

Ihulh whuts` odutel` eh Learning Together



College of New Caledonia
Strategic Plan 2026 - 2031





Acknowledgement of Territories and Indigenous Partners

CNC is honoured to work with the Indigenous Peoples on Lheidli T'enneh Keyoh and the twenty-two (22) distinct Nations we are grateful to serve, inclusive of the First Nations, Métis, and Inuit peoples. We acknowledge the graciousness of the Nations in welcoming visitors to live, learn, and be on their traditional unceded territories. CNC is proud to be allowed to have five campuses spanning these territories.

Among the Nations we would like to acknowledge are also Indigenous partners across the region, including those who participate in the Aboriginal Steering Committees and Yinke Dene Council, whose advice and input guide and inform the College and programs we offer.

Additional voices who inform the College, that we would like to acknowledge: *Carrier Sekani Tribal Council, PG Nechako Aboriginal Employment & Training Association (PGNAETA), Métis Nation BC, Aboriginal Business Development Corporation, Prince George Native Friendship Centre, North Cariboo Family Program, Burns Lake Native Development Association, Cariboo Chilcotin Aboriginal Training Centre, Tillicum Friendship Centre, and Aboriginal representatives from the University of Northern British Columbia as well as School Districts of Nechako-Lakes (91), Prince George (57), and Quesnel (28).*

Nenachalhuya | We Thank you

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Welcome Messages

CNC Board Chair and President



As Chair of the Board of Governors, I am pleased to share CNC's updated Strategic Plan for 2026-2031. This plan reflects a significant amount of thoughtful work, collaboration, and engagement across the College and the communities we serve.

On behalf of the Board, I would like to thank President Cindy Heitman and the Executive team for their leadership throughout this process. I also want to recognize the many employees who contributed their ideas, perspectives, and feedback to help shape this updated plan.

Over the past year, CNC has continued important conversations about sustainability, institutional priorities, and how we position the College for long-term success. Engagement with employees played an important role in identifying opportunities to strengthen our organization, clarify goals, and ensure we remain focused on meeting the needs of students and communities across Northern B.C.

The post-secondary environment continues to evolve rapidly, and the challenges facing our sector require thoughtful planning, adaptability, and strong leadership. The Board remains confident that CNC is moving in the right direction.

This updated strategic plan provides a clear framework to support sustainability, student success, community partnerships, and responsible growth in the years ahead.

We look forward to seeing this plan guide the continued evolution of CNC and support the important work happening across CNC campuses and communities.

Judy Vasily, Board Chair



As we look ahead to the future of the region CNC serves, we are grounded in possibility and committed to building a sustainable future together.

The challenges facing post-secondary education and CNC communities are real. Across the country, institutions are navigating financial pressures, changing student needs, shifting demographics, technological changes, and evolving labour market demands. At CNC, we know we have not solved every problem.

But we are focused on moving forward with purpose, creativity, and a deep commitment to students and communities across Northern B.C.

Our future depends on our ability to learn, adapt, and work together. We will continue creating responsive learning opportunities, strengthening partnerships, supporting student success, and ensuring our programs reflect the needs of the people and industries we serve.

Sustainability means more than financial responsibility. It means building an institution that is resilient, innovative, inclusive, and ready for the future.

This strategic plan reflects the voices and ideas of employees, students, Indigenous partners, communities, and patrons from across the region. Together, we have identified priorities that will help guide CNC through the next chapter while staying true to who we are and the important role we play in the North.

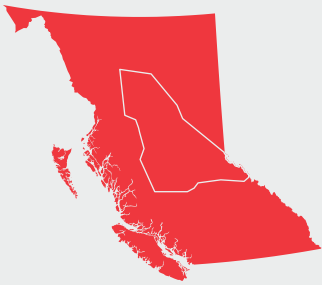
As we move forward, we remain committed to learning together, supporting one another, and creating opportunities that will strengthen students, communities, and the region for years to come.

Cindy Heitman, President

ABOUT CNC

Over the past 50 years, tens of thousands of people have benefited from a CNC education.

