAC) systems with modern high efficiency equipment; establish the process and allocate resources for Prince George campus Master Site Development Plan; enlist municipal and regional government and major industry employers to support college advocacy activities; develop and implement new program and business partnerships with local/regional industry employers.

- Five Year Capital Plan reviewed and submitted; the Master Site Development Plan was not completed this year.
- the Prince George Campus Power Plant systems were replaced with modern high efficiency equipment;
- a continuous optimization project for energy efficient lighting upgrades was complete;
- The College has greatly increased its entrepreneurial activity in the last five years by creating several initiatives to raise funds for endowments, scholarships and bursaries as well as equipment and supplies for students. Approximately \$2.7 million has been raised in the last five years, with several other projects in various stages of development. Through cash donations, funds raised at the annual golf tournament, gym rental revenue and funds raised through building and classroom naming, monies have gone to support equipment for students and programs, endowment funds for student awards, library and resource centres, and scholarships and bursaries.
- Existing partnerships were maintained or expanded to support both student options for success and industry needs. These included partnerships with the Northern British Columbia Construction Association, School Districts 57, 91 and 28, the First Nations Information and Communications Technology Council, Chieftain Auto Parts, Spectra Energy, Finning Canada and other industry partners on appropriate short and long-term strategies and actions that will help to address key current labour market issues, projected skills shortages and facilities improvements.

People, Planning and Organization Development

Objectives: increase and diversify employee learning, leadership development and succession opportunities; increase faculty, staff and administration participation in high quality, college-sponsored professional development activities; create stronger shared sense of “one College with many programs and campuses”; successfully implement Year Five of the five year Human Rights Special Program.

Selected outcomes:

- On completion of Year 5 of the Human Rights Special Program, we reported to the Human Rights Tribunal that 50 positions were designated as either requiring or preferring Aboriginal ancestry as a bona fide employment qualification; we were able to fill 49 of those positions with a qualified employee of Aboriginal ancestry.
- http://www.cnc.bc.ca/Human_Resources/Human_Rights_Special_Program.htm
- The College has undertaken the process of reapplying for a second 5 year Human Rights Special Program with modifications based on what has been learned.
- Implementation of “Respectful Workplace” educational training for all employee groups to ensure compliance with WorkSafe Bill 14 and Human Rights legislation has taken place.
- The College continues to actively support professional development for all employee groups.
- With a new President in place, and several other senior positions either recently filled or soon to be filled, including Vice-President Administration & Finance, Associate Vice-President Academic, Registrar, Dean of Health Sciences, and Regional Director – Lakes Campus, CNC is in a place of opportunity and discernment. Organizational changes are underway to strengthen services and build even stronger community and employer relationships.

Innovation

Objectives: Develop and implement the Integrated Applied Research and Innovation model; implement the Document Imaging and Records Management project; expand International Education programs, contracts and services and provide appropriate student and college supports.

Selected outcomes:

- The College received a five year \$1.8 million Natural Sciences & Engineering Society of Canada grant for work related to forestry, in partnership with the CNC Research Forest Society. As CNC has only been involved with Applied Research for three years, a grant of this magnitude is a great achievement;
- As well as the major forestry initiative, Applied Research & Innovation is actively engaged in a number of projects, all of which link to students, curriculum and learning. Partners include: National Research Council, QuantoTech, Ministry of Forests, Lands and Natural Resource Operations, Dunkley Lumber, University of Northern British Columbia, Omineca Beetle Action Coalition, JR Canadian Mapping, Purden Ski Village and BioStill Chemicals.
- Due to the national visa officers strike in fall 2013, CNC international education FTEs were down by 12 in 2013-2014, to 291 FTE. We have seen greater diversification in countries of origin, with more students from South America, Central America and Africa attending.