ESTABLISHED 1969



5 campuses serve a 117,500-square-kilometre area, or 12 per cent of the province

Serve 22 First Nations communities, including rural and isolated communities



Provide in-community programming to meet the needs of Indigenous partners and learners

Programs in applied arts, business, community, continuing education, health sciences, human services, trades, technologies, upgrading, and university studies



In 2025/26

CNC served 6,529 students

- 1,315** Indigenous students
- 1,246** international students from 37 countries
- 1,851** students in skills (continuing education courses)
- 4,856** students in academic, vocational, and trades programs

CNC Today

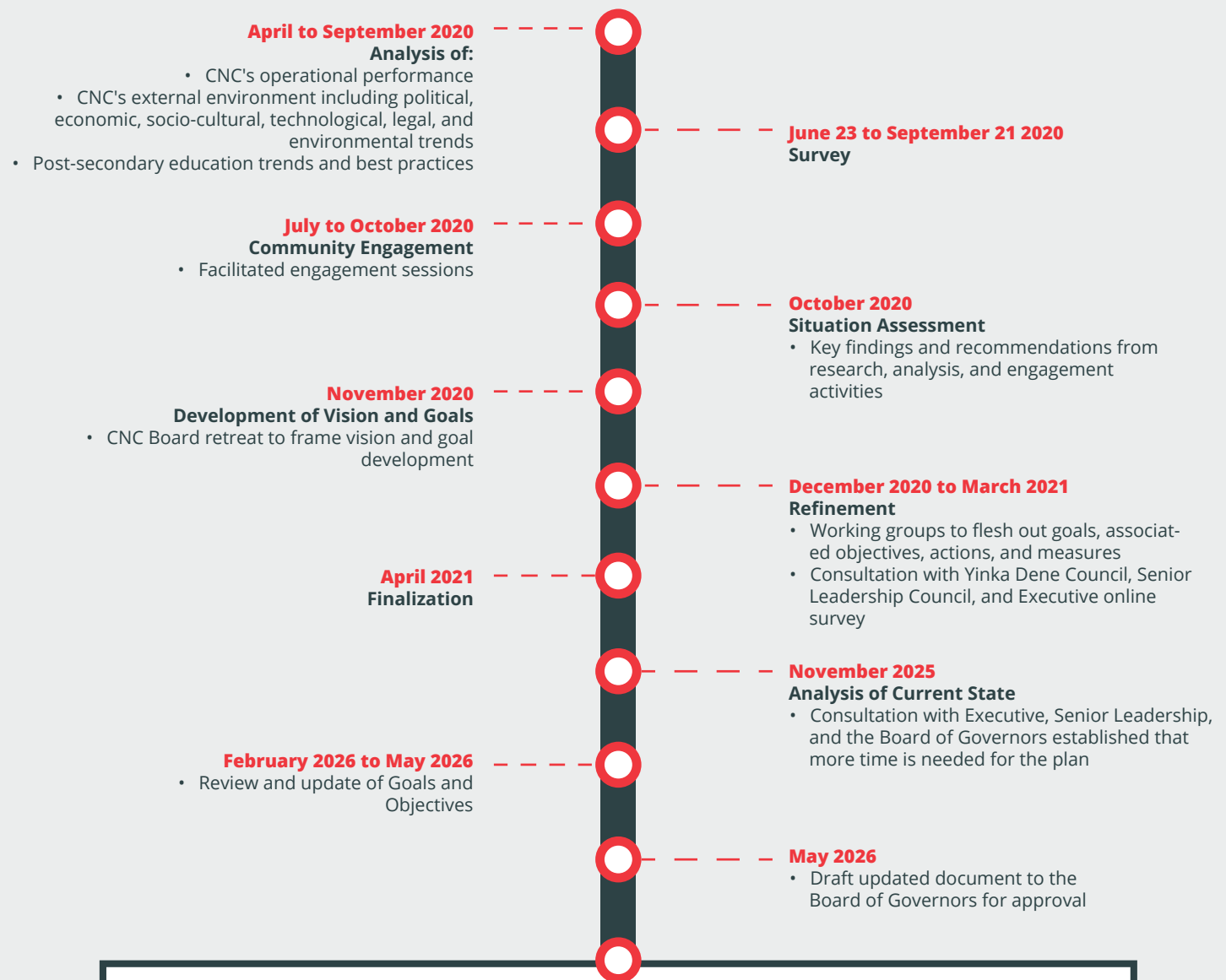


From 2025-2026, CNC has made significant changes to the organizational structures within the college. These changes include:

- adjusting the academic schools from 4 schools to 3 schools, creating a more seamless experience for students in a specific area of study
- creating a stand-alone Community and Continuing Education Department to focus on high interest, labour market demand, community-based courses
- focusing programs across the college to align with labour market and student demand
- developing an External Relations department focused on Alumni, Donors and Community Partnerships

Timeline

Strategic Planning is not a guide that starts and stops; it evolves. **Ihulh whuts`odutel`eh - Learning Together**, CNC's Strategic Plan 2021-2026, was designed and created in six months, with an intention of lasting five years. Through meaningful dialogue and further analysis, it was determined that the plan set for the College in 2021, was really a transformational plan that would need more time to be actualized.



Next Steps

- Fall 2026, comprehensive two year Implementation Plan will be developed. This will include strategies, metrics, targets, and timelines
- An annual continuous review process will guide the College with setting priorities and targets, adjusting as needed.



Strategic Plan Development

Over a seven-month period in 2020, CNC engaged in an extensive research process to better understand how well the institution is doing, what our community wants from the College in the future, and how the world around us is changing.

We spent hundreds of hours researching key trends in our environment, as well as best practices in post-secondary education. Most importantly, we listened to what our community had to say about their hopes and dreams for themselves, the College, and the region.

Between July and October, we gathered input from 356 people on their priorities for, and expectations of, CNC over the next five years.

That input, coupled with secondary research conducted on our current and future environment, led to the development of recommendations for areas of focus through to 2026. CNC's Board reviewed these recommendations and provided direction on CNC's vision and goals for the future.

In January, four working groups were established to further refine and define what these goals meant for CNC. Draft goal statements, objectives, and potential actions were identified along with measures of success.

The draft goal statements and objectives were shared with the community via a series of planning sessions and another online survey. Feedback was incorporated in updated goals and objectives. During this phase, 239 people provided feedback and contributed to development of the strategic framework.

CNC's Executive Team worked to finalize the goals, objectives, and measures of success. The plan was then presented to the Strategic Plan Steering Committee, which in turn reviewed and revised the plan prior to recommending it to the CNC Board for approval.

What We Continue to Hear

Gathering information for the development of the Strategic Plan, confirmed CNC's community is broad. Internally, we talked with students, faculty, employees, leadership, and the Board. Externally, we reached out to every community where CNC has a presence and held online town halls and planning sessions. We conducted interviews with the public, chiefs, mayors and council members, community groups, Northern Health, industry and industry associations, other post-secondaries, school districts, and MLAs.

CNC thanks everyone who took time to complete a survey, attend a session, or participate in an interview.

“ CNC is a great stepping-stone, both financially and experientially. ”

Extending the Strategic Plan by an additional five years, with refreshed goals and objectives, enables us to continue responding to the feedback we have received and continue to receive.

Community members value CNC and the impact it has in the region. We are seen as a key partner in supporting economic and social development and in helping the workforce pivot to new careers as the economy shifts away from traditional resource-based industries.