Our Preliminary 2014-15 Action Plan

North-central BC and the College of New Caledonia are in a place of great opportunity and transformation. The industrial, business, First Nations and community developments across the north come together here. A new College president with a strong commitment to strong employer-College relationships, new avenues of educational delivery and expanded international education initiatives will lead the development of our next Strategic Plan. The Strategic Plan for 2015 – 2020 will guide the College into the future, and hold us accountable to our communities and partners.

Given the exceptional changes occurring within CNC and the region, the summary 2014-2015 Action Plan is:

1. Develop a new five year Strategic Plan for the College.
2. Develop and implement an Education Plan, based on Institutional Learning Outcomes.
3. Ensure program and service alignment with the *BC Skills for Jobs Blueprint* and the related education and training requirements for the north; work with Northern Post-Secondary Council partners to coordinate programming responses effectively.
4. Ensure cross-institutional coordination of initiatives such as the Aboriginal Service Plan, Labour Market Agreement Funding, and the Employment Skills Access program to maximize services to learners and alignment to the College's Strategic Plan, Education Plan, and regional and local objectives.
5. Expand International Education activity by working with global industry partners to deliver CNC programs abroad and to expand options for international students to study at CNC.
6. Develop a new model of alternative program delivery, by distance and technology.
7. Implement the Civil Engineering Technology Diploma Program with new and re-allocated funding.

2013/14 Accountability Framework Performance Measures, Results, and Targets

Goal 1: Increase Access and Participation									
CNC Institutional Objectives	Ministry Strategic Objectives	Performance Measure	Actual	Target	Actual	Target Assessment	Performance Targets		
			2012/13	2012/13	2013/14	2013/14	2014/15	2015/16	2016/17
Promote learner success Link, ladder and partner	Capacity	Total student spaces ⁱ							
		FTE (Full Time Equivalents) number	2,140	3,146	2,022	Not achieved	3,125	3,125	TBD
		Student spaces in developmental programs ⁱⁱ							
		FTE number	411	522	411	Not achieved	TBD	TBD	TBD
	Access	Aboriginal student headcount ⁱⁱ							
		Number of students who are Aboriginal	2,516	≥ previous year	2,143	Not Achieved	≥ 2,143	≥ previous year	
		Percent of students who are Aboriginal	26.70%		34.36%	Exceeded	≥ 34.36%		
		Aboriginal student spaces ⁱⁱⁱ							
		Total Aboriginal student spaces	936	N/A	965	Not assessed	TBD		
		Ministry (AVED)	701		647				
		Industry Training Authority (ITA)	235		318				
	<p>Performance Context:</p> <p>Total student spaces, FTE performance measure not achieved: The provincial FTE model has been under discussion for many years and still needs to be reviewed, particularly for institutions with multiple rural and remote campuses. FTE targets remain too high to reasonable be met with existing core resources in a multi-campus environment serving many students facing personal, educational, and geographic barriers.</p> <p>Student spaces in developmental programs, FTE number not achieved: The College has seen a decrease in students taking College and Career Preparation and related programs. Historically many of these programs have been funded through third-party contracts, some of which have changed or have not been renewed. Developmental programs such as College and Career Preparation (CCP) continue to play an important role in post-secondary access in the CNC region.</p> <p>Aboriginal student headcount and student spaces – CNC’s Aboriginal Service Plan continues to have a positive impact on the Aboriginal student headcount and learner outcomes. Many Aboriginal students participated in non-AVED, cost-recovery programs at the smaller campuses. If contracts are not renewed, numbers of Aboriginal students in those communities decreases. CNC continues to work closely with our Aboriginal partners.</p>								