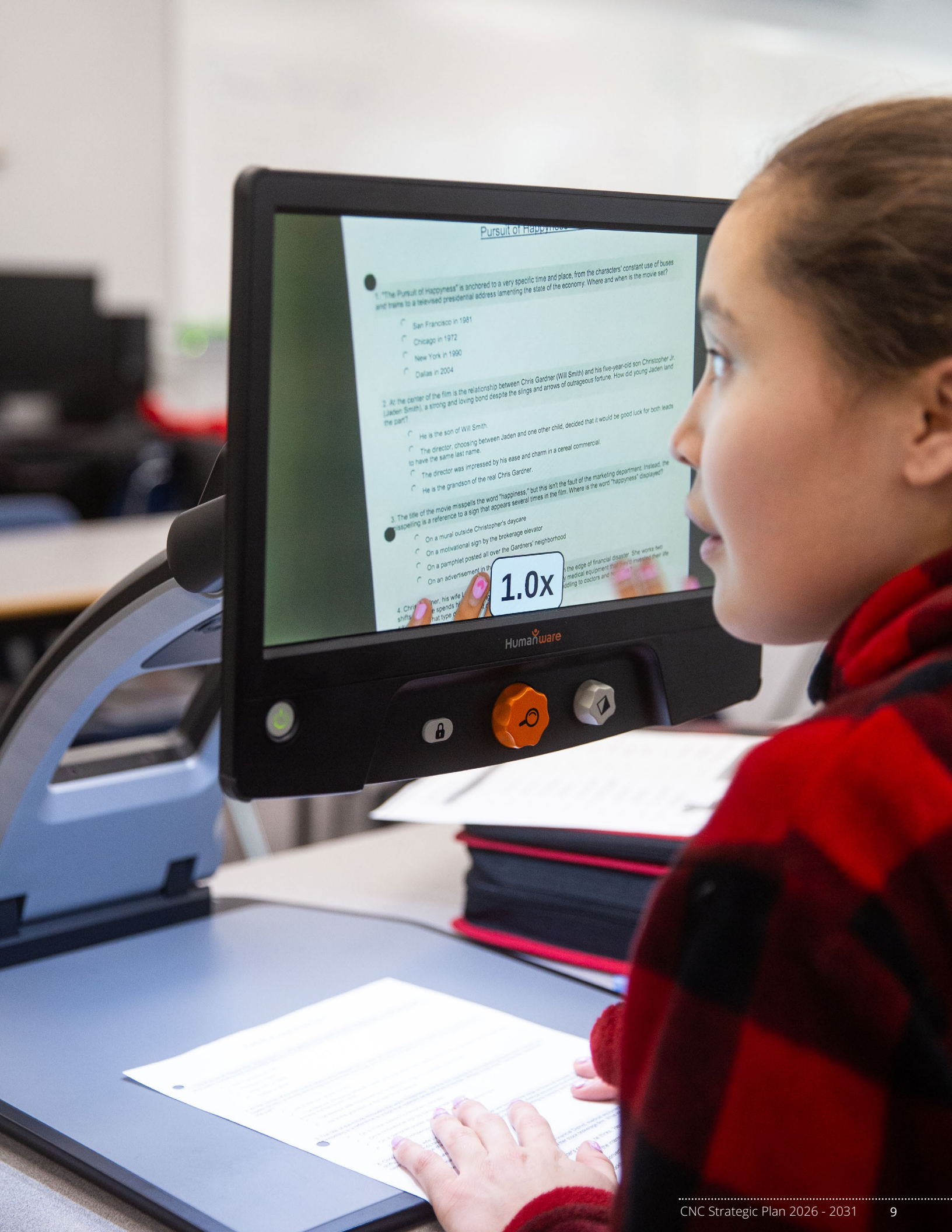
“ CNC provides second chances. It gives people an opportunity to come back to education and train for something new without having to travel away from home. ”

Community members described CNC as “affordable,” “caring,” “welcoming,” “friendly,” and “local.” They want the College to maintain this level of accessibility and inclusivity in the future. For many, CNC is a vital community asset that allows them to gain new skills while staying in their community.

“ **I admire CNC's...**
... inclusiveness and how they give a very diverse group of students the opportunity to succeed in a welcoming environment. ”

Community members also provided feedback on areas in which CNC can improve over the next five years. These identified areas from five years ago remain relevant to today's context:

- Student success
- Indigenization and commitment to the implementation of the UN Declaration on the Rights of Indigenous Peoples (*UNDRIP*) recommendations and TRC calls to action
- Indigenous community engagement
- Regional community needs, including authentic community engagement
- Teaching and learning, including continuous lifelong learning and training, training for a new economy, and programming that reflects future workplace needs
- Workforce development
- Technology and digital learning
- Organizational culture, direction, and common purpose
- Organizational and financial sustainability, including improved infrastructure
- Employee supports and development
- Internationalization and balanced enrolment
- Partnerships



Pursuit of Happyness

1. "The Pursuit of Happyness" is anchored to a very specific time and place, from the characters' constant use of buses and trains to a televised presidential address lamenting the state of the economy. Where and when is the movie set?
 - San Francisco in 1981
 - Chicago in 1972
 - New York in 1990
 - Dallas in 2004
2. At the center of the film is the relationship between Chris Gardner (Will Smith) and his five-year-old son Christopher Jr. (Jaden Smith), a strong and loving bond despite the slings and arrows of outrageous fortune. How did young Jaden land the part?
 - He is the son of Will Smith.
 - The director, choosing between Jaden and one other child, decided that it would be good luck for both leads to have the same last name.
 - The director was impressed by his ease and charm in a cereal commercial.
 - He is the grandson of the real Chris Gardner.
3. The title of the movie misspells the word "happiness," but this isn't the fault of the marketing department. Instead, the misspelling is a reference to a sign that appears several times in the film. Where is the word "happyyness" displayed?
 - On a mural outside Christopher's daycare
 - On a motivational sign by the brokerage elevator
 - On a pamphlet posted all over the Gardners' neighborhood
 - On an advertisement in the
4. Chris shifts, his wife spends the night in the hospital, and the edge of financial disaster. She works two shifts, and the medical equipment that she'd invested over the years is sold to doctors and hospitals.

1.0x

Humanware

What We Learned

Our world is becoming more uncertain and complex. Over the next five years, CNC students will graduate into a society and workplaces that we may struggle to recognize. Our job is to prepare them for that unknown and to help them be successful in navigating this new and often unpredictable landscape.

From our research, we believe the following trends will have a significant impact on the education and training students need to be successful.

Industry 4.0

The Fourth Industrial Revolution is driven by the convergence of advances in the digital, biological, and physical realms. Industry 4.0 is changing the way industry and society creates, produces, exchanges, consumes, and values goods and services. The impact on how we work and live is still unfolding, but it is likely to be disruptive and transformative.

Constant adaptation and significant continuous investments in the College's infrastructure will be required to support future teaching, learning, and organizational requirements.

Workplace of the Future

Over the next decade, more than 1,052,00 jobs will open up throughout B.C.¹ More than 75 per cent of all jobs will require some post-secondary education or training. Automation will have a significant impact on skills required. McKinsey found that between 2016 and 2030,² the need for physical and manual skills will decrease while the need for social, emotional, and technological skills will increase, with the need for technological skills increasing by 55 per cent.

CNC's programming and delivery will need to shift to accommodate these changing skill requirements.

Regional and Provincial Economic Priorities

CNC's service region overlaps several B.C. development regions, including Cariboo, North Coast and Nechako, and Northeast. The B.C. Labour Market Outlook projects modest employment growth in these regions over the next decade,¹ with many future job openings expected to come from replacement demand as workers retire. These conditions reinforce the need for responsive, regionally informed education and training that supports workforce renewal, community resilience, and changing labour market needs.

Health and environmental concerns, reconciliation with Indigenous peoples, caring for vulnerable members of society, building physical and digital infrastructure, and supporting major projects (North Coast Transmission Line; LNG expansion; mines) will continue to dominate provincial funding priorities, leading to increased emphasis on healthcare, social services, trades and engineering, technology, and environmental programming.

1. British Columbia Labour Market Outlook 2025-2035 Forecast. <https://www.workbc.ca/sites/default/files/2025-10/B.C.%20Labour%20Market%20Outlook%20Report%202025.pdf> Retrieved May 12, 2026

2. McKinsey and Company. 2018. Skill Shift: Automation and the Future of the Workforce. <https://www.mckinsey.com/~media/mckinsey/industries/public%20and%20social%20sector/our%20insights/skill%20shift%20automation%20and%20the%20future%20of%20the%20workforce/mgi-skill-shift-automation-and-future-of-the-workforce-may-2018.pdf> Retrieved March 22, 2021

Key Strategic Themes



Industry 4.0

Workplace of the future

Regional and provincial economic priorities

Reconciliation

Changing student demographics and expectations

Societal shifts

Accessibility and affordability

Organizational pressures

CNC's Strategic Framework

We are excited to share CNC's new strategic framework. CNC's mission and values remain the same, but we have used input from our community consultations and secondary research to develop a new vision and four new strategic goals to guide the College through to 2026.

Vision

Learning together, changing lives, creating futures.

lhulh whuts'odutel'eh (we will learn together),
lhk'enazdulkat (we change ourselves),
nus 'uztelelh (we will create the future).

Mission

Provide access to lifelong learning and to facilitate the achievement of educational and personal goals. We are responsive to the diverse needs of our students, our employees, and the communities in our region. In a dynamic, consultative environment, we deliver quality programs and promote the success of every student.

Values

Respect

We respect and value each individual by being inclusive and embracing the diversity of our learners and College communities.