Goal 2: Respond to Communities and the Labour Market

CNC Institutional Objectives	Ministry Strategic Objectives	Performance Measure	Actual	Target	Actual	Target Assessment	Performance Targets			
			2012/13	2013/14	2013/14	2013/14	2014/15	2015/16	2016/17	
Involve stakeholders Provide 'Right Programs, Right Place, Right Time' Foster community leadership	Capacity	Student spaces in Nursing and other allied health programs ⁱ								
		FTE number	441	460	441	Substantially achieved	455	455	TBD	
	Relevance	Credentials awarded ^{iv}								
		Number	1,078	1,030	1,074	Achieved	≥ 1,006	TBD		
		Student assessment of usefulness of knowledge and skills in performing job ^v								
		Diploma, associate degree and certificate graduates	81.7% +/- 3.3%	≥ 90%	84.4% +/- 2.9%	Substantially achieved	≥ 90%			
Apprenticeship graduates	92.6% +/- 2.6%	92.2% +/- 3.0%)	Achieved							
Unemployment rate ^{v, vi}	Diploma, associate degree and certificate graduates	11.4% +/- 2.4%	≤ 9.5%	13.4% +/- 2.4%	Not achieved	≤ unemployment rate for individuals with high school credentials or less				
	Apprenticeship graduates	10.6% +/- 2.7%		12.6% +/- 3.2%	Achieved					

Performance Context:

CNC continues to play an important role in the economic diversification of the region, as well as prepare under-represented 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.

Student assessment of usefulness of knowledge and skills in performing job - For CNC, this measurement appears to be influenced by the relevance of the graduates' main job to their training. CNC's performance result for diploma, associate degree and certificate graduates improves to 97.9% for graduates in jobs that the respondent rated 'very' or 'somewhat' related to their training.

Unemployment rate performance result for diploma, associate degree and certificate graduates not achieved: CNC will examine this data more closely, as it doesn't match anecdotal and other graduate measures CNC receives. It may be because the measure focuses on graduates, which is primarily cohort-program specific and doesn't capture students who leave the program early, or are in open enrolment programs, and achieve their employment goals successfully, benefiting from their post-secondary education.

Goal 3: Enrich the Learning and Teaching Environment

CNC Institutional Objectives	Ministry Strategic Objectives	Performance Measure	Actual	Target	Actual	Target Assessment	Performance Targets		
			2012/13	2013/14	2013/14	2013/14	2014/15	2015/16	2016/17
Support excellence Provide quality services to learners Develop leaders Enrich student life	Quality	Student satisfaction with education ^v							
		Former diploma, associate degree and certificate students	91.6 % (+/- 1.4%)	≥ 90%	92.9 % (+/- 1.2%)	Achieved	≥ 90%		
		Apprenticeship graduates	97.4 % (+/- 1.3%)		95.4 % (+/- 2.0%)	Achieved			
		Student assessment of skill development ^{v, vii}							
		Former diploma, associate degree and certificate students	77.8 % (+/- 2.3%)	≥ 85%	81.2 % (+/- 2.0%)	Substantially achieved	≥ 85%		
		Apprenticeship graduates	82.0 % (+/- 3.8%)		81.5 % (+/- 4.4%)	Achieved			
		Student assessment of quality of instruction ^v							
		Former diploma, associate degree and certificate students	93.5 % (+/- 1.2%)	≥ 90%	93.4 % (+/- 1.1%)	Achieved	≥ 90%		
		Apprenticeship graduates	97.4 % (+/- 1.3%)		95.9 % (+/- 1.9%)	Achieved			
		International Student headcount & diversity ^{viii}							
		Number of International Students	346	≥ 346	381	Exceeded	≥ previous year		
		Number of International Student countries	22	≥ 22	26	Exceeded	≥ previous year		

Performance Context:

CNC continues to support excellence in the learning and teaching environment, and actively works towards continued improvement and success toward this goal.

International Student headcount & diversity – this institutional goal contributes to the cultural and social diversity at CNC and in the Northern Region, contributes to positive impacts on domestic students, and provides International Students with an opportunity to experience the opportunities the North can offer them on a more permanent basis.

Notes:

TBD – for measures where results are still “To Be Determined”

N/A – Not applicable

Please consult the standards manual for a current description of each measure. The standards manual can be viewed at:
<http://www.aved.gov.bc.ca/framework/docs/standards_manual.pdf>.