Accountability

We are accountable to each other and to the College community for our actions and for achieving our commitments.

Integrity

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

Transparency

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

Relationships

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

Strategic Priorities

Four strategic priorities have been identified to help CNC achieve our new vision and live our mission and values.

While each priority has a unique focus, they are all connected to each other. Actions taken under one priority will support actions, activities, and initiatives across the others; they all work together to help us achieve our vision.

To ensure student success, Indigenization is seen as part of everyone's job, with specific objectives related to Indigenization efforts integrated across all four priorities.

CNC's Strategic Framework Overview

Vision

Learning together, changing lives, creating futures.

Ihulh whuts'odutel'eh (we will learn together),
Ihk'enazdulkat (we change ourselves),
nus 'uztelelh (we will create the future).

Successful achievement of the priorities and goals will help CNC deliver on our vision

Learning Across a Lifetime

- Goal 1: Provide Learning Opportunities for All
- Goal 2: Align and Strengthen the CNC Student Experience
- Goal 3: Foster a Strategic Enrolment Management (SEM) Culture

Student Success: Focused Education and Training

- Goal 1: Cultivate a Thriving Learning Community
- Goal 2: Deliver Responsive, Reflective, and Experiential Learning Opportunities

Organizational Strength and Agility

- Goal 1: Improve Focus, Coordination, and Accountability
- Goal 2: Indigenize the College
- Goal 3: Develop and Invest in Employees
- Goal 4: Foster Collaboration, Diversity, and Inclusion
- Goal 5: Ensure Financial and Operational Sustainability

Community Engagement and Partnerships

- Goal 1: Promote Indigenous, Community, and Partner Relations
- Goal 2: Embed the TRC Calls to Action, UNDRIP, and the B.C. DRIPA in College Plans, Practices, and Programming
- Goal 3: Respond to Community Needs
- Goal 4: Engage Alumni

Our mission and values provide a foundation that anchors our strategic plan.

Mission

Provide access to lifelong learning and to facilitate the achievement of educational and personal goals. We are responsive to the diverse needs of our students, our employees, and the communities in our region. In a dynamic, consultative environment, we deliver quality programs and promote the success of every student.

Values

Respect, Accountability, Integrity, Transparency, Relationships

Indigenous Students and Communities

CNC serves 22 Nations spanning the central interior of British Columbia with campus locations in Prince George, Vanderhoof, Quesnel, Burns Lake, and Mackenzie.

In our commitment to Reconciliation, we as a College prioritize the success of learners of all lived experiences while ensuring our programs, services, and opportunities align with equity, diversity, inclusion, and belonging. Each of CNC's campus locations are situated upon the territories of several diverse Nations. The guidance of these 22 communities on the Aboriginal Steering Committees and Yinke Dene Council reminds us of our responsibility to support Indigenous learners in ways that honour their identity, respect their culture, and celebrate their strengths. We acknowledge our ongoing commitment to the Truth and Reconciliation Calls to Action and UNDRIP as we embed Cultural safety into our walk and talk.

In our previous strategic plan, Indigenous Education was a stand-alone goal. In terms of implementation, this meant the goal was sometimes viewed as the sole responsibility of CNC's Aboriginal Education Division. In this strategic plan, it is important that initiatives related to Indigenization reach beyond a single division, and that we all understand everyone at CNC is responsible for the College's reconciliation efforts and Indigenous student success.

We also know that true Indigenization is about more than the education we provide, it is also about our culture and practices - everything we do.

Most importantly, Indigenization is only achieved through intentional collaboration and engagement with Indigenous communities in the spirit of reconciliation.

For these reasons, the CNC Board supports full integration of Indigenization as a commitment to ongoing reconciliation in our values at the College. Aspects of this commitment are embedded within our strategic goals with the vision of continued growth and expansion in all spaces in the College. In doing so, Indigenous education goals align direction with our strategic plan and ongoing operations.

We will continue to work closely with First Nations and Indigenous partner groups to achieve objectives that will benefit students, communities, and our College community.





PRIORITY 1

Learning Across a Lifetime

CNC will provide a positive, comprehensive, and accessible student experience for all students, no matter where they are on their learning journey.

CNC will open doors.

In practice, this means:

- We know that the education and training we provide changes lives, and we act to make this a reality.
- Every student at CNC should feel encouraged, empowered, and engaged.



Goal 1: Provide Learning Opportunities for All

- 1.1 Increase Access and Reduce Barriers to Entry
- 1.2 Improve Student Progression Through and Retention in Programs
- 1.3 Expand Flexible and Inclusive Learning Delivery
- 1.4 Strengthen Workforce Alignment and Credential Pathways

Goal 2: Align and Strengthen the CNC Student Experience

- 2.1 Establish a Shared, Student-Centered Philosophy
- 2.2 Co-create the Student Experience with Students and Employees
- 2.3 Foster a Welcoming, Safe, and Inclusive Learning Environment
- 2.4 Deliver Culturally Relevant and Specialized Student Supports
- 2.5 Create a Seamless and Coordinated Student Journey

Goal 3: Foster a Strategic Enrolment Management (SEM) Culture

- 3.1 Implement a Comprehensive Institutional SEM Framework
- 3.2 Embed SEM as a Shared Institutional Culture
- 3.3 Use Data Informed Planning to Achieve Enrolment Objectives
- 3.4 Strengthen Engagement and Communication to Support Enrolment Goals
- 3.5 Deepen Understanding of Applicant and Student Behaviours



PRIORITY 2

Student Success Focused Education and Training

CNC will be an inclusive learning community, providing education and training that is open to diverse ways of learning and knowing.

Because of CNC, students will be able to study, work, and thrive in this region and elsewhere.

In practice, this means:

- CNC graduates are skilled, diverse, and adaptable.
- We provide the education and skills students need to achieve their goals and be successful in an evolving world of work.
- We strive to meet the learning needs of all students and to foster a learning environment where we all benefit from each other's experiences.
- Our attitudes and mindsets embrace Indigeneity and cross-cultural ways of learning, knowing, and being.
- We reflect Indigenous knowledge and culture in our programming and learning environments.
- We promote a global perspective in our learning experiences.



Goal 1: Cultivate a Thriving Learning Community

- 1.1 Foster Inclusive and Engaged Learning Communities
- 1.2 Enhance Teaching and Learning Through Diverse Pedagogical Approaches
- 1.3 Strengthen Faculty and Instructional Supports
- 1.4 Advance Indigenization and Internationalization in Learning and Services

Goal 2: Deliver Responsive, Reflective, and Experiential Learning Opportunities

- 2.1 Ensure Program Relevance and Responsiveness to the Needs of Students and Industry of Today
- 2.2 Center Learning on Future Forward Skills and Competencies
- 2.3 Embed Indigenous Ways of Knowing and Working Across Learning
- 2.4 Expand Experiential and Work-Integrated Learning Opportunities
- 2.5 Advance Learning Technology Aligned to Industry Standards Inclusive of AI



PRIORITY 3

Organizational Strength and Agility

The CNC community will be a strong cohesive team, working together to help students thrive.

In practice, this means:

- Everyone at CNC is focused on student success. We are an organization that cares.
- We welcome and respect everyone, embracing diversity and celebrating differences.
- Our institution is responsive, well managed, sustainable, and resilient.



Goal 1: Improve Focus, Coordination, and Accountability

- 1.1 Strengthen Institutional Alignment and Accountability
- 1.2 Improve Regional Coordination and Campus Clarity
- 1.3 Ensure Program and Enrolment Sustainability

Goal 2: Indigenize the College

- 2.1 Embed Indigenous Ways of Knowing Across CNC
- 2.2 Create Culturally Safe and Flexible Learning Environments
- 2.3 Address Systemic Barriers for Indigenous Peoples
- 2.4 Celebrate Indigenous Identity, Presence, and Leadership

Goal 3: Develop and Invest in Employees

- 3.1 Align Structures, Roles, and Competencies
- 3.2 Strengthen Recruitment, Growth, and Engagement
- 3.3 Build Teaching and Professional Confidence

Goal 4: Foster Collaboration, Diversity, and Inclusion

- 4.1 Strengthen Collaboration Across Campuses and Departments
- 4.2 Advance Equity, Diversity, Inclusion, and Social Justice
- 4.3 Create Inclusive and Welcoming Spaces

Goal 5: Ensure Financial and Operational Sustainability

- 5.1 Strengthen Financial Sustainability and Resilience
- 5.2 Systemically Leverage Technology to Support Institutional Goals
- 5.3 Revitalize and Modernize Physical Infrastructure



PRIORITY 4

Community Engagement and Partnerships

CNC will foster community relationships to maintain the relevance of its programs and services and to expand student learning opportunities.