ⁱ Results from the 2012/13 reporting year are based on data from the 2012/13 fiscal year (April 1 to March 31); results from the 2013/14 reporting year are based on data from the 2013/14 fiscal year.

ⁱⁱ Results from the 2012/13 reporting year are based on data from the 2011/12 academic year (September 1 to August 31); results from the 2013/14 reporting year are based on data from the 2012/13 academic year.

ⁱⁱⁱ Results from the 2012/13 reporting year are based on data from the 2011/12 fiscal year; results from the 2013/14 reporting year are based on the 2012/13 fiscal year. A descriptive measure only.

^{iv} Annual performance is measured using a rolling three-year average of the most recent fiscal years, e.g., the results for the 2013/14 reporting year are a three-year average of the 2010/11, 2011/12 and 2012/13 fiscal years.

^v Results from the 2012/13 reporting year are based on 2012 survey data; results from the 2013/14 reporting year are based on 2013 survey data. For all survey results, if the result plus or minus the margin of error includes the target, the measure is assessed as achieved. In all cases, the survey result and the margin of error are used to determine the target assessment. Survey results are not assessed if the number of respondents is less than 20 or the confidence interval is 10% or greater.

^{vi} Target is the unemployment rate for those aged 18 to 29 with high school credentials or less for the North region.

^{vii} Average % - see Appendix for skill development components included in the average.

^{viii} Results from the 2012/13 reporting year are based on data from the 2011/12 academic year (August 1 to July 31); results from the 2013/14 reporting year are based on data from the 2012/13 academic year.

AVED’s Accountability Framework assesses targets according to the following scale:

Target assessment scale	Description
Exceeded	More than 10% above target
Achieved	Up to 10% above target

Substantially achieved	Up to 10% below target
Not achieved	More than 10% below target

APPENDIX A: Skill Development Components

	Actual	Target	Actual	Target
	2012/13	2013/14	2013/14	Assessment 2013/14
Former diploma, associate degree and certificate students:				
Skill development (avg. %)	77.8% (+/- 2.3%)	≥ 85%	81.2% (+/- 2.0%)	Substantially achieved
<i>Written communication</i>	68.4% (+/- 2.9%)		75.0% (+/- 2.4%)	
<i>Oral communication</i>	70.5% (+/- 2.9%)		72.6% (+/- 2.5%)	
<i>Group collaboration</i>	84.5% (+/- 1.9%)		86.4% (+/- 1.6%)	
<i>Critical analysis</i>	81.1% (+/- 2.0%)		81.7% (+/- 1.8%)	
<i>Problem resolution</i>	77.1% (+/- 2.2%)		82.1% (+/- 1.8%)	
<i>Learn on your own</i>	82.2% (+/- 2.0%)		85.3% (+/- 1.7%)	
<i>Reading and comprehension</i>	80.9% (+/- 2.0%)		85.0% (+/- 1.7%)	
Apprenticeship graduates:				
Skill development (avg. %)	82.0% (+/- 3.8%)	≥ 85%	81.5% (+/- 4.4%)	Achieved
<i>Written communication</i>	79.0% (+/- 5.6%)		76.3% (+/- 6.4%)	
<i>Oral communication</i>	77.8% (+/- 5.7%)		71.6% (+/- 6.8%)	
<i>Group collaboration</i>	84.7% (+/- 3.3%)		85.5% (+/- 3.6%)	
<i>Critical analysis</i>	84.8% (+/- 3.1%)		87.0% (+/- 3.3%)	
<i>Problem resolution</i>	77.7% (+/- 3.6%)		81.7% (+/- 3.9%)	
<i>Learn on your own</i>	88.1% (+/- 2.8%)		86.3% (+/- 3.4%)	
<i>Reading and comprehension</i>	82.0% (+/- 3.5%)		82.4% (+/- 3.7%)	

Financial Information

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>