Collaborative partnerships bring together resources and expertise that will help CNC enrich students' learning, respond to labour market needs, and contribute to the social and economic vibrancy of this region.

In practice, this means:

- We engage and work with local, provincial, national, and international partners to understand and support education and training needs.
- We listen, we share, we collaborate, we communicate progress, and we celebrate mutual successes.
- We make realistic promises to community partners and we keep them.
- We recognize the importance of First Nations and Métis partnerships in fulfilling CNC's commitments to Reconciliation and the UN Declaration on the Rights of Indigenous Peoples.
- We build sustainable and relevant international partnerships.



Goal 1: Promote Indigenous, Community, and Partner Relations

- 1.1 Strengthen Relationships with Communities and Partners
- 1.2 Deepen Relationships with Indigenous Peoples
- 1.3 Advance Strategic and Mutually Beneficial Partnerships

Goal 2: Embed the TRC Calls to Action, UNDRIP, and the B.C. DRIPA in College Plans, Practices, and Programming

- 2.1 Advance Reconciliation Through Institutional Action
- 2.2 Strengthen Early Engagement and Educational Pathways
- 2.3 Continue the Implementation of the Indigenous Education Plan

Goal 3: Respond to Community Needs

- 3.1 Use Evidence and Insight to Guide Decision Making
- 3.2 Expand Community Connected Learning Opportunities Utilizing Technology When Appropriate
- 3.3 Encourage Innovation that Enhances Student Learning for Today's Students

Goal 4: Engage Alumni

- 4.1 Build a Connected and Active Alumni Community
- 4.2 Provide Lifelong Value to Alumni
- 4.3 Recognize, Celebrate, and Activate Alumni Contributions

Implementation

A strategy is only as good as its implementation.

Ihulh whuts`odutel`eh - Learning Together, CNC's Strategic Plan 2026-2031, tells the story of what we want to achieve over the next five years. How we will achieve this is defined in an implementation plan inclusive of a series of cascading plans and strategies that outline specific actions in each area.

These plans are already developed, but like the strategic plan, will need to be reviewed for progress. These in turn will cascade into school and department plans, and then into individual employee performance plans.



Thank You

The development of lhulh whuts` odutel` eh - Learning Together took nearly a year of dedicated effort.

The completion of the plan would not have been possible without the contributions of many individuals and groups.

Our thanks go to the individuals and leaders in the communities we serve who shared their time and perspective through community surveys, participation in open forums, interviews, and focus groups on goals. Your contributions helped us realize the special role of the College for the communities we serve, and our responsibility to ensure CNC is the best it can be.

We are grateful for the on-going work and support of members of the CNC community including faculty members, operational staff, and leaders. You shared your passion for student success and CNC's role in the community, and have focused on ensuring the community's vision for the College can become reality through this plan's lifetime.

We also want to thank CNC students and alumni for their contributions to this plan. CNC has touched the lives of more than 100,000 people in its first 50 years of service. Your perspective helps us focus on keeping student success at the heart of everything we do.



Kwadacha Nation
(Fort Ware)

Tsay Keh Dene Nation

Takla Nation

Mackenzie

Yekooche First
Nation



McLeod Lake Indian Band
(Tse'Khene Nation)

Tl'azt'en
Nation

Lake Babine Nation

Binche Whut'en

Wet'suwet'en First Nation

Fort St. James

Burns Lake

Nak'azdli Whut'en

Ts'il Kaz Koh First Nation



Nadleh Whut'en

Skin Tye Nation



Lheidli T'enneh
First Nation

Nee Tahi Buhn Band

Vanderhoof

Prince George

Cheslatta Carrier Nation

Stellat'en First
Nation

Saik'uz First
Nation

Quesnel

McBride

Lhoosk'uz Dene Nation

Nazko First Nation

Lhtako Dene
Nation

Valemount

?Esdilagh First Nation



The communities served by CNC

22 First Nations communities and 9 municipalities served by CNC



Mackenzie Campus



Prince George Campus



Vanderhoof Campus



Burns Lake Campus



Quesnel Campus



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